

A New Intercomprehension Model: Reservoir Model

Arif Sariçoban

arifs@hacettepe.edu.tr

Davut Aktaş

davutaktash@hotmail.com

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Abstract

Problem Statement: The current study tries to find out new strategies to understand interlocutors who are speaking in an unknown language.

Purpose of Study: This study aims to find out natural ways of forming their current knowledge.

Methods: A survey was administered to 14-15 year old students using open- ended questions to elicit the ways of understanding the interlocutors.

Findings and Results: The results revealed that 14-15 year old students get information in any case consciously or unconsciously and they understand people in any case by using various strategies. We elicit their gaining canals to form their current knowledge under normal conditions.

Conclusions and Recommendations: In the current study, we found that 14-15 year old students have a huge knowledge of language. In this work, we see that people can understand their interlocutors in any case using current knowledge under normal conditions. The reservoir model that we develop in this work can be carried out with different age- groups. To elicit The Reservoir Model different, language families can be applied to obtain new strategies.

Keywords: reservoir model, intercomprehension projects, known intercomprehension models

Introduction

Intercomprehension is a form of communication in which each person uses his/her own language and understands that of the other(s). To promote this concept and to help European learners to acquire intercomprehensive competence is the aim of a number of projects that were carried out in a number of EU Projects since the 1990s. It is accepted as an alternative to the common use of a lingua franca and approximately 11 programmes, three models and the last one that is Aktaş' Reservoir Model have been developed so far.

The first project, GALATEA, started in 1991 and finished in 1999. The aim of the project is to allow speakers of Portuguese, Italian, Spanish and French to implement and develop romance cross-comprehension.

The second project, EUROM4 (contemporary of GALATEA), is contemporary of Galatea. Its aim is to create a specific methodology for the development of reading skills in French, Portuguese, Spanish and Italian.

The third project, ILTE-Intercomprehension in Language Teacher Education which

ended in 2001, aimed at creating a teacher-training module focused on the concept of Intercomprehension. The objective of this project is to educate language teachers enable them to exploit intercomprehension between languages in teaching/learning process of a new language. As mentioned above this project is aimed at all language not like Eurom4 and Galatea.

The fourth project, IGLO promoted cross-linguistic comprehension among the Germanic languages which started in 1999 and finished in 2003. IGLO is the acronym of a project called 'Intercomprehension in Germanic Languages Online'. IGLO focuses on, like other projects understanding each other in the same language family, which promotes cross-linguistic comprehension among the Germanic languages by focusing on their similarities and differences, thus people produce their own language and understand the other Scandinavian languages.

The fifth project, EUROPEAN AWARENESS AND INTERCOMPREHENSION (EU&I), started in 2003 and finished in 2007. Project is dealing with the general concept of Discursive Competence. It focused on the notion of Intercomprehension. Some projects are dealing with linguistic transfer not in the same family but it also points out a general interpretative process as a result of receptive strategies.

The sixth project is "Euromania which started in 2006 and finished in 2008. By means of this project materials can be developed for school children to improve intercomprehension skills in the Romance languages whilst teaching other subjects (history, science, mathematics....) Euromania is a method of learning system in schools for students of Roman language countries in late elementary school (8 to 11 years). Unlike others, this method takes the school teenagers in the centre. It focuses on the mutual understanding

between the languages of the same family. This project is based on the common programs which are used in European countries referred to mutual understanding.

The seventh project is “Intercom (2006-2009) which aims at developing reading skills in German, Portuguese, Bulgarian and Greek A2 level. The INTERCOM project is a European project LINGUA 2 for the period of 3 years. It unites institutions and members that took place in previous coordinated and participated projects on Intercomprehension. Intercom is based on theoretical and practical perspectives and consequences of previous projects and research in the field of intercomprehension.

The eighth project is “Chain stories (2007 – 2009)” which creates chains of stories that are written in cooperation by children using their mother tongue and understanding the languages of four other countries (Portuguese, Romanian, Spanish, Italian and French); The Chain Stories project provides a friendly environment for students of 8 to 12 year old. They can enjoy writing stories in their mother tongue. The project will enable students to motivate students about how easily they can understand other languages and communicate with their peers in other European countries. The project aims to improve language –learning motivation, encourage awareness, and improve written expression.

The ninth is “Galapro (2008-2010)” which aims to develop a specialized training network based around mutual understanding of Romance languages (Catalan, Spanish, French, Italian, Portuguese and Romanian) GALAPRO is part of an action-based educational perspective to motivate multilingualism by helping to develop a teaching method based on mutual understanding of Romance languages (Catalan, Spanish, French, Italian, Portuguese and Romanian), using a hybrid or remote training system for trainers.

The tenth is “EuroCom” is a project intended as a way towards European

multilingualism. EuroCom should be understood as a necessary complement to the language teaching provided in schools. EuroCom-The Seven Sieves is a multilingual gateway to the world of the Romance languages. Eurocom stands for Euro Comprehension which aims at three main European language groups: Romance, Slavic and Germanic. In Europe People speak at least one of these languages as a first or second language.

The eleventh is “REDINTER -Rede Europeia de Intercompreensão – The European Network of Intercomprehension- (2008 – 2011)” a thematic network which aims to develop Intercomprehension and good practices in this domain, to identify the existing materials and experience and to publish a report of recommendations, as well as to organize a scientific colloquium at the end of the project in which all the research done will be discussed. REDINTER (Rede Europeia de Intercompreensão–The European Network of Intercomprehension) is composed of 28 partner institutions and 16 associated institutions, which have showed their interest in and commitment to the domain of Intercomprehension.

There are 4 available models, found by stakeholders. These are: MIM (Modular Intercomprehension Model, Todor Shopov & Maya Pencheva), Peter Doye (9 different knowledge categories), Flemano Capuccho (dimensions), and Aktash (reservoir model)

The Mim Model (Modular Intercomprehension Model, Pencheva And Shopov):

Bases

This is the first model of intercomprehension, which constitutes the basis of intercomprehension phenomena, and explains with six bases. What is the feature of this model and what does Modular Intercomprehension Model claim here? It is believed that mental structures might be universal in their form and minds store them in the chronological order and in a similar manner. Language is an independent thinking and

understanding process. This process is a very practical mechanism. Metaphorical norms develop the process of understanding and communication in general. Intercomprehension is the beliefs about the general mental norms. There is a lot of evidence from linguistic research that the meanings of the words have a live metaphorical root.

Modular Intercomprehension Model is based on general communicative ability. It exists in various modalities coming from different mental faculties. Six modules constitute it. Linguistic base, the terms that commonly use-phoneme, morpheme, lexeme, grammatical category, and sentence are consisting of different types of pattering in language. In order to comprehend a piece of communication recipient must be able to hear it first. The speech product is recognition that occupies the midfield between linguistics and psychology of perception. Recognition is an active and common cognitive process. Psycholinguistic base, Psycholinguistics investigates people's knowledge of sentences. We explain the mental process of understanding language. From sociolinguistic perspective, new information doesn't cause any problem. The major thing is to establish and maintain social relationships or to keep the channel open to continue the conversation. Cognitive base, Interpretation of grammar of language in a cognitive frame contrasts with the widely spread generative theory but preserves creativity as an attribute of language. From pragmatic perspective, the system of rules ensures that the speaker's intent is well understood by the listener who governs communication. Physiological base, in a speech event, the listener extracts a message from an extremely complex acoustic signal. The Modular Intercomprehension Model enriches the theoretical study of Intercomprehension so as to contribute to the foundation of the discipline of Intercomprehension Analysis.

Flemano Chapucho's Model: Dimensions

About eleven projects have been done with respect to Intercomprehension and multilingual comprehension between closely related languages except the EU + I project because it is emphasizing the all human communicative activity. The working hypothesis is to interpret a message in an unfamiliar language. People should believe linguistic elements in the situation which they may live or feel familiar with interactive situations in their own language or culture. In this model, a person's discursive and receptive competence comprises three dimensions:

- A textual dimension contains genre and discourse or text structure;
- A Situational dimension consists of socio-cultural, interactional and pragmatic knowledge,
- A purely linguistic dimension with respect to morpho -syntactic, lexical and phonological knowledge.

In this model these dimensions of knowledge have been built and activated by general cognitive abilities. If in any situation, an encounter has a knowledge deficit in three dimensions; another two dimensions have been activated to construct some meaning in a particular situation even if the purely linguistic resources are limited. It is claimed that some other slightly different categories of knowledge can be activated if you approach a text in a language they don't know. It doesn't mean that if a learner encounters a knowledge deficit, other levels of knowledge will entirely compensate for a linguistic deficit in any case.

It is claimed that people have a reservoir of the knowledge in both the same language family and in unfamiliar language family. If people are aware of this knowledge to understand the text, they can motivate themselves to use contextual clues to comprehend it

Peter Doye's Model: Knowledge(s)

When people come across with the text or discourses in a new language, they don't know that they are not total newcomers to the task. The language is not totally new territory for them. They have a wide range of knowledge to use to understand the texts. They have the knowledge and they have to learn how to mobilize it in various communicative situations. We want to mention them here in terms of the most important categories: When learners are confronted with texts or utterances in a new language, they are not total newcomers to the task, and the language is not absolutely new territory for them. What kind of knowledge is this? Which are the most important categories?

- General knowledge, we can also call this knowledge of the world or the general encyclopaedic knowledge which facilitates their understanding
- Cultural knowledge, we can call this type of knowledge stereotypical and false generalization. We are emphasizing here a specific facts or events in a particular culture
- Situational knowledge, we can understand where it occurs and where it is used.
- Behavioural knowledge, people not only use verbal signs to express ideas, emotions and intentions but also use other norms of behaviour to serve the purpose of conveying information.
- Pragmatic knowledge, this knowledge is closest to situational knowledge.

- Graphic knowledge, the learners can make assumptions about the writing system used in the text.
- Phonological knowledge, we can call it sound system. Listeners can make some inferences in order to comprehend the meaning of spoken utterances.
- Grammatical knowledge, on the basis of grammatical systems and the grammatical structures, and formulae used in a given text to help learners to make assumptions about the content of the text
- Lexical knowledge, briefly two kinds of lexical knowledge can be indicated to approach a new language.
 1. First one is the knowledge of international vocabulary. All European languages belong to same language group and possess a common core of syntactic structures and vocabulary.
 2. The second type is lexical knowledge of vocabulary they get from their mother tongue or another previously learnt language.

Reservoir Model

The three models I explained above based on the knowledge that people got somehow so far. Peter Doye mentions this knowledge as “a wide range of knowledge”. Using the video material, I revealed out the canals of the knowledge about how teenagers fulfil their reservoir, general information, etc. I found that teenagers fulfil their reservoir by using these canals.

People get the input from different places loudly or quietly, consciously or unconsciously. As Penny Ur sets out in random order the following lists of situations of “real – life”.-

- Listening to the news/weather forecast/sports report/announcement, etc. on the radio
- Hearing announcements over the lower speaker (at a railway station, for example or airport
- Hearing a speech/lecture
- Listening to recorded/broadcast songs
- Attending a formal occasion (wedding/prize-giving/other ceremony) (Ur, 1984, p.2)

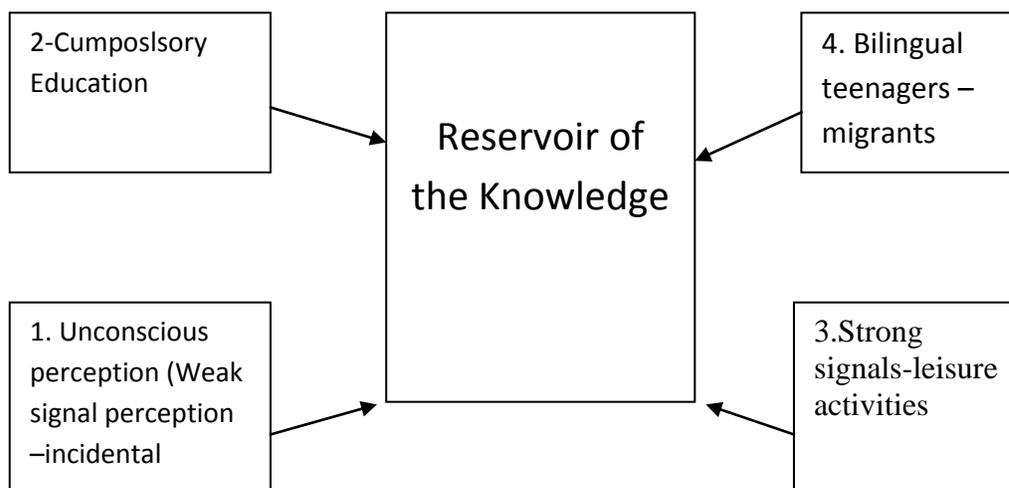
Even if we don't remember the sounds, words, speeches, etc. they are all recorded by our brain. Whenever we are in complicated situation commander of the language centre is helping us with the words we received before. When you need to communicate or convey message to your interlocutor the information from your reservoir comes up unconsciously and then you can use them to express yourself. Under normal circumstances teenagers receive information and store them in the language centre which is situated in the left hemisphere of the brain.

To explain these findings I have to separate them into four categories. While categorising the data some of them can be put into the same place because similar responses have been received from participants.

1. Unconscious perception (Weak signals-Incidental learning)
2. Compulsory Education

3. Incidental learning-social activities

4. Conscious perception (strong signals)



Unconscious Perception (Weak Signals – Incidental Learning)

Situational context includes various domains such as; setting (where and when the speech event occurs), participants (interlocutors), their role relationships (social and psychological), message (topics, concepts, predictions, etc.), channel (verbal and non-verbal visual ways of conveying meaning-spoken or written language be exposed by the known ways and my findings):

- Tourists, car catalogues were in German language, German books and magazines, travelling to Germany
- Mum knows German, relatives speak German languages that live in Germany (on summer holiday, etc.), Father knows German, neighbours are from Germany and

speak German, teacher knows German, sister knows German, and friends speak German language.

I thought that with the second sub-category one more category could be formed. But, they are very similar. Because of this I have put them together. The conditions in the second category come from situations that you cannot get away from. These are normal conditions you are in. They want to show them or influence you to speak German language. If you want to go away you cannot change conditions and you learn unconsciously something from them. For the first category, I wanted to say “Weak signals – incidental learning”. However, it can also be called unconscious perception. Here, I want to focus on getting some knowledge by incidents and conditions. For instance, when you leave for home, you encounter people or they encounter you. If you talk to them, your brain stores the words you used bilaterally. Depending on the situation that you have to be in (airport, railway station, etc.), you listen to music, announcements without any purpose. When you travel abroad and sit in a café or somewhere else there are always catalogues and magazines on the tables. People try to read interesting parts of the magazines, catalogues and books. After repetitions of all the words they hear or listen to, even if they don't want to listen, they learn and become acquainted with the words. But, the brain stores everything they hear.

Compulsory Education

Compulsory education in Bulgaria refers to all children aged between 7 (or 6 at the discretion of their parents) to 16. Children complete their compulsory education in upper secondary schools.

General educational institutions: kindergartens, primary schools (1st to 4th grade), lower secondary schools (5th to 8th grade), basic schools (1st to 8th grade), general upper secondary schools (9th to 12th grade), upper secondary schools of specialised studies profile (8th or 9th to 12th grade), general secondary schools (1st to 12th grade). For basic school education: I–IV grade, compulsory subjects are: Bulgarian language and literature, Mathematics, Motherland, Music, Drawing, Creative labour, Physical Education and Sport, Man and Nature, The World Around, Man and Society.

For lower secondary education: V–VIII grade, compulsory subjects are: I and II Foreign language, History and Civilisations, Physical and Economic Geography, Biology and Health Education, Physics and Astronomy, Chemistry and Environment Protection.(Bulgaria, National summary sheets on education systems in Europe and ongoing reform). Compulsory education in Romania includes eight grades and it will include nine as of 2003. Compulsory attendance in the nine-grade full-time education ends at the age of 17. The structure of the syllabus and, inside it, the learning activities, are indicative of an approach focused on how well, when and why we learn what we learn, and the later utility of what has been learnt at school. The syllabi include the curricular performance standards stipulated for the end of the fourth and, respectively, the eighth grade.

According to the *Reference framework* the curricular performance standards are national standards. They represent a common and unified system of reference for all pupils at the end of an educational stage. We see compulsory education in all European countries at the age of 16–17. Students get the main part of their knowledge by compulsory education, but some knowledge is obtained from elective activities within this system. As it is indicated ... a social interaction in the appropriate scientifically current time, the production of

communicative language teaching in these conditions is socially timely, scientifically motivated.... (Simeonovo Y., 2008). Social contacts are unavoidable acquisition process on intercomprehension strategies. In this system students have to study one foreign language that is obligatory and a second language which is elective. In the second language they join in social activities, such as drama, cooking, visiting a museum, visiting a country, etc.

Strong Signals – Leisure Activities

We think that these responses, listening to music, computer games, watching movie, internet, TV, newspaper, have to be assessed in this category. Teenagers spend most of the time alone with their private property such as a computer with internet, iphone, etc. In their leisure time whatever they choose as an activity, they choose on purpose. So, signals are very strong. If they listen to music, they repeat with pleasure and never forget. They learn the song scripts by heart even if they don't know the meanings. When they are playing computer games, at first they follow instructions even if they don't know the meanings. They perceive the instruction as a picture (start, stop, play again, exit, etc.) then learn the meanings of the instructions later on.

Bilingual Teenagers – Migrants

When we asked the students how they understood parts of the movie shown, some of them answered by the help of the second language. Let's take an example. A Bulgarian student knows English as a second language in compulsory education. English is helping them to understand the movie. Many minorities can be seen in Europe. In this school a boy/girl can be from one of the Arabic language speaking countries. They can also be from Greece, Turkey, America, Macedonia, China, Germany, etc. They all speak their own

language plus the host country's language. But... native language is the starting point for learning a foreign language. Therefore, it should not be excluded from teaching and should be consciously and actively used in language learning as it structures network of mental ties, which integrate all elements, units and structures of the new language (Stoycheva, D. 2008). They all attend compulsory education and learn another foreign language. So, they can speak at least three different languages. This is also another condition that you cannot get away from. To understand the movie, the second language plays a great role.

In terms of statistics, adolescents watch TV for 4-9 hours per a day. They watch original movies with subtitle or without subtitle from different countries. They become familiar with this language if it is in another language family. Adolescent want to join international organisations which might be aimed at visiting touristic places, excursions, language courses, ski lessons in foreign countries. In terms of economic crises tourism rate got bigger by 5-6 percent in the world. Kids have to attend kindergartens from the age of two or three to age of fifteen or sixteen. They are taking their majority knowledge in the compulsory education. So, their receptive skills are always open. They get the knowledge consciously or unconsciously. It doesn't matter how they obtain the knowledge.

Firstly, general reasons have significant effects on adolescents. In the globalising world, life conditions are changing in different aspects such as technology, internet, tourism, travelling, TV programs, listening to new albums, international organisations, etc. and you cannot keep yourself away from them. They have a great effect on people. Somehow you have to adopt yourself to the new circumstances. Middle age or old people can keep themselves away from the changes but adolescent are in the stream that they cannot keep themselves away from changes.

Secondly, personal opportunities take important place in this category. For example; financial situation, family (from educational position), travelling, musical instruments to play (it gives a chance to go abroad or meet with other people), sport, competitions (sports or Olympiads for math, physics, chemistry, etc.).

Thirdly, in terms of adolescent psychological approaches they adopt themselves to the challenging world. They buy new technological instruments, new brand cell phones, clothes, movies, etc. We are sure conditions will go on this way, adolescent will be in the stream and their channels/receptive skills are always open consciously or unconsciously.

Fourthly, another important factor is nonverbal communication strategies. Even if they don't understand the meaning of strategies they employ these strategies such as: Gestures-mimes, empathy, teacher –student activities, intonation, same kind of movie we watched before, emotional movements, predict the meaning, pay attention to the words, words that are used separately, repeated words, reactions. Feelings may carry more significance and weight than what is said by using body language to the interlocutor. Those receiving messages may be perceived better than verbal communication. As it is said 'Actions speak louder than voice.

Conclusion

Reservoir Model (R & M) revealed the main channels about how adolescents get the knowledge loudly or quietly, consciously or unconsciously. These four channels are the verbal mainstreams to form the R&M. In the new multilingual world, if this method can be used appropriately, it will enable us to overcome comprehension problems across language families. Reservoir Model will help teenagers who started to learn a new language; if they

already started to learn a language as a second language it will accelerate the learning process. With the Reservoir Model and its practice (video watching) will keep their knowledge always fresh and ready to use. It also encourages people to develop themselves because they always encounter high level situation. To overcome the language barrier problems in the millennium world Reservoir Model is a great tool.

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Assoc. Prof. Dr. Arif Sariçoban has been teaching linguistics, methodology, teaching English to young learners, instructional technologies and materials development, translation, current trends in foreign language teaching, seminar, and teaching language skills. He has publications in both national and international indexed journals on various topics of language and linguistic studies.

Davut Aktaş has been teaching at St. Kliment Ohridski University, Faculty of Education, Department of ELT, Sofia-Bulgaria.

Hazne Modeli

Karşılıklı anlama yönteminde yeni model: Hazne Modeli

Bu makalede 14-15 yaşındaki öğrencilerin mevcut bilgi birikimlerinin oluşması ve ortaya çıkışı üzerine odaklanacağız. Hazne Modeli yabancı dildeki konuşmaları ve yazılı metinleri anlamamızı sağlayan bilgi haznemizi dolduran kanalları ortaya çıkarmıştır. Hazne modeli bir resim ortaya koymaktadır ve bu resim yabancı dilde konuşan muhatabınızı anlamanızda bilinçaltı edindiğiniz bilginin refleks olarak kullanımını sağlar. Böylece, bilgi konuşmaları ve yazılı metinleri anlamada bilgi eksikliğini tamamlamada yardımcı olur. Muhatabını anlama sürecinde bilgi eksikliğinin büyüklüğü önemli bir rol oynadığından bütüncül yaklaşım çok önemlidir. Hazne modeli bilgi eksikliğini tespit eder ve bunu giderecek kanallar ortaya koyar. Bu makalede karşılıklı anlama modelleri analiz edilerek Hazne Modeli ve kanalları takdim edilecek.

Anahtar Kelimeler: hazne modeli, karşılıklı anlama projeleri, bilinen karşılıklı anlama projeleri