

TEACHING ROMANCE LANGUAGES THROUGH INTERCOMPREHENSION: NETWORKING HEARTS AND MINDS IN THE LANGUAGE CLASSROOM

Berkeley Language Center

January 31, 2014, 3:00-5:00

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Overview

Intercomprehension, Intercommunication, and the
Multilingual Romance Language Classroom:

How the strategies of Romance Language
Intercomprehension are being adapted to the
North America context to teach French and Italian
to Spanish speakers at California State University,
Long Beach.

Our Team

- The results presented here emerge from the work of a team, the fruit of some seven years of thought, study, and practice, aided enormously by NEH funding.
- Who are we? Everyone involved in the project has a multilingual background.
- All find it “liberating” to express their multilingual and multilingual backgrounds in classes that encourage the use of multiple languages as opposed to the adopting of the “native speaker” posture.

My Language Biography

- My language biography: Heard dialects of Italian growing up, parents wanted me to be monolingual English, but bi-cultural Italian American. Grew up on San Fernando, California where I heard Spanish and Spanglish on the streets. Studied Latin in high school, Italian at UCSB and on study abroad (Padua), French in Paris at the Alliance Française and UC Berkeley, where I finished my BA. Spanish and German at UCLA during grad school, PhD in Romance Languages, Literatures and Linguistics (program no longer exists).

Overview

- Heritage speakers of Spanish as learners of French and Italian
- What is Intercomprehension?
- Intercomprehension strategies: reading in multiple Romance Languages
- Intercommunicative strategies: developing speaking competence in multiple Romance languages
- Intercultural learning in the multilingual Romance language classroom: networking cultural competencies multilingually

1. Linguistic and Cultural Affinities: The Romance Languages in Intercomprehension and the NEH Grant
2. The Student Perspective on Intercomprehension: Survey Data Analyzed
3. Modules in Intercomprehension: French and Italian for Spanish Speakers

Intercomprehension, NEH

“Linguistic and Cultural Affinities: The Romance Languages in Intercomprehension and the NEH Grant”

Linguistic and Cultural Affinities: The Romance Languages in Intercomprehension and the NEH Grant

- American high school and college students are increasingly multilingual and transnational, with experiences of language and culture that no longer match current language acquisition pedagogies.
- With regard to Spanish, growing numbers of students in North American high schools, colleges and universities possess a working knowledge of Spanish, which they acquired as heritage speakers or through formal study at school.



Linguistic and Cultural Affinities: The Romance Languages in Intercomprehension and the NEH Grant

- This background in Spanish allows students to see the automatic linguistic and cultural ties that link Spanish with the entire family of the Romance languages **if they are encouraged to seek them and taught how to see them at varying levels of clarity and opacity.**
- These ties, i.e., the bridges that allow students to “cross” from one language to another within the same language family, bind learners to accelerated language acquisition through **Intercomprehension**

What is Intercomprehension?

- **Intercomprehension:** a form of plurilingual communication across languages of the same family
- The term was first used by Jules Ronjat in 1913 to offer a scientific explanation for the high levels of European multilingualism prior to World War I.
- He defined as *Intercomprehension* a speaker's ability to understand the speech of another speaker who communicated in a dialect of the same language or a related language.

The History of Intercomprehension

- Restrictive nationalistic language policies post WWI severely curbed plurilingualism and the individual's multilingual propensity.
- Since the 1970s, European scholars have worked to reverse this by teaching *Intercomprehension*.
- The first to do so was Claire Blanche Benveniste who revitalized *Intercomprehension* in the 70s and adapted it for new audiences of language learners in Europe.

European Intercomprehension

- European **Intercomprehension** has developed a series of strategies for expanding an individual's language learning capacity.
- Until recently, these strategies have been largely confined to reading, though new work in Europe suggests evolution into active skills as well.

European Intercomprehension

- European **Intercomprehension** has focused on the **Romance language family**, and primarily **Portuguese, Catalan, Spanish, Italian and French** (the languages are listed in the order of the geographical proximities of the areas where these languages are spoken in Europe).
- It has evolved in a variety of directions, yielding collaborations, projects, publications and materials among linguists across the Romance-language speaking countries of the European Union. We have worked with a number of them within the context of our NEH grant.

Romance Languages Map



Intercomprehension in the US

- European-based **Intercomprehension** has served as a model for what we can call

American Intercomprehension

in which Spanish as well as English are dominant resources in the language acquisition process.

American Intercomprehension

- We define our adaptation of **Intercomprehension** as **American Intercomprehension** for three reasons:
 - 1) The use of English
English has numerous affinities with the Romance language family.
 - the vast extent of Latinate words in the English language
 - linguistically and historically English is the most “Romance” of all the Germanic languages.

American Intercomprehension

- 2) Students in North America know English and Spanish
- 3) Students in North America speak Caribbean, Latin American, and Mesoamerican varieties of Spanish, not to mention those varieties that have emerged as distinctive in the United States, such as L.A. Spanish, Miami Spanish, Spanglish etc.

Spanish in the World



Spanish in the United States

- Spanish is the most studied foreign language in the United States and many important public documents are published in both English and Spanish.
- Spanish is also de facto official in the U.S. state of New Mexico along with English and is increasingly used alongside English nationwide in business and politics.
- With over 50 million native speakers and second language speakers, the United States now has the second largest Spanish-speaking population in the world after Mexico.

Rethinking Language Teaching

- Working with **Intercomprehension** and **American Intercomprehension** has prompted us to take some bold steps in how we teach—our students are not elite language learners
- Replacing the “traditional” sequencing and scaffolding of grammar and syntax complexities from Krashen with organic, **intercomprehensive** and **intercommunicative** approaches, including the use of multiple languages in the language classroom that offer a context for multilingual practice, i.e., “translanguaging and transculturing”

French & Italian for Spanish Speakers: Lessons from the Heritage Spanish Speakers Learning Community

- The Affective Dimension: Learner identity plays an important role. (survey)
- Teaching Structures: The Use of Comparative and Contrastive Analysis for lexicon, syntax and grammar (teaching modules)
- A “Language Arts” approach in which reading, listening, performing, and collaborative, student-based work happens. (teaching modules)

The National Endowment for the Humanities Grant “French and Italian for Spanish Speakers at California State University, Long Beach”



NATIONAL ENDOWMENT FOR THE
Humanities

Why CSULB?

CSULB is a designated Hispanic Serving Institution, a new NEH initiative.

Purpose of Project

"French and Italian for Spanish Speakers" brings language-teaching faculty together from four Southern California institutions to explore the philosophy, methods and application of intercomprehension and plurilingualism to teach French and Italian to Spanish speakers.

Why Intercomprehension and the NEH?

The NEH emphasizes access to humanities content as its overarching goal.

Intercomprehension teaches content and language in tandem, which enables students to read cultural texts of all kinds -- literature, art history, history, etc.-- from the onset of language study.

Participant Institutions

All participant institutions enroll high percentages of Hispanic students and seek ways to harness their language aptitude for advanced work in humanities content.

Participant Institutions

The participant institutions are three high schools and one community college:

San Pedro High School (French and Italian)

Wilson High School (French)

Millikan High School (Italian)

Long Beach City College (French and Italian)

Structure of the Grant

- Three-year grant, January 2011 to January 2015
- Five Saturday meetings per year
- Meetings feature prominent linguists and content specialists in the fields of Second Language Acquisition, Heritage Language Learning, Sociolinguistics, Anthropological Linguistics. Administrators, such as the head of world languages for the Los Angeles Unified School District, have also presented on curricular issues and their potential resolution (how to get these courses into the high school or college curriculum).

Structure of the Grant

- Meetings consist of presentations in the first half, reports from the schools and colleges on the progress of establishing French and Italian courses for Spanish speakers in their respective institutions, with a workshop component in which participants apply or discuss the concepts presented.
- Project Website: <http://faifss.org/>

Project Directors and Participants



Results

- French for Spanish Speakers class at San Pedro High School
- Italian for Spanish Speakers class at San Pedro High School
- French for Spanish Speakers class at Wilson High School
- Initial discussions with Long Beach CC about French and Italian for Spanish Speakers
- Initial discussions with Mira Costa College about Italian for Spanish Speakers

San Pedro High School

Student Population

Year	Al/Alsk		Asian		Filipino		Pac Isl		Black		Hispani c		White		Total
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
2011-12	22	0.9	36	1.4	26	1.0	25	1.0	229	9.2	1717	69.1	430	17.3	2485
2010-11	20	0.7	40	1.5	25	0.9	21	0.8	244	9.1	1925	71.7	409	15.2	2684
2009-10	31	1.1	74	2.6	0	0.0	22	0.8	259	9.0	2001	69.7	485	16.9	2872
2008-09	21	0.7	38	1.3	39	1.3	16	0.5	233	7.8	2074	69.7	555	18.6	2976
2007-08	27	0.9	43	1.4	42	1.4	17	0.6	259	8.4	2085	67.7	607	19.7	3080

Toto Cutugno



Materials from San Pedro High School

<http://www.youtube.com/watch?v=JNtr0TAoUEA> (français)

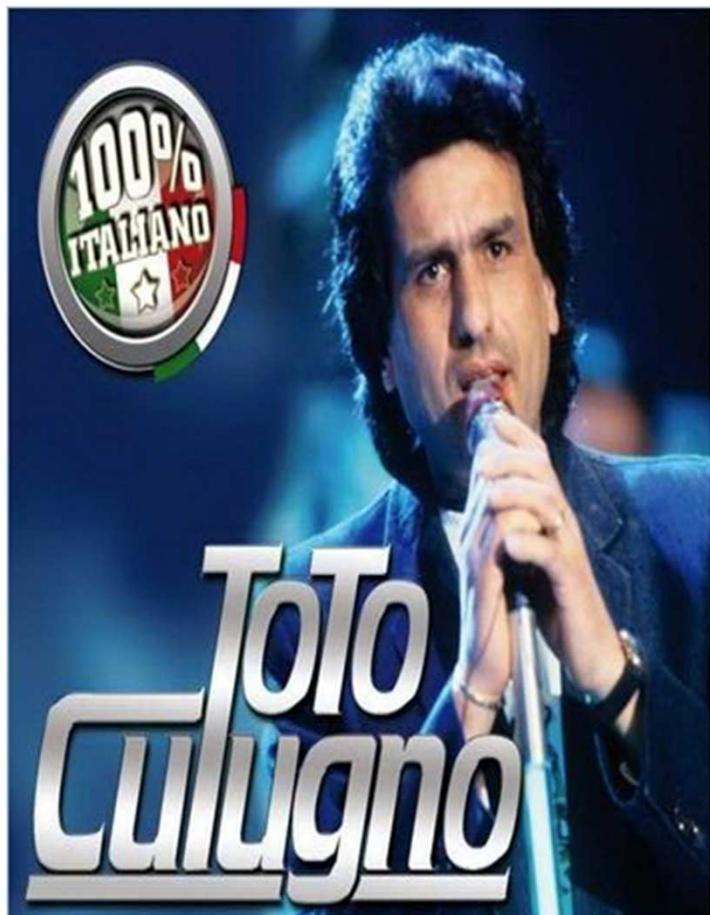
<http://www.youtube.com/watch?v=DIOO-EkdTCM> (italiano)

<http://www.youtube.com/watch?v=o40z0qJIOvM> (español)

Created by Ida Lanza, San Pedro High School
In collaboration with Clorinda Donato, CSULB

Toto Cutugno Fan Club

Romania



TOTO CUTUGNO - Compozitor, textier, instrumentist, interpret

>> Toto Cutugno este autorul a peste 400 de melodii cantate in intreaga lume de interpreti ca: Joe Dassin, Dalida, Adriano Celentano, Fausto Leali, Gerard Lenorman, Luis Miguel, Michel Sardou, Mireille Mathieu, Peppino di Capri, Ricchi e poveri, Jose Luis Rodriguez si de mari orchestre precum Pourcel, Caravelli si Paul Mauriat.

>> De-a lungul carierei Toto Cutugno a inregistrat 18 albume si a vandut peste 100 de milioane de discuri in intreaga lume.

>> Toto Cutugno este primul cantautor care a castigat marele premiu al festivalului Sanremo (Solo noi, 1980) si singurul cantautor italian care a castigat marele premiu la Eurovision (Insieme, 1990).

>> Melodia L'italiano este interpretata in peste 160 de variante, fiind cel mai fredonat cantec italian al tuturor timpurilor dupa Volare (Domenico Modugno), iar discul cu acelasi nume a fost cel mai vandut disc italian in perioada 1981 - 1986.

>> Toto Cutugno a facut istorie pe scena festivalului de la Sanremo avand ca autor 29 de melodii in concurs interpretate de el sau alti cantareti italieni si straini din 1970 pana in 2010, 15 participari ca interpret (2 cu grupul Albatros 1976, 1977), si a ocupat locul doi de 6 ori (Serenata 1984, Figli 1987, Le mamme 1988, Emozioni 1989, Gli amori 1990, Come noi nessuno al mondo 2005).

>> Toto Cutugno este cel mai cunoscut, indragit si apreciat cantautor italian in Europa si in intreaga lume, un compozitor care compune si canta in egala masura melodii si versuri deosebite precum Le mamme, Emozioni, Quelle sere, un instrumentist care canta la 9 instrumente, autorul unor capodopere muzicale precum L'ete indien (cu peste 250 de variante), Et si tu n'exista pas, L'italiano, Soli, Serenata, Io amo, Così lontani.

Toto Cutugno Fan Club

Spain



BIENVENIDO AL WEBSITE OFICIAL DE TOTO CUTUGNO (SPAIN)

- El website oficial de Toto Cutugno en Español está administrado por el equipo del club de fans de Toto Cutugno en España.

El 23 de Noviembre de 1998 se inauguró el website del Fanclub Español Oficial de Toto Cutugno, bajo la dirección: www.bglinks.com/totocutugno, siendo la primera pagina en Internet dedicada a este gran artista y convirtiéndose en poco tiempo en la Web de Toto Cutugno más visitada.

Actualmente colaboramos con otras webs dedicadas a este artista con el fin de lograr un gran trabajo de equipo y conseguir ser el mayor sitio web dedicado a Toto Cutugno, ofreciendo profesionalidad, seriedad y optimo servicio. Pretendemos que este website sea el punto de encuentro de cientos de fans de todo el mundo así como numerosos medios de comunicación y/o profesionales que se interesen por la carrera de Toto Cutugno.

Desde aquí, saludamos y agradecemos a todas las personas que nos visitan con el deseo de poder ofrecerles nuestros mejores servicios.

* Mandanos tus fotos con tu artista favorito **aquí** y las podrás ver publicadas en la sección Fotos/fans.

30 years after its debut.....

- Cutugno appeared once again at San Remo, singing “L’Italiano” with these added lyrics:

“Lasciateci cantare, perché ne siamo fieri,

Siamo solo italiani

Italiani vari....”

A Look to the Future...

We hope that our collaboration will foster similar initiatives and become a model for the teaching of languages in Hispanic serving institutions throughout the nation.

The Student Perspective on Intercomprehension: Survey Data Analyzed

DEMOGRAPHICS, HYBRIDITY AND MOTIVATION IN THE ITALIAN AND FRENCH FOR SPANISH SPEAKERS CLASS USING THE INTERCOMMUNICATIVE APPROACH

Violetta Pasquarelli-Gascón, M.B.A., I. M.A.
Philana Rustin, M.A.
Cedric J. Oliva, Ph.D.

This survey was given to all of the French and Italian for Spanish Speaker classes at the end of the 2012 Fall and 2013 Spring semesters.

This includes all sections of:

French 100A
French 100B
French 200
Italian 100A
Italian 100B
Italian 200

The three major goals of the survey were to find out about:

- The linguistic background of hispanophone students.
- Their motivation level for the given class.
- What students particularly enjoyed or felt needed to be changed in the 200 level hybrid courses.

Personal Information

1. What is your first name? (You may remain anonymous if you wish)
2. What is your last name? (You may remain anonymous if you wish)
3. What is your gender?
4. What year were you born?

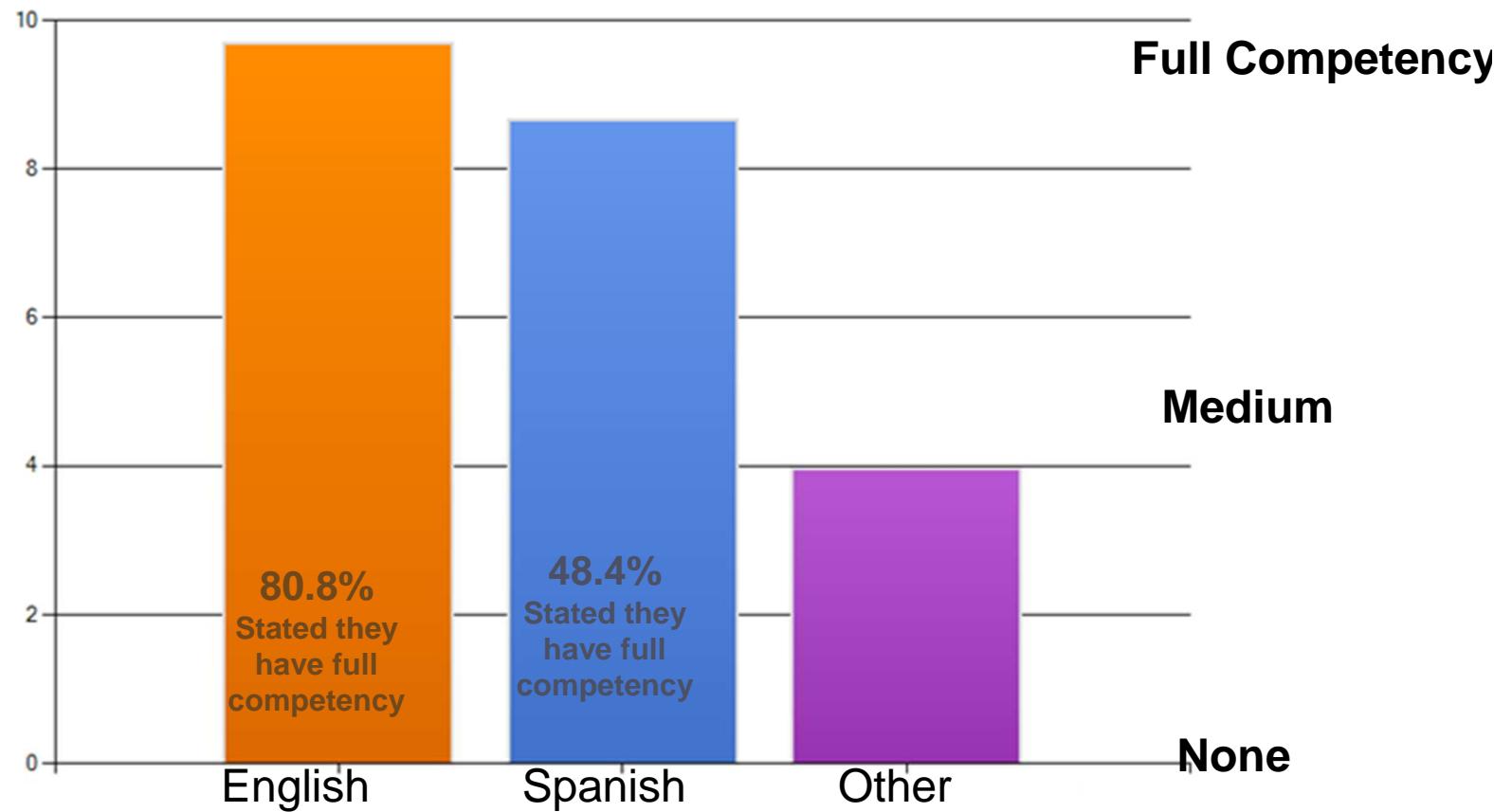
There is evidence of many different levels of Spanish proficiencies in these students. Most are heritage speakers of Spanish. Others are learning Spanish as a second or third language. A few are heritage speakers of other languages: Portuguese, Korean, Vietnamese, etc.

One third of the students have taken advanced language and culture courses in Spanish; these students have a deeper understanding of Spanish, and seem to acquire their new romance language more effortlessly than the students who are not in this group.

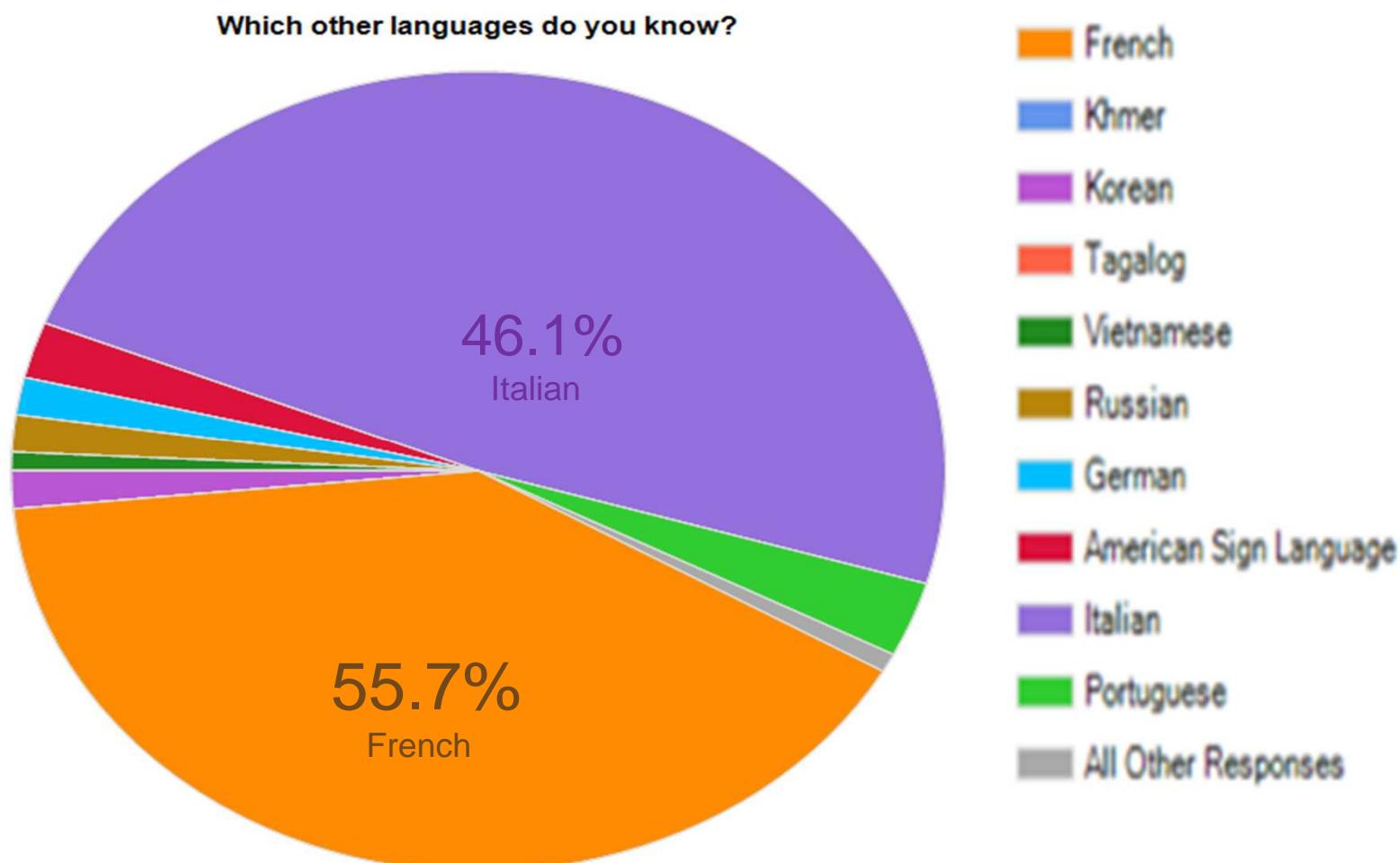
Most students in the hispanophone classes are English dominant. Even though they understand and speak Spanish in certain contexts (at home, with specific family members), **they are more often than not used to speaking English in an academic setting.**

The F/I for Spanish Speakers courses demonstrate to them that Spanish can be a valuable academic asset as well as a linguistic tool as it is used as a pathway to the acquisition of other languages.

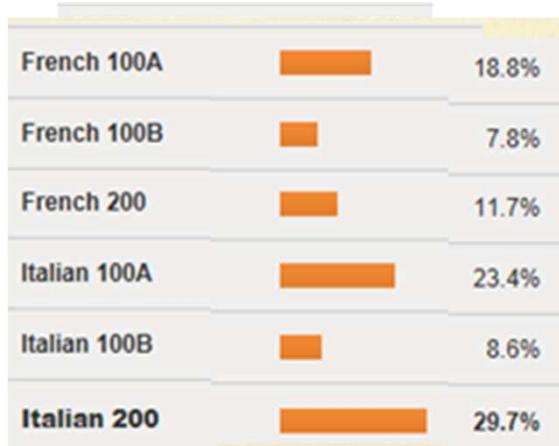
If you believe to have native-like fluency in multiple languages, grade your competencies in these languages:



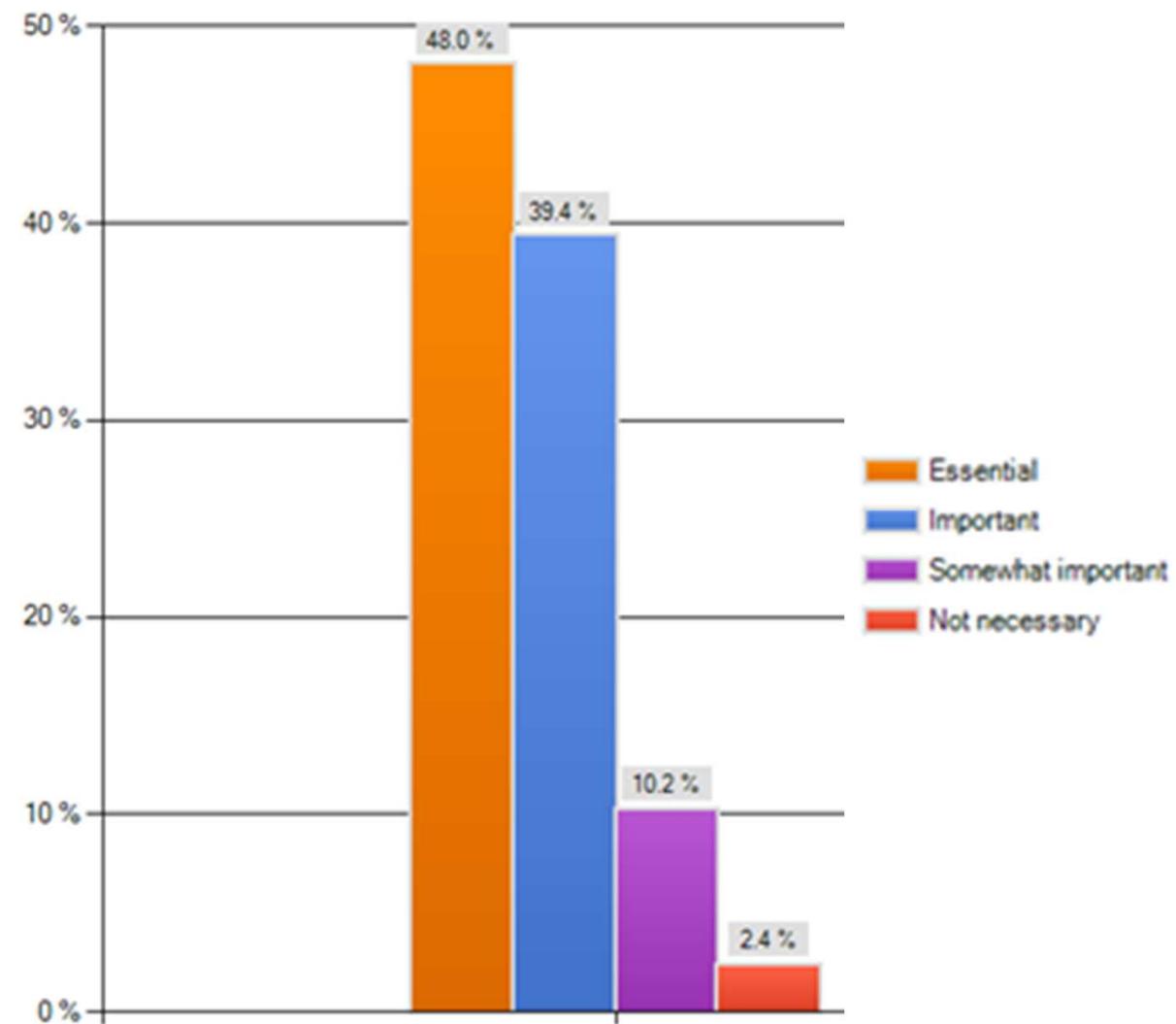
14. Which other languages do you know?



16. Which language class are you in?



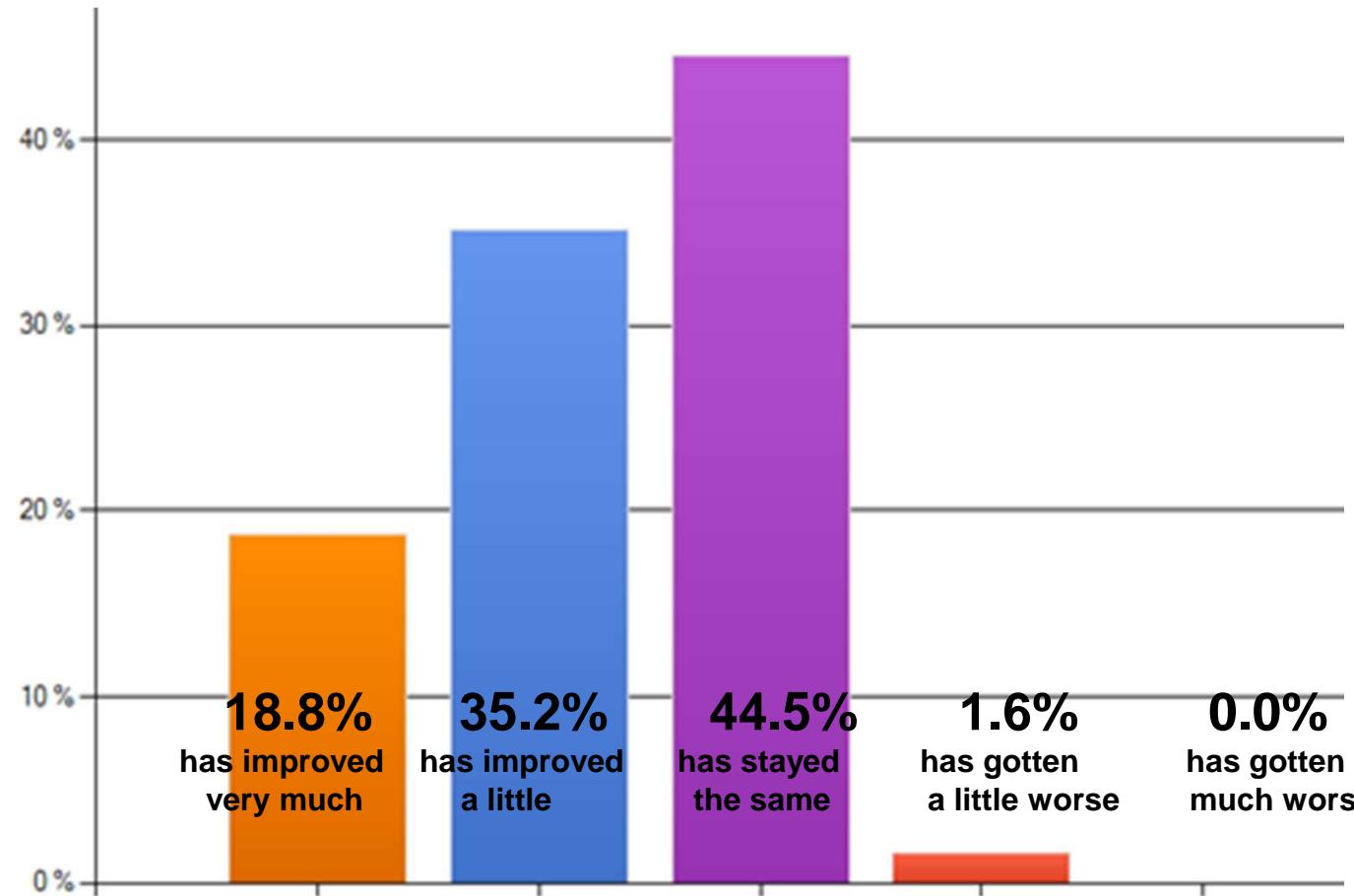
This allows us to separate students by class if needed for later research.



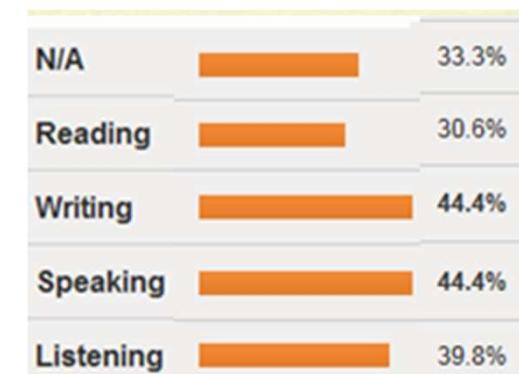
18. What role did Spanish play for you in this course?
It was:

- 87.4% of the students stated that Spanish played a very important role in these courses. (48% essential, 39.4% important and 10.2% somewhat important).
- This survey shows that students appear to learn a concept in French or Italian with greater ease when they are able to compare the target language with their either acquired or home language/s: ie Spanish, English, etc.
- This study seems to indicate that students can grasp the correlations that are gleaned from showing the parallel structures of related languages and that this methodology is effective for this group of students.

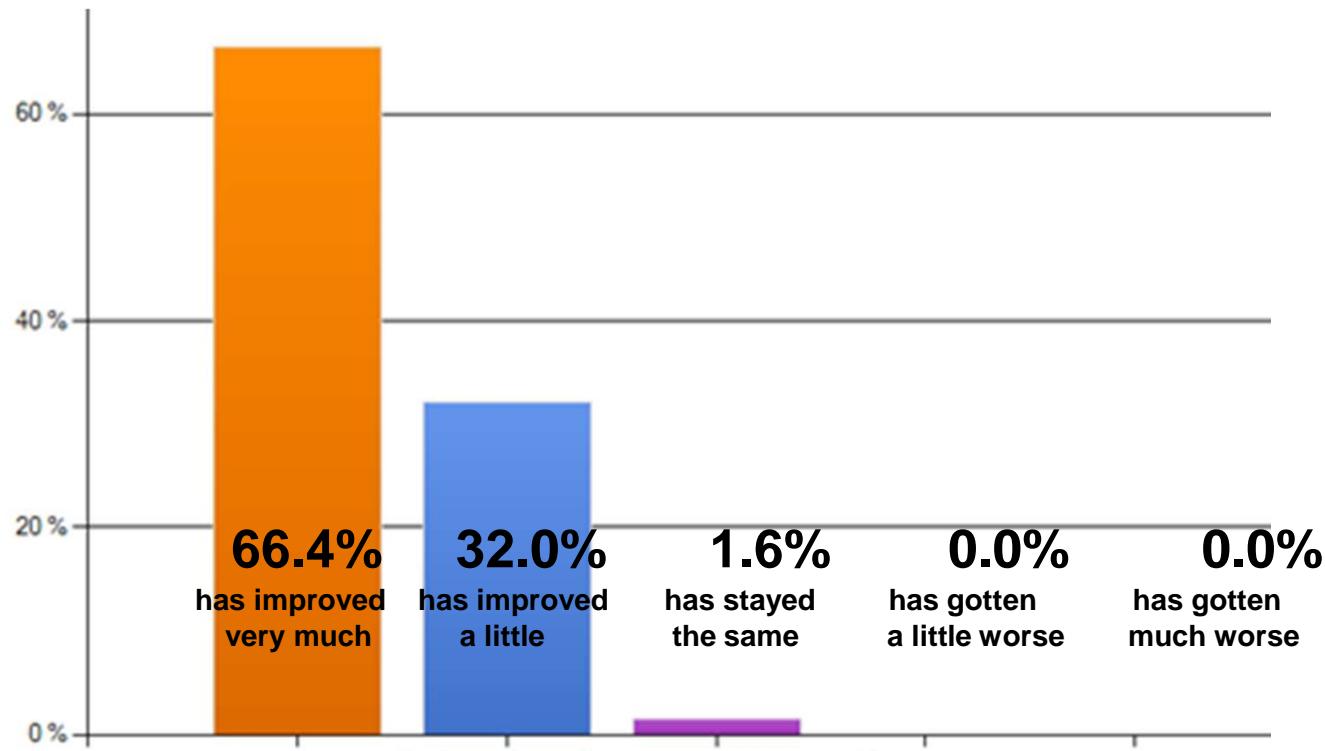
20. Your Spanish over the course of this semester:



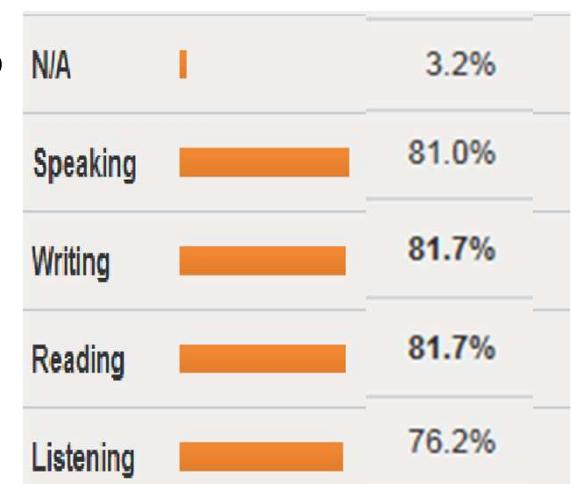
21. If you answered the previous question positively, select the category(ies) in which you improved:



22. Your French/Italian over the course of this semester:



23. If you answered the previous question positively, select the category(ies) in which you improved:



22. Give an example of how useful (or not) Spanish has been for you in learning a second Romance language.

“extremely similar roots in words and the conjugation/sentence structure is basically the same”

“Conjugations are very similar. Comparison between them made it easier to memorize Italian conjugations.”

“using Spanish helps in understanding grammar information like passé simple ou le future Anterior”

“If it wasn't for Spanish, I wouldn't have been able to comprehend the basic grammar of gender articles and words, direct”

“The languages are extremely similar so if something was not clear, I could always refer back to my Spanish and it would become much easier. I.E. conjugations, vocabulary, expressions, etc. These are the sort of things that wouldn't really translate properly to English.”

“In my opinion, understanding Spanish is very useful in learning any other Romance language because the rules, sentence structure, syntax etc are all extremely similar, and makes it very easy to use what you've learned from the first language to assist in learning the second”

“Very useful, especially when we discuss concepts akin to Romance languages”

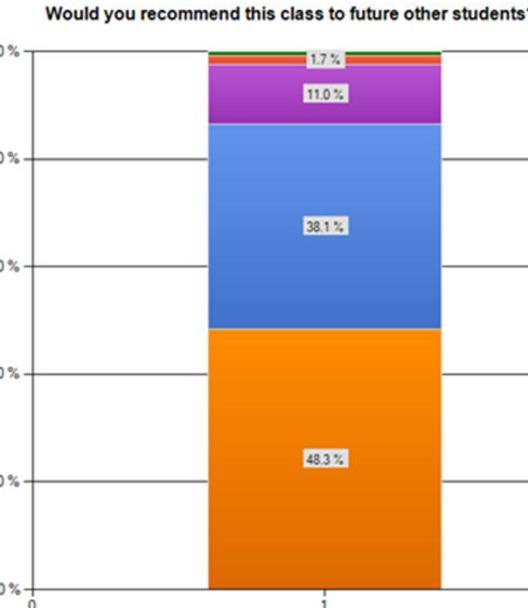
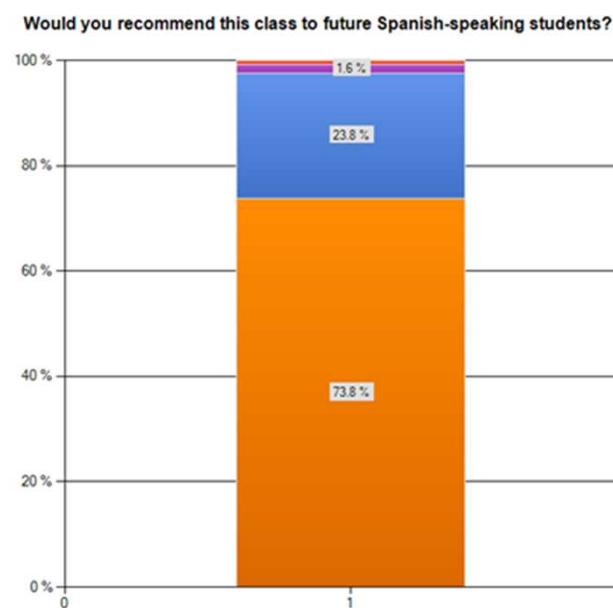
“It's very useful because it's so similar that when someone is speaking Italian I can basically understand everything they are saying.”

19. Would you recommend this class to future Spanish-speaking students?

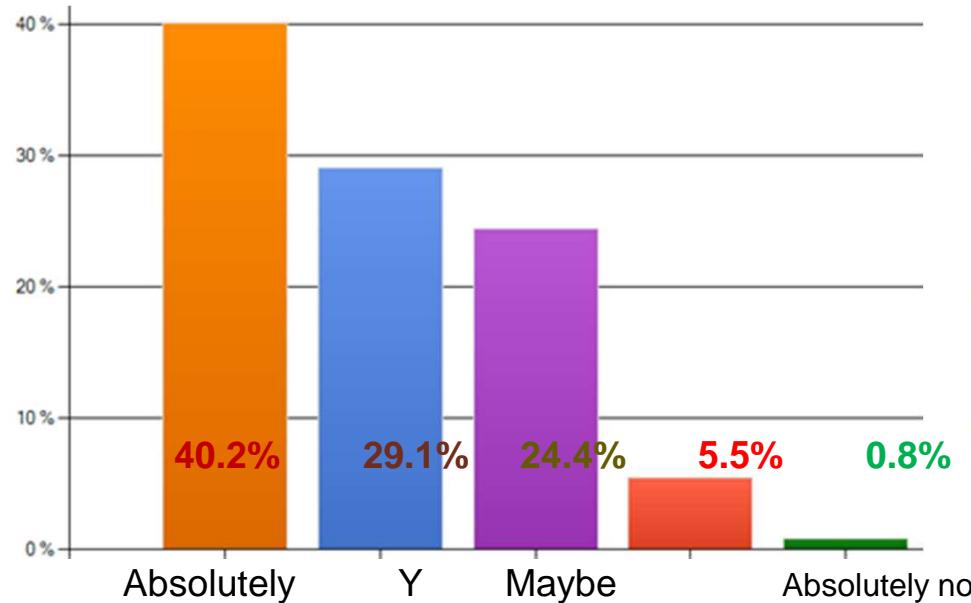
Absolutely	Yes	Perhaps	No	Absolutely Not
73.8% (93)	23.8% (30)	1.6% (2)	0.8% (1)	0.0% (0)

97.6% of students answered this questions positively in the FSSP class.

In a comparative study of F/I for SS and traditional F & I classes:

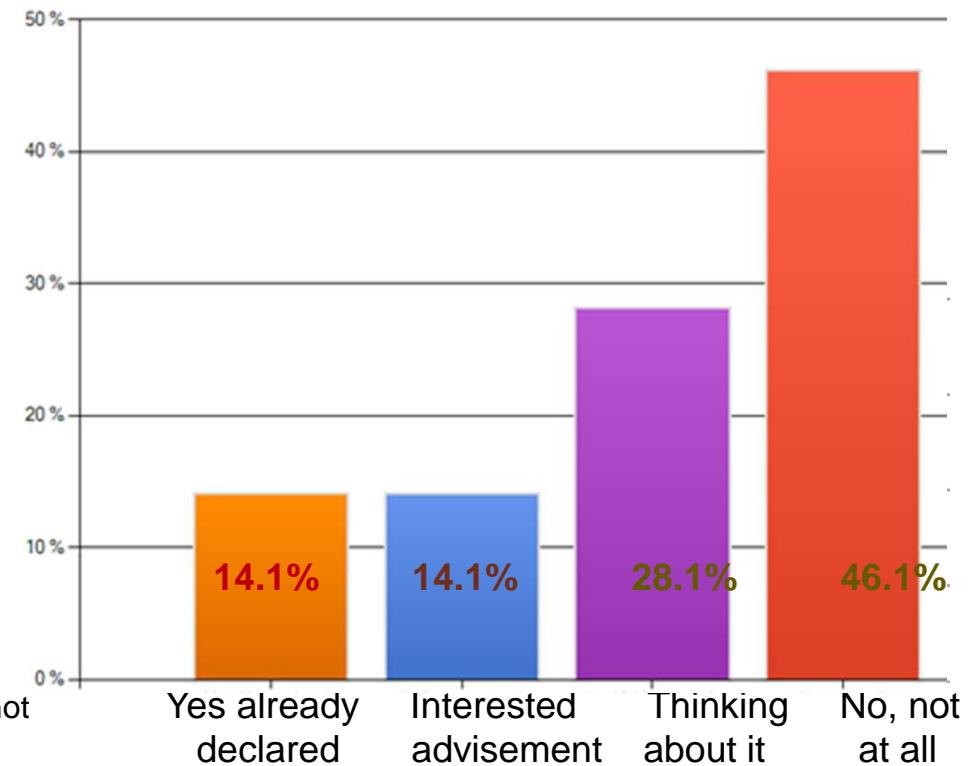


25. Are you planning to continue studying your new language ?



31.9% 34.5% 21.8% 10.1% 1.7%

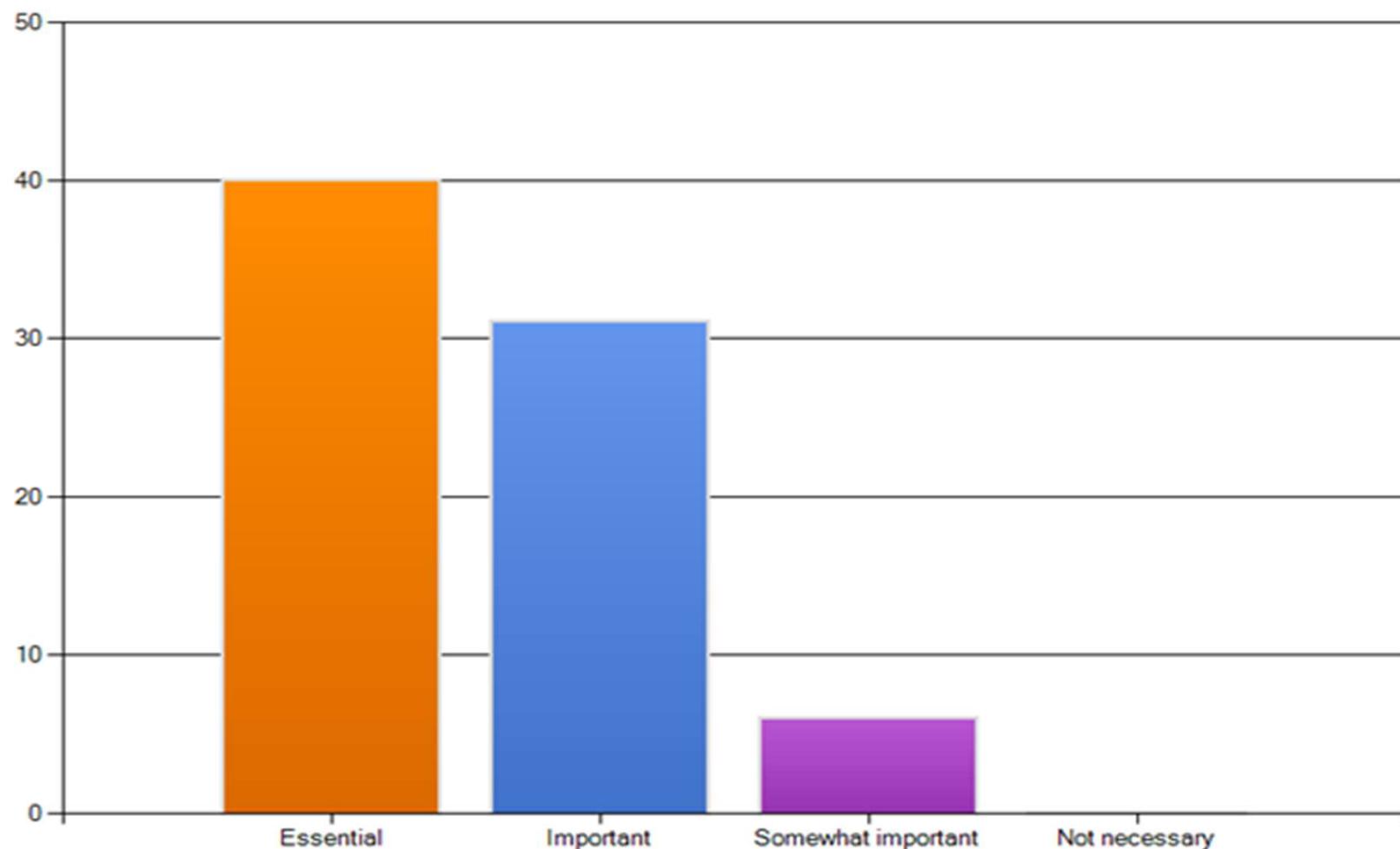
27. Are you considering a major or minor in French/Italian?



7.5% 2.5% 34.2% 58.3%

Results from non-Spanish speaking students from 101B and 201A

What role did Spanish play for you in this course? It was:



I really enjoy class, and very helpful. An Italian focused speaker you get to learn a new language by reinforcing Spanish with interpretation and comprehension.

The teacher is amazing. Great job picking her out. Philana has the enthusiasm needed to continue to be interested in the language.

Muscarelli is the BEST! She does an excellent job at teaching us and she is someone you can relate to and speak to about your problems.

I loved this course. The ability to use our Spanish background to learn a language that would otherwise be difficult to learn is just incredible.

For Spanish speakers, you can use our background never know. Learning speakers is experiencing as well.

I like the class, it motivates you to learn the language. It's not a class that you take just because you have to.

I learned French way faster than I learned Spanish, having a background in Spanish and learning French through the similarities of Spanish made it more fun and easier!

I am very happy that Professor Gascon has taken the time to personally meet with me when I did not understand the content.

After, instructor you in the class.

With all, I think it the class by other professor



Modules in Intercomprehension: French and Italian for Spanish Speakers

cedric.oliva@csulb.edu

Module 0 served:

- as a template for all **IC** (intercomprehension) tests in our **FSPSP** (French for Spanish Speakers) and **ISPSP** (Italian for Spanish Speakers) classes
- to test IC in front of a real audience
- to learn how to improve the methodology
- to (re)assess the goals and targets
- to structure a baseline for a methodology

A multilingual approach

The insertion of other foreign languages:

- a **Target Language (TL)** : FR or IT
- a **Reference Language (RL)** : EN or SP
- an **Auxiliary Languages (AL)** : FR for IT and IT for FR, PT, etc.

**The class remains in the TL and
students' focus is on learning their TL.**

They do not learn the RL or the AL actively, but they may use them. The RL serves as a “starter/spring board”, the AL serves to help build “interlinguistic connections” and help realize the existence of a “Romance system” to help master the TL.

First part (3 to 5 activities and 1 text)

Learning in the TL multilingual exercises

The slide displays four interactive language learning activities:

- Activity 1:** A table with columns for Nombre, Nacionalidad, Edad, Residencia, and Ocupación. It includes three speech bubbles with text in Spanish, French, and Italian, each accompanied by a small character icon.
- Activity 2:** Three speech bubbles showing the same information in Spanish, French, and Italian, with corresponding icons of Mexico, France, and Italy.
- Activity 3:** A table titled "Answers for the 100 test: Ask students in Spanish - Students reply in %". It lists questions in Spanish and their corresponding answers in Spanish, French, and Italian.
- Activity 4:** A matching exercise where students match questions in Spanish with answers in French and Italian. It includes icons of Mexico, France, and Italy.

Second part (IC + 1 longer text)

“Recognizing” an IC bridge while reading advanced texts in the TL

The slide displays four advanced text samples from different languages:

- Text 1 (English version in the Spanish site):** A comparison between English and Spanish versions of a text about a president's speech.
- Text 2 (Presentare il Presidente):** An Italian text about presenting the President, featuring a portrait of a man and a table with his details.
- Text 3 (French version in the Spanish site):** A comparison between French and Spanish versions of a text about a president's speech.
- Text 4 (About the following text):** A grid comparing English, French, German, Italian, and Spanish words related to communication, presentation, and organization.

IC benefits by the end of the class

Main benefits:

students develop their knowledge of the TL

student develop autonomous paths to making interlinguistic connections

students acquire knowledge of “bridges” (TL, RL, AL)

Auxiliary benefits:

students may reinforce their Spanish (RL)

students may learn/remember a few words of the AL (IT or FR)

other (meta-linguistic connections, motivation, ease to learn,
language status, reassessment of the value of Spanish, etc.)

Audience : “Spanish Speakers”

- all students speak English (at the university level— differing levels of English language competency at the high school level)
- heritage Spanish speakers
- Spanish language learners
- potentially speakers of other Romance languages other than TL (we have allowed Romanian, Portuguese and French speakers into Italian for Spanish speakers and Romanian, Portuguese and Italian speakers into French for Spanish speakers classes, even if they don't know Spanish)

Why intercomprehension?

“[W]e consider that we must, in the first place, take advantage [of] the knowledge of our mother tongue to read in another language. The first element of this knowledge relies on the recognition [of levels] of transparencies between the languages.”

Eric Castagne, “Transparencies lexicales entre langues voisines”,
2007

- lexical proximities
- grammatical proximities
- advanced reading in the FL
- linguistic logic, speculation and hypothesis making

Legitimizing lexical proximities

GB : Theatre → Theater : US

GB : **re** ≈ **er** : US

Intercomprehension bridge

PT: Minha universidade

SP: Mi universidad

FR: Mon université

IT: La mia università

EN: My university

PT : **-dade**, FR : **-té**, IT : **-tà** ≈ -(d)ad : SP, -
ty : US

Legitimizing lexical proximities

IT: Università
→

IT : -tà ≈ -ty :
US

University : EN

Universidad :

IT : -tà ≈ -(d)ad :
SP

Transparent
words

FR: Une fête → _____? : SP

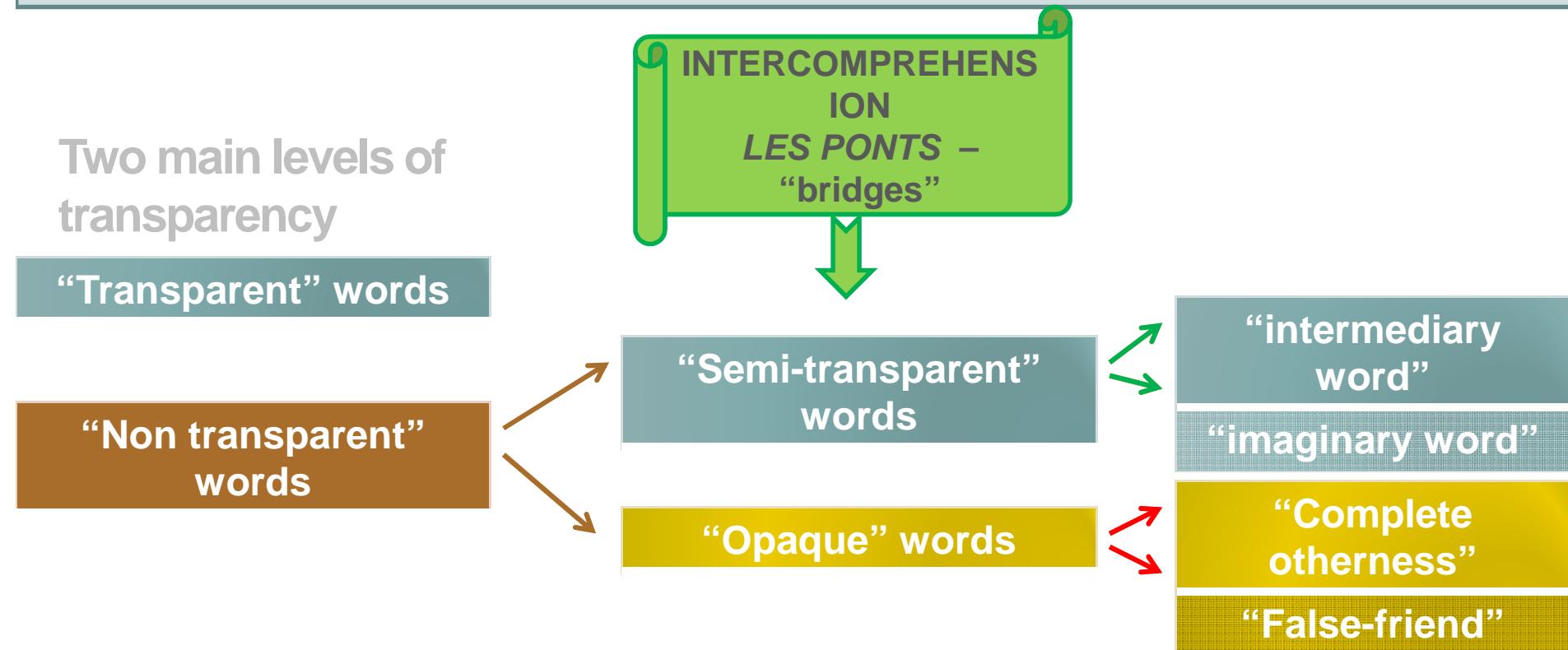
FR : ê ≈ es : SP
FR : fem. (-e) ≈ fem. (-a) :
SP

Semi-transparent
words

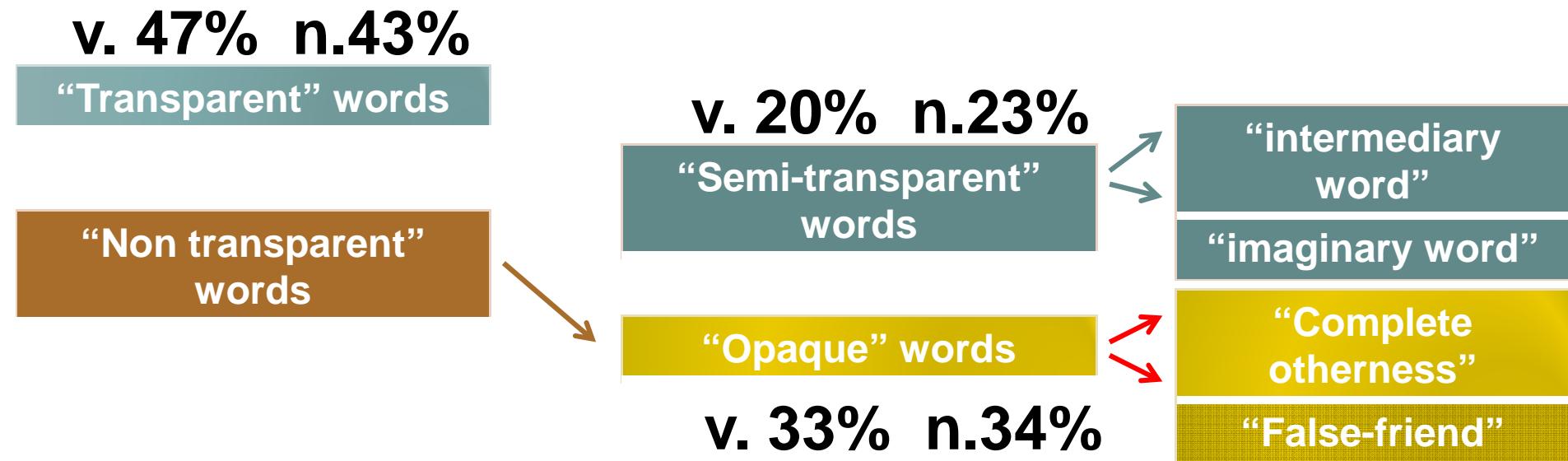
..

SP

Intercomprehension nurtures lexical transparency

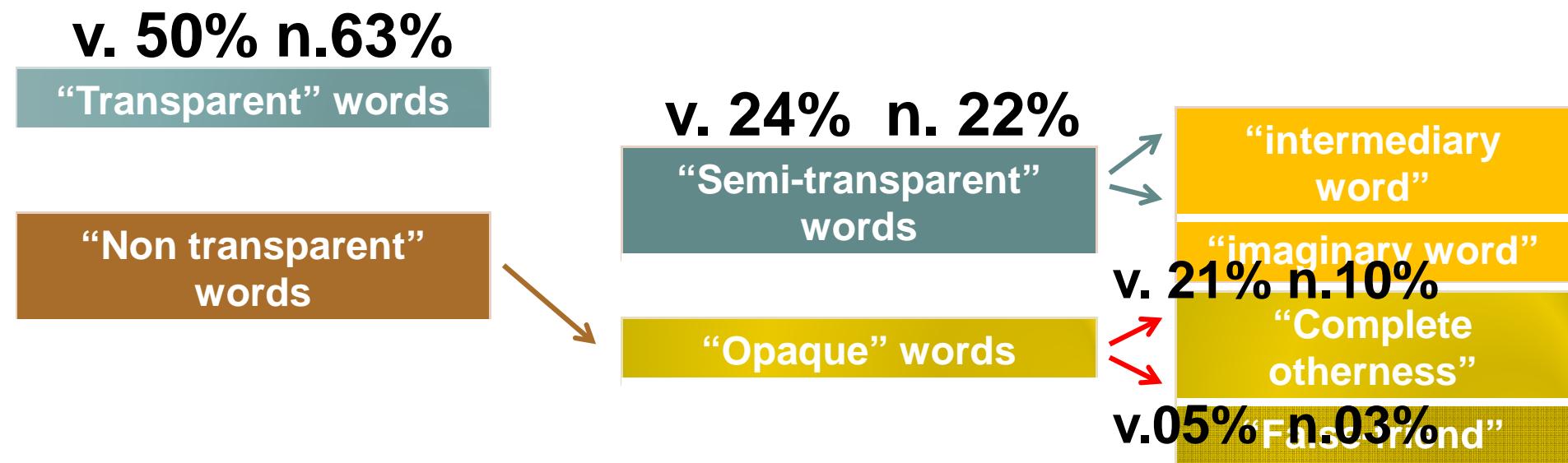


Statistics on English Speakers Learning French



Castagne's case study:
Classification of transparency levels on
the most used 420 verbs (v.) and 1100 nouns (n.)
for English speakers learning French

Statistics on Spanish Speakers Learning Italian



Oliva's case study:
Classification of transparency levels on
the most used 100 verbs (v.)
for Spanish speakers learning Italian

Transparency Levels in Words Ending in –CIÓN (SP)

FR: -tion = -ción : SP, -tion: EN

IT: -zione = ción : SP, -tion:

EN

Tradición – Tradition – Tradizione – Tradition

Study corpus:

899 words in common usage (information 773/10⁶;
veneration1/10⁶)

and an additional few hundred less used words.

On the	Transparent	Semi-transparent	Opaque / False Friends	
	86	6	8	English
	87	5	7	Spanish

Statistics on English Speakers Learning French

accept	aceptar	accepter
allow	permitir/dejar	permettre
ask	preguntar	demandier
believe	creer	croire
borrow	prestar	prêter
break	romper	casser
bring	traer	apporter/emmener
buy	comprar	acheter
can/be able	poder	pouvoir
cancel	cancelar	annuler
change	cambiar	changer
clean	limpiar	laver
comb	peinar	peigner
complain	quejarse	se plaindre
cough	toser	tousser
count	contar	compter
cut	cortar	couper
dance	bailar	danser
draw	dibujar	dessiner
drink	beber	boire
drive	conducir	conduire
eat	comer	manger
explain	explicar	expliquer
fall	caerse	tomber
fill	llenar	remplir
find	encontrar	trouver
finish	terminar	terminer
fix	finir	finir
fit	caber	contenir
fix	reparar	réparer
fly	volar	voler
forget	olvidar	oublier
give	dar	donner
go	ir	aller
have	*tener	avoir
hear	oir / escuchar	écouter
hurt	dañar	faire du mal/blesser
know	herir	savoir
know	saber	connaitre
learn	conocer	apprendre
leave	aprender	sortir
leave	*salir	partir
listen	marcharse	écouter
live	escuchar	vivre
look	vivir	regarder
lose	mirar	perdre
make/do	perder	faire
need	hacer	*avoir besoin
open	necesitar	ouvrir
chew – masticate	abrir	mâcher
	masticar	

Role of intercomprehension and of the use of Spanish is to make the remaining words accessible. If this is achieved, we move as close as possible to 100% transparent or semi-transparent words

EN SP

21% 34%

“Transparent”
words

32% 3%

“Semi-
transparent”
words

25% 13%

“Opaque”
words

With both languages only 13% of words remain completely opaque

Lexical Bridging Exercise

Students start the exercise with a multilingual input

[FR] **Ça roule ?** Je m'appelle Sophie. J'ai vingt-sept ans, et je vis à St-Jean-de-Luz, en France. Je travaille comme secrétaire dans une organisation non gouvernementale près de l'université, à Bayonne. Le samedi soir, j'anime un club de français où des étudiants de toute l'Europe et même du monde entier viennent pour faire des progrès en français.

[IT] **Che c'è di nuovo?** Io sono Ilaria, sono studentessa e vivo a Biarritz, surf capitale della Francia! Ho ventotto anni. Mi piacciono il surf e l'azione! Devo fare progressi in francese, ed è per questo che vado al club francese a Saint-Jean-de-Luz sabato sera.

[PT] **E as novidades?** Meu nome é Luana, tenho 28 anos e vivo em Saint-Jean-de-Luz, na França, perto de Espanha. Eu sou um estudante de comunicação da universidade. Na tarde de sábado eu vou para o club de francês!

[SP] **¿Qué onda?** Soy Concepción, tengo 23 años y vivo en San Sebastián en España, muy cerca de San-Juan-de-Luz. Trabajo en la educación para la promoción de las lenguas y la creación de escuelas de idiomas. Como hablo francés, me gusta ir al club de francés los sábados por la tarde.

[EN] **What's up?** I'm Anthony and I'm twenty-two. I live in Bayonne. I'm a student in media and communication at the local university. I need to improve my French, so I've joined a language club in Saint-Jean-de-Luz. We meet on Saturday night.

Lexical Bridging Exercise



Luana



Concepción



Charles



Ilaria



Anthony

[PT] E as r
28 anos e
perto de E
comunicaç
sábado eu

[SP] ¿Qué onda en San Sebastián. Trabajo en lenguas y la creé francés, me gustó tarde.

[FR] Ça roule ? Je m'
vingt-sept ans, et je v
France. Je travaille co
une organisation non
de l'université, à Bay
j'anime un club de fr
de toute l'Europe et
viennent pour faire d

[EN] **What's up?** I'm Anthony and I'm
a student
? Io sono Ilaria, sono
Biarritz, capitale Francese del
oni. Mi piacciono il surf e l'azione!

[IT] Che c'è di nuovo? Io sono Ilaria, sono studentessa e vivo a Biarritz, capitale Francese del surf ! Ho ventotto anni. Mi piacciono il surf e l'azione! Un giorno mi piacerebbe insegnare la mia lingua in diversi paesi del mondo. Ma prima devo fare progressi in francese, ed è per questo che vado al club francese a Saint-Jean-de-Luz sabato sera.

Student directions:

Leggete i testi e
ascoltate le
registrazioni e cercate
di compilare la tabella.

	Portoghese	Spagnolo	Francese	Italiano	Americano
Cognome					
Età					
Occupazione					
Città					

Target Language Work

Student directions:

Ilaria ha un paio di domande per voi.
Rispondete alle seguenti domande nella lingua di destinazione.

Quali sono i nomi e le nazionalità dei miei amici?

**Dove abitiamo?
Dove andiamo tutti?**

Qual è la caratteristica comune del nostro gruppo?

Student directions:

Ilaria non ha capito tutto quello che hanno detto i suoi compagni nelle diverse lingue.
Puoi aiutarla con una spiegazione in Italiano?



Ilaria

Fill in the blank using the texts:

	Português	Español	Français	Italiano	English
Competição	Competición	?	Competizione	Competition	
Ação	Acción	Action	?	Action	
Comunicação	Comunicación	Communication	Comunicazione	?	
Organização	?	Organisation	Organisazione	Organization	
Tradição	Tradición	?	?	Tradition	

Cercate di trovare le parole nelle altre lingue.

PT	SP	FR	IT	RO	EN
				Relație	

Quando si scrive **-ción** in spagnolo o **-tion** in inglese
si scrive generalmente **-zione** in italiano.

PT	SP	FR	IT	EN
competição	Competición	Compétition	Competizione	Competition
educação	Educación	Éducation	Educazione	Education
informação	Información	Information	Informazione	Information
introdução	Introducción	Introduction	Introduzione	Introduction
organização	Organización	Organisation	Organizzazione	Presentation

PT	SP	CA	FR	IT	CO	RO	EN
-ção	-ción	-ció	-tion	-zione	- zione	-ție	-tion

Reading Practical examples

Show
Lexical Bridges

Show
Grammatical
Bridges

Je m'appelle Jean et j'habite
au centre de Paris. Aujourd'hui,
c'est enfin mon **anniversaire**:
j'ai 25 ans. Je **vais faire** une
promenade en **forêt** avec mes
amis: Concepción, Ilaria et
Anthony... c'est une **tradition**,
pas d'exception! On **va faire**
une partie de **pêche**, ca va être
la compétition. Ce soir, je **vais faire la fête** et je **vais danser**
toute la nuit.

Reading Practical examples

Show
Lexical Bridges

Show
Grammatical
Bridges

Je m'appelle Jean et j'**habite** au centre de Paris. Aujourd'hui, c'est enfin mon **anniversaire**, j'ai **25 ans**. Je **vais faire** une promenade en **forêt** avec mes **amis**: Concepción, Ilaria et Anthony... c'est une **tradition**, pas d'**exception**! On **va faire** une partie de **pêche**, ca va être la **compétition**. Ce soir, je **vais faire la fête** et je **vais danser** toute la nuit.

Bridging :

FR : ê = es : SP/EN

La pêche → La pesca (SP)
La fête → La fiesta (SP)
La forêt → a forest (EN)

FR: -tion = -ción : SP / -tion : EN

Une tradition → Una tradición (SP)
Une exception --> Una excepción (SP)
Une compétition → Una competición (SP)

Word Relaying:

Habiter → Abitar → Vivir
Habiter → To inhabitate → To live

Anniversaire → Aniversario →

Advance Reading Practical examples

Show
Lexical Bridges

Show
Grammatical
Bridges

Je **m'appelle** Jean et j'**habite** au centre de Paris. Aujourd'hui, c'est enfin mon **anniversaire**, **j'ai 25 ans**. Je **vais faire** une promenade en **forêt** avec mes **amis**: Concepción, Ilaria et Anthony... c'est une **tradition**, pas d'**exception**! On **va faire** une partie de **pêche**, ca va être la **compétition**. Ce soir, je **vais faire** la **fête** et je **vais danser** toute la nuit.

Grammar :

Idiomatic us of « avoir / tener »

(yo) tengo	J'ai	(lo) ho	I am
---------------	------	---------	------

Le futur periphrastique

Je vais faire	(yo) Voy a hacer
Je vais danser	(Yo) Voy a bailar

Word Relaying:

M'appelle (v.) → un *apellido* → me llamo (v.)

Lexical Bridging Exercise



Luana



Concepción



Charles



Ilaria



Anthony



Ascoltate le registrazioni e cercate di compilare la tabella.

	Português	Español	Français	Italiano	English
Cognome					
Età					
Occupazione					
Città					

0.2 Vignette 111

Je m'appelle Charles. J'ai 26 ans, et je vis à St Jean de Luz, en France. Je travaille comme secrétaire dans une organisation non gouvernementale près de l'université, à Bayonne. Le samedi soir, j'anime un club de français où des étudiants de toute l'Europe et même du monde entier viennent pour faire des progrès en français.

Io sono Ilaria, sono studente e vivo a Biarritz, surf capitale della Francia! Ho venticinque anni. Mi piace il surf e l'azione! Devo fare progressi in francese, ed è per questo che vado al club francese a Saint-Jean de Luz nel pomeriggio di sabato.

Soy Concepción, tengo 23 años y vivo en San Sebastián en España, muy cerca de San Juan de Luz. Trabajo en la educación para la promoción de las lenguas y la creación de escuelas de idiomas. Como hablo francés, me gusta ir al club de francés los sábados por la tarde.

Meu nome é Luana, tenho 20 anos e vivo em Saint Jean de Luz, na França, perto de Espanha. Eu sou um estudante de comunicação da universidade. Na tarde de sábado eu vou para o club de francês!

I'm Anthony and I'm 22. I live in Bayonne. I'm a student in media and communication at the local university. I need to improve my French, so I've joined a language club in Saint-Jean-de-Luz. We meet on Saturday nights.

Advanced IC exercise

0.2 V-111: READING/WRITTING [4.00]

Je m'appelle Charles. J'ai 27 ans, et je vis à St Jean de Luz, en France. Je travaille comme secrétaire dans une organisation non gouvernementale près de l'université, à Bayonne. Le samedi soir, j'anime un club de français où des étudiants de toute l'Europe et même du monde entier viennent pour faire des progrès en français.

Io sono Ilaria, ho 25 anni, sono studente e vivo a Biarritz, surf capitale della Francia! Ho venticinque anni. Mi piace il surf e l'azione! Devo fare progressi in francese, ed è per questo che vado al club francese a Saint-Jean de Luz nel pomeriggio di sabato

Soy Concepción, tengo 23 años y vivo en San Sebastián en España, muy cerca de San Juan de Luz. Trabajo en la educación para la promoción de las lenguas y la creación de escuelas de idiomas. Como hablo francés, me gusta ir al club de francés los sábados por la tarde.

Meu nome é Luana, tenho 28 anos e vivo em Saint Jean de Luz, na França, perto de Espanha. Eu sou um estudante de comunicação da universidade. Na tarde de sábado eu vou para o club de francês!

I'm Anthony and I'm 22. I live in Bayonne. I'm a student in media and communication at the local university. I need to improve my French, so I've joined the language club in Saint-Jean-de-Luz. We meet on Saturday nights.

	Português	Español	Français	Italiano	English
Cognome					
Età					
Occupazione					
Città					

Con l'aiuto dei testi finite di compilare la tabella.

0.2 V-111: READING/WRITTING [4.00]

Je m'appelle Charles. J'ai 26 ans, et je vis à St Jean de Luz, en France. Je travaille comme secrétaire dans une organisation non gouvernementale près de l'université, à Bayonne. Le samedi soir, j'anime un club de français où des étudiants de toute l'Europe et même du monde entier viennent pour faire des progrès en français.

Io sono Ilaria, ho 25 anni, sono studentessa e vivo a Biarritz, surf capitale della Francia! Ho venticinque anni. Mi piace il surf e l'azione! Devo fare progressi in francese, ed è per questo che vado al club francese a Saint-Jean de Luz nel pomeriggio di sabato.

Soy Concepción, tengo 23 años y vivo en San Sebastián en España, muy cerca de San Juan de Luz. Trabajo en la educación para la promoción de las lenguas y la creación de escuelas de idiomas. Como hablo francés, me gusta ir al club de francés los sábados por la tarde.

Meu nome é Luana, tenho 28 anos e vivo em Saint Jean de Luz, na França, perto de Espanha. Eu sou um estudante de comunicação da universidade. Na tarde de sábado eu vou para o club de francês!

I'm Anthony and I'm 22. I live in Bayonne. I'm a student in media and communication at the local university. I need to improve my French, so I've joined the language club in Saint-Jean-de-Luz. We meet on Saturday nights.

Completare la tabella di intercomprendensione.

Português	Español	Français	Italiano	English
	Concepción			
			Azione	
				Communication
		Organisation		
Comunicação				

0.2 V-111: READING / WRITING [4,00]

Je m'appelle Charles. J'ai 26 ans, et je vis à St Jean de Luz, en France. Je travaille comme secrétaire dans une organisation non gouvernementale près de l'université, à Bayonne. Le samedi soir, j'anime un club de français où des étudiants de toute l'Europe et même du monde entier viennent pour faire des progrès en français.

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Meu nome é Luana, tenho 28 anos e vivo em Saint Jean de Luz, na França, perto de Espanha. Eu sou um estudante de comunicação da universidade. Na tarde de sábado eu vou para o club de francês!

I'm Anthony and I'm 22. I live in Bayonne. I'm a student in media and communication at the local university. I need to improve my French, so I've joined the language club in Saint-Jean-de-Luz. We meet on Saturday nights.

Completare la tabella di intercomprendensione.

Português	Español	Français	Italiano	English
Conceição		Conception	Concezione	Conception
Ação	Acción	Action		Action
()	Comunicación	Communication	Comunicazione	
Organização	Organización		Organizzazione	Organization
Promoção		Promotion	Promozione	

0.2 V-111: VERIFICATOIN [1.00]

Je m'appelle Charles. J'ai 26 ans, et je vis à St Jean de Luz, en France. Je travaille comme secrétaire dans une organisation non gouvernementale près de l'université, à Bayonne. Le samedi soir, j'anime un club de français où des étudiants de toute l'Europe et même du monde entier viennent pour faire des progrès en français.

Io sono Ilaria, ho 25 anni, sono studentessa e vivo a Biarritz, surf capitale della Francia! Ho venticinque anni. Mi piace il surf e l'azione! Devo fare progressi in francese, ed è per questo che vado al club francese a Saint-Jean de Luz nel pomeriggio di sabato.

Soy Concepción, tengo 23 años y vivo en San Sebastián en España, muy cerca de San Juan de Luz. Trabajo en la educación para la promoción de las lenguas y la creación de escuelas de idiomas. Como hablo francés, me gusta ir al club de francés los sábados por la tarde.

Meu nome é Luana, tenho 28 anos e vivo em Saint Jean de Luz, na França, perto de Espanha. Eu sou um estudante de comunicação da universidade. Na tarde de sábado eu vou para o club de francês!

I'm Anthony and I'm 22. I live in Bayonne. I'm a student in media and communication at the local university. I need to improve my French, so I've joined the language club in Saint-Jean-de-Luz. We meet on Saturday nights.

Cerchiamo di verificare le risposte.

Português	Español	Français	Italiano	English
Conceição	Concepción	Conception	Concezione	Conception
Ação	Acción	Action	azione	Action
Comunicação	Comunicación	Communication	Comunicazione	Communication
Organização	Organización	Organisation	Organizzazione	Organization
Promoção	Promoción	Promotion	Promozione	Promotion

0.2 V-111: READING/WRITTING [1.00]

~~Completate i due esercizi seguenti.~~

- 1) Cercate di trovare le parole nelle altre lingue.
- 2) Trovate la relazione finale

Português	Español	Français	Italiano	Român	English
?	?	?	?	Relație	?

Uando si scrive **-ción** in spagnolo o **-tion** in inglese
si scrive generalmente **-zione** in italiano.

Português	Español	Français	Italiano	English
Conceição	Concepción	Conception	Concezione	Conception
Ação	Acción	Action	Azione	Action
Comunicação	Comunicación	Communication	Comunicazione	Communication
Organização	Organización	Organisation	Organizzazione	Organization
Promoção	Promoción	Promotion	Promozione	Promotion

Cercate di trovare le parole nelle altre lingue.

PT	SP	FR	IT	RO	EN
				Relație	

Quando si scrive **-ción** in spagnolo o **-zione** in inglese
si scrive generalmente **-tion** in italiano.

PT	SP	FR	IT	EN
competição	Competición	Compétition	Competizione	Competition
educação	Educación	Éducation	Educazione	Education
informação	Información	Information	Informazione	Information
introdução	Introducción	Introduction	Introduzione	Introduction
organização	Organización	Organisation	Organizzazione	Presentation

PT	SP	CA	FR	IT	CO	RO	EN
-ção	-ción	-ció	-tion	-zione	- zione	-ție	-tion

1) Intercommunicative text comprehension (basic understanding of multilingual exercise):

	Português	Español	Français	Italiano	English
Cognome					
Età					
Occupazione					
Città					

2) TL comprehension question [to be written in FR or in IT] (advanced understanding of TL text):

What are the common characteristics of the characters?

Where do they all live?

Where do they all go?

3) Intercomprehension exercise (Intercomprehension exercise – “bridges”):

Português	Español	Français	Italiano	English
		Ans		
			Studente	
	Sábado			
Comunicação				

Students will look at four short text in the target language (FR or IT) and will fill out the blanks about the following character in each used languages.

By doing so, the students perform a work of transfer (translation) that allows them to compare language multi(pluri)lingual language structures , a language system.

SP	FR	IT	EN
Concepcion	Jean	Ilaria	Mike
(Yo) _____ 29 años.	J'ai ____ ans.	(Io) Ho ____ anni.	I ____ 21 years old.

SP	FR	IT	EN
(Yo) Tengo 29 años.	J'ai 26 ans.	(Io) Ho 23 anni.	I am 21 years old.

Look at the bold and underlined features. Do you see corresponding features?

SP	FR	IT	EN
(Yo) Tengo 29 años.	J' ai 26 ans.	(Io) Ho 23 anni.	I am 29 years old.

Look at the bold and underlined features. Do you see corresponding features?

SP	FR	IT	EN
(Yo) Tengo 29 años.	J' ai 26 ans.	(Io) Ho 23 anni.	I am 29 years old.

Fill in the following chart:

LT	PT	SP	CA	FR	IT	CO	EN
— annorum sum ego	Tenho – anos.		Tinc – anys.			Aghju – anni.	

LT	PT	SP	CA	FR	IT	CO	EN
— annorum sum ego	Tenho – anos.	Tengo – años.	Tinc – anys.	J'ai – ans.	Ho – anni.	Aghju – anni.	I am – years old.

Predictability Exercise

Look at the following chart. Using the text, fill in the following chart:

PT	SP	CA	FR	IT	CO	EN
Tenho razão.		Tinc raó.			Aghju raghjone.	

Here is what the chart looks like once it has been completed:

PT	SP	CA	FR	IT	CO	EN
Tenho razão.	Tengo razón.	Tinc raó.	J'ai raison.	Ho ra;gione.	Aghju raghjone.	I am right.

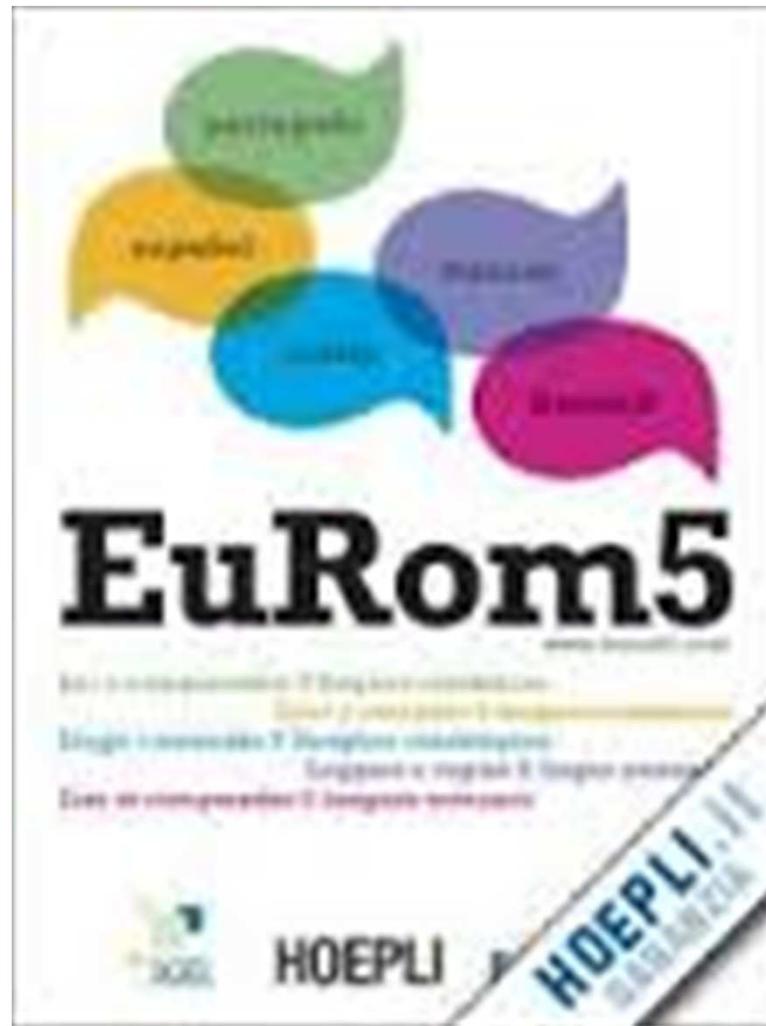
Questions:

- How does English stand out?
- Do you know other examples of expressions that use “*tener/avoir/avere*” in the Romance family but “*to be*” in EN?

Intercomprehension and Eurom5

- Elisabetta Bonvino, Università “Roma 3”
Coordinatrice del progetto
- Sandrine Caddéo, Université Aix-Marseille
- Diego Cortés Velasquez, Università per stranieri di Siena

Intercomprehension and Eurom5



Intercomprehension and Eurom5

- L'intercompréhension est une forme de communication plurilingue dans laquelle les locuteurs comprennent la langue des autres et s'expriment dans la ou les langues qu'ils maîtrisent.
- Il ne s'agit pas d'une alternative à l'apprentissage global d'une langue du point de vue productif. Il s'agit d'une approche à l'apprentissage linguistique qui permet le développement de la conscience linguistique, métalinguistique et favorise le plurilinguisme.

Sample text from Eurom5: Catalan

- <http://www.eurom5.com/Lezione/CA/36#>