Intercomprehension with EuRom5

Do you already know Spanish?
Good, now you can learn …

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Diego CORTÉS VELÁSQUEZ
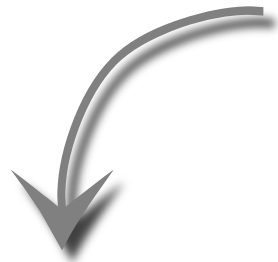Università per Stranieri di Siena
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Presentation outline

Definition of IC

IC

Phenomenon

Languages **Individuals**

Field of study

L2 Teaching **Other**

IC as a phenomenon:

A **plurilingual communication** in which speakers **understand** the other's language and **express** themselves in their own language.

IC as a teaching approach:

Not an alternative to the global teaching/learning of languages.

Based on:
- **partial competences**
- **linguistic awareness**
- **metalinguistic process**

Aim: **plurilingualism**

IC-oriented teaching

- Teaching/learning **linguistically related** languages

- **Difference** between the linguistic abilities of production and comprehension.

- Interest in the comparison between languages.

- Existence of a *dialect continuum* for languages belonging to the same family
  that existed
  that still exists

- Affinities between the languages of the same family can be exploited

Principles

- **Exploitation** of linguistic **proximity/ similarity**

- Development of **partial competences**

- **Transversality** : exploitation of previous knowledge

- Lingusitic process that allows the development of comprehension **strategies**

- IC preserves **multilingualism** and promotes **plurilingualism**

Evolution of IC

Beginning: reading comprehension

EuRom. Can be considered a starting point to be integrated with other methodologies.

News IC [i.e. chat] towards written and oral interaction.

Galanet

Oral comprehension

**More complex
Some projects
Work in progress**

Evolution of IC

Phenomenon

It's not a new concept: as a communicative practice it has **always** existed.

Teaching/learning studies

'70/'80s	First theoretical considerations
'90s	**Équipe EuRom4: C. Blanche-Benveniste** **Équipe Galatea: L. Dabène**

Evolution of IC

Communicative aspects. Task-based:

Intermar

Oral comprehension:

**More complex but possible: EuRom4 et 5 and C. Blanche-Benveniste;
M.C. Jamet, E. Martin.
Work in progress!**

Oral interaction:

Training courses (Euroforma / Formica)

BUONE PRATICHE

27

ARIADNA
BABELWEB
CHAINSTORIES
EU&I
EUROCOM
EUROM.COM.TEX
T EUROM4
EUROM5
EUROMANIA
FONTDELCAT
GALANET
GALATEA
GALAPRO
IC-5
ICE
IGLO
ILTE
INTERCOM
INTERLAT
ITINERAIRES
ROMANS
LIMBO
LINGALOG
MINERVA
ROMANICA
INTERCOM
SIGURD
VRAL

lingue romanze		24
lingue germaniche		5
lingue slave		4
altre lingue		3

16	c. orale	c. scritta	26	i. scritta
2	p. orale	p. scritta	3	5

BUONE PRATICHE

27

ARIADNA
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ILTE
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ITINÉRAIRES ROMANS
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ROMANICA INTERCOM
SIGURD
VRAL

13
Adulti

5
Bambini

3
Insegnanti

8
Adolescenti

17
S. universitari

Manuale	11
CD-Rom	12
Guida per i.	3
Sito web	19
Video	2
Altro	3

0   4   8   12   16   20

BUONE PRATICHE

27

ARIADNA
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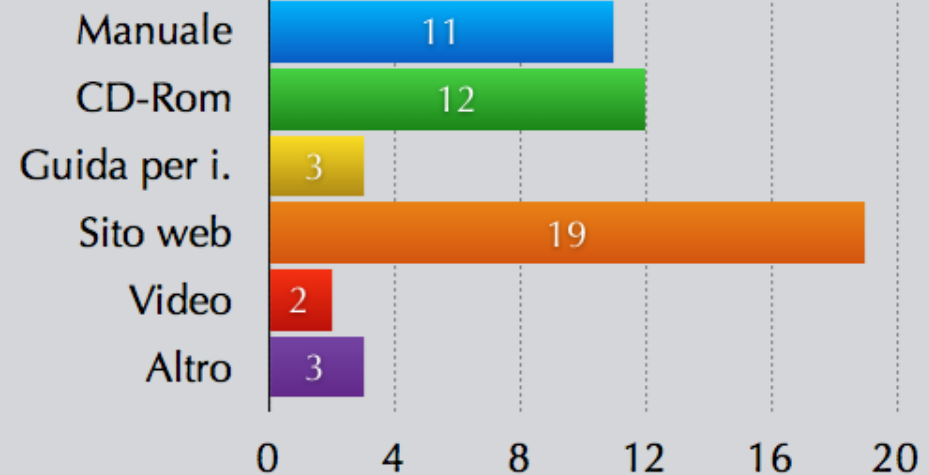SIGURD
VRAL

13
Adulti

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Bambini

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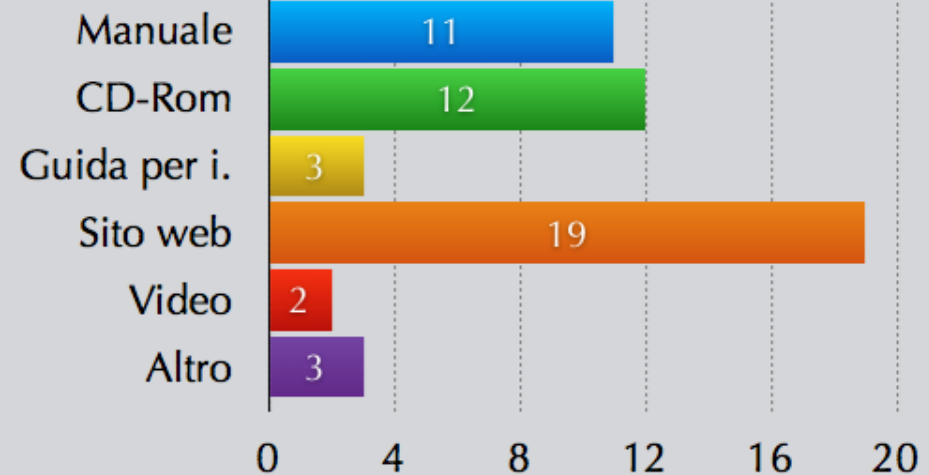Adolescenti

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	Valore
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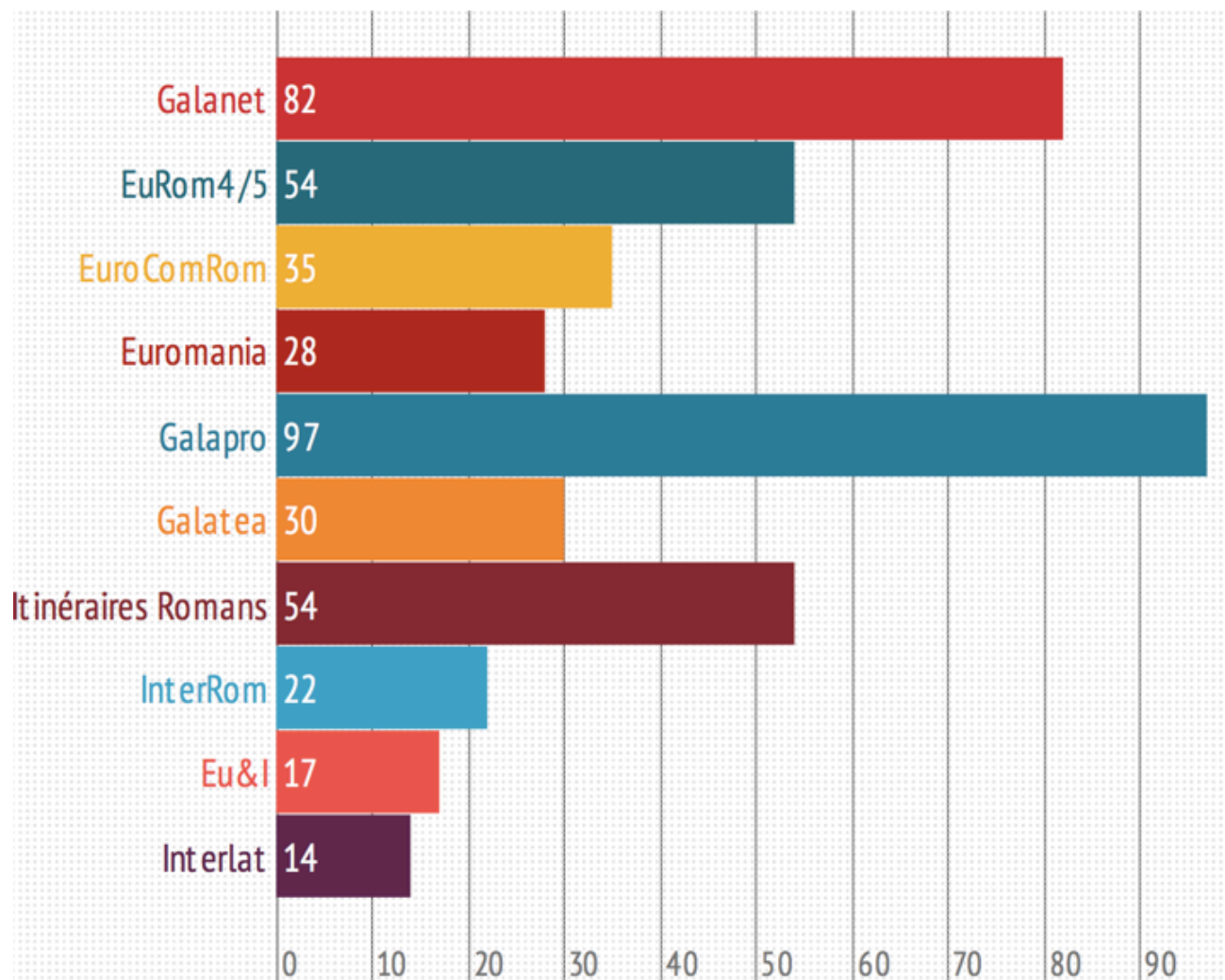
Presence in bibliography
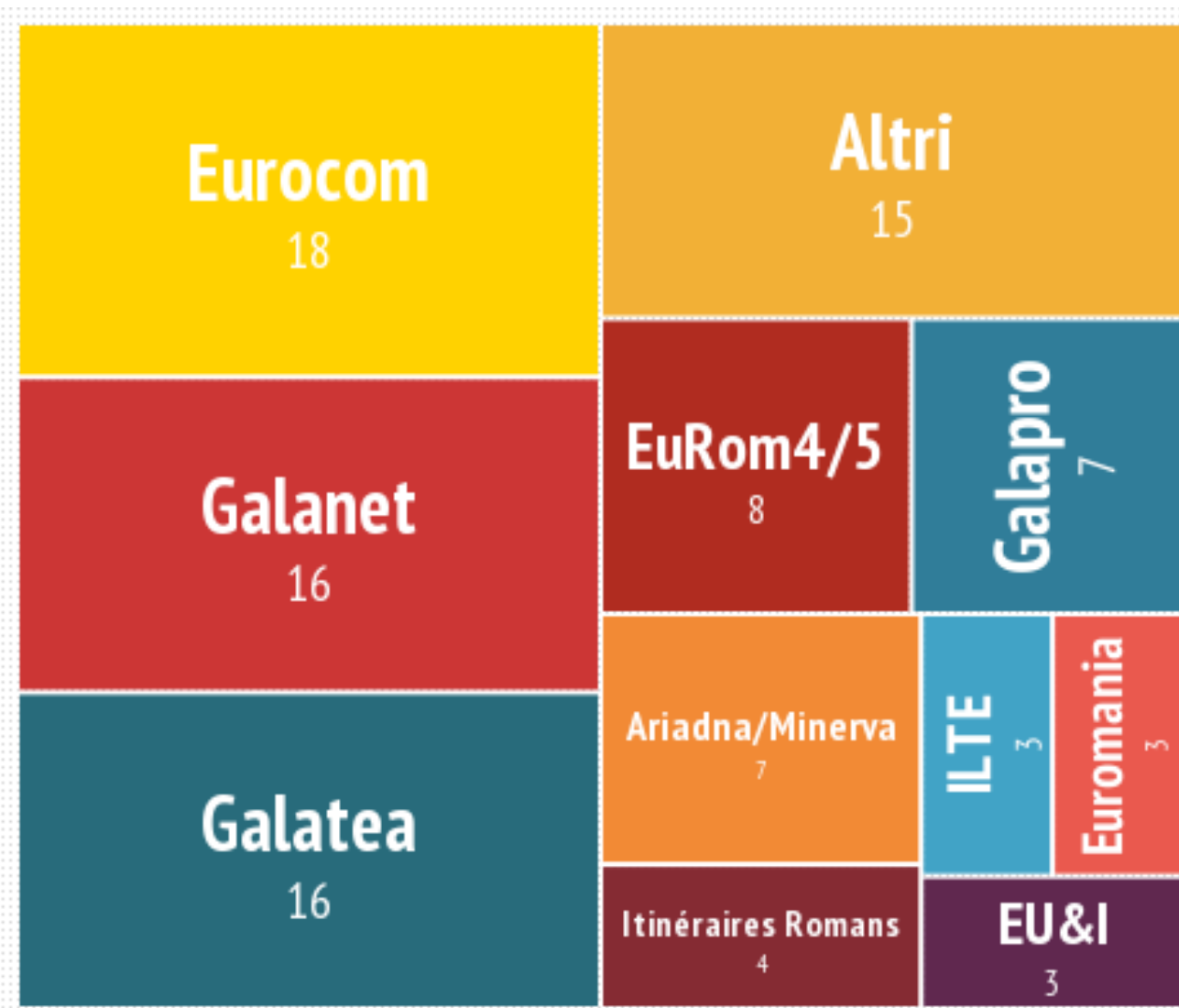
Training courses since 2002

EuRom

▸ One of the first methods for IC;

▸ Current;

▸ Starting point for IC abilities development.

EuRom4
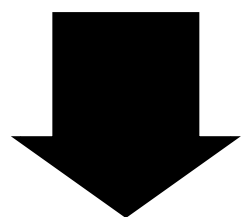
Coord.: C. Blanche-Benveniste
Universities: Lisbona, Salamanca, Roma Tre, Aix-Marseille
Progetto Socrate Lingua 2

EuRom5

Ler e compreender 5 línguas românicas
Leer y entender 5 lenguas románicas
Llegir i entendre 5 llengües romàniques
Leggere e capire 5 lingue romanze
Lire et comprendre 5 langues romanes

New edition. Renewed and sponsored/funded by:
Roma Tre
DGLFLF
by **OIF** (Organisme International de la Francophonie)
by **UAB**

Learning itinerary with EuRom4/5

Receptive learning in:

Português	Español	Català	Italiano	Français

through newspaper articles

EuRom's main features

Rapidity	36-40 hrs.
Goals	Training the learner to understand texts with general meaning
Addressees	• Adults, with a good level of schooling • Good readers in L1 • Speakers of one of the target languages of the Romance area
Experiments	Texts and tools were created from experimentation in different countries.

Handbook and website:

Guida

Grammatica della lettura

Audio
Presente nella versione informatizzata dei testi su questo sito

20 textos

20 textos

20 textos

20 testi

20 textes

Handbook and website:

Guida

Una presentazione generale della metodologia EuRom che permette, sia ai docenti che agli apprendenti autonomi, di trarre il massimo profitto dal manuale.

I testi sono accompagnati da sussidi per sviluppare le capacità di comprensione.

20 textos

20 textos

20 textos

20 testi

20 textes

Grammatica della lettura

Basata sul confronto fra le lingue e le difficoltà di lettura dei testi.

Audio

Lettura ad alta voce effettuata da un parlante nativo.

Methodology

6

Hints and tips

1

Immediately exposed to a text in a language never studied before

5

Understanding the meaning by him/ herself

LEARNER

2

Dealing with different languages

4

Translation of the title in five languages

3

Listening to the reading of the text by a native speaker.
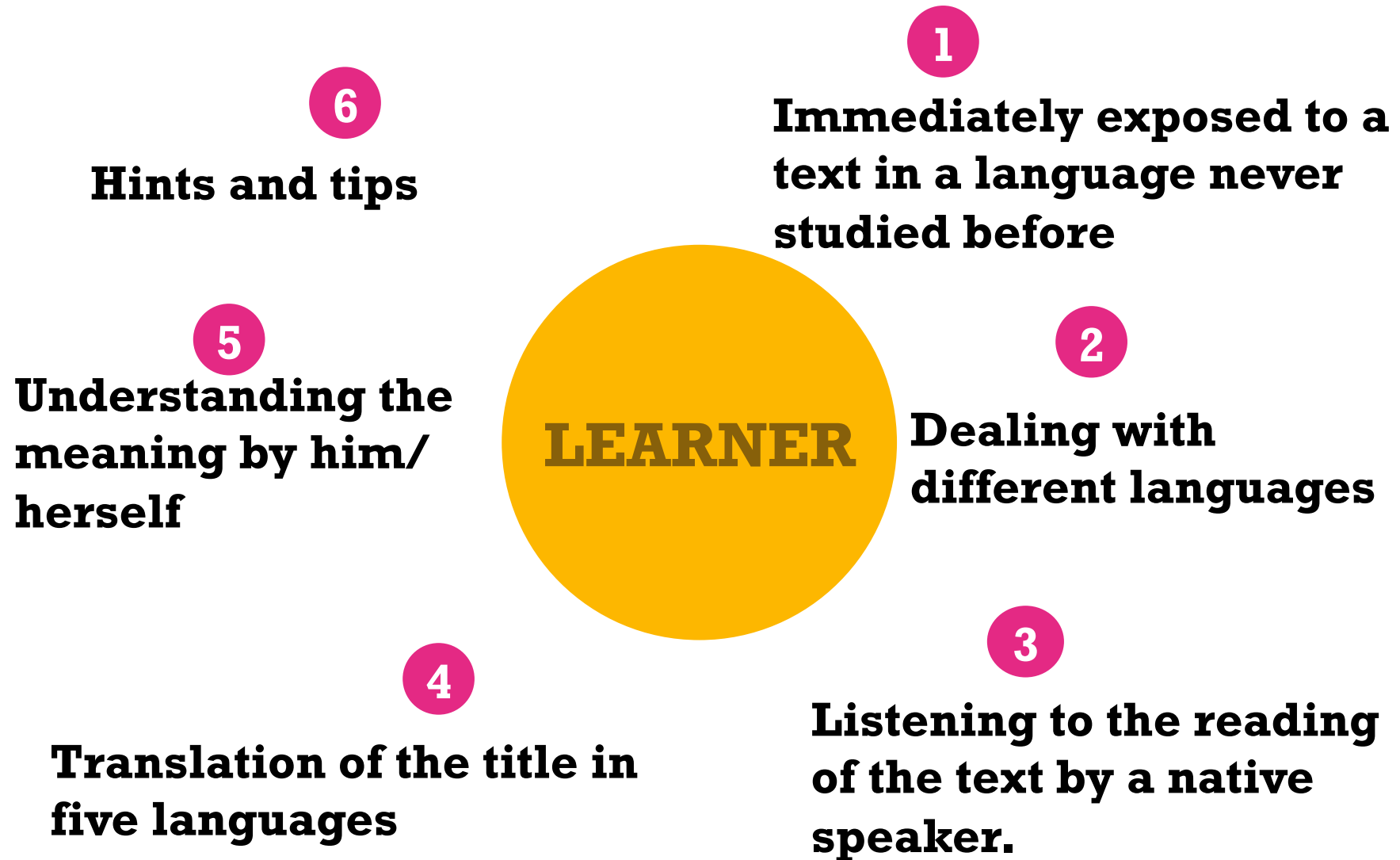
Methodology

1 makes it easy

2 encourages the learner

3 promotes independent use of strategies and cooperation

Teacher..

4 may not have a high level of competence in all languages

5 All the training can be completely autonomous

The role of translation

- EuRom is based on the *think aloud protocol*

- The learner is asked to carry out a "transposition of meaning" in his/her L1.

To verify comprehension

To express and share the paths that lead to understanding

To express and share strategies

Specificities of EuRom5

Linguistic (but also pragmatic) aspects of comprehension among Romance languages.

Reading process

Simultaneous contact with several languages

Reading ability

Top-down	Bottom-up
Global reading Inference Exploiting transparent zones Linguistic and extra-linguistic context. Encyclopedic knowledge. Etc.	Word by word reading Decoding Segmentation Correspondence

Right to "approximation"

Same origin	**Lexicon** **Morphology** **Syntax** **Pragmatics** **Culture** **Phonetics**
Linguistic continuum	
Same linguistic typology	

Simultaneity:
5 languages = 5 different points of view

Português

Español

Français

Italiano

Português

Español

Català

Italiano

Français

Català
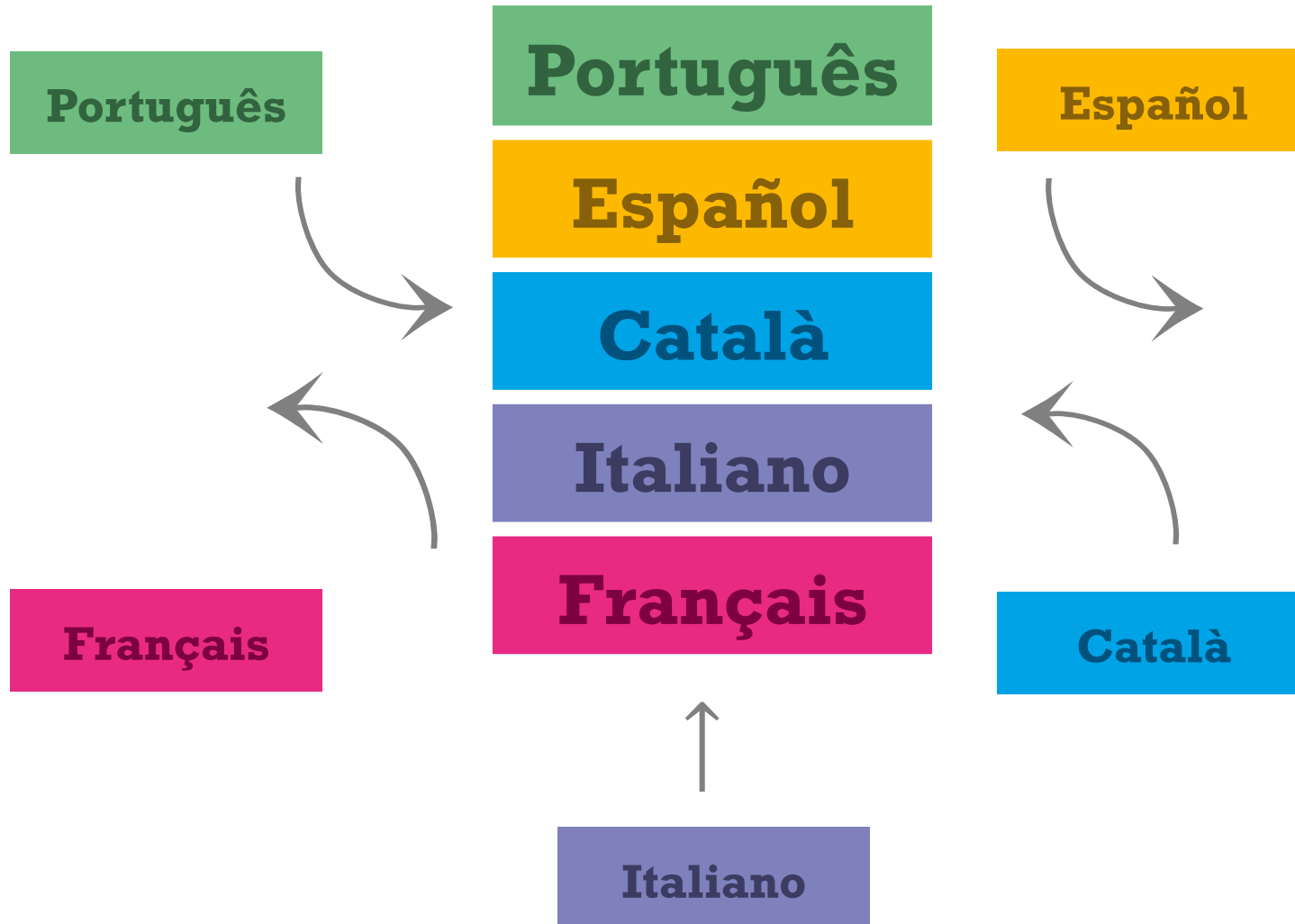
Simultaneity

Is the most original feature of the method

It encourages the speed of learning	What is learned in one language is useful for the others.
Overcoming the paradigm	One course ≠ one language Languages are not watertight compartments.
Objections?	During comprehension there is no confusion as can happen in production.

Benefits of a simultaneous approach

Hints include a simultaneous translation in all languages	At the end in the student's L1

IF lexicon is transparent	lexical links

Transition from other languages can lead to the development of the ability to exploit all available linguistic knowledge	L1 L2 dialect etc.

Not immediately providing the translation leads to the development of inferential strategies

For text comprehension:

Lexicon

● Priority

● Common lexicon = transparent
Potential lexicon
(Gass & Selinker, 1994)

Common lexicon: transparent

P O **conceito** está **definido** pela **Convenção** de Genebra

E El **concepto** está **definido** por la **Convención** de Ginebra

I Il **concetto** è **definito** dalla **Convenzione** di Ginevra

F Le **concept** est **défini** par la **Convention** de Genève

Lexical continuum

P	E	C	I	F
imprensa	prensa	premsa	stampa	presse
primo	primo	così	cugino	cousin
ontem	ayer	ahir	ieri	hier
também	también	també	anche	aussi

Suppletivism

Definition

| Diachronic phenomenon | Two or more lexical morphemes become part of the same inflectional paradigm |

Outcome

| Same paradigm, formally different words but with overlapping sense | *Example:*
yo voy / yo fui
vado / andiamo
agua /hídrico |

Importance

| For speaking can be a **problem** | For comprehension is a **source** |

From suppletivism to diagonal transparency

1

I	F
bambino	enfant
infanzia	enfance
infantile	infantile

2

E	I	F
rodilla	ginocchio	genou
genuflexión		

More diagonal transparency

3

I | F

pericolo	danger
	péril

4

I | F

cemento	béton
betoniera	
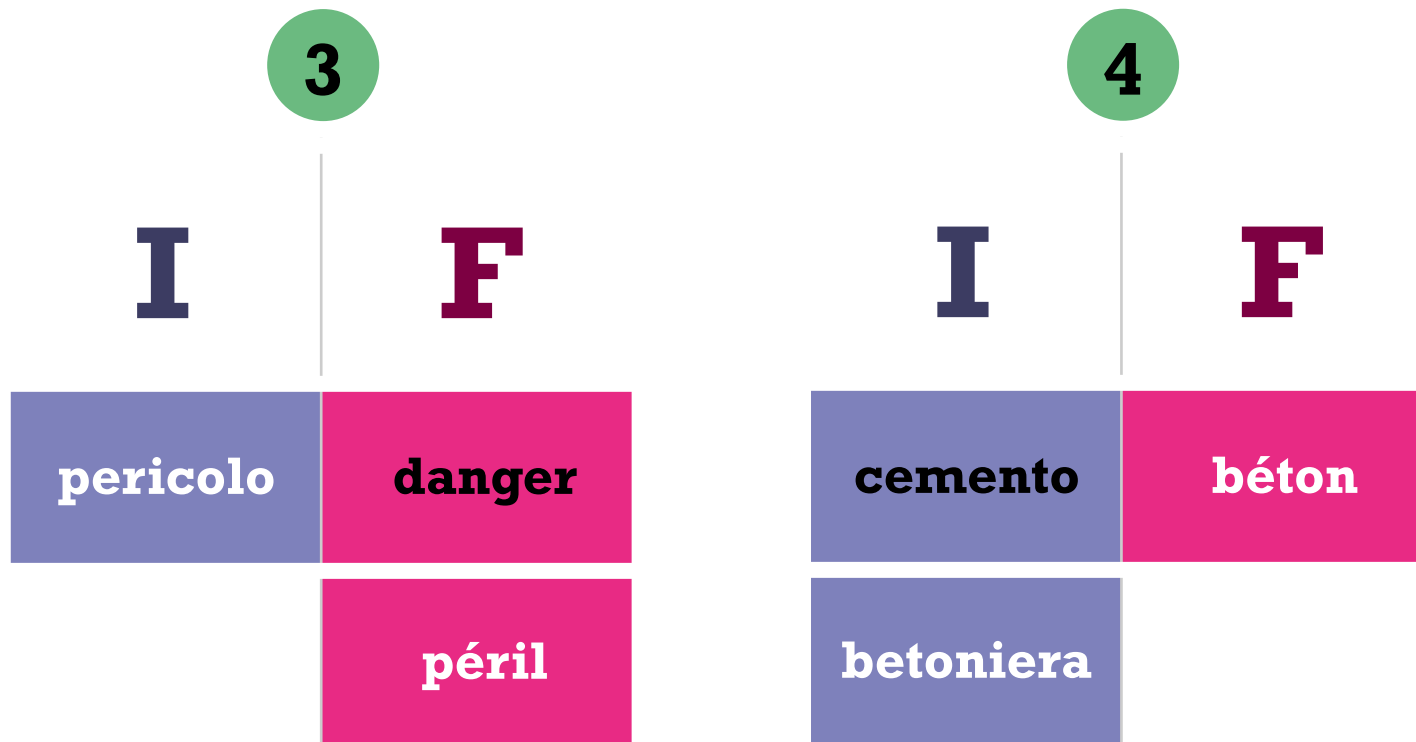
More diagonal transparency

P

O Nigersaurus Taqueti é já uma estrela sobretudo pelo seu aspecto **invulgar**

P | in**vulgar**

I | **non volgare** — NO

I | **divulgare**

I | **insolito, poco comune** — SÌ

Reading Grammar

Links the phenomena in the languages

Not exhaustive

Based on the actual comprehension problems found by authors during experimentations

For text comprehension: SYNTAX

Even complex structures do not create problems if the lexicon is transparent

Main problems:

1 **Identification of constituents**

2 **Word order**

3 **Absence/presence of elements**

Identification of constituents: forms and presence

Subject	Verb
▸ It must be explicit in French: **il, ça** ... ▸ It is possible to express the subject through verbal morphology in PECI	▸ Sentences without verb ▸ Verbal morphology ▸ Verbal periphrasis ▸ No matching of verbal tenses

Order:
Postverbal subject

I

Riporta un po' alla mente le avventure di Fred e Wilma, i preistorici protagonisti de *I Flinstones* che avevano come puntina del giradischi il becco di un uccello preistorico e che usavano come gru un dinosauro, **l'avventura capitata ad una famiglia nell'Indiana…**

Riporta un po' alla mente	le avventure di (…)	**l'avventura capitata**
V	**O**	**S**

For text comprehension: Morphological aspects

Morphology is not immediately useful for comprehension

Learners begin to wonder about some morphological mechanisms only starting from advanced phases.

Comprehension phases:

Lexicon〉 Syntax〉 Morphology

It is useful to provide tips to find:

1 Verb

2 Some corrispondences

3 Some contracted forms

Morphology

P	E	C	I	F	En
ac**ção**	ac**ción**	ac**ció**	a**zione**	**action**	ac**tion**
vers**ão**	vers**ión**	vers**ió**	vers**ione**	vers**ion**	vers**ion**
extrac**ção**	extrac**ción**	extrac**ció**	estra**zione**	extrac**tion**	extrac**tion**
informa**ção**	informa**ción**	informa**ció**	informa**zione**	informa**tion**	informa**tion**

For text comprehension
ORALITY

Written language is typically more transparent due to the nature of the code.

BUT

▸ Often (at word, phrasal, textual level) oral support makes the comprehension easy.

Advantages	Limits
▸Speed of learning ▸Not learning languages but "things" about how languages work ▸ Reading strategies ▸ Meta-cognitive competence ▸ Autonomy ▸ Training focused on learner	▸ Inherent to partial competence ▸ Few tools for teaching IC

Partial competence

▸ Not in opposition to global competence;
▸ Can encourage the deep study of a Romance language;
▸ Can be useful for specific purposes;
▸ Has important outcomes on L1 and comprehension strategies.

EuRom5 in Colombia:

Some considerations about 3 courses at U. El Externado

Main characteristics

▶Context: Externado University (Colombia) School of Law.

▶Courses: 3 (June-August 2013)

▶Duration: 21 hrs. each

▶Students: 26 (10 + 8 + 8)

EuRom5 in Colombia:
Some considerations about 3 courses at Externado University

STUDENTS: main characteristics

Age:
25-50 y/o aprox.
Adults; graduated and post graduated, Ph.D. students, researchers (high schooling level)

L1:
all Spanish,
BUT
1 English speaking (Julie Weiss – high competence in Spanish);

▶ Strong interest in the method for practical reasons

EuRom5 in Colombia

COURSE: main characteristics

Duration: 21 hrs each.
Sessions of 3 hrs. per day

Structure: First three lessons just EuRom5 (handbook + website);
Last four lessons EuRo5 + journal articles (same news, different languages) + writing in Spanish avoiding translation word by word

▸ Strong interest in the method for practical reasons

EuRom5 in Colombia

Extracts from questionnaire about EuRom5

S3

Capturing attention
"Si, los artículos contienen información que logran captar la atención del lector, son noticias curiosas y las ayudas que estos tiene son muy puntuales que ayudan a entender el texto en general."

S10

Placebo effect
"Si, fundamentales, la complejidad progresiva de los textos permite ir apropiando el método y enfrentar gradualmente textos más complejos."

EuRom5 was considered relevant by : 16/16

EuRom5 in Colombia

Extracts from questionnaire about EuRom5

S7

Leaner centred
"El aprendizaje fue guiado por el profesor, pero aplicado y alcanzado directamente por cada estudiante tomando como base sus conocimientos, experiencias e interés en el tema."

S9

Learning grammar through practice
"Poder leer noticias en esos idiomas, fabuloso, aprender la gramatica de ellos , en gran medida por medio de la experimentacion"

S10

Simplicity
"La sencillez del método"

POSITIVE ASPECTS: exploiting prior knowledge, size of group, easiness, subjects, working in groups, the "tool".

EuRom5 in Colombia

Extracts from questionnaire about EuRom5

S7

Short time
"Creo que el curso fue bastante corto, me hubiese gustado tener un poco más de tiempo para obtener mejores resultados."

S5

Learning grammar through practice
"El aspecto que me desafio mas que el hecho de no tener metas fijas de cada lectura (hoy aprendemos como identificar tensos de verbos en los idiomas' manana aprendemos como funcionan los generos en los idiomas; [...]). Estoy dispuesta a creer que el metodo del libro y profesor, o sea trabajar a base de textos y los problemas que surgen de ellos, funciona bien. Pero para mi fue un poco desorientando al principio."

NEGATIVE ASPECTS: short time, some issues related to website.

EuRom5 in Colombia

Extracts from questionnaire about EuRom5

S11

Speed
"Es posible leer y comprender textos en lenguas familiares provenientes de una misma raíz. La velocidad y el porcentaje de comprensión parten de la práctica constante."

S15

Exploiting prior knowledge
"Que desde niños nos son dados conocimientos y experiencias que con los años cada vez más adquieren mayor sentido al poder relacionarlas entre sí."

S3

Self-confidence
"¡Que yo puedo!"

What did you learn?: about discovering languages, about learning, about learning attitudes, about autonomy, etc.

EuRom5 in Colombia

Extracts from questionnaire about EuRom5

S9

More levels
"Sería bueno contar con más espacios de práctica y retro-alimentación individual.

El curso en general estuvo bien planeado y organizado, quizás se requeriría tener más tiempo u ofrecer un segundo nivel."

S3

Good idea!
"Con un presupuesto de marketing, uno podria ganar mucho dinero dando clases de Intercomprension! Es una cosa realmente atractiva a mucha gente."

Suggestions: integration in the university program, more levels more abilities.

EuRom5 in Colombia

Conclusions

▶ EuRom5 can be a solution for concrete needs: i.e. consulting bibliography for research;

▶ It's possible to integrate EuRom5 manual with tasks;

▶ A 21 hrs. course is short but it can work as an "Icebreaker";

▶ Further research on using a Romance language as a bridge.

Future

- New tools
- Oral comprehension
- To integrate EuRom5 with other tools for interaction
- Moodle experience
- Website www.eurom5.com development