FRINCOM – A framework for intercomprehension

Project goals

⇨ encourage autonomous language acquisition with an interactive platform

⇨ encourage 6-14 year-old learners to produce authentic and engaging texts

⇨ produce learning materials and on-line games to accompany these texts

⇨ provide immediate feedback on task performance based on a set of underlying strategies and competences

⇨ support multilingualism & plurilingualism

Terms

Multilingualism: ability to use two or more languages, either by an individual speaker or by a community of speakers

Plurilingualism: use of two or more languages in one conversation for the purpose of effective communication

Intercomprehension: ability to make sense of written or spoken texts in languages the readers/listeners have not (yet) acquired or studied

Translanguaging: people use their acquired languages to understand and communicate in the unfamiliar languages of the others

Lingua Franca: one language adopted as a common language between speakers whose native languages are different

Intercomprehension 1

It is a characteristic trait of intercomprehension that it does not demand the ability of verbal production in the target language (Doyé, 2005:7)

intercomprehension competence: the capacity to understand other languages without having studied them

intercomprehensive performance: each person uses his or her own language and understands that of the other

Intercomprehension can be an alternative or complement to the common use of a *Lingua Franca*

Intercomprehension 2

More widely spoken languages are frequently used as bridge (pivot) languages:

If all participants in interlingual/intercultural encounters use and understand one particular language, this facilitates their communication enormously. (Doyé, 2005:7)

Dangers of using bridge languages:

⇨ linguistic imperialism (Phillipson, 1992)

⇨ culture-free use of the *Lingua Franca* (Basset, 1999)

⇨ insufficient communication lacking depth, clarity and significance (Doyé, 2005)

⇨ potential depreciation of the mother tongue (Piri 2002)

Intercomprehension Competence

⇨ is a complement to the common use of a *Lingua Franca*

⇨ exploits previously acquired funds of knowledge, skills and strategies

⇨ employs knowledge from many areas in making sense of languages not studied

⇨ is highly individual and dynamic in its development

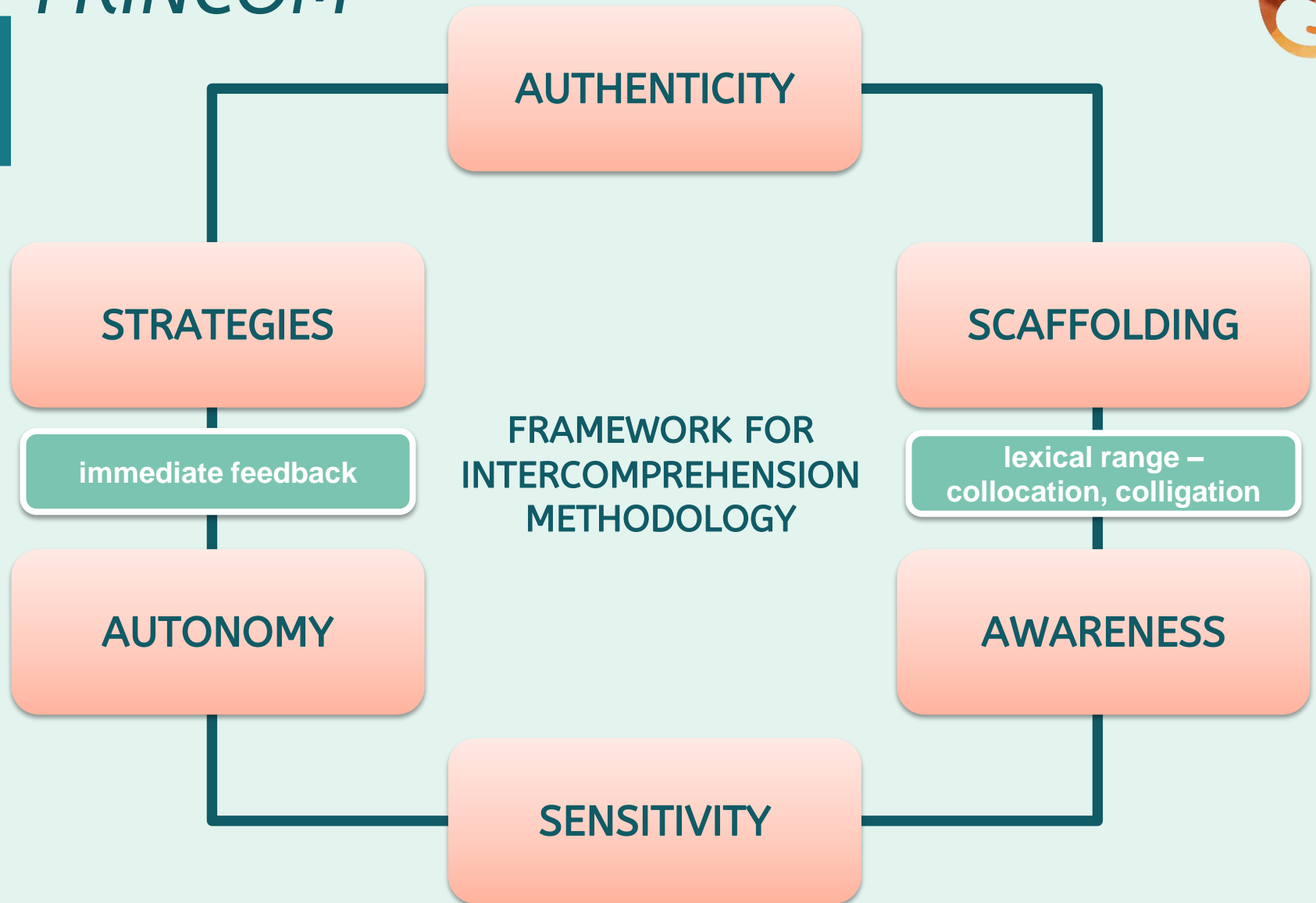(Cummins 2003; Herdina & Jessner 2000; Jessner 2006; Larsen-Freeman, 1997)

Fostering intercomprehension competence

⇨ learning designs that make conscious or unconscious intercomprehension possible

⇨ create the *necessary conditions of learning* to facilitate a multilingual acquisition process, encourage the development of intercomprehension competence, establish intercomprehension as a guiding principle to help pupils…

… acquire the strategies needed for the understanding of the texts and utterances of any new language they might encounter in the future.

(Doyé, 2005:20, Marton 2015 , Mewald & Wallner 2018)

FRINCOM

AUTHENTICITY

STRATEGIES

SCAFFOLDING

immediate feedback

FRAMEWORK FOR INTERCOMPREHENSION METHODOLOGY

lexical range – collocation, colligation

AUTONOMY

AWARENESS

SENSITIVITY

AUTHENTICITY

of the input

of the learner's interpretations

of the tasks

of the class-room

SENSITIVITY

creating
furthering
empowering
changing

AUTONOMY

technical
psychological
political
social

INTERCOMPRE-HENSION

SCAFFOLDING

metacognitive
strategic
procedural
conceptual

STRATEGIES

concrete
abstract
analytical
creative-critical

AWARENESS

metalinguistic
meaning & subtext
sentence & text
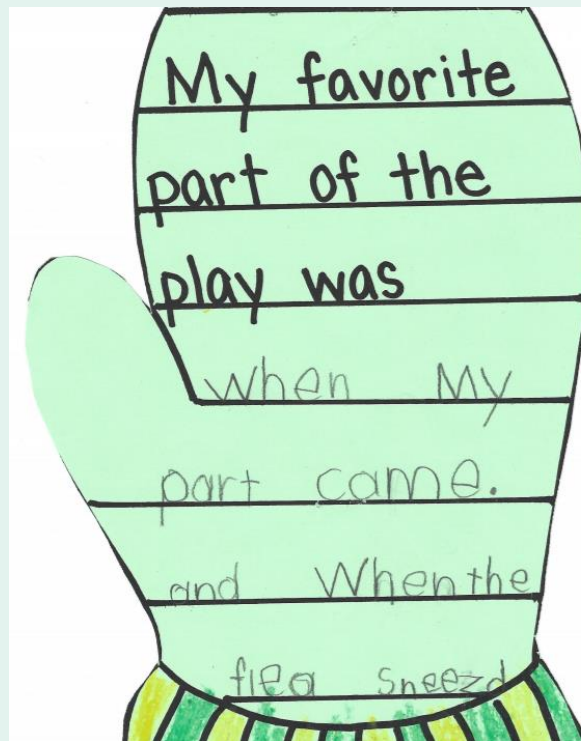word & phrase

Authentic texts

Written text: **Transcript corrected**:

My favorite
part of the
play was
when my
part came
and when the
flea sneezed.

This is our friendship bench!
So basically, this is umm.. somewhere, where kids that are lonely and have no one to play with stay. And hopefully someone will come and ahhh ask them, if they can play with.
And this bench was created last year by the student council for umm.. friends, people who have no friends or just need somebody to play with. And we created it with our handprints and so basically we've created it. So, people ahh.. don't feel so lonely. And I have actually I.. I know how it feels, cause I have done that most of my life at the school. This is an example.
You're it!
Oh, do you wanna play?
Sure.
Oh, let's go. We're playing catch!
You're it!

TEXT
INSPECTOR

START NEW
ANALYSIS

**CURRENT
ANALYSIS**

CLEAR ALL
DATA

CONTACT   HELP

Lexical Diversity

Tagger

Errors

Lexis: EVP

Lexis: BNC

text.

For the meaning of A1-C2 please see here.

PERCENTAGE	NUMBER OF METRICS USED	CEFR LEVEL
37%	12	B1+

Sentence count	18 (Amend)
Token count (excluding numbers)	132 (Amend)
Type count (unique tokens, excluding numbers)	82 (Amend)
Average sentence length	7.33 words
Type/token ratio	0.62

Authenticity of situation: Young learners …..

⇨ reasonably sound command of their family languages

⇨ infer meaning without understanding everything

⇨ interpret meaning and use limited language resources creatively through mixing or adapting languages they have picked up

⇨ plurilingual environment – in most families the individual members speak diverse language varieties

⇨ positive, relaxed and unharmed attitude towards new languages based on the process of initial language acquisition without formal instruction

Authenticity of virtual learning environment

⇨ exposure to target language

⇨ entertainment (reading/listening for pleasure)

⇨ authentic reason and space for creating and publishing text

⇨ communicate and interact with other users

⇨ create community

⇨ managing and organising learning

(adapted from Stanley 2013)

Authenticity of input and tasks

⇨ the authenticity of the texts (written or spoken) used as input data

⇨ the authenticity of the actual social situation of the virtual learning space (platform)

⇨ the authenticity of the tasks in a virtual learning space

Mewald & Wallner (2018), adapted from Breen (1985:68)

Austrian Style Pancakes

1008

Austrian Pancakes - 1008

★★★★☆ 4.17/5 (6)

Lexis	📄 Mind Map_How to make a pancake
Activities	📄 Graphic organizer. Recipe
My Rating	
ID	
Transcript	

Lexis	Learning App ☐
Activities	Quizlet 1: Cooking, nouns ☐
My Rating	Quizlet 2: Cooking, Verbs ☐
ID	Vocabulary game: The kitchen ☐
Transcript	Hangman game: Cooking instructions ☐
Survey	ℹ Click on info to hear the word.

| Quiz | Do! | Classroom task |

Quiz for

Austrian Style Pancakes

Start quiz

STRATEGIES

concrete
abstract
analytical
creative-critical

AWARENESS

word & phrase
sentence & text
meaning & subtext
metalinguistic

AUTONOMY

technical
psychological
political
social

INTERCOMPRE-HENSION

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conceptual
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Strategies (Quiz)

⇨ items designed with the goal to trigger the use of specific strategies – diagnostic feedback through the platform

⇨ item development in tandems/group work: think aloud protocols and/or notes to collect initial feedback on strategy fit & Lesson Study

(Mewald & Wallner 2018)

5. Question

Why does Valentina like Clarice Bean?

- ○ Because she often does things she is not allowed to.
- ○ Because she always fights with her brothers.
- ○ Because she looks funny.

Correct

You can understand details.

Next

Question **3** of **8**

3. Question

How old is Valentina's favorite book character?

- ○ 10
- ○ 11
- ● 12

Incorrect

Next

Question **4** of **8**

4. Question

What does Clarice Bean like doing? Tick off the 2 correct answers.

- ☑ She likes to hang upside down.
- ☐ She likes to go outside and play.
- ☑ She likes to color in.

not quite right

Next

Strategy	Competence	Feedback
Expeditious reading Selective attention	understanding words/phrases	You can understand words. (1) You can understand phrases. (2)
Expeditious reading Selective attention	overall understanding (gist/main idea)	You understand the main idea. (3) You can find the correct title for a text (4). You can find the correct title for a video. (5) You can give the correct title for a text. (6) You can give the correct title for a video. (7) You can find the correct topic of a text. (8)

|		
Expeditious reading Selective attention (listening and/or watching)	understanding information that is explicitly stated in the text (3)	You can find concrete information. (9)
Careful reading Careful listening	understanding information and differentiating it from supporting detail (4)	You can understand details. (10)
Careful reading Careful listening	understanding information that is not explicit in the text (5)	You can understand what is meant even when it is not directly mentioned. (11) You can read between the lines. (12) You can listen between the lines. (13) You can spot information that is not mentioned. (14) You can understand words from the context. (15)
Careful reading Careful listening	providing a personal response that shows understanding (6)	Thank you for your reply. (16)

Results

3 of 8 questions answered correctly

Your time: 00:11:26

You have reached 3 of 8 points, (37.5%)

Average score	44.56%
Your score	37.5%
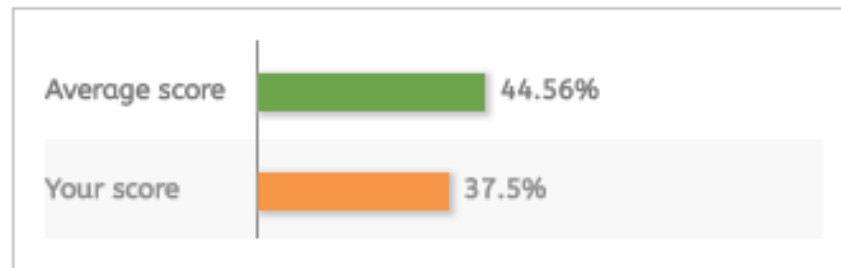
Competences

1 understanding at word / phrase level	**0%**
2 understanding main ideas	**100%**
3 understanding concrete information	**0%**
4 understanding information in context	**33.33%**
5 inferring information	**50%**

Maybe watch the video again!

Restart quiz   **Print quiz**   pdf
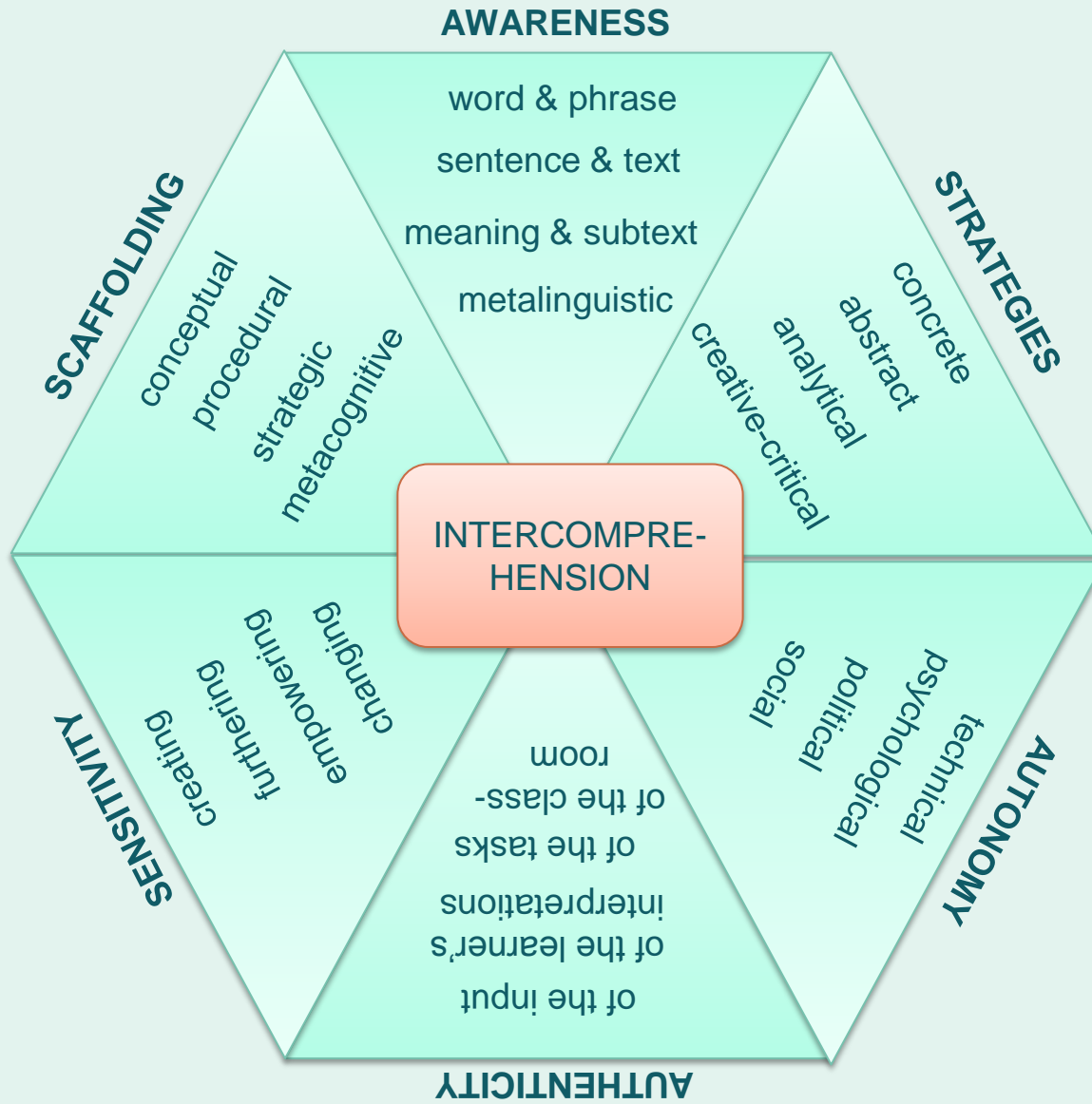
Task 5 (whole class)

Watch the video "What does it mean to be a refugee?" and answer the questions:

How many people have been forced to leave their homes to escape violence around the world?

_____

What is the difference between refugees and internally displaced persons?

_____

To apply for asylum is _____

What is the difference between a migrant and a refugee?

_____

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AWARENESS

word & phrase

sentence & text

meaning & subtext

metalinguistic

SCAFFOLDING

conceptual
procedural
strategic
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STRATEGIES

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AUTONOMY

social
political
psychological
technical

Awareness

⇨ making learners aware of their competences

⇨ what they can do in their languages is motivating

⇨ encouraging learners to make use of all their resources available to make sense of new texts

⇨ within "language families" (Romance, Germanic, Slavonic) similarities can be utilised

⇨ making use of tanslinguistic methods (EuroComRom, IGLO, Intercomprehension in Slavonic Languages – Seven Sieves by McCann, Klein & Stegmann 2000)
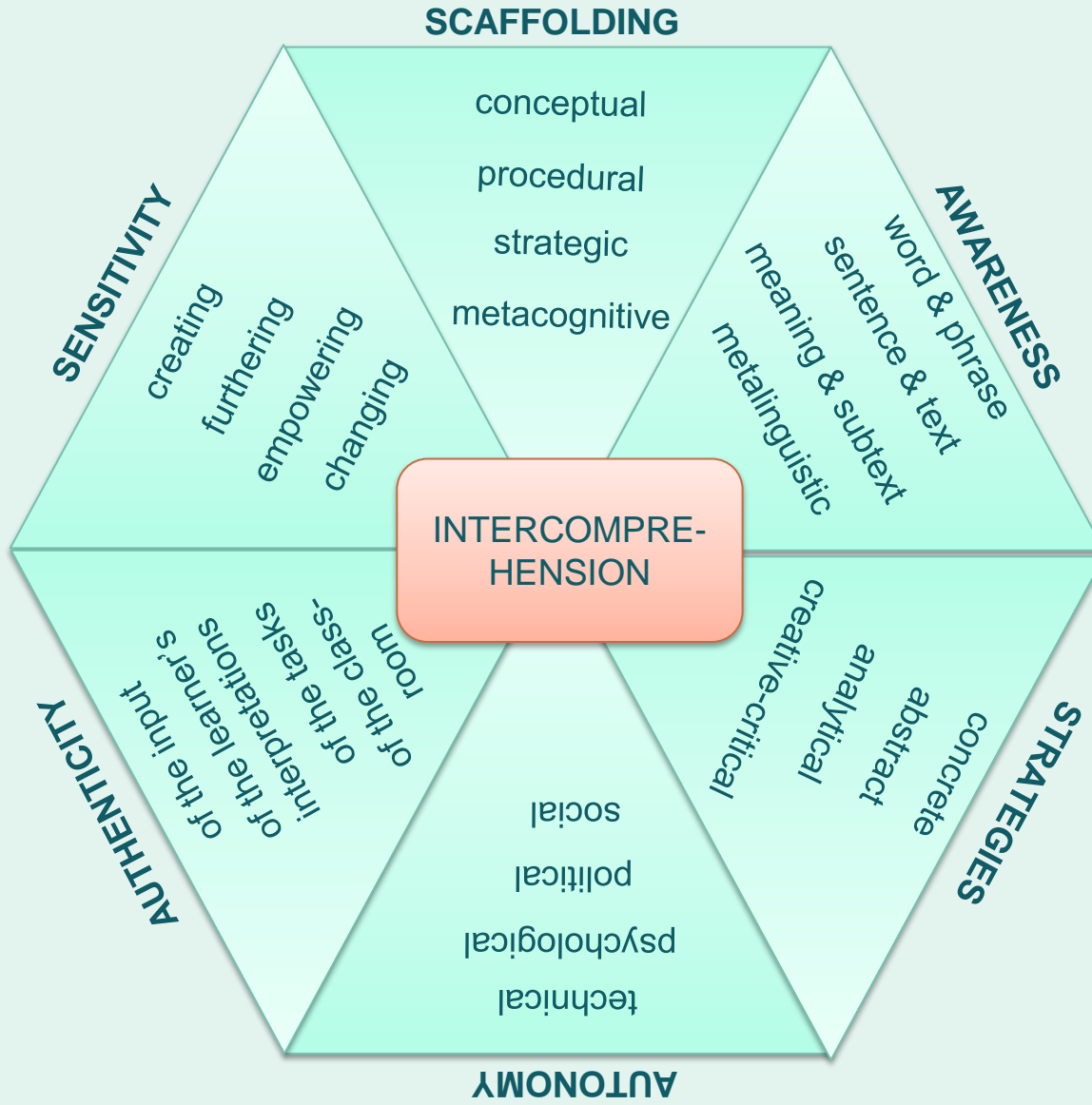
Task 1 | **Task 2** | Classroom task

1. <u>What is your favorite book character?</u> ⬀

2. Would you rather share a room or have a room of your own? Why?

Can you find any words or phrases in the text that are similar in your language?
Please write them down.

We are interested in the words you can find. Please write them here: Words and phrases ⬀

translanguaging tasks

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Scaffolding

⇨ based on careful diagnosis of the learners' readiness and disposition

⇨ eclective selection of assisting activities –

grading the task and not the material
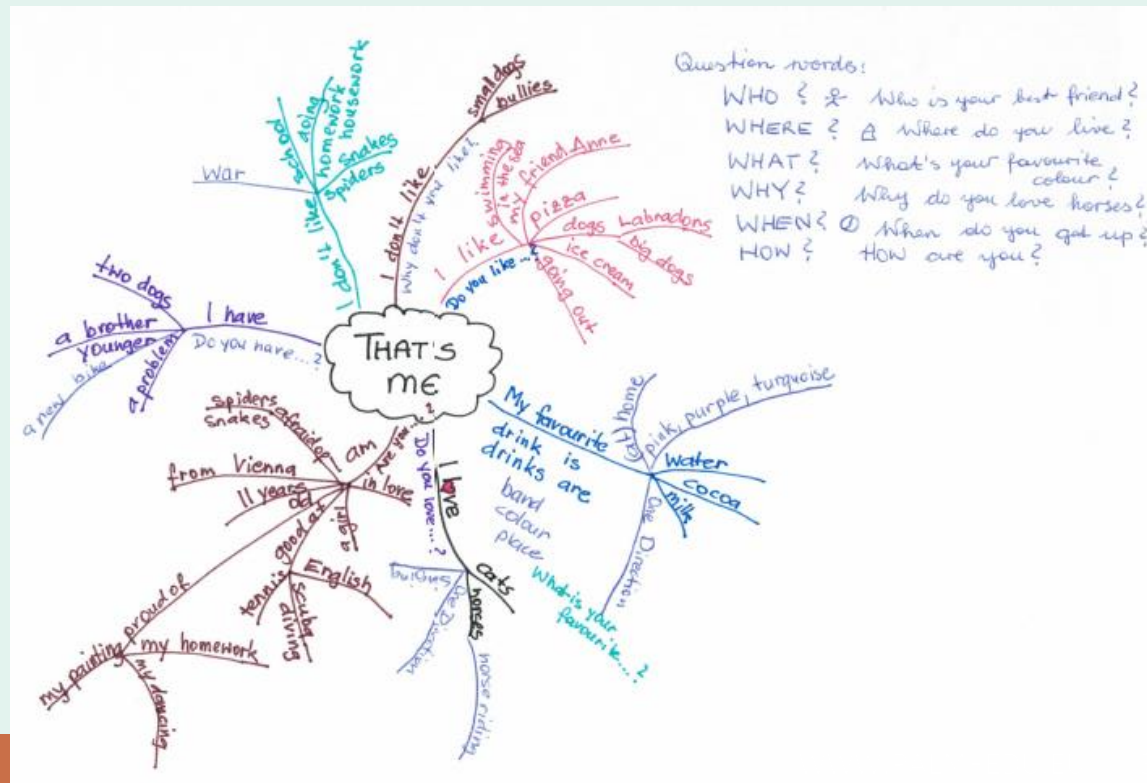
T8005 Las partes de la casa
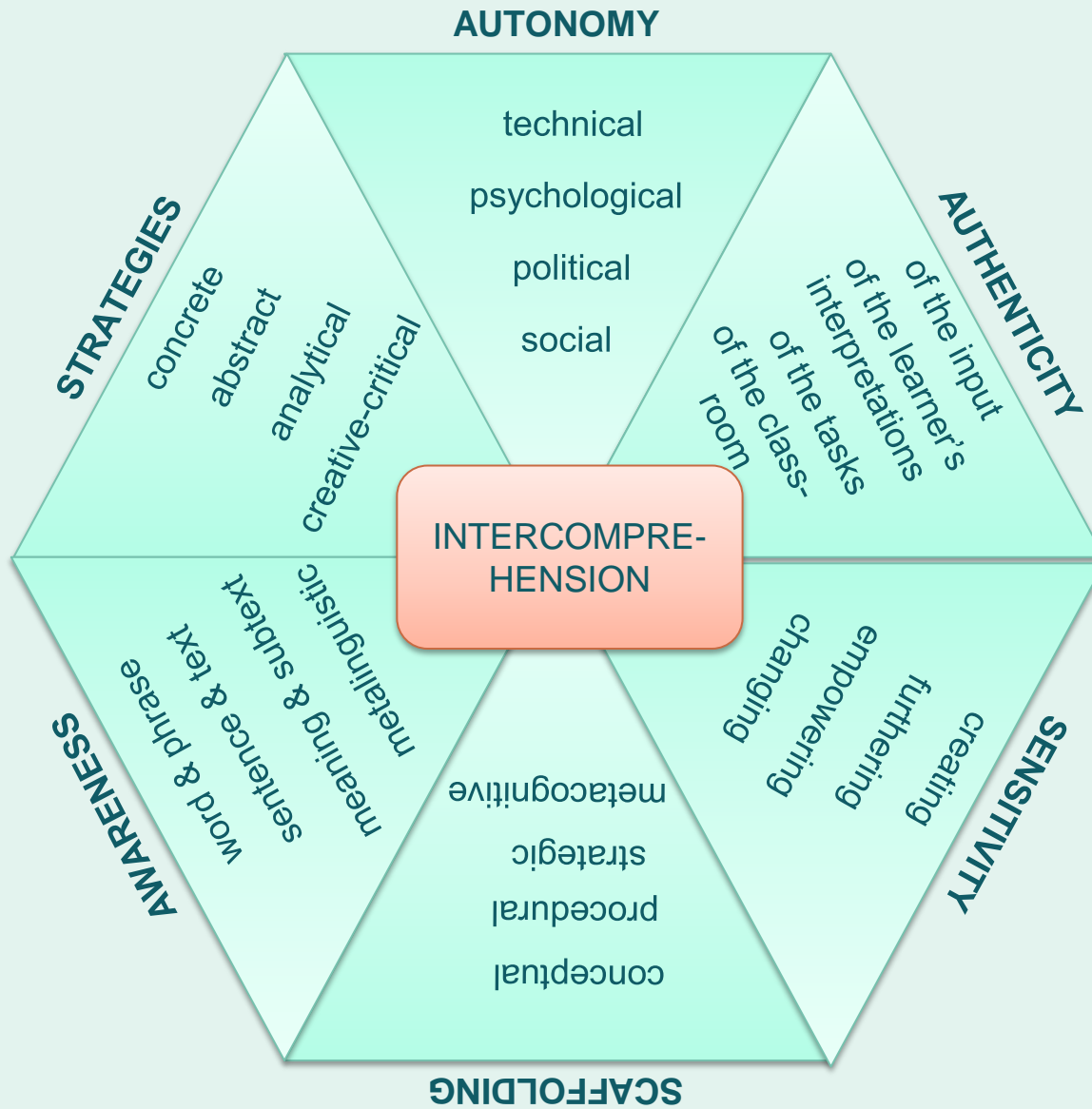
Salón

Habitación de matrimonio

Despacho

Baño

Pasillo

Habitación infantil

AUTONOMY

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SCAFFOLDING

Autonomy

⇨ measures taken by teachers – assistance, never interference

⇨ intercomprehension - potentially self directed process

⇨ learners take the first step - teachers support after careful needs analysis

⇨ level of autonomy and self-direction depends on age and readiness

⇨ fostering autonomy is part of intercomprehension methodology
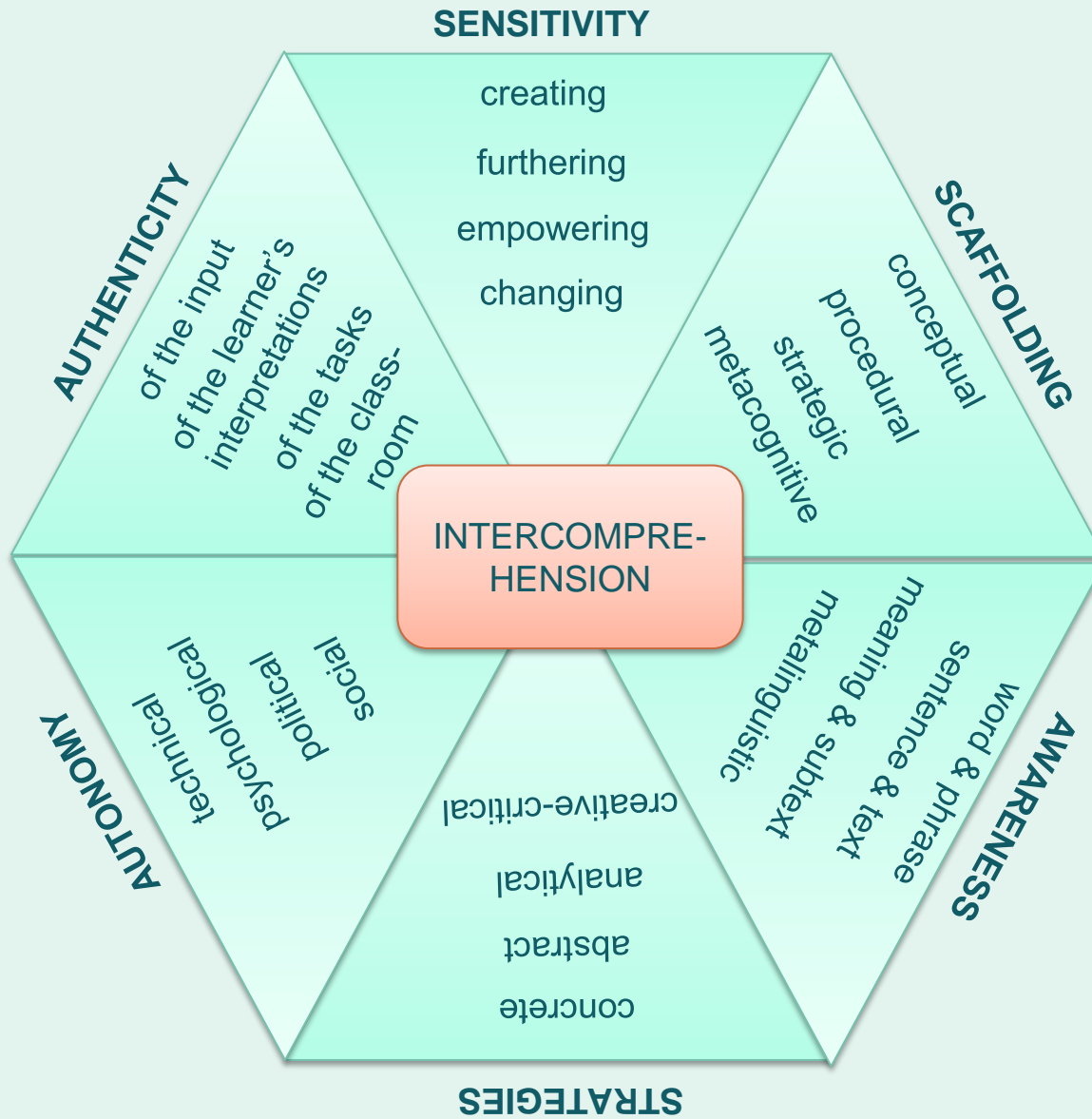
(Mewald & Wallner 2018)

Instructions:

- Walk around in the classroom and ask 3 of your classmates the questions below. **Ask each person at least 4-5 questions**.
- Listen carefully and write the answers into the boxes.

Questions	Name:	Name:	Name:
What do you love/like about music?			
Which musical instrument do you play?			
Have you ever been to a concert? If yes: Which one and what did you like about it? If no: Which concert would you like to go to?			
Have you ever been to a classic concert, a choir concert or a musical? If yes: Which one and did you like it? If no: Would you like to go to one?			
Which music do you usually listen to?			
What is your favourite song at the moment?			

Taschke & Weinmeister

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Sensitivity

⇨ between language(s) and culture(s): intercultural communication is mutually compassionate, respectful, tolerant and collaborative

⇨ aiming at transcultural education which differs from intercultural education in that it intends to create a transformed cultural understanding

⇨ transcultural understanding creates shared cultures rather than parallel worlds of two or more cultures next to each other

(Mewald & Wallner 2018)
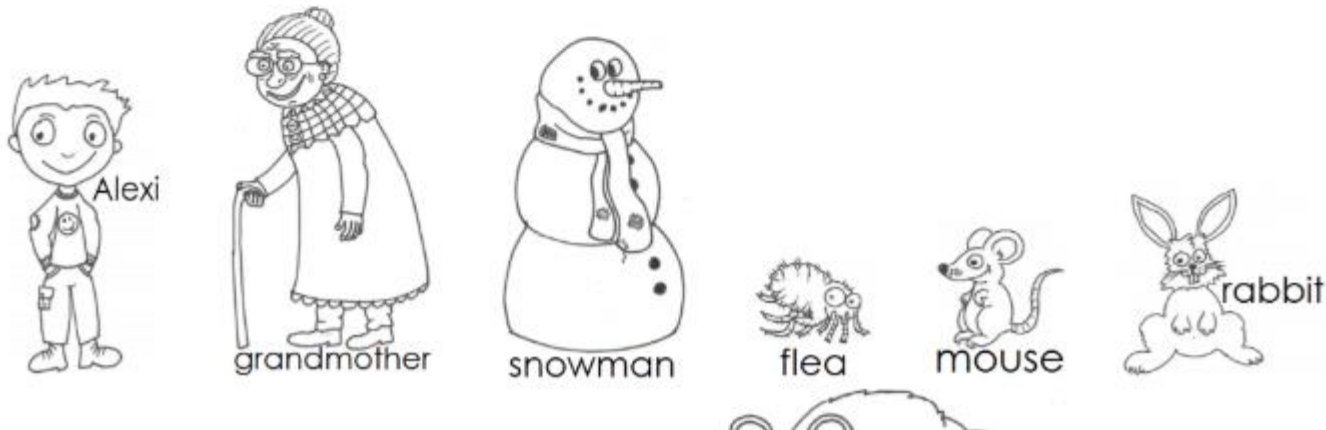
The Mitten

An old folk tale
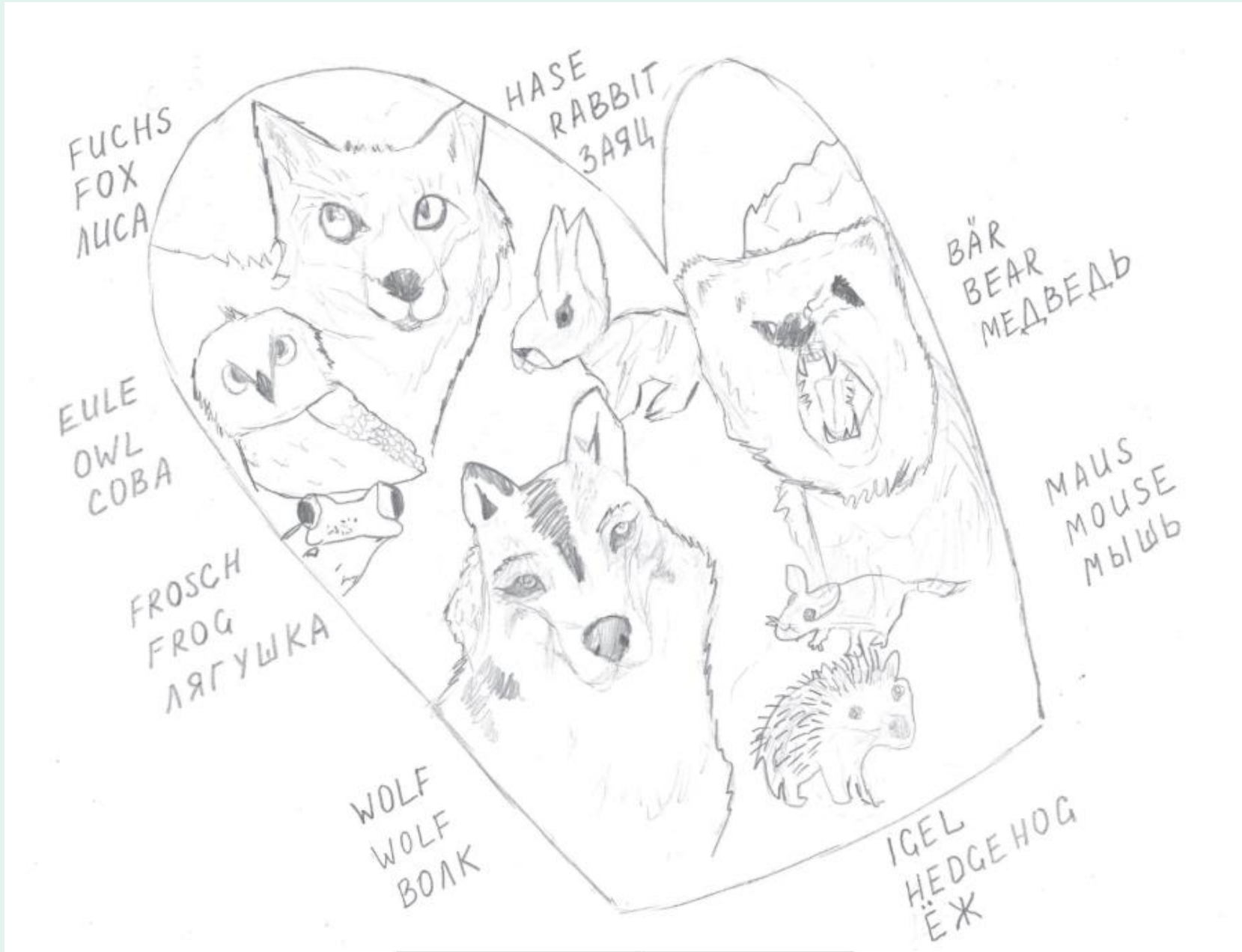Theater script developed
by Sabine Wallner, 2007

Narrator 1
Narrator 2
Narrator 3
Narrator 4

Grandmother
Alexi
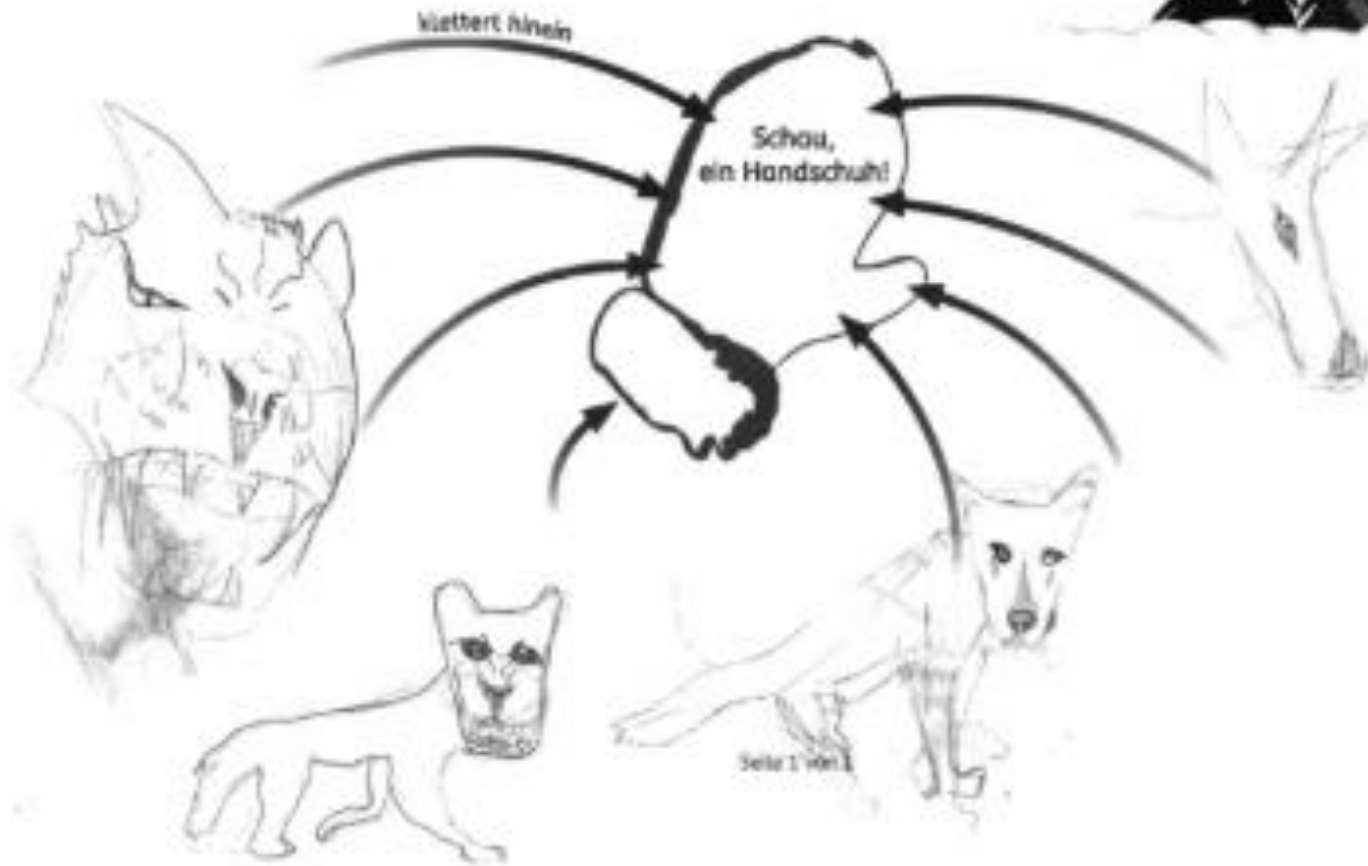Snowman

Flea
Mouse
Rabbit
Raccoon
Fox
Bear

Alexi
grandmother
snowman
flea
mouse
rabbit

Wallner, 2018

FUCHS
FOX
ЛИСА

HASE
RABBIT
ЗАЯЦ

BÄR
BEAR
МЕДВЕДЬ

EULE
OWL
СОВА

MAUS
MOUSE
МЫШЬ

FROSCH
FROG
ЛЯГУШКА

WOLF
WOLF
ВОЛК

IGEL
HEDGEHOG
ЁЖ

Es ist kalt im Wald ...

Translanguaging tasks

⇨functional approach in plurilingual communication different languages are used to achieve a purpose involving interaction between various speakers

(cf http://www2.vobs.at/ludescher/Grammar/functional.htm)

Example:

- introducing someone to a group of people: even if different languages are used, mutual understanding is fostered by

- knowledge

- body language

- general knowledge (KOW) (Mewald & Wallner 2018)

Concentric circles

Hi, I'm… (name). I'm from…. What about you?

Hi, I'm… I'm …. (well-being). What about you?

Hi, I'm… (name). I like…. (hobbies, food, celebrities…). What about you?

Hallo, ich heiße….. Ich komme aus… Und du?

Hallo, ich heiße… Mir geht's…. Wie geht's dir?

Hallo, ich heiße… Ich mag…. Und du?

Activities intersected by the ambassadors' presentations of their home towns.

Translanguaging tasks

SPACE:
Co-operative
group work

- Input texts in different languages
- Questions in different languages
- Learners need to communicate across languages to fulfil the tasks
- Final task in English as a Lingua Franca

Questions Group 1

What is the Earth's atmosphere made of? Welcher ist der größte Planet? Wie viel wiegt er?
What is Laika famous for? Woher kommt Laika?
Chi era Albert II?
Which two dogs were first to return from space alive?
How long did the first astronauts' walk on the moon take?
Welche Nahrungsmittel sind in den Verpackungen? Do you think this is healthy food? Why? Why not? Discuss your ideas.
Which planet is closest to the sun? What is this planet called in your first language?
Which names of planets look similar in Hungarian language and your first language?
Seul sur Mars: Which words in the text are similar to words in your own language? Which are they and what do they mean?
Which two things are precious on the ISS?

Thank you for your attention!

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