



*Research project on third language acquisition  
and intercomprehension in the context  
of plurilingualism in the European Union and the  
Mediterranean Region*

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## 1. Framework

The EU considers multilingualism to be an important aspect of European competitiveness. One of the strategic objectives of the Union's language policy therefore is that every European citizen be fluent in two languages other than his or her mother tongue. In the context of the **Lisbon Strategy**, adopted by the European Council in March 2000, the importance of foreign language acquisition in relation to increasing competitiveness was made clear. Leonard Orban, nominated Commissioner for Multilingualism of the EU, created an economic forum on multilingualism in the service of business.

That meeting's final report highlighted how linguistic diversity and investment in linguistic and intercultural competences can become real factors of prosperity in opening up new markets in an ever more globalized world. Multilingualism will be a determinant factor in allowing European societies to fully benefit from this process.

Europe risks losing its competitiveness to emerging economies, above all those in Asia, Africa and South America, which are rapidly acquiring high levels of linguistic competences. It is necessary to rapidly and actively promote the study of different foreign languages as companies require ever more highly qualified human resources. Linguistic competences must be understood to be a real asset if the workers of tomorrow are to really feel at home throughout Europe. The principle of *lifelong language learning* is being consolidated, a path of language knowledge facilitated by cultural exchange and the use of technological and multimedia instruments. The EU's language policy encourages and promotes the use of innovative methodologies that favor "multilingual" study.

The Berlin Declaration in fact attributed a fundamental role to universities precisely for the diffusion of language acquisition.

*Multilingual competence, high levels of communicative competence in a number of languages, and language*

*learning ability are becoming essential aspects of a European graduate's employability, citizenship and personal development. Universities must provide students, regardless of their field of specialisation, with opportunities for improving their knowledge in languages, for learning new languages, and for becoming more independent in their language learning. (Berlin European Year of Languages Conference 28-30 June 2001)*

The little amount of time available and the scant attention Italian schools and universities dedicate to foreign language acquisition conflict with the business world's sophisticated expectations. The knowledge of one or more languages plays a determinant role in the hiring of recent graduates, at least in medium and large companies. The phenomenon is further accentuated by the fact that over the last three years the importance of multi-nationals has notably increased within medium- and large-sized companies. This means that whoever wants to be privileged in the *recruiting* process must know English well and possibly the mother tongue of the company in which he or she would like to work.

There has always been a discrepancy between theory and practice in Italian universities. In the face of the greater necessity of foreign language acquisition and in spite of European indications in favor of multilingualism, the new set of rules regarding foreign language instruction has established to reduce the hours. Quality is one of the objectives the Bologna Process also imposes on language programs, as languages in their turn constitute a fundamental standard of quality in the evaluation of higher education and that of the European citizen. The university's task is that of guaranteeing the expansion of language studies in conjunction with the study of the curricular disciplines.

Above all in the faculties outside the humanities, EU directives regarding foreign language instruction have long been disregarded. If on the one hand the EU is seeking to stimulate young persons, encouraging them with its policies toward plurilingualism and interculturalism, on the other hand the departments, whether due to cultural inclination or difficulties present in the past that

have been resurfaced today in the reordering and reclassification of the disciplines, are always ready to sacrifice foreign language instruction, stripping them of their academic dignity and attributing to them a purely subservient role. In this last period of transition related to educational organization, the languages have often been perceived not as an additional value or *economic factor* but as an encumbrance and a problem to be resolved. The consequence of the elimination of the study of a second language in common education cannot but impede the acquisition of a European, plurilinguistic and multicultural consciousness. The university should be a privileged environment in which to acquire a new perspective on what it means to be a European citizen and on how useful it is to have the necessary instruments for entering the market: knowing how to communicate in different languages means possessing the key to mobility within Europe and the world.

## **2. Object and content of the project**

- a) Study of teaching methods and language learning aimed at the acquisition of additional foreign languages in a plurilinguistic society on the basis of the results of current research in the fields of cognitive science and psycholinguistics.
- b) Analysis and description of the actual state of foreign language teaching (in particular methodologies) in Italy both for English, German, French and Spanish as a foreign language and for Italian as a foreign language.
- c) Study of the results of contemporary research in the field of third language acquisition (above all in Germany) and of intercomprehension (above all in France and in Italy at the Third University of Rome).

Areas of Research:

- Linguistics and teaching of the third language (Tertiärsprachendidaktik)
- Intercomprehension
- Neuro-physiological/cognitive linguistics/psycholinguistic bases

- Contrastive linguistics Italian-German
  - Language Awareness
  - German as a foreign language
  - Italian as a foreign language
  - Interculturality/intercultural competence
- d) Study of the applied valence of the results of research in number 2 in schools and universities in Italy and in nearby countries (the Maghreb).

### **3. Project Description**

#### **a) Multilingualism in society**

Modern societies are characterized today in an increasing manner by plurilingualism. In Europe in particular the Council of the European Union promotes plurilingualism in its citizens; it asks that beyond the mother tongue citizens know at least two foreign languages. In the background of these developments in the field of language policy and plurilingualism actually existent in Europe, over the last few years discussions in the area of research on plurilingualism as regards both languages and teaching have sensibly intensified. On the scientific plane at the center of interest, the particularities of teaching and acquisition of the so-called third language are positioned and are described and analyzed on the basis of the qualitative and quantitative differences with respect to the acquisition of a first foreign language.

Third language in general means that foreign language acquired after the first foreign language, therefore as a second (L3), third, fourth, etc. (L4, L5...) (Marx/Hufeisen 2010: 827). Research on the third language is a rather recent sector of linguistics and foreign language teaching and acquisition and is growing in importance in the context of plurilingualism in its social connotations. The acquisition of multiple foreign languages, or multilingualism, can be considered a linguistic



norm (Cf. Hufeisen 2003:1). The knowledge acquired with regard to the third language is of interest not only in the European context, but worldwide.

**b) Project relevance as regards the teaching of “German as a foreign language (DaF)”**

In relation to what has been said, German in the area of research of German as a foreign language is to be considered a third language when it is offered as a second or even successive foreign language. German is therefore to be considered a typical third language because it is almost always acquired after another one (most often English) (Cf. Hufeisen 2001: 648). An exception is the acquisition of German as a second language in the regions in which German has the status of being an official regional language (South Tyrol, eastern Belgium, Denmark). In these cases German assumes a contiguous role as opposed to that of foreign language. This situation presupposes specific methodological-didactic knowledge that is inspired by the principle of the teaching of languages in border regions (Raasch 1998). Therefore, one should assume in the learner a preliminary linguistic competence larger than what comes in the projects related to the teaching of languages that have been developed and adopted up until now. It has been noted that such projects are based as a rule on the results of research aimed at the acquisition of *one* (the first) foreign language, and it is typical that one has always spoken of *bilingualism* and *second language acquisition*. Here it is important to refer to the difference between bilingualism and plurilingualism: bilingualism is limited to competence in using the mother tongue (L1) and the knowledge of only *one* foreign language (Bausch 1995: 82).

As has already been said, the linguistic reality of many speakers however is diverse and consists rather in the presence of competences in many languages. For the most part, the effective level of each linguistic acquisition, that is, the concrete linguistic level reached, can appear rather diversified to the extent that one must presume that there are diverse forms of plurilingualism (Bausch: *ibid.*).

Many studies in their respective fields have demonstrated that multilingualism is “implanted” in every individual. Studies on multilingualism can be organized into three types: studies on plurilinguistic acquisition and code-switching in plurilingual speakers (among others Hammarberg/Williams 1998, Bernardini/Schlyter 2004, Meyer Scotton 2006); research in the cognitive field that has demonstrated how elements of the first language and the first foreign language are connected to those of a third language thanks to a transfer of recognition (Meißner 2000); proposals of language instruction that tend to the development of a new definition of plurilingualism (Königs 2000) and a project on the teaching of plurilingualism (Neuner 2003: 17).

It is clear that in the future research on third languages will assume a significant role in the field of German as a foreign language (DaF) as well.

The research foreseen for this project on foreign language teaching and acquisition methods and on the elaboration of language teaching for the DaF, which will be met by the specificity of the problem of the third language, in the framework here outlined will significantly contribute to current research on the third language. In a successive step the potential effects of this knowledge following from the teaching of a foreign language in Italy as regards its language policy must be examined.

### **c) Specificity in third language acquisition – on the current state of research**

In current third language research it is for the most part presumed that the acquisition of an L3 (and other foreign languages) is clearly distinguished by that of a first foreign language (L2). The range and how this effectively comes is the object of research in the fields of psycholinguistics and of teaching systems and language acquisition. Empirical studies suggest diversified acquisition processes in learners of a third language as regards those who learn only L2 (Cf. Hufeisen 2003, Hufeisen/Neuner 2003); in the aforementioned Hammarberg/Williams study one notices an evident

L2 influence on the acquisition of the L3 which is demonstrated in the functional terms and on the metalinguistic plane. In his studies (2001) Cenoz refers to the reopening of latent knowledge and the willed closing of the L1 learner in the process of L3 acquisition. It is important to remember the connection between the experiences with foreign language acquisition and the relative processes they determine.

Nevertheless, complete explanatory approaches are still lacking. Of particular relevance to the research are the aspects connected to the age of the learners and to the typology of the languages involved. Cenoz (2001: 9) recalls attention to the fact that within the acquisition process and knowledge transfer the attitude of the speakers in the face of foreign languages that they feel to be alien is important. Ringbom (1990: 216) highlights the affinities and the differences between linguistic systems involved in acquisition and in the contrast between languages sees a great potential for the teaching and acquisition of a third language.

It is agreed however that a learner at the beginning of the acquisition of the *second* foreign language (or additional) has presumptions that were not yet present in the acquisition of the first. In the acquisition of successive foreign languages there are present stratified experiences arising from the acquisition of the first foreign language. These experiences are reflected in the procedural and declarative knowledge that is intimately connected to the strategies, acquisition techniques and linguistic competences already acquired from the first foreign language (Cf. Bausch 1990: 21 and following). Hufeisen cites comparative studies in which it was verified that whoever had already learned a foreign language achieved better results in the study of a second and learned more rapidly than those who studied it as an L2 (Hufeisen 2003: 1).

The fact that obvious differences, whether qualitative or quantitative, exist between the acquisition of a first foreign language and that of a second is still a relatively new concept and has in the last

years inspired a series of analytical and descriptive attempts which have been translated into different models of multiple language acquisition (Cf. in point Roche 2013: 171 and following).

With respect to the hypotheses present in certain acquisition models of bilingualism, according to Hufeisen a third language and those successive are not all acquired in the same way, but “in the diversified linguistic conditions, external and internal, they assume completely diverse functions and each produces new presuppositions for learners in their communicative capacity and in their biography of linguistic acquisition” (Hufeisen 2003: 11).

The factor model developed by Hufeisen on the basis of the results of research on third language acquisition (Cf. Hufeisen 2010) examines specific differences in the study of L3. Hufeisen puts forth emotional, cognitive and linguistic factors as well as elements specific precisely to foreign languages that must be considered different from those that are part of the study of the first foreign language. Among the *emotional* factors are the learners’ objectives, the pleasure of risk, their autonomy and their calmness. The variation of the *cognitive* factors (as opposed to the study of L2) according to Hufeisen consists in the fact that learners have already developed categories of foreign language acquisition that can be employed in L3 study. Hufeisen considers the expansion of linguistic factors at the moment in which learners have acquired concrete knowledge of the linguistic system of the first foreign language (Cf. also Marx/Hufeisen 2010: 828). By specific factors of foreign languages Hufeisen means “the experience in thinking of the languages in an extensive way and from an interlingual approach, also if this can be employed only with the acquisition of at least two languages in key contrast” (Marx/Hufeisen 2010:828).

In the area of this project, particular attention must be paid to the category of intercomprehension, which over the last few years has been discussed a lot among those researching bilingualism. It represents an interesting plurilingual approach to language acquisition, as well as an educational practice for the developments of linguistic awareness that points to the value of all languages,

perfectly in line with the Common European Framework of Reference for Languages (CEFR). Intercomprehension, following a language policy that combines the desire for cultural openness with the plurilinguistic dimension, is a communicative link in full momentum. On the basis of partial competences that allow one to acquire different languages, and thanks to the affinitive links among them, this answers to the reality of actual communication. Intercomprehension emerges therefore as a concept rich in possibilities for cultural and linguistic diversity, and establishes “equivalences” among languages. As a consequence, this attaches itself to the strategies aimed at guaranteeing multilingualism, essential for exchanges, offering every individual the means of opening him- or herself to the language of the other. This theory departs from the presupposition that a foreign language is acquired to the degree that it is similar to a previously learned language; in this way the already acquired competence can be utilized to learn a second language and therefore “the cognitive frameworks – between the two languages – can be connected” (Meißner 2004: 2). Nevertheless, the teaching of intercomprehension is not primarily concerned with “perfect” linguistic mastery. Rather, it has recourse to specific competences and knowledge acquired in the area of a foreign language already learned, on the basis of which the learner may comprehend and learn to better recognize structure in the language to be learned. In this category the possibilities of transfer in the sense of a cognitive web of linguistic knowledge of different languages take on quite a relevant role (Cf. Meißner 2004). The experiences thus far have been extremely positive. (Cf. EuRom5, Galanet).

Summarizing what has been said, one could say that research on third languages and intercomprehension in the context of an effectively existent plurilingualism will have an important and groundbreaking role. From the point of view of language policy, intercomprehension allows for the concrete realization of a plurilingual and pluricultural European context the moment it affirms diversity as an alternative to a single language of communication. The socio-political question of

plurilingualism in an ever more interconnected world shortens the times of foreign language acquisition, in particular that of a third language. To respond to these demands elaborate strategies at the university level are necessary. The two approaches of the research project, above all in their combination, guarantee a practical return.

#### **4. Application of research results to the teaching of a third language**

##### **Educational application:**

The design of educational materials for the teaching of a third language, blended-learning modules, interactive modules (moodle), additional possibilities of updating.

The practical application of this project in university education is highly useful for the aforementioned reasons. In addition, particular attention must be paid to the new formation of teachers in Italy: whoever teaches a third language requires new models and teaching materials in order to deal with it in a concrete manner and in a manner that considers difficult surrounding conditions (reduced teaching time, growing motivational need for the third language in the face of current socio-political and economic realities etc.)

With the addition of another reality, that of the countries of the Maghreb and thus a parallel area of study, an enlargement of perspective will guarantee results on a wider basis and will expand the practical possibilities.

#### **5. Phases of project development and calendar of work**

The project is divided into 9 phases, from planning through development and the evaluation of the results obtained.

### **Phase 1: September 2013**

Organizational seminar

At the initial meeting, the group of professors, researchers and graduate students together with the organizational secretary will meet those responsible for the project in order to establish the project guidelines.

The coordination group will present the research project to be put into effect.

The work plan will be defined and approved, including the calendar of meetings and events to be organized.

### **Phase 2: December 2013**

Over the course of this meeting the research team will have the opportunity to meet with some of the experts involved in the project:

Em. Prof. Dr. Karl-Richard Bausch

Em. Prof. Dr Franz-Joseph Meißner

### **Phase 3: January-February 2014**

Blended learning – intercomprehension

During this phase the team will participate in an intensive 40-hour workshop on Blended Learning and Intercomprehension.

Workshop coordinator: Prof. Diego Cortés

### **Phase 4: March 2014**

Second meeting with experts

During this meeting the research team will meet other experts in contrastive strategy and language awareness.

#### **Phase 5: April 2014**

Platform meeting

In this phase the acquisition of all of the sufficient informative elements is expected in order to evaluate the actual results achieved in relation to the expected intermediate objectives.

The meeting is in two parts: the first part will focus on intermediate verification and the second will welcome IT experts from CINECA who will evaluate the possibility of planning a moodle application.

#### **Phase 6: April-May-June 2014**

Elaboration of the moodle on intercomprehension.

#### **Phase 7: June 2014**

International symposium and dissemination of results.

The final conference will be organized at the Villa Sciarra in the presence of authorities from various public institutions, and in particular from the Ministry of Education, University and Research (MIUR) and from the European Union.

The conference will be finalized to illustrate the results of the activities developed and will be open to all in order to allow for the use of the results also on the part of the students.

#### **Phase 8:**

Dissemination of results and publication of the conference acts.

#### **Phase 9:**

Launch of the pilot project “moodle application on intercomprehension” at various universities.



## 6. Expected results

The strong theoretical foundation as regards third language acquisition is innovative for the German language in Italy and abroad. The organization of a theoretical structure and a methodology between bilingualism and plurilingualism in third language acquisition will take into consideration a multi-disciplinary approach involving psycholinguistics, German as a foreign language, Italian as a foreign language and the neuro-scientific component. Important results are expected as regards the definition of theoretical foundations but also for how much their concrete application prefigures elements and educational modules, in non-European realities as well, especially in the Maghreb (Tunisia).

## 7. Project participants

IISG–Italian Institute of German Studies, Villa Sciarra-Wurts, research institution

Project coordinator:

Monica Di Benedetto, scientific consultant and collaborator

University of Bologna

Prof. Marcello Soffritti, Professor of Language and Translation: German (L-LIN/14).

Prof. Marie Rieger, Associate Professor of Language and Translation: German (L-LIN/14).

Dott. Sandro Moraldo, Confirmed researcher of Language and Translation: German (L- LIN/14).

Università degli Studi di Pisa

Prof. Marianne Hepp, Associate Professor of Language and Translation: German (L-LIN/14).

Dr. Katharina Salzmann, PhD in Historical, Applied, Computational Linguistics and Modern Languages (Italian, English, French, Spanish and German).

Dr. Arnone Chiara, PhD in Modern Foreign Languages and Literature.

Roma Tre University

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Prof. Elisabetta Bonvino, Associate Professor of Modern Language Teaching (L-LIN/02), Director of the Linguistic Center Ateneo.

Prof. Martina Nied Curcio, Associate Professor of Language and Translation: German (L- LIN/14).

Dr. Eleonora Liuzzi, Researcher in Modern Language Teaching (L-LIN/02).

Università degli Studi di Trento

Prof. Federica Ricci Garotti, Associated Professor of Language and Translation: German (L- LIN/14).

Justus Liebig Universität Giessen

Prof. Dr. Franz Joseph Meißner, Professor Emeritus of Language Teaching and Romance Literature.

Universität Bochum

Prof.Dr. Karl-Richard Bausch, Professor Emeritus of Language Teaching.

Università per Stranieri di Siena

Dr. Diego Cortès Velàsquez, Researcher in Linguistics and Teaching Italian as a Foreign Language

Université de La Manouba, Tunis (Tunisie)

Prof. Maïke Bouassida, Professor of German Language Teaching.

## **8. Publications of project participants**

### **Karol Richard Bausch**

- Bausch, K.-R. (2007), "Grundpositionen, sprachpolitische Modelle, Differenzierungen und Elemente einer Didaktik und Methodik der "echten" Mehrsprachigkeit", in: Hilligus, A.H./ Krienbaum, A., Hrsg., Europakompetenz- durch Begegnung lernen. Verlag Barbara Budrich Opladen, 19-34.
- Bausch, K.- R. / Christ, H. / Krumm, H.-J. Hrsg. (2007), Handbuch Fremdsprachenunterricht, 5. Auflage. Tübingen/ Basel, 655 Seiten.
- Bausch, K.- R./ Burwitz- Mezler, E. /Königs, F. G. / Krumm, H.-J., Hrsg. (2007), Textkompetenzen. Arbeitspapiere der 27. Frühjahrskonferenz zur Erforschung des Fremdsprachenunterrichts. Gunter Narr Verlag Tübingen 2007, 212 Seiten.
- Bausch, K.- R. (2006), Korrekturen einer Didaktik und Methodik der "echten" Mehrsprachigkeit; in: DAAD Hrsg. Mehrsprachigkeit - in zwei Sprachen leben, Bordeaux, 21,31.
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- Grit Mehlhorn (2005) unter Mitarbeit von Karl-Richard Bausch, Tina Claußen, Beate Helbig-Reuter, Karin Kleppin, STUDIENBEGLEITUNG für ausländische Studierende an deutschen Hochschulen: Teil I "Handreichungen für Kursleiter zum Studierstrategien- Kurs"; Teil II "Individuelle Lernberatung - Ein Leitfaden für die Beratungspraxis", einschließlich CD-Rom mit hochschultypischen Kommunikationssituationen und Textsorten, München: IUDCIUM.
- Bausch, K.-R. (2005) „Bildungsstandards, Kernlehrpläne, Lernstandserhebungen: eine tragfähige curriculare Neuorientierung?“, in: Bausch, K.-Richard/Burwitz-Melzer, Eva/Königs, Frank G./Krumm, Hans-Jürgen (Hrsg. (2005), 26–33.
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- Bausch, Karl-Richard / Königs, Frank G. / Krumm, Hans-Jürgen, Hrsg. (2004), Mehrsprachigkeit im Fokus. Arbeitspapiere der 24. Frühjahrskonferenz zur Erforschung des Fremdsprachenunterrichts. Tübingen: Gunter Narr Verlag.
- Bausch, K.-R./Helbig-Reuter, B. (2003), Qualitätssicherung und Qualitätsentwicklung beim Lehren und Lernen fremder Sprachen. Fernstudienbrief im Weiterbildungsstudiengang „Deutschlandstudien/Deutsche Sprache und ihre Vermittlung“ der FernUniversität in Hagen, FernUniversität in Hagen, 139 Seiten.
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## 10. Financial plan

Macro expenditures	Expected total	At the expense of MIUR	Co-financing
7 units (personnel)/ 3 months	€95,520		€95,520
Third party services	€5000	€5000	
Publication and training	€4000	€4000	
Hall rental and other spaces	€10,000		€10,000
Catering and hall technician	€8150	€8150	
General expenses: travel and accomodation	€16,360	€16,360	
Moodle development	€50,000	€50,000	
Publication acquisition	€5000	€5000	
Total	€194,030	€88,510	€105,520

Il Presidente

Prof. Fabrizio Cambi

*Fabrizio Cambi*

IL PRESIDENTE  
Prof. FABRIZIO CAMBI







## 11. Abstract: Reward Project

Art. 949 D.M. of 19.12.2012/ Ric. Premiale

<b>Project Title:</b>	<b>Research project on third language acquisition and intercomprehension in the context of plurilingualism in the European Union and the Mediterranean region</b>
<b>Environment:</b>	Inclusive, innovative and reflective institutions
<b>Reference structure:</b>	IISG – Italian Institute of German Studies
<b>Project coordinator:</b>	Monica Di Benedetto, scientific consultant and collaborator to the IISG

<b>Other organizations and subjects involved:</b>	<ol style="list-style-type: none"> <li>1. Rome Three University (IT)</li> <li>2. University of Pisa (IT)</li> <li>3. University of Trento (IT)</li> <li>4. University of Bologna (IT)</li> <li>5. University for Foreigners of Sienna (IT)</li> <li>6. Ruhr University Bochum (GER)</li> <li>7. Justus Liebig University Giessen (GER)</li> <li>8. Universtiy of La Manouba Tunis (TUN)</li> </ol>
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<b>Brief description of project:</b>	<p><b>Objective</b></p> <p>The study and methods of foreign language teaching and acquisition in a plurilinguistic society on the basis of the results of current research in the fields of cognitive science and psycholinguistics.</p> <p><b>Activities and work calendar</b></p> <p>The project is divided into 9 phases from planning through development and the evaluation of the results obtained.</p> <p>The project will last 12 months.</p> <p>Here is a list of the expected activities:</p> <p><b>Phase 1: Organizational meeting</b></p> <p>At the initial meeting, the group of professors, researchers and graduate students together with the organizational secretary will meet those responsible for the project in order to formulate the project guidelines.</p> <p>The coordination group will present the research project to be put into effect. The work plan will be defined and approved, including the calendar of meetings and events to be organized.</p>
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*1<sup>st</sup> month.*

**Phase 2: First meeting with the experts**

Over the course of this meeting the research team will have the opportunity to meet with some of the experts involved in the project:

Em. Prof. Dr. Karl-Richard Bausch

Em. Prof. Dr Franz-Joseph Meißner

*4<sup>th</sup> month.*

**Phase 3: Blended learning - Intercomprehension**

During this phase the team will participate in an intensive 40-hour workshop on *Blended learning* and *Intercomprehension*, subdivided into different meetings.

Workshop coordinator: Prof. Diego Cortès Velàzquez

*5<sup>th</sup>-6<sup>th</sup> months.*

**Phase 4: Second meeting with experts**

During this meeting the team will meet with experts in *contrastive strategy* and *language awareness*.

*7<sup>th</sup> month.*

**Phase 5: Platform meeting**

In this phase the acquisition of all of the sufficient informative elements is expected in order to evaluate the actual achievement of the expected intermediate objectives.

The meeting is in two parts: the first will focus on intermediate verification and the second will welcome IT experts from *CINECA* who will evaluate the possibility of planning a *moodle* application.

*8<sup>th</sup> month.*

**Phase 6: Elaboration of the moodle on intercomprehension.**

*8<sup>th</sup>-10<sup>th</sup> months.*

**Phase 7: International symposium and dissemination of results.**

The final conference will be organized at the Villa Sciarra in the presence of authorities from various public institutions, in particular from the Ministry of Education, University and Research (MIUR) and from the European Union.

The conference will be finalized to illustrate the results of the activities developed and will be open to all in order to allow for the use of the results also on the part of the students.

*10<sup>th</sup> month.*

**Phase 8: Dissemination of results and publication of the conference acts.**

*12<sup>th</sup> month.*

**Phase 9: Launch of the pilot project “moodle application on intercomprehension” at various universities.**

*12<sup>th</sup> month.*

	<p><b>Work group</b> University teachers, researchers and graduate students connected to partner universities and to their respective research networks will work together on the project. All the experts will operate jointly in order to ensure the quality of the research thanks to the complementary nature of their competences and spheres of expertise.</p> <p><b>Expected results</b> The strong theoretical foundation as regards third language acquisition is innovative for the German language in Italy and abroad. The organization of a theoretical structure and a methodology between bilingualism and plurilingualism in third language acquisition will take into consideration a multi-disciplinary approach involving psycholinguistics, German as a foreign language, Italian as a foreign language and the neuro-scientific component. Important results are expected as regards the definition of theoretical foundations but also for how much their concrete application prefigures elements and educational modules, in non-European realities as well, especially in the Maghreb (Tunisia).</p>
<p><b>Project objectives:</b></p>	<ol style="list-style-type: none"> <li>1. Analysis and description of the present state of the teaching of foreign languages (in particular methodologies) in Italy for both English, German, French and Spanish as a foreign language and for Italian as a foreign language.</li> <li>2. Study of research results in the field of third language acquisition (above all in Germany) and of intercomprehension (above all in France and in Italy at Rome Three University)</li> <li>3. Study of the practical possibilities of research results in number 2 in the scholastic and university level in Italy and in countries on the southern edge of the Mediterranean (Tunisia), collaborating with the University of La Manouba in the person of Prof. Maïke Bouassida.</li> </ol>
<p><b>Guidelines:</b></p>	<p>Guideline UNO (1)</p>
<p><b>Development of competences:</b></p>	<p>Linguistic competences are a real form of capital. The EU considers plurilingualism an important element of European competitiveness. One of the strategic objectives of the language policy of the EU is therefore that every European citizen be fluent in two foreign languages other than his or her mother tongue. In the context of the Lisbon Strategy, adopted by the European Council, the importance of foreign language acquisition in relation to increasing competitiveness was made clear. The EU promotes and encourages the use of innovative methodologies that favor plurilinguistic study.</p>
<p><b>Attraction of investments,</b></p>	<p>Europe and Italy in particular risk losing their competitiveness with respect to emerging economies that are rapidly acquiring high levels of linguistic</p>

<p><b>socio-economic impact and economic and financial sustainability:</b></p>	<p>competences. It is necessary to rapidly and actively promote the study of different foreign languages because companies require ever more qualified human resources. Linguistic competences must be considered a real and necessary economic factor also in order to guarantee the full integration of workers in the European context.</p>
<p><b>Project team and governance (with a demonstration of the profiles of those involved and young persons):</b></p>	<ul style="list-style-type: none"> <li>• Project coordinator</li> <li>• Scientific supervisors</li> <li>• Research team</li> </ul> <p>Among the participants of the workgroup 10 are women and 3 are less than 35 years old.</p>
<p><b>Estimated economic value and illustration of future managerial and maintenance costs for the life of the project; highlighting of coverage and eventual self-financing:</b></p>	<p>The estimated economic value is €194,030.</p> <p>The project will last 12 months. For the estimated costs see the table “Financial plan”.</p> <p>The IISG and the universities involved have pledged co-financing of the project.</p>
<p><b>Project status:</b></p>	<p>The project here described is new.</p>
<p><b>Project duration:</b></p>	<p>12 months.</p>
<p><b>Proposed key words:</b></p>	<p>Plurilingualism, intercomprehension, theoretical foundations of third language acquisition, interculturality</p>

**11. Scheda di sintesi (abstract) Progetto Premiale**  
**Art. 5 D.M. 949 del 19.12.2012/ Ric. Premiale 2012**

<b>Titolo progetto:</b>	<b>Progetto di ricerca sulla lingua terza e intercomprensione nel contesto del plurilinguismo nella Unione Europea e nel Mediterraneo</b>
<b>Ambito di Intervento:</b>	<b>Società inclusive, innovative e riflessive</b>
<b>Struttura di riferimento:</b>	<b>IISG – Istituto Italiano di Studi Germanici</b>
<b>Coordinatore di progetto:</b>	<b>Monica Di Benedetto, consulente e collaboratore scientifico IISG</b>
<b>Altri EPR coinvolti:</b>	/
<b>Altri Organismi e soggetti coinvolti:</b>	<ol style="list-style-type: none"> <li>1. Università degli Studi di Roma Tre (IT)</li> <li>2. Università degli Studi di Pisa (IT)</li> <li>3. Università degli Studi di Trento (IT)</li> <li>4. Alma Mater Studiorum Università di Bologna (IT)</li> <li>5. Università per Stranieri di Siena (IT)</li> <li>6. Ruhr Universität Bochum (DE)</li> <li>7. Justus Liebig Universität Giessen (DE)</li> <li>8. Université de La Manouba Tunis (TU)</li> </ol>
<b>Descrizione breve progetto:</b>	<p><b>Finalità</b> Studio e metodi di insegnamento e di apprendimento linguistico mirati all’acquisizione di lingue straniere in una società plurilingue sulla base degli esiti delle ricerche attuali nei campi della scienza cognitiva e della psicolinguistica.</p> <p><b>Attività e calendario dei lavori</b> Il progetto si articolerà in 9 fasi, nelle quali si procederà alla pianificazione del progetto stesso, al suo svolgimento e alla valutazione e diffusione dei risultati conseguiti. Il progetto avrà una durata di 12 mesi. Elenchiamo qui di seguito le attività previste:</p> <p><b>Fase 1: Seminario organizzativo</b> In occasione dell’incontro iniziale, il gruppo di professori, ricercatori e dottorandi si riunirà alla presenza dei responsabili del progetto per formulare le linee guida dello stesso. Il gruppo di coordinamento presenterà il progetto di ricerca da attuare. Dovrà essere definito e approvato il piano di lavoro, comprensivo del calendario degli incontri e degli eventi da organizzare. <i>Mese:1</i></p>

**Fase 2: primo incontro con gli esperti**

Nel corso di questo incontro il team di ricerca avrà modo di confrontarsi con alcuni esperti coinvolti nel progetto:

Em. Prof. Dr. Karl-Richard Bausch

Em. Prof. Dr. Franz-Joseph Meißner

*Mese: 4*

**Fase 3: Blended Learning - Intercomprehension**

Nel corso di questa fase del progetto il team parteciperà a un Workshop intensivo sul *Blended learning e Intercomprehension* della durata di 40 ore e suddiviso in diversi incontri.

Coordinatore del workshop: Prof. Diego Cortès Velásquez

*Mesi: 5-6*

**Fase 4: Secondo incontro con gli esperti**

Durante questo incontro il team di ricerca si confronterà con altri esperti in materia: *contrastive strategy e language awareness*

*Mese: 7*

**Fase 5: Platform Meeting**

In questa fase è prevista l'acquisizione di tutti gli elementi informativi sufficienti a valutare l'effettivo raggiungimento degli obiettivi intermedi previsti. Il meeting si articolerà in due parti: una prima parte riguarderà la verifica intermedia e una seconda in cui è prevista la presenza di esperti informatici provenienti dall'organismo del *CINECA* per valutare la possibilità di progettare una applicazione *moodle*.

*Mese: 8*

**Fase 6: Elaborazione del moodle sull'intercomprensione**

Mesi: 8-10

**Fase 7: Simposio internazionale e diffusione dei risultati**

La conferenza finale sarà organizzata a Villa Sciarra-IISG alla presenza di autorità provenienti da varie istituzioni pubbliche, in particolare dal Ministero della Pubblica Istruzione, Università e Ricerca e dalla Unione Europea.

La conferenza sarà finalizzata a illustrare i risultati dell'attività svolta e sarà aperta a tutti in modo da potere permettere la fruizione dei risultati anche da parte degli studenti.

Mese: 10

**Fase 8: Disseminazione dei risultati e pubblicazione degli atti**

	<p>Mese: 12</p> <p>Fase 9: <b>Avvio del progetto pilota “applicazione moodle sull’intercomprensione” nelle varie sedi universitarie.</b></p> <p>Mese: 12</p> <p><b>Gruppo di Lavoro</b></p> <p>Docenti universitari, ricercatori e dottorandi afferenti alle università partner ed ai rispettivi network di ricerca, lavoreranno al progetto. Tutti gli esperti opereranno congiuntamente, al fine di assicurare la qualità della ricerca grazie alla natura complementare delle competenze e delle sfere di expertise.</p> <p><b>Risultati attesi</b></p> <p>Il forte impianto teorico riguardo all’apprendimento di una lingua terza risulta sul piano dell’impostazione innovativo per la linguistica tedesca in Italia e all’estero. L’elaborazione di fondamenti teorico-metodologici fra il bilinguismo e il plurilinguismo nell’ottica dell’apprendimento di una lingua terza terrà conto significativamente dell’apporto multidisciplinare coinvolgendo la psicolinguistica, il tedesco come lingua straniera, l’italiano come lingua straniera e la componente neuroscientifica. Dalla ricerca ci si attendono quindi risultati di rilievo sul piano della definizione dei fondamenti teorici ma anche per quanto concerne la loro concreta traduzione applicativa prefigurando elementi e moduli didattici, calati anche in realtà extraeuropee, specificatamente nel Maghreb (Tunisia).</p>
<p><b>Obiettivi del progetto:</b></p>	<ol style="list-style-type: none"> <li>1. Analisi e descrizione dello stato attuale della didattica delle lingue straniere (in particolare delle metodologie) in Italia sia per la lingua inglese, tedesca francese e spagnola come lingua straniera sia anche per la lingua italiana come lingua straniera.</li> <li>2. Studio dei risultati della ricerca nel campo della linguistica della lingua terza (soprattutto in Germania) e della intercomprensione (soprattutto in Francia e in Italia- Università di Roma Tre)</li> <li>3. Studio delle possibilità applicative dei risultati della ricerca del punto 2. nell’ambito scolastico e universitario in Italia e nei paesi della sponda sud del mediterraneo (Tunisia), collaborando con l’Università di <i>La Manouba</i> nella persona della Prof.ssa Maïke Bouassida.</li> </ol>
<p><b>Linea/e di intervento:</b></p>	<p><b>Linea UNO (1)</b></p>
<p><b>Sviluppo delle competenze:</b></p>	<p>Le competenze linguistiche sono un vero e proprio capitale. L’UE considera il plurilinguismo un elemento importante della competitività europea. Uno degli obiettivi strategici della politica linguistica dell’UE è pertanto che ogni cittadino europeo abbia la padronanza di altre due lingue oltre alla propria lingua madre. Nel contesto della strategia di Lisbona, adottata dal Consiglio</p>

	<p>europeo, viene evidenziata l'importanza dell'apprendimento delle lingue straniere nell'accrescere la competitività. L'UE promuove e incoraggia l'utilizzo di metodologie innovative che favoriscono lo studio plurilingue.</p>
<p><b>Attrazione degli investimenti, impatto socio-economico e sostenibilità economico finanziaria:</b></p>	<p>L'Europa e in particolare l'Italia rischia di perdere la sua competitività rispetto a economie emergenti che stanno acquisendo rapidamente alte competenze linguistiche. È necessario promuovere rapidamente e attivamente lo studio di diverse lingue straniere poiché le imprese necessitano di risorse umane sempre più qualificate. Le competenze linguistiche devono essere considerate un fattore economico reale necessario anche per assicurare un pieno inserimento dei lavoratori nel contesto europeo.</p>
<p><b>Team di programma/progetto e governance (con dimostrazione dei profili coinvolti e dei giovani):</b></p>	<p>Vedere pp. 11-12 : Elenco dei partecipanti al progetto</p> <ul style="list-style-type: none"> <li>• Coordinatore di progetto</li> <li>• Responsabili Scientifici</li> <li>• Team di Ricerca</li> </ul> <p>Fra i partecipanti al gruppo di lavoro, 10 sono donne e 3 hanno meno di 35 anni.</p>
<p><b>Valore economico stimato e dimostrazione dei costi futuri di gestione e manutenzione occorrenti per la vita utile del programma/progetto ed evidenziazione della previsione di copertura e dell'eventuale autofinanziamento:</b></p>	<p>Il valore economico stimato è di € 194.030.</p> <p>Il progetto si estende per 12 mesi. Per la previsione delle spese si rimanda alla tabella "Piano finanziario".</p> <p>L'IISG e le sedi universitarie coinvolte si impegnano a partecipare con un cofinanziamento al progetto.</p>
<p><b>Status del progetto (avviato, nuovo, fasi concluse,...):</b></p>	<p>Il progetto qui presentato è nuovo.</p>
<p><b>durata del progetto (anni e mesi):</b></p>	<p>12 mesi</p>
<p><b>Parole chiave proposte:</b></p>	<p>Plurilinguismo, intercomprensione, fondamenti teorici apprendimento lingua terza, interculturalità</p>