



## Workshop

# “Intercomprehension” & Multilingualism

## Teaching Italian to Romance Languages Speakers

Saturday, 14 September 2013  
9 am – 7 pm

Organized and hosted by the

**Italian Language Resource Laboratory**  
John D. Calandra Italian American Institute  
Queens College – CUNY

Sponsored by

Ministry of Foreign Affairs  
Embassy of Italy to the United States  
Consulate General of Italy, New York  
Italian Cultural Institute, New York  
Università per Stranieri di Perugia  
John D. Calandra Italian American Institute  
(Queens College, CUNY)



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Queens College – CUNY  
25 West 43<sup>rd</sup> Street  
New York, NY 10036

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#### INTRODUCTION AND OBJECTIVES OF THE WORKSHOP

This workshop intends to introduce both the high-school and college teacher of Italian to new methodologies in teaching the target language to students who are native speakers or have an excellent knowledge of another Romance language such as Catalan, French/French Creole, Portuguese, Romanian and Spanish. The basic goal is to demonstrate how the student’s knowledge of a Romance language can facilitate his/her learning of Italian. Through teaching strategies specific to this profile of a student, his/her knowledge of Italian can be more readily acquired as s/he moves forward in studying Italian.

The main objectives are to provide the teacher of Italian with those methodologies and strategies that will create the ideal classroom for this specific student profile. In so doing, we help create a body of students who will move forward in his/her study of Italian with greater facility and more quickly. As a result, both the teaching and the learning of the language should prove more efficient, and the potential for a greater number of students at the advanced levels increases.

#### PROGRAM

	PRESENTER AND TITLE	ABSTRACT
9.00 – 9.30	<i>Welcome and Opening Comments</i> Anthony J. Tamburri, Carlo Davoli, Roberto Dolci	
9.30 – 11.00	Clorinda Donato: “The Ties that Bind: Italian for Spanish Speakers in Intercomprehension”	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. This paper will present the affective, demographic, and perceptive underpinnings of California State University, Long Beach's Italian for Spanish Speakers program. It will discuss how Intercomprehension has been adapted to transform the Italian language acquisition classroom for speakers of Spanish to build upon their “bilingual advantage” to accelerate and enhance the acquisition of a third, fourth, or multiple languages at the same time. A discussion of survey data from these courses will elucidate student perceptions of the program.
11.00-11.15	Coffee Break	
11.15-12.45	Markus Muller: “Intercommunication or the potential of a paradigmatic shift in foreign language teaching”	From an administrative and curricular perspective, we will witness the development, changes, and improvements that the French/Italian for Spanish Speakers project had on the department. In particular, Professor Muller will address issues such a curricular review, teaching language courses in hybrid format, the viability of the Communicative Approach, and our interactions with the university’s administration.

<b>12.45-13.45</b>	LUNCH (on your own)	
<b>13.45 – 15.15</b>	Irene Zanini-Cordi and Maurizio Fornara: “The FSU Experience: From Spanish to Italian”	The first part of this presentation will address the significance and potential of Italian for Spanish speakers courses in Florida, where there is a significant Caribbean and South American population. It will discuss the challenges and rewards of establishing these courses at Florida State University and focus on “marketing” strategies. The second part will be structured as a workshop on how to implement social media- based instructional modules that foster intercomprehension in a face-to-face language class.
<b>15.15 – 15.30</b>	Coffee Break	
<b>15.30 – 17.00</b>	Barbara Spinelli: Adopting a Plurilingual Approach in a Web 2.0 Environment	The 2007 MLA’s report called for a complete overhaul of the FL curricula to effectively respond to challenges posed by the conditions created by the world’s increased globalization. In the last decade, many scholars emphasize the multiplicity of languages, of genres, and of modalities present in any given social context, and advocate a pedagogy that puts this multiplicity at the center of the curriculum. This paper will provide a brief theoretical background view of a plurilingual approach and will suggest how such approach might fulfill these educational needs. Examples of multilingual and multimodal teaching practices using Wikis aimed at involving the linguistic resources of Romance language speakers attending Italian language classes at College level will be described.
<b>17.00 – 18.30</b>	Elisabetta Bonvino and Diego Cortés Velasquez: “Intercomprehension with EuRom5: ‘You already know Spanish? Good, now you can easily learn other romance languages!’”	An introduction to European Intercomprehension Studies and Methodologies, will be followed by a brief presentation and demonstration of EuRom5, a Course available on the Web, based on Intercomprehension principles. Presentation of a recent workshop with a group of Spanish speakers at Universidad Externado de Colombia (Bogotá)
<b>18.30 – 19.00</b>	Roberto Dolci & Anthony Julian Tamburri	Closing Comments

# ITALIAN LANGUAGE RESOURCE LABORATORY

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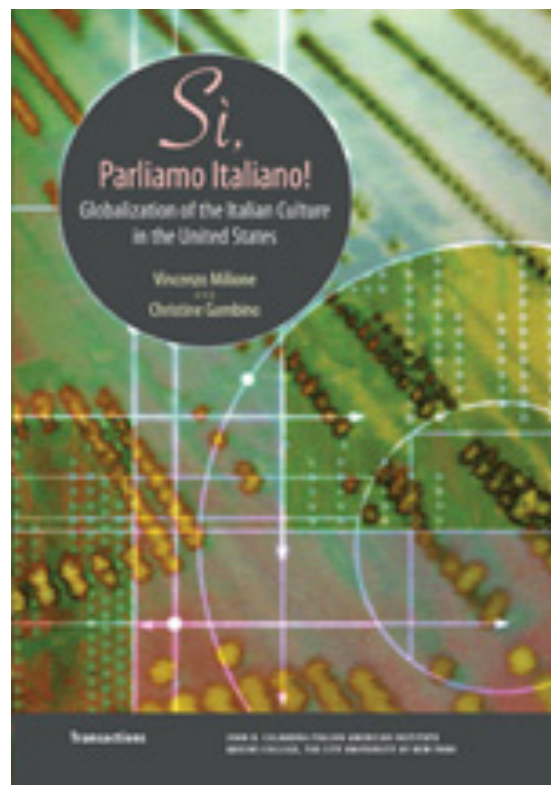
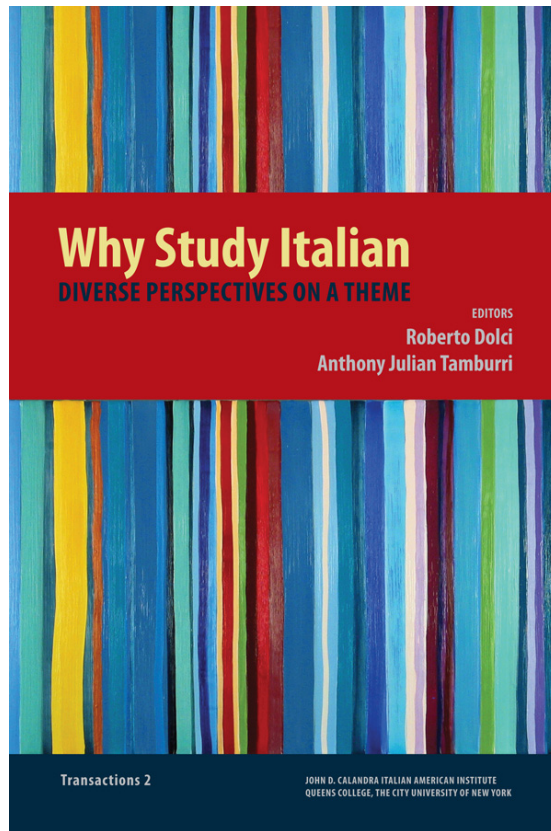
John D. Calandra Italian American Institute

Queens College

The City University of New York

The Laboratory is devoted to the promotion of Italian language studies. Its objectives are:

- (a) Organize lectures, workshops, symposia, and other similar activities, both internally and externally;
- (b) Develop and disseminate material to strengthen teacher expertise locally and beyond, as well as internally to CUNY's teachers of Italian language and culture, including teacher preparation for AP Italian courses;
- (c) Conduct and disseminate theoretical and applied research on new and improved teaching methods, including the use of advanced educational technology;
- (d) Connect with high school teachers in the area on an occasional basis for a more productive streaming of Italian language students from high school to area colleges;
- (e) Edit a *peer-reviewed* electronic journal dedicated to research on teaching methods and modes of second-language learning relevant to Italian;
- (f) Publish occasional book-length volumes on language research and methodology;
- (g) Maintain a list-serve of open membership to anyone interested in the Laboratory's activities.



## NOTES



Ministero degli Affari Esteri  
Ambasciata d'Italia, Washington, DC  
Consolato Generale d'Italia, New York

