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EuroComTranslat: Intercomprehensive Teaching of Polish through Russian in Translator Education

ABSTRACT

EuroComTranslat: Intercomprehensive Vermittlung des Polnischen über das Russische in der Übersetzerausbildung

Die Erweiterung der Europäischen Union und die damit einhergehende erhöhte Nachfrage nach professionellen Übersetzern machten neue Methoden zur Ausbildung von mehrsprachigen Übersetzern, die auch „kleinere“ europäische Sprachen beherrschen, erforderlich. Als Antwort auf die neuen Herausforderungen am Arbeitsmarkt für Übersetzer und Dolmetscher wurde an der Universität Innsbruck der modulare Kurs *EuroComTranslat* entwickelt und im Curriculum für das Studium der Translationswissenschaft verankert. Der Kurs berücksichtigt die neuesten Erkenntnisse aus Translations- und Interkomprehensionsdidaktik und befähigt die Studierenden zur effizienten Nutzung ihrer Arbeitssprachen für den interkomprehensionsbasierten Erwerb weiterer C-Sprachen.

Am Beispiel des EuroComTranslat-Kurses „Polnisch über Russisch“ und dessen empirischen Evaluierung gibt der vorliegende Beitrag eine Einführung in interkomprehensionsbasierte Fremdsprachenvermittlungsmethoden und zeigt auf, wie diese erfolgreich in der Übersetzerausbildung eingesetzt werden können.

1. Introduction

1.1. Intercomprehension

Since the early 1990s the concept of intercomprehension has become a frequent subject of research in foreign language didactics. The most commonly accepted definition of intercomprehension is “a form of communication in which each person uses his or her own language and understands that of the other” (Doyé

2005: 7). Especially in the case of closely related languages, which derived from a common proto-language, intercomprehension can serve as an innovative approach to multilingual education. All discussions on the potential of intercomprehensive language teaching methods are based on the fact that the successful application of intercomprehension between people from different speech communities can be observed in everyday life (cf. Reissner 2007: 1; Warter 2002; Zybatow 2004: 245). In Europe, intercomprehension primarily occurs within the three main language groups – the Romance, Germanic, and Slavic. During the last years, linguists and educationists have been investigating how foreign language education can profit from the exploitation of similarities between related (also called cognate) languages. This resulted in the development of a new discipline in foreign language didactics, the so called *didactics of intercomprehension* or *intercomprehension didactics* (German: *Interkomprehensionsdidaktik*, French: *didactique de l'intercompréhension*, Spanish: *didáctica de la intercomprensión*).

1.2. Intercomprehensive language teaching

The goal of foreign language teaching methods based on intercomprehension is to enable the learner to *understand* (i.e. decode) a language he or she has not studied before by comparing it to an already known, related language of the same group. In the terminology of intercomprehension didactics, the learner acquires reading competence in an unknown *target language* by referring to a previously acquired *bridge language*, which can be the learner's first, second or even third language. A good command of the bridge language is decisive for the successful application of intercomprehensive learning methods.

A characteristic feature of this didactic approach is that it does not demand the ability of written or oral production, but aims exclusively at understanding the target language. The focus on receptive skills leads within only 15 lessons to the development of reading comprehension at the level B2 and listening comprehension at the level A1 according to the Common European Framework of Reference for Languages (cf. Klein 2004: 222). These profound receptive skills serve as a solid basis for future acquisition of productive skills.

From the perspective of learning psychology, intercomprehensive teaching rests on a cognitive constructivist approach that consists in exploiting the learner's previously acquired funds of knowledge. Whereas traditional methods of language teaching treat all languages one is acquainted with as mutually isolated systems, intercomprehensive teaching systematically establishes links between them and helps the learner to identify similarities between cognate languages. Particularly those similarities represent the basis of transfer of linguistic knowledge from bridge to target language. The efficiency of this interlingual transfer, which is part of intercomprehensive decoding, can be significantly increased by pointing out the specific differences between the compared languages. As a result of the mental linkage of

two or more language systems, the learner develops a series of transfer strategies based on the interaction of procedural and declarative knowledge (cf. Zybatow 2004, 2010). Thus, intercomprehensive language learning increases metalinguistic awareness and significantly fosters learner autonomy (cf. Meißner 2002, 2004, 2005). It is considered to be an innovative and time-saving strategy towards the acquisition of foreign languages that systematically takes advantage of the proximity of languages within one language group on the one hand and the learner's previous knowledge on the other hand. An additional advantage of intercomprehensive teaching is its bidirectional learning effect: active exploitation of previous knowledge not only "increase[s] competence in new target languages", but also "stabilise[s] and expand[s] procedural knowledge in already acquired foreign languages" (Meissner 2004b: 233).

1.3. Projects on didactics of intercomprehension

In the last two decades, a number of projects dealing with intercomprehension didactics have been launched (cf. Doyé 2005: 12; Reissner 2007: 41ff; Stoye 2000: 151ff). One of the leading research groups in this field is *EuroCom*. Its name stands for Euro-Comprehension, an acronym for European intercomprehension in the Romance, Germanic, and Slavic languages. Being a Europe-wide network, it encompasses a total of five subprojects:

1. *EuroComRom*: teaching of Romance languages with French as bridge language
2. *EuroComGerm*: teaching of Germanic languages with German and English as bridge languages
3. *EuroComSlav*: teaching of Slavic languages with Russian as bridge language
4. *EuroComDidact*: establishes the didactic framework of EuroCom by conducting research on the cognitive constructivist foundations of intercomprehensive language learning
5. *EuroComTranslat*: multilingual education of translators and interpreters based on the intercomprehensive approach

Following the example of *EuroComRom* (Klein/Stegmann 2000), the intercomprehensive teaching strategy EuroCom was subsequently adapted to the Germanic (cf. Hufeisen/Marx 2007) and Slavic languages (cf. *EuroComSlav* 2004). Several investigations on the potential of the intercomprehensive approach for the education of translators and interpreters (cf. Zybatow/Zybatow 2006, Zybatow 2010) finally resulted in the foundation of *EuroComTranslat*.

2. EuroComTranslat

EuroComTranslat is a modular course within the university curriculum of Translation Studies that gives students the opportunity to extend the number of studied foreign languages through intercomprehension. According to their personal needs,

during only one semester they can easily acquire a further C language (language of which the translator or interpreter has a complete understanding and from which she or he works) in order to improve their opportunities in the job market.

In contrast to the traditional strategy of EuroCom, this course not only aims at enabling students to understand intercomprehensible languages, but also to translate *from* those languages into their first language. This approach helps future graduates in Translation and Interpreting to face the growing demand for translators with more than two or three working languages. But how does EuroComTranslat work? In a first step of the course, the students learn how to activate their already acquired linguistic, procedural and methodological competences in order to decode a text written in a cognate language. Doyé (2005: 10) provides an explanation for why it is possible to understand a language one has not studied before:

[H]uman beings possess a general interpretative faculty that allows them to comprehend messages. Normally these messages are encoded in linguistic systems that the individual has learnt. But the interpretative process is basically the same, when they are encoded in 'unfamiliar' systems. The difference lies in the fact that in the second case the individual has to rely on other funds of knowledge than in the first.

Obviously, the availability of knowledge funds is decisive for successful intercomprehensive decoding. In comparison to linguistic novices, experienced language learners possess more of this relevant knowledge, which, according to Doyé (2005: 14) and Zybatow (2004: 253f, 2007: 197), consists of more than just linguistic knowledge. Several studies (cf. Börner/Vogel 1997; Jessner 2004; Meißner 2004a, 2005; Reissner 2007: 128f) reveal that the availability of both well developed procedural knowledge and metalinguistic awareness facilitates accessing those domains of knowledge which are required for intercomprehensive language learning. Students of Translation Studies meet all those requirements because comparing and recognizing interlingual data plays an important role in translation. Therefore, Zybatow (2007: 197) describes students of Translation Studies as "truly predestined to make the best advantage of the EuroCom strategy."

The goal of the second step of the EuroComTranslat-course is to translate the texts previously decoded during step one into the student's first language. At this stage, students benefit from the fact that the universal translation competence, which they train and acquire during their university programme, belongs to the domain of procedural knowledge and thus can be extended to cognate languages they have not learnt before. The combination of both steps fosters plurilingual processing and the development of receptive skills in the target language. As for now, the focus of EuroComTranslat lies on written texts and the acquisition of reading competence. Nevertheless, Zybatow (2010) is convinced that the intercomprehensive approach is suitable for the development of listening competence within the multilingual education of interpreters, too.

2.1. EuroComTranslat at the University of Innsbruck: Polish through Russian

As an answer to the challenges on the EU-market for translators and interpreters, the Department of Translation Studies in Innsbruck included a modular EuroComTranslat-course into the new BA/MA-curriculum for translators and interpreters¹. Its goal is to teach students how to use their working languages as a bridge for the acquisition of further languages. Especially graduates, who apply at the Directorate General for Interpretation or Translation of the European Union, will benefit from this type of course because the command of *several* C languages is a prerequisite of employment.

The course lasts one semester and consists of a lecture on the basics of intercomprehension didactics (2 credits) and a practical seminar (3 credits). The first EuroComTranslat-course to be offered in Innsbruck is going to be “Polish through Russian” (starting with summer semester 2011). The requirement for attending the course is a good command of Russian, because the availability of profound knowledge of the target language is essential for successful intercomprehensive decoding.

It is the Department’s firm intention to gradually extend the course to other Slavic, as well as Romance and Germanic languages. As a result, students should be able to choose from a variety of different target languages, including “small” European languages that are hardly taught in university programmes, but highly demanded in the European Union

2.2. Course Structure

The course is divided into several units, all of which follow the same structure:

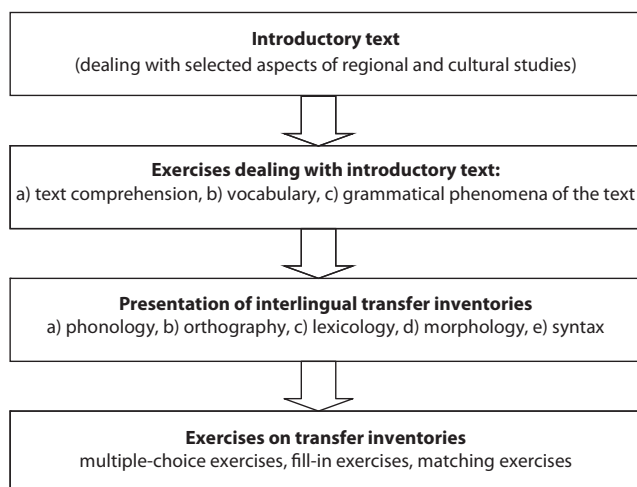


Figure 1: Schematic depiction of the unit structure

1| The BA/MA-curriculum Translation Studies at the University of Innsbruck can be found at <http://www.uibk.ac.at/translation/studium/mitteil.pdf> [Zugriff am 21.01.2011]

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The arrows show the sequence of the four parts of each unit. Starting with the introductory text, the learner is being gradually familiarised with all linguistic phenomena treated in the unit. By the end of the unit he should possess solid knowledge of all linguistic structures he previously discovered when reading the introductory text.

2.2.1. The Introductory Text

The units are introduced by authentic Polish texts that were taken from Polish newspapers or internet pages. They mainly deal with the country's historical, cultural, economical and political characteristics. The introductory text is the core of every unit, because all exercises and explanations refer to linguistic structures that can be observed and identified within the text. While reading the text, the learner should try to recognise structures he already knows from his bridge language on the one hand and to activate all his knowledge on the topic on the other hand. Usually, in the beginning of the course the learner searches only for lexical similarities (i.e. cognate words and international words), but as the course progresses, he develops the ability to refer to his grammatical knowledge, too. An example of an introductory text can be found in the appendix.

2.2.2. Exercises on the introductory text

The reading of the text is followed by several exercises dealing with a) text comprehension, b) vocabulary and c) the grammatical characteristics of the text. Every type of exercise pursues a specific goal:

- ▶ Re a): Of course, mere referring to the bridge language cannot ensure complete comprehension of a target-language text. Therefore, the learner must train the skill to infer the meaning of a text despite lacking the ability to decode it in its entirety. The tasks focusing on text comprehension encourage the learner to use the textual context in order to “fill the gaps of comprehension” and, thus, they serve as an important preparation for translating the decoded texts into the learner's first language. The ability to infer the meaning of single words or even entire sentences is an important part of first-language processing (cf. Klein/Stegmann 2000: 24). As this skill belongs to the domain of procedural knowledge, it can also be extended to plurilingual processing.
- ▶ Re b): The vocabulary tasks firstly aim at learning synonyms and antonyms and secondly at inferring the meaning of unknown words. An increasing difficulty level of the introductory texts forces the learner to gradually shift his attention from identifying cognate (known) lexical units to deducing language-specific (unknown) vocabulary.
- ▶ Re c): The grammar exercises encourage the learner to autonomously deduce grammatical rules from the texts previously read. They foster

the construction of the so-called “target-lingual hypothetical grammar” (Meissner 2004b: 234). This concept describes a linguistic intersystem that is being created at the very moment of comprehensive encounter with the target language. It consists of the learner’s hypotheses regarding both interlingual regularities (between bridge and target language) and intralingual regularities (within the target language). The tasks make the learner aware of his ability to deduce how the target language functions (in terms of morphology, syntax, lexicology, phonology) by analysing the text and the structures in it. Once a hypothesis is verified by a correct answer, the learner transforms the hypothesis into a regularity that is available for further plurilingual processing. Support on the memorization of the regularity is provided by the transfer inventories (cf. chapter 2.2.3) and the accompanying exercises (cf. 2.2.4).

The concept of hypothetical grammar shows that intercomprehensive language learning is based on data-driven bottom-up procedures which significantly increase metalinguistic awareness and thus learner autonomy (“learning by doing”). Therefore, intercomprehension is not only a way towards third or even fourth language acquisition, but also a strategy for raising learning competence that facilitates subsequent autonomous acquisition of further languages (cf. Meissner 2004b: 238f). The following table shows an example of this type of grammar exercises:

Table 1: An example of a task that stimulates the deduction of grammatical hypotheses

Choose the correct answer:	
Which answer contains only adjectives?	a) które, miały, dostanie b) dodatkowy, specjalnego, biednym c) latach, pieniądze, rozwojem
The words <i>surfować</i> , <i>czytać</i> , <i>korzystać</i> are	a) past tense forms b) prepositions c) infinitives
The suffix <i>-ów</i> of masculine nouns marks the	a) genitive plural b) instrumental plural c) dative plural and singular

2.2.3. The interlingual transfer inventories

As an aid in the process of interlingual transfer, the so-called *transfer inventories* provide the learner with detailed explanations of Polish phonology, orthography, lexicology, morphosyntax and word formation in comparison to their Russian counterparts. As a distinctive feature of the transfer inventories its focus of attention is placed less on the similarities than on the *differences* between Polish and

Russian. Whereas the learner can relatively easily identify and memorise similarities, he requires support with Polish structures that show few or no parallels with Russian. In this way, the course deals with all parts of language architecture that are relevant for understanding (written) Polish texts:

a) Phonology and orthography

As the Polish orthography is considered to be quite complicated (cf. Besters-Dilger 2002: 346), a detailed comparison of the Polish and Russian alphabet is the first step that has to be taken in order to familiarise the learner with the Polish language.

Table 2: Correspondence between Latin and Cyrillic letters (incomplete)

A a	А а	[a]
B b	Б б	[b]
C c	Ц ц	[ts]
Ch ch	Х х	[x]
Cz cz	Ч ч	[tʃ]
...
S s	С с	[s]
Sz sz	Ш ш	[ʃ]
Y y	Ы ы	[i]
Z z	З з	[z]
Ż ż	Ж ж	[ʒ]

Based upon this introduction, all topics that might hinder the recognition of the relationship between cognate words and their meanings are discussed (conventions of spelling and pronunciation, consonant alternations, palatalisation of consonants). Understanding the Polish phonetic system and the correlation between grapheme and phoneme is a basic condition for the future development of listening comprehension.

b) Lexis:

Knowledge of the composition of the Polish vocabulary helps the learner to recognise words he already knows from other languages. Within the Polish lexicon, two domains are of great importance for intercomprehensive decoding: the *international words* and the so-called *Pan-Slavic words*. The former are loan words of Latin, Greek and English origin that are used in most European languages, whereas the latter can be described as words that originated from a common ancestor, the Proto-Slavic language, and preserved similarities until present day (for example the similar-looking and pronounced words *słońce*, *сонца*, *sunce*, *slunce*, *солнце* all mean 'sun' in different Slavic languages). Since not all similar-looking

cognate words have the same meaning in both Polish and Russian, the learner must pay special attention to the so-called *false friends* (for example the pairs English *gift* vs. German *Gift* ‘poison’ or Engl. *become* vs. Germ. *bekommen* ‘to get’). They are often considered to be an insuperable obstacle for intercomprehensive teaching methods. Contrary to this opinion, a case study (cf. chapter 3) revealed that two simple measures help to reduce the risk of interference originating from false friends: Firstly, pointing out the most frequent false friends between two languages and secondly, advising the students to use the textual context for the disambiguation of potential false friends.

b) Morphosyntax

The morphosyntactic transfer inventories enable the learner to recognise the syntactic function of words in a sentence despite the fact that Polish has a rich morphology of inflection. All of the following parts of speech are described in detail: verbs, nouns, adjectives and function words (pronouns, prepositions, conjunctions, particles, adverbs). Special emphasis is placed on the Polish function words because many of them can not be deduced from Russian at all (for example *obok* vs. *рядом* ‘next to’, *ponieważ* vs. *поскольку, потому что* ‘because’, *dużo* vs. *много* ‘many, a lot’ and so forth).

c) Word formation

Knowledge of Polish word formation allows inferring the meaning of words whose roots are known. For example, it is quite easy to guess the meaning of the noun *malarz* ‘painter’ from the verb *malować* ‘to paint’ if one knows that the suffix *-arz* is used for deriving agent nouns. Because Polish word formation is predominantly based on affixation, comparative lists of Polish and Russian affixes help to expand the learner’s vocabulary.

d) Sound correspondences

The interlingual sound correspondences are “formulas” that can be applied for finding common lexical features regardless of their separate historical phonetic development. With their help it is possible to identify Pan-Slavic pairs of words with a common meaning although they do not look identical:

Table 3: Example of a list of interlingual sound correspondences

-ć/ci-	palatalised т	ciebie – тебя cichy – тихий chodzić – ходить
-dź/dzi-	palatalised д	dzień – день bądź – будь niedźwiedź – медведь

-rz-	palatalised p	morze - море porządek - порядок rzadko - редко gorzki - горький
-ro-	-opo-	krowa - корова droga - дорога

2.2.4. Exercises on the transfer inventories

Various exercises, such as multiple-choice, fill-in and matching exercises, help the learner to practise all topics treated in the transfer inventories. Their main objective is to stabilise the knowledge the learner acquired during the first three parts of the unit. Most types of exercises the students already know from traditional language teaching. Below are three examples of exercises:

- Fill in the blanks using the correct present forms of the verb *być* 'to be'.
 - Michał _____ z Warszawy, a ja _____ z Krakowa.
 - To nie _____ trudne zadanie.
 - Ty i Elżbieta _____ studentami? – Tak, _____ studentami.
- Try to infer the meaning of the Pan-Slavic words. As an aid, you may use the words from the box below.

chodzić	_____	zdrowy	_____
śmierć	_____	jezioro	_____
tysiąc	_____	miesiąc	_____
nieść	_____	deszcz	_____
noc	_____	dziesięć	_____

месяц – смеяться – здоровый – дождь – смерть – озеро – нести – ходить – ночь –
десять – зелёный – тысяча

- Determine the case of the nouns *ulica* 'street', *republika* 'republic' and *woda* 'water'.

	A	B	C
ulicę	<input type="checkbox"/> acc. sg.	<input type="checkbox"/> acc. pl.	<input type="checkbox"/> dat. sg.
republiki	<input type="checkbox"/> loc. sg.	<input type="checkbox"/> nom. pl.	<input type="checkbox"/> gen. sg.
wodę	<input type="checkbox"/> dat. pl.	<input type="checkbox"/> gen. sg.	<input type="checkbox"/> acc. sg.
republiki	<input type="checkbox"/> nom. sg.	<input type="checkbox"/> gen. pl.	<input type="checkbox"/> acc. sg.
wodzie	<input type="checkbox"/> dat. sg.	<input type="checkbox"/> dat. pl.	<input type="checkbox"/> loc. sg.

3. Empirical evaluation of EuroComTranslat

Despite the theoretical groundwork done on EuroComTranslat, up to now the concept has been lacking empirical evidence. Therefore, a case study on intercomprehensive teaching of Polish through Russian was conducted at the Department of Translation Studies in Innsbruck. The main goal was to prove that the intercomprehensive approach is suitable for decoding Polish texts through Russian and translating them into the mother tongue. The results of the investigation are going to be published in the proceedings of the 3rd National Congress of the German Federation of Associations of Teachers for Foreign Languages (3. Bundeskongress des Gesamtverbandes Moderne Fremdsprachen) that took place in September 2010 in Augsburg, Germany.

3.1. Data elicitation and results

A total of 21 students of both Translation Studies and Slavic Studies voluntarily participated in a three hour intensive course entitled “Understanding Polish through Russian” that gave an introduction to Polish grammar, as well to intercomprehensive decoding strategies. The course was based on teaching materials that have been elaborated particularly for the experiment. After the course the participants were asked to translate an authentic Polish text (level B1-B2 according to CEFR) into their mother tongue within one hour. The following table gives an overview of some key facts about the test persons:

Table 4: The test persons

number of test persons	21
gender	18 female, 3 male
average age	25.0
average number of languages known (including mother tongue and C-languages)	5.7
average amount of years studying Russian	4.7

All translations produced during the experiment were assessed according to the Austrian grading scale (grades ranging from 1 (excellent) to 5 (insufficient)). The grading was based on the percentage of correctly translated *arguments* or *thought units*, i.e. one or more words expressing a more or less complete idea (cf. Meißner 2010: 200). The average grade given was 2.5 (with 1 being the best and 5 the worst grade). The distribution of grades is shown below:

Table 5: Grades given for the translation task

Percentage of correctly translated thought units	Grade	Grade distribution
100-90%	1 (excellent)	5 times
80-89%	2 (good)	7 times
64-79%	3 (satisfactory)	4 times
51-63%	4 (sufficient)	4 times
0-50%	5 (insufficient)	1 time

The table shows that after only 3 hours 76% of the participants were able to correctly understand at least 64% of a Polish B1-B2 text. Although Polish is considered as one of the most difficult Slavic languages, the majority of the participants succeeded in translating a complex Polish text without having studied the language before. Compared to the results of the method EuroComRom, which leads within 15 lessons to reading comprehension at the level B2 (cf. Klein 2004: 222), there can be no more doubt about the potential of intercomprehensive teaching of Slavic languages in Translator Education.

3.2. Findings

The main findings of the experiment are:

1. Intercomprehensive teaching methods can be successfully applied to Slavic languages. Previous experiments on Slavic intercomprehension with participants who had to decode unknown Slavic languages without attending a course on intercomprehension did not bring satisfactory results (cf. Besters-Dilger 2002). The recent experiment, however, demonstrated that the teacher's instructions in intercomprehensive processing enable students to understand target-language texts in detail. Therefore it is important to distinguish two forms of intercomprehension: on the one hand there is *spontaneous intercomprehension*, which occurs in the very moment of contact with an intercomprehensible language. It must be considered as an individual's mere and limited potential to comprehend a cognate language without any preparations. On the other hand, *intercomprehension competence* is a skill that can be trained with the help of specific teaching materials. Whereas spontaneous intercomprehension as a general rule is limited to partial understanding of the target language, training of intercomprehension competence helps to develop profound reading comprehension.
2. The translation competence, which students acquire during the Translation Studies courses, can be easily extended to unknown cognate languages. Therefore it is possible to translate a text decoded via intercomprehension into

another language, for example the mother tongue. There is strong evidence that a highly developed translation competence, which encompasses various linguistic, metalinguistic and procedural operations, additionally facilitates intercomprehensive processing.

3. During the intensive course the participants were given a list of 31 of the most common false friends between Polish and Russian. As a strategy for avoiding interference caused by false friends they were advised to memorise the list and to refer to the textual context.

The Polish text the test persons had to translate into their mother tongue contained a total of eight false friends, six of which were completely unknown words to the participants. Nevertheless, only one of these words caused interference. Therefore, the false friends should not be regarded as an insuperable obstacle to intercomprehension any more. Whereas negative lexical transfer caused by false friends undoubtedly can hinder spontaneous intercomprehension, it is relatively easy to avoid this risk with the help of adequate teaching materials. The experiment revealed that a list of the most common false friends raises the learner's awareness regarding negative lexical transfer, hence he is able to refer to the textual context for the disambiguation of false friends.

4. Summing-up

Over the past decade, the intercomprehensive approach has been successfully applied for teaching Romance and Germanic languages. However, within the Slavic languages there have been hardly any attempts to benefit from the innovative potential of intercomprehension didactics. With the enlargement of the European Union and its growing demand for skilled translators, the Slavic languages finally began to draw the public's attention. In order to meet with the new challenges on the market for translators and interpreters, new ways towards the education of multilingual translators who also know "small" European languages have been sought. In an attempt to unite the findings of translation didactics and intercomprehension didactics, the modular course *EuroComTranslat* was developed at the Department of Translation Studies at the University of Innsbruck. The course's goal is to enable students to use their working languages as a bridge for the intercomprehensive acquisition of further C languages. As a distinctive feature, EuroComTranslat not only aims at intercomprehensive decoding of target-language texts but also at producing translations from the intercomprehensible language into the mother tongue. An empirical investigation confirmed the practicality of EuroComTranslat and thus paved the way for the installation of a modular course in the BA/MA-curriculum for translators and interpreters. The findings of the experimental evaluation serve as a basis for the improvement of teaching materials for the course "Polish through Russian".

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APPENDIX

An example of an introductory text used in the EuroComTranslat-course:

Polska dostanie od Unii Europejskiej w nagrodę 1 mld euro ekstra

Czwartek, 25.02.10



Polska dostanie z Brukseli dodatkowy miliard euro w latach 2011-2013 – poinformowali funkcjonariusze w Komisji Europejskiej. To nagroda za dynamiczny rozwój gospodarki w ostatnich latach.

Pieniądze pochodzą ze specjalnego 3-miliardowego funduszu dla krajów, które rozwijały się szybciej niż przewidywała Bruksela. Jego utworzenie postanowiły przed 5 (pięcioma) laty unijne rządy. Dziś okazuje się, że tylko 3 kraje z 27 miały lepsze rezultaty ekonomiczne niż wtedy prognozowano. Oprócz Polski są to Czechy i Słowacja. Dodatkowe pieniądze Warszawa będzie mogła przeznaczyć na pomoc biednym regionom, na projekty związane z rozwojem infrastruktury lub ochroną środowiska.

http://wyborcza.pl/1,75478,7600349,Polska_dostanie_w_nagrodę_1_mld_euro_ekstra.html [Zugriff am 21.01.2011]