Short presentation of the apps
ACQUIRING THE CORE VOCABULARY OF ROMANCE PLURILINGUALISM (ACorVoRomP):
FRENCH, ITALIAN, PORTUGUESE, SPANISH [1]

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The following description is addressed to linguists, language teachers, students of Romance languages and advanced autonomous foreign language learners.

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If I had to reduce all of educational psychology to just one principle,
I would say this:
The most important single factor in influencing learning is what the learner already knows.
(David Ausubel: *Educational Psychology. A Cognitive View*. New York, 1968: vi)

The inventory of the *Core Vocabulary of Romance Plurilingualism* (CVRP) is a lexical data basis which delivers the ACorVoRomP apps' contents (lemmas, selection and serial arrangement criteria). It correlates the most frequent words of four Romance target languages: French, Italian, Portuguese and Spanish. For reasons of disambiguation, it gives, furthermore, their semantic equivalents in English and German (and Latin/or another language from which the lemmas derive[2]). The electronic architecture allows immediate grouping of the series in accordance to didactically relevant criteria. The different ACorVoRomP apps are fed by these compositions.

Selection of the vocabulary: The CVRP list is mainly compiled from electronic frequency glossaries which collect data from text corpora of millions and millions of word-forms (tokens). It comprises lemmas whose frequency range is, according to the *Routledge Frequency Dictionaries* of French, Portuguese and Spanish (for ex. Davies 2006), below 5,000[3], or 7000 with reference to the *Lessico di frequenza dell'Italiano parlato* (De Mauro et al. 1993). The compilation ensures highest reliability rates. In a second step, the CVRP inventory has been completed by the traditional basic vocabularies (*Grundwortschätze*) of the Klett publishing company (for ex. Nickolaus 1967). These lists incorporate entries of pedagogic relevance (*classroom, blackboard, chalk; ticket, to go by train*, etc.). Often, such words and collocations escape from electronically based computation, as frequency and range values are situated beyond the defined frequency barriers. That is why both, the CVRP-list as well as the ACorVoRomP-apps, link the reliability of corpus linguistic based evidences about lexical frequency, frequency range and diatopic, diastratic and diaphasic spread with intercultural

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[1] A closer description concerning the selection is provided by Meißner (2016).
[2] The Latin list has not been completed yet.
[3] The remark seems necessary as frequency marks must be identified for each language. It occurs that the equivalent of a word with a frequency range of <2,000 in language A corresponds to a range of >2,000 or even >5,000 in language B or C.
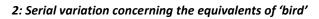
and educational communication relevance-criteria given by pedagogic expertise. It goes without saying that the apps benefit from that.

Construction and extension of the apps series: More than bilingual lexicography, plurilingual dictionary making encounters thorny questions affecting synonymy, homonymy, polymorphy, and the general arbitrariness of the relationship between word forms and meanings (especially when interlingual assignments are concerned). In plain language, there is no unique, clear and always applicable rule for assigning corresponding word forms and significations to various languages. Thus, the CVRP series too sometimes show a certain arbitrariness, as following series (affecting the semantic nucleuses of 'deep, below, under, beneath' and 'bird', sorted to French) demonstrate:

260 BAS	BASSO	BAIXO	BAJO	deep, low	tief
234 BAS (À/EN ~)	abbasso	ABAIXO	ABAJO	down, below	unten, nieder (mit)
3590 BAS (EN ~)	GIÙ	ABAIXO	ABAJO	beneath, under	unten, herunter
2036 SOUS	SOTTO	SOB	DEBAJO DE	under	unter

1: Serial variation concerning the semantic nucleus 'below, under, down, beneath'

2468 OISEAU	UCCELLINO	AVE	ave	bird	Vogel
1485 OISEAU	UCCELLO	PÁSSARO	PÁJARO	bird	Vogel

2: Serial variation concerning the equivalents of 'bird'

Nevertheless, the said arbitrariness is reduced by the fact that a same lemma can appear in different series.

This set of problems provides the first reason why the number of interlingual series is considerably higher than the lemmas of one target language. A second reason derives from the fact that a word's raw frequency mark cannot always be given only once. Thus, in the *Français Élémentaire,* 22 lemmas share the frequency value of 30 (Gougenheim et al. 1956: 78). A third criterion is a word's spread in the dia-register of a language. Is a lemma part of the spoken or the written language? Is it part of both? What kind of register is targeted: standard, colloquial, proximity or formal speech, etc.? A basic vocabulary lemma – whose frequency range mark is below 2,000 – must be found in numerous texts of different sorts, topics, situations, and in various relevant diastratic and diatopic registers as well. A further criterion is its descriptive weight and semantic coverage (*dog* vs. *poodle*; *to go* vs. *to speak* vs. *to gossip*). Furthermore, this does not affect only linguistic registers in regard to pedagogical objectivesGenerally, the CVRP follows the criteria of the pedagogical frequency lexicography (Davies 2006: 6).

Learning with the ACorVoRomP-apps – a strategy fostering plurilingual sensitiveness[4]: Most traditional frequency word lists for foreign language learning purposes are bilingual. The advantage is that an unknown word of a target language can be linked to its equivalent in the learner's mother tongue (or to another language). In addition, its meaning and use can be easily cleared either by intelligent guessing starting from a given target language co-text, or

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[4] To learn more about cross-language learning or intercomprehensively based learning and teaching, see Meissner (2016b).

by comparing the unknown word to schemes already familiar from the mother tongue. In comparison to this, ACorVoRomP learners benefit from the advantages of plurilingual disambiguation. The microstructure or the series do not exclusively contrast one source and one target language, but the four Romance languages. Moreover, as most users probably are acquainted with English, the English equivalents will be registered too. In a similar way, learners with knowledge of German will benefit from the German equivalents. And of course, the four Romance target languages can likewise serve for disambiguating unknown words as well.

The structure of the exercises: As already has been pointed out, the lemmas' arrangement in series provides the advantage that equivalents appear side by side in the four target languages as well as in English and in a further language (in our case German). This kind of plurilingual presentation fosters cross-language association building within each series as well as regarding other series. Since comparing how words function in different languages is a powerful strategy of vocabulary memorizing, learners will profit from this arrangement to the extent that they pay attention not only to the target word but to its equivalents in other languages too.

			Fill in the blanks and compare your own proposal as well as the form given by the app with the words you already know from other languages. What is similar, what is different?			
deutsch	english	français	español	português	italiano
Einbildungskraft,	imagination		imaginación	imaginação	immaginazione
Unruhe	trouble		inquietud	inquietação	inquietudine
Kleid, Kleidung	dress, robe		ropa	roupa	abito
Strom	current		corriente	corrente	corrente
(auf-, um)hängen	hang		colgar	pendurar	appendere

3: An ACorVoRomP serial arrangement of lexical equivalents

To support vocabulary association beyond intraserial comparisons, the CVRP architecture has additionally implemented a column 'notes'. Here, users can find indications concerning synonymies, homonymies, 'false friends', etc. The rubric has not yet been integrated into the apps' structure up to now.

The limits of plurilingual and serial cross-language presentation: Vocabulary presentation for productive purposes requires more and other explanations than for receptive ones. As the CVRP-list focuses exclusively on fostering plurilingual reading comprehension, it gives no information about how a lemma fits in with a co-text of a given language (valence, coverage, registers, collocations: *cheveux rares/schütteres Haar/thinning* or *thin hair*; *Wiedersehn macht Freude/ça s'appelle Reviens*, etc.). Instead of trying to create lexical associations within only one target language system, it intends to facilitate cross-language word associations caused by phonetic or semantic resemblances. Needless to say, that these kinds of associations effectively promote interlingual identification transferring.

Learning with the ACorVoRomP-apps: It goes without saying that the efficiency of learning depends on the learner's own mental activities. Regarding the ACorVoRomP-apps, this means

that learners focus on comparing the forms they target with those they already are familiar with. Of course, zapping and leaving not enough time to our brain to fix the properties of the equivalents hampers their acquisition. To avoid these risks, foreign language acquisition pedagogy recommends activities like note taking, comparing the words' definitions and uses in various dictionaries, and other awareness raising strategies.

An algorithm effecting the individualization of learning: The exercises, supplied by the nearly 4.800 series of the CVRP's basic vocabulary share, are continuously rearranged. Thus, learners will encounter the target words and series in randomized sequences. As the app automatically memorizes the user's device IP, consecutive sessions are possible (without the tasks already solved being repeated). At the same time, this individualization takes account of 'erroneous' insertions (not expected by the app's programming). This concerns concrete tasks which users will encounter again later on.

Teaching with the CVRP-list and its apps: Intercomprehensively **r**eading a foreign language right from the beginning requires core vocabulary knowledge. Identifying this vocabulary in the four target languages and correlating it to the criteria of frequency range, dispersion, availability, semantic adequacy and formal congruencies/discongruencies within the series is in the scope of the CVRP-list. Consequently, the CVPR-inventory can be used to shape "lexical input relevance" for the teaching (and learning) the four target languages or only one of them. In other words, it allows selecting a lexical input in accordance to a syllabus or to a learner's individual needs (previous knowledge, learning objectives). Consequently, addressees are designers of all kinds of didactic materials, teachers and learners.

The ACorVoRomP-app table shows how this word-list can respond to various educational questions which refer to individual linguistic needs. To provide five examples: (1) Give me the non-transparent words of the core vocabulary of Italian (target language) which German (Turkish, etc.) students, who have a B1[5] command of French (and English) in addition to their mother tongue, cannot decode. The response is delivered by App no. 5. (2) The app 9,1 'Visualizing Portuguese cognates in contrast with Spanish' (not listed in the table) provides 1933 form-congruent series; (3) the app 9,2 'form convergences for French and Italian but divergent from Portuguese and Spanish' (not listed in the table) spits out 295 series. (4) 'Show form divergences between Portuguese and Spanish gives 2892 series. (5) In total, 5642 of the 9553 core vocabulary series show an overall Romance form convergence. It is clear, that word lists like these allow selecting the lexical input in accordance to the learners' relevant previous knowledge in terms of forms and significations to their learning objectives. In a teaching perspective (or in that of self-guiding learning), apps like these are tools for composing exercises or other forms of input. In every case, they stimulate language awareness which either concerns available bases of transfer or forms and significations to be learnt. (6) The *Seven Sieves* give a complete description of Romance phonology and morphology including orthographic regularities. Looking for the string /bia/ in the Italian column, this yields the correspondences *bianco-blanc-branco, sabbia-sable, bibbia–bible…, biasimare-blâmer, nebbia-niebla;* the corresponding Portuguese string /br/, derived from *bianco-branco*, gives *brando-blando*, *obrigar-obligar,* in all the other cases, the /br/-nexus remains serial. This kind

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[5] The performance level is related to the *Common European Framework of Languages* (Council of Europe, 2001).

of knowledge delivers some benchmarks for constructing exercises, new types of exercises included, designed to train the identification competence of interlingual phonological correspondences between Romance languages.

It must be remembered that the CVRP-inventory is set up for reading (and not for speaking or writing). Going from reading to the productive skills requires supplementary information which is not delivered by the CVRP-list. The necessary information can be found either in productive dictionaries or in electronic glossaries or in the texts used in class.

Verbs: Reading a 'new' language, learners do not meet lemmas but tokens, that means all kinds of forms. In the field of verbs, students encounter important morphological irregularities which can severely hamper comprehension. That is why, on http://eurocomdidact.eu learners can find special verb lists of irregular forms concerning the four target languages. Their structure visualizes morphological variation concerning radicals of a common verbal lemma (Spanish *tener* beside *tengo, tienes, tenemos, ten-, tuv-, tendr-*). In short, users will find two kinds of lists: a more complete one showing all irregularities of the verbs concerned, and a shortened one which only provides radical variation. Both lists facilitate reading comprehension in the 'unknown' target lan guage(s). Whereas in the list of verbal radicals, the lemma *QUERER* mentions *quiero, quieres, queremos, quisé, quiso, quiera, quisiera, querido, queriendo, PLACER* gives plazco, *places, plazqua, placiendo* and *LEVANTER* remains without any conjugated form because of its morphological regularity, the longer list gives the forms of the infinitive, indicative present: 1rst, 3rd and 4th person; imperfect; imperfect simple/passé simple; future; subjunctive present; s. imperfect; imperative past and present; participle or gerund. The fundamental criteria to select the descriptive categories follow pedagogical evidences rather than linguistic systematicity.

The common original inventory is based on what is given by the corresponding target language dictionaries and word lists.

The different ACorVoRomP-apps: The CVRP data basis allows filtering its contents in accordance to pedagogic goals or to the learning needs of special addressees[6].

Learning apps fed by…	filter/addressees / pedagogic objectives
1. Acquiring the **Romance Core-Vocabulary** (freq. range mark <5,000) (RCV)	SHOW (FR, IT, PT, SP, EN, DE, ETYM, NOTIZ). No filter. Students trying to bring their **plurilingual reading skill in the four TL to more perfection** (can be in combination with the *Seven Sieves*) (McCann et al. 1999; Meissner 2004). A must for students with a reading skill of B1 or more in English or a (first) Romance language.
2. Acquiring the **Romance Basic-Vocabulary** (freq. range mark <2,000) (RBV)	SHOW (FR, IT, PT, SP, EN, DE, ETYM, NOTIZ). No filter. Students trying to develop **plurilingual reading skill in the four TL**

2.	Knowing the inventory of the **pan-Romance Cognates List (RcogL)**[7]	SHOW (FR, IT, PT, SP, EN, DE, ETYM, NOTIZ). Start filter (FR=IT=PT=SP). Developing **sensitiveness to Romance phonology** and fixing the common vocabulary.
3.	Acquiring the total[8] **Opaque Core-Vocabulary of Romance languages (ORCV)**	SHOW (FR, IT, PT, SP, EN, DE, ETYM, NOTIZ). Start filter (FR≠IT≠PT≠SP). For users interested in an **overall Romance languages reading competence;** especially for **native speakers of a Romance language** and users of **MIRIADI.**
4.	Acquiring the **Italian Core-Vocabulary** regarding French, Portuguese, Spanish, English and German **(ICV)**	SHOW (FR, IT, PT, SP, EN, DE, ETYM, NOTIZ). No filter. Sorting the list by Italian headwords. The interlingual contrast can also be specified with regard to different TLs (show me the Italian words which can be identified on the basis of their French… equivalents). In this case: Start filter (IT=FR). L**earners interested in developing reading competence of Italian.**
5.	Acquiring the total **Opaque Italian Core-Vocabulary (OICV)** with reference to English and German; French and/or Portuguese and/or Spanish	SHOW (FR, IT, PT, SP, EN, DE, ETYM, NOTIZ). Start filter (IT≠FR≠Pt≠SP). Sorting by Italian headwords. **Learners with operative knowledge in at least one Romance language and/or English wishing to develop reading skill in Italian.**
6.	Acquiring the **French Core-Vocabulary (FCV)** with previous knowledge of Italian and/or Portuguese and/or Spanish with reference to English and/or German	SHOW (FR, IT, PT, SP, EN, DE, ETYM, NOTIZ). Sorting the list by French headwords; no filter. **Learners with operative knowledge in at least one Romance language and/or English wishing to develop reading skill of French.**
7.	Acquiring the total **Opaque French Core-Vocabulary (OFCV)** with previous knowledge of Italian and/or Portuguese and/or Spanish with reference to English and/or German	SHOW (FR, IT, PT, SP, EN, DE, ETYM, NOTIZ). Start filter (Fr≠IT≠Pt≠SP). Listed by French headwords. **Learners with large knowledge in at least one Romance language and/or English wishing to develop reading skill of French.**
8.	Acquiring the **Core-Vocabulary of Portuguese (PCV)** in contrast with Spanish and previous knowledge of French and/or Italian with further reference to English and/or German	**Same as 4 or 6.** Listed by Portuguese headwords. As in the French, German or other contexts, most learners of Portuguese master Spanish to a certain degree, this contrast is particularly promising.
9.	Visualizing **Portuguese cognates** in contrast with Spanish, English and German for example **(PcogCV)**	SHOW (PT, SP, EN, DE, ETYM, NOTIZ). Start filter (PT=FR=IT=SP). The respective items foster **general Romance interphonological competence with special regard to Portuguese.**
10.	Acquiring the total **Opaque Core-Vocabulary** of **Portuguese (OPCV)**	SHOW (FR, IT, PT, SP, EN, DE, ETYM, NOTIZ). Start filter (PT≠FR≠IT≠SP),

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[7] All lists can be reduced to special bi- or trilingual contrast lists. For example: 'Give me the form-congruent words in French and Italian': SHOW (FR, IT, EN, DE, NOTIZ for FR=IT). Or '… words in French and Italian with a frequency range <2,000': SHOW (FR, IT, EN, DE, NOTIZ for FR=IT and Rf=R and Ri = M§). The specialized e-learning programs are too numerous to be enumerated here.

[8] The epithet is necessary to mark total serial opacity in contrast with partial serial opacity. Partial serial visualization needs, of course, another filter: (for FR≠IT) or (for FR≠IT≠SP). E-learning programs regarding partial serial opacity (or transparency) are not listed here as they are too numerous; neither false friends-enumerations which demand special filters concerning special language contrasts; for example: (Ff=FR for FR=IT) 'List false friends between French and Italian'. All false friends-lists include English.

	regarding English and German and other Romance languages	or set filter on a special contrast, (PT≠SP) for example. This item will only show all the Spanish words whose form diverge from their Portuguese equivalents, even If they are not part of the list of opaque forms (F≠I≠P≠S).
11.	Acquiring the **Core-Vocabulary of Spanish (SCV)** in contrast with Italian, French, Portuguese, English and German	Same as 4, 6, 8. Listed by Spanish headwords.
12.	13. Visualizing **Spanish cognates** in contrast with French, Italian, Portuguese, English and German **(ScogCV)**	Same as 10. Listed by Spanish headwords.
13.	14. Acquiring the total **Opaque Core-Vocabulary of Spanish (OSCV)**	see 5, 7, 10, 13 Listed by Spanish headwords.
14.	Learning to identify the **Minimal lexical elements constituting Romance thesauri** **List of Interligalexes**	Assignment of **interligalexes** By interligalexes, we understand those morphological bases of transfer which allow identification transferring between at least two languages (the German adjective _kontinuierlich_ supports the identification of En. _to continue, continual,…_ Fr. _continuation, continuer,…_ It. _continuazione, continuare, …_ etc.) (in progress)
15.	**Etyma-List of Romance Core Vocabulary**	Provides the etyma, graded by Latin frequency range criteria (raw list in progress)
16.	**False friends lists** for special language contrasts	(projected)
17.	**Lists of Changing verb radicals only (FR, IT, PG, Sp), just for promoting reading comprehension**	Access over eurocomdidact.eu
18.	**Lists of Morphological verb variation**	Access over eurocomdidact.eu.

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