



# Deliverable D3.3

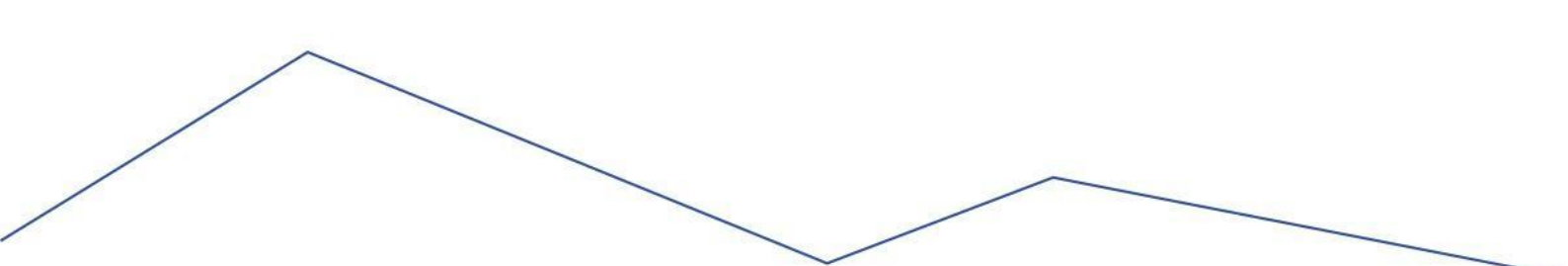
## Reports on the effectiveness of training programs

**UNITA - WP3**



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## Abstract

EN

The deliverable reports on the effectiveness of the Intercomprehension (IC) training programs created and delivered to students, teachers and staff.

In order to get the data, questionnaires were submitted at the end of the courses and will be presented in this document together with the results of the different trainings, aligning them with the IC evaluation criteria elaborated within the PhD program (based on REFIC and EVAL-IC).

Since IC courses have reached a population of more than 2000 people in UNITA in the last two years, this document will relate upon some general significant quantitative results only and deal with an overview of some qualitative responses that have been given by the people enrolled in the training.

IT

Il documento riporta i dati relativi all'efficacia dei programmi di formazione sull'intercomprensione (IC) creati per gli studenti, gli insegnanti e il personale UNITA.

Per ottenere i dati, sono stati sottoposti ai partecipanti dei questionari di fine corso e i risultati delle diverse formazioni sono stati analizzati allineandoli con i criteri di valutazione delle competenze in IC elaborati nell'ambito del programma di dottorato (basati REFIC ed EVAL-IC).

Poiché negli ultimi due anni i corsi IC hanno raggiunto una popolazione di oltre 2000 persone in UNITA, questo documento si soffermerà su alcuni risultati quantitativi generali e su alcune risposte qualitative fornite dagli iscritti alle formazioni con il fine di fornire una panoramica dell'efficacia delle formazioni proposte.

FR

Ce document présente des données sur l'efficacité des programmes de formation à l'intercompréhension (IC) créés pour les étudiants, les enseignants et le personnel d'UNITA.

Pour obtenir ces données, des questionnaires de fin de cours ont été soumis aux participants et les résultats des différentes formations ont été analysés en les alignant sur les critères d'évaluation des compétences en intercompréhension développés dans le cadre du programme de doctorat (basés sur REFIC et EVAL-IC).

Comme les cours de IC ont touché une population de plus de 2000 personnes à UNITA au cours des deux dernières années, ce document se concentrera sur certains résultats quantitatifs généraux et certaines réponses qualitatives fournies par les personnes inscrites aux formations afin de fournir une vue d'ensemble de l'efficacité des formations proposées.

## ES

Este documento presenta datos sobre la eficacia de los programas de formación en intercomprensión (IC) creados para estudiantes, profesores y personal de UNITA.

Para obtener los datos, se enviaron cuestionarios de fin de curso a los participantes y se analizaron los resultados de las distintas formaciones alineándolos con los criterios de evaluación de las competencias en IC desarrollados dentro del programa de doctorado (basados en REFIC y EVAL-IC). Como los cursos de IC han llegado a una población de más de 2000 personas en UNITA en los últimos dos años, este documento se centrará en algunos resultados cuantitativos generales y algunas respuestas cualitativas proporcionadas por los inscritos en las formaciones con el fin de proporcionar una visión general de la eficacia de las formaciones propuestas.

## PT

Este documento apresenta dados sobre a eficácia dos programas de formação em intercompreensão (IC) criados para alunos, professores e funcionários da UNITA.

Para obter os dados, foram submetidos questionários de fim de curso aos participantes e os resultados das diferentes acções de formação foram analisados, alinhando-os com os critérios de avaliação das competências de IC desenvolvidos no âmbito do programa de doutoramento (com base no REFIC e no EVAL-IC).

Uma vez que os cursos de IC atingiram uma população de mais de 2000 pessoas na UNITA nos últimos dois anos, este documento centrar-se-á em alguns resultados quantitativos gerais e em algumas respostas qualitativas fornecidas pelos participantes nas formações, a fim de proporcionar uma visão geral da eficácia das formações propostas.

## Summary

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## 1. Students' progression: case studies

This section will analyse the data obtained in three types of courses created for students: the *course for Erasmus students*, the online course on the *Start@Unito* platform and the *Intercomprensione tra lingue romanze (UCIL)*. In particular, the progression of the students and the skills they have developed will be analysed and discussed.

For the evaluation, a merging of REFIC and EVAL-IC was elaborated by the PhD student during her project and used as the reference framework.

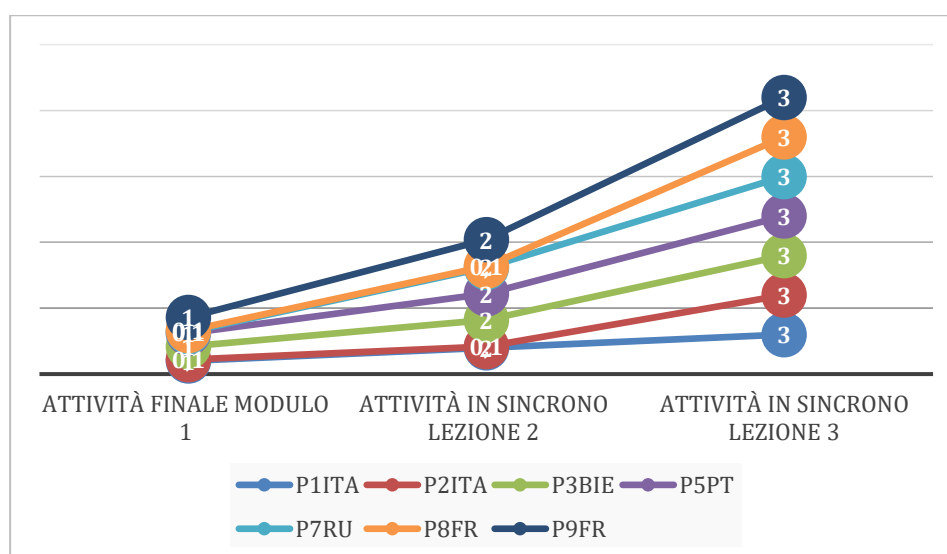
### 1.1 The Erasmus Course: Analysis of the Acquired Skills

The course *IC for mobility* is open to all UNITA students who have won an Erasmus scholarship. It is a 30-hour course which is divided into eighteen hours of online lectures in synchronous mode and twelve hours of activities in asynchronous mode.

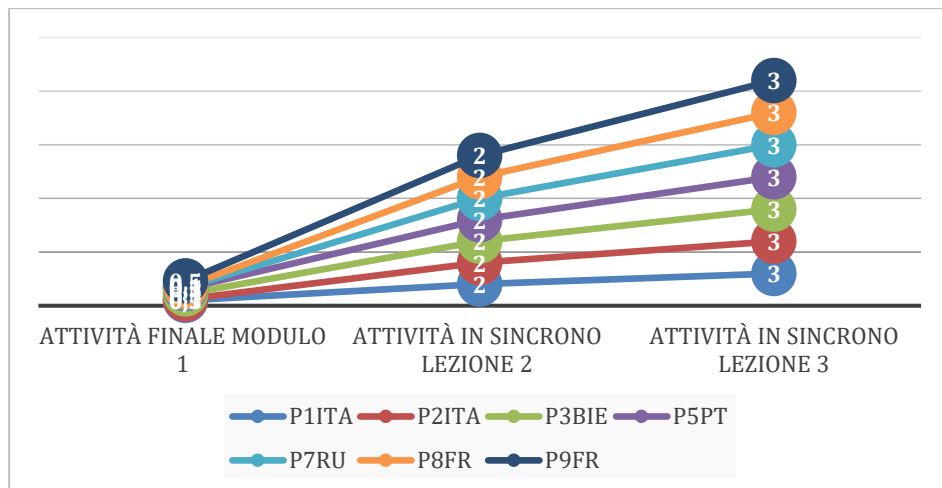
If during the first pilot courses, students were only asked to complete an initial comprehension questionnaire in two unknown Romance languages in order for trainers to understand their initial level, after the third round of courses, also a final test was introduced to more accurately assess the acquisition of IC competences.

Some of the activities proposed aims to develop self-awareness and self-evaluation; the most efficient of them is the logbook, which is specifically meant to develop reflective learning and assessing procedures (difficulty of the task, progress made, level achieved...). The use of the Moodle platform allows students to learn how to take advantage of the technologies for intercomprehension at a distance.

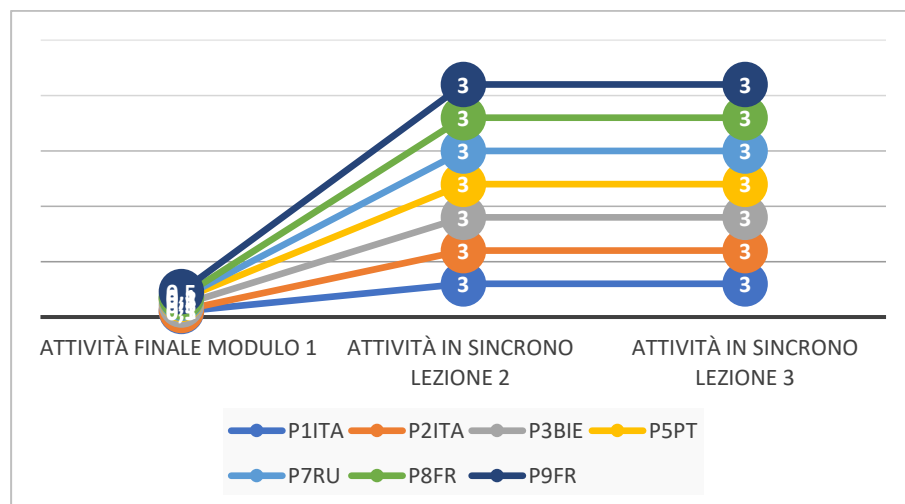
As far as the language dimension is concerned, the general starting level is a basic one. Students who have carried out these activities, as can be seen in the graph, start from a level zero and generally reached level three last session (data are taken from the data analysis of the pilot, but can be easily extended to the other courses).



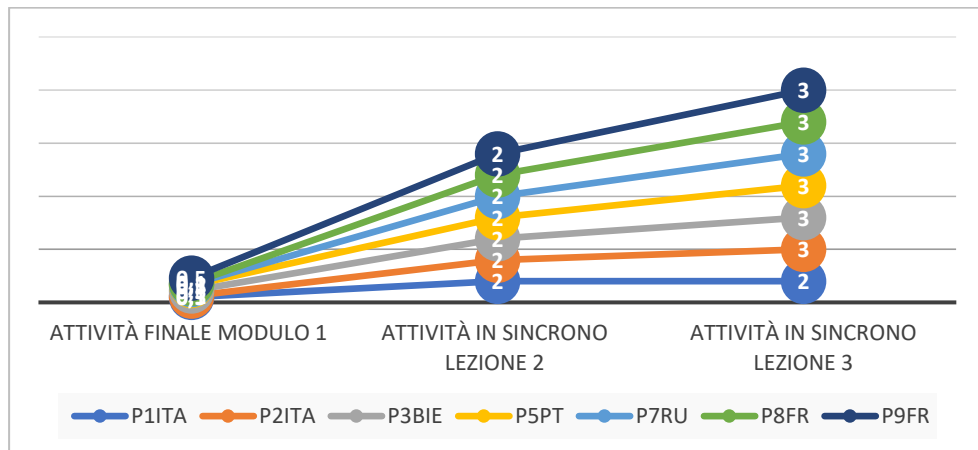
The second dimension examined, the socio-pragmatic one, shows a more constant progression in that, for all students, the starting level is considered to be below zero, but already in the second activity, the answers given by the students reflect the requirements of the descriptors provided in level two, as well as for the third activity in which they all generally manage to achieve the requirements of level three.



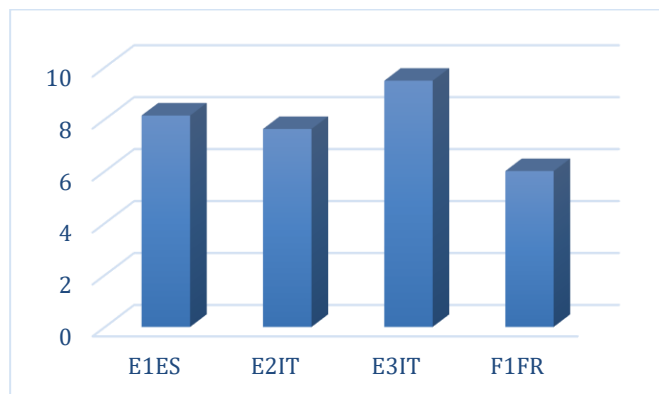
The third dimension examined, the non-verbal/paraverbal one, shows a third scenario quite different from the other two. As can be seen from the graph below, if in the first activity examined there is not enough information to define the students' starting level, already by the second activity the students are at a level three and this is also confirmed by the third and last activity examined.



The last dimension examined, the cognitive one, shows a degree of progression more similar to the socio-pragmatic dimension. While in the first activity the students do not reach the requirements of level one, already in the second activity they all reach level two and, in the third activity, almost all students reach the requirements of level three.



The final test is a test implemented in quiz mode with closed answers in all five alliance languages. The questions focus on textual comprehension, practising the learned strategies and, in addition, there are also two intercomprehension theory questions on strategies and the seven sieves. Students are asked to answer in all languages except their mother tongue. The results of the final test show that all students who took the test far exceeded the threshold level, confirming the results obtained in the progression of activities.



## 1.2 Elementi di IC Start@unito: an open access course

*Elementi di IC* is a self-study online course divided into three modules (strategies, written IC, oral IC) aimed at giving an insight into what IC is and the basic principles of the discipline. It is a course that either UNITA students can choose in their university curriculum or teachers, staff members and BIP students use as blended introduction to the in-presence classes. As for the other courses, there is a preliminary test to assess previous competences and level and to start the awakening of the self-awareness as far as language biography and language acquisition strategies are concerned.

The final test is taken by each participant at the end of the course and - for common students - it is preparatory to the exam that students must take to validate the course. All other students (teachers, staff members BIP students) who have not included the exam in their



career plan must take the online exam to gain recognition for this course, for which they will be issued a digital certificate that they can include in their CV.

The test has been created in quiz mode with closed multiple-choice answers. Unlike the entrance test, this test presents all five languages examined within the and there are specific questions concerning the theory and implementation of receptive reading comprehension strategies.

The test results show that all participants examined passed the final test passing the threshold level and all students were thus admitted to the final examination for ECTSs.

### 1.3 Intercomprensione tra lingue affini (UCIL): some data

The course *Intercomprensione tra lingue affini* is a 54-hour course offered by UNITO that is organized as a COIL (UCIL) with the participation of at least two other partners from UNITA. Once a week students meet in online sessions and interact developing tasks in a real plurilingual environment.

The positive results are testified by the percentage of excellent grades resulting from final exams, as shown by the following graph referred to the last exam session (153 exams, only 2 failures). The criteria used to mark the exams are the same as those explained in 1.1 and 1.2.



The progression in terms of linguistic self-awareness, IC strategies development, written intercomprehension and interproduction, pragmatic tools... are tangible and easily recognizable both in the classroom practices and in the exam results.

A multimodal annotated longitudinal corpus is currently under development and will be fundamental to further analyse and describe the development of IC competences and the effectiveness of the courses with a scientific data-based approach.

## 2. Qualitative analysis

At the end of most of the courses a questionnaire has been handed out to participant to assess both their satisfaction with the training and the effectiveness perception and impact of it.

The questionnaires focus on both the quality of the training and materials and the usefulness of the acquired competences.

To complete the information given by these questionnaires also a linguistic biography questionnaire and an initial test were submitted to all the people taking part in the trainings. This will make it possible to incorporate data and return results that give indications of the effectiveness of teaching and learning pathways and their impact.

### 2.1 The questionnaires

#### UCIL

1. Évaluez l'importance de cette expérience pour les aspects suivants de 1 à 5 ( 1 = inutile - 5 = très utile)
  - Apprendre à interagir en intercompréhension dans un groupe de
  - Saisir l'utilité de l'intercompréhension à l'avenir
  - Apprendre à mieux collaborer en groupe
  - Apprendre à collaborer avec des personnes des langues différentes
  - Développer des solutions créatives
  - Être conscient de sa langue et de sa culture
  - Trouver des solutions pour résoudre les problèmes de collaboration
2. D'après-vous, quels sont les aspects positifs de cette expérience d'interaction en intercompréhension le forum UCIL ?
3. Quels sont les aspects négatifs ? Comment y remédier selon vous ?
4. Dans quel contexte pensez-vous que l'intercompréhension vous sera utile à l'avenir ?
5. Ce format de cours était-il intéressant ou avez-vous des suggestions pour l'améliorer ?
6. Si vous n'avez pas trouvé ce cours intéressant pour quelles raisons ?
7. Aimerez-vous continuer ce cours au semestre 2 ?

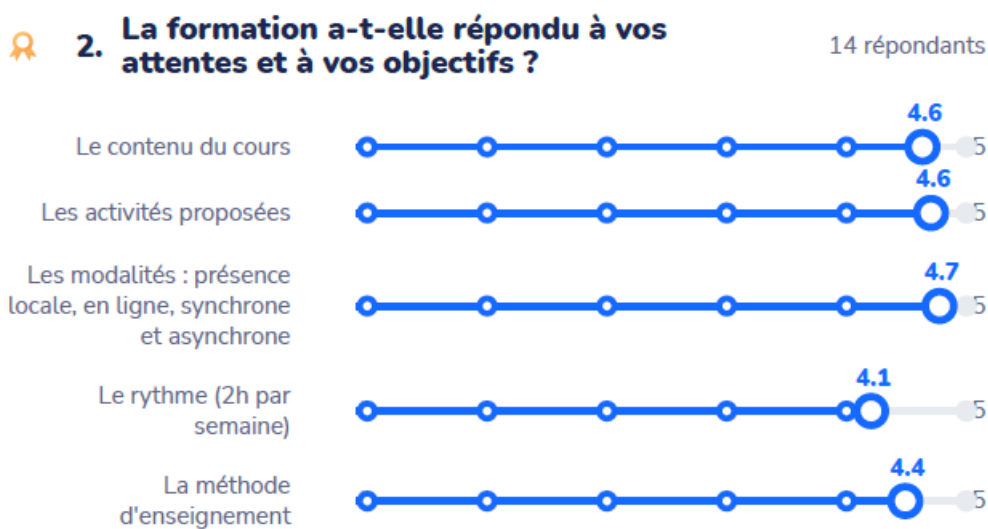
**STAFF and TEACHERS**

1. Quelles ont été vos motivations pour participer à cette formation (professionnelles et/ou personnelles)
2. La formation a-t-elle répondu à vos attentes et à vos objectifs (min 1-max 5)?
  - a. Le contenu du cours
  - b. Les activités proposées
  - c. Les modalités : présence locale, en ligne, synchrone et asynchrone
  - d. Le rythme (2h par semaine)
  - e. La méthode d'enseignement
3. Commentaires sur la question précédente
4. ¿Ha encontrado alguna dificultad en particular durante el curso? ¿Cuál?
5. À l'avenir, vous pensez que l'intercompréhension pourra être utile ?
6. Pour échanger par email avec les étudiants et/ou vos collègues
7. En réunion
8. Durant vos déplacements
9. Dans votre vie personnelle
10. Autre
11. Comentarios sobre la cuestión anterior:
12. Si vous pensez ne pas utiliser l'intercompréhension à l'avenir, quels sont les raisons ?
13. Quelles activités vous avez préférées durant cette formation ?
  - a. Los intercambios escritos en el foro
  - b. Les présentations à l'oral et le jeu des questions/réponses
  - c. Jogos de perguntas e respostas multilingues (primeira aula virtual)
  - d. Activități autonome
  - e. La série Lost and Found in IC (module en autonomie)
  - f. A simplificação de textos profissionais
  - g. L'analyse de vidéos de cours : ce qui et ne fonctionne pas (TEACHERS)
  - h. Il microteaching (TEACHERS)
  - i. Las classes virtuales
  - j. Les activités en break out
  - k. La creazione del decalogo di buone pratiche di IC per un docente (TEACHERS)
  - l. Sala de clasă în față (présentiel)

## 2.2 Students' responses

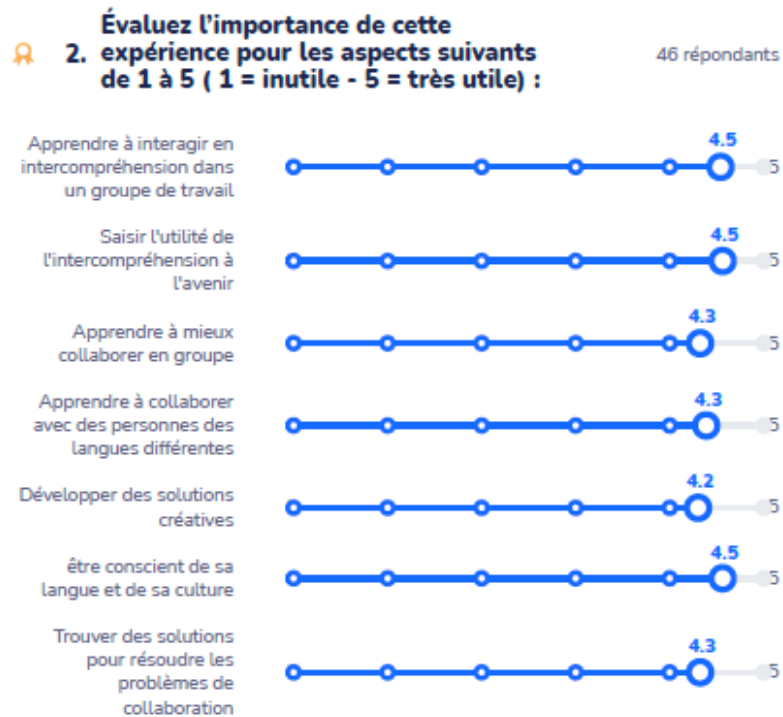
Since some questions were open ended, it has not been possible to organize the answers into a spreadsheet showing statistically significant values, therefore this part of the report on effectiveness is more qualitative. Furthermore, the questionnaires have not always been answered by all participants. Nonetheless, generally speaking, responses have been positive, as can be observed by the comments below.

Most participants to the courses recognize their efficacy and state that their expectations have been met.



From the PILOT COURSE FOR STAFF questionnaire

Also the importance of the experience in terms of soft skill development and cultural awareness has been recognized by the most, with a high score as far as interaction, collaboration and problem solving are concerned (*being able to solve communication problems, being able to communicate with people from other languages, being aware of one's own language and culture...*).



From the UCIL 2023 questionnaire

These aspects are also reinforced by the answers to open-ended questions where people have reported their satisfaction with the development of plurilingual communication among related Romance -not previously known - languages [a], [b], the intercultural dimension [c], the role of IC as an enriching bridge strategy to complement the lingua franca in different occasions[d]-[e],

[a] Am reusit sa mi folosesc toate cunostiintele si resursele interioare pentru a mesajul chiar daca nu cunosc limba. Ideea de a folosi cuvinte care sa se potriveasca in mesajul in mai multe limbi este de mare folos si a fost un exercitiu provocator.

[d] Il forum UCIL è stato molto utile a comunicare con persone di altri Paesi: non mi aspettavo di poter comprendere una lingua scritta così facilmente non avendola mai studiata (per esempio il francese o il romeno), ma utilizzando le strategie studiate durante il corso, è stato abbastanza facile interagire.

[c] Conoscere l'opinione di persone di culture diverse, interagire con molteplici nazionalità, scoprire se un certo punto di vista cambia a seconda della nazionalità

[d] La consapevolezza della condivisione di una lingua comune, che corrisponde all'unione di lingue diverse tra loro. Questo ha dato modo di comprendere aspetti attraverso una sola lingua.

[e] Para los reuniones, no creo que es facile de utilizar las diferentes linguas, and thus English will be used. Je crois davantage à l'intercompréhension pour les mails et les échanges informels.

Negative aspects have been noticed mostly in short-term courses, where people complain about a lack of time to settle and automate IC practices and some struggle with the Moodle platform where courses are offered.

Most of the staff members prefer in-presence interaction to asynchronous work, which they find difficult and not easy to manage [f] although they recognize significant skill improvement as the course progresses [g]:

[f] He tenido alguna dificultad en seguir las actividades de la plataforma Unito. Está muy bien, pero a veces era complicado saber qué unidad o ejercicio estabas trabajando y cuál venía a continuación.

[g] Les premières sessions en ligne sont difficiles, mais petit à petit elles deviennent plus fluides.

Among the wishes of course participants, staff and teachers often request the organization of further tandems and a second-level training in order to consolidate skills, as well as some in-depth focuses on the languages covered.

From the observer's point of view, it can be noticed how IC is in the process of infiltrating into UNITA's daily communication practices, at an informal personal level if not officially: plurilingual emails have started to circulate, people often code-switch and code-mix when they are talking with each other with an ease that was not common just one year ago, and even more minor languages have been introduced in exchanges (eg. people experimenting with dialects and discovering that Sardinian language is fully understandable for a speaker of French, Catalan is even more comprehensible to a Piedmontese speaker than Spanish is...). Although there is no official recorded data on this aspect at the moment, this proves the effectiveness of IC training programs, as things are clearly moving towards an actual plurilingual scenario where ELF is fully complemented by local languages with different purposes: from informal communication to the expression of all those concepts which happen to be difficult to render in the lingua franca.