

Joachim Grzega

The Role of English in Learning and Teaching European Intercomprehension Skills

Abstract

The article shows how people can enlarge their passive foreign language skills by integrating English (as the most prominent second language in Europe) in learning European intercomprehension competence. This is illustrated with EuroCom. EuroCom is a program that enables the learner to decode texts in a foreign language when you already know another language from the same language group (Germanic, Romanic or Slavic). The curriculum consists of seven units, called sieves by the creators of the program. These are techniques to see the similarities between the members of a language group: (1) (Neo-Latin) internationalisms, (2) language group vocabulary, (3) sound equivalences, (4) spelling and pronunciation, (5) syntactic structures, (6) morphosyntactic elements, (7) eurofixes—moreover, light is shed on so-called language-specific profile words. However, the potential of learners' knowledge of English has not been fully used. Many internationalisms and language-specific words in all European languages and a few eurofixes are of English descent. Furthermore, due to the historically mixed Germanic-Romanic character of English, English should not only be included in the Germanic program of EuroCom, but also in the Romanic program of EuroCom: the Romanic element in the English language is not only relevant for Sieve (1) and (2), but also for Sieves (3), (5), and (6).

Sommaire

L'article montre comment on peut élargir ses connaissances passives linguistiques quand on inclut, lors de l'enseignement de compétences d'intercompréhension européenne, l'anglais (la langue secondaire la plus importante en Europe). Ceci est démontré à l'aide d'EuroCom. EuroCom est un programme qui rend possible la lecture des textes dans une langue étrangère si l'on connaît déjà une autre langue du même groupe linguistique (germanique, roman, slave). Le curriculum consiste en sept composants, appelé tamis par les créateurs du programme. Ceux-ci sont des techniques qui permettent de voir les similarités parmi les membres d'un groupe linguistique: (1) les internationalismes néo-latins, (2) le vocabulaire du groupe linguistique, (3) les correspondances phonétiques, (4) la graphie et la prononciation, (5) les structures syntactiques, (6) les éléments morphosyntaxiques, (7) les eurofixes – de surcroît, les mots spécifiques d'une ou seulement peu de langues (dits mots-profil) sont considérés. Cependant, le potentiel des connaissances des étudiants quant à l'anglais n'est pas encore complètement épuisé. Beaucoup d'internationalismes et mots-profil de toutes les langues européennes ainsi que quelques-uns des eurofixes sont de provenance anglais. En plus, à cause du caractère mélangé d'éléments romans et germaniques, l'anglais ne doit pas être inclu seulement dans le programme germanique d'EuroCom, mais aussi dans son programme roman: l'élément roman de la langue anglaise n'est pas seulement important pour les tamis (1) et (2), mais aussi pour les tamis (3), (5) et (6).

Zusammenfassung

Der Artikel zeigt, wie man seine passiven Sprachkenntnisse durch die Einbeziehung des Englischen (als wichtigster europäischer Zweitsprache) beim Erlernen europäischer Verstehensfertigkeiten erweitern kann. Dies wird anhand von EuroCom aufgezeigt. EuroCom ist ein Programm, das dem Lerner ermöglicht, Texte fremder Sprachen zu entschlüsseln, wenn man eine andere Sprache der gleichen Sprachgruppe (germanisch, romanisch oder slawisch) kennt. Der Lehrplan besteht aus sieben Einheiten, von den Schöpfern des Programms als Siebe bezeichnet. Dies sind Techniken, mit denen man die Ähnlichkeiten zwischen den Mitgliedern einer Sprachgruppe besser sehen kann: (1) (neulateinische) Internationalismen, (2) Sprachgruppenvokabular, (3) Lautensprechungen, (4) Schreibung und Aussprache, (5) syntaktische Strukturen, (6) morphosyntaktische Elemente, (7) Eurofixe – darüber hinaus wird ein Blick auf sog. sprachspezifische Profilwörter geworfen. Allerdings wird das Potential der Englischkenntnisse von Lernern noch nicht voll ausgeschöpft. Viele Internationalismen und Profilwörter einzelner Sprachen sowie einige Eurofixe sind englischer Abstammung. Außerdem sollte Englisch aufgrund seines historisch bedingten germanisch-romanischen Mischcharakters nicht nur im germanischen Programm von Englischen berücksichtigt werden, sondern auch im romanischen Programm: das romanische Element in der englischen Sprache ist nicht nur für die Siebe (1) und (2) relevant, sondern auch für Siebe (3), (5) und (6).

1. Introduction: Receptive Multilingualism, European Intercomprehension and EuroCom

In my JELiX introductory article I have suggested that one of the fields to be analyzed with respect to a European language culture should be receptive multilingualism, or “semicomcommunication” (Grzega 2004: 4). By “semicomcommunication” (a concept introduced by Haugen [1953, 1966]) we refer to situations where each speaker uses his/her mothertongue and the respective hearer tries to understand through his/her passive command of speaker’s (frequently genetically related) language (this passive command is also termed “receptive multilingualism”). “Semicomcommunication” is a very familiar notion among scholars of Danish, Swedish and Norwegian, but has only begun to be discussed in other areas (cf. Braunmüller/Zeevaert 2001, Kischel 2002). One area where this notion has been tried to develop in broader perspective is the EuroCom project (www.eurocomcenter.com). Its focus is “eurocomprehension”, i.e. intercomprehension in the three big language groups, viz. the Germanic, the Romanic and the Slavic languages. The EuroCom project started to become known with the landmark works by Horst G. Klein for the Romanic language group (cf. Klein/Stegmann 2000, McCann/Klein/Stegmann 2002). “EuroCom makes people aware that European cultures belong together, and share more things than those that ‘divide’ them. [...] Europe will only really become truly linguistically European and not exclusively English- (or to so some extent French- or German-) centred when a large number of Europeans know several European languages” (McCann/Klein/Stegmann 2002: 14f.). EuroCom was bestowed by an EU award for its innovative approach. Gerhard Kischel, Horst G. Klein and their teams developed a system of “seven sieves”, seven transfer techniques, to achieve receptive reading competence in a rapid way. Using French as a “bridge language”, the language known by the language learner (in this case the German learner), Klein/Stegmann show how easy it can be after some practice to be able to read Italian, Spanish, Catalan, Portuguese, and Rumanian. These seven sieves will be illustrated in a moment. Adaptations of Klein/Stegmann (2000) for learners of mothertongues other than German have already been published or are in preparation. The group, or sub-project, that deals with the intercomprehension of Romanic language is called EuroComRom. A group EuroComSlav is led by Lew Zybatow, EuroComGerm is managed by Britta Hufeisen, and Franz-Joseph Meißner is responsible for EuroComDidact. EuroComGerm is the youngest branch of these groups and will especially have to incorporate Scandinavian intercomprehension experiences. In contrast to the Romanic and Slavic language groups, the Germanic language group is a rather heterogeneous ensemble from a synchronic point of view (this was also noted at the EuroCom congress in 2002 and felt to be a big challenge for the EuroComGerm project [cf. Hufeisen 2002: 175]).

For students and scholars of English, the fact that English has become a global language leads to the question what role English will play in EuroCom. The following sections will shed light on how English has so far been integrated in EuroCom and how its functions can be enlarged.

2. English in the Acquisition of Receptive Multilingualism Skills

Historically, English is a Germanic language and certainly a large part of the basic vocabulary is still Germanic, but English has also changed tremendously with the huge lexical (and grammatical) impact of French after the Norman Conquest in 1066. Although primarily visible in the lexicon, the French influence on sounds, spelling, grammar and communicative strategies must not be underestimated.

This mixed character of English as well as the undeniable fact that English is the most common L2 (second language) among Europeans suggest that English be reserved a more important place both in EuroComRom and in EuroComGerm: the usual knowledge of English among Europeans or even English as an entire bridge language should constantly be integrated as a decoding aid for all target languages. The following article shall illustrate some of the aspects that may accelerate the intercomprehension of Germanic languages as well as the intercomprehension of Romanic languages. And, occasionally, I will also point out the use of English for other languages.

McCann/Klein/Stegmann (2002: 5) recognize that “it is not just Romance speakers who can benefit from EuroCom’s Romance volume: [...] speakers of English also have at their disposal a great deal of material, particularly in the field of vocabulary, which will make the learning of Romance languages much easier, perhaps, than other Germanic languages like German or Swedish”. However, this doesn’t draw all possible conclusion from this observations. This shall be done in the following sections. After I had completed this article, Horst G. Klein informed me that he is currently working on a separate book that also tries to shed light on the potential of English for learning the Romanic languages and which is planned to be published this year (Klein/Reissner [in prep.]). Maybe this contribution here can still offer some ideas for Klein and Reissner’s work.

3. EuroCom’s First Sieve: Internationalisms

Although many internationalisms come in Latin and/or Greek guise, most of these terms are nowadays coined in the English-speaking community due to the high prestige of (American) English as a scientific and economic lingua franca. Moreover, there is also a considerable number of internationalisms, or Europeanisms, with clearly English morphemes (cf., e.g., Görlach 2001), although their areal distributions vary to a high degree, e.g. *aerobics*, *dealer* (stock exchange and/or drugs), *dinner*, *dress*, *fax*, *feedback*, *fifty-fifty*, *farmer*, *football*, *franchising*, *hi-fi*, *holding*, *jam session*, *jeans*, *joint venture*, *know-how*, *live* (adj. ‘heard or seen at the time of its performance’), *lunch*, *manager*, *match*, *modem*, *non-stop*, *non-stop*, *out* ‘unfashionable’, *playback*, *playboy*, *roastbeef*, *shopping*, *team* (cf. Görlach 2001).

4. EuroCom’s Second Sieve: Language Group Vocabulary

Klein/Stegmann (2000) have established (a) a list of pan-Romanic vocabulary and a list of word-types in 8 Romanic languages, (b) a list of word-types in 7 Romanic languages and (c) a supplementary list of word-types that appear in at least 5 languages. If we include English as a bridging language, some of the words in these lists (a) to (c) are easier recognized—particularly the French ones¹:

Fr.	It.	Cat.	Pg.	Sp.	E. equivalent (or association)
égal	uguale	igual	igual	igual	equal
ange	angelo	àngel	anjo	ángel	angel
art	arte	art	arte	arte	art
boeuf	bove, bue	bou	boi	buey	beef

¹ For reasons of readability I have excluded Rumanian, which was also respected by Klein and his team, from the following table. The classification of Rumania as part of European civilization is doubted; at least it is a borderline case.

Fr.	It.	Cat.	Pg.	Sp.	E. equivalent (or association)
bref	breve	breu	breve	breve	brief
chaîne	catena	cadena	cadeia	cadena	chain
chat	gatto	gat	gato	gato	cat
charte	carta	carta	carta	carta	charta, card
(ac)clamer	chiamare	clamar	chamar	llamar	claim
couleur	colore	color	cor	color	color
comprendre	comprendere	comprendre	comprender	comprender	comprehend
(dommage)	danno	dany	dano	daño	damn, damage
décharger	scaricare	descarregar	descarregar	descargar	discharge
dame	(donna)	(dona)	(dona)	(donna)	dame
flamme	fiamma	flama	chama	llama	flame
forme	forma	forma	forma	horma	form
front	fronte	front	fronte	frente	front
grave	grave, greve	greu	grave	grave	grave 'serious'
entier	interno	integre	inteiro	entero	entire
juge	giudice	jutge	juiz	juez	judge
lin	lino	lli	linho	lino	linen
lettre	lettera	lletra	letra	letra	letter
maître	maestro	mestre	mestre	maestro	master
mai	maggio	maig	maio	mayo	May
marbre	marmo	marbre	mármore	mármol	marble
mâle	maschio	masculí	másculo	macho	(masculine)
membre	membro	membre	membro	miembro	member
mesure	misura	mesura	mesura	mesura	measure
mesurer	misurare	mesurar	mensurar	(mesurar)	measure
mont	monte	mnt	monte	monte	Mount, (mountain)
mouvoir	muovere	moure	mover	mover	move
muet	muto	mut	mudo	mudo	mute
obscur	scuro	obscur	escuro	oscuro	obscure
ordre	ordine	ordre	ordem	órden	order
parent	parenti	parent	parente	pariente	parent
part	parte	part	parte	parte	part
paix	pace	pau	paz	paz	peace
pin	pino	pi	pinheiro	pino	pine
penne	penna	(ploma)	pena	pena	(pen)
poire	pera	pera	pera	pera	pear

Fr.	It.	Cat.	Pg.	Sp.	E. equivalent (or association)
plaire	piacere	plaure	prazer	placer	please
plaindre	piangere	plànyer	(plangente)	plañir	(com)plain
peine	pena	pena	pena	pena	pain
peuple	popolo	poble	povo	pueblo	people
porc	porco	porc	porco	puerco	porc
prix	prezzo	preu	preco	precio	price
pur	puro	pur	puro	puro	pure
rai	raggio	raig	raio	rayo	ray
répondre	rispondere	respondre	responder	responder	respond
rivière	rivo	riu	rio	río	river
salut	salute	salut	saúde	salud	salute
saint	san(to)	sant	santo	san(to)	saint
serpent	serpente	serpent	serpente	serpiente	(serpent)
signe	segno	senya	senha	seña	sign
épine	spina	espina	espinha	espina	(spine)
table	tavola	taula	tabua	tabla	table
tendre	tendere	(es)tendre	(es)tender	tender	tension, (ex)tend
tendre	tenero	tendre	tenro, terno	tierno	tender
valée	valle	vall	vale	valle	valley
vain	vano	va	vão	vano	vain
vase	vaso	vas	vaso	vaso	vase
voile	velo	vel	véu/vela	velo	velar, veil
veine	vena	vena	veia	vena	vein
voix	voce	vot	voz	voz	voice

And:

Fr.	It.	Cat.	Pg.	Sp.	E. equivalent (or association)
aider	aiutare	ajudar	ajudar	ayudar	aid
air	aria	aire	ar	aire	air
arc	arco	arc	arco	arco	arch
chanter	cantare	cantar	cantar	cantar	(chant)
chef	capo	cap	cabo	cabo	chief
clair	chiaro	clar	claro	claro	clear
contre	contra, -o	contra	contra	contra	contra-, counter-
couvrir	coprire	cobrir	cobrir	cubrir	cover

Fr.	It.	Cat.	Pg.	Sp.	E. equivalent (or association)
dent	dente	dent	dente	diente	(dental, dentist)
face	faccia	fac (cara)	face	faz (cara)	face
fleur	fiore	flor	flor	flor	flower
fruit	frutto	fruita	fruto	fruto/-a	fruit
grain	grano	gra	grão	grano	grain
herbe	erba	herba	erva	hierba	herb
entrer	entrare	entrar	entrar	entrar	enter
large	largo	llarg	largo	larg	large
langue	lingua	llengua	língua	lengua	language
long	lungo	llong	longo	(longitud)	long
lune	luna	lluna	lua	luna	(lunar)
payer	pagare	pagar	pagar	pagar	pay
rond	rotondo	rodó	(redondo)	(redondo)	round
tourner	tornare	tornar	tornar	tornar	turn
trembler	tremare	tremolar	tremular	temblar	tremble, tremolo

And:

Fr.	It.	Cat.	Pg.	Sp.	E. equivalent (or association)
[pré]parer	parare	preparar	preparar	preparar	prepare
porte	porta	porta	porta	puerta	(port, portal)

In the English version of the EuroComRom presentation McCann/Klein/Stegmann (2002: 33ff.) list a number of associations to improve the interpretability of the Romanic words. However, it seems to me that some of these associations noted are only helpful for the linguist, but not for the layperson, neither for the English native speaker nor for the non-English speaker. These are:

Fr.	It.	Cat.	Pg.	Sp.	E.	Association
arbre	albero	arbre	árvore	árbol	tree	arboretum
clef, clé	chiave	clau	chave	llave	key	(treble) clef
corne	corno	corn	corno	cuerno	horn	cornucopia
côte	costa	costa	costa	costa	cost	intercostal
douce	dolce	dolç	doce	dulce	sweet	dulcet
faire	fare	fer	fazer	hacer	make	factory
fil	filo	fil	fio	hilo	thread	filigree
avoir	avere	hayer	hayer	haber	have	Habeas corpus

Fr.	It.	Cat.	Pg.	Sp.	E.	Association
naître	nascere	nàixer, néixer	nascer	nacer	be born	natal
ni	né	ni	nem	ni	nor	negation
paille	paglia	palla	palha	paja	straw	palliasse
pain	pane	pa	pão	pan	bread	pannier
peigne	pettine	pinta	pente	peine	comb	peignoire
pierre	pictra	pedra	pedra	pedra	stone	petrify
poil	pelo	pèl	pêlo	pelo	hair	depilate
plein	pieno	ple	cheio	lleno	full	plenary
être	stare	estar	estar	estar	be, stay	status
vieux	vecchio	vell	velho	viejo	old	veteran

And:

Fr.	It.	Cat.	Pg.	Sp.	E.	Association
bras	braccio	braç	braço	brazo	arm	bracelet
ciel	cielo	cel	céu	cielo	sky, heaven	celestial
couronne	corona	corona	coroa	corona	crown	corona
croire	credere	creure	crer	creer	belief	creed
croître	crescere	créixer	crescer	crecer	grow	crescent
lit	letto	llit	leito/cama	lecho/cama	bed	litter
lieu	luogo	lloc	lugar	lugar	place	local
[com]muer	mutare	mudar	mudar	mudar	change	mutate
nuit	notte	nit	noite	noche	night	nocturnal
paix	pace	pau	paz	paz	peace	pax
ped	piede	peu	pé	pie	food	pedestrian
peine	pena	pena	pena	pena	trouble	penalty
sel	sale	sal	sal	sal	salt	saline
écrire	scrivere	escriure	escrever	escribir	write	scribe
tendre	tendere	estendre	tender	tender	stretch	tendency
onde	onda	ona (onda)	onda	onda	wave	undulate
voir	vedere	veure	ver	ver	see	video

As to the list of Germanic words in Romanic, the inclusion of English would also facilitate the acquisition of more Romanic words—also because many of the French “Germanicisms” were later also borrowed into (Middle) English, e.g.

Fr.	It.	Cat.	Pg.	Sp.	E.
bleu	blu	biau	--	--	blue

Fr.	It.	Cat.	Pg.	Sp.	E.
riche	ricco	ric	rico	rico	rich
gagner	guadagnare	guanyar	ganhar	ganar	gain
garder	guardare	guardar	guardar	guardar	guard, ward
guerre	guerra	guerra	guerra	guerra	war

Concerning a synoptic list of (inherited) Germanic words we should wait for the results of the on-going work of the EuroComGerm group (www.eurocomgerm.de). As a first approach the word-lists in Bodmer's (1944) book are very helpful. From these it can already be seen that a large portion of the basic vocabulary is of Germanic descent. For the decoding of words it might be helpful to know that the mixture of English vocabulary is combined with a morphological dissociation. This means that the noun often is a Germanic word, while the semantically derived verb or adjective is of Romanic origin. Another phenomenon is the not infrequent coexistence of a Germanic and a Romanic word (sometimes with a different semantic range, sometimes with a different stylistic range). On this coexistence McCann (2002: 181) notes: "If we take the German word 'Auskunft' as an example, it would not be possible for a monoglot English speaker to deduce its meaning from first principles: you might end up with 'outcome', but that means something totally different. The way English might have gone, had it followed a German pattern, can be seen from some Middle English examples". And he continues: "German equivalents in English (or vice versa) are very often misleading: one only has to take the adjective used to describe gender: in German, we have *männlich* and *weiblich*. The English cognates would be *manly* and *wifely*, both words which have emotional and social rather than grammatical meanings, *manly* being a word used to describe persons or qualities that are acceptable for a man in a patriarchal society, and *wifely* describing the attributes of a married female in the same society. The English equivalents would actually be *masculine* and *feminine*—and although these can also have 'emotional' or 'social' content, they are the only ones that can be used in grammar—and they are Romance in origin." (McCann 2002: 181). McCann (2002: 181f.; my italicization) even suggests a good solution for both vocabulary encoding and decoding: "One way out of the dilemma, and one that has proved useful in practice—though only with students who are very aware of the roots and structure of their own vocabulary [or, more generally: students with a historical knowledge of English]—is to use EuroCom's *Seventh Sieve* (what Klein and Stegmann call 'Eurofixes') in an interactive way to communicate between English and German via Romance. One can take a series of words like: *Ein-druck* – *im-pression*, *aus-schließen* – *ex-clude*, *Aus-druck* – *ex-pression*, *ein-schließen* – *in-clude*, *an-ziehen* – *at-tract*, etc. to show that prefixes *ein-*, *aus-* and *an-* will nearly always correspond in 'romanised' (that is, higher register) English with *in-*, *ex-*, *ad-* (and their reflexes); and that if one knows the Latin roots of verbs in particular, one can then work out what any particular German complex word should be in English."

5. EuroCom's Third Sieve: Sound Equivalences

Although English is of mixed character a vast amount of high-frequency words (grammatical words, words from the basic vocabulary) are inherited, Germanic words. In the following tables I give the English spelling in normal print (where particularly striking, also the pronunciation in square brackets) and the phonetic and graphic deviations in the other main Germanic languages. When a box is empty there is no striking deviation from English². Under

² Sometimes there are cases for an English sound where there are both deviations and no deviations. I have signalled this by giving both the deviating sound in normal print and the sound that equals the English in one

the sound equivalents I have given lexical equivalents as examples. The choice of items was based on my own comparisons of basic vocabulary lists (e.g. those in Bodmer 1944) and the handouts that I received from some of the participants of a EuroComGerm congress³. (Of course, there are more phenomena that could have been analyzed. I have chosen those phenomena that seemed the most salient to me). The first table concerns the consonants:

E.	Du.	G.	Dan.	Norw.	Swed.
p- <i>pipe, pound</i>		pf- <i>Pfeife, Pfund</i>			
-p(-) <i>pipe, hope, ship</i>		-f(f)- [f] <i>Pfeife, hoffen, Schiff</i>	(-p(-), -b(-) <i>pibe, håbe, skib</i>		
-pp- <i>apple</i>		-pf- <i>Apfel</i>			
-p <i>cup, deep, ship</i>		-pf, -f(f) [f] <i>Kopf 'head', tief, Schiff</i>	(-p,) -b <i>(kop), dyb, skib</i>		
t- <i>ten</i>		z- [ts-] <i>zahn</i>			
-t(-) <i>heart, water, bite, (for)get</i>		-(t)z- [-ts-], -ss- <i>Herz, Wasser, beissen, vergessen</i>	(-t-), -d- <i>vand (< vadm), bide, gide 'want, like'</i>		
-t <i>that, foot</i>		-tz [-ts], -s(s) <i>das(s), Fuss</i>	(-t,) -d [ð] <i>(det,) fod</i>		
d- <i>daughter, deep, day</i>		t- <i>Tochter, tief, Tag</i>			
-d(-), -th- [ð] <i>ride, good, blood, weather, father</i>	-d(-), -Ø(-) <i>rijden, goed, bloed, weer, vader</i>	-t(t)(-) <i>reiten, gut, Blut, Wetter, Vater</i>	(-d(-),) rarely -Ø <i>(ride, god, blod,) vejr, far</i>	(-d(-),) -Ø(-) <i>(god, blod,) ri, vær, far</i>	-d(-), only rarely -Ø(-) <i>(rida, god, blod, väder), fader/far</i>
-k(-), -ck-, -c [k] <i>book, token, thick</i>		(-k,) -ch(-) [x] <i>(dick,) Buch, Zeichen</i>	(-k(-),) g <i>(tyk,) bøg, tegn</i>		
ch _{i,e} [tʃ] <i>cheap, chin</i>	k <i>kopen 'buy', kin</i>	k <i>kaufen 'buy', Kinn</i>	k <i>købe 'buy', kind 'cheek'</i>	kj [ç], k [ç] <i>kjøbe 'buy', kinn 'cheek'</i>	k [(t)ç] <i>köpa, kind 'cheek'</i>
g _{e,i} <i>(for)get, give</i>	g [ɣ ~ ç] <i>vergeten, geven</i>			g [j] <i>gide 'want, like', gi</i>	g [j] <i>gitta 'be able', ge</i>
-y <i>day, way</i>	-g [x ~ ç] <i>dag, weg</i>	-g, -k [k] <i>Tag, Weg</i>	(-j,) -g [g], -g [Ø] <i>dag, (vej)</i>	(-i,) -g <i>dag, (vej)</i>	-g <i>dag, väg</i>

in round brackets (cf. the equivalence of E. -p in Danish in the following table).

³ I would like to thank Peter Colliander, Janet Duke and Madeline Lutjeharms for sending me their handouts or manuscripts. Furthermore I have used König/Van der Auwera (1994), for the Scandinavian languages also Bandle et al. (2005).

E.	Du.	G.	Dan.	Norw.	Swed.
sh [ʃ] <i>ship, wash</i>	[sx], except after vowels and in final position: [s] <i>schip, wassen</i>	sch [ʃ] <i>Schiff, waschen</i>	sk <i>skib, vaske</i>	sk [ʃ] <i>skip, vaske</i>	sk [fj] <i>skepp, vaske</i>
th- [ð] <i>that</i>	d <i>dat</i>	d <i>das(s)</i>	d <i>det</i>	d <i>det</i>	d <i>det</i>
th [θ] <i>thank, three, earth</i>	d <i>dank, drie, aarde</i>	d <i>Dank, drei, Erde</i>	t, d <i>tak, tre, jord</i>	t, d <i>takk, tre, jord</i>	t, d <i>tack, tre, jord</i>
gh [f, Ø] <i>daughter, laugh, night, right</i>		ch [x, ç] <i>Tochter, lachen, Nacht, richtig</i>	Ø, g <i>datter, le, nat, rigtig</i>	Ø, k <i>datter, le, natt, riktig</i>	Ø, k <i>dotter, natt, riktig</i>
w- [w] <i>way, weather, wash</i>	w- [v-] <i>weg, weer, wassen</i>	w- [v] <i>Weg, Wetter, waschen</i>	v- <i>væk, vejr, vaske</i>	v- <i>vekk, vær, vaske</i>	v- <i>våg, väder, vaska</i>
s- + Consonant <i>stone, spring</i>	s <i>steen, springen</i>	sch- [ʃ], s- [ʃ] <i>Stein, springen</i>	s before l [ʃ], otherwise [s]		
s- + Vowel <i>sing, see</i>	z [z ~ s] <i>zingen, zien</i>	s [z] <i>singen, sehen</i>			
-v- <i>give</i>		-b-, -b [p] <i>geben</i>		-Ø-(, -v-) <i>gi</i>	-Ø-(, -v-) <i>ge</i>
rth [rθ] <i>earth</i>	rd <i>aarde</i>	rd <i>Erde</i>	rd <i>jord</i>	rd <i>jord</i>	rd <i>jord</i>
ld <i>cold, gold, hold, field</i>	(ld,) ud <i>(veld.) koud, houden, goud</i>	lt, ld [lt] <i>kalt, Gold, halten, Feld</i>	ld [l], lt <i>kold, guld, holle, felt</i>	(ld,) ll, lt <i>(kald, holde) gull, felt</i>	(ld,) ll, lt <i>(guld,) kall, hålla, fält</i>
f- <i>father</i>	v [v ~ f] <i>vader</i>	(f-,) v- [f] <i>Vater</i>			
-f <i>deaf, thief</i>		-b <i>taub, Dieb</i>	-v <i>dø, tyv</i>	-v <i>dø, tyv</i>	-v <i>dö, tjuv</i>
ft <i>after</i>	cht <i>achter</i>				
-Øs(-) <i>goose</i>		-ns(-) <i>Gans</i>			

Let us now have a look on the vowels and vowel combinations:

E.	Du.	G.	Dan.	Norw.	Swed.
i [ai] (not before <i>gh, nd, ld</i>) <i>mine, bite; fire</i>	ij [ɛi]; uu [y:] <i>mijn, bijten; vuur</i>	ei [æe]; eu [ɔy], äu [ɔy] <i>mein, beissen; Feuer</i>	i [i:], y [y:] <i>min, bide; fyr</i> 'flame'	i [i:]; y [y] <i>min, bite; fyr</i>	i [i:]; y [y:] <i>min, bita; fyr</i>
i before l/n (after another vowel) <i>naïl, rain</i>	g [ɣ ~ ç] <i>nagel; regen</i>	g <i>Nagel, Regen</i>	g <i>negl, regn</i>	g <i>negl, regn</i>	g <i>nagel, regn</i>

E.	Du.	G.	Dan.	Norw.	Swed.
ou [au] (not before <i>nd</i>) <i>out(side), house</i>	ui [œj] <i>huis, uit</i>	au <i>aussen, Haus</i>	u [u:] <i>hus, ud</i>	u [u:] <i>hus, ut</i>	u [u:] <i>hus, ut</i>
ou [au] before <i>nd</i> <i>pound</i>	o <i>pond</i>	u <i>Pfund</i>	u <i>pund</i>	u <i>pund</i>	u [ø] <i>pund</i>
o(a) [ou] (not before <i>ld</i>) <i>bone, stone</i>	e(e) <i>been, steen</i>	ei [ae] <i>Bein 'leg', Stein</i>	e <i>ben, sten</i>	ei <i>bein, stein</i>	e <i>ben, sten</i>
o [ou] before <i>ld</i> <i>hold, cold</i>	o <i>houden, koud</i>	a <i>halten, kalt</i>	o <i>holde, kold</i>	o, a <i>holde, kald</i>	å [ɔ], a <i>hålla, kall</i>
oo [u:, ʊ, ʌ] <i>good, stool, blood, foot; moon</i>	oe [u]; aa <i>goed, stoel, bloed, voet; maan</i>	u [u:]; o [o:] <i>gut, Stuhl, Blut, Fuss; Mond</i>	o; å [o:] <i>god, stol, blod, fod; måne</i>	o; å [o:] <i>god, stol, blod, fot; måne</i>	o [u:]; å [o:] <i>god, stol, blod, fot; måne</i>
ee/ie [i:] <i>deep, thief</i>	ie [i:] <i>diep, dief</i>	ie [i:]; e <i>tief, Dieb</i>	y [y:] <i>dyb, tyv</i>	y [y:] <i>dyv, tyv</i>	ju [jʉ] <i>djuv, tjuv</i>
ea (mostly [i:]) <i>deaf, dream cheap, sea</i>	o(o); ee <i>doof, droom, kopen 'buy', zee</i>	au; e(e) <i>taub, Traum, kaufen 'buy', See</i>	ø <i>dø, drøm, købe, sø</i>	ø <i>dø, drøm, kjøpe, sø</i>	ö <i>döv, dröm, köpa, sjö</i>

Apart from these Germanic sound equivalences we should compare the Romanic sound equivalences. Of course, we have to keep in mind that most English Frenchisms go back to Old French, not to modern French. However, Modern French spelling is mostly more conservative than Modern French pronunciation and therefore they sometimes tell us something about Old French pronunciation. Let us now have a look at some of the Romanic sound equivalences including the developments of English Frenchisms.

- (1) Lat. intervocalic *p, t, k* (remained *p, t, k* in Italian and) became Sp. *b/v, d, g*, Fr. (and E.) *v, Ø/t, Ø/g* [3] (and [dʒ] in E.), e.g. It. *coprire, aiutare, scaricare* = Sp. *cubririr, ayudar, descargar* = Fr. *couvrir, aider, décharger* = E. *cover, aid, discharge*.
- (2) The French circumflex, <^>, normally indicates that in Old French the vowel was followed by *s*.. Since most Frenchisms in English were borrowed in the Middle Ages, they still show the sibilant; cf., e.g., Fr. *ê (fête, bête)* = E. *eas (feast, beast)* = It. *es (festa, bestia)* = Sp. *(i)es (fiesta, bestia)*.
- (3) An initial Latin *sc, sp, st* (*s* + consonant) became *esc, esp, est* in Spanish and in some Old French dialects, including Paris; in other French dialects as well as in Italian this *e* was deleted. Examples: Sp. *escuela*, OFr. *(e)scole*, It. *schola* / Sp. *espírito*, OFr. *(e)sprit*, It. *spirito* / Sp. *estado*, OFr. *(e)stat*, It. *stato*. In standard French *esc, esp, est* became *éc, esp/ép, ét*, e.g. *école, esprit, état*. In English, however, the *e*-less variants were preferred: *school, spirit, state*.
- (4) E. *-tle* is the descendent of Fr. *-teil(le)/-tail(le)*, which equals It. *-taglia/-tiglia*, Sp. *-talla/-tella* (e.g. E. *battle* = Fr. *bataille* = It. *battaglia* = Sp. *batalla*, E. *bottle* = Fr. *bouteille* = It. *bottiglia* = Sp. *botella*).
- (5) E. *-in(-)/-ni-* reflects Fr. *-(i)gn-*, which equals It. *-gn-*, Sp. *-ñ-* (e.g. E. *senior, campaign* = Fr. *seigneur, campagne* = It. *signore, campagna* = Sp. *señor, campaña*).
- (6) E. *-ty* is the descendent of Fr. *-té*, which equals It. *-tà* = Sp. *-tad/-dad* (e.g. E. *city* = Fr.

cit  = It. citt  = Sp. ciudad).

- (7) E. *-ish* in verbs reflects Fr. *-iss-* (OFr.dial. [-iʃ-]) in the 3rd pl. pres. of verbs (with the infinitive in *-ir*, which equals It. *-ire*, Sp. *-ir*) (e.g. E. *finish* = Fr. *finir* [*ils finissent* ‘they finish’], It. *finire*, Sp. *finir*)
- (8) E. *w-* in French loans equals Fr. *g(u)-* (OFr.dial. [w-]), It./Sp. *gu-* (e.g. E. *warden* = Fr. *garder*, It. *guardare*, Sp. *guardar*)

The knowledge of these basic correspondences also with English will contribute to the improvement of deciphering/decoding skills.⁴

6. EuroCom’s Fourth Sieve: Spelling and Pronunciation

With respect to bridge languages, the relationship between spelling and pronunciation is only relevant in connection with the Third Sieve, sound equivalences (cf. above). Otherwise the fourth sieve is a language-internal sieve.

7. EuroCom’s Fifth Sieve: Syntactic Structures

In syntax and morphology/morphosyntax, too, the mixed Germanic-Romanic character of English can be felt. The sieve is rather irrelevant with respect to the Slavic and the Finno-Ugric languages. Klein/Stegmann (2000: 115) and McCann/Klein/Stegmann (2002: 104) list 9 Romanic core sentence types (NP = noun phrase [subject/object], V = verb, ADJ = adjective, PP = prepositional phrase). The authors notice similarities, but the possibility of influence from French on English is not mentioned.

(1)	NP + V (be) + NP (“nominative”)	<i>Yvonne est �tudiante.</i>	<i>Yvonne is a student.</i>
(2)	NP + V (be) + ADJ	<i>Yvonne est sympathique</i>	<i>Yvonne is nice.</i>
(3)	NP + V + NP (“accusative”)	<i>Yvonne aime la vie.</i>	<i>Yvonne loves life.</i>
(4)	NP + V	<i>Yvonne dort.</i>	<i>Yvonne sleeps / is sleeping.</i>
(5)	NP + V + PP	<i>Yvonne dort dans le bureau.</i>	<i>Yvonne sleeps / is sleeping in the office.</i>
(6)	NP + V + NP(acc) + PP	<i>Yvonne lit un livre dans le bureau.</i>	<i>Yvonne is reading a book in the office.</i>
(7)	NP + V + NP(dat)	<i>Yvonne s’adresse � un coll�gue.</i>	<i>Yvonne is turning / turns to a colleague.</i>
(8)	NP + V + NP(acc) + NP(dat)	<i>Yvonne donne l’information � une coll�gue.</i>	<i>Yvonne is giving / gives information to a colleague.</i>
(9)	NP + V + NP(dat) + PP	<i>Yvonne s’adresse � un coll�gue dans le bureau.</i>	<i>Yvonne is turning to / turns to a colleague in the office.</i>

All of these types also occur in English (but not necessarily in other Germanic languages). Types (3) and (4) are also Slavic and Finno-Ugric.

⁴ This third sieve is, of course, irrelevant with respect to the Slavic and the Finno-Ugric languages.

Klein/Stegmann (2000: 117ff.) then list 7 minor pan-Romanic syntactic structures, of which 6 are used also in English, while the similarities with other Germanic languages are much smaller. These 6 structures are:

- (1) the Pan-Romanic relative clause, e.g.
Fr. *Le train qui va a Paris est parti.* - *Le train que je vois ...*
E. *The train that goes to Paris has left.* - *The train (that) I see ...*
- (2) the Pan-Romanic conditional sentence, e.g.
Fr. *Yvonne est heureuse, si elle peut dormir dans le bureau.*
E. *Yvonne is happy if she can sleep in the office.*
- (3) the Pan-Romanic hypotaxis, e.g.
Fr. *Yvonne dit qu' elle aime la vie.*
E. *Yvonne says (that) she loves life.*
- (4) the Pan-Romanic gerund for relative shortening, e.g.
Fr. *Yvonne, aimant la vie ...*
E. *Yvonne loving life ...*
- (5) the Pan-Romanic openings of interrogative clauses (this is also similar to other Germanic languages)
- (6) the Pan-Romanic duality of aspect ('incident' action vs. running action), which would equal the distinction between simple and progressive in English.

The only structure that is basically absent in English is the pattern "article + noun + adjective," since English, except for literary instances, has kept the Germanic word-order rule for adjectives, i.e. they are placed before the corresponding nouns.

Both in English and Romanic the basic S-V-X syntax rule holds for both main clauses and subordinate clauses. This is also the case in the Scandinavian and the Slavic languages. It is not the case in German, Dutch and the Finno-Ugric languages.

8. EuroCom's Sixth Sieve: Morphosyntactic Elements

The sieve is rather irrelevant with respect to the Slavic and the Finno-Ugric languages. But we will see in a particularly illustrating way the mixed Germanic-Romanic character of English (for the morphosyntactic patterns, cf. Klein/Stegmann 2000: 123ff., McCann/Klein/Stegmann 2002: 111ff.).

- (1) The Romanic formation of the comparison is analytic. In English the analytic is also present—with mono- and disyllabic words aside from the Germanic synthetic construction.
- (2) The regular plural formation of English ends in *-s*. This parallels the formation in Spanish, Catalan and French.
- (3) Adjectives are regularly turned into adverbs by a specific suffix: in English this suffix is *-ly*, in French/Italian/Spanish *-ment(e)*. In German and Dutch the basic form of the adjective also serves as an adverb (the Scandinavian language mostly have *-t* as adverb marker).
- (4) In Romanic, subject and object case are not specifically marked; the possessive case and the indirect object are marked by the prepositions *de* and *a*. This is paralleled by the English formations; here the prepositions of the possessive case and the indirect object are *of* and *to*. Aside from the *of*-construction the possessive case can also be expressed in the Germanic way, i.e. by a specific case marker: *'s*. This double possibility is shared by Dutch and colloquial German; however, the formation with *-s* for the possessive case

is nowadays very rare in Dutch and constructions with the preposition *van* are clearly preferred.

- (5) The formation and use of the present participle, the gerund and the past participle in the Romanic languages also resemble the English rules to a large degree. The formations are also similar in other Romanic languages, but the uses are clearly different.

“Un-English” are the gender forms of the articles and adjectives. Another difference is that the marking of persons in Romanic languages is normally achieved through verb endings (only in French is the personal pronoun compulsory, because many markers are zero in spoken French). The tense and mood system are in part also Germanic, in part typically Romanic—there is no specific intersection between English and the Romanic languages.

9. Seventh Sieve: “Eurofixes”

The seventh sieve, “eurofixes”, could actually also be seen as a part of the first sieve, internationalisms. These eurofixes are Latin- and Greek-based affixes. Two widespread eurofixes from English (which are also used in pseudo-Anglicisms) are *-ing* and *-man* (e.g. *footing* ‘jogging’ (Fr., Sp., It., Pol., Croat.), *forcing* ‘1. constraining a person by force or against his or her will; 2. continual attacking (sport)’ (1. Du., It., Hung.; 2. Fr., It.), *forechecking* ‘the interruption of an attack from the opposing team’ (G., Norw., It.).

10. Profile Words

Klein/Stegmann (2000: 146ff.) and McCann/Klein/Stegmann (2002: 133ff.) call those words profile words that after the application of the seven sieves remain as linguistically individual words; they are words that are derivable neither from a Romanic bridge language nor from the international vocabulary or they are words whose meaning has changed so crucially that the comparison with the etymologically related word cannot help in the interpretation of the word. Quite a number of words are understandable, though, with the help of English (in alphabetical order of the French and Italian words) (I have marked those entries with an asterisk, where I actually couldn’t see why the words are treated as profile words):

Fr.	It.	Cat.	Pg.	Sp.	E.
achever					achieve
âge					age
apercevoir					perceive
appartement					apartment
appeler					(appeal)
arriver	arrivare	arribar			arrive
bierre	birra				beer
bleu	blu	blau			blue
blond	biondo				blond
carotte	carota				carot
chance					chance
commencer	cominciare	començar	começar		commence
coq					cock

Fr.	It.	Cat.	Pg.	Sp.	E.
costume					costume
crème		crema			cream
cuisine	cucina		cozinha	cocina	cuisine
danger					danger
demander	domandare	demanar			demand
dessin	disegno	disseny	desenho		dessign
développer	sviluppare				develop
dîner					dinner
*ennemi	nemico	enemic	inimigo	enemigo	enemy
enveloppe			envelope		envelop
*espèce	specie	espèceie	espécie	especie	species
fiancé					fiancé
forêt	foresta		floresta		forest
jaloux	geloso	gelós		gelos	jealous
joie	gioia	joia, goig			joy
marchand	mercante				merchant
*marché	mercato	mercat	mercado	mercado	market
monter		pujar, muntar			mount
neveu/nièce					nephew/niece
orange					orange
partir		partir			part
*payer	pagare	pagar	pagar	pagar	pay
peuplier					poplar
pitié					pity
poste					post
pousser					push
profond	profondo	profund			profound
raisin					raisin
recevoir	ricevere		receber	recibir	receive
*record	ricordo	record	recuerdo		record
regarder					regard
remplacer					replace
rendez-vous			encontro		rendez-vous, encounter
retourner	(ri)tornare	tornar			return
riche		ric			rich
rôtir	arrostire	rostir			roast
route					route

Fr.	It.	Cat.	Pg.	Sp.	E.
*silence	silenzio	silenci	silêncio	silencio	silence
sommet					summit
stupide	stupido	estúpid			stupid
sucre	zucchero	sucre	açúcar	azúcar	sugar
table	tavola	taula			table
tante					aunt
tempête	tempesta	tempesta(t)	tempestade	tormenta	tempest
thé	tè	te			tea
tomate		tomata	tomate	tomate	tomato
*tranquille	tranquillo	tranquil	tranquilo	tranquilo	tranquil
trésor		tesor			treasure
veste	giacca	jaqueta			jacket
village	villaggio				village
voyage					voyage
	tappeto		tapete		(tapestry)

11. The relationship of English with the Slavic, Celtic and Finno-Ugric Languages

There is a large amount of Anglicisms that are not internationalisms, but only restricted to a more or less limited number of European languages. Keeping this in mind, English will help to decode a number of these words. Some examples:

Polish: *klark* < *clerk*, *bufor* < *buffer*, *lider* < *leader*, *brydź* < *bridge*, *cook* < *kok*, *dubingować* < *to dub*

Croatian: *rejting* < *rating*, *blefirati* < *to bluff*.

Irish: *strainséir* < *stranger*, *feirmoir* < *farmer*, *sampla* < *example*, *pictiúr* < *picture*, *litir* < *letter*, *ticéad* < *ticket*, *bricfeasta* < *breakfast*

Hungarian: *bicikli* < *bicycle*, *gól* < *goal*

12. Practical Consequences

The article wanted to show that English will play a vital role in acquiring receptive multilingualism in all European languages, predominantly with respect to the other Germanic languages and the Romanic languages (especially French). As we have seen, the possibilities are even more improved when a certain knowledge of English language **history** is respected as well.

Teachers should encourage students to use their individual knowledge of English, English language history, English dialects, and European language history when studying other foreign languages—and they must show them how to do this. EuroCom is a perfect method for this. I hope that the lists in this article can help to improve, or supplement, some of the material already on the market.

Joachim Grzega
 Sprach- und Literaturwissenschaftliche Fakultät
 Katholische Universität Eichstätt-Ingolstadt
 85071 Eichstätt, Germany
 joachim.grzega@ku-eichstaett.de
 www.grzega.de
 or:
 Englisches Seminar
 Westfälische Wilhelms-Universität Münster
 Johannisstr. 12-20
 48143 Münster, Germany
 grzega@uni-muenster.de

References

- Bandle, Oskar et al. (eds.) (2005), *The Nordic Languages: An International Handbook of the History of the North Germanic Languages*, 2nd vol., [Handbücher zur Sprach- und Kommunikationswissenschaft 22,2], Berlin/New York: Walter de Gruyter.
- Bär, Marcus (2004), *Europäische Mehrsprachigkeit durch rezeptive Kompetenzen: Konsequenzen für Sprach- und Bildungspolitik*, [Editiones EuroCom 18], Aachen: Shaker.
- Bodmer, Frederick (1944), *The Loom of Language: A Guide to Foreign Languages for the Home Student*, ed. and arranged by Lancelot Hogben, London: Allen & Unwin.
- Braunmüller, Kurt / Zeevaert, Ludger (2001), *Semikommunikation, rezeptive Mehrsprachigkeit und verwandte Phänomene*, [Arbeiten zur Mehrsprachigkeit 19], Hamburg: Universität.
- Galinska-Inacio, Iwona et al. (2004), *EuroComRom – Siedem filtrów: Jak od razu czytać w językach romańskich*, [Editiones EuroCom 16], Aachen: Shaker.
- Giudicetti, Gian Paolo et al. (2002), *EuroComRom – I setti setacci: Impara a leggere le lingue romanze!*, [Editiones EuroCom 4], Aachen: Shaker.
- Göttsche Katja et al. (2002), *EuroComRom – Os sete passadores: Saber ler logo todas as línguas românicas*, [Editiones EuroCom 11], Aachen: Shaker.
- Görlach, Manfred (2001), *Dictionary of European Anglicisms: A Usage Dictionary of Anglicisms in Sixteen European Languages*, Oxford: Oxford University Press.
- Grzega, Joachim (2004), “Why We Need an Internet Venue for Studying European Language Culture”, *Journal for EuroLinguistiX* 1: 1-8.
- Hufeisen, Britta (2002), “Resümee der Sektion 2”, in: Kischel 2002: 175-176.
- Kischel, Gerhard (ed.) (2002), *EuroCom – Mehrsprachiges Europa durch Interkomprehension in Sprachfamilien*, [Editiones EuroCom 9], Aachen: Shaker.
- Klein, Horst G. (2002), “Entwicklungsstand der Eurocomprehensionsforschung”, in: Kischel 2002: 35-45.
- Klein, Horst G. / Reissner, Christina (in Vorbereitung), *Basismodul Englisch – Englisch als Brückensprache in der romanischen Interkomprehension*, [Editiones EuroCom 26], Aachen: Shaker.
- Klein, Horst G. / Stegmann, Tilbert D. (2000), *EuroComRom – Die sieben Siebe: Romanische Sprache sofort lesen können*, 3rd, corr. ed., [Editiones EuroCom 1], Aachen: Shaker.
- König, Ekkehard / Van der Auwera, Johan (eds.) (1994), *The Germanic Languages*, London/New York: Routledge.
- Kremnitz, Georg (2002), “Erträge und Perspektiven des Kongresses”, in: Kischel 2002: 389-391.
- Lutjeharms, Madeline (2002), “Lesestrategien und Interkomprehension in Sprachfamilien”, in: Kischel 2002: 119-135.
- Martin Peris, Ernesto et al. (2004). *EuroComRom – Los siete tamices: Saber leer y comprender inmediatamente todas las lenguas românicas*, [Editiones EuroCom 13], Aachen: Shaker.
- McCann, Bill (2002), “Intercomprehension in Britain: Germanic, Romance or Celtic?”, in: Kischel 2002: 177-182.
- McCann, William J. / Klein, Horst G. / Stegmann, Tilbert D. (2002), *EuroComRom – The Seven Sieves: How to Read All the Romance Languages Right Away*, [Editiones EuroCom 5], Aachen: Shaker.
- Meissner, Claude et al. (2002), *EuroComRom – Les sept tapis: Savoir lire toutes les langues romanes dès le début*, [Editiones EuroCom 6], Aachen: Shaker.
- Müller-Lancé, Johannes (2002), “La corrélation entre la ressemblance morphologique des mots et la probabilité du transfert interlinguistique”, in: Kischel 2002: 136-154.

- Scherfer, Peter (2002), "Was ist und wie erlernt man Interkomprehension?", in: Kischel 2002: 82-96.
- Zimmer, Dieter E. (1997), *Deutsch und anders: Die Sprache im Modernisierungsfieber*, Reinbek bei Hamburg: Rowohlt.
- Zybatow, Lew (2002), "Die slawistische Interkomprehensionsforschung und EuroComSlav", in: Kischel 2002: 313-327.

first version received 2 May 2005
revised version received 24 July 2005