

Genuine Plurilingualism as a Challenge for Language Courses.

A Report of a German-French Pilot Course at the Turku School of Economics / Finland.

1. Introduction:
Plurilingualism and plurilingual competence as an integral objective
2. Course:
 - 2.1 Concept: plurilingual study trip
 - 2.2 Realization: plurilingual study trip
3. Research design:
Questionnaire before / after the study trip;
learning portfolio
4. Results:
Change and development in language competence,
motivation and attitudes (questionnaire and learning portfolio)

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1. Introduction

Plurilingualism as an integral objective

Increasing significance of plurilingualism

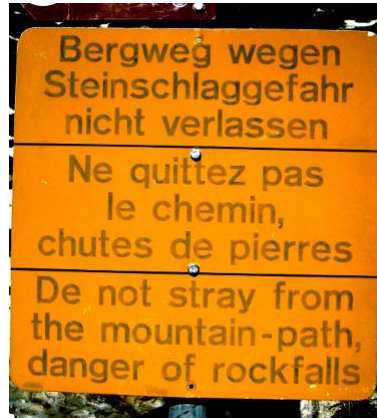
- EU: 1+2 languages,
for Finland: 2+2 (Takala)
personal adoptive language
- ELAN-study: language competence as an economic factor
- Foreign language pedagogy:
CEFR, EuroCom / Intercomprehension,
Third language acquisition,
Common curricula
- Multilingualism - Plurilingualism

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1. Introduction

Plurilingual competence

- Plurilingual working life
38% of TSE's graduates switch regularly between two or more languages
Pour la gestion des situations plurilingues, il faut qu'on apprenne à traduire et à changer de langue selon les besoins différents. (Raisa)
- Communicate in two or more languages in one and the same situation
- Reception and production
 - Coping with uncertainty and stress
 - Linguistic empathy
- Code-Switching
- Mediating activities



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2.1 Course

Concept: plurilingual study trip

Plurilingual competence as objective

- 2 languages: German and (or) French additionally Finnish
- Work groups: heterogeneous **DE+fr / de+FR**
mutual assistance: mediating
- Prep seminar 4 x 3h
 - presentations in De and Fr
 - glossary (De-Fr-Fi)
- Learning portfolio
tasks referring to language / learning awareness
- Other goals: language and communication competence, motivation (confirmation, continuing learning, study abroad), economic Landeskunde, positive view of the country and the people

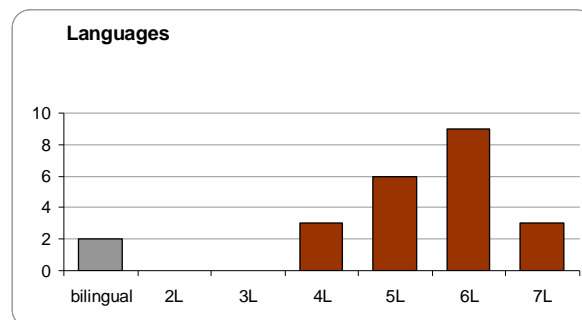
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2.2 Course

Realization: plurilingual study trip

- course SA14 / RA15, 3 credits
- 21 students
- 2 teachers German and French

How many languages?

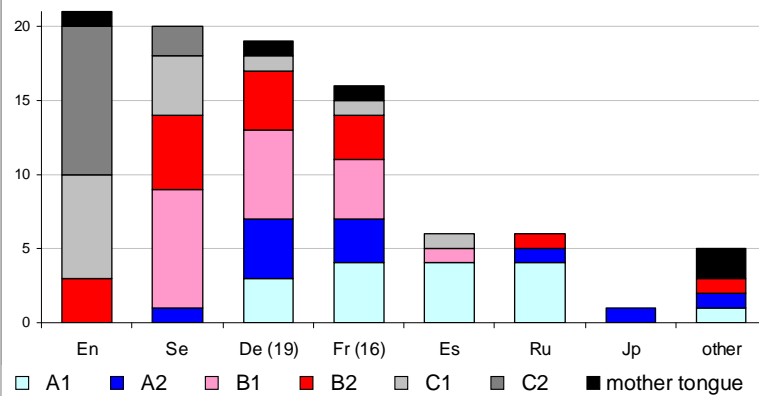


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2.2 Course

Realization: plurilingual study trip

Language competence n: 21



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2.2 Course

Realization: plurilingual study

- Study trip 6 days Switzerland
 - Basel + Biel/Bienne
 - Company visits (Ciba, Sauter, Weleda, FHS)
 - City guides + guides Kunstmuseum Basel
 - University Bern + Show Dairy Emmental
 - Stockhorn
- Linguistic configurations:
 1. only German
 2. only French
 3. German and French simultaneous listening + reading
 4. German and French consecutive
 5. German and French alternating
 6. German and French in two divided groups
 7. Additionally Finnish, Swedish, English ...



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3. Research design

Questionnaire before / after the study trip

- Webropol, n: 21
- open and closed questions in Finnish
- **Before:**
26 questions on background; language biography; attitudes towards languages, language learning and multilingualism; knowledge of Switzerland; expectations
- **After:**
17 questions on languages De + Fr; language learning, language use; attitudes towards languages, language learning and multilingualism; increased knowledge of Switzerland; evaluation of the course and the study trip

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3. Research design

Interpretation of learning portfolios

- a personal portfolio as a documentation of the learning path
- as much as possible in German / French, or in Finnish
- 4 tasks before the study trip
7 tasks during the study trip, e.g. on expectations, program, evaluation of the language learning and multilingualism
- summary of the presentation portfolio De/Fr



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4. Results

Language learning (Questionnaire)



- change in German / French language competence
 - 50% a little better, 7% a lot better, 43% no modification
- increased motivation for language learning:
 - German + 66%, French + 63%
 - aimed level before and after:
objective +1 / +2 (e.g. B1 → C1)
- new motivation:
 - 5 want to learn the other language which they so far haven't studied

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4. Results

Plurilingualism (Learning portfolios)

- 21 portfolios: 10 De, 11 Fr
- 297 occurrences
- category-analysis of plurilingualism:
 - expectations 22
 - positive / negative experiences 64 + 39
 - strategies 35
 - description of phenomena 32
 - self-observation 12
 - emotions 9
 - evaluation 20
 - positive experiences with the stronger language 44
 - about English / Schwyzerdütsch 5 + 15

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4. Results

Plurilingualism (Learning portfolios)

- **negative experiences:**

→ students describe situations clearly:
deception → followed by a strategy

- inability to use the other language of the course
- no help from the other participants
- background noise
- difficult vocabulary (technical or economic)
- some observations of the difficulty of changing language

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4. Results

Plurilingualism (Learning portfolios)

positive experiences:

→ phenomena easy to observe by the student, concrete examples

- to be able to communicate and to understand plurilingual situations
- support given by visual data
- surprise: understanding even the weaker language
- positive transfer EN → FR
- positive attitude to use of one already mastered language for the learning of a new one



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4. Results

Plurilingualism (Learning portfolios)

• strategies:

- support offered by texts, brochures, visual presentations
- pauses in order to translate
- glossary
- speech in one language, written material in the other
- the help from the other students



- the clear language used by the teachers

← a built-in strategy used by the teachers

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4. Results

Plurilingualism (Learning portfolios)

Strategies (quotations)

1. Firmenrundgang: "Joissakin kohdissa oli vaikea seurata esityksiä, kun informaatiota tuli niin paljon, mutta itse prosessien näkeminen auttoi ymmärtämään toimintaa." Salla DE B1 / fr A1
2. "Ilman riittäviä taukoja on vaikea muistaa, mitä esityksestä ei itse ymmärtänyt eikä näin ollen muista mitä pitikään kysyä. Lisäksi olisin toivonut esityksiin rauhallisempaa puhetahtia. Kaiken kaikkiaan olisi siis ollut helpompi seurata esityksiä, jos olisi ollut enemmän taukoja ja enemmän (vaikeita) sanoja sanalistaissa." Saara DE B1 / fr A2
3. Opettajilla on hyvä tapa kertoa asioita käyttäen helppoja sanoja, tai sitten selittää vaikeat sanat. Salla DE B1 / fr A1
4. C'était étonnant que j'ai moi-même compris beaucoup à l'aide des transparents quoique les textes soient « auf Deutsch ». Raija de A1 / FR B1
5. „Vielleicht könnte man die Folien so gestalten, dass wenn man selber z.B. auf Deutsch spricht, die Schwerpunkte auf Französisch auf die Folie schreibt und andersrum.“ Sanna DE B2 / -
6. Antti et Jenni se sont assis à côté de moi et ils m'ont traduit ce que je n'avais pas compris. La communication plurilingue a fonctionné relativement bien. Raafael de - / FR B1

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Success?

- yes
 - "Le voyage d'études plurilingue était vraiment super" (Raili)
 - "Odotin loistavaa kurssia, ja niin se olikin" (I expected a splendid course, and so it was)
 - "Oli kyllä kiva kurssi, joskin työläs" (It was a nice course, but a lot of work.)
- the course corresponded to our expectations
- a good concept created for students of economics
- the students have expressed their **positive evaluation** of the greater part of the exercises and the experiences
 - "Lisää samanlaisia kursseja. (Tosin se ei välttämättä käytännössä ole mahdollista. Veikkaanpa, että koulumme hyödyllisin kielten kurssi!" (More such courses. (Although it might not be possible in the practice. I'll bet it is the most useful language course in our school!))

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Continued success?

- a new group in the autumn 2009
 - focus on the plurilingual needs in business life and the difficulties in such situations

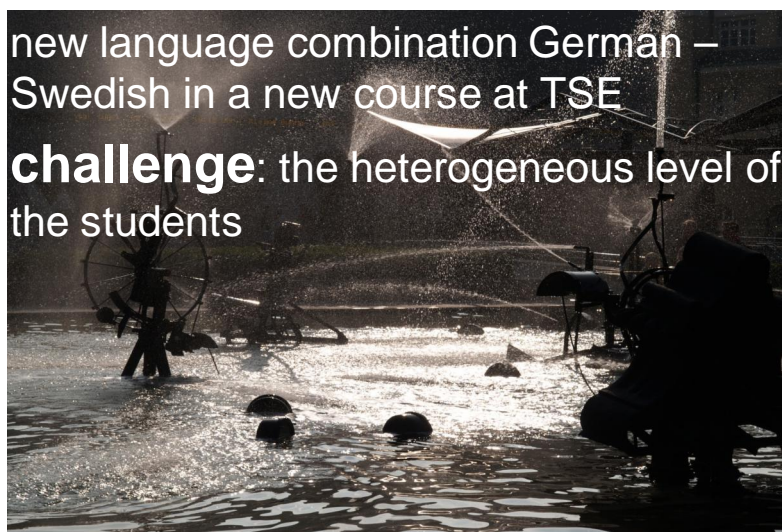


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Future

new language combination German – Swedish in a new course at TSE

challenge: the heterogeneous level of the students



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