

Genuine Plurilingualism as a Challenge for Language Courses.

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



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as a Challenge for Language Courses**
A Report of a German-French
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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)

1. Introduction

Plurilingualism as an integral objective

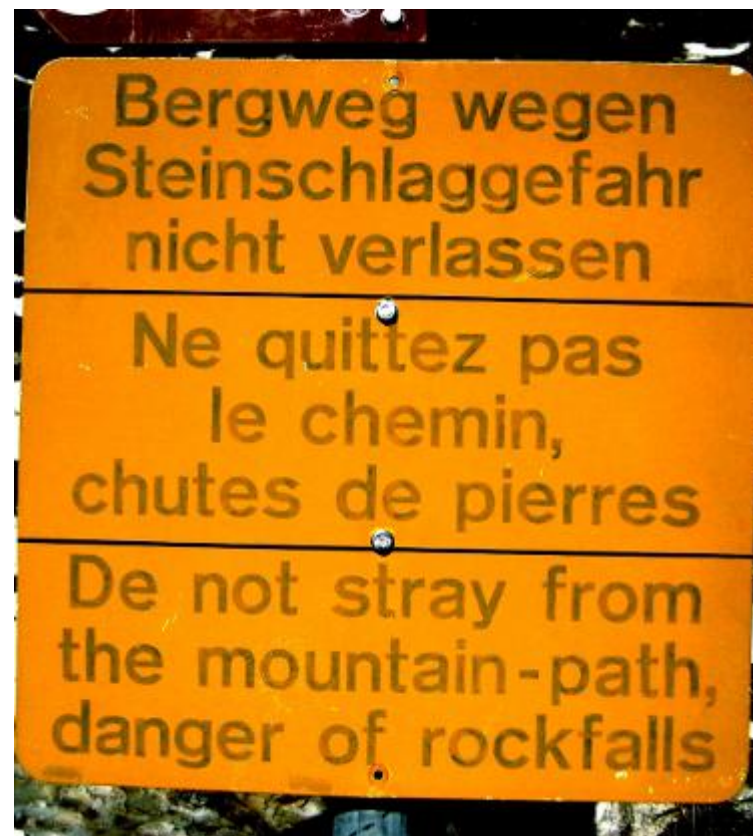
Increasing significance of plurilingualism

- 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

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



2.1 Course

Concept: plurilingual study trip

Plurilingual competence as objective

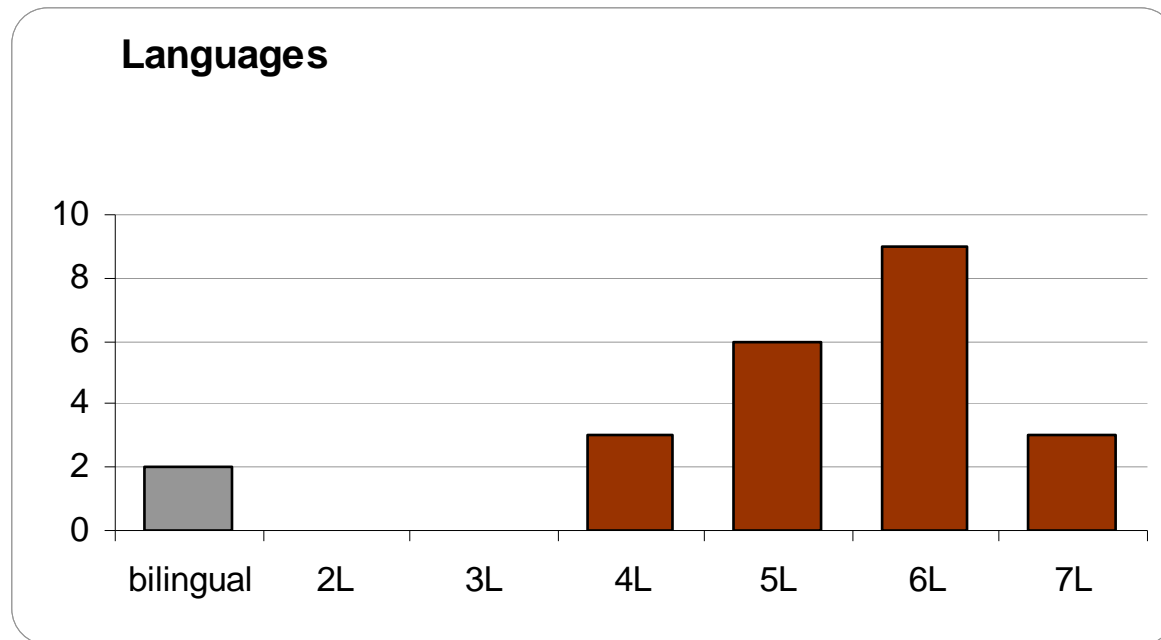
- 2 languages: German and (or) French
additionally Finnish
- Work groups: heterogeneous **DE+fr** / **de+FR**
mutual assistance: mediating
- Prep seminar 4 x 3h
 - § presentations in De and Fr
 - § glossary (De-Fr-Fi)
- Learning portfolio
tasks referring to language / learning awareness
- Other goals: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

2.2 Course

Realization: plurilingual study trip

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

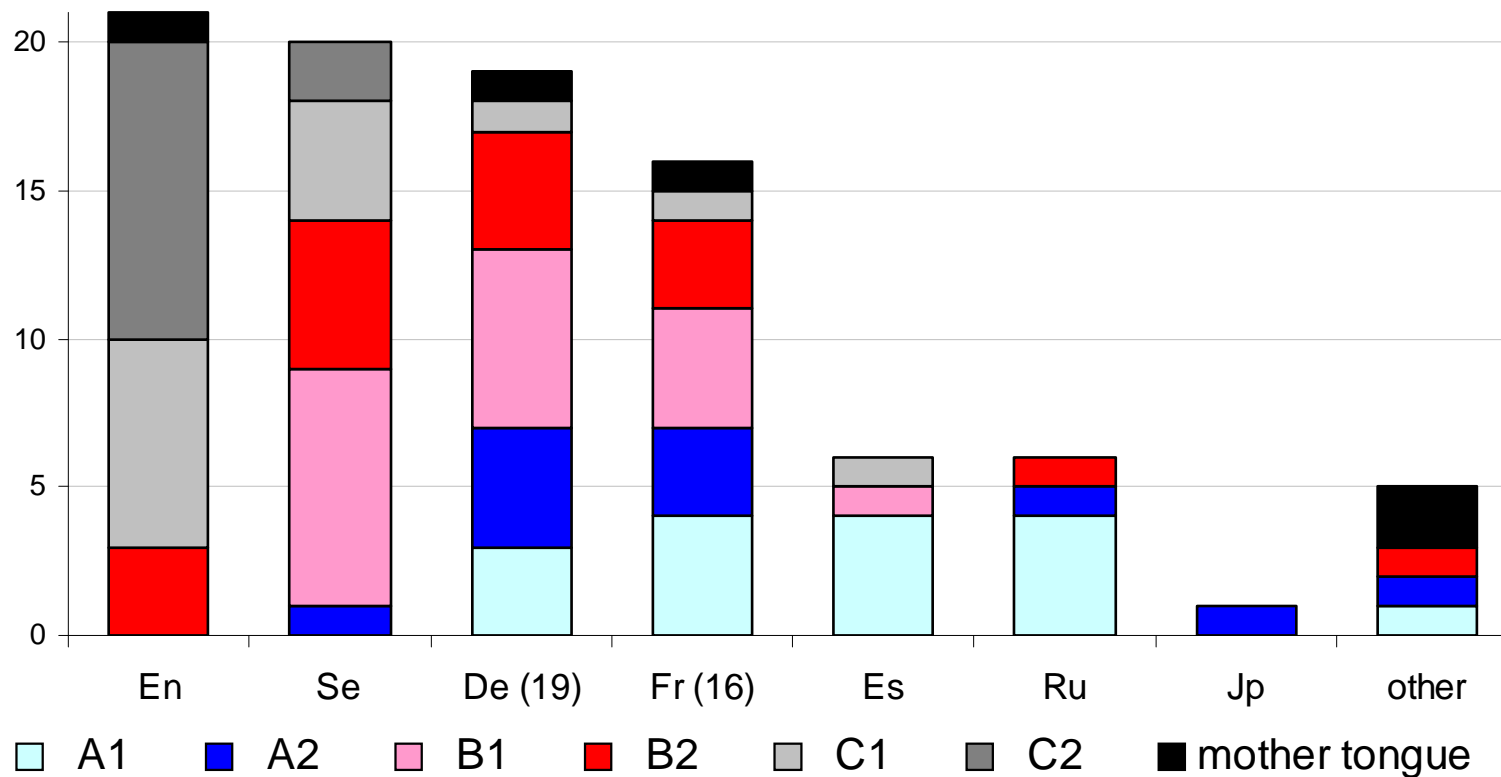
How many languages?



2.2 Course

Realization: plurilingual study trip

Language competence n: 21



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 ...



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

3. Research design

Interpretation of learning portfolios

- a personal portfolio as a doc path
- as much as possible
- 4 tasks before the program, 7 tasks during the program, evaluation of multilingualism
- summary of the portfolio



4. Results

Language learning (Questionnaire)

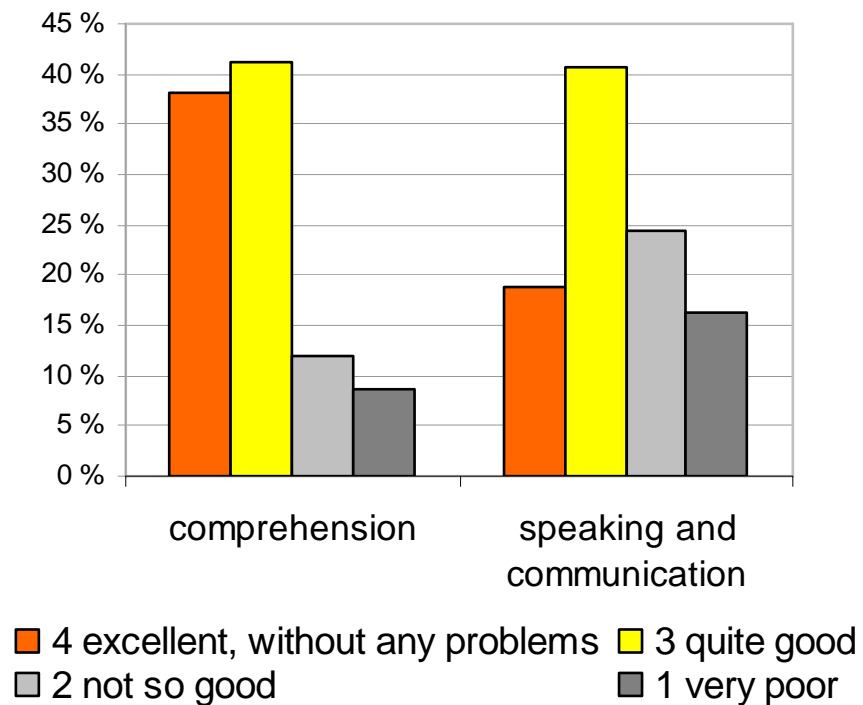


- change in German / French language competence
 - § 50% a little better, 7% a lot better, 43% no modification
- increased motivation for language learning:
 - § German + 66%, French + 63%
 - § aimed level before and after:
objective +1 / +2 (e.g. B1 → C1)
- new motivation:
 - § 5 want to learn the other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

4. Results

Plurilingualism (Questionnaire)

- Comprehension (De+Fr)
- Speaking and communication (De+Fr)



4. Results

Plurilingualism (Questionnaire)

Emotions

- Frustration
 - § "nobody helps me..."
 - § "no time for translation"
- Feeling of success
 - § to be able to speak and to be understood
 - § reciprocal aid in the group, "I can ask the others"



4. Results

Plurilingualism (Questionnaire)

- Evaluation

- § "How do you assess the idea to combine two languages in one course?"

- 43% +++, 33% ++, 5% +, 14% +/-, 5% -

- Comments

- § "More such courses, please!"

- § "... a good course, but a lot of work"

- § "I bet this is the most useful language course..."

- § "a splendid course package J"

4. Results

Plurilingualism (Learning portfolios)

- § 21 portfolios: 10 De, 11 Fr
- § analysis of plurilingualism in the categories:
 - § expectations
 - § pos. / neg. experiences
 - § strategies
 - § description of phenomena
 - § self-observation
 - § emotions
 - § evaluation
 - § positive experiences with the stronger language
 - § about English / Schwyzerdütsch

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 sanalistoissa." 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

Auf Wiedersehen • Au revoir • Arrivederci • A revair • See
you again • Hasta la vista • Até à próxima • Tot ziens
• På gensyn • På gjensyn • Välkommen åter • Näkemiin •
Vízontlátásra! • Na shledanou • Do vidjenja • Mirupafshim
• Terar görüşmek üzere • До свидания • Για σας •
மீண்டும் சந்திப்போம் • さようなら • إلى اللقاء • להתראות •



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