

Plur>E Meeting and Multiplier Event

Darmstadt 21-22 Sept 2017

HLW Rankweil

Multiple language use in tourism –
implications for language teaching
and learning at school



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Erasmus+ Programme
of the European Union



HLW Rankweil/Austria

- Vocational College + A-levels
- Languages: German, English, French, Spanish/Italian
- CLIL in PE classes (French)
- CLIL in Marketing
- Work placement between years 3 and 4

Students' work placement in tourist industries

- Duration: 3 months
- Countries: France, Belgium, Ireland, Scotland, Italy, Spain
- Compulsory
- Financially supported by Erasmus+



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Plur>E-Project

Phase 1: October 2015 + October 2016

Student questionnaire on work placement and multiple language use

Phase 2: 2016

Summary and evaluation of results



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Multilingual attitudes after work placement

Questions:

1. Switching = fun high agreement
2. Switching = hard work
3. English only = more efficient communication
4. Only one language needed high disagreement
5. School multicompetence training high agreement
6. Use of dominant language
7. Keeping L separate = difficult
8. Higher flexibility in oral use high agreement
9. Code-mixing outside school high agreement
10. Knowing 1 L well = better than knowing several languages high disagreement

Multilingual experience

Code mixing is not only due to low proficiency in a language but becomes a habit:

– E.g. because certain expressions become part of everyday conversations:

- *Manche Redewendungen waren schon so normal und gewohnt von der Arbeit (F), dass sie manchmal dazwischen rutschen, wenn wir uns untereinander unterhalten haben (Ger) (2015: 4B/24)*



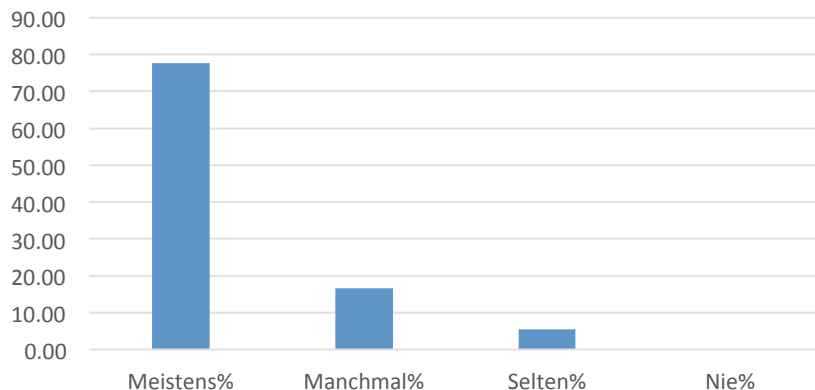
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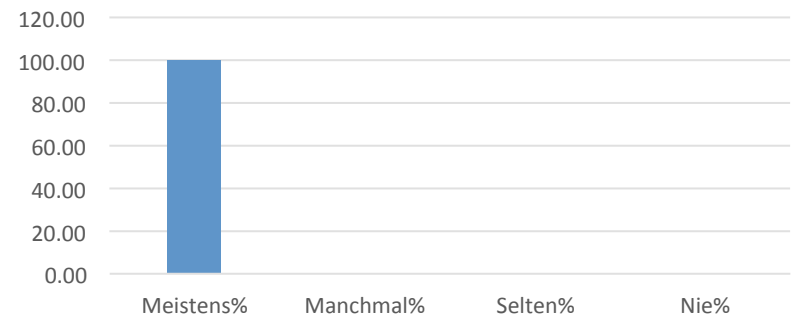
Multilingual experience

- „I used all the languages in my repertoire“:
 - Total agreement is above all high in Spain and Italy (where students also rely on their stronger languages such as French or English when communicating). In GB, the ‚weaker‘ languages are not used to the same degree.

Getraut in allen Sprachen aktiv zu werden
(Spanien)



Getraut in allen Sprachen aktiv zu werden
(Italien)



The role of English

- Default supplier language to fill lexical gaps
- Default supplier language for lexical inventions
- Lingua franca
- Language of communication as long as F/Sp/It proficiency is (perceived as) not sufficient
- *The* (foreign) language connected with the feeling of „security“



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Challenges in connection with language use

Foreign language anxiety

Specific vocabulary used in tourism

Specific terms used at the work place (e.g. abbreviations)

Structures (e.g. tenses)



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Phase 3 Preparation of teaching material and teaching units

- February through April 2017
- Several meetings of the Plur>E team
- Editing of material
 - Involving teacher assistants
 - Involving other teachers



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Phase 4 Multilingual preparation

part 1

June 1 (3 lessons): Languages E, F, Sp, It

Session one: conversation practice in (target) language

hobbies, family, personal presentation

health

clothes, colours

numbers

Session two: Multilingual conversation practice

bar and restaurant

reception



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Phase 4 Multilingual preparation part 2

June 2, 2017 (3 lessons), 4 languages

Session one: Multilingual conversation and discussion
practice

Bar and restaurant

Reception

Session two: Practice in individual (target) languages

Description of town

Hotel description

Revision of numbers, times of the day

Shopping



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Intensive interaction in one (target) language



Multilingual conversation: switching tables-switching languages



Spontaneous role playing



Feedback

- Feedback **students**
 - Enthusiastic
 - „very helpful“
 - „changing languages great – never done it before“
 - „motivating because we need this for our work placement“
 - „meaningful – results of the survey showed how important multiple language use is“
- Feedback **teachers**
 - Generally very positive; teachers want to use the material next year as well

Future developments

- Material will be re-used and expanded
- Reflection on multiple language use during work placement has been integrated in individual portfolios
- Connected teaching of first and second foreign language (English/French) during final year planned (current curriculum)

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