

ICC 2019 – 26th Annual Conference, Berlin

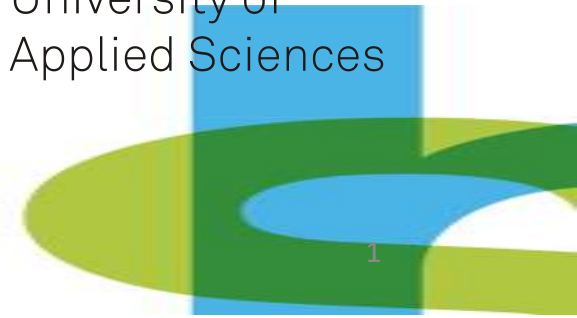
Learner Multilingualism

Students' Attitudes and Institutional Requirements

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Technik und Wirtschaft
des Saarlandes**
University of
Applied Sciences



1 Introduction

2 Learner Multilingualism and CLIL – Students' Attitudes

3 Learner Multilingualism and Languages (To Be) Taught

4 Institutional Requirements

5 Conclusions



1 Introduction

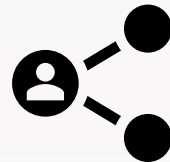
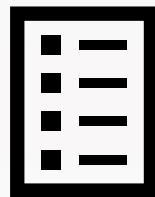


Learner Multilingualism

Students' Attitudes and Institutional Requirements

Phenomenon of learner multilingualism

- from different perspectives

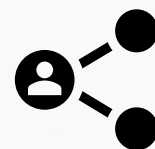
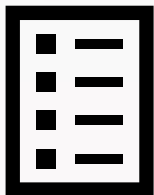
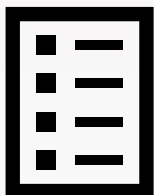


Learner Multilingualism

Students' Attitudes and Institutional Requirements

Learner multilingualism:

- in relation with **CLIL** (Content and Language Integrated Learning) – empirical approach, i.e. findings of a survey (2009 and 2019)
- in an ***English-plus-X*** approach – empirical approach,



Learner Multilingualism

Students' Attitudes and Institutional Requirements

Learner Multilingualism:

CLIL \Leftrightarrow ----- \Rightarrow English Plus X

Continuum



Learner Multilingualism

Students' Attitudes and Institutional Requirements

Plus:




- Institutional Requirements at Business Schools of German Universities of Applied Sciences



2 Learner Multilingualism and CLIL – Students' Attitudes



2 Learner Multilingualism and CLIL – Students' Attitudes



2.1 Introductory Remarks

2.2 General Advantages of English

2.3 CLIL and the Four Basic Linguistic Skills


2.4 Students' Attitudes towards English

2.5 Professional Relevance of CLIL

2.6 Students Attitudes towards their Studies



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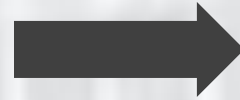


2 Learner Multilingualism and CLIL - Students' Attitudes

2.1 Introductory Remarks

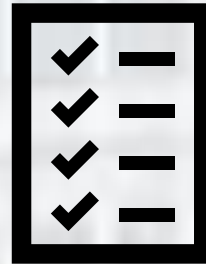
2009

- Survey carried out among students at Saarland University of Applied Sciences



2019

- complemented by an identical survey



2 Learner Multilingualism and CLIL - Students' Attitudes

2.1 Introductory Remarks

Questionnaire

Personal Information

Duration of Learning English: ____ years

Your age: _____

Gender: _____ (M/ F)

Your Study Programme (Please tick; Abbreviations in German): ☐ BW ☐ IBW / ITM ☐ DFHI ☐ WI

Are you enrolled in a ☐ Bachelor or a ☐ Master programme?

Your stays abroad (where?/how long?): _____

Your English performance in your A-Level (Abitur): _____

(or your score in another language test like TOEFL, TOEIC: _____)

Self-Evaluation of your English proficiency (Please tick) :

☐ very good ☐ good ☐ fair ☐ poor ☐ very poor

Which other foreign languages do you speak? _____

Instruction:

Please think of the content courses (*Vorlesungen*) you have ever attended in business administration, law, finance or other subjects and which were taught in English, and answer the following questions on this background.

Tick the number that indicates your degree of consent to the following statements best.

1. I think it is helpful for me that in some of my content courses, English is used as the language of instruction and communication?

10 9 8 7 6 5 4 3 2 1
(10 = True) (1 = Not true, at all)

2. If my German professors teach me in English, I will have fewer problems following lectures in England or the United States.

10 9 8 7 6 5 4 3 2 1
(10 = True) (1 = Not true, at all)

3. I think my professors do me a special favour when teaching me in English rather than in German.

10 9 8 7 6 5 4 3 2 1
(10 = True) (1 = Not true, at all)

4. I think my English listening ability has improved ever since I attended lectures in English.

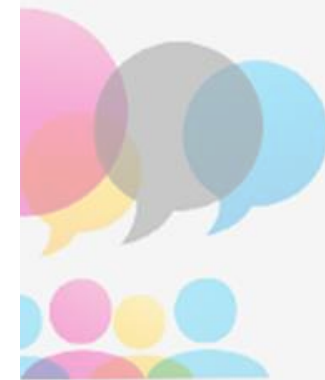
10 9 8 7 6 5 4 3 2 1
(10 = True) (1 = Not true, at all)

5. I think my English speaking ability has improved ever since I attended lectures in English.

10 9 8 7 6 5 4 3 2 1
(10 = True) (1 = Not true, at all)

6. I think my English reading ability has improved ever since I attended lectures in English.	10 9 8 7 6 5 4 3 2 1 (10 = True) (1 = Not true, at all)
7. I think my English writing ability has improved ever since I attended lectures in English.	10 9 8 7 6 5 4 3 2 1 (10 = True) (1 = Not true, at all)
8. I have the impression that the natural use of English in lectures has helped me to keep my English command at a high(er) level .	10 9 8 7 6 5 4 3 2 1 (10 = True) (1 = Not true, at all)
9. I have a positive attitude towards English.	10 9 8 7 6 5 4 3 2 1 (10 = True) (1 = Not true, at all)
10. I liked English in my school days.	10 9 8 7 6 5 4 3 2 1 (10 = True) (1 = Not true, at all)
11. I know that my job chances increase on the basis of a good command of English.	10 9 8 7 6 5 4 3 2 1 (10 = True) (1 = Not true, at all)
12. I like studying business administration, law or finance in English because this makes it possible for me to lead an international life.	10 9 8 7 6 5 4 3 2 1 (10 = True) (1 = Not true, at all)
13. I think my knowledge of English opens up new language horizons for me.	10 9 8 7 6 5 4 3 2 1 (10 = True) (1 = Not true, at all)
14. I know that the English instruction I enjoy not only in language courses, but also in content courses (lectures) is an investment into my professional future.	10 9 8 7 6 5 4 3 2 1 (10 = True) (1 = Not true, at all)
15. My attitude towards English is improving now that I see that it helps me to get more and more internationalised.	10 9 8 7 6 5 4 3 2 1 (10 = True) (1 = Not true, at all)
16. Due to the English orientation of some of my courses, I can communicate with foreigners naturally.	10 9 8 7 6 5 4 3 2 1 (10 = True) (1 = Not true, at all)
17. I am interested in the subject I am studying now.	10 9 8 7 6 5 4 3 2 1 (10 = True) (1 = Not true, at all)
18. If I could, I would change my studies to start a totally different subject.	10 9 8 7 6 5 4 3 2 1 (10 = True) (1 = Not true, at all)
19. English is a real obstacle for me to make good progress and achieve good results in my subject.	10 9 8 7 6 5 4 3 2 1 (10 = True) (1 = Not true, at all)
20. I prefer not to be taught in English, at all. All my lectures should be held in German	10 9 8 7 6 5 4 3 2 1 (10 = True) (1 = Not true, at all)

Thank you very much for your time!



2 Learner Multilingualism and CLIL - Students' Attitudes

2.1 Introductory Remarks

CLIL - Advantages


- considerable professional chances for students
- learning how to academically cope with the foreign language that will determine students' future professional lives



2 Learner Multilingualism and CLIL - Students' Attitudes

2.1 Introductory Remarks

CLIL - Disadvantages:

- access to content less easy when provided via a foreign language
- complex situations with students coming from different linguistic (and cultural) contexts
- instructor: 
either a native speaker of English or a non-native
using English as a *lingua franca*



2 Learner Multilingualism and CLIL - Students' Attitudes

2.1 Introductory Remarks

CLIL situations:

- often multilingual, always complex
- even higher complexity: English for Specific Purposes

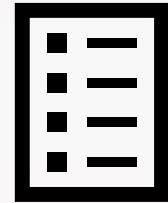
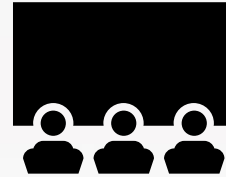


2 Learner Multilingualism and CLIL - Students' Attitudes


2.1 Introductory Remarks

Survey:

- questionnaire
- **20** open-ended questions
- rank-order scale (*very true* --- *not true at all*)



2 Learner Multilingualism and CLIL – Students' Attitudes



2.1 Introductory Remarks

2.2 General Advantages of English

2.3 CLIL and the Four Basic Linguistic Skills

2.4 Students' Attitudes towards English

2.5 Professional Relevance of CLIL

2.6 Students Attitudes towards their Studies



Thomas Tinefeld

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2 Learner Multilingualism and CLIL - Students' Attitudes

2.2 General Advantages of English

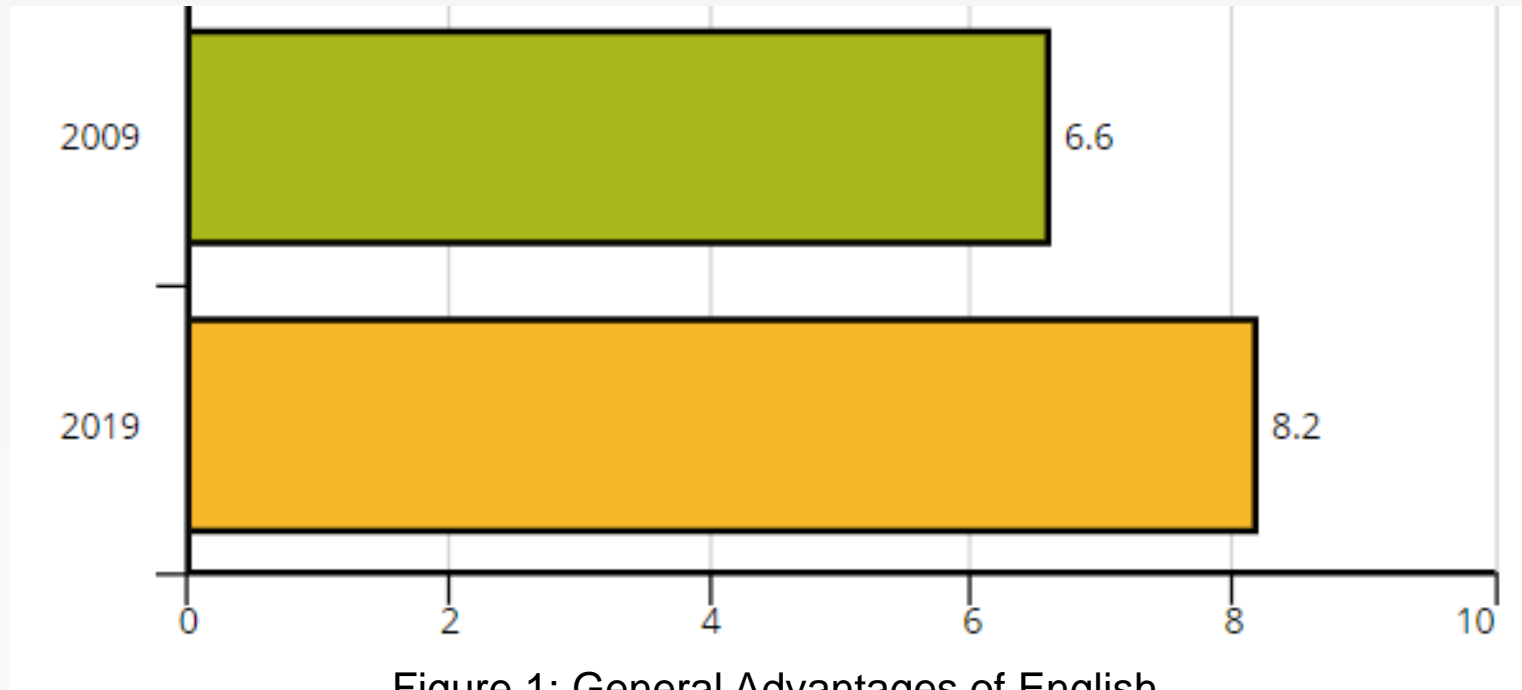


Figure 1: General Advantages of English

- English evaluated to be relatively / very helpful
- Upward tendency: English as the language of instruction more and more accepted by students



2 Learner Multilingualism and CLIL - Students' Attitudes

2.2 General Advantages of English



Question:

Do students think they may have fewer problems when following lectures in the UK or the U.S. after having enjoyed CLIL in Germany?



2 Learner Multilingualism and CLIL - Students' Attitudes

2.2 General Advantages of English

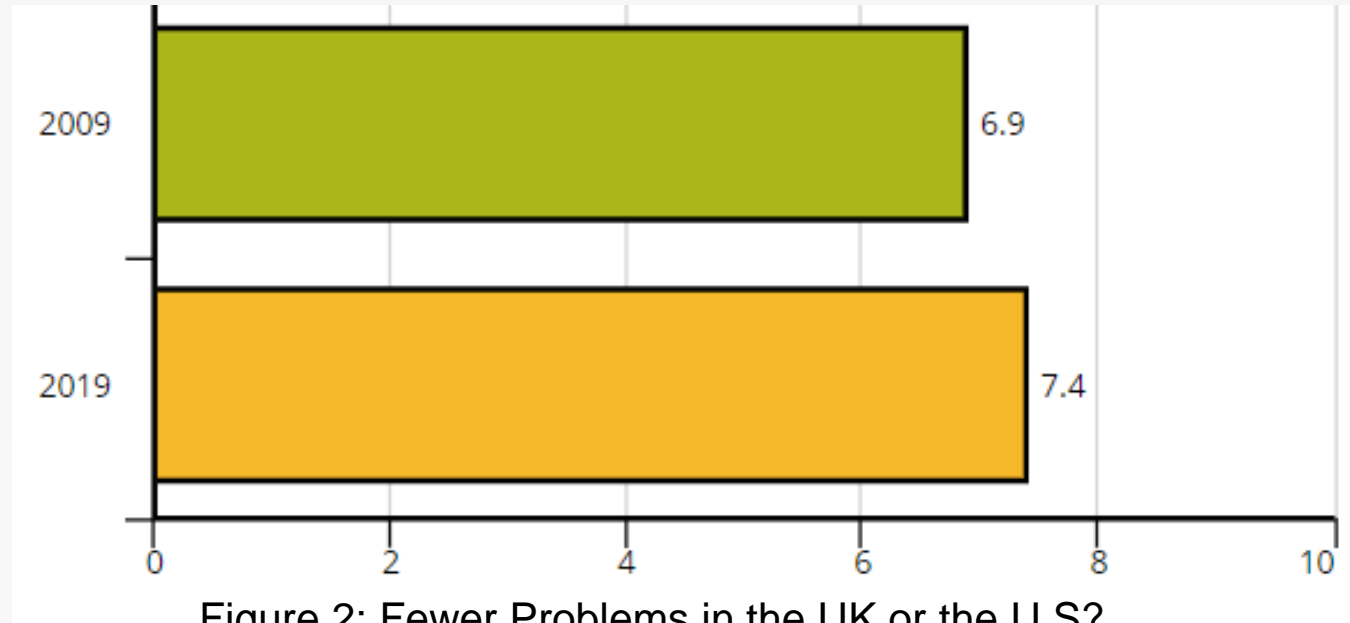


Figure 2: Fewer Problems in the UK or the U.S?

- Values of $\tilde{x} = 6.9$ in 2009 and $\tilde{x} = 7.4$ in 2019
- Rather comparable, with a slight upward tendency in 2019
- CLIL - a chance rather than an obstacle
- Anticipation of potential comprehension problems



2 Learner Multilingualism and CLIL - Students' Attitudes

2.2 General Advantages of English



Question: Is it a favour of their professors to teach students in English?



2 Learner Multilingualism and CLIL - Students' Attitudes

2.2 General Advantages of English

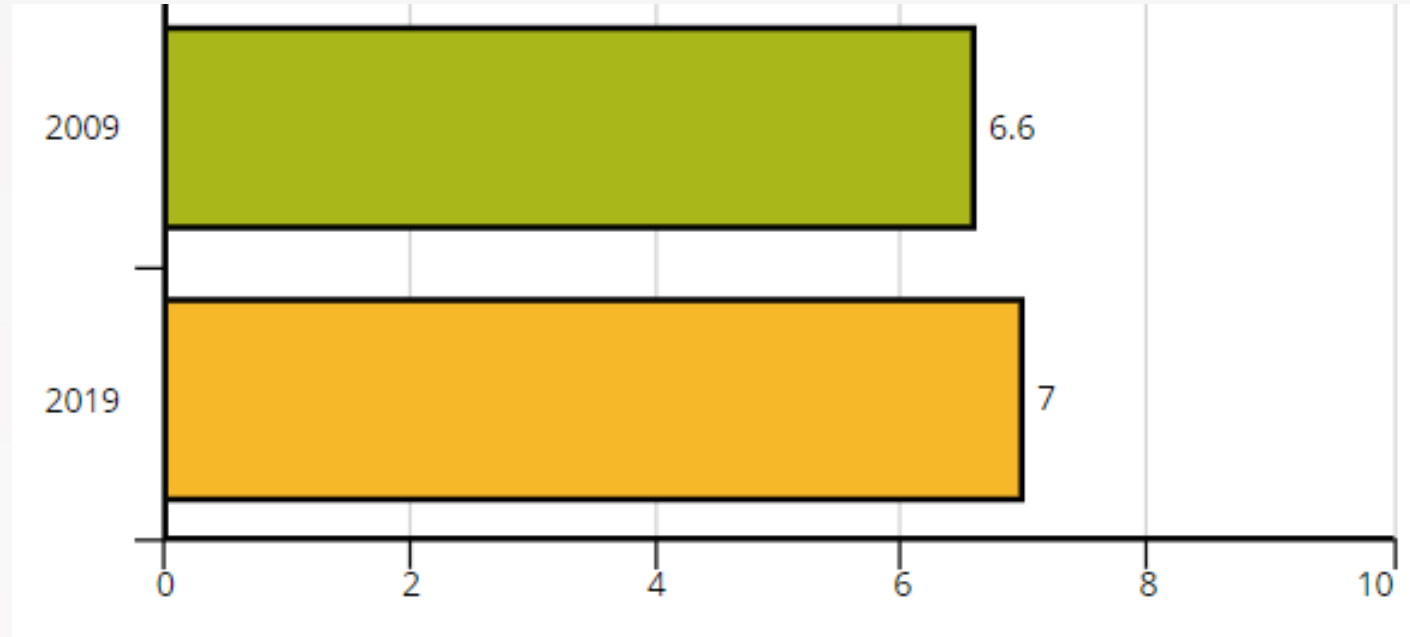


Figure 3: English Seen as a Favour

- No deep appreciation, but a certain acknowledgement by students



2 Learner Multilingualism and CLIL - Students' Attitudes

2.2 General Advantages of English



Question: Would students prefer *not* to be taught in English?



2 Learner Multilingualism and CLIL - Students' Attitudes

2.2 General Advantages of English

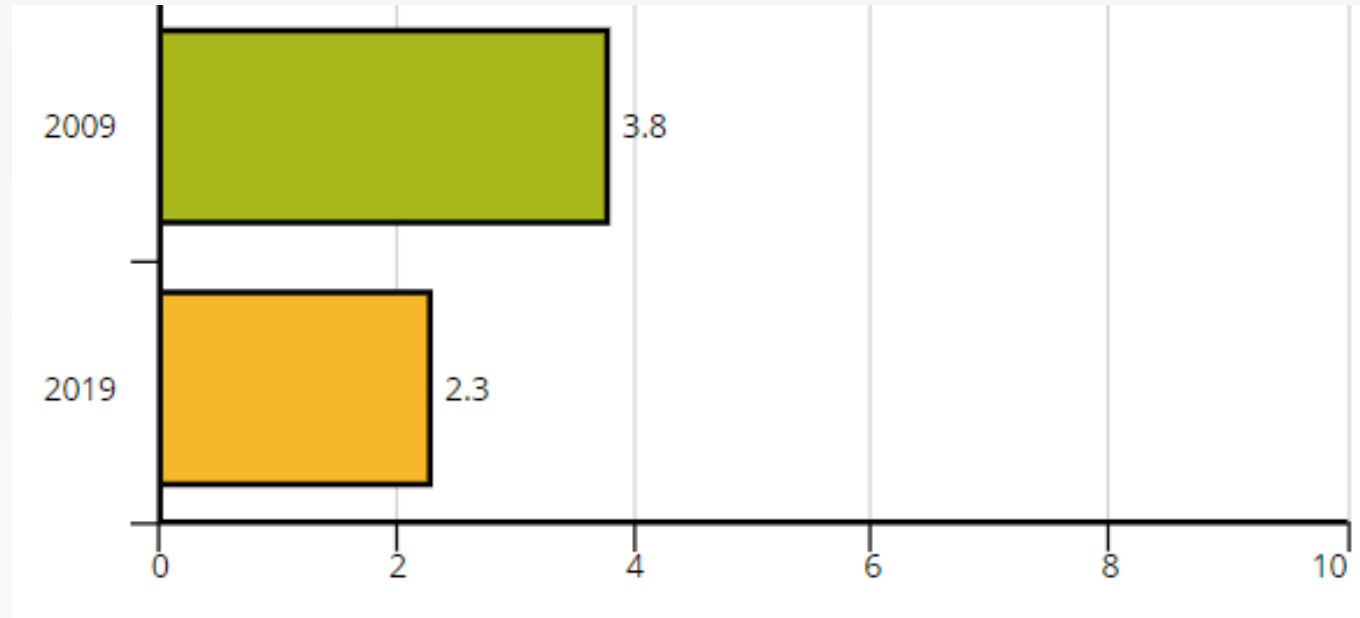


Figure 4: Students preference not to be taught in English?

- Positive correlation with answers to the previous question
- Downward tendency from 2009 to 2019
- Consistent result



2 Learner Multilingualism and CLIL - Students' Attitudes

2.2 General Advantages of English

Overall:


- Approval by students
- However, no enthusiasm or outspoken gratitude

Methodologically:

- Homogeneity of students answers to the previous questions
- High degree of mutual confirmation



2 Learner Multilingualism and CLIL – Students' Attitudes



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2 Learner Multilingualism and CLIL - Students' Attitudes

2.3 CLIL and the Four Basic Linguistic Skills

 Potential impact of CLIL on the four basic linguistic skills: **5** questions

1  Students' personal impressions concerning a potential improvement of their listening comprehension skills?

2  Reading comprehension?

3  Speaking?

4  Writing?

5  Control question : Higher language level triggered by CLIL?



2 Learner Multilingualism and CLIL - Students' Attitudes

2.3 CLIL and the Four Basic Linguistic Skills



Students' personal impressions concerning a potential improvement of their *listening comprehension skills*



2 Learner Multilingualism and CLIL - Students' Attitudes

2.3 CLIL and the Four Basic Linguistic Skills

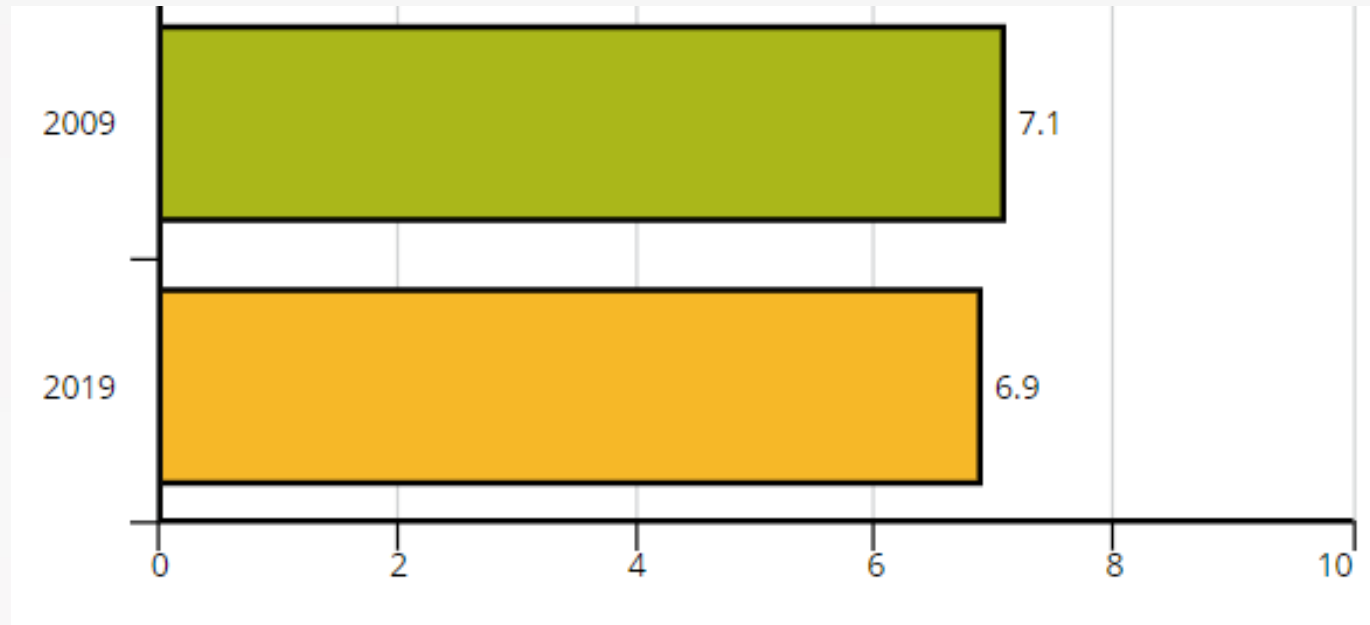


Figure 5: Potential Improvement of Listening Ability

- Relatively positive evaluation of students' simple exposure to English
- **Regardless:** native or non-native speaker as instructor



2 Learner Multilingualism and CLIL - Students' Attitudes

2.3 CLIL and the Four Basic Linguistic Skills

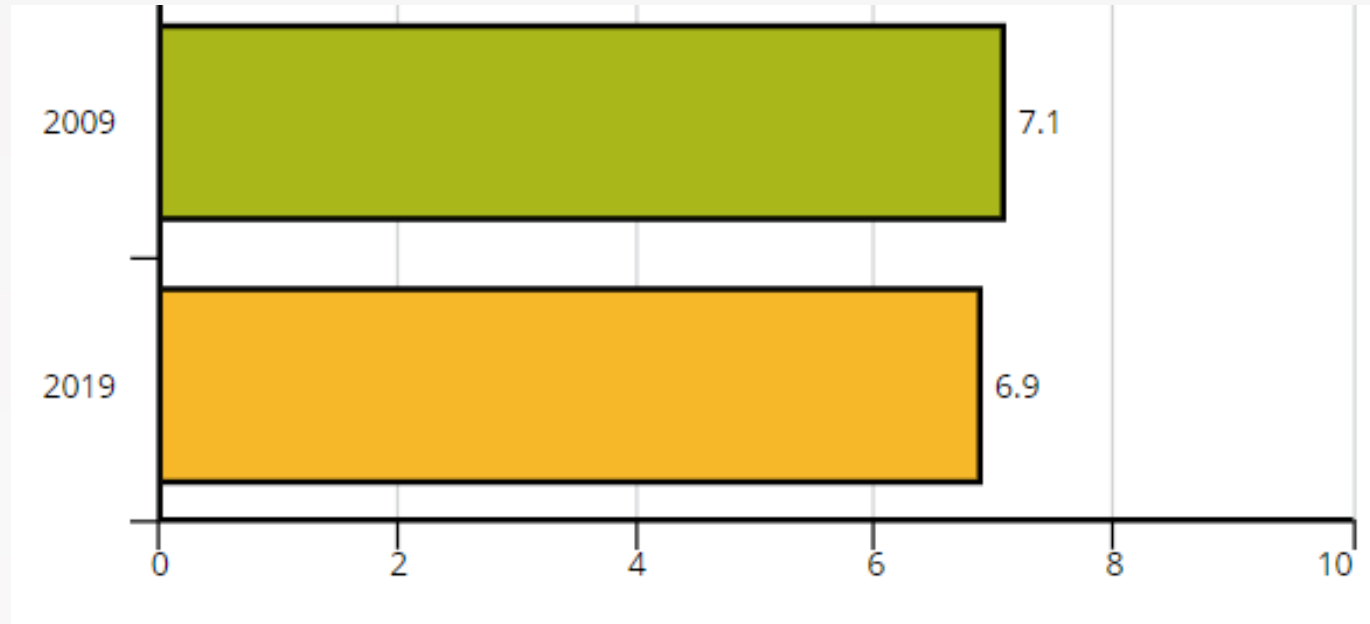


Figure 5: Potential Improvement of Listening Ability

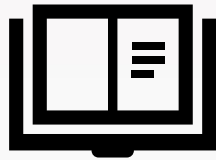
- **Attention:** no *real* improvement, only students' impression
- **But:** Potential ***self-fulfilling prophecy***: thinking that their listening comprehension improves through CLIL may lead to students' real improvement

2 Learner Multilingualism and CLIL - Students' Attitudes

2.3 CLIL and the Four Basic Linguistic Skills



Students' personal impressions concerning a potential improvement of their *reading comprehension skills*



2 Learner Multilingualism and CLIL - Students' Attitudes

2.3 CLIL and the Four Basic Linguistic Skills

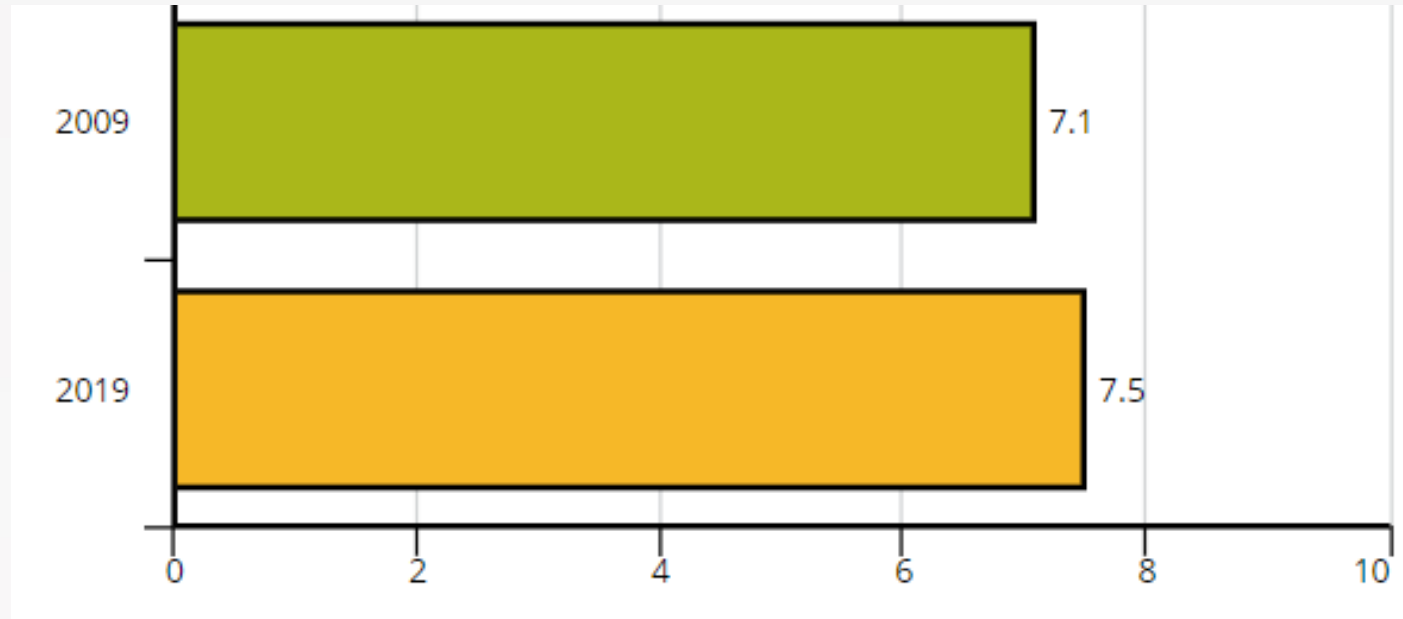


Figure 6: Potential Improvement of Reading Comprehension Ability

- Students' answers: nearly identical to the ones given on listening comprehension
- High conformity between students' 2009 and 2019 answers

2 Learner Multilingualism and CLIL - Students' Attitudes

2.3 CLIL and the Four Basic Linguistic Skills



Students' personal impressions concerning a potential improvement of their *speaking skills*



2 Learner Multilingualism and CLIL - Students' Attitudes

2.3 CLIL and the Four Basic Linguistic Skills

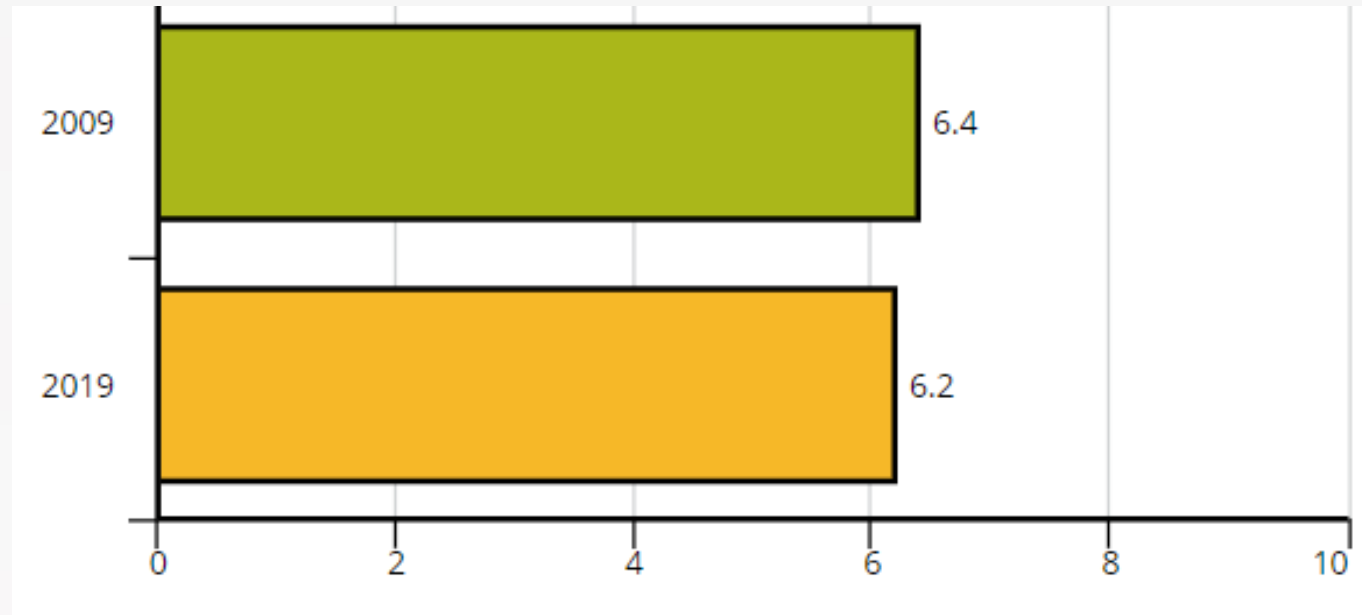


Figure 7: Potential Improvement of Speaking

- Evaluation of speaking distinctly lower than that of reading and listening



2 Learner Multilingualism and CLIL - Students' Attitudes

2.3 CLIL and the Four Basic Linguistic Skills

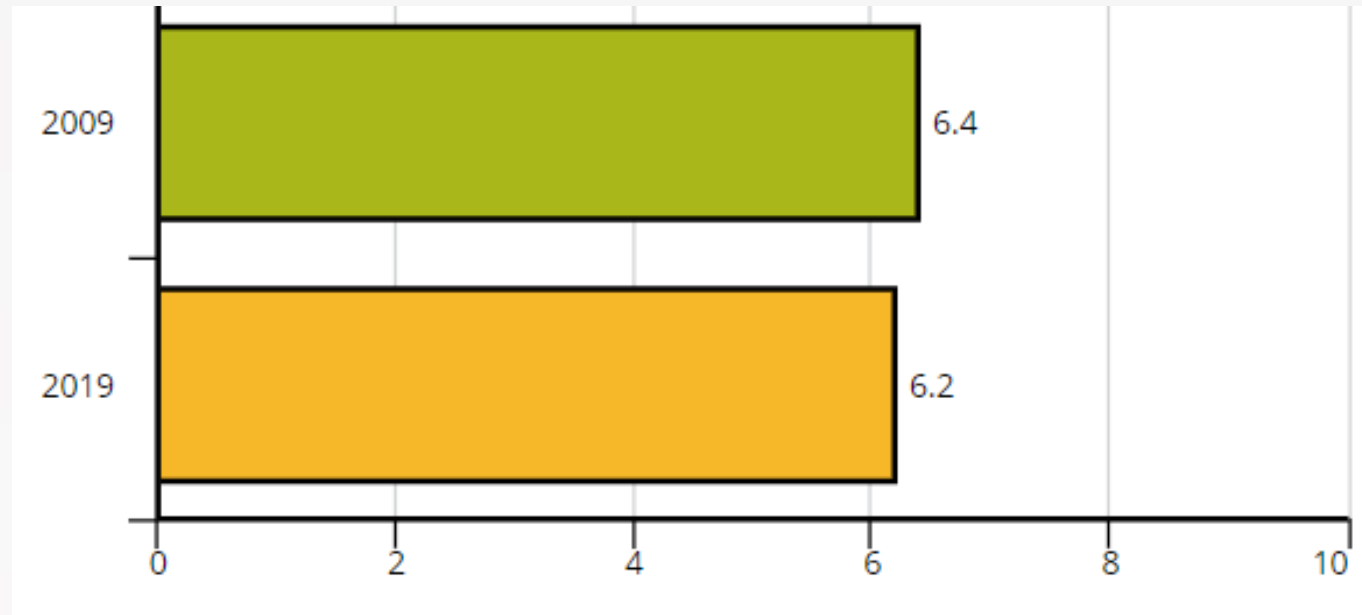


Figure 7: Potential Improvement of Speaking

- Realistic estimation:



Lectures - **no active participation** in classroom interaction required

⇒ The limitations of CLIL clearly seen by students



2 Learner Multilingualism and CLIL - Students' Attitudes

2.3 CLIL and the Four Basic Linguistic Skills



Students' personal impressions concerning a potential improvement of their *writing skills*



2 Learner Multilingualism and CLIL - Students' Attitudes

2.3 CLIL and the Four Basic Linguistic Skills

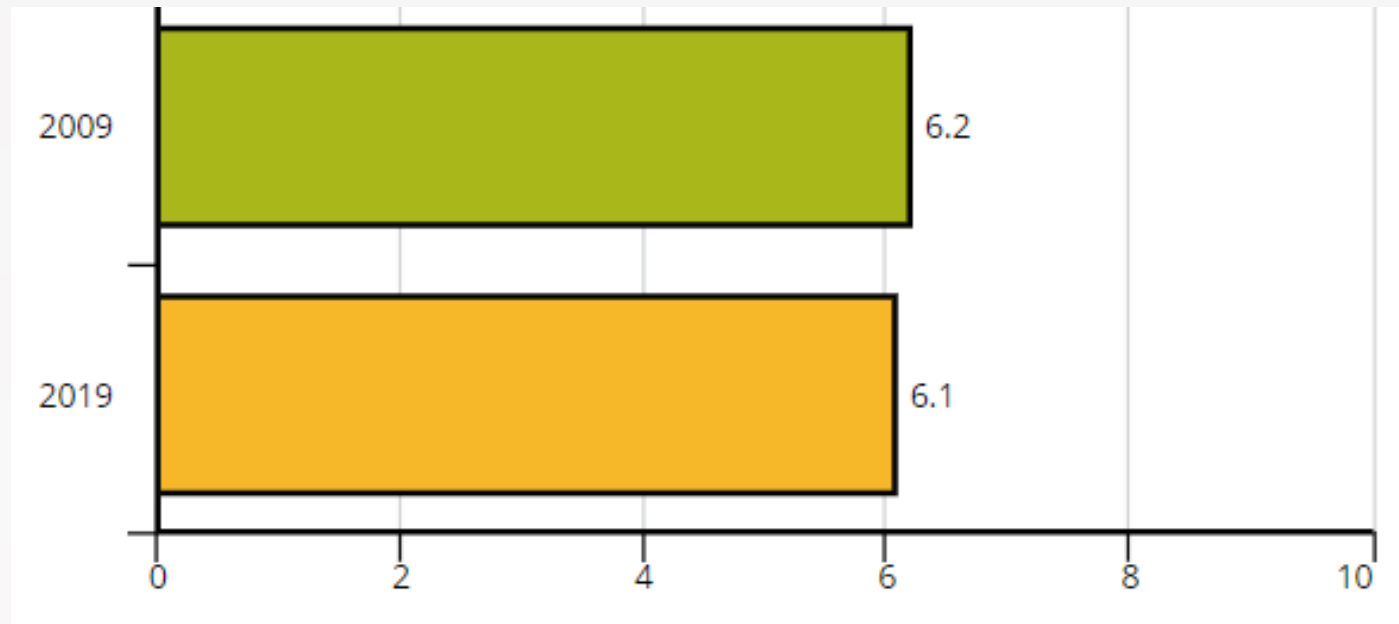


Figure 8: Potential Improvement of Writing

- Values for writing slightly lower than those for speaking
- **Receptive skills** being supported by CLIL in lectures
- Realistic thinking by students



2 Learner Multilingualism and CLIL - Students' Attitudes

2.3 CLIL and the Four Basic Linguistic Skills

Important point regarding any further reflexions:

CLIL cannot replace language courses!

(Language courses: interaction *and* correction!)



2 Learner Multilingualism and CLIL - Students' Attitudes

2.3 CLIL and the Four Basic Linguistic Skills



Control question : A higher language level triggered by CLIL?



2 Learner Multilingualism and CLIL - Students' Attitudes

2.3 CLIL and the Four Basic Linguistic Skills

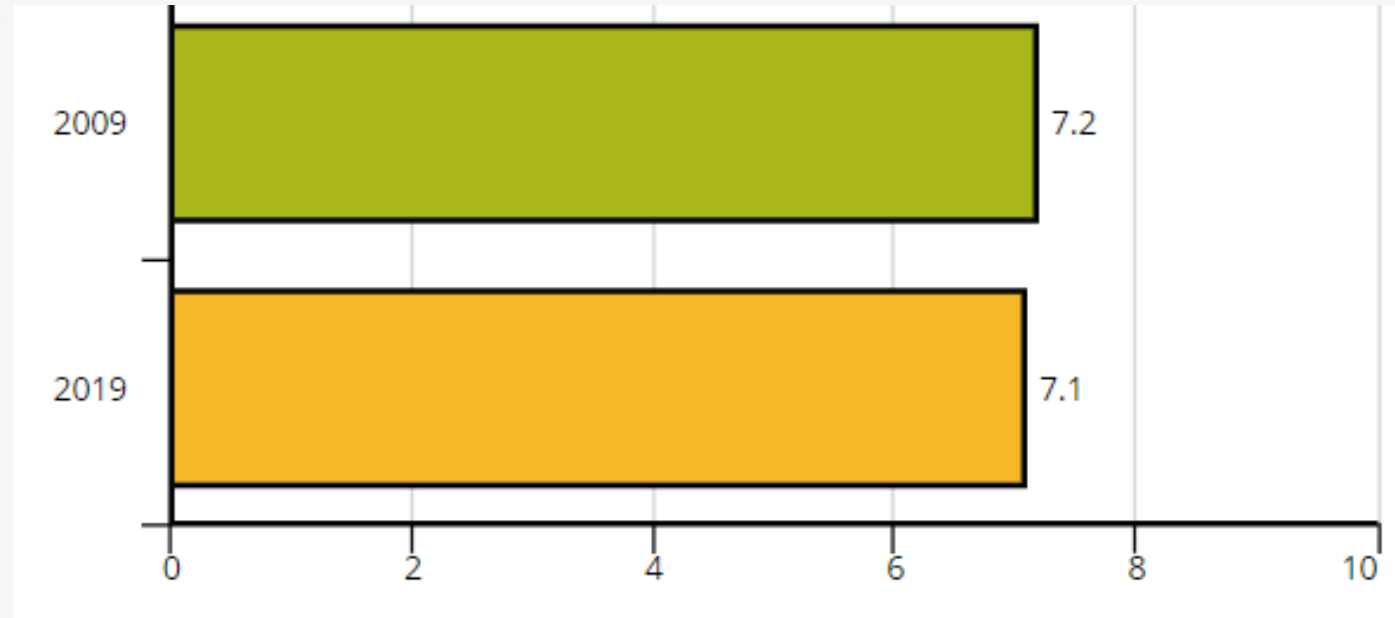


Figure 9: Helpful Use of English in Lectures Resulting in a Higher Language Level

- Values even higher than the highest ones on the four basic skills
- Positive influence of CLIL on students' English in general



2 Learner Multilingualism and CLIL - Students' Attitudes

2.3 CLIL and the Four Basic Linguistic Skills

Intermediate result

Students generally recognise the positive effects of CLIL on their English



2 Learner Multilingualism and CLIL – Students' Attitudes

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2 Learner Multilingualism and CLIL - Students' Attitudes

2.4 Students' Attitudes towards English



Focus: Students' attitude towards English



2 Learner Multilingualism and CLIL - Students' Attitudes

2.4 Students' Attitudes towards English



Question: General attitude towards English?



2 Learner Multilingualism and CLIL - Students' Attitudes

2.4 Students' Attitudes towards English

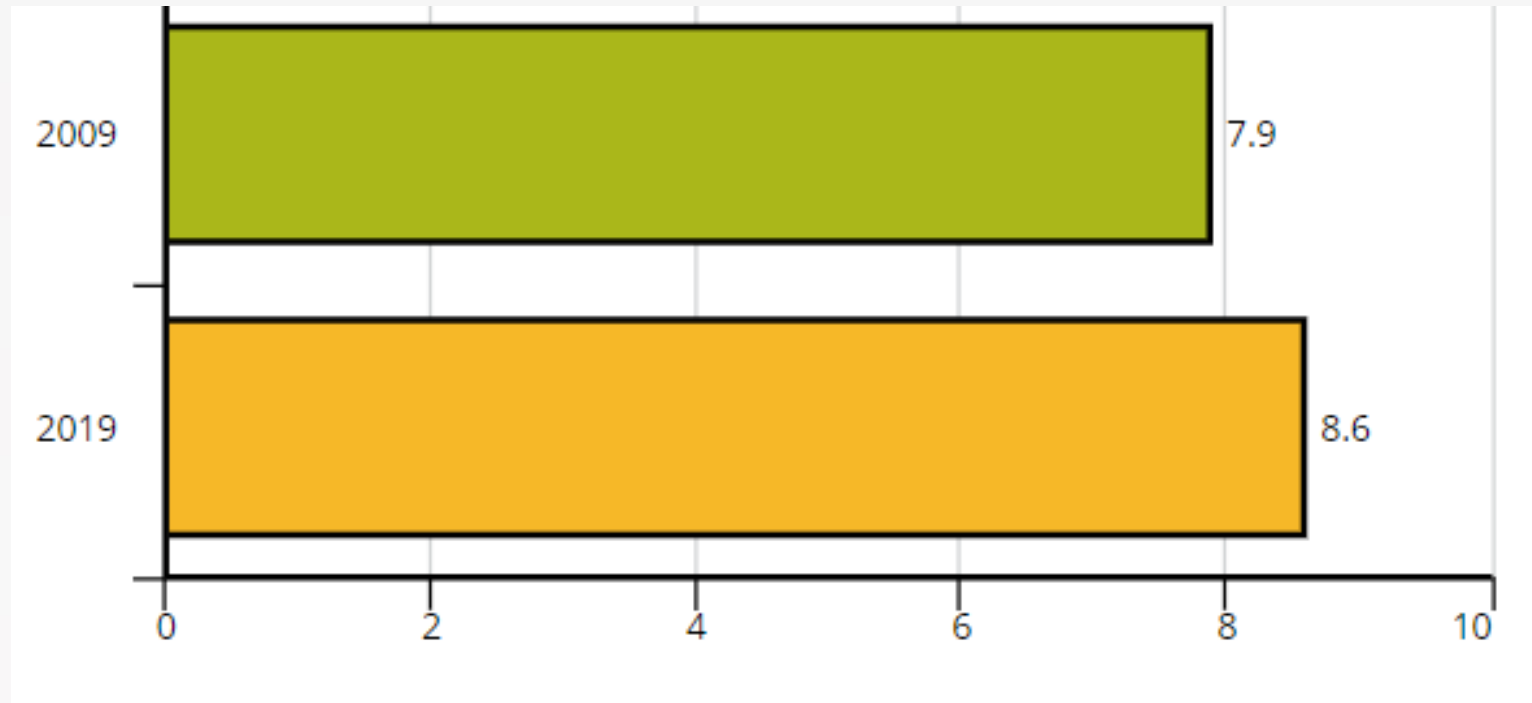


Figure 10: Positive Attitude towards English

- Values $\bar{x} = 7.9$ for 2009 and $\bar{x} = 8.6$ for 2019
⇒ High or even very high affinity for the English language
(upward tendency from 2009 to 2019)



2 Learner Multilingualism and CLIL - Students' Attitudes

2.4 Students' Attitudes towards English



Question: Students' affective English biography?



2 Learner Multilingualism and CLIL - Students' Attitudes

2.4 Students' Attitudes towards English

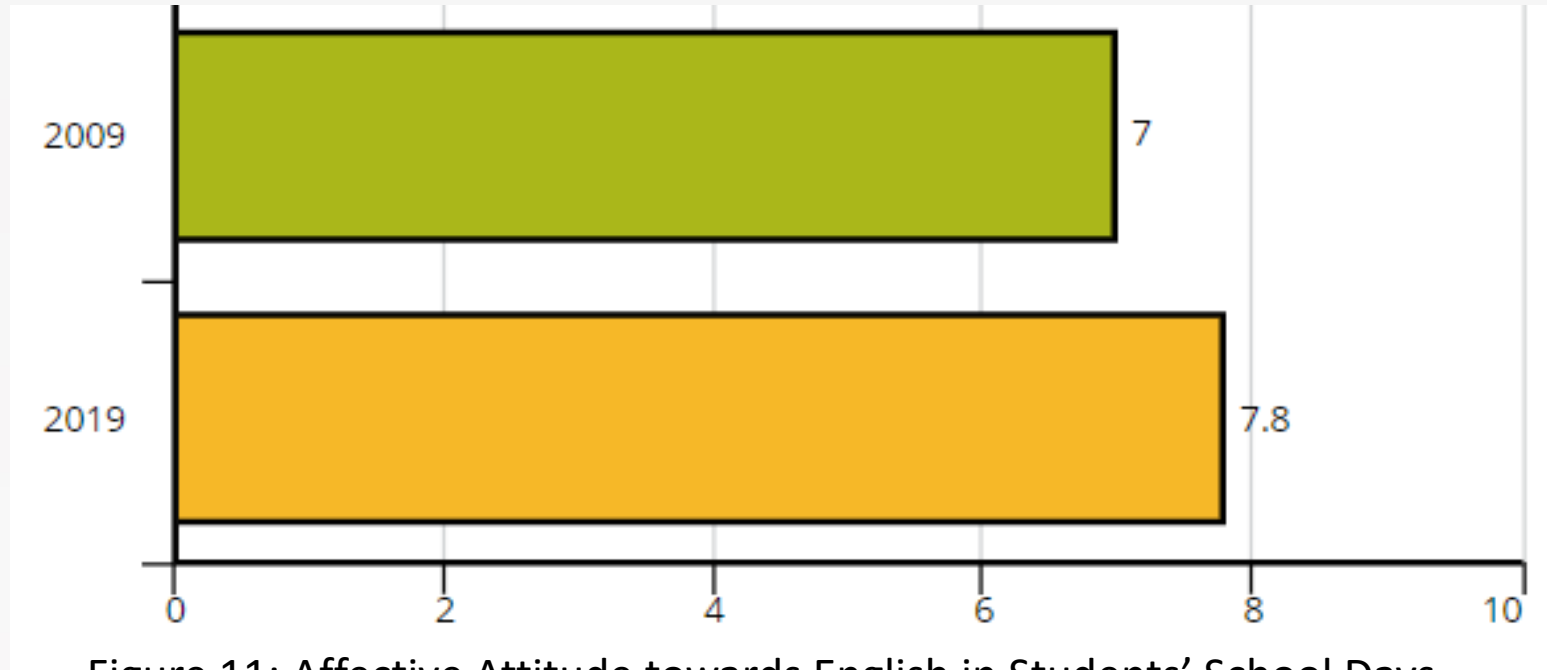


Figure 11: Affective Attitude towards English in Students' School Days

- Lower liking of English back in the past both in 2009 and in 2019 (as compared to the previous question) ⇒ remarkable fact
 - The use of English in lectures
- ⇒ very likely to have increased students' affective relationship with English

2 Learner Multilingualism and CLIL - Students' Attitudes

2.4 Students' Attitudes towards English



Control question:

Did students' attitude towards English improve because they recognize that (the use of) English supports their internationalization?



2 Learner Multilingualism and CLIL - Students' Attitudes

2.4 Students' Attitudes towards English

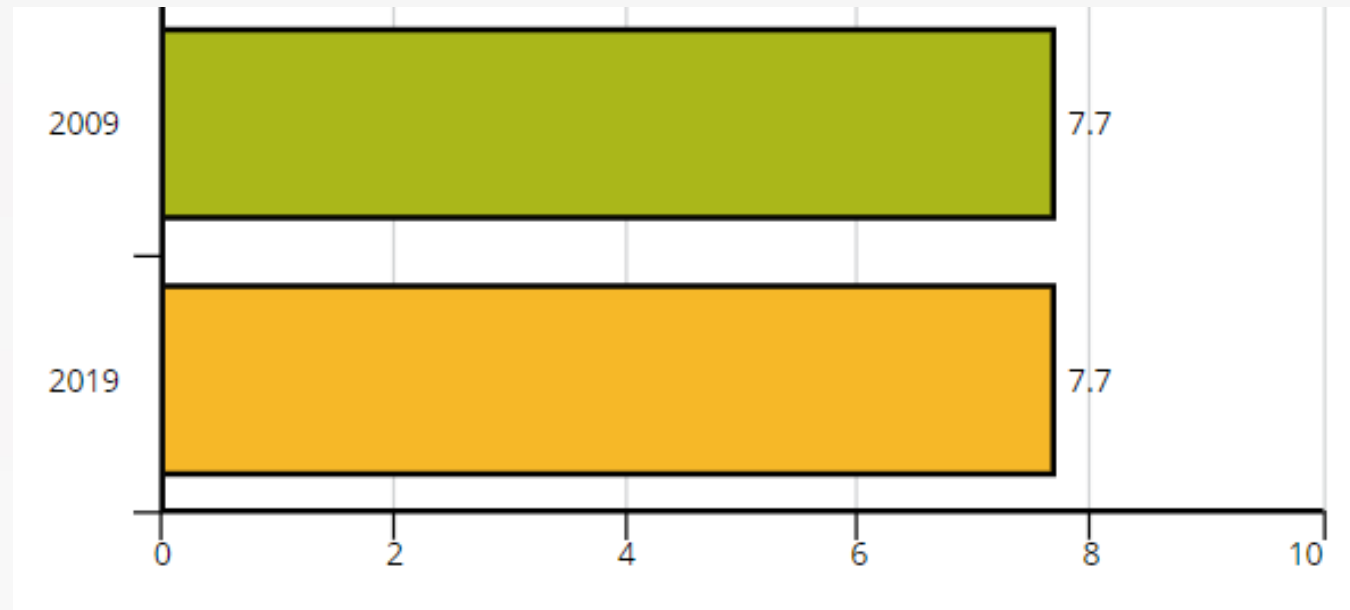


Figure 12: Improving Attitude towards English for Reasons of Fostering Students Internationalisation

- Result of $\bar{x} = 7.7$ for 2009 and 2019 – totally identical (impressive):
- Students see some positive development for themselves because their world view is no longer limited to German-speaking countries, but to the English-speaking world

2 Learner Multilingualism and CLIL - Students' Attitudes

2.4 Students' Attitudes towards English



Question: Communication ability?



2 Learner Multilingualism and CLIL - Students' Attitudes

2.4 Students' Attitudes towards English

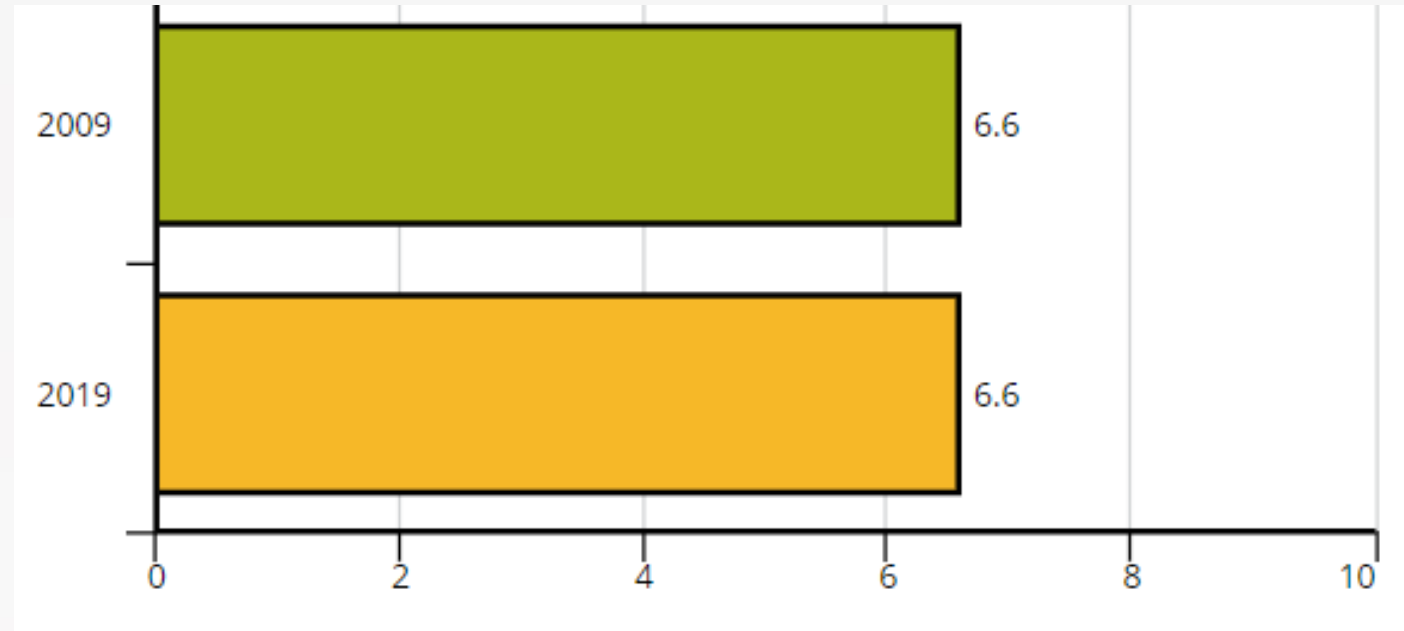


Figure 13: Students' More Natural Communication with Foreigners Due to CLIL

- Identical values in 2009 and 2019 !
- Communication ability - less enthusiasm
- No especially positive relationship seen between students' active oral mastery of English, and CLIL - just a slightly positive tendency




2 Learner Multilingualism and CLIL - Students' Attitudes

2.4 Students' Attitudes towards English

- **As a consequence:**
- Necessary: offer students **specific English language courses** to practice their **productive skills** (Speaking and writing: generally not trained in CLIL lectures)
 - ⇒ Strong argument of CLIL lectures being complemented by English language classes
- No competition between CLIL and specific language classes, but **complementarity** ('peaceful coexistence')



2 Learner Multilingualism and CLIL – Students' Attitudes



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2 Learner Multilingualism and CLIL - Students' Attitudes

2.5 Professional Relevance of CLIL



Question: Students' estimation of job chances due to a good command of English



2 Learner Multilingualism and CLIL - Students' Attitudes

2.5 Professional Relevance of CLIL

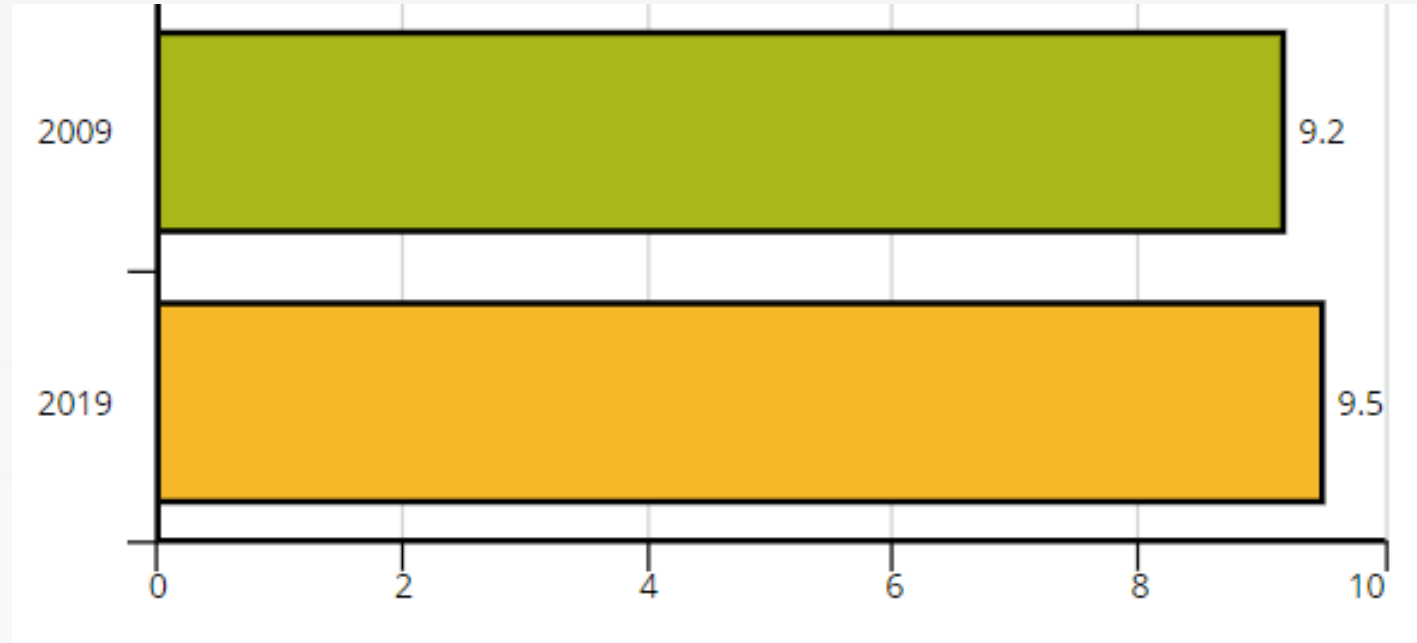


Figure 14: Increasing Job Chances Due to a Good Command of English

- High values of $\bar{x} = 9.2$ and $\bar{x} = 9.5$: students' awareness
⇒ A good command of English does increase their chances on the job market



2 Learner Multilingualism and CLIL - Students' Attitudes

2.5 Professional Relevance of CLIL



Question: CLIL as an investment into students' professional future?



2 Learner Multilingualism and CLIL - Students' Attitudes

2.5 Professional Relevance of CLIL

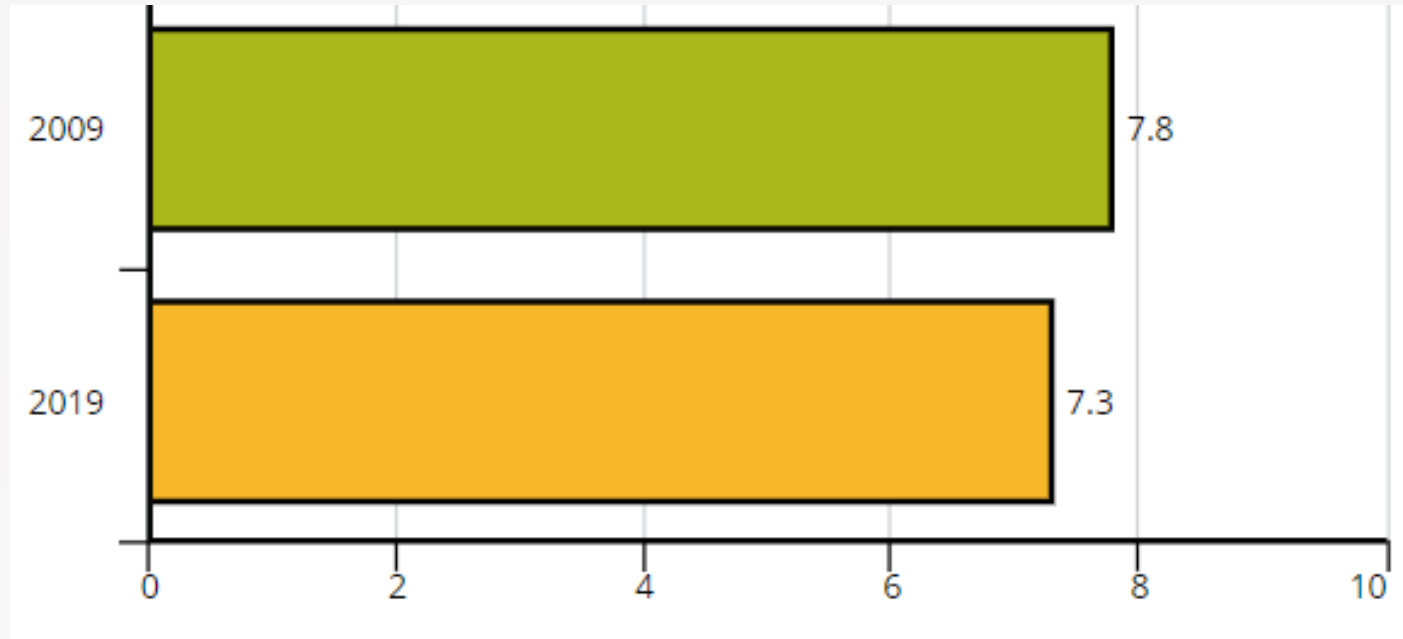


Figure 15: CLIL as an Investment into Students Professional Future

- Function of this question: control question of the previous one
- Slight downward tendency from 2009 to 2019



2 Learner Multilingualism and CLIL - Students' Attitudes

2.5 Professional Relevance of CLIL

- CLIL seen as important for students' job chances, but not so much for their professional future
- Discrepancy, due to the following factor (= personal impression, yet no ultimate clarification):
 - No clear link seen between attending university lectures and the notion of *investment* (= problem of students' notion of *investment*)



2 Learner Multilingualism and CLIL - Students' Attitudes

2.5 Professional Relevance of CLIL



Question: Students' Knowledge of English as an Opener to New Language Horizons ?



2 Learner Multilingualism and CLIL - Students' Attitudes

2.5 Professional Relevance of CLIL

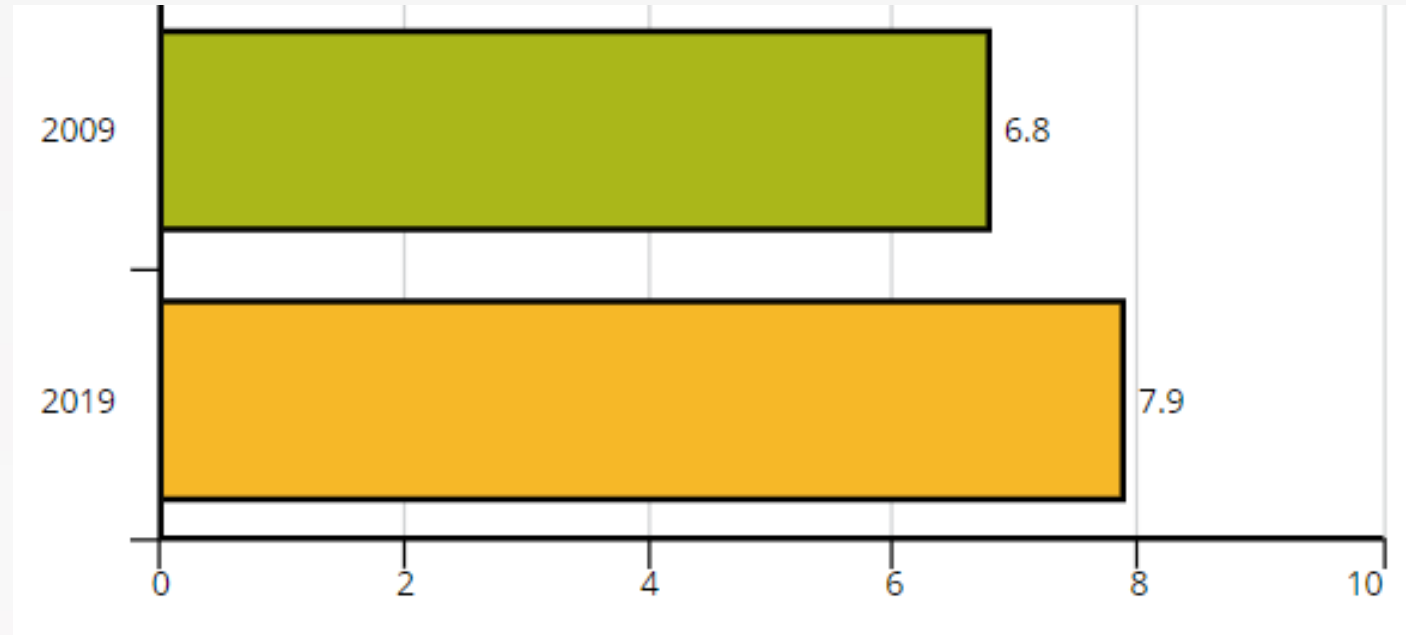


Figure 16: Students' Knowledge of English as Opening New Language Horizons

- Implication of this question: mastering English possibly makes the learning of other foreign languages more accessible to students
- Answers in accordance with the previous questions



2 Learner Multilingualism and CLIL - Students' Attitudes

2.5 Professional Relevance of CLIL

Students' Knowledge of English as Opening New Language Horizons

2009: 6.8/10

- **Moderate correlation between these two factors discovered.** Only limited transfer recognized between **learning English** and the **acquisition of other languages**.
- ⇒ Regrettable attitude that **reduced** students' **chances to actively develop** individual **multilingualism** to a minimum

2019: 7.9/10

- **A change for the better in students' attitudes.** **Mastering English** and **new language horizons** being opened regarded as an **entity**
- ⇒ Remarkable step towards a more realistic and **more motivating attitude**: any foreign language learnt is the **gateway to learning other foreign languages**



2 Learner Multilingualism and CLIL - Students' Attitudes

2.5 Professional Relevance of CLIL



Question: Potential benefits of CLIL for leading international lives?
(control question of the previous one)



2 Learner Multilingualism and CLIL - Students' Attitudes

2.5 Professional Relevance of CLIL

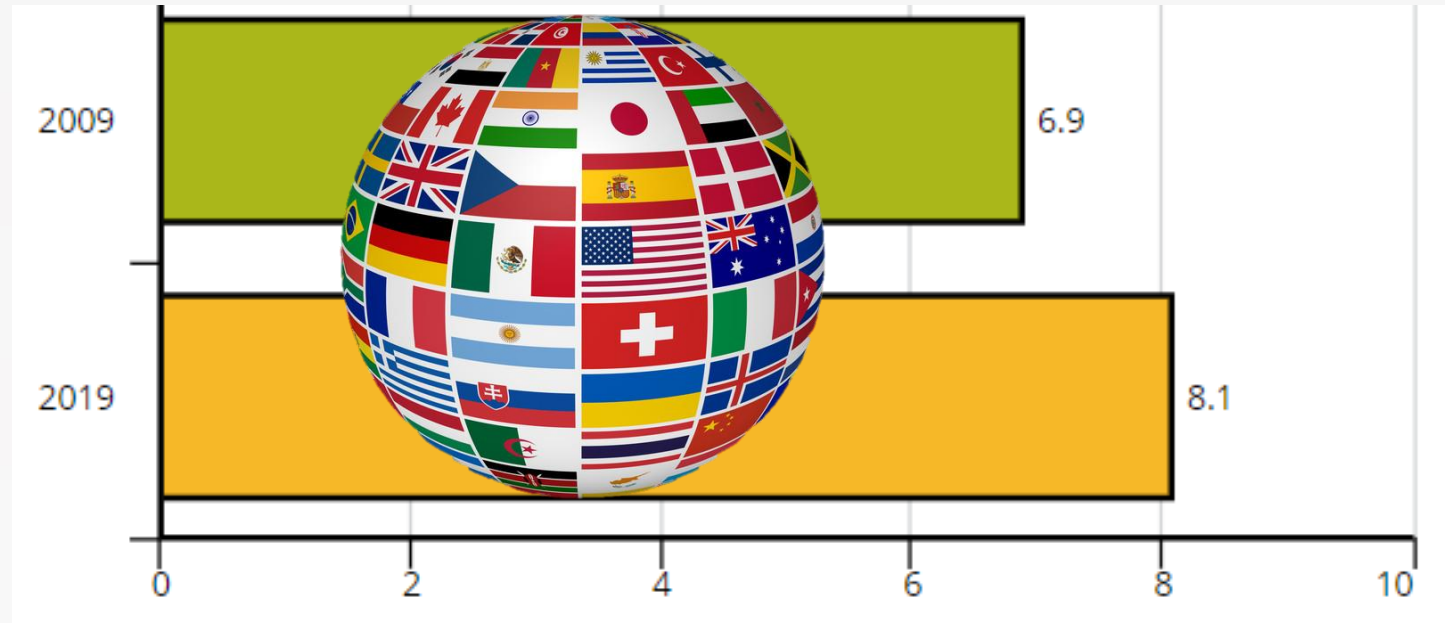



Figure 17: Subjects Partly Studied in English Enabling Students to Lead International Lives

- Positive development here as well: 2009: $\bar{x} = 6.9$ - 2019 $\bar{x} = 8.1$
⇒ Students much more internationalised than ten years ago!
- **Awareness:** a mere limitation to Germany (or even Europe) will not get students far

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2 Learner Multilingualism and CLIL - Students' Attitudes

2.6 Students Attitudes towards their Studies

This study:

- Students' motivation regarded as a reflexion of their estimations about CLIL
- A high motivation for their studies may go together with the importance attached to CLIL because:
- CLIL may help them make a career



2 Learner Multilingualism and CLIL - Students' Attitudes

2.5 Professional Relevance of CLIL



Question: Students' general interest in their respective subjects ?



2 Learner Multilingualism and CLIL - Students' Attitudes

2.5 Professional Relevance of CLIL

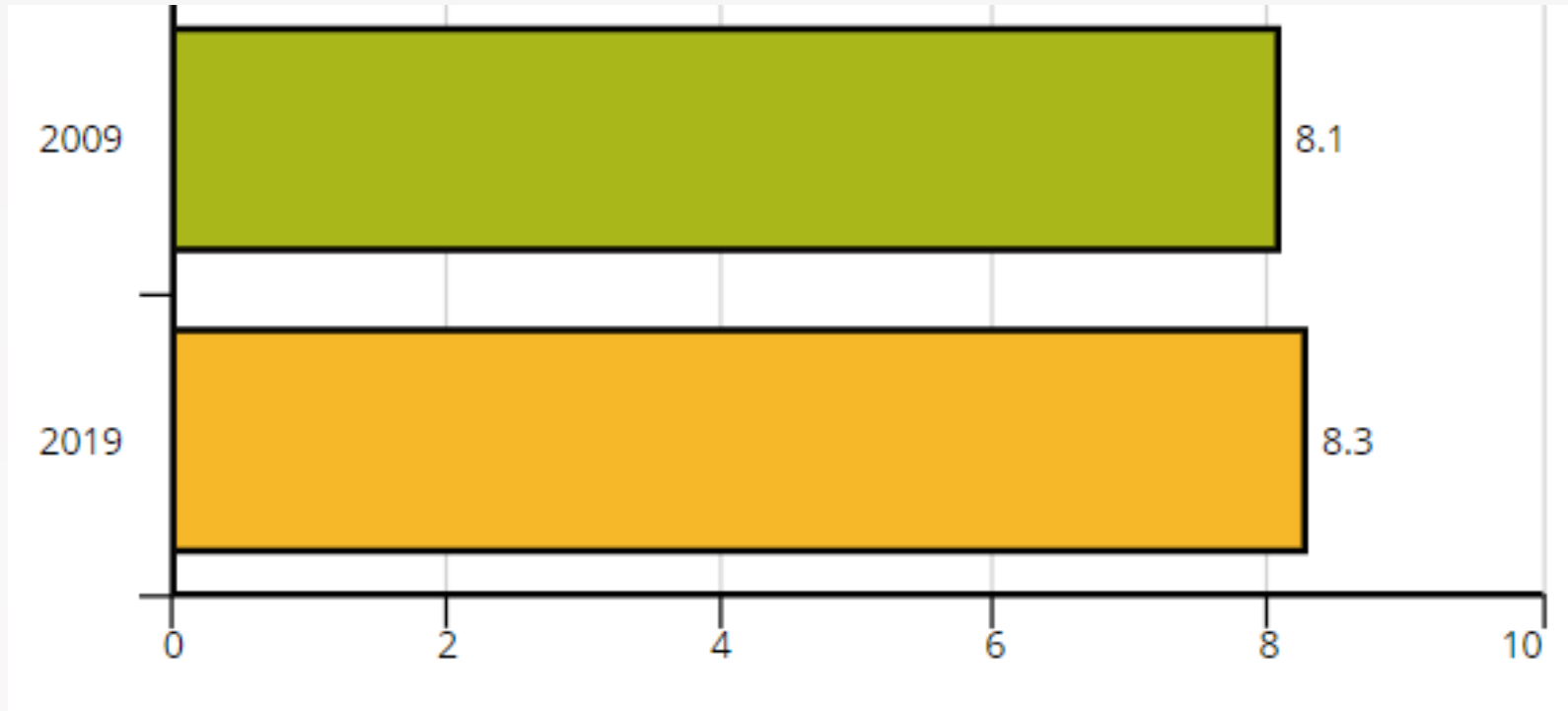


Figure 18: Students' General Interest in Their Subjects

- Similar result in 2009 and 2019
- High values \Rightarrow positive motivation



2 Learner Multilingualism and CLIL - Students' Attitudes

2.5 Professional Relevance of CLIL

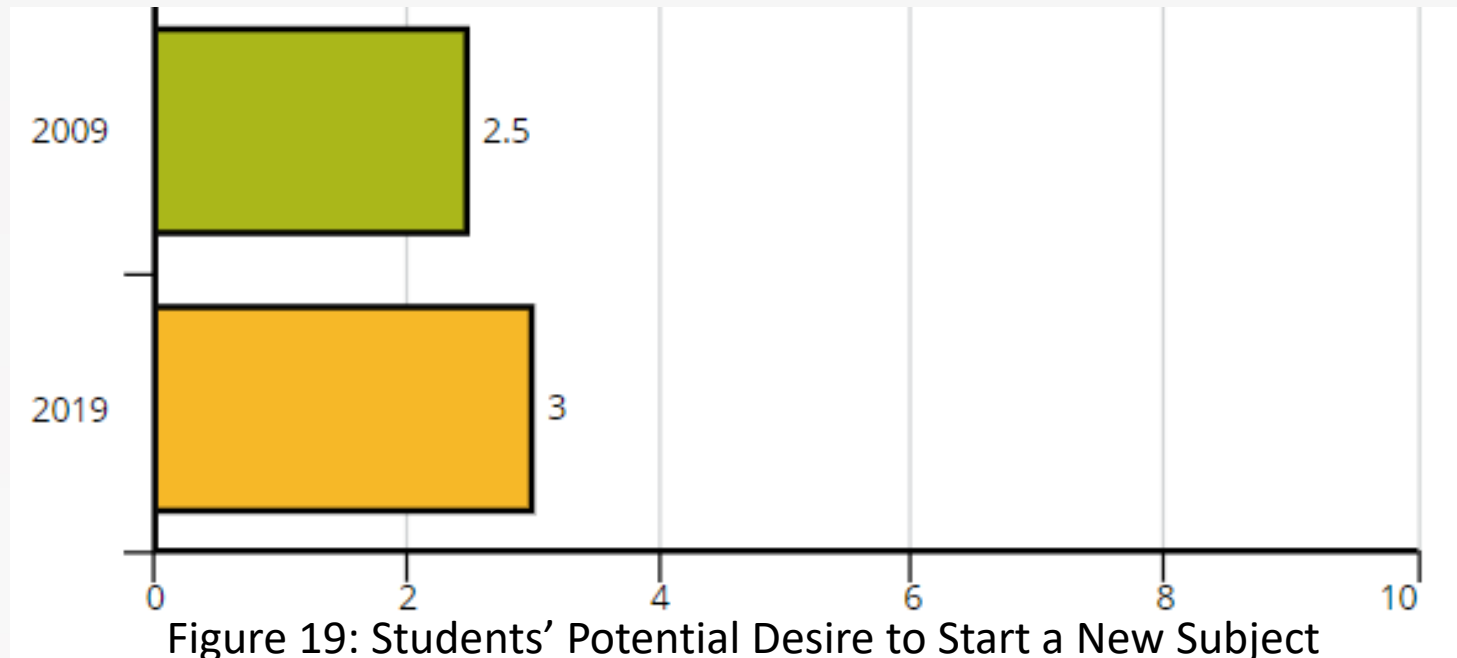


Control question: Students' potential desire to start a new subject?



2 Learner Multilingualism and CLIL - Students' Attitudes

2.5 Professional Relevance of CLIL



- Nearly completely inverse reflection of the previous question
⇒ strong mutual support between these two questions
- High identification level with the respective degree programmes
- No potential dissatisfaction with their studies: the results obtained truly reflect students' ideas on the use of CLIL ⇒ reliable findings

2 Learner Multilingualism and CLIL - Students' Attitudes

2.5 Professional Relevance of CLIL



Question: English seen as an obstacle?



2 Learner Multilingualism and CLIL - Students' Attitudes

2.5 Professional Relevance of CLIL

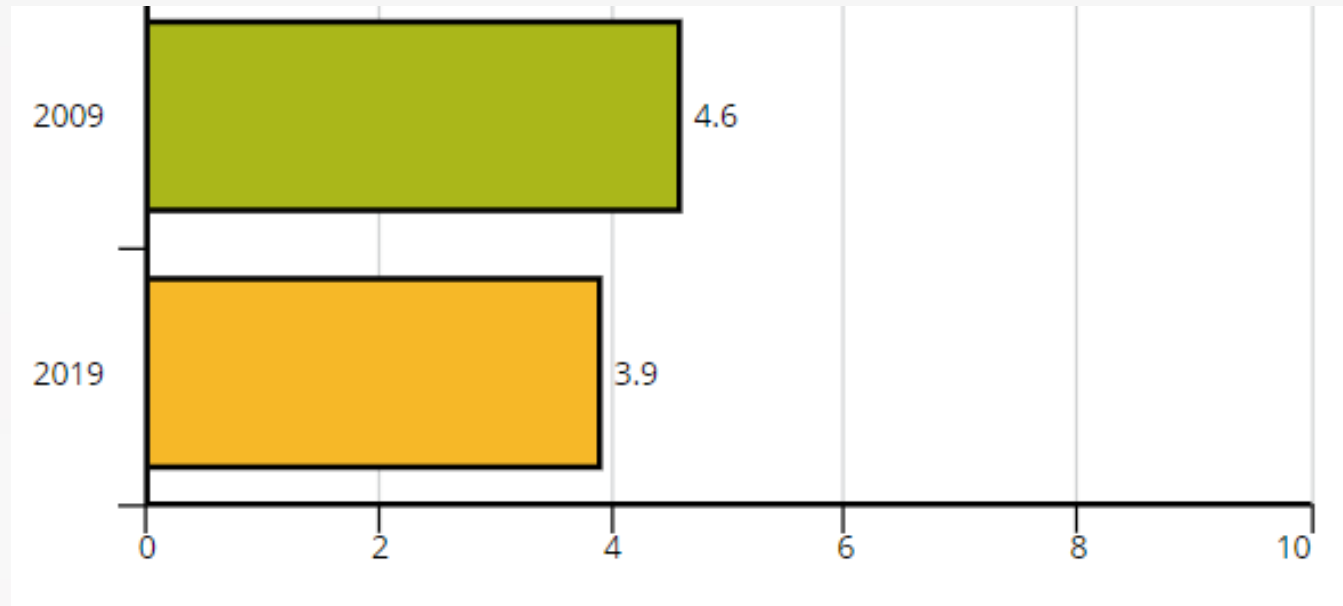


Figure 20: English Seen As an Obstacle

- Values of $\bar{x} = 4.6$ and $\bar{x} = 3.9$
- English : not only beneficial, but sometimes an obstacle (more in 2009 than in 2019):
- **Possible interpretation:** request for a bigger number of language courses outside the CLIL context to help students



2 Learner Multilingualism and CLIL - Students' Attitudes

2.5 Professional Relevance of CLIL

- Doubtlessly necessary:
 - A highly differentiated offer of
 - compulsory and
 - optional language courses
- to enable students to attend CLIL lectures successfully



2 Learner Multilingualism and CLIL - Students' Attitudes

2.5 Professional Relevance of CLIL

- Without this:

- impossible to properly implement CLIL at a large scale
- unfair to students not to offer them the infrastructure of language courses they may need to succeed in CLIL
- student multilingualism impossible to implement



2 Learner Multilingualism and CLIL - Students' Attitudes

Questions & Discussion

(10 minutes)





- What is your experience with CLIL? Advantages and disadvantages?
- Is CLIL taken as a substitute for language courses at your institutions?
- Are there any language requirements for professors using CLIL?
- Does the content to be taught suffer due to the use of CLIL?
- Do your students like CLIL?
- Do *you* like it?



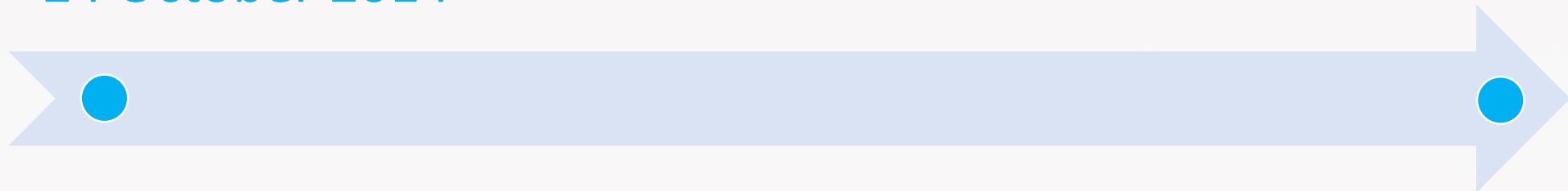
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- Longitudinal survey (still on):

24 October 2014



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Umfrage für Studienbewerber

Bitte beantworten Sie die folgenden Fragen vollständig.

Geschlecht

Auswählen ▾

Als zweite Fremdsprache neben dem Studium ist für mich von Bedeutung:

☐ Französisch

☐ Spanisch

Fremdsprachen sind für mich im Allgemeinen

1 2 3 4 5

unwichtig ☐ ☐ ☐ ☐ ☐ sehr wichtig

Meine letzte Englischnote in der Schule war ein

☐ Sehr gut

☐ Gut

☐ Befriedigend

☐ Ausreichend

☐ Mangelhaft

Meine letzte Französisch- oder Spanischnote in der Schule war ein

☐ Sehr gut

☐ Gut

☐ Befriedigend

Welche Rolle spielen Fremdsprachen für Ihre Bewerbung bei der HTW?

1 2 3 4 5

gar keine ☐ ☐ ☐ ☐ ☐ eine sehr große

Wie wichtig ist es Ihnen, zwei Fremdsprachen - statt einer einzigen - zu lernen bzw. zu vervollkommen?

1 2 3 4 5

gar nicht wichtig ☐ ☐ ☐ ☐ ☐ sehr wichtig

Das von der HTW gemachte, verbindliche Angebot von zwei Fremdsprachen sehe ich als

1 2 3 4 5

Schikane ☐ ☐ ☐ ☐ ☐ Chance

Für den Bereich (Internationale) Betriebswirtschaft interessiere ich mich

1 2 3 4 5

gar nicht ☐ ☐ ☐ ☐ ☐ sehr

Für den Bereich Tourismus-Management interessiere ich mich

1 2 3 4 5

gar nicht ☐ ☐ ☐ ☐ ☐ sehr

Im Bereich Internationale Betriebswirtschaft bzw. Tourismus-Management sehe ich mich als

1 2 3 4 5

gar nicht leistungsfähig ☐ ☐ ☐ ☐ ☐ sehr leistungsfähig



3 Learner Multilingualism and Languages (To Be) Taught



Guiding Question:

Preference of Business Administration and International Tourism Management students for *one* foreign language (English) or *two* foreign languages (English and French *or* English and Spanish)

English

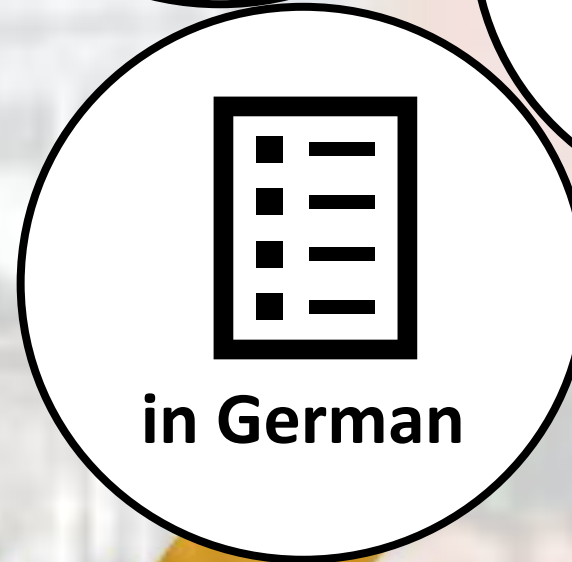


English + French
English + Spanish



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- Number of respondents:
1,227 (by 06-01-2019)
- **10** questions - 1 personal
(i.e. gender, not considered
here) and 9 content-based
questions
- Questionnaire conducted in
German



3 Learner Multilingualism and Languages (To Be) Taught



Question:
Importance of the second language (in addition to English) ?



3 Learner Multilingualism and Languages (To Be) Taught

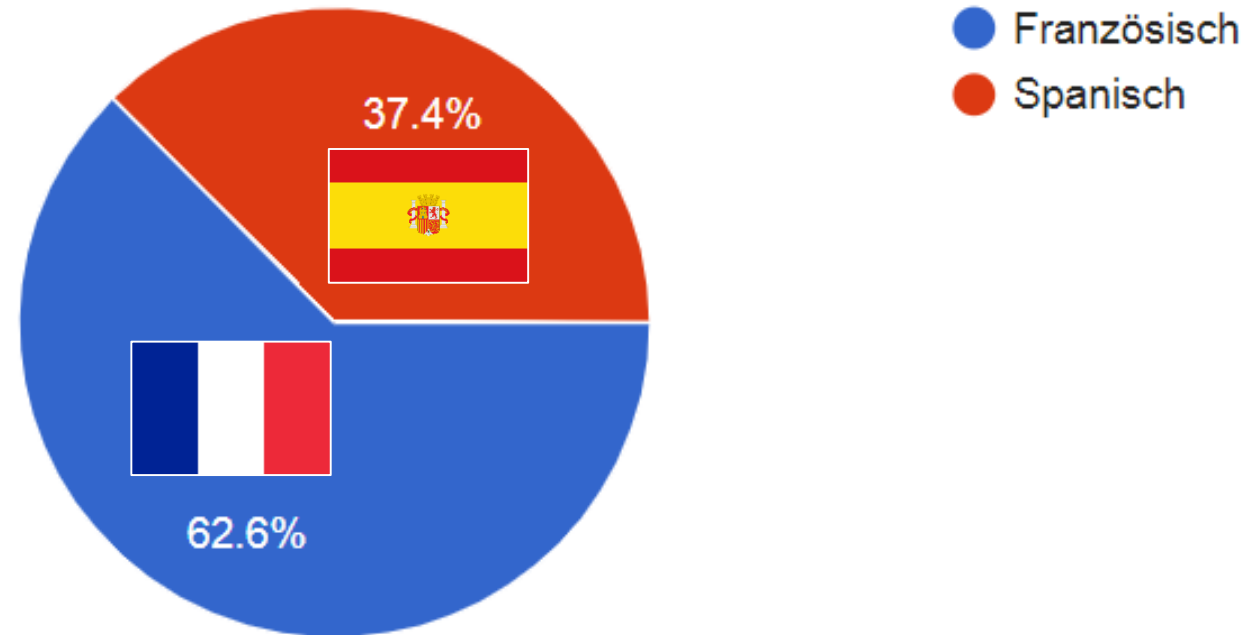
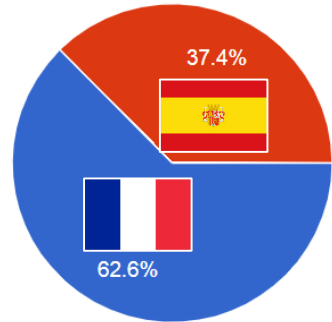


Figure 21: The Second Foreign Language of Interest

⇒ Clear priority for French

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3 Learner Multilingualism and Languages (To Be) Taught



Question: Importance of foreign languages in general?



3 Learner Multilingualism and Languages (To Be) Taught

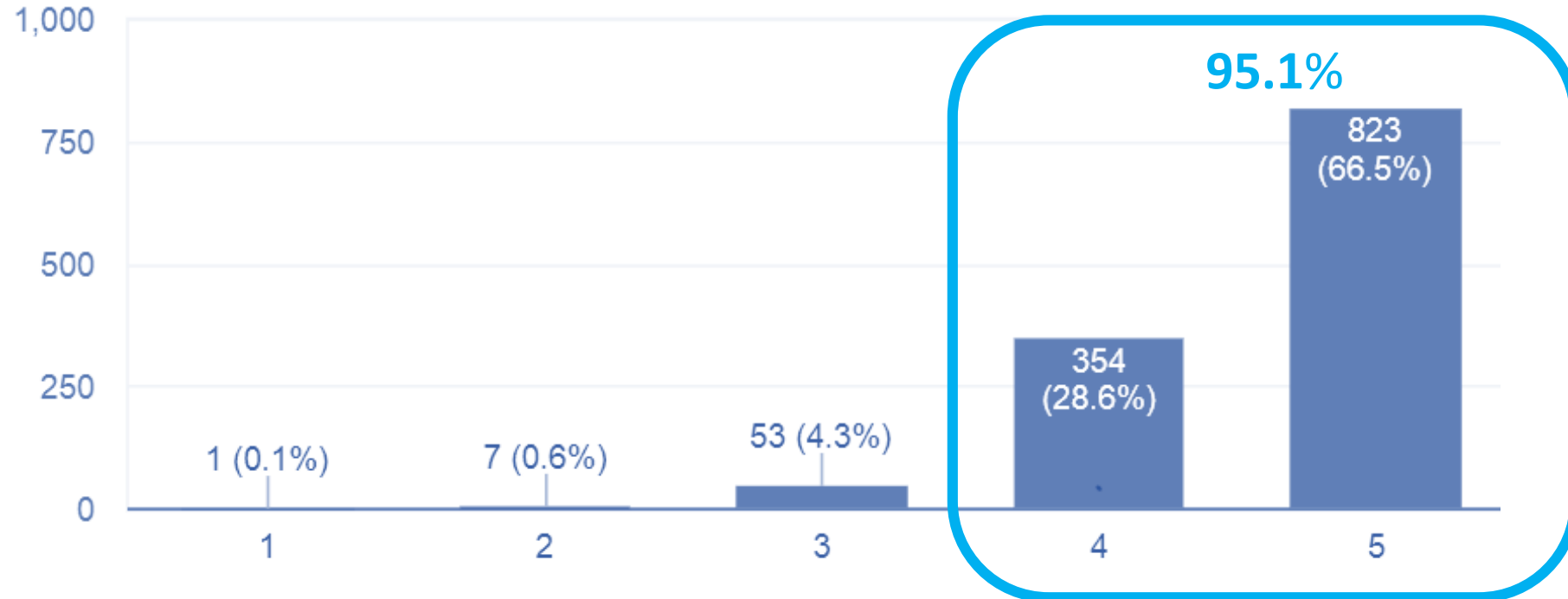


Figure 22: Importance of Foreign Languages
(1 = not important - 5 = very important)

- High importance of foreign languages for **95.1%** of respondents

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Question: Student' last mark of English at school?



3 Learner Multilingualism and Languages (To Be) Taught

Frequency ranking
of marks:

1. “good”
2. “satisfactory”
3. “very good”



Figure 23: Last mark of **English** Obtained at School

3 Learner Multilingualism and Languages (To Be) Taught



Question: Students' last mark of French or Spanish at school?



3 Learner Multilingualism and Languages (To Be) Taught

Frequency ranking
of marks:

1. “good”
2. “satisfactory”
3. “very good”

(i.e. the same distribution as
for English)

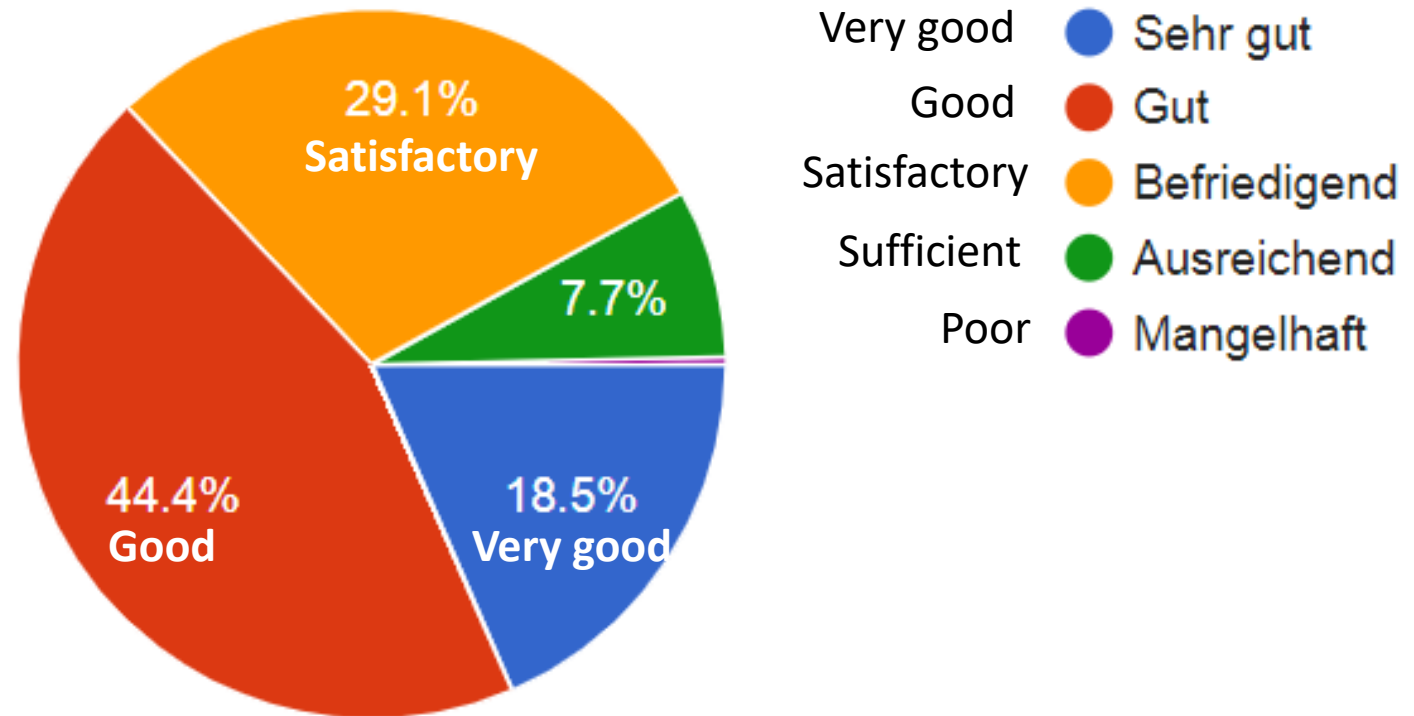


Figure 24: Last Mark of **French** or **Spanish** Obtained at School

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For both English and French / Spanish:

Respondents' performance far above the average:

English: “good” and “very good”: 66.1%

French /Spanish: “good” and “very good”: 62.9%

⇒ **high performers interested in foreign languages**



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Question: Importance of foreign languages for enrolment at our institute?



3 Learner Multilingualism and Languages (To Be) Taught

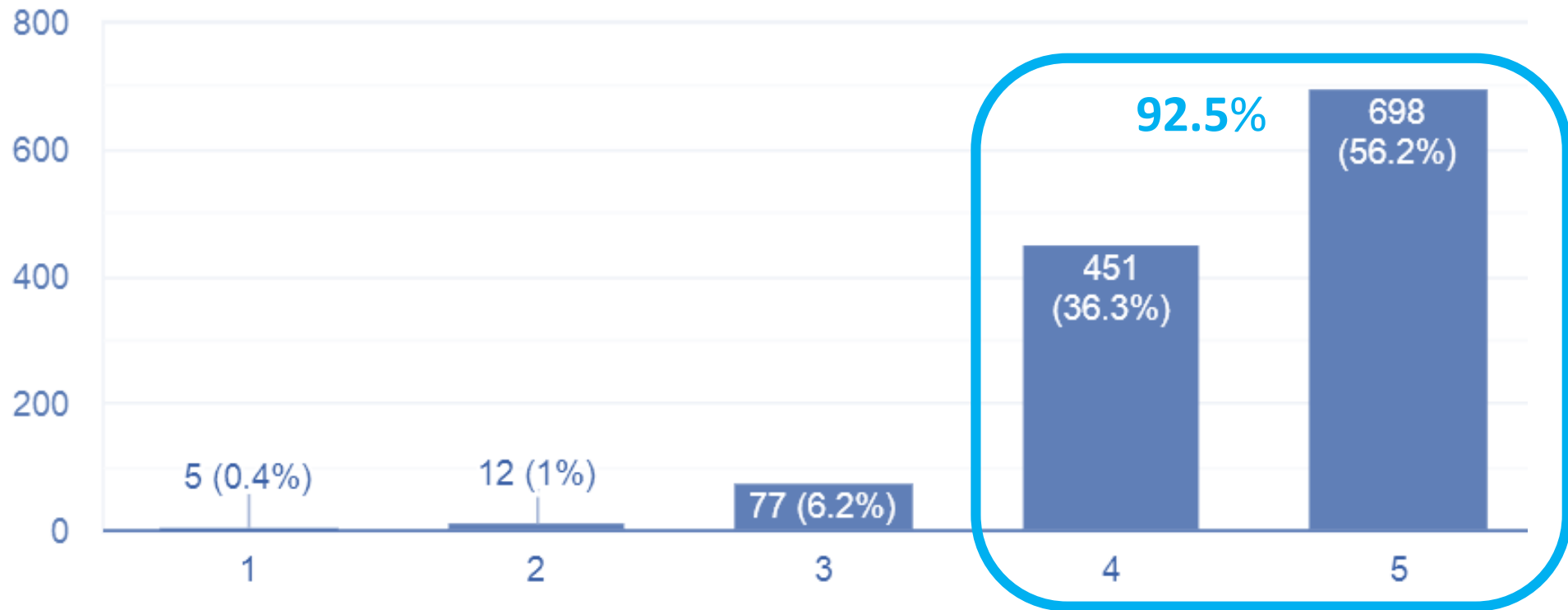


Figure 25: The Importance of Foreign Languages for a Potential Enrolment
(1 = Not important at all - 5 = very important)

- **92.5%** of respondents: (very) high importance of foreign languages

3 Learner Multilingualism and Languages (To Be) Taught

⇒ Foreign languages are of utmost importance for respondents' enrolment in these degree programmes.

⇒ **Foreign languages make the difference:**

They attract students

Thus, for **International Business Administration** and **International Tourism Management**:



Monolingualism: no option



Bilingualism: minimal choice



Multilingualism: the desired option



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Question: Importance of two languages being taught instead of just one?



3 Learner Multilingualism and Languages (To Be) Taught

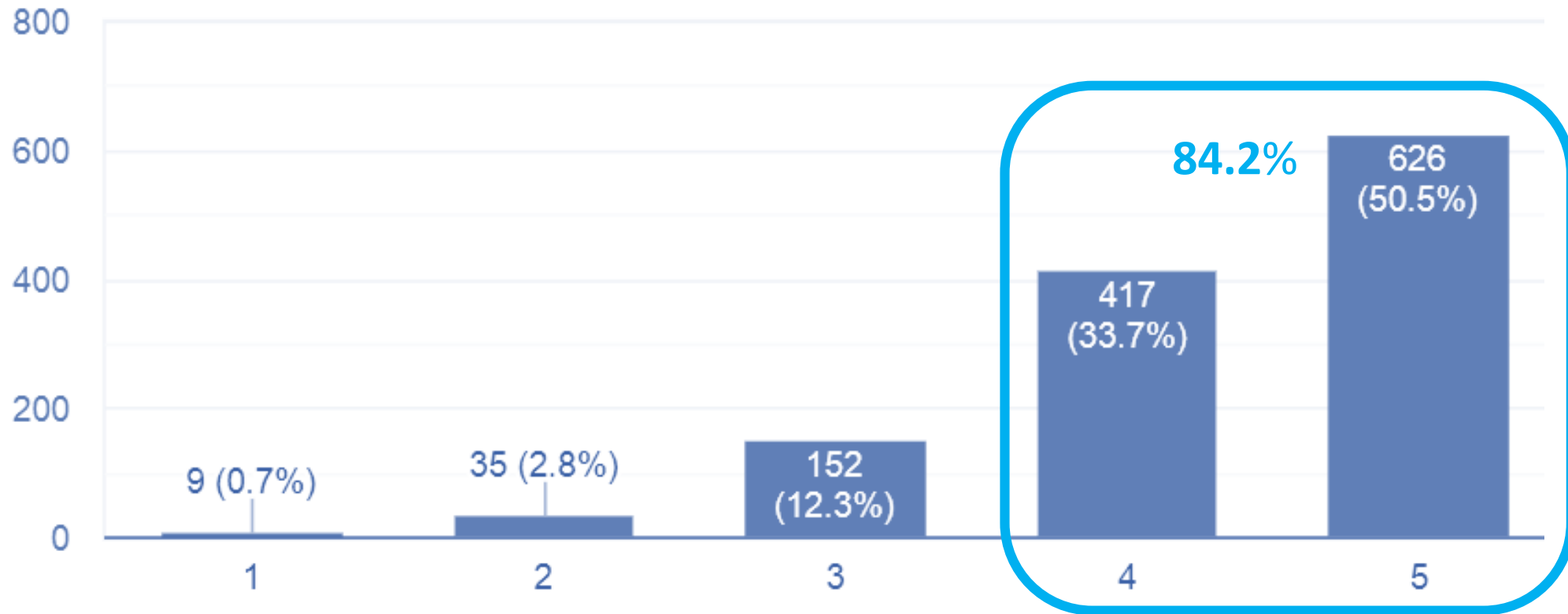


Figure 26: Importance of Two Foreign Languages Being Perfected Instead of Just One
(1 = Not important at all - 5 = very important)

- (Very) high importance of **two foreign languages** for **84.2%** of respondent.

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- Thus:

Multilingualism -

the only proper and attractive choice



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Control Question: Attending courses in two foreign languages regarded as chance or obstacle?



3 Learner Multilingualism and Languages (To Be) Taught

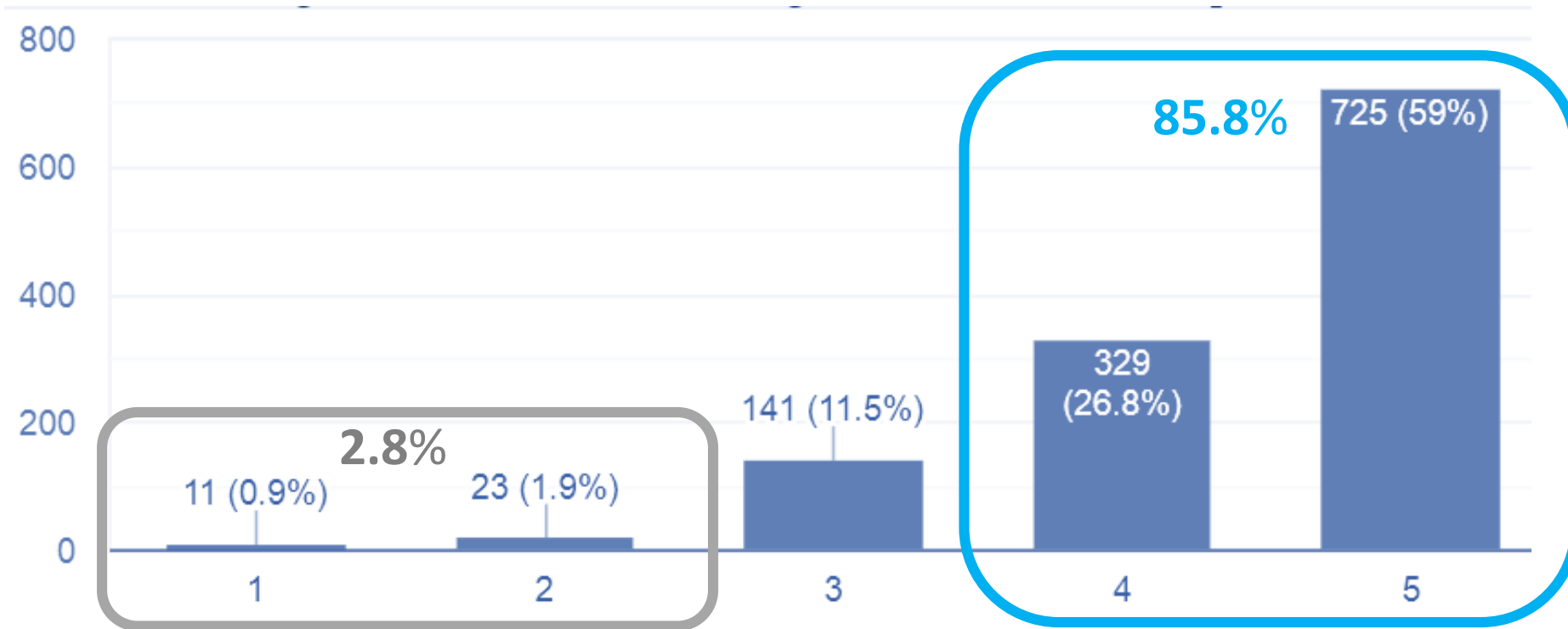


Figure 27: Attending Courses in Two Foreign Languages Regarded as Chance or Obstacle
(1 = obstacle - 5 = chance)

- **Chance: 85.8%** ⇒ A clear and highly informative result
- **Obstacle: 2.8%** + confirmation

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Control question to this one (asked three questions after):
Positive or negative attitude towards only *one* foreign language being offered in the above degree programmes?



3 Learner Multilingualism and Languages (To Be) Taught

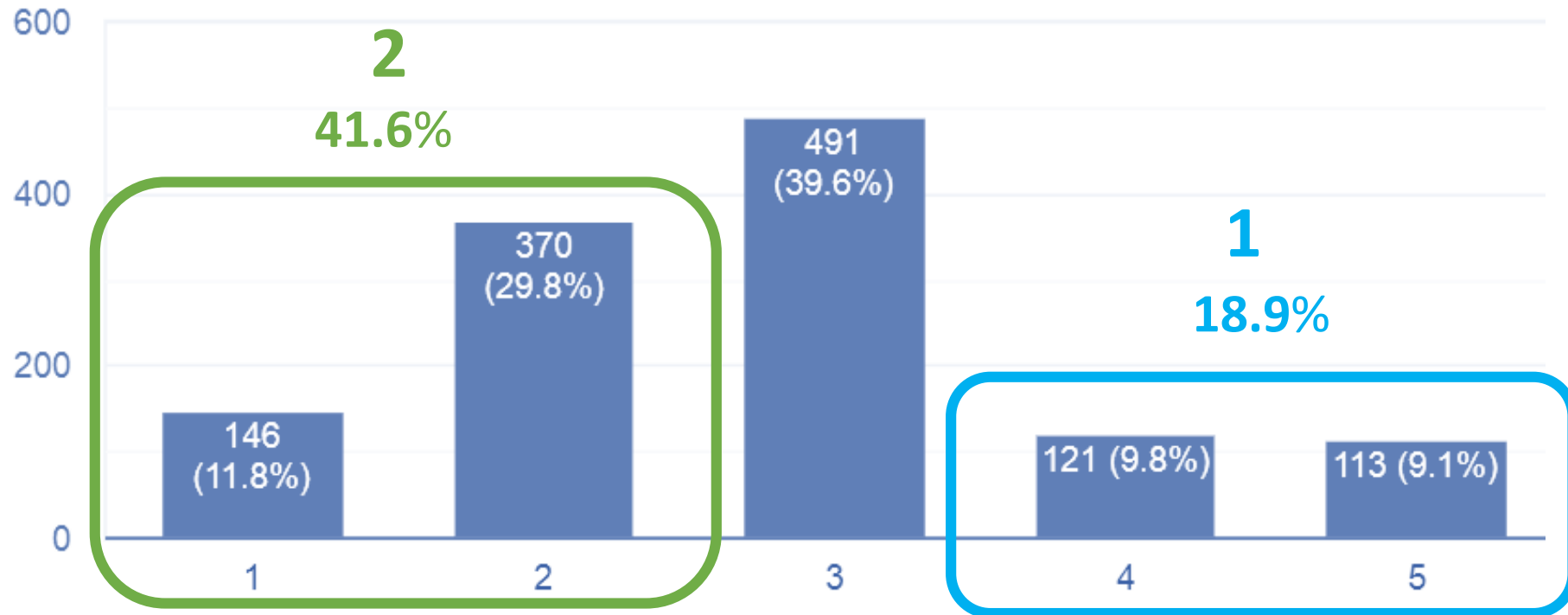


Figure 28: A University Offer of Just One Foreign Language Would Be...
(1 = very bad - 5 = very good)

- Approval of only **one foreign language** being taught: **18.9%**
 - Disapproval, i.e. requesting **two foreign languages**: **41,6%**
 - (neutral: 39.6%)
- ⇒ **Two thirds** of the concerned respondents opt for **two foreign languages**.
(Relative confirmation of the previous question)

3 Learner Multilingualism and Languages (To Be) Taught



Question: Respondents' potential interest in their (future) degree programme, i.e. not only in languages?



3 Learner Multilingualism and Languages (To Be) Taught

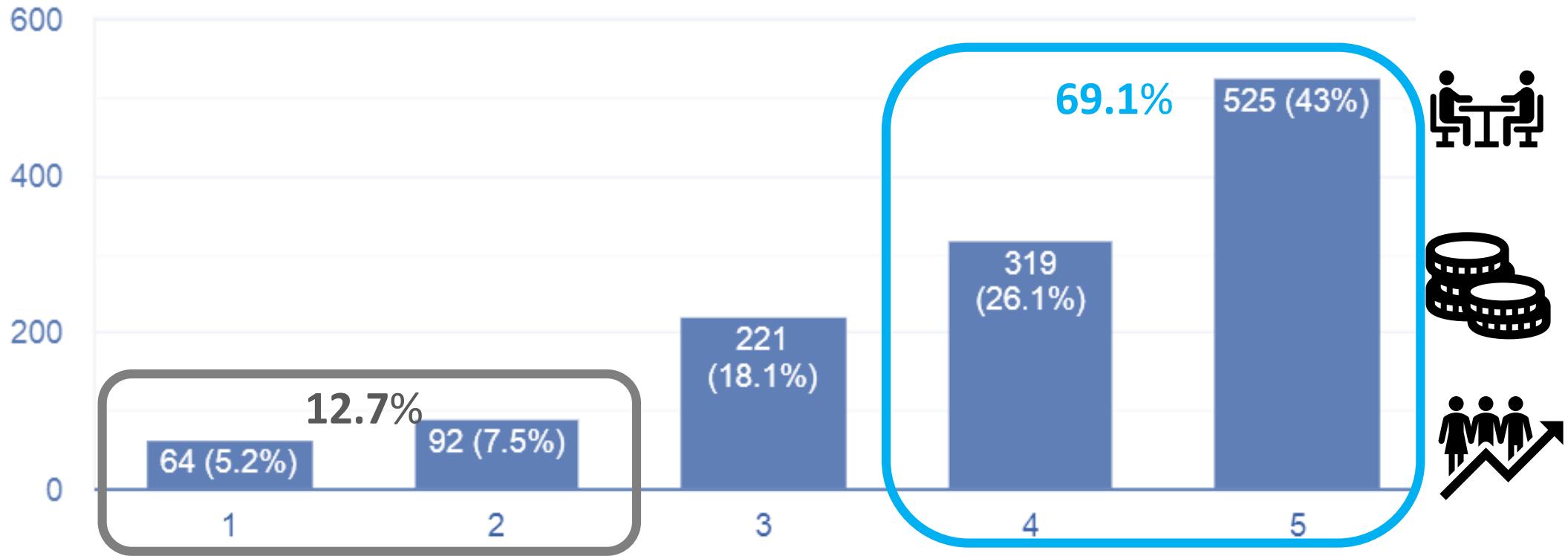


Figure 29: Respondents' Interest in *International Business Administration*
(1 = very low - 5 = very high)

- Very high or high interest in **International Business Administration**: **69.1%**, i.e. more than two thirds
- Low or very low interest level: **12.7%** ('only')

3 Learner Multilingualism and Languages (To Be) Taught

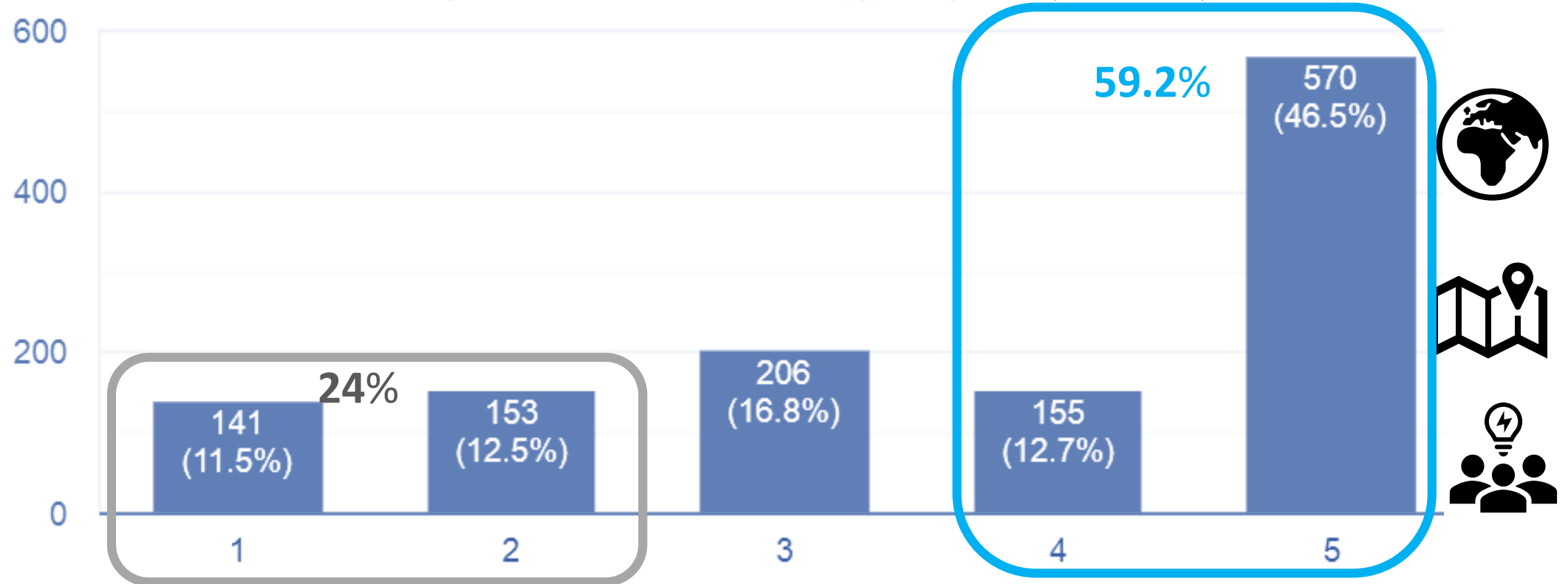


Figure 30: Respondents' Interest in *International Tourism Management*
(1 = very low - 5 = very high)

- Very high or high interest in **International Tourism Management**: **59.2%**
- Low or very low interest level: **24.0%** (= relatively high value)

3 Learner Multilingualism and Languages (To Be) Taught

Comparison:

- Very high or high interest in **International Business Administration**: **69.1%**, i.e. more than two thirds 
- Low or very low interest level: **12.7%** (only)
- Very high or high interest in **International Tourism Management**: **59.2%**
- Low or very low interest level: **24.0%** (= relatively high result) 

Possible analysis:

- Close relationship between work in tourism and the mastery of foreign languages.
- Thus, even higher attraction of foreign languages and, consequently, lower attraction of the subject itself.



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Question: Respondents' career orientation?



3 Learner Multilingualism and Languages (To Be) Taught

Most frequent answers:

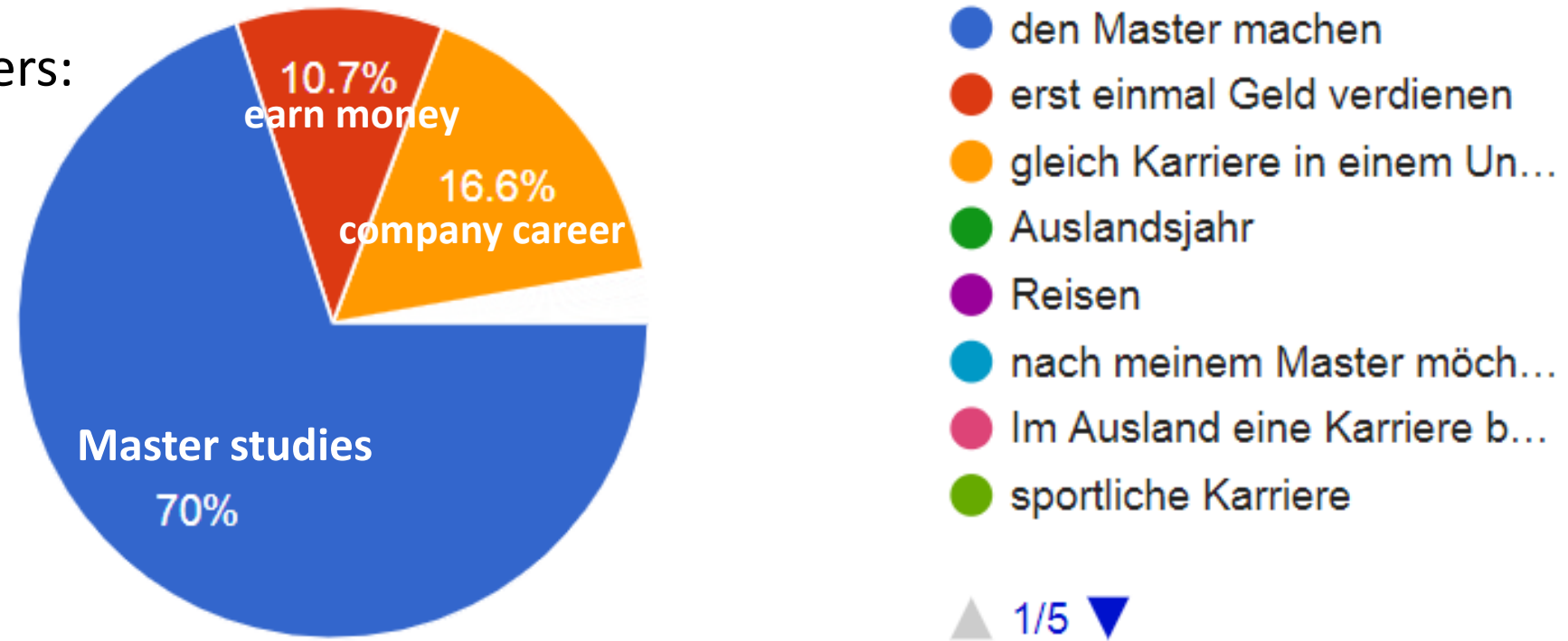
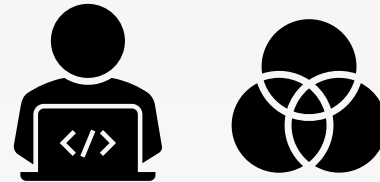


Figure 31: Respondents Professional Aspirations after Graduation

- ⇒ High ambition level of respondents = high commitment to academic and (later on) professional career
- + High interest in foreign languages
- = Potential correlation between personal ambition and multilingualism

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Results of this survey (1):



- (Future) **Students** being interested in / good at foreign **languages** not necessarily study philology but try to combine their language mastery with **subjects** in which these foreign languages represent important **tools** for them.

⇒ **Multilingualism: not an end in itself, but a means to an end.**



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Results of this survey (2):



- Ambitious (future) students thus consider **multilingualism** to be **an important factor** in their **future professional lives**;
- Implicitly, they understand that **bilingualism** (German and English only) **no longer suffices** today to make a sustainable career;
- Striving for **multilingualism** and **being personally ambitious** go together!!!



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These findings may be of relevance for:



- designing degree programmes



- integrating foreign languages in new or existent degree programmes, i.e. understanding the necessity of doing so, and
- Offering two foreign languages rather than just one (English)



3 Learner Multilingualism and Languages (To Be) Taught

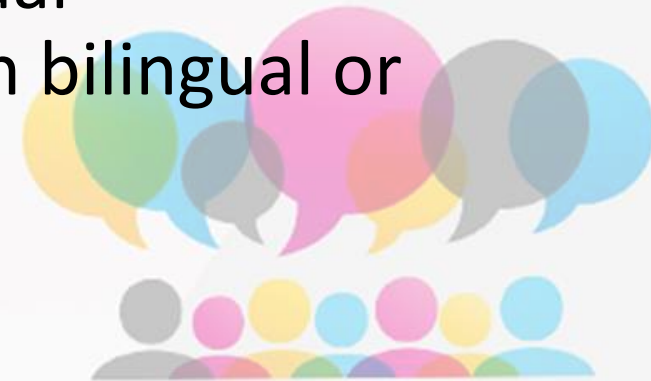
These findings may be of relevance for:



- (from a (future) students' perspective) making a decision in favour of a given degree programme and when deciding whether to study philology or a multilingual, non-linguistic subject



- funding new degree programmes so that multilingual programmes might be more worthy of funding than bilingual or “zero-lingual” ones



3 Learner Multilingualism and Languages (To Be) Taught

Questions & Discussion

(10 minutes)



3 Learner Multilingualism and Languages (To Be) Taught



- Have you also come across the correlation between ambitious and high-performing students and multilingualism? Is multilingualism a ‘performance indicator’?
- Do you still consider bilingualism a relevant target or have we already overcome this idea?
- Do high performers still study languages nowadays or rather ‘content’ subjects (e.g. business, engineering)?



4 Institutional Requirements

For complementing the previous findings: small survey

⇒ to get a very general impression on the language requirements in Bachelor and Master degree programmes **at German universities of applied sciences**



4 Institutional Requirements

Universities of Applied Sciences:

- **orientation to practice** rather than theory
- a **very prevalent** type of university in **Germany**
- **just this type** considered for the **homogeneity of our approach**

4 Institutional Requirements

Guiding ideas of this survey:



- Which languages?



- Which proficiency levels?



- One or **two** foreign languages **required** - **bilingualism** or **multilingualism**?

4 Institutional Requirements

The **findings** will hint at the chances of responding to

- **university students' desires** with regards to **CLIL** (Section 2)
- **students' language requests** in the (near) future (Section 3)

in **practice**

4 Institutional Requirements

Procedure:

Random perusal and analysis of **44** websites of **German universities of applied sciences**

⇒ Incomplete picture, but a first impression



Hochschule RheinMain
University of Applied Sciences
Wiesbaden Rüsselsheim Geisenheim



HOCHSCHULE
FÜR ANGEWANDTE
WISSENSCHAFTEN
MÜNCHEN



Hochschule für Technik
und Wirtschaft Berlin
University of Applied Sciences



HOCHSCHULE
RHEIN-WAAL
Rhine-Waal University
of Applied Sciences



4 Institutional Requirements



4.1 General Information

4.2 English As Listed in Different Degree Programmes

4.3 French and Spanish As Listed in Different degree programmes

4.4 Language Requirements in Individual Degree Programmes



4 Institutional Requirements

4.1 General Information

4.2 English As Listed in Different Degree Programmes

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4 Institutional Requirements

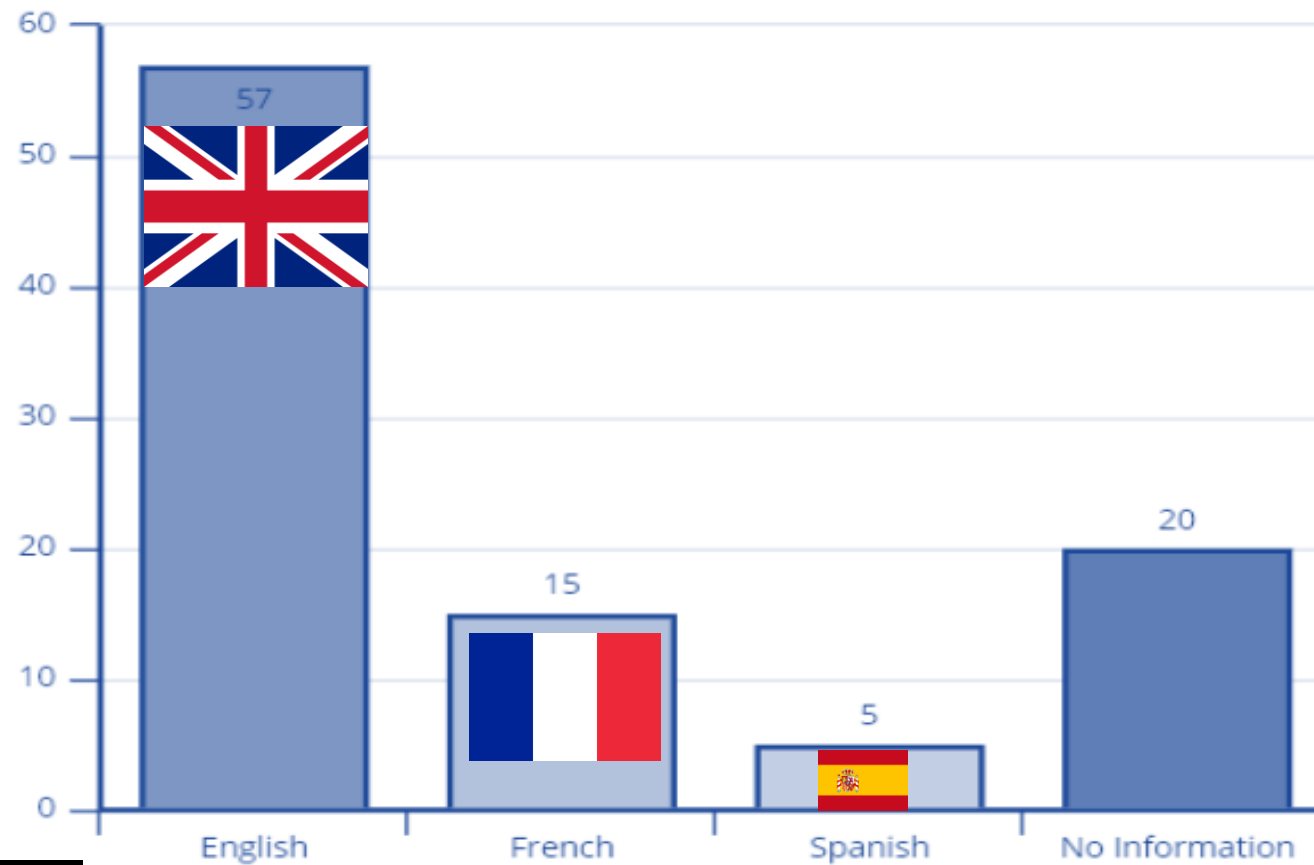
4.1 General Information



Question: Information given on the different languages?



Figure 32: Information Given on the Different Languages



Description and Analysis:

- **Most information** given on **English** ⇒ **clear dominance**
- **English** mentioned more than **four times** as frequently as **French** and around **eleven times** more than **Spanish**
- Languages other than English: just “accessories”

A **disillusioning result** with regards to multilingualism

4 Institutional Requirements

4.1 General Information

4.2 English As Listed in Different Degree Programmes

4.3 French and Spanish As Listed in Different degree programmes

4.4 Language Requirements in Individual Degree Programmes



4 Institutional Requirements

4.2 English As Listed in Different Degree Programmes

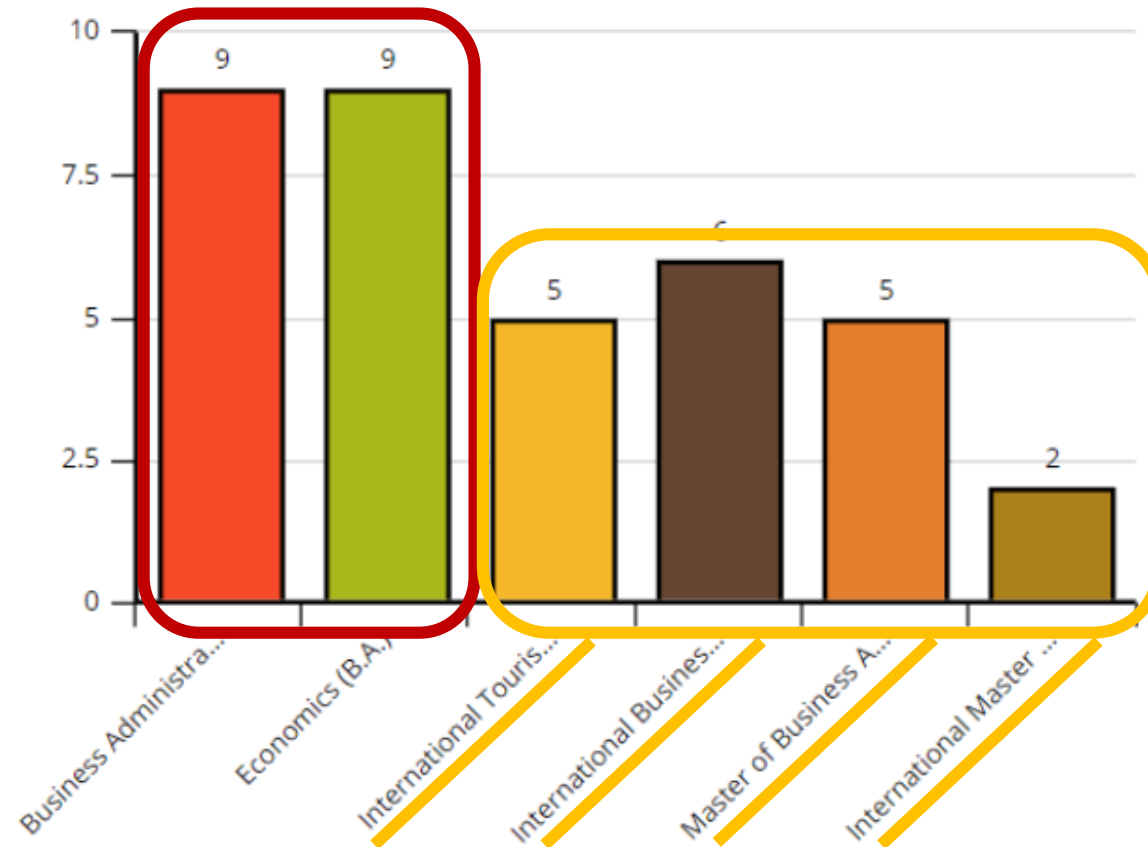
Now: a closer look at English with respect to proficiency levels.



English B1 as a requirement for admission:



Figure 33: **English Requirement of B1** in the Different Degree Programmes



Description and Analysis:

- Clear correlation between **English B1** and “non-international” degree programmes, i.e. Business Administration and Economics
- This correlation to be expected \Rightarrow B1: acceptable level
- Surprising: **English B1** as a requirement also in some “international” degree programmes \Rightarrow far too low a level 🤔

4 Institutional Requirements

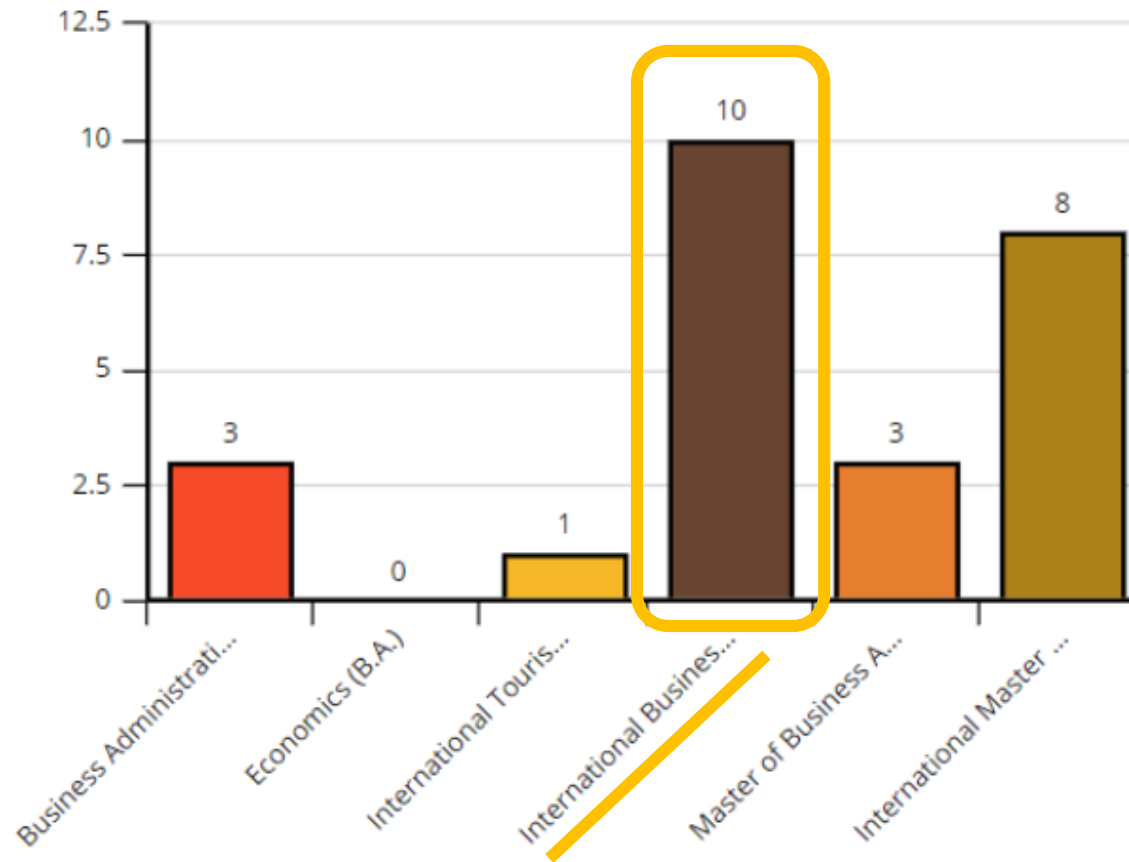
4.2 English As Listed in Different Degree Programmes



English B2 as a requirement for admission:



Figure 34: **English Requirement of B2** in the Different Degree Programmes



Description and Analysis:

- English B2 level to be **expected** in ‘international’ programmes
- Highest number of the B2 English requirement: **International Business Administration**
- **International Master programmes** come in next
- **B2: the lowest level** to be called ‘**proper**’ in international degree programmes

4 Institutional Requirements

4.2 English As Listed in Different Degree Programmes



English C1 as a requirement for admission:

English C1 - no chart (figures too small):

- listed in **two international master programmes**
- considerable flaw in the planning of international Master programmes
- C1: the very proficiency level to enable university students to do their studies properly
- for academic bilingualism, C1 is the only truly acceptable proficiency level



4 Institutional Requirements

4.1 General Information

4.2 English As Listed in Different Degree Programmes

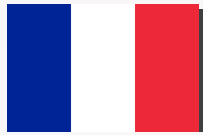
4.3 French and Spanish As Listed in Different Degree Programmes

4.4 Language Requirements in Individual Degree Programmes



4 Institutional Requirements

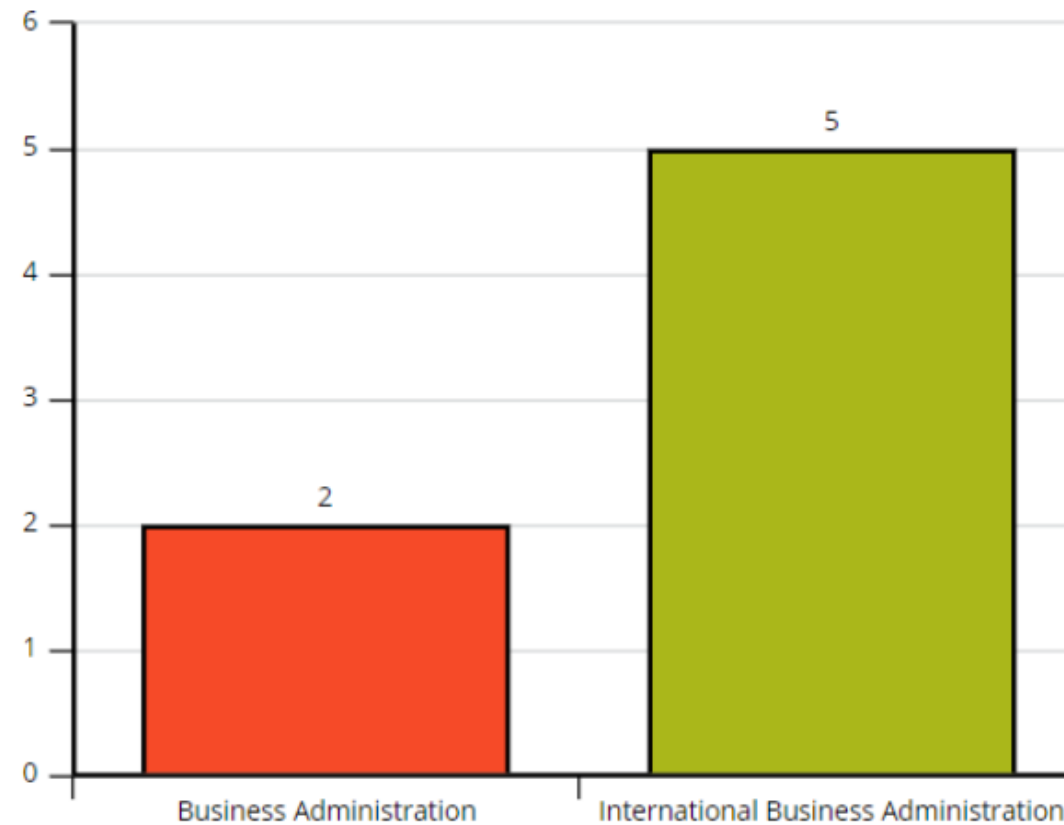
4.3 French and Spanish as Listed in Different Degree Programmes



French:



Figure 34: **B1 French** in the Different degree programmes



Description and Analysis:

- **Only B1 level** listed (i.e. French B2 inexistent)
- French in **only 5 international** and **2 national Business Administration** programmes
 - ⇒ unacceptable for ‘international’ programmes
- Realistic level at **graduation: B1+** ⇒ by far **not sufficient for professional use**
 - ⇒ disillusioning result; mission (of multilingualism) impossible !



4 Institutional Requirements

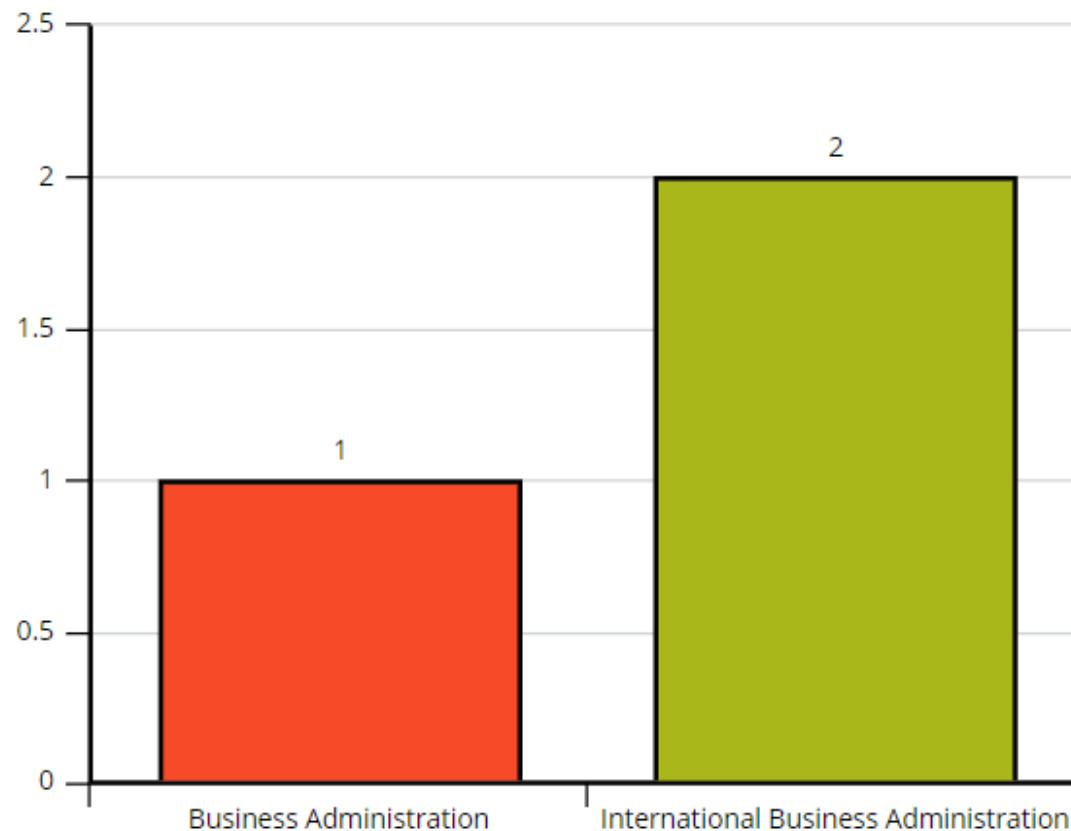
4.3 French and Spanish as Listed in Different Degree Programmes



Spanish:



Figure 35: **A2 Spanish** in the Different degree programmes



Description and Analysis:



- Spanish listed in three degree programmes only
- Proficiency level: A2 only ⇒ not to be taken seriously
- Realistic level at **graduation: A2+** ⇒ totally useless



⇒ another disillusioning result; mission (of multilingualism) impossible !

4 Institutional Requirements

4.3 French and Spanish as Listed in Different Degree Programmes

- The only realistic aim for students: bilingualism 
 - Multilingualism impossible to realise, unless independently, outside the university context
 - Students are left alone and not supported by their universities
- ⇒ no compliment for German universities of applied sciences! 



4 Institutional Requirements



4.1 General Information

4.2 English As Listed in Different Degree Programmes

4.3 French and Spanish As Listed in Different degree programmes

4.4 Language Requirements in Individual Degree Programmes



4 Institutional Requirements

4.4 Language Requirements in Individual Degree Programmes

- Another perspective: the different degree programmes

Business Administration

International Business Administration

International Management

International Master Programmes



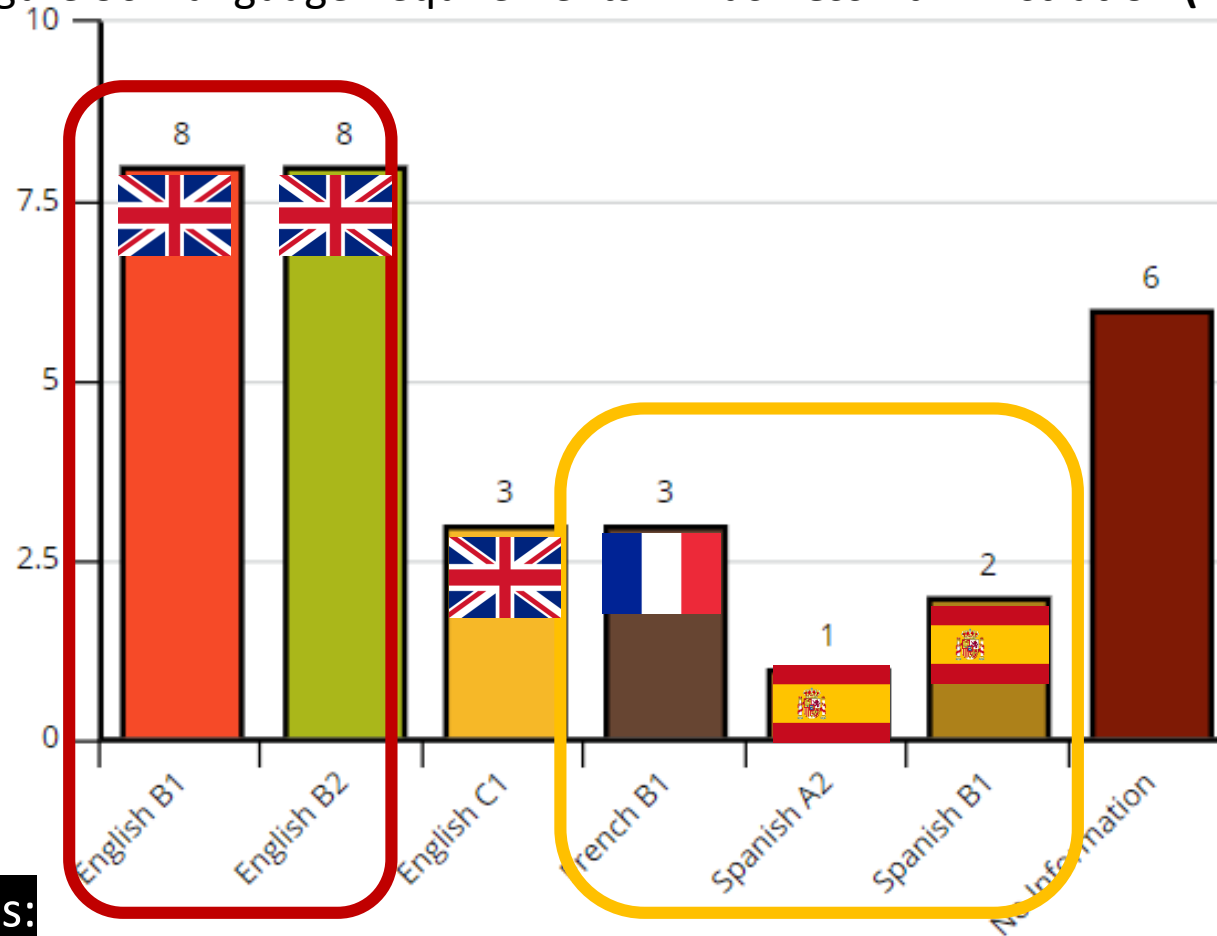
4 Institutional Requirements

4.4 Language Requirements in Individual Degree Programmes

Business Administration



Figure 36: Language Requirements in **Business Administration (Bachelor)**



Description and Analysis:

- **Equal distribution of English B1 and B2** ⇒ positive for B2 in national programmes
- **English C1** at the same level as **French B1**
- **English C1** possibly too high a level for national programmes of this kind
- **least occurrences for Spanish** (B1 and A2)
- **Frequency of English** > **French + Spanish**

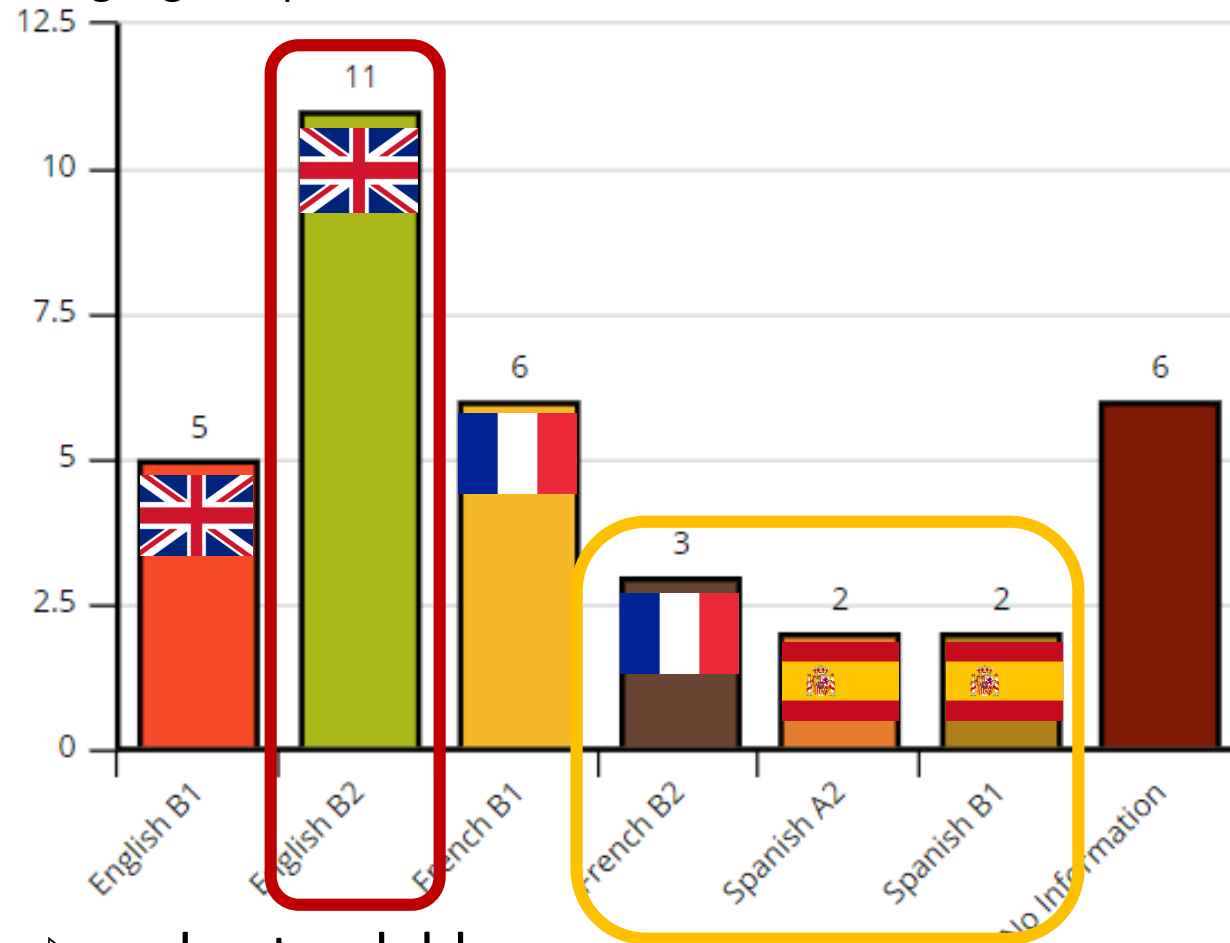
4 Institutional Requirements

4.4 Language Requirements in Individual Degree Programmes

International Business Administration



Figure 37: Language Requirements in International Business Administration (Bachelor)



Description and Analysis:

- Clear focus on **English B2**
- **French B1** and **English B1** at the same level
- **English B1** is of less importance ⇒ understandable
- **French** and **Spanish** of no particular importance
- Clear **dominance** of **English B2** to be expected



To be criticised: **the extremely low levels for French and Spanish** in ‘international’ programmes

⇒ Only very limited multilingualism realizable in these ‘international’ programmes

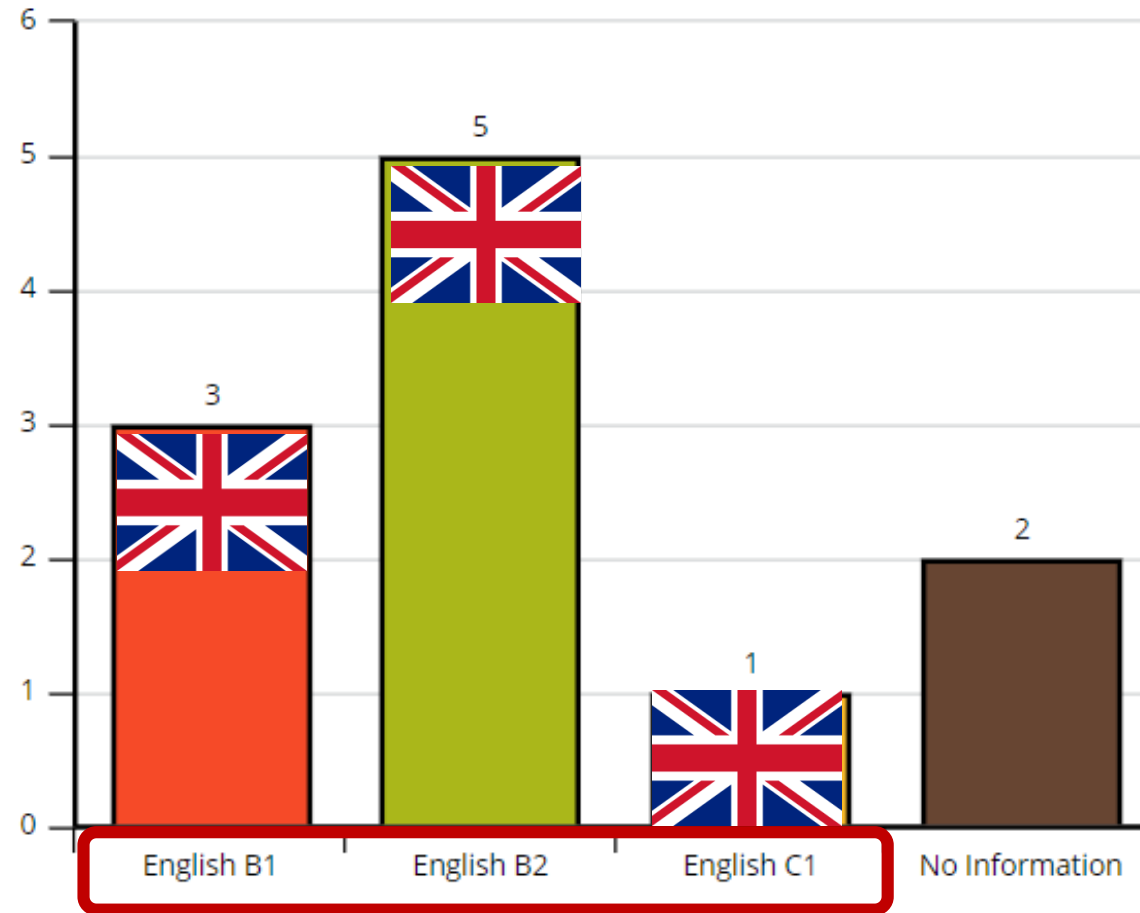
4 Institutional Requirements

4.4 Language Requirements in Individual Degree Programmes

International Management



Figure 38: Language Requirements in **International Management (Bachelor)**



Description and Analysis:

- Full concentration on **English**
- **French or Spanish** is of **no importance** whatsoever
- Target level: **English B2**
- **Clear bilingualism; multilingualism** ⇒ mission **impossible**

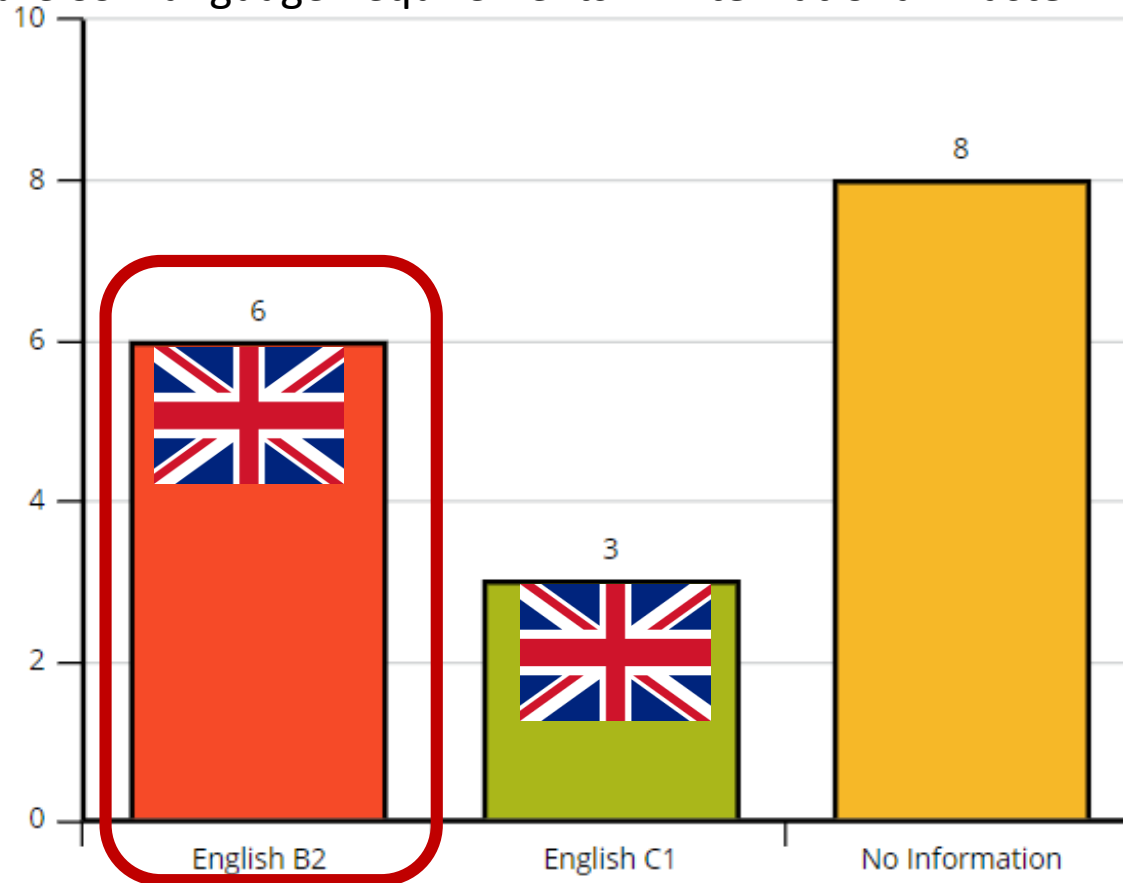
4 Institutional Requirements

4.4 Language Requirements in Individual Degree Programmes

International Master Programmes



Figure 39: Language Requirements in International Master Programmes



Description and Analysis:

- Relative majority for **English B2**
 - ⇒ the **utmost minimum** for students in ‘international’ master programmes
- **C1** (i.e. the expectable level) only of **minor importance**
- **French and Spanish not required** for these programmes at all
 - ⇒ Very unsatisfactory situation; absence of multilingualism

5 Conclusions



5 Conclusions



- **Clear focus on English** (as language requirement) at Business Schools of German Universities of Applied Sciences
- Rather **low levels of English** required
⇒ impossible to reach a(n internationally) competitive language level
- Clear tendency towards **bilingualism**



5 Conclusions



- Too **low levels** stipulated for **French and Spanish**: graduates will not be able to properly communicate in business contexts, using these languages
- No chance of realizing true multilingualism



5 Conclusions

- Possible solution for students in terms of multilingualism:
not relying on the educational offers made by their respective **universities**

⇒ **bad for a country that needs internationalism
and, thus, multilingualism**




5 Conclusions

- However, **CLIL** (Section 2) and the **language demands** of (future) **applicants** (Section 3) clearly hint at **multilingualism**;
- **bilingualism** is **not** considered as **sufficient** by (future) students

⇒ **Huge discrepancy between desire and reality**

5 Conclusions

The background of the slide features a stylized illustration of several people sitting around a dark rectangular table. The figures are represented as solid-colored silhouettes in various colors: red, orange, green, and blue. They are in various poses, some looking towards the camera and others looking down or at each other, suggesting a collaborative meeting or study session. The text is overlaid on a semi-transparent grey rectangle in the center of the image.

A lot still needs to be done to satisfy students demands and to make them competitive for the job markets of the next four decades (i.e. their professionally actives lives).

5 Conclusions

A lot still needs to be done, e.g.:

- A change of attitude among professors and degree programme designers
 - More language awareness
 - Less importance attached to content courses in favour of more language instruction
 - Change of mindset: CLIL - not equivalent to language courses !!!

5 Conclusions

A lot still needs to be done, e.g.:

- English alone does not suffice!
- English plus X !!!
- Upcoming language: Chinese !

5 Conclusions

A lot still needs to be done, e.g.:

- CLIL instructors to be trained in terms of language proficiency and methodology

5 Conclusions

A lot still needs to be done, e.g.:

- More students standing up for their needs and expressing their potential dissatisfaction with curricula and syllabi

5 Conclusions

A lot still needs to be done, e.g.:

Ultimately:

- More importance to be attached to foreign languages in society and politics

MULTILINGUALISM IN THE EU

Debating
Europe

24

OFFICIAL
LANGUAGES

60+

INDIGENOUS
REGIONAL
OR MINORITY
LANGUAGES

WITH

40

MILLION
SPEAKERS

INCLUDING

Catalan



Basque

Frisian



Yiddish



Saami

Welsh

EUROPEAN
CITIZENS
AND LANGUAGES

54%

are able to hold
a conversation in at least

1

ADDITIONAL
LANGUAGE

25%

are able to speak at least

2

ADDITIONAL
LANGUAGES

10%

are conversant in at least

3

ADDITIONAL
LANGUAGES

COUNTRIES
WHERE CITIZENS
DO NOT SPEAK
ANY FOREIGN LANGUAGE

65%

HUNGARY

62%

ITALY

61%

UK, PORTUGAL

60%

IRELAND

FOREIGN LANGUAGES
SPEAKERS
IN THE EU

38%

speak
ENGLISH

11%

speak
GERMAN

12%

speak
FRENCH

5%

speak
RUSSIAN

7%

speak
SPANISH

Image credit: CC Flickr/Yukino Miyazawa, Biblioteca de Babel XI. Sources: EU Commission, Special Eurobarometer 386. December 2014.

Learner Multilingualism

Students' Attitudes and Institutional Requirements

Questions & Discussion

(10 minutes)





- How multilingual are our students in reality?
- What is the practical importance of languages other than English in our teaching?
- How far are we away from institutional multilingualism?
- Is (institutional) multilingualism just a 'beautiful dream'?
- Is multilingualism only a personal target individuals can realise for themselves, i.e. more or less independently?
- Will it be enough in the future to focus exclusively on English and to say good-bye to the mastery of other foreign languages?
- What can *we all* do for more multilingualism?
- To what extent is English still a foreign language in Germany?



Conference Announcement



5. Saarbrücker Fremdsprachentagung

5th Saarbrücken Conference on Foreign Language Teaching



htw saar

29-31
Oct.
2019
Germany

**Die Magie der Sprache –
Produktivität in Linguistik und
Fremdsprachenunterricht**

*The Magic of Language -
Productivity in Linguistics and Language Teaching*

0 Home	1 English	2 Keynotes	3 Sections	4 Registration	5 Programme	6 Venue	7 Publication
8 Book Exhibition	9 Entertainment	DS-Erklärung	Saarbrücken International Conference Series				

<https://5saarbrueckerfremdsprachentagung.blogspot.com/>
Tagungsleiter / Conference Chairman: Professor Thomas Tinnefeld

5. Saarbrücker Fremdsprachentagung

5th Saarbrücken Conference on Foreign Language Teaching

Professor Eli Hinkel (Seattle, USA)



The Magic of Language Teaching, Learning, and Limitless Productivity

Professor Bessie Dendrinou (Athens, Greece)



**The Magic of Learning and Using Language Creatively:
Creating Meaning(s) and Opportunities for Language Learners**

*The Magic of Language -
Productivity in Linguistics and Language Teaching*

5. Saarbrücker Fremdsprachentagung

5th Saarbrücken Conference on Foreign Language Teaching

It is our great pleasure to announce that the conference presenters and participants registered by 31 August 2019 will be welcomed at an official reception at the State Chancellery of Saarland in the evening of 29 October 2019.

Am Abend des ersten Tagungstages, dem 29. Oktober 2019, findet für alle bis zum 31. August 2019 für die Tagung angemeldeten Teilnehmer und Teilnehmerinnen ein Empfang in der Staatskanzlei des Saarlandes statt – eine Einladung, über die wir uns sehr freuen.

- Staatskanzlei
SAARLAND





ICC 2019 – 26th Annual Conference, Berlin

Learner Multilingualism Students' Attitudes and Institutional Requirements

Prof. Thomas Tinnefeld
htw saar

Saarbrücken, Germany

Hochschule für
Technik und Wirtschaft
des Saarlandes
University of
Applied Sciences