

Dear colleagues, dear readers,

It is our great pleasure to present the new issue of CASALC Review. The central theme in this issue is plurilingualism and language teaching. The contributors thus examine the reality and existence of plurilingualism in both academic and everyday life through the metaphor of a shadow cast by English as the vehicular language over other languages. Though this metaphor may seem rather dark, as dark as the related Jungian archetype, we are rather optimistic. The objective, after all, is to discuss and share ideas how to approach this imbalance in order to benefit from the potential of plurilingual competence, which makes our intellectual and mental worlds richer and more stimulating.

The topic is approached from a variety of perspectives. Some articles are dedicated to analysing diverse aspects of the motivation to learn languages other than English, the very heart of the impact cast by the lingua franca shadow. Other authors discuss English as a medium or catalyst of learning or attrition of other languages. Our exciting journey through plurilingualism and language teaching is completed with articles that offer a variety of learning-related topics and tools.

As this issue is conceived to promote the synergy of multiple languages, we have decided not to divide the articles into sections according to language. We hope you will appreciate the cultural and intellectual diversity driven by this linguistic variety.

The articles devoted to plurilingualism are complemented with a section focused on innovation and best practice. Here, several authors from language centres at Czech universities share their experience with distance teaching during the last spring semester, when all of us had to adjust to the unforeseen Covid-19 pandemic. This sharing of best practices has been conceived as a mosaic in line with our guiding philosophy of plurilingualism, and thus these contributions are also arranged according to topic, not language.

Finally, you will also have the opportunity to find inspiration in a study on the Academic Self-Organised Learning Environment and in a review of a recently published book on using corpora when teaching the language of dentistry.

We wish you inspiring and captivating reading.

The Editors

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Studie

Studies

L'intercompréhension et la grammaire comparée au service d'un apprentissage plurilingue : MultiGram et Roma·Net

Annick Englebert, Sabina Gola

Abstract : Les deux plates-formes MultiGram (<http://multigram.ulb.ac.be>) et Roma.Net (<http://romanet.ulb.be>) ont été conçues comme outils complémentaires dans le cadre de l'enseignement/apprentissage des langues. La première réunit six langues, trois germaniques (l'allemand, l'anglais, le néerlandais) et trois romanes (l'espagnol, le français, l'italien); la deuxième, cinq langues romanes (espagnol, français, italien, portugais et roumain). Elles ont une structure totalement différente et prennent en compte des aspects distincts des langues : l'une a comme point de départ la grammaire contrastive, l'autre plutôt l'intercompréhension entre les langues romanes; l'une mise également sur l'approche communicative, l'autre sur la dimension culturelle. Malgré ces différences substantielles, les objectifs poursuivis sont les mêmes : encourager les apprenants à se servir de leurs expériences linguistiques tant dans leur langue maternelle que dans d'autres langues étudiées auparavant, ainsi qu'à poursuivre leur apprentissage de façon autonome. Ces deux plates-formes s'adressent sans doute à un public déjà plurilingue désireux d'ajouter d'autres langues à son bagage linguistique, mais aussi à un apprenant monolingue qui a envie d'apprendre une nouvelle langue tout seul ou approfondir ses connaissances dans une langue qu'il connaît déjà. En effet, MultiGram et Roma·Net peuvent être utilisés comme des outils traditionnels d'apprentissage des langues (une langue à la fois). Grâce à leur flexibilité, due en partie à la technologie, les deux plates-formes permettent aux enseignants et aux apprenants de créer des parcours d'apprentissage personnalisés qui tiennent compte du répertoire linguistique des utilisateurs. L'encouragement à la participation active des étudiants à leur apprentissage est aussi une caractéristique de ces outils. Dans notre communication, dans un premier temps, nous allons intégrer MultiGram et Roma·Net dans le cadre des objectifs du plurilinguisme promus dans le Cadre Européen Commun de Référence pour les langues, en évoquant également le concept d'intercompréhension. Puis, nous allons approfondir quelques concepts fondamentaux sur lesquels se basent les plates-formes, comme le rôle de la langue maternelle dans l'apprentissage des langues, le rôle des autres langues connues sur l'apprentissage d'une nouvelle langue, l'importance de la motivation dans l'apprentissage. Sur la base de notre expérience personnelle, nous montrerons aussi quelques scénarios pédagogiques d'apprentissage.

Mots-clés : grammaire contrastive, approche communicative, intercompréhension, plurilinguisme, didactique, langues romanes, langues germaniques, apprentissage en autonomie

Abstract : MultiGram (<http://multigram.ulb.ac.be>) and Roma.Net (<http://romanet.ulb.be>) have been designed as complementary tools in the context of language teaching / learning. The first brings together six languages, three Germanic languages (German, English, Dutch) and three Romance languages (Spanish, French, Italian); the second five Romance languages (Spanish, French, Italian, Portuguese and Romanian). They have a totally different structure and take into account different aspects of languages: one is based on contrastive grammar, the other on intercomprehension between Romance languages; one also focuses on the commu-

nicative approach, the other on the cultural dimension. Despite these substantial differences, the objectives are the same: to encourage learners to use their linguistic experiences both in their mother tongue and in other languages studied previously, and to pursue their learning independently. These two platforms are no doubt aimed at an already multilingual public wishing to add other languages to its linguistic background, but also to a monolingual learner who wants to learn a new language by himself or to deepen his knowledge in one language, he already knows. Indeed, MultiGram and RomaNet can be used as traditional tools for learning languages (one language at a time). Due to their flexibility, due in part to technology, both platforms allow teachers and learners to create personalized learning paths that take into account the users' language repertoire. Encouraging the active participation of students in their learning is also a characteristic of these tools. In our communication, as a first step we will integrate MultiGram and RomaNet within the framework of the plurilingualism objectives promoted in the Common European Framework of Reference for Languages, while also mentioning the concept of intercomprehension. Then, we will deepen some fundamental concepts on which the platforms are based, such as the role of the mother tongue in language learning, the role of other languages known on learning a new language, the importance of motivation in learning ... Based on our personal experience, we will also show some learning scenarios.

Key words: comparative grammar, communicative approach, intercomprehension, multilingualism, didactics, Romance languages, Germanic languages, autonomous learning

Introduction

« L'anglais, langue ennemie ou amie ? » Tel est le titre d'un chapitre de la section « L'éveil au plurilinguisme » dans l'ouvrage que Sandrine Caddéo et Marie-Christine Jamet ont consacré à *L'intercompréhension : une nouvelle approche pour l'enseignement des langues* (Hachette, 2013). C'est une question que les enseignants¹ des langues autres que l'anglais se posent de manière récurrente, spécialement dans le monde universitaire européen qui est caractérisé par une politique linguistique très variée, mais sûrement favorable à l'enseignement prioritaire de l'anglais. Dans leur ouvrage, Caddéo et Jamet passent en revue les discours les plus communs en faveur ou en défaveur de l'utilisation de l'anglais comme langue de communication, qu'ils soient de nature politique, commerciale ou économique. Il ressort de leur examen que, malgré son statut de *lingua franca*, dans le monde professionnel, on ne se contente plus du « Global English », c'est-à-dire « d'un anglais utilitaire détaché des pratiques culturelles dans lesquelles une langue s'inscrit » (Caddéo, Jamet, 2013, p. 18).

La question qui se pose alors aux enseignants est celle de la voie à emprunter pour convaincre les étudiants, futur citoyens européens, d'apprendre d'autres langues et de ne pas se contenter de la connaissance d'une langue de communication artificielle – il n'est peut-être pas inutile de rappeler en effet que le BASIC

¹ L'utilisation du genre masculin dans le présent texte a pour simple but d'alléger le style. Elle ne marque aucune discrimination à l'égard des femmes.

English ('British American Scientific International Commercial') avait été mis au point pour rendre l'anglais rapidement assimilable par les populations issues de la colonisation.

Une réponse à cette question pourrait bien venir de l'anglais lui-même. L'anglais présente en effet cette caractéristique que, tout en appartenant, typologiquement, à la famille des langues germaniques, son histoire l'a amené à emprunter de nombreux traits, tant lexicaux que syntaxiques, au français et à puiser directement dans le latin pour enrichir son lexique, de sorte qu'il présente aujourd'hui de nombreuses affinités avec le français, ainsi que plus généralement avec les langues romanes – dans la famille desquelles certains linguistes, mettant en avant des arguments plus « organiques » que génétiques et typologiques, vont jusqu'à le ranger. Il en résulte que l'anglais et le français peuvent jouer, chacun à leur tour, et en fonction des situations et de la langue maternelle des locuteurs, le rôle de passerelle de leur propre famille vers la famille voisine.

L'approche par l'intercompréhension, basée sur les similitudes phonétiques, morphologiques et lexicales entre les langues d'une même famille linguistique, apparaît alors comme une réponse à la question des stratégies à utiliser pour que les apprenants s'ouvrent à d'autres langues que l'anglais. Nous avons ainsi pu observer que les étudiants qui étudient l'anglais à l'université, lorsqu'ils sont placés devant un fragment de texte en français du Moyen Âge², sont, dans un premier temps, amusés d'y découvrir un verbe *resembler* qui signifie 'se souvenir' ou un verbe *recorder* 'graver dans son cur/sa mémoire'; dans un second temps, ils se montrent souvent plus performants dans l'exercice de traduction du français médiéval vers le français moderne que les étudiants qui n'étudient « que » le français, parce qu'ils puisent ainsi aussi bien dans leur répertoire du français, L1, que dans leur répertoire de l'anglais, L2, pour comprendre le texte en L3 qu'ils ont sous les yeux (cf. Gyroux, 2016); ils se servent de leurs capacités de déduction, en développent de nouvelles (un défi pour les enseignants et pour les apprenants) et progressent simultanément dans l'apprentissage de l'anglais comme dans leur connaissance du français. Par l'intercompréhension, ils s'ouvrent ainsi à la langue française et, s'ils sont un peu curieux, aux autres langues romanes qu'ils peuvent connaître, par apprentissage scolaire³, par leur milieu familial ou tout simplement parce qu'ils ont été en contact avec elles lors de voyages.

L'anglais devient alors une langue attractive, non pas en raison de la position hégémonique qu'elle occupe, mais en raison de la place qu'elle occupe au sein

² Ce fut le cas pour les étudiants d'anglais du département de Langues et Lettres de l'ULB de 2011 à 2013.

³ Dans le système universitaire belge, l'apprentissage de l'anglais L2 est toujours couplé à l'apprentissage d'une L3, de la même famille ou d'une autre famille.

d'un ensemble et, dans une perspective de plurilinguisme, des passerelles qu'elle permet de jeter entre les langues (cf. Caddéo et Jamet, 2013, p. 19).

1 Plurilinguisme et didactique

Depuis désormais deux décennies, les concepts de compétence plurilingue et pluriculturelle se sont frayé un chemin dans le domaine de l'apprentissage et de l'enseignement des langues (Moore & Castellotti 2008, Beacco et al. 2010, Gajo 2019). Est-ce que ces concepts ont influencé la didactique des langues? Est-ce que l'adoption d'une « approche singulière », c'est-à-dire l'étude d'une langue et d'une culture de façon isolée, est encore la pratique didactique la plus suivie ou est-ce que ce sont les « approches plurielles » – l'étude de différentes langues et cultures à la fois – qui prévalent dans les établissements scolaires? Telles sont les questions que l'on est amené à se poser aujourd'hui (Troncy 2014).

Les pratiques didactiques ont beaucoup changé dernièrement, grâce notamment aux recherches menées en psycholinguistique sur l'acquisition d'une seconde langue, qui ont permis de mettre en évidence l'existence d'influences réciproques dans l'apprentissage de différentes langues (Troncy 2014). Ceci a amené les enseignants à s'ouvrir à une didactique des langues intégrée, à l'utilisation de l'intercompréhension (Carrasco 2008, Caddéo, Jamet 2013, Sheeren 2016) ou à la pratique de l'éveil aux langues.

Même si les nouvelles théories sur l'apprentissage des langues peuvent inspirer des modèles didactiques nouveaux, dans la réalité, l'enseignement des langues selon des approches plurielles est encore très limité et c'est surtout dans les établissements scolaires qui choisissent de participer à des projets européens qu'une réflexion accompagnée d'activités pratiques ciblées est menée (Gajo 2019).

Toutefois, en dehors des structures d'enseignement, la situation est très différente. Les individus eux-mêmes, et en nombre de plus en plus élevé, pour les raisons les plus variées, acquièrent plusieurs langues à la fois, ce qui leur permet d'arriver à exploiter leur bagage langagier dans les situations les plus diverses et suivant des modalités différentes selon les contextes communicatifs.

2 MultiGram

C'est pour encourager les enseignants à adopter une approche « translinguistique » (Troncy 2016) et également pour offrir un outil de support à tous ceux qui, par nécessité ou curiosité, s'attellent à l'étude des langues, encadrée ou en autonomie, que MultiGram a vu le jour.

Développée dès 2012 par une petite équipe d'enseignants de langues, MultiGram (<https://multigram.ulb.ac.be>) est une plate-forme multilingue libre d'accès qui

offre à l'apprenant et à l'enseignant un dispositif d'acquisition d'une ou plusieurs langues-cibles – dans l'état actuel de son développement, trois langues germaniques (allemand, anglais et néerlandais) et trois langues romanes (espagnol, français et italien).

Cette plate-forme se présente, pour chaque langue décrite, sous la forme de fiches indépendantes, reliées entre elles par des hyperliens qui permettent de naviguer à l'intérieur d'une langue, entre des fiches apparentées par le sujet qu'elles traitent. Ces liens sont réversibles, de sorte que l'utilisateur peut aisément revenir à son point de départ ; par exemple, la fiche consacrée aux liens de parenté renvoie à la fiche sur les adjectifs possessifs et la fiche consacrée aux adjectifs possessifs renvoie aux liens de parenté.

Une zone de navigation spécifique signale expressément les corrélations entre langues lorsqu'elles existent et permet de passer aisément d'une langue à l'autre, quand le sujet traité dans une fiche est pertinent dans plusieurs langues.

2.a Structuration

Les fiches sont structurées en deux portails, un portail grammatical, où elles s'organisent selon les catégories grammaticales traditionnelles – le groupe nominal, le groupe verbal, la phrase ... – et un portail communicationnel, où elles s'organisent selon les situations de communication auxquelles un locuteur peut être confronté : comment exprimer l'accord ou le désaccord, le but, la certitude, la durée d'une action, l'hypothèse ... ; comment employer tel mot ou telle expression (par exemple, pour le français, *d'accord, s'il vous plaît, pardon, à la limite* ... ou pour l'anglais *whole all, as like*). L'organisation du portail communicationnel renvoie en outre aux différents niveaux du cadre européen de référence pour les langues (CECRL 2001, 2018).

2.b Multilinguisme

Le caractère multilingue de MultiGram est exclusivement dans les langues qu'elle cible.

En effet, quelle que soit la langue ciblée par la description, la langue de rédaction et de comparaison des fiches est uniformément le français – un choix rédactionnel motivé par le fait que l'outil a été développé au sein d'une université (l'Université Libre de Bruxelles) dont le français est la principale langue d'enseignement.

Mais si la langue de rédaction est commune à toutes les fiches, la structure du double portail est spécifique à chaque langue décrite. En d'autres termes, même si la langue française sert de référence pour la description de toutes les langues, les fiches qui décrivent les autres langues ne sont pas conçues comme des tra-

ductions des fiches qui décrivent le français : la partie de la plate-forme vouée à l'anglais ne compte aucune fiche relative à l'accord du participe passé, difficulté grammaticale incontournable de la langue française ; à l'inverse, la partie de la plate-forme vouée à l'allemand contient des fiches relatives à la déclinaison qui ne doivent rien à la description du français.

Si traduction il y a, c'est uniquement au niveau des exemples illustratifs des faits de langue décrits, des exemples qui sont toujours donnés dans la langue-cible, mais accompagnés d'une traduction en français.

2.c Parcours d'apprentissage

L'un des aspects les plus novateurs de MultiGram est dans sa flexibilité.

En effet, même si la plate-forme a été dotée de différents cadres – table des matières d'une grammaire traditionnelle, CECRL – qui peuvent guider l'utilisateur dans un apprentissage linéaire et progressif, somme toute traditionnel, de la langue, elle permet aussi à l'utilisateur de se créer des parcours d'apprentissage personnels, en fonction de ce qu'il sait déjà ou de ce qu'il ne sait pas encore d'une langue, d'accéder à tout moment aux points de grammaire qu'il a besoin de réviser, quelle que soit la voie d'entrée qu'il a empruntée. Elle lui permet de « rebondir » de fiche en fiche en fonction des liens qui y figurent ou d'utiliser le moteur de recherche interne à la plate-forme si le contenu d'une fiche ne fournit pas la réponse à la question qu'il se pose.

MultiGram permet ainsi à l'utilisateur de se créer des parcours inventifs, se laissant guider par la simple curiosité, découvrant des similitudes entre langues qu'il ne soupçonnait pas nécessairement au départ.⁴

2.d Évolution

La plate-forme MultiGram se caractérise enfin par le fait que ses contenus ne sont pas figés. D'une part la description de chaque langue est susceptible de continuer de s'enrichir chaque jour – les descriptions des différentes langues n'attestent d'ailleurs pas toutes d'un même état d'avancement du projet. D'autre part, elle reste ouverte à la description d'autres langues, représentant les mêmes familles romane et germanique ou ouvrant vers d'autres familles. Enfin, l'enrichissement du contenu pour chaque langue n'est pas réservé uniquement à des spécialistes en langues ou en didactique ; les étudiants, sous la supervision de leurs enseignants, peuvent également y contribuer et devenir les vrais acteurs de leurs apprentissages.

⁴ Cette manière « moins traditionnelle » d'aborder la grammaire des langues est citée par les étudiants de l'Université Libre de Bruxelles comme un des atouts de l'outil.

3. Roma·Net

Née en mars 2019, Roma·Net (<http://romanet.ulb.be>) est une plate-forme libre d'accès conçue dans un esprit très différent de MultiGram, même si elle la rejoint dans sa volonté de répondre à de nouvelles manières d'appréhender les langues.

Cette autre plate-forme est en effet entièrement vouée à une approche contrastive des langues et cultures romanes – il ne s'agit donc pas d'un outil qui se positionne par rapport à l'anglais, même s'il n'est pas dénué d'intérêt pour un anglophone ou pour un apprenant d'anglais, ne serait-ce que par les liens qu'entretient l'anglais avec les langues romanes, comme nous le rappelions dans notre introduction.

Bien que jeune, cette plate-forme est le fruit d'une collaboration de plusieurs années : elle est la trace pérenne d'ateliers organisés annuellement à l'Université Libre de Bruxelles, à l'intention des élèves des classes terminales et qui ont pour objectif de leur faire découvrir la richesse des langues et cultures romanes et les passerelles que l'on peut jeter entre les différentes langues romanes et entre les différentes cultures romanes. Il s'agit chaque fois de montrer comment une thématique imposée – la liberté, la diversité, le conflit, l'émotion ... – s'exprime dans les différentes langues romanes et leurs cultures. Les animations, très courtes (45 minutes) et au rythme soutenu, mettent surtout en avant les sonorités (lecture d'un même texte dans les différentes langues romanes que les élèves doivent tenter d'identifier) et le caractère idiomatique de certaines expressions, mais les participants reçoivent un dossier complet développant en outre les aspects grammaticaux, lexicaux et culturels des différentes langues. C'est de ces dossiers qu'est né le projet de plate-forme Roma·Net.

Les langues romanes décrites dans Roma·Net sont le français, l'italien, l'espagnol, le portugais et le roumain. Quelques informations relatives au latin ont été intégrées, mais elles ne sont pas systématisées, de même que les évocations des états anciens des langues romanes.

Comme MultiGram, Roma·Net est constituée de fiches, mais contrairement à MultiGram, l'approche contrastive étant ici systématisée, la présence d'une fiche pour une langue appelle aussi celle d'une fiche équivalente pour les autres langues – en tout cas, au minimum pour le français, l'italien, l'espagnol, le portugais et le roumain.

Contrairement à MultiGram aussi, dont la ligne se veut résolument sobre et épurée, Roma·Net joue beaucoup sur son graphisme, chaque langue étant à la fois symbolisée par une couleur – le français est orange, l'italien est azur, l'espagnol est pomme ... – et représentée par un personnage porte-parole – Julie la franco-phone, Csar le latinophone, Blanca l'hispanophone, Giuseppe l'italophone ...

3.a Multilinguisme

Comme dans MultiGram, le français est la langue de rédaction de toutes les pages de Roma-Net – et à ce stade la seule langue de rédaction. Ce choix connaît les mêmes motivations que le choix rédactionnel de MultiGram, même si dans le cas de Roma-Net, il n'est pas exclu, en théorie, que la plateforme soit traduite dans les différentes langues romanes qu'elle décrit.⁵

3.b Flexibilité

L'un des principaux atouts de la plate-forme est ici encore dans sa flexibilité, qui se manifeste à travers la diversité des voies d'entrée. En effet, alors qu'une entrée par la table des matières d'un dossier, téléchargeable et imprimable, invite à un parcours linéaire et ordonné dans une thématique, la navigation sur internet autorise des parcours multiples et individualisés, qui se dessinent au gré des « clics » de l'utilisateur : pour l'un ce sera un parcours linéaire, pour l'autre un parcours bondissant d'un mot-clé à un autre, pour un autre, ce sera un va-et-vient entre deux langues, etc.

La plate-forme Roma-Net connaît essentiellement deux portes d'entrées principales : l'entrée par les thèmes et l'entrée par les langues.

La voie d'entrée linguistique ouvre sur les champs du lexique, de la grammaire, des expressions idiomatiques ; la voie d'entrée culturelle ouvre sur les champs de la littérature, de la chanson, de la peinture ... mais aussi sur celui des comportements sociaux ou encore celui des symboles nationaux ; la voie d'entrée historique ouvre sur le champ des textes fondateurs des langues romanes.

Pour tous ces champs d'exploration, le choix est laissé à l'utilisation d'accéder aux informations et aux descriptions soit pour une seule langue romane, soit dans une perspective comparative, pan-romane. Certains champs de Roma-Net ne sont d'ailleurs explorés que dans cette perspective pan-romane : les cartes géolinguistiques et les textes « universels » (comme la Déclaration des droits de l'homme ou les grands textes des littératures romanes : *Pinocchio*, *Le petit Prince* ...).

3.c Parcours d'utilisateurs

Quelle que soit la porte d'entrée que l'utilisateur choisit, quel que soit le champ par lequel il commence son parcours, il a à partir de chacune des pages le loisir de poursuivre sur la même voie ou de bifurquer. Ainsi un utilisateur qui accède à Roma-Net avec pour objectif de s'informer sur un point de grammaire française

⁵ L'ampleur du travail que cela représenterait nécessite des moyens que nous n'avons pas, aussi ce projet reste-t-il pour le moment à l'état de souhait et d'aspiration.

peut très bien être attiré par l'approche différentielle et aller consulter ce que devient le même point de grammaire en roumain ou en espagnol ou encore dans quelle situation de communication ce point de grammaire entre en jeu. Tout est fonction des objectifs que l'on donne à son parcours et de son degré de curiosité.

3.d Évolution

Tout comme MultiGram, Roma-Net est une plate-forme collaborative, en constante évolution. Une version interactive, incluant des exercices⁶, est en cours de développement.

Grâce à la collaboration des étudiants de l'Université Libre de Bruxelles, elle devrait prochainement intégrer des informations sur le catalan, ainsi que sur certains dialectes romans – le sarde, le picard ... – et pourrait donner aux langues romanes minoritaires un « second souffle » (Sheeren, 2016).

Conclusion

Dans notre société en pleine mutation, enseigner les langues devient presque une gageure. Le profil des étudiants accueillis dans les départements de langue des universités a changé. Face à ces changements, nous avons fait le choix de développer des outils répondant davantage à ces nouveaux profils, c'est-à-dire à de nouvelles attentes et de nouveaux objectifs, mais aussi à de nouvelles manières d'apprendre et d'enseigner les langues.

En réponse à ces mutations, nous avons choisi de mettre en place deux outils, sous la forme de plates-formes multilingues, permettant aux étudiants comme aux enseignants de gérer plusieurs langues à la fois, sans imposer toutefois de parcours multilingue ou comparatiste dans l'apprentissage des langues.

L'enseignement et l'apprentissage d'une langue en elle-même et pour elle-même par le biais de ces deux outils demeurent certes possibles, mais le parcours-découverte dans des langues méconnues, l'ouverture, par les langues, à d'autres cultures, la réappropriation, par l'approche contrastive, de l'image que les locuteurs se font de leur langue maternelle ... y sont autant d'alternatives offertes à une approche « unidirectionnelle » de l'enseignement et de l'apprentissage des langues qui n'a plus les faveurs.

La souplesse d'utilisation et l'accès libre en sont des atouts majeurs, reconnus par l'ensemble des utilisateurs, qui soulignent aussi bien le fait que les commentaires

⁶ Si l'on en juge par les souhaits exprimés par les étudiants utilisateurs de MultiGram à l'Université Libre de Bruxelles, l'existence d'exercices intégrés à la plate-forme serait un atout supplémentaire de celle-ci.

soient formulés dans une même langue quelle que soit la langue ciblée que l'utilité d'exemples assortis de traductions⁷.

Roma-Net est un outil trop récent pour autoriser une prise de recul : pour autant qu'on puisse s'y fier après un peu plus d'un an d'existence, les statistiques révèlent d'une part que les utilisateurs de la plate-forme sont rapidement fidélisés, d'autre part que les pages consacrées à la linguistique sont davantage visitées que les autres, enfin que les pages de toutes les langues présentent le même taux de fréquentation. L'analyse statistique de MultiGram, plus révélatrice parce que bénéficiant de davantage de recul, montre d'une part que la plateforme est fréquentée par un public international, débordant largement le public étudiant pour lequel elle a été conçue, d'autre part que la page d'accueil d'une langue n'est pas la voie d'accès privilégiée par les utilisateurs de la plateforme, qui usent de tous les moyens technologiques à leur disposition (marque-pages, moteurs de recherche, hyperliens ...) pour en consulter les différentes fiches. MultiGram apparaît ainsi comme une réponse appropriée à de nouveaux besoins et de nouveaux défis. Une réponse parmi d'autres ...

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⁷ Les traductions des exemples compensent l'absence des listes de vocabulaire ou de dictionnaires au sein de la plate-forme, les utilisateurs pouvant se composer leurs propres listes de vocabulaire au gré des exemples qu'ils trouvent dans les fiches.

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L2 English as a Backup for L3 Czech

Linda Doleží

Abstract: In my article I would like to discuss the role of English as a “backup” language as a result of language attrition phenomena. Usually, dominant language interference is described in connection to mother tongue attrition and is considered as one of its natural but negative outcomes. Less attention is paid to language attrition and interaction among second or foreign languages. First, I would like to describe language attrition, its main features and characteristics and factors that influence it and I would like to challenge the “use it or lose it” rule (Schmid, 2019). Attention will be paid to mother tongue attrition (Schmid, 2011) and second/foreign language attrition (Schmid and Mehotcheva, 2012). Furthermore, I would like to understand how L2 English interacts with L3 Czech in L1 Arabic speaker who has a scarce access to possibilities of using his second language – Czech. Examples of different language attrition and language contact or interaction phenomena (for example “To je unofficial čtvrt’ budovaný against the law” etc.) will be depicted based on naturalistic, recorded data of a speaker who has acquired typologically interesting and very “different” languages. Interference and code-switching of the languages involved will be discussed and compared to data already available in various linguistic contexts (i.e. Dewaele, 1998 and Selinker, Baumgartner-Cohen, 1995 in Murphy, 2003). Last but not least, the importance of holistic approach to multilingual mind and its importance for language learning, preservation, teaching and testing will be pointed out. Yates and Terraschke (2013) refer to the uniqueness of the situation, to the role of emotions connected to the language itself and to the role of the language in the family and the community when speaking about keeping our mother tongues. In this case study I would like to show that there should always and generally – not only in the case of using and keeping mother tongues – be a space for individual and highly variable approach to language learners and users and their linguistic trajectories (Pavlenko, 2005).

Key words: language attrition, language interaction, code switching, emotions, language teaching

Introduction

When guiding our students on the way of learning a new language, our aim is to help them not only to learn the language but also to keep it. It is amazing to observe that some students learn quickly, easily and their process of learning a new language is accompanied by lightness, while on the other hand for some students the very same aim is unreachable. Some students forget newly gained knowledge as soon as the semester or course finishes, other keep their knowledge and even extend it. Many students are surprised that when learning a new foreign language, the previously learned foreign language starts to be active too and interferes with the new one. Dealing with multilingual mind is never easy. Languages are acquired, used, lost, refreshed, reused, lost, forgotten. There are many scenarios as to what can happen to our languages. Our mother tongue seems to be

the most resistant as to changes and attrition, nevertheless, it is not always the case and various reasons can lead to deterioration of our mother tongue competences or to its complete loss (see for example Schmid, 2011 or more recent *Oxford Handbook of Language Attrition*, 2019). As to second or foreign language attrition according to Schmid and Mehotcheva (2012) empirical studies on foreign or second language loss remain limited. There are also more factors at play during the process of their acquisition and the individual linguistic trajectories, as Pavlenko (2005) puts it, may differ a lot. In this paper examples of possible language contact between Czech as a second (chronologically third) language and English as a second language will be shown. Interference at various levels will be discussed and examples of code-switching will be presented. Nevertheless, in many cases there is a very thin line between these phenomena. The question is whether the examples relate to language contact phenomena or rather serve as language attrition evidence.

1 Languages in Contact

Multilingual mind is magical in its unpredictable behaviour. Languages do not live there separately but in a constant, dynamic interplay – sometimes positive and conscious, sometimes negative and out of control, leading to mistakes. Whenever one language is activated, all of the languages get a certain amount of activation too. Interference often occurs when languages influence each other (Nebeská, 2017). Multilinguals sharing one or more of their languages can afford to code-switch and create a unique way of putting their messages across. Code-switching is the presence of lexical or sentential material belonging to different linguistic systems, provided that its different origin is still transparent in the speaker's output. Borrowing is morphophonologically integrated in the recipient language, code-switching is typically not. While lexical borrowings can be used by monolinguals, code-switching is always the production of (at least partial) bi- and multilinguals (Manfredi et al., 2015, p. 286, similarly Nekula, 2013).

Examples of various types of code-switching¹:

(1) Tag-switching

It's a nice day, hana? (hai nā isn't)

(Punjabi)

(2) Intra-sentential switching

Won o arrest a single person (won o they did not)

(Yoruba)

¹ CODE-MIXING AND CODE-SWITCHING. Concise Oxford Companion to the English Language. Retrieved July 31, 2018 from Encyclopedia.com: <http://www.encyclopedia.com/humanities/encyclopedias-almanacs-transcripts-and-maps/code-mixing-and-code-switching>

(3) Intersentential switching

Sometimes I'll start a sentence in English y termino en español (and finish it in Spanish)

(Spanish)

(4) Intra-word switching

shoppã

(English *shop* with the Panjabi plural ending)

kuenjoy

(English *enjoy* with the Swahili prefix “ku”, meaning “to”).

The above-mentioned phenomena can happen not only between a mother tongue and another language but also between second and third languages, see the examples below (Murphy, 2003, p. 1):

a) Dutch (L1), English (L2), French (L3):

Ils veulent gagner more, euh, plus. (Dewaele, 1998)

b) English (L1), French (L2), German (L3):

Tu as mein Fax bekommen. (Selinker, Baumgartner-Cohen, 1995)

Even though other options are possible (for example Pavlenko's 2004 five types of cross-linguistic influence) in this paper I will analyse the data in terms of four types of code-switching described above and as defined and clarified by Myers-Scotton (1992). Similarly to Manfredi et al. (2015), the author also contrasts the code-switches with borrowings. Borrowing has become part of the matrix language mental lexicon, while code-switched forms remain embedded language material which only occurs in matrix language morphosyntactic frames during code-switching discourse (p. 21).

2 Case study

2.1 Subject

I collected naturalistic data via audio-recording from a subject (man, age 67) whose mother tongue is Arabic (L1), second language English (L2) – learned in usual instructional context and used intensively in the work environment, and last but not least second/foreign language Czech (L3) – learned through instructional context at first, used during university studies and personal or family life when getting married to a native speaker of Czech. Schmid and Mehotcheva (2012, p. 3). clearly distinguish between foreign and second languages through the instructional context. Second language refers according to these authors to naturalistically acquired language while foreign language deals with a school/university language. It is difficult to determine the level of Czech as a foreign/second language

before the onset of attrition and generally it is difficult to determine ultimate attainment (Schmid, Mehotcheva, 2012, p. 17). Nevertheless, through self-evaluation of the subject we can deduce that it could be somewhere between B2 and C1. Before the research started the subject had had a very rare contact with Czech for more than 30 years. I would like to describe some language contact phenomena first and then discuss what may be the reasons for keeping the language alive as opposed to forgetting it.

2.2 Data

The aim of my study was to observe possible language attrition effects in Czech as the second (chronologically speaking, third language) and the role of English – the only common language the participants of the conversations had next to Czech. Data were recorded during natural conversations in various situations with the help of telephone. Data were transcribed and qualitatively analysed. In this paper I am focusing mainly on the linguistic part of the data, rather than the conversational issues (as in for example Auer, 2002), that is why I illustrate the language contact phenomena within examples extracted from the conversations. I am aware that for a deeper understanding of language contact phenomena in general the data would deserve much more attention from a broader perspective. In our data analyses I will strongly rely on Schmid (2011) even though the author focuses on bilingual speakers' attrition and thus pays attention to bilingual lexicon which is affected by the loss of L1 – mother tongue due to growing force of second language – L2. I suppose that similar phenomena can be related to multilingual lexicons and minds. While cross-linguistic influence may be caused by the closeness of two language systems, language attrition is related to decay or loss in one of the systems (p. 38). When applying this to the lexicon, the words from one language become for various reasons simply inaccessible. Thus, when a speaker wants to retrieve a word from the memory, similar items from other languages will activate and the optimal choice will be made. The examples have been divided into two groups – data showing the role of English in the examples of interference and subgroups of data showing how English and Czech interact. Translations are included in the brackets, the target-like structures (where possible) are in italics. English elements are highlighted in bold.

2.2.1 Less visible elements – interference from English

Example (a) shows a violation of word-order rules because the demonstrative pronoun “to” needs to occupy a different position in the sentence. Word-order pattern was most probably transferred from English to Czech. However, Arabic follows the same word order and that is why I am not able to determine where this particular influence comes from. Example (b) on the other hand depicts interference at the level of meaning. The English “break the law” phrase is directly translated into

Czech. Nevertheless, Czech does not have this collocation and requires a different word that could be translated into English as “disrupt”.

- a) Už jsem míchal to?
(Have I mixed it?)
Už jsem to míchal?
- b) Rozbiju zákon.
(I will break the law.)
Poruším zákon.

2.2.2 Aliens – single units

Lexicon is generally believed to be most vulnerable as to language attrition and the empirical research has also paid most attention to its research (Schmid, 2011). In example (c) singular was used, as can be seen from the form of the adjective. In the target-like structure, however, plural is used. Example (e) represents a mix of interference from English and insertion of English word. The correct Czech phrase uses a different preposition – “u” (at, near), not “v” (in, at).

- c) Kompresor dělá různý **sound**.
(Compressor makes various sound.)
Kompresor dělá různé zvuky.
- d) Jak se to říká, Sabra to je **refugee camp, Palestinian**.
(How do you say it, Sabra, it is a refugee camp, Palestinian.)
Jak se to říká, Sabra, to je uprchlický tábor, palestinský.
- e) Oni byli v **power**.
(They were in power.)
Oni byli u moci.
- f) Byla konference, která ukončila válku v Libanonu, **civil war**.
(There was a conference which ended the war in Lebanon, civil war.)
Byla konference, která ukončila válku v Libanonu, občanskou válku.

2.2.3 Bigger aliens – multiword stretches

Examples of intra-sentential code-switching are presented below. In this subgroup more linguistic material coming from English is embedded in the Czech structures. As in the case of word order, in example (h) the influence of Arabic might be evident because the word for a town area or a quarter has a masculine gender (Hayy) as opposed to Czech, where it is a feminine noun.

- g) **May be now** deset procent křesťanů.
(May be now ten percent of Christians.)
Možná teď deset procent křesťanů.
- h) To je **unofficial** čtvrť budovaný **against the law**.
(It is an unofficial area built against the law.)
To je neoficiální čtvrť budovaná protizákonně.
- i) Pracoval jsem na **reception centre** pro počasí, pro **transmission** počasí mezi letišti **of the world**, aby oznámili, kolik je stupňů, jaký je **windspeed for example** ve Francii, v Praze.
(I worked at the reception centre for weather, for transmission of weather among the airports of the world so that they can say how many degrees there are, what the windspeed is for example in France, in Prague.)
Pracoval jsem v přijímacím centru pro počasí, pro přenos počasí mezi letišti světa, aby oznámili, kolik je stupňů, jaká je rychlost větru, například ve Francii, v Praze.

2.2.4 Mix

Very rarely both second languages interacted and switched at various levels. In the example (j) the Czech word “kostel” (church) is embedded in an English matrix structure accompanied by the definite article and getting the English plural marker “-s”. Similarly, a neologism was created by combining the English adjective “destroyed” with the Czech adjectival suffix in the example (k) below. Both examples could be considered as examples of intra-word switching or, according to Schmid (2011, p. 57) as a grammatical borrowing. The sentence is grammatically wrong as the verb is using neuter ending “-o” instead of the correct female ending “-a” and masculine ending “-ý” on the adjective while the word “mosque” has female gender in Czech – “mešita” – thus the adjective should end in “-á”.

- j) **He entered the mosque, he entered the kostels, churches.**
(He entered the mosque, he entered the churches, churches.)
- k) Když **mosque** bylo **destroyený**.
(When the mosque was destroyed.)

3 Discussion

From the examples in this paper it is apparent that English has influence on Czech at two levels. The first one – interference – leads to non-target-like usage of Czech. We have seen two examples of this type of influence – word-order and semantic deviation. The second type of influence is more salient as transparent units from English are explicitly used in Czech structures. Sometimes only small grammatical elements are present, sometimes single units or bigger chunks are

used. Example (e) shows a rare mix of both types of influences – insertion of an English word plus interference at the syntactic level as the wrong preposition is used, evidently transferred from English. English items have been fully integrated into the Czech structures, and vice versa, Czech word “kostel” was inserted into an English structure, getting English plural ending and definite article. We might consider this type of data as a proof of the role of English as a backup language in case some Czech elements are inaccessible. However, the question is whether for example borrowed lexical items were a part of the vocabulary at all. As the access to the level of the language is not possible (only through self-evaluation) it is difficult to determine what words were part of the lexicon and fully acquired and which words were not. Lexical borrowings should thus never be interpreted as a straightforward evidence of language attrition (Schmid, 2011, p. 26).

When looking at the code-switched elements in our case study in a greater detail, they are connected to specific topics – mainly politics (moc – **power**, občanská válka – **civil war**, uprchlický tabor – **refugee camp**), religion (mešita – **mosque**) and work (přijímací centrum – **reception centre**, přenos – **transmission** a rychlost větru – **windspeed**). Most expected and logical is the influence of English in the area of topics related to work. In this case, however, it is difficult to distinguish whether it is the result of language attrition or natural dominance and cross-linguistic influence of the language of work. As mentioned above, we cannot check, whether the vocabulary was acquired also in Czech and to what extent it was used in Czech in the work area. As to the word “mosque”, the reasons for not accessing the Czech equivalent “mešita” may be, besides attrition, also cultural, and once again the question is whether it was acquired in Czech at all.

Generally, the occurrences of the code-switched materials were rare, thus in fact challenging our original idea of English as a backup due to attrition. It is quite possible that English serves as a backup not due to attrition but due to the fact that the units were never acquired in Czech thus leaving the data as an evidence of language maintenance rather than attrition. Attrition is clearly defined as an individual phenomenon intimately linked to social aspects of language use (Köpke, 2007, p. 9). When reflecting on the reasons from language attrition or the lack of it we need to search within the area of extralinguistic factors, such as personal background factors – age of acquisition, age of onset of attrition, length of residence, attitude and motivation among others. Schmid (2011, p. 95) says that it is up to the opportunity to use a language, the willingness to do so and the attitudes and emotions which a speaker has towards this language are interacting variables in the language attrition process.... Some of these generally assumed factors, i.e. old age and time, should be, however, treated with extreme caution (p. 79). In our case it seems that the emotional coding of the language represents the strongest factor for making the language alive. Czech was not only acquired in an instructional context but it was also implicitly “experienced” and “lived”, simply

connected to our subject's life, it is cognitively embodied (Pavlenko, 2012) and thus more resistant to forgetting and attrition by creating a different representation of the linguistic structures in memory (Schmid, Mehotcheva, 2012).

While negative or traumatic emotions may serve as the reason to reject a language (for details see Schmid (2002) and her research on Holocaust survivors) strong positive emotions can keep it alive. In the context of teaching this would strongly support us to teach languages in naturalistic contexts for example via immersion rather than through instruction only. If we want our teaching to be efficient and long-lasting, we should encourage our students in getting involved with naturalistic input. Last but not least, students should be motivated. Where there is motivation there is a higher chance of attaining a higher level or proficiency. Where there is a motivation there is a stronger will to keep the language alive. If the learner's willingness to communicate derives more from himself and his genuine need or desire to transmit a message rather than the syllabus and artificial situations in the classroom, the less probable will language attrition be (Schmid, Mehotcheva, 2012).

4 Conclusion

In this paper I tried to show how English can serve as a backup in a specific multilingual situation. Items from English became an integral part of Czech structures enabling the speaker to speak fluently and continue the conversation. It is evident that time alone is not enough for a language to attrite and that use it or lose it approach does not necessarily work (Schmid, 2019, 2011; Schmid, Mehotcheva, 2012). "Since the multilingual's linguistic subsystems do not exist in isolation but are connected at multiple levels (e.g. Paradis, 2007; Schmid & Köpke, 2017), any kind of use of any language means that all other languages will receive a certain amount of stimulation ... The interconnectedness of the language subsystems means that the activity and accessibility of each subsystem exist in a complex pattern of processes related to memory retrieval, suppression and interaction." (Schmid, 2019). Furthermore, according to Schmid and Mehotcheva (2012) we need to definitely stress the scientific benefits from attrition research as it contributes to better understanding of human memory and the mechanisms that are connected to language acquisition and processing (p. 7). Last but not least not only in research but in general and mainly in our classes we need to perceive each linguistic situation as unique (Yates and Terraschke, 2013) and in our interpretation and understanding it we should always try to leave enough space for individual and highly variable approach to language learners and users (Pavlenko, 2005).

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Learning French through English: students' beliefs and motivations and the role of English as language medium

Ladislav Václavík

Abstract: English has become a language commonly used in fields such as business, diplomacy, or tourism. It is also a medium which enables the transfer of knowledge and the development of ideas in science and education. Scientists and undergraduates can nowadays pursue their research and studies at laboratories and universities all over the world using English as the language of the educational process. Thus, they access knowledge in their respective fields through English, and this also applies to learning other languages. Learning a foreign language using English poses various challenges, starting from the learners' level of English over to the influences that English can have on the process of acquisition. Also, learners can have beliefs about learning the other language (L3), which differ from beliefs they have about learning English. This set of ideas, attitudes and opinions could have an impact on how students learn L3. This paper explores the beliefs about, and motivations for, language learning among a small group of Erasmus students in the International Relations Programme. The students, who have various ethnic origins and language backgrounds, took part in a thirteen-week course of French for Beginners, taught in English by a Czech teacher. Most students were complete beginners, but others already had a basic knowledge of French, as the entry questionnaire had shown. This course of French for specific purposes (diplomacy) covered the first three units of an A1–A2 textbook called *Objectif Diplomatie: Le français des relations européennes et internationales*. At the end of the course, learners completed a questionnaire in English. This research gauges the role of English as a medium in learning French at a beginner's level and investigates students' perceptions of the accuracy and the difficulty of learning French through English. The study avoids any generalisations. It reports group-specific results intending to show whether, and to what extent, students conform to other research findings in the areas of learner beliefs and motivations in English-medium language instruction.

1 Introduction

The present paper reports on the findings of a study which examined Erasmus university students' beliefs about language learning with the help of an adapted version of a popular self-administered questionnaire, namely Horwitz's (1987) Beliefs About Language Learning Inventory (BALLI). Although numerous BALLI-based studies have been carried out in the past (Mantle-Bromley, 1995; Cortazzi, & Jin, 1996; McCarger, 1999; Horwitz, 1999; Mori, 1999; Sakui, & Gaines, 1999; Yang, 1992; Yang 1999; Siebert, 2003; Tercanlioglu, 2005; Nikitina, & Furuoka, 2006; Bernat, & Lloyd, 2007), the present study is unique because rather than discussing the effects of contexts (culture, achievement level, major subjects, or gender) on students' beliefs about language learning, it compares students' be-

liefs about learning two different languages. Furthermore, it examines the role of English in learning French as perceived by learners themselves.

After a brief outline of previous studies on beliefs about language learning, this paper will describe the method, analyse the results of the survey, and interpret the data. Given the limited number of participants, the current study does not present any results that would pretend to be statistically significant but rather delineates how students' beliefs differed concerning the respective languages and how English, as a medium language, impacted on students' learning French.

2 Literature review – Beliefs about language learning

Learners' beliefs about language learning have been recognised as an essential part of the learning process, alongside many other individual differences in language learning (Dörnyei, 2005; Horwitz, 1999; Wenden, 1999). Horwitz (1987: 120) defines beliefs as "opinions on a variety of issues and controversies related to language learning". Wenden (1999: 435) considers beliefs to be "learners' acquired knowledge about learning: the nature of learning, the learning process, and humans as learners, including themselves".

Learners' beliefs have been linked with other learner variables, such as language learning strategies (Horwitz, 1987, 1988) or foreign language anxiety (Horwitz, 1988; Truitt, 1995). Hence, studying students' beliefs about language learning is of major importance as they can, for example, affect learner motivation to acquire the target language; thus, unrealistic beliefs concerning the time required to achieve proficiency might lead to frustration (Cohen and Dörnyei, 2002). At the same time, students' beliefs are not *a priori* and can be influenced by learners' previous experiences as well as cultural background (Horwitz, 1987).

Since Horwitz constructed her BALLI questionnaire (1987), many researchers have explored language learning beliefs among various learner groups and contexts. Horwitz herself (1987, 1988) studied foreign language learners' beliefs about learning English as a foreign or second language in the US. Other studies have covered learners' beliefs worldwide, mainly in East Asia (e.g. Bernat, 2004; Diab, 2006; Nikitina and Furuoka, 2006; Peacock, 1999; Riley, 2009; Sakui & Gaies, 1999; Tanaka & Ellis, 2003; Yang, 1999). Meanwhile, Turkish students were also examined (Altan, 2006; Tercanlioglu, 2005). This study contributes to this research by bringing the tool to the Czech Republic, analysing international students' beliefs about learning L3 through English. Cultural background, as some studies understandably suggest, could play an important role in the development of an individual's beliefs about language learning (e.g. Diab, 2006; Horwitz, 1999; Wenden, 1999). At the same time, Fugiwara (2014) claims that in many studies that examined belief variations, the participants were different in some important

aspects, such as participants' age, stage of language learning (e.g. beginner level or advanced level), professional status, and the target language. Given these discrepancies among the learners, Fujiwara warns that it is almost impossible to identify whether the participants' cultural backgrounds were attributable to the variations of language learning beliefs.

The BALLI has been the most widely used measurement tool; however, some issues were raised concerning the validity of the instrument (Kuntz, 1996; Nikitina & Furuoka, 2006). One of the most crucial criticisms concerns the structure of the questionnaire itself and the statistical relevance one can deduct from the results obtained. The original BALLI contained 34 questions divided into five categories to be measured. This category grouping, however, cannot be empirically verified through statistical analyses (Kuntz, 1996). Fujiwara (2011) points out further that it is not yet clear whether the language learning beliefs have a multidimensional structure covering the five themes proposed by Horwitz (1987). As Fujiwara notes (2014), in most BALLI studies, the descriptive data (i.e. the frequencies of the response options, e.g. "strongly agree", "agree") have been used to compare groups of learners, without appropriate statistical analyses. Only in some cases (e.g. Bernat & Lloyd, 2007; Peacock, 2001; Rifkin, 2000; Schulz, 2001; Shah et al., 2009), inferential statistical analyses were conducted, and the mean scores were compared. The statistical validity remains unknown when the comparison is made at single item levels.

Sage (2011) examined the issue of analysing data only at single-item levels. This practice is still noticeable even in recent BALLI studies (e.g. Altan, 2006; Bernat, 2004; Tercanlioglu, 2005); however, it was judged problematic in terms of its measurement validity. Sage argued that the BALLI studies are limited in their validity due to this practice of analysis, as the single item reliabilities are statistically deficient by nature. Given these methodological constraints, we can agree with Horwitz (1999) and admit that "clear-cut conclusions do not seem possible" (p. 574), despite many variations and similarities across several groups of learners that could otherwise be identified.

Despite the criticism, this study follows Horwitz' original distribution and re-groups the items into five areas devised by its inventor. This decision was motivated by the fact that the number of participants in the study does not allow for any statistically significant processing, thus rendering advanced techniques, such as factor analysis, inappropriate.

Horwitz categorised the 34 BALLI items into the following five themes: (a) foreign language aptitude (9 items); (b) the difficulty of language learning (6 items); (c) the nature of language learning (6 items); (d) learning and communication strategies (8 items); and (e) motivation and expectations (5 items). Only a few studies (Nikitina & Furuoka, 2006; Truitt, 1995; Yang, 1999) examined empirically – using

factor analysis – whether the items within the BALLI themes measure the same subcategory of the construct. Similar reconsiderations of the original distribution are to be found in other studies as well (Peacock, 2001; Rifkin, 2000; Schulz, 2001). Our research, as mentioned above, abstains from such re-examination.

To our best knowledge, Diab's study (2005) is the only one to have investigated and compared students' beliefs about learning English and French. Examining students' beliefs in the Lebanese context, Diab found that her participants held a variety of beliefs, many of which related to the political and socio-cultural context of foreign language education in Lebanon. In her study, English – unlike French – was considered an easy language. Also, students seemed to have strong motivational incentives for learning English and agreed that it is more important to learn English than French. Diab, however, did not consider the role of English in learning French as perceived by learners. While covering similar ground as Diab, the current article addresses this deficiency with a view of implementing the results into teaching practice.

3 Method

This study aimed to investigate the variations of the beliefs about language learning held by a group of university students on Erasmus at a major Czech tertiary-education institution through descriptive statistical analysis of their responses to BALLI. The beliefs examined in this study are measured by a modified version of BALLI, covering four theoretical areas proposed by Horwitz (1987). Furthermore, the study analyses the role of English in the learning process as perceived by learners.

The following research questions were addressed.

1. What are students' beliefs about learning French as compared to their beliefs about learning English?
2. What are students' beliefs about learning French through English?
3. Was using English an asset or a liability in learning French?

The last research question could be considered as a subcategory of the second one, however, keeping it apart allows for a clearer view of how important English was as a medium language compared to using the mother tongue or French itself. Also, answering the question can have significant consequences in terms of modifications in teaching methodology, adaptation of teaching style and implementation of more immersive teaching techniques.

3.1 Participants

The participants in this study were foreign undergraduate students (N=15) in a large state university in the Czech Republic. The students studied in the English programme at the Faculty of Social Sciences. The programme, called International Relations, is taught entirely in English and is aimed at Erasmus students coming from different language and cultural backgrounds. In the group analysed, the following countries were represented: Azerbaijan (1 student), Bosnia and Herzegovina (1), Egypt (1), Finland (1), Kenya (1), Malaysia (1), Mozambique (1), Philippines (1), Slovakia (3), Sri Lanka (1), United Arab Emirates (1), and the USA (2). The students were in their first year of studies, and their age ranged from 19 to 22.

3.2 Instrument

A modified version of the BALLI (Beliefs about language learning inventory) was used to measure language learning beliefs (see Attachment). Given the purpose of the present study, the original 34-item questionnaire was rebuilt so that it included two analogical sets of items corresponding to learning French and English. These sets were then complemented by another 13 items that related to the role of English in learning French. In the self-administered questionnaire, the participants were asked to indicate to what extent they agree or disagree with statements on a five-point Likert scale ranging from strongly disagree (1) to strongly agree (5). The questionnaire is divided into four parts. Parts I-IV included questions gauging students' beliefs about learning English, French or foreign languages in general, as well as about the role of English in learning French.

The participants' responses to the 46 items were analysed using descriptive statistics. Given this fact, the results of the inventory generated from the items cannot be called factors in a statistical sense, as they were not the actual results of factor analysis. However, the current study acknowledges its limitations and examines the individual items following four major areas based on Horwitz, namely difficulty of language learning (Items 7, 8, 31, 32); the nature of language learning (Items 11, 23, 24, 35); and learning and communication strategies (Items 29, 30, 33, 34, 36, 37) and motivation (Items 26, 28, 38, 39). To these areas covered in two sets comparing English and French, the study adds items tracing the role of English as a medium language in learning French (Items 16, 17, 18, 19, 20, 21, 40, 41, 42, 43, 44, 45, 46).

3.3 Method of data analysis

Given the restricted number of participants, descriptive statistics were used to present the data. The tables shown in the study represent the number of students

who strongly disagree or disagree, those who are neutral in their answer, and the number of students agreeing (or strongly agreeing) with the statements. Also, the mean scores are provided, as these allow for a clearer comparison between the two sets of data.

Data were collected from participants in June 2019. The questionnaire was administered by the researcher at the end of the last seminar in that term. Before the BALLI was handed out, the researcher briefly described the nature and aim of the study, assuring the participants that the data provided would be kept in strict anonymity.

Despite the criticism mentioned above, the original version of the BALLI has been used over the past thirty years, which ensures fair validity through repeated administration. At the same time, the present study acknowledges its limitations and discusses them below.

4 Results and discussion

In the sample, there were six female and nine male students. For three students, English was the native language. The following table shows the results concerning the first area, namely the difficulty of language learning. As can be seen, English is perceived as a relatively easy language to acquire, unlike French, which corresponds with the findings provided by Diab (2004). Furthermore, students believe that acquiring active French language skills is more complicated than mastering active language skills in English. This confirms the well-known fact that the active skills of a language are vital in determining the relative difficulty of learning a foreign language.

Tab. 1: *Factor 1 – Difficulty of language learning (English); * SD/D = strongly disagree/disagree; N = neutral; A/SA = agree, strongly agree*

	SD/D*	N	A/SA	M
7 English is easier to read and understand than write and speak	12	3	0	1.5
8 English is an easy language	0	6	9	3.9

Tab. 2: *Factor 1 – Difficulty of language learning (French)*

	SD/D	N	A/SA	M
31 French is easier to read and understand than write and speak	3	2	10	3.9
32 French is an easy language	5	7	3	2.8

As far as the nature of language learning is concerned, students in the sample believe that learning a foreign language is mostly a matter of learning new vocabulary rather than grammar rules. The study does not expect there to be any

differences between learning English and learning French; hence no comparison is provided. This finding, however, could be used in teaching where more emphasis could be placed on learning new vocabulary to enhance students' impression that they are learning a language, thus strengthening the motivation, and boosting the progress.

Tab. 3: *Factor 2 – Nature of language learning*

	SD/D	N	A/SA	M
23 Vocabulary	2	2	11	3.9
24 Grammar	2	7	6	3.2

It proved illuminating to include an item asking students about the role of culture in learning the respective languages. As the following table shows, it turned out that students do not consider it necessary to learn about English-speaking cultures when speaking English. The French language, on the contrary, seems to have kept a more vital link to its subjacent culture. This could also be related to the international character of English, which has led to weakened national/cultural footing.

Tab. 4: *Factor 2 – Nature of language learning (role of culture)*

	SD/D	N	A/SA	M
11 English	10	2	3	2.3
35 French	2	7	6	3.3

In the third area, namely learning and communication strategies, learners have expressed strong beliefs about correct pronunciation and accuracy in speaking French. As the following table shows, students seem well-aware of the importance of correct pronunciation when speaking French. Curiously, they do not think that bad pronunciation should stop them from using French.

Tab. 5: *Factor 3 – Common learning and communication strategies (French)*

	SD/D	N	A/SA	M
29 enjoy practising with natives	2	7	6	3.4
30 feel timid	2	6	7	3.7
33 excellent pronunciation important	0	4	11	4.3
34 ok to guess	4	5	6	3.2
36 early errors difficult to correct later	8	3	4	2.7
37 speak French only correctly	14	0	1	1.7

When compared, students' beliefs concerning the respective languages show some significant differences (see Tab. 6). Some items show only minor divergence – students believe, for example, that it is ok to guess if they do not know a word

in the respective language. Similarly, students deem that making early errors in English or French does not impede their correction later. Furthermore, accuracy in speaking does not seem to play any crucial role in either language. On the contrary, there are areas where speaking English or French does interfere: speaking French makes students feel timider than speaking English, probably due to the difficulty in pronunciation. At the same time, mastering excellent pronunciation seems to be more vital for French than English. Again, this seems logical given the relative difficulty of prescriptive, normative French phonetics, especially when compared to the descriptive character of English.

Tab. 6: *Factor 3 – Common learning and communication strategies (English vs French)*

	Mean – English	Mean – French
5, 29 enjoy practising with natives	4.0	3.4
6, 30 feel timid	1.8	3.7
9, 33 excellent pronunciation important	3.3	4.3
10, 34 ok to guess	3.6	3.2
12, 36 early errors difficult to correct later	2.3	2.7
25, 37 speak only correctly	1.2	1.7

As for the area of motivation (see Tab. 7), students believe that knowing French has got some importance, as none of them disagreed with the question entirely. However, the importance is relatively moderate in their view, as reflected in Item 39, which asked learners whether it is important to speak French for them as students on Erasmus in the Czech Republic. Similarly, students do not seem to be envisaging working in a French-speaking environment in the future, which points out at non-pragmatic motivation in learning French. When asked further about the reasons for learning French, 35% stated career reasons, 19% opted for social reasons, 27% mentioned communication with foreign entities. Interestingly, 16% learn French because it is considered a universal/international language, while 3% do not consider learning French necessary.

Tab. 7: *Factor 4 – Motivation (French)*

	SD/D	N	A/SA	M
26 it is important to know French	0	8	7	3.8
28 I would like to get to know native speakers	0	3	12	4.4
38 work in a French-speaking environment	6	5	4	2.9
39 French in Czech Republic	14	0	1	1.3

When compared to reasons leading students to learn English, some interesting differences appear. Curiously, only 27% learn English for career reasons, as opposed to 35% in the case of French. For English, social reasons (26%) and the international character of the language (25%) seem to play a more important role as motivators. If compared further, the motivation factor provides more illuminating

differences (see Tab. 8). Generally, students believe that learning English is more important than learning French, which is partly reflected in the fact that French is considered unimportant in everyday situations that students face in the Czech Republic (Items 15, 39). Students also differ significantly in their beliefs about working in an environment where the respective language is spoken. At the same time, students are similarly interested in encountering native speakers.

Tab. 8: *Factor 4 – Motivation (English vs French)*

	Mean – English	Mean – French
2, 26 it is important to know English/French	5.0	3.8
4, 28 I would like to get to know native speakers	3.9	4.4
13, 38 work in an English/French-speaking environment	4.6	2.9
15, 39 English/French in the Czech Republic	4.5	1.3

The last part of the questionnaire concerned students' beliefs about the role of English in learning French (see Tab. 9). The results show that students were quite aware of the similarities between the two languages. This issue could be explored in more detail in the future, and the results of the survey could also be implemented into the teaching process where similarities between the French and English vocabulary of diplomacy and international relations (students' study programme) could be further stressed and explained. Translation from English into French, however, is not, according to the participants, homologous to learning languages as such (Item 44). At the same time, translation seemed to play a considerable role in learning French, as only a small percentage of the learners used monolingual dictionaries in the process. This, however, is quite understandable, given the beginner's level. Translating seems to have been done mainly between French and English, as students seem to have avoided their respective native tongues when learning French, preferring English (Item 20). The tendency to avoid one's native language can be ascribed to the fact that English was the medium-language throughout the course.

Tab. 9: *Learning French through English*

	SD/D	N	A/SA	M
19 I was aware of the similarities between French and English	3	0	12	4.1
20 English rather than native language	0	2	13	4.5
21 translation from French into NT	10	3	2	2.1
42 translation from English into NT	14	1	0	1.3
44 learning French = translation from English into French	5	5	5	3.0
46 I used a French-only dictionary	10	3	2	2.0

When it comes to the last research question, English seems to have been an asset rather than a liability (see Tab. 10). Students have noticed similarities mainly in vocabulary, as French and English share a considerable amount of words of

Latin and Greek origin, which, at the same time, are quite common in diplomacy and international relations. According to students' estimate, it was not difficult to study French using English, nor was the teacher's use of English an obstacle. It is also interesting to see that students preferred the teacher to speak English rather than use French only. Further analysis, such as semi-structured interviews, could provide a more detailed justification of this belief. It can only be speculated whether students view immersive teaching practices as impediments to making quick progress.

Tab. 10: *English as an asset or a liability*

	SD/D	N	A/SA	M
16 the knowledge of English was beneficial in learning French vocabulary.	1	0	14	4.5
17 the knowledge of English was beneficial in learning French grammar.	4	3	8	3.5
18 the knowledge of English was beneficial in learning French pronunciation.	9	6	0	1.9
40 It was hard for me to study French using English.	14	1	0	1.3
41 I would prefer if the teacher spoke only French.	12	0	3	1.9
45 In class, I had problems understanding the teacher's English.	15	0	0	1.0

5 Conclusion and limitations

The present study tried to provide answers to three research questions concerning students' beliefs about learning French and English, about learning French through English and about the role of English in learning French. At the same time, the study attempted to compare students' beliefs about learning the respective languages.

The results show that students in this specific group feel timid when learning French, as opposed to learning English. The Romance language also seems to be more difficult for students to master. Another significant difference concerned students' expectations in the professional area, as they show less enthusiasm to work in a French-speaking environment than in the English-speaking one. At the same time, French maintains a strong attachment to its cultural heritage and background, which seems to play an essential role as a motivational component of the learning process. The role of culture in motivation, however, was not addressed directly in the present study.

As for the beliefs about learning French through English, students rely heavily on English and use it more often than their native languages, both in the learning process and in translation. Translation, even if not identified with learning, still plays a vital role as only a minority of students used a monolingual dictionary when confronted with an unknown word.

Finally, English was not considered as a liability in the teaching and learning processes, as students were aware of similarities between the languages and teacher's use of English did not impede the teaching. Students also expressed satisfaction with the fact that the teacher did not use only French in the class and relied on English as a medium-language.

There are two major limitations of the present study. Firstly, the limited number of participants does not allow for any significant generalisations, as the results cannot be processed statistically. This, however, does not make the findings irrelevant for the specific context in which the study originated. Secondly, the methodology might have been tailored to the group, and the results triangulated using a complementary survey method, such as an interview or students' log-books. Thus, the results could have been sustained by other data sources, and the findings could have been more detailed and complex. Qualitative data might thus have shed light on specific issues and allow the researcher to establish causal links where none could have been achieved using quantitative methodology. For instance, the issue of timidity could have been tackled in an interview and possible links to linguistic or social factors established. This knowledge could further facilitate the teaching task consisting of unblocking possible feelings of shyness or false assumptions about learning or speaking French.

Despite these shortcomings, the study provided important and relevant data, and the findings can be implemented in the future teaching process. Some results stem from the linguistic nature of English and French. Thus, given the importance students attribute to pronunciation and vocabulary, more practice can be provided in these two areas. What is more, students' awareness of similarities in the latter area can be exploited in a series of exercises where analogical sets of English-French words can be presented and learned together. Other findings are of psychological and social importance. For instance, the study showed that students feel timid when speaking French. This hindrance can be addressed directly in classes by promoting a relaxed and non-inhibitory atmosphere and an encouraging attitude from the teacher. Another set of factors relates to the nature of learning the language. Here, students can be encouraged, for instance, to use monolingual dictionaries from the very start. This practice could be fostered by immersive teaching methodology in which French, rather than English, would be used throughout the whole class, either from the very start or implemented gradually.

The study has corroborated some of the previous findings concerning students' beliefs about learning French (Diab, 2005), bringing the tool to a different socio-cultural environment. Unlike previous studies, the participants of the present study were all international students. This factor could be further explored in the future, and the role of different cultural and linguistic backgrounds analysed.

Also, the role of English as a medium in learning French (or other languages) deserves a more detailed look. Future research could thus focus on similarities between using English to teach different languages (e.g. French or German) and the implementation of the results into the teaching practice. In this way, students could be made aware of common mistakes, false friends or efficient strategies which could facilitate the complex process of learning French or other languages through English.

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Attachment

French through English Questionnaire

*Please answer the questions below. Please note that the scale refers to **1 = strongly disagree**; **5 = strongly agree** unless indicated otherwise.*

00 My gender (please circle): M – F

01 English is my native language: YES – NO

PART I

02 It is important to know English. 1 – 2 – 3 – 4 – 5

03 It is necessary to know English:
(please check as many as apply)

- (a) For career/professional reasons
- (b) For social reasons
- (c) For communication with foreign entities
- (d) Because it is a universal/international language
- (e) I disagree. I do not believe that it is necessary to know English.

04 I would like to get to know native speakers of English.

05 I enjoy practising English with the native speakers of English I meet.

06 I feel timid speaking English with other people. 1 – 2 – 3 – 4 – 5

07 It is easier to read and write English than to speak and understand it.

08 English is: (1) a very difficult language, (2) a difficult lang., (3) a lang. of medium difficulty, (4) an easy lang., (5) a very easy language.

09 It is important to speak English with excellent pronunciation. 1 – 2 – 3 – 4 – 5

10 It is ok to guess if you don't know a word in English. 1 – 2 – 3 – 4 – 5

11 It is necessary to know about English-speaking cultures in order to speak English.

12 If beginning students are permitted to make errors in English,

it will be difficult for them to speak correctly later on.

13 I would like to work in an English-speaking environment in the future.

14 I have been in the Czech Republic since:

- a) Less than three months
- b) Three to six months
- c) More than six months

15 For an Erasmus student in the Czech Rep., it is important to be able to speak English.
1 – 2 – 3 – 4 – 5

PART II

- 16 The knowledge of English was beneficial in learning French vocabulary. 1 – 2 – 3 – 4 – 5
- 17 The knowledge of English was beneficial in learning French grammar. 1 – 2 – 3 – 4 – 5
- 18 The knowledge of English was beneficial in learning French pronunciation. 1 – 2 – 3 – 4 – 5
- 19 When studying French vocabulary on my own, I was aware of the similarities between English and French. 1 – 2 – 3 – 4 – 5
- 20 When studying French on my own, I used English rather than my mother tongue. 1 – 2 – 3 – 4 – 5
- 21 When studying French vocabulary on my own, I used mainly translation into my native language. 1 – 2 – 3 – 4 – 5
- 22 How difficult was this part of the **French** language for you to learn?
- | | |
|-----------------|-----------------------------|
| Vocabulary | easy 1 – 2 – 3 – 4 – 5 hard |
| Grammar | easy 1 – 2 – 3 – 4 – 5 hard |
| Listening skill | easy 1 – 2 – 3 – 4 – 5 hard |
| Writing skill | easy 1 – 2 – 3 – 4 – 5 hard |
| Speaking skill | easy 1 – 2 – 3 – 4 – 5 hard |
| Reading skill | easy 1 – 2 – 3 – 4 – 5 hard |
- 23 Learning a foreign language is mostly a matter of learning a lot of new vocabulary. 1 – 2 – 3 – 4 – 5
- 24 Learning a foreign language is mostly a matter of learning a lot of grammar rules. 1 – 2 – 3 – 4 – 5
- 25 You shouldn't say anything in a foreign language until you can say it correctly. 1 – 2 – 3 – 4 – 5

PART III

- 26 It is important to know French. 1 – 2 – 3 – 4 – 5
- 27 It is necessary to know French: (a) For career/professional reasons
(please check as many as apply) (b) For social reasons
(c) For communication with foreign entities
(d) Because it is a universal/international language
(e) I disagree. I do not believe that it is necessary to know French.
- 28 I would like to get to know native speakers of French. 1 – 2 – 3 – 4 – 5
- 29 I enjoy practising French with the native speakers of French I meet. 1 – 2 – 3 – 4 – 5
- 30 I (would) feel timid speaking French with other people. 1 – 2 – 3 – 4 – 5

- 31 It is easier to read and write French than to speak and understand it. 1 – 2 – 3 – 4 – 5
- 32 French is: (1) a very difficult language, (2) a difficult lang., (3) a lang. of medium difficulty, (4) an easy lang., (5) a very easy language. 1 – 2 – 3 – 4 – 5
- 33 It is important to speak French with excellent pronunciation. 1 – 2 – 3 – 4 – 5
- 34 It is ok to guess if you don't know a word in French. 1 – 2 – 3 – 4 – 5
- 35 It is necessary to know about French-speaking cultures in order to speak French. 1 – 2 – 3 – 4 – 5
- 36 If beginning students are permitted to make errors in French, it will be difficult for them to speak correctly later on. 1 – 2 – 3 – 4 – 5
- 37 You shouldn't say anything in French until you can say it correctly. 1 – 2 – 3 – 4 – 5
- 38 I would like to work in a French-speaking environment in the future. 1 – 2 – 3 – 4 – 5
- 39 For an Erasmus student in the Czech Rep., it is important to be able to speak French. 1 – 2 – 3 – 4 – 5

PART IV

- 40 It was hard for me to study French using English. 1 – 2 – 3 – 4 – 5
- 41 I would prefer if the teacher spoke only French. 1 – 2 – 3 – 4 – 5
- 42 In class, I used to translate words from English into my native language. 1 – 2 – 3 – 4 – 5
- 43 In general, studying foreign languages using English is useful. 1 – 2 – 3 – 4 – 5
- 44 Learning French is mostly a matter of translating from English into French. 1 – 2 – 3 – 4 – 5
- 45 In class, I had problems understanding the teacher's English. 1 – 2 – 3 – 4 – 5
- 46 When learning vocabulary, I used a French-only dictionary. 1 – 2 – 3 – 4 – 5

L'interférence de l'anglais dans la production langagière des étudiants de français

Marie Červenková

Abstract : Vu l'intensité de la présence de la langue anglaise dans le monde contemporain, l'apprentissage d'une autre langue étrangère s'avère plus ou moins influencée par cette soi-disant *lingua franca*. Les recherches (Besse&Porquier 1984, Odlin 1997, Ringbom 2008, Leung 2009, Astolfi 2015) montrent que l'influence interlinguistique résulte de similitudes et différences entre la langue cible et toute autre langue acquise et que le transfert des connaissances antérieures est inévitable. Cette contribution traite du transfert négatif (interférence), c'est-à-dire d'erreurs entraînées par des analogies fautives faites entre l'anglais et le français. Nous disposons d'une collection de productions langagières des étudiants du français en tant que langue étrangère seconde (considérée ici comme un système acquis chronologiquement après la langue première et enseignée à des apprenants non francophones à l'étranger) à partir desquelles nous analysons des produits déviants par rapport à la norme du français standard ayant pour source des connaissances préalables de l'anglais. Le corpus est composé de productions orales et écrites des étudiants de français tchèques et slovaques faisant leurs études à la Faculté d'Economie et d'Administration de l'Université Masaryk de Brno dont le niveau de langue varie entre A2–C1. L'intérêt de cette recherche est de relever les erreurs de cette origine dans le corpus, de les trier et de les analyser (erreurs relevant des formes et structures linguistiques ou des concepts). Les résultats permettront de comprendre mieux les erreurs qui surviennent dans le processus d'apprentissage et ainsi d'adapter et de rendre plus efficaces les stratégies pédagogiques.

Mots-clés : apprentissage de langues, apprentissage du français, influence interlinguistique, interférence, langue étrangère seconde, transfert négatif

Abstract : Given the intensity of the presence of the English language in the contemporary world, the learning of another foreign language is more or less influenced by this so-called *lingua franca*. Research shows (Besse&Porquier 1984, Odlin 1997, Ringbom 2008, Leung 2009, Astolfi 2015) that the interlinguistic influence results from similarities and differences between the target language and any other acquired language and that the transfer of prior knowledge is inevitable. This paper deals with the negative transfer, that is to say errors caused by faulty analogies made between the two languages. We have a collection of language productions of students of French as a second foreign language (considered here as a system acquired chronologically after the first language and taught to non-French-speaking learners abroad) from which we analyze deviant products compared to the French standard, which is based on previous knowledge of English. The corpus is composed of oral and written productions of Czech and Slovak students of French studying at the Faculty of Economics and Administration of the Masaryk University in Brno whose language level varies between A2–C1. The aim of this research is to identify the errors of this origin in the corpus, to sort them and to analyze them (errors relating to forms and linguistic structures or concepts). The results will help to better understand the errors that occur in the learning process and thus to adapt and create more effective teaching strategies.

Key words: interference, interlinguistic influence, learning French, language learning, negative transfer, second foreign language

Introduction

L'influence de l'anglais devient omniprésente étant donné qu'on rencontre cette langue ou les éléments de cette langue un peu partout dans la vie quotidienne – dans les paroles des chansons diffusées à la radio, dans les films qui n'ont pas été doublés, dans les magasins sur les étiquettes des produits, sur les affiches de toute sorte, dans les discours de politiciens etc. En général, les enfants dans la plupart des pays européens commencent à apprendre l'anglais à l'école primaire vers l'âge de 8 ans, c'est-à-dire que quand ils deviennent étudiants universitaires ils ont fait au moins 10 ans d'études de cette langue. Les recherches ont prouvé qu'une première langue étrangère acquise antérieurement à une deuxième langue étrangère peut affecter positivement ou négativement cette deuxième langue étrangère de plusieurs points de vue. Les étudiants sont donc naturellement influencés par la connaissance plus ou moins bonne de l'anglais ce qui peut les aider ou leur poser des difficultés dans l'apprentissage d'autres langues étrangères. Dans cette perspective, nous nous proposons de traiter les interférences qui se réalisent entre l'anglais et le français comme langues étrangères selon les traits caractéristiques de notre public au Centre de Langues de l'Université Masaryk en République tchèque.

Mise en contexte

Dans les années 1950, la linguistique contrastive entamait des études contrastives dans le but de faire

la comparaison terme à terme, rigoureuse et systématique de deux langues, à tous les niveaux (phonologique, morpho-syntaxique et éventuellement sémantique), pour mettre en évidence leurs différences et permettre ainsi dans un second temps (...) l'élaboration de méthodes d'enseignement mieux appropriées aux difficultés spécifiques que rencontre une population donnée dans l'apprentissage d'une langue étrangère. (Galisson&Coste, 1976, p. 125)

Mais bien que la linguistique contrastive s'occupe des similitudes et des différences entre deux systèmes linguistiques, c'est plutôt la didactique des langues étudiant les productions langagières d'apprenants d'une façon contrastive que nous viserons dans cette contribution, et ceci dans le but de comprendre les difficultés rencontrées par les apprenants lors du processus de l'apprentissage et d'améliorer notre enseignement des langues étrangères.

Commençons par introduire des concepts basiques. Les recherches montrent (Besse & Porquier, 1984 ; Astolfi, 2003 ; Odlin, 2005 ; Ringbom, 2008) que l'influence interlinguistique résulte de similitudes et différences entre la langue cible

et toute autre langue acquise et que le transfert des connaissances antérieures est inévitable. Certains de ses effets sont positifs, d'autres négatifs. Dans le cas des effets négatifs¹ nous parlons d'interférences², erreurs entraînées par des analogies fautives faites entre langue maternelle (L1) et langue.s étrangère.s (L2/L3) ou entre langues étrangères mêmes (L2-L3). Selon la théorie de l'interférence « ce qui est proche ou semblable est facile à apprendre, ce qui est différent donne lieu à un transfert négatif ou donc à des fautes » (Marquilló Larruy, 2003, p. 64). Le transfert consiste donc à réutiliser dans l'apprentissage les habitudes et les savoirs acquis préalablement. Selon l'hypothèse originelle de l'analyse contrastive (Lado, 1957 cité dans Özçelik, 2012, p. 114), la similitude entre les structures de deux langues facilite l'apprentissage alors que leur différence tend à le rendre difficile dans la mesure où l'apprenant doit modifier une habitude enracinée dans son comportement verbal. Dans ce cas, une acquisition antérieure facilite l'amélioration de l'efficacité dans l'exécution ou l'apprentissage de la tâche qui suit et les effets positifs du transfert peuvent être désignés en termes de facilitations. On peut parler du transfert négatif au cas où l'influence de l'acquisition d'une première tâche se traduirait par une diminution de l'efficacité de la seconde. C'est-à-dire, les structures contrastantes posent des problèmes d'apprentissage et provoqueront des erreurs dues au transfert négatif. On devrait donc pouvoir prédire les erreurs à partir d'une analyse contrastive des deux langues. Dans l'avis de Stockwell, Bowen et Martin (1965), l'interférence linguistique provoque trop de difficultés pédagogiques sur les plans phonétique, morphologique, sémantique et syntaxique. Mais ces auteurs maintiennent que ces difficultés rencontrées ne peuvent pas rendre impossible l'apprentissage d'une nouvelle langue. (Mackey, 1976, p. 414, cité dans Al-Hajebi, 2019).

L'anglais et le français comportent des différences structurelles importantes puisqu'ils ont évolué vers deux groupes de langues différents – l'anglais dans le groupe germanique et le français dans la branche italique du groupe italo-celtique (Grévisse, 1986, p. 10). Toutefois, les deux langues se sont mutuellement influencées en raison des événements historiques et la proximité géographique de deux pays et, de ce fait, elles ont aussi de nombreuses similitudes et sont donc inclinées à interférer l'une avec l'autre.

¹ transfert négatif étant appelé interférence

² Le terme interférence a été utilisé pour la première fois en 1953 par Uriel Weinrich dans son livre *Languages in contact*. L'auteur s'y réfère avant tout à des sujets bilingues utilisant alternativement deux langues, la leur et une langue seconde, et démontre que les langues au lieu de constituer des univers autonomes et fermés, entrent en contact dès qu'elles coexistent chez un locuteur et provoquent des phénomènes d'interférences qui apparaissent sur tous les niveaux de langue : lexical, phonétique et syntaxique. La notion de transfert a été formalisée un peu plus tard par Robert Lado dans son ouvrage *Linguistics across cultures* (1957). Il a ajouté à la grille d'analyse des erreurs d'interférences établie par Weinrich une section sur la culture.

En plus des différences et les similitudes linguistiques des langues, ce qui entre en jeu c'est aussi la position chronologique que prend la langue dans le processus de l'apprentissage. Autrement dit, les apprenants sont surtout influencés par la dernière langue étrangère apprise (Bailly et al., 2009), et l'acquisition de la L3 sera facilitée par la présence d'une L2 grâce aux similitudes entre L2 et L3, lesquelles s'opposent à une L1 plus éloignée.

Dans l'apprentissage institutionnel d'une langue étrangère, l'influence de la L1 ou celui de la L2 sur la L3 ne constituent pas la seule source de transfert. La méthode d'enseignement, les conditions d'apprentissage et la pédagogie adaptée peuvent contribuer également aux transferts positifs ou négatifs³.

Dans la présente étude, l'interférence de l'anglais sera définie comme l'utilisation aléatoire et inconsciente d'un trait phonétique, morphologique, lexical ou syntaxique caractéristique de la langue anglaise dans la production de la langue française. Nous constatons avec Hamers (1997, cité dans Dragan, 2011, p. 94) que « le concept d'interférence est proche de celui d'emprunt mais il en diffère en même temps, dans la mesure où l'emprunt se produit consciemment, tandis que l'interférence non ». Nous pouvons mentionner par exemple, au niveau lexical, l'utilisation des anglicismes en français des affaires tels que *booker* au lieu de *réserver*, *business* au lieu de *affaires*, *s'enregistrer* au lieu de *s'inscrire*, *deal* au lieu de *marché conclu*, *payer cash* au lieu de *payer au comptant* qui ne représentent pas une interférence puisqu'ils sont répandus et utilisés intentionnellement⁴. Al-Hajebi (2019) explique la raison d'interférence ainsi : « Les apprenants recourent à l'anglais pour y puiser les solutions que cette langue peut apporter aux aspects du français qui leur causent des problèmes. C'est ainsi que les transferts négatifs se produisent. »

Objectifs et méthodologie

Dans notre contexte, l'anglais joue un rôle d'appui pour beaucoup d'étudiants. Pour la plupart d'entre eux l'anglais est en effet la première langue étrangère et

³ Chez Weinrich il s'agit des facteurs externes dont la situation sociale.

⁴ à comparer avec Mougeon (1994, 27) qui parle, dans le contexte des français d'Amérique du Nord, « des traits non standard du français qui, bien qu'ils soient analogues à des usages anglais équivalents, existent de longue date dans ce français » et ne peuvent pas être considérés comme interférenciels.

obligatoire (L2 apprise après la langue maternelle L1⁵) dès l'école primaire⁶. Par conséquent, leur apprentissage d'autres langues étrangères est influencé par cette connaissance et leurs productions langagières comprennent des erreurs considérées comme interférences. Pour pouvoir les analyser nous nous sommes posé les questions suivantes :

1. Comment l'interférence se manifeste-t-elle dans les productions langagières des étudiants et quels en sont les éléments de source ?
2. Sur quels plans linguistiques l'interférence apparaît-elle ?

Pour cette étude nous avons utilisé l'approche qualitative et descriptive reposant sur une analyse d'un corpus composé de productions orales et écrites des étudiants de français de nationalités tchèque et slovaque faisant leurs études de master à la Faculté d'Economie et d'Administration de l'Université Masaryk de Brno en République tchèque. Au moment de l'examen, ils avaient entre 22 et 25 ans. Leur niveau de langue française réel variait entre A2 – B2 et l'anglais était leur première langue étrangère apprise. La relation entre la durée d'apprentissage et l'apparition des interférences n'a pas été prise en considération dans cette recherche. Les productions orales au nombre de 60 et les productions écrites au nombre de 63 ont été réalisées lors des épreuves finales du cours de français assuré par le Centre des Langues universitaire au cours des années 2018 et 2019.

En ce qui concerne la production orale, il s'agissait d'un monologue de l'étudiant de 3 à 4 minutes sur un sujet économique tiré au sort (par exemple déplacement professionnel, entreprise, lieu de travail, commercialisation d'un produit, recherche d'emploi) et d'un entretien dirigé de 6 à 7 minutes sur le même sujet entre l'étudiant et l'examineur. Quant aux productions écrites, les étudiants les ont réalisées à la fin du premier et du second semestre de leurs études de français à la Faculté, et ceci sous forme d'un e-mail ou d'une lettre à un sujet spécifique vu au cours du semestre en classe. Le nombre requis de mots de cet écrit était entre 150 et 170.

Les fautes pertinentes de tout type et sur tous les plans ont été notées, dans le cas des productions orales sur la fiche de l'étudiant servant à l'évaluation, dans le cas des productions écrites les fautes ont été indiquées directement sur les copies des étudiants. Ensuite, nous avons analysé les fautes enregistrées en comparant

⁵ La langue maternelle des étudiants est le tchèque ou le slovaque appartenant au groupe des langues slaves, fléchies. Quant à la typologie des langues, le français se trouve au milieu entre le tchèque/le slovaque (langues flexionnelles) et l'anglais considéré comme langue analytique (absence de flexion). Selon Český statistický úřad l'anglais est appris par 97,9 % d'élèves dans les écoles tchèques. Le français (3 %) ne vient qu'après l'allemand (47,9 %) et le russe (14 %).

⁶ Selon les statistiques d'Eurostat et de Český statistický úřad de 2017, 98 % des élèves tchèques dans les écoles élémentaires apprennent l'anglais comme leur première langue étrangère.

les systèmes de langue concernés (soit le français, l'anglais, et le tchèque ou le slovaque comme langues maternelles). A la base de cette analyse contrastive s'est établi un corpus d'erreurs interférentielles :

Les étapes de recherche réalisée étaient donc suivantes :

- recueil du corpus langagier des étudiants
- repérage des erreurs d'interférences dans le corpus
- analyse des erreurs (plan linguistique)
- justification des erreurs (source)

Notre objectif était de sélectionner en particulier les cas où les règles anglaises et tchèques/slovaques diffèrent et donc, si une interférence de l'anglais potentielle apparaît, ce ne serait pas également le cas de l'interférence tchèque/slovaque. Nous avons mis de côté certains cas où les règles anglaise et tchèque/slovaque auraient le même impact sur le français⁷.

Le but de cette analyse des erreurs n'est pas une étude linguistique en soi mais il consistera à identifier les aspects des difficultés d'apprentissage du français langue étrangère et à assurer par la suite une meilleure pédagogie de l'erreur. C'est pour cette raison que nous avons opté pour une analyse basée sur observation et interprétation (Poisson, 1991 ; Vinatier et al., 2008 ; Ellis et al., 2005) et non sur un traitement statistique des données relevées. Pour démontrer les résultats de cette analyse, nous présenterons dans le chapitre qui suit des exemples les plus significatifs et fréquents des erreurs d'interférence apparues dans le corpus.

Résultats

Après le recueil et l'analyse du corpus, les erreurs relevées ont été classées selon un point de vue linguistique traditionnel : erreurs portant sur la phonétique et phonologie, la morphologie, le lexique et la syntaxe⁸ (Besse et Porquier, 1984 ; Astolfi, 2003 ; Odlin, 2005 ; Ringbom, 2008).

Les interférences phonétiques et phonologiques

Ce type d'interférence affecte la phonétique et la phonologie des mots (surtout la prononciation des voyelles et des nasales, la prononciation du -s final au pluriel).

L'erreur la plus fréquente consiste à prononcer le -s final du pluriel qui est toujours prononcé en anglais mais jamais en français. Cette prononciation apparaît

⁷ Le genre des substantifs ou l'emploi des articles par exemple.

⁸ Odlin classe les quatre types d'interférences – celles qui se produisent sur ces quatre plans linguistiques. Selon d'autres linguistes l'interférence morphologique fait partie des interférences lexicales.

particulièrement chez les étudiants des niveaux moins avancés, mais quelquefois elle persiste assez longtemps chez certains étudiants. En plus de l'interférence de l'anglais, ce qui peut désorienter les étudiants et contribuer à la mauvaise prononciation, c'est probablement le fait qu'il y a en français des substantifs dont on prononce le -s final du singulier (*fils, cursus, bus, mars, hélas*) ou des irrégularités dans la prononciation singulier – pluriel (*un os – des os*) et la réalisation des liaisons (*les étudiants, dans un magasin*). En tout cas, il est clair que l'influence de l'anglais sur le français dans cette erreur de prononciation est bien forte chez les étudiants.

Ensuite, une autre erreur se réalise dans la prononciation des consonnes dans les mots comme *réponse, le prix*.

Tab. 1 : *Interférences d'ordre phonétique et phonologique I*

En français	Interférence en français	En anglais
réponse	/ˈrespons/	response /ɪˈspons/
prix	/ˈpris/	price /praɪs/

L'interférence se produit également et avant tout dans la réalisation des phonèmes du système vocalique.

Premièrement, il s'agit des voyelles « eu » qui sont prononcée à l'anglaise dans les mots qui commencent par cette voyelle :

euros, Europe

Deuxièmement, la prononciation de la voyelle « u » /a/ dans les mots comme *produit, multinationale, agriculture, industrie, république*.

Troisièmement, l'omission de la prononciation des nasales dans les mots comme *entreprise, emploi*.⁹

Quatrièmement, la prononciation anglaise des mots *secrétaire, critère, salaire*.

Cinquièmement, la prononciation à l'anglaise d'autres voyelles dans les mots *double, collègue, client*.

⁹ D'une part, on pourrait penser que cette faute relève plutôt des difficultés ressenties par les étudiants qui ne savent pas encore prononcer bien les nasales, les sons qui n'existent pas en tchèque/slovaque. D'autre part, cette faute a été relevée dans la production des étudiants maîtrisant bien la prononciation des nasales dans d'autres expressions. De ce fait, nous considérons cette faute comme interférentielle.

Tab. 2 : Interférence d'ordre phonétique et phonologique II

En français	Interférence en français	En anglais
euro	/jʊə'ɾɔ/	euro /'jʊəjəʊ/
Europe	/jʊə'ɾɔ/	Europe /'jʊ(ə)jəp/
produit	/prɔ'dakt/	product /'pɹɒd.əkt/
multinationale	/mʌlti'nasɪnəl/	multinational /mʌlti'ne.jə.nəl/
entreprise	/ɛntə'priz/	enterprise /'ɛntə.pɹaɪz/
secrétaire	/'sek.jə.tɪ/	secretary /'sek.jə.tɪ/
salaire	/'salari/	salary /'sæləɪ/
collègue	/'kɔlig/	colleague /'kɔliɡ/

Les interférences morphologiques

Les interférences d'ordre morphologique se produisent en particulier dans le domaine des accords grammaticaux (l'omission de l'affixe -s ou -x), celui de l'emploi des suffixes et des conjugaisons verbales (désinences).

Certains étudiants, influencés par l'inexistence de l'accord entre le nom et l'adjectif au pluriel ou entre le nom (sujet) au pluriel et le participe passé en anglais, utilisent ce non-marquage en français.

les chambres sont disponible
des questions intéressante
recruter de nouveau salariés
les frais sont remboursé

Il s'agit aussi du transfert du caractère indénombrable des noms en anglais au système français :

Tab. 3 : Interférence d'ordre morphologique I

En français	Interférence en français	En anglais
tes connaissances	<i>tes connaissance</i>	your knowledge
d'autres informations	<i>d'autres information</i>	other/more information

Certains adjectifs anglais étant très proches des adjectifs français par leur forme ainsi que par leur sens sont utilisés tels quels sans que les étudiants prennent en considération la différence entre la forme féminine et la forme masculine de ceux-ci en français.

Tab. 4 : Interférence d'ordre morphologique II

En français	Interférence en français	En anglais
les hôtels exclusifs	<i>les hôtels exclusives</i>	exclusive hotels
les hommes sont plus productifs	<i>les hommes sont plus productives</i>	men are more productive

Ensuite, ce sont les suffixes/préfixes anglais introduits par les étudiants à la place des suffixes/préfixes du système français, adaptés cependant au système phonologique français.

Tab. 5 : *Interférence d'ordre morphologique III*

En français	Interférence en français	En anglais
formel	<i>formal</i>	formal
industriel	<i>industrial</i>	industrial
typique	<i>typical</i>	typical
financier	<i>financial</i>	financial
producteur	<i>produceur</i>	producer
désavantage	<i>disadvantage</i>	disadvantage
acceptation	<i>acceptance</i>	acceptance
résoudre	<i>résolver</i>	resolve

En outre, nous supposons que certaines conjugaisons de verbes erronées peuvent être considérées comme interférences car il s'agit des verbes dont le caractère formel et la sémantique sont proches à ceux des verbes en anglais.

Tab. 6 : *Interférence d'ordre morphologique IV*

En français	Interférence en français	En anglais
on emploie	<i>on employ/nous employ</i>	we employ
payer	<i>pay</i>	pay

Cependant, il faut rappeler qu'il n'est pas souvent facile d'indiquer une limite nette entre les plans linguistiques sur lesquels les interférences se produisent. Prenons pour exemple le verbe *employer* du tableau précédent. Ce verbe a été utilisé par les étudiants plusieurs fois à l'écrit à la troisième personne du singulier *on employ* et à l'oral à la première personne du pluriel *nous employ*. Nous pouvons nous demander s'il s'agit d'une interférence sur le plan morphologique (désinence du verbe) ou si ce n'est pas plutôt une interférence sur le plan lexical (forme orthographique du mot) ou bien sur le plan phonétique à l'oral. Ou encore s'agit-il d'une simple méconnaissance de la conjugaison du verbe en français? Etant donné que d'autres verbes de ce type (*envoyer*) ont été conjugués correctement, on pourrait considérer que la ressemblance des mots en français et en anglais (*employer – employ*) a provoqué cette interférence qui représente aussi l'un des facteurs qui façonnent l'acquisition de la morphologie verbale.

Les interférences lexicales

Les interférences lexicales se produisent au niveau des mots, très souvent dans un grand nombre. Dans notre corpus, ce type d'interférence représente effectivement le plus grand groupe. Selon Mc Carthy (2001, 83-84) les relations entre les mots et leurs significations à travers les langues sont très étroites. Les ressemblances

peuvent donc considérablement faciliter l'apprentissage et l'enrichissement du vocabulaire mais aussi causer de nombreuses interférences (faux amis au niveau sémantique, calques, substitutions, etc.). Pour notre analyse, nous avons divisé les interférences lexicales en deux parties : celles qui concernaient la forme du mot et celles qui concernaient le sens du mot.

Voici les interférences portant sur la forme de mot :

- redoublement d'une consonne

Tab. 7 : *Interférence d'ordre lexical – forme I*

En français	Interférence en français	En anglais
miroir	<i>miroir</i>	mirror
dîner	<i>dinner</i>	dinner
finalelement	<i>finallement</i>	finally

- omission d'une consonne

Tab. 8 : *Interférence d'ordre lexical – forme II*

En français	Interférence en français	En anglais
mentionné	<i>mentioné</i>	mentioned
personnellement	<i>personnellement</i>	personally
raisonnable	<i>raisonable</i>	reasonable
développé	<i>développé</i>	developed

- omission du *-e* final ou du *-e* au milieu du mot

Tab. 9 : *Interférence d'ordre lexical – forme III*

En français	Interférence en français	En anglais
madame	<i>madam</i>	madam
poste	<i>post</i>	post office
problème	<i>problèm</i>	problem
liste	<i>list</i>	list
personne	<i>person</i>	person
juste	<i>just</i>	just
heures	<i>heurs</i>	hours
environnement	<i>environment</i>	environment
affaires	<i>affair</i>	affair

- ajout d'une consonne

Tab. 10 : *Interférence d'ordre lexical – forme IV*

En français	Interférence en français	En anglais
objet	<i>object</i>	object
contrat	<i>contract</i>	contract
hôpital	<i>hospital</i>	hospital
avantage	<i>advantage</i>	advantage

- utilisation de la consonne ou de la voyelle se trouvant dans le mot anglais

Tab. 11 : *Interférence d'ordre lexical – forme V*

En français	Interférence en français	En anglais
prix	<i>pris</i>	price
confortable	<i>comfortable</i>	comfortable
exercice	<i>exercise</i>	exercise
recommander	<i>reccomender</i>	reccomend
pour cent	<i>per cent</i>	per cent
exemple	<i>example</i>	example
responsabilité	<i>responsibilité</i>	responsibility
fait	<i>fact/facte</i>	fact
recrutés	<i>recruits</i>	recruits

Ensuite, nous présenterons quelques interférences portant sur le sens du mot. Elles se réalisent surtout comme substitutions (la forme anglaise est employée en français sans aucun changement/avec une adaptation morphologique) ou encore comme faux amis (considérés ici comme des termes provenant de l'anglais et présentant une ressemblance graphique ou phonique avec un terme de la langue française, mais ne possédant pas le même sens).

- substitution sans changement ou avec une adaptation morphologique

Tab. 12 : *Interférence d'ordre lexical – sens I*

En français	Interférence en français	En anglais
sûr de soi	<i>confident</i>	confident
conseils	<i>advices</i>	advice
addition	<i>bill</i>	bill
compte	<i>account</i>	account
publicité	<i>advertisement</i>	advertisement
se répandre, se développer	<i>expander</i>	expand
s'attendre	<i>expecter</i>	expect

- faux amis

Tab. 13 : *Interférence d'ordre lexical – sens II*

En français	Interférence en français	En anglais
lettre de motivation	<i>application</i>	application
joindre	<i>attacher</i>	attach
avantages	<i>bénéfices/bénéfits</i>	benefits
permis de conduire	<i>license</i>	licence
voyager	<i>travailler</i>	travel
soutenir	<i>supporter</i>	support
entreprise	<i>compagnie</i>	company

Les interférences syntaxiques

Les interférences syntaxiques consistent à appliquer les règles de grammaire d'une langue au système grammatical d'une autre langue. De ce fait, elles sont parfois appelées interférences grammaticales. L'analyse de notre corpus a démontré que les erreurs interférentielles sur le plan syntaxique sont fréquentes et qu'elles apparaissent dans les domaines suivants :

- omission du pronom relatif

**Vous trouverez ci-joint la note de séjour j'ai reçu.*
(You will find attached the invoice I received.)

- omission de la conjonction *que*

**Je pense ce boulot est une bonne expérience.*
(I think this job is a good experience.)

**J'espère les chambres sont disponibles.*
(I hope the rooms are available.)

- emploi des prépositions

**J'y ai travaillé pour deux ans.*
(I worked there for two years.)

**...les gens qui cherchent pour un travail...*
(people looking for a job)

**En attendant à ta réponse...*
(...wait for your answer)

- emploi de l'article après l'expression *travailler comme*

**Je travaille comme une assistante/comme la secrétaire.*
(*to work as a/an...*)

- ordre des mots¹⁰

**czech republic*

**double chambre*

**J'ai une trente minute pause.*

**Ils aussi parlent français.*

**Ils souvent/toujours écrivent des courriels.*

**Tu vas visiter me.*

**Si vous voulez visiter moi.*

**Pouvez-vous envoyer moi...*

On pourrait se demander si l'antéposition de l'adjectif dans nos premiers deux exemples ne reflète pas plutôt une interférence de la langue maternelle. En tchèque, dans les propositions stylistiquement neutres, l'adjectif se pose en effet devant le substantif qui le régit. Cependant, les étudiants s'habituent relativement vite à la règle de la grammaire française selon laquelle on postpose la plupart des adjectifs. Dans l'hypothèse où ils emploient l'anglais comme une langue de communication principale lors de leurs activités de voyages (sites de réservation de logement en anglais, communication à l'étranger), il semble probable qu'il s'agit ici de l'influence de cette langue-ci.

Quant à l'emplacement des COD et COI, les étudiants sont capables d'appliquer les règles de grammaire avec un haut degré de correction dans les exercices structuraux. Par contre, ce genre d'erreurs, c'est-à-dire le placement du COD ou du COI après le verbe, apparaît régulièrement sous l'influence de l'anglais (**Pouvez-vous envoyer moi...* – *Can you send me...*) et en dépit de la ressemblance du français et de leur L1 (*Můžete mi poslat...*) dans leurs productions orales et écrites.

- calques

Tab. 14 : *Interférence d'ordre syntaxique*

En français	Interférence en français	En anglais
je suis en retard	<i>je suis tard</i>	I'm late
il me manque	<i>je manque</i>	I miss

¹⁰ Dans ce contexte, Odlin (1989, 85–96) parle de l'utilisation de *word-order patterns*.

Conclusion et suggestions

Pour résumer, l'anglais en tant que première langue étrangère apprise a influencé les productions des étudiants sur tous les plans linguistiques, soit au niveaux de phonétique et phonologie, de morphologie, de lexique et de syntaxe. D'une part, l'interférence se réalisait comme adaptation au système anglais (analogies faites au niveau de prononciation, suffixation, syntaxe), d'autre part comme apparition de formes entières qui n'existent pas telles quelles en français (substitution d'expressions lexicales).

Comme nous l'avons déjà mentionné, le but de cette étude consistait à identifier les aspects des difficultés d'apprentissage du français langue étrangère et à assurer par la suite une meilleure pédagogie de l'erreur. En effet, les erreurs d'interférence peuvent être corrigées et même anticipées, puisqu'elles ne sont pas accidentelles (Gaoudi, 2012, 3). De plus, elles ne devraient pas être considérées d'une manière négative dans le processus d'apprentissage parce qu'elles participent au renforcement de la performance linguistique. L'erreur peut être considérée comme une hypothèse que l'étudiant forme sur le système et un indice du fonctionnement de l'apprentissage (Astolfi, 1999, 32 ; Berthoud, 1993, 55–57 ; Véronique, 2015, 7). Les interférences fonctionnent comme un mécanisme de compensation des lacunes et apportent des preuves de la créativité des étudiants surtout dans les domaines lexical et morphologique tout en harmonie avec les modes de formation de mots français (par ex. la suffixation française appliquée au radical anglais).

De même, il faut rappeler dans ce contexte que la capacité des étudiants de mobiliser leurs connaissances en d'autres langues étrangères et d'utiliser différentes stratégies pour combler les lacunes correspond au concept de plurilinguisme qui fonde actuellement la politique linguistique de l'Europe qui souhaite des individus sachant passer sans difficultés d'une langue à l'autre, selon les contextes ou les situations, exprimé dans le Cadre européen commun de référence pour les langues (2001, 11) :

L'approche plurilingue (...) ne classe pas ces langues et ces cultures dans des compartiments séparés mais construit plutôt une compétence communicative à laquelle contribuent toute connaissance et toute expérience des langues et dans laquelle les langues sont en corrélation et interagissent. Dans des situations différentes, un locuteur peut faire appel avec souplesse aux différentes parties de cette compétence pour entrer efficacement en communication avec un interlocuteur donné.

De plus, en se référant au CECRL il faut toujours prendre en considération qu'une « compétence plurilingue et pluriculturelle se présente généralement comme déséquilibrée » (par ex. par la maîtrise générale plus grande dans une langue que dans d'autres) et qu'elles « n'ont rien que de normal » (CECRL 2001, 105).

Mais en même temps, vu que les étudiants ignorent ou ont peu conscience du caractère fautif de leur réalisation (par rapport à la norme), il s'avère important de les sensibiliser en terme de l'utilisation des ressemblances dans le processus de leur apprentissage. La focalisation sur la problématique peut s'effectuer en classe (ou en dehors de la classe à l'aide des outils numériques modernes) grâce aux

- révisions des règles méconnues ou incomprises,
- entraînements de nouveaux automatismes,
- explications d'ordre contrastif,
- à la prise en compte de l'originalité de chaque système linguistique malgré des similitudes.

Notre recherche ayant pour but d'apporter des améliorations didactiques nous aidera dans la tâche suivante que nous nous sommes fixée, à savoir la préparation d'un cours de français comparatif ciblant les difficultés dégagées qui pourrait non seulement contribuer à une meilleure compréhension des différences entre les deux langues mais permettra aussi aux étudiants de profiter des ressemblances de ceux-ci pour construire et renforcer leur capacité plurilingue.

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Dimensión afectiva y estrategias de motivación en la enseñanza de Español Lengua Extranjera en un contexto universitario

Beatriz Calvo Martín

Resumen:

En el contexto actual, en el que el inglés es ya la *lingua franca* que vehicula la motivación intrínseca y extrínseca de nuestros estudiantes, ¿en qué lugar se encuentra la motivación por el aprendizaje del español como lengua extranjera?

La motivación es un factor fundamental para el aprendizaje en general, y para la adquisición de las lenguas extranjeras en particular. Uno de los mayores potenciadores de la motivación es el desarrollo de un clima afectivo positivo, que fomente la autonomía, la cooperación y la implicación personal para lograr la efectiva adquisición de la lengua por parte de los aprendientes. Como han demostrado numerosos estudios, y en particular los de Jane Arnold, la parte afectiva del aprendizaje, muy ligada a las emociones, no se opone a la parte cognitiva, sino que, por el contrario, si ambas trabajan juntas el proceso de aprendizaje se construye sobre una base más sólida y resulta más eficaz. Se trata de considerar al aprendiente de forma holística, aunando lo cognitivo, lo emocional y lo físico. Sin motivación no hay aprendizaje, y esta depende tanto de factores individuales como relacionales, es decir, que es fundamental tomar en consideración lo que sucede *dentro de y entre* las personas que se encuentran en el aula. Por su parte, el Marco Común Europeo de Referencia (MCER, 7.3.1.2) reconoce la importancia de la motivación, junto con la implicación y la empatía, entre los factores afectivos esenciales para poder llevar a cabo tareas de aprendizaje de forma exitosa. Pero, ¿cómo diseñar tareas que estimulen los factores afectivos positivos haciendo que sean a la vez motivadoras, eficaces y significativas?

En esta comunicación reflexionaremos sobre la influencia que la dimensión afectiva tiene en el proceso de aprendizaje de las lenguas, y su papel para fomentar la motivación. De manera específica, nos detendremos en el caso del español como lengua extranjera. Asimismo, proponemos algunas estrategias de motivación que se pueden desarrollar a través de actividades y tareas concretas que parten de la experiencia real en un contexto universitario.

Palabras clave: motivación, dimensión afectiva, enseñanza de lenguas, español como lengua extranjera

Abstract:

In the present context, in which English is the *lingua franca* that conveys the extrinsic and intrinsic motivation of our students, where is the motivation for learning Spanish as a foreign language?

Motivation is a major factor for learning in general, and more specifically for the acquisition of foreign languages. One of the greatest motivation enhancers is the development of a positive affective climate, which encourages autonomy, cooperation and personal implication in order to achieve effective acquisition. As numerous studies have shown, and particularly those of Jane

Arnold, the affective part of learning, closely linked to emotions, is not opposed to cognition, but, on the contrary, if both work together the learning process is built on a more solid basis and becomes more effective. The secret lies in developing an integrative holistic approach, focusing on cognitive, emotional and physical aspects of our learners. Learning is not possible without motivation, and it depends both on individual and relational factors, so we need to consider what happens *inside* but also *among* people in our classroom.

The Common European Framework of Reference (CEFR, 7.3.1.2) refers to motivation as one of the affective factors, together with involvement and empathy, essential to successful learning task completion. But, how to design motivating, meaningful and effective tasks by stimulating positive affective factors?

In this paper, we will reflect on the influence of affective factors on the language learning process, and their specific role in fostering motivation. We will focus on Spanish as a foreign language, analysing some motivational strategies, tasks and activities drawn from real experience in an academic context in Higher Education.

Key words: motivation, emotional dimension, language learning, Spanish as a foreign language

Introducción

En el contexto de nuestra sociedad actual, la enseñanza en general y la de las lenguas en particular ha sufrido una profunda transformación. Los profesores de lengua no podemos obviar la importancia de las herramientas digitales, que nos llevan cada vez más, y con un salto cualitativo desde la experiencia debida al COVID-19, hacia un aprendizaje mediado por la tecnología, y cada vez más realizado a distancia y de manera autónoma por los aprendientes. Sin embargo, cabe preguntarse cuál es y será el papel del profesor en este nuevo escenario de enseñanza-aprendizaje. ¿Debemos limitar nuestro papel al de ser meros gestores del aprendizaje?

Lejos de una mercantilización de la relación enseñante-aprendiente convertidos en gestor-cliente, proponemos con Trujillo Sáez (2015) un cambio de paradigma: desde el modelo que aboca a los profesores a ser meros proveedores de servicios, a un modelo en el que el objetivo sea proveer experiencias memorables de aprendizaje. Se trata de volver a considerar la enseñanza como la experiencia humana que siempre fue. Y es que nunca está de más subrayar que la enseñanza es una experiencia profundamente humana, no es posible hacer abstracción de esta dimensión humanística. De este modo, la experiencia global de aprender un idioma consiste no solo en aprender, sino también en ser, hacer y disfrutar. ¿Es posible mantener esta perspectiva humanística y ponerla en práctica en la enseñanza universitaria?

En nuestra opinión, no solo es posible sino también deseable.

¿Cómo se consigue crear una experiencia memorable de aprendizaje? La clave está en la motivación y en tener en cuenta la dimensión afectiva del aprendizaje.

¿Por qué tener en cuenta la dimensión afectiva?

¿Por qué prestar atención a la dimensión afectiva en el contexto de la enseñanza? Pues porque tiene un gran poder e influencia en el proceso de aprendizaje. Tener en cuenta la dimensión afectiva, hace que la enseñanza sea mucho más humana y eficaz.

Desde los estudios en adquisición de la lengua de los años 1980, sabemos que las emociones negativas como el miedo o la ansiedad pueden dificultar en gran medida el aprendizaje, ya que los individuos se bloquean y no ponen en juego lo mejor de sí. Se aprende mejor en un ambiente libre de ansiedad y miedo. De manera paralela, las emociones positivas pueden facilitar, potenciar y hacer más eficaz el proceso de aprendizaje, por lo que resulta lógico conocerlas y estimularlas. Dentro de la dimensión afectiva, se pueden resaltar tres factores emocionales positivos fundamentales, que son la autoestima, la empatía y la motivación.

Sin embargo, debemos ser cuidadosos y no confundir el hecho de prestar atención a la dimensión afectiva en el aula con simplemente ser amables o transmitir a los estudiantes que todo lo que hacen está bien, incluso si no es el caso. Potenciar la autoestima y la confianza de los estudiantes se relaciona con “crear un ambiente de apoyo donde animamos a los alumnos a trabajar para alcanzar su potencial” (Arnold, 2015, p. 151). Hay que ser rigurosos para lograr un aprendizaje eficaz, que depende, en gran medida, de tener muy claro el objetivo de aprendizaje.

Cognición y emoción

Gracias a las investigaciones desarrolladas a finales del siglo XX y principios del XXI en neurociencia y psicología de la educación, sabemos que el hecho de dedicar atención al importante factor afectivo del aprendizaje no tiene por qué significar que dejemos de lado lo cognitivo. Ambos aspectos no están en oposición. Al contrario, si conseguimos aunar ambos factores, el proceso de aprendizaje puede construirse sobre unos cimientos más sólidos y resultará más eficaz.

La razón y la emoción están ligadas de forma inseparable en nuestra mente, son funciones complementarias. Si nuestra parte cognitiva es la que procesa la información, fija nuestros objetivos y planifica la actuación a seguir, es el lado emocional el que nos ayuda a implicarnos, a encontrar la motivación y a trabajar para conseguir alcanzarlos (Arnold, Foncubierta, 2019, p. 25). De este modo, la colaboración de ambas partes logrará mejores resultados. Asimismo, se deben tener en cuenta los factores físicos, como las condiciones ambientales de los estudian-

tes, su bienestar y salud, su comodidad en el aula o la atención a la inteligencia cinestésico-corporal.

Se trata de considerar al aprendiente de forma holística, aunando lo cognitivo, lo emocional y lo físico. Así, si estimulamos los factores afectivos positivos podemos facilitar en gran medida el proceso de aprendizaje de las lenguas, ayudando a que el cerebro funcione de manera óptima e integrada.

Cabe recordar, como lo hace Arnold (2015, p. 151), que el éxito en el aprendizaje de lenguas depende menos de materiales, técnicas y análisis lingüísticos y más de lo que sucede *dentro de y entre* las personas en el aula. Al hablar de lo que sucede *dentro de* las personas en el aula, se refiere a los factores individuales como la autoestima, el auto-concepto, la ansiedad, las actitudes, los estilos de aprendizaje o la motivación. Por otra parte, cuando hablamos de lo que sucede *entre* las personas en el aula, nos referimos a los factores relacionales que se dan entre el profesor y los alumnos, entre los propios alumnos e incluso entre alumnos y la lengua y la cultura meta. Todos estos factores son fundamentales para el aprendizaje.

La neurociencia ha descubierto que la emoción es esencial para potenciar la curiosidad, la atención, la creatividad, la implicación personal, la memoria a largo plazo y, elemento fundamental, la motivación.

Factores socioemocionales en el aprendizaje: la motivación

Hace tiempo que sabemos, y constatamos en nuestra experiencia diaria, que sin motivación no hay aprendizaje. La motivación es, pues, un factor socioemocional fundamental, el motor que nos hace querer aprender. Ruiz Martín (2019, p. 160) la define como “un estado emocional que nos impulsa a emprender y mantener una conducta con un objetivo determinado”.

Ya en el Marco Común Europeo de Referencia (MCER 5.3.1) se menciona la competencia existencial (saber ser), que incluye actitudes, motivaciones, valores, creencias y factores personales. Y más adelante, el MCER se refiere a la motivación como uno de los factores afectivos que influyen en el momento de realizar una tarea, junto con la empatía, la implicación, la actitud y el estado. Se hace una distinción entre motivación intrínseca y extrínseca. Como dice el propio MCER:

“Es más probable que una tarea se realice con éxito cuando el alumno se encuentra totalmente implicado; un nivel alto de motivación intrínseca para llevar a cabo la tarea provocada por un interés concreto por la tarea en sí o al percibir la importancia que pueda tener, por ejemplo, para las necesidades de la vida real o para la realización de otra tarea relacionada (la interdependencia de unas tareas con otras) fomenta una mayor implicación del alumno; la motivación extrínseca puede también desempeñar un papel importante cuando, por ejemplo, hay presiones externas para completar la tarea con éxito (por ejemplo: para recibir elogios, para no quedar mal, o, simplemente, por razones de competitividad)”. (MCER, 7.3.1.2)

Ambos tipos de motivación serán esenciales para fomentar un aprendizaje más activo.

La motivación en los aprendientes de español como lengua extranjera

Si bien es cierto que, en nuestro mundo actual, el inglés es la lengua extranjera más utilizada como *lingua franca* en muchos contextos, cabe no obstante preguntarse cuál es la motivación de los estudiantes para acercarse a otras lenguas, y, en concreto en el caso que nos ocupa, al español.

En primer lugar, podemos decir que el número de estudiantes de español es creciente en los últimos años. Por ejemplo, en Bélgica, país con una situación lingüística compleja y con tres lenguas oficiales (neerlandés, francés y alemán), el español constituye sin embargo la cuarta lengua extranjera más estudiada por los alumnos belgas (Pomar González, 2007). Asimismo, es la cuarta lengua más estudiada a nivel europeo.

La motivación extrínseca puede derivar de la importancia creciente del español en el mundo que, con casi 443 millones de hablantes nativos en el mundo, es la segunda lengua más hablada en el mundo después del chino mandarín y por delante del inglés. Asimismo, es la tercera lengua más utilizada en internet, por detrás del inglés y del chino. Lengua oficial en 21 países, presente en varios continentes, el español es percibido por nuestros estudiantes como una lengua útil e importante en el mundo. Según las cifras proporcionadas por el Instituto Cervantes (2019), cerca de 22 millones de personas estudian español como lengua extranjera.

En cuanto a la motivación intrínseca, puede explicarse por las connotaciones positivas que despierta esta lengua, el interés por América latina o por España, el gusto por los viajes o las culturas diversas o, en ocasiones, la percepción inicial y la creencia de que no es una lengua demasiado complicada de aprender, especialmente para estudiantes cuya lengua materna pertenece a la familia de las lenguas romances. Esta última creencia es en realidad un arma de doble filo ya que, si bien puede atraer en un principio a un gran número de estudiantes tentados por esta supuesta facilidad, el contraste con la dificultad real de la lengua puede desmotivar a los alumnos perezosos.

Por último, el hecho de que el español sea, en la mayoría de los casos, una lengua optativa y no obligatoria en el desarrollo de los currículos escolares hace que el nivel inicial de motivación de los estudiantes que encontramos en las aulas sea en general bastante alto.

Estrategias de motivación basadas en principios afectivos

Como venimos diciendo, uno de los factores socioemocionales más importantes en el contexto de la enseñanza es la motivación.

Independiente de la motivación intrínseca o extrínseca que el alumno traiga consigo, y sabiendo, como explica Dörnyei (2001b, p. 51), que “la motivación para aprender, igual que la capacidad para adquirir el lenguaje, es un rasgo innato de la especie humana”, la docencia tendría que colaborar de manera sustancial en el mantenimiento e incremento de la motivación, que tan fundamental resulta para el aprendizaje. De ahí que lleguemos a la pregunta fundamental: ¿cómo se puede fomentar esta motivación y hacerlo de manera sostenible? Los principios afectivos pueden ser de gran ayuda para orientarnos en esta tarea. Arnold y Foncubierta (2019, p. 31) adelantan ya que “[e]s posible que lo necesario para desarrollar y sostener la motivación en el aula radique más en que el alumno tenga control sobre su aprendizaje, posea un sentido de valores y propósito, conserve su autoestima y experimente el sentimiento de éxito”.

En este sentido, y a partir de los estudios y propuestas de Dörnyei (2001a) podemos adelantar siete estrategias motivacionales generales basadas en principios que toman en cuenta los factores afectivos del aprendizaje.

1. La primera estrategia es la creación de una atmósfera relajada en el aula, con bajos niveles de ansiedad.
2. En segundo lugar, construir oportunidades para que los aprendientes experimenten el sentimiento del éxito, y aumentar de este modo su confianza. Hay una relación directa entre la confianza y la competencia, con lo que favorecer la primera ayuda a mejorar la segunda.
3. Considerar al alumno holísticamente: con sus aspectos cognitivos, emocionales y físicos.
4. Proporcionar experiencias personalmente significativas, y, si es posible, experiencias memorables de aprendizaje.
5. Favorecer y desarrollar la autonomía del aprendiente.
6. Utilizar los conocimientos previos y los recursos propios del estudiante.
7. Incorporar la elección en las clases, ya que la elección es intrínsecamente motivadora. Todos preferimos hacer algo que hemos elegido en lugar de una tarea obligatoria o impuesta. Además, la elección ayuda a desarrollar el sentimiento de autonomía y a responder a la diversidad de los estudiantes.

Otra importante estrategia motivacional, si podemos llamarla así, es el uso del aprendizaje cooperativo, que favorece muchas de las siete mencionadas anteriormente. Este tipo de aprendizaje tiene en cuenta lo relacional, y consigue que los alumnos disfruten creando algo juntos. Efectivamente, en primer lugar, trabajar

en pequeños grupos cooperativos desarrolla la responsabilidad social en una comunidad de aprendientes y la inteligencia interpersonal, que se caracteriza por la capacidad de comprender y responder efectivamente a los demás. En segundo lugar, los trabajos de grupo requieren diferentes habilidades, con lo que, al trabajar de manera cooperativa, se reconoce la diversidad de los estudiantes. Además, de este modo se favorece el aprender haciendo (*learn by doing*) y el aprendizaje activo tal como lo define Ruiz Martín (2019), es decir, aprender pensando (*learn by thinking*), y ayuda a evocar lo aprendido al colaborar con otros compañeros que tengan habilidades y conocimientos diversos. Por último, el aprendizaje cooperativo estimula factores afectivos positivos como la implicación y la autoestima.

En lo que respecta a la motivación de los docentes, Dörnyei (1998) recoge muchos de estos principios motivacionales, que son bidireccionales, dado que tener un profesor motivado favorece notablemente la motivación en los aprendientes y viceversa. Además, muchas de las condiciones se refieren al aula, al ambiente y al modo de abordar el proceso de enseñanza-aprendizaje, que es el terreno común. Así, es interesante recordar los “diez mandamientos para motivar a los aprendientes de lenguas” de Dörnyei y Csizér (1998), que recogen muchos de estos principios y coinciden en gran medida con las estrategias mencionadas anteriormente:

1. Da ejemplo personal con tu actitud y con tu propio comportamiento.
2. Crea un ambiente relajado y agradable en el aula.
3. Presenta las tareas y actividades adecuadamente. Dar instrucciones claras y precisas es fundamental para evitar malentendidos y frustraciones inútiles.
4. Desarrolla una buena relación con los estudiantes.
5. Incrementa la auto-confianza lingüística de los estudiantes.
6. Haz las clases de lengua interesantes.
7. Favorece la autonomía del estudiante.
8. Personaliza el proceso de aprendizaje.
9. Incrementa la orientación dirigida a objetivos de los estudiantes.
10. Familiariza a los aprendientes con la/s cultura/s de la lengua meta.

De manera general, una vez consideradas las diversas propuestas de los especialistas en el tema, para lograr despertar la motivación podemos resumir en una serie de recomendaciones que intentaremos después relacionar con una actividad que pueda concretarlas.

En primer lugar, nos queda claro que es importante crear un ambiente libre de ansiedad, donde todas las personas que están en el aula puedan sentirse a gusto y libres para expresarse, de modo que el cerebro funcione de manera óptima, sin miedo ni estrés, y los estudiantes puedan implicarse y ser creativos.

Concebir actividades significativas, que resulten relevantes e interesantes para los aprendientes, que tengan que ver con su vida, con su mundo, pero que a la vez les abran la visión a un mundo desconocido, a la(s) cultura(s) de la lengua meta. Es necesario que esas actividades tengan un nivel adecuado, no demasiado fácil porque sería aburrido, pero tampoco demasiado difícil porque resultaría frustrante. El justo medio sería lograr proponer un reto accesible. Para ello, conviene partir del conocimiento previo y de los recursos propios de los alumnos, y fomentar su autonomía, es decir, favorecer que tomen un papel activo, se impliquen y se hagan responsables de su aprendizaje.

¿Cuál sería entonces el papel del profesor? El profesor influye – consciente o inconscientemente – en que los alumnos quieran saber (Alonso Tapia, 1991), ya que un profesor motivado favorece notablemente la motivación de los aprendientes, pero el alumno está en el centro del proceso de aprendizaje. Por ello, “el profesor no debe enseñar, sino ayudar a aprender. El que aprende es nuestro alumno y nuestra tarea es facilitar ese aprendizaje” (Morales Vallejo, 2006, p. 3).

Tareas y actividades: un festival de cortometrajes

Todos estos principios y estrategias de motivación pueden aplicarse en el aula de lenguas de infinitas maneras. Nosotros aquí quisiéramos avanzar una propuesta que, en nuestra opinión, engloba muchos de los aspectos mencionados anteriormente.

Se trata de organizar un festival de cortometrajes, escritos y realizados por los propios estudiantes en grupos de cuatro personas. La duración máxima de los cortometrajes es de diez minutos por grupo, y la actividad ocupa un cuatrimestre desde su inicio, acompañada por tareas de preparación y acompañamiento en torno al cine, realizadas en el aula.

Los pasos de la tarea son los siguientes: en primer lugar, los estudiantes deben escribir el guion en grupo, poniendo un título a su película y añadiendo una sinopsis (tipología textual que se trabaja en clase). Después, lo graban con ellos mismos como personajes, directores, etc. Por último, se fija una fecha para la proyección en clase de todos los cortos, y se otorgan los “Premios Goya” (premios cinematográficos otorgados por la Academia de las Artes y las Ciencias Cinematográficas de España), votados por los propios estudiantes, con las categorías de mejor actor y actriz, mejor película, mejor vestuario, mejor B.S.O, etc. Son los estudiantes los que negocian y deciden, de manera anticipada, los premios que se otorgarán, y son ellos mismos el jurado que vota tras el visionado. El docente acompaña, coordina, recuenta los votos y puede proclamar a los nominados y a los ganadores de cada categoría en una ceremonia de entrega de premios.

Esta actividad resulta muy motivadora por la implicación y creatividad que pone en movimiento. En primer lugar, es un trabajo colaborativo, por lo que se maxi-

mizan las sinergias de grupo, se atiende a la diversidad y se pueden aprovechar y valorar las capacidades individuales de cada estudiante. Por ejemplo, en algunos grupos hay quien sabe componer música, o tiene facilidad para el grafismo, o talento literario, y les resulta muy satisfactorio poner estas habilidades al servicio de su grupo. Además, pueden ayudarse mutuamente si tienen niveles heterogéneos en las diversas competencias o actividades comunicativas de la lengua.

Este tipo de proyecto reduce mucho la ansiedad en el aula y fomenta un ambiente distendido de trabajo en grupo e individual. Los estudiantes sienten que el resultado final es “suyo”, se apropian de cada etapa del proceso y se implican personalmente. En clase están atentos y participan en las tareas facilitadoras, porque saben que les serán útiles para su propio trabajo. Se trata de una actividad significativa, en la que ellos pueden reflejar su mundo, sus preocupaciones y su imaginación. Pueden elegir cualquier género cinematográfico, desde la comedia al drama pasando por el documental, la película de terror o el thriller. El amplio grado de elección aporta asimismo un mayor nivel de motivación y de implicación, ya que sienten que pueden inventar y expresar lo que desean. Esto queda confirmado por el *feedback* recibido cada año de los estudiantes, que es extremadamente positivo y alentador, y en el que resaltan que han disfrutado mucho aprendiendo gracias a esta tarea, que la consideran una “excelente idea” para aprender y para poner en práctica lo aprendido de una manera global, eficaz y divertida, que además potencia su creatividad.

Definitivamente, esta tarea fomenta la autonomía del estudiante y su orientación hacia objetivos. Aprenden haciendo, siendo y disfrutando, y definitivamente ayuda a incrementar la autoestima y la confianza en sí mismo, sobre todo en el momento catártico y muy gratificante de la ceremonia final de los “Premios Goya”, que muestran el reconocimiento y apreciación de los propios compañeros.

Conclusión

El cambio de paradigma que proponemos para lograr un proceso de adquisición de la lengua realmente eficaz supone proporcionar experiencias de aprendizaje memorables, basadas en principios humanísticos, que consideren al aprendiente de manera holística y que sepan integrar los aspectos cognitivos, afectivos y físicos. Para realizar estas experiencias, y que sean realmente memorables y efectivas, tenemos que tener en cuenta las estrategias de motivación que incorporan la atención a la dimensión afectiva del aprendizaje. Entre ellas, la aplicación de un aprendizaje cooperativo es un instrumento útil en la práctica, ya que se trabaja en pequeños grupos para realizar tareas significativas. En este tipo de proyectos, como, por ejemplo, la organización en el aula de un festival de cortometrajes, se fomentan los factores afectivos positivos como la implicación del estudiante, su autoestima y, de manera fundamental, su motivación. De este modo, podemos lograr un aprendizaje adaptado a la diversidad e individualidad, motivador, eficaz,

completo y orientado a resultados, integrando a la vez las dimensiones de ser, hacer y disfrutar.

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The dynamic process of motivation to learn Czech in study abroad courses

Silvie Převrátilová

Abstract: This article presents research on the motivation and attitudes towards learning Czech among students in the Czech language courses within the study abroad programmes at Charles University (Erasmus+ and US Study Abroad). This research was carried out in three consecutive steps. Their secondary aim was to evaluate the data collection tools for the following phases and future research. The participants were students who come to Charles University usually for one semester in the length of 13 weeks taking a Czech course with lessons twice a week. In the first stage of the study, 174 students in the US Study Abroad participated in a questionnaire survey aiming at determining whether there is a change in attitudes towards learning Czech and what the sources of their motivation are. The second stage focused in more detail on 12 students in this programme: analyses of their diaries written for 12 weeks helped create a motivational profile from the perspective of L2 Motivational Self System (L2MSS, Dörnyei, 2005, 2009) and point out key motivational factors, which were the learning experience and desire to interact with Czech people. Diary study was also used as the data collection tool together with questionnaires and an interview in the third stage, with two French students in Erasmus+ programme. The motivational profiles of Erasmus+ students have also shown the remarkable role of the L2 Learning Experience. The findings have also led to some pedagogical implications relevant for this type of course.

Key words: Czech as a foreign language; diary studies; L2MSS; motivation; study abroad

Introduction

Study abroad as a language learning context has been researched for decades, with the primary focus on the correlation between studying abroad and one's gain in linguistic competence (Carroll, 1967; Freed, 1995; Kinginger, 2008). Among other areas of interest: identity, change in beliefs about language learning, and motivation were the most widely examined topics. In the research carried out so far, the English language, unsurprisingly, receives the most attention. Among languages other than English (LOTEs), researchers focus on widely taught languages such as Spanish, French, or Russian. Small languages, such as Czech, are still rather understudied (Boo et al., 2015). Very little is known about the students' motivation to learn Czech (Sieglová, 2008), the sources of motivation, and factors driving potential change in attitudes towards learning Czech. As Dörnyei & Ushioda (2017) point out, motivation to learn a small language is likely to be different from the motivation to learn big languages and this may impact the way it should be taught in certain contexts, e.g. study abroad.

This paper examines the motivation and attitudes towards learning Czech among students at Charles University, Prague. The study presented here covers the in-

troductory phase of the larger-scale research on this topic going on at the time when this paper was written. This introductory phase was carried out in three consecutive steps. Their secondary aim was to evaluate the data collection tools for the following phases and future research.

Two study abroad programmes were examined in this study: Erasmus+ and American Study Abroad. Many students in study abroad programmes take Czech language classes, either voluntarily, or as part of their compulsory syllabus. Unlike students who decide to study in a foreign country to achieve a higher linguistic competence, it is possible that many students coming to the Czech Republic only want to learn Czech to enhance their study abroad experience while staying here. Finding out how motivation changes and what the sources of motivation are for these students may help determine appropriate pedagogical strategies for such classes.

First, the theoretical framework of the L2 Motivational Self-System will be discussed, followed by the results of empirical research carried out among students in the Czech beginner courses at Charles University, Prague. The research comprises three stages so far. They served as pilot studies for the following phases of the motivational research at Charles University. The aim of the pilot studies was two-fold: 1. to examine the motivational profiles of the students, and 2. to test the suitability of the data collection tools (questionnaires, journals, and interviews) for the following research in these two programmes. This paper will focus mainly on the qualitative study of two students in the third stage. The questionnaire survey among American students (stage 1) and the diary study in the same study context (stage 2) will only be described briefly to present the full picture as they were fully described in separate articles (Převrátilová, 2019, 2020).

L2 Motivational Self System (L2MSS)

There are dozens of theoretical approaches to motivation in psychology and several have found its place in applied linguistics (for an overview, see Dörnyei & Ushioda, 2011). Two of them seem to play a more significant role in recent research (Boo et al., 2015): the first is Gardner's socio-educational model (Gardner, 1985, 2009) with the integrative and instrumental dichotomy perhaps being the most widely spread concept of motivation, where integrativeness is based on the attitudes toward the target language community and the need to interact with them or become similar to them, whereas instrumentality relates to practical reasons to learn the language, such as getting a good grade on the transcript. The second widely used framework is Dörnyei's L2 Motivational Self-System (Dörnyei, 2005, 2009) where Dörnyei synthesizes the existing approaches to motivation, among others including Gardner's model as well as the well-known concept of extrinsic and intrinsic motivation (Deci & Ryan, 1985), and connects them to the

current trends in modern psychology. The core of the L2MSS lies in the theory of possible future selves (Markus & Nurius, 1985): individual's image of an Ideal L2 Self – in our research, it is the image of the student speaking Czech with local people – and “the attributes that one believes one ought-to possess to meet expectations and avoid negative outcomes” (Dörnyei & Ushioda, 2011, p. 86), which create the Ought-to L2 self. Dörnyei added a third component, the L2 Learning Experience as motives relating to the specific learning situation, such as the impact of the teacher, course, classroom activities, etc. This relatively new model of language learning motivation does not reject the previous ones, it rather aims at creating an “umbrella” concept for them. For example, Gardner's integrative motivation finds its place under the Ideal L2 Self, whereas the instrumental one would represent the Ought-to L2 Self. Similarly, the notion of extrinsic and intrinsic motivation mentioned above find their place here: the former one in the Ought-to L2 Self and the latter in the Ideal L2 Self.

In relation to the multilingual turn in applied linguistics, some authors criticise the “monolingual bias” and call for the multilingual perspective of research (Cook, 2016; Douglas Fir Group, 2016; Franceschini, 2011; Henry, 2017; Ortega, 2013). Therefore, the L2 Motivational Self-System might be adapted to the Multilingual Motivational Self-System. This is a particularly valid idea in the framework of Czech language research since Czech is never the first L2 of the students in the target group.

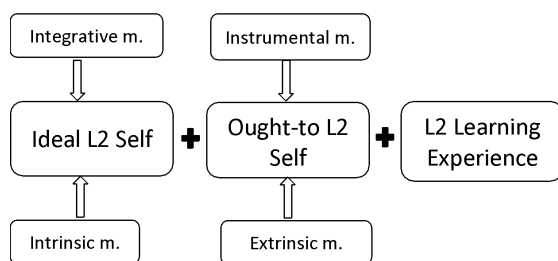


Diagram 1: L2 Motivational Self-System (Dörnyei, 2005, 2009)

Empirical study at Charles University, Prague

The research presented in this article targets university students coming to study in Prague in two contexts. The first one is the American UPCES study abroad programme organised by the CERGE-EI foundation and the second one is Erasmus+ at the Faculty of Humanities, both at Charles University, Prague. The aim

was two-fold: 1. to find out whether and how motivation to study Czech changes throughout the semester and whether these two contexts differ in the area of student motivation; 2. to assess the suitability of the data collection tools for future research.

American students in the UPCES programme were examined first. This stage has been fully described in a separate article (Převrátilová, 2019) therefore, only the essential information relevant for this paper will be repeated here. An introductory survey was carried out among 174 students in compulsory Elementary Czech courses (average age 21) at the end of the semester (13 weeks). The results of the study have shown that there is a substantial change in the attitudes of these students. At the start of the semester, most students expressed a certain level of uncertainty and anxiety, whereas at the end, their attitudes were positive. The key factors affecting motivation and attitudes were related to the classroom experience (teacher, method) and the need to communicate with the target language group.

These findings were used to create hypotheses for the following qualitative stage of the research, where the same sample of students (not the same students but the following semester in the same programme) wrote their Czech language learning journals for a semester (for a methodological overview of diary studies in applied linguistics see Bailey, 1983). We expected that the initial attitude would be rather negative or mixed and that it would undergo a certain change and that the final attitude would be positive. The L2 Learning Experience was expected to play a central role as a source of motivation, together with the Ideal L2 Self represented in the need to communicate with the Czech people. For several weeks at the start of the semester, students wrote their journals at the end of each lesson, and then they could choose whether they wanted to continue or not. For the qualitative analysis of the diaries, twelve diaries were chosen (for the specific selection criteria and other details of the diary study, see Převrátilová, 2020). The results confirmed the dynamic nature of motivation and similarly to the quantitative survey, the key factors from the students' perspective related to the L2 learning situation. Furthermore, a strong desire to communicate with the target culture and affective states relating to the learning process, such as tiredness, boredom, or entertainment, played a significant role. These diaries helped create a tentative motivational profile of the American students in Prague, which shall be contrasted to the other educational context – Erasmus+ at the Faculty of Humanities, Charles University, in the following stage of the research.

To summarise what we have learned in the first two steps of our research:

1. The motivation of students in the US programme seems to go through a significant change from rather negative or mixed attitudes to positive ones.

2. From the L2MSS perspective, the main sources of their motivation are the L2 Learning Experience and the Ideal L2 Self with the need to interact in the local language playing the prominent role.
3. Diaries do provide sufficient data. However, the content is not always linked to the research question relating to motivation directly. Therefore, in the following stages of research, interviews should be used to receive a wider range of data on motivational changes and students' attitudes.

The question for the next stage was whether the motivation of students in the Erasmus+ programme follows a pattern similar to the US students. The relevance of interviews as a data source and their contribution to the research design was also going to be tested.

Diary study on motivation to study Czech in the Erasmus+ programme

The diary study in Erasmus+ aimed at testing the research design (diary and interview). Among students who decided to participate in the diary study, two students completed a full academic year of journaling and participated in the final interview. They were not the only students who completed their journals, but they were the only ones who were interviewed. Since the secondary aim of each stage was to test the data collection tool, the data gained from these two students were analysed. Luisa and Luke (their names have been changed) attended the optional Czech for Beginners course taking place twice a week (eighty-minute lessons) followed by a second semester Czech course of the same intensity. Each semester took thirteen weeks of class with an exam period of five weeks in between.

Luisa and Luke both journaled the whole academic year (typed and handed in the journals electronically at the end of each semester), filled in a questionnaire, provided their letter of motivation to participate in Erasmus+ at Charles University, and took a final interview with the researcher, who was also their Czech language teacher in both semesters. The transcription of the interview and data analysis with the help of the Atlas qualitative analysis software provided the basis for the motivational profile of each participant.

Motivational profile: Luke

Luke was in his third year as a history major at his home university. He was 23 years old. His mother tongue is French. Czech was his fifth foreign language (after English – B2, Italian – B1, Chinese – A1, and high school Latin). In the future, he would like to learn German and Arabic. He came to Prague because he is interested in central European studies and culture.

Luke thinks that language is an important tool to understand people not only in every-day communication but also to grasp the way people think and how they perceive the world. In his opinion, language is a unique means to find out about the target culture. Before coming to the Czech Republic, he tried to learn basic phrases such as greetings and thanks and pronunciation rules. In his introductory journal entries, a strong integrative motive stands out: *"I think in the end I'll be able to, at least, be independent for the everyday life in Prague without the need to use a translating guide or anything of that sort"*, which regularly re-appears in his journal throughout the whole academic year.

The content of the Czech lessons, with specific emphasis on grammar and vocabulary, are commented on most frequently. Sometimes, pronunciation is mentioned. Tests and exams seem to be important to Luke. He talks about them several times, although there were only two in each semester. Luke also evaluates the teaching method, which he seems to be slightly uncomfortable with: *"I can appreciate the variety of exercises and the effort to not make learning redundant, but I am a little old school and I admit I'd sometime rather do something more conventional. More writing, more speaking, more reviewing. But everybody seems to have fun with this method, so I guess it just does not fit me,"* and elsewhere: *"The lesson was a little more conventional, which I quite liked."* Besides methodology, he writes about group dynamics, relationships among the students, and linguistic competence of his classmates: *"Interacting with the other students as fluidly as possible, is difficult but however nice; With other students, we remarked that the course seems more fluid and enjoyable than during the last semester, and we wondered if it was because we were fewer students; maybe in smaller groups it is easier to work fast and efficiently."* His notes are often extended by comments on emotions and the affective state he is currently experiencing, most frequently it is being tired: *"It is satisfying to finally met the last tense we missed so far, and it will prove useful to express ourselves. The class was quite agreeable since it was mainly trying to memorize the construction of the future and pronunciation; it was nice since I felt pretty tired today and I was not ready to start really complex exercises or learning a lot of vocabulary,"* tiredness re-appears in many journal entries in Luke's journal: *"This week-end was quite tiring so frankly I was not at my best this noon; Everybody seems a little tired; the fact that I am a little tired may not help much."*

From the perspective of L2MSS, all three components (Ideal L2 Self, Ought-to L2 Self, and L2 Learning Experience) are represented in Luke's motivational profile. The Ideal L2 Self appears as a strong desire to interact in Czech outside of class: *"That is quite useful when I'll have the occasion to hang out with friends to try the local dishes; I'll try to go to the bakery tonight and test my knowledge by speaking only Czech, I guess it may be a good training for both my learning of the language and to get out of my comfort zone."* The Ought-to L2 Self is in his case related mainly to the need to succeed academically, where the Ideal L2 Self and the Ought-to L2 Self

are inter-connected: he wants to succeed and at the same time is afraid of failure and therefore, he tries to develop some strategies to avoid the failure.

The third component, the L2 Learning Experience, is the strongest motivating factor for Luke as we have seen above where specific elements such as methodology, class content, and classroom dynamic were commented on. The ratio of the three L2MSS components is presented in diagram 2.



Diagram 2: Luke's motivational profile from the L2MSS perspective

Motivational profile: Luisa

Luisa was in her first year of the International Studies programme at her university. She was 22 years old. Her mother tongue is French, and she has previously studied English – B2, Spanish – B1, and Chinese – A1. Czech was her fourth foreign language. She had been to the Czech Republic before her Erasmus+ studies: she visited Prague with her parents at the age of 14 and she loved the city and found the Czech language appealing (as a souvenir she bought a magazine in Czech and tried to read).

In her Erasmus letter, she wrote that learning the Czech language was one of her reasons to study in Prague: *"It is the occasion to become familiar with a new language, Czech which is a very interesting skill in regard to my career."* She wanted to learn a language different from those she had studied before and sought to familiarise herself with the target culture. For Luisa, similarly to what Luke said, language is a tool to understand the culture of the country where she was about to spend the following nine months. Luisa's overall attitude towards learning languages is very positive: *"I love learning new languages,"* although in her journal she says she had to study very hard in the language courses she took. Nevertheless,

her results were not as good as those of other pupils. Due to her rich previous language learning experience, she realises the amount of effort she will need to invest in the process. Her initial goal was to learn at least a little: *"I hope I could speak a bit of Czech by the end of the semester."*

As in Luke's case, the strongest motivational element for Luisa is the L2 Learning Experience with an emphasis on the classroom experience and its specific aspects. Emotions linked to the experience play an even more important role for Luisa than they did for Luke. She frequently relates her emotions to the class and its content: *"Mentally tired, impossible to think or to speak English. I had a very bad feeling after the class"; "It was interesting, I really enjoyed the class;"* and to her experience outside the class: *"I can recognize a lot of words in the daily life ... or even when I heard people speaking Czech! I am very proud of myself for that."* Her journal entries often contain remarks on her affective state and cognitive overload: *"I did not have time to think about the lesson because everything was fast, and I felt lost"; "This class was first absolutely exhausting and then very nice; I am not feeling well today, maybe this is why the class was so difficult."* The cognitive overload often relates to two language elements: grammar and vocabulary: *"We have seen so many new words; I am a bit lost with these new grammatical rules; So much new information."* Besides grammar and vocabulary, Luisa also comments on pronunciation.

Two other significant factors represented in her journal are her learning strategies when she reflects on her previous language learning experience and contrasts it to the current one, and her classmates. Several times she mentions specific people and compares her linguistic competence to theirs, she reflects pair-work and group-work with certain classmates: *"There are a lot of good students in the class – they inspired me!; I think it is good that my partner was not French neither from Britain. ... helps me to make greater progress; It is very nice to be a kind of group like that."*

The language course is linked to Luisa's Ideal and Ought-to L2 Selves. She realises the effort she needs to make in order to achieve the results she strives for: *"I have to study and learn hard not to be lost in Czech classes; I realized I need a lot of time to learn; I need several lessons; I know it will be much harder soon,"* with occasional comments on learning strategies she is taking towards the test and exams: *"I really have to revise the oral part for the exam. I am not feeling ready."* Nevertheless, the strongest element in her motivational profile is the L2 Learning Experience as we have seen above. The ratio of the L2MSS components in Luisa's motivational profile is presented in diagram 3.

Discussion and Conclusion

As demonstrated by Dörnyei & Ottó (1998) in their process model of motivation, similarly to other language learners' motivation, Czech language students' motiva-



Diagram 3: Luisa's motivational profile from the L2MSS perspective

tion goes through a variety of stages, with the motivational shift more significant in the first group where the American students take the language course mandatorily and have a weaker Ideal Multilingual Self in general.

The L2MSS as a theoretical model has shown the relevance of all its three components (Ideal L2 Self, Ought-to L2 Self, and L2 Learning Experience) in the empirical study. In line with current motivational research findings (Dörnyei, 2019) which show the strong potential of the L2 Learning Experience, all the motivational profiles created in this study express the remarkable prevalence of the L2 Learning Experience as the strongest motivational source out of the three components of the L2MSS for students learning Czech during their study abroad, as both Luke's and Luisa's profiles in diagrams 2 and 3 confirm. This result highlights the unique role of the classroom and the teachers in increasing the students' positive attitude towards the target language and the Ideal Multilingual Self. Therefore, motivational strategies should be used in the classrooms to support students' motivation as Guilloteaux & Dörnyei (2008) suggest. Dörnyei (2001) or Dörnyei & Kubanyova (2014) may be used as a springboard for teachers who wish to become more familiar with motivational language teaching.

The second key component of the L2MSS proved the Ideal L2 Self, represented by the internal desire to interact with Czechs and getting to know the local culture. The reason for the prominence of this component may be learning the language in the country where it is spoken. This implies two important motivational strategies for study abroad courses: the course syllabi should be tailored to the students' immediate needs and they should be provided with ample opportunities to practice Czech outside class and interact with locals – various field trips should be organised and autonomous tasks assigned as scaffolding to boost their confidence and experiment outside class on their own. More specific pedagogic implications

for the American study abroad courses were proposed by Převrátilová, (2019, available on-line).

There are several limitations to this study. As was said in the introduction, the study presented here covers only the introduction to the ongoing larger-scale research that is still being carried out. So far, the American Study Abroad programme has been examined in more detail. The sample of Erasmus+ students in this study was very small, so more in-depth research needs to be done to portray the Erasmus+ students' motivation. Luisa and Luke are too small a sample to draw generalisable conclusions. There are remarkable similarities in their motivational profiles, namely the significant role of L2 Learning Experience, with emphasis on emotions connected to the classroom. The following stage of research should bring more details about the components of L2MSS in a broader scope and more insight into the generalisability of the hypothesis created by creating the motivational profiles of Luisa and Luke.

Additionally, there are methodological issues relating to the study limitations. The introspective methods used (diaries as well as interviews) may provide data that picture what the informants say about their learning process, not necessarily about how the process itself works or what they really think about it, particularly since the researcher was their teacher at the same time. In the following phase of the research, a broader scope of informants will be covered among students whose teacher is not the researcher.

Despite its limitations, the study contributed to the current discussion of language learning motivation as well as study abroad education. Bringing more insight into an area of motivational research that is still rather understudied (learning a language other than English, learning a small Slavic language) seems to be a fruitful learning direction of future research (Dörnyei & Ushioda, 2017).

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Recenze

Book Review

Review – Learning the Language of Dentistry

[CROSTHWAITE, P. & CHEUNG, L. (2019). *Learning the Language of Dentistry: Disciplinary corpora in the teaching of English for Specific Academic Purposes*. Amsterdam/Philadelphia: John Benjamins Publishing Company]

Although it is clear that corpus linguistics offers second language teachers exciting new opportunities, incorporating corpora into the language classroom in an economical, effective and learner friendly way is less straightforward. In *Learning the Language of Dentistry*, Peter Crosthwaite and Lisa Cheung provide a precise insight into their own experience of a corpus-driven approach, based on linguistic analyses of corpora of authentic academic texts that were carefully selected as representative of the target discipline.

The study focuses on English for Specific Academic Purposes (ESAP) in relation to dentistry discourse and the area of academic writing. Prior to writing the book, the authors had taken on the challenge of redesigning and redeveloping a new ESAP course for students of the dentistry faculty at the University of Hong Kong in an attempt to meet their specific academic and occupational needs. In contrast to English for General Academic Purposes (EGAP) courses (the other subdomain under English for Specific Purposes), this approach is aimed at enhancing the student's ability to quickly acquire the language specifics of dentistry discourse. The problems they needed to solve lay in how to bridge the gap between the too-general learning outcomes of an EGAP course and the very specific and unique communication requirements and expectations of the target discipline. Another difficulty related to the commonplace problem of finding a methodology that could substitute for language tutors' lack of theoretical knowledge in natural sciences and clinical expertise, and lack of experience with writing or, at least, reading scientific texts in the field of dentistry. With this in mind, they chose Data Driven Learning (DDL) pedagogy as the best approach to achieve their goals, through the methodology of corpus linguistics and with the aid of its freely available tools and applications.

The study is divided into two sections, which are preceded by a comprehensive introduction to the above-mentioned "root of the problem". The first section of the book deals with the process of creating and analysing corpora in order to explore language features that typically occur in three key genres of dentistry – experimental research articles, case reports and student/professional research reports within the field of Dental Public Health. It is worth mentioning that authentic patient record histories were also considered to be very relevant to the goals of this analysis, however due to the legal and ethical problems associated with accessing this kind of data, it was not possible to utilize them. The chosen methodology combines Douglas Biber's corpus-based multidimensional analysis

approach, analyses of Ken Hyland's metadiscourse features (concerning a writer's presentation of stance in terms of hedging, boosting and self-mentions), and mapping disciplinary versus non-disciplinary senses of lexical devices within the case report genre through the use of Natural Language Processing (NLP) techniques.

The results of the analysis of experimental research articles confirm the crucial role of the passive construction in dentistry research writing, which has a significant influence on selection of the appropriate verb and tense (including past and perfect tense), pronominal forms, participles and other forms. The findings indicate the optimal way for learners to achieve the desired linguistic competence, while drawing their attention to those verbal chunks that are frequently associated with the passive voice (e.g. "considered, found, used"). The second methodological approach lays out the significant differences between student and professional Dental Public Health research reports based on three comparative and contrastive analyses of the corpora. According to the results, professional writers choose language devices that are more informative, objective and authoritative, whereas novice writers often tend to hedge and boost their claims, and use a wider range of lexical devices (predominantly adverbs and adjectives). This kind of output, generated by corpus linguistics tools, can play a significant role in providing guidance to learners on how to express their ideas in an appropriate way and in accordance with the rhetorical practices of professional writers in their discipline. The third analysis relates to lexical features of dentistry case reports via the use of automated NLP techniques. The findings reflect significant differences in the use of disciplinary and non-disciplinary terms across case report and dentistry research writing and the specific function of case reports in reporting states, materials, patient conditions and clinical procedures. The L2 novice writer must be aware of sentiment and semantic differences between general and disciplinary uses of terms.

The aim of the second section is to describe how the results of the analyses were incorporated into the pedagogical process. Despite the unexpected failure of the initial attempt to involve the corpora and a simple corpus tool into the ESAP course, the authors persevered with these innovations via the reorganisation of the teaching procedure, improving the corpus query platform and implementing scaffolding elements into the process of structuring in-class and out-of-class activities. This DDL-enhanced teaching of dentistry writing includes bottom-up activities with top-down structural and genre-focused tasks that contain features of Problem-Based Learning. In addition, the authors mention their previous experience of successfully designing similar DDL activities based on other corpus tools, such as *AntConc*, *SketchEngine* and *Sketch Engine for Language Learning (SKELL)*. The authors go on to provide insights into how the dentistry students actually engaged with the corpus query platform by means of a statistical evaluation of their query inputs. The section concludes with some reflections on practice and

suggestions on the future role and use of corpora, especially in relation to advances in new technologies.

This monograph is highly recommended reading for all Language for Specific Purposes tutors who prefer to be guides for their students with a relevant and functional compass instead of being leaders on an uncharted land with a general prescriptive map.

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Dobrá praxe/Inovace

Good practice/Innovation

Academic Self-Organised Learning Environment – the lessons to be learned and taught

Jana Kubrická

Abstract: In this paper the author describes an exploratory practice-based research study on Academic Self-Organised Learning Environments, conducted *with* and also *by* student teachers of science in their course of English. The students took part in an experimental ASOLE class and subsequently described and evaluated this experience in essays and class discussions. Results show that future teachers view the concept of self-organised learning environments as potentially very beneficial in terms of developing specific skills and competences such as critical thinking and autonomy, however, they also highlight specific risks or problematic issues associated with the method, e.g. the effect of this type of learning on different personalities of children. Implementing ASOLE into a course for future teachers was a transformative experience especially when combined with the exploratory study and will hopefully help the students become reflective teachers.

Key words: Academic Self-Organised Learning Environment, learning autonomy, teacher training, exploratory practice

Introduction

Regardless of subject matter, teaching future teachers is a great privilege but also an immense responsibility. Teacher trainers' methods and attitudes are likely to be scrutinised, assessed, sometimes even condemned by teaching apprentices but what is more daunting is that their approaches and overall teaching style might be emulated and passed on to countless future pupils and students. In this particular case we will be discussing a scenario in which future teachers of science together with their teacher of English experimented with and evaluated the unfamiliar ASOLE approach, i.e. the method of Academic Self-Organised Learning Environment, a form of Self-organised Learning Environment (SOLE) adopted for higher education purposes.

The present research study is grounded in the principles of exploratory practice which attempts to integrate pedagogy and research *for* and *by* learners and teachers, thus positioning teachers and learners as co-researchers (Allwright, 2003). The idea of applying this paradigm in the context of teacher training is not new as most future teachers are to some extent involved in pedagogical research during their teacher training. What was new and surprising to the student teachers of science though was the fact that they were testing a method and reflecting on it in their English classes as a part of their coursework. In this article we aim to describe the principles of (A)SOLE as the concept under study, the design of our study conducted in teacher and student collaboration and its results.

ASOLE

ASOLE, i.e. Academic Self- Organised Learning Environments are a form of SOLE (Self-Organised Learning Environments) transplanted into academic setting. The original SOLE is a concept based on now a famous experiment by Sugata Mitra 'The Hole in the Wall' (Mitra, 2006, conducted in India between 1999 and 2006), which explored the capacity of young children in a remote Indian village to learn without subject teachers, only with a public computer facility. The experiment has since caused great controversy gaining both ardent proponents and critics. It has also raised a number of questions about fundamental educational issues and given rise to many research studies and dissertations. One of the prominent questions asked by those charmed by the educational experiment is whether (or with what modifications) the principle of teaching/learning with minimal teacher input can be applied in classroom instruction (Dolan et al, 2013). Inspired by the original Mitra's experiment, institutionalised self-organised learning environments are sessions in which the teacher's supervision and support is minimal to the extent that they only set the "big question" the learners are supposed to research and answer and subsequently leave the learners to explore and prepare their presentation for a lesson lasting between 30 and 90 minutes. The question that is to be researched needs to be open-ended, clearly formulated and related to the subject area. The learners are typically free to organise themselves into groups of approximately three members and they can use computers or any other sources of information in their research. Following their independent study, the learners present their findings related to the research question in front of other members of the group or submit a report. Overall, there are only a few rules described in literature, which means the concept is open to modifications to cater for different learners' and teachers' needs, goals, preferences (Mitra, 2012).

The organisation of a lesson in which the teacher's supervision is significantly reduced and their role has shifted from that of a 'knowledge holder' to a humble guide or counsellor is not a brand new concept. It can remind us of Socratic questioning as a form of cooperative dialogue, Freire's training in small groups and problem-posing education (in Taylor, 1993), Giroux's theories of radical education with the strong association between learning and social transformation (Giroux, 2003), or recent calls of the advocates of autonomous learning for harnessing the agency of students to regulate and evaluate their own learning (Little, 2020). The relatively loose framework and brave concept of (A)SOLE allows the teacher and students to maximise this agency and give more space to independent exploration of learners – in our case, we explored the concept itself.

The study context and design

The study was carried out in an optional course of English for teachers of science at the Faculty of Science Masaryk University. The 15 students enrolled into the

course were all on minimum starting B1 level of CEFR in English, all of them studying for their bachelor or master degree in teaching of two of the following subjects: physics, mathematics, geography, biology or chemistry. Only some of them have had previous teaching experience at the time being.

The ASOLE sessions were imbedded into a pre-existing syllabus of the course to align with its goals and content by the focus on topics related to education and the development of listening, reading, writing and speaking skills. The ASOLE session took place in the third lesson of the course, shortly after the topic called “The future of school” was introduced. The students watched and discussed the famous “Hole in the wall” experiment as described in a TED talk given by Sugata Mitra. The emergent theme was the role and extent of autonomy that students of the future will / should enjoy and the benefits and drawbacks it brings.

In the ASOLE lesson itself, the concept of Self-organised Learning Environments was briefly introduced by the teacher as a method inspired by Mitra’s experiment. The teacher complied with the basic principles of a SOLE class described above, i.e. she only gave basic instructions, set the “big question” and left the room for 30 minutes. The rules to be followed by the students were as follows:

- You will have 30 minutes to work on a question.
- The question is *What/ How should we teach to prepare our students for the future?*
- You can work in groups of min. 2 people.
- You can use any information sources available to you (dictionaries, laptops or phones).
- You will be asked to present your findings at the end of the class, either as a group or via a spokesperson, you can prepare a poster presentation or slides.

The students asked an additional question concerning the rules. They were wondering whether it was allowed to use their mother tongue or whether they were supposed to use only English. The teacher’s response was that naturally they should do their best to use English in their discussions and research as much as possible to practise their language skills, however, they can resort to Czech whenever they consider it necessary or relevant (e.g. helping each other with translation of difficult expressions).

The students were then left alone in the room and the teacher came back after the allotted time to watch their presentations, participate in the final discussion and give feedback. As a follow-up on the lesson, the students were asked to write a short essay of approx. 800 words in which they summarise their ASOLE experience, what they see as its benefits and drawbacks and also the potential (or lack of it) of the method in their future teaching. In addition, the students were asked to specify the questions or issues that come to their mind when considering the application of SOLE as engaging learners in the role of researchers is one of

the characteristics of exploratory practice (Hanks, 2015). The submitted essays were evaluated by the teacher and used as a springboard for the discussion in the following lesson.

The research questions asked by the teacher researcher were as follows:

1. How do student teachers describe their ASOLE experience in view of their future practice?
2. What are the main benefits and risks of implementing ASOLE method in a tertiary education course?

The data used in the study were collected from the students' essays and discussions that took place immediately in the ASOLE class as well as in the following lesson.

Results

In their essays and classroom discussions, the student teachers participating in the study commented on four main areas related to SOLE, namely the issue of *control over the activity* of the students, the *specific purposes* for which they would use a SOLE format, the relevance of the method as regards different *ages and personalities* of learners and finally the *competences and skills* that are acquired and developed by SOLE learning.

First, the Czech students, who had never encountered such a high degree of autonomy in their learning, were struck by the freedom they could enjoy but at the same time conveyed a feeling of caution or concern about using it in classes where there is not a relationship of trust between the teacher and their learners:

"This method is, in my opinion, super risky. I would recommend it only to class teachers who have faith in their kids. Otherwise, this can end up being super counter-productive".

Nevertheless, they could envision SOLE lessons or SOLE "moments" in their teaching, mainly for two different purposes: either when introducing a new topic to get students to brainstorm ideas related to that topic or on the contrary, to broaden the knowledge of a subject they are already familiar with:

"I would probably use SOLE in cases when I want students to work with the knowledge they already have and then spice it up with some interesting question or topic to "wow" them or make them think about it a bit more, for example, use some real life examples of things that everyone knows and let students wonder where chemistry plays a role in them".

Apart from specific purposes, individual students also view SOLE as specifically appropriate for subjects such as geography, biology or chemistry, that is natural sciences where they see space for exploration of topics in context:

"In geography and biology SOLE is good for teaching students understand facts in context. For example, I can use a SOLE question 'Why do flowers grow and bloom in different season of year?' Students will learn about complex ecosystem and do not just memorize artificial systems of plants".

It seems that most students agree there are certain limitations to using the method in terms of age – they have little trust in primary or even secondary students' abilities to take control and regulate their learning as demonstrated in this quote:

"...using this at elementary school would be a bad idea because children of this age aren't able to organize themselves like we did today. And I also think that in high school when the teacher leaves the class, it means for students that they have free time and there always will be some students who don't do anything if the teacher doesn't watch them."

Similarly, the students expressed their doubts about the benefits of this type of learning for learners with different personal characteristics, specifically those who feel constrained in various collaborative activities due to their shyness or those who tend to rely on others:

"When it comes to minuses, I would say maybe "isolation" of shy, quieter children. What I meant is that kids that aren't very confident with talking or aren't as assertive as others in their group can have a hard time finding a moment to express themselves. Another minus could be that some student will be doing nothing and let others in the group do the work."

"...if the child is a big loner and is afraid of talking to anyone, then it can be very frustrating for him or her."

Despite these objections, having experienced a SOLE lesson first-hand, the vast majority of the students proclaim that they strongly believe in the potential of the method when it comes to the development of skills such as interpersonal skills, critical thinking, autonomous learning, etc.:

"The biggest advantage of SOLE is that children learn to be independent. They rely on themselves, or alternatively they can talk to their classmates about the topic. Positive is that children can talk to classmates who are not as close to them as their friends. They lose the inhibition of talking to someone new. This definitely creates a better atmosphere in the classroom and no one needs to feel lonely."

"...by letting students work in groups they can slowly learn how to cooperate with each other, listen to someone else's opinions and arguments for their believes. This can help to improve their critical thinking, which is a very important skill to know in today's modern society."

"I feel that SOLE can improve student's ability to organize, their communication skills, such as argumentation, formulation of own ideas or giving a presentation. They learn how to work in groups, think critically and work with sources as well. I think that all of these skills are really important for students' future life."

Another emergent category were observations on how in SOLE the questions that are asked can not be answered by a simple internet search but instead involve critical work with different sources of information:

"We really had to think for ourselves and put information together which is very similar to what you have to do in real life."

When asked which issues they find worth further investigation, the subjects that students raised as problematic or controversial were generally related to the assessment of autonomous work and the effect of autonomous learning, especially as compared to other forms of instruction.

"I think that the question we need to address is how as a teacher I can grade pupils if I cannot see their continuous work or contribution to group work."

"I would like to know if SOLE leads students to better remember information than if they studied the topic in a 'normal' class. It seems more engaging but we don't really know if they have learned more because they also spend much more time organising things."

Conclusion

In this paper we attempted to give an account of an experimental session of ASOLE with student teachers. An analysis of their observations and reflections on the method suggests that the session was inspiring for their future practice in that they can see the way (A)SOLE fosters specific authentic skills important in life, often neglected or underrated in Czech classes. In their reflections, several students highlighted the fact that the Czech educational system does not foster creativity, critical thinking skills, collaboration and media literacy. SOLE lessons are considered by them as a sort of remedy which, if used wisely, could alleviate that problem. More importantly, most students also point out the fact that SOLE does not stand in conflict to other pedagogies or teaching styles that they have so far encountered. Rather than that, it is now a part of their 'teaching repertoire'. Most of them see SOLE as a teaching/learning tool that could be deployed whenever seen as appropriate, mainly when introducing a new topic to stir the learners' curiosity or as a form of broadening the learners' knowledge. There are, however, still many questions that need to be dealt with, such as the effect of the approach on children with different personalities and social skills as well as the potential of the method in different subjects or assessment of autonomous work.

Based on the students' reflections we agree with Mitra et al. (2015) that (A)SOLE mindset is transformative and supportive of current demands on the development of the skills to collaborate, critically consider different sources of information, be creative, present findings or engage in discussions. Last but not least, ASOLE as a form of teacher training also enables students' agency and by putting the students in charge we not only educate the future teachers to be independent, critical teachers but also teach them to reflect on their practices and become explorers of their own learning and teaching.

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The author is a teacher and researcher at the Language Centre of Masaryk University. She obtained her Ph.D. in 2015 in Educational Science from Masaryk University, Faculty of Education. Her research interests range from textbook research to specific issues related to teaching English for Specific Purposes, such as course design, learning autonomy or the use of language corpora. Recently, she has also taken a keen interest in applying Dogme method in her classes and has become an ardent proponent of the method.

Jarní „covidová“ mozaika z České republiky

Následující text v nestandardním formátu představí rané zkušenosti s on-line či hybridní výukou na univerzitních jazykových centrech v České republice na jaře 2020. Autoři ve svých příspěvcích reagují na výzvu ke stručnému sdílení dobré praxe na svých pracovištích a popisují, jak se jim podařilo zvládnout náhlý přechod na distanční výuku a co se jim osvědčilo.

První skupina autorů své vstupy pojala přehledově, shrnují celkovou strategii, jakou u nich na pracovišti aplikovali. Ve druhé části se autoři zabývají konkrétními online nástroji, jež ve výuce používali. Další dva texty detailněji pojednávají o komplexnějších postupech v konkrétních kurzech. V závěru je pak poskytnut prostor k zamyšlení a osobní reflexi nad psychosociálními aspekty distanční výuky, zvláště pak otázce motivace, sdílení pocitů z nové situace a budování digitální sebedůvěry. Věříme, že tyto střípky a postřehy vám budou inspirací i v nynějším akademickém roce, kdy čelíme obdobné situaci a zároveň přemýšlíme o dalším využití nově vyzkoušených a dobře fungujících on-line postupů, abychom v budoucnu efektivně reagovali na potřeby nových generací studentů.

Vaši editoři

Celková strategie

Centrum jazykového vzdělávání MU, oddělení na Lékařské fakultě, anglická sekce

Distanční výuka v rámci anglické sekce na CJV LF MU v Brně od počátku stavěla na těchto pilířích: včasná a průběžná informovanost studentů o harmonogramu a způsobu distančního studia, každotýdenní odevzdávání vypracovaných úkolů v souladu s frekvencí kurzu, individuální zpětná vazba od učitele a později také synchronní výuka a testování v prostředí MS Teams.

Studenti odevzdávali dva typy úloh. Jednak to byla cvičení zaměřená na přesnost odpovědí (z jazykového i obsahového hlediska) a konsolidaci slovní zásoby, jednak úkoly, kdy se studenti individuálním a tvůrčím způsobem vyjadřovali k jednotlivým tématům nebo řešili konkrétní problém (například stanovení správné diagnózy v rámci diferenciální diagnózy). Oba typy úloh zpracovávali jak písemnou (kratší texty), tak i mluvenou formou (audionahrávky). Tento způsob zadání vedl studenty – i podle jejich vlastního vyjádření – k zevrubnější a angažovanější práci se studijním materiálem, než by tomu bylo v běžném režimu výuky.

Učitelé měli z druhé strany mnohem větší prostor pro individuální práci s jednotlivými studenty, a to především v rámci zpětné vazby, kterou jim každý týden poskytovali. Zároveň získali diagnostický nástroj pro lepší odhad aktuálních jazykových kompetencí studentů, což poskytlo určitou inspiraci pro následná zadání a náplň distančního studia jako takovou – včetně online seminářů shrnujících vybraná témata, které aspoň částečně nahradily kontaktní výuku. Uvedené zkušenosti chceme zohlednit i během normálního režimu výuky, příštím akademickým rokem počínaje.

V online prostředí proběhlo i závěrečné hodnocení – písemný test v prostředí IS MU, ústní část v aplikaci MS Teams. Ústní část jsme vzhledem k minimalizaci vnějších faktorů, které mohly její výsledek ovlivnit, považovali za nejprůkaznější z hlediska jazykové kompetence studentů a jejich přípravy na zkoušku. Za zmínku zde tedy stojí reálná (a předpokládaná) diskrepance mezi jejím výsledkem a výsledkem písemného testu u některých studentů. Tento nesoulad se v případě budoucího distančního zkoušení pokusíme minimalizovat větší rozmanitostí testových úloh, mj. za pomoci použití pokročilejších technických funkcionalit.

Veronika Dvořáčková, Jana Klapilová

Centrum jazykového vzdělávání FF UP v Olomouci

Uzavření vysokých škol na začátku března změnilo zásadně průběh letního semestru. Ze dne na den byla přerušena prezenční výuka, a tím i kontakty mezi vyučujícími a studenty. Velkou výhodou našeho pracoviště byla skutečnost, že pro všechny předměty už měli vyučující vytvořeny své kurzy v Moodle. V tomto prostředí jsme okamžitě mohli studenty začít informovat o aktuálních změnách, zadávat úkoly, zveřejňovat klíče ke cvičením i nahrávky, připravovat různé interaktivní způsoby procvičování (Quizlet, Kahoot, Flash cards atd.).

Postupně jsme začali využívat i online platformy (Zoom, Teams, BigBlueButton, Skype), které umožňují „setkání“ se studenty. Někteří vyučující zvolili přesun výuky podle rozvrhu do tohoto prostředí, jiní byli studentům k dispozici v předem určené časy na konzultace, další zvolili kombinaci obou výše uvedených možností. Jak jsme se shodli, začátky nebyly jednoduché. Většina z nás sice měla nějaké zkušenosti, ovšem hovor s přáteli přes Skype je něco jiného než vedení výuky pro skupinu studentů. V tomto směru jsme se museli sami pomoci návody rychle dovzdělávat, abychom mohli využívat co nejvíce možností, které tato prostředí nabízejí (dělení studentů na skupinky, sdílení dokumentů či prezentací, pouštění videa atd.). Většina z nás se také zúčastnila kurzů a webinářů, které se během tohoto období nabízely. Podobným způsobem, jako jsme vedli výuku, jsme semestr i ukončili – u zápočtů to bylo většinou pomocí testů v Moodle a/nebo kontroly

zadané písemné práce, u závěrečných zkoušek se jednalo o kombinaci online testu a ústního pohovoru.

Tento netradiční semestr byl pro vyučující časově náročnější než obvykle, ale přinesl i svá pozitiva. Naučili jsme se více přemýšlet o tom, co a jak učíme, jak efektivně využít možností nabízených softwarů a technologií. Jak jsme obstáli, to nám řeknou evaluace studentů po ukončení semestru.

Silvie Válková

Centrum jazykového vzdělávání MU, oddělení na Lékařské fakultě, latinská sekce

V hodinách lékařské terminologie pro začínající studenty všeobecného lékařství jde především o osvojení základního řecko-latinského lexika a vybraných gramatických a slovtvorných pravidel. Na první pohled se tedy přechod na distanční formu nezdál příliš složitý, ale hned zpočátku se ukázalo, že bude vyžadovat pečlivější plánování, přizpůsobení výkladu i jednotlivých aktivit novým podmínkám a pravidelnou individuální zpětnou vazbu.

Po dohodě s kolegyněmi jsme za základní platformu zvolili interaktivní osnovu v univerzitním Informačním systému (IS), která sloužila jako rozcestník: student v ní mohl rozkliknout připravené prezentace, procvičovací kvízy v Socrative, cvičení v Quizletu a další aktivity mimo IS. Kromě toho byl v každém týdnu osnovy soustředěn studijní materiál nad rámec učebnice, drobné výklady k procvičovaným tématům, zadání úkolů a termíny jejich odevzdání, odkazy na e-learning k tématické slovní zásobě apod. Výhodou byla také možnost propojit osnovu s diskusním fórem předmětu a odevzdávacími úkoly pro každou seminární skupinu. V druhé fázi jsme přidali možnost webinářů a individuálních i skupinových konzultací prostřednictvím MS Teams, aby vzájemná interakce mohla probíhat také v reálném čase.

K výše řečenému tři obecné postřehy:

1. Pro sdílení materiálů a zadávání úkolů je žádoucí jedna platforma, odkud se studenti dostanou ke všemu potřebnému. Kanálů, kterými se informace ke studentům dostávají, může být více (e-mail, webinář, diskuse v MS Teams, facebooková skupina aj.), pro přehlednost a snazší orientaci by ale mělo být vše dohledatelné a přehledně vystavené na jednom místě (např. ve zmíněné interaktivní osnově).
2. I když studenti mají k dispozici všechny studijní materiál i zpětnou vazbu k úkolům a mohou diskutovat mezi sebou i s vyučujícími, přesto nejvíce oceňují online hodiny a možnost komunikovat v reálném čase.

3. Nové podmínky byly pro nás vyučující příležitostí k výraznému posunu v oblasti efektivního využívání IT nástrojů pro vzdělávání. Mnohé z nich zůstanou součástí výuky lékařské terminologie i po návratu k prezenční formě.

Libor Švanda

Centrum jazykového vzdělávání MU, oddělení na Přírodovědecké fakultě

Pro tým vyučujících cizí jazyky na Přírodovědecké fakultě MU bylo období koronakrizy výzvou na mnoha frontách – toto specifické období pomohlo znovu definovat, co je ve vyučovaných kurzech skutečně klíčové a které dovednosti a znalosti by si studenti měli osvojit. Nezbytné bylo dále zintenzivnit využití aktivit v online prostředí (Google tabulky a dokumenty, MS Teams, ZOOM, programy určené na nahrávání a vytváření prezentací, v univerzitním systému MU např. diskuzní fóra, vytváření feedbackových formulářů, odpovědníky, interaktivní osnovy atd.). Mnozí překonali své výhrady vůči technologiím ve výuce a díky pragmatickému přístupu udrželi kurzy v chodu, což se dařilo také prostřednictvím individuálních či skupinových konzultací.

I přes náročnost přetvoření kurzů do online podoby bylo studentům zasíláno poměrně velké množství úkolů, ke kterým dostávali klíče a u některých z nich i zpětnou vazbu (především na psané úkoly a namluvené nahrávky, funkčním se opět ukázal i peer-feedback). Povinné však byly jen dva úkoly – abstrakt ke konferenční prezentaci (s krátkým profesním životopisem) a reflexe na své výsledky ve cvičném testu a studijní strategii. Hlavním projektem kurzu byla online konference – studenti si připravili program konference a knihu abstraktů. Kromě přednesení prezentace a účasti v následné diskusi si vyzkoušeli i roli předsedů sekcí – představovali jednotlivé prezentující a vedli diskusi, což posilovalo jejich autonomii a současně schopnost spolupracovat.

Další novinkou byl nový, modernizovaný formát administrace zkoušek, který jde jasně směrem ke studentům a zvyšuje jejich motivaci ke studiu jazyků. Díky převedení testů do online podoby (test tvořil 10 % z výsledné známky) vznikl prostor pro hodnocení psaní (reflexe, abstrakt, formální email, celkem 30 %) a mluvení (monolog nad tématy dle studovaného oboru, prezentace, celkem 60 %). Studenti ve feedbacku potvrdili, že mluvení je pro ně nejtěžší a nejdůležitější složkou jazyka. I přes obavy z podvádění u online testu se ukázalo, že globálně výsledky testu a písemný projev odpovídaly mluvenému výkonu. Tento formát zkoušky bychom rádi zachovali i do budoucna.

Monika Ševečková

Online nástroje

Metodické a odborné centrum ÚJOP UK

Ústav jazykové a odborné přípravy Univerzity Karlovy realizoval výuku převážně prostřednictvím platformy MS Teams umožňující využívat nástroje MS Office. Týmy v ní byly vytvořeny s ohledem na zachování struktury tříd i provozních částí ústavu. Pro akademický rok 2020/2021, který pro ÚJOP UK znamená z velké části pokračování v bezkontaktní výuce, bude struktura týmů velmi sjednocená a bude zastřešena osobou správce udržujícího v celém prostředí řád. Během přihlašování studentů do platformy byla velkou překážkou absence přímého kontaktu s nimi. Následujícím akademickému roku bude proto předcházet přípravný týden sloužící k připojení studentů, jejich proškolení v práci v platformě a vyřešení dílčích technických problémů. Zůstaneme i nadále v MS Teams, protože splňují důležitou podmínku usnadňující práci učitelům i studentům – umožňují realizovat převážnou část všech potřebných úkonů v jednom prostředí (synchronní lekce, ukládání dokumentů, písemná komunikace, ...). Aplikace Forms určená k testování není pro naše účely zcela dostačující, budeme proto v případě větších (měsíčních) testů využívat také prostředí Moodle. Přípravu výuky usnadnilo založení týmu pro sdílení materiálů mezi učiteli a rozdělení práce na nich. Vytvořené materiály měli poté všichni pro své lekce k dispozici. Při synchronní výuce jsme hojně zapojovali práci se sdílenou tabulí, sdílené prezentace, možnost společně upravovat dokumenty a další funkce, které se v platformě objevovaly (hlášení se o slovo, stahování docházky, používání volných obrázků z nové fotobanky atd.), pro asynchronní výuku byla klíčová metoda flipped class. Nejvíce nám chyběla možnost snadno rozdělit studenty do skupin, mezi kterými lektor přechází (zavedení je avizováno na podzim 2020). Běžnou součástí naší práce se stalo sledování novinek na facebookové stránce Microsoft pro vzdálenou výuku a podpůrných webech www.projektsypo.cz (Systém podpory profesního rozvoje učitelů a ředitelů), www.skolanadalku.cz (Distanční vzdělávání pomocí Office 365: od zřízení až po výuku on-line) a dalších, sdílení dobré praxe mezi učiteli a vzájemné proškolení v rámci ústavu prostřednictvím streamovaných webinářů.

Petra Jirásková

Jazykové centrum Univerzity Pardubice

S důsledky uzavření škol v souvislosti s pandemií jsme se snažili vypořádat co nejlépe v rámci svých možností. Okamžitě jsme přešli na distanční formy vzdělávání, což znamenalo vyrovnat se s nároky vyplývajícími z nové situace. V řádu hodin, maximálně dní jsme přehodnotili obsah, a především formu kurzů, aby mohly smysluplně pokračovat, a naučili se používat komunikační platformy pro práci z domova. V prvních dnech vzdálené výuky jsme s účastníky kurzů z řad

studentů i zaměstnanců komunikovali prostřednictvím emailu, informačního systému STAG a zejména e-learningového systému Moodle, nabízejícího širokou paletu vzdělávacích komponentů včetně interaktivních – např. diskusní fórum. Někteří z nás rozšířili využívání technologií a aplikací standardně zakomponovaných do svých kurzů, tedy Google Documents, Skype nebo nástroje Turnitin integrovaného do LMS Moodle a zaměřeného na prevenci plagiátorství. S cílem využívat formy a nástroje, které v distančním vzdělávání smysluplně fungují z hlediska vyučujících i studentů, mnozí z nás zapojili aplikace umožňující pořádat individuální i skupinové videohovory, sdílet materiály včetně videoprezentací a chatovat, jako jsou Zoom, Facebook Messenger, Whasapp, Youtube, Google Meet nebo Jitsi Meet. S podporou vedení univerzity a Centra informačních technologií a služeb jsme brzy začali používat centrálně preferovanou platformu MS Teams, která umožnila i méně tradiční formy distančního vzdělávání jako např. akademické debaty. S velkým ohlasem se setkala série videospotů pravidelně zveřejňovaná na Youtube kanále UPa pod názvem Let's Communicate. Vznikla a dále se rozvíjí ve spolupráci s Oddělením pro rozvoj a mezinárodní vztahy s cílem nepřestávat komunikovat a zdokonalovat jazykové kompetence i v dobách a situacích nepřejících osobnímu kontaktu. Když jsme se po uvolnění mimořádných opatření znovu sešli na JC, shodli jsme se, že náročné období, které jsme dobře zvládli díky vzájemné podpoře a stálému kontaktu, nás osobnostně a profesně posunulo. Nabyté zkušenosti s novými způsoby komunikace a formami práce využijeme v dalším období a rádi se o ně podělíme.

Jitka Hloušková

Masaryk University Language Centre, Faculty of Education Unit

The online learning environment offers a wide range of tools. I believe it is important to use as varied tools and activities as possible in online learning to increase students' engagement. The tool I used for setting the agenda for online learning is the Interactive syllabus in IS, which allows for a clear overview of tasks and enables students to participate in discussion forums. To simulate face-to-face in-class interaction, I would recommend using Zoom video calls as Zoom is user-friendly (students just click on the link sent to them), displays a large number of students at once (in contrast to MS Teams) and enables the participants to share their screen. I often divided the class into groups of 3 and had 10-minute Zoom sessions with each group so that students practise speaking more intensively. If you would like students to practise and give presentations, a very useful tool is Screencast-O-Matic, which allows students to make a 15-minute video presentation, in which they record both themselves and their screen, for free. Another free and very easy-to-use tool to practise speaking is Vocaroo, an online voice recorder, where a student can record a monologue and then simply copy the link where the

recording is to be found. Finally, to make different kinds of quizzes and mock tests I found Quizlet, Quiz Maker and Google Forms the most useful.

Dita Trčková

Centrum jazykového vzdělávání MU, oddělení na Ekonomicko-správní fakultě

Zatímco úkoly k samostatné přípravě byly zaměřeny především na procvičování dovednosti poslechu, čtení a psaní, maximum času realizovaných online hodin jsme se snažili věnovat rozvoji vyjadřování v cizím jazyce a interakci. Vedle MS Teams jsme pro videokonferenční výuku využívali nástroj Zoom, jehož velkou výhodou se ukázala funkce umožňující rozdělení studentů pro práci ve skupinách. Online hodiny poskytovaly prostor pro konverzační témata, prezentace studentů s následnou společnou diskusí, hraní rolí apod. Rozvoj dovednosti mluvení a vyjadřovacích schopností však byl podporován i v domácím prostředí studentů prostřednictvím existujících online nástrojů. Pro nahrávky monologů a ústních argumentací na zadané téma byl studentům doporučen nástroj Vocaroo, který vytvoří záznam hlasu přímo na webu a umožní okamžité stáhnutí nahrávky ve formě mp3, a dále jsme použili Padlet, který funguje jako nástěnka, a nahrané výstupy jsou tudíž dostupné všem zúčastněným studentům. Výhodou tohoto nástroje je možnost zaznamenání personalizované zpětné vazby ve formě komentářů přímo k jednotlivým výstupům. Za účelem nahrávek krátkých prezentačních útvarů (do 1,5 min) jsme využili Flipgrid, který rovněž umožňuje shlédnout vytvořená videa všem studentům v dané skupině. V neposlední řadě jsme pro nácvik 2 minutových monologů na zkoušku využili i funkce Odevzdávárny v Informačním systému MU, do které byla následně vložena zpětná personalizovaná vazba od učitele. Pro podporu argumentace a vyjadřovacích „spontánních“ schopností písemnou formou jsme mj. zvolili diskusní fóra s tematickými vlákny (v rámci Informačního systému MU), kdy se studenti vyjadřovali k polemickým otázkám formou krátkých komentářů k názorům ostatních kolegů ve skupinách.

Marie Červenková

Postupy v konkrétních kurzech

Masaryk University Language Centre, Faculty of Law Unit

The role of learner autonomy has recently undergone a substantial change. While the language teachers at the Faculty of Law had been promoting learner autonomy in their English for Lawyers courses for quite some time, handling the issue with 'kid gloves', the coronavirus pandemic brought about a radical change. As the long-distance learning mode became the new standard, it forced everyone to adopt

the new methods, instantly plunging students into a full autonomous learning experience.

So what was it like for them? To write this reflection, I refer to two surveys carried out during this unusual term. The first one was conducted in the middle of the term, with the aim to monitor the immediate needs of the students at that point, and the second at the end of the term to see how both they and we have coped.

In the mid-term questionnaire, some students said they were doing fine but many expressed a degree of fear – a fear of missing deadlines and, more importantly, of not being able to judge what is important and what is not. Students in the final term were also worried about the final exam. These are the measures we have taken to address the above-mentioned issues:

- Offering on-line lessons in MS Teams
- Directing students to do the topic-based on-line support materials in the Information System
- Designing new Quizzes to summarise each unit
- Kahoot revisions
- Devising exam preparation on-line practice tasks, covering all task types

Another issue the students raised was the lack of motivation and absence of interaction between peers. We responded to the former by making the on-line tasks varied, using creativity and humour where appropriate. The latter was addressed by transforming the standard in-class team presentation project into an online task submitted as a team Power-Point presentation with voice-over. The results were mostly excellent.

At the end of the term, students generally expressed their appreciation and gratitude about how the term was handled. They said they liked being given a choice (e.g. MS Teams or on-line tasks). Many commented on the topicality but also enjoyability of the Quizzes. They also appreciated the detailed individual feedback on the tasks they received from teachers. Some of the students dealt with the situation in an unorthodox way, e.g. one of them confessed to a non-autonomous solution, namely hiring a private tutor. But most of them have become more active, confident and autonomous learners of Legal English.

Barbora Chovancová

Centrum jazykového vzdělávání MU, oddělení na Přírodovědecké fakultě

V magisterských kurzech již po několik akademických let procvičuji prezentace v rámci vědecké konference, což je pro studenty přírodovědných oborů aktuální a autentický úkol. Zatím projekt probíhal hlavně prezenčně v učebně, ale vzhledem k epidemiologické situaci bylo nutné přesunout většinu aktivit do virtuálního prostoru. Po počátečních obavách se podařilo studenty motivovat k systematické online práci. Vypracování písemných úkolů proběhlo obvyklým způsobem, studenti si připravili abstrakt ke konferenční prezentaci s krátkým profesním životopisem. Na abstrakt a bio dostali studenti od učitele a jednoho spolužáka písemnou zpětnou vazbu, připomínky zahrnuli do druhé finální verze abstraktu. Studenti si také v google.docs připravili výzvu „call for papers“, program konference a knihu abstraktů. O názvu konference obvykle probíhá živá diskuse, přesto se i tentokrát online formou podařilo najít originální názvy, měli jsme např. „Mathference“ nebo „European science week no. 42“. Během konference si studenti, kromě přednesení vlastní prezentace a účasti v následné diskusi, vyzkoušeli i roli předsedů sekcí, jejichž úkolem bylo představit jednotlivé prezentující a poté vhodným způsobem vést diskusi. Konference proběhla v MS Teams, je pravda, že online forma byla méně osobní (chyběla část, kdy studenti zkouší networking, interakci během přestávky s občerstvením), ale i tak snad splnila svůj účel. Dle reakce studentů jim konference přinesla nové poznatky a zkušenosti, naučili se používat MS Teams a více pracovat s online nástroji informačního systému. Jako učiteli mi vadila horší možnost navázat se studenty bližší kontakt, asi by bylo třeba zorganizovat častější online konzultace s menším počtem studentů, abychom si na tuto formu zvykli a byla pro nás přirozenější.

Eva Čoupková

Dojmy z online výuky

Jazykové centrum, Filozofická fakulta, Univerzita Karlova

V době koronavirové krize jsme v JC FF UK přešli do online prostředí ve většině kurzů do týdne od uzavření VŠ. Pedagogové JC se mohli rozhodnout, zda budou ve výuce pokračovat asynchronně přes platformu Moodle/e-mail, či synchronně online hodinami. Řada z nás se nakonec rozhodla pro kombinaci obou přístupů, nejčastěji používanými platformami byly Zoom, Adobe Connect a MS Teams. Někteří vyučující doplnili online výuku natáčenými videy – svými (výklady jazykových jevů) i studentskými (ukázalo se, že studenti mají menší ostych takto prezentovat a individualizovaná zpětná vazba je daleko přínosnější). Definovali jsme upravené požadavky pro získání zápočtu a potěšilo nás, že většina studentů v kurzech i za nové situace pokračovala. Jak se později ukázalo, v řadě případů byly jazykové

kurzy jedinými, které probíhaly ve formě pravidelných online setkávání, což bylo pro studenty důležité i z hlediska jinak omezené sociální interakce a vytvoření prostoru pro sdílení pocitů a strategií, jak se vyrovnat se vzniklou situací. Uzávěření škol se dotklo také práce na mezinárodním projektu „Mediation in Language Learning and Teaching“, jehož řešiteli je několik evropských univerzit (FF UK, Varšava, Helsinky, Kaunas). Náslechy kolegů plánované na konec března v našem JC byly přesunuty do online prostředí. Vzájemné náslechy v rámci online výuky a zpětná vazba zaměřená na využití mediačních technik v hodinách byly velmi přínosné. Úvahy o větším propojení nejen pedagogů, ale i studentů daly vzniknout sérii tzv. telemostů, vedených vyučujícími z univerzit ve Varšavě (W. Sosnowski – iniciátor telemostů), v Bochumi (M. Troitski), ve Freiburgu (N. Dominguez Sapien) a na FF UK (L. Dolanová). Díky nim se každý týden po dobu 1 měsíce setkávaly mezinárodní skupiny 12–15 studentů ruštiny na úrovni A2 a B1+. Setkání byla zaměřena zejm. na rozvoj interkulturní kompetence, jazykem komunikace byla ruština. Za zmínku stojí také peer-to-peer projekt, kdy studenti z Petrohradské státní univerzity (Mgr. program ruština jako cizí jazyk) v rámci praxe učili pod patronací K. Zubkovské naše studenty. Jak telemosty, tak i peer-to-peer setkání byla velmi pozitivně hodnocena studenty a rádi bychom na ně v budoucnu navázali.

Ladislava Dolanová

Masaryk University Language Centre, Faculty of Arts Unit

Transition to “Corona” methodology: Building on-line confidence to present and discuss

Since the main skills of my humanities-based¹ English courses include student presentations and discussions, I was at a loss as to how to involve students in the suddenly non-contact learning landscape. This was primarily because of my own reluctance to engage in video discussions and recordings. Live on-line speaking seemed daunting, as did having a video recording of the speaker in the corner of the PowerPoint. Thus, I opted for presentations with voice-over, allowing students to gradually work through the technology without the self-consciousness of being visually present, recording and rerecording the commentary at their own pace until they were satisfied. The students were then asked to post their presentation in their own DG2 thread, where others could ask questions and/or comment on both the content and form.³

In some cases, we eventually met through Zoom. Before the main class discussion, it was convenient to use the Breakout Rooms to divide students into smaller groups to prepare what they would say. As a part of their exam, the students would rework their original practice presentation, expanding the content and re-

vising any weak points. The final Discussion Session was done via Teams with a group of 4 students, who were to have watched the presentations of the others in advance and formulate a minimum of 3 questions. This led to very pleasant and supportive moderated discussions.

Having students upload their work in IS, engage in electronic peer reviews, post in ongoing DGs, and participate in on-line discussions all resulted in a good balance of activities that kept them engaged and motivated even under the non-contact conditions of the Corona lock-down.

1. For the Faculty of Arts and the Faculty of Social Studies.
2. Discussion Group within IS chat forums.
3. This was based on agreed upon conditions stated in the Presentation Criteria table.

Šárka Roušavá

Masaryk University Language Centre, Faculty of Education Unit

At the Faculty of Education, MA and Kombi I students of English for Social Pedagogy had a fairly smooth transition to distance learning. The course had been designed to run over Moodlinka, a virtual learning environment (VLE) that most of the students already had some familiarity with. Through Moodlinka, it was straightforward to set and collect weekly or topic-based assignments, though of course, several tasks had to be adapted for distant and asynchronous learning. The platform also allowed us to play around with alternative methods of interaction. Forums aside, we experimented with leaving audio, video, and in some cases – drawings. This variety of interaction went some way to alleviating the crushing repetitiveness of 'another day another forum', otherwise known as 'forum fatigue', for students and teachers! Quick replies to student emails were essential. They, obviously, gave students the information they required so that they could confidently continue their work, and also reminded students that they had not been forgotten. The lockdown period gave us all an opportunity to experiment with distant and digital learning approaches, and lessons I have learnt during this time will definitely be applied to future courses – particularly on Kombi courses. That being said, I am looking forward to being back in the classroom for 'face-to-face' teaching!

Chris Williams

Masaryk University Language Centre, Faculty of Informatics Unit

When all contact classes were cancelled at University this spring, there were so many issues that had to be addressed rather urgently. All the decisions that had to be made included so many aspects, so many other decisions, and the perspectives kept changing with every new regulation. At the Faculty of Informatics, we realized that it is not so much about the tools, the tools are there for the educators to take them and use them, but rather about the different limitations of the tools and about the feasibility of the course management, and also the comfort of the students. For our purposes in the biggest course we teach, we finally chose Google Hangouts Chat, which students accessed through IS. Students were put into groups according to their real timetable groups and they uploaded their presentations, received and provided feedback and otherwise interacted within those groups. It was a real pleasure to see the presentations really appearing in the groups and interactions happen. Not always did the students participate this actively though. What follows are the reflections of all other teachers at the unit at FI, who tackle the issues of students' attitude to learning, their motivation and their educational needs.

Eva Rudolfová

With the distance learning, many challenges had arisen for both teachers and learners. Since our English students were required to do most of their work independently, I have noticed huge differences in their approach to tracking of what they have done. While some students diligently completed not only all of their obligatory tasks, but provided enough evidence for extra work they had done, others were hardly trying to be subtle about their indifference towards the subject. As an example, one of my students provided a well-structured report with detailed overview of hours she spent on each activity. She included various skills and areas of English and worded her learning outcomes in a proper manner. She also added pictures of her hand-written notes and mind maps which really made me believe her efforts were genuine and worthwhile. Nonetheless, this approach could only be found in a handful of other cases (and perhaps not surprisingly, mostly girls). This made me realize that students differ greatly in their attitudes and unfortunately, most will opt for the easiest possible solution to their obligations.

Lucie Procházková

The common thread throughout all my courses this semester has been student motivation, or rather the lack of thereof. The lives of students have been inter-

rupted by the COVID-19 outbreak, and as a result they struggled to complete coursework, read relevant texts, and even engage with the class. One of the successful ways of motivating them was making sure to keep the classes “normal” as much as possible. This not only meant that all the course material and assignments did not change much, but that we also kept to our schedule – including, most importantly, switching to virtual classes as soon as possible and meeting at the usual class hours. Virtual classes helped students to reinstitute a sense of schedule to their studies, and meeting and discussing with other classmates on a regular basis helped them relieve some of the stress they felt. Overall, making sure the classes resembled regular face-to-face teaching allowed students to quickly get back on track in their studies and also substantially improved their mental health.

Antonín Zita

The unexpected twist of events in the spring semester brought about sudden and radical changes in our learning/teaching process and posed many obstacles for both teachers and students. One of the major obstacles in student’s motivation proved to be the lack of communication and feedback mainly for the students of my subject which is a hands-on type of class focused on soft skills ranging from presentation skills to negotiation and discussion. Number of students found the challenge to be too overwhelming and decided to quit the course. What I especially appreciated was some of them felt the need to send me an explanatory email why they decided to stop attending the course. The reasons they listed correspond with the issues we generally attribute to distance education challenges: lack of feedback, lack of interaction and support from both the teacher and peers, problems with discipline and time-management. I find their insight into their educational needs astonishing and the fact they want to learn ‘properly’ in my classes especially gratifying.

Marcela Sekanina Vavřínová



Jazykové pracoviště

Language Centre

Ústav jazykových a kulturních studií, Fakulta regionálního rozvoje a mezinárodních studií, Mendelova univerzita v Brně

Činnost Ústavu jazykových a kulturních studií na Fakultě regionálního rozvoje a mezinárodních studií (FRRMS) Mendelovy univerzity (MENDELU) v Brně navazuje na dlouhou historii výuky cizích jazyků na této univerzitě. Již v 50. letech minulého století byla na tehdejší Mendelově zemědělské a lesnické univerzitě (MZLU) založena Katedra jazyků, jejímž hlavním posláním v té době byla výuka ruského jazyka. V 90. letech 20. století byla Katedra jazyků přejmenována na Ústav jazyků a v této době také začalo docházet k postupnému rozvoji ústavu a zásadnímu rozšíření nabídky vyučovaných jazyků. Jazykový ústav byl na Mendelově univerzitě až do roku 2008 součástí Lesnické a dřevařské fakulty. V tomto roce došlo k založení Ústavu jazykových a kulturních studií tak, jak ho známe dnes v rámci nově vzniklé Fakulty regionálního rozvoje a mezinárodních studií. Posláním vyučujících na tomto ústavu nebyla „jen“ výuka cizích jazyků, ale také překlady a tlumočení pro ostatní ústavy nebo vedení bakalářských a magisterských diplomových prací. Ústav v průběhu své existence nabízel kromě tradičních jazyků také volitelné kurzy např. arabštiny, čínštiny nebo hebrejštiny.

V současnosti je Ústav jazykových a kulturních studií (ÚJKS) jedním z šesti ústavů na FRRMS a zajišťuje výuku cizích jazyků nejen na své domovské fakultě, ale také na Agronomické fakultě, Zahradnické fakultě a Institutu celoživotního vzdělávání MENDELU. Zaměřuje se na výuku angličtiny, němčiny, francouzštiny a španělštiny. Ve výuce angličtiny se počítá s předchozími znalostmi studentů ze střední školy, pokročilost nabízených kurzů tedy odpovídá úrovní B1 až C1 podle Evropského referenčního rámce pro jazyky.

Studenti Fakulty regionálního rozvoje a mezinárodních studií si kromě angličtiny v závislosti na svém studijním programu zapisují buď povinně nebo volitelně další cizí jazyk – němčinu, španělštinu nebo francouzštinu. Kurzy těchto jazyků jsou nabízeny i na začátečnické úrovni. Vzhledem k velkému počtu studentů v anglických studijních programech, ve kterých je též povinnost splnit minimálně dva semestry cizího jazyka, jsou francouzština a španělština vyučovány také v anglickém jazyce.

Studenti Agronomické fakulty a Zahradnické fakulty mají možnost upevnit své středoškolské znalosti angličtiny nebo němčiny v kurzech obecného jazyka a následně si povinně zapisují cizí jazyky pro specifické účely. Volí si zaměření, které odpovídá jejich studijnímu programu. Jedná se např. o studenty zemědělského inženýrství, agroekologie, zootechniky, ale také např. vinohradnictví a vinařství nebo



Obr. 1: *Budova Fakulty regionálního rozvoje a mezinárodních studií, ve které sídlí Ústav jazykových a kulturních studií*

krajinářské architektury. Pro Agronomickou fakultu zajišťuje ÚJKS také zkoušku z anglického jazyka v rámci doktorského studia.

Ústav jazykových a kulturních studií nenabízí pouze klasické kurzy obecného a odborného jazyka, ale v nabídce ústavu jsou i specializované předměty zacílené na akademické psaní v angličtině, prezentační dovednosti v angličtině, a další předměty zaměřené na jazykovědná a kulturní studia, nabízené na FRRMS jako povinně volitelné předměty. Tyto kurzy jsou vyučovány buď v češtině nebo angličtině a jako příklady lze uvést předměty Rozvojová antropologie nebo Jazyky v Evropské unii.

Ve své vědeckovýzkumné a publikační činnosti se ÚJKS zaměřuje na tři hlavní oblasti – kulturní studia, aplikovanou lingvistiku a didaktiku cizích jazyků. V oblasti kulturních studií se ústav zaměřuje především na mezinárodní rozdíly v komunitní léčbě drogových závislostí a možnosti využití tradiční amazonské medicíny při řešení této zdravotní problematiky. Dále se pracovníci v rámci kulturních studií věnují problematice vzdělávání znevýhodněných skupin obyvatelstva z Peru, Ekvádoru, Kolumbie a Brazílie v oblasti cestovního ruchu. Zkoumány jsou především formy turistických aktivit a jejich dopady na místní obyvatele.

S tímto odborným zaměřením souvisí i angažovanost ústavu v rámci konsorcia United for the Development of the Amazon (UNIDA). Jedná se o multioborovou platformu univerzit, neziskových organizací a soukromých firem, které společně usilují o udržitelný rozvoj Amazonie. Konsorcium vzniklo v červnu 2019 na základě společných vědeckých, a především vzdělávacích cílů, kontaktů a zkušeností všech zúčastněných organizací. Koordinaci konsorcia převzala Mendelova univerzita v Brně s tím, že prvotní impulz dala nezisková organizace Forest.ink, z. s., která působí v ekvádorské Amazonii. V této oblasti členové této organizace spolu se zahraničními partnery dokázali vytvořit unikátní přírodní rezervaci El Paraíso o rozloze 89 000 hektarů, která je vzorem pro práci v dalších regionech, kde konsorcium působí, tj. Peru, Kolumbie, Bolívie a Brazílie.



Obr. 2: Týden pro Amazonii na FRRMS spoluorganizovaný pracovníky ÚJKS ve spolupráci s konsorciem UNIDA

V oblasti aplikované lingvistiky se pracovníci ústavu soustředí na analýzu odborného diskursu souvisejícího se zaměřením FRRMS, konkrétně politického a korporátního diskursu, věnují se ale i různým tématům týkajícím se jazykové politiky, a to především v kontextu Evropské unie.

Pokud jde o oblast metodiky cizích jazyků, pracovníci ústavu se soustředí na tzv. „practitioner research“, který vychází z praxe a vede ke zlepšování kvality výuky cizích jazyků. Výzkum je zaměřen jak na výuku (teaching), tedy tvorbu sylabu a materiálů, tak na učení samotné (learning), tedy na strategie využívané studenty

při studiu, testování atd. Zvláštní důraz je kladen především na výzkum v oblasti autonomie vysokoškolských studentů při studiu cizích jazyků.

Kromě pedagogické a vědeckovýzkumné činnosti se také většina pracovníků ÚJKS věnuje překladatelské činnosti, především v rámci spolupráce s kolegy z ostatních ústavů FRRMS.

Pavel Reich

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Pavel Reich působí jako odborný asistent na Fakultě regionálního rozvoje a mezinárodních studií Mendelovy univerzity v Brně, kde je vedoucím Ústavu jazykových a kulturních studií a proděkanem pro vzdělávací činnost. Doktorát získal na Masarykově univerzitě v Brně v oboru anglický jazyk. Ve svém výzkumu se zaměřuje na analýzu politického a korporátního diskurzu a implementaci poznatků z tohoto výzkumu do kurzů angličtiny pro specifické účely.

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