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Third International Scientific Conference

ФИЛКО FILKO

ФИЛОЛОГИЈА, КУЛТУРА И ОБРАЗОВАНИЕ ФИЛОЛОГИЈА, КУЛТУРА И ОБРАЗОВАНИЕ
PHILOLOGY, CULTURE AND EDUCATION

ЗБОРНИК НА ТРУДОВИ СБОРНИК СТАТЕЙ CONFERENCE PROCEEDINGS

26-27 април 2018 / 26-27 апреля 2018 / 26-27 April 2018
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THE PLURILINGUALISM CONCEPT IN THE LEARNING OF THE SECOND FOREIGN LANGUAGE

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Abstract

The subject of this research is the plurilingualism concept in the second foreign language acquisition in schools. When the second foreign language learning begins, students already have acquired the knowledge and techniques from the mother tongue and the first foreign language. With this concept, students develop into active researches of the language they study. Mainly through transfer, students are able to find similarities between the languages they already know and the language they learn and then connect that with the knowledge they have already acquired and memorized. Furthermore, the role of mother tongue acquisition and first foreign language is emphasized which should cause sensitivity to the language and the language learning process. The role of the teacher is of great importance, he needs to be able to inspire discussion among the students and relate all their conclusions and hypotheses into meaningful utterances.

Key words: *plurilingualism, transfer, awareness, discussion, understanding*

Introduction

Living in the time of increased globalization and homogenization of the society, the extension in human-relationship system together with the wish for personal and professional success give an extraordinary importance to the mastery of foreign languages. The educational system should meet the needs created by the unusual mobility of people, the widening of territorial borders in which a life cycle takes place, the global dimension of cultural exchanges and lastly, the increasing heterogeneity of the learner’s population. In coloration with this, the modern society has convinced us that learning cannot only be considered as a partial aspect of life but must be considered as result of a permanent “availability” during our entire life cycle. The expression “life long learning” has become a recurring lexical reference in theories of educational science. This means that, the new foreign language teaching system should develop a new competences and skills by the students, so they could

continue, if needed, their education outside the school because learning foreign language is a lifelong.

In the past years the goal of foreign language teaching system was placed on one foreign language and had the ideal of so called “native speaker”. The student had to have a perfect speaking and writing skills but also to understand the culture of the people living in that country. In these two educational concepts, there are not only differences in the goals of teaching but there are also differences in their focus. Namely, the traditional language didactics was constructed for a homogenous group of students on the same age, origin, education and motivation and was focused on the educational program, teaching methods and the monitoring of learning success, while the plurilingualism didactics is dedicated on the learner and learner’s perspective and it is constructed for different heterogeneous groups of learners. This didactics is focused on the previous language knowledge, language needs and language learning experiences that the learners have shaped while they were learning the mother and the first second language.

In this labor I would like to point out the plurilingualism concept of learning the second foreign language. I would like to present the importance of the previous knowledge and the learning experience of the mother and the first foreign language learning. How are they included in the second foreign language concept, what is the role of the mother and the first foreign language by learning the second foreign language and how they could influence on this process?

The plurilingualism concept

The most important thing in plurilingualism didactic is the previous language knowledge that the learners bring with them at the beginning of the second foreign language learning, because it will define how the educational process will unfold. In this sense, according the previous language knowledge the learners are bringing with, (König, 2000) makes a difference between three types of plurilingualism. First of all is the retrospective plurilingualism where the learners are already plurilingual and they bring their knowledge of the language being thought in the classroom and they are in advantage over the other learners. Second is the retrospective-prospective plurilingualism where the learners are already plurilingual and they bring knowledge of the mother and the first foreign language but have no knowledge of the second foreign language, the language been thought. The third type is the prospective plurilingualism where the learner is monolingual and he starts to develop and expand his plurilingualism.

The main characteristic of this concept is that the previous language knowledge is helping the educational process in a way that it is not starting from beginning or “at

zero” but it is continuing by extending the existing language possession and there is no need of achieving the ideal “near natives” because more language will be learned so the level can be different.

The plurilingualism didactics is paying a lot of attention on the language learning experience. Although in the past years and in the old teaching theory the mixing between different languages by learning new foreign language was considered like a mistake, in the new didactics seems to be of crucial importance. It was thought that there is strict separation of linguistic inventories of specific languages in our memory even by our self-observation. By learning new words we could see that they are related with the same words in another languages that we already have in our memory. Our memory is not strictly divided but it is like a network in which knowledge elements are linked in different ways. According König (2000) the new knowledge is only stored in our memory if it is correlated with already existing knowledge. In this way it would be stored in our memory permanently. When we speak of only one language network, we should point out the importance of the mother language which forms the basis in learning the second foreign language. Anyway the learning process is different by every individual and every learner brings different preconditions and foundations in the process of learning second foreign language.

The aim of the plurilingualism didactics is not for the students to accumulate as much language knowledge and skills as possible in individual languages but to structure the basic elements of foreign language learning in such a way that profiles will be developed in the individual languages that correspond to the communicative needs of the learners and that can be developed later on, if needed, after the completion of schooling. It is also important for the learners to develop language teaching awareness (to know how to learn foreign language efficiently) so they could, if needed, to improve their language knowledge after the completion of schooling or learning new foreign language.

The role of the mother tongue and mother tongue teaching in learning second foreign language

As I have already said, the mother tongue sets the basis for acquisition a foreign language, so it should not be blocked out or separated from the learning of the second foreign language but it should be completely included in the foreign language learning because the individual has only one language network in which all elements of the new foreign language will be stored. So there are two aspects in the mother language learning that have major importance for the second foreign language learning: the development of sensitivity to language and the development of language awareness.

The sensitivity could be developed through experimentation with one's own language by many possibilities such as: including dialects, developing awareness of language registers, making rhymes and tracing rhythms, playing with language, the visualization of meanings, alienations of learners own language, discussing the grammar categories etc. This would help in the learning of foreign languages and will develop awareness and identifications of the linguistic forms of the mother tongue. Other possibility for development of sensitivity is discussing in the class, such as discussing other languages, comparing language structures, drawing languages etc. The development of language learning awareness means discussing one's own learning process like how we learn, how we remember things, how are words spelled correctly, how we recognize language categories etc.

The role of the first foreign language in the teaching of the second foreign language

The first foreign language has also a part in learning second foreign language. When the learners start learning the second foreign language they see that everything that they have learned until now is coming again but in new light. The learners have a new task and that is to expand their language experience of the first foreign language. So the learners should be encouraged to extend their experience and awareness by comparing the both foreign languages and discussing the cooperation, like what is similar, where can links be found etc.

Another more important skill that should be learned by learning the first foreign language and has extraordinary influence on the learning of the second foreign language is the awareness and expansion of language learning experience. By learning the first foreign language, new learning processes are activated and learning strategies are applied that can also be used in the learning of the future foreign languages. It is important to precise that in this area of learning to learn, teaching in the first foreign language can have the important long-term effect on laying the foundation for efficient learning of second foreign language, there by encouraging continuing lifelong learning of foreign languages. This means making learners aware of their own learning behavior when learning the first foreign language and discussing how they can change and improve their own behavior if necessary.

The transfer as a starting point

If we start from the fact that the individual has only one language network and as we have already pointed out that the languages are not learned completely separated and isolated of each other as it was thought but they are all linked up in one network, comes the question where are the new languages linked up with the already existing ones in our memory. The key role in this plurilingualism didactic has the **transfer**.

The first grade of language transfer is the increasing language possession. This means constructing “transfer bridges” (Meissner, 2000) between the mother language, first foreign language and the second foreign language. The main role in the construction of these transfer bridges have the similarities in languages and, with regard to vocabulary, the question of intensity of language contact. If there is close language type relationships and intensive language contact, these similarities will be easily identified. The learners are forming hypotheses about the similarities and encouraging themselves to speak about their observations is the main task of second foreign language teaching. It is also important to mention that all this require intensive discussion as well as intensive practice and training.

The second grade of transfer is to link up what we have learned with what we already know, with the existing foreign language learning experience and learning process. Transfer means to make the learners aware and to expand the language learning experience they have acquired while learning the mother and the first foreign language. So the attention on the second foreign language should be focused on learning techniques to improve the efficiency of foreign language learning and on the communication strategies for the more efficient use in life of what has been learned in school.

Principles of plurilingualism didactics

The didactic principles, teaching methods and learning process are dependent on specific conditions in a region or a particular group of learners. Such conditions are the objectives, the syllabus for the language to be learned, the learners and the teaching context. These factors are making the basis for the development of adapted teaching methods and learning procedures for the second foreign language teaching and learning. According this factors, five didactic principles are set out that must be adapted to take into account specific regional and learner-group conditions affecting tertiary language teaching.

The first principle is the cognitive learning, how the learners develop language awareness and language learning awareness. An increase of language awareness can be developed by consciously relating the learners mother language with the first and the second foreign language and with discussing in the classroom about the new languages, about how it relates with the existing language knowledge and how the new language to be anchored in the learners mind.

To increase the awareness of the foreign language learning process, the learners should experience the foreign language learning and to discuss it in the classroom. The learners should also pay attention on how these experiences could be extended and how the learning process could be more efficient. The importance of the “culture

of thinking aloud in the classroom” (Christ, 2000) should be pointed out here, because the discussion in the classroom means developing of meta-cognitive skills.

The second principle is understanding. Understanding is the first and starting point in the learning process and it is closely concerned with questions of processing information. The understanding means taking the similar phenomena in a comparison of existing languages with the new language and then organizing these in the memory in such a way that they could be reactivated if needed. Understanding also means analyzing one’s own learning behavior and it should not be a “silent process”. The function of teaching should be to “put into words” this silent process and to discuss it in the classroom.

The third principle is the orientation on the content. The learners of the second foreign language should be offered interesting topics that will be motivating during the learning. The topics that were actual when the mother and the first language were learned are not appropriate to the age and the interests of the learners.

The fourth principle is the orientation of texts and it is pointing out the importance of working with texts and assignments based on texts in the learning process of the second foreign language. Inductive exploration of language systems in the new language could be made by comparative analysis of the texts in the learned languages.

The fifth and the last principle is the economy of the learning process. Namely, less time is available to learn the second foreign language as the first foreign language and it is expected to reach the same level. The teaching material is covered faster and compactly and there is less time for exercises. But the developing of the economy principle offer us time-saving and efficient teaching and learning process. This means that the knowledge that we have from the mother or from the first foreign language allow us to build parallels in the linguistic system and vocabulary and give us more rapid and more efficient entry in the second foreign language. Discussions about the differences, trying out efficient learning strategies and techniques with learning aids also have the effect of saving time and making learning more efficient.

In conclusion

The plurilingualism didactic seems to be the didactics of the modern teaching system because it have satisfied the needs of the modern society. This new teaching didactic teach us how to learn not only in schools but also in everyday life when we need to answer upon our personal and professional tasks. Being ready to learn something new, knowing how to learn and knowing how to save learning time seems to be much appreciated in the modern society. The plurilingualism didactics does not require any special funds but a different access and aspect in the teaching and learning together. The role of the learners in this didactic will be changed from passive learners to active

discovers of the new target language. This plurilingualism methodology requires a continuous mental confrontation between cultural, lexical and structural differences between the second foreign language, the mother and the first foreign language. At school, the learners are encouraged to rely on their different languages and language knowledge as positive resources. This learner oriented inductive and comparative approach on working with languages and talking about languages is very different from the traditional learning of grammar. The whole process of comparing and reviewing turn learners into active discoverers of the language worlds in their own minds and on their own personal language learning process. Activating this pleasure in discovering the “world of languages” and the linguistic world in their own minds-how languages are structured, how they are interrelated, what can be done with them, how they are learned can be highly motivating for language learning. But we should also point out the role of the teacher who should find the most effective and appropriate methods and techniques to lead the learners in the new educational system.

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