

Thursday 4 June

12:00 - 12:40pm

Room: Block Y, Room Y306

Presentation Title: Building plurilingualism: Mexican learners in a self-access center

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Theme:	Self-directed and self-access learning
Presentation Type:	Paper presentation

Abstract

Area: Self-directed and self-access learning

In spite of the fact that English has been the foreign language most promoted in Mexico, this work shows how university students consider that learning other languages, such as Chinese, French, and German, is important to their future. This reality fits with recent work in Europe on the construction of plurilingual competence (Coste, Moore, & Zarate, 1997; Castellotti, Coste, & Moore, 2001; Beacco, 2007). Nevertheless, because in Mexico there is no explicit policy on plurilingualism, learners are obliged to search on their own for different resources in order to build this competence. With regards to the university framework, it was observed that learners use classrooms as well as self-access centers. It was also observed that learners learned from two to five foreign languages, often simultaneously.

In this presentation, we will show the different reasons learners give for learning several languages, the way they work with the different languages, as well as the beliefs they build from the languages they are learning.

The data for this qualitative research project was obtained through semi-structured interviews with thirty-three students from two Mexican Universities, creating a corpus of twenty-four hours of recording.