

La didactique intégrée des langues aurait-elle un effet positif sur l'utilisation des stratégies d'apprentissage en cours de langue étrangère ?

Exploring the Effect of Integrated Language Learning on the Use of Learning Strategies in French as Foreign Language

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1 Key concepts

Learning strategies can be defined as an organized, purposeful and conscious sequence of processes chosen by the learner to carry out a learning and/or communication task (see Council of Europe, 2001: 22). Language learning strategies are associated with greater autonomy and are therefore relevant in foreign language teaching (see Martinez, 2016: 376).

Integrated Language Learning (Integrierte Sprachendidaktik/Didactique Intégrée des Langues) aims to help learners make connections:

- between the language they are learning and other languages in their developing repertoire
 - with strategies developed in relation to other languages (see Candelier & Manno, 2023: 18).
- It is officially recommended by the Swiss Conference of Cantonal Ministers of Education for the secondary schools (EDK/CDIP, 2013; SMAK/CESFG, 2020), but empirical research is lacking (see Berthele, 2018).

2 Research question

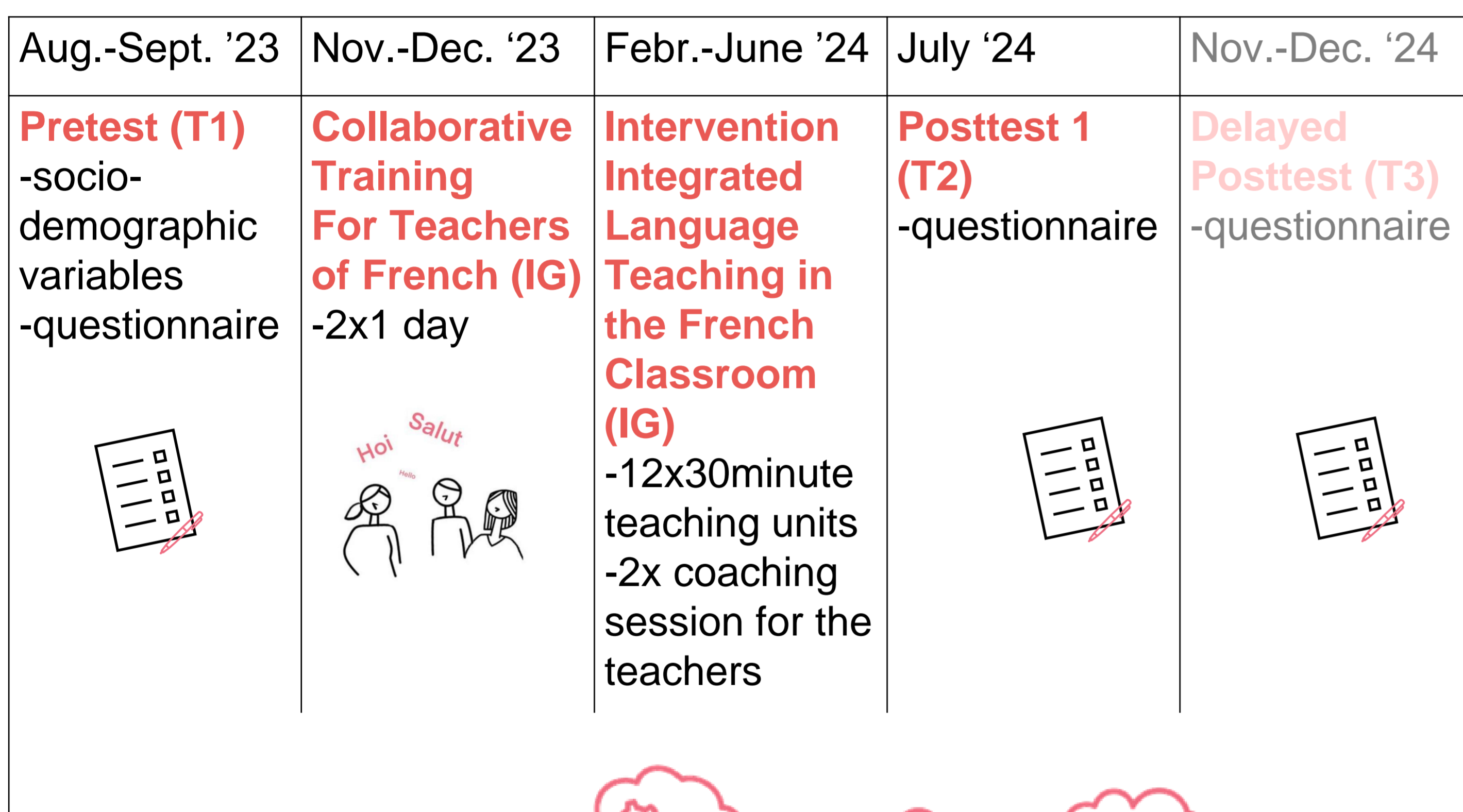
What are the effects of implementing Integrated Language Learning activities on secondary school students' use of learning strategies in French class?

Hypothesis 0: All students show an increase in their use of learning strategies over the course of the school year.

Hypothesis 1: Students in the intervention group (IG) show a higher increase in their use of learning strategies than the control group (CG).

3 Method and first results

Figure 1. Research Design



- Experimental intervention study with rerandomisation

- Longitudinal pre, post and delayed posttest design (see Fig. 1)

- Sample (T2): 608 students

→ 1st year of secondary school in German-speaking Switzerland (1. Klasse der Sekundarstufe 2)

→ age≈16.14 (σ=.848)

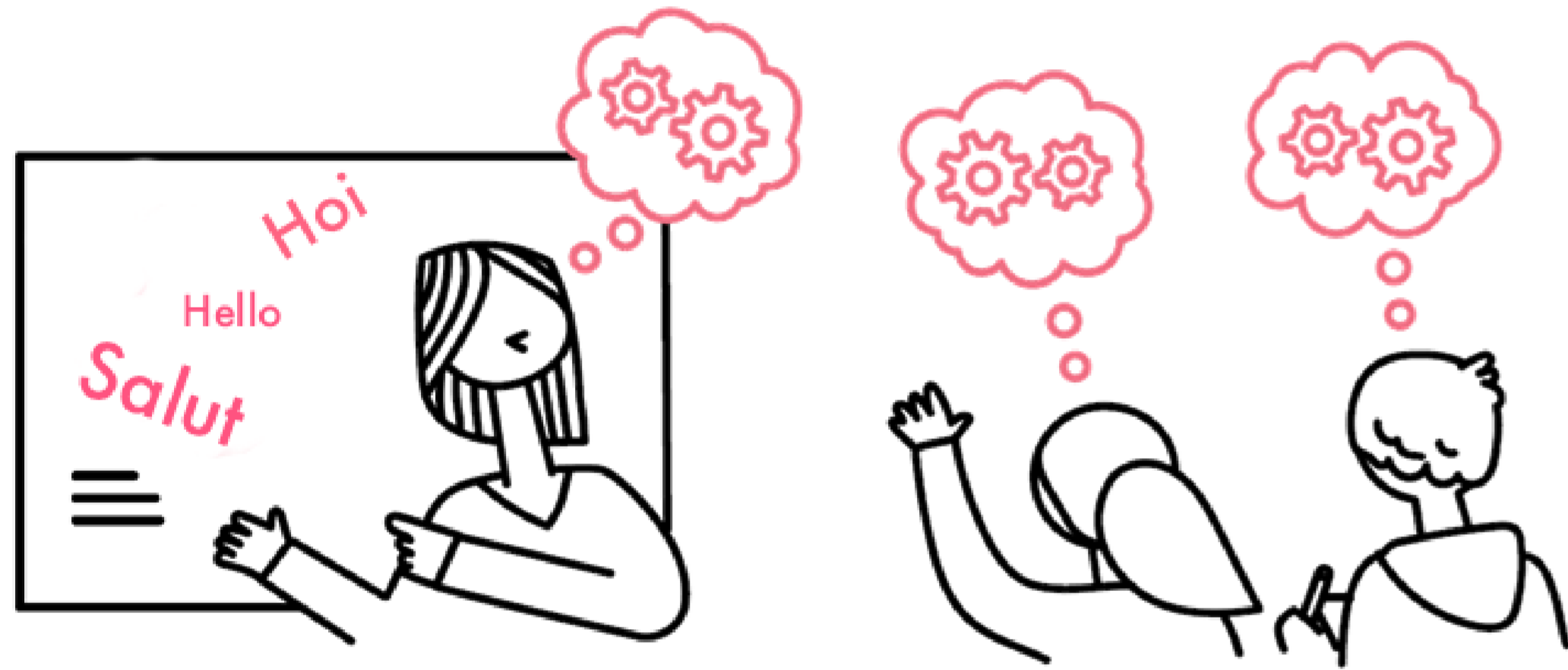
→ 59.0% ♀, 38.7% ♂, 1.2% ☿

→ learning German (school language), English (1st foreign language), French (2nd foreign language), when indicated Italian/Spanish/Russian/Latin/Ancient Greek (3rd foreign language)

→ IG= 300 students; CG= 308 students

- Statistically valid and reliably tested questionnaire based on the *Strategy Inventory for Language Learning* (SILL, Oxford, 1990).

16 items on a 5-point Likert scale (ascending order): plurilingual strategies (4 items), compensation strategies (3 items), affective strategies (3 items), metacognitive strategies (3 items), social strategies (3 items)



-Students in the sample make moderate use of plurilingual, affective, metacognitive and social strategies; they often use compensation strategies (see Fig. 2).

-Based on statistical calculations (2x2 repeated measures ANOVA):

→ **H1 can be accepted only for plurilingual strategies.**

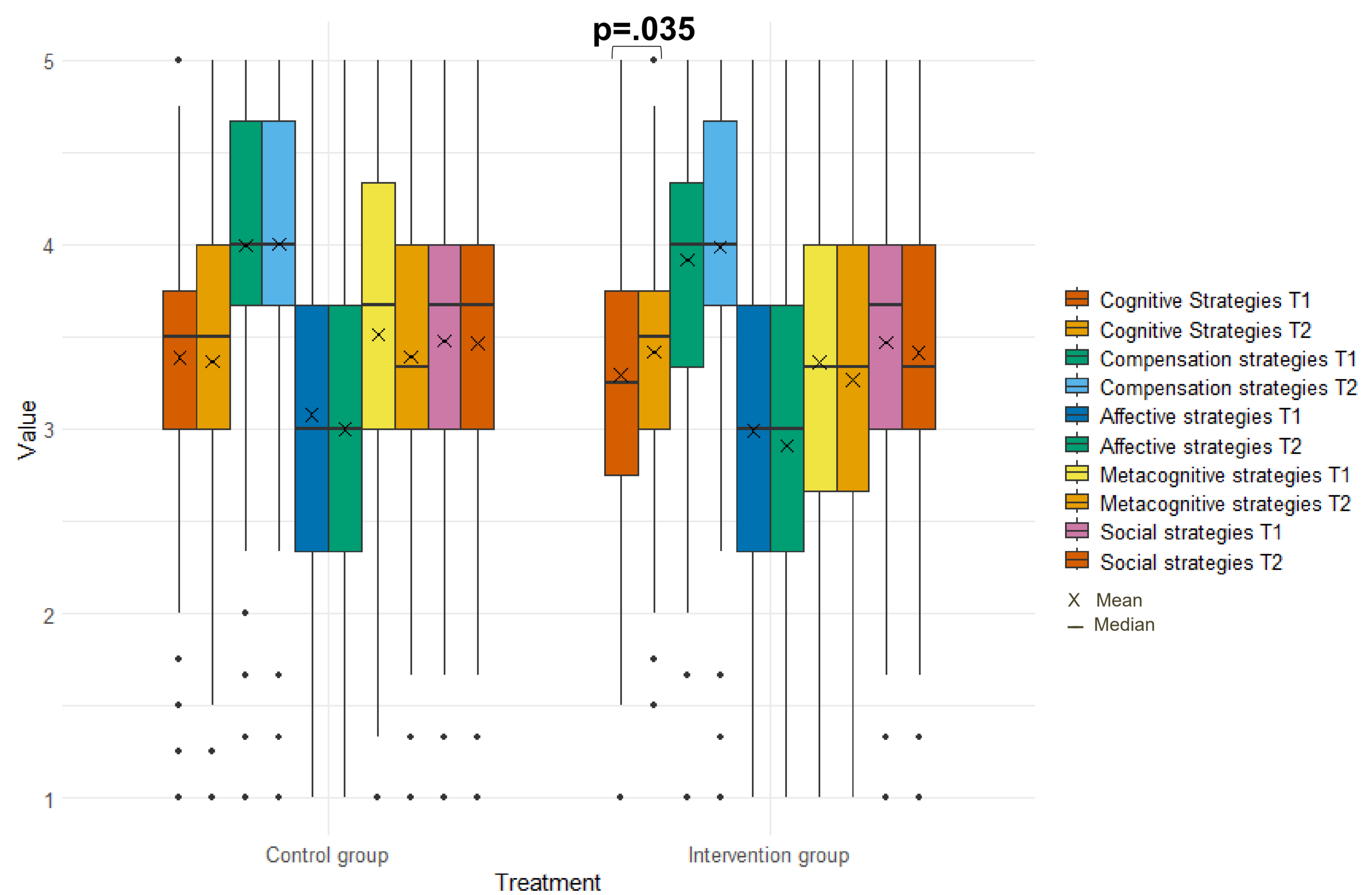
Significant interaction between time and group ($F(3,57334996.162) = 4,476, p = .035$) for plurilingual strategies. However, the effect is negligible ($\eta^2 = .008$).

→ **H1 and H0 can be rejected for the other categories of strategies.**

No statistical differences between T1 and T2 for IG and CG for compensation, affective and social strategies.

Significant main effect of time ($F(3,59097388.296) = 4,110, p = .043$) for metacognitive strategies. However, the effect is negligible ($\eta^2 = .007$).

Figure 2. Distribution of Strategies Values by Treatment and Time



The Integrated Language Learning intervention in the French classroom had an increasing effect on the use of plurilingual strategies for the IG at T2. The use of compensation, affective and social strategies remained stable over time. The use of metacognitive strategies decreased over time.

4 Practical implications for the French class

→ The use of learning strategies could be further promoted by teachers in order to optimize learning and promote learner autonomy. Given the plurilingualism of the students, it might be worth helping them to use plurilingual strategies more systematically.

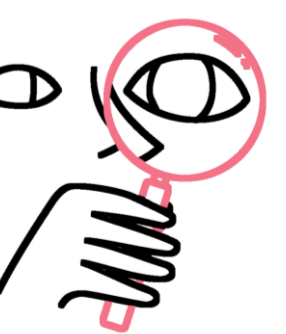
→ Integrated Language Learning tends to help learners to use more plurilingual strategies so that they know how to use German, English and/or other languages to learn French. This can help them to learn French more effectively.

→ The use of metacognitive strategies to reflect on one's own language learning should be trained.

5 Next steps

→ These initial findings will need to be confirmed at T3 and supplemented by further qualitative data that have also been collected during the study.

→ As Integrated Language Teaching has only recently become part of the official Swiss recommendations for secondary schools (EDK/CDIP 2013; SMAK/CESFG 2020), empirical research on its implementation needs to be continued.



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