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Advanced FL Students'
Self-Perception of Their Language Identity

A b s t r a c t : This article reports the results of a study of self-perception of their language identity by advanced FL students. The aim of the study is to observe what students' language choices are and what guides them in these choices. The concepts related to bi/multilingualism are taken into consideration, following Cook's opinion (1992, p. 558) that L2 users should be compared to bilinguals rather that monolinguals. The perception of the language self is related to language competence acquired in formal education. The findings will be referred to recent research on language and identity in a foreign language context conducted elsewhere, and suggestions for further study in the field will be provided.

K e y w o r d s : language identity, bi/multilingualism, language competence

> The importance of being multilingual is above all, social and psychological rather than linguistic. Beyond types, categories, methods, and processes is the essential animating tension of identity. (Edwards, 2009, p. 23)

Introduction

Bilingualism and multilingualism seem to be very broad terms which contain a number of different subcategories (Pavlenko, 2007; Edwards, 2013), as well as an array of concepts. In the report of the LINEE project on multilingualism in Europe the following key concepts are listed: culture, discourse, identity, ideology, knowledge, language policy and planning, multi-competence and power and conflict. Studies of bi/multilingualism focus on a variety of issues, such as gender (Pavlenko et al., 2001), emotions (Pavlenko, 2007), identity (Kramsch, 2009), the impact of bilingualism on language development (Białystok, 2005),

and the role of power relations in second language acquisition and identity formation (B. N. Peirce, 2000), to name just a few. The problem of identity is common to all of the above-mentioned studies, which is pursuant to David Block's postulate:

> Indeed, in FL and, in particular, SA contexts, it is important to explore how the symbolic capital of language learners mediates language learning activity and ultimately the kind of identity work that takes place. In FL contexts, long-term expectations regarding academic achievement might differ considerably along social class lines, with high expectations being inclusive of a positive disposition toward the study of an FL and low expectations framing such study as being of little use. (Block, 2007, p. 872)

Most studies of multilingualism and bilingualism concern expats or immigrants. However, with the advent of English as a lingua franca there appears a substantial number of cases of academic research devoted to FL context with the focus on the influence of English on learners' identities (Atay & Ece, 2009; Er et al., 2012; Guerra, 2012; Zacharias, 2012). Some researchers also focus on other languages than English (Kramsch, 2009; Coffey & Street, 2008). Nevertheless, a predominant fashion is to examine the issue either in SLA context or limit it to two languages, i.e. the vernacular language and a foreign one.

What Does It Mean to Be Bi/Multilingual?

In the Longman Dictionary of Contemporary English for Advanced Learners a bilingual person is defined as somebody who is able to speak two languages equally well, whereas a multilingual one is the speaker who is capable of using several different languages. Bialystok observes (2005, p. 581) that bilingualism is "a continuous dimension that describes the relative proficiency a person holds over two languages." Pavlenko (2007, p. 4) differentiates between monolingual speakers with long foreign language exposure, and those who speak two or more languages, and she terms them bilingual and multilingual respectively. She, after Cook (1999; 2002), makes a clear division between second language learners and foreign language learners, where foreign language learners are those who learn a language in the classroom and/or by themselves, and second language users are those who use a language for real life purposes. Foreign language learners differ from second language learners in that they do not use their language outside of the learning context. Pavlenko uses the term bilingual/

multilingual/L2 user to refer to those who use the second language outside of the learning context, no matter what their proficiency level is.

Concepts at Play in Bi/multilingualism

The first concept, language proficiency, is measured by language proficiency tests equated with linguistic skills such as listening, writing, speaking, and reading (Bialystok et al., 2005; Ehrlich, 2001). Yet, according to Hammemberg (2010, p. 94) it is a problematic issue as proficiency can vary in each language and it is difficult to determine the level of proficiency at which a language becomes one's own language. Proficiency also means adopting appropriate linguistic practices by regular users of the language and then adjusting them to one's personal preferences (Ohara, 2001, p. 231). A concept of multi-competence introduced by Cook (1992) which denotes various language systems grouped together in one's mind seem to overcome the problems posed by the difficulties connected with assessing one's proficiency, but above all it positions a bi/multilingual person with his/her distinct state of mind in opposition to a monolingual speaker. In other words, the bi/multilingual speaker is a specific speaker with a unique linguistic system. This view is shared by Kramsch (2009, p. 44), who, quoting Halliday, says that the way bilinguals deal with linguistic diversity makes them different from monolingual subjects.

The next concept is the identity/subjectivity of a language user. A multilingual speaker has been termed by Kramsch (2009) a multilingual subject, where prominence is given to the subjective aspects of language acquisition. Furthermore, this switch to identity in discussing multilingualism in postmodern times opens up new possibilities for looking at the issue from a new perspective, i.e. to see motivation as investment, an anxiety state as socially constructed silence, and the inability to say something as a symptom of power relations (Peirce, 2000). Thus, subjectivity appears as an entity constructed in a particular moment of time and speaking rather than the static body of an individual who speaks two or more languages. Moreover, it enables one to view one's self in various dimensions, such as one's competence (intelligence), or sense of humor (social attractiveness).

Traditionally, the motivation of a learner was seen in two categories, i.e. instrumental and integrative (Lambert & Gardner, 1972), but B. N. Peirce (2007) introduced the term investment which in a more informed way explains the learner's drive to study a FL. Who I am is partly described by the choice of what languages I want to speak. Therefore, investment is a concept which is tied to one's identity. It involves both personal as well as social elements. The

decision to study foreign languages and the language choice are based on one's interests, as well as the assumed symbolic value of a chosen language which can make the speaker a different person.

According to Kramsch (2009, pp. 15–17), language users become other people when they speak another language. The use of language may have a subjective relevance for learners. They may have heightened perceptions and emotions, may be more aware of their body movement, or have the feeling of a lost or an enhanced power. They use languages and their power to be what they want to be. This desire is the inner force thanks to which they can shape their subjectivity and become the subjects they want to be. A language creates a possibility to escape from or to explore the self. A multilingual subject is someone for whom language is not only an asset but also self-fulfillment.

Language acquisition is fraught with emotions. Pavlenko (2007) claims that emotions are the first condition for the embodiment of the language, and that languages learnt in the classroom lack such embodiment as they are not emotionally loaded. The only emotions learnt at school are connected with language anxiety. Speakers whose languages were acquired with the engagement of emotional memory perceive their language selves as emotional, embodied, and natural, and speakers who acquired their languages through declarative memory see their selves in L2 as detached and unemotional or even fake (Pavlenko, 2007, p. 189). True though this might be, it is also true that advanced language learners use their language outside the classroom, where emotions are revealed. These emotions guide them through their interactions allowing the speaker to get involved in a conversation or disallowing for such an involvement and positioning him/her as a silent listener/observer. Pavlenko observes (2007, p. 209) that bilinguals in some situations (usually on emotional grounds) refuse to speak one language and then they need to find a replacement. Does this situation concern FL learners? Is it only silence they are left to? Despite her different approach, Pavlenko says important things for FL learning and her observations lead to some important questions on bi/multilingualism in an FL learning context.

Finally, a scrutiny of the physical objects multilingual speakers use or feel attached to may indicate how far the speakers go beyond the classroom limits and their objects may shed some light on their identity. As Aronin (2012, p. 182) says, "an object is a representation of its user" and belongs to the user's private sphere. Some objects may have a strong emotional value. Some may be language-defined objects if they bear an inscription. Some, if they offer a linguistic choice, may reveal one's language identity.

In sum, the desire to speak a foreign language, and in particular the desire to speak a foreign language well, seems to be a way to become a unique, exceptional human being.

An issue that has intrigued me for a long time is whether those who study a foreign language at the advanced level, choose to work with this language

and work on its development in a foreign context perceive themselves as bi/ multilingual and if so, what elements are involved in this process and how such people feel in those situations, where they use a language to establish new contacts, at dorms or on exchange visits, or via the Internet. Hence they use the language for everyday practices, even if their use is different (limited), when compared to that of immigrants or expats. Though they gain the basics in the classroom, they move forward beyond the classroom walls.

The findings presented here come from a pilot study carried out in February 2014. The main research question was: How do FL learners at the advanced level see and aspire of themselves, and in consequence what is their perceived language identity? The main question asked was: Do foreign language users see themselves as bi/multilingual speakers? The supporting questions referred to FL learners' self-perceptions as related to key elements in bi/multilingualism.

Methodology

Participants and Method. The research group consisted of 103 people ($N = 103$), 18—third year students and 81—second year students of the Applied Linguistics Department at Adam Mickiewicz University, who study English and German, German being their major, and one additional language (L4) of their choice, either French, Spanish, Italian or Russian, and four family members, who speak at least one foreign language.

For data collection an introspective approach (Pavlenko, 2012) was chosen as the focus of interest was on the students' own assessment of the problem in question. The students' self-perception of their language identity was examined by the use of self-assessment procedures (Edwards, 2013), which reveal one's opinions about the speakers of certain varieties of languages and provide an insight into the learner's beliefs, as well as shed some light on her/his attitude towards the surrounding world (Research Area Report C 2009, p. 4). Questionnaire-based studies of bilinguals were also conducted by Pavlenko and Dewaele (Pavlenko, 2012).

The respondents were given a questionnaire with 13 open-ended questions and one closed question. They were questioned in Polish and asked to provide answers to the following open-ended questions: (1) What language do you speak at home? (2) What is the language of the community you live in? (3) How do you understand the concept of language proficiency? (4) What languages have you been learning and for how long, and how do you assess your proficiency in these languages? (5) How do you assess your ability to express yourself in reference to humor, personality, and intelligence in a particular language? (6)

Does any of these languages pose a problem and if so of what kind? (7) Do you feel that the right to use any language is limited, what language and when? (8) Which language is helpful in achieving set goals? (9) In what situations do you use a language? (10) What is your attitude towards FL communities? (11) How has learning an FL benefited you? (12) Do you feel different when speaking different languages? and (13) What material objects are essential to your language studies? In the last closed question the respondents were to state whether they see themselves as a monolingual, bilingual or multilingual speaker. (For the original questionnaire see Appendix 1.) The respondents were instructed that the questionnaire was for scientific purposes only and were given the prescribed time of 30 minutes. The answers obtained for questions 1–13 were scrutinized and divided into categories, thus leading to establishment of nominal scales, which were further computed into descriptive statistics for frequencies of the established categories. Finally, the results were compared within the studied group by means of inferential statistics suitable for nominal scale, chi-square test.

Results and Discussion

The respondents make a homogenous group, Polish being both their first language and the language of the community they live in.

The respondents' understanding of language proficiency, as the study revealed, is similar to the definition of language proficiency as the overall level of language achievement and four skills of reading, writing, speaking and listening. The highest scores were ascribed to the following categories: high language competence (29%), good communicative skills (27%), a very good command of language (15%), and accurate language use (15%). See Table 1 for all the categories of the respondents' understanding of the concept.

The age of acquisition (AoA), the age at which the L2 learning started (Pavlenko, 2012, p. 407), can be crucial for language fluency, despite contradictory views on this matter, like the one that post-puberty learning of an FL does not exclude high competence in a FL (Muñoz, 2006; Snow & Hoefnagel-Höhle, 1978). In the studied group the average age of beginning to acquire English and German is 12 and 11 respectively. So, the respondents were young/old enough to achieve language fluency. However, the SD signifies some variability within the studied group. The context of language acquisition (CoA), which can be instructed or mixed (Pavlenko, 2012, p. 407), for the respondents is instructed. The results are presented in Table 2.

Table 1

The concept of language proficiency

No.	Category	%
1.	high language competence	29
2.	good communicative skills	27
3.	a very good command of a language	15
4.	accurate language use	15
5.	the connection between language and thought	9
6.	speaking fluently or fast	7
7.	equal to native speakers' abilities	5
8.	ability to use the language	5
9.	cultural background knowledge	1
10.	ability to express one's self	1
11.	functioning in a society that uses this language	1
12.	expressing emotions	1
13.	high language awareness	1
14.	understanding sense and context	1
15.	expressing humor	1
16.	good pronunciation	1
17.	knowledge of technical terms	1
18.	ability to discuss more difficult subjects	1
19.	it has various meanings, but for me…	1
20.	No answer	2

Table 2

Age and context of acquisition

Language	Length of study (mean)	Length of study (SD)	AoA (mean)	Context	%
English	9,679612	4,570716	12,14896	instructed	95
German	10,6068	3,339933	11,22178		
L3	1,761765	1,369255	20,04881	mixed	5
L4	1,078947	0,845957	20,82857		

($N = 90$) / a respondent's age mean = 21,82857 (SD = 3,321345)

Different languages offer different possibilities for self-expression and the self can be different in different languages (Pavlenko, 2001; Kramsch, 2009). Bilingual speakers will show some preferences among their languages, when choosing one language over another depending on a communicative situation. The question on the choice of language revealed that there is a great variety of choices among the respondents depending on the situation. L1 was preferred by less than half of the respondents in all the situations given in the question-naire. English seems to be a language appropriate to express one's sense of humor (38%) and German—a language to express one's intelligence (26%). It should be borne in mind that the answers may reveal the respondents' beliefs

rather than the real situation, as attitudes consist of feelings, thoughts, and predispositions to act in a certain way (Edwards, 2003). However, the answers indicate that there exist some linguistic preferences among the study group. For all answers see Figure 1.

Figure 1. Language preferences.

For bi/multilinguals creating one's identity in another language/culture, for example learning how to respond to various levels of hierarchy or social status is vital (Jarvis & Pavlenko, 2008, p. 110). The results of the research indicate that FL speakers experience the feeling of social distance and higher status of the native speaker, but in general the focus of the respondents is on linguistic problems, where these (49%) outnumber personality ones (7%). The respondents are mainly focused on their linguistic competence, with sociocultural matters receiving only a little of their attention. Figure 2 presents all the answers in this respect.
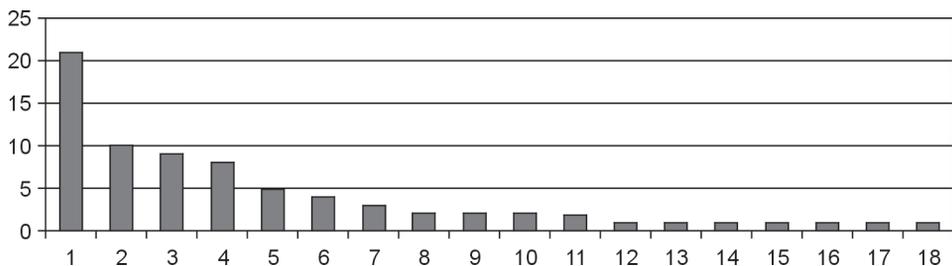
Figure 2. Languages and problems.

Note: 1 – grammar; 2 – not long enough period of studying; 3 – vocabulary; 4 – pronunciation; 5 – problems with communication; 6 – no opportunities to communicate; 7 – alphabet; 8 – language as a barrier to communication; 9 – reluctance to learn; 10 – lack of good basics; 11 – inability to understand native speakers; 12 – fear of mistakes; 13 – false friends; 14 – interlocutors not being open; 15 – shyness; 16 – stress; 17 – laziness; 18 – no problems.

Bonny Norton (2000) observes that in a natural context of SLA the right to speak is directly linked to identity construction. The limitation of this right, caused by an unequal distribution of power, hinders such a possibility. The majority (86%) do not feel their right to speak any language is limited. 14% of those who think otherwise cite situations like: (1) late at night in the street due to the lack of tolerance towards Germans in Poland (5%), (2) when people are more fluent than I am (3%), (3) when I cannot use Polish in an FL class (2%), (4) when I choose words very slowly, when I'm afraid of being laughed at, or (5) because French is being pushed out by English and German (Figure 3).
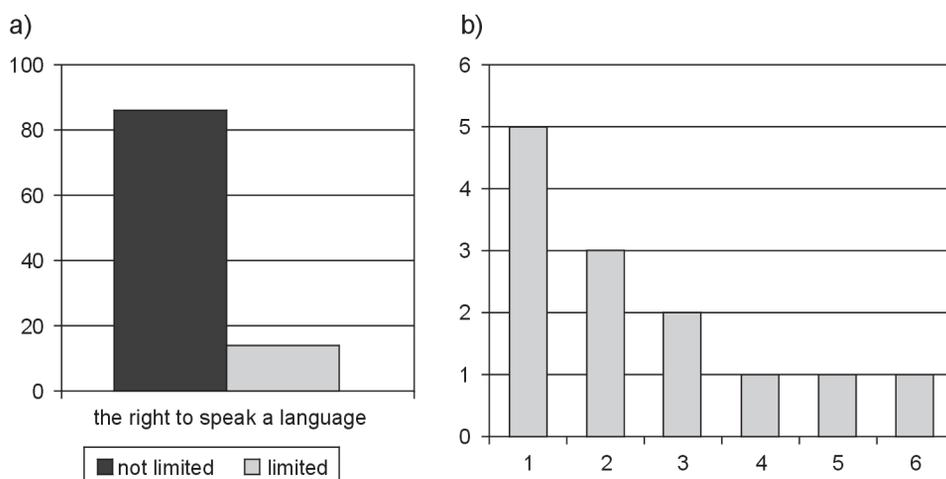

Figure 3. The right to speak a language (a); the situations when the right is being taken away (b).

Students are motivated by what they imagine they can achieve or become, e.g. translators, teachers, immigrants, travelers. For the majority of the respondents foreign languages are means to get a good job, German—60% and English—48%. Their motivation, the driving force to construct their identities through the languages they study (Kramsch, 2005), can be seen as making an investment, which better explains the differences in use of various languages in different contexts (Norton, 2000). Their language choices appear as means to fulfil their desires based on the imagined power of the language (Kramsch, 2009, p. 22). Their goals include: (1) to get a good job, (2) to communicate, (3) to travel, (4) to develop oneself, (5) to finish studies, (6) to emigrate, (7) to learn about a foreign culture, (8) to meet people, (9) to study abroad, (10) to get a certificate, and (11) to show dominance. Figure 4 shows the respondents' preferences as to listed goals.
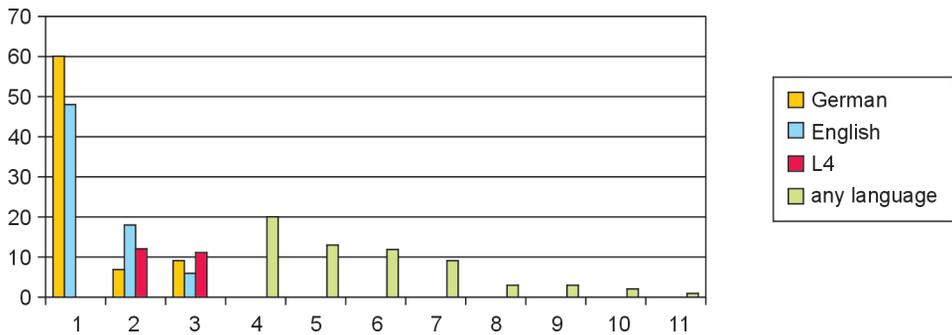
Figure 4. Languages and set goals.

According to Dwight Atkinson (2010) language as part of one's identity is part of one's self, linked to one's experience, and based on the learner's interaction with the environment. The answers do not show how this experience is gained or what the nature of that interaction is, but just point to the fact that the respondents extend the context of language use outside the classroom, which in turn creates good grounds for language embodiment, but needs further and deeper investigation. The situations provided involve their private life, in a dorm for example, where 47% use English, 24% – German, and 8% – L4, or travelling (24% use English, 23% – German, and 3% – L4). All the situations listed by the respondents are presented in Figure 5.
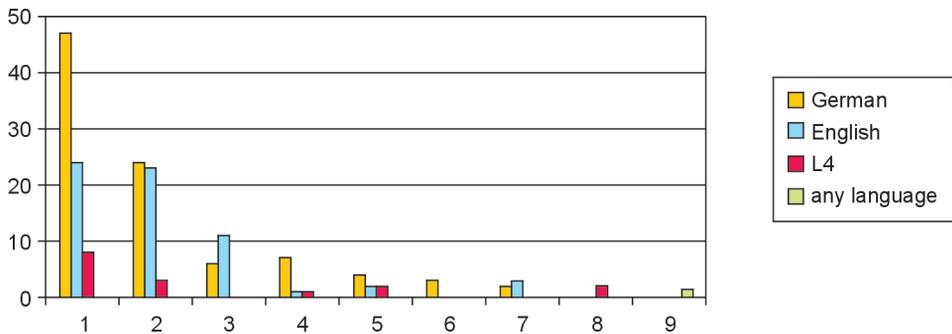
Figure 5. Context of language use.

Note: 1 – informal situations, i.e. in a dorm; 2 – when travelling; 3 – at work; 4 – for entertainment; 5 – new media (Internet, online chats); 6 – international organizations; 7 – Erasmus exchange programs; 8 – to maintain contact with family; 9 – whenever possible.

Language learning, like any other type of learning, brings about a change in one's mental state (Doughty & Long, after Atkinson). In the studied group the impact of language studies on one's personality was recorded. 76% of the respondents observe a positive change, and 9% said they had not changed at all. Figures 6 and 7 show the respondents' answers to the observed change and

positive change in detail respectively. The answers, however, do not allow us to probe deeper into the observed issues.
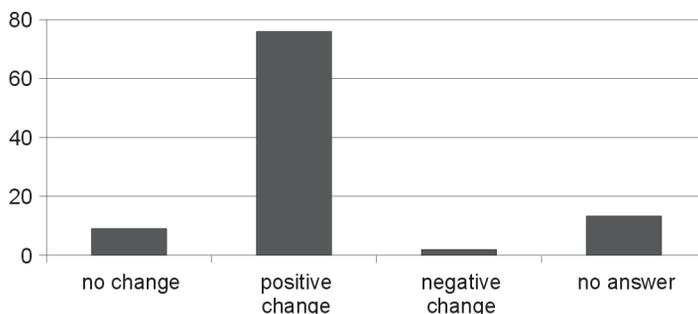

Figure 6. Observed change.
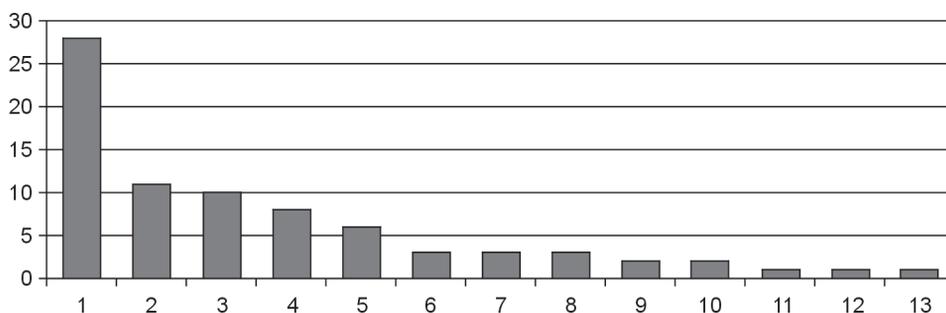
Figure 7. Positive change.

Note: 1 – open; 2 – self-confident; 3 – knowledgeable; 4 – aware of cultural differences; 5 – better mental abilities; 6 – sensitive to meaning; 7 – more communicative; 8 – better organizational skills; 9 – richer vocabulary; 10 – aware of mother tongue; 11 – more travel opportunities; 12 – wiser; 13 – better job perspectives.

The affective side is an integral part of one's language identity. The results of the study allow us to look at language emotionality (Pavlenko, 2012) to some extent. The study revealed that the students' attitudes to FL communities, which are likely to strengthen or weaken an individual desire to integrate with an L2 community, are positive or neutral. The question on the attitude towards FL communities did not reveal any strong prejudices. However, biased attitudes were evinced when respondents commented on their emotions connected with various languages. Namely, they feel cold or serious when speaking German or describe it as a "harsh" language. The negative emotions listed by the respondents (9.5%) point to linguistic anxiety or stress, in compliance with affective filter theory. Positive emotions (23%), like joy or satisfaction, are connected with the language achievements and self-fulfillment of the learner (see the discussion on emotional intelligence in Barzeger & Sadr, 2013). 47.5% of the respondents claim they do not experience any emotional change. The character

of the survey, which was built of short questions and answers, does not allow for an in-depth analysis of the respondents' emotions in their linguistic choices, nor can we see how these impact the subject position in order to further make legitimate claims about the respondents' embodiment of their foreign language, as Pavlenko postulates (2007, p. 200). The observed change is shown in Figure 8.
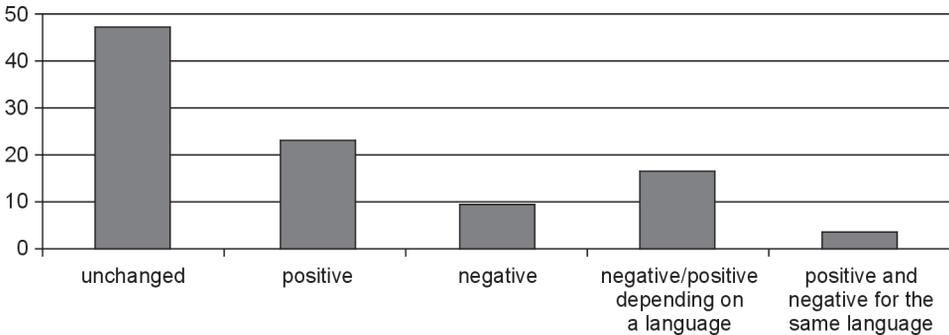
Figure 8. Languages and feelings.

The emotions cited by the respondents are presented in Table 3.

Table 3
Positive and negative emotions

Positive		Negative	
category	%	category	%
joy	30	uncertainty	11
satisfaction	9	stress	6
self-confidence	6	constrained	6
feeling at ease	6	feeling order and precision	3
feeling intelligent	3	feeling funny	4
pride	2	anger	1
warm home feelings	2	feeling not so good	1
cosmopolitan	2	feeling dominance	1
good mood	2	feeling formal	1
curiosity	1	feeling pompous	1
people have more to say	1	feeling strange as people don't speak this language	1
		feeling at a loss	1
		feeling exotic	1
		boredom	1
		the language offers a variety of interpretations	1
		coldness	1
		firmness	1
		seriousness	1
		"harsh" language	1

According to Aronin (2012), an object represents its user. Objects deemed important in FL learning by the respondents are mostly those linked to language study materials and represent an FL learner in an instructed context. Other objects (postcards, mp3, CDs, films, series) signify an informal context, where the learner engages with an FL for entertainment. Objects like postcards or chat rooms suggest a language user who is interested in maintaining contact or experiencing live conversations. When an object offers a linguistic choice, for example a Harry Potter book, a beloved possession of one of the respondents, the Polish (L1) translation of the English (L2) original is preferred. The objects represent both public and private spheres. The list of all objects is provided in Table 4.

Table 4
Objects of everyday use important for FL learners

Objects	%
blogs	1
books	15
CDs	6
colored fineliners	1
computers	14
course books	6
dictionaries	10
films	4
magazines	1
mp3	3
newspapers	2
postcards	1
radio and TV	10
series	1
slips of paper with new words	2

Though the perception of language selves varies among the studied group, as indicated by the number of categories obtained for each question, yet in light of the evidence gathered, three groups among the advanced FL speakers emerge: a monolingual, a bilingual, and a multilingual group. The answers in the study point to the fact that respondents assessed their language identity in compliance with the assessment of their language proficiency. The chi-square test run for the correlation between the respondents' language proficiency and their language identity ruled out variation due to chance alone. The null hypothesis was rejected, $\chi^2 = 0.036809$, p. = 0.05, $\chi^2 <$ p. (see Table 5 and Figure 9).

Table 5
Language fluency ($N = 103$)

Language fluency	Frequency %
fluent in two foreign languages	29
fluent in one foreign language	44
fluent in neither	27
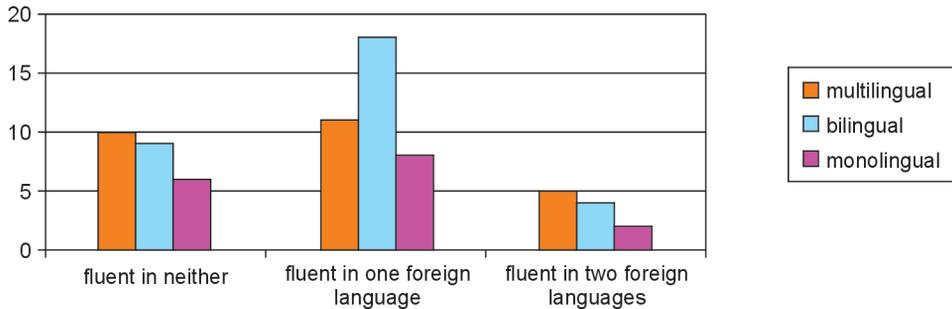
Figure 9. Fluency and perceived identity.

Conclusions

Comparing the results of this research to other findings in this area is problematic due to the sociocultural specificity of various studies. However, in making a selection I focused mainly on the findings of the research that concerned the formal education of students who exhibited multilinguistic competence, whether acquired in a formal setting only (Atay & Ece, 2009; Guerra, 2012; Zacharias, 2012) or in formal and natural settings combined together (Marshall, 2010). The findings of this research are partly in line with those presented by Zacharias (2012), who reports that encounters with native speakers appeared to magnify linguistic insecurity, and nonnative status is seen as a drawback. While in Zacharias's research all of the participants appeared to be fully aware that the use of English in public spaces would project negative identities, in my research this observation could be made in reference to German. In Guerra's study (2012), conducted among Portuguese students in a country which is linguistically homogenous, the suggestion that identifying a foreign language as a marker of one's identity has to do with the user's competence level in the language was confirmed. His other observation that curricula which lack sociocultural elements in language training(s) might be a deterrent to including the foreign language as a marker of identity may also hold true for the situation

revealed in my research. However, the overwhelming majority of participants in Guerra's study characterized English as a language which belongs to whoever uses it and see it as a global language for international communication. Despite the fact that Poland, like Portugal, is also a homogenous country, Polish students do not share this view. They see English as a language which can make them bi/multilingual. Atay and Ece (2009), Guerra (2012), Marshall (2010), and Zacharias (2012) report in their studies that the first language is seen as the most important language in the life of a human being and in formal education one's core identity is derived from the assumed first language culture. The results of the group studied in my research indicate that this is true only for some of the respondents.

Finally, the questionnaire used in this study allows us to analyze students' identities and their emotions only in very broad terms. It is possible to say that the respondents' perceptions of their language identities are partly the result of the system of formal education focused on accuracy, but the study does not provide for a deeper scrutiny of their identity construction. A follow-up study is needed in order to say whether FL learners can construct new selves and transfer native selves to a foreign culture, and whether formal education can lead to language embodiment, and appropriation of the symbolic values of the studied language in a formal context.

„I zaczęli mówić obcymi językami"*

1. Język używany w domu ....
2. Język społeczności, w której jest mój dom ....
3. Co oznacza wyrażenie „biegły w języku"? ....
4. Języki, które studiuję/uczę się/ uczyłam się

Lp.	Czas nauki (podaj lata)	Forma nauki (podaj rodzaj szkoły lub rodzaj zajęć)	Język	Zaznacz (V) język, w którym jesteś biegły
1.				
2.				
3.				
4.				

5. W którym języku najlepiej możesz wyrazić:
   swoją inteligencję ....
   osobowość ....
   poczucie humoru ....
6. Który język stanowi dla Ciebie problem? .... Jaki to problem? ....
7. Czy uważasz, że są sytuacje, w których odbierane Ci jest prawo do używania języka, który znasz? Jaki to język? .... Jakie to sytuacje? ....
8. Który język postrzegasz jako środek do realizowania stawianych sobie celów?
   Język .... cel/e ....
   Język .... cel/e ....
   Język .... cel/e ....
   Język .... cel/e ....
9. W jakich sytuacjach posługujesz się językami, które znasz?
   Język .... sytuacje/kontekst ....
   Język .... sytuacje/kontekst ....
   Język .... sytuacje/kontekst ....
   Język .... sytuacje/kontekst ....
10. Co myślisz o krajach/społecznościach, których język/i studiujesz?...
11. Czy nauka języków zmieniła Ciebie? Jak? ....
12. Czy używając różnych języków czujesz się inaczej? Jak zmieniają się Twoje odczucia?
   Język .... odczucia ....
   Język .... odczucia ....
   Język .... odczucia ....
   Język .... odczucia ....
13. Jakie przedmioty użytkowe były/są ważne lub wpłynęły na Twoją naukę języka?
   Przedmiot/y .... język ....
   Przedmiot/y .... język ....
14. Uważam siebie za osobę : a) monolingwalną, b) bilingwalną, c) wielojęzyczną.

Rok ur.: .... Płeć: K   M

Mogę i chcę wziąć udział w wywiadzie indywidualnym online. Mój adres mailowy: ....

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Dorota Owczarek

Die Perzeption von der Identität eines bilingualen Studenten mit fortgeschrittener Sprachkompetenz

Z u s a m m e n f a s s u n g

In dem Artikel werden Ergebnisse der Forschungen über Selbstperzeption der Sprachidentität in der Fachschaft Fremdsprachenoberstufe präsentiert. Die Forschungen sollten aufzeigen, was für einen Griff tun die Studenten bei Bestimmung ihrer Sprachidentität (ich begreife mich als einsprachige, zweisprachige, mehrsprachige Person) und wovon lassen sie sich dabei leiten. In der Diskussion über Zweisprachigkeit/Mehrsprachigkeit der Studierenden gebrauchte man Begriffe, die die Betrachtungsweise V. Cooks (1992) berücksichtigen. Cook behauptet, dass die Benutzer von der angelernten Sprache formal gesehen eher für zweisprachige als einsprachige Personen gehalten werden sollten. Man wollte vor allem ergründen, auf welche Art und Weise die Befragten ihre Sprachidentität für den Fall definieren, dass Sprachkompetenz in verschiedenen Sprachen unter formalen Umständen, d.i. in der Schule erworben und entwickelt wird, und wie sie das auf eigene Sprachkompetenz beziehen. Die Forschungsergebnisse wurden den in anderen Ländern durchgeführten Forschungen gegenübergestellt. Die Verfasserin sieht auch die Notwendigkeit, weitere Forschungen auf dem Gebiet anzustellen.