Individual learning strategies by students of Swedish and Finnish as a L2 in Sweden, Finland and France

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The purpose of this study is to inquire how academic level students of Swedish or Finnish as a Second Language strive for communicative competence in three countries: Finland, Sweden and France. The aspects of individual learning strategies and social networks are explored together with how the students perceive and self-evaluate themselves as language learners.

I will present various tendencies between the students of the countries in question while taking into account the ecolinguistic learner context. On the one hand, Finnish and Swedish have a different status in Finland and in Sweden. On the other hand, both languages seem quite exotic to the French students’ ears. Thirdly, the languages are not present in the same way in all of the countries. I shall take a deeper look at the language learning phenomenon anchored in space and time.

The presented results are based on my field studies conducted in 2013-2014 and 2014-2015 for my French-Finnish Cotutelle. My data consists of 97 hours of semi-structured interviews with both students and their teachers, 99 questionaries and hours of participant observations during language classes with special focus on oral expression. This ecolinguistic research will expectantly provide new insights into the domain of second language acquisition in a culture specific context.

Keywords: second language acquisition, communicative competence, learning strategies.