

Encouraging target language use and linguistic risk-taking during short-term-residence-abroad and language tourism.

“Being in a study abroad environment for an extended period of time allowed the learners opportunities to create, foster, and maintain motivation and social networks with the target culture” (Isabelli-García, 2006, 256). Nonetheless, both in long and short-term residence abroad contexts students may tend to remain within their usual language mode (Coleman, 2013; Mitchell et al., 2015; Paradowski et al., 2021) leading to the restriction of active, authentic language use, especially in short-term residences.

This present paper presents a didactic approach that encourages students to use the target language during study residence abroad (German: *Studienreise*). The didactic approach is conceptually based on *communicative language competence/language activities* of the CEFR (Council of Europe, 2001; 2020) and the *Linguistic Risk-Taking Initiative*, a project of the University of Ottawa which has already been modified for different contexts (Slavkov & Séror, 2019; Vetter & Cajka, 2019; Council of Europe & ECLM, 2018). In terms of linguistic risk-taking in contexts of (short-term) residence abroad or language tourism (Iglesias, 2020; Isabelli-García et al., 2018), communicative interactions and language learning opportunities within the target language environment may be considered as risks as they may lead to situations causing sources of error and misunderstanding.

The present paper gives some insights into the origins of the Linguistic-Risk-Taking Initiative. Its main focus is on the adaptation of linguistic-risk taking to a short-term cultural trip to Vienna organized for students from Spain, Portugal, France and Italy. For this context, a task-based booklet (*passport*) for the target language German is proposed to the participants. The learning opportunities included in this passport should encourage the participants to use German in so-called real-life situations. In addition to the presentation of the passport, the participants’ self-reports on language use during the cultural trip will be discussed. Moreover, the paper will raise the question of how to improve the didactic approach.

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