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del País Vasco

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Motivation in language education in minoritised language contexts: Language attitudes and language policy

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Think tank – Fostering motivation: what role for decision-makers and educators?

ECML-EC, Graz, Austria, 4 December 2024

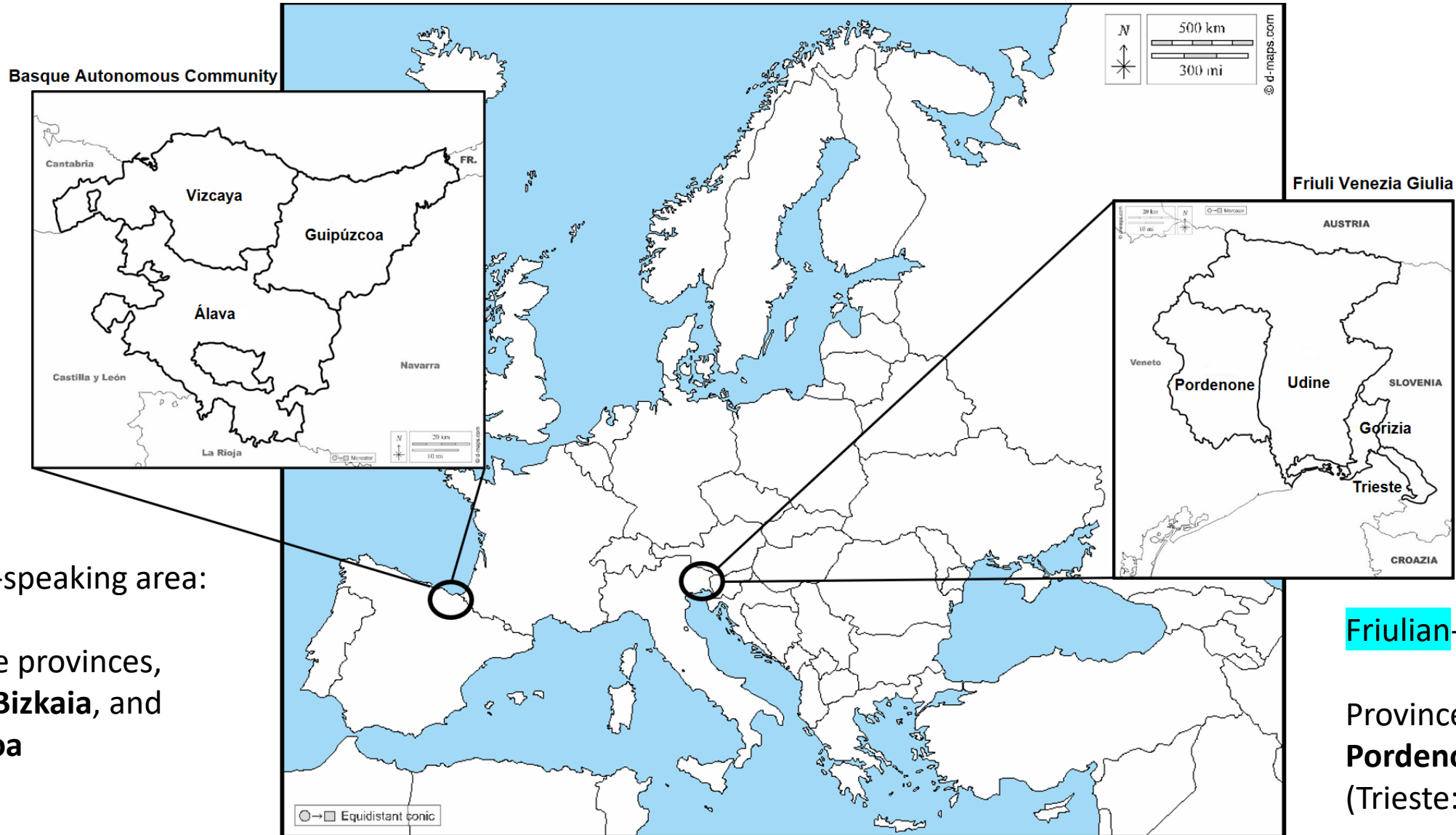
Outline

1. Introduction: Language attitudes
2. Focus on two minoritised language contexts: The BAC and FVG
3. Research findings: Written competence, Attitudes, Use
4. Key messages
5. Conclusions

1. Introduction: Language attitudes

- Attitude as “**a disposition** to respond favourably or unfavourably to an object, person, institution, or event” (Ajzen, 1988: 4), languages among them (Garrett, 2010)
- Language attitudes → **languages** and **speakers** (of such languages) (Dewaele & Diaz, 2018)
- Alignment of **Cognitive, Affective, Conative/Motivational** components of attitudes → Actual **practice** (Lasagabaster, 2017)
- Pivotal role of **school** (“through the formal or hidden curriculum”, Baker, 1992: 43)
- **Family language** and **school model** → university students’ language attitudes (Lasagabaster & Huguet, 2007; Bier & Lasagabaster, 2024b)
- Link **teacher attitudes** → **student attitudes** (Pygmalion and Golem effects: Rosenthal & Jacobson, 1968; Babad, Inbar & Rosenthal, 1982; in applied linguistics: e.g. Lee & Oxelson, 2006; Blanchard & Muller, 2015)

2. Contexts in focus: the BAC and FVG



Basque-speaking area:

All three provinces,
**Araba, Bizkaia, and
Gipuzkoa**

Friulian-speaking area:

Provinces of **Udine,**
Pordenone, and Gorizia
(Trieste: no Friulian)

Basque Autonomous Community (BAC)

Friuli Venezia Giulia (FVG)

Nr. of speakers of the minority language

- 36.2% Bilinguals; 18.6% Passive bilinguals; 45.3% No Basque
- **680,629** bilingual speakers in 2021 (vs. 630,000 bilingual speakers in 2016)
- **74.5%** of young speakers (**16-24 y.o.**) = bilingual (Eusko Jaurlaritza/Gobierno Vasco, 2023)

- 34% Regular speakers; 15% Occasional sp.; 51% No Friulian
- **600,000** speakers, of whom 420,000 regular and 180,000 occasional
- Speakers' average age = **53 y.o.**
- Avg rate of language loss = 0.64% a year (ARLeF, 2015)

Minority language in education

- Model A = Spanish Mol (Basque as subject)
- Model B = Basque and Spanish Mol
- **Model D = Basque Mol** (Spanish as subject)

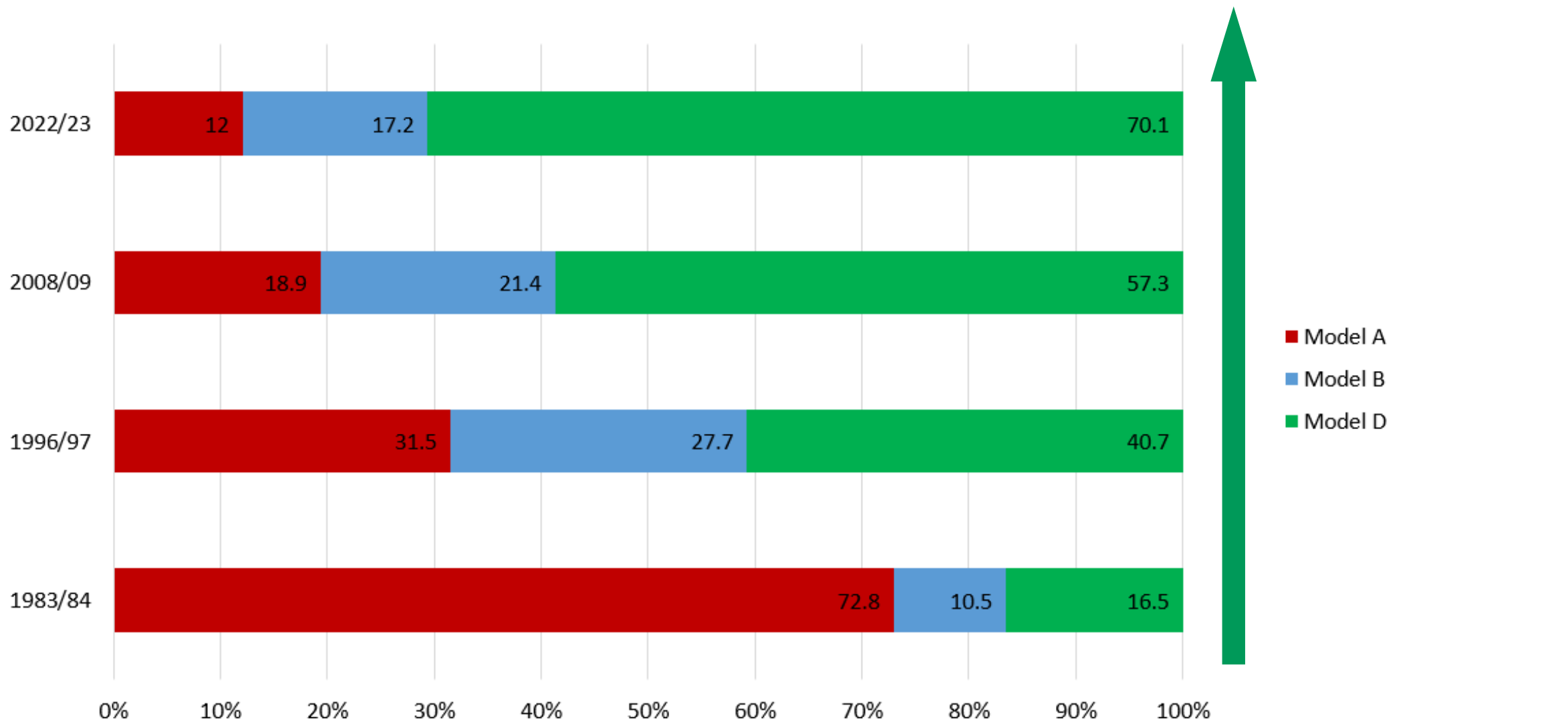
- **Main Mol** in schools in FVG = **Italian**
- Friulian = **optional** subject (30 hours/year)

School enrolments

2022/23 S.Y.: A) 12.03%
B) 17.21%
D) **70.14%**
(Eustat / Basque Statistics Institute)

2022/23 S.Y.: Pre-primary **47.9%**
Primary **45.3%**
Lower secondary **29.3%**
(Bier, Zanello, Ottogalli, 2024)

BAC: Evolution of school enrolments

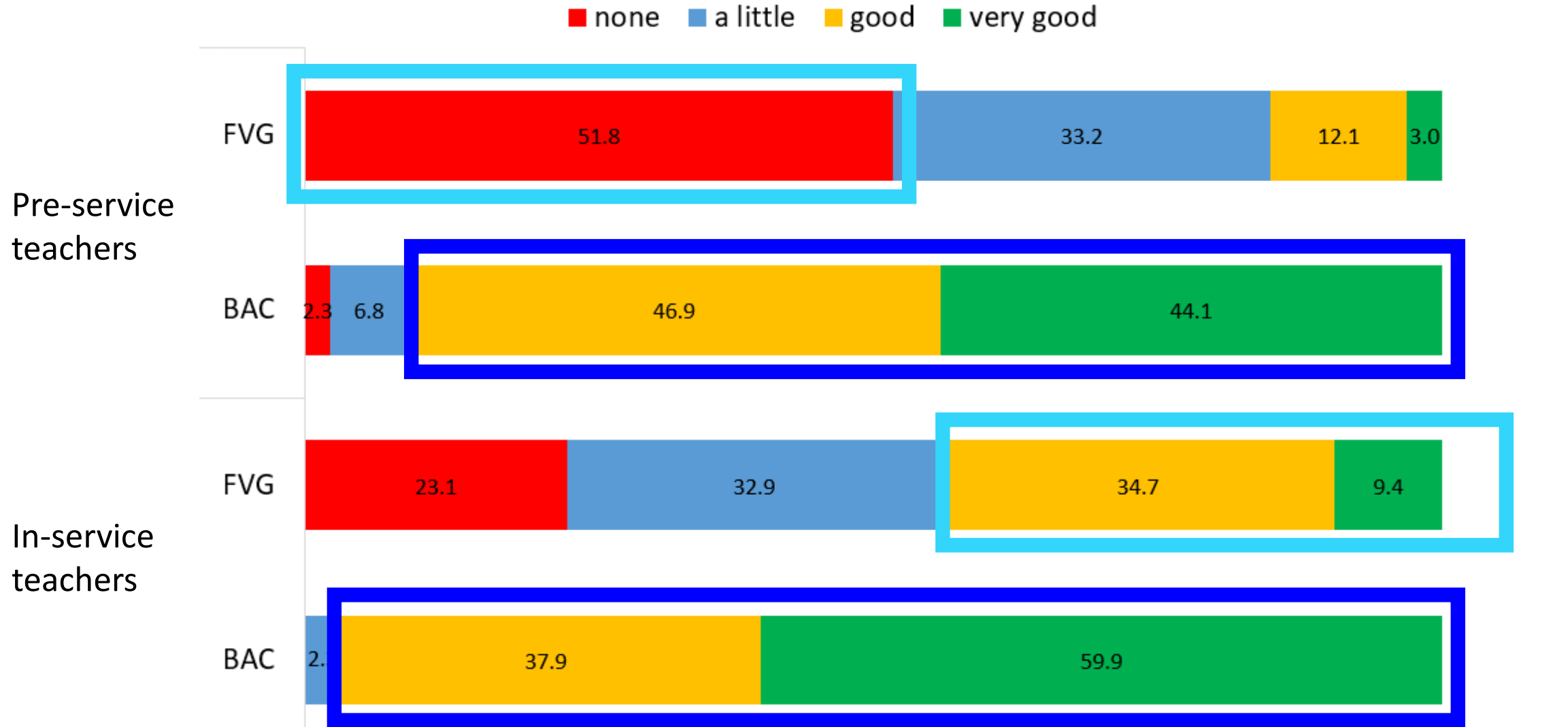


FVG: Evolution of Friulian classes attendance

Table 10 Friulian attendance in pre-school and primary education (public and semi-private) over the last 10 school years (2013/14–2022/23).

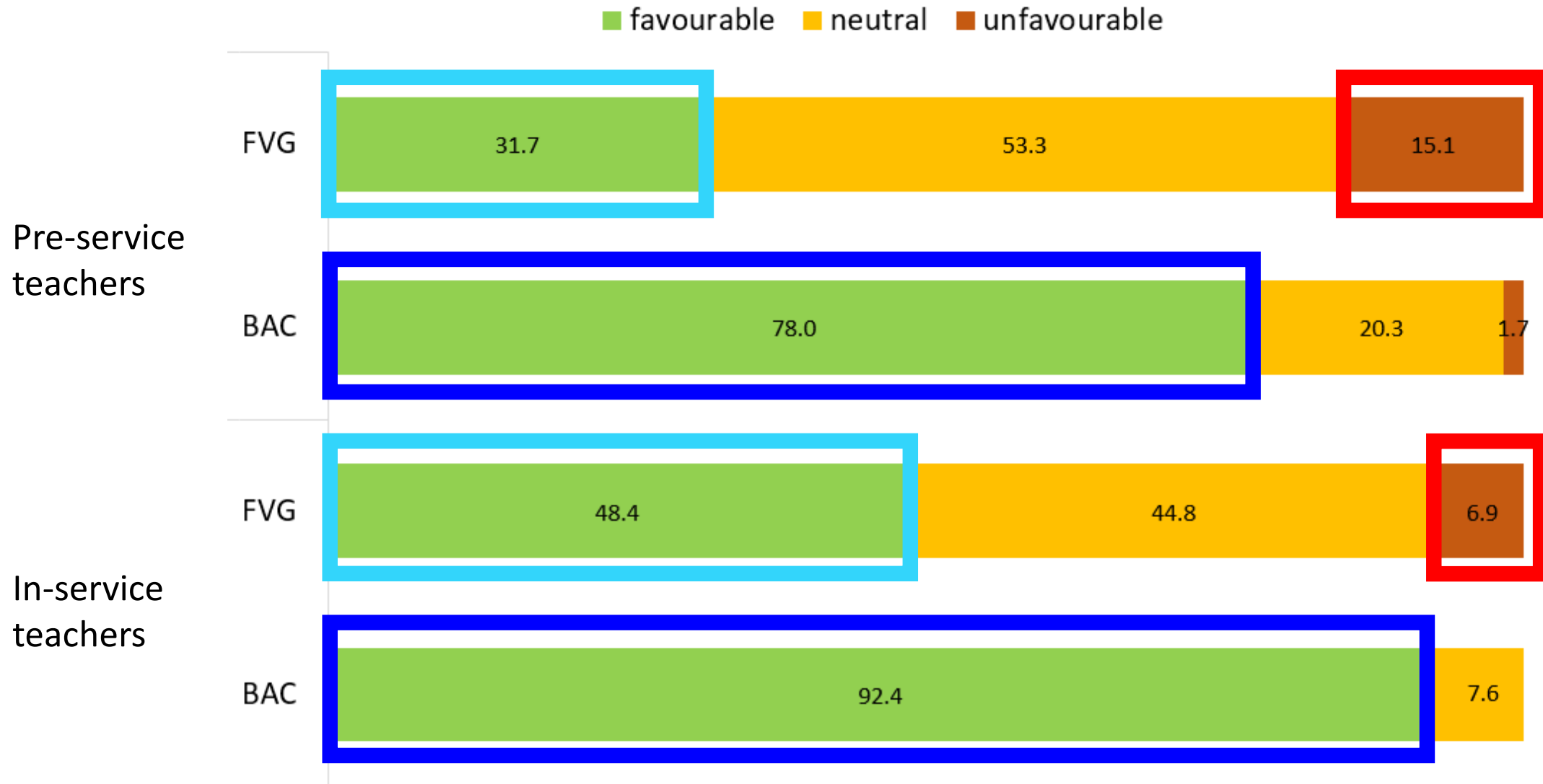
School year	Former province of UDINE			Former province of GORIZIA			Former province of PORDENONE			Total		
	(a) No. of pupils attending Friulian classes	(c) Total no. of pupils in former province	% (a/c)	(a) No. of pupils attending Friulian classes	(c) Total no. of pupils in former province	% (a/c)	(a) No. of pupils attending Friulian classes	(c) Total no. of pupils in former province	% (a/c)	(a) No. of pupils attending Friulian classes	(c) Total no. of pupils in former provinces	% (a/c)
2013/14 ⁽¹⁾	26,993	35,869	75.25%	1,323	9,033	14.65%	3,814	23,847	15.99%	32,130	68,749	46.74%
2014/15 ⁽²⁾	26,972	35,372	76.25%	1,496	8,956	16.70%	3,833	23,836	16.08%	32,301	68,164	47.39%
2015/16 ⁽³⁾	26,979	35,043	76.99%	1,589	8,876	17.90%	3,749	23,468	15.97%	32,317	67,387	47.96%
2016/17 ⁽⁴⁾	26,304	34,491	76.26%	1,484	8,740	16.98%	3,675	23,361	15.73%	31,463	66,592	47.25%
2017/18 ⁽⁵⁾	26,251	33,697	77.90%	1,408	8,656	16.27%	3,677	22,908	16.05%	31,336	65,261	48.02%
2018/19 ⁽⁶⁾	25,757	32,989	78.08%	1,415	8,530	16.59%	3,741	22,429	16.68%	30,913	63,948	48.34%
2019/20 ⁽⁷⁾	25,084	31,848	78.76%	1,232	8,343	14.77%	3,676	21,881	16.80%	29,992	62,072	48.32%
2020/21 ⁽⁸⁾	23,538	30,132	78.12%	1,475	8,169	18.06%	3,029	20,834	14.54%	28,042	59,135	47.42%
2021/22 ⁽⁹⁾	22,867	29,630	77.18%	1,132	7,992	14.16%	3,242	20,322	15.95%	27,241	57,944	47.01%
2022/23 ⁽¹⁰⁾	22,185	29,073	76.31%	693	7,901	8.77%	3,407	19,934	17.09%	26,285	56,908	46.19%

3. Research findings: Perceived written competence in Basque/Friulian



(Bier and Lasagabaster 2024a, 2024c)

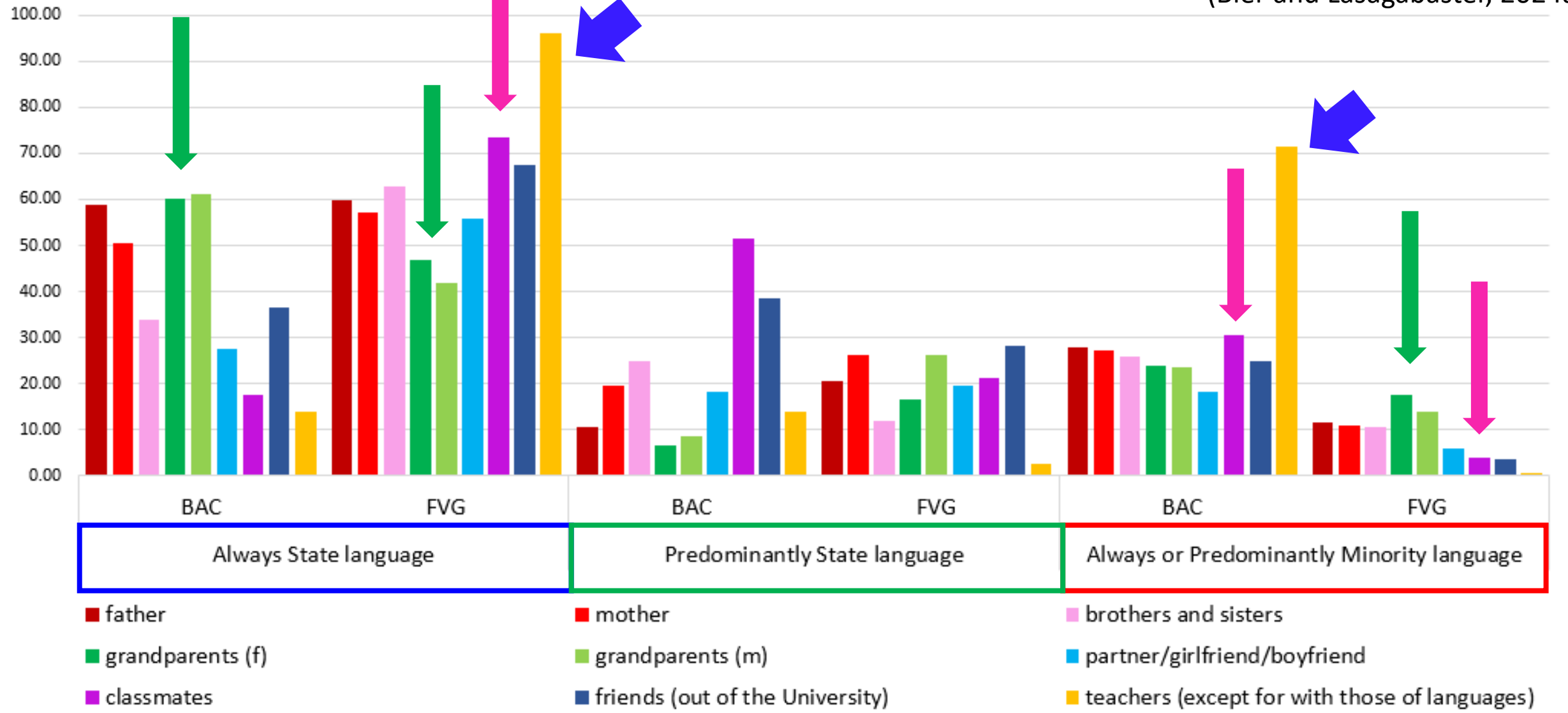
3. Research findings: Attitudes towards Basque/Friulian



(Bier and Lasagabaster 2024a, 2024b, 2024c)

3. Research findings: Use of Basque/Friulian

(Bier and Lasagabaster, 2024a)



4. Key messages

Teacher education and professional development

- Inclusion of a critical **language awareness** component (Young, 2014)
- Development of deeper sensitivity to the **affective dimensions of language learning and teaching** (Bier and Lasagabaster, 2023)
- Alignment with **FREPA/CARAP** (Candelier et al., 2012): knowledge (*savoirs*), **attitudes** (*savoir être*) and skills (*savoir-faire*)

Language policy as a driver of motivation

- Language policies **affect** motivation
 - Bold policies (e.g., BAC): promotion of language, positive attitudes, use
 - Lukewarm policies (e.g., FVG): insufficient to promote motivation and stop language decline

5. Conclusions

Multilingual education at the heart of democracy:

- **Inclusion** of local minoritised languages and **avoiding linguistic hierarchies** between "aristocratic" and "plebeian" multilingualism (Lasagabaster & Bier, 2024)
- Promotion of **sociolinguistic awareness** (O'Rourke & Ramallo, 2015) and **reactive multilingualism** (Ramallo, 2024)
- **Lifelong language engagement** among young generations
- **Motivational language education**: Language choices both **personally meaningful** and **socially significant** → learners' **empowerment**

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Graciis cetant pe vuestre atenzion!
Eskerrik asko zuen arretagatik!
Vielen Dank für Ihre Aufmerksamkeit!
Merci de votre attention!
Thank you for your attention!

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