



EUROPEAN CENTRE FOR  
MODERN LANGUAGES

1994

30

2024

CENTRE EUROPEEN POUR  
LES LANGUES VIVANTES

COUNCIL OF EUROPE



CONSEIL DE L'EUROPE

# Think Tank on Motivation for Language Learning

European Centre for Modern Languages, 4 December 2024

## Enhancing motivation for language learning: the promise of plurilingual and intercultural education

David Little

Council of Europe expert

# Overview

- Today's think tank
- The promise of plurilingual and intercultural education
- Overcoming one of the greatest motivational challenges
- Next steps?

Today's think tank

# Among the many positives we have heard today

## Policy

- A policy that obliges schools to offer a choice between at least two second foreign languages (Estonia, Marika Peekmann)
- A policy framework that treats language education as a never-ending source of inspiration and creativity (Romania, Christina Blaj)
- A local language strategy designed to boost young people's motivation to learn LOTE (Denmark, Ana Kanareva-Dimitrovska)

## Research

- A new rationale for teaching/learning LOTE linked to self-determination theory: from policy to pedagogy (Ursula Lanvers)
- The importance of language attitudes, especially in minoritized situations: Basque and Friulian (Ada Bier)
- The benefits of visualization (L2 motivational self system) as a resource for learner self-motivation in relation to LOTE in Sweden (Céline Rocher Hahlin)

## Policy, practice and research

- Powerful evidence-based arguments in favour of positive change (Jonas Erin)

# Among the many positives we have heard today

## Policy

- A policy that obliges schools to offer a choice between at least two second foreign languages

## Research

- A new rationale for teaching/learning LOTE linked to self-determination theory: from

How can we bring these positives into an overarching European perspective?

(Denmark, Ana Kanareva-Dimitrovska)

(Céline Rocher Hahlin)

## Policy, practice and research

- Powerful evidence-based arguments in favour of positive change (Jonas Erin)

# The promise of plurilingual and intercultural education

# The plurilingual approach

- Plurilingualism: the ability to communicate in two or more languages at any level of proficiency
- Plurilingual competence: “a communicative competence to which all knowledge and experience of language contributes and in which languages interrelate and interact” (CEFR, 1.3) → integrated proficiency
- Plurilingual education linguistically inclusive: in interaction with the language of schooling and curriculum languages, it finds a role for whatever languages learners bring with them

## Benefits

- Policy: focus not on languages but on learners and their repertoires
- Pedagogy: starts from the language experience and proficiency the learners bring with them

## The Council of Europe's view of the learner

- Adult education project of the 1970s, “Organisation, Content and Methods of Adult Education” (Janne 1977)
  - Emphasis on learner participation, empowerment, autonomy (Holec 1979, Oskarsson 1978)
- Common European Framework of Reference for Languages (2001):
  - Language learner as “social agent” with tasks to perform (CEFR, p.9)
  - Linguistically and culturally learners are not blank slates, hence the educational goals of plurilingualism and interculturality (CEFR, p. 43)

## The Council of Europe's view of language learning

- “Language use, embracing language learning ...” (CEFR, p. 9): the target language should play a central role in teaching and learning
- The CEFR's “can do” descriptors portray the *autonomous* language user/learner at successive levels of proficiency



# The CEFR Companion Volume's emphasis on mediation

Creates a previously lacking balance between non-reciprocal communication (reception and production) and reciprocal communication (interaction and mediation)

## **Descriptors for non-reciprocal communication** are

seemingly straightforward because they

- describe a learning goal/outcome
- imply appropriate teaching materials
- provide a focus for assessment

## **Descriptors for reciprocal communication**

are more problematic because interaction and mediation are contingent

Descriptors can capture an intended learning outcome, but

- how is learning itself to be organized?
- how are the complex skills that underlie successful interaction and mediation to be assessed?

## **B1 Reading**

*I can understand texts that consist mainly of high frequency everyday or job-related language*

## **B1 Written production**

*I can produce straightforward connected text on topics that are familiar or of personal interest*

## **B1 Oral interaction**

*I can deal with most situations likely to arise while travelling in an area where the language is spoken*

## **B1 Mediating communication**

*I can support a shared communication culture by introducing people, exchanging information about priorities, and making simple requests for confirmation and/or clarification*

# The plurilingual and intercultural approach summarized

- Brings the languages learners already know and use into interaction with the language of schooling and curriculum languages
- Encourages a holistic approach to curriculum design: repertoires before languages
- Encourages holistic pedagogies
- Accepts and seeks to develop further the autonomy of the individual learner
- Assigns a central role to target language use, embracing the challenge of reciprocal communication (interaction and mediation)
- Encourages positive motivation because
  - it starts from the learner: languages, interests, identity (Self-Determination Theory)
  - It offers immediate fulfilment: from the beginning learners are *users* of the target language

(Recommendation CM/Rec(2022)1 on the importance of plurilingual and intercultural education for democratic culture and its Explanatory Memorandum)

Overcoming one of the greatest motivational challenges

# The Romani–Plurilingual Policy Experimentation

- Language policy project of the Council of Europe, 2022–2025
- Aim: from a plurilingual perspective, to explore ways of using the Romani language to support the educational inclusion of Roma children
- Subsidiary aim: in contexts where Roma and non-Roma pupils are educated together, foster social cohesion by involving non-Roma in Romani-related activities
- Three countries and ten schools
  - Greece: Amaliada, Komotini, Volos
  - Slovakia: Košice, Šulekovo, Vyškovce nad Ipľom
  - Slovenia: Črenšovce, Maribor, Leskovec, Škocjan
- Three deliverables
  - Final report (case studies)
  - Pedagogical guidelines
  - Revised version of policy guidelines on which the project is based

## Ľ. Podjavorinskej Elementary School, Košice

- Romani language used to draw youngest pupils into Slovak as language of schooling: familiar Romani fairy tales narrated by a Roma classroom assistant capture their interest, which is sustained as they recycle the fairy tale in Slovak → high level of engagement
- In the same school, the teachers participating in the RPPE are using simple learner logbooks to support the development of basic literacy in Romani as well as Slovak → literacy development and self-esteem

Štvrtok 26.10.  
Ráno sme čítali  
po rómsky.  
Tosara ameh romanves  
genahas. Robili  
sme masky.  
Ameh kerahas masky.  
Všetci sme tancovali na  
Ameh kelkerahas  
savore pre chodba.

Štvrtok 19.10.  
Me bachta lo.  
  
som šťastnú.

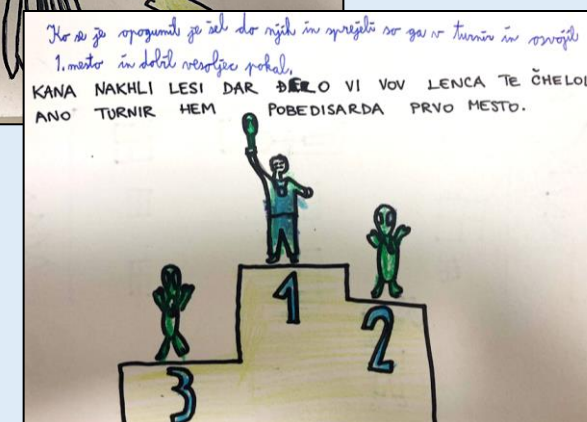
Utorok 17.10.  
Ráno sme jedli.  
Tosara ameh chajam.  
Čítali sme o jeseni.  
Ameh genahas palo jesos.  
Kreslili sme obrázky.  
Ameh kreslimahas opapira.  
Veľmi dobré.  
Mšťes.?)  
Píšoš pekne.

# Janka Padežnika Elementary School, Maribor

Petra Lebar Kac, grade 5 teacher, reports:

- “In a cross-curricular unit combining Slovenian and visual arts, students wrote a short story and illustrated it in the form of a picture book. The text could be written either in Slovenian or their mother tongue. With the help of a classmate, they also translated the text and supported it with an illustration.

“The students were very motivated to write the story in their mother tongue. They also showed great interest in second language texts and were eager to learn new expressions in the second language. They were proud of their mother tongue and were happy to present it to their classmates as well as to younger pupils to whom they read stories in different languages.”



# Leskovec Primary School

- A grade 4 teacher asked four Roma girls in his class to teach him the Romani words for familiar classroom actions and objects
- He said that what he really needed was a small bilingual glossary
- The next morning a glossary was waiting for him on his desk
- He then launched a project with the four Roma girls and the Roma classroom assistant to create a more extensive classroom glossary
- It took four weeks to complete and was then printed in colour and distributed for use throughout the school

**OŠ LESKOVEC PRI KRŠKEM**

**RAZREDNI SLOVENSKO - ROMSKI SLOVARČEK**

**Avtorji:**  
Alina Hudorovac  
Amina Jurkovič  
Nika Kovačič  
Nejc Plankar  
Sonja Valenčič

**OSNOVNE FRAZE**

DOBER DAN - LAČO DIVE  
KAKO TI JE IME? - SAR PE TUKE PHENI?  
IME MI JE ... - ME HINJU ...  
KAKO SI? - SAR HINJAŠ?  
DOBRO - LAČE  
SLABO - SLABO  
KJE SI DOMA? - KAJ HINJAŠ KHERE?  
DOMA SEM V ... - KHERE HINJU DU ...  
KOLIKO SI STAR/-A? - KEČI HINJAŠ PURANO/-I?  
STAR/-A SEM \_ LET - PURANO/-I HINJU \_ BERŠ  
RAD TE IMAM - RADO TU DIKERU  
LEPO TE PROSIM - ŠUKAR TU MANGU  
ZAKAJ? - JERE?  
KAJ? - ŠO?

**ŠTEVILA**

1 - JEK  
2 - DUJ  
3 - TRIN  
4 - ŠTAR  
5 - PET  
6 - ŠEST  
7 - SEDAM  
8 - OSAM  
9 - DEVET

**BARVE**

RDEČA - LOLI  
MODRA - PLAVO/MODRO  
ZELENA - ZELENO  
ČRNA - KALI  
RUMENA - RUMENO  
BELA - PARNI  
ROZA - ROZASTO

**V ŠOLI**

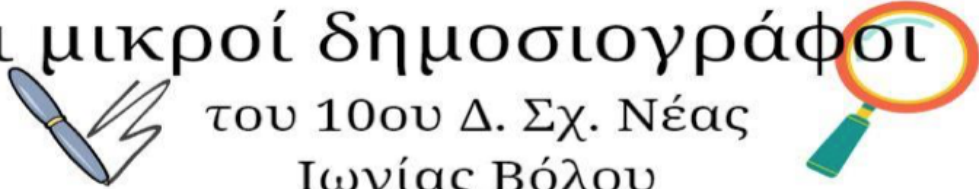
PRIDI SEM - AV KORDE  
POJDI SEDET - DŽA BEŠI  
HODI V ŠOLO - PHIR DU ŠOLA  
POJDI K TABLI - DŽA KU TABLA  
BODI TIHO - OV TIHO  
BODITE PRIDNI - OVEN PRIDNO  
UČI SE - ŠIKAV PE  
POVEJ - MOTHAV  
GOVORI - VAKER  
POSLUŠAJ - ŠUN  
BERI - KED  
PIŠI - PISIN  
POJDI VEN - DŽA AVRI  
POJDI NOTER - DŽA ANDE  
POJDI NA KOŠILO - DŽA PU KOŠILO  
JEJ KOŠILO - HA KOŠILO  
POJDI SE IGRAT - DŽA PE KHELI  
SI NAREDIL NALOGO? - KEJAŠ NALOGA?  
ALI TI GRE? - ĐAL TUKE LAČE?  
IMAAŠ SVINČNIK? - HILO TU SVINČNIKO?  
PRINESI MI LIST - ANA MANGE LIL  
ZAPRI VRATA, OKNO - ZAPHAND DARA, OKNO  
ZAKAJ TE NI BILO V ŠOLI? - JERE NA AJAŠ DU ŠOLA?  
NE VEM - NA DŽANO  
SEŠTEJ - ZBURIN  
ODŠTEJ - LE PROČ

**DRUŽINSKI ČLANI**

MOJA DRUŽINA - MRI DRUŽINA  
MAMA, MAMICA - DAJ, DAJORI  
OČE - DAD  
SESTRA - PHEN  
BRAT - PHRAL  
BABICA - DAJ PHURANI  
DEDEK - DAD PHURANO

# 10th Elementary School of New Ionia, Volos

- Previously a “Greek only” school, Volos now includes Romani in everything
- All teachers have started to use bilingual logbooks
- Pupils in grades 5 and 6 regularly produce a bilingual newsletter. As pupils work on the newsletter, they are using their developing literacy skills in Greek to create their own written version of Romani using the phonology and orthography of Greek



## Οι μικροί δημοσιογράφοι

του 10ου Δ. Σχ. Νέας  
Ιωνίας Βόλου

2ο φύλλο, Δεκέμβριος 2023-Ιανουάριος 2024

**Μια καινούρια ξεχωριστή αίθουσα**

Πριν από λίγο καιρό στο σχολείο μας εγκαινιάστηκε μια νέα αίθουσα. Αυτή η αίθουσα είναι σε ήσυχο και φωτεινό σημείο, γι' αυτό προτάθηκε από την κ. Σωτοπούλου Πέπη, υπεύθυνη της σχολικής βιβλιοθήκης, να γίνει και η βάση της. Την βιβλιοθήκη την επισκέπτονται πολλά παιδιά και δανείζονται βιβλία κάθε εβδομάδα. Μαθητές και μαθήτριες της Στ' τάξης είναι βοηθοί βιβλιοθηκάριοι. Επίσης εκεί πραγματοποιούνται βιβλιοπαρουσιάσεις, κατασκευές, προβολές ταινιών και στον χώρο αυτό εργάζεται η συντακτική ομάδα της σχολικής εφημερίδας. Η αλλαγή αυτή είναι μια ευχάριστη εξέλιξη για το σχολείο μας που θα βοηθήσει πολύ όλους μας!

**Φιόρα Λίκα, Ευθαλία Δασκαλοπούλου, Στ1**

Πριν από λίγο καιρό κο σκουλείους αμαρέστε, πουτάρδιλο εκ νεβί τάξη. Εισή σε ήσυχουσντα φωτεινός ταν γι αυτό κεντάμλες βιβλιοθήκη. Η βιβλιοθήκη α βένα μπουτ χουρδί ντα λένα βιβλία κάθε εφτά μέρες. Μαθητές ισί βοηθοί της κυρίας Πέπης. Ακανά οθέ αβιλέ νεβέ βιβλία, κερένε ντικάσα σιναμάς, οθέ κερέλα μπουτί ο χουρδέ κερένα η εφημερίδα. Ανταγιά αλλαγή κερέλαμεν χαρούμενοι!!

**Παναγιώτης Πετρόπουλος,**

**Παναγιώτης Ζαφειρόπουλος Στ4**



Next steps?

# Actions

- Publish inspiring examples and a Motivation Manifesto on a dedicated website
- Consider the potential for further action at a European level in this area

## Some suggestions

- The Motivation Manifesto should be seen as an addendum to and gloss on Recommendation CM/Rec(2022)1, on the importance of plurilingual and intercultural education for democratic culture
- The Manifesto should be produced by a small working group convened by the ECML
- The main text of the Manifesto should be as clear and compact as possible, identifying the challenges to language learner motivation, possible responses, and the roles of policy makers, teacher educators, teachers and researchers
- The Manifesto should be accompanied by an explanatory text similar to the Explanatory Memorandum that accompanies the Recommendation