



*LINKING **WHY TEACH** LANGUAGES?
TO **WHY LEARN** LANGUAGES (OTHER
THAN ENGLISH)?*

*RATIONALES AND MOTIVATION FOR
LANGUAGE LEARNING BEYOND GLOBAL
ENGLISH*

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- **Language Learning Beyond English:**
- **learner motivation in the 21st century**
- **Cambridge University Press**
ELEMENT



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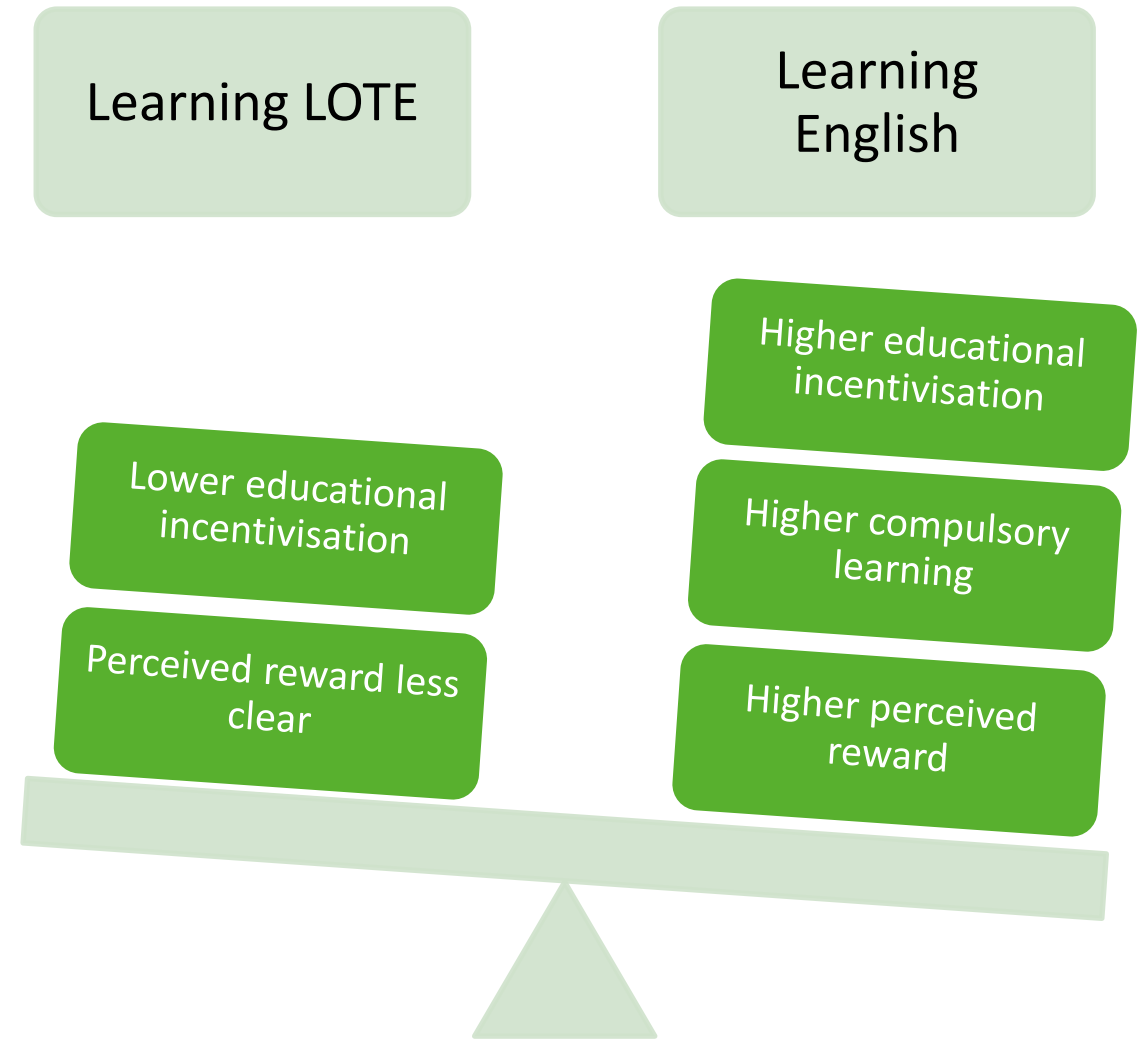
IN THIS TALK

1. Global English has changed the **global language learning landscape**
2. **rationales** for language learning
 1. historic rationales
 2. demands for new rationales
3. a **new matrix** of language learning rationales
 1. address **both justification** of language teaching and **willingness to learn**
4. harnessing rationales for **motivational purposes**: Self Determination Theory



1. GLOBAL ENGLISH HAS IRREVOCABLY CHANGED THE GLOBAL LANGUAGE LEARNING LANDSCAPE

PROBLEM 1:
EDUCATION SYSTEMS >
ASYMMETRY



1. GLOBAL ENGLISH
HAS
IRREVOCABLY CHAN
GED THE GLOBAL
LANGUAGE LEARNIN
G LANDSCAPE

PROBLEM 2:
RATIONALE-
MOTIVATION
MISMATCH

rationales

little understood by learners

little theoretical innovation

Top down
Cognitive

Often not language- specific

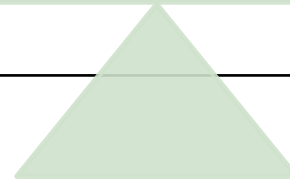
motivations

Influenced by status of target
language

lots of theoretical innovation

Bottom up
Affective and cognitive

Often language-specific



1. GLOBAL ENGLISH HAS IRREVOCABLY CHANGED THE GLOBAL LANGUAGE LEARNING LANDSCAPE

MISMATCHES:

EFFECT ON LOTE AND ENGLISH

Implication for	LOTE	English
teaching mismatch	Obstacles	Incentivisation
Rationale-motivation mismatch	Learners struggle to see link <i>'why this language out of all the ones I could learn?'</i> <i>'what am I going to do with German in the future?'</i>	Learners see some rationales-motivation link <i>'obviously we have to learn it, it's so important'</i>

2 'OLD' RATIONALES FOR LANGUAGE LEARNING



2 'OLD' RATIONALES FOR LANGUAGE LEARNING



rationales justify the place of FL in the curriculum



bound by the fundamental functions of all education:

- 1) to create human capital for the nation's economy,
- 2) to promote equality and cohesion,
- 3) provide citizens with a sense of identity (Byram, 2008a).



Historically, *formal* language learning was a prerogative of the elite



Hawkins, 2005: 'educational rationales' subsumed under one umbrella, 'intrinsic', 'cultural' or 'enrichment'.



Mitchell 2003: different enrichment-type rationales: *language as intellectual discipline, as vehicle of high culture, as means for personal self development, for exploring alternative cultures*

HISTORIC CONCEPTUALISATIONS OF FL RATIONALES

enrichment



practical use

- utilitarian rationales often used to justify formal and compulsory language learning (Mitchell, 2003)
 - attempts to encourage amotivated / directionless students tend to rely on instrumental and material arguments (Lanvers, 2017a; 2018b)
 - poor results re changing learner attitude and motivation (Lanvers & Graham, 2022; Ushioda, 2017)
 - mismatch: new evidence on the cognitive and health benefits of language learning (Kramersch, 2005, 2014) including studying any language (Gallagher-Brett, 2004)
-

3. new rationales for language learning needed

- neglected: social and political dimensions of rationales of language learning
- increasing body of literature:

language teaching for the purposes of international integration and social cohesion
(Breidbach, 2003)

cognitive benefits of language learning counters selective FL education policies



rationales are

out of date

out of step with recent evidence

3. DEMANDS ON A HOLISTIC CONCEPTUALIZATION OF RATIONALES FOR FL STUDY

-VALUING **ALL** LANGUAGES

-NON-MATERIAL AND MATERIAL
RATIONALES **EQUALLY**

-VALUING **SOCIETAL** BENEFITS



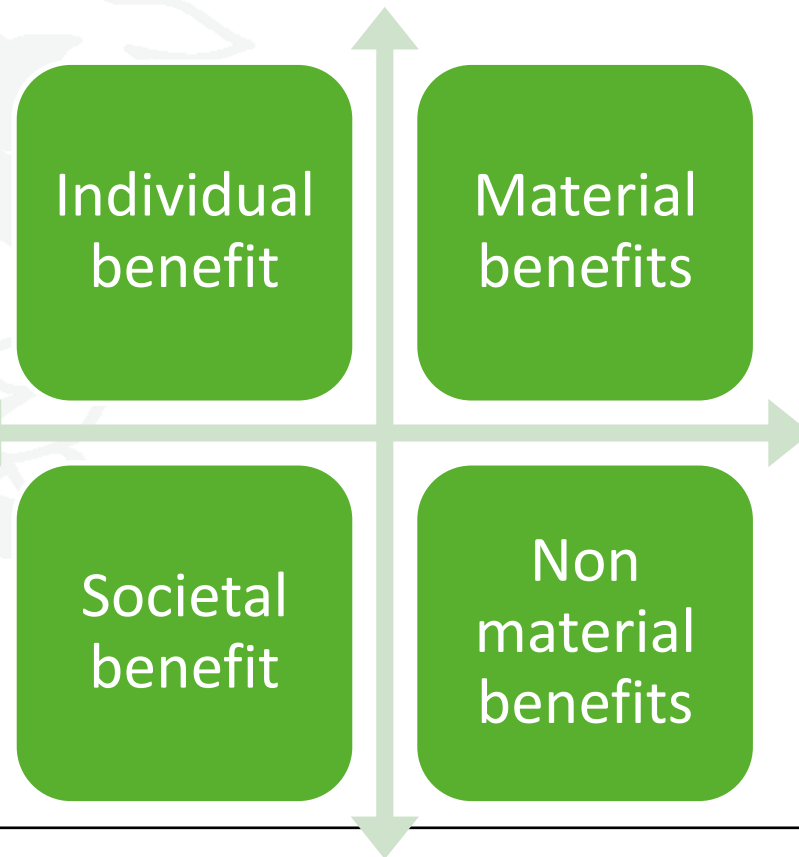
3. UNIQUENESS OF L2 LEARNING EXPERIENCE

MORE THAN IMPROVING L2 PROFICIENCY
>IMPLICATIONS FOR RATIONALES AND MOTIVATION

Ushioda 2012

- widen social horizon
 - encounter different cultures
 - develop new facets of identity
-

**3.TWO QUESTIONS TO RE-THINK RATIONALES:
WHO BENEFITS FROM FL STUDY? INDIVIDUAL? SOCIETY?
WHAT IS THE NATURE OF THE BENEFIT? MATERIAL? NON MATERIAL?**



3.A MATRIX OF RATIONALES

<p>Individual material</p> <p>professional advancement educational advancement social capital</p>	<p>Individual non-material</p> <p>cultural & social enrichment intellectual and personal enrichment cognitive benefit leisure use</p>
<p>Societal material</p> <p>economic benefits security, defence, intelligence social cohesion</p>	<p>Societal non-material</p> <p>global citizenship intercultural communicative competence tolerance social cohesion</p>



4. HARNESSING RATIONALES FOR MOTIVATIONAL PURPOSES:

SELF DETERMINATION THEORY

INDIVIDUAL AND SOCIETAL
MOTIVATIONAL DRIVES FOR
LEARNING

WHY SELF DETERMINATION THEORY?

Conceptual

universal motivation theory

Universal three core human needs

Competence

Relatedness

Autonomy

Empirical

Evidence underscores importance of intrinsic range of motivations

Well suited to specific specific challenges of learners in age of Global English

Well suited to improve motivation for LOTE



4. REASONS TO FOSTER NON- MATERIAL MOTIVATION

Global English resistant

answering learner needs of autonomy,
relatedness, competence

supported by latest research

- material incentivisations do not work well
- evidence of cognitive and social benefits of LL
- compatible with paradigm shifts e.g.
multilingual turn, social turn, translanguaging
pedagogies

FROM POLICY TO THE CLASSROOM: HOW CAN WE FOSTER NON MATERIAL MOTIVATIONAL ORIENTATIONS

INTERCULTURAL COMMUNICATIVE COMPETENCE
COGNITIVE BENEFITS
SOCIAL BENEFITS
IDENTITY FORMING
LIFELONG LEARNING
SOCIAL COHESION, PEACE, TOLERANCE AND UNDERSTANDING

Conceptualise rationales

Holistic
Emphasise
societal/personal
non-material
benefits



Engage learners

Debate critically
with learners



Holistic pedagogy

Competence:
normalising language
learning
Relatedness: awareness
raising of cognitive,
societal and
interpersonal benefits
Autonomy: value all
language skills, Task
based learning,
translanguaging...

SELECT REFERENCES

PLEASE ALSO SEE [HTTPS://WWW.CAMBRIDGE.ORG/CORE/ELEMENTS/LANGUAGE-LEARNING-BEYOND-ENGLISH/E08DD5F982E17F239B42435302F6ED02](https://www.cambridge.org/core/elements/language-learning-beyond-english/e08dd5f982e17f239b42435302f6ed02)

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THANK YOU!
MERCI!
DANKE!

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ANY COMMENTS??

