



Exploiting the specific potential of pluralistic approaches for learner motivation



Document for teacher educators

When discussing how to enhance learners' motivation for language learning, there is often a tendency to focus mainly on the motivating characteristics that tasks may have in triggering learner motivation. This sequence aims to emphasise both tasks and the role of the teacher, not only in generating, but also in maintaining and strengthening learner motivation. A specific analysis of activities pertaining to pluralistic approaches then aims to assist teachers in fully exploiting their distinctive features in this field.

Targeted competence	
Dimension 5	
<ul style="list-style-type: none"> Competence in exploiting the potential of pluralistic approaches to enhance motivation for language and cultural learning. 5.2-k 	
Related competences and attitudes	
Dimension 1	
<ul style="list-style-type: none"> Having confidence in one's own ability to use teaching methods that involve working with multiple languages and linguistic and cultural varieties, including those that are unfamiliar. 1-k 	

Dimension 5

- *Competence in organising teaching within a multilingual space by including plurilingual and intercultural experiences. (5.1-e)*
- *Competence in creating an atmosphere for learning in which linguistic and cultural diversity, plurilingualism and multilingualism are viewed positively. (5.2-q)*
- *Competence in helping learners to draw on their linguistic and cultural repertoires for language learning. (5.2-c)*
- *Competence in supporting and encouraging learners when they are participating in activities based on pluralistic approaches. (5.2-p)*
- *Competence in prompting learners to reflect on ways of using their linguistic and cultural repertoires and on the benefits of these repertoires. (5.2-r)*

5 Didactic and pedagogical competences

Scenario

Reminder: The scenarios provide an overview of the sequence and highlight some of the possible alternatives.

Estimated overall length: 1h45'.

Steps	Aims	Tasks	Remarks
Introduction: motivation in the language classroom			
Step 1	<ul style="list-style-type: none"> - To initiate reflection on motivation for language /culture learning - To elicit knowledge (theoretical or experiential) regarding: <ul style="list-style-type: none"> - the connection between task characteristics and the development of motivation - the teacher's role in generating, maintaining, and reinforcing learners' motivation 	<ol style="list-style-type: none"> 1. Brainstorming the strategies that the teacher can implement to generate, maintain and reinforce learners' motivation in the language class. 2. Group reflection (filling in tables) on an extract from teaching materials used in the teaching context: <ul style="list-style-type: none"> - analysis of its characteristics in relation to learner motivation - exploration of what the teacher can do at various stages of the task to reinforce motivation 3. Sharing in plenary or in new groups. 	<ul style="list-style-type: none"> - The starting point is the teachers' classroom practice, which may not necessarily align with pluralistic approaches. - The teaching materials discussed here can be chosen by the participants or by the teacher educator. <p>Alternative: With participants who are already familiar with pluralistic approaches, one can also start with a task of that type.</p>
Step 2	<ul style="list-style-type: none"> - To raise awareness of the importance of the teacher's role in learner motivation in language classrooms - To broaden the range of parameters to be considered in this area 	<ol style="list-style-type: none"> 4.a) Participants examine an adapted version of a diagram from Dörnyei, (2001a,b), on teacher strategies for generating, maintaining and reinforcing learner motivation for language learning; they identify those mentioned in their discussions in step 1. 4.b) They discuss the relevance of other strategies for the task in question. 	<p>Alternative: If time is limited, this step can be skipped and the adaptation of Dörnyei's diagram can be introduced later, in the section devoted specifically to reflection on pluralistic approaches.</p>

Steps	Aims	Tasks	Remarks
II. Motivation within practices involving pluralistic approaches			
Step 3	<ul style="list-style-type: none"> - To give participants the opportunity to experience from the learner's perspective a task which is characteristic of pluralistic approaches - To facilitate reflection on this experience by: <ul style="list-style-type: none"> o observing and describing the strategies used to accomplish the task o describing and analysing the feelings experienced o linking these feelings with: <ul style="list-style-type: none"> a) specific characteristics of the task b) the parameters previously discussed regarding the teacher's role in supporting and reinforcing motivation 	<p>5. Participants engage in a task which is characteristic of pluralistic approaches, in groups, with one person observing within each group.</p> <p>6. They discuss the strategies they used, their feelings and what may have triggered or reinforced these feelings.</p>	<p>- The task proposed here is suitable for many contexts. If it is not:</p> <p>Alternatives:</p> <ul style="list-style-type: none"> - The same task can be used with other languages. The text in other languages can be found here: http://www.lexilogos.com/declaration/index.htm Or here in more than 500 languages: https://www.ohchr.org/en/human-rights/universal-declaration/universal-declaration-human-rights/about-universal-declaration-human-rights-translation-project - Another task can be chosen (e.g., depending on the type of pluralistic approach you want to highlight). <p>N.B.: This task should be of sufficient difficulty for participants to put themselves in the learner's position and have elements that may have an impact on motivation during this experience.</p>
Step 4	<p>To further develop the ability to analyse tasks based on pluralistic approaches in order to:</p> <ul style="list-style-type: none"> - anticipate their potential impact on learner motivation - anticipate the actions to be prioritised by the 	<p>7. Group work. Each group analyses materials related to a specific pluralistic approach (see appendix) and identifies</p> <ul style="list-style-type: none"> - potentially motivating aspects - what teachers should do to fully exploit them 	<p>Alternative :</p> <p>One can choose other materials than those proposed here, for instance, to focus on primary or secondary education or on different languages. See, for example, the didactic materials on the FREPA website. https://carap.ecml.at/Database/tabid/2313/Default.aspx</p>

Steps	Aims	Tasks	Remarks
	teacher to maintain and reinforce this motivation	8. The groups are mixed, and the results are discussed. Any elements that seem to be more specific to one or other of the approaches are identified.	
III. Recapitulate and evaluate			
Step 5	<ul style="list-style-type: none"> - To facilitate deeper reflection on the potential of pluralistic approaches for motivating language/culture learning and to summarise them. - To facilitate the development of the competence to consider these elements in one's future use of pluralistic approaches (in terms of planning and management). - To stimulate reflection on one's own motivation to implement pluralistic approaches. 	<p>9. In groups, based on the elements proposed by Dörnyei, participants discuss how certain characteristics of pluralistic approaches can be exploited by teachers to maintain and strengthen learner motivation</p> <p>10. Individually:</p> <p>a) An assessment of what has been learned and what will be taken into account in future practice</p> <p>b) Reflection on the impact on one's own motivation.</p>	<p>Alternative:</p> <p>- If you have chosen not to use this diagram in the introduction, more time will be needed here.</p>

Materials provided

- A [handout](#) for participants
- A document with [examples](#) of teaching/learning activities that are characteristic of pluralistic approaches

Tasks :

N.B.: To make it easier for teacher educators to relate the information given here with the tasks proposed to the participants, the rounded boxes provide a quick overview of the tasks as they appear in the document intended for them.

I. Introduction: motivation in the language classroom

Step 1 Motivation in language classrooms – task characteristics and teacher strategies

This first step does not specifically focus on pluralistic approaches but refers to any language teaching approach.

1. Group brainstorming on teaching strategies to promote learner motivation for language / culture learning. When discussing motivation in the teaching environment, there's often a strong emphasis on the motivating nature of materials (themes, tasks, etc.); here, the aim is to balance the reflection by emphasising from the outset the significant role of teaching strategies in this domain.

1. In small groups, brainstorm strategies that a teacher can use in the language classroom to generate, maintain and reinforce learners' motivation for language learning.

2. Group work based on materials used by the participants in their practice and / or that come from the teaching context, which therefore may not necessarily align with pluralistic approaches.

To maintain a balanced reflection between task characteristics and teaching strategies, participants list:

- a. The features of the material that can stimulate learner motivation.
- b. Ways in which the teacher can strengthen and sustain this motivation.

2. In groups

Take an excerpt from one of the teaching materials used in your context and analyse it using the tables provided below:

- a) the task characteristics that can motivate learners
- b) how the teacher can foster and maintain this motivation

Elements of this excerpt that can be motivating for learners

3. Sharing in plenary or in new groups.

In the task(s) in this excerpt how can the teacher strengthen the learners' motivation?

Before doing the task(s)	During the task(s)	At the end / afterwards

3. In plenary or in new groups, exchange and compare your thoughts on what can stimulate learners' motivation and how to strengthen and maintain it.

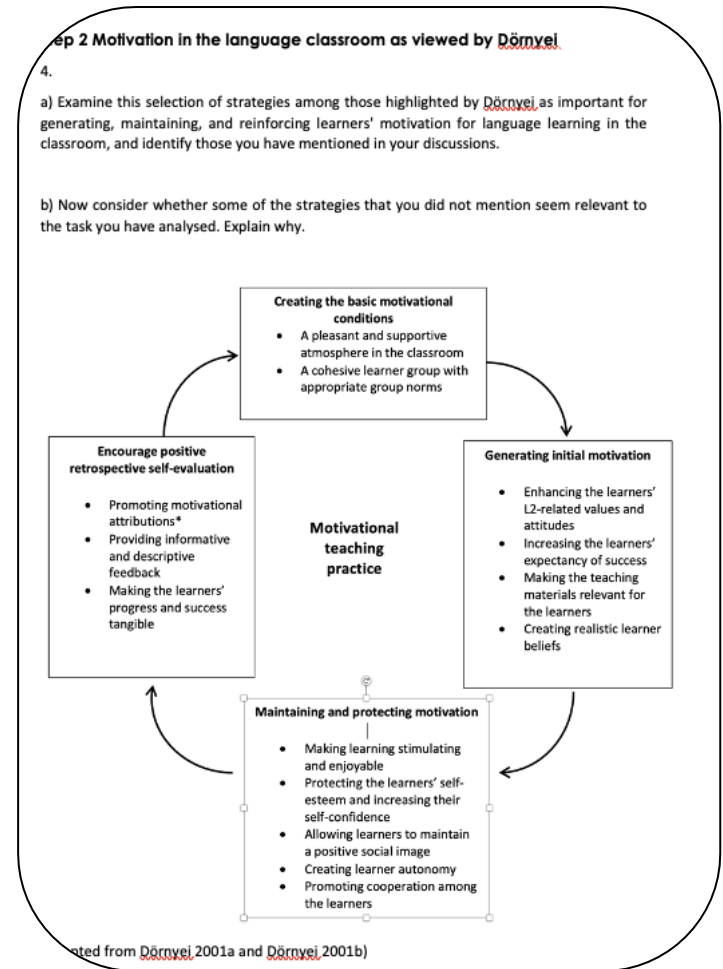
Step 2 Motivation in the language classroom as viewed by Dörnyei

Zoltan Dörnyei was a psycholinguist known for his research on motivation in language learning. The diagram shown here (adapted from Dörnyei 2001a and Dörnyei 2001b)) provides input to participants with the aim of enriching their reflection on the mechanisms at play in this field, particularly regarding their own teaching strategies. Participants should thus find elements that complement those they mentioned in their discussions in step

1. In plenary or in the same groups as before:

a) Identification of elements mentioned in the previous step.

b) Familiarization with new elements.



II. Motivation within practices involving pluralistic approaches

After this introduction focusing on motivation in language teaching in general, we are now shifting our focus to pluralistic approaches. It is particularly important that teachers themselves truly experience a task of that type. Therefore, the task chosen should present a sufficient challenge for them to step out of the role of observer and enter a posture in which they carry out the task as a learner would. This experimentation then serves as a field of observation for their feelings / motivation during the process.

Step 3: Experience carrying out a plurilingual task – Languages and human rights

5.

In groups, participants reconstruct the same text given in four different languages, ideally languages they do not know but might share similarities with some of the languages they are familiar with. Working in groups facilitates the verbalisation of certain strategies; it also makes it possible to observe the impact of collaboration on motivation. In each group, one person is responsible for observing the strategies used, such as, for example, drawing on lexical and grammatical knowledge of other languages, formulating and verifying hypotheses, relying on general knowledge, sharing collective knowledge, etc.

The text of Article 1 of the Universal Declaration of Human Rights:

All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

Motivation within teaching and learning based on pluralistic approaches

Step 3: Experience a plurilingual task

Languages and human rights

5.

Reconstruct the text of the first article of the Universal Declaration of Human Rights in your language based on the excerpts provided below.

Work in groups of 3 or 4, with each group having someone who observes and notes the nature of the explanations given (lexical resemblance to a known language, hypotheses on grammar, etc.).

Alle mensen worden vrij en gelijk in waardigheid en rechten geboren. Zij zijn begiftigd met verstand en geweten, en behoren zich jegens elkander in een geest van broederschap te gedragen.	A
Ducj i oms a nassin libars e compagns come dignità e derits. A an sintiment e cussience e bisugne che si tratin un culaltri come fradis.	B
Tódoos seres humanos nacen libres e iguais en dignidade e derechos e, dotados como están de razón e conciencia, dibense comportar fraternalmente uns cos outros.	C
Sva ljudska bića rađaju se slobodna i jednaka u dostojanstvu i pravima. Ona su obdarena razumom i svijješću pa jedna prema drugima trebaju postupati u duhu bratstva.	D

Sources of the translations: www.lexilogos.com and <https://www.ohchr.org/en/human-rights/universal-declaration/universal-declaration-human-rights/about-universal-declaration-human-rights-translation-project>

The languages used here are:

Alle mensen worden vrij en gelijk in waardigheid en rechten geboren. Zij zijn begiftigd met verstand en geweten, en behoren zich jegens elkander in een geest van broederschap te gedragen.	Dutch
Ducj i oms a nassin libars e compagns come dignitât e derits. A an sintiment e cussience e bisugne che si tratin un culałtri come fradis.	Friulan (spoken in northeastern Italy, a rhaeto-romance language)
Tódolos seres humanos nacen libres e iguais en dignidade e dereitos e, dotados como están de razón e conciencia, díbense comportar fraternalmente uns cos outros.	Galician (spoken in northwestern Spain)
Sva ljudska bića rađaju se slobodna i jednaka u dostojanstvu i pravima. Ona su obdarena razumom i sviješću pa jedna prema drugima trebaju postupati u duhu bratstva.	Croatian

source : Lexilogos - <http://www.lexilogos.com/declaration/index.htm>

and <https://www.ohchr.org/en/human-rights/universal-declaration/universal-declaration-human-rights/about-universal-declaration-human-rights-translation-project>

The same text can be found on these websites in many other languages that may be more appropriate in the context.

Other related activities can be found on the FREPA website: <https://carap.ecml.at/Database/tabid/2313/Default.aspx>

6.

The questions asked for the group discussion focus on both the implemented strategies used and the feelings experienced.

Some of the important elements for motivation in Dörnyei's (adapted) diagram are likely to emerge in the discussion, such as aspects related to self-esteem, cooperation, autonomy, highlighting success elements, etc. This reflection should subsequently facilitate their consideration by teachers in their practice.

6. In the same groups, discuss and take notes on your reflections:

- a. How did you approach completing the task?
- b. What were your feelings while completing it?
- c. If you had positive feelings, what do you attribute them to?
- d. If you had negative feelings, what do you attribute them to? What could have helped avoid them?
- e. Can you link elements of your discussion to the strategies proposed by Dörnyei? Explain how.

Step 4: Analyse and anticipate the implementation of plurilingual tasks

7.

The aim here is to foster the development of competences in analysing teaching materials pertaining to pluralistic approaches, focusing on both the characteristics of the materials and the actions to be taken in order to exploit them fully.

Group(s) A: Awakening to languages - A

Group(s) B: Intercomprehension between languages - B

Group(s) C: Integrated language teaching - C

Step 4: Analyse and anticipate the implementation of plurilingual tasks

7. In groups, based on your reflections after completing tasks (see 5. and 6. above) and your discussion of the factors proposed by Dörnyei (4. and 6.) analyse the extracts from teaching materials provided in the appendix.

- What could potentially be motivating aspects?
- What should teachers do to fully exploit them?

Group(s) A: Awakening to languages - A

Group(s) B: Intercomprehension between languages - B

Group(s) C: Integrated language teaching - C

8. Sharing and reflecting on the specificities of pluralistic approaches regarding motivation.

III. Recapitulation and evaluation

Step 5



9.

Dörnyei's diagram (adapted version) is revisited, this time (if it was used at the beginning of the sequence) with a focus on pluralistic approaches. It is used here as a basis for assessing certain advantages of pluralistic approaches regarding motivation. For example, the role that the complementarity of learners' repertoires can play in collaborative tasks - potentially impacting group cohesion-, the effects of certain activities on learners' attitudes towards language learning, on self-esteem and on the identification of success elements. Throughout the sequence, it remains important for participants to discuss the teaching strategies that can be used to build on these advantages: for example, providing feedback on elements related to the development of attitudes that could be observed, highlighting success elements, self-esteem building, working on collaborative competences, etc.

Finally, time should be allocated for the addition of elements that participants feel may be missing from the diagram.

- Referring to the elements in the diagram and your discussions from previous steps, explain how you think tasks that are based on pluralistic approaches appear to have advantages for learner motivation. For instance, how can they contribute to increasing learners' expectations of success, maintaining a positive social image, highlighting elements of success and progress?
- Are there any elements related to pluralistic approaches that you would like to add to this table? Which ones?

10. After the numerous group activities, the conclusion is based on personal evaluation.

It focuses both on the general concept of motivation in language learning and on the elements to be considered in the implementation of pluralistic approaches. The final reflection on the impact on one's own motivation contributes to the development of the participants' reflective competences.

10. Individual evaluation:

- What new elements of motivation in language learning has this sequence highlighted for you?
- What key elements do you plan to focus on in your lesson preparation and your implementation of pluralistic approaches in order to maintain and reinforce learner motivation?
- What impact have the work and discussions in this sequence had on your own motivation to implement pluralistic approaches?

References:

Site du CARAP : carap.ecml.at

Dörnyei Zoltán, *Motivational Strategies in the Language Classroom*, Cambridge University Press, Cambridge, 2001a.

Dörnyei Zoltán, *Teaching and researching motivation*, Pearson, Harlow, 2001b.

Kervran Martine, *Les langues du monde au quotidien*, SCÉRÉN – CRDP de l'académie de Rennes, Rennes, 2006.

Puchta H., Stranks J. et Parminter, S., *English in Mind 9e*, Cambridge University Press et CIIP, Cambridge, 2015.

Puchta, H., Stranks, J., Parminter, S., *English in Mind 10e*, Cambridge University Press et CIIP, 2016.

Sauer E. et Thommen A., *Clin d'oeil 8.2G*, Schulverlag, Buchs, 2016.

Weiner, B., *Achievement motivation and attribution theory*, Morriston, NJ: General Learning Press., 1974