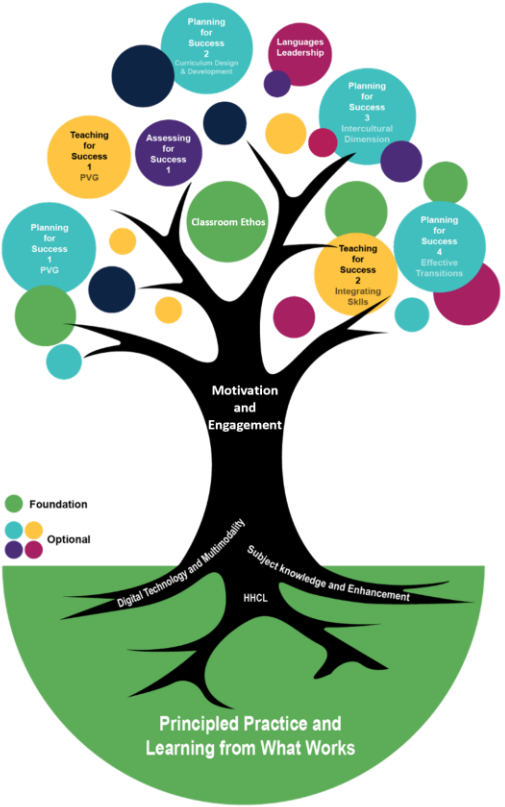# Motivation: How to implement culture shift towards MFL

Session Aims

In this session we will:

- explore how the principles underpinning motivational learning can be addressed through Foundational Knowledge.

- consider how the Three Pillars of vocabulary, phonics and grammar relate to such frameworks as Self-Determination Theory, self-regulated learning and self-efficacy

- learn how vocabulary, phonics and grammar can be developed in ways that support language learning motivation.
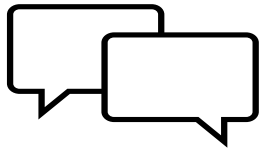
UCL research was led into y7 learners' motivation in MFL. They were asked what they enjoyed in MFL, and their responses were categorised.

Which was the most commonly given answer?

A. Speaking
B. Interaction
C. Teacher
D. Games
E. Fun
F. Learning (specific topics)
G. Progress

What did they list as demotivating factors?

What happens at secondary? Learners' preferences at start of Year 7 (number of mentions)

Likes	Dislikes
Learning/specific topics (42)	Nothing (62)
Progress (27)	Writing (19)
Teacher (25)	**Revision (17)**
Games (22)	**Difficulty (14)**
Fun (16)	Class factors (7)
Speaking (14)	Tests (6)
Interaction (11)	Teacher TL (5) Other teacher factors (5)

Allison, Clare

RESEARCH

Two important, related perspectives:
Expectancy-Value, and Self-Determination Theory

Crucial is the element of control over outcomes and having agency – believing you can achieve through your own actions, on an activity that you value and have chosen – **Autonomy!**

Expectancy – expectation that you will be successful in an activity

Value – how worthwhile that activity is perceived to be

- intrinsic value - how enjoyable and interesting the task is for the individual
- utility value - how relevant the task is seen to be for the individual's goals
- attainment value - how far an activity is personally important to an individual (Eccles & Wigfield, 2020).

Expectancy-value works like multiplication, not addition: 10 x 0 = 0!!!

"Self-regulatory control that involves the use of strategies which are largely conscious processes that students apply to control their learning" (Kormos & Csizér (2014: 279)

Self-determination Theory

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Humans have three basic needs:

1. Competence

People need to gain mastery and control of their own lives & their environment. Essential to wellness.

2. Autonomy

People need to feel in control of their own life, behaviours and goals. This is about choice.

3. Relatedness

People need to experience a sense of belonging and connection with other people.

Based on the work of Richard Ryan and Edward Deci (2000)

"Self-regulatory control that involves the use of **strategies** which are largely conscious processes that students apply to control their learning" (Kormos & Csizér (2014: 279)

Education Endowment Foundation (EEF, 2018):

cognition - the mental process involved in knowing, understanding, and learning; **metacognition** - 'learning to learn', insights into learning and thinking; **motivation** - willingness to engage metacognitive and cognitive skills.

Cognition + Metacognition + Motivation = Effective learning & better learning outcomes

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Relatedness
Sense of social connectedness to others – classmates, teachers, wider community, with what is being learnt, intercultural understanding

Can be fostered by:

o Online tools for authentic contact with young people in other countries

o Raising learners' awareness of what multilingualism is and what role it plays in the world

o Using activities that stimulate learners' sense of personal involvement with the material with which they are working, by, for example, using authentic materials and asking learners to reflect on whether it is similar to their own experiences

Relatedness

https://resources.careersandenterprise.co.uk/resources/my-learning-my-future-mfl-languages

Upskilling Course | 10.11.-16.11.2024 | Berlin

Elevate your teaching - in Berlin!

Elevate YourTeaching - in Berlin! The Goethe-Institut UK is offering secondary school teachers from across the UK the chance to take part in a fully-funded* pedagogical training course taking place in Berlin.

Applicationdeadline: 31.08.2024

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Application deadline: 31.08.2024

Apply now!

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? **How might all this work in practice?** ?

- Sense of social connectedness to others – classmates, teachers, wider community, with what is being learnt, <u>intercultural understanding, emotional involvement; perception of how others value languages</u> (Krüsemann & Graham, forthcoming)

- Help students to see how language learning relates to their own lives: *My French/German/Spanish teacher knows what is important to me' ; 'My French/Spanish/German teacher knows the things that make me excited about learning'*

- Not just a school subject but integral to contact with others and other communities

- Increase L2 contact through virtual and online encounters both inside and outside the classroom (out of school learning also important! – see accessible materials at OLLA, Online Learning for All)

"the emotional component is too often ignored, resulting in relatively emotion-free (and therefore often boring) classroom sessions (…) that require little emotional investment and therefore little potential for unpredictability, outbursts, surprise, risk-taking, embarrassment, anxiety ... and enjoyment".
(Dewaele, 2015, p.13)

Originally written for NCELP

Écoutez le poème.

[L'homme qui te ressemble](#)

René Philombé

Le poète est comment?

Le poète est…en colère /fâché/ triste / impatient / calme/content / heureux/humilié / déprimé / indifferent…

Originally written for NCELP

J'ai frappé à ta porte
J'ai frappé à ton <u>coeur</u>.
… avoir un bon lit
… avoir un bon feu
……repousser?
Ouvre-moi mon frère…!
… demander
… d'Afrique
… d'Amérique
… d'Asie
… d'Europe ?
… mon frère…!

me demander
… de mon <u>nez</u>
… de ma bouche
… de ma peau
…. de mes dieux,
… mon frère…!...

Example

LanguageHubs

Le poète: René Philombe (1930-2001)

- **Pays d'origine**: Le Cameroun
- Le Cameroun se trouve en Afrique de l' Ouest.
- 1930-1960: Le Cameroun est une colonie française.
- En 1960 le Cameroun devient indépendant.

- Langues: Le français et l'anglais sont les deux langues officielles. La culture du Cameroun est diverse.

- **Métier**: Il était écrivain, journaliste et poète. Il écrivait ses poèmes en français.
- **Sujets**: l'égalité entre les hommes; la fraternité; la diversité culturelle; le respect entre les hommes étaient importants pour René Philombe

Image 2

Originally written for NCELP

5
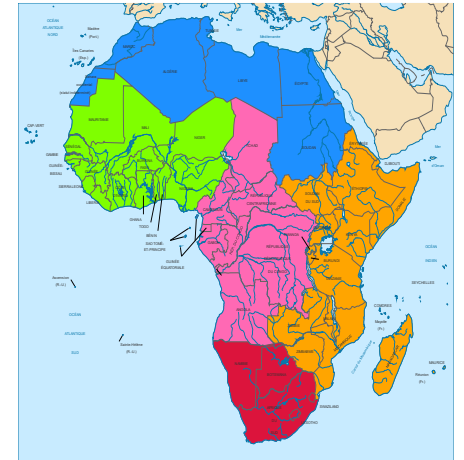
Example of a simple noun-based activity for KS3

Quels sont les principes de notre poète, René Philombé?

Principes	Vrai / Faux
La tolérance	
L'égalité	
Le nationalisme	
L'amour	
La fraternité	
La diversité culturelle	
L'environnement	
Le respect	
L'individualisme	

Originally written for NCELP

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Questions sur le poète et le contexte: Vrai ou faux?

	Vrai / Faux
Le poète s'appelle Jean Philombé.	
Il est né en 1930.	
Le Cameroun se trouve en Amérique du Sud.	
Le français et l'anglais sont les deux langues officielles du Cameroun.	
En 1930 le Cameroun devient une colonie française.	
En 1980 le Cameroun devient indépendant.	

Originally written for NCELP

Example of how to scaffold understanding of the text

Strophe	Résumé	Strophe	Résumé
J'ai frappé à ta porte J'ai frappé à ton coeur. Pour avoir un bon lit Pour avoir un bon feu Pourquoi me repousser? Ouvre-moi mon frère...!		Je ne suis pas un noir Je ne suis pas un rouge Je ne suis pas un jaune Je ne suis pas un blanc Mais je ne suis qu'un homme Ouvre-moi mon frère...!	
Pourquoi me demander Si je suis d'Afrique Si je suis d'Amérique Si je suis d'Asie Si je suis d'Europe ? Ouvre-moi mon frère...!		Ouvre-moi ta porte Ouvre-moi ton coeur Car je suis un homme L'homme de tous les temps L'homme de tous les cieux L'homme qui te ressemble!...	
Pourquoi me demander La longueur de mon nez L'épaisseur de ma bouche La couleur de ma peau Et le nom de mes dieux, Ouvre-moi mon frère...!			

Les résumés
a. Tous les hommes sont égaux.
b. Les traits du visage ne sont pas importants.
c. La couleur de la peau n'est pas importante.
d. L'origine géographique n'est pas importante.
e. Il ne faut pas repousser les autres.

Originally written for NCELP

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Contextualise vocabulary learning
(Huang et al., 2012; Laufer & Hulstijn, 2001)

1. Learners need <u>large amounts </u>of input

2. The input needs to be <u>comprehensible and linguistically rich</u>.

3. Learners need to <u>pay attention </u>to new linguistic forms in the input (p.190)

4. There has to be mental and motivational '<u>involvement</u>'.

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Self-regulated learning
Talking classrooms

1) ¡Buenos

2) Me

3) Me gusta comer los

4) No me

5) Me gusta mucho jugar

6) Tengo una

7) Se llama

8) A ella

a) llamo Mafalda.

b) panqueques.

c) días!

d) tortuga.

e) en el parque.

f) gusta la sopa.

g) Burocracia.

g) le gusta su lechuguita.

SU LECHUGUITA

Mafalda y Burocracia.

Peer learning

Sí, es correcto/ No es correcto.

…**porque es** femenino.

…**porque es** masculino

…**porque es un verbo/adjetivo/nombre…**

Summary so far

- Maximise conditions for success at primary school – and at secondary

- Boost learners' sense of making real progress/meeting challenges/sense of value

- Align language lessons/syllabuses with learners' goals and needs across primary-secondary

- Facilitate **'little epiphanies experienced along the way'** (Kramsch, 1995, ix-x)

- Support for literacy across primary and secondary, in conjunction with oracy, culture and personal meaning