

## **MOLAN RES 1**

**Policies, practices, and initiatives  
designed to motivate language  
learners in higher education**

## Data base

- 39 case studies provided by 36 higher education institutions (HEIs) or organisations in 19 European countries
- Case studies prepared within a standard template format
- Primarily qualitative approach

## Methodology

- Case study based = practice driven + practice oriented
- Emphasis on “success stories”
- Success Indicators
- Success Factors
  - Self-analysis **within** the HEI
  - Sharing of experiences **among** HEIs - mainstreaming

## Success Factors

- Integration of language learning into academic programmes
- Relevance of learning content
- Pedagogical initiatives
- Language contacts beyond the curriculum
- Top-down and bottom-up action

## Success Factor 1: Integration of language learning into academic programmes

- Crediting of courses in terms of ECTS (or other recognised qualifications)
- Language learning as an obligatory component of academic programmes
- Language learning as an optional component of academic programmes
  - Framework of the language option
  - Range of languages offered: Rationale

## Success Factor 2: Relevance of learning content // language learning??

- Employability
  - Allgemeine Berufsvorbereitung (ABV)
  - Language Gateways into the Professions
- Link with students' academic programme
  - LSP orientation in language courses

## Success Factor 3: Pedagogical initiatives

- Novel learning environments – e-learning
- Independent / Autonomous modes of learning
  - Tutorial support / Individualised learning
  - European Language Portfolio
- Transparency in course structure and goals
  - CEFR
  - Maintaining motivation over time
- Flexibility in mode of learning

## Success Factor 4: Language contacts beyond the curriculum

- Mobility programmes
- Work placements in other countries
- International partnerships and collaboration
- Intercultural activities alongside the academic curriculum (e.g. study trips, culture café)
- Collaboration with cultural institutes
- Tandem learning



## Success Factor 5: Top-down and bottom-up actions

- Institutional support
  - Presence of a language policy
  - Clear internationalisation strategy
  - Integration of language centre / teaching staff into decision-making structures
  - Support at faculty level
- Teacher motivation and skills
  - Grassroots initiatives
  - Teacher development

## Language (learning) and identity

- Institutional identity
  - Commitment to internationalisation, EHEA, mobility, employability
  - Definition of learning outcomes – key element
  - Action in the field of languages
- Individual identity
  - The personal / professional project of the student
  - “What languages mean to me”

## Motivation – challenge and goal

- Institutional motivation
- Individual motivation
  - The essential partnership
- Motivation and context
  - “Local is beautiful”
  - Selecting the most relevant strategies
  - Planning motivation over time
  - Learning from one another
- Mainstreaming
  - Paths for action?

**Thank you for your attention.**



























































