



eman ta zabal zazu

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# Innovative teaching practices to foster student motivation in the Basque and Friulian contexts

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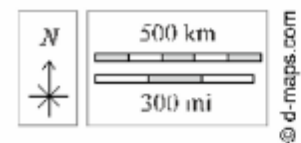
# Outline

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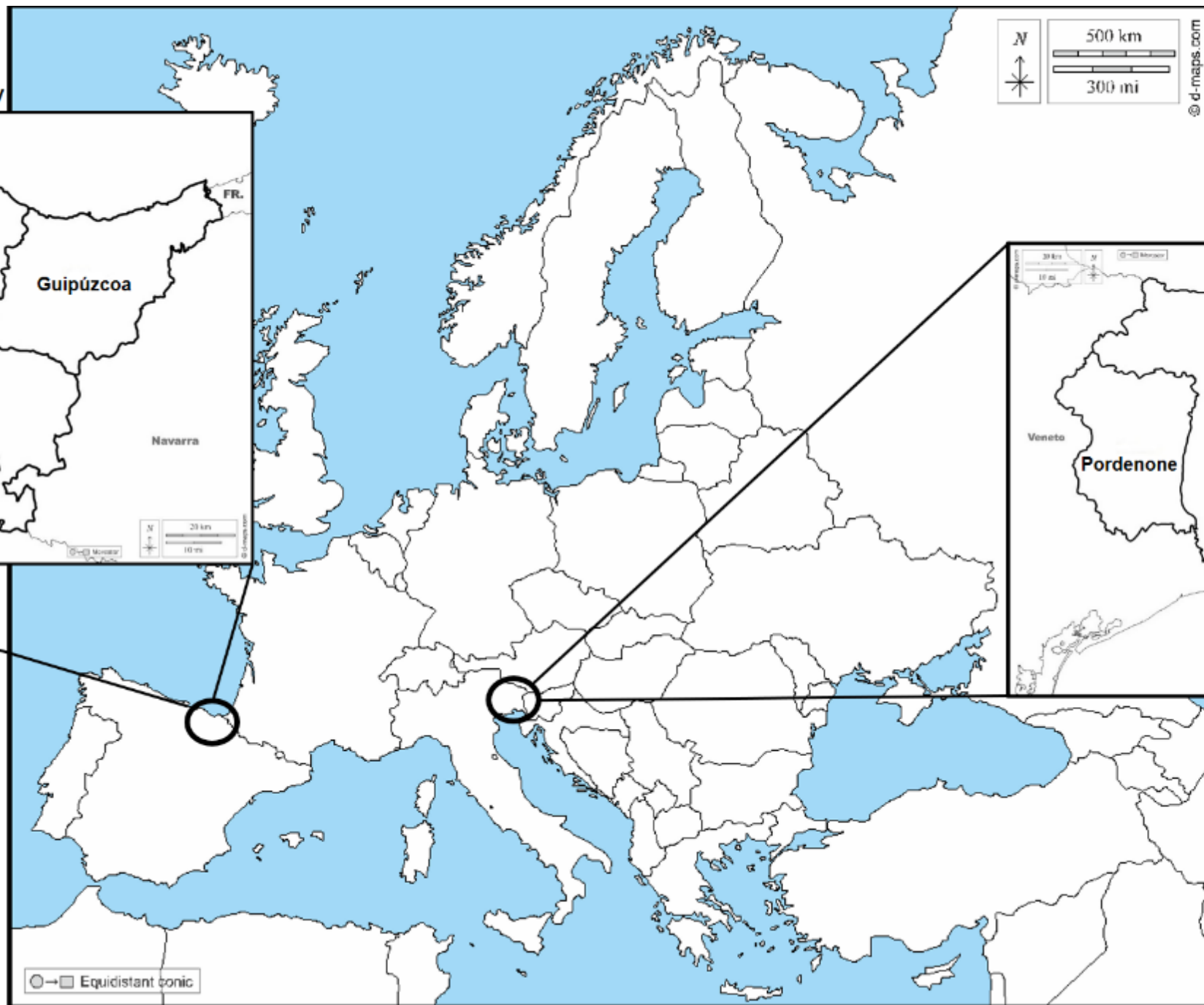
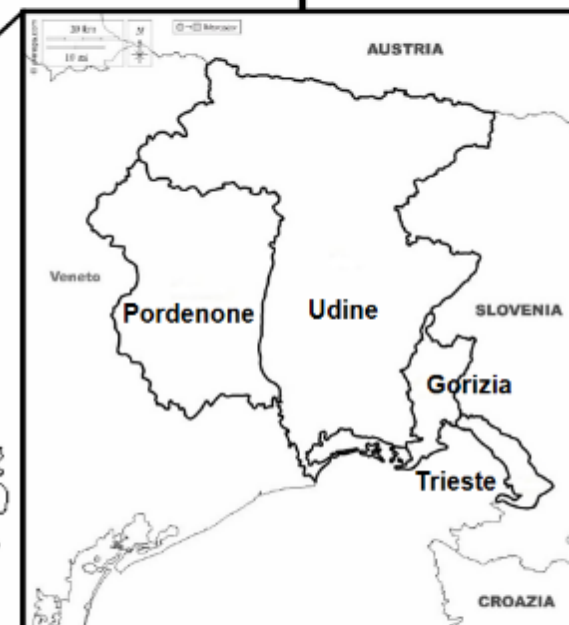
# The two research contexts

The BAC and FVG

Basque Autonomous Community



Friuli Venezia Giulia



## Basque Autonomous Community (BAC)

## Friuli Venezia Giulia (FVG)

Nr. of speakers of  
the minority  
language

- 36.2% Bilinguals; 18.6% Passive b.; 45.3% No Basque
- **680,629** bilingual speakers
- 74.5% of young speakers (16-24 y.o.)=bilingual  
(Eusko Jauriaritza/Gobierno Basco, 2021)

- **600,000** users
- 420,000 (regular) + 180,000 (occasional)
- Mean age of Friulian speaker=53 y.o.  
(ARLeF, 2015)

Minority language  
in education

- Model A = Spanish Mol (Basque as subject)
- Model B = Basque and Spanish Mol
- Model D = Basque Mol (Spanish as subject)

- Main Mol in schools in FVG = Italian
- Friulian = optional subject (30 hours/year)

School  
enrolments

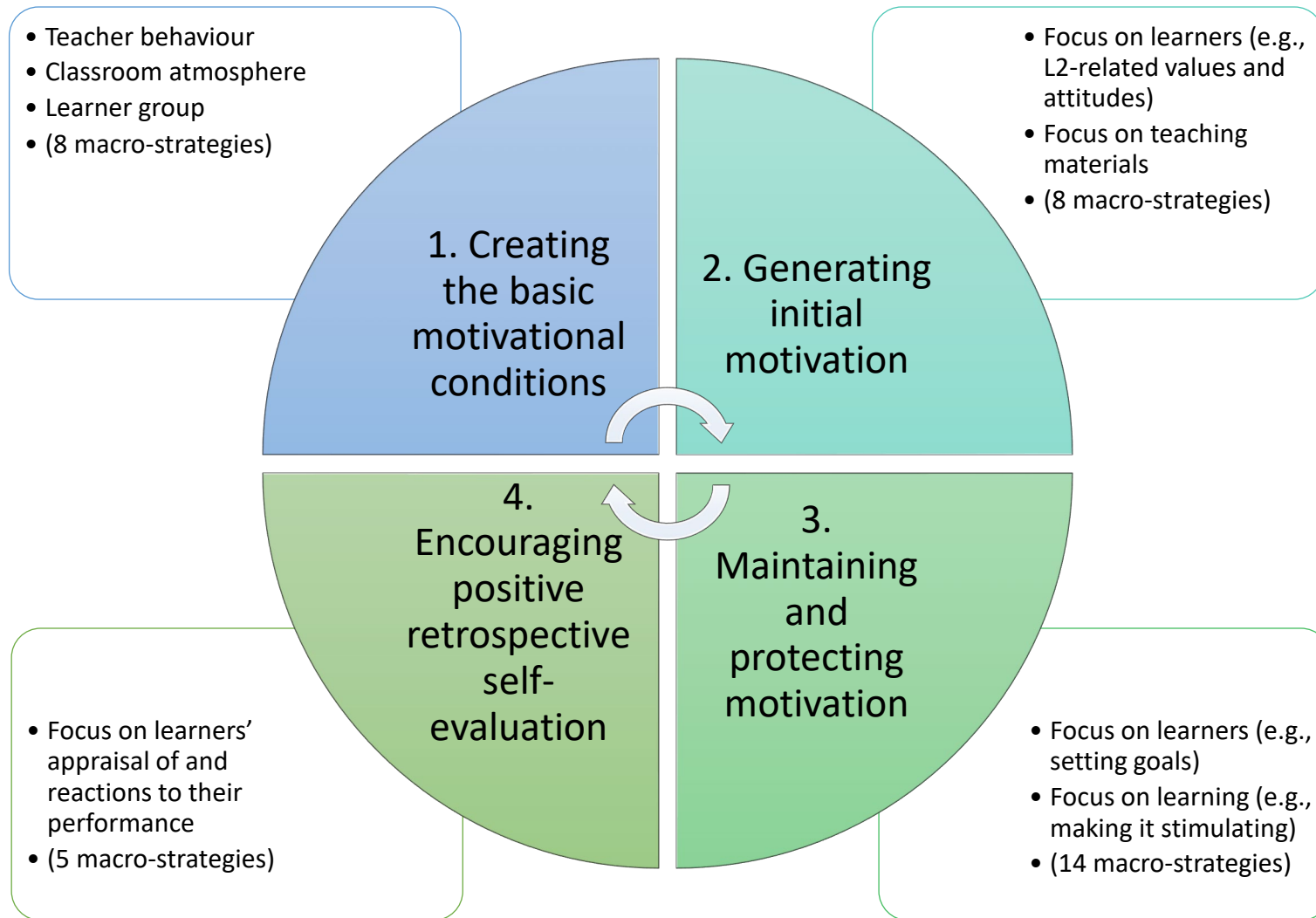
2022/23 S.Y.: A) 12.03%  
B) 17.21%  
**D) 70.14%**  
(Eustat / Basque Statistics Institute)

2022/23 S.Y.: Pre-primary **47.9%**  
Primary **45.3%**  
Lower secondary **29.3%**  
(Bier, Zanello, Ottogalli, forthcoming)

# Motivational teaching practice

Theoretical framework

# Dörnyei's taxonomy (2001)



**35 macro-strategies**  
**100+ specific strategies**

# Dörnyei 'revisited': Henry et al.'s taxonomy (2018)

**Dörnyei (2001):** promoting integrative values (11), making the teaching materials relevant (15), making learning stimulating and enjoyable by including interesting content (18ii)

## 1) Focus and content

**Subcategories:** popular culture; national cultures; intercultural content; everyday issues in the world in which students live; interests, experiences and future plans; ethical issues

**Dörnyei (2001):** promoting integrative values (11)

## 2) Sources

**Subcategories:** authentic materials; textbooks; teacher-created and manipulated materials; other learning materials

**Dörnyei (2001):** selecting/creating tasks with a tangible outcome (18ix)

## 3) Final products and performances

**Subcategories:** internal/non authentic; internal/authentic; external/authentic

**Dörnyei (2001):** creating a challenge requiring students to solve problems, to find hidden information, or to discover something (18i); an intriguing element that generates curiosity (18iv); a competitive element (18viii)

## 4) Challenges and competitions

**Subcategories:** challenges; competitions; curiosity

**Dörnyei (2001):** creating opportunities for creativity (18vi), to work with topics of personal relevance (18vii), and for choice (29)

## 5) Personal expression

**Subcategories:** creativity; personal relevance; choice

**Main foci of Henry et al. (2018)'s taxonomy:**  
**design and content of activities**



# The study

Best motivational teaching practices in the BAC and in FVG

# Participants: school level

	BAC	FVG
primary school (6-10 y.o.)	6	9
lower secondary school/ESO (11-13 y.o.)	3	6
upper secondary school/ESO/Bachiller (14-18 y.o.)	11	7
<b>Total</b>	<b>20</b>	<b>22</b>

# Semi-structured interviews

- Carried out face-to-face, in Spanish (BAC) and in Italian (FVG)
- audio-recorded, 46 minutes (avg. BAC), 62 minutes (avg. FVG)
- Divided into 4 sections:
  1. General background questions (e.g., type of school, years of experience, etc.)
  2. Beliefs about languages and multilingualism (Arocena Egaña, 2017; Haukås, 2016)
  3. **Classroom practices** (Arocena Egaña, 2017; Haukås, 2016; Henry, 2018, 2019; Iversen, 2020) (\*)
  4. Closing questions

(\*) Question asked to inquire into the motivational practices in the two contexts

**Could you describe an activity or task that you have carried out with your pupils which in your view has motivated them and was successful for language learning?**  
(adapted from Henry et al., 2018, p. 6)

➡ 70 activities (overall) ⬅

# Research questions

**RQ1)** After analysing the motivational activities described by the teachers taking part in our study, **what are the subcategories that stand out** within each of the five focal areas proposed by Henry et al. (2018)?

**RQ2)** Are there **differences** in the motivational features of activities **depending on the language** considered, that is, the minority language or English?

# Summary of main findings

## 1. Focus and content

- in general and with English: **no specific content**
- with minority language: **national and local cultures; interests, experiences and future plans**

## 2. Sources

- in general and with English: **authentic materials**
- with minority language: **teacher-created and manipulated materials**
- in general, with minority language and with English: **little use of textbooks**

## 3. Final products and performances

- in general and with English: **internal/non authentic**
- with minority language: **external/authentic (or no final product)**

## 4. Challenges and competitions

- in general, with minority language and with English: **challenges**

## 5. Personal expression

- in general, with minority language and with English: **creativity**
- (with minority language: **no personal expression**)

# Examples of activities

With Basque and Friulian, with English



ISTITUTO COMPRENSIVO (name of educational institution)

(address of educational institution)

Anno Scolastico 2015/2016

Dirigente Scolastico (name of school head)

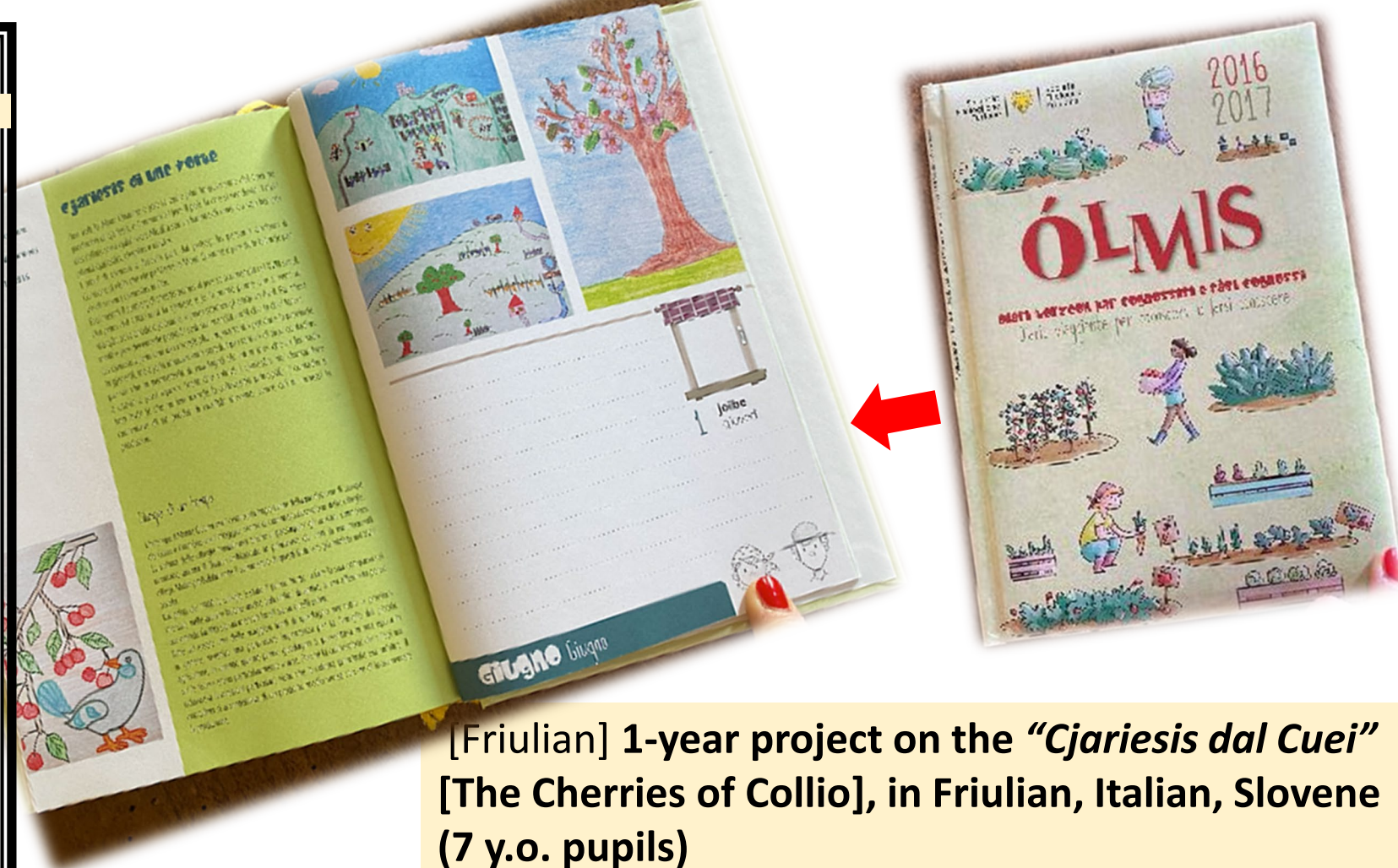
Scuola Primaria (name of school)

# Ciliegie del Collio Cjariesis dal Cui Češnje Brda



Alunni della classe seconda

Insegnante (name of teacher/interviewee)



[Friulian] 1-year project on the “Cjariesis dal Cui”  
[The Cherries of Collio], in Friulian, Italian, Slovene  
(7 y.o. pupils)

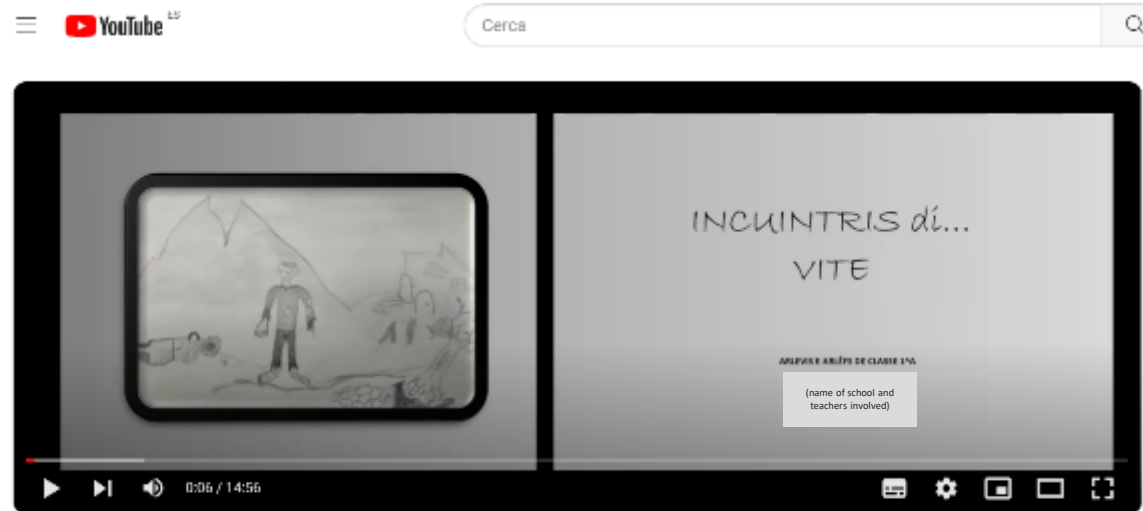
- 1.2 national and local cultures
- 2.1 authentic materials
- 3.3 external/authentic
- 4.1 challenges
- 5.1 creativity



## [Friulian] Laboratory of creative writing in Friulian (and other languages) on the disaster of the Vajont dam (13 y.o. students)

- **1.2** national and local cultures
- **2.3** materiâi creâts e manipulâts dai insegnants
- **3.3** external/authentic
- **4.1** challenges
- **5.1** creativity

In: Bello et al. (2022)



Incuintris di vite cl 1-A SD -2021-2022

Non in elenco

Sbrendul di vite  
21 iscritti

0 | Condividi | Scarica | Salva

22 visualizzazioni 30 gen 2022

Chest fumut al è un lavôr di riflession e imaginazion dai fruts e des fruts de cl 1A (Scuole sec. di I g di (city) ) dopo la lezion cul prof. (Friulian expert) e cul

prof. (comics artist) (class teacher)

Idee, coordinament e racuelte

Musiche (music teacher)

## Classe 1C CEMÛT LAVORÛNO?

Plui grande e je la storie, plui bocjis, voi e orelis a coventin par contâle. E cheste storie e je grandonone...

O vin bisugne di ducj: ognidun al scriverà un Toc de storie!

	Miercus ai 8 di Otubar	9 DI OTUBAR 22.39	Joibe ai 10 di Otubar
RICHE(contadine)	Arleve1	Arleve2	Arleve3
CISO (pastôr)	Arlêf4	Arlêf5	Arlêf6
MARIE (mestre)	Arleve7	Arleve8	
PIERI (frut)	Arlêf9		Arlêf10
LUISE (frute)	Arleve11	Arleve12	
TITE (operari)	Arlêf13	Arlêf14	
	FIRDAWS (turista)	Arleve15	
	LATIKA (fie di emigrâts)	Arleve16	Arleve17
	JARONI (fi di emigrâts)	Arlêf18	Arlêf19
	JACUM (socoridôr)		Arleve20
	AUORE (infermiere)		Arleve21
	TONI e VIRGINIE (gjournaliscj)	Arlêf22 – Arleve23	



# Laboratori CONTÂ IL VAJONT

di (name of Friulian expert/interviewee)



## ZER EGIN BEHAR DA?

Garaiko pertsonekin enpatizatzeko lan bat da.

Industria Iraultzak hainbat gizarte talde berri (klase) sortu zituen, beste talde batzuk kaltetu zituen; talde batzuei onura ekarri zien, beste batzuei, berriz, kontrakoa. Dirua, etekina, fabrikak, lan baldintzak, bizimodua, pentsatzeko modua... izango dira lan honen ardatzak. Kontuan izan behar da beti **testuingurua, Industria Iraultzak ekarritako berrikuntza eta ezaugarriek nola baldintzatzen duten talde bakoitzaren izaera.**

LAN IDATZIA:

Kartulina batean aurkeztu beharko da. Argazkiekin apaindu. Lehenengo pertsonan idatzi.

AURKEZPENA:

XIX. mendeko gizarte talde horretako pertsonak bazinate moduan hitz egin behar duzue, hau da, lehenengo pertsonan.

[Basque] Written task and (costumed) group presentation on the industrial society of the XIX century (15 y.o. students, model D)

- **1.2** national and local cultures
- **2.3** teacher-created and manipulated materials
- 3.1 internal/non authentic
- **4.1** challenges
- **5.1** creativity

## GIZARTE TALDEAK EDOTA PERTSONAK

1. Aristokrazia.
2. Goi-burgesia.
3. Erdi-mailako klasea.
4. Behe-mailako klasea:
  1. Nekazariak
  2. Fabrikan lan egiten duen familia bat (guraso, seme-alabak)
  3. Familia emigrante bat.

[Basque] **Videorecorded conversation with a peer about a) the school system in the BAC, or b) their own near future (15 y.o. students, model D)**

- **1.5** interests, experiences and future plans
- **2.3** teacher-created and manipulated materials
- **3.2** internal/authentic
- **4.1** challenges
- 5.2 personal relevance

[English, BAC] **Graphs comparing statistical data about the BAC and about Europe, in pairs, and upload on Prezi (11 y.o. pupils, model D)**

- 1.4 everyday issues in the world in which students live
- **2.1** authentic materials
- **3.3** external/authentic
- 4.3 curiosity
- **5.1** creativity

[English, FVG] **YouTube-style Do-It-Yourself video explaining what is being done and with what tools (in Covid times) (17 y.o. students)**

- **1.5** interests, experiences and future plans
- **2.1** authentic materials
- 3.2 internal/authentic
- **4.1** challenges
- **5.1** creativity

# Conclusions

- **Main differences** between the motivational characteristics of activities carried in Basque/Friulian and in English in ***Focus and content, Sources, Final products and performances*** → repeatability
- Little use of **textbooks** and preference for **authentic** and **teacher-created materials** → **high demand** on Ts' **pedagogical** and **linguistic skills** → «skills-time dilemma» (Henry et al., 2018, p. 19)
- Implication for Ts' professional practice → need to develop **language awareness** (Svalberg, 2012) and **motivational skills** (Dörnyei & Kubanyiova, 2014)
- Future research → sharing activities (online repository) → boost **reflection** & promote **collaboration** (*community of practice*, Lave & Wenger, 1991)

(Bier & Lasagabaster, 2023c)



Graciis cetant pe atenzion!  
Eskerrik asko arretagatik!

Thank you for your attention!  
Merci de votre attention!  
Danke für Ihre Aufmerksamkeit!

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