

DC12 Philemon BRAUN

Title of IRP12: *Students' language learning motivation from a critical language awareness perspective*

Research fields: Migratory and educational plurilingualism, Affective factors in language learning and teaching, Language policies, Language ideologies, Language education

Co-supervisors of IRP12:

Johannes Müller-Lancé, johannes.mueller-lance@uni-mannheim.de

Petra Daryai-Hansen, petra.dhansen@hum.ku.dk

This PhD position is part of a double-degree programme. Upon completion, candidates will be awarded **one joint doctoral degree**, on two PhD diplomas, following research stays at both institutions: **University of Mannheim** (diploma conferred by the **University of Mannheim**) and **University of Copenhagen** (diploma conferred by the **University of Copenhagen**).

Scientific context of the Individual Research Project IRP12:

IRP12 is embedded into **Work Package 4 (WP4) 'Language learning and plurilingualism in the era of GenAI'**. In light of technological advances in digital tools and resources, as well as the ongoing migration crisis, WP4 reconsiders the main concepts and approaches to language learning and teaching: it investigates practical language awareness, metalinguistic awareness and critical language awareness as well as learner autonomy, motivation and plurilingualism from the learners' perspective. It will conduct pedagogical experiments and analyse interview, survey and classroom data, as well as curricula and language teaching/learning materials. WP4 will produce guidelines for students, teachers, teacher trainers and decision-makers and innovative teaching materials, resources and pathways for formal and non-formal language learning in a digital Europe.

In this context, IRP12 investigates learner motivations regarding home and additional languages in a digital Europe.

Recruiting University: University of Mannheim (UMA), Germany

Partner University for the Joint Doctorate: University of Copenhagen (UCPH), Denmark

Objectives:

As recent digital developments have created new conditions for students' language learning motivation in European countries characterised by indigenous, migratory & educational plurilingualism, IRP12 will, based on the UNESCO *World Atlas of Languages*:

- 1) analyse and compare students' language learning motivation in the countries represented in MultiLawa and in the context of GenAI, encompassing home languages and additional languages in (non)formal contexts (survey study);
- 2) triangulate and validate the findings as well as provide a more nuanced and contextualised perspective on the results, through qualitative data collected in a number of countries selected on the basis of the survey results (interviews);

3) formulate, from a critical language awareness perspective, extended points of attention for education and language policies regarding home and additional languages, to be disseminated.

Expected Results:

- An analysis of learner motivations regarding home and additional languages in (non)formal learning environments;
- Student data on the challenges/opportunities represented by the recent digital developments;
- Guidelines for stakeholders, such as students/teachers/decision-makers concerning the use, challenges and benefits of GenAI, and their impact on students' language learning motivation.

Secondments:

- UNESCO, Paris (France), 5 months
- Observatoire Européen du Plurilinguisme (*Online*), 1 month

Languages: German, English