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## Celebrating languages and cultures

### Nurturing the non-formal language learning environment in teacher education

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This article gives an account of the development of an event designed to motivate teacher trainee students to learn languages. The event was planned and organised by the Department of Foreign Languages and Literature at the Faculty of Primary and Pre-school Education, Eötvös Loránd University (ELTE TÓK). The department's intention was to play a proactive role in enhancing students' language education by crossing the boundaries of formal foreign language courses. The initial concept was to hold a language fair like a pop-up event that would be easily noticeable throughout the building, flexible for participants and cater to the students' individual needs. Entitled 'Drop everything and learn/teach languages', this event was held on September 26th, the European Day of Languages, as introduced by the Committee of Ministers of the Council of Europe in 2001, the Year of European Languages (Council of Europe, 2001). The European Day of Languages aims to draw attention to the importance of language learning, promote the rich linguistic and cultural diversity of Europe, and encourage lifelong language learning in and out of school. The title of 'Drop everything and learn/teach languages' was additionally inspired by the 'Drop Everything and Read' programme initiated to promote sustained silent reading.

*Keywords:* language learning, higher education, motivation, learner autonomy, non-formal learning

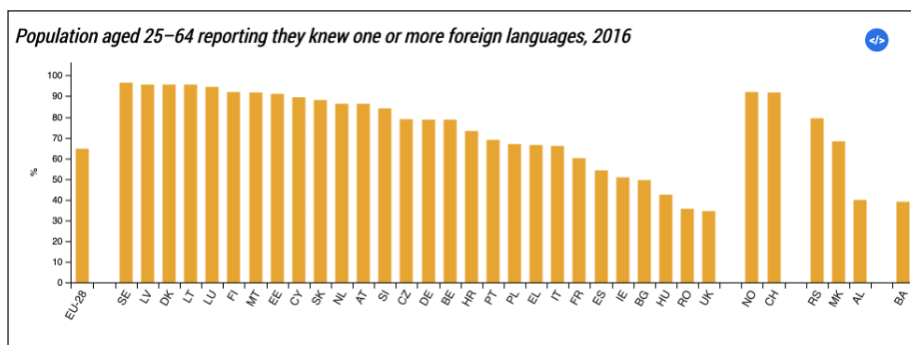
#### **Status Quo: The language learning situation in Hungary and Europe**

According to Eurostat (2016) the number of citizens who are able to speak foreign languages is fairly low in Hungary. While in the EU 64.6% of the adult population (aged 25–64) claimed to speak at least one foreign language, in Hungary this figure was significantly lower, at only 42.4%. (see Figure 1)



**Figure 1**

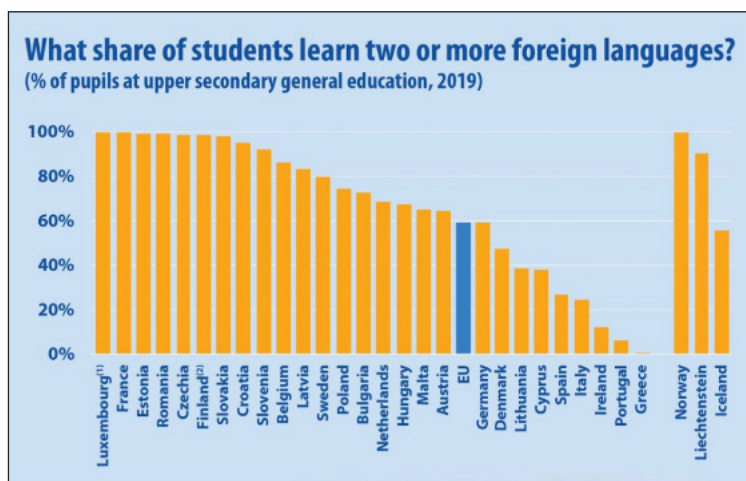
*The language learning situation in Hungary (Eurostat, 2016)*



The Eurostat (2019) statistics show that at the secondary level, on average almost 60% of students learn at least two foreign languages in the EU. The Hungarian average, which rose between 2014 and 2019, approaches 70%. (Figure 2)

**Figure 2**

*What share of students learn two or more foreign languages? (Eurostat, 2019)*



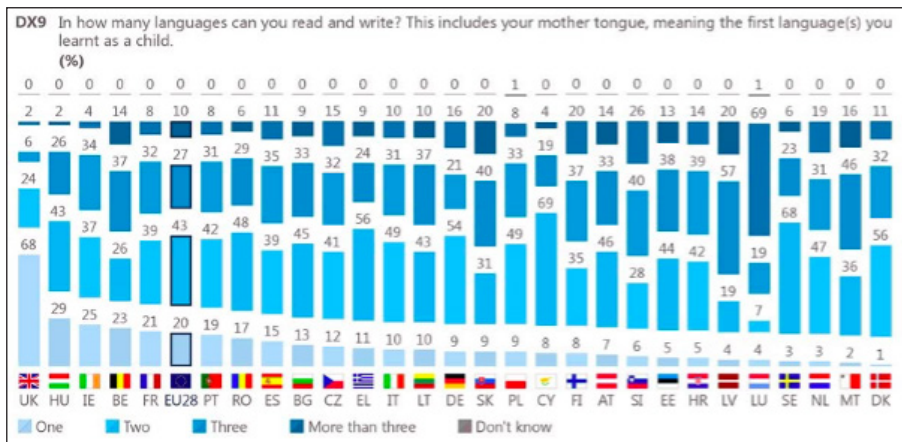
While the number of secondary students learning languages is relatively high, the efficiency of learning may be questionable. A recurring problem at ELTE TÓK and in Hungarian higher education in general is that, even though the B2 level language certificate is a pre-requisite for graduation, a significant proportion of the student population does not master a foreign language at the legally required B2 level. The reason for their insufficient language knowledge may either lie in the failure of language education at secondary level or the possibility that these students lack the opportunities, financial means, or internal motivation to acquire a foreign language at the required level.

The 2018 Flash Eurobarometer survey results (Flash Eurobarometer, 2018, pp. 41–63) show some significant key findings concerning young Europeans’ language knowledge, language learning, and motivation to improve their language competencies. According to this study, most young European citizens (80% of the 8,153 respondents) can read and write in more than one language. Still, only two-thirds declare themselves able to follow a course of study in more than one language, including their mother tongue(s). A substantial proportion of young adults (43%) can use two languages, while 27% can read and write in three languages; every tenth person (10%) has a command of more than three languages. One-fifth of the respondents (20%) cannot read and write in more than one language. However, there is a considerable variation between the countries’ language command as illustrated in Figure 3.

The lowest rate of language knowledge is indicated in the United Kingdom, where over two-thirds (68%) of the respondents have only one language at their disposal. The second lowest result belongs to Hungary, where 29% of the polled population can read and write in only one language (Flash Eurobarometer, 2018, pp. 41–42).

**Figure 3**

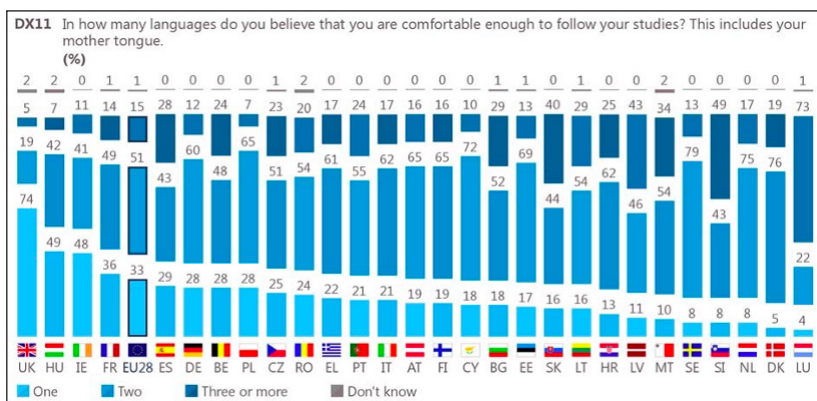
*The number of languages young students can read and write in (Flash Eurobarometer, 2018, p. 42)*



The poll (Flash Eurobarometer, 2018, p. 43) also surveyed the number of languages respondents would be comfortable studying in. In this question, Hungarian young adults demonstrated the second-lowest answer rate again, with 49% of the respondents claiming they could only study in one language, i.e. their mother tongue. The United Kingdom (74%) and Ireland (48%) also displayed negative results. At the same time, young people in Denmark, Luxembourg, Sweden, Slovenia, and the Netherlands would be far more willing and able to pursue their studies in more than one language. In most of the 28 polled European states, the most significant proportion of respondents claimed that they would feel comfortable conducting their studies in two or even three languages. (Figure 4)

**Figure 4**

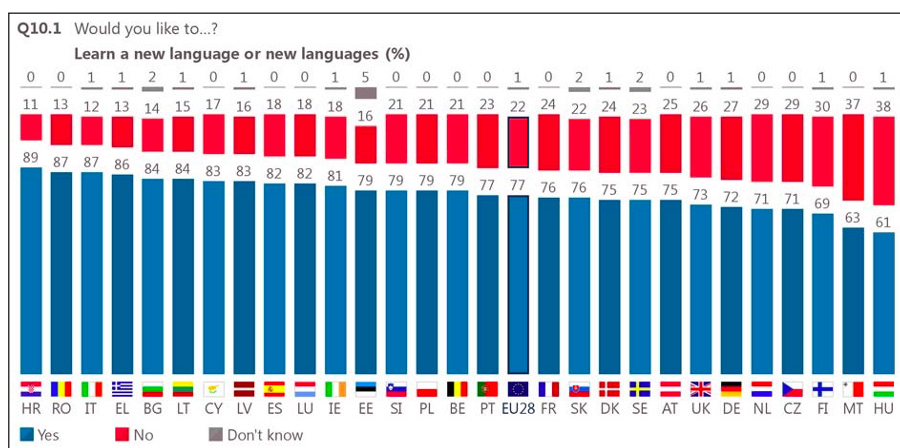
*Ability to study in more than one language (N=8,153) (Flash Eurobarometer, 2018, p. 54)*



Regarding the respondents' motivation towards languages, a large majority (84% of 8,153 young Europeans) would like to improve their command of a language they already have some knowledge of, whilst 77% declared their wish to learn a new one (Flash Eurobarometer, 2018, p. 53). In Hungary, 61% of those polled expressed their intention to learn a new language, the lowest ratio among the surveyed nations. (Figure 5)

**Figure 5**

*Motivation to learn languages (Flash Eurobarometer, 2018, p. 54)*



Unfortunately, only a few studies have been published in connection with students' language aptitude in Hungarian higher education. According to a 2010 study, 61% of the students admitted to higher education had a B2-level of language knowledge (Nikolov, 2011). A more recent study from 2017 (Hámori & Ujj, 2017) gives similar estimates: the authors claim that 53.6% of recently admitted university students hold a B2 level of language knowledge. However,

the figures gathered among students entering teacher training are less promising: their foreign language competence seems to be significantly lower as only 39,4% of first-year teacher trainees hold a B2 language examination (Hámori & Ujj, 2017). The language situation at ELTE TÓK seems to be significantly better than the Hungarian average, as according to statistics from the Faculty Registrar's Office, roughly 60% of first-year students hold a B2 or C1 level language examination certificate (ELTE TÓK, 2022).

Beyond the state requirements for attaining an advanced-level degree, foreign language knowledge for university students is necessary for practical reasons, too. First, internationalisation is a growing feature of higher education whereby students can take part in mobility programmes at universities within and beyond the EU. Spending a semester or completing a practice period abroad significantly increases the competitiveness of young graduates in European job markets. Finally, after graduation, language competence is a key pre-requisite for life-long learning and professional development, too.

### **Foreign Language Education at ELTE TÓK**

Attended by 1,500 to 1,600 students, the Faculty of Primary and Pre-school Education trains primary (grades 1–4), kindergarten (ages 3–6) teachers and early childhood educators (ages 0–3). The primary teacher trainees specialise in one subject, which they can teach in grades 1–6 as well. One of their options is to learn foreign languages (English or German). There are also two minority language programmes for primary teachers: German and Serbian. The rest of the students specialise in other subjects, such as music, science, or Hungarian, and will not teach any foreign languages. Kindergarten education students may choose Hungarian-English bilingual kindergarten education as their specialisation and work in bilingual kindergartens after graduation. Here, too, there are programmes for prospective kindergarten teachers intending to work in German or Serbian minority language institutions. Early childhood educators study the basics of early childhood language development and complete courses in English or German for specific purposes.

The English, German, and bilingual courses in the BA programme provide experiential learning for future language specialists of young learners. TÓK offers an inspirational target language and pedagogical environment, where foreign language courses are practical, with a focus on the students' personal experiences, unique backgrounds, and supporting them to develop through reflective and creative activities. Specific attitude-forming elements that strengthen their prevailing positive views and beliefs upon entering the training are part of students' foreign language education. This student-centred holistic approach and tolerant atmosphere entail a variety of competence-based activities that are based upon a harmony between theory and practice, subject content and foreign language integration, and cooperative work forms.

The teaching staff at the Department of Foreign Languages and Literature aim to provide a meaningful, positive, and memorable personal experience that will also provide a model for students to follow when pursuing their

future profession. To achieve this aim, special attention is devoted to offering non-formal learning and professional socialisation. The department organises events that enhance foreign language-learning motivation and contribute to on-campus internationalisation, encourage Erasmus mobility, and raise intercultural awareness. Thus, the foreign language specialisations and the optional bilingual courses provide students with vital professional and personal competencies.

As was previously mentioned, non-language specialist students in the primary education programmes will be qualified to teach all school subjects, except for foreign languages. Although their syllabus does not contain any compulsory foreign language studies, they can take a great variety of optional language and professional courses in German or English. These courses enjoy a great deal of popularity among the students.

### **Language learning motivation and learner autonomy**

While designing and executing the language learning event ‘Drop everything and learn/teach languages’, the idea of developing language learning motivation, attitude, and learner autonomy was a priority since they are instrumental in successful language learning. Dörnyei (2005) and Dörnyei and Csizér (1998) claim that these are essential factors in determining second language (L2) success rate. According to the results of a wide-scale study conducted by Csizér (2007) among 13 to 14-year-old pupils, L2 motivation is enhanced by positive attitudes formed towards language learning. Nikolov’s (1999) research among primary pupils between six and fourteen years of age also found that positive learning attitudes towards the learning context and the teacher were the most important factors in enhancing their motivation. Intrinsic motivation proved to be more important for the pupils than integrative or instrumental motivation (p. 53).

A survey among Hungarian university students in Budapest by Csizér and Kormos (2007, 2008) found that the participants’ language learning motivation was high and mostly integrative. The authors underlined the need for autonomous learning in this age group because they attend language courses with a low number of contact hours and will later need the knowledge of languages for continuing professional development (CPD). Not surprisingly, the most motivated language learners were students in the fields of economics and law. Motivation was the lowest among students who were not expecting to come into contact with English speakers in their professional context. Unfortunately, the sample of the study did not include teacher trainees. A more recent study by Novák and Morvai (2019) focused on the foreign language learning attitude of higher education students from three universities in eastern Hungary. Their research results showed that those students whose parents were poorly educated were motivated only to the extent of passing the language examination required by the educational system. Students who already held a language examination certificate were motivated by other factors, for example their interest in the culture of a language. Novák and Morvai (2019) also found

that Master's degree students used the foreign language for practical purposes, such as mobility or socialising. While the aforementioned research provides some insight into university students' motivation and attitude to language learning, limited research has been carried out to examine the motivation and attitude of primary and preschool teacher trainees in Hungary or abroad.

The concept of learner autonomy is mostly examined and discussed within the context of formal education and is defined in different ways. For instance, Hedge (2000) offers three definitions. Her first definition is that learner autonomy can be described as a more aware, independent, and effective mode of classroom study. Second, she describes learner autonomy with resource-based learning in the institution. However, this kind of learning, which used to be offered by self-access centres, has probably been overtaken by internet-based activities. The internet and mobile IT tools provide access to a previously unimaginable range and quantity of authentic language and language learning materials. Hedge's (2000) third definition touches upon the capacity to carry on learning independently throughout life. Harmer (2007) claims that giving learners agency in their own learning can help sustain their motivation (p. 394). Cotterall (1995) believes that learner autonomy should be an essential goal for all forms of learning. On a practical note, Harmer (2007) suggests that learner autonomy can compensate for a lack of classroom time. Language teachers in higher education frequently experience a lack of time and recognise the beneficial effect that the conscious development of learner autonomy may exercise upon their students' learning outcomes. A study by Öztürkl (2019) reports the effects of a course aimed at promoting learner autonomy among pre-service EFL teachers in Turkey.

Oxford (2001) argues that conscious language learning strategies help learners become more autonomous and ready to assume control of their learning activities. She makes the case that while positive attitudes and beliefs can increase motivation and help language learning, negative attitudes and beliefs reduce motivation. Because the number of language lessons is fairly low at ELTE TÓK, it would be desirable if students were helped to take more responsibility for their own learning and develop the capacity for lifelong language learning. Unfortunately, increasing the number of language classes or launching courses to develop their capability for independent learning is beyond the means of the Faculty. On the other hand, developing and nurturing positive attitudes toward language learning seems to be feasible by means of out-of-classroom activities, such as 'Drop everything and learn/teach languages.'

### **Drop everything and learn/teach languages**

Having reflected on the language situation at the Faculty, the Department of Foreign Languages decided to organise a language learning event at ELTE TÓK that would provide positive experiences for participating students. Activities were selected on the basis that they satisfy several criteria, i.e., meet real learning needs, provide opportunities for oral language practice, offer

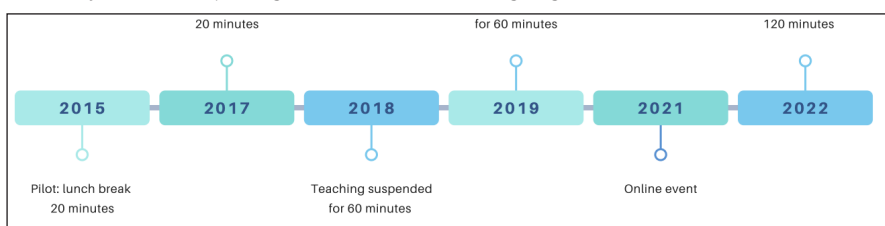
cultural information about target language cultures, demonstrate the creative and playful side of language education, open the window on new languages and cultures, and at the same time offer a view on early childhood language education. The language specialist students were to be not only participants but also active organisers and co-teachers in this event.

Language learning stations were planned to advertise foreign languages and the importance of learning them. All visitors were able to experience a broad range of foreign languages and cultures, such as English, German, Serbian, French, Russian, Italian, Spanish, Swedish, Catalan, Chinese, Romani, Farsi, and Ukrainian. Students were able to decide to take a mock language examination, learn in playful and interactive mini-language lessons from their peers, play board and card games with the primary pupils from the neighbouring practice school, sing French chansons, participate in Scottish dancing, taste the international guest students' typical national dishes, and see the FL students' creative works and posters in the form of an exhibition. The Department of Foreign Languages and Literature intended to motivate everyone to learn several foreign languages.

As was mentioned earlier, the event 'Drop everything and learn/teach languages' mainly targeted non-language specialist students. At the same time, the programme proved an excellent opportunity for language specialist students to apply and demonstrate their knowledge and skills in language pedagogy while gaining first-hand experience in the concept of teaching outside the classroom. In other words, language specialist students participated in planning, preparing and delivering language learning activities. Their active role offered a learning experience for them as future teachers in that they had the opportunity to practise language teaching outside the classroom. The student-teachers interacted with their fellow students, their teachers, and even the children who were paying a visit from the neighbouring primary school. Hopefully, after their positive experience of teaching beyond the classroom, the students will follow this example when they start teaching, and create opportunities for teaching outside the classroom, too.

### Figure 6

*Timeline of Drop everything and learn/teach languages events*



Similar to a kind of a marketplace in its layout and concept, this language teaching event was first held in 2015 in connection with the European Day of Languages on September 26th. It was organised in a small scale, pop-up fashion and scheduled for the long break between classes in the area outside



the specialised foreign language classrooms. Three languages were involved: English, German and Serbian. The goal was to give a personalised, language learning opportunity to non-language specialised students who were passing by during their break. The next 'Drop everything and learn/teach languages' event was held two years later, in 2017. (Figure 6)

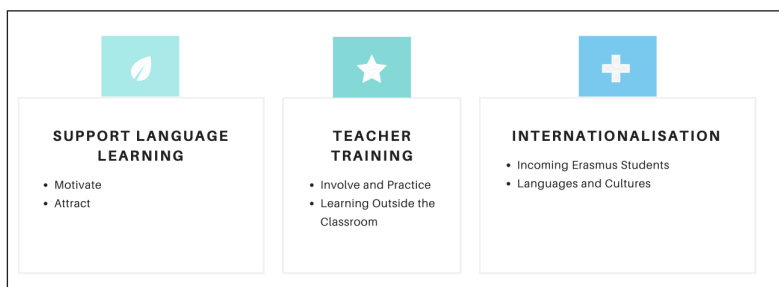
Having organised two events and accumulated valuable experience, the organising team outlined several changes including a more extended time period and access to more parts of the building in an effort to approach students more effectively. The range of activities and languages was extended and several cultural institutes were also invited. A 60-minute time slot was allocated to the event. The first-floor corridors in the building were furnished with desks, where the students could set up their activities. Keeping most of the activities outside the classrooms made it possible to have an open-access space.

A wide-scale advertising campaign targeting the students and staff preceded the event. In the morning, students entering the building were handed a leaflet with the programme and a 'passport'. Participants were instructed to have their document stamped at five stations as proof of participation and fill in the short feedback form on the back.

The teachers of the Department of Foreign Languages and Literature worked on the language-learning games and activities together with the language specialist students. It was possible to integrate the preparatory work into the language development and language teaching methodology courses. A new feature of the event was the participation of three cultural institutes: The Japan Foundation, The Goethe Institute and Institut Francais de Budapest. The teacher trainer of a state-accredited language examination company was invited to hold an exam preparatory session.

**Figure 7**

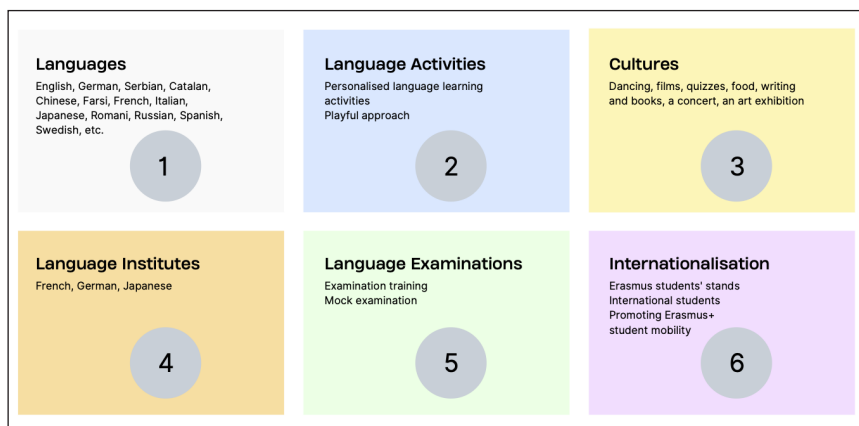
*Main goals of Drop everything and learn/teach languages*



'Drop everything and learn/teach languages' assists many underlying goals (Figure 7) by motivating language learning, providing cultural experiences, giving language learning opportunities, providing support to pass the language examination, offering a model for beyond-the-classroom experiential learning, and exhibiting the way our students are trained for teaching languages to young and very young learners. In the following section, the activities will be

presented in groups according to the goals they were meant to achieve. This annual event aims to achieve its goals through a wide range of activities, which can be classified into six main categories. (Figure 8)

**Figure 8**  
*Range of events*



### Plurilingualism

In addition to activities organised in English, French, German and Serbian, 'flash language classes' were held in Japanese, Catalan, Italian, Chinese, Spanish, Russian and Swedish. These fifteen- to twenty-minute language tasters aimed to place new languages and cultures on the students' horizons. One of the goals of the European Day of Languages' is to raise awareness of the linguistic diversity of Europe. In general, most of our students were only studying English or German and had never had the chance to try their hand at other languages. These sessions created opportunities to experience a new language and generate an interest in learning it. By exposing our students to multiple languages, we followed the EU guidelines (Council of Europe, 2001) concerning the idea of plurilingualism in Europe. Plurilingualism in Europe entails not only the 26 official state languages, minority, regional, and indigenous languages of Europe, but also the non-European languages featuring as a result of immigration (Council of Europe, 2020). Presenting the idea of plurilingualism is essential in order to convey the message of linguistic diversity and the significance of multilingualism. The latter has a key role in contributing to mutual understanding and keeping up mobility within the EU (p. 102).

Language specialist students planned the English, German, and Serbian language learning stations for teaching vocabulary, tongue twisters, cultural studies, IT games, and activities that in turn demonstrated how learning could be achieved through play even for adults. At the Serbian station, visitors could learn the basics of the Cyrillic alphabet, a phenomenon Hungarians are unfamiliar with since Russian ceased to be a compulsory language in education.

### *Cultural diversity*

A country's culture may attract a person to learn its language(s). The three cultural institutes had stands that offered quizzes and games in their culture and language. For instance, the typical Japanese papercraft activities and a New Year's game at The Japan Foundation were extremely popular. The French stand offered the unique cultural experience of a concert with a student teacher who played the guitar and sang French chansons. Since our students are trained to work with young children, they usually have an affinity for visual arts, music, and games, a fact that means such activities can play a motivating role in their language studies. The participating institutes offered information about their educational and cultural activities in Budapest, thus expanding the students' horizon regarding what is available in the capital city in terms of language learning and cultural activities in French, German, and Japanese.

The incoming Erasmus students studying at the Faculty also contributed to the cultural activities by introducing their country, language, culture, cuisine, and their home university. Direct communication between fellow students from different countries has two advantages: it provides short-term motivation to use a foreign language and is likely to increase long term motivation for mobility. By spending a term abroad, students can improve their foreign language skills, learn about a new culture, and experience a different educational context.

### *Supporting language learning*

The programme also aimed at giving an insight into the department's teacher training practice. The organisers found this very important for two reasons. First, it is vital to share information with the Faculty about the principles along which our training programmes are implemented and our students are educated. Second, it is essential that our non-language specialist students also become aware of the main principles of teaching languages to young learners.

An exhibition was organised from the works of language specialist students. Mind maps and other forms of artwork portraying bilingualism, the ideal bilingual teacher, and the use of nursery rhymes in early childhood language development and bilingual science education were put on display. The aim of this exhibition was to spread information about how our students are trained for early childhood language education; this exhibition was open for a month.

Visitors could try playing the board games used in early childhood language development or games created for nursery rhymes by the preschool trainees, watch English language children's films and cartoons. They were also invited to learn nursery rhymes and songs, become engaged with IT activities, Scottish dances, and visit a book exhibition.

Children from the neighbouring practice school paid a visit and participated in the activities. Their presence created an invaluable experience for the language specialist students, who were able to experiment with a learning-beyond-the-classroom situation. In this regard, 'Drop everything and learn/teach languages' managed to complement the students' language teaching methodology and pedagogy studies.

Since several students plan to pass the state certified language examination during their studies at the university, there was enormous interest in the language examination training session, called ‘Speaking Show’. This opportunity involved the presentation of a mock oral examination being taken by two peer students.

### ***Reflections: lessons and challenges***

The informal feedback on ‘Drop everything and learn/teach languages’ was overwhelmingly positive. Over the years, we furthermore managed to raise the event’s profile as it has increased in its volume and variety of activities while additionally attracting a growing number of participants.

The event managed to serve the needs of both language learners and future language teachers. Its goals can be listed in two main categories: language learning and language pedagogy (see Table 1).

**Table 1**

*Language Learning and Language Pedagogy Goals*

Language Learning	Language Pedagogy
Motivating language learning	Motivating and supporting language teaching
Language practice	Teaching experience
Culture learning	Learning about sharing intercultural knowledge
Non-formal language learning	Experiencing teaching outside the classroom
Getting to know new languages	Motivating learners to learn languages
Learning children’s culture in other languages	Forming learners’ attitudes towards other cultures
Language examination skills training	Developing language competences, learning about exams
Participating in active learning	Creating language teaching materials
Gaining information about Erasmus+ mobility	Gaining information about e-twinning

Representatives from cultural institutes were impressed by the enthusiasm and interest of TÓK students. They were happy to return in 2019 and promised to continue to come in the future as well. During the Covid-induced period, the event was organised in an online format on Teams. The event’s main strengths, weaknesses, opportunities, and possible threats are listed in the preliminary SWOT analysis presented in Table 2. As shown, the event offers significant benefits in professional and personal fields, while the limited number of negative features refer to mainly organisational elements.

**Table 2**  
*SWOT Analysis*

Drop everything and learn/teach languages ...	
Strengths	increases language learning and language teaching motivation observes European Day of Languages helps students to join their future professional community encourages learning outside the classroom celebrates diversity and plurilingualism supports lifelong learning and autonomy corresponds with the EU suggestions attracts and engages Erasmus students and international cultural institutions enhances on campus internationalisation has become a tradition
Weaknesses	place in timetable not popular with everyone too early in the semester needs to attract more students requires a great deal of preparatory work
Opportunities	finding a new date in the academic calendar: Faculty Day in April better advertising: Student Council's support and using social media extending the event collecting more systematic feedback measuring its effect
Threats	timing issues indifference from students student / teacher fatigue

'Drop everything and learn/teach languages' has reached the point where it has become a standard event at ELTE TÓK (see Appendices A, B, C, D, E) even though it was held online during the pandemic situation. The brief feedback sheet on the 'passports' was sent back by a high number of participants at the end of the event and turned out to be overwhelmingly positive. The students described their experiences as useful and motivating. The Faculty staff and the representatives of the participating cultural institutes also concluded that the energy, time and work invested into the organisation of the event resulted in an invaluable linguistic and cultural experience. The authors hope that this event will have a positive effect on the professional development of the language specialist teacher trainees. Furthermore, the event is expected to support the language learning of university students through developing their learner autonomy. Finally, it is hoped that the event will contribute to on-campus internationalisation.

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## Appendices

### Appendix A European Day of Languages



### Appendix B Posters of the event



## Appendix C

### Programme of the 2019 event

#### Drop everything and learn/teach languages!

Event	Description	Place
<i>Guests of honour:</i>		
<b>Goethe Institut</b> Mini Germany in Ráday Street	Goethe Institut presents: learning German language and culture	First Floor main staircase
<b>Institut Francais de Budapest</b> Mini France by the Danube	Institut Francais presents: learning French language and culture	First Floor
<b>The Japan Foundation</b> The Land of the Rising Sun in Budapest	The Japan Foundation presents: learning Japanese language and culture	First Floor
<b>Euroexam</b>	B2 Language Examination Show – Live B2 Oral Language Examination	Room 100
<b>German</b>		
German language learning stations	Expand your vocabulary and practice grammar in a playful way.	Corridor outside rooms 107-123, First floor
German language games room	Playful language learning with boardgames: Tabu, Blinde Kuh, Dobble and more	Room 113
German tongue twisters and proverbs	If you want some challenges and want to find out what they mean ...	Corridor outside rooms 107-123
German civilisation stations	Test your knowledge of German cultures, sights and gastronomical specialities	
German minorities studies stations	Learn about the customs of the German minority groups in Hungary	
Social development in German	Board games in German	Room 130
<b>English</b>		
English-speaking cultures through play and games	Which English-speaking countries are you familiar with? What do you know about their cultures? Why is it important to get to know the culture(s) of a language? Test the games made by our students and expand your knowledge of the world.	Corridor, outside Room 123, First floor
Language learning stations: English language first aid	Would you like to have a chat with a friendly English teacher? Do you have any problems in grammar? About irregular past forms? Do you know how to compose an English sentence? Come, we're here to help you!	Corridors outside rooms 127-13, first floor and at main staircase, second floor



Rhyming in English – how do they do it in kindergarten?	Wanna have quick success in learning English? Come learn some nursery rhymes. If a kindergartener can easily do this, you will succeed, too. Try the language learning toys of our kindergarten students.	Room 119
Learn English with gadgets: 21st century English classes	Should we ban or use them? IT applications in language teaching in the 21st century.	Room 108
Let's play music!	Language learning with the help of music.	Room 127
Funny English words	How to build a cool English vocabulary: Play Kahoot games with Sára	Room 19
English language games den	Learning languages is easier when you play	Room 129
Maisy, Charlie, Lola and others: cartoons and animated films for children	Come inside, watch these films and meet the most popular English- speaking cartoon and animation heroes.	Room 128
<b>Serbian</b>		
How would you read in Serbia?	Find out about the Serbian alphabet with Nikola	Room 128/1
<b>French</b>		
French songs – mini concert	French chansons sung by Rachel Makkos	1st floor
French culture	Quiz about French culture	1st floor
<b>ERASMUS</b>		
Enter the world of Erasmus	Erasmus+ helps to bring the world to us and to enter outside the world – meet the Italian, Swiss and German Erasmus+ students at the Faculty. Learn about their language, culture and university.	Ground floor
<b>More languages! Language tasters with the help of students, teachers and staff at ELTE TÓK</b>		
Japanese	The Japan Foundation	First floor
Catalan	Núria Medina Casanovas, Universidad de Vic	Room 124
Italian	Leila Szabó, colleague	Room 121
Chinese	Fanni Bíró, student	Room 121
Spanish	Maria Teresa Reyes, Dept. of Foreign Languages	Room 118
Russian	Kiss Gabriella, Dept. of Foreign Languages	Room 117
Swedish	Poros Andrea, Dept. of Foreign Languages	Room 117
<b>Book exhibition</b>		
Destination: Collect stamps in your passport and collect a sweet Serbian baklava in Room 123		

## Appendix D

### Photos from the event



## Appendix E

### Summary of activities at ‘Drop everything and learn/teach languages’

Title	Activity	Motivational Goals	Organisers	Target Audience
Language games	Trying out games for language learning	Increasing awareness of the importance of playful language learning	Language specialist BA students	Non-language specialist university students, staff and school children
Language practice activities	Planning and trying out language practice exercises	Allowing language learners to practise a specific language area	Language-specialist BA students	Non-language specialist university students, staff and school children
Cultural activities:	games, quizzes, concerts, decorations, dances	Learning cultural information Increasing cultural awareness How culture can be used for language teaching	Cultural institutes, Language specialist BA students	Non-language specialist university students, staff and school children
Scottish dances	Learning traditional Scottish dances	Experiencing other cultures	Teaching staff of Department of Foreign Literature and Languages	All university students and staff
Erasmus students' presentations	Posters, games, cultural information, food tasting	Learning about cultures, gaining motivation to spend a term at a university abroad	Incoming Erasmus guest students	All university students
Flash language classes	Short lessons in different languages (about 10)	Creating interest in languages and language learning	Staff and students	All university students and staff
Language games /toys exhibition	Trying out toys for language learning	Informing about playful language learning in early childhood	Language specialist BA students and staff	All university students Primary school children

Student poster exhibition	Displaying posters language specialist students prepared as coursework	Spreading information about a) teaching languages to young children and b) what approaches to language teaching the language specialist students study	Language specialist BA students and staff	All university students and Faculty staff
Examination skills training	Learning examination skills	Training students to pass a B2 language examination before graduation	Outside trainer	Non-language specialist students
Book exhibition	Foreign language publications: coursebooks, children's literature and literature	Creating interest in reading in foreign languages and in English/German children's literature	Department of Foreign Literature and Languages	All university students and staff
Erasmus stand	Learning about other cultures and universities	Using a foreign language. Receiving information about Erasmus partner universities	Incoming Erasmus students	All university students
eTwinning stand	Learning about a platform of collaboration	Professional development, part of teacher training	Outside trainer from Ministry	All university students
SEK Stand	Learning about an international school in Budapest	Learning about a school that is different from schools in public education	SEK teachers	English specialist students