

FOSTERING RAPPROCHEMENT THROUGH EDUCATION FOR DEMOCRACY AND LANGUAGE LEARNING - FRED



Baseline Study on the Linguistic and Cultural Perceptions of Young People
Attitudes towards languages, language learning and speakers of other languages

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Part I. Executive Summary

This report describes a baseline study of students' and teachers' attitudes in Kosovo* towards multilingualism, their perception of languages other than their own, and people who speak other languages. It also examines their level of motivation to learn other languages and their incentives to study. The research was carried out in 11 schools that take part on the project "Fostering Rapprochement Through Education for Democracy and Language Learning" (FRED) in Kosovo** which is implemented by the Council of Europe and co-funded by Norway and the Council of Europe. The methods of analysis include a factor analysis of students' and teachers' answers provided in a questionnaire that was designed for the purposes of this study. The questionnaires and correlation tables can be found in the attachments.

The results of an analysis of the data provided show a correlation between a family's encouragement to study languages and students' personal drive to learn. The connection between the two is very strong and is confirmed by another correlation, which shows dependence between the family's dissuasion of second-language acquisition and students' negative attitudes towards other languages.

The second correlation that was identified through factor analysis is a direct link between school activities that involve second or third languages and students' positive attitude towards them.

This report identifies a relationship between attitudes expressed towards other languages by students and teachers and their attitudes towards the speakers of those other languages. It can be therefore concluded that there is a direct correlation between the attitudes conveyed by students and the attitudes articulated by their teachers.

Another important finding of the report is that there is a direct parallel between students' positive attitudes to speakers of a certain language (different from their own) and their motivation to learn languages in general.

Recommendations include:

- Strengthening cooperation with students' parents in the promotion of language learning and education for democracy.
- Development of teachers' competencies to promote language learning and educate for democracy.
- Implementation of educational activities (both curricular and extracurricular) that not only include different languages, but also bring students who are speakers of different languages together in a meaningful ways, speaking different languages together in cooperation, that will be meaningful for those students.

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- Use of constructivists constructive pedagogical methods both on regular subject lessons and extracurricular activities, in order to develop students' competencies for democratic culture and increase students' and teachers' positive attitudes towards multilingualism.

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Part IV. Introduction

Project Background

Implemented by the Council of Europe and co-funded by Norway and the Council of Europe, the project *"Fostering rapprochement through education for democracy and language learning" (FRED) in Kosovo** has an overall objective to promote regional multilingualism and multiculturalism as a social, cultural and economic asset, and access to language learning and education for democratic citizenship as a means of achieving rapprochement between communities.

The project team cooperates with a set of pilot schools that were invited to participate in an open call disseminated by the Council of Europe Office in Pristina to accomplish the aim of fostering rapprochement through the promotion of language learning and education for democracy. Eleven (11) pilot schools were selected based on the level of motivation expressed in their application, readiness to participate in all activities, as well as geographical balance and a balance of contextual features (culture, size, level of education, level of experience in international projects.) Each school involved in project activities has a designated project team that consists of a teacher, an administrator, as well as a parent and student representative.

Context of the Study

The activities of the project are planned in three stages. The first stage is focused on the preparation of the baseline study on the linguistic perceptions of students and teachers involved in the project. It aims at dissecting their attitudes towards languages, language

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learning and towards speakers of other languages. The results obtained in the baseline study will factor into the work of the second stage - the design and implementation of school-based projects. At the same time the preparations for the second phase have been on-going. Moreover, the results will help determine the types of activities that will be organised at schools in order to increase students' and teachers' positive attitudes towards multilingualism.

The second stage of the project includes the design and implementation of school-based projects, which promote a positive image of local and regional multilingualism. The eleven selected pilot schools are tasked with implementing the project, as defined by their individual teams. School teams and project experts work together to find appropriate methods that highlight positive examples of multilingualism, and to strengthen understanding of the values of a multilingualism that embraces both all local languages as well as international languages such as English and/or German.

During the final phase, the project results will be presented to the wider public who will be invited to discuss the project results and identify features of good practice and recommendations that will guide all relevant stakeholders in providing a stable basis for the progressive implementation of language rights in the field of education that focus on learning Kosovo's official languages in mixed communities. A second run of the survey on linguistic and cultural perceptions is expected to highlight the positive impact of the project on these perceptions.

Purpose of the Study

The purpose of this baseline study is to describe and analyse students' and teachers' attitudes towards multilingualism in the eleven schools participating in the action, before the beginning of training, coaching and implementation of school-based projects. The study will provide a set of indicators that will assist in the monitoring and assessment of future activities that will be implemented within the scope of the project. Furthermore, the study will measure the overall effectiveness of planned activities that will ultimately serve as a foundation for the development of policy recommendations.

Part V. Methodology

Research design

The study collects and examines students' and teachers' views and opinion from participating schools on the following issues:

- attitudes towards languages different from the one(s) spoken at home.

- Perception(s) of people who speak languages other than the one(s) they speak at home
- level of interest in language learning.
- motivating factors to learn languages other than the language(s) spoken at home.

Additionally, teachers' opinions about the influence of school activities that include different languages are collected and analysed.

Research Sample

The survey was conducted in all eleven schools that are involved in the action. All schools are situated in different municipalities aside from two in Kamenicë/Kamenica. The selection of municipalities and schools was made based on their geographic location as well as cultural and linguistic context.

Table 1. Schools participating in the project

Name of a school	Name of municipality	School profile
Abaz Ajeti	Gjilan/Gnjilane	1200 students/urban/Albanian
Gymnasium Bedri Pejani	Peje/Peć	1700 students/urban/Albanian and Bosnian
Desanka Maksimović Fan S. Noli	Kamenicë/Kamenica	260 students/urban/Serbian 466 students/urban/Albanian
Dositej Obradović	Obiliq/Obilić	53 students/rural/Serbian
Hanumshahe dhe Tefik Zymber	Novo Brdo/Novobërdë	184 students/rural/Albanian
Halil AliAdema	Viti/Vitina	539 students/rural/Albanian
Jeronim De Rada	Ferizaj/Uroševac	1503 students/urban/Albanian
Leke Dukagjini	Prizren	1667 students/urban/Albanian and Bosnian
Mileniumi i Tretë/Third Millennium	Prishtinë/ Pristine	555 students/urban/Albanian
Trepça	Istog/Istok	640 students/rural/Albanian

The schools include nine (9) primary/lower secondary schools (grades 1-9, or 1-8 in the case of schools operating under the parallel system of Serbia), one (1) higher secondary school (grades 10 - 12), and one school containing both a primary/lower secondary and a higher secondary school.

Schools that participate in the project vary in terms of location, number of students, the cultural and linguistic background of communities, and their level experience with various local and international projects.

The baseline survey used stratified random sampling in order to meet the key requirements of collecting high-quality, reliable and comparable data. The sampling guidelines issued as part of this survey were based on the premise that pupils from all levels of upper-level secondary schools should take part and was adhered to by all beneficiary schools.

The sampling was based on a clustered-stratified design with equal probability of selection for pupils within each cluster of classes. All respondents from participating (pilot) schools were compiled in one list, representing the total population of the baseline. Clustering is a process by which the survey population is broken down into smaller portions (i.e. classes), and a limited number of clusters are selected for inclusion in the survey. This will be measured in the preselection sample list to be provided by each beneficiary school. Clustering is often necessary because without it, collecting data for the entirety of a population would be logistically impossible.

Questionnaire Development

In order to ensure the collection of relevant information, two questionnaires were developed by a team of experts – one for students and one for teachers. The questionnaires were translated into Albanian and Serbian. The English version of the questionnaires can be found in Appendix 1.

Data Collection

Data collection was carried out by a team of local researchers, who visited all participating schools under the guidance and with the support of the Council of Europe Office in Pristina. During the visits, the researchers met school teams to explain the purpose of the study, the method of data collection, the choice of respondents, and to ensure that the schools had the necessary equipment and tools needed to participate in the survey. Students and teachers were required to fill out the questionnaires separately. They had a choice to use an Information and Communication Technology ICT classroom at their school (or ask an ICT teacher for technical support), or select a location of their choice for completing the survey. There was a focal point teacher in each school to coordinate the process. The process of data collection was carried out without hindrance and lasted for a total of fifteen (15) days.

Data Analysis

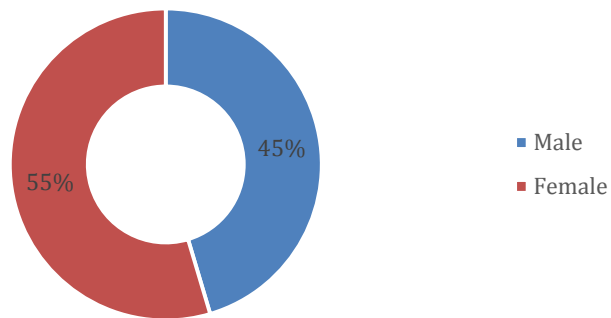
The collected data was cleared, filtered and transferred into SPSS, which was used for the further analyses.

Part VI. Findings and discussions

Demographic Data of Students

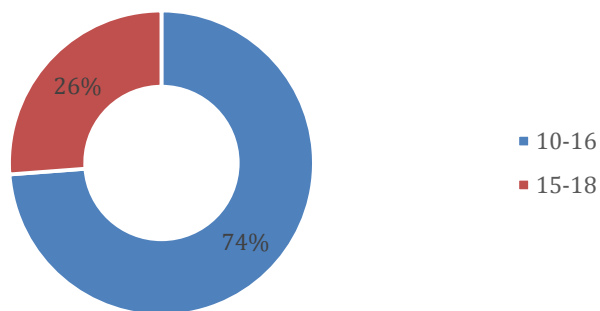
The questionnaire was answered by a total of 465 students. The gender breakdown of respondents was 55% female (254 girls) and 45% male (211 boys).

Figure1. Gender of students



The students ranged from ten (10) to eighteen (18) years of age . Younger students between the ages of ten (10) and fifteen (15) constituted the majority (74%) of respondents, while 26% were between the ages of sixteen (16) and eighteen (18.)

Figure 2. Age of students



Around 74% of students attend a lower secondary school (grades 6-9) and almost 26% of students study attend a higher secondary school (grades 10-12).

The majority of students (approximately 83%) live in urban areas, and 17% of students hail from rural areas.

Figure 3. School Level

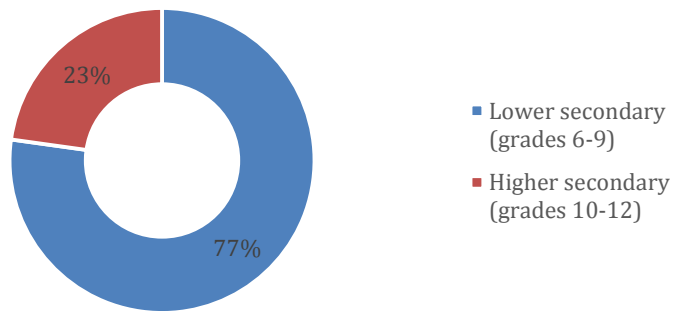
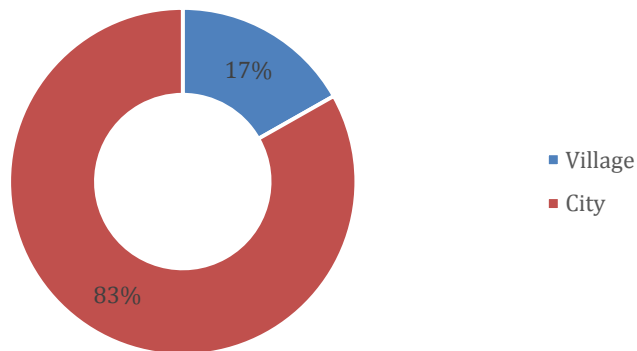
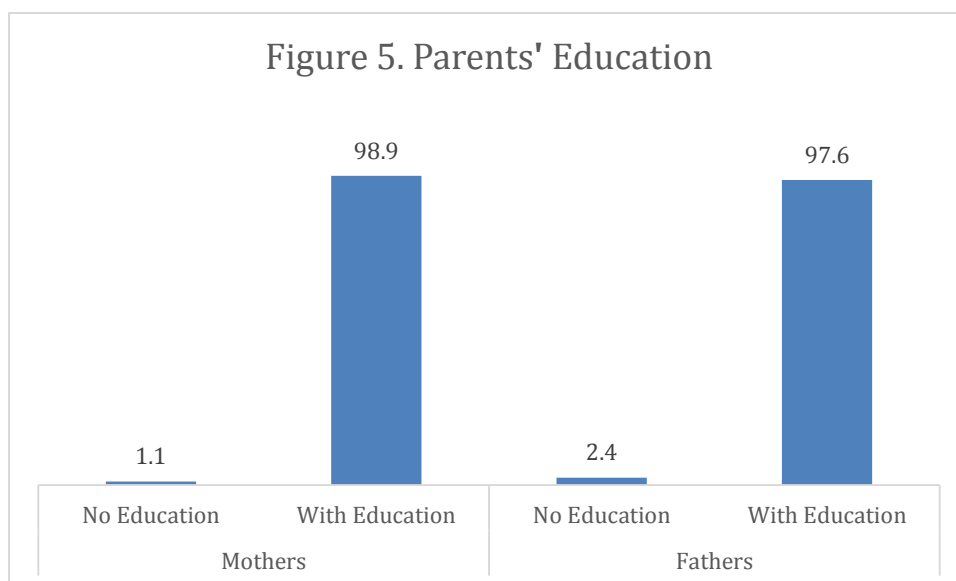


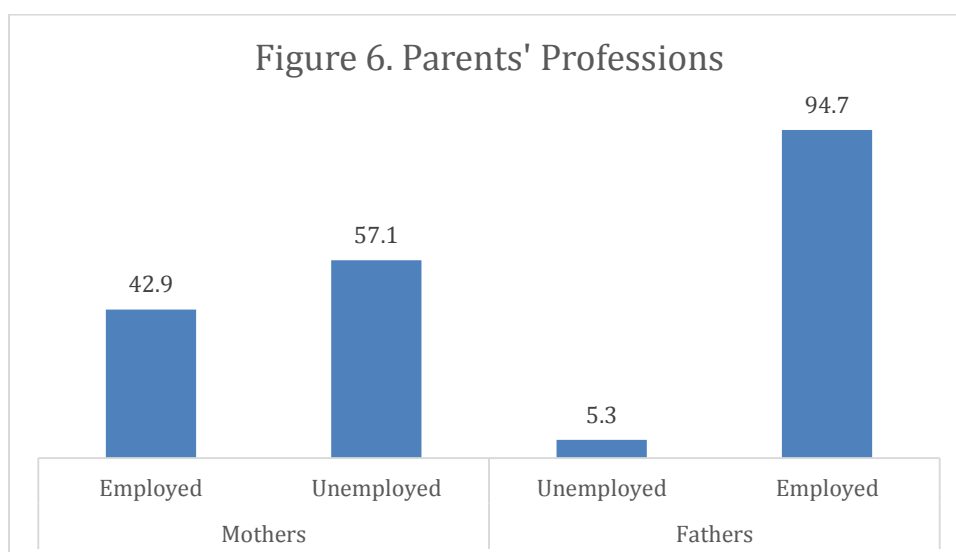
Figure 4. Area of Residence of students



Results show that students' parents have varying levels of education. In total, 2.4% of fathers and 1.1% of mothers did not attend school at all. A further 25.1% of fathers and 14.4% of mothers attended primary schools, while 72.5% of fathers and 84.5% of mothers completed secondary/higher education.



While the employment status of respondents' parents varied, results show that a majority of fathers (94.7%) were employed, while 57.1% of mothers were not engaged in full-time employment.



The primary language of students, according to the results of this survey, is Albanian. Among the respondents, almost 91% speak Albanian at home and 83% use Albanian at school. English (68 %) and German (44%) were cited by students as the top-two second languages that they claimed to understand and use outside of their schools and homes. These answers suggest that more and more young citizens of Kosovo* can use English and/or German to communicate.

Around 3% pointed out that they speak and/or understand Serbian, the second official language of Kosovo*. In total, 3.4 % of students use Serbian at school, less than 2.4 % of

students use Serbian at home, while 2.5% of students speak and/or understand Serbian outside school and home.

When answering the question “what languages do you speak or understand?” students named other languages spoken in Kosovo* such as Bosnian, Turkish, and Romani. Bosnian was mentioned by 3.7 % of respondents, Turkish by 3,7 % of respondents and Romani by 1% of respondents. Students also said that they speak English, German, French, Spanish, Italian and Macedonian.

It is also notable that 60% of respondents said that they have friends who speak other languages spoken by other communities in Kosovo*. Among those students, 24.3% stated that they could understand their languages and 40,6% said they could partially understand.

Figure 7. Do you have friends who speak languages spoken by other communities of Kosovo?

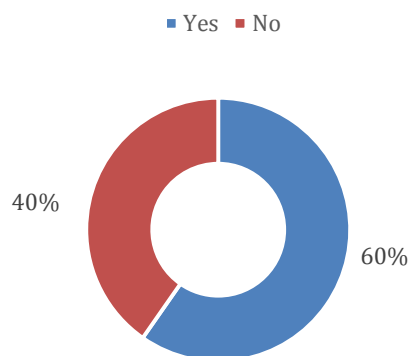
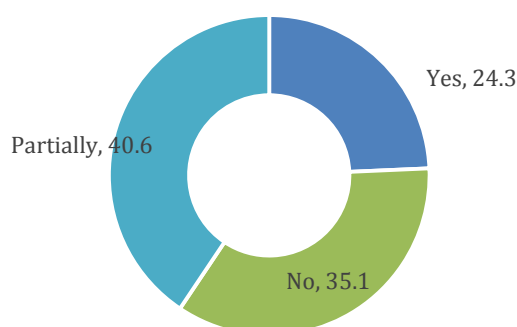


Figure 8. If the previous answer is “YES”, can you speak and/ or understand their language(s)?



Generally speaking, students taking part in the survey demonstrated positive attitudes towards learning second languages and making friends with peers who speak a language other than their own. A vast majority expressed desire to learn multiple languages (second and third.) Moreover, they claim that their families encourage them to practice other languages as much as possible. Some respondents also declared that people would respect them more if they knew other languages.

Figure 9. I wish I could speak many languages other than I speak at home.

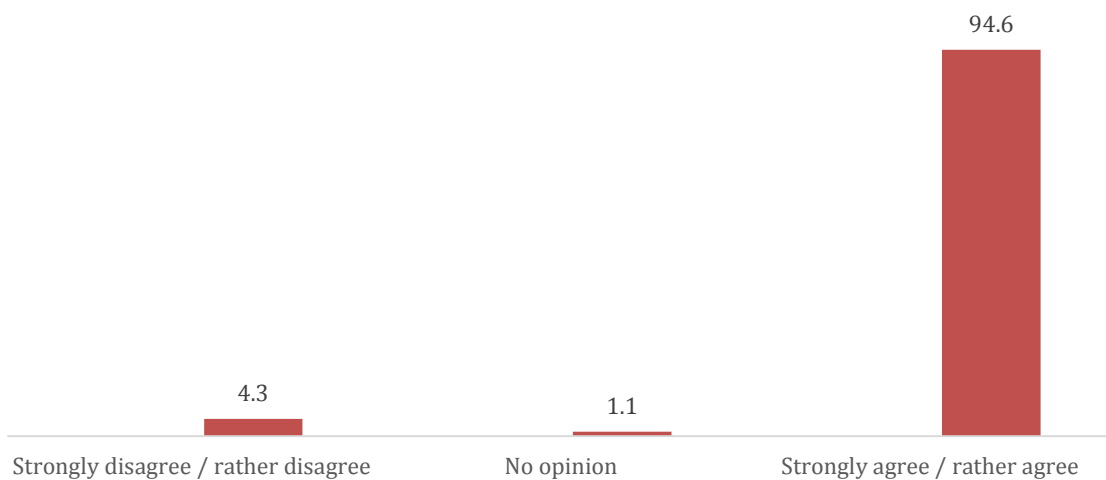


Figure 10. My family encourages me to practice languages other than I speak at home as much as possible.

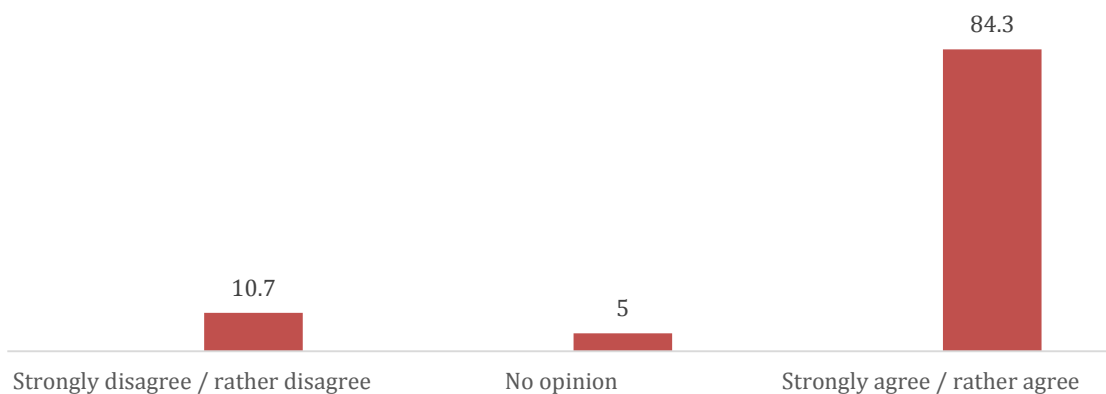
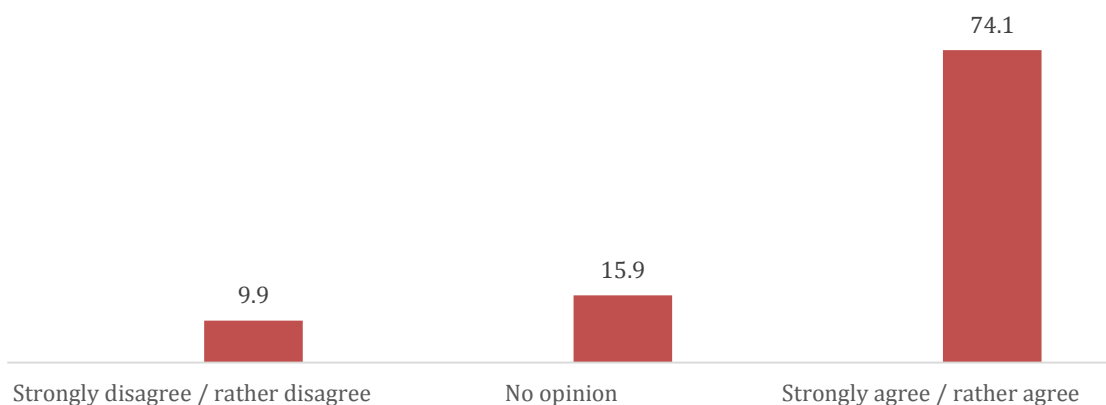


Figure 11. Knowing languages other than I speak at home is important because other people will respect me more.



Answers to these statements (positive or negative) reflect attitudes towards languages in general and not necessarily towards languages spoken by various communities in Kosovo*.

Demographic Data of Teachers

In total, two-hundred and seventy-seven (277) teachers were involved in this survey. Among them, 65% were female and 35% were male. As with students, the majority (84%) of respondents live in urban areas and while 16% live in rural communities.

Figure 12. Gender of teachers

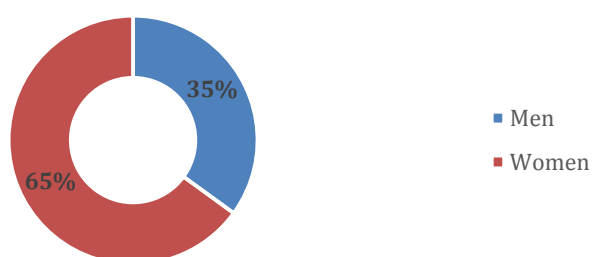
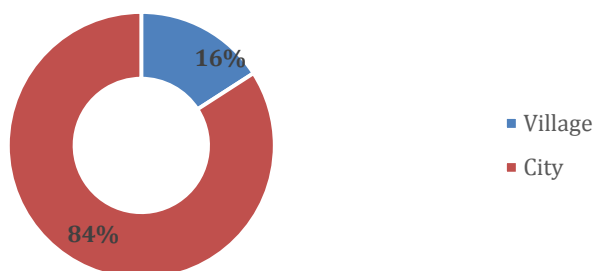


Figure 13. Area of Residence of teachers

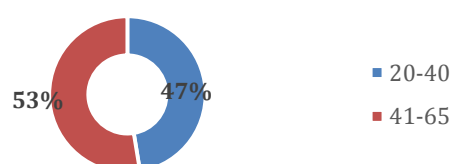


Almost all teachers hold BA or MA degree, but there were also three (3) teachers with a PhD. In terms of age, 47% of teachers were younger than 40 years-old, while 53% of them were older.

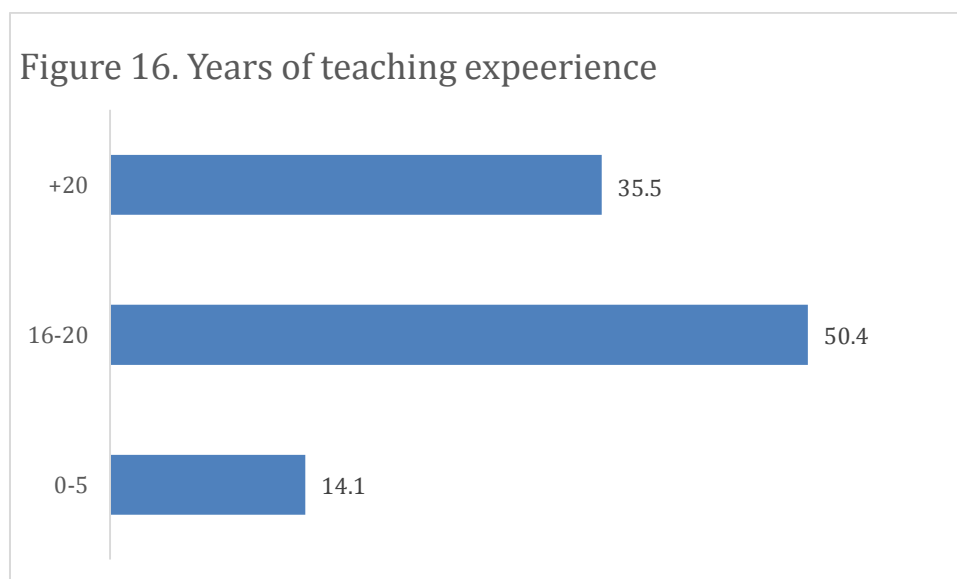
Figure 14. Education of teachers



Figure 15. Age of teachers



In terms of their experience, 35,5 % have been teaching for more than twenty (20) years, 50,4 % have between six (6) and twenty (20) years of experience, and 14.1 % of have less than five (5) years of teaching experience.



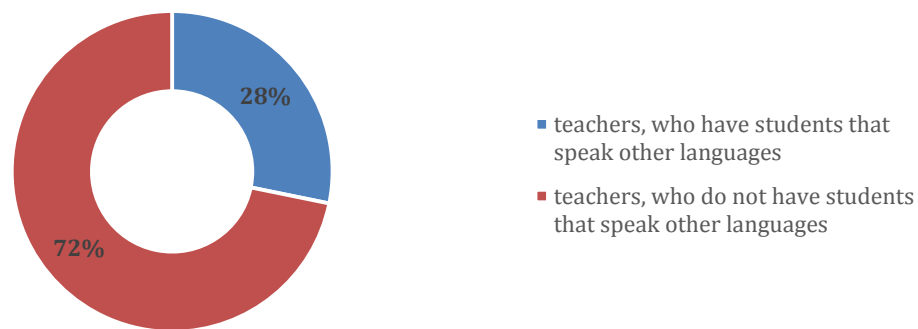
A majority (86%), of teachers declared that they know and use the Albanian language. But unlike their students, almost 34% of claimed that they also know the Serbian language. This particular finding is perhaps unsurprising given that older generations would have studied it in school and/or university.

More teachers than students, around 19% of respondents, also speak Bosnian. The number of teachers that claimed knowledge of the Turkish language was similar to the number of students who said the same. No respondents among teachers mentioned the Romani language. A majority of teachers claimed to speak the English language (53%). Other languages, such as German, French, Russian, Croatian, Italian, Slovenian, Macedonian or Spanish were mentioned by smaller numbers of respondents.

When comparing answers given by teachers and students, it is noticeable, that the number of respondents who state that they know Serbian and minority languages in Kosovo* (except Turkish) is lower among students. On the other hand, higher numbers of students claim to speak 'international' languages such as English and/or German.

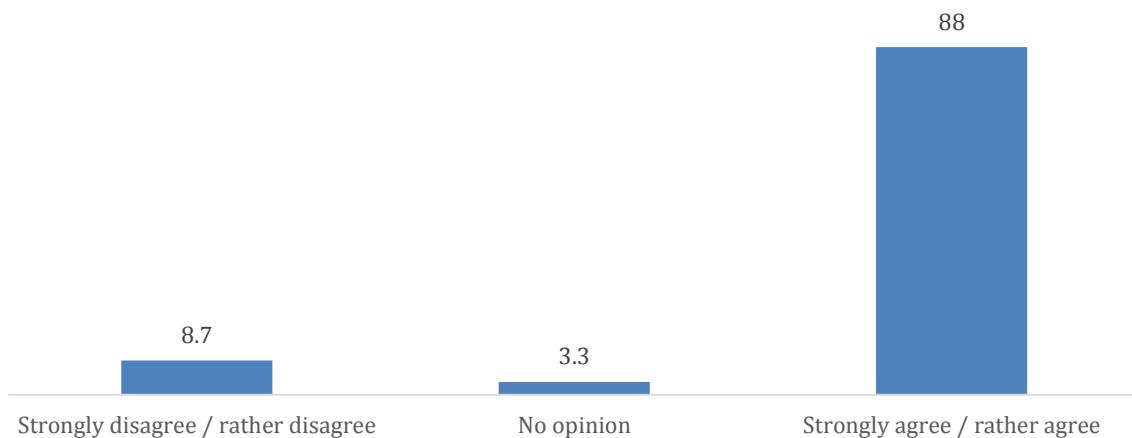
A total of 28% of teachers responded that they have students in their classes whose mother tongue is different from the dominant language in their school.

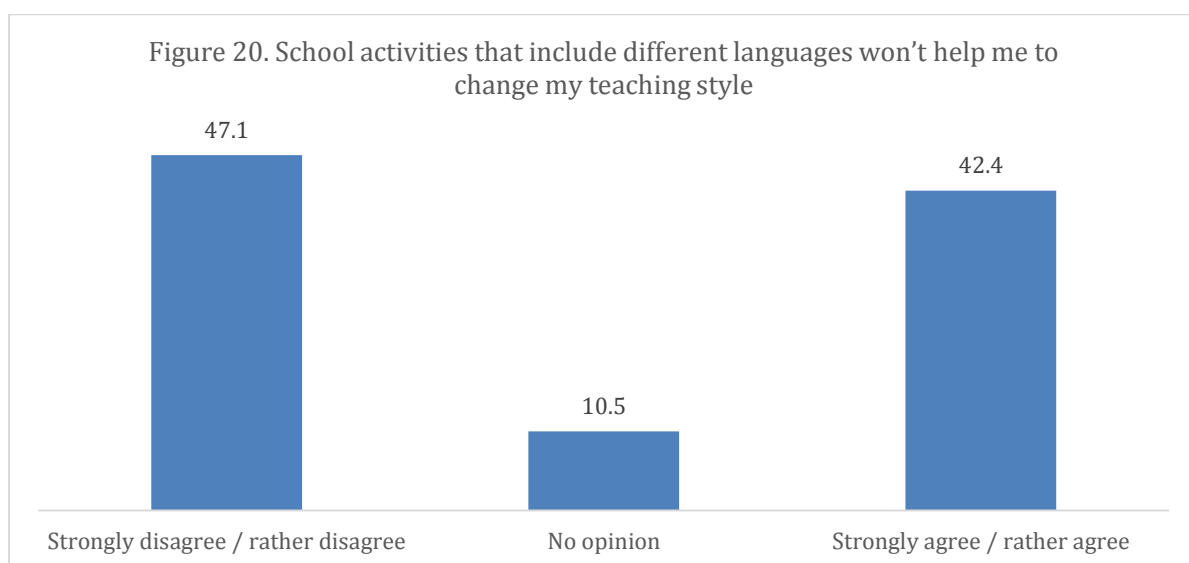
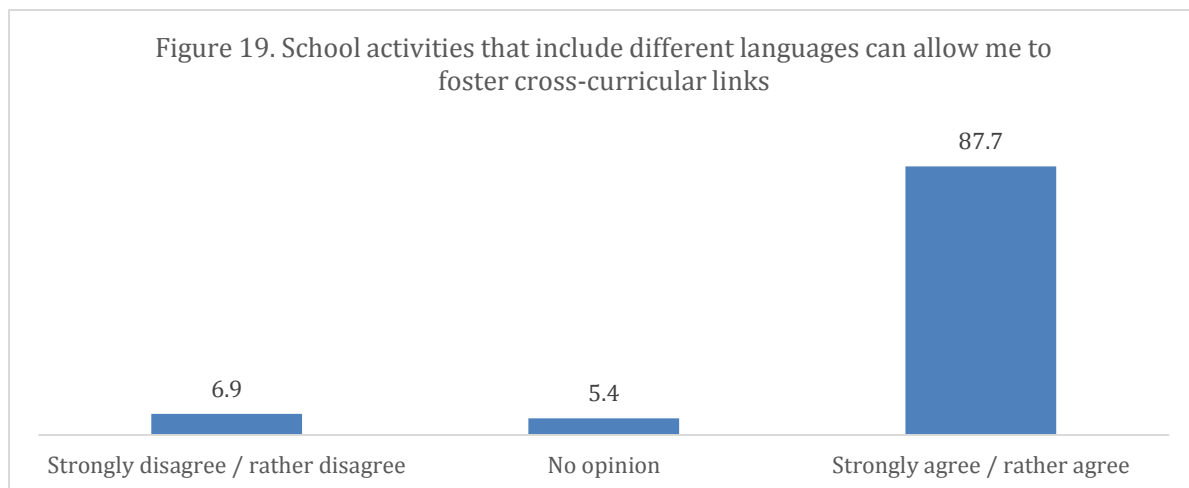
Figure 17. Do you have students whose first language is different from the school language?



Teachers were also asked about the influence of school activities in the classroom that include different languages on their students. A large majority of teachers agreed that such activities would help students develop confidence when encountering unfamiliar languages. The same number of teachers agreed that such activities would help them to foster cross-curricular links. On the other hand, teachers were split as to whether or not multilingual school activities would influence their teaching still, with 10% declining to express an opinion.

Figure 18. School activities that include different languages can help students develop confidence in encountering unfamiliar languages.





Students' Perceptions and Attitudes

The diagram below shows the percentage of students' in agreement with positive statements in part B of the questionnaire and the percentage in disagreement in the negative statements related to students' attitudes towards languages and their speakers.

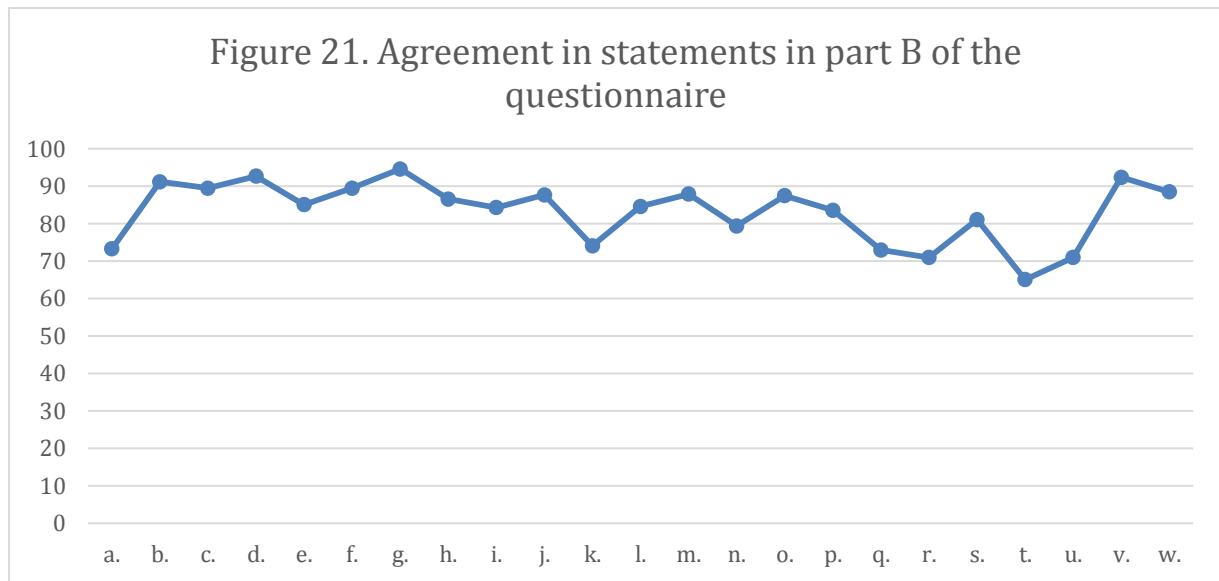


Table 2. Students' % agreement in positive statements of part B of the questionnaire

b.	I would like to know more people who speak languages other than I speak at home.	91.2
c.	School activities that include languages other than the one(s) I speak at home stimulate my curiosity and interest in language learning.	89.5
e.	School activities that include different languages other than the one(s) I speak at home can help every student to gain confidence.	85.1
g.	I wish I could speak other languages aside from the one(s) I speak at home	94.6
i.	My family encourages me to practice languages other than the one(s) I speak at home as much as possible.	84.3
k.	School activities that include different languages other than the one(s) I speak at home can demonstrate that all languages are equal while maintaining their differences.	74.1
l.	Most people who speak languages other than I speak at home are so friendly that I'm fortunate to have them as friends.	84.6
m.	I wish I could understand the lyrics of songs, sung in other languages in Kosovo*, different from the language I speak at home.	87.9
p.	My family tells me about the importance of other languages spoken in Kosovo* different from my own	83.6
r.	If I had no contact with people who speak languages other than the one(s) I speak at home, it would be a great loss.	71
u.	Knowing languages other than I speak at home is important because other people will respect me more.	71
v.	My family tells me that I should study languages other than I speak at home.	92.4

Table 3. Students' % disagreement in negative statements of part B of the questionnaire

a.-	The more I get to know people speaking languages other than I speak at home, the less I like them.	73.3
d.-	My family feels that it is not important for me to learn languages other than one(s) I speak at home.	92.7
f.	Knowing languages other than the one(s) I speak at home is not important because it will not be useful in getting a good job.	89.5
h.	I don't like meeting people who speak languages other than what I speak at home.	86.6
j.	My family thinks I should not devote time to study languages other than the one(s) I speak at home.	87.7
n.	I do not like to see TV programs spoken in languages other than the one(s) I speak at home.	79.4
o.	Knowing languages other than the one(s) I speak at home is not important because it will not make me more educated.	87.5
q.	School activities that include different languages cannot help me develop confidence in encountering non-familiar languages	73
s.	People who speak languages other than one(s) I speak at home are not very sociable and kind.	81.1
t.	School activities that include different languages may not allow students to feel better in a group.	65.1
w.	I would not really like to learn languages other than the one(s) I speak at home	88.5

It can be noted that, in general, students tended to agree with the twelve (12) positive statements and tended to disagree with the eleven (11) negative statements. An analysis of the discrepancy between different groups of students in terms of their attitudes towards languages was conducted in order to address and explain variations in their answers to questions.

It was found that there were notable differences in answers to questions that depended on factors such as gender, age, geographic location, school year, the profession and education level of respondents' parents and whether or not they claimed to have friends from other communities in Kosovo*.

There was also an attempt to pinpoint any potential differences between attitudes expressed by male and female respondents towards different languages and their speakers. Generally speaking, girls demonstrated a tendency to express more positive stances towards languages than their male counterparts. For example, girls often claimed a higher level of interest than boys did in TV programming in languages other than the one(s) they spoke at home. They also agreed in higher numbers with the statement "*knowing languages other than I speak at home is important because other people will respect me more*" and disagreed in higher numbers with the statement "*I do not like to see TV programs spoken in languages other than I speak at home.*" The average positive and negatives responses among boys to both statements differ significantly from those among female respondents.

There also seem to be differences among **older and younger** students when it comes to their level of acceptance of school activities that include other/foreign languages: Younger students responded more positively than older ones to statements such as "*school activities*

that include different languages other than I speak at home can help every student to gain confidence."

Data analysis also pointed to dissimilarities in attitudes between students in **lower-secondary level** schools and students in **higher-secondary level schools**. Students in lower-secondary level schools tended to have more positive attitudes towards languages and their speakers than did students in higher secondary level. For example, students in lower-secondary schools tend to agree more with statements such as *"school activities that include different languages other than I speak at home can demonstrate that all languages are equal while being all different"* than do their peers in high-secondary level schools.

There were some noteworthy differences between responses received from students living in **rural areas** and students living in **urban areas**. In general, four-hundred and sixty (460) students in this sample living both urban and rural areas expressed positive attitudes towards languages and towards the speakers of those languages. Nevertheless, students from urban areas demonstrated higher levels of disagreement with negative statements related to attitudes towards languages and their speakers than did students from rural areas. For example, students from urban areas tend to disagree in high numbers than their more rural peers with the following statements: *"People who speak languages other than I speak at home are not very sociable and kind"*, and *"I would not really like to learn languages other than the one(s) I speak at home"*. It is notable that students in urban areas react more positively to other languages and towards speakers of those languages than do students from rural areas. Although both groups of students conveyed willingness and motivation to study other languages, and they both have positive attitudes towards speakers of other languages, there is nonetheless a noticeable statistical variation between the two groups when it comes to their responses to these questions/statements.

When a comparison is made between parents' profession and students' attitudes towards multilingualism, a correlation between social status and attitudes towards different languages and their speakers becomes apparent. The analysis demonstrates that students whose parents have a lower social status showed more favourable attitudes towards other languages and their speakers than did students whose parents had better jobs or were employed in one capacity or the other. Those who stated that their mothers were homemakers showed a high tendency to disagree with negative statements related to attitudes towards speakers of languages other than the one(s) that they speak at home. The vast majority, for example, disagree with statements such as: *"The more I get to know people speaking languages other than I speak at home, the less I like them."* When it comes to their attitude(s) towards language-learning and acquisition, respondents with stay-at-home mothers showed higher levels of disagreement with negative statements regarding their family's encouragement of language-learning, such as *"My family thinks I should not devote time to study languages other than I speak at home."* Students whose fathers were unemployed or employed in a profession that required vocational training overwhelmingly disagreed with statements such as: *"Knowing languages other than I speak at home is not important because it will not make me more educated"*. With both groups of students, significant differences could be observed between those of a lower social background, who showed a higher level of motivation for language learning and had more positive attitudes

towards the speakers of other languages, and students with a higher socio-cultural background.

We also compared students' attitudes towards languages with the educational level of their parents. Students whose mothers' either lacked education altogether or who only completed primary education showed more positive attitudes towards languages than students whose mothers' had completed higher education.. They tended to disagree with statements such as: *"School activities that include different languages may not allow students to feel better in a group"* or *"People who speak languages other than I speak at home are not very sociable and kind."* We identified similar trends when we contrasted the influence of respondents' **fathers' educational** background on attitudes towards languages. Likewise, students whose father had lower education showed more positive attitudes towards languages and their speakers than did students whose fathers had a higher level of education. That having been said, students who claimed that their fathers had completed higher education demonstrated positive attitudes towards languages as well as their family's personal encouragement to learn other languages. The overwhelming tended to agree with statements such as: *"My family tells me that I should study languages other than I speak at home"*. In general, both groups of students displayed positive stances in relation to languages and their speakers and both claimed that their families encourage them to learn those languages.

Finally, those who claimed that they have **friends who speak other languages** (of different communities) displayed an increased level of curiosity towards other languages and cultures. Their motivation for language learning is therefore higher and their attitudes tend to be more positive than their peers who claimed to not have friends who speak other languages. As an example, their level of agreement with statements such as *"most people who speak languages other than I speak at home are so friendly that I'm fortunate to have them as friends"* is noticeably higher. It is here than we can note a direct correlation between having friends from other communities and a readiness to embrace 'otherness.'

Teachers' perceptions and attitudes

Variations in teachers' attitudes appear to be, for the most part, linked to their gender, age, geographic location and years of teaching experience.

We were able to note clear differences between male and female teachers in terms of their attitudes and motivation to introduce school activities using different languages. The attitudes expressed by female teachers towards introducing multilingual activities in school are more positive than those of male teachers. Female teachers agree with positive statements such as *"school activities that include different languages can help students develop confidence in encountering non-familiar languages"* in greater numbers than their male colleagues. Female teachers also disagree more than their male peers with negative statements such as *"School activities that include different languages may not develop students' ability to recognise written and spoken elements in non-familiar languages."*

Female teachers also tend to be more open towards the introduction of multilingualism in school than male teachers.

Older teachers tended to be more focused on the positive influence of multilingual activities on the development their students' linguistic competencies (*"School activities that include different languages have a positive influence on all language learning and language use"*), while younger teachers saw the potential of such activities to promote positive attitudes towards speakers of those languages. Younger teachers agreed with the following statement in higher numbers than their older colleagues: *"School activities that include different languages can promote positive attitudes towards speakers of other languages"*. The differences between older and younger teachers related to their attitudes to include different languages in class are negligible. All of them show positive attitudes towards multilingualism.

An analysis of variance in data gleaned from teachers showed significant differences between some groups within the sample in terms of the answers given in part B of the questionnaire regarding attitudes towards introducing different languages into school activities.

We wanted to spot the influence that **teachers' experiences** may have on their attitudes towards multilingualism. **Less experienced** teachers show more positive attitudes towards using activities that include different languages that could allow them to foster cross-curricular links than the **more experienced** teachers did. Less experienced teachers (with 1-5 years of experience) show a higher agreement with the statement *"school activities that include different languages can allow me to foster cross-curricular links"* than their more experienced peers. That having been said, these variations in responses were not particularly significant. While some differentiations can be found in terms of individual pedagogical focus, a vast majority of teachers say that they would agree on using a different language in class. Since teaching experience and (more advanced) age tend to coincide, there are similarities between responses received by younger and older teachers.

Teachers living in **urban areas** showed more positive attitudes towards using multilingual activities in class than did teachers living in **rural areas**. These results coincide with the results obtained in the analysis of students living in rural and urban areas in regard to attitudes towards languages and speakers of other languages. Teachers living in urban areas disagreed with negative statements like: *"School activities that include different languages spoken in different communities in Kosovo* cannot help students coming from different communities to gain confidence."* This is indicative of the fact that teachers in urban areas have more positive attitude towards the introduction of activities in school using different languages than do teachers in rural areas. Oftentimes, teachers' attitudes have an influence on students' attitudes, and it might explain the results obtained in this case. Considering the potential influence that teachers can have on their students' opinions, it is very possible that there is a strong link between students' responses and their teachers' attitudes.

Finally, teachers who have students in their classroom who speak a language different from the dominant one in their school overwhelming disagreed with the statement: *"School*

activities that include different languages probably may not allow integrating students from minority ethnic backgrounds into the group.” They appear to coincide with the opinion(s) expressed by students who claim to have friends who speak a language other than their own. Both students and teachers demonstrate positive attitudes towards languages and their speakers. It appears, based on these findings, that having personal relationships with speakers of other languages fosters the development of positive attitudes towards other languages and their speakers.

Part VII. Conclusions

The results obtained in this baseline study provide an overview of students’ and teachers’ attitudes towards languages and their speakers in the pilot schools taking part in the project.

Overall, the results of this baseline study show that there are not many essential differences in attitudes related to multilingualism between students and teachers: both tend to have positive opinions towards other languages and their speakers. Nonetheless, there were a number of observable differences between various sub-groups in terms of their degree of motivation/willingness to use and/or introduce the use of different languages at school. The most noticeable difference was related to gender; girls and female teachers showed more positive attitudes towards languages and their speakers than did boys and male teachers. This is a dynamic that is reflected in many previous studies conducted on language acquisition. Females tend to be more motivated than males when it comes to language learning than males and present more positive attitudes towards languages in general towards the speakers of those languages. Although there were some noticeable differences between younger and older when it comes to their views on language, there do not seem to be any gaps of note among teachers of various age groups. In regard to age, younger students appeared to be more motivated than older ones to learn languages. This could perhaps be explained by increased communication abilities, better articulation, and more tolerance to other cultures on the part of younger students.

There were no evident variations in attitude towards languages and their speakers among students living in rural or urban areas. However, it can be observed that teachers living in urban areas were more open to introduce different languages in class than teachers living in rural areas. Nonetheless, both groups of students and teachers were inspired for language learning and demonstrated a certain level of respect of languages other than their own and their speakers. In order to better understand the disparities found between rural and urban areas, a correlation between the socio-cultural background of the students and schools’ pedagogical methods needs to be examined, as it is something that could perhaps explain these discrepancies in opinion.

It should be stressed that students tended to describe their families’ attitudes towards language in positive terms. That having been said, there are variances between student various social strata.

Many studies have shown that there is a relationship between students' and teachers' level of enthusiasm when it comes to language learning. Motivational strategies in language instruction should be observed and analysed in order to enhance students' motivation for language learning. As the study proves, teachers play a crucial role in helping to develop positive attitudes and motivation to language learning among their students. This study reflects a direct parallel between the level of desire and motivation expressed by teachers (towards languages) and the willingness of their students to express openness towards learning languages and interacting with members of different communities. That having been said, there is also a demonstrable connection between geographic location (i.e. urban vs. rural), the extent to which a given student has established relationships with speakers of other languages, and their attitudes towards other languages and their speakers. Ultimately, teachers, like their students, are influenced by their social, political and cultural environments, but they do nonetheless play a crucial role in the shaping of their students' attitudes.

Part VIII. Recommendations

This baseline study on students' and teachers' describes and illustrates attitudes towards languages and their speakers. It needs to be stressed that these attitudes towards language (including its status and prestige) and its speakers greatly influence the language learning process as well as learning outcomes. That is why these sorts of attitudes need to be taken into consideration when developing curricula for language study.

It is clear that familial mind-set towards languages play an important role for an individual's motivation to learn. The greater the positive attitude of parents towards languages, the greater the positive attitude that their children show towards learning other languages. Parents therefore should be seen as strategic partners of schools in the promotion of language learning and education for democracy. Schools might increase the effectiveness of their language curriculum by including parents in related activities. Such educational activities should be aimed at developing parents' capacity to support schools in the promotion of language learning and democracy. Seeing parents as partners and collaborating with them in the sphere of language learning facilitates not only language acquisition, but also the development of positive attitudes towards otherness, and other values that are conducive to the emergence of a more inclusive and tolerant society.

Referring to studies mentioned in Part VII of this report; we assume that teachers' attitudes and approaches have a direct influence on those of their students. That is why, if a school aims to promote language learning and education for democracy efficiently, special attention should be paid to the development of teachers' competencies in that field. Apart from that, it is necessary to include awareness of democratic culture (Council of Europe reference Framework) and intercultural awareness and knowledge (Council of Europe Pestalozzi Series II) in pre-service and in-service teacher training programmes. Teachers

should also include the above-mentioned skills development into their school development programmes.

Thirdly, both students and teachers who have had direct contact with people speaking other languages have heightened curiosity and motivation when it comes to other languages as well as a greater level of openness towards people speaking those languages. Schools would increase students' motivation towards languages and their competence for democratic cooperation by implementing educational activities that not only include different languages, but also bring students who speak different languages together in meaningful cooperation that could potentially serve to increase understanding at the community level. Considering the current limitations of curricula, we would recommend that such activities take the form of extracurricular community service.

And finally, in our opinion it is important to plan and use new pedagogical methods both on regular subject lessons and extracurricular activities, in order to develop students' knowledge and awareness of democratic culture and increase students' and teachers' positive attitudes towards multilingualism.

We would like to end with this quoting by Aristotle: *Educating the mind without educating the heart is no education at all*. Attitudes belong to educating the heart.

Educating the heart refers to the importance of not only focusing on developing the cognitive aspects (our minds) but also all the qualities that make us human (our hearts) and ultimately give us meaning in our lives.

Additional recommendations include:

- Strengthening cooperation with students' parents in the promotion of language learning and education for democracy.
- Development of teachers' competencies to promote language learning and educate for democracy.
- Implementation of educational activities (both curricular and extracurricular) that not only include language, but also bring students who are speakers of different languages together in a meaningful way
- Use of constructive pedagogical methods both on regular subject lessons and extracurricular activities, in order to develop students' competencies for democratic culture and increase students' and teachers' positive attitudes towards multilingualism.

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Part X. ANNEX 1. Questionnaires

FRED Student questionnaire

Dear Student,

The FRED team prepared this questionnaire in order to know what you think and feel about the languages which surround you and about the speakers of these languages.

The questionnaire is anonymous, and each answer is equally valuable. There are no good or bad answers. PLEASE, ANSWER ALL THE QUESTIONS.

Thank you in advance for your cooperation!

Date

Educational Institution Town

Bio data

Part A

Please, provide us with the following information.

1. Gender: ☐ Male ☐ Female
2. Age:
3. Your school level: ☐ Primary ☐ Lower secondary ☐ Higher secondary
4. Your parents' education (Tick the corresponding box):

	No schooling	Primary school	Secondary school	University
Mother				
Father				

5. Mother's profession
6. Father's profession
7. Which language(s) do you speak or/and understand?
8. What language(s) do you use at school?
9. What language(s) do you use at home?
10. What languages do you speak and/or understand outside school and home?

11. Do you have friends who speak languages spoken by other communities of Kosovo*?

☐ Yes

☐ No

12. If the previous answer is "YES", can you speak and/ or understand their language(s)?

☐ Yes

☐ No

☐ Partially

13. In what language/s do you learn at school?.....

14. How do you estimate your level in the school language? Tick the relevant box:

	Very high	Quite high	So and so	Quite low	Very low
I speak					
I understand					
I read					
I write					

Part B

15. Do you agree or disagree with the following statements: Please tick the appropriate box:

	Statements	Strongly disagree	Rather disagree	No opinion	Rather agree	Strongly agree
a.	The more I get to know people speaking languages other than I speak at home, the less I like them.					
b.	I would like to know more people who speak languages other than I speak at home.					
c.	School activities that include languages other than I speak at home stimulate my curiosity and interest in language learning.					
d.	My family feels that it is not important for me to learn languages other than I speak at home.					
e.	School activities that include different languages other than I speak at home can help every student to gain confidence.					
f.	Knowing languages other than I speak at home is not important because it will not be useful in getting a good job.					
g.	I wish I could speak many languages other than I speak at home.					
h.	I don't like meeting people who speak languages other than I speak at home.					
i.	My family encourages me to practice languages other than I speak at home as much as possible.					
j.	My family thinks I should not devote time to study languages other than I speak at home.					
k.	School activities that include different languages other than I speak at home can demonstrate that all languages are equal					

	while being all different.					
l.	Most people who speak languages other than I speak at home are so friendly that I'm fortunate to have them as friends.					
m.	I wish I could understand the lyrics of songs, sung in other languages in Kosovo*, different from the language I speak at home.					
n.	I do not like to see TV programs spoken in languages other than I speak at home.					
o.	Knowing languages other than I speak at home is not important because it will not make me more educated.					
p.	My family tells me about the importance of other languages spoken in Kosovo* different from mine.					
q.	School activities that include different languages cannot help me develop confidence in encountering non-familiar languages					
r.	If I had no contact with people who speak languages other than I speak at home it would be a great loss.					
s.	People who speak languages other than I speak at home are not very sociable and kind.					
t.	School activities that include different languages may not allow students to feel better in a group.					
u.	Knowing languages other than I speak at home is important because other people will respect me more.					
v.	My family tells me that I should study languages other than I speak at home.					
w.	I would not really like to learn languages other than I speak at home.					

Thank you for your answers!

FRED Teachers' questionnaire

Dear Colleague,

The FRED team prepared this questionnaire in order to know your opinion about how helpful the use of Multi/Plurilingualism in class can be for your students.

The questionnaire is anonymous, and each answer is equally valuable. There are no good or bad answers. PLEASE, ANSWER ALL THE QUESTIONS.

Thank you in advance for your cooperation!

Date

Educational Institution Town

Biodata

Part A

A 1. GENDER: Male _____ Female

A 2. AGE: _____

A 3. ACADEMIC DEGREES, DIPLOMAS, CERTIFICATES:

.....

A 4. WHAT LANGUAGES DO YOU KNOW?

.....

A 5. TOTAL NUMBER OF YEARS OF TEACHING EXPERIENCE:

.....

A 6. WHICH LEVEL OF THE STUDENTS YOU TEACH

___ Elementary School _____

___ Secondary/High School _____

Have you got students whose L1 is different from the school language?

YES..... NO 2.....

If YES, what percentage?

.....

Part B

Do you agree or disagree with the statements below? Please, tick the appropriate box.

	Statements	Strongly disagree	Rather disagree	No opinion	Rather agree	Strongly agree
a.	School activities that include different languages stimulate students' curiosity and interest in language learning.					
b.	School activities that include different languages spoken in different communities in Kosovo* cannot help students coming from different communities to gain confidence.					
c.	School activities that include languages spoken in different communities in Kosovo* cannot really demonstrate that all languages are equal while being all different.					
d.	School activities that include different languages can help students develop confidence in encountering non-familiar languages.					
e.	School activities that include different languages probably may not allow integrating students from minority ethnic backgrounds into the group.					
f.	School activities that include different languages have a positive influence on all language learning and language use					
g.	School activities that include different languages can promote positive attitudes towards speakers of other languages					
h.	School activities that include different languages may not develop students' ability to recognise written and spoken elements in non-familiar languages					
i.	School activities that include different languages won't help me to change my teaching style					
j.	School activities that include different languages can allow me to foster cross-curricular links					

The project “Fostering Rapprochement through education for democracy and language learning” is part of the overview of co-operation activities in Kosovo* and aims at fostering rapprochement through the promotion of language learning and through the development of competences for democratic cooperation. It takes account of the recommendations of the Advisory Committee on Framework Convention for the Protection of National Minorities as well as the draft Strategy for Promotion and Protection of Language Rights of the Office of Language Commissioner to support local institutions and beneficiaries, such as the Ministry of Education and the Office of the Language Commissioner to promote multi-ethnic society. The objective of the project is to promote a positive image of local and regional plurilingualism and pluriculturalism as a social, cultural and economic asset, access to language learning and education for democratic citizenship as contributions to the rapprochement between communities.

The project is implemented by the Council of Europe and is co-funded by Norway and the Council of Europe.

* All references to Kosovo, whether to the territory, institutions or population, shall be understood in full compliance with United Nations Security Council Resolution 1244 and without prejudice to the status of Kosovo

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