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PROMOTING MULTILINGUALISM IN SCHOOL

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In this article, various models of motivation that influence the learning process are examined, with a particular focus on the field of foreign languages. Motivational structures, including academic self-efficacy, attributions, achievements, and internal motivational objectives, are presented as fundamental elements in promoting or hindering academic success. The diverse ways in which students can be motivated are analyzed, highlighting the importance of adapting motivation to the context, arguing that it may vary depending on the situation, context, and school environment. Definitions and understanding of adaptive and maladaptive motivational models are proposed, along with an analysis of their evolution over time. Research results are presented, indicating that beliefs associated with adaptive motivation, such as academic self-efficacy, lead to improved performance and achievements, while beliefs associated with maladaptive motivation, such as fear of failure, have negative effects on academic performance and achievements.

Keywords*: psycho-pedagogy, communication, multilingual education, teaching methods, educational methodology, multilingual study, motivation.*

PROMOVAREA MULTILINGVISMULUI ÎN ȘCOALĂ

În acest articol sunt examinate diverse modele de motivație care influențează procesul de învățare, concentrându-se în special pe domeniul limbilor străine. Structurile motivaționale, incluzând autoeficacitatea academică, atribuțiile, realizările și obiectivele motivaționale interne, sunt prezentate ca elemente fundamentale în promovarea sau împiedicarea succesului academic. Se analizează diverse modalități în care elevii pot fi motivați și se evidențiază importanța adaptării motivației la context, susținând că aceasta poate varia în funcție de situație, context și mediu școlar. Sunt propuse definirea și înțelegerea modelelor de motivație adaptive și dezadaptative și analizarea evoluției acestora în timp. Sunt prezentate rezultate de cercetare care indică că convingerile legate de motivația adaptativă, cum ar fi autoeficacitatea, conduc la îmbunătățirea performanței și a realizărilor, în timp ce convingerile asociate cu motivația dezadaptativă, cum ar fi evitarea eșecului, au efecte negative asupra performanței și realizărilor academice.

Cuvinte-cheie: *psihopedagogie, comunicare, educație multilingvă, metode de predare, metodologia educațională, studiu multilingv, motivare.*

Introduction

Due to the intensifying processes of globalization, transnationalism and technological developments, awareness is rising of the need to learn different world languages, which may promote economic and professional leadership in the students' future. Multilingual knowledge is an essential component in the ability to take part in new and unique emerging markets in various international contexts and as such has the potential to advance society economically.

Emerging changes in ideology, alongside growing processes of globalization versus expressions of resistance by groups of immigrants and natives, have recently led certain researchers in the field of sociolinguistics to encourage a multilingual educational policy, which recognizes the linguistic diversity of the speakers permits the integration of this diversity in the curriculum and encourages learners to cultivate multilingualism. This turn in linguistic education in the last decade, known by several researchers as the multilingual turn [9], is also receiving increasing support from the research findings, which point to the advantages of bilingualism in cognitive and social dimensions and the encouragement of social tolerance in cultural and emotional dimensions [2].

A study was carried out on the promotion of a new multilingual policy in Israel based primarily on the recognition that languages are taught for different purposes [3]. And there are many deficiencies when it

comes to the training of teachers to teach foreign languages and, teaching methods of the languages, study materials that are updated and compatible with the context of language learning, assessment methods.

However, out of all the students in the education system today, there is a high proportion of immigrant students and children of immigrants, for whom different languages are part of their heritage - even if they do not master the languages of Burin. Indeed, there is enormous variation among students learning heritage languages in terms of language control, familiarity, literacy, etc. Thus, when we come to promote a new multilingual policy, it is of great importance to have a deeper understanding of the current situation regarding most of the languages currently taught in the education system, the characterization of the needs of the various languages, and the mapping of the main challenges facing language teachers.

The concept today. Educational linguistic policy encourages multilingual education as a central component of linguistic education, thereby promoting the equality of speakers of marginal languages and enriching the other students cognitively and socially. The core of a multilingual educational policy concerns the assimilation of knowledge and skills in different languages among students: both their mother tongues, global languages, both community languages and heritage languages [10].

Knowledge in each language does not have to be equal but should reflect specific goals for each language. This definition of multilingual education belongs to the field of sociolinguistics, and emphasizes the need for students to learn more than one language [4], to move between different languages through linguistic mixing – translanguaging – to promote students' understanding, to enrich the linguistic repertoire and awareness the linguistic of all students through building links between similar patterns in different languages [6], indeed, the recognition of the importance of knowledge and skills in several languages – as opposed to only one language or even two – was accompanied by a change in emphasis from a monolingual educational policy to a bilingual educational policy and finally to a multilingual educational.

History shows that language use has many sides and is in constant development among individuals and societies. During the life of a single person – the use of language is related to personal choices, to the person's personality and to the social contexts in which he is involved in the development of a society. Language use is influenced by the population that makes it up, from mutual effects of languages as well as from the different dynamics and the power relations between the various speakers [10].

As a reflection of this use of language, it is not surprising that throughout history we find hybrid versions and fusions of linguistic codes and dialects, which exist side by side in different locations in the world. All these result from the intensifying processes of globalization, immigration, transnationalism, and technological developments [4]. As a result of all of these, multilingual education is increasingly interacting with each other, and crossing the borders of nation states more frequently than before. This was also joined by certain changes in the political discourse and the socio-linguistic discourse, which permit and in part make the integration and fusion of languages, and multilingual education, a miracle. Also, the appearance of the concept of 'linguistic rights' in international legislative documents and legal decisions, which stems from the political struggles for the rights of various groups in democratic countries, has become more and more common, and requires multilingual education.

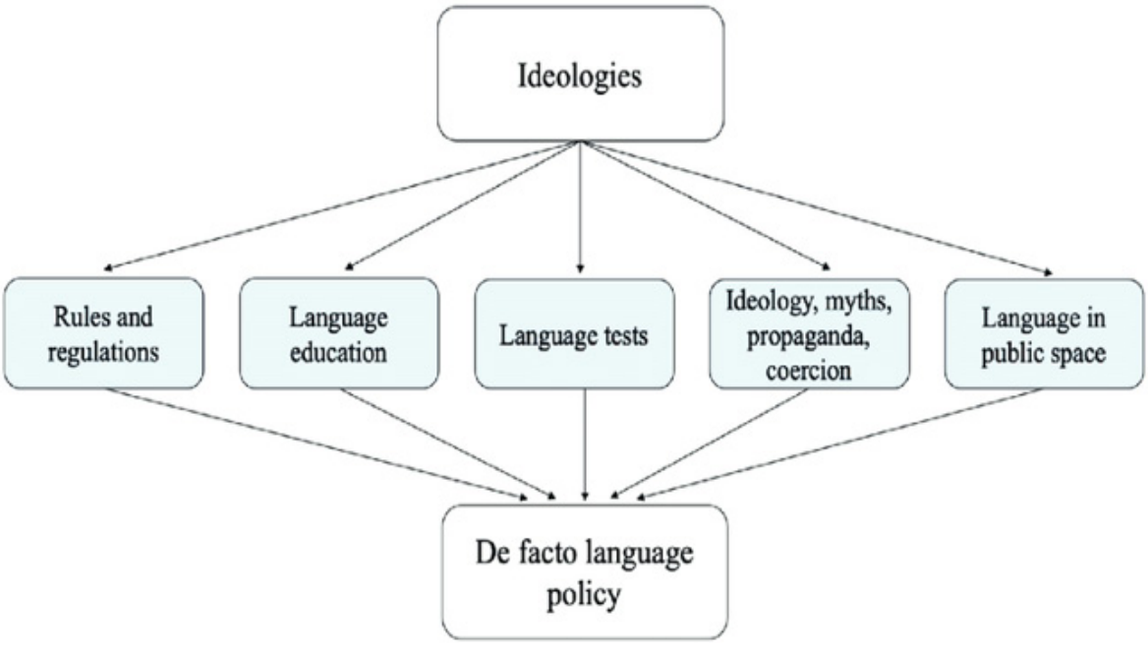
In recent years, with increasing perceptions emphasizing the many advantages inherent in multilingualism and the recognition of a complete linguistic repertoire, the assessment perspective on the centrality of the first language known since childhood and there is an explanation that it continues to form a basis for understanding it throughout many years, especially when the students are at the beginning of the process of acquiring the new language which, as I mentioned, takes a long time, and sometimes even for a lifetime. The use of bilingual tests, which include the new language along with the familiar language, allows multilingual students to achieve higher and express their academic knowledge in a more valid and accurate way – compared to monolingual tests, which rely only on the new language.

Academic self-efficacy – although knowledge and cognitive skills are necessary for language achievement and its absorption, they are not sufficient. Even when students know what they must do, they sometimes find it difficult to bring themselves to invest the necessary effort to deal with the complex demands of a task. To do this, students must believe that they can act effectively to achieve a goal or deal effectively with challenging situations. In the academic context, we focus on the student's beliefs about his ability to

control linguistic issues in the language being studied, to successfully perform specific tasks in the language, and to regulate learning and learning activities of adaptive educational results such as higher levels of effort and persistence in difficult linguistic tasks.

Both in experimental studies and correlational studies, among students of different age groups and gender. Thus, it was found that high self-efficacy at age 13 was positively related to higher grades in high school and negatively to a low probability of dropping out of school. Also, high school students' sense of competence was found to be positively related to engagement in learning. A longitudinal study conducted among 436 students focused on the contribution of personality variables, self-esteem, and foreign language achievements. The data was collected in 8th grade, 10th grade and at the end of high school. It was found that for students who evaluate themselves well.

Fig. 1. Political mechanisms between ideology and practice [13, p. 58].



Moreover, having high self-efficacy and excellence in their academic performance, there is a higher probability of better academic performance compared to others who lack these characteristics. These students are persistent and tend to better assess their ability to master the language being studied as well as their ability to regulate their motivation and learning activities. Indeed, it was found that there is a positive relationship between the students' beliefs that they can regulate their learning and their academic achievements. It was also found among a sample of 113 high school students that the students' personal goals and sense of self-efficacy predicted academic achievements.

Research findings show that the more positively the child perceives his academic ability, the more he perceives himself as investing in the new language being learned and thus the higher his academic achievements. The failure also leads to the student's feeling that he is unable to meet the academic requirements, which leads to difficulties, the creation of an "anti" to the language being studied and disconnection, sometimes but leaving the school. Self-efficacy has a predictive effect in the context of the school in improving academic performance in general in any subject studied, and as a result it is there may be a goal of intervention programs to improve performance through raising self-efficacy.

The influence of language characteristics on curriculum. The ability to use language as a communication tool for receiving messages and as a mental tool for understanding and organizing them makes it a significant ability in learning processes. Because human knowledge is often represented by spoken and written language, the person listening and reading becomes familiar with the knowledge presented verbally in a linear sequence from the first word to the last word. Following the linear characteristics of the representation of linguistic knowledge, the curricula present the study materials in a hierarchical and linear manner with

predefined goals. However, verbal representation cannot give expression to all human knowledge, because it has a complex and branched dynamic structure, more so when it comes to multilingual education [7].

The standards approach in a multilingual curriculum. One of the accepted approaches to learning several languages is the pedagogical approach that emphasizes the existing importance of education for understanding and thinking, the standards approach, which is reflected in the stated policy that guides the curriculum. These questions come up with great frequency in various discussion frameworks in which experts in the field of curriculum planning and assessment, academics from various fields and disciplines, administrators and teachers and other factors from the field of education participate. The agreed upon and accepted definitions for the term standards define that standards are standards that define what the student needs to know in the field of writing and reading skills to be able to determine what his level is.

According to the model of levels of complexity that allows one to stand on the level of his linguistic performance, at different ages [4]. There are three types of standards: standards of content, standards of performance and standards of learning opportunities. „Content standards" – are contents that define what learners should know and be able to do. These standards indicate knowledge and skill, ways of thinking, vocabulary, and grammar rules. „Performance standards" are contents defined as more specific and concrete examples. That is, explicit definitions of what the student needs to know and be able to do to demonstrate compliance with the content standards.

These standards provide examples of learner activities regarding what they need to know and be able to do to demonstrate compliance with the content standards and the expected level of performance or understanding. There are indicators of quality that indicate how much proficiency or mastery the student's performance should reflect, that is, what is considered a good level in oral and written expression.

The performance includes a graded selection of performance levels in the learning process to be able to assess the progress of the learners in their learning process. „Standards of opportunity for learning" – these standards provide a measure for determining whether the school provides its students with an equal and equal opportunity to learn the new foreign language well. This is indeed an opportunity for teachers who have undergone appropriate training in the areas of content, teaching materials and resources suitable for the purposes of teaching, a suitable and safe learning environment and a teaching program which sets higher standards of content and performance.

The policy of standards in the field of education in general and not only linguistic education, began to develop starting in 2000. The initial definition given to the concept of "standards" was in 2002. According to it, a standard in education expresses what all students should know and be able to do in each subject - to be able to determine "how good is good" in the different professions at different ages.

In one of the studies that took place on the subject, it was found that one of the basic assumptions was that the standards approach will have a significant impact only when it focuses on the products and emphasizes what is received from the school, instead of what is introduced and included within the educational process. That is, when it seeks to intervene in the educational act by setting common, high, strict standards, which define what students should know and what they should be able to do or when it seeks to use appropriate evaluation systems, based on standards, it may succeed in realizing its ambition. In such a situation, it may be able to transfer the responsibility for achievements to students, teachers, and schools, while being able to introduce a reward system accordingly. The standards approach defines standards in teaching as an expression of what all students should know and be able to do. This definition emphasizes and sharpens the existing importance to the result expected from the educational process – social-behavioral-value.

A student in multilingual education is interested in improving cognitive abilities - a person who speaks foreign languages is not only perceived as more intelligent, but he also often really is. Learning a foreign language makes it possible to develop one's cognitive abilities, learn new abilities and refine the existing ones. By learning a foreign language, for example, memory can be improved, since by learning new words, we expand the limits of human memory and pose new challenges to it. Therefore, learning a new language helps to improve one's way of thinking and sharpen one's attention to small details. In the end, it is important to remember that like other muscles in the body, our brain is also a type of muscle, and the more we train it, the more successful it will be.

Involvement in learning – the most significant factor is the quality of time engaged in learning the new language, and not the duration of engaging in it. Because the amount of time the students devote to the task is not a measure that allows us to know how attentive they are and how they process information. This factor is the “engagement” in learning - in fact, this variable can be seen as a central factor that actually expresses the student’s motivation for learning.

Emotional involvement is expressed in positive attitudes to the school, to the language being studied, its speakers, etc., and includes two distinct structures that are related to each other: positive evaluations of the school and positive educational intentions. Positive evaluations reflect the extent to which the student sees learning the new language at school as a pleasant and satisfying experience, while positive intentions refer to the interest the student discovers and the desire for continued involvement in it. Also, students with positive attitudes toward the language and the school tend to demonstrate greater adaptation and fewer emotional difficulties and can-do using resources in a better way. Some see emotional involvement as an emotional reaction of the student (happiness, anxiety, interest in learning activities and the people involved in these activities).

Due to the important role that school has in the lives of teenagers, it is claimed that students who are more emotionally involved in learning experience a higher level of mental well-being compared to anxious, bored, or apathetic students. Also, it was found that the latter are at risk of underachieving and dropping out of school. In fact, the emotional involvement in the new language learned on all sides predicts the behavioral involvement and that this has a direct effect on their performance.

Behavioral involvement includes participation in various activities that promote learning, including homework preparation, class behavior, participation in classes. Also, positive correlations were found between the students’ persistence in the tasks, their degree of activity and the effort to be involved and complete educational tasks and the educational achievements.

Positive emotional functioning – at school is necessary for success even in learning a foreign language, or several languages. The school is an environment where students experience a variety of emotions every day, including pleasure, pride, curiosity, anxiety, anger, jealousy and boredom. There is an emerging view that emphasizes the importance of emotions and moods that support the students’ involvement and their achievements. Emotions may play a key role in the way students experience school, in their relationships with friends and teachers, in their adaptation to class and school, in cognitive processes, in their academic achievements, in motivation and in their involvement in learning.

The mutual relationship between mental well-being and academic performance – a sense of personal well-being refers to a person’s cognitive and effective assessment of his life and is defined as the individual’s assessment of his quality of life. School mental well-being can be seen as the degree to which the student feels good at school, is satisfied with various aspects of his situation at school related, among other things, to the teachers, the peer group and the school organization, feels safe and protected at school and is free from feelings of fear and psychological problems. As evidence, students who learn several foreign languages are aware that success in multilingual studies will awaken in them future mental well-being beyond all the associated benefits.

It is clear to everyone that mental well-being is also affected by the student’s socioeconomic status and a variety of environmental factors. The student’s well-being will be strengthened and strengthened if we expose him to the option of availability to more information – knowledge of many languages opens to the student, and in fact to everyone, a much wider variety of databases available in different languages. This is of course not only for students. Learning a new language exposes a person to a much wider variety of information and programs - an especially important matter in the information age in which we live.

Emotional intelligence – is a cognitive ability that includes various skills related to processing emotional information, including recognizing emotions in myself and others, using emotion to promote thinking, understanding emotions, and regulating emotions to promote effective behaviors. Various studies have found positive relationships between achievements in studies in general and learning foreign languages in particular, and emotional intelligence.

It was found that young people with high abilities to recognize and to understand emotions, to place emotions accurately, when necessary to know how to separate the opinion about the speakers of the foreign language being studied, and isolate stigmas about them in investment and multilingual learning. In a study conducted among 372 9th-10th grade students, it was found that emotional intelligence is related to healthier psychological functioning, good social ability, and better academic performance in the subject of English.

In addition, emotional intelligence allows those gifted with it to deal with various stressors in the educational cause, including assessment, social and emotional demands, continuous effort, managing time demands and academic pressure, working together and social coping. It was found that the ability to express emotion and understand the emotions of others was found in a positive relationship with Academic achievements. In a study conducted among 392 8th grade students, it was found that problem-focused coping significantly mediates the relationship between emotion regulation and academic achievement. In addition, it is claimed that awareness, appreciation and understanding of emotions is essential to creating a positive climate that promotes effective learning. Meaning that emotional knowledge serves as a long-term predictor of social behavior and good academic ability.

The social value scale – the level of society's academic expectations of its future citizens in the importance of knowledge and multilingual use of the potential learner in the future, from an understanding of the advantage of multilingual education for the learner's future, exposure to the world, and personal global development. Processes of developing diverse curricula suitable for teaching multilingual education, including teaching the tradition and culture of the language to bring the learner closer to the language being studied, with the aim of stimulating motivation and interest in the language.

Academic resilience – to be academically successful, students need the skills to deal effectively with pressure, academic load, and various academic difficulties. Resilience is a process of successfully adapting to difficult or threatening situations, and also the ability to persevere and be positive and adaptive in challenging situations, considering the belief that effort and challenge lead to success more than you can.

Many studies have shown that resilient teenagers succeed academically, a study conducted among high school students in Turkey found a clear positive relationship between academic resilience and self-esteem and academic achievements. It was found that students with academic resilience could maintain a positive attitude while dealing with frustrating academic problems and that they show high levels of more in the internalization and education.

Social functioning and academic achievements in the school plays a significant role in the lives of young people in every society. At school they acquire an education and are also given the opportunity to acquire personal and interpersonal skills that will be necessary for them later in life. The class constitutes a social context, since the students do not learn alone but in the presence of many members of the peer group.

Integration into the peer group and success in school studies are two central aspects of positive development in early adolescence, since positive relationships with significant others are the cornerstone of the students' ability to function effectively in social areas, emotional and academic, when examining academic achievements in multilingual education and growing up, predictors of social functioning must also be taken into account, such as acceptance into a social group and belonging. In a comprehensive review that examined the importance of interpersonal relationships for learning and achievement in various studies and among different age groups, the ways in which various structures of motivation and achievement are influenced by relationships with others and built within them were demonstrated.

Thus, for example, attributions are learned through receiving feedback from significant others and imitations and the need for belonging emphasized in the theory of intrinsic motivation is realized Through contact with supportive, warm, and nurturing others. The review showed that quality interpersonal relationships in students' lives contribute to promoting various aspects of their academic motivation, involvement in learning and achievements.

Positive relationships with the peer group at school contribute to a sense of belonging at school, which is a key to success, investment, and academic motivation. Relatedness refers to the significant need to feel loved and accepted by the others within the school, also in multilingual learning one will feel a connection

to the acquired foreign language. their sense of well-being. People strive to create and maintain meaningful interpersonal relationships with speakers of the main language and when this need is realized, positive emotional responses are created. These emotional reactions affect the achievement behaviors of the students, including: their reactions to the challenge, self-regulation, and participation.

A sense of belonging to the language and its speakers helps students to equip themselves with the beliefs and values necessary to function effectively in educational environments. These beliefs direct behavior in a way that promotes persistence, goal attainment and self-regulation. In addition, within the framework of dedicated projects, in order to stimulate this emotion, relationships are established with the natives of the acquired foreign language, within the framework of dedicated projects, which promote not only social, emotional and intellectual functioning, but also a positive sense of self-image and self-worth, and these are related to continuous achievement motivation for learning a foreign language acquisition and learning of a language, in general, depends mainly on the individual's exposure to it.

The more the individual is exposed to the language, learns it, listens to it, reads, and speaks the language, the better his verbal skills will be. This point is also true for learning another foreign language, beyond the mother tongue acquired already in childhood. In fact, the more the individual is exposed to the additional foreign language in diverse contexts and experiences it, the more effectively he will learn to master it. The learner is aware of the importance of getting to know a new culture - developing relationships, social and business, is beneficial not only in terms of employment and the social aspect. Knowing a new language also makes it possible to enrich one's life through the knowledge of a new culture.

Conclusion

Educational policy and curriculum implementation mechanisms in multilingual learning and the integration of the standards approach create a connection and continuity between stages and cycles of instruction and are an important part of student success. This important issue must also be addressed in the study of differences between bilingual and monolingual students learning a foreign language. Therefore, it can be concluded that the implementation of the curriculum must be used to achieve the connection and continuity between the two through its mechanisms of valence subject to certain conditions.

Moreover, mastering more than one language has been found to have cognitive advantages in general. Research findings showed that multilingual speakers perform better in certain meta-linguistic tasks, which include cognitive skills such as inhibitory control and selective attention, compared to monolingual speakers.

These findings are extremely important, since inhibitory control, the belief in inhibiting impulsive impulses in favor of more appropriate behavior that corresponds to the individual's long-term goals, and selective attention, which enables the ability to concentrate on a certain object for a long time, are part of the executive functions of a person, the functions the most critical cognitive skills for academic skills. Also, research findings have shown that multilingual speakers' knowledge of more than one language can delay cognitive decline associated with aging. Compliance with all these conditions can establish the educational mechanisms of the study program in multilingual study. It can also improve and give meaning to the learning process, the teaching process in multilingual education and to achieve mutual connection and continuity between cycles and stages of education.

Thus, by learning another language, it is possible to communicate with many people from all over the world, get to know them, get to know their way of life and learn from their experience. Knowing another language will even help create a more positive impression among people in the society in which you live. The more languages a person knows the more intelligent and communicative he is. Thus, knowing another language makes it possible to make a good impression on the environment and may even lead a much more successful life.

Moreover, bilingual students who master both languages at a high level achieved significantly higher results in verbal and non-verbal intelligibility tests than monolingual students, from this grows another advantage for multilingual education, which is the possibility of improving the educational achievements of students.

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