

## Introduction

There is a huge need to motivate secondary school students to learn languages, focus digital competences and be creative. To achieve a real influence over these areas, educators need to harness the existing interests of students into their learning. The closer teaching can be allied with the interests of students the greater the potential for engagement.

One of the main issues around the 1 plus 2 language policy is that despite the best efforts of Europe, the teaching of English is rising and other languages becoming less (Key Data on Teaching Languages at School in Europe 2008). One of the answers to this quandary is to introduce an understanding of the number, richness and culture of other languages. But there are very few materials that can meet this challenge in a way that can directly engage and motivate students to foster this understanding.

The workshop scenario described below is based on teenagers' primary interest: **music**. Teenagers are overwhelmingly engaged with music, 92% of 14-17 year olds own an MP3 player and they listen to an average of nearly 2.5 hours of music per day (Source University of Hertfordshire's Music and Entertainment Industries Research Group Summer 2009).

The workshop harnesses this interest for language learning motivation and uses the students own interest in a way that will engage and motivate them.

The practices presented here were performed by groups of students across Europe, starting with six countries: United Kingdom, Turkey, Czech Republic, Germany, Spain and Italy. The students were almost completely autonomous in performing the activities and the teachers were only facilitators in areas where the students could need their help.

The students wrote their own lyrics for songs of their choice. Then they translated their songs into the target languages they are learning, This required adaptation to the music of the chosen song.

As the next step, the students recorded their song (with video and playing their own instruments, as optional additions) and shared it (with transcribed lyrics – native and target languages) on the platform provided by the PopuLLar project, with students all over Europe. The receiving students could comprehend the songs and translate into their native language, record themselves and then share their version on the website.

Students were able to combine their love of music, with creativity, digital competences, autonomous group collaboration and, most importantly, they understood and heard LWULT (less widely used and taught languages).

*Time frame:* all the activities can be done in 20 hours. But it also depends on the ability of the students as they may need less time . However, the workshop can also be done in 5 hours if the students want just to create a song, translate it, video their performance and share it, avoiding the second phase that implies taking a song from peers across Europe, translate and perform it...

The learning path originated from the Comenius project called "PopuLLar- Motivating Secondary Students to Learn Languages through Relevant Media" [www.popullar.eu](http://www.popullar.eu)