

Master's Dissertation/
Trabajo Fin de Máster

THE IMPACT OF MOTIVATION IN FOREIGN LANGUAGE ACQUISITION IN CLIL AND NON-CLIL CSE STUDENTS: AN EMPIRICAL- DESCRIPTIVE STUDY

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“Gratitude is the healthiest of all human emotions. The more you express gratitude for what you have, the more likely you will have even more to express gratitude for”.

Zig Ziglar (1926-2012)

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TABLE OF CONTENTS

ABSTRACT.....	4
RESUMEN.....	5
1. INTRODUCTION.....	6
1.1. Justification and problem formulation.....	6
1.2. Formulation of the hypothesis and research questions.....	7
2. THEORETICAL FRAMEWORK AND LITERATURE REVIEW.....	9
2.1. Definition of constructs and key concepts, theories, paradigms and models of the key concepts.....	9
2.1.1. <i>What is motivation to learn?</i>	9
2.1.2. <i>Motivation theories and paradigms</i>	9
2.1.3. <i>Motivation and attitudes of the students towards the English language</i>	12
2.2. Revision of the existing literature.....	15
3. RESEARCH METHODOLOGY.....	18
3.1. Type of research study.....	18
3.2. Population.....	18
3.3. Educational treatment.....	19
3.4. Procedures for data collection.....	19
3.4.1. <i>Variables</i>	20
3.4.2. <i>Validity and reliability</i>	22
3.5. Techniques for data analysis.....	22
3.6. Chronogram and timing.....	24
4. RESULTS AND DISCUSSION.....	25
4.1. Motivating and demotivating factors for CLIL students.....	25
4.2. Motivating and demotivating factors for non-CLIL students.....	28
4.3. Differences between the bilingual and monolingual collective.....	31
5. CONCLUSIONS.....	33
6. PEDAGOGICAL IMPLICATIONS OR IMPROVEMENT PROPOSALS.....	36
7. LIMITATIONS AND FURTHER INVESTIGATIONS ABOUT THE ROLE OF MOTIVATION IN FOREIGN LANGUAGE LEARNING.....	38
BIBLIOGRAPHICAL REFERENCES.....	39
APPENDICES.....	42

ABSTRACT

Motivation is a crucial element for human learning. There is still scarce empirical evidence on the impact that motivation exerts in foreign language learning. Thus, this paper is aimed to shed light in those variables that motivate a representative sample of CLIL and non-CLIL students who are currently concluding the last year of Compulsory Secondary Education. The participants study in the same public high school, which is located in a rural town in the province of Jaén. Firstly, they have completed a quantitative questionnaire, indicating which are the variables motivate them to a greater or a lesser extent for acquiring English. Secondly, by means of a supplementary qualitative questionnaire, they have contextualised their opinions on those factors. Then, results have been analysed regarding each collective. Finally, significant differences between non-CLIL and CLIL learners have been established. Unexpectedly, we have concluded that the former are slightly more motivated than the latter.

Keywords: motivation, foreign language learning, CLIL, mainstream English programme, CSE students.

RESUMEN

La motivación es un elemento fundamental en el aprendizaje humano. Aún es escasa la evidencia empírica sobre el impacto que la motivación ejerce en el aprendizaje de una lengua extranjera. Por ello, este trabajo tiene como objetivo aclarar cuáles son las variables que motivan a una muestra representativa de estudiantes (AICLE y no AICLE) que están finalizando Educación Secundaria Obligatoria a aprender inglés. Los participantes del estudio pertenecen a un instituto público ubicado en un área rural de Jaén. Primero, han completado un cuestionario cuantitativo en el que han indicado en qué medida les motivan una serie de variables. Después han matizado sus respuestas a través de un cuestionario cualitativo. Se han analizado los resultados obtenidos por cada grupo. Finalmente, las diferencias significativas entre los estudiantes AICLE y los no AICLE nos han llevado a concluir que los primeros están algo menos motivados que los segundos.

Palabras clave: motivación, adquisición de una lengua extranjera, AICLE, programa tradicional de enseñanza de inglés, estudiantes de Educación Secundaria.

1. INTRODUCTION

1.1. Justification and problem formulation

This MA Dissertation develops an empirical-descriptive small-scale research relating to how motivation influences foreign language acquisition in bilingual and non-bilingual groups.

The Common European Framework of Reference for Languages (henceforth, CEFR) demands fluent communication among its members (Council of Europe 2001: 1-2). Apart from using properly their native language, European citizens will be expected to know some vocabulary and basic structures related to other foreign languages that are spoken throughout the European Union. All this will allow us to break the economic, political, cultural and social boundaries with respect to other countries, as well as broaden our studies or job opportunities.

Due to these facts, English is generally considered as a global *lingua franca* that enables us to develop communicative competence within a pluricultural as well as a plurilingual framework.

Taking into account these indications, the Spanish Law of Education (LOMCE 8/2013) states in its twelfth provision that students should be communicatively competent in at least a foreign language besides in their mother tongue, and that is why it also advocates for the incorporation of a second foreign language. This is also consistent with the relatively recently approved *Strategic Plan for the Development of Languages in Andalusia. Horizon 2020* (2017) [commonly known as PEDLA, which is the Spanish acronym for *Plan Estratégico de Desarrollo de las Lenguas en Andalucía. Horizonte 2020*].

More specifically, the Royal Decree 1105/2014 remarks in its article 11, that one of the objectives of Compulsory Secondary Education (henceforth, CSE) is “to understand and to express in one or more foreign languages appropriately”. In other words, the main aim of foreign languages areas is the development of communicative competence.

On the way towards the attainment of this goal, a myriad of factors that deal with motivation intervene. Investigations carried out by Espí and Azurmendi (1996: 63-76) or Luján (1999: 1) conclude that those students that not only show intrinsic and integrative motivation but also positive attitudes towards the learning of a foreign language and its speakers, improve their knowledge and their ability in that language. Furthermore, other variables that exert a motivating potential in this process are the relations between teachers and pupils as well as those between the learners and the teaching-learning setting (Barrios 1997: 20-22). In the same vein, Manzaneda and Madrid (1997: 162-179) have analysed the

motivating power of factors such as class activities, textbooks, the personality of the English teacher, among others.

Other studies, such as the one carried out by Merisuo-Storm (2006 in Pérez-Cañado 2018b: 19) demonstrate that CLIL students show slightly more optimistic attitudes towards the learning of foreign languages rather than non-CLIL ones. This could be explained on account of the consideration of several moderating variables in homogeneous samples, such as the educative setting, the socioeconomic status or learners' motivation.

Thus, the momentousness of the present study lies in enquiring into the identification of those context features that are directly connected to the learner, considering their own perspective with respect to those variables and to what extent they are or not motivating for them in the process of learning English as a foreign language. To this aim, a sample of thirty 4th grade of CSE students of the same Andalusian educative centre has been selected due to its distinctive feature: some of the participants are involved in a CLIL study programme, whereas the rest are following a monolingual one.

Accordingly, a quantitative questionnaire about the motivating potential of bilingual and non-bilingual education designed by Madrid and Julius (2017: 49-66) has been provided to the participants. Then, the subjects have been distributed a brief qualitative open-ended questionnaire that has allowed them to justify the reasons why they deem the diverse variables of the prior survey as more or less motivating when learning English as a foreign language.

Once the scrutiny of the different answers and their subsequent descriptive statistical analysis have been done, we discuss in detail the rationale of the obtained results, verifying which are the most and the least motivating variables for CLIL students. Then, we develop a similar procedure for the non-CLIL group. The dissertation is concluded with whether the differences between the two collectives are symbolic or not.

Previously, a compilation of a set of constructs and key concepts regarding motivation and its impact in second language acquisition as well as an exhaustive state-of-the-art is depicted. Thence, the results are presented and interpreted in relation to both the initial research questions and hypothesis (which are stipulated in the next section) along with the paramount theories and paradigms highlighted in the theoretical framework.

1.2. Formulation of the hypothesis and research questions

The present paper tries to respond the following research questions (RQ):

RQ 1: Which are the factors that CLIL students at the end of CSE consider as the most motivating when learning about the foreign language?

RQ 2: Which are the factors that CLIL students at the end of CSE consider as the least motivating when learning about the foreign language?

RQ 3: Which are the variables that non-CLIL learners at the end of CSE reckon as the most motivating when they are involved in the second language classroom?

RQ 4: Which are the variables that non-CLIL learners at the end of CSE reckon as the least motivating when they are involved in the second language classroom?

RQ 5: Are there any meaningful differences in motivation between the bilingual and the non-bilingual participant collectives?

Concurrently, these research questions lead us to assume the following initial hypothesis (which will be verified or refused further on along sections 4 and 5):

CSE students who follow a bilingual programme (CLIL approach) show more motivation and positive attitudes towards the learning of a foreign language (English in our case), its speakers and its culture. On the contrary, CSE pupils who follow a traditional programme of studies (including English as another curricular area, instead of being used for teaching and learning specific contents of non-linguistic subjects) feel less motivated than the former.

Along the next section, we will collect some key concepts and models that deal with the role of motivation in second language acquisition, as well as a detailed review of the state-of-the-art on this topic.

2. THEORETICAL FRAMEWORK AND LITERATURE REVIEW

2.1. Definition of constructs and key concepts, theories, paradigms and models of the key concepts

2.1.1. *What is motivation to learn?*

Motivation is “the arousal, direction, and persistence of behaviour” (Franken 2006, in Huitt 2011: 1). On this matter Lorenzo (2014: 153), specified that motivation is an internal process that “rules behaviour and also mental activity which remains invisible to the naked eye. It is also affected by beliefs and attitudes, and possibly by unintentional prejudices to the object of learning which lie far beyond conscience” From these words, it might be deduced that the term motivation has a broad scope due to the myriad of renditions that we can make from it (*ibid.*). This also justifies why is so demanding to define it.

Nevertheless, motivation is one of the most determining variables in human learning, which means that it “is involved in the performance of all learned responses” (Huitt 2011: 1) since it is “reflected in goals and directions pursued, levels of effort invested, depth of engagement, and degree of persistence in learning” (Ushioda 2014: 31). These learned responses are also related to the essential human need of wellbeing and growth.

2.1.2. *Motivation theories and paradigms*

In the next paragraphs, we compile the most remarkable motivation theories and models that will serve as a theoretical framework for our small-scale research:

a) **Behaviouristic theories**

On the one hand, **classical conditioning** states that biological responses to associated stimuli rule behaviour (Huitt and Hummel 1997a, in Huitt 2011:2). Thus, we might conclude that those natural responses are motivated or provoked by those stimuli, which, in turn, could also be catalogued as motivating forces.

On the other hand, **operant conditioning** alleges that the application of reinforcement stimuli increases (motivates) the probability of a certain behaviour to occur, whereas the administration of punishers diminishes (demotivates) the occurrence of the aforementioned behaviour (Huitt and Hummel 1997b, in Huitt 2011:2).

b) **Cognitive models**

Both the **attribution** (Heider 1958, Weiner 1974) and the **expectancy** (Vroom, 1964) **theories** are cognitive approaches that state that the self-concept of a subject does not vary in terms of success or failure when prosperity is attributable to external (motivating) factors. Nevertheless, if success is related to internal factors, rather expectations, these will lead to

prosperity repeatedly unless a difficulty takes place. In this case, “the person must quickly lower expectations in order to maintain self-esteem” (Huitt 2011: 2).

Besides, the **cognitive dissonance theory** (Festinger 1957) reminds us, in a certain way, of the disequilibrium described by Piaget in his widely-known **theory of cognitive development** (1936). This disequilibrium occurs when cognitive instability arises from the inclusion of a new schema as a result of a unique learning experience. Huitt and Hummel (2003, in Huitt 2011: 2) overview on motivation to learn, inspire this idea. Thus, those schemata “involve explanations or attributions of success or failure. After puberty, when biological change slows down considerably, it is very difficult to change these attributions [agents of motivation]” (*ibid.*). A lot of feedback is needed in order to modify those conceptions about what causes the success or failure under particular circumstances.

c) **Psychoanalytic theories**

Following Huitt (2011: 3), the psychoanalyst Freud (1990) stated that any behaviour was a result of internal motivations (primary biological instincts). Some of his students, like Sullivan (1968) and Erikson (1993) advocated for the role of social interaction (external motivation) in the regulation of a concrete conduct.

d) **Humanistic paradigms**

Maslow’s pyramid or the hierarchy of human needs (1954) was divided into two categories. The prior group comprises four levels of *deficiency needs*, which are, from the base to the middle of the pyramid: physiological, safety, love and belonging, and esteem. Each of these needs must be met before moving to the next level. The latter is referred to the upper four stages, which are connected to *growth needs*, being: cognition, aesthetics, self-actualization and self-transcendence. They were added in 1971 (Huitt 2011: 3-4). Besides, the more self-actualized and self-transcendent an individual is, the wiser s/he is, since they are more motivated and prepared to solve any kind of problematic situation.

Maslow’s hierarchy of human needs is complemented with **Alderfer’s hierarchy of motivational needs** (1969). This theory establishes three levels of need which, in turn, are consistent with Maslow’s stratum: (1) *Existence*: physiological and safety necessities; (2) *Relatedness*: love and belonging, and esteem requirements; and (3) *Growth*: these are similar to Maslow’s equivalent needs. These two humanistic models have served as a basis for other transpersonal or spiritual theories of motivation (Huitt 2011: 5). The connection between them is summarised in the next figure:

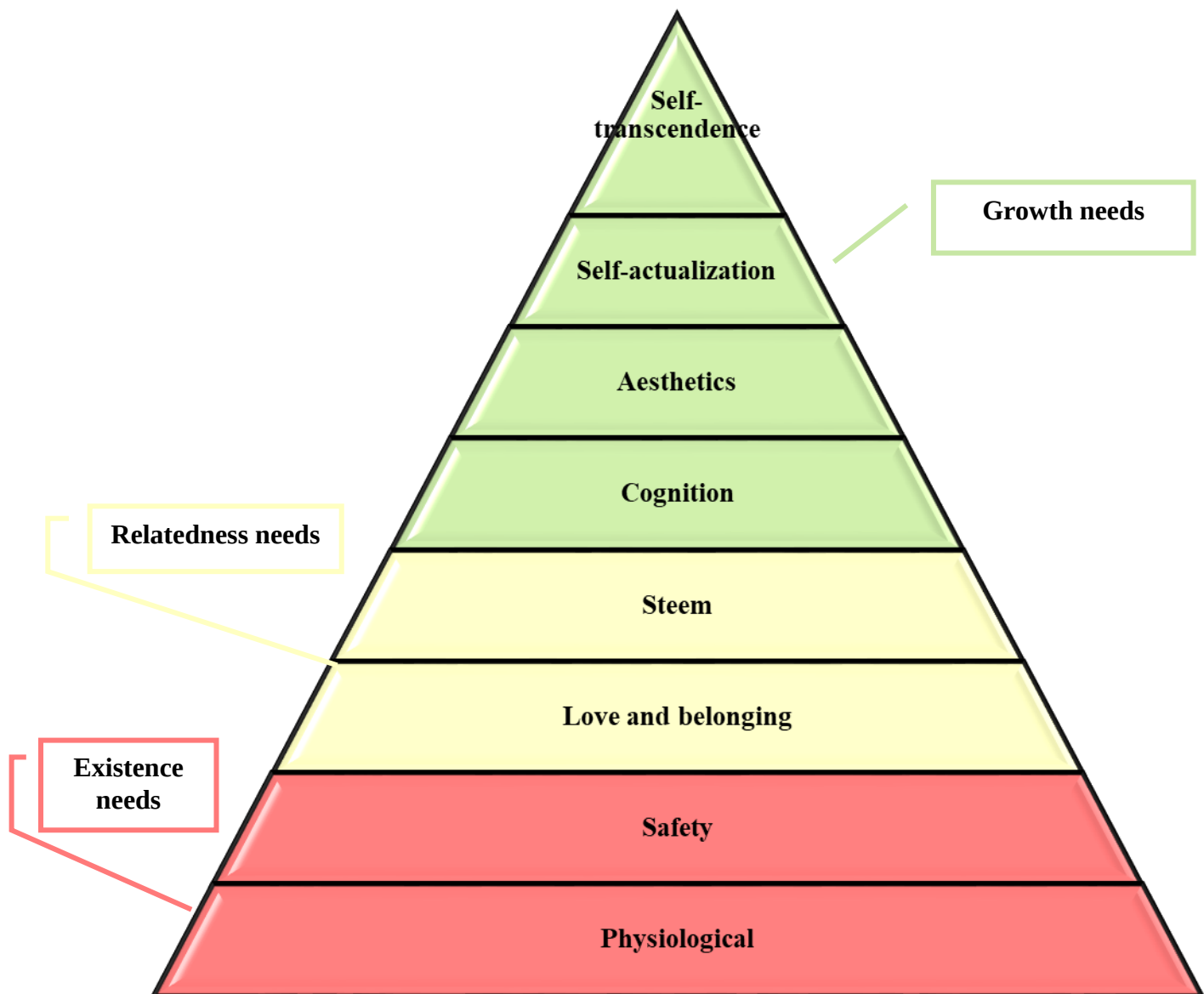


Figure 1: Correspondence between Maslow's and Adelfer's hierarchies of motivational human needs

e) Social learning theory

The observational model ascertains that imitating others and being aware of the consequences that has behaving in a certain way, act as motivating factors of that action (Huitt 2004, in Huitt 2011: 5).

f) Social cognition model

As it can be appreciated below in Figure 2, this paradigm originally developed by Bandura (1960) copes with a reciprocal trio that influences both learning and motivation, consisting of the behaviour, the subject's personal characteristics and the context features (Huitt 2006, in Huitt 2011: 5-6).

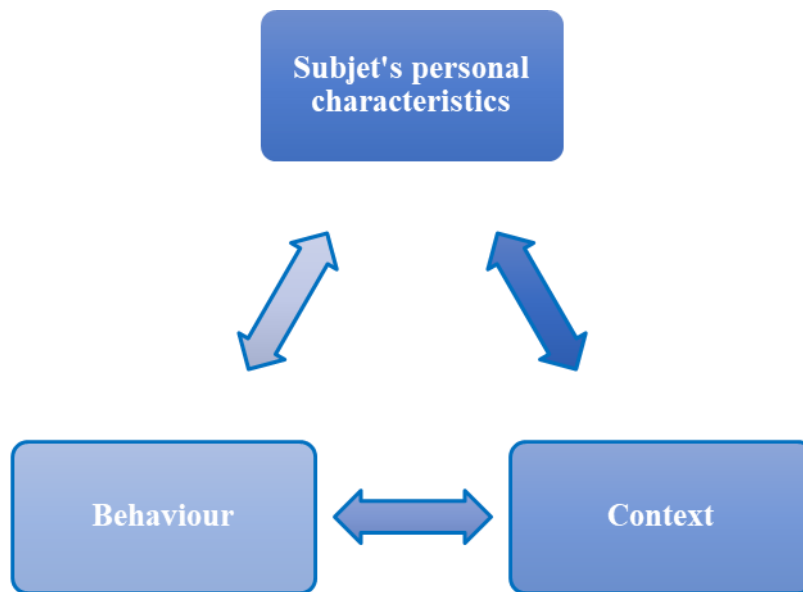


Figure 2: Bandura's Social Cognition Model

g) Achievement motivation paradigm

The goal-theory (Pintrich 2000, in Huitt 2011: 7-8) differentiates three types of goals: (1) *Mastery or learning goals*, which focus on the development of knowledge and competence in a particular area; (2) *Performance or ego-involvement goals*, which deal with 'being good at something'; and (3) *Social goals*, which cope with relationships among individuals.

In the context of school learning, the scholars who have mastery or learning aims achieve better results than those who have performance or social goals (*ibid*). This theory is particularly interesting for our study on the impact of motivation in the learning of English as a foreign language, since it states that pupils are motivated to accomplish success, and these motivating agents could not be anything but their own mastery goals. Even in some occasions, they might be motivated by ego-involvement goals if what they desire is to avoid failure. Therefore, achievement motivation is paramount in the regulation of human behaviour on account on the fact that "people will engage in activities for no other reason than it offers an opportunity to get better at doing something" (Huitt 2011: 8).

2.1.3. Motivation and attitudes of the students towards the English language

Gardner (1985: 42-60) made a clear distinction between *motivation* and *attitude* and their implications in the learning of any foreign language. **Motivation** implies a combination of effort, desire and positive attitudes towards the learning of the second language, whereas **attitude** is any kind of evaluative reaction to some reference (the teacher, the classroom, the textbook, etc.) based on the student's beliefs about that source of evaluation. Moreover, an

attitude is defined by three essential factors: (1) *cognitive*, which is referred to the learner belief structure; (2) *affective*, which is related to emotional reactions; and (3) *conative*, which describes the tendency to behave in a certain way. Thus, motivation is an essential factor that affects any learning situation: ‘weak’ students will be less motivated, reduced by the sense of failure, while ‘success’ learners will be more motivated.

We could add that motivation is not something that comes from outside the students; rather it is something we find inside them, and the teacher has to attempt to stimulate it. Besides, one of the obstacles that motivation to learn implies is that “given that any learning is non-linear and that motivation is not a constant, then monitoring its effects on different approaches to learning in the confines of the school curriculum is challenging” (Coyle 2014: 52). Departing from Gardner’s inquiries (1985, 2010), two dichotomies concerning types of motivation are of interest in the field of teaching/learning foreign languages (cf. Dörnyei 1994: 273-284, Dörnyei and Schmidt 2001: 43-68, Matsuzaki Carreira 2005: 42-61):

a) Intrinsic vs. extrinsic motivation

Intrinsic motivation is motivation from within the student. Intrinsically motivated learners study because they consider the subject (in this case, the foreign language) interesting, challenging or rewarding. Thus, they receive some kind of satisfaction from learning. Moreover, these type of pupils usually demand more effort from themselves and have a need for deep understanding. To have intrinsically motivated students is the goal of any motivational development.

On the contrary, **extrinsically motivated learners** study either in order to receive any sort of reward, such as passing a test with merit or graduating at the end of CSE, or to avoid a failure like obtaining a low grade in an official examination. The motto of these passive pupils is to follow ‘the path of least resistance’ with the purpose of getting the maximal recompense. Besides, extrinsic motivation can be used with learners who are intrinsically motivated since providing feedback on their performance in the foreign language classroom is paramount to maintain their level of internal motivation.

b) Instrumental vs. integrative motivation

Instrumentally motivated individuals learn about the foreign language for “practical benefits” (Gardner 2010: 17), such as passing a test, getting a better job or a higher salary, as Dörnyei highlighted (1994: 274). Hence, it is analogous to extrinsic motivation since external reasons encourages the usage of the second language from the part of the students.

Integrative motivation has to do with the desire of learning a language in order to communicate with its speakers, as well as to enquire into its sociocultural aspects. The

ultimate goal of these individuals is to identify themselves with the rest of the foreign language community members in order to promote social interaction. Additionally, in accordance with Masgoret and Gardner (2003: 128) verdicts, these students usually show positive attitudes towards the language-learning situation. Thus, “the integratively motivated student is the one who is motivated to learn the second language” (*ibid.*).

From these classifications, three prevailing sources of motivation (Fisher 1990, in Littlejohn 2001: 6) are deduced: (1) the *learner’s natural interest* (intrinsic satisfaction); (2) the *teacher, resources or materials* employed (extrinsic reward), and (3) *success in the task*, which is obtained from a combination of the two prior causes.

Other authors (Dörnyei *et al.* 2014: 9-30) have centred their research in how to stimulate language learning through the creation of **Directed Motivational Currents** (DMC), which “can be imagined of a potent boost of motivation” (*ibid.*: 25) that leads learners to achieve a well-defined goal. Regarding second language learning, apprentices outperform their initial expectations even in the long-term, as it occurs when they desire to accomplish proficiency (*ibid.*: 9-18). The DMC construct resembles the *mastery or learning goals* addressed in the aforementioned **achievement motivation theory** (section 2.1.2.). Following Dörnyei *et al.* (2014: 26-27), some proposals that contribute to the activation of DMCs are the designing of an effective language task (at the lesson level), project work (term level), or attending a competition or summer camp after the closing of the academic year (course level), in order to demonstrate a good mastery of the five linguistic skills.

Another model that is in the height of the more recent studies on the impact of motivation for learning foreign languages is the **self-system theory** (Dörnyei and Ushioda 2011, in Coyle 2014: 55). Its triad of components remind of the achievement motivation paradigm once again. Thus, (1) *the ‘ideal’ foreign language self*, deals with instrumental and integrative motivation (as it occurs with the aforementioned ‘mastery goals’). Then, (2) *the ‘should’ foreign language self*, copes with extrinsic motivation (it is similar to ‘ego-involvement targets’) and (3) *the foreign language learning experience* acts similarly as ‘social goals’ do, since it is referred to all the elements that form part of the learning context (teacher, pupils and the classroom). In Coyle’s words (2014:55), this model “suggests that the way individuals feel about themselves and others, the ways in which they appraise their achievements, set within specific second language learning contexts, will have a significant impact on their learning”.

Additionally, Ushioda (2014: 31) highlights that not only “personal [long-term] goals and targets are important in providing a motivational rationale” but also short-term objectives

are indispensable for confronting hurdles during the process of acquiring a new language, since “they help to regulate motivation by marking successful and structural progression along the second language learning timeline” (*ibid*: 36). Busse (2014: 157-183) also supports this concept. The management of **metacognitive skills** will allow students to be aware of their own linguistic development (that is, self-assessment). Thus, their intrinsic and integrative motivation will be strengthened (Ryan and Deci 2002, in Ushioda 2014: 36). The role of the foreign language teacher is capital to motivate and encourage pupils using their own self-regulation processes for learning. Nevertheless, we cannot forget that teachers have to be motivated in order to motivate their trainees. Remodelling teaching practices is crucial to become the teacher you always wanted to be, reflecting on who you are and which approaches inspire the basis of your daily labour (Kubanyiova 2014: 71-89). The ultimate target will be “to transform classrooms into places of learning” (*ibid*: 85).

2.2. Revision of the existing literature

Motivation, in both foreign language students and teachers, and how to improve it, is one of the CLIL-related features that requires deep research, since there is a remarkable lack of studies in this field. Several researchers (Chambers 1999, Williams *et al.* 2002, in Doiz *et al.* 2014: 118) assume that “foreign language learning motivation is usually negatively affected as a result of what students find as monotonous language activities in the English as a Foreign Language classroom, a state of demotivation that many teachers find frustrating” (*ibid.*). Consequently, following Kern (1995), it seems essential to address the interests from both teachers and pupils in order to provide motivating lessons and plan meaningful tasks, which, in turn, connect classroom with real world experiences. Thus, learners would notice the usefulness of the foreign language (*ibid.*).

One praiseworthy work on the impact of motivation in foreign language learning, was the one directed by Espí and Azurmendi (1996: 63-76) with a sample of students of Spanish as a foreign language. They concluded that the most motivating variables for them were travelling as well as meeting and making new friends.

Bringing our subject matter into focus, investigations carried out in mainstream English educative contexts, such as the ones developed by Madrid (1995: 59-82) or Manzaneda and Madrid (1997: 153-171) resolved which were the most and the least motivating agents for CSE Andalusian students were. Between the former, they included the importance of English in the current society; the desire of being part of the English community; English as a concrete curricular subject; the friendly, flexible and tolerant

character of the English teacher; classroom tasks such as linguistic games, pair and team work or using songs, to name a few examples; and parental support. As for the latter, they verified the monotonous and demanding character of teachers along with grammatical activities, listening exercises or tasks with posters, among others. From this data, they concluded that pupils were more motivated for instrumental rather than integrative reasons.

Conversely, the arrival of bilingualism to the Spanish Educational System in 1996, which was a result of the collective effort between the British Council and the Ministry of Education (Aparicio 2009: 3), and the subsequent ongoing implementation of the CLIL methodology during the last decade have transformed the trend in foreign language acquisition research. The scope of the research developed by Doiz *et al.* (2014: 117-138) is similar to the one we tackle in this MA Dissertation. By means of an open-ended questionnaire, these investigators concluded that some of the variables that most motivate 1st and 3rd grade of CSE students from the Basque Autonomous Community are the possibility of improving their English level, being involved in varied group activities and projects, watching films, using ICT or having native teachers (Doiz *et al.* 2014: 126). On the contrary, among the demotivating items, we encounter exams, grammar activities included in textbooks or the difficulties experimented when using English for learning specific subject content (*ibid*: 128-129). Finally, they state the positive experience that students have experimented with the CLIL programme, since it seems to broaden their horizons (*ibid*: 130). In consonance with these outcomes, Lorenzo (2014: 153) determined that communication in CLIL sustains behaviour and positive attitudes through using English for social interaction, departing from a detailed analysis of several examples of CLIL engaging materials for European learners.

More recently, once again focusing in the Andalusian context, Madrid and Barrios (2018: 29-50) discovered that although motivation does not explain the differences between CLIL and non-CLIL CSE students, the former outperform the latter, terminating that these dissimilarities proceed from the CLIL programme (*ibid*: 44). In the same vein, Navarro Pablo and García Jiménez (2018: 71-90) carried out another research in our Autonomous Community, and they concluded that Primary Education students were slightly more motivated than the CSE ones. This was in accordance with Doiz's findings (Doiz *et al.* 2014: 222, in Navarro Pablo and García Jiménez 2018: 87), which ascertained that students' motivation "diminishes progressively with time". This is precisely the objective of our paper: to shed light on the motivating potential of a series of variables for a sample of CSE students, and whether the educational programme (CLIL or non-CLIL) is motivationally oriented towards English acquisition.

Lastly, as it could be inferred from this state-of-the-art review on second language motivation, qualitative research is scarce (Doiz *et al.* 2014: 119). This also illuminates the study we present here, since it combines quantitative and qualitative data analysis procedures thus enabling data triangulation.

3. RESEARCH METHODOLOGY

3.1. Type of research study

This CLIL small-scale study consists of an action research contextualized in the 4th grade of CSE classroom. Simultaneously, it is firmly grounded on a mixture of a theoretical, applied and practical basis. Since a questionnaire has been applied to the participants in order to extract information regarding the role of motivational factors in second language acquisition, this paper is also catalogued as primary and statistical, as well as quasi-experimental and analytic. Albeit the data are mainly quantitative and subsequently analysed by means of descriptive statistical procedures as central tendencies and variabilities, they are complemented with a qualitative summary of the subjects' written explanations in relation to the more and the less motivating variables for them. Thus, a desirable data collection triangulation is provided.

Furthermore, as the hypothesis previously formulated in section 1.2. is tested in order to be finally confirmed or rejected, the present study also has a deductive character. Finally, as a specific cross-section of students has been selected and results have been gathered at a particular point in time (as it will be clarified further on along section 3.6.), this research is also categorized as cross-sectional or synchronic.

3.2. Population

The research has been carried out in a bilingual public high school, which is located in a rural town belonging to the metropolitan area of the province of Jaén.

Thirty students, who are culminating the CSE stage, make up the sample. All the subjects are between 15 and 16 years old, since none of them is a repeat student. Although all the participants are assigned to the same educative centre, they are divided into two different groups: bilingual and non-bilingual.

Besides, we have used a non-probabilistic sample technique in our study. This means that the groups of subjects have not been randomly chosen. Thus, a convenience sample has been selected in a centre where we obtained permission in order to apply both the quantitative and the qualitative questionnaires. The sample data are gathered in Table 1:

Group	Grade	Gender		Total
		Boys	Girls	
CLIL	4 th grade CSE	8	13	21
Non-CLIL		1	8	9

Table 1: Sample of participants in the study

In both groups, we can appreciate symbolic differences between the number of male and female participants, being the latter recurrent. However, disparateness regarding gender is not going to be considered: as the sample is small, this data would not generate meaningful differences. As for ethnicity, all the learners are Spanish according to their nationality by birth.

3.3. Educational treatment

A similar intervention programme is applied to the students that have participated in this investigation. The paramount distinction lies in the language of instruction used in two of the content subjects (History and Biology), being English in the case of the bilingual group and Spanish for the non-bilingual learners.

On the one hand, regarding legal regulations for the development of bilingualism in our autonomous community, the abolished *Plan of Promotion of Plurilingualism* (2005) had already advocated for the Andalusian educative centres adopting both a Linguistic Project and an Integrated Curriculum of Languages which were soundly-based on the premise that learning a foreign language can benefit from previous language learning. This principle is also consistent with what is established in its more recent version: the PEDLA (2017).

On the other hand, in accordance with the recently approved *Instrucciones de 15 de mayo de 2019*, about the organization and functioning of bilingual teaching for the academic year 2019/2020, our subjects of study are taught the previously highlighted non-linguistic areas in English, at least during a 50% of the lesson and following a CLIL approach. The mother tongue is exclusively used for clarification purposes. Furthermore, in relation with both these instructions and the CEFR (Council of Europe, 2001) pupils should acquire a B1 level (independent user) at the end of CSE.

3.4. Procedures for data collection

The data of this small-scale research have been obtained through the implementation of the questionnaire about the motivating potential of bilingual and non-bilingual education, included in Appendix I.

Following Cohen and Manion (1990: 131), the **questionnaire or survey** is the most used tool for data gathering in classroom research. This instrument is valuable in order to explore the conditions in which the teaching-learning occurs, since it considers the diverse opinions of the participants. Therefore, if we include some space for collecting the different impressions and comments of the respondents regarding every variable, we will be able to access to some details connected to the specific beliefs and views that are consistent with the pupils' way of thinking. Departing from these opinions, we will find that some norms and

patterns are repeated systematically with respect to certain educational settings. To put it in a nutshell, connections among the different data obtained could be established (Madrid 1998a: 29, 1999a: 140).

Thus, in the case this paper tackles, we have utilised a **quantitative questionnaire** based on Madrid and Julius (2017: 49-66), where the participants who are in the fourth grade of CSE have expressed their perceptions and points of view by means of a Likert scale that facilitates the quantification of the obtained data. The scores of this rating scale fluctuate from 1 to 5 points, being *1= very low or non-existent; 2= low; 3= intermediate; 4= high; 5= very high, a lot*.

Subsequently, the subjects have justified not only their own personal reasons but also those that they consider their classmates have regarding the variables they contemplate as the most and the least motivating in bilingual and monolingual educative scenarios. For this purpose, they have filled-in an **open-ended questionnaire**. This qualitative dimension of the research complements the quantitative focus of the variables, which is scored through the Likert scale.

Therefore, **data triangulation** is accomplished through the combination of both a quantitative tool and a qualitative instrument for data collection and analysis. Effectively, these procedures contribute to the achievement of validity and reliability, as it will be detailed further on section 3.4.2.

Lastly, we would like to highlight that the students have completed the questionnaires by means of the survey administration application *Google Forms*, which is included in the *Google Drive Office Suite*. Facing the impossibility of arriving to the high school due to the state of alarm decreed during the beginning of the COVID-19 pandemic in Spain, we have opted for this tool in order to implement both questionnaires. As a result, we could reckon that this study has taken the form of a paperless research work.

3.4.1. Variables

The variables implied in both the hypothesis and the research questions aforementioned throughout section 1.2 are grouped in the following categories, in accordance with their distribution along Madrid and Julius (2017: 49-66) quantitative questionnaire, through applying a Likert scale (from 1 to 5 points):

1) Context factors (variables 1-4):

They are referred to the support offered by diverse agents (families, the management team, the Administration), as well as to the relevance of bilingualism nowadays.

2) Personal characteristics of teachers and pupils (variables 5-14):

These have to do with the skills and the interest that pupils show when learning a second language. Likewise, teachers' commitment, motivation, personal qualities and didactic/linguistic training are addressed.

The rest of dimensions are related to foreign language teaching-learning processes:

3) Planning and coordination of the teaching process (variables 15-18):

They allude to the Linguistic Project, the Integrated Languages Curriculum and coordination among CLIL and non-CLIL teachers.

4) Linguistic components and communicative skills (variables 18-24):

These factors refer to what extent the five linguistic skills are developed in the class (listening, speaking, interaction, reading and writing) and whether the sociocultural aspects are taken into account or not.

5) Didactic activities and techniques (variables 25-45):

This section includes variables concerning the different exercises, activities and tasks that are developed in the different lessons, as well as the diversity of techniques, instruments and approaches employed.

6) Materials and resources (variables 46-49):

Material and human resources appertain to this subdivision.

7) Students' groupings (variables 50-52):

Individual, pair, team and cooperative work are covered in these three variables.

8) Assessment techniques and instruments (variables 53-55):

Not only continuous assessment of activities, tasks and projects but also the usage of tools such as examinations, tests or self-assessment instruments are mentioned.

9) Extracurricular activities that favour the learning process (variables 56-58):

This dimension encompass variables referred to participation in stage plays, recitals, visits to museums, etc. as well as stays in English-speaking countries and linguistic exchanges with natives.

10) Academic results (variables 59-60):

The fact of reaching a good level of performance through using English as a foreign language to learn about specific content of non-linguistic subjects, as well as obtaining an official certification about the level of English following the patterns established by the CEFR (Council of Europe, 2001) are applicable to this category.

The last variable implied in our small-scale study copes with the overall level of motivation of the participant pupils:

11) Global motivation (variable 61):

The subjects are given the opportunity to rate their interest and motivation bearing in mind the particularities of the programme of studies (monolingual or bilingual) they are involved in.

Once the variables implied in our research have been described, we can demarcate the type they belong to. Following Madrid and Bueno (2005: 647), “the dependent variable is the means by which any changes are measured”. Hence, the **dependent variable** is the overall level of motivation of the participant pupils in this study (variable 61). “The independent variable is the factor the researcher manipulates in order to see what effect the changes introduced will have” (*ibid.*), so our **independent variables** are those between the range of variables 1 to 60, since they explain the higher or lower level of motivation to which variable 61 (the dependent one) is referred to. Other variables, such as the concentration level when answering the questions, the socioeconomic status or the attitude “cannot be predicted [...] and [are] outside the scope of [our] research project” (*ibid.*). These are known as **extraneous or moderating variables**.

3.4.2. Validity and reliability

A questionnaire is considered valid when it measures exactly what is initially intended for. In the present investigation, we have delved into the **validity of content** ensuring that the all the items constitute a representative sample of the full set of aspects that we try to measure with respect to the impact of motivation in the learning of English as a foreign language through bilingual and monolingual programmes. In the same vein, we consider that the questionnaire we have employed comprises an adequate and significant sample of the contents that we attempt to analyse.

In order to improve both the validity and the reliability of the questionnaire, as well as to obtain an identical perspective about the included, analysed and measured variables, we have taken into account the views of the researcher and the supervisor of this paper. This technique is also known as **expert judgement**.

3.5. Techniques for data analysis

The data analysis and the statistical calculations that we have done in this paper have been executed by means of the statistical programme SPSS 20. We have calculated the mean and the standard deviation, which are the basic descriptive statistical procedures.

The **mean** provides information about the score that each of the subjects would obtain if the different punctuations were distributed in equal parts. It is defined as the sum of all the scores of all the variables studied in the group divided by the total number of factors.

The **standard deviation** is a descriptive statistical procedure that serves for measuring the variability. It provides “information on the differences or spread of the behaviour [and] it indicates how homogeneous (or heterogeneous) a sample is” (Madrid and Bueno 2005: 663). The standard deviation is also known as *mean quadratic deviation*, *standard* or *normal deviation* is the calculation of the square root of the mean of the squares of their deviations, that is, the square root of the **variance**. It is a significant and essential statistical value in order to do subsequent calculations, besides the fact that it is extremely reliable.

Afterwards, given that the sample used is small and the scores distribution is non-parametric, we have applied the **U-Mann Whitney Test** in order to confirm whether there are significant differences between the CLIL and the non-CLIL collectives. This estimation is statistically significant when the confidence interval is $p \leq 0.05$, or rather a 95%.

Additionally, in order to verify the reliability and the internal consistency of the quantitative questionnaire we have calculated the **Cronbach’s alpha**. Reliability is expressed by means of a coefficient between the range of 0 and 1. Therefore, the scale reliability of our study is very high, given that the maximum value is 1 and we have obtained 0.96. This means that the consistency of the data obtained related to the variables included in the questionnaire is high, as illustrated in the following table:

Cronbach’s alpha	Variables	Participants
0.96	61	30

Table 2: Scale reliability used in the quantitative questionnaire

Lastly, our data analysis have been completed with a **qualitative report** based on the surveyed sample’s comments about the items they consider the most and the least motivating for them and their peers. Thus, departing from the text segments provided by the students, a series of categories have been established through an inductive procedure. Following Madrid and Bueno (2005: 662-663), this qualitative data analysis procedure meets these requirements:

- It is systematic.
- The data are summarised in order to be compared and contrasted, and thus conclusions are established departing from the tentative classifications of categories that emerge.
- It demands deep involvement on the part of the investigator.
- The information could be analysed and interpreted in different ways.

3.6. Chronogram and timing

As we have previously mentioned in section 3.1. (Type of research study), this research has been identified as **cross-sectional or synchronic** since a specific cross-section of students has been selected and results have been gathered at a particular point in time.

Once both the quantitative and the qualitative questionnaires have been edited and published in the survey administration application *Google Forms*, the corresponding links have been provided to one of the teachers of the high school, who has acted as an intermediary between the students and the researcher. Students have filled in both questionnaires during the second fortnight of May 2020. The qualitative survey has been completed immediately after the quantitative one, so subjects have had the opportunity to put the scores given into context.

4. RESULTS AND DISCUSSION

Once we have accounted for the scale reliability, we are going to proceed with the analysis of the scores obtained in the different variables that form the quantitative questionnaire, completing it with the students' comments provided in the qualitative tool.

4.1. Motivating and demotivating factors for CLIL students

In order to discover which variables are valued to a greater or lesser degree, we are going to fix our attention both in the highest and in the lowest mean scores obtained in each item. These data are compiled in Appendix II.

On the one hand, in relation to the **first research question** (*Which are the factors that CLIL students at the end of CSE consider as the most motivating when learning about the foreign language?*), the following table shows which variables are the most motivating for the 21 CLIL pupils:

VARIABLES	Mean	Std. Deviation
Using_the_L1_v33	4,52	,680
Students_individual_work_v50	4,38	,805
Family_support_v1	4,33	,577
Linguistic_components_v23	4,29	,717
Writing_activities_v21	4,19	,750
Homework_v41	4,19	,873
Evaluating_with_tests_v54	4,14	,793
Teachers_subject_preparation_v13	4,10	,889
Reading_activities_v20	4,05	,921
Speaking_with_clarity_v29	4,05	1,071
Available_materials_and_resources_v46	4,05	,973
Importance_bilingualism_in_society_v4	4,00	1,095
Students_general_abilities_v5	4,00	,707
Students_personality_traits_v8	4,00	,775
Controlling_discipline_v38	4,00	,894
Achieving_good_academic_results_v59	4,00	1,000

Table 3. Items that have a high motivating potential in CLIL students

Although it can be appreciated that CLIL students obtain similar scores in each of the variables gathered in the previous register, they get the highest ones in using the mother tongue (variable 33), working individually (variable 50), receiving parental support (variable 1) and paying attention to linguistic components (variable 23). These results denote that these learners feel more motivated when Spanish is used for clarification purposes (4'52) and when

they are involved in listening, reading or writing exercises (since they can be completed individually) rather than in speaking and interaction tasks. This also probably justifies the importance the give to the development of the linguistic components (especially to grammar, vocabulary or orthography, since they could be more reinforced through written activities and individual work). Noteworthy is the fact CLIL students encounter the use of the L1 as the most motivating variable. In light of the outcomes commented up to now, we infer the use of English as a tool for learning specific content of Biology and History (the non-linguistic areas considered in the CLIL treatment) is a setback for the major part of the group and that is why the usage of Spanish helps them to clarify key concepts.

Besides, as family support is an essential source of motivation (4'33) in the Spanish educative culture, a 60% of the participants state that this transmits them security and encouragement in order to look more optimistically towards the future. As for the variable 4 about the paramount role of bilingualism in our current society (4'00), a 55% of the survey respondents opine that bilingualism is important since “you are required a minimum knowledge of English in order to access to almost any university degree or job”. Another 35% consider English as a *lingua franca* which is “worldwide spoken, and in the intercultural world we live, it makes communication easier”. Madrid (1995), and later Manzaneda and Madrid (1997) reached similar results regarding both items.

In addition, it really grabs our attention the significantly high scores obtained in variables 21 (developing writing tasks), 41 (doing homework) and 54 (formative assessment with tests), since Doiz *et al.* (2014) stated that CLIL CSE learners described exams as demotivating. Perhaps, this might be justified through the aforementioned preference for individual work.

On the other hand, in relation to our **second research question** (*Which are the factors that CLIL students at the end of CSE consider as the least motivating when learning about the foreign language?*), these are the least motivating factors for the CLIL sample:

VARIABLES	Mean	Std. Deviation
Songs_and_games_v27	2,86	1,558
Stays_in_English_speaking_countries_v57	2,86	1,459
The_students_using_the_L2_v35	2,52	1,209

Table 4. Items that have a low motivating potential in CLIL students

As we can see, mean scores are very homogeneous regarding the least inspiring variables for bilingual pupils. The same value (2'86) is obtained for features 27 (using songs

and games in the classroom) and 57 (stays in English-speaking countries). The most demotivating is variable 35, which is referred to the use of English for communicative purposes (2'52).

Concerning the incorporation of songs and playful activities in CLIL lessons, students complain that they are not familiar with these didactic techniques since they do not use them in the classroom; whereas a minor (5%) part affirm that “some pupils do not concentrate in the classroom when this type of activities are planned, since they do not take them seriously”. Conversely, Madrid (1995), and later Manzaneda and Madrid (1997) concluded that the use of pop songs was a powerful tool of motivation, but in that case, for mainstream English CSE students.

As for stays in English-speaking countries, one quarter of the participants declare, “Many students do not participate in this kind of activities since their families cannot afford them. Some of our classmates have a good command of English to enrol on these stays but their economic status impedes their register”. With regard to the use of English for interacting with peers (variable 35), a 30% expresses that “only a very few of pupils speak English fluently to communicate with the teacher”. A similar percentage of participants find this item demotivating for other reasons, such as: “some classmates feel more comfortable using the mother tongue since not all of us have the same level of command of English”; “others feel insecure due to mispronunciation and they do not feel motivated in order to maintain a conversation with their classmates in the L2”.

It is particularly remarkable that these two last variables do not motivate the CLIL group. This might occur owing to the aforementioned difficulties they face when using English in communicative learning contexts. Presumably, the percentage of English used to transmit specific subject content or classroom language in the different lessons, seems to be very scarce. It is for that reason that they might not experiment motivation facing these variables.

To conclude with results on RQ 1 and RQ 2, it seems this CLIL sample is more focused on achieving mastery targets (Pintrich 2000) that deal with knowledge and competence in English to learn Biology and History contents. According to Ushioda (2014) and Busse (2014), as their main long-term goal is to have a wide range of study and job opportunities, it is of vital importance that they set short-term aims (in this case, incrementing progressively the use of English for communicative purposes). Thus, students would overcome difficulties during the process of second language learning or, at least, they would feel more motivated towards the use of English for acquiring specific subject content.

Notwithstanding, it seems evident that they will have to reduce the use of Spanish for clarification in order to finally improve or achieve the mastery of the foreign language.

4.2. Motivating and demotivating factors for non-CLIL students

On the one hand, in relation to the **third research question** (*Which are the variables that non-CLIL learners at the end of CSE reckon as the most motivating when they are involved in the second language classroom?*), the following table shows which variables are the most motivating for the mainstream English sample:

VARIABLES	Mean	Std. Deviation
Charts_and_graphs_v28	4,56	,726
Available_materials_and_resources_v46	4,56	,527
Audiovisual_material_v47	4,56	,527
Use_of_ICTs_v48	4,56	,527
Students_interests_for_study_program_v6	4,44	,527
Contents_attention_v44	4,44	,527
Teachers_level_of_English_v11	4,22	,667
Teachers_subject_preparation_v13	4,22	,833
Speaking_with_clarity_v29	4,22	,667
Students_individual_work_v50	4,22	,667
Students_personality_traits_v8	4,11	,782
Teachers_didactic_preparation_v12	4,11	,601
School_language_project_v15	4,11	,782
Using_the_L1_v33	4,11	,928
Homework_v41	4,11	,782
Achieving_good_academic_results_v59	4,11	1,054
Oral_communication_activities_v19	4,00	,500
Linguistic_components_v23	4,00	,707
Pronunciation_activities_v24	4,00	1,000
Non_verbal_communication_v30	4,00	,866
Use_of_portfolio_v43	4,00	1,225
Group_work_v52	4,00	1,000
Evaluating_with_tests_v54	4,00	,866
Global_motivation_v61	4,00	,707

Table 5. Items that have a high motivating potential in non-CLIL students

As it can be noticed, non-CLIL students get the highest mean score (4'56) in four variables, being: using charts and graphs to study easily (variable 28), availability of human resources and materials (variable 46), variety of audiovisual materials and *realia* (variable 47), and using ICTs (variable 48). These items are followed by the interest of pupils for the

mainstream English programme (variable 6) and the attention that teachers pay to subject content in the different curricular areas (variable 44), which share a mean of 4'44. Some reasons this group allege when they verify they feel motivated by the educational programme are “if we are not intrinsically motivated, learning a language different from the mother tongue is almost impossible” (35%); or “learning English helps us in the struggle to access a degree or get a good job” (35%). A 25% of the respondents highlight that “English is dynamic and interesting”. Other particularly motivating factors (mean = 4'22) for this sample are the teacher's level of English (variable 11), teachers' subject content preparation (variable 13), the teacher speaking with clarity (variable 29), as well as working individually (variable 50).

Moreover, if we compare the results between the motivating variables for the CLIL and the non-CLIL collectives, we can observe that **nine variables exert a very positive motivating impact in both groups**. These five factors reflect that monolingual learners are slightly more motivated than the bilingual ones¹: availability of materials and resources (variable 46), teacher's subject content preparation (variable 13), the teacher speaking with clarity (variable 29), students' personality (variable 8) and achieving good academic results in the non-linguistic areas (variable 59). The other four high motivating factors for both collectives are: working individually (variable 50), using Spanish for receiving feedback for clarification purposes (variable 33), doing homework (variable 41) and focusing on the development of the diverse linguistic components (variable 23).

Going beyond in this comparative analysis, the scores obtained in three of the whole set of independent variables draw our attention outstandingly. With respect to variable 33, it is remarkable that CLIL students feel slightly more encouraged (4'52) when using the mother tongue in the classroom than non-CLIL learners (4'11) do. The difficulties with English previously addressed in section 4.1., might well explain this trend. Regarding variables 19 and 43, being involved in oral interaction activities and using the portfolio as a tool for self-assessment respectively, it is noteworthy that mainstream English learners experience a high degree of motivation when faced with these activities and didactic techniques, since their English exposure time is supposed to be more limited than that of their CLIL counterparts. Nevertheless, a 35% of the participants state that the portfolio “helps them to understand teacher's explanations”. Thus, we might conclude that actually, they are not familiar with this evaluation instrument.

On the other hand, in relation to our **fourth research question** (*Which are the variables that non-CLIL learners at the end of CSE reckon as the least motivating when they*

¹ The mean scores that the two collectives have obtained for these variables can be compared in Appendix II.

are involved in the second language classroom?) this table collects the data which are connected to the triad of factors that exert a low motivating impact in the non-bilingual collective:

VARIABLES	Mean	Std. Deviation
Project_work_v36	2,78	,972
The_teacher_using_the_L2_v34	2,44	1,424
The_students_using_the_L2_v35	1,89	1,167

Table 6. Items that have a low motivating potential in non-CLIL students

The teacher using English at least during a 50% of any lesson (variable 34) and the students using English for speaking and interacting with their classmates (variable 35) have a low motivating potential in non-CLIL learners, but the least engaging factor (mean = 2'78) is learning English through tasks and projects based on everyday contexts (variable 36).

As regards the teacher using the foreign language in the classroom, a 20% of the subjects allege that “it is a bit annoying speaking in English during the whole session since there are words and sentences that we do not understand accurately since not all of us are good at English. In addition, we sometimes feel embarrassed when we have a doubt that maybe is really obvious for the rest of the class”. An analogous amount of people state: “some students do not like English, so they do not pay attention and they do not make an effort to understand what is being communicated in the second language”. As for project-based work (variable 36), the major part of the mainstream English pupils assure that that their teachers have not offered them the possibility to work under the principles of this didactic approach or that they are scarcely involved in this kind of innovative activities.

Besides, returning to variable 35 (the students interacting in English), it is notably meaningful that the bilingual group is even so less motivated (2'52) with respect to this factor instead of the monolingual collective (1'89). In the case of the former, the low command of English we infer they have would explain the low engaging character of this factor once again, whereas in the latter this could be justified by the lack of communicative activities in which they are implicated.

To conclude with results on RQ 3 and RQ 4, we can extrapolate that the paramount source of motivation of this mainstream English sample are the resources and materials employed, which Fisher (1990) considered extrinsic rewards. The investigations carried out with other monolingual CSE students by Madrid (1995) and some years later by Manzaneda and Madrid (1997) in several Andalusian high schools concluded that these learners also felt

motivated when they were involved in linguistic games as well as in pair and team work dynamics. Additionally, we obtain results with our non-CLIL group that are similar to those attained by Doiz *et al.* (2014) regarding the use of ICT in the English classroom. Conversely, they studied a CSE sample that was following a CLIL programme.

The incorporation of some Directed Motivational Currents (Dörnyei *et al.* 2014) such as product-oriented tasks or projects might become essential to maintain and even strengthen our non-CLIL students' motivation level. In this case, it seems that the learners' 'should' foreign self (Dörnyei and Ushioda 2011) comes into play, boosted by the external factors addressed in the variables that exert a high motivating impact in them.

4.3. Differences between the bilingual and monolingual collectives

By using the **U-Mann Whitney test**, given that the sample used is small and the scores distribution is non-parametric, significant differences ($p \leq 0.05$) have been found among the following variables in favour of the non-CLIL students, who feel significantly more motivated towards the five variables indicated in the table below:

VARIABLES	Mann-Whitney U	Wilcoxon W	Z	Sig.
Students_interests_for_study_program_v6	54,00	285,00	-2,27	,02
Charts_and_graphs_v28	49,00	280,00	-2,17	,03
Audiovisual_material_v47	52,50	283,50	-2,05	,04
Use_of_ICTs_v48	50,50	281,50	-2,12	,03
Tutorial_work_v49	48,0	279,00	-2,24	,02

Table 7. Significant differences between CLIL and non-CLIL students obtained in the U-Mann Whitney test

There are no meaningful differences between the two collectives with respect to the remaining items. If we also check the mean scores collected in the comparative table attached in Appendix II (also Table 8 in this section), we will perceive how the non-CLIL participants have achieved motivation to a greater degree than CLIL subjects have done:

MOTIVATIONAL VARIABLES	CLIL STUDENTS		NON-CLIL STUDENTS	
	Mean	Std. Deviation	Mean	Std. Deviation
Students_interests_for_study_program_v6	3,90	,625	4,44	,527
Charts_and_graphs_v28	3,62	1,203	4,56	,726
Audiovisual_material_v47	3,86	,910	4,56	,527
Use_of_ICTs_v48	3,76	,995	4,56	,527
Tutorial_work_v49	3,90	,889	4,67	,707

Table 8. Significant differences in the mean scores between CLIL and non-CLIL students

Thus, these results respond our **fifth research question** (*Are there any meaningful differences in motivation between the bilingual and the non-bilingual participant collectives?*). We conclude that regarding the global level of motivation (variable 61), which is referred to the degree of interest and general motivation considering the features of the programme of studies they are following, non-CLIL (mean= 4) students are slightly more motivated than the CLIL collective (mean= 3'76). Conversely to Doiz *et al.* 2014 outcomes, watching films (variable 47) and using ICT in the classroom (variable 48) is more motivating for non-CLIL rather than for CLIL students.

5. CONCLUSIONS

Through this MA Dissertation, we have developed a small-scale empirical-descriptive study to discover and detail what is the impact of motivation in the process of learning English as a foreign language. In order to accomplish this research, we have selected a sample of thirty 4th grade of CSE students of a public high school located in the Autonomous Community of Andalusia. We have attempted to give response to the five research questions previously formulated at the end of section 1. Considering the obtained results, which have been analysed and discussed along part 4, we conclude:

- ✓ Vis-à-vis the **first research question**, the results of the present study demonstrate that, as it occurred in Madrid (1995) and later in Manzaneda and Madrid (1997) investigations, CLIL pupils feel more motivated for instrumental rather than integrative reasons, despite the fact that this outcome was obtained with a mainstream English collective. Thus, they get the highest motivation scores in variables like using the mother tongue for clarification, working individually or receiving parental support. In accordance with Dörnyei and Ushioda (2011), these factors are linked to the *'should' foreign language self* and the *foreign language learning experience*, since diverse extrinsically motivating elements that form part of the learning situation (those variables addressed along this paragraph) seems to boost positive attitudes towards the English language and its usage.
- ✓ In the same vein, regarding the **second research question**, the CLIL collective gives the impression to be instrumentally motivated when acquiring English, as we have previously stated. This is not only due to personal convenience reasons, such as getting a good job or fulfilling their dreams in terms of accessing to a specific degree (Dörnyei 1994, Gardner 2010), but also to the obstacles that they have to face when using the second language for learning subject content communicatively. Equally, the scarce exposition to the foreign language seems to 'intimidate' these pupils when, for instance, they have to apply for stays in English-speaking countries. Mispronunciation mistakes as well as feeling worried about not being appropriately understood by the members of the foreign language community are overriding reasons for justifying the lack in the use of English from the part of CLIL learners. Additionally, it seems that teachers do not incorporate frequently the English language in their lessons. Conceivably, owing to different discernments that have nothing to do with the subject matter of the present research, we could infer that sometimes it is the CLIL teacher who does not act as an effective motivation agent.

- ✓ In response to the **third research question**, the genre of variables that exert the highest motivating impact in non-CLIL pupils denotes that analogous to their CLIL peers (although for different reasons), they are engaged in the learning of English as a foreign language for external reasons (extrinsic motivation). In light of the obtained results, the most significant factors that provoke this inclination are watching movies or short films, using ICT, simplifying the study of English through the elaboration and consequent employment of charts and graphs, or even the traditional programme of studies they are following.
- ✓ Turning now to the **fourth research question**, we conclude that non-CLIL trainees opine that the usage of learner-centred methodologies such as task-based learning or project-based work is demotivating, since they are not familiar with these foreign language methodological approaches, which are currently at their peak. Thus, if we compare this collective with their bilingual counterparts, instrumental reasons exceed intrinsic and integrative targets once again. This might uphold the rationale of the factors that are considered demotivating by the mainstream English sample, including the use of English from the part of both the teacher and the learners. Therefore, it seems they do not use it for communicative purposes. At the same time, we could extrapolate that these students are engaged in a didactic methodology with a very noticeable traditional touch. Although the participants assure that the teacher incorporates innovative techniques like the use of ICT or organizes activities with different grouping arrangements, we deduce that pupils' needs and interests are not taking into account in the English didactic planning. This requisite is extremely important for the designing of motivating lessons as well as to awaken integrative motivation with respect to the usefulness of foreign language for everyday life in our current society (Kern, 1995).
- ✓ Last but not least, the **fifth research question** addressed whether there are significant differences between the CLIL and non-CLIL collectives. We have validated that the mainstream English group feel significantly more motivated towards a series of factors. These encompass: (1) interest for the programme of studies (variable 6); (2) the use of charts and graphs in activities (variable 28); (3) the incorporation of audiovisual resources in English lessons (variable 47); (4) the use of ICTs (variable 48); and finally, (5) having an effective system of tutorials for the different curricular areas (variable 49).

In light of these results, we have to proceed to refuse the hypothesis we assumed at the beginning of our work. Thus, we conclude that ***CSE students who follow a CLIL approach show less motivation and positive attitudes towards the learning of English as a foreign language, its speakers and its culture. Conversely, CSE pupils who follow a mainstream English programme of studies feel more motivated than the former.*** The principal reason we adduce from our research is that the both the CLIL and non-CLIL subjects of the elected sample have difficulties when using the English language for communicative exchanges of any nature. These setbacks seem to emerge from their limited command of English, which in turn, increases the need of being (intrinsically/integratively) motivated even more. This is why both collectives obtain motivation for learning and using English from external factors (like parental support or using ICT) and instrumental reasons (such as being graduated at end of the CSE stage).

On the one hand side, our research outcomes state the opposing view to Madrid and Barrios (2018) as well as to Navarro Pablo and García Jiménez (2018). Both concluded that CLIL samples were slightly more motivated than non-CLIL collectives were, due to the characteristics of the CLIL study programme, regardless the educative stage in which they are. On the other side, thanks to the qualitative questionnaire we have distributed among our participants, we are in the same vein than Doiz *et al.* (2014) since students also make more comments on the variables they motivate them most rather than on those which exert a low motivating impact on them.

In summary, this paper evinces that motivation is a key factor not only in the acquisition of any foreign language but also in any learning context we are able to imagine. Hence, discovering both the factors and agents that engage students in the learning of a second or even a third language is capital for creating quality lessons and materials in order to stimulate motivation. CLIL and non-CLIL learners' viewpoints on the analysed variables reveal that both teachers (who are in charge of either linguistic or non-linguistic areas) and families are two of the most powerful 'driving forces' who pave the way to open their motivation up. Nonetheless, we cannot forget to give heed to the pupils' interests and learning styles in order to implement this foreign language learning and making it meaningful for any real life context. Besides, attitudes of respect towards English speakers and their culture as well as open-mindedness regarding their future as students or workers would be fostered.

6. PEDAGOGICAL IMPLICATIONS OR IMPROVEMENT PROPOSALS

This study has thrown light on those variables that are considered the most motivating and demotivating for CSE students when learning English as a foreign language. We have found slightly significant differences between the overall motivation of CLIL and non-CLIL learners, which, in this case, favour the latter.

In relation to the results and conclusions obtained, we have to highlight that depending on the educative programme they are immersed (CLIL or mainstream English) some variables motivate them more than others. Thus, if and when pupils' personal needs and interests are addressed, diverse sets of variables would be stressed in order to allow them to reap the benefits of the foreign language programme they are following.

Regarding the CLIL collective, using Spanish for feedback and clarification is essential since this variable has the highest motivating potential for them. However, it would be recommendable to reduce its use for that purpose as they overcome those difficulties that impede comprehension and being understood in the English linguistic code. Reinforcing individual work activities that deal with written skills through the employment of different materials and resources will lead these pupils to the achievement of good academic results as well as to value the importance of bilingualism in our current society. Although these students show preference for being evaluated with tests, we suggest the incorporation of engaging applications such as *Socrative* or *Kahoot!* Moreover, CLIL students have a very positive quality, which is the self-confidence they have with respect to their general abilities for learning a foreign language and their own personal traits. Assigning homework, speaking with clarity or using effective strategies for classroom management as well as parental support would also contribute to boost teenagers' motivation.

Respecting the non-CLIL group, the use of the mother tongue is vital to guarantee comprehension of key concepts. The frequent use of gestures and body language are non-verbal communication strategies that might well help pupils to overcome difficulties with English. Thus, Total Physical Response dynamics would stand them in good stead in terms of increasing motivation in the English class. Besides, it is extremely advisable the use of charts and graphs, audiovisual resources, ICTs, oral interaction activities. Non-CLIL students also show attitudes of self-confidence and they also have a marked preference for individual and group work. Likewise, teachers' English level as well as other factors such as their subject and didactic preparation or speaking with clarity assist youngsters in keeping the interest for the mainstream English programme alive. Assigning homework would also be a suitable

technique for not only consolidating vocabulary, grammatical structures or even speaking patterns whether they are based on cooperative tasks, but also to conduct students to the accomplishment of positive academic results.

Finally, the use of the Portfolio of Languages (including its online version, the e-Portfolio) would be desirable to promote self-evaluation and registering the progress they make in the different languages they are studying.

7. LIMITATIONS AND FURTHER INVESTIGATIONS ABOUT THE ROLE OF MOTIVATION IN FOREIGN LANGUAGE LEARNING

This paper focuses on the variables that most motivate CSE students for learning a foreign language, as well as on those that have a low motivating potential for them. Firstly, similar studies with larger samples are required, since this research is representative of the students of the elected high school and, consequently, we cannot extrapolate these results to the rest of the educative centres of Andalusia. Secondly, a broader empirical-descriptive study comparing several Andalusian CSE centres that are in charge of both CLIL and mainstream English programmes along the same academic year (as the high school we have taken as a reference for carrying out the present investigation) would be revealing for the role of motivation in foreign language learning. Future comparative research papers between CLIL and non-CLIL schools in Spain might well be insightful on this subject matter.

Additionally, another line of research we propose in order to complement and widen the scope of the aforementioned investigations would deal with the obtaining of more conclusive data alluding to the fact that learners' motivation "diminishes progressively with time" (Navarro Pablo and García Jiménez 2018: 87). The objective of this research would be to verify in which Andalusian areas Primary Education students are more motivated than Secondary Education collectives, as Madrid and Barrios corroborated (2018: 29-50), and to which extent is the CLIL programme the motivating element (instead of other variables or educative agents). Making the investigation applicable to other autonomous communities in our country could give quite conclusive results in this field.

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APPENDICES

APPENDIX I

POTENCIAL MOTIVADOR DE LA EDUCACION BILINGÜE Y NO BILINGÜE (Cuestionario del alumnado)

Basado en D. Madrid y S. Julius (2017). Quality Factors in Bilingual Education at the University Level. *Porta Linguarum* 28, 49-66.

Marque lo que corresponda:

Sexo: masculino:..... femenino:..... Programa bilingüe/AICLE:.... Programa no bilingüe/ILE:.....

Rodear con un círculo el número que indique en qué grado te interesan, te gustan y **te motivan** los siguientes aspectos. Puedes dejar **en blanco** lo que no quieras o no sepas contestar.

1 = muy poco o inexistente, 2 = poco, 3 = intermedio, 4 = alto, mucho, 5 = muy alto, muchísimo

Variables		Escala				
1. VARIABLES DE CONTEXTO						
1.	El <i>apoyo</i> de tu <i>familia</i> al tipo de educación e instrucción que recibes.	1	2	3	4	5
2.	El <i>apoyo</i> de la <i>dirección del centro</i> .	1	2	3	4	5
3.	El <i>apoyo</i> de la <i>Administración</i> y de las autoridades educativas de tu región y provincia.	1	2	3	4	5
4.	La <i>importancia del bilingüismo</i> en la sociedad actual para la <i>formación</i> de las personas y para conseguir un <i>buen trabajo</i> .	1	2	3	4	5
2. CARACTERÍSTICAS PERSONALES DEL PROFESORADO Y ALUMNADO						
5.	Tus dotes y <i>autoeficacia</i> para el aprendizaje de las lenguas y de las asignaturas: mis capacidades, inteligencia y habilidades.	1	2	3	4	5
6.	Tu <i>interés</i> y entusiasmo personal <i>por los estudios</i> (educación bilingüe o no bilingüe).	1	2	3	4	5
7.	La atención que prestan los profesores a las formas de aprender, <i>estilos cognitivos</i> e <i>inteligencias múltiples</i> del alumnado.	1	2	3	4	5
8.	Tu forma de ser y <i>tu personalidad</i> : extroversión, sociabilidad, constancia, ...	1	2	3	4	5
9.	La motivación y el <i>compromiso</i> personal del <i>profesorado</i> en las clases.	1	2	3	4	5
10.	Las <i>cualidades</i> de personalidad, forma de ser del <i>profesorado</i> y de comportarse en clase.	1	2	3	4	5
11.	La formación <i>lingüística</i> del profesorado y el <i>nivel de idioma</i> que posee.	1	2	3	4	5
12.	La <i>formación didáctica</i> y metodológica del profesorado para impartir sus clases.	1	2	3	4	5
13.	La formación del profesorado en los <i>contenidos de las materias</i> que imparte.	1	2	3	4	5
14.	La incorporación y actuación de profesores <i>nativos</i> en el programa (auxiliares de conversación).	1	2	3	4	5
PROCESOS DE ENSEÑANZA Y APRENDIZAJE						
3. PLANIFICACIÓN Y COORDINACIÓN DE LA ENSEÑANZA						
15.	La elaboración y aplicación de un buen <i>proyecto lingüístico</i> preparado en equipo					

entre el profesorado.	1	2	3	4	5
16.La <i>planificación curricular integrada</i> de materias lingüísticas y no-lingüísticas.	1	2	3	4	5
17.Las labores de <i>coordinación</i> , seguimiento y control de las enseñanzas de tu centro.	1	2	3	4	5
18.Integración equilibrada de los <i>contenidos</i> curriculares de las materias y los <i>aspectos lingüísticos</i> de la L2 en las clases.	1	2	3	4	5
4. COMPONENTES LINGÜÍSTICOS Y DESTREZAS COMUNICATIVAS					
19.El énfasis en las actividades interactivas y de <i>comunicación oral</i> .	1	2	3	4	5
20.El énfasis en las actividades de <i>lectura</i> y en los tipos de textos que se trabajan.	1	2	3	4	5
21.El énfasis en la <i>expresión escrita</i> y en los tipos de textos que se escriben.	1	2	3	4	5
22.La atención a los <i>aspectos culturales e interculturales</i> .	1	2	3	4	5
23.La atención prestada a los <i>componentes lingüísticos</i> : gramática, vocabulario, ortografía, etc.	1	2	3	4	5
24.Insistir en la <i>pronunciación</i> de la L2 en las actividades orales.	1	2	3	4	5
5. ACTIVIDADES Y TÉCNICAS DIDÁCTICAS					
25.Atención dedicada a las <i>actividades prácticas</i> tanto lingüísticas como no-lingüísticas.	1	2	3	4	5
26.Que el profesorado <i>repita y reitere</i> las instrucciones y las orientaciones de clase a la hora de hacer las actividades para que queden claras.	1	2	3	4	5
27.Las <i>canciones</i> , los pasatiempos y las <i>actividades lúdicas</i> .	1	2	3	4	5
28.El uso de abundantes <i>resúmenes</i> , <i>gráficos</i> , esquemas y técnicas de ese tipo que sintetizan la información y la aclaran.	1	2	3	4	5
29.Que el profesor hable con <i>claridad</i> y con un volumen de voz adecuado al grupo.	1	2	3	4	5
30.El uso de los gestos y del <i>lenguaje no verbal</i> para facilitar la comprensión de los contenidos.	1	2	3	4	5
31.El <i>tratamiento</i> adecuado de los <i>errores</i> que producen los alumnos en clase.	1	2	3	4	5
32.El “ <i>feedback</i> ” que recibes para conocer tus procesos de aprendizaje.	1	2	3	4	5
33.El <i>uso de la L1</i> para aclarar conceptos y situaciones de enseñanza-aprendizaje que no queden claros en la L2.	1	2	3	4	5
34.El <i>uso de la L2</i> , al menos en un 50% de las clases, por parte del <i>profesorado</i> .	1	2	3	4	5
35.El <i>uso frecuente de la L2</i> por parte de los <i>alumnos</i> en la comunicación con los demás compañeros.	1	2	3	4	5
36.Trabajar a base de actividades, <i>proyectos</i> y <i>tareas</i> relacionadas con la vida real.	1	2	3	4	5
37.La <i>relación afectiva</i> entre el profesor y los alumnos (<i>rapport</i>).	1	2	3	4	5
38.La <i>disciplina</i> y el control de las clases.	1	2	3	4	5
39.La <i>adaptación del input</i> y de los programas que se ofrecen en el aula a la <i>diversidad</i> del alumnado.	1	2	3	4	5
40.La <i>diversidad</i> de enfoques y <i>métodos</i> de enseñanza y la <i>variedad</i> de ejercicios, actividades y tareas de aprendizaje.	1	2	3	4	5
41.Trabajar y hacer <i>tareas en casa</i> (<i>los deberes</i>).	1	2	3	4	5
42.Realizar <i>proyectos</i> de <i>innovación</i> e incorporar <i>acciones de mejora</i> en las clases.	1	2	3	4	5
43.El uso del <i>portafolio</i> como instrumento de enseñanza, aprendizaje y evaluación.	1	2	3	4	5
44.Atención prestada a los <i>contenidos</i> de las diferentes materias (asignaturas).	1	2	3	4	5
45.El hecho de animar y <i>motivar</i> a los alumnos resaltando sus logros y minimizando sus fracasos.	1	2	3	4	5
6. MATERIALES Y RECURSOS					
46. Disponer de los <i>recursos</i> materiales y humanos necesarios.	1	2	3	4	5
47. La variedad de <i>material audiovisual</i> y materiales auténticos (“ <i>realia</i> ”).	1	2	3	4	5
48. El uso de las <i>TIC</i> para facilitar los aprendizajes.	1	2	3	4	5
49. Disponer de un sistema eficaz de <i>tutorías</i> sobre las asignaturas.	1	2	3	4	5
7. AGRUPACIÓN DEL ALUMNADO EN EL TRABAJO DE CLASE					

50. El trabajo <i>individual</i> que hace el alumnado.	1	2	3	4	5
51. El trabajo por <i>parejas</i> .	1	2	3	4	5
52. El trabajo <i>cooperativo</i> y en grupo.	1	2	3	4	5
8. TÉCNICAS DE EVALUACIÓN					
53. Que el profesor aplique la evaluación <i>continua</i> de las actividades, tareas y proyectos.	1	2	3	4	5
54. La evaluación periódica de los resultados mediante exámenes y <i>tests</i> .	1	2	3	4	5
55. Aplicar en clase la <i>autoevaluación</i> del alumno y tenerla en cuenta en las calificaciones.	1	2	3	4	5
9. ACTIVIDADES EXTRA-ACADÉMICAS QUE FAVORECEN EL APRENDIZAJE					
56. Participar en <i>actividades extra-académicas</i> atractivas: visitas, obras de teatro, recitales, etc.	1	2	3	4	5
57. <i>Las estancias</i> en países de habla inglesa.	1	2	3	4	5
58. <i>Los intercambios</i> lingüísticos con nativos.	1	2	3	4	5
10. RESULTADOS ACADÉMICOS					
59. El hecho de conseguir un buen <i>rendimiento</i> y buenos resultados académicos en las <i>asignaturas no lingüísticas</i> .	1	2	3	4	5
60. Conseguir un <i>nivel</i> elevado de <i>inglés</i> , un A2 en Primaria y un B2 en Secundaria (o superior).	1	2	3	4	5
11. MOTIVACIÓN GLOBAL					
61. Ahora opina sobre tu motivación global : grado de interés y motivación general teniendo en cuenta las características del programa de estudios que estás siguiendo.	1	2	3	4	5

APPENDIX II
DESCRIPTIVE STATISTICS OF CLIL AND NON-CLIL GROUPS

MOTIVATIONAL VARIABLES	CLIL STUDENTS		NON-CLIL STUDENTS	
	Mean	Standard Deviation	Mean	Standard Deviation
Family_support_v1	4,33	,577	3,89	1,364
Heateacher_support_v2	3,76	,944	3,44	1,509
Administration_support_v3	3,57	1,028	3,11	1,269
Importance_bilingualism_in_society_v4	4,00	1,095	3,78	1,302
Students_general_abilities_v5	4,00	,707	3,67	,866
Students_interests_for_study_program_v6	3,90	,625	4,44	,527
Students_multiple_intelligences_v7	3,76	,944	3,33	1,000
Students_personality_traits_v8	4,00	,775	4,11	,782
Teachers_commitment_v9	3,62	1,071	3,89	,601
Teachers_behaviour_v10	3,67	1,017	3,67	1,000
Teachers_level_of_English_v11	3,95	,973	4,22	,667
Teachers_didactic_preparation_v12	3,76	,944	4,11	,601
Teachers_subject_preparation_v13	4,10	,889	4,22	,833
Native_teachers_v14	3,05	1,244	3,89	,928
School_language_project_v15	3,52	,928	4,11	,782
Integrated_lesson_planning_v16	3,90	,625	3,78	,667
Teachers_coordination_v17	3,95	,669	3,89	,782
Integration_of_contents_and_language_v18	3,76	,944	3,78	,667
Oral_communication_activities_v19	3,67	1,238	4,00	,500
Reading_activities_v20	4,05	,921	3,56	,726
Writing_activities_v21	4,19	,750	3,67	,707
Cultural_aspects_v22	3,62	1,071	3,78	,833
Linguistic_components_v23	4,29	,717	4,00	,707
Pronunciation_activities_v24	3,90	,944	4,00	1,000
Practical_activities_v25	3,86	,910	3,67	,866
Repeating_classroom_instructions_v26	3,90	1,044	3,67	1,225

Songs_and_games_v27	2,86	1,558	3,33	1,118
Charts_and_graphs_v28	3,62	1,203	4,56	,726
Speaking_with_clarity_v29	4,05	1,071	4,22	,667
Non_verbal_communication_v30	3,95	1,117	4,00	,866
Errors_treatment_v31	3,81	1,123	3,67	1,225
Receiving_feedback_v32	3,76	,944	3,44	1,014
Using_the_L1_v33	4,52	,680	4,11	,928
The_teacher_using_the_L2_v34	3,19	1,123	2,44	1,424
The_students_using_the_L2_v35	2,52	1,209	1,89	1,167
Project_work_v36	3,33	1,278	2,78	,972
Establishing_rapport_v37	3,38	1,203	3,56	1,333
Controlling_discipline_v38	4,00	,894	3,44	1,236
Input_adaptation_v39	3,52	1,167	3,44	,527
Variety_of_activities_v40	3,71	1,056	3,44	,882
Homework_v41	4,19	,873	4,11	,782
Applying_measures_of_improvement_v42	3,48	1,250	3,33	1,000
Use_of_portfolio_v43	3,52	1,209	4,00	1,225
Contents_attention_v44	3,90	,944	4,44	,527
Motivating_students_v45	3,43	1,399	3,22	1,093
Available_materials_and_resources_v46	4,05	,973	4,56	,527
Audiovisual_material_v47	3,86	,910	4,56	,527
Use_of_ICTs_v48	3,76	,995	4,56	,527
Tutorial_work_v49	3,90	,889	4,67	,707
Students_individual_work_v50	4,38	,805	4,22	,667
Pair_work_v51	3,86	,793	3,78	,972
Group_work_v52	3,90	,831	4,00	1,000
Continuous_evaluation_v53	3,76	1,136	3,67	1,118
Evaluating_with_tests_v54	4,14	,793	4,00	,866
Students_selfevaluation_v55	3,19	1,470	3,67	1,118
Extracurricular_activities_v56	3,33	1,528	3,56	1,424
Stays_in_English_speaking_countries_v57	2,86	1,459	3,44	1,236
Exchanges_with_natives_v58	3,52	1,365	3,38	1,506
Achieving_good_academic_results_v59	4,00	1,000	4,11	1,054

Achieving_high_levels_of_English_v60	3,38	1,284	3,56	1,424
Global_motivation_v61	3,76	1,044	4,00	,707