Motivation and Content Language Integrated Learning
An impulse for Second Language Teaching

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Noelia Navarro
June 2012
“Et quand tu veux quelque chose, tout l’Univers conspire à te permettre de réaliser ton désir”

L’Alchimiste (P. Coelho)
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Abstract

“Motivated students breed motivated teachers and vice versa” (L. Denham)
The quotation above comes from a highly motivated teacher who perceived the reciprocal effect that teacher behaviour has on students’ engagement across the school year, and vice versa. It is surprising how, by emphasizing students’ strengths instead of their weaknesses, by never comparing them but to their own past performance, treating them as unique people, all that can trigger an intrinsic motivation for them, and a fairly personal satisfaction for the teacher.

A motivated student will find the courage enough to face the uncertainties that occur when learning a language. In contrast, motivation will never be achieved without the necessary initiative: we have to manage the class in such a way that we give our students some space to experiment in learning, enhancing their autonomy, and letting them deduce the answers through a process of trial and error. Possibly, we need not tell them what to do all the time. It could be exhausting for us and impractical for the students. Students need to feel as ‘discovering knowledge’ for themselves.

Performing Content Language Integrated Learning in the English classroom is a largely useful psycholinguistic strategy to achieve this goal. Students associate “CLIL” with something meaningful, interesting, and funny sometimes, out of the theoretical language sessions. Through this approach, students are unconsciously exposed top-down to the foreign language structures, while they are relaxed, focused on something else.

CLIL in the English classroom broadly consists of introducing aspects of the target language culture and cross-curricular material, with the aim of offering students a natural situation for language development. The topics are selected taking into account their interests and experiences, what actually boosts their motivation and hunger towards learning the language. As a result, when they produce output, they do it effortlessly driven by their feelings, without even noticing they are implicitly learning; it accomplishes the so-called peripheral learning.

I will focus my analysis on how CLIL fosters students’ motivation, being a source of creativeness for the language-teaching realm.
Resumen (Spanish)

“Estudiantes motivados producen profesores motivados y viceversa”
(Lesley Denham)

La cita refleja el efecto recíproco que tiene el comportamiento del profesor en el compromiso de los estudiantes a lo largo del año y viceversa. Es sorprendente como, destacando las fortalezas de cada estudiante en lugar de sus debilidades, nunca comparándolos entre ellos sino con su propio rendimiento, puede despertar una motivación intrínseca en el estudiante, y una merecida satisfacción personal para el profesor.

Sin embargo, no existen botones motivacionales mágicos que podamos pulsar y hacer que el alumno quiera aprender. Como profesores, tomar la iniciativa será crucial: dar a nuestros estudiantes el espacio suficiente para experimentar, realizar su autonomía, e intuir las respuestas a través de un proceso inductivo. En definitiva, hacerles protagonistas de su proceso de aprendizaje.

Incluir AICLE en la clase de inglés es una metodología que nos ayudará a conseguirlo. Los estudiantes asocian AICLE con algo interesante y divertido, diferente a las sesiones teóricas. Como resultado, al utilizar la lengua, lo hacen movidos por sus sentimientos, aprendiendo de forma implícita.

Palabras clave

CLIL, motivación, nativos digitales, estilos de aprendizaje, inteligencias múltiples, contenido transversal, aprendizaje significativo, trabajo colaborativo, prácticas educativas efectivas, lenguaje positivo.
Resum (Catalan)

“Estudiants motivats produeixen professors motivats i viceversa”

(Lesley Denham)

La cita reflecteix l'efecte recíproc que té el comportament del professor en el compromís dels estudiants al llarg de l'any i viceversa. És sorprenent com, destacant les fortaleses de cada estudiant en lloc de les seves debilitats, mai comparant-los entre ells sinó amb el seu propi rendiment, pot despertar una motivació intrínseca a l'estudiant, i una merescuda satisfacció personal per al professor.

No obstant això, no existeixen botons motivacionals màgics que puguem prémer i fer que l'alumne vulgui aprendre. Com a professors, prendre la iniciativa serà crucial: donar als nostres estudiants l'espai suficient per experimentar, realçar la seva autonomia, i intuir les respostes a través d'un procés inductiu. En definitiva, fer-los protagonistes del seu procés d'aprenentatge.

Incloure AICLE a la classe d'anglès és una metodologia que ens ajudarà a aconseguir-ho. Els estudiants consideren AICLE interessant i divertit, diferent a les sessions teòriques. Com a resultat, en utilitzar la llengua, ho fan moguts pels seus sentiments, aprenent de forma implícita.

Paraules clau

CLIL, motivació, nadius digitals, estils d'aprenentatge, intel·ligències múltiples, contingut transversal, aprenentatge significatiu, treball col·laboratiu, pràctiques educatives efectives, llenguatge positiu.

Key concepts

CLIL, motivation, digital natives, learning styles, multiple intelligences, cross-curricular content, meaningful learning, natural environment, collaborative tasks, effective teaching, positive language.
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1. General presentation

To begin with, it could be useful to explain why Motivation and CLIL have been chosen as the focal domains to work on this TFM.

1.1 Rationale: Why Motivation?

Motivation is one of the topics we have been analysing throughout the Master Program. From the numerous sessions, workshops and lectures I have attended, one of the mottos I can extract to summarize them is the following:

“Motivation is necessary since Education is an act of loving”

(Pilar Sanchez, English teacher at IES La Mallola, noted from memory)

When we analyse the individual differences among language learners, Motivation regularly comes to the fore, as a determinant factor of successful language learning. However, as Dörnyei quotes Martin Covington (2001:7) on this point, “Motivation, like the concept of gravity, is easier to describe (in terms of its outward, observable effects) than it is to define. Of course, it has not stopped people from trying it”.

As a human inherent condition, motivation leads people to take important decisions in their lives; Thus, it is possibly the construct that can change both the way ESL is taught and how it is learnt. On the other hand, as Martin Ford argues: “there are no magic motivational buttons that can be pushed to make people want to learn, work hard, and act in a responsible manner. Facilitation, not control, should be the guiding idea in attempts to motivate humans.” (Cited in Dörnyei, 2001:25)

As it will be analysed later, motivation is best seen as a broad umbrella term that covers a variety of meanings. Nevertheless, it has largely to do with passion. For that reason, I support the idea that students’ motivation should be at the heart of all education, and it needs to be continuously nurtured. As stated by Dörnyei, “teachers are supposed to teach the Curriculum rather than motivate students and the fact that the former cannot happen without the latter is often ignored.” (2001:27)

In addition, there is not only one kind of motivation. Students may have an intrinsic desire to learn the language or an external reason to acquire it, instead. As teachers, we may generate short-term motivation towards the day-to-day activities in the classroom, as an attempt to please our students’ kinds of “motivations”. CLIL can be an aid to accomplish this challenge.
1.2 Rationale: Why CLIL?

“CLIL represents a response to one of the major problems in language education, namely that students are led to appreciate the immediate pertinence of the effort to acquire and use an L2, while focusing on something else. This overcomes the motivational problem of classical language lessons based in intensive investment in time with long-term and disappointing rewards in proficiency”

(B. Beardsmore and Kohls, cited in CLIL/EMILE 2002:26)

Students may have different kinds of motivations, as formerly elucidated, and they can also make use of different cognitive structures to learn a new language. However, there is a key issue usually linked to successful language learning: the opportunities they have to put language into practice.

A renowned linguist and CLIL researcher, David Marsh, makes us pose a dichotomy: imagine learning to play a musical instrument such as piano without being able to touch the keyboard; Consider learning football without the opportunity to kick a ball yourself. “To learn how to master a musical instrument, or football, requires that we gain both knowledge and skill simultaneously.” (Marsh, 2000:6). This is as true for music and football as it is for language.

Why and how learning takes place is an on going debate, but possibly the combination of motivation plus opportunities could be a powerful recipe for second language teaching/learning. Content Language Integrated Learning, as its name implies, “integrates” both content and language, providing students the opportunity to receive instruction and use the language whilst they learn, challenging the idea of “waiting until I think I am good enough in the language to use it”. (Marsh, 2000:6) For that reason, I am inclined to think that CLIL could be an excellent medium to enhance students’ motivation.

On the other hand, it is not only by means of research but also from a first hand experience that I have been in contact with the CLIL approach. Firstly and thanks to the subject imparted by Dr Pérez Vidal, at the UPF, I was introduced to some of the CLIL projects carried out in Catalonia. The results attested the indisputable benefits of integrating content and language and showed how students produced better outcomes and achieved more sophisticated linguistic skills.
Additionally, during my Practicum stages, I was fortunate to share the experience with a highly motivated English teacher, my mentor Dr Roquet, who devotes one lesson a week to introduce CLIL with all her groups. Observing her classes and the positive effects it had on students, I understood that CLIL really works. The flexibility, creativity, and the fair distribution of responsibilities CLIL approach entailed, made students’ motivation flourish, and so did the motivation of the teacher.

Thereafter, I deep dived in CLIL during my assistive and teaching stages and my units were designed and performed taking this approach into account. Indeed, I had the opportunity to observe from first hand the effects that CLIL had on the students’ language development and motivation, which raised my motivation as well to start working on this TFM.

1.3 Objectives

This project presents three main purposes:

- First of all, it will try to show that Motivation is after all what happens in the classroom and that teachers can generate, maintain and protect it.

- Secondly, it tries to illustrate how CLIL is a teacher-led movement, flexible enough to be developed in different types of schools and with different learners. Something that, in this fast changing world, may suppose an alternative to current TESL mainstream practice:
  “CLIL is responsive to the context in which it is developed. It supports the Curriculum and professional development by encouraging teachers to experiment according to the demands of their own setting.”
  (Holmes in C. Doyle, 2005:5)

- Lately, this TFM aims above all, to make teachers rethink about their current teaching practices and to invite them to introduce CLIL in their English classroom, as an excellent medium of meeting the needs of the new generation, while enhancing their motivation.
2. Theoretical and Legal framework

2.1 Contextualising the CLIL approach

To delineate the theoretical framework, it could be useful to define what we understand by CLIL, as it will frame better the sense and scope of the present document. Dr Christiane Dalton-Puffer, an internationally renowned researcher in this field, defines it as follows: “The term Content Language Integrated Learning refers to educational settings where a language other than the students’ mother tongue is used as medium of instruction. (…) In the educational reality, English is the language which dominates the scene.” (Dalton-Puffer, 2007:2)

For almost seven decades, Second Language Acquisition methodologies have tried to bridge the gap between the natural and formal language acquisition. I will briefly introduce the foremost approaches, which will enlighten the way towards CLIL.

Starting in the 1930s, but coming into full realisation in the 1950s, the Behavioural approach, leaded by Skinner, is placed at the beginning of SLA theories. It regarded learning a language as a process of habit formation through positive and negative reinforcements. The audio-lingual method was the primary behaviourist method, encouraging the drilling practices.

Subsequently, Stephen Krashen’s theories arose in the 1980s, and became a whole linguistic paradigm. The theories he postulated, such as The Monitor Hypothesis, or the Input Hypothesis, had a large influence on language teaching, but it left some important processes in SLA unexplained.

The perceived failure of audio-lingual and grammar-translation methods, boost both linguists and teachers to search for a solution. Communicative language teaching (CLT) meant a turning point. It considered languages were learnt through meaningful interaction, involving the learners in real-life communicative situations. It was the beginning of the natural approaches.

During the 1990s, other pedagogic methods such as Task-Based Learning (TBL) and Project Work were developed, with the objective of helping the students to become more independent and self-aware learners, by actively involving them in the learning process. Such purposes required the willingness to surrender some control from the teacher.
It is indeed as we arrive to our approach. CLIL origin, according to Dr Roquet (2011:84), supporting the original idea from Pérez Vidal (2008:2), rests on three main dimensions: (1) socio cultural; (2) educational; and (3) linguistic.

(1) The socio cultural dimension is placed at the late 1980’s, when the Council of Europe took on an important linguistic challenge: the construction of a multilingual Europe, embodied in the already popular motto Europe will be multilingual or it will not be.

The demographic changes experienced in Europe during those last twenty years, boosted the Council of Europe to find a solution to improve the educational paradigm. For obvious socio-political reasons, European students needed to reach success in international contexts. The White Book on Education and Training was published in 1995, establishing the formula: 1+2 according to which European citizens should know their own language plus two others.

Additionally, to support these challenges, the EU sponsored research projects on language learning and CLIL arose as “an educational approach which can enhance plurilingualism” (Nikula, 1999), fitting in that way the EU linguistic purposes.

Well said...
“A series of policy papers issued by EU bodies and institutions since the early 1990s has made it clear that CLIL is regarded on the political level as a core instrument for achieving policy aims directed at creating a multilingual population in Europe.”
(Dalton-Puffer, 2008:139)

(2) The educational dimension can be presented from a socio-constructivist scope, which sets out The four C’s curriculum. The four C’s standing for Culture, Content, Cognition and Communication.

Yes!
“It is through progression in the knowledge, skills and understanding of the content, engagement in associated cognitive processing and interaction in the communicative context that learning takes place” (Coyle, cited in Pérez Vidal, 2008:2)
(3) Finally, the linguistic rationale of CLIL sets that it was originated as an extension of the British formula “Language Across the Curriculum” which concerned the development of students’ mother tongue in all subjects of the curriculum to improve their linguistic skills. Dissimilarly, in Europe the formula changed to “Languages Across the Curriculum” which included languages other than the mother tongue, with the goal of promoting multilingualism.

There were similar approaches worldwide, such as content-based instruction (CBI), bilingual education (BE), or the aforementioned language across the curriculum (LAC), which used content as a vehicle for SL teaching/learning. These methods, in the same way CLIL does, simulate a natural, supportive and non-threatening language-learning environment.

One of the differences resides on the fact that CLIL is not a well-defined theoretical model yet. Notwithstanding, it can be advantageous: there can be as many interpretations of CLIL as there are teachers who teach it, making it highly flexible and adaptable. In addition, since not all L2 learners benefit in exactly the same way when provided with a given set of instructions, CLIL can be adapted to the students' language level, their interests and their age, being actively student-centred. (Dalton-Puffer, 2008)

Particularly, the scope of CLIL presented in this TFM is focused on the ESL subject to analyse how, by introducing this approach additionally to the traditional foreign language instruction¹, we will improve both our students’ accuracy and motivation towards learning the language.

¹ Through the combination of CLIL + FI (traditional Formal Instruction of English) we will find the most powerful formula for our students to achieve success in SLA. (Roquet, 2011)
2.2 Motivation and learners’ variables

In the New Oxford American Dictionary, the next entry can be found:

**Motivation |ˌmɒtɪˈveɪʃən**
noun: (1) the reason or reasons one has for acting or behaving in a particular way
(2) the general desire or willingness of someone to do something
ORIGIN late 19th cent.: from motive, reinforced by motivate.

From the definition above, we can notice how motivation comes from “motive”, and in its adjectival form, it describes a person who has a motive to do something. The existence of motivated students in the ESL classroom suggests they have found a reason to learn English. As teachers, we should generate and convey these motives to our students, what possibly is easier said than done.

Research claims that fossilization takes place in a high number of L2 learners, whilst L1 acquisition is generally successful. A baby can learn any language in the world by being exposed to it, and instead, as we grow up, we have to work hard to learn other languages. Why is it so difficult to reach native-like proficiency when learning a foreign language? There are variances between L2 learners, who although receiving the same L2 input, show wide differences in their development. Is it then possible that each learner needs a different teaching method?

Screening the language learning process, it has been shown that learner variables interact in many complex ways determining whether a person is more or less inhibited (inhibited students have a higher filter, preventing a high amount of TL input from being converted into acquired language.). With the aim of understanding motivation better, we will take a roundabout approach to analyse the factors that determine this construct.

According to Dörnyei, there are three types of attitudes in language learning: Attitudes towards the community and people who speak the target language, attitudes towards the language to be learnt and attitudes towards language learning in general. He argues that positive attitudes benefit learning, while negative ones have a constraining impact on it. In addition, parents can be powerful allies in any of this motivational effort. In the view of Dörnyei, “If the parent harbours latent negative/critical attitudes towards the L2 community, the child is likely to pick up this negative message, which will undermine motivation” (2001:39)
Certainly, motivation is not stable, but fluctuates as it goes through a certain ebbs and flows. This multifaceted constraint is moulded by internal an external factors, such as interest, relevance, expectancy and outcomes. It means that our students’ motivation can suffer some setbacks, but it can also be worked on and increased. For this reason, learning how to maintain it will be a key issue in teaching. The following illustration defines the aspects that influence students’ motivation.

![Figure 2: Gardner's conceptualisation of the integrative motive (in Dörnyei 2001:17)](image)

Gardner displayed some internal factors, such as the student’s perception over the L2 teacher, or the desire to learn the L2, that configure the whole motivational domain. In addition, students may have the intrinsic desire to have contact with the L2 community, or instead, they want to succeed in order to please their parents or to obtain a material reward. Both intrinsic and extrinsic motivations may lead to success, but lack of either may cause problems.

On the other hand, all this can be truncated by anxiety, the stronger variable negatively influencing the learner’s motivation. Oxford and Ehrman (2003) distinguish between a good kind and a bad kind of anxiety, of which the second has a negative influence on the student’s motivation and performance through the lack of self-confidence. Bad anxiety makes the learners avoid opportunities that would otherwise aid their learning.
Avoiding social comparisons, promoting cooperation instead of competition, making tests transparent and helping the learners to accept the fact they will make mistakes as a part of the learning process, they will be effective procedures to fight bad anxiety. (Dörnyei 2001)

Additionally, these variables are complemented by the way students learn. Learning styles range from modality preference, like being visual, auditory or kinaesthetic, to the different learning strategies developed by students, such as being more analytic (focus on forms) versus being holistic or global (focus on form).

In summary, due to these dissimilar learning styles, there are certain ways of approaching a task, which are more suitable for some learners than for others. By taking learners’ individual characteristics and learning styles into account, a teacher can establish a supportive and motivating learning environment that can enable all learners to reach success in their L2.

2.3 School background

To facilitate the visualization of my teaching experience and of my students, who are the main characters of this study, I will provide a brief description of the centre, the classroom and the groups that I have taught.

The practicum stages were developed at the IES Francesc Macià (IFM), the oldest public secondary school of Cornellà de Llobregat, which opened its doors in 1966. Over time, it acquired its own personality and it was finally institutionalized as a self-regulating public education centre, baptized with the name of the third President of the Catalan Republic (Frances Macià).

I have been observing and teaching English in three different groups: two of 3rd of ESO and one of 1st of Batxillerat. Although I was assigned the group of 3rd of ESO E, I performed CLIL sessions in both D and E groups, once a week. In addition, I had the opportunity to give some CLIL sessions to Batxillerat.

The class of 3rd of ESO E is a heterogeneous one. It is composed by 23 students of 14 years old, 8 girls and 15 boys, from Catalonia all of them. Normally, the class environment is relaxed and work-oriented. Even though students never reach high levels of dispersion, depending on several variables as the time of the day, the weather outside and the previous session, they may be more or less attentive.
When starting the class, few minutes are devoted to position students according whether they are above or below the level, more or less talkative, or even by gender. Generally, if boys sit next to girls, they are more likely to be appeased; knowing the strengths and weaknesses of each student is an advantage that allows positioning, which makes the class energy flow much better.

When working in groups, they try to help each other, promoting a kind cooperative atmosphere. Depending on the task, the noise level may be increased, but sometimes it is a good sign that means they are working.

The lessons took place in a big light classroom, with mobile chairs and tables, and it was equipped with an interactive whiteboard, an overhead projector, some loudspeakers and wireless connection.

2.4 English level and aptitudes

As formerly said, it is a heterogeneous class, which means students, although belonging to the same group, they have different levels of English. The top scorers may have an A2/B1 level, while the lower ones can be graded at an A1.

Above the level students showed an inherent interest towards the English language and culture, while those who are below the level seemed sometimes distracted and indifferent to the subject. However, there has been a turning point that has made a difference; that is the reason why this study has been written.

Along my three stages at the IFM, I have witnessed the evolution of some below-the-level students. They have changed their attitude towards the subject: from avoiding English language to show some interest and even enjoying it.
The introduction of *Content Language Integrated Learning* has motivated students, challenging them very positively, giving English language another focus beyond grammar and vocabulary, to display a whole picture: language in use. It was surprising how, by presenting contents according to my students’ interests, they instinctively changed their behaviour, and were prone to learn.

After my practicum stages, when the CLIL approach was performed once a week, and in order to make this study possible, my students were surveyed. Question n. 1 asked them –*Why do you study English?* And the answers were the following:

![Graph showing reasons for studying English]

- **82%** Because I like it, and I would like to travel abroad and meet people from everywhere.
- **10%** Only to pass the exam.
- **8%** To please other people like my parents or my teacher.

Apparently, 82% students displayed an *intrinsic motivation*. They changed their attitude towards the target language and the TL community, acquiring a willingness to continue learning it. Shall this be due to CLIL? This study is an attempt to answer this question.
3. Methodology

The teaching experience at the IFM made me realise that unless students were motivated to learn, language acquisition would not take place. On the contrary, I could witness how motivated students found the courage enough to overcome the uncertainties of language, and pursued opportunities to use it. This fact raised questions and gradually my interest in the research of how teaching through CLIL could be a strong motivator for students in the ESL classroom; this is how my TFM took root.

3.1 CLIL & Motivation adventure

The development of the motivational strategies and techniques to introduce CLIL in the ESL classroom presented in this study, have been matured thanks partly to research on CLIL and motivation literature, but also thanks largely to my Practicum experience.

After six months observing, assisting and teaching at the IFM, I was able to develop, on a daily basis, all the teaching concepts learnt during the Master Program. In addition, I had the opportunity to perform CLIL in the ESL classroom, as my mentor, Dr. Roquet, is a high defendant of the idea ‘we actually teach more than English’, and she initiated me in the applied side of CLIL.

Through my teaching stage, I decided to turn the course book’s contents into Prezi slides to give my lessons a visual support. I also took into account students’ different learning styles, and designed tasks to give them more opportunities to use the target language, by relating contents to their interests and self-experiences. Lately, I endeavoured to use ICT tools as much as possible, including videos, music, and images, as an attempt to satisfy their multiple intelligences. These steps will be carefully analysed in the following section.

Therefore, analysing students’ responses to these methods by observing them first, and by teaching them after, I could perceive very positive first hand results, which I try to capture in this study. My work is thus based on a practical methodology of which students are main characters.
3.2 CLIL & Motivation survey

The tools I have made use of to evidence this study are based on the valuable feedback of my students through a self-made survey, and the analytical processing of these outcomes through CLIL and Motivation literature references.

The survey consisted on twenty-four questions, aimed at (1) discovering students kind of motivation, whether it is extrinsic or intrinsic; (2) to test their memory after being exposed to several CLIL sessions; (3) to evaluate the usefulness of the materials, the validity of my explanations, the difficulty of the contents and their willingness to continue having more CLIL sessions; (4) to discover their working and learning styles and preferences; (5) to score the tasks, the lessons, the ambience, and whether they feel comfortable when volunteering in a CLIL session; (6) their opinion about the use of ICT and particularly the use of Prezi; and finally (7) their development before and after CLIL. The link to access the survey is the following:

http://bit.ly/KoZz3x

The survey has been carried out with two groups of 3rd of ESO and one group of 1st Batxillerat, who have been exposed to CLIL sessions along the course year. The survey results serve as evidence to support this project’s purposes.

3.3 How can this study be used?

The suggestions that will be presented in the core section may work with one teacher or group better than another and which may work better today than tomorrow. All I can say is that the strategies and techniques described have been found to work with some other teachers, and specially, during my own experience at the IFM.

Ultimately, this didactic work struggles to be a down-to-earth educational proposal, which serves as an invitation to explore new perspectives, give them a try and, if they work, that is, if the teacher feels comfortable and students response positively, we can keep applying these strategies until making them part of our day-to-day teaching practice.
4. Development

The study sections are organized around research-identified components, which could act as ingredients to impulse our teaching practices in the ESL classroom. At the same time, these components are organized in two focal points: the implementation of CLIL and the generation, maintenance and protection of motivation. I decided that structure because these components create a context that make the teaching task a part of something larger and focuses on techniques as means rather than instructional ends.

The sections compare the components and propose ways they relate to and reinforce one another. Additionally, classroom evidence based on the survey results has been added to support these techniques.

4.1 CLIL in our ESL class

“The future doesn’t just happen, it is shaped and modelled by our actions”

(Marsh, 2001.3)

As teachers, we face the reality of our schools, where sometimes there are no idyllic students, but students who are difficult to teach; we are asked to accomplish tight goals to meet the curriculum; not to mention the relentless pace of the academic calendar. All that pressure makes teachers be breathless, and sometimes it is difficult to consider making a change.

“It is true that we learn some of the most important lessons about teaching by experience, but in the academic profession, we rely too much on experiential learning” (Weimer, 1993: 48). In other words, we should keep trying to find the methodologies (there is no need to choose only one) that best suit us and our students, even if it leads us out of the well-known path.

However -, a question arises here, - if students already pass the exams, and teachers are paid monthly for it, why then should we still try CLIL in our ESL classroom?

We live in a world of rapid changes and the educational system needs to adapt swiftly: “Today’s students are no longer the people our education system was designed to teach” (Prensky, 2001). Our students, as Digital Natives, have been brought up with a different thinking convention. They are prone to developing a mind-set to which educators need to respond, which is often described as a desire to learn as you use, use as you learn, versus the older motto “learn now for use later” (Marsh, 2001).
CLIL has a direct impact on how students’ think, enriching the understanding of concepts and increasing their motivation towards learning a language. It adapts to the demands of the new generation; this is the reason that shows the effort is both worthy and necessary.

The ideas that follow can help us to introduce CLIL in our ESL classroom. All of them will rely deeply on the teacher’s behaviour and enthusiasm, as these are keystones of the whole learning process.

4.1.1 Adapting the course book to become CLIL material

“Texts are lazy machines that ask someone to do part of their job”

(Umberto Eco)

Today, textbooks’ contents are really up-to-date, and they can be both helpful for us, and interesting for the students. But at the same time, the way in which these contents are presented is not too often appealing. They lack of naturalness, and grammar and vocabulary are sometimes presented in isolation.

Teaching by definition involves creativity. Indeed, while designing our classes, we should evaluate, select and adapt the course book in order to make it more learner-friendly.

If we relate the subject to students’ everyday experiences, including brainstormings and questionnaires, students will find more opportunities to use the TL. As we will see later, the use of ICT tools to support the contents by including videos, music, and images for instance, can be a solution to satisfy their multiple intelligences, as well as to cover textbook’s content.

Students read books, watch TV and listen to music in the TL, and they are capable of coping with the uncertainty of language because that material is of their own choice. Drawing on Gass (1998:200), “they are motivated to transform the ambient language into apperceived input”. Bearing in mind the positive effect of using material that is relevant to our students, it is surprising to notice that sometimes the amount of authentic material is very limited.

As Jesús Cerdà, a great motivated English teacher, defends: “The idea of using realia (bringing newspapers, postcards, cinema posters, and brochures directly from any other country) can help to motivate student”, and it would be a great way to introduce CLIL in our classes. “If students are not able to travel in the future, they can travel through reading.” (J. Cerdà, fieldnotes)
In addition, we can cover the textbook contents by following the proposed topics. Getting a textbook sample (i.e. English Plus 3rd ESO from OUP, and its unit 4: *Life Online*), but adding material/designing activities in order to make them more student-challenging (arise a debate about their current use of Social Networks; bring genuine articles about the creation of Facebook; explore English blogs and let students write a real post, etc.)

Pintrich and Schunk (2002:5) claim that “authentic tasks will engage students’ interest, intrinsic motivation, which will lead to better learning and achievement, as a reciprocal process”. So that, interesting tasks challenge students, and with CLIL, in the long run, students will be better prepared to use the language.

European CLIL is largely still in an experimental stage: “although most of the European nations have pilot projects underway, few have introduced it into mainstream education”. (Eurydice, 2006). That is the reason why, in order to introduce CLIL, we have to prepare our own materials.

Actually, we do not have time enough to produce material from scratch, as it can be an extremely time-consuming process, and we should not use authentic material undiluted, since this may not be accessible for our students. After all, to adapt authentic material in line with our teaching goals seems to be the best option.

Although different teachers would employ different strategies in adapting genuine material, I will pose an interesting proposal:

» *Simplification* does not necessarily guarantee understanding; it neither adds new language nor appears natural.

» *Elaboration* can make the information longer through paraphrasing and synonymous, what can make the understanding monotonous and tedious for the reader.

» *Discursification* consists on the adaptation of the text through giving it another scope: making questions, adding glossaries and visual support. It implies adaptation without sacrificing the linguistic complexity. The resulting material tends to be highly reader-friendly. It is like an *easification device*, a redesign of the text layout through making the students guess the meaning, reacting to it and answering questions.

(Moore and Lorenzo in Smit 2007:30)
Adding a twist to the task or content, making it more student-friendly and challenging, can invite our students to think that our proposal is extremely interesting.

In the survey, when students were asked – Did you like CLIL sessions? And – Do you think these sessions will be useful for your future? both questions obtained the same percentage and the same answer.

In summary, it is a well established fact that being a CLIL teacher is usually more time consuming since a great deal of time has to be spent on adjusting and creating appropriate teaching material, but at the end, when we see our students motivation increasing, and the improvements they do in their learning, it is worthy.

4.1.2. Use of ICT: Prezi

“Nothing much of lasting value happens in a classroom unless students’ minds are engaged in ways that connect with their experience” (Deweys in Fried, 2001:2)

The impact of computerisation is constantly making the world a smaller place in which the benefits of being able to speak different languages are becoming more and more obvious. Students, as Digital Natives, use different stimulus and structures to learn. (Prensky, 2001)

Conducting our classes through Prezi can add certainly a visual support, which allows the students to understand and remember the contents better. Prezi is a
cloud-based presentation software whose zoomable canvas makes it fun to explore ideas and the connections between them. It results in visually captivating presentations that lead students down a path of discovery.

Prezi has been the online resource I have used the most to conduct my lessons. I have adapted the course book’s units by developing new ideas, combining and rewriting activities, reordering contents and adding extra material, to later translate them into colourful visual and attractive presentations². Students get suddenly engaged by them; they like them since they convey the sense of not being linear, but more intuitive, allowing them to connect the dots easily.

If we are lucky of having an interactive whiteboard, an overhead projector, and wireless connection at the school, we should show our gratitude by making use of them. Equally important, these tools allow us to go deeper in knowledge in a rapid manner, and as students are completely talented to make use of them, anywhere, and anytime, the fact of setting tasks that involve the use of ICT will, for sure, motivate them.

The totality of the surveyed students affirmed that they like Prezi. Specifically, question n. 21 asked them to consider why did they like Prezi. There is a higher percentage that claims it helped them to understand contents better.

² The links to these Prezi presentations can be found in the annex.
Therefore, students were more likely to participate in class since contents and exercises were presented with the support of colours, schemes, images and videos, making them more student-friendly. At the same time, they, as Digital Natives, developed their multiple intelligences.

Well said...
The theory of *multiple intelligences* (MI) was proposed by Howard Gardner in 1983 as a cognitive model that differentiates intelligence into various specific (primarily sensory) modalities, rather than seeing it as dominated by a single general ability. In addition, Gardner believed that there were eight intelligence abilities: (1) Spatial; (2) Linguistic; (3) Logical-mathematical; (4) Bodily-Kinesthetic; (5) Musical; (6) Interpersonal; (7) Intrapersonal; and (8) Naturalistic. (source: Wikipedia)
For that reason, both the introduction of CLIL, and the support of Prezi, could aid to satisfy these MI, as students will be exposed to a whole picture of language, rather than a language formal focus on its own.

4.1.3. Cross-curricular content: Culture through CLIL

*“Teaching a language can be seen as imposing elements of another culture into the students own lifespace. (...) In order to learn English, students need to develop an English identity.”* (Dörnyei 2001:14)

We have to challenge the belief that classrooms are considered to be places where the languages cannot really been learnt. “CLIL classrooms appear to be a clever and economical way of turning classrooms into ‘streets’ as it were. When there are no ‘streets’ around the school in which the language could be picked up, one may try to convert school life into a naturalistic environment, where the toils of the foreign language classroom can be left behind.”
(Dalton-Puffer, 2007:2)

As Dörnyei and Dalton-Puffer claimed, learning a foreign language often entails learning a second culture, even if students never set foot in the foreign country where the language is spoken.

Introducing TL culture in our sessions will awake those students to think language consists of something more than written words and irregular verbs. The idea of introducing cross-curricular content through the English language

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3 There is no need to say that any other software that helps students to learn is equally valid.
will give our lessons a sense of usefulness, as students will not be focused on the language learning per se.

In addition, CLIL provides opportunities for learning through acquisition rather than through explicit teaching, allowing peripheral learning to take place; in other words, students acquire the language incidentally.

Hence, as Dalton-Puffer (2008) observes, CLIL students will experience what is known as the language bath: be exposed to the TL structures without thinking of the language for its own sake. Directly, it has an impact on how students think in English, enhancing their receptive skills, and improving their productive ones.

On the other hand, as Ellis acknowledges, “the combination of communicative situations and formal instruction generates the optimal condition for language acquisition” (1994).

What have you learnt with the CLIL sessions?

The 95% of students consider that through CLIL, they have learnt more about the English culture, and at the same time they have been learning English. In a similar percentage, students claim they want to know more English culture.

The 68% of the surveyed students think that they have improved their English more through both CLIL + FI. In contrast, only the 8% think their English was improved thanks to the theoretical sessions.

On the other hand, as Ellis acknowledges, “the combination of communicative situations and formal instruction generates the optimal condition for language acquisition” (1994).
Although there seems to be a need for introducing an explicit focus on grammar to complement CLIL sessions, it does not mean that vocabulary or forms need to be presented in an isolated manner. CLIL can make easier to contextualise them.

4.1.4. Meaningful Learning: Do we make our students think?

“If pupils fail to see the relationship between the activity and the world in which they live, then the point of the activity is likely to be lost on them... if pupils do not see relevance of a subject, the teacher has from the outset a major challenge.”

(Chambers in Dörnyei 2001:63)

I have witnessed a new paradigm in teaching: from giving answer to asking questions. In this line, during my lessons, questions came before the explanation, as an inductive procedure to make the students react, guess and think. As the wise Oscar Wilde claimed “a man who does not think for himself, does not think at all”, the status of power exercised by me, as the teacher, decreased in favour of students autonomy, to make them the main characters of the learning process.

Questioning can be a good CLIL strategy since it stimulate students’ interest and thinking. However, to make questioning effective, there are some conditions: (1) We have to give our students time to think; (2) We should handle wrong answers constructively, showing that what is wrong is the answer, and not the student. (3) We should help them to understand that wrong answers often teach more than right answers, and that learning certainly involves failure to some extent.

This scaffolding procedure encourages them to participate in class, and to think about what they want to say and how to say it. A good example of this is the one I am presenting.

Transcription: Introducing Unit 4, Life Online (noted from memory)
Teacher (Noelia): - “Have you ever had any safety problem with your Social Networks?”
Student (Miloud): - “Yes!” (excited)
Noelia: - “Oh! Really? Come on Miloud, could you explain what happened?”
Miloud: - “Mmmm, si...” (thinking) “I was...” (hesitating) “I had...”
Student#2 (Pol): - “Oh! Vinga Miloud, no siguis pesao”
Miloud: - “Shhhh! Calla home que ho vull dir bé”
Noelia: - “Don’t worry Miloud, you’ve plenty of time.”
Miloud: - “Ok, ja se, I had a friend request of someone I didn’t know (...)”
This procedure means time for us to plan suitable questions and to think how students might answer them, but it will aid students to interact in naturally occurring communication.

At the same time, this natural interaction needs scaffolding until students are confident enough to start taking risks on their own. With teacher persistence and encouragement, students can progress from a “doggy paddle” to interactivity.

Additionally, designing questions that relate the contents to the students’ own experience can raise their interest for the subject. It will also be strengthening their Zone of Potential Development (Vygotsky) placing the knowledge in their long-term memory:

Question n.3 of the survey required students to note if they could remember the theme/topic/main idea of some of the CLIL sessions performed during the course. Only one student said, “I do not remember”. As it was a “free” answer, I quote some of their replies, as they were directly written:

S#1: “I can remember some lessons for example the Butterfly Circus, it was great! I liked too the lesson where we saw the video about the guy who danced in all the world. Also I enjoyed with the lesson about the new technologies.”
S#2: “English speaking countries, New York, Australia, The butterfly circus, Multitask generation, Steve Jobs, Paranormal activity”
S#3: “La de Nova York, La de Australià, la del circ de papallona, Steve Jobs, Generetion of internet, etc.”
S#4: “La presentació del powerpoint, la classe de Nova York, La classe de Australia, How I meet your mother, Life online and adverts, Steve Jobs.”

I am quite sure that they will remember these lessons beyond this summer and hopefully, they will never forget those which made them feel good.

4.1.5. Safe and natural environment

“Naturalness of the environment is one reason why children seem so good at picking-up languages (...) a language classroom where learners go through the often difficult process of sorting out sounds, structures, grammar or vocabulary is rarely natural” (Marsh, 2001:4)

In the traditional language classroom, we try to make students understand the nuts and bolts of language; grammar, syntax and vocabulary for instance. But there is rarely enough time to go beyond this essential part. Performing CLIL
once a week ensures students are exposed top-down to the foreign language structures, while they are relaxed, focused on something else.

As formerly elucidated, students need scaffolding until they feel safe, confident enough to dare to speak. To convey this safety to a teenager student is not a small feat. Some of them find difficult to see classrooms as trustable spaces where feeling at ease.

CLIL can offer students, at least, the feeling of being immersed in something practical, related to their own experience and interests. So that, this natural use of the language can boost students’ motivation towards learning the language. In the view of Marsh, when we consider effective language learning, “it is not so much what we know (about a language) but how we use it” (2000:5)

To scaffold student's participation, we should welcome every interaction, and add corrective feedback only when it is relevant for them, showing that making mistakes is not something to be ashamed about but a means of progressing. In this way, CLIL classrooms will become non-threatening supportive contexts where most of the students feel comfortable to participate.

4.1.6. The power of collaborative tasks with CLIL

“The more you ask your students for, the more they give you”
(Helena Roquet Pugès, English Teacher and Mentor at IES Francesc Macià.)

Nowadays, students do not find much to do that they felt is worth devoting their energy to. Possibly, it is due to a normal adolescent resistance to adult agendas or maybe to a school environment that makes it hard for them to be motivated. Whatever the causes, high schools struggles to find a way to inspire
them: “for many of our students, the result of their efforts is much less than what we believe their potential to be” (Fried, 2001:190).

The title quotation comes from an utterance stated by my mentor. She has proven that, increasing a little bit the overall degree of difficulty makes the student be alert and not to relax, producing a positive anxiety. In other words, if we expect more effort we will receive more effort. If we believe that somehow our students can achieve our expectations, there is a good chance that they will too.

This positiveness in education is embodied in the literary work The prime of miss Jean Brodie, with this wonderful utterance “education is a leading out of what is already there in the pupil’s soul” (Muriel Spark). If we engage students’ energy in challenging tasks that come “out of the blue”, they can unexpectedly surprise us.

In this set of four questions we can observe: (1) how the surveyed students prefer CLIL sessions rather than FI; (2) how CLIL tasks are highly valued, in comparison with tasks normally set at the FI sessions (the darker the tone of the graphs, the worse score).

According to Vygotsky, “we should evade students to travel alone”. In this aspect, the social construction, term stated by this same author, plays an essential role in education. It describes the socio-cognitive exchange between students, which enhance different points of view through negotiation in collaborative tasks. CLIL tasks entail mainly group work, whose peer learning allows students to pose new questions, perspectives and hypothesis.
In addition, performing collaborative tasks improve coexistence in the classroom. The philosopher and writer Fernando Savater argued “the worst thing that makes us malleable is the fear of not being loved, of not belonging to a group of equals” (El valor de educar, 1997). Hence, collaborative work can raise students’ self-esteem to see they can cope with their mates and together complete the task.

Equally important is to create tasks with a purpose. This means students can notice that what they do has a definite purpose (i.e. asking them to find information about the English different accents and to design a poster with maps, photos and culture traits of these countries, to finally decorate the class’ wall. It will show them there is a purpose in what they are doing). These tasks may be team-oriented, so that each student can play a different role.

What comes for the group creation, knowing the strengths and the weaknesses of each student is an advantage that will allow us to form groups depending if they are above or below the level, and more or less talkative, for instance.

Finally, collaborative tasks reinforce an inclusive education: peer-help and peer-evaluation can encourage the lower students to dare to speak and to make mistakes, since they may not feel so shy when working with their mates. Nevertheless, multilevel tasks may also be included in order to attend diversity properly.

On the whole, designing such tasks means a certain extent of work at home, but during their performance in class, we can be mere observer.

4.1.7. Students’ perceptions

“Every time we dare to dream, the students dare to dream with us”

(J. Cerdà, field notes)

What makes a person want to learn? Exactly how and when learning takes place is still a mystery. In fact, it do have an advantage, since it prevents us to adapt authoritarian methodologies.
This evidence suggests how CLIL successes, above all, in enhancing a positive *can do* attitude towards the language learning. It is true that the language used to conduct CLIL sessions sometimes is of a higher level than the one students are used to. Despite of this fact, they succeed in dealing with complex information in the TL, and thus, they reached higher levels of accuracy both in receptive and productive skills.

Surprisingly, students often asked my mentor and I – *Are we doing CLIL today?* As they associate CLIL with something meaningful, interesting, and funny sometimes, out of the theoretical language sessions.

4.1.8. How does CLIL satisfy the Catalan Curriculum guidelines?

There are general statements of the CLIL effects on students’ language learning outcomes that are unsurprisingly positive. It is often observed that by way of CLIL, students can reach significantly higher levels of L2 than by conventional foreign language classes. By analysing each *Key Competence*, I will demonstrate how this approach fruitfully matches the curriculum guidelines.

**Competence in linguistic communication:** there is evidence on how CLIL improves students’ linguistic skills, by enhancing productive and receptive abilities.
**Learning to learn:** our traditional language teaching method may suit some, but not others. For example, some students prefer learning about the language; others prefer learning by using the language. In contrast, CLIL provides different perspectives to study the content. Through the *language bath* formerly stated, students start to think in the foreign language, which affects their brain plasticity, creating new strategies to produce and to acquire the language. In the following graphic, it is illustrated how the students’ multiple *learning styles* are suitably attended through CLIL sessions.

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**Competence in social skills and citizenship:** CLIL, more than the traditional formal instruction of English, allows students to develop intercultural communication skills, preparing them for internationalisation. We should not forget that CLIL was the approach supported by the Council of Europe to face the challenge of creating a *Multicultural Europe.*
Competence in processing information and use of ICT: CLIL tasks frequently require the use of ICT tools for their completion. Students, as Digital Natives, are completely talented to use technological tools, and they seem enthusiastic when performing tasks with them.

Artistic and cultural competence: thanks to the cross-curricular aspect of CLIL, students will be exposed to the language bath, through which we introduce cultural/artistic aspects to be the subject matter of our lessons.

Finally, a question arises - what happen with the textbook? Is more always better when it comes to the amount of content in a course? Most teachers struggle under the weight of two much content to cover. We can cover content but that doesn’t necessarily imply students are learning it at all.

Surely, it is difficult for a school to accommodate to the students’ different backgrounds and aspirations, due to the need of standardizing what and how subjects are taught, to suit the curriculum.

Nevertheless, introducing CLIL in the school curriculum could be the motivating learning and teaching experience, which arises as a solution in front of the challenge of satisfying our students’ need. In words of Van Lier “such awareness-raising work, which turns the classroom from a field of activity into a subject of enquiry, can promote deep and lasting changes in educational practices” (cited in Coyle 2001:6).
4.2 Motivational strategies

The following section is an attempt to debunk the myth that nobody knows what makes teaching effective. Most of us may have witnessed some teachers who have improved their practices or in contrast, who have made them less adequate. I am inclined to think that good teachers can be made, without necessarily being born that way.

Nevertheless, the attributes that make education successful are abstract to some extent, as they have no tangible properties; for instance, we cannot go out and get some “motivation”, but we do recognize “motivation” when we see it. In this line, the next proposals are more acquirable skills, which can be worked on, rather than divine gifts.

According to Dörnyei, “the best motivational intervention is simply to improve the quality of our teaching.” (2001:26). This same author, in agreement with other researches (Williams & Burden 1997), listed the components of the motivational teaching practice in the L2 classroom, which I summarize in this cycle:
Taking Dörnyei’s original idea of the motivational cycle, and with the help of my practicum experience, I will depict seven motivational strategies that can generate, maintain and protect our students’ motivation.

4.2.1 Generating Motivation

4.2.1.1 Getting to know our students

“No human being is unmotivated. In fact, every living creature is highly motivated all the time... but every living creature, including students, is not necessarily motivated to do what you, I, or anyone else thinks they ought to do”

(William Glasser, in Fried, 2001:176)

Stimulating students’ thought and interest, is probably one of the teachers’ most common worries. Most of us have surely discovered how frustrating it is to teach a group of passive, disinterested students. So for our own sakes, we usually get involved in efforts to stimulate and motivate them.

Motivation is directly related to the kinds of educational experiences students have had previously. That is the reason why we should get to know our students: their disquietudes, dreams, social background, interests, and expectations; these findings suggest the importance of a student-teacher relationship.

When students are learning actively, that is to say, when they feel what we are teaching is relevant, and related to their own experience, they learn more, retain it longer, can apply it better and continue learning.

Thus, finding the possible parallelisms that exist between the content and our students, and teaching accordingly, can be the spark that initiates the intense flame of motivation.
4.2.1.2 Sharing responsibilities

“Students, as the main character of the story of education, may have the responsibility for their own learning; that’s the key!”

(Josep M. Esteve, director of IES Jacint Verdaguer; noted from memory)

As the quotation claims, students’ involvement is crucial in the learning process. But, How could we make our students feel responsible for their learning?

For example, at the beginning of each unit, a learning agreement could be used as means of a “contract” in which both student’s and teacher’s signature is needed, and by which the student agrees to accomplish certain objectives. At the end of the unit the learning agreement is reviewed. To reinforce the contract validity, the student could be given a positive or a negative mark, according to their unit’s performance.

On the other hand, at the beginning of the course we could create a new contract based on students’ own proposals about the class rules. They could decide, under our approval, what can and what cannot be done in class, and the resulting penalty.

By sharing our control and responsibility with them, it will be both easy for us to manage the class and flattering for students to see we trust in them. For this to happen it is of vital importance that the role of the teacher turns into that of a facilitator, a guide and a co-learner.

A good evidence on responsibility:

The day before the exam, an interactive quiz inspired in the famous “who wants to be a millionaire” was designed to consolidate all the grammar and vocabulary seen in the unit. Students were organized in teams. A TV presenter, who read the questions, and an assistant, who gave “gomets” and points to those groups that answered correctly were needed. It was entertaining and educational at once.

As a matter of fact, the person who offered himself to be the TV presenter was Oscar, a highly disruptive student. After hesitating for a minute, I acceded, and I was astonished to see how he changed his behaviour to suddenly become a professional TV presenter. He struggled to do it well in front of his classmates. I soon realised that, by trusting him and giving him responsibilities, he had no need of disrupting anymore. Sometimes what disruptive students need is attention and care.
4.2.1.3 Creating the need for learning

Regularly during my practicum, I pondered about the following question: is “motivate” synonymous of “entertain”? Although I did not find a definite answer to that question, I met by chance an old adage that said “You can lead a horse to water but you can’t make it drink (...) put salt in the oats so that when the horse gets to the water, it’s damn thirsty”. The metaphor implies that the horse is the student and the water is learning. I understood that teachers might create a necessity (thirsty) in the process of learning (salting the oats). However, - how could we salt the oats in learning? Possibly, by not giving all the answers; by making students guess, think and ask themselves.

4.2.1.4 Positive language means Positive thinking

“Motivation to learn, just like the ability to acquire language, is an innate characteristic of the human species” (Dörnyei, 2001:50)

I liked the quotation above claiming that we possess, by nature, a curiosity about the world and an inherent desire to learn. As teachers, being optimistic and believing that all learners are eager to learn, and that their motivation has not yet been diminished by a student-unfriendly school system, could aid our motivation as well.

During my practicum, I did an attempt to use a positive language. Avoiding “don’ts” “cant’s” and “Nos”, can build up a comfortable, tension-free atmosphere in the classroom. Students, feeling relaxed, interact more without being afraid of making mistakes.

Another old quotation that leads us towards a positive thinking is that of “impossible things take only a bit more time”. Displaying such a confidence in our students’ capability to accomplish the objectives probably will make our students believe in it too. This reciprocity is known as the “Pygmalion Effect” after the play of Bernard Shaw. Positive thinking is contagious in education, not only with our students, but also with our colleagues and friends.
4.2.2 Maintaining and Protecting Motivation

Dörnyei (2001) illustrates the importance of maintaining and protecting motivation to face the great number of interferences that students undergo throughout the course year. But, how many features teachers need to keep in mind?

4.2.2.1 Positive feedback

“Things are getting better”, The Beatles.

John Hattie found that feedback has more effect on achievement than any other factor (Views, 2009). It is also a great motivator: according to Dörnyei’s guidelines to make our feedback improve students performance, it should (1) promote favourable self-perceptions of competence in the L2; (2) highlight what students can do; and (3) make the criteria for success clear and transparent. (2001)

Assessing means a high responsibility; it has also a significant impact on people. I remember a practical definition a teacher or mine, Dr Figueras, used to describe it:

“Assessment is a process of seeking where the learners are, where they need to go and how best to get there, (...) we have to foster an assessment for learning.”

(Neus Figueras, field notes)

During my teaching practice, I tried to humanize test results by giving an encouraging marking: writing positive feedback with advises and cheers on the students’ results. They, even the high scorers, really appreciated it. Afterwards, I noticed how a considerable number of students care more about their marks than about learning. Encouraging them with positive feedback can enhance their motivation to have another go, and forget thus a bad mark.

4.2.2.2 Being passionate

In the view of Fried (2001:16), “our inability to translate great stories into a useful pedagogy is due to our encountering something that people find hard to identify (...) I believe that what we are dealing with is passion.” And sometimes, it seems too special and too intense that is difficult to explain.

Although passion is a non-tangible construct, in the same way as motivation is, it is one of the indispensable phenomena for teaching. In Dörnyei (2001:33) I found an idea that explains it marvellously:
“If a teacher does not believe in his job, does not enjoy the learning he is trying to transmit, the student will sense this and derive the entirely rational conclusion that the particular subject matter is not worth mastering”

(Csikszentmihalyi)

For all that, I got convinced that passion could be analysed, worked on, and be conveyed, “they (students) do not say it, but they look at us, they imitate us, they criticize us, they learn from what we do and what we do not do, from what we say and what we do not say.” (López, P. noted from memory)

Question n.18 of the survey, asked the students if they thought their English teachers liked what they were doing. I quote some of their answers, as they were directly written, some of them in their mother tongue. (I was delighted, and I suddenly realized they truly care about what we do, and how we do it.)

S#1: “Yes, I think that the 3 teachers I’ve had this year enjoy teaching English and the reason that makes me believe this is that they always tried to help all the pupils in a happy way.”

S#2: “Yes, because they were quite motivated when they were doing the class and the prepared different activities to make the classes better and more interestings for us.”

S#3: “Si, perquè a cada activitat mostraven el seu interès. A part d'això, es nota el treball que han realitzat per preparar cada classe: esquemes, vídeos, programes, etc...”

S#4: “Si, perque sempre estan alegres i els hi agrada que preguntem i que ens ho passem bé a la vegada que ens ho passem bé. I es veu que tenen ganes de que to s'entengui i quedi tot clar.”

S#5: “Jo crec que si que els hi agrada el seu treball, perque quan enseñan, ajuden, i fan les classes divertides amb power point, jocs, etc es nota que lo fan perque els agrada i disfruten de lo que fan.”

In other words, as teachers we are meaningful role models for our students ahead, and almost everything we do in class influence them. If we are enthusiastic about what we are doing, it will become infectious, making the students feel the same willingness to pursue knowledge.

4.2.2.3 Mentoring: One-to-one relationship

Being a secondary education teacher means that we should not forget the psychological, social and developmental stages our students are going through.
Adolescents feel at time exposed, at risk, happy, sad, uncomfortable...anything but serene or self-confident.

On the one hand, and as it was formerly elucidated, the more we know our students, the nearer we are to a better teaching practice. **Individual meetings** can help us to overcome this challenge. Talking with our students in a personal one-to-one manner, will allow us to discover their background, their disquietudes and their expectations. Moreover, if a supportive atmosphere is built up, where students can feel at ease, it will make easier to suggest new objectives and improvements for the student. In words of the educational psychologist Enric Bolea, “personal interest and school interest do not necessarily mean a conflict of interests” (field notes).

Equally important, during the individual meeting, we should adopt a non-intrusive attitude, in order to invite the student to dialogue, and **listen actively**, which implies not judging what the other person is trying to express.

On the other hand, parents need to be involved, and take an active interest along the whole educational process⁴. Hence, organize regular meetings with the families would be essential; both the family and the high school may be coordinated when setting guidelines to improve the student’s behaviour. Additionally, we should be aware of the **educational practices** that take place in our students’ familiar systems, as “from home, everybody helps the student to develop harmoniously” (Bronfenbrenner, 2002).

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⁴ We should not forget that CLIL underlies an adequate teacher training, parental support, and positive attitudes on the part of the families and the school community.
4.3 Timing and necessary resources:

“Would you tell me, please, which way I ought to go from here?”
“That depends a good deal on where you want to get to,” said the Cat.

(Lewis Carrol, Alice’s Adventures in Wonderland)

There is a large range of possibilities for doing things in teaching; One same thing can be done in a hundred different ways, and since we all are unique, the more we try to do different things, the more possibilities there will be of appealing all our students. However, only in retrospect can one really understand a course and why we made the decisions we did.

I like the saying that claims no class is ever the same. It is what makes teaching something of an adventure. Though we make careful plans, following roads we know well, it is still a new trip every time. To have freedom to try different roads is a valuable treasure, “the destination always remains the same –student learning- but the ways and means of getting there are limitless”

(Weimer, 1993:26)

Consequently, the formerly elucidated practices⁵ may serve as a road to travel rather than a terminal point, and there will be diverse routes to introduce CLIL in our ESL classroom.

On the one hand, it will depend deeply in the centre. A suitable coordination may be established among the English Department teachers, to plan, design and organize the course plan, in order to guarantee all students’ key competences development. Being creative, flexible and students’ permeable, will be key factors to satisfy the curriculum guidelines.

On the other hand, CLIL and motivational strategies will rely sincerely on the teacher’s determination. Being enthusiastic and self-assured, a teacher can continue improving, without the fear of making mistakes. Of course, we will make them. But we have to restart, over and over again, as each lesson is a new opportunity for us to put into practice something new, and for our students to have the opportunity to experience them.

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⁵ In the annex, there is a stepwise approach that enables us to go one-to-one through these strategies.
5. Conclusions

“Surely we are incomplete as teachers if we are committed only to what we are teaching but not to our students, or only to our students but not to what we are teaching, or half-hearted in our commitment to both”.

(Peter Elbow, in Fried, 2001:51)

Self-assured, fair, being demanding to get the best of them, but let them being creative, participating; listening to them, not forgetting to be approachable, so that they can trust us and feel confident; building a comfortable atmosphere for them to grow up; not being their friend but being friendly, while sharing with them power; encouraging them all the time to try it better... at the same time. Bearing all these variables in mind is not an easy task for a teacher.

Having surveyed that wide range of motivational strategies and techniques, one thing is fairly certain: for most teachers, simply starting with one strategy of this TFM and systematically going through the rest is unlikely to be the best option. There is so much to pay attention to in the classroom: language content, teaching methodology, timing, class management, and a large etcetera. Despite that, we can add a new perspective to our current teaching: to be on a constant “motivational-alert status”, and take into account that what is needed in teaching is quality rather than quantity.

In contrast, according to Dörnyei (2001), we do not need to be “perfect teachers”; in the same way we should not expect a student to become the perfect student. Instead, we should maintain a minimum level of support for students’ development, and the formerly elucidated practices can help us to achieve it, supporting the old saying “if you always do what you have always done, you will always get what you have always got”. A. Einstein.

Additionally, the Eurydice report on CLIL published in 2005 made clear that CLIL is still far from being a consolidated educational model, and that a great deal more needs to be done. So this TFM could be an opportunity for SL teachers to include CLIL to their current practices and take part of future designs of the CLIL approach.

Within the field of CLIL and motivation, I have found three books particularly useful, whose reading can help this study to be extended: Motivation and Second Language Acquisition (Dörnyei and Schmidt 2001); English achievement and student motivation in CLIL and EFL settings (Lasagabaster 2011); and Motivation in foreign and second language learning: an interactive perspective (Williams 1994).
As practical and concrete as its approach, this TFM still leaves a myriad of questions unanswered. These questions may open our eyes to the complex aspects of the teaching / learning phenomenon, and the fact that effective instruction involves much more than a bag of tricks. We have much left to learn, what makes teaching a fascinating profession.

"Knowing that there’re still no conclusive answers to the big question (SLA) is a safeguard against adopting a narrowly inflexible position with regard to classroom practice"

Scott Thornbury
6. **Nomenclature**

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESL</td>
<td>English Second Language (normally referred to the subject of English)</td>
</tr>
<tr>
<td>CLIL</td>
<td>Content Language Integrated Learning</td>
</tr>
<tr>
<td>FI</td>
<td>Foreign language Instruction (used to refer to traditional English classes)</td>
</tr>
<tr>
<td>FOFs</td>
<td>Focus on forms (Grammar)</td>
</tr>
<tr>
<td>IFM</td>
<td>Institut Francesc Macià (Cornellà) (High school where I did my practicum stages).</td>
</tr>
<tr>
<td>L2</td>
<td>Second language</td>
</tr>
<tr>
<td>MI</td>
<td>Multiple Intelligences</td>
</tr>
<tr>
<td>TESL</td>
<td>Teaching English as Second Language</td>
</tr>
<tr>
<td>TL</td>
<td>Target Language (English)</td>
</tr>
</tbody>
</table>
7. Bibliography


Pérez Vidal, C. (2008). *The need for focus on form (FoF) in content and language integrated approaches: an exploratory study*. Barcelona: Universitat Pompeu Fabra


8. Annex

8.1 A stepwise approach

In the tables below, I have listed the strategies to introduce CLIL in our ESL class and to enhance students’ motivation, from the development section.

Using these lists, you can go through them and identify those strategies that are already part of your teaching practice.

Alternatively, you may want to address a strategic area that has not been part of your teaching practice. Select one or two, give them a try and, when you feel comfortable with them, tick off the “part of my teaching” column. It will take time to implement these strategies; if you find them helpful, you can find your own way of use them, and it would be nice if you share your experience with other teachers.

<table>
<thead>
<tr>
<th>Introducing CLIL in the ESL classroom</th>
<th>Part of my teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Adapt the course book</strong></td>
<td></td>
</tr>
<tr>
<td>Relate contents to students’ experiences</td>
<td></td>
</tr>
<tr>
<td>Relate contents to students’ interests</td>
<td></td>
</tr>
<tr>
<td>Brainstorm</td>
<td></td>
</tr>
<tr>
<td>Use genuine material (realia)</td>
<td></td>
</tr>
<tr>
<td>Give contents another scope, (discursification) add questions, make students guess, add visual and auditory support (images, music, video)</td>
<td></td>
</tr>
<tr>
<td><strong>2. Use ICT tools</strong></td>
<td></td>
</tr>
<tr>
<td>Include tasks where the use of ICT is required</td>
<td></td>
</tr>
<tr>
<td>Give your lessons a visual support: mind maps, prezi, and images.</td>
<td></td>
</tr>
<tr>
<td><strong>3. Include cross-curricular content</strong></td>
<td></td>
</tr>
<tr>
<td>Introduce traits of the English culture</td>
<td></td>
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<tr>
<td>Turn the classroom into a “street”, involving students in real communication</td>
<td></td>
</tr>
<tr>
<td>Focus on content</td>
<td></td>
</tr>
<tr>
<td><strong>4. Make students think: meaningful learning</strong></td>
<td></td>
</tr>
<tr>
<td>Use an inductive procedure: questions come before the explanation</td>
<td></td>
</tr>
<tr>
<td>Give students time to answer</td>
<td></td>
</tr>
<tr>
<td>Handle wrong answers constructively</td>
<td></td>
</tr>
<tr>
<td>Motivational Strategies</td>
<td>GENERATE MOTIVATION</td>
</tr>
<tr>
<td>-------------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td><strong>1. Get to know your students</strong></td>
<td></td>
</tr>
<tr>
<td>Develop an interest in students lives (dreams, fears, interests)</td>
<td></td>
</tr>
<tr>
<td>Obtain students’ feedback through surveys, questionnaires, or asking them directly</td>
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<tr>
<td>Find the possible parallelisms between content and the students</td>
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<tr>
<td><strong>2. Share responsibilities</strong></td>
<td></td>
</tr>
<tr>
<td>Give students the responsibility for their own learning</td>
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<tr>
<td>Use a learning agreement as a contract to engage students</td>
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</tr>
<tr>
<td>Set out the class rules with them; decide what can and what cannot be done in class.</td>
<td></td>
</tr>
<tr>
<td>Create the need for learning</td>
<td></td>
</tr>
<tr>
<td>Do not give all the answers, ask students to look for them</td>
<td></td>
</tr>
<tr>
<td>Make students guess and think for themselves</td>
<td></td>
</tr>
<tr>
<td>Plan questions to begin the lesson, enhancing students’ curiosity.</td>
<td></td>
</tr>
<tr>
<td><strong>3. Speak positively</strong></td>
<td></td>
</tr>
<tr>
<td>Avoid &quot;don’ts&quot;, &quot;can’ts&quot; and &quot;no’s&quot;</td>
<td></td>
</tr>
<tr>
<td>Change them by &quot;possibly&quot;, &quot;maybe&quot;, &quot;could be&quot;</td>
<td></td>
</tr>
<tr>
<td>Be optimistic: do not forget that students have an inherent desire to learn</td>
<td></td>
</tr>
<tr>
<td>Display confidence in students capability to accomplish the objectives</td>
<td></td>
</tr>
<tr>
<td>MAINTAINING AND PROTECTING MOTIVATION</td>
<td>Part of my teaching</td>
</tr>
<tr>
<td>---------------------------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td><strong>4. Positive feedback</strong></td>
<td></td>
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<tr>
<td>Promote favourable self-perceptions of English competence</td>
<td></td>
</tr>
<tr>
<td>Highlight what students can do</td>
<td></td>
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<tr>
<td>Make the criteria for success clear and transparent</td>
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<tr>
<td>Write encouraging marking on students’ exam results</td>
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</tr>
<tr>
<td><strong>5. Be passionate</strong></td>
<td></td>
</tr>
<tr>
<td>Do not forget that <em>impossible things take only a bit more time</em></td>
<td></td>
</tr>
<tr>
<td>Try to be a meaningful model for students: enthusiasm becomes infectious</td>
<td></td>
</tr>
<tr>
<td>Try different roads, and start a new trip every time. No class is ever the same</td>
<td></td>
</tr>
<tr>
<td><strong>6. Meetings</strong></td>
<td></td>
</tr>
<tr>
<td>Establish a one-to-one relationship with students through individual meetings</td>
<td></td>
</tr>
<tr>
<td>Adopt a non-intrusive attitude</td>
<td></td>
</tr>
<tr>
<td>Listen actively, without judging what the student expresses</td>
<td></td>
</tr>
<tr>
<td>Get to know the students’ parents</td>
<td></td>
</tr>
<tr>
<td>Try to make parents take an active interest in their children learning process.</td>
<td></td>
</tr>
</tbody>
</table>
8.2 Online resources:
Here you will find the links to access to all my prezi presentations. I attach two links, the original one and its shorter form, which I think will make it easier to access.

UNIT 4
Introduction of Unit 4: This generation
http://prezi.com/s9-bm9par5o4/introduction-to-unit-4-new-generation/?auth_key=d31ebfe9144584ba54b88380563f8b176c8d954


Social Networks. Unit 4 vocabulary
http://prezi.com/z03lj1ow6uh9/session-5-comparisons-vocabulary/?auth_key=4882df32bbb4b612687f6a8ff14af836faa93


Present perfect theory
http://prezi.com/-sqzoldly3ox/unit-4-session-2/?auth_key=fof43e72c3c4f9372979141a56de55a82adf3e


Present perfect: irregular verbs
http://prezi.com/nk6wb5bpvsbt/unit-4-session-3/?auth_key=08d307024ced1fc4f0e6971edc7826f0b592fbb

http://bit.ly/JM2KGr

Who wants to be a millionaire? Contents review Unit 4
http://prezi.com/hkxaw3ujh53m/who-wants-to-be-a-millionaire/?auth_key=1f074aa4661fedcad63219ddd334030ccf00b26c

http://bit.ly/I0EqQh
UNIT 5

Unit 5: you're a star! Vocabulary
http://prezi.com/tqjuvxqxnlc/unit-5-youre-a-star/?auth_key=6b3957c1718abd53533e97c6f728f483484eb46


Present perfect and time adverbs
http://prezi.com/alqs_l3kcvl/unit-5-present-perfect-time-adverbs/?auth_key=d7ab76c37e30be616d520a93133335e4c300dcd


Who wants to be a millionaire? Contents review Unit 5
http://prezi.com/lsafcgnj3nw_/who-wants-to-be-a-millionaire-unit-5/?auth_key=02e6c69029823ecf8c9b02dd47791292da72529c


CLIL SESSIONS

The Butterfly Circus
http://prezi.com/-kvcnu00svb/the-butterfly-circus-2009/?auth_key=df378391d473c5018ab747b89e1afa84ca229d6


Advertisement: Wear Sunscreen
http://prezi.com/3inh3cr3oxrb/advertisement/?auth_key=0556cca8eeb118042d2183996cc26e3f6d1c7d22


English today: Lingua Franca
http://prezi.com/szled7oiwcbf/english-speaking-countries/?auth_key=29dfb19574619a15da51a9edf5cdd0c773ccfb8

OTHER USEFUL LINKS

Formal letter theory for Batxillerat (prezi)
http://prezi.com/qup9yr72zihi/formal-letter/?auth_key=ocbl8daa243037f485d8c1ca0d7b88a03cfa727f


Exploring textbooks’ activity (prezi)
http://prezi.com/8uaodsiwhs8/practicum-activity/?auth_key=e5c31d43179ace232a5a24729ee3df834e55bb7

http://bit.ly/Jk0rxf

Class management: On task (Youtube)

Personal blog: Be English Friendly, which includes more activities, hot potatoes exercises and extra material.
http://beenglishfriendly.blogspot.com.es/

Direct link to all the prezi presentations through my blog:
http://beenglishfriendly.blogspot.com.es/search/label/Useful%20Resources%20for%20Studying


The Simpsons (self-edited clip)
http://youtu.be/E2taAP74hLs

Oral presentations of 3rd of ESO (The Butterfly Circus’ task)
http://www.youtube.com/watch?v=3gNjv6OfXoo&feature=youtu.be

http://bit.ly/IbFuWq
Motivation and CLIL survey

My dear students,
I would like to ask you some questions about the classes we did together last months. It would be a pleasure to have all your answers, because they will help me a lot with my Master project. Feel free of asking me whatever you do not understand (noelia.ngil@gmail.com)

Thank you very much :)  
* Required

**Why do you study English? **

- To please other people like my teacher or my parents
- Because I like it, and I would like to travel abroad and meet people from everywhere.
- Only to pass the exam

**During the course, there have been some special lessons, different from the theoretical ones, can you remember any of them? **

*if you could write the titles, it would be great!

**Did you like them? **

- Yes
- No

**Did you find any difficulty in understanding the main idea of these lessons? **

- Yes, they were really difficult
- Yes, they were difficult, but I could understand the main idea
- No, they were really easy

**Do you think they will be useful for you, in a future? **

- Yes
<table>
<thead>
<tr>
<th>Question</th>
<th>Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>What have you learnt with these CLIL sessions?</td>
<td>Only English, English and culture, Only culture</td>
</tr>
<tr>
<td>Do you want to know more things about the English culture?</td>
<td>Yes, No</td>
</tr>
<tr>
<td>Do you prefer the theoretical English classes?</td>
<td>Yes, No</td>
</tr>
<tr>
<td>Do you think you have improved your English more with...</td>
<td>the CLIL sessions, the theoretical sessions, both the theoretical and CLIL sessions</td>
</tr>
<tr>
<td>Classroom tasks</td>
<td></td>
</tr>
<tr>
<td>How much do you like CLIL sessions?</td>
<td>The Butterfly Circus, Advertisement, English today</td>
</tr>
<tr>
<td>How much do you like theoretical English sessions?</td>
<td>Present Perfect, Irregular verbs, Time adverbs</td>
</tr>
<tr>
<td>How much do you like CLIL's tasks?</td>
<td>Oral presentation of your Hero, create an advert, record yourself playing the role of an actor/actress</td>
</tr>
</tbody>
</table>
Motivation and CLIL survey

How much do you like theoretical English lesson's tasks? *

Worbook exercises

1 2 3 4 5 6 7 8 9 10

How do you prefer to work? *

Individually
In groups
In pairs

The teacher and the environment

Did you understand the teacher's explanations? *

Yes, because she explains the contents in an easy way
Yes, because she translates it to Catalan/Spanish
No, I do not understand when she explains contents in English

Do you feel comfortable when speaking and participating in class? *

Yes, I feel comfortable when speaking in class
Yes, but sometimes I am afraid of making mistakes
No, I don't like to speak in class

Do you feel CLIL sessions are more interactive than theoretical sessions? *

Yes
No
Sometimes

Do you think your English teachers like what they are doing? *

Could you explain why? :)

https://docs.google.com/spreadsheet/viewform?pli=1&formkey=dGVIUdUaHc4QINraWVmtmJY...
### Learning Styles and preferences

**What kind of learning style do you have? * **

- Visual (you learn through images, colours, schemes)
- Auditory (you learn by listening)
- Kinaesthetic (you learn by doing, moving)

**Which learning styles do you think are used the most in CLIL lessons? * **

- Visual
- Auditory
- Kinaesthetic

**Do you like Prezi presentations? * **

- The presentations full of colours and images we used in class to present the contents, do you remember?
  - Yes
  - No

**Why do you like Prezi? * **

- Because it presents contents in a way that is easier to understand and to remember
- Because it has a lot of colours and images
- Because it is entertaining

**Do you think CLIL sessions have helped you to get better marks? * **

- Yes, I have got better marks in English
- No, I have got worse marks in English
- Maybe, but my mark is the same.
Do you like to have more CLIL sessions? *

Yes
No

Thank you very much for your participation

Click on "Submit" to finish.

have a nice day! :)

Noelia

Submit

Powered by Google Docs

Report Abuse - Terms of Service - Additional Terms
50 responses

Summary
See complete responses

Why do you study English?

- To please other people like my teacher or my parents: 4
- Because I like it, and I would like to travel abroad and meet people from everywhere: 41
- Only to pass the exam: 5

During the course, there have been some special lessons, different from the theoretical ones, can you remember any of them?
- Butterfly circus
- El documental sobre Nova York
- Butterfly Circus
- The class when we spoke about New York, Australia or San Francisco
- English today, The butterfly circus...
- The butterfly circus NY
- Some songs we have done.
- Si, la classe de NY, donde aprendimos las calles y sitios importanetes.
- CLIL: - Butterfly circus.
- Connected to Internet...
- The butterfly circus no.
- The Butterfly Circus
- The Butterfly Circus, Oral presentation of your Hero, create an advert.
- Yes, all the lessons are very interesting and specials because we learn a lot with the CLIL lessons... I can remember some lessons for exampl... 

Did you like them?
- Yes: 49
- No: 1

Did you find any difficulty in understanding the main idea of these lessons?
- Yes, they were really difficult: 1
- Yes, they were difficult, but I could understand the main idea: 25
- No, they were really easy: 24

Do you think they will be useful for you, in a future?
- Yes: 49
- No: 1

What have you learnt with these CLIL sessions?
- Only English: 0
- English and culture: 48
- Only culture: 2
Do you want to know more things about the English culture?

- Yes: 47 (94%)
- No: 3 (6%)

Do you prefer the theoretical English classes?

- Yes: 5 (10%)
- No: 45 (90%)

Do you think you have improved your English more with...

- the CLIL sessions: 15 (30%)
- the theoretical sessions: 5 (10%)
- both the theoretical and CLIL sessions: 30 (60%)

Classroom tasks

How much do you like CLIL sessions?

<table>
<thead>
<tr>
<th>Score</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>0%</td>
</tr>
<tr>
<td>2</td>
<td>0</td>
<td>0%</td>
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<td>3</td>
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<td>40%</td>
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<tr>
<td>9</td>
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<td>40%</td>
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<tr>
<td>10</td>
<td>4</td>
<td>8%</td>
</tr>
</tbody>
</table>

How much do you like theoretical English sessions?

<table>
<thead>
<tr>
<th>Score</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>2%</td>
</tr>
</tbody>
</table>
How much do you like CLIL’s tasks?

1. 0 0%
2. 0 0%
3. 0 0%
4. 1 2%
5. 0 0%
6. 1 2%
7. 12 24%
8. 18 36%
9. 14 28%
10. 4 8%

How much do you like theoretical English lesson’s tasks?

1. 2 4%
2. 0 0%
3. 3 6%
4. 11 22%
5. 9 18%
6. 11 22%
7. 8 16%
8. 4 8%
9. 2 4%
10. 0 0%

How do you prefer to work?

- Individually: 1 2%
- In groups: 28 56%
- In pairs: 21 42%

The teacher and the environment

Did you understand the teacher’s explanations?

Yes, because she explains the contents in an easy way: 42 84%
Yes, because she translates it to Catalan/Spanish: 10 20%
No, I do not understand when she explains contents in English: 3 6%

People may select more than one checkbox, so percentages may add up to more than 100%.
Do you feel comfortable when speaking and participating in class?
- Yes, I feel comfortable when speaking in class: 19 (38%)
- Yes, but sometimes I am afraid of making mistakes: 29 (58%)
- No, I don't like to speak in class: 2 (4%)

Do you feel CLIL sessions are more interactive than theoretical sessions?
- Yes: 41 (82%)
- No: 0 (0%)
- Sometimes: 9 (18%)

Do you think your English teachers like what they are doing?
- Yes, because they smile and seem happy: Si
- Yes, because they never get angry about anything: Sí
- Yes, I think that the 3 teachers I've had this year enjoy teaching English and the reason that makes me believe this is that they always tried to help all the pupils in a happy way: Sí, porque las chicas están contentas.
- Yes, because they were quite motivated when they were doing the class and the prepared different activities to make the classes better and more interesting for us: Sí, porque siempre estuvieron motivados... 

Learning Styles and preferences

What kind of learning style do you have?
- Visual (you learn through images, colours, schemes): 37 (74%)
- Auditory (you learn by listening): 17 (34%)
- Kinaesthetic (you learn by doing, moving): 14 (28%)

Which learning styles do you think are used the most in CLIL lessons?
- Visual: 35 (70%)
- Auditory: 24 (48%)
- Kinaesthetic: 15 (30%)

Do you like Prezi presentations?
- Yes: 49 (98%)
- No: 1 (2%)
Why do you like Prezi?

- Because it presents content in a way that is easier to understand and to remember: 37, 74%
- Because it has a lot of colors and images: 23, 46%
- Because it is entertaining: 15, 30%

People may select more than one checkbox, so percentages may add up to more than 100%.

Do you think CLIL sessions have helped you to get better marks?

- Yes, I have got better marks in English: 24, 48%
- No, I have got worse marks in English: 2, 4%
- Maybe, but my mark is the same: 24, 48%

Do you like to have more CLIL sessions?

- Yes: 49, 98%
- No: 1, 2%

Thank you very much for your participation

Click on "Submit" to finish, have a nice day! :)

Noelia
My Practicum pictures, at IES Francesc Macià (2012)

Team work activity to consolidate unit 4 vocabulary

Team 2 showing their work
Pics of their oral presentations; they did a really nice job!
Pics of class management practice: distracted student on task

Class management video:
http://bit.ly/1SE9xI
Our farewell

Students gave us the traditional apple for teachers

3rd of ESO D *desdoblement* after a nice lesson

Our beloved *Prezi* and interactive board. CLIL session

Both groups of ESO, saying good bye 😊
Notes