

A COMPARATIVE RESEARCH OF MOTIVATION OF STUDENTS OF A CLIL
SCHOOL AND A NON-CLIL SCHOOL

de

ELENA PÁRRAGA ALCÁNTARA

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Elena Párraga Alcántara

Nombre estudiante



Firma estudiante

M. Elena García

Nombre tutor TFM



Firma tutor TFM

3/07/13 Almería

Fecha Ciudad

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1. ABSTRACT

Motivation is a factor, which has a direct effect in students' learning.

Most students need to be motivated to acquire good marks but lack of motivation could only take them to obtain low results.

In the same way CLIL (Content and Language Integrated Learning) is a recent program of teaching and learning foreign languages, which is substituting the traditional method of teaching and learning foreign languages. It seems to be successful to improve the interest and the motivation of students towards foreign languages.

Consequently, comparing motivation of students, who belong to CLIL schools and non-CLIL schools, is a study to assess the encouragement and interest of secondary schools differentiated by the CLIL in classroom.

This study could help and improve teaching learning giving solutions to problems of motivation in a foreign language classroom to every professional and future teacher.

In order to gather all these pieces of information of motivation it was necessary to carry out a quantitative investigation to compare mainly differences of each kind of teaching and learning process of both schools. The data for this study were collected by a sample of 20 students of the CLIL school Espiritu Santo (Baena) and a sample of 19 students of the non-CLIL school José Salazar (El Ejido). Students had to answer two questionnaires; one of them to assess motivation and the other questionnaire for CLIL.

Moreover, these questionnaires also were adapted to the students' ages and translated into Spanish in order to get a higher comprehension of each question. In this study, lots of aspects had to be acknowledged including student's personality, which affected to the variable of research, the motivation. The results of my investigation were analyzed in graphics and interpreted with percentages. These results suggested that some more CLIL students appear to be more motivated in English as a foreign language and

interested in CLIL (Content and Language Integrated Learning) than non-CLIL students.

2. INTRODUCTION

Motivation is a complex factor which mainly affects to the progress of learning of students, in a positive or a negative way, and it is considered necessary to pupils and teachers to feel confident in the foreign language classroom and, then, getting a good balance on the two languages and harmony.

Most students need to be motivated to acquire good marks and lack of motivation could only take them to obtain low results.

In the same way, Content and Language Integrated Learning (CLIL) seems to be very positive for students. Using CLIL has several advantages such as that where students could have more opportunities to use the foreign Language and, consequently, they could be more motivated and could get higher marks.

The main purpose of this study, then, is to compare the factors, which could influence the motivation of a CLIL classroom and a non-CLIL classroom. I intend to argue the important aspects which influence on motivation, attitudes and interest of students. So, we will concentrate on students who belong to a class of a school based on a content language and integrate learning (CLIL) with others, who belong to a class of a non-CLIL school. The classes, which I will investigate, will be of 6^o grade of primary education. The lower grades of primary school would be unsuitable as pupils could have a misunderstanding of the questionnaires content.

The main idea and interest in doing this investigation is the influence of motivation in the learning process. This factor is important for changing the atmosphere of the foreign language classroom, our confidence as professionals and the benefits for our students in keeping their interest in languages for their future.

In this sense, and connecting it with CLIL how students can be motivated with it, I have plenty of questions crossing in my mind: what are the benefits of a CLIL school? Could be a non-CLIL school as good as a CLIL

school for the motivation of students? How can teachers encourage students to work to use the foreign language? What strategies could be set up by the teachers to motivate their students?

Therefore, this investigation could be very important to most teachers giving lessons in a CLIL class in order to improve their way of teaching, their own training and their own motivation. What is more, it is important that future teachers, who are keen on these aspects of this learning system, could learn new techniques of motivation. This way they could have a direct influence in the progress of their learners and future life.

2.1. Theoretical background

2.1.1. Motivation

First of all, it seems to be very important for my research to define the term of motivation. There are a lot of authors who have studied this term. (Gardner, 1979, 1985, 2010 ; Madrid Fernández, 1999; Harlen & Deakin Crick, 2003; Kormos & Csizer 2008)

We are going to study some aspects of the theory of Madrid Fernández (1999), who explains this term in a clear way.

Madrid Fernández states that psychologists describe the human motivation as a group of factors, which imply to wake up, to run and to maintain the behaviour. This motivation is used to explain why a person works better in determined areas and does not work so well in those areas, which that person should be working on. He also claims that this motivation is compound of three different factors, which are needs, beliefs and attitudes. (Madrid Fernández D. 1999: 9)

Madrid Fernández also assured that there were several theories, problems and limits which affect motivation (Rodicio, 1999) based on the study of behaviour.

He says that when a motivated person is focused in just an determined area of work, is constant and responsible with his/her own work (intrinsic motivation) and works very hard in order to acquire good results.(Madrid Fernández D. 1999:9-10)

Therefore, we can say that a good motivation is a synonym of success.

Madrid Fernández also realized that there were several paradigms, related to education, which were key concepts in the study of motivation. (Madrid Fernández 1999: 45)

PARADIGMS	KEY ELEMENTS
Intrinsic motivation (Ryan, Connell & Deci, 1985; Corno & Rohrkemper, 1985)	<ul style="list-style-type: none"> - Self-determination and self-regulation thus a sense of the self-control - Awareness of the extrinsic motivation - Autonomy of the student - Intellectual Challenge - Self-regulation and development - Social aspect of the learning in the classroom - Rewards and punishments
Self- effectiveness (Weish & Cameron, 1985; Ashton, 1985)	<ul style="list-style-type: none"> - Self-perception of the control - Judgments on contingency plans - Regulation of phenomena and individual competency - Responsibility and affective reactions - Sense of effectiveness of the teaching staff and its repercussion in the behaviour and quality of the work of the students.

<p>Expectations (Brophy, 1985)</p>	<ul style="list-style-type: none"> - Expectations of teachers and progress of students - Expectations of teaching staff in the socialization of students - Students problems' socialization by the teachers
<p>Social comparison and self-assessment (Tesser & Campbell, 1985; Johnson & Johnson, 1985)</p>	<ul style="list-style-type: none"> - Maintain and conservation of the student's self-assessment - Self-definition of the student's role to be close or separated of the rest of his/her peer group - Motivational process in cooperative, competitive and individual learning situations - The theory of the social interdependence influence on the motivation to learn - Structure on the cooperative, competitive and individualistic achievements - Subjective prediction of success - Encouragement on the academic results - Epistemic curiosity (interest to learn), continued on going motivation and compromise the students with the learning process

FIGURE 1 (Extracted from Madrid Fernández 1999: 44-45)

Madrid Fernández researched on the motivation of foreign language learning and he obtained those students who were more motivated acquired better results than the rest. He concluded that motivation was the initial point to obtain good results in foreign language classroom, but this motivation

increased or decreased in relation to successes and fails in foreign language classroom. (Madrid Fernández D. 1999: 67)

To carry out my investigation, I will acknowledge what Gardner (n.d.) studied in his research. However, I will adapt his theory to my work because I will investigate students, who study English as a foreign language in a CLIL and non-CLIL school.

Gardner established that motivation is a very important factor to learn a second language, and it is essential for students to get positive results. He also claims that this was also a complex factor, which depended on other variables as well.

Gardner studied the need of motivation to learn a second language focusing on the role of motivation and language and the influence in pedagogy. He established that motivation in second language is not a simple construct and cannot be measured by one scale. It definitely cannot be assessed just asking individuals to give reasons for why they think learning a language is important to them. We need to consider two motivational constructs: the distinction between Language Learning Motivation (intrinsic) and Classroom Language Motivation (extrinsic). (Gardner R.C n.d.: 1-2)

Gardner in his research investigated the different aspects of second language learning and the importance of his study was based on the influence of motivation to all those stages. (See Figure 1).

He studied this model, which describes the effect of the Cultural and Educational Contexts on Motivation in Second Language Learning. (Gardner R.C n.d.: 5)

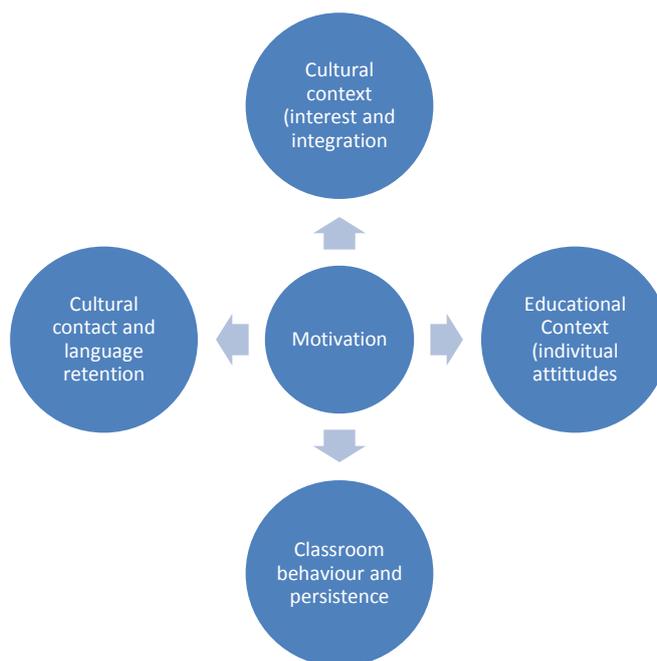


FIGURE 2: (Extracted from Gardner R.C, n.d.:15)

Considering the complexity of motivation, we must study all of these several components of motivation to compare results and to reach a conclusion. We can consider that CLIL in classroom is a part of the component called classroom language motivation, that is, a part of the extrinsic motivation.

This observation that bilingualism in second language classroom is a part of motivation seems to encourage us to study the influence that this component has on the motivation of students. Consequently, adapting this theory to my research, I will study the influence of the extrinsic and the intrinsic variables in the motivation of students. This will help to determine how influence CLIL in the progress of foreign language learners.

We can also find many recent authors who are studying the influence of motivation on learning.

Harlen & Deakin Crick also consider motivation for learning as a complex concept, affected by several variables and functions which belong to extrinsic motivation (school ethos, curriculum, pedagogy, peer culture, assessment practices, home support) ; and intrinsic motivation (self-esteem, self-regulation, interest, effort, goal orientation, locus of control, self-efficacy

and sense of self as learner) which is the individual motivation. This individual motivation is affected by that extrinsic motivation. (Harlen W. & Deakin Crick R. 2003: 14)

On the other hand, according to Kormos & Csizér, there are several aspects which influence motivation to learn English as a foreign language. They claimed that infant school and young learners are influenced by their own behaviour (e.g. if they are nervous or quiet persons); university and college learners who are conditioned by their environment and extrinsic factors, such as their relationship with friends, family and peer groups; and, finally, adults who are interested in learning English due to its importance in the world, (i.e. for travelling, for work, for meeting people, etc.). (Kormos J. & Csizér K. 2008: 1)

Acknowledging all these previous researchers theory, we can claim that motivation is a complex concept, which its study is compound by the investigation of other multiple factors in which, one of them, is the CLIL or non-CLIL aspect.

2.1.2 CLIL (Content and language Integrated Learning)

It seems to be important to say that English is an international language, which every student should be able to use it fluently to be competent individuals in their future.

The *Common European Framework (2001)* has been designed for students to acquire a high competence in foreign language.

The Common European Framework provides a common basis for the elaboration of language syllabuses, curriculum, guidelines, examinations, textbooks, etc. across Europe. It describes in a comprehensive way what learners have to learn to do in order to use language for communication and what knowledge and skills they have to develop so as to be able to act effectively. The description also covers the cultural context in which language is set. The Framework

defines the levels of proficiency which allow learners' progress to be measured at each stage of learning and on a life-long basis. (*European Commission "Common European Framework" n.d.:1*)

Thus, in order for students to acquire a high level of competence in foreign languages, the Content and Language Integrated Learning (CLIL) was designed.

As Perez (2011, n.p.) considers in her web page, "CLIL is a term which refers to situations where subjects, or part of subjects are taught through a foreign language with a dual-focused aims, namely, the learning of content, and the simultaneous learning of a foreign language (Marsh, 1994)". ("What is CLIL?")

Perez (2011, n.p.) also says that "CLIL considers the learning of subjects such as history, geography or others, through and additional language (Marsh, 2000)". ("What is CLIL?").

In other words, Content and Language Integrated Learning (CLIL) is a recent way of learning and teaching English in contexts in which this foreign language is not part of the student everyday life and they need to learn English as a foreign language in several subjects at school.

As, we have said, CLIL schools seem to influence students in a positive way and it also seems to encourage them in the use of foreign language.

CLIL has the following advantages that *European Commission* have described: " to build intercultural knowledge and understanding, to develop intercultural communication skills, to improve language competence and oral communication skills, to develop multilingual interests and attitudes, to provide opportunities to study content through different perspectives, to allow learners more contact with the target language, not extra teaching hours, to complement other subjects rather than competes with them, to diversify methods and forms of classroom practice and to increase learner's motivation and confidence in both the language and the subject being taught". ("Content and language Integrated Learning").

Despite the fact that CLIL has lots of benefits, it appears to be a problem for Spanish students. According to Andalusian Committee , specifically, Andalusian students have a lack for communicating fluently in English. Most of them have difficulties to speak, listen, read and writing in English. Their teachers and parents see the same problem.

This lack of skills (reading, writing, listening, speaking and grammar) would have a negative effect in their professional future such as obstacles to get a job in Europe. So, we can foresee that most students would have a problem if they were not competitive enough in English language. Because language means culture, English appears to be a vehicle to communicate with people from different places in the world (i.e. English is international).

Then, in order to establish CLIL in schools, the government has provided a guide of methodological orientations for different schools in Andalusia. ("Proyecto Lingüístico de Centro").

On the other way, as Suárez (2005) claims it seems to be important to adapt the linguistic competence of English as a foreign language and on the competences of the rest of the subjects which are taught with CLIL such as history, music, maths, geography, etc. Then, CLIL has to respond to these two purposes. She also says that CLIL program is adapted to the age of students (children, adolescents, adults) so, the chosen program can change in each center of our region.

Suárez M.L.also confirms that most professionals who teach with CLIL state that CLIL methodologies are better than traditional methodologies (which are focused on memorizing concepts and grammar); because students feel motivated when they realize that they also are able to solve problems in other languages. Moreover, she also explains that most students learn in a better way because they need to spend more time to understand the theory of a determined subject (i.e. CLIL requires more effort to obtain good results). (Suárez, M.L.2005: n.p. Digital File)

Bearing in mind the combination of the subject contents and the foreign language in CLIL classroom, we should describe the main characteristics of a CLIL lesson.

“As BBC British Council shows, a CLIL lesson is not a language lesson neither is it a subject lesson transmitted in a foreign language. According to the 4Cs curriculum (Coyle 1999), a successful CLIL lesson should combine elements of the following:

. *Content*: Progression in knowledge, skills and understanding related to specific elements of a defined curriculum.

. *Communication*: Using language to learn whilst learning to use language.

. *Cognition*: Developing thinking skills, which link concept formation (abstract and concrete), understanding and language.

. *Culture*: Exposure to alternative perspectives and shared understandings, which deepen awareness of otherness and self.” (“A lesson Framework”).

As we have mentioned, the main purpose of CLIL is developing the 4 skills of learners, so “*In a CLIL lesson, all four language skills should be combined: listening (a normal input activity), reading (the major source of input), speaking (fluency) and writing (lexical activities)*”. (“A lesson Framework”).

In general, CLIL is characterized by adapting and teaching the contents of different subjects to the foreign language; also the level of students.

For teachers from an ELT background, CLIL lessons exhibit the following characteristics: integrate language and skills, and receptive and productive skills; lessons are often based on reading or listening texts/passages; the language focus in a lesson does not consider structural grading; language is dictated by the context of the subject; language is approached lexically rather than grammatically; and, learner styles are taken into account in task types. (“A lesson Framework”).

3. OBJECTIVES

CLIL in foreign language classroom is, as we have seen in the previous information, one of the several aspects that compound motivation, so, **the hypothesis** of my research is that CLIL is not only the essential key to encourage motivation to students of foreign language classroom. Due to that, CLIL is a variable which belongs to the classroom learning situation (extrinsic motivation), and the variables of individual learning (intrinsic motivation), in which both have the same relevance.

In order to carry out my comparison there were necessary two objectives:

- The **first objective** is to determine the grade of frequency of extrinsic factors to determine the influence of CLIL in the motivation of students.
- There is a **second objective**, which is to analyze the students' interest in CLIL.

4. METHODOLOGY

4.1. Sample

In order to carry out my comparison between a CLIL classroom and a Non-CLIL classroom I have chosen two classes of the 6^o grade of primary education, which belong to different schools. The CLIL classroom belongs to the school **Espíritu Santo** from Baena (Córdoba), while the non-CLIL school belongs to the school José Salazar from **El Ejido** (Almería).

The total numbers of students subjected to this investigation are 39, compounded by the following groups:

- 11 boys and 8 girls from the public non-CLIL school José Salazar (El Ejido)

- 9 boys and 11 girls from the CLIL school Espíritu Santo (Baena).

However, this study has been done with Non-Integer numbers. Integer-Numbers are not appropriated because sometimes we can find questions, which students have not answered and this could affect the final results.

4.2. Materials

In my quantitative research I have used two questionnaires. One of them studies the grade of several extrinsic factors in the foreign language classroom, while the other questionnaire has been used to compare the students' interest in CLIL. The questionnaires were written in Spanish thus all students could understand better each question of the research.

The first questionnaire is extracted from the research of Madrid Fernández (1999), *La investigación de los factores motivacionales en el aula de idiomas*. Concretely, it is the questionnaire nº11. (Madrid Fernández, D. 1999: 75)

The second questionnaire is an adaptation of a questionnaire found in *Google documents* on the Internet. This questionnaire of Internet analyzes CLIL and ICT (Information and Communication Technologies), but I removed the ICT questions and wrote new ones.

4.3. Procedures

4.3.1 Design

The methodology of this investigation is based on a **quantitative** research. It has been focused on the comparison and the analysis of the main objective, which is the exploration of the extrinsic factors related to the motivation of the learning of English as a foreign language.

This quantitative research is **descriptive** as well. **Descriptive quantitative research** is based on the formulation of questions to people who can provide relevant information to the investigation.

4.3.2 Definition of variables

We can find two kind of variables for a same questionnaire. These kind of variables that are found in this research are:

- Variables of a values scale. These are the different questions that are studied in each questionnaire related to the objectives.
- Variables of description or descriptive variables. These types of variables describe the element studied in the investigation, such as gender, name of school or students.

4.3.3. Statistics data treatment

The procedure for the data treatment of this quantitative-descriptive research is:

- **Descriptive**, because it has been necessary to study the variables of a determined field. Moreover, we can see elements of descriptive study such as percentages and graphics.

In order to elaborate the analysis of my quantitative-descriptive research I have used the **Microsoft Excel 2010** program because its use seems to be simple and easy to understand.

5. RESULTS

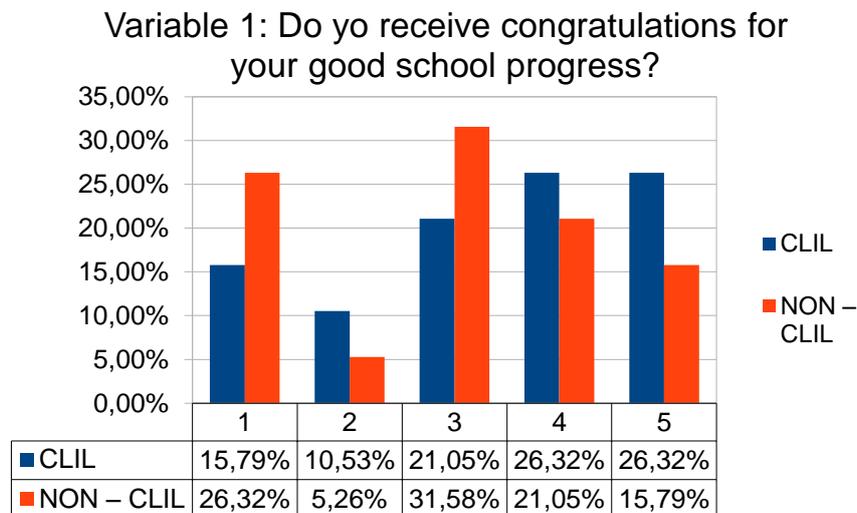
The **two objectives** of my quantitative research, which I have described previously, are closely linked to the **two questionnaires**. In this way, the results of these questionnaires could serve the purposes of my investigation. What is more, these results are shown in graphics and percentages to clarify

the comparison.

These questionnaires have been used in each class of the two different schools, and we have obtained the following results shown on a diagram of bars. The first coloured bar belongs to the students of the CLIL classroom, while the second coloured one belongs to the students of the non-CLIL classroom. The “diagram of x” represents the possible answers of students (never, rarely, sometimes, often and always); and the “diagram of y” represents the number of students. This number of students is expressed in “non-integer” numbers and percentages because the total number of students in each class is not the same. The total number of students of the CLIL classroom is 20 students, while the total number of students of the non-CLIL classroom is 19 students.

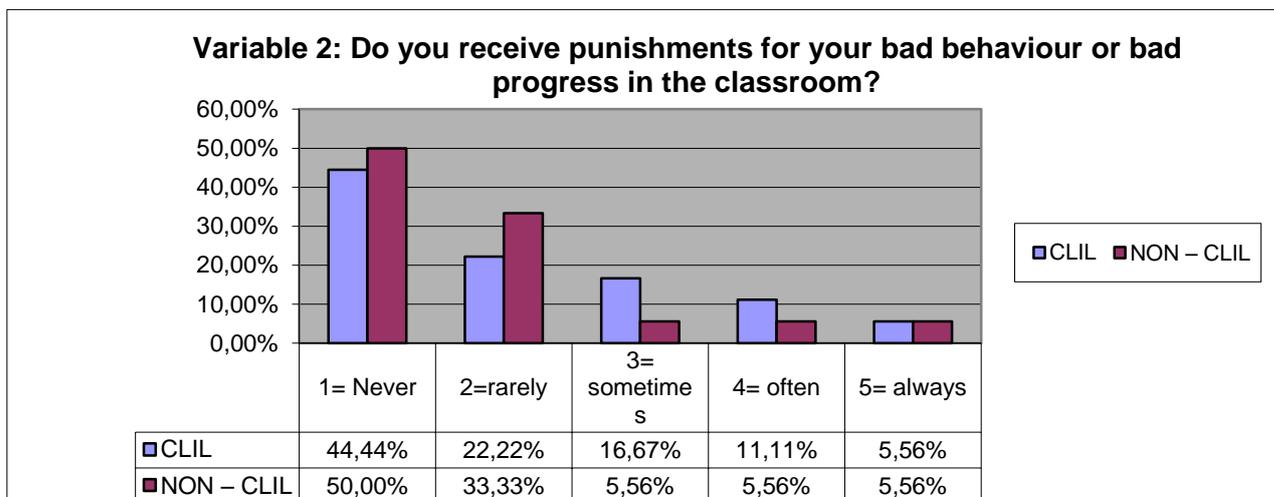
Consequently, I will firstly describe **the results of the questionnaire number 1**. This questionnaire studies the grade of several extrinsic factors in the foreign language classroom.

This questionnaire consists of **18 variables**, which are defined and analyzed using the following way:



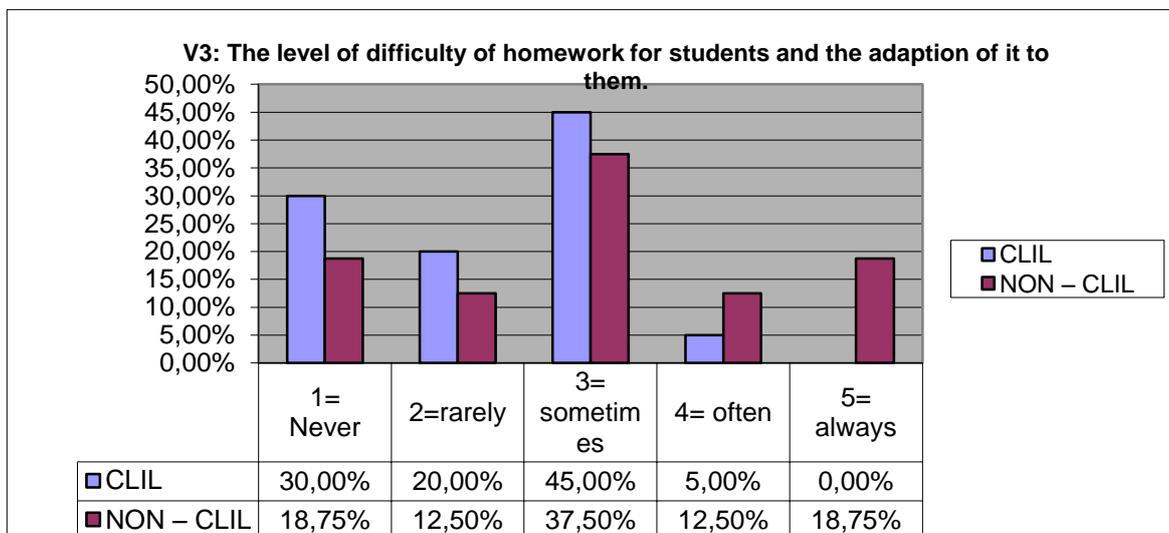
The variable 1 studies the frequency of congratulations and rewards that students received for a good school progress, where 1=never, 2=rarely, 3=sometimes, 4=often and 5=always.

According to the graphics we can see that in the **CLIL class** a minor percentage of students say that they **never** received congratulations for their progress **15,79%**, while in the **non-CLIL class** **26,32%** students say that they **never** received congratulations. Besides, **10,53%** of students claim that they **rarely** received congratulations in the **CLIL class**, while in the **non-CLIL class** **5,26%** claims that they rarely received congratulations. Moreover, we can find that a **21,05%** of students of the **CLIL class** say that they **sometimes** received congratulations, while **31,58%** of students of the **non-CLIL class** say that they **sometimes** received congratulations. The **26,32%** of the CLIL class's students affirmed that **often** received congratulations for their progress, while in the **non-CLIL class** is the **21,05%**. Finally, the **26,32%** of the **CLIL class's students** affirmed that they **always** received congratulations for their good progress and marks, while in the **non-CLIL class** is the **15,79%**. **The highest difference** is that more students of the **CLIL class** always received congratulations and rewards for their good progress (**26,32%**), while more students of **the non-CLIL class** never received congratulations and rewards (**26,32%**).



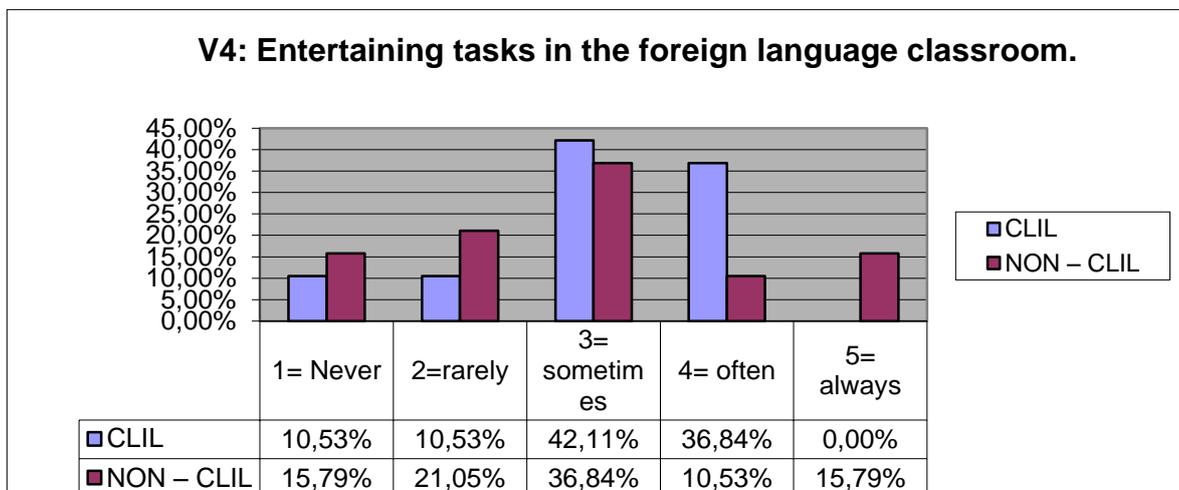
The variable 2 studies the frequency of punishments for the bad progress and marks in the both foreign language classrooms.

According to this graphic, we can see that more students of the **non-CLIL** classroom **never** received punishments for their bad progress (**50,00%**), while the percentage of the students of the **CLIL** classroom is **44,44%**. Besides, a high number of students of the **non-CLIL** classroom said that they rarely received punishments for their bad progress (**33,33%**), while the percentage of students of the **CLIL** classroom was **22,22%**. In contrast, there are more students of the **CLIL** classroom who answered that **sometimes** (**16,67%**) and **often** (**11,11%**), received more punishments for their bad progress than **non-CLIL** students. The **non-CLIL** students who said had received **sometimes and often** punishments are very few (**5,56%**). Finally, the same percentage of students of the **non-CLIL** and the **CLIL** classroom (**5,56%**), said they received **always** punishments, who are very few though. The results of both classrooms are very similar. But the figure is slightly higher in the non-CLIL school for those students who never received more punishments for their bad progress.



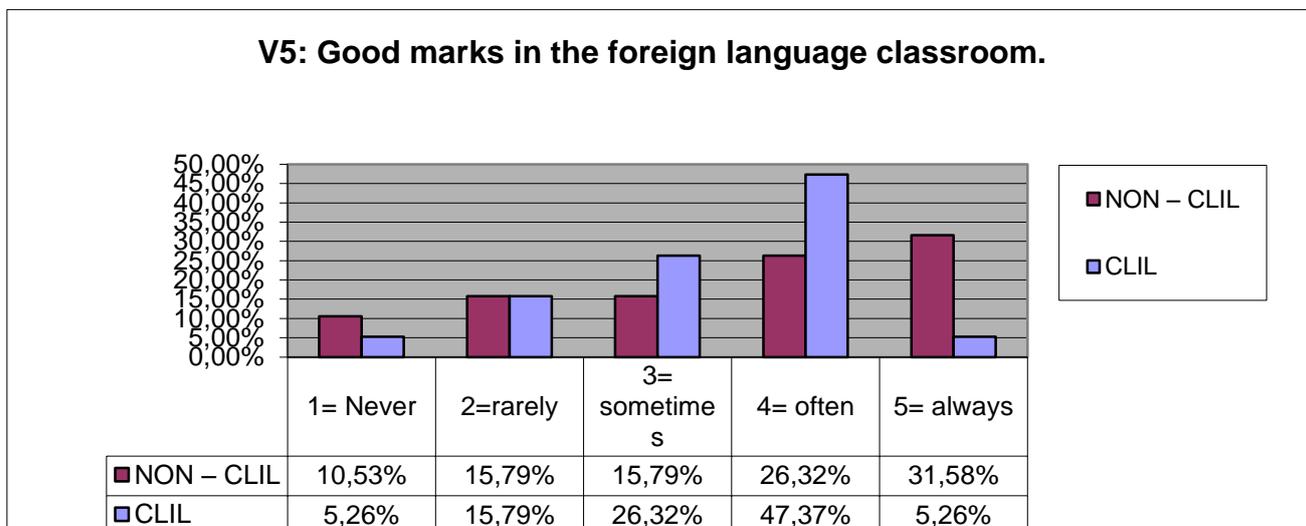
The variable 3 studies the level of difficulty of the homework and tasks for students of each classroom.

According to these graphics the results are distributed in the following way: There are more students in the **CLIL-classroom (30%)** than in the **non-CLIL classroom (18,75%)**, who said that their tasks and homework **never** are difficult. There are also more students in the **CLIL-classroom (20%)** than in the **non-CLIL classroom (12,50%)**, who claimed that their homework **rarely** are difficult. Moreover, the highest percentage of the **CLIL-classroom (45%)** and the **non-CLIL classroom (37,50%)** stated that their homework are **sometimes** difficult. However, the main difference is that there are very few students in the **CLIL class (5%)** who said that their homework is **often** difficult and nobody (**0%**) who said that their homework is **always** difficult; while in the **non CLIL class** there are more students who found difficult their homework, **often (12,50%)** and **always (18,75%)**.



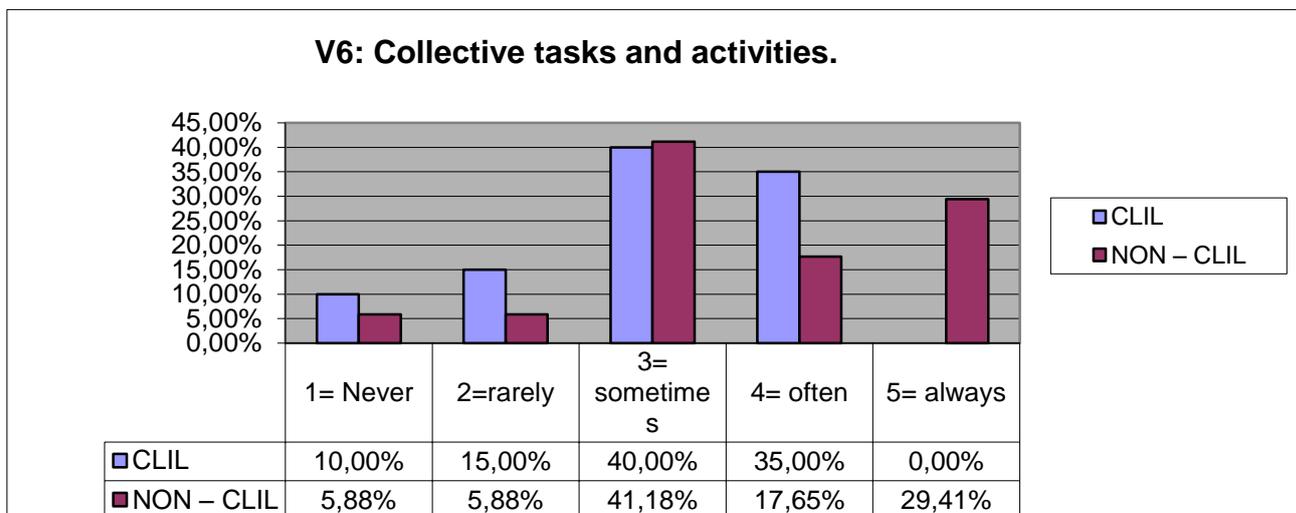
The variable 4 explores the frequency of entertaining tasks given by the teacher of the foreign language classroom.

The results of these graphics are distributed in the following way: there are more **non-CLIL** students (**15,79%**) than **CLIL** students (**10,53%**) who said that they **never** had entertaining tasks in the foreign language classroom. There are also more **non-CLIL** students (**21,05%**) than **CLIL** students (**10,53%**), who said that they **rarely** had entertaining tasks in the foreign language classroom. The highest percentage of students of the **CLIL** classroom have answered that **sometimes** (**42,11%**) and **often** (**36,84%**) had entertaining tasks and activities. There is a minor number of students of the **non-CLIL** classroom who have answered that **sometimes** (**36,84%**) and **often** (**10,53%**) had entertaining tasks and activities. It is also showed that some **non-CLIL students** (**15,79%**) thought that their tasks are **always** entertaining. But, the **most relevant** of this graphic is that the majority of students of both schools think that they **sometimes** do entertaining activities in the foreign language classroom.



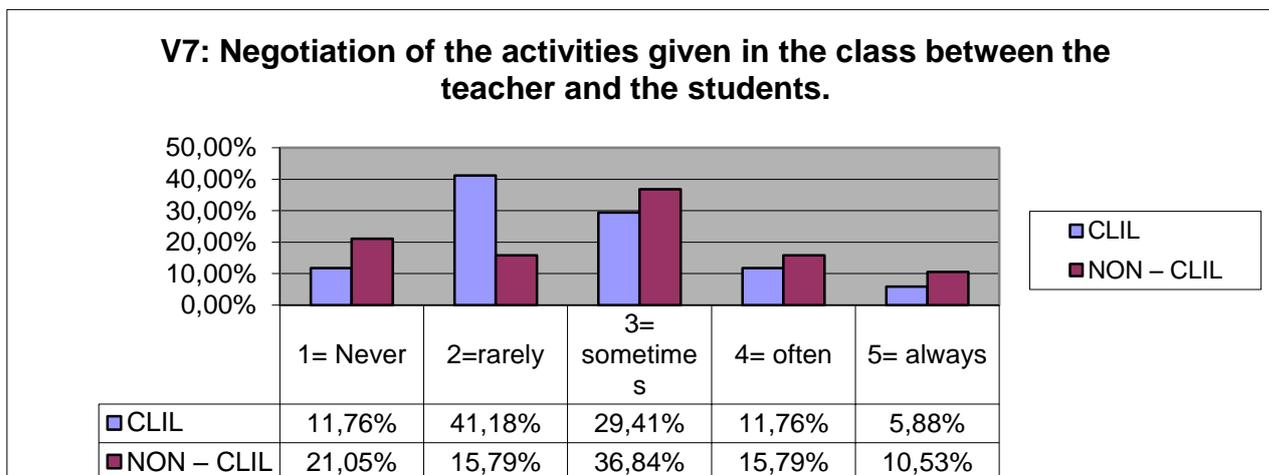
The variable 5 studies the frequency of the good marks of the CLIL students and the non-CLIL students.

The figures of this graphic show that there are more **CLIL students (10,53%)** than **non-CLIL students (5,26%)** who **never** obtained good marks, but they are still very few students in both cases. There are the same number of students in the **CLIL-classroom** and the **non-CLIL classroom (15,79%)**, who said that **rarely** obtained good marks. However there are more **CLIL students (26,32%)** that **sometimes** obtained good marks than **non-CLIL students (15,79%)**. The highest percentage of the **CLIL-students** claimed that **often** obtained good marks **(47,37%)**, while there are less **non-CLIL students** who claimed the same **(26,32%)**. However, the main difference is that there are more **non-CLIL students (31,58%)** than **CLIL students (5,26%)** who **always** obtained good marks. Nevertheless, bad marks are very few in both cases.



The variable 6 studies the frequency of collective-given tasks and activities of the CLIL-classroom and the non-CLIL classroom.

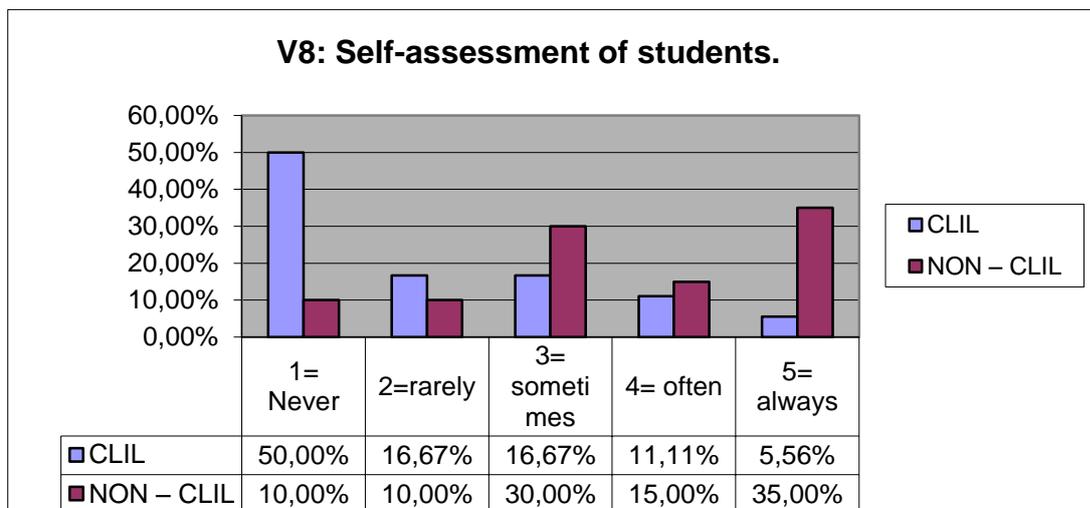
The results of this variable are the following: there are more **CLIL** students (**10,00%**) than **non-CLIL** students (**5,88%**) who said that **never** did collective tasks and activities in the foreign language classroom. There are also more **CLIL** students (**15,00%**) than **non-CLIL** students (**5,88%**) who claimed that **rarely** did collective tasks and activities in the foreign language classroom. We can see that the highest percentage of **non-CLIL** students (**41,18%**) and **CLIL** students (**40,00%**) affirmed that they **sometimes** did collective tasks and activities. However, there are also many more **CLIL** students (**35,00%**) than **non-CLIL** students (**17,65%**), who said that they **often** did collective tasks and activities. But, the main difference is there are some **non-CLIL** students (**29,41%**) and **CLIL** students (**0%**), who affirm they **always** did collective tasks and activities.



The variable 7 studies the frequency of the negotiation of the activities between the teacher and the students given in the foreign language classroom.

The results of this graphic are distributed as follows: There are more **non-CLIL** students (**21,05%**) than **CLIL** students (**11,76%**) that **never** negotiated the activities with the teacher. But, there are more **CLIL** students (**41,18%**) than **non-CLIL** students (**15,79%**), who **rarely** negotiated the activities with the teacher. There are more **non-CLIL** students (**36,84%**) than **CLIL** students (**29,41%**), who stated that **sometimes** negotiated the activities with the teacher. Besides, there are also more **non-CLIL** students (**15,79%**) than **CLIL** students (**11,76%**), who **often** negotiated the activities with the teacher. Finally, there are more **non-CLIL** students (**10,53%**) than **CLIL** students (**5,88%**), who said that **always** negotiated their class activities with the teacher.

The **main data** of this graphic is that the **highest percentage of CLIL students** (41,18%) **rarely** negotiated their activities with the teacher, while the **highest percentage of non-CLIL students** (36,84%) say that **sometimes** negotiated their activities with the teacher.

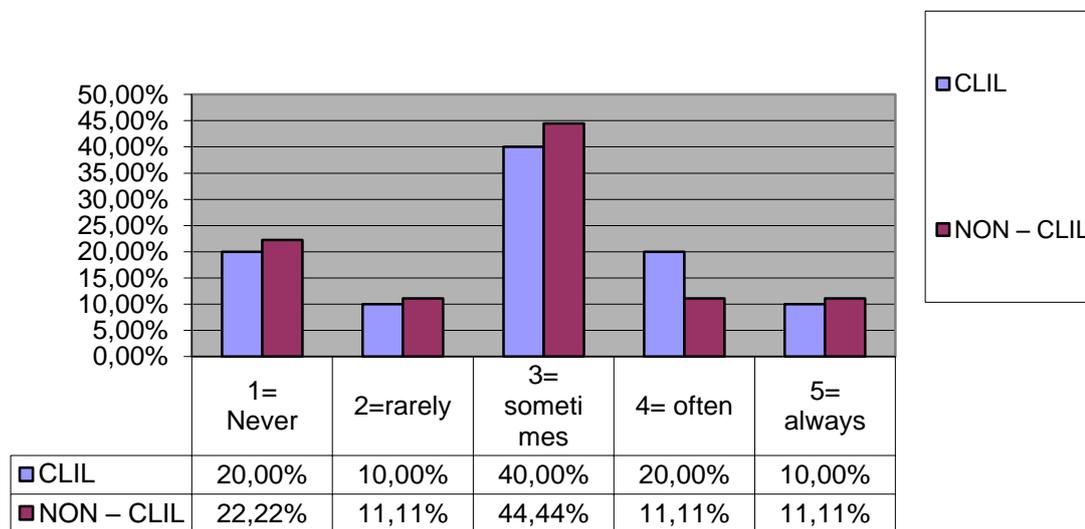


The variable 8 studies the frequency of the self-assessment of the CLIL students and the non-CLIL students.

The results of this variable are the following: there are a high number of **CLIL students (50%)** and a low number of **non-CLIL students (10%)**, who said that they **never** had practiced the self-assessment in their foreign language classroom. There are a similar number of **CLIL students (16,67%)** and **non-CLIL students (10%)**, who stated that they **rarely** practiced the self-assessment. In contrast, there are more **non-CLIL students (30%)** than **CLIL students (16,67%)**, who claimed that they **sometimes** did a self-assessment. Moreover, this graphic shows that there are more **non-CLIL students (15%)** than **CLIL students (11,11%)** who **often** practiced the self-assessment. And, there is also a high number of **non-CLIL students (35%)** and a low number of **non-CLIL students (5,56%)** that said that always practiced the self-assessment.

Therefore, the biggest difference on this graphic is that **the highest percentage of CLIL students (50%) never** practiced the self-assessment, while **the highest percentage of non-CLIL students (35%)** says that they **always** practiced the self-assessment.

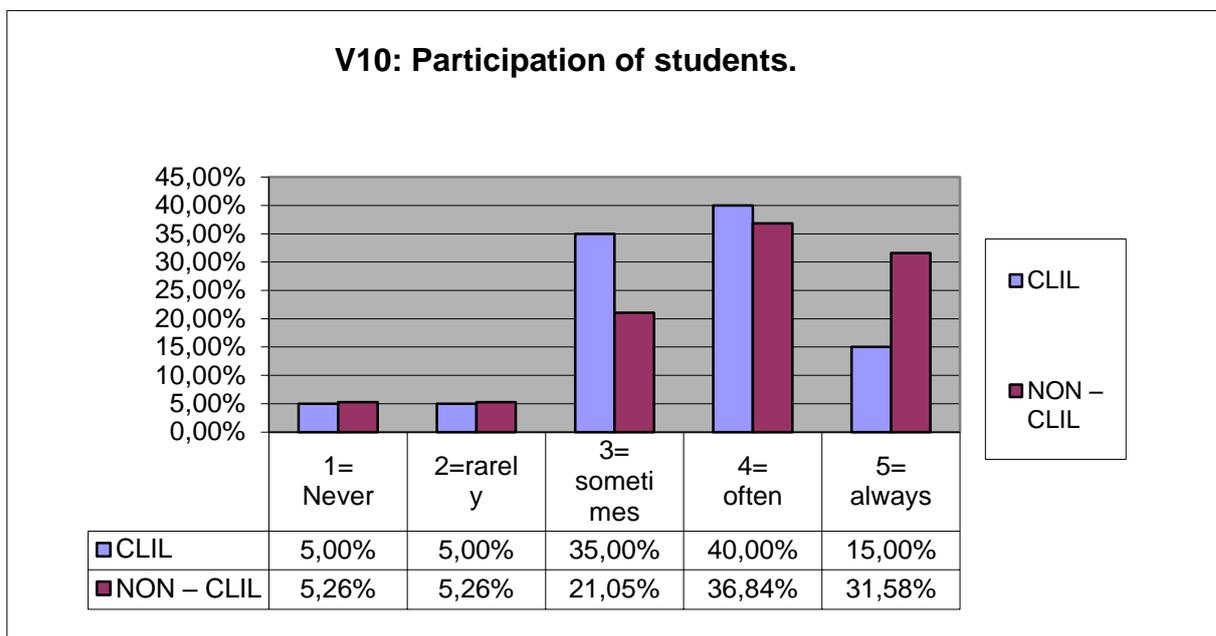
V9: Individual work of students in the foreign language classroom.



The variable 9 studies the frequency of the individual work for CLIL students and non-CLIL students in the foreign language classroom.

According to this graphic, the results are the following: there are a similar figure of **CLIL students (20%)** and **non-CLIL students (22,22%)**, that established that they **never** did individual work. There are also a few **CLIL students (10%)** and **non-CLIL students (11,11%)**, who said that they **rarely** did individual work. The highest percentage of **CLIL students (40%)** and the highest percentage of **non-CLIL students (44,44%)** said that they **sometimes** did individual work in classroom. We can see also low figures of **CLIL students (20%)** and lower figures of **non-CLIL students (11,11%)** that stated they often did individual work. Finally, a similar figure of **CLIL students (10%)** and **non-CLIL students (11,11%)** said that they **always** did individual work.

Then, the main data of this graphic is that **the highest percentage of CLIL students (40%)** and **non-CLIL students (44,44%)** did **sometimes** individual work, and that the figure of **non-CLIL students (44,44%)** is the highest.

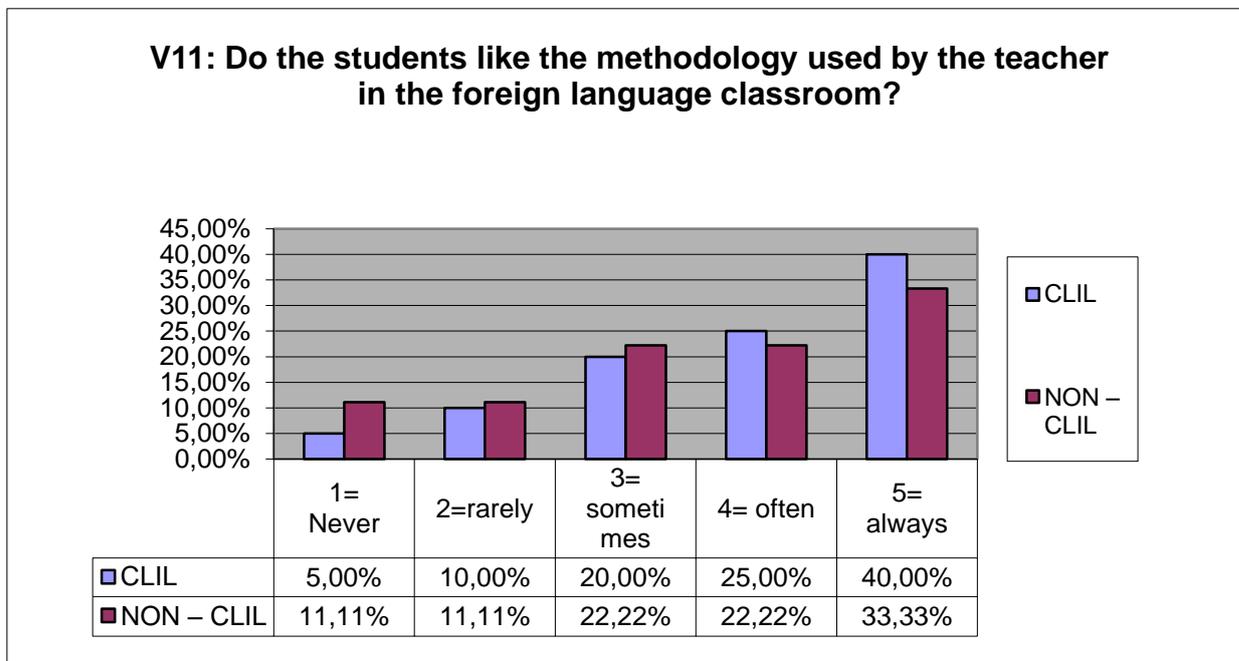


The variable 10 studies the frequency of the participation of the CLIL students and the non-CLIL students in the foreign language classroom.

The results of this graphic are interpreted in the following way: there is a similar figure of **CLIL students (5%)** and **non-CLIL students (5,26%)** that showed that they **never** participated in the foreign language classroom. There is also a same low figure of **CLIL students (5%)** and **non-CLIL students (5,26%)**, that said that they **rarely** participated in the foreign language classroom. Moreover, there are more **CLIL students (35%)** than **non-CLIL students (21,05%)** that thought that they **sometimes** participated in the foreign language classroom. Some more **CLIL students (40%)** than **non-CLIL students (36,84%)** claimed that they **often** participate in the foreign language classroom. Finally, there are more **non-CLIL students (31,58%)** than **CLIL students (15%)** that said that **always** participated in the foreign language classroom.

The main data of this graphic is that the **highest** percentage of CLIL students (40%) and **the highest percentage of non-CLIL students (36,84%)** **often** participated in the foreign language classroom. And the other is that a **high figure of CLIL students (35%)** say that **sometimes** participated, while a

high figure of non-CLIL students (31,58%) affirm that **always** participated in the foreign language classroom.

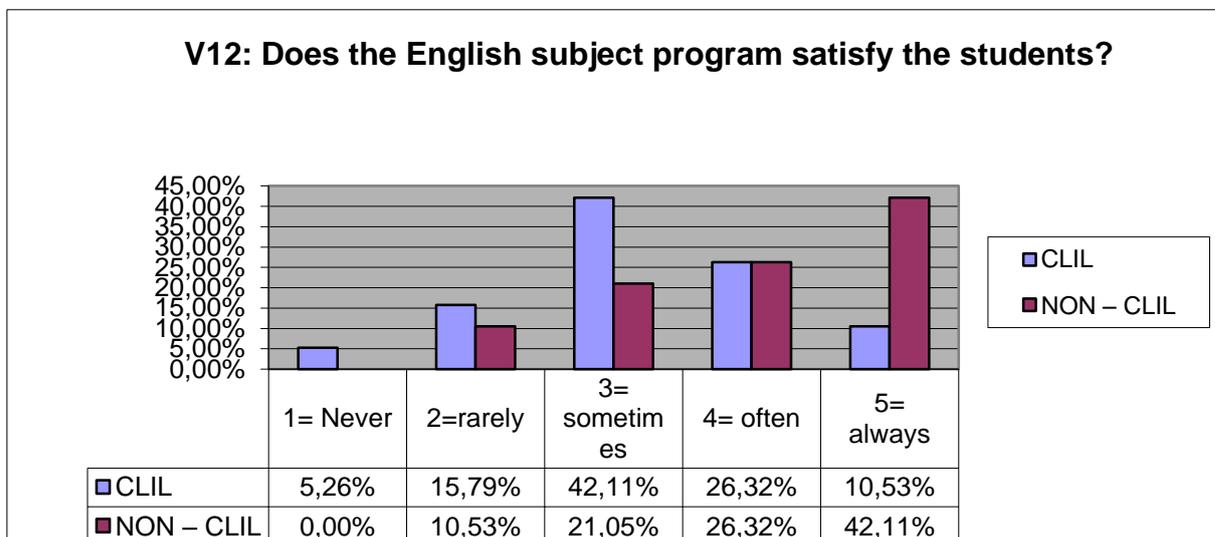


The variable 11 investigates the frequency of the use of an attractive methodology in the foreign language classroom.

The results of this graphic are described in this following way: the lowest figure of **CLIL students (5%)** and **non-CLIL students (11,11%)** never liked the methodology used by the foreign language teacher; though, the highest figure is of the **non-CLIL students (11,11%)**. What is more, there is a similar number of **CLIL students (10%)** and **non-CLIL students (11,11%)**, who **rarely** liked the methodology of the teacher. There is also a little difference of **non-CLIL students (22,22%)** and **CLIL students (20%)**, who **sometimes** liked the methodology. Besides, there are a few more **CLIL students (25%)** than **non-CLIL students (22,22%)** who **often** liked the methodology of the foreign language classroom. The highest figures of **CLIL students (40%)** and **non-CLIL students (33,33%)** say that they **always** liked the methodology; although, the highest figure is of the **CLIL students (40%)**.

Therefore, the major figures on this graphic are the **highest percentage of the CLIL students (40%)** and the **highest percentage of the**

non-CLIL students (33,33%) who **always** liked the methodology used by the foreign language teacher.

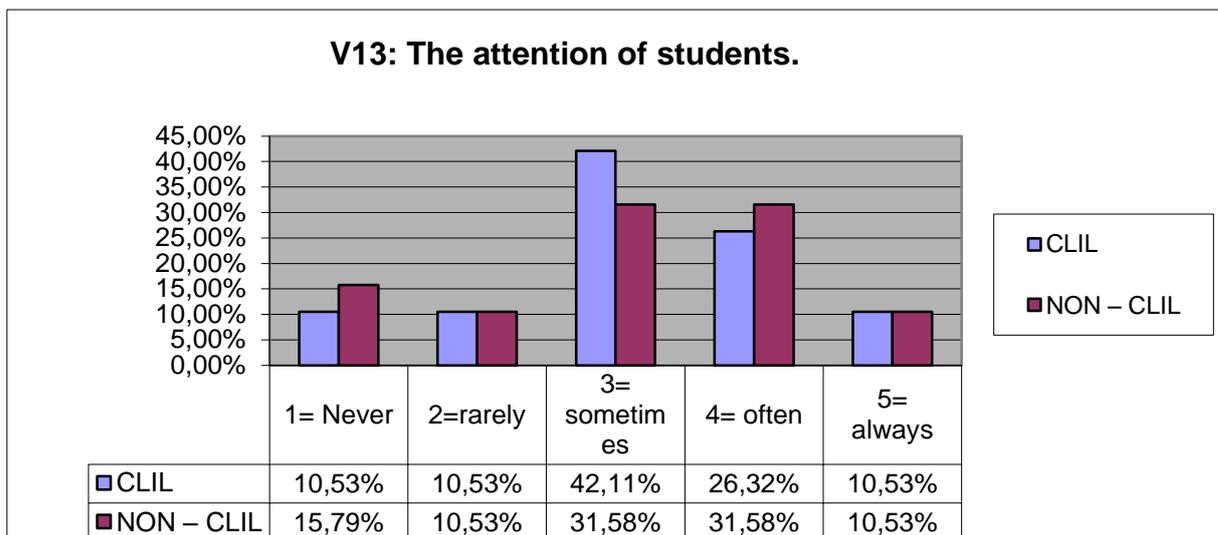


The variable 12 evaluates the satisfaction of students with the program of the English subject.

The results of this graphic are distributed in the following way: there is a very low figure of **CLIL students (5,26%)** that showed they **never** satisfied with the English subject program, while **nobody of non-CLIL students** felt unsatisfied with it. Moreover, there are more **CLIL students (15,79%)** than **non-CLIL students (10,53%)** that **rarely** were satisfied with the English subject program. However, there are more **CLIL students (42,11%)** than **non-CLIL students (21,05%)**, who **sometimes** felt satisfied with the English subject program, and the same figure of **CLIL and non-CLIL students (26,32%)** who **often** felt satisfied with it in the foreign language classroom. But, there is a big difference between **CLIL students (10,53%)** and **non-CLIL students (42,11%)**, who said that the English subject program **always** satisfied them.

The **first main data** on this graphic is that **nobody of non-CLIL students** felt unsatisfied with the English subject program. However, a **(42,11%) of those** say that they **always** felt happy and satisfied with it. The **second main data** is that the highest percentage of **CLIL students (42,11%)** felt **sometimes** satisfied and content with the English subject program. And,

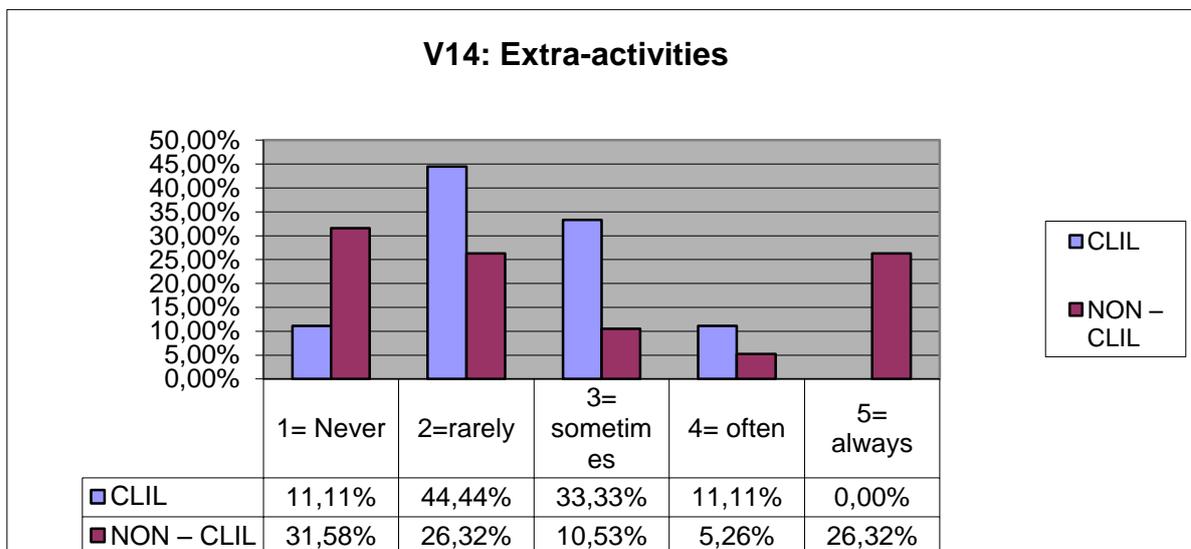
on the other side **there is a minority of them (5,26%),** who **never** felt satisfied with it.



The variable 13 shows the frequency of the attention of CLIL and non-CLIL students in the foreign language classroom.

There are similar results between the two classes that are described in the following way: There are some more **non-CLIL students (15,79%)** than **CLIL students (10,53%),** who said that **never** paid attention in the foreign language classroom. The same figure of **CLIL and non-CLIL students (10,53%)** rarely paid attention in the foreign language classroom, but there is a higher number of **CLIL students (42,11%)** than **non-CLIL students (31,58%)** who **sometimes** paid attention in the classroom. Besides, there are some more **non-CLIL students (31,58%)** than **CLIL students (26,32%),** who **often** paid attention in the foreign language classroom. Finally there is a same figure of **CLIL and non-CLIL students (10,53%),** who **always** paid attention in the foreign language classroom.

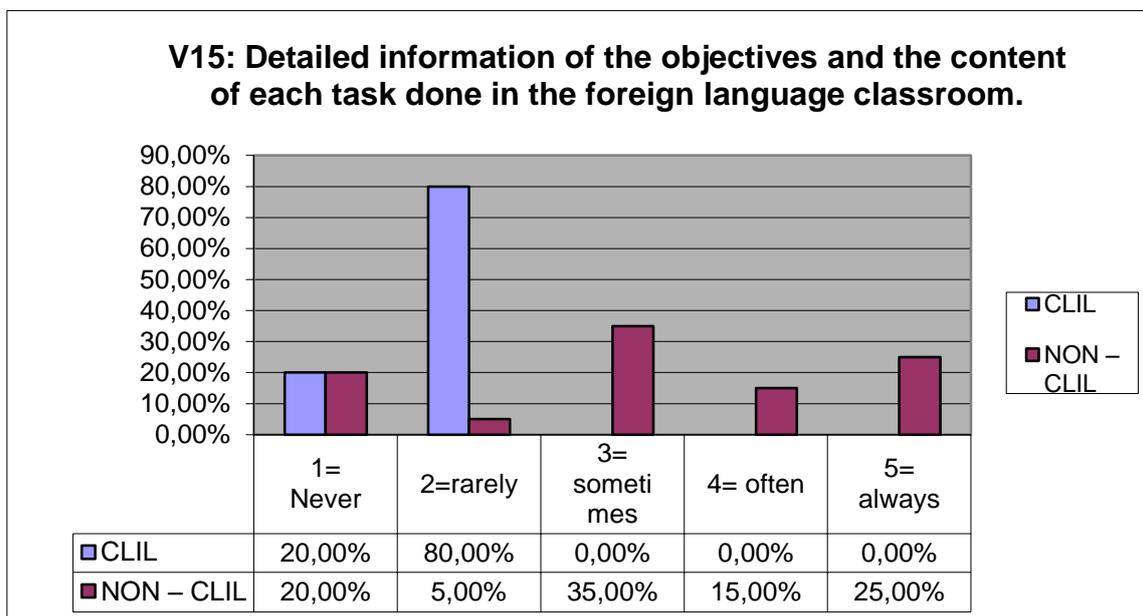
The main information of this graphic is that **the highest percentage of CLIL students (42,11%) and non-CLIL students (31,58%)** sometimes paid attention in the classroom. And, there is a few more **non-CLIL students (15,79%)** that **never** paid attention in the foreign language classroom.



The variable 14 shows the frequency of the extra-activities done by the CLIL students and non-CLIL students.

The results of this graphic and this variable table are the following: there are more **non-CLIL students (31,58%)** than **CLIL students (11,11%)**, who **never** did extra-activities. But, there are more **CLIL students (44,44%)** than **non-CLIL students (26,32%)**, who **rarely** did extra-activities. There are also many more **CLIL students (33,33%)** than **non-CLIL students (10,53%)**, who **sometimes** did extra-activities. Besides, some more **CLIL students (11,11%)** than **non-CLIL students (5,26%)** did **often** extra-activities. However, some **non-CLIL students** of this study (**26,32%**) said that **always** did extra homework or extra-activities, while **nobody of CLIL students** stated that always did it.

Therefore, the main information on this graphic is that there is a figure of students of the **non-CLIL classroom (26,32%)**, who always did extra-activities, while **none of the CLIL students** have said that. Though, **the highest percentage of the CLIL students (33,33%)** says that **sometimes** did extra-activities and **the highest percentage of non-CLIL students (31,58%)** claims that **never** did extra-activities.



The variable 15 explains the frequency in which CLIL and non-CLIL students are informed about the objectives and the content of each task of the subject.

The results of the graphic are interpreted in the following way:

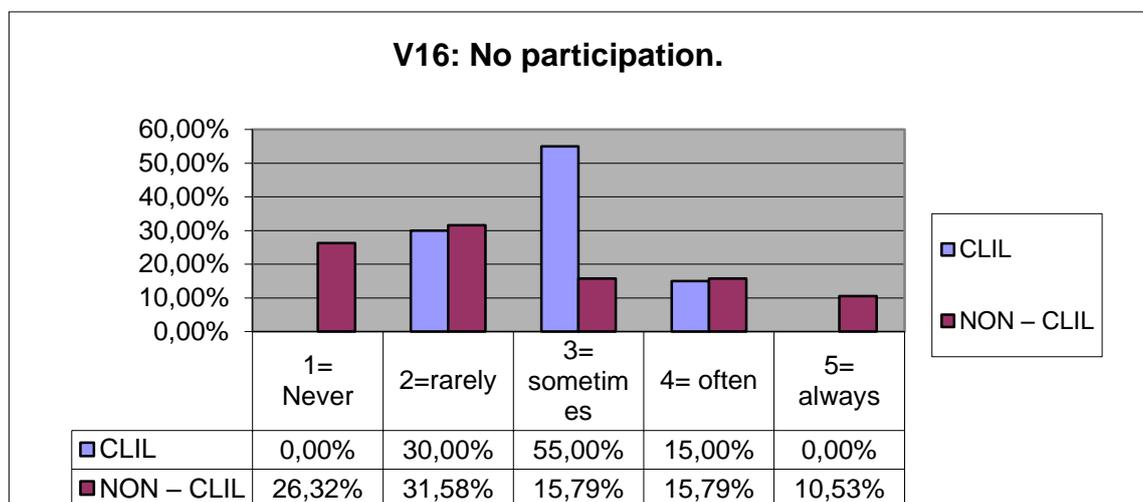
The same figure of **CLIL and non-CLIL students (20%)** shows that the objectives and content of each task **never** were informed. There are a very high number of **CLIL students (80%)** and a very low number of **non-CLIL students (5%)**, who said that the objectives and content of their tasks **rarely** were informed.

The rest of non-CLIL students are distributed in this way: **a 35% of non-CLIL students** confirmed that **sometimes** they were informed of the objectives and contents, **a 15% of non-CLIL students** said that they **often** were informed, while **a 25% of students** considered that they **always** were informed.

It seems to be important to say that there could be a misunderstanding by the students on this question in the non-CLIL classroom. Because 20% of these students considered that they never were informed of the objectives and

content of each task, while a 25% of this foreign language classroom says that were informed.

The highest percentage of non-CLIL students (35%) says that **sometimes** were informed of the content and objectives of each task, while the highest percentage of CLIL students (80%) says that they were **rarely** informed of it.

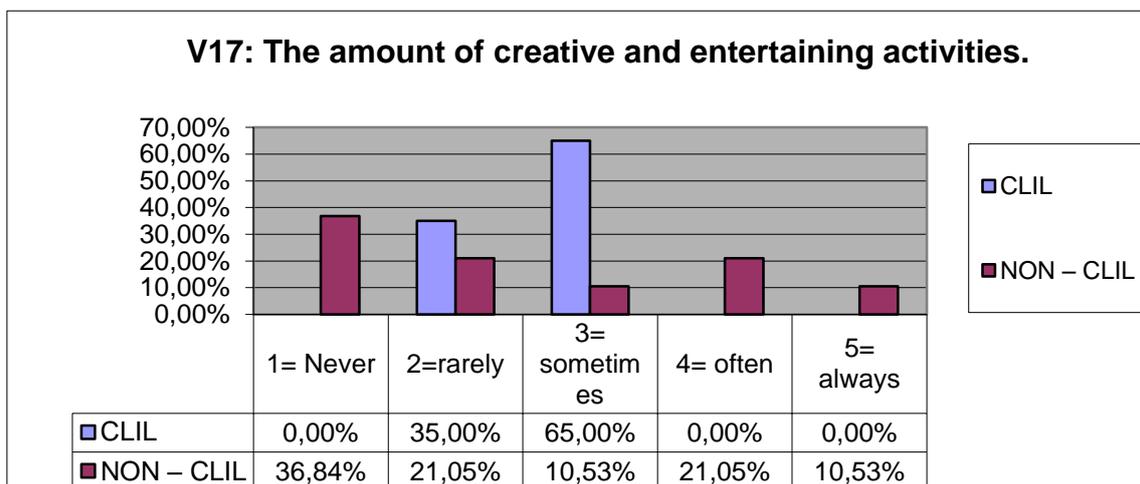


The variable 16 studies the frequency of participation of CLIL and non-CLIL students in the foreign language classroom.

According to this graphic, the interpretation of the results is the following: there are no **CLIL student** who said that **never** participated in the foreign language classroom, while there are some **non-CLIL students (26,32%)**, who claimed that **never** participated in it. There are a similar figure of **CLIL students (30%)** and **non-CLIL students (31,58%)**, who **rarely** participated in the foreign language classroom. But, there are many more **CLIL students (55%)** than **non-CLIL students (15,79%)**, who **sometimes** participated in the class. Moreover, there is a similar figure of **CLIL students (15%)** and **non-CLIL students (15,79%)** who confirmed that **often** participated in the classroom. Finally, there are some **non-CLIL students (10,53%)** and none of the **CLIL students** who said that they **always**

participated in the foreign language classroom.

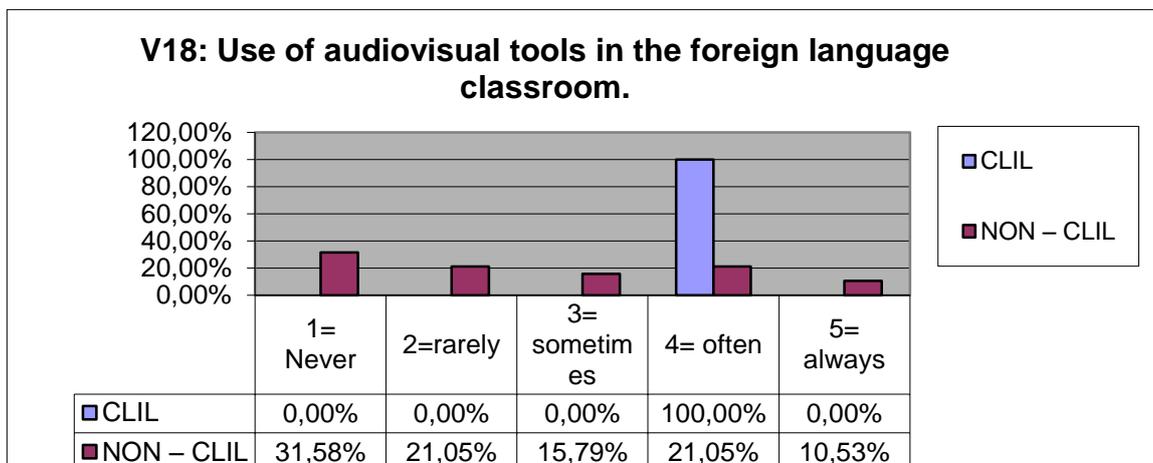
The highest percentage of students of the non-CLIL classroom (31,58%) rarely participated, while the highest percentage of students of the CLIL classroom (55%) sometimes participated in it.



The variable 17 shows the frequency of the creative and entertaining activities given by the teachers of these foreign language classrooms.

According to this graphic, the results are the following: there are some non-CLIL students (36,84%) and none of the CLIL student who said that never had creative and entertaining activities in the foreign language classroom. There are some more CLIL students (35%) than non-CLIL students (21,05%), who thought that rarely had creative and entertaining activities in the class. There is a big difference on the percentages between CLIL students (65%) and non-CLIL students (10,53%), who claimed that they sometimes had creative and entertaining activities in the foreign language classroom. Finally, non-CLIL students are the one who consider that they often (21,05%) and always (10,53%) had creative and entertaining activities.

Then, the main differences between CLIL and non-CLIL students on this variable are: the highest percentage of CLIL students (65%) sometimes did creative and entertaining activities, while the highest percentage of non-CLIL students (36,84%) confirms that they never did creative and entertaining activities in the foreign language classroom.



The variable 18 studies the use of the audiovisual tools in these foreign language classrooms.

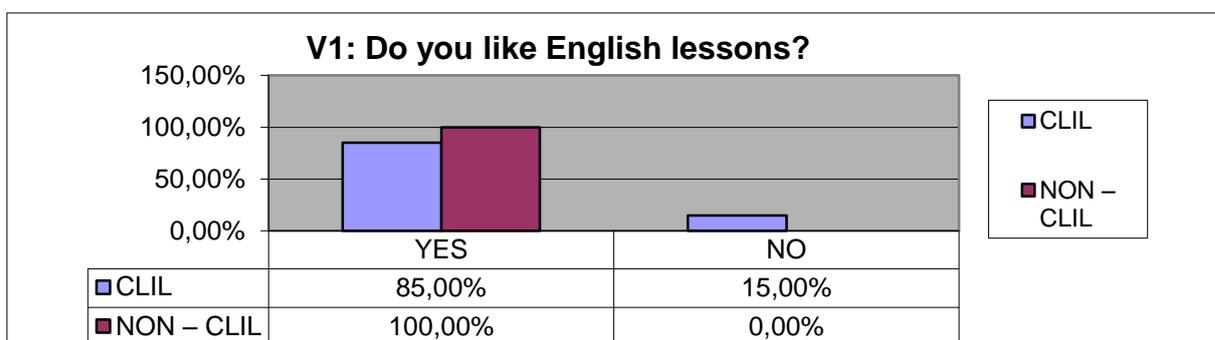
All the total of **CLIL students (100%)** said that they **often** used audiovisual tools in the foreign language classroom. However, there is a variety of opinion **within non-CLIL students**.

The highest figure of **non-CLIL students (31,58%)** said that they **never** used audiovisual tools in the foreign language classroom, and, there is a same percentage of **21, 05% non-CLIL students** who claimed on one hand that they **rarely** used audiovisual tools, while on the other hand that **often** used audiovisual tools. These answers seem to be contradictory, so we could suppose that they did not understand the questions. However, the figure of **non-CLIL students** who have answered that they **always** used audiovisual tools is the **lowest (10,53%)**.

Then, we can conclude that there is a high difference between the CLIL and the non-CLIL classroom. The students of the **CLIL classroom often** use audiovisual tools (**100%**), while **the highest percentage of students of the non-CLIL classroom (31,58%)** answered that they **never** used audiovisual tools in the foreign language classroom.

Next, I will describe the **results of the Questionnaire number 2**. This is closely related to the objective n°2, which is the comparison of the students' interest in CLIL.

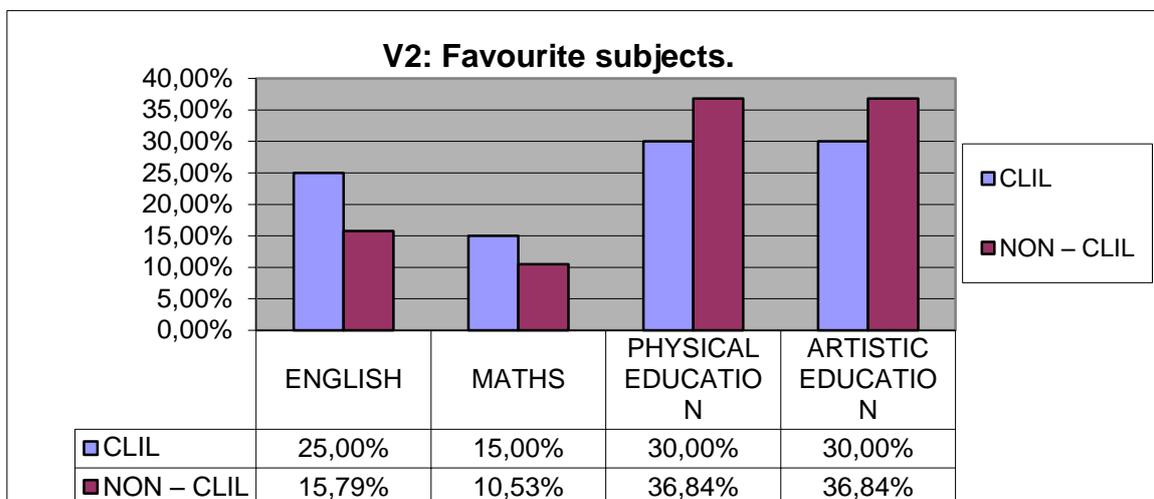
This second questionnaire consists of a series of **10 variables**. One of these variables is specific for CLIL students. These variables have been also defined and analyzed in a similar way of the questionnaire n°1.



The variable 1 of this second questionnaire serves to know the interest in the English subject of students of these both foreign language classrooms.

The total of **CLIL students (100%)** stated that they liked English lessons given in the class, while there were **an 85% of non-CLIL students** who answered that they also liked their English lessons. The rest of **non-CLIL students (15%)** answered that they did not like that.

Despite the fact that students of both classrooms are interested in English lessons, the number of **CLIL students (100%) is higher than non-CLIL students (85%)**.

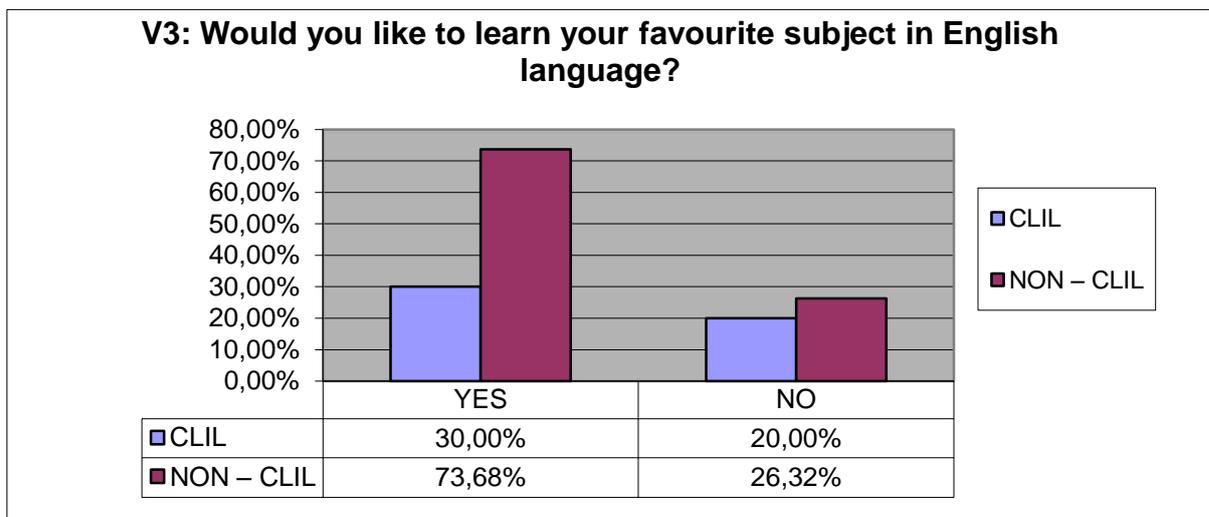


The variable 2 describes the favourite subjects of CLIL and non-CLIL students.

The favourite subjects of the **CLIL students** were **Physical Education (30%)** and **Artistic Education (30%)**. The only one taught in English language is Artistic Education.

The favourite subjects of **non-CLIL students** were also **Physical Education (36,84%)** and **Artistic Education (36,84%)**, but no one of these subjects were taught in English language.

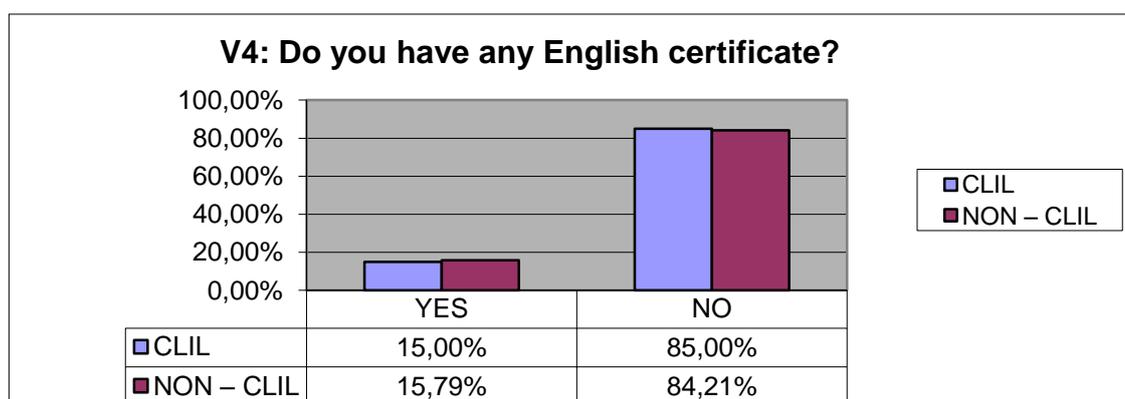
Finally, we can see that the interest in the **English** subject of **CLIL students (25%)** is higher than the interest in it of the **non-CLIL students (15,79%)**.



The variable 3 studies the interest in learning the favourite subject of students of both classes in English.

The highest percentage of **CLIL students** whose favourite subject is not taught in English (**30%**) said that they **would like** learn it in English, while **20%** of them **would not like** it.

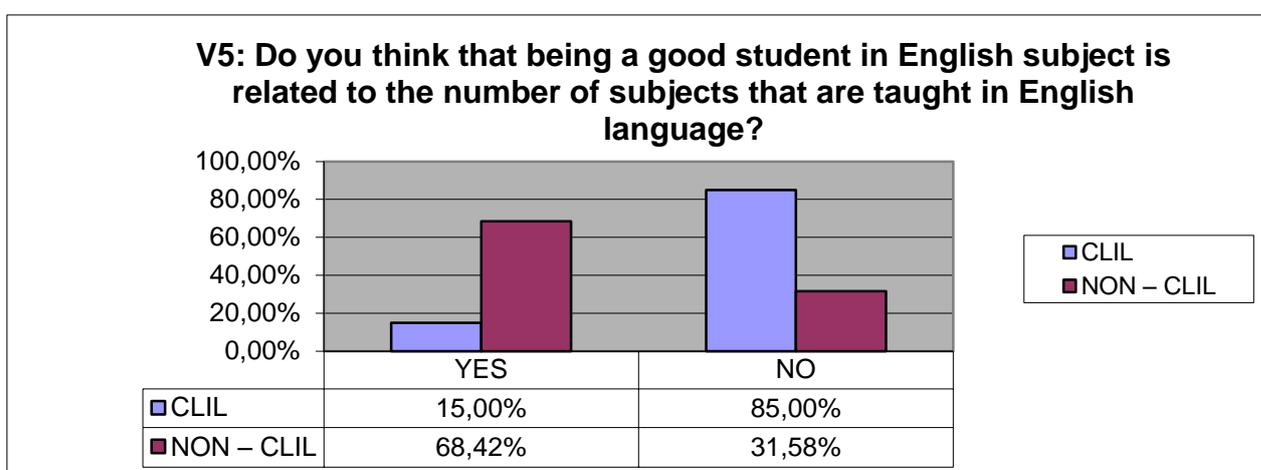
In addition, the highest percentage of **non-CLIL students** who **would like** to learn their favourite subjects in English is (**73,68%**), while 26,32% **non-CLIL students** would not like it.



The variable 4 serves to know if CLIL and non-CLIL students held any English certificate.

According to this graphic the results are the following: the majority of **CLIL students (85%)** and **non-CLIL students (84,21%)** did not hold any English certificate, while a minority of **CLIL students (15%)** and **non-CLIL students (15,79%)** held an English certificate.

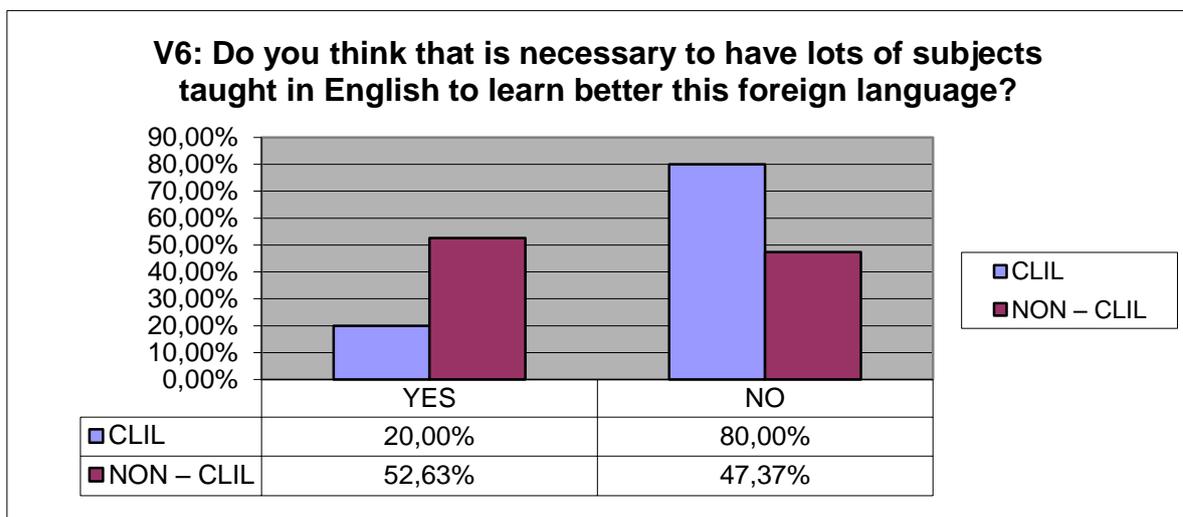
There is a little bit higher percentage of non-CLIL students who held an English certificate (0,79%).



The variable 5 studies the relation of a good progress in the English subject with the number of subjects taught in the English foreign language.

The results of this graphic are interpreted by the following way: Most **CLIL students (85%)** said that being a good student in the English subject **is not related** to the number of subjects that could learn in the English language. While, a minority of **CLIL students (15%)** claimed that being a good student in the English subject, **is related** to the number of subjects learned in English. On the other way, most **non-CLIL students (68,42%)** considered that being a good student in English is closely **linked to** the number of subjects learned in this foreign language; while **a minority of them (31,58%)** did **not** consider this connection.

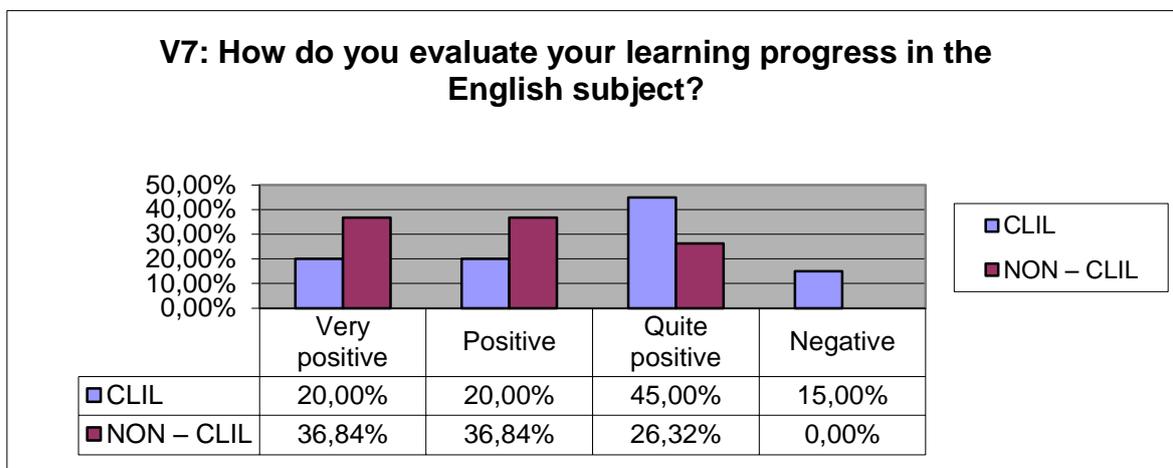
The main difference is that **most CLIL students (85%) do not consider** this relation important, while most **non-CLIL students (68,42%) consider** this relevant.



The variable 6 shows the different opinions of CLIL and non-CLIL students of learning subjects in English to acquire more competences in this foreign language.

The results of this graphic are the following: there is a majority of **CLIL students (80%)** who thought that learning more subjects in English is **not necessary** to be a better English learner; while **20% of CLIL students** thought **the opposite**. In contrast, there is a majority of **non-CLIL students (52,63%)**, who considered that **is necessary** to study more subjects in English to be a better English foreign language learner, and **a lower percentage of 47,37% of non-CLIL students** considered that that is **not necessary**.

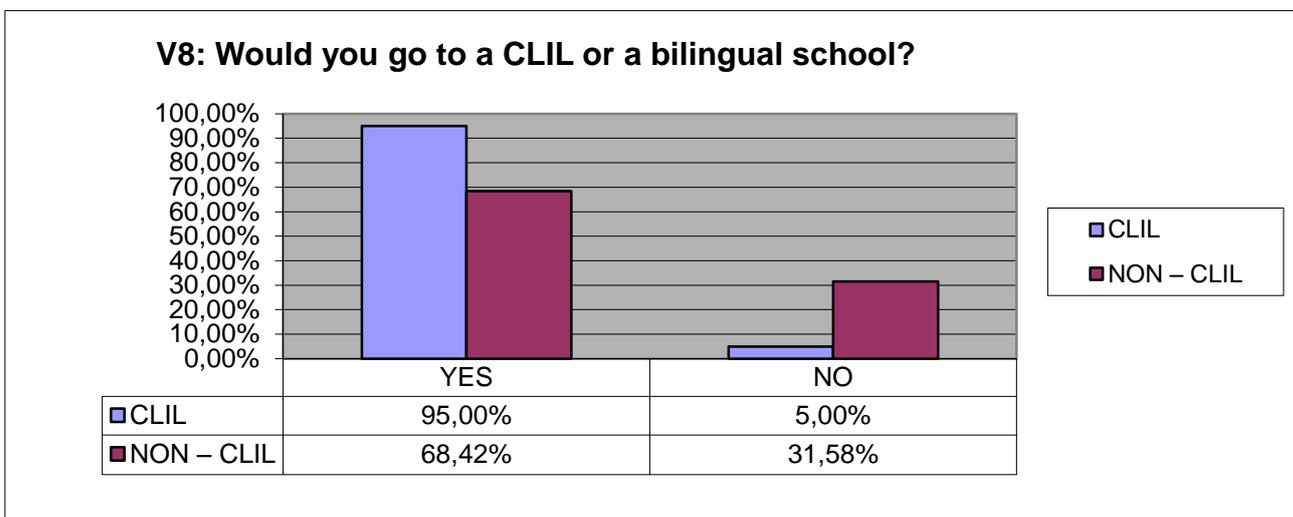
Therefore, the big difference is that **the highest percentage of non-CLIL students (52,63%)** say that the number of subjects learned in English language could be **necessary** to become a better English language learner, while **the majority of CLIL students (80%)** say that is **not necessary**.



The variable 7 studies how the students consider their learning in the English subject.

The analysis of the results shown in this graphic is the following: there are more **non-CLIL students (36,84%)** than **CLIL students (20%)**, who considered that their learning progress in the English subject was very positive. And, there are also more **non-CLIL students (36,84%)** than **CLIL students (20%)**, who considered that their progress was **positive**. However, there are more **CLIL students (45%)** than **non-CLIL students (26,32%)**, who stated that their progress in English was **quite positive**. But, there are only a **15% of CLIL students** and **nobody of non-CLIL students**, who thought that their progress was **negative**.

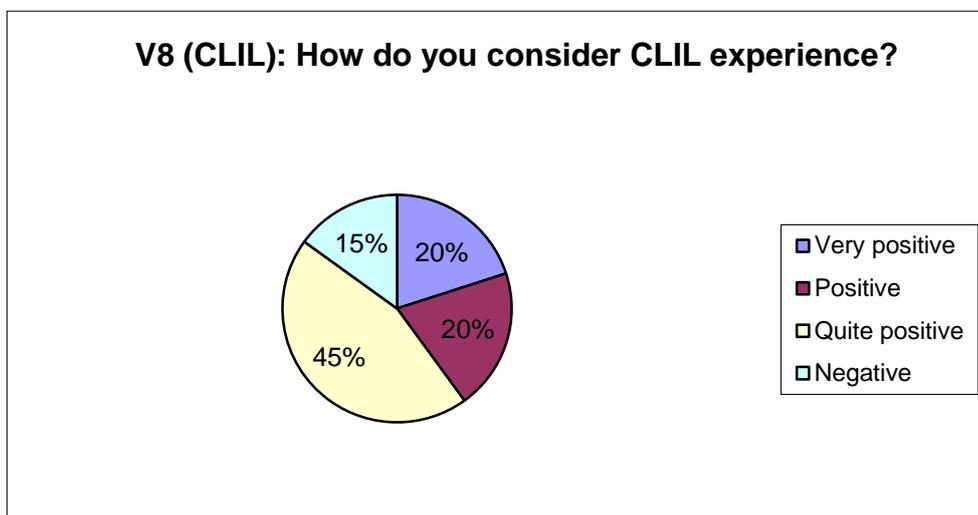
The **highest percentage of CLIL students (45%)** says that their progress in the English subject was **quite positive**, while the **highest percentage of non-CLIL students (36,84%)** say that their progress is **positive**.



The variable 8 shows the interest in CLIL schools of students of the different classes.

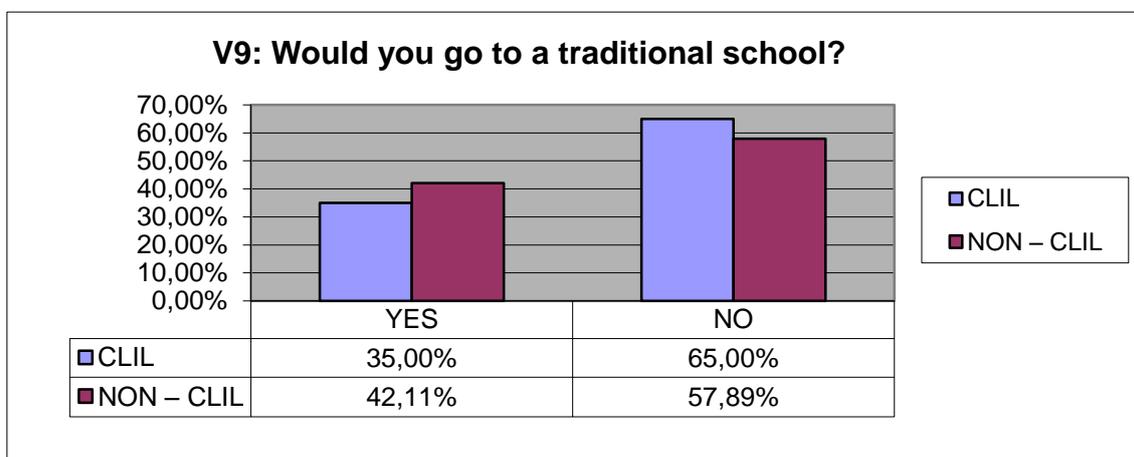
According to this graphic, a higher number of **CLIL students (95%)** than **non-CLIL students (68,42%)** would **go** to a CLIL or a bilingual school. Moreover, there are more **non-CLIL students (31,58%)** than **CLIL students (5%)**, who **would not go** to a CLIL or a bilingual school.

The main data is that **a majority of CLIL students (95%)** and **non-CLIL students (68,42%)** would **go** to a CLIL or a bilingual school.



This variable is a specific question that has been only answered by CLIL students.

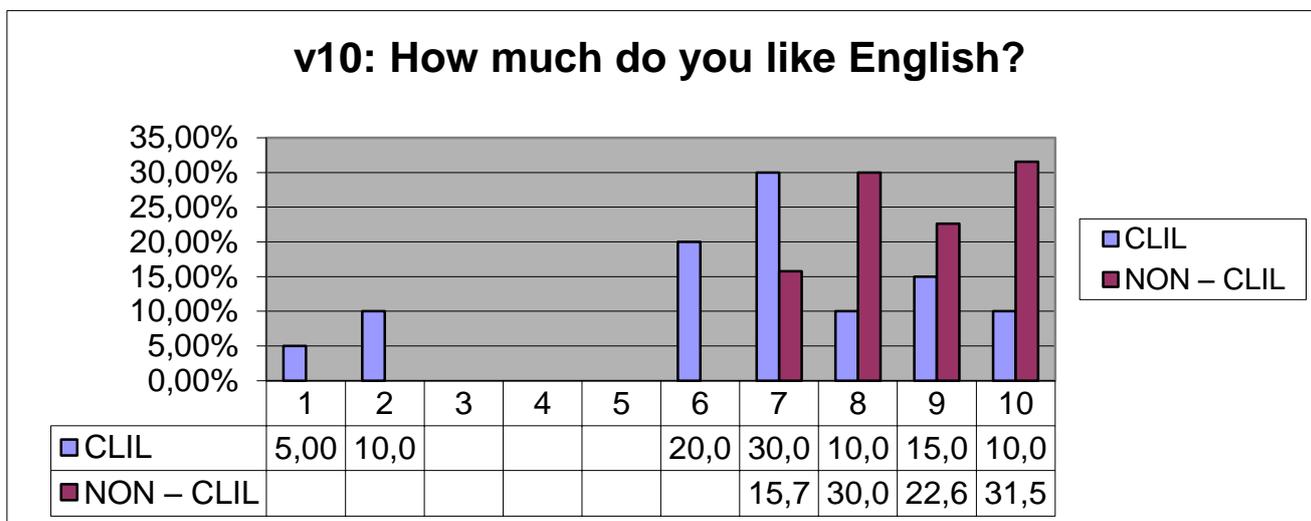
The results of this variable are the following: the highest percentage of **CLIL students (45%)** consider the CLIL experience **quite positive**. There is an equal figure of **CLIL students (20%)**, who consider both **very positive** and **positive** CLIL experience. Finally, a minority of **CLIL students (15%)** consider it **negative**.



The variable 9 of my investigation shows the interest in traditional English teaching of students of the different schools.

Then, there are more **CLIL students (65%)** than **non-CLIL students (57,89%)** who **would not go** to a traditional school; while there are more **non-CLIL students (42,11%)** than **CLIL students (35%)**, who **would go** to a traditional school.

The main information of this graphic is that the **majority of CLIL (65%)** and **non-CLIL (57,89%) would not go** to a traditional school.



The variable 10 shows the interest in English of CLIL and non-CLIL students of my investigation.

There are **15% of CLIL students** who did **not like** English; while **none of the non-CLIL students hate** English. The majority of **CLIL students (50%)** liked English, while **35% of them loved** it. However **15,7% of non-CLIL students liked** English, while **84,1% of them loved** it.

6. CONCLUSIONS

After having analyzed the graphics of each variable of these questionnaires; in this next step my purpose is to give an interpretation of the variables and a conclusion for each one in order to meet the objectives.

6.1. Specific conclusions for the objective nº1

The objective nº1 of my quantitative research is to determine the grade of several extrinsic factors in the foreign language classroom.

My conclusions for this objective are the following:

- Variable 1:

There are more CLIL students, who seem to receive congratulations and rewards for their good progress in the English subject. While, there are more non-CLIL students, who say that never receive any congratulation or reward for that.
- Variable 2:

There seem to be more students who never receive any punishment for their bad progress in the non-CLIL school.
- Variable 3:

The students of this CLIL classroom do not seem to find their English homework very difficult; while, there are some non-CLIL students who find difficult their English homework and also their exercises.
- Variable 4:

Most students of the CLIL classroom and the non-CLIL classroom sometimes find entertaining their tasks.
- Variable 5:

Despite the fact that the majority of students of both classes receive good marks for their progress, there are more non-CLIL students who always receive good marks than CLIL students.
- Variable 6:

The students of these different schools seem to do usually some collective activities in the foreign language classroom.
- Variable 7:

There is a difference in this variable. The majority of CLIL students rarely negotiate which activities they want to do in the foreign language classroom. However, the majority of non-CLIL students say that they tend to discuss with their teacher the activities they want to do.
- Variable 8:

There is an important difference in this variable, which is: Most CLIL students who might know the self-assessment, do not practice it; while, most

non-CLIL students, of this determined foreign language classroom, know that and practice it.

- Variable 9:

The majority of students of these different schools claim that they sometimes do individual work in the foreign language classroom.

- Variable 10:

Students of both schools seem to be quite interested in English. Due to it, there is an important number of them, who claim that they often participate in the foreign language classroom.

- Variable 11:

The majority of CLIL and non-CLIL students always like the methodology used by the teacher in the foreign language classroom. Though, there are some more CLIL students who claim that.

- Variable 12:

There are some more non-CLIL students, who always feel happy and satisfied with the English subject program. Though, the majority of students of both classes seem to be satisfied with it.

- Variable 13:

It seems to be that the majority of students of both schools analyzed in my investigation appear to pay attention normally in their foreign language classroom.

- Variable 14:

Most CLIL students sometimes do extra-activities; while most non-CLIL students say that they never do this kind of homework.

- Variable 15:

Most students of the non-CLIL classroom say that sometimes are informed about the content and objectives of the task they do in the foreign language classroom. However, the majority of students of the CLIL classroom claim that they are rarely informed about that.

- Variable 16:

There are more CLIL students than non-CLIL students in my investigation, who like to participate in the foreign language classroom.

- Variable 17:

The activities of the students of this CLIL classroom seem to be more creative and entertaining than the activities given by the teacher of the non-CLIL classroom.

- Variable 18:

The students of this CLIL classroom seem to use more audiovisual tools than the students of the non-CLIL classroom.

6.2. General conclusion for the objective nº1

CLIL seems to be a quite recent program in our country. Then, the results of the students of these two different schools are rather similar.

Nevertheless, the motivation of CLIL students seems to be more influenced by the extrinsic factors than the motivation of non-CLIL students due to the following reasons:

- CLIL students said that they receive more congratulations and punishments for their progress. So, this aspect could motivate more to them.
- Another important aspect is that CLIL students also found easier the activities and homework than non-CLIL students. Moreover, they tend to do extra-activities for being better in English.
- There is also a higher level of participation of the CLIL classroom in the English subject than in the non-CLIL classroom. This could be due to they might want to acquire more competences in the English language than non-CLIL students.
- In addition, the level of the use of audiovisual tools seems to be major in the CLIL classroom. Then, they might tend to like more their activities than non-CLIL students, who seem to follow traditional methods.

6.3. Specific conclusions for the objective nº2

The objective nº2 of my quantitative research is: to analyze the students' interest in CLIL.

My specific conclusions for this objective are explained in the subsequent way:

- Variable 1:

Despite the fact that there are many non-CLIL students in this investigation who like English lessons, all CLIL students claim to like it.
- Variable 2:

The important aspect is that there are more CLIL students whose favourite subject is English.
- Variable 3:

The majority of non-CLIL students would like to learn their favourite subject in English. Then, we can notice a high interest in CLIL of students of both kind of classes.
- Variable 4:

The majority of students of this age do not have any English certificate, as it is shown in these two samples.
- Variable 5 and variable 6:

The majority of CLIL students say that is not important and neither necessary to have lots of subjects in English for being a good English language learner. They might think that a person could be good in English learning by himself or herself. While, the majority of non-CLIL students say that it is important and necessary too to have lots of subject taught in English for being competent communicating in this language.

Then, there is an interest of non-CLIL students towards CLIL.
- Variable 7:

There are more CLIL students who say that they have a positive progress in English subject, though the majority of students of both schools confirm the same.
- Variable 8:

The majority of students of the CLIL and the non-CLIL schools claim that they would stay in a CLIL or a bilingual school.

- Variable 8 (CLIL):

This was a specific question for CLIL students and the majority of them answered that CLIL experience has been very positive for them.

- Variable 9:

The majority of students of the non-CLIL classroom and the CLIL classroom think that they would not go to a traditional school.

- Variable 10:

The interest in English subject is rather similar between the students of both schools. Most of them clearly have shown to have a good interest.

6.4 General conclusion for the objective nº2

My conclusion is that CLIL and non-CLIL students seem to be rather interested in CLIL. This has been deeply demonstrated due to the following reasons:

- Despite the fact that most students of my investigation like English lessons, there are more CLIL students who seem to like it. Besides, there are more CLIL students whose favourite subject is English.
- The majority of students have claimed that they would go to a CLIL or a bilingual school. And, what is more, non-CLIL students have said that they would like to learn their favourite subjects in English.
- In addition, most CLIL students consider their CLIL experience very positive for them.

7. DISCUSSION

My initial hypothesis of my research was that CLIL is not only the essential key to encourage motivation to students of foreign language classroom.

It is clear that although the results of the CLIL students and the non-CLIL students of my research are rather similar, CLIL appears to have a positive influence in CLIL students because they obtained better results.

Therefore, we can state that CLIL appears to be an effective program because it seems to stimulate the motivation and the interest of students of the English as a foreign language.

In my opinion, there is not still absolute relevance of one of these methods because CLIL is a very new program that currently is only establishing in some schools.

Moreover, the teachers who are adapting to CLIL are traditional teachers, who always have tried to teach in their better way. So, independently of the kind of school (CLIL or non-CLIL) I think it is important the role of the foreign language teacher.

A good teacher is a good reference for their students. He teaches knowledge and also values and attitudes such as learning, memorizing, collaboration, reflection, consideration of others...etc. And, he is the responsible of the discipline and behaviour of their students; that is he also teaches to respect the classmates.

I believe, it is also necessary for the motivation of the teachers the innovation of their methodology in order to wake up the interest of their students. Then, a good theme for next investigation could be the comparison of the motivation and the interest of the teachers of a CLIL school and a non-CLIL school.

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9. APPENDIX

9.1. Questionnaire used to analyze the influence on motivation of extrinsic motivational factors

FRECUENCIA DE LOS FACTORES MOTIVADORES EXTERNOS EN EL AULA

Colegio: Idioma:

Curso: Edad: Sexo: M F..... Fecha:

Indica con qué frecuencia ocurre lo siguiente. Usa:

5 = siempre 4 = con frecuencia 3 = a veces 2 = poco 1 = nunca

(.....) 1. Me animan, me **felicitan** por mis actuaciones de clase y me dan premios.

(.....) 2. Me regañan, **me reprochan** y me castigan.

(.....) 3. Las tareas de la clase de idioma son **fáciles y el profesor las adapta** a mis posibilidades.

(.....) 4. Me ponen tareas que suponen para mí un desafío intelectual.

(.....) 5. Consigo **buenos resultados** y buenas notas, y mis expectativas de éxito se cumplen.

(.....) 6. Realizo actividades por parejas o en **equipo**.

(.....) 7. Participo en la negociación de **las decisiones curriculares**, es decir el/la profesor/a da la opción de elegir lo que estudiamos en clase y acordamos entre profesor y alumnos el tipo de ejercicios que deseamos realizar.

(.....) 8. Participo en la **autoevaluación** de mi trabajo y expreso mi opinión las sobre las calificaciones que me merezco.

(.....) 9. **Trabajo individualmente**

(.....) 10. Intervengo en clase y **participo**.

- (.....) 11. El/la profesor/a **da la clase en inglés/francés**.
- (.....) 12. La clase satisface mis **necesidades e intereses**, el/la profesor/a demuestra la relevancia y la importancia de lo que hacemos en clase.
- (.....) 13. Actúo ante un **auditorio** –ya sean mis compañeros o el profesor.
- (.....) 14. Realizo ejercicios que implican **competir y aventajar** a los demás.
- (.....) 15. Se me informa con detalle sobre los **objetivos y contenidos** que estudiamos en cada tarea.
- (.....) 16. **No participo** en clase, sino que escucho pasivamente lo que hace y dice el profesor y mis compañeros.
- (.....) 17. No me dan las cosas hechas sino que me ponen en situación de que yo las **descubra** y saque mis conclusiones personales.
- (.....) 18. El profesor usa **medios audiovisuales** y tecnológicos (láminas, fotos, grabaciones, etc).

Questionnaire extracted from (Madrid Fernández D. 1999: p.95)

9.2. Questionnaire used to compare the students' interest in CLIL.

CUESTIONARIO SOBRE CLIL

Colegio: Idioma:

Curso: Edad: Sexo: M F..... Fecha:

Rodea una de las respuestas:

1. La escuela es: Pública/Privada.
2. ¿Os gusta tener clases en inglés? Sí/No.
3. ¿Qué asignatura es vuestra favorita?

Historia

Matemáticas

Biología

Química

Tecnología

Informática

Geografía

Ed.Artística

Ed.Física

4. ¿Os gustaría dar vuestra asignatura favorita en inglés? Sí/No

Si ya la dais, ¿os gusta dar vuestra asignatura favorita en inglés? Sí/no

5. ¿Tienes algún título de inglés? Sí/No

¿Qué nivel? A2/A1/B1/B2/C1/C2

6. ¿Piensas que ser bueno en inglés está relacionado con el número de asignaturas que se dan en inglés? Sí/No

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7. ¿Piensas que para que a alguien le guste el inglés y aprenda bien necesita tener muchas asignaturas en inglés? Sí/No
8. Si das otras asignaturas en inglés, ¿te ha ayudado a mejorar tu capacidad de expresarte en lengua extranjera? Mucho/Bastante/Poco/Nada
9. ¿Cómo valoras el aprendizaje de la materia estudiada en inglés?
Muy positivo/Positivo/Bastante positivo/ Negativo
10. ¿Te irías a estudiar a un centro en que se impartan muchas asignaturas en inglés?
Sí/ No.
11. ¿Te irías a estudiar a un centro donde sólo se impartiera en inglés la asignatura de inglés? Sí/no
12. Del 1 al 10 ¿Cuánto te gusta el inglés?

Questionnaire adapted from ("Questionnaire_Web20_CLIL_student" Digital File)

9.4 Variables and table of frequency of Questionnaire n°2

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Questionnaire 2= Questionnaire about CLIL (Content and Language Integrated Learning)			
VARIABLES for the school JOSÉ SALAZAR			
V1: Do you like English lessons?			
V2: Favourite subjects.			
V3: Would you like to learn your favourite subject in English language?			
V4: Do you have any English certificate?			
V5: Do you think that being a good student in English subject is related to the number of subjects that are taught in English language?			
V6: Do you think that is necessary to have lots of subjects taught in English to learn better this foreign language?			
V7: How do you value the learning process of the English subject?			
V8: Would you go to a CLIL or a bilingual school?			
V9: Would you go to a traditional school?			
V10: From 1 to 10. How many do you like English?			
Results of 2º Questionnaire of the school José Salazar from El Ejido (Almería)			
BOYS= 11/GIRLS= 8 TOTAL: 19 students			
Answers questions	YES	NO	other types of questions
V1	19	0	
V2			English=3 Maths=2 Physical Education=7 Artistic Education=7
V3	14	5	
V4	3	16	
V5	13	6	
V6	10	9	
V7			Very positive=7 Positive=7 Quite positive=5 Negative= 0
V8	13	6	
V9	8	11	
V10			3 students=7 6 students=8 4 students=9 6 students=10
Results of 2º Questionnaire of the school Espíritu Santo Baena Córdoba			
VARIABLES PARA ESTE COLEGIO (CON CLIL: PROGRAMA BILINGÜE)			
V1: Do you like English lessons?			
V2: Favourite subjects.			
V3: Do you like to learn your favourite subject in English? If not, would you like that?			
V4: Do you have any English certificate?			
V5: Do you think that being a good student in English subject is related to the number of subjects that are taught in English language?			
V6: Do you think that is necessary to have lots of subjects taught in English to learn better this foreign language?			
V7: Have you notice a progress communicating in English foreign language since you receive English lessons in several subjects?			
V8: How do you value the learning process of the English subject?			
V9: Would you go to a traditional school?			
V10: From 1 to 10. How many do you like English?			
Results of the school Espíritu Santo. (Questionnaire about CLIL)			
Class: 6ºB BOYS: 9/ GIRLS: 11 TOTAL: 20 students			
Answers questions	yes	no	other types of questions
V1	17	3	
V2			Physical Education=6 Artistic Education=6 English= 5 Maths= 3
V3	6	4	
V4	3	17	
V5	3	17	
V6	4	16	
V7			Much=8 Quite=11 Very little=1 Nothing=0
v8	19	1	
V8 bis			Very positive=4 Quite positive=4 Positive= 9 Negative=3
V9	7	13	
V10	4	16	
			1 student=1 2 students=2 4 students=6 6

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				Very positive=4 Quite positive=4 Positive=9 Negative=3
	V8 bis		7	13
	V9		4	16
	V10			
	V11			1 student=1 2 students=2 4 students=6 6 students=7 2 students=8 3 students=9 2 students=10