

# **English Language Teaching Methodology**

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## **Content and Language Integrated Learning (CLIL) and Language Motivation**

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## **Abstract**

The demand of learning languages has been constantly increasing in the last decades. The reasons behind might be different, such as better job opportunities, getting to know new people or travelling, among others. The fact that nowadays most countries are experiencing what is known as multilingualism requires that learners need to be competent in at least one or two foreign languages. Therefore, multilingual education plays an essential role here. Traditionally, foreign languages such as English or French have been taught mostly in the foreign language classroom (EFL) in Spain. However, lately new approaches which show better results in students' language competence are emerging, such as Content and Language Integrated Learning (CLIL), an approach which combines the teaching of content subjects through a foreign language. The latter will be one of the main focuses of this dissertation but not the only one. When learning a foreign language the role affective factors play is essential and should always be highly considered. In fact, recent research in the field has shown that different values of motivation significantly interfere when it comes to the results obtained in language competence. In this work this affective factor will be explored, as well as its interaction with CLIL. As regards motivation, it has been found that there are remarkable differences between students who attend CLIL classes and those who do not. Finally, a didactic unit through different tasks is proposed, which tries to incorporate some of the most important findings in the motivation field, adapted for a fourth year of Compulsory Secondary Education (CSE) physical education classroom, following a CLIL approach.

**Keywords:** multilingualism, CLIL, motivation, language learning, didactic unit.

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## 1. Introduction

Multilingualism and multilingual education are little by little becoming more present in most countries all over the world. The role of languages in our current society and the increasing need of becoming competent in at least one or two foreign languages is more than obvious for most of us. Language learners start learning a language for various and different reasons: better job opportunities, social reasons, personal growth or just for fun, among others. As the reader might expect, these learners do not follow the same language acquisition process, since several fundamental factors take place in this learning, such as gender, age or the attitudes towards the language in focus (motivation, self-esteem, anxiety).

In this paper, even though I will explore the learning of a foreign language through what is known as the Content and Language Integrated Learning (CLIL) approach, I will focus on one of the main affective factors that interferes in the learning of a second language. This factor is referred to as motivation and plays an essential role both for the learner and for the language teacher. Experts in the field of motivation, such as Dörnyei (2006), have defined it as a complex term which can be used in different areas of social sciences, for instance in psychology, educational studies and applied linguistics. As he expresses, “it is intended to explain nothing less than the reasons for human behaviour” (Dörnyei, 2006: 9).

Before getting into a deeper analysis of how CLIL has been implemented in different regions all over the world and what its main features are, I will provide in this introduction a brief definition of this approach. According to Dalton-Puffer (2007:1), “the term *Content-and-Language-Integrated-Learning* (CLIL) refers to educational settings where a language other than the students’ mother tongue is used as medium of instruction”.

After getting a general idea of what this approach involves, it is significant to observe the reasons for developing an approach like CLIL, which has an increasing success at all levels (primary, secondary and tertiary levels) in the current educational system. The motivation for this approach lies in the spread of multilingualism all over the world. This key concept helps us establish the importance of different approaches such as

CLIL, which can help language learners become better prepared in one or more languages which are not considered their mother tongue.

Not only are multilingualism and multilingual education receiving big importance in the Basque Autonomous Community (BAC) through the last decades, where its multilingual dimension is more than obvious, but in almost every country. Edwards (2007, in Cenoz, 2009:1) refers to multilingualism as “a powerful fact of life around the world, a circumstance arising, at the simplest level, from the need to communicate across speech communities”. Considering that there are close to 7000 languages and just around 200 countries, the fact of multilingualism is quite frequent. Multilingualism is said to have many advantages: improvement of individual cognitive skills, better development of the L1 or an extended awareness of other cultures. Since 2005, the European Commission has a concrete goal in mind so as to develop these skills, in which all European citizens should have practical skills in their mother tongue and two more languages.

In this process of multilingualism, it is crucial to consider the role of the English language as the first language of intra-European communication and the most international language in the world. However, English too is in contact with other languages, even in countries where it is considered as the first language of communication, such as England. The relevance of English all over the world also lies in the fact that it is frequently related to social and economic mobility or as a key which can help workers find better job options (Cenoz, 2009). To highlight the big importance of English, here is an example from Graddol (2006, in Cenoz, 2009) who claims that in some countries such as Colombia or Chile the final aim is a bilingual status between English and the national language, instead of having English only as a foreign language.

In this paper I will first provide an account of CLIL, offering an extended explanation of what it involves, a historical overview of its evolution since it first developed, and I will finish with the kind of implementation that this approach has followed in Europe, Spain and the BAC. This will lead us to conclude what sort of benefits and limitations this approach has. Then I will focus on the importance of motivation in foreign language learning, distinguishing two main types of motivation: first, the one affecting students and secondly, the one connected with teachers, who play a crucial role in this learning process. Thirdly, I will explore the connection between the two previously seen

main topics (CLIL and motivation), analysing the results observed in different studies. Finally, a personal proposal to implement in a CLIL classroom is offered together with some final conclusions.

## **2. From traditional foreign language teaching to CLIL**

Due to immersion programmes, which only paid attention to content and left form apart, it was very difficult for students to achieve a native-like language proficiency (Lázaro & García, 2012). Even though they were fluent in the language and thus showed good results as regards general proficiency, they were not that good in more specific aspects of the language. In order to fight these limitations, Lyster suggested starting the acquisition process with what is known as declarative knowledge (defined by Krashen as learned knowledge), which would become proceduralized (acquired knowledge) by means of practice and feedback in meaningful contexts (Lyster & Sato, 2013).

Moreover, traditional foreign language lessons which put their emphasis on form did not have effective results (Dalton-Puffer *et al.*, 2010). Therefore, the emergence of CLIL programmes started to spread all over Europe as a “way to transcend the perceived weakness of traditional FL (foreign language) teaching” (Dalton-Puffer, 2011, in Lasagabaster & Doiz, 2015: 1).

## **3. CLIL**

### **3.1. Definition**

Dalton-Puffer *et al.* (2010) defined CLIL as an educational approach in which content subjects, such as history or natural science are not taught in a second language (for instance Basque in the BAC), but through a foreign language (mostly English). Teachers who conduct these kinds of lessons will not usually be native speakers of the language of instruction, but experts of the content they are teaching. The target language tends to be a language that students use only at school, not frequent in their environment outdoors.

Students undertaking CLIL programmes are not usually those who are at tertiary levels, but students at primary and secondary levels. It should be considered that CLIL does not take place until students have already mastered their first language (Dalton-Puffer, 2011).

One of the things that most contrasts with ordinary education is that in a CLIL approach the traditional language subject stays, and other content subjects are also taught through the foreign language. According to some experts, the aim of CLIL is based on what has been labelled as “a dual-focused approach” (Mehisto *et al.*, 2008, in Dalton-Puffer, 2011:183), which means that both language and content receive the same degree of attention (Dalton-Puffer, 2011).

### **3.2. Reasons for CLIL**

The reasons for implementing CLIL in many countries vary, probably being the globalization of society the most significant one. Due to the growth of immigration, resulting from demographic advancements, a need for a change in education was perceived. In fact, they felt the urgency to communicate in international contexts (Dalton-Puffer, 2007). Moreover, in countries where the L3 had not an important role out of a formal context, such as the classroom, CLIL was seen as a means to improve foreign language competence. As the following quote states, “in many European education systems CLIL (Content and Language Integrated Learning) has blossomed during the last decade as the most popular approach among the diverse initiatives undertaken to overcome the weaknesses found in the traditional teaching of English as a foreign language (EFL)” (Lasagabaster, 2008; Ruiz de Zarobe *et al.*, 2011, in Doiz *et al.*, 2014: 117).

### **3.3. Types of CLIL**

It was not until the 1990s when the notion of CLIL was first introduced. Two main types of CLIL can be distinguished, varying from short-term to long-term programmes. This depends on whether they only affect a few subjects and only last some weeks or they last for longer periods, like whole academic years. Another classification focuses on the intensity of the programme, that is, they will be considered low-intensity when only some aspects of the content subject are dealt in the foreign language. In contrast, they will be high-intensity programmes, when the target language is used extensively (Dalton-Puffer *et al.*, 2010).

Hence, the variations for CLIL programmes are significant, in spite of its apparent simplicity (Dalton-Puffer *et al.*, 2010, in Bruton, 2013). Mehisto *et al.* (2008, in Bruton,

2013:589) referred to CLIL as “an umbrella term covering a dozen or more educational approaches”.

### **3.4. Arguments for and against**

One of the advantages of CLIL is what has been addressed as the two-for-the-prize-of-one. What this implies is that CLIL students perform in the FL, as well as in school-subjects. Nevertheless, it has been claimed that the emphasis on both aspects is not usually followed by teachers due to an impossibility to have an equality between content and language instruction (Bruton, 2013).

Furthermore, experts in the field like Dalton-Puffer (2007) find the connection between both aspects as problematic. In fact, it raises the question of whether enough subject-matter is covered or not, as a result of being the foreign language a barrier in the progress. Besides, the fact of having less cognitive understanding is also under debate, considering students' low language proficiency. Other authors (Bruton, 2011; Paran, 2013, in Lasagabaster & Doiz, 2016) argue that the benefits of CLIL have to do with the selection of students. Therefore, it could be argued that “not everyone in the academic community shares such an optimistic opinion on CLIL programmes” (Lasagabaster & Doiz, 2016: 113).

Another important argument in favour of this approach is the notion that CLIL's purpose is more devoted to FL learning than general FL programmes (Bruton, 2013). According to Dalton-Puffer (2011), CLIL learners obtain better results in the FL test scores, comparing them with mainstream learners. For instance, their results in written compositions are better because of their wider lexicon. This success lies in the assumption that CLIL is thought to be a deliverer which transfers the goods in a reliable way without harming the students (Dalton-Puffer, 2011).

If a CLIL approach is compared to immersion programmes, many differences can be appreciated as Lasagabaster and Sierra (2010) have pointed out, from which some limitations for CLIL can be seen. Among them, the following could be highlighted: as regards the language itself, although a foreign language is used in CLIL, most students are only in contact with it in a formal classroom and barely use it outside, in contrast with immersion programmes. While teachers in the latter tend to be native speakers of the language, the ones in CLIL programmes are not, as well as not having received a



special training for dealing with it. Finally, it could be mentioned that while immersion programmes aim at higher levels of language proficiency, with a CLIL approach such levels are not expected.

### **3.5. Implementation**

#### **3.5.1. CLIL in Europe and in Spain**

The development of this approach in Europe has been quite fast. At the beginning, parents especially wanted to instruct their children in a foreign language, due to an extended belief of them having better and more job opportunities at an ultimate goal. Although nowadays CLIL programmes are very common at different extensions in most EU and Council of Europe member states, the answers shown towards these programmes by different countries in Europe are very diverse (Dalton-Puffer *et al.*, 2010).

Spain is a good example as one of some other countries who have tried hard to implement CLIL programmes at schools, together with doing further research in this field. Actually, there are several projects under development right now, as well as various ongoing CLIL related researches (Dalton-Puffer *et al.*, 2010).

#### **3.5.2. CLIL in a bilingual community: The Basque Autonomous Community (BAC)**

##### **3.5.2.1. The situation in the BAC**

In the BAC two are the official languages: Spanish and Basque. In this bilingual community, English is found as the L3 for Basque students, where CLIL programmes are crucial for a better acquisition process. It should be considered that for the time being, CLIL has only been implemented in some schools (Ruiz de Zarobe & Lasagabaster, 2010).

Three are the linguistic models that exist in education in the BAC: Model A (Spanish is the main language of instruction), Model B (a mixture of both Spanish and Basque) and Model D (Basque is the predominant language of instruction) (Ruiz de Zarobe & Lasagabaster, 2010). The last model is the one at which balanced bilingualism is reached (García & Villarreal, 2010). In addition to the aforementioned two languages, a foreign language, usually English in most Basque schools, is also found in the curriculum (Ruiz de Zarobe & Lasagabaster, 2010).

In 1991, before the implementation of CLIL, a project called *Eleanitz-English* was carried out by the all-Basque-schools, where they introduced English at the age of four (García & Villarreal, 2010). Nevertheless, the Basque Autonomous Government decided to start with a Plurilingual Experience in twelve schools of the BAC in 2003. Besides there are also other multilingual projects: *Early Start to English*, *INEBI*, *BHINEBI* (Ruiz de Zarobe & Lasagabaster, 2010).

As regards CLIL, Ruiz de Zarobe and Lasagabaster (2010) state that it is a requirement for teachers to possess at least a B2 in the target language. Students taking part in these immersion programmes did it in a voluntary manner, even though a language test which measures their proficiency was sometimes taken. However, it is remarkable to mention that this is no longer the case nowadays, since students take part in CLIL programmes if they are willing to.

#### 3.5.2.2. Benefits of CLIL in the BAC

Negative results in students' learning or marks have not been prominent as a result of learning content by having English as the language of instruction, as revealed by different studies. As a matter of fact, two studies conducted with secondary education students in the BAC showed "that the plurilingual experience did not hinder content knowledge assimilation" (Sierra *et al.*, 2011: 318). This is supported by a recent study directed by the Department of Education of the Basque Government which ensured that receiving teaching in English, instead of in any "of the two co-official languages of the community (Spanish and Basque) does not impede content mastery" (Grisaleña *et al.*, 2009, in Sierra *et al.*, 2011: 318-319).

According to the results obtained by means of questionnaires and interviews to get a qualitative component of the research, both students and teachers remarked the personal benefits achieved thanks to the learning of various languages, no matter whether it required more time of study or an extra effort (Ruiz de Zarobe & Lasagabaster, 2010).

A recent study carried out in the BAC (Lasagabaster & Doiz, 2016) with 221 CLIL students shows that their perceived English improvement was greater in their CLIL classes than in their EFL classes: "[...] all age groups acknowledge the improvement of

their language proficiency in English because of the CLIL courses when compared to their regular English class” (Lasagabaster & Doiz, 2016: 122).

Another pivotal part referring to bilingualism and even more in multilingualism is the concept of attitude. When trying to explain the process of language learning it plays an essential role. The implementation of CLIL seemed to have positive effects on language attitudes towards trilingualism, as results obtained in a study showed (Ruiz de Zarobe & Lasagabaster, 2010).

### 3.5.2.3. Future in the BAC

Apparently, CLIL classes are obtaining good results, but it should not be forgotten that they are experimental yet. Notwithstanding, the Department of Education in the Basque educational system wants to implement a trilingual system in not a long period of time, which aims at using English as the language of instruction in all schools (Ruiz de Zarobe & Lasagabaster, 2010).

### 3.5.3. CLIL in a monolingual community: The Madrid Region

#### 3.5.3.1. The situation in Madrid

As opposed to other bilingual communities in Spain, such as the previously mentioned Basque Country or others like Catalonia, the instruction of content subjects through a foreign language is quite new in Madrid (Dafouz & Llinares, 2007).

#### 3.5.3.2. CLIL programmes in Madrid

In primary education, there are two main programmes active nowadays. The first one dates back to an agreement signed between the Ministry of Education and The British Council in 1996, known as the MEC/British Council Project. The second programme was directed by the Comunidad de Madrid in 2004 and received the name of CAM Bilingual Project (Dafouz & Llinares, 2007).

- The MEC/British Council Project: It is a programme which currently requires the active work of 1400 Spanish teachers and the support of 280 UK and bilingual teachers. In general terms, the results from this project were pretty positive, since students displayed an evident improvement in several skills (Dafouz & Llinares, 2007).
  
- The Comunidad de Madrid (CAM) Bilingual Project: It was not until 2004 when it was first implemented in 26 primary public schools, with the teaching of some subjects through English. Talking about the organization of the programme, a minimum of 30% of the syllabus is required to be taught in English and a maximum of 50%. In a weekly timetable of 25 hours, 8 hours will be instructed in English, from which 5 will be assigned to traditional English language classes and 3 to any other subject. Those three hours are usually part of a subject related to science (Dafouz & Llinares, 2007).

So as to make sure that students' and teachers' language competences are the expected ones, some exchange programmes with twin-schools in the UK are frequently organised. (Dafouz & Llinares, 2007).

### **3.6. Challenges of CLIL in Secondary Education**

Probably, the biggest limitation of CLIL at this level is teachers' insufficient competence in the language medium of instruction (Dafouz & Llinares, 2007). Therefore, further training should be offered to teachers so as to feel better prepared in the subject matter as well as in how to deal with the content-based materials in order to improve students' language skills (Ruiz de Zarobe, 2008). To advance on this, the administration is placing special attention (Dafouz & Llinares, 2007). However, this progress is limited by the scarcity of CLIL teacher-training programmes and the development of materials based on content (Ruiz de Zarobe, 2008).

### **3.7. Comparison between a bilingual and a monolingual community**

It should be considered the results obtained in different studies which claim that students participating in bilingual teaching programmes, such as the ones in the BAC,

obtain better levels of proficiency in English as an L3, than those from a monolingual community like Madrid. Within this second group students attending the educational Model A in the BAC would also be included. A research that confirmed what I just mentioned was conducted in the BAC comparing proficiency levels in students coming from the three models (A, B, D). Those who had Basque as their language of instruction got better results than those who had Spanish (Lasagabaster, 1998 cited in Cenoz, 2009).

The development of CLIL programmes has led to a wide variety of studies, including more longitudinal ones, with a more extended area of analysis. In addition to this, studies collecting important qualitative data do also help giving rise to new classroom practices (Coyle, 2016)

#### **4. Language Motivation**

As stated in the introduction, affective factors play a crucial role when it refers to the learning of a foreign or second language. So as to analyse the influence motivation has on students undergoing a CLIL or non-CLIL environment, we first need to define properly what we understand by the term motivation, what results has on both sides of the learning process, students and teachers, as well as the different ways that are useful to improve this affective factor.

“Motivation is a key aspect of second language learning” (Lasagabaster *et al.*, 2014: 1). In language teaching research, the issue of motivation is often found and there is a widely spread notion that its presence is essential so as to obtain good results in a given task. There is not a single definition for this concept, in fact, there are many. Therefore, it could be assumed that providing a unique and universal definition is quite difficult. Before defining it, we should bear in mind that since motivation is not a physical feature one cannot examine and measure it in a direct way. Moreover, it is only one of the mechanisms affecting humans’ behaviour, but there are more, as the ones mentioned before.

Here are some views regarding motivation taken from Espinar & Ortega (2015). Among others they cite some of the following: Spolsky (2000) referred to motivation as

the quantity of time a learner is willing to consume on learning tasks, whereas other researchers such as Ortega Martin (2002, in Espinar & Ortega, 2015: 127) addressed motivation as “an individual’s disposition to learning a task that can be modified both by him- or herself and by the surrounding circumstances”.

#### **4.1. Historical overview of the different approaches to motivation in SLA**

It has been claimed so far that motivation is a key factor in any type of learning. However, it is crucial to state that learning a foreign language requires a unique process, which has made language researchers feel really interested in the role of motivation in this field. Therefore, different theories have arisen studying motivation in L2 learning. The following classification is taken from Dörnyei (2011) who distinguished three different phases throughout history:

##### 4.1.1. The social psychological period (1959-1990)

Within this first period the work of two leading linguists could be highlighted: the one from Wallace Lambert and Robert Gardner. They understood second languages as bridges between different ethnolinguistic communities. With this view in mind, they saw “motivation to learn the language of the other community to be a primary force responsible for enhancing or hindering intercultural communication and affiliation” (Dörnyei , 2011: 40). The vision and attitudes learners have towards the L2 language, as well as to the community who speaks that language directly affects their behaviour as regards the L2. In this sense, this approach on motivation distinguishes itself from the motivation perceived in other kinds of learning. In fact, language learning motivation is not only perceived as students becoming competent in the language, but also as a way of students being ready to get closer to another ethnolinguistic group, learning about their behaviour and culture, where language would also take place.

These two researchers did also underline the importance of non-cognitive or affective factors, such as motivation which influences directly the degree of success the learner might have on the development of the given language. According to them, the variability observed in students’ language acquisition could not only be grounded on their cognitive factors (ability or aptitude, for instance) or the mediums of instruction

they could have, but something else needed to be responsible for it, such as motivation. Some years later, it was Gardner (in Dörnyei, 2011: 42) who differentiated three main aspects on L2 motivation: first we find what he refers to *motivational intensity or effort*, then the *desire the student has to learn the language* and finally, but not least, the *attitudes towards learning the language*.

Their influence in the field was such, that it was their publication in 1972 which marked the future development of research in the following two decades. Even though there were other theories within the social psychological period, such as the ones from Schumann's *acculturation theory* or Giles and Byrne's *intergroup model*, they will not be further developed in this work.

#### 4.1.2. The cognitive-situated period (during the 1990s)

In this second period of research, there was a kind of change in what researchers considered about the notion of motivation. According to Dörnyei (2011), within this period attention was more especially focused in what happened in the foreign language classroom and to issues related to teachers, for whom previous approaches had little to offer. There was a shift in the 1990s from the previous social-psychological theories towards more cognitive-situated views. The latter did not reject previous findings, but tried to change the focus of attention in research. As regards new theories in this period, it was found that motivational sources related to the learner's classroom do have a stronger effect on the learner's L2 motivation than it was previously thought.

Therefore, new theories arose, from which we could distinguish the works by Tremblay and Gardner (1995), Crookes and Schmidt's (1991), Dörnyei's (1994) or William and Burden's (1997). The last two were pretty influential, describing carefully the features which had an effect on learners' motivation within the classroom. In the case of Dörnyei (2011), he distinguished three different levels of L2 motivation, which were:

- The language level: at this level various aspects associated with the L2 take place, such as the culture and the community.
- The learner level: here we find what the learners themselves contribute to the language learning.

- The learning situation level: it is closely related to what happens in the classroom itself, gathering several components connected with language learning, such as teacher specific or group-specific motivational components.

#### 4.1.3. The process-oriented period (the turn of the century)

Within the last decade there is an emphasis on analysing the dynamics of L2 motivational change at a micro level (task motivation) or macro level (taking a longer span of time). Later on, there is a shift from this process-oriented period to what Dörnyei calls a socio-dynamic period, which considers the factor of motivation as varying in contact with other people.

## 4.2. Motivation in language learning

As it has been dealt so far, motivation is a complicated term to define. Focusing on this affective factor only in the language learning field, an important theory comes from Gardner, with his socio-educational model which represents the distinction between integrative and instrumental motivation:

- Integrative motivation: The fact of learning a language because the student feels attracted to the culture associated with a given language and their desire to integrate themselves in that community. A good example would be students who learn English due to a desire to live in an English-speaking country, so as to study or work there, interact with people in English, and so forth. These people might identify themselves with some characteristics or values of that culture.

- Instrumental motivation: This kind of motivation is pretty distinct from the previous one. Hence, students will learn a given language because they have different purposes in mind, but not due to a real interest in the language in focus. The language itself is not their real aim, but a way to do other things which require a knowledge of it, such as reading, listening or studying in English, for instance.

According to different researchers on the field, there are different factors affecting the degree of motivation on the student. For this paper only two classifications will be mentioned. First, we have the one mentioned by Spolsky in 1969, who claimed the teaching method, age, the aptitude and the attitude to be the most important factors affecting the teaching/learning process. In this case, attitude was the factor which most



influence had on motivation, since it is closely related to the environment of the learner (teachers, friends, family, etc.). Secondly, we have the classification made by one of the leading researchers on the field of motivation, Dörnyei, in 2001. He divides the factors affecting motivation into three: course-specific components (the syllabus, teaching material, teaching method, and learning tasks), teacher-specific components (the teacher's behaviour, personality, and teaching style) and group-specific components - the dynamics of the learner group- (Espinar & Ortega, 2015).

As we have seen so far, within the complexity of foreign language learning, the role of motivation is crucial so as to develop a successful learning. We need to consider that not only students need to be motivated for the learning to be ideal, but also the teachers or instructors leading this process. In fact, they are the ones having a direct influence on the learners, and if their attitudes and behaviour in the classroom are not appropriate, their students will with difficulty achieve their goal. Therefore, in the following section I will put special emphasis on the importance of motivation on these two groups, as well as the different techniques suitable to increase their motivation. This section is crucial considering the dimensions of an approach like CLIL.

### **4.3. Student motivation**

In section five, I will discuss whether students studying under a CLIL approach feel more or less motivated than those who study English only by means of traditional foreign language lessons. However, here I will consider both groups as a whole to deal with general aspects concerning motivation in foreign language learning.

I would like to introduce this section with the following quote where the current problem among students clearly appears:

Large numbers of students are rejecting school as a means for improving their lives. Many start by becoming truants at the age of 13 or 14, and then dropping out officially at their first opportunity. Others endure their school years with sullen, glassy-eyed looks on their faces as they slouch in their desks without books, pens, or paper (Raffini, 1993, in Dörnyei 2001: 24).

The lack of students' motivation at school might probably have been present for decades. However, in the last years, due to the development of new technologies, and other social factors, students seem to be less motivated in general terms. Here the

question of whether students should naturally be motivated or not arises. In fact, a general audience may understand the role of the teacher as the one who transmits knowledge to other people and not necessarily being motivational strategies crucial within that transmission. This can be seen in this quote:

Teachers are supposed to teach the curriculum rather than motivate learners, and the fact that the former cannot happen without the latter is often ignored. For example, I am not aware of a single L2 teacher training programme worldwide in which the development of skills in motivating learners would be a key component of the curriculum (Dörnyei, 2001: 27).

Therefore, I can conclude by saying that motivation is a prerequisite for learning to be successful. But how can these motivational conditions be created? According to Dörnyei (2001), three fundamental conditions need to be gathered, which are:

- Appropriate teacher behaviours: developed in 4.4.
- A pleasant and supportive atmosphere in the classroom: Even though this condition also involves an important function from the teacher's side, I find it crucial the role students have in this respect. In fact, creating a proper and comfortable atmosphere is not something only depending on what a teacher is able to do. They can establish some rules, but the intrapersonal connections students have with each other can make the situation easier or much more difficult. On the other hand, as Dörnyei states, the fact of learning a language is never an easy task. In fact, students need to deal with many aspects of the language such as pronunciation, grammar or content in a language which is not their mother tongue at the same time. Therefore, "we need to create a pleasant and supportive classroom atmosphere" (Dörnyei, 2001: 40).

In these circumstances, so that students do not feel uncomfortable expressing themselves in the language in focus, the norm of tolerance is always present, making students not feel embarrassed or uneasy by the fear of making mistakes. Another way of improving the atmosphere in the classroom is by using humour, which does involve having a relaxed attitude and not taking things too seriously. A third last tool would be to consider the classroom as a physical room too and displaying several instruments to decorate the class, such as posters, which will have a strong influence too.

- A cohesive learner group with appropriate group norms: Here it should be highlighted the importance of the group as such, as a social entity which has a big influence on the

members which are part of it. There are two main aspects to be dealt with in this condition: group cohesiveness and group norms. In this respect, the role of teachers is important, but there are some aspects that do not exclusively depend on what they can do. As regards a cohesive learner group, Dörnyei (2001: 43) defines it as the “one which is ‘together’; in which there is a strong ‘we’ feeling; and which students are happy to belong to. That is, cohesiveness refers to the members’ commitment to the group and to each other”. As he has claimed too, a cohesive group class environment helps increase the student’s motivation, because the individuals in these groups share the responsibility of achieving a specific goal, as well as enjoying more from the learning experience.

There are a number of factors which can help increase that group cohesiveness, such as the quantity of time spent together, cooperation among group members, or sense of group achievement, among others.

On the other hand, it is important too to set some constructive group norms. While some of them only have been established by the teacher, others have developed throughout the course in an unexplicit manner. The necessity of some ‘rules of conduct’ in the classroom is obvious too, so as the learning to take place in ideal conditions. According to Dörnyei (2001) it is more efficient if these rules are transmitted explicitly and adopted voluntarily by the members of the group. The role the teacher adopts towards these rules is essential, since their behaviour affects directly in the structure of the class. When there are cases of students going against these rules the best option is to leave the group act by itself. In fact, the group pressure will probably redirect those students, and in case it does not, the teacher will intervene directly, always trying to make them understand and engage them to adopt a better behaviour.

#### **4.4. Teacher motivation**

Different surveys have been carried out which conclude the role of the language teacher as a motivational tool. Among them, we could distinguish the one conducted by Dörnyei and Csizér in 1998 with Hungarian teachers of English. This survey showed that teachers considered themselves as the primary source of motivation for students. A year later, another study by Gary Chambers, working with British secondary school learners of German obtained similar results in this respect, in addition to the fact of

teachers being directly responsible of any positive or negative change affecting students (Dörnyei, 2001).

Bearing this in mind, one of the previously mentioned three essential conditions for a proper motivational environment in the foreign language classroom, appropriate teacher behaviours, will be further developed now. Within this condition, four minor points can be mentioned:

- Teacher enthusiasm: As the psychologist Mihaly Csikszentmihalyi points out teachers who are enthusiastic are the most influential ones; those who show complete passion for what they do. He adds that students feel attracted to that dedication and makes them want to achieve that knowledge (Dörnyei, 2001).

- Commitment to and expectations for the students' academic progress: here it is important to emphasize the attitude of teachers towards students, the willingness to help them and make them feel that you are interested for their progress in the matter. Examples for this could be: offer to meet students out of the lecture time to explain concrete issues or show interest and concern when the results are not the expected ones.

- Relationship with the students: Within this third point, Dörnyei (2001) included different aspects, which might sound obvious for some of us, but are crucial for establishing a proper motivational background. Four features could be distinguished here: first, the fact of developing a good or positive relationship with the students. This should not only be grounded on an academic proper relationship, but should go a little bit further, including a more personal perspective. Building an intrapersonal relationship between these two groups may be complicated at first but following three main steps this process can be made easier: here acceptance of the students, an ideal ability to listen and pay attention to students, as well as being available out of the classroom for personal interaction.

By acceptance it is understood the fact of having a positive attitude towards the student which does not involve judging them. Accepting them does not necessarily mean that the teacher approves everything the student does. The ability to listen is also pivotal when it comes to teaching. In a sense, students need to have the sensation that the teacher is considering and hearing what they say, and have the feeling that they are valued. For that, different techniques such as remembering their names, smiling at them or showing interest towards their hobbies could be applied, among others. Finally, by

availability, although it is a difficult issue due to time pressure nowadays, it would be nice if teachers showed themselves available for them out of the classroom, offering their e-mail address or establishing some time slots at which they could be ready to help them individually.

- Relationship with the students' parents: In this complicated teacher-student relationship parents should not be forgotten. In fact, they are also responsible for the motivation their children show. As Dörnyei (2001: 39) points out “something we may easily forget is that our good relationship with the students also depends on our good relationship with their parents”. Focusing on L2 learning, Gardner (1985, in Dörnyei, 2001) refers to parents' role as passive, as having an indirect effect towards their children by showing their ideas about the L2 and the community where it is spoken, among others.

In general terms, it could be concluded after seeing the importance of both groups' motivation, that the one teachers might show towards the students in and out of the classroom directly affects their learning process, as well as the motivation they will have during that process. Therefore, considering the great significance of this affective factor, it should always be in any teacher's mind how this motivation could be sustained in the classroom and if possible increased. For that, the following section will be devoted to the different techniques known to achieve this goal.

#### **4.5. Increasing language motivation**

In this section I will develop four main parts dealing with different techniques or strategies and approaches teachers can employ so as to maintain their students and themselves motivated at all times. Here is where different approaches such as trilingual programmes or CLIL approaches might gain a lot of importance.

##### **4.5.1. Motivating teachers**

As put forward by Dörnyei, in Kubanyiova (2014), L2 motivation research has been extremely connected to what is known as L2 vision. By this, we understand a realistic

and vivid image the learner has about how they will ideally be in the future dealing with the L2/foreign language. This resource is extremely powerful when it comes to motivational terms and affects directly in the student's involvement in the learning process.

This vision can also be applied to teachers in a similar way. According to Kubanyova (2014), in order for teachers to support and help students find their L2 visions, they first need to make some reflections on their own about the following questions: "who they are, who they want to become and, ultimately, what kind of language learning environments they envisage for their students" (Kubanyova, 2014: 73).

There are three main processes which lead or inspire the language teacher creating productive images of themselves as the optimal language teacher:

- An extended analysis or understanding of who they are due to their past practices, their abilities and passions: In the same way as learners, language teachers need to have a deep look at their past and present experiences so as to see clearly the kind of person they want to become.
- Reflection on the bigger purposes guiding their work as language teachers
- Desired visual representation of themselves as teachers: So as to obtain a representation of this kind, thinking about possible answers to the following sort of questions could be helpful: "What do you see, feel and hear when you walk around your ideal classroom? What are you doing in your ideal classroom? What is your role? Why?" (Kubanyiova 2014: 84).

#### 4.5.2. Initial student motivation

As stated in Dörnyei (2001), it is quite frequent among little children to find an innate curiosity about the world, which brings a willingness to learn about it according to psychologists. However, this initial motivation seems to be more difficultly present at following phases of the student's learning. Therefore, even if the previously mentioned basic motivational conditions (4.3) are gathered, teachers still need to activate their students motivation so as to enhance good learning attitudes. Here five strategies will be briefly summarized by different examples:

- Enhancing the language-related values and attitudes: This can be done by means of showing aspects of the language which students can find enjoyable or promoting a positive attitude towards the L2 speaking communities.
- Increasing the learners' expectancy of success: It is crucial that students are aware of what they need to know so as to achieve the expected goals in different tasks. For that, teacher assistance and guidance is essential.
- Increasing the learners' goal-orientedness: It might be useful to establish class goals explicitly and remind them from time to time how different tasks help them achieve them.
- Making the teaching materials relevant for the learners: A good technique is to associate different matters covered in class with everyday activities which can be related with them.
- Creating realistic learner beliefs: Learning languages is not an easy task as we have seen so far. Therefore, it is important that students understand the various factors and conditions that participate in the optimal learning of languages.

However, it should be considered that one of the biggest problems is that of sustaining students' motivation over time. Here is where a key concept introduced by Dörnyei *et al.* (2014), Directed Motivational Current (DMC), plays an important role, by creating some motivated behavioural routines. They describe a DMC as “an intense motivational drive which is capable of both stimulating and supporting long-term behaviour, such as learning a foreign/second language (L2)” (Dörnyei *et al.*, 2014:9).

## **5. CLIL and language motivation**

According to Kern (1995, cited in Doiz *et al.*, 2014: 118) what both teachers and students believe is crucial for a proper understanding of the learning process, since it might help teachers prevent situations in which students show a lack of motivation, frustration or anxiety towards the foreign language.

As far as we have seen, there are different conditions and factors that can affect student and teacher motivation. These ones are especially relevant in most cases. However, there are other approaches which can have a direct impact on motivation and

other affective factors in language learning. Lately, different experts in the field of applied linguistics have been investigating how trilingual programmes or approaches like CLIL, explained in the previous section, influence considerably on motivation. Therefore, it is important to consider them as a way of affecting motivation and also causing different results in the learning process, as we will see in the next section.

### **5.1. Main findings regarding CLIL and motivation**

Even though especial emphasis will be given to the situation in the BAC, some generalizations will also be provided which can be applied to other contexts where a CLIL approach is also developed. Considering the complex situation in the BAC, it is important to remember the presence of the two official languages, Spanish and Basque, together with English, which is one of the most extended foreign languages taught in the classrooms.

In studies conducted in countries such as Spain or Finland, it has been found that in general terms, students who are attached to a CLIL programme seem to be more motivated than those who simply learn English through traditional foreign language lessons. What has been seen in CLIL experiences is that approaches like this, which use the foreign language also as a way of communication for the learning of content, increase students' motivation, as well as allowing them to progress on their learning depending on their different necessities. It also promotes a good atmosphere for L2 usage (Doiz *et al.*, 2014).

In a study by Doiz *et al.* (2014) with 221 CLIL students from five secondary schools in the BAC, it was shown that overall they tend to see more advantages than disadvantages in their CLIL class, being older students more positive about it. They all agree in the fact that a programme like this can help them in the development of their language abilities to communicate with people from other countries and cultures. It is remarkable to state that younger students are more worried than older ones, as regards the difficulty implied in learning other subjects through English.

Doiz *et al.* (2014: 133) concluded from their study that:

Despite the fact that students clearly state that learning subjects in English is difficult, requires an additional effort to understand the content, and involves more work, they are



nevertheless highly motivated by the CLIL approach. In fact, they think they learn more English, they find it extremely useful for their future and they believe it enables them to communicate with foreign people.

Even though students undergoing CLIL programmes need to work harder, teachers should be aware that they are willing to make that effort if they believe the results are good for them. Nowadays, CLIL programmes are not only for selected students with good language levels, but are becoming more openly implemented. Regarding the students' views towards CLIL classes, Doiz *et al.* (2014) point out that while some of them considered some subjects to be too difficult to be taught in a foreign language, others asked for more subjects in English, also the most demanding ones. As refers to the difficulty involved, some found CLIL lessons difficult at the beginning, but with the passage of time they progressed properly. On the other hand, others thought they were easier, since they need to be more attentive than when the lessons are taught in a language closer to them. In this sense, an approach like CLIL boosts their motivation to face the challenge. This variety of students requires an adequate support for teachers, who need further training to deal properly with these programmes.

Talking about methodological implications, Doiz *et al.* (2014) claim that the results show that students are motivated when they work in groups. In contrast, they are not that motivated when working alone or with traditional teaching methods. In addition, they prefer varied activities, as opposed to the ones based on mere repetition. Finally, Doiz *et al.* (2014) suggest that for students to find the learning through CLIL challenging instead of boring, and make sure they acquire the content taught in English, teachers should vary their strategies and materials used in class, avoiding monotonous teaching.

## **5.2. Differences in CLIL and non-CLIL students' motivation**

A question that arises once seen the benefits of a CLIL approach is whether these students feel more or less motivated to learn English than their counterparts, who only receive instruction in English in the EFL class. Considering results obtained in previous studies (Seikkula-Leino, 2007; Lasagabaster, 2011, cited in Lasagabaster & López, 2015), students who are participating in a CLIL programme are supposed to be more motivated than those attending only EFL classes.

## **6. Didactic Unit**

By producing this didactic unit I try to make a proposal which gathers three essential factors that are necessary for learning to take place in ideal conditions. In fact, it consists on a project through different tasks, which encourage team work where the creative component will play an important role, as it will be later described. Moreover, even though subjects which follow a CLIL approach might be appreciated as being more complicated by students, they also enhance students' and teachers' motivation, as previously seen. Therefore, this approach will be implemented in this project, together with appropriate and stimulating didactic strategies.

### **6.1. Context and competences**

This didactic unit is to be implemented as a fourth year of Compulsory Secondary Education (CSE) physical education project. The participants will be around fifteen or sixteen years old on average, and about 20 or 30 students per class. They will all be students undergoing a CLIL programme. The competences acquired through this task-based project are the following:

- Become aware of the historical perspective of aerobics, as well as its development in the last decades.
- Become comfortable with the different moves that exist within the discipline of aerobics, as well as with the specific technical description of at least one of them.
- Be able to identify the structure of the music by counting the different beats which compose every song. Understand simple and complex lyrics by working on them together with the instructor.
- Do an oral presentation in groups of a written extensive work in front of the rest of the classroom.
- Create an easy aerobics choreography, which will help students get closer to the moves previously described and presented, as well as developing skills related to rhythm and coordination.
- Realize the importance of practicing physical activity as a way of improving and promoting good health.

- Acquire appropriate strategies and skills for working in groups and enhance students' motivation.
- Improve both their written and oral English skills.
- Learn useful vocabulary, expressions and grammar structures by working through the content of a given song. For that, translation techniques may also be employed.

## **6.2. Procedure**

Students will be divided into different groups of four or five students, depending on the dimensions of the whole group. They will be first introduced to the basics of aerobics in English by the teacher. After presenting the different moves that exist within this discipline, each group will be assigned one or two, depending on the group. The division of the groups will be done by the instructor. It is important to bear in mind the benefits of working in groups commented in 5.1. Students will be required to carry out different tasks related to the topic, from which some will be more theoretical and others will have a more practical dimension.

The project will be based on five main tasks which will have a specific timing further described in 6.4. They are the following:

- a) Basic knowledge about aerobics (Content for the final test): The teacher will introduce some basic concepts regarding the discipline as well as the music, which will be useful both for the theoretical individual exam and the practical group choreography. Concepts such as tempo, rhythm, beat or ways of creating a choreography will be developed in here. Within this task a written test at the end of the project is included.
- b) Group search on the Internet: Students in groups will have to look for information on the Internet for their written work in English. They will have to find details about the history of this sport, the different disciplines within it, as well as an extended theoretical description of at least one of the moves.
- c) Oral presentation (5-10 minutes): After the written work has been corrected by the teacher, students will prepare a power point presentation covering some of

the contents developed in their work. This will have to be presented to the rest of the class in a dynamic and interactive way. For that, they will show some of the moves as well as making some questions to the rest, if necessary.

- d) Working with the lyrics of a song: Each group will choose a song of their choice, with the approval of the teacher. It needs to be a song which has an adequate rhythm for the praxis of this sport, as well as some lyrics to work with in class, so as to identify the different moves of the song, which will help them later on when creating the choreography. They will try first to understand the song by using dictionaries or the Internet and think about a possible choreography which is somehow related to the lyrics, including the typical aerobic moves previously studied. For a better understanding of the song, the teacher might help them by translating some difficult vocabulary items (slang, idioms).
  
- e) Creating and presenting the aerobics choreography: At this stage, they will have to practice the moves together with their song, and once everything is ready present it in front of the class.

### **6.3. Resources**

Students will work with their laptops or the school computers. They can have access to the Internet to search for information. For the oral presentation a power point is required. The practical part of the project will take place in the school's gymnasium.

### **6.4. Role of the teacher and student**

The teacher will supervise the different tasks, making sure that the students have achieved the goals of each one before going to the next one. Teachers will also provide some feedback to them so as to progress efficiently. When preparing the oral presentation, they will help students offering them some technical vocabulary or expressions, if necessary. A possible timing for each task could be the following:

<u>Activity/ Task</u>	<u>Number of hours devoted</u>
a) Basics of aerobics and taking of the test	1-2 h
b) Group search and written work	2-3 h (in class) + 3-4 h (out of the class)
c) Oral presentations	
- Training	1-2h
- Performance	2-3h (depending on the whole group)
d) Working with the lyrics	1-2 h
e) Choreography (practice and performance)	6-8 h

Table 1. Project timing

### 6.5. Assessment

Students' assessment will be based on their performance in the different tasks. They will be evaluated and will receive feedback for each of the parts. Since there are five tasks they will receive 20% out of 100% for each of the first three, 10% for the fourth one and 30% for the practical part.

The written test will cover the theoretical part of the project, and will consist on twenty multiple choice questions, for which only one answer will be correct. In the second, third and fourth tasks special emphasis will be placed on the proper usage of the English language and proper terminology, as well as on the effort and progress made in their written and oral skills. Finally, the last task will be assessed based on their ability to produce a creative basic aerobics choreography, following the rhythm of the music. The following table summarizes the assessment scheme:

<u>Project activities/tasks</u>	<u>Percentage out of 100%</u>
Written work	20%
Oral presentation	20%
Working with the lyrics	10%
Choreography	30%
Written test	20%

Table 2. Assessment scheme

## 7. Conclusion

This paper has examined two main topics, CLIL and motivation, drawing especial attention to the connection which can be found between them. I first introduced the concept of CLIL by paying attention to the increasing multilingual situation that can be appreciated in most countries nowadays. This has led to the development of different approaches which help speakers become competent more effectively not only in their mother tongue, but also in another or several languages. Among them, approaches such as CLIL take place, which can be defined as teaching a content subject through a foreign language. These subjects can vary from physical education to more theoretical ones, such as social sciences. In this paper, I have focused on a CLIL approach conducted through the English language. The implementation of CLIL has been progressive and it is not completely fixed, since different ways of improving it keep being discovered.

When learning a language many factors have a direct or indirect influence, and both teachers and learners should never underestimate them. We refer to affective factors when talking about motivation, anxiety or self-esteem. Although I have only focused on motivation, the importance of the other ones for the learning to be successful is more than evident. As regards motivation, it is a complex concept to provide a single definition, but we could consider the view of Ortega Martin (2002, in Espinar & Ortega, 2015: 127) who understands motivation as “an individual’s disposition to learning a task that can be modified both by him- or herself and by the surrounding circumstances”.

In conclusion, the relationship between CLIL and motivation is not an easy one. Research in this field has been done especially in the last years, and in the BAC we have different studies which conclude that students undergoing a CLIL approach have the tendency to feel more motivated than those who just receive instruction in English in the FL class. Moreover, as stated by Doiz *et al.* (2015) they tend to be even more motivated when they work in groups. Considering everything covered in this paper, the didactic unit presented in section 6 tries to apply some of the most valuable insights provided by the research done in this field so as to obtain the most effective results. Therefore, the proposed project implies a group methodology based in five different tasks, which at all times are reinforced by the teacher’s support and feedback.

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