



TRABAJO FIN DE MÁSTER
FACULTAD DE EDUCACIÓN



UNFOLDING INDIVIDUAL DIFFERENCES IN THE CLIL PRIMARY CLASSROOM: COMPARING 'SOCIAL SCIENCE' AND 'NATURAL SCIENCE'

**A STUDY OF MOTIVATION, ANXIETY AND
WILLINGNESS TO COMMUNICATE IN 5TH
GRADE IN EXTREMADURA**

BEATRIZ PÍRIZ RICO

TUTOR: Dr. D. Rafael Alejo González
DEPARTAMENTO: Filología Inglesa

MÁSTER EN ENSEÑANZA BILINGÜE PARA
EDUCACIÓN PRIMARIA Y SECUNDARIA
Especialidad Inglés

CURSO 2014/ 2015
BADAJOZ
Convocatoria: SEPTIEMBRE

“Let us remember: One book, one pen,
one child, and one teacher can change the world”

Malala Yousafzai, Nobel Peace Prize 2014

OUTLINE

Abstract	3
1 Introduction: IDs in SLA and the learning context	4
1.1 Language Learning Motivation	6
1.1.1 Measuring Attitudes and Motivation: the AMTB	11
1.2 Willingness to Communicate	12
1.2.1 Measuring Willingness to Communicate: the WTCS and WTC-M	15
1.3 Anxiety	16
1.3.1 Measuring foreign language classroom anxiety: the FLCAS	18
1.4 The current learning setting: zooming into the CLIL approach	20
2 Contextual description: the CLIL stakeholders	24
2.1 The CLIL school: ‘CEIP La Estrella’	24
2.2 The CLIL teacher	26
2.3 The CLIL students	28
2.4 From ‘Conocimiento del Medio’ to Social and Natural Science in 5 th grade	29
3 Methodology	31
3.1 Research foundations and targets	31
3.2 Materials: from validated tests to ‘mini-tests’	33
3.3 Participants and test implementation in the classroom	36
4 Results	37
5 Discussion	47
5.1 Pedagogical implications	48
5.2 Methodological considerations	49
5.3 Limitations and suggestions for further research	50
6 Conclusion	51
References	54
Appendices	60

-Appendix A: mini-AMTB motivational dimensions

-Appendix B: mini-AMTB

-Appendix C (I): mini-WTC for Social Science

- Appendix C (II): mini-WTC for Natural Science
- Appendix D: WTC-Meter for Social and Natural Science
- Appendix E (I): mini-FLCAS for Social Science
- Appendix E (II): mini-FLCAS for Natural Science
- Appendix F: teacher questionnaire
- Appendix G: gender influence in motivation
- Appendix H: gender motivation results
- Appendix I: Social Science data
- Appendix J: Natural Science data
- Appendix K: Natural Science correlations

Abstract

This final dissertation analyses the influence of some Individual Differences (IDs) in a class of 5th graders (Primary Education) attending a co-educational state-run school located in Badajoz (Spain) and involved in ‘Social Science’ and ‘Natural Science’ as separate subjects for the first time in the Spanish educational system.

Combining both a quantitative and a qualitative methodology, we aim to explore the role of three important IDs identified by the literature. Firstly, we measure the general motivation, the willingness to communicate and classroom anxiety of 23 students by using existing quantitative questionnaires (AMTB, WTCS and WTC-Meter, and FLCAS). Secondly, by using a qualitative questionnaire, we analyse their teacher profile, attitudes and perceptions concerning these IDs.

Among the most important results obtained from our survey of the students, we can highlight that ‘the teacher’ (95,29%) and ‘the school’ (86,23%) received the highest motivational scores. Furthermore, there is a substantial difference between girls (85,26%) and boys (68,33%) within the ‘self-confidence’ dimension.

We can also conclude that the Social-Natural duality is ultimately an ‘intra-CLIL’ source of contrasts. The teacher’s analysis was that ‘Social Science’ was harder for students because of its dense and complex contents. Consequently, she proceeded to implement some adaptations, trying to make it less difficult for students, which finally resulted in ‘Natural Science’ being the closest to the ‘real’ CLIL subject in this context. This is demonstrated by the fact that students presented higher levels of anxiety negatively correlating with academic achievement (-,541**) and positively with willingness to communicate (,557**). These results have shed new light on the teacher motivational strength and the importance of a balanced approach when more than one CLIL subject is being taught to Primary students.

KEY WORDS: Individual Differences (IDs), Natural Science, Social Science, Content and Language Integrated Learning (CLIL), motivation, Willingness to Communicate (WTC), anxiety.

1 Introduction: IDs in SLA and the learning context

Early in the morning, Carla arrives at school prepared for an exciting new CLIL day. She is the 5th grade Primary tutor. One of the first things she sees every day is the latest school motto: “We are each unique and beautiful, but together we are a masterpiece!” She has been reflecting about this statement. Her students are all different to one another not only regarding personality but also behaviour and learning styles. She does her best to cater for every student’s needs and indeed, each of them is an exclusive work of art.



It is a well-known fact that learners’ *Individual Differences* (IDs) play a significant role in the process of second or foreign language learning within a formal instructional setting. Every single student has his or her unique learning process which is determined by a number of personal characteristics that not only differ from person to person but also help to approach the learning process. IDs refer to the intrinsic singular features believed to influence Second Language Acquisition (SLA); they are the “stable and systematic deviations from a normative blueprint” (Dörnyei 2006, p. 42). As inherent features, IDs are also influenced by *learner external* factors such as the socio-economic status or the educational setting of the learner. However, it is the *learner’s internal* sphere that has been the core aim of a considerably significant body of research considering them as important predictors of L2 learning success.

The scientific study of IDs typically uses a statistical procedure showing whether two or more variables are interrelated. This is known as correlations, which seek to prove whether there is, or not, an influence of the different IDs on language proficiency. As some authors claim, “this might be termed *the correlational challenge*” (Dörnyei and Skehan, 2003, p. 589). Lightbown and Spada indicate that correlation “requires careful interpretation” (2006, p. 55). It is important to bear in mind that correlation is not a synonym of causation: in the case that two variables are positively correlated, this does not mean that one is the cause of the other.

Moreover, research has to deal with an implicit difficulty when gathering data on these individual features. Some of them can be measured in a straightforward way, for example the age. Nevertheless, how can we measure IDs such as motivation, personality or intelligence? They are not directly perceived. Validated tests or introspective methods such as diaries or recordings are required and, what is more, individual’s honesty seems essential (Hedge, 2000; Lightbown and Spada, 2006).

In this research, *Language Learning Motivation* is going to be extensively described as it is its cornerstone. Then, a more concise reference to *Willingness to Communicate* (WTC) and *FL Classroom Anxiety* is going to be made, sharpening their theoretical framework to motivation and to the aims of this study.

Objectives and Research Questions (RQ)

This project seeks to expand the research that deals with Affective Variables (AV) in the CLIL learning setting in the Extremaduran Primary Education. We aim to analyse the 5th graders' motivation, anxiety and WTC towards language learning through two CLIL subjects (Social Science and Natural Science), being this year independent from one another for the first time. The RQs are as follows:

- RQ 1: (a) *Are the learning situation and the family determining in CLIL students' motivation?* (b) *Do the motivational dimensions differ because of gender?* (c) *If girls tend to score higher than boys, is there a relation between motivation and academic achievement?*
- RQ 2: *Does a high motivation mean low L2 anxiety level and high L2 WTC level in both contexts, Social and Natural Science?*
- RQ 3: *Following a qualitative analysis, how are students' motivation, L2 FLCA and L2 WTC seen from the teacher perspective?*

1.1 Language Learning Motivation

Appealing to several language learning scholars, motivation has been a research trend over the past few decades. With a widely accepted importance, the construct of motivation tends to sustain the learning experience. It is commonly defined as “the intensity and persistence of a learner’s desire to succeed” (Tarone and Swierzbis, 2009, p. 3). In addition to this, in a classroom setting and far away from research, there is a teacher who has an innate awareness towards students’ motivation, probably as regards subject matters, tasks or even within periods of time. From intuition and experience to research, motivation is believed to play a significant role in the learning process.

Virtually accepted as a multi-faceted ID (Dörnyei, 1998), motivation has been approached hand in hand with attitudes in the literature as a consequence of their relation towards successful language learning. Gardner stands up for this interrelation explaining that “attitudes have motivational properties and motivation has attitudinal implications” (2008, p. 31). Several variables and theories seek to define motivation. On account of its etymological origin, it should be mentioned that the word *motivation* comes from the Latin *motivus* or *motus*, which mean ‘cause of movement’: this physical or intellectual *movement* is needed in order to carry out a task. Imported from psychology, this term is defined as the process that leads, instigates and maintains it towards an objective (Pintrich and Schunk, 2006). This means that being engaged in a task requires enough motivation to start it, progress in it and finish it. Hence, motivation is admittedly quintessential for the long-term process that is mastering a foreign language.

However, a distinction between different types of motivation has been made. On the one hand, *intrinsic motivation* is considered the one coming from the learners themselves and their personal willingness for growth or enrichment, whereas the *extrinsic motivation* is generated by other people or demands, such as parental pressure or job requirements. In the field of language learning, Gardner and Lambert (1972) distinguished *instrumental motivation* from *integrative motivation*. The former takes place when the language is being learned with a practical focus, a gain of mastering a language; for instance, obtaining a particular language certificate, a better position or accomplish a requirement, among others- i.e. using the knowledge of the language as an *instrument* to achieve a goal. The integrative motivation holds the desire of being part of the foreign culture, of identifying with that community and the aspiration of interacting and *integrating* within it. It is generally considered that, independently of the context, integrative motivation frequently outnumbers instrumental motivation in L2 success. In any case, while both

dualities are not exactly the same, it is true that a relation between the taxonomies can be easily found.

Taking stock of motivational approaches

Research on motivation experienced a turning point during the 1990s: from a social psychological approach the emphasis was then placed on cognitive orientations towards this issue. Priorities from motivation research in the L2 field were different, as Dörnyei (2001) pointed out.

The backdrop: the social psychological approach in Canada

Rarely does it seem that research on L2 motivation was launched by some well-known social psychologists such as Robert Gardner, Wallace Lambert and Richard Clément in a country where two of the most popular languages – English and French- are spoken. Three main aspects could be highlighted from this approach: (a) *attitudes towards the speech community* are considered fundamental to succeed in L2 learning; (b) the duality *integrative/instrumental* orientation, described above, and finally (c) what makes this approach relevant, the *integrative motive*.

Motivation is an intricate construct made up of *integrativeness* that comprises the integrative orientation, interest in the L2 and attitudes towards that community; *attitudes towards the learning situation* referring basically to the teacher and the course, and *motivation* itself covering the motivational intensity, the desire to learn a language and the attitudes towards learning the language. Richard Clément and colleagues' addition here consisted of the sub-system *linguistic self-confidence*. In general terms, it concerns the acceptance of the personal capacity to succeed when completing a task.

Coming closer: the educational shift of the 1990s

Renovated research agenda burgeoned in this period contextualizing motivation in educational settings. Practically the same conclusions were reached as regards this issue by different scholars, and those who outstand are Graham Crookes and Richard Schmidt. They struggled for the educational psychology theory to come closer to the foreign language field without overlooking the importance of the previous motivational scheme. Still, they defended

that less attention should be paid to the social dimension as it meant that other factors remain aloof. Two remarkable theories within this approach are going to be summarized.

Taking into account the wide-ranging characterization of motivation, a framework targeted to facilitate the above-mentioned encounter of the educational psychology and the L2 field was outlined by Dörnyei (1994). Thus, different levels were established to fuse the diverse ‘building blocks’ of the construct here described. In addition, it should be pointed out that the author himself considers his model “a good example of the ‘educational approach’, as it specifically focused on motivation from a classroom perspective” (2001, p. 18).

Firstly, Dörnyei established the most general level: the *Language Level* by which several aspects of the L2 are comprised as for example the culture, the L2 community and the potential gain of mastering it. “In accordance with the Gardnerian approach, this” –he states-, “(...) can be described by two broad motivational subsystems, an *integrative* and an *instrumental motivational subsystem*” (1994, p. 279). Secondly, the *Learner Level* can be found in this model implicating personality attributes: *need for achievement* and *self-confidence*, which shelters anxiety, perceived L2 competence, causal attributions and self-efficacy. Finally, the *Learning Situation Level* concerns *course-, teacher- and group- specific motivational components*. The former includes *interest, relevance, expectancy and satisfaction*, the four major L2 motivational components described by Crookes and Schmidt (1991).

LANGUAGE LEVEL	Integrative Motivational Subsystem Instrumental Motivational Subsystem
LEARNER LEVEL	Need for Achievement Self-Confidence * Language Use Anxiety * Perceived L2 Competence * Causal Attributions * Self-Efficacy
LEARNING SITUATION LEVEL	
<i>Course-Specific Motivational Components</i>	Interest Relevance Expectancy Satisfaction
<i>Teacher-Specific Motivational Components</i>	Affiliative Drive Authority Type Direct Socialization of Motivation * Modelling * Task Presentation * Feedback
<i>Group-Specific Motivational Components</i>	Goal-orientedness Norm & Reward System Group Cohesion Classroom Goal Structure

Table 1: *Components of Foreign Language Learning Motivation by Dörnyei (1994)*

In 1997, Marion Williams and Bob Burden, for its part, categorized motivation as a complex multidimensional construct made up of factors that were classified by its origins. They were *internal components* – as curiosity, task-relevancy, goal-setting ability, self-competency, age or gender; and *external components* – for instance ‘significant others’ like teachers, parents, or peers, the learning environment, rewards and punishments, or cultural rules (Dörnyei, 2001).

Considering a temporal axis: the process-oriented approach

In this framework, Zoltán Dörnyei and István Ottó dynamically considered motivation as they took into account learners’ ‘ups and downs’, that is to say, fluctuations over time. They truly believed that learners’ rate could depend on factors such as the moment of the school year or the kind of activity: “When we talk about a prolonged learning activity, such as mastering an L2, motivation cannot be viewed as a stable attribute of learning that remains constant” (Dörnyei 2001, p. 19). Likewise, they established different phases according to the temporal dimension, respectively named *choice motivation*, *executive motivation* and *motivational retrospection*: (a) motivation needs first to be *generated*. Consequently, goals and tasks to be accomplished are defined; (b) the created motivation needs to be *maintained* and *protected* in order to face distractions, anxiety or physical conditions that impede completing a task, and (c) a *retrospective evaluation* needs to be made by the learner to assess him or herself.

Finding the educational way: the socio-educational model

The socio-educational model developed by Robert C. Gardner and associates (1975) emerged out from a series of studies that proved the impossibility of some students to learn a foreign language. A case study also demonstrated that one of the most salient reasons for this incapacity was the emotional response against the foreign language culture (Nida, 1956). This model is also rooted in Lambert’s research, the target of which was the development of bilingualism. He considered this phenomenon to implicate *passing through barriers*: the *vocabulary barrier*, recognized to be the easiest one as the L2 student acquires language knowledge; and the *cultural barrier*, the toughest, by which a language learner becomes a native speaker-like.

In 1959 Gardner and Lambert conducted the first study within this model, developed with French learners in Canada. Later projects (Gardner and Lambert, 1972; Gardner and Smythe, 1975) concentrated on language learning at formal context, this is, at school. This approach lays

at the heart that learning a language not only is related to what is purely linguistic but also goes even further: it is the “willingness to be like valued members of the language community” (Gardner and Lambert, 1959, p. 271 cit. in Gardner, 2001, p. 3). This is the reason why motivation, and in particular *Integrativeness*, is the centerpiece of the socio-educational model.

Language learning is considered the acquisition of native-like proficiency, and consequently time, effort and persistence need to be devoted. Underpinning several variations, one of the final versions is the one that correlates *Integrativeness* and *Attitudes towards the Learning Situation* because of influencing *Motivation* (Gardner, 2000 cit. in Gardner, 2001). Moreover, these three components are included within the *Integrative motivation*, “a complex of attitudinal, goal-directed and motivational attributes” (Gardner 2001, p. 6).

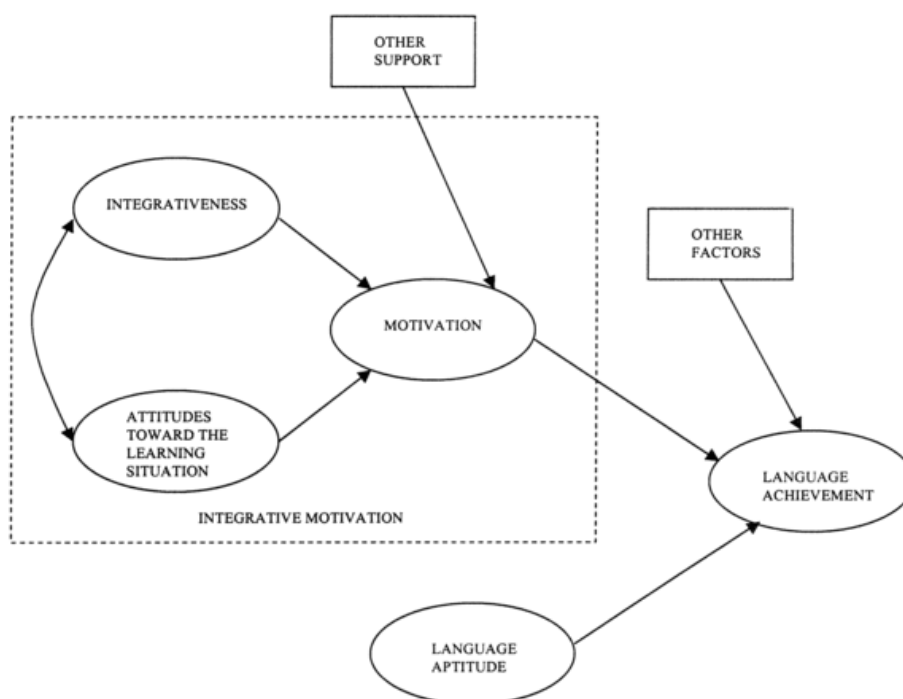


Figure 2: Gardner's (2001) model of aptitude and motivation in the second language learning

Especially relevant is also the fact that diverse components are interrelated between them in what can be seen as a chain: considerable attitudinal characteristics influence the student's motivation to learn a language, and consequently if the motivation is high, it helps in building success up in this process.

1.1.1 Measuring Attitudes and Motivation: the AMTB

It is the *Attitude/Motivation Test Battery (AMTB)* that feeds Gardner's socio-educational model forward, even considered by Dörnyei as one of the "particularly well developed areas" of the former's theory (1998, p. 123). This questionnaire, elaborated by Gardner and Smythe (1985), 'embraces' the motivation-attitudes interrelation, in line with the existing and researched influence of these dimensions in language learning achievement. Yet, there are other variables involved, as Masgoret, Bernaus and Gardner point out (2001, p. 283):

'Generally, research using the AMTB has demonstrated that a primary determinant of achievement in the second language is motivation and that other classes of variables such as Integrativeness, and Attitudes Toward the Learning Situation are important largely because they serve as foundations for this motivation'

In this test, some IDs have been included as 'dimensions' or 'variables' affecting motivation (e. g. anxiety, self-confidence) as well as the instrumental/integrative duality. *Internal factors*, as the participation, the effort devoted to learn, attitudes, etc., can be identified. External or *contextual factors*, concern the family and the learning situation: the appraisal of the teacher, the group, the course and the materials used are taken into account. However, as Dörnyei (1994) specifies, the AMTB does not aim to draw conclusions about the L2 classroom itself or to elaborate a 'teacher practice guide': the target is to analyse the factors influencing the motivation for the learning process.

This "standardised instrument with well documented psychometric properties" (Dörnyei 1998, p. 123) was originally developed for adolescents and adults on account of its extension, vocabulary and structure. Gardner's 2004 AMTB version counts on 104 different questions that seek to measure learners' motivation and attitudes. Six response items are offered: *strongly disagree, moderately disagree, slightly disagree, slightly agree, moderately agree* and *strongly agree*. Moreover, there is also a second part including 12 questions related to learners' feelings "about a number of things" (Gardner 2004, p. 12) that could surely depict the integrative and instrumental motivation, anxiety and parental support, among others. A different rating system is included here: a one-to-seven numeric scale is accompanied by changing indications as for example *Weak – Strong, Unfavourable –Favourable* or *Very low – Very high*.

1.2 Willingness to Communicate

Willingness to Communicate (WTC) is a construct first used by McCroskey and Baer (1985) to refer to the L1 “tendency of an individual to initiate communication when free to do so” (Kang, 2005; Lahuerta, 2014). Later on, this concept was expanded to the L2 as communication is seen fundamental for language learning: any teacher would consider an *active learner* the student who participates and gets involved in communicative exchanges, who is risk-taking and makes the best of every opportunity to produce some language. Kang (2005, p. 278) affirms this by giving three reasons by which WTC creates this kind of students:

First, L2 learners with a high WTC are more likely to use L2 in authentic communication and facilitate language learning. Second, they can function as autonomous learners, making independent efforts to learn the language through communication, without teachers help. Third, they can extend their learning opportunities, becoming involved in learning activities not only inside, but also outside classrooms.

Cao and Philp (2006), making reference to MacIntyre *et al.* point out that L1 and L2 WTC are “likely to be independent” (p. 481) and a lack of transferability between them is found because of the fact that the communicative competence in each language quite differs. MacIntyre *et al.* (1998) report Charos’s 1994 findings: a negative correlation between L1 and L2 WTC in L2 beginners. Of course, and as Lahuerta (2014) mentions, WTC involves both written communication and oral communication. However, it is the latter that is going to be inspected in this research.

There is a two-fold L2 WTC conceptualization as it can be seen both as a *personality trait* and as a *context-embedded variable*. As a *trait-like predisposition*, it is considered “fairly stable over time and across situations” (Kang, 2005, p. 279). Kang (2005) highlights that key WTC predictors were identified by Baker and MacIntyre (2000), MacIntyre (1994), MacIntyre *et al.* (2001) and McCroskey and Richmond (1991). These are *perceived communicative competence* and *communicative anxiety*. Lahuerta (2014) also specifies that “motivation was a predictor of WTC, frequency of communications in an L2 or both” (p. 42). Some other IDs proved to influence this trait are *sex, age, attitudes towards the interpersonal community and prior immersion experience*. Yashima (2002) and the coming after Yashmina *et al.* (2004) conducted a study with adolescent and university students from Japan. They concluded that motivation

affected WTC and communication behavior. Moreover, lesser anxiety and higher self-perceived communicative competence led to a frequent L2 communication, thus resulting in a greater WTC and proficiency. Hashimoto (2002), MacIntyre *et al.* (2003) and Gałajda (2013), cited in Santos (2014), found that the L2 students willing to communicate were the less anxious ones.

The L2 WTC as a *situational construct* was conceptualized and defined by Peter MacIntyre and colleagues as “a readiness to enter into discourse at a particular time with a specific person or persons, using a L2” (MacIntyre *et al.*, 1998, p. 547 cit. in Cao and Philp, 2006, p. 481). The readiness is seen as a voluntary act to get engaged in interactions. However, this volition can be influenced by several situational variables as the interlocutor, the topic, the context, etc. (Kang, 2005).

Building WTC models

Defending the volatile WTC, MacIntyre *et al.* (1998) developed the *Situational Model* combining precedent *situational influences* (context-dependent temporary variables) and *enduring influences* (context-independent personal features). They are respectively represented on the one hand by *Layer I, II and III* and on the other hand by *Layer IV, V and VI*.

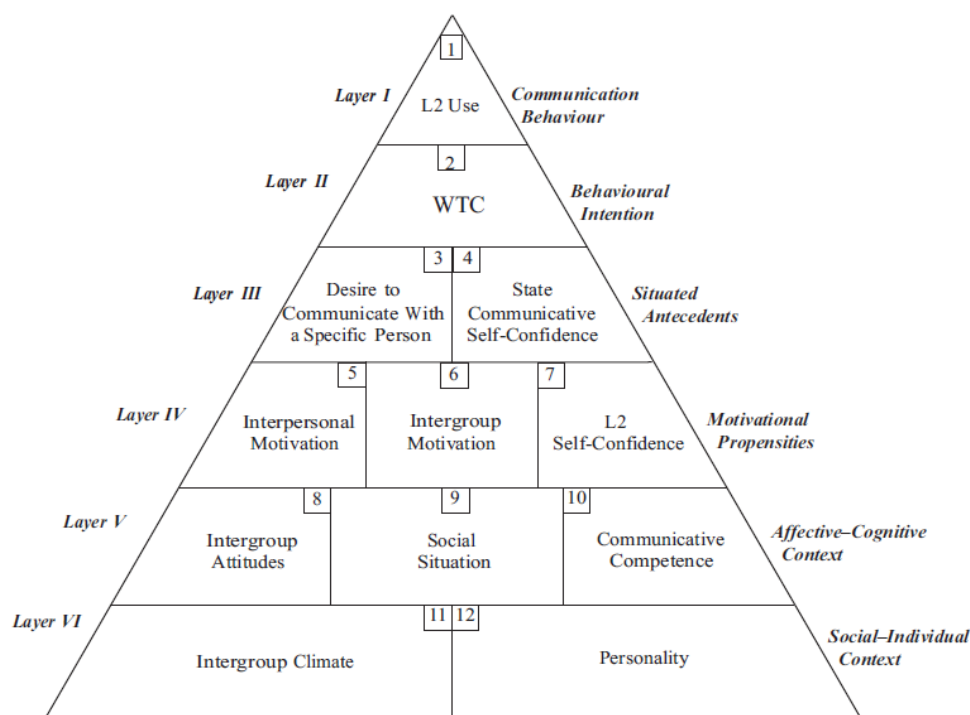


Figure 3: *Heuristic Model of Variables Influencing WTC proposed by MacIntyre et al. (1998)*

Especially noticeable is the fact that *Layer IV* consists of *Motivational properties* such as the *Interpersonal Motivation*, the *Intergroup Motivation* and the *L2 Self-confidence*, which is also included in the AMTB: “Motivational propensities are based on the affective and cognitive contexts of intergroup interaction and ultimately lead to state self-confidence and a desire to interact with a particular person” (MacIntyre *et al.*, 1998, p. 550).

A more recent model is the one proposed by Kang (2005) named the *Multilayered Situational WTC Construct*, considered to reinforce the dynamic manifestation of context-embedded WTC. The resulting WTC rises from the joint effect of both subject internal and external factors: *Security*, *Excitement* and *Responsibility*, three *Psychological Antecedents* co-built *Situational Variables* such as the *Topic*, the *Interlocutor(s)* and the *Conversational Context*. The author states that “a situational variable can simultaneously influence three psychological antecedents and a change in a situational variable can have a chain effect on psychological antecedent(s) and situational WTC consecutively” (Kang, 2005, p. 289).

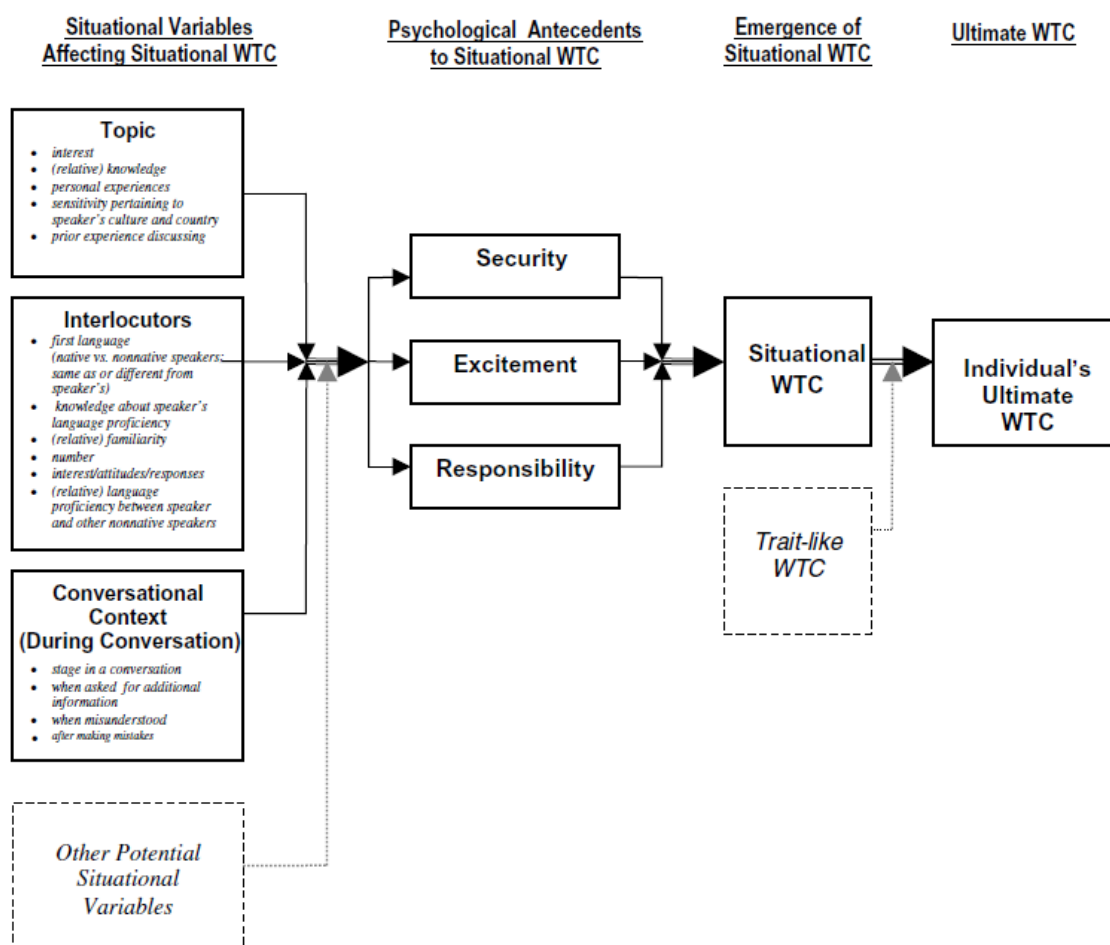


Figure 4: *Multilayered Situational WTC Construct by Kang (2005)*

As Kang (2005) explains, the final WTC can oscillate over time being influenced by the *Situational Variables*. She hence defines WTC as “an individual’s volitional inclination towards actively engaging in the act of communication in a specific situation, which can vary according to interlocutor(s), topic, and conversational context, among other potential situations” (Kang, 2005, 291).

1.2.1 Measuring Willingness to Communicate: the WTCS and WTC-M

The original *Willingness to Communicate Scale* (WTCS) was developed by McCroskey and Baer (1985). It included 20 items and 3 subscales based on the participants in a communicative exchange (strangers, acquaintances and friends) and 3 subscales based on the communicative context (public, group or pairs). Díaz Pinto (2009) adapted this by creating a Yes/No test including 10 items related to the L2 WTC in the L2 classroom context. For her thesis, Santos (2014) used this Spanish version including a 6 Likert scale ranging from 0 (*Never*) to 5 (*Almost Always*).

On the other hand, Santos’ (2014) adaptation of the *Willingness to Communicate Meter* (WTC-M) from Kamprasertwong (2010) was originally developed by MacIntyre and Gardner (1991). The WTC-Meter consists of a thermometer-like test in which students evaluate from 0 to 10 their disposition to talk in class. It is therefore a self-assessment of their WTC.

1.3 Anxiety

Emotions play a significant role in a classroom setting full of diverse and unique learners. Feelings and attitudes towards learning have a changeable effect on a student: from having a good disposition and being participative, learners can experience the opposite side of being simply ‘not on the mood’ for learning: comprehensible input here is not being received. This phenomenon has been referred to as *affective filter* (Krashen, 1982), which is an impeding learning barrier established when learners are full of boredom, tiredness or anxiety.

From the mid-90s on, anxiety has received much attention in the SLA research as a negative emotional response towards L2 learning, confirming many teachers’ beliefs (Cheng, Horwitz and Schallert, 1999). It is generally defined as the “subjective feeling of tension, apprehension, nervousness and worry associated with an arousal of the autonomic nervous system” (Horwitz *et al.*, 1986, p. 125). Alike WTC, there is a dual understanding of this feeling: *trait anxiety* is seen as a constant propensity that can be inherited; and *situational anxiety*, which is temporary and context-rooted, is personality-independent and often looked at when dealing with language learning contexts.

A considerable large body of research has proven that anxiety has detrimental effects on several aspects concerning language learning. Steinberg and Horwitz (1986) inspected the anxiety activation when describing ambiguous pictures, resulting in less interpretative descriptions from students. Horwitz *et al.* (1986) directly referred to this anxiety as “*debilitating foreign language anxiety*” (p. 132). This goes in line with Scovel’s (1978) taxonomy of FL anxiety, which consisted of differentiating *facilitating anxiety*, regarded as a performance aid as opposed to *debilitating anxiety*, which is widely-accepted to be disadvantageous for performance. Gardner (1985) even considered FL anxiety in the French Class Anxiety scale within his AMTB, hence relating anxiety with attitudes and motivation. MacIntyre *et al.* (2003) revealed that the less anxious students were more willing to communicate and more motivated, especially matching this research. In relation to this, it is interesting to echo what Horwitz *et al.* (1986) declare: anxiety can be dazed with a lack of aptitude or motivation when underscoring a test or incorrectly performing in class: this “can contribute to a teacher’s inaccurate assessment” (p. 127).

Spotting foreign language classroom anxiety

Aiming at attention in the classroom environment, several authors (See, for example, Gardner, 1985; Horwitz, 1986 cit. in Cheng, Horwitz and Schallert, 1999, MacIntyre and Gardner, 1989; Ellis, 2008) characterise second language anxiety as a process distinct to that of learning any other subject: it is something unique and intrinsic to the situation of L2 learning. “When anxiety is limited to the language learning situation, it falls into the category of specific anxiety reactions”, state Horwitz *et al.* (1986). This view of anxiety as a context-specific process was referred to by MacIntyre and Gardner (1989) citing Endler’s (1980) work to highlight his argumentation: “He proposes that to study anxiety is to study the interaction of the person in the situation producing that anxiety. Some situations arouse anxiety while others do not, so both the individual and the context must be taken into consideration” (p. 254).

The theoretical framework edged by Horwitz, Horwitz and Cope (1986) is broadly considered in the FL classroom anxiety. They outlined three components of this situation-specific feeling, metaphorically compared to ‘building blocks’ by themselves: *communicative apprehension*, *fear of negative social evaluation* and *test anxiety*. Yet, they make clear that these elements are not the only ones influencing FL anxiety: “We conceive foreign language anxiety as a distinct complex of self-perceptions, beliefs, feelings and behaviors related to classroom language learning arising from the uniqueness of the language learning process” (Horwitz *et al.*, 1986, p. 128).

Communicative apprehension occurs in a situation when a FL student struggles when being at the same time mature to elaborate thoughts and ideas and immature as regards L2 vocabulary, resulting in an incapacity to express him or herself (MacIntyre and Gardner, 1989). This reinforces the role of interpersonal interactions in the FL class, where communication happens in a wide variety of forms (in dyads, groups or in public to the whole class). Students experiencing difficulties when communicating in small groups are expected to have even greatest problems when talking in public. Also, a person who is normally talkative can be transformed into a shy FL learner in class as a result of this anxiety component.

In many occasions, students may feel that their performances are not only being assessed by their teacher but rather that they are also “sensitive to the evaluations –real or imagined- of their peers” (Horwitz *et al.*, 1986, p. 128). This *fear of negative social evaluation* makes students feel apprehensive as regards others’ evaluation, willing to escape from evaluative situations. The

cited authors mention that this process can emerge in any social situation where individuals are being assessed, e.g. a job interview.

Test anxiety is feeling apprehensive when being assessed, which is quite usual in the classroom environment. It has been defined as “a type of performance anxiety stemming from a fear of failure” (Horwitz *et al.*, 1986, p. 127). It is considered by these scholars a common and repeated difficulty in the FL classroom as assessment is frequently happening and thus learning is constantly being monitored. Furthermore, they add, a test-anxious student is under self-pressure to succeed and perform in an outstanding way. Oral tests are also given special relevance because of being both test anxiety and oral communication anxiety provoking at the same time. In relation to this, an anxiety-relief technique proposed by researchers and done by some teachers in their classroom is respecting students’ *time of response*, allowing extra time to think and elaborate their answers to those who need it, avoiding a ‘focus on form’ approach and an excessive error correction (Santos, 2014).

1.3.1 Measuring foreign language classroom anxiety: the FLCAS

In this field of FL classroom anxiety, early research was developed through diary studies. The main finding was discovering that students felt anxious from time to time especially when competing between them. It then turned to more quantitative methodology by means of for example questionnaires.

On the one hand, the *State Trait Anxiety Inventory* (STAI-S) was designed by Spielberger, Gorsuch and Lushene (1970). It consisted of two scales seeking to measure *trait anxiety* –anxiety as a relatively stable personality feature- and *state anxiety* –situation-specific and transitory anxiety- through a 4 Likert scale that went from 0 (*Absolutely not*) to 3 (*Too much*).

On the other hand, the widely accepted instrument to measure the specific type of anxiety produced in the FL classroom is the *Foreign Language Classroom Anxiety Scale* (FLCAS), developed by Horwitz *et al.* (1986). The authors asked 30 beginner language students to form the “Support Group of Foreign Language Learning” and report anxiety-related situations, effects and psychological symptoms. This provided useful data for the FLCAS development.

Nearly a decade later, Cheng, Horwitz and Schallert (1999) raised a discussion about whether the assumption that speaking is the most anxious language skill was creating ‘speaking-

centred' test and therefore, the remaining three skills were left behind: there could be anxious students in skills other than speaking. They finally concluded that this type of anxiety, measured by the FLCAS, "seems to represent a more general type of anxiety about learning a second language in a formal education context, with a strong speaking anxiety element" (1999, p. 438).

The FLCAS consists of 33 items measuring communicative apprehension, test anxiety and fear of negative evaluations. It is assessed by means of a 5 Likert scale from 1 (*Strongly agree*) to 5 (*Strongly disagree*), resulting in a 33 to 165 range of punctuation. 24 out of 33 questions refer to anxiety states while the remaining 9 refer to non-anxiety states.

Classroom debilitating anxiety studied by means of the FLCAS has shown that the most anxious students are the ones afraid of speaking in class, not fully understanding the message received or making mistakes. They fear of being less competent than and negatively evaluated by their peers.

Individual differences, as it has been described, affect learners in any context. In this paper, the language learning setting is principally taken into account. This, for Primary Education children, is the school, a formal learning setting by which most of the students establish their first and considerably long contact with an L2. The CLIL methodology has been widespread in Europe to promote L2 learning by integrating content and language. It is because of its convergence as both a *language learning approach* and an *educational approach* that needs to be highly considered as IDs are influencing students throughout their learning process.

1.4 The current learning setting: zooming into the CLIL approach

CLIL stands for Content and Language Integrated Learning and it is the “dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language” (Coye *et al.* 2010, p.1; Mehisto *et al.*, 2008, p. 9). Once the linguistic shortcomings in our continent were identified, it was launched two decades ago as a European Union’s policy promoting multilingualism and linguistic diversity and responding to a European need for enhancing L2 learning and ensuring mobility. This went hand in hand with the globalization process, which placed greater linguistic demands on education in the mid-1990s (Mehisto *et al.*, 2008).

Against the ‘English-only’ policies from the US, the ‘languages-only’ one was promoted in all throughout Europe with the ‘1+2’: one mother tongue and two foreign/second languages should be mastered by students. It also included the promotion of minority and regional languages. The European willingness to boost the cohesion and competitiveness of young people also laid the foundations of the CLIL main principles. In addition to this, as Coyle *et al.* defend, “communication and the ability to use a lingua franca is becoming a prerequisite for individual success (...) Thus CLIL may be increasingly adopted as a proactive means by which to maximize the potential for success” (2010, p.9).

Remarkably interesting is the classification of driving forces behind taking up of European CLIL that Coyle *et al.* feed (2010). These are the *reactive reasons*, the ‘responding-to-a-situation drive’, by which equal access to education is held and a CLIL adaptation in terms of methodology and curriculum is promoted; and the *reactive reasons* or ‘creating situation’ for enhancing language learning, among other aspects. They also define families, governments, the European Commission and language experts as the “four simultaneous mayor proactive forces” (p. 8)

The dual objective of content and language learning seems to be clear, although each European country can establish complementary aims, as the Eurydice Report (2006) endorses. *Socio-economic aims* focus on preparing students for the labour market; *socio-cultural aims* seek to develop tolerance and respect towards other cultures; *language-related aims* refer to the process of learning a language for real practical purposes and finally, *educational aims* make reference to content knowledge and learning ability. For a further review, see the above cited “Eurydice, the information network on education in Europe”.

As Cenoz, Geneese and Gorter (2014) point out, “although CLIL’s origins in Europe might make it historically unique, this does not necessarily make it pedagogically unique” (p. 244). Coyle *et al.* (2010), in line as well with this, claim that “CLIL is not a new form of language education. It is not a new form of subject education. It is an innovative fusion of both” (p. 1). CLIL covers a wide array of pedagogical techniques and “is flexible regarding curricular design and timetable organization” (Cenoz *et al.*, 2014, p. 245), resulting in a lack of cohesion concerning what CLIL implementation means and making difficult “to pin down the exact limits of the reality that is referred to with this term” (Alejo and Piquer 2010, p. 220).

The core features of CLIL could be defined as follows:

- The 4Cs (Content, Communication, Cognition and Culture) are the main ‘gear pieces’: academic achievement, L1 and L2 proficiency, cognitive and social skills development and appreciation and understanding of the cultures are considered CLIL goals (Mehisto *et al.*, 2008)
- A dual focus on and integration of content and language: subject matters that were originally studied in the L1 – such as Science, Music or Arts, among others - are now being developed by means of an L2.
- The use of the CLIL vehicular language implies a great effort when it comes to scaffolding the content to make it more comprehensible for students as they are going to deal with conceptually-new terms and linguistically-new concepts (Johnson and Swain, 1994). Graphic organizers, visuals, breaking the task into pieces, non-verbal communication and collaborative learning are some of the pedagogical resources involved.
- The CLIL subject matter determines the language needed to learn. This is *academic language*, referred to as Cognitive Academic Learning Proficiency (CALP), Cummin’s 1981 notion. Its peer concept, Basic Interpersonal Communicational Skills (BICS) is the *everyday language* traditionally developed at EFL. Hence, it is said that *CLIL is CALP* and *EFL is BICS*.
- Interplay with the constructivism framework as well as SLA (Second Language Acquisition) theories and several European policies as for example the Common European Framework of Reference for Languages (CEFRL) or the European Portfolio of Languages, considered by many teachers a useful approach to monitor and assess students’ language learning.

- Negotiation of meaning and the ‘teacher as a guide’ role. Contents are being discussed since the very beginning by means of techniques like brainstorming and anchoring new knowledge with already acquired information.

The implementation of CLIL in Spain is a “many-sided issue: different bilingual instructional models are designed that depend on the particularities of each area” as Fdez. Fontecha states (2009, p. 5). As this author well describes, the Spanish diverse linguistic situation of ‘monolingual vs. bilingual’ autonomous communities has influenced the language learning tradition and the overall research on this topic: the one done in bilingual communities greatly outnumbers the monolingual. She also suggests that this research difference could be as a result of the “lack of tradition and social concern on bilingual education in these communities, and the fact that the initial stage of CLIL in this part of Spain [monolingual communities] might have prevented research in the field” (Fdez. Fontecha, 2009, p. 15)

The backgrounding situation of the Autonomous Community of Extremadura could be depicted by three factors: (a) its sparse population of just over one million inhabitants in the fifth Spanish Community by extension; (b) in general terms, an agriculture-dependent rural economy and (c) its situation in the borderline with Portugal. However, and surprisingly, little room is left for the learning of Portuguese, generally seen as a lack of interest of Extremaduran inhabitants in doing so except for the localities situated in the border line, called “La Raya”.

The origins of the Extremaduran CLIL can be traced back to 1996, when the British Council set an educational partnership with two state-run schools: ‘Alba Plata’ in Cáceres and ‘Luis de Morales’ in Badajoz. From the mid-90s onwards, it could be said that the educational system bet high to the language learning as it was implemented at the early stages (6 years old age and, later on, 3) and there was a progressive implementation of 2 FLs, linked to the 1+2 European policy to enhance language learning. The great boost happened in 2001, declared the European Year of Languages by the Council of Europe, the European Union and UNESCO. One of its best known measure was the language learning coding, the Common European Framework of Reference for Languages (CEFR), that quickly spread out and helped several language certification institutions to make equivalent its certificates. ‘Secciones Bilingües’ were finally set up through official regulations in 2004/2005 promoting not ‘to learn’ a language but ‘to learn by’ non-linguistic curriculum areas. One of the latest steps in the promotion of language learning was the LinguaEx Plan (2009/20015), by which English and Portuguese learning was described to be enhanced at school. It should be mentioned that French is also the vehicular language of some

schools in Extremadura; however, and unfortunately, updated data is not provided and it is difficult to know how many schools are running their Bilingual Sections in each language, which would be interesting.

2 Contextual description: the CLIL stakeholders

2.1 The CLIL school: ‘CEIP La Estrella’

The CLIL context is ‘CEIP La Estrella’ (*fake name*), a co-educational state-run school located on the outskirts of Badajoz where the inhabitants belong to a medium to high socioeconomic level. One of the most singular features could probably be the fact that it was created in the academic year 2011/2012, only four years ago. It is a completely bilingual school as it was created when the legislation emboldened brand new schools to be bilingual. They embarked on this new adventure with only 110 students. Nowadays they are 400 students and 600 are expected by teachers in a few years time.

The philosophy underlining their CLIL project is, as some teachers defend, an integrative project that seeks to involve every single teacher and student – even though those who have not reached a high English competence yet and also students with special needs, provided with “Spanish only” curriculum adaptations. Classroom management is aimed to be given in English no matter the subject, which really makes the students used to the classroom language even if they are in a Mathematics lesson in Spanish. Linguistic awareness is definitely seen. Not only can Primary students learn English but also Portuguese and even French in the third cycle. The two languages share the status of third language (L3), defined by Cenoz as “the acquisition of a nonnative language by learners who have previously acquired or are acquiring two other languages. The acquisition of the first two languages can be simultaneous (as in early bilingualism) or consecutive” (Cenoz, 2003, p. 71 in Santos, 2014, p. 141). As the French teacher pointed out, the defined objective with both L3s is an initial language approach so that children would eventually have positive attitudes towards those languages being taught as L3s.

Multilingualism rather than bilingualism: how does it work?

Multilingualism is highly cheered up at school. Infants start learning English since the very beginning mainly through the use of interactive whiteboards. They even study Portuguese as well with one hour per week lesson. Focusing now on Primary Education, languages fill the schedule up as follows: three hours per week for English as a Foreign Language (EFL), five for Science, one for Arts, one for Portuguese and only in the third cycle, one for French. About Literacy and the *Jolly Phonics* method, the school first implemented it in third cycle but students

quickly felt that it was a bit childish for their age. This is the reason why this method is being taught from the 1st to the 4th grade, generally as a Morning Routine.

Nature of the subject	Subject	Hour/s per week
L2	EFL	3
L3	Portuguese	1
L3	French <i>*only in the 3rd cycle</i>	1
CLIL	Science	5
CLIL	Arts	1

Table 2: *Primary Education linguistic profile at 'CEIP La Estrella'*

As LOMCE (*Ley Orgánica 8/2013, de 9 de diciembre, para la Mejora de la Calidad Educativa*) has been implemented in the academic year 2014/2015, 1st, 3rd and 5th grades have counted on *Natural Science* (3 lessons per week) and *Social Science* (2 lessons per week) separately with one book for each subject, contrasting the rest of the grades that still had *Science* as a whole 5 times a week but this year 2015/2016 will meet this subject division.

2.2 The CLIL teacher

Carla (*fake name*) is a 32 year-old Primary teacher. She finished her 3 years teaching degree and after that she studied Psychopedagogy when getting prepared for the civil servant exam. Her professional career is rich and varied: she has been an Arts and Crafts teacher, she has taught English to Pre-Primary students in different semi-public schools in Badajoz and she has been working at eight different rural and urban state-run schools since 2008 in Extremadura.

When she definitely became an in-service teacher in 2011, she was first devoted to teaching EFL –and even Music!- in Pre-Primary and Primary School. This interdisciplinarity has allowed her to develop useful lifelong professional skills. She finally enrolled ‘CEIP La Estrella’ in 2012-2013, its second year of life. She was the tutor of the first promotion of the school, and as she says, she was honored to be so. She first heard about CLIL when she was working there. It could then be said that she learnt about this approach ‘in a natural acquisition context’: she realised that the methodology was somehow different. Hence, she learnt by observing, copying and doing. Her school has quickly become a CLIL reference, and the staff has been required in many occasions to give lectures and practical training courses about different issues concerning CLIL.

In the academic year 2014/2015, she was the 5th grade tutor teaching Natural Science (CLIL), Social Science (CLIL), Arts and Crafts (CLIL), Maths (non-CLIL), Spanish Literacy (non-CLIL) and “Valores”, the alternative subject to Catholic Religion (non-CLIL). EFL is mainly taught by the language assistant; and Music, Portuguese, French and PE by its respective specialist teachers.

In their four case study research, Alejo and Piquer (2010) proposed a benchmark for the typology of teachers in Extremadura as follows: (a) a novice Primary School teacher, (b) a Secondary School content teacher, (c) a Secondary School language specialist and (d) a Secondary School language assistant. However, what has been considered useful for the current research has been their table for the classification of the different kinds of teachers. Therein lies the main typology that can be found nowadays at CLIL schools. According to what has been described, Carla would be considered an expert teacher, piggybacking nearly a decade of teaching practice, and a Primary language teacher in a greater extent (**) as well as Primary content teacher (*).

	Language teacher		Content teacher	
	Primary	Secondary	Primary	Secondary
Language assistant				
Novice				
Expert	X**		X*	

Table 3: *Carla's general profile according to the teachers' typologies proposed by Alejo and Piquer (2010)*

2.3 The CLIL students

The sample chosen for this research was 5th grade of Primary Education, made up by 10 to 11 year-old students. In it, girls slightly outnumber boys having a 43.5% (n=10) of boys, and a 56.5% (n=13) of girls; making a group of N=23 students.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid BOY	10	43,5	43,5	43,5
GIRL	13	56,5	56,5	100,0
Total	23	100,0	100,0	

Table 4: *Gender individual difference of 5th grade of Primary Education*

Following the recommendation of the Head of Studies of the school, the reasons for choosing this group were their excellent CLIL involvement in the 2nd cycle and their well-considered level of English. According to their previous experience, students were coming from different backgrounds –CLIL and non-CLIL schools. When the school opened its doors, it was essential that students became used to the CLIL approach and to the school at the same time; thus, they had a good tutor who took care of the students' 'CLIL inclusion'.

Carla considers some of her students perfectly able to get an English A2 certificate. It is worth pointing out that Plan LinguaEx sets an A1 level for Primary students at the end of the stage. Furthermore, this group has been the first 5th grade in having Social Science and Natural Science separately, meeting the aims of this research.

2.4 From ‘Conocimiento del Medio’ to Social and Natural Science in 5th grade

Until the academic year 2014/2015, children were used to have *Conocimiento del Medio* in Spanish or *Science* if it was taught following the CLIL indications in all throughout the Primary Education. As has been mentioned above, one of the modifications that LOMCE (*Ley Orgánica 8/2013, de 9 de diciembre, para la Mejora de la Calidad Educativa*) has brought about is the separation of the subjects of *Social Science* and *Natural Science*. The 5 sessions per week devoted to the original subject have been now divided in 3 sessions for *Natural* and 2 for *Science* and students have one different book for each of them from the same publishing house.

In the case studied in this work, which is 5th grade of Primary Education, both subjects have been taught by their tutor, Carla. Related to this *Social-Natural* duality, she has the feeling that *Social Science* is in general very hard to ‘translate’ into the CLIL language: “*Social* es muy feo, hay temas con los que no se pueden hacer experimentos. En cambio *Natural* les llama más [a los alumnos]”. When dealing with the “Climate and Weather” in *Social Science*, Carla reflected on her teaching process and reached the conclusion that she was not doing too many activities. She then decided to implement group slides presentations to make students practice both the ICTs and the content. On one occasion, with the purpose of cheering students up to start revising the Unit, she transmitted to her students her own attitude towards it:

Teacher: Es un poco denso este tema chicos

Student: ¿Qué es denso?

Teacher: ¡Pf! Pesado

Children: ¡Repetitivo!

Teacher: Por eso quiero que lo vayáis viendo

The following topic was about “The Middle Ages”. Carla found strange this History starter for students that rarely had studied History. Nevertheless, the book contained a brief activity in which students could see which stages came before the Middle Ages. During a *Social* lesson, students suddenly started talking about this coming Unit. One of them said “¡Yo me he estado mirando los temas [de Historia] y son tela!”.

On the other hand, in general terms *Natural Science* did not seem a challenge. Units were full of topic-related terminology (CALP) that children managed with ease. Final projects are

included at the end of each Unit and done in class. During the month observed, February 2015, 5th grade studied infectious diseases and non-infectious diseases. Even being ‘the language of CLIL’, it could be said that the specific terms contained in this Unit (*mould, pathogens, microorganisms*) were less common daily language than the ones at *Social*, “Climate and Weather” as they may be exposed to climate expressions more frequently.

Related to the use of the L1 in the classroom, it was observed that code-switching was considered a useful technique, yet it was only used as a last resort when predicting that students were going to face difficulties with the content: “El tema es un poquito más denso, hoy la clase va a ser más en español que otra veces”. Also, for some students, speaking in English was a process requiring a great deal of effort. Carla prepared for her students an activity in which they had to cope with the content in groups and adopting the role of the teacher later on when explaining their fragments to the rest of the class. The rule was explaining their topic with their own words. She let them know that it was difficult and she was aware of that, but she wanted to see if they were capable. Students felt nervous and unsure and some of them just learned their fragments by heart. One student even complained: “¡Es que esto en inglés es mucho más difícil!”

In order to facilitate the process of learning by means of an L2, brainstormings, realia, anchoring previous knowledge to new knowledge, chunking and using manipulative materials to explain abstract concepts, among others, were widely used in class. Carla even used grammatical metaphor when simplifying the language of the content book: when she considered it difficult to manage for students, she rewrote that content in her computer, she printed and highlighted it and finally, she gave each student a copy for them to study. The teacher had a good methodological level and implemented many different scaffolding techniques in her lessons; being the *Natural* lessons richer than the *Social* ones.

3 Methodology

3.1 Research foundations and targets

This research is principally rooted in (a) the Degree Final Dissertation (“Motivación en el aprendizaje de Español como Lengua Extranjera (ELE) a través del programa penpal”, 2014) on motivation in 58 Spanish as a Foreign Language students by this same author. The AMTB was adapted to 9 to 11 year-old English native students to find out what motivational dimensions were the strongest. The results can be summarized by pointing out that the *Learning Situation* (77,41%) was the first one followed by the *Spanish visitor* (77,30%) and the *instrumental motivation* (69,36%); and (b) in Edleide Santos Ph.D project titled “*Ansiedad y disposición a comunicarse en el aprendizaje del inglés como segunda lengua: estudio de las influencias del modelo formativo (AICLE y enseñanza formal)*” (2014).

As Santos (2014) stated in her thesis, Affective Variables (AV) in the CLIL environment is a topic underresearched. She followed some previous considerations regarding the effective SLA: a low affective filter (Krashen, 1982); low L2 anxiety levels (Kondo-Brown, 2013) and high L2 WTC indices (MacIntyre, 2007). She chose those variables and compared a sample made up of 185 2nd grade of Secondary school students from three different semi-private schools in Mallorca (Spain). From the surveyed students, 87 were CLIL students and 98 were non-CLIL students. She used, among other tests, Spanish versions of the WTCS, WTC-M, FLCAS and a teacher questionnaire. Some of her findings that served as inspiration to this project were that FL anxiety was higher in CLIL than in non-CLIL students; the most anxious activities in CLIL were the communicative ones and finally, L2 academic achievement was positively related to low L2 anxiety levels, high L2 WTC levels and CLIL enrolment.

Some interesting questions emerged during my MA placements period at ‘CEIP La Estrella’: how would motivation be in the CLIL students? Would it be true that a high motivation is a synonym of a low anxiety and high WTC? And, more importantly, would those variables differ from Natural Science to Social Science? In the Degree Final Dissertation, students’ gender was not taken into account. Would girls’ motivation be higher than boys’? Would they have the same motivational preferences? As it has been described, the CLIL teacher had different attitudes towards these two different subjects in their CLIL adaptation. Would the teacher’s attitude influence students? Three research questions (RQ) were finally defined, first

starting with motivation itself, then relating it to FLCA and WTC in the two CLIL subjects and finally bringing to light the CLIL teacher viewpoint about these IDs.

3.2 Materials: from validated tests to ‘mini-tests’

In order to adapt the AMTB, WTCS and FCLAS standardised tests targeted for an older audience, several modifications were carried out. Not only adapting the language was needed, but also cutting the test short to facilitate Primary students’ concentration and modifying the response items to simplify the tests and avoiding reading comprehension difficulties.

Firstly, the *mini-AMTB* version used in the current project comes from the previous Degree Dissertation (unpublished), as it has been already mentioned. It consisted of 29 questions which were classified in 9 different dimensions. This first sketch covered 3 response items that were not linguistically signaled but visually: three different ‘smileys’ or emoticons in green, yellow and red respectively corresponded to *I agree*, *I neither agree nor disagree* and *I disagree*.

Certain questions were directly taken from the Gardner’s AMTB (2004), for instance “82. I think that learning English is dull”. By contrast, others were modified to make the sentences shorter or the language simpler. It is the case of “72. Studying English is important because I will be able to interact more easily with speakers of English”. The resultant question was simply “I think that learning Spanish is going to help me to make friends”.

Especially relevant is the fact that once the results were analysed and compared, the ranking position obtained by the Spanish teacher was by no means consonant with what was observed. The questions about the teacher were “I wish my Spanish teacher was more dynamic” and “My Spanish teacher is better than any of my other teachers”. One student wrote “I don’t understand” next to the term “dynamic”. Although it was just one case, it indeed showed that it was not a very appropriate word to include in the test. The fact that this teacher was not a tutor but a language specialist teaching them one hour per week showed that the second question was not suitable for his position: students generally tend to think that the best teacher is their tutor, the one that spends more time in the classroom with them and usually teaches more than one only subject.

The *mini-AMTB* test was presented in the student’s native language – Spanish- and taking into account the fact that the sample chosen would have to complete five different tests for this research, the test was even shorter: *Family*, *Learning Situation*, *Self-Confidence*, *Teacher* and *Attitudes* dimensions were made up of 3 finally selected questions, 15 total questions (See *Appendix A*). The version used in this MA dissertation has been improved by adding one more

item so that the ‘middle response’, *I neither agree nor disagree*, could be more easily avoided and, as a consequence, results could finally be more balanced. Hence, the scale would be considered as *Totally agree*, *Agree*, *Disagree* and *Totally disagree*, and they were represented by a smileys scale designed by the author without any other written information (*See Appendix B*).

Secondly, the *mini-WTCS* (*See Appendices C (I) and (II)*) and the *WTC-Meter* (*See Appendix D*) were exactly selected with no adaptations except for the item scale, to warrant equivalent data. Two identical WTCS versions were elaborated and printed, one for Social Science and other one for Natural Science, only changing the name of the subject the test refers to. Children used to name these subjects by saying in English “Natural” or “Social” – even when they were talking in Spanish-, hence *Natural* and *Social* appear in italics in the Spanish tests. On the other hand, the WTCS presented 10 communicative classroom situations that could be perfectly related to the CLIL Primary student exchanges. The WTC-Meter was considered especially appropriate for children for its thermometer-like format.

Finally, the *mini-FLCAS* test implemented in this project is an adaptation of Santos (2014). The following 1-to-5-item scale was included: “Totalmente de acuerdo” (Totally agree), “De acuerdo” (Agree), “No sé” (I don’t know), “En desacuerdo” (Disagree) and finally “Totalmente en desacuerdo” (Totally disagree). This was replaced by the same smiley scale used in the AMTB, therefore reducing the original scale to a 1-to-4 response. Santos (2014) FLCAS contained 33 questions and one open for students to describe their most anxious situations, behaviors or activities. The *mini-FLCAS* was finally made up of again 10 questions. Again, the FLCAS had as well one version for each subject (*See Appendices E (I) and (II)*).

Linguistic modifications, known as *grammatical metaphor* (Halliday, 1993), were also developed, as for example in Santos (2014) FLCAS question: “26. Comparativamente, estoy más tenso/a y me siento más nervioso/a en la clase de CSI [Ciencias Sociales en Inglés, the CLIL Social Science subject] que en las demás asignaturas”. This was adapted in question number 8 in the *mini-FLCAS*: “Estoy más nervioso/a en clase de (*Social/Natural*) que en las demás asignaturas”. Other questions, as for example Santos’s “1. Nunca estoy completamente seguro/a de mí mismo cuando hablo en clase de CSI” was directly reproduced. Considered a negative aspect of language learning, the FLCAS was measured reverse coded except for the questions that were linked to positive attitudes.

Finally, a qualitative teacher questionnaire designed by Santos (2014) following Brown (2006), Ellis (2003) and Clemente (2001) indications was used (*See Appendix F*). In her research, it well-served for identifying the different teachers' approaches and their teaching style, analysing to what extent this influenced students' anxiety and WTC, aiming to find CLIL and non-CLIL teachers differences. The test high suitability for this research permeated its implementation, ignoring the dyad CLIL vs. non-CLIL as the current context is 'CLIL-only'.

In conclusion, the adaptations generally developed to ensure the test suitability for the Primary students were (a) replacing the literary item scales by 'smileys' or icons that reflect more or less agreement with the statements; (b) cutting the original tests short to no more than 15 questions each; (c) employing grammatical metaphor to adapt the language to ensure children understanding.

3.3 Participants and test implementation in the classroom

The study participants are the 5th graders at ‘CEIP La Estrella’ and their 32-year-old tutor, Carla, important CLIL stakeholders described in Section 2 of the current paper (*See ‘2.2 The CLIL teacher’, p. 26 and ‘2.3 The CLIL students’, p. 28*).

Tests implementation was carefully planned and designed. As the AMTB was not related to any subject in particular, it was answered by students before the break during the third week of February coinciding with the third week of placements. Previously to administering the test, the questionnaire was modeled through two off-topic questions in students L1: “Me encantan las matemáticas” (I love Mathematics) and “No puedo soportar las matemáticas” (I can’t stand Mathematics). Smiley items were drawn on the blackboard. “¡Qué chulas las caritas!”, said one student. Students were told to place the cross in the item corresponding firstly to *I agree* and then to *I disagree*. They discussed its meanings and they reached an agreement. Hence, they understood what they had to do when completing the test. One student even said: “¡Así que algunas están al revés!”, referring to the reverse coded questions.

Two weeks later, during the first week of March, Social-related tests (both the Social *mini-FLCAS* and the *mini-WTC* and *WTC-M*) were completed *after* a Social lesson delivered by the teacher. This was especially important to ensure the subject link. One student felt relief when she knew the test was in Spanish: “¿Está en español? ¡Menos mal!” Finally, during the fourth week of March –again two weeks later–, students completed the Natural-related test after a *Natural* class. One student was missing that day; for this reason, the AMTB and the *Social* tests sample was n=23 students and the *Natural* tests one was n=22.

The teacher questionnaire was completed by Carla in March. She recognized she had some difficulties in answering it on her own due to the complex “technical terms” included. Consequently, the test was adapted by removing some questions and including others in the matter of motivation, and it was developed in a semi-structured interview format.

4 Results

RQ 1: (a) *Are the learning situation and the family determining in CLIL students' motivation?* (b) *Do the motivational dimensions differ because of gender?* (c) *If girls tend to score higher than boys, is there a relation between motivation and academic achievement?*

The learning situation and parental support are believed to highly influence students' motivation. Schools are where learning happens and, as Giddens (2009) reports, families tend to be students' both primary nucleus and early socialization context. Hence, these two dimensions could be the most powerful ones in Primary students' motivation.

Getting a full picture of students' motivation can be achieved by paying attention to the means obtained in each single dimension as well as the minimum and maximum punctuations. According to results obtained from the mini-AMTB, and answering to the RQ 1, the top two variables identified as having a higher score are the learning situation ($\bar{X}=86,23$) and the teacher ($\bar{X}=95,29$), who is also part of the learning situation.

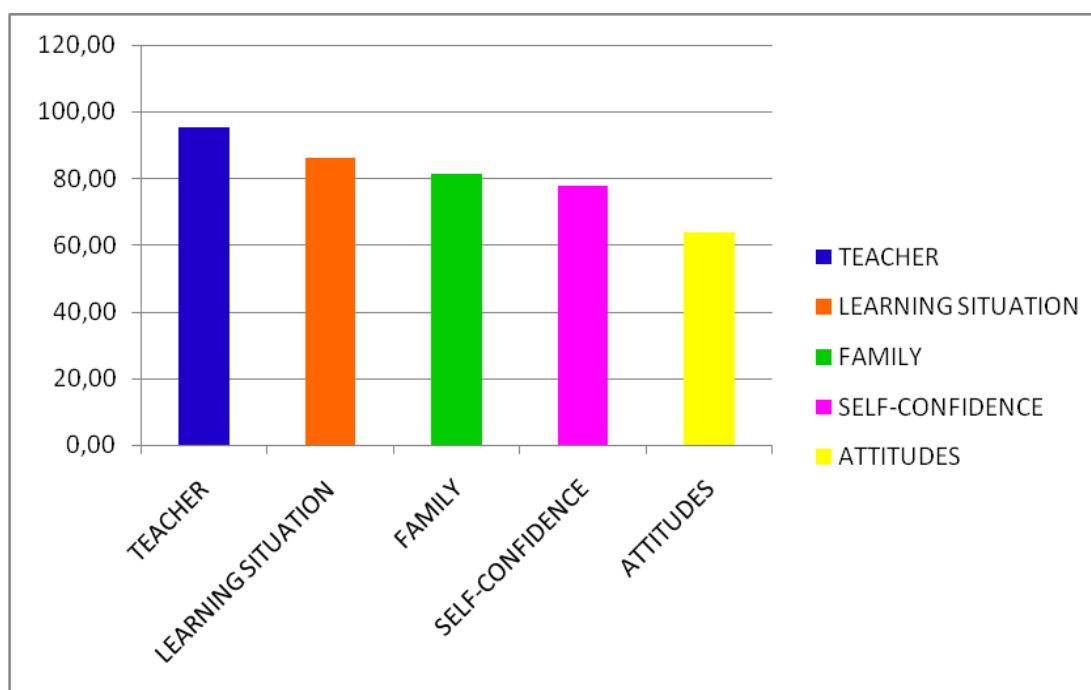
Dimensions	N	Minimum	Maximum	Mean	Std. Deviation
TEACHER	23	75,00	100,00	95,29	7,46
LEARNING SITUATION	23	66,67	100,00	86,23	9,92
FAMILY	23	58,33	100,00	81,52	14,42
SELF-CONFIDENCE	23	50,00	100,00	77,90	13,20
ATTITUDES	23	33,33	91,67	63,79	14,34
Valid N (listwise)	23				

Table 5: *Motivational dimensions of 5th grade Primary students*

The fact that the dimension *Teacher* is higher than the rest is especially important to reveal the affective and academic potential that a Primary teacher may have. Students can easily see her teacher not only as a role model but also as someone that, in certain cases, cares about them even at the same level as their parents. Some students suffer from affective deficiency and Carla, who is particularly caring and supporting, may ‘fill that gap’.

On the other hand, it is important to bear in mind that the school environment is a very special one as its recent creation has provided it with a relaxed and familiar ambience. Rules, traditions and mottos have been progressively created during these years. Some school teachers pointed out the rewarding experience that ‘creating a school from scratch’ has been.

It is the *Family* the dimension that occupies the third place with a score very close to the *Learning Situation*. *Self-confidence* and *Attitudes* are finally placed at the bottom of the ranking with medium-to-low minimums and being the only one that does not reach the 100% at its maximum.

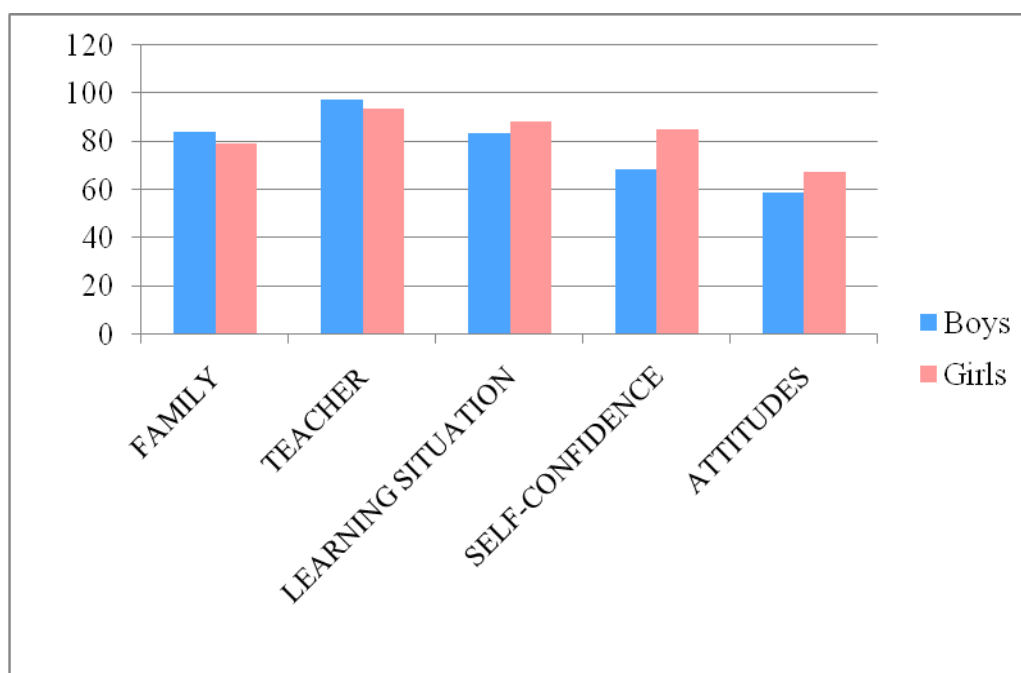


Graph 1: Global classification of the motivational dimensions

RQ 1 (b) is about gender influence on students’ motivation (GENDER_MOT). Motivational dimension scores distributed by genders are as follows: boys (97,50%) give the female teacher a higher score compared to girls (93,59%); the same happens with the *Family* (Boys: 84%17 >

Girls: 79,49). On the contrary, girls overscore boys in the rest of them: *Learning Situation* (Boys: 83,33% < Girls: 88,46%); *Self-confidence* (Boys: 68,33% < Girls: 85,26%) and *Attitudes* (Boys: 59,17% < Girls: 67,31%). As a result, Girls have greater general motivation (82,82%) than Boys (78,50%) (See Appendix G).

It is worthwhile to look more closely at the results. The greatest difference between boys-girls is reached at *Self-confident*, as visually reflected in Graph 2: girls reflected to be far too confident in language learning than boy. The dimensional mean variations result in a different variable classification depending on the sex: for boys, it is *Teacher* > *Family* > *Learning Situation* > *Self-confidence* > *Attitudes*, whereas girls' one is *Teacher* > *Learning Situation* > *Self-confidence* > *Family* > *Attitudes*. It could then be said that boys better reflect what was expected in RQ 1 (a), having *Family* and *Learning Situation* in the second and third places respectively (See Appendix G).



Graph 2: Motivational dimensions by genders

To answer RQ 1 (c), academic achievement has been calculated by using children first term marks in Social Science (CLIL), Natural Science (CLIL) and EFL (non-CLIL). In Social Science (MARKS_SOCIAL), boys ($\bar{X} = 75,00$) overscore girls ($\bar{X}=71,54$) whereas in Natural Science (MARKS_NATURAL), girls ($\bar{X}=77,69$) slightly overcome boys ($\bar{X}=75,00$) as well as in EFL (MARKS_EFL) where each group obtain its highest average, girls ($\bar{X}=81,54$) and boys

($\bar{X}=77,00$). Hence, the global boys average is an approximated $\bar{X}=75,67$ and girls' $\bar{X}=76,93$. Girls have scored higher than boys; yet the difference is not significant (See *Appendices G and H*).

	GENDER	N	Mean	Std. Deviation	Std. Error Mean
MARKS_SOCIAL	BOY	10	75,00	14,33	4,53
	GIRL	13	71,54	12,14	3,36
MARKS_NATURAL	BOY	10	75,00	15,09	4,77
	GIRL	13	77,69	16,40	4,55
MARKS_EFL	BOY	10	77,00	13,37	4,22
	GIRL	13	81,54	10,68	2,96

Table 6: *Social, Natural and EFL first term marks classified by genders*

RQ 2: *Does a high motivation mean low L2 anxiety level and high L2 WTC level in both contexts, Social and Natural Science?*

In her thesis, Edleide Santos (2014) found out that the CLIL students presented higher anxiety level in the Social Science class than in the EFL class: “los alumnos AICLE presentan niveles de ansiedad-LE [ansiedad-Lengua Extranjera] más elevados cuando están en casos de CSI [Ciencias Sociales en Inglés] (contexto AICLE) que en clases de instrucción formal en ingles (contexto EFI [Enseñanza Formal del Inglés])” (Santos, 2014, p. 166). It is clear that both contexts are quite different as the former is a CLIL context and thus, content is being learned by means of a vehicular language, and the latter is a foreign language class where no content is being learned but language. This interesting fact has brought curiosity: what about an intra-CLIL contrast? As seen during the placements period, the teacher had differing attitudes towards the dynamics in the *Social* and *Natural Science* subjects. What about children and their IDs?

Consequently, the aim here is to explore the possible differences among the two CLIL subject in a contextualized analysis of the data (*See Appendices I and J*).

Social Science context

Briefly reviewing what has been described at “2.4. From ‘Conocimiento del Medio’ to Social and Natural Science in 5th grade” (p. 29), it is valuable to mention that Carla expressed her viewpoint with respect to *Social*: for her, it is more difficult to ‘translate’ this subject into the CLIL language, she has to deal with densely packed and hard to scaffold Units, contrary to Natural Science, which tends to be easier for her.

As expected, general motivation (GNAL_MOTIV), which is the AMTB global mean, has positively correlated with Social WTC average (WTC_SOCIAL) (.622**) and negatively correlated with anxiety (FLCAS_SOCIAL) (-.457*). It can be said that certainly, motivation here means high WTC and low FLCAS. On the other hand, motivation and Social marks (.312) or academic results (.333) relation is positive while not significant. The same happens with motivation and the WTC-M (WTC-M_SOCIAL) (.360).

Students WTC in Social Science (WTC_SOCIAL) has positively correlated with the self-assessment of their WTC in Social Science, measured in the WTC-Meter (WTCM_SOCIAL) (.670**). By contrast, Social WTC is inversely proportional to students anxiety (FLCAS_SOCIAL) (-.486*).

Finally, anxiety has been found to be opposite to the first term marks in *Social* (-.402) and to the academic results (ACAD.RESULTS) more significantly (-.500*). Once the main IDs and variables have been described, the *Social Science model* can be graphically expressed as follows:

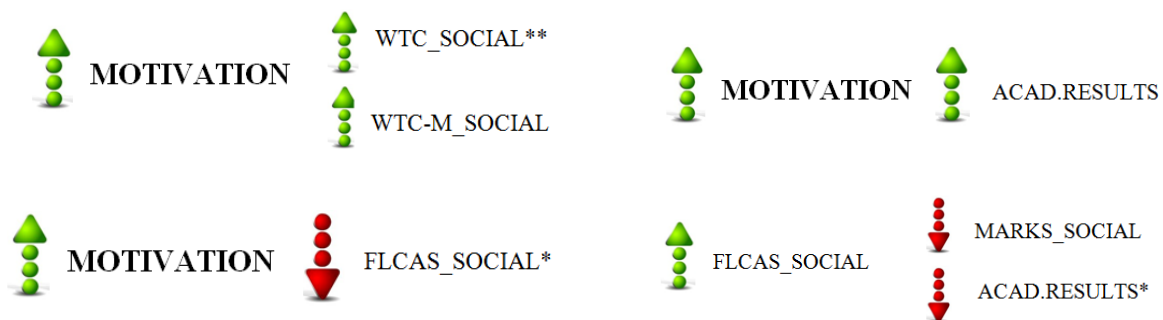




Figure 5: *Social Science motivational representation from 5th of Primary data*

Natural Science context

Carla's Natural lessons somehow differ from the ones of the partner subject. She reflects that hands-on activities or projects can easily illustrate what is being taught. Natural Science is for her the 'pure' CLIL subject. It is greatly delivered in English although Spanish is not forbidden at all, and Units give the impression to be more 'practical' and children-engaging.

Describing the *general motivation* (GNAL_MOTIV) interaction, it is noteworthy to highlight its negative yet not significant correlation with WTC_NATURAL (-,036). This may be explained because of the greater use of English in class, even the fact that classes are generally quite participative, and errors – as further analysed in RQ 3- are corrected sensitively and students are not told off because of them under any circumstance. Motivation is also negatively correlated with FLCAS_NATURAL (-,485*). A strong positive correlation between FLCAS_NATURAL and WTC_NATURAL has been found (,557**), when the other way round was expected. As motivation and academic achievement (ACAD.RESULTS) are the same for both contexts, they remain in a positive non significant connection (,333).

It is also interesting to see that WTC_NATURAL and WTC-M_NATURAL have been greatly related as well (,747**). However, if motivation in this context leads to a negative WTC, here motivation is also paired with a positive yet not significant WTC-M_NATURAL (,217).

L2 anxiety in this situation (FLCAS_NATURAL) is far too opposed to MARKS_NATURAL (-,541**) than to ACAD.RESULTS (-,511*). These findings bring the following representation:

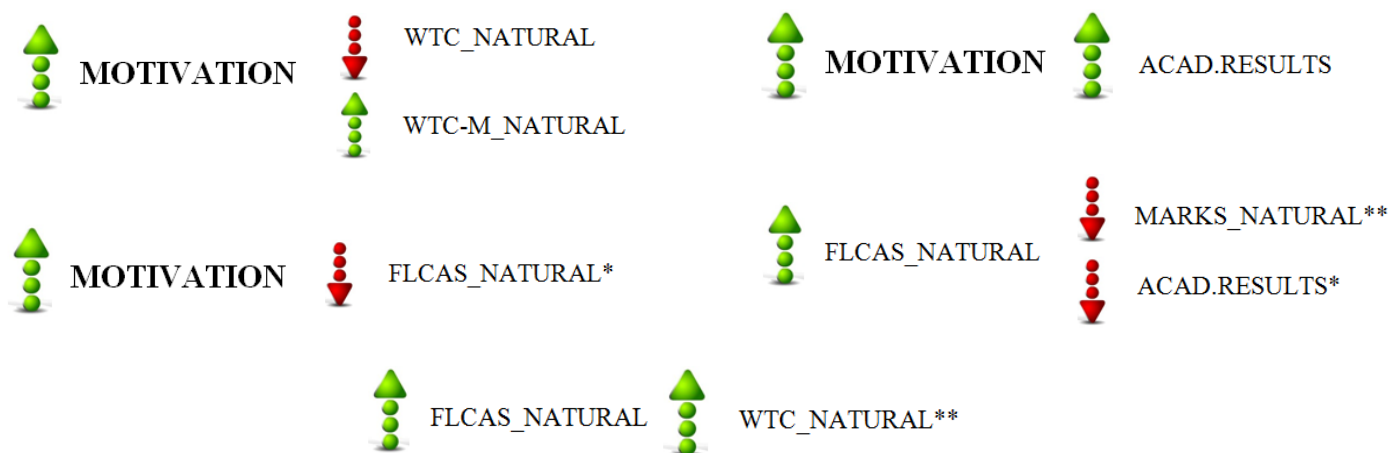


Figure 6: *Natural Science motivational representation from 5th of Primary data*

It is important to take into consideration that obtained data is a result of a 23 students' sample. Thus, these are not conclusive statements but indications. What seems to be clear is the fact that in the Natural Science context, anxiety plays a more important role: there is a stronger inverse relation between FLCAS and marks and WTC in Natural compared to the same factors in Social Science. The Scatter/Dot graphs reflect these standing-out elements. In the first one, the evident “the lower anxiety, the better marks” is shown whereas in the second one, although it is less homogeneous, the statement could truly be “the lower anxiety, the greater WTC” (*See Appendix K*).

RQ 3: Following a qualitative analysis, how are students' motivation, L2 FLCA and L2 WTC seen from the teacher perspective?

Carla completed the Teachers' Questionnaire proposed by Santos (2014) in a semi-structured interview (*See Appendix F*). This test allows me to identify her perception of the good teacher and her role as so, her beliefs about language learning and her perception of the classroom environment, activities she proposes, her strategies against anxiety and towards students WTC. Other questions related to motivation, expectancies and career were asked as well to draw her profile as a CLIL stakeholder.

Firstly, according to classroom work, her highlighted role as a teacher is adapting the teaching approach to match his/her students' needs. She truly believes that a classroom is made up by singular and unique pieces, and that the classroom ambience is changeable: “La clase es

cambiante, cada momento requiere lo suyo”. Related to her beliefs about language learning, from the paired list given, her answers were:

- “Learning consists of acquiring organized principles through encountering experiences” rather than “Learning consist of acquiring a body of knowledge”
- “The teacher is a resource person who provides language input for the learner to work with” instead of “The teacher has knowledge the students do not have”
- “Language data is to be found everywhere” as opposed to “The teacher is the source of language data”
- “It is the role of the teacher to assist learners to become self-directed by providing access to language data”, contrary to “It is the role of the teacher to impart his/her knowledge to the learner. The learner will be given a programme in advance”
- “Learning a language consists of forming hypotheses about the language input to which one is exposed. These hypotheses are constantly modified in the direction of the target language”, in reverse to “Learning a language consists of learning the structural rules of the language and the vocabulary through such activities as memorization, reading, listening, etc.”

As it could be observed, the classroom materials were pictorial, oral and written. She was full of ideas and was always aiming to make more interactive and varied lessons. Her rate was moderate to slow and the area of presentations of result of the tasks was open-whole class in many occasions. Some other features are subject-dependent, as for example the nature of the matter (artistic or no artistic), or the scope of resolution of the task (open when creating in Arts, close when for example revising in Natural). Other characteristics are task-dependent, as for the scope of feedback which can be public (slides presentations) or private (personal recommendations, tips to improve, etc.). What seems to be undoubtedly to her is the kind of feedback she uses to give. Rarely she uses the explicit correction. On the contrary, recasts (e.g.: *Student: The light travels more faster... Teacher: Faster!*), clarification requests (e.g.: *Teacher: Sorry?*, raising intonation), repetitions and metalinguistic comment (e.g.: *Student: This weekend I go... Teacher: I go?? Which tense do we use to talk about what we ‘are going to’ do? Student: I am going to*), elicitations with metalinguistic comments (e.g.: *Student: On Saturday I go... Teacher: On Saturday I went, remember we are talking about the past*).

She highly considers the role of the teacher as a manager-facilitator. She uses a great deal of scaffolding techniques as for example brainstorm, breaking the task into pieces, peer help or

using real materials for boosting the understanding of abstract terms (e.g. using flour for explaining how contagious diseases work). On the other hand, students' role is negotiator. The well-supplied type of interaction can vary from task to task and can happen in English or in Spanish: (a) student-teacher interaction is mostly in English inside the classroom and in Spanish outside it; (b) student-student in Spanish; (c) student to class in English as in making questions, responding to answers or defending a topic and finally (d) teacher to class and (e) teacher to student is also subject-dependent but is mostly done in English.

Classroom personal perceptions

Carla defines her group as a very participative one. “¡Algunos demasiado!”, she adds laughing. However, it costs a great effort to speak in English to others, in particular in the Morning Routines. She has been delivering a different routine for every day of the week so that children could for example talk about their weekends, sing a song, play a game, or read some news. Some of them are not able to speak or they just say “Nothing” when asked what they had done during the weekend. Those students could probably need more time to warm their English up to be prepared to produce some language.

From the list given in question number 4 (*See Appendix F*) she chooses answer b), d), f), h), i), k), l), m), n) and p). Among this selection, *h) Motivating students*, *l) Inviting students to voluntary participate in the class* and *m) Giving students space to present a task previously prepared* are highlighted because of being related to motivation, free participation and WTC and finally with an anxiety-relief technique. She considers the classroom environment “friendly” and “funny”.

The most frequent activities done in class are games, projects and expositions (in Natural Science and English), working with maps (in Social Science), doing schemas and conceptual maps (in Natural and Social Science) and activities aimed to revised the previous content.

How to be a 'good teacher'

Questions 7 and 8 are teacher-related. She defines a ‘good teacher’ as someone who is attentive, who works as a guide close to the students, full of empathy and patience, who uses a motivational way to teach. Being creative, for her, is also a necessary characteristic that suits CLIL. A good teacher also needs to hold authority to make students know the limits. Above all,

presenting different tasks and ways of working, being organized and able to motivate students towards the learning process, she concludes.

On the other hand, what she enjoys doing the most is teaching and seeing that students participate in the L2, encouraging them to express themselves using the vocabulary they already know and appreciating their progress.

Students IDs description

In order to reduce students' anxiety-arousal, she implements group work and she likes continuing doing 'tutorial time' – she misses the "Tutoría" subject that is not in the timetable anymore-, when students express their feelings and she is able to 'wear their shoes'. She works hard in trying to make them understand that assessment is not that important, it is a way of seeing how she as a teacher fulfilled her job. She reminds them that in some way, if they even get 6, as far as they have learned she is happy. The problem here, as she stresses, are parents. They make students feel under pressure when doing exams because parents want their children to succeed, and now that assessment is carried out in Primary Education by means of numbers, parents are being too demanding with children' marks, not contented with a 7 or an 8. Parents also influence students' learning process, some of them by requiring children to study the lesson by heart. As a result, some students get their mind in blank when being asked.

Early in the morning, Carla encourages her students to talk in English. "Les recuerdo que hay que comunicarse en inglés, desde que llegan". She has prepared one Morning Routine for each day so that an English 'nice start' can be developed. She also likes games, which are considered funny by students, to cheer children up. As observed, she does not put any pressure on students to talk and lets them have some 'thinking time' to prepare what they want to say.

Finally, and related to motivation, she emphasises a student-centred approach. "Tienen que ser cosas que les gusten a ellos, un aprendizaje centrado en el alumno". For doing this, she makes use of videos, games, songs, activities and resources on the Internet.

5 Discussion

The large research on individual differences in the foreign language learning is still somehow far away from the CLIL context (Santos, 2014), which is the current ‘educational trend’ burgeoned in Europe relatively recently. Students, and most importantly teachers, have faced the huge challenge of learning and teaching a content subject by means of an L2.

In line with the saying ‘there is nothing new under the sun’, it is important to bear in mind that what CLIL does is nothing but embracing several approaches, seeking to compile the best teaching practices to help students deal with L2 content learning. In any case, a great effort has been made by teachers as they now have to cope with the language of the field, CALP.

The way a teacher faces this demanding situation can certainly vary students’ perceptions and feelings. This research was eventually defined thanks to having access to an in-service teacher and her disposition respecting the differing CLIL subjects she was encharged of. Social Science had ‘something different’ she considered an obstacle that Natural Science had not. On the other hand, for her Arts and Crafts was a hobby, probably because she was considerably used to teach it, she especially enjoyed it and she had skills for it.

The ‘content-involving’ CLIL subjects were the ones finally taken into account. As it was observed, Natural lessons seemed to be more dynamic and full of scaffolding through different techniques. However, Science lessons gave the impression to be more teacher-fronted probably because Carla wanted to make the ‘dense content’ clearer. The reflection on her own teaching process made her realised that Social needed a more interactive approach. Consequently, she decided that instead of doing the correspondent and expected Unit exam, she told her students that they were going to be assessed differently: through a slide presentation in order to work how to speak in public and how to do presentations in class. Her Primary students felt relieved because the ‘Climate and Weather’ topic was “too dense”, “repetitive” and “boring”.

Once the academic year was over, Carla was interviewed again to see her final attitudes after her first year teaching. She took her maternity leave in May and left contents organized and scheduled for the substitute teacher, María (*fake name*). She noticed that María was not “that flexible” and sometimes followed instructions straightforward. In addition, a new student with a very low English level came to 5th grade.

Students felt principally the teacher change, as Carla reports. Despite of her leave, she continued supervising María's work and students' progress until the academic year was closed. María was encharged of the last two Natural and Social exams; however, both teachers reached an agreement as regards third term final marks and Carla was finally in charge of the final subject marks. These –not taking into account the new student ones- were 7,35 in English; 7,70 in Social Science and finally 7,04 in Natural. Interesting to see that Social overscores Natural. Carla, in trying to explain this, points out the ample adaptation that took place in Social all along the year.

5.1 Pedagogical implications

As this research seeks to show, although attitudes and dispositions towards the teaching process are important, it is the pedagogical development what can be considered here a turning point in students' achievement. Carla found Social difficult for students and during the first term, students scored lower in Social Science (7,30) than in Natural Science (7,65). Her reflection allowed her to implement some adaptations in Social and making students scores the other way round: higher in Social (7,70) than in Natural Science (7,04).

Teachers' self-reflection seems to be determinant in the pedagogical development. Once the drawbacks or difficulties of the teaching process are identified, a teacher can employ his or her best methods to try to diminish them. It is the teacher, and especially the tutor, the person who is in the classroom day after day, observing and gathering data in a practically unconscious way. As Pinter (2006) claims, "Investigating classrooms, the learning process, and their own practices are part and parcel of effective teachers' practices" (p. 152).

On the other hand, it could be said that the fact of adapting one subject which can be easily compared to another makes the teaching and learning process unbalanced. Natural Science has consequently had a dual role: for the teacher, it has been considered the 'pure' CLIL subject, the easiest to be taught in CLIL. However, this same fact resulted in an anxiety-provoking subject, seen as so by students.

5.2 Methodological considerations

“One of the criticisms frequently leveled [...] is that research and researchers are too far removed from teachers’ and learners’ immediate concerns” (Brown and Rodgers, 2002, p. 19). It is especially remarkable that this project finally took shape during the placement period at ‘CEIP La Estrella’. Being inside the classroom helped defining the research aims and questions that have been here developed. Trying to innovate and seeking to find interesting results, the teacher thoughts were taken into account and the IDs research turned to be contextualized in a ‘Social-Natural race’.

Several instruments have been used to discover the role that a cluster of three individual variables (motivation related to anxiety and willingness to communicate) play in the CLIL environment in these two subjects. In a children-friendly format, tests were presented in Spanish to the 5th grade students. This was considered to be an aid for children when completing the tests, and they appreciated the fact of being asked in their L1. Despite of this, a double negation was identified in last question of the AMTB: “No cambiaría absolutamente nada de mi tutora”. Children asked to being supervised when answering it. The same linguistic feature was spotted in the FLCAS question “No me gusta nada no entender lo que mi profesora está diciendo, me pone muy nervioso/a”, which would be recommended to adapt into “Detesto no entender lo que mi profesora está diciendo, me pone muy nervioso/a”, avoiding comprehension problems.

A curious perception as regards the WTC-Meter is the fact by which students’ self-WTC-rating in a 1-to-10 scale was misunderstood by some students with a self-assessment of a different issue. A great emphasis was placed on the WTC topic by explaining to them that they were meant to give a score to their “general participation in the Social/Natural lessons”. Some of the most competitive students –who practically did not speak in class- simply marked a 10. However, results have shown that WTC and WTC-Meter have greatly positively correlated in Natural.

Finally, the teacher questionnaire that was presented in English meant a difficulty for the teacher to complete it, not only because of the language but also because of the specialized technical terms included in it. It would have been complicated for Carla to classify for example her corrective feedback techniques if she would not had access to some information related to this.

5.3 Limitations and suggestions for further research

Affective Variables and IDs in CLIL are considered quite interesting topics to research and expand. IDs can be inspected through several techniques that have been here described. Nevertheless, this project has been mainly developed by means of quantitative and qualitative questionnaires. For further research, triangulation with methods other than a questionnaire could be implemented via observation, interviews, etc.

This project feeds forward the IDs in the 3rd cycle of Primary Education, what about the rest of the grades? And what is more, as language learning is seen as a continuum, would students experience changes over time? What about their motivation, WTC and anxiety in Secondary Education? The role of English as a lingua franca may influence these aspects, what about the CLIL participants studying by means of a different language?

6 Conclusion

This MA final dissertation has stood on the shoulders of the individual differences (IDs) theory in Second Language Acquisition (SLA) in the CLIL context. From the wide array of factors and variables studied in this context with the aim of predicting the success of a student in language learning, three were chosen: motivation, anxiety and willingness to communicate. There is a widely held view that CLIL is the opposite of an anxiety-arousal situation. “In CLIL the learners’ affective filter may be lower than in other situations, for learning takes place in a relatively anxiety-free environment” (Lasagabaster and Sierra, 2009, p. 14 cit. in Santos, 2014, p. 228). Notwithstanding, compared to other learning settings, it has been found to produce more anxiety in Secondary students (Santos, 2014). The contextualization in this research has played a vital role: an intra-CLIL analysis has been developed by paying attention to the content subjects that provoked different attitudes in the teacher: Social Science and Natural Science, detached from this year on for the first time.

Firstly, *L2 motivation* has been looked at with an adapted version of the AMTB, here referred to as *mini-AMTB*. The *Learning Setting*, in this case the CLIL school, and *Family* (in particular parents) were expected to be the greatest motivational dimensions. It was finally the *Teacher* (95,29%) and the *Learning Situation* (86,23%) the top variables in the general score. This reveals that the students’ motivational backbone reside at school. The teacher is the main agent in motivation: this figure is the one encharged on *empowering* students not only with knowledge, but with further skills as a good self-esteem, getting to know and accepting them or willing to improve, among many others. In the language learning environment, the teacher is their L2 role model as he or she is a native speaker who has been able to reach a considerably good L2 level. It is a large process that requires effort and persistence; however children are seeing that it is not impossible at all. The *Learning Situation* described in this paper has certain features that make it unique: it was created relatively recently, and a sense of unity and familiarity could be felt when forming parting of it. It has been followed by the *Family* (81,52%), the *Self-confidence* (77,90%) and finally the *Attitudes* (63,79%).

On the other hand, the gender variable has not correlated with general motivation and academic achievement but the classification of the motivational dimensions has resulted different from girls to boy, which is especially important to consider in a co-educational environment; and a great difference in *Self-confidence* between genders has been found, being the girls (85,26%) more positive about themselves than boys (68,33%).

Framing the IDs in both the Social and Natural Science context and describing the adopted teaching approach by the same teacher in both subjects, it has been known that the teacher impressions respecting the grade of difficulty of a subject-matter can thus result in a teacher adaptation that radically changes students' viewpoints and academic results. Social Science, on its part, was considered dense and hard-to-understand for students. Furthermore, the content book contained certain Units that were finally delivered in Spanish because of being 'Spanish culturally-embedded' topics (e.g. the Units about the democracy or our country itself). Students were assessed by means of presentations or projects in several Units. This, and the presence of some Spanish in the content book, made Natural Science the 'real' CLIL subject, where students were assessed with Unit final exams and encouraged to use English as much as possible in class as well as to express ideas with their own words.

Undergoing these differing situations, students presented stronger anxiety levels in Natural Science that negatively correlated ($-.541^{**}$) with their first term marks in the same subject and positively correlated ($.557^{**}$) with their willingness to communicate, contrasting the Social Science results, where anxiety inverse correlated with both students marks ($-.402$) and WTC ($-.486^*$).

The qualitative teacher questionnaire has been considered a practical instrument to get to know the teacher's profile, attitudes, beliefs and perceptions in-depth. It was hard for Carla to complete it due to having learned what CLIL means in a 'natural context', this is, without being familiar with the specific terminology and 'learning by doing' at school, by coping and experiencing and also by attending to and running training courses. This is the reason why it was then adapted and transformed into an interview, where interaction was possible and the information needed by her to answer was provided. To some extent, students' test-anxiety has been tied up to parental pressure to success, and the current numeric assessment system in Primary education has probably influenced this. When some children are being exposed to a CLIL methodology in the classroom, they are at the same time forced to study the content by heart, being this contradictory situation a bump in the road for the CLIL aimed achievement.

What seems to be highly relevant in this panorama is the potential a teacher has. As detailed explained in this paper, Carla is an excellent CLIL teacher that carries with her a good language level and bright methodologies. Her own analysis led to an issue identification as regards her teaching process: she was that worried with teaching the complex, dense Social Units that she kind of forgot to make the content more attractive. After that, the other side of the coin could be

seen: she stopped assessing students through final exams and started implementing a more dynamic approach in which assessment was carried out by presentations and expositions marks, while Natural Science exams still took place. However, the problem may not only lie in the alternative ways of assessing.

Given the case that two or more CLIL subjects are going to be implemented in the same academic year, it is considered of crucial importance the fact of maintaining a balanced approach. It is true that students get used to the varied assessment processes of each teacher, but in Primary Education it is generally the tutor who is encharged of several subjects and children may be sensitive to changes.

In any case, being a CLIL teacher requires preparation and dedication. Creating a relaxed environment makes students comfortable, pushes their language learning forward and avoids being afraid of making mistakes while enjoying progressing. Presenting a rich array of tasks and activities can promote students' engagement and motivation, increasing their willingness to communicate. Being aware of students' individualities, and facing them all – different language levels, learning preferences, multiple intelligences, among many others- is by all means a challenge that is worth the way.

References

- Albert Gómez, M. J. (2007). *La investigación educativa: claves teóricas*. Madrid: McGrawHill.
- Alejo, R. and A. M. Piquer Píriz (2010). CLIL teacher training in Extremadura: A needs analysis perspective. In D. Lasagabaster and Y. Ruiz de Zarobe (Eds), *CLIL in Spain. Implementation, Results and Teacher Training*, (pp. 219–42). Cambridge: Cambridge Scholars Publishing
- Bernaus, M., and R. C. Gardner (2008). Teacher Motivation Strategies, Student Perceptions, Student Motivation and English Achievement. *The Modern Language Journal*, 92, 3, (pp. 387-401).
- Cao, Y., and J. Philp (2006). Interactional context and willingness to communicate: A comparison of behavior in whole class, group and dyadic interaction. *System*, 34, (pp. 480-493).
- Cenoz, J., Genessee, F., and Gorter, D. (2014). Critical analysis of CLIL: Taking stock and looking forward. *Applied Linguistics* 35, 3, (pp. 243-262).
- Cheng, Y. S., E. K. Horwitz and D. L. Schallert (1999). Language anxiety: Differentiating writing and speaking components. *Language Learning*, 49, 3, (pp. 417-446).
- Comisión Europea (2006). Eurydice Report. Aprendizaje Integrado de Contenidos y Lenguas (AICLE) en el contexto escolar europeo
- Coyle, D., P. Hood and D. Mash (2010). CLIL. Content and Language Integrated Learning. (pp. 1-13). Cambridge: Cambridge University Press.
- Dörnyei, Z. (1994). Motivation and Motivating in the Foreign Language Classroom. *The Modern Language Journal*, 78, 3, (pp. 273-284).

- Dörnyei, Z. (1994). Understanding L2 motivation: On with the challenge! *The Modern Language Journal*, 78, 4, (pp. 515-523).
- Dörnyei, Z. (1998). Motivation in second and foreign language learning. *Language Teaching*, 31, (pp.117-135).
- Dörnyei, Z. and I. Ottó (1998). Motivation in action: A process model of L2 motivation. *Working Papers in Applied Linguistics*. Thames Valley University, London, 4, (pp.46-69).
- Dörnyei, Z. (2001). *Motivational Strategies in the Language Classroom*. Cambridge: Cambridge University Press.
- Dörnyei, Z. (2006). Individual differences in second language acquisition. *AILA Review*, 19, (pp. 42-68).
- Dörnyei, Z., and P. Skehan (2003). Individual differences in second language learning. In C. Doughty and M. H. Long (Eds.), *The Handbook of Second Language Acquisition*. Blackwell Publishing, (pp. 589-630)
- Ellis, R. (2004). Individual differences in second language learning. In A. Davies and C. Elder (Eds.), *The Handbook of Applied Linguistics*. Blackwell Publishing, (pp. 525-551).
- Fernández Fontecha, A. (2009). Spanish CLIL: Research and Official Actions. In Ruiz de Zarobe, Y. and R. M. Jiménez Catalá (Eds.). *Content and Language Integrated Learning. Evidence from Research in Europe*. Bristol: Multilingual Matters.
- Gardner, R. C. (2001). Integrative motivation and second language acquisition. In Z. Dörnyei and R. Schmidt (Eds.), *Motivation and second language acquisition* (Technical Report #23, pp. 1-19). Honolulu: University of Hawai'i. Second Language Teaching and Curriculum Center.

- Gardner, R. C. (2004). Attitude/Motivation test battery: International AMTB research project. Canada: The University of Western Ontario
- Gardner, R. C. (2006). Motivation and Attitudes in Second Language Learning. In K. Brown (Ed.), *Encyclopedia of Language and Linguistics*, (pp. 348-355). Boston: Elsevier.
- Gardner, R. C. (2008). Individual differences in second and foreign language learning. In K. Van Deusen-Scholl and N. H. Hornberger (Eds), *Encyclopedia of Language and Education*, 2, 4, (pp. 29-40).
- Giddens, A. (2009). *Sociología*. Madrid: Alianza Editorial.
- Hedge, T. (2000). *Teaching and learning in the language classroom*. Oxford: Oxford University Press.
- Horwitz, E. K., M. B. Horwitz, and J. Cope (1986). Foreign Language Classroom Anxiety. *The Modern Language Journal*, 70, 2, (pp. 125-132).
- Jacques, S. R. (2001). Preferences for instructional activities and motivation: A comparison of student and teacher perspectives. In Z. Dörnyei and R. Schmidt (Eds.), *Motivation and second language acquisition* (Technical Report #23, pp. 185-211). Honolulu: University of Hawai'i. Second Language Teaching and Curriculum Center.
- Kang, S. (2005). Dynamic emergence of situational willingness to communicate in a second language. *System*, 33, (pp. 277-292).
- Lahuerta, A. C. (2004). Factors affecting willingness to communicate in a Spanish university context. *International Journal of English Studies*, 14, 2, (pp. 39-55).

- Lightbown, P. M. and N. Spada (2006). *How languages are learned*. Oxford: Oxford University Press.
- MacIntyre, P. D. and R. C. Gardner (1989). Anxiety and Second-Language Learning: Toward a Theoretical Clarification. *Language Learning*, 3, 2, (pp. 251-275).
- MacIntyre, P. D., Z. Dörnyei, R. Clement and K. A. Noels (1998). Conceptualizing willingness to communicate in a L2: A situational model of L2 confidence and affiliation. *The Modern Language Journal*, 82, 4, (pp. 545-562).
- MacIntyre, P. D. and R. C. Gardner (1994). The Subtle Effect of Language Anxiety on Cognitive Processing in the Second Language. *Language Learning*, 44, 2, (pp. 283-305).
- MacIntyre, P. D., K. A. Noels and R. Clément (1997). Biases in self-ratings of second language proficiency: The role of language anxiety. *Language Learning*, 47, 2, (pp. 265-287).
- Masgoret, A-M., M. Bernaus and R. C. Gardner (2001). Examining the role of attitudes and motivation outside of the formal classroom: A test of the mini-AMTB for children. In Z. Dörnyei and R. Schmidt (Eds.), *Motivation and second language acquisition* (Technical Report #23, pp. 281-295). Honolulu: University of Hawai'i. Second Language Teaching and Curriculum Center.
- Masgoret, A. and R. C. Gardner (2003). Attitudes, Motivation and Second Language Learning: A Meta-Analysis of Studies Conducted by Gardner and Associates. *Language Learning*, 53, 1, (pp. 123-163).
- McCroskey, J. C. (1992). Reliability and Validity of the Willingness to Communicate Scale. *Communication Quarterly*, 4, 1, (pp. 16-25).

- Mehisto, P., D. Marsh and M. J. Frigols. (2008). Uncovering CLIL. Content and Language Integrated Learning in Bilingual and Multilingual Education. (pp. 9-23). Oxford: MacMillan.
- Noels, K. (2001). New orientations in language learning motivation: Towards a model of intrinsic, extrinsic, and integrative orientations and motivation. In Z. Dörnyei and R. Schmidt (Eds.), *Motivation and second language acquisition* (Technical Report #23, pp. 43-68). Honolulu: University of Hawai'i. Second Language Teaching and Curriculum Center.
- Pawlak, M. and A. Mystokowska-Wiertelak (2015). Investigating the dynamic nature of L2 willingness to communicate. *System*, 50, (pp. 1-9).
- Pérez-Cañado, M. L. (2012): CLIL research in Europe: past, present, and future. *International Journal of Bilingual Education and Bilingualism*, 15, 3, (pp. 315-341).
- Pinter, A. (2006). *Teaching Young Language Learners*. (pp. 143-153). Oxford: Oxford University Press.
- Pintrich, P. R. and D. H. Schunk (2006). *Motivación en contextos educativos. Teorías, investigación y aplicaciones*. Madrid: Pearson Education, S. A.
- Santos Menezes, E. (2014). *Ansiedad y disposición a comunicarse en el aprendizaje del inglés como segunda lengua: Estudio de las influencias del modelo formativo (AICLE y enseñanza formal)*. Ph.D. dissertation. University of Islas Baleares.
- Syed, Z. (2001). Notions of self in foreign language learning: A qualitative analysis. In Z. Dörnyei and R. Schmidt (Eds.), *Motivation and second language acquisition* (Technical Report #23, pp. 127-148). Honolulu: University of Hawai'i. Second Language Teaching and Curriculum Center.

Tarone, E. and B. Swierzbin (2009). *Exploring Learner Language*. Oxford: Oxford University Press.

Zarrinabadi, N. (2014). Communicating in a second language: Investigating the effect of teacher on learners' willingness to communicate. *System*, 42, (pp. 288-295).

Appendices

Appendix A: mini-AMTB motivational dimensions

Teacher
2. Sinceramente, mi tutora me parece aburrida <i>Honestly, my tutor seems boring to me</i>
12. Mi tutora es la mejor profe del mundo mundial <i>My tutor is the best teacher in the whole world</i>
15. No cambiaría absolutamente nada de mi tutora <i>I wouldn't change a thing from my tutor</i>

Family
1. Mis padres quieren que estudie inglés un montón <i>My parents want me to study a lot of English</i>
5. Para mis padres es súper importante que aprenda inglés <i>For my parents, it is super important that I learn English</i>
11. Mis padres piensan que el inglés es el futuro <i>My parents think that English is the future</i>

Attitudes
3. Me pasaría horas y horas aprendiendo inglés <i>I would spend hours and hours learning English</i>
4. Me da vergüenza salir voluntario/a y hablar en inglés <i>It embarrasses me to volunteer and speak in English</i>
8. No me siento muy seguro cuando hablo o escribo en inglés <i>I don't feel very confident when I speak or write in English</i>

Self-Confidence
6. Me cuesta mucho estudiar en inglés <i>It takes a great deal of effort for me to study in English</i>
10. Se me da genial el inglés <i>I am great at English</i>
14. Seguro que a final de curso tengo buenísimas notas <i>I am sure I am going to have great marks at the end of the school year</i>

Learning Situation
7. En realidad no estoy nada cómodo/cómoda en clase <i>Actually I am not very comfortable in class</i>
9. Tengo la suerte de estar estudiando en el mejor colegio de Badajoz <i>I feel lucky for studying at the best school of Badajoz</i>
13. En general, me gusta tener que ir al cole <i>Generally speaking, I like having to go to school</i>

Appendix B: mini-AMTB



Mis padres quieren que estudie inglés un montón				
Sinceramente, mi tutora me parece aburrida				
Me pasaría horas y horas aprendiendo inglés				
Me da vergüenza salir voluntario/a y hablar en inglés				
Para mis padres es súper importante que aprenda inglés				
Me cuesta mucho estudiar en inglés				
En realidad no estoy nada cómodo/cómoda en clase				
No me siento muy seguro cuando hablo o escribo en inglés				
Tengo la suerte de estar estudiando en el mejor colegio de badajoz				
Se me da genial el inglés				
Mis padres piensan que el inglés es el futuro				
Mi tutora es la mejor profe del mundo mundial				
En general, me gusta tener que ir al cole				
Seguro que a final de curso tengo buenísimas notas				
No cambiaría absolutamente nada de mi tutora				

Appendix C (I): mini-WTC for Social Science



Hablar en inglés al profesor/a, directamente, sin compañeros delante				
Hablar en inglés a la profesora delante de la clase en <i>Social</i>				
Hacer y contestar preguntas en inglés durante las clases de <i>Social</i>				
Presentar individualmente un tema en inglés al resto de mi clase				
Dar mi opinión o emitir comentarios en inglés durante las clases de <i>Social</i>				
Comunicarme en inglés con los compañeros/as al realizar un trabajo de <i>Social</i> en grupo				
Hablar en inglés con otro compañero/a al realizar una actividad por parejas en <i>Social</i>				
Expresar en inglés mis gustos, aficiones y preferencias en la clase de <i>Social</i>				
Expresarme en un segundo idioma en clase hace que la imagen que tengo de mí mismo/a mejore				
Hablar en inglés sobre temas de <i>Social Science</i>				

Appendix C (II): mini-WTC for Natural Science



Hablar en inglés al profesor/a, directamente, sin compañeros delante.				
Hablar en inglés a la profesora delante de la clase en <i>Natural</i>				
Hacer y contestar preguntas en inglés durante las clases de <i>Natural</i>				
Presentar individualmente un tema en inglés al resto de mi clase				
Dar mi opinión o emitir comentarios en inglés durante las clases de <i>Natural</i>				
Comunicarme en inglés con los compañeros/as al realizar un trabajo de <i>Natural</i> en grupo				
Hablar en inglés con otro compañero/a al realizar una actividad por parejas en <i>Natural</i>				
Expresar en inglés mis gustos, aficiones y preferencias en la clase de <i>Natural</i>				
Expresarme en un segundo idioma en clase hace que la imagen que tengo de mí mismo/a mejore				
Hablar en inglés sobre temas de <i>Natural Science</i>				

Appendix D: WTC-Meter for Social and Natural Science

MEDIDOR DE MI DISPOSICIÓN A HABLAR EN INGLÉS EN LA CLASE DE *SOCIAL SCIENCE*

0 1 2 3 4 5 6 7 8 9 10

MEDIDOR DE MI DISPOSICIÓN A HABLAR EN INGLÉS EN LA CLASE DE *NATURAL SCIENCE*

0 1 2 3 4 5 6 7 8 9 10

Appendix E (I): mini-FLCAS for Social Science



Nunca estoy completamente seguro/a de mí mismo cuando hablo en la clase de <i>Social Science</i>				
No me preocupa mucho cometer errores en la clase, todos los tenemos				
Me da corte salir voluntario/a en la clase de <i>Social</i>				
Cuando hago las tareas de <i>Social</i> en casa, creo que no las voy a tener bien				
En clase de <i>Social</i> me siento tranquilo/a y relajado/a, sé que lo voy a entender bien todo				
No me gusta nada no entender lo que mi profesora está diciendo, me pone muy nervioso/a				
No entiendo por qué algunos compañeros se sienten tan nerviosos por las clases de <i>Social</i>				
Estoy más nervioso/a en la clase de <i>Social</i> que en las demás asignaturas				
Me entran hasta sudores cuando tengo que participar en inglés en clase de <i>Social</i>				
Mi profe de <i>Social</i> me aburre, ojalá hiciera más cosas en clase				

Appendix E (II): mini-FLCAS for Natural Science



Nunca estoy completamente seguro/a de mí mismo cuando hablo en la clase de <i>Natural Science</i>				
No me preocupa mucho cometer errores en la clase, todos los tenemos				
Me da corte salir voluntario/a en la clase de <i>Natural</i>				
Cuando hago las tareas de <i>Natural</i> en casa, creo que no las voy a tener bien				
En clase de <i>Natural</i> me siento tranquilo/a y relajado/a, sé que lo voy a entender bien todo				
No me gusta nada no entender lo que mi profesora está diciendo, me pone muy nervioso/a				
No entiendo por qué algunos compañeros se sienten tan nerviosos por las clases de <i>Natural</i>				
Estoy más nervioso/a en la clase de <i>Natural</i> que en las demás asignaturas				
Me entran hasta sudores cuando tengo que participar en inglés en clase de <i>Natural</i>				
Mi profe de <i>Natural</i> me aburre, ojalá hiciera más cosas en clase				

Appendix F: teacher questionnaire

To answer a question, choose five options and number them from 1 (most important) to 5 (least important).

1. With regard to classroom work, what is the most important role of the teacher?

- a) provide useful learning experiences
- b) provide a model of correct language use
- c) answer learners' questions
- d) correct learners' errors
- e) help students discover effective approaches to learning
- f) pass on knowledge and skills to his/her students
- g) adapt teaching approach to match his/her students' needs

2. Choose a) or b) according to what you believe about learning a language.

- 2.1 a) Learning consists of acquiring of a body of knowledge.
b) Learning consists of acquiring organizing principles through encountering experiences.
- 2.2 a) The teacher is a resource person who provides language input for the learner to work with.
b) The teacher has knowledge the students do not have.
- 2.3 a) Language data is to be found everywhere.
b) The teacher is the source of language data.
- 2.4 a) It is the role of the teacher to assist learners to become self-directed by providing access to language data.
b) It is the role of the teacher to impart his/her knowledge to the learner. The learner will be given a programme in advance.

2.5 a) Learning a language consists of forming hypotheses about the language input to which one is exposed. These hypotheses are constantly modified in the direction of the target language.

b) Learning a language consists of learning the structural rules of the language and the vocabulary through such activities as memorization, reading, listening, etc.

3. Answer the following question by marking the most common options for each category.

Classroom characteristics	A	B	C
Kind of material	Pictorial	Oral	Written
Nature of matter	Artistic	No artistic	-
Scope of feedback	Public	Private	-
Scope of resolution of the tasks	Open	Closed	-
Area of presentation of results of the tasks	Closed-group	Open-whole class	-
Class rate	Slow	Moderate	Rapid
Teacher role	Manager-facilitator	Provider of feedback	Reporter
Student role	Negotiator	Monitor	Information receiver
Interaction relationship	Monologue dyad or small group	Dialogue	Whole class

Classroom characteristic	A	B	C	D	E
Type of interaction	Student to teacher	Student to student	Student to class	Teacher to class	Teacher to student
Kind of feedback	Explicit correction	Recast	Clarification request	Repetition explanation	Metalinguistic comment

4. Select the 10 most frequent actions in your classes

- a) Explaining linguistic contents
- b) Explaining the non-linguistic content (social sciences in English)
- c) Explaining the meaning of terms
- d) Explaining how to perform a task
- e) Asking questions to the whole class
- f) Making direct questions to the class (or to any particular student)
- g) Treating errors: correction, recast, clarification request, repetition
- h) Motivating students
- i) Answering students' questions
- j) Involving in student group work
- k) Participating in a discussion group
- l) Inviting students to voluntarily participate in the class
- m) Giving students space to present a task previously prepared
- n) Supervising
- o) Getting angry
- p) Establishing order in the classroom

- q) Allowing students to work freely without monitoring
- r) Monitoring group work
- s) Correcting students' exercises

5. How do you find classroom environment most of the time?

- a) friendly
- b) tense
- c) funny
- d) boring
- e) relaxed

6. What are the most frequent activities carried out with the students?

7. How would you describe a good teacher? Why?

8. What do you like doing the best as a language teacher? Why?

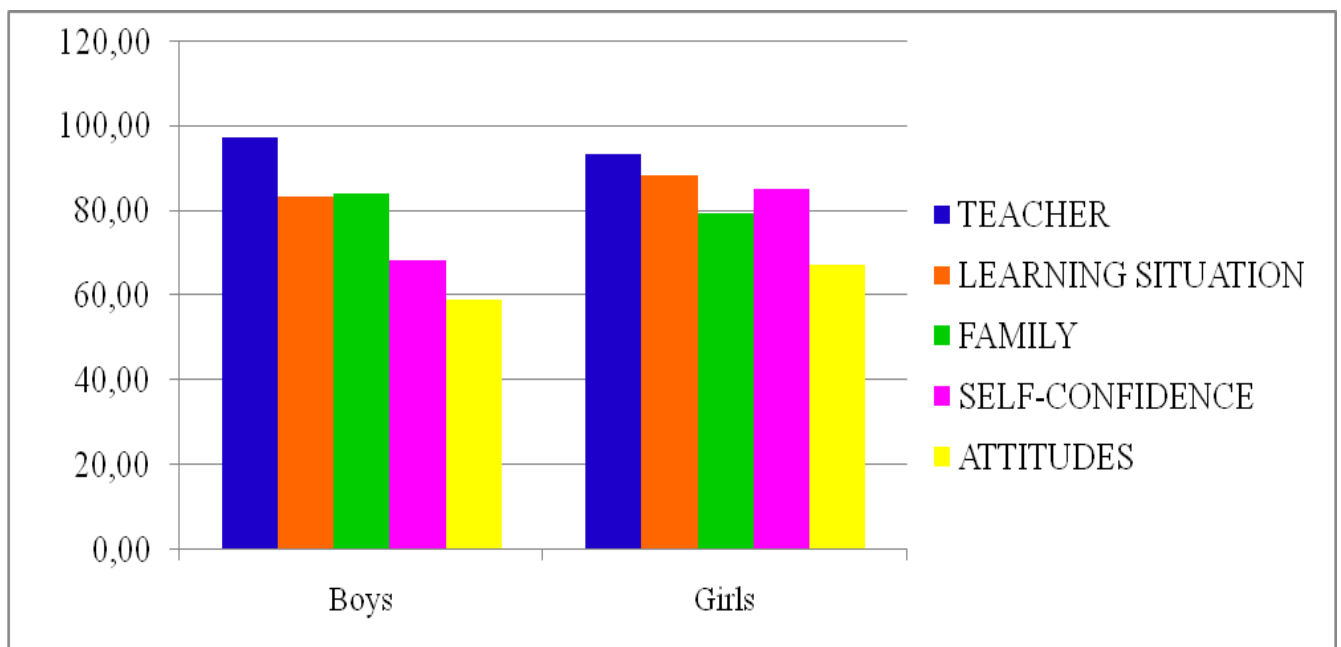
9. What strategies or practice do you usually use to reduce the students' anxiety in the classroom?

10. What do you do to raise the students' willingness to communicate in English during the class?

11. What do you do to increase the students' motivation to speak English in class?

Appendix G: gender influence in motivation

DIMENSIONS	BOYS	GIRLS
TEACHER	97,50	93,59
LEARNING SITUATION	83,33	88,46
FAMILY	84,17	79,49
SELF-CONFIDENCE	68,33	85,26
ATTITUDES	59,17	67,31
MEAN	78,50	82,82



Appendix H: gender motivation results

	t-test for Equality of Means				
	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
GENDER_ MOT	-1,621	21	,120	-4,32177	2,66603
Equal variances assumed					
Equal variances not assumed	-1,585	17,673	,131	-4,32177	2,72586

Appendix I: Social Science data

		FLCAS_SO CIAL	WTCM_SO CIAL	MARKS_SO CIAL	WTC_SO CIAL	GENDER _MOTIV
FLCAS_SOCIAL	Pearson Correlation Sig. (2-tailed) N	1 23	-.355 23	-.402 23	-.486 ⁺ 23	-.457 ⁺ 23
WTCM_SOCIAL	Pearson Correlation Sig. (2-tailed) N	-.355 23	1 23	.266 23	.670 ^{**} 23	.360 23
MARKS_SOCIAL	Pearson Correlation Sig. (2-tailed) N	-.402 23	.266 23	1 23	.245 23	.312 23
AVG_WTCS	Pearson Correlation Sig. (2-tailed) N	-.486 ⁺ 23	.670 ^{**} 23	.245 23	1 23	.622 ^{**} 23
GENDER_MOTIV	Pearson Correlation Sig. (2-tailed) N	-.457 ⁺ 23	.360 23	.312 23	.622 ^{**} 23	1 23
MARKS_EFL	Pearson Correlation Sig. (2-tailed) N	-.355 23	.255 23	.660 ^{**} 23	.027 23	.210 23
MARKS_NATURAL	Pearson Correlation Sig. (2-tailed) N	-.554 ^{**} 23	.271 23	.732 ^{**} 23	.253 23	.352 23
ACAD.RESULTS	Pearson Correlation Sig. (2-tailed) N	-.500 ⁺ 23	.296 23	.892 ^{**} 23	.206 23	.333 23

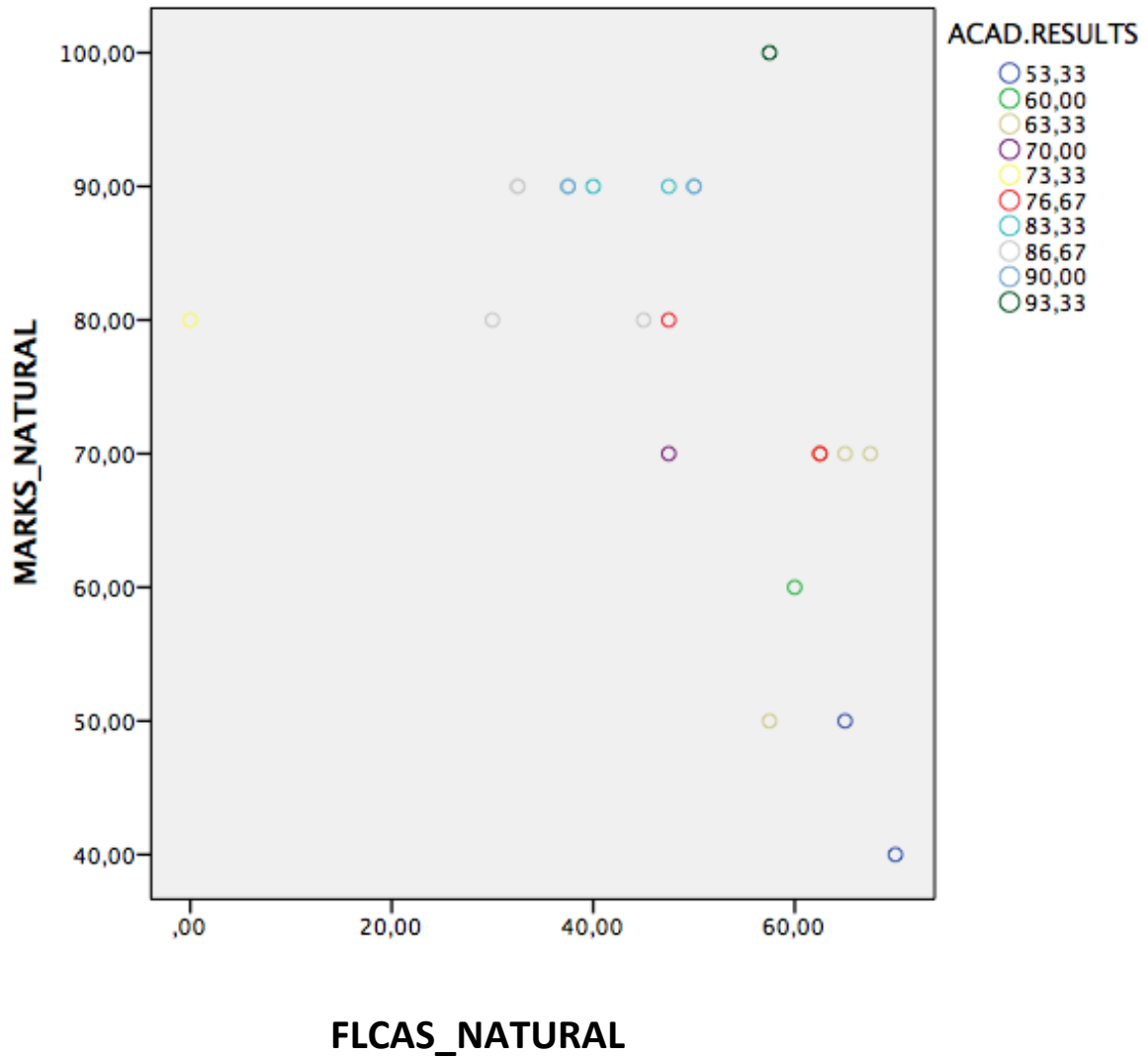
		MARKS_EFL	MARKS_NATURAL	ACAD.RESULTS
FLCAS_SOCIAL	Pearson Correlation	-,355	-,554**	-,500*
	Sig. (2-tailed)	,096	,006	,015
	N	23	23	23
WTCM_SOCIAL	Pearson Correlation	,255	,271	,296
	Sig. (2-tailed)	,240	,211	,170
	N	23	23	23
MARKS_SOCIAL	Pearson Correlation	,660**	,732**	,892**
	Sig. (2-tailed)	,001	,000	,000
	N	23	23	23
WTC_SOCIAL	Pearson Correlation	,027	,253	,206
	Sig. (2-tailed)	,903	,244	,346
	N	23	23	23
GENDER_MOTIV	Pearson Correlation	,210	,352	,333
	Sig. (2-tailed)	,337	,099	,120
	N	23	23	23
MARKS_EFL	Pearson Correlation	1	,681**	,860**
	Sig. (2-tailed)		,000	,000
	N	23	23	23
MARKS_NATURAL	Pearson Correlation	,681**	1	,919**
	Sig. (2-tailed)	,000		,000
	N	23	23	23
ACAD.RESULTS	Pearson Correlation	,860**	,919**	1
	Sig. (2-tailed)	,000	,000	
	N	23	23	23

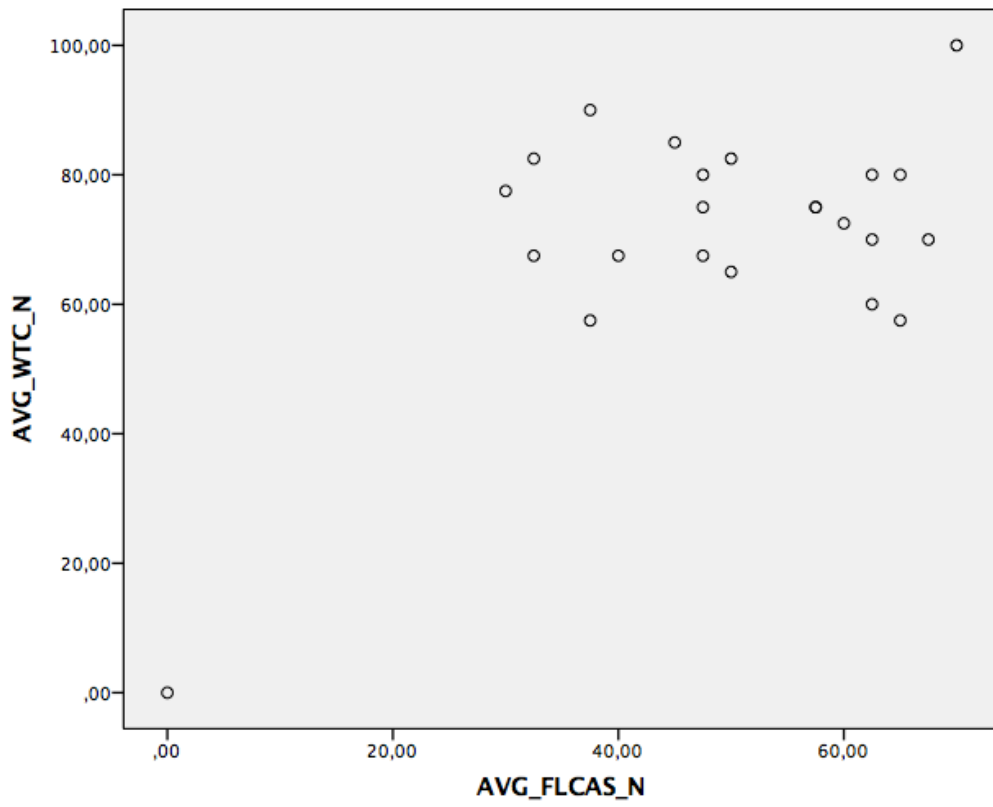
Appendix J: Natural Science data

		MARKS_ SOCIAL	GENDER_ MOTIV	MARKS_ EFL	MARKS_ NATURAL	ACAD. RESULTS
MARKS_SOCIAL	Pearson	1	,312	,660**	,732**	,892**
	Correlation					
	Sig. (2-tailed)		,147	,001	,000	,000
	N	23	23	23	23	23
GENDER_MOTIV	Pearson	,312	1	,210	,352	,333
	Correlation					
	Sig. (2-tailed)	,147		,337	,099	,120
	N	23	23	23	23	23
MARKS_EFL	Pearson	,660**	,210	1	,681**	,860**
	Correlation					
	Sig. (2-tailed)	,001	,337		,000	,000
	N	23	23	23	23	23
MARKS_NATURAL	Pearson	,732**	,352	,681**	1	,919**
	Correlation					
	Sig. (2-tailed)	,000	,099	,000		,000
	N	23	23	23	23	23
ACAD.RESULTS	Pearson	,892**	,333	,860**	,919**	1
	Correlation					
	Sig. (2-tailed)	,000	,120	,000	,000	
	N	23	23	23	23	23
FLCAS_NATURAL	Pearson	-,570**	-,485*	-,221	-,541**	-,511*
	Correlation					
	Sig. (2-tailed)	,005	,019	,311	,008	,013
	N	23	23	23	23	23
WTCM_NATURAL	Pearson	,112	,217	,439*	,116	,235
	Correlation					
	Sig. (2-tailed)	,611	,320	,036	,597	,281
	N	23	23	23	23	23
WTC_NATURAL	Pearson	-,049	-,036	,276	-,123	,020
	Correlation					
	Sig. (2-tailed)	,825	,871	,203	,577	,927
	N	23	23	23	23	23

		FLCAS_ NATURAL	WTCM_ NATURAL	WTC_ NATURAL
MARKS_SOCIAL	Pearson Correlation	-,570 ^{**}	,112	-,049
	Sig. (2-tailed)	,005	,611	,825
	N	23	23	23
GENDER_MOTIV	Pearson Correlation	-,485 [*]	,217	-,036
	Sig. (2-tailed)	,019	,320	,871
	N	23	23	23
MARKS_EFL	Pearson Correlation	-,221	,439 [*]	,276
	Sig. (2-tailed)	,311	,036	,203
	N	23	23	23
MARKS_NATURAL	Pearson Correlation	-,541 ^{***}	,116	-,123
	Sig. (2-tailed)	,008	,597	,577
	N	23	23	23
ACAD.RESULTS	Pearson Correlation	-,511 [*]	,235	,020
	Sig. (2-tailed)	,013	,281	,927
	N	23	23	23
FLCAS_NATURAL	Pearson Correlation	1	,382	,557 ^{***}
	Sig. (2-tailed)		,072	,006
	N	23	23	23
WTCM_NATURAL	Pearson Correlation	,382	1	,747 ^{***}
	Sig. (2-tailed)	,072		,000
	N	23	23	23
WTC_NATURAL	Pearson Correlation	,557 ^{***}	,747 ^{***}	1
	Sig. (2-tailed)	,006	,000	
	N	23	23	23

Appendix K: Natural Science correlations





Acknowledgements

I would like to thank my Master companions and professors as I did in the live reading of this dissertation. Special thanks to Mrs. Esther Álvarez, to Dr. Piquer for her help and to Dr. Alejo –with whom I have had the pleasure to work with twice, for his valuable assistance with the statistical aspects of this paper.