The Effects of CLIL in the Motivation towards Learning English of Secondary Education Students

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INTRODUCTION

- **CLIL** is a **popular methodology** that has been proved to be **beneficial** for the students' **language competences and skills** (Mehisto et al. 2008).
- There is a need to **analyze its effects on motivation** since it is one of the **essential factors to learn a language** effectively (Clément 1980).
- **Aim** of the study: **Compare** two groups of students (**CLIL vs. non-CLIL**) and analyze their **degree of motivation** + **Redesign the course syllabus** of the CLIL or the EFL subjects depending on the results.

LITERATURE REVIEW

- **CLIL Description**
- The **FL** is used as the **medium of instruction** in a **content subject** (Mehisto et al. 2008).
- **Motivation in Language Learning**
- **Motivation→ Force** to start or continue **learning a language** (Dörnyei 2005).
- **Strategies** to enhance motivation: **use of realia, authentic communication, real purpose**… (Torregrosa et al. 2011, Graham 2009, Tsukamoto et al. 2009).
- **Motivation in CLIL**
- **CLIL** students **more motivated** to learn a FL (Lasagabaster 2011)
- **CLIL** students **more confident** towards the FL (Dalton-Puffer 2008).

CONTEXT and METHODOLOGY

- **Semi-private school in Lleida**
- Wide educational offer.
- 1400 students and 125 teachers.
- **36 participants** from 2nd ESO.
- **18 CLIL** students who attended *Europe's Alive!* (a social studies related subject) and the regular EFL lessons.
- **18 non-CLIL** students who only attended the curricular EFL lessons.
- **Instruments**
- Letter of consent.
- Biographical questionnaire.
- **Attitude/Motivation Test Battery** designed by Gardner (1985)→ aimed at determining students' motivation.

RESULTS, DISCUSSION, INNOVATION PROPOSAL and CONCLUSION

- **Results**
- **CLIL** students were **more motivated** than their peers but **the difference was an insignificant one.**
- **Discussion**
- **Results not in line** with **many of the authors** from the literature review. Why?
- Analysis of the course syllabus→ **More motivational elements** could be added.
- **Innovation Proposal**
- A **new syllabus** was designed. It included elements such as realia and authentic communication as well as the usage of the language for a purpose and in a real context (Torregrosa et al. 2011, Graham 2009, Tsukamoto et al. 2009).
- **14 more motivational elements** than the original syllabus .
- **Conclusion**
- **Elements that motivate students in FL lessons** should not be forgotten in the **CLIL class.**
- A series of **caveats: paucity of subjects and short period of time → Further research** should be conducted under better conditions.

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