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Integrating Content and Language to increase motivation and foster self-direction in
language learning

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Research Report submitted
in fulfillment of the requirements for the degree of
Master in English Language for Self-directed Learning

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Chía, Colombia

August, 2015

Declaration

We hereby declare that our research report entitled:

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- is neither substantially the same as nor contains substantial portions of any similar work submitted or that is being concurrently submitted for any degree or diploma or other qualification at the Universidad de La Sabana or any other university or similar institution except as declared and specified in the text;
 - complies with the word limits and other requirements stipulated by the Research Subcommittee of the Department of Foreign Languages and Cultures;
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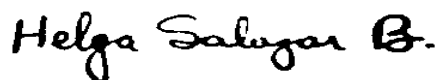
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Abstract

The Colombian Ministry of Education demands effective results in improving language levels to strengthen students' communication skills in its "Programa de Fortalecimiento en Lengua Extranjera", however teacher-researchers have confronted many problems during the process of facilitating the learning of English as a foreign language, particularly situations regarding the learners' motivation towards the language, one of the most influential factors in any language learning process. For this reason, the study "Integrating Content and Language to increase motivation and foster self-direction in language learning" aims at improving student motivation in the foreign language learning by integrating content and language. This research project is also an attempt to foster self-directed language learning by implementing some strategies such as setting learning goals and collaborative work.

69 participants were in a learning process that comprised three main strategies: first, the inclusion of Content Language Integrated Learning (CLIL) principle, in which language is used to learn as well as to communicate; second, the integration of Information and Communication Technologies (ICT) such as videos and web tools that support the learning process; and finally, the strategies: setting learning goals and collaborative work to foster Self-Directed Learning (SDL). The pedagogical intervention consisted of ten sessions that allowed the teacher-researchers to test the chosen strategies. Some of the methods used were: a diagnosis survey, a semi-structured interview, class observation, and students' feedback. This action research study, which considered a mixed research approach to analyze data, found higher levels of motivation and certain behaviors that demonstrated that participants became more self-directed learners.

Key words: Motivation; Self Directed Learning (SDL); Content Language Integrated Learning (CLIL), Information and Communications Technology (ICT).

Resumen

El Ministerio de Educación exige resultados eficaces en la mejora de los niveles de inglés para reforzar las habilidades comunicativas de los estudiantes en su “Programa de Fortalecimiento en Lengua Extranjera”, sin embargo, los profesores- investigadores han enfrentado muchos problemas durante el proceso de facilitar el aprendizaje de inglés como idioma extranjero, especialmente situaciones en relación con la motivación de los aprendices hacia el idioma, uno de los factores más influyentes en cualquier proceso de aprendizaje de idiomas. Por esta razón el estudio “La integración de contenidos y lengua: para aumentar la motivación y fomentar autodirección en el aprendizaje de idioma” pretende mejorar la motivación de los estudiantes en el aprendizaje del idioma extranjero integrando contenido y lengua. Este proyecto de investigación es también un intento de fomentar aprendizaje auto-dirigido implementando algunas estrategias como establecer metas de aprendizaje y trabajo colaborativo

69 participantes estuvieron en un proceso de aprendizaje que implicó tres estrategias principales: primero, la inclusión del principio “Aprendizaje Integrado de Contenidos Lenguas Extranjeras (AICLE)”, en el cual el idioma es usado tanto para aprender como para comunicar; segundo, la integración de Tecnologías de la Información y Comunicación (TIC) tales como videos, herramientas web para apoyar el proceso de aprendizaje; y finalmente, la estrategia: establecimiento de objetivos de aprendizaje para fomentar el aprendizaje Auto-dirigido (AAD). La intervención pedagógica consistió en diez sesiones que permitieron a los profesores-investigadores poner a prueba las estrategias escogidas. Algunos de los métodos usados fueron: una encuesta diagnóstica, una entrevista semi-estructurada, observación de clase y la retroalimentación de los estudiantes. Este estudio de investigación acción, que consideró un enfoque mixto de investigación para analizar los datos encontró altos niveles de motivación y algunos comportamientos que demostraron que los participantes llegaron a ser aprendices más auto-dirigidos.

Palabras claves: Motivación; Aprendizaje-Auto Dirigido (AAD); Aprendizaje Integrado de Contenidos y Lenguas Extranjeras (AICLE); Tecnologías de la Información y Comunicación (TIC).

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List of Abbreviations

Abbreviations	Meaning
CLIL	Content Language Integrated Learning
SDL	Self Directed Learning
ICFES	Instituto Colombiano para el Fomento de la Educación Superior
ICT	Information and Communications Technology
MEN	Ministerio de Educación Nacional
AR	Action Research
FP	Feedback about of the Processing of the Task

Introduction

The research project “Integrating Content and Language to increase motivation and foster self-direction in language learning” explored certain strategies to motivate second language learners. Concerning motivation, Rod Ellis (2002) in his book *“The Study of Second Language Acquisition”* states that “motivation involves the attitudes and affective states that influence the degree of effort that learners make to learn an L2” (p. 75), as a result of their need or desire to learn this language. The majority of young people who are native Spanish speakers want to learn English because it is one of the most commonly spoken languages in the world. English is essential in many countries for daily activities such as traveling, banking, and using the Internet. Speaking English as a second language can result in far greater job opportunities. The research project also examined if the integration of Content and Language Integrated Learning (CLIL) increase or decrease motivation and investigated different strategies to foster self-direction.

Statement of the Problem

This research study focused on motivation in learning English among seventh-grade students at Debora Arango School (henceforth School 1) in Bogota, Colombia, and tenth-grade students at Maria Auxiliadora School (henceforth School 2) in Galapa, Atlántico Colombia.

The results of the Saber-ICFES English tests (2006-2011) in these two schools have not been satisfactory as compared to a sampling of other Colombian schools, according to the report received by School 1 & 2 by the Instituto Colombiano para la Educación Superior (ICFES) (See Appendix A). The average ranges were between 41% and 50%. At School 1, the average was 45% in 2009, 42% in 2010, and 39% in 2011. At School 2, the average score was 36% in 2008, 40% in 2009, 45% in 2010, and 39% in 2011 (See

Appendix B). As shown, the results in 2011 got in School 1 and 2 were low, they motivated this study.

The increasing use of English in Colombia is due to the Ministry of Education implementation of its former National Bilingualism Project, which later became Programa de Fortalecimiento en Lengua Extranjera whose main objective is: “to have citizens who are capable of communicating in English by 2019” (MEN, 2005)¹. A large number of institutions committed to reach this national goal, including School 1 and 2. It important to state that on the one side, School 1 is one of the eight schools in Bogota which have been implementing a bilingual pilot program to strengthen English language and communicative competences in students and teachers from different levels in basic and middle education; and on the other side, School 2 has increased resources and class time to strengthen the national program.

This research is intended to increase the students’ English level with the implementation of the principle of content and language integrated learning (CLIL), the use of (ICT) and the implementation of some self-directed learning (SDL) strategies. The teacher-researchers want to share this study with their language-teaching colleagues and motivate them to use CLIL in their classes and, as a result, to contribute towards the achievement of the goal set by the Colombian Ministry of Education. .

According to the teacher-researchers’ experiences in School 1 and School 2, students were easily distracted and the topics they learned in class were not reinforced at home. Many students had negative attitudes towards English learning due to lack of the necessary resources to obtain certain language learning tools. For this reason, the purpose of this research was to implement some strategies that increase levels of language learning

¹ Translated by the authors

motivation Therefore, the study “Integrating Content and Language to increase motivation and foster self-direction in language learning” responds to the following question: *Does the implementation of lessons which integrate content, language and technology increase learners’ motivation and foster Self –Directed Language Learning?*

The objectives of the research were:

- To improve student motivation in the foreign language learning by integrating content and language.
- To foster Self-Directed learning by the implementation of some strategies such as setting learning goals collaborative work, and the use of Information and Communication Technologies.

Rationale

Teachers-researchers at the Maria Auxiliadora and Debora Arango Perez schools had to contend with the fact that their students did not like English. As a result, these students had negative attitudes that created barriers to learn a second language. The teacher-researchers of the study “Integrating Content and Language to increase motivation and foster self-direction in language learning” ” wanted to overcome learners’ negative attitudes in the classroom environment and activate students’ interests, while encouraging them to take advantage of all accessible learning opportunities.

In addition, the teacher-researchers analyzed and reflected about each step of the intervention and redefined strategies for all ineffective teaching practices used so far. Based on the analysis of some strategies that could improve the problematic situation, it was determined that the principle of Content and Language Integrated Learning was the most

applicable strategy to teach English to disinterested students. A guiding principle of this tool is one offered by Steve Darn, in which language is used to learn as well as to communicate as cited in McDougald (2009) p. 46.

Teachers-researchers agreed with the idea that Gardner and Lambert (1972) stated regarding the fact that the learning of a second language depends on the learner's feelings, culture, lifestyle and reasons to achieve the learning goal. They found that the pragmatic purpose for learning a second language was derived from a desire to know native speakers of the target language. Second language learners are interested in learning about native speakers of that language and understanding their way of life. This is called *instrumental motivation* (Gardner & Lambert, 1972). Also, Gardner and Lambert (1972), and Schumann (1978) pointed out that instrumental motivation helps second language learners to learn the target language more easily. With this last definition in mind, the teacher-researchers present Content Language Integrated Learning (CLIL) as a base approach chosen to increase motivation in the participants of this study.

This research was conducted to reveal how language used to learn as well as to communicate increases motivation, and encourages students to acquire knowledge through learning the target language.

In addition, as an approach to promote lifelong learning habits the teacher-researchers signposted some Self-Directed Learning (SDL) strategies; (1) Setting learning goals and (2) Collaborative Work. In this context, Brockett and Hiemstra (1991) state that "SDL is not an exclusive domain of adults". They introduce the term "Lifelong Learning" which refers to learning that takes place across an entire "lifespan". This concept was adjusted for the purpose of this research due to duration of the research. Teachers must

teach for life, not for a short term and in SDL process learners have to assume the responsibility for their learning process.

In order to comply with the main objective of the study, the teacher-researchers decided to include some information and communication tools such as videos, images, web pages and other resources available on Internet, due to the fact that technology could be considered as an important teaching tool that could not only help teacher-researchers to reach their goal of motivating participants to learn the language, but also to provide participants with the content needed.

Theoretical Framework

The study “Integrating Content and Language to increase motivation and foster self-direction in language learning” investigated how to improve motivation through the use of the main principle of Content and Language Integrated Learning, the use of Information and Communication Technologies, and the implementation of Self-Directed Learning strategies.

Motivation

Motivating students is one of the most important goals Colombian English teachers have in their professional agendas. Consequently, the teacher-researchers were also concerned about how to increase the levels of motivation in their students. According to Anne-Marie Truscott de Mejia from the Center of Investigation and Formation in Education in the Universidad de Los Andes, in an interview given to Altablero No. 37, octubre - diciembre 2005, the key to success is motivation. Truscott states that if the teacher is convinced that he can create knowledge within students and interact with them in a significant way, it is possible that students take appropriation of that conviction (See Appendix C).

As Dörnyei (2001), Brody (1992) , and Gardner and Lambert's (1972) state that motivation includes the vision that a person has of oneself, extrinsic reinforcement, and intrinsic motivation; these concepts were considered in this study to build strategies that focus students' attention on learning and guide them in how to learn the language. Foremost, as the teacher-researchers wanted to promote foreign language use to allow learners communicate more accurately, they considered Dörnyei's ideas about motivational

strategies in the classroom. Dörnyei (2001) identifies the motivated learner's vision of oneself as an effective second language speaker. The self-image a learner has is important in achieving their hopes, aspirations, and dreams (Higgins, 1987). If learners have a vision of themselves as able learners, they find the strength they need to participate, do assignments, consciously learn the language, and be successful.

Also, Brody (1992) states that teachers use extrinsic motivation but sometimes are not aware of it. He states that a great number of teachers use extrinsic reinforcement to raise motivation but they are not aware of how to use it in an effective way. The teacher-researchers agree with this assertion, and consider that when teachers say to students that they did a good job or made some mistakes while developing certain tasks, teachers should use appropriate terms to increase extrinsic motivation instead of decreasing it. Telling students in a positive way that their work needs improvement, for example, is more effective than telling them that their work was not well done, as constructive criticism has a positive effect on students. Considering these observations, learners may be extrinsically motivated through rewards, external instruments and constructive criticism.

Although extrinsic motivation plays an important role in students' learning, it is also necessary to find the strategies that increase students' intrinsic motivation, so that they feel the need to learn. Gardner and Lambert (1972) state that intrinsic motivation arises from internal factors such as children's natural feelings of curiosity, their own exigency to explore something that interests them, and the confidence and gratification they feel when performing a task that satisfies their curiosity. In this way, intrinsically-motivated students who are involved in learning or in a particular task are more engaged than a learner who is not intrinsically motivated.

The Principle of Content and Language Integrated Learning (CLIL)

For effective teaching, it is of great importance that students consider the target language as meaningful as possible, so that they can use it for many purposes in their lives. For this study, the teacher-researchers focused on CLIL studies that consider as strategies: any educational situation (Marsh & Langé, 2000), a context for meaningful communication (Curtain, 1995) and a connection between real life and real world skills with the classroom (Curtain, 1995) cited in McDougald (2009).

Marsh and Langé (2000) state that CLIL can be used in any educational situation in which foreign language is introduced, for the case of the current report, English as a foreign language to teach and learn. Then, English becomes the means to discuss about topics of other subjects. In this way, learners may find the new language useful because they are not only learning the language but also important content that is related to their other courses. Curtain (1995) describes CLIL as a strategy that provides a context for meaningful communication by promoting the negotiation of meaning. He also states that this process enhances language acquisition and strengthens cooperative learning. If learners feel comfortable communicating among themselves their feelings, wants and hopes, and if they also appreciate the subjects of the curriculum, they will be more motivated to learn. In addition, Curtain (1995) also states that CLIL emphasizes a connection between real world skills and the classroom. According to Wolff (2004), learners in CLIL classrooms are more successful and more motivated than those in traditional content subject classrooms.

Additionally, he argues that learners look at content from a different and broader perspective when it is taught in another language, sometimes called “multi-perspective.” By

using CLIL, teachers can teach curriculum concepts on any topic of interest or importance to the learner (Curtain & Pesola, 1994; Genesee, 1994).

The literature shows experiences in different contexts that illustrate research on CLIL, one of those studies is the one conducted by Christchurch Junior School in Bristol, mentioned by Coyle D, Holmes B, King L, (2009). This study attempted to observe how learners respond under the use of CLIL, for three years, the participants were involved in subjects of other areas such as History, Geography and Science using the French language, one hour per week. Children were engaged in communicating using improvised dialogues with shadow puppets, images, music, simulated jousting and other pastimes. The educators concluded that their students were more engaged and motivated due to the CLIL-based curriculum. A second study that illustrates the impact of using CLIL to motivate learners was carried out in the Tile Hill Wood School and Language College. 30 seventh graders were involved in the research. They received Science, Geography, Personal, Social and Health Education and some modules in Math and Music in French. The instructions were led by subject specialists in French with additional instruction from French language teachers. According to the educators, at the end of the year students were motivated because they felt successful, with perceived high levels of language attainment. "I have really enjoyed learning interesting topics in French. It can be challenging, but I have become much better at problem-solving and I am prepared to take risks. Everyone should have the opportunity to have a go!" stated a student from the Tile Hill Wood School. As a last experience to mention that evidences the importance of CLIL in language teaching and learning is the 2012 CLIL Symposium held in Barranquilla, Colombia. There, important national and international experts, including Universidad de La Sabana and Universidad del

Norte educators, shared with the audience the important benefits of teaching content through second or foreign languages. In this symposium was shown that the implementation of CLIL in private schools (intensive English course), or bilingual and international schools has demonstrated high level percent scores in national tests like Saber-ICFES 11o.

The inclusion of Information and Communications Technologies in the language classroom

For this study the use of Information and Communication Technologies (ICT) such as YouTube videos and web pages were considered as an efficient promoter of active engagement in learners. Technology was also considered as a means of anxiety reduction in students that jointly promotes motivation. Integrating technology in the language classroom creates a rich, effective and efficient learning environment that improves student performance and learning (Cronin et al., 1990; Funkhouser, 1993; George & Sleeth, 1996; Luna & Mckenzie, 1997; Sherry, et al., 2002; Traynor, 2003).

Roschelle, Pea, Hoadley, Gordin, and Means (2000) state some characteristics of technology usage in the classroom: active engagement, participation in groups, frequent interaction and feedback, and connection to real-world contexts. These are important strategies for teachers to achieve the goal of motivating learners. The teacher-researchers also agree with Koedinger, et al (1997), who states that new technologies can be appropriate vehicles for promoting meaningful, engaged learning. It allows students to work on authentic and challenging problems, similar to tasks performed by professionals in

various disciplines. Students interact with data in ways that allow student-directed learning, collaborative knowledge building, and interactions with professionals in the field.

Commenting on students' anxiety levels, Ritter (1993) reported in his study that 92% of students preferred learning new vocabulary using a computer program since they considered it "good fun" and "88% regarded it as a good addition to more traditional ways of vocabulary acquisition" (p. 66). For the teacher-researchers of this study, videos and websites provided opportunities for educators to act as facilitators or guides, and often as co-learners. ICT reduce students' anxiety levels as they become active participants in the learning process. With the use of videos and websites in the classroom, learners become more active; they practice and expand their knowledge.

Self-Directed Learning (SDL) Strategies

Self-Directed Learning (SDL) is "a process by which individuals take the initiative, without the assistance of others, in diagnosing their learning needs, formulating learning goals, identify human and material resources for learning, choosing and implement appropriate learning strategies, and evaluating learning outcomes" (Knowles, 1975, p. 18). SDL was implemented in the current study "Integrating Content and Language to increase motivation and foster self-direction in language learning" by taking participants to 1. Formulate their learning goals, 2. Evaluate their learning outcomes, and 3. Evaluate the strategies they used and the results of their work. These strategies were used to help learners become autonomous and be more motivated during the learning process.

Brookfield (2009) points out that “even though SDL is directed by the learner, it does not mean that is always conducted in isolation. Learners can work in group learning settings, so they can share information and strategies with other people in order to get support and to lead their own learning process” (p. 2615).

For the teacher-researchers, it is necessary to engage the new generation of learners in collaborative work where motivation and decision-making are essential in achieving a task. For example, in a small group, if one student does not have the volition to start and continue with the role assigned, his partners could guide him to the successful fulfillment of the task.

Following what Brockett and Hiemstra (1991) state a self-directed learner “assumes [his] primary responsibility for a learning experience” (p. 24). Therefore, language teachers should consider that their teaching practices must focus on the development of more independent learners. So, when teachers guide students to make their own decisions and provide them with the necessary strategies and tools to encourage them to become autonomous, they may start their process of becoming lifelong learners. If students understand that “failure can be overcome with greater effort and better use of strategies” (Wang & Palincsar, 1989, as cited by Yoshiyuki Nakata, 2006, 105), learners become more aware of their role in their learning process. Consequently, the more they know and use diverse strategies to improve their learning, the more comfortable and happier they will feel while learning.

Research Design

In the following section, the teacher-researchers consider the type of study, the context, the researchers' role, the participants, ethical considerations, data collection instruments and procedures.

Type of Study

The Action Research (AR) approach was applied to the current study: because it involves systematic procedures for collecting data and understanding their meaning in a local context as established by Bailey & Nunan, 2009, p.17. AR allowed teacher-researchers to see their process as a "form of self-reflective enquiry undertaken by participants in social situation in order to improve the rationality and justice of their own practices, their understandings of these practices and the situations in which these practices are carried out" (Carr and Kemmis, 1986, p. 1). The research: "Integrating Content and Language to increase motivation and foster self-direction in language learning" initiated with the identification of participants' problem: motivation, then the collection of data done to look for participants' opinions regarding motivation and class activities, after that this data was analyzed and later on the chosen strategies were implemented. During the implementation teacher-researchers observed and took notes and finally participants gave feedback (See Figure 1).

According to Aliaga and Gunderson (2000) who state that quantitative research is "explaining phenomena by collecting numerical data that are analyzed using mathematical based methods (in particular statistics)" (p. 1), teacher-researchers decided to contrast data

with qualitative methods to understand participants' interactions and their reactions. These methods were also used to make predictions and measure their actions

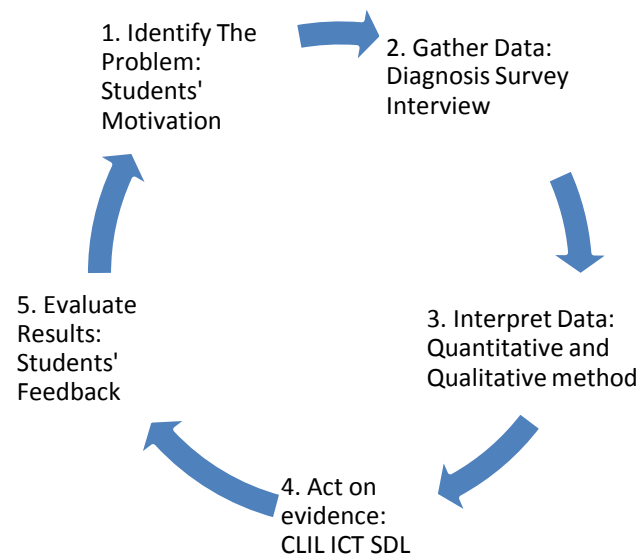


Figure 1. Research Design

Context

This research study was developed in two state schools in Colombia: Institución Educativa Debora Arango Perez (School 1) and Institución Educativa Maria Auxiliadora de Galapa (School 2).

School 1 is a public school located in the southwestern part of Bogotá, Cundinamarca. The 2,800 students, from preschool to eleventh grade, come from low socioeconomic backgrounds. The school has an audiovisual-room, three video beams and an Internet connection. The school is one of eight schools that was selected for the Programa Nacional de Bilingüismo in Bogotá (translated by the authors as National

Bilingualism Pilot Program). The program is sponsored by the Colombian Ministry of Education to reach the goal of having “Colombian citizens [who] will be able to communicate through English with internationally comparable standards”² (2006). The program started with preschool students and, six years later, it benefits students from preschool to fifth grade, so the participants of this study have not been enrolled in the program.

School 2 is in Galapa, a town near Barranquilla, the capital of the Atlántico department in the north region of Colombia. There are 3,500 students from preschool to eleventh grade distributed throughout the school’s three campuses. Most of them have problems relating to their economic level, such as family violence and low self-esteem. Accordingly, the institution emphasizes teaching values and, in 2001, after analyzing the students’ needs and making changes, the Maria Auxiliadora School’s principal adopted a new motto: A welcoming school that respects human rights³. In this institution there is an ICT room, a bilingualism room, electronic boards, and additional computers used in the classrooms.

Participants

The study “Integrating Content and Language to increase motivation and foster self-direction in language learning” was carried out with 36 students from seventh grade (27 females and 9 males) at School 1 and 33 students from tenth grade (18 females and 15 males) at School 2. The target sample’s age ranged between 12 and 16 years old (See Table 1). The participants belong to a low social stratum. The ICFES results show that both

² Translated by the authors

³ Translated by the authors

schools have students in Level A1 (basic users) according to the Common European Framework.

School	Participants per school	Male	Female	Age range	Students' grade	Hours per week
1	36	9	27	12- 14	7th	4
2	33	15	18	14-16	10th	2

Table 1. Participants' discrimination

The diagnosis survey indicated that there were more than ten students in each group who were unmotivated, were not autonomous and did not do their homework or study at home. This assertion is supported in the first section: level of motivation in Appendix D and later on in the Data Analysis section, more detailed information is given regarding the study population. According to the diagnosis survey, most of the students showed interest in improving their English skills as they recognized this language as a great opportunity to obtain better jobs in their future.

Researchers' Role

The teacher-researchers performed different roles during this research. As teachers, they designed lessons plans under the use of the CLIL principles to improve students' language performance. They selected strategies to encourage and enable students to increase their language level, identified key issues that affected students' level, and during the class they gave input and modeled language exercises, facilitating the research process. As researchers they observed students' performance and kept field notes of their behavior

and improvement, and analyzed the data gathered in the application of the several instruments.

Ethical Considerations

To carry out this project, the teacher-researchers informed the head teachers about their research intentions and asked for approval to implement the intervention in the classes. The teacher-researchers also discussed the benefits with students and teachers. Both parents and students signed a letter of consent. They also consented to be observed and recorded (See Appendix E).

Data Collection Instruments and procedures

In this study four instruments were used to gather data. Initially, a survey to diagnose what could be affecting the students' motivation was applied; later on, an interview was carried out to identify the main aspects related to student motivation. Also, classroom observation was taken to register students' attitudes and advances obtained after interventions; and students' feedback to obtain direct information from the participants after the implementation (See Figure 2).

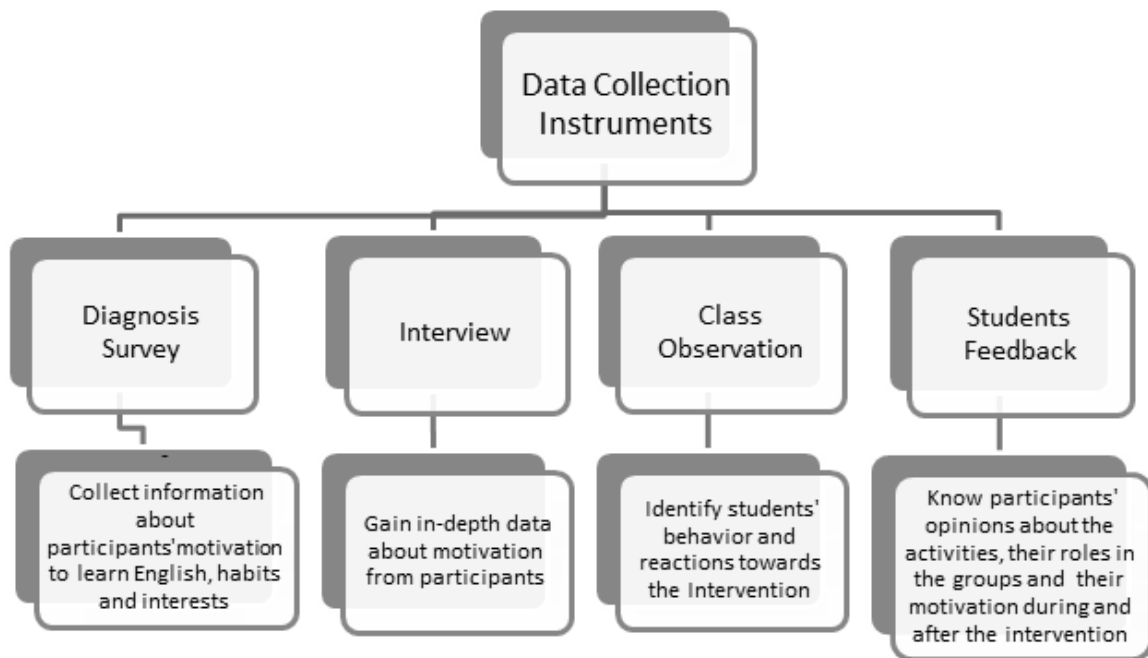


Figure 2. Data Collection Instruments

Diagnosis Survey

The first instrument used to collect the data was a diagnosis survey. According to Pinsonneault and Kraemer (1993), we can define a survey as a “means for gathering information about the characteristics, actions, or opinions of a large group of people” (p. 77). The diagnosis survey used in this research study had closed questions and was applied to collect information about participants’ motivation to learn English. The analysis of the results was used to find out if the strategies selected would be effective in improving the participants' interest in their English class.

This diagnosis survey consisted of 36 statements in which participants had to choose the option they considered best fit their viewpoint. Participants chose between

options from 1 to 5 where 1 meant Never, 2 Almost Never, 3 Often, 4 Almost Always and 5 Always (See Appendix F). The survey intended to discover students' motivation and interests, teachers' practice during class activities and external factors that decrease or increase motivation. The information about teachers' practice was included to explore what participants liked and disliked about the teaching methods used.

Interview

The second instrument implemented was a 25-minute semi-structured interview which comprised of a set of eight open questions conducted in Spanish to allow participants answered the questions freely and spontaneously (See Appendix G). The researchers decided to use this instrument following what Teijlingen (2014) defines: "a semi-structured interview [is] a method in research in which questions are predetermined but they can be modified according to the interviewer's perception of what seems most appropriate, everyone gets the same key questions, but there is flexibility in how they are answered. Facilitates getting every question answered taking into account participant's point of view and according their understandings and experiences" (p. 20). In this way the answers of a semi-structured interview were taken into account as a reference to find the appropriate methodology to answer the research question. This interview supplied participants' point of view according to their interests and internal and external factors that influence their motivation in the learning process. A semi-structured interview was selected because it allowed participants to develop ideas and speak thoroughly on issues raised by the teacher-researchers, gaining in-depth data about motivation.

This second instrument was applied just to nine students at School 1 and 12 at School 2 in September 2012. The students who were chosen to complete this interview were those that frequently showed a reluctant attitude towards the English class; they were not very attentive, did not show high levels of participation and did not comply with assignments. Teacher-researchers considered that this sample would actually provide more detailed and valuable information about low performers, which would give them more options to understand the situation and decide on the best strategies to be implemented.

Class Observation Format

The third instrument in this study was a class observation format filled in by teacher-researchers during each class according to students' behavior. The format was based on coding systems designed by teacher-researchers which allowed them to record and organize participant information during the intervention. It had the numbers⁴ from 1 to 14 in which 1, 2, 3, 4 and 8 explained the participants' perceptions about the activities; the codes 5, 6 and 7 provided evidence about participation, numbers 9 to 12 showed the participants' attitude when they worked alone, collaboratively or when the teachers were not with them, and codes 13 and 14 gave information about language used by participants: English or Spanish. These codes were used by the teacher-researchers according to the participants' performance. Table 2 shows four codes used. If the participants valued the activity hard but he tried and did it the teacher-researchers wrote number 1, if all of them participated they ticked number 5 and so on; for complete explanation (See Appendix H).

⁴ The teacher-researchers called these numbers codes.

Code	Meaning
1	The activity was hard but they did it
5	All students participate
9	Students work collaboratively
13	Students use English

Table 2. Class Observation format

Class observation has become an important instrument for educators as it is a quantitative method of measuring classroom behaviors from direct observations specifying either events or behaviors. Bailey and Nunan (2009) define class observation as “a family of related procedures for gathering data during actual language lessons or tutorial sections, primarily by watching, listening and recording (rather than by asking)” (p. 258) Collecting the data in this way allowed the teacher-researchers to identify participants' behavior and reactions towards the classes in a more systematic way. They also observed and took notes on participants' behaviors during the classes, focusing on motivation and participation. The behaviors were reported with the objective of revealing the intervention's impact. The data was coded to allow data to be recorded objectively, quantitatively, and without any judgment or personal interference.

Students' Feedback

The fourth instrument used was students' feedback. Hattie & Timperley (2007) state that “feedback is information provided by an agent, (e.g., teacher, peer, book, parent, experience) regarding aspects of one's performance or understanding. It occurs typically after instruction that seeks to provide knowledge and skills or to develop particular attitudes” (p. 103). In this study, Feedback about the Processing of the Task (FP) was taken

into account because the teacher-researchers wanted to know the impact of the applied pedagogic implementation.

Hattie & Timperley also point out that FP concerns information about relations in the environment, relations perceived by a person, and relations between the environment and the person's perceptions (Balzer et al., 1989). A deep understanding of learning involves the construction of meaning (understanding) and relates more to the relationships, cognitive processes, and transference to other more difficult or untried tasks (Marton, Dall'Alba, & Beaty, 1993; Purdie, Hattie, & Douglas, 1996; Säljö, 1979; Watkins & Regmi, 1992; Watkins, Regmi, & Astilla, 1991)" (p.94).

Feedback was an important tool in this study because it provided information related to learning that had already taken place, student motivation, and student improvement. The overarching goal of students' feedback was to examine participants' answers in order to know their opinions about the activities, their roles in the groups, and their motivation when CLIL and ICT were used. To provide feedback, students received a feedback form at the end of each topic consisting of eight questions. The questions sought to identify participants' perception concerning the activities proposed during the classes, their roles during team work, motivation when using ICT, participation in the English class and their fulfillment of proposed goals. The results and how the feedback process was conducted are explained in the results and data analysis (See Appendix I).

Pedagogical Intervention and Implementation

The main target of the research involved the implementation of the principle of Content Language Integrated Learning in which language is used to learn about the language itself, as well as to learn content to communicate, supported by Information Communication Technologies and Self Directed Learning. The implementation of this principle became a motivating strategy to guide the students to become self-directed learners, fostering motivation in participants and, as a result, answering the research question.

The intervention was conducted from October 2012 to February 2013 (See Appendix J). It consisted of two lessons of five sessions. Each weekly session lasted 130 minutes (See Appendix K). The first lesson was based on health, nutrition and stretching exercises. The topic of the second lesson was checking into a hotel. These exercises were implemented and monitored while focusing on the effects of CLIL usage. These effects were reported in the teachers' notes and were subsequently analyzed.

The CLIL instruction provided participants with opportunities to elicit previous knowledge, set their goals, receive input, practice listening, pronunciation, and speaking, use mind maps, listen to and watch videos, work collaboratively and in teams, read, order words, look for information on the web, reflect, tabulate information, follow rules, explain what they understood, give and receive feedback, and self-evaluate their work and their peers' work. This instruction also gave the teacher the chance to scaffold language based on learning needs.

In connection with lesson planning the teacher-researchers implemented the two lesson plans with Sections shown in Figure 3:

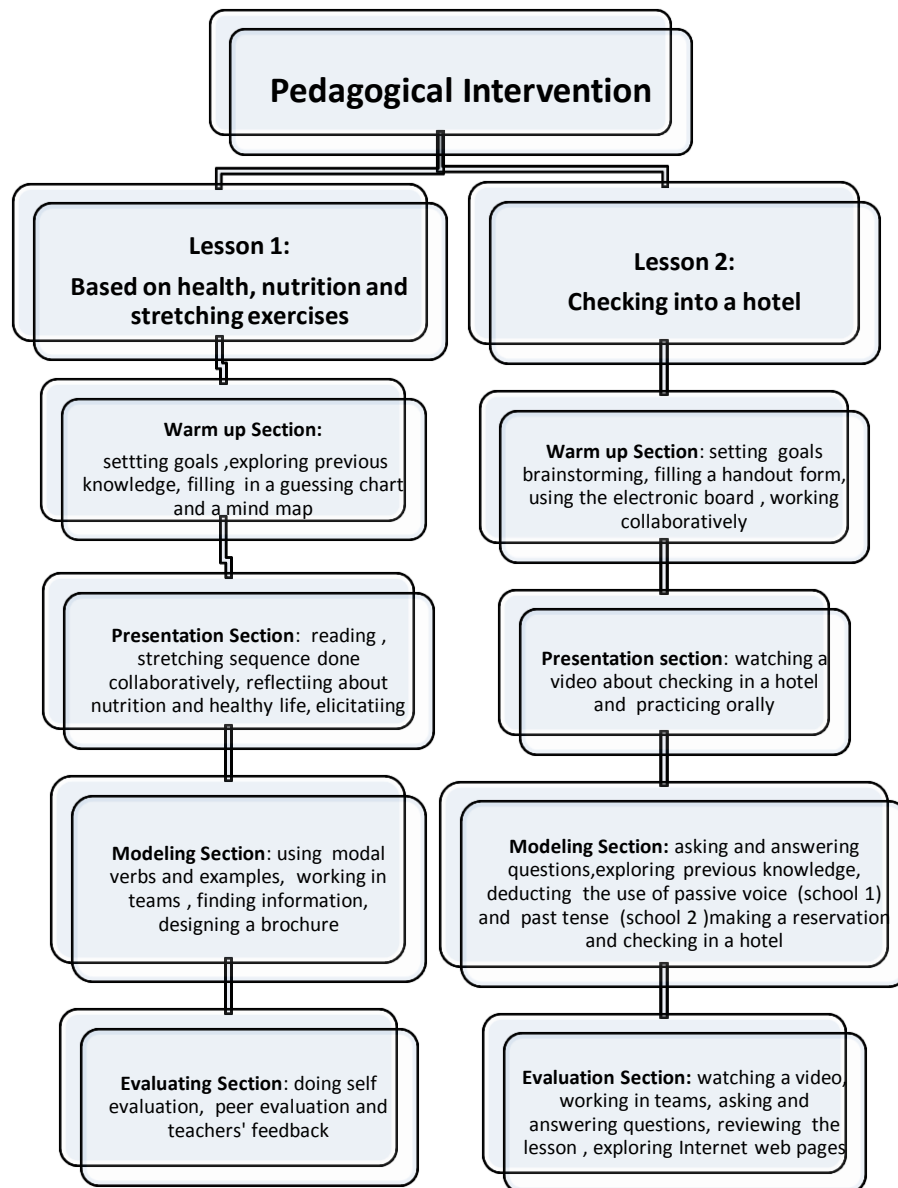


Figure3. Pedagogical Intervention

Warm up Section Health lesson plan

As we can see in Figure 3, the first stage in lesson plan 1, was the warm up section. In this section, after the explanation of the objectives of the lesson, the teacher-researchers asked the participants to think about their objectives when doing something important to them, and explained how to set goals for the lesson and for important aspects of their lives. Then the students established their objectives for the lesson (metacognition) based on this instruction, which helps them to become self-directed learners.

Participants were guided to fill in a guessing chart to determine what they knew about the topic. Some pictures were used to identify and become familiar with the vocabulary required in the reading stage, and to understand the usefulness of the topic. Learners were asked to complete a mind map and picked information they thought was important for being healthy.

Presentation Section health lesson plan

During the second stage, the presentation section, participants watched a video and identified the main verbs. In groups, they saw a picture and read a paragraph that described stretching exercises. They then tried to do the exercise and went around the room to complete the stretching sequence proposed. They performed the activity collaboratively, analyzing the steps together and then deciding how to complete the exercise. They also read a paragraph and did reflections about nutrition and healthy life. The students answered questions to elicit if they follow good nutrition or are not aware of their food habits. Participants did a survey and then they tabulated their information to determine if they practice a healthy lifestyle. These team activities contributed to raise motivation in participants and helped them to communicate through content.

Modeling Section health lesson plan

The third stage took place in the modeling section. The teacher-researchers modeled the use of modal verbs and provided examples; the students followed the rules and explained what they understood. Students worked in teams to find information on graphic design in order to design their own brochures.

Evaluation Section health lesson plan

The last stage was the evaluation section; the students self-evaluated their work and also evaluated their peer's work, making comments about the lesson and completing the feedback form. Students received feedback from the teachers throughout process.

Warm up Section check into a hotel lesson plan

In the first stage, students set their goals for the lesson and then they described a picture and answered questions about it. Students were also asked to do a brainstorming exercise to review verbs. Volunteers were asked to put flashcards on the board with the past tense, and the past-participle when necessary, while the rest of the students participated in an activity in written handout form. This activity had some differences at Maria Auxiliadora School: instead of presenting the cards on a board, an electronic board was used. The teacher of Debora Arango provided photocopies of the picture and a word related to the new vocabulary. After that, the class was divided into small groups. Each group had a number and received a picture and a new word (a word that did not correspond to the picture). Each group had to select a leader who changed the picture and word for the next group, according to the number provided at the beginning of the activity. The group leader had to verify that their peers drew a picture and wrote the word on the chart. The teacher

gave the individual one minute to draw the picture and write the word, and then changed the materials received when the minute was up.

Presentation Section check into a hotel lesson plan

During this stage, students watched at a video where a man and a woman were going to check into a hotel, with an introduction to the passive voice and vocabulary about hotel reservations. The teacher explained the pronunciation of the words and then students used them in oral practices.

Modeling Section check into a hotel lesson plan

In the third stage of the intervention, the teacher-researchers gave some examples to the students for them to deduce and state the steps to use the passive voice (at School 1) and the past tense (at School 2.) Students practiced speaking while asking and answering questions. Students were aware of their previous knowledge and its relation to the appropriate vocabulary to make a reservation and check in a hotel.

Evaluation Section checking into the hotel lesson plan

In the last stage, students demonstrated the appropriation of the concepts and helped each other towards whole understanding. Students practice their listening and speaking by first watching a video and then working in groups of four to describe what happened in the video. At the end of the class students indicated what they learned from the class by doing a review of it and answering the questions asked by the teacher. As a complement to the lesson, students received Internet web pages links where they could reinforce what they had learned in class. (See Appendix K)

On the basis of above Sections teacher-researchers designed Table 3 to explain the strategies and objectives applied.

STRATEGY	OBJECTIVE
Activate previous knowledge	<ul style="list-style-type: none"> • Be aware of previous knowledge and relate it to new knowledge. • Understand the meaning and procedures of the activities. • Improve motivation in learners
Setting Goals	<ul style="list-style-type: none"> • Set goals for listening. • Set goals for a given situation such as: passing an exam, having a good performance in a presentation, paying attention, achieving a higher level of learning. • Promote lifelong learning habits. <p>Become self-directed learners</p>
Content Language Activities	<ul style="list-style-type: none"> • Increase motivation in learners. • Learn through content. • Take into account learners' needs.
Videos and Internet Practice	<ul style="list-style-type: none"> • Increase motivation by taking advantage of technology tools. • Work collaboratively and in teams. • Practice listening and speaking.
Team and Collaborative Work	<ul style="list-style-type: none"> • Raise motivation. • Become self -directed learners. • Communicate through content.
Self and Peer Evaluation	<ul style="list-style-type: none"> • Be aware of strengths and weaknesses. • Promote lifelong learning habits. • Internalize the concepts and help each other in understanding.

Table 3. Intervention Process

Data Analysis and Results

Teacher-researchers analyzed quantitative and qualitative data to answer the research question: *Does the implementation of lessons which integrate content, language and technology increase learners' motivation and foster Self-Directed Language Learning in AI students at Debora Arango Perez and Maria Auxiliadora schools?*

The quantitative data was collected through a diagnosis survey and students' feedback after each lesson implemented. The survey results were analyzed using the lower and higher percent per question and the feedback data was measured in terms of percentages. The qualitative data was collected through the semi-structured interview in which teacher-researchers discovered some factors related to the participants' motivation, the use of CLIL, ICT resources and SDL strategies.

Data concerning the use of CLIL to increase motivation was analyzed at the beginning of the process by examining students' preferences, interests, difficulties and attitude in the English class through the two first instruments applied: the diagnosis survey and the interview. At the end of the intervention the students' feedback forms were used to establish if motivation was increased through the strategies applied based on CLIL. These phases of the intervention are described below.

At the beginning of the strategy

Regarding student preferences the analysis of the diagnosis survey, applied to 69 students in both institutions, showed that 49% of students were motivated in the English class and 50% enjoyed when the teacher used videos and liked listening to English music, 7.5% stated they had an at-home schedule to develop daily activities including academic

ones and 24.5% requested additional activities related to the English class because they wanted to learn more. Table 4

Participants	Students motivated in the English class	Students who liked Videos and listening to music	Students with an At-home schedule	Students who Requested for different activities related to the English class
69	33	34	5	16

Table 4. Students’ preferences: Diagnosis Survey

The data concerning students’ interests about learning was collected at the beginning of the study, and these findings guided teacher-researchers in implementing the lessons based on students’ needs. This information indicated that 67.6% of 69 students wanted to talk about sports, 61.3% about music, and 66.7% about entertainment. 30.3% felt their classmates seldom appreciated their point of view, and only 28.1% of 69 students said they reinforced topics at home that they had learned in the classroom. 45.4% enjoyed learning using technology, especially by watching videos and surfing English web pages, while 50% also liked activities that involved movement. 67.8% participated in study groups, and 40.6% felt the need for activities where they could share their point of view with peers on issues related to familiar or interesting topics (See Appendix D). Table 5 shows the information about students’ interests.

Participants	Students who wanted to talk about sports	Students who liked to talk about entertainment	Students who reinforced topics at home	Students who enjoyed learning using technology	Students who liked activities that involved movement	Students who participated in study groups	Students who wanted to share their point of view
69	46	42	19	31	34	46	28

Table 5 Students’ Interests about Learning

The study findings revealed that 27% percent of 69 students required special attention, due to their low interest and performance in classes. For this reason the teacher-

researchers decided to apply another instrument (interview) to this target group in order to find more specific information about lack of motivation in these 18 students.

Therefore, the teacher-researchers realized that motivation for the English class was not the only problem. This assertion comes from patterns found in students' answers per question, that is, connected comments repeated in each item, in which the teacher-researchers identified, for example, that 11 of 18 students recognized that they did not reinforce topics learned during class and they did not have any interest in practicing English at home; as is exemplified in the following comment:

How much time do you dedicate to English? "Well, I do not have any established schedule. The truth, nothing, only in the classroom I dedicate time to English"

Student 5. Interview, question n° 4

Although students recognized the importance of English, 8 of 18 admitted they were easily distracted in class by their classmates, 4 of 18 did not like English and were not motivated, and 7 of 18 indicated that they wanted to use English in topics related to the body. 12 of 18 also revealed the importance of interacting with technology and the Internet. The following excerpts indicate these feelings:

*"I like the topics related to our body"
"International and national sports"*

Student 2. Interview, question n° 2

*"Well, I like things like... listen to music, videos, internet, etc"
"Everything you need to live in a foreign country"*

Student 7. Interview, question n° 2

Another interesting aspect found in both schools was that these students, 12 of 18, in spite of their behavior in class, recognized the importance of communicating in a foreign language and thought that people who speak two languages have better job opportunities. After a lengthy reflection on these students' answers, the teachers-researchers introduced other questions regarding classroom environment and students' attitude in English class. It was interesting to see how aware the students are of the importance of having a proper class environment and having positive classes if they wanted to understand, learn, and improve their communicative skills. Even though they recognized they were easily distracted when their peers were talking or doing different things from those proposed by the teacher, they still stated:

*“Learn interesting things because that is our daily life”
“Now, who does not know any English, eh... does not find a job”*

Student 4. Interview, question n° 3

“We need to learn things like ingredients for a meal ... uh ... technology in English and... for example, how to chat with my friends in English, etc.”

Student 12. Interview, question n° 3

This interview also revealed other relevant information. Students preferred to work in small groups and were interested in using more technology and Internet sessions in their classes, although they recognized that some of them did not take advantage of these tools in the correct way and they did different things than those assigned.

At the end of the strategy

Content Language Integrated Learning

In response to the question pertaining to the topic of the lessons, which were based on CLIL, 28 students chose always, 30 chose almost always, and 7 chose usually after the first lesson. After the second 23 selected numbers 5, 23 numbers 4, and 17 number 3, meaning they found the topics interesting. Table 6 shows students' answers concerning item 1: The topic of the lesson was interesting.

Item	Students' feedback	Students' Appreciation		
		3 (usually)	4 (almost always)	5 (always)
1	Number of students in Feedback 1	7	30	28
1	Number of students in Feedback 2	17	23	23

Table 6. Students' Feedback. Question 1

The following field notes show how CLIL approach served to enrich the understanding of instructions. It enabled participants to a better association of the concepts proposed by the teacher-researchers. CLIL also increased motivation in participants and they demonstrated it when they participated voluntarily in the activities proposed and communicated in English in an effective way.

The second activity was more interesting for them. They enjoyed practicing each stretch around the classroom

Teachers' observation Form entry n° 7 school 1

Students were motivated when they could read easily and when they analyze their own nutrition habits.

Teachers' observation Form entry n° 9 school 1

They moved around the classroom and the result was very satisfactory because I heard them communicate each other in a right way.

Teachers' observation Form entry n° 11 school 1

Motivation

When they were asked how motivating the activities based on content were, 13 chose option 5, 21 option 4, and 23 option3, revealing that most students enjoyed the activities as it is shown in Table.

Item	Students' feedback	Students' Appreciation		
		3 (usually)	4 (almost always)	5 (always)
2	Feedback 1	23	21	13
2	Feedback 2	19	18	24

Table 7. Students' Feedback. Question 2

Information and Communication Technologies

After the implementation of each lesson plan based on CLIL, the teacher-researchers received students' feedback form and results with regard to students' perceptions about the use of technology after the first lesson 58 of 69 students felt motivated by the use of technology in class, and in the second lesson, 60 of 69. They chose from 1 to 5, where 1 meant never, 2 almost never, 3 usually, 4 almost always and 5 always. Table 8 shows the appreciation of participants concerning item 4: During the class I felt motivated when we used technological tools.

Item	Students' feedback	Students' Appreciation		
		3	4	5
4	Number of students in Feedback 1	21	17	20
4	Number of students in Feedback 2	11	27	22

Table 8. Students' Feedback. Question 4

When a video related to the **content** of the lesson was used, the teacher-observers wrote the codes 2, 3, 5, 6, 9, 11 and 13 (See Appendix L). This showed that students enjoyed the activity, were engaged, worked collaboratively, and used English even when the teacher was not present. At the beginning, the teachers asked questions to get their attention and then asked for specific information about the video. It was a prediction exercise and the students found it interesting. Participants wrote in their notebooks and compared their notes with the real sequences. When the video finished, students were very engaged; they found it funny and wanted to watch it again.

Participants watched another video; the teacher-researchers wrote ten sentences describing what happened in the video and dictated them to students in disorganized sequences. Students checked their spelling and gave themselves a grade. Students worked collaboratively to organize the correct sequences of the sentences. Students reported enjoying the activity even while focusing on the grammar. The teacher-researchers wrote their notes as follows.

When looking at the video, participants were interested because they wanted to find the requested information. This caught their attention and they were satisfied when they gave the answers. They also said that the video was a bit long but interesting.

Teachers' observation Form entry n° 3 school 2

Instead of putting cards on the board; the electronic board was used to give the past tense and the past participle of the verbs. This was a motivating activity for them as they said at the end of the class.

Teachers' observation Form entry n°2 school 2

Some students did not take notes when the teacher was explaining but they watched the video attentively and took notes from it. As students looked at the video twice and the practice took more time, the lesson needed more time than planned.

Teachers' observation Form entry n° 4school 2

Interestingly, when tools such as smart boards, webpages, and computers were used by the students, they enjoyed the activities even when they found them difficult. Students participated and worked even when the teachers were not present. When learners watched videos about health and checking in a hotel, most participated in the activities; however, the researchers observed that time had a complicating role considering that some activities took more time than expected.

Self-Directed Learning (SDL) Strategies

At the end of each intervention, the teacher-researchers registered their notes using the teacher observation form with codes designed beforehand (See Appendix L). This helped facilitate data analysis. The codes described researchers' perceptions of student behavior.

When setting goals the results showed that students recognized the value of setting goals and felt it was an important part of the lesson. In this activity the researchers wrote the codes 1 which meant that they observed the activity was difficult for the students; 5 which meant that all students participated and 12 that participants listened attentively to the teacher as it is stated in next comment.

Stating the objectives was difficult for the students and for this reason it took more time.

Teachers' observation Form entry n°1 school 2

In regards to the question about the use of free time to enhance topics learned in class, 57% of 69 students answered 3, and 9% answered 5 in the feedback form. This suggests that students will continue practicing the topics learned in class outside of the

classroom. Regarding the question about students' responsibility to practice their skills on their own, 48% answered 4, and 33% answered 5. This reflects the students' commitment in each stage of the class to continue practicing skills on their own and their appreciation for learning. Results also stated that 46% of students almost always achieved their own goal set. About student participation during the assigned activities, 45% answered 3, and 45% answered 5. This result shows that motivation was increased in most students, which was the main goal of this research (See Appendix I) and Table 9.

Item	Students' Appreciation		
	3 (Usually)	4 (Almost always)	5 (always)
6	18	18	11
5	14	23	16
7	13	25	24

Table 9. Students' feedback questions 5, 6 and 7

When doing self-evaluation and peer evaluation, the observers wrote the codes 2, 3, 6, 9, 13, and 14, meaning the activity was easy for students. They enjoyed it, participated, and worked collaboratively. Some students used English and some Spanish. The following excerpt shows teacher-researchers comment.

It was successful when they walked around the classroom and saw their partners work. I was surprised with their comments. Fortunately, I did not find any rude comments; on the contrary, they were very kind.

Teachers' observation Form entry n° 14 school 1

The teacher-researcher's codes about the use of mind maps were 6, 9, 11, 13, and 14. The students concentrated when doing this activity and most participated. They worked even when the teacher was not present, and requested more time to finish the activity because they wanted to complete the whole map. Again some used English and some used

Spanish. When they worked in teams the teacher-researchers wrote the codes 5, 3, and 11 in the teacher observation field notes, these codes showed the activity was amusing and all participated and worked without teacher supervision (See Appendix L).

When teamwork was required, students stated that even though the activities were hard, they enjoyed them; the teachers noticed that all of them participated. When working collaboratively, students participated actively, even when the teacher was not present. They used both languages to achieve the goals of the activities. Likewise, in the peer evaluation and self-evaluation, most participated and used both languages.

Conclusions and Pedagogical Implications, Limitations and Further Research

Conclusions

This paper has given an account of a pedagogical intervention implemented to improve motivation in learning English among participants. The needs analysis implemented by means of the initial survey and the interview showed that participants initially showed low levels of motivation towards the English class; this information allowed the teacher-researchers identify the reasons for lack of motivation that is why the principles of Content Language Integrated Learning were considered as the strategy to improve student motivation.

Content Language Integrated Learning CLIL, as mentioned in this study, is defined by Marsh (2002) as “an umbrella term which encompasses any activity in which a foreign language is used as a tool in the learning of a non-language subject, where both language and subject have a joint role” (p. 58). The basic principle of this strategy is the one stated by Steve Darn in which language is used to learn as well as to communicate. This principle allowed the teacher-researchers to help participants become aware of the relevance of integrating language and content which resulted in a better attitude towards the English class.

The implementation of the strategy also allowed participants to improve their interpersonal relationships through collaborative work, thus enabling respectful acceptance of different opinions. Appendix K gives evidence of this work. Look for sentences in bold.

Since teacher-researchers supported the study strategy with the use of Information and Communication Technologies (ICT) and the implementation of Self-Directed Learning (SDL) strategies, it was noticeable that ICT integration along the whole learning process increased students' motivation facilitated the construction of knowledge and reinforced what had been taught. Strategies such as stating lesson learning goals and collaborative work promoted the development of self-directed learning habits. Students were able to recognize the importance of stating their own academic and life goals, to assess outcomes, self-monitor learning observing, and judge their activities collaboratively. They learned how to reinforce topics in their free time by using the Internet, authentic materials, and videos. This recognition may become a habit in which students gain and comprehend knowledge purposefully and meaningfully not only for the English class, but also for other courses.

The results also showed that the topics were interesting to students; they showed high levels of motivation and interest when they worked on the activities. Students enjoyed and responded more when the content had a connection to their lives.

Pedagogical Implications

Results evidenced that CLIL can be implemented to increase motivation because it links what learners learn in other courses with the English class, making English more meaningful. If students find the language class content meaningful, their motivation to learn is observed, their participation and attitude in class increases, and also their interest in practicing the language at home. Furthermore, the results of this study can be used not only for English teachers but also for teachers of other subjects since they can benefit from the content learned through English.

In addition, the use of CLIL can be used to increase motivation in English and motivation towards the subjects. Furthermore, the integration between English teachers and teachers of other subjects can also benefit cross-disciplinary curriculum planning and as a consequence the process of teaching and learning.

Limitations

The findings in this report are subject to at least three limitations: students' concerns about grades, Internet connection difficulties, and the number of participants.

The first limitation the teacher-researchers faced has to do with the implementation of one of the interventions at the end of the school year because students who were underachieving or even failing the subject were worried about grades. They did not understand why teachers proposed many interactive activities for the class at that particular time. This issue caused a conflict even though they liked the activities; they were not totally concentrated on performing them.

The second constraint of this study has to do with the Internet connection. When it was slow the teacher-researchers noticed that students' motivation appeared to decrease. As a consequence, the feedback obtained from the students might be influenced if this kind of technological problems come out.

The last limitation researchers highlight is the fact that the sample considered (69 students in both schools) is not a representative and consequently does not allow researchers to conclude on the benefits of the implementation of CLIL principles and the use of ICT to increase the levels of motivation and develop Self-Directed Learning.

Consequently, more studies and experiences regarding the main issue considered for this study should be developed.

Recommendations and Further Research

This study presents the effect caused by the implementation of one strategy of CLIL and the use of ICT like videos and internet: both increased participants' motivation. Evidence also showed a difference between the levels of motivation during each activity of the strategy applied. Based on this evidence, first, the teacher-researchers suggest the use of CLIL over long periods of time to analyze its effectiveness. It would be interesting to evaluate whether student motivation keeps on high levels after giving a large number of classes using the strategy.

In most Colombian public schools, English is the only course offered in the foreign language. Therefore, schools could start teaching combined cross-curricular themes that include English for a communicative practice in the other courses. Implementing some of the CLIL principles actually challenges teachers of all areas to prepare themselves to include English in their daily practice, promoting a different teaching perspective.

Colombian public schools should provide more opportunities for students to have access to more technological devices and access to Internet, such opportunities could promote the interaction of students with authentic material and with the English language more authentic contexts.

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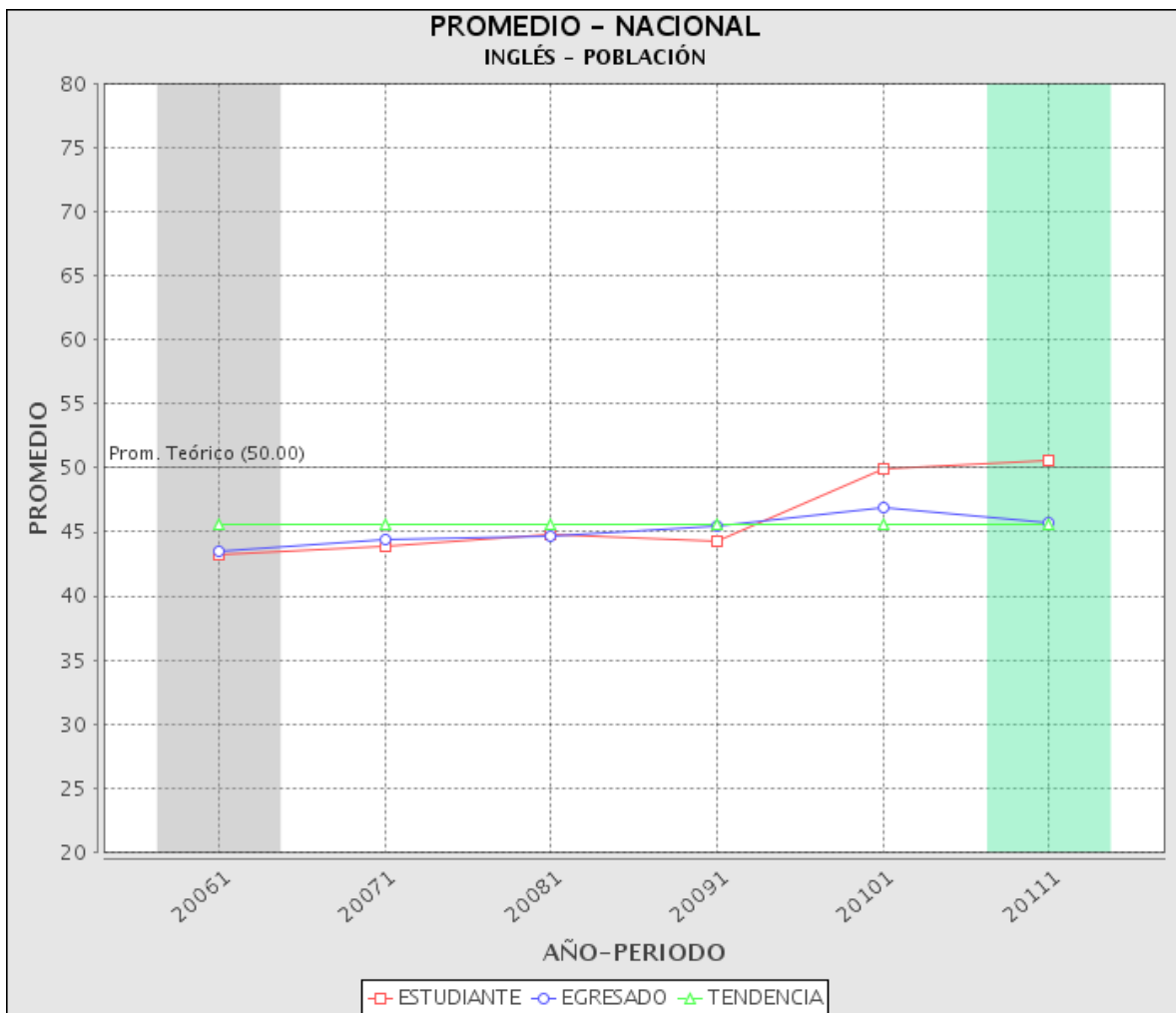
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APPENDICES

APPENDIX A (1 of 1)

RESULTADO NACIONAL ICFES 2006 - 2011



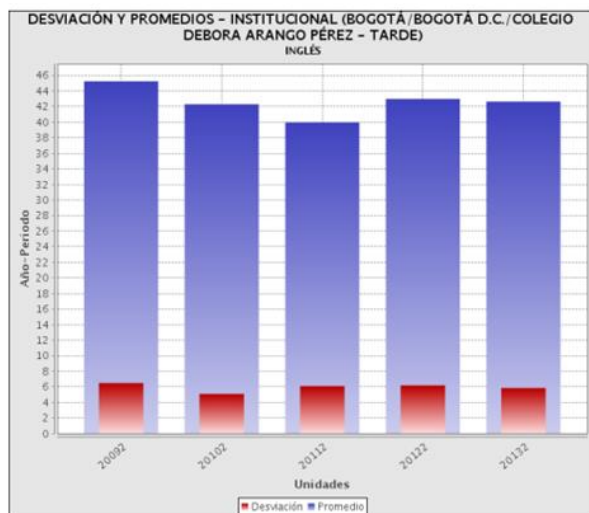
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APPENDIX B (1 of 1)

RESULTADOS ICFES

DEBORA ARANGO PEREZ

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MARIA AUXILIADORA



Instituto Colombiano para la Evaluación de La Educación (2006). Reportes históricos promedio nacional inglés 2008-2011. Retrieved from <http://www.icfesinteractivo.gov.co/historicos/>

APPENDIX C (1 of 2)

Normatividad	Primera infancia	Preescolar, Básica y Media	Educación Superior	Ed
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Altablero

El periódico de un país que educa y que se educa

Para vivir en un mundo global

Experiencias y retos para docentes y estudiantes en la enseñanza y el aprendizaje del inglés; la importancia de los Estándares de competencia comunicativa en lengua extranjera: inglés y las metas del Programa Nacional de Bilingüismo, desde la óptica de Ricardo Romero, consultor en políticas para la enseñanza del inglés y de Anne-Marie Truscott de Mejía, del Centro de Investigación y Formación en Educación, de la Universidad de los Andes.

AT: ¿Cuál es la importancia de enseñar una segunda lengua en los colegios de Colombia?

AMTM: Hoy es evidente que el manejo de una sola lengua no es suficiente en un mundo interconectado. La capacidad de ser bilingüe o multilingüe es cada vez más necesaria para el estudio, el trabajo y la convivencia. Colombia ha tenido una larga tradición de incluir lenguas extranjeras, como el inglés, el francés, el alemán, el italiano en el currículo escolar, para que los bachilleres tengan una visión pluralista del mundo y entren en contacto con otras maneras de pensar y de expresarse, a fin de que este reconocimiento de la diversidad lleve a un reconocimiento de la tolerancia y del respeto del otro/otra.

RR: La introducción de la enseñanza de un idioma está directamente relacionada con el desempeño académico y responde a tres necesidades: manejo de otras áreas del currículo, la exigencia de las universidades para poder realizar estudios superiores y las exigencias del mercado laboral, en lo tecnológico, lo científico y lo cultural.

AT: ¿Qué aporta el bilingüismo para el desarrollo de competencias de los estudiantes colombianos?

RR: Hay tres áreas principales en las que el bilingüismo aporta al desarrollo de las competencias de los estudiantes: en la formación de estructuras sólidas de pensamiento y de competencias ciudadanas y científicas, y en el estímulo del espíritu investigativo.

AMTM: Como reconoce la Constitución, Colombia es un país multilingüe y pluricultural. Esta riqueza constituye una base sólida para afrontar los retos en un mundo globalizado. Hoy el español es una lengua de comunicación internacional, como

APPENDIX C (2 of 2)

AT: ¿Cómo se puede articular el Programa de Bilingüismo con el uso pedagógico de los medios de comunicación y las tecnologías de la información y la comunicación?

RR: Nuestra herencia de hace muchísimos años, el Fondo de Capacitación Popular, le apostó al sistema de primaria y bachillerato por radio. Al incluir programas de radio y televisión en inglés, se democratiza el aprendizaje. La tecnología permite la comunicación bilingüe a través de Internet y del correo electrónico. En muchas regiones e instituciones se hacen esfuerzos para dotar a los colegios de computadores o de laboratorios de idioma, pero también hay que mejorar la metodología. La primera apuesta es por la calidad docente, ya que hemos visto laboratorios de nuevas tecnologías excelentes, desperdiciados por falta de formación en el uso.

AMTM: A veces la gente piensa que el solo hecho de tener Internet o video es suficiente para un desarrollo metodológico. Se ha visto en otros contextos que la educación bilingüe, o programas de intensificación en lenguas extranjeras, no llevan por si solos a las metas deseadas. Los medios y las nuevas tecnologías pueden incentivar a los maestros a cambiar sus prácticas pedagógicas, dándoles acceso a nuevos recursos didácticos. Los recursos son muy importantes para lograr un impacto en los programas de bilingüismo.

Evalúe esta información☆☆☆☆☆Resultado★★★★★18 votos



Ministerio de Educación Nacional (2005). Para vivir en un mundo global.

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<http://www.mineducacion.gov.co/1621/article-97500.html>

APPENDIX D (1 of 4)
RESEARCH PROJECT: STRATEGIES TO FOSTER MOTIVATION TO LEARN ENGLISH
ANALYSIS OF THE SURVEY AT DEBORA ARANGO AND MARIA AUXILIADORA SCHOOLS

FIRST SECTION: LEVEL OF MOTIVATION	
1.1	The 11.4% stated that they are not motivated towards the English class and 8.6% feel motivated just a few times the other 68,6% stated that almost always or always are motivated
1.2	The 2,9% doesn't feel comfortable, 47,6% sometimes feels comfortable and the other 48,6% almost always or always feels comfortable in the English class.
1.3	The 91, 2% think that it is important to learn English
1.4	The 12, 1% doesn't like videos, 45, 4% sometimes likes videos and 42, 4% always or almost always likes when the teacher uses videos.
1.5	The 11, 8% doesn't like listening music. 38, 2% sometimes like listening music and 50% always or almost always like listening English music.
1.6	The 34, 4% sometimes likes to convey ideas and 65, 7% always or almost always likes to convey ideas.
1.7	The 5, 9% doesn't feel that can learn a new language. 17, 7 % sometimes feel that can learn a new language and 76, 5% feel that can learn a new language.
1.8	The 12, 1 doesn't have a schedule at home. 36, 4% sometimes have a schedule and 51, 5 states having a schedule at home to develop the daily activities including the academic ones.
1.9	The 17, 6 don't do additional English activities. 52, 9% sometimes do additional activities and 29% do additional activities to those of the English class because feels the necessity of learning.
1.10	The 3% doesn't ask when doesn't understand. 39, 4% sometimes ask and 57,6% always or almost always ask when doesn't understand something about the class.
1.11	The 6, 5 never participate in study's groups. 25, 4 few times participates and 67, 8% almost always.
SECOND SECTION: THE INTEREST OF THE STUDENTS	
2.1	The 9% wouldn't like to talk about sports and 67.6% always or almost always would like to talk about sports.
2.2	The 6.5% wouldn't like to talk about music and 61.3% always or almost always would like to talk about music.
2.3	The 15.2% wouldn't like to build knowledge for themselves. 30.3% sometimes would like to build knowledge and 33.3 always or almost always would like to build knowledge for themselves.
2.4	The 6.1 % wouldn't like to talk about entertainment topics and 66, 7 always would like to talk about entertainment.
2.5	The 27.3 %wouldn't like to talk about daily activities and 12.1 almost always would like to talk about daily activities.
2.6	The 3.0 % doesn't like to learn in groups and the 36.4% likes to learn in groups.
2.7	The 3.1% doesn't prefer tell jokes and use analogies to demonstrate a point of view and 40, 6% sometimes prefer them.
2.8	The 3.0 % sometimes prefers writing instructions and 39.4% almost always prefer writing instructions.
2.9	The 3, 3 %seldom likes movement activities and 50% always likes movement activities.
THIRD SECTION: TEACHER	
3.1	The 90.9% says that teacher is nice.
3.2	The 72.4% thinks that almost always or always teacher is fun.
3.3	The 93.7% believes that almost or always teacher domain the topics taught.
3.4	The 85.3 % feels that teacher encourage them to learn.
3.5	The 79.4% almost always or always distribute correctly the time
3.6	The 58.9% almost always or always maintain the interest because of the teacher's methodology.

APPENDIX D (2 of 4)

FOURTH SECTION: CLASS ACTIVITIES	
In this section, the highest result in each item are presented	
4.1	The 46, 9% almost always arise goals because of the activities proposed.
4.2	The 38.7% almost always the activities learned are according to my interests.
4.3	The 30.3% classmates seldom appreciates my point of view.
4.4	The 45.2% teacher always appreciates my point of view.
4.5	The 43.3 % almost always thinks that English classes are according to student's level.
4.6	The 28.1% mention that seldom use TICS during the classes.
FIFTH SECTION: EXTERNAL FACTORS	
5.1	The 36.4% Never and seldom student's family interferes in the student's academics progress.
5.2	The 57.1% of students don't work.
5.3	The 59.4% of students are accepted for their classmates.
5.4	The 28.1 % of students follow properly their class schedule at home to reinforce topics learned at classroom.

DATA ANALYSIS AT MARIA AUXILIADORA SCHOOL

FIRST SECTION: LEVEL OF MOTIVATION

PREG	NUNCA	POCAS VECES	A MENUDO	CASI SIEMPRE	SIEMPRE
1	7%	47%	17%	17%	13%
2	7%	30%	10%	37%	17%
3	4%	14%	4%	18%	61%
4	27%	17%	13%	20%	23%
5	14%	21%	21%	14%	31%
6	10%	21%	21%	17%	31%
7	3%	7%	10%	20%	60%
8	14%	3%	38%	34%	10%
9	27%	13%	27%	23%	10%
10	13%	23%	13%	20%	30%
11	7%	30%	23%	13%	27%

MOTIVACIÓN

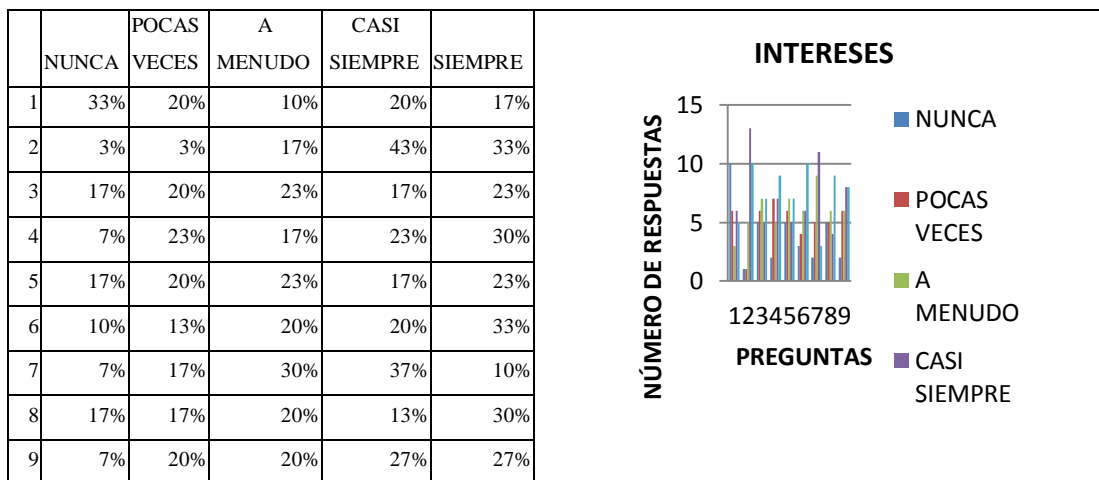
NÚMERO DE RESPUESTAS

PREGUNTAS

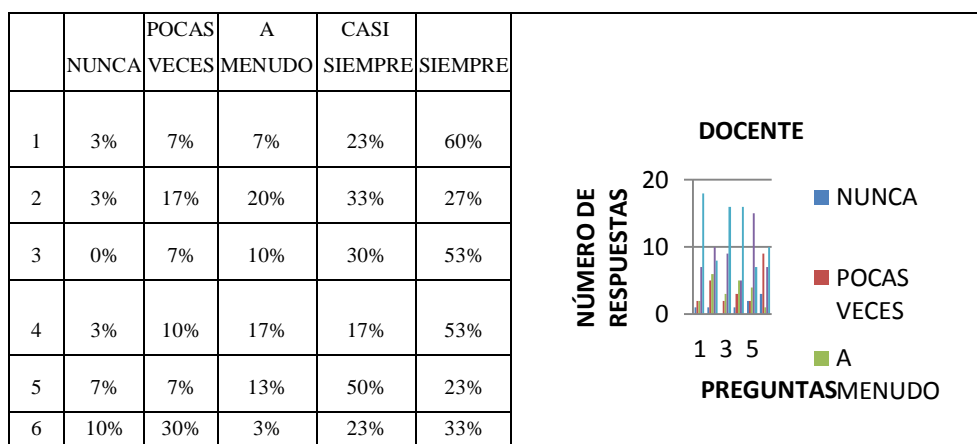
Legend: NUNCA (blue), POCAS VECES (red), A (green), MENUDO (yellow)

APPENDIX D (3 of 4)

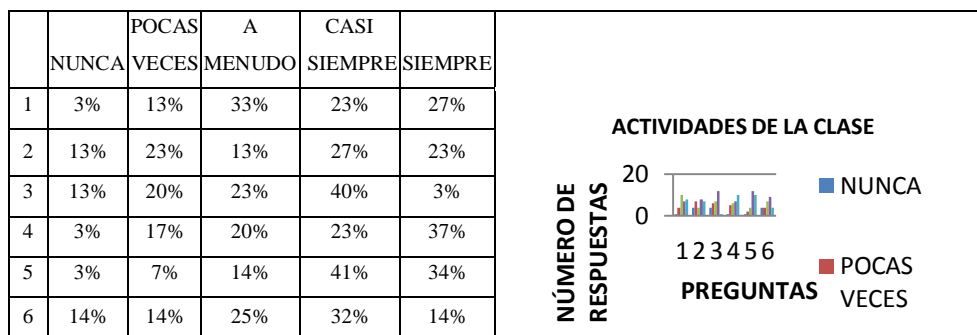
SECOND SECTION: THE INTEREST OF THE STUDENTS



THIRD SECTION: TEACHER

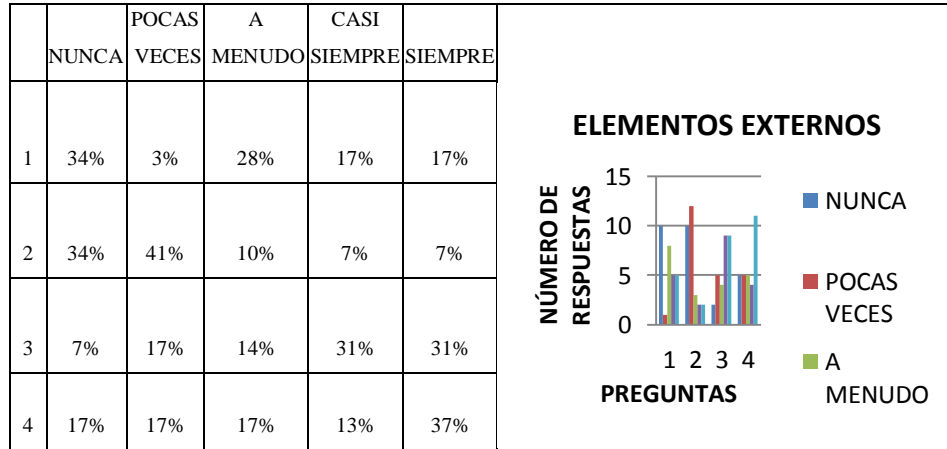


FOURTH SECTION: CLASS ACTIVITIES



APPENDIX D (4 of 4)

FIFTH SECTION: EXTERNAL FACTORS



APPENDIX E (1 of 1)

RESEARCH PROJECT: STRATEGIES TO FOSTER MOTIVATION TO LEARN ENGLISH LETTER OF CONSENT/CONSENTIMIENTO INFORMADO PARA PARTICIPAR EN UN ESTUDIO DE INVESTIGACIÓN

Ciudad, fecha de 2012

Señores:

Estudiantes grado

Nombre Institución Educativa

Ciudad

Apreciados estudiantes:

Actualmente estoy realizando una investigación titulada **“El lenguaje usado tanto para aprender como para comunicarse, un principio para promover la motivación para aprender inglés.”**

Este estudio busca investigar la falta de motivación de algunos estudiantes en la clase de inglés y también pretende promover el uso de nuevas estrategias pedagógicas en el proceso de enseñanza y aprendizaje de este idioma; finalmente se pretende aumentar el desempeño oral y escrito a través del aprendizaje auto dirigido. Cabe anotar que dicha investigación hace parte de mi trabajo de grado de la Maestría en Didáctica del Inglés para el Aprendizaje Auto dirigido de la Universidad de la Sabana.

Por lo anterior, comedidamente solicito su consentimiento y colaboración como participantes de mi propuesta de investigación, que se llevará a cabo durante el segundo semestre del 2012 y primer semestre del 2013. Esto implica la planeación e implementación de actividades relacionadas con el tema y la recolección de datos durante las próximas seis semanas en las cuales ustedes responderán una encuesta diagnóstica y una entrevista personalizada. Posteriormente se realizarán unos ejercicios de reflexión en relación con las estrategias que se utilizarán para promover el aprendizaje auto dirigido. Luego se presentarán dos pruebas de actividades didácticas que promoverán el aprendizaje del inglés con base a 2 estrategias de motivación propuestas por el círculo de investigación. La primera se realizará al comienzo de la investigación y la otra al final. Estas pruebas no tendrán ninguna incidencia en las notas de clase.

Igualmente, se les garantizará el uso de seudónimos para mantener su identidad en el anonimato en todas las publicaciones que la investigación origine. Cabe anotar que el proyecto no tendrá incidencia alguna en las evaluaciones y notas parciales y/o finales del curso, por tal razón si usted firma la carta de consentimiento acepta voluntariamente participar del proyecto de investigación. Así mismo, usted puede decidir rehusarse a responder, participar, o abandonar el proyecto. Sin embargo, su participación voluntaria será de gran ayuda para llevar a cabo este proyecto de manera exitosa.

Agradezco de antemano su valioso aporte para llevar a buen término mi investigación.

Atentamente,

Acepto participar

Nombre _____

Docente investigador Firma

Padre de familia _____

APPENDIX F (1 of 2)

RESEARCH PROJECT: STRATEGIES TO FOSTER MOTIVATION TO LEARN ENGLISH

DIAGNOSIS SURVEY FORMAT.

Prepared by Research Team

ENCUESTA SOBRE MOTIVACIÓN EN LA CLASE DE INGLÉS					
A continuación encuentra una serie de preguntas que tienen que ver con la manera como usted percibe las clases de inglés. La siguiente encuesta es parte del trabajo de investigación de la Maestría en didáctica del inglés de la universidad de la Sabana de las docentes María Isabel Bernate y Helga Salazar, quienes pretenden encontrar datos que permitan mejorar la motivación. Agradecemos su tiempo para completar la siguiente encuesta. Por favor lea los enunciados, y con base en su experiencia, marque en la escala de 1 a 5 la opción que usted considere se aproxima a lo que piensa, siendo lo más honesto posible y sin necesidad de escribir su nombre. Siendo: 1 Nunca, 2 Pocas veces, 3 A menudo 4 Casi siempre y 5 Siempre.					
NIVEL DE MOTIVACIÓN	1	2	3	4	5
Me siento motivado hacia la clase de inglés					
Me siento cómodo en la clase de inglés					
Para mí es importante aprender inglés					
Me gusta cuando mi profesor presenta videos en inglés					
Me agrada escuchar canciones en inglés					
Me agrada expresar mis ideas					
Me siento capaz de aprender un nuevo idioma					
Poseo un horario organizado en casa para desarrollar mis actividades diarias, incluyendo las académicas.					
Realizo actividades adicionales a las que me asignan en clase de inglés, pues siento curiosidad por aprender.					
Cuando el profesor(a) de inglés está explicando algo en clase y no lo entiendo, me preocupo por preguntarle.					
Participo en grupos de estudio.					
INTERESES	1	2	3	4	5
Me gustaría que en la clase de inglés se hablara sobre deportes.					
Me gustaría que en la clase de inglés se hablara sobre música.					
Prefiero hacer cosas en lugar de ver una demostración o leer sobre ella en un libro.					
Me gustaría que en la clase de inglés se hablara sobre temas de entretenimiento.					
Me gustaría que en la clase de inglés se hablara sobre temas cotidianos: experiencias vividas en vacaciones, de compras, en mi casa.					
Me gusta aprender de otros.					
Prefiero contar chistes, historias, y hacer analogías verbales para demostrar un punto.					

APPENDIX F (2 of 2)

Prefiero las instrucciones escritas que las verbales.					
Me gustan las actividades que involucran movimiento.					
DOCENTE	1	2	3	4	5
Mi profesor(a) de inglés es agradable.					
Mi profesor(a) de inglés es divertido.					
Mi profesor(a) de inglés muestra dominio de las temáticas trabajadas en clase.					
Mi profesor(a) me estimula para seguir adelante.					
Mi profesor(a) distribuye el tiempo de clase adecuadamente:(breve tiempo de exposición y el resto del mismo para las actividades que los alumnos realizan en la clase).					
Mantengo el interés en las clases de inglés gracias a la metodología utilizada por mi profesor(a).					
ACTIVIDADES DE LA CLASE	1	2	3	4	5
Las actividades realizadas en clase me facilitan el alcance de los objetivos de la misma.					
Las actividades realizadas en la clase de inglés son de mi interés					
Siento que cuando participo en clase mis ideas son valoradas por mis compañeros					
Siento que cuando participo en clase mis ideas son valoradas por el docente					
Las actividades realizadas en la clase de inglés están de acuerdo a mi nivel de conocimiento					
En las clases de inglés se utilizan recursos didácticos variados (audiovisuales, informáticos, técnicas de aprender a aprender...), tanto para la presentación de los contenidos como para la práctica de los alumnos, uso dicho material para aprender solo.					
ELEMENTOS EXTERNOS	1	2	3	4	5
La condición económica de mi familia interfiere con mi buen desempeño en clase.					
Trabaja?					
Me siento aceptado por mis compañeros					
Cumplo en mi casa con horarios establecidos para estudiar.					

APPENDIX G (1 of 1)

RESEARCH PROJECT: STRATEGIES TO FOSTER MOTIVATION TO LEARN ENGLISH

INTERVIEW FORMAT
Prepared by Research Team

	QUESTIONS
1.	¿Te sientes motivado en la clase de inglés? ¿Por qué?
2.	¿Cuáles aspectos hacen que te sientas cómodo en la clase de inglés y ¿cuáles no?
3.	¿Qué te gustaría aprender en la clase de inglés? ¿Por qué?
4.	¿Tienes un horario establecido para estudiar en casa? ¿Cuánto tiempo dedicas al inglés? ¿Por qué?
5.	¿Qué te distrae en clase? ¿Qué te quita la concentración?
6.	¿Siente que las actividades realizadas en la clase de inglés son de interés? ¿Por qué?
7.	¿Sientes que tu condición económica afecta tu desempeño académico? ¿Por qué?
8.	¿En algún momento has sentido que tus compañeros no te aceptan?

APPENDIX H (1 of 1)

**RESEARCH PROJECT: STRATEGIES TO FOSTER MOTIVATION TO LEARN ENGLISH
TEACHER OBSERVATION FORM**

Codes	Meaning
1	The activity was hard but they did it
2	The activity was easy
3	Students enjoyed the activity
4	Students did not like the activity (most of them)
5	All students participated
6	Most students participated
7	Some students participated
8	The activity was boring
9	Students worked collaboratively
10	Students worked when the teacher was near
11	Students worked even when the teacher was not near
12	Students listened attentively to the teacher
13	Students used English to explain their point of view
14	Students used Spanish to explain their point of view

APPENDIX I (1 of 2)

**RESEARCH PROJECT: STRATEGIES TO FOSTER MOTIVATION TO LEARN ENGLISH
STUDENTS' FEEDBACK ANALYSIS
SCHOOL 1**

**Prepared by Research Team and
Analysis of the Students' Feedback at Debora Arango and Maria Auxiliadora Schools**

A continuación encuentra una serie de preguntas que tienen que ver con la manera como usted percibe las clases de inglés. Agradecemos su tiempo para completar la siguiente encuesta. Por favor lea los enunciados, y con base en su experiencia, marque en la escala de 1 a 5 la opción que usted considere se aproxima a lo que piensa, siendo lo más honesto posible y sin necesidad de escribir su nombre. Siendo: 1 Nunca, 2 Pocas veces, 3 A menudo 4 Casi siempre y 5 Siempre.

ENUNCIADOS / VALORACIÓN	1	2	3	4	5
1. El tema de la clase me pareció interesante	3	2	12	26	26
2. Las actividades desarrolladas en cada momento de la clase fueron motivantes.	4	6	21	19	19
3. Desempeñé con responsabilidad un rol específico en las actividades en pequeños grupos.	3	2	16	29	19
4. Durante la clase me sentí motivado cuando utilizamos herramientas tecnológicas.	7	3	21	16	22
5. Practiqué mis habilidades comunicativas de forma autónoma	6	9	14	23	16
6. en mi tiempo libre profundizaré más sobre el tema visto en clase	9	13	18	18	11
7. Alcancé los logros que me propuse al comienzo de la clase	4	4	13	25	24
8. Participé activamente durante el desarrollo de las actividades propuestas	5	4	13	13	34

APPENDIX I (2 of 2)
STUDENTS' FEEDBACK ANALYSIS
SCHOOL 2

ENUNCIADOS / VALORACIÓN	1	2	3	4	5
1. El tema de la clase me pareció interesante	4,9%	2,1%	15,6%	38%	37,7%
2. Las actividades desarrolladas en cada momento de la clase fueron motivantes.	6,4%	7,8%	27,7%	28,1%	26,8%
3. Desempeñé con responsabilidad un rol específico en las actividades en pequeños grupos.	4,9%	2,1%	23,4%	41,7%	27,2%
4. Durante la clase me sentí motivado cuando utilizamos herramientas tecnológicas.	10%	4,1%	30%	22,5%	32,2%
5. Practiqué mis habilidades comunicativas de forma autónoma	8,3%	12,8%	20,5%	33,1%	23,1%
6. en mi tiempo libre profundizaré más sobre el tema visto en clase	12,9%	18,7%	26,4%	25,2%	16,1%
7. Alcancé los logros que me propuse al comienzo de la clase	6,4%	5,9%	16,1%	36,4%	34,6%
8. Participé activamente durante el desarrollo de las actividades propuestas	6,9%	5,5%	19%	18,3%	49,5%

APPENDIX J (1 of 1)

RESEARCH PROJECT: STRATEGIES TO FOSTER MOTIVATION TO LEARN ENGLISH

RESEARCH STUDY TIMELINE

Designed by Teacher-researchers

TIMELINE	WHAT TEACHERS-RESEARCHERS DID (ACTION PLAN)
May - June 2012	<ul style="list-style-type: none"> - Formulating the research question. - Defining the methodology that worked well to increase participants' motivation. - Application of the Diagnosis Survey and the Interview. - Analyzing data
August - September 2012	<ul style="list-style-type: none"> - Choosing topics, vocabulary and support material). - Designing the lesson plan: health and checking into a hotel - Counselor's feedback and suggestions
October - November 2012	<ul style="list-style-type: none"> - Writing and sending the Letter of Consent - Planning the lesson plans based on the principle of CLIL. - Applying the first lesson plan of five sections based on health. (Healthy diet, stretching exercise routine, give advice, nutrition and healthy habits) - (During intervention the teachers filled in the class observation formats and wrote notes about students' behavior).
November 2012 - February 2013	<ul style="list-style-type: none"> - Applying the second lesson plan of five sections based on checking into a hotel. (The hotel scenario, check-in, design a comic, make a report and Internet pages to expand this topic) - Designing students' feedback format - (The first part of this lesson plan was carried out at the end of the academic year 2012 and the second one at the beginning of the scholar year 2013).
March - May 2015	<ul style="list-style-type: none"> - Analyzing Students' Feedback. - Tabulation of student's feedback (Pearson correlation). - Data analysis and reporting results - Article writing

APPENDIX K (1 of 3)

RESEARCH PROJECT: STRATEGIES TO FOSTER MOTIVATION TO LEARN ENGLISH DEFINING AND IMPLEMENTING TEACHING STRATEGIES TO FOSTER SELF-DIRECTED LANGUAGE LEARNING IN COLOMBIA RESEARCH PROJECT

LESSON PLAN TEMPLATE FOR INTERVENTION

Adapted from Dr. Joan Rubin's Lesson Planner, ICALT lesson plan template and Weekly Planner 2012-02
Department of Languages and Cultures, Universidad de La Sabana

Name of co-researcher: Maria Isabel Bernate Ramirez									
University Code number: 201122461									
Institution: Debora Arango Perez School									
Date of Class: Day: 17-18- Month: 10 Year: 2012 Week No. 3 Class/grade: 7 Room: 310	Time of Class: 12:15-1:25 pm Length of class: 50 minutes Time Frame: four class period								
Number of students: 36	Average age of Students: 11-16 years old								
Number of years of English study: 1 year in high school	Level of students A1								
Lesson Number <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <tr> <td style="width: 25%;">1 X</td> <td style="width: 25%;">2 X</td> <td style="width: 25%;">3 X</td> <td style="width: 25%;">4x</td> </tr> <tr> <td>5</td> <td>6</td> <td>7</td> <td>8</td> </tr> </table>	1 X	2 X	3 X	4x	5	6	7	8	Research Circle Leader: Maricela Flechas
1 X	2 X	3 X	4x						
5	6	7	8						
Set Lesson Goals Students will be able to state a goal increasing listening skills, and use the necessary vocabulary and language to practice checking into a hotel.									
Language Goal Students will be able to talk about actions in the past tense describing what happens in a real life situation, related to checking into a hotel. Students will be able to use the appropriate vocabulary to make a reservation and to check into a hotel. Students will be able to ask for information in a polite way.	Assessment Criteria Students will role-play making reservations in a hotel. They will use the vocabulary already learnt, and practice proper use of regular and irregular verbs. They will ask and answer questions in the preterit tense. They will rewrite sentences using present and past tense. Students will give and ask for information related to check in a hotel.								

APPENDIX K (2 of 3)

<p>Learning to Learn Goal -How to set lesson or study goals -Steps to learn the past tense</p>	<p>Assessment Criteria -Students will set goals for given situations such as: pass an exam, have good performance in a presentation, do well during the last months of classes.</p>	
<p>Identify a topic for the lesson Checking in a hotel</p>		
<p>Materials and Resources</p>		
<p>Material 1 Picture and Vocabulary</p>	<p>Rationale: Introduce the vocabulary for the listening activity</p>	<p>Annex 1-2</p>
<p>Material 2 Name: Learn English 48 - Checking In http://www.youtube.com/watch?v=wyqfYJX23lg&feature=related</p>	<p>Eliciting the grammar and the topic of the lesson. Reinforce useful questions and answers in a hotel.</p>	<p>Annex 3</p>
<p>Material 3 Name http://www.youtube.com/watch?v=IzJPOd1sGqM&feature=related</p>	<p>Match vocabulary: Places in the hotel Look for information from the video to hold students' attention.</p>	<p>Annex 4</p>
<p>Material 4 Name: http://www.slideshare.net/ehugas/the-simplepasttensebyemma</p>	<p>Explanation of the past tense. Reinforce activities.</p>	<p>Annex 5, 6</p>
<p>Material 5 Name: Video guess what happened? http://www.youtube.com/watch?v=Zfv7loQEzu4&feature=related</p>	<p>Watch the end of the video and guess what happened.</p>	
<p>Material 6 Name: Race sequence. Collaborative work.</p>	<p>In groups of four students write eight sequence comics to guess what happened in the video.</p>	<p>Annex5</p>

APPENDIX K (3 of 3)

Material 7 Name: Comics feedback. Reality vs. Guessing. Collaborative work.	Students check each group comic final paper and correct in each one the proper use of past tense and vocabulary related to checking into a hotel.	Annex6
Material 8 Name: Students 'comics results	Reinforce Feedback: Pick the most common mistakes and give proper feedback. Reinforce questions and answers from hotel exercise and appropriate use of past tense.	Annex7
Material 9 Name: Teacher gives strip script. "Change present to past sequence events in the video"	Students are going to rewrite the given sentences in the past tense and finally they have to organize the sequences in the correct order according to the video.	Annex8
Material 10 Name:	Rationale: This interactive evaluation will be done to check the students' process and progress of learning the material presented.	Annex 9

Assumed knowledge

Students use present tense, past tense, orally and written

Anticipated problems and planned solutions

Students may not be familiar with some of the vocabulary of the exercises.
Solution: an input activity done before the exercises

Description of language item / skill(s)

Form	Check into a hotel
Meaning	Know how to answer and ask about checking into a hotel
Use	Real life situations
Skill(s) and sub skill(s)	Listening, speaking, reading, writing
(For CLIL) <u>Content</u> <u>Communication Cognition</u> <u>Culture</u>	

APPENDIX L (1 of 3)

RESEARCH PROJECT: STRATEGIES TO FOSTER MOTIVATION TO LEARN ENGLISH

**COLEGIO DEBORA ARANGO PEREZ
RESEARCH ON MOTIVATION**

TEACHER OBSERVATION FIELDNOTES SCHOOL 1

Class Sections	Codes	Teachers' Field Notes in each section of the class
Lead in/Preparation Active previous knowledge	7 12 14	Classes are usually book based therefore Students were surprised they were presented with a series of activities that were not proposed in the textbook. (Entry1)
Presentation Modeling Questioning – cooperative Thinking Study risk taking (facilitator) Team work – social intelligence	1 3 5 8 9 13 1 3 6 11 13 14	<p>There was a lot of vocabulary and students were confused when they had to complete the mind map. (Entry2)</p> <p>The activity was boring when I tried to explain pronunciation because of the number of new words. (Entry3)</p> <p>I thought my students would do the mind map activity individually but I realized that they had many difficulties and I decided to do the same activity in pairs. It works better because they share information and finally the activity was successful. (Entry4)</p> <p>In this activity I spent more time than I planned. (50 minutes)</p> <p>This activity was audiovisual room. (Entry5)</p> <p>Students watched the video three times because they did not understand. I had to explain step by step what children in the video said. When they received the script they understood better. I had to play the video twice and students were more motivated and began doing the stretching exercises. Of course it spent more time but it was a better because students were engaged in the topic. (Entry6)</p> <p>The second activity was more interesting for them. They enjoyed practicing each stretch around the classroom however I was surprised because students who are usually stand up in a traditional class, they do not finish all the stages proposed. (100 minutes) This stage was in the conference room. (Entry7)</p>
Critical Thinking Supervisor- Facilitator Cooperative Thinking	2 5 11 12 13	<p>This activity was in the classroom. It was a surprise for them because they thought that all classes would be outside the classroom. At the beginning it was difficult to motivate them because they had to read information related to nutrition. (Entry8)</p> <p>Later, students were motivated when they could read easily and when they analyze their own nutrition habits. There were many questions about the proper way of sentences that students had to use in order to complete the activity; however it was positive because I gave them corrective feedback. (Entry9)</p>

APPENDIX L (2 of 3)

<p>Practice Team work – cooperative thinking</p>	<p>1 3 5 11 13</p>	<p>I did not calculate the time well. I spent more time because I had to explain the process of each stage of the survey. In this section I had to use Spanish because in spite of many explanations they could not understand the process of the tabulation. (Entry10) After explanation, students conducted properly the survey (asking-answering). They moved around the classroom and the result was very satisfactory because I heard them communicate each other in a right way. (This activity lasted 30 minutes) (Entry11)</p>
<p>Modeling</p>	<p>2 6 12 13 14</p>	<p>Students understood easily the modal verbs explanations and they wrote some sentences related to the topic learnt. They complemented themselves some questions related to the right way of expressing their ideas and when they could not solve them, they asked me for helping. Students who asked me received personal feedback. I recognized that I could not give this feedback to the whole class. (Entry12) In the second stage they were more motivated. They took out their materials, phrases and samples about how they do a brochure. They shared their ideas and helped together. As others activities I had problem with time. I spent more time that I planned. (100 minutes) (Entry13)</p>
<p>Learner self-evaluation And peer evaluation</p>	<p>1,3,6 9, 11 12</p>	<p>It was successful when they walked around the classroom and saw their partners work. I was surprised with their comments. Fortunately, I did not find any rude comment; on the contrary, they were very kind. (Entry14)</p>

APPENDIX L (3 of 3)

**INSTITUCION EDUCATIVA MARIA AUXILIADORA DE GALAPA
RESEARCH ON MOTIVATION
TEACHER OBSERVATION FIELDNOTE SCHOOL 2**

Class Sections	Codes	Teachers' Field Notes in each section of the class
Lead In Objective	1,6	State the objective was difficult for the students for this reason it took more time. (Entry1)
Presentation	6,3,1, 6,10	There were some problems with the Internet connection. This low student's motivation when they were watching the video. Instead of putting cards on the board; the electronic board was used to give the past tense and the past participle of the verbs. This was a motivating activity for them as they said at the end of the class. (Entry2) When looking at the video they were interested because they wanted to find the requested information. This caught their attention and they were satisfied when they gave the answers and share their information. They also said that the video was a bit long but interesting. (Entry3)
Modeling	7, 10, 5	Some students did not take notes when the teacher was explaining but they watched the video attentively and took notes from it. (Entry4)
Practice 1	3,5,11	
Practice 2	9, 3, 5, 11, 13, 14	As students looked at the video twice and the practice took more time. The lesson will need more time than expected (Entry5)
Practice 3	9, 13, 14, 6, 1	Students use Spanish at the beginning of the class, after the teacher suggestion they used English. (Entry6) Today the time for the class was shorter because the institution had schedule C that means that there is an additional period of classes to attend students but they have less time for each class. (Entry7)
Evaluation	6, 13, 14, 11	
Wrap up	3, 6, 13, 14	Students increase the use of English during the sessions but they continue using Spanish. (Entry8) They did the feedback of the lesson sharing their ideas. (Entry9)