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To what extent does Content and Language Integrated Learning (CLIL) as a
language-based project approach promote student motivation in the teaching of MFL
in three secondary schools in England?

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To what extent does Content and Language Integrated Learning (CLIL) as a language-based project approach promote student motivation in the teaching of MFL in secondary schools in England?

Introduction

This research was undertaken at a critical time for language learning in England. From the government's decision in 2004 to make languages optional in KS4, numbers studying modern foreign languages both in this key stage and within key stage 3 reduced at an alarming rate. The creation of an EBacc in 2011 in which languages is one of five subjects studied, caused a recent, small upturn in GCSE entries as the first cohort took the GCSE examination (Tinsley and Board 2013). However, the underlying reasons for the decline, including: the lack of a coherent national language policy based on a sound philosophical approach (Evans 2007; Macaro 2008); curricula with predominantly boring content, perceived by learners to be irrelevant, (Bell 2004; Coyle 2000) and a subject perceived as difficult and unimportant by many pupils (Dearing and King 2007) remain unaddressed. The introduction of primary languages, delayed by the arrival of the Coalition Government in 2009, will become compulsory for all pupils from the age of seven in September 2014; funding to support this introduction is no longer in place. To date in 2013 there has been no clear strategy of transition between key stages 2 and 3.

One of the means of addressing the demotivation in KS4 and increasing take up, identified in the Languages Review (Dearing and King 2007), was that of immersion teaching and Content and Language Integrated Learning (CLIL), which were underway in a small minority of schools in England, although more widespread in Europe. A national statement and guidelines about CLIL were published in 2009 (Coyle et al. 2009b). Although CLIL should not be regarded as the answer to pupil motivation in the modern language classroom (Coyle 2011), evidence from schools where it is working would seem to suggest that pupils are making progress, are motivated and achieving success in summative assessment, and teachers are enthused.

Research about CLIL in England is relatively sparse, but gathering momentum. In the most recent large-scale research project, Coyle (2011:5) calls for

A thorough investigation of different CLIL models which focuses on acquiring new knowledge and skills through another language.

This research forms part of the response to this need; my motivation for embarking on the study will now be explored.

Motivation for the study

My interest in CLIL has developed from a range of professional and personal factors; my professional experiences as a MFL tutor in Initial Teacher Education (ITE), as a researcher and as a trained Ofsted inspector, have provided broad and deep insights into the current national situation. I taught French and German in comprehensive schools for sixteen years and have been a committed and enthusiastic linguist since my first French exchange at the age of eleven. Although I had some knowledge of Content and Language Integrated Learning (CLIL), I stumbled on an ‘immersion’ project in a partnership school by chance during a routine teaching practice visit in 2005. The trainee teacher prepared and taught a satisfactory lesson, but the motivation, engagement and level of the Y7 group in the spring term caught my attention as extraordinary. Further investigation led to the discovery that this mixed ability group was the first to be involved in a new project at the school to teach some parts of the curriculum through the medium of French. Their teacher was equally enthusiastic and subsequently the school agreed to take part in a small-scale research project, leading to my Masters dissertation, (Bower 2006).

Subsequent engagement with CLIL during a successful Training and Development Agency (TDA) bilateral trainee teacher exchange pilot programme (2006-7) broadened my experience and furthered my interest. Modern Language trainees from the University of Hull were paired with trainees from another discipline in order to undertake a four-week teaching placement in a French school, with a reciprocal arrangement for French trainees in Hull partnership schools. One pair of trainees, for example, taught a module of Biology in English to French pupils. They also taught some lessons in French. Trainee teachers and their French mentors extended their knowledge and skills through exchanges in pedagogy across subjects and cultures and pupils responded enthusiastically to creative, interactive teaching methods, which

contrasted starkly to the more traditional diet of the French national curriculum and pedagogies. During their subsequent placement in England, the same trainees taught Biology to year nine pupils in French. Teachers and pupils were cognitively challenged, and as a result, displayed a high level of motivation.

I therefore decided to undertake doctoral research into different models of CLIL, in three state secondary schools, in order to address the following three major research questions: (1) in what ways does CLIL impact on pupil motivation?, (2) what are the main elements of CLIL that enhance motivation? and (3) to what extent might these be transferable to other contexts? Question one considers the effects CLIL has on pupil motivation; given the fact that pupils are often demotivated in modern language lessons, an investigation into the effects CLIL has on motivation was considered to be timely. Question two concerns the aspects of CLIL that create this motivation: it seeks to find what it is particularly about CLIL that causes pupils' motivation to increase and what elements of this approach are the most effective in raising motivation. Question three considers how CLIL may be used elsewhere to counter the national picture of reduced take up due to the common perception of languages as being difficult, demotivating and irrelevant for many pupils.

Outline of the content of the thesis

In order to provide the reader with an overview of this research, the content of the thesis including the conclusions and recommendations resulting from the study will now be reviewed.

The thesis opens in chapter one with an exploration of the national context of language teaching and learning in England and considers the impact of global, European, national and governmental forces in shaping developments up until the submission date of this thesis in November 2013. An overview of how CLIL has grown out of European policies in Europe and the UK and what it is, is explored.

Chapter two investigates the distinctive nature of CLIL as a language-based approach and how this approach promotes motivation in the teaching of MFL. The terms immersion, partial immersion and CLIL for the purposes of this study are defined. The theoretical basis for the methodology behind CLIL is examined. This discussion further considers how CLIL how teachers can foster motivation. A process motivational model for investigating CLIL in England is proposed.

In chapter three the methodological approach for the empirical research is explored. The chapter is divided into two parts: part one being a justification for the methods selected and part two a description of how the research was undertaken. The theoretical framework proposed at the end of the previous chapter to address the three major research questions is developed further to include potential tools for data collection, which form the basis for instrument selection. How the researcher went about conducting the research is then explored.

Chapters four to six present the results from the questionnaire and data collection visit to Ash School, Beech School and Cedar School respectively. Each chapter is divided into four sections: section one reports the results from the pupil questionnaire, section two reports the results from the teacher interviews, section three reports the results from the pupil focus groups and finally, in section four, details of the lesson observations are reported.

In chapter seven the results from the three case study schools are subjected to an interpretive analysis by the themes derived from the process motivation model theoretical framework, figure 11, developed in chapter three. The chapter begins with an analysis and discussion of the themes of organisation and transferability, which address MRQ3, in order to provide a context for subsequent material. The structure of the remainder of the chapter follows aspects of motivation and principle characteristics from the process motivation model.

Conclusions are presented in chapter eight. This research finds that where there is effective CLIL teaching, the curriculum engages pupils and there are gains in pupil achievement, attainment and motivation. Pupils also develop a deeper understanding and appreciation of intercultural awareness than is often seen in traditional language lessons and highly developed listening and concentration skills emanating from greater levels of cognitive challenge.

The thesis draws to a close with recommendations in chapter nine. The study calls on the government to develop a coherent national language policy. It recommends an expansion of CLIL, training materials for teacher educators and in-service training for existing teachers.

Chapter One: Global, European and national drivers in the teaching and learning of MFL in secondary schools in England.

The purpose of this chapter is to give the reader an insight into the current national context for language teaching and learning in England out of which CLIL has emerged and in which it has had to operate. Chapter 2 will focus on the distinctive nature of CLIL as a language based approach and how CLIL provides motivation in the teaching of MFL.

This chapter begins with a consideration of the nature of teaching and learning modern foreign languages in England within the current global, European and national contexts. The global, European and national drivers that suggest the need for greater attention to the study of MFL in English schools within the secondary phases of education will be explored, and the series of factors which currently inhibit many young people from learning a MFL beyond the age of 14 will be discussed. The chapter concludes with a proposal that a need for intercultural understanding is continuing to increase as a result of globalisation. The contrast between the coherence and clarity of European language learning policy and that of England will be considered. It will be suggested that the study of MFL has a significant role to play in developing this within secondary education and the issue of how the MFL curriculum might change to meet these needs is considered. A dichotomy between the government's rationale for language learning and its national policy will be suggested and the cohesion of some of the government's recent thinking will be questioned. The chapter will conclude that the government could and should do more to ensure that most young people in England are encouraged to study MFL at least until the age of sixteen within the context of a relevant and motivating curriculum, underpinned by an overarching national policy for foreign languages.

Following an outline of global issues that have a broad impact on the teaching and learning of MFL in England, European language learning policy and the development of CLIL within Europe will be reviewed. More recent national issues, including national policy, will be considered and the curricular context of MFL in secondary schools in England will then be explored.

Global drivers

Global factors that influence the teaching and learning of MFL include the increasing need for deepening intercultural understanding, economic globalisation and resulting linguistic diversity and the use of English as a global language.

The need for deepening intercultural understanding

British society is increasingly becoming more culturally diverse. The European Commission recognises the changing nature of Europe; for example, the Action Plan 'Promoting Language Learning and Linguistic Diversity', recognised the impact of the then forthcoming enlargement of the European Union:

The new Union will be home to 450 million Europeans from diverse ethnic, cultural and linguistic backgrounds. It will be more important than ever that citizens have the skills necessary to understand and communicate with their neighbours.

Building a common home in which to live, work and trade together means acquiring the skills necessary to communicate with one another effectively and to understand one another better. Learning and speaking other languages encourages us to become more open to others, their cultures and outlooks.

(Commission of the European Communities 2003b:3)

This Action Plan recognises the need for understanding, effective communication and openness to others. In the case of the UK, the latest wave of immigration and migrant workers from countries such as Romania and Hungary, attracted to Britain by this broadening of European borders at the beginning of 2007, is just one example of the increase in the variety of cultures in our society. The need for cultural and racial harmony is increasing along with a need for tolerance towards non-native speakers of English. Where there is a concentration of migrant workers, for example Polish workers in Lincolnshire, communities can find aspects of integration difficult - particularly where migrants and immigrants form a significant percentage of the total population of a town or rural area. Lootings such as those in London in 2011, and riots, for example Toxteth 1981, Bradford in 2001 and the Autumn 2005 riots in French towns, serve as sobering illustrations of the potential unrest that can emerge where there is misunderstanding and inequality between citizens.

There has been a noticeable shift in recent years in government rhetoric away from 'multicultural' and towards 'integration into British culture'. In his lecture 'Our

Nation's Future' (December 06), the then Prime Minister Tony Blair speaking on 'The Duty to Integrate: Shared British Values' gave the following definition of integration:

Integration, in this context, is not about culture or lifestyle. It is about values. It is about integrating at the point of shared, common unifying British values. It isn't about what defines us as people, but as citizens, the rights and duties that go with being a member of our society.

(<http://www.britischebotschaft.de/en/news/items/061208.htm>)

Whilst maintaining that the diversity of cultures should continue to be celebrated, this call for integration appears to be a call for balance between integration and diversity by requiring incomers to adapt to values that already exist in Britain. Those he referred to included 'equality of respect', allegiance to the rule of law and a command of English. Such values are not unique to Britain; the need for integration of this kind in this speech appears to stem from a desire to ensure that current British values are not destroyed by racists or extremists.

Writing albeit in the context of organisations, the tensions faced by leaders that Bottery (2004:53) describes below, may be applied, in this context, to the British government as it seeks to maintain stability and nation-state integrity in the face of increasing globalisation.

There are likely to be tensions for leaders called upon to create organizations which maintain social stability and nation-state integrity through enhancing common values and a common morality, and a potentially contrasting call to also develop organizations which recognise and respect diverse cultural differences.

The need for common values and morality, however, should not preclude the need for intercultural understanding in our increasingly diverse communities; British citizens need to understand other cultural heritages and be able to communicate with those from non-British backgrounds.

Economic Globalisation

Economic globalisation has led to increased interactions between members of a more diverse market place. Supra-nationals source components across the globe and it is increasingly common for employees to be based in a range of countries, with advances in technology such as video-conferencing aiding effective communication.

It is also becoming common for managers of part of a business to be based in another country whilst the majority of employees are based in the UK. The number of employees who use English as a second language both in the work place and to communicate in the global environment is increasing (Marsh 2006). These global trends have an impact on national policies including educational policy. (Bottery 2000; Green 2006; Hargreaves 2003). The need for intercultural understanding in the economic domain is therefore increasing if British employees are to be effective communicators within the workplace (Marsh 2006). Non-native speakers of English often speak at least one other language in addition to their mother tongue and benefit from the cultural understanding and appreciation of ‘otherness’ that this brings. This is reviewed by Jones in his book entitled, ‘Exploring otherness. An approach to cultural awareness’ in which he explores how opportunities can be created to enable learners to explore the nature of other cultures: ‘what evidence of a way of life, a set of beliefs, or a way of behaving means to them’ (Jones 1995:19). Other European countries have acted upon the 2002 Barcelona’s European Council agreement more decisively than England, promoting two additional languages in schools in addition to L1 (Eurydice 2006). This will be explored in more detail in the European language policy section of this chapter. In an increasingly competitive job market, it could be argued that native speakers of English have a more difficult task in remaining competitive, particularly as the number of non-native speakers of English living in the UK increases.

In the context of learning languages, Britain has been slow to recognise the need to learn other languages and as a result is sometimes referred to as ‘xenophobic’: according to the Chambers dictionary as ‘a nation that either ‘fears or hates foreigners or foreign things’ (Chambers 2003:1768). Whilst some would support this view, for example (Hutton 2012), many would not. Coleman (2007:253) suggests the press has a role in this, describing the UK as a ‘hostile climate’ in which ‘a frequently jingoistic press dignifies ethnocentrism or xenophobia as Britishness or Euroscepticism’. One indication that Britain is in general a tolerant nation, which accommodates ‘otherness’, is that support for the extreme right is relatively very small. There is, however, a prevailing attitude that learning languages is unnecessary (Bartram 2005; Chambers 1999; Hawkins 1996b). One indicator is the alarming reduction in numbers studying languages in Key Stage 4 (KS4) that began even prior to the lifting of mandatory status in 2004 (DfEE 2004). In autumn 2003, in the annual

report¹ on language trends in England, CILT, the National Centre for Languages, reported that post-14 languages had been given optional status in 43% of the schools surveyed (CILT et al. 2003). The dramatic decline in GCSE entries during 2004-2006 has slowed since 2008 but there was still an annual decrease of 3-4% (CILT et al. 2010) until the introduction of the English Baccalaureate (Ebacc) in 2011 resulted in a slight upturn. Tinsley (2013a) however, reports the increase represents more able pupils. This demonstrates attitudes not only of pupils, but also of schools, towards the value of learning a modern foreign language. The increase of globalisation and its associated increase in the numbers of speakers of English including EFL (English as a Foreign Language), has ironically reinforced the ‘they speak English so why learn a MFL’ mentality, with large numbers of pupils opting to drop the study of MFL in schools at the age of 14. CILT et al., for example, reported in 2006 ‘a continued decline in the number of pupils studying a language in Key Stage 4’ and that

Although 73% of maintained schools which responded to the survey are aware of the Government’s requirement to set a benchmark of between 50% and 90% of pupils taking a language qualification at Key Stage 4, only 17% have done so.

(CILT et al. 2006a:1)

Reasons for this decline will be explored more fully in the national drivers section of this chapter.

Britain’s linguistic diversity

Whilst English is gaining ground as a global language (Crystal 2003; Marsh 2006), linguistic diversity in Britain is increasing. In his analysis of UK plc’s capability in foreign languages, as far back as 1998, Hagan (1998) notes that the need to build multinational infrastructures required by global competition brings the need for human competences in multinational companies. He suggests that,

At the heart of this competence lies the ability to communicate and empathise with different cultures.’

He goes on to assert (1998:15) that,

¹ *Language Trends* reports are based on large-scale annual surveys by CILT, which since April 2011 has been part of CfBT Education Trust, in conjunction with the two relevant subject associations, the Association for Language Learning and the Independent Schools’ Modern Languages Association.

... UK companies will need people with competence in both the 'hard' linguistic skills and 'soft' cultural skills if they are to compete across the borders, but ... even home-based workforces can expect foreign management teams to lead them, whether they are a Gateshead water company or a London football club!

Graddol, exploring the question, 'Will English be enough?' in the Nuffield Inquiry Consultative report (1998:30) re-evaluates linguistic diversity in Britain. He notes two trends of multilingualism:

the first is the multi lingualism which arises from mobile families, both European and those working for multinational companies. The second ... is the complex language histories of British families, particularly those in ethnic minority communities.

He notes that this, along with Hagen's findings of a

trend towards foreign ownership and management of companies in Britain ..., suggests that UK workplaces, as well as homes are becoming multi-lingual sites.

There is no official source giving a detailed breakdown of how many people in the UK have English as a second language or the ranking of community languages spoken in the UK (Schellekens 2001). However, this increasing linguistic diversity creates issues for government policy in employment, education and training as well as integration.

In their 'Guide for the development of language education policies in Europe', Beacco and Byram (2003:8) make a useful distinction between '*plurilingualism* as a speakers competence (being able to use more than one language) and '*multilingualism* as the presence of languages in a given territory'. They go on to suggest (2003:8) that

there is a shift therefore, from a perspective focusing on languages (a state may be referred to as monolingual or multilingual) to one that focuses on speakers.

They recognise that if there is to be greater intercultural understanding within multilingual communities, and within and between nations, it is the level of the individual's understanding of language and culture that is key in bringing about communication and understanding. They advocate (2003:11) that educational language policy that includes 'education for plurilingualism and is geared towards plurilingual competence' is both possible and necessary

It is possible for language teaching-learning no longer to be a disputed area since space can be created for every language, particularly if all languages contribute to education for citizenship. Plurilingualism will therefore be interpreted not only as having to bring about better communication between Europeans and with the rest of the world, but as a means of developing intercultural sensitivity and as an intrinsic component of democratic citizenship in Europe.

(Beacco and Byram 2003:11)

The British government has yet to build coherent language education policy on such principles. Our European counterparts appear to be making greater progress. This will be considered more fully later in this chapter.

English as a global language

Crystal (2003:141) reports that the numbers of non-native speakers of English is growing rapidly. For example

In India, for example, the population has doubled since 1960, and passed a thousand million in 1999 ... Even at the lower estimate ... there are now almost as many speakers of English in India as there are in England; at the higher estimate, there are six times as many.

As these numbers grow he suggests that different Englishes will emerge that may become increasingly different from standard English and each other. In order 'to meet the fresh demands of the international situation', a new form of English ... 'World Standard Spoken English' (WSSE) - would almost certainly arise.

(Crystal 2003:185)

As he points out (2003:191)

The emergence of English with a genuine global presence therefore has a significance which goes well beyond this particular language. Because there are no precedents for languages achieving this level of use (if we exclude Latin, which was in a sense 'global' when the world was much smaller), we do not know what happens to them in such circumstances....what happens to a language when it is spoken by many times more people as a second or foreign language than as a mother-tongue?

Whilst it is therefore likely that English will become the global language, it will not be British English, and will be spoken predominantly by speakers of cultures other than the British culture. Marsh (2006:36) suggests that the status of English as a global language means that

it is increasingly difficult to consider English as a *foreign* language for large cohorts of the world's educated populations because of its positioning as a second language. (my emphasis)

This is because many use their first language for 'localised communications', and 'English as the key to accessing the global environment'. He further argues that in contexts where there has been failure to achieve satisfactory educational outcomes when the vehicular foreign language is English, this is in part due to 'stakeholders seeing barriers to learning in terms of language, as opposed to learning needs, cognition and methodologies' (Marsh 2006:29). This will be discussed further in chapter two.

The result of an increase in speakers of English may have paradoxically reduced motivation to learn MFL in schools at a time when the understanding of how language works and 'otherness' is even more vital if the British are to be able to comprehend their global neighbours in both economic and social contexts.

Given the current position of English as the global language, the rise of China as a superpower and in the number of speakers of Putonghua (formerly known as Mandarin), could indicate the rise of Chinese rather than English as the global language. Whilst possible, it would seem unlikely given the historical usage of English and the number of countries in which there is already a command of English. However, there have been recent calls in the media for the teaching of Chinese more widely in British schools. A former Secretary of State for Education, Alan Johnson, for example, called for Mandarin to be taught in schools (TES 9.03.07), with Ed Balls advocating Mandarin for primary pupils, (Guardian 4.01.10). It is of some concern that practical implications regarding the difficulties for learners whose mother tongue is English of the tonal nature of Putonghua and the Chinese script, along with the supply of suitably qualified, effective teachers appear to have been overlooked. Even Li Quan, a professor of Chinese at Renmin University in Beijing recognises the issues,

It will be hard for Chinese to really become a world language,.. it is pretty unlikely that it will really be a proper world language... Not only do foreigners find it difficult to master the four tones of Mandarin, but the alien grammar and the difficulty of rote-learning thousands of words overcome all but the most diligent students.

(Moore 2011)

The issue of introducing a Chinese language is perhaps even more surprising given the widespread low level of support for learning any language at KS4. Even so Language trends 2010 reported provision to study Mandarin in 16% of maintained schools, albeit outside curriculum time or as an enrichment activity post 16 (CILT et al. 2010:1).

Having reviewed the salient global drivers influencing the teaching of MFL in the secondary sector in England, national factors will now be considered. Following a brief overview of the historical context and recent national policy, the nature of language learning in England and the language curriculum debate will be discussed.

Language Policy in Europe

~~European language policy, established by the Council of Europe, is clear, coherent and has developed in line with the increasing linguistic diversification and plurilingualism of an expanding Europe in an increasingly globalised society. The Council recognises that ‘the ability to understand and communicate in other languages is a basic skill for all European citizens’ (Commission of the European Communities 2003b:3);~~ earlier in this chapter the Council’s perception of the need for citizens to acquire these language skills to ‘understand and communicate with their neighbours’ in order to build ‘a common home in which to live, work and trade together’ (ibid) was noted. In view of the European Union’s objective of ‘becoming the most competitive knowledge-based economy in the world by the end of the decade’ the Council of Europe recognises that language policy has a vital part to play:

Learning other languages contributes to this goal by improving cognitive skills and strengthening learners’ mother tongue skills, including reading and writing.

(Commission of the European Communities 2003b:3)

In response to this perceived need, the European Union has devised and executed strategies to extend the ‘benefits of language learning to all citizens’ (ibid:7). Within the current secondary context in England, examples of these strategies can be found in Socrates/Comenius and school language projects, which enable a class to work together with a class in a partner state on a project, which leads to class exchanges, and in the funding of foreign language assistantships. Actions are targeted across the spectrum of life-long learning; the Socrates programme’s Lingua action 2, for example, funds a series of transnational projects aimed at the development of

materials for teaching ‘language awareness and foreign languages other than lingua francas to primary and pre-primary learners’ (ibid:15). CLIL is further example of an innovative strategy encouraged by European policy within the Council’s commitment to developing language learning.

The European CLIL context

Before looking at CLIL in England, it is helpful to explore where it comes from. In this section the development of CLIL in Europe within the context of the development of European language policy will be explored. It begins with consideration of the impact of the Council of Europe’s policies on language teaching and learning in Europe; the origins of CLIL, before moving on to a consideration of the development of CLIL in Europe.

Schools offering the teaching of one or more subjects in the curriculum in a regional, minority or foreign language have existed in Europe for several decades. Before the 1970s this provision tended to be in regions that were ‘linguistically distinctive’ for example bilingual regions, those close to national borders or in the largest cities such as Brussels, in which French and Dutch are both official languages. As a result only a small minority of pupils who were growing up in unusual linguistic or social cities had access to such provision (Eurydice 2006).

On a more global scale, Canadian immersion teaching that began in Quebec and was adopted across Canada influenced the development of the provision in Europe in the 1970s and 1980s. However it was

....not until the 1990s that discussion of language in the European institutions led to the realization of the need to explore innovative teaching methods. This was to be reflected in the Lingua Programme. 1 January 1990. Decision of the Council 89/489/CEE, 16.08.1989

(Eurydice 2006:7)

Eurydice goes on to note that this was supported through legislation including for example Council Resolutions such as Council Resolution of 31 March 1995 on improving and diversifying language learning and teaching within the education systems of the European Union, Official Journal C 207 of 12.08.1995.

Also in 1995, in its White Paper on education and training: *Teaching and Learning- Towards the Learning Society* (1995), the European Commission noted that it was

no longer possible to reserve proficiency in foreign languages for an elite or those who acquire it on account of their geographical mobility... it is becoming necessary for everyone, irrespective of training and education routes chosen, to be able to communicate **in at least two** community languages **in addition to** their mother tongue. The commission regrets that the fact that the importance of this commitment was reduced, the Member States limiting its effect by using the words 'if possible'. (my emphasis)

(European Commission 1995:44)

As a consequence, the European Union has funded a range of initiatives to meet this objective. Eurydice suggests that European programmes have had 'a catalytic effect in developing different approaches to language teaching' notably the second phase of the Socrates Programme from 2000-2006 which included actions to increase CLIL type provision.

In March 2002, the Barcelona European Summit called for a sustained effort 'to ensure the teaching of at least two foreign languages from a very early age'. This led to the Commission's Action Plan 2004-2006 in 2003, in which CLIL provision is described as having a 'major contribution' to make (Commission of the European Communities 2003b:8).

EU policy (Eurydice 2006:9) notes that at the May 2005 Education Council the results of the symposium entitled 'The Changing European Classroom: The Potential of Plurilingual Education' were reported. One of the main conclusions was

the need to ensure that pupils and students are involved in CLIL type provision at different levels of school education was emphasized, as was the desirability of encouraging teachers to receive special training in CLIL.

Other support for 'CLIL type approaches' included

the European Label for innovation in language teaching and learning (awarded for the first time in 1998), and the European EuroCLIC network (classes integrating language and content), which consists of teachers, researchers and others interested in the implementation of CLIL and has been co-funded by the European Commission since 1996.

(Eurydice 2006:9)

The adoption of CLIL in Great Britain has been much slower than in many parts of Europe. Teaching in minority and heritage languages in Wales, Ireland and Scotland has developed since 1944. The 1944 Education Act allowed local authorities to create Welsh-medium schools, leading to the opening of the first Welsh-medium state

primary school in 1947. Irish-medium schools and units began in the 1980s and in 1998 a statutory duty was placed on the Department of Education to encourage and facilitate Irish-medium education. Following legislation in 1980, the first Gaelic-medium primary schools began in Scotland in 1985, (Eurydice 2006:16). Where the curriculum is taught in the medium of the minority language it has similarities to the Canadian total immersion programme and therefore does not equate to CLIL provision. According to European guidelines (Eurydice 2006:22), CLIL is

meant to ensure that pupils acquire knowledge of curricular subject matter and secondly develop their competence in a language other than the normal language of instruction.

Although official recommendations in other European countries vary, all include the aim of fostering the development of pupils and a focus on socio-economic and socio-cultural objectives in order to prepare them for employment and life in a pluralistic society. Linguistic objectives include the development of

language skills which emphasise effective communication, motivating pupils to learn languages by using them for real practical purposes

and educational objectives which aim to develop pupils’

subject-related knowledge and learning ability, stimulating the assimilation of subject matter by means of a different and innovative approach

(Eurydice 2006:22)

In England CLIL type provision focuses almost exclusively on foreign languages. There has been no formal introduction of CLIL type provision in English schools and there are no national parameters defining target pupils (Coyle et al. 2009a; Eurydice at NFER 2005). As a result, very few schools offer CLIL programmes, according to the National Description 2004/5 (Eurydice at NFER 2005:2) who report that CILT found ‘evidence of initiatives (past and present) in 47 schools in England’. Coyle (2011:10) reports more recent statistics

Several (schools)...have an established bilingual/CLIL programme with over 50 schools piloting the approach and 100s schools watching the developments with interest...

However, these both refer to the UK and across all key stages; it is unclear how many of these are in England in the secondary sector.

A recommendation of the Nuffield Inquiry (Nuffield Foundation 2000) for a nationally co-ordinated programme of CLIL in the UK was subsequently taken up by the DfES (2002a) resulting in financial support by the DfES of a 3 year CILT pilot study in fifteen schools, of which eight were secondary: the CLIP content and language integrated project 2002-5 (Eurydice at NFER 2005; Wiesemes 2005). This aimed to develop a range of CLIL approaches both at primary and at secondary school levels. In addition to raising attainment, aims included the following:

- Improve pupils' foreign language capability and motivation
- Develop a more integrated approach to curriculum delivery
- Take forward the citizenship agenda

(Wiesemes 2005:1)

Despite positive findings across all aims, the pilot did not result in significant extension of CLIL; some of the eight partner secondary schools no longer have any CLIL. In schools where it is offered, CLIL is

‘most likely to be limited to one curriculum subject, to a limited range of students and for a limited period of time....activities can range from isolated lessons and ‘bilingual days’ to modules and, very rarely, a year long commitment’

(Eurydice at NFER 2005: 2)

In contrast promotion of CLIL is more defined in other countries in Europe: in France, for example, CLIL was established in the form of *sections internationales* in primary schools, *collèges* and *lycées* in 1981 and in the secondary sector *sections européennes* were established in 1992. In Germany CLIL has existed in some contexts since 1969 and has been legislated for since 1987. In Holland CLIL has existed since 1989 and in Finland where CLIL has been legislated for since 1991, languages include Swedish, French, English, German and Russian.

Foreign languages in Europe

English tends to be the language of instruction in CLIL contexts in Europe (Eurydice 2006). Lasagabaster (2011:367) citing the same source, describes English as ‘overwhelmingly used’ as the language of instruction, whilst Coyle (2011:9) again citing the same source, prefers a more conservative ‘often used’. This contrasts to England where schools and learners make a choice usually from French, German or Spanish and this contextual factor sets England apart in the learning of languages in

schools and as a consequence in the development of CLIL in English secondary schools.

Marsh (2006) suggests that globalisation has resulted in a corresponding growth and embedding of the use of English in professional domains and in the curriculum across the full age range in the educational sector. He considers that, 'for some people, the words globalisation and Englishisation are inseparable' (ibid:30) and posits that the position of English as 'a lingua franca for socio-economic development over the next one hundred years is in little doubt'. He suggests that the increased use of English in the curriculum is

an inevitable step if education is to adapt to the global linguistic ecology which is in a process of unprecedented change now at the beginning of the twenty-first century. English is being widely developed on two levels. Firstly, it is being introduced earlier, and more extensively, in the form of language teaching. Secondly, it is replacing other languages as a medium of instruction.

Marsh (2006:30)

The adoption of English as the predominant global language and its consequential growth as a second language means that the context in which English is learned as a foreign and second language is distinctly different from the context in which a foreign language in England is learned. At one end of the spectrum of foreign language acquisition are 'bicultural individuals who have a dual identity' who use 'English as the key for accessing the global environment' (Marsh 2006:36). In England, the vehicular language for pupils learning a foreign language in schools through the medium of CLIL is not a global language. The debate about CLIL, where English is the vehicular language, and the effectiveness of other pedagogies in the development of English as a foreign or second language, are therefore outside the remit of this study. It is however important to note that CLIL provision in Europe is not exclusively in English. For example, in France and Germany, German and French respectively as well as Spanish are also common languages; neither is the choice of a language other than English necessarily determined by proximity to another country, where the location of the learners is near the border with another country. Therefore, rather than questioning whether, as English is a world language, CLIL may be less relevant in England than elsewhere in Europe, one should perhaps question why other European countries have taken the Barcelona agreement of two additional languages

more seriously than the UK and taken greater measures to develop innovative means of teaching and learning languages.

On the one hand a lack of parameters in England means that all types of CLIL provision are open to all pupils; no holds are barred. However, in the increasingly standardised, prescriptive English curriculum, it is precisely this lack of defined focus, which removes the CLIL agenda from any kind of prioritisation in all but a small minority of schools.

In this section the development of CLIL in Europe and the UK has been reviewed. National drivers that have impacted developments in language learning in England will now be explored.

National Drivers

Historical perspective

From the curriculum reform of 1904 until 1964 modern language teaching and learning focused almost exclusively on the written form as a means to develop mental discipline cultivation (Whitehead 1996). Furthermore, until the introduction of comprehensive education in 1965, modern languages had never been offered to more than a carefully selected élite of learners. Hawkins (1996a:5) confirms:

In 1965 in England and Wales only 25% of the 11+ age group were offered a foreign language.

Typically languages were taught to all in grammar schools and the most able third of pupils in approximately half of secondary modern schools.

In comprehensive schools modern linguists sought to meet the challenge of teaching a very different group of young people - those who had fewer verbal skills and often less encouragement and support from home. Very few less able pupils had ever been offered the possibility of studying a modern foreign language (Moys 1996).

The advent of the National Curriculum in 1992 was the formal beginning of 'modern languages for all', although probably the seeds were sown after the introduction of comprehensive schools and the move to the graded objectives approach. Not all language teachers were ready for this move to languages for all; many German teachers, for example, had only ever taught more able pupils who had opted for

German as a second language. The National Curriculum required all pupils to learn the *same*, ‘a single’ modern language throughout Key Stages 3 and 4 (DES 1990:73). This placed pressure on the modern languages curriculum and staffing, and constraints on other areas of the curriculum. Ironically it led to a reduction in diversification of languages: a teacher shortage in addition to curriculum pressures meant that often French became adopted as the main language. As a result, although numbers studying languages in KS4 were increasing, other languages were often offered less frequently than previously. This impacted further on the already dwindling numbers of dual linguists at Key Stages 4, 5 and beyond. As Freedman and Morgan (1999:5) report, the numbers of dual linguists had been dropping steadily, especially in the state non-maintained sector. The 2005 survey of language trends (CILT et al. 2005) reported that 70% of all schools, (66% maintained and 88% independent schools), had some pupils studying more than one language at Key Stage 4. Half of these schools reported very low proportions of 10% or fewer dual linguists. By 2009 in over a third of maintained schools 5% or less of pupils studied two languages in Key Stage 4 (CILT et al. 2009).

The Framework for MFL (DfES 2003), which began to be adopted widely from September 2004, re-focussed attention on the importance of developing progression in grammatical understanding, in core language as opposed to peripheral language. This went some way to addressing the lack of cognitive challenge to be found in some of the content of language lessons. The Languages Review (2007:8) recommended the ‘New Paradigm for languages’ in which pupils move from the Key Stage 2 Framework to the Key Stage 3 Framework and onto Specialist, Vocational or Personal routes at 14+.

In this section the development of the learning of modern languages in England has been reviewed from a historical perspective. The next section will focus on the national policies that have underpinned this development, and on their impact on the current status of language learning in maintained schools.

National Policy

Prior to the Nuffield Inquiry (2000) the only national review into modern language teaching had been *The Leathes Report 1918: Modern Studies* (the report on the Committee on the Position of Modern Languages in the Educational System of Great

Britain). This identified the distinction between *educational* and *instrumental* purposes for learning a language (Leathes 1918).

More than 80 years later the Nuffield Language Inquiry was undertaken to identify the country's modern foreign language capacity and future needs. The resulting report *Languages: the next generation* (2000) recommended a wide range of radical proposals to raise national competence in modern foreign languages. In addition to beginning MFL learning and teaching in primary schools the proposals pertaining to secondary education included the following:

Designate languages a key skill

Raise the profile of languages ...

Improve arrangements in secondary schools. Language learning [...] should be up-rated to provide a wider range of languages, a more flexible menu to cater better for different needs, abilities and interests, and more use of information technology. All pupils should leave secondary education equipped with foundation language skills, grammatical understanding and the skills for further learning in later life.

Make languages a specified component of the 16-19 curriculum....

(Nuffield Foundation 2000:8-9)

The Nuffield Inquiry provided clear direction for national policy and highlighted the need for equipping all pupils with linguistic skills. However despite reporting that languages have a:

direct contribution to economic competitiveness, intercultural tolerance and social cohesion ...

(Nuffield Foundation 2000:8-9)

the Inquiry focussed predominantly on the need to increase the country's modern foreign language capacity from an *economic* point of view and gave less emphasis to the role of MFL in developing intercultural understanding or social cohesion. For example, it called for a broadening of the languages studied without recommending that community languages be designated national curriculum languages along with European languages; a measure advocated by the language teaching community for some time, for example (Geach 1996). Whilst it might not seem necessary for all pupils to speak a foreign language for their employment, it would seem important as an essential element of intercultural understanding that young people develop

language learning skills in line with European policy. This will be explored further in this chapter.

Despite clear recommendations, government thinking regarding the secondary sector since the Nuffield Inquiry has at times at best appeared incoherent (Evans 2007). This contrasts to the clarity and consistency of European policy that has been reviewed in this chapter. The Languages National Steering Group was set up in July 2001 to develop a strategy to change perceptions and raise awareness amongst young people and the wider public of language competence as a key contemporary skill. A *National Strategy, Languages for All: Languages for Life. A Strategy for England*, one of the proposals of the Nuffield enquiry was subsequently published by the DfES in 2002. Rammell (2006:9) lists three overarching objectives to the strategy: ‘improving the way languages are taught by making use of a range of learning tools’; introducing a ‘recognition system-the Languages Ladder; and ‘increasing the number of people who are studying languages’.

The status of modern languages at KS4

In spite of this first objective, and that one objective of the National Strategy is to ensure that ‘opportunity to learn languages has a *key* place in the transformed secondary school of the future’, (my italics), (DfES 2002: 6), the decision in the same strategy to amend the statutory requirement of language learning at KS4 to optional status resulted in a dramatic and swift reduction in the numbers of pupils studying MFL at KS4. The Minister of State for Lifelong Learning, defended the decision in 2005 stating that it ‘did not diminish the importance we (the government) placed on language learning then, nor does it now’, and that

simply requiring schools to teach languages to every student beyond the age of fourteen is not the best way to transform the nation’s capability in languages.

(Rammell 2006:9)

However, this policy undoubtedly led to the swift decline in language learning within KS4 and therefore to a decline rather than an increase in numbers of pupils studying languages in the secondary sector.

The decline had already begun prior to this via the policy of disappication which allowed schools to disapply pupils from design and technology and modern foreign languages for work-related and curriculum emphasis and for consolidation of

learning, (DfEE 2000:19-21). Some schools began to implement this policy from August 2000. Revised guidelines on disapplication (DfES 2002b), for the same subjects and similar reasons, was more widely implemented by schools.

Disapplication was intended in part to allow more pupils to opt for two languages in an overcrowded curriculum. In practice it heralded the beginning of the decline. Macaro (2008) demonstrates that GCSE entries began to decline in 2002 and suggests that the decline started before the removal of compulsory language learning at KS4 in 2002, ‘a year which *could not possibly* have been affected by the removal of compulsory language learning at KS4’ (Macaro 2008:103). The initial disapplication in 2000, however is omitted from his findings. This disapplication *did* lead to a number of schools beginning to disapply students from languages in KS4. Therefore, it is inaccurate to suggest that the decline in numbers studying a language did not result from it becoming optional; that is, from government policy. Macaro (2008:105) goes on to attribute the decline to ‘being forced to do something that some students didn’t want to do, with an inappropriate pedagogy’. These factors undoubtedly underlie the reasons why motivation to study languages declined and motivation in the context of modern language learning will be considered under the languages curriculum below and more fully in chapter two.

Disapplication proved to be only the beginning of the decline, in 2003 even before the consultation process following the review of 14-19 curriculum in the Tomlinson Report, (2004) was complete, a minority of schools had removed MFL from the KS4 curriculum altogether.

Entitlement in key stages 2 and 4

From September 2004 MFL therefore became an *entitlement* at KS4 and ceased to be a mandatory subject. In line with the National Strategy for Languages the entitlement to learn a MFL at KS2 was introduced into primary schools. At KS2 *entitlement* was interpreted by many in the primary sector to mean statutory, whilst the secondary sector understood it to mean optional at KS4. The Languages Review (2007) recommended that languages become part of the statutory primary curriculum by 2010. Delayed by a change in government, languages will become compulsory for pupils from the age of seven from September 2014.

The complex issue of KS2/3 transition remains to be addressed at a national level. As the Nuffield Inquiry pointed out regarding experience from the 1960s primary experiment

Ensuring continuity of learning has proved elusive, and has often given rise to frustration and disillusionment for both teachers and learners.

(Nuffield Foundation 2000:41)

It is difficult to see how KS2 learning can be built on effectively without a clearly defined progression route. This has already been the experience of many secondary schools, as there is no common strategy for adapting the curriculum at KS3, and teachers are reduced to trial and error approaches (Evans 2007; Ofsted 2011b; Tinsley and Han 2012). In view of historical lessons that might have been learned, it is both alarming and disappointing that this nettle has not yet been grasped .

In autumn 2003 CILT et al. reported that post-14 languages had been given optional status in 43% of the schools surveyed. Amongst comprehensive schools the rate was higher at 60%. Specialist Language Colleges were excluded since it was a condition of their status that languages should be compulsory for pupils of all ages. There are some schools in which few pupils are studying a modern foreign language in KS4 and indeed, until the inclusion of a language in the Ebacc in 2011, some schools where no pupils were studying a modern foreign language in KS4. Amongst other key findings CILT found in the 2005 survey, based on a representative random sample of 2000 secondary schools in England in November 2005:

the proportion of maintained schools with languages as a compulsory element in the KS4 curriculum has further declined: from one third in 2004 to one quarter this year

schools in the lowest quintile of educational achievement are least likely to offer languages as a compulsory subject (7%), while schools in the highest quintile are most likely to do so (63%).

Schools in the South East (40%) and London (35%) are most likely to maintain compulsory status for languages, while those in the North West (18%) and Yorkshire & the Humber (21%) are least likely to do so.

(CILT et al. 2005:1)

Striking differences between provision in maintained schools in middle-class areas, maintained grammar schools and independent schools and that in state schools in

more disadvantaged, rural or small-town settings were also emerging (CILT et al. 2005).

Developments since 2004

Following the appearance of the Language Trends survey in 2005, a DfES announcement from the Schools Minister Jacqui Smith clarified the requirements of secondary schools to provide a statutory entitlement to learn foreign languages in KS4. Schools were required to set targets of no fewer than 50% of pupils taking languages to GCSE or similar from September 2006 (18 Dec 05). The notion of 50% appears to have no basis other than being half of the 100% previously required. Whilst it may be argued that some pupils would not benefit from continuing with a MFL in KS4, this is surely allowed for in the 50%.

This requirement was not adopted widely by schools and in response to the continuing downward spiral the government in 2006 commissioned Lord Dearing to undertake a Languages Review (2007). Although the findings result in some helpful recommendations for action, the review again falls short of any statutory recommendations. It recommended that the government

call upon schools, through action over the next two years, progressively to lift the numbers choosing to take languages in year 10 ... to the 50 per cent to 90 per cent sought by Minister Jacqui Smith. ... We further recommend you make clear that you are prepared, if the decline is not halted and turned around within a reasonable timeframe, to return languages to the statutory curriculum

(Dearing and King 2007:2)

The outworking of this in schools was unclear. In the absence of criteria for up to 50% of pupils to discontinue languages, as things stand in 2013, it appears most likely, and somewhat perversely, that the definition of what constitutes an acceptable percentage of pupils in any given school will fall to Ofsted to determine. Dearing reports that Ofsted

has already committed to adding a judgement to inspection reports on the extent to which schools are setting challenging targets from this September

(Dearing and King 2007:23)

The advent and demise of the 14-19 Curriculum based on Tomlinson's report (2004), at least for the time being, has left GCSE as the assessment goal for the vast majority, with its specification largely unchanged.

Alternative qualifications

CILT reported that an increased number of maintained schools, nearly half (45%) of surveyed maintained schools, offer some other form of accreditation in addition to GCSE and A level and finds benefits in this for pupils, e.g. FCSE and Asset Languages (CILT et al. 2010:6). The Association for Language Learning (ALL) campaigned unsuccessfully for a minimum MFL component in vocational qualifications within the now abandoned 14-19 Diploma. The Languages Diploma fell victim to the same policy change, negating the extensive work teachers in schools had invested in planning this complex qualification before students were able to access it. This again highlights the absence of a coherent national language policy based on a sound philosophical approach of the need for, and the pedagogy of, learning of languages (Evans 2007; Macaro 2008).

The current situation

Despite some positive recommendations for action by the Languages Review (2007), the current place of languages in the transformed secondary school is far from being 'key'. With fewer pupils studying MFL at KS4, there has inevitably been a decline at KS5 and at degree level in the numbers of students studying languages, (Fisher 2001; Watts 2004), and therefore in the potential supply of MFL teachers both at primary and secondary levels.

Regarding the significant decline in language learning in KS4, Steven Adamson, Vice Chair, National Association of School Governors points out:

The decline in the learning of languages is a serious concern. The study of language gives an understanding of other cultures, and anyone with an insular outlook is not properly educated. If we think that we can ignore other languages because we wrongly believe the rest of the world is happy to talk in English we shall become an international laughing stock.

(CILT et al. 2005:4)

Lord Hutton, principal of Hertford College, Oxford, suggests that the problem lies in the fact that

Neither Britain's popular culture nor its elite has yet come to terms with the country's new international standing or what is implied by our economic position. The hangover from Empire and the legacy of great power, along with the comforting reality that the US is English-speaking, deludes us into still thinking that speaking a foreign language is a nice-to-have rather than must-have asset....

Instead in our eyes, the real traffic remains in foreigners learning our language and adjusting to our mores. Worse, there are floods of them beyond our borders anxious to live off our... welfare state. The task is not to open ourselves to them as part of rebuilding our economy and remaking ourselves –it is to keep them out... Foreigners are part of the problem, not the solution. Perhaps this is why so many of our children embarking on learning a foreign language are teased rather than praised and quickly give up on something that is so demanding.

(Hutton 2012:37)

The content of government policy and rhetoric would not concur with these views, for example

Bill Rammell (2006:8), Minister of State for Lifelong Learning, referring to the government's National Languages Strategy (DfES 2002a), maintained that

The ability to understand and communicate in more than one language is becoming increasingly important both for the individual and for society. For individuals, learning a language helps their communication and literacy skills. It helps them to be more aware and understanding of other cultures. It helps their employability and mobility...Language competence is also vital for society both in terms of developing and maintaining good relations with other countries and in promoting trade...In the world of international trade English is no longer enough.

However, this is the same speech, in which Rammell defends the decision to remove statutory status of languages in KS4. If successive governments really believed that languages were vital, then where is the cohesive language policy based on directives from the Council of Europe, which, as demonstrated earlier in this chapter, are evident in many European nation states?

Although not part of such a cohesive policy for modern languages, in 2011, Gove, the Secretary of State for Education, announced the introduction of the English Baccalaureate (Ebacc) a new performance measure applied retrospectively to examinations at KS4 in the 2010 performance tables (DFS 2011). The inclusion of MFL in the Ebacc marks the first concrete policy step towards reversing the decline in numbers studying MFL in maintained schools in England. It stills fall short of a statutory policy, but linked as it is to league tables, it is the most promising measure

that the government has taken. MFL is one of five core subjects along with English, Mathematics, History or Geography and the sciences in which students need to achieve a grade C or higher.

The rationale behind the measure was that poorer pupils were less likely to take individual academic subjects – in 2009 fewer than one in five did History and fewer than 15 per cent took Geography or French. Hence in 2009 only eight per cent of pupils qualifying for free school meals (FSM) took the English Baccalaureate, with only four per cent passing it. 24 per cent of non-FSM pupils took the English Baccalaureate and 17 per cent achieved it.

As a result, it is anticipated that there will be a sharp increase in the numbers of pupils studying a MFL to GCSE in 2012 and 2013. Indeed, in their analysis of the Language Trends 2011 findings, (Tinsley and Han 2012:4) reported ‘a notable increase in the take-up of languages in the current year 10’ with 51% of maintained schools offering language provision to 50% or more of their pupils as opposed to 36% in 2010/11. However, Tinsley and Han (2012:30) also reported that the Ebacc had caused ‘one in five’ of the maintained schools surveyed to no longer offer the alternative accreditation that had proved motivating for pupils. In her forward to the report (2012:3) Baroness Coussins recognises that

there is still much to be done in schools ...to persuade school leaders, parents and others that ‘English is not enough’

The full impact of the Ebacc on MFL remains to be seen, however Tinsley (2013a:6) found evidence that it was ‘boosting uptake amongst high achieving students only’; these sorts of measures in themselves are unlikely to achieve such a paradigm shift in culture unless they are underpinned by consistent long term policy based on pedagogy.

The language curriculum debate remains key, if the challenges of motivation and uptake of languages are to be addressed (Coyle 2011; Macaro 2008). This will be considered in the next section.

Language curriculum

What, then, are the underlying issues for the teaching of modern languages? Why are languages being dropped at an alarming rate in KS4?

The nature of learning a foreign language in Britain

The underlying difficulty for language learners is what Hawkins describes as ‘gardening in a gale’ of English (Hawkins 1987:97-8). This refers to the amount of contact with the target language compared to that of English.

With a 25 period timetable that many schools have adopted in response to curriculum pressures due to the National Curriculum, it is now common for pupils to have only two periods of MFL in a week, (CILT et al. 2010:1) and hence the opportunities for teachers to do any ‘gardening’ have been reduced from three or four (35-40 minute) occasions to just two. Once outside the classroom pupils rarely come into contact with the target language. This differs greatly from our European counterparts who have more frequent contacts in the timetable and encounter the global language of English outside the classroom in a variety of forms; for example through television and music.

Developments due to external factors

GCSE, introduced in 1986, unlike its predecessor, the O Level, was based on communicative language teaching principles. Being able to communicate in the language was what mattered and the examination’s positive marking scheme rewarded candidates for what they could do rather than penalising them for errors. As a result pupils needed to know far less grammar to gain a grade C or above than with the O level. With the advent of GCSE it became possible to gain a high grade without significant knowledge of grammar, which had implications for study at A Level and beyond.

The introduction of the National Curriculum in 1992 meant that for the first time, the study of a foreign language became compulsory for all pupils in secondary education until the age of 16. Whilst within the National Curriculum the teaching and learning of grammatical structures are fully integrated into the Programmes of Study (PoS), the small amount of knowledge of structures required for summative assessment and the continued emphasis on communicative language teaching contributed to what David Bell, Her Majesty’s Chief Inspector of Schools, describes when referring to 15 and 16 year-old pupils as:

a dull topic-based diet which captures neither their interest nor their imagination

(Bell 2004:7)

The Framework for MFL (DfES 2003) went some way to redressing the balance of teaching grammatical accuracy as well as communication, and attempted to promote greater challenge via a concentration on core language (i.e. re-useable structures) and peripheral language (e.g. lexical items). With a greater knowledge of core language and structures pupils are better equipped to use language to say what they want to communicate rather than for mere imitation, rehearsal or regurgitation of memorised chunks of language. There has been a greater emphasis on 'talk' as opposed to speaking. Pupils are taught to be able to interact with each other in the target language (TL) and encouraged to do so. This includes TL communication between the pupil and the teacher; for example, 'can I work with Sandrine', 'Miss he's got my pen', and between pupils; for example, 'it's my turn - no it's not, it's my turn'. Ironically, the swing towards the Framework objectives which potentially provide the grammatical structures underpinning development of 'talk' has caused some teachers to move away from the emphasis on 'talk'.

Nevertheless, a greater body of teachers now concur with the findings of Lightbown and Spada (1999:chapter 5) that suggest that focus on the one hand on structural form and grammatical accuracy and on the other fluency via a communicative approach are both important if effective teaching and learning of a second language are to occur.

Perceptions of the curriculum

Languages in Britain tend to be perceived by pupils to be difficult and they are therefore more likely to choose alternatives if given the opportunity to do so. The Languages Review reports finding

... strong confirmation of the view that the award of grades is more demanding than for other subjects.

It called for

a definitive study, followed by publication of the conclusions, because the present widely held perception in schools, whether right or wrong, is adversely affecting the continued study of languages through to GCSE

(Dearing and King 2007:12)

The content of the language curriculum is further compounded by other general key issues. These include a lack of challenge, a lack of interest, a focus on transactional language, inappropriate use and teaching of the target language by teachers resulting in an inability by pupils to use the target language for real purposes, a lack of relevance to pupils, and a lack of motivation. David Bell's call for changes to course content captures salient issues;

Rather than getting involved in a compulsion versus entitlement debate, it may be more useful to focus attention on making MFL a more successful experience for more Key Stage 3 pupils, and then provide them with a Key Stage 4 course content which more closely meets their social, cultural, emotional and intellectual needs.

(Bell 2004:7)

Research findings on these issues are well-documented and these will be examined in more detail in chapter two in relation to CLIL.

Hawkins (2005) suggests adopting a different approach to language learning to counter these trends. As far back as 1918 the Leathes report (Leathes 1918) distinguished between *educational* and *instrumental* ends. As Hawkins points out these refer to the '*purposes of teaching rather than a description of any language-teaching activities*'. *Instrumental* rational is to do with languages a child may need in adult life - which is unpredictable at an early age in England since the foreign languages we learn are not 'global' in the same way as English is. *Educational* purposes pertain to developing language awareness (Hawkins 2005:4).

Hawkins goes on to point out that Tomlinson (2004) proposed a two-stage approach which would be entirely compatible with Leathes' suggestion of a two-stage apprenticeship with stage 1 focussing on language awareness and 'learning how to learn' through a foreign language. Stage two 14-19 could begin with a choice of language for either an academic or vocational route and utilisation of techniques that have proved highly successful at university, intensive immersion for example in the form of an intensive course prior to or at the beginning of KS4 (Hawkins 2005:5).

Content of Communication

Coyle (2000) argues for the need for a review of the content of communication. She maintains that topics narrow the definition of communication giving little room for

cognitive challenge and suggests that the syllabus, whilst utilitarian and transactional in nature, is largely irrelevant to secondary age pupils.

She asserts that:

when learners - whatever their ability - are working in environments they find cognitively challenging, they are more likely to engage with the task.

(Coyle 2000:177)

Despite the pendulum swinging back towards grammatical structures and accuracy and government initiatives including the National Strategy, Coyle (2004:4) maintains that cognitive challenge and authentic interaction are still lacking:

More recently, communicative approaches may run alongside grammatical progression with some attention given to cultural, thematic and task-based learning BUT in the school sector, especially from 11+ there is little authentic classroom interaction. Grammar and exams still tend to determine teaching approaches ...

Coyle (2000) has adapted a model by Cummins and Swain (1986) and encourages teachers to analyse planning for progression by placing different classroom activities in each of the quadrants in figure 1 below in order to determine the level of linguistic and cognitive challenge. Many tasks undertaken in topic- based modern foreign language lessons, for example repetition and copying vocabulary, fall into the low linguistic and low cognitive quadrant.

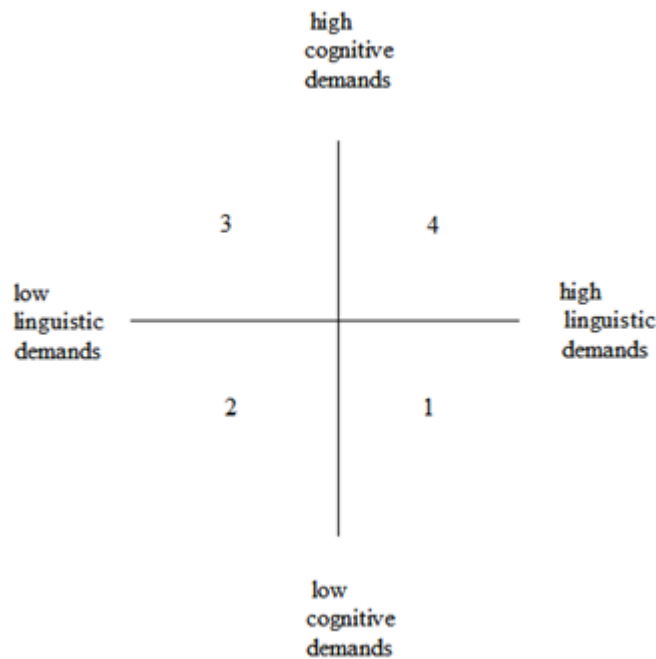


Figure 1: Challenging learners: a framework for plotting cognitive and linguistic demands Source: Coyle, 2000, adapted from Cummins and Swain, 1986

Coyle maintains that fewer tasks fall into either of the high cognitive quadrants. Therefore, tasks fail to challenge learners and as a result fail to engage and motivate them (Coyle 2004). These findings are significant because they illuminate some of the issues in modern languages that need to be addressed if pupils are to engage and succeed in the learning of modern languages. They form the basis for the development of CLIL and will be considered further in chapter two.

Immersion Teaching

One solution suggested to raise cognitive demands is that of immersion teaching, whereby learners undertake ‘intensive practice in a situation in which all communication is in the language concerned’ (Chambers 2003:739). Hawkins (1987) confirms that as far back as 1964 linguists were experimenting with ‘immersion’ courses and that these had their roots in the learning of Latin in the Middle Ages.

Hawkins, (1987) suggests a range of possible immersion techniques to overcome the ‘gardening in the gale’ syndrome. These include: out-of-school intensive courses; residential courses (e.g. French weekends for primary, one-day weekend and vacation courses for older pupils); study abroad (e.g. whole term in German Gymnasium or a French *lycée* during lower sixth year); shorter stays, residential weeks, remedial

courses (e.g. one week ‘catching up’ course for Y11 in need of help facing GCSE); beginners’ courses (e.g. beginning with a four or five-day intensive ‘immersion’ course) and reciprocal courses.

Although, as Coyle (2000) and Hawkins (1996) point out, the use of the foreign language as a medium for teaching other subjects may be perceived as unattainable practically for many teachers, there has been increased interest in England via initiatives such as Language Colleges, which were actively encouraged to engage in language medium teaching. Similarly, CILT launched the CLIP (the Content and Language Integration Project) initiative, following the recommendation in the Nuffield Inquiry (2000) for a nationally co-ordinated programme of content and language integrated learning (CLIL) in the UK, which was subsequently taken up by the DfES (2002a). Projects exist in a small minority of schools, however the UK is nevertheless becoming integrated into the European ‘language medium’ network.

The Languages Review (2007) recognised the need to address the content of the GCSE course and examination in order that the context of learning be ‘stimulating to pupils and engage them in discussion, debate and writing about subjects that are of concern and interest to teenagers’ (Dearing and King 2007:12), and offered some recommendations. It reported a review of GCSE by QCA and recommended consideration of a more flexible “languages in use” GCSE (2007:12). The review also recommended moderated teacher assessment of speaking and listening skills over a period of time to replace end of course examinations in order to enhance success and thereby further motivation. Recognising the success of immersion courses and Content and Language Integrated Learning (CLIL), the Languages Review suggested developing the combination of languages with other parts of the curriculum ‘more consistently and systematically in secondary schools’ (2007:15) and recommended that the ‘Department increases its support for initiatives in this area and ensures that existing experience is disseminated more widely’ (2007:15).

The purpose of this discussion was to raise awareness of the issues of lack of cognitive challenge and to identify some possible solutions. The need for a change in the content of modern languages lessons, and ways forward will be discussed further in the context of CLIL in chapter two.

MFL and cultural awareness

One of the aspects of language learning that is weaker in current GCSE content is that of cultural awareness. As noted earlier, MFL has an important contribution to make to deepening cultural awareness. Hawkins suggests that,

modern language study has a uniquely valuable contribution to make in the apprenticeship of citizens of a multi-cultural Britain and a polyglot world.

(Hawkins 1987:xii)

Language and culture are inexorably linked. The study of MFL is therefore well-placed to foster an awareness of other cultures and thereby a greater understanding of 'otherness'. In the Languages Review (2007:16) Lord Dearing recognised the importance of learning 'major spoken world languages' extending the statutory requirement from a working European Union language to include languages such as Italian, Mandarin and Urdu. He also recognised the importance of supporting community languages, referring to them as 'a national asset, to which more thought needs to be given in terms of national policy' (2007:17).

The importance of cultural awareness and appreciation of other cultures is also reflected in the National Curriculum Programme of Study (PoS) for key stages 3 and 4 in which 'Developing cultural awareness' is one of the four areas of skills (DfES 2002). The KS2 Framework, (DfES 2005), has 3 strands: oracy, literacy and intercultural understanding. The European Commission has called for a language policy that enables its citizens 'to become more open to others, their cultures and outlooks' (Commission of the European Communities 2003b:3). The outworking in the school classroom has fallen short of the ideal. Whilst reviews and strategies have recognised there are problems with the teaching and learning of MFL in England, policy has failed to address some of the fundamental issues - the emphasis on intercultural understanding has suffered at the expense of the need to improve examination performance and the context of topic-based examination syllabi, reduction in teaching time and reduction in the number of visits abroad. As Convery and Kerr (2007):190 suggest

While at Key Stage 2 (7-11), there have been recent moves to promote intercultural understandings through language learning, at Key Stages 3 (11-14) and 4 (14-16) these are yet to be realized.

Research with pupils demonstrates that pupils are interested in learning about other cultures. A participant in Jones' (2000:158) research, for example, notes

...It would be nice if we are studying the language to know a bit more about the country and what people are like there (14-year-old boy).

National policy is needed to ensure a greater emphasis of cultural awareness and intercultural understanding in the teaching and learning of MFL including the support and enabling of more opportunities to engage with pupils in countries where the target language is spoken.

Summary of the current situation

Most pupils in state schools now study languages in KS2 and all pupils study a language in KS3. In an attempt to raise standards further a growing number of schools, 'one in five compared to 14% last year' (CILT et al. 2010:3), have reduced KS3 to two years, which has led to a further reduction in the provision for MFL. In many schools apart from language colleges therefore, the majority give up language study at the ages of 13 or 14. Of further serious concern is the reduction in lesson time for languages in approximately one third of maintained schools (CILT et al. 2010).

CILT et al. report

'a continued decline in the number of pupils studying a language in Key Stage 4'. 'Although 73% of maintained schools which responded to the survey are aware of the Government's requirement to set a benchmark of between 50% and 90% of pupils taking a language qualification at Key Stage 4, only 17% have done so'.

(CILT et al. 2006b:1)

Whilst benefits in terms of gaining a tolerance and appreciation of 'otherness' may prove to be ongoing, in terms of linguistic competence, languages that are not used, tend to be lost. In spite of the fact that all recent published reviews and inquiries into learning languages in the UK recognise the need for pupils to learn them, many pupils are currently not doing so beyond the age of 14, including some able pupils, who are likely to seek employment in the highly-skilled end of the labour market.

The globalisation which results in the need for greater intercultural awareness is paradoxically also responsible for the impact of governmental standardization and

control (Hargreaves 2003). Hargreaves (2003):2 argues that because of the need to create and develop a knowledge economy, many countries, in an attempt to raise educational standards, have become 'mired in the regulations and routines of soulless standardization'. Since the knowledge economy is a form of capitalism that seeks profit, this emphasis has resulted in a weakening in the drive for social cohesion and the fostering of cultural awareness and tolerance, which in Hargreaves' view was not only undesirable, but also avoidable. The British government's current obsession with league tables and point scores has contributed to the reduction in language learning beyond the age of 14: MFL is considered more difficult in terms of GCSE grade outcomes than many other subjects (Dearing and King 2007); secondary headteachers are often not keen on subjects which depress the school's point scores, and therefore are less likely to create policies which require all or most pupils to take a modern foreign language. The Wolf report (2011), for example, found that schools had been tempted to teach qualifications which attract the most points in the performance tables. Coyle (2011) suggests that the narrow focus on learners achieving their targets, based on National Curriculum levels, often determines the content and style of teaching and assessment of learning. There may also be problems in teacher supply and behaviour management in MFL, in addition to the timetabling and disruption of speaking examinations and trips and exchanges abroad. It is perhaps therefore easier to understand why so many headteachers defied the government's attempt to require between 50% and 90% of pupils to study a language in KS4.

Furthermore, in January 2007 the government announced that there would be a link between performance management in the form of pupil examination results and pay. Schools budget allocations were to be linked to the performance of pupils. Both of these policies are likely to have further compounded the trend at KS4.

A smaller proportion of pupils studying MFL at KS4 leads to a commensurate decline in those taking A level and entering HE to study MFL. A reduced number of applications are being received for ITT courses both due to the lower numbers studying MFL and, up to 2012, to the current job market where MFL posts are being reduced. For 2012-13, the Training and Development Agency (TDA) still considered modern languages to be a shortage subject, and applicants to ITE were therefore eligible for a bursary of up to £20,000 (TDA 2012). This has remained for 2014

admissions (Department for Education 2013). The more flexible job market created by globalisation, however, is resulting in increased applications from foreign nationals outside France, Germany and Spain. Teacher supply including the ethnic origin of MFL teachers will also have an impact the teaching and learning of MFL in England; these teachers have not experienced the education system of either a French, German or Spanish speaking country nor that of England.

Impact of recent government policy

The continuing decline in numbers taking languages over recent years demonstrate that the government's range of measures to address this situation to date has had limited impact. The most recent development in policy, the English Baccalaureate, (EBacc), despite being introduced *retrospectively* as an additional measure in the performance tables published in January 2011, is linked to league tables and may therefore have a greater chance of success in raising the profile of ML at KS4. However, as noted earlier in this chapter, Tinsley (2013a) suggests that the slight upturn in take-up to date is explained by an increase in more able pupils studying a language in KS4.

Dearing's recommendation (2007) for accreditation offering a 'more diverse menu of choices' has achieved some success for example in the KS3 Foundation Certificate in secondary Education (FCSE) and at KS4 in NVQ language units along with Asset languages across both key stages. (CILT et al. 2010). Ironically this progress is threatened by the introduction of the Ebacc that requires a grade C at GCSE (Tinsley 2013a).

As a result of the content of the GCSE examination syllabus and the successive governments' drive to 'raise standards' many teachers of modern languages, at least to some extent in this respect, have become what Hargreaves (2003) terms 'deliverers' rather than 'developers' of learning .

Hargreaves goes on to add

Those who focus only on teaching techniques and curriculum standards and do not also engage teachers in the greater social and moral questions of their time promote a diminished view of teaching and teachers' professionalism that has no place in a sophisticated knowledge society.

(Hargreaves 2003:202)

Governance at national and local levels has failed to grasp and therefore promote the need for linguistic competence and intercultural understanding within our global society in schools in England in the way that our European counterparts have increasingly done, as demonstrated earlier in this chapter.

Experience gained as an Ofsted inspector in secondary schools since 2011 has provided me with further illumination of the diet in modern languages lessons in a range of schools. Findings concur with those observed as a tutor in ITE and the national picture: too many lessons in which expectations are low, insufficient challenge and progress occur and, as a result, attainment and motivation are low. Ofsted (2011b:6) found that in secondary schools overall progress

was good or outstanding in over half of the 470 lessons observed. However, there were weaknesses in too many lessons, particularly in speaking, listening and reading in modern languages. ... in many ... schools visited opportunities for students to listen and communicate in the target language were often limited by many teachers' unpreparedness to use it.

Extended writing it was reported, (ibid), was not taught early enough

for students to make good progress in being creative and expressing themselves spontaneously from early in their language learning.

Development of pupils' intercultural understanding was 'weak in the majority of the schools visited because they did not have good opportunities to develop it' (Ofsted 2011b:7).

There are some signs of governmental interest in innovative teaching methods in secondary modern language education. An Anglo French bilateral secondary ITT CLIL exchange agreement enabled trainee teachers across a range of disciplines to spend four weeks teaching curriculum subjects other than modern languages in the exchange country in pilot HEI institutions in 2006-7. The Training and Development Agency (TDA) began a bilingual schools project in 2012, seeking to involve a few schools in aspects of bilingual learning. A new National Curriculum, in September 2014 offers opportunity for changes to be made, however without an 'overarching policy' (Evans 2007:301), it is unlikely that this will lead to significant improvement in the teaching and learning of modern languages in England.

Concluding remarks

Good practice in language teaching born out of national reports and research findings, and reflected in professional experience, demonstrate that the teaching of modern languages can be ‘a more successful experience at KS3’ and can ‘provide (pupils) with a key stage 4 course content which more closely meets their...needs’ (Bell 2004). The government has the opportunity and a responsibility to young people to implement a more joined up strategy towards the promotion of methods of teaching and learning modern languages that engage, interest and challenge young people.

This chapter explored the national context of language teaching and learning in England and considered the impact of global, European, national and governmental forces in shaping developments to date. The need for new methods of teaching and learning was reviewed and the motivation for undertaking this study considered. An overview of how CLIL has grown out of European policies in Europe and the UK and what it is was explored. The review demonstrates that national policy has caused developments in language learning and in CLIL in England to be slower than in other European countries and that England can learn something from European policy and from other European countries on both how to develop clear national policy on language learning and on how to implement CLIL.

Chapter two will focus on the nature of CLIL in detail: key CLIL concepts for the purpose of this study will be discussed, CLIL as a teaching method will be considered and relevant motivation theory and second language acquisition and learning theories explored.

Chapter Two: Content and Language Integrated Learning

In chapter one the context and origins of CLIL and what is meant by CLIL were considered. In chapter two key concepts for the research will be defined and this will lead to a discussion of the methodology behind CLIL, including a review of related motivation theory and second language acquisition and learning theories. This is followed by a consideration of how CLIL is approached in England. By the end of the chapter the distinctive nature of CLIL as a language-based approach will have been explored together with a consideration of how CLIL can lead to higher levels of motivation in the teaching of MFL. This will narrow the parameters of the context of the empirical research and lead to an appropriate methodology for it. We turn first to the key concepts and how they are defined.

Definition of terms

Immersion, Partial Immersion and CLIL

Within this research, the terms CLIL and immersion are key concepts. Defining terminology in this research area is problematic, since writers cannot agree on how the terms should be defined. According to the National Description 2004/5 (Eurydice at NFER 2005:1):

CLIL ... is used by language teaching specialists and 'bilingual learning' is also referred to and, arguably, is more widely understood...

Bilingual learning, in this context, is explained as 'studying a curriculum subject through the medium of a foreign language'

(DfES 2002a).

The umbrella term of 'bilingual learning' encompasses both CLIL and immersion teaching; it may also be interpreted as the learners *being* bilingual and hence may be confusing. Therefore, CLIL rather than bilingual learning will be used in this study.

Both CLIL and immersion are used in relation to a range of techniques and contexts in language learning. The former is relatively new, being introduced for the first time in the 1990s; the latter has been in use for centuries. Use of the terms even within

similar contexts is varied and as a result, confusing. Therefore, what immersion and CLIL mean within the context of this research study will now be considered.

Immersion, according to Chambers dictionary is,

a method of teaching a foreign language by giving the learner intensive practice in a situation in which all communication is in the language concerned.

(Chambers 2003:739)

Hawkins (1987) notes that as far back as 1964 linguists were experimenting with ‘immersion’ courses, exploiting intensive methods and breaking away from the pattern of the short daily lesson. The idea was not new in 1964; in the Middle Ages Latin had been acquired in this way and as Hawkins goes on to assert:

unless the learner is exceptionally gifted, spoken mastery of a foreign language must be learned by a mixture of teaching and immersion (IL), as the Tudor grammar school charters had insisted and private tutors like John Locke had realised.

(Hawkins 1987:151)

The ‘mixture of *teaching* and immersion’ he refers to regards the teaching of language, i.e. of grammatical competence and the *immersion* in the target language of the student in order to further develop their linguistic competence. The range of examples of immersion teaching given by Hawkins (1987) does not include teaching other curriculum areas with and through a foreign language, probably because there were no examples of this nature in England at the time of writing.

Referring to immersion teaching, European findings suggest that

‘The acronym CLIL ... started to become the most widely used term for this kind of provision during the 1990s, specifying that immersion is deemed ‘total’ where the ‘entire’ curriculum or ‘partial’ where some subjects are taught in the target language.’

Eurydice (2006):7

This differs from the Canadian context in which total immersion relates to the entire curriculum being taught in French and partial immersion relates to half the curriculum being taught in French and half in English (Met 1998; Swain 1996).

The European Union has been the locus of much of the development of CLIL approaches. European documentation clarifies that

CLIL is the platform for an innovative methodological approach of far broader scope than language teaching. Accordingly its advocates stress how it seeks to develop proficiency in both the non-language subject and the language in which this is taught, **attaching the same importance to each**. Furthermore, achieving this two-fold aim calls for the development of a special approach to teaching in that the non-language subject is not taught *in* a foreign language but *with* and *through* a foreign language. This implies a more integrated approach to both teaching and learning, requiring that teachers should devote special thought not just to how languages should be taught, but to the educational process in general.

Over and above these special considerations, CLIL and other forms of bilingual and immersion teaching share certain common features.... (my emphasis).

Eurydice (2006:7)

However, the author notes that for the purpose of this survey, 'CLIL'

is used as a generic term to describe all types of provision in which a second language (a foreign, regional or minority language and/or another official state language) is used to teach certain subjects in the curriculum other than languages lessons themselves.

Eurydice (2006):8

Admiraal et al. (2006:76) suggest CLIL to be the 'label' given to 'forms of immersion that are specific to the European setting'.

These conflicting views begin to illuminate the problem of defining the relationship between immersion and CLIL across different national and regional contexts. Some of these issues will be considered before an appropriate definition of immersion and CLIL in the UK context for the purpose of this study is proposed.

The association of foreign, regional or minority languages under the umbrella of CLIL creates difficulties for Lasagabaster (2011); his substantive concern being one of parity of expectations of linguistic outcomes in each context irrespective of the current level of learners' language (Lasagabaster 2011:372). He therefore calls for a distinction between CLIL, the language of instruction of a foreign language and immersion which he defines as being taught in a regional or minority language. He suggests that in Spain teachers have specific training for immersion programmes which is absent from the training of teachers who adopt the CLIL approach. Within

the Spanish context, there may be a need to make a distinction between the minority languages of Basque, Catalan, or Galician and that of English, as the former may involve significant parts of the curriculum being taught in a similar way to the Canadian immersion programmes. There is a distinction between teaching in a *foreign language* and teaching in a *minority, heritage or regional* language regardless of country; in case of the latter, many students have native fluency in the language, and are therefore already bilingual. Others, for whom the language is not the mother tongue, make rapid progress as it is the medium for the entire curriculum and the language is frequently used outside school contexts. This may also be true for learners of heritage languages, for example, in Welsh-medium schools in Wales (Lyster and Ballinger 2011). The learning of a *foreign* language, often English, in the Spanish context, involves only partial immersion. It should also be noted that as we saw in chapter one pp17-18, although English is the predominant language taught in CLIL and immersion European contexts, it is not the exclusive language.

However, a distinction between CLIL and immersion should not be applied in the same way to the context of England, where as we have seen above, immersion is used to enhance linguistic competence and where there are no regional or minority languages through which the curriculum can be taught. The languages taught in English CLIL contexts are distinct foreign languages and this is an important distinguishing feature, which sets England apart from other European countries and makes definitions problematic. Partial immersion can refer to part of the curriculum being taught in an additional language; I would like to suggest that it can also refer to language used within lessons, either within a single lesson or in one of a series of lessons of a particular subject. For example, of two timetabled Geography lessons, one may be taught in L1 and the other through the medium of the target language. Where a PSHE lesson is taught through the medium of a foreign language, L1 may be used for discussions of deeper issues towards the end of the lesson or for one to one conversations, perhaps outside the classroom, for which the learners have insufficient mastery of the target language to express themselves fully. Therefore, although not all partial immersion settings involve CLIL, CLIL learning settings can involve partial immersion.

Content-based Language Learning, is used to describe the learning of languages through the medium of another curriculum subject in the Canadian context. A review

of content based learning settings may further illuminate consideration of the application of appropriate terminology. Figure 2 has been adapted from Met, 1998 and Lyster and Ballinger, 2011.

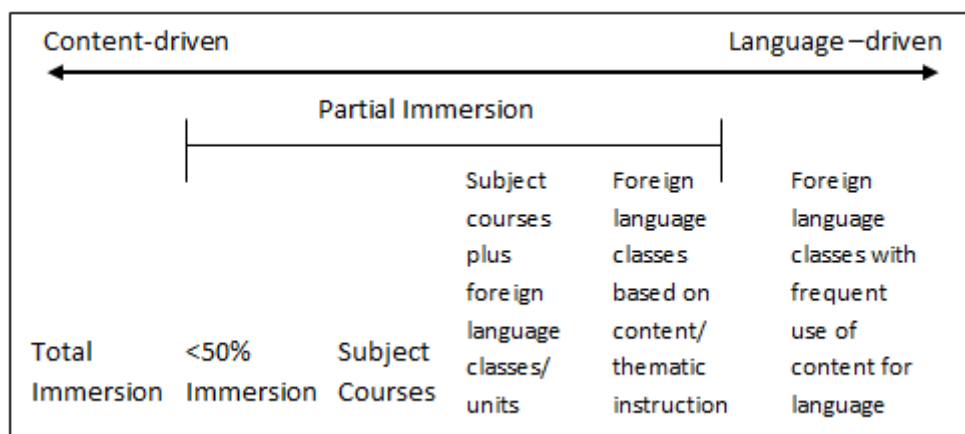


Figure 2: Range of Content Based Learning settings for MFL Learning in England *Source:* adapted from Met, 1998 and Lyster and Ballinger, 2011.

Settings in which CLIL can be found in England include (1) subject courses, (2) subject courses plus language classes/ units and (3) language settings based on content/thematic teaching. These all involve the teaching of content in L2 and through L2. For example, a subject course may involve the teaching of Geography in and through the medium of L2 for one or more school years. In some contexts, pupils may have additional language classes or units, which focus on the appropriate language to support the subject knowledge they are learning on such a subject course. In another context, subject knowledge from another curriculum area may be learned in a language class as a part or whole unit of work.

Figure 2 illustrates that where a foreign language is the principle medium of instruction, content and language integrated learning settings are also partial immersion settings. Total immersion and a further partial immersion category are included in Fig 2; although they do not occur currently in England, an example of a total immersion setting would be Welsh-medium schools. Were less than 50% of instruction to be offered in the language, this would be deemed partial immersion; hence the additional partial immersion category.

Proponents of CLIL have sought to define the approach precisely, (Coyle 2000; Coyle et al. 2010; Eurydice 2006; Marsh 2000). Coyle et al., (2010:1) moreover suggest that

for the approach to be ‘justifiable and sustainable’, ‘its theoretical basis must be rigorous and transparent in practice’.

Coyle et al. (ibid:1) begin with a definition of CLIL as:

a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language. That is, in the teaching and learning process, there is a focus not only on content, and not only on language. Each is interwoven, even if the emphasis is greater on one or the other form at a given time.

She goes on to explain (ibid:1) that

CLIL is *closely related to* and *shares some elements* of a range of educational practices. Some of these practices - such as bilingual education and immersion- have been in operation for decades in specific countries and contexts; others, such as content-based language teaching or English as an Additional Language (EAL), may share some basic theories and practice but are not synonymous with CLIL since there are some fundamental differences. CLIL is content-driven, and this is where it both extends the experience of learning a language, and where it becomes different to existing language-teaching approaches.... (my emphasis)

Coyle appears to make a distinction between immersion teaching and content-based language teaching on the basis that CLIL is content-driven. The few immersion projects in secondary schools in England that currently exist involve only some areas of the curriculum and are therefore ‘partial immersion’ (Eurydice 2006; Hawkins 1987).

Curriculum subjects or other aspects of the curriculum such as PSHE, citizenship and tutor group sessions are taught *through* the additional language and alongside or *with* the language. Aspects of the curriculum are by nature driven by acquiring knowledge about the subject being studied and therefore ‘content-driven’. Where partial immersion occurs through the medium of the foreign language being studied by the students in secondary schools in England, the language has to be taught alongside the subject in order for them to understand and for learning to take place. Students need learning gains in both the curriculum area and in linguistic competence in order for the project to succeed. Therefore, partial immersion projects currently in existence in the context of secondary schools in England, all involve CLIL. One could also argue that content-driven *elements* of CLIL have been present within aspects of language teaching for some considerable time; for example, in the form of the type of school language exchanges described in part one, and in study visits abroad designed as

‘field courses’ taught in the TL. One example would be a field study visit aimed at the preparation of the study of a region in the TL country for the requirement of cultural topic in an A level specification (AQA Education 2013b). Furthermore, given the grave current situation in language learning in England outlined in chapter one, can we afford for language teaching not to be ‘content-driven’ if not in totality, at least in part?

The head teacher in the school in which I undertook previous CLIL research followed the enhanced progress of all pupils in the mixed ability group, including those with disabilities and special educational needs, with interest. End of KS3 results indicated all pupils achieved at least half a level higher across all subjects compared to their forecast grades. The success of the pupils and engagement and motivation created in and outside the classroom created a dilemma for him in terms of equality of access across the school. With reference to the other form groups within the year he commented,

Morally it creates a bit of an issue doesn’t it? If you identify that that methodology is clearly having a wider impact than just languages, then how can we utilise that across the piece?

(Bower, 2006:76)

The dilemma is shared by educators who have had the privilege of observing such educational benefits at close hand – how can governmental policy be changed so that, with appropriate Continuing Professional Development (CPD), teachers can be empowered to develop these innovative methods in their classrooms (Coyle 2011)? The literature review in chapter one demonstrated that European resolutions direct, support and encourage the development of CLIL and that policies in other European countries have been developed in line with the Council of Europe’s directives. Although there have been recommendations and initiatives in England, these have fallen short of effective policies whose objective is the development of plurilingualism in English citizens, largely due to the absence of a coherent national language policy discussed in chapter one, page 18 (Evans 2007; Macaro 2008). Therefore, it is perhaps not surprising that there is a lack of recognition of the benefits of CLIL and the need to develop this systematically in schools in England.

In the first section of this chapter, relevant terminology has been reviewed and defined for the purpose of this research context. A working definition of CLIL for

this research therefore is: 'a dual-focussed education approach in which an additional language is used for the learning and teaching of both content and language' (Coyle et al. 2010:1). Partial immersion as defined in figure 2, will be referred to as 'immersion', because this is the term used most frequently by teachers to refer to both partial immersion and CLIL in schools in England. The theoretical basis of CLIL will now be explored followed by a review of motivational literature in Second Language Learning (SLL) and Second Language Acquisition (SLA) in order to explore factors affecting pupil motivation.

CLIL: theoretical basis

Two of the salient contributory factors within secondary classrooms in England that result in a lack of motivation to learn languages that were raised in chapter one are the 'narrowly transactional curricula' Pachler (2007:4) and the lack of cognitive challenge in the tasks that pupils are often required to do (Coyle 2000; Coyle 2004; Lee et al. 1998; Stork 1998). Coyle demonstrates that CLIL can successfully address both of these issues.

Cognitive challenge

Cummins and Swain (1986), recognise the developmental aspects of communicative linguistic proficiency . Cognitive involvement in a task or activity

can be conceptualized in terms of the amount of information that must be processed simultaneously or in close succession by the individual in order to carry out the activity.

(Cummins and Swain 1986:154)

They go on to ascertain that

there tends to be a high level of cognitive involvement in the task or activity performance until mastery has been achieved or, alternatively, until a plateau level at less than mastery levels has been reached

(Cummins and Swain 1986:154)

Therefore, in the secondary language classroom context, aspects of language that are cognitively demanding for learners beginning a language will decrease in difficulty as learning proceeds and teachers will need to take this into account as learning progresses if appropriate challenge and, as a result motivation, are to be maintained. Subject content concepts provide a similar continuum, as Coyle (2000) incorporates in

her framework for plotting cognitive and linguistic demands that activities require, illustrated in chapter one, later modified and known as the CLIL Matrix (Coyle et al. 2010).

Used as a planning tool, this enables teachers to ensure that effective learning takes place by taking account of the levels of both cognitive and linguistic challenge in their planning and teaching. Activities may fall into different quadrants in different lessons due to a number of factors for example, Cummins and Swain (1986) suggest changes in cognitive involvement as mastery is achieved; Hawkins' 'gardening in a gale' anecdote (Hawkins 1987), exemplifies the effects of the spiral nature of linguistic progression and the regression in linguistic progression between lessons that often occurs. Structures or ideas that are challenging when introduced, might be revised in a starter activity in the following lesson, and may then fall into a lower cognitive or linguistic category on this occasion. Conversely revisiting a concept or grammatical structure after a period of time may have the opposite effect. In light of these issues, the CLIL matrix has been amended below in figure 3.

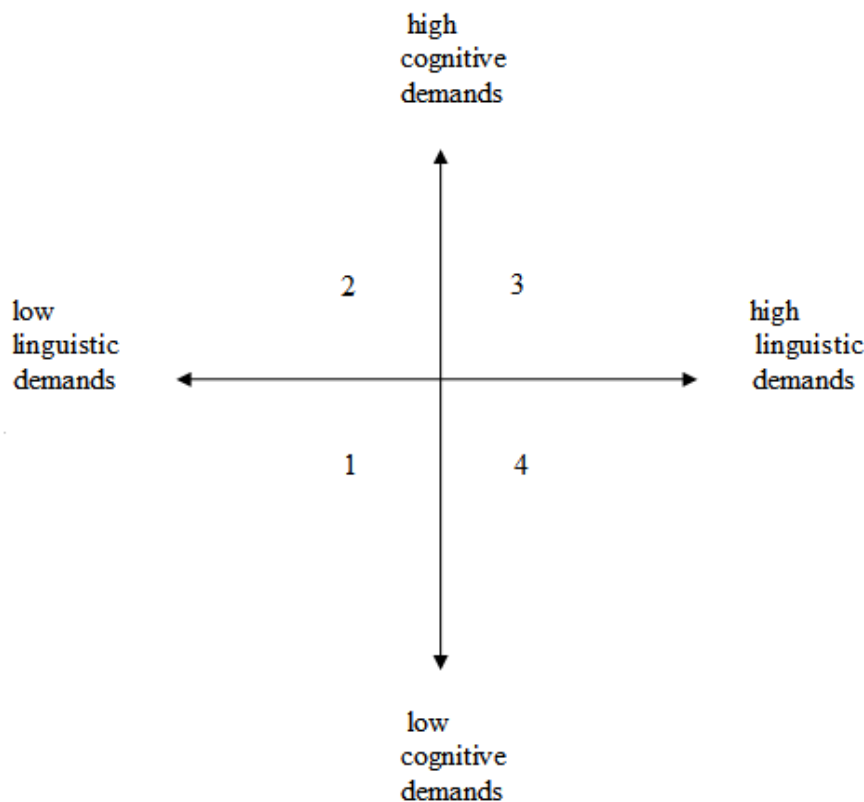


Figure 3: CLIL Matrix adapted from Coyle, 2004 and Coyle et al., 2010

Continuum arrows on the CLIL matrix represent these changes in cognitive challenge and linguistic demand more effectively.

Cognitive processes, which contribute to cognitive challenge, are defined in the revision to Bloom's Taxonomy (Anderson et al. 2001). Krathwohl in his overview (2002:218) notes that the authors produced a two-dimensional framework of knowledge and cognitive processes in which categories 'are arranged in a hierarchical structure, but not as rigidly as in the original taxonomy'. When used in combination these processes form a useful table for evaluating the cognitive demands of any given objective or task. In their adaptation of the taxonomy Coyle et al. (2010) group *Remembering, Understanding and Applying* into 'lower-order processing' and *Analysing, Evaluating and Creating* into 'higher-order processing'. In doing so they appear to overlook the fact that in the revised taxonomy the strict hierarchy in the original taxonomy of 1956 'has been relaxed in order to allow categories to overlap one another' (Krathwohl 2002:215). The writers of the revised taxonomy recognise that within the '*Understand*' category some of the processes may be more cognitively challenging than those in the '*Apply*' category; for example, *inferring* grammatical principles from examples in Spanish 'involves drawing a logical conclusion from presented information' (Mayer 2002:229) and may be more cognitively challenging than using a procedure in the *Apply* category. Similarly, some of the processes deemed to be in the lower-order processing level by Coyle et al. may fall into the higher processing level; indeed this may be particularly true within the CLIL context where the integration of knowledge and skills is complex. Therefore, it may be more helpful to consider only *Remembering* as consistently in a lower order category as illustrated in the amended table 1 below.

Table 1: The Cognitive Process Dimension from Bloom's taxonomy

The Cognitive Process Dimension	
<i>Lower-order processing:</i>	
Remembering	Such as producing appropriate information from memory, e.g. <ul style="list-style-type: none"> • Recognising • Recalling
<i>Lower to higher-order processing:</i>	
Understanding	Meaning-making from experiences and resources, e.g. <ul style="list-style-type: none"> • Interpreting • Exemplifying • Classifying • Summarising • Inferring • Comparing • Explaining
Applying	Such as using a procedure, e.g. <ul style="list-style-type: none"> • Executing • Implementing
Analysing	Breaking down a concept into its parts and explaining how the parts relate to the whole, e.g. <ul style="list-style-type: none"> • Differentiating • Organising • Attributing
Evaluating	Making critical judgements, e.g. <ul style="list-style-type: none"> • Checking • Critiquing
Creating	Putting together pieces to construct something new or recognising components of a new structure, e.g. <ul style="list-style-type: none"> • Generating • Planning • Producing

(Adapted from Coyle et al., 2010: 31 and Anderson and Krathwohl, 2001: 67-8)

This has clear implications for teachers when planning for cognitive challenge. In this section, facets of cognitive challenge have been considered. In the next section, aspects of CLIL that engage learners will be explored.

Engaging curricula

When learning a subject through the medium of a foreign language, different types of language are needed by the learner: content specific language, or language *of* learning; language for operating in, or language *for* learning, defined by (Coyle 2008:552) as 'how to' language for 'meta-cognition and grammar system', and language needed by learners to support and further their thinking during the learning process, or language *through* learning (Coyle et al. 2010). Coyle's 'Language Triptych' provides a

conceptual representation of three different types of language needed by learners in a CLIL context.

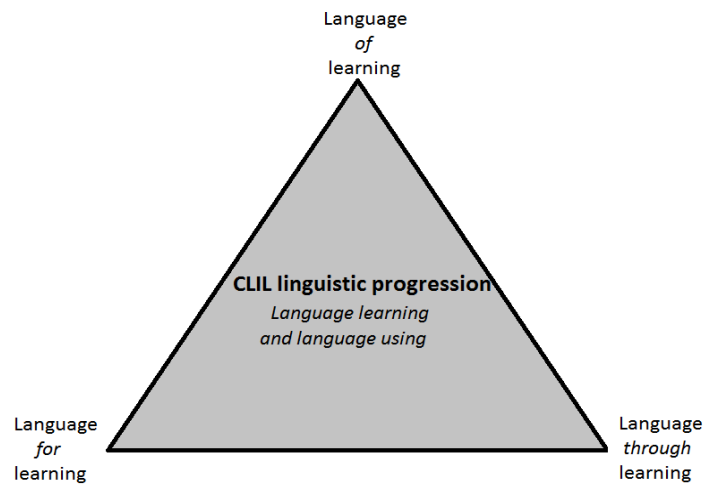


Figure 4: The Language Triptych (Coyle et al. 2010:36)

These different types of language contrast starkly to the narrow transactional diet that was seen to be criticised in chapter one (Bell 2004; Coyle 2000; Pachler 2007). The integration of learning of both language and content however involves more than linguistic or 'communication' (language learning and using) and 'cognition' (learning and thinking processes) considerations; 'content' (subject matter) and 'culture' (developing intercultural understanding and global citizenship) are equally important and a 'symbiotic relationship exists between these elements' (Coyle et al. 2010:41).

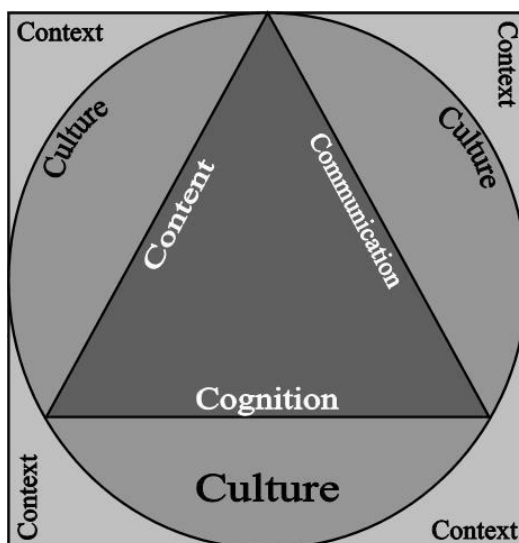


Figure 5: The 4Cs Framework (Coyle et al. 2010:41).

Coyle has developed the 4Cs Framework, an instrument for mapping integration of these four elements to CLIL teaching. This transcends both the rather simplistic notion that language learning may simply require use of the Target Language, and the ‘learn by rote’ diet of vocabulary and structures sufficient to meet the demands of the current GCSE (AQA Education 2013a). Although AQA suggest the specification encourages ‘a broad understanding of the culture of countries and communities’ where the Target Language is spoken, (AQA Education 2013a), in practice the examination does not require the development of intercultural understanding and citizenship to attain even the highest grade. Coyle et al. (2010):41 suggest that effective CLIL takes place through:

- progression in knowledge, skills and understanding of content;
- engagement in associated cognitive processing ;
- interaction in the communicative context;
- development of appropriate language knowledge and skills;
- the acquisition of a deepening intercultural awareness, which is in turn brought about by the positioning of self and ‘otherness’

Communication and language are used interchangeably in the CLIL context and have been discussed above. Content according to Coyle et al. (2010):42, is about ‘the learner creating their own knowledge and understanding and *developing* skills’ as well as ‘acquiring knowledge and skills’ (ibid). Content is also related to cognition; when learners are learning and thinking in a foreign language, linguistic demands need to be carefully considered. The development of intercultural understanding and global citizenship within CLIL is important to this research given the context of modern languages outlined in chapter one and the current political, social and economic needs for deeper intercultural understanding in England; Coyle et al. (2010):42 regard intercultural awareness to be ‘fundamental to CLIL’. In this section the nature of the kind of engaging curricula fundamental to CLIL has been discussed. In the next section the distinction between language learning and language using will be explored.

Language learning and language using

A distinction has been made in recent years between ‘language learning’ and ‘language using’. The language pupils need to be able to conduct a conversation,

recognised and encouraged amongst others by Burch (1997) and Harris et al. (2001), was championed in some schools by Janeen Leith's 'TALK' project in the 1990s (TES 2013). More recently the encouragement of spontaneous speech, or talk has been encouraged, for example through the research of Hawkes (2012). Referring to KS3 in the late 1990s, Dobson (1998):6 notes that use of the target language by learners 'is not developed over the key stage and early momentum of beginning a new language is not sustained in Years 8 and 9; he finds that 'many pupils in both key stages are reluctant to use it (the target language)' (ibid:1). More than twenty years later, Ofsted (2011b) report that use of the Target Language (TL) in schools in England has decreased and is now a key area for development in secondary classrooms for both teachers and learners. This contrasts with findings from Coyle (2011):2 of 'an overwhelming wish by learners to communicate in a foreign language'. Not only is CLIL conducted largely in the TL, more pertinently, TL is used in CLIL for the real purposes of engaging in content learning; as opposed to staged transactional dialogues, for example the purchase of bread or a train ticket. The ability to have the language to talk spontaneously in the CLIL classroom is therefore a key one; scaffolding needs to be in place to ensure that learners can achieve this. Spontaneous and sustained use of TL by pupils is a feature of CLIL, for example (Bower 2006; Coyle 2011). Coyle (2011):21 notes that CLIL

has the potential to provide learners and teachers with a range of learning contexts that encourage learners to use languages in ways very different from the traditional languages classroom.

As she ascertains, this is in contrast to the current attainment targets that require average learners in Y8 to use only familiar and memorised language.

Coyle (2011):15 suggests that *language using* is 'one of the most important differences between more traditional language learning classes and CLIL lessons', however, it should be considered that whilst CLIL provides a consistent context that requires language using, it is not its exclusive domain; language learning classes, in which talk is promoted, also require learners to acquire new language and be creative in order to express what they want to say, and this necessitates going beyond the boundaries of what has been taught. This section considered aspects of language learning and CLIL that engage learners, in the next section the distinction between second and foreign language learning will be explored before theories underpinning language learning and CLIL are considered.

Second language v Foreign language

In order to determine more precisely what *language* in this context means, the terms second language and foreign language will now be explored and defined for the purposes of this study. Gardner (2001) asserts that care must be taken when assessing whether a language is a second or foreign language. He cites differing percentages of the population in various Canadian states who are English and French speaking, and notes that most of his research has been undertaken in an area of Ontario where the proportion of the population who know French is less than 12.5 %. He acknowledges that as Canada is officially bilingual, neither French nor English could be described as a foreign language, and his definition of a 'second' language therefore is 'another' language as opposed to a dominant language or one readily available to the learner. Languages learned in school in England are 'foreign' for the vast majority of learners, they are also referred to as second languages in the sense that they are 'another' or an additional language. Coyle uses the term 'vehicular' language when referring to CLIL (Coyle et al. 2010), which provides clarity in the range of linguistic contexts in which CLIL can be found, but is not readily understood by language teachers in British schools. As this research into CLIL is located in England and concerns foreign languages, the terms foreign language, L2 and target language can be used without confusion to denote the language in which content is being studied.

General learning theories and language acquisition (SLA) theories

Coyle et al. (2010):3 assert that both general learning theories and SLA theories are relevant to CLIL and furthermore that the position of CLIL 'as an educational approach in its own right' is being consolidated. Nevertheless, key elements of the former will now be reviewed chronologically in order to position CLIL within established learning theory.

General learning theories

Vygotsky's theory of the 'zone of proximal development' (ZPD) (1978) and Bruner's notion of scaffolding (1983) are strands from general learning theory that underpin the theoretical basis of CLIL. Vygotsky describes the zone of proximal development for an individual as

the distance between the actual development level as determined by independent problem solving and the level of potential development as determined through

problem solving under adult guidance or in collaboration with more capable peers.

(Vygotsky 1978:86)

In his consideration of how Vygotsky's ZPD can be applied to the languages classroom Van Lier (1996):193 concludes that

productive work in the ZPD can be accomplished by learners using a variety of different resources, including;

- a) assistance from more capable peers or adults
- b) interaction with equal peers
- c) interaction with less capable peers (in accordance with the Roman dictum *Docendo discimus*-(we learn by teaching)
- d) inner resources

The inclusion of interaction with equal and with less capable peers is important within the languages classroom and within the CLIL context because social interaction with all present peers and adults is vital to the learning process.

Van Lier 's (1996:199) discussion of pedagogical scaffolding illuminates the complex dynamics of the languages classroom. He suggests it is

A multilayered ... teaching strategy consisting of episodes, sequences of actions, and interactions which are partly planned and partly improvised. At every level the focus of the scaffolded activity is on an understanding of, indeed a continuous scrutiny of, what is difficult and what is easy for the students. It allows the teacher to keep in mind, at all times, a long-term sense of direction and continuity, a local plan of action, and a moment-to-moment interactional decision-making.

In the CLIL classroom in England, learners are working with age related subject content and its associated cognitive challenge *with* and *through* the medium of a foreign language, which brings a further layer of cognitive challenge not least because the learners' level of command of the foreign language is limited. Teachers are able to make learning accessible by scaffolding activities sensitively and flexibly, being aware of what is easy and difficult for the learners in both language and content areas.

Other contributions from the field of SLA include Snow et al. who provided a conceptual framework in 1989 in which language and content teachers could work

collaboratively to determine language-teaching objectives, explored in four settings.

The framework

offers language and content teachers a systematic approach to the identification and instruction of language aims within content teaching.

(Snow et al. 1989:216)

The authors recognise that if content-based teaching through the medium of a second or foreign language is to be effective, teachers must plan carefully to ensure that language appropriate to the needs of the content, tasks and learners is taught. Coyle's 4Cs framework, language triptych and CLIL matrix have developed CLIL theory further; they are now widely recognised in the field of CLIL. Key writers in this field from different countries in Europe were involved in the publication of 'CLIL Content and Language Integrated Learning' (Coyle et al. 2010) in which these conceptual tools are brought together, Marsh being a co-writer and Baetens Beardsmore, Wolff and Genesee providing reviews. The involvement of these four academics in this field, previously cited in the literature reviews, demonstrates the acknowledgement of these tools in four further European countries and contexts.

One of the benefits of content based language learning is that of motivation for the learner:

Content provides a primary motivational incentive for language learning insofar as it is interesting and of some value to the learner and therefore worth learning. Language then will be learned because it provides access to content, and language learning may even become incidental to learning about the content (e.g., in immersion classes).

(Snow et al. 1989:202)

The literature review undertaken in chapter one demonstrated that a range of historical, political and cultural factors including the cultural climate for language learning in England, the global rise in the use of English, the uninspiring content of the secondary school curriculum and a limited allocation of curriculum time have contributed to the decline in the numbers learning foreign languages. Motivation of the learner was found to be key in the context of English pupils learning a foreign language at secondary school in chapter one, principally as a result of demotivation due to the prevailing uninspiring diet that offers little challenge or interest for the secondary aged learners. Therefore, how different approaches to language teaching

and learning practice can motivate the learner, are key to this study. CLIL as a way of teaching modern foreign languages forms the theoretical base of this research, which seeks to explore the extent to which CLIL as a pedagogical approach promotes student motivation. Therefore, factors in CLIL that motivate learners in this sense will now be reviewed.

Motivating learners: motivation and language learning

Coyle (2011):5 notes that

CLIL must not be seen as a ‘solution’ to modern languages motivation – it raises as many issues as it solves- but rather as fertile ground for changing practice which is no longer motivating for many young people.

Thus the focus of this research is on *changing practice* which is not motivating for many learners, by considering which elements of CLIL may be integrated into the teaching of MFL and how this might be achieved. In order to develop understanding of what is meant by motivation in the L2 context of motivating learners, a number of key ideas will now be reviewed chronologically.

Socio-educational model of second language acquisition: Gardner’s concept of integrativeness

Gardner’s work from the field of socio-educational research was based on integrative motivation, which is explored further below (Dörnyei and Ushioda 2011). The concept of instrumental motivation, where the learner is motivated by practical needs, for example the passing of an examination, is in fact derived from his motivation test battery, rather than from clear theoretical exposition (ibid). Gardner’s work on the notion of integrativeness has had a substantial impact on the understanding of motivation within the area of SLA. Researchers concur that ‘the student learner who values the L2 community will tend to show higher levels of achievement than a student who does not’(MacIntyre 2002:54). As this correlation is consistently found in both L2 Motivation and SLA fields of research (Dörnyei 2003a), it is also important for this study and will therefore be considered in more detail.

Integrativeness is one of three variables within Gardner’s *integrative motive*; the others being attitudes towards the learning situation and motivation. Motivation is ‘defined by Gardner as a combination of motivational intensity, desire to learn the language, and attitudes towards learning the language’ (MacIntyre 2002:48). A

motivated learner will display ‘effort, desire and affect’ (Gardner 2001:13); affect being a positive emotional outcome, for example interest, pleasure or enjoyment. Gardner’s *integrativeness* ‘refers to the individual’s willingness and interest in having social interaction with members of the L2 group’ (Gardner et al. 1997:345). It is rooted in the notion that to learn a second language, the learner needs to be attracted to the culture and the people groups who speak the language (Gardner 2001). Foreign languages are outside the culture of the learner; by learning the language, the learner is challenged to adopt new linguistic and behavioural patterns. By considering another culture, the learner is challenged to recognise and acknowledge their own ‘self’, in the case of an English learner, their own ‘Britishness’, and is challenged to be open to understand and to accept ‘otherness’, and as a result, potentially to change. As Gardner (2001):3 suggests, learning a language involves ‘making something foreign a part of oneself’. Family background or ‘social milieu’ is a contributory factor to language acquisition in that the learner brings the attitudes and cultural expectations to the learning process; where languages are perceived as difficult and/or unimportant, less progress is likely to be made than in backgrounds where the cultural norm is for all to learn one or more additional languages.

Culture, that is, the development of intercultural understanding and global citizenship, is one of four key concepts in Coyle’s 4Cs framework. It underpins CLIL and therefore how CLIL encourages and responds to the learner’s integrativeness will be relevant to this study, not least in relation to the cultural climate in England, described in chapter one, in which learning a language is often considered difficult and unimportant.

The process-orientated model of second language acquisition

In his overview of recent advances in research on motivation to learn a foreign or second language, Dörnyei acknowledges that learning a language differs from learning other curriculum subjects, as a foreign language, despite requiring the explicit teaching of skills and linguistic knowledge in common with other subjects,

is also socially and culturally bound, which makes language learning a deeply social event that requires the incorporation of a wide range of elements of the L2 culture... The significance of this social dimension also explains why the study of L2 motivation was originally initiated by social psychologists.

(Dörnyei 2003a:4)

This may contribute to explaining the lack of interest in the subject of modern languages in schools in England: as noted in chapter one, the emphasis has been on linguistic structures and grammar for decades; very few cultural aspects have been taught.

Dörnyei (2003a):22 suggests two distinct bodies of research in the area of motivation in SLA: research undertaken by social psychologists in the traditional area of motivation, with a '*product-oriented*' focus on the relationship between learning outcomes and learner characteristics, and that pursued by linguists focussing on the process of learning language; the development of language within the classroom. The *process-orientated* approach was suggested by Dörnyei (2000). The former macro perspective he suggests is 'more stable and generalised stemming from a succession of the students' past experiences in the social world' (Dörnyei and Csizér 2002:424); the latter micro perspective is 'situation specific' (ibid); he suggests a shift towards a more 'situated approach' in the 1990s and notes that a temporal perspective began to be incorporated. He argued (2005:83) that

when motivation is examined in its relationship to specific learner behaviours and classroom processes, there is a need to adopt a *process-orientated approach/paradigm* that can account for the daily ups and downs of motivation to learn, that is the ongoing changes of motivation over time

His understanding of 'over time' incorporates over a lesson, months, years or more. He proposed a new model of motivation, "A Process Model of L2 Motivation" Dörnyei (2005):85 developed initially by Dörnyei and Ottó (1998), which comprises *preactional*, *actional* stage and *postactional* stages recognising that respectively motivation needs to be generated, sustained and protected and finally processed by the learner as a form of evaluation after the completion of the action, which will in turn impact future motivation of the learner. These stages involve different motives: choice motivation, executive motivation during the activity and motivational retrospection after the action.

Within this situated approach three more recent research areas are the willingness to communicate (WTC), task motivation and use of language learning strategies. WTC is distinct from communication competence in that the learner may have the competence to communicate but be unwilling to do so, or conversely have the willingness to communicate with insufficient linguistic competence. Task motivation is a processing system developed by Dörnyei that seeks to describe how motivation 'is

negotiated and finalized in the learner’ (Dörnyei 2003a:15) and has its roots in *state* and *trait* motivation. Language learning strategies are known as *self-regulatory learning* in the field of educational psychology, however, learning strategies is the widely used and understood term within the teaching and learning of MFL and will therefore be used for purposes of this study.

The processes involved in the CLIL classroom context in the careful preparation and scaffolding of content, language and learners prior to the activity, the sustaining of interest and engagement during the activity and reflection by both the learner and the teacher post activity, make this *process-orientated* paradigm particularly helpful when considering the aspects of CLIL that motivate learners. WTC, task motivation and learning strategies are considerations within the planning, teaching and learning processes and will therefore be aspects explored in the empirical work and will be considered further in chapter three.

Coyle (2011):17 proposes a process model for the investigation of motivation specifically within CLIL settings, focussing on the ‘Learning environment, Learner engagement (and) Learner Identities/self based on Dörnyei’s framework of L2 motivation (Dörnyei 1994). Coyle’s process model is displayed below in figure 6:

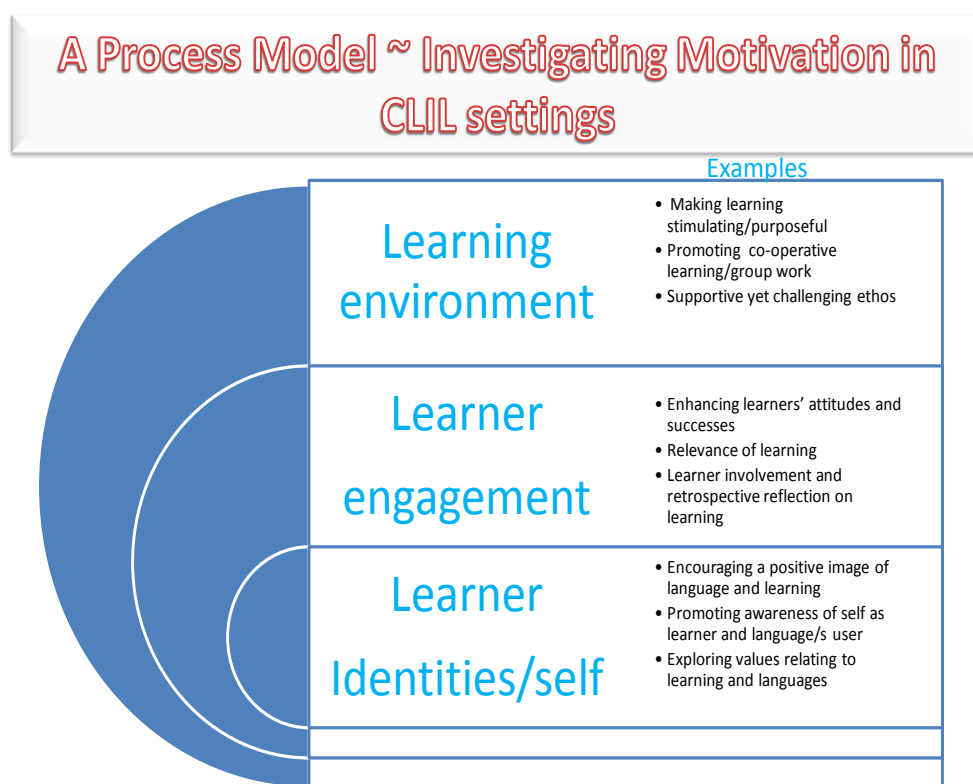


Figure 6: A Process Model ~ Investigating Motivation in CLIL settings, Coyle (2011)

As in Dörnyei's framework, demotivation in any of the three levels has the potential to negate any positive motivation in the other two categories. This process model clearly denotes the three principle areas of motivation within CLIL settings and the illustration incorporates their interdependence.

Dörnyei (2003a:23) suggests that for integration of mainstream SLA research and the study of L2 motivation to take place,

researchers need to look at how motivational features affect learners' various learning behaviours during a course, such as their increased WTC (willingness to communicate) in the L2, their engagement in learning tasks, or their use of learning strategies...

thus relating 'motivational characteristics to actual learning processes' (Dörnyei 2003a:23). Two years later he suggested (2005:109) that integration between the two bodies of research had begun to be facilitated by two developments:

First...there has been a changing climate in applied linguistics, characterized by an increasing openness to the inclusion of psychological factors and processes into research paradigms. Second, the introduction of the process-orientated approach to motivation research has created a research perspective that is not unlike the general approach of SLA research, thereby enabling scholars coming from the two traditions to look at their targets through the same lens.

In 2005 Dörnyei (2005) refined his analysis defining the bodies of research as periods and adding a third 'phase', the cognitive-situated period (during the 1990s), during which work tended to draw on cognitive theories in educational psychology and were integrated into existing theoretical frameworks and were commonly situated in the classroom setting. Theoretical perspectives such as attribution theory, self-determination theory and autonomy theory were developed further during this period. Dörnyei and Ushioda (2011) suggested that the process orientated phase of L2 motivation theory would develop into or merge with a *socio dynamic period*. Consideration of this phase will follow the section on the L2 motivational system below.

Other developments

Two further developments in motivation research which have influenced Dörnyei's thinking in addition to views of the self, and which are relevant for this study, are the

move towards a relational view of learning (Ushioda 2009) and Noels' (2000) and her colleagues work within the self-determination theory.

Noels (2001), working within a self-determined construct, explored the relationships between intrinsic and extrinsic goals in L2 learning. She expressed the extrinsic goals in the sub forms of: identified regulation, (where the learner views the learning as personally important); introjected motivation, (where the learner feels they ought to engage in the learning) and external regulation (where the learner is motivated by an outside source such as a reward or punishment). The third category identified in Deci and Ryan's theory (1985) of amotivation, (a relative absence of motivation) is also included. Noels found a correlation between intrinsic motivation and identified regulation, which is important for the teacher, as it highlights the value of helping learners identify how the learning is personally important to them. Furthermore, in the context of learners of a foreign language in schools in England, Noels et al. (2000) suggested the potential need to *persuade* learners of this personal importance, since intrinsic factors such as pleasure or interest may be insufficient motivation to sustain study of the language.

Ushioda (2009) proposed a 'person-in-context relational view of motivation' that takes account of learners as

real people who are necessarily located in particular cultural and historical contexts, and whose motivation and identities are shaped by these contexts

(Dörnyei and Ushioda 2011:78)

and views 'motivation as an organic process that emerges through this complex system of interrelations' (Ushioda 2009:220). This relational perspective is helpful to this particular study of stakeholders' perspectives of CLIL, where qualitative research via case study will potentially facilitate study of the complexity of interactions within evolving contexts more effectively than a traditional quantitative study from a linear theory perspective. This will be explored in more detail in chapter three.

The L2 Motivational Self System

Dörnyei (2005) suggests that learners of 'World English' relate to a globalised community in a different way to learners of a second or foreign language who have contact with speakers from that community, and concludes that

‘World English Learning’ is becoming a prominent and distinct subarea in human education, and due to the all-encompassing relevance of World English in a globalised world, the success of this process will partly be a function of the language aspect of the individual’s global identity. Thus whether or not we are motivated to learn English-and if we do, how much-is becoming increasingly a personality issue that can be captured by the proposed self perspective.

Dörnyei (2005):118

Thus for second-language learners in World English contexts the notion of ‘integrativeness’ was found to be less relevant and concepts of self began to be explored within L2 motivation research. Dörnyei proposed the L2 Motivational Self System in 2005, viewing it as a ‘natural progression’ of Gardner’s theory (Dörnyei and Ushioda 2011:80). MacIntyre (2002) concurs and more recently (MacIntyre et al. 2009) notes the need to ensure that studies into this area aim to further understanding, as opposed to redefine it: to build on the prior research findings around ‘integrativeness’ as opposed to abandoning them. The L2 Motivational Self System comprises three salient sources of motivation to learn a foreign/second language: the *Ideal L2 Self*, the *Ought-to L2 Self* and the *L2 Learning Experience* which he summarises, (ibid:86), as

the learner’s vision of oneself as an effective L2 speaker, the social pressure coming from the learner’s environment and positive learning experiences.

Dörnyei (2005):104 argues that the concept of the *Ideal self* perspective ‘offers a paradigm that can explain the ‘integrativeness enigma’ that has emerged in various data-based studies.’ The *Ought-to self* concerns extrinsic instrumental motives which seek to avoid a negative outcome, for example failing an examination. The third concept in the paradigm, that of the learning experience is particularly relevant to this research as it concerns situated motives

related to the immediate learning environment and experience (e.g. the impact of the teacher, the curriculum, the peer group or the experience of success)

(Dörnyei 2005:104)

and therefore focuses on the range of variables present in the CLIL classroom.

It is the teacher’s role to support intrinsic motivation from the *Ideal self* and to minimise extrinsic motivations that feed the *Ought-to self* in order to foster learners’ motivation, within the pragmatic parameters of managing the class. The teacher’s promotion of appropriate learning strategies, within a supportive, purposeful and

creative learning environment are important in this support and are outlined more fully in the motivational teaching model below.

Socio dynamic period

This period is characterised by a recognition that the learning of a second, foreign or heritage language differs from learning English as a Global language in terms of intercultural values and should not be considered in the same way, and consideration of motivation from a complex dynamic systems perspective, based especially on dynamics systems theory, one strand of complexity theory. Dörnyei and Ushioda (2011):88-89 note

these have been developed to describe development in complex, dynamic systems that consist of multiple interconnected parts and in which the multiple interferences between the components' own trajectories result in non-linear, emergent changes in the overall system behaviour.

This is necessary because within the situated process orientated paradigm, *individual differences* (IDs) tend to vary in different contexts and at different times and can therefore no longer be viewed as generalisable stable factors. In addition, elements such as cognitive or emotional factors may modify the general characteristic that is being observed. Dörnyei and Ushioda refer to these as 'cross-attribitional cooperation'. However, the broad distinctions between motivation, cognition and affect phenomena are still valid but 'should be viewed as dynamic subsystems that have continuous and complex interaction with each other' (Dörnyei and Ushioda 2011:91).

Having explored motivational theory related to language learning from the learner's viewpoint, the perspective of the teacher will now be considered.

Motivational teaching model

The focus of motivation in this research is about *how* elements of CLIL motivate learners; the study seeks to discover the extent to which pedagogical approaches, learning strategies and task types foster engagement, interest, progress and enjoyment. Within any secondary classroom situation, the teacher's behaviour is key to the fostering of motivation to learn a foreign language, for example, (Chambers 1999). Learners as well as teachers should understand how they are motivated. Pintrich (2002):202 suggests,

Just as students need to develop self-knowledge and self-awareness about their knowledge and cognition, they also need to develop self-knowledge about their motivation.

It will therefore be interesting to consider *if* knowledge about motivation of self is developed in learners involved in this research, *how* this achieved and how it might be developed further in the future.

This study seeks to explore how CLIL techniques can be employed in the teaching of MFL in order to increase ‘learners’ motivation in the secondary sector; the most relevant paradigm for this focus is Dörnyei’s framework of motivational teaching practice in the L2 classroom (Dörnyei 2001; Dörnyei and Ushioda 2011).

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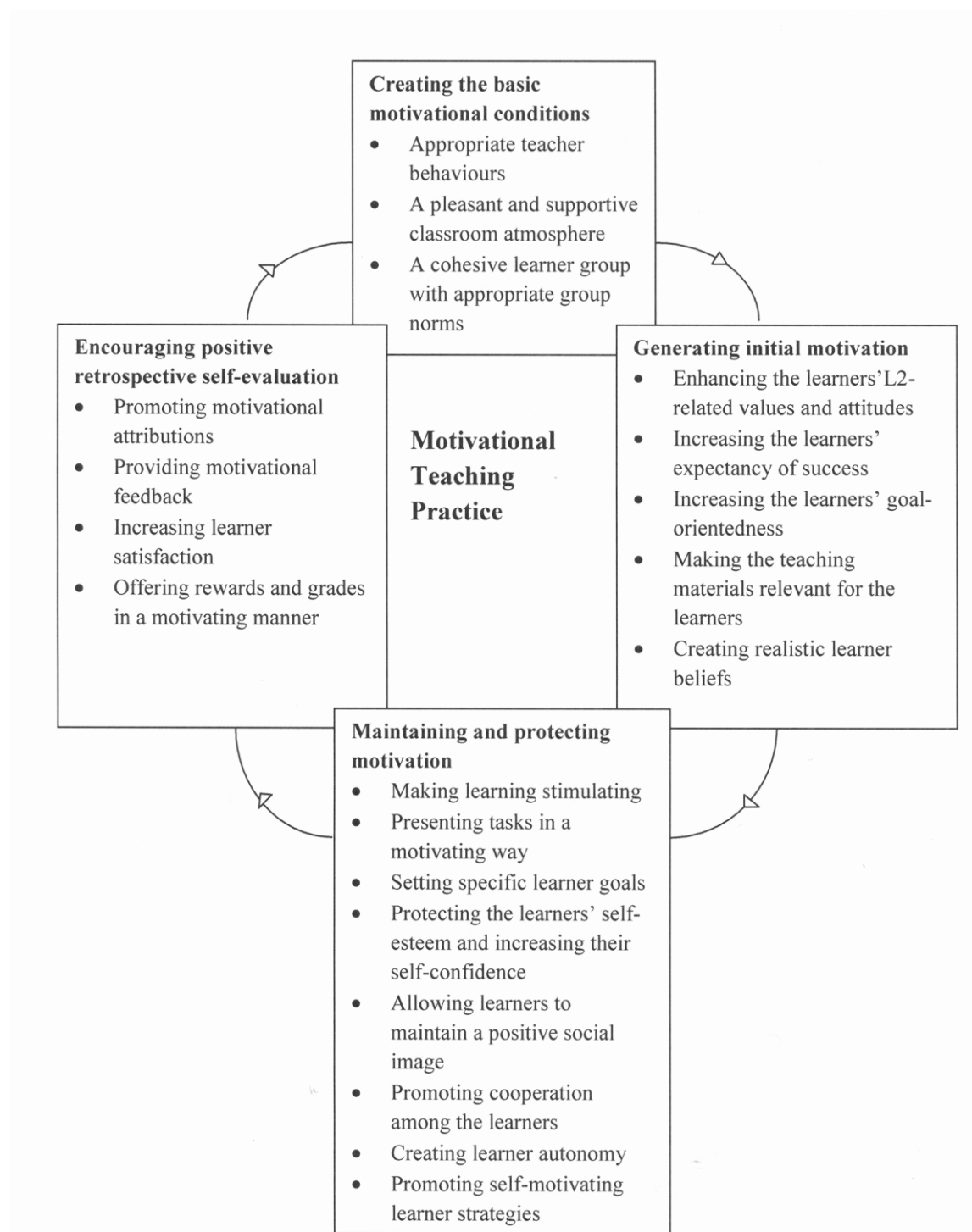


Figure: 7. The Components of Motivational L2 Teaching Practice Dörnyei 2005

As Coyle (2011):14 notes, this cyclical model

highlights interactions between classroom learning environments, learner experiences of using modern languages both in the present and future, the nurturing of positive challenges and engagement with evaluation of those experiences which encourage successful learning.

Dörnyei's preactional, actional and postactional phases relate to the four stages. The actional phase is composed of two stages reflecting a differentiation between creating initial motivation and sustaining it, and offers a clear model for teachers to consider.

This paradigm is useful as a tool for teachers' planning and teaching; it is also relevant as a tool to be shared with learners, helping them to become more autonomous learners by understanding the learning process and engaging in it at all stages. These four phases will need to be considered in the empirical research.

Relevant factors in motivation from MFL learning in England

Demotivation

Little empirical research in the field of demotivation has been undertaken. As much of what exists has been conducted in other contexts, in particular in the learning of English, there is even less in the context of the secondary sector in England; Chambers (1999) and (1993) are two examples. There is evidence that Global English has had a negative impact on motivation to study other additional languages apart from English outside the English speaking world and that the increased pressure to gain qualifications in English may have affected healthy intrinsic motives for language learning (Dörnyei and Ushioda 2011).

In chapter one, a prevalent issue in the learning of MFL in secondary schools in England that emerged was one of *demotivation*. Many of the contributing factors originated outside the classroom and stemmed from the education system, in particular, the lack of a consistent national strategy for languages based on sound pedagogical theory in line with European policy, uninspiring curricula content and the prevailing national mood that learning a foreign language is unnecessary. These resulted in: a picture of low and lowering entries at public examination level in key stages 4 and 5; underachievement especially amongst boys; little curricula time compared with other European countries; and a pervading attitude of disaffection. Findings from studies in this sector, in addition to the decline in numbers of pupils studying languages, support this view of disaffection. (Chambers (1999)) and Williams et al. (2002) found a decrease in motivation between years 7 and 9; Coleman et al. (2007):252 note that 'the principle battle for motivation inevitably takes place during KS3'. Other key issues were gender and the underachievement of boys (Chambers 1999; Jones 2005; Jones and Jones 2001; Williams et al. 2002). The

findings of Williams et al. (2002) support the widening gap in motivation to learn between girls and boys. Chambers 1999 and Williams et al. report a preference for German amongst boys and Barton (1997) finds that German has a masculine image and that boys find the pronunciation more accessible than girls. Other studies about modern languages suggest a female bias in content and a female-dominated subject (Clark 1998; Moys 1996).

Age and gender in motivation to learn languages may therefore be important considerations for this study. With regard to the notion of integrativeness, other areas of interest may include whether any opportunities to communicate with native speakers and to learn about the culture of countries where the TL is spoken, impact learners' motivation and whether this is gender-, age- or ability-related.

In order to investigate the first and second research questions ('What is the impact of CLIL on pupil motivation?' and 'What are the main elements of CLIL that enhance motivation?'), key relevant aspects of motivation that have been reviewed in this chapter are illustrated in the following model, in figure 8. This model has been devised in order to form a theoretical framework for the empirical research reported in this thesis.

Process motivation model for investigating CLIL in the classroom in England

Aspects of motivation	Principal Characteristics	Exemplification of potential sources of evidence for principal characteristics: what to look for
Learning environment		
Teacher specific	The nature of interaction within the classroom: environment promotes purposeful, stimulating learning within a supportive ethos	<ul style="list-style-type: none"> • affiliative motive (to please the teacher) • authority type (controlling vs. autonomy-supporting) • appropriate challenge • modelling/task presentation • appropriate enthusiasm • nature of learning experiences • learner independence • nature, timing and amount of feedback • nature and amount of appropriate praise • rewards/sanctions
	Environment fosters positive emotions	<ul style="list-style-type: none"> • confidence • fear/anxiety • enjoyment/pleasure
Course specific	Interest/relevance	<ul style="list-style-type: none"> • stimulating course content • relevance to pupils' needs • resources • time of day, week, year • expectancy of success
Group specific	The nature of interaction with in the group: promoting co-operative learning	<ul style="list-style-type: none"> • size of class and school • class and school ethos • group cohesiveness • prevailing goal structure (cooperative, competitive or individualistic group work) • engagement
Learner engagement		
	Perceived value of activity	<ul style="list-style-type: none"> • personal relevance • anticipated value of outcomes • intrinsic value attributed to the activity • identified regulation (helped by teachers/others to identify how the learning is important to them)
	Pupil attitudes towards	<ul style="list-style-type: none"> • language learning in general • the TL • the TL community
	Pupil perceptions of their learning	<ul style="list-style-type: none"> • pupil perceptions of: <ul style="list-style-type: none"> ○ their effort ○ their progress ○ the level of difficulty/challenge

	Engagement in learning tasks	<ul style="list-style-type: none"> • willingness to engage • response to tasks • use of learner strategies • WTC willingness to communicate • pupil use of the TL • progress
Learner Identities/self		
	Self concept	<ul style="list-style-type: none"> • realistic awareness of personal strengths/weaknesses in skills required • personal definitions and judgements of success and failure • self worth/concern • learners understand <i>how</i> they are motivated • exploration of values relating to learning and languages • learned helplessness
	Mastery	<ul style="list-style-type: none"> • feelings of competence • awareness of development of skills • self efficacy • ability to set appropriate goals

Figure 8: Process motivation model for investigating CLIL in England Source: adapted from Williams and Burden 1997; Dörnyei, 1994a and Coyle, 2011.

As Dörnyei and Ushioda (2011) and (Coyle 2011) suggest the three aspects of motivation illustrated above impact motivation independently and may even negate the effects of the other two. These aspects of learner motivation will underpin the consideration of methodology and data collection instruments in the next chapter.

Different curricular models for CLIL in England now need to be considered. The literature reviews in chapter one and at the beginning of this chapter demonstrated that not all potential models are relevant to this research because of the unique nature of learning foreign languages in England and the distinct context of learning CLIL through the medium of a foreign language, rather than through the medium of English.

CLIL Models

Coyle et al. (2010) suggest models in pre-school in addition to those across the 6-18 sectors that can be applied in any country: three models, A1-3, for the primary sector, five models, B1-5, for the secondary sector and three models for the tertiary sector, C1-3. The focus for this study is the secondary sector and therefore the models B1-5 will be explored in greater depth. Model B1, dual-school education, involves schools in different countries sharing the teaching of a course or module. Model B2 is bilingual education, in which a significant part of the curriculum is studied through CLIL for a number of years. Model B3, the interdisciplinary module approach, involves a cross-curricular module being taught through CLIL and involves teachers of different disciplines. Model B4 concerns language-based projects and Model B5, specific-domain vocational CLIL, is set in the vocational and professional sectors. This classification for schools in England is problematic because Coyle et al.'s definition of a B4 project is one for which 'the language teacher takes primary responsibility for the CLIL module' (Coyle et al. 2010:22). Difficulties arise because currently the responsibility for the majority of CLIL projects in England falls to the language teacher; this includes projects involving a partner school in the TL country, or an interdisciplinary module involving teachers from other disciplines. Secondary schools in which content teachers can teach in the TL in England, are few, although

this may not be the case elsewhere in Europe and beyond. There are some limited opportunities to train to teach CLIL as a non-linguist in the UK. However, there are teachers from other disciplines who commit to work with language colleagues on CLIL modules; the CLIP project, introduced in chapter one and revisited earlier in this chapter, for example, was based on this model (Wiesemes 2005). Some schools have undertaken dual-school projects, for example the Y8 study visit to Arles to study the Romans as an exchange between a French and an English group, during which French and English partners roomed and undertook studies together based on their respective Y8 History schemes of work (Bower 2006). However, for this example, the primary responsibility for the English school's input lay with the language teachers, although considerable liaison with content teachers was undertaken. The model for B4 proposed by Coyle et al. (2010) has therefore been expanded below to take account of these issues.

Language and school-based models of CLIL in England

Language-based projects based on link with a school in a TL speaking country		
Dual-school education School exchange 1 CLIL language is partner school's L1	Exchange communicating via electronic/ SMS/ /VoIP (Voice over Internet Protocol, e.g. Skype™ technologies) with a cultural/social focus possibly leading to a physical exchange	Learners work with input from language or language and content teachers on topics mutual to both classes' curriculum e.g. news items, social issues, culture within different contexts e.g. whole class communication during registration time or form period, language lesson, individual communication based on exchange partner pairings.
Dual-school education School exchange 2 Language exchange school based CLIL lessons	Partner school visits in school time Visiting learners undergo programme of CLIL lessons by content teachers from host school in a range of subjects as part of exchange programme	Visiting learners work as a group in lessons with host school content teachers with support from language teachers e.g. overview of the political system in England, food technology lesson baking a 'galette', sports lesson teaching national game, e.g. handball, cricket.
Dual-school education CLIL study visit CLIL language is partner school's L1	(e.g. learners from schools in reciprocal CLIL language countries study an aspect of History together. Communication via electronic/ SMS/ /VoIP (Voice over Internet Protocol, e.g. Skype™) technologies. Leads to	Learners undertake a joint study visit. They work and room with an exchange partner. Planning input and/or teaching input by language and content teachers from both schools on a content topic mutual to both

	a joint study visit e.g. Y8 study Romans in Arles with bilingual pairings for hotel rooms and study	classes' curriculum.
Language based field study	A field study in a content topic or theme relevant to the language curriculum is undertaken in the TL country. (e.g. study of a region for A level). May be part of an exchange programme.	Learners work in the CLIL language with input from language or language and content teachers from England and/or exchange partner school
Language-based projects based on links with other curriculum areas		
Subject module	e.g. Geography module on Africa undertaken in French with planning input and/or teaching input by language and content teachers	Learners engage in a module from a content subject, taught in the CLIL language with planning input and/or teaching input by language and content teachers. It may be taught by the language teacher, subject teacher or a combination of both
Interdisciplinary module	e.g. cross-curricular module on climate undertaken in TL with planning input and/or teaching input by language and content teachers from Geography, science, English and language	Learners engage in an across the curriculum module which is taught in the CLIL language with input at least in planning from teachers of another discipline; it may be taught by the language teacher, subject teachers or a combination of both
School-based projects		
Subject strand Common subjects: PSHE, Geography, History, ICT	One subject in the curriculum is taught through the CLIL language for one or more years	Learners study a curriculum subject, taught in the CLIL language with planning input and/or teaching input by language and content teachers. It may be taught by the language teacher, subject teacher or a combination of both
Curriculum Strand	A significant part of curriculum is undertaken in the CLIL language for more than one year by one or more classes. Sometimes referred to as 'immersion' or 'bilingual' strand in schools.	Learners study a number of subjects through the CLIL language often in KS3 as there are no current alternatives to examinations in English. They may also use the TL for registration and form period.

Figure 9: Language and school-based models of CLIL in England *Source:* adapted from Coyle et al., 2010

Figure 9 provides a more helpful classification for England by illustrating a fuller range of the types of project undertaken *within* the B4 model.

The nature of CLIL is flexible and hence existing models varied. Teacher availability, language proficiency of both teachers and learners, the amount of time available,

assessment issues and the extent to which links can be made with learners in other countries are key factors determining the type and scale of any project (Coyle et al. 2010). These will inevitably vary depending on each school context. It is important to clarify the range of CLIL models within the B4 category in order to increase accessibility to CLIL for schools in England. By illustrating CLIL project types in this way, schools are able to consider whether they currently have projects that fall into the category of CLIL or may do so, after some adaptation. Schools involved in language exchanges, for example, may already be involved in a project, that could be adapted to a CLIL context and thereby extend cognition, interest and learning without significant upheaval and thereby begin to introduce CLIL into the school.

Summary

In chapter two, confusion surrounding differing interpretations of key concepts has been raised and the terms immersion, partial immersion and CLIL for the purposes of this study have been defined. The flexible nature of CLIL and the range of settings for learning CLIL in England have been raised. The theoretical basis for the methodology behind CLIL including a review of related motivation theory and learning and second language acquisition theories has been explored. This discussion has considered how CLIL promotes motivation in the teaching of MFL and how teachers can foster motivation. Key factors for consideration of age, ability and gender and opportunities to relate to native speakers and their culture have been raised. Different models of CLIL have been considered and possible models within the language based category in the secondary sector in England illustrated. This chapter has therefore investigated the distinctive nature of CLIL as a language based approach and how this approach promotes motivation in the teaching of MFL. A process motivational model for investigating CLIL in England has been suggested.

In chapter three the methodological approach for the empirical research will be explored; section one will comprise a justification for the approach and methods that will be used and section two will consider how data will be collected, including the selection of research instruments.

Chapter 3: Research Methodology and Design

Introduction and outline

In the previous two chapters literature pertaining to the research themes was reviewed and a theoretical framework proposed through which to interrogate the research questions. The purpose of this chapter is to outline the methodology and design of the empirical research study. The chapter is divided into two parts: part one is a justification for the methods selected and part two a description of how the research was undertaken.

Part one of this chapter, the justification of the methods, discusses firstly the philosophical positioning of the study in terms of ontology and epistemology together with issues of trustworthiness, validity and reliability and secondly outlines the consequential rationale for the selection of methods. In part two of this chapter, how the researcher went about conducting the research will be described. The literature review in chapter two provided the theoretical framework in which to situate this study into CLIL and to investigate the research questions. The process motivation model proposed at the end of the previous chapter to address the three major research questions will be developed further in this chapter to include potential tools for data collection and will help to inform instrument selection.

Part One: the philosophical positioning

Ontological and epistemological considerations

Part one begins with an account of the reasoning that led to the choice of social constructivism as a paradigm and the associated selection of qualitative methods; the study is a case study, which uses predominantly qualitative but some quantitative materials and sits largely within a social constructivist approach. Part one also outlines the intellectual, technical and ethical considerations arising from this method of inquiry. It considers potential problems that may arise together with suggestions

for minimising their effect in order to ensure trustworthiness, validity and reliability of data and data analysis.

The choice of paradigm arises from ontological and epistemological assumptions about the nature of reality. Ontology deals with theories about the nature of social entities and epistemology deals with theories about the nature of knowledge and what can be regarded as acceptable knowledge given the ontological stance (Bryman 2004), or, as Crotty (1998):10 suggests, ontology is concerned with ‘what is’ whereas epistemology is concerned with ‘what it means to know’. It is difficult to separate one concept from the other because of the interrelatedness of meaning and reality and as a result ‘writers in research literature have trouble keeping them apart conceptually’ (ibid). The spectrum of ontological debate ranges between objectivism, where the meaning of social phenomena is argued to exist independently of the people involved (Bryman 2004) and constructivism or constructionism, where instead it is argued that those involved are continually creating meaning and therefore continually revising meaning (ibid). The nature of this research contrasts with the objectivity of the positivist view that suggests that, given the correct methods, reality can be revealed. The issue within the classroom context is that it is unique and cannot be precisely replicated. Even with the same group of learners and the same teacher delivering the same lesson plan, the outcomes would not necessarily be identical. Additionally one observer's perceptions of a lesson would be different from another person's. This study therefore lends itself more towards the constructivist end of the spectrum and this will now be explored in greater depth.

Cohen et al. (2000):9 affirm the limitations of positivism within the context of the study of human behaviour,

where the immense complexity of human nature and the elusive and intangible quality of social phenomena contrast strikingly with the order and regularity of the natural world. This point is nowhere more apparent than in the contexts of classroom and school where the problems of teaching, learning and human interaction present the positivist researcher with a mammoth challenge.

The complex behaviour of human beings and the intangibility of social phenomena prevent what Cohen et al. (2000):106 describe as faithfulness to positivist principles such as controllability, predictability, replicability, context-freedom and the derivation of laws and universal statements of behaviour. Most classroom situations differ in some respects, to the extent that the same lesson, repeated by the same teacher to a parallel group, would have different outcomes. Nevertheless, there are aspects they have in common, such as the curriculum, which can be analysed for transferability.

In order to embrace the complexity of the ‘diverse tapestry of education as a human science’ Hartas (2010):15 when addressing the complex question of how CLIL motivates learners to learn and which aspects might be applied to the teaching and learning of MFL, a mixed methods approach was also considered. According to Bryman (2004) although some researchers consider combining quantitative and qualitative methods incompatible on the grounds of epistemological principles, others advocate their compatibility on the basis that research methods may be perceived as autonomous. Gorard and Taylor (2004):2, for example, argue that

the use of qualitative and quantitative methods is a *choice*, driven largely by the situation and research questions, not the personality, skills or ideology of the researcher.

However, despite recognising that mixed methods can, in appropriate circumstances, lead to a better understanding (Hartas 2010; Yin 2006), the nature of this inquiry is better suited to a predominantly qualitative approach. This research considers small numbers of participants in three different CLIL models, in the natural settings of three different school contexts and therefore a predominantly qualitative approach with a focus on richness, honesty and depth of description is likely to produce the most trustworthy data.

Social constructivism or constructionism

The principle paradigm, or worldview, on which this inquiry is based, is that of social constructivism. Constructivism, or constructionism is defined by Crotty (1998):42 as

the view that all knowledge and therefore all meaningful reality as such, is contingent upon human practices, being constructed in and out of interaction between human beings and their world, and developed and transmitted within an essentially social construct.

He posits (1998:55) that ‘the *social* in social constructivism is about the mode of meaning generation and not about the kind of object that has meaning’ and that generation of meaning is always social both in the social *and* natural worlds. Our culture is the lens through which we view things and make sense of the world; it enables us to function. Hence, the social and natural worlds should be considered as one world as opposed to co-existing, distinct entities. ‘We are born’, he asserts, ‘into an already interpreted world and it is at once natural and social.’ (Crotty 1998:57). As a result, he argues that even the natural scientist is unable to adopt a fully objective stance.

The aim of this study is to explore rich descriptions of how CLIL is working and how CLIL may be motivating learners in specific contexts, which are potentially affected by a range of factors including the school’s context and ethos, the predominant culture of learners within the school, pedagogical approaches, the learning environment and culture and the interaction between learners and groups of learners. Thus the knowledge that is sought is predominantly ‘a human product that is socially and culturally constructed’ (Hartas 2010:44). The process-orientated model, discussed in chapter two and summarised on page 75, designed for investigating the research questions, rooted in this conceptual framework, provides a clear theoretical framework on which to base the research.

Reasoning behind the adoption of an interpretivist approach

It is then easy to see the links between a social constructivism worldview and the adoption of an interpretivist approach because of the continual creation and revision of meaning within constructivism. According to Stake (2010) being interpretive, experiential, situational and personalistic are characteristics of qualitative research, which is sometimes known as interpretive research. Bryman (2004):540 defines interpretivism as an ‘epistemological position that requires the social scientist to grasp

the subjective meaning of social action'. Whilst interpretation is required in all research, 'interpretive research ...relies heavily on observers defining and redefining the meanings of what they see and hear'(Stake 2010:36). It also relies on the interpretations of the actors and readers of the eventual reports. This interpretivist approach is appropriate for this study, which seeks to study CLIL in its natural setting within three secondary schools in England in order to gain a better understanding of how this approach is working and to illuminate how it impacts on participants, in particular in this case, on pupil motivation (Denzin and Lincoln 2003). As such, it is unlikely to provide the kind of specific answers characteristic of positivist frameworks, that may be preferred by policy makers, looking for research to provide or support directions for policy Greenbank (2003). The research does however aim to contribute to the debate about the future of the teaching and learning of modern foreign languages in England and in this sense to policy.

There are relatively few examples of CLIL in secondary schools in England. This combined with the wide range of language and school-based models outlined in chapter two, means that very few projects are comparable in nature. The focus on English state schools, as opposed to independent or international schools limits any comparability further. Therefore, a predominantly qualitative approach is appropriate to the small sample covered in this research. The priority to research contexts in which CLIL had been successful over a number of years, and therefore involving a range of models, took precedence over the comparison of at least some constant variables within a single type of model.

The subjectivist's view of social reality affirms that individuals perceive the world differently and together co-construct reality; in contrast the positivist seeks a factual reality, 'the truth', treating the social world in the same way as the natural world (Cohen et al. 2000). Within qualitative research

there are multiple constructions and interpretations of reality that are in flux and that change over time

(Merriam 2002:3)

This latter, interpretivist, approach is well suited to addressing the research questions in this study by developing an understanding of the nature of the settings from the participant's perspective. As Merriam (2002):6 affirms

All qualitative research is characterized by the search for meaning and understanding, the researcher as the primary instrument of data collection and analysis, an investigative strategy, and a richly descriptive end product.

The nature of the researcher as the primary instrument for data collection and analysis in this paradigm, which seeks understanding, has a number of advantages including the ability to respond and adapt in the moment.

Other advantages are that the researcher can expand his or her understanding through nonverbal as well as verbal communication, process information (data) immediately, clarify and summarize material, check with respondents for accuracy of interpretation, and explore unusual or unanticipated responses.

(Merriam 2002:5)

Pupils who are experiencing the CLIL approach and learning through it are the important players in this study; the quality of their learning is a key focus. The interpretivist approach allows the researcher's understanding to be expanded through non verbal as well as verbal communication, for example during observation in the classroom, or through detecting meaning that is unsaid through expression, intonation and body language. For this study, for example, queries that arise during observation in the classroom may be clarified either on the spot if the situation permits, or later in interviews with both pupils and staff. Similarly, an answer in a pre-visit questionnaire that is difficult to understand may be clarified whilst on site. However, the approach carries disadvantages of subjectivity and bias, which will now be discussed further.

Consideration of values and bias

In order to find 'the truth' the positivist attempts to operate within a value-free framework; the researcher's stance must be value-free and as it is not possible to verify normative statements in relation to experience, these are also inadmissible (Bryman 1998). Greenbank (2003) concludes that the view that research can be

value-neutral is flawed, based on the unlikelihood of researchers being able to eliminate all aspects of bias and that value neutrality is unsustainable.

Interpretivists recognise that the positivist's objectivity is unattainable in this social setting; all participants including the researcher bring their own values to the inquiry. It is important to be aware of these to minimise subjectivity, whilst acknowledging that it is not possible to eliminate the effect of values (Greenbank 2003). Greenbank (2003:796) maintains that

values are likely to be so embedded in the researcher's cognitive processes that they will inevitably influence the way they collect and interpret data.

This recognition should however lead to the pursuit of value-neutrality as an ideal (Foster et al. 2000; Greenbank 2003), by minimising the effect of bias via such means as eliminating or reducing bias in sample selection, triangulation of data and awareness of potential bias in the analysis of data and researcher and participants' values during the research process. Cohen et al. describe possible approaches to reducing bias as

the honesty, depth, richness and scope of the data achieved, the participants approached, the extent of triangulation and the disinterestedness or objectivity of the researcher.

(Cohen et al. 2000:105)

The richness of description is also referred to as 'intense' (Merriam 2002) and 'thick' (Stake 1995; Stake 2000; Stake 2005), derived from Geertz's (1973) 'thick description'.

Issues of values and bias impact on the setting of this research in three secondary schools. Awareness of values and potential bias will also be important factors throughout the preparation and collection of data and the analysis of the research in order to reduce subjectivity and thereby increase the trustworthiness of the data. The focus of the research on a rich, intense description of the contexts in which CLIL is working and its impact on pupil motivation will undoubtedly involve values on the

part of all participants, including the researcher, and this focus lends itself to the methodological choice of case study.

The choice of Case Study

Amongst the potential strategies and procedures that can be used to undertake qualitative research, Merriam (2002) recognises the variety of ways in which researchers from different disciplines categorise these strategies and considers eight common approaches: basic interpretive, phenomenology, grounded theory, case study, ethnography, narrative analysis, critical and postmodern-poststructural. As ‘a bounded system’ (Merriam 2002:8) characterised by the unit of analysis (school) as the location for the topic of investigation (CLIL), case study was considered to be the most effective approach to describe and analyse how CLIL impacts pupil motivation, seeking to illuminate as many facets as possible within each of the three different school contexts. The units of analysis have clearly defined boundaries, described by (Stake 2005:445) as ‘a specific, unique, bounded system’. The research will be undertaken in a clearly defined period of time, with limited visits to the schools and limited access to participants. Case study lends itself to this sort of detailed snapshot via a cross-sectional study.

Yin’s definition (1984:1) clarified the choice of case study further; he suggests case study to be the most appropriate approach

when ‘how’ or ‘why’ questions are being posed, when the investigator has little control over events, and when the focus is on a contemporary phenomenon within some real-life context

This study meets these three criteria: firstly, the first main research question, aims to explore *how* CLIL promotes pupil motivation and whether these findings might be of benefit in other school contexts. Secondly, CLIL is a contemporary phenomenon in a real-life context and thirdly the researcher has little control over events that will occur in the school during the period of data collection. Furthermore, Stake’s assertion (1978:7) that the best use of case study is ‘for adding to existing experience and humanistic understanding’ also reflects the purpose of this study.

Bassey's (1999:12) suggestion of three main categories of case study: 'theory-seeking and theory-testing case study; storytelling and picture-drawing case study and evaluative case study' were helpful in narrowing the focus further. Of these, evaluative case study best describes the nature of this inquiry; it falls into the category which Bassey (1999):58 describes as

enquiries into educational programmes, systems, projects or events to determine their worthwhileness, as judged by analysis by researchers, and to convey this to interested audiences.

Referring to Merriam (1998), Brown (2008):3 suggests three further types of case study, 'particularistic, heuristic, or descriptive'. Of these, the descriptive category

is complete and very literal in its reporting of the findings of the research, and it references the 'thick description' (pg 29) of anthropology. The descriptive case illustrates the complexities of the situation, and presents information from a wide variety of sources and viewpoints in a variety of ways.

This definition of descriptive case study adds further exemplification to the nature of these evaluative case studies.

Stake, (1994; 2000; 2005) views case studies as 'intrinsic', 'instrumental' or 'collective'; collective case study is also referred to as 'multiple case study' (ibid). Although there is intrinsic interest in each case, three schools have been selected to develop a greater understanding about CLIL in England, that is 'with a larger collection of cases in mind, (Stake 2005:446); hence this study is evaluative, descriptive and collective.

Evaluative case study neither seeks nor tests a theory, and therefore this research is unlikely to lead to what Bassey describes as an unqualified generalisation (Bassey 1999). Bottery et al. (2008):1 suggest that there are

at least three forms of generalisation – the scientific, the statistical, and the fuzzy – and the last of these lends itself rather well to the individual case.

Referring to Bassey (1999), Bottery et al. (2008):1 assert that scientific generalisation,

‘explains how physical forces behave, irrespective of the universe in which they occur. Yet only those who believe that the physical and social worlds obey the same rules will apply this to education, and to the individual’.

The statistical generalisation, they suggest, ‘has its place in educational research where large-scale trends need to be identified’.

This small-scale evaluative case study is unlikely to lead to either scientific or statistical generalisations but may lead to a ‘fuzzy generalisation’, as defined by (Bassey 1999:51):

A fuzzy generalisation carries an element of uncertainty. It reports that something has happened in one place and that it may also happen elsewhere. There is a possibility but no surety. There is an invitation to “try it and see if the same happens for you”.

Findings may also lead to a fuzzy ‘prediction’, more tentative than the fuzzy generalisation, which Bassey (2001) encourages where possible as an outcome for all empirical educational research.

In her review of case study literature Brown (2008) places the three salient exponents of case study as a strategy on a continuum; she positions Yin as a methodologist on the right-hand, positivist end of the spectrum, Stake on the opposing interpretive end, and Merriam equidistant between the two, providing a practical and accessible understanding from an educator’s view point. Brown suggests that whilst much of Yin’s research involving case study is rooted in scientific approaches, he has also acknowledged the value of interpretative case study. Similarly, whilst Stake’s research falls into the interpretivist paradigm, he confirms the possibility that case study can be an appropriate strategy for quantitative research (Brown 2008). From an educator’s perspective, Merriam’s work along with Stake’s interpretivist stance provides the most useful points of reference for this study.

The limited examples of CLIL in England that have been successfully sustained over a period of time, together with the wide range of models in operation, influenced the choice of collective or multiple case study. Following Yin’s ‘replication logic’ (Yin 2009:54), the literal replication of a case study across different CLIL models provides

a framework for considering which, if any, findings are replicated. Replication in different contexts provides more robust findings (Yin 2009) and therefore the study of two or three cases was preferable to a single case. The analysis of the individual case studies will precede the cross-case analysis and conclusions. The study sets out to provide rich, intense, thick descriptions of three cases, which may provide data from which comparisons might be drawn. Where comparisons arise from the case studies, these will not be ignored in the analysis and subsequent discussion. However, comparisons at this level will not dilute the richness of the description of each individual case (Stake 2005).

Figure 10 below, based on the table Language and school-based models of CLIL in England at the end of chapter two, summarises the three different models of CLIL in the case study schools.

School	Project type	Curriculum involved	Description
Ash School 11-16	Curriculum Strand	ICT, PSHE, Tutor group for three years Y8 group	Learners study a number of subjects through the CLIL language often in KS3 as there are no current alternatives to examinations in English. They may also use the TL for registration and form period.
Cedar School 11-18	School-based project	Subject strand of Geog in French Y8 group	Learners study a curriculum subject, taught in the CLIL language with planning input and/or teaching input by language and content teachers.
Beech School 11-18	Language-based projects based on links with other curriculum areas	Subject module of History and Science in French for 9 lessons Y9 group	Learners engage in a module from a content subject, taught in the CLIL language with planning input and/or teaching input by language and content teachers.

Figure 10: Summary of case study CLIL models for this study

Having explored and justified the choice of case study as the methodological approach for this research, issues of trustworthiness, validity and reliability will now be considered.

Trustworthiness, validity and reliability

Trustworthiness

The nature of reality that is co-constructed and in flux in qualitative research has led a number of writers beginning notably with Lincoln and Guba (1985) to posit trustworthiness and authenticity as alternative ways of judging its quality, (Bryman 2004). Trustworthiness is considered by Bryman (ibid.) to have had a greater impact on thinking than authenticity. Trustworthiness consists of four criteria, which parallel aspects of quantitative research: credibility parallels reliability; transferability parallels external validity; dependability parallels reliability and confirmability parallels objectivity (ibid.).

This predominantly qualitative study will therefore be mainly concerned with trustworthiness. However, for any aspects that are quantitative in nature, validity and reliability are equally important.

Validity concerns whether the research tool or instrument measures what it is intended to measure (Bryman 2004). What is important is that at all stages of the research, consideration is given to maximising trustworthiness, validity and reliability in all appropriate aspects, thereby minimising errors. Cohen et al. (2000) suggest eighteen different aspects of validity related to qualitative research, Bryman (2004) seven and (Yin 2009) three together with reliability, however the latter concerns specifically case study design. In designing this research therefore, consideration will be given to these four design tests, common to all social science methods (Yin 2009), of construct, internal validity, (or credibility) and external validity (or transferability) and to reliability (or dependability) in order to maximise quality (Yin 2009).

Aspects of validity and reliability will be introduced below. They will be explored further within the context of how the research was undertaken in part two of this chapter.

Construct validity

In order to increase construct validity, multiple sources of evidence were used to allow a convergence of evidence (Yin 2009). Instruments will be designed for piloting in different schools by drawing on literature, experience and responses to questions in earlier work in the area. These pilot versions will be sent to two academic colleagues for scrutiny and amended before piloting in a similar school CLIL context. This process will help to ensure that the instruments do what they are intended to do. During data collection, triangulation of view points from the range of perspectives will allow a ‘thicker’ description and questions that arise will be posed to the range of participants producing a better fix on issues, which in turn will help to minimise subjectivity. Triangulation of data sources, of perspectives on the same data set and of methods will be undertaken. Care will be taken in the analysis of data to triangulate data between the multiple sources within each case and to triangulate aspects of data where appropriate between cases (Yin 2009).

Respondent validation is also important for increasing construct validity by ensuring that what they say in the interview accurately represents their view; it provides opportunity for amendments and additions of information that do not come to mind during the interview. The establishment and maintenance of what Yin (2009):122 describes as ‘a chain of evidence’ or auditability is key in increasing construct validity. The clear protocols and structure involved in a thesis provide the explicit creation of a chain of evidence, allowing the reader to trace evidence from questions based on literature reviews through data collection, results, analysis and back.

Internal validity (or credibility)

Internal validity concerns the accuracy of an explanation based on the data collected; the explanation should take into account all potential factors, including those not directly relevant to the setting in hand. In order to minimise this aspect of internal credibility, care will be taken to establish questions that are congruent with the theoretical perspective of social constructivism on which the study is based (Hawkes 2012). They will be drawn from findings from the literature reviews and earlier

studies. The research will be designed to seek the convergence of evidence from a range of sources to strengthen the validity of inferences. Inference needs to take into account alternative interpretations and possibilities, accuracy and whether the supposition is 'air tight' (Yin 2009:43). The consideration of three different models of CLIL in three settings provides a broader range of evidence than consideration of a single model. Analysis of data will include tactics suggested by Yin (2009) of matching patterns, and the building of explanation; rival explanations will be addressed where appropriate.

External validity (or transferability)

External validity concerns the extent to which findings can be generalised; case studies involve *analytical* generalisation (Yin 2009:43). Commenting on Bogdan and Biklen (1992), Cohen et al. (2000):109 suggest the qualitative researcher is concerned with 'the degree of commonality between various social settings', rather than whether the findings from one setting can be generalised to another. Merriam (2009):226 suggests that within the context of qualitative research, generalisability is often viewed from the perspective of the reader and that 'the extent to which the study's findings apply to other situations should be left up to the people in those situations'. The researcher's responsibility is to provide a sufficiently detailed and rich picture of the case to facilitate comparison between the study and the reader's situation (ibid.).

The three contexts provide a broad range of complexity and interest and care will be taken to relate theory to the individual case studies in the research design by using the process motivation model for investigating CLIL, presented later in part one of this chapter, constructed from previous theory in the field in order for aspects of commonality to be explored. Instruments and data collection will be replicated where appropriate and where a different CLIL model requires modified instruments, changes will be made with the aim of maximising opportunities for replicability. Where models of CLIL are different, questions will be adapted where appropriate. Whilst questions may be amended, the information regarding motivation sought remains true

to the process model and in this respect similar. These steps will allow replication logic to be utilised where possible across the different contexts and models.

Reliability (or consistency)

Reliability concerns the consistency of findings, were the same procedures to be repeated (Yin 2006). Consistency, also referred to as dependability, is not the same as uniformity (Cohen et al. 2000). Because of the nature of reality, in the naturalistic setting of qualitative research, different perspectives of the same setting, for example a lesson observation, may be equally reliable and ‘co-exist’ (ibid. 120). The non-static nature of human behaviour means that ‘replication of a qualitative study will not yield the same results’ (Merriam 2009:222). The more pertinent question

is not whether findings will be found again, but whether the results are consistent with the data collected.

(Merriam 2009:221)

The establishing of reliability of instruments and procedures is therefore important. Yin (2006):45 suggests that ‘the goal of reliability is to minimize the errors and biases in a study’.

Throughout all aspects of the research, it is helpful to make procedures sufficiently overt and specific, so that, were they to be followed by someone else, the results would be likely to be similar (Yin 2006). One example of steps taken within this study to enhance reliability of instruments was to scrutinise outcomes from earlier research in this area, in which similar questions were asked, prior to instrument design. During data collection, steps such as a purposive sample of mixed ability children for focus groups and including at least 25-50% of the class will be taken. However, within the qualitative aspects of the study, because of the constantly changing nature of social reality, even if procedures *were* followed exactly and by the same actors, outcomes would not be identical and therefore the consideration of procedures in terms of dependability is a more helpful approach for these aspects.

Sampling

Sampling will be what Stake (2005):451 describes as

a purposive sample, building in variety and acknowledging opportunities for intensive study.

Decisions about sampling for this research are governed by the limited schools with sustained projects in existence in England, and of these, those who are willing to take part in the study. Merriam (2009):227 suggests ‘maximum variation in the sample’ as a useful means of enhancing the notion of transferability posited by Lincoln and Guba (1985). This will be addressed by selecting cases using different types of CLIL model and different types of schools. Careful consideration will be given to the rationale for the sampling of pupils when forming focus groups and when selecting classes and lessons to be observed.

Ethics

As Merriam (2009) explores, the ethics of the researcher are key to validity and reliability. The main aspects considered for this study were issues related to consent, anonymity and confidentiality. The ethics procedures of the University of Hull’s Faculty of Education were followed in preparation for the study, (Standards of Professional Integrity in Research, www2.hull.ac.uk/ifl/docs/IFL-R_EthicsGuidance.doc, accessed 27.1.13). Research instruments and letters were submitted to the Faculty of Education’s ethics committee for approval and an agreement by the head teacher of each CLIL school was then sought. All participants, teachers and pupils agreed to participation by signing a consent form on which it was made clear that it was possible to withdraw at any point. Care was taken to ensure confidentiality and anonymity for individuals, as far as it is possible in a study where nationally the field of potential schools eligible is limited. Pseudonyms were used for all participants and schools; references in the bibliography for the schools’ Ofsted reports and brochures contained the pseudonym rather than the full reference. Permission was additionally sought for lessons to be filmed in accordance with the Data Protection Act 1998, to ensure that the observer was able to engage primarily in

observation rather than in note taking during the lessons and as an aide-memoire prior to visiting the subsequent school and in the later stages of the thesis. By placing the camera at the back of the room, disruption to normal activity and teaching was minimised. I undertook to use video material for the purpose of this research and to keep it safe, ensuring that it did not enter the public domain. The researcher has clearance for working with children in schools from the Disclosure and Barring Service (DBS) and this document was taken on school visits.

Vital as these procedures are, ethical dilemmas also arise in the field and in the dissemination of findings. Credibility here depends much more on the values of the researcher, their awareness and sensitivity in seeing the issues and their sensitivity and integrity in responding to them. In exploring the need to honour privacy, Stake (2010):207 cautions against dependency on anonymity which he describes as ‘weak protection’. He concludes that the most effective means is ‘not to come to know the private matters’ (ibid. 207). As ethical issues arose during the research, they were resolved by means of reflection and, where appropriate, discussion with a supervisor, with the objectives of maintaining respect for the participants and the schools, and the integrity of the research.

Data collection instruments

The rationale for the selection of data collection instruments, or tools, will be explored in this and the following section. The process motivation model for investigating CLIL in the classroom in England, proposed in chapter two has been developed further in figure 11 on the following page, to include broad potential data collection methods. An exemplification of potential sources of evidence was included in column three, next to the principal characteristics in column two, in order to facilitate consideration of the appropriate methodology for this research and the resulting potential data collection instrument(s). Potential instruments are now noted in the final column. Collectively the tools selected will generate data on aspects of motivation in column one and on the principal characteristics in column two. Interviews and pupil focus groups will seek data on each aspect of motivation in

column one and principal characteristics in column two. Collectively the instruments will provide data on many, but not necessarily all of the examples of sources of evidence in column three. The model will be used in the development of the tools to ensure coverage of the principal characteristics.

Process motivation model for investigating CLIL in the classroom in England

Aspects of motivation	Principal Characteristics	Exemplification of potential sources of evidence for principal characteristics: what to look for	Potential investigation methods/instruments
Learning environment			
Teacher specific	The nature of interaction within the classroom: environment promotes purposeful, stimulating learning within a supportive ethos	<ul style="list-style-type: none"> • affiliative motive (to please the teacher) • authority type (controlling vs. autonomy-supporting) • appropriate challenge • modelling/task presentation • appropriate enthusiasm • nature of learning experiences • learner independence • nature, timing and amount of feedback • nature and amount of appropriate praise • rewards/sanctions 	<ul style="list-style-type: none"> • teacher interview • school documentation • focus group • pupil questionnaire/ interview • observation
	Environment fosters positive emotions	<ul style="list-style-type: none"> • confidence • fear/anxiety • enjoyment/pleasure 	<ul style="list-style-type: none"> • pupil questionnaire • focus group • observation
Course specific	Interest/relevance	<ul style="list-style-type: none"> • stimulating course content • relevance to pupils' needs • resources • time of day, week, year • expectancy of success 	<ul style="list-style-type: none"> • review resources and school documentation • pupil questionnaire/interview • focus group • observation
Group specific	The nature of interaction with in the group: promoting co-operative learning	<ul style="list-style-type: none"> • size of class and school • class and school ethos • group cohesiveness • prevailing goal structure (cooperative, competitive or individualistic group work) 	<ul style="list-style-type: none"> • pupil questionnaire/ interview • teacher interview • observation

		<ul style="list-style-type: none"> engagement 	
Learner engagement			
	Perceived value of activity	<ul style="list-style-type: none"> personal relevance anticipated value of outcomes intrinsic value attributed to the activity identified regulation (helped by teachers/others to identify how the learning is important to them) 	<ul style="list-style-type: none"> pupil questionnaire/interview focus group teacher interview observation
	Pupil attitudes towards	<ul style="list-style-type: none"> language learning in general the TL the TL community 	<ul style="list-style-type: none"> pupil questionnaire focus group teacher interview observation
	Pupil perceptions of their learning	<ul style="list-style-type: none"> pupil perceptions of: <ul style="list-style-type: none"> their effort their progress the level of difficulty/challenge 	<ul style="list-style-type: none"> pupil questionnaire focus group observation
	Engagement in learning tasks	<ul style="list-style-type: none"> willingness to engage response to tasks use of learner strategies WTC willingness to communicate pupil use of the TL progress 	<ul style="list-style-type: none"> pupil questionnaire focus group teacher interview observation work scrutiny
Learner Identities/Self			
	Self concept	<ul style="list-style-type: none"> realistic awareness of personal strengths/weaknesses in skills required personal definitions and judgements of success and failure self worth/concern learners understand <i>how</i> they are motivated exploration of values relating to learning and languages learned helplessness 	<ul style="list-style-type: none"> pupil questionnaire focus group teacher interview observation work scrutiny
	Mastery	<ul style="list-style-type: none"> feelings of competence awareness of development of skills self efficacy ability to set appropriate goals 	<ul style="list-style-type: none"> pupil questionnaire focus group teacher interview observation work scrutiny

Figure 11: Process motivation model for investigating CLIL in England *Source:* adapted from Williams and Burden 1997; Dörnyei, 1994a and Coyle, 2011

Rationale for selection of instruments for this study

The empirical research for this thesis is dependent on the triangulation of data collected during the course of a pre-visit questionnaire, qualitative interviews, focus groups, observation, and the scrutiny of documentation in three secondary schools in England. The choice of using a range of instruments allowed triangulation to take place through a comparison of perspectives. The advantage of this is that it thereby increased trustworthiness, reliability and validity of results.

Scrutiny of school documentation was selected to provide insights prior to the visit and this together with additional material collected during the visit enabled triangulation of evidence with other data sources. In order to gain further insights into the contexts prior to the three-day data collection period in each school and thereby develop questions appropriate to them, a pupil questionnaire was selected to be completed and returned prior to the visit. Pupil focus groups were chosen to probe the pupils' views of any issues raised by the questionnaire and documentation, and any aspects that arose during the visit before the focus groups. Semi-structured interviews with the class teacher, a middle manager and a head teacher or senior leader were selected to gain teachers' perspectives. Seeking the views of staff from across the school hierarchy provided a range of perspectives. The scope of the project did not allow for parents' views to be collected. Informal observation and observation in the classroom within each school provided colour; as an experienced PGCE tutor, I went into classrooms to get a feel for what was happening. Aspects observed had the potential to confirm and support evidence from other instruments. Observation in the classroom had a limited focus because of the need to reassure the school and the teachers that the researcher's role was not to make judgements about the lesson. Teachers' openness and honesty may have risked compromise should colleagues in school have perceived the visit to be associated with any aspect of, or resemblance to, an Ofsted section 5 school inspection; the researcher is an additional section 5 inspector and this information is available in the public domain. It was therefore important to make the researcher's role explicit. Although for similar reasons, work scrutiny had a limited focus in this study; examples were observed within lessons with the aim of confirmation of data. Lessons observed were filmed to allow the researcher to focus on what was happening in the classroom. The recording was intended to assist memory and reflection, not for detailed scrutiny.

Coding frames for the questionnaire

There are many types of coding (Bryman 2004; Harding 2013). In developing questions for the pupil questionnaire both pre-coding and post-coding techniques will be employed. Care will be taken to ensure that categories do not overlap.

Pre-coding

The advantage of pre-coded questions is that respondents select a category that applies to them (Bryman 2004); pragmatically it makes completion quicker, however the categories may not cover all aspects of the question that apply to the individual learner. In order to overcome this, an 'other' category was included. The coding frames for pre-coded responses was established from themes discussed in the literature reviews in chapters one and two and from previous research in a similar context (Bower 2006; Coyle 2011). The categories were adjusted where necessary after piloting. The categories were also sent to each school prior to printing, to ensure that the categories were relevant to their particular context. The category of 'using the target language as sticker monitor' for example, is only likely to be valid in one specific school rather than every school.

Post-coding

Responses from the 'other' category in the coding frames and to open questions were coded where more than one respondent made a similar comment about the same issue and as such the codes emerged as the data was analysed. For unique responses a code were devised for brevity and clarity where appropriate. As Cohen et al. (2000):148 suggest

The code is a word or abbreviation that is sufficiently close to that which it is describing that the researcher can see at a glance what it means.

Post-coding carries the risk of unreliability due to the possibility of error in coding, and error of interpretation in the coding of the answers, thereby reducing or even removing validity (Bryman 2004). The specific questions in this narrow context, where all respondents are being taught by the same teacher in the same context, increases the likelihood of similarity of meaning, assisting with the process of assigning codes to responses accurately. Furthermore, because this is a predominantly qualitative study, responses can be triangulated via the pupil focus groups and the interviews with staff during the data-collection visit, thereby minimising unreliability.

Rationale for the coding of the data from pupil focus groups and interviews

Interviews and pupil focus groups were recorded and transcribed . A coding system was devised for the collection and analysis of data from these transcriptions (Bryman 2004; Harding 2013). Codes were drawn from the research questions, which correspond to the themed sections on the interview schedule; the latter were drawn from the process motivation model for investigating CLIL introduced in chapter two and developed earlier in part one of this chapter. According to Harding (2013):82, codes that ‘reflect categories that are already of interest before the research has begun’, may be described as ‘a priori’ codes. Should additional themes to the initial coding system emerge on analysis of the data, they will be coded accordingly. Harding (2013):82, refers to these as ‘empirical’ codes as they are ‘derived while reading through the data, as points of importance and commonality are identified’. Codes were listed in logical order, which are not necessarily in order of importance and are not intended to correspond to the volume of data that will emerge.

Pre - and post - coded responses and categories

Pre-coded responses categories were adjusted where necessary after piloting and consultation with each school. Responses from the ‘other’ category in the coding frames and to open questions were coded for brevity and clarity where appropriate using post-coding techniques (Bryman 2004; Cohen et al. 2000) where more than one respondent made a similar comment about the same issue, and for brevity and clarity where appropriate for unique responses. For example, the responses ‘*I find French interesting*’ and ‘*because I like French I like learning different languages*’ were coded as ‘interest/like languages’, whereas ‘*... to learn more French and visit France*’ was coded ‘visit France’ and ‘learn more French’. ‘Simple counting techniques’ (Silverman 2002:163) using paper and pencil were more appropriate than more complex software for reporting the results of this small sample. The relatively narrow context of one group of pupils in a specific learning environment providing short responses was helpful in maximising uniformity of the allocation of codes (Cohen et al. 2000).

In part one of this chapter the philosophical positioning within which the research is being conducted and the consequential rationale behind the selection of methods have been considered. In part two, how the researcher went about conducting the research will now be explored.

Part Two: how the research was undertaken

Data collection

In order to explore the multiple perspectives of reality of each case study (Stake 1995) and to begin to understand its complexities, it is necessary to collect data from different players seeking their view point. The theoretical framework used as the basis for determining the most appropriate types of data collection to answer the main research questions was the process motivation model introduced in chapter two and developed to address investigation instruments earlier in this chapter. This model also provided a framework for the development of questions for the questionnaire, the semi- structured interviews, and the pupils' focus groups.

Documentation

Data collection began with a scrutiny of documentation. Analysis of documentation has the advantage of being stable and available for repeated consultation. It provides evidence containing precise and accurate details, for example of spellings and names of key school contacts and details about the school and events; some of these, for example progress data, are documented over time, potentially contributing towards a richer picture. The potential disadvantages may include access to all documentation requested, some may be withheld; access to comparable data in each school due to different approaches to gathering and formatting data and a further disadvantage may be potential bias as the school selects the items it is happy to contribute (Yin 2009). Sources included documentation in the public domain such as Ofsted reports. School websites provide a range of information, but reporting in this kind of area is likely to be selective and biased in favour of the school; this requires consideration during scrutiny. Prior to the initial visit schools were asked to provide the school prospectus, departmental policies, a scheme of work, or relevant part of a scheme of work for CLIL/immersion classes, departmental reviews, self-evaluation and development plans and the MFL departmental timetable. Where schools had language college status, a copy of their bid including any outreach and/or any aims relating to CLIL/immersion teaching were sought. Schools were also asked to provide any other information that they felt they would like to provide to ensure as rich a picture of the school and department as possible.

In practice, schools provided documentation in advance that was easily sent electronically and other evidence was made available during data collection visits. Additional documentation provided by the schools covered a range of areas, including presentations for parents, study visits and documentation from the visit to Canadian immersion schools that became the catalyst for the project. As a result, although sources of documentation varied from school to school, the documentation allowed a richer understanding of each school context. Prior to the data collection visit, this, together with the initial visit, provided insight into the settings and informed instrument design and data analysis. Documentation was most useful for triangulation to corroborate findings from other sources and for increasing the evidence base (Yin 2009).

Question generation

The questions (appendices 1-3) aimed to explore pupils' and teachers' attitudes towards language learning within the CLIL context and how these impact on pupil motivation. The development of these questions took into account constraining forces identified in literature including English as a global language, European and UK governmental policy, constraints on the curriculum, cultural attitudes towards learning languages in England and the demotivation in modern languages lessons and the content of the modern languages curriculum. Experience and findings from previous research undertaken in this field (Bower 2006) enabled an informed generation and honing of questions.

Semi-structured Interviews

Case studies seek to 'obtain the descriptions and interpretations of others' (Stake 1995:64), Stake describes the interview as the principle means of collecting multiple realities.

'Getting the exact words of the respondent is usually not very important, it is what they mean that is important' (Stake 1995:66).

As interviews were being conducted in three schools, it was important that questions were similar for comparability purposes. However, the settings and experience of the interviewees were different and therefore a structure that allowed for some differentiation in questioning was important if the relevant views of each individual were to be understood by the interviewer as much as they can be, and as a result,

represented as fully as is possible. Semi- structured interviews therefore were selected in preference to unstructured interviews, which because of their exploratory nature, were likely to focus less rigorously on the main issues, and lacking communality would be less useful in terms of comparability (Merriam 2002).

The findings of a previous study of an immersion project in a similar context and curriculum areas (Bower 2006) provided a considered basis for the development of questions reflecting the aspects of motivation in the process model. I have previously interviewed staff about an immersion project which was begun by a teacher who had developed a similar programme in her own school, as a result of a visit to the first case study school. This similarity provided valuable insight and experience on which to draw for the purposes of this research and in a number of aspects, it provided almost a pilot study. However, for this research, questions devised were grouped under the themes of the process model for investigating CLIL grid. Sections began with an overarching question – with possible follow up questions ready, should these not naturally occur in the interview. The questions (appendix 1) were set out as follows in sections: A - organisation of the project, B - learning environment, C - learner engagement, D - learner identities and E - transferability. These sections were also intended to provide categories for coding data at a later stage. Questions from one of the five sub-sections are included below as an example in order to demonstrate the range and progression of questions:

C. Learner engagement	
1.	What do you consider to be the main elements of CLIL/ immersion that enhance pupil motivation?
2.	What impact do you think the immersion project has on <i>pupil perceptions</i> of their learning a) in terms of effort? b) in terms of their progress? How does pupil performance compare with others in the year group a) in MFL b) in other subjects
3.	What impact does learning in this way have on cognitive challenge planned by the teacher and on levels of cognition attained by the pupils?
4.	Thinking about the impact you think learning in this way has on pupil attitudes towards learning – what are pupil attitudes like towards language learning in general? towards use of the target language for the pupils involved? towards the TL community? Do you have any evidence for these opinions?
5.	What do pupils particularly enjoy?
6.	What do they dislike?

7. Which aspects of the immersion project have you found to motivate boys/girls? Any evidence?
--

Figure 12: Questions from section C, Learner engagement

Some sections are more relevant to some types of interviewees than others, for example, section A 1- 4 are relevant to the managers and not the teacher; consequently not all questions were intended for any one interviewee. Prompts were included on the interviewer's version to keep the discussion on track and to provide some ideas or focus if required during the interview. For question one above, prompts provided the following examples of elements of motivation:

pupils' perceived value: relevance, value of outcome; intrinsic value/pleasure, identified regulation: helped by teachers/others to identify how the learning is important to them; arousal of curiosity, optimal challenge.

Elements that enhance motivation were then explored explicitly via sub questions two to seven, where appropriate, to ensure as detailed coverage as possible. Questions were sent to both academic supervisors for comment prior to piloting.

Piloting the interview questions

Piloting the questions provided a challenge because access to colleagues who are taking part in, or who have taken part in a CLIL project, is limited by the small number of potential candidates. Both colleagues involved in the previous local immersion project had already been interviewed by the researcher and on more than one occasion about different classes. The decision was taken to pilot the questions with a colleague who had run and taught a CLIP project in a local school. As the leader of the project, he was able to answer all aspects of the questions in the interview schedule. It also provided insights as to why the successful project had not been repeated. A further advantage was that the project was a Geography one, of nine lessons in length and therefore provided insights into a different model from the one I had previously researched. The disadvantage was that the project had finished in 2006 and some aspects of the questions such as monitoring data had not existed to the extent they now do in schools; he was therefore unable to provide the kind of answers that schools are now able to do in response to some of the questions in these areas.

Changes after feedback and the pilot

Question A4: ‘if any’ was added to avoid suggesting that there were obstacles. Clarity was improved on Q7 by specifying that advantages included pupils, teachers, the department and the school. The pilot interviewee found question C4 difficult and this was rephrased to achieve greater clarity:

What impact does learning in this way have on *pupil attitudes* towards learning?

towards language learning in general
towards use of the target language for the pupils involved
towards the TL community

Do you have any evidence for these opinions?’

became:

Thinking about the impact you think learning in this way has on pupil attitudes towards learning, what are pupil attitudes like:

towards language learning in general?
towards use of the target language for the pupils involved?
towards the TL community?

Do you have any evidence for these opinions?

Section D was found more problematic to answer. The difficulty was that the teacher had not undertaken the level of thought and evaluation required by the question; when prompted however, there were aspects that he had undertaken with his pupils. I worked with the interviewee to reorganise the section so that the questions he found easier to answer about mastery of the language (Q4-6) came before those concerned with learner identity and self concept. Targets was substituted for ‘goals’ as this is the language used most frequently in the classroom. The first two questions on self concept were redrafted to attempt to gain a greater response.

Section D Self concept initial draft	Section D Self concept final draft
4. To what extent do pupils have a realistic awareness of personal strengths/ weaknesses in the skills required?	4. 1. To what extent do pupils have a realistic awareness of their own personal strengths/weaknesses in the skills they need in immersion subjects? 2. Are they able to make personal judgements about what success and failure might be for themselves?
5. Can you think of any ways in which you help learners understand <i>how</i> they are motivated?	5. Can you think of any ways in which you help learners to understand <i>how</i> they are motivated? how do you generate initial motivation

	(enhance L2-related values and attitudes, inc learners' expectancy of success and target-orientatedness) maintain and protect motivation (stimulating learning, specific targets, maintain positive social image, cooperation, learner autonomy, self-motivating learner strategies and encourage positive self- evaluation (motivational feedback, increasing learner satisfaction, offer rewards and grades in motivating manner)
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Figure 13: Development of questions D4 and D5

For question D4, a second part, D4.2, was added to offer a further opportunity for the interviewee to develop the theme of self concept further.

Question D 5 was found difficult to answer. The prompts in the table above, taken from the motivational teaching model (Dörnyei 2001; Dörnyei and Ushioda 2011), were therefore added to the interviewers question schedule in order to provide examples for the interviewee. The intention was to use these to provide examples as prompts for teachers encountering similar difficulties in the field.

Interview questions were sent to the interviewees in advance, along with the University of Hull's ethics consent forms. Interviews were recorded, transcribed and sent to interviewees for amendment and comment.

The measures taken to establish face validity of the questions therefore included the consideration of responses from previous similar studies, scrutiny by supervisors, piloting of questions, consideration of the questions before the interviews and of the transcripts by the interviewees.

Consideration of responses from the transcripts of the previous study, the pilot study and comments from supervisors contributed to securing a higher degree of consistency. This was evidenced in similar interpretation of what the question required from the responses of interviewees.

Pupils' views

Questionnaire

The aim of a questionnaire was to identify issues in advance of the data collection visit that could be probed in greater depth in the pupil focus groups, thus allowing more focussed questioning. The questionnaire sought to collect data from each pupil in one class in each school about pupils' attitudes towards CLIL and language

learning, as well as to provide the opportunity to consider the impact of how selection, gender, ability and age may impact these attitudes.

The questionnaire was completed before the beginning of the main research period of three days, allowing the refinement of interview and focus group questions and the focus of observation to be amended where appropriate. Practical considerations of location prevented the researcher from administering the questionnaire in order to maintain similarity between cases. Therefore, in order to increase reliability in administration of the questionnaire, an agreement was made with each school that the questionnaire would be administered by a different colleague to the class teacher and that they would use a suggested script for introducing the questionnaire to the pupils.

The questionnaire (appendix 2) was devised based on the literature review and earlier work in the field of CLIL, and motivation in modern language learning, (Bower 2006; Chambers 1999; Chambers 2000; Chambers 1993; Clark 1998; Coyle 2011; Dörnyei 2003a; Jones and Jones 2001). Question design was enhanced by suggestions from (Bryman 2004) and (Dörnyei 2003b) regarding the reduction of ambiguity, unnecessary length, leading and general questions. The table below provides examples of the development of three questions.

Sample initial questions	Sample final questions																												
<p>2. What do you like about being in the immersion group?</p> <p>List as many things as you can think of</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>2. What do you like about being in the immersion group?</p> <p><i>Tick those that are true for you</i></p> <table><tr><td></td><td>The way you learn French</td></tr><tr><td></td><td>Being in a special group</td></tr><tr><td></td><td>Getting on well with everyone in the group</td></tr><tr><td></td><td>Speaking French</td></tr><tr><td></td><td>Fun</td></tr><tr><td></td><td>Learning more about France</td></tr><tr><td></td><td>French pen pals</td></tr><tr><td></td><td>Getting ahead (accelerated learning)</td></tr><tr><td></td><td>Future opportunities</td></tr><tr><td></td><td>The teacher</td></tr><tr><td>Other</td><td><ul style="list-style-type: none"><i>add as many others as you can think of</i></td></tr><tr><td></td><td><ul style="list-style-type: none"></td></tr><tr><td></td><td><ul style="list-style-type: none"></td></tr><tr><td></td><td><ul style="list-style-type: none"></td></tr></table>		The way you learn French		Being in a special group		Getting on well with everyone in the group		Speaking French		Fun		Learning more about France		French pen pals		Getting ahead (accelerated learning)		Future opportunities		The teacher	Other	<ul style="list-style-type: none"><i>add as many others as you can think of</i>		<ul style="list-style-type: none">		<ul style="list-style-type: none">		<ul style="list-style-type: none">
	The way you learn French																												
	Being in a special group																												
	Getting on well with everyone in the group																												
	Speaking French																												
	Fun																												
	Learning more about France																												
	French pen pals																												
	Getting ahead (accelerated learning)																												
	Future opportunities																												
	The teacher																												
Other	<ul style="list-style-type: none"><i>add as many others as you can think of</i>																												
	<ul style="list-style-type: none">																												
	<ul style="list-style-type: none">																												
	<ul style="list-style-type: none">																												
<p>9. How enjoyable is learning a language for YOU? Tick a box</p>	<p>9. How enjoyable is learning this language for YOU? Tick a box</p>																												
<p>11. How would you rate your level of effort in immersion classes since September? Tick a</p>	<p>11. How would you rate your level of effort in immersion classes since September? Tick a box</p>																												

box							Maximum effort	Good effort	Satisfactory effort	Poor effort
	Maximum Effort	Good Effort	Coasting	Unsatisfactory	Lazy Effort					
In class	5	4	3	2	1	In class	4	3	2	1
At home	5	4	3	2	1	At home	4	3	2	1

Figure 14: The development of sample questions

Experience from the questionnaire devised for an earlier study, of a similar immersion group learning identical curriculum areas through the medium of French, provided a number of priorities. These included shortening the length to a maximum of 30 minutes completion time, which in mixed ability group settings, meant a maximum of 20 minutes, allowing slower writers sufficient time (Dörnyei 2003b). In order to achieve this more questions were devised that required ticks and fewer that required writing, especially open-ended writing. This was achieved for Q 2, 3 and 6 by using categories derived from the results of a similar questionnaire from earlier work in the area; the development of question two is demonstrated above.

Consideration was afforded to providing the opportunity to collect data from across as wide a range as possible of aspects of motivation from the selected process motivation model. However, for the areas of learner identities and skills in self concept and mastery, it was felt because of the nature of the concepts, that interview questions in the pupil focus group rather than responses in a questionnaire were more likely to be productive.

Exploration about values relating to learning and languages, and understanding *how* pupils are motivated, were considered too complex and not necessarily readily understood by the full range, or possibly any, of the Y8 pupils within the context of a questionnaire. It was felt that pupils may not understand what was meant by 'skills' and therefore exploring their awareness of development of skills would be more helpful in the pupil focus groups.

The initial draft was amended to include a range of categories for selection derived from earlier work in the area, for the likes and dislikes questions (Q2 and 3), thereby reducing the amount of writing required. The questions advantages and disadvantages (4a, 4b, 5a, and 5b) were reworded to clarify where a general response was required,

whilst giving specific opportunity for response to each curricular component undertaken in French.

Where selection of a category was required, four were chosen instead of five so that respondents could not select a middle category (Q9-12); the development of question eleven can be seen in figure 14. In order to avoid leading the respondents, examples of the aspects of immersion that had given the most and least satisfaction and advantages and disadvantages were deliberately omitted. To enable the researcher to potentially follow up any emergent lines of enquiry, a decision was taken to ask for the pupils' initials. A member of the senior team, who does not teach the pupils, was administering the questionnaire, and on balance, this was considered the most expedient option. The register number could have been included in the top right hand corner, but this would have been more complex to administer. The short three-day period of access to the school and the short time period of four weeks for the preparation of the questionnaire, piloting of it and administration prior to the data collection visit contributed to this decision.

Piloting the questionnaire

The decision was taken to sit with a pupil whilst they completed the questionnaire so that any difficulties or queries they experienced could be readily understood. It provided richer feedback than piloting on a parallel group. I considered piloting the questionnaire in the case study school, but the desire not to add additional organisational requests to the case study school, in a limited timeframe, shortly after my initial visit, and the logistical issues of the distance involved, meant that on balance, the local school in which pupils were studying the identical curriculum areas in the previous year was the preferable option.

The class teacher selected an able pupil, a middle ability pupil and an SEN pupil from volunteers to undertake the pilot over lunchtime. This enabled me to sit with the pupils in case of queries, note the time each one took to complete the questionnaire and to ask for feedback about the questions and any changes for improvement. None of the respondents raised any queries and answers were appropriate to all questions, suggesting questions were readily comprehensible. Sitting with them enabled me to time how long it took and to see the ease with which they could understand the question.

Changes to the questionnaire after comments from supervisors and pilot students.

A title and context were added. The layout was altered to enable all questions to appear on four sides of A4, to make the questionnaire appear attractive, by changing the font of the tables and reducing the line spaces after some questions (Dörnyei 2003b). Pilot pupils suggested that there might be too many spaces in Q2 and Q3 for 'other', however as the responses suggested were taken from the responses of an immersion group at the same school, a decision was made to leave them in; in another context different responses may occur. Q16, 'which **4 subjects** do you think you would like to study in the 6th form or at college?', caused a problem for two of the three respondents as they planned to do five subjects in the sixth form. The question was rephrased to 'four or five subjects', in order to elicit the full range of intended post-16 subjects. One respondent wrote her name in the box top left on page one intended for noting ability from the teachers' records. 'For official use' was therefore inserted on the final version.

The time required by the three pilot pupils were as follows: able pupil: twelve minutes; middle ability pupil seventeen minutes; SEN pupil seven minutes (incomplete – due to late arrival). In a class situation therefore, it was considered that thirty minutes would be sufficient for all pupils; many should finish within twenty minutes. The final question offers opportunity of an extension for early finishers.

The questionnaire was submitted at the pilot stage to the teacher and the head of department in Ash School to ensure that terminology would be readily understood by the pupils in the school. As a result of feedback, the term for PSE was changed to 'éducation civique' and codes for Q2, 3 and 6 were reduced to reflect practice in the school. For example 'being the sticker monitor', 'being the teacher' were removed from Q6, 'in immersion classes, when do you usually speak in French rather than English? Tick those that are true for you', because they were not part of normal classroom practice in Ash School.

Questions were amended where appropriate for each setting. In the context of Beech School, for example the whole cohort are involved in the CLIL programme of learning Geography through the medium of French or French and therefore pupils do not choose to take part. The questionnaire was therefore amended accordingly; questions 1a and 1b regarding choice were omitted and the term 'Geography in

French' replaced 'immersion subjects'. Additionally, the past tense was used for questions about the World War Two module in Cedar School, as project had already finished at the time of the data collection visit.

The measures taken to establish face validity of the questionnaire therefore included the consideration of responses from previous similar studies and the design of questions based on codes from a previous study (Bower 2006), scrutiny by academic colleagues, piloting of questions, consideration of the questionnaire by the class teacher and head of department prior to the final draft.

The steps taken to increase reliability in the administration of the questionnaire, the honing of questions via consideration of results from the questionnaire of the previous study, the pilot study and comments from academic colleagues and teachers in the case study schools, contributed to securing a higher degree of reliability. This was evidenced by the cross-referencing of responses of pupils, which demonstrated that they had interpreted what the questions required in a similar way.

Focus group

A focus group was selected for interviewing pupils as this provides a setting in which pupils can consider their own views within the context of those of others (Merriam 2002), and thereby a consensus of views can be reached in a setting in which pupils are more likely to be comfortable enough to be honest. Bias induced by over-loyalty to their school and teacher may be reduced. The sample included 6-10 pupils who know most about CLIL according to suggestions made by Merriam (2002) and a consideration of the 'composition of groups in focus group research' (Bryman 2004:350). Whilst Merriam suggests that the participants are strangers, this is not possible within this context, but schools were consulted to ensure that selected pupils were a group in which they were most likely to be able to articulate their viewpoint without inhibition.

Topics came from the data generated by the questionnaire. This provided the opportunity to follow up some of the issues raised in the questionnaire in depth and thereby to generate a good discussion. Questions (appendix 3) were devised after the return of the questionnaire with reference to (Bryman 2004) and (Merriam 2002) from the responses to the questionnaire, the findings from earlier work in this area and from experience of leading group interviews as an additional inspector in Section 5

inspections in secondary schools. In Ash School questions were submitted to the class teacher and head of department and to two academic colleagues for scrutiny and the following amendments made. Q2 was rephrased from 'what do you like least?', which implied that there were things they did not like, to the more neutral 'is there anything you don't like?'. Q3, 'challenging' was clarified by the use of a synonym and qualified with an explanation. Q12, was shortened from, 'is it important to learn another language? Why? Do you think that being in this group will lead to any benefits in the future? to, 'is it important to learn another language? Why?' and the follow up question, 'do you think that being in this group will lead to any benefit in the future' was transferred to the more appropriate context of Q2.

The measures taken to establish face validity of the questions therefore included the consideration of responses and the design of questions from previous work (Bower 2006), consideration of the initial analysis of the questionnaire, scrutiny by academic colleagues and consideration of the questions by the class teacher and head of department prior to the final draft. Questions 1-3, 5, 8, 9, 12 had been used by the researcher routinely in the context of focus groups on school inspections about different topics. Although the questions were not piloted in a CLIL context, time between the receipt of the questionnaires being short and a pilot group did not exist nearby, they proved unproblematic in the initial case study and were therefore not amended. However, due to the different nature of the CLIL model in the second school, it was decided to develop two questionnaires, to compare pupils' views before and after the short module of humanities in French.

The steps taken to increase consistency in the focus groups included school selection of mixed ability groups, recording of interviews allowing the researcher to engage in the discussion, the honing of questions from the initial analysis of the responses to the questionnaire, responses from the questionnaire of earlier work and comments from academic colleagues and teachers in the case study schools. Cross-referencing of responses of pupils, from both groups, demonstrated similar interpretations of what the question required. In Ash School, two mixed ability focus groups consisting of eight pupils were selected by the school. Therefore, a mixed ability sample of sixteen out of the 28 pupils took part in the pupil focus groups. This relatively high proportion together with the opportunity to probe and extend answers given in the questionnaire also contributed to greater reliability. In Beech School one mixed

ability Y8 focus group of ten pupils was selected by the school. Pupils were selected by the school from two Geography in French groups who had the same teacher, to provide a full range of ability because the focus class was a middle to lower ability group. Due to school logistics, it was not possible for both groups to complete the questionnaire and be observed by the researcher.

Observation

Informal observation took place throughout the three-day visit; planned observation took place in a tutor group where there was a linguistic element, for example in Ash School, and in two lessons. In Beech school informal observation took place in a language focussed tutor time with half the group and a Geography in French lesson. The purpose of the naturalistic observation was to provide colour and thereby a richer picture; the nature of this kind of observation affects the strength of the data generated by it. It is however important to observe what actually occurs in the classroom in order to triangulate this with what teachers, pupils and documentary evidence suggests (Stake 2010). In order to address the motivation issues that came out of the literature reviews, the following aspects of teaching and learning have been identified for potential comment: the learning environment, engagement in tasks and learner identities.

Visible signs of motivation might include concentration, frequent response to questions by majority of class (as indicated by number of hands up with appropriate answers), quality of response, frequent and spontaneous use of the TL by full range of pupils, and pupils working within the zone of proximal development taking into account their age and ability.

The literature review suggested increased use of the TL, especially by pupils in CLIL settings. Actual teacher and pupil use of the TL is therefore an important focus in the observation of lessons. The extent to which cultural awareness and understanding are developed is regarded as an important part of CLIL (Coyle et al. 2010) and is therefore an area for which evidence may be noted within the context of lesson observation. Consideration of the extent to which the teaching style matches that of motivational teaching practice suggested by (Dörnyei (2001); Dörnyei and Ushioda (2011)) was also relevant in the lesson observation context.

In order to assist recording of data during the observation an issue-based observation form (Stake 1995), might include the aspects of motivation and potential sources of evidence from the process model down the left hand column. This would allow for annotations to the right-hand side as the lesson progressed. Alternatively, the observation form may contain only the four aspects of motivation headings above and a copy of the process model might accompany the observation form on a separate sheet for reference if needed, allowing a less structured narrative and commentary. In this way, the issues identified by the main research questions are evident, without drawing attention away from what might be observed in the classroom too much.

A largely blank observation proforma, (appendix 4), was therefore devised based on the literature review, key elements from the process motivation model, experience of observation of lessons in ITE and inspection contexts. The following subheadings provided a writing frame: learning environment, learner engagement, use of TL/English, monitoring and assessment and learner identities. This was piloted in a trainee teacher's lesson and amended to provide greater space for open comments during the lesson and specific categories for TL, minimising the space needed to record use. The TL section below was designed to allow categories for which the TL was routinely used to be ticked for both pupil and teacher.

Use of TL/English	Teacher	Pupil
	Routines Giving out Permission Q&A Help request Pair work Explain to others	

Figure 15: extract from the lesson observation proforma

Other sections were left blank under the subheadings for potential comment. In practice, the most useful section of the proforma was the section on TL where categories could be ticked for either teacher or pupil use. Subheadings also provided useful prompts of areas for consideration.

Stake (2010):94 suggests that the observer should not focus too much on accuracy, as there will be more than one opportunity to 'get it right' but posits rather that the observer's first responsibility

is to know what is happening, to see it, to hear it, to try to make sense of it...
Much of what we put down is an approximation that we can improve upon later
–if we have a good idea what happened.

He warns against seeking safety in audio or video recordings because of an appreciation of the flaws and limitations of mechanical recordings is often lacking in new researchers. However, given the practical considerations of conducting data collection within a three-day period in each school in disparate locations, and with a view to minimising the inconvenience to the school it was decided, where the school agreed, to film lessons observed and pupil focus groups. The decision may have been rooted partly in insecurity, but allowing the observer to focus on what was happening in the lessons and what was being said by pupils in the focus groups and to be able to ‘make sense of it’, without the need to write everything down, thereby losing the thread of the lesson or dialogue, was deemed on balance to be of greater importance. Later viewings of the recordings enabled reflection on notes and impressions from the observations and proved a useful means of refreshing the memory prior to visiting Beech and Cedar schools.

Procedure

The head of department was contacted to organise a half-day visit to the school in order to discuss the selection of a class, to obtain documentation and information and to discuss procedures for the three-day data collection visit.

In preparation for the visits, all instruments were amended following comments from two academic colleagues and subsequently piloted in local schools, with the exception of the pupil focus questions. The pupil questionnaire was sent to the school for administration and returned prior to the data collection visit and the pupil focus questions based on my initial analysis of the questionnaire using counting techniques were drafted. The interview questions were sent to staff in advance for comment. During the school visits in Ash School two lessons were observed and filmed, and interviews with the class teacher, the head of department, a senior leader and two pupil focus groups were conducted. In Ash School a shorter interview with the head teacher, who had introduced the project in 2003 when he was Director of Language College, was also conducted. In Beech School one Y8 lesson was observed and filmed, one Y7 lesson observed and one French tutorial observed during registration. The deputy head teacher was also the Y8 Geography in French teacher. In order to gain a wider range of views, interviews were also conducted with the class teacher of

a Y7 French group, the head of department, three teachers involved in PSHE in French and a shorter interview with the head teacher who came to the school after the introduction of the immersion programme. One Y8 pupil focus group was conducted. Transcripts of the Y8 group interviews and focus group discussion were made and comments and amendments on the interview transcripts from the staff were sought. Key areas in the transcripts were highlighted and annotated and a coding system was devised to organise the data into themes. The questionnaires were analysed and observation notes written up. Data collection took place in the autumn term for Ash School and, to allow for initial analysis and reflection, in the spring term for Beech School and in the summer term for Cedar School.

Summary

The chapter was divided into two parts: part one being a justification for the methods selected and part two a description of how the research was undertaken. It began with a discussion of the ontological and epistemological elements of the philosophical positioning of social constructivism underpinning this research and the consequential rationale behind the selection of methods. The empirical research for this thesis is based on the triangulation of data collected during the course of qualitative interviews, focus groups, observation and the scrutiny of documentation in three secondary schools in England. The theoretical framework proposed at the end of the previous chapter to address the three major research questions was developed further to include potential tools for data collection, which formed the basis for instrument selection. How the researcher went about conducting the research was then explored. Data collected from interviews was transcribed and returned to participants for amendment and comment. Raw data from all sources was then coded to enable it to be subjected to processes of interpretive analysis.

Chapter 4: Results Ash School

In the previous chapter, methodological considerations were discussed. In part one philosophical considerations were explored and the consequential rationale behind the methods selected presented; in part two how the research was undertaken was described. In this chapter, results from the first case study school will be reported. The chapter is divided into four sections, section one reports the results from the pupil questionnaire, section two reports the results from the teacher interviews and the results from the pupil focus groups are reported in section three. Finally, in section four, details of the lesson observations are reported. The chapter begins with a contextual description of Ash School before moving on to section one.

Context

Ash School is an oversubscribed, 11-16 comprehensive of over 1200 pupils in a pleasant suburb. Many pupils, however, come from the inner city where there is a high level of deprivation and the proportion of pupils known to be eligible for free school meals is above the national average. The school's socio-economic circumstances are therefore below average. Almost all students are from minority ethnic heritages and the proportion of pupils speaking English as an additional language is also high (Ofsted 1997; Ofsted 2010; Ofsted 2013a). Pupils' behaviour is described as outstanding (Ofsted 2010; Ofsted 2013a). The head teacher describes the school as a 'Centre of Excellence for Internationalism'. The school's mission statement is 'working together to ensure the highest quality education for each individual student through a culture of continual improvement' (AshSchool 2013).

Section one: Results from the pupil questionnaire

Question 1a) Why did you ask for a place in the immersion group before starting year 7?

The table below sets out the range of responses from this open-ended question.

Responses are classified against a coding frame as described at the end of part one of the previous chapter.

Response	Frequency
Attain a higher level	7 (3 boys, 4 girls)

Future prospects	5 (3 boys, 2 girls)
Learning a language in greater detail/able to express yourself in a language	4 (0 boys, 4 girls)
Parental choice	3 (1 boy, 2 girls)
Learn more French	3 (1 boy, 2 girls)
Siblings/friends had done immersion	3 (2 boys, 1 girl)
Interest /like languages	2 (1 boy, 1 girl)
Early entry GCSE	2 (1 boy, 1 girl)
Accelerated learning	1 (0 boys, 1 girl)
Friend was doing immersion	1 (0 boys, 1 girl)
I wanted to be in J band	1 (0 boys, 1 girl)
Immersion seemed fun	1 (0 boys, 1 girl)
Visit France	1 (0 boys, 1 girl)

Primary reasons noted by respondents demonstrate that attainment and future prospects were the most popular with no pattern in gender for these two responses. On this small sample of one group responding to an open-ended question, there would seem to be little difference between the genders with the exception of responses relating to socialisation such as ‘being able to express yourself’ and ‘being with friends’.

Question 1b) Whose choice was it?

All 28 pupils had opted to be in the group, of whom six, (four boys and two girls), made the choice jointly with their parents and for one boy, the decision was made by his parents.

Question 2) What do you *like* about being in the immersion group?

The table below demonstrates what pupils like.

Pre-populated options	Response	Frequency
	Fun	23 (11 boys, 12 girls)
	The way you learn French	22 (9 boys, 13 girls)
	Speaking French	22 (11 boys, 11 girls)
	Future opportunities	21 (9 boys, 12 girls)
	The teacher	21 (11 boys, 10 girls)
	Getting ahead (accelerated learning)	20 (9 boys, 11 girls)
	Being in a special group	17 (9 boys, 8 girls)
	Learning more about France	17 (6 boys, 11 girls)
	Getting on well with everyone in the group	15 (8 boys, 7 girls)

	French pen pals	7 (5 boys, 2 girls)
Other		
	Trips to France	5 (1 boy, 4 girls)
	Friends	4 (1 boy, 3 girls)
	Ability to communicate with French speakers outside classroom	2 (1 boy, 1 girl)
	Early GCSE	2 (1 boy, 1 girl)
	Being with people who want to learn French	1 (0 boys, 1 girl)
	Importance of French as a language	1 (1 boy, 0 girls)
	Additional time to do French	1 (1 boy, 0 girl)
	Surprised looks when you say something others don't understand	1 (1 boy, 0 girl)
	Ability to speak French at home	1 (1 boy, 0 girl)
	Use French for everyday tasks	1 (0 boys, 1 girl)

Respondents selected 204 likes; the number of choices made by individuals differed. The similarity in responses from boys and girls in terms of academic engagement and achievement is interesting and may reflect the way in which the school views and portrays the project. The proportion of boys, eight out of twelve, selecting 'getting on well with everyone in the group' is unusual. The most popular response of 'fun' chosen by 23 out of 28 pupils, which includes eleven out of twelve of the boys is surprising and contrasts with the general picture of language learning in England.

Question 3) Can you think of anything you *dislike* about it? If so, what?

Pre-populated options	Response	Frequency
	Everyone has high expectations of you	18 (7 boys, 11 girls)
	When it's too hard	11 (6 boys, 5 girls)
	Taking GCSE early	8 (1 boy, 7 girls)
	Being different to other pupils	1 (0 boys, 1 girl)
Other	Need to memorise a lot in a short time	2 (1 boy, 1 girl)
	Parental high expectation	2 (2 boys, 0 girls)
	Essays for homework in French	1 (1 boy, 0 girls)
	Occasional disruption by individuals of learning	1 (1 boy, 0 girls)
	There are subjects more important than French	1 (0 boys, 1 girl)

In contrast to 204 likes, there were 45 dislikes. It is recognised that the instrument does not provide depth of data and therefore does not measure the intensity of the

likes and dislikes. For this reason triangulation in the pupil focus groups is important. Of these dislikes, 37 related to challenge of which twenty related to high expectations, eleven to difficulty and eight to early entry GCSE. This is illuminating as 20, representing 18 individuals from across the ability spectrum, also *liked* accelerated learning. It will be interesting to explore this apparent contradiction during the 3-day data collection visit.

Question 4a) Are there any *advantages* in general to doing immersion subjects in French?

Pupils were asked an open-ended question and the responses were classified using a coding frame.

Response	Frequency
Learning more French	12 (9 boys, 3 girls)
Helps learning/ leads to better results	7 (4 boys, 3 girls)
Ahead of other classes	5 (1 boy, 4 girls)
Early entry GCSE	5 (2 boys, 3 girls)
Comprehension easier because used to listening to your teacher	4 (2 boys, 2 girls)
You feel special and welcomed	3 (2 boys, 1 girl)
Useful for future career	3 (2 boys, 1 girl)
Higher concentration levels	2 (0 boys, 2 girls)
Improved listening skills	2 (0 boys, 2 girls)
Differ from other Y8 forms/together for more subjects	2 (1 boy, 1 girl)
Siblings or friends had done immersion	2 (0 boys, 2 girls)
Trips to France	1 (0 boys, 1 girl)
Friend was doing immersion	1 (0 boys, 1 girl)
Accelerated learning	1 (1 boy, 0 girls)
More GCSE qualifications	1 (1 boy, 0 girls)

51 advantages were selected of these 39 pertained to improved learning and attainment; six related to social dynamics and friendship.

Question 4b sought to investigate any perceived differences in advantages between the immersion subjects. Pupils were again asked an open-ended question and the responses were classified using a coding frame.

4b) Are there any particular advantages in:
Registration (l'appel)

Response	Frequency
Register in French	4 (3 boys, 1 girl)
Read French magazines	3 (1 boy , 2 girls)
Greetings in French	2 (2 boys, 0 girls)
Hearing notices in French	2 (1 boy, 1 girl)
Speak in French	2 (1 boy, 1 girl)
We can revise our learning with the teacher	2 (1 boy, 1 girl)
Used to hearing French	2 (0 boys, 2 girls)
Used to using French	1 (1 boy, 0 girls)
I can speak to my extended family in France	1 (0 boys, 1 girl)
Basic conversation provides language needed to talk to French people	1 (0 boys, 1 girl)
Answer the teacher	1 (0 boys, 1 girl)
We can translate faster now than friends in other groups	1 (0 boys, 1 girl)

A wide range of suggestions with no nil responses provided 22 advantages for the use of French during registration. The most frequent were to do with undertaking normal registration tasks and talk in French. Differences in gender are not apparent from these small numbers.

Citizenship (l'éducation civique)

Response	Frequency
Content useful for French lessons and GCSE	5 (3 boys, 2 girls)
Learn different things	4 (1 boy, 3 girls)
Improves vocabulary	2 (0 boys, 2 girls)
Listen harder and learn more	1 (0 boys, 1 girl)
Learning about the life of other people only in French	1 (0 boys, 1 girl)
Learn about France as well as England	1 (1 boy, 0 girls)
Content e.g. talk about health and rights	1 (1 boy, 0 girls)
Need to go over language in French increases curriculum knowledge	
More writing in French	1 (1 boy, 0 girls)

Sixteen responses were made; differences in gender again are not apparent from these small numbers. It is illuminating that twelve responses in five categories relate to the content of the curriculum, which was found in chapter one to be a key negative factor in normal language classes (Bell 2004; Coyle 2000; Coyle 2004). These positive responses together with the lack of negative responses below may suggest that teaching PSHE through the medium of French has impacted how pupils view this

non-examination subject, which rarely carries the same status as core subjects that are examined in the pupils' eyes (Clark 1998). This is a complex issue but may be important and will be discussed further in the analysis chapter.

ICT

Response	Frequency
Improve French by additional opportunity to practise	4 (1 boy, 3 girls)
Learn about France and French countries	2 (0 boys, 2 girls)
Learn words you wouldn't learn in a French lesson	2 (1 boy, 1 girl)
Listen harder and learn more	1 (0 boys, 1 girl)
Practising more French on 'Linguascope' website	1 (0 boys, 1 girl)
Learn new things I don't know (in French)	1 (0 boys, 1 girl)
Learn technical terms in French	1 (1 boy, 0 girls)
Tackle difficulty of typing in French on a UK keyboard	1 (1 boy, 0 girls)
Learn to write more French	1 (1 boy, 0 girls)

Fourteen responses were made; differences in gender again are not apparent from these small numbers. One pupil listed doing IT in French as a disadvantage in question 5a below. Cultural awareness is raised again as an advantage in line with the findings of Jones and Jones (2001).

5a) Are there any *disadvantages* in general to doing immersion subjects in French?

Response	Frequency
Understanding sometimes	5 (3 boys, 2 girls)
High expectations by a lot of people/family/teachers	4 (2 boys, 2 girls)
Difficult sometimes	2 (1 boy, 1 girl)
Confusion with other languages	2 (0 boys, 2 girls)
Hard work (but it's all worth it)	2 (1 boy, 1 girl)
More to learn than others because of GCSE	1 (0 boys, 1 girl)
Pronunciation sometimes	1 (0 boys, 1 girl)
Different to other students	1 (0 boys, 1 girl)
Behind other year 8 forms in curriculum	1 (0 boys, 1 girl)
Harder to catch up if absent	1 (0 boys, 1 girl)
Doing IT in French	1 (1 boy, 0 girls)
French is not optional as for other Y8 forms	1 (1 boy, 0 girls)
Reduced curriculum coverage sometimes because it is in French	1 (1 boy, 0 girls)
Early entry GCSE	1 (1 boy, 0 girls)

Seven pupils (five boys, two girls) listed no disadvantages in question 5a. 24 responses were made compared to the 51 advantages in question 4a, of which fifteen relate to challenge expressed in terms of understanding, high expectations, hard work, difficulty and aspects of early entry GCSE. This may explain why very few disadvantages are provided against the specific immersion curriculum areas.

**Question 5b) Are there any particular disadvantages in:
Registration (l'appel)**

Response	Frequency
When notices not understood	2 (0 boys, 2 girls)

Citizenship (l'éducation civique)

Response	Frequency
Don't understand sometimes	2 (0 boys, 2 girls)
Too much time spent learning French phrases	1 (0 boys, 1 girl)
Have to speak French, which is sometimes hard	1 (0 boys, 1 girl)

ICT

Response	Frequency
Learning in French is different to other children	1 (0 boys, 1 girl)
Not many facilities on the computer are in French	1 (0 boys, 1 girl)
Understanding sometimes	1 (1 boy, 0 girls)
If you miss something you can't do the whole task	1 (1 boy, 0 girls)
Writing PowerPoints in French can result in lower grades	1 (1 boy, 0 girls)
We do ICT in English sometimes	1 (1 boy, 0 girls)

Fourteen pupils (nine boys, five girls) listed no disadvantages in question 5b. There were twelve responses in total, of which two were for tutor group, four for PSHE and six for ICT. Of these six related to difficulties understanding on occasions.

Question 6) In immersion classes, when do you usually speak in French rather than English?

The table below demonstrates when pupils usually speak in French in immersion lessons. Responses have been classified against a coding frame. Additional responses to those offered are listed under other.

Pre-populated options	Response	Frequency
	Routine classroom activities e.g. taking the register,	23 (11 boys, 12 girls)
	Asking the teacher for permission to do something e.g. asking if you can go to the toilet/ work with a friend	24 (11 boys, 13 girls)
	Asking for help when you are stuck	16 (8 boys, 8 girls)
	Explaining to others what you have to do	2 (2 boys, 0 girls)
	Working with a partner	10 (5 boys, 5 girls)
	Answering questions from the teacher	26 (11 boys, 15 girls)
	Giving out French dictionaries/ books	8 (4 boys, 4 girls)
	Greeting the teacher	2 (2 boys, 0 girls)
Other	When I talk to the teacher	1 (0 boys, 1 girl)
	When I tease my friends	1 (0 boys, 1 girl)
	Asking friends how they are (sometimes)	1 (1 boy, 0 girls)

Of the 114 responses, 91 relate to routine classroom activity and answering questions asked by the teacher. It is surprising that only fifteen responses relate to TL talk. Although instances of TL use are higher than in many UK language classrooms, spontaneous talk is usually more frequent in CLIL settings (Coyle 2011). However, in his study of target language in KS4 Neil (1997):39 found that over the 120-minutes analysed lesson time, the average number of minutes of pupils talking in the TL ranged from 0.5 to 1.8 minutes. He notes that:

The fact that an average pupil would be speaking German for a maximum of two minutes every two hours is something which should be of concern to language teachers and it is an issue which requires attention.

Whilst these data do not provide a direct comparison of a similar *number of minutes*, within KS4, the range of activities usually undertaken in the TL and the response by all pupils that many use the TL for classroom routines suggests greater use of the TL by these pupils in KS3, working towards a GSCE. Ofsted found that pupil use of target language is an issue in both key stages (Dobson 1998). Ofsted reports in 2008 and 2011 found that use of the TL had not increased (Ofsted 2007; Ofsted 2011b) and that more importantly opportunities for pupils to use the TL were ‘often limited by many teachers’ unpreparedness to use it’ (Ofsted 2011b:6). Hawkes (2012):67

suggests that the current low level of TL used by teachers in the classroom in England is ‘a barrier to learner progress’ along with the amount of time spent speaking in English about ‘how to learn language’. The latter she accredits to the Key Stage 3 Strategy.

The CLIL approach in immersion lessons and in extra-curricular activities consistently provides a range of demanding tasks in which teachers encourage pupils to respond in the TL where they are able. It would therefore be surprising if these pupils were not using more TL than Ofsted have often found to be the case in Year 8. The fact that few report using the TL for spontaneous talk is an interesting aspect that will be explored further during the 3-day visit during interviews, focus groups and observations, and discussed in the analysis.

Question 7) In immersion classes, when do you usually speak in English?

The table below sets out the range of responses from this open-ended question. Responses are classified against a coding frame.

Response	Frequency
When it's too hard/stuck	9 (3 boys, 6 girls)
When can't explain something	5 (3 boys, 2 girls)
Help others	4 (1 boy, 3 girls)
When I want to say things I can't say in French	3 (2 boys, 1 girl)
In IT lessons	3 (1 boy, 2 girls)
When we do work in English	3 (3 boys, 0 girls)
When explaining what the French means	2 (1 boy, 1 girl)
To my friends	1 (0 boys, 1 girl)
To my work partner	1 (0 boys, 1 girl)
Chatting casually	1 (0 boys, 1 girl)
When confused	1 (0 boys, 1 girl)
When I can answer in French but the other person won't be able to understand me	1 (1 boy, 0 girls)
When telling someone off	1 (1 boy, 0 girls)
Big announcements	1 (0 boys, 1 girl)
Asking tutor pastoral questions	1 (0 boys, 1 girl)

Of 37 responses 24 relate to instances of having insufficient French or helping other students. Only six responses from a range of four categories suggest the routine use of English for aspects of talk.

Question 8) Can you think of times when you speak in French *outside* the immersion group lessons?

The table below sets out the range of responses from this open-ended question. Responses are classified against a coding frame.

Response	Frequency
When studying	7 (1 boy, 6 girls)
When talking to friends sometimes e.g. break	5 (2 boys, 3 girls)
When practising French at home	4 (2 boys, 2 girls)
Trips to France	4 (2 boys, 2 girls)
Sometimes with my sister/family member	2 (1 boy, 1 girl)
French club	2 (1 boy, 1 girl)
When I meet someone who is French	2 (1 boy, 1 girl)
Sometimes at home when I see random things I say that in French	1 (0 boys, 1 girl)
In private French lessons	1 (0 boys, 1 girl)
When learning other languages I relate them to French	1 (1 boy, 0 girls)
Online games where there are French players	1 (1 boy, 0 girls)
When my teacher at the mosque speaks in French	1 (1 boy, 0 girls)

There are 31 instances of pupils using French outside the classroom, fourteen of which relate to studying contexts. It is surprising that only five pupils report speaking to classmates in French, for example at break. It is also surprising that pen pals are not mentioned and trips to France are only mentioned by four respondents. This suggests that there is no twinning or e-twinning with a class in France and that few pupils take part in trips to France.

Question 9) How *enjoyable* is learning this language for YOU?

The table below sets out the responses of all pupils, followed by a breakdown of boys, and girls.

	Very enjoyable	Mostly enjoyable	Sometimes enjoyable	Not enjoyable
All pupils	9	15	4	-
Boys	6	5	1	-
Girls	3	10	3	-

In contrast to the findings of Jones and Jones (2001), significantly more pupils found learning a language mostly or very enjoyable and no pupils found learning a language to be not enjoyable. None of the students ascribed their enjoyment of learning to their teacher although there was evidence of positive relationships and when asked what they liked (Question 2), 21 pupils reported liking the teacher. Although there were 204 likes in total, the teacher is a significant factor. Nevertheless, the teacher is not the only factor in enjoying a subject and the study by Jones and Jones (2001) does not suggest that poor teaching was a factor in pupils' views.

Although relatively equal numbers of boys and girls find learning a language mostly or very enjoyable, a greater proportion of boys (50%) find learning a language very enjoyable compared to 18.75% of girls. This is interesting and contrasts with the findings of Jones and Jones (2001):7 who found that:

Girls were significantly more likely than boys to find French very enjoyable and mostly enjoyable,

although views about the enjoyable nature of learning German or Spanish were found to be similar. Issues of gender revealed by the data in this study will be discussed in the analysis chapter.

Question 10) How *important* do YOU think learning a language is?

The table below sets out the responses of all pupils, followed by a breakdown of boys, and girls.

	Very important	Important	Fairly important	Not important
All pupils	18	9	1	-
Boys	8	3	1	-
Girls	10	6	-	-

27 of the 28 respondents in this immersion group found learning a language to be important, only one found it to be fairly important; no one found it to be not important. This is illuminating even taking into account the unbalanced nature of the sample of learners who opted to take part in the immersion group, it nevertheless contrasts starkly to the national picture; approximately 60% of pupils in the study by

Jones and Jones (2001), where a more standard approach to learning French was used, found learning a language to be fairly important or not important.

Question 10b) Give your reasons for how important you think learning a language is.

The table below sets out the range of responses from this open-ended question. Responses are classified against a coding frame.

Response	Frequency
Need language when you go to France/other countries	11 (5 boys, 6 girls)
It could help in future (job/college place)	9 (4 boys, 5 girls)
Communicating with French speakers in England	2 (2 boys, 0 girls)
I find learning a language is fun and helps	1 (0 boys, 1 girl)
I like learning a new language	1 (0 boys, 1 girl)
This is a language school	1 (0 boys, 1 girl)
It helps increase cultural awareness	1 (0 boys, 1 girl)
It helps to empathise with others	1 (0 boys, 1 girl)
It boosts your confidence	1 (0 boys, 1 girl)
It helps you to improve your English	1 (0 boys, 1 girl)
It's important to know about other languages	1 (1 boy, 0 girls)

There were 30 reasons; two pupils provided two responses. It is interesting that the most frequent response regards travel to France or French speaking countries, and yet few of the pupils have pen pals or mention trips to France elsewhere in the questionnaire.

Question 11) How would you rate your level of *effort* in immersion classes since September?

The table below sets out the responses of all pupils, boys, and girls in class and at home.

In class	Maximum effort	Good effort	Satisfactory effort	Poor effort
All pupils	8	19	1	1
Boys	4	8	-	1
Girls	4	11	1	-
At home	Maximum effort	Good effort	Satisfactory effort	Poor effort

All pupils	-	20	7	1
Boys	-	8	3	1
Girls	-	12	4	-

These results are unusual. Pupils consider themselves to make more effort at school than at home; what is unusual is that 20/28 pupils from a mixed ability group in a challenging area describe their effort as ‘good’ at home. In their research into learner’s perceptions of their successes and failures in foreign language learning, Williams et al. (2004) found that effort was the major category of attributions given for both success and for not doing well. 31% of the 285 respondents cited reasons for success within the effort category and 24.9% cited reasons for not doing well within the effort category. It is surprising that in this mixed ability group that only one boy and one girl perceive his/her effort to be less than good in class and only one pupil less than satisfactory at home. Triangulation with the views of teachers will be useful in assessing whether the pupils have over-rated themselves. These results, however, concur with findings from a previous unpublished study of a similar immersion programme (Bower 2006).

Question 12) How would you describe your *progress* in French since September in each of the four main skill areas?

The table below sets out the responses of all pupils, boys, and girls for each of the four skills.

Listening	Excellent	Good	Satisfactory	Poor
All pupils	9	19	1	-
Boys	4	8	1	-
Girls	5	11	-	-
Speaking	Excellent	Good	Satisfactory	Poor
All pupils	8	16	4	-
Boys	5	6	1	-
Girls	3	10	3	-
Reading	Excellent	Good	Satisfactory	Poor
All pupils	12	14	2	-
Boys	8	4	-	-
Girls	4	10	2	-

Writing	Excellent	Good	Satisfactory	Poor
All pupils	2	22	4	-
Boys	1	8	3	-
Girls	1	14	1	-

It is not possible to assess the impact of the quality of the teaching on pupils' perceptions from the questionnaire, however, the results are higher than might be anticipated in a mixed ability group. Writing is a weaker skill area for some pupils across the curriculum, however 24 of 28 respondents perceive their progress to be good or better in writing. 27 of 28 pupils perceive their progress in listening to be good or better. Listening is the skill pupils find most difficult in modern foreign languages. In his study of pupils' attitudes towards MFL, involving 663 randomly selected mixed ability pupils in 18 schools in the East Riding Stork (1998) found that confidence diminished between Y8 and Y10 and was particularly problematic in listening. He reported low interest levels, low perceptions of usefulness and high perceptions of difficulty. These support the findings of the smaller study of 62 pupils from eight secondary schools reported by Lee et al. (1998). These results are therefore of interest to this study. However, it will be important to consider the potential impact of the quality of teaching on these results in the analysis chapter.

Question 13) Which aspects of immersion studies have given you most satisfaction this year?

The table below sets out the range of responses from this open-ended question. Responses are classified against a coding frame.

Response	Frequency
Specific units e.g. school, family and friends	7 (3 boys, 4 girls)
Playing French games (inc Taskmagic)	6 (2 boys, 4 girls)
Learning more French	5 (2 boys, 3 girls)
Improved ability to speak in French	4 (1 boy, 3 girls)
Understanding and using French for talking at normal speed	3 (3 boys, 0 girls)
Accelerated learning	2 (1 boy, 1 girl)
Range of topics	2 (0 boys, 2 girls)
Being with friends	2 (0 boys, 2 girls)
Mixing with other people and being able to speak to them in French	1 (0 boys, 1 girl)
Speaking up more in French	1 (0 boys, 1 girl)
It gets easier day by day	1 (0 boys, 1 girl)

Improved levels in writing	1 (0 boys, 1 girl)
Writing because you can be creative	1 (0 boys, 1 girl)
Talking to the teacher in French	1 (0 boys, 1 girl)
The activities	1 (0 boys, 1 girl)
ICT	1 (0 boys, 1 girl)
I love when we learn a topic in PDC	1 (0 boys, 1 girl)
Learning new words and synonyms	1 (0 boys, 1 girl)
Learning a language will help me in the future	1 (0 boys, 1 girl)
Independence	1 (1 boy, 0 girls)
Teamwork	1 (1 boy, 0 girls)
Being special	1 (1 boy, 0 girls)
Knowing different languages is important	1 (1 boy, 0 girls)

46 responses were made; 18 relate to aspects of progress. This is unusual for modern foreign languages, where progress tends to be slow, compared to other subject areas. This will be discussed further in chapter seven.

Question 14) Which areas of your immersion studies have you been least happy with and why?

The table below sets out the range of responses from this open-ended question. Responses are classified against a coding frame.

Response	Frequency
Writing because of spelling	1 (0 boys, 1 girl)
My writing because I feel I can write more	1 (0 boys, 1 girl)
Tests can be really hard and confusing	1 (0 boys, 1 girl)
Learning the alphabet. It is confusing	1 (0 boys, 1 girl)
Sometimes when I get mixed up with some words	1 (0 boys, 1 girl)
Thinking of an answer takes time so I don't like speaking so much	1 (0 boys, 1 girl)
Not understanding some words	1 (0 boys, 1 girl)
Not contributing in lessons because I don't like putting my hand up	1 (0 boys, 1 girl)
My speaking (poor accent in class)	1 (1 boy, 0 girls)
School life in general	1 (1 boy, 0 girls)

Ten responses were made. Compared with the 46 positive responses to the previous question, this would seem to suggest satisfaction with progress made. Collection of data during interviews, pupil focus groups and observation will allow triangulation

and provide opportunities to explore the reasons for the low level of negative responses from this unbalanced sample.

Question 15) In lessons where French is spoken I am usually ...

Pre-populated options	Response	Frequency
	confident	18 (11 boys, 7 girls)
	fed-up	0 (0 boys, 0 girls)
	interested	23 (9 boys, 14 girls)
	confused	6 (1 boys, 5 girls)
	enjoying the lesson	23 (10 boys, 13 girls)
	bored	2 (1 boy, 1 girl)
	achieving	21 (9 boys, 12 girls)
Other	shy	2 (0 boys, 2 girls)
	eager/enthusiastic	2 (2 boys, 0 girls)
	neutral	1 (0 boys, 1 girl)
	happy	1 (0 boys, 1 girl)
	working	1 (1 boy, 0 girls)
	not giving up	1 (1 boy, 0 girls)

Give your reasons (for how you usually are in lessons)

Of the 102 responses, 91 were positive states and there were two instances of ‘shy’ and one of ‘neutral’. One girls for example reports that she is usually:

interested, enjoying the lesson and shy because I found learning the language interesting and I enjoy the lessons, but I just lack confidence and am always shy.

The four other states introduced by respondents were all positive. A range of responses include:

confident, interested, enjoying the lesson and achieving because I enjoy speaking French and improving my vocabulary to speak more fluently

interested and enjoying the lesson because I’m interested in learning different things and learning about French culture

enjoying the lesson, achieving and feeling fun because we play lots of games which help us learn better.

confident, interested, enjoying the lesson and achieving because learning French has always been amusing for me since primary, so I think I’ve achieved a lot.

Of the 102 responses there were eight instances of negative states confused (5) and bored (2). The negative responses were combined with at least two positive states.

For example two girls explain their responses:

confident, interested, confused, enjoying the lesson and achieving because sometimes with some words I am confused with the differences

and

confident, confused, enjoying the lesson and neutral because sometimes I'm confident on certain topics, but sometimes I'm also confused e.g. (past and present tense). Most of the time I'm neutral though; I get what we are doing and I can do it but I'm not that confident.

Only two pupils selected 'bored'. One was a bilingual pupil who chose:

confident, bored and achieving. I'm confident and achieving because I'm French and know how to speak it and bored sometimes because I already know it,

and the other, the only pupil to select more than one negative state, reported that she was usually:

interested, confused, bored and achieving because I don't understand but I'm interested to achieve high levels.

This is a stark contrast to the demotivation of pupils found by Chambers (1993) and Chambers (1999), the decrease in motivation during KS3 Williams et al. (2002) and the battle for motivation during this key stage reported by Coleman et al. (2007). It supports the positive responses to CLIL in the UK found, for example by Coyle (2011).

Question 16) Which 4 or 5 subjects do you think you would like to study in the 6th form or at college?

Of the 28 respondents ten selected French as one of their subjects. Two others selected a language: one German and one Spanish. This would seem to indicate that at this stage their enthusiasm seemed to spill out into wanting to pursue learning languages to a higher level; 42.85% of pupils suggested going on to take a MFL at post 16 level. This contrasts with the low and decreasing post-16 take up found in the Language Trends surveys CILT et al. (2010). However, in reality, the system at the

school of dropping French after the end of Y9 GCSE for pupils without the ability to begin an AS level in Y10 mitigates against progression in language learning.

Question 17) Is there anything else you would like to tell me about being in the immersion group?

Pupils are enthusiastic about taking part. They comment on their appreciation of the group and their teacher. For example:

I enjoy it with all my friends and people help me a lot. (girl)

Everyone is very supportive in the group and tho (sic) sometimes learning French is difficult, overall it is an enjoyable experience and I feel I am learning more about France. Also some of the trips are amazing e.g. ski trip to the Alps. (girl)

It is interesting and the teacher helps you if you get it wrong. (girl)

They enjoy the progress they are making:

I love being in the immersion group because you can get a really good grade in French (girl)

I felt really happy when I was first in Y7 and all the things we have learnt (we have come a very long way). I am also excited about going on the ski course to France (girl)

and appreciate the opportunities open to them:

I like the fact that if you pass the GCSE in Y9, you can do the AS in Key Stage 4 (boy)

...you can have links with French people and other French teachers. (boy)

I have French friends on online games like Microsoft (boy).

They understand that this requires hard work:

It is not as expected, you apply and then expect it will be easy and you will get an A* in GCSE. You do still have to work hard and achieve to the best of your ability.

The results of the questionnaire informed areas to explore and preparation of questions for the data collection visit. Evidence was therefore sought on the quality of teaching, the effort, attainment and progress of pupils and issues pertaining to gender that may or may not arise from further investigation. In section one an account of the

results from the pupil questionnaire was presented; in section two, the results from interviews with staff will be reported.

Section two: Results from the staff interviews

There was a clear rationale for selecting codes drawn from the research questions, which correspond to the themed sections on the interview schedule; the latter were drawn from the process motivation model for investigating CLIL introduced in chapter two and developed in chapter three. The following coding system was devised for collection and analysis of data from interviews and pupils focus groups (Bryman 2004; Harding 2013). These codes are listed in logical order, which is not necessarily in order of importance and does not correspond to the volume of data that emerged:

- A: Organisation of the project (contributing to MRQ3)

MRQ3: to what extent might these [elements of CLIL that enhance motivation] be transferable to other contexts;

- B: learning environment: teacher approaches to teaching, course and group dynamics (contributing to MRQ 2)

MRQ2: what are the main elements of CLIL that enhance motivation?

- C: learner engagement (contributing to MRQ1)

MRQ1: in what ways does CLIL impact on pupil motivation?

- D: learner identities (contributing to MRQ 1 and 2) and
- E: transferability to other contexts (contributing to MRQ3).

During detailed analysis of the data, the following additional themes emerged, which had not been envisaged in the initial coding system, and were coded accordingly:

- the impact of the raising attainment agenda, (pursuit of GCSE results), as a driver for staff, pupils and parents;
- improved listening and concentration skills across all subjects;
- being in a special group; strong relationships with teacher and group.

As raised in part one of chapter three, there are many types of coding (Bryman 2004; Harding 2013); according to Harding (2013):82, codes A-E may be described as ‘a priori’ codes as they ‘reflect categories that are already of interest before the research has begun’, whereas the final three are ‘empirical’ codes, ‘derived while reading through the data, as points of importance and commonality are identified’. These additional themes contribute to both the learning environment theme because they affect teacher approaches to teaching, course and group dynamics and also to learner engagement theme because of their impact on expectations, engagement and positive attitudes towards learning in this way in this group.

Three staff were formally interviewed for 60 minutes using the interview schedule in appendix 6: the vice principal, who introduced the programme, the head of department and the class teacher. The head teacher gave a short interview. A number of colleagues made contributions in informal, unplanned, discussion, which were recorded and transcribed to contribute to provide a richer understanding (Merriam 2002; Stake 1995; Stake 2005). An account of the conduct of the interview schedule was given in part two of chapter three. Quotations are identified according to who was speaking and the date of the interview: VP vice principal, HOD head of department, CT class teacher, HT head teacher, C1 colleague one, C2 colleague two, CT colleague 3.

A Organisation of the project (contributes to MRQ3)

MRQ3: to what extent might these elements of CLIL that enhance motivation be transferable to other contexts?

Responses to the interview question, ‘where did the idea come from?’, indicated that the impetus for the innovation came from a visit by the vice principal to see the immersion programme in New Brunswick, Canada in 2002, organised by the Technology College Trust. She was impressed, for example, by the manner in which children in a primary school were conversing fluently in French, even correcting each other’s errors:

one of them said to the other ‘passe-moi les scissors,’ and this other little one said ‘C’est pas scissors, c’est ciseaux!’ and I could not believe that these native English speakers were actually correcting each other’s French in French, and so fluently.

(VP, 7 November 2012)

Reporting her experiences on her return to the SMT, she presented a rationale for establishing the immersion programme in Ash School to mixed ability form groups. At the age of 11 she had experienced immersion teaching when she attended a French school for 18 months in Belgium. She explained that the experience ‘has stayed with me for life’ and that whilst she found it ‘*wonderful...exciting*’, her sister found it ‘*very daunting and was quite upset by a lot of it*’. As a result, she understands what pupils go through in the immersion project at the school. Commitment within the senior leadership was therefore an important factor in establishing and continuing with the programme in Ash School.

The head teacher was formerly the initial non-linguist Director of Language College in 1999; he was keen to ensure that, ‘internationalism’, was a feature throughout the school, not just within the languages department. During the first year of the initiative, he monitored the progress of students in the immersion group and that of a control group in English, Maths and Science as evidenced by school data and total point scores, through to GCSE. He created the control group by carefully matching KS2 and CAT scores, ethnicity and the gender of each student in the immersion group to a student in a control group, finding ‘24 almost identical students’. This informal research found that the immersion students ‘out-perform that control group in every indicator, quite significantly’. This provided me with suggestions for further research.

These findings from the initial immersion cohort provided evidence of the value of the project for all the staff with whom I spoke. Referring to the impact of the immersion project in terms of attainment outcomes, the vice principal responsible for data, (C1), stated, ‘*we’re fairly clear it’s successful ...*’ all staff interviewed both formally and informally held the view that there was a shared respect for the project within the school and this was underpinned by its impact on progress and attainment. All staff interviewed held the view that the school was committed to offering the project to pupils of all abilities. Referring to immersion group pupils, the VP, (7.11.12) suggested that:

they’re students from totally mixed ability groups, very deprived backgrounds in many cases, and that is what I find so exciting, that we’re giving children who haven’t got all of these advantages, a real advantage in life, and I would never want Ash School to go down the route of exam entry for immersion because that’s not what we’re about. ... what keeps me enthusiastic about Ash School and schools like it is what we do for the children, how we improve their life chances and their life skills, and immersion is just one part of that.

Actually, giving them an extra tool in life.

The immersion programme would seem therefore to be underpinned by a philosophical rationale of improving life chances of all pupils, which transcends the raising attainment agenda.

Every year the school introduces the project to parents of interested Y6 pupils in the summer term by a letter inviting them to an open evening. The evening begins in French with an immersion French lesson of approximately 15 minutes, followed by a presentation demonstrating the impact on attainment that immersion had on the initial cohort compared with a control group in 2003 – 2006. Both the advantages and difficulties of learning in this way, particularly for beginners at the beginning of Y7 are made explicit to parents and pupils, who are required to consider carefully before signing a form to express their desire for a place in the immersion group. Successful pupils sign a contract committing to the programme for the full three years. There are approximately two pupils for each available place. Pupils' forms are classified by gender and attainment; 24 forms are selected at random across the gender and attainment classifications to ensure a true representative mix of gender and ability of the whole cohort. The process is undertaken by a panel to ensure fairness.

The project involves immersion in daily registration, personal, social and health education (PSHE) and ICT in addition to French language classes. The school initially considered working with Humanities, but selected ICT because this department was supportive of the project and staff in the languages department had a high level of ICT expertise. The head of department reported that as a specialist Language College, linguists had access to technology that other departments at the time did not have and therefore high levels of competence in ICT.

These decisions meant relatively little impact on the rest of the curriculum. Initially a maximum group size of 24 in subjects such as Art and Technology limited the immersion form to 24, compared to 28 in other forms, as the immersion group is taught as a form. As a consequence, other groups are larger than the immersion group. The form tutor is a native speaker and stays with the form for the immersion cycle of three years to GCSE at the end of Y9, rather than to the end of Y11. Form tutors play a vital role in the school's pastoral system, but the three-year cycle is necessary as three immersion teachers rotate taking a form through from Y7-Y9,

enabling one tutor group each year to take part (VP, 7.11.12; HOD 6.11.12; HT, 8.11.12). A further impact on the curriculum was additional time needed by form tutors to plan the ICT and PSHE curricula in French, which meant teaching fewer lessons per week in comparison to other teachers. The current allocation is one additional period per week (VP, 6.11.12; HOD 7.11.12; CT 7.11.12). According to the HOD and CT, spending over six hours with the same group has positive benefits, which will be explored further when the learning environment is considered in the following section.

Some interviewees reported that the immersion programme had raised the profile of the school, and had generated media interest (VP, 8.11.12, HT, 8.11.12, C2).

B Learning environment: Teacher approaches to teaching, course and group dynamics (contributes to MRQ 2: what are the main elements of CLIL that enhance motivation?)

Learning environment

The learning environment fostered is similar to that in other language classrooms; teachers aim to create a positive learning environment with good relationships in which learners support each other (HOD, 6.11.12; CT, 7.11.12; VP, 7.11.12). Whilst pupils in all language classes are encouraged to be independent learners, the CT (7.11.12), explained that immersion pupils '*are trained at a much earlier stage, for instance to use dictionaries and to do some research on their own*'. The approach to the use of praise, rewards and sanctions to encourage motivation reflect those she adopts in all her classes (CT, 7.11.12). Interviewees reported a principle of avoiding regarding the group, and the group regarding themselves, as '*special*' in order to minimise any development of arrogance (HOD, 6.11.12; CT, 7.11.12); the class teacher aims to make pupils '*feel special and needed*' without an emphasis on their distinctiveness as an immersion group (CT, 7.11.12). It will be interesting to consider pupil perspectives on this aspect.

Teacher approaches to teaching

Interviewees with a perspective of approaches to teaching, (HOD, CT, VP), suggested that teaching approaches in the immersion group reflect those in the ML department as a whole. These include the use of Powerpoint, challenge, such as running dictation

and games. For immersion groups there is an emphasis on modelling and the use of visuals on Powerpoint to support use of the TL spoken at normal speed. In ICT and PSHE lessons these strategies are drawn on to introduce the new vocabulary necessary for pupils to access the content of the lesson (HOD, 6.11.12; CT, 7.11.12).

The VP (7.11.12) suggested that immersion was possible in the school because of the able languages department and that existing teaching styles did not need to be adapted. Nevertheless, preparing to teach daily registration, PSHE and ICT in French, required additional planning and preparation. Initially, weekly time off timetable was provided to allow teachers to plan and prepare materials and teachers observed how subject specialists taught the subject in English. Once the programme was established, the additional time allocation was reduced to one period per week (VP, 7.11.12; HOD, 6.11.12).

The school schemes of work in PSHE and ICT are constantly under review and changing (HOD, 6.11.12; CT, 7.11.12). As a result, a specific scheme of work for immersion PSHE and ICT does not exist; the class teacher follows the current Y8 school scheme of work and adapts it so that content is accessible for immersion pupils; it cannot always be shared by the other immersion teachers the following year because of different teaching approaches and groups:

...the three immersion teachers work in different ways, and sometimes you know that what could work for one group could not work for another group, so it's a lot of preparation

(CT, 7.11.12)

She noted that it takes more time to teach ICT and PSHE in French than with other groups, who can complete the content faster in English. Pupils perceive themselves to be behind other groups because the preparation of the topic both for the teacher prior to the lesson and preparing the pupils so that they can access the content in French means that they may be studying content from the year group scheme of work a lesson later than the rest of the year group (CT, 7.11.12).

The class teacher takes the PSHE, ICT and French GCSE content into account when selecting the appropriate content from PSHE and ICT schemes of work and considering how to adapt it for the immersion group. One exemplification concerned the ICT lesson I had observed:

...the lesson was to do with Excel, being able to use data, and the topic was weather ... I did some reinforcement, although they did learn weather before, but I thought it's always something that they could use for their French GCSE, and it's a topic that comes up.

(CT, 7.11.12)

The class teacher was asked whether there came a point in ICT or PSHE when it was necessary to have a discussion in English. She replied:

We do at times. That's the issue, I mean to what extent can we carry on in French when we come to discussion? It is an issue, because they're frustrated, I'm sure you've noticed a lot of them ... are very vocal and they want to express their ideas and obviously in French they feel that sometimes they are a bit limited because they don't have all the tools to be able to express themselves. I've tried to turn it around. When I feel it's very necessary to have a discussion, ... if they can't express themselves in French, then we would try to ... have support from the others in the class, or they will express their opinions in English. And in Y8 it's a lot for them to be able to discuss some of these topics. But at the same time I feel that it's important if they have something to say, that they express their opinions, I don't stop them if they want to express themselves, but they can't do it in the target language.

(CT, 7.11.12)

Most of the time however, pupils respond to the teacher in French, but to each other in English (CT, 7.11.12). The class teacher (7.11.12) affirmed that this had been the case with previous immersion groups, and held the view that, as this was not '*natural for them*', it was an unrealistic expectation. Strategies used by the teacher to enable pupils to use the target language in class activities include teaching the key sentences and structures needed for the content of the lesson at the beginning of it (CT, 7.11.12). The issue of the use of the target language by pupils will be developed further in the section relating to code C, (learner engagement), in this chapter and addressed in the analysis of the results.

Citing the example of a discussion on smoking, the class teacher also noted that in Y8 pupils do not always have the maturity for the nature of the content under discussion, (CT, 7.11.12).

Course and group dynamics

The immersion group has the following impact on other areas of the curriculum. Pupils of all abilities attain higher levels across the curriculum and not only in the immersion subjects (HOD, 6.11.12; CT, 7.11.12; VP, 7.11.12; C2). Listening and

concentration skills across all subjects are more developed as are relationships with the form tutor; pupils spend six hours and 25 minutes each week with their tutor and are taught together as a form group for the entire curriculum in years 7-9. This impacts positively on relationship and group dynamics (HOD, 6.11.12; CT, 7.11.12; VP, 7.11.12). VP, (7.11.12) explained that:

some staff have felt ... that they were a much easier group, but ... were they an easier group to start with? No, they were a mixed ability group that came into the school the same as any other Y7 (group).

The VP (7.11.12), suggested that because of the relatively large amount of time spent with the tutor, relationships are strengthened, thereby creating greater stability and nurture for immersion pupils, which makes transition from the primary model easier. However, because of the three-year immersion cycle, the GCSE attained, the group moves to a different form tutor in Y10, to allow the class teacher to begin immersion with a new Y7 form. This was regarded as a disadvantage by all interviewees.

C. Learner engagement (contributes to MRQ1)

MRQ1: in what ways does CLIL impact on pupil motivation?

Elements of immersion that enhance motivation

The interviewees considered the following six elements of immersion enhanced pupil motivation: their choice of, and being offered, a place in the group; the immersion group identity; studying other subjects and registration in French; early entry GCSE; advanced listening skills and attainment (CT, 7.11.12; VP, 7.11.12) and teaching and learning styles (VP, 7.11.12). Cognitive challenge, enhanced vocabulary acquisition and an accelerated pace were also considered to enhance motivation (HOD, 6.11.12). These elements are now considered in greater detail.

Selection for the group and group identity

The class teacher was asked what she considered the main elements that enhance pupil motivation to be, she responded:

Well, I think from the start because they were selected to take part in the immersion class, because they do feel different compared to the other students, and they know that the other students see them differently as well, the fact that they have their registration done in French, their PDC, their ICT, and also early entries as well, I think that it's something that they value highly, as I said earlier, taking their GCSE in Y9, ..., and ..., their listening skills.

(CT, 7.11.12).

The initial presentation at the information evening for Y6 parents and pupils explains the advantages of '*a second language in the wider world*', which the vice principal (7.11.12) believes motivates both parents and pupils. The class teacher (VP, 7.11.12) also noted the positive motivating impact of parental involvement in their child's choice to be in the immersion group, as a factor in the generally high level of pupils' effort.

The head of department noted the '*immersion students are very pleased that they're in there*' (HOD, 6.11.12). The class teacher suggested that the opportunity to choose a place in the group has a positive impact of the pupils' level of motivation, '*they are very keen normally; they are very, very keen students overall, ... it's something that they've chosen to do*' (CT, 7.11.12). She went on to suggest that '*most students have a genuine interest in the subject*' and that her perception was that intrinsic interest was enhanced because of studying part of the curriculum through the medium of French.

Teaching and learning styles

Teachers suggested that their approach to language teaching, rewards and sanctions was similar across all language classes, including the immersion classes. However, there were some elements specific to the immersion group.

In response to the question in the context of immersion subject lessons, 'what sort of learning environment do you aim to create?' the class teacher replied:

Well, a positive learning environment for sure, for PDC and ICT we have a lot more challenges because obviously they have to know some of the vocabulary; I have to do more modelling in French before we can get on with the activities, so that's something to take on...

(CT, 7.11.12)

Before being able to teach the content of the lesson in PSHE or ICT, the teacher needs to introduce all the key vocabulary of the topic at the beginning of the lesson, in order to ensure that learners know the meaning of the French and become more familiar with the language. Maintaining a positive learning environment, given the necessity to begin with at times lengthy introduction to the vocabulary and structures of the topic, may make the creation of a positive learning environment more challenging. The class teacher explained how she prepares to teach ICT and PSE in French:

It takes a lot longer,..., because it's not just translating a worksheet into French. I have to do a lot of modelling; I tend to use PowerPoints so that they get visuals, and we tend to go through the vocabulary beforehand, before they can actually do the activity, so there's a lot of preparation

(CT, 7.11.12)

In terms of learner independence, learners are '*trained at a much earlier stage, for instance, to use dictionaries, and to do some research on their own*' (CT, 7.11.12).

When asked how this was achieved, the class teacher (7.11.12) replied:

... from an early stage in Y7, we've done dictionary skills lessons and ways of actually working on independent learning, to foster that, to promote that in the lesson, so I've given them some tools, some suggestions on how they could become more independent.

Good relationships are fostered by the class teacher who comments that she is '*really pleased with this group,... a lot of them support each other*' (CT, 7.11.12). The good relationships and mutual support are also mentioned by the members of the focus groups.

Target language use

The teacher uses the target language at normal speed, as the normal means of communication, only using English to provide the translation of key words/phrases not understood with the support of visuals and other clues. Pupils respond to the teacher in French most of the time, but rarely use French when communicating with each other, unless it is a structured pair or group work situation. The class teacher's professional development target is to increase spontaneous use of the target language (HOD, 6.11.12; CT, 7.11.12). It is surprising that pupils do not use the target language more when talking with each other both in and outside the classroom, however the head teacher attributed this possibly to the impact of the nature of the school's intake of a majority of students from homes in which languages other than English are spoken:

... the majority of our students are EAL (English as an additional language) students, so they're all bi-lingual, but very, very rarely do you hear two students talk to each other in Gudjurati or Punjabi, even though they're fluent, and that's probably the language they would use at home

(HT, 7.11.12)

He went on to explain (7.11.12):

... there's a real openness about the college, an openness between the staff and students, and between the students themselves, and I think that if you start talking in a language it excludes other people. Perhaps that's part of the culture of this college, ... that being open, and talking to each other in an open way that everybody can understand. ... you'll notice ... the different ethnic groups mix all the time ... they all get on extremely well... the social cohesion here is remarkable.

The class teacher has recently included a category for extended spontaneous talk on her merits chart to encourage spontaneous use of the target language in the classroom (CT, 7.11.12).

Immersion pupils are motivated by the same sort of activities as other language groups: *'...yes, in terms of motivation I would say it's the same for any other group'* (CT, 7.11.12). Interviewees suggested that boys enjoy challenges and girls writing (HOD, 6.11.12; CT, 7.11.12), for example:

The boys always love the challenge side of things, whereas some girls do quite like writing, and very few boys like to write per se.

(HOD, 6.11.12)

It will be interesting to compare these views with those of the pupils.

Cognitive challenge, enhanced vocabulary acquisition and an accelerated pace

Aspects of cognitive challenge reported by interviewees included the increased concentration and listening skills required for comprehension and communicating in the target language (HOD, 6.11.12; CT, 7.11.12; well-developed thinking skills enabling them to understand for gist (CT, 7.11.12) and the challenge of preparing for early entry GCSE; both the level of language and level of maturity. Interviewees reported a more positive approach in immersion classes, at least in part due to the challenge (VP, 7.11.12; CT, 7.11.12). aspects of cognitive challenge will now be explored further.

In response to whether there is a greater cognitive challenge, the vice principal explained:

There is, naturally, yes (pause) given what they have to absorb. There's more of a cognitive challenge, therefore are we saying, I'm no expert in how the brain functions, but, if everything is being fired off to actually be more aware when you're learning via another language, then surely that has a knock-on effect on any lesson you're in, and that's what we've found.

(VP, 7.11.12)

This cognitive challenge therefore contributes towards pupils' generally positive attitudes towards learning languages. The head of department noted, '*I think the immersion [class] do enjoy the challenge of being in there*' (HOD, 6.11.12).

The VP (7.11.12), suggested that immersion students are:

in general more focussed, they listen more carefully ... they're listening constantly for content. Consequently ... they're listening more carefully for content across the school. So I think they're more focussed, they're in general more enthusiastic about learning.

The head of department (6.11.12) discussed the group having:

so much more exposure to some vocabulary, so they might cover vocabulary in their French lessons but also in ICT - take the weather, for instance. They might cover something in PDC and in French, so I think that they do get that constant repetition, which we know is essential, not repetition as in choral repetition, but you do keep having to revisit vocabulary for it to become a natural element, certainly the listening we've talked about, they always do very well in the listening section of the exam because they are so used to listening.

As a result of this cognitive challenge, pupils gain enhanced vocabulary acquisition in addition to enhanced concentration and listening skills.

The head of department summarised the pupils' motivation to listen and understand, in the context of taking in necessary information such as room changes in registration, '*It's using the languages for real purpose ... that's why it has such an effect*' (HOD, 6.11.12). Motivation, then, comes in part from the necessity to understand information and therefore engage in the cognitive challenges of decoding information given in French. Enhanced listening and early entry GCSE and concentration skills are discussed further in the following paragraphs below.

Early entry GCSE

All staff interviewed mentioned the fact that pupils take GCSE early, at the end of Y9 as a motivating factor for the pupils (HOD, 6.11.12; CT, 7.11.12; VP, 7.11.12; C2).

The class teacher, for example reported:

I think children are generally very pleased to take early entries to exams, although from Y7 it's not something that's really relevant to them, but I think that by the end of Y8 and definitely by Y9 it definitely starts to kick in and they start understanding and being more aware of the advantages they have over

other students, that they can do their GCSE in Y9, and not in Y11, and also that afterwards they can go on to do A/S or ... a second language

(CT, 7.11.12)

In response to a question asking whether motivation in Y9 tended to dip for the immersion group, the head of department reported:

No, I don't think that's so, because they've got that focus at the end, haven't they? ... the dip happens ... when they've chosen their options, and they're not doing that language, then that dip happens with other Y9's, but I don't think the dip happens as much with the immersion at all, because they have got that end goal, haven't they, which is the exam.

(HOD, 6.11.12)

Early GSCE and the focus on exams would therefore appear to have a positive impact on motivation of the pupils.

In the previous section, which presented the results from the pupil questionnaires, pupils noted early entry GSCE as both an advantage and a disadvantage. It will be interesting to triangulate these views with the results from the focus groups in the analysis chapter.

Advanced listening skills, concentration and attainment

The head of department reflected that listening and concentration skills are enhanced from the beginning of Y7:

We think that it (immersion) enhances a lot of their skills, because from day one ... the form tutor will speak to them in French, so in terms of processing vocabulary, in terms of their listening skills, in terms of their ability to understand more spontaneous talk, that is there from ...September... and so they have to step up and meet the challenge

(HOD, 6.11.12)

The head teacher compared the superior ability of a Y9 immersion pupil to communicate with that of a Y11 non-immersion pupil. Referring to a comment that Y9 pupils' comprehension of the language is very good, he replied:

It is, better than a Y11 student. If you get a GCSE Y11 student and you compare the two, both at grade C level, in terms of being able to communicate there's no comparison

(HT, 8.11.12)

Progress at GCSE and throughout KS3 is very good, based on Fisher Family Trust D data, which provides targets in the top 25% of achievement nationally. The immersion groups are already in the top 25% of achievement in French by the end of Y7. Pupils also attain higher in subjects across the curriculum than similar ability non-immersion pupils in the same year group. In Maths and Science, for example, the Y8 immersion group during the 3-day visit were achieving .33 above their Fisher Family Trust D target whereas the rest of the year group were .22 above (C2 7.11.12).

Nevertheless, very few immersion pupils go on to study AS French in KS4 (4-12) and therefore the majority finish learning French at the end of Y9. GCSE at the end of Y9 is considered to be '*the goal*' (HOD, 6.11.12; CT, 7.11.12; HT, 8.11.12).

Studying other subjects and registration in French

The class teacher, (CT, 7.11.12), reported that teaching PSHE and ICT in French takes more time, for example, '*it just takes a lot longer than with any other groups with ICT, who would probably get on with the work a lot faster*'.

The impact on listening and concentration skills and achievement across all subjects was raised by staff interviewed. For example, the class teacher noted:

Yes, we've noticed that in other subjects, that they were achieving a lot higher because ... their listening skills were a lot more developed than students who would just have their French lesson, with some target language

(CT, 7.11.12)

This is raised by all the staff interviewed, in the context of the elements of immersion language learning that enhance motivation.

Pupil attitudes towards language learning

The vice principal (7.11.12) suggested immersion pupils are:

more positive, they see more relevance in learning a language than the average student would ...I think they will see more relevancy...because they're using it for everyday living as well, as opposed to learning a topic ...

Language staff interviewed agreed that these pupils had a positive approach to learning languages, including their second language, which all pupils in the school

begin in Y8 (HOD, 6.11.12; CT, 7.11.12; VP, 7.11.12). They are taught by a native speaker of French from Y7 and this enhances their understanding of culture awareness and their approach to the target language community. As the head of department (6.11.12) suggests:

...there are much more, almost unplanned opportunities for little bits of cultural awareness, that perhaps wouldn't happen in a non-immersion or non-native-speaker led lesson.

The fact that their form tutor is a native speaker of French also stimulates interest in the target language culture (CT, 7.11.12). Immersion pupils are encouraged to take part in the annual ski trip to France and the school Y9 French exchange. However take up for the exchange is low, despite promotion and encouragement; six out of 28 are involved in the exchange in the current Y9 immersion group. In order to increase take up, pupils are being linked to a pen pal in the French exchange class in Y8 in order to build relationships prior to Y9 (CT, 7.11.12). The culture of the predominant ethnic group of pupils at the school, is considered to be the prevailing factor in the reluctance of parents and pupils to take part in an exchange. The school recognises and accepts this cultural reluctance: *'it's the nature of our students, it's their culture, their ethos ... I understand'* (CT, 7.11.12).

In spite of these cultural issues, this group of pupils are motivated to learn languages and make exceptional progress.

Interviewees considered immersion pupils to have positive attitudes towards learning a language. The vice principal (7.11.12), for example, suggested pupils were:

more positive, they see more relevance in learning a language than the average student would, and they have a more positive attitude towards it ...

The vice principal (VP, 7.11.12), reported that the school's study of the initial cohort found *'a general enthusiasm for learning'*, *'confidence, the early growth of confidence'*, *'the students' confidence and use of language'* were impressive and that pupils *'settled very quickly'*. The teacher's role was found to be of significant importance: *'I believe ... that the person at the front who leads this is vital'* (VP, 7.11.12). All interviewees mentioned the motivating factor of early entry GCSE and high results. However, in summing up why the immersion project is worthwhile, the vice principal (7.11.12) also described an intangible quality of atmosphere and learning that went beyond attainment, reflecting:

It's not easy, definitely not, you've seen that, and there's a lot of hard work and dedication goes into it, but it's well worth it in the end, because the children do make amazing progress; you'll see that. And it's something intangible as well, and because it's intangible you can't describe it, but you feel that, you feel the atmosphere and the enthusiasm and the progress.

This intangible quality of atmosphere in the classroom was evident to the researcher in the classroom during the 3-day visit.

D. Learner identities/self (contributes to MRQ 1 and 2)

MRQ1: in what ways does CLIL impact on pupil motivation? MRQ2: what are the main elements of CLIL that enhance motivation?

Impact on pupils' mastery of the language

The departmental policies of regular oral and written feedback and target setting contribute towards their linguistic development and motivation as with other language classes (HOD, 6.11.12; CT, 7.11.12). However, these pupils have highly developed listening and concentration skills. The nature of immersion means that these pupils are *'very resilient, compared to other groups; they have to fight more to understand and to be able to complete an activity, because it's all given in French'* (CT, 7.11.12). The class teacher was asked to reflect on how pupils are made aware of the need to listen and concentrate:

They're aware of the fact that they have to listen more carefully, that their concentration skills were better. *How are they aware of that?*

I think, as you said, if they miss it once, then they know they have to be more focused than in any other groups, because they're given ...

So is that something that you tell them at the beginning and keep reminding them of, or is it just something that you do?

I think it's just something that I do. I mean, I have told them a few times that it's very important to listen, because it's all given in French and they could miss some vital information, ...

(CT, 7.11.12)

The development of listening and concentration skills is therefore due at least in part to pupils' self-motivation because of the need to understand. These skills are apparent across the curriculum and not just in immersion settings (HOD, 6.11.12; CT, 7.11.12;

VP, 7.11.12). They may also contribute to the enhanced attainment outcomes for this group across the curriculum (HOD, 6.11.12; VP, 7.11.12).

Impact on pupils' self concept

The class teacher posits that being positive and enthusiastic as a teacher impacts the willingness and motivation of pupils to do well and develops their confidence, (CT, 7.11.12). Pupils made numerous comments about how positive the class teacher was. The ability to make personal judgements as a learner was explored:

Do you think they're able to make personal judgements about what success and failure is for themselves, because obviously they're mixed ability?

Some yes, and some are still struggling to do that, so I don't know if it's maybe on my side, you know, I need to do more work on this, but yes, some are.

Is that ability-dependent or is that personality dependent?

It could be both, for some of them.

(CT, 7.11.12)

The teacher knew which pupils were able to make individual judgements in the group and acknowledged that there may be more that she could do to develop these skills further with the group; it was not something she had previously considered.

Motivation is perceived to be maintained throughout KS3 and to the end of Y9, principally because of the goal of the early entry GCSE. Parental pressure to achieve is also an extrinsic factor (HOD, 6.11.12; CT, 7.11.12; VP, 7.11.12). The teacher's positive approach and enthusiasm contributes to intrinsic motivation, (CT, 7.11.12; VP, 7.11.12), for example:

I think again, it's as with any other group. If you are ... a positive and enthusiastic teacher, the students are willing, are keen to do well as well.

(CT, 7.11.12)

As detailed in the section on engagement above, the teacher considers most of the group to be genuinely interested in the French.

E.) What might be transferable to other contexts? (Contributes to MRQ3),

MRQ3: to what extent might these elements of CLIL that enhance motivation be transferable to other contexts?

All formal interviewees and C2 (6.11.12) held the view that the immersion programme had raised the profile of the school. The head teacher has spoken at national conferences; Ash School hosted an immersion conference and it has attracted media interest from local radio and a regional television programme. The HOD could point to instances where other schools have introduced immersion projects, as a result of visiting the school or correspondence with her (HOD, 6.11.12). The school advocates a mixed ability approach to immersion (HT 7.11.12; HOD, 6.11.12; CT, 7.11.12; VP, 7.11.12). This is an interesting stance that will be explored in the analysis.

Additional codes

The following three additional codes emerged during initial analysis of the data

- the impact of the raising attainment agenda, (pursuit of GCSE results), as a driver for staff, pupils and parents;
- improved listening and concentration skills across all subjects;
- being in a special group; strong relationships with teacher and group.

Being in a special group and strong relationships and improved listening and concentration skills are reported in the engagement section above, under sections B and C.

The impact of the raising attainment agenda (pursuit of GCSE results) as a driver

When asked the initial question, regarding the advantages of the project to the children, as cited earlier in the early GCSE section of engagement above, the class teacher responded

T I think children are generally very pleased to take early entries to exams,

I *What else do you think they get out of it, apart from exams?*

T I think that's the main thing, ...

(CT, 7.11.12)

Later when asked what she considered the main elements that actually enhance pupil motivation to be, early entry GCSE was one element suggested. When asked, '*Can you think of any other ways in which you help learners to understand how they are motivated?*', (CT,7.11.12), exam attainment came to mind first:

I think most of them want to achieve ... for their exam. I think a lot of them are motivated to do well, because I always praise them when they are successful and when they achieve high, so for themselves as well as for me.

(CT,7.11.12)

The class teacher, (7.11.12), also reported that pupils were under parental pressure to attain:

when we had parents evening last year, I could feel that a lot of parents were putting pressure on the students to achieve well.

One of the main reasons given for sustained motivation throughout Y9 is the GCSE examination; as the class teacher reasons:

... they know that they are working towards their GCSE's, so for them it's actually the most important year really, so I don't think their motivation really goes in Y9.

(CT,7.11.12)

The head of department referred to the target of the GCSE as a motivator:

... They've got the target of the GCSE exam, so whereas with your standard KS3 group, GCSE is a million miles away, ..., there's not that same importance or urgency about the work that your normal Y8 group is doing compared with the immersion Y8.

(HOD, 6.11.12)

The head of department (6.11.12), referred to the immersion programme as a '*USP*' (unique selling point) of the school. Early exam entry is only one aspect of this USP.

League tables, reporting attainment at GCSE, and the consequential judgements made by Ofsted, place secondary schools under significant pressure to produce high examination grades. The emphasis on the GCSE examination by the staff at this school may be indicative of this pressure.

In section two an account of the results from interviews with staff was presented and several key findings have been outlined, which will be further discussed in chapter seven. In section three, the results from the pupil focus groups will be reported.

Section three: Results from the pupil focus groups

The coding system devised for collection and analysis of data from interviews and pupils focus groups (Bryman 2004; Harding 2013) and discussed in the section one of the previous chapter, was applied to reporting results from the pupil focus groups. These codes are again listed in logical order, which is not necessarily in order of importance and does not correspond to the volume of data that emerged.

Two groups of eight pupils were interviewed via the mixed ability focus groups, thereby gaining further direct views from 16 of the 24 pupils. One group may have been sufficient but given the importance of gaining the pupils' perspectives, unfamiliarity with the school and pupils, this being the initial case study and that I had not previously undertaken pupil focus groups in a research context, I preferred to plan two groups in the timetable in Ash School.

A Organisation of the project (contributes to MRQ3)

MRQ3: to what extent might these [elements of CLIL that enhance motivation] be transferable to other contexts?

Responses indicated that all pupils viewed the project positively, the majority without reservation. For example, when asked what pupils enjoy, one pupil responded:

That we get to learn a new language, and at the same time do what everyone else is doing. We're sort of ahead of everyone else. I don't know, doing a GCSE in Y9, it's kind of good to do, so that can be put on for the future, like when you go to jobs and stuff, they'd be like 'Oh!

B Learning environment: Teacher approaches to teaching, course and group dynamics (contributes to MRQ 2: what are the main elements of CLIL that enhance motivation?)

The teacher uses approaches that pupils find motivating for example, '(the teacher) *puts it in games and stuff, that's the main thing, she makes the lessons fun*'. They understand that the way in which visuals and repetition are used enables them to make progress for example, referring to the teacher one pupil suggests:

She does PowerPoints as well. She puts the picture down and then she does like a sentence with it, and she then repeats that sentence over and over again, and she puts it in another sentence with another picture as well. And then she says

like what it means and everything, and then she gives you like a handout that you put in our folder.

They find the use of merits and rewards motivating, for example, ‘(the teacher) gives us merits, she gives us points for every answer ...’ and

... people try and get merits and they try and remember harder, and that’s how we’re learning because we want the points and we want the merits’.

With regard to the impact on other curriculum areas one pupil responded:

I find it a bit daunting, like, having to take a GCSE two years earlier ... Because we’re in French immersion, like it’s also expected of us that we do better in the other subjects as well.

One extract demonstrates both a technique employed by the teacher to challenge pupils and their willingness to engage in it. A technique regularly used by teacher to generate challenge requires pupils to respond by building an increasingly long sentence or paragraph made up of 5 stages, for which they can opt for 1-5 stages, each generating one point, depending on the number they are willing to try. Pupils explained:

P1 It’s sometimes a bit hard, learning about different vocab, and it gets a bit harder when she puts like point 1, point 2, point 3, point 4, point 5, and you have to try and like translate the paragraph, and it gets a bit hard, and sometimes a bit of pressure.

I Do you all agree with that?

P Yeah.

I Do you think that’s a good pressure to have?

P1 Yeah, because it makes you work harder, knowing that you’ve got something coming earlier than the rest of the people, so I think that we are putting more effort towards learning French, it means concentrating a bit more.

C. Learner engagement (contributes to MRQ1)

MRQ1: in what ways does CLIL impact on pupil motivation?

Elements of CLIL/ immersion that enhanced pupil motivation included increasing fluency in French, being able to use French for real purposes, or as one pupil

responded when asked what he enjoyed the most about using French in registration, *‘speaking French alive’*.

Regarding their appreciation of their increased fluency pupils commented:

you understand more words when she’s (the teacher) speaking to you. You kind of pick up the language when she’s speaking to you. At the start it’s quite tricky, but like now I can understand more what she’s saying. Yes, French actually comes naturally to you the longer you’re in French immersion

They appreciate the increased opportunities for developing cultural awareness:

You don’t just learn the language, you get to learn about France itself, like when we were doing French we were doing about timetables and stuff, and some of us were really surprised to learn that they don’t have school on Wednesday and that periods were different, and their lunch hours were longer and stuff.

Discussing the importance of learning a language two pupils suggested:

It’s like a life skill; you’re going to take it with you wherever you go, so if you go to a foreign country and some of them speak French, you can understand and communicate and get by from that

and

... in our form room there are a couple of quotes and stuff, ... one quote ... said ‘for every language you learn, you learn a new life or something.’ And I can sort of relate to that because French is really different from English and learning French is like stepping into a whole other world.

There appears to be a paradox between choosing immersion because of the potential higher levels and early GCSE and feeling under pressure of them. Whilst they feel under pressure of high expectations and early entry to GCSE:

I find it a bit daunting, like, having to take a GCSE two years earlier than the rest of like the school. Because we’re in French immersion, like it’s also expected of us that we do better in the other subjects as well...,

pupils acknowledge that expectations were clear at the introductory evening prior to signing up for the immersion group:

because on the introduction evening to French immersion they showed us like the results tables for the French immersion groups and they got like higher than average levels/grades in all the other subjects as well, so that’s what they’re saying.

They are beginning to feel the pressure of preparation for GCSE. One pupil reported:

There's no backing out; it's not optional now, so we still have to work hard, because we're like stuck in the middle. Now is our only chance to get our heads straight, because in Y7 it was the beginning; we were still getting used to how the school works in general, not just immersion. Now in Y8, we know the school and we're just one year away from Y9, the actual GCSE, so yeah, we have to work hard.

They value the resulting increased challenge:

Yeah, because it makes you work harder, knowing that you've got something coming earlier than the rest of the people, so I think that we are putting more effort towards learning French, it means concentrating a bit more.

Regarding how hard pupils feel they work one pupils responded:

To the best of our abilities. Well, I think we do try and work to the best of our abilities and as hard as we can, so that we can actually complete the tasks that are set. Really hard.

All other pupils in this group agreed. When asked if this was replicated in other lessons one pupil replied, *'I think we probably do more work when we're in French and ICT and PSHE'*.

When asked why this might be, one pupil reflected:

P Because, I'm not really sure ... We're with our form teacher, so we are on the best of our behaviour and everything already .. And we have to concentrate to understand everything.

I Because she's expecting so much of you?

P Yeah, quite a lot. To sort of do our best and not let her down.

Pupils considered the kind of things that motivated them to be

- the award of merits;
- other rewards;
- the games generated by the software programme, 'Task Magic';
- knowing that all this hard work is going to pay off;
- the silver certificates.

When asked how they might know that it's paid off one pupil replied, *'Getting good GCSE's and to go on and like get further with your life.'*

In terms of perceived achievements, pupils include the strength of relationships in the group:

Strong friendships. Because we're with each other, like, most of the day, because most of our lessons are with each other in form, apart from a few, but because we're together so much ... And we're the only class who don't have sets within our class, because French immersion is mixed ability.

Pupils note an increased cultural awareness, *'I think we have achieved a better understanding of the language and the country and stuff.'*

They enjoy the progress they are making in fluency:

Well, I'm kind of proud that I can talk about different matters and argue about different things that don't really have much to do with French, but that I can argue lots of things in French and talk about different matters.

Referring to an introduction I made to the group in French, one pupil noted:

I'm proud that I can understand what people are saying, like the first day when you came in, which was yesterday, you talked about how you were going to record us, and don't panic. I never understood the whole thing that you said, but a few words, I put them together and I was able to understand what you were saying.

The status of the group in terms of accelerated learning and as a 'special group' is also acknowledged, *'I think immersion gives you a better deal of respect in the school'*. A minority of pupils regarded being perceived as different to other pupils as a disadvantage, one of whom suggested with hindsight she would have preferred to *'be like everyone else, not in French immersion ... I just want to be the same as other forms'*.

When reflecting on the impact of skill development pupils suggested that they had improved speaking and listening skills and improved concentration. Five pupils noted the following: *'being able to speak and have good pronunciation'*, *'how much we are learning throughout this past year'*, *'... now I can go on in sentences'*, *'higher listening skills'* and *'writing French'*. *'Cooperating'*, *'communicating'* and *'learning to cope with other cultures'* and *'confidence'* were suggested in addition by four members of the second group.

A further pupil suggested the development of skills impacted other areas of the curriculum, *'Yes, it's all subjects I would listen better. It improves our concentration.'*

Another pupil agreed:

P Yeah, like she said, it improves our concentration, because we're concentrating more on French, and because we've got the right concentration for French, we know what we have to be targeting in all the other subjects as well as French.

I And what other sort of learning strategies are you using?

P You're using like your memory and stuff, cos you have to like remember the phrases and words, and plus you're using your brain more, because if there's some words in French they're sort of similar to some words in English, like you can just find it out from that. Plus, you're using like a dictionary more, a French to English dictionary, so like your finding skills are better.

...if you can listen for key words, it's kind of easy to fill out the remainder of the text.

Pupils were asked to provide examples of what they considered they had learnt better because they had learnt it in a different language. They tried to explain why this might be and suggested the challenge of working out meaning:

Miss doesn't always just tell us what it means, she gets us to try and get it, and if we get it right other people learn from it.

A further pupil suggested:

Because we try to find out what the translation of it is in English. ... if we don't know what the English word means, then you have to try and work out that ...

They said they did not find it boring:

because it's always like a challenge, and you have to always work hard to understand it, and once you understand, you remember it, because you work hard.

With the exception of an absence of comments about competitiveness, these findings corroborate those from de Courcy's 1991 study of an Australian immersion programme:

students found the program positive in terms of group cohesion, mixed gender socialisation, close bonds with teachers, collaborative learning, improved concentration, learning to think in more than one way, learning to study, and the challenge – the program was not boring. The negative aspects were the competitiveness of some fellow students and being marked as different from other students

(De Courcy 2002:16)

D. Learner identities/self (contributes to MRQ 1 and 2)

MRQ1: in what ways does CLIL impact on pupil motivation? MRQ2: what are the main elements of CLIL that enhance motivation?

Impact on mastery of language

A number of pupils commented on their increasing ability to understand and communicate in French. When asked what they were proud of one pupil responded:

...being able to understand what Miss D is saying, because I, sometimes she speaks really fast, and you can pick up a few things as the years are going on, you can pick up more and more and then you're able to have better conversations.

They were aware that they were making progress, *'Yes, French actually comes naturally to you the longer you're in French immersion'*.

One pupil was sufficiently competent to maintain cyber chat with a French-speaking friend met via online games:

Yeah, online I've got this friend who doesn't speak English at all, and I can't speak French that much, and I've tried to talk to him in French, and he tries to talk to me in English, because he learns English at school.

Impact on pupils' self concept

When exploring values some pupils stressed the importance of learning about other cultures, as cited earlier in this section, one pupil for example suggested:

You don't just learn the language, you get to learn about France itself, like when we were doing French we were doing about timetables and stuff, and some of us were really surprised to learn that they don't have school on Wednesday and that periods were different, and their lunch hours were longer and stuff.

Initial motivation was generated prior to the course. Some pupils noted their motivation stemmed from having siblings or others they knew already on the immersion programme, the introductory evening was also seen as motivating:

Because on the introduction evening to French immersion they showed us like the results tables for the French immersion groups and they got like higher than average levels/grades in all the other subjects as well, so that's what they're saying, like.

The status of the group in terms of accelerated learning and as a 'special group' is also acknowledged, *'I think immersion gives you a better deal of respect in the school'*. A

minority of pupils regarded being perceived as different to other pupils as a disadvantage, one of whom suggested with hindsight she would have preferred to '*be like everyone else, not in French immersion ... I just want to be the same as other forms*'. This finding again corroborates those from De Courcy (2002).

This section has presented the results from the pupil focus groups and key issues for discussion have been raised. These will be taken up in chapter seven. In the final section of this chapter, reflections on the lessons observed in Ash School will be reported.

Section four: Observation of lessons

As outlined in the previous chapter, the purpose of the naturalistic observations of lessons was to provide colour and thereby a richer picture. In Ash School, an ICT lesson, a PSHE lesson, registration on day two, and a French lesson were all observed. The ICT lesson was not able to go ahead as planned due to problems with the computer network; as a result field notes from this lesson were very limited and will not be reported. The three remaining sessions are reported in the following sections, and judgements made reflect the researcher's training and experience over thirteen years as a PGCE tutor and four as an additional inspector in Section 5 school inspections.

Learning environment

The teacher's enthusiasm, manner and excellent relationships in all sessions observed created a purposeful and supportive environment. Clear modelling and excellent relationships fostered positive emotions. All pupils were attentive throughout registration, PSHE and French, being engaged and challenged. There were unusually high levels of concentration, high levels of willingness to communicate and to engage. The purpose of the French lesson was 'to learn how to evaluate and improve the quality and fluency of what you say' and led to a debate. Although the French lesson was not an immersion lesson, the level of language used by pupils in the debate was comparable with a high set towards the end of their GCSE; this suggests that the linguistic gains of the immersion project have been transferred into other lessons. Field notes indicate that pupils enjoyed the French lesson.

Registration was the most striking of the sessions observed; the tutor group business for the day was undertaken in the target language spoken at native speed, at a necessary fast pace due to time constraints of fifteen minutes. This included taking the register, notices (one referring to forthcoming a ski trip involving approximately half the group along with details of a ski trip meeting), the distribution of merits and referrals, the distribution of 'on report' cards, break detentions and an introduction to me as a visitor and opportunity to give feedback about their questionnaires. At the end of registration one girl near to me checked details about the ski meeting with a more able pupil, '*the ski meeting was it ..?*' It was clear how this spontaneously

occurred, that independence and support of this kind was usual, indicative of a cooperative, supportive learning environment.

Use of the target language

Clarity of communication was achieved with visuals, gesture and use of voice; praise and disapproval were clearly communicated through use of voice and intonation. In registration, for example, the pupil next to me had ‘four referrals’ – use of intonation and voice as well as simple phrases such as ‘*Alex, ça ne va pas, je ne veux pas voir de referrals*’ made it clear to everyone that this was unacceptable. The teacher quickly established that the pupil had to stay at the end, return to a specific classroom at break for detention and that he was now on report. Feedback about the pupils’ completion of the questionnaires was undertaken by me in the target language. This is significant because the pupils were unfamiliar with my French – although near-native in fluency, the pronunciation is slightly anglicised and therefore sounds different to their native speaker teacher. Field notes indicate that pupils were visibly pleased with the feedback.

In registration, all routines and problems were discussed by the teacher in French. The teacher checked understanding where needed but apart from an occasional item of vocabulary maintained French. On entry at the door, one boy initiated a private dialogue with the teacher in French, giving a long explanation about a problem in French. He persisted in French through four or five exchanges even though he was struggling to express what he wanted to explain. Pupils used the target language for routines, to question and answer and to request help. I asked a less able pupil if he was going on the ski trip, ‘*Tu vas faire du ski?*’ to which he replied, ‘*non*’. He later turned to me and said ‘*tu adores faire du ski?*’

The amount, speed and complexity of the target language used by the teacher and by individual pupils in question and answer in all sessions observed was unusual for Y8 pupils. The pupils’ high levels of concentration and comprehension skills were equally unusual.

Pronunciation and intonation by the pupils was generally excellent, with some sound/spelling link issues when reading, though fewer than might normally be expected in a Y8 class, despite working at a higher level of language.

Dialogue or ‘talk’ between pupils occurred predominantly in English when conversing with each other, unless undertaking a specific teacher directed French dialogue or activity. This was surprising, given their level of language and engagement. Use of the target language will be explored further in the analysis chapter.

Course: interest and relevance; expectancy of success

The content of all the immersion lessons was relevant to pupils as part of their curriculum content for each area. Field notes indicate that the teacher worked hard to prepare and deliver material in an accessible and enthusiastic way. The amount of vocabulary required in the PSHE lesson, meant that lengthy match up exercises of English and French phrases was necessary before the content learning could occur. In PSHE and French the teacher used the pupil as a translator occasionally when, for example, a pupil said, ‘*je ne comprends pas*’. Plenary challenges of five sentences of varying degrees of difficulty, with corresponding amounts of merits for those who answered correctly, which was a routine plenary activity, motivated pupils to stretch themselves, as indicated by the number of hands up, and their enthusiasm to be selected by the teacher.

Summary

This chapter set out to present the results from the questionnaire and data collection visit to Ash School. Staff were interviewed, pupils took part in focus groups and lessons were observed. A number of interesting issues have arisen from the data: the choice and selection of the group; the amount of time spent with one teacher; the unusually well-developed supportive relationships; the cognitive challenge involved in the process of learning other subjects through the medium of a foreign language; the mixed ability nature of the group; the enhanced concentration and listening skills; the impact of immersion on attainment and the profile of the school; the need for, and means of attaining, enhanced vocabulary acquisition; the use of English and the Target Language; cultural hindrances to foreign exchanges; early GCSE as a driver for staff, pupils and the school and the more positive attitudes towards PSHE in the immersion group. Further discussion of these issues will be developed in the analysis chapter. In the next chapter, results from Beech School will be reported.

Chapter 5: Results Beech School

In the previous chapter, results from the first case study school were reported. In this chapter results from Beech School, the second case study school, will be reported using a similar structure to the one employed in chapter four. This current chapter is therefore divided into four sections. Section one reports the results from the pupil questionnaire, section two reports the results from the teacher interviews and the results from the pupil focus groups are reported in section three. Finally, in section four, details of the lesson observations are reported. We begin with a contextual description of Beech School before moving on to section one.

Context

Beech school is an oversubscribed, larger-than-average 11-18 comprehensive school and a specialist college for the visual arts, situated in a pleasant suburb. The vast majority of students are from White British backgrounds and there are very few pupils for whom English is an additional language. A relatively low proportion of pupils are known to be entitled to free school meals. Whilst the proportion of disabled pupils and /or those with special educational needs is below average, the number of students supported by a statement of special educational needs is slightly above the national average (Ofsted 2011a)². The curriculum is described as ‘outstanding’ (Ofsted 2011a). The school’s mission statement states that members of the school, ‘*seek to create an open and creative community where all are valued, supported and challenged to be the best they can possibly be*’ and the school is committed to ‘*equal opportunities*’ for each pupil (BeechSchool 2012).

Section one: Results from the pupil questionnaire

In Beech School the year group is divided into two; one half studies French and the other German in Y7. All pupils in Y7 spend one of their three modern language lessons each week learning Geography through the medium of their first modern language, either French or German. In Y8 this continues in French and will be core

² The school was last inspected in 2011, but in order to preserve the confidentiality of the school, the full reference to the Ofsted report will not be given

for German from September 2013. Additionally those studying French also have PSHE in French in Y7; currently in Y7, but not in Y8, CLIL German is also provided in tutor group time. Therefore, there is likely to be less bias than in the immersion group in Ash School, where pupils chose to apply and were therefore more likely to be motivated for this approach. Currently pupils on the French side of the timetable in Beech school also study Geography for one lesson per week in English³. In Y9 pupils study their chosen language for three periods each week. Of the 27 members of the class, thirteen are boys and fourteen girls. The half-year group is organised in ability groups; a middle to lower ability class is the main focus for this study and therefore the group who completed the questionnaire. Pupils from Y7 and from another Y8 group were also interviewed as part of the pupil focus groups and part of their lessons were observed to allow a broader perspective of the project at this school.

The questionnaires were returned within the allotted timeframe. Pupils had taken care in responding, with only one questionnaire in Beech school that was problematic to analyse; Sally⁴ had omitted three sections of Q12. This was resolved by asking her to complete them during the visit. As a result, Sally completed her questionnaire and the additional information was used in the recording of results. Two questionnaires were extremely negative; on investigation during the three-day visit, these corresponded with two boys with behavioural and attitude issues across the school. They account for seven of the poor effort and progress responses in questions 11 and 12.

Similarly to Ash School, numbers were small enough to use what Silverman (2002):163 describe as ‘simple counting techniques’. Paper and pencil were more appropriate tools than more complex software for reporting the results of this small sample. Coding was undertaken using the same methods described in the previous chapter. Again, the relatively narrow context of one group of pupils in a specific learning environment providing short responses was helpful in maximising uniformity in the allocation of codes (Cohen et al. 2000).

³ From September 2013, both sides of the timetable will have one lesson of Geography in English each week; currently pupils on the Y8 German side of timetable have two lessons of Geography in English.

⁴ Names of participants in the research have been changed

Question 1) What do you *like* about being in the Geography in French group?

The table below demonstrates what pupils like. Responses have been classified against a coding frame. Additional responses to those offered are listed under 'other' and have been coded for brevity and clarity where appropriate using post-coding techniques (Bryman 2004; Cohen et al. 2000).

Pre-populated options	Response	Frequency
	Getting on well with everyone in the group	13 (8 boys, 5 girls)
	Speaking French	9 (5 boys, 4 girls)
	Future opportunities	9 (4 boys, 5 girls)
	Learning more about France	9 (6 boys, 3 girls)
	French pen pals	7 (5 boys, 2 girls)
	The teacher	7 (3 boys, 4 girls)
	Fun	6 (2 boys, 4 girls)
	Getting ahead (accelerated learning)	5 (4 boys, 1 girl)
	The way you learn French	2 (1 boy, 1 girl)
	Being in a special group	2 (1 boy, 1 girl)
Other		
	Ability to go to France and speak to people	2 (0 boys, 2 girls)
	It's interesting	1 (1 boy, 0 girls)
	Debates in class	1 (1 boy, 0 girls)
	Doing powerpoint presentations	1 (1 boy, 0 girls)
	Challenge	2 (1 boy, 1 girl)
	Learning more French vocabulary e.g. countries	2 (1 boy, 1 girl)
	Teacher being fluent in French	1 (1 boy, 0 girl)
	The atmosphere when we learn	1 (0 boys, 1 girl)

Respondents selected 80 likes; the number of choices made by individuals differed. The instrument does not provide depth of data and therefore does not measure the intensity of the likes and dislikes in question two below. For this reason triangulation in the pupil focus groups is important. Again more boys than girls selected '*getting on well with everyone in the group*'. This issue will be discussed further in the analysis chapter. More boys than girls reported enjoying learning more about France, in line with findings from Jones and Jones (2001).

Question 2) Can you think of anything you *dislike* about it? If so, what?

Pre-populated options	Response	Frequency
	When it's too hard	15 (9 boys, 6 girls)
	Everyone has high expectations of you	11 (9 boys, 2 girls)
	Being different to other pupils	5 (3 boys, 2 girls)
Other	When don't understand	4 (1 boy, 3 girl)
	Would prefer both Geography lessons in English	2 (1 boy, 1 girl)
	Disruption by individuals of learning	2 (1 boy, 1 girl)
	Sometimes we go quite quickly	1 (0 boys, 1 girl)
	When we have a cover teacher	1 (1 boy, 0 girls)
	Writing in French	1 (1 boy, 0 girls)
	When people are ahead of you	1 (0 boys, 1 girl)
	Translating English into French	1 (0 boys, 1 girl)
	When unknown French words appear	1 (0 boys, 1 girl)

In contrast to 80 likes, there were 45 dislikes. More likes than dislikes is not necessarily a positive thing; the intensity of such likes and dislikes is at least as important, although not measured by this instrument. It will therefore be important to explore 'dislikes' further in the pupil focus groups. Of these 45 dislikes, 30 relate to challenge, of which 15 related to difficulty, 11 to high expectations and 4 to comprehension. This is interesting as five pupils also *liked* accelerated learning. Disruption is also noted by two pupils; it will be useful to explore this further in the pupil focus group discussion.

Question 3) Are there any *advantages* in general to doing Geography in French?

Response	Frequency
Learning more French /French expressions	(7 boys, 8 girls)
Learn about different countries and cultures	(1 boy, 6 girls)
Learn more Geography	(2 boys, 4 girls)
Helps learning and knowledge	(1 boy, 2 girls)
Challenge	(1 boy, 2 girls)
Learn about what is happening in the world	(2 boys, 0 girls)
Able to speak to French speaking people about wider knowledge	(1 boy, 1 girl)
Learn in a different way	(1 boy, 1 girl)
Know Geography in French	(2 boys, 0 girls)
Meet good friends	(1 boy, 0 girls)
Improved listening skills	(0 boys, 1 girl)

Opportunities for trips	(0 boys, 1 girl)
Advantage for GCSE	(0 boys, 1 girl)

46 advantages were selected, of these 44 pertain to improved learning, of which seven relate to knowledge about different cultures and countries, two to learning about what is happening in the world and a further two to being able to speak with French speakers about wider knowledge. This is illuminating in light of the content constraints in language lessons in secondary schools in England discussed in chapter one, which lack authentic interaction and cognitive challenge (Coyle 2004) and lead to what Bell (2004):7 describes as ‘a dull topic-based diet which captures neither their interest nor their imagination’ as cited in chapter one.

Question 4) Are there any *disadvantages* in general to doing Geography in French?

Response	Frequency
Understanding sometimes	3 (1 boy, 2 girls)
I don't understand most of the time	3 (2 boys, 1 girl)
Sometimes hard to learn Geography in French	2 (2 boys, 0 girls)
Sometimes you don't understand what French words mean	3 (1 boy, 2 girls)
It is very hard sometimes	3 (1 boy, 2 girls)
Sometimes it can be too hard	3 (2 boys, 1 girl)
Can be confusing	2 (1 boy, 1 girl)
Sometimes confusing when we get to normal Geography lessons	1 (1 boy, 0 girls)
It's hard to remember all the vocabulary and it needs to be explained more	1 (0 boys, 1 girl)
If you don't understand the French, you don't get the Geography	1 (0 boys, 1 girl)
Sometimes you can be left behind	1 (0 boys, 1 girl)
Some people show off as they are better at French	1 (0 boys, 1 girl)
Sometimes you might not get on with people in your group	2 (1 boy, 1 girl)
Because it's challenging some people distract others	1 (0 boys, 1 girl)
Because it is different, relatives can't help as easily	1 (0 boys, 1 girl)
You don't move onto other subjects as fast as you do in English Geography	2 (2 boys, 0 girls)
Boring	2 (2 boys, 0 girls)
I don't think it's fun	1 (1 boy, 0 girls)
You only get one Geography lesson in English	1 (1 boy, 0 girls)
Trying hard to understand French I get tired quickly	1 (1 boy, 0 girls)
Not knowing fully what to do in the lesson	1 (0 boys, 1 girl)

None of the options listed is predominantly supported by either boys or girls. Four pupils (one boys, three girls) listed no disadvantages in question 4. 34 responses were

made compared to the 46 advantages in question 3, of which 23 relate to understanding and challenge.

This group studied PSHE only in addition to Geography in French in Y7. Question 5a and 5b therefore relate to PSHE. Some pupils could not remember what they had done in PSHE in the previous year.

Question 5a) Were there any particular *advantages* in doing PSHE in French in Year 7?

Response	Frequency
Learning French/ improving our French skills	6 (4 boys, 2 girls)
Learn new things	1 (0 boys, 1 girl)
You can learn about it (PSHE) in another language	1 (1 boy, 0 girls)
Multi-tasking and more use to French	1 (1 boy, 0 girls)
Content e.g. 'learning special phrases about feelings that I haven't yet learnt in French'; 'it made me more aware of how to talk about health in French and that is very important'	2 (1 boy, 1 girl)
Learning different subjects	1 (1 boy, 0 girls)
We could learn a better range of vocabulary	1 (1 boy, 0 girls)
I learnt about things that will help me in the future	1 (0 boys, 1 girl)

Fourteen responses were made; differences in gender again are not apparent from these small numbers. Two pupils were not at the school in Y7. It is illuminating that seven responses in six categories relate to the content of the curriculum being interesting, which was found in chapter one to be a key negative factor in normal language classes (Bell 2004; Coyle 2000; Coyle 2004). This issue may be important and will be discussed further in the analysis chapter.

Question 5b) Were there any particular *disadvantages* in doing the following subjects in French in Year 7? Tutorial (registration)

Response	Frequency
Don't understand sometimes	5 (1 boy, 4 girls)
It got too complicated	3 (1 boys, 2 girls)
I didn't really understand it	2 (0 boys, 2 girls)
Can be hard to keep up	1 (0 boys, 1 girl)
It was harder to learn and understand	1 (1 boy, 0 girls)

Twelve responses were made; all of these related to difficulties understanding (seven) and challenge (five). Pupils recollections of Y7 were limited because the pupils had already completed two terms of Y8 and therefore it would be inappropriate to draw conclusions from this data.

Question 6) In Geography classes, when do you usually speak in French rather than English?

The table below demonstrates when pupils usually speak in French in immersion lessons. Responses have been classified against a coding frame. Additional responses to those offered are listed under ‘other’.

Pre-populated options	Response	Frequency
	Routine classroom activities e.g. taking the register,	22 (12 boys, 10 girls)
	Asking the teacher for permission to do something e.g. asking if you can go to the toilet/ work with a friend	9 (3 boys, 6 girls)
	Asking for help when you are stuck	1 (0 boys, 1 girl)
	Explaining to others what you have to do	1 (0 boys, 1 girl)
	Working with a partner	8 (4 boys, 4 girls)
	Answering questions from the teacher	17 (11 boys, 6 girls)
	Giving out French dictionaries/ books	5 (1 boy, 4 girls)
	Greeting the teacher	1 (1 boy, 0 girls)
Other	Writing in French	5 (1 boy, 4 girls)
	Reading aloud	2 (0 boys, 2 girls)
	Group work	2 (0 boys, 2 girls)
	Contributing to class debate	1 (0 boys, 1 girl)
	Practising my French speech for a debate	1 (0 boys, 1 girl)
	Homework presentations	1 (1 boy, 0 girls)
	Asking a question	1 (0 boys, 1 girl)
	Sometimes we say thank you in French	1 (0 boys, 1 girl)
	Explaining	1 (0 boys, 1 girl)
	Asking to collect books/homework in	1 (0 boys, 1 girl)
	Giving feedback - positive and negative	1 (1 boy, 0 girls)
	When we are late for class	1 (1 boy, 0 girls)

82 responses were made. Activities that occur less often in French lessons, but are usual activities in Geography lessons – for example, writing and reading work aloud (5), reading aloud (2), debates (2) and explaining (1), account for ten of these.

In the ‘other’ category, actual frequency is hard to determine as it is likely that other pupils may have responded had there been a pre-populated category to prompt them

on the questionnaire. Where appropriate, the categories generated here could be incorporated in the pre-populated category in future similar research.

Question 7) In Geography classes, when do you usually speak in English?

The table below sets out the range of responses from this open-ended question.

Responses are classified against a coding frame.

Response	Frequency
When it's too hard/stuck (asking for help)	7 (3 boys, 4 girls)
Complex sentences I can't say in French	4 (2 boys, 2 girls)
If I don't understand the work/homework	5 (2 boys, 3 girls)
Asking a question	4 (3 boys, 1 girl)
Explaining to others	6 (4 boys, 2 girls)
When I don't understand	1 (0 boys, 1 girl)
Talking to /working with our partner	8 (6 boys, 2 girls)
Translating new words	3 (2 boys, 1 girl)
Asking for a word in French	3 (0 boys, 3 girls)
Giving an answer to a teacher	2 (1 boy, 1 girl)
All the time	1 (1 boy, 0 girls)
When I'm not sure what to do	1 (1 boy, 0 girls)
When I'm focussed on a task and forget	1 (1 boy, 0 girls)
Talking to friends	2 (1 boy, 1 girl)
When I don't know the French translation	1 (1 boy, 0 girls)
When we have a supply teacher	2 (1 boy, 1 girl)
Asking for permission to do something e.g. toilet	4 (2 boys, 2 girls)
Sometimes miss explains stuff in English	1 (0 boys, 1 girl)
Working in a group	1 (0 boys, 1 girl)

Of 57 responses 40 relate to instances of having insufficient French or helping other students. 16 responses suggest the use of English for aspects of talk.

Question 8) Can you think of times when you speak in French *outside* Geography and French lessons?

Response	Frequency
Trips to France	9 (5 boys, 4 girls)
Sometimes with a family member	3 (1 boy, 2 girls)
French homework	3 (2 boys, 1 girl)
Speaking on a French exchange	1 (1 boy, 0 girls)
Helping siblings	1 (1 boy, 0 girls)
When practising French at home	1 (0 boys, 1 girl)
When keeping in touch with a penpal	1 (0 boys, 1 girl)

For fun or showing my family what I can do	1 (0 boys, 1 girl)
Trying to get pronunciation right for a powerpoint	1 (0 boys, 1 girl)
When I'm talking to a French person	1 (0 boys, 1 girl)

There are 22 instances of pupils using French outside the classroom, nine of which refer to trips to France and nine relate to studying contexts. It is significant that no pupils report speaking to classmates in French, for example at break. It is also interesting that pen pals are only mentioned by one respondent. This suggests that there is no twinning or e-twinning with a class in France.

Question 9) How *enjoyable* is learning this language for YOU?

The table below sets out the responses of all pupils, followed by a breakdown of boys, and girls.

	Very Enjoyable	Mostly enjoyable	Sometimes enjoyable	Not enjoyable
All pupils	5	10	11	1
Boys	0	5	7	1
Girls	5	5	4	-

The unbalanced nature of the sample is potentially less for a compulsory subject than it might be at a school such as Ash School where pupils opt for the immersion stream, however other factors such as the teacher, the subject, topic, the ability of the respondent may increase the level of enthusiasm of these pupils. These responses are overall less positive than those from School Ash, but more positive than those from the 1266 pupils from across the ability range in the study by Jones and Jones (2001). This will be explored in the analysis chapter.

Question 10) How *important* do YOU think learning a language is?

The table below sets out the responses of all pupils, followed by a breakdown of boys, and girls.

	Very important	Important	Fairly important	Not important
All pupils	5	14	6	2
Boys	1	6	4	2

Girls	4	8	2	-
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Again the unbalanced nature of the sample may be potentially reduced by the compulsory nature of the subject on the French half of the timetable. However, this is a small sample in a middle to low ability group and therefore not a representative sample. Nevertheless, these are less favourable than those from Ash School, but appear more favourable than the views of 1266 pupils (Jones and Jones 2001); a higher percentage of pupils rate learning a language as important as opposed to fairly important than in the study by Jones and Jones (2001). In the latter study, ‘whereas girls were more likely than boys to feel that French was important or very important boys were more likely to feel that French was not important’ (Jones and Jones 2001:7). These results would appear to be in line with these findings.

Question 10b) Give your reasons for how important you think learning a language is.

The table below sets out the range of responses from this open-ended question.

Responses are classified against a coding frame

Response	Frequency
Need language(useful skill) when you go to France/other countries	12 (5 boys, 7 girls)
It could help in future (job/college/university)	8 (1 boy, 7 girls)
Communicating with French speakers	5 (1 boy, 4 girls)
Useful for GCSEs	2 (1boy, 1 girl)
It helps increase cultural awareness	1 (0 boys, 1 girl)
Needed but not compulsory	1 (1boy, 0 girls)
To show off what you know	1 (0 boys, 1 girl)

There were 30 reasons; several pupils provided more than one response. The most frequent response cited travel to France or French speaking countries either now or in the future (12) and being useful for the future jobs/college/university (8). Two negative reasons suggested the respondents would not need to speak another language. Five referred to the need to be able to communicate with French speakers. It is interesting to note that more girls than boys recognise the importance of language learning.

Question 11) How would you rate your level of *effort* in immersion classes since September?

The table below sets out the responses of all pupils, boys, and girls in class and at home.

In class	Maximum effort	Good effort	Satisfactory effort	Poor effort
All pupils	1	22	4	-
Boys	1	10	2	-
Girls	0	12	2	-
At home	Maximum effort	Good effort	Satisfactory effort	Poor effort
All pupils	-	13	12	2
Boys	-	8	4	1
Girls	-	5	8	1

These results are unusual. Whilst pupils consider themselves to make less effort at home than at school, nevertheless there is more enthusiasm at home than one might expect; 13/27 pupils from a middle to low ability group describe their effort as ‘good’ at home, and 25/27 as satisfactory or better. This suggests a measure of motivation and enthusiasm could be attributable to the nature of the CLIL teaching, which may be carrying on their enthusiasm beyond where it might be expected to reach. As noted in chapter four, in their research into learners’ perceptions of their successes and failures in foreign language learning, Williams et al. (2004) found that effort was the major category of attributions given for both success and for not doing well. 31% of the 285 respondents cited reasons for success within the effort category and 24.9% cited reasons for not doing well within the effort category. It is surprising that in this middle to low ability group only two boys and two girls perceive his/her effort to be less than good in class and only one boy and one girl less than satisfactory at home. Triangulation with the views of teachers will be useful in assessing whether the pupils have over-rated themselves. These results demonstrate less favourable effort than in Ash School; this will be explored further in the analysis chapter.

Question 12) How would you describe your *progress* in French since September in each of the four main skill areas?

The table below sets out the responses of all pupils, boys, and girls for each of the four skills.

Listening	Excellent	Good	Satisfactory	Poor
All pupils	4	18	4	1
Boys	2	7	2	1
Girls	2	11	2	-
Speaking	Excellent	Good	Satisfactory	Poor
All pupils	3	15	8	1
Boys	2	7	4	1
Girls	1	8	4	-
Reading	Excellent	Good	Satisfactory	Poor
All pupils	4	16	6	1
Boys	1	6	3	1
Girls	3	10	3	-
Writing	Excellent	Good	Satisfactory	Poor
All pupils	6	11	9	1
Boys	3	5	4	1
Girls	3	6	5	-

It is not possible to assess the impact of the quality of the teaching on pupils' perceptions from the questionnaire, however, the results are higher than might be anticipated in a middle to low ability group because middle to lower ability groups tend to make less satisfactory progress than higher ability groups (Lee et al. 1998). Respondents' estimations vary from category to category, showing that they have considered each skill area rather than giving a blanket appraisal. Writing is a weaker skill area for some pupils across the curriculum, however 17 of 27 respondents perceive their progress to be good or better in writing. 22 of 27 pupils perceive their progress in listening to be good or better, which contrasts to previous research reported in chapter four (Jones and Jones 2001; Stork 1998) in which listening was found to be the skill pupils find most difficult in modern foreign languages. These findings, together with the potential impact of the quality of teaching on these results will be considered in the analysis chapter.

Question 13) Which aspects of Geography in French lessons have given you most satisfaction this year?

The table below sets out the range of responses from this open-ended question.

Responses are classified against a coding frame.

Response	Frequency
Large projects at the end of the topic	3 (1 boy, 2 girls)
Being able to speak better French	3 (1 boy, 2 girls)
Learning about the EU	2 (2 boys, 0 girls)
The debates	2 (1 boy, 1 girl)
Doing more fun tasks (e.g. like practicals ⁵)	2 (2 boys, 0 girls)
Writing speeches	1 (1 boy, 0 girls)
Explaining	1 (1 boy, 0 girls)
Presenting a piece of work	2 (0 boys, 2 girls)
Learning new things about different countries and their cultures in French	3 (0 boys, 3 girls)
Learning about French culture	1 (0 boys, 1 girl)
Learning about France	1 (0 boys, 1 girl)
Trying to learn as much Geography as I could	1 (1 boy, 0 girls)
Trying to learn as much as French I could	1 (1 boy, 0 girls)
Learnt more French for my French lessons	1 (1 boy, 0 girls)
Maps	1 (1 boy, 0 girls)
Doing something different to my last school	1 (1 boy, 0 girls)
De-forestation (interest and because we could present our findings)	1 (0 boys, 1 girl)
Learning new words	1 (0 boys, 1 girl)
When I understood the module well	1 (0 boys, 1 girl)
My reading I can't read the words that well	1 (1 boy, 0 girls)
All of it but most of all researching for a test	1 (0 boys, 1 girl)
Learning important things	1 (0 boys, 1 girl)

32 responses were made; of these twelve relate to the content of the lesson and a further nine relate to the type of task undertaken in a Geography lesson, such as presenting findings and debates. One respondent was satisfied most by 'learning important things'. This is unusual for modern foreign languages, where as found in the literature reviews, the level of content tends to be mundane and superficial, for example, (Bell 2004). This will be discussed further in chapter seven.

⁵ probably practical project activities like the campaign to save orang-utans, making films about energy policies, creating campaigns, debates that kind of thing (deputy head, 17.4.13)

Question 14) Which areas of your Geography in French studies have you been least happy with and why?

The table below sets out the range of responses from this open-ended question.

Responses are classified against a coding frame.

Response	Frequency
Fact we can't have geog lessons in English	1 (1 boy, 0 girls)
It's challenging but could be more challenging	1 (1 boy, 0 girls)
Assessments	1 (1 boy, 0 girls)
Cover teacher because they sometimes get things wrong	1 (1 boy, 0 girls)
Long writing tasks in French because they can be tricky	2 (1 boy, 1 girls)
My work as I could have put more French in it	1 (1 boy, 0 girls)
My reading skills (also given by 1 boy as most satisfaction)	2 (1 boy, 1 girls)
Speaking	1 (1 boy, 0 girls)
When I can't understand the teacher in French, miss something and get confused later	1 (1 boy, 0 girls)
Listening	1 (1 boy, 0 girls)
Videos where talking is too fast	1 (0 boys, 1 girl)
When don't understand the class work	1 (0 boys, 1 girl)
When there isn't much kinaesthetic learning	1 (0 boys, 1 girl)
Doing the homework (hard sometimes)	1 (0 boys, 1 girl)
Lots because hasn't been explained properly	1 (0 boys, 1 girl)
Maybe the tour around Europe project	1 (0 boys, 1 girl)
My understanding hasn't been great but I think I am doing OK	1 (0 boys, 1 girl)

19 responses were made; of these one began, '*nothing really, maybe the tour around Europe project*'. One respondent noted '*I have liked them all*'. Four responses relate to the skills of reading and writing; issues with literacy skills might be expected in a middle to low ability group. Additionally seven relate to understanding. Compared with the 32 positive responses to the previous question, this would seem to suggest satisfaction overall. Collection of data during interviews, pupil focus groups and observation will allow triangulation and provide opportunities to explore the reasons for the level of negative responses from this sample.

Question 15) In Geography lessons where French is used, I am usually.....

Pre-populated	Response	Frequency
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options		
	confident	9 (5 boys, 4 girls)
	fed-up	6 (2 boys, 4 girls)
	interested	11 (4 boys, 7 girls)
	confused	12 (4 boys, 8 girls)
	enjoying the lesson	9 (2 boys, 7 girls)
	bored	8 (3 boys, 5 girls)
	achieving	7 (5 boys, 2 girls)
Other	concentrating	2 (2 boys, 0 girls)
	quiet when it comes to speaking	1 (0 boys, 1 girl)
	happy	1 (0 boys, 1 girl)

Give your reasons (for how you usually are in lessons)

Of the 66 responses, 39 were positive states and 26 were negative states. There was one instance of 'quiet'.

One girl for example, reports that she is usually

confident, interested, enjoying the lesson and achieving because I love French and because I find it interesting I listen and learn more, which makes me achieve.

Another girl states that she is

confident, interested, confused and enjoying the lesson because I am confident, I enjoy lessons as I think it is fun.

As reported by six pupils at Ash School, she is clearly enjoying the lesson but can be confused at the same time. This issue will be discussed in the analysis chapter.

Two boys responded, I am usually

interested and concentrated (sic) because I want to achieve my full potential and learn as much as I can about Geography and French;

confident, interested, sometimes confused, achieving and trying hard to understand because I am quite good at French but not brilliant so find the lessons challenging.

A range of other responses include, I am usually

interested, enjoying the lesson and quiet when it comes to speaking aloud. I am quiet because I don't want to say it wrong. However, I am interested because I really enjoy French and it's useful;

achieving because I am learning;

interested and confused because if I don't get it, I will usually give up and get confused.

confident, bored and not interested because I don't really like French Geography;

fed-up and enjoying the lesson because I enjoy it mostly except when people misbehave;

fed-up, confused, bored because I don't like it;

bored because I get confused easily and don't know what to do most of the time.

Of the 66 responses there were 26 instances of negative states fed-up (6) confused (12) and bored (8). Six respondents, of whom two had behavioural issues, included only negative states. The negative responses were combined with positive states for 11 of these 26 respondents. The issue of confusion, the highest instance of negative states, will be discussed in chapter seven.

For example two girls explain their responses:

confident and confused because I am confident [but] sometimes I don't understand the French;

and

confused = I don't know what Miss is saying, interested = I want to learn more.

This is a more mixed picture than in Ash School. Nevertheless it contrasts favourably with the demotivation of pupils found by Chambers (1993) and Chambers (1999), the decrease in motivation during KS3 (Williams et al. 2002) and the battle for motivation during this key stage reported by (Coleman et al. 2007). It would seem to support, at least to some extent, the positive responses to CLIL in the UK found for example by Coyle (2011). These findings will be explored further in the analysis chapter.

Question 16) Which 4 or 5 subjects do you think you would like to study in the 6th form or at college?

Of the 27 respondents fourteen selected French as one of their subjects. Two of these also selected Spanish. Five pupils gave a nil response; this may be because they did not know what they wanted to study, or because they were not intending to study any subjects post-16. This would seem to indicate that at this stage their experience has led a relatively large number to want to pursue learning languages to a higher level: 51.85% of pupils suggested going on to take a MFL at post 16 level. Whilst they may

not go on to take French, this nevertheless contrasts with the low and decreasing post-16 take up found in the Language Trends surveys (CILT et al. (2010); CILT et al. 2011). In 2012, despite an overall stabilising of take up for languages post-16 in state-funded schools, an overall decline was reported in the independent sector (Tinsley and Board 2013).

17) Is there anything else you would like to tell me about being in a Geography in French group? (e.g. how you feel overall about the group / what is most important to you about the project / any ideas for improvement / links you have with French people and French speaking countries)

Fifteen respondents provided a final comment; of these four were positive, nine had both positive and negative elements, one was negative and one boy offered a suggestion for improvement:

In French Geography classes, as an improvement, we could link up with another class in France that does the same, however in English, and regularly keep in touch via letters, this will help improve our French skills as well as Geography.

The four positive comments came from girls:

I really enjoy being in the group because we get time to speak in French in different friend groups (girl);

I feel very happy learning French Geography. The most important thing to me is that you get to learn French and I am fine about the group (girl);

It is very fun (sic) we get to talk when working apart from tests (girl);

It's okay doing fun things (girl).

Of the nine mixed comments, two referred to finding the lesson boring:

There are no links [with French people]. I feel okay about who is in the group but it's a bit boring (girl);

It's alright but it's a bit boring (boy)

and four referred to confusion:

I think it's a good lesson, maybe a bit confusing at times though (girl);

I feel quite happy in the lessons but it would be much better if the teacher explained the French more and spoke French slower so I understand (boy);

I feel really happy but just confused (boy);

I like it and it's a good idea but sometimes I just get confused with the French (boy).

Three comments demonstrated that respondents enjoyed the lessons but considered there to be behavioural issues:

I'm very happy about French Geography and really enjoy the lessons, but some people don't and don't understand [and] therefore distracting (sic) people. I want to keep learning this way (girl).

No links with French people. I feel fine about the group and some behaviour could be better (girl).

The group's a bit noisy but we work very well together (boy).

One girl did not enjoy learning Geography in French:

I do not like both lessons in one. It is boring and I feel it doesn't help my French or Geography and could learn a lot more if it was just French or Geography (girl).

In summary, the results of the questionnaire informed areas to explore and preparation of questions for the data collection visit. From the results of the questionnaire it was decided to seek further evidence on the quality of teaching, the effort, attainment and progress of pupils and the understanding of pupils as well as issues pertaining to gender that may or may not arise from further investigation. In section one an account of the results from the pupil questionnaire was presented; in section two, the results from interviews with staff will be reported.

Section two: Results from the staff interviews

The same rationale for data coding was employed for Beech School as for Ash School in chapter four. Codes were selected from the research questions, which correspond to the themed sections on the interview schedule; the latter were drawn from the process motivation model for investigating CLIL introduced in chapter two and developed in chapter three. The following coding system was devised for collection and analysis of data from interviews and pupils focus groups (Bryman 2004; Harding 2013) and forms the structure for this section. These codes are listed in logical order, which is not necessarily in order of importance and does not correspond to the volume of data that emerged:

- A: Organisation of the project (contributing to MRQ3)

MRQ3: to what extent might these [elements of CLIL that enhance motivation] be transferable to other contexts;

- B: learning environment: teacher approaches to teaching, course and group dynamics (contributing to MRQ 2)

MRQ2: what are the main elements of CLIL that enhance motivation?

- C: learner engagement (contributing to MRQ1)

MRQ1: in what ways does CLIL impact on pupil motivation?

- D: learner identities (contributing to MRQ 1 and 2) and
- E: transferability to other contexts (contributing to MRQ3).

During detailed analysis of the data, the following additional themes emerged, which had not been envisaged in the initial coding system, and were coded accordingly:

- the importance of methodology and meta-cognition
- the level of challenge and dissatisfaction with disruption (mentioned in pupil focus groups)

These final codes are ‘empirical’ codes (Harding 2013:82), ‘derived while reading through the data, as points of importance and commonality are identified’. These

additional themes contribute to both the learning environment theme because it affects teacher approaches to teaching, course and group dynamics and also to the learner engagement theme because of their impact on expectations, engagement and positive attitudes towards learning in this way in this group.

The importance of methodology and metacognition is located between sections C and D as it relates particularly to the preceding two sections about the learning environment and learner engagement.

Four staff were formally interviewed for 60 minutes using the interview schedule in appendix six: the deputy head, who introduced the programme, the head of German and two further class teachers. In addition the head teacher gave a short interview; the PSHE team also gave a short interview in a more informal setting. All contributions were recorded and transcribed to contribute to the development of a richer understanding (Merriam 2002; Stake 1995; Stake 2005). An account of the conduct of the interview schedule was given in part two of chapter three. Quotations are identified according to who was speaking and the date of the interview: DH deputy head, HOG head of German, CT1 class teacher 1, CT2 class teacher 2, HT head teacher, C1 PSHE colleague one, C2 PSHE colleague two, C3 PSHE colleague 3. The data collected will now be reported according to the sections outlined on the previous page.

A Organisation of the project (contributes to MRQ3)

MRQ3: to what extent might these elements of CLIL that enhance motivation be transferable to other contexts?

Responses to the interview question, ‘where did the idea come from?’ indicated that the impetus for the innovation came from the deputy head in 2008 who had moved from Tile Hill Wood School, a language college, where she had been involved in a similar project, (DH, 17.4.13). The CLIL project at Beech School was introduced in 2008 as part of a curriculum review in response to the revised National Curriculum.

I didn’t just look at CLIL, I looked at the whole curriculum, so it was the whole curriculum review of which that was one element

(DH, 17.4.13)

Two further elements contributed to the introduction of the project, firstly that the then head had previously been on the leadership team at Ash School, and had seen the success of the immersion stream there. Secondly, that the deputy head had taken him to an open day at Tile Hill Wood School to see the CLIL project in action. As a result, the project had the full backing of the head teacher and was implemented in full across a year group in September 2008 (DH, 17.4.13). Limitations to the project included the fact that half the year group do German and half do French and with a small department of four linguists, CLIL provision could not be identical on both halves of the timetable; access for all pupils was then achieved by

some doing Tutor Group in German, the others doing ICT in German and then the French half [of the timetable] all doing French Geography ... The quantity [of MFL] was variable, and the staffing ... was variable, because it was people starting out, people taking a risk.

(DH, 17.4.13)

In the second year, 50% of pupils opted to continue with CLIL in Y8; as a result the progression route was put into PSHE. These pupils have just completed Y11, and from the deputy head's informal analysis of internal data, in terms of attainment, pupils '*show significant gains across all subjects*' (DH, 17.4.13).

Organisation of CLIL

Work on the *Italic project*⁶ demonstrated that '*the motivation was there from the German, but the skill base, the writing, the reading, etc, wasn't as strong as for Geography*' (DH, 17.4.13) and as a result the decision was taken to develop a core in Geography for German as well as for the French groups.

Pupils in key stage 3 have three lessons for MFL per week, of which one is taken for Geography in French; additionally pupils have a lesson of Geography in English each week. Geography in French is now compulsory across Y7 in French and German, and across the French half of the timetable in Y8. This will be extended to Y8 German in 2013-14. Additional hours are provided where possible, for example tutorial input is provided once a week in German for half of the tutor groups in Y7 in tutor time, and

⁶ ITALIC Research Project 'Investigating Student Gains: Content and Language Integrated Learning', Coyle (2011)

in Y7 French groups, PSHE is undertaken in French. Provision is staff dependent and willing non-linguists with some French support the teaching of PSHE in French, whilst the deputy head, a geographer, is also a non-linguist who speaks French well (DH, 17.4.13; HOG, 18.4.13).

The deputy head (17.4.13) suggested the main obstacle to overcome in order to begin the project was the preparation needed *'it's so labour intensive and it's really hard to set up'*. Staffing issues had also been obstacles, including building capacity amongst staff in the school to teach subjects through the medium of French and the departure of two experienced CLIL language teachers in the previous year. A further obstacle suggested was long term absence of staff, for example, absence of a language teacher led to the suspension of PSHE in Y8 French part way through the academic year in which the data was collected (2012-13). According to the deputy head, (17.4.13), there was *'total and utter opposition'* to the introduction of the project, colleagues held views such as *'I had a friend who tried Science in French once and it was a disaster,'* and *'I don't want it to affect my option numbers.'* A key member of staff, the head of Geography, *'hates it, absolutely hates it'* (DH, 17.4.13). Concessions built into the introduction included curriculum time,

originally the first year it was only in Geography time, we then moved it into the language time, and then in year two pinched an hour back of Geography time.

(DH, 17.4.13)

There is a polarisation of colleagues' views: *'you've got risk-taking individuals who are keen to innovate and try things, but then you've got real traditionalists'* (DH, 17.4.13).

The deputy head is a member of the Future for Languages as a Medium of Education (Flame) group, formed in 2013 and led by the Association for Language Learning (ALL), who are *'trying to address these barriers'* (DH, 17.4.13).

The deputy head has been involved in previous research (Coyle 2011) and has informal research data to demonstrate the success of the project in terms of value added to pupils' progress (DH, 17.4.13; HOG, 18.4.13; HT 19.4.13). This will be considered further in section C below.

B Learning environment: Teacher approaches to teaching, course and group dynamics (contributes to MRQ 2)

MRQ2: what are the main elements of CLIL that enhance motivation?

Learning environment

Teachers aim to create a positive learning environment with good relationships in which learners support each other, where there is ‘risk taking’ and a ‘can do’ culture (DH, 17.4.13; HOG, 18.4.13). Discussing what kind of environment she aims to create, the deputy head (17.4.13) suggested,

Risk taking. Having a go. And you’ve seen, nobody is looking to correct the kids; you just let them have a go, because that’s what it’s all about, it’s communication. And they can see that I’m having a go too, it’s that sort of culture. And you learn through your mistakes and it’s a ‘can do’ culture, and anyone can do languages, that’s the thing. It’s not for the brightest kids, and anyone can pick it up. ... We do a lot of metacognition. So, if we’ve done something, usually at the end of a session like that, I’d have a little bit more reflection time and I’d say ‘right, what were the strategies that enabled us to be successful?’ and we’d actually unpick how as learners we’ve arrived at that success.

(DH, 17.4.13)

Modelling, learner independence and creativity were also suggested as key features in such an environment (DH, 17.4.13; HOG, 18.4.13).

Issues relating to teaching other curriculum subjects in French or German

Non-specialist teachers interviewed acknowledged the importance of training and support provided by the deputy head teacher who is a subject specialist experienced in CLIL and the existence of teaching materials and resources from which to plan (HoG, 18.4.13; CT1, 19.4.13; CT2, 18.4.13). When asked what the training for the CLIL Geography team consisted of, the deputy head replied,

when I train teachers I actually take them through the Rain Forest module with the thinking skills and show them how you build up, use different techniques, I do it really by exemplification, so they can see how you build the pedagogy into the content ...

(DH, 17.4.13)

Teachers, (CT1, 19.4.13; CT2, 18.4.13), suggested they reviewed resources two or three weeks prior to teaching them along with the assessment ‘*to see ultimately what*

the kids need to do' (CT2, 18.4.13). This teacher in his second term of teaching, (CT2, 18.4.13), and less confident than the rest of the team, explained '*I don't know if the way I'm doing it is the correct way*'. When asked whether he had seen others teach it, he replied, '*No, so I'm sort of teaching blind, in a way*'. Whilst acknowledging they were still newly qualified teachers, both considered subject knowledge to be the main issue relating to teaching other curriculum subjects through the medium of a foreign language (CT1, 19.4.13; CT2, 18.4.13). Both felt preparation time in this first year would help them to feel more confident, for example,

The thing is that if I had more time to prepare it, then I'd feel more confident, but sometimes I'm just two or three lessons ahead of the pupils.

(CT1, 19.4.13)

Preparation was also highlighted as an issue by PSHE teachers of CLIL. A teacher from the PSHE team (CT3, 19.4.13), suggested Y7 PSHE is

probably one of the hardest lessons of the week for me to plan and prepare because what we have to do is take all the lesson plans and completely de-construct them. It's a pretty good exercise, to be honest; it is quite good to sort of see your lessons in a different context. What we found when we initially tried it was there was too much content ... content is the most important thing, the language, the skills, will just happen...

In some modules language learning is accelerated so that pupils can access the vocabulary in the target language; however the PSHE team deliver some lessons in English, '*because the content is so sensitive*' (CT1, 19.4.13). Initially the PSHE preparation was done by a small team consisting of the deputy head as the CLIL specialist, the head of PSHE and the foreign language assistant:

we would sit in a room, I would say to [the PSHE specialist], 'what are the important concepts in this lesson plan?' he'd pick out what *really* mattered and then I would flesh it out, in French, and Nadine, the French Assistant, would check it for quality control. And that worked really, really well. That's a similar process to what we used at Tile Hill Wood.

(DH, 17.4.13)

The content of the PSHE curriculum is constantly changing and teachers now adapt new content without the assistance of this team format; there is no longer funding for foreign language assistants and the team are familiar with the process needed to develop material for teaching in a CLIL context.

The Geography teaching team work from lesson plans supported by worksheets compiled into a booklet; there is no scheme of work. Plans for the EU unit in Y8 French Geography were under development in this, the second year of teaching, as this is currently only taught by one teacher (DH, 17.4.13). Reflecting on the view of some pupils that the work was too challenging, the deputy head suggested that revisions are made during the initial developmental year of new modules; activities and materials '*that are too challenging*' are amended or discarded, whilst acknowledging that sometimes children use the term too challenging for work that is difficult. She explained that she consistently emphasises,

you don't have to understand every word, it's getting the gist of the Geography, that's what it's all about.

(DH, 17.4.13).

This approach is very different to the requirements of clear communication and grammatical accuracy in the teaching and learning of modern languages. This will be developed further in section C below and discussed in the analysis chapter.

Peer assessment is embedded throughout each module. Assessment is given on carefully designed proformas in the target language; the aim is to assess Geography and literacy rather than language skills.

Strategies employed to enable pupil use of the TL

Language teachers use a variety of strategies to support pupils' use of the target language. One teacher (CT1 19.4.13) suggested

I speak in German as much as I can and the children answer in German when they feel comfortable It's a lot of body language, a lot of entertainment and gestures and pictures. Very visualised, the whole thing.

However she added that '*if they don't understand what I'm saying, then I would switch to English*' (CT1, 19.4.13).

Other strategies include writing frames supported by words on the board and writing support sheets (CT1 19.4.13), the use of sentence starters and model sentences reinforced by '*visuals, opposites, richtig oder falsch; different things to get them to speak as much as possible*' (HOG, 18.4.13), and group and pair work and the use of pupils as linguistic experts (CT1 19.4.13), who are named by the class teacher as 'elves'. The latter are pupils who have an 'elf' badge and who

walk round and explain to the weaker ones what's happening ... they quite like that and also they respect each other

(CT1 19.4.13)

The teacher (CT1 19.4.13) went on to explain that the 'elves' change regularly so they '*don't feel looked after or disadvantaged*'. As well as being motivated by this system, it also encourages positive self-evaluation.

The deputy head (DH, 17.4.13) notes, *the basic principle in any module is that we build up the vocabulary gradually and increase its intensity*. She also regularly uses the technique of looking and listening for key words.

There is a popular points score system in Y7 for encouraging use of the target language when language is being built up: pupils gain one point for anything they say in the target language; ten points leads to a school reward. Similarly a point is awarded if a pupil enhances use of the target language, for example by acting as a pupil translator. This system is considered inappropriate for Y8 by the school (DH, 17.4.13).

The deputy head considers that relatively little target language is used in language lessons and as a result

the children say to me, 'do you know, we do far more French in our immersion lessons than we do in our language lessons. That has come out several times.

(DH, 17.4.13).

The lack of target language in language lessons reflects a common issue in many schools (Ofsted 2007; Ofsted 2011b). The HMI National Lead for Modern Languages has recently produced good practice guidelines for use of the target language by teachers and students, available on the Ofsted expert knowledge website, in order to encourage best practice in the use of the target language in modern language lessons (Taylor 2013). The impact of the use of the target language in CLIL lessons will be discussed further in section C and in the analysis chapter.

C. Learner engagement (contributes to MRQ1)

MRQ1: in what ways does CLIL impact on pupil motivation?

Elements of CLIL that enhance motivation

The interviewees considered the following elements of CLIL enhanced pupil motivation: teaching and learning styles; optimal challenge; the value of the outcomes; relevant content; the focus on content rather than on language learning; the use of language for real purposes; and progress. These and other elements will now be discussed in the following section.

Teaching and learning styles

Teachers suggested that their approach to language teaching, rewards and sanctions was similar across all language classes, including the CLIL classes. However, there were some elements specific to the CLIL groups.

Teacher approaches to teaching

With regard to learners in the CLIL setting, the head of German explained that he *‘wants to have them challenged and working independently without too much teacher input’*. Another German CLIL teacher, CT1 (19.4.13) described the learning environment she sets out to create in all her classes, not just CLIL ones, as, *‘friendly, encouraging, motivating, challenging’*. Praise is a further shared element (DH, 17.4.13; HOG, 18.4.13; CT1, 19.4.13). When asked whether this was something that he considered important, the head of German replied, *‘I think it does work, yes, ... it’s good to have a much higher ratio of praise than to any sort of negativity’* (HOG, 18.4.13). When asked what sort of activities she considered engaging, one teacher replied,

Creative things. Creating brochures, for example. Drawing things. Making it visual and kinaesthetic. They need to do things with their hands. ... For example, having cards or doing puzzles or, even if it’s just doing mind maps or matching things, [whilst] watching a video, even if it’s just holding up the [mini]white board. But you can’t just sit there like in a normal lesson and not have them engaged. ... Or take them outside. We took them outside as well, and did some sketching, for example, and that’s something they really like.

(CT1,19.4.13)

It is interesting that many of these activities are not always found in modern language lessons; some such as going outside and sketching rarely, if ever, feature in a language lesson.

The thought processes for a linguist and non-curriculum specialist of his approach to teaching a curriculum subject in German are exemplified below:

I suppose it's just making sure that we deliver the material accurately... I've gone back and said, okay, is that the right way to do it? And we've had training, we've had meetings where we discuss, well, this is the main point that we're looking for. You think of it in terms of learning outcomes and your objectives, you think, what do we want the students to understand? You make sure that what you're doing still fits within that, within the frame of what we're supposed to be teaching them, and if you're not sure on something you just prepare the resources ahead and you think, those are the main points.

(HOG, 18.4.13)

One example of how differentiation is achieved is provided in this teacher's approach to teaching the Rain Forest, which continues from the previous citation:

Maybe with differentiation you'd think, okay, what key features of a Rain Forest do we want the less able students in the room to understand? We need them to understand these main areas: that there are different layers of it, what the climate's like, the key points, that they come away with a key set of facts about what that is. If they know the German words for that, that's great, but if they have an understanding, a passive understanding of what that is as well, and can demonstrate it back to us in English then we'd be happy with that. The more able would be able to, might even be able to explain things. Some, a lot of them obviously in English, and then there might be a few that could start to build that up in German. So, the same as teaching any subject really, it's about making sure that you deliver the main points that you're supposed to cover, and ensure challenge.

(HOG, 18.4.13)

It is illuminating to see the exemplification of the thought process of a non-geographer, who has been introduced to CLIL by a curriculum specialist, because many CLIL projects are taught by linguists who tend not to have access to this kind of support.

Cognitive challenge

All teachers were aware of the impact of the increased cognitive challenge created by CLIL on learning and progress and could articulate their understanding (HT, 19.4.13; DH, 17.4.13; HOG, 18.4.13; CT1, 19.4.13; CT2, 18.4.13; PSHE CT1, 19.4.13). A Y7 German Geography teacher suggested

it's all about cognitive learning (sic), because they have to use different skills to produce the language but also to learn the subject and the content. So they have to use different skills, thinking skills, all the time, and it's quite exhausting for them as well, the immersion lesson, because they have to use their knowledge of German and also something about Geography.

(CT1, 19.4.13)

The head of German (HOG, 18.4.13) explained that pupils, '*are having to think and concentrate at a much higher level; [they are] much more challenging lessons*'. The deputy head argued that

T the process gives you the cognitive acceleration. As learners it's effective independent learning that it's generating. So, the subject's incidental. I know there's research to show that the subject is enhanced, of course it's enhanced, but it's the CLIL that's doing it.

I *It's the process the children are going through.*

T Yes, it's the cognitive processes, because it's just showing across all their subjects. So, although they've done Geography, their greatest gain is in science.

(DH, 17.4.13)

This claim was made by the deputy head based on her informal analysis of school progress data.

The head teacher described his view of CLIL lessons he had seen in the school and the children's response to the cognitive challenge involved:

I've seen it [CLIL] in lessons, and I've seen the enthusiasm with which children have approached it and the confidence with which they've approached it. They're just in the ZPD [zone of proximal development], clearly, they're not being put off by the demands of it. They're sufficiently challenged to find it at the very least interesting, and for some, absolutely captivating, so that they come back with amazing quantity and quality of work in, let's say Geography, but in a foreign language.

(HT, 19.4.13)

The head teacher added that the response from the conservative parent group was also positive.

The deputy head noted that her experience in two schools demonstrates cognitive acceleration:

My findings from Tile Hill Wood and from here absolutely prove that something is happening to the brains of those students or to their attitudes to learning, that make them better learners, across all subjects, and it's a pattern that's extraordinary, this replication, really, more so in science than in anything else, and I guess that's because what you're dealing with in science – this is my hunch - is that they are problem solving. So, like in a CLIL lesson all the time they're problem solving, so they're developing that skill, and they're also dealing with the technical language that needs unscrambling before you even attempt to answer the question, so, you know, they're using that skill base ...

(DH, 17.4.13)

The cognitive acceleration corresponds to findings from previous research, for example (Coyle 2011), however it is interesting that in this school attainment gains in the form of the school's own informal analysis are greater in science than in Geography. Cognitive acceleration as a result of CLIL will be discussed further in the analysis chapter.

Optimal challenge

The content of the immersion subject is cognitively challenging; in Y8 for example, the EU module is described as being '*so hard conceptually*' by the deputy head (DH, 17.4.13). I was able to peruse a copy of the module booklet and confirm that this was indeed the case. Teachers therefore recognised the need for scaffolding and support in order for pupils to access the subject matter through the medium of a foreign language (DH, 17.4.13; HOG, 18.4.13; CT1, 19.4.13; CT2, 18.4.13). The head of German (18.4.13) described the pupils' response to scaffolded, challenging input,

it's getting them thinking and thinking, and it's really great to see how many of them respond so well too; if you put language in front of them, it has cognates, there's support there for them to do it, and they really want to understand, and you can see them getting actively engaged in it, even helping each other.

Teachers understand the need to make the content accessible in the target language. One teacher for example, recognised the need to ensure she makes the activity as easy as possible for pupils to understand, '*because there's a thin line between demotivation and challenge*' (CT1, 19.4.13).

One example given of appropriate cognitive challenge was provided by the head of German:

when you introduce something new and exciting to them, explaining about Rain Forests and things like that, you put a video on in the German language, for example, and they think, this is a challenge, how am I going to make sure that I can do this, and *you can see them concentrating, you can see them sort of straining to make sure they can engage with it ...* .(my italics)

(HOG, 18.4.13)

Relevant content

When asked if relevance of content was important, the deputy head (DH, 17.4.13) replied:

Well, it must be. Yes, they like it. In Y7 they love when we get onto Rain Forests they absolutely love doing about it, the orang-utan project and stuff, and they just love the content.

One of the class teachers also noted:

I think they quite like that it's not just 'what's the colour of your hair, ... with the maps of the local area, we looked at Boston, we looked at stuff that was sort of relevant to them, and they were quite interested in that. The fact that it was in German didn't seem to faze them, really, and didn't make them, I don't think, less interested in it. ... We went outside and we drew things. I think we just did things that you can't do in a normal MFL lesson. And also I quite enjoy teaching them when I'm not sort of as a German teacher.

(CT2, 19.4.13)

The value of outcomes

One teacher explained that '*you always have a very purposeful learning outcome*' (HOG, 18.4.13). Pupils enjoyed working towards creative, end of unit pieces of work (DH, 17.4.13; CT3, 19.4.13). The deputy head for example explained:

at the end of each unit there's always something with a presentation involved, ...so we're always working towards a big piece of work

As a geographer and non-specialist linguist, who taught French due to a language staff shortage, she reflected (17.4.13) that in contrast to Geography teaching she

found teaching Y8 French absolutely frustrating. I couldn't bear it to be honest because it was so slow and ... superficial content, but all of the resources are just set up as responding to PowerPoints, and obviously little games and things like that, but the challenge...

This is of interest because in language lessons pupils do not always have the opportunity to produce work in which they ‘make the language their own’, that is, in which they use the language to say what they want to say and to experiment with language.

Using language for real purposes

When asked what she considered to be the main elements of immersion that enhance motivation, the deputy head responded

I think it’s the fact that they don’t feel, motivation towards the language, they don’t feel they’re learning a language, they don’t feel they’re being a slave to it, it just happens, and also the fact that nobody’s breathing down their neck about making mistakes. There’s a very strong praise culture.

(DH, 17.4.13)

One of the class teachers reflected on the importance of using language for real purposes as a factor for motivation:

It’s because they see that they can use the language in a completely different context, and they can express their opinions, they can say something in the target language in a completely different subject. They can talk about Geography in German, and that really motivates them and makes them proud, and because they use it more often, and it’s basically like an extra lesson of German as well, and they feel more confident in German too...

(CT1, 19.3.13)

The arousal of curiosity

All Geography CLIL teachers noted pupil interest in the foreign culture and country (DH, 17.4.13; HOG, 18.4.13; CT1, 19.4.13; CT2, 18.4.13). One of these teachers is a German national. She suggests that pupils are:

more interested in culture, funnily enough. They ask me loads of things about culture: ‘do you have mountains in Germany as well?’ because at the moment we’re not looking specifically at Germany or something like that, but then they have many questions, because I am German, about my country as well as my culture.

(CT1, 19.4.13)

Pupil attitudes to learning and effort

Pupils' attitudes to learning were generally positive but varied between year groups and between teachers. One class teacher (CT2, 18.4.13) suggested that 75 per cent of the pupils in his Y7 German Geography group tried hard, attributing the lesser effort of the remaining 25 per cent to their general level of effort in school. Another teacher (CT1, 19.4.13) noted that the pupils' levels of effort are high in her German Geography Y7 group, *'they think they work really, really hard. And they do'*.

Attitudes in Y7 were more positive than in Y8. All pupils study Geography in a language in Y7, whereas only half the year group do in Y8. Furthermore these groups have retained the same teacher through the two terms whereas in Y8 there have been staffing issues (DH, 17.4.13).

One teacher posited the progress made by pupils as a motivating factor. Referring to the beginning of Y7, she explained:

I think at the beginning it's quite a challenge for the teacher to motivate them, and make them see the advantages, and then when it comes to the first assessment, which was in January, they see what they can already do, and it's part of the teacher's job to keep them motivated as well. *But then, as soon as they see what they can do, I think they really enjoy it.* (my italics)

(CT1, 19.4.13)

Later this teacher described a series of teaching strategies she employs in her Y7 CLIL class. In response to a question about whether she felt that by employing them she was teaching the pupils how they were motivated, she replied:

They motivate themselves without knowing it. It's just little tweaks that I use sometimes, but they do most of the motivation themselves, by just being who they are. It's natural. But like I said, I'm really lucky with that group. They are just really up for it. They're curious, they want to learn, they are hard-working, they want to do it, and that's good, because that helps me a lot.

(CT1 19.4.13)

A German teacher (CT2, 18.4.13), when asked if he was a little ambivalent about the project replied:

I suppose I don't feel like I've been doing it for that long, and so I'd like to be teaching a bit longer with a few different things, to see, *but you do have moments where you're like, 'wow! You've worked that out'... 'wow, the penny's dropped'* ; at the moment they're like few and far between ... (my italics)

The head of German (18.4.13), considered the CLIL project to have had a positive impact on pupils' perceptions of their effort in his Y7 group:

I see them making a lot more effort, really. I see them taking bits that they've learned from their MFL lessons and applying it into their immersion lessons, so it's good to see that cross-curricular thing coming across. We've been doing work with ICT when they have to produce their brochures, so again they're bringing in their ICT skills. They're combining that with their language skills.

The nature of this cross-curricular work maximises the use of language for real purposes. The head of German, who teaches the same group for CLIL Geography and German then confirmed that he perceived no difference between pupils' effort in CLIL and language lessons.

Pupil progress

Teachers in the school evaluated the project informally and had discussions with the pupils. Teachers agreed that the majority of pupils made at least good progress (DH, 17.4.13; HOG, 18.4.13; CT1, 19.4.13; CT2, 18.4.13). The HOG, (18.4.13) reported:

the ones that I spoke to have been very, very positive. They feel that they've made progress, they feel they're really learning, He also noted that *'their passive skills definitely improve, and their reading skills. They're reading real texts about something with a real-life purpose to it'*

(HOG, 18.4.13)

Another Y7 German Geography teacher saw the pupils' perceptions of their progress in term two of Y7 as a 'puzzle',

I think it's like a puzzle, because there are different things coming together, and I think right now it might be too early to say something really specific about their progress. There is definitely progress going on.

She recognised significant progress, especially in their confidence in speaking German. One reason she noted for this was the importance of praise, *'they need a lot of praise, and it's important for me to tell them how good they are and how good their pronunciation is'* (CT1, 19.4.13).

Teachers agreed that the CLIL undertaken in the school had a positive impact on attainment (HT, 19.4.13; DH, 17.4.13; HOG, 18.4.13; CT1, 19.4.13; CT2, 18.4.13; PSHE CT1, 19.4.13). The head of German (18.4.13) posited:

We now have strong evidence from our current Y9 and Y10 groups that immersion has had a significant impact on raising attainment in MFL; many current Y9 students are making exceptional progress in their controlled assessments.

The head teacher stated that on arrival he was unsure about whether the project would work but explained:

I'm persuaded, both by the hard-edge data and also by the softer edge, the responses that we're getting from students, and the numbers of students that we're getting to follow modern languages through into KS4 and KS5, I believe has a direct connection with what's happening with immersion. And we certainly ... can identify the children who are getting better value added outcomes in KS4 as a result of having had two years of CLIL, and there's a clear link between those two outcomes; there are not only the standards gains, but we're getting enjoyment gains, if you like, and confidence gains. We're one of the only schools in the area that runs three languages at KS4 and KS5.

He clearly links higher attainment with enjoyment and confidence gains and increased uptake at KS4 and beyond.

The deputy head (17.4.13) suggests that pupils at the school *'don't know how good they are, because they have got nothing to compare themselves with. This is just what happens'*. In terms of performance she adds that pupils gain the same level in French as they do in for example English.

The deputy head provided a copy of her detailed, informal analysis of the impact of CLIL on attainment.

Pupil attitudes towards learning languages

Teachers agreed that involvement in CLIL improved pupils' attitudes to languages (HT, 19.4.13; DH, 17.4.13; HOG, 18.4.13; CT1, 19.4.13; CT2, 18.4.13; PSHE CT1, 19.4.13; PSHE CT2, 19.4.13; PSHE CT3, 19.4.13).

One Geography CLIL teacher suggested that although in general, in other schools, pupils:

don't see the point of learning a language ... they say 'we all speak English, why should we bother learning a foreign language'

that learning in this way:

kind of changes the opinion, because they see, oh, we can actually do Geography in German or PSHE in German as well, and they think they are learning more.

(CT1, 19.4.13)

The head of German, (18.4.13) suggested,

they're really seeing the language come alive and to be used for something other than producing a few sentences in their books.

He later went on to say,

you don't really get that many people saying, 'why are we learning German, why are we learning French?' ... because a lot of them do see the German as being used for a wider purpose than just for MFL lessons, and they're able to produce and create something with the language. You show them what they've been able to do from September until March, ... they've started from knowing a few simple words, with lots of input and support from the teacher, to building up to being able to write and explain things, with increasing accuracy in the target language, in paragraphs.

Another colleague noted '*they enjoy the fact that it's sort of making the language relevant*' (CT2, 19.4.13).

The head of German described the process of pupil transfer of knowledge in this cross-curricular context in the following way:

there are elements of crossover, so recently we did something on emotions and feelings, and we also covered ... personality in our MFL lessons, and they said, '*oh, I knew that word from immersion! I knew that phrase from there. Oh, that's really helpful, we learnt that last week.*' So they're starting to make the links, which is really good, so they think, I'm learning German here, I'm learning German there. My Geography's improving. I'm enjoying the Geography, I have to concentrate, but they're also thinking, I understand more, so you have fewer blank faces when you say things now, and they go, 'oh, that means that, that means this, that's right.' So I think that a lot of them feel that they are making very good progress, and that does seem to be coming across in the work as well.

(HOG, 18.4.13)

As well as the challenge of using language for real purposes, pupils enjoy, '*creative projects, so they love the orang-utans campaign, they love the energy one ...*' (DH, 17.4.13). Referring to what her Y7 Geography in German class enjoy, CT1 (18.4.13) suggested:

I think it's a mixture of the topic which is taught, the activities which we do, learning independently, producing something that they can use at the end, and then the fact that that product is in a foreign language and then seeing the results. It's a bit like in every other subject, really, just that they did this entirely in a different language.

This contrasts to the type of activity undertaken in many language lessons.

Target language use

Regarding the languages department in Beech School, the two deputy head teachers involved in the project

had always been very concerned there wasn't enough target language being used. We get very, very good results, but ... you can walk into a lot of lessons and see an awful lot of non-target language being used. And to be honest, I don't think our head of languages does as much as our NQTs.

(DH, 17.4.13)

The lack of target language in some language lessons and the differences across the department will have an impact on pupil attitudes towards languages, the target language and, as a result, towards CLIL.

One teacher (CT1, 19.4.13) considered that pupils '*find it hard, but it's important to be consistent, and then they see the benefits*'. The head of German, (18.4.13) suggested that pupils' attitude towards the target language is:

largely very positive. I mean, they're growing in confidence. Originally they start off, 'oh, I'm not too sure about this,' but you just reinforce it, you keep praising them, you show them that it is accessible and that they can do it...

Referring to the use of the target language, a further linguist CLIL teacher (CT2, 18.4.13) suggested that some pupils in his Y7 group '*are reluctant and some are quite happy to give it a go ... some ...when you push them can give you [the answer] in German*'.

One teacher noted that pupils enjoy the challenge of using the target language. When asked what the pupils enjoy, he replied,

Challenge. They like the fact that they can go on from knowing a few simple phrases and cognates, a few words, to being able to understand longer passages, and they're able to access the target language.

(HOG, 18.4.13)

The deputy head (17.4.13) suggested that pupils developed a ‘*can do*’ attitude which led to some of them thinking, ‘*they’re better than they are when it comes to their normal lessons. They are probably making mistakes*’. She went on to explain

I think you have to have the two together. You have to have the rigour of a language lesson and the precision and the ‘let’s get it technically right’ but you also have to have that ‘can do’ ethos that stays with them for life, that a language is for using not for fossilising.

This confidence and over-estimation of ability in languages is unusual. Some studies, for example, Stork (1998; 2011) and Lee et al. (1998) found a decrease in confidence between years 8 and 10. The fact that pupils are better at using language in immersion lessons is interesting and may be linked to the outcome of using the language for real purposes within a CLIL context. Attitudes towards use of the target language will be discussed further in the analysis chapter.

Gender preferences

There were many aspects of learning that both boys and girls enjoyed, for example, the deputy head (17.4.13) suggested ‘*they both like ... open-ended things using different media, broadcast campaigns, very creative things, multi-faceted things*’. Some teachers suggested differences in some preferences for boys and girls. One class teacher (CT1, 18.4.13) suggested that boys enjoy ‘*the scientific side to the Geography, the ‘clear and logical’ nature of the German language whilst in general girls ‘enjoy being creative and being able to produce their own brochures and ...the assessment*’, which took four lessons. The head of German reported that boys like games and timed activities. Girls, he posits, enjoy ‘*the more open-ended tasks*’, but is aware that ‘*you can’t really stereotype, it just depends*’. The class teacher (CT2, 18.4.13) agreed that in general boys ‘*enjoy the games and the competitive element*’, they like ‘*being at the front, working on the [white]board, taking names*’ and dislike ‘*writing massive amounts*’ and girls like ‘*producing the brochures*’. Although this is not a major focus of this study, gender preferences that have arisen will be discussed further in the analysis chapter.

Pupil attitudes towards the TL community

The school had a German exchange, but no French exchange at the time of the research visit. There were no class links with partner schools, although this was seen

as desirable by staff, three of whom were new to the school (DH, 17.4.13; HOG, 18.4.13). The deputy head (17.4.13) for example, suggested a school link *‘is something that they’re [the teachers new to the department] very keen to progress with, and that will happen’*.

The importance of methodology and meta-cognition (contributes to MRQ 1 and 2)

MRQ1: in what ways does CLIL impact on pupil motivation? MRQ2: what are the main elements of CLIL that enhance motivation?

The deputy head, who introduced the project, the head of German, who had some prior experience of CLIL prior to his recent appointment at Beech School, and one of the newly qualified teachers, who had experienced CLIL as a pupil in Germany, had a clear understanding of the methodology of CLIL (DH, 17.4.13; HOG, 18.4.13; CT1, 18.4.13). The deputy head (17.4.13) for example, referring to the need to plan, reported:

it doesn’t just happen, of course, and that’s the key thing about CLIL really, *it has a methodology that is key to it*, and if you look at the way we build up the Tropical Rainforests, we are building up thinking skills, so introducing them to the concept of XXX but using living graphs. (my italics)

She exemplified (17.4.13) how learning takes place within the zone of proximal development (Vygotsky, 1978) in this context in the following way:

we have to give children challenges a bit far away from them, and they have to work towards it. The key thing is to support them. So my Y7s actually said to me this week, because they’re doing a poster on animal adaptations for Rain Forests and I’ve been building up the vocab (sic) gradually, ... *‘Will you support us like you did when we did the leaflets?’ ‘Of course I will. We’ll have a look at how we write.’* So, yes, as long as they know that they can ask for help or be shown how to get help. I mean, that’s the whole thing about metacognition and reflecting on how they’ve gone about it. So [to] a student at the front of the class I said, *‘wonderful poster, now how did you do that?’ ‘Well, I used Google translate to check the technical vocabulary, because it’s not in the French dictionary, so I used single words on Google translate; I used a dictionary to do that bit; I Googled a French website on tropical forests to find the names of the plants. ... so they can learn from each other.*

Teachers in Beech School demonstrated a deeper understanding of CLIL methodology than those in the other case study schools. This will be considered further in the analysis chapter.

D. Learner identities/self (contributes to MRQ 1 and 2)

MRQ1: in what ways does CLIL impact on pupil motivation? MRQ2: what are the main elements of CLIL that enhance motivation?

Impact on pupils' mastery of the language

One newly qualified German teacher reported that pupils were '*more competent at different skills*' (CT1, 18.4.13), suggesting that pupils' reading and listening skills were well developed, writing skills were less developed and speaking skills were well developed adding, '*well, in my MFL lessons; in CLIL there's less speaking*'. This is interesting as it appears to contrast with the deputy head's findings, cited earlier in this chapter, that pupils found more use of language in CLIL lessons than in many language lessons, although she did note that the newly qualified teachers tended to use target language in language lessons.

In Y8 lessons, with the specialist geographer, the teacher reflected that '*they know they find it harder to talk*' and that by this stage:

writing has become a really strong feature ... because we've learned how to scaffold it and so on ... So I think there's perhaps more emphasis put on the comprehension and the writing than totally on the speaking. If you were doing a lesson in PSHE, it's the other way round. It depends on what you're doing.

(DH, 17.4.13)

Three teachers mentioned that peer assessment was an effective tool in teaching the pupils to develop an awareness of their development of skills (HOG, 18.4.13; CT1, 19.4.13; CT2, 18.4.13). Pupils are taught how to attain each objective and are required to look for specifics when peer assessing. For example, one teacher commented that during peer assessment pupils were, '*working together and saying you need to do that, you need to do this*' (CT1, 19.4.13).

Target setting is modelled from Y7, where pupils are set targets and teachers explain how they can achieve them, '*they know what targets they have or they'd like to achieve, and we tell them how they can achieve them*' (HOG, 18.4.13). One of the teachers of German Geography explained how pupils are taught to set targets in the following way:

For the first assessment we taught them how to reach the targets, and then they had to self-evaluate and self-assess their brochures before I did it. And most of the time, I would say about 90%, they were very close to what level they got, or even hit the level that I gave them. It's really just like a tick off list, and they know immediately, I need to include between four and six coordinates, I need to include directions, so they know exactly what they need to do.

(CT1, 19.4.13)

Pupils are included in target setting:

I give them specific targets and I make them do stuff that they like doing. I let them decide as well; I give them options, do you want to do it this way? Do you want to do it that way? They have the chance to work independently and at their own pace as well. So the targets are differentiated obviously

(CT1, 19.4.13)

SMART targets and examples of targets are discussed as another of the German Geography teachers explained,

We talk about it's got to be measureable, you've got to have a timescale on it; there's no point just saying 'to be able to read more German'. So, show them what's a smart target. Give examples of, like I say, 'this is what some Y7's came up with as their targets last year. Do you think this might be something you could do?' Mary⁷ and I swop some of our work and showed each other's classes, and say 'this is what the other class in CLIL have produced.

(CT2, 19.4.13)

All CLIL teachers considered that pupils felt competent in German and could see the progress they had made. One teacher suggested that pupils' '*passive competence is much higher*' (HOG, 18.4.13). A Y7 teacher (CT1, 19.4.13) reported

I think they do feel quite confident and competent, actually. I know that it's still hard for them, but I think they are a lot better than they were at the beginning of the year.

She went on to suggest that her class was

very self-reflective and they know what they can do, they know their strengths and weaknesses, we talk about them quite often.

(CT1, 19.4.13)

⁷ Names have been changed

This is unusual according to my professional experience within key stage 3, especially in a Y7 group. The good practice that this department has implemented in the area of fostering pupils' awareness of the development of their skills is also unusual and will be discussed in the analysis chapter.

Impact on pupils' self concept

Teachers revealed that pupils had a realistic awareness of their own strengths and weaknesses in the skills needed for CLIL for this stage in their development as learners. The head of German (18.4.13) commented:

I'd say that the majority of them have now got their feet under the table so to speak and think, 'I know that I'm good at this side of it, and if I work with that person or if I sit with that group then I'll be able to make sure that I understand more.'

He later went on to explain that '*the idea of being reflective and thinking, how can I help myself here? How can I help others?*' is '*something that we try and enforce across the whole curriculum*'.

(HOG, 18.4.13)

This whole school emphasis would appear to support CLIL methodology.

Teachers of Y7, (HOG, 18.4.13; CT1, 19.4.13; CT2, 18.4.13), agreed that pupils are motivated. At the start of Y7 there is an explicit introduction, an explanation and encouragement:

At the start of the year we explain to them what they're doing, how it's going to be done and why, and we do talk about the fact that '*this will help you*'. So we do sell it very, very positively, so we make them aware of it from the start, '*this is going to help you. Give it a chance, don't be worried about it. You will enjoy this*' and we do reinforce the idea that '*this will strengthen what you're doing in Geography, it'll strengthen what you're doing in English, maths, because we bring in the numeracy, and it will show you how everything links together and how subjects do have connections*'.

(HOG, 18.4.13)

They implement the school's reward system including achievement points, grade their assessments and provide their '*own teacher feedback and praise*' (CT2, 18.4.13).

However, all reported self-generated motivation. One teacher commented, '*it is quite unusual, it is quite extraordinary, they were quite captivated from the beginning by it [CLIL]*' (CT2, 18.4.13).

It is common for there to be initial enthusiasm in Y7 when learners begin a new language. It would be interesting to see how motivation might develop in a longitudinal study of the same groups.

The exploration of values relating to the learning of languages is less well developed. Teachers report that CLIL provides an opportunity to learn languages for real purposes and therefore pupils are more likely to see the value in learning languages (DH, 17.4.13; HOG, 18.4.13; CT1, 19.4.13; CT2, 18.4.13). One German teacher explained his approach in the following way:

I talk about the importance of, you go to a country, and why should the German person have to speak English? Yes, a Y8 said to me yesterday, *‘but, ... , I’ll go to Germany and they’ll all speak English to me.’* And I said, *‘well, yes, but we live in an international society. Also, I suppose I just enjoy languages, so it’s quite hard because I just like them. But I think it’s important’*. It opens their eyes.

E.) What might be transferable to other contexts? (Contributes to MRQ3),

MRQ3: to what extent might these elements of CLIL that enhance motivation be transferable to other contexts?

All interviewees held the view that the immersion programme had raised the profile of the school and attainment across the curriculum for those taking part. The head teacher reported that the project *‘improves outcomes’* in terms of standards, enjoyment and confidence gains and that he was able to prove it (HT, 19.3.13). The school has tried to arrange the curriculum:

so that it’s the same as European curriculums, where the same amount of delivery hours are given to the second foreign language. So as many hours are given to MFL as are given to English

(DH, 17.4.13)

This is unusual; the literature review in chapter one demonstrated that most secondary schools in England have reduced their contact time in languages rather than expanded it (CILT et al. 2011) and the most recent language trends survey (Tinsley and Board 2013:35) reports

Three quarters of state-funded schools and two thirds of independent schools have made recent changes to provision at KS3 ... Common changes at KS3 include the introduction of new languages and the reduction of lesson time for the subject. These trends are similar in both state-funded and independent

sectors. However, another change, *the shortening of KS3 from three to two years* is much more evident in the state-funded sector where it *now affects one in four schools*. (my italics)

This national trend of less curriculum time for modern languages has implications for schools wishing to implement CLIL on a similar model based on curriculum time allocated to languages in Europe.

The project at Beech School is still in the process of expansion. Future developments included introducing progression routes into the German side of the year group in Y8, both in Geography and in developing other additional opportunities for immersion within PSHE, ICT or tutorial time in years 7 and 8 (DH, 17.4.13). Linking the CLIL language with language learning is a further priority:

our key target in our whole school development plan now is to dovetail our language learning into the CLIL, and I've been doing that with my Y8 resources, knowing what goes into the languages curriculum, I've tried to get things like the near future going, things that they're going to be using a lot.

(DH, 17.4.13)

When asked how he might advise others to initiate such a project, the head teacher (19.4.13) suggested that other schools considering the introduction of a similar project should

check it works in other schools like yours, try it small scale, do it for a couple of years, see if it sticks, and then we'll grow it.

All staff involved suggested that the support of the management team was key; the deputy head added, referring to the management team, 'And it's got to be robust too'. The CLIL project's strongest advocate, the deputy head, went on to explain that in her first year, having just introduced the project she faced

a new head teacher, who had never come across this in his life, and [who] had staff coming to him and saying, '*get rid of it*' because they didn't like it, and he must have been in a terrible quandary, I've got this bonkers deputy who's put this in, and I've got all this staff dissension. The easy thing to do would be to walk away from it.

(DH,17.4.13)

The deputy head suggested that in terms of getting leaders and parents on board, '*the key thing is to show the impact*' via the data. There had been dissension amongst

some staff at first, the head teacher (19.4.13) remarked that the deputy head did '*have a job to do to persuade people that this was a good idea*' but suggested that people now would say:

we don't know what we would do without this, it's a normal way in which we can make the curriculum memorable and interesting and challenging.

A PSHE team member (PSHE CT1, 19.4.13) suggested he would encourage the

leadership team to be as pro as possible, and consequently to try to get staff involvement to an optimum level, so you've got to spread the burden, because it is quite a burden really.

The deputy head's advice was:

Have a hard hat, I think! Strategy is the first thing. You need to plan how you're going to do it. It depends on the expertise of the staff you've got. If you've got someone who's done CLIL before and is confident in it, you can move it in quite quickly, as happened here. I was able to move it in quickly because I was a practitioner, as well as a strategist. But if, as in the case when we started at Tile Hill Wood, we started slowly and built up, but I think the key thing is not to keep it slow. Do your modules, get your expertise, but then, if you're going to make an impact, and I'm getting down to strategy here, if you're really going to make an impact, then it's got to be a whole school entitlement, because it's not inclusive if you've got an inclusivity agenda, because why disadvantage kids if they're going to gain something from it across all their subjects, and so that has, so you have to have enough staff to be able to create an entitlement.

The deputy head therefore strongly recommends a whole school approach, unlike the immersion project in Ash School. This is an interesting stance, which will be explored further in the analysis chapter.

When discussing the importance of the impact of CLIL on pupil progress the deputy head (17.4.13) explained:

That's the key, if you can badge it on the back of school improvement. ...It doesn't become a language-based thing, that's the key thing I think, it shouldn't be held by the languages department at all. It should be a whole school thing that has as many non-linguists as linguists – now that makes it I suppose impractical in some schools but in most schools there are people who have got A level languages plus something else. So it's a matter of developing your strategy ...

The deputy head strongly believes that CLIL should be a whole school programme, not held by the languages department, focussed on raising attainment. This is

interesting as many projects in England are located in language departments. This will be discussed further in the analysis chapter.

Teachers also raised the importance of training, schemes of work and the selection of engaging topics, for example a German Geography teacher (CT1, 19.4.13) suggested

I would advise them to definitely do some sort of training for the teachers beforehand about it.... they definitely need some training, and I would advise them to have a very, very clear Scheme of Work, and if they choose the topics, to think about topics that are really engaging, because it depends a lot on the topic, in my opinion. The topic we're working on now is a lot more interesting than the first one.

She also noted that the training would need to be different depending on whether the individual teacher was a linguist or subject specialist. These views were supported by other staff interviewed (DH, 17.4.13; HOG, 18.4.13; CT2, 18.4.13; PSHE CT1, 19.4.13; PSHE CT2, 19.4.13).

The head of German (18.4.13) noted that the idea should be reinforced that

it [CLIL] does raise attainment across the board, it doesn't detract from, it doesn't water down or dumb down the other subjects, and it does lead to an increase in attainment and student engagement, and they see the value of learning two subjects combined together, and it makes them see the value of links across the curriculum, and it also promotes independence.

He later added, *'We're enjoying it, it's very positive, we think other schools should try it'*.

This section has presented the results from interviews with staff and several key findings have outlined, which will be further discussed in chapter seven. In the following section, the results from the pupil focus groups will be reported.

Section three: Results from the pupil focus groups

The coding system devised for collection and analysis of data from staff interviews and pupils focus groups (Bryman 2004; Harding 2013) and discussed in section one of the previous chapter, was applied to reporting results from the pupil focus groups. These codes are again listed in logical order, which is not necessarily in order of importance and does not correspond to the volume of data that emerged. The coding list again forms the structure of this section.

Two groups of pupils were interviewed via the focus groups, one of four pupils from a Y7 mixed ability group and one of ten Y8 pupils from two different ability groups, taught by the same teacher, thereby gaining further direct views from 14 pupils. One group may have been sufficient, but given the importance of gaining the pupils' perspectives, unfamiliarity with the school and pupils, the differences in entitlement in the year groups, the instability of teaching staff in Y8 compared with the stability of the teaching staff in Y7, two groups were considered preferable in Beech School. The data will be reported in an interpretative way, bringing out differences and similarities between the two groups. The school selected a representative sample from each of the three groups. The Y7 group had a different teacher to the Y8 groups; they also had the same teacher for German as well as Geography. In Y8 the pupils were completing a particularly conceptually challenging module on the European Union (EU).

A Organisation of the project (contributes to MRQ3)

MRQ3: to what extent might these [elements of CLIL that enhance motivation] be transferable to other contexts)

Responses indicated that the Y7 pupils were overwhelmingly positive, considerably more so than those in Y8, where at least half of the pupils expressed reservations. For example, when asked for further opinions about learning Geography in German the following exchange within the Y7 focus group took place:

P1 It's just a very good experience.

P2 It's definitely like one of the best subjects that you can have to build self-confidence, because you're learning a completely new thing, so you've kind of got a level playing field, because if everybody started from fresh, then you're all building up together.

P3 And you're learning double the things in the amount of time.

P4 You're learning German and Geography.

I *Would you be happy to carry on with it in Year 8 and 9?*

P1-4 Definitely, Yes, Yer.

When asked what they most enjoyed Y8 pupils responded:

P1 What we enjoy most (.) probably (.) challenge, it's a challenge for us to work something, do it different, do it in a different way.

I So how is it challenging? What sort of things do you find challenging?

P1 Well, it's challenging to do our work, also to understand the French.

I So, to get the Geography but it's in French. How do the others feel? How do you feel?

P2 Well, I quite like the, I sometimes get a bit stuck on the French and then don't learn the Geography, but we're usually, like, given dictionaries and stuff, so I quite like working out what sentences say and that.

P3 I think like it helps us in our normal French lessons as well, because some of the stuff we learn in our French Geography lessons we don't learn in Geography and French, so yeah.

P4 Well, it's hard and some people like a challenge, so it's good for people who like a challenge, but then if people don't really understand it's not really good for them.

Challenge is therefore mainly a motivator but also a demotivator; this exchange exemplifies the fine line between optimal challenge and work so difficult that it leads to demotivation.

B Learning environment: Teacher approaches to teaching, course and group dynamics (contributes to MRQ 2: what are the main elements of CLIL that enhance motivation?)

The teacher uses approaches that pupils find motivating, for example, Y8 pupils suggested they are helped by strategies such as mimes and gesture, use of a dictionary, working with partners and the teacher going over some points in English.

When asked the things that motivated pupils to work hard, they responded:

P1 Prizes.

P2 Praise.

P3 Creative things.

...

P4 I suppose for ourselves, really, as well, because you want to do well because you want to get a higher mark so you can go onto other things.

T And you said earlier, Keith, as well about XXXX getting better at French. Is that right? Is that what you were saying?

P5 Well it does help, I think, in my French lessons when, and like vice versa, like in French, I'll learn some things that I can add into French Geography to help me.

When asked the things that motivated pupils to work hard, Y7 pupils responded that *'Miss makes it fun', 'we do, like activities, so we're not just, like, sat listening. We, like, get involved', 'it's something that we've never done before, so it's like a new experience'* the importance of the teacher is highlighted by this group, who when asked about the kind of things that motivate them to work hard responded,

'⁸Miss Püttmann, really, because she just makes it really easy and everyone tries to learn more things'; all four pupils agreed and one added, *'Yes, she keeps your spirits up in a way, because she's always joking and she's always smiling'*.

Pupils in both year groups enjoyed the project-based work and the creative nature of the projects. One Y8 pupil expressed the view that working in this way gave pupils *'more independence'*; she exemplified this adding:

With our debate we got to write the speeches ourselves and we had to present them ourselves, and we could only, like, ask the teacher on certain words, so I think that French Geography *is* harder, but I sort of like it because, yeah.

Pupils in both year groups are proud of the projects that they have done. They enjoyed working in pairs and groups, for example, when asked what skills they were learning, one Y7 pupil suggested:

We're learning to work as a group, because whenever we've, most assessments you work in pairs or in bigger groups, so you, like, learn to work as a team.

Y8 pupils also appreciated working routinely in this way:

We usually work in partners as well, like we pretty much always work in partners, and both try and work it out together.

⁸ Names have been changed

Pupils in the Y8 focus group indicated that they work more in pairs and groups in French Geography than in other subjects and that they find this supportive of learning.

C. Learner engagement (contributes to MRQ1)

MRQ1: in what ways does CLIL impact on pupil motivation?

Elements of CLIL/ immersion that enhanced pupil motivation included increasing fluency in French, being able to use French for real purposes and fun, as these exchanges with the group of one Y7 pupils illustrate:

P1 It's better than just like normal German.

I Why do you say that?

P1 Because in normal German we just kind of, because in this one we've been doing like Rain Forests and that kind of stuff, but in normal German it's just kind of colours and pets and things like that.

P2 Normal German's fun though.

P1 Normal German's fun, but this is better.

Pupils reported interest in the content of topics. When asked to identify the most interesting thing they had done in the French Geography group two Y8 pupils suggested the EU topic, for example,

I think it was the debate that we did the other day about the EU, whether we should be staying in the EU or not. ... because I thought it was kind of like interesting to find out the different reasons why you can want to stay in the EU and why you wouldn't.

Almost all the other Y8 pupils agreed that the debate had interested them the most.

One pupil explained the preparation work leading up to the debate:

Well, we were learning more and more about the EU, and the good points about it, the problems that it had, the Euro, all kinds of stuff, and then we were told that we were going to have a debate, actually say about whether we liked the EU or not, we were given certain groups, told whether to like or dislike, preparing our speeches in French.

When asked for an example of work he was proud of, one pupil replied:

I think I'm probably very proudest (sic) of the debate, because we wrote it by ourselves, and me and my friend we just had to keep going and keep thinking, like, we can't ask the teacher, we've got to do it by ourselves. So I'm probably proudest of that because it was really independent.

A Y7 pupil cited 'the brochure' [of the town] adding:

We had to, like, do the German ourselves, and that, like, shows how much we came on since we've been at this school in German and German Geography.

Y7 pupils rated their progress as 'really good' when asked if they could expand a little more, the following exchanges took place:

- P1 Well because, when we were in Primary School, like all the way through Primary School, we did no German, and, like, a few weeks ago we produced a whole brochure about Boston⁹ in German
- P2 Six months ago we (.) well when we first joined the school and we had the first lesson, we thought 'Oh, God, we have to do Geography in German!'
- P3 I really wanted to be in the French half because we did French in Primary, but you come into the German half and you realise that it's like a new experience and it's really fun.
- P4 We learned in the first month here more German than we ever learned French.

The pupils had had French lessons for four years in primary school and had been at secondary school for two terms. Pupils are motivated by interesting content and recognise the impact of this on their progress. One Y8 pupil, for example, when asked the reason why he felt that he had learned more Geography explained:

I think it's because I find it quite interesting, the topics that we do, so I listen more, and then, because I understand the French I then understand the Geography and it all sort of sinks in.

The motivating factor of interesting, challenging content will be discussed further in the analysis chapter.

Pupils enjoy the interesting content and the challenge of the hard concepts; it is perhaps not surprising that some pupils, especially those from the low to middle ability group, found this module too demanding in Y8. One Y8 pupil suggested,

Sometimes it can be a bit too hard, trying to do our Geography work, trying to handle it with the French, that can be quite tough sometimes.

Referring to the European Union topic another admitted;

⁹ The name of the town has been changed

I don't think I could have handled it in English, but in French it was impossible. I couldn't understand anything about it, really.

This inability to understand has a negative impact on some pupils' perceptions of their progress. One boy explained:

I don't really see the point, because you're not going to (.) with the debates, that's the only bit that I really understand, because we're all discussing it, and then Miss explains what they've said. But in the actual lessons, she says the French bit and then everyone's like 'What?' and then she just carries on with the next part of the lesson.

Another pupil suggested that preparation at home had helped comprehension:

I think we understood the French bit in the debate because we made all of it at home. And we could use the Internet to help us with writing it down and stuff like that in our books.

Y8 pupils recognise the value of optimal challenge:

I think we work hard until we find it really hard and then, like, some of us give up ...

One Y8 girl summed up this process of disengagement when challenge is too great:

Well, sometimes if it gets too hard then people just zone out and go into their own little world.

When asked for an example of something they felt they had learned better because they had learned it in French, pupils from both Y7 and Y8 groups cited the Rain Forest. A Y8 pupil gave the following reasons:

In Primary School we learnt about the Rain Forest in my class, but I sort of understood it more in French because we had to research it because it was a whole topic, so if you got the information off the Internet and you needed to translate it into French, I understood it more because I understood plants and animals that lived in the Rain Forest and we didn't learn about them like that in Primary School, we just learnt about the Rain Forest.

Attitudes towards the target language and the target language community

Y8 pupils made numerous positive comments about the value of learning a language and interest in learning about other cultures:

I think it's more helpful because I don't necessarily want to learn about what's in people's pencil cases, but I like learning about world things that you can actually say and would be useful to you in French, ..

Another Y8 pupil appreciated the fact that they are able to use language for real purposes:

I think we've learnt stuff about different things, if we did have a French exchange or French penpals, we could actually use some of the words from Geography to discuss different things with them, so I think it's helpful in that respect that we can talk to someone about something different.

Pupils demonstrated an interest in learning about other countries and cultures. A Y8 boy suggested that it was important to learn another language, '*because you understand people better*'.

In Y7 pupils felt it important to have friends in other countries; one pupil explained his reasons in the following way:

Yeah, it means you're (.) talking to people around the world which makes it more interesting, and you can, there's different things going on all around the world, so you can learn all about different places.

One Y8 boy expressed a strong desire for a French trip:

Well, I quite like learning in French, but I'd love it if in French-Geography we actually went on the French trip so we could try out our French speaking, and we could talk to other people in France in French, I think that would really benefit us in French also.

All ten Y8 pupils intended studying French until GCSE and six expressed an intention to carry on to A level. This is an unusually high number for both KS4 and KS5, and perhaps surprising given the reservations expressed about French Geography by some individuals in this year group.

These comments about engagement from pupils corroborate many of those from de Courcy's (1991) study of an Australian immersion programme cited in chapter four,

students found the program positive in terms of group cohesion, mixed gender socialisation, close bonds with teachers, collaborative learning, improved concentration, learning to think in more than one way, learning to study, and the challenge – the program was not boring. The negative aspects were the competitiveness of some fellow students and being marked as different from other students

(De Courcy 2002)

The group cohesion in the Y8 French Geography groups is perhaps affected by the behaviour of a small minority and the bonds with the teacher, though less pronounced

than in Ash School, were more pronounced in the Y7 groups where the teacher took the group for both German and German Geography. As the CLIL project is an entitlement for all pupils in a particular half of the timetable, these pupils do not perceive themselves to be different from other students.

D. Learner identities/self (contributes to MRQ 1 and 2)

MRQ1: in what ways does CLIL impact on pupil motivation? MRQ2: what are the main elements of CLIL that enhance motivation?

The extent to which pupils set appropriate targets

Y7 pupils were able to discuss a range of targets, both short term and long term, for example, *‘answering questions because some of us are scared we’ll get it wrong’* and longer term, for example:

By the end of school, I want to be able to speak German fluently. So, not know the odd phrase, be able to have a conversation with a German person.

This kind of expectation of progress and confidence is unusual, even at the end of KS4, in many modern language classrooms.

Some Y8 pupils suggested targets such as going to France and going over words written down in the lesson in order to understand them better.

Impact on mastery of language

A number of pupils commented on their increasing ability to understand and communicate in the target language.

Pupils from all three groups recognise the development of linguistic skills:

- P1 I like learning it in French, because it’s a way of helping you learn more French, and learning the language quicker, so that’s why I like doing it.
- P2 You learn why they do it in French, because it helps you to become more fluent in French, more recognisable to French. I like the idea, I think it’s an ingenious idea. It’s just, XXX it can be a bit complicated sometimes.

Impact on pupils’ self concept

Other skills apart from the two subjects Y8 pupils consider to be being developed by using French in Geography were, communication skills, working in groups,

concentration, learning to improvise (*when people in the other team ... try to catch you out*), using dictionaries, cooperating and presentation skills.

One Y8 interviewee acknowledged progression in the difficulty of the geographical subject knowledge being studied:

I would say that this year the topics are harder, because last year they were more basic and we already knew the background information.

Pupils recognise that they have to listen harder, and concentrate more. Sometimes concentration wanes because of difficulty:

Just to do it in French is quite hard, so sometimes I'm sat next to my partner and we don't really understand it and we start talking, and we just, and we don't listen.

Each member of the Y7 group and the vast majority of the Y8 group demonstrated an awareness that skills were being developed.

Level of challenge and dissatisfaction with disruption

The majority of pupils from both Y8 French Geography groups expressed dissatisfaction about the consistently poor behaviour of a small minority of pupils in their group and cited this as distracting and disruptive of learning. They held the view that the difficulty of the lesson content and inability to understand it meant that such pupils gave up more quickly. One pupil suggested:

There's another thing that I would add to the lesson: if we got put in groups for our ability and our concentration, then the people who want to disrupt each other could disrupt each other and then it would just affect them and not other people who want to learn.

This correlates with the results from the pupil questionnaire in section one of this chapter. It is not possible to determine the impact of any distracting behaviour on pupils' views on CLIL. In staff interviews, their teacher was aware of this behaviour; at least two of these pupils had behavioural special educational needs.

E.) What might be transferable to other contexts? (Contributes to MRQ3),

MRQ3: to what extent might these elements of CLIL that enhance motivation be transferable to other contexts?

In Y8 responses to an open opportunity to express anything else they wished to say were mixed. The following transcript of the ensuing exchange demonstrates their views on the experience at this point in Y8:

P I think it's a good idea for other schools.

I *What I think you've been saying to me is, it's quite hard, sometimes it's frustrating, sometimes other people disrupt the class and that's annoying, but actually when you take those things away,*

P it does benefit us

I *it benefits you and you've done some things that you're very proud of.*

P I think it's a good lesson if we take that away, because then everyone would be interested more.

I And you've done some actually high level work, is that a fair assessment?

P Yes

This exchange would appear to suggest that whilst Y8 pupils had reservations, overall the majority felt that the project was worthwhile.

This section has presented the results from the pupil focus groups and key issues for discussion have been raised. These will be taken up in chapter seven. In the final section of this chapter, reflections on the lessons observed in Beech School will be reported.

Section four: Observation of lessons

As outlined in chapter three, the purpose of the naturalistic observations of lessons was to provide colour and thereby a richer picture. In Beech School, one Y8 Geography in French lesson, one Y7 Geography in French lesson and one Y7 Geography in German lesson were observed, along with a Y7 tutorial immersion session for half a Y7 group in registration time. The Y7 Geography in German lesson was based on an English video of the rain forest and therefore was not representative of the kind of work normally undertaken. As a result the observation was shortened and field notes from this lesson were limited. The Y7 Geography in French group were taught by the same teacher as the Y8 groups. The lessons observed are reported in the following sections, and judgements made reflect the researcher's training and experience over thirteen years as a PGCE tutor and four as an Additional Inspector for Section 5 school inspections.

Learning environment and engagement

In Y8 Geography in French the teacher's enthusiasm, manner and respect for the pupils created a supportive environment. Clear modelling and good relationships fostered positive emotions for most of the pupils. A small minority of pupils were unable to be attentive throughout and this caused off task behaviour and some disruption. Nevertheless, the majority of pupils were engaged and challenged. The purpose of the French lesson was a debate: 'Est-ce que vous êtes pour ou contre l'UE?', a topic that would stretch advanced level students. Pupils rehearsed their written arguments, prepared two weeks previously, in groups before presenting them to the whole class, who peer-assessed each presentation according to defined criteria. Engagement in the preparation was mixed, however approximately 75 per cent of the class listened carefully to each group, the rest appeared quietly off task apart from three boys with behavioural difficulties. Many of the groups took the preparation and presentation very seriously. The content of the debate represented a high level of challenge and interest; the level of ideas and understanding were significantly beyond the usual Y8 French content. Pupils read out their views; as a result of this and the extremely high level at which they were working, the French was barely comprehensible for many groups due to poor pronunciation adversely affected by the sound spelling link in French. Field notes indicate that the pupils who were engaged enjoyed the lesson. The teacher maintained use of the target language even though

most pupils responded in English. A minority of instructions regarding behaviour and peer assessment in the debate were given in English. Field notes and interviews with the teacher and the pupils suggest that this middle to low ability group of pupils had found this extremely challenging, but were proud of their achievements and found the content interesting, if demanding. The two-week gap since the previous lesson had made the exercise even more demanding.

In Y7 Geography in French the teacher's enthusiasm, manner and respect for the pupils again created a supportive environment. Clear modelling and good relationships fostered positive emotions. Pupils watched an authentic French video about orang-utans, during which they turned over cards containing key words and phrases as they heard them. The rapid speech, recorded in a rain forest, was difficult to understand even for a near native speaker of French. In order to support the pupils further the teacher read out each of the cards and required a pupil to translate them. The numbers turned over by each pair were indicated by a show of hands. This was repeated for a second listening, after which, each pair had turned over a greater number of key phrases. The teacher acknowledged this as progress made. The content was very challenging and was supported by interesting but challenging module booklets written for the immersion programme. There were high levels of concentration by most children. A minority, including two girls who were repeatedly told off, were at times off task. One pupil, Gary¹⁰, told me he '*enjoys it*' and added '*I find it hard to keep up sometimes*'.

The teacher used the target language supported by mime and gesture to support her explanations. She used the pupil as a translator technique to ensure key words were understood. English was used to summarise this film with pupils and in the question and answer section, which probed for detail and facts beyond the film; one example being the features orang-utans have in common with humans. Pupils used English to work in pairs and to explain to others.

In the Y7 Geography in German lesson, pupils watched a film about the Rain Forest in English. Only the beginning of the lesson was observed; the teachers felt the lesson unsuitable as an observation lesson due to the nature of the English content. CLIL does not set out to use the target language exclusively and therefore this was not

¹⁰ All names have been changed

perceived as a problem from the researcher's view point. The teacher's manner with the pupils created a supportive environment. Clear modelling and excellent relationships fostered positive emotions for the pupils. The target language was used as the normal means of communication at the beginning of the lesson. Pupils responded well to the teacher and to the register in the target language. The video was introduced in German; when the teacher explained, 'Das video ist auf English', a spontaneous, heart-felt cheer erupted in the group. Pupils were required to write the answer to questions in their module booklet whilst watching the film. The task was challenging in English. Pupils were engaged, curious, interested, although they found it hard to keep quiet, particularly when various insects featured on the film.

The Y7 tutorial German group on the topic of 'Aktive Bürgerschaft/ Active Citizenship' was undertaken in the target language; it resembled the kind of activity that might be undertaken in a modern language lesson. The teacher's enthusiastic and purposeful approach created a supportive environment. Clear modelling and good relationships fostered positive emotions for the 12 pupils, who he saw in this group once a fortnight for 20 minutes. Pupils were engaged throughout, if somewhat reluctant to contribute; the teacher had to work hard to elicit answers. The teacher used German to read out, to model, to ask questions and to correct the target language. Pupils used the target language to answer and in pair work. Translations, where necessary were elicited from the pupils in English. The content was at a higher level than would be expected in a mixed ability Y7 language group with a wide variety of verbs being practised in the context of citizenship.

Use of the target language

Clarity of communication was achieved with visuals, gesture and mime; praise and disapproval were communicated through use of voice and non-verbal communication. The amount, speed and complexity of the target language used by the teachers in all sessions observed was unusual for Y8 pupils. When they were engaged, the pupils' high levels of concentration and the comprehension skills of most of them were equally unusual.

Pronunciation and intonation by the pupils was better in Y7 German than in Y7 and Y8 French; there were some sound-spelling link issues when reading in French, which might be expected in a Y8 class discussing the European Union or a Y7 lesson

discussing orang-utans and therefore working at a high level of language. It may also suggest that the sound/spelling link is not taught routinely in language lessons.

Dialogue or 'talk' between pupils occurred predominantly in English when conversing with each other, unless undertaking a specific teacher directed target language dialogue or activity. This was surprising, given their level of language and engagement. Use of the target language will be explored further in the analysis chapter.

Course: interest and relevance; expectancy of success

The content of all the immersion lessons was relevant to pupils as part of their curriculum content for each area. Field notes indicate that the teacher worked hard to prepare and deliver material in an accessible way. Module booklets contained all the worksheets for the Geography units, which were carefully constructed to ensure progression, with more easily accessible activities at the beginning. The amount of vocabulary required in the Geography lessons meant that lengthy match up type exercises of English and target language phrases were necessary before the content learning could occur. In both languages the teacher used the pupil as a translator frequently.

As indicated in the pupil focus groups, Y7 pupils had more confidence in their ability and success than the Y8 pupils. One relevant factor raised by both the Y8 teacher and the Y8 pupils was the highly challenging concepts about the European Union in the most recent module of work. This will be discussed further in the analysis chapter.

Summary

This chapter set out to present the results from the questionnaire and data collection visit to Beech School. Staff were interviewed, pupils took part in focus groups and lessons were observed. A number of interesting issues have arisen from the data. Some issues relate to the structural organisation within the school, the department, the class and the curriculum. A second set of issues relates to the learning environment and classroom pedagogy, and a third set of issues relates to the learners themselves and their perspectives on CLIL. Further discussion of these issues will be developed in the analysis chapter. In the next chapter, results from Cedar School will be reported.

Chapter 6: Results Cedar School

Chapters four and five presented the empirical results from two schools where CLIL is a firmly established feature in the curriculum. In chapter six, results will be reported from a quite different scenario. In Cedar School CLIL is an embryonic feature in the modern languages curriculum and the researcher, as well as collecting some data, was able to reflect with the head of modern languages on the ongoing development of CLIL in her department. This chapter therefore is different to the previous two chapters. Firstly, there is less data to report and secondly, the interviews with staff have a more developmental slant. This chapter however follows a similar structure to chapters four and five in that it is divided into four sections. Section one reports the results from the pupil questionnaire, section two reports the results from the teacher interviews, section three reports the results from the pupil focus groups and section four reports the lesson observations.

Context

Cedar School is an oversubscribed, 11-18, secondary faith school of approximately 1000 students. Pupils come from a wide catchment area, including from other counties. Approximately half of the students come from White British backgrounds and half from minority ethnic heritages. The proportion of pupils who speak English as an additional language is above average; the provision made by the school for them enables them to achieve well. The proportion of pupils eligible for free school meals is rising year on year but is currently below average. Fewer than average pupils have a statement of special educational needs or are supported by school action plus, however, average numbers of pupils receive school action support. Achievement at the school is consistently above average and is often well above average (Diocese 2013; Ofsted 2012). The recent section 48 inspection for faith schools found the school to be outstanding in all judgments (Diocese 2013). The curriculum 'is built around our students' needs, abilities and aspirations' (CedarSchool 2013).

Section one: Results from the pupil questionnaire

Some points previously made in chapters four and five have been reiterated here as they are considered to be important for the coherent presentation of the data. In order to check for any pattern in response in relation to gender, the frequency of boys' and

girls' responses were noted. Of the 30 members of the class, fourteen were boys and sixteen girls.

The questionnaires were returned within the allotted timeframe. Pupils had taken care in responding, with only one questionnaire in Cedar school that was problematic to analyse; Terry¹¹ had used crosses as well as ticks, which made the meaning unclear. This was resolved by asking him to clarify what he meant during the visit. In addition, three pupils had not had time to complete the questionnaire, so they were asked to complete it during the visit and the additional information was used in the recording of results.

As for the previous two schools, numbers were small enough to use what Silverman (2002):163 describes as 'simple counting techniques'. Paper and pencil were more appropriate tools than more complex software for reporting the results of this small sample. Coding was undertaken using the same methods described in the previous two chapters. Again, for the purpose of the questionnaire, the relatively narrow context of one group of pupils in a specific learning environment providing short responses was helpful in maximising uniformity of the allocation of codes (Cohen et al. 2000).

Question 1) What did you *like* about doing the World War Two topic in French?

The table below demonstrates what pupils liked. Responses have been classified against a coding frame. Additional responses to those offered are listed under other and have been coded for brevity and clarity where appropriate, using post-coding techniques (Bryman 2004; Cohen et al. 2000).

Pre-populated options	Response	Frequency
	Getting on well with everyone in the group	17 (8 boys, 9 girls)
	Learning History in French	13 (6 boys, 7 girls)
	Learning more about France	12 (7 boys, 5 girls)
	Fun	10 (5 boys, 5 girls)

¹¹ Names of participants in the research have been changed

	The way you learn French	9 (4 boys, 5 girls)
	The teacher	8 (5 boys, 3 girls)
	Future opportunities	6 (3 boys, 3 girls)
	Speaking French	5 (2 boys, 3 girls)
	Getting ahead (accelerated learning)	5 (2 boys, 3 girls)
	Learning about World War Two in all subjects at the same time	3 (1 boy, 2 girls)
Other	Watching the film	3 (0 boys, 3 girls)
	It was something different	3 (0 boys, 3 girls)
	Working in a group	3 (0 boys, 3 girls)
	Trips	1 (0 boys, 1 girl)
	Games	1 (0 boys, 1 girl)
	Easy to understand	1 (1 boy, 0 girls)
	Being able to develop skills learnt in the past	1 (0 boys, 1 girl)
	Class contribution	1 (0 boys, 1 girl)
	Interactive lessons	1 (0 boys, 1 girl)
	Learning a wider range of vocabulary	1 (0 boys, 1 girl)
	Learning about how France and people in it were affected by the war	1 (0 boys, 1 girl)
	Learning from other points of view	1 (0 boys, 1 girl)
	Help learning with videos and films	1 (0 boys, 1 girl)
	Help with speaking fluently by watching videos and clips	1 (0 boys, 1 girl)

Respondents selected 106 likes; the number of choices made by individuals differed. It is recognised that the instrument does not provide depth of data and therefore does not measure the intensity of the likes and dislikes in question two below. For this reason triangulation in the pupil focus groups is important in order to consider depth of opinion. The most frequent response (17) highlights the importance for these pupils of positive group dynamics. This is likely to depend on a range of factors; it will be interesting to discover the pupils' views of the impact of CLIL on this aspect of the learning environment in the pupil focus groups. 25 responses in the pre-populated categories related to the content of the lesson: learning History in French (13) and learning more about France (12). 17 of the open responses pertained to types of learning that are rarely found in modern language lessons such as watching the film and learning about how France and people in it were affected by the war.

Question 2) Can you think of anything you *dislike* about it? If so, what?

Pre-populated	Response	Frequency
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options		
	Learning about World War Two in all subjects at the same time	24 (13 boys, 11 girls)
	When it's too hard	18 (8 boys, 10 girls)
	Everyone has high expectations of you	14 (8 boys, 6 girls)
Other	When you can't understand what the teacher says	1 (1 boy, 0 girls)
	The film we watched (boring and hard)	2 (0 boys, 2 girls)
	The lessons were boring	2 (0 boys, 2 girls)
	The teacher	1 (0 boys, 1 girl)
	The way the teacher teaches	1 (1 boy, 0 girls)
	The way we learn it	1 (0 boys, 1 girl)
	How fast our teacher teaches	1 (1 boy, 0 girls)
	Not revising enough in class	1 (1 boy, 0 girls)
	Not being as good as everyone else	1 (1 boy, 0 girls)
	Not a fast learner (learning disabilities)	1 (1 boy, 0 girls)
	Too much written work	1 (0 boys, 1 girl)
	At times others were bored and talked too much	1 (0 boys, 1 girl)
	At times not challenging enough	1 (0 boys, 1 girl)
	Slow pace for those who didn't understand but we couldn't stop to explain words and phrases we struggled with	1 (0 boys, 1 girl)
	The whole subject	1 (0 boys, 1 girl)
	History is not liked by most of the class	1 (0 boys, 1 girl)
	Some words are hard to get	1 (0 boys, 1 girl)
	When you miss a lesson you fall behind	1 (0 boys, 1 girl)

In contrast to 106 likes, there were 76 dislikes. It is recognised that more likes than dislikes is not necessarily a positive thing; the intensity of such likes and dislikes is at least as important and the instrument does not provide depth of data and therefore does not measure the intensity of the likes and dislikes. It will therefore be important to explore 'dislikes' further in the pupil focus groups. Of these 76 dislikes, 38 relate to challenge, of which 24 related to difficulty and 14 to high expectations. This is interesting because five pupils also *liked* accelerated learning. Although three respondents liked learning about World War Two in all subjects simultaneously, 24 of the 30 disliked it. It will be interesting to probe this issue further during the pupil focus group discussions.

Question 3) Are there any *advantages* in general to doing modules like World War Two in French? list below

Pupils were asked an open-ended question and the responses were classified using the coding frame below.

Response	Frequency
Learn more French /French expressions	(1 boy, 4 girls)
Learn about different countries and cultures	(4 boys, 4 girls)
Learn more history skills and knowledge	(2 boys, 4 girls)
Learn more/learning two subjects at same time	(3 boys, 1 girl)
More prepared for understanding it because the same topic has been covered in other subjects	(1 boy, 2 girls)
Understand WW2 from a French point of view/Learn more about World War Two	(8 boys, 8 girls)
Use French for real purposes	(1 boy, 0 girls)
Do new activities	(0 boys, 1 girl)
Working in groups	(0 boys, 1 girl)
Useful if you study French and History in the future	(0 boys, 1 girl)
Better results in History	(0 boys, 1 girl)
It's fun	(2 boys, 0 girls)

45 responses were made; two pupils left this answer blank. Of the 45 advantages selected, 27 pertained to improved understanding of world war two and other cultures and countries; 13 to improved knowledge and skills; three to different ways of working and two to enjoyment. This is illuminating as modern language lessons at KS3 rarely involve developing a deeper understanding of subject content and awareness of how world events affected other countries and their inhabitants. Pupils' interest in cultural awareness is again in line with the findings of Jones and Jones (2001). One respondent, who appreciated using language for real purposes, noted that it '*gives a more in depth understanding of the practical use of the language*'. It is also interesting that 26 responses in four categories relate to the content of the curriculum, which was found in chapter one to be a key negative factor in normal language classes (Bell 2004; Coyle 2000; Coyle 2004).

Question 4) Are there any *disadvantages* in general to doing modules like World War Two in French? list below

Pupils were asked an open-ended question and the responses were classified using the coding frame below.

Response	Frequency
We have already learnt about WW2	6 (3 boys, 3 girls)
You don't really learn any new French/general French	5 (0 boys, 5 girls)
It's (too) hard	5 (1 boys, 4 girls)
Confusing	4 (2 boys, 2 girls)
Learning the same thing in two subjects is a waste/repetition	3 (1 boy, 2 girls)
We don't need to know the French words for WW2	2 (1 boy, 1 girl)
There are sacrifices made to learn two subjects in one class	2 (1 boy, 1 girl)
It's hard to remember the French and the History	2 (1 boy, 1 girl)
Sometimes it's hard to learn the actual language	2 (1 boy, 1 girl)
General subject is depressing	1 (1 boy, 0 girls)
I don't like History	1 (0 boys, 1 girl)
Everyone has high expectations of you	1 (1 boy, 0 girls)
The writing took too long	1 (1 boy, 0 girls)
You have to learn the language and the knowledge	1 (1 boy, 0 girls)
I don't actually learn it, I get told about things	1 (1 boy, 0 girls)
People make you feel bad if you don't do as well as others	1 (0 boys, 1 girl)
Becomes less interesting	1 (0 boys, 1 girl)
No opportunities to practise speaking	1 (0 boys, 1 girl)
Don't learn what is happening now	1 (0 boys, 1 girl)
Too difficult in French if you don't understand WW2 and knocks your confidence with languages	1 (0 boys, 1 girl)
It's not very useful	1 (0 boys, 1 girl)
When we start struggling it is hard to stop because there is so much to get through	1 (0 boys, 1 girl)

45 responses were made; four respondents did not suggest any disadvantages. Of these, 12 relate to difficulty; five to confusion and nine to the repetition of learning about the same topic in a number of subjects concurrently. Nine respondents perceived learning History in French to have a negative impact on their learning of French. It will be interesting to explore this aspect of the pupils' views during the pupil focus group discussions.

Question 5) What kind of *skills* do you think you developed during the WW2 project in French lessons?

The table below demonstrates the skills pupils perceive themselves to have developed during the project. Responses have been classified against a coding frame. Additional responses to those offered are listed under other and have been coded for brevity and clarity where appropriate using post-coding techniques (Bryman 2004; Cohen et al. 2000).

Pre-	Response	Frequency
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populated options		
	Research skills	18 (7 boys, 5 girls)
	Listening skills	16 (7 boys, 9 girls)
	Presentation skills	12 (7 boys, 11 girls)
	Writing skills	11 (5 boys, 6 girls)
	Reading for details	11 (2 boys, 9 girls)
	Reading for gist	6 (4 boys, 2 girls)
	Speaking skills	4 (4 boys, 0 girls)
Other	Translating from French to English and vice versa	2 (0 boys, 2 girls)
	Watching skills	2 (0 boys, 2 girls)
	Identifying words similar to English or Latin	1 (1 boy, 0 girls)
	Reading for vocabulary	1 (0 boys, 1 girl)
	Being able to talk about events	1 (0 boys, 1 girl)
	Taking information from film	1 (0 boys, 1 girl)
	Understanding large amounts of French context better	1 (0 boys, 1 girl)
	Annotation skills	1 (0 boys, 1 girl)
	Interaction with the class	1 (0 boys, 1 girl)

Of the 89 responses made, 23 (those pertaining to listening, speaking, translating and interaction) are routinely found in the modern language classroom. However, the skills relating to the remaining 66 responses such as research and presentation skills are found less frequently within this key stage. This is of interest and will be discussed further in chapter seven.

Question 6) In French classes where you learned about World War Two, when did you usually speak in French rather than English?

The table below demonstrates when pupils usually speak in French in World War Two lessons. Responses have been classified against a coding frame. Additional responses to those offered are listed under other.

Pre-populated options	Response	Frequency
	Routine classroom activities e.g. taking the register,	24 (11 boys, 13 girls)
	Answering questions from the teacher	24 (10 boys, 14 girls)
	Working with a partner	11 (6 boys, 5 girls)
	Giving out French dictionaries/ books	5 (3 boys, 2 girls)
	Explaining to others what you have to do	2 (0 boys, 2 girls)

	Asking for help when you are stuck	1 (0 boys, 1 girl)
Other	Giving a presentation in class	3 (2 boys, 1 girl)
	When told to by the teacher	2 (0 boys, 2 girls)
	School prayer	1 (1 boy, 0 girls)
	Greeting the teacher	1 (1 boy, 0 girls)
	Working in groups	1 (0 boys, 1 girl)
	Answering in class discussions	1 (0 boys, 1 girl)
	Reading out aloud	1 (0 boys, 1 girl)
	Writing answers to questions in booklets	1 (0 boys, 1 girl)
	Helping others	1 (0 boys, 1 girl)

79 responses were made. Activities that occur less often in French lessons, but are usual activities in History lessons – for example, giving a presentation (3), writing (1), reading aloud (1), working in groups (1) account for five of the twelve additional responses where pupils said they spoke in French rather than in English. In the ‘other’ category, actual frequency is hard to determine as it is likely that other pupils may have responded had there been a pre-populated category to prompt them on the questionnaire.

Question 7) In French classes where you learned about World War Two, when did you usually speak in English?

The table below sets out the range of responses from this open-ended question.

Responses are classified against a coding frame.

Response	Frequency
When it's too hard/stuck (asking for help)	15 (5 boys, 10 girls)
Talking to /working with our partner	9 (4 boys, 5 girls)
Asking for permission to do something e.g. toilet	9 (2 boys, 7 girls)
(Complex) sentences I can't say in French	6 (3 boys, 3 girls)
Explaining to others	5 (1 boy, 4 girls)
Most of the time	4 (2 boys, 2 girls)
Asking a question	3 (1 boy, 2 girls)
Asking for a word in French	3 (1 boy, 2 girls)
When I don't understand what some words mean	2 (1 boy, 1 girl)
If I don't understand the work/homework	2 (0 boys, 2 girls)
Giving out books/dictionaries	2 (2 boys, 0 girls)
Asking for equipment	2 (0 boys, 2 girls)
Translating new words	1 (0 boys, 1 girl)
When I don't understand	1 (0 boys, 1 girl)
When I'm not sure what to do	1 (1 boy, 0 girls)
Helping others	1 (0 boys, 1 girl)
Working in a group	1 (0 boys, 1 girl)

Of 67 responses, 34 relate to instances of having insufficient French or helping other students. 27 responses suggest the use of English for aspects of talk. It would appear that pupil use of the target language is less frequent in this context than in the previous two schools. It will be important to explore the use of the target language during interviews and observation of lessons.

Question 8) Can you think of times when you speak in French *outside* the French lessons?

The table below sets out the range of responses from this open-ended question. Responses are classified against a coding frame.

Response	Frequency
Trips to France	10 (7 boys, 3 girls)
For fun/messing around with friends or showing my family what I can do	5 (1 boy, 4 girls)
When I'm talking to a French person/relative	4 (1 boy, 3 girls)
Sometimes with a family member	3 (2 boys, 1 girl)
French homework	3 (3 boys, 0 girls)
When using google translate	2 (2 boys, 2 girls)
When practising/revising French at home	2 (2 boys, 0 girls)
Discussing work with friends	2 (0 boys, 2 girls)
Helping siblings/help from siblings	1 (1 boy, 0 girls)

There are 32 instances of pupils using French outside the classroom, fifteen of which refer to trips to France and ten relate to studying contexts. It is surprising that pen pals are not mentioned. This suggests that there is no twinning or e-twinning with a class in France.

Question 9) How *enjoyable* is learning this language for YOU?

The table below sets out the responses of all pupils, followed by a breakdown of boys, and girls.

	Very enjoyable	Mostly enjoyable	Sometimes enjoyable	Not enjoyable
All pupils	3	8	8	11

Boys	1	3	6	4
Girls	2	5	2	7

The unbalanced nature of the sample is potentially less for a compulsory subject than it might be at a school like Ash School where pupils opt for the immersion stream, however other factors such as the teacher, the subject, topic, the ability of the respondent may increase the level of enthusiasm of these pupils. These responses are overall less positive than those from Ash School and Beech School, but broadly in line with those from the 1266 pupils from across the ability range in the study by Jones and Jones (2001). This will be explored in the analysis chapter.

Question 10) How *important* do YOU think learning a language is?

The table below sets out the responses of all pupils, followed by a breakdown of boys, and girls.

	Very important	Important	Fairly important	Not important
All pupils	10	11	8	-
Boys	3	8	3	-
Girls	7	3	5	-

Again the unbalanced nature of the sample may be potentially reduced by the compulsory nature of the subject for Y9 French groups, however, this small sample is a higher ability group and therefore not a representative sample. These results are less favourable than those from Ash School, but appear more favourable than both those from Beech School and those who took part in the study by Jones and Jones (2001). A higher percentage of pupils rate learning a language as very important as opposed to important and a lower proportion rate learning a language as not important when compared to the results of the study by Jones and Jones (2001). In the latter study, ‘whereas girls were more likely than boys to feel that French was important or very important boys were more likely to feel that French was not important’ (Jones and Jones 2001:7). These results, from a higher ability group would appear to buck this finding even if from a very limited sample.

Question 10b) Give your reasons for how important you think learning a language is.

The table below sets out the range of responses from this open-ended question. Responses are classified against a coding frame

Response	Frequency
Need language(useful skill) when you go to France/other countries	12 (6 boys, 6 girls)
It could help in future (job/college/university)	17 (6 boys, 11 girls)
Communicating with French speakers in England	1 (0 boys, 1 girl)
I find learning a language is enjoyable and fun	1 (0 boys, 1 girl)
It helps increase cultural awareness	3 (2 boys, 1 girl)
It helps to empathise with others	2 (1 boy, 1 girl)
It's useful to know other languages	2 (0 boys, 2 girls)
Useful for GCSEs	1 (1boy, 0 girls)
Most people speak other languages	1 (1boy, 0 girls)
Provides a good background for understanding and learning different languages	1 (0 boys, 1 girl)

There were 41 reasons; several pupils provided more than one response. It is interesting that the most frequent response (17) regards jobs or further education; these pupils are in the summer term of Y9 and not all have chosen to continue with a language because languages are optional in key stage 4 in this school. As the school runs trips to France, it is not surprising that 12 pupils mention the usefulness of a language when travelling to France.

Question 11a) How would you rate your level of *effort* in World War Two French classes?

The table below sets out the responses of all pupils, boys, and girls in class and at home.

In class	Maximum effort	Good effort	Satisfactory effort	Poor effort
All pupils	3	11	13	2
Boys	1	6	6	1
Girls	2	5	7	1
At home	Maximum effort	Good effort	Satisfactory effort	Poor effort

All pupils	1	7	14	7
Boys	-	2	10	3
Girls	1	5	4	4

These results suggest that pupils seem to make less effort than the other groups in Ash and Beech Schools and less effort than might be expected of a Y9 higher ability group. The fact that some of the group are not continuing to study French at key stage 4 may be a relevant factor. As may be expected, pupils consider themselves to make less effort at home than at school.

Question 11b) How would you rate your level of *effort* in *French* classes?

The table below sets out the responses of all pupils, boys, and girls in class and at home.

In class	Maximum effort	Good effort	Satisfactory effort	Poor effort
All pupils	4	11	13	2
Boys	1	6	6	1
Girls	3	5	7	1
At home	Maximum effort	Good effort	Satisfactory effort	Poor effort
All pupils	4	7	15	4
Boys	1	2	8	3
Girls	3	5	7	1

Overall pupils make similar amounts of effort in French lessons and associated homework as in History in French lessons and associated homework. One boy and

three girls however perceived themselves to make maximum effort in French homework, compared to only one girl who did this in World War Two French homework. Maximum effort is perceived by four pupils in relation to World War Two in French lessons and by eight pupils in relation to French language lessons. It will be interesting to discuss the reasons for these results in the interviews and the pupil focus groups.

Question 12) How would you describe your *progress* in French since September in each of the four main skill areas?

The table below sets out the responses of all pupils, boys, and girls for each of the four skills.

Listening	Excellent	Good	Satisfactory	Poor
All pupils	3	18	7	2
Boys	2	5	7	-
Girls	1	13	-	2
Speaking	Excellent	Good	Satisfactory	Poor
All pupils	4	10	12	4
Boys	1	5	7	1
Girls	3	5	5	3
Reading	Excellent	Good	Satisfactory	Poor
All pupils	7	18	1	4
Boys	1	11	1	1
Girls	6	7	-	3
Writing	Excellent	Good	Satisfactory	Poor
All pupils	2	18	4	6
Boys	-	10	1	3
Girls	2	8	3	3

It is not possible to assess the impact of the quality of the teaching on pupils' perceptions from the questionnaire. However, the results in listening, reading and writing are higher than might be anticipated even in a higher ability group. Respondents' estimations vary from category to category, showing that they have considered each skill area rather than giving a blanket appraisal. Writing is a weaker skill area for some pupils across the curriculum however, 20 of 30 respondents

perceive their progress to be good or better in writing. 25 of 30 respondents consider their progress to be good or better in reading, which tends to be a neglected skill in modern language lessons (Ofsted 2007). 21 of 30 pupils perceive their progress in listening to be good or better. As cited in the previous two chapters, listening is the skill pupils find most difficult in modern foreign languages (Jones and Jones 2001; Stork 1998). These findings, together with the potential impact of the quality of teaching on these results will be considered in the analysis chapter.

Question 13) Which aspects of the World War Two module in French have given you most satisfaction?

The table below sets out the range of responses from this open-ended question. Responses are classified against a coding frame.

Response	Frequency
None/ I don't get satisfaction from French lessons	6 (2 boys, 4 girls)
The film booklet and the film	4 (1 boy, 3 girls)
Reading about how France was affected in the war	3 (0 boys, 3 girls)
(expanding) French vocabulary	2 (0 boys, 2 girls)
Learning about what happened in World War Two	1 (1 boy, 0 girls)
The History part	1 (1 boy, 0 girls)
Learning facts	1 (1 boy, 0 girls)
Reading and listening	1 (1 boy, 0 girls)
Most of it was satisfactory	1 (1 boy, 0 girls)
My test levels	1 (1 boy, 0 girls)
Teacher and class discussion	1 (0 boys, 1 girl)
Working and interacting with other students	1 (0 boys, 1 girl)
Learning a topic in a different language	1 (0 boys, 1 girl)
Learning how French people tried to help victims	1 (0 boys, 2 girls)
Learning about what the French government do	1 (0 boys, 1 girl)
Working in a group	1 (0 boys, 1 girl)

Eight pupils did not make a response to this question and six suggested they were not satisfied with any aspect of French lessons. This may relate to the need for an appropriate level of challenge, which seems to be a feature in all three schools rather than a criticism of CLIL per se. It is likely that the latter pupils have not opted to continue with a language in key stage 4. 27 responses were made; of these thirteen relate to the content of the lesson and a further four relate to the type of task undertaken in a History lesson, such as teacher and class discussion. Although reading and listening occur as skills in language lessons, reading and listening in this

context refer to extended listening and reading of historical content. This is unusual for modern foreign languages, where, as found in the literature reviews, the level of content tends to be mundane and superficial, for example, Bell (2004). This will be discussed further in chapter seven.

Question 14) Which areas of your World War Two French studies were you least happy with and why?

The table below sets out the range of responses from this open-ended question. Responses are classified against a coding frame.

Response	Frequency
All /most of it because I didn't really learn anything new	9 (4 boys, 5 girls)
The same bits we did in other classes	4 (2 boys, 2 girls)
I don't like French so I didn't enjoy it	2 (0 boys, 2 girls)
There was no assessment of knowledge	2 (0 boys, 2 girls)
World War Two is boring	2 (1 boy, 1 girls)
The film was black and white	2 (0 boys, 2 girls)
The film was boring	1 (1 boy, 0 girls)
When we learnt about France in English	1 (0 boys, 1 girl)
Hard to follow teacher because of the fast and complicated words	1 (1 boy, 0 girls)
Sir only spoke French	1 (0 boys, 1 girl)
I don't like History and learning dates	1 (0 boys, 1 girl)
The amount of written work	1 (0 boys, 1 girl)
Writing – I am good at English and hoped to do better	1 (1 boy, 0 girls)
Speaking – I was nervous and not confident	1 (1 boy, 0 girls)
Complicated work	1 (1 boy, 0 girls)
My lack of learning French	1 (1 boy, 0 girls)

31 responses were made; of these 13 related to repetition of content being learned simultaneously in other subject areas and six related to finding aspects of the film or the topic boring, again raising the issue of the level of challenge. Conversely, four pupils found the film interesting. Three responses related to a dislike of either French or History and a further two to a lack of progress in French and underperformance in writing. The remaining seven comments related to aspects of teaching and learning.

Question 15) In lessons where French is spoken I am usually ...

Pre-populated	Response	Frequency
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options		
	confused	17 (8 boys, 9 girls)
	fed-up	14 (7 boys, 7 girls)
	bored	14 (7 boys, 7 girls)
	interested	6 (5 boys, 1 girl)
	achieving	4 (0 boys, 4 girls)
	enjoying the lesson	3 (1 boy, 2 girls)
	confident	3 (1 boy, 2 girls)
Other	learning well	1 (0 boys, 1 girl)
	quiet	1 (0 boys, 1 girl)
	okay	1 (0 boys, 1 girl)
	tired	2 (1 boy, 1 girl)
	lost	1 (1 boy, 0 girls)
	annoyed	1 (1 boy, 0 girls)
	suicidal!	1 (1 boy, 0 girls)
	slipped into a coma	1 (1 boy, 0 girls)

Give your reasons (for how you usually are in lessons)

Of the 70 responses, 18 were positive states and 51 were negative states. There was one instance of ‘quiet’. Eight respondents noted a mixture of positive and negative states.

One girl for example, enjoyed the linguistic development, despite finding some of the lesson confusing. She was usually

confident, confused, achieving and learning well because I enjoy French and expanding my knowledge of French.

One boy suggested that he was usually

interested and confused because I love trying to learn French. I find it harder to learn History and French at the same time.

Interestingly pupils in Ash and Beech Schools reported a similar mixture of emotions with confusion.

Some pupils felt the experience was negative. One girl for example reported that she was usually

fed-up, bored and slipped into a coma because I fell behind in class and couldn’t catch up. Lacking interest in World War Two and French, I had no effort to carry on learning.

This was exacerbated because World War Two was the content for most subjects concurrently.

A boy reported that he was usually

fed-up, confused, bored and tired because it wasn't interesting to me. We already know nearly everything on the subject by now.

Another boy noted that he was usually

Fed-up, bored and suicidal because the lesson was too hard for me to keep up. Everyone else knew what to do so I just messed around.

However some responded in positive language, for example one girl reported that she was usually

confident, interested, enjoying the lesson and achieving because I already learnt the topic in other subjects. I was very interested because I like learning about the holocaust.

Another girl reports that she was usually

interested, enjoying the lesson and achieving because I enjoy History and learning facts. I learnt some useful information.

One boy suggested that he was usually

interested and enjoying the lesson because it was interesting to learn all about World War Two. I was enjoying the lessons about World War Two and there were things I didn't know.

Five respondents made comments about not understanding what was being said, as the target language was maintained throughout. A further nine pupils noted that they did not understand 'what is going on' in the lesson. This is of interest because it is a *lack* of target language that is problematic in many language classrooms (Ofsted 2007; Ofsted 2011b) and in particular '*teachers' unpreparedness to use it*' (Ofsted 2011b:6). It will be interesting to discover more about teachers' and pupils' perceptions of use of the target language and the extent to which it is effective in the interviews, pupil focus groups and lesson observation. Effective use of the target language is one means of creating appropriate levels of challenge in the classroom.

Question 16) Which 4 or 5 subjects do you think you would like to study in the 6th form or at college?

Of the 30 respondents five (one boy and four girls) selected French as one of their subjects and eight (six boys and two girls) selected History. This is in line with the low and decreasing post-16 take up of languages cited in chapter five and found in the Language Trends surveys (CILT et al. 2010; 2011). In 2012, despite an overall stabilising of take up for languages post-16 in state-funded schools, an overall decline was reported in the independent sector (Tinsley and Board 2013).

17) Is there anything else you would like to tell me about being in a French group where some topics like World War Two, are studied in French? *(e.g. what was most important to you about the project / any ideas for improvement / links you have with French people and French speaking countries / would you recommend that the school does more topics like World War Two in French lessons?)*

20 respondents provided a final comment; of these three were positive, nine offered suggestions for improvement and nine were negative.

An example of a positive response from one girl was:

I think it has been a good experience but it lasted quite a short time and I didn't realise it was a project. I also want to say that we didn't have any end of topic assessment –that would have been great. But overall good and interesting topic that enriched my French speaking, writing and listening skills.

One boy reported:

Studying two subjects at once is a good thing to do, as you double your learning, but more revision would be better in tests.

A common improvement suggested was to focus on learning how to communicate with French speakers, for example:

I don't think these topics are useful because it is difficult to link to daily life. I think we should learn how to communicate with people.

Another girl suggested;

I would rather study more everyday topics like holidays and household objects. I have a relative from Canada who speaks French.

One boy noted:

There should be more ways to learn about communicating with our French fellows.

A further pupil reported:

Working in groups/pairs really helps. Speaking assessments help develop confidence and efficiency in using French ...

Common issues for complaint included difficulties in comprehension, dislike of the topic and lack of focus on the French language.

One boy, for example, suggested:

There should be more ways to learn about it because some people didn't really understand it and what we are learning, when some [other] students do, so there should be a better and easier way to learn it.

Another boy posited:

I would not recommend that other classes study this subject as most people in my class, including me, found it depressing and unuseful (sic).

One girl considered that:

We should be taught things that we would use in real life or abroad not waste time learning about other subjects that we would never use. For the teachers to not push us so hard, as it is a very challenging subject and try to make it more fun and exciting as it is compulsory.

One girl suggested:

Please do not combine World War Two and French. Keep them as separate subjects because as a pupil, if I'm expecting to learn French in a FRENCH lesson and end up learning about WWII (which we're learning about in all the subjects) it's very boring and mind numbingly pointless. Save the poor souls of later pupils please.

The issue of the cross-curricular project, which entailed covering similar subject matter across a range of subjects concurrently appears to have caused a level of frustration and demotivation for a number of pupils. The issue of prior learning and repetition will be considered further in the analysis chapter.

The results of the questionnaire informed areas to explore and preparation of questions for the data collection visit. From the results of the questionnaire it was decided to seek further evidence on the teachers' and pupils' understanding of CLIL, the quality of teaching, the use of the target language, the effort, attainment and progress of pupils and the understanding of pupils as well as issues pertaining to gender that may or may not arise from further investigation. In section one an account of the results from the pupil questionnaire was presented; in section two, the results from interviews with staff will be reported.

Section two: Results from the staff interviews

The same data coding rationale was employed for Cedar School as for Ash and Beech Schools in chapters four and five. Codes were selected from the research questions, which correspond to the themed sections on the interview schedule; the latter were drawn from the process motivation model for investigating CLIL introduced in chapter two and developed in chapter three. The following coding system was devised for collection and analysis of data from interviews and pupils focus groups (Bryman 2004; Harding 2013). These codes are listed in logical order, which is not necessarily in order of importance and does not correspond to the volume of data that emerged. As in the previous two chapters this section is structured according to these codes.

- A: Organisation of the project (contributing to MRQ3)

MRQ3: to what extent might these [elements of CLIL that enhance motivation] be transferable to other contexts?

- B: learning environment: teacher approaches to teaching, course and group dynamics (contributing to MRQ 2)

MRQ2: what are the main elements of CLIL that enhance motivation?

- C: learner engagement (contributing to MRQ1)

MRQ1: in what ways does CLIL impact on pupil motivation?

- D: learner identities (contributing to MRQ 1 and 2) and
- E: transferability to other contexts (contributing to MRQ3).

During detailed analysis of the data, the following additional themes emerged, which had not been envisaged in the initial coding system, and were coded accordingly:

- the level of frustration and de-motivation from the cross-curricular project
- the lack of clear focus on linguistic development of the target language
- the almost exclusive use of the target language by the teacher and consequential lack of comprehension by many of the pupils.

These final codes are ‘empirical’ codes (Harding 2013:82), ‘derived while reading through the data, as points of importance and commonality are identified’. These additional themes contribute to both the learning environment theme because it affects teacher approaches to teaching, course and group dynamics and also to the learner engagement theme because of their impact on expectations, engagement and positive attitudes towards learning in this way in this context.

Four staff were formally interviewed for between 30 and 60 minutes using the interview schedule in appendix six: the head of department, who introduced the programme, a class teacher, an assistant head and the head teacher. All contributions were recorded and transcribed to contribute to the development of a richer understanding (Merriam 2002; Stake 1995; Stake 2005). An account of the conduct of the interview schedule was given in part two of chapter three. Quotations are identified according to who was speaking and the date of the interview: HOD head of department, CT class teacher, AHT assistant head teacher and HT head teacher.

The questionnaire focussed on a CLIL module about the Second World War. During the data collection visit it emerged that a second module about space was underway and therefore the school visit included a focus on both modules.

A Organisation of the project (contributes to MRQ3)

MRQ3: to what extent might these elements of CLIL that enhance motivation be transferable to other contexts?

This project is in the early stages of introduction and development (HOD, 17.6.13; CT, 17.6.13; AHT, 18.6.13; HT, 18.6.13). Responses to the interview question, ‘where did the idea come from?’ indicated that the impetus for the innovation came from the head of department. From her first year of teaching, as a means of engaging Y9 towards the end of the year, she would, ‘*translate maths and science papers and we would practise doing them in French*’ (HOD, 17.5.13). She reflected that in contrast to the simplistic objectives of talking about oneself, her interest stemmed from the way language teaching focussed on content in France when she was a pupil.

I’m a bit sad. ... I collect my old text books from when I was young ... most of my English textbooks from France. And ... you know, we learned so much. And it’s History, it’s literature. ... The one thing they love at GCSE is the whole topic on poverty, discrimination. ... because it’s relevant and it’s something different.

(HOD, 17.5.13).

She continued (17.5.13) to talk about the reasons why the space module would be equally relevant to pupils:

you're using languages for real purposes because they're giving opinions about something they're bothered about, rather than ... how much pocket money they've got.

The head of department had some prior knowledge of CLIL and immersion through awareness of a project at Hockerill School and the immersion project at Ash School; she had also visited the CLIL programme in Beech School (HOD, 17.5.13). The opportunity arose to develop a French Y9 PSHE scheme of work to be taught by the tutors, who were all language teachers, to half the year group (HT, 18.6.13). The head teacher went on to explain:

it was a combination really of a desire to make languages much more relevant and accessible, especially to the middle and lower end, in terms of ability, and the good fortune of having the entire faculty in one particular year group.

The PSHE CLIL project proved impossible due to the introduction of a new SEAL scheme of work and lessons that were unsuitable for adaptation into French (HOD, 17.5.13). Instead, with the support of the leadership team, it was decided to teach the World War Two module of History to Y9 in French (HOD, 17.6.13; AHT, 18.6.13; HT, 18.6.13). The department then decided to teach a further CLIL module about space to the whole of Y9 in French lessons in the target language. Made possible by staffing opportunities, the head teacher (18.6.13) explained that the school has decided to expand this kind of CLIL provision and has:

teamed up a slight surplus in languages with a slight deficit in humanities ... So rather than one particular module in French being about World War Two which links to History, what about if for the year that subject is taught by a language specialist ...

The school therefore intend for Y7 History to be taught by a French specialist in the target language. There was some discussion at the time of the visit as to whether this might be for the coming academic year or for following one (AHT, 18.6.13; HT, 18.6.13). The choice of areas of the curriculum was dependent on '*timetabling*' and the availability of staff (HT, 18.6.13).

The impetus for the development of modern languages came when the head of languages was appointed four years previously to increase motivation for languages. The head teacher (18.6.13) acknowledged that prior to the appointment, although the most able pupils engaged well, *'beyond that there were very few students with an enthusiasm and an appetite for languages'*. Increasing use of the target language had been the initial objective of the head of department (HOD, 17.6.13; CT, 17.6.13; AHT, 18.6.13; HT, 18.6.13). CLIL, in the head of department's (17.6.13) view also *'helps towards that'* [increasing use of the target language].

The project investigated in this research was therefore in embryonic form and had not yet been evaluated by the department. Pupils had completed the World War Two module in the spring term and had just started a module about space. The assistant head teacher and line manager of the languages department, appeared unaware of the World War Two project and explained that, as CLIL had been taught within the languages department, other staff were not yet aware of the developments (AHT, 18.6.13). The rationale of the senior leadership team is:

...if there's anything we feel benefits the students in terms of bringing progress on ... then we would embrace it.

(AHT, 18.6.13)

Class teachers suggested that they had to overcome obstacles which included finding and developing suitable resources, *'pitched at the right level'* and getting the *'kids on board'*. One teacher suggested that

...with me I explained to them. And they are usually kind, they're usually good because we get on well.

She relates the benefits of immersion to the progress of pupils from the school's EAL communities, suggesting to the pupils:

Do you remember when they arrived? From Zimbabwe, from Poland, ... from Italy? ... for the first three months we didn't hear them. But they're your friends now. ... now they're speaking English fluently, so you can see this is what ...we need to do. Obviously there's only two hours a week. Can't send you to France for (sic), but that's what we're going to try and do and explain the advantages.

(HOD, 17.6.13)

This is interesting because it does not draw directly on the cognitive benefits and related progress across all subjects that CLIL offers learners suggesting the teachers may have been unaware of them.

The school suggested that the advantages of learning in this way was the potential to increase the relevance of modern languages to the pupils, and the use of the target language and the move away from dull, irrelevant modern languages content (HOD, 17.6.13; HT, 18.6.13). The head of department suggested a negative attitude towards languages by a small minority of pupils, whilst '*most are fine*':

There are always those [pupils] who are not keen to try and will speak in English as opposed to trying. ... I've come to accept that in languages, there are always those who have *a very passionate hatred*. There's always one. (my emphasis)

(HOD, 17.6.13)

This appears to suggest that a small minority of pupils' attitudes toward learning language in this school are unusually negative.

Linguistic advantages to this new approach were described as '*just being immersed in the language*' and increased use of the target language (HOD, 17.6.13). When asked if there were any disadvantages, the head of department recognised that some pupils had had difficulty with the target language:

T: I think some kids have like, kind of given up because it goes, flies over their heads and so they can't and you're trying to bring them back but

I: It's more difficult.

T: It's more difficult. So I will hope that it's beneficial for the majority, but there are definitely some who will feel like it's not for them and they're lost and they're not enjoying it. But it wouldn't stop me trying ...

The head teacher considers that CLIL will 'improve language learning' and uptake at key stages 4 and 5 (HT, 18.6.13). He considered the retention of languages in key stage 5 to be important and understands from research in schools with CLIL projects that it can increase uptake for languages:

I think a Key Stage Five curriculum without languages is a pretty poor affair ... so even if we're looking at five, sixes, eights, wanting to do French at A level ... I'm determined to retain it. ... So that's my awareness in terms of the research.

(HT, 18.6.13)

An issue to overcome is ‘*CPD and ensuring that they are comfortable with the subject content*’ because:

It’s important that they are not just delivering the content well in the target language. But that ... the children are actually making progress as young geographers and historians.

(HT, 18.6.13)

The assistant head teacher (18.6.13), a historian, agreed and suggested a potential reluctance from other staff:

I do think we might get some reluctance from members of staff. Particularly if we’re having to assess progress in subjects such as History. And it was felt that delivering that through the medium of French might affect the progress of some students.

He later continued:

As far as I’m aware, discussions haven’t taken place with the head of humanities or in charge of History. And as a result it won’t be happening in September but the following September I believe.

In discussion with the assistant head teacher, the head of department noted a different reaction to the positive affirmation by the head teacher, because the assistant head was unsure ‘*how the head of department’s going to take that*’ because of concern about progress in the curriculum subject. The head of department (17.6.13) explained:

I can see the fear and the concerns and everything, but it’s really valuable. Having said that, I’ve never taught History myself, so should I not have a go at doing it in English for a while, see what assessment was (sic) required and then maybe later on in the year say, “Well, we’re going to a module”. You know, it could be.

The head teacher and head of department appeared to suggest that History in French may start, at least in some form, in the coming school year (HOD, 17.6.13; HT, 18.6.13). This would seem to be indicative of the embryonic nature of the project at this school.

B Learning environment: Teacher approaches to teaching, course and group dynamics (contributes to MRQ 2)

MRQ2: what are the main elements of CLIL that enhance motivation?

Learning environment

Teachers aim to create a positive learning environment with good relationships and cooperation, where the target language is the principal means of communication (HOD, 17.6.13; CT, 17.6.13). There is a conscious attempt to move away from teacher-centred delivery to:

make it a little bit more student orientated. Take ... to some degree, the responsibilities, (so) it's a little bit shared ...

(CT, 17.6.13).

Content is discussed by the teachers, material selected from a software package called 'iLanguage' and supplementary materials sourced and developed.

One issue that emerged during the module on space was that it was insufficiently challenging from the perspective of science subject knowledge (HOD, 17.6.13). This may have occurred because the module is based on a purchased resource and the language teachers did not consider the importance of having a discussion with science colleagues about any prior learning during the preparation stages (HOD, 17.6.13).

Issues pertaining to assessment had not been fully considered at the time of the data collection visit. When asked if there were any issues to do with feedback and assessment that she had needed to address, the head of department suggested she was '*assessing French as opposed to assessing their knowledge of their Second World War*'. When asked whether it may be valid to assess both French and History in such a module she replied

It's true but I wouldn't know how to assess their History. ... the French wasn't great on that [module] test. So, is it because I'd been going on all about the French and missed the point?

(HOD, 17.6.13).

This kind of reflection is illuminating because it forms an important part of understanding CLIL and developing effective practice in any given context.

The main issues relating to teaching other curriculum subjects in French were considered to be finding the appropriate level of learning in the subject content, making the learning age relevant and resources (HOD, 17.6.13). Time to develop resources was also suggested (HOD, 17.6.13; CT, 17.6.13). The class teacher felt that *'personally I feel that we're swimming against the tide;'* languages he reported *'in the eyes of the kids, it's not valued enough as it should be'*. In his view, languages should be a core subject and therefore compulsory (CT, 17.6.13).

C. Learner engagement (contributes to MRQ1)

MRQ1: in what ways does CLIL impact on pupil motivation?

Elements of CLIL that enhance motivation

The project had not been evaluated at the time when the data was collected and the teachers had only limited understanding about CLIL. Data in this section is therefore limited. However, the interviewees considered the following elements of CLIL enhanced pupil motivation: optimal challenge, relevant content, the focus on content rather than on language learning, the use of language for real purposes and cultural understanding.

Challenge

The head of department (17.6.13) suggested that challenge was the most important motivator for the pupils:

I think it's the challenge. You have to put them on the ball, you have to explain to them that it is going to be a challenge and the realisation that actually, they can do it. I think that's a great motivation for them.

She suggested that for the CLIL modules, pupils:

have to think, and ... one of the big things in our schools is resilience and ... they have demonstrated a lot of resilience

and later added:

I think that it's not given on a plate to them - they've got to work it out for themselves. And they might get less than I expected but actually more than they would do in a normal lesson

(HOD, 17.6.13)

The other class teacher considered that in terms of level, '*we're planning slightly higher when it comes to authentic texts*'; cognitive challenge, as a result, is:

quite high because you're dealing with either a familiar word in an unfamiliar context or vice versa, familiar context with a word that you've never come across before.

(CT, 17.6.13)

One impact on pupils' levels of cognition is considered to be progression in terms of linguistic understanding. The class teacher described pupils' thought processes as follows:

Immediately they come across an [unfamiliar] word it's almost like you can see them thinking, "Oh, hang on a minute, is this an XXX," or not. If it is, okay, they say, "Can I take it apart?" "Is there a prefix or suffix? What's the main part of it?" They think in those kind of structures and I think in that area we've made great progress

(CT, 17.6.13)

Relevant content

The class teacher (17.6.13) reported the importance of relevant content to learners' motivation:

it's being able to apply what they're doing to either things that are real or experiences and things that have occurred for them, or being able to relate in some way to what they're doing.

The head of department (17.6.13) underlined the importance of age-relevant content and explained that this was the catalyst for changing the language curriculum:

we have completely changed our curriculum because the age relevance to me, like the content, is very important and we're getting slowly there and we're doing more stuff than picking out that one module out of all the things we do

She went on to explain that in addition to the cross curricular modules, other language modules such as using 'spies' for the basis of personal description was engaging pupils more (HOD, 17.6.13).

She considers the current language curriculum in England is '*not age relevant*' and as a result, pupils '*don't care*'. Explaining the differences between this and the French curriculum she posits:

when I was in France it was always opened on the world. It was never about us ... whereas here it's always been my house, my free time, my holiday, my bedroom, my parents, my family, it's always me. And [there] comes a point that's it's like, you know I think they're 14, 15, where you need to get them to open up on the world. ... I think doing modules like this ...you're actually learning something.

(HOD, 17.6.13)

The relevant content of the curriculum leads to pupil motivation because learners are using language for real purposes as the head of department explained:

you're using languages for real purpose because they're giving opinions about something they're bothered about rather than, you know, how much pocket money they've got.

(HOD, 17.6.13)

The head teacher (18.6.13) suggested that CLIL makes languages more relevant and therefore more motivating to pupils:

for me the really clear difference for the children is when they are doing something which clearly links to another subject, you don't need to spend any time whatsoever on the relevance. The relevance is there for all to see. We're doing this because this is what's required in your Geography or your History or whatever else. And almost the language learning, when I say it becomes secondary I'm not putting that in a numerical order of importance, but it becomes far more implicit and therefore far more natural.

This understanding did not appear to preclude the focus on language needed in CLIL.

Teaching and learning styles

As noted earlier in this section, both language teachers perceived CLIL to be a means of extending use of the target language, which had been a major focus for the department since the arrival of the head of department four years earlier (HOD, 17.6.13; CT, 17.6.13; HT, 18.6.13). The use of the target language will be discussed later in this section.

One aspect of a cooperative teaching style considered to be important by the head of department in motivating pupils is that of involving pupils in feedback on teaching and learning:

Kids, I always find that if you bring them on board and expect their feedback and you know, they'll help you and be able to criticise constructively and they do it constructively. [It] Kind of motivates them.

(HOD, 17.6.13)

Cultural understanding

When asked about pupil gains from the war module, the head of department suggested cultural gains and understanding about the war.

my granddad fought in the war. I have lots of anecdotes and kind of first-hand experience and I've shared that with them. Although it was in English at the time ... they've also liked that personal aspect and they were learning. So I think definitely on a cultural point of view, and opening, you know, their world a little bit.

(HOD, 17.6.13)

Pupil attitudes to learning and effort

Pupils' attitudes to learning were generally positive but varied between groups and between the two different teachers (HOD, 17.6.13; CT, 17.6.13). Attitudes towards the cross-curricular module were perceived to be generally positive by the teachers, however, there were some negative comments in the responses to the questionnaire particularly regarding the apparent study of the same topic across a range of subjects concurrently.

Teachers consider pupils to make similar effort in both CLIL and usual language lessons, for example, one teacher suggested '*I think they work about the same. They work about the same, but they enjoy the group work*' (CT, 17.6.13).

This class teacher suggested that pupils had made '*a different type of progress*' with the Second World War module and went on to explain:

they're not so dependent on the vocabulary taught, you know, traditionally where they limit themselves to that, once you move on to a different topic they seem to think, "Oh that's not important anymore". But now there's a lot more transferrable language so in that respect they learn a great deal, *the skills rather than the words and structures*. (my emphasis)

(CT, 17.6.13)

Objectives are shared with the pupils; an example provided by a class teacher about how the objectives are different to usual language lessons in the context of the space module was:

we would be able to understand how things work geographically, scientifically, while expressing ourselves in French

(CT, 17.6.13)

The head of department (17.6.13) recognised that *'it's definitely harder work for them'* and therefore greater effort is needed by the pupils. She suggested (17.6.13) that pupil attitudes towards learning languages were *'better than four years ago when I arrived'*. The CLIL modules are a part of the changes made since her arrival.

It was too early for the staff to quantify any improvements in progress with the classes involved in the CLIL modules.

Pupil attitudes towards learning languages and the target language community

Teachers agreed that attitudes to languages had improved since the arrival of the head of department (HOD, 17.6.13; CT, 17.6.13; HT, 18.6.13) and that overall, involvement in CLIL improved pupils' attitudes to languages (HOD, 17.6.13; CT, 17.6.13). The class teacher (17.6.13) suggested that pupils' attitudes varied:

Attitudes, it varies. It varies. (Laughing) For those who are into it are very much into it because they see the value of it, then again for others they will take a lot more convincing. But I think in general you don't get this, "Oh don't like it" anymore because it's almost like we're catering for different needs as we go along.

The head of department suggested that the attitudes of pupils involved have:

been good but it's like they don't mind ... I think if you ask them, the majority would see the purpose and the relevance and the reason why we're doing it. (.3.) They can't all keep up and they're struggling at their own level.

(HOD, 17.6.13)

This willingness to persevere even when they are struggling would seem to be indicative of positive attitudes. It also suggests further developments in the areas of classroom organisation, personalisation of learning and appropriate challenge may need to be made.

Discussing the impact of the Second World War module on pupils' attitudes towards the target language community, the class teacher reported:

That has been an eye-opener to them because they don't just take sides, they try to understand, and I think it has improved. Rather than having ... preconceived ideas, whereby, "*Oh therefore [the] French don't like it, will never go there,*" it's not like that anymore. If anything they have a greater awareness of why some people think that way and so on ... So I would say they're able to foster international understanding of all these cultures but they're a lot more understanding of [the] target language community.

(CT, 17.6.13)

Use of the target language

The teachers aim to use the target language all the time. The head of department (17.6.13) is taking part in a target language project:

I'm also part of a project within the ... city where we're trying to use target language and I have classes where there is not a word of English in the lesson. I've got it in Y9, Spanish.

In these classes teachers and pupils have to stand on a rug if they wish to use English. The other class teacher uses a similar technique with a chair with the Y9 questionnaire respondents (HOD, 17.6.13; CT, 17.6.13).

When discussing appropriate use of English in CLIL, it became apparent that the head of department was unaware that English can be appropriate in the CLIL context. Her response demonstrated immediate further understanding:

But you see just you saying that, I'm thinking, "*Would it probably be more productive and we'd get further with the kids...*"

She had approached the CLIL modules, even with the bottom set, as total immersion lessons. She reflected, '*It's as if I'm kind of amalgamating immersion and CLIL*' (HOD, 17.6.13). It will be interesting to triangulate this approach with pupils' views and with lesson observation.

A further issue pertaining to teaching and learning styles that needed to be addressed was that of pupil participation in use of the target language in the CLIL lessons. The head of department (17.6.13) commented:

I was thinking it just becomes a very quiet lesson because then they shut up and they don't [talk], you know, and you talk and try and do the activity and you don't get a sense that everybody's on track or they're not asking questions so ... it sounds a bit more passive ... and it really doesn't meet the individual needs.

Strategies employed to encourage pupils to use the target language include use of visuals, common classroom language, routines and use of the interactive whiteboard (HOD, 17.6.13; CT, 17.6.13). One teacher uses language support desk mats with common phrases such as:

'je ne comprends pas, je ne sais pas, répétez' all these things that they know but you need them in front of them, so they've said that that's useful.

(HOD, 17.6.13).

The mats contain language negotiated with the pupils '*what they say they want*' (HOD, 17.6.13). The head of department (17.6.13) recognised during the interview that pupils talked in English in group work and that she had not provided any requirement or support for use of the target language:

Then again, I didn't give them, you know, I didn't give them anything when they were doing their group work, so you could argue well, what do you expect? It wasn't going to happen.

The conversation had provided the head of department with the opportunity to reflect on her practice; this illuminates part of the developmental process of introducing CLIL and will be discussed further in the analysis chapter.

Although teachers reported that pupils did not use the target language during group work, they reported that they were 'getting a little bit of spontaneity' (CT, 17.6.13). The class teacher (17.6.13) suggested that the pupils' ability to transfer language into new contexts is growing, '*it's the transfer of language that I think has been the greatest impact*'.

The aspects of the modules that pupils enjoy are '*learning something different*', '*that kind of challenge*' and '*the novelty*' (HOD, 17.6.13). They also enjoy group work, games, research and kinaesthetic activities (CT, 17.6.13). Teachers suggested that they disliked writing '*because it's a skill that's very difficult for them*' and the application of grammar, which they find difficult in the context of unfamiliar content (CT, 17.6.13). The teachers did not report any differences in gender preferences (HOD, 17.6.13; CT, 17.6.13).

D. Learner identities/self (contributes to MRQ 1 and 2)

MRQ1: in what ways does CLIL impact on pupil motivation? MRQ2: what are the main elements of CLIL that enhance motivation?

Impact on pupils' mastery of the language

The head of department (17.6.13) suggested that pupils may not be aware of their development of skills:

- T: I don't know if the kids are necessarily aware. I think we point it out to them and we say, you know, this is what we're going to work on. ... So they're aware only as far as I tell [them].
- I: So apart from telling, are there any other ways you'd teach them to develop that awareness? Or do you think that they're not quite at that level?
- T: No I don't, I don't. Maybe I could review at the end and say, well what skills do you think we've learned? That would be a good one to see rather than saying, "This is what we're going to concentrate on".

The class teacher explained how he encourages pupils to think linguistically about what they have written:

I think analysing what they've written after they've done it helps a great deal because they are able to see what sort of things they need to add, for instance, to make further progress

(CT, 17.6.13)

Target setting focuses on knowledge of and progression through levels, the head of department (17.6.13) reported:

we work a lot on the levels and explaining how to move on to the next, decide what they need

Teachers model the elements required to reach a level by regular practice and '*constantly showing them*' (HOD, 17.6.13).

The head of department was a member of the school's working group reviewing assessment for learning and the whole school approach to target setting at the time of the data collection visit.

When asked whether the pupils felt competent in French both felt this not to be the case. The class teacher (17.6.13) replied:

No, at this moment in time I don't think they do feel competent. Sometimes you get the feeling that they think they know less than they actually do'.

The other teacher agreed, *'there's probably a feeling that ... I'm not good at it'* (HOD, 17.6.13).

Reasons suggested for this response was the nature of the subject, the prevalent view amongst parents and the notion that languages are difficult.

Partly because it's a challenging subject. Partly because you're constantly kind of trying to guess and work out where you're going. There's also a lot of general feeling that I'm not good at languages. The amount of time you have parents' evening and [you say] 'She's doing well.' 'Oh gosh, I was never able to do French you know at school.' And the child is there ... And when you say you know he's not behaving or he's not ..., "Well, I was the same, you know, I really like, I never," and you're (shouting) in front of them! It's the attitude all round that kind of as a nation we're not good at languages and I think it's easy to bring yourself down.

(HOD, 17.6.13)

This is illuminating. It would appear that the prevailing attitude amongst parents and pupils towards languages at this school is rather negative and this may have been affected by the school's approach to language teaching and learning prior to the arrival of the current head of department. It is possible that it may colour the pupils' view of CLIL to some extent.

Impact on pupils' self concept

Teachers suggested that pupils are not yet aware of their own personal strengths and weaknesses in the skills needed for immersion (HOD, 17.6.13; CT, 17.6.13); the head of department (17.6.13) reported, *'it's probably something that we need to work more on'*. This would seem to be indicative of the developmental stage of the project.

When asked about ways in which teachers help learners to understand how they are motivated, the head of department (17.6.13) focussed on encouragement, particularly at the end of a lesson to give pupils *'a feeling that actually it's achievable'*. The class teacher (17.6.13) for the Y9 questionnaire respondents considered the *'type of student'*

to be the salient factor in maintaining motivation. When asked how he maintained motivation, he suggested:

T that's never been a problem with the group I have. (Laughing) So

—

I How do you do it, though? Why is it not a problem?

T I think it's to do with the type of students we have. It depends, some groups are difficult to motivate and some others it doesn't need too much

I So why are these not difficult to motivate?

T Because they are mostly Set 1 students so they are mostly academic. Even if some of them are not into French they do actually know how to achieve, you know, to get to what they want. So that makes a great deal of difference.

(CT, 17.6.13)

This is interesting; the responses from the pupil questionnaire appear to indicate a different picture. It will be interesting to explore learners' motivation further in the pupil focus groups. Motivational feedback includes rewards such as raffle tickets for positive contributions, which lead to a prize draw (CT, 17.6.13).

Values relating to languages are explored through the emphasis on the development of skills and resilience and understanding that learning a language 'is going to help in life later whether you carry on with French or not' (HOD, 17.6.13). The class teacher (17.6.13) noted that he tried to:

open up their world to different types of music and French artists, for instance, which they weren't aware of. Some of them go to look it up and then come up with different artists. (Laughing) 'Ooh sir, did you know about this song?' So they want to share it with me.

He later reported:

We wish we could find some other things to motivate them and make them understand the value, but you know, I think again it depends on the level of the group. Because some groups would say, "Look, I'm never going to go to France," and then you try to make them that you don't have to actually go to France or anywhere else to be using the language or making use of what you're learning here. *But I think it's about opening up their world to different things and that's what we try to do with this programme ...* (my emphasis)

(CT, 17.6.13).

E.) What might be transferable to other contexts? (Contributes to MRQ3),

MRQ3: to what extent might these elements of CLIL that enhance motivation be transferable to other contexts?

Staff interviewed agreed that it was too early to evaluate the impact of the CLIL modules on the teaching and learning of modern languages in the school. The head of department (17.6.13) reported '*I think it has helped us*'. The interview had been an opportunity for initial evaluation; the head of department (17.6.13) reflected

...you asking all these questions I've realised that we've not actually worked on a lot, with the kids.

However, all staff interviewed supported the project and were enthusiastic about developing it further (HOD, 17.6.13; CT, 17.6.13; AHT, 18.6.13; HT, 18.6.13). The head teacher suggested:

It's an early time in its establishment here. ... I think it's fair to say we're excited about it, we've got a good idea of what the outcomes are we'd like to achieve. If on evaluation in 12 to 24 months' time we can see that language learning has significantly been enhanced, that engagement in humanities has a knock on effect, is really coming on well as well, then, then who can say? Would it be, for example, possible as a permanent fixture year on year to have linguists in the humanities faculty at Key Stage Three? Because that's what we're going to experiment with next year.

(HT, 18.6.13)

The head of department (17.6.13) advised other schools considering the introduction of a similar project to '*start small*' adding, '*it takes a lot of energy*'. The early nature of the stage of the project at Cedar School limited insights regarding transferability to other contexts.

This section has presented the results of interviews with staff and several key findings have been outlined, which will be developed further in chapter seven. In the following section the results from the pupil focus groups will be reported.

Section three: Results from the pupil focus groups

The coding system devised for collection and analysis of data from staff interviews and pupils focus groups (Bryman 2004; Harding 2013) and discussed in section one of chapter four, was applied to reporting results from the pupil focus groups. These codes are again listed in logical order, which is not necessarily in order of importance and does not correspond to the volume of data that emerged. The coding list again forms the structure of this section.

Two groups of pupils were interviewed via the focus groups, one of eight pupils from a Y9 bottom set and one of ten Y9 questionnaire respondents from the top set thereby providing a broader view across the ability range and from different teachers. The school selected a representative sample from each of the two groups. Pupils had all studied a cross-curricular module on the Second World War and had begun a module about space. More than half the pupils had also studied a module on water earlier in the year. In this year group, 22 of the 80 pupils studying French have opted to continue to key stage 4, of whom 17 are in the two groups who took part in the research, 15 in the top set of 30 and two in the bottom set of 25. In the focus groups four of the ten pupils from the top set group and two of the eight pupils in the lower set group had opted to continue learning languages at key stage 4.

A Organisation of the project (contributes to MRQ3)

MRQ3: to what extent might these [elements of CLIL that enhance motivation] be transferable to other contexts)

Responses indicated that the Y9 pupils were divided about the merits of learning modules of other subjects in French. Approximately half the pupils in each group expressed reservations, at times vociferously, about the Second World War module, in particular that it was apparently studied in every subject concurrently. This is exemplified in an exchange of views with pupils in the top set:

P1 It was quite boring because we learnt it, you learn it in History and then we learn it somewhere else again. And then you learn it in English and you learn it in French and it's like *repetitive*.

I Was that to do with all subjects doing it?

- P2 Yeah, we were learning everything while we were doing it in French too.
- P3 Yeah we were doing the Holocaust thing so we had this; it was like this huge project throughout all of the lessons.
- P4 We done it in every single subject, we've done it in XXX, we've done it in like French and then after a while it just gets really boring, and we know like everything about the Holocaust and it...

Pupils expressed similar views in the lower set:

- P1 It was quite tiring. You are like doing it every lesson, you know a lot about it.

P2 It was like going over the same thing.

Another pupil added:

I think there is too much information to get into our heads, so you couldn't really learn much, because there is was too much information they were giving us.

Other pupils appreciated gaining greater cultural awareness, for example one girl suggested:

The History part of it was quite interesting. It tells you like stuff you didn't know before. ... usually when they teach History it's mainly based on Britain's experience. Or, other countries that are mainly involved in it. *But they really taught it, they taught it from the way French people would see it. So it made us, made me see things like in a perspective of a different country.* (my emphasis)

Pupils expressed a greater appreciation for the space module:

I really liked the space one, because I think it's helping us develop our language and our speaking skills and being able to put phrases and sentences together and just developing our ability to learn French.

B Learning environment: Teacher approaches to teaching, course and group dynamics (contributes to MRQ 2: what are the main elements of CLIL that enhance motivation?)

The teacher of the lower group uses approaches that pupils find motivating, for example activities on the interactive whiteboard, working in groups and teams, booklets to support understanding of films and techniques using cards to memorise work for assessments:

The way she does the assessments (.2.) we have to like write stuff down on cards and like memorise it and say it back to her, she does it in a good way so we remember it, and we get higher levels and stuff.

They appreciate the teacher's support in helping them to understand the target language:

It is good, because if you don't get it the first time, you can ask her again and she will explain it to you in English, and then she will say it again in French, so you can kind of get what the words are in French ...

Pupils in the top set perceived some of the teaching techniques used hindered their progress. One boy suggested:

I think I learn more in other lessons than I do in French because he just kind of goes over the same stuff and you don't really learn anything new.

A girl commented:

I don't think people find it that engaging in class. ... Because I don't want to have a go at like Sir, but when he teaches it I don't, it's not engaging, it doesn't like grasp my attention that I want to do this. It's just being told this means that, this means that, this means that.

A number of pupils agreed that:

I think he focuses more on the people that are better, that are doing better than the others because there's people in our class that are really, really good at French and then there's other people and he doesn't really focus on them.

The use of a chair at the front as the only place that English can be spoken, was universally detested. One pupil explained:

It just feels like you're expected to be such [a good] speaker ... And, the fact that you have to move up there and sort of publicly know that you don't know something, some people might find a bit daunting.

This appeared to be to do with the manner in which it was used, rather than it being a place where the target language did not need to be spoken.

Pupils suggested that they would prefer '*more interaction*', one boy exemplified when he commented:

We need to do more actually speaking to each other in French. Because, when I had to stay in France for a few days for a rugby thing and we're just actually staying around French people and listening to them speak and talking to them.

You sort of, you get a grip of the language a bit more, pick it up better.
Obviously it's a bit harder in class.

Others suggested a seating plan where able pupils could help peers who were struggling:

if we were in a seating plan and people were around people who were of their ability but also like less, then they can help each other.

Another agreed and suggested how partners might work together:

Yeah if we're doing it in class we should be able to talk to our partners and try and speak about the subject in French as well as English.

C. Learner engagement (**contributes to MRQ1**)

MRQ1: in what ways does CLIL impact on pupil motivation?

Despite some misgivings about teaching and learning styles and the cross-curricular project, many of the pupils perceived themselves to be making progress.

Elements of CLIL/ immersion that enhanced pupil motivation included the content of topics such as space, the teacher (bottom set) and being able to use French for real purposes. The top set suggested the things that would motivate them would be other people, an interesting subject, an interesting teacher, French-speaking family and links with France. One pupil commented:

I've been to France for the last two years, like once a year and ... on a holiday ... and, it's been really good because I've been able to communicate with the other people from what I've been learning in lessons. So if I keep learning it then it's a lot easier to communicate with everyone there.

Pupil effort, progress and cognitive challenge

Pupils reported varying degrees of effort; of six pupils in the top set focus group who responded, only one of them considered themselves to be working reasonably hard:

I think because I sit next to a person ... she doesn't like French as a language but because she does well in it, it kind of helps like make you want to do well in it as well. So if you're surrounded by people who want to do the work, I think it helps you to kind of participate.

Two others reported not working hard '*because I don't like it*', another explained:

But I mean it's a matter of interest. When you're interested you work hard to get it done. But when you're not interested you don't want to actually, you don't really want to work.

Effort levels in post-option Y9 groups are likely to be lower than prior to the options process. Pupils in the lower set focus group, however, reported more positive effort levels. When exploring the impact of the CLIL module a boy from the lower group suggested that the class had had to '*listen harder*':

P Because she was talking in French, and because we didn't understand it all, we couldn't just like switch off and just ignore her.

I So, you had to concentrate and to listen?

P And also, if we weren't understanding, then we wouldn't be able to do the work, and then we get a detention.

Motivation to concentrate, then, was both intrinsic and extrinsic.

Most pupils in the focus groups were able to provide examples of achievement and of work they were proud of. When asked what he felt he had achieved through the CLIL modules, one boy suggested reading skills:

P being able to scan through the text and like actually pick out all of the information and missing the bits that aren't really relevant to what they're talking about. So you get what they're saying...

another continued:

P I think partly to do with the scanning and looking at it, noticing it or hearing it and noticing what they're saying. It's partly because, I've forgotten what they're called but they sound the same in English, the words.

I Cognates?

P Cognates, yeah. Because there's a sort of similarity there and we can, you hear a few of them, you'll get what they're saying.

A further pupil suggested he had gained confidence in speaking, '*I think confidence; I think I'm more confident in speaking*'.

One pupil considered that learning about the Second World War in French had brought a greater depth of understanding:

I think even though we have learnt World War II in like every subject, in French we went into it in more detail than we did in... because in History, even though

we've been doing it for ages in History, I think they might do the outline of it, they don't really go into much detail.

Another that it had brought deeper cultural awareness:

when you're learning French, you learn France's perspective rather than Britain's perspective, because in every other subject it's mostly Britain's perspective of the war. ... It changes your view on like what's happened because you're learning about different people and like how they went through the thing other than just Britain.

A pupil from the lower ability group commented that one of the things he'd learned better because he'd learnt it in French was:

The order of the planets, because it was much more interesting, and much easier to learn in French, than in English.

In order to remember the order of the planets the teacher had taught the pupils a French rhyme, 'me voici tante Marie, je suis une nouvelle planète'.

Attitudes towards the target language and the target language community

Pupils from both groups made numerous positive comments about the value of learning a language and interest in learning about other cultures. All ten learners from the top set focus group considered it important to learn languages, even though only four were continuing at key stage 4 with a further pupil taking private lessons. Reasons given included living in a French speaking country and greater job, college and university opportunities; these were often linked to increased cultural awareness for example:

Well if you ever do move to another place or like get a job or something, lots of other people speak different languages. *So, if you learn other languages they'll appreciate it more if you actually talk to them in their language...* (my emphasis).

I think it's the whole thing about opportunities. If you know more things you're going to get more opportunities which means you can, not necessarily do better, but achieve more. If you know French that means it opens up a whole new area.

I think like in careers and that not everyone in the world speaks English so like it kind of broadens your horizons more. ... it makes your CV and your application for universities, colleges stand out from the rest.

The topic on water had deepened pupils' cultural awareness further, as the following exchange exemplifies:

- P we were talking about like how different countries like Sierra Leone and countries that speak French and XXX as well. Like they haven't got that much water supplies as well. And, it also talks more about the exact cultures, what they have to do, how far they have to walk to get water etc.
- I Do you think that's important to be able to learn about how other people live?
- PP Yeah.
- P Yeah, because it gives you a better view of like, people's situations and sometimes your situation, even if it's different countries.
- P It helps you respect XXX. Because you realise like how...
- P Get empathy.
- P Yeah, you feel like how hard... you realise how hard some people's lives are.
- P XXX and it also gives you more kind of like a moral view of life.
- P Makes you a better person.
- P Yeah.

It is interesting that pupils remembered the messages from these lessons as they came at the beginning of the year. They appear to have a good understanding of the importance of cultural awareness.

Five pupils from the top set focus group had been on a French exchange and six had been on a school trip to France. A number had French pen friends, with whom they mostly communicated on face book.

D. Learner identities/self (contributes to MRQ 1 and 2)

MRQ1: in what ways does CLIL impact on pupil motivation? MRQ2: what are the main elements of CLIL that enhance motivation?

The extent to which pupils are aware of the development of skills

Pupils in both groups were able to articulate how skills had developed. In addition to reading, speaking, listening and concentration skills described in earlier parts of this section, pupils also felt their general knowledge had improved, '*because now you know more stuff about World War II and Space and water*'. Another pupil suggested

'it gives you a lot of confidence'. An EAL pupil recognised the impact of language lessons on his literacy skills:

I think it helps you with your pronunciation, especially for me that I wasn't born here. So like when I first came, pronunciation wasn't really that good and I found doing French the way you have to pronounce some of the words it helped me with my English as well.

Pronunciation skills were particularly well-developed in the Y9 top set.

At this early stage in the development of CLIL, the school were still working through basic skills and had not yet progressed to vocalising discussion of meta-cognitive abilities.

The extent to which pupils set appropriate targets

When asked about target setting, pupils made reference to general comments about concentrating harder, however the majority of the pupils had already opted to drop French.

E.) What might be transferable to other contexts? (Contributes to MRQ3),

MRQ3: to what extent might these elements of CLIL that enhance motivation be transferable to other contexts?

Pupils were asked what advice they would give other schools who were thinking of introducing a similar programme. One pupil responded:

Don't do World War Two! Because ... it just drags, everyone else does it in every single lesson, and they will lose attention and then she won't listen, and they won't learn much from it. ... We did do it for ages.

Another commented:

They should try to make it as interactive with the students as possible and also more interactive like there's more connection with the subject itself. *So maybe they could have the teachers of the subjects, the subjects that you're studying in French, come in so that they can supervise the French teacher as well* (my emphasis).

This was a perceptive comment; the teachers had acknowledged during the interviews that they had not worked with the subject teachers in planning the CLIL modules and as a result the CLIL lessons were not as effective as they might have been.

The issue of an increased focus on the development of the language was also raised, for example:

do the module but more on like talking, reading, listening rather than just focus on like understanding something and then being able to write it down.

To conclude the top set focus group pupils were asked whether the CLIL modules had been beneficial. The following exchange took place:

I Overall do you think it's better that you've done some modules like that rather than not having done them like that?

P Yeah, I think it's better.

P Yeah, it teaches you more stuff rather than just simple French. Because, once you learn other topics as well as just the French then you start understanding it more, I think. I just found that I've understood it a lot more doing those things.

P In addition to that, I think like it's easier to remember French on the whole as well. Like if you do it where there's certain subjects inside it. Because I remember like in Y7, when I learned French the next day I would forget everything we learnt, that we did in the last lesson because it was like you'd get loads of words that you'd have to memorise them and then you'd forget them straight away.

I Whereas with a topic there is content.

P Yeah, so it makes it more interesting as well.

This was unexpected given the sustained depth of discontent from this group about the learning environment and the repetitive nature of the cross-curricular module at the beginning of the discussion.

This section has presented the results from the pupil focus groups and key issues for discussion have been raised, which will be taken up in chapter seven. In the final section of this chapter, reflections on the lessons observed in Cedar School will be reported.

Section four: Observation of lessons

As outlined in chapter three, the purpose of the naturalistic observations of lessons was to provide colour and thereby a richer picture. In Cedar School two Y9 CLIL language lessons on the topic of space were observed, one of a lower set and the other of a higher set. The observations lasted for 30 minutes in each of the two sets, as language teaching for the year group is timetabled for the same periods; the groups were taught by different teachers. The CLIL lessons take place in language lessons and consequently no regular French teaching could be observed with these groups at the time of the school research visit. Field notes from lesson observations in this school were limited by these constraints. The lessons observed are reported in the following sections, and judgements made reflect the researcher's training and experience over thirteen years as a PGCE tutor and four as an Additional Inspector for Section 5 school inspections.

Learning environment and engagement

In the lower set, the teacher's skill, enthusiasm, manner and respect for the pupils created a purposeful and supportive learning environment. Clear modelling and good relationships fostered positive emotions for pupils. The majority of pupils were engaged in the lesson and all were challenged.

Field notes indicate that activities were unusually demanding, for example, pupils were required to work out the gender of approximately twenty scientific vocabulary items associated with space. Instructions were given exclusively in the target language, supported by a worksheet with instructions on it in English. Some pupils were unable to follow the instructions and had difficulties working out what to do. Some pupils were able to complete very few genders, but others achieved many more. Pupils tried exceptionally hard when practising complex numbers, for example, '8572'. This is highly unusual for a bottom set Y9 group who have chosen not to carry on with the language.

Field notes record that the teacher maintained the target language throughout the lesson, including for routines, the distribution of materials, questioning and giving permission. Pupils used the target language for routines and answering questions. Pupils' pronunciation was very good despite the difficulties of the sound-spelling link

with written, complex words and phrases. This again is unusual; learners usually find pronunciation of the written language particularly difficult and this is a bottom set.

The teacher worked hard to maintain engagement, using carefully prepared, differentiated materials supported by skilful modelling and visuals. Although the film clips were in French, the teacher had planned appropriate pupil-centred activities, enabling them to access the tasks. For example, during the first playing of a short film clip on the rotation of the planets, pupils were required to say the words they heard to the teacher, who wrote them on the board. After the second playing of the recording, pupils were required to provide a short résumé in English. Some pupils were confused, but were willing to have a go.

In the other class, the teacher's enthusiasm again created a purposeful learning atmosphere. In the first half of the lesson, the class had seen a silent film clip about the solar system; during the observation the teacher was modelling the writing of a paragraph on the whiteboard.

Field notes record that the lesson was teacher-led and that he skilfully built the paragraph of a commentary to support the silent film clip, by eliciting French from the pupils. The aim of recording this commentary onto the clip was challenging. Questioning was directed at some, but not at all individuals. Occasionally, the teacher's response to incorrect answers or to pupils being unable to answer, demotivated pupils.

Most pupils were engaged; there were a number of passive exceptions, some of whom were communicating silently and secretly with each other. Notes record that overall behaviour was good. The teacher's use of a point system to reward pupils' names on the whiteboard, motivated them to contribute.

One pupil, when showing me her translation of a passage on space done for homework, explained '*it doesn't make sense*'. Pupils either side of her helped her out with words such as '*hostess of the air*', i.e. stewardess, which she had mis-translated, possibly due to using google translate.

The teacher maintained use of the target language with very occasional use of minimal English throughout the lesson including, for example, for routines, giving out materials, giving permission, questioning, setting up activities and explanations.

Pupils responded to the teacher in the target language and some pupils were overheard playing with the target language, asking each other for coloured pencils in French. Pupils read out a passage about space which contained challenging vocabulary; their pronunciation was again very good indicating an excellent understanding of the sound-spelling link.

Summary

This chapter set out to present the results from the questionnaire and data collection visit to Cedar School. A number of interesting issues have arisen from the data regarding the embryonic nature of the introduction of CLIL and the obstacles encountered in this process. In the next chapter, further discussion of these issues and results from across the three case study schools will be developed, related to the literature and analysed in relation to the theoretical perspectives outlined in chapter three.

Chapter Seven: Analysis and Discussion

In the previous three chapters, results from the three case study schools were presented. In this chapter, the results will be subjected to an interpretive analysis by the themes derived from the theoretical framework of the process motivation model (figure 11) developed in chapter three. This is my own model developed from Williams and Burden (1997); Dörnyei (1994a) and Coyle (2011) and based on the literature review. The questionnaire, interview and focus group questions were drawn from prompts in the model. It therefore is logical to use this theoretical framework for the analysis and discussion of the findings. The chapter begins with the themes of organisation and transferability, which are not part of the model, and address MRQ3. This is to provide a context for subsequent material. The structure of the remainder of the chapter will follow the aspects of motivation and principle characteristics from the model. Evidence was not found to support all of the exemplification points but where there were data to support any of the points, this is presented. The themes emanating from the research questions are interwoven into this structure. This chapter therefore considers how the findings support the theoretical framework of the research and the discussion will be advancing evidence to support the research questions. Findings relating to the themes will be explored to address the three major research questions: (1) in what ways does CLIL impact on pupil motivation? (2) what are the main elements of CLIL that enhance motivation? and (3) to what extent might these be transferable to other contexts?

This research was concerned with three different models of CLIL. Firstly, an immersion strand of more than two subjects, for one mixed ability group, was taught for over six hours a week by a language teacher. Secondly, a curriculum subject was taught for one lesson per week by a Geography specialist across a year group to a middle to lower ability set and thirdly a module was taught in language lessons for five weeks by the language teacher. The rich data from questionnaires, interviews, focus groups and observations allowed key findings to emerge. Although the three schools each offer very different models of CLIL, many of the key findings apply to all three schools whilst there are others that apply to specific contexts.

As in the previous three chapters, the themes in this section are structured according to these codes.

- A: Organisation of the project
- B: learning environment: teacher approaches to teaching, course and group dynamics
- C: learner engagement
- D: learner identities and
- E: transferability to other contexts

Themes A and E: Organisation of the project and transferability to other contexts

This section will consider common elements of organisation and transferability in order to address the third research question: to what extent might these elements of CLIL that enhance motivation be transferable to other contexts?

Key factors in success

Personal experience of a member of the initial team

The two established projects had roots in an educational visit to see immersion teaching in New Brunswick in 2002, organised by Kathy Wicksteed; the third was motivated by the lead teacher's own experience as a pupil in France, of more content-based language learning and of her dissatisfaction with the content in language curricula in England. In Ash School the current teachers were unaware of the origins of the project and seemed to be committed principally because it worked as a tool for raising attainment. The understanding of CLIL methodology was very limited in two of the three schools.

The support of senior managers

Each project began with a motivated individual and was fully supported by the senior leadership team or head teacher. One of the three schools had taken part in a previous research project (Coyle 2011), which aimed in part to create a CLIL evidence base to

provide examples of successful practice to encourage more head teachers and teacher educators to support the approach

(Coyle 2011:11)

This current research therefore acknowledges the need for head teachers to recognise and support CLIL projects in their schools; the need for evidence of student and school gains, and access to good practice. Two of the schools involved in this study had not previously taken part in a research project; evidence from all three contexts will add to the existing evidence base.

Subject knowledge issues

Each school had met some degree of resistance to teaching subject content through the medium of a foreign language from a subject specialist. Ash School had originally hoped to base their immersion strand in humanities, but due to opposition, were unable to do so. Beech School did go ahead, but still encountered opposition from the subject department. Similar concerns were beginning to be raised at Cedar School as the intention to develop CLIL in History was emerging. Some people may consider this to potentially be an example of Hargreaves' (2001:212) notion of 'balkanisation' of power between subjects in secondary schools. My experience of these three schools and the data collected in them is that this is not the case here. However, this may be a real possibility and a potential danger for the implementation of CLIL in other secondary contexts. This is because of what Hargreaves calls the dynamics of 'political complexion' of different sub-cultures, and in this case, those of different subject departments, where self-interest may easily be sought in preference to that of the school community, with 'grievance' and 'greed' being good indicators (Hargreaves 2001:214).

Subject knowledge was an issue for language teachers teaching subject content. CPD proved important for both specialist and non-specialist content teachers. Linguistic accuracy and fluency were less of an issue for the subject teachers where pupils were assessed for their subject knowledge rather than their linguistic skills, however it raised implications for learners who benefit from consistency in approach towards language learning, for example towards pronunciation when reading. The Italic project (Coyle 2011) suggested the need for an audit of subject knowledge for teachers teaching outside their specialism, as well as for training. Visiting a successful CLIL programme with both language and subject specialists had been a helpful introduction to senior managers at Beech School, as had CPD for the teachers involved. All teachers reported heavy workload demands in producing resources and

up-skilling in subject knowledge when teaching subject content. Nevertheless, all were willing to continue.

Impact on achievement

In the two institutions where the programmes were established, Ash and Beech Schools, the schools were able to provide evidence that pupils involved in CLIL attained higher grades across the curriculum at key stage 4 than those who had not taken part. It is this accelerated progress and higher attainment that makes CLIL attractive to senior leaders (Coyle 2011), given the requirement for pupil progress and for high attainment in the Ofsted framework by which schools are judged, (Ofsted 2013b) , as one deputy head suggested, cited in chapter five, *‘That’s the key, if you can badge it on the back of school improvement’* (DH, 17.4.13). The senior leaders at Cedar School were supportive because they anticipated that CLIL would impact positively on pupil progress (AHT, 18.6.13; HT, 18.6.13), without understanding how and why this might be achieved. Head teachers recognised additional gains to attainment, for example, the head teacher at Cedar School also considered the approach more likely to interest and engage middle to lower ability learners in a school where languages had been geared towards the more able. The head teacher at Beech School (19.4.13) noted gains in increased enthusiasm, confidence and challenge. Parental support at both schools with established projects was reported as being high.

The immersion programme at Ash School

There were a number of advantages to the programme at Ash School, where there is one mixed ability immersion group per year. These consisted of minimal disruption to the curricula and other staff, due to the selection of PSHE, ICT and registration as immersion subjects, and fewer objections from subject specialists. Relationships, both within the group and with the teacher, were exceptional due to the six hours twenty-five minutes spent together each week and the fact that pupils chose to apply for a place prior to beginning Y7. Satisfaction levels amongst pupils were significantly higher than in the other two programmes. From the open question about likes, ‘the teacher’ was noted by 21 of 28 pupils from Ash School, 7 of 27 pupils from Beech School and 8 of 30 pupils from Cedar School. Although direct comparisons are not valid due to the different contexts, the following results, which were

triangulated with teacher and pupil views, indicate how pupils felt in immersion lessons: at Ash School, respondents noted 91 of 102 positive responses; any negative response was always combined with at least two positive states. This compares to 40 of 66 positive responses in Beech School and 18 of 70 positive responses in Cedar School. It is difficult to determine the reasons for this or the extent to which this may be attributed to the quality of the teaching, the nature of the programme or to the depth of relationship created by the amount of time spent together. Further research of similar classes in this and other schools, with a specific focus on these aspects, would be needed to clarify these issues further.

The level of language at which pupils in all schools were working was significantly higher than in the normal modern language curriculum for their respective year groups. However, the comprehension and productive level of language of the Y8 immersion pupils in Ash School was higher than that in both other schools, despite the fact that pupils in Cedar School were in Y9. Some disadvantages were apparent. Oversubscription led to some pupils being unsuccessful in gaining a place and therefore entitlement was limited, principally due to teacher supply. The majority of pupils dropped French following GCSE at the end of KS3; there were four in the current AS group although it had varied between eight and twelve students. The only provision for immersion pupils in KS4 is AS, which is unsuitable for the majority of learners in this mixed ability form. Even though all pupils, (unless they are re-sitting French), take another language to GCSE, to have reached such a high level of fluency and competency in French over three intensive years, only to have to drop the subject completely, appeared to make little sense. The programme relies on one teacher remaining with a group for three years; the immersion tutors rotate within KS3 and are therefore unable to take the form group through to the end of KS4, which is the usual pattern for the school. This was viewed as a disadvantage by all staff interviewed because of the emphasis placed on the importance of the tutor-pupil relationship at the school.

The CLIL programme at Beech School

At Beech School the programme was in its fourth year, and still expanding. As a result, CLIL Geography was only possible, and compulsory, in the French half of the timetable. Some pupils vociferously argued that they would have preferred Geography lessons to be in English. It will be interesting to see if attitudes are different in the

next academic year when the German half of the timetable in Y8 will also study Geography in one of their modern language lessons, therefore making CLIL Geography lessons compulsory for all the year group. Indications from the current mixed ability Y7 German cohort focus group suggest a strong enthusiasm to be continuing into Y8, which is compulsory. The relationships with their teacher are more positive than those in the Y8 group and the level of language at which they were working was in some cases already higher than that attained by the Y8 group observed. This Y7 teacher had experienced CLIL as a pupil in Germany, and although this was in a different, European context, appeared from the data to have a greater understanding about CLIL and as a result be more prepared and therefore effective in her teaching, than colleagues who had recently been introduced to this approach. The understanding of CLIL methodology by staff at Beech School was far more developed than that of colleagues in the other two schools. Although the programme at Ash School was more effective at the time of the research, it could be argued that Beech School had the potential to become the more effective over time as the teachers gained experience because they demonstrated a good understanding of why they were doing what they were doing.

Committed teaching staff are key and difficult to replace. The head teacher at Beech School noted,

the biggest problem is, what happens when Mary¹² [the deputy head] gets promoted? So, I think the

... the most important [thing], is a succession plan, ... there is a gap in our delivery.

Referring to other colleagues he continued

It's whether those people would have the time and ability to manage. I think it's a case of, is there somebody who would have the whole school leadership of this, the ability to take it on and the time to take it on. I think there are enough people to deliver it, but to manage the whole school planning and the visible delivery of the outcomes to myself, to governors, to parents, and more importantly, the children.

This demonstrates the fragility of CLIL because of the dependence on key individuals, and the fact that the pool of potential teachers with this specific experience is still

¹² All names have been changed

limited in England. The deputy head was promoted the week after the data collection visit; she moved to a new school in September 2013. It will be interesting to see how the initiative at Beech School is able to respond.

All schools reported that they would recommend the adoption of a CLIL programme to other schools. Advice offered included suggestions such as beginning small before expanding. For example, the head teacher at Beech School (19.4.13) when asked how he would advise other schools to introduce a similar project suggested:

With evidence-based, small-scale volunteer-led process, so that a small number of children could be seen to be gaining considerably, without the staff who are delivering it becoming overburdened; such that its attractiveness was evident to both those who are reluctant or those who are interested but not convinced, so, as with anything that's new in a school, you have to look for those people who are going to be enthusiastic pioneers. A few allies, a few trusted allies, and it has to have a leadership team [support].

The deputy head at Beech school (17.4.13) posited the need for a clear strategy, part of which was an entitlement for all pupils. Whilst the head teacher in Ash School would have liked to offer the immersion programme to more pupils, in particular to a second form group to meet the demands from parents and pupils, provision was limited by the lack of appropriate staff and timetabling constraints within modern languages. There was no suggestion in Ash School that immersion would be appropriate for all students. However, the choice of a mixed ability group was underpinned by a philosophical rationale, which transcended the raising attainment agenda; there was evidence of a clear decision that, rather than aiming for attainment at all cost, that is, for the more able, a commitment to opportunity for pupils of all abilities and from all backgrounds was paramount. Findings from the school's informal initial data and ongoing GCSE outcomes supported the ongoing commitment of the school to the immersion programme. Based on the principle of inclusion, this mixed ability approach was a pragmatic one; organising immersion in this way minimises disruption to the rest of the curriculum and in particular ensures that the selected group does not adversely affect the ability groupings in other areas for the curriculum part (VP, 7.11.12; HT, 8.11.12). This has implications for KS4, as the only continuation route is AS level, which is too difficult for the majority, who are therefore obliged to drop French.

Entitlement for all on the surface may appear to be the ideal, however the findings from this small scale research project suggest a greater degree of motivation in the

immersion group who had chosen to take part, than in the two programmes where CLIL was an entitlement for all. The head teacher in Beech School considered a political principle advocating CLIL in England was unlikely to occur despite the praise for CLIL *‘on almost every other page of the [school’s] Ofsted report 2011’* because:

the traditional nature of the curriculum that we’re about to be offered does allow an element of flexibility and freedom for academies to deliver it in the way that they wish, but doesn’t seem to actively encourage it, because there isn’t an easily accessible nation-wide database to prove that it works.

(HT, 19.4.13)

Having considered the themes of organisation and transferability, the themes of the learning environment, learner engagement and learner identities will now be discussed.

B: Learning environment

Teacher specific aspects of motivation

The quality of teaching in the few, and not necessarily representative, lessons and part lessons observed ranged from good to inadequate; none of the sample met the outstanding criteria on the Ofsted framework (Ofsted 2013b). CLIL is therefore not solely dependent on the quality of teaching. With the exception of one inexperienced teacher who lacked confidence in the concept of CLIL, all teachers interviewed were committed and enthusiastic about their project.

In all but one case, the nature of interaction within the classroom promoted a purposeful, stimulating and supportive learning environment. One teacher’s approach was less supportive and one teacher was unable to manage learning effectively due to disruptive behaviour. These factors were evident in pupils’ views both in the questionnaire and pupil focus groups.

Where a subject specialist was the teacher or had trained non-specialists and co-developed lesson content, activities encouraged learner independence more, and focussed on the development of the subject skills more, than in the schools where CLIL was taught by a linguist. Here activities were similar to those found in usual modern language lessons. Conversely, linguistic elements such as correct

pronunciation, especially the sound-spelling link when reading in French, were overlooked in this school. This may be linked, at least in part, to the limited use of the target language in many language lessons in the school. Language teachers of CLIL were concerned about their level of subject knowledge and keeping ahead of the pupils in the first year of teaching the subject. The experienced immersion teacher in Ash School was comfortable with the subject content in PSHE and ICT, but worked independently to produce appropriate resources in French, which was time-consuming. There is a need for staff training and for new staff to observe more-experienced colleagues teaching CLIL lessons; the confidence of staff contributes to their enthusiasm and is quickly perceived by pupils.

Pupils in one Y9 group disliked their teacher's teaching style and in particular a focus on engaging the able pupils whilst discouraging pupils who made errors by negative feedback. They perceived most lessons to have a similar focus and consequently perceived them to be insufficiently varied and predominantly teacher-led. Even in this class, group work, when it occurred, was appreciated by the learners. This teacher was unaware that pupils had not enjoyed the World War Two project, confirming that relationships were less effective than in the other groups in this study. Only 15 of 32 pupils in this top set were continuing with French at KS4; and only 22 of 80 in the year group.

Optimal challenge

All pupils were challenged in CLIL lessons. Where challenge was optimal, concentration levels were high, listening skills were exceptionally well-developed, any confusion was not demotivating and boredom was rare. For some pupils in Beech and Cedar Schools, the level of challenge was consistently too great, which contributed to varying degrees of confusion, disengagement and boredom. This would seem to support the findings of the Italic research where 15% of the pupils involved would not recommend CLIL to continue in their school because the approach was '*too difficult, boring and of no use to them*' (Coyle 2011: 91). Pupils in focus groups in this study talked of '*zoning out*' and '*going into their own world*' when unable to understand the lesson or what to do. The deputy head at Beech School focussed on pupils understanding the geographical gist, explaining frequently to pupils, as cited in chapter five, '*you don't have to understand every word, it's getting the gist of the Geography, that's what it's all about*'. Evidence from the pupil

data and observation would seem to suggest that many pupils need to understand more than is currently the case in the Geography in French lessons to remain engaged and motivated.

As cited in chapter five, a linguist CLIL teacher suggested, '*there's a thin line between demotivation and challenge*' (CT1, 19.4.13). This contrasts with the problem in many language lessons of insufficient challenge (Coyle 2000; Ofsted 2011b).

Learner independence

Responses from questionnaires, interviews and pupil focus groups in all schools underlined the increased independence created in CLIL lessons. The class teacher in Ash School, as cited in chapter four, reported that learners are '*trained at a much earlier stage, for instance, to use dictionaries, and to do some research on their own*'. Pupils in all three schools appreciated group work, researching information and working on extended pieces of work. Such activities are rarely found in modern language lessons. Reference books such as dictionaries were used in each context.

Assessment and feedback

Where Geography was studied in a foreign language in Y7 and Y8, feedback took the form of a proforma focussed on geographical knowledge and skills with a comment for presentation. Pupils were able to engage in peer-assessment effectively based on clear criteria, often on a proforma. Assessments came at the end of units in creative formats, for example a radio broadcast, a debate and a detailed geographical brochure about the town in Y7. The quality of this latter Y7 work in a mixed ability group, submitted during the data collection visit, was exceptional in terms of language and content produced independently by pupils after only two terms in Y7. Assessment and feedback in the other two schools focussed on linguistic skills in the format of the school's language work feedback. There is currently no means of assessing subject work in a foreign language at examination level in England.

With the exception of the Y9 teacher, teachers were encouraging, supportive and respectful of pupils and their efforts. In the best lessons, praise was plentiful, appropriate and effective. Teachers were sensitive when addressing pupil error. In Beech School, however, the exclusive focus on geographical skills meant that linguistic error was rarely addressed in French Geography groups, though more

frequently in German Geography groups. The teacher for French Geography was not a linguist whereas the German Geography teachers were linguists and taught the same group for German language classes. The lack of cohesion between the schemes of work for Y8 Geography and French lessons was in the process of being addressed for the following year. In lesson observation, the poor pronunciation during the debate on the European Union made most utterances incomprehensible to a sympathetic listener. The head of department in Cedar School had not realised that either English or the teaching of aspects of language may be appropriate in the CLIL context. As reported in the results from the interviews with staff, this colleague realised that she had been confusing total immersion and CLIL teaching methods. As CLIL is intended to be a dual-focussed approach of the learning of both content and language (Coyle et al. 2010; Eurydice 2006), this would appear to suggest that some language teaching is needed in order to support the learning of the subject content so that all aspects of learning can be accessed by pupils through the medium of the target language. The language Triptych, considered in chapter one, facilitates the analysis of the language of learning, enabling learners to access the basic concepts and skills relating to the topic; the language for learning, enabling learners to operate in the target language environment; and the language through learning ‘capturing language as it is needed by individual learners during the learning process’ (Coyle et al. 2010:38). In order for effective learning to take place, this focus on learning appropriate language from the planning stages would appear essential.

Environment fosters positive emotions

Enjoyment

When asked what they liked about CLIL lessons, ‘fun’ was included by at least some respondents in each context: 23 of 28 in Ash School, 6 of 30 in Beech School and 10 of 30 in Cedar School. Pupils were asked how they usually felt during CLIL lessons: 18 of 28 in Ash School, 9 of 30 in Beech School and 3 of 30 in Cedar School reported feeling confident. When asked how enjoyable learning the language was, 24 of 28 in Ash School reported that it was mostly or very enjoyable and none found it to be ‘not enjoyable’; in Beech School 15 of 30 respondents found it was very or mostly enjoyable and only one found it to be not enjoyable and in Cedar School, 11 of 30 found it to be very or mostly enjoyable, but 11 found it to be not enjoyable. The results for Beech School are likely to be unreliable in this instance, as the question

related to how enjoyable learning this language is, and some may have interpreted this as French language lessons, some as Geography in French lessons. Fewer, 9 of 30, ticked enjoying the lesson when describing how they usually felt in Geography in French lessons. The results from Cedar school are broadly in line with those in the larger study of 1266 pupils by Jones and Jones (2001), but the results from Beech School are more positive than those in the latter study, with one pupil considering learning a language not important. The results from Ash School demonstrate significantly more pupils found learning a language mostly or very enjoyable (24 of 28) and that, as 4 of 28 found learning a language sometimes enjoyable and *no* pupils ticked the 'not enjoyable' category, significantly less pupils found the subject not or sometimes enjoyable than in the study by Jones and Jones (2001). This is unusual; it bucks not only the general trends, but also that of the disaffection of boys towards languages (Chambers 1999; Jones and Jones 2001), with six of the twelve boys considering learning the language to be enjoyable, five, mostly enjoyable and one sometimes enjoyable. Chambers (1999) and Williams et al. (2002) found a preference for German with boys, however the immersion language in Ash School is French. CLIL therefore *can be* enjoyable, and sometimes very enjoyable, if the right elements are in place.

Confidence

In addition to the head teacher at Beech school (HT, 19.4.13) , and teachers at Ash School noting pupil gains in terms of confidence, pupils in Ash School and the Y7 German CLIL pupils in Beech school reported high levels of confidence. 18 pupils in Ash School reported usually feeling confident in lessons where French is spoken and one Y7 pupil at Beech School reported '*it's definitely one of the best subjects that you can have to build self-confidence*'. Although the Y8 Geography in French teacher noted that pupils developed a '*can do*' attitude, which led some of them to be over confident in their abilities in French language lessons, the pupil questionnaire revealed that only nine pupils out of the group of 27 usually felt confident in CLIL lessons. During the final lesson it was evident that few pupils were able to present their views in comprehensible French and the fact that the work was too difficult had a negative impact on pupils' confidence. The deputy head suggested that the difficult concepts in the European Union module, which they had just finished, may have affected pupils' views at the time of the data collection.

Therefore, where CLIL is taught effectively, it can lead to significant increases in confidence with foreign language. This supports other research in this field, for example, (Coyle 2000; Coyle 2011).

Confusion

Many learners reported some level of confusion in CLIL lessons; this is not necessarily negative. Where learners are working within the ZPD (Vygotsky 1978), there may be moments of confusion at the points at which they are working towards the limits of the zone. Indeed a number of learners from each of the three case study schools reported feeling confused as well as at least one positive emotion when asked how they usually felt in CLIL lessons. In Ash School, of the 102 responses to this question, 91 were positive states and three were neutral; a negative state was always combined with at least two positive states. As cited in chapter four, these results contrast starkly to the demotivation of pupils found by Chambers (1993; 1999); the decrease in motivation during KS3 (Williams et al. 2002) and the battle for motivation during this key stage reported by Coleman et al. (2007). They also support the findings of, for example, Coyle (2000; 2011) of positive responses to CLIL.

However there were instances in the other two schools where confusion was a dominant emotion; in such cases learners often reported more than one negative stance, for example, one boy in Cedar School reported he was usually, ‘fed-up, confused, bored and tired ...’. In such instances, learners were demotivated rather than motivated. These findings concur with other research, for example, Coyle (2011:91) finds that ‘*CLIL has the potential to motivate learners especially linked to certain experiences but ... CLIL per se is not enough*’. One third of learners in the Italic study reported being ‘*fed up, bored, confused and struggled to understand*’ (Coyle 2011: 92). In Beech and Cedar Schools, the level and speed of the target language the pupils were exposed to, and the often insufficient scaffolding which hindered comprehension of the language, were two factors that created confusion because the challenge of comprehension of the language was too great.

Course specific aspects of motivation

Stimulating course content

Data indicate that in all of the three case study institutions, pupils were more interested and found greater relevance in the CLIL course content than in usual language lessons, with the exception of the Second World War cross-curricular project. In this instance, my research suggests that it was the concurrent focus in all subject areas on the same theme, rather than the nature of CLIL, that proved demotivating for many learners. However, the same pupils enjoyed aspects of the other CLIL modules.

This increased interest and relevance concurs with findings from other research, for example, (Coyle 2000; Coyle 2011; Coyle et al. 2010). Content in CLIL settings can motivate learners more than in usual language lessons because cognitive and linguistic demands can both be high, as demonstrated in (Coyle 2000; Coyle et al. 2010), and in the CLIL Matrix in chapter two, figure 3, adapted from Coyle et al. (2010: 43). In many language lessons, particularly in KS3, tasks make both low cognitive and low linguistic demands on learners (Coyle 2000).

Coyle (2011): 92 found that learners were stimulated by '*learning "new things"*' and therefore, that '*prior learning needs to be treated with caution*'. The top set Y9 in Cedar School, who remembered learning the content in science in a previous year, reported less interest in the module about space than the lower group. Pupils from the lower group explained that they had learned the solar system better in French, as they had understood it and were now more able to remember the order of the planets. Therefore, it would seem important that CLIL teachers consider prior learning carefully in order to ensure that the content is new to the pupils.

In chapter four evidence from the questionnaire regarding the advantages of learning PSHE in French may have suggested that teaching PSHE through the medium of French had positively impacted how pupils view this non-examination subject, which rarely carries the same status as core subjects that are examined in the pupils' eyes (Clark 1998). Pupils and teachers suggested that aspects of the content were directly relevant to the French GCSE syllabus. This appeared to corroborate evidence from other research in a similar setting (Bower 2006). Although the PSHE team at Beech School was enthusiastic about delivering PSHE in French, this strand had been withdrawn in Y8 and therefore, it was not possible to collect further data in this study. It would be interesting to investigate this aspect of CLIL further in a future study.

Relevance

Where pupils had a positive experience of CLIL, they usually found the subject content more relevant to them than the content of modern language lessons. Teachers viewed the content as more relevant, for example, as cited in chapter six, the head of department (17.6.13) posited that the space module was relevant to pupils because:

you're using languages for real purposes because they're giving opinions about something they're bothered about, rather than how much pocket money they've got.

A pupil in Beech School, cited in chapter five, suggested:

I don't necessarily want to learn about what's in people's pencil cases, but I like learning about world things that you can actually say and would be useful to you in French ...

The head teacher at Cedar School, cited in chapter six, linked making languages more relevant to motivation:

for me, the really clear difference for the children is when they are doing something which clearly links to another subject, you don't need to spend any time whatsoever on the relevance. The relevance is there for all to see.

This supports findings in other CLIL research in the UK, for example, (Coyle 2011).

However, where they did not enjoy their CLIL lessons, for example, the top set Y9 in Cedar School during the Second World War module, some pupils reported a preference to learn the language, for example to have a conversation in French and '*to talk about yourself*'. As noted earlier in this section, CLIL should be '*dual focussed*' (Coyle et al. 2010; Eurydice 2006); it is important to focus on language as the subject content in order for learners to be able to access learning. For this reason, the deputy head's suggestion at Beech School that the objective relates to '*getting the gist of the Geography*', cited in chapter five and earlier in this chapter, can only be partly true:

you don't have to understand every word, it's getting the gist of the Geography, that's what it's all about.

(DH, 17.4.13)

In order to '*get the gist*' of the subject content, some language will need to be taught; in order for pupils to be able to operate in the target language, different language will

need to be taught, and language encountered through the process of learning will also emerge, as illustrated in the language Triptych (Coyle et al. 2010: 36). The content of the language and CLIL Geography schemes of work are not yet aligned at the school; not having the essential language to engage with the content of the lesson will inevitably lead to confusion and disengagement. Planning the language needed for each unit, how to teach it and which elements will be introduced or practised in CLIL or language lessons, are key factors in creating a learning environment in which optimum learning and progress can take place. This element of the planning process is simplified where the language teacher is also the CLIL teacher.

Expectancy of success

In Ash School, where the school presented compelling evidence from the first cohort to parents and pupils in Y6 that the immersion programme raises pupils' attainment and enables early entry GCSE in French, pupils' expectancy of success was high. When asked what they liked about the immersion group, 20 of 28 respondents noted accelerated learning and 21 of 28 future opportunities. 21 of 28 pupils said in CLIL lessons they were usually achieving. 21 pupils also noted that they liked the teacher. In contrast, in the Y8 group Beech school, only 5 of 27 respondents noted accelerated learning when considering what they liked about French Geography and only 7 of 27 said they were usually achieving. However, feedback from the Y7 focus group pupils suggested high levels of attainment and success: they reported that they had made more progress in two terms of learning German, than they had in the four years of learning French at primary school.

Group specific aspects of motivation

Learners in all three schools worked cooperatively together and pupils appreciated the opportunities for independent work in pairs and groups. Relationships were particularly strong in Ash School where pupils remained in the same group throughout KS3 for the majority of subjects, as well as the six hours, 25 minutes of the immersion programme. Here 22 of 28 respondents reported liking 'the way you learn French', 15 'getting on well with everyone in the group' and 17 'being in a special group'. In Beech School, 13 of 27 and in Cedar School 17 of 30 reported liking 'getting on well everyone in the group'. The results for this aspect of cooperative working were relatively high in all three schools. This corroborates

evidence from other CLIL and immersion settings, for example, (Coyle 2000; Coyle 2004; Coyle 2011; De Courcy 2002).

C: Learner engagement

Pupils' perceived value of activities

In contrast to the 22 of 28 respondents in Ash School, only 2 of 27 in Beech School and 9 of 30 in Cedar School reported liking 'the way you learn French' in CLIL lessons. This suggests that where challenge is optimal, pupils value the activities highly.

Pupils' views on the importance of learning a language

When asked how important they considered learning a language to be, pupils' responses contrasted in a number of respects with those from the 1266 respondents in the study by Jones and Jones (2001), where approximately 60 per cent of pupils found learning a language to be fairly important or not important. In Ash School 27 of 28 respondents found learning a language to be very important or important, of whom 18 of 28 selected very important and 9 of 28 important, and only one found it to be fairly important. In Beech School 19 pupils found learning a language to be very important or important, (5 of 30 selected very important and 14 of 30 important), six found it to be fairly important and two not important. In Cedar School 22 of 30 respondents found learning a language to be very important or important (10 of 28 selected very important and 12 of 28 important), and eight found it to be fairly important. CLIL modules are only part of the language learning experience at Beech and Cedar Schools; therefore, it is difficult to quantify their effect on pupils' views about the importance of language learning. Another interesting finding is that in Ash and Cedar Schools, there is no discernable difference between boys' and girls' views of the importance of learning a language. This contrasts to the results of the study by Jones and Jones (2001). As cited in chapters four and six, Jones and Jones (2001:7) suggest that,

whereas girls were more likely than boys to feel that French was important or very important boys were more likely to feel that French was not important

The results from Ash School are even more surprising as this is a mixed ability group, whereas the fact that the questionnaire respondents at Cedar School were in the top set, may have influenced the data.

Pupils attitudes towards cultural awareness

In chapter one, it was argued that although absent from many language lessons, research with pupils demonstrates that pupils are interested in learning about other cultures. A participant in Jones' (2000: 158) research, for example, notes

...It would be nice if we are studying the language to know a bit more about the country and what people are like there (14-year-old boy).

Pupils in all three schools demonstrated a deeper understanding and appreciation of cultural awareness than is often usual in language lessons. As cited in chapter four, a girl in Ash School reflected:

... in our form room there are a couple of quotes and stuff, ... one quote ... said '*for every language you learn, you learn a new life* or something.' And I can sort of relate to that because French is really different from English and learning French is like stepping into a whole other world. (my emphasis)

Pupils in Cedar School valued a different perspective, when learning about the Second World War,

when you're learning French, you learn France's perspective rather than Britain's perspective ... it changes your view on what's happened because you're learning about different people and like how they went through the [war].

When asked, in the context of the topic on water at Cedar School, whether it was important to learn about how other people live, pupils responded with phrases such as the following. 'It gives you a better view of people's situations'; 'it helps you respect ...'; '...get empathy'; '...you realise how hard some people's lives are'; 'it gives you ... a moral view of life' and 'makes you a better person'. This is unusual for language lessons, even though cultural awareness and appreciation of other cultures feature in the National Curriculum Programme of Study (PoS) for key stages 3 and 4 in which, as we saw in the literature review, 'Developing cultural awareness' is one of the four areas of skills (DfES 2002a). However, this deepening of intercultural awareness is fundamental to CLIL and forms one of its four components, together with content, communication and context; these were illustrated in the 4Cs Framework presented in

chapter two, figure 5 (Coyle et al. 2010:41). The findings from these three different case study models illustrate the depth of intercultural awareness that CLIL can bring. The new National Curriculum for modern languages for implementation in September 2014 (Hawkes 2013) does not appear to emphasise the development of intercultural awareness, but includes some areas of practice that are different to the current curriculum, including an increased emphasis on grammar, translation and literary texts. The inclusion of literary texts offers a potential opportunity for greater challenge and opportunity to develop some of the problem solving skills evident in CLIL settings.

Pupil attitudes towards the target language

In all three schools, the teacher consistently used the target language as the normal means of communication in the classroom. Clarity of communication was achieved with a combination of visuals, gesture, mime and use of voice; praise and disapproval when communicated in the target language were made clear to the learners through use of voice and intonation. Carefully scaffolded tasks, supported by modelling and visuals, enabled pupils to access the learning. Where teachers asked a question in the target language, pupils tended to reply in the target language whenever they were able to do so. They also used the target language where required to do so in an activity. However, pupils rarely used French when communicating with each other. It is surprising that when asked about the times when they used French in the CLIL classes, very few of the responses relate to target language ‘talk’. Whilst instances of pupil use of the target language are more frequent than in many language classrooms in England, spontaneous talk is usually more frequent in CLIL settings (Coyle 2011). Nevertheless, pupils need to be trained to use it. As cited in chapter four, in his study of target language in KS4, Neil (1997:39) found that over the 120-minutes analysed lesson time, the average number of minutes of pupils talking in the TL ranged from 0.5 to 1.8 minutes. He notes that:

The fact that an average pupil would be speaking German for a maximum of two minutes every two hours is something which should be of concern to language teachers and it is an issue which requires attention.

Whilst these data do not provide a direct comparison of a similar *number of minutes*, within *KS4*, the range of activities usually undertaken in the TL and the response by all pupils that many use the TL for classroom routines suggests greater use of the TL

by these pupils in KS3, working towards a GSCE. As cited in chapter four, Ofsted found that pupil use of target language is an issue in both key stages (Dobson 1998). Ofsted reports in 2008 and 2011 found that use of the TL had not increased (Ofsted 2007; Ofsted 2011b) and that more importantly opportunities for pupils to use the TL were ‘often limited by many teachers’ unpreparedness to use it’ (Ofsted 2011b:6). Hawkes (2012):67 suggests that the current low level of TL used by teachers in the classroom in England is ‘a barrier to learner progress’ along with the amount of time spent speaking in English about ‘how to learn language’. The latter she accredits to the Key Stage 3 Strategy.

However, pupils in Ash School had a particularly positive attitude towards learning the target language. As cited in chapter four, pupils and their teachers reported that progress in the target language in the forms of increased fluency in French and being able to use French for real purposes enhanced motivation. For example, as cited in chapter four, when asked what he enjoyed the most about using French in registration one pupil responded, ‘*speaking French alive*’.

Teachers in both Ash and Cedar Schools indicated an intention to develop pupil use of the target language further within the CLIL context; in Ash School, for example, the teacher’s professional development target was to develop spontaneous use of the target language. In Beech School, feedback from pupils in the Y7 focus group suggested that there were more instances of speaking with each other in German, than in any of the other CLIL groups; it is interesting to note that their teacher is also their language teacher and uses the target language as the normal means of communication with all groups.

One pupil in Ash School, for example, reported:

Well, I’m kind of proud that I can talk about different matters and argue about different things that don’t really have much to do with French ... in French.

Where there was good practice in pupil use of the target language in CLIL lessons, teachers planned to build and facilitate opportunities for pupil talk and, as a result, pupils had the potential to make significant development in speaking skills.

Pupils' perceptions of their learning

Pupils' perceptions of their effort

In Ash School pupils' perceive themselves to make exceptional effort for a mixed ability Y8 group. This is supported by their teacher's view and evidence from the lessons observed. As cited in chapter four to six, in their research into learner's perceptions of their successes and failures in foreign language learning, Williams et al. (2004) found that effort was the major category of attributions given for both success and for not doing well. 31% of the 285 respondents cited reasons for success within the effort category and 24.9% cited reasons for not doing well within the effort category. It is surprising that in this mixed ability group only one boy and one girl perceive his or her effort to be less than good in class and only one pupil less than satisfactory at home. These results, however, concur with findings from a previous unpublished study of a similar immersion programme (Bower 2006). In Beech School, although effort levels are perceived to be lower than in Ash School, levels are still high for a middle to lower ability group with 23 of 27 learners perceiving their effort in class to be at least good, and no pupil describing their effort in class as poor. This suggests a measure of motivation and enthusiasm may be attributable to the nature of CLIL teaching, which may be carrying on their enthusiasm beyond where it might be expected to be. Many of the pupils in the focus group reported trying hard but found that frequently levels of challenge were too high.

In Cedar School, factors such as many pupils having already opted to drop French, the pupils' dislike of the teaching style in the top set, and the concurrent study of the Second World War in a range of subjects, may have adversely influenced their effort. Therefore, it is difficult to interpret the impact of CLIL on pupils' effort in this setting.

Pupils' perceptions of their progress

In Cedar School, where there was an emphasis on reading, listening and writing skills, pupils reported higher perceptions of progress than might be expected in these areas. As cited in chapter six, writing is a weaker skill area for some pupils across the curriculum however, 20 of 30 respondents perceive their progress to be good or better in writing. 25 of 30 respondents consider their progress to be good or better in reading, which tends to be a neglected skill in modern language lessons (Ofsted 2007;

Ofsted 2011b). Due to the '*dearth of evidence of students reading extended texts*' in 2007, Ofsted (2007:14) made reading a key focus in the subsequent subject survey. From evidence in 33 schools, (Ofsted 2011b:7) found reading to be:

ill-thought through in over half of these schools. Reading was not taught beyond exercises in course books or previous examination papers ...

Data from Cedar School would suggest good practice in extensive reading. 21 of 30 pupils perceive their progress in listening to be good or better. As cited above, listening is the skill pupils find most difficult in modern foreign languages (Jones and Jones 2001; Stork 1998). Data from the teacher interviews and lesson observation demonstrated a focus on improving writing skills in normal language lessons and therefore, the progress in this skill is not necessarily attributable to CLIL.

Engagement in learning tasks

Willingness to engage

Pupils and teachers reported high levels of concentration, engagement and effort in lessons. This was also observed in lessons, although where challenge was too great, pupils began to disengage. In Ash School, where challenge was more consistently optimal, 23 of 28 pupils reported being interested during lessons and 23 of 28 reported enjoying them. Y7 pupils in the focus group in Beech School were extremely enthusiastic and found German Geography enjoyable, positing, as cited in chapter 5, '*Normal German's fun, but this is better.*' Pupils in all lessons observed were willing to communicate and to contribute to whole class, pair and group activities.

Gender preferences, progress and response to tasks

Previous research into the field of modern language education has reported issues pertaining to the motivation of boys, for example, (Chambers 1999; Clark 1998; Jones 2005; Jones and Jones 2001; Williams et al. 2002). When asked whether they thought learning a language was enjoyable, in Ash School relatively equal numbers of boys and girls found learning a language mostly or very enjoyable. However, a greater proportion of boys (50%) found learning a language very enjoyable compared to 18.75% of girls. This is interesting and contrasts with the findings of Jones and Jones (2001:7) who found that

Girls were significantly more likely than boys to find French very enjoyable and mostly enjoyable.

In the other two schools, there was no clear evidence of either pattern, as numbers were small in these categories.

In Beech School, when asked what they liked about doing Geography in French eight of the respondents contributions in the 'other' category, related to the way learning occurs in this setting; this is of interest because modern languages usually has a different focus from other curricular areas and is perceived by boys in particular to 'lack real content' (Jones and Jones 2001:17); in CLIL lessons the focus is on the content of a curriculum area and this has been found to be motivating, e.g. (Coyle 2011).

Jones and Jones (2001) found that boys' were relatively socially immature and noted differences in boys' and girls' relationships.

Boys' conversations with boys are more physical and loud, often concerned with established personal reputations and maintaining superiority. Girls' relationships, on the other hand, are closer, more personal and co-operative, and principally more passive

(Jones and Jones 2001:26)

More girls than boys might therefore be expected to select this category about relationships. However, in both Ash and Beech schools, more boys than girls reported 'getting on well with everyone in the group' as a 'like'. Activities which foster purposeful relationships, such as group work, also feature more strongly in CLIL classrooms; it would be interesting to see whether this pattern is repeated in other contexts.

Teachers were asked whether they found aspects of the project motivated boys or girls. A number of teachers mentioned that competitive elements tended to motivate boys, although not exclusively, and that writing appealed more to girls than to boys. Overall, however, boys and girls were found to be equally motivated by CLIL. This supports findings from gender research that suggest the issue is more to do with high quality teaching strategies than gender-friendly ones,

Discussion of so-called 'boy-friendly' teaching strategies is, in fact, simply a discussion about the essence of high quality teaching.' ...

We have not seen evidence, that such strategies support the learning of boys more than girls, and we do not accept the claim that girls' classes require a less active, less structured, less interactive, less varied pedagogy than 'boys' classes.

(University of Cambridge Faculty of Education 2005:89)

In many of the questionnaire responses, no differences between boys' and girls' views were discernible. This would appear to support the supposition that both genders enjoy high quality teaching and dislike weaker aspects of teaching; it is interesting because from the literature review in chapter one, studies have found boys to be less interested, motivated and successful in traditional language lessons (Chambers 1999; Clark 1998; Jones 2005; Jones and Jones 2001; Williams et al. 2002), and fewer boys than girls study languages at key stage 4 and beyond. Chambers (1999) and Williams et al. (2002) found boys had a preference for German, however French was the CLIL language for the Y8 and Y9 main focus classes in this study.

Therefore, the findings from this research indicate that in the CLIL context, boys and girls are equally motivated in French and German and this bucks the general trend in modern language lessons.

D: Learner Identities of self

Self concept

This area was less well-developed than other aspects of motivation in the case study schools; teachers in two of the three schools appeared unaware in the interviews of the concept of how learners' perceived sense of self during the learning process can impact their motivation. Therefore, less data was generated in these schools. However, initial motivation (Dörnyei 2001; Dörnyei 2005; Dörnyei and Ushioda 2011) was created by a presentation to Y6 pupils and their parents in Ash School and in an informal way by each class teacher to pupils at the beginning of Y7 in Beech School. The benefits of learning in this way, through the medium of French, were reinforced by teachers regularly. There is an element of *persuasion* (Noels et al. 2000) in these talks that CLIL and language learning are personally important to pupils in terms of accelerated learning and higher attainment, as well as intrinsic factors such as being interesting and enjoyable. 21 of 28 respondents at Ash School cited 'future opportunities' and 20 of 28 'accelerated learning' when asked what they

liked about being in the immersion group. Where the learning environment was stimulating and supportive, motivation was sustained. Commenting on their increased ability to understand and to communicate in French, as cited in chapter four, one pupil in Ash School explained, '*Yes the French actually comes naturally to you the longer you're in French immersion*'. Another, referring to an introduction I had made to the group in French, responded:

I'm proud that I can understand what people are saying, like the first day when you came in ... you talked about how you were going to record us, and don't panic. I never understood the whole thing that you said, but a few words, I put them together and I was able to understand what you were saying.

In Ash School, Y7 at Beech School and the bottom set Y9 at Cedar School, the teacher's enthusiasm and constructive use of praise encouraged pupils. This contributed to increased confidence and self-esteem.

Pupils and teachers in Ash School perceived the immersion group to be a 'special group' and one in which learning was accelerated. 17 of 28 respondents when asked what they liked, noted 'being in a special group'. The status of the group was also acknowledged by pupils, for example one pupil suggested, '*I think immersion gives you a better deal of respect in the school*'. A minority of pupils regarded being perceived as different to other pupils in this way as a disadvantage, one of whom, as cited in chapter four, suggested with hindsight she would have preferred to '*be like everyone else, not in French immersion ... I just want to be the same as other forms*'. This concurs with findings from previous research in the field of immersion teaching (De Courcy 2002).

Pupils tended to have a realistic awareness of personal strengths and weaknesses in required skills. They were able to articulate what motivated them. In Cedar School, as explored in chapter six and in section C above, pupils demonstrated particularly well-developed intercultural understanding. Because of pupils' limited exposure to CLIL, it is difficult to determine the extent to which CLIL may be responsible for this understanding. In Beech School, where teachers were familiar with CLIL methodology, pupils were able to reflect on the learning process. The HOG (18.4.13) suggested that '*the idea of being reflective and thinking, how can I help myself here? How can I help others?*' is '*something that we try and enforce across the whole curriculum*'. The development of these skills in CLIL lessons is therefore part of a whole school approach.

Mastery

Discussing their development of skills pupils in Ash School noted improved speaking, listening and concentration skills, as cited in chapter four. One pupil acknowledged the impact of this improvement across the curriculum: *‘Yes, it’s all subjects I would listen better [in]. It improves our concentration.’* Progress was noted by these learners in *‘being able to speak and have good pronunciation’*, *‘how much we are learning throughout this past year’*, *‘... now I can go on in sentences’*, *‘higher listening skills’*, *‘writing French’*, *‘cooperating’*, *‘communicating’*, *‘learning to cope with other cultures’* and *‘confidence’*.

In Beech School Y8 pupils were proud of their conceptual development in their understanding about the European Union and Y7 proud of their progress in German. The development of meta-cognition and problem solving skills were well-developed at Beech School, where the teaching staff understood CLIL methodology and consistently reflected with pupils on how they had approached tasks. Peer assessment and target setting were modelled and taught by all teachers (DH, 17.4.13; HOG, 18.4.13; CT1, 19.4.13; CT2, 18.4.13).

Pupils in Cedar School reported improvement in their reading, listening and concentration skills. Pupils’ pronunciation was exceptionally good, particularly when reading aloud because of the emphasis placed on the sound-spelling link by the class teachers. Improved pronunciation however, is more likely to be attributable to the emphasis on the use of the target language in language lessons than to CLIL.

CLIL requires the use of a range of higher-order processing skills from the revised Bloom’s taxonomy (Anderson et al. 2001). As explored in chapter two, in the CLIL context, the integration of knowledge and skills is complex and therefore some of the lower-order processing skills can fall into the higher-order category, for example, *‘inferring’* in the medium of the target language. The cognitive challenge in the CLIL context is therefore higher than it would be in English. As one pupil in Ash explained *‘it’s always like a challenge, and you have to work hard to understand it ...’* this concurs with findings from CLIL research, for example, (Coyle 2011).

Summary

In this chapter, the results from the three case study schools have been subjected to an interpretive analysis by the themes derived from the process motivation model theoretical framework (figure 11) developed in chapter three. The chapter began with an analysis and discussion of the themes of organisation and transferability, which address MRQ3, to provide a context for subsequent material. The structure of the remainder of the chapter followed aspects of motivation and principle characteristics from the process motivation model. Evidence has been presented where there was sufficient data to support these aspects and characteristics. The themes emanating from the research questions were juxtaposed on this structure. The chapter therefore considered how the findings support the theoretical framework of the research. This discussion advanced evidence to support research questions one and two. Key findings that have arisen from the analysis include the need for support from the senior management team, the importance of liaison between subject and language departments in developing appropriate and age-relevant content that builds on prior learning. The motivating impact of a supportive, co-operative learning environment, relevant content, optimal challenge, effective use of the target language and increased intercultural awareness were discussed. The need for pupil understanding of meta-cognition, for optimal challenge and for teacher training in both CLIL methodology and subject knowledge arose as further important findings emanating from the data. In the final two chapters, the thesis will be concluded and recommendations made.

Chapter 8: Conclusions

In the previous chapter, the results for the three case study schools were subjected to an interpretive analysis and discussion according to the themes derived from the process motivation model theoretical framework (figure 8) developed in chapter three. The thesis draws to a close in the final two chapters with the conclusions in chapter eight and finally the recommendations arising from the research in chapter nine. The conclusions in this chapter comprise findings from the empirical data and how these address the three main research questions. Each research question will now be presented together with conclusions from the findings and the location within the thesis of supportive evidence from the data.

The first major research question was:

In what ways does CLIL impact on pupil motivation?

Conclusion one

The cognitive challenge involved in CLIL, where teaching was effective, was found to raise engagement, attainment and motivation of the learners in each of the three different models. CLIL was not found to be *the* answer to pupil motivation in language classrooms in itself; indeed it created issues of its own (Coyle 2011). However where challenge was optimal, where the content was new and age relevant and the classroom environment a supportive, co-operative one, pupils of all abilities were found to be making at least good progress and often exceptional progress. The level of language at which they were working, their fluency, confidence and intercultural understanding were significantly higher than in similar groups learning languages in the more traditional way and as a result, pupils were more motivated. This contrasts with the dissatisfaction and demotivation of learners' language learning experiences and the low levels of challenge, confidence and competency that they often experience in modern language lessons (Evans and Fisher 2009; Lee et al. 1998; Stork 1998).

Conclusion two

Pupils in all three schools demonstrated a deeper understanding and appreciation of intercultural awareness than is often seen in language lessons. This deepening of intercultural awareness is fundamental to CLIL and forms one of its four components, together with content, communication and context; these were illustrated in the 4Cs Framework presented in chapter two, figure 5 (Coyle et al. 2010:41). The findings from these different case study models illustrate the depth of intercultural awareness that CLIL can bring, that pupils are interested and engaged by this aspect of language learning and therefore more motivated.

Conclusion three

Where the teaching is effective, CLIL has a positive impact on achievement and motivation. Pupils and teachers reported high levels of concentration, engagement and effort in lessons. This was also observed in lessons where challenge was optimal. Most pupils considered learning a language to be important or very important and most perceived themselves to make good or better effort in class and at home. In Ash School, levels of confidence, enthusiasm and self-esteem across the ability range were significantly higher than in many more traditional language learning settings. In Beech School, the head teacher identified enjoyment and confidence gains and high levels of enthusiasm. Ash and Beech School provided informal evidence from school data of enhanced pupil attainment across the curriculum: Ash School demonstrated enhanced current attainment of the Y8 group involved in the study when compared to the rest of the year group; Beech School reported higher Value Added outcomes in KS4 as a result of pupils having had two years of CLIL.

Conclusion four (specific to immersion strands)

A further advantage in immersion strands is that with over six hours a week together with one teacher, the pupils develop extremely strong relationships and levels of cooperation with each other in the group and with the teacher. Furthermore, immersion for this amount of the curriculum in the target language leads to high levels of learner fluency and levels of competency, which develop rapidly. The depth of relationship and cooperation and the enhanced levels of linguistic competence both lead to greater pupil engagement and motivation. The principal disadvantages of this model are that the language teacher, rather than the subject specialist, delivers ICT

and that the number of classes participating in any school is dependent on the number of language teachers available with the appropriate level of fluency and competence in the language. The difficulties of replacing the immersion tutor in terms of relationship, should they leave during the three year KS3, is also a disadvantage.

Evidence to support these four conclusions is found in the analysis and discussion of learning engagement (theme C) in section one of chapter seven, together with elements of theme D about learner identities. This analysis and discussion was generated by findings presented in the literature review about CLIL and aspects of motivation in chapter two and the results from the data collection visits to the three case study schools reported in chapters four-six: results from the pupil questionnaire; and results from sections C and D in the teacher interviews and pupil focus groups.

The second major research question was:

What are the main elements of CLIL that enhance motivation?

Conclusion five

Pupils were more interested and found greater relevance in the CLIL course content than in usual language lessons. As discussed in the previous chapter this increased interest and relevance concurs with findings from other research, for example, (Coyle 2000; Coyle 2011; Coyle et al. 2010). Content in CLIL settings can motivate learners more than in usual language lessons because cognitive and linguistic demands can both be high, as demonstrated in (Coyle 2000; Coyle et al. 2010). This contrasts with many language lessons, particularly in KS3, where tasks make both low cognitive and low linguistic demands on learners (Coyle 2000). Relevant content had a significant impact on the vast majority of pupils in all three case study schools, who appreciated being able to use the language for real purposes and were proud of what they had achieved.

Conclusion six

The high expectations and high levels of cognitive challenge in all three models generated pupil motivation and the opportunity for learners to make accelerated progress in languages. Where challenge was optimal, pupils valued activities highly. Most considered learning a language to be important or very important and most

perceived themselves to make good or better effort in class and at home. Teaching and learning in this way can therefore be both very effective and enjoyable.

Conclusion seven

The vast majority appreciated being able to use the language for real purposes and were proud of what they had achieved. The target language is often de-contextualised in language lessons and pupils are unable to see how it relates to them. In CLIL lessons, the target language has a purpose because it is useful for learning and therefore the language is perceived by the pupils as useful to them. Where CLIL is taught effectively it can lead to significant increases in confidence with the foreign language. Outcomes of learning in this way are tangible and pupils were excited by their learning. As reported in conclusion three, in Ash School, levels of confidence, enthusiasm and self-esteem across the ability range were significantly higher than in many more traditional language learning settings. In Beech School, the head teacher identified enjoyment and confidence gains and high levels of enthusiasm in CLIL classrooms.

Conclusion eight

In chapter one, it was argued that although absent from many language lessons, research with pupils, for example (Jones 2000), demonstrates that pupils are interested in learning about other cultures. As reported in conclusion two in this chapter, intercultural awareness is a fundamental element of CLIL and pupils in all three case study schools demonstrated a deeper understanding and appreciation of intercultural awareness than is often the case in more traditional language lessons. The findings from these three different case study models illustrate the depth of intercultural awareness that CLIL can bring and that this enhances pupil motivation.

Conclusion nine

CLIL enables increased independence to be created in lessons and evidence from all data collection sources in all three schools indicated that pupils appreciated group work, researching information and working on extended pieces of work. Such activities, rarely found beyond a superficial level of interaction or information in more traditional modern language lessons, clearly enhanced pupil motivation.

Conclusion ten

Pupils in each case study school demonstrated some aspects of enhanced mastery of linguistic skills, which were transferred to other subject areas across the curriculum. The skills that were enhanced varied to some extent between models; in Ash School pupils demonstrated improved speaking, listening and concentration skills; in Beech School pupils had enhanced conceptual development and meta-cognition and problem-solving skills and in Cedar School had developed enhanced reading, listening and concentration skills. These higher levels of linguistic competence and enhanced development of broader skills achieved were found to have a positive impact on pupil motivation, as demonstrated in all three schools in chapters four to six. Whilst instances of pupil use of the target language in this study were found to be more frequent than in many UK language classrooms, spontaneous talk was less frequent than in CLIL settings in previous research, for example (Coyle 2011). CLIL and immersion does not therefore automatically increase pupil use of the target language for pupil talk; pupils need to be trained to use it in *all* settings, including CLIL settings.

Evidence to support conclusions five to eight is found in the analysis and discussion of the learning environment (theme B) in section one of chapter seven, through consideration of teacher specific, content specific and group specific aspects of motivation, together with elements of theme D about learner identities. This analysis and discussion was generated by findings presented in the literature review about CLIL and aspects of motivation in chapter two, and from the following results from the data collection visits to the three case study schools reported in chapters four-six: results from the pupil questionnaire; and results from sections B and D in the teacher interviews and pupil focus groups.

The third major research question was:

To what extent might these (elements of CLIL that enhance motivation) be transferable to other contexts?

The nature of the context of a school is complex and therefore a similar project in a similar school would never be identical. Nevertheless, what Bassey (1999:51) regards as ‘fuzzy generalisations’, cited in chapter three, may occur:

A fuzzy generalisation carries an element of uncertainty. It reports that something has happened in one place and that it may also happen elsewhere. There is a possibility but no surety. There is an invitation to “try it and see if the same happens for you”.

The following three conclusions are presented on this basis.

Conclusion eleven

Development of a new project tends to be based on the motivation of an individual, who may have limited knowledge of CLIL themselves but who has gained support from the leadership team. Where at least one individual practitioner who is an effective teacher, has deeper knowledge and understanding of CLIL, development is more secure and is more likely to remain a long-term development goal. There was limited understanding of CLIL on the part of the senior management teams in all three case study schools. In two of the three case study schools projects have become embedded in the curriculum in part because a defined strategy was proposed by individuals with sufficient understanding of the processes involved.

Conclusion twelve

The immersion programme in Ash School would seem to be a pattern that is more easily transferred into other schools because there are fewer teacher supply constraints. In this model, a language teacher is the group’s tutor and it is common for tutors to deliver PSHE to their forms. Language teachers use audio visual technology including the interactive whiteboard or projectors frequently in lessons, they are therefore at least partially skilled in the basics of ICT. More importantly, the model is based on a mixed-ability form, which minimises impact on the wider curriculum because it does not impact on the grouping or setting of the rest of the year group. However, this immersion curriculum strand model is available to a limited number of form groups in any one year because of the need for a tutor who can teach all elements of the curriculum and form group activities in the target language; CLIL therefore is highly unlikely to be an entitlement for all pupils in this model. This contrasts with the year group entitlement model in place at Beech School.

Conclusion thirteen

Where teachers had access to training and advice from experienced CLIL practitioners, and understood the methodological concepts of CLIL, lessons were

found to be more effective. In Beech School, where language teachers were trained and supported by a subject teacher experienced in CLIL, and the teacher taught both the CLIL Geography and the French or German language lessons, there were gains in the coordination of language work and content work.

Evidence to support conclusions eleven to thirteen is found in the analysis and discussion of the organisation and transferability themes (A and E) in section one of chapter seven. This analysis and discussion was generated by findings presented in the literature review about CLIL and aspects of motivation in chapter two and the results from the data collection visits to the three case study schools in chapters four-six: results from sections A and E in the teacher interviews and pupil focus groups.

Summary

In this chapter, the conclusions emanating from the findings from the empirical data of the research and how these address the three main research questions were presented. Each research question was presented together with the relevant conclusions from the findings and the location within the thesis of supportive evidence from the data. In the concluding chapter, recommendations arising from the research, limitations of this research and proposals for further research will be considered.

Chapter 9: Recommendations from the research

In the previous chapter conclusions from the findings from the empirical data, and the location within the thesis of supportive evidence, were presented to address each of the three main research questions. In this final chapter, recommendations arising from the research will be explored. Limitations of the research will be addressed before the thesis closes with recommendations for future research.

Recommendation one: expansion of CLIL

Successful practice in CLIL should be expanded into more schools; other alternative approaches with a focus on similar elements of teaching and learning such as optimal challenge, relevant content and intercultural awareness should also be considered. The new National Curriculum offers the opportunity to develop such skills through, for example, the focus on literary texts. It is critical that the return to an emphasis on grammar and translation does not herald a return to demotivation for all but the more able. The recent State of the Nation report on the demand and supply of language skills (Tinsley 2013a) suggests that the recent stemming of the decline in uptake in languages at KS4 due to the Ebacc is due to an increase in *more able* pupils continuing with a modern language. CLIL is one way of enabling pupils of all abilities to be motivated and to achieve in modern languages.

Recommendation two: a coherent national language policy

The need for a coherent national language policy emerged from both the literature reviews and the research. In order to achieve this effectively, the government has a role to play in creating clear, coherent, effective national language policy based on a sound philosophical approach of the need for, and the pedagogy of, learning of languages in line with the views of Evans (2007) and Macaro (2008). This should reflect European language policy, established by the Council of Europe, which has been developed in line with the increasing linguistic diversification and plurilingualism of an expanding Europe in an increasingly globalised society (Commission of the European Communities 2003a). This policy should specifically promote the use of CLIL and immersion techniques in secondary schools in England across the ability range.

Recommendation three: in-service training

Knowledge about CLIL, and in particular CLIL methodology, by teachers involved in the three case study schools was limited in two of the three schools. In the third school, teachers had undergone one day of training by the deputy head, to whom they could go for further discussion when needed. CPD for teachers appeared to consist of visits to open days in other schools where CLIL is embedded. These open days enable participants to observe teaching in action and hear about the programme in that context, but do not aim to facilitate development of a CLIL project in the participant's school. As a result, development of a new project tends to be based on the motivation of an individual, who has gained support from the leadership team and who has limited knowledge of CLIL themselves.

FLAME (Future for Languages as a Medium of Education), set up in 2013 to promote CLIL, situated as it is in the national body of the Association for Language Learning (ALL), is well placed to disseminate information to linguists who are members via its website: www.all-languages.org.uk/community/flame, and to provide a forum for networking for interested teachers. The 'LOCIT' process set up through the Italic study (Coyle 2011) attempted to provide a framework for the schools to share and develop practice. Unfortunately, technological issues made it impossible for at least some of the participating schools to engage with it (DH, 17.4.13). However, the framework may provide a useful direction for any future venture.

There is clearly a need for in-service training for existing teachers which goes beyond a show case of a programme in another context, one that provides methodological understanding so that practitioners understand why they are doing what they are doing and how it works. It is difficult to see from where this expertise can easily be drawn on a national scale. The drastic reduction in local authority advisors in recent years, as a result of the expansion in academies and consequential reduction in local authority control of schools, has created a dearth of specialist language advisors with a broad perspective on teaching and learning. This has coincided with the demise of the Specialist Schools and Academies Trust (SSAT) in June 2012, which provided a forum via national conferences for schools to share good practice.

Furthermore, the government's reforms in teacher education, begun in 2012, which move control towards school-based teacher education and away from HEIs, threaten

the existence of the PGCE and as a result, the national network of specialist language tutors with a broad perspective on language teaching and learning. Where PGCE courses become unviable and close down, they are unlikely to reopen.

Recommendation four: resources for teacher educators

Nevertheless, at least in the short term, teacher educators have an important role to play in introducing CLIL methodology and practice to trainee teachers. Therefore, a resource pack for teacher educators on which tutors and trainees could draw, should be created. This is particularly important because trainees will be taught subject methodology exclusively by teachers in schools, rather than university tutors, in some of the School Direct placements, many of whom have no knowledge of CLIL. Such a pack may contain methodological content, information, sample materials, short film clips of CLIL in action and ideas for small projects that could be introduced by trainees on teaching practice. It is clear that the national body for coordinating and disseminating this kind of resource would be the FLAME group of ALL.

The Integrated Language Learning (ILL) bilateral trainee teacher exchange secondary programme, instigated by the Training and Development Agency (TDA) in 2006, enabled participating providers to work across subjects within their institution in a reciprocal four-week teaching placement in France. This was beginning to create expertise and momentum in other subjects in CLIL in both university teacher education departments and in schools, when the funding was suddenly withdrawn in 2008. In addition to underlining the need for overarching governmental policy on language learning, this highlights the importance of creating a knowledge bank in such a way that it cannot be lost at a sudden change in government policy. Providers who participated in this exchange programme, however, may be a useful potential source of relevant information, expertise and materials.

In this section recommendations arising from the conclusions have been explored, in the next section limitations of the research will be addressed.

Limitations of the research

There were a number of limitations in this research project, which will now be considered. This small-scale study involved 27-30 pupils in each of three different complex contexts. Data were gathered at different points in the year and therefore at

different stages of progression. Different teachers taught each group. The picture, however rich, was inevitably cross-sectional rather than longitudinal, and this would be a useful area of further research.

The questionnaire did not measure depth of feeling and although this was triangulated with teacher and pupil views, it was difficult to ensure that the report of the results was consistent in accurately reflecting the respondents' feelings. The results from the questionnaire allowed questions to be adjusted and tailored to the focus groups in each context.

It would have been useful to seek the views of parents to gain an even richer picture; however, this was not considered feasible in a study of this size.

There was a paucity of data in Cedar School due to the embryonic nature of the project; this affected the richness of the picture gained. However because such projects are becoming more frequent, it was important to investigate the issues the school and pupils face at this stage of development. Only one of the secondary schools involved in the CLIP projects (Eurydice at NFER 2005) continued to progress with CLIL at the end of the funding, whereas the projects in Ash and Beech School have become embedded in the curriculum. Insights into why this occurred may provide useful considerations for teachers instigating future projects.

It would have been useful to have been able to see normal language lessons taking place in Beech and Cedar Schools, which was impossible due to the schools' timetables and staff availability. However, observation of lessons was intended to provide colour and to triangulate data gained from other instruments and therefore it was not considered detrimental to the overall outcome.

In this section, limitations of this research project have been explored. In the following section, further research in the light of the findings and limitations will be considered.

Further research

The findings from this study suggest the need for further longitudinal study of CLIL groups as they progress through their period of study in KS3 and at the end of

subsequent key stages and beyond, in order to investigate the long-term impact of learning languages in this way.

Satisfaction levels amongst pupils at Ash School were significantly higher than in the other two programmes. As discussed in chapter seven, although direct comparisons are not valid due to the different contexts, the following results, which were triangulated with teacher and pupil views, indicate how pupils felt in immersion lessons: at Ash School, respondents noted 91 of 102 positive responses; any negative response was always combined with at least two positive states. This compares to 40 of 66 positive responses in Beech School and 18 of 70 positive responses in Cedar School. In this study it was difficult to determine the reasons for this or the extent to which this may be attributed to the quality of the teaching, the nature of the programme or to the depth of relationship created by the amount of time spent together. Further research of similar immersion classes in this and other schools, with a specific focus on these aspects, is needed to clarify these issues further.

Informal reports from FLAME monthly newsletters (accessed on the website: www.all-languages.org.uk/community/flame 25.9.13) indicate an expansion in the introduction of immersion projects in England. Teacher educators are well placed to provide support for colleagues in schools who are beginning such programmes because they are able to provide valuable expertise for each specific context in the form of joint research and action inquiry studies, in addition to input from trainees on placement and mentor training. Were it to be coordinated as a national project this would also provide the opportunity to gather sufficient evidence to establish '*an easily accessible nation-wide database to prove that it works*' (HT, 19.4.13) in order for school leaders to understand how effective CLIL works, as well as demonstrating accelerated attainment.

Personal reflections

Access to children's learning and views and to teacher views in three different models of CLIL proved fascinating. Even in classrooms where the teaching was less successful, the interesting content and high level of challenge and expectation together with the high levels of fluency in the target language stood in stark contrast to the dull diet often on offer in language lessons and observed too frequently in my

professional roles. The words of the head teacher from my initial study into immersion teaching often came to mind:

Morally it creates a bit of an issue, doesn't it? If you identify that that methodology is clearly having a wider impact than just languages, then how can we utilise that across the piece?

Imperfect though any method may be, there is a level of frustration knowing that only some pupils have access to CLIL and that so many more could.

Concluding remarks and reflections

The conclusions from the study contrast starkly to the general, gloomy picture of modern language education in schools in England. Pupils may find it difficult, but enjoy learning in this way. The majority are motivated, many, across the range of abilities, are highly motivated. Although the introduction of the Ebacc has led to a small upturn in numbers taking languages to GCSE, the fundamental issues of content, challenge and relevance in the learning of modern languages have yet to be addressed. However, there is a growing interest in CLIL and in particular as a means of engaging learners and in raising their attainment. In the longer term, developments in neuroscience may provide greater understanding about cognitive challenge that would be particularly illuminating in this field of education. The development of FLAME as a means of supporting teachers involved in CLIL is an important and encouraging development in creating strategy that will enable CLIL to grow. A body of teachers connected by a central organisation may even have a great enough impact to bring CLIL to the attention of policy makers in government. This study will hopefully play an important role in contributing to the debate through the richness of the data and the significance of the findings.

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Appendices

Appendix 1

Learning French, using French to Learn: Staff Interview Questions

A Organisation of the project

1. Where did the idea come from?
2. Which areas of the curriculum are taught in this project? Why did you choose these subjects?
3. How do you decide which pupils will receive a place in the immersion group?
4. What obstacles, if any, did you need to overcome in order to begin the project?
5. Are there any issues which impact the way the project is organised that you have been unable to resolve?
6. How is the project viewed
 - a) within the MFL dept
 - b) by other staff
 - c) by the pupils?
7. What are the advantages of the immersion project to pupils, teachers, the dept and the school?
8. Are there any disadvantages?

B Learning environment: Teacher approaches to teaching, course and group dynamics

1. What kind of learning environment in the classroom do you aim to create/foster?

[e.g. your approach to: group ethos, control V autonomy-supporting, challenge, modelling, learner independence, feedback, praise, rewards/sanctions.]
2. Briefly describe how you **prepare to teach** ICT, citizenship and tutor group in French

- 2.1. How is course **content** selected?
- 2.2. Were there any issues to do with **teaching and learning styles** that you needed to address?
- 2.3. Were there any issues to do with **feedback and assessment** of pupils that you needed to address?
- 2.4. Who speaks in **French** and when? Are there any limitations/exceptions? Are there aspects of learning that you use English for?
- 2.5. What strategies do you use to enable the pupils to use the TL for immersion classes?
3. How does the immersion group impact other areas of the curriculum (positive and negative)
4. What do you consider to be the main issues relating to teaching other curriculum subjects, i.e. Citizenship and ICT in French?

C. Learner engagement

1. What do you consider to be the main elements of CLIL/ immersion that enhance pupil motivation?

[e.g. pupils' perceived value: relevance, value of outcome; intrinsic value/pleasure, identified regulation: helped by teachers/others to identify how the learning is important to them; arousal of curiosity, optimal challenge]

2. What impact do you think the immersion project has on *pupil perceptions of their learning*
 - in terms of **effort**?
 - in terms of their **progress**?

How does pupil performance compare with others in the year group

- a) in MFL b) in other subjects

3. What **impact** does learning in this way have **on cognitive challenge** planned by the teacher and on levels of cognition attained by the pupils?
4. Thinking about the **impact** you think learning in this way has on *pupil attitudes towards learning* – what are pupil attitudes like
 - towards language learning in general?
 - towards use of the target language for the pupils involved?
 - towards the TL community?

Do you have any **evidence** for these opinions?

5. What do pupils particularly enjoy?
6. What do they dislike?
7. Which aspects of the immersion project have you found to motivate boys/girls?
Any evidence?

D Learner identities/self

Impact of learning in this way on pupils' *mastery* of the language:

1. To what extent are pupils aware of their development of skills (linguistic and other skills)? Are there ways in which you teach them to develop this awareness?
2. To what extent do they set appropriate targets for themselves (long and short term)? Are there ways in which you teach them to set targets for themselves?
3. To what extent do they feel competent in French?

Impact of learning in this way on pupils' *self concept*:

4. To what extent do pupils have a realistic awareness of their own personal strengths/weaknesses in the skills they need in immersion subjects?
5. Are they able to make personal judgements about what success and failure might be for themselves?

6. Can you think of any ways in which you help learners to understand *how* they are motivated?

(how do you **generate initial motivation** (enhance L2-related values and attitudes, inc learners' expectancy of success and target-orientatedness) **maintain and protect motivation** (stimulating learning, specific targets, maintain positive social image, cooperation, learner autonomy, self-motivating learner strategies **and encourage positive self- evaluation** (motivational feedback, increasing learner satisfaction, offer rewards and grades in motivating manner)

7. Can you think of any ways in which you explore values relating to learning and languages?

E What might be transferable to other contexts?

1. How has the introduction of immersion teaching affected the teaching and learning of modern languages in the school?
2. How do you see the project developing in the future?
3. How would you advise other schools to introduce a similar project in their school?

Appendix 2

For official use

Learning French and using French to learn: Student Questionnaire 1

I am doing some research into student attitudes towards learning another subject in French and would be grateful for your views on these questions.

Initials: **Sex:** Male ☐ Female ☐ **Tick a box**

1a) Why did you ask for a place in the immersion group before starting year 7?

.....

1b) Whose choice was it? It was my choice..... ☐ **Tick a box**

It was my parents' choice..... ☐

1. What do you **like** about being in the immersion group?

Tick those that are true for you

	The way you learn French
	Being in a special group
	Getting on well with everyone in the group
	Speaking French
	Fun
	Learning more about France
	French pen pals
	Getting ahead (accelerated learning)
	Future opportunities
	The teacher
Other	<i>add as many others as you can think of</i>

2. Can you think of anything you **dislike** about it? If so, what?

Tick those that are true for you

	When it's too hard
	Taking GCSE early
	Being different to other pupils
	Everyone has high expectations of you
Other	<i>add as many others as you can think of</i>

4a) Are there any **advantages** in general to doing immersion subjects in French? *list below*

.....

.....

.....

.....

4b) Are there any particular advantages in:
Registration (l'appel)

.....

.....

Citizenship (l'éducation civique)

.....

.....

ICT

.....

.....

5a) Are there any **disadvantages** in general to doing immersion subjects in French?
list below

.....

.....

.....

5b) Are there any particular disadvantages in:
Registration (l'appel)

.....

Citizenship (l'éducation civique)

.....

ICT

.....

6. In immersion classes, when do you usually speak **in French** rather than English?
Tick those that are true for you

	Routine classroom activities e.g. taking the register,
	Asking the teacher for permission to do something e.g. asking if you can go to the toilet/ work with a friend
	Asking for help when you are stuck
	Explaining to others what you have to do
	Working with a partner
	Answering questions from the teacher
	Giving out French dictionaries/ books
Other	<i>Please give as many as you can</i>

7. In immersion classes, when do you usually speak **in English**? *Give examples in the spaces below E.g. when I can't explain what I want to say in French*

.....

.....

.....

.....

8. Can you think of times when you speak **in French** outside the immersion group lessons?

Give examples in the spaces below

.....

.....

.....

.....

9. How **enjoyable** is learning this language for YOU? **Tick a box**

	Very enjoyable	Mostly enjoyable	Sometimes enjoyable	Not enjoyable
Learning a language	4	3	2	1

10. How **important** do YOU think learning a language is? **Tick a box**

	Very important	Important	Fairly important	Not important
Learning a language	4	3	2	1

because ... (give your reasons for how important you think learning a language is)

.....

.....

11. How would you rate your level of **effort** in immersion classes since September?
Tick a box

	Maximum effort	Good effort	Satisfactory effort	Poor effort
In class	4	3	2	1
At home	4	3	2	1

12. How would you describe your **progress** in French since September in each of the four main skill areas?
Tick a box for a), b), c) and d)

	Excellent	Good	Satisfactory	Poor
Listening				
Speaking				
Reading				
Writing				

13. Which aspects of immersion studies have given you most satisfaction this year?

.....

.....

.....

14. Which areas of your immersion studies have you been least happy with and why?

.....

.....

15. In lessons where French is used, I am usually..... *tick one or more of these:*

	confident
	fed-up
	interested
	confused
	enjoying the lesson
	bored
	achieving
	Or <i>add your own word or words</i>

because... (give your reasons)

.....

.....

16. Which 4 or 5 subjects do you think you would like to study in the 6th form or at college?

.....

.....

17. Is there anything else you would like to tell me about being in the immersion group?

(e.g. how you feel overall about the group / what is most important to you about the project / any ideas for improvement / links you have with French people and French speaking countries)

.....

.....

.....

Thank you for taking time to complete this questionnaire,

Kim Bower, University of Hull

Appendix 3

Focus group questions: Ash School

1. What do you enjoy most in your registration, éducation civique (PDC) and ICT lessons in French? What has been the most interesting thing you've done in the immersion group?
2. Is there anything you don't like? (Early entry GCSE/ high expectations) Are you glad that you are in the group? Why? Do you think that being in this group will lead to any benefits in the future?
3. How challenging or *difficult* is the work you have to do? (challenging is something that you can do but have to try hard at in order to achieve it)
 - What sort of things does your teacher do to help you?
 - What else might be useful?
 - Is it a good or bad thing to be given work that is difficult?
4. What opportunities do you have to learn more about French speaking people and countries? In lessons and outside lessons.
5. You mentioned trips in your questionnaires –
 - how many of you have been on a French exchange?
 - a school trip to a French speaking country?
 - are there any trips just for the immersion group?

What do you think the value of exchanges and trips to a French speaking country is?

6. How about French friends/pen pals? How many of you have pen pals? How do you communicate? Msn? At school/home? /online games? Do you communicate in French or in English?
7. Is it important to have friends in a French speaking country? Why is that?
8. How hard do you think you work in immersion lessons?
 - Is this the same in your other lessons?
 - Why do you think this might be? –
 - What kinds of things motivate you to work hard?
9. What do you think you have achieved through being in the immersion group?
 - Could you give me an example of something you are proud of?
 - Many of you described your progress as good–
 - What made you choose good rather than excellent?
 - What would you need to do to move from good to excellent?
 - As well as a better level of French, have you achieved anything else?

10. What kind of skills do you think you are learning by using French to learn?
Learning strategies?
11. Could you give me an example of something you learnt better because you learnt it in a different language? Why do you think this is?
12. Is it important to learn another language? Why?
- If I asked you to tell me what targets you would set yourself to do with learning languages, what would they be - now and for the future?
 - How long do you think you will continue learning French? Why?
13. What advice would you give to another school who was thinking of setting up an immersion group?

Appendix 4

Lesson observation proforma

School				Date:	Time :
Subject	FR	ICT	PSHE	Topic of lesson	
Comments					
<p>Learning environment: Teacher: purposeful, stimulating learning within a supportive environment (CM control, autonomy –supporting, expectations, relationships, use of support staff); fosters positive emotions: confidence, anxiety, enjoyment Teaching: Planning, pace, use of resources, stimulating tasks, presentation, modelling, enthusiasm, praise , rewards/sanctions meeting the needs of pupils. Wider curriculum content (cross-curricular links etc). Course: interest/relevance; expectancy of success Group: nature of interaction within group: promoting cooperative learning; ethos, cohesiveness; coop., competitive, or individualistic grp work,</p>					
<p>Learner engagement: perceived value of activity, intrinsic interest: curiosity, challenge; pupils attitudes towards langs/TL/TL community, pupil perceptions of their learning: effort, progress, challenge; engagement in learning tasks: willingness to engage, WTC, use of learner strategies,</p>					

Appendix 5

For official use

Learning French and using French to learn: Student Questionnaire 2

I am doing some research into student attitudes towards learning another subject in French and would be grateful for your views on these questions.

Initials: **Sex:** Male ☐ Female ☐ *Tick a box*

What do you **like** about being in the Geography in French group?

Tick those that are true for you

	The way you learn French
	Being in a special group
	Getting on well with everyone in the group
	Speaking French
	Fun
	Learning more about France
	French pen pals
	Getting ahead (accelerated learning)
	Future opportunities
	The teacher
Other	<i>add as many others as you can think of</i>

Can you think of anything you **dislike** about it? If so, what?

Tick those that are true for you

	When it's too hard
	Being different to other pupils
	Everyone has high expectations of you
Other	<i>add as many others as you can think of</i>

4a) Are there any **advantages** in general to doing Geography in French? *list below*

.....

.....

.....

.....

4b) Are there any **disadvantages** in general to doing Geography in French? *list below*

.....

.....

.....

.....

5a) In **Year 7** were there any particular **advantages** in doing the following subjects in French?

Tutorial

(registration).....

.....

PSHE

.....

.....

ICT

.....

.....

5b) Were there any particular **disadvantages** in doing the following subjects in French in **Year 7**?

Tutorial (registration)

.....

.....

PSHE

.....

.....

ICT

.....

6. In Geography classes, when do you usually speak **in French** rather than English?

Tick those that are true for you

	Routine classroom activities e.g. taking the register,
	Asking the teacher for permission to do something e.g. asking if you can go to the toilet/ work with a friend
	Asking for help when you are stuck
	Explaining to others what you have to do
	Working with a partner
	Answering questions from the teacher
	Giving out French dictionaries/ books
Other	<i>Please give as many as you can</i>

7. In Geography classes, when do you usually speak **in English**? *Give examples in the spaces below E.g. when I can't explain what I want to say in French*

.....

.....

.....

.....

8. Can you think of times when you speak **in French** outside Geography and French lessons?

Give examples in the spaces below

.....

.....

.....

9. How **enjoyable** is learning French for YOU? **Tick a box**

	Very enjoyable	Mostly enjoyable	Sometimes enjoyable	Not enjoyable
Learning French	4	3	2	1

10. How **important** do YOU think learning a language is? **Tick a box**

	Very important	Important	Fairly important	Not important
Learning a language	4	3	2	1

because ... (give your reasons for how important you think learning a language is)

.....

.....

11. How would you rate your level of **effort** in Geography in French classes since September? **Tick a box**

	Maximum effort	Good effort	Satisfactory effort	Poor effort
In class	4	3	2	1
At home	4	3	2	1

12. How would you describe your **progress** in French since September in each of the four main skill areas? **Tick a box for a), b), c) and d)**

	Excellent	Good	Satisfactory	Poor
Listening				
Speaking				
Reading				
Writing				

13. Which aspects of Geography in French have given you most satisfaction this year?

.....

.....

.....

14. Which areas of your Geography in French studies have you been least happy with and why?

.....

.....

.....

15. In Geography lessons where French is used, I am usually..... *tick one or more of these:*

	confident
	fed-up
	interested
	confused
	enjoying the lesson
	bored
	achieving
	Or <i>add your own word or words</i>

because... (give your reasons)

.....

.....

16. Which 4 or 5 subjects do you think you would like to study in the 6th form or at college?

.....

.....

17. Is there anything else you would like to tell me about being in a Geography in French group?

(e.g. how you feel overall about the group / what is most important to you about the project / any ideas for improvement / links you have with French people and French speaking countries)

.....

.....

.....

Thank you for taking time to complete this questionnaire,

Kim Bower, University of Hull

Appendix 5

For official use

Learning French and using French to learn: Pupil Questionnaire 3

I am doing some research into student attitudes towards learning another subject in French and would be grateful for your views on these questions.

Initials:

Sex: Male ☐ Female ☐ *Tick a box*

1. What did you **like** about doing the World War Two module in French?

Tick those that are true for you

	The way you learn French
	Learning History in French
	Learning about World War Two in all subjects at the same time
	Getting on well with everyone in the group
	Speaking French
	Fun
	Learning more about France
	Getting ahead (accelerated learning)
	Future opportunities
	The teacher
Other	• <i>add as many others as you can think of</i>
	•
	•
	•

2. Can you think of anything you **disliked** about it? If so, what? *Tick those that are true for you*

	When it's too hard
	Everyone has high expectations of you
	Learning about World War Two in all subjects at the same time
Other	• <i>add as many others as you can think of</i>
	•
	•
	•

3. Are there any **advantages** in general to doing modules like World War Two in French?
list below

-
-
-

4. Are there any **disadvantages** in general to doing modules like World War Two in French?

list below

.....

.....

.....

5. What kind of **skills** do you think you developed during the WW2 project in French lessons?

	• Reading for gist
	• Reading for details
	• Speaking skills
	• Listening skills
	• Writing skills
	• Research skills
	• Presentation skills
Other	• <i>Please give as many as you can</i>
	•
	•

- 6..In French classes where you learned about World War Two, when did you usually speak **in French** rather than English? *Tick those that are true for you*

	Routine classroom activities e.g. taking the register,
	Asking the teacher for permission to do something e.g. asking if you can go to the toilet/ work with a friend
	Asking for help when you are stuck
	Explaining to others what you have to do
	Working with a partner
	Answering questions from the teacher
	Giving out French dictionaries/ books
	Giving a presentation in class
Other	• <i>Please give as many as you can</i>
	•
	•
	•

7. In French classes where you learned about World War Two, when did you usually speak **in English**? *Give examples in the spaces below, e.g. when I couldn't explain what I wanted to say in French*

-
-
-
-

8. Can you think of times when you speak **in French** outside French lessons?
Give examples in the spaces below

-
-
-

9. How **enjoyable** is learning French for YOU? **Tick a box**

	Very enjoyable	Mostly enjoyable	Sometimes enjoyable	Not enjoyable
Learning French	4	3	2	1

10. How **important** do YOU think learning a language is? **Tick a box**

	Very important	Important	Fairly important	Not important
Learning a language	4	3	2	1

because ... (give your reasons for how important you think learning a language is)

.....

.....

11a) How would you rate your level of **effort** in **World War Two French** classes?
Tick a box

	Maximum effort	Good effort	Satisfactory effort	Poor effort
In class	4	3	2	1
At home	4	3	2	1

11b) How would you rate your level of **effort** in **French** classes? **Tick a box**

	Maximum effort	Good effort	Satisfactory effort	Poor effort
In class	4	3	2	1
At home	4	3	2	1

12. How would you describe your **progress** in French since September in each of the four main skill areas? **Tick a box for a), b), c) and d)**

	Excellent	Good	Satisfactory	Poor
a) Listening				
b) Speaking				
c) Reading				
d) Writing				

13. Which aspects of the World War Two module in French have given you most satisfaction?

-
-
-

14. Which areas of your World War Two French studies were you least happy with and why?

-
-
-

15. In World War Two lessons where French was used, I was usually..... *tick one or more of these:*

	confident
	fed-up
	interested
	confused
	enjoying the lesson
	bored
	Achieving
	Or <i>add your own word or words</i>

because... (give your reasons)

-
-

16. Which 4 or 5 subjects do you think you would like to study in the 6th form or at college?

-
-

17. Is there anything else you would like to tell me about being in a French group where some topics, like World War Two, are studied in French?

(e.g. what was most important to you about the project / any ideas for improvement / links you have with French people and French speaking countries / would you recommend that the school does more topics like World War Two in French lessons?)

.....

.....

.....

.....

.....

.....

.....

Thank you for taking time to complete this questionnaire,

Kim Bower, University of Hull

Appendix 6

Transcription symbols

1. T = teacher; P = pupil, PP = pupils I = Interviewer
9. Pauses are indicated in brackets: (.) indicates a pause of a second or shorter;
10. (.3.) indicates the length of pause beyond one second.
11. 3.. XXX is used for speech that could not be deciphered
12. indicates an incomplete utterance
13. ___ Words are underlined to show some form of stress, audible in pitch or amplitude
14. ? = Rising intonation indicating a question
15. ! = exclamatory tone
16. Some contextual information (for example gestures, eye contact, body language) is given in () brackets.

Adapted from Ellis and Barkhuizen, 2005:29