

HOW MOTIVATED ARE SUBJECT TEACHERS IN HIGHER EDUCATION? THE CASE OF A CLIL PROGRAMME IN SPAIN

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Abstract: This paper examines the motivational dynamics of subject teachers in scientific areas at a Spanish university seeking to discover the influence of CLIL training on their motivation. Based on Dörnyei's motivational self-system (2009), it will explore the developments of their self-image as CLIL teachers as well as their expectations or future selves before and after undertaking a CLIL course for beginners.

Introduction

The Universidad San Jorge is a young university; it was created in 2005 with only a few degrees in the Faculty of Communication. However, in the last decade, Science degrees have extended the range of degree programmes on offer. The implementation process of the CLIL programme started relatively recently with the incorporation of a number of credits to be taught in English in some of the subjects for each degree programme. The number of credits is increasing over the academic years as subject teachers receive CLIL training and develop English-language proficiency.

The present paper seeks to examine the motivational dynamics of the science teachers involved in the programme: the extrinsic or intrinsic factors as well as their self-image as CLIL teachers and the possible evolution of these elements along the initial stages of implementation. According to Dynamic Systems Theory (de Bot, 2008; Dörnyei, 2009; Larsen-Freeman, 2006; and Waninge, Dörnyei and de Bot, 2014; among others), motivation is influenced by processes, experiences and knowledge acquisition. The idea of a dynamic notion of motivation has led to the present survey, which is intended to identify possible changes in the motivation of the teachers participating in the programme, resulting from the effects of CLIL training.

Context

Subject teachers at Universidad San Jorge are offered a free CLIL training programme as well as English courses that seek to encourage the incorporation of English in their subjects.

The process of CLIL implementation in the degrees is made through two different stages. The first one is called *habilitación* and the second one *acreditación*. For both stages, subject teachers must demonstrate English skills and have completed the training courses offered at the university (see Nashaat Sobhy and Giner, this volume). The first stage will reward teachers with additional credits on their teaching assignment (meaning extra time) whereas the second stage offers monetary retribution.

Study design

The sample of subject teachers taken for this study has been selected from the teachers enrolled in the initial CLIL training course compulsory to achieve the *habilitación* stage. Teachers were asked to participate in this study voluntarily by responding to one questionnaire before starting the course

and another one after its completion. The course spanned one month and teachers were given one additional month to put into practice the information acquired in the CLIL course.

The initial CLIL training course at San Jorge focuses on the definition of CLIL from a practical perspective and provides subject teachers with tools and resources to take an interactive approach in the classroom. The teachers in charge of this course often report on the need to establish a clear idea of what a CLIL approach entails, as opposed to teaching their subject in a context where their students are English speakers.

Results and discussion

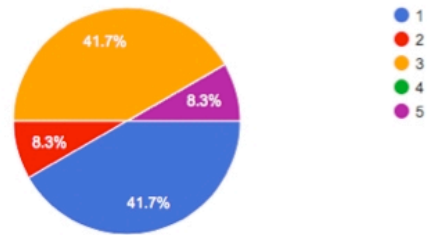
The questionnaire is divided into different sections addressing the following aspects: i) previous CLIL training and other background information, ii) motivation to participate in the CLIL programme, iii) information about subject teachers' self-image before, during and after a CLIL lesson, iv) basic notions in CLIL and v) the representation of teachers' future self guides. To briefly illustrate the evolution of the teachers' motivation, this paper will only give a few significant examples where the motivation of subject teachers shows a dramatic increase after the completion of initial training.

The type of motivation that has drawn these teachers to incorporate CLIL in their lessons appears to be intrinsic rather than extrinsic. Half of the teachers surveyed strongly disagree with the idea that the additional credits provide their main motivation (while the other 50% partially agree). On the contrary, 75% of the teachers affirm that their motives were related to personal growth and 66.7% also say that this was a chance to improve their English skills. However, 75% of them point to professional reasons or say that they joined in because their deans or vice-deans asked them to get involved in the programme.

After training, the motivational dynamics of subject teachers moves even more towards the intrinsic end of the continuum. For example, the percentage of teachers who answered that credits or more time were their motivation to integrate CLIL in their lessons changed to 66.7% (plus an additional 16.7% who were almost in absolute agreement with this statement). The same numbers apply to the monetary retribution as the reason for integrating CLIL in their teaching practices. Indeed, 83.4% of teachers show intrinsic motivation when answering that their personal growth and the will to improve their own English skills are the factors that led them to participate in the CLIL programme. 100% of them also answered that they wished to enter the programme for reasons related to professional development, but only 33.3% gave their deans or vice-deans as the main reason.

In relation to knowledge on the CLIL approach, before any training was done (see figure 1), 41.7% of surveyed teachers stated that they did not combine subject content with language skills in their lessons, while a significant 41.7% did so to some extent. Only 8.3% of the teachers said they did include a combination of both in their lessons. However, after completion of the course, 83.3% of teachers now combined the teaching of their subject content with English language skills and the same percentage of teachers declared that they catered for their students' different needs in terms of mixed English language abilities (see figure 2).

3. I combine subject content teaching with aspects of language in my classes.
(1=I don't agree at all – 5= I fully agree)



4. I try to cater my students' different needs with regard to language proficiency.
(1=I don't agree at all – 5= I fully agree)

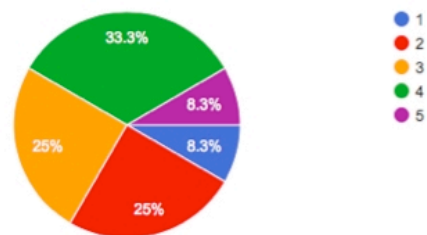


Figure 1. Teachers' responses before receiving CLIL training

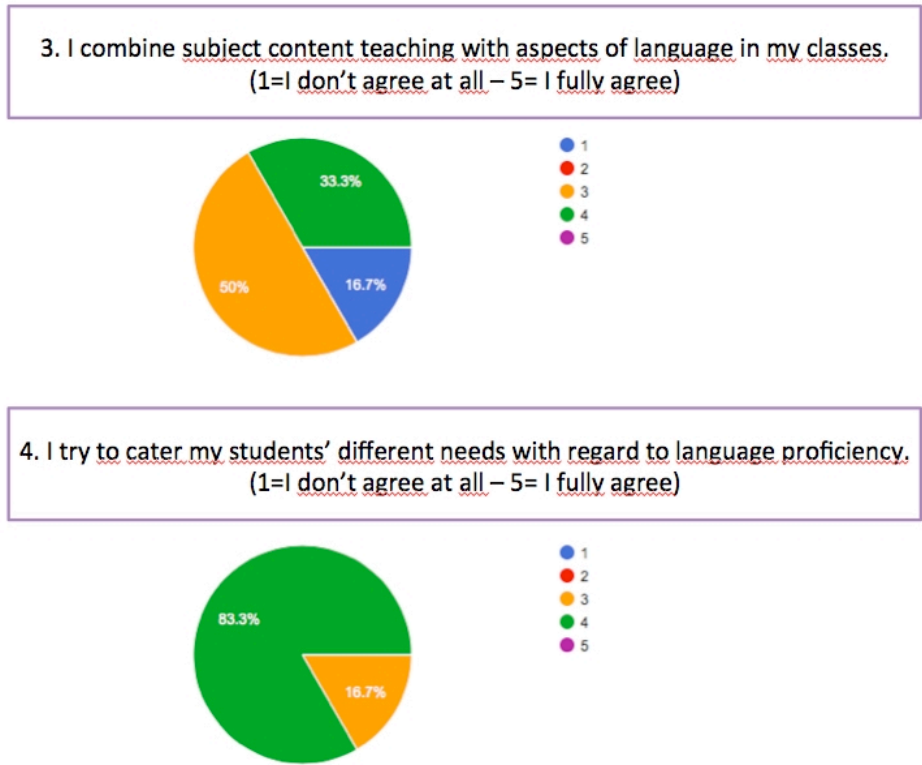


Figure 2. Teachers' responses after CLIL training

Regarding students' different needs in the classroom, less than half the teachers (41.7%) paid any attention to any proficiency level differences in English that their students may present in class before training was conducted. However, almost 67% of them are fully aware that some of the students they have in class are left behind due to problems with the language. In line with this idea, 33.3% of them say they teach their lessons as if they were in a context with English speaking students only. After finishing the course, 33.3% of teachers say now they paid attention to the oral production of their students and helped them improve their pronunciation and intonation.

The questionnaires also included a section dedicated to how subject teachers imagined themselves in the future. The notion of possible selves (Carver et al., 1994) as future self-guides (Csizér and Dörnyei, 2005) is essential to understand how motivation works. These figures are constructed in the mind of the individual and help him or her imagine how they might evolve in the future. In consequence, possible selves can function as a guide or inspiration to help the individual (or, in this case, subject teachers) take action and become that possible desired self in the future.

As such, the future self-guides for subject teachers in this survey look very optimistic both before and after completing the course. Most of the surveyed teachers report imagining themselves comfortably enjoying their CLIL lesson before training, in both questionnaires (83.3%). The percentage of teachers that could imagine themselves as one of the best in their areas, however, increased to a significant 66.7% in contrast to a 25% before training was carried out (figure 3). Another significant change is that 83.4% felt capable of combining content and language in their lessons, which shows an increase from the 66.7% who showed confidence in this item in the first questionnaire.

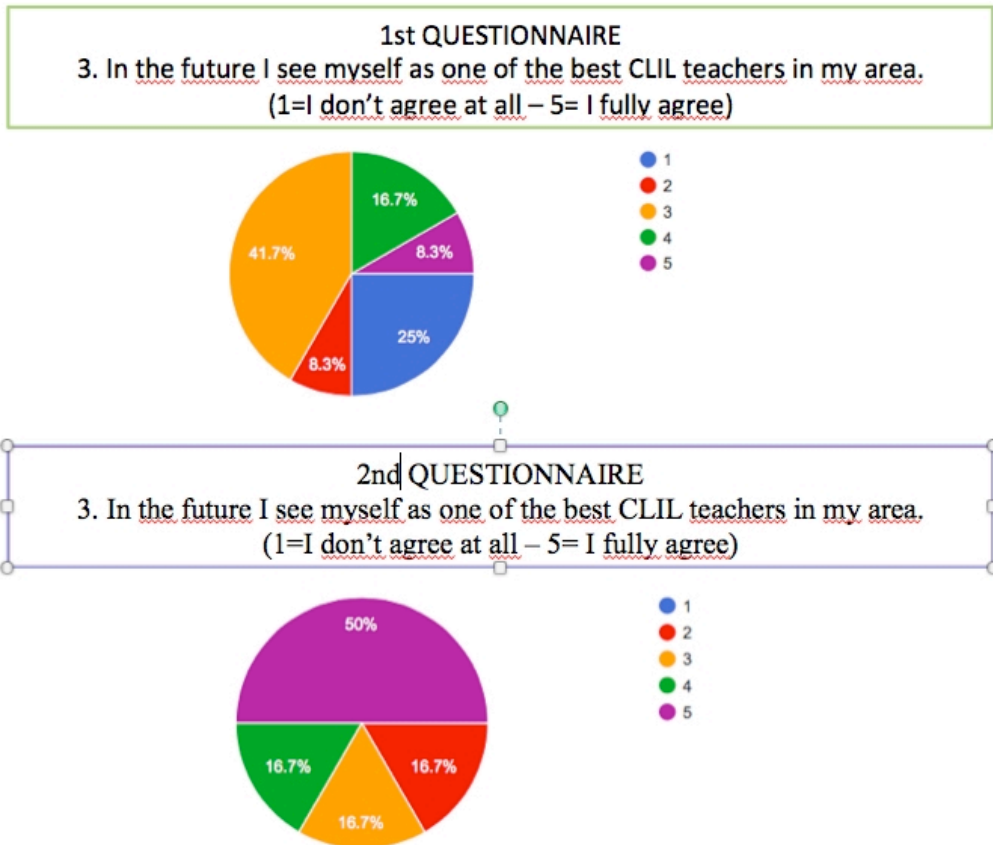


Figure 3. How teachers envisage their future CLIL performance

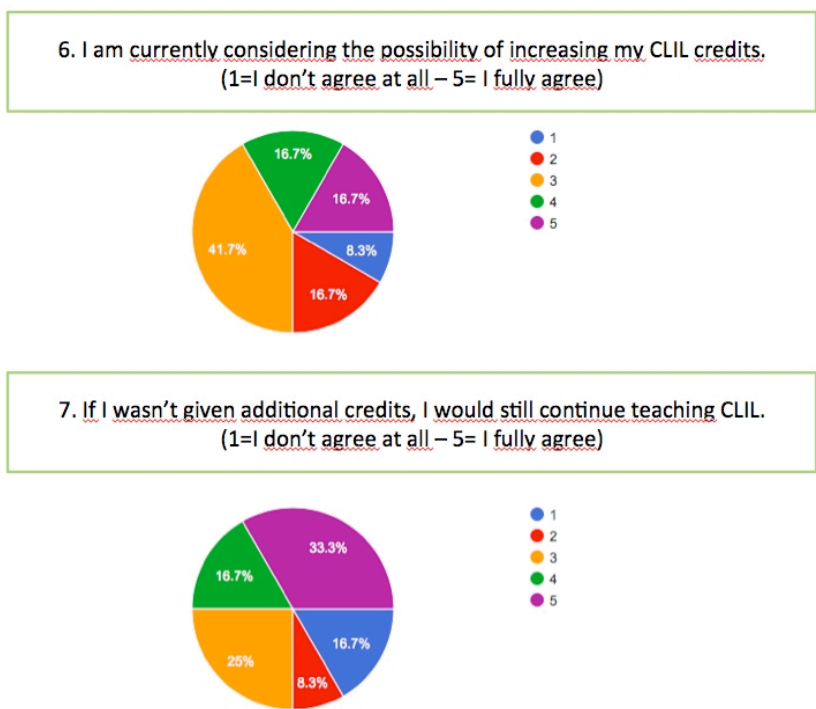


Figure 4. Initial attitudes towards future CLIL teaching

The initial questionnaire also showed that 33.4% would like to add more English credits in their subjects in the future, and 50% of them responded positively when asked about continuing with CLIL even if no additional credits were assigned to them (figure 4).

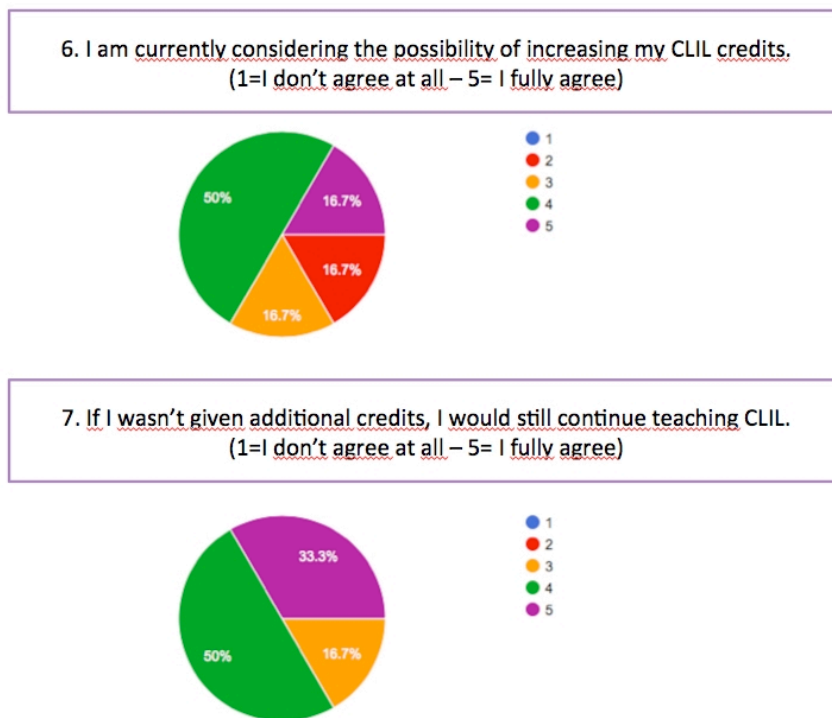


Figure 5. Attitudes towards future CLIL teaching after training

After training, 66.7% of teachers stated they would increase the number of English credits in their teaching load, and 83.3% of them would agree to continue in the CLIL programme should additional credits be eliminated (see figure 5). Finally, one of the most positive findings in this survey is that 100% of the teachers reported that they were keen on continuing CLIL training even if it was not a requirement to achieve the stage of *acreditación* (figure 6).

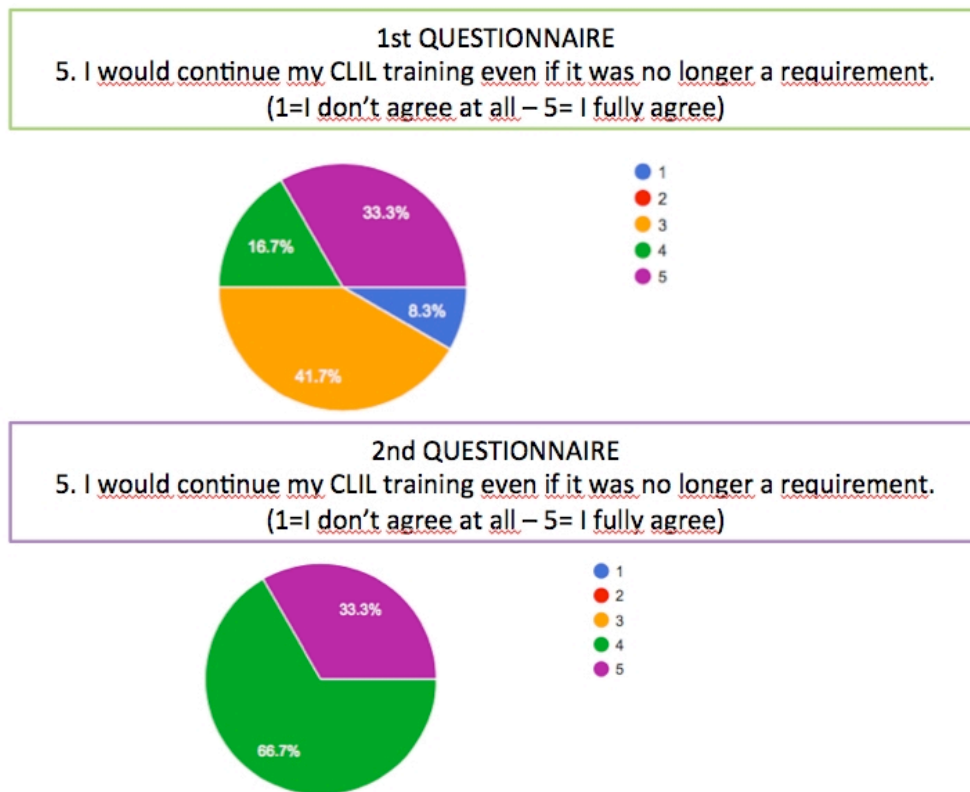


Figure 6. Attitudes towards continuing CLIL training

Conclusion

The effects of training, according to the present survey, are clearly positive, equipping subject teachers with the knowledge, experience and tools necessary for them to gain confidence in all the different stages of CLIL teaching: lesson planning, preparation of materials, classroom management and evaluation. In fact, initial CLIL training has also proven to influence the representation of their future self guides, encouraging teachers to pursue the objective of becoming outstanding CLIL teachers in their fields. Certainly, these results are overwhelmingly positive, and motivational not only for the subject teachers but also for their supervisors and other professional figures participating in the implementation of the programme at Universidad San Jorge.

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