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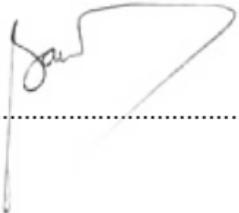
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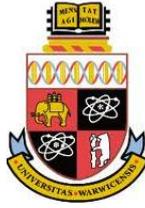
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Teachers Developing Language-driven CLIL through Collaborative Action Research in Argentina

by

Darío Luis Banegas

A thesis submitted in partial fulfillment of the requirements
for the degree of

Doctor of Philosophy in Applied Linguistics

The University of Warwick, Centre for Applied Linguistics

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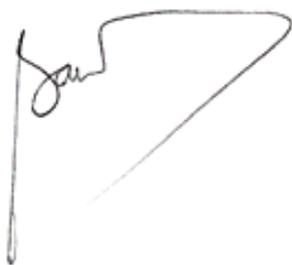
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Declaration

I declare that the present thesis represents my own work, except where due acknowledgement is made, and that it has not been previously included in a thesis, dissertation, assignment, or report submitted to this University or to any other institution for a degree, diploma, or any other qualifications.

A handwritten signature in black ink, appearing to read 'Darío', written on a light-colored background.

Darío Luis Banegas

Abstract

CLIL (Content and Language Integrated Learning) is an umbrella term for the integration of content and second/foreign language learning through different models. As in a continuum, these models range from content-driven to language-driven explorations. Such a broad learning approach may be European in origin and driving aims but its influence has reached other diverse contexts outside Europe. As a teacher-researcher working in collaboration with three colleagues, I investigated the beliefs, motivations, and overall experiences of a group of teachers and learners who adopted an indigenous language-driven CLIL version in a secondary school in southern Argentina. In the year 2009, we started to include curricular content in our EFL lessons. Although these were isolated episodes, I noted the potential of content and language integration and decided to research and improve our own practices through a collaborative action research project from March to November 2011.

The action research comprised three cycles over the 2011 school year. Each cycle included three stages: action (teachers developed their materials), intervention (teachers taught with those materials; lessons were audio-recorded) and evaluation (student surveys and group interview with teachers and students). Data analysis focused on a thematic approach using inductive coding as categories emerged from the data themselves.

The experience revealed (1) higher levels of motivation and participation among learners and teachers, (2) teachers' professional development through collaborative materials development and research instruments such as group interviews, (3) a rise in teachers' autonomy, (4) reconfiguration of teachers' identity, (5) an interest in combining a grammar-based coursebook with teacher's materials, (6) the belief that CLIL is an approach to be adopted after students have been exposed to a more traditional language learning approach for a number of years, (7) syllabus negotiation, and (8) the development of teacher-derived principles which may constitute the backbone of CLIL didactic transposition. This action research project indicates that language-driven CLIL experiences need to create spaces for equal participation and autonomy in syllabus planning which includes lessons and materials. Furthermore, CLIL in EFL contexts may offer significant outcomes if contents are truly context-responsive.

List of abbreviations

AR: Action Research

BICS: Basic Interpersonal Communicative Skills

CALP: Cognitive Academic Language Proficiency

CAR: Collaborative Action Research

CBI: Content-Based Instruction

CEIL: Content and English Integrated Learning

CLIL: Content and Language Integrated Learning

CLT: Communicative Language Teaching

DA: Discourse Analysis

EAP: English for Academic Purposes

EFL: English as a Foreign Language

ELT: English Language Teaching

ESL: English as a Second Language

ILTE: Initial Language Teacher Education

INSET: In-Service Training

IT: Information Technologies

LSP: Language for Specific Purposes

LOCIT: Learning-Oriented Critical Incident Technique

PPP: Presentation-Practice-Production

SCT: Sociocultural Theory

SFG: Systemic Functional Grammar

TN: Thematic Network(s)

ZPD: Zone of Proximal Development

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1 INTRODUCTION

1.1 Background history of my research project

As it is always the case, any story is the consequence of another story.

I joined Colegio Salesiano secondary school, the research site of my investigation, in 2001. For more than ten years, the ELT staff consisted of three teachers, that is, two colleagues and myself. These two teachers would become the initial participating teachers of my investigation but in March 2011, one of them suddenly left the school and another teacher replaced her. When I started teaching at this school, one of the features that attracted my attention was learners' heterogeneity as regards their English proficiency. A regular class would have thirty-five students, but nearly half of them already had some knowledge of English as a result of private lessons in language schools from an average age of eleven. Simultaneously, parents and students started to raise concerns about our teaching and their learning. We tended to follow the stronger students and unintentionally leave those with little English knowledge behind. For the latter, it was difficult to keep pace with lessons as the former would speed up classroom practices for they already knew the teaching content as suggested by the curriculum. Consequently, the following year we divided the students of each year into two groups for the last three years of secondary education, Years 1-3 of Polimodal, where differences were more noticeable. Considering grades and classroom performance, we placed the students with little knowledge of English in one group, GROUP A, and the students who attended private lessons or had higher grades in another group, GROUP B. This procedure remains today. From a logistic view, this means that the three of us teach our lessons at the same time. While two teachers are in GROUP A and GROUP B of a given year, the third teacher may be teaching a lesson in Years 1, 2, and 3.

We thought that we had solved the problem. However, after a few years, students from GROUP B felt that we were not teaching them anything new because the contents

we presented as new following our adopted coursebooks and curriculum were already familiar to them due to their private lessons. They challenged our syllabi and professionalism to deal with their demotivation. Explanations were always understood, exercises were always successfully completed, and all our students from GROUP B would receive high grades. We came to the conclusion that we were revising and assessing contents that the students were learning privately rather than at the school. However, because our ties as a solid team were not strong, we kept our individualistic compartments.

This situation provided us with the possibility of improving students' motivation and ours as well since we felt our practices had become routinised and naturalised as I will discuss below and in Chapter 5. In addition, we felt our teacher autonomy was at stake as we had become textbook-constrained. Therefore, we needed to explore new territories. In this exploration, the integration of content and language was not the product of an imported model; it was the result of our own intuitions, contextual needs, and search for motivation and teacher autonomy. Out of my own interests and curiosity, I started to introduce Literature in my GROUP B classes around 2007. I would still follow the coursebook but I would plan a different lesson once or twice a month to teach them content or revise language around a Literature-related topic or literary work at their level of English.

When I shared my ideas with Sandra, one of my colleagues, she explained that she had also started to introduce environmental issues and literature in her classes in order to motivate her students by presenting topics which they had somehow covered in the Spanish-medium school subjects. In our exchange, we also realised that we were not working as a team and that we needed to rectify that situation. We then shared our thoughts with another teacher, who showed an interest in introducing History in her EFL lessons. Given the constrained nature of teaching posts (see Banegas, 2011b) which did not allow time for collaborative discussions; we individually started to plan content-

language lessons which we would briefly discuss during breaks or outside the school. We had started to develop a friendship by then, and therefore we would meet in our homes to discuss school matters. Our interest in introducing content into our English language classes remained constant as we informally noticed that our students' motivation had improved. However, we still failed to become more systematic in our endeavour mainly because we could not find suitable materials to suit our learners' level of English and non-language curriculum.

After I completed my masters in English Language Teaching in 2009, I developed a deeper understanding of CLIL which placed me in a different position in relation to my two other colleagues. I believe that such a difference in expertise did not affect my colleagues' enthusiasm for we still had an unresolved problem: what materials to use. Back in 2009, initially, we would adapt materials from different sources but we realised that if we sought to pursue our interests and maintain our students' and our own motivation we had to develop our own materials at some point.

On the other hand, the market did not offer many possibilities and at that stage the three of us realised that exploring this path was worth it. In 2010, we adopted an international coursebook which featured a CLIL section (see section 5.2.2.2). Neither the students nor we teachers found the section related to our experience. This deepened the need to develop our own materials for we believed that by addressing this issue, we could feel more satisfied. Given the fact that I was about to start my PhD, I initially suggested to my colleagues that teacher-developed materials for the integration of content and language could be an area to investigate with them. However, we knew that, because of time constraints, we could only develop content-based units to be used together with our mainstream coursebook. Even though our teacher materials-based lessons would take place only for two or three lessons a month, we still believed in the potential of our endeavour.

As a result of this shared concern in how to improve our practices through the elaboration and implementation of a context-responsive CLIL model, I started to review the literature under two main areas of interest: (1) CLIL pedagogies (models, rationales, benefits and challenges), and (2) materials development. These general areas of concern constitute the essence of Chapter 3 and paved the way to the research methodology adopted: collaborative action research. We agreed that action research could be a beneficial experience as it would allow us to develop our materials, teach with them and receive feedback from our students to design more units. Although we viewed the project as collaborative, it was me who initiated it because of my motivation to pursue a doctoral degree. Now, I do not know whether they joined the project because they were professionally interested, because I was leading them, or because we had been friends for about five years. Perhaps these doubts could be cleared if we take into account that one of them left the school after some frictions with the school principal. Another factor to bear in mind is that I developed a closer friendship with Sandra more than with Aurelia and Anahí, who joined us in 2010. Maybe Anahí joined the project for fear of being displaced professionally or personally. Maybe a combination of all these factors drove them.

1.2 Overview of chapters

In Chapter 2 I describe my context in relation to ELT in teacher and secondary education. In Chapter 3, I develop my literature review based on my initial concerns. I present different aspects related to CLIL: definitions and historical background, rationales, models, research on benefits, motivation and autonomy in CLIL research, and last how all these macro-spheres impinge on didactic transposition theory for the development of teacher's materials for language-driven CLIL in my context.

In Chapter 4 I situate my research within Collaborative Action Research (CAR). I first present CAR within Qualitative Research and Action Research and then I move on to describe my CAR project, its cycles and stages, participants, processual issues, data collection instruments and analysis. In relation to my fieldwork, I present and analyse the data derived from the three CAR cycles enacted in Chapters 5-7. In turn Chapter 8 presents discussions around my research questions, my literature review, and my data. Last, my conclusions, contributions, limitations and implications are found in Chapter 9.

2 CONTEXT

2.1 Chapter structure

In this chapter I provide a picture of my context (Figure 2.1) so that data, transferability of findings and my research credibility could acquire deeper meanings for my participants, researchers, and readers (Schostak, 2006, Bryman, 2008; Gudmundsdottir and Brock-Utne, 2010; Tracy, 2010). The reason for selecting this context was my access to it and to explore Latin America as another rich context for innovation in state education.



Figure 2.1: Political map of Argentina.

Source: http://www.vmapas.com/America/Argentina/Mapa_Politico_Argentina_1996.jpg/maps-es.html

2.2 Education at a glance

Argentinian education is a maverick under constant transformation which may result in an educational tragedy (Jaim Etcheverry, 1999). In fact, when I first drafted this chapter in 2010, a new educational reform was being developed. I have organised the

sections below following the 24,195 Federal Law of Education which structured the Argentinian educational system from 1993 until 2010 as shown below (Table 2.1). From this structure, I will describe language teacher education and secondary education before dealing with the EFL curriculum. This decision responds to the fact that we the participating teachers were educated under this system and so were the teenage learners we worked with.

Educational cycle	Number of school years	Main features
Initial Education: 3-5 years of age	3	Compulsory. Stimulation of social habits, cooperation, imagination, multiple intelligences.
Basic General Education (EGB in Spanish): 6-14 years of age	9	Compulsory Sub-divided into three-year cycles. Study of socially significant areas: verbal and written communication (in Spanish and one foreign language), mathematical language, science and ecology, technology and ICT, social studies and culture. Stress on values development, critical citizenship, and sports.
Polimodal: 15-17 years of age.	3	Non-compulsory. Schools could choose from different orientations: Natural Sciences, Social Studies and Humanities, Economics, Arts, Education towards further studies and the labour market through internships.
Tertiary Education	3-4 (minimum)	At universities or teacher education institutions. It could be towards teacher education or technical formation. In-service programmes towards the formation of researchers and administrators.

Table 2.1: Structure of the Argentinian educational system from 1993 until 2010

2.3 Initial Language Teacher Education

Collins (2003) makes the case that top-down initiatives in public education provide a discourse in which the experts devise changes but the pressure for those changes is transferred to teachers. Argentinian English language teacher education programmes tend to be the product of top-down decisions. In a descriptive account of teacher education in Argentina, Banfi and Rettaroli (2008) explain that teachers are trained at teacher training colleges, which are tertiary institutions, and at universities. Most of the teaching programmes offered are within the state sector and do not require students to pay fees. These programmes are designed by the Ministries of Education of each

province according to the general guidelines established by the national authorities and large scale linguistic policies.

In relation to past programmes, the Ministry of Education of Chubut appointed a small number of professionals to design teacher education programmes. This top-down process could be diagrammed as follows (Figure 2.2):

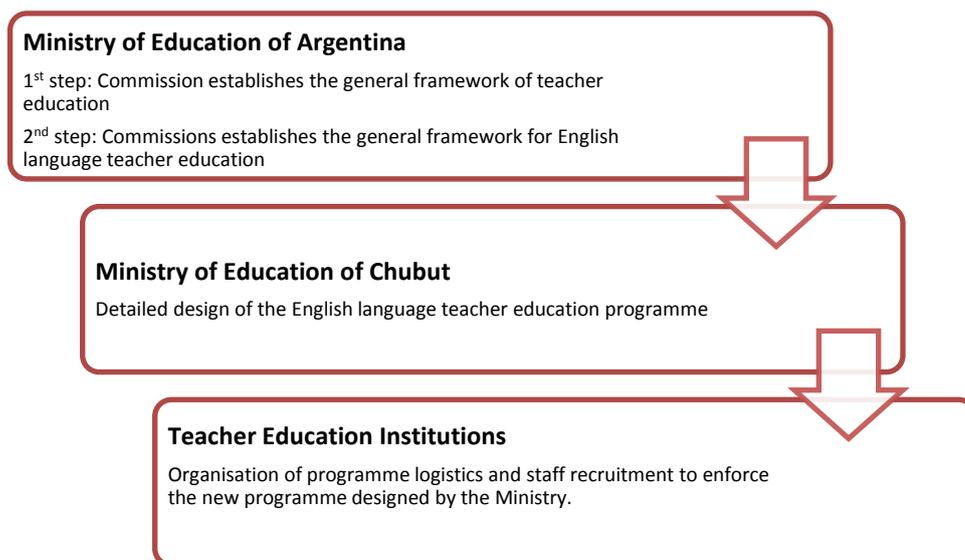


Figure 2.2: Top-down ILTE programmes design

However, even after the new law was sanctioned, there coexisted two types of language teacher education programmes: one programme from the 70-80s (Table 2.2) and another one from the 90's (Table 2.3).

	1st year	2nd year	3rd year	4th year
English-medium	English I Laboratory I English Grammar I Phonetics I Geography of the British Isles	English II Laboratory II English Grammar II Phonetics II British History I English Literature I	English III Laboratory III English Literature II British History II ELT Methodology	English IV Laboratory IV English Literature III American Literature Professional Practice (Practicum)
Spanish-medium	Philosophy	Theory of Education	Psychology	Deontology and Ethics

Table 2.2: English Language Teacher Education Programme from 70's and 80's.

	1 st year	2 nd year	3 rd year	4 th year
General formation	Professional Practice I Research in Education I	Professional Practice II Research in Education II	Professional Practice III Research in Education III	Professional Practice IV Research in Education IV
Specialised formation	Learners, Learning and Context I	Learners, Learning and Context II	Learners, Learning and Context III	Sociocultural Issues and Diversity
Subject Oriented Formation	English I Morphology and Syntax I Phonetics I English Culture	English II Morphology and Syntax II Phonetics II Introduction to English Literature	English III Phonetics III English Literature I Second Language Acquisition	English IV English Literature II American Literature Discourse Analysis Pragmatics L3: Portuguese

Table 2.3: New curriculum for English teacher education programmes

In general terms, graduate teachers from those two programmes had a strong formation in content knowledge and a relatively growing formation in pedagogical knowledge enhanced by contextual features which developed their teacher autonomy (Benson, 2010a). However, the conversion to one and only one teaching method was systematically enforced. Despite efforts to incorporate new approaches through in-service workshops, there is still need to investigate what teachers do in contexts where the integration of content and language is sought. I believe that through action research we may understand what teachers do irrespective of publications, worldwide marketed materials and international conferences. In order to understand this context further, I will now turn to teenagers' formal education.

2.4 Polimodal (Secondary) Education in Chubut

This section deals with secondary education in my research context. I have decided to deal with secondary education last as it is not only my main concern but the target cycle of language teacher education.

In the province of Chubut, teenage students usually choose two orientations: Natural Science (Table 2.4) or Humanities and Social Studies (Table 2.5).

Polimodal: Natural Sciences	1st year	2nd year	3rd year
General Formation	English I ¹ Physical Education I Spanish I Mathematics I History I Physics I Biology I Chemistry I Culture	English II Physical Education II Spanish II Mathematics II Geography I Philosophy	English III Physical Education III Ethics and Citizenship Education Management Technologies
Oriented Formation	Subject to be designed by each institution	Chemistry II Physics II Biology II Subject to be designed by each institution	Action Research Project Environment and Society Ecology Applied Mathematics Subject to be designed by each institution Subject to be designed by each institution

Table 2.4: Structure of the Natural Sciences Polimodal. Source: Diseño Curricular de Polimodal, Ministerio del Chubut.

Polimodal: Social Studies and Humanities	1st year	2nd year	3rd year
General Formation	English I Physical Education I Spanish I Mathematics I History I Physics I Biology I Geography I	English II Physical Education II Spanish II Mathematics II Culture Psychology Economics I	English III Physical Education III Ethics and Citizenship Education Management Technologies Philosophy
Oriented Formation	Culture and Communications Subject to be designed by each institution	Sociology History II Subject to be designed by each institution	Action Research Project Political Sciences Geography II Spanish and Global Culture Subject to be designed by each institution Subject to be designed by each institution

Table 2.5: Structure of the Social Studies and Humanities Polimodal. Source: Diseño Curricular de Polimodal, Ministerio de Educación del Chubut

¹ English is a three-lesson subject. State secondary school students have two hours of English a week regardless of the orientation.

Teachers found it surprising that English as a foreign language remained constant throughout the three years of Polimodal. In fact it was the only subject to be found across all the years in all the orientations as the two tables above show. Zappa-Hollman (2007) explains that this determination to introduce and develop English as a foreign language was founded on the view that English was the language of international communication and therefore it was essential that the future generations were empowered through its learning. Consequently, each province developed its own curriculum for the teaching of English throughout the three years of Polimodal. In the case of Chubut, the EFL curriculum, which I describe in the following section, was under the main responsibility of only one teacher.

2.5 The 2003 EFL curriculum in Chubut

For the purposes of offering insights into my context and contributions of my present study, I will describe and critique the 2003 EFL curriculum which guided all teachers in the province of Chubut.

The EFL curriculum for Polimodal's main aim was to develop students' communicative competence through skills, sociopragmatic competence and linguistic competence. It also promoted explicit grammar learning together with language awareness. Following the scanty recommendations on grammar and vocabulary, there were suggestions about pronunciation and varieties of English. I shall highlight that the curriculum strongly suggested the use of authentic and pedagogically modified texts. These materials, which could be featured in different formats, could be letters, news, instructional and scientific articles, and advertisements among others. However, what is more relevant was that those materials had to be connected with the orientation students had chosen. In other words, if students had chosen the Natural Sciences orientation, texts were supposed to be based on contents covered by either general or oriented formation subjects. Not only were teachers encouraged to explore authentic materials

pedagogically but also they were expected to develop cross-curricular projects with non-language subjects. Both input materials and projects were supposed to reflect students' own interests and curricular content which was thought to be central in their development.

Savage (2011: 3) states that there is 'no curriculum development without teacher development'. When the authorities realised that there were no INSET opportunities as the transformation was being implemented, the EFL Coordination asked eight experienced and qualified teachers to be part of a programme aimed at improving ELT in the province of Chubut primarily based on the EFL curriculum summarised above. As one of those mentor teachers, I was asked to deliver a three-month INSET workshop on classroom management, skills work and language improvement in one region of the province of Chubut. In my observation of unqualified (63% of the teaching force according to Gough, 2007) and some qualified teachers I noted the following:

- No attempts towards authentic materials and cross-curricular projects.
- Use of authentic materials, advertisements mostly, for display or models for English projects.
- Curricular-based projects with no attempts to integrate non-language subjects and teachers.
- Translation of authentic materials concerning contents not necessarily correlated with the subjects students were doing.

These observations can mostly be related to some working conditions in our context, Chubut. In a nutshell, I will outline some of them here:

- There are no full time positions. All teachers work part-time at two, three or even four schools. Each teacher needs to have a maximum of 45 teaching periods weekly in order to receive a decent salary.

- Salaries only cover teaching periods. Lesson planning, meetings, INSET courses, materials development, among other activities are carried out outside a regular working week.
- Teachers are not provided with teaching materials, textbooks for example, or any other teaching aids and resources.

From a theoretical point of view, the curriculum offered multiple roads as there were different levels students could follow without a prescribed order to teach linguistic items, functions or notions. However, due to the top-down nature of its inception and implementation, the specialist's view was hardly realised in the classrooms. This approach was responsible for the feeling of lack of alignment and coherence between the official curriculum and the observed curriculum (Graves, 2008; Pollard, 2008). Because educational change depends on how people react to a written document, as Wedell (2009) remarks, very few teachers followed this curriculum and met ministerial expectations. When I was part of teachers' meetings, it became evident that not all of us teachers had the same level of understanding or similar teacher identities as these were strongly influenced by our different academic backgrounds. This led to fractures in our agreements and practices as a team intra- and inter-institutionally.

However, these concerns have started to be addressed (Banegas, 2011b). In 2011 I co-developed a new EFL curriculum for the Ministry of Education with a colleague based on the coast of Chubut (Banegas and Pésico, 2012). This curriculum has been informed by my PhD project and the evaluation of the 2003 EFL Curriculum. I will elaborate on the contributions of my study to the new curriculum in Chapter 9.

2.6 Preliminary conclusions

Based on the context above, action research as a process which allows for enquiry and discussion may be valuable to investigate how teachers transform current practices in my context initially, and in other EFL settings where students study English privately outside the school. In my journey, this initial challenge was overcome by offering content-and-language integration-based lessons. Notwithstanding, such a pedagogical decision led to another issue to look into: how to manage content and language didactically, and consequently, how to adapt and develop more contextualised materials, thus fusing context and methodology as suggested in Bax (2003a, 2003b). My aim was then to enquire into this situation through action research being aware of the fact that a stage of the macro 'action' part had been introduced already though not systematically.

This context and what could be achieved in it may help those in other EFL settings understand how teachers adapt European approaches, commercial textbooks, and above all, develop their own materials to increase their autonomy together with student and teacher motivation. My context, duties in secondary education and teacher research enquiry allowed me to assume the roles of practitioner-researcher and facilitator (Somekh, 1993; Brydon-Miller and Maguire, 2009; Moloney, 2009; Allwright, 2010; Borg, 2013) who tried to problematise and answer the questions posited in this chapter.

3 LITERATURE REVIEW

3.1 Chapter structure

In this chapter I examine the literature in relation to my initial areas of interest inscribed in the history behind this project: CLIL pedagogies and materials development in relation to teacher-led experiences.

Back in 1986, Mohan stated that

While the need for coordinating the learning of language and subject matter is generally recognised, just how this should be accomplished remains a problem. (Mohan, 1986: iii)

What is needed is an integrative approach which relates language learning and content learning, considers language as a medium of learning, and acknowledges the role of context in communication. (Mohan, 1986: 1)

Taking Mohan's words as a starting point, I will first provide a brief historical account of CLIL followed by a definition of CLIL and a review of its two core components: language and content. Based on these initial conceptualisations, I will refer to (1) Sociocultural Theory and other disciplines as rationales for the CLIL models I will present in a continuum, and to (2) research outcomes which signal its benefits in terms of language learning, motivation, and autonomy. I will also raise some of the challenges underlying CLIL implementations. I also include other concepts such as motivation, autonomy, and didactic transposition. These three notions emerged later during the fieldwork. Finally, I will review the literature on ELT materials and teacher-developed materials.

3.2 Content and Language Integrated Learning (CLIL)

3.2.1 CLIL: definitions

The integration of the teaching of English as a second or foreign language together with curricular content in formal education is not a new enterprise. Yet, authors (Coyle et al., 2010; Dalton-Puffer, 2011; Lyster and Ballinger, 2011) highlight a growing interest in this approach across international settings. In general terms, the roots of this dual commitment to language and curricular content take us back to the Canadian immersion programmes in the 1960s. At the time and even during the 1970s and 1980s, Canada implemented a French immersion project in postsecondary education so that English-speaking learners could learn French by studying curricular subjects in French. According to Cammarata (2009), it was expected that learners could master French and curricular content simultaneously. This interest led to similar projects started in Germany-France's interest in bilingualism and supranational education (Breibach and Viebrock, 2012), the USA and Canada, where the approach has been called Content-Based Instruction (CBI) (see Stryker and Leaver, 1997; Wesche, 2001; Brinton et al., 2003; Stoller, 2004; Ramos, 2009), and later in Europe under the acronym CLIL.

Distinctly European-centred in origin (Wolff, 2007, Pérez Cañado, 2012) but developing internationally (Ruiz de Zarobe, 2013), David Marsh introduced the acronym CLIL in 1994 (see Lucietto, 2008). Haataja (2007a: 9) explains that CLIL has established itself

as an umbrella term for any teaching context in which at least part of the instruction is given in another language than the L1 of the learners.

Defined as content-driven by Coyle et al. (2010: 1) or content-oriented (Méndez García and Pavón Vázquez, 2012) and expected to retain this feature (Georgiu, 2012), CLIL appears to integrate language and content holistically (Coyle, 2007a; also Dalton-Puffer, 2007, but see Cenoz, 2013). CLIL is spreading in European countries such as

Austria (Dalton-Puffer and Nikula, 2006; Gierlinger, 2007), Finland (Haataja, 2007b; Nikula, 2007; Seikkula-Leino, 2007), Czech Republic (Hofmannová et al., 2008), Italy (Rodgers, 2006; Favilla, 2009; Di Martino and Di Sabato, 2012), Belgium (Chopey-Paquet and Amory-Bya, 2007), Hungary (Várkuti, 2010), Poland (Loranc-Paszyk, 2009; Papaja, 2012; Czura and Papaja, 2013), Portugal (Costa and Godinho, 2007), Spain (Monte and Roza, 2007; Halbach, 2009; Llinares and Whittaker, 2009; Lasagabaster and Ruiz de Zarobe, 2010; Lasagabaster and Sierra, 2010; Lorenzo et al., 2010; Lasagabaster, 2011) and Sweden (Airey, 2009; Sylvén, 2013) among others (Pérez Cañado, 2012; Cenoz, 2013; Nikula et al., 2013).

CLIL is strongly supported by the European Union (Ruiz de Zarobe, 2013), since one of their aims is, as authors indicate (Marsh, 2002; Dalton-Puffer, 2007; Salatin, 2008; Georgiu, 2012), to develop the plurilingual competence of their citizens through specific didactics aimed at intercomprehension, interculturalism, and plurilingualism (Alarcao et al., 2009; de Carlo, 2009; Sudhoff, 2010; Kiely, 2011). This plurilingual competence may be developed through a framework which facilitates the interrelationship between subject-matter knowledge and language knowledge through communication, culture and cognition (Coyle, 2006; Pérez-Vidal, 2009). This relationship has materialised in Coyle's (2007a, 2007b, also Coyle et al., 2010; Coyle, 2013) practical and overarching 4Cs framework integrated by content, communication, cognition and culture where these four are taken into account in an interrelated manner within specific contexts (Kiely, 2011).

From a more critical and international stance, Dalton-Puffer (2011: 183) asserts that 'the prevalence of English as CLIL medium is overwhelming' and therefore she refers to CLIL as CEIL. In her view, CEIL is an educational approach in which curricular content is taught in English. However, she offers a foreign language perspective as she points out that English, in most cases, is only used by the students in the classroom environment. Despite these definitions, what I shall challenge is to what extent they

represent teaching practices intended to infuse content into the EFL lesson particularly when these practices respond to bottom-up processes. I will return to this issue in section 8.2.2.

3.2.2 Language and content in CLIL

Whatever the CLIL focus, the core components are always language and content. In this section I will problematise what I mean by language and content.

On the language side, CLIL researchers (Creese, 2005; Dalton-Puffer, 2009; Kong, 2009; Coyle et al., 2010) agree that CLIL tends to be associated with Systemic Functional Grammar (see also Ruiz de Zarobe, 2013: 225; Nikula et al., 2013) and communicative competence due the functional nature of language since this serves as a medium to learn a school subject through its own discourse and terminology as Hofmannová et al. (2008) and Bentley (2010) illustrate. Through the recognition of the multi-exponentiality of language, Mohan and Slater (2005) indicate that content is the meaning of a discourse, such as science discourse, and language is the wording of a discourse. This view requires that both components need to be looked at. On the one hand, learners need to understand what is being meant, a school subject or curricular content, and on the other hand, how that meaning is worded in language, thus offering learners the possibility of paying close attention to how a language works.

In relation to grammar learning, Coyle et al. (2010) assert that teachers need to focus on more explicit language awareness (also Breidbach and Viebrock, 2012: 7-9) and grammar practice together with meaning derived from content so that learning is cognitively challenging and rewarding. More recently, Llinares et al. (2012) devote one chapter to discussing the integration of form and meaning in students' language development. A lesson can be enriched if students not only identify tenses and how grammar patterns work but, simultaneously, put those grammatical items to meaningful

use by learning content about other school subjects. In this respect, Gibbons (2002) remarks that learners learn how to use the language purposefully in an experience where social language as a centripetal force and individual language as a centrifugal force shape each other in the dialogic relationship between social convention and personal invention. Because this position is becoming stronger in practice, some authors suggest there is a shift from a stress on reading and listening skills (Grabe and Stoller, 1997) to a balance of oral and written skills (Dale and Tanner, 2012, ch. 1-5; Llinares et al., 2012). All in all, language is then seen as 'a conduit for communication and for learning' (Coyle et al., 2010: 54).

Concerning the content side, I personally identify it with 'non-language subjects or scientific disciplines' (Wolff, 2010: 103). By content I mean subject-matter content from a specific area of knowledge 'packaged in some way' (Morton, 2010: 98). That said, Rogers (2000) criticises Content-Basics adherents for not being clear about the following questions: What content? How much content? If by content we mean the school curriculum, this means that any CLIL curriculum must be tailored to each educational system and different educational traditions. Wolff (2010) argues that such a view calls for an active and independent involvement of teachers and school authorities interested in developing an adaptable curriculum for the integration of content and language.

Barwell (2005) suggests the use of 'subject area' rather than content since this latter could be merely seen as the product of contextualised teacher-learner interaction. His view is that content may be perceived as an external entity and it is the teacher's job to transfer this body of knowledge into his/her learners (cf. section 3.5). In so doing, language becomes only a medium and without inherent content. Based on a position that language learning does not need content from the curriculum, Paz and Quintero (2009: 28) assert that 'language *is* content and its content is grammar, phonology, semantics, and skills development'. In other words, language offers content already:

language and literature. These together make up 'Subject English' (Davidson, 2005: 219) both as language and as content.

Coyle et al. (2010) emphasise that language learning with its focus on form and meaning should not be reduced to incidental learning or grammar awareness in passing. They stress that content, initially related to a discrete curriculum discipline, needs to be seen as beyond knowledge acquisition. More recently, Cenoz (2013) raises her concerns about CLIL as a (1) a foreign language approach and (2) an educational approach. In her view, how content is learnt needs to be researched further so that CLIL's dual focus and cognitive development are substantiated.

In sum, I view language as a system, with its own content, which can be used to express functional meanings, such as narrating, describing a process, comparing sources, expressing opinions, or exchanging information, all examples of procedural aims which non-language teachers as well as language teachers may cover in their syllabi to achieve broader educational aims. This systemic perspective allows us to use the language to describe the language – metalanguage – an event that takes place when we describe the grammar of English for instance. On the other hand, content is an abbreviation of curricular content or 'subject content – for example, history, science or physical education' (Dale and Tanner, 2012: 3; Cenoz, 2013). Thus, a CLIL course may include lessons which look at geography texts, for example, from a discourse analysis point of view so as to drive learners' attention to scientific discourse construction.

That said, I will now provide a summary of the theories underlying CLIL.

3.2.3 Rationale for CLIL from Sociocultural Theory

A Sociocultural perspective to second language acquisition (Lantolf, 2000; Lantolf and Thorne, 2006; Warford, 2010) usually underlies CLIL approaches since from this perspective knowledge is socially constructed (Moate, 2010; Dale and Tanner, 2012). In

order to focus on the support and consequently on the benefits of such a dual commitment of content and language, I present research findings which come from CBI and CLIL as one position since the majority of the research which favours CBI has been relevant for CLIL (see Goodman and Goodman, 1990; Stoller, 2004; Kong, 2009; Cammarata, 2009; Coyle et al., 2010).

The mediation of concepts, cultural knowledge, and higher-order thinking skills through teacher-learner or learner-learner interaction in CLIL moving from an other-regulated plane to a self-regulated plane has been extensively examined (Mohan, 1986; Wells and Wells, 1992; Musumeci, 1996; Marchesi and Martin Ortega, 1999; Boxer and Cortés-Conde, 2000; Dadamia, 2001; Short, 2002; Wiesemes, 2002; Mohan and Beckett, 2003; Leung, 2005; Mohan and Slater, 2005; Nikula, 2005; Dalton-Puffer and Nikula, 2006; Dalton-Puffer, 2007; de Graaff et al. 2007; Gajo, 2007; Pessoa et al. 2007; Wannagat, 2007; Johnstone, 2009; Kong, 2009; Moate, 2010; Tasker et al., 2010; Yassin et al., 2010).

The assistance provided in this process is known as scaffolding. It is a special kind of help by which the teacher temporarily assists learners in how to perform different tasks so that in the future they can become autonomous and work on their own. Within a CLIL framework, authors (Reiss, 2005; Mehisto et al., 2008; Guerrini, 2009; Llinares and Whittaker, 2009; Coyle et al., 2010) observe that scaffolding can take the form of asking questions, activating prior knowledge, creating a motivating context, encouraging participation and collaboration or adapting materials to respond to learners' needs. In these respects, CLIL is an example of reversing the focus on language and urging teachers instead, as recommended in Bailey et al. (2010), to attend to the role of content in scaffolding second language learning.

Scaffolding may be also achieved by means of hints, questions and feedback to support language learning while fostering students' higher order mental capacities and

cognitive content engagement (Hall, 2010; Kong and Hoare, 2011; Lyster and Ballinger, 2011). Learners, for example, may be asked to notice how population pyramids and demographic changes may be described through parallel if-constructions. This assistance occurs in the zone of proximal development or ZPD (see Wells and Wells, 1992; Marchesi and Martin Ortega, 1999; de Guerrero and Villamil, 2000; Ohta, 2005).

According to Mehisto, in CLIL, ZPD

is the distance between the actual developmental level as determined by individual processing and application of content and language knowledge, and the level of potential development achievable through collaborative processing and application of content and language knowledge with (an) adult(s) or peer(s). The ZPD is the distance between the actual management of one's own learning and the potential level of self-management of learning with (an) adult(s) or peer(s).

(Mehisto, 2008: 109)

What this definition incorporates is the content dimension to the developmental distance to be achieved through collaboration, thus stressing aspects such as scaffolding and the intermental plane. It is my own belief that this definition may be not only applicable to learners but also to all stakeholders, teachers and principals more specifically as all of them will be involved in a new learning setting which requires new aims, new goals and new ways of looking at teaching practices.

Finally, I relate the definition of ZPD above to Wolff (2003) who claims that content and language integration is a framework for the development of learner autonomy. Within this framework, Wolff identifies four essential concepts: authenticity, reflection on the learning process, self-evaluation (learners are encouraged to evaluate their own process of development), and learning as social mediation. However, it is the concept of learning as social mediation which Wolff explores the most as he unfolds learning into several issues. These concerns refer to the fact that, first, learning content must be represented in all its complexity with authentic materials which even learners can contribute to collecting. Unfortunately, Wolff does not seem to consider how authenticity

can be graded or manipulated. Second, since learning is socially mediated, social co-operation in the pattern of group work must be favoured as it is a dominant feature in the process of learner autonomy. Last, as learning is the product of social constructions and collaboration, learners are encouraged to participate in the learning context by setting learning objectives and becoming responsible for their own roles in this socially embedded process. This process will take learners from self-access learning to autonomous learning as it is this latter capacity which will make them independent through the development of 'procedural abilities and learning strategies' (Pérez-Vidal, 2009: 7). Casal Madinabeitia (2007) and Wannagat (2007) summarise the links between CLIL and SCT by suggesting that learning in a content-language integration environment not only facilitates language learning through social construction, but also, within a broader framework, develops learners' constructive abilities in L2, abilities which refer to both linguistic knowledge and content knowledge as negotiation of meaning is paramount in exchanges among interactants.

While these SCT principles are fundamental pillars in CLIL, it may be the case that there is still a relative dearth of studies which show how CLIL practices are socially constructed in the classroom between teachers and students in EFL contexts outside Europe.

3.2.4 Beyond Sociocultural Theory

While the authors above offer specifically SCT oriented insights, Grabe and Stoller (1997) provide a succinct overview of the foundational SLA research supporting content and language integration. Their rationale includes Krashen's comprehensible input hypothesis (see Muñoz, 2007), Swain's output hypothesis (see Leiser, 2008), together with Cummin's contributions realised in CALP (Cognitive Academic Language Proficiency) and BICS (Basic Interpersonal Communication Skills).

While Krashen's contributions will be developed below, I shall expand on how CALP and BICS are connected with CLIL (Reiss, 2005; Mehisto et al., 2008; Bentley, 2010; Coyle et al., 2010; Dale and Tanner, 2012; Ruiz de Zarobe, 2013). While BICS is connected with a social environment, CALP is grounded in classroom settings dealing with theory and concepts. Cummins's CALP is based on two factors which need to be graded: cognitive challenge in line with Bloom's revised taxonomy, and contextual support. In Cummins's view, the integration of language and content should progressively move from cognitively undemanding tasks such as recognising or summarising to cognitively demanding tasks such as critiquing or producing so that learners gradually manage curricular load and language. For example, in a longitudinal study carried out in three middle schools in China, Kong and Hoare (2011) found that when depth of content processing and language proficiency intersect, the former may enhance students' cognitive development if it is scaffolded through higher-order tasks such as classifying. Results showed that the more complex the content, even when it was related to prior knowledge, the more engaged students were in using the language, even subject-matter discourse, to reproduce knowledge. In this sense motivation will be linked to cognition.

How the CLIL definitions and rationales reviewed so far operate in practice has given rise to a myriad of models implemented across countries. In the section below, I will present the most common models found in the literature and in practice.

3.2.5 CLIL models

CLIL researchers, perhaps in their search for 'a label' (Coyle, 2007a: 545), use CLIL as an umbrella term to refer to the various models found in Europe (Coyle, 2007a; Marsh and Wolff, 2007; Ruiz de Zarobe, 2008; Bentley, 2010; Dalton-Puffer et al., 2010; Lorenzo et al. 2010). Although such models 'are conceptualised on a continuum without

an implied preference for either' language or content (Coyle, 2007a: 545), the current literature stresses the content-orientedness of CLIL (Méndez García and Pavón Vázquez, 2012; Pérez Cañado, 2012). CLIL's broadening scope has attracted an international interest across continents at all educational levels (Bebenroth and Redfield, 2004; Stoller, 2004; Butler, 2005; Hernández Herrero, 2005; Curtis, 2012) and Argentina has not been an exception (Fernández, 2008; Banegas, 2011a; Liendo, 2012). In addition, there are even two journals specialised in CLIL: the *International CLIL Research Journal* and the *Latin American Journal of Content and Language Integrated Learning (LACLIL)*.

Perhaps as a reflection of/basis for this international interest in CLIL Met (1999) offers (Table 3.1) a continuum of language-content integration. This continuum has proved useful as it covers all the different curricular models which are used for CLIL in varied contexts (Ballman, 1997; Butler, 2005; Rodgers, 2006; Vázquez, 2007; Ruiz de Zarobe, 2008; Kong, 2009; Luczywek, 2009; Ramos, 2009; Roza, 2009; Lasagabaster and Ruiz de Zarobe, 2010). Based on the continuum conceived by Met (1999), Brinton et al. (2003) describe all the possible models to be found implying that there are other versions being implemented which will tend to fall between the content and the language ends (Table 3.1). Readers will notice that I concentrate on the language-driven models as my PhD project is located towards the language end.

Content-Driven	Language-Driven
Content is taught in L2. Content learning is priority. Language learning is secondary. Content objectives determined by course goals or curriculum. Teachers must select language objectives. Students evaluated on content mastery.	Content is used to learn L2. Language learning is priority. Content learning is incidental. Language objectives determined by L2 course goals or curriculum. Students evaluated on content to be integrated. Students evaluated on language skills/proficiency.

Table 3.1: Continuum of language-content integration. Source: Met (1999).

Starting from the language end, Brinton et al. (2003: 14-15) place theme-based instruction as one curricular model implemented in educational contexts where non-language teachers are not in a position to teach a curricular subject in the L2. Although the context is given by specific content areas, the focus of evaluation lies on language skills and functions. A theme-based course is structured around unrelated topics which provide the context for language instruction. This model bears some resemblances with cross-curricular projects (see Harris, 2008; Savage, 2011) and also with *English across the curriculum*, where language teachers may work together with a content teacher on a particular topic or content teachers work on the importance of language and cognition (see Vollmer, 2007).

From the centre of the continuum we may find similar variations. The adjunct model combines a language course with a content course. Both courses share the same content base and the aim is to help learners at university level master academic content, materials, as well as language skills (Gaffield-Vile, 1996; Iancu, 1997; Kamhi-Stein, 1997). A similar stance is evidenced in the Language for Specific Purposes models (Ruiz-Garrido and Fortanet-Gómez, 2009). Next, the sheltered-content approach consists of a content course taught by a content area specialist in the target language using authentic materials (Brinton et al. 2003: 15-22; Rodgers, 2006: 373-375). Last, total immersion is applied to second language acquisition in settings where language is learnt incidentally through content instruction and classroom interaction (Grabe and Stoller, 1997; Brinton et al. 2003; Dalton-Puffer, 2007; Coyle et al., 2010). However, Somers and Surmont (2012) do not believe that the relationship between CLIL and immersion has been properly addressed in the recent literature (but see Cammarata and Tedick, 2012).

According to Ruiz-Garrido and Fortanet-Gómez (2009), CLIL models signal that there is no single pedagogy or model for CLIL. Along these lines, Coyle et al. (2010) paint a clear picture of general curricular models across educational levels and

countries. Due to space constraints, I will briefly describe their secondary-level CLIL models only as my research takes place in secondary education. According to these authors there may be five models: dual-school education, bilingual education, interdisciplinary module approach, language based projects, and specific-domain vocational CLIL. Other models may include modular thematic blocks and so-called language showers (see Navés, 2009; Lorenzo et al., 2010; Yassin et al., 2010). If I integrate these models to Brinton et al.'s models above, Table 3.2 may help represent them rather crudely:

Focus on content <			> Focus on language		
Immersion / Dual-school education/ Bilingual education	Sheltered- content instruction	LSP ESP EAP	Adjunt-language instruction	Theme-based language instruction / Topic-based lessons/ Thematic blocks	Language showers/ Project work

Table 3.2: CLIL continuum

While the former models stress the content side, language-based projects are different. It is the language teacher who teaches new content in the EFL lesson though (s)he may work together with content teachers as the project will naturally involve more educational actors. They all testify, as some authors discuss (Marsh, 2008; Kiely, 2011), that it is the multiple dynamic contexts we find which will shape CLIL as an innovation according to stakeholders' needs, aims, levels of ownership of CLIL implementation, and resources.

Coyle (2013: 245) notes that '[t]here are no fixed models which pre-determine how CLIL will develop' and models depend how contextualised CLIL practices mature. However, Dalton-Puffer (2011: 195) is cautious and warns that 'CLIL is not a panacea,' and Georgiu (2012: 497) points out that 'the CLIL umbrella might be stretching too much.' In this respect, Dale and Tanner (2012) narrow down the CLIL scope by

disregarding immersion and language-driven models not based on curricular content. In their view, CLIL only covers subject content and it could be taught by CLIL language teachers and/or CLIL subject teachers. However, it is not clear in their continuum whether the former truly teach content since they state that their aim is 'to teach language' and that they teach 'the language curriculum as well as the language of' (2012: 4) the school subjects, i.e. content-specific discourse.

To my knowledge, most reports on CLIL implementation come from the content-driven front and tend to underline the benefits they bring to the learner. In the next section I will discuss the benefits and challenges some studies address.

3.3 Research on CLIL: benefits and challenges

The creation of dimensions and models for CLIL has given rise to a growing research interest (Marsh et al., 2009), and, as Coyle (2013: 245) puts it, '[t]he hybridity of CLIL as a learning phenomenon has both advantages and challenges.'

With the purpose of promoting the benefits of CLIL implementations across different European settings, researchers have mostly focused on carrying out studies which usually consist of a CLIL experimental group compared with an EFL or mainstream control group of learners in secondary education. These studies and others with different methods (eg. LOCIT in Coyle, 2013) report that CLIL classes show higher levels of: (1) language improvement and awareness (Maljers, 2007; Alonso et al., 2008; Ruiz de Zarobe, 2008; Marsh, 2008; Goris, 2009; Lorenzo et al., 2010) especially in listening and speaking skills or oral competences (Moore, 2011; Coyle, 2013) and written discourse (Whittaker et al., 2011), (2) attitude improvement to learning and teaching (Lasagabaster and Sierra, 2009; Lorenzo et al., 2010), (3) autonomous learning and student-teacher collaborative work (Gibbons, 2002; Wolff, 2003), and (4) institutional cohesion among stakeholders (Mehisto and Asser, 2007; Mehisto, 2008; Naves, 2009).

Nonetheless, the CLIL discourse, comparative studies and benefits have been the object of criticism. According to Bruton (2011a, 2011b, 2012), CLIL is advertised as a post or alternative CLT approach which comes to correct the deficiencies of 'traditional' FL pedagogies. Bruton argues that CLIL definitions and models are rarely found in practice and their features are similar to CLT. He analyses the research designs of several studies and concludes that most studies feature limited data, unreliable observation instruments, and unreliable comparisons of CLIL versus non-CLIL groups.

Even when CLIL seeks to leave behind its 'highly selected implementation' (Breidbach and Viebrock, 2012: 13; see also Apsel, 2012) and 'near-cult status' (Maley (2011: 391), results are positive because teachers may place high-achievers or proficient L2 users in CLIL classes (Seikkula-Leino, 2007; Papaja, 2012; but see Denman et al., 2013 for successful CLIL with low-achievers and Roiha, 2012 for CLIL with students with special needs). Results may also be positive due to exposure. Dalton-Puffer (2011) stresses that CLIL groups continue having EFL lessons; therefore CLIL implementations may even also occur after students have learnt the grammar of the language through a traditional approach.

While the studies above focus on the benefits of large-scale CLIL implementation through apparently doubtful comparative research designs, there are other programme evaluation studies and critical reviews which put forward the disjuncture and challenges underlying quality assurance in CLIL (Coyle, 2007b). Challenges and concerns come from two broad fronts: administration or educational-governmental spheres and research projects evaluating CLIL impact (Dalton-Puffer, 2011).

According to Mehisto (2007, 2008; also Mehisto and Asser, 2007), CLIL implementations may become problematic when they are the result of poor needs analysis and lack of administrators' knowledge (see Hüttner et al., 2013 for lack of language management). However, this lack of knowledge may also reach teachers. In

general CLIL concerns regarding teachers are linked to tensions arising between EFL and content teachers, mixed outcomes of team teaching, teachers' need to improve their language proficiency, and teaching materials. According to Hillyard (2011), we need serious pre-service as well as in-service professional development opportunities about CLIL models (but see Almarza et al., 2012; Olivares Leyva and Pena Díaz, 2013). These teacher-related concerns have been addressed in recent publications which investigate or review CLIL implementations through a more balanced view of benefits, obstacles and possibilities (Coyle, 2007b; Coonan, 2007; Pena Díaz and Porto Requejo, 2008; Feryok, 2008; Mehisto et al., 2008; Ruiz de Zarobe 2008; Pavón Vázquez and Rubio, 2010; Yassin et al., 2010; Lyster and Ballinger, 2011; Kiely, 2011; Costa and D'Angelo, 2011; Aguilar and Rodríguez 2012; Méndez García and Pavón Vázquez, 2012).

While these studies emphasise language learning outcomes (but not subject-matter achievements), Bonnet (2012) urges researchers to investigate what drives CLIL implementations through integrative research strategies which include process, products, and participants' perspectives. In this respect and from a Latin American stance, Curtis (2012) urges for the integration of teachers' voices in the CLIL agenda. Along these lines, Pérez Cañado (2012) argues that CLIL publications are mainly descriptive of implementations and benefits and that longitudinal research perspectives, affective outcomes, issues with speaking skills, and a focus on form in CLIL classrooms should be investigated to compensate for the disparity between CLIL rapid expansion and little rigorous research.

It may be the case that the gap in CLIL research is related to the need for action research-based studies which discuss the extent to which affective factors such as motivation and autonomy play a crucial role in learning. There is a need for reports which provide insights into teachers' decisions and students' engagement with CLIL when their immediate contexts demand language development through curricular content learning. Motivation and autonomy may play a key role in shaping the impact of

CLIL on teachers and learners: Can motivation through CLIL affect the way in which learners perceive their own language learning development? Can CLIL improve teacher motivation and help them develop new identities? In the next section I build bridges between CLIL and teacher/learner motivation, teacher autonomy, and teacher identity. I will also return to these questions in Chapter 4.

3.4 Motivation and autonomy in CLIL

In relation to the impact of CLIL on learners' language learning, motivation plays a key role as studies show that learning may be improved if content, or even language thematisation, meets the learner's interests. Such an interest in the relationship between motivation and CLIL is outlined in Coyle et al., (2010: 88-89; also Coyle, 2013) who relate CLIL motivation to integrative and instrumental motivation, and cognitive engagement. The authors assert that motivation could be fostered not only through the offering of cognitively rich activities, thus strengthening the ties between cognition and motivation, but also through collaborative tasks (see task motivation in Dörnyei and Ushioda, 2011: 59-60), personalised learning goals, and self-evaluation instances. In general, the fact that CLIL offers two elements, i.e., content and language, may help learners develop a flexible view through which the most liked element may help them improve their attitude towards the less liked element.

Huang (2011) investigated the impact of CBI among EFL young learners' motivated behaviours in a summer school in Taiwan. Her study compared a CBI group with an EFL group using video-recorded classroom observations and fieldnotes. The author found that CBI learners appeared to (1) participate more eagerly and (2) pay more attention. The author concludes that a shift from form-focused lessons to meaning-focused lessons was responsible for learners' motivated behaviours. Similar results can also be obtained in secondary education. In a study carried out in Finland, Seikkula-

Leino (2007) found that, despite similar academic achievements between CLIL and mainstream classes, the former demonstrated stronger motivation to learn in general including foreign languages because of the challenge that content posed. However, the CLIL students were selected on the basis of their previous school achievements.

Through a cross-sectional study of 191 students from four different secondary schools in the Basque Country, Lasagabaster (2011) investigated the correlation between motivation and language achievement in CLIL and EFL settings. Through a questionnaire and a placement test, Lasagabaster concluded that the CLIL students showed higher levels in four areas: (1) interest or instrumental motivation, (2) attitudes towards English lessons, (3) effort, and (4) grammar proficiency. However, the limitation of this study was that while the EFL students had three hours a week, the CLIL students had three hours a week plus two content subjects taught in English. Dalton-Puffer (2011) argues that the difference in amount of exposure might be the cause of the learning outcomes rather than the approach in itself.

Last, I shall mention three teacher-research based studies in secondary education. First, McCall (2012) reports the development and implementation of a curriculum around football to foster intrinsic motivation and fight underachievement among boys in the French class. After one school year of projects and teacher-developed materials around football, surveys and interviews to teachers and students revealed that boys (and also girls) found French learning more engaging. Boys' attitude to learning French improved given that the focus was on a sport. Secondly, Mearns (2012) explored her own German class in which she taught German through Social and Health Education during six weeks. As regards language learning, assessment and student survey data showed that language attainment was significant among high-achievers only. In terms of motivation, results were mixed. While students' enjoyment of the German classroom increased, their confidence was affected by the type of tasks introduced such as oral presentations. And

thirdly, Apsel's (2012) study of dropouts from CLIL streams in Germany indicates that when CLIL is not implemented only among high-achievers, results may be different:

'A content analysis of the interviews shows that pupils who dropped out of CLIL report facing difficulties with texts and with the learning of vocabulary. They reported on motivational problems in general, missing a sense of closeness to the teacher in charge, anxieties about losing their previously good grades and their wish to better understand what was being taught in history.'

(Apsel, 2012: 54)

These findings may signal that Coyle's (2007b) concerns about a top-down CLIL-for-all policy and lack of students' voices are not unsubstantiated.

While most publications and rationales indicate that there is an interest in documenting how CLIL models may impact on language learning and student motivation and attitudes, I observe there is need for CLIL research which examines the following interrelated spheres in teacher-led CLIL implementations: (1) synergies between student motivation and engagement (Coyle, 2013), teacher motivation (Dornyei and Ushioda, 2011) and teacher self-efficacy (Thoonen et al., 2011) from a classroom perspective (Pawlak, 2012) and through their (teachers' and students') voices², and (2) teacher motivation, autonomy and identity reconfiguration derived from teacher-developed materials in bottom-up CLIL. I consider that these issues are important to be investigated from an action research approach since they will mark the extent to which teachers adopt, adapt and evaluate CLIL explorations regardless of their orientation towards content or language. Research on bottom-up CLIL experiences should not only be concerned with the language and cognitive gains among students, but also with their motivation in synergy with that of their teachers so that these experiences could be sustained and improved over time through action research. In this study, I believe that the process of developing one's own language-driven CLIL materials will directly influence teacher autonomy, student-teacher motivation, and teacher identity.

² These directions are discussed and reported more recently in a special issue on CLIL edited by Y. Ruiz de Zarobe (2013).

I see teacher motivation as the highly intrinsic drive to teach knowledge and influence people. Teacher motivation is closely linked to teacher autonomy. Benson (2007) claims that the more autonomous teachers are, the more motivated they may be. Teacher autonomy may be seen as a professional attribute which refers to teacher's freedom to implement a curriculum discretely, 'to control the processes involved in teaching', and 'the ability to control one's own development as a teacher' (Benson, 2010b: 189). From this stance, it has been argued (Ding, 2009; Benson, 2007) that a self-directed teacher becomes a co-constructor of his/her own professional development through individual and collective actions. Benson (2010a) suggests that teachers may exercise their autonomy by designing materials which respond to their learners' interests and abilities. In relation to materials and teacher autonomy, Wyatt (2011b) provides an account of a teacher whose practical knowledge in materials design, autonomy, and confidence grew as a result of an action research experience which allowed the teacher to adapt and finally produce his own materials to meet his contextual needs.

Thus I believe that teacher motivation and autonomy will reconfigure the identity of 'becoming a teacher' not only through the classroom-based process of teaching but also through one's individual as well social recognition. Teacher identity may be granted when colleagues, students and other members of the community regard a teacher as a professional of teaching constantly developing and investing in teaching (Clarke, 2009; Norton and Toohey, 2011). Teacher-developed materials and a say in topics/contents may help teachers to be seen as autonomous and motivated professionals whose actions, beliefs, and self-efficacy in a teaching approach such as CLIL help motivate their students and colleagues in the processes of language teaching and learning.

In summary, teacher autonomy and motivation and teachers' ability to incorporate students' voices may shape the way in which a language-driven CLIL lesson develops. Such a development includes teachers' decisions on the language and content to teach and how to teach them. This involves the ways in which teachers can transform the

language and content to be taught through materials and activities. The processes through which these decisions and transformations take place may be examined through the notion of didactic transposition. In the section below I will offer the main tenets and discussions around didactic transposition.

3.5 Didactic transposition

The idea of incorporating this theory into my thesis appeared when I informally shared with a school principal the experience of developing our own materials to meet our students' needs (see Chapter 5). She just said to me: 'Oh, so you're looking at didactic transposition in your lessons.' I saw this as an opportunity to inhabit new territories.

Readers will find that the origins of the concept are based on a transmission model in contrast to the sociocultural framework of my thesis. Despite this contradiction, I still resort to it since I have noticed that didactic transposition, very much in the realms of mathematics, science, and Spanish as L1 teaching, is being incorporated in ELT in Argentina.

According to Bronckart and Plazaola Giger (1998) and Duy-Thien (2008), Chevallard (1985) conceived didactic transposition as the operating transformations and distances established between scientific knowledge and school knowledge resulting from knowledge selected to be taught, and the actual knowledge taught which leads to the knowledge finally learnt by students (Figure 3.1). This process, as explained in the literature (Bronckart and Plazaola Giger, 1998; Cardelli, 2004; Gómez Mendoza, 2005; Polidoro and Stigar, 2010), is determined in the noosphere, that is, the social formation present in teaching integrated by curriculum designers, pedagogues, materials writers, and teachers.

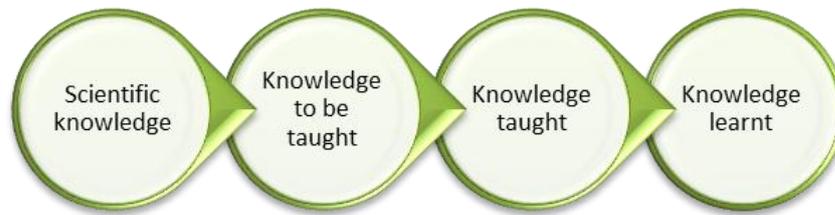


Figure 3.1: Didactic transposition process

For the authors above, the transformation from scientific knowledge to knowledge to be taught is achieved through four operations. The first operation is desyncretisation and it means that the original and complex logics of knowledge generation are replaced. Thus knowledge is presented as a successful line of breakthroughs. This operation may be criticised as research is dehistoricised and therefore only results and conclusions may remain. The second operation is depersonalisation. In this sense, the original researchers or knowledge generators and their context and motivations are silenced in order to enforce generalisations and context-free knowledge. Thirdly, the operation of programmability takes place. Curriculum planners, for example, organise knowledge in sequences of complexity and progression in order to match learners' cognitive development among other reasons. Last, the operation of publicity refers to the need to socialise and impose, to some extent, how knowledge will be taught by the teacher. This may occur through the release of official documents, syllabi, curricula and teacher's manuals.

Chevallard's theory was highly resisted for two main features: (1) its transmission, top-down, and applied-science perspective and (2) its elitist incomplete picture of knowledge which possibly disregarded the broader social order in which formal education is inscribed. It was felt that Chevallard conceived knowledge as the sole domain of universities and other academic circles thus disregarding common knowledge generated in ordinary social life (Caillot, 1996; Cardelli, 2004; Gómez Mendoza, 2005; Petitjean, 1998). Given these controversies, Bronckart and Plazoala Giger (1998) note

that after Chevallard, 'knowledge' has been replaced by 'knowledge of reference' or 'social practices of reference' since the reference is not solely based on the academe. In fact, all members of the noosphere are active producers of school content. In addition, 'knowledge to be taught' and the rest of the transformations (Figure. 3.1) are currently termed as content to be taught, content taught, and content learnt. According to Alvarez Angulo (1998), school content, particularly in (foreign) language teaching, also incorporates knowledge of the language derived from social use.

3.5.1 Didactic transposition and language learning

The transformation of language into teachable units (Widdowson, 2002) is crucial because learners will access curricular content *through* it. Therefore, I consider that Krashen's comprehensible input hypothesis can be seen under the light of didactic transposition as it may guide teachers through its transformations. According to Ellis (1994; also Mohan, 1986; Musumeci, 1996), Krashen's Input Hypothesis suggests that learners, in order to progress, need to be exposed to input which contains structures a little beyond their current level of competence. This is $i+1$ (Krashen, 1980), where i is input learners can understand and $+1$ is the new structures present in the input provided. Pérez-Vidal (2009) asserts that input, apart from being comprehensible with room for an additional element, should be meaningful and authentic within a content-and-language integrated-learning approach, which, in turn, will be possible if input covers the use and functions of language of general communication. Although this latter condition appears to be satisfactory, I wonder how language could be dissected so that it transmits content by keeping this obsessed and rather distorted vision that language should fulfil the function of 'general' communication, whatever that means.

In connection with how language and content could be transposed, Coyle et al. (2010, also Coyle, 2007b) developed a Language Triptych to represent how language is

progressively learnt and used through interrelated perspectives. One perspective is *language of learning*, that is, the learning of key words and phrases to access content. Secondly, *language for learning* focuses on the language students will need to carry out classroom tasks such as debating, or organising and presenting information among others. Last, *language through learning* makes room for unpredictable language learning as it is concerned with new language emerging from the cognitive process students are engaged in.

Within didactic transposition theory, materials fulfil a central role as they, together with other tools, mediate between content to be taught, content taught, and content learnt. In the following sections I will address ELT and CLIL materials in relation to didactic transposition.

3.6 Didactic transposition and ELT materials

Developing materials for CLIL was one of the general areas of interest which arose from the background to this research project. After that short exchange with a school principal in which I came to learn about didactic transposition, I decided to frame materials development under such a theory.

By definition, didactic transposition needs the mediation of semiotic resources such as print materials or non-print materials (see Reinders and White, 2010). According to Tomlinson (2008, 2012), successful materials should be conceived as learning materials (also Mehisto, 2012) in context rather than teaching ones. The word ‘materials’ in education does not solely refer to coursebooks, even though my thesis focuses on them to some extent. It refers to anything which can facilitate (language) learning (Tomlinson; 2003a; Ramos García, 2010). In this study, I use the term ‘materials’ interchangeably to mean input, activities, and tasks.

3.6.1 International coursebooks

Teachers, the 'primary consumers of coursebooks' (Gray, 2010a: 19), usually adopt international coursebooks for reasons of practicality, tangible philosophy, quality, organisation, and, as Akbari (2008) observes, time and training constraint. Akbari (2008: 646) adds that 'textbooks now take care of all details of classroom life'.

Coursebooks may act as powerful tools in the process of teaching, especially among novice teachers as reported in Grossman and Thompson (2008) or Johnson et al. (2008), helping to structure our designed or received curriculum (Schwartz, 2006). However, I argue that teachers should not base their teaching on a given coursebook since, for market and contextual reasons, textbooks may not be compatible with institutional and course aims and needs. In a literature review about didactic transposition in the teaching of languages, Bronckart and Plazaola Giger (1998) warn that the textbook contents usually replace the institutionalised content to teach in a given context. In addition, textbook writers may not seem to expose the theoretical framework they have followed (see Harwood, 2010) and appear to be satisfied with introducing tables of contents. Therefore, Duy-Thien (2008) advocates that teachers should not be textbook-constrained as the picture may be distorted or outdated from the original knowledge of reference. Textbooks create further constraints within which teachers operate as they signal a textbook-defined practice in detriment of teacher autonomy (Akbari, 2008). By relying heavily on textbooks and supplementary photocopiable materials, teachers may be deskilling themselves and becoming 'materials deliverers' (Richards, 2001: 255).

One imposed aspect I shall highlight is coursebook topics since coursebook writers as Bell and Gower (2011) point out, are advised by their international publishers to avoid inappropriate contents so as not to offend customers. This has resulted in coursebooks whose topics are unproblematic in principle for they address an idealised version of British culture or topics such as travelling, leisure or sports. However, these same topics

are considered irrelevant in contexts of instruction outside the UK or where socioeconomic conditions are less privileged. That said, Gray (2010a: 172) found that teachers tend to 'disapprove of content which is irrelevant to the context of instruction preferring instead to use material which related to students' professional needs.' Therefore there is a need for learning materials whose development processes and contents/topics motivate both teachers and students.

To fight this tendency, teachers are called to defend their stance by becoming aware of the influence of globalising marketed textbooks as regards money-driven agendas, ideologies and cultural bias (Dendrinos, 1992; Taki, 2008; Gray, 2010b; Sherman, 2010), and exercise their agency so as to choose topics which are engaging for students and themselves. By doing research through 'ethnographic studies of materials production and use', Harwood (2010: 18) hopes that we can arrive at a theory of materials which takes into account these issues. My investigation aims at contributing to these 'ethnographies' from action research as an initial step in teacher-developed materials.

3.6.2 Teacher-developed materials: general principles

The literature offers a plethora of guidelines which should be contemplated for developing principled frameworks for materials development. I will review recent publications on this aspect from a general stance.

Bell and Gower (2011), for example, offer a list of principles to follow. First, and perhaps the most important principle is flexibility for later adaptations and contextual features (de la Torre, 2007). Following flexibility, selected texts should trigger language work through integrated skills. Materials should also feature engaging content for the lesson to be taught (see Ramos, 2009). Materials should provide natural language in

terms of use, analytic approaches for grammar work, emphasis on review, personalised practice situated in learners' universe, and a balance of approaches.

In a similar vein, Tomlinson (2003b) proposes a set of three principled stages which could be grouped according to whether they refer to text, activity, or task (Figure 3.2):

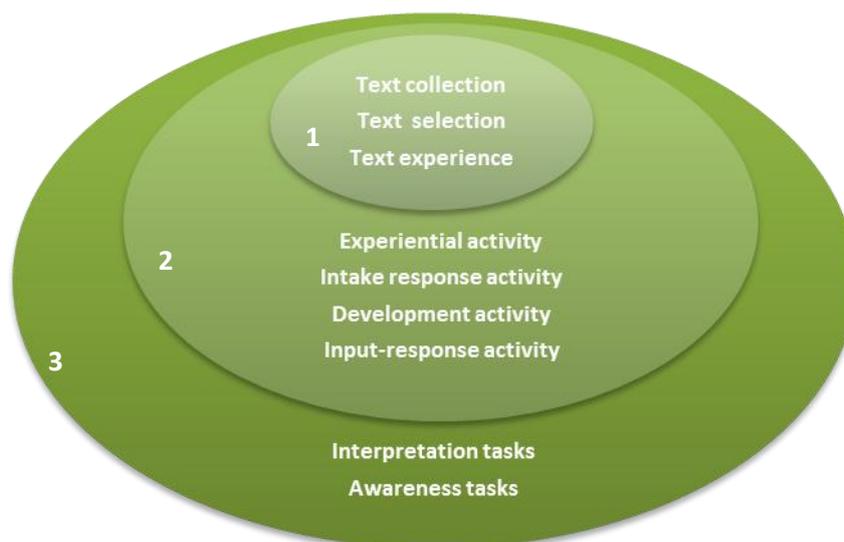


Figure 3.2: Principled frameworks for materials development

In the first circle, at the core of materials development, we find the organisation and sourcing of input. By *text* is meant any kind of information in any kind of format and mode of communication, such as videos, songs, advertisements, and articles. These texts could be either authentic or modified by teachers since the framework does not offer text adaptation. Once texts have been collected according to teachers' aims, they need to select them according to the principles of sequencing and complexity in terms of language and skills development. In the second circle, experiential activities should allow learners to represent the text in their minds through prediction and visualisation. By means of summaries and giving opinions prompted by cues or set phrases, learners will become involved in intake response activities which may lead to development and input response activities without any further guidance. According to the texts chosen, learners

will be then in a position to manage tasks which encourage debates, deep questioning, reviews, and language as well as intercultural awareness mostly to be grounded in real-life situations. In the third circle, Tomlinson (2008) calls for discarding practice activities since they make no contribution to use the language to achieve intentions and feedback. In addition, Tomlinson (2010: 83) reinforces these principles with the need for authenticity and curiosity to 'stimulate intellectual, aesthetic, and emotional involvement.'

In sum, the principled frameworks advanced are flexible enough to be adapted to more than one ELT methodology. We may conclude that principles such as relevance, suitability, flexibility, graded complexity, sequence and coherence are needed to develop contextual-responsive materials regardless of whether teachers adopt a text- or content-driven approach. However, the concepts outlined above take texts not only as primary sources of input but also as a springboard which will guide teachers in follow-up materials and activities for the classroom. Along these lines, there is a need to explore what principles guide teachers in their materials development and contextual adaptations and to what extent they have their learners in mind in their journey for improving their practices through action research.

3.7 Didactic transposition in CLIL materials

CLIL may lead to the creation of rich environments and 'an integral role in the creation of such environments is played by the teaching materials' (Sudhoff, 2010: 34). However, the lack of materials especially designed for CLIL³ in specific EFL contexts is one of the major drawbacks educators find as it implies greater workload for teachers as reported in the literature (Stoller, 2004; Coonan, 2007; Ricci Garotti, 2007; Vázquez, 2007; Alonso et al., 2008; Mehisto et al., 2008; Cammarata, 2009; Infante et al., 2009; Maley, 2011).

³ Still, the market offers resources book for CLIL teachers such as Deller and Price (2007) or Dale and Tanner (2012).

With the aim of managing this workload, CLIL teachers may use Geography textbooks originally addressed to English L1 British secondary learners, to teach in Argentina, for example. Smit (2007) remarks that the drawback of this type of authentic material is lack of contextualisation as most examples are British-based forcing teachers to produce materials which look at the same topic in their own countries. In other words, CLIL materials based on L2 sources must be adapted in order to respond to the subjects covered in national curricula (Eurydice, 2006). However, Vázquez (2007: 104) notes that books are 'being superseded by a more varied type of document from authentic sources' but 'this means that learners may require extra linguistic help'.

Some other times certain contents may be controversial. Ferradas (2010, personal communication), who sees CLIL as a new form of linguistic imperialism, wonders what reactions could be sparked if in a CLIL lesson in Spain Gibraltar is described as British, or if a CLIL lesson in Argentina uses an English textbook in which learners are told that Islas Malvinas are named Falklands and belong to Britain. In any case, textbooks could trigger discussions about intercultural awareness, one's own culture, and how cultures are (mis)represented (Sudhoff, 2010).

In relation to CLIL and the international market, Lucietto (2009; also Georgiu, 2012) is straightforward as she believes that publishing houses will not produce CLIL materials on a large scale given heterogeneous contextual factors (learners' age and cognitive/linguistic level, curriculum, educational policies, etc), and adds that marketed coursebooks will continue featuring one-off activities disjointed from the curriculum. If international textbooks with CLIL components remain as 'an unresolved issue' (Lucietto, 2009: 12), and teachers, on the other hand, feel that they need to become agents of change, what are the benefits and challenges of teacher-made materials for language-driven CLIL? How can teachers engage in different ways to create materials through action research? In section 3.7.1 I will look deeper into CLIL materials developed by teachers.

3.7.1 Teacher-made CLIL materials: principles, benefits and challenges

According to Block (1991), when teachers develop materials, they become responsible, autonomous, and appreciated by their students. Teacher materials need to be organised in such a way that learners are presented with a sequence that evolves in complexity and scope. I will illustrate Mohan's (1986) seminal framework (Table 3.3) for content and language integration:

ACTIVITY (also applied for a sequence of materials)			
DESCRIPTION	SPECIFIC PRACTICAL KNOWLEDGE	GENERAL THEORETICAL KNOWLEDGE	CONCEPTS AND CLASSIFICATION
SEQUENCE			PRINCIPLES
CHOICE			EVALUATION

Table 3.3: Framework for Knowledge Structures (Mohan, 1986: 35)

Any materials should start by relating their structuring topics to the learners' lives thus encouraging elicitation to benefit from what learners know already. Flores (1995) and Penaflores (1995) stress the value of context-responsive materials developed by teachers to meet their learners' needs and national curricula. Despite time pressure and work overload, both authors highlight that one of the advantages of local materials is that they are closely related to the students' world. For example, if teachers' aim is to introduce the impact of tourism, they may start describing tourist destinations in the learners' country. From there they can provide their learners with a broader scope thus introducing how tourism may be defined and classified. Next, learners may be given a situation in which they need to sequence and organise a tour for foreign tourists. Once they have covered this activity, they may contrast their sequencing with principles which rule tours such as transportation, budgets, hotel and overall management among others. Finally, learners may be required to respond to a scenario where tourists complain about some arrangements. Their decision making will be contrasted again with a similar evaluation taken from another context, perhaps reported in a newspaper article.

The CLIL Matrix suggested in Coyle et al. (2010, also Coyle, 2007b) seems to follow Mohan's framework. Yet, the CLIL Matrix further develops concerns about cognitive challenge accompanied by language support. The matrix proposes four quadrants (Figure 3.3) which move from building students' confidence, quadrants 1 and 2, by resorting to the content and language they know situated in group or more interactive tasks, to quadrants 3 and 4, in which learners deal with more individual tasks on the one hand, and further demands in terms of language and content on the other.



Figure 3.3: The CLIL Matrix. Source: Coyle et al., 2010: 43.

The fact that linguistic demands increase may show that both form and meaning are considered. Such a view seeks to answer some concerns in this area. A strong focus on meaning and function, an activity which may presupposes the overlooking of form, could deprive learners of improving their language proficiency (Pica, 2002; Langman, 2003). If, for example, learners fail to notice how a certain pattern works, their interlanguage development will continue featuring 'incorrect representations' (Pica, 2002: 3). What Pica (2002) fears is that language learning will be incidental and errors may never be corrected. In turn, this will affect learners as they may learn new curricular content without receiving language feedback and support so that both components of the integration benefit from each other. If this does not happen, at some point, poor language development will block content learning. I personally believe this may be true as learners will neither improve language nor content knowledge. In order to avoid this

potential drawback, some authors (Donato, 1994; Marsh, 2008) recommend that learners should be systematically guided towards language awareness for their linguistic confidence since linguistic mediation must be improved so that content learning is simultaneously enhanced.

Concerning principles for CLIL materials, Evans et al. (2010) assert that materials should resemble three curricular principles: responsiveness, cohesion, and stability. Responsiveness should ensure that topics, sources of input, and activities meet students' needs and interests so that we foster student motivation. Here and elsewhere I stress that the ecology of a CLIL lesson needs to be negotiated with students. However, a study by Sugita and Takeuchi (2010) reports that a motivational strategy involving negotiation did not show correlation with students' motivation even when it was frequently used. As for cohesion, materials should be based on what learners have already learnt and what they will be learning in the future. However, cohesion also entails the linkage between content and language, and this is where, ironically, Evans et al. (2010) offer little light. Last, stability will be brought to the table if empirically tested procedures and techniques are used systematically with increasing levels of complexity for the development of reading fluency.

In 2010, Meyer developed what he called 'the CLIL Pyramid' to represent successful planning and CLIL materials development. Based on Coyle's 4Cs framework, CLIL materials development should move from topic selection, to choice of media, to task-design and to CLIL-workout. The pyramid also reminds users of the importance of moving from lower-order to higher-order thinking skills through scaffolding. Although the author suggests the use of the pyramid by teachers and students; teachers are really his audience and therefore learners' voices are not incorporated as active informers and developers.

More recently, Mehisto (2012) offers ten criteria for quality CLIL materials based on his experience with teachers, trainers, and authors in Estonia. I shall now reproduce those specific criteria below:

1. Make the learning intentions (language, content, learning skills) & process visible to students
2. Systematically foster academic language proficiency
3. Foster learning skills development and learner autonomy
4. Include self, peer and other types of formative assessment
5. Help create a safe learning environment
6. Foster cooperative learning
7. Seek ways of incorporating authentic language and authentic language use.
8. Foster critical thinking
9. Foster cognitive fluency through scaffolding of a) content, b) language, c) learning skills development helping student to reach well beyond what they could do on their own
10. Help to make learning meaningful.

While some of the criteria could be unified and condensed (eg. 3 and 9), I believe that Mehisto's (2012) aim is to provide a detailed checklist to ensure that teachers consider all aspects of learning materials. However, he does not report on the processes that brought about these principles in particular.

Cammarata (2009) takes a step back by examining some of the issues behind materials development in CBI. Following a phenomenological research approach, Cammarata investigated three K-16 foreign language teachers in the United States so as to see teachers' perceptions while attending an in-service programme to reflect on the process of change from a language class to a CBI class (also Cammarata 2010; Cammarata and Tedick, 2012). During the programme, the researcher and the

participants agreed on the lack of curricular material especially designed for the integration of content and language in settings where CBI is explored in a language class rather than in a subject-matter class, a setting similar to Argentina's state schools.

Also, Cammarata (2009) observes that there was a need for teachers to work collaboratively to maintain the balance between content and language from curriculum design onwards. These participants were exposed to CBI models mainly since the programme they had been asked to take was concerned with curriculum and materials design. They were then asked to choose a theme for a class and subsequently design material following units and lesson templates intended to balance content and language. Throughout the experience, participants felt that developing materials for CBI was far more demanding than for a regular language class since they had to start from collecting material which then had to be adapted itself or scaffolded through both language and content activities to ensure comprehensible input and intake. They also felt that this was where they needed more assistance from experts and INSET programmes. However, due to the nature of the research, such materials were never implemented, which shows that there is a need to see how materials developed by teachers, especially when 'there are not enough material available' (Navés, 2009: 33), prove effective. In turn, this points to the need for an action research project which reports the trajectories that teachers experience when engaged in developing materials and democratising their practices.

The study by Coonan (2007) based on a three-year research project in Italy, which I have reviewed in other sections, also contributes to the issue of content and materials as seen in English and Italian. The author states that teachers find it motivating to be able to create and organise their own curriculum by developing their own materials whose sources are not limited to the printed page for they also benefit from pedagogical internet sites. From the questionnaires used for the semi-structured interviews with the 33 participating teachers, the author reports that finding material and suitable sources is not as difficult as transforming them into acceptable pedagogical forms. Most

participants stress the fact that the process which goes after materials selection is far more difficult as they need time and management of timing and team teaching for the creation of tasks and adaptation of texts. Their main concern is how to achieve organisation and elaboration of complex concepts without oversimplification of content and language. Although the author does not reach solid conclusions following her qualitative data, I believe that her study is transparent as it reveals the internal tensions teachers face when they transform authentic materials into pedagogical materials which somehow follow the order of complexity suggested in Mohan (1986) or Coyle et al. (2010).

3.7.2 Teacher-made CLIL materials: sources

One of the features usually found in CLIL materials development is authenticity as discussed in Gilmore (2007). By authentic material I mean materials which have not been produced to teach English or any other language as a foreign language. Because teachers may establish their aims and then begin their search for authentic input sources, McGrath (2002) offers criteria for the selection of authentic texts since the use of them is not unproblematic. He suggests: relevance, intrinsic interest of topic, cultural appropriateness, linguistic and cognitive demands, logistical considerations (length, legibility, and audibility), quality, and exploitability. In a similar vein, Coyle et al. (2010: 93; also Gottheim, 2010) mention that texts need to be considered on the basis of: focus and clarity of the message, mix of textual styles, level of subject-specific and general vocabulary, level of grammatical complexity, and clarity of the thread of thinking.

Conversely, authentic texts may be adapted through simplification, elaboration, and discursification among other techniques. I will present suggestions and research-based papers which deal with adapting written texts and speech modification.

Studies on text modification are generally positive in terms of learners' progress (Oh, 2001) and teachers' strategies. For example, Moore and Lorenzo (2007; also

Lorenzo, 2008) believe that teachers may have three possibilities when developing their own CLIL materials: (1) produce their own materials from scratch, (2) employ authentic sources without any modifications, and (3) adapt authentic materials according to their teaching aims. To test this hypothesis, 23 modern foreign language teachers teaching at secondary schools in Seville, Spain, were given a short authentic text about cathedrals and were asked to adjust the text linguistically and conceptually so that it would be suitable for a B1 class of secondary students. Results showed that teachers' strategies could be grouped under three categories: simplification, elaboration, and discursification.

Those teachers who resorted to simplification produced a shorter text composed of fewer and shorter sentences than the original. The authors state that, even though none of the texts were trialled with students, simplified texts may be accessible for lower proficiency language learners despite their lack of coherence, cohesion and naturalness. Park (2002) points out that the loss of cohesion and further information may actually obscure meaning which makes input overdemanding and superficial to learners (but see Crossley et al., 2012). As for elaboration, this process includes the lengthening of texts by inserting examples, paraphrases, the use of the pronoun 'we', noun repetition (see Chaudron, 1983), and lack of ellipsis. When confronted with elaborated texts, lower level learners for example, feel the text is even more difficult as additions may make the text more cognitively demanding. Finally, the authors refer to discursification. In their view, this process is the act of transforming a scientific text, for instance, into a pedagogical text. Teacher participants tended to include visuals, rhetorical questions, parenthetical information, and focus on attitudes and evaluation. This approach may imply that rather than adapting the text, it is the message that seems to be under adaptation. The authors admit that their study is descriptive but their aim is to carry out classroom-based research with learners of different ages and levels to see how authentic texts which have been adapted help them learn both language and content.

As part of research on effective CLIL pedagogies, de Graaff et al. (2007) investigated three secondary schools in The Netherlands through classroom observation of CLIL teaching performances. In order to organise and understand observation records, the authors developed a set of CLIL performance indicators so as to obtain a complete picture of teachers' performance. One of these indicators was to observe and analyse how teachers facilitated exposure to input material at a minimally challenging level. De Graaff et al. found that when texts were selected in advance, a situation which should be a routine, teachers paid attention to the level of both language and content. Secondly, teachers adapted the texts in advance through the grading of exercises by setting steps and developing activities sequenced in order of complexity. In relation to speech modification, de Graaff et al. (2007; also Dafouz Milne and Llinares García, 2008) observed that teacher talk included summarising, paraphrasing, translating synonyms, asking clarification questions, gestures and body language, and board drawings among others so as to scaffold written and oral input. All in all, one of the conclusions emerging from this study is that teachers tend to select attractive authentic materials which are then scaffolded by active use of body language and visual aids.

In conclusion, strategies to modify written and oral input are similar. What is important to maintain is that whatever the strategy, teachers should strive for ensuring that authenticity, whether it occurs in writing or in interaction (Johnson, 2000), is preserved as it may be one of the driving forces in student motivation in CLIL classrooms.

3.7.3 Teacher-made CLIL materials: activities

While the studies above suggest strategies, new overarching practical frameworks should provide ways of adapting authentic materials. Casal Madinabeitia (2007), for example, recommends that initial activities may ask learners to memorise and repeat

information before the inclusion of higher cognitive skills as summarised in Anderson and Krathwohl (2001; see also Clegg, 2007; Mehisto et al., 2008). While Casal Madinabeitia is concerned with the learning of content, Vázquez (2007) offers possible explorations for extra linguistic support. Based on her descriptive article which reflects bilingual and CLIL models found across Germany, the author proposes that linguistic support may be achieved through worksheets. These may include L1-L2 vocabulary lists, boxes with useful expressions and grammatical structures to reactivate and resituate language contextually speaking, or specific tips about how to study content while paying attention to language, i.e., a balance between meaning and form.

In line with the authors above, Guerrini (2009) goes beyond the theoretical side of materials development and surveys CLIL materials in use in Spain. His descriptive report outlines the main tools which scaffold learning. Generally speaking, scaffolding may be achieved through illustrations, modified texts, graphic organisers (also Bentley, 2010; Dale and Tanner, 2012), awareness of text features (see Reiss, 2005), and ICT/online resources. Yet, we need to be cautious and use technology wisely rather than heavily relying on it. Citing Mehisto et al. (2008: 192), 'good pedagogy still drives education, not technology'. Input and follow-up activities may be successfully approached by means of PowerPoint presentations as exemplified in Fernández Rivero et al. (2009), or interactive material found in institutional websites which sometimes provide educational activities. Web research, which may involve asking learners to search for pictures or information through the use of key words, and webquests are practical resources to facilitate the process of learning. Perhaps this last feature of CLIL materials in Spain is connected with the resources some learning settings offer. It calls for investment from institutional stakeholders, an economic practice not easily found across educational settings since opportunities to access ICT applications are not equally distributed. What should be remembered from Guerrini (2009) is the fact that it features activities and resources through which input can be scaffolded.

With reference to input materials and follow-up tasks in teachers' worksheets, Coyle et al. (2010) suggest that lessons should start by using visuals, real objects, brainstorming existing knowledge. If the lesson starts with a text, teachers need to look at its complexity, that is, its linguistic (grammar, vocabulary and textual features) and cognitive challenge, to make sure that, once again, materials move from familiar language and content to new content and language, in that order. What they suggest is that, in the case of texts, teachers need to explore bullet-point texts, tables and diagrams and more visuals within the texts they select. As for a progression in terms of text-related tasks, teachers need to create tasks which go from recognising words to sentences to texts. Finally, Coyle et al. (2010) recommend language scaffolding through tasks which include vocabulary headers to add examples to, sentence starters, spidergrams, and substitution tables among other possibilities. Teachers are also encouraged to adapt texts by using synonyms, cognates, reducing complex and long sentences and keeping the core aspects of the language of and for learning. However, McGrath (2002: 105) observes that 'the more changes are made the less authentic the text becomes.'

Overall, I can draw some macro relations between Mohan (1986), Tomlinson (2003, 2010), and Coyle et al. (2010). The frameworks outlined above resemble the general framework for knowledge structures, which, according to Mohan (1986), can be used for developing materials aiming at the integration of language and subject matter learning. I see Mohan's framework as a combination of content language teaching and task-based learning. On another level, Tomlinson's framework could be rightfully regarded as a more elaborated guiding map based on Mohan's foundational attempts. Last, Coyle et al. (2010) bring both Mohan and Tomlinson together in terms of macro-principles and go beyond that stage by outlining more concrete activities responding to those general delineations.

As regards activities, I may say that text completion, sequencing, diagram completion, text marking, labelling, segmenting, table construction, student-generated

questions, and writing summaries are all activities which cut across Bloom's taxonomy. Teachers can exploit them if arranged from lower-order to higher-order demands so as to increase the depth of interaction between students and subject matter (Moate, 2010).

3.8 Concluding remarks

The literature review in this chapter was guided by my general areas of interest – i.e. CLIL pedagogies and materials development – at the start of this project and was later enhanced by preliminary results and exchanges with colleagues outside the research site.

The contributions discussed above made me realise that when language-driven CLIL was the result of teacher-led endeavours, there was insufficient research which investigated how teachers, as part of developing their autonomy and motivation, contributed to didactic transposition theory through context-responsive pedagogies and materials development. In short, through my examination of the literature and my ongoing research process, I became aware of some under-researched aspects of CLIL pedagogy and practice. This led me to refine my general areas of interest and arrive at the following research questions:

- a. What principles do teachers follow when developing a context-responsive language-driven CLIL model?***
- b. To what extent do students and teachers benefit from teacher-developed CLIL materials?***
- c. In what ways do teachers benefit from involvement in Action Research for the integration of content and language?***

My present study will attempt to examine what features and theoretical underpinnings teachers show in their own materials development process and application from a deeply context-responsive practice. I believe that teacher-developed

materials may increase success when these help establish ownership of innovation locally (Kiely, 2011). This bottom-up negotiated innovation and implementation could be also enhanced if we start 'viewing students as resource providers/as resources themselves' (Kuchah and Smith, 2011: 137). In the chapters that follow I research the didactic knowledge-to-content transformations that CLIL entails through action research. The aim is to observe the process of engaging in transformations which affect student and teacher motivation, their identities and beliefs about how a foreign language should be learnt in an EFL classroom setting.

4 METHODOLOGY

'Every teacher is a researcher already'

(van Lier, 1994: 32)

4.1 Initial considerations

When I embarked on this research project, I certainly knew I was interested in a classroom in my context, Argentina, so as to introduce changes in a tangible territory to me. Brooks-Lewis (2010) asserts that the knowledge generated by educational research should be translated into practice. Yet, this knowledge should come from practice, that is, the classroom and its teachers as legitimate sources and creators of knowledge as suggested in Borg (2010; also Johnson and Golombek, 2011; Lopez-Pastor et al., 2011). The contributions I explored in the literature review indicate that there are few studies which come from teachers themselves introducing CLIL. This gap together with the genesis of this research project encouraged me to pursue collaborative action research.

According to Levin (2008: 679), the major challenge of writing a thesis based on action research is to 'capture the richness of active engagement in the social change process' produced and, on the other hand, to maintain a critical distance for deep understanding and theoretical elaborations. The writing process is central as it should reflect the historical background and process of the action research project (Brown and Jones, 2001). Because I have based my research on a collaborative action research project in three cycles, the write-up of this chapter cannot separate those cycles from the methods used and ongoing discussions as each stage progressed. For example, readers may have noticed that in the literature review I explain that concepts such as student and teacher motivation, teacher autonomy, teacher identity, and didactic transposition appeared later, particularly after the first cycle we lived. The data collected then became an invitation to incorporate other notions into my theoretical framework. Also, readers will find that discussions appear from Chapter 5 onwards in order to reflect

when these emerged and how they shaped each CAR cycle. In so doing, I attempt to offer the natural history of my research (Silverman, 2010) in the form of AR as a transformative narrative (Whitehead and McNiff, 2006; Niemi et al., 2010; Jonhson and Golombek, 2011).

In terms of position and voice, I position myself as a neophyte constructivist, who wants to make space for teachers' voices, my own voice naturally included and dominating the scene I should admit. Thus, I want to inquire into an issue put on the table together with my fellow teachers in order to improve our practices. I am interested in teacher research engagement (Nunan, 1993; Borg, 2010; Ellis, 2010) since it is what 'teachers and learners do in a classroom that determines what an educational change will achieve in any setting' (Wedell, 2009: 11).

4.2 The road to my research framework

Action Research, henceforth AR, offers the most attractive features for teacher-driven research even if it is still challenged as an appropriate and feasible research methodology (Dörnyei, 2007) and somewhat under-represented in journals as pointed out by some authors (Benson et al., 2009; Richards K, 2003, 2009; but see *Profile or Educational Action Research*). Let me now situate AR within Qualitative Research.

Snape and Spencer (2003) note that the advent of qualitative research in social studies was signalled by dissatisfaction with the rigid and distant methods flagged by quantitative research perhaps more associated with the 'scientific' tradition. Although qualitative methods have been unfairly accused of being less objective, it is true that all research methods, whether qualitative or quantitative in nature, are inherently biased, regardless of techniques and roles as discussed in Monahan and Fisher (2010). In this sense the observer/researcher needs to be inside the world to be studied for its social construction (Denzin and Lincoln, 2005; Hammersley, 2006). At some point, there is

always a human being behind the research process, and human beings cannot detach themselves from their personal socially constructed history. We see what we want to see and 'history and fiction, reality and desire, are blurred' (Brown and Jones, 2001: 71).

Snape and Spencer (2003) indicate that as researchers worked to refine their roles in terms of closer relationships, that is, 'walking shoulder to shoulder with ordinary people' (Swantz, 2008: 31), AR emerged. Its origins are often credited to John Dewey, social psychologist Kurt Lewin, and Lawrence Stenhouse. It appeared as a way in which research findings were directly fed back into the environments from which they were generated to enhance reflective practice in collaboration (Burns, 2005b; Mann, 2005; Somekh, 2006; Elliot, 2009). For the action researcher, reality is 'socially constructed' (Koshy, 2010: 23).

4.3 Action Research

Under this socially constructed reality, I will demarcate action and research in AR.

As regards action, Burns (2005a: 58) indicates that:

'[it] involves participants in a process of planned intervention, where concrete strategies, processes, or activities are developed within the research context. Intervention through action occurs in response to a perceived problem, puzzle or question – a gap between the ideal and the reality that people in the social context perceive as in need of change.'

From the quote above I highlight, in connection with the present research project, the collaborative nature and the contextualisation of the research process as a whole in terms of intervening strategies explored by teachers directly concerned with the issue under scrutiny (Somekh, 1995). These strategies involve data collection, which is directly connected with the research component, that is, the 'understanding side' of AR (Pérez et al., 2010: 77). In Burns's (2005a: 59) eyes the research component involves

'the systematic collection of data as planned interventions are enacted, followed by analysis of what is revealed by the data, and reflection on the implications of the findings for further observation and action.'

According to Thomson and Gunter (2011), AR works best when researchers seek insider status. I underline this feature of AR as it is, after all, the essence of my research project: to generate knowledge and improve social action, in our case the improvement of classroom practices, simultaneously from within the system through collaborative partnership (Burns, 1999; Somekh, 2006: 7-14; Somekh and Zeichner, 2009). I believe that teachers need to 'work with what is expected, what is possible and what is socially appropriate in developing practice in their classrooms' (Kiely and Davis, 2010: 279). However this rather idealistic view poses a number of limitations I will address in section 4.5.4.

Through action research we can overcome the distance between theory and practice as I have explored elsewhere (Banegas, 2011b; but see Brown and Jones, 2001: 100), researchers' research, 'reform-makers' (Frederiksen and Beck, 2010: 136-139) and teachers (Allwright, 2003, 2005a, 2005b: 27; Ellis, 2010: 184 -185; Freeman and Johnson, 1998: 411) or the 'Western body-mind divide' (Somekh and Zeichner, 2009: 6). Yet, action is not enough. As Reason and Bradbury (2008b: 4) assert, 'action without reflection and understanding is blind.' AR becomes a powerful opportunity for both teacher reflection, reflective practice (Burns, 2010; Taylor et al., 2008) and professional engagement (Moloney, 2009; Goodnough, 2010; Pérez et al., 2010). Such an opportunity will seek to integrate external with internal theories and inside-out professional development by engaging teachers in emancipatory research (Burns, 2005b). Similarly to the links between autonomy and teacher-initiated CLIL, AR also plays a significant role in developing teacher identity, autonomy, and motivation. Provided AR is independently initiated by teachers without being the product of external top-down pressures (Dörnyei, 2007: 191-192), it could 'enhance teacher professionalism' (Locke and Riley, 2009: 493) as there will be reflection, knowledge

generation, continuing development, and collaboration (Koshy, 2010). In this respect, Tasker et al. (2010) emphasise that staff meetings could engage teachers in reflective thinking and further personal understanding by talking with colleagues. I shall add that going beyond teacher talk through joint pedagogical decisions and actions may help teachers maintain high levels of motivation.

AR is collaborative by definition (Reason and Bradbury, 2008a; Jones and Stanley, 2010; Cain, 2011) since after all, it is about bringing together action and reflection into a given community. This action-from/for/with position may be realised through collaboration with other teachers and researchers. My presence in the field, personal time availability, and my good relationship with the participants facilitated the AR cycles. Let me now expand on collaborative action research.

4.4 Collaborative Action Research

Within AR (see Somekh, 1995; Burns, 1999, 2009, 2010, 2011; Saunders and Somekh; 2009) I selected collaborative action research, henceforth CAR.⁴ Truth be told, I chose CAR as my colleagues were, to some extent, co-responsible for the genesis of this investigation. Yet their interest in professional development and reform benefits which could be sustained over time, as Somekh and Zeichner (2009) discuss, was stronger, thus ensuring the democratic validity of this research project (Burns, 1999; Wells, 2009). Furthermore, we always felt institutional support and freedom to act from Colegio Salesiano heads. They welcomed this project provided that it did not interfere with the school life. In other words, institutional gatekeepers, who have the power to institutionalise innovations (Gewirtz et al., 2009; Waters, 2009; Reeves, 2010) believed in our professionalism.

⁴ Pérez et al. (2010) propose PAR where P stands for 'participatory'. It is CAR specifically for in-service teacher education. PAR has equal features to CAR in Brydon-Miller and Maguire (2009) and Kemmis and Mc Taggart (2005: 563-567). For further understanding of PAR within Critical Theory, see Reason and Bradbury (2008a) and Collins (2003:79-80). For Mearne (2012), PAR refers to teachers and their students taking an active role in (CLIL) research.

I am happy to walk this path for teachers are placed at the heart of AR as they are 'surrounded by rich research opportunities' (Stenhouse, 1981: 110) When the results derived from these opportunities are fed back into educational systems, CAR empowers not only teachers but also the institution as a whole (Burns, 1999, Rainey, 2011) with the aim of renewing programmes and broader curriculum changes (Altrichter and Posch, 2009). Put simply, CAR is crucial as teachers are not only 'the best people to carry out research on their own practices' (Van Lier, 1994: 31) but also the vital agents of change in any educational policies to be implemented regardless of their scale. The changes initiated by teachers may start with a socio-constructivist approach which affects their local context but then extend to other domains thus becoming a more socio-political approach which may underpin the renewal of educational systems (Burns, 2005b).

CAR, as mentioned above, may be the product of teachers working together (Feldman and Weiss, 2010) or teachers in collaboration with external classroom researchers (Gewirtz, et al.; 2009; Bruce et al., 2011). In this project, I would maintain my teacher identity enriched by a researcher identity that could facilitate research with other fellow teachers. In effect, it is teachers' research in line with Stewart (2006) because all the steps of the process were to be carried out by teachers, that is, my participants and me, in actual classrooms. I would perform different roles, those of teaching, developing materials, observing, facilitating, analysing and informing but without losing track of my/our goals: the erosion of the boundaries between theory and practice, or 'action and knowledge-generation' (Somekh and Zeichner, 2009: 6) in ELT through action-reflection-action.

Taking into account contextual factors such as teachers' availability, willingness, level of engagement, and external and internal motivating factors, I view CAR as a powerful professional development experience in which 'the workgroup's sound operation is mainly based on the achievement of a good working atmosphere' (López-

Pastor et al., 2011: 165). I will review now four articles which deal with the transformative power of action/teacher research (see Borg 2013 for a differentiation of these terms).

Through a three-year action research project, Goodnough (2010), for example, aimed at understanding teachers' modes of belonging and how they construct and deconstruct their identity when being engaged in teacher-centred action research. In this study 50 teachers became part of a wider project which sought to improve Science across the curriculum. These teachers mostly participated as school-based teams or individually. They had to start an AR cycle and complete it, which meant they had to plan and implement classroom-based AR projects which had originated in the issues they had themselves identified. From this study, I particularly look at *engagement* as it impinges, according to Clarke (2008, in Goodnough, 2010: 169), on activities such as curriculum design and materials development. Goodnough notes that her role was multi-faceted ranging from teacher to researcher; however she stresses her role as facilitator of the action research process. I compare her role to mine as I intended to be a teacher-researcher organising meetings, providing input material for my colleagues to create knowledge as explored in Avgitidou (2010).

In Goodnough's (2010) study data were collected through observation, recorded field notes, teachers' lesson plans, student-generated materials, teacher e-journals, and semi-structured interviews, which were audio-taped and transcribed. Results showed that the participating teachers saw themselves as creators of knowledge, a role discussed in Gewirtz et al. (2009) and Johnson and Golombek (2011). This role helped them develop a new view of themselves as they realised how their teaching improved through CAR which they determined and built on thus 'taking ownership' (Kiely and Davis, 2010: 291) of CAR findings and implications. These findings seem to resonate with my concerns in section 3.4 regarding the links between teacher motivation and identity, CLIL, and action research since these indicate that teachers do benefit from a focus on content and action research to improve their practices.

A multi-case study carried out by Wyatt (2011a) investigated the benefits of teachers researching their own practices through AR. Results derived from observations, interviews, and participants' written accounts showed that teachers became conscious of their achievements in helping others while simultaneously developing research skills. In addition, the narratives collected also indicated the rewarding and motivating nature of the research experience. All in all, teachers' self-awareness of their potential, internal theories and naturalised practices helped them become more autonomous and reflective with others. Similarly, Bruce et al. (2011) found out that teachers involved in CAR experienced shifts in their teaching perspectives and practices, increased their efficacy and developed an ability to overcome challenges.

Last, Johnson and Golombek (2011), in their quest for positioning teacher inquiry through narrative as a tool for knowledge building and professional development, explain that narrative as a mediator has three functions: (1) as externalisation, (2) as verbalisation, and (3) as systematic examination. While the first function refers to the open explicitness of one's understandings to peers, verbalisation is concerned with the intentional use of scientific concepts as a sign of concept internalisation. In this process, teachers move from naming a concept to thinking in concepts. Teachers are able to mean a concept when it has entered into a dialogic relationship with their teaching experiences thus irradiating the concept on the one hand, and making sense of teachers' practices on the other. Conversely, systematic examination refers to the use of observation, journal keeping among others to document teachers' reflections when engaged in the process of AR. These three functions will emerge at different stages of my data collection and analysis.

The articles reviewed above stress the sociocultural nature of action research and the extent to which teachers grow professionally with others as well as individually. Thus, I will turn now to describe the main features and aspects of my CAR-CLIL project.

4.5 The CAR project

4.5.1 Research site

I intended to design, in collaboration with my participating teachers, the following CAR cycle bearing in mind how the school year was structured, teachers' availability, their level of engagement, their personal beliefs on research, and instruments of data collection to use throughout each stage. Having said this, I will now provide further details on the institution of my choice and my participants.

As I stated at the end of Chapter 2, the research site was a co-educational secondary school subsidised by the government of Chubut though run by the Salesians of Don Bosco Order in Patagonia. Strictly speaking, not a true state school, Colegio San Luis Gonzaga (real name), or Colegio Salesiano, shares several features with state schools in terms of facilities (classrooms, computer rooms, basic access to the Internet, data projectors and other equipment), holidays, school meetings, teaching staff, teachers' salaries, and general curriculum, this latter meaning that the school must adopt the official secondary school curriculum to validate students' education. The school year begins in mid-March with a two-week winter break in July and it finishes around late November or early December. The school year is divided into three terms: Term 1 (March-June), Term 2 (June-September) and Term 3 (September-November). To offer more justification for choosing this setting as Long and Godfrey (2004: 184) recommend, I should point out four salient aspects: leading status in the community, administration, staff profile, and students' profile.

The city of Esquel has a population of around 35,000 inhabitants. In this small context, Colegio Salesiano has historically held a good reputation for its academic level and teachers' commitment. Teachers working at Colegio Salesiano also work at other state schools in the city. However, I should point out that teachers at Colegio Salesiano are employed differently. Unlike state schools, the school's administrators are entitled to

select their teaching staff and appoint coordinators for some areas according to their CVs and internal/external recommendations. In my own case, I joined the school in 2001 but it was after completing my Masters in ELT that I was offered the position of ELT coordinator. However, I resigned from my coordinator post in April 2011 for personal reasons. I should highlight that teachers do not have a full time position, and posts only refer to teaching hours. Their engagement with my research and CAR project depended on their interests, goodwill, professionalism, and relationship with me.

4.5.2 Participating teachers

The ELT staff at Colegio Salesiano consisted of four teachers during 2011. When I decided to involve myself fully in the project by teaching as well, this meant that one teacher had to allow me to teach our CLIL lessons in one of her classes since there were only three GROUP B classes available (see Section 1.1). In my case I taught in Year 1. Upon this change, the institution asked me to teach only those lessons strictly connected with my research to avoid misunderstanding or absences from my part. In other words, while two of the classes had the same teacher throughout the school year, the third class had two teachers, my substitute teacher and myself.

In practice, this did not work smoothly since Cintia, the original teacher in Year 1, and Anahí, the original teacher in Year 2 resigned after the winter break which coincided with the end of Cycle 1 in my CAR. Both these classes were offered to a new teacher, Aurelia. Overall, classes and teachers were distributed as follows:

CLASS	TEACHER	TIMETABLE
GROUP B YEAR 1 (Class 1)	Cintia (Cycle 1) – Aurelia (Cycles 2-3)/ Darío	Monday 7.40 – 9. Tuesday 11.20-12.
GROUP B YEAR 2 (Class 2)	Anahí (Cycle 1) Aurelia (Cycles 2-3).	Tuesday 10.40-11.20 Wednesday 7.40-9.
GROUP B YEAR 3 (Class 3)	Sandra	Tuesday 7.40-9. Wednesday 11.20-12.

Table 4.1: Teachers and Years through the CAR project.

Let me expand now on describing my participating teachers. Sandra graduated as a teacher of English in 1985. She joined the school in 1995 where she currently teaches secondary students. She also owns a small private language school and is active in terms of professional development helping organise workshops or attending teacher conferences. She has usually viewed CLIL approaches with suspicious eyes; nevertheless, she can see its potential in our context. Anahí graduated as a teacher of English in 2004. She joined the school in 2008 when she moved from Buenos Aires to settle down in the Esquel area. She has worked in the primary level of the school since she arrived and is the substitute teacher of my classes since 2010. Before this research project she was always interested in cross-curricular projects and teacher development. Although we do not socialise as friends, I may say we have a very good professional relationship. Last, I graduated as a teacher in 2000 and joined the school in 2001. I learnt about CBI and CLIL out of my own interests and professional development. I have always taught in the secondary level of Colegio Salesiano. We three were the participating teachers of this CAR project.

Nonetheless, I should also include Cintia, the teacher who took over the post suddenly left by the other teacher and friend of mine. I asked her whether I could do my CAR teaching in her YEAR 1 Group B class. She agreed and offered to help me with my observations by completing the observation proforma I developed (appendix 3). Cintia

was new in Esquel and holds a teaching degree plus a translator's degree from Universidad Nacional de Rosario, Argentina. She left the city for personal reasons in August 2011. Cintia's teaching responsibilities in Year 1 and Anahí's teaching in Year 2 were then taken over by Aurelia. Aurelia was a graduate teacher who arrived in Esquel with her family consisting of her husband and three little children in July 2011. She had six years of teaching experience and by the time we reached Cycle 3 she completed her university degree in Linguistics.

While Sandra and Anahí and then Aurelia had their tight teaching schedule from 7.40 am until 12.40 pm, I only taught three periods in those weeks in which we trialled our own materials. There were around 30 students in each class we taught. My proposal and the CAR project was initially suggested by me but then negotiated with Sandra and Anahí and renegotiated at a later stage with Aurelia.

As an insider I would take an active role in the CAR project by teaching and designing materials with my other two colleagues, I believe that staged performances as discussed in Monahan and Fisher (2010: 361-363) may have been minimised. We would not need to create a different teaching persona as we had worked together as a close team for more than ten years at least in the case of Sandra and myself. Although I admit that such a relationship would produce rather biased results, I firmly believe that, on the contrary, it would help me collect richer data as my knowledge of the context facilitated observation work in terms of description, interpretation and subsequent evaluation, thus strengthening the validity of the claims derived.

4.5.3 Participating students

Our students belonged to middle-class families in Argentinian terms, a situation which allowed them to buy or photocopy the textbooks and extra materials adopted. They all acknowledged the functional use of English, though this was not directly

reflected in their level of communicative competence or grades. However, they listened to English music, played on-line games, surfed the Internet, or watched films with Spanish subtitles thus allowing themselves to live in an environment in which English was present. The participating students were students from the last three years of secondary education, polimodal cycle (cf. Tables 2.4 and 2.5) and more than half of them attended private English lessons, thus their level of English exceeds what the official curriculum suggests. They belonged to the GROUP B class for Year 1, Year 2 and Year 3. Their ages ranged from 15 to 17 and most of them were expected to continue with university studies afterwards. Almost all of them had attended Colegio Salesiano since pre-primary education, and felt part of the school family and were willing, despite some reservations, to participate in this study. I should add that classes do not move after breaks or terms. Each class stays the same (and with the same teacher!) during the complete March-November school year. We considered them active participants in the sense that they provided data but also shaped the direction of our research project. In this sense, they also owned the CAR-CLIL experience.

4.5.4 Limitations

Initially, I thought that there would be no lower-status labels or master-apprentice relationships involved. Power, outcomes and previous relationships, however, ran deep in this collaborative project. First, I had the initial idea for this project. Second, the project was the basis of my doctorate studies. Last, my colleagues became interested in the project as they realised we had the same dilemmas and a possible solution could be sought collaboratively. However, I cannot claim the extent to which their participation would be grounded on our friendship, professional development, or perceived institutional expectations. One important limitation was teachers' availability for interviews and the amount of time each may require to develop their materials. I

intended to discuss and agree on the choice of data collection methods with the participating teachers even when I could not certainly envisage the exact amount of time each stage would demand. From a personal reflective stance, I believe that these 'limitations' may contribute to true participation as explored in Zeichner (2001: 278-279; also Blair, 2010; Gudmundsdottir and Brock-Utne, 2010) as the choice of methods and open disclosure may make participants become comfortable and committed.

As regards observations and interviews, I intended to videotape classroom observations, yet school authorities later considered it intrusive. Consequently, I was allowed to take notes and audio-record the lessons observed. Furthermore, and due to reasons of scope, time, and interests, I am aware of the fact that by analysing data mainly from a thematic approach I would disregard the richness offered by conversational analysis (Hammersley, 2006). Readers will notice that interview co-construction and interactional context are not foregrounded in this thesis; however, some excerpts appear in Spanish (data was collected in Spanish) with English translations to illustrate the relaxed atmosphere or instances of code-switching in the research site. On some occasions I decided to keep phone interviews in particular short, humorous, and relaxed as I was aware of the teachers' tight schedule and family responsibilities.

4.5.5 Ethical issues

Now, let me turn to ethical issues such as confidentiality, informed consent, and disclosure of interests and research procedures (see Kvale and Brinkmann, 2009: chapter 4). When I decided to carry out my research project at Colegio Salesiano, I first had an informal meeting with my two colleagues and then with the school principal to explain the purpose of my study. This purpose was written in a formal letter together with an information sheet requesting institutional authorisation to proceed. After more complex exchanges, I designed Spanish-medium information sheets and consent forms

(appendices 1-2) for participating teachers, students and their parents, in which I included a description of the research instruments, consequences entailed, data analysis methods and data use.

In my research plan, participants and school authorities were assured that although my personal versions of the instruments were in English, data collection and analysis were in Spanish. In addition, participants would have the right to withdraw from the study without any consequences related to their teaching positions or grades. To ensure confidentiality and initial anonymity in the site described above, I would refer to students by number codes instead of their real names.

Regarding the participating teachers, anonymity and confidentiality could not be guaranteed in focus groups (Matthews and Ross, 2010). Everyone in our context may know who we were, given the position of the school in the community. On the other hand, the school administrators were open to allowing me to use the school's real name as this put the school under focus in this research and they somehow felt that the outcomes would be highly beneficial and exemplary to other settings. I am not sure whether they will prefer anonymity at a dissemination stage even when this may be simply pointless given my description of the context of my research project. Anonymity is impossible as anyone involved may be easily traced through me or the research site. As for my participating teachers' anonymity, I first decided to use fictitious names but then I asked them, following Baez (2002), Etherington (2007) and Walford (2005), whether they would like to appear with their real names once they knew the outcomes of this research project or still remain 'anonymous'. Even after apparently reading my data collection and analyses chapters, the participating teachers agreed to appear with their real first names. In using their real first names, I fully acknowledge their intellectual property and ownership as suggested in Zeni (2009; also Locke et al., 2013).

As regards my data transcriptions and data analyses, my intention was to share them with the participating teachers. In view of the reporting stage the CAR project would feature, I stated that any public reports, conference presentations, articles and dissemination of findings in any mode would not be carried out in detriment of my participants' confidentiality and anonymity, unless given permission from them. At a more national/international level I would refer to the school through another name, unless encouraged to use the real name as in this submission. I would securely store data until 2014. After December 2014 I will destroy them by deleting digital files and disposing printed transcriptions and questionnaires completed.

4.5.6 CAR stages and cycles

Only after the above considerations were addressed did I finally design the following CAR cycle (Figure 4.1), which may also resemble Wedell's (2009) participatory process for educational change. The CAR cycle was not initiated from 'whatever you're doing' (Zeichner, 2001: 273) since it was based on the issues I presented in Chapter 1. I hoped to go through this CAR cycle twice, one cycle before the winter break and another one during the second half of the school year.

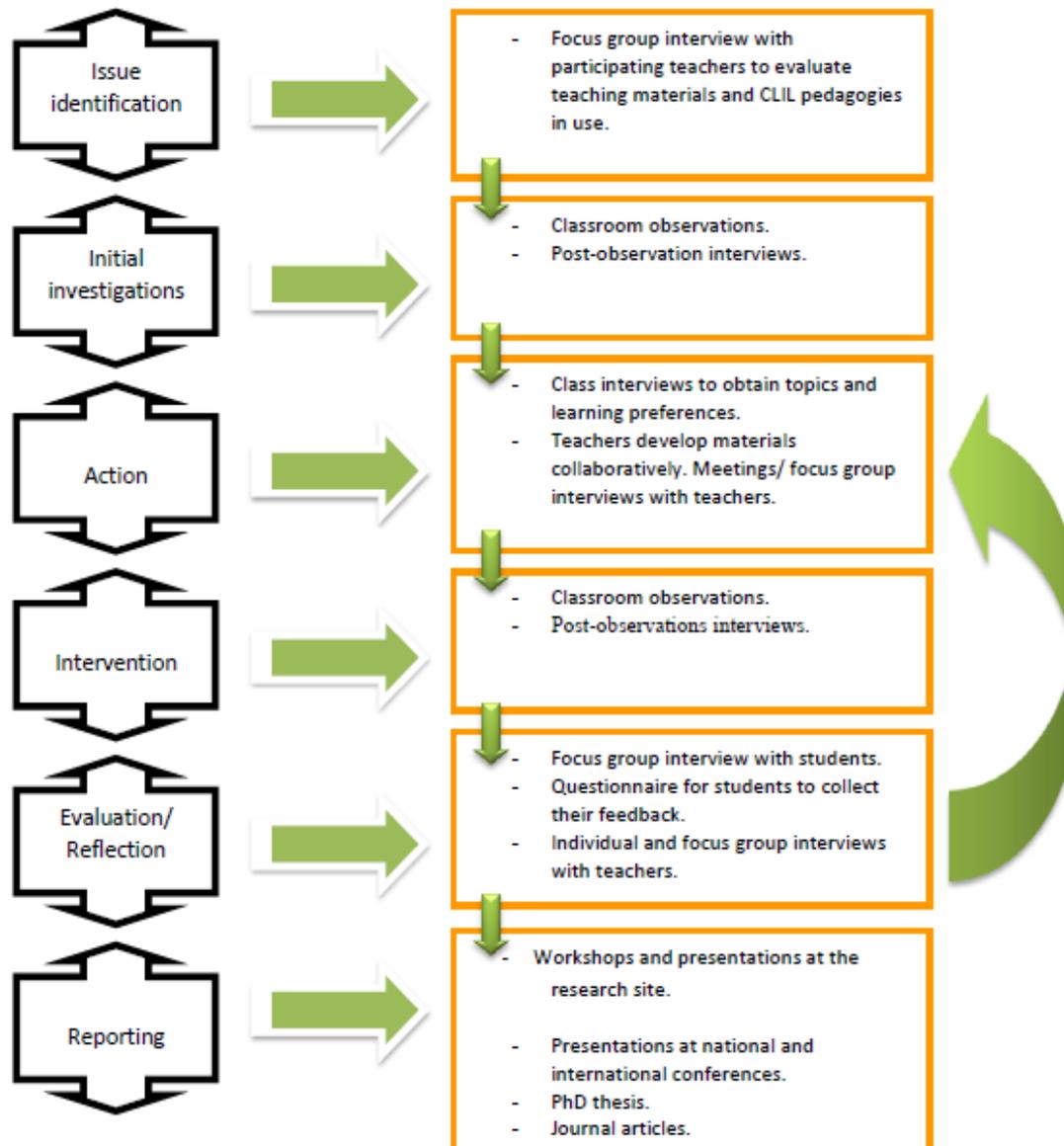


Figure 4.1: The CAR cycle

4.5.7 Interviews: data collection and analysis

According to my plans, I would use individual and focus group interviews with the participating teachers and what I shall call class interviews with the participating students at different stages of each cycle. Whether I used focus group interviews (see Parker and Tritter, 2006) or individual interviews in this study, I conceived them as active and transformative co-constructed accounts for the production of knowledge (see Holstein and Gubrium, 2003; Parker and Tritter, 2006; Kvale and Brinkmann, 2009; Roulston,

2010). In this sense, the interviews conducted would become instances of social practice, narrations of my participants' realities as discussed in Pavlenko (2007; also Talmy, 2010, 2011), which would provide me with opportunities to analyse theme and form as recommended in the literature (Mann, 2011).

In addition, by transformative I mean my intention of changing my participants' as well as my understanding of the research topics through emerging interaction (Matthews and Ross, 2010: 235-236), even when, as Whitehead and McNiff (2006) and Roulston (2010) point out, this means the implementation of prescribed action plans or the creation of a less asymmetrical relationship. In this sense, interviews should be seen as a learning transformative process not only for the interviewees but also for the interviewer/researcher (Kvale and Brinkmann (2009) since opinions might change over the development of group interviews (Parker and Tritter, 2006).

Burns (1999: 118, see also Wilkinson, 2004: 177-178) not only acknowledges that 'interviews are a popular and widely used means of collecting qualitative data' but also highlights the richness of focus group interviews in terms of additional information through discussions and transformative potential concerning the power relationship between researchers and participants. I hoped to treat contributions as accounts of phenomena from a macro perspective, bearing in mind that 'data are collaboratively produced' (Talmy, 2010: 132). I designed semi-structured interviews in order to obtain richer, diverse and flexible responses and information. I only piloted the very first interview with teachers in a similar context in the city of Buenos Aires to ensure their clarity, relevance and intimate relation with my research focus. In general my interviews were shaped by the result of classroom observations, my own bibliographical research, and from what the participating teachers told me informally during breaks. The interviews featured warm-up questions, open questions, closing questions, and clarifying questions.

For all interviews I followed these procedures of data collection and analysis (appendix 10): (1) audio-taped interviews, (2) orthographic transcription, (3) inductive coding paying attention to common patterns, recurrent themes and words (Nunan and Bailey, 2009: 416), (4) elaboration of thematic categories and networks derived from the data for thematic analysis (Attride-Stirling, 2001; Braun and Clarke, 2006; Riessman, 2008: 53-76), (5) use of the Mindmeister software (www.mindmeister.com) for thematic network visualisation, and (6) inductive interpretation of data without trying to return to my literature review or research questions. This latter procedure was difficult to achieve since I could not genuinely be inductive as I began to rework my literature review when I started the analysis of Cycle 2 and therefore some concepts such as 'didactic transposition' appeared in the analysis.

Although I was aware of detailed inductive coding procedures as suggested by Braun and Clarke (2006), I did not follow one author in particular. I was systematic in initial coding for the extrapolation of basic themes and organising themes; however, I also used selective coding with some data sets to focus on theme recurrence in relation to materials development (e.g. TN 5.3). In contrast to other thematic networks (TN) in Chapter 5-7, TN 5.3 condenses those basic themes informing the organising theme of materials development.

Concerning transcription conventions, I represent the data (Chapters 5-7) in English translation, except where I signal code-switching (Spanish-English extracts). In addition, I only signal prominent words (underlined), pauses (indicated by a dot between parentheses) and utterance overlapping. The transcription and findings derived from each interview were e-mailed to the participants for their validation/data authentication as recommended in the literature (Edge and Richards, 1998: 349-351; Whitehead and McNiff, 2006: 103-104).

Most interviews were face to face. However, I carried out phone interviews (see sections 5.3.3, 6.4.5, and 7.4.5) when we were unable to arrange a meeting. These phone interviews were short as I felt I was invading teachers' family/personal time. They generally took place in the evening, a time when both the teacher and myself were tired.

4.5.8 Observations: collection and analysis

In relation to *in situ* observation, I focused on two approaches in particular: integrative and narrative ethnography (Baszanger and Dodier, 2004: 14-18). The former proposes a monographic totalisation of the data derived from the fieldwork through empathetic and reflective observation of participants. Conversely, narrative ethnography offers richer possibilities as, after all, most of the observations I would report would be *my* observations, thus inevitably acknowledging that 'the researcher is finally the one whose voice will be heard through each narrative, no matter how much participation there is' (Niemi et al., 2010: 147). Therefore, they are a narrative work of fiction based on my field notes, my account of the events being observed through my verbalised version of a particular social reality. During the piloting stage of observations, I noticed my 'seeing self' and my 'writing self' (Jones et al., 2010: 481) perspectives.

Before the actual initial observations took place, I visited the classes involved, as Bryman (2008: 467-468) recommends, to avoid reactive effects. For these audio-recorded observations, I used proforma 1 (appendix 4). I tallied observation records in order to record teacher behaviours in terms of content and language adaptations. I sent the narrative account derived from each observation via e-mail to the participating teachers so that they could validate my view by changing, deleting or adding.

4.5.9 Questionnaires: collection and analysis

I used questionnaires as a follow-up to class interviews to obtain instant feedback. Based on each class's oral feedback, I developed tailored surveys (appendices 6-8) to obtain responses from each participating student in relation to how they perceived the new materials employed and whether they felt they had learnt something new in an engaging way. Each survey featured a combination of scale and open-ended items as recommended in Burns (1999, 2010). I analysed the questionnaires by (1) counting the number of responses given under pre-determined categories, and (2) grouping answers according to emerging categories.

In practice, I first piloted the surveys with two students from each class. I only had to clarify that they were not asked to rank all items in the survey. However, after the surveys were distributed and completed, I noticed that a few respondents had reacted differently to the word 'tema' for it referred to the subject-matter content of the lesson and the linguistic content. At this stage I realised how important piloting was as a necessary process within AR since it helped me reflect on my methods and, simultaneously, make data collection methods more participatory, a point made by Gudmundsdottir and Brock-Utne (2010). A change was introduced when questionnaires were distributed. Anahí/Aurelia and Sandra felt that they could intimidate their students and therefore left the students with me only so that the students could feel more comfortable. However, the piloting stage was not enough to make me aware of an inconsistency which I will address in Chapter 5.

4.6 From research plan to research field

In the sections above I outlined my plans and I how intended to carry out the CAR project. Reality showed me that certain aspects had to be renegotiated. .

Originally, I hoped to facilitate two cycles but due to the participating teachers' and students' interests, a third cycle was added. Therefore, we carried out three cycles from March until November 2011(see Chapter 5-7). In addition, the last stages of Cycle 2 and Cycle 3 did not happen linearly since some overlapped as teachers began to feel more autonomous. Thus, I reshaped my research instruments according to emerging results, participating teachers' feedback and contextual conditions. For example, I was forced to use phone interviews in some cases due to teachers' little availability after lessons. In addition, I achieved my research plans since I was able to combine data collection and analysis from each stage in the three cycles before moving to the following stage.

The Action Stage of each cycle suffered modifications. I had believed that we could develop our CLIL materials as a collaborative focus group. However, we used the meetings to refine our selection of sources and plan possible activities to structure our lessons. After individually collecting sources and developing activities, we discussed and exchanged our activities or re-structured our worksheets and lessons. Despite my plans, I did not follow any interview format. Yet, each meeting had a certain pattern (see Appendix 5). These meetings were audio-recorded and followed the same procedure described in section 4.5.7.

The Intervention Stage suffered modifications particularly in Year 3, Cycle 3. The project only contemplated the participating teachers as in charge of developing and delivering lessons. However, Year 3 students delivered presentations and developed activities for their peers. In view of this change of role for students, and bearing in mind the consent forms signed at the beginning of Cycle 1, I decided not to use questionnaires for the evaluation stage of Cycle 3 in Year 3 since I believed that it would be unfair to evaluate the students as if they were teachers.

5 CYCLE 1: April – June 2011

5.1 Chapter structure

Chapter 5 offers a description and analysis of Cycle 1 in my CAR project. The stages the participants and I went through were: issue identification, initial investigations, action, intervention, and evaluation. Readers may refer to Figure 4.1 for an overview of each stage in the cycle.

This first cycle spanned over three months, a longer period than we had planned (this explains the length of this chapter). Unexpected public holidays, institutional meetings and teachers' absences for health reasons delayed my preliminary classroom observations and action stage. I felt frustrated with those delays as I knew Sandra was leaving for a month by the end of June and, consequently, I needed to complete the first evaluation stage before she left. Nevertheless, I managed to conclude the first cycle on time.

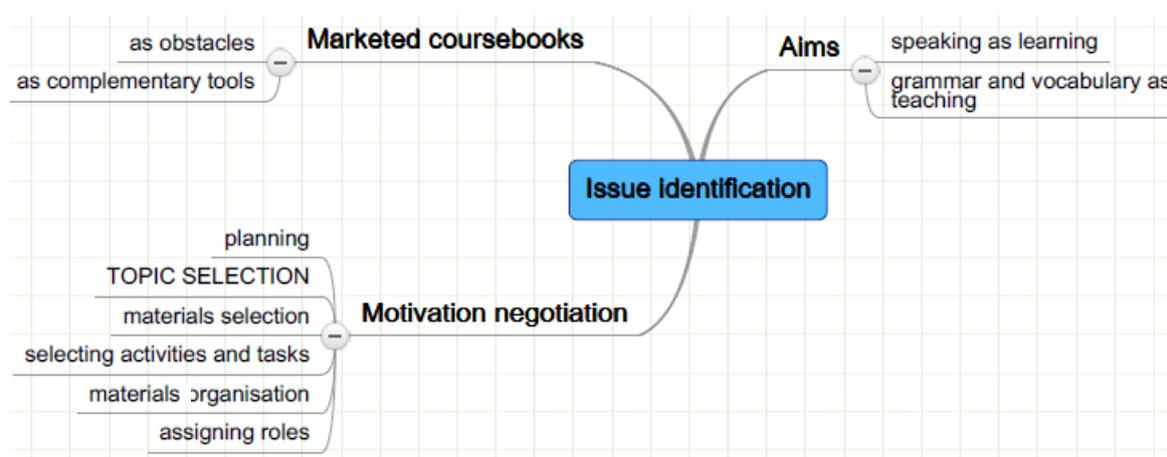
For ease of reference, all excerpts included in Chapters 5-7 contain numbered turns to facilitate cross-referencing. In addition, I have coded each excerpt according to the interviews which I numbered not in chronological order but according to cycles, teachers (Anahí, Aurelia, Cintia, Darío, and Sandra), lessons and classes (Year 1-3).

5.2 Stage 1: Issue Identification

Through a focus group interview with Anahí and Sandra (appendix 3), I started the Issue Identification stage by discussing the concerns behind the incorporation of a content-and-language-integrated-learning approach. The interview lasted around 40 minutes. Anahí and Sandra first read the consent forms and signed them. When I finished with my initial coding followed by basic theme identification, I sought Sandra's validation. She only glanced at the coding. Unlike Sandra, Anahí took the transcription home but returned it with no comments.

From my initial coding, the most prominent issues in order of appearance were: planning, students' lack of interest, need for interesting topics, our aims as teachers, disparity between language and content complexity, language proficiency, coursebook flaws, students' lack of knowledge in L1, need of students' involvement, needs analysis, teachers as input providers and students as topic providers. However, the most recurrent among them were students' lack of interest and need of students' involvement. The data revealed that Sandra, who first introduced students' demotivation and lack of interests as themes in the interview, was the first one to refer to the need to create lessons that appealed to them.

I first organised my coding into the basic themes or issues listed above to arrive at the thematic network below (TN 5.1):



TN 5.1: Issue derived from the first group interview.

The thematic network presents three interrelated organising themes as our aims necessarily impinged on our views of marketed coursebooks which, in turn, influenced both our students' and our own motivation. Strictly speaking, the first basic theme that surfaced was 'marketed coursebooks as an obstacle' followed by 'planning' and 'topic selection as a challenge' due to students' lack of interest. I have capitalised 'topic selection' within the 'motivation negotiation' theme as it took up most of our

conversation. However, I shall first analyse our teaching aims as they frame our global analysis and discussion. Second, I shall address the theme of 'marketed coursebooks' and last examine 'motivation negotiation'.

5.2.1 Aims in our Group B courses

The focus group interview began with an emphasis on syllabus and lesson planning. During the second half of the conversation, Sandra raised the issue of our aims:

- 1 Anahí: So you have to start by explaining some things until you get to the topic you wanted to work with so that they can debate and give their opinion.
- 2 Sandra: First we need to see what aim one has with all this, that they use the language.
- 3 Anahí: Of course.
- 4 Sandra: But well I must reflect well let's see what do I want, that the lads talk, kind of ok and that they say something kind of coherent.
- 5 Darío: Of course.

(Excerpt 5.1, Interview 1, 07/04/11)

As a researcher I found that in excerpt 5.1 we agreed on the aim of integrating content and language: our students should use the language to express their thoughts and opinions based on our introductory explanations. This latter aspect revealed some mental lesson planning: a teacher-fronted stage followed by a student-fronted stage. This 'language in use as speaking' perspective seemed to imply that we wanted them to learn to speak in English but we did not consider asking them about their aims.

While 'speaking' emerged as one aim that the students had to achieve preferably in the last two years of the Polimodal cycle, we teachers felt that first we had to teach them grammar and vocabulary. Within this aim I recovered an underlying vision of what teaching and learning a foreign language entailed to us: teaching grammar and vocabulary preceded being able to speak English. This impinged at the time on our shared view of integrating content and language since we believed that language

learning understood as grammar-vocabulary preceded content learning. As I wrote in my research diary: 'If they don't know English already, we can't teach them content'. This excerpt may show our agreement on these ideas:

- 1 Sandra: They (Year 2 students) also want interesting things but what happens as they don't know English, how do we instill the explanations?
2 Anahi: Of course because they need vocabulary
3 Sandra: Yo les traje además de lo del libro ejercitación del past continuous y qué se yo, escribieron composiciones y no sé qué, y después por ejemplo vimos poquitito de Historia [I brought them (Year 1), apart from the book, exercises on past continuous and other stuff, they wrote compositions and whatever and then, for example, we saw a little bit of History]
4 Anahí: I see.
5 Sandra: But they still need to have something of (grammar) practice, I think.
6 Darío: Yes, yes.
7 Sandra: Perhaps, in Years 2 and 3 we can give them something like this (CLIL).
(...)
8 Sandra: I could bring like a song but you all (students) have to learn English first so that you can use it later.

(Excerpt 5.2, Interview 1, 07/04/11)

While we thought that learning grammar and vocabulary meant learning the language, a CLIL approach would be a chance to speak and revise the language placing the emphasis on learning new content. The combination of the aims discussed here brought about the theme of 'language proficiency' which I will address within the 'motivation' organising theme.

We agreed that we did not teach grammar and vocabulary in isolation. We taught them in context using situational grammar exercises, focused and unfocused tasks. We realised that these latter were instances of speaking development, instances which we hoped to increase later. Put into a larger framework, I believed that such conceptions may have led us to think that we followed a Presentation-Practice-Production methodology. While presentation and practice of grammar and vocabulary in context tended to be more prominent during Years 1 and 2, production was encouraged in Year 3. As a teacher-researcher I contended that this situation was the cause of our students' demotivation and therefore we had embarked on this project to curb this tendency.

5.2.2 Marketed coursebooks

This organising theme subsumes two basic themes: coursebooks as obstacles, and coursebooks as complementary tools. I will first address the theme of coursebooks as obstacles for it includes our coursebook evaluation. Our examination should not be considered an instance of textbook evaluation as seen in the literature (eg. Tomlinson and Masuhara, 2013; Masuhara and Tomlinson, 2008: 23-34; McDonough and Shaw, 2003: 59-72; McGrath, 2002) for we only focused on their CLIL section.

5.2.2.1 Coursebooks as obstacles

In our discussion about the coursebooks we had implemented, *Messages* (Goodey et al., 2005) and *More!* (Puchta et al., 2008) one recurrent issue was that of the coursebook as an obstacle. Because we see the benefits and drawbacks of a coursebook only when we start employing it, we feel obliged to continue using it because the students have already purchased it even when they do not feel attached to it:

Anahí: The students don't even want to look at the coursebook.
(Excerpt 5.3, Interview 1, 07/04/11)

The textbook *Messages* is not explicitly advertised as having a CLIL component in its contents. Nonetheless, each level of the series does have a section called 'Life and Culture' usually linked to Social Studies (appendix 13). This is the section we used for our 'teaching and observing' in the initial observation stage.

In general terms, *Messages* offers random and unrelated topics not linked to a specific curriculum. In relation to this coursebook, Anahí recounted an experience with her Year 2 students:

- 1 Anahí: I did like a general activity this one about the aerostatic balloon, and they would talk, well, each one would talk about what I don't know the dream of each but it wasn't anything specific. It was kind of childish.
- 2 Darío: And were they interested in it?
- 3 Anahí: No.

(Excerpt 5.4, Interview 1, 07/04/11)

What is systematic about the 'Life and Culture' section is its layout. Below the title, readers find initial questions to elicit previous knowledge. The text, whose length and grammatical and semantic complexity only increase as students reach Level 4, is followed by one task. In relation to the task, we said:

- 1 Darío: So, of course there's the letter, they've always done this letter, and the task, questions that suck, I don't know if we can call that a task.
- 2 Sandra: I never do these.
- 3 Darío: There you go.
- 4 Sandra: Because it's boring, besides, they are all questions.

(Excerpt 5.5, Interview 1, 07/04/11)

More!, conversely, does advertise its CLIL component by explaining that

'Teachers can introduce cross-curricular learning (CLIL) in subjects such as Maths, Geography, Music, Science and Technology using the twelve dedicated 'Learn MORE through English' pages in each Student's Book.'⁵

Every level of the series offers a CLIL component every other unit. The component called 'Learn more through English' is an in-built part even though it does not always bear topicality with the unit in which it appears. However, it aims at building bridges with a non-existent school curriculum. Although this series is marketed internationally, the choice of topics does not, at least in the case of Argentina, represent what our school curriculum expects students to learn.

In general, each CLIL section begins with a box containing key words. There are no exercises for vocabulary. In our view, this was an advantage for we could develop our own activities provided we had the time to do so. After the key-word box there follows a

⁵ Source: http://www.cambridge.org/ar/elt/catalogue/subject/project/course/item405195/More!-About-the-product/?site_locale=es_AR¤tSubjectID=382415 (Date accessed 21 September, 2010).

reading text or a listening activity. Reading texts usually involve asking or answering comprehension questions or matching headings to paragraphs. Some other times there are no activities accompanying the text. As for listening activities, students usually have to listen and label or predict information and then check it while listening. All CLIL sections finish with a mini-project. The project involves searching for further information which may be then presented through posters, leaflets, or oral presentations in front of the class.

Neither *Messages* nor *More!* offers avenues for contextualised curricular explorations. Even when some of the topics are worth exploiting, they still fall short as they neglect opportunities to make linguistic or cultural contrasts. On the other hand, follow-up activities are at lower cognitive levels since questions usually ask learners to remember or understand facts without evaluating or becoming critical:

- 1 Darío: The kids feel that the language is very very simple.
2 Sandra: Too much.
(...)
3 Sandra: That's the problem (with the coursebooks), it's not about what they know of English, it's what they have in their heads.
(...)
4 Sandra: You see, the language level and the intellectual level are like this (she moves her hands to show unbalance).

(Excerpt 5.6, Interview 1, 07/04/11)

As a researcher, I interpreted Sandra's assertion in Turn 3 as a reference to students' cognitive level. In her view, their cognitive development was more crucial than their proficiency in English. In line with Tomlinson's (2008: 8) 'blacklist' of what ELT materials are doing wrong, we teachers found that *Messages* and *More!* treated linguistically low level learners as intellectually low level learners, which is, from a radical view, underestimating learners.

5.2.2.2 Coursebooks as complementary tools

Despite our doubts about the benefits of the coursebooks evaluated above, we felt that they still provided an opportunity to organise our planning and course design:

- 1 Darío: You see, I use the book as a guide.
2 Sandra: So we could take the book unit as a revision.

(Excerpt 5.7, Interview 1, 07/04/11)

We viewed these two coursebooks as structuring tools which could be complemented or combined with grammar books and subject-matter books. We thought that the coursebooks in use could be enhanced by introducing content. The theme of viewing coursebooks as complementary tools also raised the grammar-first-content-second perception and progress from Year 1 to Year 3:

- 1 Anahí: I mean, like the book, that is, not having a coursebook, we can have I don't know a grammar book maybe.
2 Darío: And another of something else.
3 Anahí: Or books of, or teach a subject, I don't know, something like that.
4 Sandra: I see.
5 Darío: Remember that one that I showed you (Sandra), Reading Explorer. That one doesn't teach grammar. It's topic, vocabulary, video, topic, vocabulary, video.
6 Anahí: Or maybe something that's not grammar because they (students) won't even touch them (grammar books).
7 Sandra: Yes, and you know I think that it'd be great though you still need something.
8 Anahí: A grammar book maybe.
9 Darío: How do you mean?
10 Sandra: For Years 2 and 3 it's ok but the others.
11 Anahí: The others, Year 1 are still practising.
12 Sandra: There's always something in the unit that leads you to bring something extra.
13 Anahí: That's what I mean, a workbook plus a book like from a school subject.
14 Darío: Like combining the two.

(Excerpt 5.8, Interview 1, 07/04/11)

We agreed that it was more effective to complement the coursebook with extra material. With some reservations, we felt that a grammar component still had to be present in our offer. We could either combine a regular coursebook with content-driven materials taken from other sources or we could implement a grammar book with a CLIL model. What was maintained was that Year 1 still had to be exposed to grammar practice (Excerpt 5.8, Turn 11) or follow a regular coursebook systematically and

sometimes incorporate content-driven materials. We could reverse such priorities only in Year 2 or Year 3. As it was stated above, the combinations and orders of materials would also be dictated by the amount of grammar input received.

5.2.3 Motivation negotiation

I never suspected that this organising theme would be so crucial in this interview and overall project. Within motivation negotiation, I will first deal with topic selection as it appeared to be the theme that impacted the most on us teachers. Then I will analyse other basic themes as shown in TN 5.1 above.

5.2.3.1 Topic negotiation

Topic selection proved to be the most challenging aspect to address when planning our content-based lessons. Motivation negotiation was a process that forced us teachers to reflect and show our flexibility as professionals. In this process, students were first portrayed as demotivated and with no interests at all compelling us to reinvent our planning. I may add that we felt that our motivation depended on their motivation and positive feedback:

- 1 Anahí: One kind of activity that you planned and when you got there you see that it doesn't work and you cut it out.
- 2 Sandra: You see, you plan, but then you must see the group too. Because there are groups that whatever you plan, and they aren't interested in anything.
- (...)
- 3 Sandra: You go the lesson and you did it your book-based lesson plan in ten minutes because then you see that and there.
- 4 Darío: Mmm.
- 5 Sandra: Like what do I do now.
- 6 Darío: Like come up with something different.
- 7 Sandra: (...) they aren't interested in anything, they are not even interested in life.
- 8 Anahí: You're right.
- 9 Sandra: There's nothing they're interested in, so then it's like more difficult to engage them with a topic from the book.

(Excerpt 5.9, Interview 1, 07/04/11)

This was a bleak picture of our students, a view that I did not agree with but which I failed to voice in the interview possibly because, as a researcher, I was interested in *their* opinions. However, when analysing the interview I interpreted that this concern was the product of a clash of interests in which our interests had to be seen as more relevant than our students'. As a researcher I detected that we tended to prioritise our interests over theirs:

- 1 Anahí: And your interests don't always coincide with theirs.
2 Darío: Of course they don't.
3 Sandra: Not at all.
4 Anahí: You see, you plan something that you think it's very interesting and they don't care.
(...)
5 Anahí: Or the other way round, a topic that you say ok I'll skip this but they get engaged and so you try to exploit it.

(Excerpt 5.10, Interview 1, 07/04/11)

During the interview Sandra recounted a lesson experience in which she asked her Year 3 students to listen to a song and she would then, with their help, dictate the lyrics to them. The lyrics triggered a fruitful debate about Bush, Iraq, and their own ideals. I observed that this situation helped Sandra see how beneficial it was that they could talk about their principles and how flexible we teachers ought to be in terms of pre-planning. The debate took over the lesson and they never finished writing the lyrics:

- 1 Sandra: Let's see, I'm not worried about finishing the song because then we moved on and on, so I say to myself, what the heck, I don't care. Because we need to rethink, because I'm one of those who has to finish something because I have to do something, I have to finish it.]
2 Darío: I see.
3 Sandra: And I'm also changing that because I say I'm not going to carry on with the song next lesson, forget it.

(Excerpt 5.11, Interview 1, 07/04/11)

On the one hand this illustrated that although we believed in planning, we felt that we should be flexible enough to detect opportunities with our students by addressing topics and offering activities which placed them at the centre of the lesson. On the other hand, it showed that, on second thoughts, we did not truly believe in their lack of

interests and that seeing them debating about their ideals motivated us to stop, reflect and move forward. As a teacher-researcher it was inspiring for me to see how we moved from a negative view to acknowledging our clash of interests, to accepting the urge to involve them in topic selection. Perhaps this also signaled how little needs analysis we had carried out before and while planning our yearly syllabi, a mistake we would try not to repeat when developing our own materials for this CAR project:

- 1 Anahí: That they be interested in the topic (...) So only then will they be interested, when there is a purpose that they.
- 2 Darío: I see, a purpose that comes from them.
- 3 Sandra: Of course.

(Excerpt 5.12, Interview 1, 07/04/11)

This positive and reflective process was in parallel affected by time as a constraint. Whether it was lesson or syllabus planning, this theme dominated the first five minutes of the interview. Planning, in principle was tied to time. In fact, the interview started with this utterance:

- Sandra: If I had time to do the planning of content-language integration, that'd be a different story.

(Excerpt 5.13, Interview 1, 07/04/11)

Even though 'planning vs time' could have become a threat, we became proactive. We began brainstorming ideas about how to involve our students in topic selection even when we would still engineer it. We agreed that at the start of the action stage, we would discuss topic selection with each class. We would provide them with a list of topics which could act as a trigger to think about other topics or refine those suggested by us. Initially our suggestions would be related to curricular subjects such as History, Geography, Biology, Economics or Literature. This would probably produce an instance of negotiation as their suggestions would have to be linked to curricular contents or past experiences:

- 1 Anahí: They tell you that it's cool when they learn really new content.
2 Darío: That was the feedback they'd give me, that there were topics that they didn't find interesting but like at the end of the day they'd realise that they had learnt something new.
3 Sandra: They had learnt it.
4 Darío: It was like that had been rewarding, but of course, it was more difficult because they didn't know it in the L1.

(Excerpt 5.14, Interview 1, 07/04/11)

I have chosen the excerpt above for it reveals another face of topic selection: student's topic-related knowledge in Spanish. We felt that their 'ignorance' hindered their selection of curriculum-related topics for we had witnessed that they knew scientific terms but did not know their underlying concepts. The range and depths of topics would then be determined by their knowledge of History and Geography among others. Yet, as we then acknowledged, this limitation applied to us for we then thought that the topics we would suggest depended on our own knowledge and resources.

Another issue which bound us to fewer choices was students' language proficiency. While their interests, general knowledge in Spanish and cognitive levels were crucial, we still felt that language proficiency was an obstacle. However, we would contemplate such an issue through our scheme of work as we had already asserted that language learning (grammar and vocabulary) would be a prerequisite for moving to more content and speaking based lessons. At the time I believed that students' language proficiency would impinge on our later materials development.

5.2.3.2 Materials and roles

As I was collecting and analysing data I sensed that motivation negotiation and topic selection were paramount for our project to succeed. Motivation affected planning, which in turn was affected by topic selection which would then affect motivation. We proved ourselves that the challenge did not reside in choosing the right materials. The challenge was, instead, choosing topics that motivated students and teachers equally

and that were within our intellectual capital to some extent. Once that was solved, materials selection would be linked to students' language proficiency and curricular knowledge. In this section I will refer to materials selection, activities and tasks, their organisation and roles derived from this negotiation-as-a-process materials development towards the integration of content and language.

Based on the interview I will list the sources of input mentioned: YouTube videos, Wikipedia, brochures, policy documents, other coursebooks, students' experiences, newspapers, and songs. These sources would provide input to develop our own activities. Most of them, even students' experiences, pointed towards authenticity. Only 'coursebooks' referred to pedagogically modified materials. However, this source comprised both international EFL coursebooks and subject coursebooks used by British secondary school students. According to the interview, we used these sources to develop one-off activities that complemented the coursebooks in use. In most cases we explained that we did not modify the sources but we would scaffold the students' access to them through additional explanations, elicitation of concepts, and students' prior knowledge.

Materials selection as a time consuming activity and the need to select short but effective sources were mentioned in relation to materials selection. I shared with Sandra and Anahí my experiences as I was planning the lessons I would include in the second stage of this cycle:

- 1 Darío: Like yesterday I was from seven until 9 searching for videos on youtube, and what was it, that the interesting ones were long, and I said no, if they are five minutes long, they get bored and I lose them, so I had to find one or two minute ads, it's time until I found one, the Earth Hour that happened now in March.
- 2 Anahí: Ah, yes, yes.
- 3 Darío: Then I have to think what I'm going to do with the video.

(Excerpt 5.15, Interview 1, 07/04/11)

As regards activities and tasks, we mostly mentioned discussions, debates, and students' presentations supported by PowerPoint. These emphasised our aim to encourage language use through speaking. Furthermore, it also may highlight that we did not spend much time on developing activities printed on a page. As a teacher I thought that a possible sequence would be: (1) teacher introduces topic, (2) teacher shows video, (3) teacher asks questions that generate discussion. These steps would usually place the teacher at the centre of the lesson.

Because the motivation negotiation theme affected all these basic themes, in my view we reached a stage in which we unconsciously assigned ourselves and our students certain roles. I realised that we saw ourselves as mainly source providers or input suppliers and the students as topic providers within the range of possibilities accessible to both:

- 1 Darío: We could choose topics that we know about and have materials about and they could give us more specific topics. We can make them like think whether they have.
- 2 Anahí: Concerns.
- 3 Darío: Concerns or that they look for an article, you see, I don't know, something.

(Excerpt 5.16, Interview 1, 07/04/11)

In conclusion, this focus interview prompted us to reflect and verbalise what our real aims were, agree on aspects of teaching and learning, our internal theories as they were, how we sometimes valued our own interests over our students and what difficulties and opportunities we found in this profession. From the data I realised that in order to introduce content and language integration effectively through contextualised materials we needed to listen to our students and empower them to become active agents in their learning.

5.3 Stage 2: Initial Investigations

This stage included classroom observations and post-observation interviews. Some observations were postponed due to unexpected holidays, teachers' sick leave, and institutional meetings. Nevertheless, I observed and audio-taped six lessons, two from each of us. These lessons were connected with our use of *Messages*.

It was not always possible to have post-observation interviews due to personal commitments. I employed telephone interviews with Sandra. One of them was unsuccessful for it was at 9 pm and we were both tired. I interviewed Anahí on the following day of each observation for she was available at the school for only forty minutes. In my case, Cintia, the teacher who was responsible for Year 1, agreed to observe my lessons and then meet at a café to discuss her impressions. I also used my research diary to reflect my ideas and lesson planning processes. Furthermore, I developed a questionnaire which I answered after both lessons (appendix 4).

5.3.1 Darío: observations and reflections

My two lessons were *my* first two lessons after not teaching at this school for a year. In my journal I wrote:

'I feel really anxious now. I'm really looking forward to teaching again. I've got two lessons to plan, one for next Mon and the other in two weeks' time. Such fun!!'

(Excerpt 5.17, personal diary, 04/04/11)

Cintia and I thought that this may have influenced the students' quietness and responsiveness to the lesson. Table 5.1 describes both my lessons:

Darío – Year 1		
	Lesson 1	Lesson 2
Content/ Topic	Canada	WWF for Nature
Language	Textual organisation of a letter, incidental vocabulary	Noticing of modals (can, could, may) and conditional sentences.
Presentation of topic	Brainstorming, elicitation of previous knowledge	Plan of the lesson, elicitation of previous knowledge, explanation
Input sources	'Life and Culture' and table from Simple Wikipedia	'Life and Culture', advertisements and interviews from YouTube.
Activities	'task' (only orally), table gap-filling with a word bank (my worksheet)	'task' (only orally), worksheet with gap filling, listen and sequence, true or false, answer questions, discussion (omitted).
Content scaffolding/ adaptations	None	Explanation, addition of more examples, specific questions.
Language scaffolding/ adaptations	Deduction, synonyms, translation.	Repetition, paraphrasing, synonyms, translation.

Table 5.1: Cycle 1. Darío's lessons using *Messages*

For the first lesson, I was interested in providing basic facts about Canada. I started the lesson by eliciting students' knowledge about Canada. Then I distributed a table from Simple Wikipedia which I had converted into a gap filling exercise. The words deleted pointed, however, to content (e.g. French and Ottawa) and vocabulary learning (e.g. Currency and Internet domain):

Source: Simple Wikipedia

Canada	
 <p>Official flag</p>	
National information	
National motto:	"A Mari Usque Ad Mare" (From sea to sea)
National anthem:	<i>O Canada</i>
About the people	
Official languages:	English and <u>1</u>
Population: (# of people)	
- Total:	<u>2</u>
<u>3</u>	3.4 per km ²
Geography / Places	
 <p>Here is the country on a map.</p>	
Capital city:	<u>4</u>
Largest city:	<u>5</u>
Area	
- Total:	9,984,670 (ranked 2)
- Water:	860,679 km ² (8.62%)
Politics / Government	
Established:	Independence from the UK <ul style="list-style-type: none"> • BNA Act (July 1, 1867) • St. of Westminster (December 11, 1931) • Constitution Act 1982 (April 17, 1982)

Leaders:	Queen: <u>6</u> Governor General: David Lloyd Johnston Prime Minister: Stephen Harper
Economy / Money	
<u>7</u> (Name of money)	Canadian dollar (\$)
International information	
Time zone:	-03:50 to UTC -08:00
Telephone dialing code:	1
<u>8</u>	.ca

Bank

Currency
Montreal
Toronto
Elizabeth II
French Ottawa
34,470,000
Internet domain
Density
53,120,000

Figure 5.1: Activity based on Simple Wikipedia

After this exercise, we started working with the 'Life and Culture' section. The section featured a letter with basic information about Canada followed by comprehension questions. Because I was interested in covering the book quickly, I only asked students to complete the infamous 'task' orally. I voiced my dissatisfaction with this in the first lesson:

- 1 Darío: Let's do the questions now. Task. Read the letter and answer these questions.
Well, it's not that purposeful anyway. Don't you think?
- 2 Students: Son questions nomás. [They are just questions.]

(Excerpt 5.18, Lesson 1, 11/04/11)

Based on the letter in the coursebook, I asked them to write a letter for a project through which we would link them to a school in Israel. I had higher expectations and assumed that the students already knew how to organise a letter. Therefore, I did not offer scaffolding for the letter writing process. When I saw their productions, I decided to plan more steps and activities for the second lesson.

The topic of the second lesson was appealing to me. Therefore, I devoted more time to developing my own materials. I resorted to YouTube videos to produce the following worksheet (Figure 5.2):



1. WWF Commercial Video. Put these animals in order. There are two extra ones.

Puma	Eagle
Parrot	Duck
Gorilla	Moose
Monkeys	Frog
Goose	Crocodile

Now, let's go to page 131.

2. In this interview snippet, Leape, WWF Director, talks about the effects of climate change. Listen and correct these sentences.
- You can see climate change in the retreat of the oceans.*
 - You can also see it in the severity of storms like Twister Katrina.*
 - You can see it in the increase of floods in Africa and Australia.*
 - Leading scientists tell us that storms will get much worse unless we act quickly to meet this challenge.*
3. Change the way you think. Complete these sentences.
- If you have one latte, its total production takes ...*
 - We can change this if ...*
4. The Earth Hour. Watch the first video. Answer these questions:
- What issue has generated the Earth Hour movement?*
 - Where did the Earth Hour begin?*
 - How many cities participated in 2008?*
 - What Canadian cities are shown?*
 - When was the Earth Hour last year?*

5. Watch the latest Earth Hour vid. Complete the gaps in the script.



One person has the power to _____ change, but when we all come together, we can _____ the world. It starts on March 26 when we _____ off our lights for Earth Hour and send a powerful _____ of hope. Now imagine what we _____ achieve if we go beyond the hour. If we all _____ action in our daily lives, we can make our world a better place. Together our actions _____ up. On March 26 _____ off your lights for Earth Hour.

Discuss with your partner some of these daily actions. You can use 'if+' sentences.

Figure 5.2: Activities based on YouTube videos.

I found that activities 1 and 5 were language-driven as there was vocabulary and instances of 'could' and conditional sentences. In contrast, activities 2-4 were associated to content. However, activity 3 seemed to integrate both. Although I had sketched a lesson plan, I did not thoroughly plan my content input. After the lesson, I felt that my digressions could have been meaningful had I organised this aspect. My excuse was that my digressions were the product of the students' spontaneous questions.

What follows is the discussion of my feelings, my personal journal and Cintia's observations after both lessons. Cintia and I accepted that both lessons had been largely dominated by me in centredness. We also agreed that I spent very little time

using the 'Life and Culture' section. I believed that this attitude confirmed two themes from the first group interview: that I felt the book was an obstacle and that this section forced me to add extra materials for our lessons. I also felt that I spent more time developing my materials than finding ways of exploiting the coursebook section. I was interested in bringing in content to the lesson, which was another aspect that had previously emerged.

In connection to my overall planning and performance, Cintia and I agreed that my second lesson showed more positive aspects because I found the second topic attractive. In terms of content scaffolding, I spent more time brainstorming, eliciting previous knowledge, asking probing questions and offering different explanations. As for language, I sensed that I helped students to notice certain uses of modals and conditional sentences in my activities. However, I never felt that I made an effort to produce comprehensible input. I was interested in offering authentic language in connection to sources and my talk.

Last, in my discussion and reflections with Cintia, the theme of motivation surfaced. Because I believed that my second lesson was more of my own authorship for I had developed more materials and spent time selecting sources, I felt motivated to teach it. When I saw the students participating by answering and asking questions, adding brief comments or sharing personal anecdotes, I told myself that I was now forced to offer more. Their motivation and interest motivated me to improve my own practices.

5.3.2 Anahí: observations and interviews

Anahí's lessons were rescheduled twice and unlike Sandra's or mine, both were forty minutes long. Table 5.2 summarises the main aspects observed in relation to materials development:

Anahí – Year 2		
	Lesson 1	Lesson 2
Content/ Topic	Festivals around the world – Mardi Gras	International Community – Globalisation
Language	Incidental vocabulary learning	Incidental vocabulary learning
Presentation of topic	Brainstorming, elicitation of previous knowledge	Brainstorming, elicitation of previous knowledge, students describe pictures
Input sources	'Life and Culture' , texts taken from a Argentinian teachers' magazine, song	'Life and Culture'
Activities	in groups read, discuss and share info about a festival; oral answering of 'task'	Read text aloud, oral answering of 'task'
Content scaffolding/ adaptations	Elaboration, exemplification	none
Language scaffolding/ adaptations	Repetition	None

Table 5.2: Cycle1. Anahí's lessons using *Messages*

Anahí started both lessons with a routine: checking that each student had done their homework and they had their coursebooks. However, something happened in her first lesson that I did not notice in the other lessons observed at this stage:

- 1 Anahí: Today we're going to work with festivals.
- 2 Student: Page?
- 3 Anahí: Yes? We're not going to work with the book now. Ok, so tell, me, what festivals are popular in your country, here?

(Excerpt 5.19, Lesson 1, 19/04/11)

When the student asked that question (line 2), she made eye contact with me sitting at the back. She later explained that the situation made her realise that the students usually expected her to start her lesson by going immediately to the coursebook. She added that she would usually start her lessons with the coursebook

and then she would use other resources and plan activities such as games. These were later confirmed by the students during the evaluation stage.

When I compared our performances, Anahí's lessons shared similar characteristics to mine. We both tended to deliver teacher-centred lessons and devote little time to exploiting the 'Life and Culture' section. However, contrary to my own experience from my first lesson to the next, Anahí's first lesson showed more preparation than the second. In terms of planning, content and language treatment, Anahí was clear about her aims:

- 1 Darío: What was your aim with yesterday's lesson?
2 Anahí: That they know about other types of festivals, from other cultures, other places, other countries.

(Excerpt 5.20, Interview 2, 20/04/11)

During the first interview, Anahí highlighted her dissatisfaction with the coursebook by pointing out that she usually selected the reading and listening sections which seemed to motivate the students. Despite their childish features, she believed that listening was a skill that the students enjoyed doing. She added that the students were hard-working and that, despite being noisy, they were always responsive in class. For example, she admitted that her motivation increased in the first lesson when she saw them engaged in the read-discuss-retell activity about different festivals and the song:

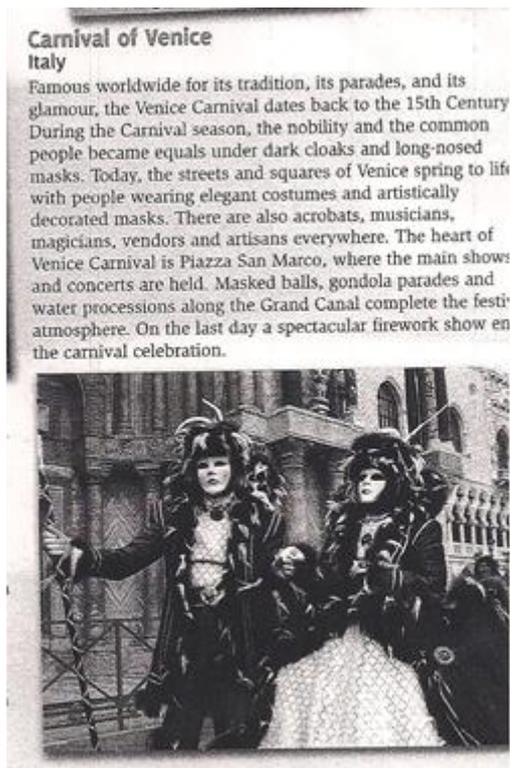


Figure 5.3: Sample text for retelling.

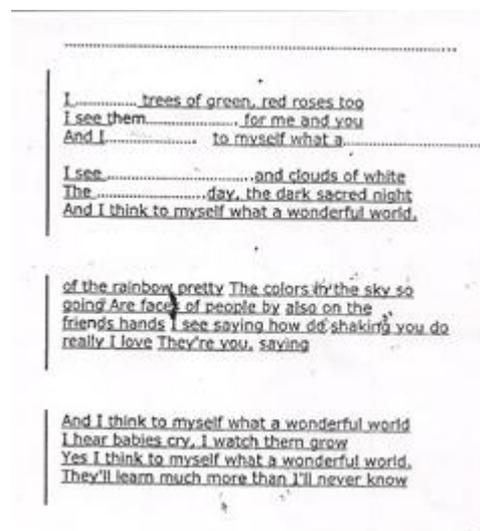


Figure 5.4: Song: fill in and rearrange words.

Despite her limited use of authentic sources and Internet access, Anahí still found ways of supplementing the coursebook:

- 1 Darío: And where did you take the texts from?
- 2 Anahí: From the Teacher's Magazine.
- 3 Darío: Ah.
- 4 Anahí: Now there's a new one but we don't use it much because we have trouble with the Internet.
- 5 Darío: I see. And the song?
- 6 Anahí: In fact it was what I could get. I wanted another one, I won't remember the name now but, well, as we were talking about Neil Armstrong I wanted to include a song.

(Excerpt 5.21, Interview 2, 20/04/11)

When I compared her lessons I noticed that while her first lesson had been completely topic-centred, her second lesson dealt with grammar and skills work bearing no connection with the first part. I addressed this change at the beginning of the second interview:

- 1 Darío: How did you feel with the lesson?
 2 Anahí: (makes an ugly face) Out of place.
 3 Darío: And do you think that the kids were interested in the topic?
 4 Anahí: (shakes her head)
 5 Darío: No.
 6 Anahí: No. Maybe the lesson wasn't interesting for me either. Because, in general, you know, this Life and Culture section has nothing to do with the unit.
 7 Darío: Never.
 8 Anahí: You see, they're all random topics.
 9 Darío: Random, that they have nothing to do with anything.

(Excerpt 5.22, Interview 3, 04/05/11)

This was a rich beginning as I could see that Anahí had been reflecting on her performance and she knew that her demotivation had been such (Turn 6) that the students responded as she had responded: negatively. The Life and Culture section was responsible for this situation. Her rejection even drove her not to add any other materials to boost her lesson:

- 1 Darío: The book is rubbish, but, did you think of like doing something else?
 2 Anahí: I didn't see much to work with on this little page, I didn't find anything appealing on it. Perhaps with the others you can do something different. I didn't find any with this one, you know like when you say, what activity can I add to this?

(Excerpt 5.23, Interview 3, 04/05/11)

Because collaborative professional growth was central to my research concerns, I started to share my views. I therefore asked Anahí what adaptations she could introduce to this specific page in the CLIL-like section. She answered that she would delete it entirely, that she would replace it for topics which could be linked among themselves and curricular content. I said that she might feel more motivated to plan lessons if the book featured endo- and exo- cohesive topics. I added that the topics in the Life and Culture section were all disconnected and that the reading passages were trivial. I insisted, however, that sometimes we could still find potential in a topic and incorporate engaging activities and input sources. We agreed that listening was a skill that could be further exploited, that we could add listening materials and activities to this section and that we could motivate the students by adding a reading text which presented new content. She remembered that once the students became engaged in talking about

cultural differences and that they had said that they were interested in new contents. They were interested in learning about what was unknown to them. She thought that their source of motivation lay in being challenged with new knowledge.

5.3.3 Sandra: observations and interviews

While I was anxious about my own re-entering a classroom as a teacher in Year 1 and being observed by my substitute teacher Cintia, Sandra was anxious about her lessons resulting in a successful experience for me, that is, lessons with plenty of rich data for analysis. I assured her that she did not have to perform a lesson for me, that I was not going to assess her teaching. Table 5.3 summarises my observations:

Sandra – Year 3		
	Lesson 1	Lesson 2
Content/ Topic	Gandhi	Keeping in Touch – Communications
Language	Incidental vocabulary	Reported speech (revision)
Presentation of topic	Use of illustrations, elicitation of previous knowledge	Brainstorming, general summary
Input sources	'Life and Culture', 'Gandhi' (film trailer)	'Life and Culture', dialogues from another EFL coursebook
Activities	'task' (oral), listen and jot down impressions, listen and complete the gaps	Teacher-led discussion, role-play and report
Content scaffolding/ adaptations	Recap, pause trailer for retelling, elaboration.	Adding examples, reformulating questions, basing scientific terms on students' everyday terms.
Language scaffolding/ adaptations	Repetition, synonyms, simple definitions	None

Table 5.3: Cycle 1. Sandra's lessons using *Messages*

In her first lesson, Sandra showed that she usually did the 'task' in the Life and Culture section before having students read the text in the section. Below is the 'task' accompanying the Gandhi text. Readers may find that the teacher-developed activities shown so far do not differ from the coursebook activities:

Task

Read the text and these sentences. For each sentence, write T (true), F (false) or ? (the text doesn't say).

- 1 When Gandhi was born, India was an independent country.
- 2 Gandhi went to school in London.
- 3 He had worked for Indian rights before he returned to India.
- 4 When he went back to India, he encouraged his supporters to attack the British.
- 5 Gandhi spent a lot of time in prison.
- 6 He and his followers walked to the beach to buy salt.
- 7 More than thirty years after Gandhi's return, India won its independence.
- 8 Gandhi wanted the country to be divided into two.

Figure 5.5: Task, Messages 4, page 109.

Sandra first told the students what the lesson would be about, elicited their previous knowledge, and asked general questions about Indian History, the British Empire and Colonialism. Only then did she ask them to turn to the coursebook. The students described the illustrations and then did the task above as a guessing activity. After some feedback and content elaboration from Sandra, they turned to the text and orally checked their guesses.

I noticed that Sandra exploited the section in different ways. For example, she used the illustrations and text to introduce her next source of input, the Gandhi film trailer. First she asked them to watch it and write down one or two impressions they later shared. After that, she provided them with an excerpt from the script which they had to complete by listening to the trailer a second time:

GANDHI'S NON-VIOLENCE SPEECH

"I praise such courage. I need such courage because in this cause I too am prepared to die...but my friends there is no cause for which I am prepared to kill. Whatever they do to us we will attack no one, kill no one, but we will not give our fingerprints...not one of us. They will imprison us, they will fine us, they will seize our possessions...but they cannot take away our self-respect if we do not give it to them..."
"...I am asking you to fight, to fight against their anger, not to provoke it. We will not strike a blow but we will receive them and through our pain we will make them see their injustice and it will hurt...as all fighting hurts. But we cannot lose. We cannot... They may torture my body, break my bones even kill me. Then they will have my dead body, not my obedience.
We are hindu and muslim, children of God, each one of us. Let us take a solemn oath in his name that, come what may, we will not submit to this law."

Figure 5.6: Gandhi's speech from film trailer.

I sensed that Sandra was engaged in her own lesson but the students were not. They participated only if nominated and two of them actually fell asleep during the lesson. She attempted to get their attention at the beginning and then she let them sleep. In the first interview, Sandra said that although she had tried to be true to her aims, use other sources and motivate her students, she had been unsuccessful. The students' lack of cooperation was crucial. Nevertheless, we admitted that the topic was not engaging:

- 1 Sandra: You can have millions of ideas but the thing is that when you want to apply them you face like a wall.
- 2 Darío: I know.
- 3 Sandra: Porque también pensé darles algo a nivel de lengua, las conditional sentences y esa cosa, pero me pareció que en tercero polimodal estaba bueno digamos aplicar la lengua en general, usarla a la lengua, no analizarla. [Because I also thought of doing something about conditional sentences, but I thought that in Year 3 it was better to use the language rather than analyse it]
- 4 Darío: Still, the book is pathetic.
- 5 Sandra: Les he llevado de todo. Capaz que Gandhi tampoco es muy appealing eh, si les hubiera tocado algo de Naturales a lo mejor les interesaba más, qué se yo, no tengo idea. [I've brought them almost everything. Perhaps Gandhi wasn't appealing; perhaps something related to Science could have been more interesting, I have no idea.]

(Excerpt 5.24, Interview 4, 12/04/11)

In relation to this perceived lack of interest and teachers' poor motivation, I suggested that we could negotiate topics with the students in order to develop less teacher-centred lessons. I insisted that personally I believed that the students did have interests but these were dissimilar to ours. We had to compromise and negotiate so that our motivations could interact and increase.

For the second lesson, Sandra started asking about the development of means of communication, and asked about Facebook, Skype and Twitter. For this lesson, she omitted the section task in the coursebook and did not prepare any other materials as she informally told me in advance. She did what she had told me: that she would only go to the lesson with a mental sketch. I was under the impression that she may have realised that although the topic was in the coursebook, it was her way of organising the

lesson which could prompt a positive response from the students. Although she kept her aim of using content as a vehicle to practise the language, she devoted some time to carrying out a focussed task through which the students had to report what another group was role-playing using reported speech structures. Because we felt that the lesson outcomes had been different, we compared lessons in the second interview:

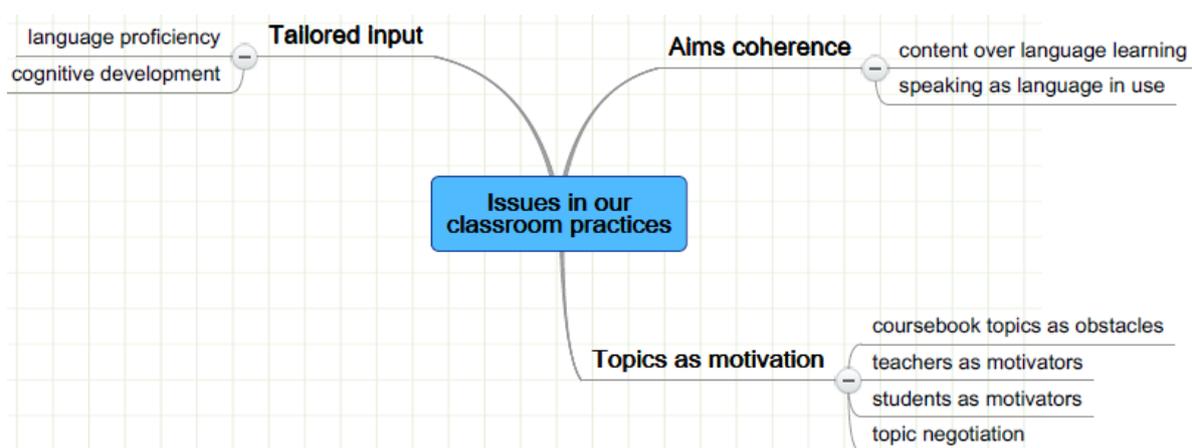
- 1 Darío: How did you feel with the second lesson?
2 Sandra: I enjoyed it. How did you see them?
3 Darío: Engaged. They talked.
4 Sandra: Yes, didn't they? Nothing to do with Gandhi.
5 Darío: Sure.
6 Sandra: Because it was something where you say Internet, cellphones or whatever, it's different because it's part of them.
7 Darío: Yes.
8 Sandra: The thing is that there aren't many topics they know.
(...)
9 Sandra: This one was ok, they were interested, but you saw how the Gandhi lesson went.
10 Darío: Yes (laughs).
11 Sandra: Ahhh, you wanna kill yourself.
12 Darío: You say like I'm not coming here anymore.
13 Sandra: No, I won't ever prepare anything else.

(Excerpt 5.25, Interview 5, 27/04/11)

While I felt that the lesson had been successful because the topic was within the students' experience, Sandra still felt that the students did not have many interests and that because of their apathy the choice of topics was severely limited (Excerpt 5.24, Turns 8-9). I believed that their unresponsiveness to *her* interests led to her demotivation. I maintained that we could still ask them to suggest topics. With some reservations, Sandra accepted.

5.3.4 Emerging themes

In this section I present my interpretations around our classroom practices in the initial investigation stage. Based on ongoing data analysis, three organising themes re-emerged (TN 5.2):



TN 5.2: Issues identified through the second stage.

5.3.4.1 Tailored input

I understand tailored input as the development of materials and the management of content and language to meet students' characteristics and needs in their context. For our own materials, we employed varied sources of input: film trailers, advertisements, songs, and texts from other EFL coursebooks. Our didactic transpositions ranged from single exercises (Figures 5.1 and 5.4) to elaborated worksheets (Figure 5.2). Although the procedures that we asked our students to apply were similar to others found in mainstream coursebooks, I found two main differences: (1) we based our materials on authentic sources whose content or language complexity was not modified, and (2) the activities demanded higher-order thinking skills since questions were complex and had to do with finding connections and patterns for example. Readers may wonder what I mean by tailored then if no modifications were introduced. I noticed that our students' language proficiency and cognitive development were higher than that implicit in the coursebook, and therefore we tried to motivate them by introducing challenging sources

hoping that by forcing students to test their higher-order thinking skills and language proficiency they would find the lessons meaningful. This was also realised in our elaborated teacher talk (Tables 5.1 and 5.2).

5.3.4.2 Aim coherence

In relation to aims, I noticed that each of us endorsed the aims Sandra had voiced (Excerpt 5.1, Turns 2-4; Excerpt 5.24, Turn 3). The 'Life and Culture'-based lessons emphasised content over language learning as grammar and vocabulary. Only Sandra took advantage of the lesson topic to revise reported speech. Anahí and I focused on content mainly with incidental vocabulary learning or textual cohesion. Since content was highlighted, we thought of providing speaking opportunities to our students. However, observations revealed that teacher-talking time dominated the lessons and students usually spoke only if nominated.

5.3.4.3 Topics as motivation

The most dominating theme was motivation negotiation now associated with topic treatment, subsequent lesson planning and students' feedback. Within the 'topics as motivation' theme, i.e. the belief that topics drove teachers and students, the main basic themes were the coursebook as an obstacle, teachers and students as motivators, and topic negotiation.

According to the interviews, we perceived that the main obstacle the coursebook offered did not come from the language skills or grammar sections but from the 'Life and Culture' section. We found its topics shallow, decontextualised, and randomly selected. Even when the topics were not appealing we invested in planning our lessons to motivate our students. Under those circumstances I saw ourselves as motivators. We

drove them to respond to the topic and to our activities. I also saw that when our efforts failed, we reversed our feelings and beliefs thinking that whatever the topic our students still had to be responsive as a sign of appreciation for our efforts. When this was the case, I thought we saw our students as motivators at the expense of their own interests. Undoubtedly, this clash of interests and motivations called for a systematic needs analysis which we considered verbally but did not undertake. Despite some reservations, we agreed that our action stage could start by surveying our students' interests and needs. The key was dealing with unknown topics and spreading our positive attitude:

- 1 Darío: Perhaps we can suggest topics that nobody knows about.
2 Sandra: Ok. I'll do my best and enjoy.

(Excerpt 5.26, Interview 5, 27/04/11)

5.4 Stage 3: Action

5.4.1 Topic selection

The Action Stage started with interviewing each class to discover what they were interested in. I helped Sandra and Anahí collect topics in Year 3 and Year 2 respectively and Cintia helped me in Year 1. First, I explained our aims as a group and my individual aims as a researcher. We disclosed the need to incorporate their suggestions which involved their co-responsibility in the teaching-learning processes. When we asked them to suggest areas of interest, the following surfaced: British culture, British and American history, art, music, sports, geography, and anatomy. We observed that most of them were part of their secondary education subjects. Contrary to our beliefs, they did have interests which were rooted in the school curriculum. Furthermore, none of the classes suggested topics related to technology, the Internet or social networks as we had mistakenly assumed (Excerpt 5.25, Turn 6).

We wrote those curriculum-related areas on the board and asked them to refine their suggestions. Once everyone was satisfied with the options expressed, they voted orally. After we collected the most voted topics, we explained that we would select the most voted topic for this first round of materials. We closed the interview by asking them about what materials and activities they would like to find in these lessons.

Table 5.4 shows what each class chose:

	Most voted topic	Materials suggested	Activities suggested
Year 1	1. The History of Rock Music 2. The Mayas	Videos, songs, and short texts	Discussion, listening activities (matching, multiple choice), completing lyrics and singing
Year 2	1. The History of Rock Music 2. Countries and Capitals	Videos, songs, and short texts	Discussion, understanding lyrics, listening activities (questions, multiple choice)
Year 3	1. Nazis (in Argentina) 2. The History of Rock	Texts to read before the lessons, short videos	Teacher explanations at the beginning, summarising pre-readings, discussion

Table 5.4: Cycle 1. Students' suggestions.

Anahí and I were not pleased with the topics in Year 1 and Year 2. Personally, I would have preferred to plan a lesson about the Mayas but I obviously had to respect the voting. We realised that we should not have conducted oral voting as some votes could have been influenced by peer pressure. On the other hand, we were surprised by topics such as countries and capitals and Nazis during World War 2 and how some of them 'had hidden' in Argentina during General Peron's government. When we asked them to explain this latter suggestion, two Year 3 students, for example, were categorical:

- 1 Sandra: So you all like History.
- 2 Student 1: It's not that we like it but we don't know anything at all.
- 3 Student 2: They call someone nazi and the truth is, you know, we never know why exactly.
- 4 Darío: What we don't know may be interesting, right?

(Excerpt 5.27, Interview 8, 10/05/11)

In Year 3, Sandra and I were surprised by another suggestion. After voting, Sandra asked them about the lesson dynamics:

- 1 Sandra: So we have to teach about the Nazis. Good. What kind of lesson maybe interesting to you?
- 2 Student: Maybe we can interact, that we also, I don't know, read texts before so that we can come and talk.

(Excerpt 5.28, Interview 8, 10/05/11)

Both excerpts pointed out that the students' interests were not only rooted in their immediate and everyday experiences but also in their curiosity about school curriculum topics.

5.4.2 Meetings

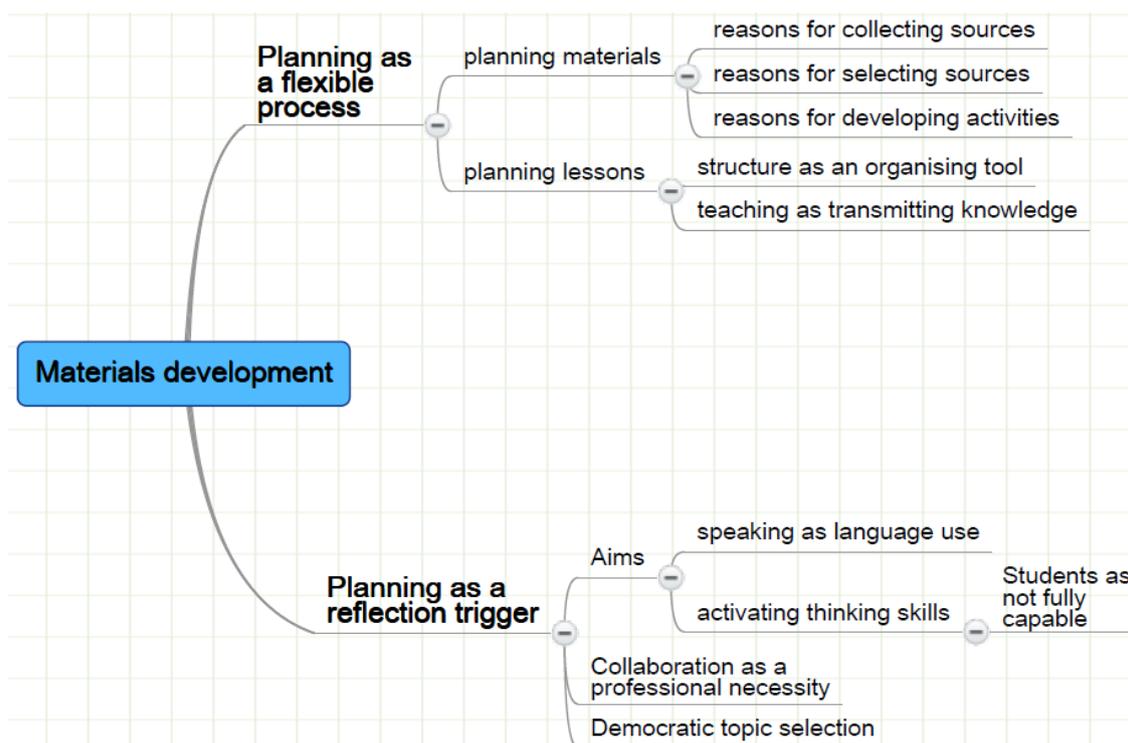
In total, we met three times in the teachers' room from 9 to 10 every other Thursday in May. We collected and selected sources individually and then we sketched activities also individually. The purpose of the meetings was to share our ideas and materials for everyone's consideration.

One of the decisions underpinning the selection of individual sources and materials development was time availability. Personally, I was in a better position as I was on study leave and not teaching on a regular basis. However, I then realised that we had been working similarly for many years. Because I had no family responsibilities I had time to coordinate actions and become a source provider. In the end I observed that I was not working differently. None of us was working differently. We entered and walked through this cycle as usual.

While the first two meetings shed light on several issues, the last meeting was swift for there had been minor changes in terms of materials development and we knew where we were going. It was an excuse to meet again as I felt it useful for we could

indulge in cathartic post-lesson narratives or simply talk about our personal matters. I took advantage of this last meeting to show Sandra and Anahí my initial coding of the meetings so far. They did not ask me to modify anything. However, Anahí noted that Sandra took over in both meetings in terms of speaking and expressing her views whereas Anahí and I seemed to remain in the background. Sandra jokingly said ‘It’s the Spanish-Italian blood in me’.

Readers will notice that the emerging themes I present in the thematic network below (TN 5.3) begin to show correspondence with previous stages. Some themes continued emerging in exactly the same manner. Because developing materials was the main aim of this stage, the organising themes linking the three meetings are connected with planning how we eventually developed our sources, activities and lessons. I should remark that lesson planning is not an overarching category for during the three interviews we realised that lesson planning was dictated by the sources we had collected and selected and the possible activities we had either sketched or mentally produced.



TN 5.3: Materials development. Themes derived from the three meetings held.

5.4.2.1 Planning as a flexible process

Despite our individual styles and reasons behind our decisions for planning, we also voiced that these did not act as a straitjacket. Experience showed us that we could play around with our own agendas even when it meant underestimating our planned courses of action (Excerpt 5.9, Turns 3-5; Excerpt 5.11, Turns 1 and 3). When we knew what the topics were, we collected and selected sources individually depending on our resources and time availability. The first meeting, however, was a moment to share the sources collected and what we had thought of doing with them when we selected them over others. I shall now examine the principles for collecting and selecting sources as part of our didactic transpositions.

Concerning reasons for planning materials, I noted that the most relevant reason for collecting sources was **authenticity**. We gathered YouTube videos (e.g. documentaries, TV news reports, video clips, TV shows, radio programmes), History books, magazine articles, and Wikipedia entries. Unlike Sandra and I, Anahí struggled with her sources due to poor Internet connectivity.

In relation to source selection, we first tried to select the videos which Sandra would use for her lessons. In my role of source provider, I showed them a news report from Aljazeera TV about Nazis in South America and then another documentary extract in Spanish with English subtitles. We eventually selected them both for the following reasons:

- 1 Sandra: Ok, so we have these two videos.
- 2 Anahí: Besides they're very clear and short.
- 3 Darío: The only thing is that the second one is in Spanish.
- 4 Sandra: It doesn't matter that it's in Spanish.
- 5 Darío: No. No. In the end what is important is the content.
- 6 Sandra: Exactly.
- 7 Anahí: You can show the Spanish one first and then the other one.
- 8 Darío: Right. Or you see that if they have to do some retelling and they need some vocabulary, it's down here in the subtitles.

(Excerpt 5.29, Interview 9, 12/05/11)

On line 2 (Excerpt 5.29), Anahí used the word 'clear', a word which emerged many times during the three interviews. By 'clear' we meant English that was slightly above the students' English level and that the information was relevant and cohesively organised. Information was fundamental as we agreed that even the Spanish-spoken documentary be considered. The two videos even helped us suggest lesson planning procedures since we thought that content could be scaffolded by showing them the Spanish video first and the English-spoken video secondly. In general, excerpt 5.29 illustrates three reasons for selecting informative videos for all our lessons: **shortness, comprehensible input and relevance of content.**

Text selection was more time consuming since we had collected heterogeneous sources: textbooks, Wikipedia articles, and magazines. Fortunately, Sandra acted as a 'selector' for I could not discard anything:

- 1 Sandra: We can't give them so so so much. We need to cut it down a bit, otherwise we'll end up absolutely going off track.
2 Anahí: Yes, we have to cut down.
Darío: It's OK. If not we run the risk of finding so much information and we want them to give them everything, it will be all reading and then boring again.
Sandra: It'll be too much.

(Excerpt 5.30, Interview 9, 12/05/11)

When considering the *hows* and *whats* of interviewing in excerpt 5.30, I used 'we' (Turn 3) to diffuse responsibility. It was not that *we* would be running the risk of overloading our students. It was *my* problem because I tended to provide them with almost every source I collected. Therefore, during the second and third meetings we refined our selection of written sources. Two reasons for choosing one History coursebook over another for example were **comprehensible input** and **content complexity**. We applied the same reasons for those texts about the history of rock music. We opted for texts which were slightly above our students' reach especially in relation to lexical density. In our view, sentence length was not an obstacle. However, I

personally refused to select texts whose content treatment was oversimplified for then students would need more effort to find causal relationships among bulleted facts. Sandra refined her selection by choosing only primary sources which were part of History books.

Sandra had previously selected excerpts from one of Hitler's speeches as she thought of asking her students to compare these excerpts with other primary sources from History books. But then she considered them 'dense' and de-selected them:

- 1 Darío: When you say dense.
- 2 Sandra: Dense in every way, that is, the language but the context above all.
- 3 Darío: You mean that they need a lot of background to understand it.
- 4 Sandra: That's the problem. And they don't have it and we can't either give it in three lessons.

(Excerpt 5.31, Interview 11, 02/06/11)

Consequently, another crucial reason was **background knowledge**. Texts were selected according to the extent of background knowledge needed to process them cognitively. Texts had to be within the students' experience and general background so that they resulted meaningful. If the extracts required deep previous understanding, Sandra and I thought that asking students to analyse sources and express their opinions would be a failure. Furthermore, it was clear that it was not our aim either. After all, we were developing lessons in which content was a conduit to use the language meaningfully and purposefully.

Source selection depended on the type of activities we had in mind or the possibilities each text, video or song offered. I will now describe some of the activities I developed. For example, I had found the following table in Wikipedia:

Rock and roll	
Stylistic origins	Blues • gospel • folk • country • electric blues • jump blues • Chicago blues • swing • boogie-woogie • rhythm and blues
Cultural origins	1940s, United States
Typical instruments	Electric guitar, string bass or later bass guitar, drums, optional piano and saxophone(s), vocals
Mainstream popularity	One of the best selling music forms since the 1950s
Derivative forms	Rock • rockabilly • pop
Other topics	

Figure 5.7: Source from Wikipedia

I turned the table into a listening activity. Students would listen to me talk about rock and roll and would complete the table below:

Rock and roll	
(1) _____	Late (2) _____ and early (3) _____, United States
Stylistic origins	Blues, (4) _____, folk, country, electric blues, swing, Chicago blues
Typical instruments	(5) _____, string bass, bass guitar, drums, optional piano and saxophone, vocals.
Mainstream popularity	One of the best (6) _____ music forms since the 1950s.
(7) _____	Rock, rockabilly, pop

Figure 5.8: Activity based on Fig. 5.7

I altered the original order of information by placing cultural origin upfront. I also deleted some stylistic origins to avoid lexical overload. Anahí and I agreed that this activity would facilitate learning and students ‘doing something’ from the beginning of a lesson. Anahí thought that she would develop a similar listening activity and Sandra thought that for her introductory explanation about Nazism, she would give her students a set of comprehension questions they had to answer while listening to her. She was not sure of what questions she would ask but I would see them ‘live’ when observing her lesson.

As for 'Suspicious Minds'-based activities, I first developed a vocabulary exercise:

5. Use: TRAP – LIE – DRY – SUSPICIOUS – DROP BY. One is not needed.
- _____ : thinking that someone might be guilty of doing something wrong.
_____ : a piece of equipment for catching animals/ a difficult situation to escape from
_____ : to visit someone you know at any time
_____ : not to tell the truth

Figure 5.9: Pre-listening activity

After this exercise, the students would listen to the song and complete the gaps I had inserted with modals and past participles. According to their regular teacher, Cintia, they were revising these in their lessons. Last, I would ask them to think about these questions and share their answers in pairs:

7. In pairs, answer these questions:
- What's the song about?*
 - Does this theme represent rock 'n' roll?*
 - How does the singer feel?*
 - Do his feelings represent rock 'n' roll?*

Figure 5.10: Post-listening activity

Concerning text adaptation, unlike me, neither Anahí nor Sandra modified their texts. I think that our different styles were linked to the fact that my students' English was not as proficient as theirs. In my case, I modified a Wikipedia text about the Vietnam War by deletion of redundancy, lexical simplification through synonyms and discoursification by inserting logical connectors and stressing chronology. Using this text, I developed a text-based activity combining language and content:

12. Read the following text. Circle the correct connectors.

The Vietnam War lasted from 1959 and/to 1975. It was fought between North Vietnam and South Vietnam. North Vietnam was supported by the USSR, China and North Korea, while/when South Vietnam was supported by the United States with its allies. This conflict between/after pro-communist and pro-Democratic countries was part of the Cold War.

During/Before World War II, Vietnam was part of the French colony of Indochina. During/Before World War II, the Japanese occupied Indochina. After/When some tensions and treaties, North Vietnam was governed by a communist army called The

Viet Minh. In contrast/In addition, anti-communists regrouped in the south and formed South Vietnam.

The United States backed South Vietnam. It began to send military advisers to help train and support the South Vietnamese army. This resulted in attacks from North Vietnam and the sending of half a million American soldiers to fight. All battles were fought in South Vietnam. Eventually/Actually the Americans left almost defeated in 1968. A peace treaty was signed in Paris in January 1973 by all parties. Although/However, the fighting continued for two years.

Figure 5.11: Reading and grammar activity

After the students listened to brief documentaries, my explanations, songs and readings texts, I sought to highlight language development through the activity in pairs below. I attempted to combine content and language of/for learning by providing a discourse structure and incomplete sentences to scaffold writing:

Choose TWO different songs we've listened to. Write a short text following these guidelines:

Par 1. In this text we'll compare two rock songs: (name) and (name).

Par 2. The first song is ... and became popular thanks to ... in the ... (decade). The second song is ..., it was first sung by ... in the ... (decade).

Par 3. As for themes, the songs deal with.... On the one hand, (song's title) is about.... On the other hand, (song's title) is about...

Par 4. In our opinion, the song ... may be ... than... because ...

Figure 5.12: Song-based writing activity

As a team, we stressed the need to plan group activities which could encourage speaking and reduce reading and content overload. Sandra, for example, thought of dividing the class in small groups to compare and contrast videos about Nazism with primary sources. Then they would all read aloud their extracts and exchange views as a class led by Sandra. She thought of higher-order thinking activities such as analysing, interpreting and evaluating historical sources. Conversely, Anahí and I thought of activities which promoted lower-thinking skills such as understanding and summarising.

We selected a text which was divided into four decades of rock history. We would divide our classes in groups and give them one decade each. Their task would be to create a mindmap and explain it to the rest of the class. As every group presented their decade mindmap, the rest would complete the table below:

9. Listen to another group and complete this table with important information:

1950s	1960s	1970s	1980s

Figure 5.13: Listening activity based on group presentations

As for lesson planning, meetings served as a springboard to plan a sketch of our lessons. While Sandra had a deductive approach, Anahí and I would explore an inductive approach in our lessons. Sandra, for instance, thought of starting her lesson introducing the topic and aims of the lesson. Then she would explain the rise of Nazism and Nazi propaganda. She would ask comprehension questions. Next, she would show the videos selected and finally she would carry out the group work activity outlined above. She then expressed:

- 1 Darío: And how would you organise your lesson Sandra?
2 Sandra: Now I think that first I'd explain. Teach I mean. Like devoting forty minutes to explaining who Hitler was, how he got to power, something about propaganda.

(Excerpt 5.32, Interview 10, 26/05/11)

In Sandra's deductive approach, teaching was equated to explaining (Excerpt 5.32, Turn 2). I noticed that she seemed to have a transmitting conception of teaching and learning. Knowledge was something that had to be transferred from the teacher to the students or facts had to precede discussion (Excerpt 5.1, Turn 1; Excerpt 5.6, Turn 3; Excerpt 5.31, Turn 4). I thought she was certain to think that these students needed an introduction to the topic as no discussion would be fruitful. We agreed that if the

students lacked information to discern and evaluate historical processes no meaningful language use would occur.

In contrast, Anahí and I would start our first lesson with brainstorming what the students knew about rock music. We would then show them warm-up music clips, song-based activities and then continue with the 'listen and complete the table' exercise. We would cover two decades of rock music each lesson. The group work activity about decades would close the experience. Logically, we would spread this plan outline over two or three lessons for we would still be searching for more sources or developing activities depending on the spontaneous feedback we could receive.

5.4.2.2 Planning as a reflection trigger

Planning acted as a catalyst to reflect about our own individual professional practices. Planning was not a straitjacket but a sketch which we could change any time. At the beginning of the last meeting, Sandra apologised for not preparing anything to share. She added:

- 1 Darío: What did you do?
- 2 Sandra: I didn't do anything. Let me explain.
- 3 Darío: Surprise us.
(laughter)
- 4 Sandra: I've reached the conclusion that my best lessons are a race against the clock.
- 5 Anahí: Like last minute.

(Excerpt 5.33, Interview 11, 02/06/11)

Such a reflective moment triggered our individual reflections about materials development. While I admitted that I tended to include and do every activity, Anahí expressed that she felt always behind us for she did not have the time to develop all the ideas she had in mind. Sandra noted that she found it easy to plan activities which encouraged thinking and reflecting through English. On the other hand, she acknowledged that she found it difficult to plan language-based activities to practise

grammar, vocabulary or discourse. She did not know where to focus on and how to exploit a text from a language development position.

Once again, speaking and language use emerged as central aims. In addition, thinking skills development also emerged as another important aim realised in those activities which encouraged comparisons, contrasts, and discussions. I understood that language learning was absolutely peripheral and incidental and would always be at the service of constructing curricular content. I added that perhaps our aim was instilling curiosity among our students to learn more about these topics autonomously in English or Spanish.

In relation to developing students' thinking skills, concerns about their ability to cope with our CLIL ideas emerged throughout the stage. In general, Sandra had doubts about their abilities and commitment especially with Year 3 students who said they would be willing to read content input before each lesson. The extracts below come from the three meetings:

Sandra: I'll give them something to read before because that will show that they're not interested in what they're interested. I hope they shut me up and everybody reads.

(Excerpt 5.34, Interview 9, 12/05/11)

Sandra: I don't know if these kids are up to this (interpreting and discussing).

(Excerpt 5.35, Interview 10, 26/05/11)

Sandra: I wish they could analyse (the sources) but I don't know if they'll be able to do it because they don't know History.

(Excerpt 5.36, Interview 11, 02/06/11)

I found that Sandra was doubtful about her students' commitment to read about Nazism, and their interest in engaging in discussion. Her concerns were founded in their lack of historical background and their apparent apathy to engage in activities which

went beyond repeating and understanding (Excerpts 5.35-5.36). I was then interested in observing how she would scaffold the process. It was also founded in another issue: not everyone was happy with the most voted topic. Apparently, some students chose it due to peer pressure.

Last, the meetings helped us reflect about the benefits and dynamics of collaboration, something we had started to lose before this CAR:

- 1 Darío: Shall we carry on meeting?
- 2 Anahí: I have no problem with coming. It's good so that we bring ideas and decide among us three.
- 3 Sandra: Bring things and decide among the three.

(Excerpt 5.37, Interview 9, 12/05/11)

I could meet every week for I was on study leave but Sandra and Anahí were not paid for this extra hour every week. Still, they felt that the weekly meeting was beneficial to exchange ideas, activities and sources. We could also take advantage of these meetings to talk about other matters not connected with the CAR project. In conclusion, I felt that we were showing that collaborative work did impact positively on our professional growth.

In general terms, the action stage acted as a compass which showed us how we perceived planning and what principles we followed for collecting and selecting sources and developing activities. It also showed us that we were coherent with our aims because they had been maintained since the first stage. Perhaps, readers may have noticed that motivation did not emerge explicitly. Nevertheless, it was present in our aims: using the language, thinking skills development and inquisitiveness.

5.5 Stage 4: Intervention

The intervention stage comprised a total of seven lessons in June. There were around two weeks between the action stage and the intervention stage because it was the end of term and the teachers had to assess the students. While I taught three lessons about Rock and Roll, Anahí taught two and Sandra also taught two about Hitler and Nazis in Argentina. Similarly to the second stage, I recorded my observations and my feelings. I will start by describing my lessons. Secondly, I will turn to examine Anahí's and last I will focus on Sandra's. For each of us I will offer a table as an observation summary.

5.5.1 Darío: self-observations and reflections

Unlike stage 2, Cintia did not observe my lessons. She asked me whether she could step out as she needed to correct tests and compositions. I suspected that her decision was also grounded on the growing tension between Year 1 and her for the students began to compare us both. While she followed *Messages*, my lessons were about topics they preferred. I explained to them that it was an unfair comparison as I had the time and interests in doing something different. This was a drawback from an ethical perspective and a limitation I had not foreseen as Cintia was probably misjudged by her students which made her stop wanting to observe me. Cintia resigned her post during the winter break grounding her decision on family-related matters (see section 6.1).

During the action stage I developed a worksheet (appendix 12) which I made copies of for each student. Only later did I develop a sketch of my lessons (Figure 5.14):

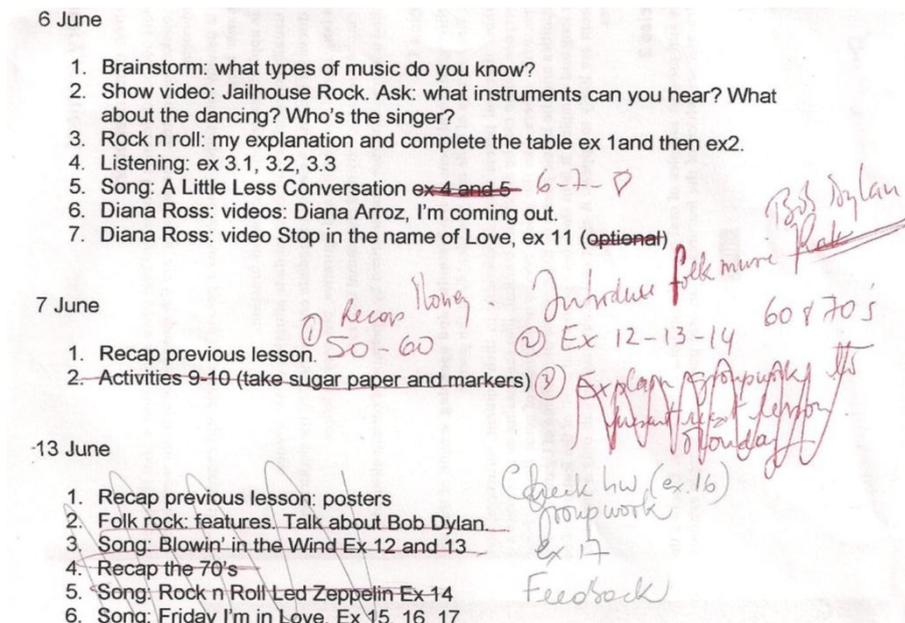


Figure 5.14: My own lesson planning

However, the following table summarises what happened over the course of my three lessons:

Darío – Year 1			
	Lesson 1 (6 June)	Lesson 2 (7 June)	Lesson 3 (13 June)
Content/Topic	Rock music: 50's and 60's	Rock music: 70's and 80's The Vietnam War	Rock music: its history from 50's to 80's
Language input	Cohesive markers: in terms of, as for, other, etc	Cohesive markers: while, during, in contrast, eventually, etc	Incidental vocabulary
Presentation of topic	Brainstorming, eliciting stu's prior knowledge	Brief explanation about where I took the texts from	Brief recap of the previous lessons
Input sources	Music clips, shows, TV advert, instructional video	Music clips. Wikipedia article	Wikipedia article
Activities	My worksheet ex 1, 2, 3.1, 3.2, 6, 7 and 8. I skipped page 2 from the worksheet.	My worksheet ex 12-15	My worksheet ex 9 and 10
Content scaffolding/adaptations	None	Building bridges with the previous lesson	Use of visuals: stu's posters
Language scaffolding/adaptations	Synonyms, L1, paraphrasing, writing on the board	Synonyms, L1, paraphrasing, writing on the board	Use of visuals: stu's posters
Comments made by teacher and/or students	They asked me questions about Diana Ross and The Supremes	A student said she had liked how we recapped the previous lesson as a warm-up	A couple of stu commented they had liked taking notes while others were presenting

Table 5.5: Cycle 1: Darío's CLIL lessons

Before the first lesson I convinced myself that I had to reduce the number of exercises; otherwise, I would exhaust the students. It was a challenge to teach this first lesson since I was not interested in the topic and I had not studied it in depth. As I suspected, some students knew more than me about it so I took that opportunity to let them talk about it as a warm-up. However, I did not devote enough time for this. After all, I was interested in covering as many exercises as I could. I realised that while the students were interested in the topic, I was interested in moving through the worksheet.

A critical moment in the lesson arose when I asked them to do exercise 2 in the worksheet. The exercise required transforming the table completed in exercise 1 into a text. It took longer than I had expected for the gaps needed complete sentences rather than one word. This exercise also contained cohesive markers which I highlighted by exploring language awareness. When some of the students read the paragraph aloud, I asked them about these markers. However, I failed to make them use these markers in another text, a criticism and suggestion they would make later.

After that we continued completing the listening activities which introduced Elvis Presley but they were not interested. Therefore I skipped page 2 in the worksheet and did only one Presley song rather than the two I had planned. When we left the 50's and I briefly introduced the 60's I was surprised at how they enthusiastically engaged in the activities about Diana Ross' song 'Stop! In the Name of Love'. Maybe the fact that I linked her to a popular Argentinian soup commercial⁶ drove them to know more about who Diana Ross/Diana Arroz (rice) was. Furthermore, they seemed captivated watching an old TV performance of Diana Ross and The Supremes singing that song. Even the simple comprehension questions that I asked (exercise 11) generated an English-medium and student-centred discussion when we compared their answers:

⁶ <http://www.youtube.com/watch?v=Vh5OzduUTeE>

- 1 Darío: Question b, What is he doing wrong?
 2 Student 1: I put he's confused.
 3 Student 2: No, no, she doesn't want to have her heart broken.
 4 Student 3: Ok, if a guy tells you he's confused, get your things and leave.
 (students laugh)
 (...)
 5 Darío: And do you think she may forgive him?
 6 Student 4: Yes.
 7 Darío: Why?
 8 Student 4: Because she loves him.
 9 Darío: And who thinks the opposite?
 10 Student 5: Me.
 11 Student 6: Because he's he's cheating (.) on she on her.
 12 Student 7: For me no. A person who lies one time, lies more. Pero viste que dice
 [but see that she says] I'm so afraid I'll be losing you for ever.
 13 Darío: So, will she leave him?
 14 Student 8: No.
 15 Student 9: No, she's waiting.
 16 Darío: Waiting for what?
 17 Student 9: For a change.

(Excerpt 5.38, Lesson 1, 06/06/11)

For the second lesson, I recapped the 50's and 60's before focusing on folk music and Bob Dylan. I linked his song 'Blowin' in the Wind' with my activity about the Vietnam War (Figure 5.11). The students welcomed it for they said they knew nothing about it. After a brief discussion about the message of Dylan's song we turned to the 80's and did two other song-based activities. I skipped exercise 17 as I sensed it could be more problematic than exercise 2. I then realised that the writing activities were not properly sequenced and that I needed more time to scaffold them. After the lesson I felt that my teaching strategies were random, not planned and rather peripheral. I did not encourage further language work in order to practise vocabulary learning.

Unlike my first two heavily teacher-centred lessons, the third lesson was in the students' hands. Using an inductive approach to content teaching, this lesson provided them with a historical overview of rock and roll by decade. I took a Wikipedia article which I cut out in five different sections. I asked them to work in groups. Each group received a different section. Their task was to read, summarise and make a mindmap to explain to their peers. Some of their mindmaps appear below:

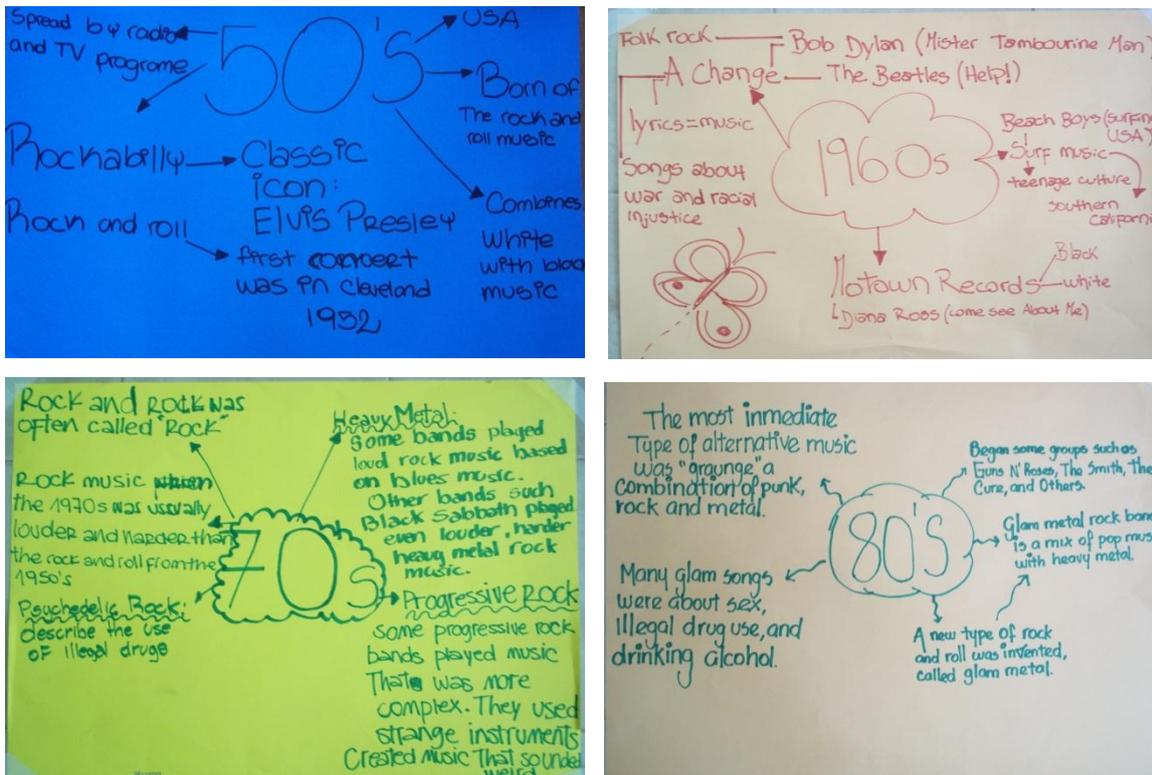


Figure 5.15: Year 1 posters

I later noticed that the more proficient the students, the less they wrote on their posters. While the 50's and 60's groups' presentations were more independent in the sense that they *talked* about their assigned decade, the 70's and 80's groups, in contrast, tended to *read* the poster first and add comments afterwards.

The students had an active role. Furthermore, they paid attention to each group as they had to complete exercise 10 (Figure 5.13). In the end, it was the best ending that I could have had as a first experience. I learnt that for the second cycle I needed to plan fewer activities and devote more time to exploiting each of them. I also learnt that I needed to improve my scaffolding and sequencing strategies so that the students felt they could benefit from these lessons.

5.5.2 Anahí: observations and reflections

Anahí taught two lessons. Table 5.6 summarises the aspects I was interested in about her two lessons:

	Anahí – Year 2	
	Lesson 1 (8 June)	Lesson 2 (15 June)
Content/ Topic	History of Rock and Roll	Social effects of rock music: drugs and fashion
Language input	Incidental vocabulary	Incidental vocabulary
Presentation of topic	None	None
Input sources	Music clip, instructional video	Music clip, Wikipedia article
Activities	Worksheet: ex 1 to 6	Worksheet: lyrics from Surfin' USA Stu read and summarise article
Content scaffolding/ adaptations	Brainstorming, elicitation	None
Language scaffolding/ adaptations	Synonyms, simple definitions	Simple definitions
Comments made by teacher and/or students	-	-

Table 5.6: Cycle 1: Anahí's CLIL lessons

The first lesson had an unanticipated beginning. Before calling the roll, Anahí insistently asked me to open the lesson for her. I said I did not think it was a good idea and that she should not be worried. She insisted that I did the first exercise in her worksheet (appendix 20) because she did not think she could. I accepted because I did not wish to stress her. In fact it was not difficult for me for both our classes had voted for the same topic and her worksheet was a shortened version of mine.

With reference to planning, she also organised her lesson inductively. She first did two song-related activities and then she did a similar activity to mine as regards having the students work in groups with different sections of the Wikipedia article about rock and roll. The students formed groups and she distributed the texts which the students

immediately began to read. After five minutes she gave them the instructions for the activity:

Anahí: In groups you have to read and discuss about this, yes? So you're going to take some minutes to read it on your own and then you're going to discuss about it.

(Excerpt 5.39, Lesson 1, 08/06/11)

In her lesson, the students were expected to read their ideas for others to take notes. However, the students did not in fact discuss it as the following excerpt may show:

- 1 Student 1: (talking to his group members) Hay que hacer como un summary. [We've got to make like a summary.]
- 2 Student 2: ¿Un summary? [A summary?]
- 3 Student 3: ¿Y completamos el cuadrito? [And do we complete the little table?]
- 4 Student 1: Sí. [Yes.]
- 5 Student 5: Ah, acá en la década nuestra. [Ah, here in our decade.]

(Excerpt 5.40, Lesson 1, 08/06/11)

This group, for example, discussed how to best summarise their text and what to write in the table provided in the worksheet. When Anahí realised what each group was actually doing, she reformulated the instructions:

- 1 Anahí: The idea is to sum up the main ideas. You have to speak about the main ideas so the groups have to complete the information. You have the chart and you have to complete it.
- 2 Student 6: ¿Hay que escribir? [Do we have to write?]
- 3 Anahí: Yes, you have to complete the chart.

(Excerpt 5.41, Lesson 1, 08/06/11)

One representative of each group read their summary. When each representative began to read, the activity of note-taking became a dictation for the students tried to copy on their tables exactly what was being reported:

- 1 Student 7 (to one rep): Slow querida porque tenemos que copiarlo. [Slow dear because we have to copy it]
- 2 Rep student: (inaudible) was popular with teens and young adults.
- 3 Student 8: ¿Popular with qué? [Popular with what?]

(Excerpt 5.42, Lesson 1, 08/06/11)

When the lesson finished, Anahí expressed her dissatisfaction with her own performance. I could not record her feelings for I never thought she would assess her own lesson immediately afterwards. She said her lesson had been rather boring but I assured that I did not think the students had looked bored or disappointed with the lesson. On the contrary, I perceived that the group activity had been successful.

Her second lesson was at 7.40 am. Anahí followed the same inductive approach. She started her lesson with an activity in which the students had to listen to 'Surfin' USA' and rearrange the lines of each stanza. The students seemed engaged as Anahí showed them the original video clip. However, she had to play the video three times as many students could not order the lines easily. This activity was followed by a text-based activity. Anahí distributed copies of the first part of a Wikipedia article about the social effects of rock and roll. She let the students skim through the photocopy and then she nominated students to read each paragraph aloud. When one of the students saw the photocopy, he exclaimed '¡Ah pero es re largo!' [Ah, but this is very long!].

I observed that through this activity she managed to get the students to discuss the contents of the text. They did not summarise it. Rather they shared their polemic ideas:

- 1 Anahí: And what do you think about this?
2 Student 9: That they were very good singers and took drugs and were great.
3 Student 10: I don't know. For example in this paragraph all these people here it's now they're alive and some of them are scientifically known as very hard because they used a lot of drugs and they're still alive.
(students laugh)
4 Student 11: ¡Qué ejemplos tenían los vagos! [What examples the blokes (the students themselves, self-referential) have!]

(Excerpt 5.43, Lesson 2, 15/06/11)

The lesson ended on a positive note as those students who knew about rock and roll and the lives of some of the singers mentioned took the opportunity to share what they knew in English and Spanish. After this last activity, I took over and started the group interview so as to collect immediate feedback (section 5.6).

5.5.3 Sandra: observations and reflections

A couple of days before Sandra's lessons about Nazis, she asked me to help her with videos and a PowerPoint presentation to review some contents. She believed that 'by going visual' she would help her students understand the historical background.

Table 5.7 summarises her two lessons:

Sandra – Year 3		
	Lesson 1 (14 June)	Lesson 2 (15 June)
Content/ Topic	The rise of the Nazis, historical background, causes and consequences	Hitler in power and Nazis in Argentina
Language input	Incidental vocabulary, sentence structure and parts of speech	None
Presentation of topic	T explains	T recaps with a ppt and eliciting knowledge from the students
Input sources	Documentaries, sources from a History coursebook	Documentaries, news reports
Activities	Read and summarise, T-led discussion, worksheet	Watch and discuss
Content scaffolding/ adaptations	Questions taking students from general to specific issues, paraphrasing, summarising, constant recap	Questions, encouraged reflection by copying a quote, wrote students's contributions on the board, played 'hangman' to arrive at DISCRIMINATION as a central topic
Language scaffolding/ adaptations	Body language, short definitions, synonyms	Paraphrasing, repetition, body language
Comments made by teacher and/or students	A student at some point said: 'Muchas palabras que no entiendo' (too many words I don't understand)	

Table 5.7: Cycle 1: Sandra's CLIL lessons

The way she started her first lesson took me by surprise:

Sandra: OK, boys and girls, good morning. Ehh I'm supposed to talk about the Nazis and all that that you wanted me to talk about so (some students carry on talking) Hey, girls, stop, this is what you wanted, right? So I'm trying to do my best.

(Excerpt 5.44, Lesson 1, 14/06/11)

When I recorded my impressions in my journal I wrote:

'During the lesson S asked the stu to be quiet or pay attention and a couple of times she reminded them that she was doing this because they had wanted it. I don't think they ever took up this 'accusation' (recording: 00.7-00.16, 00.24,) as I felt it. It sounded like she was doing it not because she wanted but because 'they' wanted'

(Excerpt 5.45, personal diary, 14/06/11)

Similarly to Anahí and I, Sandra started her lesson inductively. Rather than providing a general historical background as she had anticipated, she first distributed some extracts taken from a History book I had bought in Coventry. Each student received one different extract:



Figure 5.16: Sample extracts

The students had to read the extract silently and then comment on it when nominated by Sandra. She had previously grouped the extracts in different themes so that their comments were interconnected. However, when they began to share them, many only read the extract and paraphrased it. A few others simply said that they had not understood the words in the extract so they did not know what to think.

This situation reminded me of Sandra's concerns about their cognitive development (Excerpt 5.35). I thought that Sandra realised that she needed to take a step back to ensure understanding before evaluating the sources. She changed her questions:

- 1 Sandra: Ok, so what do you think you have read about?
- 2 Student1: The extermination camps.
- 3 Sandra: Extermination camps.
- 4 Student 1: And what they did with the bodies.
- 5 Sandra: What the Nazis did with the bodies. So the theme would be?
- 6 Student 2: The Jews.
- 7 Sandra: From what you have read, what attitude did the government have on the Jews?
- 8 Student 1: ¿Cómo? [What?]
- 9 Sandra: We know they killed them. Do you know why? From what you have read.
- 10 Student 2: Because they're like parasites.
- 11 Sandra: Parasites.
- 12 Student 2 (reads): And they spread over wider and wider areas.

(Excerpt 5.46, Lesson 1, 14/06/11)

I noticed how Sandra offered scaffolding to help her students achieve higher-order thinking skills in English. She resorted to predicting, echoing for confirmation, and questions which forced the students to read beyond the printed page. She employed these strategies throughout the lesson. To me, she sensed her activity was too demanding and therefore she adapted it by offering questions as support. She also asked some other students to read the extract aloud first, summarise it and then attempt to offer an explanation or emerging themes. They arrived at these through her questions.

After writing the emerging themes on the board, Sandra 'taught' (Excerpt 5.31, Turn 2), i.e. she explained the socio-economic conditions which supported Nazi ascendancy to power. She then showed her students two short documentaries which she had selected after days of collecting videos. She also developed two exercises after I had suggested she could exploit the videos through while-watching activities. Sandra used the first exercise to draw students' attention on sentence pattern through grammar noticing (Excerpt 5.46, Turn 1). This exercise was the only moment in which language was explicitly addressed during the lesson:

THE RISE OF THE NAZIS

Complete the following sentences with what you listen on the video

- 1- In 1923 Germany was devastated by...
- 2- This situation was fertile ground for....
- 3- Hitler wrote _____ in prison.
- 4- Hitler's opportunity of seizing power came when/because...
- 5- In the 1932 election the largest political party in Parliament was...
- 6- President Hindenberg made Hitler _____ in January 1933.
- 7- Hitler banned ...
- 8- When president Hindenberg died in 1934, Hitler ...

Figure 5.17: Listening activity 1

- 1 Sandra: Number one says In 1923 Germany was devastated by? What do you need there to complete it? Adjective? Noun? Verb? By?
- 2 Student 3: A noun.
- 3 Sandra: A noun. So you need to look for a noun.

(Excerpt 5.47, Lesson 1, 14/06/11)

After this exercise, the students had to watch a video and focus on four main ideas (Figure 5.18). Some students managed to complete the exercise as they listened to the documentary and therefore put the objectives in the order shown. In contrast, others, probably the weaker one, completed the points only after watching the video twice and in any order.

HITLER DECLARES WAR

Name the 4 major objectives on Hitler's mind

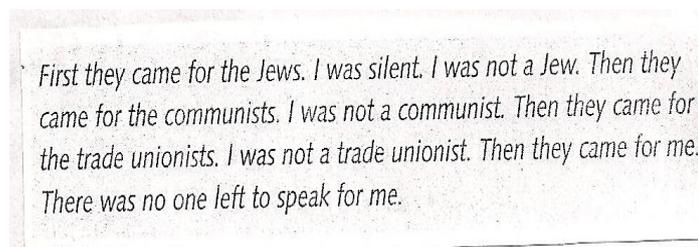
- 1-
- 2-
- 3-
- 4-

Figure 5.18: Listening activity 2

For the second lesson, Sandra started reviewing her previous lesson through the PowerPoint presentation we had made together. Her students' participation increased dramatically. They answered her questions; they finished her sentences and offered further details. I noted that their participation improved because now they had background knowledge. This confirmed that these students needed content first to be

able to talk about something (Excerpt 5.1, Turn 1; Excerpt 5.25, Turn 8; Excerpt 5.31; Excerpt 5.36).

Sandra showed them two short videos about Nazis in Argentina. She had not developed any activities. She asked them to watch attentively. Through questions, she helped them summarise the videos. After that she copied the following extract on the blackboard. It was one of the extracts handed out the previous lesson:



First they came for the Jews. I was silent. I was not a Jew. Then they came for the communists. I was not a communist. Then they came for the trade unionists. I was not a trade unionist. Then they came for me. There was no one left to speak for me.

Figure 5.19: Extract for lesson round-up

Sandra asked them whether the quote above told them anything about an issue in particular. After absolute silence, one student broke:

- 1 Student 3: I think that he's trying to say that no one was safe.
- 2 Sandra: No one was safe.
- 3 Student 3: Yes, of being killed, safe in their own country.
- 4 Sandra: Do you think that's the most important idea?
- 5 Student 4: If you want to be safe, you have to be a Nazi.
- 6 Sandra: If you say 'you have to', what does that imply? What's the implication of that? Obligation. Can you choose?
- 7 Students: No.
- 8 Student 5: No freedom.

(Excerpt 5.48, Lesson 2, 15/06/11)

Sandra wrote all the students' contributions on the board but she insisted on arriving at another theme. At that point I felt that the students had to guess what she had in mind instead of discussing other possible issues emerging from the quote. In the end she played hangman to help them arrive at DISCRIMINATION which according to her was the most important underlying issue. I would have never guessed her idea for I linked the quote to social responsibility.

As her lesson was coming to a close I realised that she had achieved the aims she maintained: to use the language (Excerpt 5.1, Turn 2). All her activities, even when teacher-centred, forced the students to contribute orally. Sometimes they were asked to read aloud, some other times they were asked to summarise, comment, relate, classify and evaluate. Even when these were challenging to be done in English, Sandra managed to scaffold their participation through echoing, paraphrasing and, above all, questions. I sensed that Sandra enjoyed the lesson and so did the students to some extent.

5.6: Stage 5: Evaluation

In this section, I will first present emerging themes from each class interview. Secondly, I will provide the results of the post-interview survey and thirdly I will offer a thematic network so as to capture recurring themes and attitudes among the students. I will then offer what each teacher thought about their lessons, their reflections and courses of action to take based on their students' evaluation. Finally, I will present the last group interview among the three teachers.

5.6.1 Year 1 evaluates my lessons

At the beginning of the interview, I asked my students to have the worksheet at hand so that we could find examples. Contrary to my expectations, they were eager to voice their views and I did not find it hard to make them talk.

Concerning content, several students highlighted that they had learnt something new about rock music even when it was a minor or trivial piece of information. As regards language learning, a few students expressed they had learnt new vocabulary. However, a few others said they had not learnt new phrases or felt that the lessons had improved their English. They did assert that they had improved their listening skills

because the lesson featured authentic materials and the activities were more challenging than those of the coursebook:

- 1 Student 1: Completing the song helped me to pay more attention.
2 Student 2: Besides, the video didn't speak really clear like in the book. It was normal, I mean, you learn to listen better.

(Excerpt 5.49, Interview 12, 14/06/11)

In contrast they wished there had been opportunities to practise speaking so that they could put into practice the new vocabulary. Perhaps they felt that my lesson fell short in providing chances to use the new lexis they found in the input:

- 1 Darío: What suggestions do you have so that you can learn to speak better?
2 Student 1: Like a debate.
3 Student 2: You can give us a text, new vocabulary for example, you tell us that we use it to explain something, so we should try to use the new words.

(Excerpt 5.50, Interview 12, 14/06/11)

As regards what differences they had found between the coursebook and my activities, some students said that my exercises were interesting and cognitively engaging due to the topic and their procedures:

- 1 Darío: What differences did you find?
2 Student 1: Yours much more complex.
3 Student 2: They're more fun.
4 Darío: Why do you find them more complex?
5 Student 1: Because some activities were different.
6 Darío: For example?
7 Student 1: For example the first one (students had to listen to my explain and complete a table), we don't have anything like that in the coursebook.
8 Student 3: This one, exercise 10, that we did yesterday (each group made a short presentation and the rest had to take down notes using a table).
9 Darío: Complex in a good sense or that you felt you couldn't do it?
10 Student 1: No, complex ok.
11 Student 4: Here (pointing to exercise 3.2) it's ok because the answers aren't obvious (meaning exactly as they appear in the text/audio), you need to think about them and formulate them yourself.

(Excerpt 5.51, Interview 12, 14/06/11)

I thought that some students found my exercises interesting because they were engaging for these reasons: topic, authentic sources, and demand of higher-order

thinking skills to solve them. However, the coursebook had listening activities and questions to develop answers not explicitly found in the text. The question about differences with the coursebook revealed two interrelated perceptions. One student's contribution may show that they felt that a teacher had to follow the coursebook perhaps implying that the authority of the EFL coursebook surpassed the teacher's. Secondly, because the book dictated the whats and hows of teaching and learning, it became a straitjacket for the teacher and the students:

- 1 Student 5: What we did the last lesson was more dynamic, with more contributions from us.
2 Student 6: True and besides the teachers, even if they don't like it, they can't teach outside the coursebook. They have to teach us that.

(Excerpt 5.52, Interview 12, 14/06/11)

In relation to grammar and the topic, some students asserted that in order to understand a topic, they needed to have grammar learning first. In other words, a content-based lesson was fruitful provided grammar had been taught already separately, a position we teachers expressed in excerpts 5.2 and 5.8, Turns 7-11. However, they also suggested that grammar learning could become meaningful if it was imbued in a text about an engaging topic. For example, a student said:

- Student 5: Exercise 12 about connectors was cool because the text was interesting. I didn't know anything about the Vietnam War. And the connectors are very useful when you write.

(Excerpt 5.53, Interview 12, 14/06/11)

I was also interested in knowing their opinions about some adaptations I especially made when I completely disregarded page 2 in the worksheet. Two students responded differently but their support revealed how they perceived agency and authority:

- 1 Darío: You saw that I skipped a whole page. Did you think it was OK that I had done that?
2 Student 9: No because I feel that there's something pending, something I didn't learn.
3 Student 6: To me it was OK because, I mean, you made it (the worksheet), but when you came to the lesson you realised that it wasn't suitable so you skipped it (the page) like adapting the worksheet for the moment in the lesson.

(Excerpt 5.54, Interview 12, 14/06/11)

When I later discussed Excerpt 5.54 with Anahí we concluded that Student 9 possibly felt that sense of incompleteness because of the authority assigned to the coursebook, a fact that we teachers must have instilled through our own coursebook-dependent practices. On the other hand, Student 6 did feel that I was the authority and that, because I was the author of my own materials, I had the right to manage them as I considered it appropriate depending on what I sensed in the classroom.

Motivation emerged intensely in our conversation. Some students found that the use of authentic sources, the predominance of listening, and cognitively challenging activities had motivated them to pay attention, follow me, and participate actively in the lessons. In addition, some of them sensed that my own motivation drove them to feel engaged:

- 1 Student 15: We can tell that you like teaching because sometimes you see teachers with little interest and you ask them something and they answer just like that. When a teacher is interested in teaching, you have more interest, you know.
- 2 Student 16: And your good vibes.
- 3 Darío: How?
- 4 Student 16: How you interact with us.
- 5 Student 6: You know how to treat us well.

(Excerpt 5.55, Interview 12, 14/06/11)

Finally, I suggested that they now had to vote for a new topic for Cycle 2 in September. Their contributions were in English and Spanish and I wrote them on the board. Each student voted individually and secretly. The picture below (Figure 5.20) shows the results:

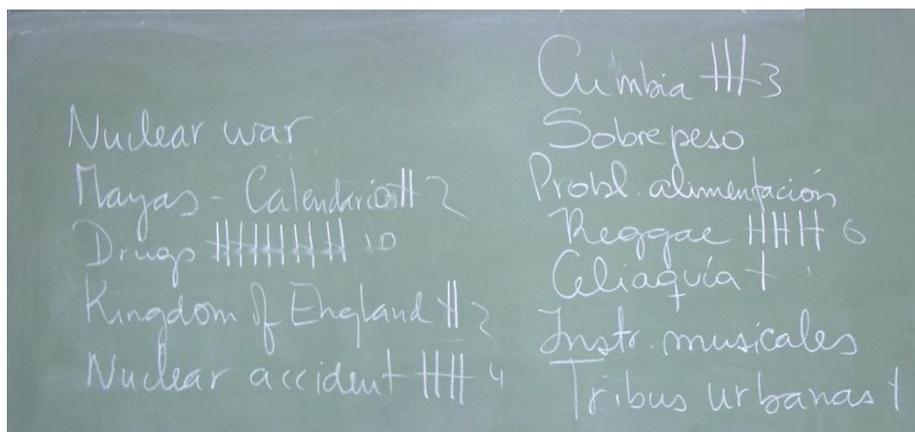


Figure 5.20: Year 1 topics

After the interview, I designed a survey (appendix 6) which combined a Likert scale, open ended statements, and ranking items. Because there were 26 students in Year 1 and 24 actually completed the survey I only provide the actual figures and mode following my translated version into English.

In question 1, students rated how they had benefited from my lessons in terms of content and language learning:

1. How much did you learn as regards the topic and English? Use an X

	A lot	Enough	Little	Nothing
Rock n Roll	13	11	-	-
English	-	11	12	-
Vocabulary	6	11	7	-
Grammar	2	6	12	4
Reading	2	11	11	1
Listening	7	11	6	-
Speaking	3	8	12	1

Table 5.8: Cycle 1. Year 1 evaluation of content and language learning impact

Content-wise, the lessons achieved the aim of introducing content that they demanded at a level they thought appropriate. When they supported their rating they expressed that they knew little about the history of rock and how it had evolved. Those 11 students who ticked 'enough' explained that they wished I had offered more details about its origins and evolution after the 80's. As regards language learning, their

feedback was not as encouraging. On the other hand, it was difficult for me to understand it as I found inconsistencies since many students who ticked they had learnt little English then ticked 'a lot' for more than one aspect. However, I later realised that how they had rated 'English' was closely connected to their assessment of 'Grammar' and 'Vocabulary'. Out of the five aspects in which I had divided 'English', students saw 'Vocabulary' and 'Listening' under a positive light. Those who selected 'Enough' English explained that it was a good opportunity to incorporate new vocabulary and revise grammar, reading and vocabulary mostly learnt in their private English lessons. Conversely, those who judged language learning negatively explained that there had been little room for speaking or new grammar.

Question 2 asked them to give their opinion about my exercises and *Messages*. 18 of the students used 'very good' to assess the former. Their support provided answers such as 'fun'⁷ (6 students), 'innovative' (4), 'varied' (4), 'more participatory' (4) and 'right at my level' (1). However, more than half of the answers asserted that the exercises had been 'very good' because of the topic. Although I saw that my activities belonged to the type of exercises found in mainstream coursebooks, the topic made them look innovative. Students' positive reaction did not necessarily stem from the procedure involved but from the topic and authentic materials employed.

As regards the coursebook, 22 students evaluated it as 'boring' or 'horrible'. They asserted that it contained uninteresting topics, poor language recycling opportunities, and repetitive activities which made it predictable. Only two students evaluated it as 'good' because it had 'a lot of grammar'. This evaluation reinforced the feeling that what made a lesson and its materials engaging derived from the content or topic which led a course of studies.

⁷ Here and elsewhere I develop the category 'fun' for all those answers which included the words 'fun' and/or 'entertaining'.

In question 3 I asked them to select two exercises they had liked and two they had not. Concerning the most welcomed exercises, their answers were heterogeneous since most exercises received three votes and exercise 14 was chosen by seven students. Therefore, the exercise in which they had to listen to Led Zeppelin's song and correct the lyrics was the most favoured because they had to pay attention to the lyrics and because they liked the band. Exercise 15 was also well received in question 3b. Those six students who chose it explained that they liked it because it was challenging as they had to concentrate and pay attention to the song. While all the listening exercises were preferred, the reading exercises, especially number 11, were evaluated negatively. Most students suggested that the questions could have been answered orally and that answering questions was boring as the answers usually demanded 'little intelligence'.

In question 4 students had to suggest whether they felt they learnt more with a coursebook, their teacher's materials or a combination of both. None of the students chose the coursebook. Ten students chose their teacher's materials since they could be original but, most importantly, they were about interesting topics they could choose and were adapted to their interests and level of English. At this point I felt I had failed in meeting their level of English for in Question 1 most of them felt they had learnt little. However, they valued that they could practise listening through authentic sources. Conversely, 14 students claimed that a combination would be appropriate. Interestingly all their explanations coincided as they proposed that a coursebook was necessary as a structure which could be mostly used to learn grammar. The teacher's materials, conversely, could focus on topics close to their experience to deepen their understanding through information and encourage further speaking and grammar/vocabulary practice. Their perception was similar to the beliefs we three teachers had discussed in previous meetings and the final meeting at the end of this first cycle.

Question 5 asked the students to choose and rank in order of preference three sources of input they would like to find in the second AR cycle. The table below (Table 5.9) shows the number of students who chose each item (Total) and, to offer further details, the number of those students who ranked their choices as first, second and third option.

	Total	Option 1	Option 2	Option 3
Documentaries	15	8	1	6
Songs	18	9	4	5
Films(trailers)	15	5	9	1
Authentic texts	2	-	1	1
Adapted texts	7	-	3	4
Interviews	3	-	1	2
Graphs	2	-	2	-
(others?)	-	-	-	-

Table 5.9: Year 1 choose sources of input

As previously suggested, students' interests and engagement stemmed from listening input and listening-based activities. Choosing songs, documentaries and film trailers stressed their need for authentic audiovisual input. Most of the students chose three items which they ranked in their order of preferences. Very few students ranked fewer or more than three items and nobody suggested other possible sources. What I found revealing was that while they demanded authentic listening input, authentic written texts or even adapted texts were not equally favoured. Such an attitude may be explained because they found that the coursebook offered few and childish listening opportunities. Therefore they tended to value listening skills over reading, frequently featured in coursebooks.

Judging by the number of students who selected 'Listen and complete' and 'Listen and choose' as one of their choices regardless of how they ranked them, their preferred activities pointed towards the same direction since listening was also involved:

	Total	Option 1	Option 2	Option 3
Listen and complete	13	5	6	2
Listen and choose	11	5	4	2
Listen and correct	9	2	3	4
Grammar exercises	3	-	1	2
Take down notes	1	-	1	-
Summarise and comment orally	6	2	1	3
Write texts	2	-	1	1
Vocabulary: matching definitions	1	-	1	-
Debate	6	6	-	-
Read and answer	-	-	-	-
Read and complete	2	-	-	2
Read and choose	2	-	2	-
Read and correct	1	-	-	1
(Others?)				
- debate and take notes	1	1		
- watch videos	1	1		

Table 5.10: Year 1 choose activities for Cycle 2

Their chosen activities matched their preferred input sources and the most favourite exercises in my worksheet. In my view, these students demanded exposure to authentic listening input and engaging activities, though not original, cognitively and content-wise speaking. Even their 'other' choices also revealed their need to improve their listening skills in interaction with speaking skills. Conversely, I deliberately did not include grammar exercises such as 'fill in' or 'complete with...' to see whether they would suggest those themselves as they had felt grammar had been rather disregarded in my lessons. Perhaps, they thought, as one of the students pointed out above, grammar could be embedded in skills practice and contextualised in a relevant topic (Excerpt 5.53).

Last, more than half the class suggested that they liked working in groups (Table 5.11):

How would you like to work?	Number of answers
Alone	3
In pairs	6
In groups	15

Table 5.11: Year 1 choose how they prefer to work

This class in particular, always seemed to enjoy working in small groups of three or four students inside and outside the classroom. I observed that although they found the seats in rows every morning, their first action was to move their seats around so that later the teacher would find them clustered in small groups already.

5.6.2 Year 2 evaluates Anahí's lessons

Similarly to Year 1, Anahí's students suggested that they had increased their knowledge of the history of rock and roll but little in terms of language. However, some expressed that the lessons had been a good opportunity to revise the language and use it meaningfully but that it was difficult to evaluate how much they had learnt for it depended on their individual level of English. They also found that Anahí's activities had been cognitively engaging and the fact that the inclusion of authentic listening input had given them further opportunities to increase their concentration.

When I enquired about how they had seen Anahí teaching through her own materials, two students positioned the coursebook as *the* authority in the EFL classroom, a view certainly fuelled by us teachers after years of book-based education:

- 1 Darío: How did you find Anahí teaching with her materials?
 2 Student 1: Por ahí con el libro, bueno, lo tiene que seguir y a veces no tiene mucha idea del Life and Culture, y acá ella había hecho los ejercicios. [It may be the case that she's got the book and she has to follow it and sometimes she doesn't know much about (the) Life and Culture (section) and here she had made the exercises herself.]
 3 Student 2: And that makes the teacher much more participatory because otherwise she just grabs the book, she tells you what to do and each of us does it individually.

(Excerpt 5.56, Interview 13, 15/06/11)

Based on their answers I designed a survey, which I piloted with two students, similar to Year 1's survey for my interests were the same as both classes had chosen the same topic and Anahí and I had shared almost the same materials. It was completed by 29 students. Not everyone answered all the questions as some had been absent or did not know, as they later explained, how to support their opinions.

According to question 1 (Table 5.12), 22 students reacted positively to the content load in Anahí's lessons. Most of the students asserted that they now knew about the origins of rock and roll. In contrast, they evaluated the language learning experience in the same light as their Year 1 peers:

	A lot	Enough	Little	Nothing
Rock n Roll	4	18	4	-
English	1	12	9	1
Vocabulary	1	17	5	1
Grammar	1	3	18	3
Reading	6	9	8	3
Listening	8	13	3	-
Speaking	2	7	14	2

Table 5.12: Cycle 1. Year 2 evaluation of content and language learning impact

Whereas 'vocabulary' and 'listening' impacted positively, 'grammar' and 'speaking' were less favoured. Those students who then said that they had learnt little English explained that there had been little grammar, that there had been random vocabulary and that they knew most of the language input through their private lessons. This may show that the class was more heterogeneous than we had observed and that students were still expecting to find new grammar input in teacher-made materials.

In question 2, I grouped the students' answers according to similar semantic fields. The numbers in brackets show the number of students who responded alike. As regards Anahí's exercises, 26 students found them 'very good' because they had been interesting (9), different from the coursebook (9), interactive (6), and cognitively complex (3). In contrast, only three students found them 'irritating', 'similar to the coursebook' and 'uninteresting'. Unfortunately, these students did support their opinions. What was unanimous was their rejection of the coursebook. All of them evaluated it negatively: the book was boring and bad because it had uninteresting topics (18); it was not adapted to them (6) and because it was repetitive (5). I noted that both Year 1 and Year 2 students rejected the coursebook mainly due to the lack of identification with its topics. This may be the main reason for their good evaluation of our overall performance during the intervention stage: they chose topics which we respected.

Question 3 was different. For Year 1 I only asked them to complete sentences while here I asked them to rate the exercises first and then complete two sentences to offer support. I decided to insert a table because Anahí's lessons contained fewer activities than mine. However, even after the piloting stage, I did not notice my mistake with the rating scale in the table (Table 5.13). The semantic scale offered three positive adjectives but only one negative. Furthermore, the semantic difference between 'Good' and 'Poor' was rather wide. Therefore, I forced the students to say that an exercise was good when they might have meant something between good and poor.

		Excellent	Very good	Good	Poor
Activity	1	1	8	9	3
	2	3	15	6	-
	3	2	10	10	-
	4	3	8	5	7
	5	2	6	10	6
	6 (E Presley's song)	6	9	8	1
	7	3	4	9	7
	8 (Surfing USA)	11	5	4	4

Table 5.13: Year 2 evaluate Anahí's activities

Despite the methodological flaws acknowledged above, I found that those activities which involved listening to songs or authentic audiovisual input proved to be preferred over others. In fact, this interest was highlighted in question 3 since results indicate that exercises 8 (listen and order) and 6 (listen complete) were the statistical mode. Students' choice rested on the perception that they had to pay more attention and that the songs were fun to listen to.

Conversely, those exercises which involved vocabulary work through matching words to definitions, or comprehension questions based on lyrics were less favoured. I noted that while in the class interview, some students indicated that note-taking as featured in exercise 4 had been an asset, the survey revealed a contradictory perspective as students' rating was not homogenous. This showed me the importance of

combining a class interview with a questionnaire. In addition, when students answered which exercise they had liked the least, exercises 4 and 7 were the most chosen. I should point out that Anahí's exercise 4 was the same as exercise 10 in my worksheet. My students in general referred to it positively but further comparisons cannot be made since how we dealt with the activity itself was different. While I asked my students to produce a poster and organise a brief presentation, Year 2 students made a summary which they read out for their classmates to take down notes.

In question 4, students' answers also divided between teacher's materials and a combination of a coursebook and teacher's materials. 20 students preferred a combination for the following reasons: it would make lessons more dynamic (6 students), more participatory (5), less predictable (4); and while the coursebook could teach grammar, the teacher's materials could focus on skills and interesting topics (7). On the other hand, nine students preferred only teacher-made materials for these would make the teacher more independent (4), and they would be about topics of their interest (3) thus making the lesson more contextually responsive (2).

Question 5 was identical to that of Year 1 and the results were also the same. However, Year 2 students stressed authentic input as 14 students chose film trailers as option 1:

	Total	Option 1	Option 2	Option 3
Documentaries	20	7	6	6
Songs	21	2	14	5
Films(trailers)	22	14	4	4
Authentic texts	6	3	1	2
Adapted texts	4	2	1	1
Interviews	6	-	1	5
Graphs	2	-	-	2
(others?)			-	-
Complete films	1	1		

Table 5.14: Year 2 choose sources of input

As regards possible activities for the second cycle, these students coherently suggested a combination of listening and speaking activities:

Activities	Total	Option1	Option 2	Option 3
Listen and complete	10	4	3	3
Listen and choose	9	5	2	2
Listen and correct	2	-	-	2
Take notes when sbdy explains	5	1	2	2
Summarise and comment orally	5	-	3	2
Write texts	2	-	1	1
Crosswords	8	2	4	2
Debate	7	4	2	1
Read and answer	2	-	1	1
Read and complete	3	-	-	3
Read and choose	6	3	2	1
Read and correct	1	-	1	-
Make a presentation using ICT	14	6	6	2
Project work	6	4	1	1
(others?)				
Read and debate	1	-	1	-

Table 5.15: Year 2 choose activities for Cycle 2

In relation to the results in Tables 5.14 and 5.15, while 'listen and complete' and 'listen and match' coincided with students' indicated favourite sources of input, it was unclear what the sources for a presentation could be unless they thought that they could exploit those types of audiovisual sources as well. On the other hand, I noted that the most selected activity, 'make a presentation using ICT', was, in essence, similar to the rather rejected exercise 4 in Anahí's worksheet. From my perspective, this was their way of providing feedback. While the activity was engaging because of the topic, the strategies employed unsatisfactory. They would be willing to do group work, read a text and organise a presentation if this latter were supported through audiovisual aids.

Last, Year 2 also favoured working in groups and in pairs:

How would you like to work?	Number of answers
Alone	2
In pairs	15
In groups	13

Table 5.16: Year 2 choose how they prefer to work

After the survey, I asked the students to suggest topics for the second cycle (Figure 5.21):

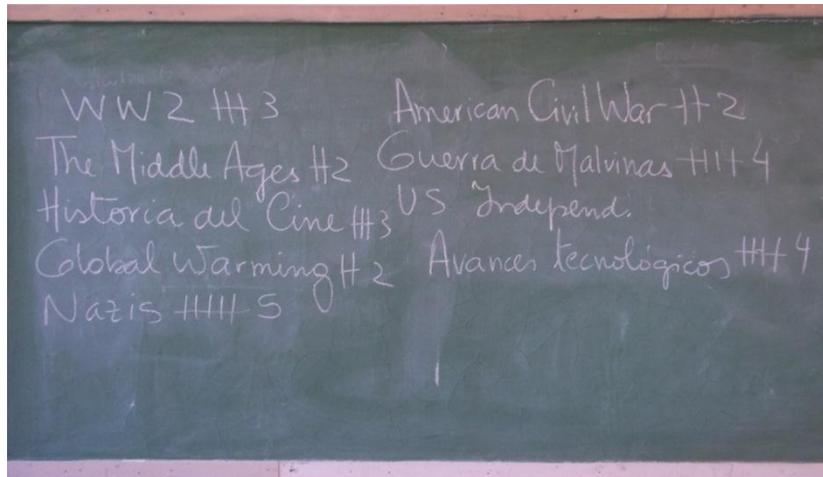


Figure 5.21: Year 2 topics

The topics signalled that they were interested in History for six of the topics were related to contents they had seen in 2011 or before and only one topic, 'Historia del Cine' (The History of Film), was related to another subject called 'Culture and Communication'. Although it was not the topic chosen by the majority, Anahí would then lead lessons on the Nazis.

5.6.3 Year 3 evaluates Sandra's lessons

This was the most challenging interview during the first cycle. I followed the same set of initial questions I had used with Years 1 and 2 but this time I had to repeat and rephrase them several times to obtain more than monosyllables. Not only did the students seem reluctant to understand but also they appeared unwilling to share their views given the number of times that my question or other students' interventions were followed by silence.

In general, the students who managed to participate stated that the activities had been different from those of the coursebook because Sandra had employed videos as

input and offered new content. Some students pointed out that they could tell Sandra was interested in History and drove them to participate more in the lesson. Equally to their younger peers, they believed that a motivated teacher could lead to motivated students.

One question which engaged them was when I asked what changes they would suggest for the second cycle. Many students proposed speaking practice. I said that, contradictorily perhaps, Sandra had created speaking opportunities which they had disregarded forcing her to increase her teacher-talk time. I reminded them that if they requested speaking activities, then it was their responsibility to participate. They explained that they meant activities such as debates. I added that in order to give one's opinion, one had to first know about the topic, otherwise, we would discuss without support and our conclusions or views would be unfounded. They first acknowledged that it was necessary to receive content input before a discussion but they later implied that when they meant debates in lessons about teenage issues. I felt they were eager to talk about teenage issues based on their experiences, preconceptions, myths and personal opinions with little room for knowing about the subject.

I finished this interview by asking them to vote for topics. Figure 5.22 shows that many of the topics were connected with teenage issues except for 'Argentinian military government' or 'the Inquisition' for example.

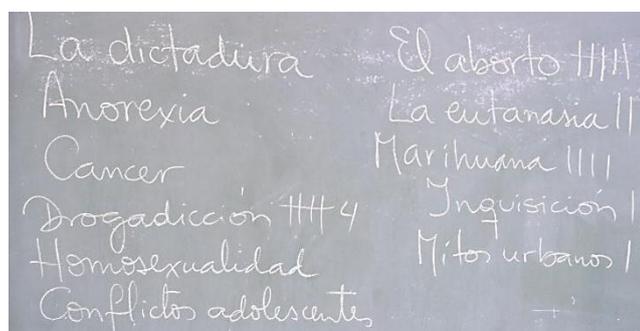


Figure 5.22: Year 3 topics

After deliberations and negotiations among themselves, the students agreed to talk about abortion provided the discussion centred on its legalisation. When I informed Sandra, who had not been present during this interview, that she would lead lessons about 'abortion' she jokingly said, 'No te puedo dejar solo a vos. Te voy a matar' [I can't leave you alone with them. I'll kill you]. Notwithstanding, the following day she showed me possible sources taken from an Argentinian teenage magazine.

The survey was similar to that used with Year 2 and with the same mistakes acknowledged above. It was completed by 18 students and some did not answer every question since they had been absent. I observed this class found it difficult to complete and I had to double check every survey to ensure they had understood the instructions.

In question 1, the students were offered a negative evaluation of both content and language learning as the table below indicates:

	A lot	Enough	Little	Nothing
Nazis	2	8	6	1
English	1	7	5	2
Vocabulary	2	7	5	2
Grammar	1	1	10	4
Reading	1	5	5	5
Listening	2	7	5	1
Speaking	-	1	14	2

Table 5.17: Year 3 evaluation of content and language learning impact

With reference to content learning, most of the answers indicated 'enough' or 'little' learning. In the sentences below the table, students indicated that the content had been superficial. When Sandra and I read these answers we honestly felt that these students were not coherent since *they* suggested this topic. Finally, their opinions contradicted my classroom observations because I had noticed them engaged in the lesson.

Language learning was also downplayed. Speaking and grammar were negatively ranked. At this stage I may highlight that the three classes had a poor view of grammar impact but that was not problematic because our activities did not attempt to teach/revise grammar. However, Sandra and I felt uneasy about how 'speaking' had been rated because it showed that she had not achieved her speaking-as-language-use aim. I observed that she had attempted to encourage speaking during the two lessons without success. The students might have been, according to the interview, willing to talk if Sandra had asked them 'What do you think?' without possibly promoting a debate which was based on History content. Sandra and I felt they were seeking spaces for engaging in arguments but without attempting to produce warrants. I believed that these students were confusing a deep 'What do you think?' with a flat 'What do you say?'

It might be expected that if the content and language learning experience was poorly evaluated, the activities which scaffolded such an experience would be evaluated as negatively. Results show that in question 2, 17 of the 18 students judged Sandra's activities as 'good' for they had been well-thought, engaging, dynamic, creative, based on videos and participatory. In contrast, the coursebook, once again, was rejected by 17 students because it was uninteresting (10 students), monotonous (7), old (1) and grammar-lacking (1).

According to question 3 most of the exercises were rated between 'very good' and 'good'. Despite their unreliability, I related these results to students' answers in question 2 where many seemed to be pleased with Sandra's exercises. However, this is the only class which made extra use of the 'poor' option as table 5.18 below shows:

Activities	Excellent	Very good	Good	Poor
1. Follow an explanation	2	5	5	3
2. Comment a quote	3	2	7	3
3. Listen and complete	-	6	8	2
4. Listen and take notes	-	7	6	2
5. Extract themes from a quote	-	6	6	4

Table 5.18 Year 3 evaluate Sandra's activities

First, the activity 'follow an explanation' may not be considered as such for it did not demand that the learners should do something tangible. However, I still included it because the students said that they were supposed to do something: they had to listen attentively. Although the students had asserted that the content was familiar, they still thought it was a good part of the first lesson. Secondly, Sandra invested considerable time in collecting and selecting sources for activities 2, 3 and 4. The table shows that students' evaluation of activity 2 was heterogeneous. Such heterogeneity was also evidenced when they had to choose the activities they had liked the most and the least. I could not calculate the mode as there was not an activity which had been chosen by more than four students. Exercises 3 and 4, for instance, were found to be the most interesting and the least interesting. Unfortunately, only two students provided reasons.

In question 4, two students felt they learnt with a book best because it was at their language learning level, eight students opted for a combination of coursebook and teacher-made materials, and eight others selected to study with teacher-made materials only. Those who chose a combination suggested that using the coursebook only was monotonous and that a combination would allow grammar study following a coursebook

and that the teacher's materials could help recycle language through topics of their choice provided the language load met their level.

As Table 5.19 indicates, Year 3 also adhered to the need to receive audiovisual input. In this case, film trailers, documentaries and songs were the most ranked items showing that listening, together with speaking through debates, were the two skills these students might have felt they needed to improve.

	Total	Option 1	Option 2	Option 3
Documentaries	14	7	5	2
Songs	12	3	6	3
Films(trailers)	16	6	6	4
Authentic texts	3	2	-	1
Adapted texts	-	-	-	-
Interviews	7	-	1	6
Graphs	-	-	-	-
(¿otros?)	-	-	-	-

Table 5.19: Year 3 choose sources of input

In relation to types of activities they would like to find in the lessons about abortion, the results were as follows (Table 5.20):

	Total	Option 1	Option 2	Option 3
Listen and complete	7	4	3	-
Listen and choose	10	1	5	4
Listen and correct	3	-	-	3
Take notes when sbdy explains	-	-	-	-
Summarise and comment orally	2	1	1	-
Write texts	1	-	1	-
Debate	12	9	2	1
Read and answer	5	-	5	-
Read and complete	1	-	-	1
Read and choose	-	-	-	-
Read and compare	1	-	-	1
Make a presentation with tech support	5	3	-	2
(Others?)	-	-	-	-

Table 5.20: Year 3 choose activities for Cycle 2

The most selected types of activities were in consonance with the students' need to express their opinions. 'Debate' was the most chosen one and the highest ranked since nine students considered it their first option. 'Listen and choose' was chosen ten times overall and it was ranked as a second option together with 'read and answer' by five students. On the other hand, 'listen and complete' was selected by seven students who generally ranked it as their first or second option.

I found surprising that while they chose a generally group-based activity such as debate, working in pairs was mostly selected although it did not represent more than half of the 20 students in Year 3 (Table 5.21). I understood that while they demanded chances for voicing their ideas, they preferred to do this as a whole class. I also understood that activities such as 'listen and choose', 'listen and read', or even 'read and answer' were preferred to be carried out in pairs or alone before correcting them.

How would you like to work?	Number of answers
Alone	5
In pairs	9
In groups	4

Table 5.21: Year 3 students choose how they prefer to work

After I first included Year 3 answers and examined them together with my impressions, I sensed there were aspects which I needed to probe further. I noticed there were a few inconsistencies in the data that I was interested in revisiting with the students. Therefore, I organised a focus group discussion. I randomly invited four students and shared the survey results and my perceptions with them. I could not carry out the discussion with the whole class for the English lessons were over so other teachers kindly allowed me to 'borrow' these four students for a moment.

My first question was about my perceived disparity between their poor evaluation of how much English they had learnt and how they had evaluated Sandra's activities. I

asked them whether this contradiction was such. However, two of the students clarified my beliefs when they said:

- 1 Student 1: The fact that the exercises are good may be because they're creative, original or fun but it doesn't mean that we learnt something.
2 Student 2: The thing is that English at school is to review what we've seen at the language institute.

(Excerpt 5.57, Interview 18, 07/07/11)

I then drove their attention to their wish for class discussions as that was one of the issues I remarked above. As I was unsure about what they meant by a debate, we focused on that in particular. I have decided to insert below a long extract from the interview as their spontaneous answers were concomitant with my biased conclusions:

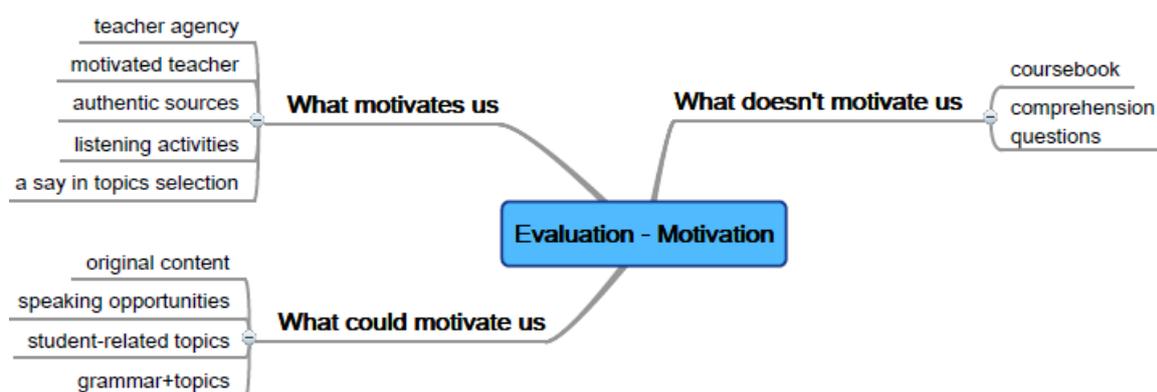
- 1 Darío: What is a debate for you?
2 Student 2: That each gives their opinion about a specific topic.
3 Student 1: But that doesn't mean discussing (.) Each says what they think and that's it.
4 Student 3: Right.
5 Darío: Ok, good, because see that on the one hand you say that the materials you prefer are videos but at the same time you ask for a debate. What relationship could be there?
6 Student 3: Maybe we want to debate and also a video at the same time, I don't know.
7 Student 2: So that the lesson is not so boring.
8 Darío: And then see that it's like you'd like to work in pairs.
9 Student 1: But we're alone in a debate.
10 Darío: Do you think there's a contradiction in that you choose a debate and then choose to work in pairs?
11 Student: Yes, there is one in this.
12 Student 3: Absolutely.
13 Darío: Why do you think there might be a contradiction?
14 Student: Because if you make a debate, I don't know if the majority will participate. I mean, the ones who usually do are a few, so it's kind of hard that someone debates in English.
15 Student 4: Debating is better if everyone participates.
16 Student 1: Like sitting in a circle.
17 Darío: According to the surveys, I'd expect that twelve people participate in the debate.
18 Student 1: The thing is that it's difficult to debate in English because of the language level.
19 Darío: On the other hand, tell me if this is like this or not, it gives the impression that you want to have a superficial debate where everyone talks about what they know or believes without much information.
20 Student 3: OK, maybe we can watch a documentary.
21 Student 4: But the documentary will have a position and it could influence your answer.
22 Student 1: I'd say that if you bring information it could be about what abortion is and how it happens in Argentina for example, or like how it's made, in what circumstances, so kind of like that.
23 Student 4: Anyway, if we chose it it's because most of us know about it already, like we have information.

(Excerpt 5.58, Interview 18, 07/07/11)

While I believed that a debate involved appointed speakers engaged in discussion with support, exchanging views and perhaps reaching an agreement through voting, the students felt that a debate was open to everyone's opinions without the need to discuss (Turns, 2, 3, 16 and 17). Furthermore, I might have underestimated them when I thought they should have chosen written sources of information to carry out a serious debate. As they told me, they knew about the issue and if the debate failed it would be due to their language proficiency. In general their answers helped me appreciate the survey results and would help Sandra refine her search for materials.

5.6.4 Rounding up students' evaluation

I grouped students' feedback under three categories: what motivated the students ('us' in the network), what did not motivate them and could improve or enhance their motivation in Cycle 2. I do not claim that this thematic network (TN 5.4) contains all possible drives. The aspects it features are intimately linked to materials development and the broad pedagogical decisions which sustained our content and language learning integration.



TN 5.4: Students' evaluation

According to the class interviews and surveys, when Anahí, Sandra and I assumed full control of our practices, we engaged our students in the act of learning. The students perceived that we were motivated to teach when we realised we could exercise agency

through materials development instead of relying heavily on a coursebook. The students felt motivated when we designed materials based on authentic sources such as documentaries, songs and YouTube videos and even more when the listening activities suggested required higher-order thinking skills. They were driven into the act of learning when we, independent and resourceful teachers, were open enough to invite them to suggest topics to plan lessons.

Conversely, motivation diminished when lessons were coursebook-driven. This tendency became problematic because the coursebook did not appear to cater for students' needs and interests which showed poor needs analysis and coursebook evaluation on our part as teachers. Students experienced that within activities, comprehension questions based on reading texts or audio texts were not motivating especially when the answers were as explicit as they appeared on the text. This may mean that even when students felt initially comfortable with unchallenging exercises; this approach could become counterproductive when such low-cognitive exercises were overused. Students demanded that standards be raised and that they wished to be treated as cognitively capable of solving more complex activities.

However, the students also provided insights about what could improve their motivation. Topic selection was crucial for lesson development and student engagement. I noticed the presence of two trends: (1) when topics were found to be external to their interests, they responded positively if the lesson contained original information, and (2) when they were allowed to indicate topics within their range of experience, they responded positively if the lesson included moments to voice their opinions. As regards learning materials, they may have felt motivated in lessons where grammar learning was developed through marketed coursebook and grammar practice. Lessons could be engaging if teachers designed materials for grammar and skills development through appealing topics, sources, and activities.

5.6.5 Anahí evaluates her lessons

We met the day after she taught her second lesson. For this interview, (appendix 9), I first showed her the survey which two of her students had answered as part of my piloting stage. When she noticed that both students had welcomed the authentic nature of the materials, I asked:

- 1 Darío: And how did you feel with material which wasn't from the book?
2 Anahí: It's great because, besides they say that too, because it's real, it's different.
3 Darío: I see.
4 Anahí: They lose interest when it's so low.

(Excerpt 5.59, Interview 15, 16/06/11)

She found that the book was a limitation and even when topics were interesting, the fact that they were part of the coursebook turned them unattractive in the students' eyes. In relation to these perceptions we said:

- 1 Anahí: Even when they're interesting but because they're in the book they're not interested anymore. If you bring them the same topic differently, they'll get hooked. And the history of rock and roll is in every book.
2 Darío: What they must be tired of, I don't know what you think, is that one enters the classroom and after two minutes, bang, we go to the book.

(Excerpt 5.60, Interview 15, 16/06/11)

Anahí sensed that the students valued extra materials when these included authentic sources. In fact, she felt more comfortable providing video-based activities as she perceived they raised students' enthusiasm. When I asked whether she had felt engaged in the lesson, she answered:

- Anahí: Yes because it's a supplement that makes the lesson much more interesting. And then it's great that they debate and discuss, but as long as they make presentation and they listen to each other because they did now and they were more attentive.

(Excerpt 5.61, Interview 15, 16/06/11)

Her answer seemed to entail that her personal engagement was tied to that of her students'. She felt comfortable and motivated because her students responded as she expected.

We then discussed one critical incident in her first lesson when she asked me to lead the warm-up and introduction:

- 1 Darío: What did you feel as more challenging?
2 Anahí: Ehhh well, the introduction which I asked you to do.
3 Darío: And why was that?
4 Anahí: Because, I mean, I had read what you had download, and I don't know, I read it but in fact, I don't know, I don't know much about rock, so, like I read but in fact if I'm asked difficult questions, I have no idea.
5 Darío: Me neither.
6 Anahí: I only know what I had read which was more or less what you said in class but in the end nobody asked you questions.

(Excerpt 5.62, Interview 15, 16/06/11)

Anahí sensed that her lack of content knowledge had been a block which had not allowed her to take full control of the lesson from the beginning. I understood this incident as an example of teacher confidence determined by one's own perception of content knowledge. We both knew relatively the same but she felt that her knowledge was insufficient to lead the lesson.

I also asked her about what she might do differently for the second cycle:

- Anahí: Nazis is completely different. There won't be songs, but anyway, we can watch videos. The activities will have to be different so that we don't repeat ourselves.

(Excerpt 5.63, Interview 15, 16/06/11)

Finally, I focused on how she saw the CAR project. At one point I asked:

- 1 Darío: And do you feel that this cycle and getting together has helped you see something from your own practice?
2 Anahí: It's great, for sure, to share ideas, and, and activities. It's really great. And for the lessons too, it makes them richer. And the fact of reflecting that I'll have to finish with the book but perhaps spread it using it now and then and in between I can do lessons like these.

(Excerpt 5.64, Interview 15, 16/06/11)

5.6.6 Sandra evaluates her lessons

I opened the interview summarising the most recurring themes and issues that emerged from the interview with her Year 3 students. Sandra said she would open the abortion lessons with ‘What do you think?’ She also began to think about possible sources of input especially magazine articles and excerpts from a book. However, at the time of this interview I had not yet carried out the survey phase whose results indicated that students preferred audiovisual input over written input. Instead oral activities such as debates would have to be exploited. However, Sandra asserted:

- 1 Sandra: OK, the thing is that when you ask them what do you think they won’t even open their mouth. There’s no debate.
- 2 Darío: You ask them a question in five hundred different ways until someone manages to say something.

(Excerpt 5.65, Interview 16, 21/06/11)

In relation to this tension between students’ demands and what Sandra and I perceived she added:

- 1 Sandra: I’m telling you Darío, with a class like this, you have to light a fire under them.
- 2 Darío: True.
- 3 Sandra: They could have given their opinion when they read the sources.
- 4 Darío: Sure.

(Excerpt 5.66, Interview 16, 21/06/11)

Sandra stopped to reflect on action and considered that her long introduction might have demotivated the students. In addition, she thought that the discussion would occur naturally given the topic and the ideological load of the sources. Although her assumptions were not realised in the lessons, she still felt motivated:

- 1 Darío: And how did you feel teaching these lessons?
- 2 Sandra: It’s different even when it takes you more time. Besides I like History, but, indeed, it’s different. Besides I’m interested in their using the language.
- 3 Darío: I see.
- 4 Sandra: Perhaps now that the topic is abortion they might feel like more identified and debate. But if they don’t debate (.) you have three periods to teach. Like you need to be prepared for anything.

(Excerpt 5.67, Interview 16, 21/06/11)

Last, I also asked Sandra about how useful this first cycle was for her. She answered:

Sandra: It's useful for me as a teacher because whether you like it or not you have to think of strategies for each class (.). It makes you adapt oneself to the kids' levels and interests.

(Excerpt 5.68, Interview 16, 21/06/11)

5.6.7 Last teachers' meeting

After each individual interview, I arranged a last meeting with Anahí and Sandra. For this meeting I had processed the surveys from Year 1 and Year 2 so we engaged in reflection and thinking about possible courses of action to take after the winter break.

We agreed that most of the students demanded audiovisual input rather than texts. We decided then that we would try to reduce the amount of written input and bring in videos and encourage debates or presentations whenever it was feasible. As we were discussing new strategies to incorporate, Sandra raised a crucial issue: the challenges, conditions and possibilities of CLIL in our practices:

- 1 Sandra: I think there's a problem here.
- 2 Darío: What do you mean?
- 3 Sandra: In order that the students can do all this they went through five years of sistematization.
- 4 Darío: Yes.
- 5 Sandra: With a coursebook.
- 6 Anahí: Yes.
- 7 Sandra: I mean, you can't do this if you don't have the other.
- 8 Darío: And what's the other?
- 9 Sandra: The systematisation through a structured coursebook.

(Excerpt 5.69, Interview 17, 23/06/11)

We agreed that the integration of content and language or, to be more precise given our own lessons, the practice of language through content, could occur only after students had been exposed to teaching practices which featured a mainstream coursebook and responded to a Presentation-Practice-Production (PPP) approach. These views had already emerged in excerpts 5.2 (Turns 1-2, 8) and 5.8 (Turns 7-11).

At this stage I pointed out that such a view coincided with our students' opinions. In the interviews, students had explained that first they needed to know about grammar.

Furthermore, the surveys indicated that lessons should feature a combination of two materials with very distinct purposes: a grammar coursebook or a marketed language coursebook to learn grammar and vocabulary, and teacher-developed worksheets with relevant topics for skills practice (see excerpt 5.8). These worksheets should contain audiovisual-based activities which corresponded to their language level and interests. Nevertheless, there was no general consensus as regards tailored input since many students highlighted the need to be exposed to authentic sources. Such a suggestion of combining two different materials could reduce students' perception of not learning enough English. We interpreted that the students were learning something when they found that the materials and lessons offered a tangible structure. On the other hand, they did not wish this approach to be exponentially repeated. Therefore, they could learn grammar and other aspects of the language with one type of materials and practise it through engaging topics and activities with the other type mentioned.

We concluded agreeing on the inclusion of grammar exercises in the second cycle. Nonetheless, that would be a challenge:

- 1 Sandra: The thing is that you also have to include it according to the material you have. You can't make them practise conditional sentences or whatever if the topic doesn't include it.
- 2 Anahí: Like it's going to be kind of complicated.
- 3 Darío: We'll see to that later.

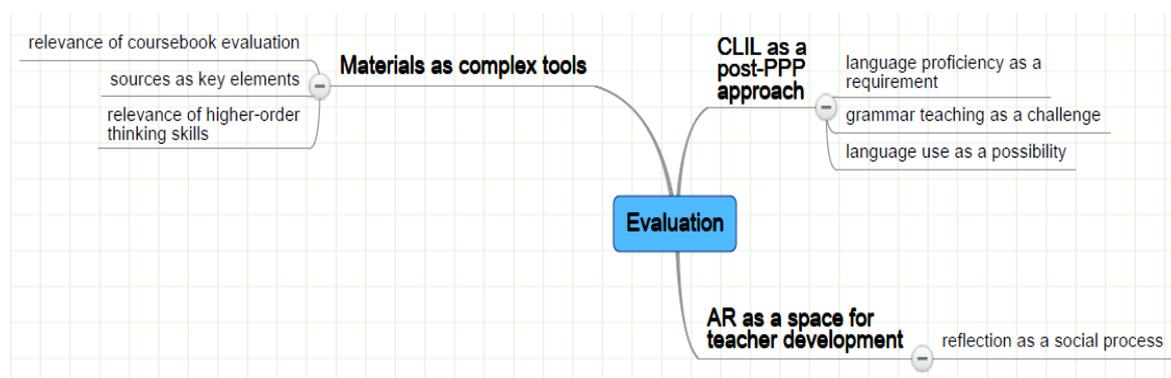
(Excerpt 5.70, Interview 17, 23/06/11)

We finished the cycle with this issue: how to integrate grammar learning meaningfully and coherently. We knew now that the students highlighted the necessity to feel that they were learning something new language-wise which was not only vocabulary but grammatical structures. On the other hand, we were not sure about how

to include a grammatical aspect in our lessons. Perhaps the question was not ‘how’ but ‘what’: what grammatical structure could we introduce/practise which was new to everyone in each class?

5.6.8 Rounding up teachers’ evaluation

The thematic network below (TN 5.5) summarises the main issues that surfaced during the individual and group interviews:



TN 5.5: Emerging themes from teachers’ evaluation

Based on the characteristics of the classes selected, the contextual needs which inspired this CAR project, and our own teacher motivations now in negotiation with our students’, Anahí, Sandra and I believed that students needed around three years of ‘traditional’ English learning to benefit from language-driven CLIL. While language proficiency, or the knowledge of grammar to be exact, was a requirement to achieve good results in CLIL, the inclusion of grammar as the students suggested might be a challenge to address since that would require the design of a course which catered for grammar learning without relying on noticing strategies solely. In fact, it would require the design of a course whose main materials were a coursebook with a grammar-oriented syllabus and teacher-developed materials which featured relevant topics and speaking practice. In sum, we seemed to conceive CLIL as a post-PPP approach, an

approach which could be carried out after students had been taught English through grammar-led methods.

Within this conception, materials emerged as complex tools which needed to be constantly revised and re-evaluated as their potential was associated to both teachers and students. I read the data from this cycle as a proof of the relevance of coursebook evaluation and concluded that we may have failed as teachers to see the possible drawbacks *Messages* had in relation to our students and courses. In this sense, this project helped us collect data which would guide us to replace the series for another one which should be carefully evaluated.

As regards teacher-materials development, sources became paramount elements in the process. Not only was collecting sources time consuming but also complex for this collection was never finished as selection was a parallel process. Following the students' feedback, we noted that they tended to be responsive and would become involved when the activities demanded higher-order thinking skills through procedures seldom found in the coursebook. Note-taking, making presentations, or listening and choosing among others were positively evaluated.

Last, we valued action research as a space for our professional development for it helped us work collaboratively on a common framework with shared aims. While I noticed that action for change was the driving force during Cycle 1, our last meetings revealed that there was reflection on/in action as each stage unfolded. However, this reflective process was a loop between our individualities and us as a team. Even when we separately engaged in intra-reflections, these led to inter-reflections which would feed in the former. We shared our thoughts, we disclosed our perceived threats, and this level of honesty helped us not only improve our short intervention stage but also envisage a successful Cycle 2 after the winter break.

6 CYCLE 2: August – September 2011

6.1 Chapter structure

Cycle 1 (Chapter 5) revealed that motivation, autonomy, and negotiation were far more crucial elements in CLIL than I had originally envisaged. At a research level, this made me incorporate new dimensions in my theoretical framework (Sections 3.4 and 3.5). At a practice level, this realisation encouraged us to exploit these elements in different ways. Therefore, unlike Cycle 1, Cycle 2 was characterised by marked non-linearity as participating teachers developed the last stages of Cycle 2 and stages of Cycle 3 simultaneously. For example, while Aurelia and I were rounding up Cycle 2, Sandra was going through Cycle 3.

Chapter 6 offers a description and analysis of Cycle 2 in my CAR project. As outlined in Figure 4.1, Cycle 2 included fewer stages: action, intervention, and evaluation. It spanned over three months with interruptions due to public holidays, school celebrations and personal absences.

As regards the participating teachers, there were vital changes in Cycle 2. For health reasons, Anahí resigned her post after the winter break and Aurelia, a new teacher recently arrived in Esquel, replaced her. Although I must acknowledge that the school principal asked her to participate in our collaborative projects as they were institutional, she expressed an interest in our endeavours and therefore joined it genuinely. Aurelia was happy to contribute and continued with Anahí's plans. However, this was not the only change because at the end of August, Cintia, the real teacher in Year 1⁸ where I taught occasionally, left the school and Esquel for family-related issues and Aurelia took over this group also. Such a change entailed that she could build

⁸ Year 1, Year 2, and Year 3 refer to class groups rather than research years.

bridges between her own explorations in Year 2 with mine in Year 1. This meant that after the project was over, she could continue with these experiences in both classes.

6.2 Stage 1: Action

6.2.1 Meetings

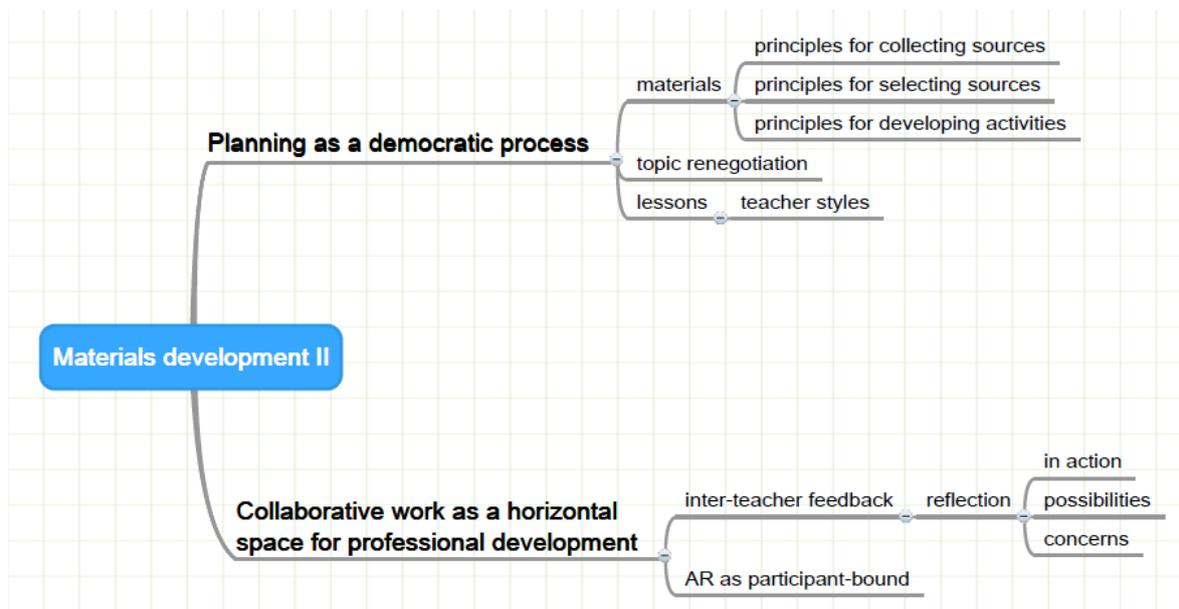
This stage involved three meetings in August. In the first meeting Sandra, Anahí, Aurelia and I discussed the outcomes of the Evaluation Stage in Cycle 1 and drafted a course of action to follow. Naturally, we devoted half the meeting to explaining to Aurelia our CAR project in detail emphasising that we would help her as she was new to the school.

After changes which I will explain below, the lessons for this new cycle were organised as follows:

Group	Teacher	Topic
Year 1	Darío (and Aurelia)	Drug decriminalisation
Year 2	Aurelia	Nazism
Year 3	Sandra	Drug decriminalisation

Table 6.1: Cycle 2: lesson organisation

Throughout the three meetings, our discussions, decisions and changes emphasised perspectives which had emerged previously: that materials development was a flexible process and that it was an opportunity for professional development. In the following thematic network (TN 6.1) I have condensed the most powerful emerging themes during those meetings.



TN 6.1: Action Stage Cycle 2: themes derived from the three meetings

Readers will notice that I use ‘flexible’ and ‘democratic’ for different processes. By ‘flexible’ I refer to our individual or team ability to adapt our research and teaching interests to emerging contextual factors. Conversely, I use ‘democratic’ to refer to the negotiations between the students and us teachers so as to improve the features of each Cycle. I saw collaboration as democratic since it involved the participation of the teachers and the students. This feature stressed the bottom-up nature of my research.

6.2.1.1 Planning as a democratic process

I first coded the interviews and drew categories without revisiting the same stage in Cycle 1. Only later did I compare them. While I had previously seen materials development as a flexible process, I now envisaged it as a democratic process. Flexibility was intact but in Cycle 2 I noticed that there had been deep role renegotiation and discussion of interests and motivations among us teachers and students from a constructive attitude. Therefore, I decided to underline this change through ‘democratic’.

As regards materials, what I had observed as reasons in Cycle 1 became principles in Cycle 2 because we started to follow them systematically and add new ones. The three of us collected videos, songs, written texts from the Internet, quotes, news reports, a textbook called *Taboos and Issues*, and visuals such as propagandas, drawings, and photos on the basis of **authenticity, relevance** and **cognitive potential**. Although the textbook was not an authentic source, we considered that its activities, such as debates or discussions, authenticated the source.

From the videos collected, we selected those which offered **general facts** and **transferability potential**, that is, videos which triggered connections with values or general issues. In this sense, topic treatment was strictly linked to didactic transposition, that is, how to create content. As regards the textbook *Taboos and Issues*, we selected texts and activities which we adapted through text simplification without altering the pedagogical value. For example, while the first text below is my original source (Figure 6.1), I simplified it in terms of length and density so as to match the rest of the paragraphs in the activity (Figure 6.2 and appendix 14):

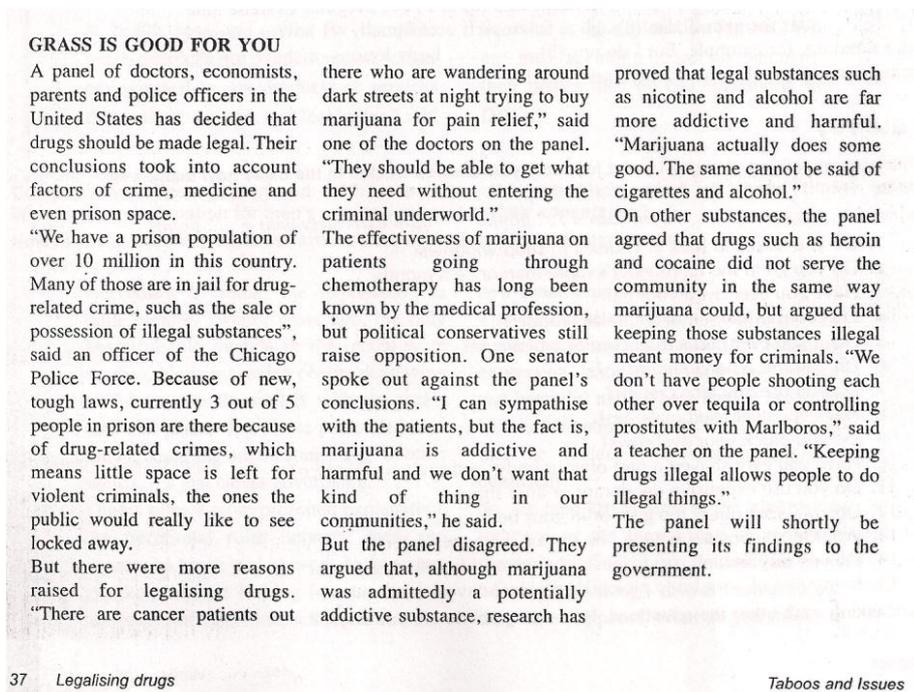


Figure 6.1: Text source from *Taboos and Issues*



Grass is good for you

A panel of US experts has concluded that drugs should be made legal for the following reasons. First, 3 out of 5 people in prison are there because of drug-related crimes, which means little space is left for violent criminals. Second, the effectiveness of marijuana on patients going through chemotherapy has long been known by the medical profession. However, they also argued that, although marijuana was admittedly a potentially addictive substance, research has proved that legal substances such as nicotine and alcohol are far more addictive and harmful. 'Marijuana actually does some good. The same cannot be said of cigarettes and alcohol'.

Figure 6.2: My simplified version in the worksheet

In relation to the activities drafted, we agreed that we did not need to produce a sophisticated worksheet. Also, its length, layout and other features were a matter of personal choice, computer skills and taste. However, Aurelia asked me whether she could follow my worksheet template (appendix 14) to produce hers (appendix 15).

Aurelia and I sought to develop listening skills and lower-order thinking skills through activities such as 'listen and answer', 'listen and complete', 'watch and choose', 'listen and order', 'listen and match', and 'read and summarise'. For speaking and critical thinking, Sandra, Aurelia and I opted for **discussions and debates**. We agreed that the use of discussions and debates had to be gradually introduced and practised by employing different strategies so as to succeed during the Intervention Stage. In other words, we felt that debating was another micro-skill to be developed:

- 1 Sandra: Because my students don't have the slightest idea about what it (a debate) is what I'm trying to do is contradict whatever opinions they have and so we organize a little something, a discussion.
- 2 Darío: Like when I interviewed them.
- 3 Sandra: What I am doing now, I'm practising sort of that they express their opinion and I want them to be sure of their opinion. That they tell me I think this because of this.

(Excerpt 6.1, Interview 20, 11/08/11)

Therefore, we designed our materials so as to encourage discussion from different angles. Aurelia, for example, inserted quotes in her worksheet because she planned to use them to generate discussion and reflections among students:

“We wish to remember. But we wish to remember for a purpose, namely to ensure that never again will evil prevail. The world must heed the warning that comes from the victims of the Holocaust and from the testimony of the survivors.”
Pope John Paul II

Figure 6.3: Quote in Aurelia’s worksheet

This quote was not surrounded by any activities or instructions. It acted as a transition which Aurelia planted in the worksheet to draw her students’ attention. Nevertheless, I understood that she meant to be flexible in the sense that she did not limit herself to a certain rubric or aim. It would depend on what she sensed in the classroom.

Higher-order thinking skills were developed through concept classification and multiple-choice questions which asked students to relate items. For example, I used a video for two purposes: (1) to encourage listening through ‘listen and order’ and (2) to make students aware of what was being said:

6. [Watch Dr Thomas](#). Order these short-term effects as you hear them:

	<i>Allergic reactions</i>
	<i>Anxiety</i>
	<i>Judgement is affected</i>
	<i>Panic</i>
	<i>Paranoia</i>
	<i>Personality changes</i>
	<i>Respiratory, reproductive and immune systems are affected</i>
	<i>Temporary short-term memory loss</i>

7. He says these are physical effects. Are you sure of this?

Let’s classify them into two types of effects:
P _____ : _____
P _____ : _____

Figure 6.4: Listening activity

Throughout the three meetings I stressed the relationship between learner motivation and respect for the student survey results. Therefore, in several opportunities, I mentioned the need to develop listening and speaking activities based on the type of sources they had chosen. For example, Aurelia had conceived her activity about propaganda as a 'read and match' activity. Instead, I suggested that I could ask an American acquaintance to read and record the texts and transform the reading activity into a listening activity. She agreed and we developed activities 1 and 2 collaboratively:

1) Look at the following examples of Nazi Propaganda. What is the first impression you have?



2) Listen to the explanations and match them to the corresponding propaganda.

a)	d)
b)	e)
c)	f)

Figure 6.5: Aurelia's exercises

A. This poster and those of its kind, which suggests that spies are listening, were not particularly common in wartime Germany. However, they were important to the propaganda effort. The implication that spies were close and listening in also helped to bring the reality of war home to most people. In most cases, this served to make the public work harder and be more careful about conversation, two of the main reasons for propaganda. As long as the public felt threatened, they would obey commands that would, in their eyes, remove that threat.

Figure 6.6: Part of the script for exercise 2 above

Despite our commitment to respect our students' interests, we still included sources and activities which motivated us. In two opportunities, Aurelia and I decided to include short reading activities and in Aurelia's case a focus on Anne Frank out of her personal interests. We realised that it was not a problem for even when we were including our fortes our students' preferences had been already considered:

Darío: Anyway, we said that we could negotiate, that we could include something from us.

(Excerpt 6.2, Interview 21, 18/08/11)

This democratic process also led to contemplating a change in content. Before the winter break, Year 3 had voted for abortion as a topic among others with fewer votes such as marihuana or drug decriminalisation. During this stage, Sandra voiced her uneasiness with such a topic:

Sandra: I don't know. What a crappy topic. I don't like that. I won't feel like teaching this topic.

(Excerpt 6.3, Interview 19, 04/08/11)

Her concerns prompted me to revise our course of action. In my journal I wrote:

'I didn't actually hear Sandra say (Thank you, iPod) that she didn't like the topic of abortion and she felt that the lesson wouldn't be quite as good. T's demotivation? Motivations clash again?, which makes me think whether she should be open to the stu, tell them that she doesn't feel comfortable with it and whether it'd be a good idea to deal with drug decriminalisation which was the second most voted topic. I'll ask her today what she thinks. This has made me wonder to what extent we need to accept what stu say and want and to what extent we need to negotiate and compromise so that one's wishes/interests whatever are not carried out at the expense of others', in this case the teacher's. If she already feels the lesson will be crappy, do we still have to go on? Who am I to still push her to do sth she doesn't really want to do? Wouldn't it be fair to discuss this with the stu and say 'ok, we can still debate/discuss/exchange opinions and watch videos and all that but with another topic?'

(Excerpt 6.4, personal diary, 05/08/11)

Sandra and I agreed that she would share her thoughts with her students so that the topic could be renegotiated. They decided that the lesson would be about drug decriminalisation which meant that Sandra and I could share some of our materials since

the topic was the same. Once this matter was settled, I probed deeper into her uneasiness:

- 1 Sandra: I'll do drugs.
- 2 Darío: It's less.
- 3 Sandra: I mean, abortion is like very (.). First I can't be impartial and with these topics you can't just stay in the middle, I don't have to lecture them. I have to accept what they think and I don't know if I'm strong enough to listen to what they have to say about abortion. I think it's mainly this.

(Excerpt 6.5, Interview 21, 18/08/11)

At the time I valued Sandra's openness. I viewed it as the materialisation of the project's democratic nature since it showed that all of us had a say and we could discuss and negotiate not only among ourselves but also with our students. I also believed that this strengthened our ties and commitment helping teachers feel comfortable and confident with our indigenous approach to CLIL. This resulted in transparent equality and freedom in terms of practices evidenced in our lesson planning, our coexisting personal styles, and roles.

While Sandra had adopted an inductive approach in Cycle 1 (see section 5.5.3), she now took a deductive line (Excerpt 6.6, Turns 2 and 4):

- 1 Darío: And you say sort of doing something inductive like with nazis, first their opinions and then the content?
- 2 Sandra: No. For a topic like this I had thought of introducing pros and cons first.
- 3 Darío: Hmm.
- 4 Sandra: With these topics it's better to show the panorama there is and then see what they say.

(Excerpt 6.6, Interview 20, 11/08/11)

While Aurelia and I thought of lessons structured around a worksheet, Sandra saw her lesson as an open space for discussion primarily:

- Sandra: My lesson will be a lot of oral work and listening. My idea is, maybe it's too much, to divide the class in two before the lesson and tell them, this side is going to be in favour of drug decriminalization, the other side, against.

(Excerpt 6.7, Interview 21, 18/07/11)

In addition, we shared our different styles as regards planning our didactic sequences and worksheets. While Sandra insisted on her last minute style, Aurelia and I had similar departure times but different finish lines:

- 1 Aurelia: Well, I start a month in advance and I finish the night before. I found a lot of things but I'll be until the last minute to refine the activities.
2 Darío: I see. I start a month in advance and do it in two days and that's that. It stays like that.

(Excerpt 6.8, Interview 20, 11/08/11)

While I perceived Aurelia as reflective and careful, or perhaps insecure as she tended to seek Sandra's and my approval of her ideas (Excerpt 6.9, Turn 1), I saw myself as anxious to start and finish developing my worksheet and without the need to discuss my ideas with Aurelia and Sandra (Excerpt 6.8, Turn 2). In fact, I showed them my worksheet in the second meeting and the only modifications I later introduced were cosmetic. Nevertheless I still heard their suggestions in relation to being more flexible with timing and extending our interventions to more lessons if it was needed.

6.2.1.2 Collaborative work as a horizontal space

In the same manner that I saw this stage as a democratic process for lesson planning and materials development, every facet of it became what I shall call a horizontal space for professional development. Although Sandra, Aurelia and I entered this stage from different distances, I felt we were growing at the same pace and that our doubts, concerns and observed possibilities were similar. In this space, I did not become a leader or guide who offered them input qua a workshop on materials development and CLIL. I had e-mailed them a summary of these topics for I believed that at some point I had to create spaces for a dialogue between research, external/internal theories and praxis. Nevertheless, I never felt I was teaching them anything in particular. We were three teachers on the same boat even when the boat would take us individually to different destinations.

Unlike Cycle 1, I thought we were in a better position to provide feedback to each other. While in Cycle 1 I may have fulfilled the role of feedback provider, I sensed that by Cycle 2 we had reached a stage of inter-teacher feedback in which any of us three could openly word our appreciations. For instance, in our second meeting, Aurelia showed us her worksheet and explained her aims with every activity. After this tour, she added:

- 1 Aurelia: Do you think it's not enough, a lot?
- 2 Darío: The thing is that it's personal.
- 3 Sandra: The issue is that you don't have much time.

(Excerpt 6.9, Interview 20, 11/08/11)

One aspect which emerged strongly was our ability to share our reflections in action. For example, during the first meeting, I shared my development of a new set of materials in comparison to the first cycle:

- Darío: I need to develop a lesson about drugs. OK, I had the tendency to do Reading. I mean, how did I personally develop these exercises, I had Year 1 survey results at hand all the time. So, I would tell myself, no, they want listening. Still I designed a reading exercise and I included a debate they wanted for speaking.

(Excerpt 6.10, Interview 19, 04/08/11)

I realised it was now that I could share my change of style. While in my lesson about the history of rock music I had developed many reading exercises influenced by my own interests, this new lesson was built around my students' feedback. I found that I could help myself follow it if I had their feedback printed with me. In so doing, I could visualise what my lesson would contain. In connection to this new level of inter-teacher support and feedback, I concluded that our CAR project was inevitably participant-bound. Crudely, I started to feel that Aurelia's presence had injected new light into the project:

OK, now that I've transcribed Au's individual interviews, I feel that her way of being may offer more insights because she's more talkative, more of sharing her reflections with me without the need to be pulling teeth. I hope this doesn't affect my future data analysis and discussion stages as I now fear I may see Anahí under a poor light.

(Excerpt 6.11, personal diary, 02/09/11)

As I was transcribing the interviews during this stage, I noticed that Aurelia's talking time tended to regulate Sandra's and mine in the sense that she had more interventions and her turns were longer compared to Anahí's in the first cycle. Because her contributions were rich in terms of her own reflections and our tasks, I perceived that she was helping us to improve our practices and enhance our professional growth. She was open about her concerns, doubts, opinions, and critical events and therefore these allowed Sandra and me to become more involved for now we felt the distances in terms of power and invested interests in this CAR project were less asymmetrical.

Overall, I observed that during this cycle we were more comfortable and flexible as regards topics, lesson planning and materials development. In general terms, each of us developed less crammed lessons with fewer exercises in our worksheets. In addition, we also decided to extend the number of lessons during the Intervention Stage as we felt we did seek to explore other possibilities depending on classroom perceptions.

6.3 Stage 2: Intervention

This stage took place in September and in total it consisted of nine lessons, two more than in Cycle 1. Aurelia, Sandra and I taught three lessons each. As in Cycle 1, I used proforma 2 (appendix 4) to record my observations and feelings. Similarly to Chapter 5, I will first describe and reflect on my lessons. Second, I will analyse Aurelia's lessons and last I will focus on Sandra's.

6.3.1 Darío: observations and reflections

When Cintia left, Aurelia took over Year 1 and wanted to observe my lessons. I gave her copies of proforma 2 to complete. Unfortunately, there was no time to discuss her notes. Nevertheless, her own eyes helped me evaluate my own teaching from multi-perspectives.

While I had drafted a lesson plan or unit of work for cycle 1, this time I only did some mental planning and regarded my worksheet (appendix 14) as my plan which I expected to cover in three lessons. In my diary I wrote:

'Starting tomorrow. I'll follow the worksheet but without rushing. If I haven't got time, I'll skip the reading part. Simple. Let's see if the song prompts them to speak more as Sandra told me.'

(Excerpt 6.12, personal diary, 04/09/11)

The following table illustrates what happened during the lessons I taught:

	Darío – Year 1		
	Lesson 1 (5 September)	Lesson 2 (6 September)	Lesson 3 (12 September)
Content/Topic	Rehabilitation. Short and long term effects of marihuana. Gateway drug theory.	Drug decriminalization	Drug decriminalization
Language input	Specific terminology, idiomatic expressions.	None	Only: 'I agree/disagree'
Presentation of topic	Questions, eliciting stu's previous knowledge	Recycling from previous lesson	Recap questions, summarizing previous ideas
Input sources	Music clip, figure, instructional videos	Texts from Wikipedia, instructional videos	None
Activities	My worksheet ex 1 to 9 Ex 10 for homework	My worksheet ex 9 to 12	Ex 12 and 13 with modifications
Content scaffolding/adaptations	None	Explaining concepts	None
Language scaffolding/adaptations	Paraphrasing	L1, writes words on the board	Paraphrasing, echoing, providing specific vocab.
Comments made by teacher and/or students	Ex 9 was difficult	Ex 11 was difficult	We could organise another for/against debate

Table 6.2: Cycle 2: Dario's CLIL lessons

In my first lesson I started by asking questions about Amy Winehouse. I played the 'Rehab' music clip and students began to fill in the blanks. I noticed that very few of them completed all the gaps. Because of Winehouse's singing style, I thought it was a mistake to have deleted the last word of a line. After we checked the activity and discussed the questions in exercise 3, I explained the story behind the song, which Aurelia found

engaging according to her observation notes. However, Aurelia thought that I could have devoted time to explaining new words in the song.

Subsequently, I guided them through exercises 4-7. I sensed that the students valued the vocabulary featured and also contributed to the understanding of decreased intra-ocular pressure. I was impressed by a student's ability and motivation to share what he knew about this in Spanish and how he explained himself in English:

- | | |
|--------------|--|
| 1 Darío: | Now, which is the next short-term effect for the eyes? |
| 2 Student 1: | Increased intraocular pressure |
| 3 Student 2: | No, decreased |
| 4 Darío: | Ok, Leo has the answer for it. So, is it increased or decreased? |
| 5 Leo: | Ehh, decreased |
| 6 Darío: | Why? |
| 7 Leo | For the glaucoma (.) you have less you have less, cómo es presión, pressure, less pressure on the eye. |

(Excerpt 6.13, Lesson 1, 05/09/11)

Nonetheless, problems arose with exercise 9 in which students had to watch part of a video and complete sentences by choosing the correct alternative. According to Aurelia, the sentences might have been rather long but once they watched the video for a second time, they were in a better position to complete the activity. By the time we checked its answers, the lesson was over and so I decided to ask them to complete exercise 10 as homework for the following day.

I opened the second lesson by replaying the video and eliciting more information about how marihuana destroys serotonin. Aurelia and I were surprised for the students employed the new vocabulary presented in the previous lesson.

- 1 Darío: Remember the short-term effects?
- 2 Student 1: Reddening in the eyes.
- 3 Student 2: Pressure in the eyes.
- 4 Student 3: Yes, esta, la, decreased pressure.
- 5 Student 4: Memory loss!
- 6 Darío: The last video we saw yesterday was about long-term effects, anything you remember?
- 7 Student 5: Pers personality changes?
- 8 Darío: Yes, and there was something related to depression and that was
- 9 Student 2: Serotonin.
- 10 Student 3: With marihuana you're losing the control.
- 11 Student 6: Serotonin is our antidepressant.
- 12 Darío: Good! And what's the effect of marihuana?
- 13 Student 4: Eliminates the serotonin.

(Excerpt 6.14, Lesson 2, 06/09/11)

Next, I asked them about the reading exercise. Only one student had read it. I decided to continue with the lesson and leave the reading activity unchecked to give them the impression that homework was important. However, I later realised that it was a mistake since now students could presuppose that not reading the texts was acceptable. In her observation notes, Aurelia wrote:

'Wouldn't it have been worthwhile if they had taken some minutes to read what was supposed to be the hw?'

(Excerpt 6.15, Aurelia's notes, 06/09/11)

This critical incident triggered a discussion at a later stage when I interviewed Aurelia about her lessons. Because I had noticed her openness to share her self-evaluation spontaneously I felt the need to share my own concerns with her at that time. My concern was with my identities in synergy and how they affected the outcomes of my lessons:

- 1 Darío: Today when looking at your notes about my lesson, the truth is that I don't know why I was stubborn with the Reading activity like saying if this was homework, it'll be homework.
- 2 Aurelia: No, no, I noted that in fact, let's see, I don't know what I would have done, I don't know, eh, maybe I would have made them read it but I don't know your aim.
- 3 Darío: That's because I have this obsession with starting and finishing something. The trouble is that I didn't generate participation because in fact the only one who read and spoke was Pilar (...) I think that if I'd said 'ok, you didn't read it, we'll read it now' they would have read it because they like that. The problem I see now is that those who didn't read it, that's it, they won't read it, gone.

(Excerpt 6.16, Interview 24, 06/09/11)

After this classroom episode, we did exercise 11 in which students had to watch a news report and correct some sentences. While the students easily identified the false sentences, they could not correct them. I played the video another time so that they knew why some of the sentences were false. Last, we started to discuss ideas towards the debate. Students divided themselves in small groups and chose a representative. Most of the groups carried out the discussion in Spanish but then they discussed how the representative would summarise their exchanges in English. Due to time constraints, only two representatives voiced their opinions so we had to postpone the debate for the following lesson.

I started the last lesson by recapping the main issues raised and asked the students to make groups and discuss exercise 12 again. Some students organised themselves into new groups, an attitude which Aurelia found inspiring as it showed their willingness to resume discussion. Each representative then spoke and the rest was supposed to take notes in the For-Against table provided in exercise 13. However, only two students actually took notes. At the time I decided not to insist and allow them to fully engage in the debate and interact with their peers. Nevertheless, by the end of the lesson, some students seemed to have lost interest and representatives' turns were interrupted. Aurelia and I felt that I should have set a time limit for each representative to speak. Finally, students voted considering the question in the table below. I asked Aurelia to help me with the ballot:

Should marihuana be decriminalised completely in Argentina?	
In favour	14
Against	14

Table 6.3: Exercise 13, Year 1 voting

Given this result, some students suggested:

- 1 Student 1: Can we organise one group in favour of and one group against?
- 2 Student 2: True. Two different positions.
- 3 Student 3: And explain why.

(Excerpt 6.17, Lesson 3, 12/09/11)

6.3.2 Aurelia: observations and reflections

Table 6.4 summarises Aurelia's three lessons:

	Aurelia – Year 2		
	Lesson 1 (30 August)	Lesson 2 (31 August)	Lesson 3 (6 September)
Content/Topic	Nazi propaganda	Nazi propaganda, Anne Frank's diary	Discrimination then and now
Language input	None	None	None
Presentation of topic	Brainstorming	Eliciting stu's previous knowledge	Recapping previous lessons, explaining video background
Input sources	Visuals, video, home-made audio-recording	Video, texts taken from a website	Video
Activities	Worksheet, ex. 1 to 3	Worksheet, ex. 3 to 5	Worksheet, ex. 7, ex 8 for homework
Content scaffolding/adaptations	Questions to predict, clarify and elaborate	Bridges with L1 subjects	None
Language scaffolding/adaptations	None	T provides synonyms and definitions	None
Comments made by teacher and/or students	Ex3: 'es muy largo' (it's very long, a stu said),	Ex 3. 'no era dificil (it wasn't difficult), long but not difficult' Ex 7. 'it's weird to write to someone dead'	-

Table 6.4: Cycle 2: Aurelia's CLIL lessons

Aurelia's first lesson developed smoothly although I had expected she would scaffold it on students' previous knowledge in Spanish. She started by asking what propaganda was and then continued with her worksheet. She read aloud the opening quote (appendix 15). After that, she asked students to describe the pictures in exercise 1 and only then did she explain what to do in exercise 2. I felt she exploited this exercise for she asked questions to help students clarify and elaborate their ideas. In other words, she transformed this 'listen and match' exercise into a speaking activity with higher-order thinking skills.

I noticed that the layout for exercise 3 was problematic for the text was on two pages and the words to use on the second page. In addition, the number of words seemed to interfere with text completion. Students managed to complete exercise 3 after watching the video for a third time. Aurelia asked:

- 1 Aurelia: Did you find it very difficult? Maybe a bit long.
- 2 Student 1: No, because the words were here.
- 3 Student 2: Se complicaba porque estaban del otro lado [It was complicated because the words were on the other side].
- 4 Aurelia: Yes, that was, that was not very comfortable.

(Excerpt 6.18, Lesson 2, 31/08/11)

Aurelia introduced exercise 4 through questions which encouraged students to remember. In order to facilitate understanding, she provided them with a copy of the script of the listening activity which I found a helpful tool to manage content and language. When the students completed the activity in groups, she encouraged analysis and evaluation of their own ideas. Such an order seemed to confirm her realisation of Bloom's taxonomy and Mohan's framework for she was inductive and moving from lower-order to higher-order thinking skills: remember-understand-analyse-evaluate.

In the second lesson, Aurelia first elicited previous knowledge and asked questions about the first lesson. She also started a discussion about the quotes in the worksheet. Students reacted positively to them by offering their opinions. For example, when a student read aloud John Paul II's quote, Aurelia asked:

- 1 Aurelia: So, what's the main idea? What can you tell me about it?
- 2 Student: That we have to learn from our mistakes
- 3 Aurelia: OK. Do you agree with this quotation?
- 4 Students: Yeah
- 5 Student: We can't forget the history. We have to learn from the past.
- 6 Aurelia: Hmm, I like that.

(Excerpt 6.19, Lesson 2, 31/08/11)

Following, students did activity 5 which consisted of writing a message to Anne Frank. Aurelia had suggested the activity but she found it morbid. Nevertheless, she included it. This raised instances of black humour from the students:

- 1 Aurelia: Volunteers to read?
- 2 Student 1: We send you our best wishes and we hope that this part of your life ends soon.
(students laugh)
- 3 Student 2: Los best wishes.
- 4 Student 3: La esperanza se hizo realidad. [Your hopes came true.]
- 5 Student 2: I find it weird to write to someone dead. We all know she died.

(Excerpt 6.20, Lesson 2, 31/08/11)

In the last lesson, Aurelia started with exercise 7. It was the first time I had seen these students truthfully engaged in an English-medium discussion triggered by the video shown.

6.3.3 Sandra: observations and reflections

Sandra taught three lessons (Table 6.5). She believed that drug decriminalisation deserved more lessons. Nevertheless, she was aware of her knowledge and time limitations and time constraints.

	Sandra – Year 3		
	Lesson 1 (6 September)	Lesson 2 (7 September)	Lesson 3 (13 September)
Content/Topic	Drug decriminalisation	Drug decriminalisation	Drug decriminalisation
Language input	None	None	None
Presentation of topic	T provides background information	T provides background information	T provides background information, elicitation
Input sources	4 videos from YouTube and part of a text from Wikipedia	2 videos from YouTube	2 videos, one of them brought by a student
Activities	Watch and take notes, voice opinions	Watch and summarise, comment and find links between videos	Watch and list reasons for/against drug decriminalisation Debate
Content scaffolding/adaptations	T summarises each video	None	None
Language scaffolding/adaptations	T summarises each video	None	None
Comments made by teacher and/or students	-	-	-

Table 6.5: Cycle 2: Sandra's CLIL lessons

Sandra started her first lesson based on her students' prior knowledge. Throughout the lesson, she nominated students to answer her questions or contribute with their ideas. For the first two videos she played, students were asked to take notes, specifically five reasons for/against drug decriminalisation. While one video was against decriminalisation, the second was in favour of it. Sandra wrote students' answers on the board and these were compared against two TV debates. Before each video, Sandra provided background explanation. After each video, she asked comprehension questions and summarised the main ideas. The videos were played once and I noticed that the students responded positively to the note-taking instructions and oral contributions. I also noticed that students who had never participated before, expressed a genuine interest in the lesson. Two students even brought magazines, which Sandra took home, about drug decriminalisation and suggested sources of input.

For this or subsequent lessons, Sandra did not produce a worksheet. She made copies of a section of a Wikipedia article which she distributed at the end of the lesson. She asked students to read it and think about whether they agreed with its contents.

Argentina

In August 2009, the Argentine supreme court declared in a landmark ruling that it was unconstitutional to prosecute citizens for having drugs for their personal use - "adults should be free to make lifestyle decisions without the intervention of the state".^[8] The decision affected the second paragraph of Article 14 of the country's drug control legislation (Law Number 23,737) that punishes the possession of drugs for personal consumption with prison sentences ranging from one month to two years (although education or treatment measures can be substitute penalties). The unconstitutionality of the article concerns cases of drug possession for personal consumption that does not affect others.^[9]^[10]

Figure 6.7: Extract from Wikipedia

In her second lesson, Sandra adopted a similar strategy: watch and comment. She first elicited what students remembered, then she showed the videos selected, and asked guiding questions to encourage and facilitate comments. This time, she also asked students to find links among the videos watched so far. However, it seemed to me

Sandra expected them to say what *she* had in mind rather than what they really thought. This situation reminded me of a similar episode in Cycle 1 (see section 5.5.3).

In her last lesson, I learnt how flexible Sandra could be. She was about to show the class a video she had selected when one student said that he had brought a documentary in Spanish with English subtitles. She changed her plan and showed this documentary which I sensed most students welcomed. She also asked her students to note down reasons in favour and reasons against. Once again, she used a simple graphic organiser to display these reasons.

Once all reasons were on the board, she started a debate. Most students seemed engaged. They argued and supported their opinions in English. The debate raised other issues but Sandra's role was to help them focus on whether marihuana should be decriminalised completely. Also, she tried to paraphrase students' contributions:

- 1 Student 1: I think that the prisoners are (.) ¿cómo se dice traficantes? [How do you say 'traficantes'?]
 2 Sandra: Dealers.
 3 Student 1: are not in the prison because they also sold. They are aggressive and most of the cases the persons fight and all that things. It's not about you sell, you drug and it's your problem.
 4 Sandra: So, what you say is that people who go to prison whether they're addicts or dealers at the moment are aggressive.

(Excerpt 6.21, Lesson 3, 13/09/11)

It was the first time I had seen these students open about these issues. Sandra immediately intervened and the class organised itself again. Finally, students voted:

Should marihuana be decriminalised completely in Argentina?	
In favour	12
Against	13

Table 6.6: Year 3 voting

After everyone voted, students spontaneously continued the discussion as addiction became a contentious topic. Some students explained that marihuana was not addictive and that drug decriminalisation would protect consumers from cartels. However, one student posed the following question:

- 1 Student 2: But if, if, drugs, or marihuana, it isn't addictive, why you have to be confronted with the law if you could stop doing it? It's easier.
2 Sandra: Good question!

(Excerpt 6.22, Lesson 3, 13/09/11)

I believed that Sandra, the students, and myself enjoyed these lessons for the students' engagement prompted Sandra to collect and select different sources and maintain her own level of interest and drive. I realised that, in terms of thinking skills and authentic tasks, Sandra's activities had been realistic for she had asked students to do what TV viewers often do: watch, summarise, comment, and evaluate.

6.4 Stage 3: Evaluation

This stage was carried out while our lessons were developing. In this stage I improved the surveys and the interviews I conducted with Aurelia and Sandra.

Similarly to section 5.6, I will present highlights from the interview and survey results from each class. Following students' perceptions, I will provide teachers' personal evaluation together with our ideas to start a third cycle, a decision which had not been planned but which derived from our own experience after Cycles 1 and 2.

6.4.1 Year 1 evaluates my lessons

First, I should mention that the students seemed to be tired and therefore my interview was short. I could also say that the students held the floor for their contributions always moved towards one aspect in particular regardless of my questions

or comments. That central aspect was the topic of choice, i.e., drug decriminalisation, which acted, in their view, as the leading force to participate or show an unusual interest in the EFL lesson.

In their view, these lessons were 'more interesting' than the ones in Cycle 1 for two reasons: the topic and my inclusion of activities they had suggested (Table 5.10):

- 1 Darío: How were the lessons?
2 Student 1: These activities like they were better because you included what we had told you to include.

(Excerpt 6.23, Interview 26, 13/09/11)

Additionally, the students remarked that having been able to speak more provided them with opportunities to become aware of their own potential, exchange opinions with their peers, and realise that previous knowledge was necessary to engage in discussion:

- 1 Student 1: What I liked the most was that we could discuss and offer ideas in English. It's hard for me to speak in English and it helped me a lot, like now I say hey, look, I can speak in English.
2 Student 2: It's important to know other opinions and see English at the same time.
3 Student 3: Because we know a little more about the topic, we can talk more.

(Excerpt 6.24, Interview 26, 13/09/11)

Finally, some students expressed that one of the videos was difficult to understand. Nevertheless, two students valued my video selection. They stressed the importance of being exposed to authentic sources and listening activities which I did not consider authentic but which I included to meet their demands:

- 1 Student 4: The video about the doctor was difficult.
2 Student 5: Yes, the one who talked about long-term effects, with the cases.
3 Darío: Yeah, I know.
4 Student 6: Still, those activities of listening and doing something were cool because they help you to listen because it's different that the teacher speaks than someone who speaks English every day and you're listening trying to understand him.
5 Darío: And how is it different?
6 Student: That's a real video with real people.

(Excerpt 6.25, Interview 26, 13/09/11)

I understood that they meant someone who did not teach English or speak English with underlying pedagogical aims as was my case. They meant someone who spoke English with a sole focus on meaning, to communicate something outside a classroom setting.

By the time of this interview, the plan of going through another cycle had been discussed among us teachers. Therefore, we proceeded like at the end of Cycle 1. The students voted for a topic and 'The Universe' was the most voted topic for me to address.

After the interview, I administered a revised survey (appendix 7) which was similar to the previous one but this time I ensured that the scale was not biased. I also changed some questions to avoid repetitiveness. The survey was completed by 20 students only since some male students had been asked to play a basketball at a local game and therefore this reduced the number of respondents.

In question 1, students rated how much they had learnt with regards to the topic and English:

	A lot	Enough	Little	Nothing
Drugs (aspects)	4	13	3	-
English	2	14	4	-
Vocabulary	4	10	5	-
Grammar	2	5	12	1
Reading	2	11	5	1
Listening	9	6	3	1
Speaking	6	5	7	1

Table 6.7: Cycle 2: Year 1 evaluation of content and language learning impact

With regards to content, these lessons produced less impact than the Rock and Roll lessons. In this case, those students who ticked 'enough' argued that the topic responded to their environment and promoted reflection. They added that the videos motivated them to understand and participate.

In relation to English language almost every student asserted that they had learnt new vocabulary and that they had had more opportunities to speak even when these had not been instances for learning. I believed that although they felt they had more opportunities to express themselves in English, they did not find them particularly useful to learn how to improve their speaking skills or language level. They may have expected further work on metalanguage skills.

Question 2 sought to evaluate my activities in general. While in the first cycle, they had seen my exercises as 'very good', half the students now rated them as 'good'. However, their support was heterogeneous. According to them, the exercises had been 'fun' (3), 'a good chance to speak, listen and give our opinions', but most importantly, the exercises were 'interesting because of the topic' (6) 'reflected what we had asked for' (5). I was under the impression the students valued my commitment and congruence for I was developing these lessons to cater for *their* interests and needs. As one student wrote: 'Darío es responsable, hace sus propios materiales y se interesa por nuestros temas' [Darío is responsible, he makes his own materials and is interested in our topics].

In question 3, students had to rate the exercises in the worksheet (appendix 14). The results were as follows:

		Very good	Good	Fair	Poor
Activity	1	1	9	6	-
	2	14	2	-	-
	3	3	9	2	2
	4	1	12	3	-
	5	9	6	1	-
	6	8	7	1	-
	7	2	9	5	1
	8	2	8	5	1
	9	9	4	2	-
	10	4	6	2	3
	11	5	4	5	1
	12	8	4	3	1
	13	2	8	4	1

Table 6.8: Cycle 2: Year 1 evaluates my activities

I found a contrast between the survey and the interview. Needless to say, this proved that those students who voiced their ideas in the interview did not truly represent what the majority thought. For example, in the interview, speaking skills, especially debating, had been appreciated, and I regarded this interest as a need to discuss controversial issues as a whole class, qua a class debate. Nevertheless, exercise 13, which aimed at a class discussion, was not the most popular in this sense. It was exercises 12 and 13 which received most attention. This led me to believe that by discussing and debating most students had another interactional pattern in mind, a smaller pattern in fact since these two exercises promoted discussion *in small groups*.

In line with the interview, the relevance of authentic listening sources was confirmed since, for example, listening exercises such as 2, 6 and 9 received 16, 15, and 13 positive votes respectively. Furthermore, when students chose the activity they liked the most, votes divided between exercise 2 (listen to Winehouse's song and complete the lyrics) and exercise 12 (discuss statements in small groups). Those who selected exercise 2 indicated that although the song was difficult to follow at times, it helped them concentrate and 'really listen to it'. Those who chose exercise 12 asserted that they liked debating among themselves through English.

Conversely, I found a disparity between the table results and the students' choice of the exercise they liked the least. Contrary to what they had rated above, speaking exercise 3 and reading exercise 10 appeared to be the least favoured. Their reasons ranged from indicating that exercise 3 was similar to those in coursebooks to the high lexical density and unknown vocabulary in the reading excerpts. Exercise 10 had caused tension in the classroom for I had assigned it for homework but one student had apparently read it and completed the activity. Because I was upset I did not create the space for reading in class and continued with my plan. Some students excused

themselves by saying that the vocabulary and the sentences were rather complex. This showed me later that I should have modified the texts to make them more accessible.

In question 4, none of the students showed a preference for coursebooks. As regards a combination of materials, eight students preferred this option indicating that the coursebook was useful to learn grammar and ‘other specific aspects’ but this knowledge could be applied through engaging and relevant topics in teacher-developed materials. Others signaled that the coursebook was useful to learn grammar but that ‘the rest’ should be learnt through teacher-made materials. Those twelve who preferred teacher-developed materials explained that these were tailored, that they encouraged oral work and that, above all, they dealt with current and relevant issues.

Before the students turned to complete the second part of the survey I asked them to complete the tables bearing in mind the topic they had voted for: The universe: stars. The results were:

	Total	Option 1	Option 2	Option 3
Documentaries	14	9	5	2
Songs	11	3	6	2
Films(trailers)	15	7	4	4
Authentic texts	3	-	-	3
Adapted texts	2	1	1	-
Interviews	6	-	3	3
Graphs	-	-	-	-
(others?)	-	-	-	-

Table 6.9: Year 1 choose sources of input for cycle 3

With reference to activities to be included, I was relieved to find out that listening activities had been the most selected (Table 6.10). Conversely, speaking activities did show an increase in interest after the positive experience through this second cycle except for the votes for ‘debate’. I understood this position from a content perspective. I felt that students were demanding content input through aural sources rather than

speaking opportunities given the shift in the topic: from a current issue such as drugs in society and teenagers in particular to a Geography/Science content.

	Total	Option 1	Option 2	Option 3
Listen and complete	13	9	4	2
Listen and choose	15	3	5	7
Listen and correct	4	1	1	2
Take down notes	-	-	-	-
Summarise and comment orally	2	1	1	-
Write texts	1	-	1	-
Gap-filling for grammar	1	-	1	-
Multiple choice for grammar	3	-	1	2
Debate	6	5	1	-
Read and answer	-	-	-	-
Read and complete	2	-	1	1
Read and choose	1	-	-	1
Read and correct	1	-	-	1
Make a presentation	2	1	1	-
Others?	-	-	-	-

Table 6.10: Year 1 choice of activities for Cycle 3

Similarly to Cycle 1, students showed congruence between selected sources and selected activities which reinforced their need for aural and authentic sources of input. My challenge then was to embed speaking opportunities at pre- and post-listening stages and refine my input selection to respond to their English language level.

As for how Year 1 preferred working, results (Table 6.11) confirmed those from the first cycle. This comparison and confirmation made me aware of a sign I had not seen before in relation to how my students had rated my speaking activities (Table 6.8). They had already indicated that they liked working in groups, in small groups, rather than in lockstep or as a whole class. I felt that was the reason why they preferred speaking within small groups over the whole class. In the former, they might have felt safer and less exposed than in the latter where the 'strongest' students could naturally take over.

How would you like to work?	Number of answers
Alone	1
In pairs	5
In groups	14

Table 6.11: Year 1's interactional preferences

6.4.2 Year 2 evaluates Aurelia's lessons

This interview and survey entailed a crucial aspect to contemplate. The most important issue was that while the students had experience in this project, Aurelia was a newcomer not only to the project but also to the school (and city!). Due to this contextual change I knew I was not supposed to engage in comparisons, but I failed in two levels: data collection and data interpretation. I will return to this latter aspect after presenting highlights from the interview and survey results.

Because this was their second interview, the students tended to overlook or disregard my questions as they felt that they had answered those already in July. Instead, their answers focused on two central aspects: topic/content and its didactic transposition through sources and activities provided by Aurelia.

At the beginning, some students valued the novelty of the approach but compared these lessons to Anahí's in terms of topic. A few students claimed that Aurelia's lessons had been innovative but that the topic had been rather 'boring'. However, this appreciation was not shared among the 19 students present at the time of the interview. One student distanced herself and explained:

- 1 Student 1: I didn't like the listening activity.
2 Darío: Why not?
3 Student 1: Because it was like very complex.
4 Darío: And what do you think made it complex?
5 Student 1: There was a lot of vocabulary but in fact it's got to do with the topic, which is complex.

(Excerpt 6.26, Interview 26, 07/09/11)

What I found in this exchange was that this student (Turn 5) acknowledged that the topic was complex, cognitively demanding perhaps, and that it obviously required appropriate vocabulary so that the content/topic was addressed seriously. This perception led others to highlight how Aurelia had addressed the topic:

- 1 Student 2: I think that within the topic she included discrimination and did something different rather than the Nazis. We did something which is not the usual thing. Like with propaganda, it's not something we see.
- (...)
- 2 Student 3: (...) it wasn't Nazis only, it was related to now, current. One thing is to see the Nazis as such and another thing is to link it to current issues, then and now.

(Excerpt 6.27, Interview 27, 07/09/11)

These two students pointed out an aspect which had been offered by a Year 3 student in Cycle 1, (section 5.6.3), that there should be a new or 'amazing' facet within the topic. These students believed that Aurelia had achieved that and therefore increased their motivation by comparing discrimination during the Nazis regime and today in our national/local context.

With regards to activities, many students acknowledged their importance as instances of inseparable language skills development and classroom participation.

Excerpts 6.28–29 attest to my interpretation:

- 1 Darío: Did you like the exercises?
- 2 Student 4: They were more dynamic, more participatory, more oral work and less of writing and completing.
- 3 Student 5: What I liked the most was that we did a lot of oral work; we had the chance to speak and things like that.

(Excerpt 6.28, Interview 27, 07/09/11)

I then asked the following probing question:

- 1 Darío: What differences did you see between the History of rock music lessons and these?
- 2 Student: There was more variety.
- 3 Darío: What made them more varied?
- 4 Student 7: The videos, Anne Frank, choosing each propaganda and give our opinion. It wasn't just listening and completing, it was listening to someone and say what we thought.
- 5 Darío: What were you about to say Charlie?
- 6 Student 8: That in class we could talk more, think more and be able to say it, share more opinions, more ideas. It wasn't just grammar, speaking, writing, completing.

(Excerpt 6.29, Interview 27, 07/09/11)

The students welcomed the speaking and listening opportunities because they demanded not only lower-order thinking skills such as understanding but also higher-order thinking skills such as interpreting, evaluating, and discussing (Turns 4-5) both embedded in engaging topics. In addition, these students remarked their need for these challenges in the EFL lesson, challenges which went beyond grammar exercises or irrelevant language practice even if this was at the expense of other language skills such as writing. After the interview, the students voted for a new topic for Cycle 3 following the same procedure as before. ‘UFO’s’ was voted by 16 students.

When I administered the survey, only 19 students were present since some of the male students had decided not to attend school. As regards question 1, results once again showed (Table 6.12) that the interview did not represent the general impact of the topic. On the other hand, while listening development had been positively evaluated to a little extent, speaking did not enjoy the same approval.

	A lot	Enough	Little	Nothing
Nazism (propaganda and discrimination)	1	7	9	2
English	-	3	9	1
Vocabulary	1	11	6	1
Grammar	-	2	7	10
Reading	-	5	9	5
Listening	3	10	7	-
Speaking	2	8	8	1

Table 6.12: Cycle 2: Year 2 evaluation of content and language learning impact

In the sentence completion part of question 1, 10 students claimed that they had learnt ‘little’ about the topic. In their view, the level of the topic had unchallenging and the videos had been difficult to follow. These assertions contradicted some students’ views during the interview and therefore jeopardised my initial interpretations.

As regards language learning, results showed that the impact had been less positive. Aurelia and I could not blame them for their low rating on grammar or reading for these had not been featured in her lessons. Those 13 students who felt they had

learnt 'little' English as a whole said that the lessons had only featured vocabulary and little grammar work, that the vocabulary had been rather difficult and that, in a few cases only, the lack of interest in the topic had demotivated them to learn English. These results forced me to return to the interview recording and transcription to realise that those who had spoken were in fact the most advanced students in the class.

In question 2, conversely, 14 students saw Aurelia's activities under a positive light saying that these had been 'good' because they were varied (6 students), dynamic (4), and encouraged oral participation (4). This positive tendency with reservations was confirmed by the ratings in question 3:

		Very good	Good	Fair	Poor
Activity	1	3	10	5	1
	2	3	9	4	3
	3	4	11	4	3
	4	3	11	3	2
	5	2	9	5	2
	7	7	6	5	-
	8	3	8	4	4

Table 6.13: Year 2 evaluate Aurelia's activities

According to Table 6.13, listening activity number 3 (15 positive ratings) and speaking activity number 4 (14) had been the most welcomed. This may have also revealed that those who complained about the video were not the majority. However, when students completed the open-ended sentences below the table, exercise 7 (mode: 7) was also seen as the activity they had liked the most although the table results indicated that the preference for this writing activity was not certain.

I inevitably returned to how these students had evaluated Anahí's lessons in terms of content and language impact and activities at the end of Cycle 1 (Table 5.12). In general I perceived that Anahí's lessons had produced a more positive impact in content and language learning. Nonetheless, and if I position these results in perspective, I thought that this may have been due to the innovation introduced in June. Then, Anahí's

lessons, its topic and materials, could have been regarded as a ‘turning point’ in their classroom experiences and therefore their enthusiasm may have driven them to see Cycle 1 as favourable. Now, these same students had already experienced the change in approach and could be critical through comparing Anahí’s performance with Aurelia’s lessons.

As regards whether Aurelia’s students felt they could learn better with a coursebook, teacher’s materials or a combination of both, results were different from Cycle 1. While in that opportunity 20 students had favoured a combination, now this possibility only received one vote. Instead, eight students preferred a coursebook because it contained step-by-step grammar explanations (5 students) and vocabulary (3). On the other hand, ten students chose teacher-developed materials on the basis of two core aspects: speaking opportunities (7) and relevant/different topics (3).

I asked them to complete the rest of the survey based on UFO’s as the most voted topic for Cycle 3. In question 5, the students suggested film trailers (14), documentaries (13) and songs (8). In this aspect, students stressed their continuous interest in audio-visual and probably authentic sources:

	Total	Option 1	Option 2	Option 3
Documentaries	13	4	4	5
Songs	8	2	4	2
Films(trailers)	14	9	3	2
Authentic texts	5	2	3	-
Adapted texts	-	-	-	-
Interviews	7	-	5	2
Graphs	3	-	-	3
(others?) Films	2	2	-	-

Table 6.14: Year 2 choice of sources of input for Cycle 3

Table 6.15 was different from Cycle 1. As a result of the class interview, I included two grammar-related items. Students indicated that ‘debate’ and ‘multiple choice for grammar’, to a lesser extent, had to play an important role in Cycle 3:

	Total	Option 1	Option 2	Option 3
Listen and complete	6	1	2	3
Listen and choose	6	5	-	1
Listen and correct	-	-	-	-
Take down notes	2	-	1	1
Summarise and comment orally	3	1	2	-
Write texts	-	-	-	-
Gap-filling for grammar	2	-	2	-
Multiple choice for grammar	6	1	3	2
Debate	8	3	2	3
Read and answer	2	-	1	1
Read and complete	1	-	1	-
Read and choose	-	-	-	-
Read and correct	-	-	-	-
Make a presentation using ICT	6	4	1	1
Others?				
Watch a video and comment	1	1	-	-

Table 6.15: Year 2 choices of activities for Cycle 3

When I combined the number of answers depending on skills and grammar, their suggested activities signalled that their interests revolved around three main language learning aspects: speaking skills (summarise and comment orally, debate, make a presentation, watch and comment), listening skills (listen and complete/choose/take notes), and grammar (gap-filling and multiple choice). I felt that this stress on speaking also signalled the students’ need to play an active role in the lesson.

Last, regarding how they would like to work with reference to patterns of interaction, results showed that students preferred to work in groups and in pairs:

How would you like to work?	Number of answers
Alone	-
In pairs	9
In groups	10

Table 6.16: Year 2 choice of interactional preferences

These results and students' insights would form the basis of Aurelia's second cycle and students' third cycle. I hoped that by the time a new cycle of lessons started, the students and Aurelia would have developed a relationship which enabled them to consider and assess her without thinking about her as a newcomer. On the other hand, this period in between cycles would have allowed Aurelia to analyse their level of English, needs, interests and ways of relating in class.

6.4.3 Year 3 evaluates Sandra's lessons

With regards to the class survey to evaluate this cycle, I had provided Sandra with the copies hoping that she could keep them and I could administer it after a trip I had to take. However, she then informed me that she had resorted to doing the survey when the students returned from a local event earlier than arranged and she had not planned a 'regular lesson'. In brief, I did not have an interview and I was not present at the time of the survey completion.

Readers may wonder why I did not conduct the interview when I returned. During my absence, Sandra realised, she later told me, that I had 'CLILed' her. She had already planned, as part of our third cycle, that she would hand over the lessons to her students. Together they arranged group presentations about curricular content of their choice and somehow be in charge of a lesson. A fixed timetable had been agreed and I did not wish to interfere with the regular flow of the lessons because of my research agenda. Therefore, I never conducted an evaluation interview with Year 3 to finish the second cycle.

According to the number of surveys I received, 16 students completed it. In relation to question 1, Table 6.17 shows their evaluation of impact in terms of content and language learning.

	A lot	Enough	Little	Nothing
Drug decriminalisation	3	4	7	2
English	-	8	7	1
Vocabulary	2	5	6	-
Grammar	-	1	9	6
Reading	-	6	5	5
Listening	5	8	2	1
Speaking	2	7	5	2

Table 6.17: Year 3 evaluation of content and language learning impact

In relation to content, 11 students justified their low rating in the open-ended sentences as a reaction to the familiar and unconvincing videos shown. They seemed to doubt the veracity of the videos shown and therefore they felt they had learnt 'nothing' or 'little'. In relation to language learning, 11 students also felt they had learnt little because the focus had been on vocabulary and only incidentally.

These results seemed to indicate that the second cycle had not been successful. I began to fear that these students felt they were not learning either content or language even when the topic came from them. I compared these results to those of Cycle 1 (Table 5.17) and they did bear some resemblance except for two language aspects: in Cycle 2 'speaking' and 'listening' seemed to have helped students improve their language proficiency.

Similarly to Cycle 1, however, Sandra's activities were positively assessed by all the participants. In general, Year 3 considered her activities as: 'dynamic' (9 students) because of the debate and input sources, 'very good' (6) because she elaborated the topic through them, and 'original' (1) because of the videos and debate.

Because Sandra had not produced a worksheet, question 3 asked students to state which activity they had liked the most and which they had liked the least. Answers revealed that the debate (8 students) had been their favourite followed by what they called 'watch videos and discuss' (3). Conversely, answers about the least favoured activities were heterogeneous: 'read the photocopies even when they were interesting' (2), 'my peer's video (1), and the 'debate' because 'only few spoke' and 'some peers seemed upset' (2).

Such an apparent contradiction between impact and activity evaluation prompted me to reflect about the presence of two different unrelated planes: (1) entertainment and (2) learning. I questioned myself about these planes and realised that we might have created a classroom environment in which students were entertained but not provided with learning opportunities. These planes could interact and produce learning and entertainment. However, what I felt was that these students enjoyed the lessons but these were only reaching a surface level. In rather crude terms, they were having fun but at the end of the lesson, nothing had deeply transformed them.

In question 3, a combination of a coursebook and teacher-developed materials was selected by 11 students as the best way to learn, followed by 5 students who chose teacher-developed materials only. With regards to a combination of materials, once again, students' reasons were homogenous. They suggested that the coursebook could be useful to learn grammar and vocabulary, in that order, and that the teacher's materials were useful to put grammar and vocabulary in use through engaging topics and speaking opportunities. Speaking practice and topics were also the reasons which supported the use of teacher-developed materials only.

While Year 1 and 2 had completed questions 4-6 in the survey asking them to consider topics to be voted on for a third cycle, Year 3 completed them 'in the air' as

they had not voted for a topic and it was later that Sandra decided to introduce the plan of group presentations on contents of their concern. Nevertheless, the results could have helped Sandra and her students organise their presentation and follow-up student-led activities but by the time I had processed the surveys, students had already started on these activities. Consequently, we experienced an overlap between the end of Cycle 2 and the beginning of Cycle 3. To me, it meant that Sandra had now been more autonomous than before and that she may no longer need the support of our CAR project to introduce content into her lessons.

Despite these changes, students' suggestions confirmed those found in Table 5.19. What was worth exploring was whether student-developed activities during Cycle 3 matched their own demands in terms of sources (Table 6.18) and activities (Table 6.19).

	Total	Option 1	Option 2	Option 3
Documentaries	13	10	1	2
Songs	9	1	5	3
Films(trailers)	14	4	5	5
Authentic texts	3	-	1	2
Adapted texts	1	-	-	1
Interviews	3	1	1	1
Graphs	1	-	1	-
(others?)	-	-	-	-

Table 6.18: Year 3 choose sources if input for cycle 3

	Total	Option 1	Option 2	Option 3
Listen and complete	4	2	2	-
Listen and choose	5	1	2	2
Listen and correct	2	-	-	2
Take down notes	1	1	-	-
Summarise and comment orally	-	-	-	-
Write texts	-	-	-	-
Gap-filling for grammar	5	1	1	2
Multiple choice for grammar	4	1	3	-
Debate	9	6	1	2
Read and answer	2	1	1	-
Read and complete	2	-	2	-
Read and choose	2	-	-	2
Read and correct	2	1	-	1
Make a presentation using ICT	4	1	2	1
Others?	-	-	-	-

Table 6.19: Year 3 choices of activities for a third cycle.

Activities which involved speaking skills ('debate', and 'make a presentation') were the most popular together with listening activities ('listen and match' or 'listen and complete'). However, and unlike Cycle 1, these students also showed an interest in grammar practice. Upon these results, my first reaction was to believe that some students demanded guided practice in the classroom as opposed to free or rather unstructured activities such as 'watch and comment'. Looking closely, I found that those students who had rated the debate negatively because they had felt that only very few people spoke, were the ones who suggested grammar-related activities.

In connection to this minimal but perhaps indicative shift, students also suggested that they would prefer to work in pairs rather than in groups:

How would you like to work?	Number of answers
Alone	2
In pairs	9
In groups	5

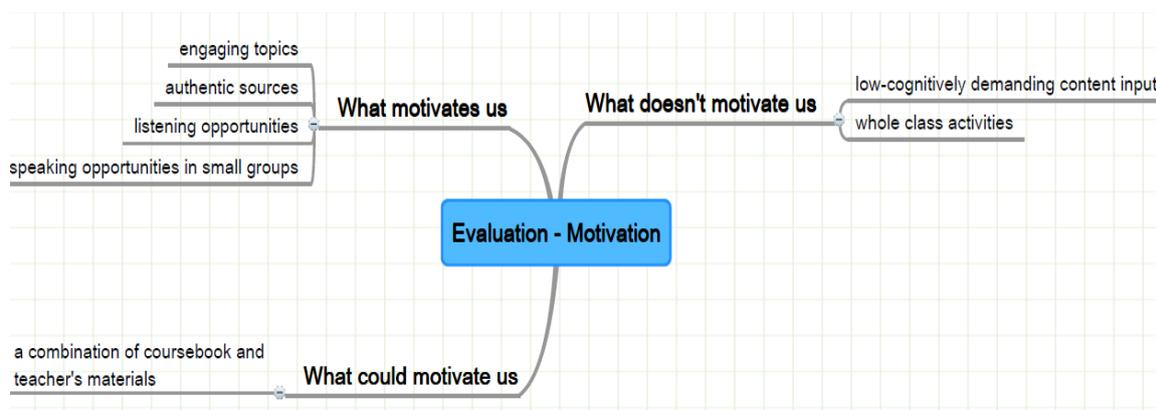
Table 6.20: Year 3 choice of interactional preferences

Comparing answers, I found that those students who had poorly evaluated activities such as 'watch and comment' and 'debate' were now suggesting their preference for pair-work activities. The message could have been that those activities did not allow them to participate actively. Stronger language learners could take over or that they needed to express their opinions without peer pressure as regards language proficiency or values upheld. We should take into consideration that some students rejected the debate for it revealed opposing views among peers.

6.4.4 Rounding up students' evaluation

While in Cycle 1 students had experienced the change from coursebook-driven lessons to teacher's materials-driven lessons, in Cycle 2 students were able to evaluate the transition from content-language integration lessons developed according to our

initial investigations to a new set of lessons based on their feedback and demands. Survey results and interviews prompted me to produce the following thematic network (TN 6.2):



TN 6.2: Cycle 2 Students' motivation derived from their evaluation

When I compared section 5.6.4 with the results from Cycle 2 I noticed that both content learning and language learning seemed to have been less favoured this time. According to the surveys, only Year 1 acknowledged that the topic had been significant. Years 2 and 3 observed that the content and sources had been limited. This trend also emerged in language learning because Year 1 only considered that they had learnt English and that such learning had mostly come from vocabulary and listening skills development and speaking to a lesser extent. Although Years 2 and 3 considered that there had not been an impact on language learning, both groups signalled that speaking and listening opportunities had been motivating elements.

Therefore I inferred that motivation levels had decreased from Cycle 1 but that we still had managed to keep them engaged and probably 'entertained' because of our sources of input and activities since these matched their expectations and feedback. It seemed to me that this time we had failed in providing them with cognitively demanding opportunities and sources. In simple terms I felt that this time 'we had kept them busy but we hadn't taught them much'. I shall return to this interpretation in section 6.4.8. This concern was also crystallised in students' now higher demands for a combination of

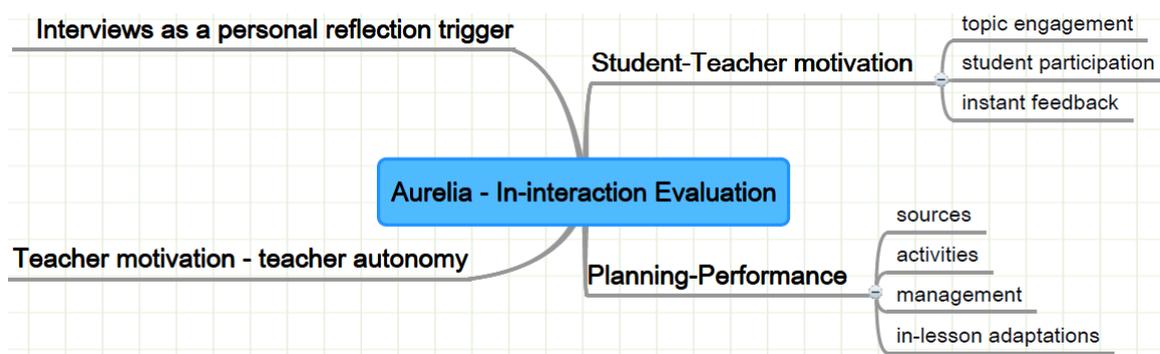
materials. In their view, a marketed coursebook could cater for grammar learning, while teachers' materials could cater for contextualised grammar practice, meaningful topics and listening and speaking opportunities triggered by authentic sources of input. These sources would be accepted provided they corresponded to their foreign language level.

Another issue that emerged in the three classes was that of patterns of interaction. Although we complied with their interest in group activities, we may have mistaken this with whole class activities such as debates or round-up discussions. Students felt that not everyone was ready to participate in them mainly because of their different language proficiency levels. Nevertheless, we did notice that previously silent students had now shown signs of involvement due to the topics addressed in class.

Overall, I believed that not only students' motivation was undergoing reconfigurational processes derived from their experiences from one cycle to the next, but also their own self-as-learners was under scrutiny for the simple but deep reason that their perceptions (cf. Excerpt 6.41 below) did not meet their expectations.

6.4.5 Aurelia evaluates her lessons

For the evaluation stage, I introduced a change in my data collection methods since I conducted three individual interviews with Aurelia so as to gain a deeper understanding of her teaching beliefs and practices. Two of these interviews were face-to-face and the last one was a telephone interview. These were carried out on the day of each of her lessons. Rather than providing a chronological narrative account of what happened at each interview, I will present the main emerging themes across the three:



TN 6.3: Cycle 2. Aurelia's personal evaluation

I have conceptualised this thematic network as 'in-interaction' since the interactional-relational patterns resulting from my research instruments acted as a safe net which allowed Aurelia and myself to evaluate our own professional practices (Excerpt 6.30). This same situation later helped me elaborate my concerns about the critical incident which emerged in my second lesson and which prompted discussions and reflections about aims, homework and reading in class (Excerpt 6.16).

Aurelia: I thought about the questions you asked me yesterday and like then I reflected about the lesson, and well, that's why I also modified in a way what I had planned to give them more space and control my teacher talking time and give them more space to them.

(Excerpt 6.30, Interview 23, 31/08/11)

Another emergent theme was teacher and student motivation as indivisible in the construction of the classroom situation. Previously, had previously termed this relationship as 'motivation negotiation' (TN 5.1) as we were going through the mapping of our didactic transposition. Now that the sequence was concluded, the relationship between teacher and student motivation was not in a state of tension, but in a state of co-constructive dialogue without a confronting element in it.

In this view, the first element which aligned these two motivations was topic engagement. First, it was a topic that the students had chosen, despite doubts about how the topic had been addressed. Secondly, Aurelia felt that the topic acted as a drive:

Aurelia: Personally, I've always liked the topic. Although I'm not a History teacher or anything like that, I don't know so much theory either, but it's something that it interests me as a human being.

(Excerpt 6.31, Interview 22, 30/08/11)

The fact that there was not a clash in topic motivation seemed to have engaged Aurelia to respond to it professionally and personally despite her acknowledged lack of formal background in History. I perceived that motivation and engagement alignment also contributed to an increase in students' participation which I had noted in my fieldnotes and Aurelia mentioned in our first interview:

- 1 Darío: Anything positive in all this?
- 2 Aurelia: Their participation surprised me. Milagros talked a lot, and in class she doesn't usually participate like this.
- 3 Darío: That called my attention too.
- 4 Aurelia: And some of the boys who are always chatting, when we did the video activity, they completed and participated. OK, they voted for the topic.

(Excerpt 6.32, Interview 22, 30/09/11)

In our second interview, we started making reference to students' participation:

- 1 Darío: How did you see yourself in today's lesson?
- 2 Aurelia: Today I felt very comfortable. I liked it a lot because they could talk more and could share like experiences like Nicanor talking about that he had read Anne Frank.
- 3 Darío: Aha.
- 4 Aurelia: I saw them hooked and that made me really happy.

(Excerpt 6.33, Interview 23, 31/08/11)

I found that excerpts 6.32-33 revealed that students' participation had impinged on Aurelia's motivation. I should add that this sense of comfort Aurelia said to have experienced may have been partially due to the interview which helped her re-plan the lesson we were referring to in excerpt 6.30. Furthermore, I sensed that these levels of motivation, particularly in Aurelia, reached a momentum when some students provided her with instant feedback:

- 1 Aurelia: I'm happy. Like it comforted me a lot that I was going through the desks and one of the girls said 'teacher, did you download this?' and it make me think a lot about our teaching role that we also download everything ready.
- 2 Darío: I see.
- 3 Aurelia: And I said 'no, Darío gave me one video and I looked for all the rest' 'Ah, I thought that you had downloaded the worksheet' she said and then she says 'wow, she made it for us.'

(Excerpt 6.34, Interview 23 31/08/11)

The student had taken for granted that Aurelia was not the author of the worksheet, and that Aurelia's job was delivering someone else's work. As I was coding these interviews, I linked this issue to the synergy between teacher motivation and teacher autonomy. These two combined would affect teacher-developed materials in the sense that an autonomous teacher may be more motivated to produce his/her own materials:

- Aurelia: Making our own materials encourages me, I just love what we're doing but I feel that it very much depends on the institution. Sometimes they give you like more freedom and other times they ask you to cover the coursebook, otherwise parents complain.

(Excerpt 6.35, Interview 22, 30/09/11)

In my view, Aurelia found that her motivation to explore her professional practices was linked to the different levels of autonomy granted by school heads as regards the contents of her lessons and the materials to transpose those contents. She personally found that Colegio Salesiano and the CAR project granted her higher levels of teacher autonomy. Therefore she felt motivated to teach, motivated to work collaboratively, and interested in 'wanting to belong' to this school.

Last, she was open to evaluating her own planning and classroom performance. These themes dominated the interviews. I have grouped them under four categories: sources, activities, management, and in-lesson adaptations.

As regards her collection and selection of sources, Aurelia felt that the listening input had been long and that perhaps some students could have easily solved exercise 2 in the worksheet had they detected the key words thus probably ignoring the rest of

the audio. Conversely, she found that the video about discrimination (activity 7 in her worksheet) had been a good choice for it was related to contemporary issues. This perception was confirmed by her students through the survey results and interview (excerpts 6.27 Turn 2 and 6.29 Turn 4).

In relation to her activities and worksheet, Aurelia felt that rubrics/instructions could have been problematic for two reasons: (1) they were long and complex and (2) she did not allow sufficient time for her students to understand them. Layout could have also been a drawback especially for the completion of exercise 3. Nevertheless, students' feedback did not seem to have found this as problematic.

What she did feel challenging was her classroom management. One issue she raised was her difficulty in engaging the class from the start. She felt she had to make an effort to start the lesson as she had planned it. In addition, she felt that she had been successful about the balance between student talking time and teacher talking time. She had managed a certain level of control over it after the first lesson but she still felt that she was granting participation to very few students only when the lesson was textually teacher-centred:

Aurelia: I should give them more time because when we rush it feels like I always hear the same voices, those who dare to talk and that's all.

(Excerpt 6.36, Interview 22, 30/08/11)

Last, one minor aspect which emerged was her adaptations in class. While I was observing her last lesson, I noticed that she had modified the instructions for exercise 8. According to the worksheet the students had to 'in small groups, prepare a video or a PowerPoint presentation about the topics covered during these lessons. Make sure you include your own reflection'. However, in class, Aurelia expanded the range of topics and suggested that they could talk about discrimination from different angles. In the interview she explained:

Aurelia: My aim was that the presentation should be about the Nazis but when they were discussing, in fact, you saw that they talked about that we are all equal and that all of us discriminate, and so, why not give them the chance to talk about these issues.

(Excerpt 6.37, Interview 24, 06/09/11)

6.4.6 Sandra evaluates her lessons

I only conducted one interview with Sandra. This decision may be seen as unintelligent from a research perspective, but that is how we felt we had to finish this cycle. Sandra' interview was marked by one dominating theme: the impact of the CAR project, which I organised in two different but indivisible planes: relational, and professional.

Concerning the relational plane, Sandra discovered the extent to which her students were in a position to maintain a discussion. I found that the activity which Year 3 had suggested and Sandra had implemented with initial reservations about their lack of information, still acted as a catalyst for interaction and socialisation from a perspective which exceeded the purely academic aim. As she was evaluating the debate activity, she explained:

Sandra: Let's see, I realised that they like giving their opinion. They like that I also give my opinion and I said, damn, look now, how we can get to know about each other from these topics.

(Excerpt 6.38, Interview 25, 13/09/11)

She also felt that relating more to her students explained why once quiet students would now actively participate by voicing their opinions or collaborating with input sources. This relational plane also impinged in her professional plane for now she was interested in exploring, as she explained, debate-like activities which were beyond grammar practice or listening development.

As regards planning and materials development, Sandra explained that she had selected the documentaries and interviews about drug decriminalisation following three reasons: (1) the videos were argumentative in nature, (2) one of the speakers was funny, and (3) their context of production. However, she clarified:

- 1 Darío: Would you do anything different next time?
2 Sandra: With this topic, maybe, I should have given them more to read beforehand. I don't know what the results could have been. To address a topic like this one and debate, you have to have knowledge.
3 Darío: Sure.
4 Sandra: Still, I've learned a lot reading and watching I don't know how many videos. I live in a cloud because I didn't know we've had this (drug decriminalisation) law in Argentina since 2009.

(Excerpt 6.39, Interview 25, 13/09/11)

After focusing the interview on the doors that the debate activity had opened, she asked me:

- 1 Sandra: And can we do another cycle?
2 Darío: Sure.
3 Sandra: I've been doing basketball with year 9. It's amazing how those kids worked.
4 Darío: These are things that would have never hit us even if drunk. Well, you don't drink.
5 Sandra: It's great and now that I'm starting with the computer. The lessons I plan for the language school, I mean. You've CLILed me!
(Darío and Sandra laugh)
6 Sandra: This CLIL is useful and has allowed me to see other possibilities, to do other things.

(Excerpt 6.40, Interview 25, 13/09/11)

Originally, the plan consisted of two cycles. Now, Sandra was suggesting a third cycle probably because she could now acknowledge the impact of integrating content and language learning when implemented systematically and collaboratively. While we had started with our indigenous and ingenuous attempts individually, we could see our possibilities in relation to our students and to ourselves. It was at this stage that our explorations were beyond my control and had been internalised. In the case of Sandra, she achieved full autonomy for she was introducing CLIL in her language school lessons and with other classes at Colegio Salesiano.

6.4.7 Last teachers' meeting Cycle 2

This meeting took place while Sandra and I were finishing Cycle 3, and Aurelia was developing her materials for the Intervention Stage for Cycle 3. Therefore, I will only address those themes which are related to evaluating our Cycle 2 performance.

Essentially, we concentrated on my interpretation that we had entertained our students and on their feeling of not learning. First, I shared the findings and let them reflect on them:

- 1 Darío: I was looking at the data from the second cycle and in comparison to cycle 1 they say that they learnt less about the topic and less about English but they liked the activities.
- 2 Sandra: Let's see, they notice that they learn English when they do grammar exercises. They don't realize that they learn other, I mean, they don't realize they have more ear training.
- 3 Aurelia: Fluency.
- 4 Sandra: Because to them, studying English is doing exercises.
- 5 Aurelia: It's like they have this misconception that in English we do complete with the corresponding verb and that's that.
- 6 Sandra: What's your theory?
- 7 Darío: From what I see, it seems like we're entertaining them rather than teaching.
- 8 Sandra: Exactly.

(Excerpt 6.41, Interview 28, 20/10/11)

From this excerpt, I gathered that the three of us had arrived at the same interpretation but Sandra and Aurelia offered an original explanation. In their view (Turns 2, 4, and 5), the students did not feel they were learning because our lessons did not offer grammar practice regardless of whether it was focused or unfocused. I felt that Sandra and Aurelia were not placing the burden of this 'misconception' of learning a foreign language on the students only but also on unnamed external factors. When I revisited this section I wondered to what extent this was also our responsibility for, in the case of Sandra and myself, these students had been our students for at least three years. Who had ingrained in them through declaration and teaching practices that learning a foreign language was equated to learning and practising grammar?

6.4.8 Rounding up teachers' evaluation

When I engaged in ongoing analysis and the write-up of Chapter 6 I could not help but return to Cycle 1. As I was revisiting section 5.6.8, I noticed that CLIL as a post-PPP approach had been confirmed. Based on our students' feedback, CLIL should be a language-driven content-enriched approach didactically transposed through a combination of grammar coursebooks and teacher-developed materials. Nevertheless, the evaluation stage in Cycle 2 also revealed a two-level transformative process (Figure 6.8).

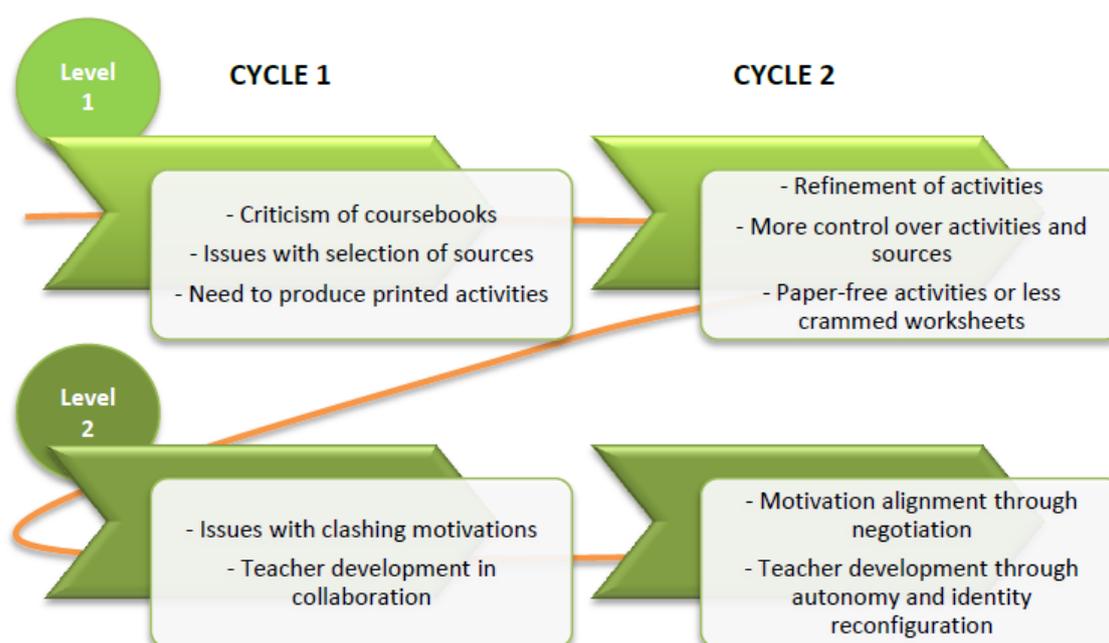


Figure 6.8: 2-level transformation from Cycle 1 to Cycle 2

I understood that Level 1 was concerned with initial issues about the 'unknown', i.e. with change and resistance. This level implied the interpellation of our traditional professional practices and how we needed to resignify and accommodate our teaching styles and lesson planning to arrive at the realisation of didactic transpositions which met new demands in our dynamic contexts. At this level, our explorations through the two cycles may have revealed that we moved from a zone of resistance to a zone of reconfiguration.

During the first stages of Cycle 1, interviews and classroom observations showed that we started from a reaction against coursebooks. In addition, we experienced issues with collection and selection of sources and were concerned about how to present our new approach crystallised in paper-based activities even when our sources were mostly audio-visual. What I felt was that we moved from a pessimistic or confrontational position to a positive and an as-a-possibility stance in Cycle 2. This position allowed us to investigate the good side of coursebooks and thus refine our organisation and sequence of activities. In addition we experienced a stronger control over our input sources and activities which were not necessarily developed in paper. This change was due to the understanding of our students' feedback, classroom explorations, and our own systematised reflection through interviews and fieldnotes.

The second level of transformation (Level 2), I observed, was a continuation of our professional practices circumscribed to the classroom scene at a deeper level. It transcended the classroom even when these transformations would also reconfigure that first level. I understood that the journey Cycle 1 – Cycle 2 had also allowed us to position ourselves not only as reform-doers but also to discuss other issues which imbued our teaching responsibilities with new understandings of motivation, autonomy and identity.

As in the first level, we moved from a confrontational view in Cycle 1 to a reflective state in Cycle 2. The topic of motivation, for example, had dominated Cycle 1 for we discussed the clashes between our students' motivations and our own. Nevertheless, this theme was not central in Cycle 2 for we had managed to align our motivations through negotiation. These negotiations and alignment became more transparent when we realised that the students' feedback had been positive. At the end of Cycle 2, this motivation alignment was such that the aim in both students' and teachers' eyes was to start a further cycle so that these levels of engagement could be maintained until the end of the school year.

The discussion and reflection of our motivations as teachers through our group and individual interviews had an impact on our professional development. Similarly to the processes described above, I noticed that we moved from teacher development in collaboration through Cycle 1 and Cycle 2 to teacher development through autonomy and identity reconfiguration by the end of Cycle 2 and beginning of Cycle 3.

Through teacher development *in* collaboration I frame the benefits of our systemic meetings to evaluate coursebooks, share own beliefs and concerns about our role, our students and our expectations. I include the action and implementation stages in Cycle 1 and to a lesser extent in Cycle 2. These stages comprised collaborative lesson planning and materials and classroom observations. I felt that during the first cycle we *needed* to grow professionally with our peers. However, I observed that this necessity gravitated to other domains by the end of Cycle 2. Collaborative work helped us become more autonomous not only among ourselves but also autonomous in the sense that we grew less coursebook and paper-based materials dependent. This new teacher autonomy led to the reconfiguration of our identities in relation to power for I felt that our personal identities had been internally and externally accepted by our peers.

Our development as teachers was not only tied to working with colleagues but also to the reflective discovery of our own potentials, interests and control of our own behaviours. Although I believed that these changes were initially rooted in the CAR project, and the research instruments such as the systematic encounters, my questions, and students' feedback, they were not CAR-dependent for now we could continue to grow professionally without the scaffold I had facilitated.

7 CYCLE 3: September – November 2011

7.1 Chapter structure

Similarly to Cycle 2 (Chapter 6), Cycle 3 was characterised by teacher autonomy. However, Cycle 3 differs from Cycle 2 by a growing independence among teachers which marked a different timing and structure behind our lessons. In this respect, Chapter 7 shows a linearity which never occurred in praxis. Sandra started her Cycle 3 independently almost a month before Aurelia and me. Additionally, our Action Stage meetings were eventually cancelled for different reasons. Aurelia decided to postpone her Intervention Stage, and by the time she started it, I had interviewed and surveyed Year 1 students and Year 3 students. Despite these features which made the experience richer, this chapter includes the following stages: action, intervention, and evaluation not only of Cycle 3 but also of the whole experience.

7.2 Stage 1: Action

This stage comprised lesson planning and materials development. Sandra did not 'live' this stage for she had handed over this responsibility to her students. According to our students and Sandra's plans with Year 3, these were the topics we had to address in our lessons:

Group	Teacher	Topic
Year 1	Darío (and Aurelia)	The universe
Year 2	Aurelia	UFO's
Year 3	Sandra	Any topic

Table 7.1: Cycle 3: lesson organisation

7.2.1 Personal processes and meeting

To develop my materials (appendix 16), I first collected sources and then I developed the activities. I simultaneously developed my activities and wrote in my journal as I sought to capture the process in real time:

Ok, let's get down to work now

Excellent! Thanks The Guardian! A short video to kick off, the first idea was to do a listen and match speakers, and then it occurred to me that I could do sthg with vocab as pre-listening, like match definitions or just complete them, and do some brainstorming before.

Hey, let's see the mother source...NASA ☺

I need to make sthg more interactive so that I get their attention from the start. That's why their list and my list on a ppt.

It's not strictly related to what they asked for, but just for the sake of speaking and more of their participation in small groups. Maybe we can then vote whether they believe there are 'others' in the universe.

I chose a song I like, what the heck and I did a listen and order, sthg which wasn't in the list but which got positive votes in the previous lessons.

Hey, this time I've paid more attention to layout and visual attractiveness...chic, to make it more look like a book?

Now looking back at the two pages, I feel that it's not enough, that I should have sthg else, like more exercises, I don't know. But then I need to allow myself the chance to develop a rather minimalist lesson in terms of how many activities I design on a page. If eventually I end up having time at my disposal, I'll do sthg like Sandra, watch and comment.

(Excerpt 7.1, personal diary, 09/10/11)

In retrospect, I observed that the challenge was sequencing the activities in levels of **linguistic complexity**, and **cognitive demand** to ensure cohesive treatment of the different aspects to address. Although I felt that the number of exercises I had developed would be insufficient in practice, I compared this new worksheet with my previous productions to realise that this one was more appealing for it did not look like a concoction of exercises crammed on a page. I was glad I could manage my own anxiety and concerns about timing and allowed myself to control my behaviour in that respect.

Conversely, I only had the chance to find out about Aurelia's approach on the day we met to evaluate Cycle 2. In that opportunity, Aurelia centred her efforts in two aspects: grammar activities (Excerpt 7.2), and content relevance.

- Aurelia: Now that I'm doing UFO's, I'll put one grammar exercise. In one exercise to give their opinion, I inserted structures for the exchange with a partner.
- (...)
- Aurelia: As they say that they don't learn, if I put this, I include grammar.
- (...)
- Aurelia: Y después tengo esto de grammar que quiero incluir. Sobre esta partecita, porque le quiero poner algo de grammar. [And then I have this grammar that I want to include. About this bit because I want to put something with grammar]

(Excerpt 7.2, Interview 28, 20/10/11)

Aurelia's preoccupation resulted in the brainstorming of activities such as 'correct mistakes', 'unfocused or focused cloze', 'rearrange sentences', and 'multiple choice'. Following my suggestion about the need to provide a challenging activity, Aurelia opted for a 'fill in the blanks' without providing the missing words in a box. Although this had not been a requested activity, I supported our decision explaining that activities could be negotiated.

As regards content relevance, Aurelia explained that she had spent 'a lot, a lot, of hours' collecting videos and interviews from CNN for example so that the students could not say 'we didn't learn a thing'. Nonetheless, her selection of sources was determined by speakers' **speed of delivery**, **length**, and **content load** for she did not want to overload the students with complex content which would then be difficult to unpack. In relation to the sources selected, Aurelia planned to open her lesson by eliciting students' previous knowledge. She thought of a speaking activity which would include structures or useful expressions in spoken discourse. She also designed a gap-filling activity triggered by a video with the aim of completing a number of definitions (Appendix 19).

In turn, Sandra's Action Stage was reduced to arranging a timetable with all the presentations her students would make. She paired the students and explained that they had to choose a topic of their interest and present a summary of the topic and an activity at the end of their 15' minute presentation. They were free to include PowerPoint presentation, videos or simply talk in front of the class. She also told them that she could

offer support as regards content organisation, resources and activities. However, I later found out that none of the students ever asked her for support as they would develop their presentation the night before the due date.

In general terms, I related the principles for planning materials to three primary needs at this last cycle: congruence, challenge, and reliable sources (TN 7.1)



TN 7.1: Cycle 3 Materials development main themes

In the first place, we started our individual elaborations by aligning our interests to those of our students. Our prime aim was to show a correlation between Cycle 2 survey results and our materials. We sought congruence not only in relation to our students but in relation to the internal mechanisms of our CAR. Both Aurelia and I took the survey results as our guide. For example, in my journal I wrote:

I'm checking the survey results and I need to bear in mind that:

- a. They want speaking in small groups
- b. They want trailers and documentaries
- c. They want 'listen and complete/choose'
- d. But also, they want sthg else, sthg more like information I suppose.

(Excerpt 7.3, personal diary, 09/10/11)

In one meeting, Aurelia asserted that this congruence was our responsibility to sustain as adults because the students, although they demanded to learn, chose activities which, in her view, were not challenging:

Aurelia: Because of their age and other things that they always tend to choose the activity which requires the least of effort.

(Excerpt 7.4, Interview 28, 20/10/11)

This view was related to my second perceived need: challenge. We highlighted the necessity to provide activities and input which drove the students to make an effort language-wise and content-wise through higher-order thinking skills. While excerpt 7.2 showed Aurelia's concerns in this respect, excerpt 7.5 also illustrates my own view of this challenge:

Perhaps I can also devote time to teaching grammar thru awareness, for example in ex 5 where I've got 'primarily' 'mostly' and my inserted 'mainly' ahhh, and three of the sentences show present passive... 😊

(Excerpt 7.5, personal diary, 09/10/11)

As regards challenging content, one concern was rooted in the need to offer reliable and valid sources to strengthen our lessons:

- 1 Aurelia: That the videos be reliable.
- 2 Darío: You saw that in my case I ended up with a video from The Guardian, one from NASA and a short one from NatGeo, though I also had the one of the American girl.

(Excerpt 7.6, Interview 28, 20/10/11)

I also noticed that content could be scaffolded by activities which promoted a new skill or the understanding of a new piece of information based on a previous piece:

Once I got all the activities on the page, I began playing around with them so as to organise them in terms of complexity and above all listening challenge. I still started with the guardian video because it has a written element as well. Then the Am girl, rather childish but a good start for vocab and authentic exposure, and then, I decided to go for the Wikipedia definitions which I tweaked a little bit, some words replaced for more usual synonyms, deleted word origin, and that.

(Excerpt 7.7, personal diary, 09/10/11)

7.3 Stage 2: Intervention

7.3.1 Darío: observations and reflections

This last Intervention stage comprised two lessons which were observed by Aurelia, whose notes are summarised in the table below:

	Darío – Year 1	
	Lesson 1 (17/10/11)	Lesson 2 (18/10/11)
Content/Topic	The Universe: comet, asteroids, galaxy, meteor(ite)	The Universe: the Solar System
Language input	Vocab. Unplanned: Latin plurals, appear to/seem like/might etc	none
Presentation of topic	Explain where speakers came from	none
Input sources	Videos from The Guardian, YouTube and Natgeo, Wikipedia definitions	Videos from Natgeo, song (Train)
Activities	Worksheet ex 1-6	Worksheet ex 6-8
Content scaffolding/adaptations	Elaboration, adding another video	Elaboration, comparisons, questions
Language scaffolding/adaptations	Synonyms, paraphrasing	Paraphrasing
Comments made by teacher and/or students	'Está bueno entenderle a la nena' (It's good to understand the girl)	'¿Por qué aclarar en este punto que no nos iba a gustar la canción?' (Why clarifying that we wouldn't like song?)

Table 7.2: Cycle 3: Darío's CLIL lessons

In the first lesson I felt I had managed to get my students' engagement from the start thanks to my idea of asking them to write a list of vocabulary related to the Universe in 30 seconds and then compare their words with mine. I completed the activity myself the night before and showed my results on a slide:

My words in 30'	
Stars	black hole
Comet	
Asteroid	
Galaxy	
Planet	
Sun	
Earth	
Fusion	

Figure 7.1: Slide. Exercise 1, The Universe lesson 1

Only after completing this activity did I distribute the worksheet copies and started to work on them together with my PowerPoint presentation. Once we revised familiar

vocabulary and introduced cognates such as 'galaxy' or 'asteroid', we continued with the second listening activity in which the students had to listen to a girl describe celestial bodies. I told them that what she said was childish but that it was good practice to listen to a girl talk in simple terms. At the end of the activity a student said: 'Está bueno entenderle a la nena' (It's good to understand the girl). When we finally checked the sentences, I took the opportunity to teach and revise some grammar in passing. The sentence below containing 'appear to' prompted me to introduce 'seem to/look like/may/can':

a. A comet is a large ball of frozen rock and gas. Comets appear to have a tail because the frozen gas starts to melt when they get closer to the Sun/pass near Earth.

However, it was the following activity which marked a difference in the lesson. The activity consisted of four definitions retrieved from Wikipedia which I had slightly modified through deletion of word origin and replacement of technical words with near synonyms. One of the definitions which students had to complete was:

A (5)_____ is an icy small body that, when close enough to the Sun, displays a visible coma (a thin, fuzzy, temporary atmosphere) and sometimes also a tail. These phenomena are both due to the effects of solar radiation and the solar wind upon the nucleus of the (6)_____.

As we were checking the gaps and confirmed that the correct word was 'comet', the following exchange started:

- 1 Student 1: What is phenomena?
- 2 Darío: That's the plural of phenomenon, an event, something that happens.
- 3 Student 1: Pero el plural es phenomena? [But is phenomena plural?]
- 4 Student 2: Como media. [Like in media]
- 5 Darío: Excellent! Yes. But the singular is medium. And if we say media, medium, what's the singular of data?
- 6 Students: Datum.
- 7 Darío: Ok. And if we say bacteria, is that plural or singular?
- 8 Students: Plural.
- 9 Darío: In fact it could be both but technically, technically, the singular will be? Media, medium, data, datum, bacteria?
- 10 Student 3: Bacterium.
- 11 Student 4: ¿Y el plural de nucleus? [And the plural of nucleus?]
- 12 Darío: Nuclei. Thanks! And what's the plural of cactus then?
- 12 Student 5: Cacti!

(Excerpt 7.8, Lesson 17/10/11)

This exchange continued for I sensed I had to let them ask and suggest more examples. I later recorded this unplanned moment in my journal:

Two words: 'phenomena' and 'nucleus' started out a learning opportunity that I had never envisaged: Latin plurals ☺ I ended up covering half the board with sing/plural forms and let them infer some rules and examples ☺
I forgot to draw their attention on the adverbials in exercise 5.
I found them interested and engaged especially with the Wikipedia definitions.

(Excerpt 7.9, personal diary, 17/10/11)

While Sandra highlighted our need to be flexible and ready to perceive opportunities in the lesson, I contributed with another example from this lesson. As the students were completing exercise 5, I showed them a slide of the Solar System. This slide generated a discussion about the relative size of planets. I remembered that I had a video about their sizes in comparison. I showed it to them after we finished the activity.

In relation to Aurelia's instant comments, she pointed out the attractiveness of the worksheet. I was happy with her feedback for it was one of my aims this time (Excerpt 7.1). In addition, she highlighted that although the first video was not easy to follow, the activity was simple but it did not cancel the authentic nature of the source. Personally, I felt that even when the activity was not authentic, my purpose was to engage them in vocabulary activation and recognition.

As regards the second lesson, the students completed exercise 6 quickly which hinted that the NatGeo video was not difficult and that my concern about the number of words in the box was not serious. This exercise was followed by a discussion activity which I limited to small groups and for five minutes so as to avoid loss of interest as it happened in Cycle 2. Finally, we did the last activity which consisted of a song. When I chose this song, I believed that the students would not like it and therefore I wrote in the rubric:

8. You may not like this song but...Listen and order the phrases below as you hear them the first time.

Figure 7.2: Exercise 8 in Cycle 3 worksheet

Surprisingly, the students liked the song. Aurelia noted that two students found my instruction unsupported. In our teacher interview we discussed this episode and how my preconceptions had betrayed me:

- 1 Aurelia: It called my attention too. Why does he think so? Is it really that bad?
- 2 Darío: I thought, it serves me right for pretending to sound cool, I should have said ‘listen and order’ and bye. I thought they wouldn’t like it because the band is rather old.
- 3 Aurelia: The song was good. They even asked him about the name and the band.
- 4 Sandra: I see, like a prejudice, you took for granted that they wouldn’t like it.

(Excerpt 7.10, Interview 28, 20/10/11)

Overall I felt these two lessons were different from the other two cycles because I had become more autonomous and therefore I was less dependent on time or the number of activities on the worksheet. Because I had learnt from observing Aurelia and Sandra, I allowed myself to exploit each activity more and be more receptive to changes in the lesson so as to take advantage of spontaneous teaching-learning situations.

7.3.2 Aurelia: observations and reflections

Aurelia’s explorations in Cycle 3 consisted of two lessons. Table 7.3 provides a summary of my observation notes:

	Aurelia – Year 2	
	Lesson 1 (25/10/11)	Lesson 2 (26/10/11)
Content/Topic	UFO’s	UFO’s
Language input	Expressions for keeping a conversation going. ‘Yes, that’s true’	Vocabulary
Presentation of topic	T provides background knowledge and a quote	T recaps lesson 1 thru questions
Input sources	Videos (testimonials) PPT	Videos (interviews, documentaries)
Activities	Worksheet ex. 1-4	Worksheet ex. 5a, b, c, d
Content scaffolding/adaptations	T expands definitions thru questions. T offers further details.	T offers more information and elicits info from nominated students.
Language scaffolding/adaptations	Paraphrasing, defining unknown vocab.	Defining words, paraphrasing
Comments made by teacher and/or students	Stu: ‘Esto es más fácil, dice “eleven” y acá está “eleven”	Stu: ‘If you see this video, you don’t believe’

Table 7.3: Cycle 3: Aurelia’s CLIL lessons

In her first lesson, Aurelia started by distributing the worksheet copies (appendix 17). The students were particularly interested in their own matters as they continued chatting without paying attention to Aurelia' repeated requests for silence. Finally, she drew students' attention to the opening quote at the top of the worksheet and added:

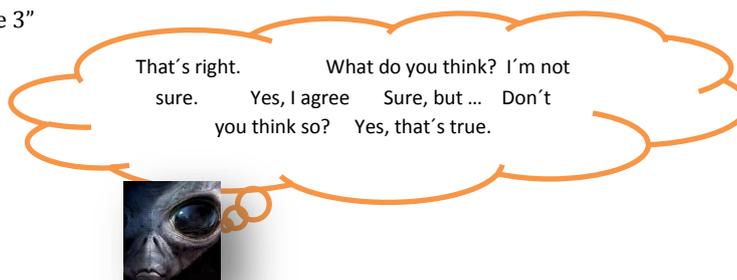
Aurelia: As you can see, I love quoting, yes? because I think there are lots of people who have really interesting eh quotations that we can learn.

(Excerpt 7.11, Lesson 1, 25/10/11)

After the quote, she asked students to complete speaking activity 1:

1) What's **your opinion** about U.F.O.s? Do you think they are real? Talk with a classmate.

Listen to ""Hard Evidence 3"
and compare your
answers.



I noticed that this was the activity where Aurelia had included useful expressions and I wondered whether these had been used or unknown by the students. As regards the activity itself, I noticed that Aurelia asked further questions:

- 1 Aurelia: Manu, what do you think?
- 2 Manu: I'm not sure because you can't see or talk to them.
- 3 Aurelia: Other opinions?
- 4 Student: We think that it's stupid to think that we're the only form in the universe but we don't believe in aliens.
- 5 Student: I'm sure they exist. I know.

(Excerpt 7.12, Lesson 1, 25/10/11)

The following activity was easily completed by most students. When Aurelia checked the activity, she wrote the answers on the board. She then unpacked the definition:

- 1 Aurelia: If you have to explain in your own words what a UFO is, what can you say? Does it refer just to aliens?
2 Students: No, no.
3 Student 1: Not only aliens.
4 Aurelia: OK. Any object that is not identified. That is, that's the idea, yes?
5 Student 2: Ah, claro, si veo una paloma y no entiendo de qué raza es, digo ah es un UFO. [Yeah, right, like if I see a pigeon and I can't figure out what type it is I say ok, it's a UFO.]

(Excerpt 7.13, Lesson 1, 25/10/11)

Student 2 above (Turn 5) tried to be sarcastic. I understood his intervention as a criticism of Aurelia's oversimplified definition which he decontextualised and interpreted to produce a humorous effect. In her attempt to rephrase the definition found in exercise 2, Aurelia may have failed to maintain a demanding level of cognitive challenge and engagement. I noticed that this is what may happen when content in CLIL lessons is reduced to ambiguous definitions or vocabulary lists.

Students' follow-up contributions connected activity 1 to activity 2 by elaborating on their beliefs:

- 1 Student 1: I think that UFO's is different. Perhaps they don't exist. But I think there's life in other planets.
2 Student 2: Yes, different, not like us.
3 Student 3: Evolved?
4 Student 4: And with other forms?
5 Aurelia: Other forms?
6 Student 4: Yes, not like humans, but another form.

(Excerpt 7.14, Lesson 1, 25/10/11)

When Aurelia showed the video to complete exercise 3, several students rejected its veracity and expressed that the video was 'a joke' and that 'if you see that video, you don't believe'. Immediately after the video, she showed them a PowerPoint presentation which was the input to complete a 'read and match' activity. As some students next to

where I was sitting were engaged in reading the slides and matching, I noticed that they were not satisfied with the challenge:

Student: Esto es más fácil, dice eleven y acá está eleven. [This is so easy, it (the slide) reads 'eleven' and here (in the sentences to match) we have 'eleven.']

(Excerpt 7.15, Lesson 1, 25/10/11)

Their reaction reminded me of Student 2 (Excerpt 7.13, Turn 5). For these two students in particular, the activity did not provide them with an opportunity to develop their higher order thinking skills. I felt that after this assertion, they started to solve the activity through a word recognition process since the sentences in the exercise were almost identical to the sentences shown on each slide.

Aurelia closed the lesson by checking this last activity. I felt that not every student had managed to complete it because of their lack of interest and concentration that I linked to the poor visual quality of the PowerPoint presentation.

In her second lesson, Aurelia started by recapping the contents of lesson 1:

1 Aurelia: Ok. Let's see how much you remember. Who can give me an explanation, yes? a definition for UFO's?
2 Student 1: Unidentified flying object.
3 Aurelia: OK. And, who started using the term UFO?
4 Student 2: The military.
5 Aurelia: The military. Very good.

(Excerpt 7.16, Lesson 1, 26/10/11)

After extra questions and contributions, Aurelia elicited students' knowledge about the Roswell UFO incident:

1 Aurelia: Have you ever heard about some incident in the USA (.) related to UFO's?
2 Student 1: Roswell.
3 Aurelia: OK. What do you know about it?
4 Student 1: It was in the 1960's.
5 Aurelia: Yes. A little bit earlier.
6 Student 1: And a UFO, ¿cómo se dice 'que se cayó'? [How do you say 'that it fell?']
7 Student 2: Fell.
6 Student 1: It fell near to New Mexico.

(Excerpt 7.17, Lesson 1, 26/10/11)

With this contribution, Aurelia introduced activity 5a in which students had to watch the first part of a documentary and tick those sentences which referred to ideas mentioned in the documentary. I first thought that the number of sentences was excessive but when the activity was checked, the students seemed confident. Aurelia asked follow-up questions to encourage remembering and understanding. However, I noted that only the 'strongest' students from a language proficiency point of view contributed to this part of the lesson. She also taught incidental vocabulary such as 'spacecraft' or 'back engineering' through definitions and synonyms.

I noticed that the documentary was the source of activities 5a-d. I thought it was a practical idea to have fragmented the source in different sections and activities. One of these activities was a grammar-based activity which Aurelia highlighted:

- 1 Aurelia: This exercise is quite simple, quite simple and you have to complete Mr Coleman's lines with the appropriate relative pronouns. Do you know what relative pronouns are? What are relative pronouns? This is a little bit of grammar here.
- 2 Student 1: Pronombres.
- 3 Student 2: ¿A ver los que rindieron el First? [Let's listen to the ones who passed the First (Certificate Exam)]
- 4 Aurelia: What are relative pronouns?
(no responses)
- ¿Ni uno? Have a look at the text and see if you. [Not even one?]
- 5 Student 3: That.
- 6 Aurelia: ¡Claro! What else? [Of course!]
- 7 Students: Who, when, which, where.

(Excerpt 7.18, Lesson 1, 26/10/11)

After the students completed the activity, Aurelia offered a grammatical explanation for each gap so that the meaning of 'relative pronoun' was not only equated to examples (Excerpt 7.18, Turn 5). As she checked each activity, I noticed that she would grant or request participation to those students who were proficient in English or who seemed distracted. This approach to controlling participation excluded many students.

The lesson finished by discussing whether aliens existed. At the end, a student asked Aurelia:

- 1 Student 1: Teacher, do you believe?
2 Aurelia: No, I don't. I may be very skeptical but I don't believe in UFO's or aliens.

(Excerpt 7.19, Lesson 1, 26/10/11)

This last exchange may have revealed her lack of interest in the subject. Nevertheless, as I will show in Excerpt 7.36, this did not mean that she felt demotivated during or after these lessons.

7.3.3 Sandra and Year 3 students: observations and reflections

Sandra's third cycle was different because she stepped back and her students took over by being in charge of presentations. Each group presentation was supposed to last 20 minutes but depending on the topic preparation, sources provided and activities, some presentations extended over 40 minutes. Table 7.4 summarises the contents of these student-led lessons. Because of different duties I could only observe groups 3, 4, 6, and 9.

Group	Topic
1	Rock and Roll
2	Alternative rock
3	Facebook – The impact of social networks
4	American Bands
5	Rugby
6	Anorexia
7	Synesthesia
8	Hockey
9	The last days of Marilyn Monroe
10	Urban myths

Table 7.4: Cycle 3 Students' presentations

The four groups I observed shared these features: deductive organisation of their presentations, i.e., topic introduction through oral exposition which included definitions of central terms or background, a documentary/slide show/interview to offer further

information, and a follow-up activity which could be a survey (Group 3), a song to fill in the gaps (Group 4) or a set of comprehension questions (Groups 6 and 9). Sandra later informed me that other students had designed a crossword and that Group 5 had printed a worksheet downloadable from the Internet.

While I observed those four presentations, I sought to record Sandra's role in class. Sandra always sat at the back among some of the students. She would let them deliver their oral exposition and show the audiovisual input and then she would ask comprehension questions to encourage lower-order thinking skills such as remembering or understanding. I noted that she would nominate students to check that everyone was paying attention. Next, she would ask probing questions to the presenters for she always stressed that all the topics were engaging and that she wanted to learn about them.

Sandra's questions usually triggered discussions which were more evident in the anorexia presentation. In this presentation, the students showed a music clip. The song was about Sophie, an 'ordinary girl' according to the lyrics who died as a consequence of anorexia. This prompted the following exchange:

- | | |
|--------------|---|
| 1 Sandra: | Who are ordinary girls? |
| 2 Student 1: | Sophie is a common case. The song. When you're in that situation, you think you're the only one with a problem. |
| 3 Student 2: | Being a teenager is like you have to fit somewhere' |
| 4 Sandra: | Do you know anyone who suffers from it? |
| 5 Student 3: | A boy I know. |
| 6 Student 4: | A girl. Una chica que vende tortas en la calle. [A girl who sells cakes in the street.] |
| 7 Sandra: | What do you think about it? (no responses) How do you feel about it? |

(Excerpt 7.20, Lesson Group 6, 11/10/11)

This lesson lasted for 40 minutes as each question stimulated further reflections and discussions. I also noted that each student tried to express their ideas in English resorting to Spanish on very few occasions. Some students shared what they knew about the topic and the socio-psychological side of this disorder among teenagers.

In the interview we held between stages and cycles, I asked:

- 1 Darío: How did the Year 3 lessons go?
2 Sandra: OK, like everything, some groups, good, you see.
3 Darío: Anorexia's group.
4 Sandra: Well, that one was good. Then another one that I didn't have a clue what it was, it's a disorder that you see a number and a colour. Synesthesia. That one was very good too. Yesterday one group talked about hockey that was very good because they brought like the basketball worksheets? Something like that, they explained everything.
5 Aurelia: Could they choose any topic?
6 Sandra: Whatever they wanted. And then one of the girls told me, of course, that it's much easier when you know what you're talking about. Because both girls play hockey and they knew. They looked for vocabulary.

(Excerpt 7.21, Interview 28, 20/10/11)

I believed that Sandra's evaluation (Excerpt 7.21, Turn 2 and 4) was linked to the engagement level that the topics had caused among the students and herself. The fact that the students could choose the topic and that such a topic, in some cases, was part of their experience facilitated not only content presentation in itself but, most importantly, how the speakers positioned themselves in English.

7.4 Stage 3: Evaluation

This last stage did not chronologically occur at the end of Cycle 3. It was a simultaneous process developed throughout the Action and Intervention stages. It comprised class interviews and survey, and individual as well group interviews with Aurelia and Sandra. In this section, I will first present highlights from each class interview followed by the survey results from Year 1 and Year 2. Following students' final comments about this 10-month experience, I will centre on teachers' perceptions, beliefs and final evaluation. These did not only cover Cycle 3 but the whole project as a springboard for long-term implementations within the school curriculum in accordance with the new official syllabus (Banegas and Pésico, 2012).

7.4.1: Year 1 evaluates my lessons

This was a difficult interview to code and represent as I felt I would position myself under a positive light only. However, my students proved to be coherent with the views they had expressed in Cycle 1.

When I asked them whether they had benefited from my lessons, I obtained a unanimous 'Sí' which I tried to understand:

- | | |
|--------------|---|
| 1 Darío: | Why? |
| 2 Student 1: | I don't know, like you put a lot of effort and at the same time you were looking for activities, you were studying, and gave us all that. That, for me, is like very dynamic. I liked the activities you gave us. |
| 3 Student 2: | Because I've had lessons with you before, it's like in class we do more speaking with you. It's like we take the lessons more seriously with you. Bah, to me. |

(Excerpt 7.22, Interview 30, 25/10/11)

Regarding my question in the excerpt above some other students added:

- | | |
|--------------|--|
| 1 Student 3: | The activities. |
| 2 Student 4: | They're different from the book. |
| 3 Darío: | Are they really different? |
| 4 Student 5: | The thing is the topic, the topics are cool. They're interesting and so you feel like you want to learn. |

(Excerpt 7.23, Interview 30, 25/10/11)

In this exchange, students once more (see Excerpt 5.51) highlighted that my activities were motivating because of their differences to those in coursebooks. Personally, I did not find them different since I only introduced slight variations but in essence the procedures were identical. Nevertheless, I was reminded of a tendency that had become evident in Cycle 2 (TN 6.2): that student motivation to learn was the consequence of the engaging topics we had addressed.

When I asked them whether they had learnt new content, the interview revealed that both my students and I had benefited from these lessons:

- 1 Student 1: At least we learnt a little from each one.
2 Student 2: I didn't know the difference between meteor and meteorite.
3 Darío: Let's see, I also learnt a lot of things as I was planning the lessons, as I was reading, because there are things that I certainly don't know.

(Excerpt 7.24, Interview 30, 25/10/11)

Together with their evaluation of content learning, I inquired my students about language learning. Their answers covered a different range of aspects. First, vocabulary learning emerged as central with different degrees of impact. Grammar was not perceived as strong. Secondly, speaking and listening skills appeared to have been developed. Last, they noticed that their level of attention had also increased:

- 1 Darío: Did you feel like you learn a little English?
2 Students: Yes.
3 Student 1: Vocabulario.
4 Student 2: A lot of vocabulary.
5 Student 3: A couple of words.
6 Darío: Anything else?
7 Student 4: I really liked it when we discussed, like it helped to speak fluently, to improve my fluency when I speak.
8 Student 5: When we debated in small groups.
9 Student 6: There was a lot of listening. In the book we don't, but here we have videos, songs. A lot to listen to and speak. I improved like that.
10 Darío: I didn't teach grammar, but, do you feel you learnt a little grammar?
(silence, students look at each other)
11 Student 7: No.
12 Student 8: It's that we improved thanks to the videos and listening. With a video is much easier because you're watching how they modulate when they talk.
13 Student 9: Besides, you pay more attention.

(Excerpt 7.25, Interview 30, 25/10/11)

After the interview, I conducted a survey (appendix 8) in which my students had to evaluate my lessons about the universe in the first part, and evaluate, in retrospect, my lessons taught during the three cycles. Unlike the other two cycles, this time I had 29 respondents.

In question 1, I asked students to rate how much they had learnt as regards the content, i.e. the universe, and English:

	A lot	Enough	Little	Nothing
The Universe	8	19	4	-
English	1	20	7	1
Vocabulary	10	16	3	-
Grammar	1	1	13	13
Reading	4	6	16	3
Listening	13	15	1	-
Speaking	7	18	3	1

Table 7.5: Cycle 3: Year 1 evaluation of content and language learning impact

As regards content, these lessons had not produced the content impact that Rock and Roll had. Furthermore, they were rated similarly to my lessons in Cycle 2 (Table 6.7). Nonetheless, when students completed the sentences below the table to elaborate on the impact, nine students expressed that they had learnt ‘a lot’ about the universe, all of them supporting this impact with the concepts they had learnt. According to some of the answers, the difference between ‘meteor’ and ‘meteorite’ had been revealing (Excerpt 7.24, Turn 2).

In relation to overall language learning, 20 students indicated having learnt ‘enough’. Unlike Cycle 1 (Table 5.8), this result seemed to confirm the levels obtained in Cycle 2 (Table 6.7). According to the open-ended sentences, 17 students out of those 20, confirmed that they had learnt ‘enough’ and attributed this to vocabulary (9 students), listening practice (5), and speaking and pronunciation practice (3). All in all, I could infer that these CLIL lessons had systematically impacted on their vocabulary acquisition. In addition, development of listening and speaking skills had also been constant in contrast to grammar learning which was seen under a more negative light in each cycle, this cycle being the one which obtained 13 ratings for no grammar impact.

In question 2, students were asked to evaluate my activities in general. As in Cycle 2, 14 students rated them as 'good'. Other adjectives used were: 'interesting because of the topic' (5), 'fun' (5), 'different' (2), and 'excellent' (1). Overall, those 14 students who rated them as 'good' explained that they had been 'fun' (6), 'because of the topic' (4), 'varied' (2), and 'coherent with our interests' (2). In my process of meta-evaluation, it was the first time that 'fun' caused my attention, a situation which made return to the previous cycles only to find out that 'fun' had always been the second strongest criterion after 'interesting' to be used by the students. Therefore, my activities had generally been positively rated because of these two criteria, which relatively reinforced my concerns about 'edutainment' voiced in Cycle 2 (Excerpt 6.41, Turn 7).

In question 3, students had to rate the exercises in the worksheet. Total figures do not always amount to the number of respondents (29) as some students had missed one of the two lessons and therefore left some exercises unevaluated. The results were as follows:

		Very good	Good	Fair	Poor
Activity	1	10	13	4	1
	2	7	15	6	-
	3	14	12	1	-
	4	14	8	4	-
	5	6	15	5	-
	6	12	14	1	-
	7	10	9	7	1
	8	20	5	3	-

Table 7.6: Cycle 3: Year 1 evaluates my activities

Similarly to the two previous cycles, three authentic source-based listening exercises were the most favourite among my students. However, the closing song-based activity was found to be the activity they liked the most (8 ratings) followed by exercise 7 (5), which was, rather contradictorily, the activity which scored the lowest and which received the highest number of negative ratings. In relation to listening exercise 3, some students said that it was simple and effective for they learnt new content. Equally, exercise 6 was found to be long but with relevant information which made them pay

attention and complete the sentences successfully. As regards activity 8, nine students indicated that they had liked the song and that it had made them pay more attention in class.

According to the survey, activity 1, which I had conceived as different and innovative, was chosen as the least liked exercise in my lessons. Many of the students found it 'senseless'. I found it revealing what two students suggested:

Student 1: I'd put it at the end so as to check what words I learnt.

Student 2: It could be done at the end too to compare our lists and see how much we learnt.

(Excerpt 7.26, Survey results, 31/10/11)

While I had considered this activity as a warm-up to activate their vocabulary repertoire, these students regarded it as a valid activity to close the lessons too since they found it useful to highlight what usually caused most impact, vocabulary.

Last, I asked them to signal what they had liked the most and the least in each cycle. The following table shows the categories I developed according to the answers my students provided. The numbers in brackets represent the number of students who mentioned each of these aspects:

	Rock n Roll (Cycle 1)	Drugs (Cycle 2)	The Universe (Cycle 3)
POSITIVE ASPECTS	Audio-visual input (11)	Topic relevance and treatment (15)	Audio-visual input (11)
	Listening activities (10)	Debate activity (5)	Topic (7)
	Topic (8)	Audio-visual input (4)	Listening activities (6)
NEGATIVE ASPECTS	Students' presentations (2)	Video showing drug addicts (1)	Video activity 1 (2)
	Little content (1)	-	-
	No grammar (1)	-	-

Table 7.7: Year 1 overall evaluation

In relation to topic impact there were different appreciations for each of them. For example, 'rock and roll' was considered to be a motivating topic because some of them were interested in music. Some even had bands, and therefore were drawn to learn about the history behind this music style. Conversely, 'drugs' was thought to be a relevant topic because they felt it was part of their age group. In addition, some students stressed that the topic had been well represented for the testimonies the videos showed offered a balanced view of the matter. Last, 'the universe' provided them with useful information in general and details they were not aware of.

The audio-visual sources caused attention for they were ranked second behind topic impact. According to students' answers, the audio-visual input, whether it was songs, interviews or documentary snippets, helped them pay more attention, improve their listening skills and pronunciation, and provided them with a visual representation of topics such as the relative size of the planets. The video I showed them about the relative size of the planets was a source I had never intended to use. In fact, I had not planned any activities based on it. I finally showed it in the first lesson after exercise 4 in order to introduce the Solar System. In the survey, around 10 students indicated that they particularly liked that video because of the information it provided.

In connection to the authentic input offered, students emphasised the impact of listening and speaking activities, particularly the debate. They expressed that the 'listen and complete' activities helped them understand 'natural' English and pay more attention in class. Whereas the speaking activities such as the group presentations in Cycle 1 and the debate or group discussion in the last two cycles had allowed them to benefit from these speaking opportunities while, at the same time, listening to their peers' opinions. I felt that these views seemed to point out that their participation and attention in class had increased as a result of the topics addressed and the materials (sources of input + activities) developed. In addition, I sensed that the fact that grammar and reading had

never been featured in my lessons, did not prove to be a major issue since, according to their answers, vocabulary, speaking, and listening improvement based on content learning may have been regarded as the underlying driving force in their foreign language learning.

7.4.2: Year 2 evaluates Aurelia's lessons

I conducted this last class interview a week after Aurelia's CLIL lessons. There were 24 students present at the time and we evaluated Cycle 3 as well as the whole experience.

With regards to Aurelia's UFO's lessons, the students who spoke focused on the impact these lessons had produced. While only one student's contribution pointed out the value of content, some students, conversely, stressed that language learning had been of little significance:

- | | |
|---------------|---|
| 1 Darío: | Did you feel that you learn any content? |
| 2 Student 3: | Yes because it was a different topic that was interesting. I didn't know about back engineering. No idea. |
| 3 Darío: | And English? Did you learn any? |
| 4 Students: | No. |
| 5 Student 5: | Some words. |
| 6 Student 9: | And that one that you had to complete with who, that, I think that it wasn't that easy. |
| 7 Student 10: | That is, we learnt about the topic but we didn't learn English. |
| 8 Student 11: | That's right. |

(Excerpt 7.27, Interview 32, 01/11/11)

Even Aurelia's attempts to include grammar (Excerpt 7.18, Turn 1) seemed fruitless in her students' eyes. However, some students expressed that Aurelia's lessons had been 'good' because they were 'fun'. These ideas prompted me to ask them about what it meant to learn a foreign language to them and how it should be best learnt in a formal education context.

According to these students, developing listening skills was central in learning in a classroom setting:

- 1 Darío: What is learning English to you?
2 Student 5: New words.
3 Student 11: Being able to express yourself.
4 Student 7: Grammar.
5 Student 12: And listening.
6 Darío: And listening. How do you best learn at school?
7 Students: By listening.
8 Darío: Listening above all?
9 Student 12: Yes. And speaking.

(Excerpt 7.28, Interview 32, 01/11/11)

When I turned their attention to evaluate the experience as a whole, their first reaction was to express that the CLIL lessons had been different simply because they were not coursebook-driven. Concerning the activities Anahí and Aurelia had developed there were two positions: (1) those who saw them as different from a coursebook, and (2) those who found them similar. Nevertheless, both voices agreed that the content or student-chosen topics made the difference in how the activities were approached. In addition, teachers' materials seemed to demand higher-order thinking skills. These same themes had been also central in Cycle 2 (Excerpt 6.29, Turns 4 and 6) and emerged in Cycle 3 again:

- 1 Student 19: The content was different.
2 Darío: You mean that the topic made exercises different.
3 Student 19: Yes.
4 Student 18: They're more didactic.
5 Darío: What do you mean?
6 Student 18: It's like they make you think more. You have to think and solve something to answer.
7 Student 11: To me they're the same but it's like because the topic is interesting, you pay more attention.

(Excerpt 7.29, Interview 32, 01/11/11)

The role of teacher-made materials led them to suggest that teachers may become more active and participate actively in the classroom:

- 1 Student 21: When the teacher comes to talk about what he brought it's different because the teacher's attitude changes.
- 2 Darío: Like in the end it's the teacher who makes the lesson more interesting.
- 3 Student 21: Yes, the teacher participates more, otherwise it's like 'open the book and do it'. It's like the teacher participates more when he brings his things. Otherwise it's like the kid is only participating and the teacher just says 'yes or no'.

(Excerpt 7.30, Interview 32, 01/11/11)

Last, the students pointed out that these topic-driven lessons could be systematically implemented provided that students already had some knowledge of the language in order to contribute to a debate or follow an explanation. Some students added:

- 1 Student 19: You don't have grammar here. Doing this you don't have grammar.
- 2 Darío: No.
- 3 Student 19: So you have to work on basic grammar and then you can move on to this.
- 4 Student 18: Maybe, we can go on choosing topics and doing grammar exercises starting earlier.
- 5 Darío: That's good.

(Excerpt 7.31, Interview 32, 01/11/11)

I will turn now to the survey results obtained. The survey was completed immediately after the interview. Therefore I had 24 respondents. However, not everyone completed the whole survey since some of the students had been absent in some lessons.

With reference to question 1, Table 7.8 shows the impact of the UFO lessons on the students in terms of topic and language learning. These results attest to the little impact the lessons had produced (Excerpt 7.27):

	A lot	Enough	Little	Nothing
UFO's	2	19	2	-
English	-	5	19	-
Vocabulary	-	12	9	3
Grammar	-	2	11	11
Reading	-	8	12	4
Listening	3	14	6	1
Speaking	-	8	15	1

Table 7.8: Cycle 3: Year 2 evaluation of content and language learning impact

In the open-ended sentences below the table, 13 students indicated that the content had been 'enough' because of the information provided. Conversely, five students reported having learnt little because the information had been rather basic. As regards language learning, 18 students suggested that they had learnt 'little' because the lesson had provided them with vocabulary only (11 students), very simple activities (4), and little grammar (4). These results were similar to those of Cycle 2 and unlike the discrepancies between the class interview and survey at that time, I noticed stronger interview-survey correlation since the latter instrument appeared to confirm and expand the issues which had emerged from the interview.

In question 2, students had to evaluate Aurelia's activities as a whole. Students' answers included: 'good' (7 students), 'didactic' (6), 'common' (4), 'fun' (4) and 'boring' (3). According to their support, I felt that the topic had mainly made the activities look original, and different. However, this was the first time that the category 'common' appeared because 'the exercises are common to the ones we always do.' While some students seemed to value Aurelia's exercises because they responded to a topic of their choice, some others criticised that the procedures were not innovative.

In question 3, the students specifically rated each activity as the table below shows:

		Very good	Good	Fair	Poor
Activity	1	2	14	3	4
	2	3	13	7	-
	3	3	7	8	5
	4	7	8	8	-
	5a	2	12	8	1
	5b	2	10	9	1
	5c	3	12	8	-
	5d	6	8	5	4

Table 7.9: Year 2 evaluate Aurelia's activities

According to the results above, speaking activity 1 and vocabulary activity 2 were the best exercises in Aurelia's lessons. Even when I deducted the combined figures from 'fair' and 'good' to the combined figures from 'very good' and 'good', these two activities remained stronger though also followed by activity 4 which was a reading activity following a PowerPoint presentation. However, when the students had to confirm which had been the activity they had liked the most, preferences ranged between activity 4 (mode 8), activity 5d (6), and activity 1(5). Those students who indicated activity 4 explained that the PowerPoint presentation as a source for the activity had helped them pay attention. Conversely, activity 3 appeared to have been the least popular according to the ratings on the table above. This was also confirmed through the open-ended sentence since eight students explained that the video had been 'so fake' that they regarded the activity as pointless.

Similarly to Year 1, I asked Aurelia’s class to signal what they had liked the most and the least in each cycle (Table 7.10). The numbers in brackets represent the number of students who mentioned each of these aspects which I grouped for analysis convenience and representativeness:

	Rock n Roll (Cycle 1)	Nazi Propaganda (Cycle 2)	UFO’s (Cycle 3)
POSITIVE ASPECTS	Song-based listening activities (14)	Video-based activities (10)	Videos (10)
	Topic (11)	Topic (10)	PowerPoint-based activity (3)
	-	Oral participation (3)	Topic (2)
NEGATIVE ASPECTS	Number of activities (5)	Listening activity based on propaganda (6)	Videos (7)
	Lack of content elaboration (3)	Lack of content elaboration (5)	Little to do (6)
		Anna Frank activity (3)	

Table 7.10: Year 2 overall evaluation

In general, I noticed that Cycle 1 produced the most impact and it was also clear that students’ preferences were connected to the topic of rock and roll. However, I felt that Cycles 2 and 3 generated mixed feelings among the students. Concerning Cycle 2, I noted that while some students had valued the video-based activities, others saw our home-made activity in which we recorded someone’s readings of propaganda analyses under a poor light. The morbid nature of the activity in which students had to write a tweet to Anna Frank, remerged as a negative aspect. In addition, the topic itself generated controversial views. Some students signaled that the types of propagandas and the historical political background had interested them. However, the superficial nature of how these topics were presented was a concern among five students. I felt that these students, given their age and school experience, demanded deeper content treatment, an issue which did not emerge among my younger students (Table 7.6).

Cycle 3 also generated concerns in terms of video input and activities. First, videos had been both positively and negatively evaluated. Those who evaluated them positively

explained that they had been interesting because of the information they provided. Those who did not consider them as useful asserted that their veracity was questionable and that the sound quality had been deficient. Secondly, this was the first time that students complained that the challenge had not been enough. In the 'little to do' category I grouped those students who said that the lessons offered very few activities, that some of the answers required little effort, and that there were few gap-filling opportunities.

7.4.3: Year 3 evaluates their own presentations and Sandra's lessons

Given the nature of Cycle 3 in which the students intervened in their own learning experience by becoming their own teachers, I believed I could not carry out a survey. Their lessons had not followed a similar pattern and therefore it might have been unfair to ask them to rate their own presentations since, after all, they were not experienced teachers. Instead, I led an interview after the last presentation.

The first part of the interview was an evaluation of their own participation through the presentations in pairs. After coding this part of the interview, three broad themes emerged: high levels of self-evaluation, increased participation/attention and motivation, and self-awareness of language improvement.

Concerning high levels of self-evaluation, the students stressed aspects in need of improvement together with an overall perception of the experience:

- | | |
|--------------|---|
| 1 Darío: | What did you make of the idea of you all being in charge of the lessons? |
| 2 Student 1: | It was cool. |
| 3 Student 2: | It was cool, but, maybe, there were some (presentations) that were like rather monotonous, very repetitive. I did the same too. |
| 4 Darío: | And what about the activities you made? |
| 5 Student 3: | They were cool because they weren't long. |
| 6 Student 4: | The lessons were great but what I felt was that not everyone paid attention. We aren't teachers. We don't have that ability to get people to pay attention. |
| 7 Darío: | We don't have that ability either. |

(Excerpt 7.32, Interview 29, 25/10/11)

They indicated that the experience had been positive and that the activities had been well received because of their limited length, but that there should have been more organisation and management. I understood student 2's turn as a criticism of the deductive steps perceived in the lesson and how everyone had tried to repeat the same pattern in each presentation. This perceived organisation was similar to my own observations. On the other hand, student 4's turn seemed to contradict what I will address below under another theme.

In relation to an increase in participation and attention as an external sign of motivation, I later asked student 1 from excerpt 7.32 above:

- 1 Darío: Franco, why do you say it was cool?
2 Franco: At least we talked a little. Besides, all the groups could speak more and we were more interested. It was a success.
3 Student 6: Those who already know English find it boring to complete the textbook. But with this we pay more attention.
4 Darío: What else did you notice?
5 Student 1: That everyone started to participate. People who would never participate started to speak.
6 Darío: Do you think that it raised participation?
7 Student 8: I don't know about participation, but it raised attention. When we were debating about anorexia, everyone was listening.
8 Student 9: It's like Candela said. In the debate it was like you were more driven to listen.

(Excerpt 7.33, Interview 29, 25/10/11)

These students' contributions seemed to show that their self-evident motivated behaviours had emerged through (1) increased participation as a result of assuming their own responsibility for improving their speaking skills, and (2) increased attention. Although this last behaviour had been challenged (Excerpt 7.32, Turn 6), I found revealing that student 8 (Turn 7) drew a line between participation and attention. In this sense, the 'debate' activity acted as a catalyst which encouraged some students to participate and others to listen to their peers attentively.

Last, students' self-awareness of their own language improvement emerged through personal experiences which, in some cases, were worded as external (Excerpt 7.34 Turns 3 and 5):

- 1 Darío: And did you feel that with these lessons you learnt something?
2 Student 1: I learnt a lot of vocabulary. Besides I realised that if I'm interested, I can speak fluently. I always thought that, I mean, like you talked to me and I could understand but then I had to spend an hour thinking to answer. I realised that in fact like if I think about it, things come out naturally, but I hadn't noticed that.
3 Student 2: With so much listening and those songs we had to complete. I mean, you listening to the song and trying to complete it you can understand what the song is about.
4 Darío: Did anyone feel that you didn't learn?
5 Student 3: I'm not sure about not learning. Maybe what you know, you have recycled and practised it.

(Excerpt 7.34, Interview 29, 25/10/11)

These students' realisations seemed to indicate that language learning was not only related to incorporating new lexis (Turn 2) but also to improving their speaking (Turn 2) and listening (Turn 3) skills and having opportunities to recycle their linguistic repertoire (Turn 5). On the one hand, Year 3's views expressed in excerpts 7.33 and 7.34 about language improvement and the overall experience seemed to resonate with Year 1's perceptions (Excerpt 7.25).

Conversely, I felt that Year 3's assertions and those about a coursebook-based learning method (Excerpt 7.33, Turn 3) appeared to challenge our ideas expressed in Excerpt 6.41. On the one hand, while Sandra and Aurelia felt that they did not acknowledge their skills development, these two students pointed out that what they had learnt was to speak fluently and improve listening comprehension. On the other hand, while Sandra and Aurelia believed that in students' minds learning English was associated with a grammar-based method, probably instilled by us or our own projections, these students seemed to admit that this was the approach they had learnt with but that it could not be the only method to be exposed to in formal education.

In order to probe into this issue further, I asked them:

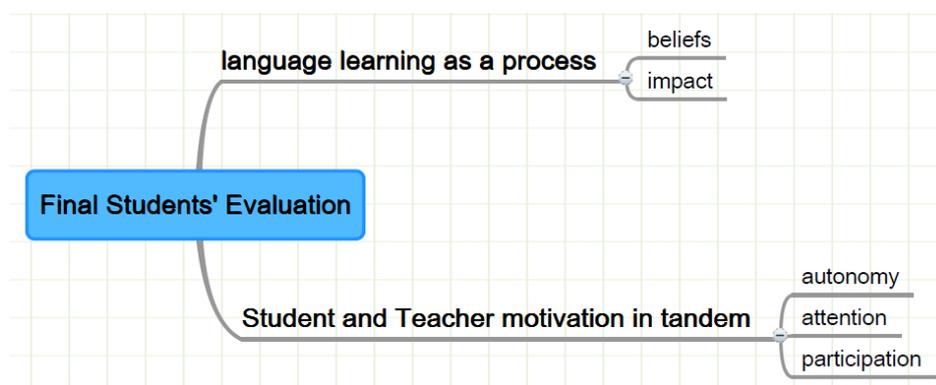
- 1 Darío: For you, what is learning English?
- 2 Student 1: Learning to communicate.
- 3 Student 2: Learning the language and learning to use it.
- 4 Darío: OK, communication, learning the language and use it. What's learning the language.
- 5 Student 2: Learning everything, I mean, sentence construction, words.
- 6 Darío: And learning to use the language?
- 7 Student 2: To put it into practice.

(Excerpt 7.35, Interview 29, 25/10/11)

I felt that these views appeared to widen the difference between teachers' and students' understandings. Furthermore, student 2 in excerpt 7.35 offered a view which reminded me of Saussure's distinction between *langage*, *langue*, and *parole*. Student 2, a shy student whose participation had increased during Cycle 2, expressed that knowing about the English language as a system was as important as knowing how to perform through it. In his own words, he offered a definition of communicative competence which comprised linguistic competence and socio-pragmatic competence.

7.4.4: Rounding up students' evaluation

The interviews and surveys above helped me develop a thematic network (TN 7.2) which tried to capture the most salient and crucial themes which emerged from Cycle 3. These themes looked at this last part of our CAR project and also at Cycles 1 and 2 in retrospect according to our students' final comments.



TN 7.2: Cycle 3 Students' overall evaluation

First, I believed that language learning was conceived as a process as students made reference to their own language development as individuals (Excerpt 7.25 Turn 7, 7.31 Turns 2-3). This process was irradiated by their own experiences which shaped and were shaped by their beliefs about how foreign languages should be learnt in a classroom setting. Their beliefs signalled that learning a language was learning its system, i.e. lexis and grammar (Excerpt 7.28 Turn 4, 7.31 Turns 1 and 3), and using the system for communicative purposes (Excerpt 7.28, Turns 5 and 9). In their view, our CLIL lessons made an impact in vocabulary learning (Excerpt 7.25, Turns 3 and 5) and in developing their listening as well as speaking skills through the use of authentic sources (Excerpt 7.25, Turns 9 and 12, Tables 7.8 and 7.10) and activities which catered for students' needs and interests. Finally, their beliefs stressed that a topic-based approach could be possible if the language as a system had been previously introduced (Excerpt 7.28).

I also believed that student and teacher motivations were inseparable and that their relationship had been a constant theme through my research project (TN 5.1, 5.2, 5.4, 6.2, and Figure 6.8). While I had previously seen them as in dialogue keeping their own status, I now saw them as binomial and reciprocally influential in different degrees. This did not mean that, for example, an autonomous teacher would lead to autonomous learners, but it meant that teacher motivation and autonomy could motivate students to become more responsive in class either through verbal participation or active listening. The following figure is an attempt to capture this tandem (Figure 7.3):

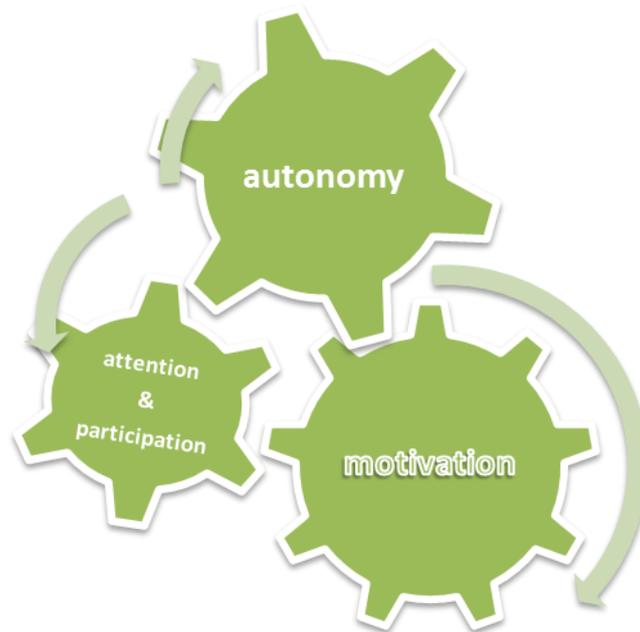


Figure 7.3: Student-Teacher motivations in tandem.

In general, students stressed that teacher motivation was evident when teachers were engaged and autonomous enough to depart from the coursebook and develop their own materials in response to topics within students' range of experience and interests (Excerpt 7.21 Turn 6). In turn, this level of motivation and autonomy positioned teachers as real agents of change and active participants in the classroom (Excerpt 7.30, Turns 1 and 3). Not only did teachers seem to participate more in class but their engagement appeared to increase students' participation and attention (Excerpt 7.25 Turn 13) especially when students were given the opportunity to organise their own presentations (Excerpt 7.33).

All in all, I realised that teacher motivation and autonomy and student motivation had generated a change in motivated behaviours since both teachers and students noted a rise in students' participation and attention. I sensed that, judging by students' contributions, the topics addressed had been the cornerstone in our project. In addition, our didactic transpositions, which included authentic sources and an emphasis on

listening and speaking activities, had helped us all increase our classroom engagement, commitment, language skills improvement and professional development.

7.4.5: Aurelia evaluates her lessons

Given the fact that Sandra did not lead any CLIL lessons for these were in charge of her students, and mine were woven into section 7.3.1, I only report Aurelia's self-evaluation. I carried out a phone interview two days after Aurelia's lessons. At that time I realised I had to be thankful for Aurelia's cooperation as I could tell that her two baby children were rightfully demanding her attention while I was asking her to evaluate her own practices. I offered the possibility of doing the interview another day but she insisted we could continue talking.

In general, this interview helped me see how deceptive perceptions could be. While I had perceived that Aurelia may have felt disappointed with her own performance, she proved me wrong:

- 1 Darío: How did you feel?
2 Aurelia: Good. I paid more attention to what they had asked for, you see.
3 Darío: And did you feel that you achieved your aims?
4 Aurelia: To tell you the truth, I did. I think I felt better now than with the other ones.
5 Darío: Why?
6 Aurelia: It wasn't so much structured. So, in that sense I felt more comfortable working. Anyway, the topic was different. Like not that serious, was it?

(Excerpt 7.36, Interview 31, 27/10/11)

In the first place, Aurelia's confidence and comfort sprang from the fact the topic had been different in nature from Nazi Propaganda. Revisiting Cycle 2, I noticed that she had also evaluated her own performance according to how comfortable she had felt (Excerpt 6.33, Turn 2). In another part of the interview she explained that she did not have to study about UFO's although she had read about concepts such as back engineering. Because this last topic seemed to her less scholarly, I believed that she felt relaxed and therefore delivered her lessons in a less structured way. Although I noticed

that the worksheet for this cycle was not dramatically different from that in Cycle 2, I felt that the difference in her view lay in the input she had selected according to the topic: videos of disputed veracity.

As regards the activities she had developed, we both shared the view that the first exercise in her worksheet had produced little impact in the students. As in excerpt 6.30, my question helped her evaluate the extent to which the phrases had been useful to the students:

- 1 Darío: Did you notice whether they used the phrases in the exercise or others?
2 Aurelia: I don't know if everyone. I don't think so. Now that you ask me, I don't think everyone did. They already had them like incorporated.

(Excerpt 7.37, Interview 31, 27/10/11)

In a similar vein, we evaluated the impact of exercise 4, which a student had found unchallenging (Excerpt 7.15). She admitted that the sentences which were exact extracts from the PowerPoint presentation had been easy. Nevertheless, she recognised that she did not check whether everyone had completed the activity due to time constraints.

When I asked her whether she would introduce any changes to her lessons should she teach this topic to another class, she said that she would like to adapt it for Year 1 because they seemed eager to engage in serious exchanges and discussion. She elaborated on her own beliefs and said:

- 1 Aurelia: I'm like afraid of asking them to do an oral activity.
2 Darío: Hmmm.
3 Aurelia: Because there are many of them that go off task, you see? So that sort of puts me a limit to the type of activities I can give them.
4 Darío: What do you mean?
5 Aurelia: They do other things instead. I have to be constantly making sure that they don't start doing things for other subjects.

(Excerpt 7.38, Interview 31, 27/10/11)

The interview finished on a positive note which evidenced students' interest in our topic-driven and teacher's material-based lessons:

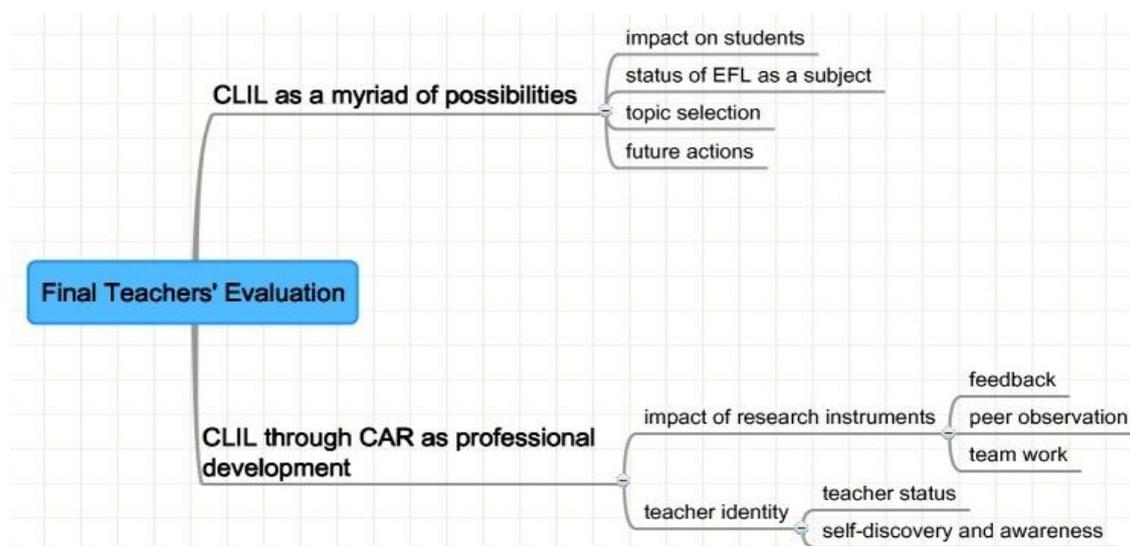
- 1 Aurelia: And now they were already thinking about choosing another topic. I told them, you can think but not with Darío.
- 2 Darío: They can choose. If you want we can go on but I'm burnt out.
- 3 Aurelia: You've had enough.
- 4 Darío: It's not that but I feel it's my obligation to write another new chapter.

(Excerpt 7.39, Interview 31, 27/10/11)

Although this excerpt seemed to reveal that all of us were interested in developing new lessons and materials, I personally felt that I had to distance myself for research purposes, but I still aimed at sustainability after my PhD completion.

7.4.6: Final teachers' meeting

The last meeting signalled the end of my data collection process started in April. This meeting was different because Anahí was also part of it which meant that Anahí, Aurelia, Sandra and I had the opportunity to share our final evaluating thoughts. The following network (TN 7.3) reflects the main themes and subthemes which emerged.



TN 7.3: Final teachers' evaluation.

In general the four of us highlighted the possibilities of CLIL as a post-PPP approach or exploration which departed from grammar/coursebook-based teaching practices. These possibilities, in line with students' suggestions (Excerpt 7.31, Turn 4), were thought worth spreading to other students from an earlier stage in their education. In fact, Sandra had already started introducing topic-based lessons in Year 9 from General Education (see Table 2.1). In her account of how she had implemented it, she explained:

Sandra: I use the book as a revision, let's say. But every two, three lessons I have to bring them something else. But the truth is that this is awesome. Some things are interesting, some others aren't, but it's something different, everyone pays attention, and it's something they already look forward to, you see?

(Excerpt 7.40, Interview 33, 03/11/11)

I believed that because of the impact on students and how it had increased their attention and participation, we all believed that the status of English as a school subject could change since students needed to estimate it in a similar light to Mathematics or Science. In this sense, Aurelia remarked that the outcomes of this project had to emphasise the relevance of English in the school curriculum. The following excerpts come from different moments in the interview:

1 Aurelia: Anyway, they didn't take it very seriously because it was like now and then.
(...)

2 Aurelia: I think that what we need as a turn, right?, is to change the perception that English, that's it, I've passed it already.

(...)

3 Aurelia: A student told me 'no, teacher, to do difficult things we go to the language school. It's not like that because then you see them desperate completing things for Mathematics or Accounting.

(Excerpt 7.41, Interview 31, 27/10/11)

According to Aurelia's words, I understood that our lack of further regularity and systematicity in providing CLIL lessons may have diminished students' attitudes. I felt that she believed that it was the moment to upgrade the value of English at the institution and that the students regarded it as important as other subjects. Her last comment in

Turn 3 may have been the result of her own classroom experience (Excerpt 7.38, Turn 3-5).

Topic selection persistently emerged throughout the interview. This theme was closely linked to endeavours for sustainability in 2012. Because of Aurelia's views (Excerpt 7.41), we agreed that our CLIL undertakings had to be systematic and communicated to the students at the beginning of the school year. In this sense, Aurelia added:

- 1 Aurelia: You make like a survey about what topics they're interested in. And there you have the topics.
- 2 Sandra: Yes.
- 3 Aurelia: And then you suggest that they'll be a trigger.
- 4 Darío: But sometimes it may be the case that one gives them a topic they never thought of and they become interested in it.
- 5 Anahí: True. Because we had the issue of voting, some of them voted for what they knew the leaders would pick.

(Excerpt 7.42, Interview 31, 27/10/11)

This exchange appeared to indicate our uneasiness with having students vote for topics and our need to conduct needs analysis so as to discover students' interests. In particular, I personally felt, after this experience, that we needed to move towards topic negotiation and perhaps come to a compromise from both parties, teachers and students so that we could address topics coming from the students and contents coming from the L1-curriculum. Regarding my views, we continued:

- 1 Darío: What I haven't figured out is to what extent they can choose the topics.
- 2 Aurelia: No, for me they have to suggest. And from that list.
- 3 Sandra: Yes, one has to choose.
- 4 Aurelia: One has to choose. And also the type of exercises, because they tend to make the least of efforts.

(Excerpt 7.43, Interview 31, 27/10/11)

This exchange emphasised the perception that we teachers had to either limit the scope of topics or finally decide on the topic of our choice. Conversely, I noted a discrepancy as regards activities. While Aurelia claimed that students demanded easy

activities (Excerpt 7.43, Turn 4, also Excerpt 7.4), her own students criticised her for the low cognitive challenge her activities had (Excerpt 7.15 and Table 7.9).

The theme of topic selection urged me to ask about what courses of action we could take in 2012. Sandra, who would be in charge of Year 3 Group B, explained that she would introduce a CLIL approach throughout the year based on her CAR experience:

- 1 Sandra: I'm going to divide the syllabus in terms. One term about History like I did this year.
- 2 Anahí: Another one about Geography.
- 3 Sandra: And one term where they do the teaching. However, the topics. Maybe this time I may make a list of topics.

(Excerpt 7.44, Interview 31, 27/10/11)

Based on the positive feedback she received from her students, Sandra would attempt to repeat the experience of having students organise thematic presentations. However, I suggested that, judging from my classroom observations, it might be necessary to offer support with developing activities for their peers. In this regard, I suggested that the activities could be developed in class with Sandra's help. This idea prompted her to view the whole experience as a project:

- 1 Sandra: That is, in the last term, sort of, to pass the subject you complete a project.
- 2 Aurelia: What if, I say, Year 3 makes presentations for Year 2?
- 3 Sandra: An excellent idea!

(Excerpt 7.45, Interview 31, 27/10/11)

In addition to the implementation of a stronger version of CLIL in Year 3, both Aurelia and Anahí added that our language-driven CLIL lessons could be explored from an earlier stage and with students who were in GROUP A (cf. section 1.1):

- 1 Anahí: In the lower levels we can also implement CLIL lessons to motivate them too because they can also talk about other things in their English.
- 2 Aurelia: Besides, we can also start doing this now and then with all the classes we can.

(Excerpt 7.46, Interview 31, 27/10/11)

The second part of the interview was concerned with evaluating the impact of the CAR project on our professional development individually and as a team. The main emerging themes responded to the research instruments and overall CAR design. In addition, we discussed the impact of students' and colleagues' feedback and how the experience had reconfigured our identities as professionals. Along these lines, Sandra said:

1 Darío: What do you think the experience left you in you?

2 Sandra: I changed my way of teaching. I mean, let's see, I'm about to turn 50. I'm about to retire⁹.

(Excerpt 7.47, Interview 31, 27/10/11)

Sandra discovered that her identity as a more capable and autonomous teacher had been reconfigured because of self-discovery and awareness of certain aspects of her teaching practices. She found out that she was capable of using online resources such as YouTube videos, notebooks, and data projectors. Most importantly she discovered what could still drive her:

Sandra: What I've discovered is that in fact what I like is teaching through English. I enjoy preparing anything, maybe about Canada, but teaching other things using English. And I've also realised that you as you prepare the material you have you notice simple past or conditional sentences. So you take grammar from another angle.

(Excerpt 7.48, Interview 31, 27/10/11)

I shared Sandra's feelings since both seemed to have discovered our interest in teaching content through the medium of English. In addition, we realised how aware we had grown through the process of developing our own materials from collecting and selecting sources to producing activities which could include grammar from a noticing approach. I also felt touched by her openness since, even when she had three years before retirement, she was still humble enough to share her learning and ongoing professional development.

⁹ In our context, teachers may retire at the age of 53 provided they have worked for 30 years.

While Sandra had provided an overarching answer to explain her professional development, both Anahí and Aurelia remarked that their students' feedback had been an asset. Aurelia added that developing her own materials had impacted on her teacher autonomy and identity:

Aurelia: The fact of having their feedback makes you rethink about the way you develop the materials. In general the teacher of English is the coursebook.

(Excerpt 7.49, Interview 31, 27/10/11)

In my view, Aurelia's last utterance was an assertion of the teacher as a coursebook deliverer, a view which had also emerged from the students (Excerpt 7.30, Turn 3). I understood that her students' feedback and her own developed materials had helped her fight that conception and show that she could be a resourceful, active and autonomous teacher.

We also valued the impact of collaborative work through peer observation, which was one of the research instruments in this project. On the one hand, Sandra appreciated the possibility of having me in her classroom. Conversely, Aurelia and I highlighted the benefits of observing and being observed:

- 1 Darío: How did you feel that I observed you and that you observed me?
- 2 Aurelia: I think that you learn a lot more because, in fact, if you work isolated, to be self-critical is not the same.
- 3 Sandra: No.
- 4 Aurelia: Besides, as I saw you I could see other ideas that worked with you. It was like you were taking ideas from other people.
- 5 Anahí: Yes, it's enriching.
- 6 Darío: True, I have complex self-defence mechanisms like saying if they didn't like it, it wasn't my fault. And because I was like Santa Claus in Year 1 because I would come now and then, Aurelia's feedback helped me have another perhaps more objective view.
- 7 Anahí: Sure.

(Excerpt 7.50, Interview 31, 27/10/11)

In my case, I always had my reservations with Year 1's feedback. I was not their regular teacher, and therefore I felt that the whole situation was innovative which made me see that sometimes their feedback was extremely positive and showed very little

room for improvement. What I noticed was that Aurelia seemed to believe that apprenticeship of observation was an invaluable model for professional development which I believed was an idea shared by Sandra and Anahí.

Last, we talked about the need to continue working collaboratively even when our meetings were unpaid. In this respect, Sandra expressed that systematic meetings had to be reached:

- 1 Sandra: One tends not to systematise this (meetings), but it's necessary. Now and then you have to do it because it's like an injection of energy.
- 2 Anahí: Yes, it's super productive to exchange ideas.
- 3 Aurelia: I come from a school where I had nobody to talk with. Nobody. I love being able to share.

(Excerpt 7.51, Interview 31, 27/10/11)

We all agreed that the CAR project had been an opportunity for professional development. I felt that not only had principles for CLIL materials development emerged, but also complex constructs such as autonomy, motivation, and identity shaped the way we had engaged in contextually-responsive didactic transpositions.

8 DISCUSSION

8.1 Chapter structure

In this chapter, I will discuss my findings (Chapters 5-7) under the light of my theoretical and methodological frameworks (Chapters 3-4) and my research questions:

- a. What principles do teachers follow when developing a context-responsive language-driven CLIL model?
- b. To what extent do students and teachers benefit from teacher-developed CLIL materials?
- c. In what ways do teachers benefit from involvement in Action Research for the integration of content and language?

First, I will address the issue of teacher-derived principles for the transformations which operate through the complex and hardly linear didactic transposition process (section 3.5). Secondly, I will problematise the benefits and challenges behind CLIL materials and language-driven CLIL. Third, I will discuss the impact of action research on teacher development and the issue of my identity as a teacher-researcher in the community. Last, I will outline the contributions of my research project.

8.2 CLIL as a post PPP-approach

8.2.1 Revisiting CLIL

CLIL definitions, as I presented in section 3.2.1, usually emphasise that, despite variations, content and language are attempted to be learnt holistically (Coyle, 2007a). What I see is that these definitions are usually rooted in ideal or projected situations rather than real-life implementations which are not the product of top-down or bottom-up innovation. Therefore, it is essential that definitions or models emerge from praxis in

different contexts such as state secondary education in Argentina as one of many EFL settings. This calls for a redefinition of CLIL so that it represents reality closely. In my view, current CLIL models, definitions, and publications only exert pressure on those willing to implement CLIL and therefore conform to its rather imposed and loose features. We need to move from conformity to external idealisations to localised and context-responsive endeavours. I will offer more details about my position below.

Although my research project never sought to ask participants to define our own version of CLIL, I could not equal our CLIL explorations to any definition found in the literature (see section 3.2.1). Haataja's (2007: 9) definition, for instance, is clearly placed in the content end. Conversely, if I say that CLIL can be 'simply' defined as the integration of content and language, this definition could be applied to almost every teaching practice in ELT since all lessons, at some point, deal with non-language/language content of some sort (see section 3.2.2). Even when Coyle et al. (2010) argue that CLIL entails the learning of content and language holistically, they are focused on contexts where content is taught through English in a content lesson rather than an EFL lesson in the school curriculum.

In section 3.3.5 I presented an overview of models which are usually seen in a continuum from content-driven to language-driven models. For the sake of clarifying my discussions at this stage, I will reproduce figures 3.1 and 3.2 below:

Content-Driven	Language-Driven
Content is taught in L2. Content learning is priority. Language learning is secondary. Content objectives determined by course goals or curriculum. Teachers must select language objectives. Students evaluated on content mastery.	Content is used to learn L2. Language learning is priority. Content learning is incidental. Language objectives determined by L2 course goals or curriculum. Students evaluated on content to be integrated. Students evaluated on language skills/proficiency.

Table 3.1: Continuum of language-content integration. Source: Met (1999).

Focus on content <			> Focus on language		
Immersion / Dual-school education/ Bilingual education	Sheltered- content instruction	LSP ESP EAP	Adjunct- language instruction	Thematic blocks/ Theme- based language instruction / Topic-based lessons	Language showers/ Project work

Table 3.2: CLIL continuum.

What may surface is that content-driven CLIL models are rarely found in the initial stages of formal state education in EFL settings, except in bilingual education, thus supporting the tension between CLIL principles and practice that Dalton-Puffer (2011) raises. Conversely, language-driven CLIL models such as thematic blocks, language showers, or project work may be used for revision, skills work and end-of-year activities, but may never be used for introducing/presenting new language apart from specific vocabulary. In secondary education, language-driven CLIL also takes place as a corollary of ‘traditional’ ELT approaches within the communicative era in the form of interspersed English across the curriculum actions, reading about curricular content, projects or limited content-based lessons such as the ones found in this CAR project. In this sense, language-driven CLIL may not differ from EFL lessons as some authors observe (Bruton, 2011b; Dalton-Puffer; 2011: 195; Hillyard, 2011).

I must admit that I hold ambivalent positions in this respect. On the one hand, I sometimes see that language-driven CLIL models such as topic/theme-based lessons are not ‘CLILish’ at all. On the other hand, I consider them as weak versions of CLIL. These ideas were also held by my fellow participating teachers (see Excerpt 5.8, Turn 13, Excerpt 7.48).

8.2.2 CLIL models and our CAR project

Unlike European experiences in which CLIL lessons are added to the given EFL lesson timetable as Dalton-Puffer (2011) highlights (section 3.3), we teachers

transformed our EFL lessons into language-driven CLIL lessons or, following Bruton (2011a, 2011b), we emphasised topic treatment in our lessons. Topics were not always completely part of a curricular subject since; after all, our aim was language-in-use (Excerpts 5.1, 5.24, 5.67, and 6.7). However, we felt that these topics, even when we aimed at integrating language and curricular content learning, had to be engaging (Excerpts 5.2, 5.12, 5.14, 5.27, 5.28) and negotiated (Excerpts 6.3-6.6, 7.45 and 7.46). Under these conditions in my research context, I may say that CLIL was initially located in the topic/theme model of the current continuum in the literature since, as Brinton et al. (2003: 14-15) describe, topics were unrelated (see tables 5.4, 6.1, 7.1 and 7.5, excerpt 5.22) and lessons were taught by EFL teachers. These ideas were also held by my fellow participating teachers (see Excerpt 5.8, Turn 13, Excerpts 7.46 and 7.48).

In addition, CLIL was seen as an additive approach to a grammar-based approach in state secondary education. From Cycle 1, we teachers believed that the students needed to be high-achievers and have a good command of the language, prior knowledge, and higher-order thinking skills to be able to access content as excerpts 5.2 (Turns 1-2), 5.6 (Turn 3), 5.30, or 5.34 revealed. After all, we had also agreed (Cycle 1) that this experience would have been harder with those students who did not attend private English language lessons.

Our adaptation of CLIL democratised access to learning processes by including context-responsive topics suggested by the students (Excerpts 5.16, 5.26, and 7.24). In this sense, state education CLIL may be directly associated with language-driven CLIL or CEIL (Dalton-Puffer, 2011: 182-183) which takes place after some exposure to 'traditional' EFL lessons (Excerpts 5.8 and 5.69). It is in this view that CLIL was perceived as a post-PPP approach (see also sections 5.6.7 and 5.6.8). I always felt that this belief had been an underlying perception throughout the cycles of the project. Perhaps these perceptions (TN 5.5 and Excerpt 7.34) were the result of the type of approach these students had been exposed to since they started school. They still

appeared to stress that language development had to precede topic/content-based lessons unless the features of our project were systematically implemented from earlier years. I noticed that the students perceived our endeavours as a combination of a grammar and coursebook-driven approach interspersed with a topic-driven approach which considered students' interests and demands and which was realised through teacher-developed materials.

Thus, in our CAR project, a language-driven CLIL model was employed to teach content (Excerpt 5.19, and section 5.3.4.3) and develop language skills after grammar and language functions had been introduced and initially practised through a general English coursebook (Excerpts 5.1, 5.7, 5.8, 5.24, 5.60, and 6.40) for around four years. Under these circumstances, our language-driven model did not entail the holistic integration of components that CLIL adherents claim (see section 3.2.2). It may be perceived as a *(Grammar) + (Content)* formula but not as *(Grammar + Content)*. In mathematical terms, the order of factors does alter the sum-product. Based on students' (Excerpts 5.57, 6.29, 7.34, and section 6.4.4) and teachers' reactions (Excerpts 5.2, 5.8, 5.61, 5.68, section 6.4.8), I believe that content-and-language-integration experiences in our teaching context are best seen as complementary to something else – that is, it would not be advisable to plan a whole academic year doing CLIL from a content-driven stance. Or to add another complex layer, we could do it so that we allow students to achieve the speaking aim but grammar would always need to be orbiting somewhere. Given the predominant role of language skills and vocabulary truly integrated in content learning, another possible formula for language-driven-CLIL could be *(Content + Skills + Vocabulary)* since listening, speaking and lexis exercised a high impact on students' perceptions of their CLIL experiences thus corroborating Dalton-Puffer's (2011) assertions.

Under these views, I shall define language-driven CLIL as a post-PPP approach through which language is learnt and revised through contents which (a) are strictly

organised around one school subject each term, or (b) respond to school curriculum and contextual demands. Language-driven CLIL seems to be more beneficial to students who have already been exposed to English through different paths. Still, we had hopes of spreading CLIL to other classes at a different pace (Excerpt 7.46) as we saw that CLIL increased attention and participation.

All in all, our own version of a language-driven CLIL in our context was different from Met's (1999) in certain aspects. According to our plans (Figure 5.14), lessons observed (e.g. Tables 5.6, 5.7, 6.2, 6.4, 6.5) and teachers' materials used (appendices 12-17), I could draw comparisons between Met's language-driven models' features and the features emerging from my fieldwork (Table 8.1):

Met's language-driven CLIL	Our language-driven CLIL
Content is used to learn L2	Content is used to develop language skills and increase vocabulary (appendices 19-24, Excerpts 6.8, 6.11, 7.37)
Language learning is priority	Using the language is a priority (section 5.6.8)
Content learning is incidental	Content learning is systematic, negotiated and superficial (Excerpts 6.10, 6.32)
Language objectives determined by L2 course goals or curriculum	Language objectives determined by L2 course goals or curriculum
Students evaluated on content to be integrated	No evaluation took place during CAR
Students evaluated on language skills/proficiency.	No evaluation took place during CAR.

Table 8.1: Differences between Met's and our language-driven CLIL features.

8.2.3 Language treatment

With reference to how language was treated, students' and teachers' positions seemed to support a functional view (for example Mohan and Slater, 2005: 155) as it was envisaged, taught and learnt as a conduit for communicating feelings, opinions and facts. For example, we teachers stressed that our aim was to use the language so that the students could express their views and therefore increase their student talking time (Excerpts 5.1, 5.11, 5.24) although our lessons tended to be teacher-centred as I mentioned above. Language operated as a truly mediating tool for CLIL learning as

Moate (2010) argues. Nevertheless, students and teachers also demanded that language be treated as a system either before dealing with or in parallel to topics and contents from non-language subjects (Excerpts 5.2, 5.63, and 7.35; sections 5.3.4 and 7.4.4). These issues appeared to confirm the views of those authors (Rogers, 2000; Barwell, 2005; Davidson, 2005; Paz and Quintero, 2009) who believe that language and content are not easy to address and that language already has content attached to it. In section 8.3.4 I will discuss how language was taught and learnt.

Nonetheless, we teachers prioritised a focus on meaning in our classroom performances in each cycle to such an extent that language was almost never treated as a system. Language learning was incidental and revision was sometimes neglected (Excerpt 7.10). It was reduced to vocabulary exposure and holistic revision as our lessons (e.g. Tables 6.4, 6.5, 7.2, and 7.4, Excerpt 7.2) and students' comments (Excerpt 7.32, Turn 5, and 7.35, Turn 7) revealed. Because there were few instances of learning new aspects of the language system (Excerpt 7.9), students perceived that language learning had not been properly addressed (Excerpts 7.27, 7.30). I believe that we teachers noted that the use of authentic sources and the topics limited our strategies for including new language aspects to teach (Excerpts 5.70 and 7.43) and therefore we opted for language revision and vocabulary extension through listening and speaking practice. I will develop these aspects below.

8.2.4 Content treatment

In relation to content, I first argued (section 3.2.2) that content was an abbreviation of curricular content. Later I added that language-driven CLIL could be differentiated from regular EFL lessons and 'traditional' CLT provided that contents are organised systematically and reflect contextual demands and needs. This latter aspect was crucial as it was related to motivation (Excerpts 5.12 and 5.22). We still managed to meet students' interests with curricular subjects through negotiation (section 5.4.1, Excerpt

5.28) even when the links were superficial (Excerpts 6.10 and 6.32) given six constraints which discouraged us from developing the topics in depth over a longer period of time: (1) classroom time (Excerpts 5.29, 5.30, 6.10, and 7.44) (2) teachers' time (Excerpts 5.13, 5.33, and 6.9), (3) motivation (sections 5.3.4 and 6.4.8, Excerpt 7.24), (4) teachers' knowledge (section 5.5.2, Excerpts 5.62, 6.31, 6.40, 7.22, and 7.27), (5) students' language level (Excerpt 5.31), and (6) students' prior knowledge and cognitive development (Excerpts 5.6, 5.25, 5.27, 5.36, 5.65, 6.2, 6.26, 7.27, and section 5.3.4).

In this sense, my personal view of equating content to curricular content as if our lessons were part of a non-language subject was modified since we teachers and students opened up avenues of exploration and negotiation to make room for our own interests, personal knowledge and contextual demands. Although the topics voted were initially related to a discrete curriculum discipline they were not treated in depth as may have been done by a content teacher, and they went beyond incorporating student-generated knowledge thus showing evidence of Coyle et al.'s (2010: 42 and 53) view on what content should be incorporated. This openness in contents may support Brinton et al.'s (2003: 1-4) and Coonan's (2007: 628) call for inclusion of content perceived as relevant by students and related to previous knowledge (Excerpts 7.45 to 7.48). It also illustrates Cenoz's (2013) plea for curricular content in the EFL lesson if CLIL is seen as a language teaching approach rather than a broader educational approach.

8.3 Didactic transposition operating in the CAR project

In section 3.5, I introduced the notion of 'didactic' transposition' from a transmission and top-down perspective which conceived knowledge as elitist. However, Chapters 5-7 challenged that view as our transposition was socially constructed and knowledge consisted of different social practices of reference. My discussion below will

provide details about how language and content were treated and the role that materials played (see sections 3.6 and 3.7) in these transformations.

8.3.1 Commercial materials and teacher-developed materials

In section 3.6.1 I highlighted two central issues in relation to the use of international coursebooks: (1) that overdependence on them may deskill and disempower teachers and (2) that topics may be demotivating given their lack of relevance and localisation. It was in Cycle 1 (Chapter 5) that both teachers and students had the opportunity to express their opinions about the use of coursebooks.

In line with Gray (2010), we teachers and our students objected to the coursebooks' topics, monotonous, inauthentic sources (Excerpt 5.59, 6.28) and unchallenging activities (Excerpts 5.51 and 7.32) and believed that a variation in topics could increase their motivation (sections 5.6.2, 5.6.4, and Excerpts 7.27, and 7.33). Their views were similar to those of us teachers as regards demotivating coursebook topics and overall poor coursebook evaluation (section 5.2.2).

However, students' perceptions indicated a fundamental issue which I raised in section 3.4 and also by discussing Akbari (2008) and Dendrinis (1992): teacher autonomy and motivation versus coursebooks. Students' contributions usually reflected their beliefs that we teachers were bound to and limited by our adopted coursebooks (Excerpts 5.52, 5.54). They thought that our role was to cover a coursebook. We were seen as mediators between the coursebook and the students. According to Excerpt 5.56, the conception of the textbook as *the* authority in the classroom was evident. In turn, these limitations appeared to affect our motivation and therefore our teaching performance (Excerpts 5.56 and 7.33).

According to the students' preferences about how they thought they could learn English best, that is, beyond our CLIL interests, a preference for coursebooks was

almost non-existent (results for question 4 in sections 5.6.1-5.6.3 and 6.4.1-6.4.3). This position is similar to Coyle's (2013: 256) study where she concludes that 'the content of the CLIL lessons provides a better stimulus for discussion and communication than those topics associated with language textbooks.' Furthermore, students' answers suggested that teacher-developed materials or a combination of those plus a coursebook may be beneficial (see also Excerpt 5.8). Students stated that while the former could focus on skills work and engaging topics/contents, the latter could focus on grammar and vocabulary (see section 7.4.4). Their answers, however, responded to the impact of each cycle. For example, Year 2 showed a small preference for coursebooks when they evaluated Aurelia's lessons and materials in Cycle 2 under a poor light.

Our shared views about coursebooks and the CLIL explorations with our own materials confirmed the unproblematic, bland, and decontextualised nature of topics found in coursebooks as discussed in Gray (2010a) or McGrath (2002) among others (Ballman, 1997; Lucietto, 2009). Because the teachers in my research project were experienced, we did not have issues with disregarding the coursebook and regaining our autonomy and agency through developing our own context-responsive materials in line with Flores (1995) and Penafiora (1995). On the contrary, we observed that, despite time constraints, we developed new insights about how to use marketed coursebooks and design our materials in order to meet each class' needs and increase our own motivation (Excerpts 5.64, 5.67, 5.68, 6.35, 6.36, 6.40, and 7.44). I will discuss teacher autonomy and motivation in detail in section 8.5.

In general, I consider that one of the advantages of teachers adapting or devising CLIL materials is that coherence may be easily achieved as it derives from possible areas of content such as academic subjects or student-contributed content. Furthermore, flexibility may be sought through the negotiation of these contents and the freedom to start with any given unit of work. However, due to the nature of this flexible approach, principles such as sequencing and evolving complexity may be affected as

the sequence of contents could be arbitrary. In relation to this, I believe that teachers can reduce this tension if they think of developing materials as building blocks which when put together fulfil the overall aims of a given course. In other words, each block, with its specific set of subject-related contents will follow the principles listed above. Teachers may start with any given block since any of them, whatever the sequence, will contribute to the main aims established. This is what we started to do in 2012 as a result of this CAR-CLIL project. And due to our systematic use of teacher-made materials, students continue to appreciate our level of preparation.

8.3.2 Teacher-developed materials: principles and sources

In sections 3.6.2 and 3.7.1, I put forward that according to some authors (eg. McGrath, 2002; Tomlinson, 2008, 2010), text collection or collection of sources must be dictated by our teaching aims which in turn must respond to engaging and relevant topics in our context. Our lessons and therefore our materials confirmed the need to use previously identified engaging content (Richards, 2001). In effect, this was achieved by asking students to suggest and vote for topics (Figures 5.20-5.22, Tables 6.1 and 7.1) which we then organised according to our aims and their demands. Therefore, contextualisation was our first principle for materials development. I will discuss now other teacher-derived principles for collection of sources.

In order to co-construct content, authenticity was a key feature when selecting videos and texts. I add that authenticity was a dominant principle, thus confirming the perspectives of some writers (Wolff, 1999; McGrath, 2002; Gottheim, 2010; Tomlinson, 2008, 2010). This reveals that we employed different social practices of reference, as conceived in section 3.5, to create new content with the aim of generating new knowledge with our students. When they asked us to address topics such as Nazism, the universe or drug decriminalisation, we teachers deployed sources which already offered desyncretised knowledge in such a way that it could reach the wider community

(sections 5.4.2.1 and 6.2.1; Figure 5.7). In other words, we did not select primary sources, research findings, or theoretical discussions, but textbooks (Figure 5.16) and documentaries (Excerpt 7.1) which provided an accessible version of the content to be taught. However, these sources were still authentic as they were not meant for foreign language learners. In this case, I consider these sources as pedagogically authentic given their educational format, purpose, or target audience (Excerpt 5.28 and Figures 5.6, 6.1, and 6.7) and critical thinking potential (Mehisto, 2012). More importantly, this confirms that the academe is not the only valid knowledge of reference and that there are other social practices which contribute to the generation of new knowledge in any location (Harré, 1984).

In sections 5.4.2, 6.2.1, and 7.2.1, we showed that whether we selected videos or written texts, our decisions were determined by principles such as shortness, comprehensible input, relevance of content, content complexity and challenge, background knowledge required, and transferability potential. These resonated with Coyle et al.'s (2010: 93) list which I mentioned in section 3.7.1. Our aim was to offer an overview of the topic in order to help our students move from understanding to opinion giving (Excerpt 5.31, 5.32, 5.39, 5.43, 5.61, 6.2, and 6.7), which we achieved (Excerpts 5.38, 5.46, 5.48, 6.15, 6.20, 6.24, and 7.23) despite some initial reservations (Excerpts 5.35, 5.58, 5.65). Nevertheless, I should remark that congruence (see TN 7.1) between students' demands and our response to them was crucial. We respected their interests as regards sources of input and activities, a fact appreciated by the students (Excerpts 5.28, 6.24, and 6.28). Consequently, responsiveness, as addressed in Evans et al. (2010) was a vital principle materialised through the act of surveying students for possible topics.

While Cammarata (2009) and Coonan (2007) report that developing activities is the most time consuming aspect of teacher-developed materials, we found that collecting and selecting sources was the most demanding stage in our endeavour for

developing context-responsive materials (Excerpts 5.15, and 6.40). We experienced that the challenge was to respond to our students' linguistic and cognitive development through comprehensible input (Excerpt 5.31, also sections 3.2.4 and 3.5.1; McGrath, 2002). Because most of our sources were audio-visual thus in line with Guerrini (2009), modification occurred in limited occasions by simply playing one special section, i.e., we deleted the most difficult or less relevant sections. In relation to written texts, we adopted different strategies for modification. In most cases we deleted entire sections or paragraphs thus exemplifying McDonough and Shaw's (2002: 79-87) deletion technique. In other cases (Figure 5.11, 6.1-6.2, and 7.8), texts were modified through simplification by shortening sentences, using synonyms or inserting constructions familiar to the students (Coyle et al., 2010: 92-101). Modifications through discursification or elaboration (Oh, 2001; Moore and Lorenzo: 2007) were not explored in any of the Action stages.

While texts in general maintained their authenticity and therefore their linguistic complexity may have been assessed as a potential challenge to weaker students, teachers scaffolded access to sources by promoting collaborative work activities (Figure 5.10, Excerpts 5.39-5.42; appendix 14, exercise 3; appendix 15, exercises 7-8), brainstorming (appendix 15, exercise 4), and encouraging topic personalisation (appendix 15, exercise 8) as recommended in Llinares and Whittaker (2009) and Coyle et al., (2010). As regards teacher-talk and overall teaching performance recorded through my observations (Tables 5.5, 5.6, 5.7, 6.2, 6.4, 6.5, 7.2, and 7.4), we used questions, paraphrasing, elaboration through examples, translation of terms, synonyms, visual support, elicitation of prior knowledge, gestures, and summaries, all strategies suggested in de Graff et al. (2007) and Guerrini (2009) (see also Coyle, 2013).

However, I am not certain that we managed to help our students move from an other-regulated plane to a self-regulated autonomous plane (see section 3.2.3). The mediation of contents and sequence from lower-order to higher-order thinking skills did

take place almost entirely through teacher-students (Excerpts 5.38 and 5.48) and student-student interactions (Excerpts 6.20-6.21). Even when some activities had been planned to be solved individually, we teachers took over (Appendix 15, exercises 7-8). Due to these changes from plan to practice, all lessons tended to be teacher-centred and students never worked independently (except Year 3, Cycle 3, section 7.3.3) on complex tasks such as presentations. The only activities the students completed individually were the listening activities (e.g. appendix 19, exercise 3; appendix 13; appendix 14, exercises 2, 9, and 9; appendix 16, exercise 3, Figure 5.2, and 5.18). What I mean is that student ZPD as conceived in Mehisto (2008: 109) hardly reached a stage in which they achieved self-management in their learning. Although they moved through Bloom's taxonomy through activities whose cognitive demand was in crescendo (Reiss, 2005; Kong and Hoare, 2011; Mehisto, 2012), they worked collaboratively at all times especially concerning productive skills (e.g. Appendix 15, exercise 8).

8.3.3 Teacher-developed materials: activities

As I mentioned above, lessons either adopted an inductive or deductive approach. For example, Anahí's lessons were inductive (section 5.5.2). Aurelia's lessons were also inductive (sections 6.3.2 and 7.3.2) and reflected Mohan's (1986: 35; Table 3.3) sequence since she moved from specific practical knowledge to general theoretical knowledge. For example, she moved from brainstorming ideas to conceptualising Nazism (section 6.3.2 and appendix 15). Conversely, Sandra adopted both inductive (but compare Excerpt 5.32 to section 5.5.3) and deductive (Excerpt 6.7) approaches depending on the topic. Similarly, my lessons were both inductive (section 6.3.1) and deductive (section 5.5.1) and followed the CLIL Matrix (Coyle et al., 2010: 43-45, Appendix 23). While Anahí, Aurelia and I developed worksheets for all our lessons, Sandra was less dependent on printed activities (Figure 6.8 and section 6.4.8) as she sought to encourage listening and spontaneous speaking (Excerpt 6.7).

With regard to activities, we had different approaches despite the fact that we all tried to sequence, with different levels of efficacy, our activities according to linguistic complexity and cognitive demand. In my case I reduced the number of activities in each cycle (compare appendices 12, 14 and 16). Anahí and I produced a similar worksheet for Cycle 1 as the topic and sources were the same. As for the use of visual support and layout, Aurelia's and my worksheets were similar (appendices 12-16). Conversely, Sandra developed teacher-centred, worksheet-free activities.

Table 8.2 attests to our teaching procedures found in each cycle and each teacher.

	Cycle 1	Cycle 2	Cycle 3
Darío (Year 1)	Listen to the teacher and complete a table. Listen to a song/video and order/correct/ complete open ended sentences. Match words and definitions. Read and choose connectors. Write a text following a pattern. Read a text and make a poster-supported presentation. Listen to peers and take notes.	Discuss with a partner. Watch a video and complete/ correct/ choose/ order. Label a diagram. Analyse consequences and (re)classify them. Text simplification Debate. Listen and take notes. Vote for a position.	Brainstorm and compare vocabulary. Watch a video/song and identify/ choose/ complete/ order. Read and complete. Discuss.
Anahí (Year 2)	Read and retell. Listen to a song and complete gaps/ order lines. Read, retell, and take notes.	-	-
Aurelia (Year 2)	-	Speak, listen and match. Watch and complete. Discuss and define Nazism. Make a PPT-supported presentation.	Listen/Watch and compare/ complete/ answer. Read and complete with relative pronouns. Read and match facts. Discuss.
Sandra (Year 3)	Answer questions. Watch and retell/discuss. Listen and complete sentences. Read sources and comment/react, discuss. Watch and discuss. Watch and complete, identify.	Watch and discuss.	-

Table 8.2: Procedures involved in teacher-developed activities.

According to Table 8.2, each Year made progress from lower-order processing activities and thinking skills such as recognising, summarising, labelling, and matching, to higher-order processing and unfocused tasks in line with Tomlinson (Figure 3.2) and Ellis (2010b). These latter included interpretation, discussion, and debates generated by audiovisual input (e.g. section 6.6.3) and Wikipedia texts (e.g. sections 5.5.2 and 6.6.3) which exercised greater linguistic and cognitive demands. These activities may support some authors' suggestions (Reiss, 2005; Guerrini, 2009; Bentley, 2010) because they included graphic organisers such as tables (Figure 5.13) or thematic networks (Figure 5.15). Such a progression may confirm that the CLIL Matrix (Figure 3.3) represents what teachers inductively did and asked students to do through cooperative learning (Yassin et al., 2010) during the CAR project.

Overall, our materials reflected Mehisto's (2012) criteria since we made the learning process and intentions visible and meaningful with the students' involvement, and fostered skills development, critical thinking, and cooperative learning through varied scaffolding tools and authentic language use. However, I do not think that we promoted autonomy or cognitive fluency. Formative assessment, on the other hand, was not included as we did not know how to manage this component. I could argue that the evaluation stage could be part of formative assessment (see 8.3.4) but it was included for the purposes of the investigation and I am not sure whether surveys would be built in the materials if I had not pursued a research degree.

When we decided to explore CLIL, we positioned ourselves towards the language end of the continuum and our aim was to offer possibilities to use the language as opposed to know about the language. Within the language-driven CLIL model we developed, we were interested in content (Excerpts 5.20, 5.29, 6.7, and 6.38), how to make it teachable and how to provide new language learning opportunities at the same time.

8.3.4 Content to be taught, content taught, and content learnt

In the didactic transformations which operated in content and language, students' needs and preferences (Tables 5.10, 5.15, 5.20, 6.10, 6.15 and 6.19) became prominent as they marked the manner in which content, vocabulary and skills development were presented (Excerpts 6.11, 7.3, 7.39, and 7.49). In other words, needs and preferences emanating from motivation were responsible for the transforming operations (see section 3.6) that occurred within and across the CAR cycles.

Students' perceptions of language learning impact and content learning impact could be measured by how students rated content, vocabulary, grammar, reading, listening and speaking at the end of each cycle in the class surveys. For Year 1 I used Tables 5.8, 6.7, and 7.6, for Year 2, 5.12, 6.12 and 7.9, and for Year 3, 5.17 and 6.17. In order to arrive at the figures illustrated below, I first added the number of students who rated each category using 'a lot' and 'enough' from each year separately. Because each survey was completed by a different number of students in each cycle I used direct proportionality and from those results I established percentages of rates under each type of impact. Therefore, the y-axis refers to the percentage of impact according to the average number of students in each class in each Cycle.

In Year 1 (Figure 8.1), I claim that content learning impact was usually high. In addition, I believe that language learning impact depended on my success in incorporating their demands for listening and speaking skills development and vocabulary learning through student participation (e.g. Excerpts 5.51, 5.52, and 6.25). I also believe that students' perception of impact may be associated to how they perceived my own teaching performance (Excerpts 5.55 and 7.25).

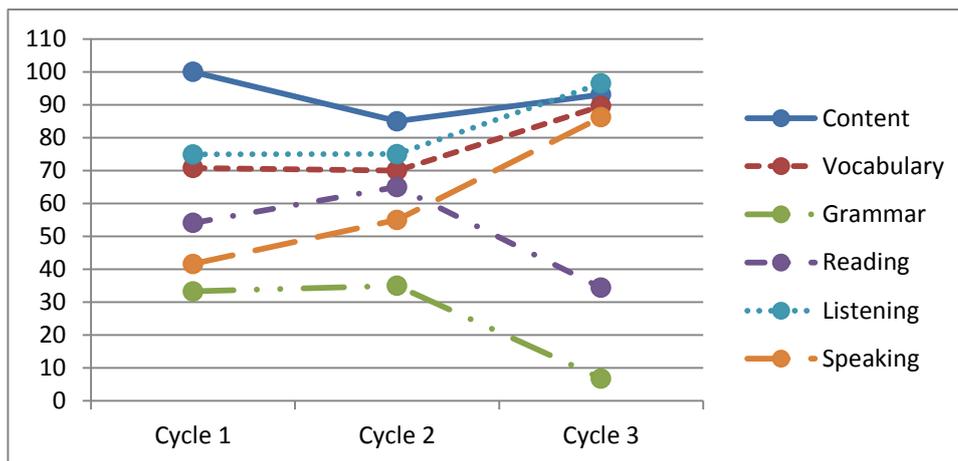


Figure 8.1: Year 1's perceptions of content and language learning impact

However, while Figure 8.1 shows that Cycle 1 was perceived to have impacted the most in terms of content, students' answers in perspective in Table 7.6 reveal that it was Cycle 2 which proved to be more meaningful in their view. In relation to language learning impact, I observe that listening, vocabulary, and speaking determined language impact. On the other hand, reading and grammar fell dramatically in Cycle 3. It was in this last cycle that I had assumed I had paid more attention to grammar noticing (Table 7.2 and Excerpt 7.9). I feel that my lack of planning and incidental teaching appeared to have been more noticeable in Cycle 3 although my data do not offer support for this personal feeling.

In Year 2 (Figure 8.2), students perceived that content learning impact was lower than in Year 1, especially in Cycle 2 which may imply that Aurelia did not meet her students' expectations. I believe this may have been caused because she was new to the school. While at the end of Cycle 3, content reached the highest impact, students' evaluation in retrospect (Table 7.9) shows that Cycle 1 was remembered for the topic mostly. In terms of language, grammar was always low even when Aurelia sought to increase grammar learning in Cycle 3 (Excerpt 7.2), and vocabulary decreased in Cycle 3. While listening skills development remained constant, speaking decreased despite Aurelia's activities to encourage speaking from the beginning of her two lessons

(appendices 15 and 17). Nonetheless, this was not a negative outcome completely since some students valued the listening and speaking activities (Excerpt 6.29).

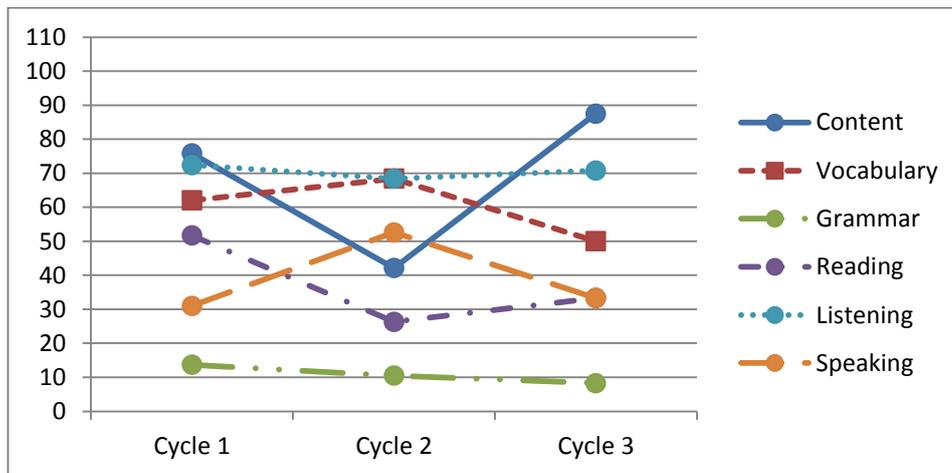


Figure 8.2: Year 2's perceptions of content and language learning impact

In Year 3 (Figure 8.3), students perceived that content produced a lower impact in Cycle 2 while grammar impact was similarly low to that in Year 2 and Year 1 (Cycle 3). Nevertheless, listening and speaking impact rose sharply from Cycle 1 to Cycle 2. In particular, speaking impact rose from 5.5% in Cycle 1 to 56.25% in Cycle 2.

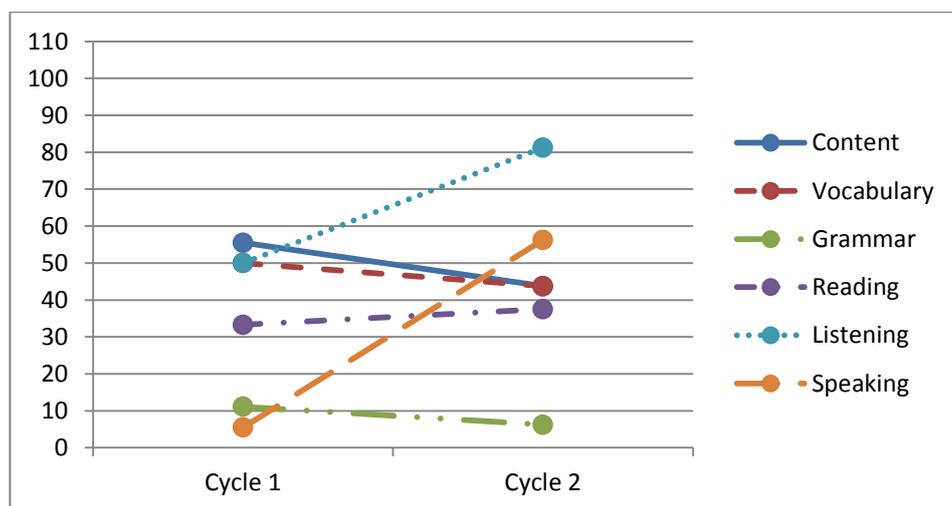


Figure 8.3: Year 3's perceptions of content and language learning impact

I contend that we achieved our language-in-use aim in Years 2 and 3 as speaking skills opportunities seemed to have exercised a positive impact among those students.

Although the L1 was systematically used in group work (Excerpt 5.40) but English in teacher-student interactions (Excerpts 5.37, 5.45, 6.14, 6.22, and 7.14), students manifested less anxiety to speak and growing confidence with listening (Excerpts 5.49, 6.26, 7.28, 7.31) and speaking (Excerpts 5.50, 6.25, 6.29, and 7.37), thus supporting Dalton-Puffer's (2011) observations that these two skills are usually enhanced in CLIL (also Coyle, 2013). This may be linked to content learning impact, which appears to corroborate the argument that when a lesson revolves around students' interests, their motivated behaviours and learning outcomes improve (Huang, 2011).

Given the topics and authentic sources of input, we found it difficult to treat language as a system or as content in its own right. In other words, our teacher creativity concentrated on meaning in response to our aims (Section 5.3.4.2). We tended to integrate content and language by emphasising skills work. There were a few instances of vocabulary learning and grammar was usually incidental, unplanned and in passing only revised through noticing strategies (Excerpt 5.47). Even when we developed activities to promote listening and speaking skills, we did not treat them linguistically but cognitively. In other words, we aimed at developing students' thinking skills and content learning through listening and speaking opportunities (Excerpts 6.2, 6.28, 6.30, 6.38, 7.23, and 7.27, but see 7.4 and 7.17). Thus, we confirmed that CLIL, or at least our own model, may not help develop all skills equally as notes in Grabe and Stoller (1997).

Regarding a balance between focus on meaning and focus on form, our endeavours did not follow authors' (Marsh, 2008; Coyle et al., 2010; Spada, 2010) recommendations in relation to a stronger focus on form and explicit grammar awareness. In this sense, how we treated language and how our students perceived grammar impact for example (see Figures 8.1-8.3), appeared to confirm that a focus on meaning may occur at the expense of form (for a discussion see Pica, 2002; Langman 2003; Lesser, 2008). Nevertheless, we need to remember that the survey reflected perceptions. We teachers felt that their grammar had improved judging by the way they

used the language in the classroom. I feel that students may have assessed their grammar performance against our grammar-based lessons and therefore the perception of grammar improvement was low. In their eyes, grammar has a positive impact when there is only systematic grammar practice as found in mainstream grammar coursebooks (which may explain their suggesting a combination of a grammar coursebook and our own materials).

In section 3.6.1 I outlined the Language Triptych (Coyle et al. 2010, Coyle 2007b) through which language learning may be considered from three perspectives: *language of learning* (content-related terminology), *language for learning* (language such as connectors needed to complete activities), and *language through learning* (incidental language emerging in the classroom). Comparing the Language Triptych to how we teachers developed language teaching and learning, I observed that the *language of learning* was the perspective we stressed even when its impact in the form of content-specific vocabulary was not high. Although there were few specific vocabulary exercises (Figure 5.2, appendix 11, exercises 1 and Figure 6.4), most activities featured new vocabulary in context (appendix 14, exercise 10, and appendix 15, exercise 3). The perspective of *language for learning*, conversely, appeared in few opportunities in our lessons/worksheets and only emerged in phrases to keep a conversation going (appendix 17, exercise 2) or as a step before a writing task (appendix 12, exercise 12). Finally, the *language through learning* perspective materialised in two planes: (1) vocabulary needed by the students to express themselves (Excerpts 5.50, 6.14, 6.22, and (2) vocabulary and grammar triggered by written input (Excerpt 7.20, see section 5.3.1 and 5.5.3).

8.3.5 Developing a didactic transposition of language-driven CLIL

Based on the negotiation processes outlined above and the flexibility that teachers thought as necessary (Excerpts 5.9-5.11, and 7.43) I argue that when teachers negotiate how to shape language-driven CLIL with their students, content should emerge from the students in an attempt to make the learning experience engaging and context-responsive (Excerpts 5.14 and 5.57). Unlike Meyer's (2010) CLIL Pyramid, we did incorporate students by involving them in topic selection, sources of input, and activities.

Within the complex process of negotiating topics, I think that we perceived that not all topics had to be interesting from the start. Interest could be associated with students' previous knowledge and past experiences, but the fact of being confronted with new knowledge could result in a motivating experience *a posteriori*, that is, after becoming acquainted with new contents. In retrospect, I understand that although we were prepared to negotiate topics and listen to their suggestions, we would take them provided they were somehow related to the school curriculum. That was the threshold to start negotiating topics.

In this selection of contents, teachers may determine contents for which sources are manageable and already offer direct transferability to the classroom without the need to refer to knowledge itself (Excerpts 5.21, 5.31, sections 5.5.3 and 6.2.1). In other words, I claim that didactic transpositions in language-driven CLIL start at the 'content to be taught' stage since the content to be taught depends on the sources and social practices of reference available to the teacher in a language accessible to the students (section 5.6.8, Excerpts 6.1 and 7.7).

Therefore, how content is co-constructed and desyncretised may be concomitant to the sources and activities teachers are able to exploit, develop, and sequence in constant negotiation with students. I also assert that it is the selection of sources and activity development which initially determine the content to be taught (sections 6.2.1

and 6.4.8). Because content may be the driving force within a language-driven CLIL/ foreign-language CLIL model (Dalton-Puffer, 2011) and authentic sources (Excerpt 7.8) are paramount, teachers may find it problematic to identify and extrapolate language items (Excerpt 5.70, but see 7.48) to teach. Thus, they may tend to equate language learning to language and thinking skills development within which vocabulary and language awareness occur (sections 7.3.1 and 7.3.2). Differently put, language learning is functional to content learning because the language is learnt *through* the content covered.

The content to be taught is shaped by the negotiations underpinning the collection and selection of authentic sources as representations of different social practices/knowledge of reference. In these transformations, language skills, listening and speaking in particular, shape the content taught (see sections 5.2.2, and 6.2.1). How listening and speaking activities are developed and performed is synchronised with lower- to higher-order thinking skills (Figure 6.4, appendix 16, exercises 1-4) since language learning is engaging when the language activities are loaded with a cognitive challenge (sections 5.6.4 and 6.4.4). The transformations which are exercised between teachers and students, that is, between content taught and content learnt, may result in the perception that language learning is a necessary tributary to content learning (Excerpt 6.41). Thus, in language-driven CLIL, content is not only an excuse to learn language. On the contrary, language learning is a vehicle for content as in content-driven CLIL since content is usually emphasised (Excerpts 6.7, 6.28, 6.38, 7.27, 7.30, and sections 6.3.2, 6.3.3, and 7.3.3), and there are no activities for explicitly learning the language as a system (appendices 12-17). How content is perceived to be learnt shapes future content to be taught thus creating a cyclical relationship of influences.

Along these lines, I personally believe that CLIL didactic transposition is influenced by student motivation (Coyle, 2013), teacher motivation and teacher self-efficacy (Thoonen et al., 2011) as these will drive and will be driven by pedagogical negotiations

between teachers and students. To some extent, student-and-teacher motivation aligned through negotiations and evaluation is the converging zone in which CLIL didactic transposition develops. I shall illustrate the operating interrelated transformations in Figure 8.4. In section 8.4 I will expand on the role of motivation in language-driven CLIL didactic transposition.

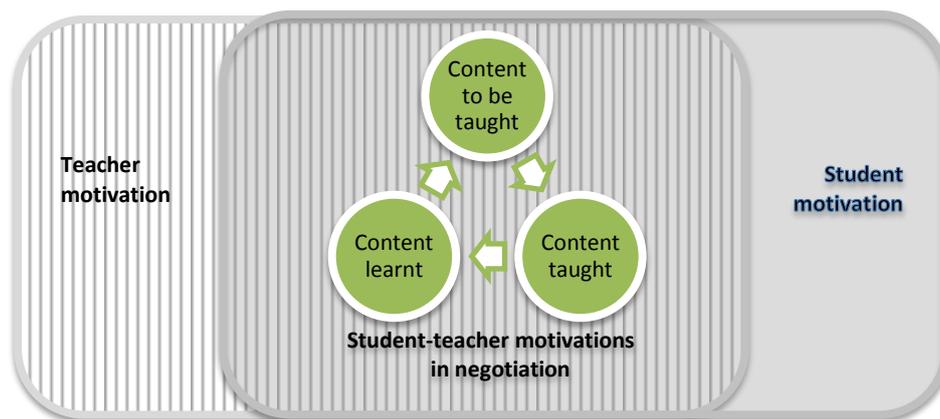


Figure 8.4: Model of didactic transposition of language-driven CLIL.

8.4 Language-driven CLIL and motivation

According to sections 5.6.4, and 6.4.4, while language benefits in terms of practice were highlighted by the students (Excerpts 6.25, 7.28, 7.33, and 7.34) as a result of a bottom-up context-responsive language-driven CLIL which included teachers' materials, there were other benefits such as motivation. This theme emerged as central from the beginning of Cycle 1 (TN 5.1 and 5.2) and it developed through the different stages and cycles (Figure 6.8, TN 7.2 and Figure 7.3) to such an extent that I argue that it shaped language-driven CLIL didactic transposition (Figure 8.4).

We may remember that from the project inception, there was a battle of clashes and consequences as regards motivation. Students were perceived as demotivated (Excerpts 5.9 and 5.34) and incapable of contributing to or understanding (Excerpts 5.6 and 5.34) the innovation that CLIL would entail in their lessons. We teachers admitted

that our demotivation (Excerpts 5.10, 5.24, 5.25, and 5.66) was a consequence of our students' apathy and collusion, and that our interests and drive for change outweighed those of our students. In addition, we believed that nothing 'important' could motivate them (Excerpt 5.25). Nevertheless, students' and teachers' motivations became aligned (section 6.4.8) and compatible once we agreed that it was content that underlined both our discrepancies and points of contact (Excerpts 5.60, 5.61, and 6.32). In other words, what motivated us all was the negotiation of topics and how these topics were successfully inscribed in our teaching and learning practices (Excerpt 7.43).

My study confirmed (sections 5.6.4, 6.4.4, and Tables 7.8 and 7.11) that student motivation in CLIL depended on the contents covered (Coyle et al., 2010, Lasagabaster, 2011; Thoonen et al., 2011). However, I shall stress that their effort, motivated behaviours such as participation and attention and interests (Seikkula-Leino, 2007; Huang, 2011) increased as these contents and the sources and activities we developed responded to their linguistic and cognitive demands. In other words, the learning environment was tuned to our students' feelings, levels of effort, and their personal worlds (Thoonen et al., 2011). These motivated behaviours, i.e. participation and attention, were both noticed by teachers (sections 6.3.3, and 7.33, Excerpt 6.32, 6.33, 6.39, 6.41, and 7.12) and the students (Excerpts 5.51, 6.29, 7.32, 7.34) themselves. Considering Excerpt 7.33 (Turns 2, 3, 5, 7-8), I remark that it was the nature of the topics and students' involvement in them which drove them to participate either through verbalised interaction (Turns 2 and 5) or active listening. Following Franco's words (Excerpt 7.33, Turn 2), the fact that they could choose the topics out of their own interest motivated them to speak, and I would add, more meaningfully as, in a way, they were talking about themselves. Their perceptions seemed to confirm what Sandra had noticed at the end of Cycle 2 as regards students' interest in voicing their opinions (Excerpt 6.39).

In relation to materials, in our students' eyes (eg. Excerpt 5.55), we teachers became dynamic and independent and agents of teaching and learning when we assumed control of the classroom through our materials. It was the teacher, not a coursebook, who led lessons. In light of these views, I observe that there is a correlation such that the more autonomous and motivated teachers are, the more motivated students will be, although I cannot claim that a strong correlation in this respect may improve students' language learning.

Despite this progress, my study could not claim that students' language proficiency increased as I did not contemplate pre- and post-tests qua an experimental study. In this respect, only some students voiced that their language development had improved due to the topics, exposure to authentic audiovisual sources and speaking activities such as discussion or debate (Excerpts 6.24-25 and 7.37). Content may have also determined teacher motivation since the shift in teaching approaches from grammar-based teaching to topic-based teaching, even when this latter meant time investment for materials development, was strong. Sandra, for example, realised that she liked teaching through English, as she pointed out in excerpt 7.51. I will discuss teacher motivation below.

It seemed that content and the authentic nature of sources to a lesser extent, acted as a catalyst which aligned student and teacher motivation in a way that it promoted negotiation, understanding, and above all, democratisation of classroom practices which also entailed new roles. In this sense, students were also seen as knowledge generators (Excerpt 6.34), source providers (section 6.3.3) and activity evaluators (Excerpt 7.29). As a result of this motivation alignment and role reconfiguration around content, student and teacher motivation entered into dynamic interaction (Dörnyei and Ushioda, 2011), through which their increase was proportional to one another (Figure 8.5). Each CAR cycle showed that, despite different learning outcomes, motivation increased as every actor involved perceived that their motivations were inseparable and concomitant (section 7.4.4).



Figure 8.5: Student motivation – Teacher motivation in interaction.

Teacher and student motivations shaped and were shaped not only through the negotiation of topics, sources and activities (TN 5.2 and TN 6.3) but also through the co-construction of knowledge and social relationships that took place within the classroom setting (Excerpts 5.54, 5.63, 7.12, 7.19, 7.21, 7.24, 7.25 and 7.43). Our teacher motivation and sense of self-efficacy in CLIL explorations increased student motivation which, in turn, increased ours. Such a change in the classroom landscape positioned students under a light in which their identity was revamped. In other words, we teachers ceased to see them as demotivated or uninterested in ‘serious stuff’. Instead, we saw them as concerned with current and historical issues given the most voted topics although some concerns about their interest were raised again at the end of the project (Excerpt 7.41). In general, these reconfigurations generated new modes of verbal interaction between students and teachers, and agency through motivated behaviours such as attention and participation from both teachers (Excerpts 5.56, 6.18, 6.34, 6.39, and 7.33) and students. In a broader and deeper plane, the created dialogic spaces included learners’ voices (Coyle, 2013). Learners became critical agents of change in the act of education. Their engagement affected other spheres of teacher development which I will address below.

8.5 Teachers: motivation, autonomy, and identity

Our CLIL explorations acted as a trigger to understand our students' needs and interests and negotiate (TN 5.2 and TN 7.2) those with ours so as to arrive at a student-teacher motivation unity. I believed that teachers gained in other aspects of their professional development.

First, the nature of the CAR project allowed us teachers to exercise our full autonomy even when the principle of responsiveness as I discussed in section 8.3.2 marked our endeavour. Even under this principle, teacher autonomy and collaborative professional development was evidenced through how we changed the way we developed our materials cycle after cycle (Wyatt, 2011a, 2011b). When we realised we were fully capable, autonomous, and confident, our materials acquired different features through processes I analysed in sections 6.2.1 and 7.2.1. In every cycle, our materials became more context-responsive and activities better organised in terms of complexity. For example, while my worksheet in Cycle 1 (appendix 12) was a massive collection of activities arranged in an order which followed the history of Rock and Roll, my worksheet in Cycle 2 (appendix 21) moved from audio-visual input and vocabulary in guided activities (exercises 1 to 8) to discussion tasks (exercises 12 and 13).

Secondly, I believe that teacher autonomy was based on the fact that neither the institution nor I as a teacher-researcher set an agenda we had to follow strictly (see section 4.6). Because all of us were self-directed and experienced teachers, our indigenous CLIL model was co-constructed through individual and collective actions as Benson (2007) and Ding (2009) assert. Furthermore, these actions never acted in detriment of others institutionally speaking although they may have forced me to make decisions in relation to my individual aims as a PhD researcher (sections 4.6 and 6.1). I believe that the best instances of how teacher motivation and autonomy were related was (1) in section 6.4.5 when Aurelia realised that her motivation was driven by our

autonomy, and (2) when stages started to overlap between Cycles 2 and 3 and when Sandra decided to hand over Cycle 3 to her students as narrated in 7.1 and 7.3.3.

Thirdly, Sandra's 'You've CLILed me' (Excerpt 6.40, Turn 5) revealed our roles and identities in this project. While the three of us were the planners and implementers, I was the facilitator or leader for I had initially delimited a framework and a set of guidelines along the process. Nevertheless, Sandra assumed a new identity. I understood that she then felt in a position to configure it according to her professional needs and interests. She had started to implement this approach in other contexts and in fact, she had organised her Year 3 students' presentations alone, which I considered a sign of independence.

Finally, our regained teacher motivation and extended autonomy helped us project a new identity which was validated by our students and possible peers (Clarke, 2009; Norton and Toohey, 2011). I felt our professional identity reached momentum when our students began to express the view that through our use of our own developed materials they saw us as active, interested, participatory and independent teachers (Excerpts 5.56, 7.25, sections 5.6.4 and 7.4.4) who did not need a coursebook or all-grammar lessons to feel that we were EFL teachers. For example, Excerpt 7.30 shows that teacher agency increased when we used our own materials. Student 21's words in that excerpt indicate that when teachers take full control of their lesson by becoming less coursebook-dependent and more autonomous and creative in the resources they employ, classroom participation and classroom atmosphere become pro-learning. How our teacher identity, autonomy and motivation appeared under a new light (section 6.4.8) may have been the consequence of not only language-driven CLIL implementation but also of the methodological framework adopted.

8.6 CAR and professional development

In essence, teacher motivation, teacher autonomy and teacher identity are part of the same picture: professional development. All the aspects discussed above contributed to our development, given the CAR project I led and everyone contributed to. I will discuss the outcomes of the methodology adopted in two planes: collaborative and personal. Last, I will discuss issues around my identity as a teacher-researcher.

8.6.1 Collaborative professional development

While one of my research questions focused on the benefits that teachers may obtain by developing their own materials, I observed that the benefits which I addressed in section 3.8.1 (see also Wyatt, 2011b) surpassed this circumscribed view as TN 5.2, TN 5.3 (sections 5.4.2.1-2), TN 5.5, TN 6.1 (sections 6.2.1.1-2), and TN 7.1 illustrate. The development of materials entailed the discussion of deeper aspects such as language teaching aims (Excerpt 5.11), teachers' (TN 5.2, Excerpt 5.69, and TN 5.5) and students' (Excerpts 5.54, 7.34, 7.35, and 7.44) beliefs about language teaching and learning at school, motivation (e.g. Excerpts 5.21, 5.55, 5.60 and 7.42), and influential contextual factors such as students' prior knowledge (Excerpt 5.6, 5.27, 5.31), teacher identity (Excerpts 6.41 and 7.49), and institutional dynamics (Excerpts 6.36 and 7.51).

CAR features and transformative power as discussed in van Lier (1994) and Rainey (2011) emerged robustly because our teachers-in-collaboration enterprise was rooted in a positive and motivating working atmosphere (López-Pastor, 2011) as our interactions revealed (Excerpts 5.5, 5.25, 5.33, and 7.51). My study gave us teachers the opportunity to renew the EFL curriculum not only at an institutional level (for a discussion see Burns, 2005; Altrichter and Posch, 2009) but at a broader scope since what I personally experienced with my participating teachers was a vital part of a new official EFL curriculum I co-developed for the province of Chubut (Banegas and Pérsico,

2012). My study also confirmed that through CAR we teachers identified ourselves as creators of knowledge of reference from/for our context (Borg, 2010; Goodnough, 2010).

Concerning collaboration, I argue that we teachers moved through our own teaching ZPD and we reached different points of self-regulation as regards managing our own CLIL implementations. This process was also enthused by classroom observations as Aurelia and Anahí pointed out in excerpt 7.51. This may confirm the reflective effect that observations may produce (see section 4.5.8). I believe that as a result of systematic observations and meetings (Excerpts 5.37 and 7.51) teacher development increased. For example, Anahí moved from an apparently coursebook-based practice (Excerpt 5.19) to increasing autonomy (Excerpts 5.56 and 5.59). I noticed that Aurelia sought constant approval in Cycle 2 but she became independent and confident in Cycle 3. Additionally, Sandra stated that collaboration helped her develop student-centred practices (Excerpt 5.68) and later she managed her Cycle 3 absolutely independently once she realised the dynamics of CAR and internalised the concept of CLIL. Therefore, I suspect that teachers suggested adding a third cycle to our original plan because they felt confident and wished to explore CLIL at a more autonomous level (Excerpts 6.41 and 7.51).

8.6.2 Personal professional development

While we developed professionally as a team, each of us experienced different degrees of personal development in different domains. Although my study did not involve teachers in keeping a journal, some aspects of personal development emerged in our interviews. For example, Aurelia experienced the transformative power of interviews (see Matthew and Ross, 2010) inscribed in the systematic study of our enquiries. My questions helped her reflect in action as she revealed in excerpt 6.31. Sandra discovered that she could handle technology and that what she really enjoyed was teaching content through the language (Excerpt 7.48). She felt she had changed

her approach to teaching (Excerpt 7.47) as she began to extend her CLIL experiences to other domains of her practice when she apprehended the concept of CLIL, thus moving from externalisation to verbalisation (see Johnson and Golombek, 2011) as excerpt 6.40 shows.

In my identity as a teacher, Aurelia's observation fieldnotes (Excerpt 6.15) and my interviews with her helped me disclose and discuss certain concerns with my own practices (Excerpts 6.16). I also learnt to be selective in terms of sources and prioritize activities so that I could better sequence them in order of linguistic and cognitive complexity (Excerpts 7.1 and 7.3). Therefore, CAR helped us become more reflective teachers and engaged in developing further by attempting to continue with our explorations (Burns, 2010; Pérez et al., 2010). These reflections were initially triggered in our interactions (for a discussion see Tasker et al., 2010) and continued personally as we developed our materials individually.

As a novice researcher, my personal professional development involved my deeper levels of reflection and understanding and flexibility about my decisions, data collection instruments, their impact (TN 6.3 and TN 7.3), and data analysis (section 4.6). Occasionally, I felt I had to follow my plan regardless of contextual circumstances. Nonetheless, I learnt to accommodate myself to these changes and find the possibilities they could offer. I sensed that the CAR project I facilitated helped transform teachers, our practices, and produce knowledge from the classroom so that teaching and learning practices could be negotiated and enhanced.

Similarly to the processes I noticed in Sandra, I may relate Johnson and Golombek's (2011) functions of externalisation, verbalisation, and systematic examination to my own development. During my first year as a PhD student I felt that I moved from externalisation to verbalisation in relation to the concepts underlying CLIL and CAR as a result of drafting my initial literature review. The verbalisation function

grew stronger during the fieldwork as I started to see the complexity of the experience as a teacher-researcher under these two macro roles. Certainly, both those functions paralleled systematic examination as I kept a journal and, most importantly, carried out ongoing analysis of the data during/after each Cycle. The way I understood that my own development also came to be shared with those who perceived a different identity in me.

8.6.3 Issues in my identity as a teacher-researcher

Although the positive impact of CAR reached teachers as professionals (TN 6.1 and TN 7.3), tensions and personal dilemmas emerged (also Banegas, 2012).

The first tension occurred during Cycle 1 as I believed that my presence in the Year 1 classroom intimidated Cintia. This may have been the reason why she ceased to observe my lessons and provide me with feedback (section 5.5.1). It is possible that this situation led to other institutional or interpersonal issues which I will not disclose here for ethical reasons.

As regards personal dilemmas, I was concerned with the extent to which I had to pursue my aims. As we reached the end of Cycle 3, Aurelia suggested whether we could continue with CLIL until the end of the school year (Excerpt 7.42). I explained that we could and that I could continue teaching but that I would have to stop collecting data as I had to finalise my fieldwork. I lived this tension personally for I wondered how I could withdraw from the project in order to pursue my own PhD goals without affecting my colleagues' engagement or CLIL sustainability at the research site. In order to avoid sudden withdrawal from the research site, I taught two more lessons in Year 1 which Aurelia observed though no data collection took place. In addition, I started to spend Monday-Thursday mornings working on my thesis at the school. In so doing, I continued my contact with the participating teachers and students on a daily basis. We took that opportunity to hold meetings and discuss the organisation of the EFL department for

2012. In particular, we evaluated new coursebooks guided by our students' comments and discussed ideas about CLIL implementation in all classes. Sandra also suggested keeping an electronic bank for all our activities and sources.

This situation made me reflect about the inherent tensions which underlie the identity of a teacher-researcher. On the one hand, I was part of the teaching staff and wished to work collaboratively and encourage participation and involvement from every teacher. On the other hand, I had to resume my full-time identity as a researcher as I was expected to show progress in my PhD. After all, I was on study leave and therefore I was not supposed to teach regularly. However, I felt morally and ethically compelled to continue accompanying my fellow teachers even after they had shown signs of growing autonomy in relation to our language-driven bottom-up implementation of CLIL. I did not want to feel that I had merely used everyone at Colegio Salesiano to obtain data and then withdraw.

Such a landscape prompted me to reflect about (1) the value and care that AR involves and (2) the presence of power struggles in collaborative grassroots research. In sections 4.1-4.4 I explained my perception of AR from theory but now I could understand it from practice. Action Research projects rooted in classroom settings must by all means come from teachers. Even when the original idea comes from the researcher or teacher-researcher as it was my case, it must be validated and shaped by the teachers. The risk of imposing the researcher's agenda is that once the project finishes, the teachers may return to their previous practices as they never felt part of the change. In AR, teachers need to feel they are doing whatever they are doing for themselves and not for a researcher who needs data. Sometimes I felt that the participating teachers worked *with* me in my identity as a teacher, and *for* me in my identity as a PhD researcher.

At the end of section 8.6.2 I referred to how I was perceived professionally. It took me by surprise when teacher trainers and researchers at the Ministry of Education of

Chubut started to describe me as an action researcher. I was more surprised and flattered when I was asked to lead two research projects which involved action research: (1) a local research project about language awareness among secondary school students in Spanish (completed in 2012), and (2) a project linked to a national scheme which seeks to improve novice teachers' practices in primary education through mentoring embedded in CAR (in progress).

9 CONCLUSION

9.1 Contributions and sustainability at Colegio Salesiano

My PhD fieldwork finished in 2011 and the write-up of this chapter finished in 2013. The year 2012 showed that Aurelia, Sandra, and Anahí continued with their CLIL explorations not only at the Group B classes (where our project took place) but also at some of classes where students' level of English was lower. In addition, the electronic bank suggested by Sandra has continued growing.

With the support of the British Council in Argentina and the Ministry of Education, we had the opportunity of hosting an English Language Assistant (ELA) from Britain. As a result of institutional agreements and the ELA's interests, students continued enjoying and contributing to language-driven CLIL lessons. This time the lessons focused on intercultural aspects, British culture, the Olympics, and Malvinas.

9.2 Contributions of my research project in my local context

As I mentioned in Chapter 2 and at the end of section 8.6.3, in the year 2011 I was asked to co-author a new EFL Curriculum (Banegas and Pérsico, 2012) for secondary education in the province of Chubut. The Ministry of Education gave us full support and autonomy to develop a curriculum which responded to the new socio-political landscape and feedback from the educational community. Although the developed curriculum followed mostly a top-down approach, contrary to what I defend in this thesis, we still built ways of obtaining feedback from teachers at school meetings and workshops.

Once the benefits of CLIL began to emerge in my research site, we incorporated CLIL as another suggested approach which teachers could employ in classroom settings similar to mine. In order to avoid curricular prescriptions, we made clear that our CLIL-related recommendations such as the use of authentic sources, teacher-developed

materials, or the negotiation of topics with students were based on a specific context and that they could adapt following informed decisions. Similarly to my PhD research project, the new curriculum did not impose topics or lesson formats. Instead we suggested possible pedagogical sequences and the use of contents initially derived from the L1 curriculum. Nevertheless, we stressed that CLIL should not be solely equated to re-teaching vocabulary or familiar content either learnt in Spanish or English in a trivialised way. In agreement with Coyle et al. (2010), we assert that there should be new content through cognitively engaging materials. That said, I feel this is a major achievement for me as I can tangibly spread my explorations and reach my colleagues through this new EFL curriculum.

9.3 Contributions of my research project in a wider context

To my knowledge, most CLIL research has oriented towards the evaluation of top-down implementations (Mehisto, 2008; Ruiz de Zarobe, 2008; Lorenzo et al., 2010; Lasagabaster, 2011; but see Ruiz de Zarobe, 2013 for references to bottom-up reports) either through longitudinal studies or cross-sectional studies which compared CLIL and EFL groups mostly set in Europe (see section 3.4). In my case, my research project provided evidence of a bottom-up indigenous CLIL implementation through CAR in which teachers and students determined the topics to cover, the sources and the activities that our teacher-developed materials would feature. In addition, my project took place in a rather under-researched EFL context. As compared to other CLIL research projects, I facilitated a CAR-CLIL project entirely based on our students' as well as teachers' voices. Its outcomes could resonate with other EFL contexts with analogous motivations, needs, and interests rooted in settings where teachers are granted similar levels of autonomy and hold solid preparation.

With regards to specific didactics for CLIL, my study may contribute to the area of teacher-developed materials in terms of teacher-derived principles and tensions in the attempt to integrate content and language in praxis. Similarly, I introduced the concept of didactic transposition to the field of CLIL as a guide to understand the processes which go from social practices of reference to school content in formal education. Last, my research outcomes may contribute to the study of the relationship between student and teacher motivation and the impact of CAR in teacher autonomy and identity.

9.4 Limitations

Apart from the methodological limitations I reported in section 4.5.4, I shall add that other factors may have influenced the overall project and its outcomes.

Firstly, the research site was 'ideal' since Group B classes were mainly composed of students who already knew English. In this sense, I have added one more example of CLIL being implemented with high-achievers only. However, this does not mean that the outcomes are biased or engineered to be welcoming. It was a part of our context and the initiator of this bottom-up enterprise. Under these circumstances, it would have been beneficial to have conducted pre- and post-test to assess language learning not only through students' perceptions (see surveys and interviews) but also through other quantitative instruments. Likewise, teacher and student motivation could have also been studied through questionnaires so as to see in what ways motivation developed throughout the CAR cycles.

It may also be seen as a limitation that only a small number of lessons were investigated in each cycle. I understand that a larger number of language-driven CLIL lessons could have strengthened our claims and shed further light on developing a didactic transposition for CLIL. This may contradict my position that language-driven CLIL needs to be systematic. It may be argued that our endeavours were less

systematic than expected but it is also necessary to remember our working conditions and the nature of our posts.

9.5 Implications

Implications could be presented at two levels: (1) classroom practices and (2) research explorations.

At level 1, I may suggest that developing and incorporating language-driven CLIL in EFL contexts demands time, teacher preparation, and a democratic environment to guarantee sustainability and positive outcomes. One of the issues which emerged in my research was that lesson preparation and materials development were time consuming. This could become a constraint if systematicity is enforced without proper needs analysis.

In relation to teacher preparation, effective language-driven CLIL (or any ELT approach) demands teachers who are proficient in English and who have been through formal language teacher education. Many aspects of our teaching practices and materials development processes occurred without serious complications as we all shared a common background based on our teacher education and experience and did not feel limited by our knowledge of/about English. Our confidence may have determined our explorations with authentic sources, topics, and negotiations with our students. We never felt that our identity or professionalism could have been threatened by pursuing an approach in which language is boundless.

Because our endeavours were built on collaborative professional development and negotiation with our students, a democratic environment is essential. We succeeded in developing context-responsive pedagogies which were the result of opening our practices in a democratic environment. In the first place, this was not a top-down process. We did not have to fight for permission. Nor did we have to adhere to a given

curriculum or follow a prescribed coursebook. Secondly, we worked in a context in which collaborative work was possible and valued and this entailed accepting to observe and be observed by colleagues. Last, in our context, it is socially accepted (though not usually practised) to ask our students for feedback and make room for their voices. In this democratic environment it was a sign of good practice to start negotiating the teaching and learning processes with students. I wonder whether this could be possible in contexts where power and distance are not to be challenged.

At level 2, collaborative action research as conceived in this thesis entails that the research issue and design come from the research site and teachers. There should be room for negotiation and compromise and the teacher-researchers need to be aware of the flexible nature of CAR. It is also time-consuming and demanding in terms of expertise. Teacher-researchers or teachers wishing to embark on CAR need to be aware of research methodology not only in theory but in praxis. In addition, CLIL didactic transposition needs to be further explored not only in relation to collaborative professional development but also to language improvement. Our CAR-CLIL project did not include a language assessment component.

9.6 Future directions

I believe that it is high time we teachers begin to challenge European approaches so that we examine their benefits and shortcomings and therefore arrive at the development of pedagogies which respond to our Latin American contexts. We need to exercise an active role in shaping our educational system by taking into account how exquisitely sensitive we can be to minor changes in our context (Gladwell, 2001) and how critical our classroom practices need to be depending on social dynamisms of our particular classrooms (Crooks, 1993; Dörnyei and Ushioda, 2011).

I end this adventure by suggesting possible research areas to explore based on the contributions of my work and further ideas which I cannot discuss here. At this stage, I would like to be part of these inquiries:

- Following the curriculum I co-authored, some teachers in my context may implement CLIL in their settings. How will they interpret the curriculum guidelines? How will they develop their own context-responsive versions of language-driven CLIL?
- In this thesis, I suggested that teacher and student motivation determined the choice of contents. Is it always unidirectional? To what extent could rather imposed contents enhance student and teacher motivations?
- Is CLIL really elitist? How can CLIL be explored with low-language level students without trivialising content in EFL contexts where contact with English may be minimal? Will it be beneficial?
- Since 2010, the Government in Argentina has implemented a national scheme called 'Conectar Igualdad' (Connecting Equality) which aims at incorporating ICT in secondary education. Will ICT and the widespread of netbooks promote the integration of content and language in the EFL lesson? In what ways will this affect teacher and student motivation and autonomy?
- How can we increase listening skills development in the CLIL classroom?
- In what ways is the international market introducing and selling CLIL?
- Do teachers find CLIL really different from other topic-based initiatives or content and language integrations? To what extent has the CLIL umbrella become too big?

Wegner (2012: 34) suggests that for successful CLIL '[w]hat is ultimately needed is mutual recognition, joint negotiation, joint experimentation and structuring of lessons'. I believe that my thesis has been a story about these needs.

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APPENDIX 1: Consent form for participating teachers (my translation)**CONSENT FORM FOR PARTICIPATING TEACHERS**

Project title: Teachers Develop Content and Language Integrated Materials. An Action Research Journey towards Context-Responsive Materials Development.

Name of researcher: Dario Luis Banegas, Centre for Applied Linguistics, University of Warwick.

Name of supervisor: Dr Ema Ushioda

I confirm that I have read and understood the information sheet dated _____ for the above project which I may keep for my records and have had the opportunity to ask any questions I may have.

I understand that this project aims at:

1. Using Action Research for two cycles at least (2011 school year) as a tool for my professional development in collaboration with my colleagues.
2. Developing teaching materials for my lessons following a content and language integrated learning approach.
3. Implementing those materials to receive feedback for improvement.

I agree to take part in the above study and am willing to:

1. Be interviewed.
2. Have my interviews audio-recorded.
3. Be observed teaching and have my lessons audio-recorded.
4. Develop teaching materials.
5. Validate the data collected and analysed.
6. Allow ONLY the researcher to have access to my information.
7. Allow ONLY the researcher to study audio-records in which I am involved.
8. Allow the researcher to store my information until December 2014.

I understand that my information will be held and processed for:

1. For the researcher's doctorate thesis.
2. For any papers and presentations authored by the researcher.

I understand that all data will be collected in Spanish and then translated into English for reporting in the researcher's thesis and other papers and professional presentations. I understand that my participation is voluntary and that I am free to withdraw at any time without being penalised or disadvantaged in any way. I understand that my anonymity will be preserved by appearing under a pseudonym/ first name only. I also understand that my personal and professional life will be protected and that my interests and concerns will always be considered over the researcher's agenda.

Name of participant Date Signature

Name of researcher Date Signature

APPENDIX 2: Consent form for parents and students (my translation)



CONSENT FORM FOR PARTICIPATING STUDENTS (AND THEIR PARENTS)

Project title: Teachers Develop Content and Language Integrated Materials. An Action Research Journey towards Context-Responsive Materials Development

Name of researcher: Dario Luis Banegas, Centre for Applied Linguistics, University of Warwick.

Name of supervisor: Dr Ema Ushioda

I confirm that I have read and understood the information sheet dated _____ for the above project which I may keep for my records and have had the opportunity to ask any questions I may have.

I understand that this project aims at:

1. Improving the teaching and learning of English by having teachers and students working together.
2. Developing teaching and learning materials for my context.
3. Learning with those materials to provide feedback for improvement.

I agree to take part in the above study and am willing to:

1. Be interviewed to talk about my learning.
2. Have my interviews audio-recorded.
3. Be observed and audio-recorded learning in class.
4. Answer a questionnaire to evaluate the materials developed by my teachers.
5. Validate the data collected and analysed.
6. Allow ONLY the researcher to have access to my information.
7. Allow ONLY the researcher to study audio-records in which I am involved.
8. Allow the researcher to store my information until December 2014.

I understand that my information will be held and processed for:

1. For the researcher's doctorate thesis
2. For any papers and presentations authored by the researcher.

I understand that all data will be collected in Spanish and then translated into English for reporting in the researcher's thesis and other papers and professional presentations. I understand that my participation is voluntary and that I am free to withdraw at any time without being penalised or disadvantaged in any way. I understand that my anonymity will be preserved by appearing under a pseudonym/first name only/number. I also understand that my personal and student life will be protected and that my interests and concerns will always be considered over the researcher's agenda.

Name of participant Date Signature

Name of researcher Date Signature

APPENDIX 3: Focus group interview – Issue Identification – Cycle 1

STAGE: Issue Identification
Teachers evaluating current textbooks
Participants:
Date:

Group Interview 1

INITIAL QUESTION:



APPENDIX 4: Observation proforma 1 – Initial investigations – Cycle 1

STAGE: Initial Investigations

PROFORMA 1 and 2

Observation of teachers working with current textbooks

Participant: Dario, observed by Cintia

Class: 1ro polimodal

Date: 18 April

Time: 7.40 – 9.00

DATA COMPILED HERE COMES FROM CINTIA'S OBSERVATIONS, MY LISTENING TO THE RECORDED LESSON AND DISCUSSIONS WITH CINTIA OVER HER IMPRESSIONS OF MY PERFORMANCE.

What I see...	What I feel/reflect/wonder/would like to ask him
Materials used in the lesson MSG 2, page 131 (WWF for Nature, a leaflet), this was done was it was. Videos from youtube: commercials, interviews, visual and audiovisual.	Great contrast of black n white with colour ads.
Content input NGOs, their mission and funding. WWF, their mission and campaigns. Awareness of climate impact: water usage, climate change, global warming and rational electricity use (Earth Hour).	I started off by relating today's lesson with the one about Canada, I didn't plan this, just hit me the moment I began the lesson.
Language input Vocab, if clauses (0 and 1) and modals (can, could, may to express probability) though peripheral only.	Good techniques for correcting pronunciation: echoing, comparing, double-checking, avoid interrupting stu when reading.
Presentation of sources of input (pre-input tasks?) Oral description of what the videos were about. Brainstorming of ideas about issues in relation to the topic of each video.	
Adaptations in advance? Only one video, I showed only one minute of the interview vid.	
Adaptation of content while teaching? Elaboration of information, eg. difference between twister and hurricane. Explanations about the Black Sea and retreat of glaciers, elaboration of water used in producing a latte. Adding more examples. Always asking them first and from there build up new knowledge.	
Adaptation of language while teaching? Rephrasing, use of L1 for vocab, repetition.	
Adaptation of tasks/activities? Tasks and activities were carried out as planned. Last activity, the discussion part, was omitted due to time constraints. The worksheet was adapted for a blind student, I had to verbalise what the videos were about in more detail, or stop the video to read text on screen.	
Any links between first interview and this lesson? They seemed to be interested, they knew sthg about the content, but I don't know.	The stu found links with the subject Tourism, mainly in relation to Earth Day. More scaffolding provided, more guided activities (worksheet). Same techniques as in previous lesson.

Any comments made by stu as regards input/tasks? NONE	Stu were engaged, they really paid attention to the videos, one of the them really got them thinking, you could see/feel that (the one about water, CHANGE THE WAY YOU THINK)
--	---

INDIVIDUAL INTERVIEW 2, COMPLETED AFTER MEETING CINTIA LESSON.

1. What were the aims of this lesson?
2. What happened in the lesson?
3. How did you feel?
4. Did you make any preparations in advance?
5. Did you think of adapting the materials (input/tasks)?
6. Do you feel you adapted your talk? ...(how/why)
7. How do you feel your students found the topic?
8. ...the tasks?
9. Would you like to make any changes in the future regarding these materials?
10. In the lesson I noticed that techniques you use to correct pronunciation among other aspects (for facilitation of meaning identification, noticing of language forms?)

APPENDIX 5: Meetings – Action Stage

STAGE: Action

Teachers talking about their developed materials

Participants:

Date:

TOPICS – ISSUES

1. Share sources collected.
2. Our reasons for selecting these sources.
3. Possible activities we would develop with them.
4. How we would structure each of our lessons.

APPENDIX 6: Student survey – Year 1 - Cycle 1(translation from original in Spanish)

SURVEY Year 1 POLIMODAL

2. How much did you learn as regards the topic and English? Use an X

	A lot	Enough	Little	Nothing
Rock n Roll				
English				
Vocabulary				
Grammar				
Reading				
Listening				
Speaking				

As for the topic I learnt _____ because _____
_____.

As for English I learnt _____ because _____
_____.

3. Dario’s activities were _____ because _____
_____.

I think that the book Messages is _____ because _____
_____.

4. a. The activity I liked the most was number _14 (mode) _____ because _____
_____.

b. Another activity I liked was number __15 (mode) _____ because _____
_____.

c. One activity I didn’t like much was number _16 and 12 (mode, but extremely heterogeneous) _____ because _____
_____.

d. The activity I liked the least was number 11 (mode, quite clear about this one) _____ because _____
_____.

4. I think I learn more with (a coursebook/teachers’ materials/both) _____ because _____
_____.

5. Choose types of materials you'd like to work with. You can choose more than one by ranking them (1=winner)

	T	Op 1	Op 2	Op 3
Documentaries				
Songs				
Films(trailers)				
Authentic texts				
Adapted texts				
Interviews				
Graphs				
(¿otros?)				

6. What kind of activities would you like to find in our next lessons? You can choose more than one by ranking them (1=winner)

Listen and complete				
Listen and choose				
Listen and correct				
Grammar exercises				
Take down notes				
Summarise and comment orally				
Write texts				
Vocab				
Debate				
Read and answer				
Read and complete				
Read and choose				
Read and correct				
(¿Otros?)				

7. How do you like working? Choose ONE option

Alone	
In pairs	
In groups	

APPENDIX 7: Student survey – Year 1 – Cycle 2 (original)

ENCUESTA 1ro POLIMODAL CYCLE 2 EVALUATION

1. ¿Cuánto aprendiste con respecto al tema de las clases y al inglés?

Marca con X

	MUCHO	SUFICIENTE	POCO	NADA
Drogas, aspectos				
Inglés				
Vocabulario				
Gramática				
Leer				
Escuchar				
Hablar				

Del tema aprendí _____ porque _____

_____.

En general de inglés aprendí _____ porque _____

_____.

2. En general, los ejercicios de Darío fueron _____ porque _____

_____.

3. Evalúa cada ejercicio en la escala siguiente

	Muy bueno	Bueno	Regular	Malo
Ejercicio 1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				

El ejercicio que más me gustó fue el nro _____ porque _____

_____.

El ejercicio que menos me gustó fue el nro _____ porque _____

_____.

4. Creés que aprendés más con un libro de Inglés, con material de tu profesor o con una mezcla de ambos? *Creo que aprendo más con*
.....porque

5. ¿Con qué tipos de materiales te gustaría trabajar? Podés elegir más de uno haciendo un ranking (1=winner) No es necesario rankear todos.

Videos documentales	
Canciones	
Películas (trailers)	
Textos originales	
Textos adaptados	
Entrevistas	
Gráficos	
(¿otros?)	

6. ¿Qué tipos de ejercicios te gustaría encontrar con el próximo tema? Podés elegir más de uno haciendo un ranking (1=winner). No es necesario rankear todos.

Escuchar y completar	
Escuchar y elegir	
Escuchar y corregir	
Tomar apuntes cuando alguien explica	
Resumir y comentar oralmente	
Escribir textos	
Completar un texto con palabras según gramática	
Elegir la opción correcta para gramática	
Completar oraciones siguiendo estructuras gramaticales	
Debatir	
Leer y contestar preguntas	
Leer y completar	
Leer y elegir	
Leer y corregir	
Exponer un tema con tecnologías	
Llevar a cabo un proyecto	
(¿Otros?)	

7. ¿Cómo te gusta trabajar más? Elige una opción

Solo	
De a pares	
En grupo	

¡GRACIAS!

APPENDIX 8: Student survey – Year 1 – Cycle 3 (original)

ENCUESTA 1ro POLIMODAL

1. ¿Cuánto aprendiste con respecto al tema de las clases y al inglés?

Marca con X

	MUCHO	SUFICIENTE	POCO	NADA
The Universe				
Inglés				
Vocabulario				
Gramática				
Leer				
Escuchar				
Hablar				

Del tema aprendí _____ porque _____

_____.

En general de inglés aprendí _____ porque _____

_____.

2. En general, los ejercicios de Darío fueron _____ porque _____

_____.

3. Evalúa cada ejercicio en la escala siguiente

	Muy bueno	Bueno	Regular	Malo
Ejercicio 1				
2				
3				
4				
5				
6				
7				
8				

El ejercicio que más me gustó fue el nro _____ porque _____

_____.

El ejercicio que menos me gustó fue el nro _____ porque _____

_____.

4. En general, qué te gustó más/menos de grupo de clases de Darío.

	Rock n Roll	Drugs	The Universe
Lo que gustó más	...porque...	...porque...	...porque...
	...porque...	...porque...	...porque...
Lo que me gustó menos	...porque...	...porque...	...porque...
	...porque...	...porque...	...porque...

MUCHOS, MUCHOS, MUCHOS, THANK YOU'S

APPENDIX 9: Individual teacher interview - Evaluation stages

STAGE: Evaluation/Reflection

Individual Interview 3

Teacher evaluates her lesson in terms of materials

Participant:

Date:

My initial questions:

1. How did you find yourself teaching a lesson with your own materials?
2. Did you receive any immediate feedback from your students?
3. Did you notice anything 'different' or 'unexpected' as you were using the materials?
4. What aspects did you find easier to teach?
5. And more difficult?
6. Do you feel that content was relevant and well graded?
7. Do you feel the language was comprehensible?
8. Do you feel the sources of input were appropriate?
9. Do you feel that the instructions on the page were clear?
10. Do you feel the tasks were well sequenced?
11. Did you have to adapt anything as you were teaching?
12. Did you have to explain sthg a little bit more?
13. Did you feel that your students had problems with
 - a. The content?
 - b. The language?
 - c. The activities?
14. According to your students' feedback..... How do you feel? What could you do differently next time?
15. Do you feel any (professional) changes after this cycle?
16. Anything we should do differently in terms of our CAR (methods, instruments, etc etc?)?

APPENDIX 10: Sample transcription with coding and categories

ACTION STAGE: MEETING 1

12 May

Int 9

we teachers met on Thursday 12 May at school from 9 to 10 to start developing our materials and planning our lessons. Tomamos mate, vimos fotos, etc etc.

0001		(I forgot to turn on the iPod, I started by showing them the written materials I took from Wikipedia, all authentic sources which we never said of adapting or using coursebook. I said that we could plan all the lessons all together or separately, they chose together)	
0002			
0003			
0004			
0005			
0006			
0007			
0008			
0009	S	Si yo tuviera en este momento ahora se me ocurre si tuviera que organizar la clases, las clases, porque esto va a llevar tipo three, four periods por lo menos	planning as we go ↑ extended period
0010			
0011			
0012			
0013			
0014	D	Y sí. Y ponele dos martes y un miércoles	
0015			
0016	S	Y un martes	
0017			
0018	D	Serían tres clases ponele	in line with what ↑ year 3 wanted
0019			
0020	S	Yo, ahora se me ocurre que lo que haría primero sería lo siguiente. Primero, explicar,	explain as a priority
0021			
0022			to teach is to explain (Sandia is coherent)
0023	D	Mmm	
0024			
0025	S	O sea, nada. Enseñar digamos.	
0026			
0027		Minimamente tomarme cuarenta minutos para explicar quién era Hitler, cómo subió al poder, medianamente algo	to explain is to teach <u>background knowledge to introduce topic</u>
0028			
0029			
0030	A	Como una reseña	
0031			
0032	S	Y después, ehh, entonces sí, empezarles a dar como que textos para analizar	use of sources as step 2
0033			
0034			
0035	D	Mmm	
0036			
0037	S	Cosas para ver. Ehh por ejemplo yo ayer viendo los videitos de YouTube de The Schindler's List y todo lo demás. Hay discursos de Hitler, parades, hay millones de cosas. Pero primero que nada es darles lo que es theory un poco para que sepan de qué estamos hablando porque, pero saber por qué subió al poder el tipo, cómo	use of sources texts videos
0038			
0039			
0040			
0041			
0042			
0043			
0044			
0045			theory followed by practice. <u>background knowledge.</u>

deductive approach
Sandia
ESSON stages
Intro to topic
Explain -
(provide backgr)
texts

APPENDIX 11: Sample page from *Messages 4* (CUP)

Extra reading

Life and culture

Gandhi

Who do you think teenage boys in Britain see as their hero?
Who do teenage boys in your country admire?

According to a recent survey, the person that most teenage boys in Britain admire is Mahatma Gandhi.

Gandhi was born in India in 1869. At that time, the country was ruled by the British.

He was educated in India and in Britain and he worked as a lawyer. He got married when he was 13 and he and his wife Kasturba had four children. He lived a simple life with few possessions and his religion, Hinduism, was very important to him. He hated violence and he was a strict vegetarian.

For many years Gandhi worked in South Africa. There were different rules for white South Africans and for Indians and black South Africans. One day a white policeman told Gandhi to get off a train because of the colour of his skin. He was so angry that he decided to fight for the rights of Indians. But he told his supporters that they must not use violence.

Gandhi returned to India in 1915 and he became a leader of the campaign for India's independence – a campaign which lasted for more than thirty years. He and his followers refused to obey British laws, but their protests were always peaceful. They went to prison many times.

His most famous protest was against the 'salt law' – people had to pay the government when they took salt from the beaches. Gandhi and his followers walked 20 kilometres a day, for three weeks, to get to the beach. They took

the salt but they refused to pay anything. Thousands followed their example and many of them went to prison, but the British knew they had lost control of the people of India.

On August 15th 1947, India finally won its independence, but the country was divided into two: India and Pakistan, and Gandhi was deeply disappointed. He was assassinated in 1948. The Indian Prime Minister, Nehru, said: '... the light that shone in this country was no ordinary light. ... that light represented the living truth ...'.



Task

Read the text and these sentences. For each sentence, write T (true), F (false) or ? (the text doesn't say).

- 1 When Gandhi was born, India was an independent country.
- 2 Gandhi went to school in London.
- 3 He had worked for Indian rights before he returned to India.
- 4 When he went back to India, he encouraged his supporters to attack the British.
- 5 Gandhi spent a lot of time in prison.
- 6 He and his followers walked to the beach to buy salt.
- 7 More than thirty years after Gandhi's return, India won its independence.
- 8 Gandhi wanted the country to be divided into two.

ABOUT INDIA

Over one billion people live in India and it is the world's largest democracy. Its capital city is New Delhi and its currency is the rupee.

APPENDIX 12: Dario's worksheets, sample activities – Cycle 1

1. Listen and complete the table:

Rock and roll	
(1) _____	Late (2) _____ and early (3) _____, United States
Stylistic origins	Blues, (4) _____, folk, country, electric blues, swing, Chicago blues
Typical instruments	(5) _____, string bass, bass guitar, drums, optional piano and saxophone, vocals.
Mainstream popularity	One of the best (6) _____ music forms since the 1950s.
(7) _____	Rock, rockabilly, pop

2. Based on table 1 write a text.

Rock 'n' roll _____ between _____ in _____. In terms of style, its origins are rooted in _____. _____ are typical instruments of rock music. As for its mainstream popularity, it has _____ 1950s. Other derivative forms may be _____.

3.1 Listening: listen to the recording and give one example of:

- countries:
- mass media:
- types of music:
- songs:

3.2 Listening: listen to the recording. Choose the best answer for each sentence:

- One factor that made rock 'n' roll more popular was money/radio.
- Before/After the 1950's, black and white teenagers listened to different music styles.
- Rock 'n' roll was a combination of white's preferences/white's and black's music.
- Elvis Presley was a teen icon because of his films and dancing/singing and dancing.
- His style of dancing was sometimes prohibited because it was considered discriminatory/sexual.
- New dances/A TV programme made music more participatory.

9. History of rock 'n' roll: In groups of four, read the photocopy given. How can you tell your class about these two decades?

APPENDIX 13: Anahí's worksheets – Cycle 1

A bushy bushy blonde hairdo
Surfin' U. S. A.
Then everybody'd be surfin'
Like Californi-a
If everybody had an ocean
Across the U. S. A.
You'd seem 'em wearing their baggies
Huarachi sandals too

Santa Cruz and Trestle
Australia's Narrabeen
You'd catch 'em surfin' at Del Mar
All over Manhatta
Ventura County line
And down Doheny Way

Everybody's gone surfin'
Surfin' U.S.A.

We'll all be planning that route
We're gonna take real soon
We're waxing down our surfboards
Tell the teacher we're surfin'
Surfin' U. S. A.
We can't wait for June
We're on surfari to stay
We'll all be gone for the summer

Haggerties and Swamies
All over La Jolla
At Wa'imea Bay.
San Onofre and Sunset
Redondo Beach L. A.
Pacific Palisades

Everybody's gone surfin'
Surfin' U.S.A.

ACTIVITIES



1. Answer these questions in pairs:

- a. Who was Amy Winehouse?
- b. Why did she become famous?
- c. How did she die?

2. Listen to her song 'Rehab' and complete the lyrics below:

*They tried to make me go to rehab but I said, "No, no, no"
 Yes, I've been black but when I come back you'll know, know, know
 I ain't got the time and if my daddy thinks I'm fine
 He's tried to make me go to rehab but I won't go, go, go*

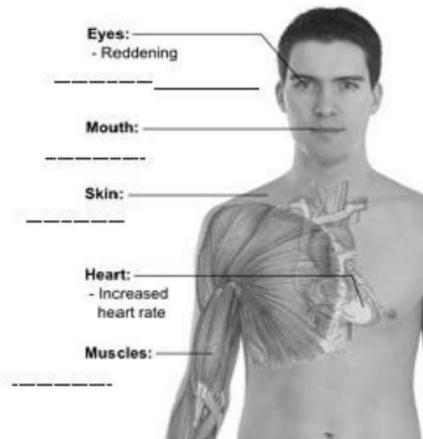
I'd rather be at _____ with Ray
 I ain't got _____ days
 'Cause there's nothing, there's nothing you can teach me
 That I can't learn from Mr. Hathaway

3. In small groups, discuss these questions. Choose one representative to speak for your group.

- a. The song says 'They tried to make me go to rehab'. Who is 'they'?
- b. What kind of addiction does she have?
- c. What is the cause of her addiction?
- d. Why doesn't she want to go to rehab?
- e. What does she need to get over?

Now, let's turn to other issues...

- 4. Which are soft drugs and which are hard drugs?
- 5. Cannabis: short-term effects. Complete the missing ones. One is not needed.
- 8. What about its long-term effects? One contended effect is that it becomes a 'gateway drug' What do you think this is?



Main short-term physical effects of cannabis

- a. increased intra-ocular pressure
- b. relaxation
- c. decreased intra-ocular pressure
- d. dryness
- e. sensation of heat or cold

What to do?



9. Read the following extracts from different sources. Summarise them for an oral comment (4 texts in the original handout):

d Drug liberalisation in Argentina

In August 2009, the Argentine Supreme Court declared that it was unconstitutional to prosecute citizens for having drugs for their personal use – 'adults should be free to make lifestyle decisions without the intervention of the state'. The decision affected the second paragraph of Article 14 of the country's drug control legislation (Law Number 23,737) that punishes the possession of drugs for personal consumption with prison sentences ranging from one month to two years (although education or treatment measures can be substitute penalties). The unconstitutionality of the article concerns cases of drug possession for personal consumption that does not affect others.

10 In small groups, discuss the following opinions. Do you agree or disagree with them?
Choose a representative to organise your discussion and report.

- a. *Drugs can help people who are ill.*
- b. *Drug-trafficking is not as serious as violent crime.*
- c. *Legalising drugs means more money from taxes for the government.*
- d. *Alcohol and cigarettes are more addictive than marihuana.*
- e. *Soft drugs lead to hard drugs. Don't even think of starting.*
- f. *More people die from alcohol-related problems than drug-related problems.*
- g. *Experimenting with drugs is OK. You just need to know when to stop.*

11. Two representatives from each group will summarise the discussion above. You can take notes below. Then we will vote. Should marihuana be decriminalised completely? Cast your vote!

APPENDIX 15: Aurelia's worksheets – Cycle 2

Nazi Propaganda

"All propaganda has to be popular and has to adapt its spiritual level to the perception of the least intelligent of those towards whom it intends to direct itself."
-Adolf Hitler, *Mein Kampf* ("My Struggle"), Vol. I

1) Look at the following examples of Nazi Propaganda. What is the first impression you have?



2) Listen to the explanations and match them to the corresponding propaganda.

1)	4)
2)	5)
3)	6)

Nazism

"The great masses of the people will more easily fall victims to a big lie than to a small one."
Adolf Hitler

3) Watch the video. Read and complete (only a section below).

Germany was now a very different _____. It was still Europe's biggest country, but its _____ had gone. It had become a _____. Street battles erupted between _____ and _____ trying to start a revolution.

In 1923, the country was devastated by _____. Ordinary people's _____ were wiped out. This was fertile ground for a new breed of Right Wing politicians, among them _____. His oratory soon enabled him to seize control of the small National Socialist or _____.

In October 1923, Hitler and his _____ attempted an armed _____ against the Weimar government. He failed and was sent to prison. There he wrote a book, *Mein Kampf (My Struggle)*, in which he blamed Germany's ills on the _____ and demanded they rebuilt the strength and seek new territories in the East. On his release, he set about building the Nazis into a proper, disciplined political party. From now on, he would use the _____ to achieve power.

Adolf Hitler – Communists – coup – Democracy – Democratic system – economic – depression – Emergency powers – Extreme Right Wing Nationalists – henchmen – himself – hyperinflation – Jews – leader – mass movement – militaristic monarchy – nation – Nazi Party – parliament – savings – unemployment

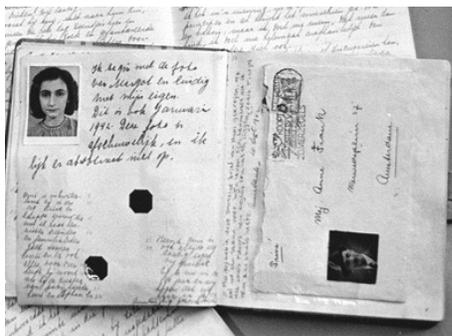
4) Taking into account the propaganda we have analysed, the video we have just watched and your previous knowledge about the subject, brainstorm ideas.

Holocaust Memoirs

"We wish to remember. But we wish to remember for a purpose, namely to ensure that never again will evil prevail. The world must heed the warning that comes from the victims of the Holocaust and from the testimony of the survivors."

Pope John Paul II

5) "The Diary of Anne Frank"



"When I write, all my sadness disappears..."
"I don't think of all the misery, but of the beauty that still remains..."

FROM *The Diary of Anne Frank*

[Anne Frank](#) was a Jewish teenager who died in the Holocaust, but her wartime diary has endured to become one of the world's most widely read books and teaching tools.

Excerpts from the Diary:

"..."

If young people today were isolated from the world, they would certainly be online using all forms of social media to remain in contact with each other.

Now, it's *your* turn... What messages of support would you have sent Anne?

7) Anne's Legacy

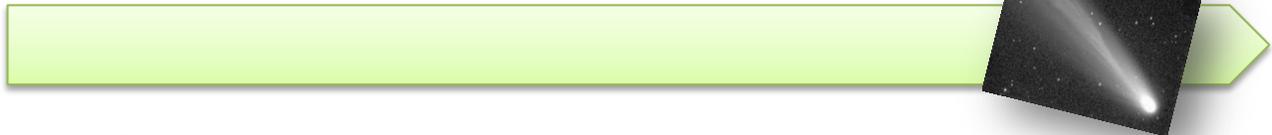
Around the national premiere of *The Diary of Anne Frank* in April, 2010, Masterpiece launched the Masterpiece Video Diary Project, which encouraged viewers to tell their own stories of overcoming being bullied or disrespected by submitting a short video diary. Watch the montage of selected diaries and then share your opinion with your classmates.

8) Time to produce and reflect...

In small groups, prepare a short video or a Power Point presentation about the topics covered during these lessons. Make sure you include your own reflection.

APPENDIX 16: Dario's worksheets (sample activities) – Cycle 3

1. How many words could we write about the universe in 30 seconds? Write below yours and mine without repeating them.



2. Shall we compare our list with a video? Watch and underline above.

3. Now, let's listen to a girl describe some of these things very simply. Watch and choose.

- a) Halley's Comet passes by Earth every sixty-seven/seventy-six years.
- b) A shooting/frozen star is known as a meteor, which burns up before it reaches Earth.
- c) Meteors that spin around/hit the ground are called meteorites.

4. But we know better. Complete these four definitions from Wikipedia (only two included here)

A (1) _____ is a massive, luminous ball of plasma held together by gravity. At the end of its lifetime, a (2) _____ can also contain a proportion of degenerate matter.

A (3) _____ is a massive, gravitationally bound system that consists of stars and stellar remnants, an interstellar medium of gas and dust, and an important but poorly understood component tentatively called dark matter.

5. What do we know about our Solar System? True or False?

- a. *There are eight planets which orbit around the Moon.*
- b. *Mercury, Venus, Earth and Mars are all primarily composed of rock and water.*
- c. *Jupiter and Saturn are composed mainly of hydrogen and helium.*

d. Each of the outer planets is encircled by planetary rings of dust and ice mostly.

6. Let's watch a video about our Solar System. Watch and complete (sample sentences)

dwarf second temperatures moons hurricane coldest windiest gravity
constellation density third soil galaxy radiation ice satellites planetoids

- a. Our solar system is in the Milky Way _____.
b. The sun's _____ keeps the solar system together.
7. In small groups discuss the following questions:

A. DO YOU BELIEVE THAT THERE'S LIFE ONLY ON PLANET EARTH?

B. WHY? WHY NOT?

APPENDIX 17: Aurelia's worksheets (sample activities) – Cycle 3

2) Looking for a definition...

Use the following words to complete the definition.

the sky - technically - object - the military - generally - sightings - objects - science fiction

A term originally coined by ¹ _____, an **unidentified flying object** (usually abbreviated to **UFO** or **U.F.O.**) is an unusual apparent anomaly in ² _____ that is not readily identifiable to the observer as any known ³ _____. While a small percentage remain unexplained, the majority of UFO ⁴ _____ are often later identified as any number of various natural phenomenon or man-made ⁵ _____. While ⁶ _____ a **UFO** refers to any unidentified flying object, in modern popular culture the term UFO has ⁷ _____ become synonymous with alien spacecraft.

SIGHTING REPORTS

According to multiple surveys over the last several decades and from different countries: 5-7% of people have seen a UFO, and 10-15% knows someone who has seen a UFO.

At least several hundred thousand (estimated) UFO sightings have been documented over the last 50 years, and the total number of UFO sightings is estimated to be in the millions. At least several thousand sightings are reported each year. Only a small percentage of those who see a UFO report the sighting.

3) Watch this UFO event report. Do you think it was an alien?

4) Top 10 Visited Countries by Aliens (sample here)

Pay attention to the presentation and match.

- | | |
|------------------------|--|
| 10.Indonesia | a)the navy issued a file about UFOs |
| 9.france | b)'triangular or V' hovering over the city |
| 8.Germany | c)unidentified object crashed in the water |
| 7.Canada | d)close relation to the "goat sucker" |
| 6.Great Britain | e)eleven unknown objects at the same time |
| 5.Mexico | f)UFO sightings every year |
| 4.China | g)the government compiled all the UFO files |