

Motivate me, and I will learn

The influence of affective factors in foreign language teaching

Motiva'm, i aprendré

La influència dels factors afectius en l'ensenyament de llengües estrangeres

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What we learn with pleasure we never forget.

Alfred Mercier

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Motivate me, and I will learn: The influence of affective factors in foreign language teaching

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Abstract

In recent years, affective factors have become one of the most important topics of discussion in foreign language learning. Therefore, the present study aims to analyse the affective factors of a 6th-grade class before and after applying an innovative methodological proposal, more specifically, the introduction of English in an interdisciplinary project. To do this, different qualitative (interviews) and quantitative (questionnaires and rubrics) data collection tools were used. The results show how incorporating English into an interdisciplinary project has positively affected students' affectivity, decreasing their anxiety, increasing their motivation and encouraging a good attitude towards the English language.

Keywords. Affective factors, Project-Based Learning (PBL), English Language Learning.

Resum

En els últims anys, els factors afectius s'han convertit en un dels temes de debat actual més importants en l'aprenentatge de llengües estrangeres. El present estudi, doncs, pretén analitzar els factors afectius d'una classe de 6è de Primària abans i després d'aplicar una proposta metodològica innovadora, més concretament, la introducció de l'anglès en un projecte interdisciplinari. Per fer-ho, s'ha recorregut a diferents instruments de recollida de dades tant qualitius (entrevistes) com quantitius (qüestionaris i rúbriques). Els resultats mostren com el fet d'incorporar l'anglès en un projecte interdisciplinari ha afectat positivament l'afectivitat dels estudiants, disminuint la seva ansietat, augmentant la motivació i incentivant una bona actitud respecte de la llengua anglesa.

Paraules clau. Factors afectius, Aprenentatge basat en Projectes (ABP), Aprenentatge de la llengua anglesa.

1. INTRODUCTION

In recent years, foreign language teaching has evolved into more innovative techniques. The more traditional methods, in which learning grammar is the main focus, have become obsolete and new ways of teaching have gradually opened up (Howatt & Smith, 2014). Other factors, such as emotional intelligence or affectivity in the classroom, have taken over. Likewise, the concept of the affective variable has become stronger than ever, and many professionals now take it into account when it comes to classroom management (Midraj, Midraj, O'Neill & Sellami, 2008).

Therefore, in the following pages, learners' rational capacities (their ideas, thoughts and beliefs) are left aside. By contrast, the focus is on this personal and affective factor, which has a strong influence on language learning. In fact, many experts consider that the affective variable plays a key role in this area (Arnold, 2011; Arnold & Brown, 1999; Robinson, 2005; Henter, 2014).

In addition, several authors argue that the methodology used to work with English at school has also a strong impact on the affective factors of students, not only in terms of academic results (Lasagabaster & Sierra, 2009; Navarro & Garcia, 2018; Pfenninger, 2016; Seikkula-Leino, 2007). One of the methodologies that has become more popular in recent years for teaching English in a motivating, cross-curricular and integrated way is project-based learning (PBL). Thus, Casan-Pitarch (2015) argues that incorporating English in interdisciplinary projects is a determining factor in increasing engagement between students and this language.

Hence, the current Final Degree Project is focused on the study of affective factors, more specifically, anxiety, attitude and motivation, in a specific context. Concretely, in a 6th-grade classroom in which it was observed that, in general, students' relationship with English was not very rewarding. Therefore, high levels of anxiety, low motivation and negative attitudes towards the subject were observed. This study aims to analyse the affective factors of this group before and after applying an innovative methodological proposal, more specifically, the introduction of English in an interdisciplinary project. In this way, this Final Degree Project wants to contribute to studying the relationship between the methodology used and its impact on pupils' affective factors.

2. LITERATURE REVIEW

Traditionally, learning has been considered to be influenced by cognitive and affective factors. The first ones are all those that involve learners' rational abilities, such as memory, intelligence, deductive ability, and so on. Second, there are the affective factors, which are those related to students' feelings and emotions, such as motivation, anxiety and self-image, among others. Far from acting separately, these two variables complement each other (Arnold, 2011).

2.1 What are the affective factors?

Many authors have defined what the affective variable is. Therefore, only some definitions of the concept will be addressed. Arnold & Brown (1999) consider that affect is related to aspects of emotion, feeling, mood or attitude, which condition behaviour. These two authors also refer to a quote by Stevick (1998), which says that success in language learning depends less on materials and techniques and more on what goes on inside and between the people of the classroom (Arnold & Brown, 1999). What Stevick means by "inside" are individual or personality factors, such as self-esteem, anxiety, motivation, attitudes, learner styles... And by "between", the author refers to the relational aspects that develop between the classroom participants. In relation to that, Arnold & Brown (1999) explain that positive affect can provide invaluable support for learning but, in the same way, negative affect can do precisely the opposite.

On the other hand, in a Vygotskian line, Mahn & John-Steiner (2012) define affective factors as emotional experiences that capture and reflect how a person becomes aware, interprets, and emotionally relates to the environment. More concretely, in relation to school, if a student is interested and motivated to a topic, they are more likely to have better academic results.

On the same line, several studies show the relationship between affective factors and academic results in learning a foreign language. For example, Robinson (2005) concluded that some affective factors, like motivation and attitude, are the best predictors for successful outcomes in learning a foreign language. Henter (2014), in a later study, deduced that students' motivation for learning a foreign

language needs to be raised in order to obtain good results. However, she also exposed that improving students' attitudes and motivation can be difficult and time-consuming. Therefore, it is essential to form a positive attitude towards English early in life.

2.2 Principal affective factors

The three most recurrent factors of affectivity described by the authors are anxiety, attitude and motivation, which are defined below.

2.2.1 Anxiety

Anxiety is one of the three affective factors. Steinberg & Horwitz (1986) define it as a subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system. These two authors also mention that anxiety has a debilitating effect on the language learning process.

Focusing on educational research, anxiety is usually classified as a trait or state. The first type is a personality trait of someone who normally feels anxious in various situations. On the other hand, state anxiety is a temporary condition experienced at a particular moment. There is also a third type of anxiety, called situation-specific anxiety, related to language learning. That is, a trait which recurs in language learning situations, namely classrooms (Woodrow, 2006).

Mallart (2008) argues that in grammar-focused exercises, anxiety is reduced, while communication-based activities increase anxiety, especially those cases in which foreign language learners have to express themselves in front of others. Anxiety is also exacerbated when this communicative situation plays a prominent role in assessment. Following the same line, Horwitz (2001) argues that anxiety is possibly the affective factor that most strongly obstructs the learning process. It is associated with negative feelings such as frustration, insecurity, fear and stress.

In addition, anxiety causes nervous and fearful states, which contributes to poor performance; at the same time, this produces more anxiety and even worse execution. Fear and nervousness are closely linked to the cognitive side of anxiety,

which is worry. At the same time, this worry or concern wastes energy that should be used for memory and processing, and produces a type of thinking that does not facilitate the performance of the specific task (Eysenck, 1979). In relation to this, Arnold & Brown (1999) expose that these negative feelings seriously impair the performance of the foreign language learner, as they affect their brain and impair their long-term memory.

2.2.2 Attitude

In foreign language learning, the student's desire to learn (or, conversely, his lack of interest) conditions this learning to occur more or less successfully. Ajzen & Fishbein (2005) define attitude as a disposition to respond favourably or unfavourably to an object, person, institution or event. More specifically, as for the attitude towards learning, Mallart (2008) defines it as language learners' predisposition to act in a given situation.

In addition to the student's motivation, both educators and family are responsible for the student's attitude towards the language being studied. In that sense, Baker (1992) emphasises that attitude is composed of three elements, which are the cognitive (ideas), the affective (feelings) and the conative factor (actions).

Cognitive component
It refers to both beliefs and opinions. As an example, we can think that it is necessary to learn a foreign language when it has a considerable number of speakers.
Affective component
It is a more complex element to measure, as it relates to the learner's feelings, a very intimate factor and sometimes challenging to detect. An example would be the rejection of a particular accent or the passion aroused by reading poetry in the original language.
Conative component
Also known as "disposition for action". It is the intention to behave under defined contexts and circumstances. A favourable attitude towards Latin or flamenco music, for example, could mean a positive disposition to start a course in Spanish as a foreign language.

Table 1. The three essential components of attitude, according to Baker (1992).

Finally, a distinction must be made between the different types of attitude. Baker (1992) distinguished between two kinds of linguistic attitude: **instrumental** and **integrative**. The first one is an interest in learning or using a foreign language with pragmatic goals, such as finding a job or getting a promotion at work. In contrast, integrative attitude encompasses interpersonal or social motives, as it contemplates the purpose of uniting or identifying with a particular linguistic community. These are not exclusive concepts, as students can present both types of attitudes towards learning a foreign language.

2.2.3 Motivation

The term “motivation” has been difficult to define by authors addressing the issue of affective factors in education. As Dörnyei (2001) explains, everyone talks about it and seems to know what it is, but deep down they would not know how to describe it.

The term motivation is a convenient way of talking about a concept which is generally seen as a very important human characteristic but which is also immensely complex. (...) In other words, ‘motivation’ is a general way of referring to the antecedents (i.e. the causes and origins) of action. The main question in motivational psychology is, therefore, what these antecedents are (p.6).

Along the same lines, Mallart (2008) explains that the motivation to learn a language consists of the combination of effort, a desire to learn the language and favourable attitudes towards this learning. These three elements cause the decision to act, which leads to a period of sustained effort to achieve the goals that have been previously set. Therefore, effort is a necessary factor in learning a foreign language.

Mallart (2008) states that motivation is a potent tool, but it is only the learning engine. With this analogy, this author wants to clarify that, although this is an essential element, it is not enough, as the learner must have a firm will, which becomes an action for learning to occur. Dörnyei (2001) adds that motivation must also come from the teachers, as their skills in motivating the students should be seen as the central element for effective teaching.

On the other hand, it is vital to expose the different types of motivation. Arnold & Brown (1999) differentiate between **extrinsic** and **intrinsic motivation**. The first is the one that originates from the intention to receive a reward or to prevent punishment. As its name suggests, this motivation comes from outside, external to the learning task itself. In the intrinsic, however, the reward is the experience of learning. The interest and curiosity of the student make the process more powerful.

Apart from extrinsic and intrinsic motivations, there are two other types: **integrative** and **instrumental motivation**. The first one stimulates language learning in order to relate to or integrate with a specific community, which speaks the foreign language under study. Therefore, the student influenced by this motivation mainly seeks interaction with the group. Instrumental motivation, on the other hand, responds to more pragmatic or practical reasons, such as meeting academic requirements or achieving professional advancement.

2.3 Affective factors in relation to ELT

On the subject of how to improve affective factors in foreign language teaching, many authors argue that the methodology used in the classroom can contribute positively or negatively to this fact (Navarro & Garcia, 2018; Seikkula-Leino, 2007; Pfenninger, 2016; Lasagabaster & Sierra, 2009). In the last few years, one methodology has become the dominant one in foreign language teaching: CLIL. According to the University of Cambridge (2011):

It is an approach to teaching the content of curricular subjects through the medium of a non-native language. In CLIL course, learners gain knowledge and understanding of the curricular subject while simultaneously learning and using the target language. (p.2)

Many researchers and teachers seem to agree that one of the main benefits of CLIL is the high levels of motivation perceived among students. For example, Coyle (2006) exposed that one of the most powerful findings of CLIL groups centres is the increased motivation of both learners and teachers. However, in 2015, Lasagabaster & Doiz conducted a longitudinal study examining affective

factors in two groups of students: one in which CLIL methodology was applied, and the other in which it was not. The results showed that CLIL does not have long-term positive effects on students' motivation to learn English.

Some authors do not consider CLIL methodology to be as beneficial as its defenders argue. Smith (2005) asked the following question: 'So why are we witnessing this quest to use a foreign language as the medium of instruction - trying to make the unnatural natural?'. In a similar vein, Bruton (2013) explains that one of the arguments used in favour of CLIL is that students 'get two for the price of one', referring to them improving their English while learning content from another subject. On the contrary, this author argues that students studying in a second language cannot learn the same amount of content as those studying in their first language. Also, this can lead to anxiety problems.

In response to Bruton's article, Hüttner & Smit (2014) argued that in CLIL methodology, it is necessary to have trained teachers to motivate students and adapt the contents. However, these authors added that, if treated correctly, CLIL can be a very motivating and helpful methodology for students to learn English.

Another way to work on English in a more transversal and integrated way is to include it in a project. In other words, carry out Project-Based Learning (PBL) methodology, including content and challenges in English. Projects are complex tasks based on challenging questions or problems and involve students in design, problem-solving, decision making, or investigative activities. Also, they finish with a creation, which can be a physical product or a presentation, among others (Larmer, Mergendoller & Boss, 2015). As stated by Casan-Pitarch (2015), project work is a remarkable tool to fulfil the objectives and principles of CLIL through significant cooperative work. He adds that 'project work integrates language and content learning by means of interaction and learning at the same time, leading students towards motivation, involvement, and efforts in a real-life context' (p.229).

Hence, this author maintains the integration of CLIL and PBL in order to provide students with the opportunity to practice language for learning content through real-life challenges. This could be a remarkable tool to increase students' motivation and also solves the problem that Smith (2005) brings, which is that

CLIL methodology can be unnatural if it does not have a purpose. As Casan-Pitarch (2015) explains, introducing English in a project has to be done naturally and significantly; students should see a need in doing so. Therefore, it is the teacher's work to present challenges in which English is needed to solve them.

As far as the Catalan curriculum is concerned, it values project work and cooperative learning as a tool for achieving educational success. On the other hand, as regards the affective factors, it makes no explicit reference to them, although it does mention their importance briefly. For example, it states that education at school should promote the integral and harmonious development of the individual's intellectual, affective, and social aspects. Also, it adds that affective involvement, well-being and self-esteem play a key role in learning. There is no learning if the student does not feel welcomed, accepted and wanted (Servei d'Ocupació Curricular, 2009).

In summary, it should be noted that the methodology used to teach English at school has a clear impact on students' learning, as well as on the affective factors involved in this process. Although many authors defend CLIL as a highly motivating way of teaching English, others consider it has shortcomings and can cause stress to students. An excellent strategy to overcome the problems of CLIL methodology is to incorporate English into cross-curricular projects (PBL). In this way, it is easier for students to see a reason for including English, and it is often highly motivating.

3. METHODOLOGY

3.1 Objectives and research questions

Considering the literature review, the present study has a general objective, from which three research questions are derived. The main aim is to investigate how the affective factors influence the learning of English in the case of an interdisciplinary project carried out in a 6th-grade class. As far as the research questions are concerned, there are two:

1. Does the incorporation of English in interdisciplinary projects positively influence the affective factors involved in learning this language?
2. What does the English teacher think about the influence of affectivity in the classroom?

3.2 Type of investigation

This study is based on qualitative research (interviews), which also uses elements from quantitative research (questionnaires and rubrics). However, this is not a quantitative analysis per se, as it is not representative, and it does not intend to generalise results because they are not directly extrapolated to all schools. Thus, it can be said that this research is based on a mixed methodology, as both qualitative and quantitative data are used. Even so, the conclusions drawn are qualitative. According to Rodríguez-Gómez (2017), this is a constructivist, phenomenological type of research, as it is interested in emphasising the subjective aspects of educational phenomena and listening to the voices, feelings, experiences and concerns of the students.

More specifically, the qualitative methodology is carried out with a case study through interviews with pupils and teachers to assess the influence of the affective factors on English learning. On the other hand, the quantitative methodology is implemented through questionnaires and rubrics to students. As far as the questionnaires are concerned, there is an initial and a final one, in order to be able to observe the changes in the affective factors of the students before and after the

implementation of the proposal. Secondly, with regard to the rubrics, this is an instrument to determine a more concrete follow-up of how the students feel after each session.

3.3 Contextualisation and participants

3.3.1 Context

This study was carried out in a state school in the municipality of Figueres, in Alt Empordà, called Escola Amistat. The school is defined as a learning community, which as XTEC (2017) states, is a project of social and cultural transformation based on the application of successful educational actions which have been proven to improve academic performance and coexistence. The school's methodology is based on dialogic learning and working through transversal and global projects. That is, there are almost no subjects, but the contents are worked on globally based on a challenge or project.

Despite the innovative methodology from which the school works, at Escola Amistat there has always been a problem with students' level of English, which is generally very low. In addition, teachers detected that students' motivation and attitude towards this language is not good either. To solve this problem, in the 2021/22 academic year, the senior community (4th-5th-6th grade) decided to incorporate English into the interdisciplinary projects carried out at the school. In addition, students also took two hours of English per week.

In the case of the 6th B class, during October and November, an interdisciplinary project was carried out related to the protection of the natural environment and landscape of the Alt Empordà, the region where the school is located. The project covered the areas of Mathematics, Science and English (see *Annex 7.2* for a summary of the didactic programming).

3.3.2 Participants

With regard to the nature of the participants, it is a non-probabilistic sample by accessibility, as individuals are selected according to the study's objectives and based on ease of access (Rodríguez-Gómez, 2017). The people who have participated in this study are an English teacher of the school and the 6th-grade B class of Escola Amistat. As regards the teacher, she has more than ten years of experience in teaching foreign languages and an excellent command of the English language.

Secondly, a total of 23 students of 6th-grade B aged between ten and eleven years old participated in the study. The class was formed by 26 students, but three of them had an IP that exempted them from taking English classes. Regarding the characteristics of the group, it is essential to highlight the diversity of the class in terms of educational needs (see *Annex 7.1* to consult the specific needs of each pupil). Also, with the aim of this study in mind, two characteristics of the study group are worth noting: their low English level and their general demotivation towards this language.

Furthermore, only one group participates in this study, making it a pretest-posttest design with a non-equivalent group (Rodríguez-Gómez, 2017). This means that there is no comparison between two groups. Instead, the results are analysed based on a starting point (pretest) and a final point (posttest), as well as taking into account data collected throughout the process.

3.4 Procedure

As far as the development of the project is concerned, it is worth distinguishing firstly between two processes: on the one hand, the sessions that the students carried out, in which Mathematics, Science and English contents were worked on, and on the other hand, the process of investigating the affective factors in relation to the English contents. These two procedures are related, but it is worth distinguishing them as independent.

Therefore, before starting the interdisciplinary project, pupils did a questionnaire to assess the starting point of their relationship with English (*Data Collection Instrument 1*-pretest). Afterwards, the project started with the challenge of thinking of proposals to protect the natural environment. From this point on, Mathematics and Science content was worked on. With this information, students learned that one of the causes of the destruction of Alt Empordà's landscape is tourists, so they created leaflets to make them aware of what they can and cannot do in its natural spaces. Thus, the English sessions were focused on working on content such as vocabulary and structures (*there is/there are, can/cannot*). After some of the sessions, the students had to fill in some brief rubrics to express how they had felt in the sessions (*Data Collection Instrument 2*).

Finally, the project ended with the creation, by groups, of leaflets aimed mainly at tourists. On the other hand, it is worth mentioning that in parallel to the work on the leaflets, the students also spent some sessions reflecting on individual actions that can be taken daily to become responsible consumers.

Once the project was finished, the pupils completed a questionnaire similar to the initial one they did before starting the project to see if there was an evolution in their emotional factors (*Data Collection Instrument 3*-posttest). In addition, seven interviews were carried out: six with pupils and one with the English teacher (*Data Collection Instruments 4 and 5*).

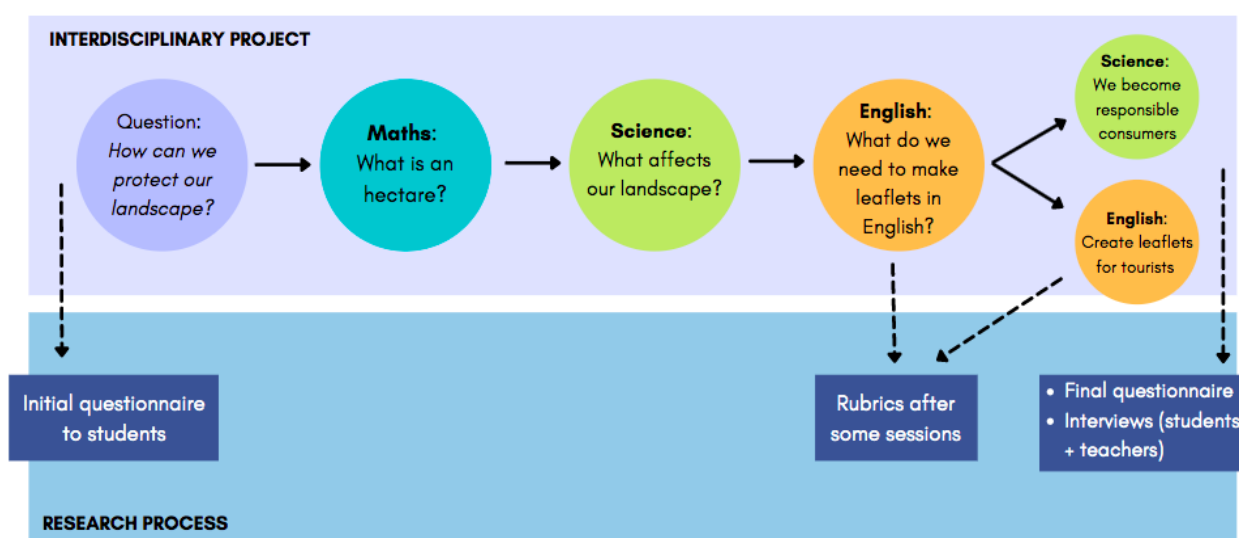


Figure 1. Research process related to the interdisciplinary project carried out by the students.

3.5 Instruments of data collection

A total of five data collection instruments (DCI) are used throughout the study, which have been briefly described in the previous section. These instruments can be divided into two groups according to whether they provide qualitative or quantitative data.

Quantitative data	Qualitative data
<ul style="list-style-type: none">- Initial students' questionnaire (DCI 1-<i>pretest</i>)- Rubrics after some sessions (DCI 2)- Final students' questionnaire (DCI 3-<i>posttest</i>)	<ul style="list-style-type: none">- Interviews with six students (DCI 4)- Interview with the English teacher (DCI 5)

Table 2. Instruments of data collection according to the type of information they provide.

Although three instruments provide quantitative information, as discussed in section 3.2 *Type of investigation*, the conclusions drawn from this study are qualitative.

3.5.1 DCI 1 and 3: Initial and final students' questionnaire

The initial and final questionnaires have the function of assessing learners' starting point concerning their relationship with English and how this changes at the end of the project, respectively. Thus, questions are asked about how they feel in English classes, whether they like learning the language or think they can do it, etc. In short, questions that indirectly involve learners expressing themselves about anxiety, attitude and motivation in learning English. Its elaboration was based on two existing models. Firstly, the Attitude/Motivation Test Battery, by Gardner (2004) and, secondly, the Foreign Language Classroom Anxiety Scale, developed by Horwitz, Horwitz & Cope (1986).

The two questionnaires (see *Annex 7.3*) are very similar, as their main objective is to compare them with each other to see if there is an evolution regarding affective factors involved in foreign language learning. Thus, as mentioned above, the

students completed the first questionnaire before starting the interdisciplinary project, and the second one after the project was over.

As far as the type of questions is concerned, although most of them are the same in both questionnaires, in the second, one question is deleted and three more are added. The deleted question is number 14 (from the first questionnaire), on whether pupils want to incorporate English into the project. Instead, three questions (6, 7 and 8) are added in the second questionnaire, referring to aspects that can only be answered once the project has been completed.

Regarding the data analysis provided by these two instruments, in both the first and second questionnaires, there are only two questions where students have to write the answer. In the other ones, the questions are multiple-choice or five-level graded. Therefore, the data obtained are compared to see if there is an evolution. The data provided by the open-ended questions are used for a more qualitative analysis.

3.5.2 DCI 2: Rubrics

After the project sessions, a series of rubrics were given to the students to obtain more concrete data that would allow us to see if there had been an evolution. They aim to collect information about how the students felt in the class, whether they participated, enjoyed it, etc.

These rubrics were passed out in sessions 2, 3, 4, 5 and after the final ones (7, 8 and 9). They were not presented in the sessions where students worked on reading comprehension (see *Annex 7.4*). The rubrics are different from each other, as each one was adapted to the characteristics of each session. In addition, an attempt was made to avoid students seeing them as repetitive and monotonous.

As for their analysis, although the information extracted is largely quantitative, they are analysed qualitatively, focusing on studying the feelings that the students conveyed through them.

3.5.3 DCI 4 and 5: Interviews

As mentioned above, after the end of the project, two types of interviews were carried out: one with pupils and the other with one of the school's English teachers, specifically the one who participated in this project. According to Rodríguez-Gómez (2017), the type of interviews conducted are structured, as they consist of a series of pre-organised and relatively closed questions. Even so, the interviewee is allowed to go outside the script.

With regard to the interview with the teacher (see *Annex 7.5*), it consists of nine questions in which the aim is to find out various aspects such as her opinion about the relationship between affective factors and foreign language learning, what she thinks are the causes of the students' low motivation in English, how it can be improved, etc. In addition, she is also asked more specific questions about incorporating English into the interdisciplinary project that was carried out.

On the other hand, six pupils were interviewed to determine their opinion about the project concerning affective factors (see *Annex 7.5*). In essence, the questions are very similar to the topics covered in the questionnaire, so the aim is to delve more deeply into their feelings as well as to provide a space for them to express more openly and comfortably. As for the choice of respondents, students with a clear motivation and good attitude towards English and others with the opposite feeling were chosen. The criterion for doing so was the researcher's observation, as well as the data provided by the questionnaires (initial and final). Thus, two students were chosen with an apparent good attitude and motivation towards English, two more with the opposite feelings and, finally, two more with a middle position. Finally, it is important to note that the interviews were conducted in Catalan, as the aim was for the students to express themselves as comfortably as possible.

The data obtained from these interviews provide qualitative information used in conjunction with the data provided by the other instruments to get an overall picture of the influence of affective factors in this specific context.

4. RESULTS

As discussed in section 3.2 *Type of investigation*, the present study is based on a mixed methodology for the results' analysis. More specifically, the data are analysed following a concurrent procedure, in which findings obtained from quantitative and qualitative methods are used simultaneously in order to better understand the object of study (Rodríguez-Gómez, 2017).

Before continuing, it is worth recalling the study's main objective, which is to investigate how the affective factors influence the learning of English in the case of an interdisciplinary project carried out in a 6th-grade class. Based on this objective, two research questions are elaborated, which are addressed using the data collection instruments described above.

Research questions (RQ)	
RQ 1	Does the incorporation of English in interdisciplinary projects positively influence the affective factors involved in learning this language?
RQ 2	What does the English teacher think about the influence of affectivity in the classroom?

Table 3. Research questions of the study.

4.1 RQ 1: Does the incorporation of English in interdisciplinary projects positively influence the affective factors involved in learning this language?

The following instruments are used to address the first research question:

RQ 1: Does the incorporation of English in interdisciplinary projects positively influence the affective factors involved in learning this language?			
DCI 1 (pretest)	Initial students' questionnaire	DCI 3 (posttest)	Final students' questionnaire
DCI 2	Rubrics after some sessions	DCI 4	Interviews with six students

Table 4. Data collection instruments used to answer the first research question.

4.1.1 DCI 1 and DCI 3: Initial and final students' questionnaire

In this case, it has been decided to group DCI 1 and DCI 3 to be able to observe better the evolution between the pretest, done before starting the project, and the posttest, done after. The questions asked in the two questionnaires can be grouped according to whether they refer to anxiety, attitude or motivation.

First questionnaire		Second questionnaire	
Anxiety	Questions 5, 6, 7, 8, 11	Anxiety	Questions 5, 9, 10, 11, 14
Attitude	Questions 1, 2, 3, 4, 9, 10, 14	Attitude	Questions 1, 2, 3, 4, 12, 13
Motivation	Questions 12, 13	Motivation	Questions 6, 7, 8, 15, 16

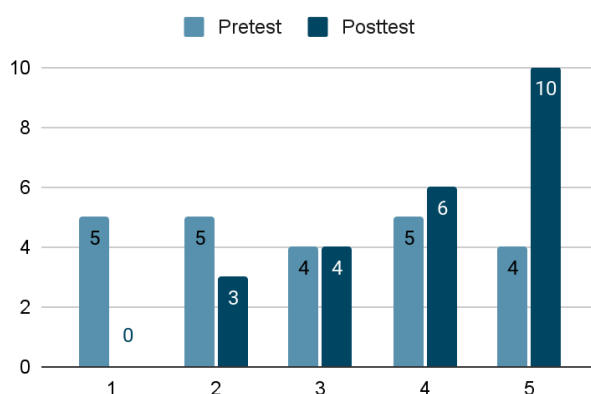
Table 5. Questions of the first and second questionnaires related to each affective factor.

Only the answers to the questions that provide the most relevant information are shown below, as it was not considered necessary to analyse all of them. Even so, all the answers can be consulted in section 7.6 *Results of both the initial and the final students' questionnaire*.

Anxiety

The anxiety factor has been analysed based on the initial (pretest) and final (posttest) questionnaires. The responses show that there has been an improvement in terms of anxiety before and after implementing the project. For example, see the comparison between question 5, on students' comfort in English lessons, between the first and the second questionnaire:

Question 5: Do you feel comfortable in English classes? (1= a little; 5= a lot)

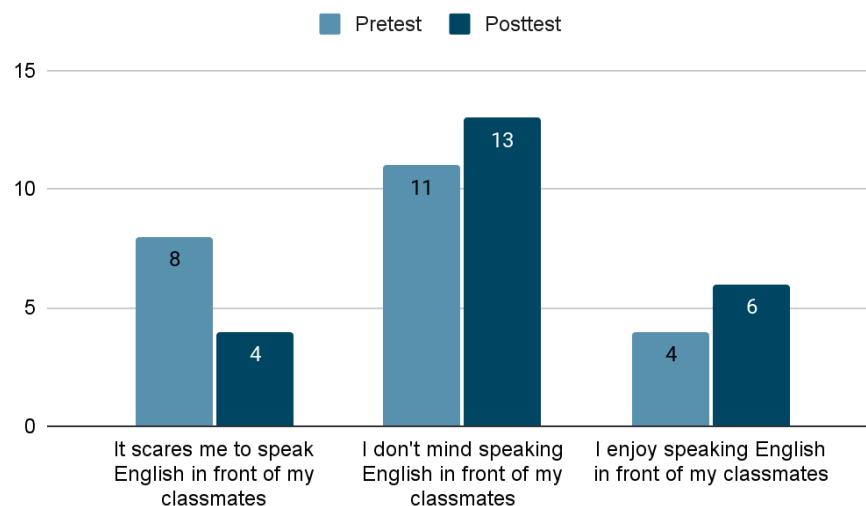


Graphic 1. Question 5: Students' comfort in English classes.

As seen in the graphic, the pretest shows a balance between the responses; in contrast, students' answers are exponential in the posttest. Thus, this indicates that they have felt more comfortable in the English sessions that were included in the project.

Also revealing are the results of question 6 (or question 9 of the second questionnaire), which show that the number of students who are afraid or nervous about speaking in English in class decreases after the implementation of the project, while the number of students who enjoy it increases.

Question 6: In English classes...

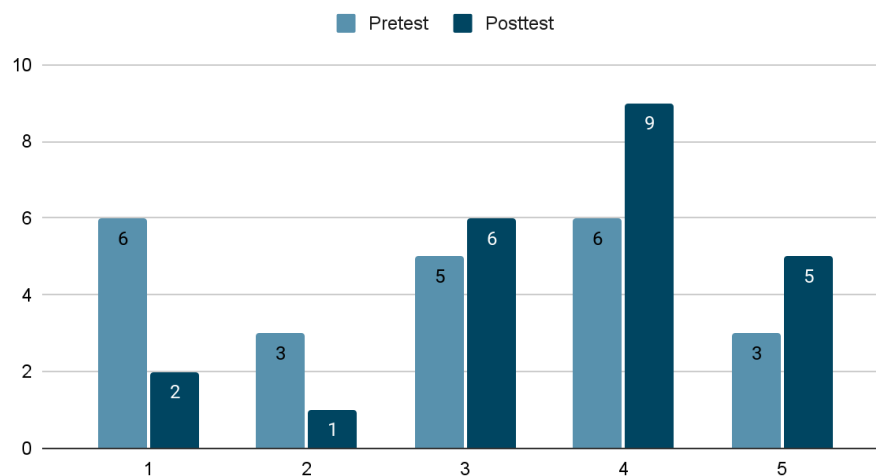


Graphic 2. Question 6: Students' anxiety when speaking in front of peers in English.

Attitude

The two questionnaires provide information on the evolution of pupils' attitudes towards English language learning. In particular, the first question results are very suggestive:

Question 1: Do you enjoy learning English? (1= a little; 5= a lot)



Graphic 3. Question 1: Students' attitude towards English before and after the project.

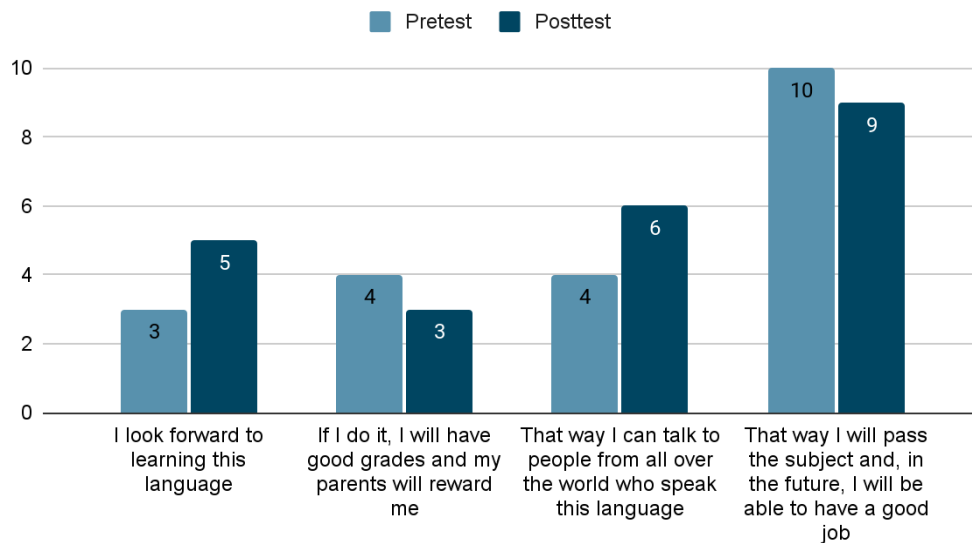
It is also worth noting some of the answers that students wrote in questions 3 and 4, in which they were asked what they liked and disliked about English lessons. Regarding the first question, in the first questionnaire, some students answered: "I like learning new words", "(I like) that if you have a mistake, they accept it", etc. In the second one, the favourable evaluations regarding English were extended, and some answers were: "I liked playing games in English, I learned a lot by playing", "Creating the leaflet", "It was easy to understand what we were doing, and I feel that I learned", among others.

Concerning the second question, some answers from the first questionnaire stand out: "I don't understand anything in the classes", "They are very boring", "I don't learn because the teacher always speaks in English and very fast". On the other hand, in the second questionnaire, some answers are: "I don't like speaking in English", "Learning verbs is difficult for me", etc.

Motivation

In order to analyse the change in students' motivation, the results of question 12 of the first questionnaire (or 15 of the second one) and question 7 of the second questionnaire are mainly taken into account. In question 12, students have to express why they want to learn English.

Question 12: I want to learn English because...

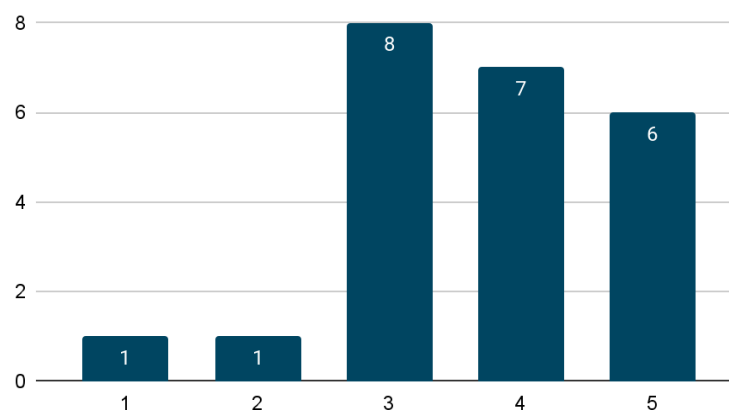


Graphic 4. Question 12: Students' motivation to learn English.

Thus, this graphic shows how students' motivation changes between the pretest and the posttest. While in the first one there is a clear dominance of instrumental motivation (option 4), in the posttest intrinsic (option 1) and integrative motivation (option 3) increase, although the instrumental continues to predominate.

On the other hand, Dörnyei (2001) states that a motivating element for students is good academic results and a feeling of learning. In that sense, question 7 (posttest) asked students whether they felt they learned during the project lessons.

Question 7 (second questionnaire): Do you think you learned a lot of English during project classes? (1= a little; 5= a lot)



Graphic 5. Question 7 (second questionnaire): Students' feeling of learning.

This graph shows how the vast majority of students rate themselves between 3-5, and only two consider that their level of learning was low.

4.1.2 DCI 2: Rubrics after some sessions

As discussed in section 3.5.2 *DCI 2: Rubrics*, rubrics are an instrument that helps to complement the information provided by the two questionnaires. Therefore, this section discusses their most relevant information qualitatively. To facilitate their analysis, the information is presented in different sections, according to the learners' anxiety, attitude, or motivation. Their responses can be consulted in more detail in section 7.7 *Students' responses to the rubrics*.

Rubrics			
Session 1	No rubric was passed	Session 5	Rubric 3
Session 2	Short discussion group (orally)	Session 6	No rubric was passed
Session 3	Rubric 1	Sessions 7, 8, 9	Rubric 4
Session 4	Rubric 2		

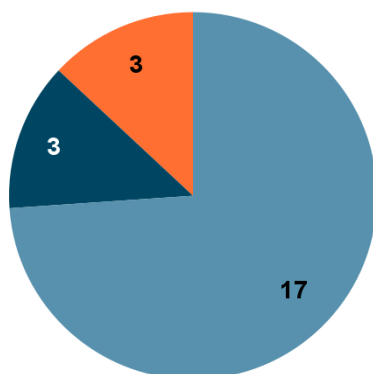
Table 6. Relationship between the rubrics and the day they were passed.

Anxiety

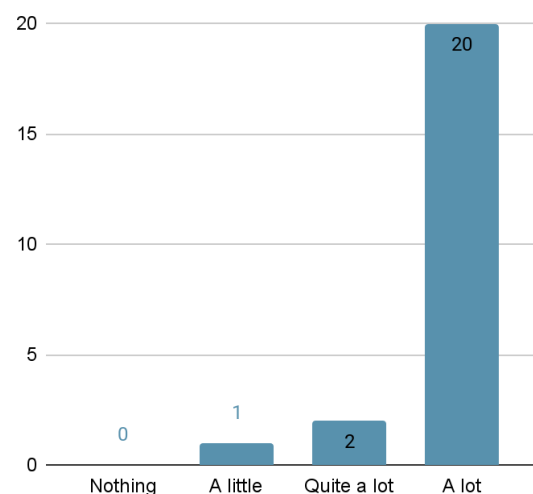
In many rubrics, students were asked about their comfort in the classroom, as it is related to anxiety, especially in foreign language learning. For example, in rubrics 1 and 2, it can be seen how students generally feel comfortable in class:

Question 1: How did you feel in class?

● Comfortable ● Distracted ● Lost



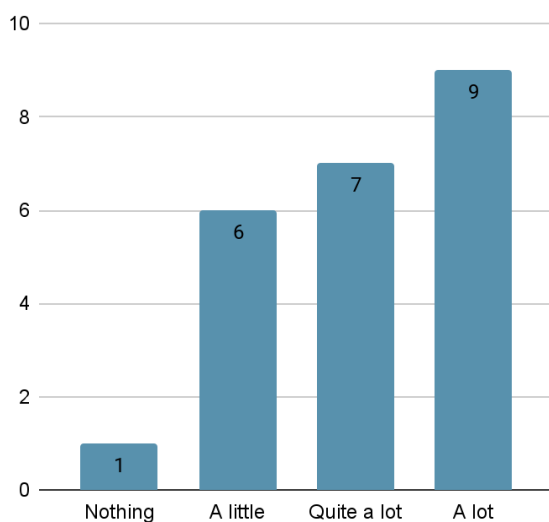
Question 2: Did you feel comfortable?



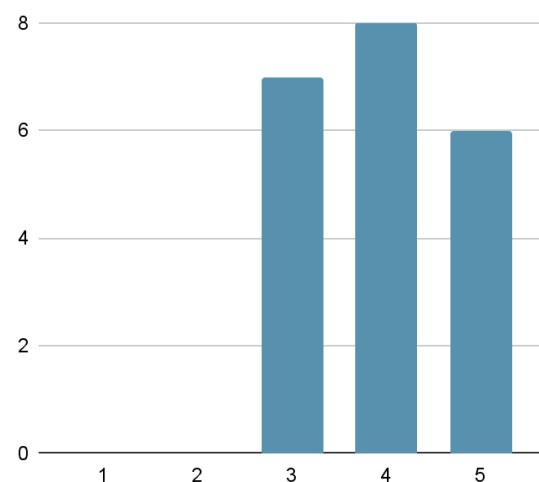
Graphics 6 and 7. Questions 1 and 2 of rubrics 1 and 2, respectively.

On the other hand, some rubrics also asked students to rate their level of participation in the classroom since, according to several authors, a low level of class participation can be a sign of anxiety (Eysenck, 1979; Mallart, 2008). In the small debate that followed the second session, some students commented that they wanted to participate more but were afraid of making mistakes. Later on, after the fourth session (rubric 2), in question 3, several pupils felt that they participated in the classroom. The results of question 5 in rubric 3 are also significant, as show that many students consider that they participate to a considerable degree in their group. In general, it can be observed that they tend to participate more when working in small groups than with the whole group.

Question 3: Did you participate voluntarily?



Question 5: Did you participate in your group? (1= a little; 5: a lot)

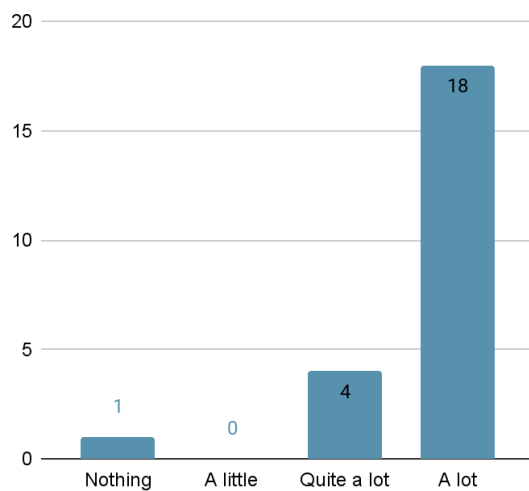


Graphics 8 and 9. Question 3 (rubric 2) and question 5 (rubric 3).

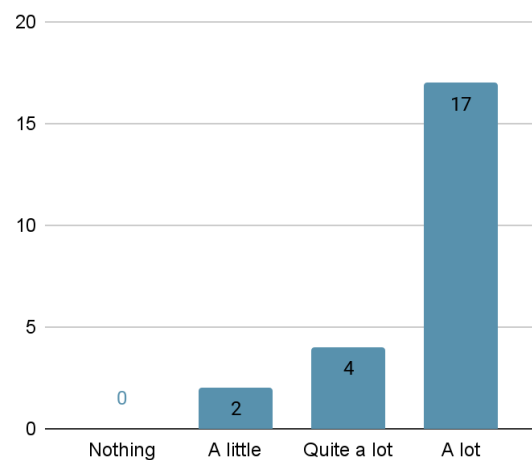
Attitude

Rubrics show that students' attitude during the English lessons of the project was, in general, satisfactory. On the one hand, many rubrics asked pupils whether they liked the class, and most of them rated their satisfaction as very high. In addition, in rubric 2, for example, students were asked whether they thought they had a good attitude in class, and the results show that most of them thought so.

Question 1: Did you enjoy the class?



Question 4: Did you show a good attitude in class?

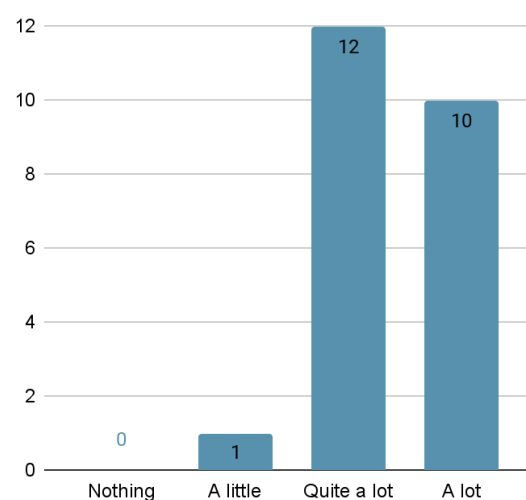


Graphics 10 and 11. Questions 1 and 4 of the second rubric.

Motivation

In this paper, motivation is understood as a set of factors involving effort, desire to learn and favourable attitudes, among others (Dörnyei, 2001; Mallart, 2008). Thus, this affective factor can be reflected in the questions mentioned above, especially those related to attitude. Even so, it is necessary to comment specifically on the results of the last question of rubric 4, after completing the final product of the project, in which students were asked if they considered they had learned. The results show that all but one of them felt they had learned "quite a lot" or "a lot".

Question 5: I feel like I have learned English



Graphic 12. Question 5 of the fourth rubric: student's feeling of learning.

4.1.3 DCI 4: Interviews with six students

The fourth data collection instrument is the interviews with six students, which can be consulted in section 7.8 *Interviews with six students*. The table below shows the general conclusions drawn from each of the questions, classified according to whether they provide information regarding anxiety, attitude or motivation of the students.

Anxiety

The responses show a high degree of comfort by pupils. Even so, there is a certain fear of making mistakes, which teachers also notice in the classroom. For example, one student said: "I sometimes feel a little uncomfortable because I'm embarrassed to make a mistake, although deep down I know it's normal to do it". Another student, when asked if she felt more comfortable in Project sessions, answered: "I felt more comfortable (*in Project sessions*) because... I don't know, maybe for the type of activities, everything was related... I didn't feel it was 'English class' only".

Attitude

In general, pupils explain that they were reluctant at first to incorporate English into the project, but then they liked it more, especially when they noticed they were learning: "I didn't know much English and I learnt a lot with this project. I didn't like the idea at first but then I did".

When asking them for the idea of always incorporating English into projects, it does not make a good impression at first, although some consider that this would be a good option for academic improvement. In the end, the majority of interviewees respond that they would prefer to always include English into the projects and eliminate the hours of English where it is a separate subject. For example, a pupil answered: "I would prefer to always do English in the project and not do it in the skills hours because I don't like the workbook and I feel that I don't learn as much with it".

Motivation

Many interviewees comment that they felt more comfortable and motivated to participate compared to English classes outside the project. Also, In general, there is a high level of satisfaction on the part of the students with the content learned and the final result of the project. It is worth mentioning that many of them are surprised by this fact. One student summarises this idea very well with this sentence: "I think I have learnt a lot because we have done a lot of English classes. I think that in general we have all learnt a lot. And the contents we learned made sense because we had to use them to make the leaflets". Another pupil commented: "I'm happy because learning English is difficult for me and then when I saw what I could write on my own I was happily impressed".

Table 7. Students' answers to the interview classified according to each affective factor.

4.2 RQ 2: What does the English teacher think about the influence of affectivity in the classroom?

To address the second research question, just one data collection instrument is used, which is DCI 5: Interview with the English teacher.

4.2.1 DCI 5: Interview with the English teacher

As far as the interview with the English teacher is concerned, it can be found in section 7.9 *Interview with the English teacher*. The general conclusions drawn from it are shown below.

Firstly, the teacher reaffirms the importance of affective factors in foreign language learning throughout her interview. She also comments that, from her point of view, one of the factors that cause demotivation among pupils is teachers' failure to adapt activities to different levels. In foreign language classes, in particular, it is easy to find significant differences between learners, and not presenting activities adapted to their level can be a significant demotivating factor.

She also discusses some techniques for motivating learners, which she finds interesting: "We need to provide affection, being aware and observing how they are doing. At the same time it is great to celebrate their achievements and effort. Make students aware of their learning steps".

In the same line, the teacher comments that, from her point of view, PBL is a great way to contribute positively to students' affective factors: "I guess when we carry out a project new horizons open, there is less stress, things come out gradually and very much connected to students' interests; they usually feel closer to the topic carried out. They have mother tongue knowledge connected to it, which helps them predict and understand vocabulary better. Language becomes real".

Finally, it is worth highlighting one last idea that she comments on, which is the fact of including English in the daily life of the classroom, so that students do not see it as something sporadic or disconnected from their reality, but as part of a whole.

5. DISCUSSION AND CONCLUSIONS

From the analysis and interpretation of the results obtained in this study, conclusions can be drawn that allow us to answer the main objective and its research questions. Hence, before presenting the conclusions, the study's main objective should be recalled, which is to investigate how the affective factors influence the learning of English in the case of an interdisciplinary project carried out in a 6th-grade class. Based on this objective, two research questions were developed to address it in a more concrete and precise way.

As regards the **first research question**, it is as follows: "Does the incorporation of English in interdisciplinary projects positively influence the affective factors involved in learning this language?". To answer this question, as specified above, the data obtained from instruments 1, 2, 3 and 4, presented in the previous section, are used.

From the data obtained from all these instruments, it can be concluded that, in the specific case of this study, the incorporation of English in an interdisciplinary project had a very positive impact on the students' affective factors. In this sense, this study's results align with what Casan-Pitarch (2015) and Larmer, Mergendoller & Boss (2015) state, which is that project work is a remarkable tool to lead learners towards motivation, involvement, and efforts in a real-life context.

More specifically, it is worth briefly commenting on the evolution of the three affective factors analysed in this study: students' anxiety, attitude, and motivation. As far as the first factor is concerned, and considering the data collection instruments, it can be seen that students' anxiety is lower in the project sessions than in normal English classes. The results show, above all, that pupils feel more comfortable and participate more willingly. Precisely, Eysenck (1979) states that a situation of anxiety on the part of a learner will make them unwilling to participate in the classroom voluntarily. Thus, it is a very positive fact that more than half of the students considered that they participated voluntarily in class.

In addition to this, it is worth noting that two important factors stand out when some students were asked why they felt more comfortable in these classes. First,

some of them commented that the teacher always speaking in English (as is often the case in English classes outside the project) causes them stress and frustration, because many get lost in the content and stop learning. In the project sessions, as the content covered was linked to the general theme of the project, it was easier for an exchange of languages to take place between English and Catalan, which reduced pupils' anxiety. In the interviews, another pupil commented that she felt more comfortable because of the type of activities that were carried out and also because she did not feel that it was an English class as such. It can be concluded, therefore, that English-only classes increase anxiety. On the other hand, if the study of the language is combined with other transversal contents and the level of demand for the use of the English language is lowered throughout the session, these factors cause a decrease in learners anxiety.

Secondly, about the second affective factor analysed, attitude, it can be seen that, in general, students showed a good predisposition to learn English once the project classes began, although initially many were a little reluctant about the idea of incorporating this language. In terms of attitude, three elements stand out above all, which pupils valued very positively, and can be identified as elements to encourage a good attitude towards a language. The first factor is to have a purpose or objective. In the case of this project, learners rated the creation of the leaflet very highly. Secondly, the type of activities carried out also influences learners' attitude. Finally, many pupils commented that the feeling of learning was a factor that made them more eager to learn English.

Thirdly, concerning motivation, as Dörnyei (2001) argues, it is a combination of factors and, therefore, is difficult to analyse on its own. In the present study, following the same author's indicators, the fact that students are aware of their learning, as well as being proud of it, is considered a motivating factor. Thus, it is a satisfactory result that students have expressed pride in their results and learning.

Hence, it can be concluded that, with the data obtained in this study and without being able to apply these conclusions generally in all contexts, the incorporation of English in an interdisciplinary project has contributed positively to the students' affective factors, decreasing their anxiety, increasing their motivation and encouraging a good attitude towards the English language.

As for the **second research question**, "What does the English teacher think about the influence of affectivity in the classroom?", the data obtained from the fifth instrument, the interview with the English teacher, was used. From this interview, we can see how the teacher says that she takes affective factors into account in the classroom and values them as an essential element for pupils' learning. Thus, she argues that teachers should have resources to promote these affective factors, although she confesses that sometimes it is difficult to adapt to the needs of each student. In the same line, the teacher comments that, from her point of view, project-based learning is a great way to contribute positively to the affective factors of students.

Thus, taking into account the teacher's interview answers, it can be seen that, in this case, she takes pupils' affective factors into account. Even so, the study results show that before working with English as part of an interdisciplinary project, students' affective factors were low compared to the final results. This suggests that it is necessary not only for teachers to be aware of the importance of these factors, but also to implement concrete measures and actions to promote them positively, such as, in this case, introducing English in the interdisciplinary project.

This leads us to comment that only one variable was studied concerning affective factors in this study, and that is the methodology. Several authors (Navarro & Garcia, 2018; Seikkula-Leino, 2007; Pfenninger, 2016; Lasagabaster & Sierra, 2009) argue that the methodology used in teaching a foreign language largely determines the good results and students' engagement with it. Even so, other external school factors influence students' affective factors that have not been taken into account in this study. Broadly speaking, we highlight two: the teacher's teaching methodology and the type of activities carried out. It is therefore difficult to determine whether the fact that affective factors improved, in this case, is only due to the methodology applied in the classroom (PBL) or whether other factors also contributed. Consequently, further studies are needed in which these two variables (and maybe others) are also assessed.

In addition, academic outcomes were not considered as part of the research in this study either, although it would be interesting to see whether implementing measures to improve students' affective factors has an impact on their academic

outcomes. In the case of this study, both the researcher and the teachers have observed pupils' academic improvements, but these have not been recorded or studied in detail in this paper.

At last, due to the conclusions of this study, we consider it necessary to point out that in the case of the school where the study has been carried out, a new approach to teaching English is needed.

In conclusion, this study's results show, on the one hand, that the methodology used in English language teaching, in this case, PBL, has a great impact on the affective factors of the students. Although teachers are aware of the importance of these factors, the methodology used in the classroom also needs to positively encourage them. Finally, we conclude that this study is not representative, as it has been carried out in a specific context and with a very small sample. Further research is needed on the study of affective factors taking into account more variables.

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7. ANNEXES

7.1 Specific needs of each pupil

Student 1	She is an absentee student. Because of that, she has a very low content level. She needs additional support measures.	Student 14	He is a student with ASD. He does not have any cognitive problems.
Student 2	He has a neurodegenerative disease, which causes him motor and speech problems. Despite that, he has a high cognitive level.	Student 15	He needs additional support measures.
Student 3	She is a disruptive student but has a high cognitive level. She may have a Negative Defiant Disorder (ODD)	Student 16	She is Russian and doesn't speak the vehicular language fluently. Despite that, she does not present any specific educational needs.
Student 4	She does not present any specific educational needs.	Student 17	He has a conduct disorder, specifically a Negative Defiant Disorder (ODD). Despite that, he doesn't present any specific educational needs.
Student 5	She does not present any specific educational needs.	Student 18	She does not present any specific educational needs.
Student 6	She does not present any specific educational needs.	Student 19	She does not present any specific educational needs.
Student 7	He needs some additional support measures.	Student 20	He needs some additional support measures.
Student 8	Her family is taken care of by social services. She also has some trouble keeping up with the contents. The tutor is considering making an IP.	Student 21	He has a conduct disorder that causes him difficulties socialising. Despite that, he does not present any specific educational needs.
Student 9	She does not present any specific educational needs.	Student 22	He has an IP.
Student 10	She does not present any specific educational needs.	Student 23	He has an IP.
Student 11	She does not present any specific educational needs.	Student 24	He has dyslexia. Despite that, he does not present other specific educational needs.
Student 12	He is an absentee student. Because of that, he has a very low content level. He has an IP.	Student 25	She does not present any specific educational needs.
Student 13	She does not present any specific educational needs.	Student 26	His family is taken care of by social services. He doesn't present any specific educational needs.

7.2 Summary of the didactic programming of the project

DIDACTIC PROGRAM		Com podem protegir el nostre paisatge? (<i>How can we protect our landscape?</i>)	
Level	Group	Timing	Period
6th grade	B	Mid-October to late November	First-term
Brief description of the project			
<p>Broadly speaking, the project presented below is focused on the students' most immediate environment, and aims to help children discover more about their environment and how to protect it. The project starts with an impulse, which in this case is the reproduction of a video showing human actions that harm the landscape of the Alt Empordà. From this point, the students have a free hand to open up research paths in order to reach a final goal. The goal will also vary depending on what is being researched and the students' motivation.</p> <p>Before continuing, it is necessary to make an incision that the sessions that will be narrated in this part of the paper are part of the mentioned project, but they are not all of them. This is an interdisciplinary project in which the contents of Mathematics, Science and English have been worked on. However, although the programming of the whole project is set out below, only the English sessions will be explained in detail.</p> <p>In general terms, the specific research process that the students have followed during this project has been as follows: 1) from the video, students questioned what a hectare is, 2) once this doubt was solved, they realized that they had little knowledge about their region (Alt Empordà), and they wanted to know more before continuing the research, 3) they did research on the factors that influence the environment (climate, tourism, industry...), 4) they realize that tourism affects very negatively the landscape and they propose to concentrate on this and create a final product focused on offering tools to tourists, so they get to know and respect the landscape and 5) they create leaflets for tourists in which they offer information of a natural place in Alt Empordà and also explain its rules.</p>			
Objectives		Evaluation criteria or indicators	Scope and dimensions
1	To know how to use correctly the structure "there is / there are" applied in a given context.	1 The student uses correctly the structure "there is / there are" is able to detect and correct some mistakes of his / her own.	

2	To use strategies to express an opinion, using vocabulary and structures worked on in the classroom.	2	The student uses a variety of strategies to express an opinion with some fluency.	Linguistic scope. Foreign language area. <i>Oral communication dimension.</i>
		3	The student uses the vocabulary and structures worked on in class correctly.	
3	To answer questions related to a text to show that it has been understood.	4	The student answers most questions correctly and without or little help.	Linguistic scope. Foreign language area. <i>Reading comprehension dimension.</i>
4	To write a short descriptive text using the structure there is / there are and adjectives.	5	The student writes a short descriptive text correctly using the structure “there is / there are”, various adjectives and to make simple or complex sentences.	Linguistic scope. Foreign language area. <i>Written expression dimension.</i>
5	To write sentences using the verb can in its positive and negative version.	6	The student writes simple or complex sentences using the verb can correctly without or with little help.	
6	To know how to solve a problem of surfaces and areas.	7	The student places the data in the mathematical drawing.	Mathematic scope. <i>Problem-solving dimension.</i>
		8	The student calculates by applying the formula and doing the operation.	
7	To identify changes in Alt Empordà's landscape.	9	The student identifies the changes in the landscape of Alt Empordà.	Science scope. Knowledge of the natural environment area. <i>Current world dimension.</i>
		10	The student knows how to relate changes in the landscape to social, human and natural factors.	
8	To value the changes in the landscape of Alt Empordà.	11	The student values the advantages and disadvantages of an action that affects the landscape.	

		12	The student argues for or against actions taking into account the advantages or disadvantages of an action.	
9	To make proposals to protect the landscape of Alt Empordà.	13	The student makes a reasoned and viable proposal to protect the landscape of Alt Empordà.	

Linguistic scope. Foreign language area												
Oral communication dimension			Reading comprehension dimension			Written expression dimension			Literary dimension		Multilingual and intercultural dimension	
1	2	3	4	5	6	7	8	9	10	11	12	13
Mathematic scope												
Problem-solving dimension			Reasoning and proof dimension		Connection dimension		Communication and representation dimension					
1	2	3	4	5	6	7	8	9	10			
Science scope. Knowledge of the natural environment area												
Current world dimension					Health and personal balance dimension			Technology and daily life dimension		Citizenship dimension		
1	2	3	4	5	6	7	8	9	10	11	12	13

CONTENTS WORKED ON DURING THE PROJECT			
Content		Area	
1	Oral interaction strategies: initiation, maintenance and ending an interaction appropriately.	Foreign language area	
2	Vocabulary: frequent and specific vocabulary about natural spaces and environmental protection.		
3	Strategies aimed at obtaining information from the text: making hypotheses, locating keywords, making inferences...		
4	Specific strategies for the production of texts.		
5	Basic morphosyntactic structures.		
6	Representation and solution of geometric problems that include notions of area and measurement.	Mathematic area	
7	Application of mathematical formulas in order to calculate geometric areas.		
8	Carrying out a research project based on the relevant issues and problems of the environment, through cooperative work and based on experimentation and the use of different sources of information.	Knowledge of the natural environment area	
9	Search and contrast information in different media (reading scientific texts, images, graphics...).		
10	Most used energy sources in society.		
11	Differentiation between renewable and non-renewable energies.		
12	Valuation of the importance of adopting behaviours that minimize electricity consumption.		
Sessions		Material	Duration
Session 1: What happened in Alt Empordà in 2012?	This session is focused on working on a reading about a fire that happened in Alt Empordà in 2012. Therefore, it is the first contact of the students with the vocabulary of elements of nature. The session is structured so that there is a reading part with the	<ul style="list-style-type: none"> - Notebook - Worksheet - Adapted worksheet 	45 minutes

	whole group, group work and, finally, an individual part. Correction is also important, which in this case is done in another session through interactive groups.		
Session 2: What animals and places do we have in Alt Empordà?	The second session is divided into three parts, according to the group organisation (group work, work in pairs and individual work). Broadly speaking, the class is focused on working on vocabulary the students will need in the project. Specifically, students work on animals and places in Alt Empordà. The first part is with the whole group and it is done through a PowerPoint. Then, in couples students play bingo with the main vocabulary and, finally, there is an individual worksheet.	<ul style="list-style-type: none"> - Notebook - PowerPoint - Printed images - Bingo cards - Worksheet - Adapted worksheet 	1 hour
Session 3: Describing Alt Empordà's landscape	The development of this session follows the same structure as the previous one. Its main objective is to work on the structure "there is/there are" and to introduce "there was/there were". First, an activity is done to remember the vocabulary of the previous session and also start working on "there is/are" and its past form. The group activity is a memory game to continue working on this structure and, finally, there is an individual worksheet.	<ul style="list-style-type: none"> - Notebook - PowerPoint - Domino - Worksheet - Adapted worksheet 	1 hour and a half
Session 4: What can and cannot be done in Alt Empordà?	This session is aimed to work on the structure can/cannot. The class is divided into three parts and follows the same structure as the previous ones. First of all, a small debate is done on what can and cannot be done in different natural areas. In this discussion, students should try to use the can/can't structure. Finally, the last part of the session is a Kahoot to integrate the contents of this session and previous ones.	<ul style="list-style-type: none"> - Notebook - Computers - Information (sheets) 	1 hour
Session 5: Working in Interactive groups	The main objective of the fifth session is for the students to review all the work done during the last sessions and for them to see their strengths and weaknesses. In order to do so, they work in interactive groups, more specifically, in three groups. The first activity is aimed to review the structure there is/are, the second one to work on can/can't and, finally, the last one has the objective of correcting the last two worksheets students have done. The vocabulary is reviewed in all three activities.	<ul style="list-style-type: none"> - Domino - Worksheet - Adapted worksheet 	1 hour and a half

Session 6: Do we really want renewable energy?	This session is aimed to keep working on students' reading comprehension skills. In the first part of the session, students do the reading comprehension and answer some questions about it. Then, a debate is done to discuss a controversial topic: the implementation of a real project of renewable energies in Alt Empordà.	<ul style="list-style-type: none"> - Notebook - Worksheet - Adapted worksheet 	45 minutes
Sessions 7, 8 and 9: Working on the final product	These three sessions are aimed for the students to work on their final product: a leaflet for tourists and people from Alt Empordà, in order for them to know actions they can and cannot do in natural places. To do so, children have to use the app Canva.	<ul style="list-style-type: none"> - Computers - Helping guides 	1 hour (each session)

OTHER IMPORTANT ASPECTS TO TAKE INTO ACCOUNT

Methodology

The methodology on which this project is based is PBL, which has been explained in detail in section 3. *Theoretical review*. As Larmer, Mergendoller and Boss (2015) explain, projects are complex tasks that are based on challenging questions or problems and involve students in design, problem-solving, decision making, or investigative activities. Also, they finish with a creation, which can be a physical product or a presentation, among others. In this case, the students receive an impulse to start the project, which is a video showing the destruction of Alt Empordà's landscape by human actions. Finally, a challenge is proposed for the students: how can we, as individuals, protect our landscape?. From that point, the way is free to investigate whatever the students deem necessary to reach a final objective.

During the project, activities should be justified, innovative and adapted to all levels, as far as possible. It is also important to work in interactive groups and stimulate students to participate. Dialogue between students is a fundamental part of PBL for them to learn conversational strategies, like waiting for one's turn to speak, speaking respectfully, knowing how to listen to and value the opinions and contributions of others, etc.

Attention to diversity

Taking into account the diversity of the group, it is important that all activities are correctly adapted to all levels. For this reason, some adaptations are proposed, such as guides on the worksheets to help students to solve them, shorter worksheets, adapted exercises with less difficulty, etc. Extra activities or activities with added difficulty are also offered for those students with a higher level of knowledge. As far as the English part of the project is concerned, there are three pupils with an individualised plan that abstains them from working in English. Therefore, in the hours

dedicated to this language, these pupils carry out another task related to the English part of the project, but in Catalan. Another option is for them to do other tasks that are considered appropriate at any given time.

Interdisciplinarity

Interdisciplinarity is a concept that is implicit in project work. In this case, it is important to emphasise that the teacher does not choose the subjects or the contents to be worked on beforehand, but that these arise naturally from the pupils' interests.

Use of technology

Technology will be present in this project in a transversal way. Throughout the sessions, digital resources such as PowerPoint, Canva, Google Classroom, Kahoot and Youtube, among others, are used. Moreover, this is especially related to the project, since the use of technological resources can mean using less paper, which also contributes to the protection of the environment.

7.3 Students' questionnaire (initial and final)

The two questionnaires were conducted through the Google Forms application. At this point, it should be noted that both were carried out in Catalan, as their aim was for the students to understand it and be able to express themselves as clearly as possible.

7.3.1 Initial questionnaire

1. Do you enjoy learning English (1: a little and 5: a lot)?

	1	2	3	4	5	
A little	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	A lot

2. Do you like how English classes are taught at school, when it comes to "Habilitats" time (9-11 am)?

	1	2	3	4	5	
A little	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	A lot

3. What do you like about them?

4. What do you dislike about them?

5. Do you feel comfortable in English classes?

	1	2	3	4	5	
A little	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	A lot

6. In English classes...

- ☐ I enjoy speaking English in front of my classmates
- ☐ I don't mind speaking English in front of my classmates
- ☐ It scares me to speak English in front of my classmates

7. Choose the option you feel most comfortable with:

- ☐ I have faith that one day I will have a good level of English. I will do it!
- ☐ I will never be able to learn English. I am not able to do that.

8. Choose the option you feel most comfortable with:

- ☐ It's normal for me to make mistakes in English classes because I'm learning
- ☐ I don't care if I'm good or bad at English
- ☐ I don't like to be wrong

9. To learn new languages...

- ☐ I love it!
- ☐ I'm not passionate about it, but I'm forced to do it
- ☐ I do not like it

10. Choose the option you feel most comfortable with:

- ☐ Learning English is very important
- ☐ I don't care if I study English or not
- ☐ Learning English is a waste of time

11. My favourite English exercises are:

- ☐ Those in which I have to speak in English, either with classmates or in front of the class
- ☐ Those that involve reading or writing. I don't like group activities in English, I prefer to do them alone

12. I want to learn English because...

- ☐ I look forward to learning this language
- ☐ If I do it, I will have good grades and my parents will reward me

- ☐ That way I can talk to people from all over the world who speak this language
- ☐ That way I will pass the subject and, in the future, I will be able to have a good job

13. When activities are corrected...

- ☐ I'm just interested in my grade
- ☐ I want to know what I failed in order to improve
- ☐ I don't like to be told what I did wrong

14. Do you like the idea of incorporating English into your project?

	1	2	3	4	5	
A little	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	A lot

7.3.2 Final questionnaire

1. Do you enjoy learning English (1: a little and 5: a lot)?

	1	2	3	4	5	
A little	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	A lot

2. Did you enjoy English classes during project hours?

	1	2	3	4	5	
A little	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	A lot

3. What did you like about project hours in English?

4. What do you dislike about them?

5. Did you feel comfortable in project English classes?

	1	2	3	4	5	
A little	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	A lot

6. How do you prefer to work in English?

- ☐ Incorporated into the project
- ☐ I like English lessons on Wednesdays (9-11 am)
- ☐ Both options: on the project and on Wednesdays
- ☐ Neither way: I don't like doing English in any way

7. Do you think you learned a lot of English during project classes?

	1	2	3	4	5	
A little	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	A lot

8. When do you feel you are learning more: during project hours in English or during English classes on Wednesdays?

- ☐ Project hours
- ☐ English classes on Wednesdays

9. In project English classes...

- ☐ I enjoy speaking English in front of my classmates
- ☐ I don't mind speaking English in front of my classmates
- ☐ It scares me to speak English in front of my classmates

10. Choose the option you feel most comfortable with:

- ☐ I have faith that one day I will have a good level of English. I will do it!
- ☐ I will never be able to learn English. I am not able to do that.

11. Choose the option you feel most comfortable with:

- ☐ It's normal for me to make mistakes in English classes because I'm learning
- ☐ I don't care if I'm good or bad at English
- ☐ I don't like to be wrong

12. To learn new languages...

- ☐ I love it!
- ☐ I'm not passionate about it, but I'm forced to do it
- ☐ I do not like it

13. Choose the option you feel most comfortable with:

- ☐ Learning English is very important
- ☐ I don't care if I study English or not
- ☐ Learning English is a waste of time

14. My favourite English exercises are:

- ☐ Those in which I have to speak in English, either with classmates or in front of the class
- ☐ Those that involve reading or writing. I don't like group activities in English, I prefer to do them alone

15. I want to learn English because...

- ☐ I look forward to learning this language
- ☐ If I do it, I will have good grades and my parents will reward me
- ☐ That way I can talk to people from all over the world who speak this language
- ☐ That way I will pass the subject and, in the future, I will be able to have a good job

16. When activities are corrected...

- ☐ I'm just interested in my grade
- ☐ I want to know what I failed in order to improve
- ☐ I don't like to be told what I did wrong

7.4 Rubrics

As discussed in section 3.5.2 *DCI 2: Rubrics*, not in all sessions students were given a rubric to complete. A summary table below shows in which sessions a rubric was passed and what type was used.

Session	Name of the session	Rubric
1	<i>What happened in Alt Empordà in 2012?</i>	No rubric was given to students.
2	<i>What animals and places do we have in Alt Empordà?</i>	Orally (teacher asked questions)
3	<i>Describing Alt Empordà's landscape</i>	Rubric 1
4	<i>What can and cannot be done in Alt Empordà?</i>	Rubric 2
5	<i>Working in Interactive groups</i>	Rubric 3
6	<i>Do we really want renewable energy?</i>	No rubric was given to students.
7, 8 and 9	<i>Working on the final product</i>	Rubric 4

7.4.1 Oral rubric (session 2)






At the end of the second session, students did not have to complete a short rubric as in the other sessions, but in this case, it was done orally. Thus, a short discussion was held in which the following questions were asked:

- Did you like the session? Did you enjoy it?
- Did you feel comfortable in this session?
- Did you participate in the activities voluntarily?
- Do you think that you had a good attitude? Have you appropriately behaved and respected your classmates?

7.4.2 Rubric 1 (session 3)

Two rubrics are shown below. The first corresponds to the one the students had to answer (in Catalan). The second one is its translation into English.

COM T'HAS SENTIT A LA CLASSE?

Còmode/a
Incòmode/a
Perdut/a
Frustrat/ada
Distret/a






Altres: _____

T'HA AGRADAT LA CLASSE?

1	2	3	4	5
---	---	---	---	---

Poc
Molt

HOW DID YOU FEEL IN CLASS?

Comfortable
Uncomfortable
Lost
Frustrated
Distracted

Others: _____

DID YOU LIKE THE CLASS?

1	2	3	4	5
---	---	---	---	---

A little
A lot

7.4.3 Rubric 2 (session 4)

Two rubrics are shown below. The first corresponds to the one the students had to answer (in Catalan). The second one is its translation into English.

Completa la graella següent amb sinceritat:

	Gens	Poc	Bastant	Molt
T'ha agradat la classe?				
T'has sentit còmode/a?				
Has participat voluntàriament?				
Has mostrat una bona actitud a classe?				

Sincerely complete the following grid:

	Nothing	A little	Quite a lot	A lot
Did you like the class?				
Did you feel comfortable?				
Did you participate voluntarily?				
Did you show a good attitude in class?				

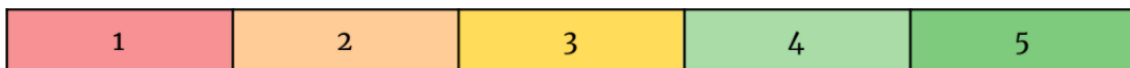
7.4.4 Rubric 3 (session 5)

Two rubrics are shown below. The first corresponds to the one the students had to answer (in Catalan). The second one is its translation into English.

1. Quina activitat t'ha agradat més? Per què?

2. Quina activitat t'ha agradat menys? Per què?

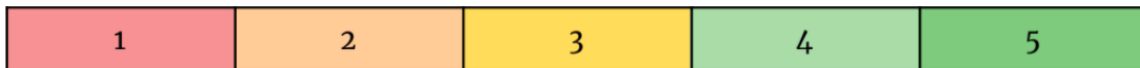
3. T'ha agradat treballar amb grups interactius?



Poc

Molt

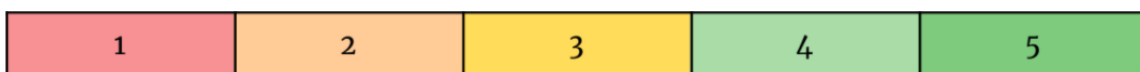
4. T'has sentit còmode amb el teu grup?



Poc

Molt

5. Has participat en el teu grup?



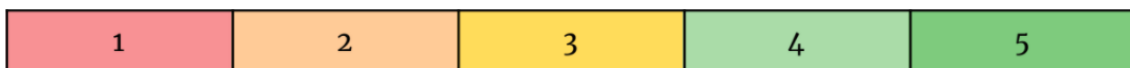
Poc

Molt

1. Which activity did you enjoy the most? Why?

2. Which activity did you enjoy the least? Why?

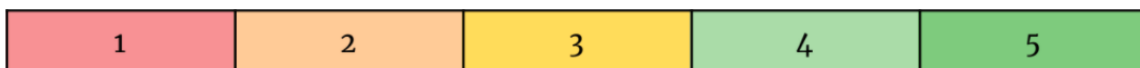
3. Did you enjoy working with interactive groups?



A little

A lot

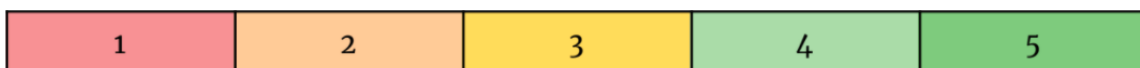
4. Did you feel comfortable with your group?



A little

A lot

5. Did you participate in your group?



A little

A lot

7.4.5 Rubric 4 (session 7, 8 and 9)

Two rubrics are shown below. The first corresponds to the one the students had to answer (in Catalan). The second one is its translation into English.

Completa la graella següent amb sinceritat:

	Gens	Poc	Bastant	Molt
M'he sentit còmode amb el meu grup de treball				
He mostrat una bona actitud davant dels companys i companyes				
He fet la meva part de la feina correctament				
Estic orgullós del resultat final				
Sento que he après anglès				

Sincerely complete the following grid:

	Nothing	A little	Quite a lot	A lot
I was comfortable with my workgroup				
I have shown a good attitude towards my classmates				
I did my part of the job right				
I am proud of the final result				
I feel like I have learned English				

7.5 Interviews with both students and the English teacher

Firstly, the interview with the students consisted of the following questions:

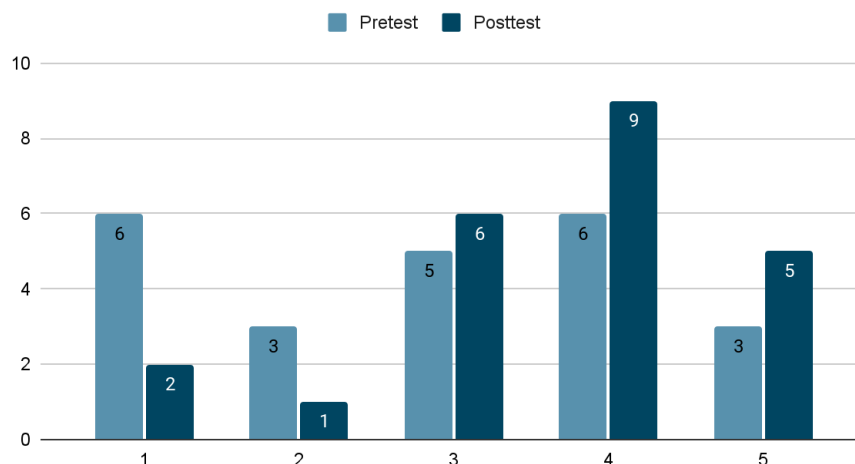
1. Did you enjoy incorporating English into this project?
2. Did you feel comfortable during the sessions?
3. What kind of activities did you like the most: talking and working in groups or working individually?
4. Would you like English to always be included in projects?
5. Do you think it would be better to always incorporate English into the project instead of working on it during *skill hours*?
6. Did you feel motivated and eager to participate and learn during English classes?
7. Do you think that you have learned English content?

Secondly, the interview with the English teacher consisted of the following questions:

- Do you think that the affective variable facilitates the learning of foreign languages? To what extent?
- What do you think are the causes for students' demotivation when learning a second language?
- What tools should teachers use to encourage students?
- By what factor or factors can the teacher know the degree of motivation or demotivation of the students?
- From your experience, with what kind of activities or teaching materials do students feel more motivated or boost their self-esteem?
- On the other hand, what learning techniques do you think students have the most anxiety about and enjoy less?
- Do you think the incorporation of English into the project will help to improve students' affective factors with respect to English?
- If so, do you think this is due to the type of activities being carried out or other factors?
- Do you think that the school should be encouraged to always include English in projects or do you think that this way of working combining projects and English skills is better?

7.6 Results of both the initial and the final students' questionnaire

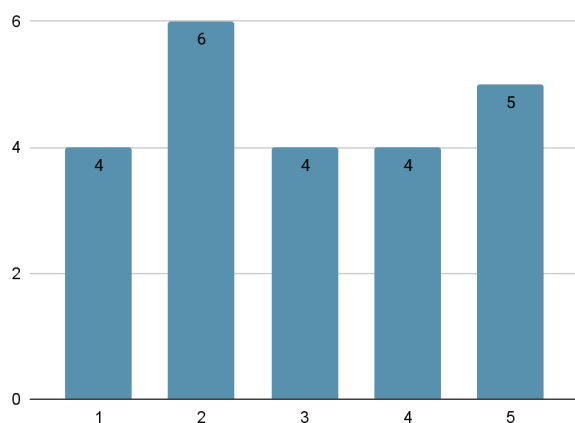
Question 1: Do you enjoy learning English? (1= a little; 5= a lot)



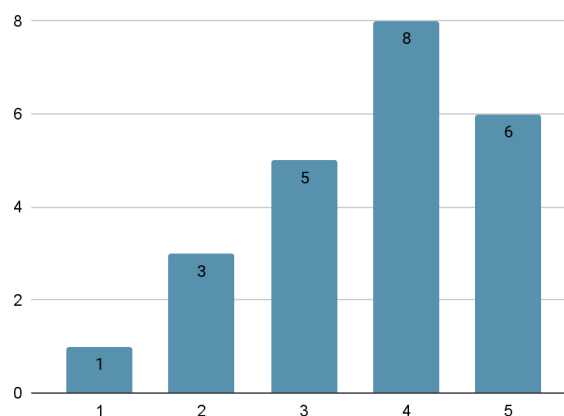
Question 2:

- **First questionnaire (1Q):** Do you like how English classes are taught at school, when it comes to “Habilitats” time (9-11 am)?
- **Second questionnaire (2Q):** Did you enjoy English classes during project hours?

First questionnaire



Second questionnaire



Question 3:

- **1Q:** What do you like about them?

Some students' answers

I like the way (*teacher 1*) teaches.

Teachers are very kind, and if you have a mistake, they accept it.

I don't like anything at all.

I like when we do English tests together. For example, we listen to a story and then answer some questions.

I like learning new things and words I didn't know.

- **2Q:** What did you like about project hours in English?

Some students' answers

I like the way (*teacher 2*) teaches.

I really enjoyed doing the leaflet.

What I liked the most was playing games in English.

I was able to understand the classes better and everything we were doing.

I learnt a lot of things, and I had fun.

Question 4:

- **1Q:** What do you dislike about them?

Some students' answers

I don't like that they are often boring.

The teachers speak very fast and always in English, and I don't understand anything.

We never play any games, and it is very boring. We always do worksheets.

The lessons last too long (2 hours).

They only let people who don't know much English participate.

- **2Q:** What did you dislike about them?

Some students' answers

The simple fact of doing English.

That sometimes there are things I don't understand.

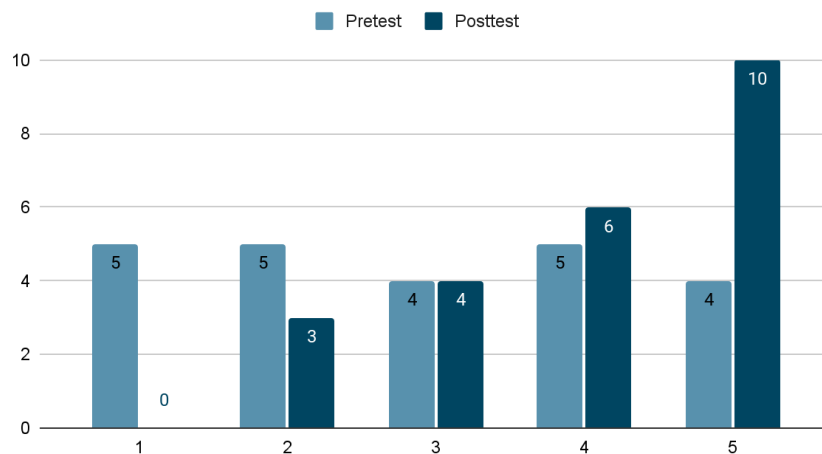
Learning verbs is what I liked the least, but the rest I liked a lot.

Some classes were a bit complicated.

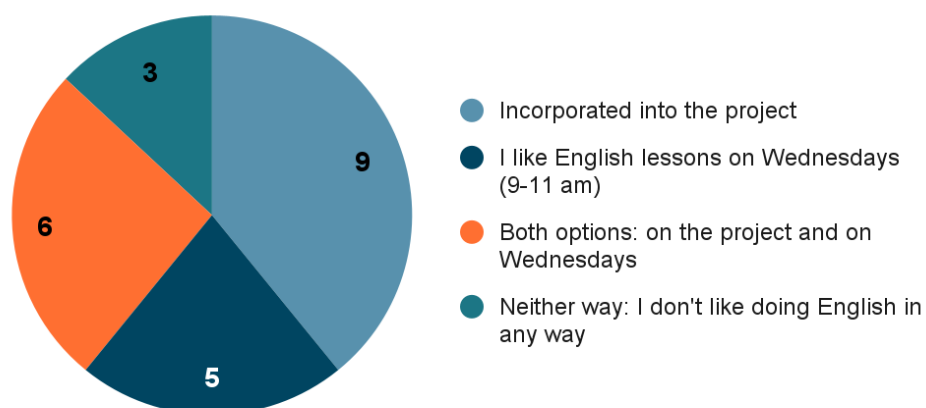
I liked everything.

Question 5:

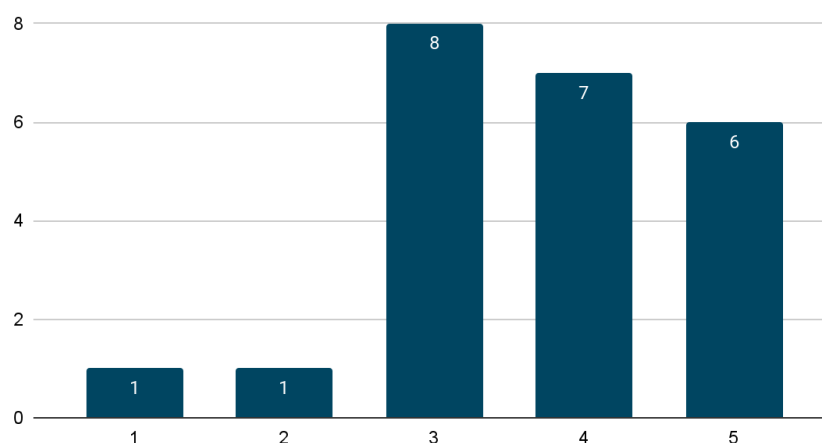
- **1Q:** Do you feel comfortable in English classes?
- **2Q:** Did you feel comfortable in project English classes?



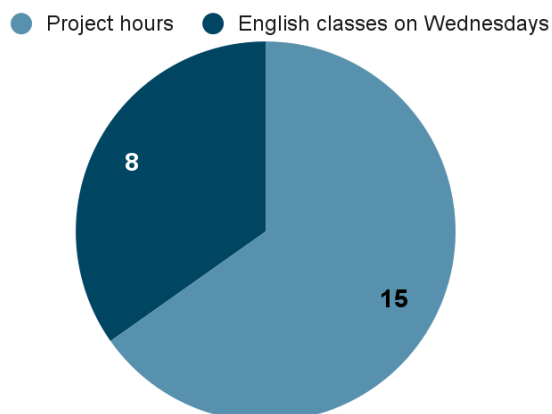
Question 6 (2Q): How do you prefer to work in English?



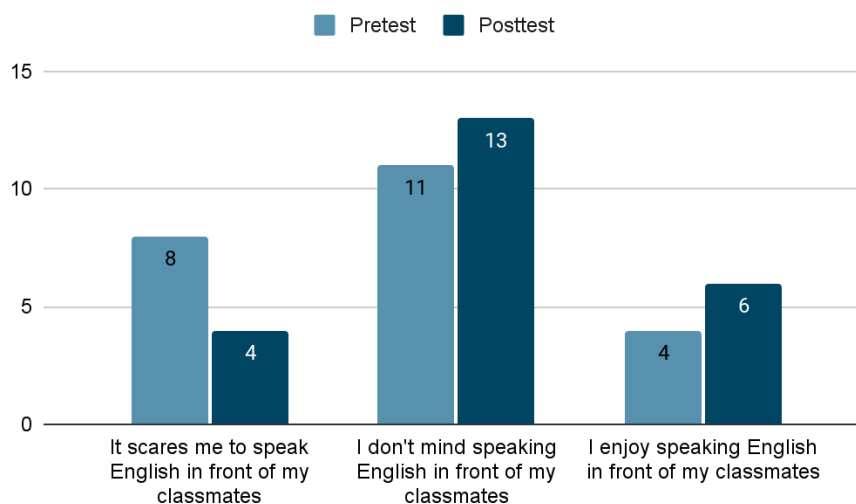
Question 7 (2Q): Do you think you learned a lot of English during project classes?



Question 8 (2Q): When do you feel you are learning more: during project hours in English or during English classes on Wednesdays?

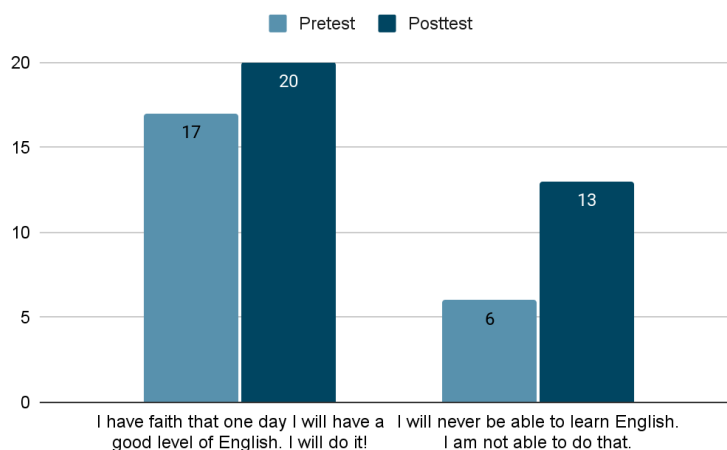


Question 6 (1Q) / Question 9 (2Q): In English classes...

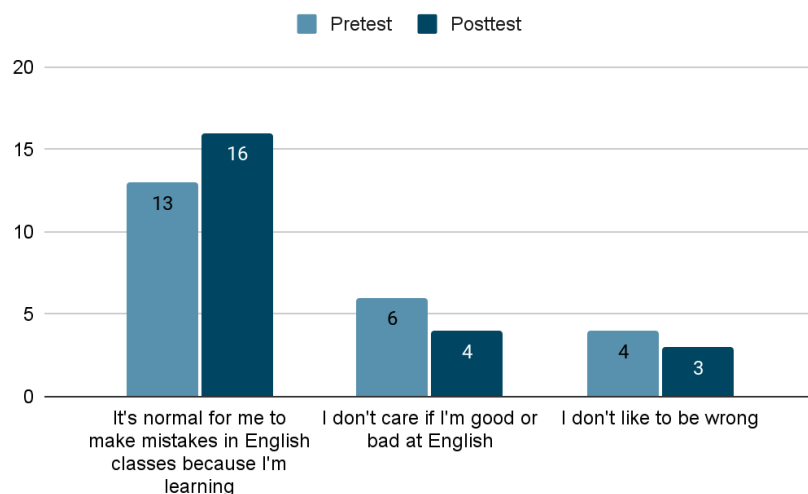


Question 7 (1Q) / Question 10 (2Q): Choose the option you feel most comfortable with:

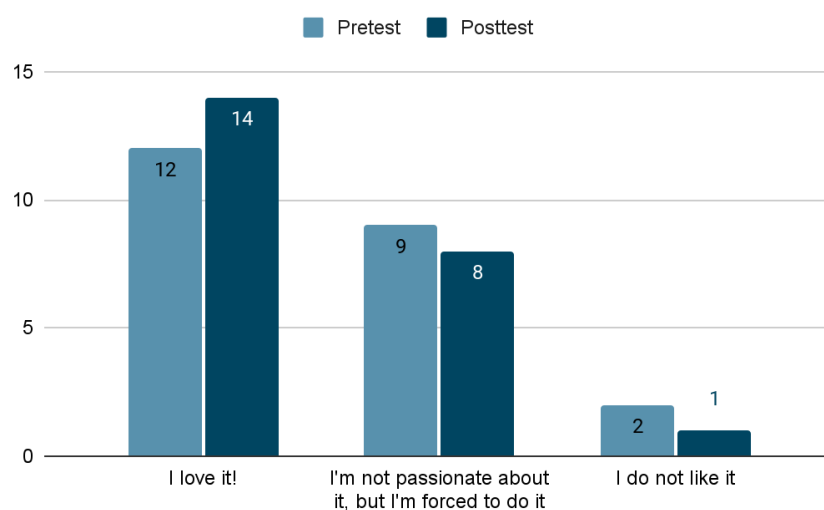
Question 6: In English classes...



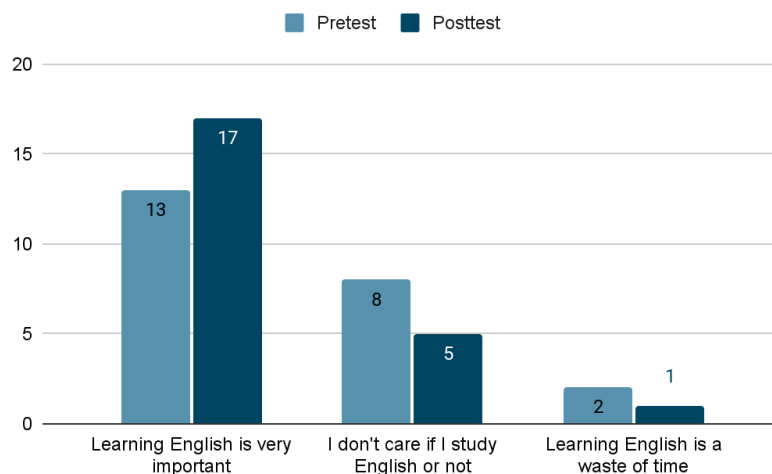
Question 8 (1Q) / Question 11 (2Q): Choose the option you feel most comfortable with:



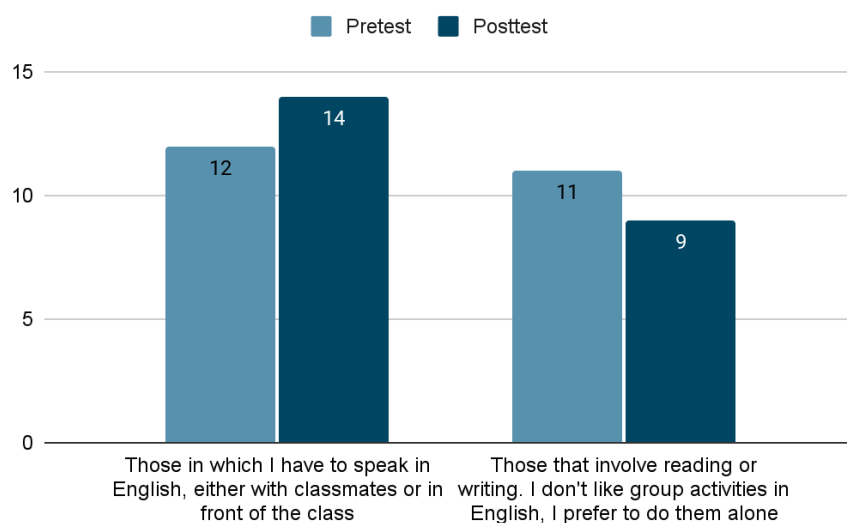
Question 9 (1Q) / Question 12 (2Q): To learn new languages...



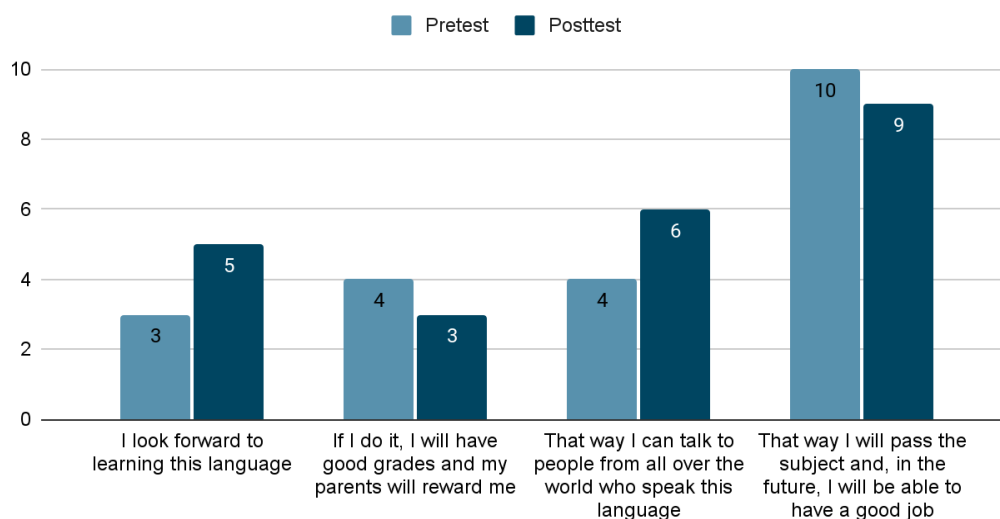
Question 10 (1Q) / Question 13 (2Q): Choose the option you feel most comfortable with:



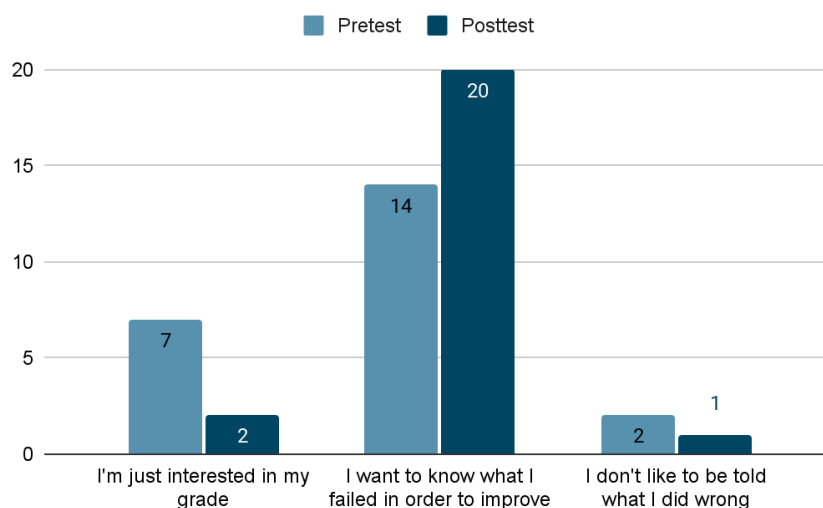
Question 11 (1Q) / Question 14 (2Q): My favourite English exercises are:



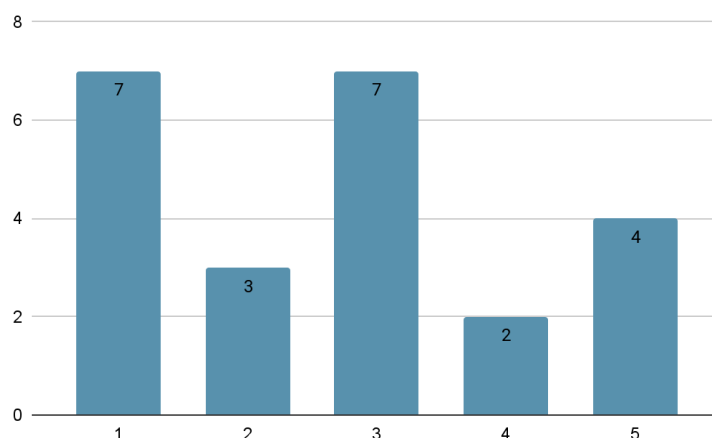
Question 12 (1Q) / Question 15 (2Q): I want to learn English because...



Question 13 (1Q) / Question 16 (2Q): When activities are corrected...



Question 14 (Q1): Do you like the idea of incorporating English into your project?



7.7 Students' responses to the rubrics

Short discussion group

After the second session, there was a small group discussion guided by the following questions:

- Did you like the class? Did you enjoy it?
- Did you feel comfortable?
- Did you participate?
- Did you think you had a good attitude? Did you behave correctly?

From these questions, a debate was generated from which the following conclusions were drawn:

1. Most of the students liked the class. Some were surprised by this fact because they do not usually enjoy English classes.
2. In general, many pupils agreed that they felt comfortable in class and commented that playing games contributed to this.
3. Some commented that they participated and had the right attitude. Others argued that they want to participate more, but they do not feel they have a good enough level of English and are afraid of making mistakes. One group of students accepted that when there is a game dynamic, they tend to get more nervous and, consequently, behave worse. The teacher contributed her point of view by telling them that she did not consider that they had misbehaved.

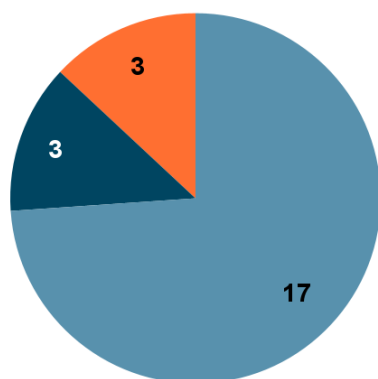
4. Many pupils agreed that the fact that the teacher did not speak only English in class gave them confidence, as when only English is spoken, they tend to get lost, making them feel bad.

Rubric 1

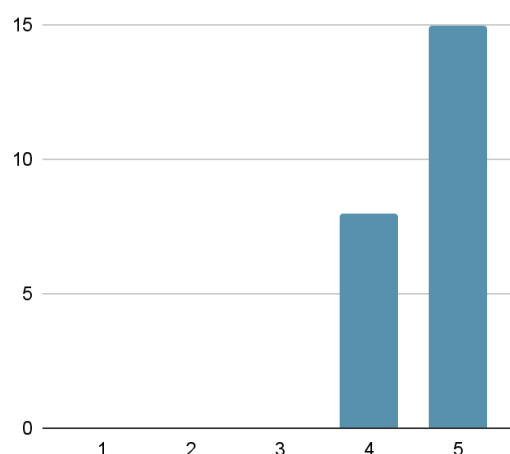
The first rubric consists of two questions, the first of which refers to the comfort of the students in class, and the second to whether they liked it or not.

Question 1: How did you feel in class?

● Comfortable ● Distracted ● Lost



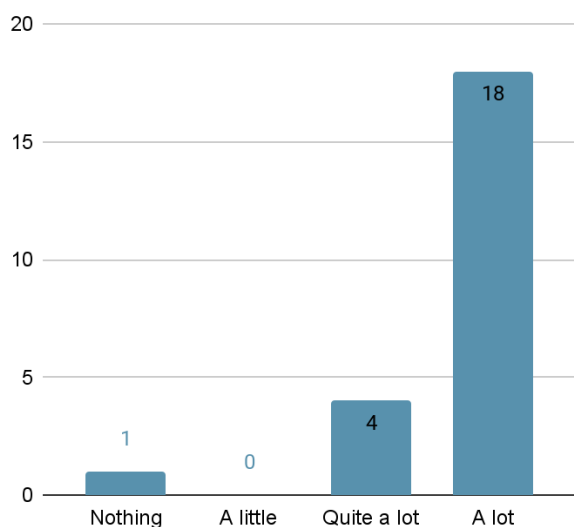
Question 2: Did you like the class?
(1= a little; 5: a lot)



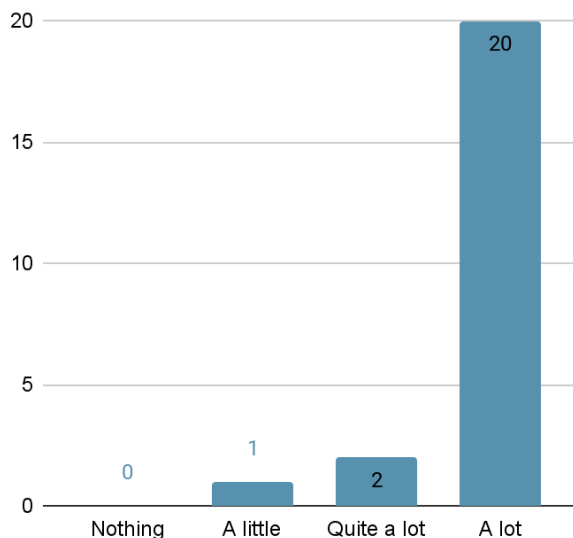
Rubric 2

The second rubric consists of four questions in which the learner has to choose between four options (nothing, a little, quite a lot, a lot).

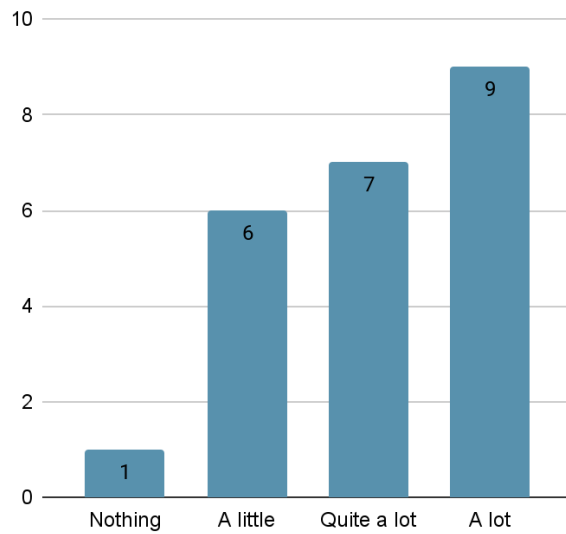
Question 1: Did you enjoy the class?



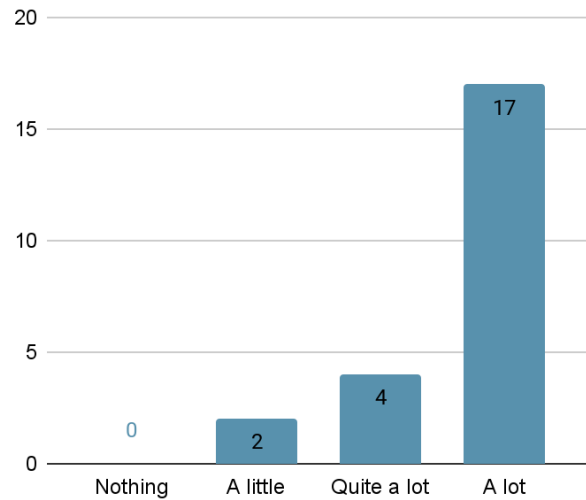
Question 2: Did you feel comfortable?



Question 3: Did you participate voluntarily?



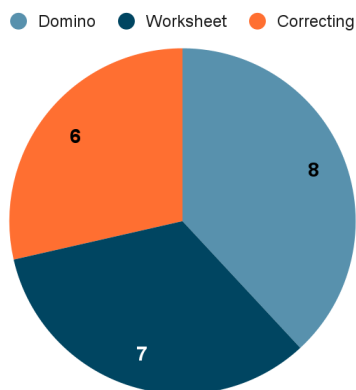
Question 4: Did you show a good attitude in class?



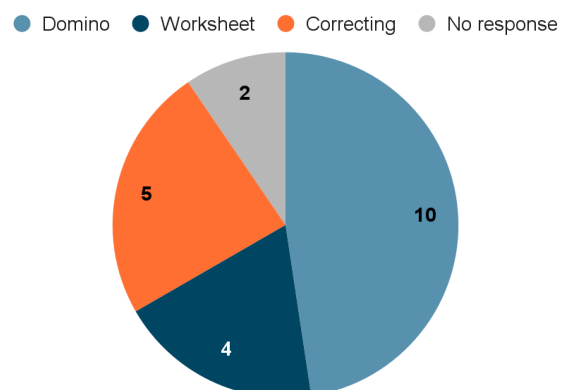
Rubric 3

The third rubric was passed in the interactive group session and consisted of five questions. Unlike the other rubrics, two students were missing in this session, so the total number of responses is 21, not 23.

Question 1: Which activity did you enjoy the most? Why?



Question 2: Which activity did you enjoy the least? Why?



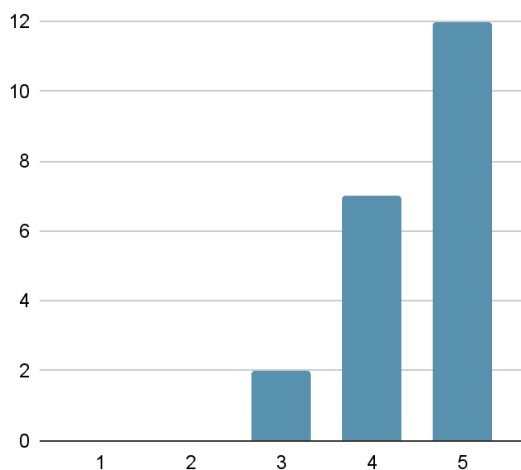
Among the students' justifications in the first question, some answers stand out:

- "I like the domino activity because I like to learn by playing"
- "The worksheet because I like to work alone"
- "I liked the correcting activity because I want to know what I am doing wrong".

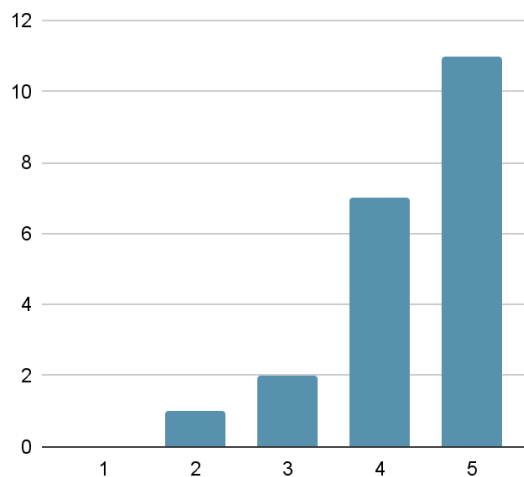
Regarding the second question:

- “I didn't like the domino because I didn't understand it”
- “I didn't like activity one because it was just correcting and I got bored”
- “In the worksheet I had to write a lot”.

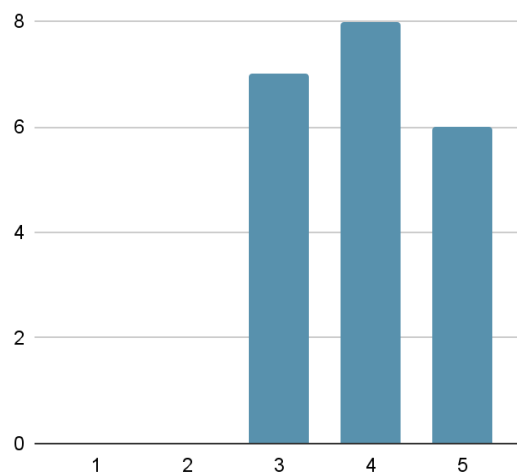
Question 3: Did you enjoy working with interactive groups? (1= a little; 5: a lot)



Question 4: Did you feel comfortable with your group? (1= a little; 5: a lot)



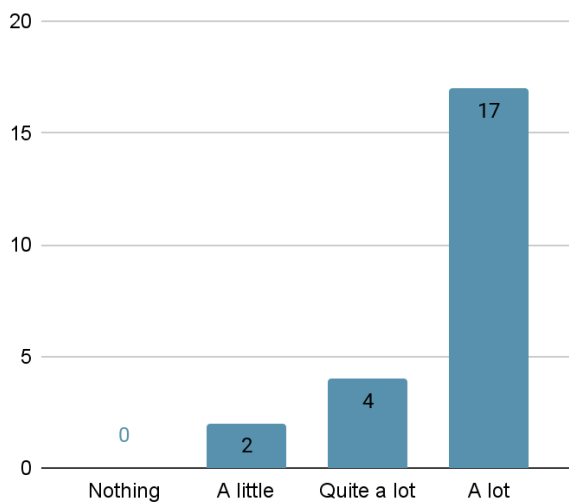
Question 5: Did you participate in your group? (1= a little; 5: a lot)



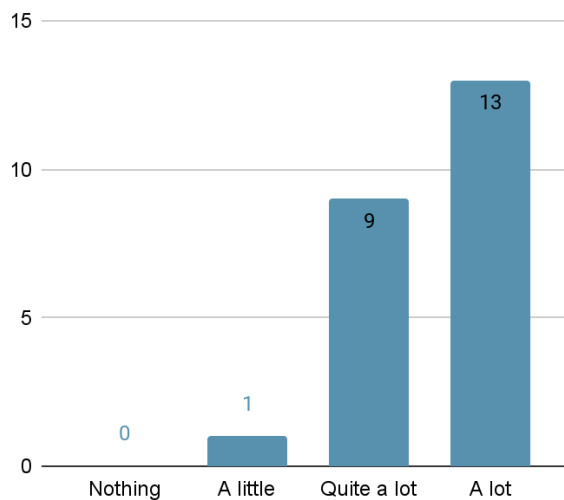
Rubric 4

In the last place, the fourth rubric consists of five questions.

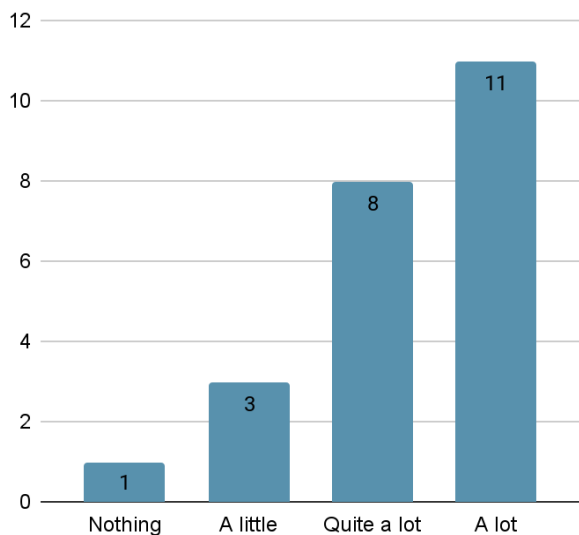
Question 1: I was comfortable with my workgroup



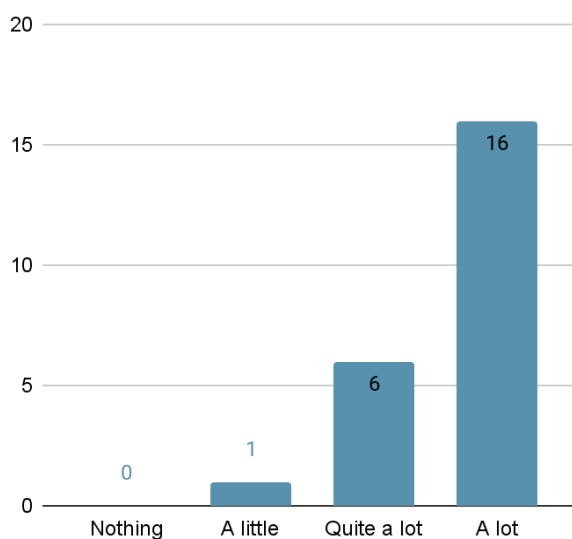
Question 2: I have shown a good attitude towards my classmates



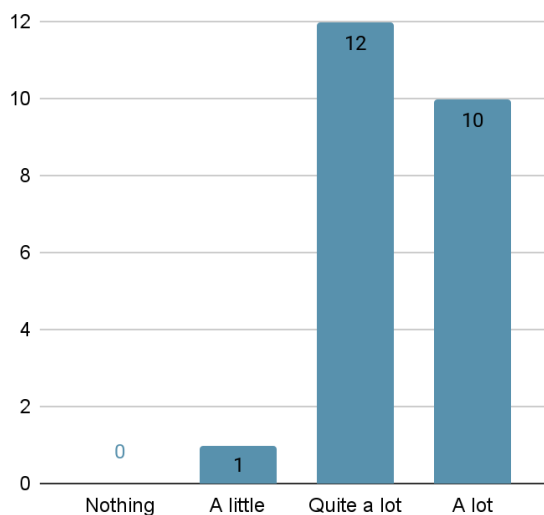
Question 3: I did my part of the job right



Question 4: I am proud of the final result



Question 5: I feel like I have learned English



7.8 Interviews with six students

The following interviews were passed on to six students for them to give their views on the incorporation of English into the interdisciplinary project in a more relaxed and personal way. A transcript of their responses can be read below. To facilitate the reading and comparison of answers, below each question there are the answers of all participants, differentiated as S1, S2... (student 1, student 2...).

1. Did you enjoy incorporating English into this project?	
S1	At first I didn't like the idea, because I don't like working on projects too much, although I do like English quite a lot. But then I liked it more and more because the classes were very good.
S2	I liked it a lot! I feel that I have learnt a lot and I like how the leaflet has turned out for me and my group.
S3	I don't like English but in this project I liked it because the classes were good.
S4	I liked working in English, but at the beginning I felt a bit lazy because it was easier to do it in Catalan.
S5	I didn't know much English and I learnt a lot with this project. I didn't like the idea at first but then I did.
S6	I would have preferred to do everything in Catalan or Spanish because it's easier but I also liked it because I learned a lot of English and that is great.
2. Did you feel comfortable during the sessions?	
S1	Yes, very much so. I like learning English and participating in class.
S2	Yes, I have no reason to feel uncomfortable. (<i>Maybe when it comes to participating?</i>) No, well at the end we are at school to learn, it doesn't matter if we make a mistake.
S3	Yes, but I didn't participate much. (<i>Are you embarrassed to do it?</i>) Well, it's just that I don't know much English and I don't like to participate in class. (<i>And in the project sessions?</i>) I felt more comfortable because... I don't know, maybe for the type of activities, everything was related... I didn't feel it was "English class" only.
S4	Yes, the classes were very good and I was always comfortable. (<i>Any reason why you felt comfortable?</i>) Yes, the fact that the teacher does not speak all the time in English. In normal English classes they always speak in English and it's very complicated for me because I get lost, I don't understand it and I get frustrated.
S5	Well, there are people in class who just want to play and they bother me and the people who like to participate. But I don't care, I participate anyway.

S6 Yes, quite a lot. (*You could have been better?*) Well because in this class sometimes I'm not 100% comfortable. (*And related to English, maybe you feel uncomfortable participating?*). Maybe a little bit because I'm embarrassed to make a mistake, although deep down I know it's normal to do it.

3. What kind of activities did you like the most: talking and working in groups or working individually?

S1 I feel that I work better on my own, in a group at the end it gets tiresome and we always do everything in groups.

S2 I like working in groups because we can learn from each other and it's more fun.

S3 I think I prefer working in groups because working alone is more boring.

S4 It depends on the activity... Sometimes I don't like working in a group. I don't know, I wouldn't know what to choose.

S5 I like working in groups better because it's usually more fun and we help each other.

S6 I think both are good because if we always worked in groups it would be boring.

4. Would you like English to always be included in projects?

S1 Maybe not always, I also like to do work in Catalan or Spanish.

S2 I think it would be good for us to learn more English but at the same time it is more complicated. Well... Yes, it would be good to always do English in the projects.

S3 No, not always in English. I like to do them in Catalan or Spanish.

S4 Maybe always, always... not at all. I know in the end it is the best for us, yes, but it would also be complicated. (*Oh, but if you were used to it in the end it wouldn't be so difficult, right?*) This is also true.

S5 If we only did English in the project I think it would be fine. But we should take away the normal English hours and do English only in the projects and do it all the time.

S6 Always doing English... No, not always. It's good to do it sometimes, but not always.

5. Do you think it would be better to do English always incorporated into the project instead of working on it during skill hours?

S1 Well, I don't really like working on projects, but I don't really like the English lessons on Wednesdays either. Maybe if I had to choose, I'd prefer to do English on the project.

S2 I would prefer always to do English in the project and not do it in the skills hours because I don't like the workbook and I feel that I don't learn as much with it.

S3	I don't know, I don't like doing English in general. But, if I have to choose, I would prefer to do it in the project.
S4	I liked doing it in the project, I think it's better and we learn more.
S5	If the Wednesday classes are taken away, I prefer always to do English in the project.
S6	I don't know what to answer. Because I liked the way English was worked on in this project, but at the same time I would also like to do a project 100% in Catalan.

6. Did you feel motivated and eager to participate and learn during English classes?

S1	Yes, I like to participate in class and I think the activities were very participatory.
S2	Yes, well I think I participated a lot! I felt motivated because I liked the activities we did.
S3	It depends, sometimes I didn't understand the class and then it was difficult for me to participate. But for example the day of the bingo I had a great time and I participated.
S4	Yes, I liked the activities a lot and they motivated me. Well, some more than others, but that's normal.
S5	I have noticed that I have participated more in these classes. For example in English classes on Wednesdays I never participate unless I'm asked.
S6	In general I liked the classes a lot and I think that I have participated more because I prefer when we are half of the class.

7. Do you think that you have learned English content?

S1	Not much, but because what we worked on I had already done it in the extracurricular classes. But it helped me to reinforce it and there were words and things I didn't know.
S2	I feel I have learnt a lot, and I'm not just saying that! I'm happy because learning English is difficult for me and then when I saw what I could write on my own I was happily impressed.
S3	I don't think I have learnt anything. (<i>Don't be so negative, you have learnt things, remember what you wrote on your own?</i>) Well... Yes, I have learnt things.
S4	I feel I have learnt a lot and I am happy because we learnt by playing.
S5	I always have the feeling that I don't learn English but in reality I am learning. I'm happy because I feel I've learnt a lot of things.
S6	I think I have learnt a lot because we have done a lot of English classes. I think that in general we have all learnt a lot. And the contents we learned made sense because we had to use them to make the leaflets.

7.9 Interview with the English teacher

1. Do you think that the affective variable facilitates the learning of foreign languages? To what extent?

To me, emotions play a central role in human relationships, that is why in a healthy educational context, children need to feel comfort, acceptance, confidence... Sometimes these feelings are transferred from adults and their classmates too; also it is a feeling which can be sensed in a classroom.

2. What do you think are the causes for students' demotivation when learning a second language?

Sometimes kids might feel they are not achieving their goal, for instance, kids who are really strict towards themselves; other times, they might feel overwhelmed by extra tasks they cannot achieve. By this I mean, there is a delicate balance between what we propose them to do and what they can actually master by themselves.

Also, some learners might have a very good ear, while others have to struggle to understand keywords and feel lost and need support. Some kids find it hard to write in English since it is a phonological language, which means that, for example, the same vowels have different sounds, a fact distinct from Spanish. Other kids are really shy when speaking up and might need more exposure, more opportunities to oral language. In other cases, kids might feel bored: when what they are asked to do is too simple for them or lacks any challenge. Another fact is that sometimes kids do not have enough contact with the foreign language, they might need more exposure, like twice or three times a week to make them familiar with.

3. What tools should teachers use to encourage students?

As teachers, I guess we need to have time to prepare new experiences and materials and make a good plan that motivates kids. Also, we need to provide affection, being aware and observing how they are doing, sometimes sharing your sensations with other teachers might help. At the same time, it is great to celebrate their achievements and effort. Make students aware of their learning steps.

4. By what factor or factors can the teacher know the degree of motivation or demotivation of the students?

I guess you can tell from their comments, sometimes they are sincere and speak up. Others from their faces and tone of voice. What's more, you can tell from their active-passive participation in class.

5. From your experience, with what kind of activities or teaching materials do students feel more motivated or boost their self-esteem?

I guess games and teamwork or project work, also interest approaches or “centres d'interès” are great because as learners we love these extra motivation moments. Also it

is very nice to realise when being a student that you can cope, a feeling of satisfaction for your own work.

6. On the other hand, what learning techniques do you think students have the most anxiety about and enjoy less?

What students enjoy less is very personal, though. I guess doing tests is not a very encouraging task, depending on its aim. Also doing tasks that are disconnected and have little meaning is not positive either.

7. Do you think the incorporation of English into the project will help to improve students' affective factors with respect to English?

I agree entirely. When project-based work is really well planned and teachers work actively on it, it raises students' motivation as well as it integrates the foreign language within real life.

8. If so, do you think this is due to the type of activities being carried out or other factors?

I guess when we carry out a project, new horizons open, there is less stress, things come out gradually and very much connected to students interests; teachers collaborate in designing tasks, kids usually feel closer to the topic which is being carried out; also they have mother tongue knowledge connected to that topic which possibly helps them predict and understand vocabulary better. Language becomes real.

9. Do you think that the school should be encouraged to always include English in projects or do you think that this way of working combining projects and English skills is better?

To me, both aspects are necessary, though, because they complement each other. What is highly necessary is to dedicate time to the foreign language as much as possible so that kids don't see it as something weird or hard but close to them and their communication chances and their understanding of the world.