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Does Motivation in Secondary Education Increase with Project and Task-Based Learning?

ESTUDIANT: Marcial López Monteiro
DIRECCIÓ: Laia Aixalà Pàmies

DOES MOTIVATION IN SECONDARY EDUCATION INCREASE WITH PROJECT AND TASK-BASED LEARNING?

ABSTRACT

The following research paper analyses a series of aspects related to motivation in secondary education and proposes an educational action with different goals, methods, tasks and evaluation with respect to traditional methodology, with the aim of comparing the motivational value of both. The first part of this study reflects some of the ideas gathered in works carried out by experts in the field, such as J. Alonso Tapia or Miguel Ángel Broc Cavero, among others. These authors try to define the concept of motivation, what distinguishes a motivated student from an unmotivated student, or what are the traits of motivated students. The second part of the study proposes a six months educational action (two terms) aimed at measuring the motivation of students in comparison with traditional methodologies. The educational action is characterised by establishing clear goals, as well as a series of tasks that aim to move the students and identify them much more with the contents. The work will be focused on 2nd year students of the Institut Baix a Mar in Vilanova i la Geltrú. The aim is for the students to be able to work both independently and in a team, using their imagination and creativity, and developing their critical spirit. Likewise, the fruit of their work will be reflected in a web page so that they can see immediate results. Due to the exceptional situation caused by COVID-19, it was not possible to implement these measures, and their application will be postponed until the situation is normalised.

Keywords: motivation, English, secondary education, project-based learning, PBL, task-based learning, TBL, methodology, goals, tasks

RESUMEN

En el siguiente trabajo de investigación se analizan una serie de aspectos relacionados con la motivación en la educación secundaria y se propone una acción educativa con unas metas, métodos, tareas y evaluación diferentes con respecto a la metodología tradicional, con el objetivo de comparar el valor motivador de ambas. La primera parte de este estudio refleja algunas de las ideas recogidas en trabajos llevados a cabo por expertos en la materia, como J. Alonso Tapia o Miguel Ángel Broc Cavero, entre otros. Estos autores intentan explicar, entre otras cuestiones, qué es la motivación, qué distingue a un alumno motivado de un alumno no motivado o cuáles son los rasgos propios de los alumnos motivados. En la segunda parte del estudio se propone una acción educativa de seis meses (dos trimestres) orientada a medir la motivación de los alumnos en comparación con las metodologías tradicionales. La acción educativa se caracteriza por establecer unas metas claras, así como una serie de tareas que pretender emocionar al alumno e identificarlo mucho más con los contenidos. El trabajo se centrará en alumnos de 2.º de ESO del Institut Baix a Mar de Vilanova i la Geltrú. Se pretende que los alumnos puedan trabajar tanto de forma autónoma como en equipo, usando su imaginación y creatividad, y desarrollando su espíritu crítico. Asimismo, el fruto de su trabajo se irá plasmando en una página web para que puedan ver resultados inmediatos. Si bien esta última parte no ha podido ser llevada a la práctica debido a la situación excepcional provocada por la COVID-19, la intención es hacerlo en cuanto la situación se normalice.

Palabras clave: motivación, inglés, educación secundaria, aprendizaje basado en proyectos, PBL, aprendizaje basado en tareas, TBL, metodología, objetivos, tareas

RESUM

En el següent treball de recerca s'analitzen una sèrie d'aspectes relacionats amb la motivació en l'educació secundària i es proposa una acció educativa amb unes metes, mètodes, tasques i avaluació diferents respecte a la metodologia tradicional, amb l'objectiu de comparar el valor motivador d'ambdues. La primera part d'aquest estudi reflecteix algunes de les idees recollides en treballs duts a terme per experts en la matèria, com a J. Alonso Tapia o Miguel Ángel Broc Cavero, entre altres. Aquests autors intenten explicar, entre altres qüestions, què és la motivació, què distingeix a un alumne motivat d'un alumne no motivat o quins són els trets propis dels alumnes motivats. En la segona part de l'estudi es proposa una acció educativa de sis mesos (dos trimestres) orientada a mesurar la motivació dels alumnes en comparació amb les metodologies tradicionals. L'acció educativa es caracteritza per establir unes metes clares, així com una sèrie de tasques que pretenen emocionar a l'alumne i identificar-lo molt més amb els continguts. El treball se centrarà en alumnes de 2n d'ESO del Institut Baix a Mar de Vilanova i la Geltrú. Es pretén que els alumnes puguin treballar tant de manera autònoma com en equip, usant la seva imaginació i creativitat, i desenvolupant el seu esperit crític. Així mateix, el fruit del seu treball s'anirà plasmant en una pàgina web perquè puguin veure resultats immediats. Si bé aquesta última part no ha pogut ser portada a la pràctica a causa de la situació excepcional provocada per la COVID-19, la intenció és fer-ho quan la situació es normalitzi.

Paraules clau: motivació, anglès, educació secundària, aprenentatge basat en projectes, PBL, aprenentatge basat en tasques, TBL, metodologia, objectius, tasques

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INTRODUCTION

This study arises from the curiosity to know the reasons why some students are more interested in their studies and have a greater involvement in class than others. Based on previous studies in this field, and by means of an educational action, the goal is to know what are the grounds for this lack of interest among secondary school students and how can teachers (in particular English teachers) achieve the commitment of as many students as possible.

It is not uncommon to hear teachers complaining about students who spend their classes sprawled without paying attention to the teacher or making the slightest effort to complete assignments. They are students with an *emotional blackout*. According to David Bueno (2015), this is a pre-conscious phenomenon typical of adolescence in which "the person does not decide. After a period of refusals —from family and other environments in previous years—the brain decides to switch off [...] You are already late in motivating them. They have disconnected". To avoid this, Bueno proposes a positive attitude. For example, to avoid the emotional blackout, instead of telling young people that they will not find work, it is better to tell them that they will have to work harder.

The causes of lack of motivation are multiple, and it is the teacher's job to identify and address them. While not all students have the same ability to achieve good grades, a good learning environment will help them to learn and progress. They need to feel important; their mistakes must be respected and they should be encouraged in their daily work to increase their self-esteem.

Some studies on the topic of motivation show that students are not motivated because they do not learn and do not see progress in their learning. For motivation to be constant, students need to see results. Otherwise, the student will get tired without seeing compensation for the effort. It is important to focus on daily achievements and not on the result of an exam. Also, learning must have meaning, clear goals and objectives. What is learned must be useful to the students, it must have value and recognition by others, especially in individuals

whose motivation is extrinsic. Therefore, learning environments should as useful and entertaining as possible to facilitate adequate motivation of students.

The educational action presented in this paper is divided into two stages that will take the first two terms of a course. Each stage will correspond to each of the terms. In the first term, the contents of the English subject will be taught using the textbook, that is, following the activities proposed by the textbook. Students will be assessed by means of a test (grammar, vocabulary, listening, writing). In the second stage (second term), a methodology based on tasks and projects will be applied, and the student's initiative will be much more important. The educational action will be carried out in one of the classes of 2nd of ESO in coordination with Music teacher. English teachers from other courses will also be invited to join the initiative in order to obtain more reliable results. Since educational action is closely related to Music, tasks will be coordinated with Music teacher, creating a transversal framework of cooperation via CLIL that is expected to be positive for all parties. The educational action aims to bring the contents closer to the students' reality, their hobbies, and the world around them. This approach seeks to obtain immediate results in the form of a product that can be shared with friends and family through a webpage or social media.

The purpose is to measure and compare both methodologies (exclusive use of textbook and PBL/TBL) in terms of motivation and marks, as a previous step to a possible exclusive implementation of the methodology that motivates the students the most and with which they obtain the best results. If there are no major differences between the two methodologies, maybe it would be advisable to opt for an intermediate solution for the next course.

OBJECTIVES and RESEARCH QUESTIONS

Objectives:

1. To observe the motivational value of PBL and TBL
2. To evaluate the difference in motivation between two methods of teaching English: exclusive use of textbook vs. PBL and TBL
3. To evaluate the difference in marks between the two previous methods
4. To check whether the PBL/TBL methodology succeeds in motivating students who show no interest at all in class
5. To find out if students understand the PBL/TBL methodology and are comfortable working with it autonomously

Research questions:

1. Does the learning methodology influence the motivation of students?
2. What differences in motivation are observed in students between traditional English teaching and project or task-based work?
3. Are there differences in students' marks according to the change in methodology? Does the number of good marks increase?
4. Do students who obtain good marks do so regardless of the methodology?
5. How do students value both methodologies? Which one do they consider more motivating? Which one do they consider more useful for learning?
6. Are continuous assessment and error correction effective for learning with PBL methodology?

THEORETICAL FRAMEWORK

Several authors have researched the reasons for the lack of motivation among students in both primary and secondary education. Here are some of their ideas and possible solutions.

What is motivation? Beltrán and Bueno (1995) and McClellan (1989) define motivation as a set of processes involved in the activation, direction and persistence of conduct. And what is conduct? According to authors such as Lazarus and Folkman (1984) the conduct of a person is determined by his or her personal and environmental variables.

For Barca Lozano, Mascarenhas, Brenlla, Porto y Barca Enríquez (2008), "the concept of motivation maintains a complex structure that is considered as a hypothetical psychological construct that explains the initiation, direction and perseverance of a behaviour towards objectives or goals that may be learning, good school performance, social awareness, obtaining money, seeking social consideration and competence, etc."

According to these authors, motivation cannot be directly observed, but must be inferred from certain behaviours, such as the choice between different tasks, effort, persistence... Motivation implies the existence of goals that give action impetus and direction—there is always something to achieve (or avoid).

According to the research made by Vera and Ribón (2001), the motivation is related to school success and failure. For 90% of the students interviewed in the research conducted by these authors, motivation is based on four reasons: the first is to obtain a degree; the second is that through study people develop and act personally; the third is that study means greater knowledge and, finally, that by studying one learns a profession. The same research points out two reasons for failure: on the one hand, students consider studying as an obligation, and on the other hand, studying is only an alternative to keep themselves busy while looking for work and to fulfil their parents' wishes.

If we observe the motivational structure, according to González-Pienda et al. (2002), it has three essential components: a) value, b) expectation of capacity or

perceived competence, and c) affectivity. The component of value defines the interest, from which the motivational orientation or goals are derived, i.e. why a task is done. The second component is the expectation, which defines capability, i.e. "can I do this task?" Finally, there is affectivity, which defines emotional reactions and is related to self-esteem, i.e. "how do I feel about this task and how do I think I am and how others think I am?"

For Weiner (1986) and Pintrich and Schunk (2006), the motivational sequence always begins with achieving results that, in turn, propitiate an affective and cognitive reaction that imply an appraisal (the results are understood and valued: they are good, regular, bad or indifferent), and if they are unexpected, very positive or very negative, we ask ourselves what has happened and why.

The lower motivation of students in their transition to secondary education is due not only to the psychological and physiological changes associated with puberty, but also to the characteristics of the learning environment generated in the classroom and in the school. Research by Galton and Pell (2003) points out that when students move from primary to secondary school, they experience a decline in academic performance that is related to lack of motivation, less enjoyment of school activity, and anxiety about the social adjustment that students experience in their new school environment. In the process of transition from primary to secondary education, the motivation of the secondary school teacher is an essential factor, since if students are not motivated, studying seems a waste of time.

Castro Pérez et al. (2010) find other reasons that justify the lower motivation of secondary school students compared to primary school students: On the one hand, primary school teachers prioritize the effort that the student invests when performing a task, rather than capacity. The opposite occurs in secondary education, where grades become the most important. On the other hand, adolescence is characterized by the need for autonomy, independence and social interaction. However, the learning environment in secondary school is perceived as a space full of rigid rules.

The personal relationship between student and teacher could be a determining factor for motivation and one of the fundamental personal qualities in a good teacher. In addition to the interpersonal relationship that the teacher establishes with the students, also the knowledge and the ability to explain the subjects seem to be very important.

Although the results obtained by Broc Cavero (2006) in his research indicate that there is no a clear correlation between motivation and performance, Cavero also believes that the educational system and the teachers "may not be recognizing this important variable—motivation—in the partial and final grades of the different academic courses. Thus, teachers would be evaluating only conceptual knowledge much closer to the individual capacity of the student or his or her systematic study habits". The decrease in the intrinsic motivation for learning is one of the most relevant results detected in Cavero's work. In the evaluation of students' performance, the desire to study and learn would not be taken as an important factor, and therefore the motivation of the students would be lower, which would affect their later academic achievements. Furthermore, the procedural and attitudinal criteria do not have much real relevance in evaluation because motivation and other psycho-pedagogical processes have not been valued, therefore many students drop out of the educational system or achieve discouraging results.

Cavero proposes a range of measures to fight against this motivation decrease, including:

- Break with the methodological routine in the classroom, using other resources that are usually known but not exploited.
- Explain throughout the course the criteria for evaluation and qualification, and give more feedback.
- Adapt the evaluation to objective criteria.
- Initiate a process of mentalization of the teaching staff to adapt general curricula to groups of students with whom it is not possible follow the standard curriculum, and reduce the number of school hours in peripheral materials, in favour of trunks.

- Make parents aware of the great importance of their contribution and dedication for the school success of their children.

Inglés, Martínez-González, Valle, García-Fernández and Ruiz-Esteban (2010) analysed motivation from the point of view of pro-social behaviour. Prosocial behaviour is defined as a voluntary behaviour aimed at establishing positive, empathetic, cooperative and responsible relationships in order to benefit others (Eisenberg, Fabes & Spinrad, 2006; Wentzel, 2005). In this respect, Inglés et al. (2008) indicated that schools, educators and people responsible for educational policies should consider the pro-social conduct as a "preventive and therapeutic resource to promote learning and/or improvement of social skills, as well as to treat students with aggressiveness and social anxiety." Results derived from research tests revealed that pro-social students, compared to their non-prosocial peers, scored significantly higher in learning and achievement goals. The study also revealed that pro-social behaviour was a positive and statistically significant predictor of high goals of learning and achievement. Students with high pro-sociability towards their peers also have a greater motivation to learn and to get good academic results, and vice versa. This shows the existence of a positive relationship between pro-social behaviour and academic goals in students from ESO, suggesting the need to deepen into the influence of social or contextual factors on academic results. According to the authors of the research, the educational community should attend to a variety of interpersonal factors, including the establishment of positive or pro-social relationships with peers.

One of the most complete research works about motivation is the one carried out by J. Alonso Tapia in 2005, *Motivación para el aprendizaje: la perspectiva de los alumnos* (Motivation for Learning: The Perspective of Students). For Tapia and other authors such as Covington, (2000), Eccles, Wigfield (2002), Eccles, Wigfield and Schiefele (1998), there are three factors that influence the interest and effort with which students approach their work: the meaning of the thing learned, the possibility of overcoming the difficulties of the task, and the time and effort that they must dedicate to the task.

The results of the research carried out by Tapia show that there are several characteristics of teaching action that are motivating for most students, regardless of their personal motivations, including: the use of situations that stimulate curiosity; pointing out goals and objectives to be achieved; messages that underline the relevance of the task to understand some concept or to acquire some ability, as well as to compete in the labour market; the use of images and examples; relationship between some subjects; and the help of the teacher outside the classroom. Also positive for motivation is the fact that the teacher shows the usefulness of learning the content, the organization and clarity of presentation and the possibility of reviewing the grade in private. The widespread use of the above-mentioned guidelines is therefore likely to enhance the motivation to learn of most students.

The results also show that there are a number of patterns that are perceived by students as clearly demotivating. Among these, it is worth noting the setting of challenges—probably because they are perceived as a threat—; the use of technical vocabulary, probably because it is perceived as a vocabulary that is difficult to understand, rather than a precise and clear vocabulary; the suggestion of complementary readings—perhaps because they are considered as an increase in the content to be learned and not as an aid to understand the content; using open scripts for practical work and the fact that this work will not count towards the grade; the limited time in the exams; and that evaluations include tasks that require studying things not seen in class.

Tapia also references the studies of Veroff (1969) and Stipek (1984), who revealed the existence of certain evolutionary changes in the characteristics of the motivation. Among these changes is the fact that, as children grow older, the appearance of defeatist manifestations increases. When children enter primary school, they tend to face learning situations with eagerness and confidence, failure does not usually cause them emotional problems, they do not seem to be concerned with external assessment and seem to be focused on the process of completing the task. But later, there are more children who never volunteer to respond, who put little effort into completing tasks, or who, if they have to choose

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between different tasks, look for the easiest or the most difficult ones. These behaviours are accentuated in adolescence.

These authors show that in later education years (secondary school), it is much more common for teachers to observe the outcome objectively—good or bad results— rather than on how to correct errors. Besides, students become more aware of grades and they compare their results with those of their peers. Thus, when students get poor results, they often try hard to avoid them, but only at the beginning because, if they continue to have bad results, they tend to focus their attention on how straining are the assignments. Apart from that, the individualised attention paid by the teacher to each student decreases, and as a result, the progress and learning expectations of many students decrease. Consequently, it seems a good idea to pay them much more attention to overcome their difficulties and focus on the process.

How to motivate students who lack any interest in learning and who are eager to finish school? Tapia proposes three strategies: firstly, a much more individualised attention to help them to deal with their difficulties; secondly, using external incentives; thirdly, creating a new learning context which has a different meaning for them.

METHODOLOGY

OVERVIEW

This educational action is designed for students of second year of compulsory secondary education (ESO). For optimum results and to analyse data collection in depth, it could also be applied to another course—subject to several modifications and arrangements in cooperation with the teachers of that course. The educational action will be conducted by the English teacher class in coordination with Music teacher in order to foster content and language integrated

learning (CLIL). The same teacher will be in charge of the same class for two consecutive terms, if possible, the first and second term. Furthermore, it is essential that all students in the class, without exception, participate in the educational action. Otherwise, there could be a bias in the results.

The inspiration for this research work comes from two sources: on the one hand, the attitude I observed in some students during the English class; children leaning on the chair or on the wall without paying the slightest attention to the content of the class—although they did want to interact with their classmates. On the other hand, the reading of some of the ideas and opinions expressed in the works on motivation that have been collected in the theoretical framework.

Some of these studies on motivation show that students lack motivation because they do not acquire new knowledge and do not see progress in their learning. For motivation to be constant, students need to see results. In other words, they are only aware of their progress if they see results. Furthermore, learning must have a meaning, clear goals and objectives, as well as value and recognition by others. Other authors insist on the need to use materials related to the needs, concerns and real life of the students. They recommend avoiding abstract exercises without meaning—like those in the textbooks—so that the students can feel identified with the contents and activities. In this sense, the PBL and TBL methodologies applied in this educational action seek to fight against this lack of motivation through clear and familiar objectives: their effort will produce videos, songs, a personal blog and the joint web page, things which are tangible and meaningful for them (because they are developed from their musical tastes) and which they can show to their parents, brothers or friends in search of the desired recognition.

This paper focus on comparing two ways of teaching English. Each of these methods would be taught in one term. In the first term, data will be collected by means of standard exams, while in the second term data will be obtained through continuous assessment (blog), final products (songs, videos). At the end of the second term, data from both terms will be compared. The degree of motivation of the students will also be compared in both terms, not only through the grades and the effort appreciated on a daily basis, but also through a survey that the students will answer at the end of each term.

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I will not go into detail on the contents or methodology of the first term. I will simply comment that the textbook will set the tone for the year. In general, the contents will be taught following the textbook, and classes will be characterised by the predominance of grammatical aspects over practical ones, vocabulary work, gap-filling exercises, reading, listening and other resources traditionally used in teaching English language. Following the script of the textbook, we will work mainly on the reading comprehension dimension and the written expression dimension and, to a lesser extent, on the oral communicative dimension. In line with this, the most worked competencies will be the following:

- Use oral interaction strategies to communicate
- Use comprehension strategies to understand
- Select and use different tools to understand
- Plan different texts according to its typology
- Use strategies to produce different text types

The evaluation will be done by means of standard exams that will cover all the contents given in class during the previous weeks or months (grammar, vocabulary, listening and writing). The grades obtained by the students will serve as a reference point and will be compared with the results of the term in which the educational action will be implemented. However, the teacher will take notes on the students' attitude, participation and involvement throughout the term. These notes will have a minimum value when evaluating the students but will be used to measure their motivation with respect to the second term. All students in the 2nd of ESO class will participate in this first stage of the educational action.

INSTRUMENTS AND INSTRUMENTS OF EVALUATION

This section of Instruments includes a) the initial questionnaire to be answered by all students at the beginning of the first term; b) the teaching unit to be implemented at the beginning of the second term, with activities designed taking into account the PBL and TBL methodologies plus the CLIL approach; c) the rubrics; d) the blog and e) a final questionnaire for both terms with questions about methodology, motivation or teacher work.

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Initial Questionnaire

On the first day of class of the first term, students will receive a form with a series of questions that they will answer individually. The questions will be related to their hobbies, musical and literary tastes, concerns, favourite subjects, family habits, short- and long-term life goals, leisure, educational experience, opinion about the school, etc. These questions will have a two-fold objective. On the one hand, the questions will help to get to know the students and, on the other hand, they can be a support point for the teacher when designing or modifying the activities of the second term. These are the questions:

1. What do you think the school will be useful for?

2. Do you find it motivating the way they teach at high school? What would you change?

3. What is your favourite subject?

4. Do you think you will pass the course?

5. Do you find it difficult to learn English? If so, why?

6. What do you like best about learning English?

7. How do you think the subject of English should be taught?

8. Have you ever used English outside of school? Under what circumstances?

9. Do you speak any other language apart from Catalan, Spanish and English?

10. What do you do in your free time?

11. What kind of music do you like?

12. What are your favourite films?

13. Do you like TV series? What is your favourite TV series?

14. Do you practice any sport? Which one?

15. Do you like video games?

16. Do you like cooking? Do you have a favourite recipe?

17. What is the nicest place you have ever been?

18. Where would you like to travel?

19. What makes you laugh?

20. What would you like to work on in the future?

In the second term, the structure and methodology will be different and will be based on projects and tasks, following the Project-Based Learning (PBL) and Task-Based Learning (TBL) methodologies, plus the content and language integrated Learning (CLIL) approach. The purpose is to increase motivation among students and to check whether these methodologies produce better academic results than textbook-based learning. To this end, the classes will be more flexible, open and adapted to the interests and abilities of the students. The teaching will be adapted, as far as possible, to the reality of the students, trying to connect the tasks of the school to their daily life. The evaluation will consider the effort, dedication and collaboration of each student, and not only his or her knowledge of the subject. The aim is that each student has a successful experience with a positive dynamic in their daily schoolwork. To this end, the different needs of the students have been taken into account in the design of the activities: teamwork for joint learning, use of additional language to foster integration, use of technologies and social networks (YouTube, blogs, webpage, subtitles), music-related tasks (singing) so they can work with their favourite songs, CLIL so they can learn English through another subject, etc.

The didactic unit will put the stress on a series of competences such as the following:

- Get information and interpret oral texts from daily life, media and the academic world
- Plan and produce oral texts of different typology according to the communicative situation
- Use oral interaction strategies according to the communicative situation to start, maintain and finish a discourse

- Apply strategies of comprehension to obtain information and interpret the content of written texts of a clear structure from everyday life, media and the academic sphere
- Plan written texts of diverse typology using the elements of the communicative situation
- Produce written texts of different typologies and formats applying textualization strategies
- Revise a text to improve it according to its communicative purpose with the help of supports
- Translate to different languages (including additional languages) to work the attitudinal and plurilingual transversal dimension

On the first day of class, the teacher will explain the project and objectives for this second term. The teacher will set clear objectives, which will be the creation and development of a web page, a personal blog in which the student will write down his/her daily progress and the activities completed—plus new vocabulary learned. However, the teacher can be flexible to allow the students to suggest new topics or activities. The didactic unit is shown below.

Didactic unit (next page)

Area: English	Unit: *Music and me*	Timing: *(10 of sessions of 50 minutes)*	Class: *(2nd of ESO)*	School Year: 2019-2020 *(2nd trimester)*	Teacher: *Marcial López Monteiro*

Dimensions and specific competences	Specific Learning Objectives
A. Oral communicative dimension C1. To get information and interpret oral texts from daily life, media and the academic world C2. Plan and produce oral texts of different typology according to the communicative situation C3. To use oral interaction strategies according to the communicative situation to start, maintain and finish a discourse B. Reading comprehension dimension C4. To apply strategies of comprehension to obtain information and interpret the content of written texts of a clear structure from everyday life, media and the academic sphere C5. To identify the text typology C6. To select and use different tools to understand C. Written expression dimension C7. To plan written texts of diverse typology using the elements of the communicative situation C8. To produce written texts of different typologies and formats applying textualization strategies C9. To revise a text to improve it according to its communicative purpose with the help of supports D. Literary dimension C10. To reproduce orally different literary texts E. Attitudinal and plurilingual transversal dimension	Vocabulary: • To encourage students to look up all the words they don't know in the dictionary • To create a glossary with the new words • To learn vocabulary related to music • To learn vocabulary related to technologies used in the activities Speaking: • To hold an interview, both as an interviewee and interviewer • To improve reading skills in public • To improve oral presentations on video • To improve pronunciation through singing Writing: • To write an essay describing your favourite kind of music or instrument • To work on translation skills (direct-inverse) • To learn how to write subtitles and add them to a video • To write an interview script Grammar: • To learn grammar in an indirect way while working with the contents

Key Contents	Diversity

CC1. Oral comprehension CC2. Oral comprehension strategies CC3. Oral production strategies CC4. Oral interaction strategies CC5. Out loud reading CC7. Written comprehension CC8. Written comprehension strategies CC9. Search and management of information CC13. Revision, correction, reparation and presentation strategies CC15. Creative production CC16. Dictionary use CC18. Oral interpretation, out loud reading, recitation, singing and representation CC21. Phonetic and phonology CC22. Lexis and semantics CC23. Morphology and syntax CC24. Verbal and non-verbal strategies to overcome misunderstandings	• Reference to other subjects to raise the interest of students and to foster English use in other fields of knowledge (CLIL) • Use of music to boost students' interest • Use of technologies to raise motivation of students (YouTube, blogs, webpage, subtitles) • Use of students' interests to increase their involvement in tasks • Setting clear goals in the form of final products that allow students to see the result of their effort • Activities involving the use of additional languages to promote integration • Teamwork to encourage cooperation between students and community spirit

Session #	Activity	Resources / Material	Skills	Grouping	Time	Key Content	Specific competences	Evaluation Criteria
1	Presentation of the unit: Contents, objectives (usefulness for the students), methodology, structure and evaluation criteria.	Mindmap-Mindmesiter, projector	L	WG	10'	-	-	-
	Presentation of the webpage: Teacher shows the blank webpage where the students will upload their work throughout the term. Teacher explains how to upload content to the webpage.	iPad, projector, whiteboard	L	WG	15'	-	-	-
	Explanation: How to create a blog. Different styles and templates (WordPress, Wix, Joomla, etc.). Students will create a blog in which they will upload their work and the new vocabulary they learn during the tasks. The teacher will assess the blog every week.	iPad, projector, whiteboard	L	WG	10'	-	-	Blog rubric
	Task: Choose your favourite song in English and translate it into Spanish or Catalan and to any additional language you know. Then choose your favourite song in your mother-tongue language and translate it into English. Copy both the original and the translated lyrics in your personal blog and upload them to the webpage. This task will be assessed. (To be continued next session.)	Notebook, iPad	R, W	I	15'	CC7, CC8, CC9, CC16, CC22, CC23, CC13	C4, C5, C6, C7, C8, C9	Translation rubric

2	Task: Choose your favourite song in English and translate it into Spanish or Catalan and to any additional language you know. Then choose your favourite song in your mother-tongue language and translate it into English. Copy both the original and translated lyrics in your personal blog and upload them to the corresponding section of the webpage. Include a YouTube link to the original song. This task will be assessed.	Notebook, iPads	R, W	I	50'	CC7, CC8, CC9, CC16, CC22, CC23, CC13	C4, C5, C6, C7, C8, C9	Translation rubric
3	Explanation: How to write an essay	Projector, whiteboard	L	WG	15'	-	-	-
	Task: Write an essay about your favourite music style or group: time, history, features, top representatives, best known themes, etc. The students who play a musical instrument can write an essay explaining that instrument: history, how to play it, top musicians... You can search for information in the Web. Minimum 250 words. At home: Imagining that you are a youtuber, record a video in which you explain to your followers the musical style or the chosen instrument. Add subtitles in your mother-tongue. These two activities should be uploaded to the webpage and to the personal blog. Besides, new words and their translation should be written down in the blog. This task will be assessed. (To be continued on next session.)	Notebook, iPad	W, R, S	I	35'	CC3, CC5, CC7, CC8, CC9, CC16, CC22, CC23, CC13, CC21	C2, C4, C5, C6, C7, C8, C9,	Essay/ writing rubric - Video rubric

	Task							
4	Task: Write an essay about your favourite music style or group: time, history, features, top representatives, best known themes, etc. The students who play a musical instrument can write an essay explaining that instrument: history, how to play it, top musicians... You can search for information in the Web. Minimum 250 words. At home: Imagining that you are a youtuber, record a video in which you explain to your followers the musical style or the chosen instrument. Add subtitles in your mother-tongue. These two activities should be uploaded to the webpage and to the personal blog. Besides, new words and their translation should be written down in the blog. Students will stand to read aloud their essays. This task will be assessed.	Mobile device, iPad, notebook	W, R, S	I	50'	CC3, CC5, CC7, CC8, CC9, CC16, CC22, CC23, CC13, CC21	C2, C4, C5, C6, C7, C8, C9,	Essay/ writing rubric - Video rubric
5	Task: The initial minutes of the class will be dedicated to reading the articles that could not be read the day before due to lack of time.	-	R, S	I	30'	-	-	-
	Task: This activity will be carried out in coordination with the Music teacher (CLIL). In small groups, write new made up lyrics in English for the favourite songs that each member of the group chose in previous sessions. Then, choose one of the songs. Students sing the lyrics, and blend their voice with the original soundtrack, previously deleting the original voice track. Finally, record a video (can be outside school) and blend the video with the version of the song created by the students. Add subtitles in Catalan or Spanish. The product must be uploaded to the webpage. This activity will be assessed. (To be continued next session.)	Notebook, iPad	W	SG	20'	CC3, CC5, CC7, CC8, CC9, CC16, CC22, CC23, CC13, CC15, CC18, CC21	C2, C4, C5, C6, C7, C8, C9, C10	Essay/ writing rubric - Video rubric

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	Task							
6	Task: This activity will be carried out in coordination with the Music teacher (CLIL). In small groups, write new made up lyrics in English for the favourite songs that each member of the group chose in previous sessions. Then, choose one of the songs. Students sing the lyrics, and blend their voice with the original soundtrack, previously deleting the original voice track. Finally, record a video (can be outside school) and blend the video with the version of the song created by the students. Add subtitles in Catalan or Spanish. The product must be uploaded to the webpage. This activity will be assessed. (To be continued next session.)	Notebook, iPad	W	SG	50'	CC3, CC5, CC7, CC8, CC9, CC16, CC22, CC23, CC13, CC15, CC18, CC21	C2, C4, C5, C6, C7, C8, C9, C10	Essay/ writing rubric - Video rubric
7	Task: This activity will be carried out in coordination with the Music teacher (CLIL). In small groups, write new made up lyrics in English for the favourite songs that each member of the group chose in the previous sessions. Then, choose one of the songs. Students sing the lyrics and blend their voice with the original soundtrack, previously deleting the original voice track. Finally, record a video (can be outside school) and blend the image with the version of the song created by the students. Add subtitles in Catalan or Spanish. The product must be uploaded to the webpage. This activity will be assessed. (To be continued next session.)	Notebook, iPad	S, W	SG	50'	CC3, CC5, CC7, CC8, CC9, CC16, CC22, CC23, CC13, CC15, CC18, CC21	C2, C4, C5, C6, C7, C8, C9, C10	Essay/ writing rubric - Video rubric
8	Task: Each of the groups must interview another of the groups about the recording and presentation of the songs. The interview will be video recorded in class or in the canteen with a suitable set. Teacher will organize which groups are interviewed and which are the interviewers. All groups should assume both roles at least once. In this session, students prepare a script the questions for the interview. (To be continued next session.)	iPad, notebook, music player, script	S, W	SG	50'	CC1, CC2, CC3, CC4, CC24	C1, C2, C3	Video rubric
9	Task: Each of the groups must interview another of the groups about the recording and presentation of the songs. The interview will be video recorded in class or in the canteen with	iPad, notebook, music player,		SG	50'			Video rubric

		script	L, S			CC1, CC2, CC3, CC4, CC24	C1, C2, C3	
	a suitable set. Teacher will organize which groups are interviewed and which are the interviewers. All groups should assume both roles at least once. In this session, students prepare the questions for the interview. Videos must be uploaded to webpage and personal blog.							
10	All the videos created by the students will be shown in class. Conversation with the students about the tasks (PositiveInterestingNegative points).	Projector, whiteboard	L, S	WG	50'	-	-	-

Video rubric

Evaluation Criteria	1	2	3	4
Voice and pronunciation	Student mumbles and speaks too quietly to hear him/her. He/She cannot make him/herself understood. Student pronounces most words incorrectly.	Student uses a low voice and has some trouble to make him/herself understood. Student pronounces a few words incorrectly.	Student uses a clear voice and makes him/herself understood. Student pronounces most words correctly.	Student uses a clear voice and can easily make him/herself understood. Student pronounces all words precisely.
Grammar	A lot of serious grammar errors. Most sentences are not understandable. Tense verbs and word order are incorrect.	Some grammar errors. Half of the sentences are understandable, with correct word order and verb tenses.	Few grammar errors. Many sentences are understandable, with correct verb tenses and word order.	Grammar is always correct. The sentences are understandable, with correct verb tenses and in the correct order.
Vocabulary	Very simple vocabulary.	Adequate use of vocabulary.	Good use of vocabulary.	Rich vocabulary.

Video recording (Interest and quality)	Poor edition. The quality of the video and the results are not very good. No subtitles added.	Adequate edition. Variety in the video: 1-2 different camera angles, sound effects, images. The result is interesting. Subtitles added, but with wrong synchronization and important format or spelling errors.	Good edition. Variety in the video: 3-4 different camera angles, sound effects, images. The quality is excellent in most of the video and the result is almost always interesting. Subtitles added with very few synchronization, format or spelling errors.	Excellent edition: Variety in the video: Different camera angles, sound effects, images. The quality is always excellent. The result is interesting. Subtitles added without synchronization, format or spelling errors.

1. Needs improvement   2. Satisfactory 3. Good   4. Excellent

Essay-writing rubric

Evaluation Criteria	1	2	3	4
Grammar	Most sentences are not understandable. Incorrect verb tenses and incorrect word order.	Some sentences are understandable. Some incorrect verb tenses or incorrect word order.	Most sentences are understandable. Written with correct verb tenses and in the correct order most of the times.	All sentences are understandable and written with correct verb tenses and in the correct order.
Vocabulary	Essay contains simple vocabulary and several spelling mistakes.	Adequate vocabulary with some spelling mistakes.	Good command of vocabulary with very few spelling mistakes.	Excellent command of vocabulary without spelling mistakes
Adequacy, coherence and cohesion	The text has no order and is not structured with connectors.	Some parts of the text are well organized and structured with connectors.	Many parts of the text are well organized and structured with connectors.	The entire text is well organized and structured with connectors.

1. Needs improvement   2. Satisfactory 3. Good   4. Excellent

Blog rubric

CATEGORIES	1	2	3	4
Effort and regularity - There is an entry for each day of work done, with the date marked. - Regularity of work (number of records). - Follows the teacher's recommendations regarding the blog.				
Format - The blog is well organized and is easy to follow.				
Writing - No grammar, spelling, or punctuation errors. - Good organisation of ideas. It is clearly understood.				
Glossary - The glossary contains an appropriate number of new words.				

1. Needs improvement   2. Satisfactory 3. Good   4. Excellent

Translation rubric

CATEGORIES	1	2	3	4
Translation has correct spelling, punctuation and grammar				
Translation style is neat and easy to read				
Meaning is conveyed adequately and translation makes sense				
Student has not used automatic translators				

1. Needs improvement   2. Satisfactory   3. Good   4. Excellent

<u>Blog</u>

In addition to completing their work and contributing to the glossary, students must keep a digital blog. This blog will be the diary in which they record their progress, their daily work and their contribution to the website. The teacher will assess the blog every week, reviewing the notes taken by the students in order to assess their effort and the quality of their work. Apart from being an evaluation tool, the blog will allow students to check their daily effort and progress. Students will practise their writing skills and note down and review the vocabulary acquired during the activities. Likewise, they will develop their digital competence, as they will not just touch different options on a screen—as they usually do every day on their mobile devices. Instead, they will have to develop the blog design and enter information in a digital medium that is surely unknown to them.

<u>Final survey</u>

This survey will be carried out at the end of the first term and at the end of the didactic unit implemented in the second term. The questions are basically the same for both terms, with some difference to adapt it to the characteristics of the two methodologies. The purpose of this instrument is to collect the students' opinions. The data collected will give an idea of the different motivational value that the students give to both methodologies.

On a scale of 1 to 10, where 1 is "Not at all" or "Very negative" and 10 is "Very much" or "Very positive", answer the following questions:

1. Did you enjoy the classes?
2. Did you like the atmosphere of the class?
3. Were the activities interesting?
4. What is the task that you liked the most?
5. What is the task that you liked the least?
6. Which did you find more difficult?
7. Was the level of difficulty appropriate?

8. Do you think these activities have helped you to improve your English?

9. Do you think these tasks are related to you?

10. Did you find the workload adequate?

11. Did you learn things you consider valuable?

12. Do you think these activities can be useful to you in your life?

13. Were the objectives of the tasks clear?

14. Did the activities provide you with new knowledge?

15. Do the activities suit your needs?

16. Have the activities done in class increased your desire to expand your knowledge outside of class?

17. Do you think you had a chance to express your own ideas?

18. Are you satisfied with the subject?

19. Has your interest in the English subject increased?

20. Have you noticed an increase in motivation?

21. Did you find the teacher's explanations clear?

22. Did you feel supported by the teacher during the activities?

23. Did the teacher show enthusiasm?

24. What do you think of the interaction between teacher and students?

25. Did you like the collaboration between teachers of different subjects?

26. Do you think that the participation of the students has been encouraged?

27. Are you satisfied with your participation in the class?

28. Did you find the teaching methodology adequate?

29. What do you think of the materials used in the classes?

30. Do you think the evaluation method is fair?

31. Did you enjoy working in teams? (Question for second term)

32. Do you like working with projects? (Question for second term)

33. Do you like working with the textbook? (Question for first term)

34. Do you like working with your own materials? (Question for second term)

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35. Do you prefer to work with the textbook, or do you prefer to work with specific projects and tasks? (Question for second term)

36. What motivates you more, the exercises in the textbook or the tasks like the ones we have done in this second term? (Question for second term)

37. Do you think this way of working with projects brings you closer to your reality and to the things that interest you? (Question for second term)

Final products

Final products (lyrics, essays, music videos, interviews) will be uploaded to the website that the students will develop in one of the many free platforms that offer this service. All students should contribute to the contents of the website, both individually (translation of favourite songs lyrics, essays) and in teams (music videos, interviews). The website should have several sections that correspond to the type of content, for example, Lyrics, Music Videos, Essays, Interviews and Glossary, where students will write down all the new words they discover during the development of the tasks. With parental consent, students will also have the chance to upload their work to social networks (Twitter, Facebook, TikTok, YouTube, etc.) to give them more visibility. Furthermore, the website and music videos would be shared through the eTwinning platform.

This project- and task-based teaching will allow students to learn English while working on one of the things they usually like best, music, through a CLIL

framework. Using this CLIL approach, students will work on the 4Cs. Firstly, content through music, which will allow for cross-curricular work with the integration of English and Music subjects. Secondly, oral communication (interviews, group discussions and oral presentations), written communication (essays and lyrics in English, Catalan, Spanish and additional languages) and non-verbal communication (body expression through dance in music videos). Thirdly, cognition (critical thinking in essays, translation of songs and composition

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of lyrics). And lastly, culture, in this case popular music culture—local or global—which will provide a better understanding of various musical styles and instruments. Hopefully, this way of working will help to develop their autonomy, their imagination, their creativity and their critical spirit, along with their capacity for teamwork and community spirit.

Due to the exceptional situation created by the COVID-19, it has not been possible to put the educational action into practice. However, I am looking forward to implementing it when the situation is back to normal and I have the opportunity to work as a secondary school teacher.

RESULTS and DISCUSSION

Given the impossibility of implementing the educational action in a context marked by the COVID-19, it has not been possible to collect data to support the motivational value of both methodologies. However, we can speculate on its possible impact.

Firstly, the data collected could show a preference towards the use of textbooks, with better marks when students are assessed by means of standard tests, and a decrease in motivation and marks with the PBL methodology. There could be several reasons for this. For instance, students may find too complicated and

demanding to change methodology because they are used to work with textbooks. Another possible reason could be that the CLIL approach and the PBL/TBL activities have not been properly designed, organised or implemented by the teacher, resulting in confused students. It is also possible that the introduction of project-based learning needs to be phased in and that students require a period of adaptation to get used to work independently.

Secondly, the results could show that students concede the same motivational value to both methodologies and that grades do not vary significantly with the change in methodology. Again, this could be due to incorrect implementation of

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the educational action by the teacher. Another possible cause is that the motivation of the students is independent of the methodology used. This would pose a problem for the teacher, since it would show that he/she cannot influence in the student's motivation because it is inherent to the individual, or has been acquired from education at home, or developed from previous experiences. However, this possibility seems unlikely.

Finally, students could show higher motivation and better academic results with CLIL and PBL/TBL, which would demonstrate the capacity of the approach and the methodology to influence in student motivation. The higher the motivation, the higher the involvement and the better the academic results.

However, we must remember that these are only conjectures that have not been proven with data.

CONCLUSIONS

The aim of this research paper was to present and test a series of instruments to analyse the motivation of secondary-education students in a Catalan public high school. To this end, the paper gathers some of the ideas on motivation presented by scholars and obtained from different research works. These ideas have been used as a basis for designing an educational action that aims to find out whether student motivation depends on the learning methodology used in class. In this respect, a textbook-based learning style has been compared against a PBL-CLIL project.

Confinement caused by the COVID-19 pandemic has made it impossible to implement the educational action, but what conclusions could we have drawn from the data collected? While waiting to implement the educational action, we can only predict the results based on experience and speculate on how the educational action would develop.

Probably the greatest difficulty in applying PBL methodology is the student's ability to adapt to a new way of working. As they are used to the textbooks and the kind of exercises proposed in the books, they may be a bit of initial confusion

when working with projects, and it may be difficult for them to understand this new working method. Therefore, some students may feel unmotivated at first. This is where the teacher's work is crucial. The teacher must give them support and clarify any doubts as to how to carry out the activities, at least until they feel comfortable enough to work independently without constant monitoring by the teacher.

As for the marks, it would be interesting to see if there is a great difference from one methodology to another. Some students may find difficult to maintain the blog, write an essay or record a video due to lack of practice in performing these tasks, and this may be reflected in their grades. But if students quickly assimilate

the new working methods, it seems reasonable to think that their marks will improve since the content is much more adapted to their needs and interests.

In general, students who score well in the standard tests are more motivated than those who score poorly. Will there be a variation in results for those students? For students who already have good marks, probably not. As for those who do not score well, a significant percentage of them are expected to increase their marks thanks to a greater motivation and participation. The fact that there is a clear objective and a product that they can check and share with their friends, such as the website or the videos, can also help to increase their motivation and, consequently, their academic results. Regarding the assessment, the final survey will show if students are inclined towards continuous evaluation of their effort through the blog and daily activities, or whether they prefer a single exam on a single date. The collected data should also tell us whether continuous assessment and correction of errors is effective with PBL methodology. Apart from the data obtained through the instruments of evaluation, what is the students' opinion? Will they be satisfied with the new type of activities and the new form of continuous assessment? Will they prefer to continue working with the textbook? The final survey should yield very significant data on students' opinions on these methodologies.

One of the most interesting questions is what will happen to the two or three students in the class who are not motivated at all. These are students who tend to sprawl in their chairs and do not participate in the classes or do their homework. It would be a great success if at least one of them got involved with the new methodology because the goal of this educational action is to implicate as many of these students as possible. Hopefully, the new activities will be meaningful for them. The same applies to students who have good marks in other subjects, but who score low in English. For this reason, the educational action includes the

CLIL approach, which aims to ensure that the transversal framework is beneficial to the learning of English by these students.

PBL and CLIL offer immense possibilities. Apart from Music, PBL and CLIL could involve other projects or activities related to different subjects, with the necessary cooperation from the teachers of those subjects. For instance, students could write an article on the local history of the town or city or on one of the subjects they are studying in the subject of Geography and History. In addition to a written document, students would be encouraged to create a video with voiceover, subtitles and images. Science lovers could have the option of writing an article on mathematics, chemistry, physics or technology where they can explain, for example, an experiment in the corresponding field. Those who like literature and languages could write a story, a play or a poem in English, Catalan, Spanish and any of their additional languages, and even record it on video or perform it in the school's auditorium.

Projects could also be related to their hobbies: going out with friends, travelling, going to the cinema, practising sport, photography, watching television, playing video games, motoring, fashion, cooking... For instance, students could explain, means of written text or video with subtitles, what are their favourite video games, goals of the game, development and versions, rules… Students could even cast one of their own games. This activity could be done with any sport: football, basketball, skateboarding, volleyball, etc. Those who like travelling could create a video with still or video images in which they explain why they like a particular place, its history, what they did there, etc. And if they have not travelled

anywhere, they could plan the trip of their dreams: means of transport, duration, places to visit, local food, etc. Those who love cooking could record a video in which they explain their favourite recipe: ingredients, method of preparation.

Although three weeks of project work may seem sufficient to give us an idea of how students respond to this methodology, it would be interesting to extend this period to the whole term for more reliable results.

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