

# The effects of bilingual schooling on language learning motivation and proficiency

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# Introduction: English Impact project

- Data reported on is from a wider British Council project: **English Impact 2017**
  - Offers an overview of the **English language capability** of a region or country
  - Supports true **evidence-based policy decisions** by offering governments and ministries reliable and meaningful evidence
  - Allows for **comparisons** to be made internally and externally
- 4 regions/countries:
  - **Madrid, Spain**; Bogota, Colombia; Sri Lanka; Bangladesh

<https://www.britishcouncil.org/exam/aptis/research/english-impact>

# Focus on Madrid's bilingual programme

- The Madrid region of Spain has a large bilingual state school programme – both primary and secondary level – strongly supported by regional government
- **Globally**, English language bilingual schooling (or EMI/CLIL) is a growing, but not uncontroversial area of education (see e.g. Dearden, 2015)
- **Locally**, anecdotal assumption is that bilingual education replicates privilege
  - *High English language assessment outcomes do not automatically garner support*
  - *English Impact provides an opportunity to look beyond proficiency*

# Talk overview

- Research questions and previous studies
- Sampling and data collection
- Questionnaire
- Results
- Discussion and future directions

# Research questions

- RQ1 What were the levels of English proficiency at bilingual versus non-bilingual schools?
  - 1.1 Assessment outcomes in each skill area by school type (bilingual/non-bilingual)
  - 1.2 Assessment outcomes by school type and by SES
- RQ2 How did motivational profiles compare between school types?
  - 2.1 Levels of motivation by SES and school type (bilingual/non-bilingual)
  - 2.2 Relationships between motivational scales
- RQ3 What is the relationship between language learning motivations and proficiency?

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- Research indicates higher levels of motivation amongst students in bilingual schools (Alonso et al., 2008; Lasagabaster & Ruiz de Zarobe, 2010), although these differences are not always found to be significant (Arribas, 2016)
- However, many of the studies in this area have not used a representative sample
- RQ3 What is the relationship between language learning motivations and proficiency?

# Research questions

- Not a straightforward relationship (e.g. Galloway, Kriukow & Numajiri, 2017)
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- However, many of the studies in this area have not used a representative sample
- A surprisingly under-researched area, findings are also somewhat contradictory (e.g. Moskovsky, Racheva, Assulaimani, & Harkins, 2016; Saito, Dewaele, Abe, & In'nami, 2019)



# Research questions

- **RQ4 What is the effect of schooling type on the motivation of students from different socio-economic (SES) backgrounds?**
  - Focus on variables with closest relationship with proficiency
  - Understand how school type interacts with SES groups
  - Greatest relevance at policy level for Madrid MoE
- Broader relevance for second language acquisition as this has not been researched previously using a robustly sampled dataset

# **SAMPLING AND DATA COLLECTION**

# Sampling

- Government-funded schools in Madrid region (702 high schools: 392 Charter; 310 State)
- 170 schools sampled; including over-sampling of Bilingual schools
  - 125 Non-Bilingual schools and 45 Bilingual Schools

STRATIFICATION VARIABLE	Variable labels
Bilingual education	Bilingual Schools/Non-Bilingual schools
School type	Charter schools/ State schools
Geographic region	North/South/East/ West/Capital

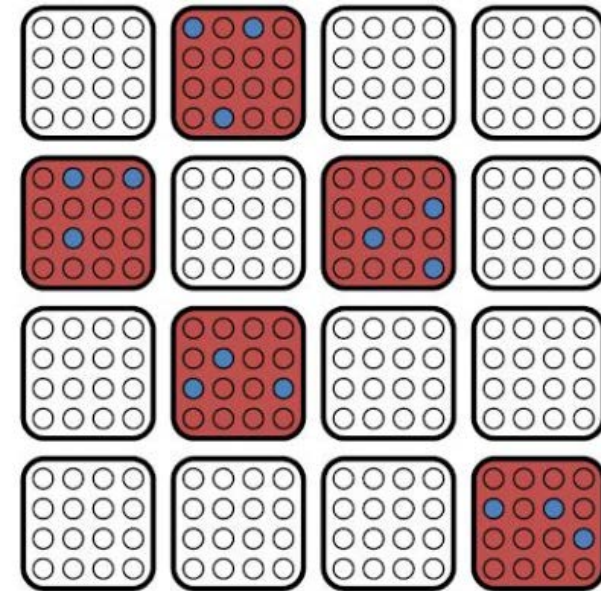
# Sampling

## Target population:

- Grade 4
- Age 15.5 years
- Studying 90 minutes English per week

## Two-stage cluster sample

- designed by *Australian Council for Educational Research (ACER)*
- Criteria for representativeness met international standards



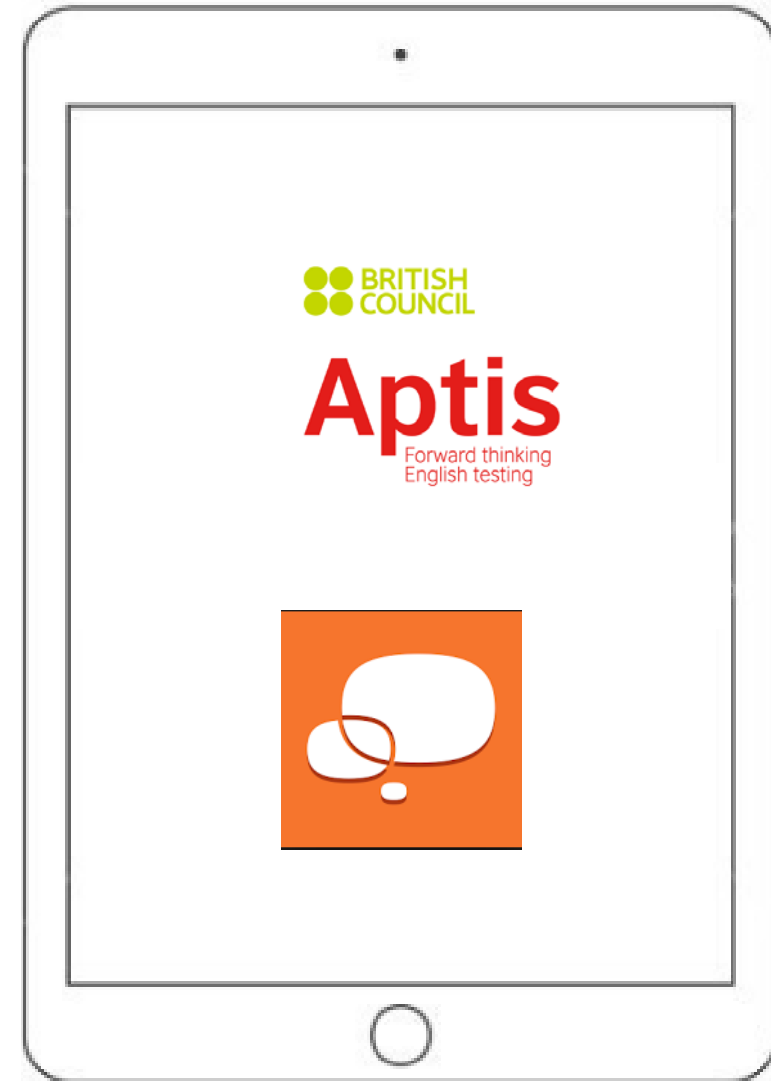
# Assessment tools

## 51-question survey - delivered in Spanish

- school and language learning background, socio-economic information, and language learning motivations

## English language test - Aptis for Teens

- Reading, writing, speaking and listening, plus grammar and vocabulary



# **THE QUESTIONNAIRE**

# Motivation Scales

Scale 1 – Personal language goals

Scale 2 – English self-confidence

Scale 3 – Social expectations

Scale 4 – Parental encouragement

Scale 5 – Global communication goals

Scale 6 – Future opportunities

Scale 7 – Interest in language learning

Scale 8 – Level of effort

# Motivation Scales

**Present and Future Me**

**External Influence/Pressure**

**Perceived Value of English**

**Engagement with Language Learning**

Questions presented in candidates' first language

Each scale has 4 items with 6-point Likert response

Items randomized

Questionnaire delivered immediately prior to proficiency test

*Dörnyei (2005); Iwaniec (2014);  
Taguchi et al. (2009); Ryan (2009)*



# Motivation Scales

## Present and Future Me

*"I imagine myself comfortably writing emails in English"*

## External Influence/Pressure

*"I usually get good marks in English"*

*"Studying English is important to me because people around me expect me to be able to do so."*

*"My parents have stressed the importance English will have for me in the future"*

## Perceived Value of English

*"If I could speak English well I could get to know more people from other countries via the internet"*

*"I need English for my future career"*

## Engagement with Language Learning

*"I look forward to my English classes"*

*"I think I'm doing my best to learn English"*

# Socio-Economic Status

Construction of SES variable:

- Derived from student questionnaire responses
- Using recognised PCA approach Caro and Cortés (2012)

Parents' level of education

Parents' level of employment

Household possessions

# RESULTS

# Student profile

DEMOGRAPHIC VARIABLE	Non-bilingual school participants	Bilingual school participants
Gender	51.2 % Female; 48.8% Male	50.2 % Female; 49.8% Male
Age	Mean age: 15.61 years	Mean age: 15.60 years
Language most often spoken at home	93.6% Castilian Spanish; 5.7% Other; 0.7% English	93.7% Castilian Spanish; 5.5% Other; 0.8% English
Country of birth	83.3% Spain; 16.7% other	87.0% Spain; 13.0% other
Pre-school attendance	89.8% attended pre-school; 10.2% didn't attend pre-school	92.6% attended pre-school; 7.4% didn't attend pre-school

# Student profile

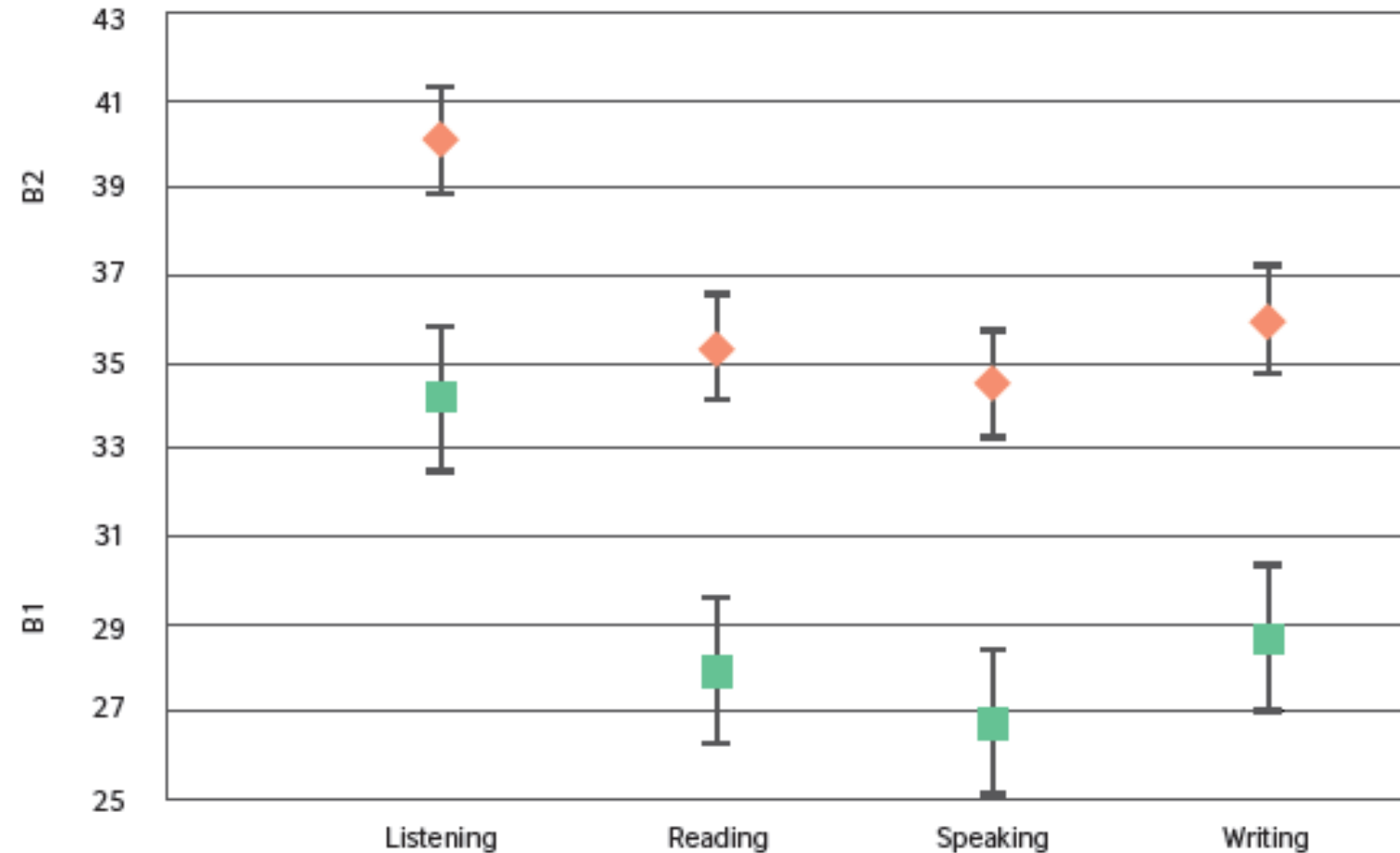
- **Socio-economic status**
- Based on scores calculated from information provided by participants
- Non-significant difference

Students	Lower SES	Higher SES
Bilingual school	242 (46.2%)	282 (53.8%)
Non-bilingual school	644 (51.6%)	605 (48.4%)

# **RQ1: ENGLISH LANGUAGE PROFICIENCY**

# RQ 1.1: Assessment outcomes by school type

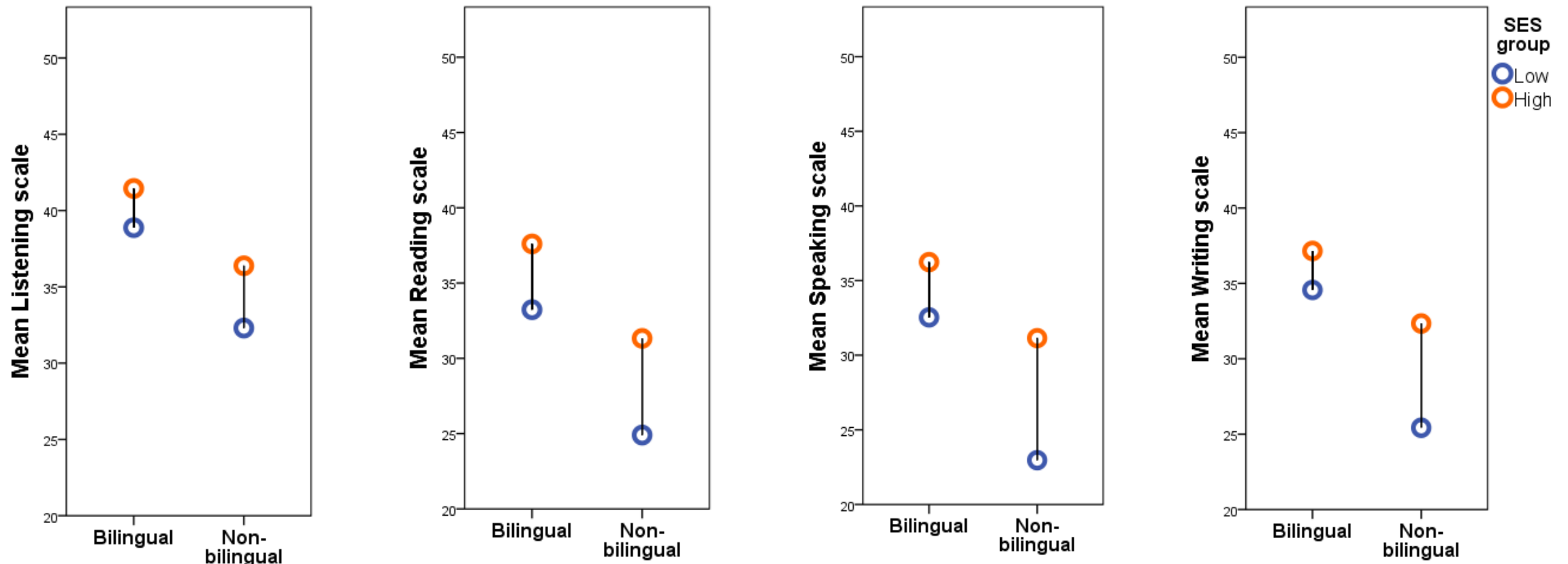
- Mean performance by skill area for bilingual and non-bilingual schools



◆ Bilingual    ■ Non-bilingual

# RQ 1.2: Assessment outcomes by school & SES

- Mean assessment outcomes: school type by SES group



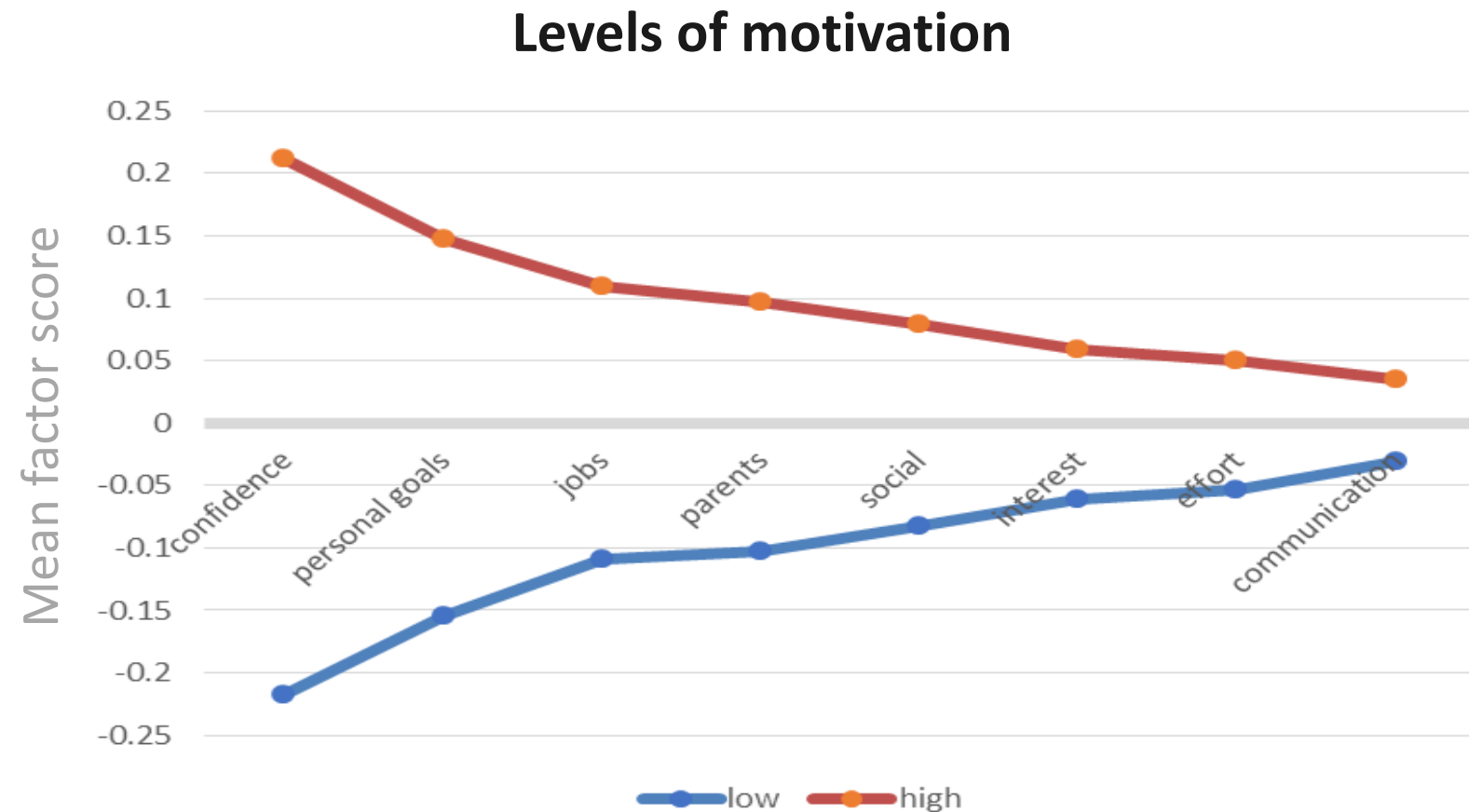
- All differences between SES groups at the same school type are significant



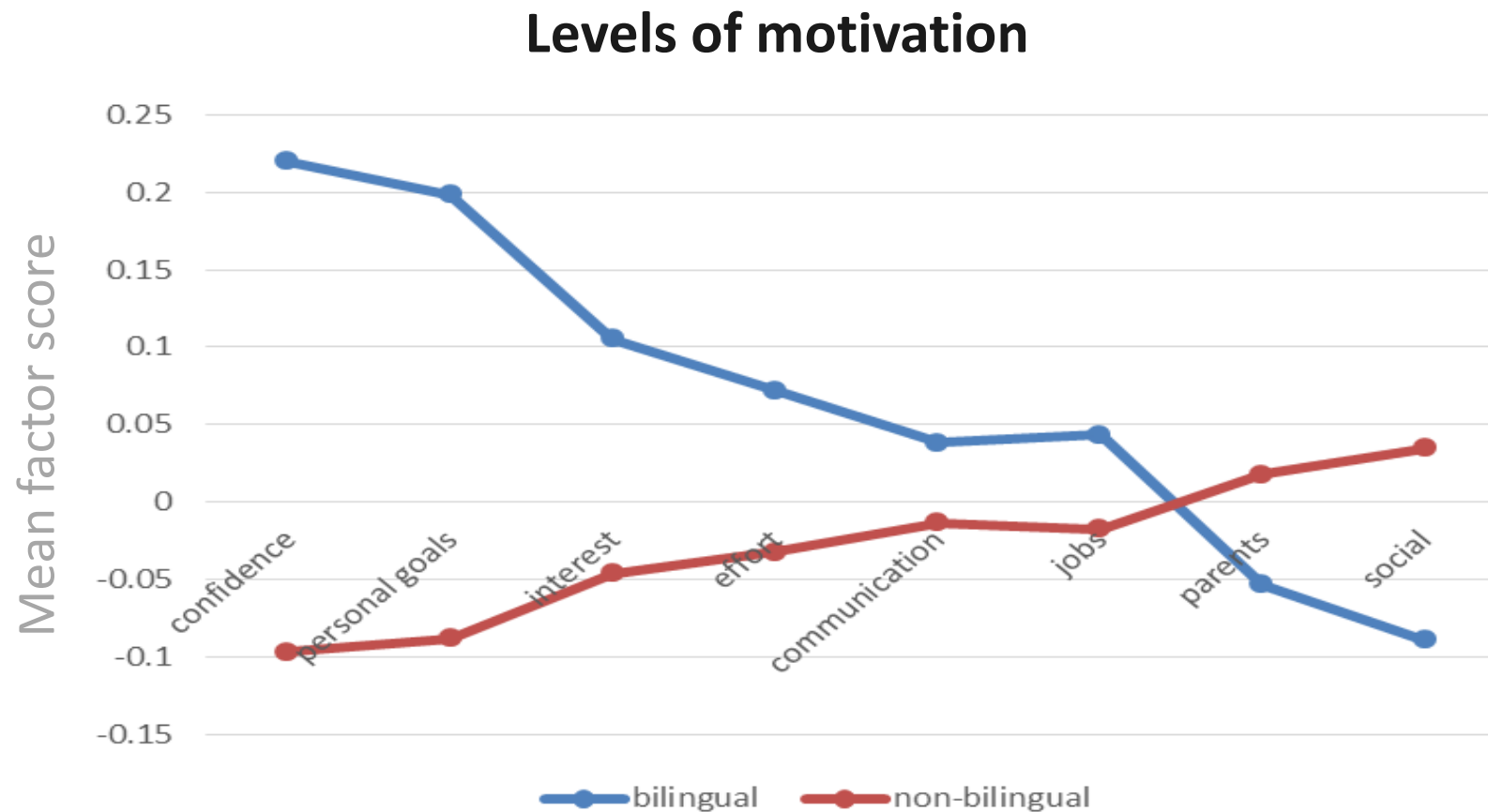
## **RQ2: MOTIVATION PROFILES**

# RQ 2.1: Motivation profiles by SES

- Results of multigroup CFA analysis (Mplus 8)
- Significant differences between groups on all scales



# RQ 2.2: Motivation profiles by school type



# RQ 2.1: Motivation profiles by school type

## Levels of motivation

### Higher for bilingual students

Global communication ( $p < .001$ )

Personal language goals ( $p < .001$ )

Self-confidence in language learning ( $p < .001$ )

Interest in language learning ( $p < .001$ )

Level of effort ( $p = .018$ )

### Higher for non-bilingual students

Parental expectations ( $p = .024$ )

Social expectations ( $p < .001$ )

**No significant difference**

Future opportunities ( $p = .069$ )

# RQ 2.2: Motivation relationships by school type

## Relationship between motivations

Stronger relationship for the non-bilingual group between 'parental expectations' and 'global communication'

- Bilingual group: correlation = .403
- Non-bilingual group: correlation = .503

### RQ 2.1/2.2 Interpretation:

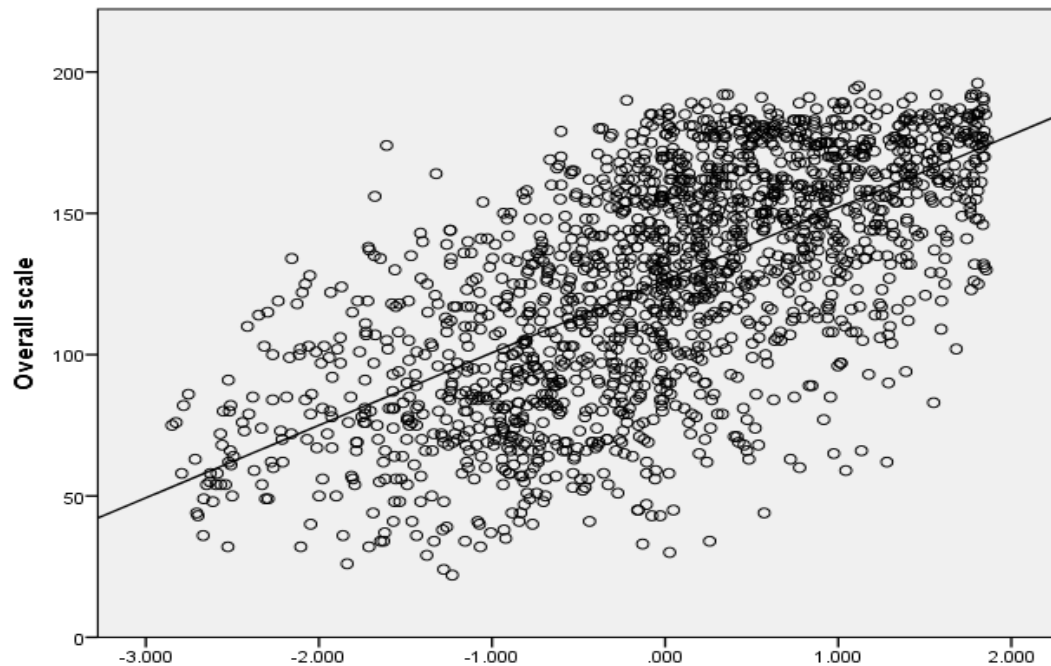
Bilingual group have **internalised** the value of learning English to a greater extent

Non-significant difference for all other relationships

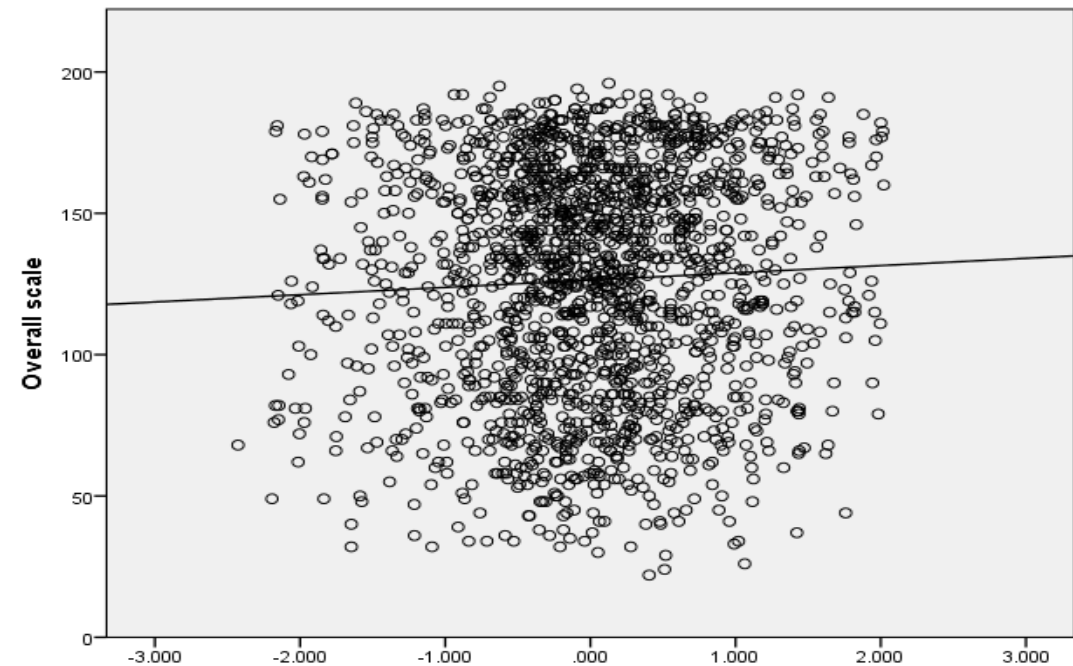
## **RQ3: MOTIVATION AND PROFICIENCY**

# RQ 3: Motivation and proficiency

- Large amount of variation in overall proficiency scores not reflected in motivation scales:
  - Input and output – Cognitive differences – Personality



English self confidence



Social expectations

# RQ 3: Motivation and proficiency

Motivational variables	Bilingual	Non-bilingual	Group comparison (p-value)
English self-confidence	<b>RQ 3</b> Personal motives have strongest relationship with proficiency levels		.298
Personal language goals			.226
Interest in language learning			.380
Future opportunities	.346**	.446**	<b>.023</b>
Global communication	.389**	.376**	.772
Level of effort	.304**	.299**	.912
Parental expectations	.166**	.280**	.056
Social expectations	.030	.138**	<b>.037</b>

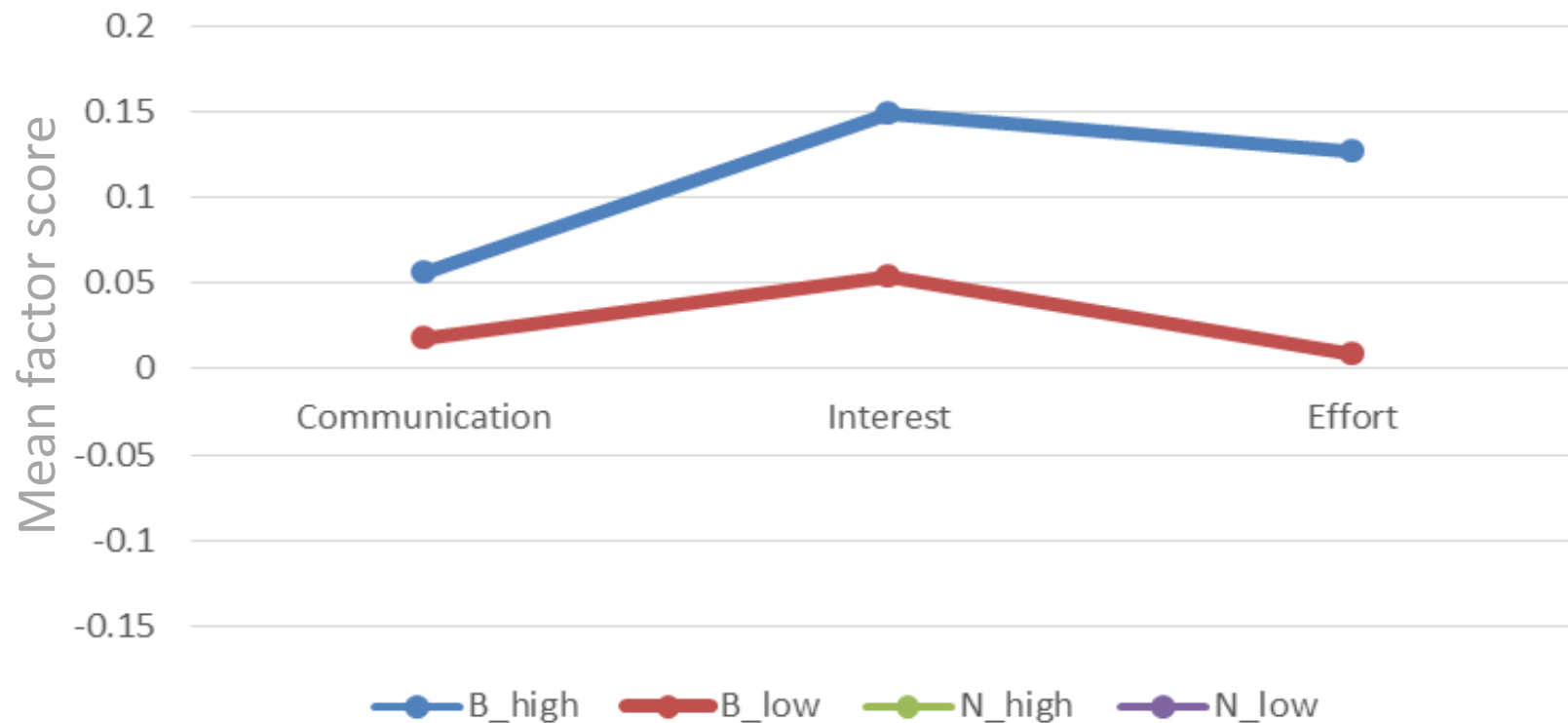
\*\* significant correlation with proficiency



## **RQ4: MOTIVATION PROFILES BY SCHOOL TYPE AND SES**

# RQ4: SES motivation by school type

**Cross comparison: SES and schooling type**

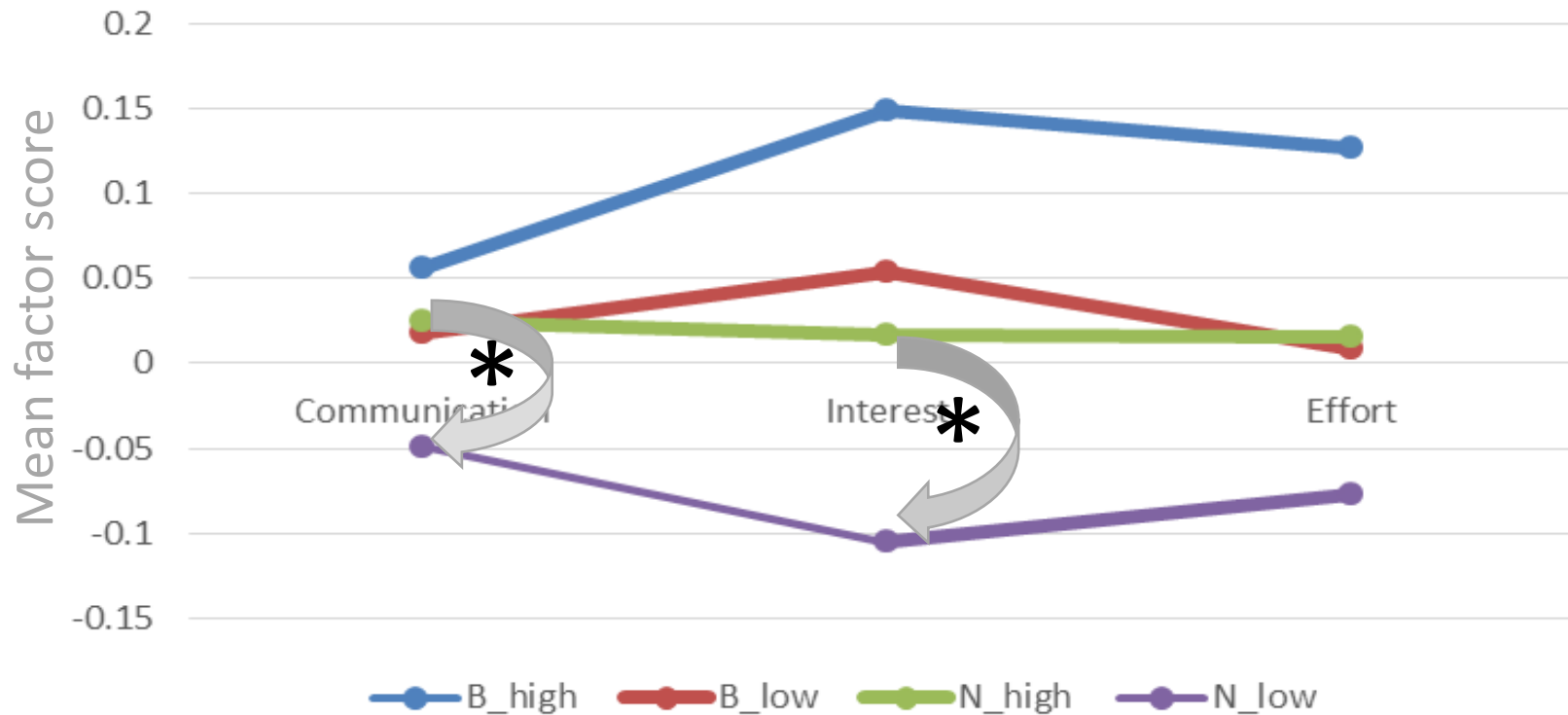


No significant differences at bilingual schools:

- Global communication goals
- Interest in language learning
- Effort investment

# RQ4: SES motivation by school type

Cross comparison: SES and schooling type

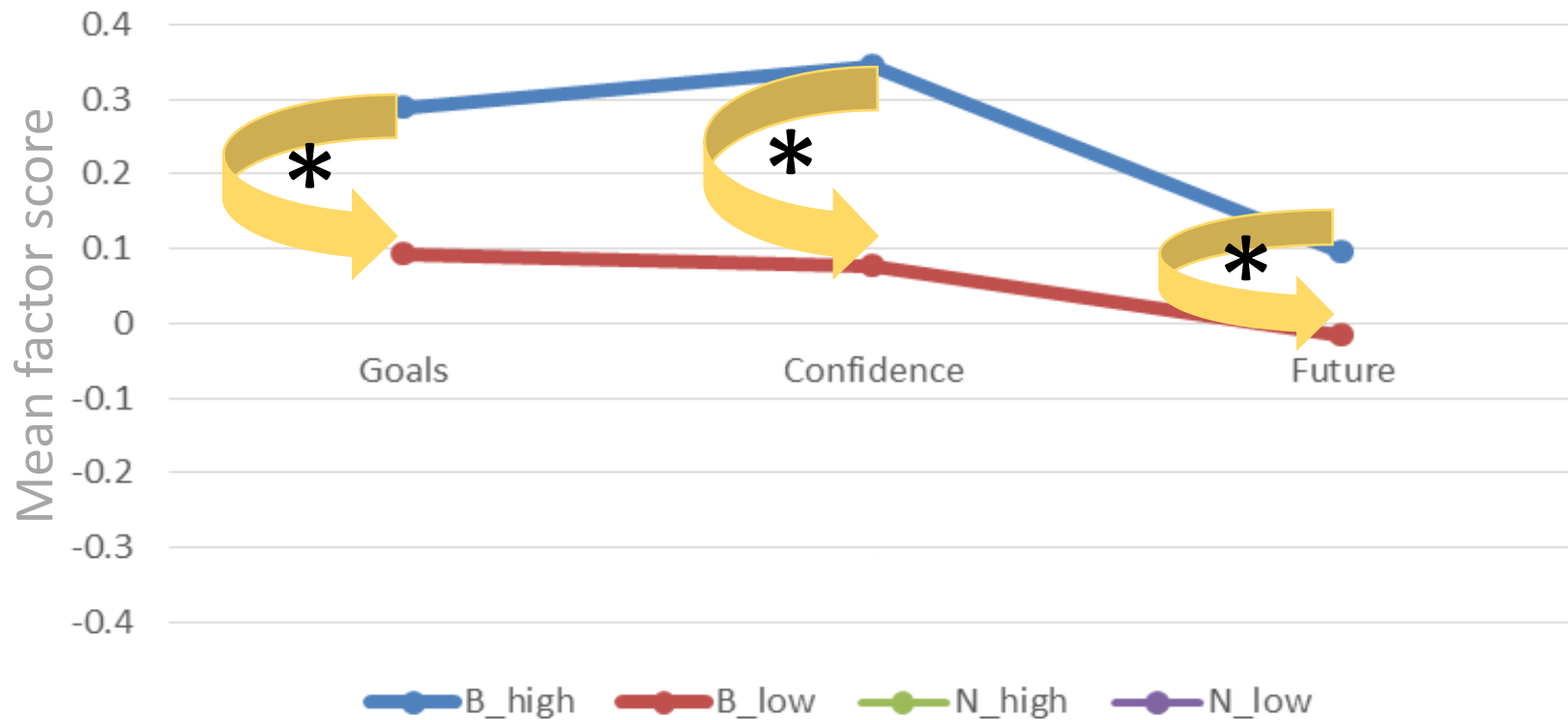


**Significant** differences at non-bilingual schools:

- Global communication goals
- Interest in language learning
- BUT NO differences between high SES at non-bilingual schools and low SES at bilingual

# RQ4: SES motivation by school type

Cross comparison: SES and schooling type

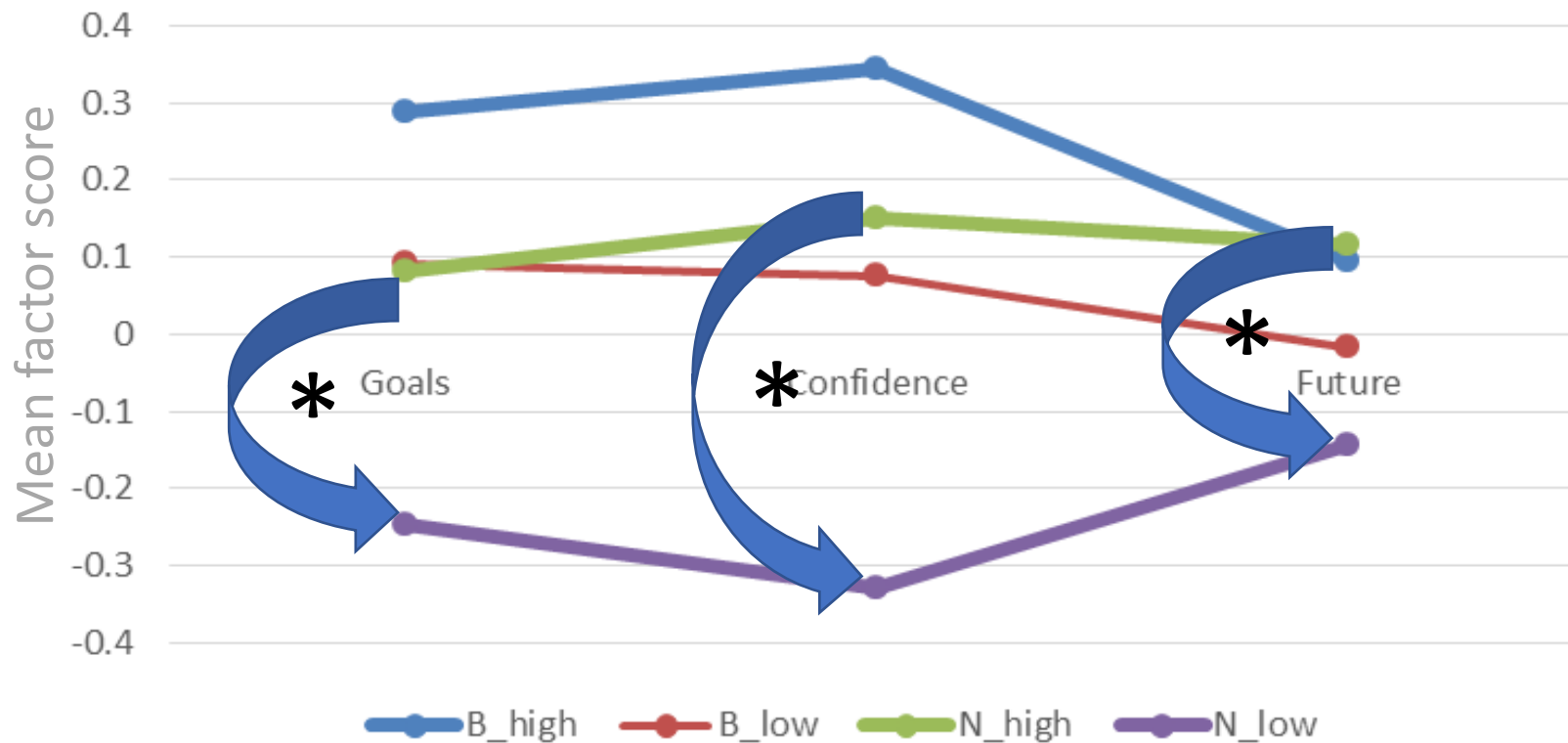


**Significant** differences at bilingual schools:

- Personal language goals
- English self-confidence
- Future opportunities

# RQ4: SES motivation by school type

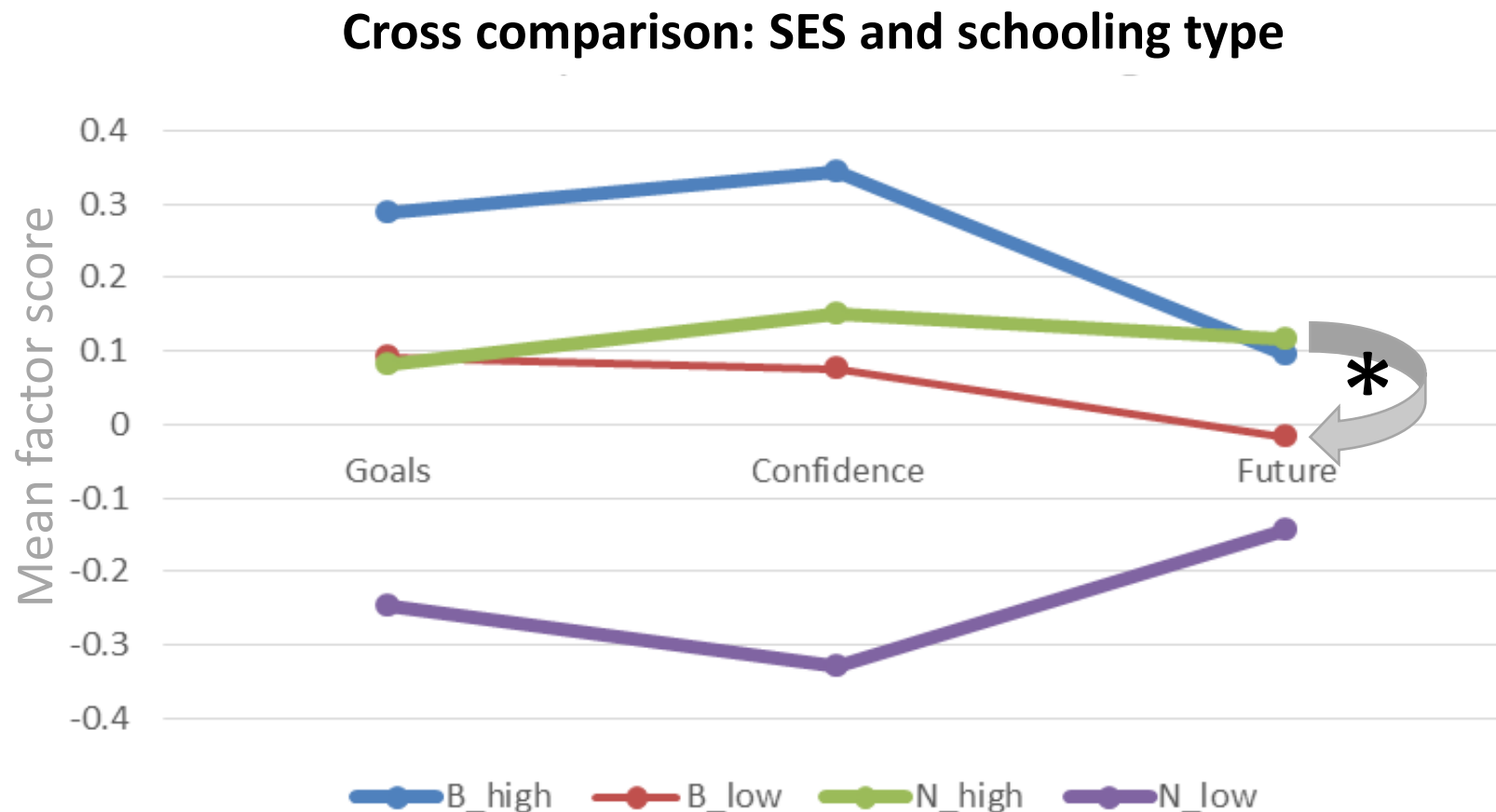
**Cross comparison: SES and schooling type**



**Significant** differences at non-bilingual schools:

- Personal language goals
- English self-confidence
- Future opportunities

# RQ4: SES motivation by school type



## RQ 4 Interpretation:

Bilingual schools bring low SES group motivation levels to that of high SES groups at non-bilingual schools

*ONE EXCEPTION:  
perception of future opportunities  
("instrumentality")*

# Summary

- RQ1: Higher levels of English language proficiency amongst bilingual school students
- RQ2: Bilingual school students have greater level of internalised motives to learn English
- RQ3: Personal motivational variables have a closer relationship with proficiency levels at both school types
- RQ 4: Bilingual schools bring low SES group motivation levels to that of high SES groups at non-bilingual schools, except *perception of future opportunities*

# Discussion and future directions

- Language learning achievement is simply a snapshot
- Language learning motivation indicates values that will inform ongoing engagement with the English language amongst young people
- Madrid MoE were able to explore influence of bilingual schooling in terms of English language learning to a richer degree than straightforward proficiency statistics.
- Future research: Qualitative investigation comparing teacher attitudes across school types
- Further analysis: latent profile analysis to provide more sophisticated insight into the relationship between motivation and proficiency





ENGLISH IMPACT

AN EVALUATION OF ENGLISH  
LANGUAGE CAPABILITY

MADRID, SPAIN  
OCTOBER 2017

ELIZABETH SHEPHERD AND  
VICTORIA AINSWORTH

# Thank you!

## Any questions?

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<https://www.britishcouncil.org/exam/aptis/research/english-impact>