



# Chicken, egg or a bit of both?

**Dr Tessa Mearns**

## **Colofon**

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# Voorwoord

Van 2011 tot 2015 werkte Tessa Mearns aan haar promotieonderzoek, naast haar baan als docent Engels op het Stedelijk College in Eindhoven. Het onderzoek werd begeleid door prof. Do Coyle van de University of Aberdeen, en door prof. Rick de Graaff van de Universiteit Utrecht. In maart 2015 heeft zij haar proefschrift met succes verdedigd in Aberdeen.

Tessa onderzocht hoe de motivatie zich ontwikkelt van leerlingen in het tweetalig onderwijs, in vergelijking met die van leerlingen in de reguliere Nederlandstalige stroom. We hebben vaak de veronderstelling dat tweetalig onderwijs motiverend is voor alle leerlingen, maar is dat ook echt zo? Tessa maakte onderscheid tussen de motivatie die leerlingen hebben bij aanvang van het TTO (zijn TTO-leerlingen gemotiveerder vóór ze met TTO beginnen?), en in de loop van het TTO-onderwijs (hoe verschilt de motivatie van TTO -leerlingen tussen jaar 1, 2 en 3?). Tessa heeft haar vragenlijstonderzoek uitgevoerd op vijf TTO -scholen met een havo-stroom. Extra interessant is dat Tessa een voorstudie verrichtte met tien leerlingen van haar eigen school als 'pupil co-researchers', uit de tweede klas havo en t-havo. Deze leerlingen hebben samen met haar de opvattingen en ervaringen van hun medeleerlingen verkend over school, taalonderwijs en TTO. Ook gaven zij feedback op de inhoud en vorm van de vragenlijsten voor het hoofdonderzoek.

De resultaten van dit promotieonderzoek zijn van belang voor alle TTO-scholen, om zo goed mogelijk in te spelen op de aanwezige motivatie van TTO -leerlingen en om hun motivatie-verder te kunnen stimuleren, zowel op de havo als op het vwo. Maar ook voor de motivering van leerlingen in de reguliere Nederlandstalige stroom biedt het onderzoek relevante aanbevelingen. Daarnaast levert het een belangrijke bijdrage aan de theorievorming over motivatie in het talenonderwijs.

**Rick de Graaff**

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Motivation **for** and  
**through** TTO

This document presents a summary of the PhD research of Tessa Mearns, which addresses the question of whether pupils who choose bilingual education in the Netherlands (*tweetalig onderwijs*, or TTO) are motivated *for or through* the approach, or a combination of both. Tessa Mearns completed her European Doctorate at the University of Aberdeen, UK, in early 2015. The research was conducted under the supervision of Professor Do Coyle (University of Aberdeen) and co-supervision of Professor Rick de Graaff (Utrecht University), and with the support of schools in the Network of Dutch Bilingual Schools. This is the public version of the full thesis, which can be accessed via [www.epnuffic.nl/tto/onderzoek-chicken-egg](http://www.epnuffic.nl/tto/onderzoek-chicken-egg).

## Terminology

'TTO' stands for *tweetalig onderwijs*, which is the name for bilingual education offered at schools in the Netherlands. Dutch-language education is referred to in this document as 'NTO' (Nederlandstalig onderwijs), thus avoiding the potentially weighted connotations of the more commonly-used terms, 'monolingual' or 'regular' education.

'CLIL' (content and language integrated learning) is the term used to describe teaching and learning in which language and content are given equal attention in order to be learned in parallel with each other. CLIL is not synonymous with TTO, which is a particular bilingual programme, albeit one that embraces CLIL values. For a comprehensive overview of CLIL, see the 2010 book published by Coyle, Hood and Marsh, referenced at the end of this document.

'HAVO' (hoger algemeen voortgezet onderwijs) is the education track from which participants in this study came. This track is less academic than VWO (voorbereidend wetenschappelijk onderwijs), which prepares pupils for university education, but more academic than VMBO (voorbereidend middelbaar beroepsonderwijs), which prepare learners for further practical education. Holders of a HAVO diploma usually progress to higher vocational programmes at universities of applied sciences (hogescholen).

## Dr Tessa Mearns

Tessa is currently a teacher of English in the bilingual department of Stedelijk College Eindhoven, and conducted her PhD studies alongside her work in 2010-2015. Previously she completed a BA in Modern European Languages at the University of Durham and an MA in Applied Linguistics & TESOL and a Postgraduate Certificate in Education at Newcastle University. She taught at a secondary school in England before moving to the Netherlands in 2010. CLIL was always an important aspect of Tessa's professional interest, even before she moved to the Netherlands and experienced TTO first-hand. As early as her first year of teaching, she experimented with integrating subject content with foreign language teaching. An account of one of these initial projects can be found in the 2012 article cited at the end of this document.



1

Chicken or egg?



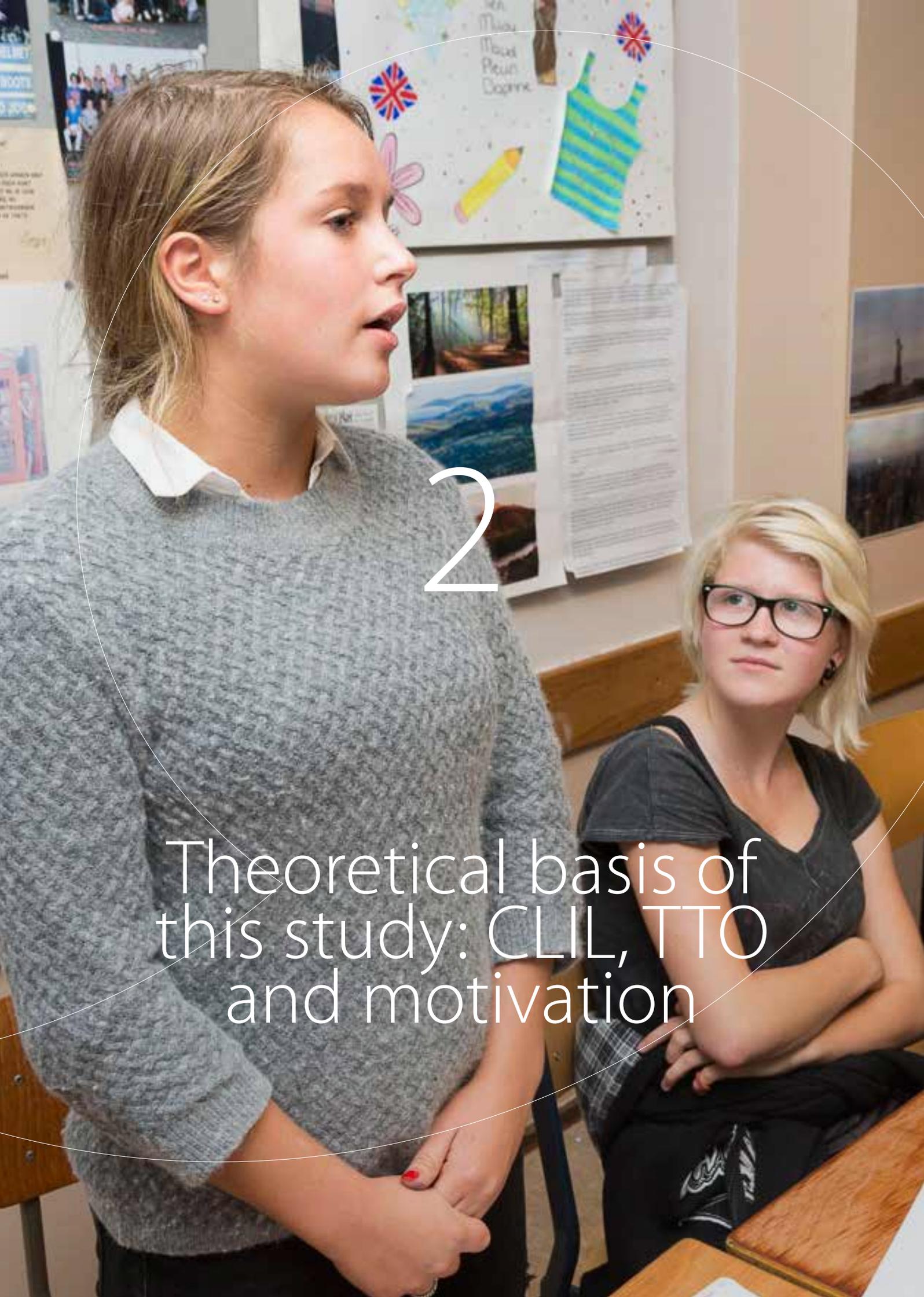
It is often assumed that pupils who choose bilingual education (TTO) will be the most able and most motivated pupils. But is this really the case? Research has shown that pupils who choose TTO often achieve high marks, but there has as yet been little research into the motivation of these learners. Choosing TTO could be an indication that pupils are naturally motivated learners, but if this assumption is correct, where does this motivation come from and how is it manifested? Or, rather, is it the case that TTO learners are not **more** motivated but simply **differently** motivated to their peers in 'regular' Dutch-language education (NTO)?

The other side of this coin concerns TTO itself. Previous research into content and language integrated learning (CLIL) has suggested that learning subject content while simultaneously learning a language can be motivating for learners. Furthermore, CLIL and the approaches to teaching and learning it favours overlap with approaches that, according to theories of motivation, are likely to be motivating. In this light, is the motivation of TTO pupils nurtured and encouraged by TTO itself?

This study aimed to address these questions from the perspective of the learner, focusing on opinions and experiences rather than on observation of actual classroom practice. Conclusions from the study suggest that while TTO learners appear to enter secondary school with a positive and motivated attitude, TTO has the potential to motivate them even further. In addition, the findings of this research suggest that TTO and NTO learners may have different motivational needs.

The current publication is an abbreviated version of the study referred to in the thesis, titled '*Chicken, egg or a bit of both? Motivation in bilingual education (TTO) in the Netherlands*', issued in 2014. To read the thesis in full, visit [www.epnuffic.nl/tto/onderzoek-chicken-egg](http://www.epnuffic.nl/tto/onderzoek-chicken-egg).

The discussion below opens with an explanation of the contextual background of this study and of motivation theory, particularly as it applies to language (Chapter 2). It then moves on to present the questions at the heart of the research and briefly describes the methodology employed (Chapter 3). Chapter 4 addresses the answers to these questions in turn, before their implications for theory and practice are discussed in Chapter 5. The final section of this document contains a list of sources of further information on subjects related to this research.



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Theoretical basis of  
this study: CLIL, TTO  
and motivation

The theoretical basis of this study can be divided into three main areas: 1) TTO, CLIL and bilingual education, 2) motivation in language learning and 3) the relationship between these two elements. To begin with, however, it is important to clarify the context of the research.

## Contextual information: TTO

TTO has existed for over 25 years now, during which time it has grown significantly as an approach. Most TTO learners are enrolled in the academic VWO track, although recently there has been an increase in the number of schools offering a TTO option in their HAVO or MAVO/VMBO tracks. Primary schools are also beginning to offer a form of bilingual education (TPO) and an increasing number of higher and advanced education degrees are now also being offered in English. One of the most significant aspects of Dutch TTO when compared to CLIL and bilingual programmes in other countries is that it is monitored at a national level. Since 2003, the Europees Platform (now EP-Nuffic) has employed a TTO standard and conducted regular inspections to ensure that schools offering TTO meet specific requirements relating to both the breadth and the quality of their programmes. A copy of these standards, and more information about TTO and TPO, can be found at <http://www.epnuffic.nl/tto> or via the specific links included in the final section of this document. De Graaff and Van Wilgenburg (2015) provide a comprehensive account of the TTO standard.

### *Bilingual forms of education*

Education in languages other than the learner's mother tongue has a long history, dating back to Roman times, and has been bound up with social status or the dominance of a particular language, for example, or by immigration and bilingual communities. In recent decades, schools, learners and parents have begun to opt for bilingual programmes not because it is necessary but because they value the opportunity to master a second language. Considering current trends in globalisation, immigration and (in Europe) international mobility, emphasis on the importance of multilingualism is stronger than ever.

Proponents of forms of bilingual education, including TTO, highlight the growing number of studies that reflect positively on such approaches. Research has suggested that learners in bilingual programmes achieve a higher level of fluency in and general mastery of the target language. Learning through two languages has also been associated with increased language awareness and a more sophisticated approach towards both the first language and other foreign languages. Furthermore, bilingual learners' cognitive development and their performance in non-language subjects learned in the second language appear to differ positively to those in first-language programmes. From a different perspective, bilingual programmes have the potential to nurture learners' international orientation and intercultural understanding, as emphasised in the European and International Orientation (EIO) component of the TTO standard.

In spite of these advantages, bilingual education also presents a number of challenges. Effective implementation has been reported across Europe as being a particular hurdle, as has training teachers simultaneously in their subject, a foreign language and the use of didactic tools for both. In addition to this, bilingual education often has a reputation of being elitist both in terms of academic attainment and social status. This is an area in which the growth of bilingual VMBO programmes in the Netherlands is attempting to contradict assumptions.

### *Motivation in language learning*

Motivation is a notoriously complex and multifaceted concept in education. Within the fields of second language acquisition and language education, motivation theory has long been dominated by theories from social psychology, which differentiate between motivation based on an extrinsic goal and motivation based on a desire to integrate into the target language community. Since the 1980s, the field has expanded to incorporate influences from cognitive psychology, such as goal theories, expectancy-value theories and self-determination theory. More recently, the psychological concept of possible selves has come in to play, emphasizing the learner's image of himself in the future. These developments are now making way for broader and more learner-centred approaches to language motivation, which view motivation not in isolation but as part of a bigger psychological, cultural and contextual picture. This has sparked an increase in more qualitative approaches to motivation research, which no longer seek to measure motivation, but to understand it. For an extensive account of the development of motivation theory and research in language education, see *Teaching and Researching: Motivation*, by Zoltán Dörnyei and Ema Ushioda.

### *Motivation in CLIL, TTO and bilingual education*

Coyle, Hood and Marsh provide a comprehensive overview of CLIL and its history (see the final chapter for reference details). Research into bilingual education often refers to motivational benefits of CLIL. Findings suggest that such approaches have a lot to offer in terms of interest, relevance, interaction and autonomy. Yet less attention has been paid to the motivation brought to the bilingual classroom by learners themselves. This is particularly relevant in optional – and also selective – programmes such as TTO. Research in other bilingual education contexts in Europe and North America has, however, indicated significant differences in motivation within bilingual groups and suggest that strong motivation is necessary to be successful in such programmes. Furthermore, the higher social status associated with TTO could mean that learners choose it not due to motivation but due to social pressures. As yet, there has been little research conducted in these areas, especially as regards TTO.



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# Approaches and methods

This study was concerned with intrinsic differences between learners in TTO and NTO programmes as well as with their responses to school and learning. In particular, it addressed the different motivations of these two learner groups based on the following research questions:

**RQ1:** How and to what extent do TTO learners display inherently different learning and motivational characteristics to their NTO peers?

**RQ2:** What appears to be the impact of the TTO context on learner motivation?

In order to answer these questions while also respecting the learner perspective, the research was divided into two phases. In Phase I, a group of ten pupils from TTO and NTO programmes was involved in gathering information from their classes regarding their views on school, learning and the differences between TTO and NTO. In Phase II, the knowledge obtained in Phase I was used to create a questionnaire that was then completed by learners at schools in different regions of the Netherlands.

### Phase I: Inclusive research with TTO and NTO learners

The first phase of the research was conducted with the help of two second-year HAVO classes, with five elected representatives from each class. Class A contained 25 TTO pupils and Class B contained 26 NTO pupils. The ten volunteer 'pupil co-researchers' (PCRs) attended a training day to learn about research methods and ethics and to discuss the research topic. Following this, they supported the adult researchers in creating and gathering data via online discussion forums for use with their classes. Throughout the rest of the school year they subsequently continued to offer advice and guidance on the research process and the interpretation of data.

The qualitative data collected through these online and live discussions provided an impression of the opinions and attitudes of learners in both education programmes. Areas investigated were motivation, learning and learning behaviour, school, English and other languages, differences between NTO and TTO, and the role of each group within the school. It was also useful to hear the kind of language the pupils used when talking about these subjects, so that this style could be reflected in the questionnaire. The data were used as a basis for the formulation of the two research questions above and in the design of the questionnaire for Phase II. Later, these data were also used to help support and extend the analysis and interpretation of the Phase II data.

### Phase II: Survey

Phase II was carried out over two different periods within a single academic year. In October 2012, the survey was completed by 250 TTO and 411 NTO participants. Respondents came from first, second and third-year HAVO classes from five different schools in the Netherlands. A nearly identical survey was completed by learners at the same schools, with some overlap in respondents, in May 2013.

The questionnaire addressed self-image, intrinsic and extrinsic motivators for learning English, interest in school and learning (in general and of another language), attitudes towards the learning environment, and possible selves, as well as their views on differences between NTO and TTO. The survey consisted of three sections. Section 1 included mostly demographic questions to identify general trends and groupings. Section 2 contained scaled questions regarding attitudes and motivations with regard to learning and language learning, teachers and lessons, and their own reasons for choosing TTO or NTO. It also contained items asking them to compare TTO with NTO pupils in terms of particular characteristics and stereotypes. Section 3 consisted of a multiple-choice question regarding the participant's future plans and a small number of open questions regarding their favourite and least favourite aspects of school.

### Example questions

<b>Learning English is important to me because...</b>	<b>definitely</b>	<b>mostly</b>	<b>sometimes</b>	<b>mostly not</b>	<b>definitely not</b>
...I want to travel internationally					
...I want to study or work abroad					
...I want to make contact with people in other countries					
...if you speak good English you don't have to learn other languages					

<b>Who...</b>	<b>TTO</b>	<b>no difference</b>	<b>NTO</b>
...work harder?			
...are nerds?			
...are cleverer?			
...behave better in lessons?			
...are more boring?			
...do the most fun things at school?			
...are more motivated?			
...are more ambitious?			
...have more of a laugh?			
...are valued by the school?			
...enjoy coming to school?			



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Findings

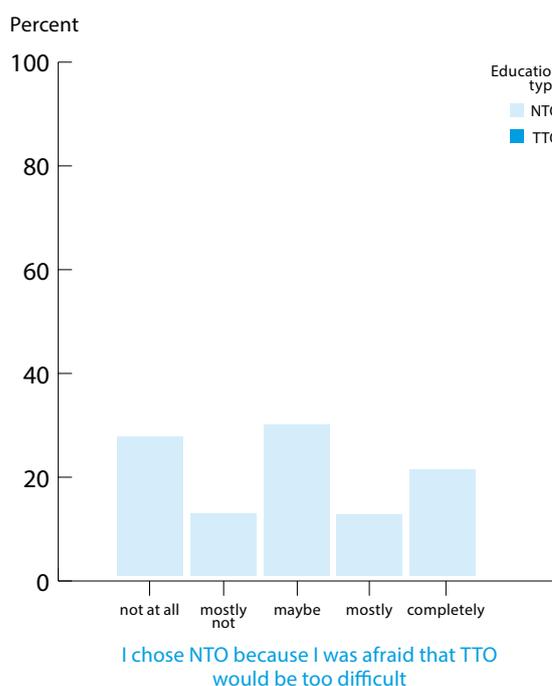
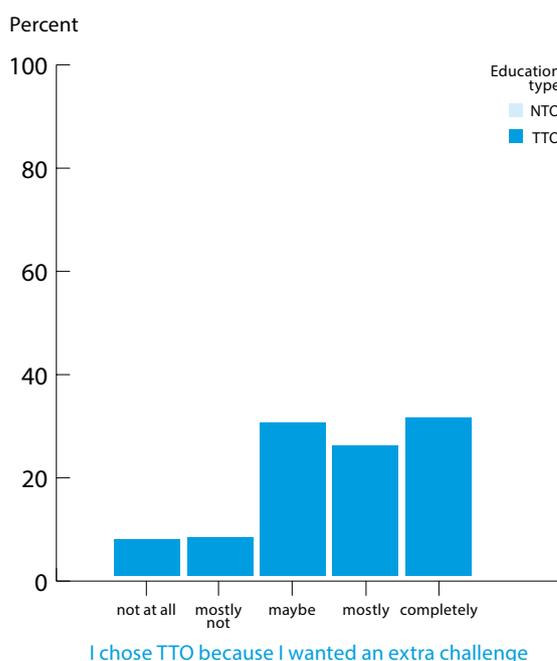
The findings of this study can be grouped according to the two research questions. In essence, RQ1 addresses the extent to which TTO learners appear to be motivated *for* TTO, while RQ2 asks whether they are motivated *through* TTO.

## RQ1. Motivation for TTO

The main differences noticed between the two groups of learners related to attitudes to school and learning, self-image, the role of parents, intrinsic interest in learning English and other languages, the Future Self, and international orientation and ‘integrativeness’. These findings are summarised below.

### More academic attitude in TTO

Both groups (NTO and TTO) valued social aspects of school such as contact with friends, and found practical aspects, such as the timetable or the school building, to be important. In terms of academic attitude, however, whereas both groups revealed that they worked hard for school, more NTO pupils felt that they had too much schoolwork. This could suggest that NTO pupils were less prepared than TTO pupils to spend time on school. One of the most common reasons for pupils to have chosen TTO was because they wanted an extra challenge, while NTO pupils admitted that they thought TTO would have been too much work. Again, this suggests a more academic attitude among TTO learners.

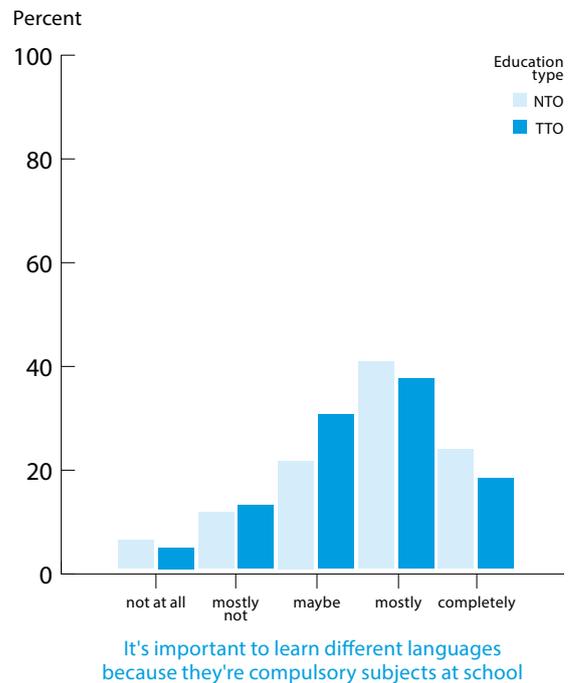
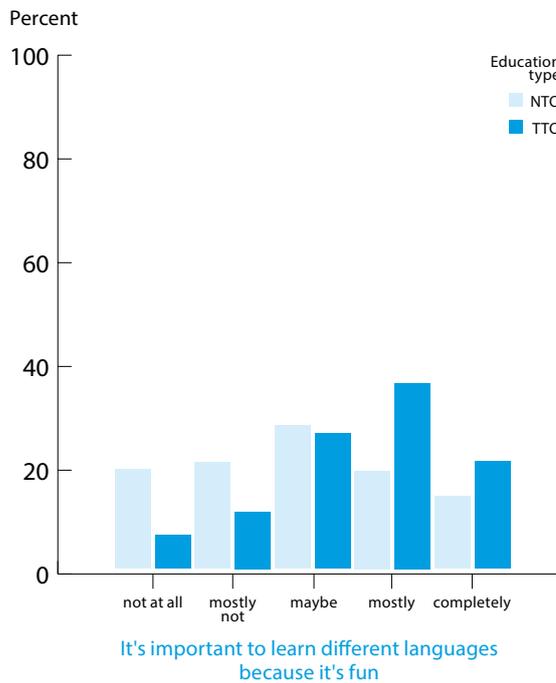


TTO:

*“It sounded like a fun challenge to get so many subjects in English”*

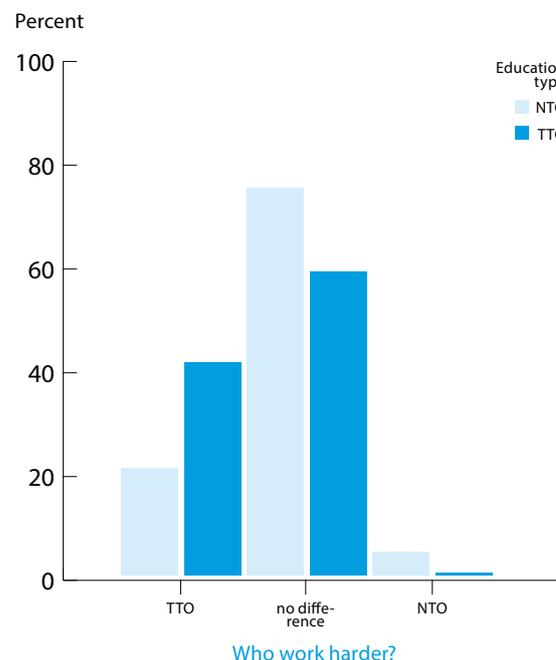
### More interest in languages in TTO

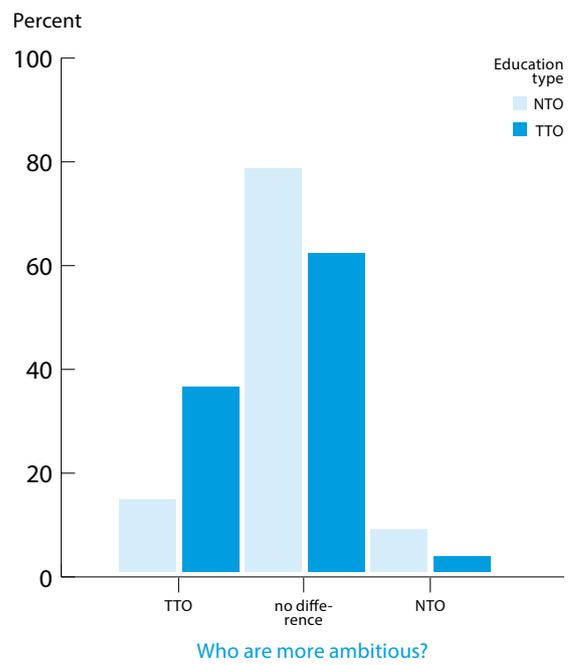
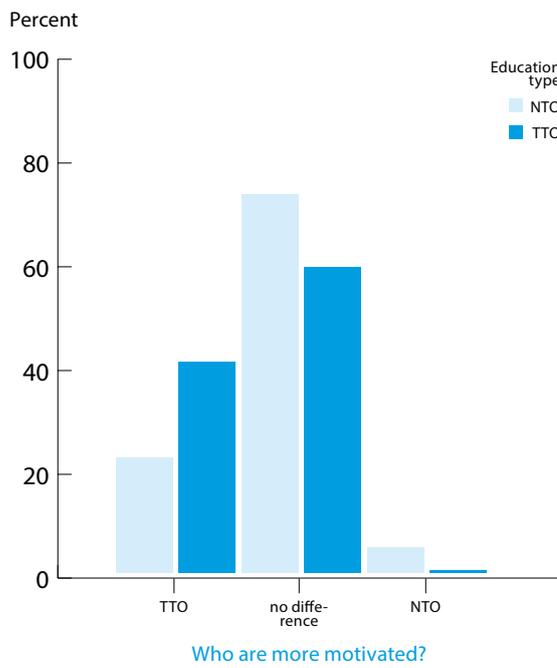
TTO respondents displayed more interest and enjoyment in learning languages, particularly English.



### Positive academic self-image and sense of empowerment in TTO

Although there was little difference between the levels of self-confidence displayed by each group with regard to non-academic areas, both groups were more likely to think that TTO learners were cleverer, more motivated and more ambitious than NTO learners. TTO learners also appeared to be more self-assured in learning English and other languages. These observations suggest that TTO pupils had a more positive image of themselves in terms of their academic and linguistic ability. Furthermore, TTO learners placed more emphasis on their own role in the decision to do TTO, suggesting that TTO pupils felt more empowered in their own learning process.



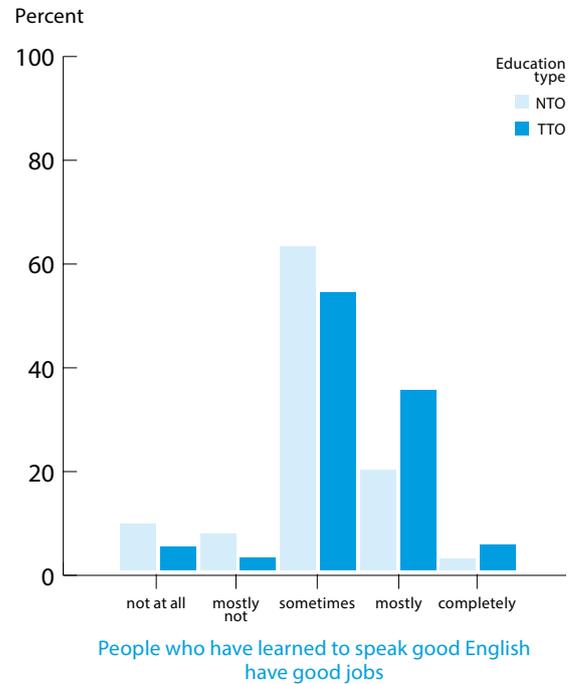
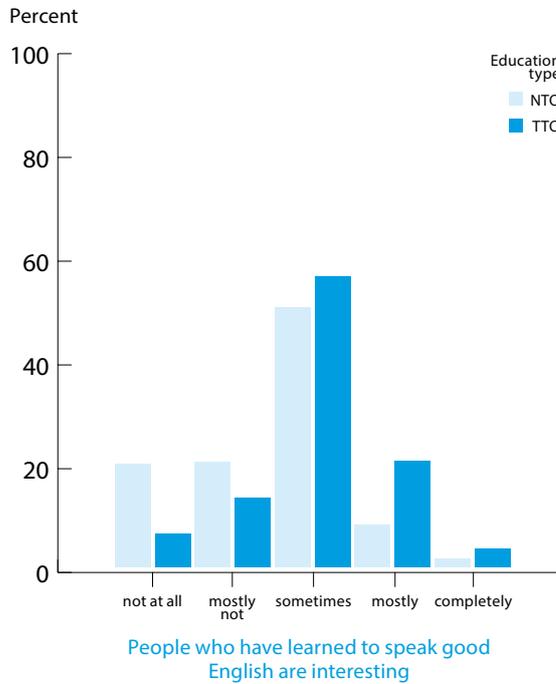


*TTO:*

*“Well, honestly, the reason is that a friend of mine could speak with a British accent and I thought that was cool, so I wanted that too.”*

### Stronger international orientation and Future Self in TTO

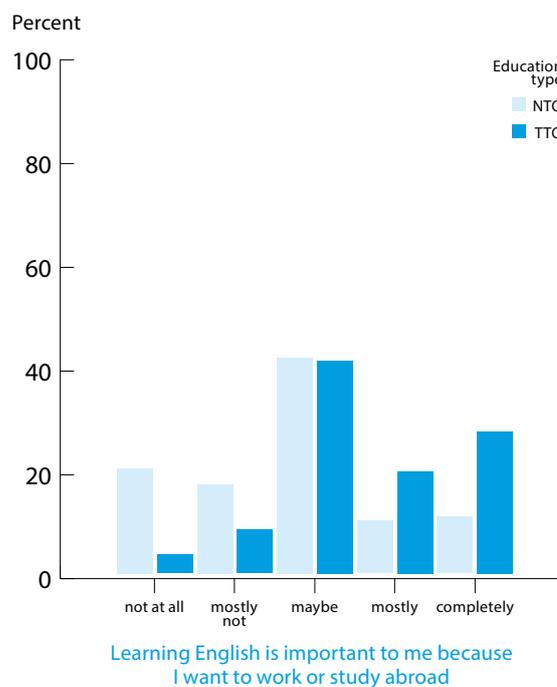
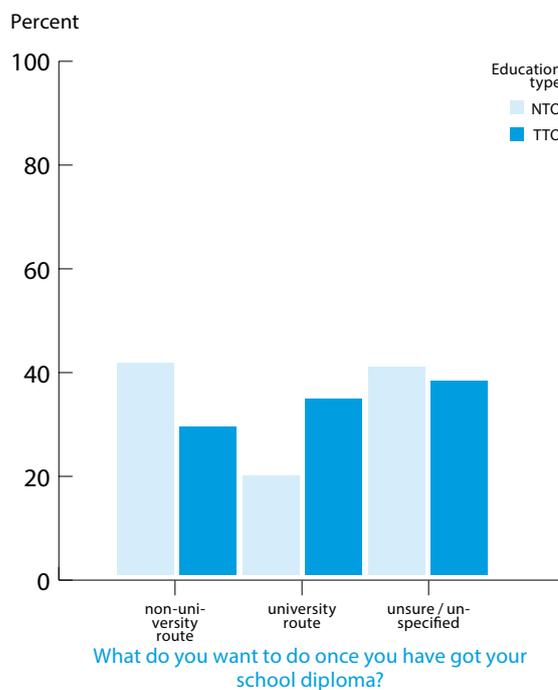
This area produced the most striking difference between the two groups. Though neither group displayed a negative attitude towards English-speakers, TTO responses were more positive, suggesting a slightly higher regard for the international English-speaking community.



NTO:

*“Why make it hard when it can be easy?”*

TTO respondents also seemed to have a clearer and more ambitious image of themselves in the future. This Future Self was more likely to speak good English and to work, study or live abroad than that of the NTO respondents. TTO learners' desire to learn good English appeared to be linked to these ambitions, while NTO participants expressed more interest in learning English for going on holiday abroad. Furthermore, TTO pupils seemed more aware of the potential negative consequences of not doing well in English, suggesting that not only the Ideal Self that they hoped to become, but also the Feared Self, which they hoped to avoid, was more prominent among TTO pupils.



*NTO:*

*"I don't want to do anything I really need English for."*

## More influence from parents in NTO?

Most TTO pupils felt that their parents had had little influence on their decision to do TTO or on the effort they put into school, while NTO pupils were more likely to attribute their choice of NTO to others, such as parents, teachers or circumstances. This contradicts the stereotype of 'pushy parents' in TTO. It is possible, however, that the family background of TTO pupils played a role in their choice of TTO and their academic attitude, as TTO respondents reported speaking more languages at home and having had more exposure to English before starting secondary school.

## Conclusions: research question 1

- TTO pupils showed a more academic attitude towards school.
- TTO pupils expressed more interest in languages and language-learning (especially English).
- TTO pupils seemed more confident and more empowered in their learning.
- TTO pupils seemed more engaged with the international world and had a clearer image of their future.
- TTO pupils saw their school choices as more influenced by parents and teachers.

## RQ2. Motivation through TTO

To answer the second research question, responses regarding school, teachers and lessons were compared across the two groups. In addition, the responses described above were compared across year-groups and to identify differences in responses given by the same pupils in October and in May. The aim here was to determine whether learners' attitudes changed over time and with exposure to TTO or NTO. The results are summarised in two categories below, first addressing their explicit response to school and subsequently considering the changes in their motivation.

### *Response to school*

In the majority of areas, TTO appeared to be regarded as more motivating than NTO. The summary that follows addresses the most prominent areas.

### *Different values regarding teachers*

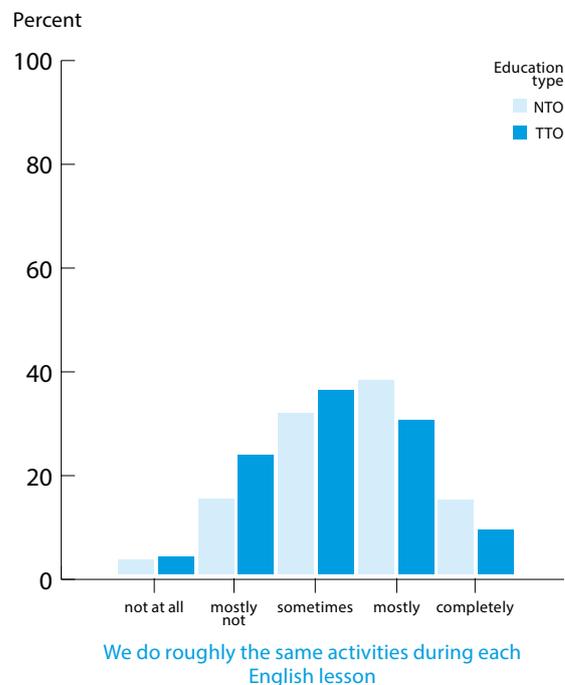
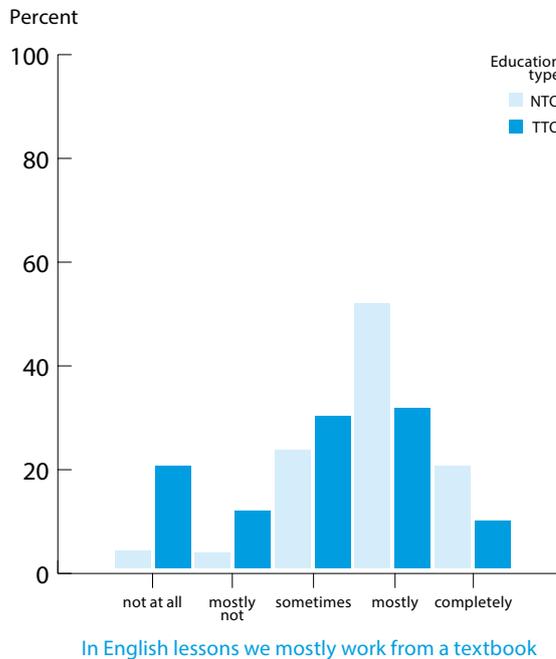
Both groups responded positively regarding their teachers' enthusiasm, although this came across more strongly in TTO, especially with regard to English teachers. English teachers in TTO and teachers of TTO subjects were also most often thought to enjoy their subject, compared to NTO teachers and Dutch-medium TTO teachers. Interestingly, TTO respondents were more negative in general about their teachers for Dutch-medium subjects than NTO respondents were about their teachers, perhaps suggesting that TTO pupils had higher expectations of their teachers. Another interesting observation was that NTO learners had more comments on the quality of interpersonal contact with their teachers, while TTO learners more often commented on teaching styles and subject knowledge, again suggesting different priorities among learners.

**“My teachers enjoy their subject” (%)**

	TTO			NTO	
Subjects	Eng.	TTO	Other	Eng.	Other
not at all	5.8	0.4	0.8	11.5	0.8
mostly not	4.5	0.8	1.2	6.0	1.4
sometimes	11.5	20.6	23.0	11.5	19.7
mostly	29.6	52.7	47.3	28.5	44.9
completely	48.6	25.5	27.6	42.5	33.2

*More variation in TTO*

TTO learners reported much less textbook use in English lessons than NTO learners. In keeping with this, the materials and activities used in English lessons were seen as more varied than in NTO or than in Dutch-language TTO lessons. Nevertheless, the amount of variation in both materials and activities reported by TTO pupils was lower than expected. This suggests that fewer textbooks does not equate to more variation and could imply that TTO does not always motivate in this respect.



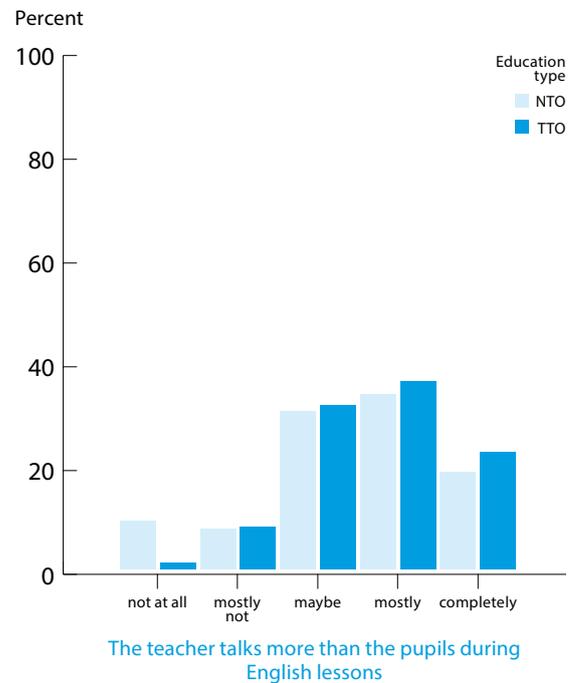
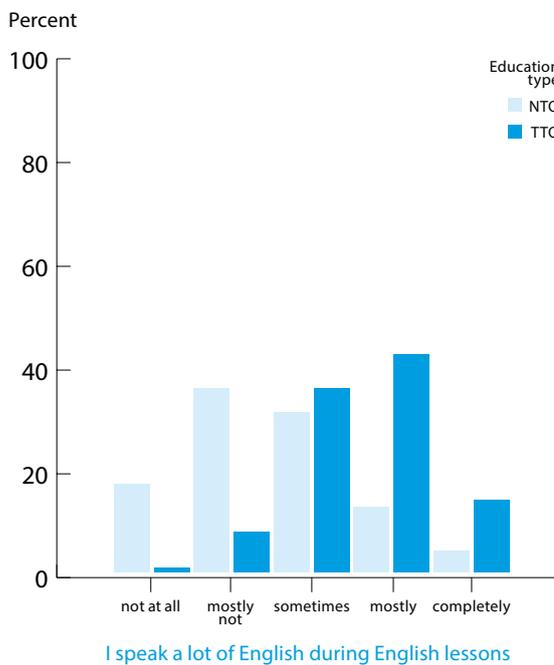
**TTO responses to the question: If you could change one thing about your school, what would it be?:**

*"A couple of different teachers who tell and show us more and give fewer notes and less homework!!"*

*"More enjoyable and fun lessons, with more work outside of the textbook and stuff."*

*Positive reaction to TTO English*

As expected, respondents reported significantly more use of English in TTO English lessons than in NTO English lessons. In spite of this, TTO pupils also reported more teacher-talk in English lessons than NTO pupils. This is a known issue in CLIL and bilingual contexts, where teachers can tend to dominate the classroom more than in first-language lessons.



*NTO:*

*"I thought that it was better but too difficult"*

TTO learners responded more positively than NTO learners regarding the usefulness and value of English lessons. They also appeared to be more comfortable with the difficulty and level of challenge presented by English lessons than did NTO pupils, and tended to find them more challenging than difficult.

### *Lower confidence in TTO lessons... at first*

TTO pupils reported feeling less nervous in Dutch-language lessons than in TTO lessons. Interesting here was the pattern that this confidence appeared to follow in the two groups. NTO pupils grew in confidence for all subjects as they got older, while for TTO pupils, this only applied to TTO subjects, with confidence levels during Dutch-language lessons beginning and remaining high. Similarly, TTO learners' confidence in using English outside the classroom appeared to increase by the end of the school year. This suggests that TTO may present appropriate levels of both challenge and support to help pupils to develop.

### *Motivational change stronger in NTO*

In many areas of motivation, little difference was observed across year-groups or time periods among TTO pupils, suggesting that TTO may have had little impact in these respects. In fact, in some areas, slight decreases in motivation were observed among older TTO pupils or at the end of the school year. More differences were noted among NTO pupils, in particular regarding their international orientation and attitude to English speakers, their contact with English outside school and their international Future Self. This supports the argument that the two groups of pupils are intrinsically different to each other and suggests that they may have different motivational needs.

## **Conclusions: research question 2**

1. TTO pupils seemed more concerned with teachers' subject knowledge; NTO pupils more with social contact with teachers.
2. TTO pupils were slightly more positive about English lessons and English teaching.
3. Lessons and materials appeared more varied in TTO than NTO, but overall variation was lower than expected.
4. TTO pupils found English lessons more useful and less difficult.
5. TTO pupils started out less confident in TTO lessons than in Dutch-medium lessons.
6. NTO pupils' motivation started out lower but grew with age; TTO pupils' motivation started high but showed little or no growth.



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What do these findings mean for theory and practice?

Based on these observations, the main conclusions of this study were therefore as follows:

RQ1. TTO and NTO learners did appear to differ from each other in various aspects of motivation.

RQ2. TTO was experienced as motivating by learners, but this did not result in an increase or further development in their motivation, while NTO pupils did grow relatively more motivated over time.

## TTO and motivation theory

As this research was not based on one specific model of motivation, the conclusions cannot be interpreted using any single model. Instead, they reflect several theories, with three concepts standing out as particularly prominent. These are 1) future self-guides: the learner's vision of himself in the future and his strategies for achieving that goal, 2) sense of agency: his sense of control over his own learning and 3) integrative motive: his desire to or interest in joining the international English-speaking community. These three elements are discussed below.

## Implications for practice

### *Supporting motivation where it is already strong*

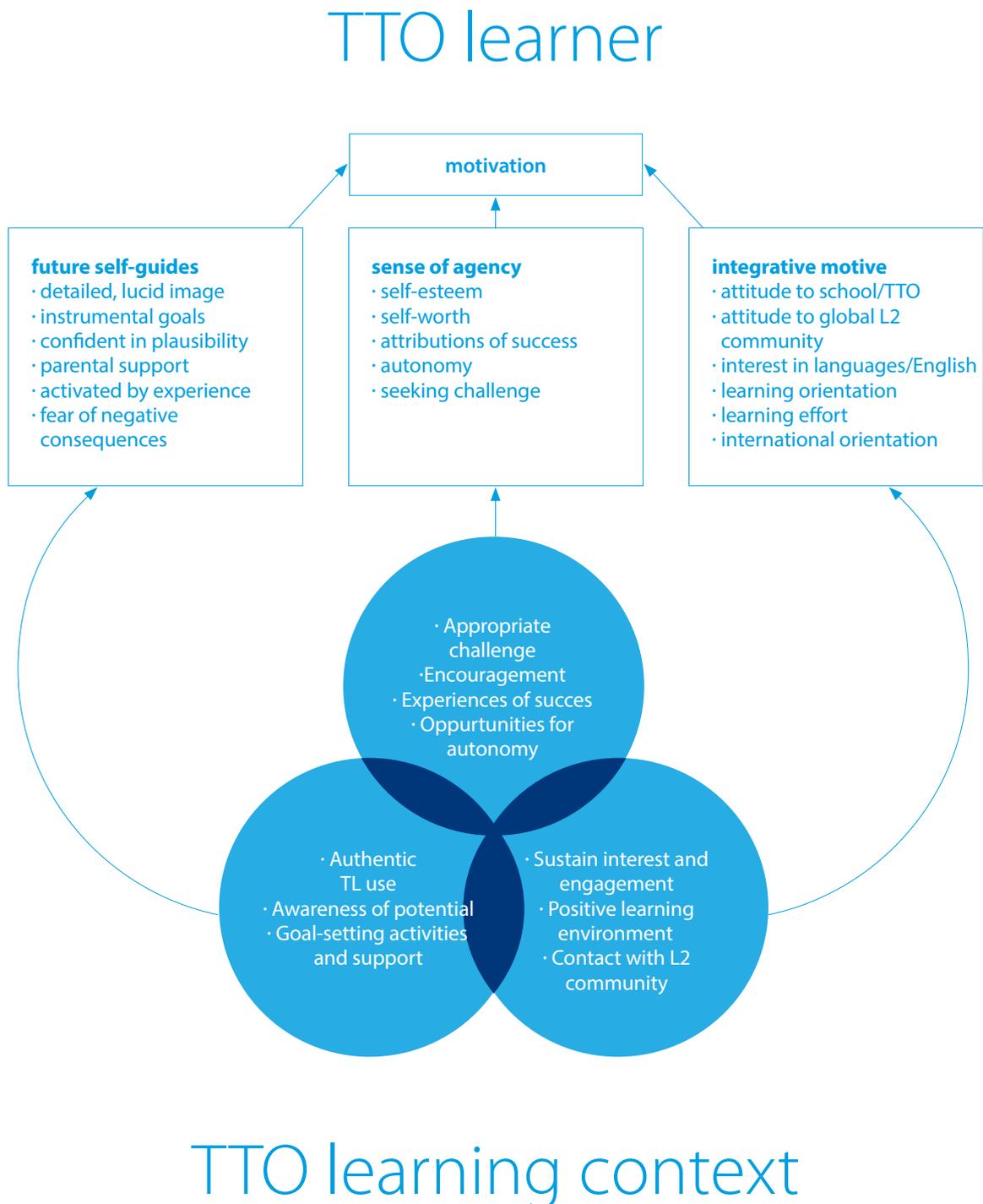
Interpreting the conclusions according to motivation theory is only half the story; more important for many readers are the practical implications of this study's findings.

A surprising conclusion of this study is that it produced little evidence that TTO actually motivates pupils. This could be in part because the pupils who choose to do TTO are already highly motivated to begin with, leaving less scope for that motivation to grow. Recent motivation theory emphasises, however, that even existing motivation has to be nurtured and even built up in order to support learning. TTO could therefore provide support and encouragement for learners' existing motivation, thus ensuring this motivation does not begin to wane as the novelty of TTO wears off.

*TTO:*

*"I wanted a challenge and something new because Dutch every day was so normal and boring."*

Furthermore, recent publications regarding the role of vision and future self-image in motivation offer suggestions as to how TTO learners could be supported in strengthening their image of their Future Self, in order to better focus their energy on efforts to achieve it. The model below presents examples of how a CLIL approach in the TTO context possesses the potential to nurture motivation in this way. Here, the aspects of the TTO context overlap and help each other to contribute to supporting the existing motivation of many TTO learners.



### *Motivational differentiation*

Different learners in different contexts have different motivations and therefore also different needs. The model shown here is relevant in a TTO context but not necessarily for NTO learners, who this study suggests are different to their TTO peers. This does not necessarily mean that they are less motivated than TTO learners, but could indicate that their motivations lie elsewhere or develop in a different way. As teachers, perhaps we should therefore employ differentiation not only with regard to the attainment or learning styles of pupils, but also with regard to their motivation.

On the basis of this study and of motivation theory, it is possible to make a number of suggestions for how the motivation of NTO learners might also be supported.

- 1.** Schools, teachers and curricula could place more emphasis on activating motivation by encouraging the development of future self-guides, academic self-esteem and autonomy, and by maintaining a level of challenge that pushes learners without discouraging them.
- 2.** In terms of language motivation specifically, more contact with the target language and with the international community could make a useful contribution.
- 3.** Finally, interactive, varied and engaging approaches to teaching and learning could have a motivating effect for NTO pupils and teachers alike.

# Further reading

- **Full thesis** available at [www.epnuffic.nl/tto/onderzoek-chicken-egg](http://www.epnuffic.nl/tto/onderzoek-chicken-egg)
  - **Account of Tessa's first documented CLIL experience**  
MEARNS, T.L., 2012. Using CLIL to enhance pupils' experience of learning and raise attainment in German and health education: a teacher research project. *The Language Learning Journal*, 40(2), pp. 175-192.
  - **Published reflection on the inclusive approach to Phase I of this project**  
MEARNS, T.L., COYLE, D. and GRAAFF, R. de, 2014. Aspirations and assumptions: a researcher's account of pupil involvement in school-based research. *International Journal of Research & Method in Education*, 37(4), pp. 442-457.
  - **25th anniversary publication on the history of TTO**  
KOSTER, A. and PUTTEN, L. van, 2014. *Passie voor tweetalig onderwijs: een geschiedenis van 25 jaar succesvol onderwijs vernieuwen*. Utrecht: Europees Platform.
  - **Account of the TTO standard for an international audience**  
GRAAFF, R. de and WILGENBURG, O. van, 2015. The Netherlands: Quality control as a driving force in bilingual education. In: P. MEHISTO and F. GENESEE, eds, *Building bilingual education systems: Forces, mechanisms and counterweights*. Cambridge: Cambridge University Press.
  - **Comprehensive overview of CLIL and its history**  
COYLE, D., HOOD, P. and MARSH, D., 2010. *CLIL: Content and Language Integrated Learning*. Cambridge: Cambridge University Press.
  - **Useful books on motivation and motivation research in language education**  
DÖRNYEI, Z. and USHIODA, E., 2011. *Teaching and Researching: Motivation*. 2nd edn. Harlow: Pearson Education.
- DÖRNYEI, Z. and USHIODA, E., eds, 2009. *Motivation, Language Identity and the L2 Self*. Bristol: Multilingual Matters.