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Beneficial Assessment for Meaningful Learning in CLIL

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ABSTRACT

Globalisation is changing the world of education. This worldwide movement has originated the development of CLIL approach in many countries to improve the learning of the additional language and content in this language. CLIL is a relatively new and an innovative approach, for this reason, there is a lack on teachers' training, materials on Assessment tools. It is fundamental that this situation changes because, as this study shows, Assessment has a really important impact on pupils' motivation and self-esteem; two of the main factors that have an influence on the achievement of the meaningful learning. This Master's Dissertation tries to give information and foundations of meaningful learning in CLIL context through Assessment, analysing four ways of assessing in CLIL to describe the beneficial aspects for the meaningful learning in this approach trough the Assessment.

Four methods of Assessment were explored in 6th Grade on Primary education in a bilingual school where they are carried out in real situations. Teachers and students could express their opinions through interviews and surveys that also gave information about their emotional and motivational factors in learning for meaning attribution.

These data were analysed and compared with data from the literature review documents. Findings show that there is not only one beneficial Assessment tool, but that the Assessment has to have some characteristics in order to be beneficial for students' meaningful learning.

Teachers should assess students following these characteristics, that are described in the discussion section of this document, in order to promote a beneficial self-esteem pattern in learning and intrinsic motivation. In this way, pupils will avoid only memorization and they will make the learning useful in their real life.

Key words: CLIL approach, Assessment, meaning attribution, pattern of self-esteem and motivation.

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1. Introduction

Nowadays, many countries try to promote CLIL as an approach to improve the language, content and culture learning in an additional language to involve students in the global world. The new pedagogical models are trying to give a response to the new multilingual and multicultural situations caused by globalization; they try to reinforce teaching in foreign languages. CLIL has been considered as the approach that changes the way of teaching and learning lessons and that fosters students to learn content in an additional language.

This approach is relatively new, so many studies try to implement it in real situations in the schools. Despite this fact, there is a lack of CLIL resources on Assessment although the number of material is growing because of the big upsurge of this approach. There is a lack of teachers' training on Assessment in CLIL and it is really important to achieve this formation as Assessment is a systematic process that has direct effect on the students' learning process.

This lack on the management of Assessment should be reduced because the Assessment has a huge importance on the students' learning process and on their motivation and self-esteem. These factors are basic for a success in learning to interiorize content and to get abilities and skills. In this way, pupils make learning useful for the real life trying to avoid only memorization.

Regarding to the importance of the Assessment and the relationship between Assessment practice and meaningful learning, this study tries to give information related to this topic in order to encourage teachers to get familiarized with Assessment resources in CLIL and use these tools in the beneficial way for students, not only to get a mark or a grade at the end of the unit.

This information is divided into different parts in this document. Firstly, the literature review is presented where information about the constructivism process and the factors that determine the meaning attribution in learning, the Assessment practice and the description of different ways of Assessment are explained. Secondly, description case study is presented in order to understand the methodology of the school, students and teachers' characteristics and their implementation of CLIL to understand these Assessment tools in 6th Grade of Infant Jesus School. Moreover, the methodology is explained in order to determine the validity of the investigation and the way in which it was carried out. Thirdly, the analysis of the data collected from students' survey and teachers' interview is analysed. Finally, the discussion of findings, conclusions, limitation and ideas for further research are exposed.

1.1. Justification of the research question and problem

The lack of knowledge of Assessment methods and tools in CLIL subjects sometimes generates teachers' insecurity in the implementation of this approach as they may find some difficulties to assess students in CLIL taking into consideration content and language. As a consequence, teachers do not assess CLIL subjects or they may do it in a detrimental way for students' motivation and self-esteem.

Despite this lack of care on Assessment, it is important to bear in mind that the teacher has an important influence on students' learning through Assessment and feedback in order to help pupils to have adjusted and positive factors for the development of the most beneficial pattern for learning. This development will help students to improve their learning as pupils will be more conscious of the learning process and the importance of their attitude in front of learning situations. The responsibility of the leaning lies on pupils; they are the cause of their success and failure, so they are the ones who can vary and manage the results of their learning process.

Finally, I would like to underline the fact that the responsibility of the guidance lies on the teachers, so they have to be conscious on the Assessment practice and the beneficial factors for meaningful learning in order to promote them and help students in the correct way, so this study aims to raise awareness and to provide CLIL teachers with this knowledge.

1.2. Brief analysis of the state-of-the-art

Coll (1990) defines the instructional core as the framework to understand the learning process and the relationships between teachers and students. This connection is fundamental on the meaning attribution for learning as teachers can influence on the three factors that condition the achievement of a meaningful learning by students: Motivational factors (Miras, 1990), emotional factors (Gonzalez, 1992) and relational factors (Tapias, 1998).

Assessment is one of the moments when teachers can influence on factors for meaning attribution as Mauri & Rochera (2010) argue in their study, so being conscious of this responsibility is fundamental for teacher. For this reason, this document tries to establish a relationship between the factors that determine the meaning attribution for learning and different Assessment tools that can be used in CLIL to define how

Assessment could be implemented in this teaching/learning approach to achieve a meaningful learning.

1.3. Aims

The general aim of this study is to explore and to describe the beneficial Assessment tools for meaningful learning in CLIL contexts taking into consideration the motivational and emotional factors that can be affected by the Assessment and that have an effect on meaningful learning. To achieve this objective, more specific aims were undertaken:

- To compare what literature, teachers and students say about these methods of Assessment
- To contrast four methods of Assessment in a CLIL project and see which is the most beneficial one for students' self-esteem and motivation (learning process for a meaningful learning) according to their opinion.
- To define the characteristics of beneficial Assessment for meaning attribution in CLIL approach.

By achieving these aims, the following questions will be answered:

- Which is the most beneficial Assessment tool for meaningful learning?
- What is the influence that teacher's Assessment has on students' learning?
- What are the consideration that teachers need to follow when they assess in order to be beneficial for students' self-esteem and motivation?
- What points do teachers have to promote in order to achieve the most beneficial Assessment in CLIL approach?

1.4. Methodology

After setting up this theoretical framework, these Assessment methods were studied in one specific context (the school where the Research was carried out) where they were implemented in one specific way and, as a consequence, these Assessment tools influenced in one specific way to real students' attribution of meaning factors (self-esteem and motivation).

It was really important to describe the learning context as it was fundamental to understand the school's CLIL implementation and the use that teachers made of these

Assessment methods. Moreover, it was really important to know the students and teachers' background and their characteristics to define their level of English and their content level and their relationship with CLIL experiences.

The study was based on students' surveys and teachers' interviews about different ways of Assessment in CLIL. In the first part of the survey, pupils were asked some questions to express their opinion of different Assessment tools and then, they had some multiple choice questions where they could define their motivational and emotional factors. In the second case, teachers could argue their opinion about these Assessment methods through interviews.

Data collection was analysed in order to compare literature review, teachers and students' opinion and to define which was the most beneficial way of assessing in CLIL taking into consideration the factors for meaning attribution in learning (motivation and self-esteem) or to see in which points they were beneficial or damaging for students motivation and self-esteem.

2. Literature review

In order to achieve the aforementioned aims, it was necessary to elaborate a theoretical framework with information about the constructivist process focusing the attention on meaning attribution and the factors that have an influence on it. This process has to be understood inside the instructional core where all the fundamental relationships in learning are defined and where the influence of the teacher on meaning attribution's factors is argued. Moreover, it is basic for this study to define the Assessment practice and some Assessment methods in order to understand them in a more specific framework where they were tested later.

2.1. Teaching and learning in the school: the constructivist process

Constructivism process defines the learning as meaning attribution and significance building (Coll,1990). These two processes are achieved by students thanks to the relationship between different elements in the instructional core, which are defined in the following section. This study is focused on meaning attribution and the factors that have an influence on it that are introduced in this point. All of them are tested, in this project, in the Assessment practice.

2.1.1. Instructional core: the centre of the teaching and learning process

The learning process is the relation between different elements; one way to express these connections is the institutional core. "The instructional core is the centre of the teaching and learning processes that takes place in the school, defining the learning as the relation between the three elements of the vertexes and which encourage the student's development and socialisation" (Mauri & Rochera, 2010, p.59); this means that the pupil learns, with the help of the teacher, to acquire different knowledge, to significance building and meaning attribution to the content.

The elements of the instructional core introduced by Coll (1990) are the following ones:

- The student is the one who performs the constructivist mental activity of learning and he acts as a mediator between the teacher's instruction and the content that he has to acquire.
- The teacher is the one who carries and educative influence, through which he introduces the content and guides the students' mental activity of building a meaning and attributing the sense.
- The contents are the cultural knowledge that students have to acquire thanks to their constructivist activity and with the teacher's help; that is to say, they are the intermediaries of the student and teacher relationship.

Summarizing, the relationships that are observed in this triangle are the following ones:

- Between the building activity of the students and the meaning of the academic content, teacher's educative influence is found.
- Between the teacher and the content learning, there is the student's building activity.
- Academic contents are in the middle of student and teacher's task.

Therefore, the learning is the result of all these three relationships, of the interaction between these three elements and the interchange of meaning in relation to the content that is taught and learnt in this process. Cognitive processing is not an individual fact; it is formed by different processes which are divided into these three components and their interaction in a real context.

Moreover, it is important to highlight that, as Mauri & Rochera (2010) argue this process takes place in a specific context that has an influence in the learning process because human activity has a collective nature and distributed cognition. That means that education has a social and socializing function for the student; this function is based on the culture and has the aim of building jointly the knowledge and achieving the common objectives.

For this social and socializing function, when people try to study or understand teaching and learning processes, they must observe them as a whole, considering the interaction among the teacher, the student and the content. That is the reason why this unit of study is presented in this work, because only in this framework the influence of the assessment in students learning can be understood.

Finally, in the case of CLIL, it is fundamental to bear in mind that the contents are learnt in an additional language. Teachers' instruction and help are given in English and students need it to understand the content and develop their own mental process to build the significance and to attribute meaning to the learning. Teachers must include the language (of, for and through learning) as a content that pupils need to manage in order they can get a meaningful learning.

Knowing more about the instructional core, which is exposed in this section, is fundamental to define the students' and teachers' role in order to understand better their relationship and their responsibilities on the learning process to see how teachers and students can promote a meaningful learning. In the following points, students and teachers' roles are defined to achieve this aim.

2.1.2. Students' role in learning process

According to Coll (1990), "students are the ones that must start up the constructive mental activity of the learning process: significance building and meaning attribution" (p.37). They hold the ultimately responsibility of this process; for this reason, teachers can only offer their help in sense of building and provide student with different kinds of activities that can push pupils in this process. In CLIL, teacher must scaffold the language as it is fundamental for the knowledge acquisition and the meaningful learning.

Through the learning, students can modify their initial ideas and previous knowledge (building of significance) and relate them to their goals, reasons, interests and personal motivations (attribution of meaning). Therefore, according to González and Tourón (1992), the whole of the learning depends on a huge set of cognitive factors (building of significance) and on motivational, emotional and relational factors that the pupil contributes to this process of learning (attribution of meaning).

On the one hand, the significance building is based on establishing own relation between students' previous ideas and the new content; in this way, students get a meaningful learning because they do more than memorize the content; they understand it so they can enrich and modify their knowledge schemas for ones that are closer to knowledge that is culturally defined. Therefore, students need to have some previous knowledge and they must be ready to change their previous ideas with teacher's help that have to scaffold this process in a logical and psychological way.

On the other hand, the attribution of meaning, which is one of the pillars of this project, is based on relating all their learning to their goals, reasons, interests and personal expectations. These factors modify the student's predisposition in front of learning process as if they can achieve this relationship, they will find the learning useful for their lives, so they will be more motivated and interested.

Once students is defined as the last responsible of the learning process as he is the one that develops the mental activity; the teacher's role has to be exposed in order to understand the importance of his guidance and the influence that the tutor has on students' learning process.

2.1.3. Teachers' role in students' learning process

The teacher's role is helping and accompanying students in the learning process; "he is the intermediary between content and students, so he presents the content through different activities and guides the pupils to carry out a significance's building and meaning attribution"(Coll, 1990, p.46).

Moreover, the teacher needs to know all his students' characteristics individually and as a group. In this way, he could manage the pupil's abilities and intelligences in order to provide him with an adjusted help to his characteristics and trying to make the content acquisition easier for his capacities. In other words, he should manage the zone of proximal development (difference between what they know and what they should know) and establish a specific scaffolding for each case. He has to take down this scaffolding progressively until students become autonomous.

Finally, it is important to highlight that teachers have a lot of influence on student's factors that affect to meaning attribution; specifically, in relational factors. The teacher's representation of a student influences directly on his differentiated treatment; in this way, the pupil perceives one information from the teacher that is reflected on his attitude in front of learning process. This attitude is also influenced by Pygmalion effect which is defined in the next section.

Teachers have a big influence on students' learning process. Depending on their perspective, help, guidance and Assessment students can or cannot achieve a meaningful learning because teacher directly has an effect on the factors, exposed in the following point, that determining the attribution of meaning to the learning.

2.2. Attribution of meaning to the learning: motivation, emotional and relational factors

As explained above, the attribution of meaning consists in relating the content worked in school with student's goals, reasons, motivations and personal expectations. In this way, the pupil finds knowledge internalizing useful, so he does more than only memorize the content for a short period of time. Then, he enjoys and takes profit of his learning process from a personal interest and motivation and with a perspective of future use.

The factors that have an influence on getting a meaningful learning for the attribution of meaning are the following ones.

2.2.1. Motivational factors

Firstly, motivational factors. Miras (1990) believes that the student needs to find a personal interest that predisposes him positively in front of the learning. The motivation is linked to different goals and reasons that the pupil wants to get during the teaching and learning process. Moreover, it depends on his level of interest and capacity to persevere in them when they involve a bigger effort. Depending on his interest and effort, he will accept or not a task and he will achieve a specific level of meaning attribution to the content and the learning.

Depending on where the control is situated and the centre of motivation, there are two different typologies according to Rochera (2012):

- “Intrinsic motivation: it is the positive one for a meaningful learning because the control is in the person who wants to focus on the task and the learning. The goals are related to the task because the person wants to increase his own competence in an autonomous way, enjoying the process.
- Extrinsic motivation: the control is outside of the person; he focuses his attention on execution and results” (p.73).

According to Mauri & Rochera (2010), the beneficial motivation for learning and effort are factors that the students acquire by personal responsibility and with the help of classmates and teachers during different activities. For this reason, the teacher has a big influence in students' motivation.

Motivation is not the only factor that determines the meaning attribution. Intrinsic motivation is the most beneficial one for students' learning as pupils are predisposed to learn because they have a big interest on the content as a way to increase their knowledge and culture, but emotional factors are also fundamental for the attribution of meaning to learning as pupils' perception of their responsibility in front of success and failure situations on learning is very important to promote consciousness on their learning process.

2.2.2. Emotional factors (self-esteem)

Secondly, emotional factors are the ones based on the personal image that a student has of himself jointly with attribution of causes' mechanisms to what is happening during the learning process. These factors are defined in two concepts by Gonzalez & Tourón (1992):

- “System of I”: it is based on the self-representation that a student has about him. It is called self-concept and, when it is defined in an academic environment, it is academic self-concept; the student defines himself in a learning situation. In this point, the self-esteem, that is a self-concept's personal valuation that has an influence on the personal reflexion on his own image in a more or less near future, appears. It is important to highlight that this system changes during peoples' lives. Teacher has a big influence on it as it is created and modified by the relationships with important people in their lives such as family, teachers and friends.
- Causal attributions: they are really related to “myself” system because they are the ways that people have to explain the reasons of what is happening; in this case, during the learning process. These reasons are defined by the following dimensions: place of the control (inside/outside), level of control (manageable/non-manageable) and cause's character (variable/invariable). Depending on these dimensions, three patterns can be defined Rochera (2012).

Table 1: Patterns of self-esteem in learning process (Rochera, 2012, p.75):

Powerlessness pattern (pessimistic)	Success	Outside/variable/non-manageable
	Failure	Inside/invariable/non-manageable
Profit pattern (optimistic)	Success	Inside/invariable/manageable
	Failure	Outside/variable/non-manageable
The most beneficial pattern for the learning	Success	Inside/variable/manageable
	Failure	Inside/variable/manageable

Taking into account these profiles, the teacher can affect in “System of I” in order to help student to make it adjusted and positive for the development of the most beneficial pattern for causal attribution. This will help the student to improve in his learning as he will be more conscious of the process and the importance of his attitude in front of it. The responsibility of the leaning lays on the pupil; he is the cause of his success and failure that he can vary and manage.

Students can manage their motivation and self-esteem in front of learning situation to make them meaningful for their real lives. Pupils have to develop the most beneficial pattern of self-esteem for learning in order to be conscious of their responsibility in failure and success situation and of their capacity to change them. Moreover, teachers help students to manage these factors; for this reason, tutors have an important role on relational factors.

2.2.3. Relational factors (expectations and attributions)

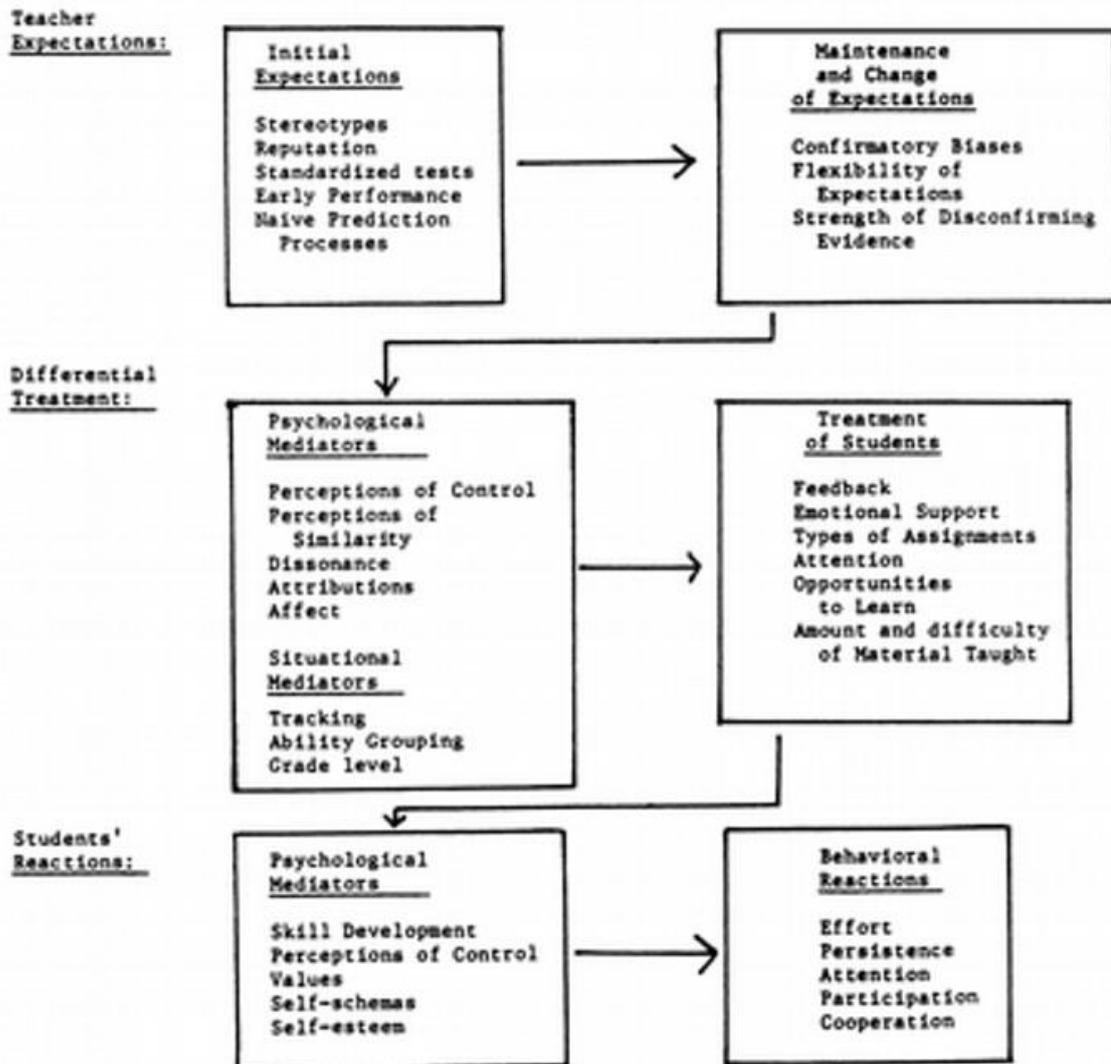
Finally, the relational factors are defined. The interaction of the student with his classmates and teacher produces the development of mutual representations and expectation that affect in interpersonal relationships of the learning process and students achievements. These representations are established from the beginning, but they can change by the observation and shared experiences.

On the one hand, according to Tapias (1998) the student has an image of the “ideal teacher”. Depending on this idea and his teacher’s representation, he will create some expectations of what he can wait to receive from the teacher. This has an influence on the security that the pupil can feel in front of the teacher and in front one learning task. It will define pupil’s behaviour as if he observes that teacher is going to help him, he will feel more confident as he will know that he can ask for help and that he is going to receive a fair assessment, so he will take profit of teacher’s comments because he won’t think that they are personal attack. Teacher must be conscious of this when they provide their feedback.

On the other hand, the teacher creates a representation of each student that can also influence pupil’s behaviour in front of learning process. Moreover, thanks to the interaction, the student has an idea about what the teacher thinks about him; it also has an effect on his attitude because at it is supported by Jussim (1986), there is a self-fulfilling prophecy called Pygmalion effect. This defends that when someone predict a specific fact, he can modify his conduct to rise up the likelihood of accomplishment. Consequently, if the student considers that the teacher hopes one specific fact of him, he will modify his conduct to make it happen.

Jussim (1986) suggests a scheme that reflects how initial expectations of the teacher about one specific student or group can influence on their behaviour in front of learning process.

Figure 1: Influence of teachers' initial expectation on students' behaviour in front of learning process by (Jussim, 1986, p.429)



As this figure 1 demonstrates, the teacher's expectation affects directly on tutor's differentiated treatment for each student, that influences on students' psychological mediators that make him develop a specific behaviour in front of meaningful learning and the attribution on the meaning.

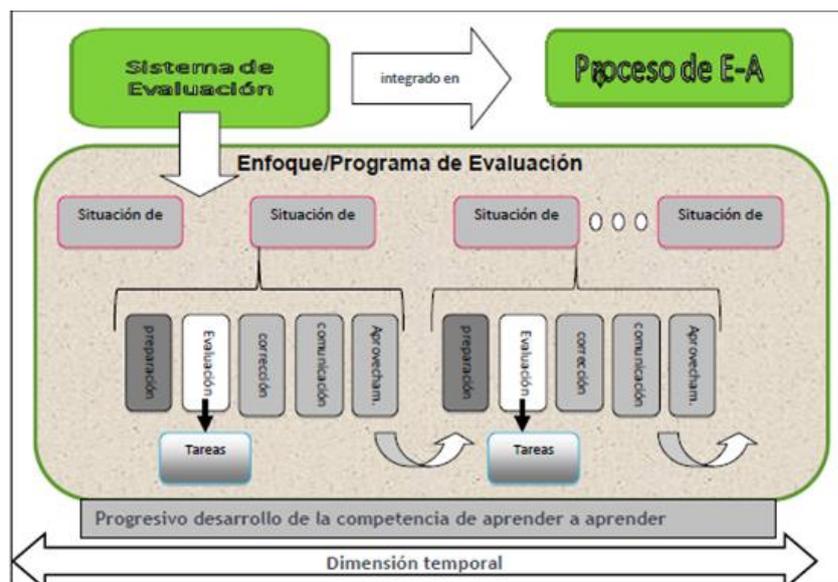
For this reason, it is important that the teacher establishes specific and realistic expectation for the student taking into consideration his characteristics. Moreover, he has to develop a beneficial treatment to help the student to feel supported and motivated with an adjusted self-esteem. If the teacher does not achieve this aim, the student could have a negative attitude for learning, being demotivated and thinking that he is not able to get it.

Motivational, emotional and relational factors are the ones that determine the meaning attribution for learning; for this reason, manage them is fundamental to help students to develop them in the beneficial way to achieve a meaningful learning. The aim of this study is to observe these factors in Assessment situation as it is one of the most important moments of learning process and that can have a big influence on students. In the following point, the Assessment practise is exposed in order to set causal factors on the Assessment moment and on different Assessment methods.

2.3. Assessment practise: Assessment as a support tool for the attribution of meaning to learning

Assessment practice is more than just one specific moment in the unit. “Assessment practise is a set of situations distributed along one temporal unit of educative character” (Coll, Mauri & Rochera, 2012, p.50). Each one of these situations is divided in different moments that help students to develop the attribution of meaning during their learning process thanks to their competence of learning to learn.

Figure 2: Assessment practice (Coll, C., Mauri, T. & Rochera, MJ, 2012, p.53).



As the figure 2 shows, each assessment situation is divided into the following moments:

- Preparation: it is the moment when the teacher can evaluate each student situation and provide him with an adjusted help that pushes him to achieve the objectives.
- Assessment moment: it is the specific moment when students carry out the activity that is going to evaluate their learning and their goal's achievement.
- Correction: it is when the teacher evaluates the evidence and makes a valuation of pupil's learning situation in comparison with the established objectives of the unit. Students can be also involved in this moment as they can do self-assessment or peer-assessment.
- Feedback: it is when the teacher gives the correction of the evidence back with its specific mark or comment. It is really important that the student understands his qualification and he must be conscious about his level on learning process.
- Use: after the assessment, students must use the feedback that they have received to improve their learning process and apply it in future activities.

The authors of the article “La práctica de evaluación como contexto para aprender a ser un aprendiz competente” (Mauri & Rochera, 2012, p.50-59) suggest some approaches to make this practise get this aim:

- It is necessary to make students feel involved in this process; in this way, they will have the need of improving in their own learning.
- There should be different moments of assessment, so students can achieve the objectives every time more autonomously.
- These moments need to take into consideration previous and future situations in order to help students to get the competence of learning to learn.
- In every moment, teachers have to make comments about this competence and provide pupils with specific moments to develop it.
- Finally, teachers should give enough information to students. In this way, pupils can use this information as a guide for their oriented acts to get this competence.

Some investigations, that were carried out in the sixties by Snyder(1971) and by Miller and Parlett (1974), show that the Assessment is the process that has a biggest influence on students. Assessment is found in all the factors that modify the meaning attribution and that let students and teachers define the learning process.

Firstly, as Mauri & Rochera (2012) defend, the Assessment can be found in motivational factors as the Assessment include the presentation of the objectives and

it tries to get the students' interest in order to promote pupils' motivation for learning. Moreover, the positive appreciation in assessment can be one motivation for them. Secondly, it has an effect on the student's self-esteem because, when the topic is introduced, the pupil builds a self-representation of what he can achieve and what not; the partial and final results influence on his attitude in front of the learning. Finally, it can be found in relational factors as it helps the teacher to make a representation of the student and to value the meaning attribution and significance building in his learning.

Therefore, the Assessment allows the teacher to establish some specific learning objectives that tutor is going to assess during the process. In this way, he can give information about the aims to the student and he can be a guide for achieving them individually.

2.4. Different ways of Assessment

Some Assessment tools were observed and analysed in a real context situation, Infant Jesus School, where they are used to assess different activities of projects to provide students with a Formative Assessment. In order to understand them better, a definition of the Assessment methods of this study are in this section.

2.4.1. Achievement Test

Achievement tests are introduced by Gronlund, Norman E (1998) as one specific type of Summative Assessment when students are asked some questions to demonstrate their knowledge or learning at the end of one section of content.

There are some different kinds of Achievement Tests depending on the types of the questions. The most typical ones are: multiple choice, where the students have to choose one option so the correction is very impartial; and questions of developing where students have to write about their knowledge, sometimes showing their knowledge and other demonstrating their reflections; in this case, the correction can be more subjective. Despite these differences, achievement tests have one thing in common: the same test is given in the same manner to all test takers. Sometimes, teachers can adapt them to some special needs.

Summative Assessment (assessment of learning) is considered by many teachers as a unfair way to assess because it only takes into consideration one specific moment of

students' learning process, but as Gronlund, Norman E (1998) defends, it has to be combined with Formative Assessment (assessment for learning) because the first one is a way that the teacher and the student have to prove, at the end of the unit, what pupils has learnt during the process. In this way, they can know what parts require more effort and work and it is also useful to define future directions for the future.

Despite this positive fact and bearing in mind the conditions for a meaningful learning, teachers cannot base only the Assessment in this method because, in this way, they can promote memorization instead of meaning attribution and building significance, so pupils' learning would not be meaningful and they would forget few time after doing the test. Moreover, they normally assess content and cannot assess skills or competences, which are more useful in nowadays world.

Finally, in CLIL, achievement tests need to take into account language and content although they do not have to assess language itself. For this reason, grammar and vocabulary are not the aim of Assessment of this type of test in CLIL, they are only the way that student have to express their knowledge and learning.

Despite this fact, it can cause some difficulties as students can know how to express the content in their first language, but not in the second one (so they have a good level of content but not on the additional language). In order to avoid this problem, school needs to work on CALPS (cognitive academic language proficiency) and BICS (basic interaction communication skills) and assess content and language separately in CLIL achievement tests.

Achievement test are known as one of the most common tools in summative Assessment as, thanks to this method, teachers can assess students' knowledge at the end of one unit, so exams basically promote memorization, but they can also develop meaning attribution if summative test are used in justified situations and with a good teachers' guidance to help students to make this learning useful for their real lives and to understand their results. Despite this fact, some other tools such as rubrics tend to consider the process, so they promote a Formative Assessment.

2.4.2. Rubrics

Rubrics are one way of Assessment that can also be used as a guide for the performance to get success in one specific task; sometimes people can confuse them with checklists. They are defined by Mertler (2001) as "rating scales that are used with performance assessments. They are scoring schemes or guides that analyse the pupils'

outcomes considering their processes and skills and evaluating their performance and products for a task” (p.1).

This method of Assessment can help students in general and CLIL ones specifically because rubrics can also work as a guide of what is expected from them in advance. Pupils can know what is considered a good product from the beginning, so students can analyse themselves to see in what level they are and try to modify their performance or product considering the descriptions of the higher levels.

Andrade (2000) defends that Rubrics promote different kind of Assessments as they can be completed by teachers (teacher-assessment), the student (self-assessment), his classmates (peer-assessment) or two or three of these people at the same time. In that way, cognitive skills and learning how to learn techniques can be developed because pupils understand the quality and the result of their products and actions in a task.

There are two types of rubrics depending on their structure and grading:

- Holistic Rubrics are the ones that asses the process or the product as a whole as it is shown on figure 3; so, normally, they are in nature of Summative Assessment. They are not divided in specific areas, skills or content that can be scored separately. In this kind of rubrics, different levels are defined; so each level is defined with action that students are able or not to do or with positive or negative point that may be in the final product. It can be a negative point as some students can be between two level described as the show aspects that are in both levels' definitions.

Figure 3: Template for holistic rubric (Mertler, 2001, p.1-2):

Score	Description
5	Demonstrates complete understanding of the problem. All requirements of task are included in response.
4	Demonstrates considerable understanding of the problem. All requirements of task are included.
3	Demonstrates partial understanding of the problem. Most requirements of task are included.
2	Demonstrates little understanding of the problem. Many requirements of the task are missing.
1	Demonstrates no understanding of the problem.
0	No response / task not attempted.

Analytic Rubrics do not take the task or the product as a whole. These Rubrics score different criteria (skills, contents or areas) separately and then, the teacher can sum all of these scores and get the final grade of the product with more detailed information as they can observe easily the strengths and weaknesses of the student's performance. This information can help tutors and pupils with useful ideas to plan and improve in future actions. It can be considered that its nature is more according with Formative Assessment as it can be observed that the student have different levels depending on each criteria as it is shown in figure 4.

Figure 4: Template for analytic rubrics (Mertler, 2001, p.2):

	Beginning 1	Developing 2	Accomplished 3	Exemplary 4	Score
Criteria #1	Description reflecting beginning level of performance	Description reflecting movement toward mastery level of performance	Description reflecting achievement of mastery level of performance	Description reflecting highest level of performance	
Criteria #2	Description reflecting beginning level of performance	Description reflecting movement toward mastery level of performance	Description reflecting achievement of mastery level of performance	Description reflecting highest level of performance	
Criteria #3	Description reflecting beginning level of performance	Description reflecting movement toward mastery level of performance	Description reflecting achievement of mastery level of performance	Description reflecting highest level of performance	
Criteria #4	Description reflecting beginning level of performance	Description reflecting movement toward mastery level of performance	Description reflecting achievement of mastery level of performance	Description reflecting highest level of performance	

Although there are not many studies in Assessment of CLIL tools and their influence on learning, it is thought that Analytic Rubrics are the most beneficial ones for bilingual programmes as they can provide two separate scores (content plus language) which can be summed in order to obtain a total score of the product taking into consideration the used language and the acquired content.

Rubrics can provide students with specific information about aims, expectations and results; students can get a really specific feedback thanks to this Assessment method, but children need the help teachers' guidance to understand this feedback. In the way to accompany students in this process, other methods as teachers' feedback are used.

2.4.3. Teachers' Feedback

The Feedback is the specific comment or action that the teacher does as a response to one specific student's action as Coll (2007) points out. Teachers provide students with the positive and negative evaluation of previous situations. Depending on the moment when this Feedback is given, it can help students to know the consequences of their acts (retroactive) or it can be useful as a guide for future learning moments (proactive).

As it is mentioned before, the Assessment is a way of giving students information about the objectives and helping them to achieve the aims individually. This guidance can be done through the feedback, the individual Assessment that the teacher defines about the student's actions or comments oriented for the future. This is based on different feedbacks that pupils receive from the teacher and that help students to know and understand their results in the learning process in a progressive way and oriented for the meaningful acquisition of the contents and objectives; it is beneficial as a guide for learning.

Gagner (1977) defines the following beneficial effects that this way of Assessment has, it is fundamental for this study in order to defend feedback as a beneficial Assessment tool for students' meaning attribution factors (Gibbs and Simpson, 2009, p.21-22):

- It reactivates and consolidates previous skills or knowledge that are necessary before introducing a new topic.
- It focuses students' attention on the main points that they have to acquire in the unit.
- It motivates the strategies for an active learning.
- It provides students with chances to practise their skills and to consolidate their knowledge.
- It lets students know about their results and offers a corrective feedback.
- It helps pupils to manage their own process and to develop their abilities of self-assessment.
- It orients and improves the decision-making for future learning or instructional activities.
- It helps student to feel that they have achieve a specific goal.

Following the Gibbs and Simpson (2009) approach, ten characteristic that the Feedback (Formative Assessment) should have in order to be a benefit for students' learning are defined, taking into consideration the factors that effect on meaning

attribution in learning and the beneficial points that Gagner introduces. It is fundamental to this study to consider this point to manage the beneficial characteristic that Feedback should have to promote a meaningful learning. The ten points are:

- Deal with Assessment task involves the implementation of some productive learning activities of different types. Each student needs one specific time to understand and learn new content; as a teachers, teachers should provide them with the enough activities to give them the change to improve in this process. Moreover, these task have to be from different typologies in order to encourage all the student to learn and not only to memorize.
- Give enough feedback with the enough frequency and detail. This means that the teacher has to provide the student with comments about his learning process during the whole unit; not only at the end. In this way, the pupil has time to use the feedback and change his actions in front of the learning process in a unit. Furthermore, the teacher has to bear in mind student's self-esteem in sense that he has to understand and accept teacher's qualifications and comments to keep the motivation in this process.
- Focus the feedback on student's action and not in his personal characteristics. In order to avoid self-esteem damaging. Teacher should provide students with comments about their specific actions, so they will understand better what they have to change for learning success. If teacher put an etiquette to a pupil related with one personal characteristic, he will believe this definition and he can lose his motivation.
- Provide the feedback with enough time, so pupils can use it for future learning and they can receive the needed help. Feedback should be given when they are working in the same unit, so students can modify their actions of learning process and prove their new techniques. If they are useful in that specific moment, pupils will be able to use them in future units.
- The Feedback should be appropriate to the activities' objectives and Assessment criteria. For this aim, it is basic that the teacher promotes a Formative Assessment. He has to take into account each activity's objectives and show them to the pupils very clearly; in CLIL it is very important as students will not be sure if they are working language or content. Bearing in

mind this, the teacher has to relate each activity to the most suitable and coherent way of Assessment.

- It should be appropriate according to what students have understood that they have to do. As it is said before, it is very important that students understand the objectives of one activity and the whole unit and the way in which they are going to be assessed. In the moment of feedback, the teacher has to take into account the student's previous perception of those facts to adapt his speech and make it more understandable for pupils.
- Students should receive and take into consideration the feedback in order to make it useful. Teacher has to know that there are many kinds of feedback and each student understands better one specific kind. For these reasons, pupils have to express their preferences and teachers have to provide them with different kinds of feedback, trying to avoid only numerical qualifications and promoting self and peer-assessment.
- Students have to make an action in front of the feedback that they received. The feedback is useful and has sense when the student can use it and it guides him in the process for a meaningful learning. He has to take teacher's comments as advice to keep working in the beneficial way and change actions that move him away from the attribution of meaning in the learning process.

Finally, it is fundamental to consider that, in case of CLIL subjects or bilingual projects, this Feedback must be given in the additional language. It may cause a difficulty at some stages because students do not manage the language in the level to understand the comments or express themselves. For this reason, CLIL teachers need to adapt their vocabulary and introduce some strategies to claim that the message is being understood. Establishing concrete language and content objectives, offering guidelines for a successful task and promoting Basic Interpersonal Communication skills (BICS) will help them in this aim.

Teachers should provide students with Feedback in all the Assessment activities that can benefit students' motivation and self-esteem. In some cases, this continuous Feedback is difficult to achieve and students should be enriched by other opinions apart from the teacher's one. A good example of getting other points of view to learn is the Carousel, exposed in the following point.

2.4.4. Carousel

Carousel is a very used Assessment method at problem-based assignment evaluation as, at the end of this process, students normally show their results in a presentation. It is a very beneficial method as Department of Built environment Technology University (2015) has proved because it helps to get a great amount of useful feedback and the time is used in a more efficient way. Moreover, it promotes interaction and more objective evaluation.

Normally, when teachers divide a big group into teams of four or five to work in a problem or a project and each group has to present their results in front of the whole class, there is a decrease of students and teachers' attention. In the carousel method, the evaluators are split up in smaller groups, so different teams can present their work at the same time. After the presentation, the evaluators provide groups with feedback and move on the next group. In this way, the teams can improve their second presentation thanks to first evaluators' advices.

There is a variation of this method of Assessment where students can be the evaluators. Some groups can present their project and the other ones can be evaluators with the group that they have been working or divided in smaller groups. Furthermore, it can be done with the final product or before they give the final version, so they can improve their product with their classmates' feedback, and they can also do a reflexion on their work taking into consideration the comments that they have done to the other groups.

When students are the evaluators, this method of Assessment has to be very well structured to be useful for pupils and with the objective that they can provide meaningful feedback and understand the comments that they receive to use them later. As Partnership Management Board (2007) recommends, teachers can follow the next steps:

- Pupils are divided into small groups.
- Each group is given a flip chart sheet or an A3 sized piece of paper with a question relevant to a particular topic at the top. Each piece of paper might have a different question.
- Pupils work in their groups within a time limit to write down their responses, thoughts and ideas which stem from the initial question.
- Each group might be given a different colour of pen to allow for easy identification of responses afterwards.

- After the established time pupils rotate to another sheet with a different question.
- They read the responses of the previous group and discuss whether they agree or disagree. If they agree, they tick. If they disagree, they could justify this by writing an explanation.
- Pupils then write down their own thoughts on the issue. If their ideas have stemmed from the previous groups' written responses, they could connect the ideas with an arrow.
- The carousel could be continued, if time permits, until each group has had the opportunity to see and respond to each question.
- A debrief afterwards is beneficial.
- Carousel is also a useful evaluation tool. Questions might include: what have you learned today? What was the most surprising/shocking/interesting/useful thing for you today? What might you have done differently? (p.12).

2.5. My critical analysis of the literature review

Thanks to Instructional core presented by Coll (1990), the learning process can be defined as the significance building and meaning attribution. Students are in the centre of this schema and they can achieve the learning taking into consideration the relationships that they establish with the content and the teacher. As pupils are in the centre, the ultimate responsibility of their learning lies on them, but teachers have a great influence on the meaning attribution as some authors like Mauri & Rochema (2010) and Jussim (1986) have shown in their studies.

In my opinion, teachers should manage this situation and this is the framework in which tutors can define and understand the learning process. In this way, Instructional core is fundamental for this study as it validates the relationships that are established on learning process and that have an influence on students' factors for meaning attribution as highlighted by Miras (1990), Tapias (1998) and Gozález & Toruón (1992).

Teachers can influence the three factors (motivational, emotional and relational) that determine the meaning attribution. These factors can be modified in the Assessment time as it is a fact that can provide students with a big amount of information of their

learning process. If pupils understand this message, they can use the Assessment and make it useful for their meaningful learning.

From my point of view, the awareness on the importance of Assessment is very beneficial for the students as if the teachers are conscious on their influence through the Assessment, tutors can help pupils to develop more beneficial factors for their meaning attribution in learning.

This Assessment in CLIL contexts can be developed by many tools presented by Gronlund (1998), Mertler (2001), Gagner (1977) and the Department of Built Environment Technology University in this literature review; but this study presents four methods of Assessment as an example of Summative and Formative Assessment and taking into consideration different levels: Peer-Assessment, Teacher-Assessment and Self-Assessment.

3. Empirical framework

The study was carried out in one specific context where teachers implement the CLIL approach in their project and tutors use Achievement Tests, Analytic Rubrics, Feedback and Carousel to assess projects' activities. In this section and introduction to this context is developed in order to expose and understand this environment.

3.1. Sample description

In order to learn how these Assessment tools are implemented in in one specific bilingual programme to define their applicability for a meaningful learning in CLIL (taking into account motivational and emotional students' profiles for meaning attribution) and to compare teachers and students' opinion with literature definitions, this study was carried out in Infant Jesus school where teachers and students work through bilingual projects and tutors use different resources to assess learning in an additional language. A description of the environment in which the study was carried out is presented in order to introduce this school's characteristics and methodology to understand better the results and to specify these Assessment tools in one specific bilingual programme.

3.1.1. School description

Infant Jesús – Jesuïtes Sant Gervasi is a charter school placed in the city centre of Barcelona; in one of the wealthier neighbourhoods of the capital city of Catalonia. As a consequence, most of the families that bring their sons and daughters to this school have a middle-high and high social-economic status and they have a high level of consciousness on the benefits of innovative education that prepare their kids as citizens for the future.

This school belongs to Jesuit Educational Foundation. One of their most important projects is Horizon 2020 that has the aim of changing the pedagogical model in a holistic education that promotes students' autonomy and the response to their individual needs and interests, focusing the student as the centre of learning process; teachers accompany them in their way. This institution understands the education as the tool that they can use to prepare children to understand a changing world and to take their own decisions.

To achieve this objective, Jesuit Educational Foundation creates some pilot projects in different stages to implement innovative methodologies to work with students in the way to achieve their prominence, motivation and autonomy; working by projects and competences to prepare them for the society as conscious, creative, compassionate, committed and competent.

Finally, it is very important to understand Infant Jesus as a school involved in this innovative pedagogical framework because this situation defines their methodological line and the school's interest to improve education with risky changes in order to develop a more meaningful learning process in their students.

3.1.2. NEI and Grade description

The study was carried out in the 6th Grade of NEI (the new intermediate stage) which is a new pedagogical model that Jesuit Education created three years ago. This intermediate stage goes from 5th Grade of Primary education to 2nd Grade of Secondary education.

NEI was created with the aim of adapting students to the current and future situation of the society that is constantly changing. In this society, memorizing theoretical concepts has no-sense as people are surrounded by many sources where students can find changing theories of this age.

Instead of this methodology of memorization, NEI tries to work by competences as students need to be able to use these resources and understand the information that they can find analysing it from a critical point of view. Children have to learn to think and they should acquire values to make possible a better world.

At this stage, students are between ten and fourteen years old, so they are in a new phase of personal maturity and cognitive development when they consolidate the concrete operations as reading, writing and calculation. They have just finished the previous stage (from 1st to 4th Grade of Primary education) when they develop their writing and reading fundamental abilities and elemental mathematical operations.

Moreover, at these ages, students can be more demotivated in school because of their psychological moment: preadolescence. For this reason, in NEI, teachers try to motivate students and develop abstract thinking taking into account their interest and Gardner's Multiple Intelligences Theory working thorough interdisciplinary projects that include content from different subjects and that are carried out in three different languages (Catalan, Spanish and English).

Students put these projects into practise in groups of four but with individual responsibilities and tasks; they teachers only guide them in this process to solve a final challenge trying to promote creativity and critical thinking using ICT.

The competences acquisition and the use of interdisciplinary knowledge are assessed by teachers in these projects. Tutors assess the process and the final product that each student and group produces. A big amount of Assessment is provided by teachers, but tutors also try to promote Self-assessment and Peer-assessment. Student can receive these Assessments in Catalan, Spanish or English depending on the language that they have used to do the activity. For this reason and for this study, it is very important to know about CLIL in this pedagogical model as, sometimes, students have to assess and understand their Assessment in English.

Focusing the attention on 6th Grade of Infant Jesus school as it is the grade where the survey was developed, it is important to know that there were two classrooms of forty students each one, so there were eighty pupils in total. To take care and guide them in their learning process, there were five tutors: two in each classroom and one that divided her timetable between both classrooms, two or three teachers could be found in the same classroom at the same time working with the same group. It is very important to highlight that there is one English teacher in each group as a 30% of the project is implemented and assessed in this language.

3.1.3. CLIL and its implementation in NEI

As it was mentioned before, pupils of this school work in a project-based learning most of the time although students are taught in four specific subjects: Mathematics, one of Music, three of L1 (they join Catalan and Spanish and three of English; they also do two of Physical Education and French.

As teachers and students do not work through subjects, there is not any specific subject with CLIL, but this approach is included in every project. These projects are bilingual (Catalan and English or Spanish and English) or trilingual (Catalan, Spanish and English), so English is the working language of 30% - 40% of the sessions in each project.

As, in this schools, pupils and tutors work CLIL trough project-based learning, the classroom is student-centred and the teacher is only a guide who accompanies students in their learning process and provides pupils with feedback in order they can improve their process. Scaffolding is very important in these classrooms because

students are always doing things and learning, so teachers need to pay attention to each one process and provide them with a specific help in order they can achieve the aims of the activity and they can solve the project's challenge related to a problem in the real life. Tutors have to scaffold their content learning and their language use and acquisition as pupils are learning in English which is their additional language.

For this reason, it is very important that English teachers help students to develop CALP (Cognitive Academic Language Proficiency) as they need it to understand the new content, acquire the knowledge and do the different activities included in this process. Tutors also should promote BICS (Basic Interpersonal Communication Skills) as students need this language to communicate with their classmates because they normally work in cooperative way. Moreover, pupils also use it to understand and talk with their teachers to express doubts and receive their Feedback and Assessment.

On the one hand, the first sessions in English inside the project are very useful to work on CALP to create and acquire a base vocabulary and language that will allow students to understand and be communicative in the topic of the project and that will help them to face the rest of activities and perform in the task using English. Furthermore, there is one session of English subject each week that is related to the project topic, so pupils can review vocabulary and develop grammar and language as students do some listening, reading or writings about this topic and they also work grammar that they will use in the project in a more systematic way.

On the other hand, BICS are really important because students tend to use their own language when they work in teams because they normally use Catalan or Spanish to talk with their friend, it is very difficult to change the language that you use to communicate with someone that you know. And it is even more difficult if they do not have the needed level to express their ideas. Speaking is one of the most supported competence in English subject in order to provide them with tools to be communicative in this language when they are doing cooperative work in the project.

Teachers have a technique to encourage students to use the language. Students have a plastic stick from the beginning of the class, but if they say any word in English, teachers take students the stick out; if they keep it until the end of the class, they get a sticker. At the end of the term they count the stickers and depending on the number they could increase a little bit their mark.

Advised by Blanquerna University, teachers and students are developing what they call PLP (Personal Linguistic Portfolio). Each student has his own PLP, a document

that help them to be conscious about their use of one language and his strong and weak points in this one; so, at the end, they choose (with the guidance of the teacher) one objective related to one specific point of the language that they want to improve and manage. Students work on it during one term and, at the end, children check different activities that they have developed in the projects and English lessons in that time to see if they have been useful or not for this aim and they can decide if they have achieved it or if they need to keep working on it; so they do a very important metacognitive exercise. Sometimes, the teacher prepare specific tasks to work this specific aspect, so it is also useful to develop BICS as pupils can reinforce their weakest points of communication in the second language.

Assessment of CLIL part is very similar to the one that students have in the whole project. Self and peer-assessment are promoted in every activity through rubrics, debates or Carousels. Teachers, most of the times, assess pupils' process and final products with analytic rubrics which were divided in many different criteria that include language and content in a divided way. I consider that it is a very positive aspect as language level does not interfere their content acquisition mark and they get a global mark. Moreover, these rubrics help teachers a lot to provide students with feedback as they can see easily students' strengths and difficulties. As students know these tools in their own language, they understand their Assessment easily thanks to their level of BICS, too.

Finally, it is important to point out that collaboration between content and language teachers is very easy because they are the same in project time and in English subject, so they can scaffold BICS and CALPS in both lessons.

3.1.4. Assessment of observed project description

As it was mentioned before, the Assessment in NEI is formative; this means that there are different moments during the project when teacher, students or both can check their learning process. Different activities are assessed with different tools. The most common ones are the four methods that appear in this document: the exam, the analytic rubric, the final feedback and the carousel. These resources have been described in the literature review, but I would like to explain them in one specific project to make them more concrete in the empirical framework.

The project that I could observe was about reproduction and it had many tasks that were assessed, but the most important ones that used these methods of Assessment

were the following ones. As you can see, they combine: teacher, peer and self-assessment.

Firstly, groups prepared a Thinglink (digital poster tool) about one specific point of human reproduction and students presented it with an oral presentation. At the end of the presentation students completed an Analytic Rubric of their teammates, so pupils could assess members' cooperative work and group's product, so each child had an Analytic Rubric with five columns: one to do their Self-assessment, three to receive their Pee-assessment (as they worked in groups of four) and one for teacher-assessment. This rubric took into consideration language and content in separated criteria. It was in English so before doing the task, the teacher introduced it to scaffold their comprehension and to help them to know what they were expected to do.

Secondly, pupils performed a Carousel where they were assessed by their classmates. Each group had to do a poster with information about one specific period of the pregnancy. Teams did a draft and the left their product on their table with two post-it, one in which students received the positive comments and the other one where they could read ideas to improve their poster. So every group saw and made comments for all the groups because they rotated at the same time. Students wrote those comments in English with the teacher's help and with the language of high-level members as the groups were heterogeneous. At the end, children had a lot of feedback from their classmates and they used it to produce the final product.

Thirdly, students fulfilled an exam about the fertilization, pregnancy and birth and it included the content that pupils worked in the oral exposition and with the poster. This knowledge was taught and worked in English, so the exam was in English, too. The teacher explained the different activities at the beginning of the exam to make them understandable for students. Furthermore, pupils had the option to write some words or sentences in Catalan or Spanish if they did not know them in English, but they had to do this with another colour of pen, so the language did not affect content. At the end, pupils had two marks that in most of the cases were the same: one was for correct content in any language and the second one was for the right content in English.

Finally, as at the end of each project, the tutor spent ten minutes with each student providing him with the final Feedback. This Feedback at the end of the project was a general revision of the learning process, so the teacher and the student can make comments about pupils' learning process, their attitude when they have to work with their team and their individual responsibilities. Moreover, the teacher can explain to

the student their weak and strong points in the project, so both together can reflect on some points to arrange how student can change some aspects to improve and to encourage him to keep working on learning techniques that have been useful in that project for future ones.

3.2. Methodology

Taking into account the four most used methods of Assessment, the literature review about them and the most beneficial physiological aspects for a meaningful learning and considering them in a specific framework, a survey was created for the eighty students in 6th Grade of NEI and one interview for the five tutors of these pupils.

To make interviews and survey useful for the aims of the study to compare literature students and teachers' point of view, and to check which is the most beneficial one for pupils considering the beneficial profiles for a meaningful learning, I counted on the help of three different experts: Pere Muñoz (a psychologist), Mireia Soler (a teacher of this new pedagogical model) and Mercedes Querol (a teacher of the Bilingual Education Master in UNIR).

3.2.1. Students' survey

In order to know pupils' opinion of the Assessment methods and their patten or self-esteem in the learning process and the kind of motivation when they face these methods and their result, one survey (annex 1) to value these aspects and to get the aim of this study was created with the help of the experts.

At the beginning of the survey, there are four open questions where students can express their opinion about each Assessment method presented taking into account the aim, positive and negative points that pupils consider and their perception of usefulness for their own learning.

Then, there are three questions to check what their motivational factors are to define if students have an intrinsic or extrinsic motivation depending on the point where they focus their learning. After, there are six questions to define pupils' self-esteem profile (pessimistic, optimistic or the most beneficial one for a meaningful learning). These questions are based on the theories exposed in the literature review and they help me to know in which Assessment method students have an intrinsic motivation and the most beneficial self-esteem profile for a meaningful learning. This

demonstrates that students understand this Assessment method and its results, so pupils can develop a meaningful leaning thanks to it because they have the beneficial factor for the attribution of meaning.

The following table shows how this survey was divided and the analysis of psychological factors to define their kind of motivation and self-esteem pattern in success and failure taking into account the definitions that are described in the literature review by Mauri & Rochera in the points 2.2.1 and 2.2.2 of this document.

Table 2: Survey analysis

Type of question	Dimension of the study	Question	Choices	Analysis
Open questions	Students' opinion	1.Aim		Compare the answers with literature review and teachers' opinion
		2.Positive points		
		3.Negative points		
		4.Utility for the learning		
Multiple choices questions	Students' motivational factors	5	A	Intrinsic motivation
			B	Extrinsic motivation
			C	
			D	
		6	A	Intrinsic motivation
			B	Extrinsic motivation
			C	
			D	
		7	A	Intrinsic motivation
			B	Extrinsic motivation
			C	
			D	
	Pattern of self-esteem in success – Place of control	8	A	Inside
			B	Outside
	Pattern of self-esteem in success – level of control	9	A	Manageable
			B	Non-manageable
Pattern of self-esteem in success – cause's character	10	A	Variable	
		B	Invariable	
Pattern of self-esteem in failure – Place of control	11	A	Inside	
		B	Outside	
Pattern of self-esteem in failure – level of control	12	A	Non- manageable	
		B	Manageable	
Pattern of self-esteem in success – cause's character	13	A	Variable	
		B	Invariable	

This survey was applied in Spanish because it was the pupils' first language, so they could feel more comfortable understanding and answering the questions and they could express better their feelings. Pupils had a good level of English as they could understand message and use this language to express their opinion, but I and the

experts considered that the language should not be a determining factor for students' answers, as the language could increase the insecurity of the students when facing the survey or it could make pupils think that they were doing an English exam.

To carry out this survey with the eighty students of Infant Jesus 6th Grade of NEI, a Power Point was created with the questions and one answer sheet was given to each student, so the survey was applied at the same time during one hour in order pupils could ask me a question when something was not very clear; but, at the same time, students had their space to think and to answer the question being pensive on their own situation. One group of forty students filled it in first and, then, the other group of forty; but the sequence and environment was exactly the same.

Firstly, students with the investigator reviewed all together the four Assessment methods that appeared in the survey and the teacher explained to pupils that it was a questionnaire to see if these four Assessment methods are useful for their learning or not, so students had to be sincere choosing the answer because there was not a correct or incorrect one, they were only to express their opinion.

Then, to encourage students to answer in a more realistic way and based on CLIL Assessment situations, students thought one moment of the last project where pupils were assessed with these four methods in English. Pupils guided by the teacher also remembered what kind of Assessment they implemented on the project (peer, self or teacher assessment) because it was a point that could make the difference in their type of motivation or their self-esteem profile.

Finally, the questions appeared on the screen one by one and the teacher read them and answered few students' doubts and students had time to answer those questions in silence for the four methods. They had time to think and to express their opinion individually and when everybody finished, they used more or less the same amount of time, we moved on to the next question until we finished.

The most common question by the students was about the possibility to choose two options as the direction was that students had to choose only one. When the teacher told pupils they could not choose more than one option, the tutor tried to help them to think on their feelings in the moment when they did it in the project of reproduction and it was easier for children. Moreover, some students tried to comment or check the answer with their classmates, but I encouraged them to do it on their own and the tutors of the classroom helped me to keep a relaxed atmosphere to think on their own.

3.2.2. Teachers' interview

An interview (Annex 9.2) was given to the five tutors of 6th Grade of NEI of Infant Jesus school in order to compare their answer with their pupils ones as they shared the same implementation framework and both used these methods of Assessment in the same situations.

This interview was divided into the four methods of Assessment proposed in this study, and the questions were almost the same in the survey and interviews in order to compare the four methods and teachers' opinion with the literature review explanation and students' perception. In the interview, all the questions were open questions where teachers could express their opinion about their aim, positive and negative points of these Assessment tools and their influence for a meaningful learning). Moreover, there were questions where teachers could express their perception about students' motivation and self-esteem profile when pupils face one of these Assessments and its results.

The interview was also applied in Spanish for the same reason as the survey for pupils. Some teachers did not have a good level of English as they had never studied it and these tutors only accompanied students and helped the other teacher where they did the part of the project in English and when they were being assessed in that language. Despite the fact that these teachers did not teach or assess in the additional language, they identified pupils' feelings and these tutors were in the Assessment moments and they also had a general vision of the students' motivation and self-esteem and of these Assessment methods. Teachers could express their perception without the language as a determining of their freedom in their speech.

To carried out these interviews, tutors were taken one by one and some notes were written down when tutors answered the questions. First, the aim of the project was introduced in order they could adapt their speech with relevant information for this aim. Tutors' answers took into consideration their opinion related to psychological aspects thinking on CLIL Assessment moments through these four Assessment methods. Tutors did not only give their opinion about them in general or when they used them in the first language.

Finally, it is important to highlight that the chance of being in some Assessment meetings when tutors check the results of these methods and they took notes or put marks provide this study with more specific information. In these moments, teachers made some comments about these tools and the situations when these Assessment methods were used. These conversations were useful to understand better teachers'

point of view and the purpose of using specific Assessment tools in some specific moments. Furthermore, in these moments, tutors sincerely expressed their opinion of how pupils understood the results of these Assessment methods in a bilingual situation and how they used them to develop a meaningful learning.

4. Findings

Taking into consideration the answers provided by students and teachers in their surveys or interviews, a summary of the results, which is divided into the different methods of Assessment worked in this study, is exposed in the following subsections.

4.1. Achievement Test

The Achievement Test is one method of teacher-assessment when students have to face individually some activities or questions to demonstrate their knowledge. The analysis of the students' and teachers answers related to the aim of defining positive and negative aspects, use for leaning and psychological factors that influence on meaning attribution is developed in this point.

4.1.1. Findings from students' perspective

When students are asked about what they think that is the aim (Annex 9.3.1) of one Achievement Test, pupils define this Assessment tool as a way to show what they have learnt and worked in a project and a method that teachers have to check students' learning and assess their knowledge about one specific topic. When the survey was applied, students had to think in one test that they did in English and pupils only took into consideration these objectives. Nobody believed that, in CLIL exams, teachers were assessing their language.

Pupils have their own opinion about the positive and negative points of the Achievement Test. This point of view comes from children's experiences and the way in which teachers introduce this method of Assessment.

On the one hand, students consider that exams have some positive aspects that make them feel comfortable and secure in the Assessment situation. The most common points are:

- Pupils feel happy and proud when they get a good result. Some students have these feelings because they only think on the mark and on the good image that they will show to the rest. These children believe that their teachers and parents will feel pleased. Other students consider that the exam and its result is a prove of their good work and these pupils realise that they are learning In this second case, this consciousness is very beneficial for children's motivation

as pupils believe that the Achievement Test is a way to learn and prove themselves, so these students have an intrinsic motivation.

- Some pupils are conscious that their effort has a reward; students have the certainty that if they study and pay attention to the lesson when content is introduced, they will get a good mark and a good learning. This fact promotes a beneficial self-esteem pattern because they define the causes' characters are variable; these children consider that the mark is the consequence of their learning process.
- Most of the students define the Achievement Test as a specific objective because they know exactly what they have to do and to study, so they can manage the situation which is really beneficial for their self-esteem as they can place the control inside them.

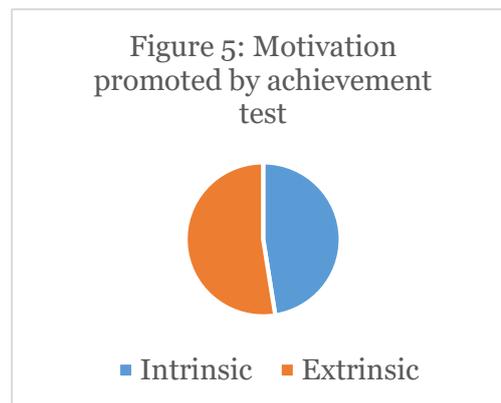
On the other hand, pupils believe that they do not like some aspects about the tests because Achievement Tests cause some negative feelings. The ones that students underline most are the following ones:

- Many students do not like the exams because pupils feel disappointed when they do not get the expected mark. The teachers' guidance is fundamental for them in this moment as if children do not understand the result and the causes, students can develop a pessimistic pattern of self-esteem for learning.
- Sometimes, students can feel insecure because they do not know what kind of questions will appear on the test or if they have studied enough to answer them correctly. To avoid this feeling, teachers need to introduce the objective of the exam in an accurate way and tutors should help students to study, underlining the most important aspects. Moreover, before starting the Achievement Test tutors have to promote an intrinsic motivation.
- If children consider the exam as a mark that they have to show to their parents and to compare with their classmates' result, they have an extrinsic motivation. In this case, students feel under a lot of pressure.

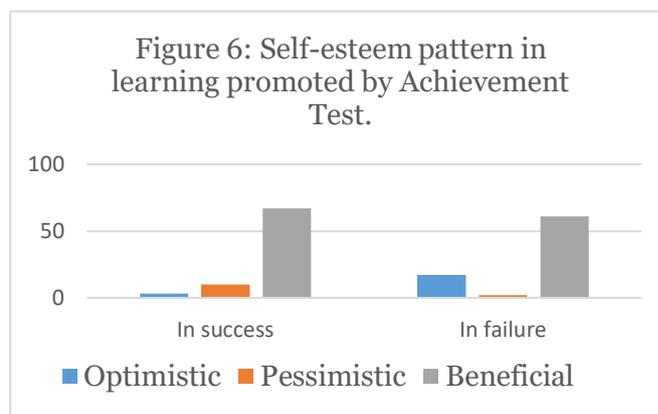
Finally, most students agree on the fact that achievement test help them to learn because pupils have a chance to review all the content that they have worked and set in their mind and to make it more personal. Moreover, students consider that Achievement Tests are useful for them because pupils can do them individually and students have time to concentrate and to prove themselves as when children are studying or doing the exam students can realise about their level of content and what point they should learn better.

Taking into account the analysis of the given answer in the survey about pupils' feelings when they do an Achievement Test (Annex 9.3.1), each student motivation and pattern of self-esteem for learning in failure and successful situations can be described. Collecting and comparing all these profiles, the kind of factors for attribution of meaning that achievement tests as an Assessment method promotes are observables.

Firstly, as it is shown in Figure 5, there is almost a balance between the intrinsic motivation results, which is beneficial for meaning attribution, and the extrinsic motivation, which is damaging for a meaningful learning as students focus their motivation outside. It depends on how students see the exam. The correct way to learn is considering it as a chance to assess their process and check their learnings.



Secondly, the results on Figure 6 show that most of the students have a beneficial pattern of self-esteem for learning in failure and successful situations because they are conscious about the fact that their results are consequences of their work (control inside) and it can vary depending on their effort and learning process (variable causes' character). Moreover, if pupils know what they have to do and what they are expected to learn, they feel that pupils manage the situation (level of control: manageable).



Despite this fact, some pupils have a pessimistic pattern of self-esteem in learning in success. It proves that some children have a low self-esteem because they consider

that, when they get a good result, it is because the exam was easy (level of control: non-manageable or the teachers corrected them in a positive way (place of control: outside). Some students think that they will always have the same results (causes' character: invariable) so they are not conscious about the fact that their work has an effect on their result; in this way, they cannot develop a meaningful learning.

Furthermore, some students develop a profit pattern of self-esteem in failure because they believe that the difficulty of the exam (control outside) or the teacher's correction (non-manageable) are the causes of their failure. It does not help their meaningful learning as they do not have a conscious point of view of their learning process.

To sum up, the Achievement Test can be very positive for students' factor of meaning attribution, but it depends on the representation that each pupil has of the Achievement Test, its aim and students' perspective facing one. The 37,5% of 80 students have all the beneficial factors for a meaningful learning because they have an intrinsic motivation and beneficial pattern of self-esteem in learning in success and failure. The 2,5% of the students have these factors against to this kind of learning as they have an extrinsic motivation and they do not have the beneficial self-esteem pattern in success nor failure situations; the rest have different combinations that show us that students have to change their point of view in front of some situations.

4.1.2. Findings from teachers' perspective

Teachers of these groups agree on the opinion of the Achievement Tests and this Assessment method's aim. Tutors consider that this tool is useful to assess the knowledge that students have learnt or memorized during a project. Students have a moment to put their ideas into order and focus their attention in the ones that they did not learn in the classroom. With this chance, they are more conscious about their weak and strong points in their learning and some of them can use it to acquire the whole content that they have been working. Finally, students can show their learning by written expression that gives information to the teacher about their final knowledge on worked content and points that they have to review or clarify.

In this case, taking into account CLIL, teachers consider that it is a good idea to put two marks one considering language and content and the other one only content. Tutors can assess pupils' learning in the additional language, but having the chance to express content that they know in their first language, but not in the second one. In that way, content is not affected by language. In teachers' opinion, it gives students confidence when they have to face these tests, but tutors stand that most of the

students do everything in English because pupils worked the content in that language and only few of them put some words or sentences in their first language. Some students feel insecure because children think that if they will be punished if they do not do everything in English.

Bearing in mind the 6th Grade pedagogical model in Infant Jesus School, the characteristic of the group and their experience, these five teachers consider that there are some positive and negative aspects in the use of achievement test for meaningful learning and thinking on students' motivation and pattern of self-esteem.

On the one hand, teachers consider that Achievement Tests are beneficial for the following aspects:

- When you say to a student that he will have an exam, you are providing him with a moment to gain consciousness of their learning process, to see what they know and what they should know and giving them the chance to reinforce the one that they have not acquired yet.
- Socially, families and children give a lot of importance to exams, so they spend time to prepared them (learning more thing and better) and students can receive their parents or private teacher's help, so students are learning with an individualise support.
- The preparation of the exam is a moment when they can personalize their leaning and internalize the content.
- The achievement test is a chance for them to put their ideas into order and express their knowledge and their ability to answer some questions.

On the other hand, there are some aspects that teachers believe that are not beneficial for a meaningful learning. They present the following ones:

- Sometimes and depending on the student, Achievement Test forces them to memorize and not to acquire new content.
- Depending on the questions, pupils can only show the content that they have learnt or memorize, but not the abilities and competences that they have acquired working this.
- The Achievement Test does not leave space for the creativity because all the students have to answer the same question in the same way to do it well, so it does not allow differentiation or adjustment.

Talking about their students motivation and self-esteem pattern, the group of tutors defend that Achievement Test are a negative Assessment method for pupils' motivation and self-esteem; in that way, students do not get a meaningful learning.

Tutors argue this idea saying that many pupils feel under a lot of pressure before doing the exam because students do not know what questions are going to appear and if they are going to be able to answer them well with their previous work. Many children are worried about this because they think on the mark (the first think, and sometimes the only one, that they check when tutors give the exam back); so these pupils have an extrinsic motivation because they want a good mark to compare it with their classmates one or to show it to their parents, these students do not consider it as an indicator of their learning process.

Moreover, if students do not understand their result, it can be very negative for their self-esteem because children can develop a pessimistic or optimistic pattern for learning if pupils do not place and define the causes of failure or success in the correct point; to do it students need a lot of teachers' help and scaffolding. Furthermore, if the results are always negative, the mark can disappoint pupils because students compare themselves with other classmates and only with a mark teachers are not providing students with tools to improve.

For all these reasons, tutors strongly believe that the Achievement Test cannot be used as the only way of Assessment because this tool only helps students to learn to memorize. Memorization and study habit are things that students have to get to learn things like verbs, formulas or times tables. Only on few cases, depending on the students' self-esteem pattern, the Achievement Test helps students to learn if they think that they are methods to prove themselves and see in what position of their learning process pupils are.

4.2. Analytic Rubrics

In this section, a summary of the answers that students and teacher gave about the Analytic Rubric, as a method of self-assessment, is developed. Moreover, the description of the students' factors that influence on the attribution of meaning for the learning are described and compared through some graphs.

4.2.1. Findings from students' perspective

In the case of Analytic Rubric (Annex 9.3.2), students define this Assessment tool as a way that they have to assess their own products knowing what they have done and what they are expected to achieve. Moreover, pupils consider that they can compare their product with the highest stage of each criteria. Students can know in which specific point they have to improve and students have the guides to do it. It is not difficult for children to understand the Analytic rubric's feedback because these

rubrics have been standardized and they are really similar to the ones that pupils complete in their first language; so students easily manage the language that they need to understand and complete the rubric and pupils also have the chance to assess their English.

As in all the activities that pupils fulfil in class, they have their own opinion about what they like and do not depending in how they feel facing the task. In the survey they have the opportunity to express these feelings.

On the one hand, students consider that the rubrics are positive for their learning and this Assessment method can help them for the following reasons:

- Children can know their strong and weak points because the product is divided into different criteria and different stage, so they can place it in one stage and see how pupils can improve reading the next stage. It is very positive for their learning as students can use the results of this Assessment method because they understand it and have tools to do it.
- Students like the responsibility of assessing themselves as they have the control and they are more conscious about the cause of their results when they complete the rubric than when they only receive the mark. Furthermore, pupils prefer the rubrics that are done by them and their teachers as they can compare their qualification with the one that the teacher gives them and see how realistic their perception of the product is.

On the other hand, pupils consider that this method of Assessment has some negative connotations because children find the following difficulties when they have to complete an Analytic Rubric:

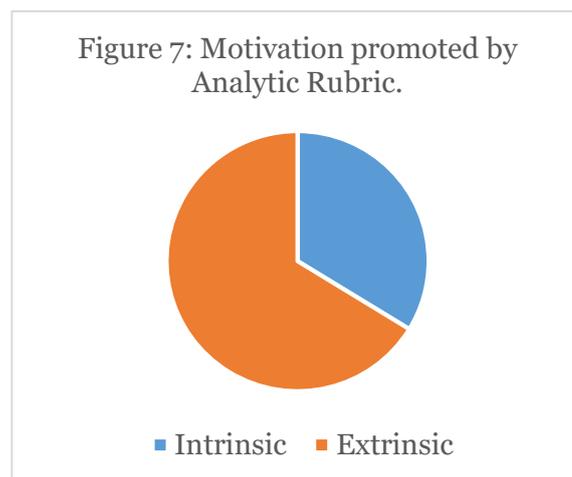
- Students have the perception that, sometimes, they have to spend a lot of time to assess themselves with an Analytic Rubric because pupils have to read a lot and it becomes tiresome for them and children can lose their motivation and attention. This is the reason why teachers decided to standardized Analytic Rubrics.
- Many times, pupils have difficulties to choose the stage of one specific criteria because they consider that their work is in the middle of two stages, so pupils can feel insecure or unhappy with their own Assessment.

As a conclusion, students believe that the Analytic Rubrics are a useful tool for their learning because analytic rubrics help pupils to know what they have to achieve in a task and how to do it; so, during the process, they have the chance to check their own

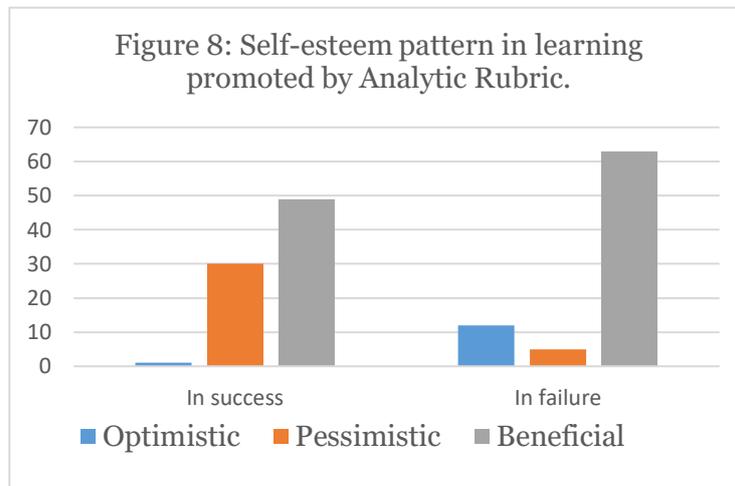
work and see in what the aspect they have to improve, but knowing in which direction they have to go to get a better mark and a good learning.

In the survey, there were some answers that provide students with the chance to express what is their motivation they have and where they place some of their causal attribution factors. Analysing these choices (Annex 3.2), their motivation and self-esteem profile in success and failure situations of each students can be defined. Grouping these answers and comparing them with the most beneficial situations, the usefulness of analytic rubrics to help students to develop a meaningful learning is described.

Firstly, this Figure 7 shows that, in the case of Analytic Rubric, many students have an extrinsic motivation because they focus their attention on their mark or on the image that they will give to the people that surround them. In the case of students that have an extrinsic motivation, they know how to improve their product or to guide their learning but focusing it on the final result as a mark. The most beneficial way is having an intrinsic motivation that is when they use to information to improve their learning and not only their result. To promote the use of the analytic rubric for their learning and not for their results, teachers have to guide this process and do not simplify the feedback of the rubric in a numeric mark.



Secondly, it is observed in Figure 8 that in many cases students can develop a beneficial self-esteem pattern for learning in case of failure or success as they are conscious about: the consequences of their work that are inside, that the results are variable depending on their effort and process and they have the perception that they manage the situation and it is not focused on their teacher criteria or on the product.



Despite this beneficial fact, many students develop a pessimistic self-esteem pattern for learning when they get a good result in an analytic rubric. In many cases, the reason is because pupils do not trust in their self-assessment and they think that the result will be always the same (invariable) as they are putting the mark and they believe that they cannot manage the situation because their good result is because the activity was easy.

Furthermore, in case of failure, some students have an optimistic pattern of self-esteem in learning. This is not beneficial for a development of meaningful learning as students have the perception that they have the responsibility of their results. In this case, they do not trust in their Assessment; they consider that the only esteemed Assessment is the one that the teacher does, so they do not pay attention to their own opinion and they complete the rubric without any motivation or interest.

Finally, we can conclude that Analytic Rubric is very positive to some students that use the analytic rubric to guide their learning process and they are responsible and motivated to assess themselves. The 23,3% of the students develop all the beneficial factors for meaning attribution in learning; this means that these pupils have an intrinsic motivation and a beneficial pattern of self-esteem in failure and successful situations in learning. The 12,5% of pupil have all these factors in the against way to achieve a meaningful learning as they have an extrinsic motivation and they have not

got a beneficial self-esteem pattern in success nor failure . The rest of the group has a mixture of them; this means that the teacher have to do a huge work to achieve the real aim of analytic rubric in order they can understand and use the feedback given by analytic rubric in order to get a meaningful learning.

4.2.2. Finding from teachers' perspective

Analytic Rubrics are defined by these teachers as a way of self-assessment that makes students conscious about what they are expected to do and to learn in one task. Students and teacher can qualify their learning process taking into consideration different criteria and in a general way. In this way, pupils can know in which stage they are and they also have tools to improve and move on to the next stage following the description of the next level of the specific criteria.

Moreover, tutors consider that Analytic Rubric is a good tool to assess in CLIL because language and content can be divided into different criteria and be valued in different ways, so pupils can be aware of which point they have to put they efforts. Teachers explain that they have standardized the rubrics of oral and written expression, cooperative work, autonomy and arts and craft one; so depending on the type of the task, students have the same rubric in different projects and in different language. For example, they can assess one artistic production in one project in Spanish and, in the next project, if they work Art in English, students have to do the same rubric but in this additional language. This fact helps students to understand the definitions of each stage and criteria, so they are developing BICS and CALPS needed to understand the Assessment.

When teachers think on the development of a meaningful learning through the Assessment with Analytic Rubrics considering pupils' motivation and pattern of self-esteem, teachers find some for and against points of this Assessment tool.

On the one hand, that Analytic Rubrics can help students to develop a meaningful learning for the following reasons:

- Analytic Rubrics are not only focused on the final product or content acquisition. They also take into account different criteria such as timing, behaviour, process, etc.
- Rubrics help students to be conscious on their learning process knowing what they are expected to achieve and how they can do it. Some of them show this consciousness with their sincere Assessment.

- Self-assessment rubrics also help teacher to know their students' self-esteem looking their own Assessment; some of them underestimate their work and some of them have a very optimistic point of view of it.

On the other hand, there are some aspects that these tutors think that can change in order to promote a good motivation and the most beneficial pattern for meaningful learning:

- At the end of the process, analytic rubric provides pupils with a numeric mark; so depending on the student, they can only check this and they do not see in what point they can improve.
- Some pupils know that it is a numeric mark so they put numbers in each criteria to get a specific mark and they are not sincere or conscious about what they are assessing.
- Most of the students have difficulties to place themselves in one stage. The lowest and the highest level are well-defined, but the differences between the two in the middle are really small.
- When students have to face a new rubric they have to spend a lot of time reading different stages and criteria so they can lose their motivation. This is why this school has standardized most of them, so the rubrics are more familiar and easy to understand.

For all these reasons, teachers consider that Analytic Rubric can be a very beneficial method for the factors that have an influence on the attribution of meaning if students do not focused their attention on the final result and they try to improve following the rubrics' directions, so they have an intrinsic motivation and they tend to compare less with their classmates; they focus their attention on their own learning process. Furthermore, if they are conscious and sincere when they complete the Analytic Rubric, students can develop the most beneficial pattern of self-esteem for a meaningful learning; if not, teacher can realise and help them.

Finally, teachers have a good perception of Analytic Rubric as a positive tool of Assessment in CLIL and in general for a meaningful learning; tutors of 6th grade of NEI consider that analytic rubrics have to be used in the correct measure and with a good scaffold to make students realise of their responsibility and utility; for this reason, they present the rubric at the beginning of the task and they complete it at the end and, sometimes, they can do the rubric in the middle of the process and at the end.

4.3. Teachers' Feedback at the end of the project

Students and teachers gave their opinion about the Feedback at the end of the project. This section shows a summary of students and teachers' points of view. Moreover, in the survey, students express their feelings when they face this moments, so there is an explanation about their motivation and self-esteem in this moment of Assessment when teacher have a conversation with the pupil about his learning process.

4.3.1. Findings from students' perspective

At the end of each project, each tutor has a conversation with each student to commentate and reflexion on their learning process at the end. In their answers (Annex 9.3.3), students consider that the aim of this conversation is to know teachers opinion about their work and to understand their results during that project as teacher can explain these to them. In this way, students can be conscious about their strong and weak points in learning, so they can establish with the tutor some specific objectives to improve in the next project and they can follow teacher instruction and advices. Moreover, it is a moment when pupils feel secure and confident as they can express their feelings and give a justification to some of their results. Furthermore, students do not see English as a difficulty, they understand the message and if they have any difficulty to express their opinion, they know that they have the support and the chance to do it in their own language.

Despite the fact that all of them wait for this moment as they enjoy it and make it useful, they find some points to improve of feedback at the end of the project and they feel really comfortable thanks to other aspects.

On the one hand, pupils value the teacher's feedback at the end of the project for the following reasons that make them understand the results of their learning process and use them in future situations:

- Students have the chance to make questions as they have the opportunity to understand some results and ask for help. This aspect is very positive for their self-esteem and to develop good relational factors.
- They can get ideas to improve their learning in the future project as teacher give them advices of aspects that they have to change and in which way and aspect that they have to keep doing as they are useful for a meaningful learning.

- Teachers and pupils arrange easy and specific objectives, so it is beneficial for their motivation as they feel more confident because they know what they have to do.

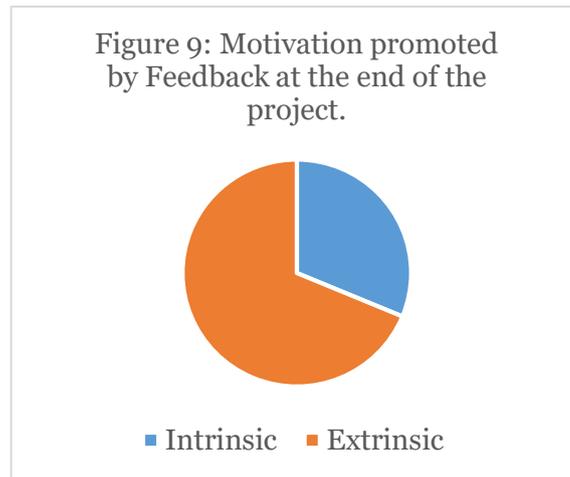
On the other hand, there are some aspects of the feedback at the end of the project that students would like to change:

- Pupils would like to spend more time with the tutor because, sometimes, they have the perception that they can only talk about some specific points and they would like to get more information. This can be damaging for their self-esteem as if they do not understand some results or reason, they will believe that their results will be always the same (causes' character: invariable).
- Students feel disappointed when they become aware of their imperfections or activities that they have done wrong. It is a consequence to the fact that they focus their motivation on the image that they give to the teacher and they feel unsatisfied as they believe that they are disappointing her. The aim of the teacher is to guide this moment in order to make students think that negative points are not imperfection, they are things that students can improve.

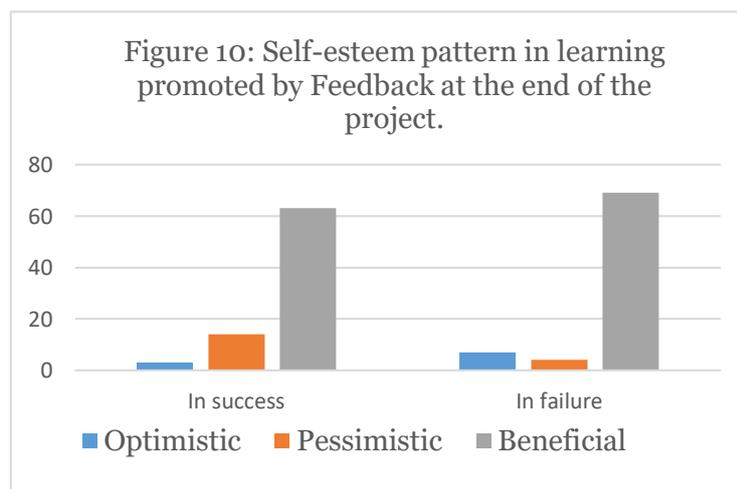
For all these reasons, students consider that the Feedback at the end of the project helps them to learn when they can arrange specific objectives with the tutor and when they can understand the causes of their results and have a global view of their learning process in order to avoid or use their techniques in future situations.

Considering students answers related to their motivation and self-esteem patterns (Annex 9.3.3), an analysis about the utility of this Assessment method to help students to develop a meaningful learning can be done.

Firstly, this graph on Figure 9 shows that many students have an extrinsic motivation when the face the moment of the feedback at the end of the project because they have to talk with the tutor and they focus their attention on the image that they are given. Despite this fact, some of them show an intrinsic motivation because they consider that moment as a chance to know about their own learning and to gain the tools to use the reflexion on this process for future situations.



Secondly, checking their pattern of self-esteem in learning when they face failure and success, summarized in Figure 10, most of them show a beneficial pattern for meaningful learning because thanks to the conversation with the adult they can realise that they have the responsibility of their learning and that their results will depend on their work and effort. Students get the conclusion that they have the control of their learning. Pupils start to consider their results variable and to realise that they manage their learning process. Children understand that the result is not the teacher responsibility or the level of task. In this way, they a meaningful learning is being promoted.



Although the big majority have the beneficial pattern of self-esteem in learning thanks to the Feedback at the end of the project, some students develop a pessimistic pattern in success because they consider that they results will be always the same (causes' character: invariable) and that the result depends on teacher opinions (level of control: non-manageable). When these students receive a good comment, they believe

that the tutor is trying to be polite and optimistic, so children do not trust on the fact that these comments are based on their learning process.

Furthermore, this finding is very related with the fact that some of pupils have an optimistic self-esteem pattern in failure because they put the point of the control outside and they are not conscious of the responsibility that they have on their learning process. Other students develop a pessimistic pattern in failure because they consider that they always receive the same Feedback, so they results will not vary. To avoid this situation, teachers have to focus on specific actions of the project and do not make general comments.

As a conclusion, Feedback at the end of the project is a beneficial tool of Assessment for students' self-esteem because they feel guided and understand their results, but it is not so useful for their motivation as pupils are thinking on the image that the tutor has about them, so these students try to impress her and they are not worried about their own process and responsibility. For these reasons, we can see that only the 21,25% of the sixth grade group have all the factors in the good direction for a meaningful learning as they have an intrinsic motivation and beneficial self-esteem pattern in learning. The 2,5% have all of them in the bad direction, but the rest have different combinations.

4.3.2. Findings from teachers' perspective

In NEI classrooms, teachers can provide students with Feedback in every moment when pupils are working in groups to guide their learning process and, sometimes, tutors can make individual comments. The five tutors define the Feedback at the end of the project as the moment when they have to talk with each student and explain pupils their strong points, that they have to keep for future projects, and students' weak points, that pupils have to work on them to improve their learning process.

In that moment, children and tutors can reflect on their success and failure in different activities and think what the consequences are, so they have a general point of view of their learning.

Teachers consider that it can be a very powerful tool of Assessment if they understand the message and use it, so they use the first language most of the times; only in few times, teachers use English to give that Feedback. In these cases, tutors have to adapt a lot their language and make sure that the student is understanding teachers' speech

and that this pupil is able to express his feeling. It is easier when teachers give Feedback in specific activities or with high-level students and this method can be use more in English at the end of the course because they have a high level of BICS to understand the Assessment and to express their reflexions.

Taking into account the factors that have an influence on attribution of meaning in the learning through the Assessment, teachers believe that the Feedback at the end of the project has more beneficial points than negative aspects.

On the one hand, the group of tutors think that it can be a very positive tool of Assessment for students' self-esteem and motivation due to the following reasons:

- This kind of Feedback gives pupils a general vision of their learning process taking into account positive points and ideas to improve.
- It is a conversation among the student and the teacher, so both gain confidence and mutual understanding which is very beneficial for relational factors.
- Feedback at the end of the project is individual, so the student cannot make a comparison with their students, he can focus on his own learning process and understand it.
- At the end of this moment, they have some ideas written that they can share with their parents, so they have to argue their results and weak and strong points.
- Student with the help of the teacher can make reflexion on what it is useful and positive for their learning and what they have to change and in what specific way they should do it.
- Both of them, the student and the teacher, can arrange specific objectives of learning for the following project.

On the other hand, teachers consider that they have to be careful with the following aspects in order to avoid a bad effect on students' self-esteem and motivation:

- It is difficult to find a specific moment to implement this and to spend the necessary time with each child. If tutors and teacher do not have the time that they need to go deeper and make comments on everything, the Feedback can lose its positive effect as students do not have time to understand everything and to make the correct reflexion.

To sum up, tutors define Feedback at the end of the project as a tool that helps pupils to be calm and conscious about their learning process, providing them with resources to make their learning meaningful and to achieve the different goals that they establish. For this reason, it is very important to agree specific objectives to improve

with pupils because, in this way, pupils will know what they have to do and they will be successful in this, so it is very beneficial for their motivation and self-esteem. Moreover, the dialogue with their tutor is moment when students can express their feelings sincerely and establish a positive connection among the student and the teacher that will be very beneficial for relational factor and Pygmalion effect, that modifies the attribution of meaning.

The student's reaction, in that moment, is very beneficial for these factors that affect the meaningful learning. Pupils always want to go to talk with their tutors because they need to know their opinion and they value it in a positive way as students consider that the comments are advices for improvement and not negative and personal comments.

To conclude, teachers consider that the teacher's Feedback at the end of the project can help students to develop a meaningful learning. This Assessment method helps students to make reflexion on their learning process and use them for the future situations. In this way, students will improve on their process and they will understand better their results and feel securer in different task because pupils will know the correct way to get success in their learning getting abilities, competences and acquiring knowledge; not memorizing content.

4.4. Carousel

Finally, the analysis of the results of students' survey and teachers' interview where they express their opinion about Carousel as a method of peer-assessment is introduced in this section. It also involves the definition of motivational and emotional factors that students have when they are assessed in this way.

4.4.1. Findings from students' perspective

When students have the chance to express their opinion about Carousel as an Assessment tool (Annex 9.3.4), most of them coincide that its aim is to learn to assess their classmates' products and make a comparison between others' work and the comments that pupils are giving with their own product; in this way, students can change their product thanks to their reflexion and their classmates' comments. Moreover, pupils consider that they can get a more realistic point of view of their work knowing the strong and weak points.

They easily do this Peer-assessment using English as they manage the language and have the enough level to do this kind of comments. The ones with a high level of English can help the ones with more difficulties to write their opinion as they do this Assessment in groups.

In general, pupils like doing Carousel as is one kind of Assessment that they use one time in a project and they do not use it in all the projects. They enjoy a lot this kind of Assessment because they highlighted many positive points, but students also consider that there are some negative points in this Assessment method.

On the one hand, students consider that Carousel is a dynamic activity that helps them to learn for the following reasons:

- Students feel really satisfied when they get good comments as they can realise that their classmates appreciate their work. It is very beneficial for their self-esteem, but a little bit damaging for their motivation as they focus the attention on the image that they are giving to the other and not on their learning process.
- Pupils highlight the fact that they have time to use the comments and improve their work which is very beneficial for the meaningful learning as they are understanding and using the Assessment. Sometimes, they get new ideas when they see other products and they use them for their work.

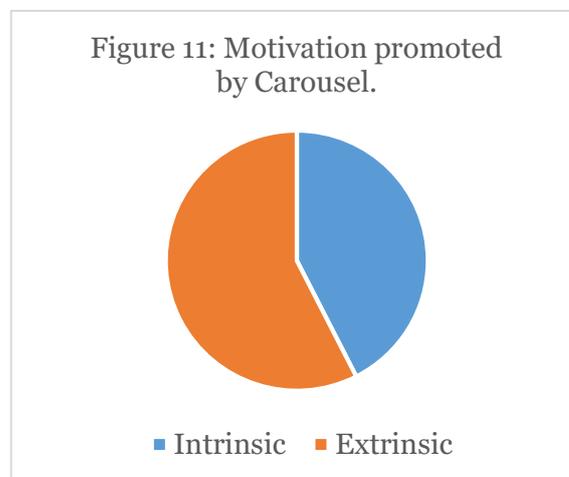
On the other hand, children are critical with other points of the Carousel that students strongly believe that are negative and they do not like them:

- Children believe that some students tend to use negative comments that are not constructive. It can be very damaging for their self-esteem, so teacher should guide them in order they can write constructive ideas and help the other group with ideas of how they can improve their product.
- Students realise that some pupils write better comments for their friend, so the one who are not so popular in the classroom only receive neutral or negative feedback which is also negative for their self-esteem. Teachers have to promote impartial comments making students conscious about the fact that they are assessing a task and not a friend.
- Sometimes, they can feel disappointed when they think that they have had a really good idea, but their classmates do not think the same. It can be negative for their motivation and self-esteem, so the best way to solve this problem is arguing their opinion and write it in a constructive way.

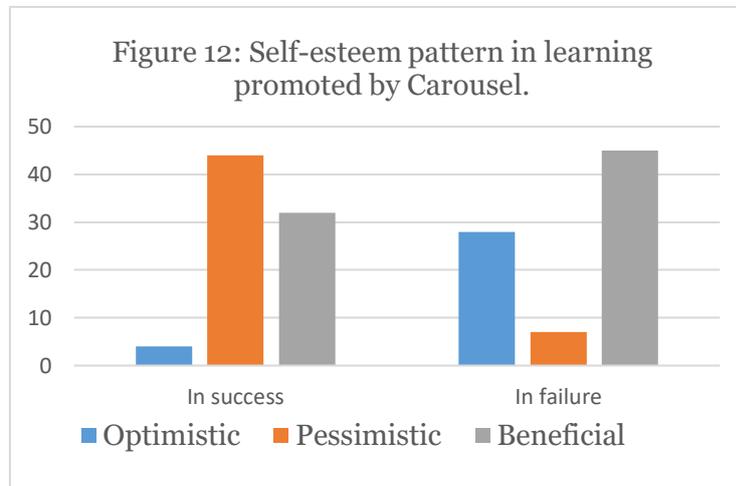
To sum up, avoiding the negative parts, students think that this Assessment method helps them to learn because it is a new way to receive idea and not always by the teachers, so students tend to use them to improve their work as they have time to do it and groups also get ideas when they assess other groups, so they can learn other techniques that pupils find useful to do the task.

Students could show their motivation and they self-esteem pattern when they face a Carousel (Annex 9.3.4), too. These answers were analysed and their profiles were defined taking into consideration the factors for the meaning attribution and checking how carousel is beneficial or not for students at this stage.

Firstly, Figure 11 shows that there is almost an equality between the intrinsic and the extrinsic motivation as some pupils find the information of Carousel beneficial for the learning and for the competence of learn to learn (intrinsic motivation), but others are worried about the opinion the their classmates have of them and they consider the comments as personal attack (extrinsic motivation).



Secondly, a big variety of self-esteem patterns in this case is observed in Figure 12, some of students show a beneficial one for the meaningful learning as they take profit of this comment thinking that they are useful for their improvement and knowing that they will vary depending on their work and that these feedback is focused on their product and not on their personality, so they keep having the control and managing the situation.



More than the half of the students have a pessimistic pattern of self-esteem in learning in case of success as they do not really appreciate and value their classmates' Assessment. Some of them think that the result would be worse if teachers had assessed the product and many pupils believe that they cannot manage the situation as the opinion of their classmates is what is important. They do not realise that these comments correspond to their work, so these students are not conscious about their responsibility on the others' opinion and it is damaging for the meaningful learning.

Furthermore, many students develop an optimistic pattern of self-esteem in learning in failure situations as they put the place of control outside. They consider that the bad result is not their fault and that it is a consequence of the bad opinion of their classmates, so they do not appreciate their comments and ideas because they do not like them; in this way they do not have a realistic point of view of their work and they do not want to improve it, so the learning is not meaningful because they are not using the Carousel's information.

Finally, these results demonstrate that Carousel can be a really powerful tool to promote peer-assessment and meaningful learning, but teacher need to be really careful at this stage because when student are eleven and twelve years old, they are really worried about the image that they give to the others and they can be really damage with negative comments as they take it as a personal attack.

For this reason, the 17,5% of the students have all the factor for the attribution of meaning in the bad position to achieve this aim as they develop an extrinsic motivation and an optimistic or pessimistic self-esteem pattern in learning situation. The 13,75% of the surveyed students have all these factors in the beneficial way to achieve a meaningful learning; the rest show different combination. Then, teachers have to guide this process to make useful for students' learning try to promote the utility, impartiality and constructivism of the comments.

4.4.2. Findings from teachers' perspective

Interviewed teachers define the Carousel as a method of peer-assessment in which students can assess their classmates process and products and provide them with information and ideas to improve their task. Pupils can participate actively in co-Assessment and they have the chance to make a reflexion on their own product comparing it with positive points of others' work. Moreover, they get consciousness about the Assessment and its responsibility and they can express their thoughts sincerely.

Tutors consider that it is a very beneficial way of Assessment in CLIL because students have almost the same level, so they can understand perfectly their classmates' comments as they use the same language. Furthermore, the fact that the groups are heterogeneous promotes the use of the additional language and they can learn from the others and help them at the same time. It is a moment when teachers have to encourage them to use English, if not they tend to talk in Spanish and write the feedback in English, so they walk around to help them to express their opinion with the proper language.

As the rest of Assessment methods, teachers consider that the Carousel has some positive and negative aspects taking into consideration students' age and psychological characteristics that they need to consider in order to promote a good impact of this tool.

On the one hand, teachers believe that the Carousel benefits students' motivation and self-esteem for the following reasons:

- Students feel involved in the Assessment process, so it promotes a growth in their motivation.
- They assess in groups, so they feel that they have and share a big responsibility.

- Pupils value their classmates' comments and they have a different point of view as they are used to receive them from the teacher; so they use more this feedback because it is more meaningful for them.
- Later, they can apply some positive ideas that they have seen to their own work.
- Students have time to improve and change their final product after they have received these comments, so they can use this information.

On the other hand, there are some aspects that teachers consider that can damage some students' self-esteem:

- Sometimes, students assess in a more positive way if they are assessing the work of their friends, so they are not giving a realistic and sincere point of view and the ones that are not so popular in the class can feel underestimated.
- Pupils can provide some criticisms that are not constructive.
- They tend to compare the comments that they receive with the ones of another group because in this ages they really worry about the image that they give to the others.
- Some children have difficulties to accept negative comments and they tend to argue with their group's members blaming them of the failure.

As a conclusion, tutors consider that it can be a positive tool of Assessment if the children are really well guided because they are really motivated and they have time to make reflexion and use this feedback which is very meaningful for them; despite this fact, they have to be really careful as at this age their image is really important for them and they can think that these comments are personal attacks or they can feel underestimated by their classmates.

Finally, teachers underline the fact that it is very important to promote constructive comments considering positive points and point that can be improved; in this second case, they have to explain how they could do it to provide their classmates' with ideas and tools to do it better. In that way, pupils will not see this feedback as comments that underestimated their work. It is very important to guide this process in adolescence because they tend to be strict when they assess and they can have difficulties to accept others' points of view.

5. Discussion

Once the results of the students' survey and teachers' interview have been analysed separately, a comparison between the results and the literature review can be developed, making visible that tutors and pupils give a more realistic point of view of the use of these Assessment methods as tutors and students use them in on specific context and all of them share almost the same perception. This means that in another school they may have a different opinion, but the common points are defined by the literature review where Achievement Test, Rubrics, Teachers' Feedback and Carousel are defined.

Focusing the attention in Infant Jesus School, teachers and students have almost the same opinion when they talk about the aim of these methods of Assessment in CLIL situations, their positive and negative aspects and their use for learning. In some cases, teachers show an argued point of view as they have more vocabulary, maturity and experience to express their opinion in an exemplified way.

Analysing the graphs and comparing them, it is demonstrated that some methods of Assessment are more beneficial for intrinsic motivation and others are more for beneficial for the correct self-esteem pattern in learning, so if teachers only use one method of Assessment, they are only promoting one factor of meaning attribution; tutors have to take into consideration all of them and apply through different tools. Teachers have to take their responsibility to guide students to understand different feedback of all the Assessment methods; in this way, pupils will benefit with all of them.

Bearing in mind the literature review and the findings of students' survey and teachers' interview, the most beneficial way to assess students in CLIL subjects or projects is a Formative Assessment as it is the most beneficial one for the factors that have an influence on meaning attribution introduced by Miras (1990), Gonzalez (1992) and Tapias (1998). Formative Assessment has to be a mixture of different Assessment tools in order to help all the students as each method is better for different kind of students. Moreover, the feedback provided by these Assessment techniques has to have the following characteristics in order to help students to develop the beneficial factors of meaning attribution in learning. These characteristics are inspired by Gagner (1977) and Gibbs and Simson (2009) theories:

- **Immediacy:** The feedback provided by these Assessment methods has to be given in a moment when students can remember the task. They also need time to use this feedback and improve their work.

- Diversity: Teachers have to provide student with different kinds of Assessment activities as they will benefit all the students in this way. Each student needs one specific help and feedback.
- Focused on the task: The Assessment's feedback has to be focused on the task and on the action that students can manage; teachers and students have to avoid comments focused on personal characteristics as pupils can consider this Assessment as a personal attack.
- Clarity: Students have to know perfectly the aims of one activity in order they can make reflexion on their learning process and the objectives that they have to achieve. Knowing pupils' perception of these goals, teacher have to adapt their Assessment to make it understandable for children.
- Qualifying and quantitative: In some cases, a quantitative mark is needed at the end of one Assessment activity, but the feedback given by the teachers has to include some previous comments to help students to understand this number.
- Retrospective and proactive: The feedback given by Assessment methods has to be focused on one specific task or students' action, but using them as an example to understand these advices and use them in future situations.
- Motivating: The Assessment has to motivate students to keep working and learning and it has to promote an intrinsic motivation in order to be beneficial for meaningful learning.
- Positive reinforcement (in public and individually): This kind of reinforcement when students face one Assessment activity is very positive for them as it motivates them and guides them in the correct way to do a task.
- Useful: The teacher has to do a tracking of students' actions to see if they have change according to their results and the feedback provided in the Assessment activities. If they actions do not change, this means that the Assessment is not being so useful, so teachers have to adapt it.

6. Conclusion

The main aim of this Master's Dissertation was to explore and to describe the beneficial Assessment tools for meaningful learning in CLIL contexts taking into consideration the motivational and emotional factors that can be affected by the Assessment and that have an effect on meaningful learning. It is expected that CLIL teachers consider the findings of this project useful as this study tries to raise awareness and to help tutors to be more conscious on the effect that the teachers' Assessment can have on the students' factors of meaning attribution in learning. Taking into consideration this influence, teachers should be aware of their Assessment practice because it may influence their pupils' learning.

Firstly, referring to previous studies and the analysis of the survey and interview results from students and teachers that are involved in a CLIL project in one specific framework, answering to Question 1 posed at the beginning of the paper: Which is the most beneficial Assessment tool for meaningful learning?, this study concludes that there is not only one beneficial method of Assessment for the meaningful learning. Each pupil has their own characteristics and their own way to understand the results given by these methods depending on their perception, so each one develops the beneficial factor for meaning attribution thanks to different Assessment tools. For these reasons, Assessment cannot simplify using only one technique; teachers have to use a combination of all of them in order to help all the students. Moreover, tutors have to guide the learning process and the Assessment moment as pupils need it to understand and use the Assessment for a meaningful learning.

Teachers need to know perfectly each student in order to help and guide him in a beneficial way through the Assessment. Tutors should take into consideration each student's perception in order to try to modify it in a positive way for understanding and using the Assessment, being careful with their motivation and self-esteem.

Answering to Question 2: What is the influence that teacher's Assessment has on students' learning?, teachers have to manage the factors of meaning attribution and try to promote an intrinsic motivation and beneficial self-esteem pattern in learning; in this way, teachers will know better how to provide a good Assessment for pupils helping them to learn working on their strong and weak points to achieve different aims. Tutors should avoid the extrinsic motivation as, in this case, students will focus their attention on the final mark and pupils will not have a meaningful learning; they will only memorize content, but children will not interiorize it, so this knowledge will not be useful for them in the real life.

Secondly, at 6th Grade of primary education, teachers' evaluation is very important for the students as pupils are really worried about tutors' perception of them. Assessment can be very powerful if teachers use it in the correct way as students will modify their actions in the future and in front of learning if they understand teachers' Assessment.

To use this power in the correct way, taking into account the literature review and the developed study in a specific context, the beneficial teacher's Assessment for student's meaningful learning has to be immediate and focused on the task. In response to Question 3. What are the consideration that teachers need to follow when they assess in order to be beneficial for students' self-esteem and motivation? Assessment should pay attention to different individual needs and being a guide for the students as they will feel more motivated to keep working in the correct direction. Furthermore, this Assessment has to be clear, taking into consideration the aims of the activity or task including a quantitative mark, but also making comments that can help pupils to understand the causes of their results. It has to be focused on actions that students have acted, but oriented for future situations to allow children to use the Assessment to develop a meaningful learning giving them tools and advices to face future learning situations.

Thirdly, positive and negative feedback are equally needed as they help pupils to understand that teachers' comments are constructive for their success in learning; but many times, teachers focus their efforts underlining points that children can improve. Students should know when they are doing something in the correct way as it is also useful for their learning. Pupils need a confirmation of their success in their learning process to use the same techniques in future situation. Moreover, pupils have to receive these positive comments as they will feel valued and comfortable in the classroom.

Despite this fact, sometimes, negative feedback is also useful, but it has to be given in a constructive way, focusing the explanation on one specific task and giving examples to make it more understandable for students. Furthermore, teacher need to provide students with tools to change these bad actions into beneficial actions for their learning as if they do not understand the Assessment or do not have the enough resources to improve, pupils' motivation and self-esteem will be damaged.

Finally, to answer Question 4: What points do teachers have to promote in order to achieve the most beneficial Assessment in CLIL approach? when teachers assess students in CLIL subjects or project, they have to help pupil to understand the

feedback in an additional language and to understand these results and consequences in order to help students to use the Assessment to improve in their leaning process and to make it in a more meaningful way. To achieve these two aims, teachers have to work CALPS and BICS with children in order to rise their level of English. If students do not understand the message of the teacher in Assessment, pupils could feel frustrated for as they will not know what techniques they have to use to change their results and improve or still doing the activities well.

Teachers have a big responsibility when they assess students, tutors have to be conscious about this fact and make a reflexion on their Assessment practice and check if its beneficial or not for students as Assessment can be a very powerful tool to promote students' beneficial motivation and self-esteem pattern to get a meaningful learning.

7. Limitation and further research

When this study was carried out, some limitations related to literature review appeared; but, as the same time, new ideas for further research arose. In this section, both points are developed.

Firstly, during the literature review, a huge quantity of information about the constructivist model and the attribution of meaning to learning and its factors were found. Despite this fact, no ideas of how teachers should assess CLIL subject and what tools of Assessment they can use was not found, so the definitions of different presented Assessment method are based on the Assessment tool itself and they are not defined in a CLIL situation. Moreover, there were few reflexions on these Assessment methods related to motivational and emotional factors; for these reasons, in this study, a connexion between these factors and Assessment methods was tried out.

Furthermore, it was really difficult to find one school where teachers use more than one Assessment tool taking into consideration the feedback provided by this Assessment methods as a way to promote good factors for the attribution of meaning to the learning. Nowadays, schools and teachers have not enough training to manage different ways of Assessment in an additional language. They do not know how to assess content in English and they are not able to use different tools because there are few studies that can help them to develop their implementation.

There was not any specific tool to evaluate students' factors of attribution of meaning to learning when they have to face different Assessment activities and their feedback, so it was to be created with the psychological literature review and the help of some experts.

Secondly, this study can be considered as the departure point for future researchers that can complement the conclusions achieved in this project. This study only takes into consideration four Assessment tools, but many other methods exist. Future research lines can analyse more tools. Another option is to analyse them from the point of view of language focusing the aim on how students understand the feedback provided by this assessment activities and which is the easiest method for this aims.

Regarding the presence of motivation, emotional and relational factors in Assessment, another interesting reach line would be comparing this factor when the Assessment is carried out in students' first language and when they are assessed in

the additional language to check if the language can condition these factors and the attribution of meaning.

Finally, this study tries to awareness of the effect that Assessment can have on their students' CLIL learning. This document and further research studies try to raise awareness of the beneficial Assessment for learning in CLIL subjects.

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9. Annexes

9.1. Students' questionnaire

Questions:

1. ¿Cuál crees que es el objetivo de.....?
2. ¿Qué es lo que menos te gusta de.....?
3. ¿Qué es lo que más te gusta de.....?
4. ¿Cómo crees que te ayuda a aprender?

Elige una opción para las siguientes preguntas:

5. ¿Cómo te sientes cuando haces un....?
 - a) Tranquilo porque sé a qué nivel he trabajado y me imagino el resultado que obtendré o comentarios que recibiré (sean positivos o negativos).
 - b) Nervioso porque no sé cómo me irá o que me dirán.
 - c) Bajo presión porque quiero que mis padres y las profesoras estén contentos.
 - d) Juzgado por los demás (profesoras o compañeros).
 - e) Otros:_____
6. Si obtengo un buen resultado o comentarios en un me siento...
 - a) orgulloso de mi mismo porque el buen resultado confirma el trabajo y el esfuerzo que hice y me demuestra que he aprendido bien.
 - b) contento porque mi familia, profesores y amigos podrán ver lo bien que lo he hecho.
 - c) tranquilo, pienso que me quedará una buena media al final de trimestre.
 - d) indiferente, es algo que tenía que hacer y ya ha pasado.
 - e) Otros:_____
7. Si obtengo un mal resultado en un me siento...
 - a) defraudado porque me doy cuenta que no he trabajado lo suficiente, pero me propongo saber en qué he fallado para mejorar.
 - b) triste porque mi familia me castigará / las profesoras hablarán conmigo y me harán repetirlo / mis amigos verán que lo he hecho peor que ellos.
 - c) preocupado porque creo que me perjudicará en la media de final de curso.
 - d) indiferente, es algo que podía pasar y ya intentaré mejorar en el siguiente.
 - e) Otros:_____

Si obtengo un buen resultado / comentario en pienso que...

8. a) es gracias a mi trabajo y esfuerzo.
b) era fácil / las profesoras o compañeros han sido buenos.
9. a) siempre obtengo y obtendré resultados parecidos.
b) puedo mejorar o empeorar, depende de mi trabajo y esfuerzo.
10. a) el resultado depende de mí y mi trabajo
b) la nota o comentario viene dado por las profesoras o compañeras, por lo tanto, depende de ellos.

Si obtengo un mal resultado / comentario en pienso que

11. a) es por culpa de la falta de trabajo y esfuerzo.
b) era difícil / las profesoras o compañeros han sido estrictos.
12. a) siempre obtengo y obtendré resultados parecidos.
b) puedo mejorar o empeorar, depende de mi trabajo y esfuerzo.
13. a) el resultado depende de mí y mi trabajo
b) la nota o comentario viene dado por las profesoras o compañeras, por lo tanto, depende de ellos.

Answer sheet:

1. Objetivo					
Examen					
Rúbrica					
Feedback					
Carrusel					
2. Lo que menos te gusta					
Examen					
Rúbrica					
Feedback					
Carrusel					
3. Lo que más te gusta					
Examen					
Rúbrica					
Feedback					
Carrusel					
4. En qué te ayuda					
Examen					
Rúbrica					
Feedback					
Carrusel					
5.	a	b	c	d	Otros
Examen					
Rúbrica					
Feedback					
Carrusel					

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6.	a	b	c	d	Otros
Examen					
Rúbrica					
Feedback					
Carrusel					
7.	a	b	c	d	Otros
Examen					
Rúbrica					
Feedback					
Carrusel					
8.	a	b	Otros		
Examen					
Rúbrica					
Feedback					
Carrusel					
9.	a	b	Otros		
Examen					
Rúbrica					
Feedback					
Carrusel					
10.	a	b	Otros		
Examen					
Rúbrica					
Feedback					
Carrusel					
11.	a	b	Otros		
Examen					
Rúbrica					
Feedback					
Carrusel					
12.	a	b	Otros		
Examen					
Rúbrica					
Feedback					
Carrusel					
13.	a	b	Otros		
Examen					
Rúbrica					
Feedback					
Carrusel					

9.2. Teacher's questionnaire

PREGUNTAS SOBRE EL EXAMEN

¿Cuál crees que es el objetivo de un examen?

¿Cómo crees que se sienten los alumnos antes de hacer un examen? ¿Por qué?

¿Cómo crees que se sienten cuando se les entrega el resultado de un examen? ¿Por qué?

¿En qué crees que se fijan cuando les devuelves un examen corregido? ¿Por qué?

¿Qué es lo que te gusta y lo que no te gusta del examen?

¿Crees que el examen ayuda a aprender a los alumnos? En caso afirmativo, ¿cómo crees que les ayuda?

PREGUNTAS SOBRE LA RÚBRICA ANALÍTICA

¿Cuál crees que es el objetivo de una rúbrica analítica?

¿Cómo crees que se sienten antes de hacer una rúbrica analítica de autoevaluación? ¿Por qué?

¿Crees que perciben de forma diferente el resultado de una rúbrica de autoevaluación y de una rúbrica rellena por las profesoras? ¿Por qué?

¿En qué crees que se fijan cuando les devuelves una rúbrica analítica? ¿Por qué?

¿Qué es lo que te gusta y lo que no te gusta de la rúbrica analítica?

¿Crees que la rúbrica analítica ayuda a aprender a los alumnos? En caso afirmativo, ¿cómo crees que les ayuda?

PREGUNTAS SOBRE EL FEEDBACK AL FINAL DE CADA PROYECTO

¿Cuál crees que es el objetivo del feedback al final de cada proyecto?

¿Cómo crees que se sienten antes de hablar con la profesora? ¿Por qué?

¿Cómo crees que se sienten cuando acaban de hablar con la profesora? ¿Por qué?

¿A qué crees que le dan más importancia de lo hablado con la profesora? ¿Por qué?

¿Qué es lo que te gusta y lo que no te gusta del feedback al final de cada proyecto?

¿Crees que el feedback al final de cada proyecto ayuda a aprender a los alumnos? En caso afirmativo, ¿cómo crees que les ayuda?

PREGUNTAS SOBRE EL CARRUSEL

¿Cuál crees que es el objetivo de un carrusel?

¿Cómo crees que se sienten antes de hacer un carrusel? ¿Por qué?

¿Cómo crees que se sienten cuando ven el resultado de un carrusel? ¿Por qué?

¿En qué crees que se fijan cuando ven los comentarios del carrusel? ¿Por qué?

¿Qué es lo que te gusta y lo que no te gusta del carrusel?

¿Crees que el carrusel ayuda a aprender a los alumnos? En caso afirmativo, ¿cómo crees que les ayuda?

9.3. Data collection table

9.3.1. Achievement test's results

ACHIEVEMENT TEST	
AIM	To show what they have learnt and worked. To check their learning. To assess their knowledge of one specific topic.
NEGATIVE POINTS	They feel nervous because they do not know the questions that are going to appear in the exam. They feel insecure because they do not know if they have studied enough. They feel under pressure because their parents want that they get a good mark. They feel sad or worried when they get a bad result.
POSITIVE POINTS	They feel proud and happy when they get a good result. They are conscious about that their effort have a reward. It is a very specific objective.
HELP FOR LEARNING	They consider it as a chance to review all the content that they have worked and to put it into order. It is an individual activity that help them to be concentrated. It is a way to prove themselves. When they are studying they realise about their level of learning and what contents they should study better.

ACHIEVEMENT TEST							
MOTIVATION		Self-esteem pattern in success			Self-esteem pattern in failure		
Intrinsic	Extrinsic	Optimistic	Pessimistic	Beneficial	Optimistic	Pessimistic	Beneficial
38	42	3	10	67	17	2	61
Students with the three factors that promote attribution of learning (intrinsic motivation + beneficial pattern in success + beneficial pattern in failure)						30	
Students with the three factors that do no promote attribution of learning (extrinsic motivation + optimistic/pessimistic pattern in success + optimistic/pessimistic pattern in failure)						2	
In success				In failure			
Good combination (intrinsic motivation + beneficial pattern)		Bad combinations (the rest of combinations)		Good combination (intrinsic motivation + beneficial pattern)		Bad combinations (the rest of combinations)	
33		47		35		45	

9.3.2. Analytic rubric's results

ANALYTIC RUBRIC	
AIM	To assess their product knowing what they have done and how they should do. To compare what they have done with the highest stage to improve their work.
NEGATIVE POINTS	Sometimes, they need to spend a lot of time to do it. They have difficulties to place their product in one number, they would like to put in the middle.
POSITIVE POINTS	They can know they weakest point an how to improve them. They like the responsibility of assessing themselves and compare their opinion with teachers' one.
HELP FOR LEARNING	They can check their work and they can improve it. They know what they have to do to get a good mark.

ANALYTIC RUBRIC							
MOTIVATION		Self-esteem pattern in success			Self-esteem pattern in failure		
Intrinsic	Extrinsic	Optimistic	Pessimistic	Beneficial	Optimistic	Pessimistic	Beneficial
27	53	1	30	49	12	5	63
Students with the three factors that promote attribution of learning (intrinsic motivation + beneficial pattern in success + beneficial pattern in failure)						19	
Students with the three factors that do no promote attribution of learning (extrinsic motivation + optimistic/pessimistic pattern in success + optimistic/pessimistic pattern in failure)						10	
In success				In failure			
Good combination (intrinsic motivation + beneficial pattern)		Bad combinations (the rest of combinations)		Good combination (intrinsic motivation + beneficial pattern)		Bad combinations (the rest of combinations)	
21		59		24		56	

9.3.3. Feedback at the end of the project's results

FEEDBACK AT THE END OF THE PROJECT	
AIM	<p>To know their strong and weak points in a project.</p> <p>To explain teachers the justification of some results.</p> <p>To talk with teachers to know their opinion, their advices and to fix one objective.</p> <p>To understand their results.</p>
NEGATIVE POINTS	<p>They feel bad when they realise about their defect.</p> <p>They would like to have more time.</p>
POSITIVE POINTS	<p>They can make questions</p> <p>They get ideas to improve their learning in the next project.</p> <p>They can arrange easy objectives.</p>
HELP FOR LEARNING	<p>They can arrange specific objective.</p> <p>They can understand the causes of their results and try to avoid them or use them in future situations.</p>

FEEDBACK AT THE END OF THE PROJECT							
MOTIVATION		Self-esteem pattern in success			Self-esteem pattern in failure		
Intrinsic	Extrinsic	Optimistic	Pessimistic	Beneficial	Optimistic	Pessimistic	Beneficial
25	55	3	14	63	7	4	69
Students with the three factors that promote attribution of learning (intrinsic motivation + beneficial pattern in success + beneficial pattern in failure)						17	
Students with the three factors that do no promote attribution of learning (extrinsic motivation + optimistic/pessimistic pattern in success + optimistic/pessimistic pattern in failure)						2	
In success				In failure			
Good combination (intrinsic motivation + beneficial pattern)		Bad combinations (the rest of combinations)		Good combination (intrinsic motivation + beneficial pattern)		Bad combinations (the rest of combinations)	
17		63		21		59	

9.3.4. Results of the Carousel

CAROUSEL	
AIM	To improve their work with their classmates' comments. To learn to assess the others and to value their work. To know the weak and strong points of their own product and the other groups' one.
NEGATIVE POINTS	Some people tend to write bad comments in a bad way. They write better comments for their friends. Sometimes, they think that they have had a really good idea, but their classmates do not think this.
POSITIVE POINTS	They feel that their classmates value their work. They have time to use the comments and improve their work. They feel good when they read positive comments.
HELP FOR LEARNING	They always use these comments to improve their work. Students can get ideas looking other products or reading comments.

CAROUSEL							
MOTIVATION		Self-esteem pattern in success			Self-esteem pattern in failure		
Intrinsic	Extrinsic	Optimistic	Pessimistic	Beneficial	Optimistic	Pessimistic	Beneficial
34	46	4	44	32	28	7	45
Students with the three factors that promote attribution of learning (intrinsic motivation + beneficial pattern in success + beneficial pattern in failure)						11	
Students with the three factors that do no promote attribution of learning (extrinsic motivation + optimistic/pessimistic pattern in success + optimistic/pessimistic pattern in failure)						14	
In success				In failure			
Good combination (intrinsic motivation + beneficial pattern)		Bad combinations (the rest of combinations)		Good combination (intrinsic motivation + beneficial pattern)		Bad combinations (the rest of combinations)	
14		66		17		63	