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Chapter 15

Motivations and Synergy on a Sociolinguistics Module in Language Teacher Education in Argentina

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Introduction

This chapter discusses the impact of a Sociolinguistics module on motivation at a four-year initial English language teacher education (IELTE) programme in Esquel, a city in southern Argentina. In analysing the module, we concentrated on the interplay between two psychological constructs, motivation and self-confidence and content and language integrated learning (CLIL) as a teaching approach.

Within a sociocultural framework for language teacher education (Golombek & Johnson, 2019), CLIL informs the sociolinguistics module under investigation. CLIL can be defined as an educational approach or pedagogical model (Morton & Llinares, 2017) with the dual purpose of teaching academic content and an additional language holistically. In CLIL, discrete language skills such as speaking, listening, reading, and writing are developed together with cognitive skills, grammar and vocabulary through input and activities that are based on communication (Genesee & Hamayan, 2016). CLIL gives attention to meaning and form from a systemic functional grammar perspective (McCabe, 2017) and authenticity of materials, tasks, purposes and audience (Pinner, 2013).

In the context of this study we asked ourselves: how does a CLIL-driven sociolinguistics module impact on student-teachers' and tutor's motivation and sense of self-confidence?

Motivational synergy

Motivation, as a fluctuating and complex construct, is arguably one of the most active areas of psychological research in language acquisition (Boo *et al*., 2015; Dörnyei & Ryan, 2015; see also Chapter 14). Framed in relational views of motivation which examine language learners' possible selves, recent work on motivation in language education has shed light on the importance of the relationship between learners and teachers. For example, Henry and Thorsten (2018) highlight that positive relationships and fruitful contact moments between teachers and learners exert positive effects on learner motivation and learning. In reviewing the literature, the authors argue that when teachers provide emotional and academic support to

students through balanced feedback, encouragement, promotion of learners' self-confidence and a positive attitude towards their own professional role, learners experience a motivational boost. These teachers' attitudes help construct positive relationships with their students at both individual and group levels. Such relations foreground the importance of group dynamics and ecological flows in the motivational context of teaching and learning.

Building on Ushioda's person-in-context relational view of motivation (2009), Pinner (2019) approaches relational motivation as an exchange in energy, which must be mutually enriching for both students and teachers in order to be truly effective. Pinner suggests that both teachers and students can naturally become (and often are already) aware of how people in a group feel. Due to humans' hardwired capacity for empathy, social groups, in this case a teacher and learners, generally are able to perceive what other individuals are feeling and will pick up on even very subtly occurring cues (Iacoboni, 2009). This capacity for empathy is linked with social and emotional intelligence. As Gkonou and Mercer (2017) have shown, social and emotional intelligence is not only vital for language teaching, but it is also something that improves with a teacher's experience. This is important, as in-service teachers generally have only a small bank of professional experience to draw on. Furthermore, due to emotional contagion (Hatfield *et al*., 1993), the predominant feelings or emotions in a group can spread to other individuals, making group dynamics vitally important for understanding the motivation of a class of learners (Dörnyei & Murphey, 2003; Murphey *et al*., 2012). These dynamics naturally involve the teacher and as the teacher plays a central role in classroom motivation and generally has the most power and authority in a classroom setting, the overall reactions between a group of learners and the teacher are of vital importance when looking at classroom motivation.

When a class works together as a group, and both the students' and the teacher's aims for the class are aligned, then this can be seen as motivational synergy. Such synergy arises only when there is a shared sense of congruence in the learning aims of members of the class, which Pinner (following van Lier, 1996) labels as social authentication. Put simply, when students and teachers are working together towards shared aims and their *actions* in the class match their *beliefs* about what they should be doing in the class, this creates a shared sense of motivational synergy – a feedback loop of reciprocal energy that helps keep the students motivated whilst simultaneously validating the teachers' efforts. This is a class-wide

motivational phenomenon, formed at the link between student and teacher. However, this link can be 'either positively or negatively synergistic', as Deci *et al.* (1997: 68) first observed.

CLIL is appraised as being an inherently authentic and motivating model for language instruction, due to what Coyle *et al.* (2010) label as authenticity of purpose. In other words, CLIL classes achieve authenticity through the relevance of the content to the students' lives and such a feature leads to a positive impact on motivation (e.g. Lasagabaster & Doiz, 2017). In the case of IELTE, a CLIL approach has been found to raise student-teachers' motivation, English language proficiency and sense of self-confidence as future teachers (Banegas, 2017b).

The motivational synergy arising from learner-teacher interactions in an educational environment may lead to stronger levels of self-confidence in both learners and teachers. In this chapter we conceptualise self-confidence as the belief in one's ability to complete a task effectively and take on challenges (see also Chapters 11). This is akin to discussions of self-efficacy (Wyatt, 2018) and self-concept (Lohbeck *et al*., 2018; see also Chapter 4). Applied to (future) teachers, self-confidence refers to their trust in their own professional and personal abilities, which entail the ability to promote and develop knowledge engagement through content mastery and teaching skills (Maclellan, 2014; Nolan & Molla, 2017). In IELTE, both student-teachers and tutors are reflected in this definition, but we should add that both developing and helping develop content mastery and English language proficiency are mutually dependent and central in building the confidence of future teachers of English and their tutors respectively. In the teaching domain, self-confidence is concomitant with notions of teacher effectiveness and self-efficacy; while we acknowledge their centrality, these two constructs exceed the scope of the present chapter.

Context

In Argentina, teachers are typically trained through a combination of an applied-science model with reflection. Modules delivered in English do not usually provide language support, and therefore, the focus is entirely on content with the expectation that the student-teachers operate at high proficiency levels (Banegas, 2020). This is the reason why our experience stands out as it includes support in terms of both content and language.

The IELTE programme in which this chapter is set is organised around three broad areas: (1) general education (delivered in Spanish), (2) subject-matter education (delivered in English) and (3) professional practice (delivered in Spanish and English). Upon completion, teachers are qualified to teach English as a foreign language in kindergarten, primary and secondary education.

The Sociolinguistics module is mandatory and located in the second semester of Year 3, with three hours of instruction each week for sixteen weeks. By the time the student-teachers enrol in the module they have already taken other related modules such as Introduction to Linguistics, Descriptive Grammar, Phonetics and Phonology, English Language Improvement and Psycholinguistics. The aims of the Sociolinguistics module are to: (1) reflect on linguistic diversity and strategies for effective communication in teaching and learning, (2) improve English language proficiency at the academic level, (3) foster metalinguistic and intercultural reflection and (4) establish links with topics from other modules in the programme.

The module has the following content organised in three units:

- Unit 1: Diachronic and synchronic linguistics. Key concepts: accent, dialect, register, style, gender, age, conversational analysis, politeness, multilingualism and plurilingualism. How varieties are represented in Argentinian curricular guidelines, and language teaching materials.
- Unit 2: Language and culture. English-speaking communities and variations: linguistic diversity and Standard English. Idiolects, sociolects and chronolects. Lavender linguistics. Inclusive language. Contact languages and linguistic issues: bilingualism and diglossia. Changes. Pidgins and creoles. Englishes. Linguistic and cultural representations. Interculturality and global citizenship education.
- Unit 3: Attitudes towards linguistic diversity. Identity, self and otherness. Criteria for communicative adjustment. Language awareness. Superdiversity.

The mandatory readings are:

- Holmes, J. (2013) *An introduction to sociolinguistics* (4th ed.). London/New York, NY: Routledge.
- Montgomery, M. (2008) *An introduction to language and society* (3rd ed.). London/New York, NY: Routledge.

- Stockwell, P. (2007) *Sociolinguistics: A resource book for students*. London/New York, NY: Routledge. Sections A and B.
- Yule, G. (2017) *The study of language* (6th ed.). Cambridge, UK: Cambridge University Press. Chapters 18-20.

The module is taught through CLIL where sociolinguistics is the content, and academic English, particularly following CALP (cognitive academic language proficiency) applied to CLIL is the language (Anderson, 2011; Lorenzo & Rodríguez, 2014). Because the programme focuses on educating future teachers of English, several modules are delivered in English and adopt a CLIL approach two offer student-teachers the opportunity to develop content knowledge together with English language proficiency. While it could be argued that the experience is closer to English Medium Instruction (EMI), we maintain it is CLIL given the systematic language support built in in each module.

The study

In this study we adopted a teacher research perspective (Borg & Sanchez, 2015) as it is research carried out by teachers to understand their immediate context. Such a framework differs from the primarily interventionist/transformational intent of action research and it allows educators to examine in detail the processes that people undergo in small groups and the motivational synergy that emanates from specific teaching and learning processes.

We collected data from two cohorts. Cohort 1 from 2017 was composed of 20 L1 Spanish-speaking student-teachers, with ages ranging between 20 and 45. There were 19 females and one male; four of the females had between one and five years of teaching experience. Cohort 2 from 2018 consisted of twelve L1 Spanish-speaking student-teachers, with an age range from 20 to 32. In this group, there were nine females and three males, with no teaching experience. However, in the sections that follow we treat both cohorts as one group of student-teachers since their perceptions of the module were similar.

As we wished to conduct our study in a manner that combined teaching, learning and researching, a qualitative (Ritchie & Lewis, 2003) and ecological research perspective was employed as we collected data from each cohort. Thus, Darío kept a journal for the whole duration of the module. More importantly, data from the student-teachers came from tasks

completed in pairs which acted like interviews, evidence of their learning such as exams, assignments and feedback on group presentations and a final whole class discussion at the end of the module with each cohort. While preliminary data provided Darío with insights and support for improving teaching and overall module delivery, we engaged in final data analysis in early 2019 aided by thematic analysis (Terry, 2015), which entailed an iterative process which included individual (each author) open-ended inductive coding followed by the generation of axial coding and unifying themes to strengthen connections. When discrepancies emerged, we discussed them to reach consensus. Once a codebook was agreed upon, the data sets were re-analysed to ensure transparency and confirmability.

In compliance with ethical aspects of research, the student-teachers had a choice in participating in this study. They were assured that lack of participation or withdrawing from the study at a later stage would not affect their grades. All the student-teachers involved in the module agreed to take part in the investigation. Confidentiality and anonymity were agreed, and the student-teachers selected the pseudonyms used below.

Findings and discussion

This section is organised around three interdependent dimensions: (1) student-teachers' initial expectations, (2) student-teachers' revisited expectations and final perceptions and (3) the tutor's perceptions. These three dimensions reflect the main summarised findings of the data and can be used to examine how motivational synergy was experienced or perceived from both the participants and tutor's points of view.

Student-teachers' initial expectations

At the beginning of the module, the student-teachers (*n*=32) were asked to share their expectations about the Sociolinguistics module through a pair-work activity (Figure 15.1).

1.	Individually, think and jot down your expectations.
2.	Share them with a partner.
3.	Summarise your conversation and hand it in. I may ask you to elaborate on your answers. I will audio-record this bit of the session.

Figure 15.1: Activity on student-teachers' expectations

Thematic analysis of the student-teachers' answers provided hints about their initial motivations and personal investment in this CLIL-based Sociolinguistics module. Without any discrepant data, three clear categories emerged: (1) positive prior experiences with other modules, (2) interest in specific Sociolinguistics topics and (3) interest in finding connections between Sociolinguistics and English language teaching. It should be mentioned that all student-teachers showed expectations which belonged to two or even three of these categories.

Concerning student-teachers' prior experiences, the participants concurred that the learning outcomes of two modules, Introduction to Linguistics and Psycholinguistics, generated positive expectations given the CLIL approach also used in them. The following extracts attest to this category:

> Last term I learnt so much in Psycholinguistics that I'm eager to learn more about the social aspect of language. I enjoyed the module because I learnt both let's say the module and improved my English. (Clarisa, Extract 1)

> We enjoyed Introduction to Linguistics a lot because of all the activities we did and how they were always connected to teaching, and they helped us with language improvement. We did read a little bit on Sociolinguistics, so our expectations are about learning more about it with a similar learning approach to Intro to Linguistics. (María and Esther, E2)

It seems that the teaching and learning processes behind Introduction to Linguistics and Psycholinguistics had left positive memories in the student-teachers' trajectories and therefore their expectations on this new module were motivated by such memories. Positive experiences definitely play an important role not just for language acquisition (Oxford, 2016) but also for developing novice teachers (Hiver, 2016). Through CLIL, both aspects are covered holistically and therefore CLIL finds traction among student-teachers when they realise that language and content are learnt in tandem. As such, this experience exerts a positive influence on affective factors such as motivation.

As regards specific Sociolinguistics topics, 30 student-teachers mentioned that they expected to learn about different topics. Table 15.1 condenses these topics and their frequency in student-teachers' responses.

Expected topic	Frequency
Language and cultures	24
Varieties of English	21
Social functions of language	17
Language change	9
Societal influence on individual language use	5

Table 15.1: Student-teachers' expected topics

When they were provided with the module syllabus after the activity described in Figure 15.1, Darío asked them to compare their expected topics with the syllabus to help them notice that some of their expectations were already included in the module. Furthermore, Darío took this opportunity to emphasise that CLIL would be adopted.

Last, student-teachers' expectations were motivated by an apparent lack of internal programme congruence. Out of 32, 25 student-teachers expected the module to offer explicit links and support for two modules, ELT Didactics for Secondary School Learners and Professional Practice and the Practicum, which were also offered in the third year of the programme. When Darío asked them to elaborate on this expectation, one student-teacher said:

> It'd be great if every module in the programme could help us become better teachers. Sometimes, some modules are only about English as a system, as a language, but there are no connections to teaching. I'd like to find in Sociolinguistics tools to improve my teaching, to improve my English of course, but above all, to offer my students better classes and opportunities for learning. (Marisa, E3)

Such expectations proved extremely fruitful in strengthening the module and combining student-teachers' needs and wants with the aims Darío had set for the module. As Pinner

(2019) has discussed, congruent learning aims are prerequisites for achieving motivational synergy. This also led to strengthening the CLIL aspects of the entire IELTE programme as more of the modules were able to find common ground in terms of both content and language aims.

Student-teachers' final perceptions

Towards the end of the module, two activities helped gather data from the student-teachers: (1) a pair-work task to revisit their initial expectations and (2) a whole-group discussion followed by some time for individual reflective writing.

In the pair-work task, the student-teachers said that the module had met their expectations even though they would have liked to have a two-term module as they felt some topics needed more time and depth. In the second activity they expanded their perceptions. In supporting their positive attitude to the congruence between their expectations and the module, their answers could be understood around two major themes: (1) growth through language awareness and (2) learning as a result of motivational synergy.

By growth through language awareness, we mean those answers which indicated student-teachers' empowerment and commitment beyond the IELTE programme as they developed higher levels of language awareness triggered by learning about dialects and accents:

> I have had so many situations where I've seen myself making fun of people's way of speaking, or passing judgement to friends on the way others talk. Like we sometimes tend to mock those from Buenos Aires, or those from northern Argentina, or I just roll my eyes when some students with a Mapuche origin speak so gaucho-like. Now, I have learnt to be more reflective and deconstruct my own prejudices. And this is not about English. It's about me as a person, and then as an inclusive and understanding teacher. (Lara, E4)

> Coming from San Juan, another region different to the Spanish spoken in Patagonia, I sometimes felt ashamed or too much self-conscious of my own Spanish. By looking at Englishes, dialects, accents and drawing comparisons with the linguistic landscape in Argentina, I have become proud of my dialect, and proud of the reasons behind it. (Teresa, E5)

While Lara learnt to embrace varieties of Spanish, Teresa, learnt to embrace her own identity as a Spanish-speaker with a different accent which described the region where she had been born and raised. In both cases, a focus on content encouraged not only a collective sense of language awareness as, in the case of Lara and Teresa, student-teachers developed contextual linguistic awareness, but also an individual sense of language use and identity represented through the linguistic choices speakers can make. This also came up later when discussing register and style:

> I really enjoyed the activities in which we had to say or teach the same thing adjusting our language according to the context, audience, etc. That helped me become aware of the plasticity and flexibility we as teachers need to have. (Denise, E6)

In this way, the CLIL Sociolinguistics module helped the developing teachers to see themselves not only as future teachers, but also to look objectively at their future role in society as teachers, giving them an improved sense of awareness of other people and their perceptions. Arguably, this would also imply that many are more attuned to factors that contribute to motivational synergy, in that they seemed to have shown development in their emotional intelligence. As discussed earlier, with only a limited amount of professional experience, new teachers may struggle to manage such phenomena in their classes at first. However, by learning about how language affects people's perceptions of others in society, the student-teachers were able to apply existing and developing personal experience to their future professional setting.

The second theme, learning as a result of motivational synergy, conflates all those comments which signalled that the module had met and exceeded their expectations because not only had they learnt what they expected regarding specific topics, but also, because they had developed their English language proficiency and strategies for English language teaching.

In their contributions, the student-teachers associated the impact of the module to their motivation and sense of self-confidence. For example, on the English language proficiency dimension, they expressed:

> I enjoyed the group presentations because thanks to them I've become more fluent, like my speaking skills are better now. Sometimes we don't have many opportunities for speaking without interruptions or longer contributions. (Teresa, E7)

> The writing assignments were wonderful. The instructions were clear, there was helpful and balanced feedback, and I could improve my writing skills a lot. When I wrote the assignment on South African English, I learned to write more formally, to pay more attention to sentences, cohesion and coherence. Then I felt more motivated to write the final essay because I could see that my writing had improved a lot. (Toti, E8)

As we discussed at the start of this chapter, the module has dual focused aims in terms of content knowledge and language proficiency. It was heartening to see that the CLIL module was successful in these aims and that many of the student-teachers felt an increase in linguistic competence as their understanding of certain sociolinguistic concepts improved. This would suggest that content topics which deal with language in society are a good fit within the CLIL approach as the dual aims mesh well together through the nature of the content (see also Chapter 14). In addition, E7 and E8 also reveal the participants' empowerment and commitment in relation to the module outcomes.

Concerning pedagogical content knowledge as a part of professional learning, the student-teachers' responses indicate a positive impact as they could build bridges between sociolinguistics topics and English language teaching. A common pattern across their justifications was the presence of motivational synergy, which materialised either in different spheres of the tutor's practices or in how certain topics had been addressed. The extracts reveal the multiple-faceted success of CLIL concerning language, content, motivation and self-confidence. For example, regarding Darío's practices, a student-teacher stressed the vitality of the relationship between Darío and herself and highlighted the role of tutor feedback:

> I think the most significant impact came from you [Darío]. You were always eager to help us, giving us ideas through the activities, giving us positive feedback and encouragement when we had too much on our plates. (Estefanía, E9)

In other cases, the student-teachers imagined their future teacher selves and predicted the kind of relationship they would have. For example, two student-teachers commented:

> Having learnt about different Englishes has been awesome. I can't help thinking about how I can introduce different Englishes in my lessons so that I help students become aware of the diversity there is out there. You exposed us through different speakers, with different Englishes, although they were always professionals, so by the time we focused on Englishes we had already been exposed to some varieties. (Corina, E10)

> Learning about IRE and IC has made me become aware of the importance of the types of questions I will ask learners to help them think. The activity in which we had to record and analyse lesson bits was illuminating as it motivated me to pay more attention to questions we ask and are asked in teaching situations. (Manchi, E11)

The tutor's perceptions

This section is based on Darío's journal. Between 2017 and 2018, he wrote thirty-two entries, totalling a number of 5,344 words. There was an entry for every lesson taught and lessons which mostly consisted of student-teachers' group presentations on assigned topics. In the entries, there was a tendency to structure each entry into two parts: a descriptive summary of the lesson and personal reflections on it.

Thematic analysis offered four categories: (1) student – tutor motivation, (2) congruent practices, (3) student-teachers' English language proficiency and (4) self-confidence. Below, we expand each category and include supporting data.

By far, the most prevalent category was that of student – tutor motivation. Darío's main concern was that of motivating and sustaining motivation among the student-teachers in both cohorts. The entries show what aspects of the lesson motivated the student-teachers and how such motivation impacted on the tutor's contribution to motivational synergy. For example, in Extract 17, which corresponds to the entry written on Lesson 1 in August 2017, we find:

> I'm happy to see that the students enjoyed the role-play activity on being researchers and members of a new community. I saw them super engaged, and how that helped them make sense of the role of ethnography and classroom ethnography in ELT. Seeing them so

> enthusiastic about the module is an engine to drive me to think of similar tasks to explore other concepts. (Tutor's journal, E12)

In October 2017, a similar entry reveals:

> The video on the difference between IRE [initiation-response-evaluation] and IC [instructional conversation] attracted them a lot to deal with conversational analysis from a social perspective. I'm glad I chose that video. They came up with hundreds of amazing examples about their own learning when young or classroom situations they've observed. I think I'll exploit this a lot more next week and I'll ask them to audio-record bits of actual lessons for analysis. For 2018 I'll also ask students to role-play situations to show the difference. (Tutor's journal, E13)

Extracts 12 and 13 illustrate a common pattern across the entries which describe the connections between student-teacher motivation and tutor motivation as seen from the tutor's eyes. According to the entries, the topics activities proposed became a source of growth for student-teachers' engagement, empowerment and commitment (also E4-5 and 7-8). Furthermore, their proactive behaviour, in turn, acted as a drive that helped the tutor maximise those pedagogical strategies that were assessed as positive judging by the student-teachers' involvement.

Entries usually included tutor's concerns with congruent practice, i.e. coherence between language pedagogies taught in the programme and expected to be found in the student-teachers' practicum and the tutors' own teaching practices. These concerns, often coded as questions, are found both in 2017 and 2018 perhaps triggered by student-teachers' expectations about the links between the Sociolinguistics module and language teaching support within a CLIL approach. For example, one entry from 2017 and one from 2018 illustrate this category:

> Could they see this lesson followed a TBL approach [task-based learning] as regards organisation? I know I need to show them with my teaching how we want them to teach. How can I make sure of that every single lesson? I can't offer this intermittently. I'm not some Xmas lights! Perhaps I should start including five minutes at the end of each session

> where we reflect on how the lesson went, to raise their awareness? Decisions decisions decisions. (Tutor's journal, E14)

> Sometimes I see that my lessons are too teacher-centred and that's exactly the opposite of what we teach them. Or like today, there were several language issues in the wrap-up and I failed to do something about that. I need to work more on my helping them reflect on their own use of English. (Tutor's journal, E15)

While Extract 14 shows the tutor's concerns with his own teaching practices as exemplars, Extract 15 also reveals the third category: student-teachers' English language proficiency. Following a CLIL approach, Sociolinguistics was aimed at developing content knowledge and English language skills. Entries in this category show frustration and concerns around student-teachers' identity as teachers in the future. Only two entries, written after the student-teachers submitted their final assignments and delivered group presentations, transmit a more positive attitude:

> I had them last year and I'm not sure I see much change. Same mistakes, same vocab, same language level. Same code-switching behaviour in [student-teacher's name]. perhaps they just don't bother to look up words in the dictionary. It drives me crazy. I tell them to check words, to use the dictionary, and some just write and speak as if they were teenage students. Next year, they're graduating, how are the students going to see them? Other colleagues? (Tutor's journal, E16)

> Wow! You see? When they study, and prepare their slides and rehearse, results are so much different! They sounded confident, fluent, accurate, I only gave them constructive feedback on how defined creoles, but other than that, there were no problems with their English. I congratulated them on this so that they see that it does make a difference on the audience. (Tutor's journal, E17)

Issues around student-teachers' development regarding content knowledge, transferences to pedagogical modules and English language proficiency were concomitant to tutor self-

confidence in his understanding and implementation of CLIL. Entries tended to include this category both at the beginning and at the end of each academic year:

> If they don't learn, it's 50-50. I'm getting paid so that they learn and become better teachers and model users of English to their students. It's my responsibility to find ways of scaffolding and supporting them. (Tutor's journal, 14 August 2018, E18)

> I'm proud of them. Their essays were impeccable. They managed to integrate several sources so my work paid off finally after I insisted so much in class, and with examples and all on how to organise their essays, what to include, how to analyse each bit, how to include examples for the assertions they make. It's awesome to see them include and discuss central concepts through careful language use. (Tutor's journal, 13 November 2018, E19)

In addition, Extract 19 shows planes that overlap around the axis provided by motivation. Once again, Darío refers to the motivational synergy between student-teachers and himself, particularly with high levels of self-confidence in both the tutor and the student-teachers. In relation to CLIL, the extract supports the idea that motivation and confidence enhancement can be positive outcomes of having content and language aims. In this case, the quality Darío found in the student-teachers' essays is the product of both content appropriation and language proficiency.

When contrasting the student-teachers' views with those of Darío as encoded in his journal entries, Extracts 4-11 confirm the impact that the module had on the student-teachers lives at the intersection between the tutor's practices, his own motivation and the integration of content and language learning. If we understand these extracts in light of the tutor's journal, we can see motivational synergy between the tutor's perceptions and lived experiences while teaching the module and the student-teachers' own experiences. Both student-teachers and tutor seemingly generated a spiral in which their motivations and sense of self-confidence acted as drives to sustain or enhance motivation even when there were challenges.

Implications for policy and practice

The experience reported in this chapter provides implications not only for linguistics-related modules in IELTE but also for the different areas that constitute IELTE programmes. Implications may be related to psychological aspects as well as teaching practice aspects.

Knowing student-teachers' expectations helped the tutor gain insights into their beliefs and imagined future selves as teachers of English. Knowing their wants and needs contributed to calibrating the module so that there was a stronger connection between the IELTE curriculum and student-teachers' needs. In this regard, tutors can find out about their expectations through pair-work tasks that act as warm-up to the module content and provide data which can be used for teacher research. Tutors can then keep student-teachers' answers and examine them at the end of the module retrospectively to understand student-teachers' progress and encourage awareness, reflection and self-assessment. Tutors can even create an online forum to promote asynchronous student-teacher interaction for the discussion of expectations, realities and overall student-teachers' trajectories and identities as future teachers. We believe that the more calibrated and aligned student-teachers' and tutors' expectations are, the stronger chances of generating motivational synergy. When there is sustainable motivational synergy, the classroom becomes a powerhouse which boosts student-teachers' as well as tutors' potential and effectiveness.

It is also of paramount importance to frame module contents so that they are directly linked to language teaching. IELTE programmes are not expected to educate future linguists initially, but language teachers and therefore tutors must make every effort to link linguistics topics to situated language teaching and learning. To achieve this aim, student-teachers can be asked, in agreement with other modules such as the practicum, to observe, record and analyse authentic classroom interactions and to, examine school syllabi and teaching materials such as coursebooks or other multimodal materials teachers can employ. In so doing, Sociolinguistics, or other branches of linguistics, can contribute to student-teacher's professional awareness about language as a meaning making system in and outside of the classroom. This chapter has shown that motivational synergy is enhanced when student-teachers can make connections between studying language as social practice and English language teaching. In turn, motivation leads student-teachers to develop a stronger sense of self-confidence in their identity construction as future teachers.

Framing IELTE modules in a CLIL approach helps student-teachers become more cognisant of not only subject-matter knowledge but also academic language. Tutors can mobilise knowledge through materials, activities and balanced feedback. In so doing, they may allow student-teachers to develop their English language proficiency through guided practice, language awareness and opportunities for using the language critically and with authentic purposes. For example, before having student-teachers write an essay, they could navigate published articles in ELT and identify general as well as subject-specific academic vocabulary that will help them aim higher. When student-teachers become aware of improvement in their content knowledge and English language proficiency, their motivation rises and so does their awareness of how educational approaches such as CLIL operate in practice.

In-service teachers may also benefit from developing sociolinguistic understanding, particularly in the areas of language change and variation, in language education in order to create context-responsive materials and classroom situations which promote interculturalism and plurilingualism. In addition, becoming aware of language change and variation (e.g. Englishes) can enhance their self-confidence in using their L1 as well as English or other languages they speak (e.g. heritage languages) more confidently.

Conclusion

In this chapter we have discussed how a CLIL-driven Sociolinguistics module can impact on student-teachers' and tutor's motivation and sense of self-confidence. Given the motivational synergy that emerged between student-teachers and their tutor, we would like to invite teacher educators to energise their teaching practices by adopting a CLIL framework which also includes student-teachers' perceptions, expectations and professional future selves. Psychological aspects such as motivation and self-confidence deeply affect learning even in higher education, and thus, it seems almost crass to point out that learning, no matter the education level, is still holistic and it involves emotions and personal relations.

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