REPUBLIC OF TURKEY
ÇUKUROVA UNIVERSITY
INSTITUTE OF SOCIAL SCIENCE
DEPARTMENT OF ENGLISH LANGUAGE TEACHING

THE VIEWS OF 5th GRADERS ON THE APPLICATION OF CONTENT AND LANGUAGE INTEGRATED LEARNING IN SOCIAL AND SCIENCE CLASSES

Deniz GÜLER

MASTER OF ARTS

ADANA / 2019

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MASTER OF ARTS

ADANA / 2019

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ÖZET

5. SINIFLARIN SOSYAL VE FEN BİLİMLERİ DERSLERİNDE DİL VE İÇERİK BÜTÜNLEŞİK ÖĞRENME UYGULAMASI İLE İLGİLİ DÜŞÜNCELERİ

Deniz GÜLER

Yüksek Lisans Tezi, İngiliz Dili Eğitimi Ana Bilim Dalı
Danışman: Dr. Öğr. Üyesi Abdurrahman KİLİMCİ
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Bu çalışma, Dil ve İçerik Bütünleşik Öğrenmenin (CLIL) dil öğrenirken güdülenme üzerine olan etkisini araştırmayı hedeflemektedir. Çalışma, İçsel Güdülenme Anketi, Sınıf Gözlem Kontrol Listesi ve resmi olmayan görüşmelere göre yürütülmüştür. Durum çalışması olarak yürütülen bu uygulama 27'si kız 25'i erkek, toplamda 52 öğrenciden oluşan iki sınıfta gerçekleştirilmiştir. İki sınıfa da Dil ve İçerik Bütünleşik Öğrenme etkinlikleri uygulanmıştır. Detaylı olarak ifade edecek olursak, bu durum çalışmasının temel amacı, yabancı dil öğreniminde Dil ve İçerik Bütünleşik öğrenme ile güdülenme arasındaki ilişkiyi araştırmaktadır. Katılımcı olarak Yüreğir, Adana bölgesinde bulunan Toki Köprülü Ortaokulu 5. sınıf öğrencileri seçilmiştir. Bu çalışma aynı zamanda öğrencilerin Dil ve İçerik Bütünleşik Öğrenme çalışmalarını nasıl bulduklarını ortaya koymayı da hedeflemektedir. Bu çalışma 12 haftalık bir uygulamaya dayanmaktadır. Haftada 3 saatlik sürelerde uygulanmıştır. Dil ve İçerik Bütünleşik Öğrenme etkinliklerinin uygulanmasının hemen ardından, İçsel Güdülenme Anketi uygulanmıştır. Bu durum çalışmasında, öğrencilerin bu aktiviteleri nasıl bulduklarını öğrenmek adına Sınıf Gözlem Kontrol Listesi uygulanmıştır. İçsel Güdülenme Anketi ve Sınıf Gözlem Kontrol Listesi sonuçlarına göre, Dil ve İçerik Bütünleşik Öğrenme ve güdülenme arasında olumlu bir ilişki olduğu ortaya konmuştur. Her iki sınıftaki öğrencilerin Dil ve İçerik Bütünleşik Öğrenme çalışmalarından faydalandığı söylenebilir. İçsel Güdülenme Anketi sonuçlarından elde edilen bulgu da bunu desteklemektedir. İçsel Güdülünme Anketi sonuçları, Dil ve İçerik Bütünleşik Öğrenme ile güdülenme arasında bir ilişki olduğunu ortaya koymuştur. Bu çalışma, ortaokul öğrencilerinin güdülenmelerinin gelişimi ile ilgili çıkarımlar, ortaokullarda Dil ve İçerik

Bütünleşik Öğrenmeye dair öneriler ve elde edilen bulguların ileriki çalışmalar için genellenebilirliği ile sonuçlandırılmıştır.

Anahtar Kelimeler: Güdülenme, dil ve içerik bütünleşik öğrenme

ABSTRACT

THE VIEWS OF 5th GRADERS ON THE APPLICATION OF CONTENT AND LANGUAGE INTEGRATED LEARNING IN SOCIAL AND SCIENCE CLASSES

Deniz GÜLER

Master Thesis, English Language Teaching Department
Supervisor: Assist Prof. Dr. Abdurrahman KİLİMCİ
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The aim of this thesis is to investigate the effect of Content and Language Integrated Learning (CLIL) on motivation in foreign language learning by secondary school learners. The study employs an Intrinsic Motivation Inventory, the Classroom Observation Checklist and Informal Interviews. The data were analysed using descriptive statistics and content analysis. This case study applied in two classrooms comprised 27 girls and 25 boys, totalling 52 participants. The two classrooms were provided instruction of CLIL activities. Specifically, the main purpose of this case study is to find out if there is a relation between CLIL and motivation in foreign language learning during my fifth grade students' language learning processes at Toki Köprülü Seconadary School in Yüreğir, Adana. This study also aims to find out how students perceive CLIL activities. The study was based on a 12 week program comprising six weeks instructional period with three hours a week. Immediately after the implementation of CLIL activities, The Intrinsic Motivation Inventory was used. In this case study, the Classroom Observation Checklist was applied in order to find out how the students perceive CLIL activities during the implementation. Based on the results of the IMI and The Classroom Observation Checklist, it was found that there is a positive relationship between CLIL and motivation in language learning. It can be said that the students in the two classrooms benefited from the CLIL activities. This is also confirmed by the finding obtained from IMI results. The fact that the mean score was high in IMI indicates that there is a correlation between CLIL and motivation. The study was concluded with implications for the enhancement of the secondary school learners' motivation, and suggestions to improve the CLIL sessions at secondary schools, and further research for the generalizability of the findings presented in the study.

Keyword: Motivation, Content and Language Integrated Learning

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LIST OF ABBREVIATIONS

CLIL: Content and Language Integrated Learning

IMI: Intrinsic Motivation Inventory

EFL: English as a Foreign Language

ESL: English as a Second Language

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CHAPTER I

INTRODUCTION

1.1. Background of the Study

Some surveys about the quality of education have been carried out by the Ministry of National Education of Turkey. Education Research and Development Department collaborated the research with IEA (International Association for the Evaluation of Educational Achievement), a non-profit international organization. The Ministry of National Education decided to revise the English Curriculum in 2006 after this survey. With this new regulation, earlier grades in primary schools started to learn the English language. Since language education at an early age is considered necessary for students' picking up words quickly, this event was an essential step in language education in Turkey. Some groups of teachers designed such course books as Brain-based learning, Neuro-Linguistic programming, Content and Language Integrated Learning (CLIL). The fourth and fifth-grade students started to have English lessons for three hours a week.

There have been a lot of published studies assessing the impacts of CLIL on language learning. According to Coyle, Hood & Marsh (2010), learning and teaching of both content and language are in the CLIL approach. They point to the importance of cognitive engagement to learn effectively. In the Handbook of research on student motivation, Christenson & Wylie (2012) describe motivation as something "multidimensional, involving aspects of students' emotion, behavior, and cognition (Christenson & Wylie, 2012, p3). They also conclude that "motivation and engagement not only improve learning but also develop school success"(p4)

Navarro-Pablo & Gándara (2019) made a study to focus on a total of seven public schools in the province of Seville, at both primary and secondary levels. CLIL implementation investigated students' performance in L2. The results suggest that students in CLIL programs do better at the end of the school year. Teachers and students surveyed generally believe that CLIL has a positive relation in this field, particularly on students' understanding of how language works.

Denman, Taner & Graaff (2013) focused on a study of CLIL programs for a different population; junior vocational students in the lower streams of secondary education in the Netherlands. They examined the perceptions and motivation of junior

vocational students and their teachers for the organization and practice of vocational CLIL. The results show that the pupils are eager to learn new vocabulary during CLIL sessions. Lasagabaster (2011) investigated the relationship between motivation and language proficiency through two different approaches among 191 secondary school students. These approaches were Content and Language Integrated Learning (CLIL) and English as a foreign language (EFL). The results show consistency and allow us to draw attention to some clear-cut tendencies related to the foreign language teaching approach. Students could be demotivated when they have to learn English in the traditional EFL classroom (Davies & Brember 2001; Williams, Burden & Lanvers 2002). However, focusing on both content and language promoted by the CLIL type provision seems to sustain motivation (Coyle & Marsh 2008).

Moon (2000) claims in her book that teachers need to provide enough time for English and opportunities for children to experiment with their new language. She also mentions that teachers should provide plenty of opportunities to practice and use the word in different contexts. Conversations with my students revealed that they could not find any chance to use and practice the language they learned at school outside the school context because of being a member of a monolingual society. So, with CLIL, they will be exposed to the language more not only in language classes but also in classrooms where any other school curriculum is taught.

In summary, motivation and CLIL have been researched in various aspects. However, only a small number of researchers have tried to focus on the issues about the needs of young learners. Hence, this study focuses on the item from the perspective of CLIL to secondary school learners. Besides, it aims to contribute to the literature where there is a common thought among scholars (Marsh, Vandergrift & Deweale, 2005) on the fact that motivation and CLIL are essential parts of language learning.

1.2. Statement of the Problem

Based on my experiences, it could be said that teaching words or grammar patterns with a context encourages my students to learn the new vocabulary. As they are younger learners, they need to see the words in a picture. As a result, the students may transfer their knowledge of vocabulary to such skills as reading, writing, and speaking with this technique. Moreover, students still make many mistakes because of their lack

of motivation. They have difficulty in concentrating on the lesson and understanding spoken the language without motivation.

Vandergrift, (2005) examined the relationship between the scores in a listening test and motivation among 13 to 14-year-old Canadian high school students. However, he found that the correlation between proficiency in L2 listening skills and motivation was not as strong as expected. Therefore, the author concluded that motivation is not a necessary predictor of competence in French as an L2 listening skill. As he focused on the listening skill, Vandergrift underlines that future studies should also include other language skills. For this reason, the present study is different from the study mentioned in terms of language skills. The researcher will include not only listening skills but also speaking, writing, reading skills.

The motivation-achievement relationship is consequently complicated, and the results indicate that the correlation between motivation and achievement varies with age. Research studies carried out by (Deweale, 2005; Gardner & Tremblay, 1998; Lasagabaster & Huguet, 2007) have shown that the motivation to learn a foreign language can vary not only from language to language but also from age to age. In all these studies, the younger learners showed more positive attitudes and motivation towards the foreign language, whereas the older learners were less eager. For this reason, the present study will examine the relationship between CLIL and motivation on language learning with younger learners.

The number of studies about the temporal dimension of motivation is limited. Some studies (Williams, Burden & Lanvers, 2002) have demonstrated that motivation wanes in formal school settings over sustained periods. The explanation for this motivational decline could be based on psychologically regarding different teaching approaches in primary and secondary education. In many European contexts of primary school, young learners enjoy the communication-based approach. However, in secondary education, grammar and vocabulary take precedence and methodology is much more teacher-centered. In this way, the students' curiosity and motivation are curbed or diminished by a student-unfriendly foreign language system.

Some researchers investigated this general decline in positive attitudes towards school subjects by involving 800 elementary students. Davies & Brember (2001) measured attitudes of second and sixth-grade students using a Smiley-face Likert scale. They found that students showed less positive attitudes in the highest grade. They concluded that the more years students spend studying a subject, the more disenchanted

with it they become. The conclusion to be drawn, this decline in attitudes towards the FL could be due to both psychological and educational issues.

The relationship between motivational variables and second language acquisition has been studied by Seikkula-Leino & Lasagabaster, 2007. In their study, they focused on the comparison between English as a Foreign Language (EFL) and CLIL programs. Therefore, most work in this field has involved participants who studied foreign languages only as a school subject, in other words, in EFL contexts. Since many teachers complain about the students who find lessons boring and unchallenging, more research is needed. In this study, the primary focus is on the relation between the CLIL and motivation in language learning. The researcher is not only much interested in motivation itself, but also methodology, strategies, and techniques utilized in the classrooms. In this study, the main focus is limited to how the CLIL approach affects motivation.

Correlatively, language researchers and classroom teachers have been dealing with motivating language learners as motivation directly affects the students' success in language learning. Classroom teachers have tried to use some programs such as Neurolinguistics Programming, Brain-based Learning, and Emotional Learning to motivate learners. It has been seen that CLIL is one of the classroom applications in the EFL setting. In some countries such as Belgium, Spain, Italy, Latvia, Poland, and Finland, this method has been used in their classrooms since the 1990s. However, Turkey hasn't used the CLIL approach in the classrooms.

As can be seen, some of researchers have studied teaching language in a context and the impact of motivation on language learning. However, the present study is a novel in which it assesses the relation of Content and Language Integrated Learning between motivation and language learning.

To sum up, when the level and age of participants, along with CLIL and motivation, are taken into account, the present study is thought to diverge from the previous studies.

1.3. Aim and scope of the study

In this thesis, the researcher has investigated the relationship between CLIL and motivation on the development of English knowledge. It is aimed to indicate the importance of the relation between CLIL and motivation in language learning. The

fifth-grade students at TOKİ Köprülü Secondary school in Adana, Turkey, are the heart of the study. With this study, we also aim to investigate how students perceive CLIL activities in the classroom and indicate the relation between CLIL and motivation in language learning.

As for these instructions, CLIL was adopted in the fifth-grade students' class. The reason why the researcher selects participants from among the five graders was that the researcher works as an English teacher in secondary school. Also, the five graders' curriculum of Science, Maths, and English assumed to be better than 7 th or 6 th grade students. While aiming at raising learners' awareness of Science and Maths subjects, the researcher also designed to develop the knowledge of their foreign language. Regarding the selection of CLIL activities, the curriculum requires to teach some new items in specific units both in Science and Maths since CLIL is among the largest class of vocabulary teaching. Moreover, in this study, many visual technologies were chosen as CLIL activities because the participants were not familiar with the words based on the curriculum. For example, Nikula (2007) mentions that CLIL provides opportunities for combining content and language learning in ways that are harder to put into practice in language classrooms. Finally, few studies have attempted to determine the relation of CLIL between motivation and teaching the foreign language with the participants of fifth grade, so the present study attempts to fill the research gap in this field of study.

1.4. Research Questions

The study will specifically seek answers to the following research questions;

a. Is there a connection between motivation and the CLIL approach?
b. Do the CLIL activities increase students' motivation in learning English?
c. How do the learners find CLIL activities during the implementation?

1.5. Significance of the Study

It has been known that foreign language learners should memorize a certain number of words to understand and use foreign language accurately. Therefore, language teachers are responsible for dealing with vocabulary building problems of learners efficiently by using the most effective teaching techniques in their classes. Many teachers realize this fact and give a lot of time to teaching vocabulary. However,

while they develop technologies to teach vocabulary in isolation, they may ignore their students' motivation. The problem may derive from the fact that learning certain number of words is more important than motivating the students into the lessons. The literature on L2 learning motivation has often emphasized that the specific contexts may have a definitive influence on their motivational levels (Bradford, 2007 & Dörnyei, 2001). For instance, Pae (2008) indicated that in formal classrooms, the learning of English usually occurs with little interaction with each other. In the same vein, It is believed that active learning can only happen in second language naturalistic contexts, immersion (Dekeyser, 2000) or CLIL programs (Coyle, 2008).

It can also be understood that many studies have been carried out to stress how vital motivation is for teaching a foreign language. However, in the present study, motivation is investigated via CLIL in which teachers give the same importance to both the non-language subject and the language (Marsh, 2008). Also, the present study may differ from other CLIL studies because of the learners of different ages and levels of English. Moreover, the participants in the present study are the 5th graders, rather than being 6th or 7th graders. In this respect, this study may give clues to the teachers who might have problems with motivating their students at the beginner level.

Consequently, this study aims to investigate the correlation between CLIL and motivation while teaching a foreign language to secondary school learners. By the findings, it also seeks to encourage the teachers to develop their vocabulary teaching techniques and enhance knowledge of CLIL patterns at the production level.

1.6. Operational Definitions

The following terms are used as keywords throughout this study:

Content and Language Integrated Learning: Content and Language Integrated Learning (CLIL) can be defined as the teaching and learning of content through an additional language (Marsh, 2008).

Emotional Learning: Emotional Learning is the process in which learners grasp and manage emotions, set and achieve positive goals.

Inner motivation: Inner motivation comes from the behavior that is driven by internal rewards. The main aim is on pleasure, not on achieving the goal. Learners choose the goals that match their interests (Ryn & Deci, 2017).

External motivation: External motivation focuses on short-term results rather than long -term ones. Deci & Ryan (1986) classified external motivation as an external, identified and integrated motivation.

CHAPTER II

LITERATURE REVIEW

2.1. Introduction

When motivation becomes the subject of a study, the literature becomes bounteous. Motivation has been the focus of a significant number of studies because it carries vital importance for success in language learning. Lile (2002) suggests that teachers should solve problems related to motivation in their classes. Besides, teachers should motivate their learners in the school. Motivation is essential to encourage learners during learning. Brown (1987) thinks that the learners cannot succeed without the correct motive and suggests that motivation has critical for success in language learning.

This case study investigates the relation of Content and Language Integrated Learning on motivation while learning a foreign language. The first part of this literature review presents briefly how motivation and has gained importance over the years in ESL\EFL settings. It also gives examples of how CLIL is implemented in the classes. The last section presents the usages of CLIL in other countries.

2.2. Motivation Importance in Language Learning

The affective domain is related to the emotions of the human. These emotions include our feelings, values, appreciation, enthusiasms, motivations and attitudes. Oxford (1990) said that being a good language learner requires the ability to control our emotions and attitudes towards learning. Personality factors are also important in human behavior as Brown (1987,p 143–156) stated. He defined these factors as follows.

- Self-esteem is the primary value of successful activity. When we analyzed the self-esteemed people, we can easily see the capable, successful, and valuable personality. These are needed for success in language learning.
- Inhibition is an ego that is essential to start communication with others.
- Risk-taking has a vital role in succeeding in language learning. Language learners should know that they can make mistakes while speaking in the classroom.

- Anxiety is related to emotions of uneasiness, self-doubt, apprehension or worry. Language learners should control their anxiety. If they have much fear, they cannot succeed in language learning.
- Empathy should be in learners' feelings. They can quickly put themselves in others' places to protect him or her.
- Extroversion is an essential factor in language learning. Friendly people can easily talk to others. They don't like being alone.

Within the affective domain, motivation has always taken a significant part. Desetta & Wolin (2000) stated that looking at learning positively is needed to succeed in second language learning. Levine (2002) supported that optimistic feelings have affected students' motivation.

2.2.1. What is the motivation?

There are various definitions of motivation in the literature as it has always been a popular topic for researchers. Harmer (2001) defined motivation as an inner feeling needed to succeed something. Dembo (2000) suggests that motivation gives actions to some energy. According to Gilakjani & Leong (2012), the success of any action hinges on how persons try to achieve their goal, along with their desire to do. Huitt (2001) stated that paying attention to the importance of language will help learners improve their motivation to learn the language. It can be said that teachers should be aware of the significance of motivation in learners' language learning and they may apply to increase learners' motivation.

To Elliot & Covington (2001) motivation may be the reason for people's actions, desire, and need. Motivation is the reason underlying behavior (Guay et al., 2010). Broussard & Garrison (2004) defined motivation as an attribution that moves us to do or not to do something.

To Ditual & Chang (2012), students were eager to learn a foreign language, English. They were both highly motivated. According to Chang (2010), the class group affected students' motivation, and they felt relaxed with motivated friends in the classroom. Al-Otaibi (2004) expressed that motivated students to spend their time to learn a second language and motivated learners to learn the language quickly while

unmotivated learners do not. To Al Hazami (2000), motivated learners can achieve high-level competence in the target language.

Ziahosseini & Salehi (2008) explained that extrinsic motivation couldn't be in the language strategies. Wu (2003) expressed that learners should learn the second language in a relaxed atmosphere to continue the motivation. Besides, some factors are affecting the students' motivation, such as the importance given to language, and function of the language in the curriculum Society plays a vital role in the learners' motivation. When the parents or siblings give more importance to the other subjects, the learners' motivation is affected negatively. Their enthusiasm or lack of desire could take students along with their parents and siblings. The teacher and methods are also the other factors influencing the students' motivation. Both the teacher and students may feel relaxed with the classroom atmosphere (MacIntyre, 1999).

In the same line, the physical appearance and emotional atmosphere of the classrooms play an essential role in initiating students' motivation. When teachers are creating the right learning environment, they should take into account the use of visual materials, music, sitting arrangement, and feedback. Besides, they should use the appropriate topics or activities in the language classrooms. When the students are interested in the issues, they could be easily motivated (Harmer, 2001).

2.2.2. Parts of Motivation

The sources of motivation have always been important in motivation research because internal and external sources can result in motivation. While intrinsic motivation comes from innate sources, extrinsic motivation comes from external factors. Intrinsic motivation is generally considered more valuable in learning; there must be a balance between intrinsic and extrinsic motivation for effective learning.

To Ur (1996), intrinsic motivation can be defined as a desire to investigate the learning. Ryan & Deci (2000) supports that intrinsic motivation contributes to the improvement of the learners' creative thinking ability.

Deci and Ryan (1985a, 1985b) mention the classification of internalization of extrinsic motivation; external regulation, introjected regulation, identified regulation and integrated regulation.

External regulation comes from award or penalty. The self-determination degree of the students is on the minimum because the learner does the activity for only the award.

Introjected regulation occurs when the learners adopt the external pressures. They do not mind the external rewards or punishment. Approval from the environment becomes more important for them.

Identified regulation is more internalized than the external and introjected regulations. The learners carry out the actions just because they perceive the action important for themselves.

Integrated regulation occurs when the autonomy level and the internalization of the learners are on the highest level. This kind of extrinsic motivation is the closest one to the intrinsic motivation. The learners believe that their goals match with the goals of the action.

The attitude of the society towards the language directly affects the learners' motivation. In the students' environment, their parents and friends have an essential role in influencing their motivation. When parents give more importance to other areas than English, the students' motivation can be affected negatively. Even the teacher and methods may affect the learners' motivation. If the teacher and learners find a relaxed atmosphere, there could be a positive motivation towards the lesson (Harmer, 2001)

The natural atmosphere of the language classrooms has an important role in the learners' motivation. When the use of materials is chosen correctly by the teachers, the most excellent place can be created. Students can be motivated positively in this way. The learners are more interested in the topic or the activity that match with their interests (Harmer, 2001).

According to equity theories, inputs and outcomes of an action should be equal. Learners should believe that the outcomes are worth their effort; otherwise, they will feel les motivated to show persistence to go on (Oxford & Shearin, 1996). For example, if learners spend a long time to study on a task and they can not observe any improvement, they will lose their motivation to continue studying.

To Need theories, the needs of learners play an important role in the learners' behaviors. According to Brophy, (1998), the learners feel more motivated when they feel that they are loved by their teachers and friends in the classroom. The learners' basic needs should be met; otherwise, they will not be able to concentrate on lessons. It

will be easy to motivate students, if their psychological needs are satisfied (Dörnyei, 2001b).

According to Goal theories, people start an action when they need specific goals. Dörnyei, (2001b) believes that the learners' competence will be higher when their external or personal goals are set. Therefore, teachers can help their learners set specific goals and encourage them.

2.3. What is CLIL?

2.3.1. Definitions of CLIL

Some methods have been used to integrate content into the language for many decades. Two of them are Content-Based Instruction (CBI) and CLIL. Learners can learn the language quickly by the help of purposeful and content in second language learning.

Researchers have given many definitions for CBI. It is defined as learning English through meaningful content in language classrooms by Crandal & Tucker, (1990). Curtain & Pesola, (1994) define CBI as teaching curriculum concepts through the foreign language. Genesee, (1987) claims that teachers can choose any topics in CBI. With the help of this type of method, learners can find the activities in the classroom more meaningful and enjoyable. CBI begins to give importance to learning a language through a content. It is considered that learners can achieve speaking skills by the help of topics such as math, science, art. Stryker & Leaver (2007) thinks that learners can have success with matters through an unfamiliar language.

In CLIL, students give importance to complete meaning rather than vocabulary. CBI and CLIL provide a chance for the students to talk in the classroom. They both provide a motivating atmosphere for learners. These methods continue a communicative skill.

Researchers think that there is a difference between CLIL and CBI. In CLIL, there is a balance in content and language. Learners and teachers give importance to content and language at the same level. However, content is more important than the language in classrooms in CBI.

Marsh (2002) claims that CLIL is a context in which an additional language is used in teaching non-language content. Supporting is an essential term in this method.

The teachers generally support the learners. The objectives of the CLIL approach are as follows (Eurydice 2006, p 22):

- _ To prepare pupils for life in a more internationalized society and offer them better job prospects in the labor market (socio-economic goals).
- _ To convey to pupils values of tolerance and respect other cultures, through the use of the CLIL target language (sociocultural objectives).
- _ To enable pupils to develop language skills that emphasize effective communication, motivating pupils to learn words by using them for real practical purposes (linguistic objectives).
- _ To enable pupils to develop subject-related knowledge and learning ability, stimulating the assimilation of the subject matter using a different and innovative approach (educational objectives).

Deller & Price (2007) think that the target language is not an end in CLIL; it's only the beginning of development. The target language is not used to show linguistic ability but to show the grasping of the content. Tidblom (2005) claims that CLIL is a method used to teach content by using a foreign language. The same importance should be given to the language and the content. The priority must be not only on the content but also on the language. Mehisto (2009) mentions that CLIL is not used to translate the content into a foreign language. Marsh (2008) claims that there are two aims in CLIL, one is learning of content; the other one is learning a foreign language.

Though CLIL was first used in Europe in 1994, the Canadian administration started to use this language program in 1965. Canadian government established a language-immersion programme for the children whose parents were living in the French-speaking province of Quebec, since the parents believed that Standard French education would not be enough for fluency. The English-speaking children began study their subjects in French. Upon the success of this immersion programme, it became very popular all over the world.

Although it cannot be considered to be an example of CLIL, Latin was used as a language of instruction in law, medicine, theology, science, and philosophy in European Universities for centuries. However, the multilingualism became a political necessity in Europe. The member of the European Union uses English as a language for intercultural

communication and trade. That’s why CLIL is becoming more popular day by day all over Europe.

2.3.2. Aspects of CLIL

To date, several studies have investigated the aspects of CLIL. Because of flexibility, these aspects of CLIL provide the natural environment for learning. We will talk about the implementations of CLIL with the aspects.

The language teachers and content teachers can use CLIL activities in their classrooms. The young learners should be aware of other languages with the help of CLIL language one hour a day in “Language Shower."

In CLIL Camp, teachers make some groups for the students to experience a second-language environment. The learners have an enjoyable time and get motivated. The learners can continue learning the CLIL language with the help of this positive motivation. “International Projects” is the CLIL type in which learners share their ideas, and studies come from their own countries. With these projects, learners can find a chance to talk to other CLIL language learners. The learners should use the immersion language at first in the “Total Early Immersion” type. There is a balance between the first language and the immersion language after a few years. The aim is to improve the first and second languages equally and have fluency in a second language.

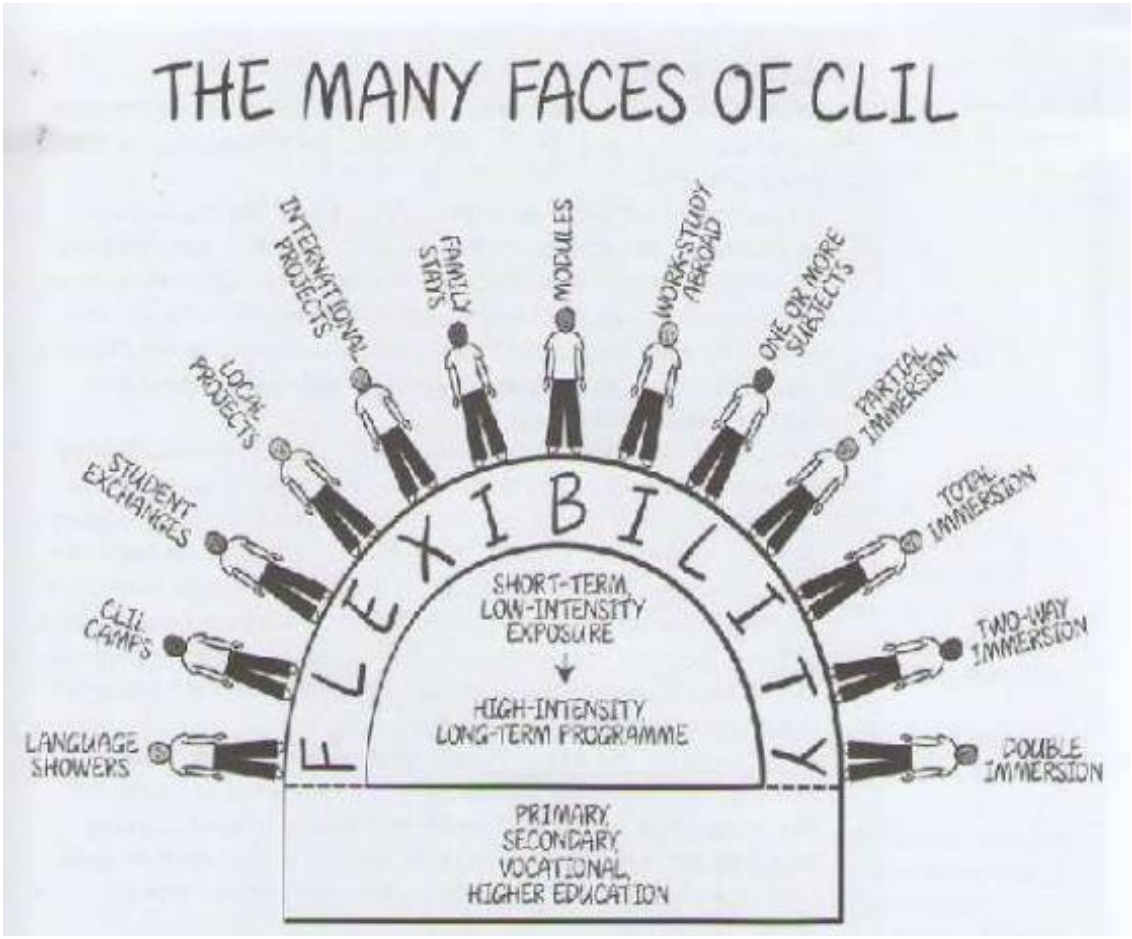


Figure 1. The many faces of CLIL
Source: Mehisto, Marsh & Frigols, 2008.

2.3.3. CLIL Extents

There are five extents in CLIL. These are related to culture, environment, language, content, and language. All extents are related to each other. In this part of this study, we will talk about these five extents of CLIL (Marsh & Maljers, 2001)

2.3.3.1. Culture Extent

We can say that intercultural education is famous for many years to integrate the European Union. CLIL is a method in which the learners can easily understand the knowledge. In CLIL type, speaking skills are improved with this intercultural knowledge. CLIL gives a chance to the students to talk to foreigners. There is a connection between the district and societies in CLIL. CLIL is also used to provide information about the countries. This some CLIL can be seen at student movement and interchange programs.

2.3.3.2 The Surrounding Extent

For many years, the learners have found some opportunities to get an education in different countries. With these opportunities, they can be in the European Integration. With the help of this type of CLIL, students can work or study in different countries. Schools that intend to provide their programs can use this extent of CLIL.

CLIL can be used to access some certification programs linked to language competence and offered by national organizations in different countries such as University of Cambridge Local Examinations, Alliance Française and Goethe-Institut. They might require extensive or lower CLIL exposure. This type of CLIL focus can also be used for future study or work involving different languages.

2.3.3.3. The Language Extent

The language extent is the central part of CLIL. To this extent, the four skills of the second language should be improved. The teachers give importance to reading, writing, speaking, and listening skills in second language learning. The learners can go abroad, so the speaking ability has a vital importance. We can find a solution with this type of CLIL to use the language in natural ways. The learners give significance both to the native language and target language to this extent of CLIL. With this type, students can be encouraged to use the target language and motivated for their future studies. This motivation can be provided with games and activities. It is called as a “Language Shower”.

In this dimension, developing four skills, reading, writing, speaking, and listening is important in language competence. As there are some opportunities for physical mobility, communication becomes more critical in a foreign language. CLIL could be used to solve some problems. One of them is not having the ability to use the word in authentic ways. The learners’ mother tongue and target languages are both important in this dimension. The students can use the language to activate and develop an interest in future study. This situation can also be called as language showers which is involved in young learners teaching by the help of games and activities. European Union supports intercultural projects among the member or the candidate countries for European integration purpose. Here we can talk about this focus when getting the learners ready to accept visitors from other countries.

2.3.3.4. The Subject Extent

The learners can find a chance to study content with the help of CLIL. In different countries, the same content can be considered in various methods. We know that some subjects have foreign words that are not in the students' native language. However, CLIL helps them to cover the topic and its terminologies. The learners can find a chance to work or study in different countries. This dimension has the importance to activate interest in a working environment.

2.3.3.5 The Education Extent

CLIL provides alternative ways of approaching language learning by offering application of diverse learning methods that can result in offering opportunities for use of individual styles and strategies. CLIL can be defined as a set of methodologies. Implementation of CLIL can result in collaborationbetween the teachers because they need to adapt their methods and classroom practices. Low exposure CLIL programs may create alternative means and goals for learners because they focus on providing non-threatening and supportive atmospheres where learners feel more comfortable and become more motivated.

2.3.4. CLIL Usages in Other Countries

CLIL has been used in different continents and countries. For example, children in Malaysia use CLIL to learn Math and Science in English. In Norway, the learners have used it to do drama in German. The students in Italy have used it to study science in French. The students in Australia have learned Math in Chinese via CLIL.

In Europe, CLIL has been used at different levels, such as primary, lower secondary, and upper secondary levels. Some countries such as Belgium, Spain, Italy, Poland, and Finland use CLIL at the primary level. However, some countries such as Estonia and Bulgaria use it at the secondary level.

We can see different implementations of CLIL in Europe. We are going to give some examples of the CLIL method in Germany, Cyprus, and Spain.

In Germany, the languages of German and Danish are generally used. The children start to learn a foreign language at eight in German. Almost 400 schools use CLIL in English and French. When children begin their secondary education at the age of ten, they are asked to have a CLIL education which is optional. Before entering a

CLIL class, they are taken under a course about CLIL language for two school years. We can call this program as a preparation. They also have extra two or three language classes a week. They learn some subjects such as History, Geography, in a foreign language. They learn these subjects in the foreign language two hours a week so that they can use foreign language six or seven hours a week total. English and French are mostly chosen in the schools. The students have the same degree when they get an education in CLIL and mother tongue. However, the learners getting education CLIL in French can go to a French university without having an exam.

Some pilot studies have been done in some schools in Cyprus. The children at nine start foreign language education in Cyprus. They have two hours a week. We can say that CLIL will increase the exposure time. CLIL showers have been carried on different levels in Cyprus.

In Spain, CLIL has been implemented in two different sections. While the first language is used for some subjects, the second language is used for other items. There are some joint official languages in Spain. These languages are Catalonian, Valencia, and Galician that can be used in the CLIL approach.

In Europe, local and valid state languages are used in CLIL implementations. All students can learn content through CLIL implementations. Even so, there are some rules put by some countries to have a CLIL program. Students who want to involve in CLIL must pass some examinations such as written or speaking tests. With the help of these tests, teachers can have a view if the learners have enough information of the CLIL language.

In CLIL implementations, the subjects can be changed by the country. However, we can mention that the learners and teachers may choose mostly science, artistic, and physical education subjects in the CLIL program. Schools can determine the lesson time used for CLIL. It may be two hours a week or eight hours a week. It can be mentioned that English, German, and French are mostly utilized as CLIL languages. But, in the Czech Republic and England, a foreign language is used as a CLIL language.

Since the 1980s, CLIL has been used in some schools in Sweeden. English was mostly used as CLIL foreign language. However, German, French, and Finnish were used in some schools. Teachers should use a foreign language while teaching Social subjects, Aesthetic subjects, and Natural Science subjects.

In CLIL implementation, some foreign languages, regional languages, or other official state languages can be used. All students can have a chance to involve in CLIL.

However, some countries have established some conditions to be enrolled in a CLIL in a foreign language program. These conditions are mostly in some tests such as written and oral examinations, interviews, etc. These tests were given to identify the students with an excellent general knowledge of a curricular subject matter of the CLIL language.

The choice of subjects which will be taught by the CLIL language varies from one country to the other. However, Science, Social, artistic, and physical education subjects are mostly used in CLIL. All subjects in the national curriculum may be targeted by CLIL. Nonetheless, the range is more limited in secondary education than in primary education. Schools are usually free to determine the nature and scale of their CLIL- based activity. The amount of lesson time allotted to CLIL differs from one country to the next, even one region to the next in a country. It changes from 2 hours a week to 8 hours a week. Exposure to CLIL can be described as low exposure (about 5–15 % of teaching time), medium exposure (about 15–50 % of teaching time) and high level exposure (over 50 % of teaching time).

The researches show that English, French, and German are most commonly used CLIL target languages. In some countries such as the Czech Republic, the United Kingdom (England) and Bulgaria, CLIL is provided in foreign languages. Belgium (French and German-speaking Communities), Ireland, Luxembourg, Malta, and Finland are using both two official state languages in CLIL (Directorate-General for Education and Culture of the European Commission, 2006).

2.4. CLIL and Motivation

The learners can quickly learn the language if they have a positive environment. With the help of a favorable climate, learners may like learning and want to learn the language. Motivation and attitudes can be different. For example, while motivation can be changed easily, attitudes are painful to be changed. It can be said that beliefs may affect learners' motivation, and motivation is essential in the learning process. The aim is another factor in the students' motivation. If there is a purposeful context, the learning occurs effectively.

Deler & Price, (2007) claim that when the context is chosen from the part of the learners' school life, they are more motivated. To Marsh, Maljers, & Hartiala (2001), CLIL may increase learners' motivation by giving them different aims. Dörnyei, (2001)

claims that making learning enjoyable is needed to maintain motivation for learners. Darn (2006) argues that when interesting content is chosen, learners are more motivated to learn a language. Teachers can give a break for traditional language teaching techniques by using CLIL. Marsh says that the learners and the teachers can have a natural environment for Language learning with CLIL.

In sum, we can view from the literature that there could be a relationship between motivation and CLIL in a language learning process. With this study, we desire to explore this relationship in a real classroom environment. Searching the relation between motivation and CLIL in language learning is the primary purpose of this study. We aim to find this relation in a group of fifth-grade students at TOKİ Köprülü Secondary school in Yüreğir, Adana, Turkey.

An exact description of the methodology, learners, and classroom rules will be in the following chapter.

CHAPTER III

METHODOLOGY

3.1. Introduction

This chapter presents the information about the research design, the participants, the instruments to collect the data, the procedure and the data analysis.

This study was designed to investigate the effect of Content and Language Integrated Learning on motivation while teaching foreign language to the secondary school learners by employing Intrinsic Motivation Inventory, the Classroom Observation Checklist and Informal Interviews at a state school in Yüreğir, Adana.

This study gives explanations related to the scheme and background of the study. Then, the data sources and the partners will be explained. Finally, classroom activities and the plans will be explained.

3.2. Design of the Study

A case study design was adopted in the present study. To Yin(2003), the case study is an experiential study that searches a recent circumstance within its natural environment context. Nisbet and Watt (1984) defines that a case study is generally used to show a general principle. By the help of case studies, researchers can have an general view of an event and have a general picture because of the sources of evidence. To Cohen, Manion & Morrison (2007), the researcher can be integrated to the study. In this study, the language teacher was the researcher. The case study was appropriate for this study because the researcher was involved in the case in a natural environment. The case study focuses on getting a view of the participants' ideas of events. So, in this scheme, we try to illustrate what the students' ideas for CLIL activities are. We also try to show if there is a connection between motivation and CLIL.

In this study, Intrinsic Motivation Inventory, The Classroom Observation Checklist and informal interviews were adopted. Before implementing CLIL activities, each class was given some vocabulary tests on the target items of the unit in the curriculum. More specifically, target items were instructed as they were presented in the textbook. That is, the students' attention was attracted to the new items. CLIL activities

were prepared and implemented in the class after using the terms in the textbook by directing their attention to the items with an aim to raise the learners' willingness.

3.3. Participants

This study was conducted at Toki Köprülü Secondary School in Yüreğir, Adana. With regard to sampling of the participants, this study pursued to include the 5th grade students (two classes in total). The classes that had already been taught by the researcher were taken as the study group. Therefore, the researcher could not intervene in the selection of the participants because the classes were arranged by the school administration before the beginning of the academic year.

The study was conducted in the second term of the academic year 2018–2019. It was carried out with the participation of two classes of 52 students who were 5th grade students. The ages of the participants ranged from 12 to 15. The classes were composed of 25 female and 27 male students, totalling 52 participants. The students in these two classes followed the similar academic program; thus not much difference in the amount of language education or language exposure between these two classes was expected.

TOKİ Köprülü secondary school is located in Yüreğir, Adana. Almost all, families stay at the apartments of TOKİ. They have no transportation problem. There are few students in the classrooms, about 25–30 students. The researcher implemented this case study in two classrooms consist of 52 students. Although content teachers generally teach their subjects using a foreign language in CLIL, it's generally seen that the language teacher presents a subject in language lessons. As the content teacher of the case study did not have an enough proficiency to use English while teaching subjects, the researcher implemented the CLIL in language classes. The researcher asked some ideas from the content teacher while preparing CLIL activities.

3.4. Data Collection Instruments

The instruments were developed according to the research design and research questions of the study. The researcher obtained Intrinsic Motivation Inventory, The Classroom Observation Checklist and Informal interviews as assessment tools for measuring the students'attitudes towards foreign language. The researcher gave importance to IMI, Observation checklist and informal interviews equally to determine to what extent CLIL activity was effective for the students.

3.4.1. Intrinsic Motivation Inventory (IMI)

Intrinsic Motivation Inventory was developed by Deci & Ryan (1985). By the help of this inventory, they tried to show the participants' natural behavior while doing the activity. It has been used in several studies to investigate intrinsic motivation and self-regulation (Ryan, 1982; Mims & Koestner, 1983; Plant & Ryan, 1985; Ryan, Connell & Plant, 1990; Ryan, Koestner & Deci, 1991; Deci, Eghrari, Patrick, & Leone, 1994). Its developers claimed that including or excluding some subscales has no impact on the other scales. Researchers choose the appropriate subscales relevant to the issues that they try to explore. For example, Karagöl (2009) used four subscales in her study; interest-enjoyment, perceived competence, pressure/tension and perceived choice. We can find six subscales in IMI to show the participants' interest\enjoyment, perceived competence, effort, value\usefulness, pressure\tension and perceived choice levels. Some researchers decide to use four or five of them during their research. They claimed that increasing or decreasing the subscales don't affect the other parts. The present study used five subscales; interest\enjoyment, perceived choice, pressure\tension, perceived confidence, and value\usefulness (see appendix 1). In this study, the participants were at the fifth grade and they can't have proficiency at using English. Because of this reason, the Turkish version of the inventory was applied in this study. The sentences in the subscales were translated and adapted into Turkish.

Table 1.

Five Subscales in the Intrinsic Motivation Inventory

Section	Number of Statements	Subscale	Focus
Subscale 1	6	Interest/Enjoyment	Did the students find the activities interesting and enjoyable?
Subscale 2	6	Perceived Competence	Did the students perceive themselves competent about the activity?
Subscale 3	5	Pressure/Tension	Did the students feel pressured and tense during the activity?
Subscale 4	7	Perceived Choice	Did the students perceive that they had some choice about doing the activities?
Subscale 5	4	Value/Usefulness	Did the students find the activities valuable and useful?

In Table 1, it can be seen five subscales and their focuses in the IMI which was used in our case study: interest-enjoyment, perceived choice, pressure/tension, perceived confidence and value/usefulness (See Appendix 1). As the participants of this study were the fifth graders, they were not proficient in English yet. For this reason, the Turkish version of the inventory was used (Karagöl, 2009 & Kütük, 2007). As we have also included the value/usefulness subscale in the inventory, the statements in this subscale were translated into Turkish (See Appendix 2 for the Turkish version of the IMI).

3.4.2. The Classroom Observation Checklist

Observation is used as an important data collection tool in researches. In the line with this, classroom observation checklist was used to get an idea of the participants' motivation during our study. The classroom observation checklist was used 4 times, once in every two weeks to observe the students. It was aimed to see the participants2

attitudes towards the classroom activities in CLIL and their contribution to motivation. (see appendix 3).

To be able to form the checklist items, first a comprehensive review of motivation related literature was done. Then, the items emerged in the studies related with motivation were identified. These items are as follows.

— Self-learning: students' responsibility on their own learning.

— Self-determination (Persistence): the degree to which human behaviors are volitional or self-determined.

— Self-confidence: students' own evaluations about themselves and their abilities.

— Self-starter (Initiative): students' participating in the tasks by themselves without expecting prompt from the teacher.

— Pleasure: students' gain from an activity that affords enjoyment.

— Willingness to participate: students' willingness and readiness to join the activities

— Attentiveness: students' being alert (observant) and paying attention

— Subject Matter Competence (Language Competence): students' quality of being adequate.

3.4.3. Informal Interviews

The researcher did informal interviews with the students during the break time and outside the classroom to have some ideas about CLIL activities. By the help of informal interviews, the researcher, and the students could share their ideas and feelings. Besides, the informal interviews make the students more relaxed, so they are eager to share their ideas and emotions willingly. The relation between CLIL and motivation during language learning is investigated in this study so informal interviews are important for data collection. We know that feelings and opinions are important for the motivation.

The researcher tries to ask some underlined questions such as "How do you feel in English classes?", "Tell me about your opinions about English classes," "Did you find any new information during the lesson?" As Bailey (1996) mentions the questions are more focused and specific than the ones in the first weeks. Likewise, in this study,

the researcher asked general questions about feelings and emotions at first. Then, the specific questions were chosen by the researcher so as to check students' perception of the implementation.

3.5. Instructional Materials

During the implementation of CLIL in these two classes, different topics were chosen by the researcher.

The researcher's first material was a video clip. The video clip was about foods covering healthy and junk food, which attracted the students' attention to the meaning of the names of the foods.

The second material was a matching activity prepared by the researcher. It consisted of both countries and symbols used in the maps. The participants in both classes were expected to match the pictures and the words.

The third material was the course book because it also had some activities covering the shapes, numbers and human body such as matching the shapes or numbers with their labels, reading a passage and completing a table, writing a paragraph using target items. As the researcher used the same textbook in two classes, the same activities were applied with them.

The fourth material was a paper based activity prepared by the teacher. The paper based activity was utilized to expose the students more to the contexts that superlative forms of adjectives were used in. The attention of the students was just drawn to the usage of superlative forms of adjectives in different contexts such as deserts and rainforests.

The researcher designed the activity packs about different contents, such as science, art, social studies, geography, and math. Because of the focus of CLIL, some language items were also included in the activities.

3.6. Procedure

The study was carried out in the second term of 2018–2019 academic year. CLIL was planned to be included in the study. Hence, it was agreed on the fact that the items in the textbook which the participants were not familiar with were included in the study as CLIL activities. The items in the units accordance with their curriculum and coursebook in the school were taught.

The fifth grade students have 3 hours English classes per week. Students can have some extra 2 hours as an additional elective lesson. The researcher used the national curriculum and course book during the twelve–week implementation period with CLIL activities. While presenting the content, the researcher used the language implicitly. The children have a position for indirect learning. This capacity helps them to be fluent while using it. In CLIL implementations, while the learners think the task, they indirectly acquire the language.

The learners benefit from CLIL activity packs as both the language and content inputs were given in different ways. More specifically, they use the language to learn and learn to use the language. To Cameron (2001), it is not appropriate to teach grammar explicitly in young learners classroom. If the teachers desire to make language learning meaningful and interesting, they should prefer to teach grammar by the help of non-formal ways such as stories, songs, videos, and games implicitly. Therefore, the researcher applied videos and stories during the implementation.

Deler & Price (2007) mention that CLIL may be taught by a content teacher or a foreign language teacher. As stated before, in this study. The CLIL teacher was a language teacher, namely, the researcher herself. Co-Operation and skills paly an important role in CLIL implementation. Therefore, language teacher was always co-operated with the content teachers during this study. They not only decided on the activities together considering the students' both linguistic and content abilities but also designed the activities considering the items of the national curriculum for the 5th grades. There were some specific goals in the contents but the most important objective is that the participants are able to talk about the content in the target language. Also, there were language objectives in the activity packs.

In the first two weeks,"Food Groups'' from the scope of Science and Technology Course, was the subject matter of the activities designed. Teaching how to identify and sequence the food groups such as healthy and junk food was the primary aim while practicing simple present tense and adverbs of frequency in English in this first activity pack. Art was integrated into this activity pack as the participants cut, stick and colour some food pictures. The teacher explained that some foods are healthy and some foods are not. The teacher asked the students if they know any healthy or junk food. The teacher explained the food pyramid by drawing healthy food pictures on the board and labels the pyramid (egg, milk, meat, chicken, fish). The teacher handed out the sheet about the pictures of healthy food and encouraged the participants to cut and

stick them into the right stage in the food pyramid. She repeated the healthy food by using adverbs of frequency. The teacher also showed the students the example of food pyramid on the board. The teacher gave a copy of the food pyramid to the students and explained that they should write the food words in it. Then the learners painted the pyramid in their favourite colours. The students worked in pairs and created a name for their food pyramid and each food pyramid explained the healthy food again by acting out a short dialogue in pairs. In Table 2, we can see the summarize of the classroom procedure.

Table 2.

Activity Pack 1

Week 1,2 Subject: Food groups Time:120 mins (3 lessons) Content Objective: to learn the groups of food Language Objective: to use simple present tense and sequence adverbs. Target Vocabulary: fat, sweet proteins, carbohydrates, vegetables, fruit Materials: a Picture of a group of food, coloured pencils Process: It is important that pupils understand that a healthy diet consists of eating right kind of food and correct amounts. The food pyramid is a tool used in health education to illustrate this. The teacher tells the pupils to look carefully at the food pyramid. The teacher also explains that this pyramid shows us not simply the different food types but also the correct daily amounts for each type. The students use the key to colour the segments of the pyramid. The students classified the words by underlining them by the key. Students also read the sentences and circle True or False. With this activity, they had a chance to learn simply present tense.

In the third and fourth weeks “The Symbols on Maps” was the content of the study. In this activity pack, students practised “Simple Present Tense” and learned “If Clause Type 0” while studying to identify the symbols on maps. The scope was Geography in this activity pack. The teacher explained the symbols on maps with the pictures and wanted students to give examples about the symbols that they have already

known from their daily life. The teacher presented the symbols by using if clause and name the symbols. The teacher explained these symbols and handed out symbols chart, she encouraged the students to talk about the charts by using simple present tense and if clause and then she presented the symbols to the students. The teacher guided the students to command and talk about the chart, she presented the chart again by adding and removing the symbols and encouraged the students to make sentences with if clause. The teacher handed out the sheet about symbols and encouraged students to identify and label them. In Table 3, we can see the summarize of this activity pack applied in the third and fourth week.

Table 3.

Activity Pack 2

Week 3,4 The symbols on Maps Subject: The symbols on maps Time:120 mins Content Objective. To learn about symbols used in maps Language Objective: to use simple present tense Target Vocabulary: church, museum, monument, bus stop train station, car, right Materials: worksheets and pencils Process: The teacher divides the class into pairs. Pupils make a list of the symbols and icons that they see on the streets in their everyday lives. The students identify the symbols and label them. The pupils are asked to write a description of their routes.

Following this, in the fifth and sixth weeks, the researcher presented “A Shape Exhibition”.The students were expected to understand and talk about shapes by using Simple Present Tense. As the youngers feel relaxed during the art and craft activities, the researcher gave a chance for students to cut, paste and draw the shapes. Art is again integrated into this activity pack. The teacher presented the key words and wanted students to draw shapes under the words. The teacher explained the shapes of items in the classroom so as to make students be familiar with these words. The students are guided to explain the objects in the classroom in terms of their shapes. Then, the teacher

presented the shapes in the air and wanted students to draw on the board. The teacher encouraged students to talk about shapes. She handed out a sheet about shapes and wanted the participants to cut and paste these shapes into the right place. In Table 4,we can find the summary of this activity in the below.

Table 4.

Activity Pack 3

Week 5,6 **A Shape Exhibition** **Subject:** A shape exhibition **Time**:120 mins **Content Objective:** to introduce or review shapes **Language Objective:** to learn simply present tense **Material:** Coloured pencils, scissors, glue, worksheet Process: The teacher introduced and reviewed the shapes by drawing them on the board. The teacher pointed to each shape and said its name and got the children to repeat. The pupils gave the names of real objects related to each shape. The teacher drew the shapes in the air and said their names aloud.

Later on, during the seventh and eighth weeks of implementation, the scope was again Science. The students were presented the skeleton of human body and encouraged to show their muscles and bones. While they were learning about human body, modals (have got, must) were also practised as the language objectives. T he teacher reviewed the bones of human body by drawing on the board.She drew a skeleton on the board and labeled them.After that,the teacher touched her legs and arms,and asked " What do we need in our legs to run,jump and walk?"The teacher encouraged the students to explain their muscles and bones' functions.The students completed the handout and talked to each other about muscles in their body.The students were guided to complete the sheet delivered by the teacher .Then,they drew their own illustrations related about their muscles and bones.The teacher wanted the students to bring their drawings fort he next lesson.The students were also encouraged to prepare a poster showing the muscles and bones of the human body as a project work.In Table 5 ,we can see the summary of this activity pack.

Table 5.

Activity, Pack 4

Week 7,8 The Human Body Subject: The Human Body Time.120 mins Content Objective: to introduce the human muscle and bone system Language Objective: to learn have got, must Target Vocabulary: triceps, biceps, femur, ribs, skull, backbone Process: The teacher presented bones and muscles by asking the children to follow the teacher's instructions. Then, Teacher touched her legs and arms and said "What do we need in our legs to run, jump and walk?" The teacher wrote on the board muscles and bones

After that; the focus of the activity pack in the ninth and tenth weeks was Science and Geography. The students were presented some information about deserts and rainforests using superlative forms of adjectives in English. They were expected to talk about where they live. As they had learned the regions in Turkey before this activity, they had not difficulty to revise this subject matter. The teacher sticked the pictures of deserts, animals, and plants on the board. The teacher encouraged students to talk about deserts and animals that they had known before. The, she asked some questions like "What animals live in deserts?","What is the weather like in deserts?".The teacher also pointed at the world map and wanted students to find some deserts. The teacher asked students where they live by finding and showing on the map. The researcher pointed at the map of the Mediterranean Region and presented the cities in that region and asked students where they live. The teacher wanted students to compare some cities in their country in terms of weather and size by using superlative forms of adjectives. In Table 6, we can see the summary of this activity pack in these two weeks.

Table 6.

Activity Pack 5

Week 9,10 Deserts and rainforests Subject: Deserts and rainforests Time.120 mins Content Objective: to study desert and rainforest ecosystems Language Objective: Superlative forms of adjectives Target Vocabulary: desert, rainforest, survive, cactus, scorpion, sharp tail, kill, lizard. Materials: pictures of deserts and rainforest Process: The teacher showed pupils a Picture of a desert and wrote animals, plants. The teacher asked some questions like “What animals live in deserts?" “What’s the weather like in deserts?” The teacher showed the class a map of the world or a globe and asked pupils to find some ddesserts

In the final two weeks,”The Fractions” was the content which was integrated with English. The students were expected to learn and practice cardinal-ordinal numbers and Simple Present Tense again. They learned to talk about some basic mathematical terms and the fractions in English. The teacher presented some geometrical shapes such as square, circle, triangle, rectangle and wanted students to give examples from their daily life for these shapes. She put the shapes into two parts and asked students in their mother tounge. Later, the teacher presented the meaning of the fraction and how to read in English. The teacher presented the parts of the fractions and encouraged students to come and talk about basic fractions on the board. The teacher handed out some pictures and wanted students to find the right fraction and read it. Then, she presented how to talk about basic mathematical operations in English. Finally, she encouraged students to draw some pictures showing the kinds of fractions. In Table 7,we can find the summary of the activities in the final two weeks.

Table 7.

Activity Pack 6

Week 11,12 The Fractions Subject: The Fractions Time:120 mins Content Objective: to practice the fractions, to learn ordinal and cardinal numbers Language Objective: to learn simply present tense Target Vocabulary: triangle, square, rectangle, equal, divide Materials: worksheets, pencils Process: The teacher presents some shapes and wants them to show some items in the classroom. She puts the shapes into two parts and asks them to say the shape. The teacher gives the explanation of fractions and teaches them how to read fractions in English. She introduces cardinal and ordinal numbers. Then, she encourages students to draw some pictures showing the fractions.

These activity packs were implemented in twelve weeks. The data was collected through IMI, classroom observations and informal interviews. In the next chapters, these data will be explained and discussed.

3.7. Data Analysis

The case study was applied during the implementation of CLIL activities. Before the activity packs were applied in the classrooms, Intrinsic Motivation Inventory was prepared. IMI was applied in order to determine the level of the students' motivation in the classess. IMI was used by the researcher four times once a month after activities.

The data collected by Intrinsic Motivation Inventory was analyzed through statistical package of social sciences. In order to find out if there was a decline of their motivation during the activities, the Observation Checklist was used. Moreover, informal interviews were done during the whole study so as to learn students' ideas and desires for the activities.

CHAPTER IV

FINDINGS

4.1. Introduction

In this part of the study, we will provide both the summary and interpretations of the results obtained from the data collection tools implemented on the participants. This case study was guided by three research questions which will be addressed through the analysis of the data. Namely;

A. Is there a connection between motivation and the CLIL approach?
B. Do the CLIL activities increase students' motivation in learning English?
C. How do the learners find CLIL activities during the implementation?

4.2. The Analysis of Intrinsic Motivation Inventory

The researcher used the IMI in this study. It focuses on 27 items and 5 clusters of subscales; Interest/Enjoyment, perceived competence, Pressure/Tension, Perceived choice, and value/usefulness. The students try to answer the questions with "yes, I agree'' which scores of 3 points, "I partly agree", which scores 2 points or" no, I don't agree on which scores of 1 point. There were negative and positive items in the IMI. While positive items represent a high level, negative items represent a low level of being measured. Then, the total scores were computed by averaging all the items' scores. So, as a result of this scoring system; the higher their score is, the more they seem to have the intrinsic motivation. In other words, the higher the students' interest/enjoyment, perceived competence, perceived choice and value/usefulness is, the more they are intrinsically motivated.

The IMI was administered every other week, four times in total, after completion of each activity. The total scores were calculated and the mean scores were computed to find out if the students' intrinsic motivation was enhanced or not.

Table 8.

Descriptive Statistics of IMI

	N	MEAN	SD	MIN	MAX
IMI1	47	73,5000	6,79788	55,00	84,00
IMI2	47	71,1277	5,39975	60,00	82,00
IMI3	41	72,6428	6,90289	52,00	82,00
IMI4	48	72,3406	6,38366	57,00	82,00

In Table 8, we can see that mean scores have an increasing trend. The scores of the IMI can be commented on as high average. As it can be seen in the description of the statistics of IMI that the decrease in some activities may derive from the participation of the students with irregular attendance. There were some students who did not join in the classes in the first weeks of the implementations. Due to their being absent in those weeks, they might have experienced adaptation problems. Another reason of the decrease observed in students' motivation in the 2nd implementation might be the students' low level of language proficiency. So, the language content might have played a negative role in this activity. But overall, the scores of IMI could be commented as a high level of avarage.

4.2.1. The Analysis of the Interest / Enjoyment part

In this subscale, the researcher wanted the students to answer the sentences "I enjoyed doing this activity very much", "This activity was fun to do", "I thought this was a boring activity (R)", "this activity did not hold my attention at all (R)", "I would describe this activity was quite enjoyable", "While I was doing this activity, I was thinking about how much I enjoyed it".

Most of students agreed that the activities were enjoyable during the implementation. Therefore,it can be concluded that CLIL activities and materials designed accordingly might play an important role in increasing student motivation in language learning.

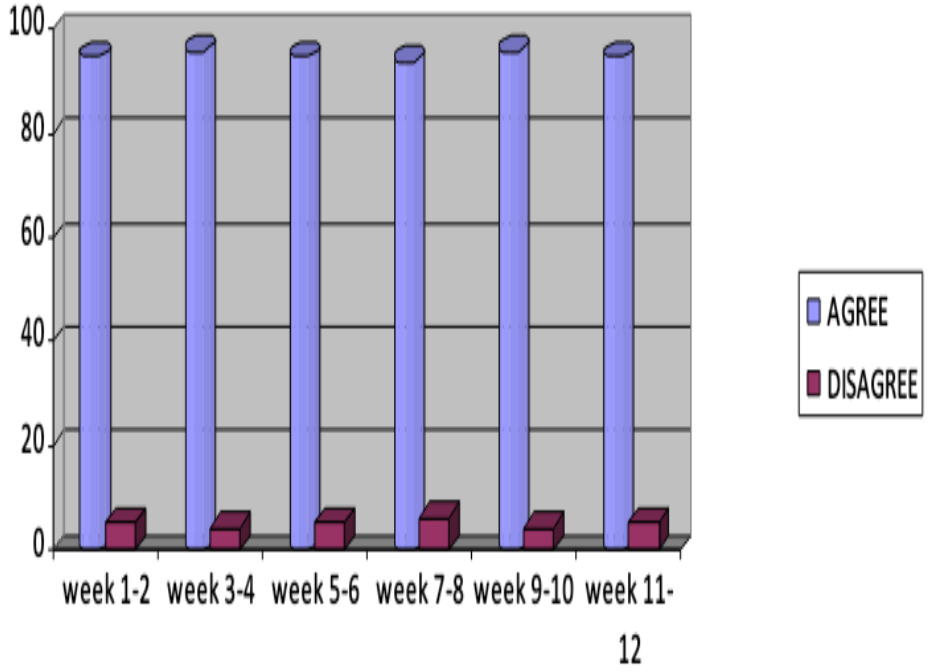


Figure 2. The graphic of student response in interest/Enjoyment part

When the researcher did the informal interviews with the student, she saw the parallel feelings with these percentages. We claim that if the learners find the activities interesting, their motivation can be increased easily.

4.2.2. The Analysis of the Perceived Competence Part

In the perceived competence subscale, six sentences were answered by the students. These are; "I think I'm pretty good at this activity", "I think I did pretty well at this activity compared to other students", "after working at this activity for a while, I felt pretty competent", "I'm satisfied with my performance at this task", "I was pretty skilled at activity", and "this was an activity that I couldn't do very well (R)". This subscale may be thought as a positive predictor.

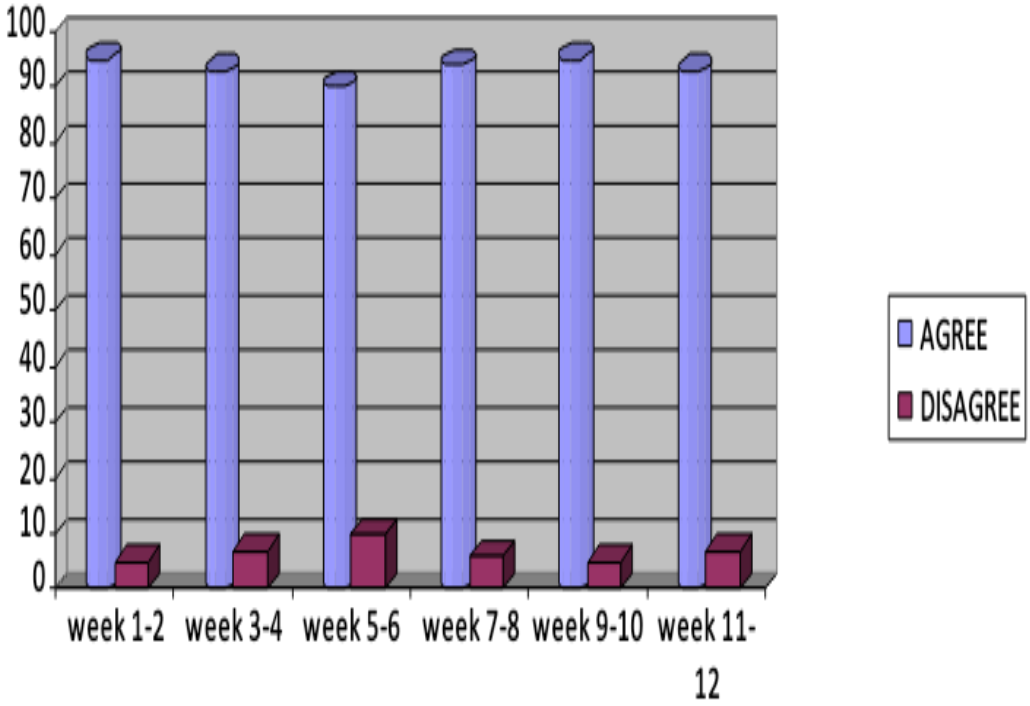


Figure 3. The graphic of students' responses in the Perceived Competence part

In all of the four implementation of the IMI, the percentages of students who perceived themselves as competent in the activities is above 90. The students viewed themselves as capable of using English.

The students' opinions explained in informal interviews also supported the IMI results. The students seemed to be so enthusiastic to learn in English what they had been learning in other classes. When students feel compenent about a task, they become more motivated to complete it and put more effort on it. The IMI results clearly showed that the students feel themselves compenent while working with assigned tasks. So, it can be concluded that CLIL activities may have a positive contribution to students' self-confidence and this, in turn, increases students' motivation.

4.2.3 The Analysis of the Pressure \Tension part

In this subscale, the students gave answers to the following sentences; "I did not feel nervous at all while doing this activity," "I felt very tense while doing this activity (R)", "I was very relaxed in doing these," "I was anxious while working on this task (R)" and "I felt pressured while doing these (R)." This subscale is thought to be a negative predictor of intrinsic motivation. If students feel anxious, they can stop

learning activities. Therefore, the teacher can create a positive atmosphere for learning. In a positive atmosphere, we cannot see threatening and fears. According to the results of IMI, it can be claimed that all the four implementations, only a few students felt themselves under pressure. Figure 3 below presents the percentages of students' responses to this subscale

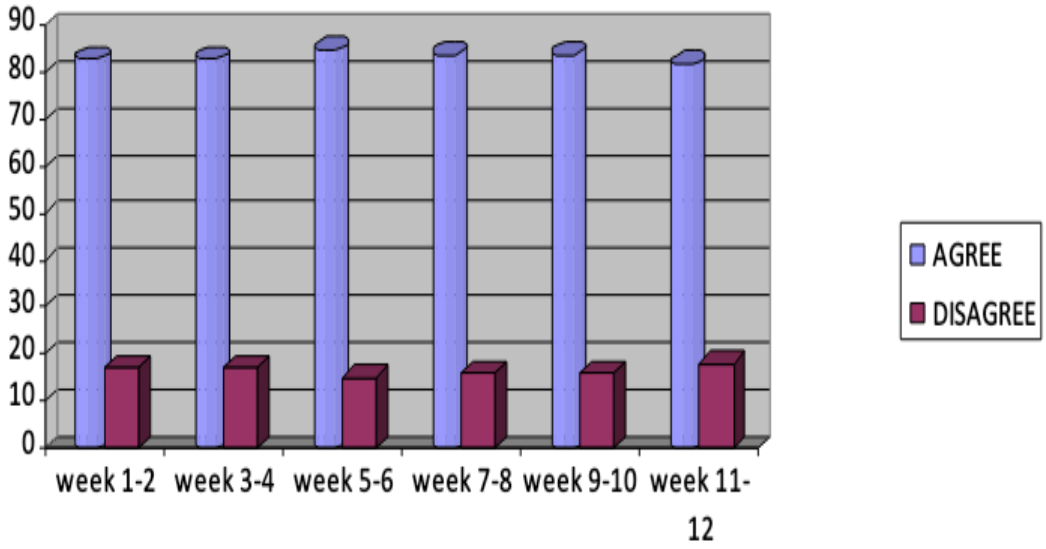


Figure 4. The graphic of students' responses in the pressure tension part

The percentages shown in Figure 4 suggest that majority of the students (almost 86% on avarage) felt themselves relaxed and comfortable while doing the activities. However, some students felt pressure during the activities because they didn't have proficiency in the target language. They liked the CLIL activities, but they had some problems of understanding the sentences. They had difficulty during the speaking skills. Competence of the students' functioned as a barrier in learning, so, the researcher gave them a chance for switching from Turkish to English or from English to Turkish. After this explanation, the researcher observed that the students felt more relaxed during CLIL activities. Therefore, it can be said that learning the new language structures in a familiar topic helped the students more relaxed.

4.2.4 The Analysis of Value/Usefulness part

In this subscale, the students responded the following statements; "I believe this activity helped me learn,", "I think that doing this activity is useful because I can

associate the subjects that I learned in the other courses with English.", “I think this event is important to do because it made me learn more effectively and meaningfully ‘’and “I believe doing this activity could be beneficial to me, so, I want to do it again”. This subscale can be thought as a positive predictor. The students who agree with the sentences in the IMI think that CLIL activities help them. Figure 4 shows the percentages of responses in this subscale.

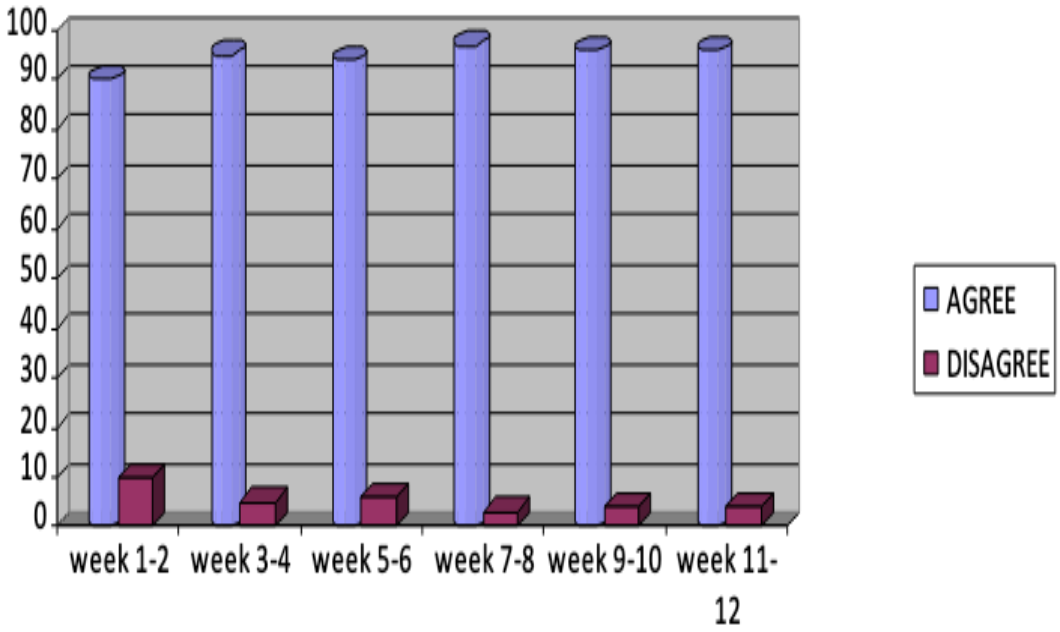


Figure 5. The graphic of students’ responses in the value,/usefulness part

4.2.5. The Analysis of the Perceived Choice Part

the students responded the following statements in this subscale; “I believe I had some choice about doing this activity", “I felt like it was not my own choice to do this task(R),", “I didn’t really have a choice about doing this task (R)", “I did this activity because I wanted to do” and “I did this activity because I had to (R)." We can understand from the sentences that this subscale was used to have an opinion about students’ feelings about the activities.

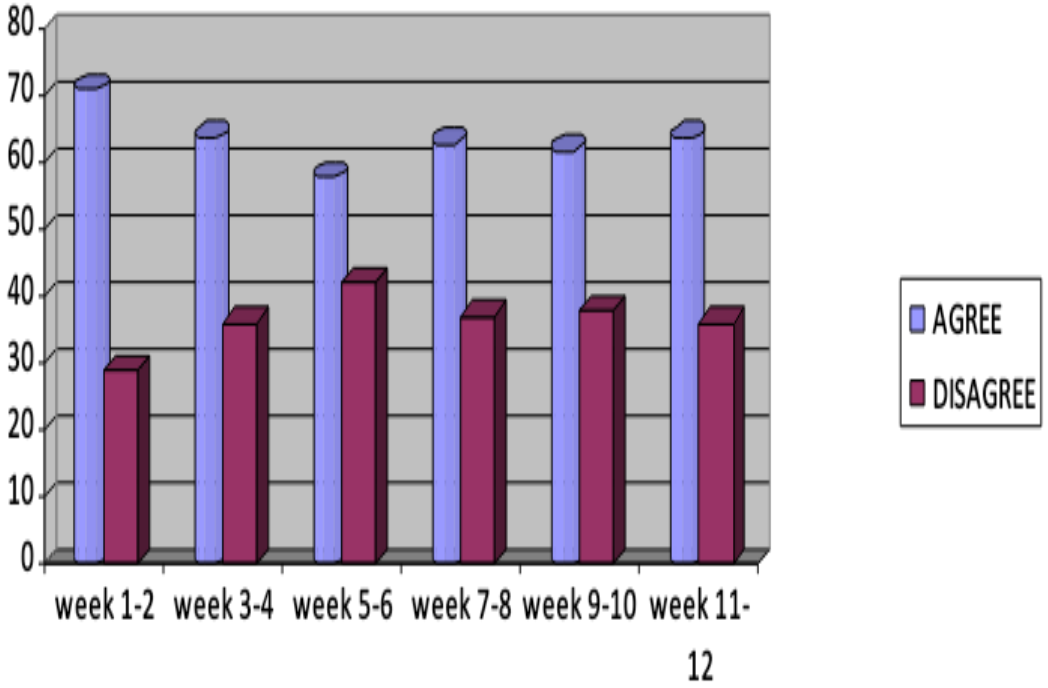


Figure 6. The graphic of Students Responses in the Perceived choice part

By Figure 5, more than half of the students (almost 64% in the average) conducted the activities voluntarily. In the informal interviews, it was noticed that most of the students who disagreed with the statements misunderstood the ideas in IMI. They thought that the statements were asking if they had other alternative activities which they could prefer to study. This might be the reason of the increase in the numbers of students who disagreed. When we look at the informal interviews, most of the students said that they did the CLIL activities because they desired to do them. Classroom observations also supported this finding because the students were eager to do the activities from the beginning of the implementation. If they had found the activities compulsory, they would not have been so eager to do CLIL activities. Within this scope, it can be inferred that CLIL activities might have developed the students' motivation.

4.3. The Analysis of the Classroom Observation Checklist

The main advantages of using observations for collecting data are that they allow the study of a phenomenon at close range with many of the contextual variables present, a feature which is very important in studying language behaviors (Selinger &

Shohamy, 1989). The researcher used the checklist six times during the implementation. In Table 8, we can see the student's behaviors towards the activities.

Table 9.

Observation Checklist Results

		Self learning	Self determination	Self confidence	Self starter	pleasure	Willingness to participate
Week 2	good		x				x
	medium			x	x	x	
	poor	x					
Week 4	good				x		x
	medium		x	x		x	
	poor	x					
Week 6	good		x		x	x	x
	medium	x		x			
	poor						
Week 8	good		x	x	x	x	x
	medium	x					
	poor						
Week 10	good	x	x	x	x	x	x
	medium						
	poor						
Week 12	good	x	x	x	x	x	x
	medium						
	poor						

The Observation also showed that the student's behaviors changed positively as the weeks passed. As it is seen in Table 9, in the first two weeks, the researcher observed that the students had some problems in items, such as self-learning and self-starter, which require a more personal contribution from the students. This can be commented as an adaptation process in the new type of activities as they were different

from the previous ones. As weeks passed, the students began to show positive changes. There were some passive students during the study. Even some of them started to be in the activities willingly. Some students took some roles quickly during the exercises. The students sometimes tried to use their mother tongue, but as it is claimed before, it is not a big problem with CLIL activities. They were pleased with this implementation. If a person likes what he or she is doing, he or she becomes more motivated to achieve his or her aim.

As the weeks passed, the students began to show positive changes. For example, they became more responsible for their own learning, and they took an active role in the process. They also showed considerable effort in their learning. Even some passive students became within the activities and took responsibility in their learning process. It was also observed that a great majority students felt themselves able to participate in the activities without any indecision. They quickly took risks in trying to show their competence in the content and the language. They evaluated themselves positively and showed their confidence clearly. From the first day of the implementation, the students were all attentive and tried to join in the activities. They seemed that they were enjoying the lesson. The students sometimes tried to use their mother tongue, which was not seen as a big problem in CLIL methodology, to show their competence in the content. But, as weeks passed, they looked more comfortable in using the target language in demonstrating their competence in the content. The students' willingness to continue with CLIL activities revealed that they were pleased with the implementation. It was easy for the researcher to see their increasing motivation about learning the language integrated with the content. In sum, it can be concluded that the students' motivation might have increased throughout the implementation of CLIL week by weeks.

4.4. The Analysis of the Informal Interviews

The researcher found that the students were eager to share their feelings about the activities. Thus, the researcher did these informal interviews in a relaxed atmosphere, especially during break time. In the first weeks, the students did not hesitate tos hare their confused feelings. Some students asked if they were learning English, Science, Art, Maths, or Social Studies. But at the same time, they did not hide their opinions that they were enjoying the lessons. At first, they thoght they were learning just the content. They were not aware of the fact that they were actually

practicing English to talk about the subject matter. When they were asked what they had learned in the lesson, most of them generally responded about the content, not the language. But, soon they realized that they were then able to Express themselves in English better. They were all enthusiastic about the events and tried to show their knowledge during break times.

CHAPTER V

DISCUSSION AND CONCLUSION

5.1. Introduction

In this chapter, the results of the study will be explained and discussed in detail with a view to the impact of CLIL on motivation in language learning by secondary school learners. In the present study, a case study was applied to collect data. Intrinsic Motivation Inventory, Classroom Observation Checklist and informal interviews were conducted to collect the data. In this chapter, a summary is presented regarding the data analysis and results obtained through the study presented in section IV. In addition, this chapter provides limitations and suggestions for further research.

5.2. Overview of the Study

In recent years, the importance of motivation in language learning has been emphasized by some researchers (Romova & Neville-Barton, 2007; Vandergrift, 2005; Masgoret & Gardner, 2003). Masgoret & Gardner (2003) also believes that there is a positive correlation between motivation and language achievement after Gardner and associates analyses 75 independent samples. Hence, motivation in language learning is essential to language use. Without motivation, students are unable to express themselves naturally. Similarly, Dörnyei (1998, p131) suggests that creating a pleasant, relaxed atmosphere in the classroom, developing a good relationship with the learners play an essential role in language learning. Hence, it is believed that increasing the learner's motivation is a sign of the development in the use of a foreign language.

From this point of view, so far, many researchers have investigated the correlation of CLIL on motivation in foreign language learning. Some of them suggest that having to learn English in EFL classrooms throughout all their compulsory education can be demotivating for learners (Chambers, 1999; Davies & Brember, 2001; Williams, Burden & Lanvers, 2002). However, the focus on both content and language promoted by the CLIL type may seem to sustain motivation (Coyle & Marsh, 2008).

In conclusion, in the present study, we aimed to comprehend the effect of CLIL on motivation in foreign language learning by secondary school learners. To achieve the objectives of the study, we collected the data from Toki Köprülü Secondary School

students through the Intrinsic Motivation Inventory, Classroom Observation Checklist, and informal interviews. By conducting the IMI and Classroom Observation Checklist, we were able to obtain data to answer our research questions which were as follows;

a. Is there, a connection between motivation and the CLIL approach?
b. Do The CLIL activities increase students' motivation in learning English?
c. How do the learners find CLIL activities during the implementation?

According to the data obtained from the Intrinsic Motivation Inventory, it was observed that there was an increase in students' scores. The mean scores were computed to show if the students are motivated or not. To results, the mean scores had an increasing trend. It can be said that the students in the two classrooms are motivated during CLIL implementations. The fact that overall results indicate that there may be a positive relation between CLIL and motivation in language learning.

The next chapter will provide a detailed discussion about the results and research questions, which helps us have a better understanding of the present study.

5.3. Discussion

This thesis aimed to investigate the relation of CLIL on motivation in foreign language learning by secondary school learners to raise learners' motivation towards foreign language classes. As mentioned before, there have been recent studies about CLIL but they mainly focused on elder learners (Waninge, 2017; Borowiak, 2019). Our primary concern was to see whether the secondary school learners are motivated during the CLIL implementation or not. In this section, the findings of this thesis will be discussed concerning the research questions.

The first research question is as follows; Is there a relationship between motivation and CLIL? This research question sheds light on whether the learners were excited or not during the CLIL activities. Specifically, the participants in the two classes were motivated to answer the questions during the events since the language patterns were taught by directing their attention to the content to raise the learners'motivation. Hence, the Intrinsic Motivation Inventory was utilized to determine whether the students are motivated or not during the activities. The mean score indicated that there was a positive correlation between CLIL and motivation in foreign language learning.

There may be several reasons why the results of IMI are positive. One of the factors may be the time devoted to CLIL sessions, which increased learners' motivation. The sessions were three-hour English class per week(totaling 12 weeks for these sessions), half of which was for CLIL activities, the other half of which was for following up the curriculum. The finding is compatible with the research study conducted by Kerstin & Thompson (2015). It was concluded that the CLIL group retrieved a higher motivation than the non-CLIL group. Their study was applied to high school learners in Sweeden at three different schools. However, the present study was applied to secondary school learners three hours per week. Hence, it can be concluded from the present study that the CLIL activities may increase the students' motivation while they are learning a foreign language.

Another reason may be the educational materials used differently in CLIL activities. The researcher used different kinds of intercultural resources besides the school curriculum. Language and culture are interconnected, and teaching a language should also be concerned with offering to learn a wide range of opportunities to gain insights into other cultures. The study conducted by Koro (2018) presented the findings of an action-based research project which aims to develop Intercultural Understanding among secondary learners of French in England through the CLIL approach. That research study demonstrated that learners had a clear appetite for intercultural learning. As we see a growing trend towards on education for global competencies, CLIL approaches may offer solutions that are both practical and innovative, and that will contribute to making learners open to and ready for interculturality. In the same line, the present study showed that students' motivation increased after cultural materials applied in the classes.

The other reason might be that the participants might have paid enough attention to language skills. The finding is compatible with the research study conducted by Pablo & Jimenez (2017) who compared the motivation of CLIL and non-CLIL learners in seven state schools and one charter school in the province of Sevile. The study was concluded that in primary school school education, CLIL learners outperformed non-CLIL learners on all the subtests. CLIL seemed to have a lower effect on receptive skills (listening and reading) than on productive skills (speaking and writing). We agree with Pfenninger (2016, p 137) that the effect of CLIL on productive skills may be found in the " oral-based, communicative approach used in CLIL activities". Thus, these findings support the idea of the present study and its results.

Additionally, our findings suggest an affirmative answer to the first research question. It can be inferred from the findings that CLIL students are more motivated to learn English than non-CLIL students. In this regard, the present study partly agrees with previous research findings (Seikkula-Leino, 2007; Lagasabaster, 2009, 2011 and 2014; Pfenninger, 2016). Therefore, motivation is in general terms, an important factor for the foreign language learning, and it plays a more essential role in CLIL settings than in non-CLIL ones.

However, these results are not compatible with the ideas of Fontecha (2013) suggesting that there is no relationship between language knowledge and the general motivation for the secondary graders. By two groups of learners with the same hours of EFL instruction, the main objective of that research is to determine if there exists an interaction between the numbers of words learned receptively and the students' motivation towards English as a Foreign Language. They found that primary learners were more motivated than secondary learners, which doesn't support the results of our study as our participants are in secondary education.

In conclusion, even though it was found from the IMI results that there was a positive relationship between CLIL and motivation, a few findings (Fontecha, 2013) showed that there was no relationship between CLIL and motivation. Hence, most of findings mentioned before supported the results of our study. Similarly, Ballester (2018) found that even in low exposure contexts, foreign language motivation was in an increasing trend over time by adding CLIL to the language experience of young learners. Based on the studies, we can say that there is a positive correlation between CLIL and motivation.

The second research question which will be discussed is as follows; "Do the CLIL activities increase students' motivation in learning English?"This research question sheds light on whether the CLIL activities effected the students' motivation or not. Specifically, the participants in the two classes were eager to answer questions during the implementation. From Classroom Observation Checklist and IMI results, it can be concluded that the CLIL activities affect students' motivation in a positive way.

It can be understood from the results of IMI that the participants were eager to do CLIL activities in the class. The findings of the study are consistent with the ideas of Arribas (2016), who examined a whole CLIL school analyzing students' motivation and receptive vocabulary outcomes. The results showed that CLIL learners scored higher in receptive vocabulary tests due to their greater motivation. Similarly, Otwinowska &

Forys (2015) studied the links between effectivity and cognition in upper-primary CLIL classes to verify whether negative emotions inhibit cognitive processes. They found that young CLIL learners are motivated in Science and Mathematics CLIL classes. In the same line, Lasagabaster (2011) suggests that "there is a strong relationship between the CLIL approach and motivation. In 2011, Lasagabaster made a study involving 191 seconadary school students and found that CLIL students were highly motivated to learn English. Moreover, Lasagabaster & Sierra (2009) carried out a study with 287 students. The tool was a seven-point semantic differential questionnaire. Their results showed that "CLIL programs help to foster positive attitudes towards language learning in general". This result may explain the findings of our study, which indicates that CLIL activities have a positive effect on the learners' motivation.

There may be several reasons why CLIL activities motivate students. One of the most important factors is the English level of the participants. According to Katarzyna Papaja (2013), the students already have an excellent command of L2, and they are often motivated by dreams of being able to speak the language like a native speaker. That study was conducted in junior high school with a total of 93 CLIL learners. The results showed high ratings of pleasure from learning English. It suggested that most of CLIL learners liked learning English at their initial CLIL stages and this attitude remains invariant until the end of their CLIL education.

Similarly, Somers & Llinares (2018) investigated the relationship between motivation and CLIL to learn the foreign language. In that study, 157 secondary education students enrolled. The results indicated that participation in CLIL activities had a significant effect on the participants' motivation. Hence, these studies support the results of our research showing that there is a relationship between CLIL and motivation in foreign language learning.

However, to Heras & Lasagabaster (2015), there were no significant differences between the CLIL and EFL groups concerning the practical factors. The authors surmise to be due to the low intensity of the CLIL program in contrast to other similar studies of higher power CLIL program. On the other hand, Lasagabaster & Doiz (2017) examined motivation in CLIL and EFL settings from a longitudinal perspective. The 7th and 9th grade CLIL and EFL students from five secondary schools in the Basque Country were followed for three and two years, respectively. It was concluded that CLIL groups were more highly intrinsically and instrumentally motivated than the EFL group. We can

infer from these studies that there could be a positive correlation between CLIL and motivation.

The third research question which will be discussed is as follow; ”How do the learners find CLIL activities during the implementation?”. This research question sheds light on how the learners find CLIL activities. Specifically, the participants in the two classes were eager to do CLIL activities during the implementation. After analyzing the IMI results and Classroom Observation Checklist, it can be concluded that the participants in our study were content towards CLIL activities. In the same line, Lasagabaster & Beloqui (2015) analyzed the differential effect of CLIL and EFL on different types of L2 motivation in 5th-grade students (10–11-year-old) in Navarre, Spain. They found that CLIL had a positive effect on students' intrinsic motivation, which seems to indicate that "CLIL helps to bolster students' inherent satisfaction while doing their class activities" (Lasagabaster & Beloqui 2015, p53).

5.4. Conclusion

In respect to the findings, the data obtained from IMI results and Classroom Observation Checklist showed that the participants were content with CLIL activities during the implementation. Specifically, it can be concluded that there is a relationship between CLIL and motivation in foreign language learning. As the final remark, the findings of the study imply that the participants in the two classes took advantage of CLIL activities. As for the RQ1: Is there a relationship between motivation and CLIL? We can infer that there is a positive correlation between CLIL and motivation. However, the results cannot be generalized due to the limitations imposed on by the school curriculum and small sample size of the study.

As for the RQ2 and RQ3: Do The CLIL activities increase students' motivation in learning English? How do the learners perceive CLIL activities during the implementation? We can conclude that CLIL activities might have increased students' motivation in learning English. The participants in the two classes were content with CLIL activities and eager to do these activities during the implementation.

5.5. Implications

Several implications can be addressed for students, teachers, material creators, and researchers from this study. Nowadays, it is widely accepted that motivation is

essential for language learning. According to Dörnyei & Ushioda (2011, p 72), while studying motivation in the specific context, the researchers should also pay attention to the classroom, the participants, and the curriculum.

It is worth noting that language teachers should be capable of doing CLIL activities to apply it in the classes properly. Hence, teachers should deal with CLIL usages more frequently with the help of teacher training courses. Also, teachers should emphasize not only the importance of CLIL but also the students' motivation towards foreign language learning. Similarly, the writer should know the recent rapid advances in CLIL settings while developing textbooks and materials. Hence, they present foreign language in CLIL settings with the help of CLIL materials, which can help the learnes acquire the language eagerly. According to Dörneyi (2001), the specific L2 learning environment in which learners find themselves has been shown to play an important role in their motivation. Hence, the teachers could create enjoyable activities at the end of the units so that the students can focus on the language and comprehend CLIL activities properly.

Finally, researchers studying motivation and CLIL should focus on the enjoyable CLIL materials and research the ways how learners can learn the language more effectively.

5.6. Limitation of the Study

The present study explored the relationship between CLIL and motivation in foreign language learning by secondary school learners. However, there are a few limitations considering our survey that we cannot ignore. One of the limitations is the sample size of our study. A total of 52 students participated in the present study. Although the number of participants remained the same, a research study with a larger sample size is required to generalize the results. In order to make generalizations, we need bigger sample size.

Another limitation which the researcher faced with is the students' grade. As the students were 5th graders, their English level was at the beginner. The researcher had some difficulties with instructing the CLIL activities. Hence, the students did not answer all of the questions since that they had difficulty in understanding the issues during the treatment.

One last consideration in terms of the limitation of the study was the duration of implementation period. It can be extended to whole school year for a more comprehensive picture of the study group. Finally, as the focus of this study was specifically the relation between CLIL and motivation in language learning, the other factors that might affect students' motivation were not taken into consideration in the study.

5.7. Suggestions for Further Studies

The present study sought to provide an insight into whether the CLIL activities affect the participants' motivation in foreign language learning by secondary school learners. This study was carried out with fifth grade students. It can be replicated with other grades to confirm the results of this study. This study can be carried out by content teachers who are also compenet in the target language. So, a similar study can be carried out with content teachers.

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APPENDICES

APPENDIX 1. INTRINSIC MOTIVATION INVENTORY

INTRINSIC MOTIVATION INVENTORY	
3- YES , I AGREE 2- I PARTLY AGREE 1- NO, I DON'T AGREE	
INTEREST/ ENJOYMENT	1.I enjoyed doing this activity very much
	2.this activity was fun to do
	3.I thought this was a boring activity (R)
	4.this activity did not hold my attention at all. (R)
	5. I would describe this activity as very interesting.
	6.While I was doing this activity , I was thinking about how much I enjoyed it
PERCEIVED COMPETENCE	1 I think I am pretty good at this activity
	2 I think I did pretty well at this activity , compared to other students.
	3 After working at this activity for a while, I felt pretty competent
	4 I am satisfied with my performance at this task
	5 I was pretty skilled at this activity
	6 This was an activity that I couldn't do very well (R)
PRESSURE / TENSION	1 I did not feel nervous at all while doing this (R)
	2 I felt very tense while doing this activity
	3 I was very relaxed in doing these (R)
	4 I was anxious while working on this task
	5 I felt pressured while doing these
PERCEIVED CHOICE	1 I believe I had some choice about doing this activity
	2 I felt like it was not my own choice do this task (R)
	3 I didn't really have a choice about doing this task (R)
	4 I felt like I had to do this (R)
	5 I did this activity because I had no choice
	6 I did this activity because I wanted to
	7 I did this activity because I had to (R)
VALUE / USEFULNESS	1 I believe this activity could be of some value to me
	2 I think that doing this activity is useful because I could associate English with the things I learnt in the other lessons
	3 I think this is important to do because I learned more effectively and meaningfully
	4 I would be willing to do this again because it has some value to me

APPENDIX 2. İÇSEL GÜDÜLENME ENVANTERİ

3 KATILIYORUM 2 KISMEN KATILIYORUM 1 KATILMIYORUM
1Bu aktiviteyi yapmaktan çok zevk aldım
2 bu aktivite eğlenceliydi
3 Bence bu aktivite sıkıcıydı (R)
4 Bu aktivite hiç ilgimi çekmedi (R)
5 Bu aktivitenin çok ilgi çekici olduğunu düşünüyorum
6 Bu aktiviteyi yaparken ne kadar zevk aldığımı düşündüm
7 Bu aktivitede başarılı olduğumu düşünüyorum
8 Bu aktivitede arkadaşlarım kadar iyiydim
9 Bir süre bu aktivitede çalışınca kendimi yetenekli hissettim
10 Bu aktivitede gösterdiğim performanstan memnunum
11 Bu aktivitede yetenekliydim
12 Bu iyi yapmadığım aktiviteydi (R)
13 Bu aktiviteyi yaparken kendimi gergin hissetmedim
14 Bu aktiviteyi yaparken kendimi çok gergin hissettim (R)
15 Bu aktiviteyi yaparken çok rahattım
16 Bu aktivitede çalışırken endişeliydim (R)
17 Bu aktiviteyi yaparken kendimi baskı altında hissettim (R)
18 Bu aktiviteyi yaparken başka seçeneklerim olduğuna inanıyorum
19 Bu aktiviteyi yapmak benim tercihim değildi (R)
20 Bu aktiviteyi yaparken başka seçeneğim yoktu (R)
21 Bu aktiviteyi yapmak zorunda hissettim (R)
22 Bu aktiviteyi yaptım çünkü başka seçeneğim yoktu (R)
23 Bu aktiviteyi istediğim için yaptım
24 Bu aktiviteyi zorunlu olduğum için yaptım (R)
25 Bu aktivitenin öğrenmeme katkıda bulunduğuna inanıyorum
26 Bu aktiviteyi yaparken İngilizceyi başka derslerde öğrendiklerimle ilişkilendirebildiğim için yararlı buluyorum
27 Daha etkili ve daha anlamlı öğrenmemi sağladığı için bu aktiviteyi önemli buluyorum
28 Bu aktivitenin yararlı olduğunu düşündüğüm için tekrar yapmak isterim

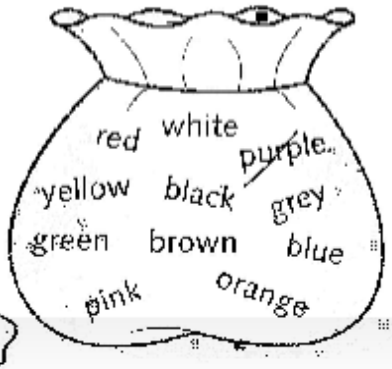
APPENDIX 3. OBSERVATION CHECKLIST

		Self learning	Self determination	Self confidence	Self starter	pleasure	Willingness to participate
Week 2	good						
	medium						
	poor						
Week 4	good						
	medium						
	poor						
Week 6	good						
	medium						
	poor						
Week 8	good						
	medium						
	poor						
Week 10	good						
	medium						
	poor						
Week 12	good						
	medium						
	poor						

ACTIVITY PACK 4*

1 Complete. Then colour the sums.

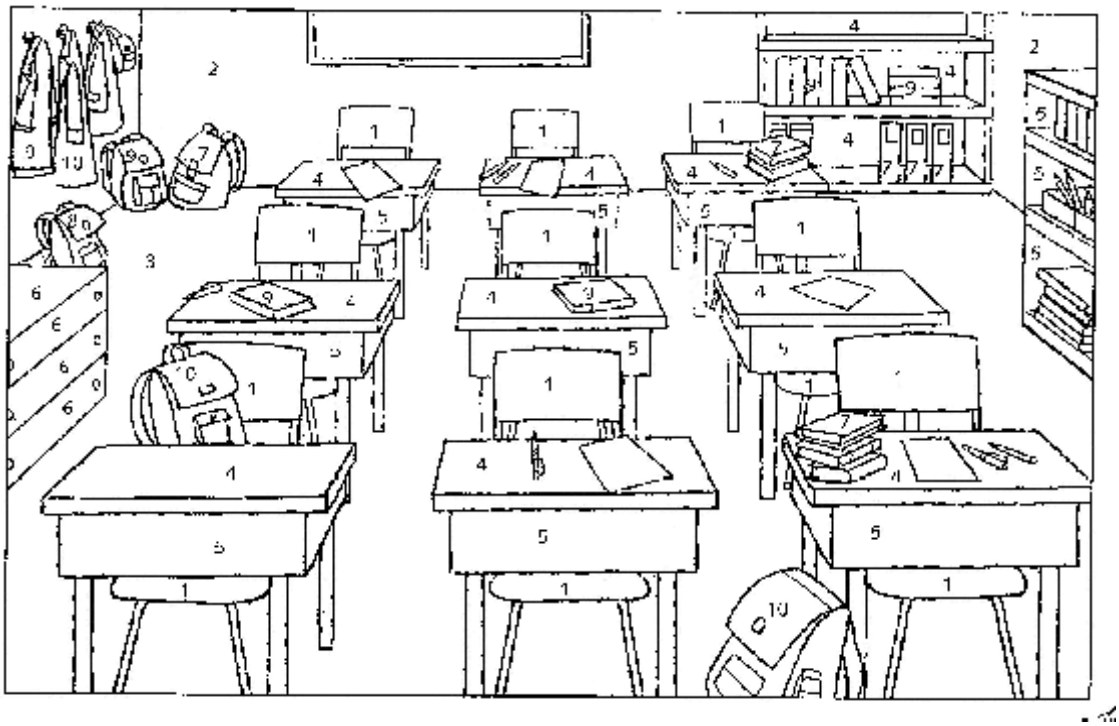
1 blue + red = purple
2 yellow + blue = _____
3 red + yellow = _____
4 black + white = _____
5 red + white = _____
6 green + blue + red = _____



2 Write the numbers 1-10 next to the colours.

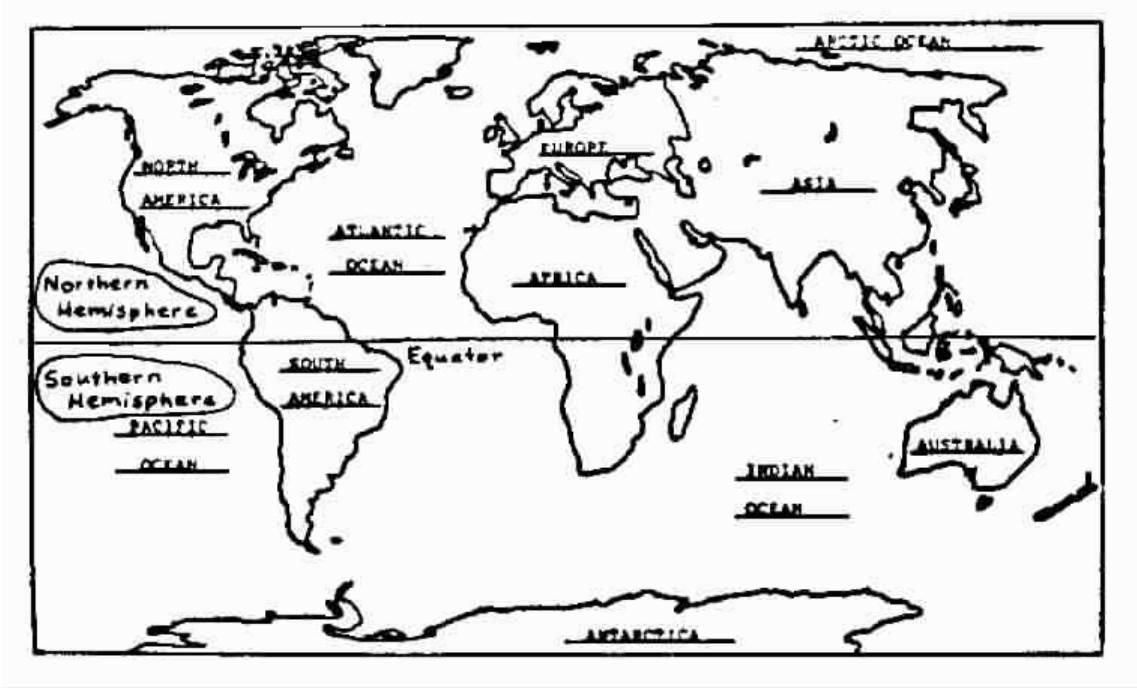
red = | purple = | pink = | grey = |
blue = | orange = | green = |
yellow = | brown = | black = |

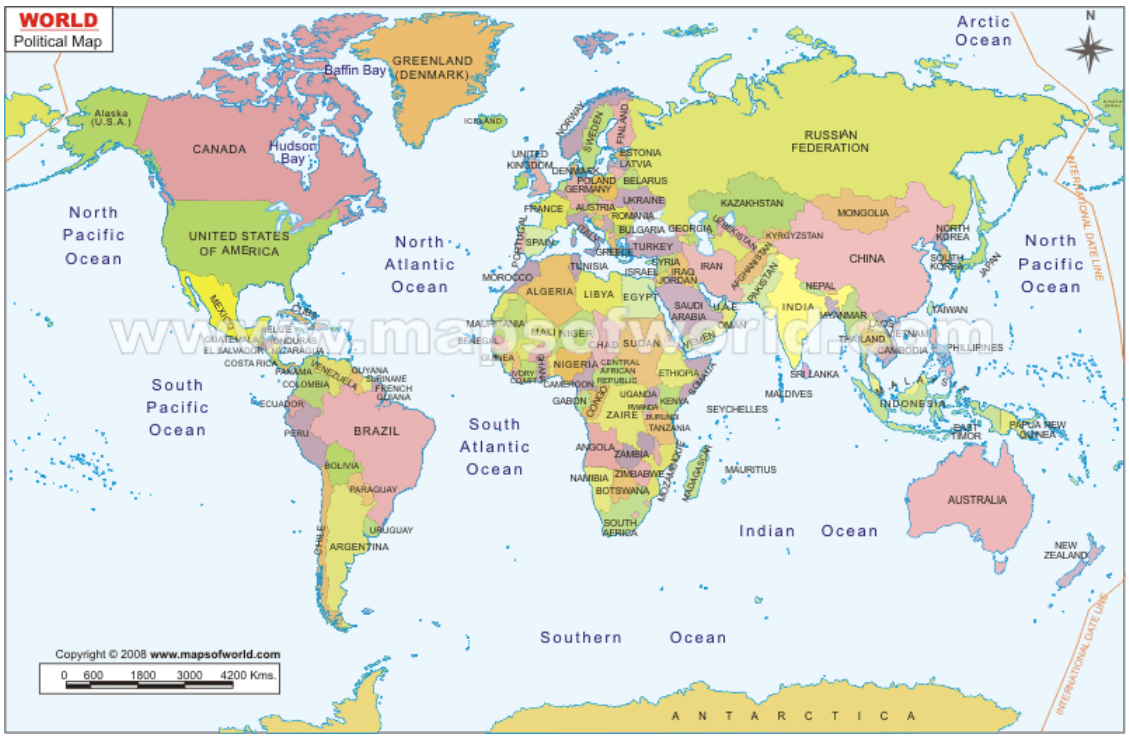
Use your key to colour the picture.

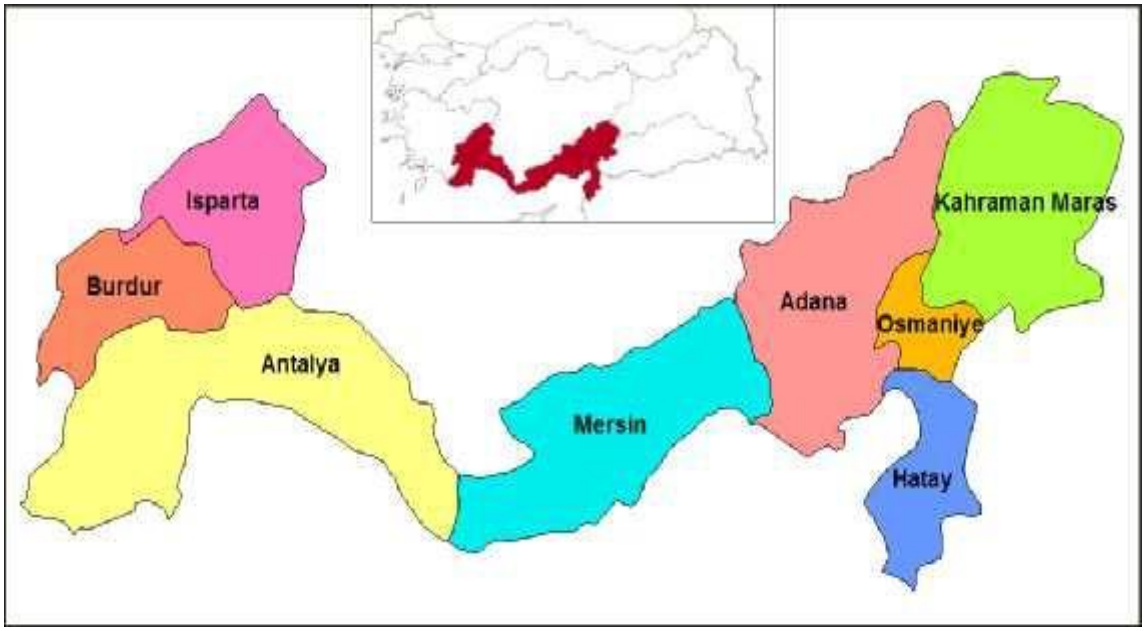


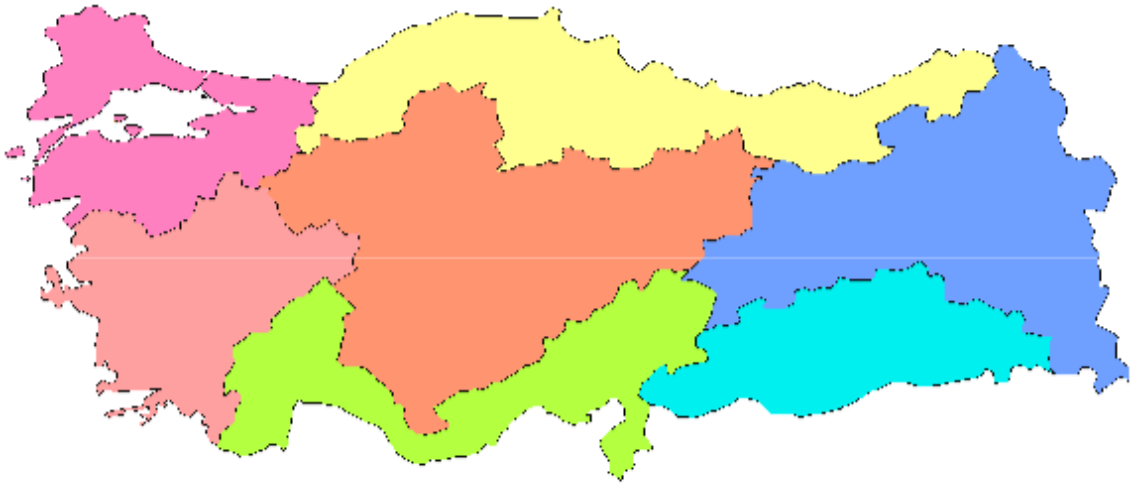
*www.onestopclil.com

ACTIVITY PACK 5*

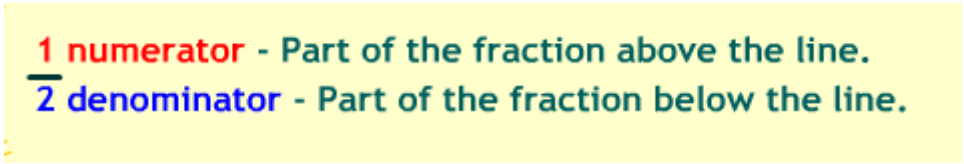


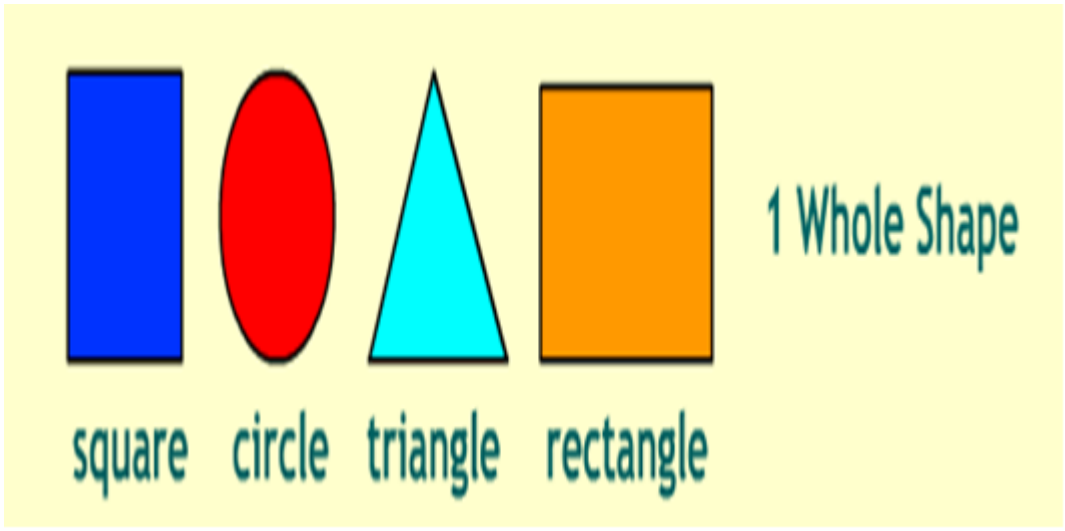


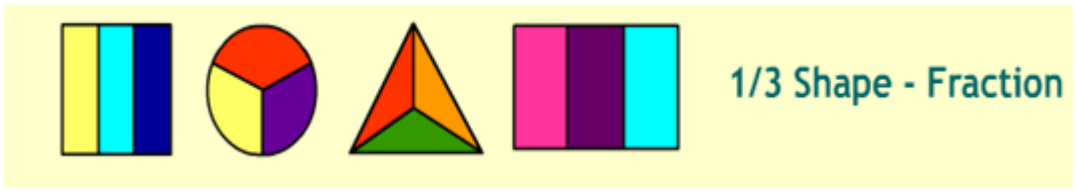

Isparta
Burdur
Antalya
Mersin
Adana
Osmaniye
Kahraman Maras
Hatay



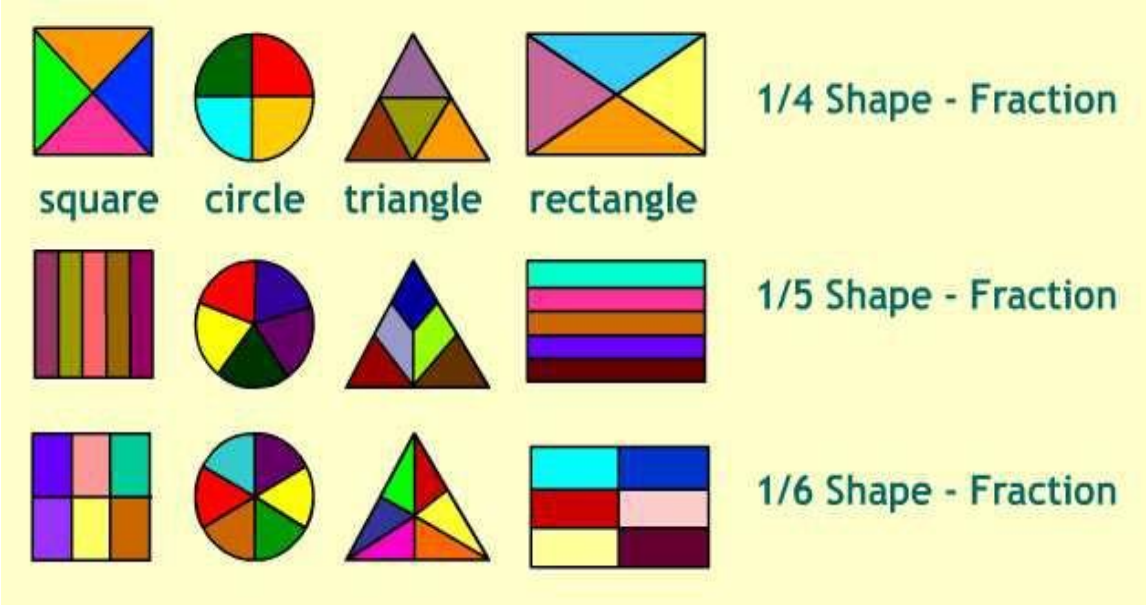
ACTIVITY PACK 6*











NUMBERS

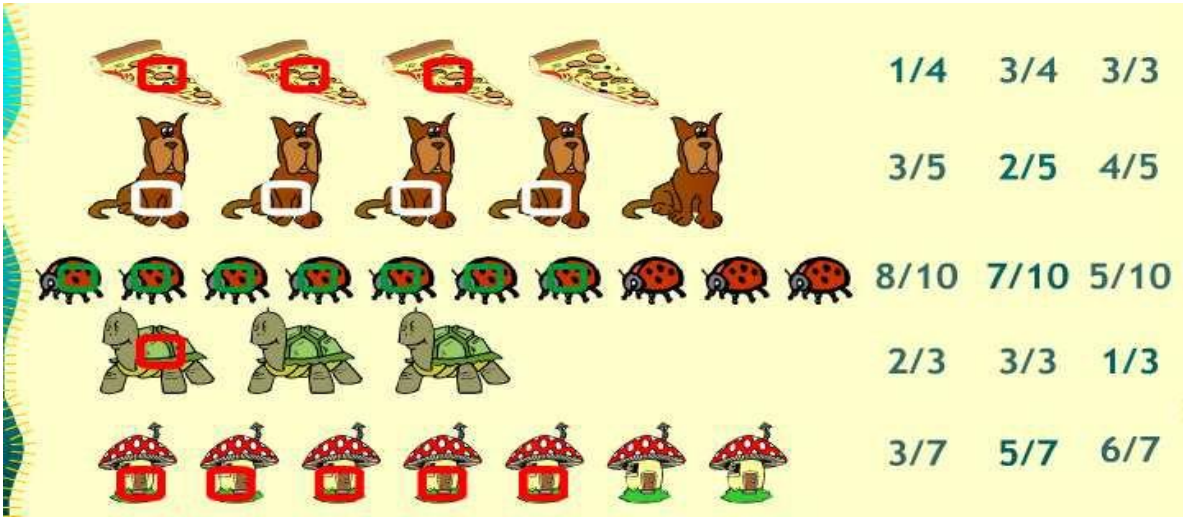
CARDINAL NUMBERS	ORDINAL NUMBERS
one	first
two	second
three	third
four	fourth
five	fifth
six	sixth
seven	seventh
eight	eighth
nine	nineth
ten	Tenth

1 / 2 one second/a half

1 / 3 one third

1 / 4 one fourth/a quarter





What is an equivalent (equal) fraction?

1/2 is the same as: 2/4 3/6 4/8 5/10 6/12
Why?

2/4 is 1/2 of 4/4
3/6 is 1/2 of 6/6
4/8 is 1/2 of 8/8
5/10 is 1/2 of 10/10
6/12 is 1/2 of 12/12





An improper fraction is one in which the numerator is larger than the denominator.

Examples:

$\frac{24}{9}$ $\frac{12}{5}$ $\frac{32}{6}$ $\frac{22}{5}$ $\frac{11}{5}$ $\frac{10}{6}$ $\frac{9}{2}$ $\frac{7}{3}$ $\frac{41}{20}$

A mixed number is the combination of a whole number and a fraction.

Examples:

$1\frac{1}{2}$ $2\frac{3}{4}$ $1\frac{5}{8}$ $2\frac{1}{2}$ $3\frac{2}{5}$ $4\frac{1}{8}$ $6\frac{1}{3}$ $5\frac{2}{7}$

6 + 4 =10 six plus four is ten.

6 - 4 = 2 six minus four is two. 6 x 4 =10 six times four is ten.

6 / 3 =2 six divided by three is two.

*http://www.kidsolr.com/math/fractions.html

Geography - Symbols on maps

one stop clil

1 Label the symbols.

~~church~~	museum	monument	bus stop	train station	car park







1 church _____ 2 _____ 3 _____







4 _____ 5 _____ 6 _____

2 Write the directions from your school to the nearest church or bus stop.

into	across	over	around	right	left

First, go _____

_____

_____

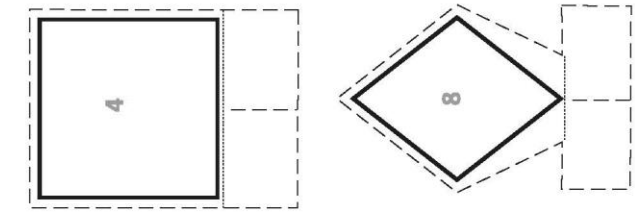
_____.

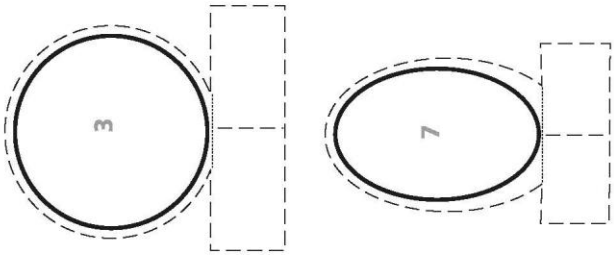
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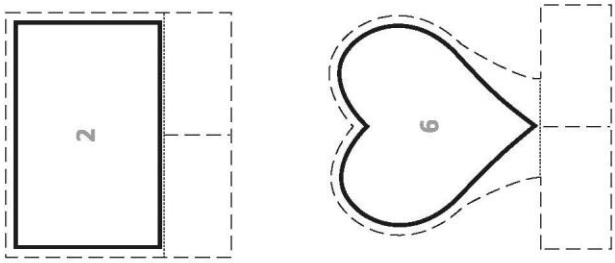
PHOTOCOPIABLE. CAN BE DOWNLOADED FROM WEBSITE

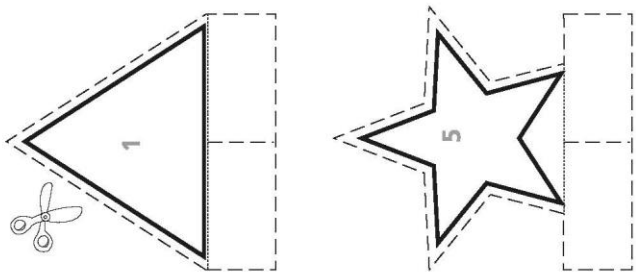
A SHAPE EXHIBITION

one stop clil









heart | circle

square | triangle

oval | rectangle

diamond | star

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THE HUMAN BODY

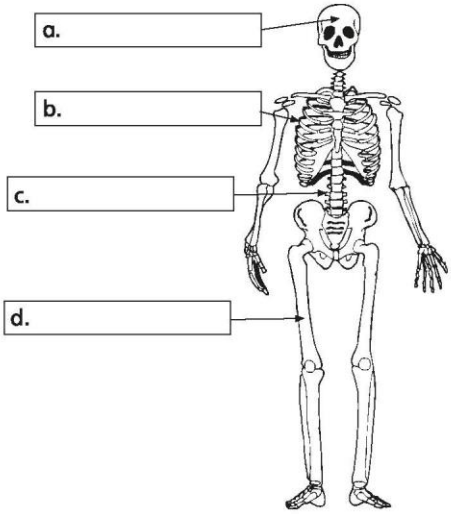
Muscles and Bones

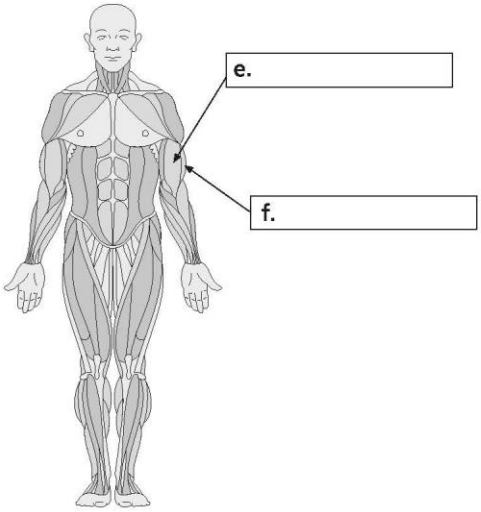
one stop clil

1 Write and match.



Muscles	Bones
triceps biceps	femur ribs skull backbone





2 Read and write the missing words.

Muscles	Bones
We h_____ got about 600 m_____.	We _____ got about 200 bones.
M_____ move the b__dy.	B_____ have got calcium.
	The f_____ is a long bone.

3 Bones or muscles?

a. We have got about 200 bones.

b. We have got about 600 _____.

c. _____ move the body.

d. _____ have got calcium.

e. The femur is a long _____.

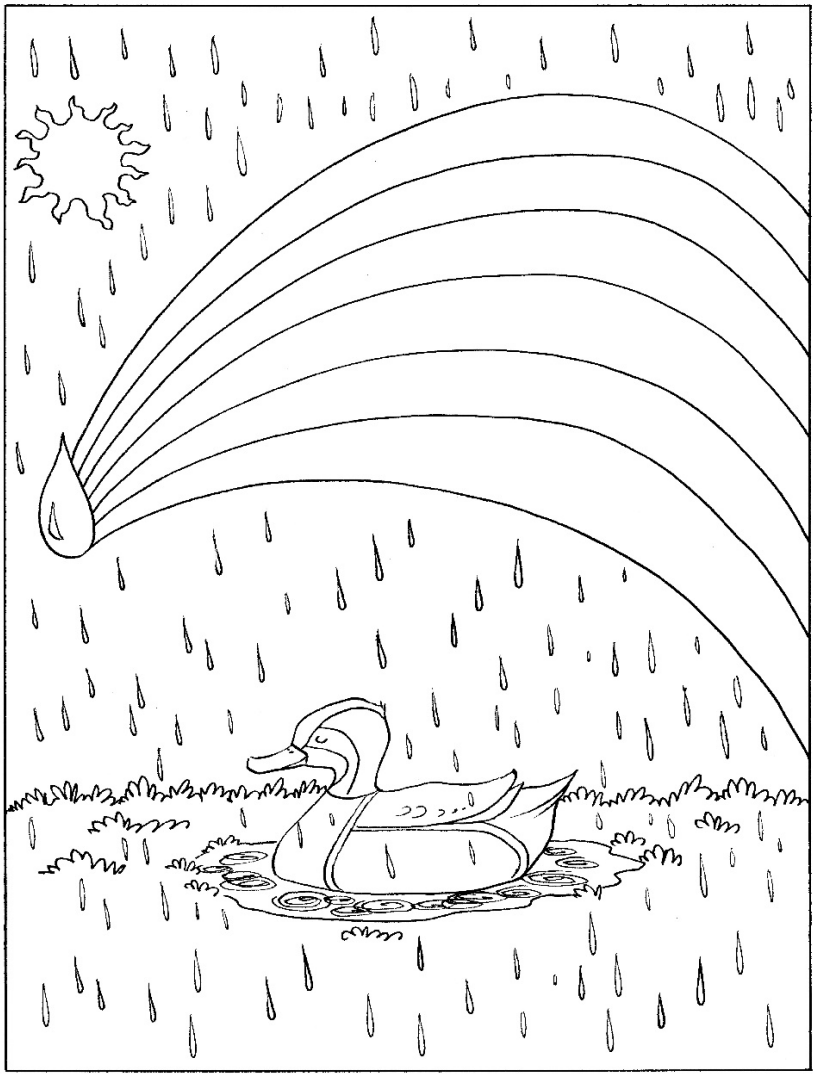


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Colours of the rainbow

one stop clil

Raindrops can split light into lots of colours. Can you colour in the rainbow with the colours in the right order? You will need blue, green, orange, purple, red and yellow.



science museum

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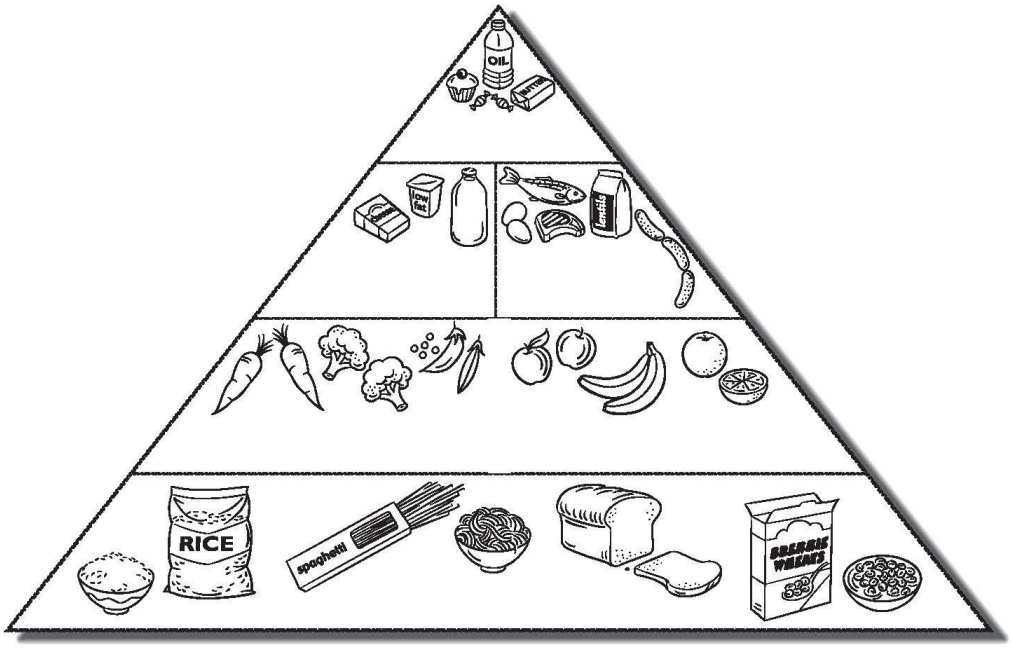
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Science - Food groups

1 Look at the food groups. Colour each food group a different colour.

We divide food into six different groups.

Fats and sweets = red Dairy produce = yellow Proteins = orange
Vegetables and fruit = green Carbohydrates = blue



2 Look at the list of words. Underline the words using the correct colours for the food groups.

macaroni oranges yoghurt fish cake onion cereals

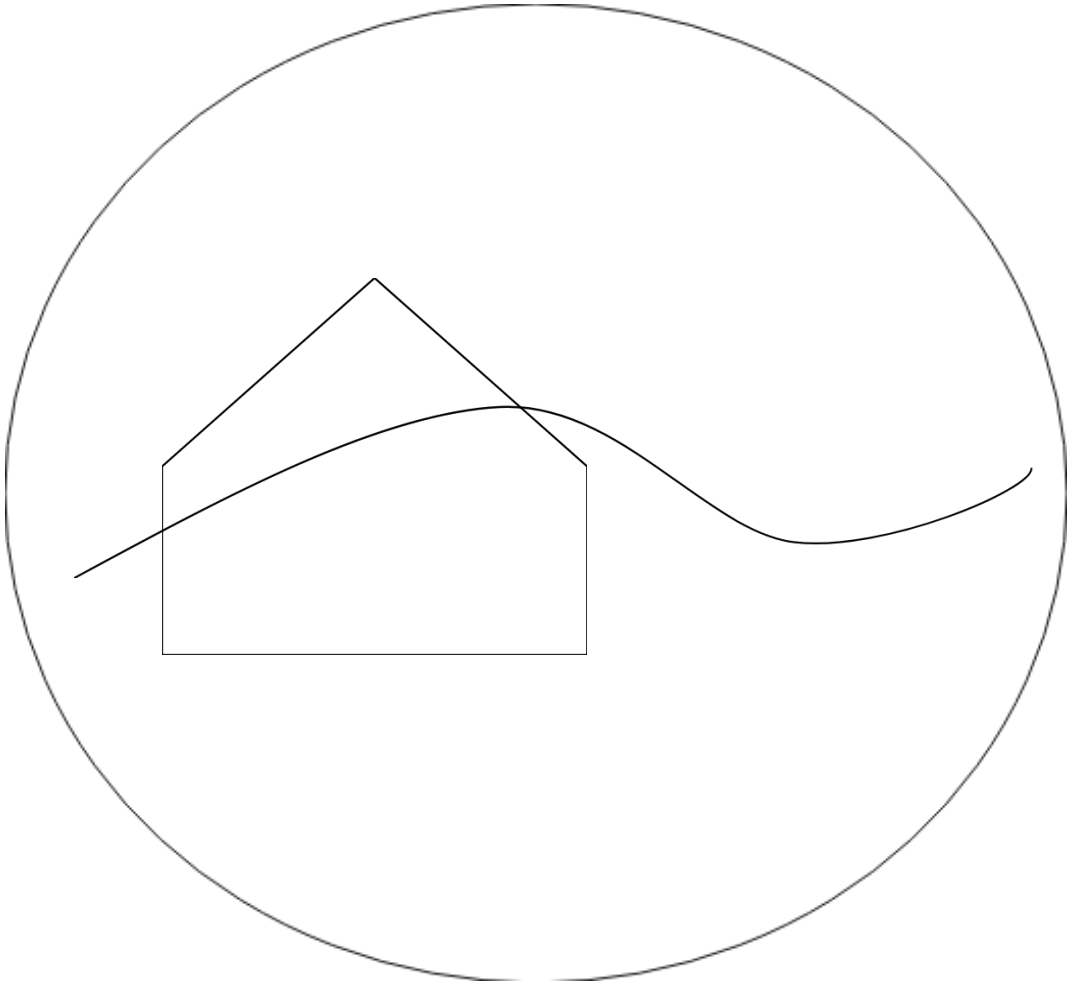
pineapple chicken butter broccoli cheese

3 Read and circle True or False.

1	Sweets and fats are very good for us.	*True*	*False*
2	We don't need to eat fruit every day.	*True*	*False*
3	We need three to five portions of vegetables every day.	*True*	*False*
4	Bread and butter are in the same group.	*True*	*False*
5	Apples and broccoli are in the same group.	*True*	*False*

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My name is …….. I am ……. years old.



The Sun _ _ _ _ _ _.

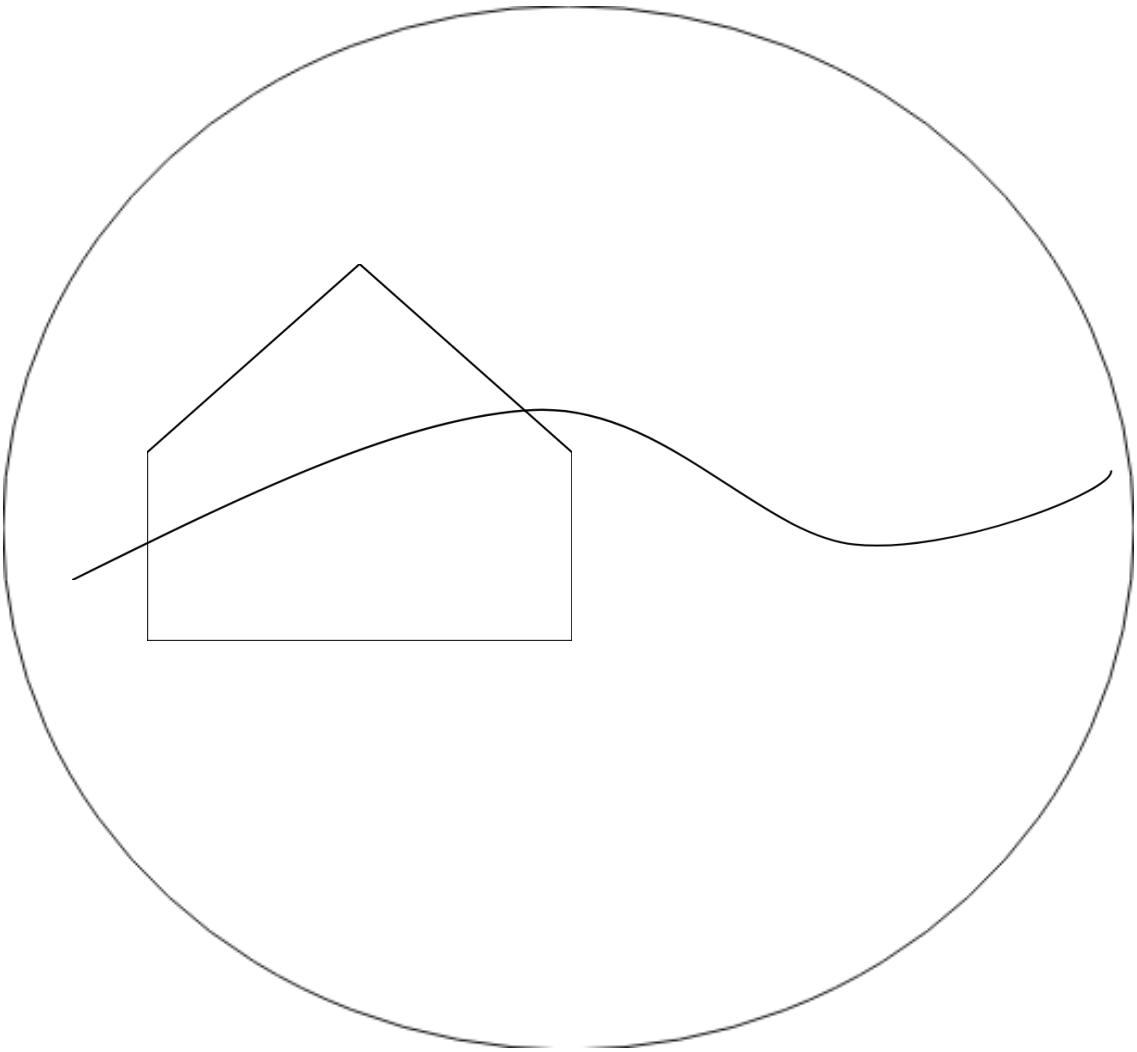
It’s _ _ _ and _ _ _ _ _.

We can see _ _ _ _ _, _ _ _ _ _ _ and a

_ _ _ _ _ _ _ in the sky.

People go _ _ _ _ _ _ _.

rainbow hot clouds outside birds
shines light



We can’t see the _ _ _.

It’s _ _ _ _ and _ _ _ _ .

We can see the _ _ _ _ , _ _ _ _ _ and

_ _ _ _ _ _ _ in the sky.

People stay _ _ _ _ _ _.

People _ _ _ _ _.

Moon Sun cold sleep planets
inside dark stars

How I wonder what you are,

Up above the world so high,

Like a diamond in the sky.

Twinkle, twinkle, little star,

How I wonder what you are.

The Sky at Night

The planets are green, the moons are blue and the stars are yellow.



How many planets are there? There are ……. planets.

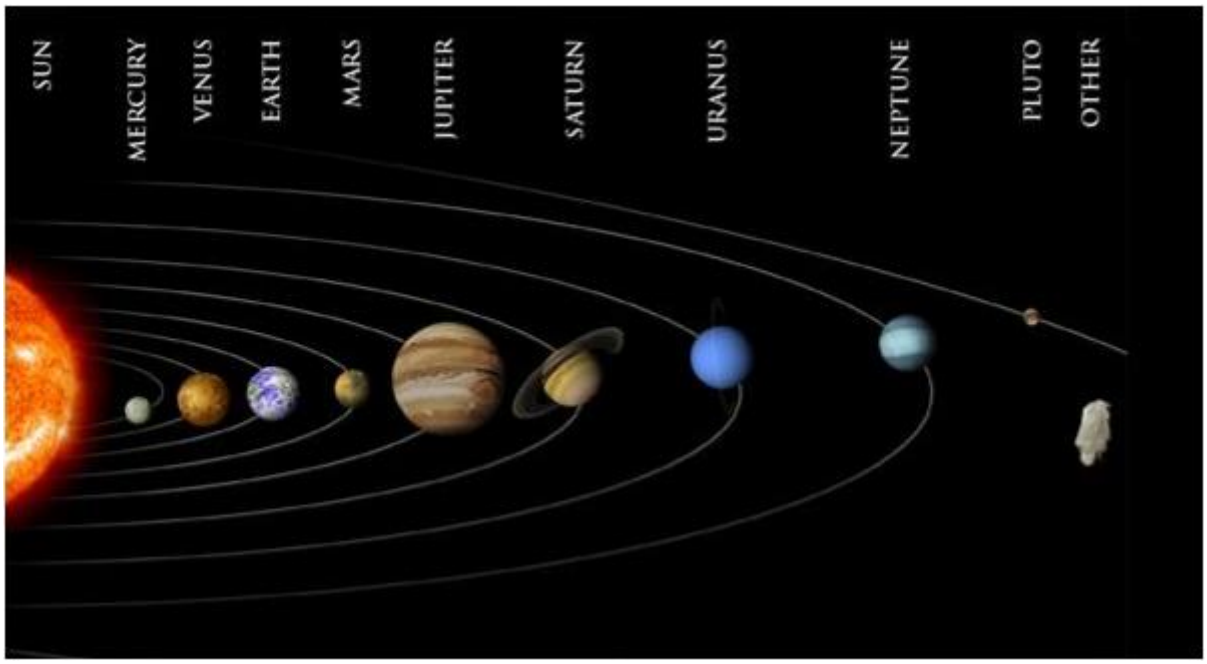
How many stars are there? There are ……. stars.

How many moons are there? There are ……. moons.

THE WORLD AROUND US

The solar system is a group of planets, moons, asteroids and comets in orbit round the sun: There are nine planets: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune, Pluto.

The Earth rotates around an imaginary line called its axis: The two points on the Earth's surface where the axis emerges are called the North Pole and the South Pole.



THE COMPASS ROSE

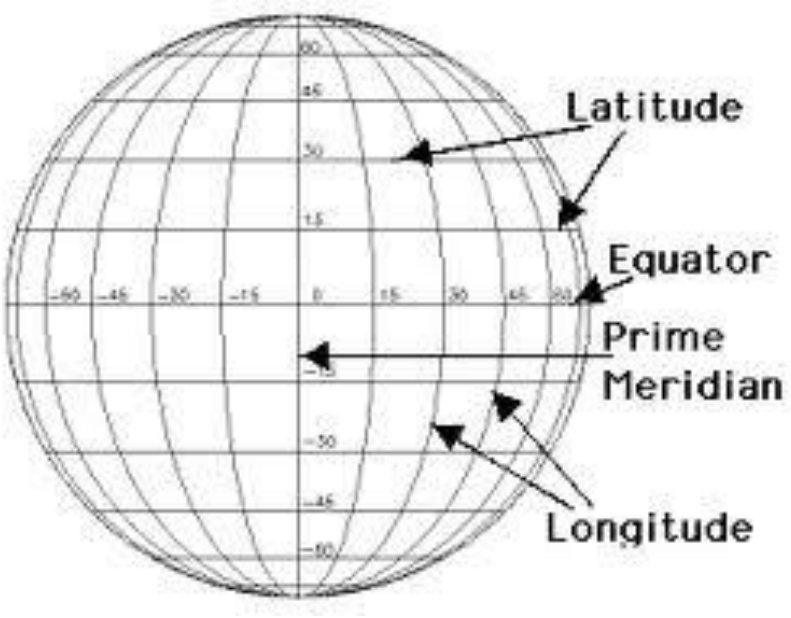
The compass rose shows directions on a map. There are eight directional points.



THE EQUATOR

The Equator is an imaginary horizontal line that goes around the middle of the Earth. It divides the Earth into equal parts: the Northern and Southern Hemispheres.

In the picture you can see vertical lines called meridians and horizontal lines called parallels. You use parallels and parallels to calculate the latitude (the distance from the Equator) and the longitude (the distance from meridian 0)



CONTINENTS AND OCEANS

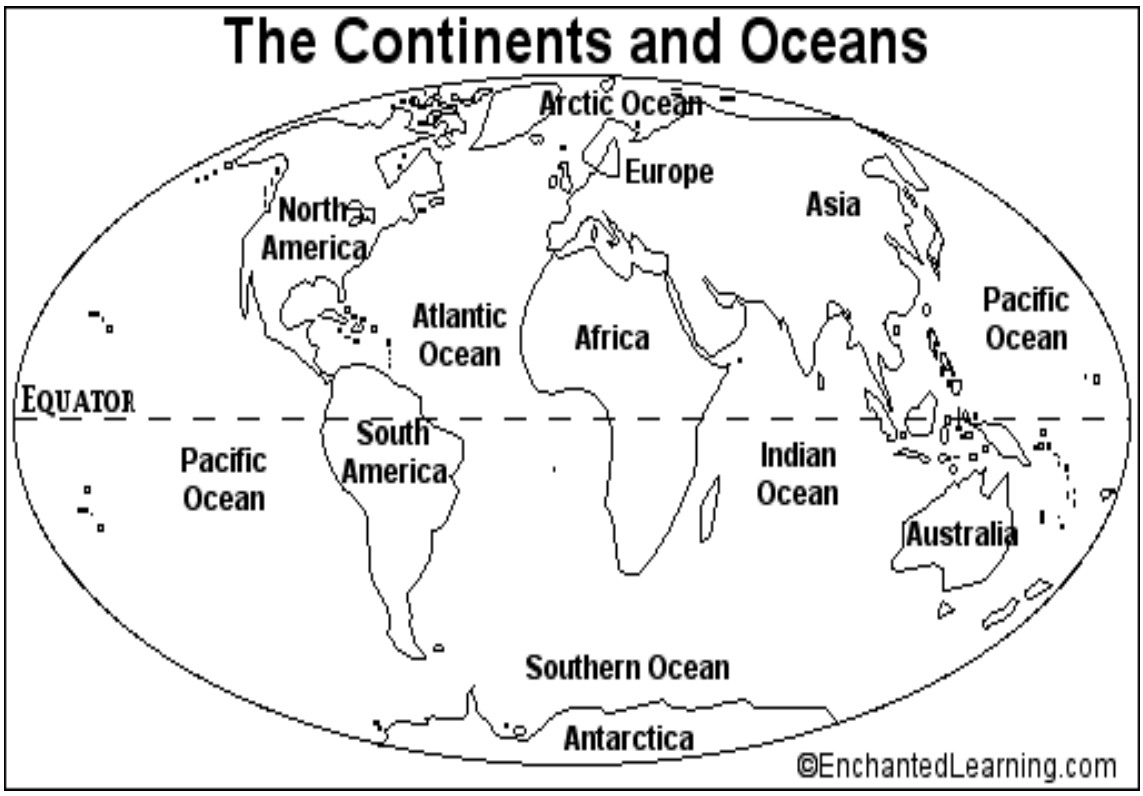
There are seven continents: Australia and Oceania, Europe, North America and South America, Antarctica, Africa and Asia.

The biggest continent is Asia; Africa is the second largest continent. The smallest continent is Australia.

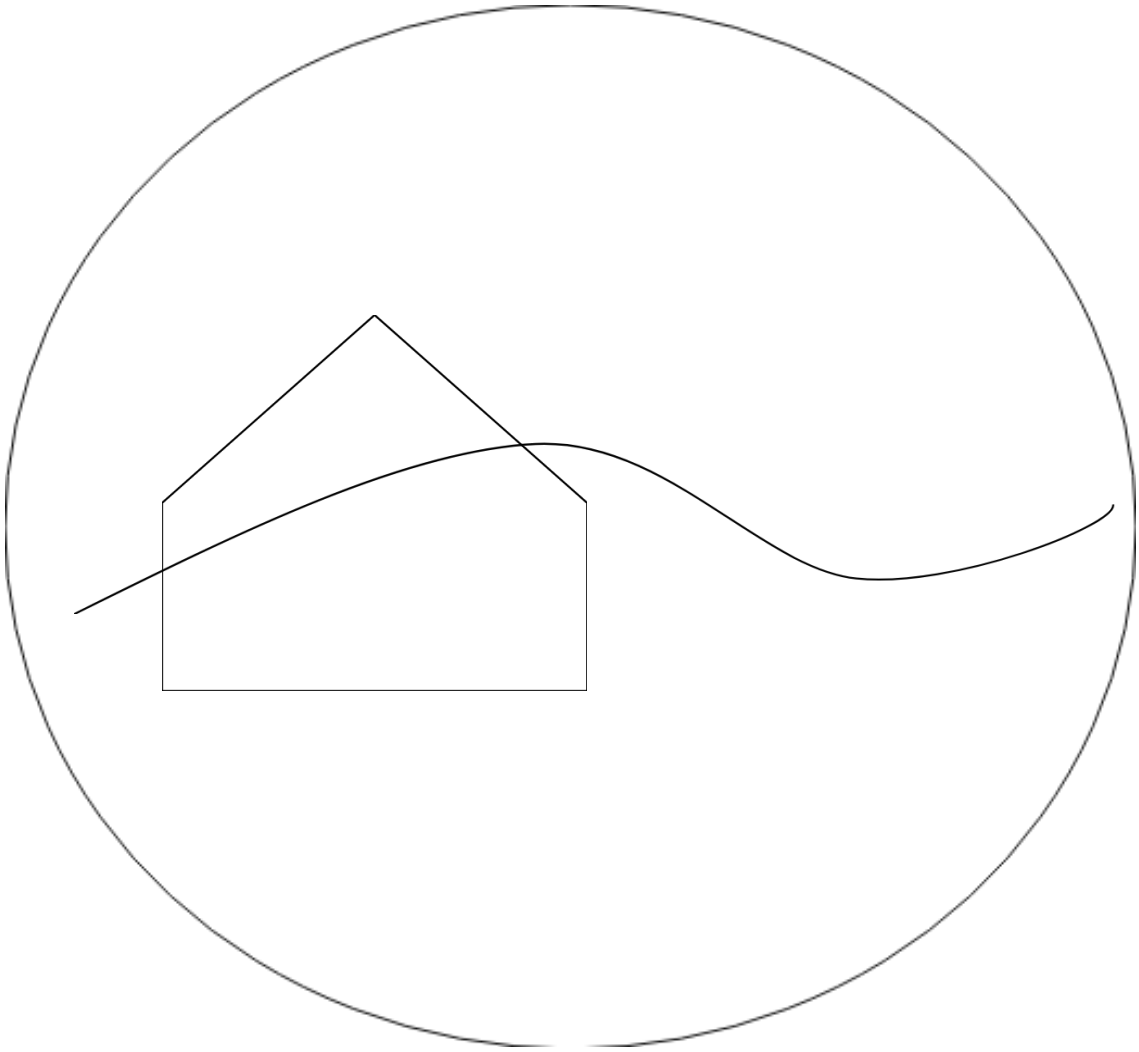
There are five oceans: Atlantic, Pacific, Indian, Artic and Southern. There are more than 170 countries in the world.

Where do you live? Write the name of the continent. ……

Do you live in the Northern or Southern Hemisphere? ……..



My name is …….. I am ……. years old.



The Sun _ _ _ _ _ _.

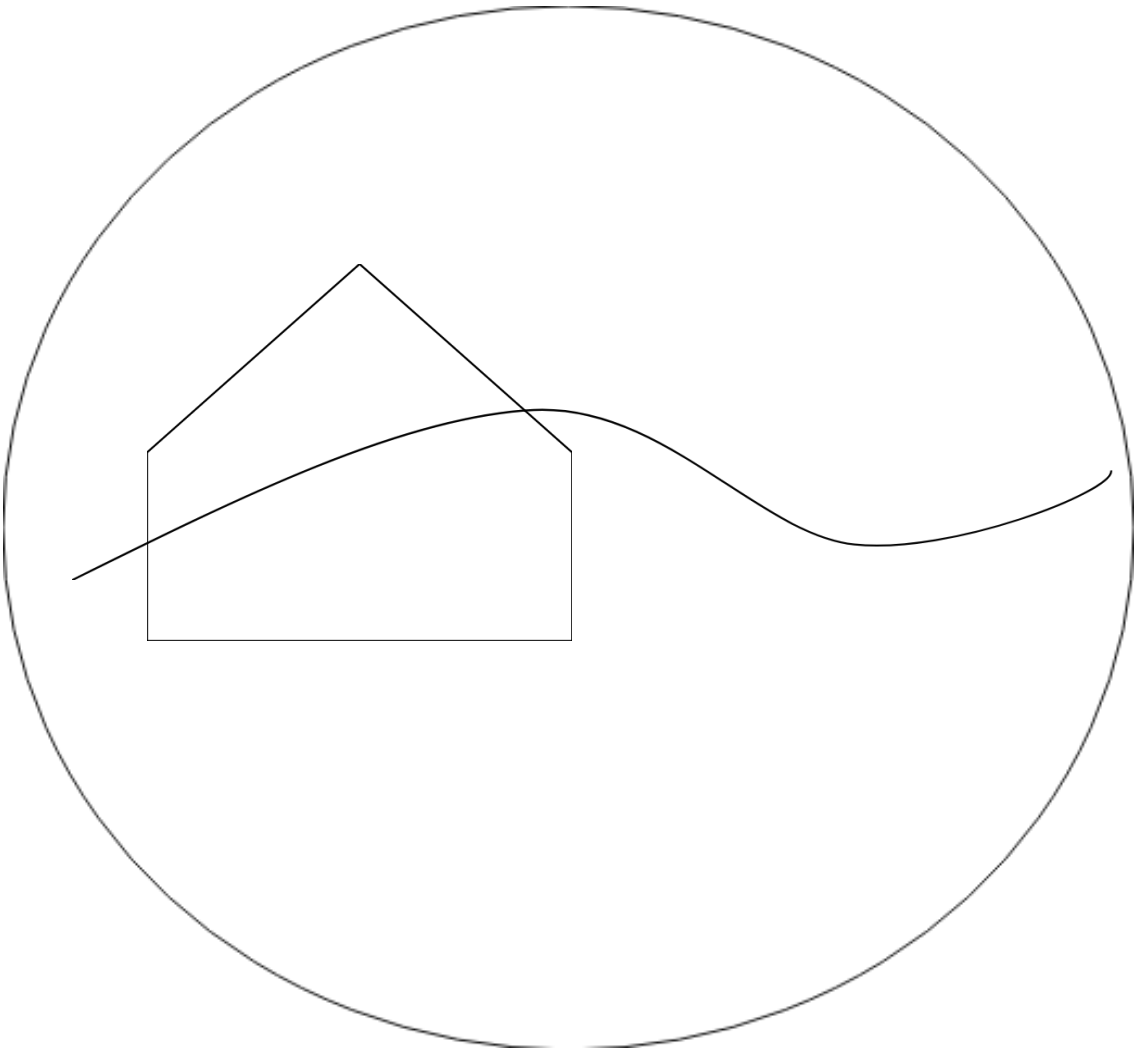
It’s _ _ _ and _ _ _ _ _.

We can see _ _ _ _ _, _ _ _ _ _ _ and a

_ _ _ _ _ _ _ in the sky.

People go _ _ _ _ _ _ _.

rainbow hot clouds outside birds
shines light



We can’t see the _ _ _.

It’s _ _ _ _ and _ _ _ _ .

We can see the _ _ _ _ , _ _ _ _ _ and

_ _ _ _ _ _ _ in the sky.

People stay _ _ _ _ _ _.

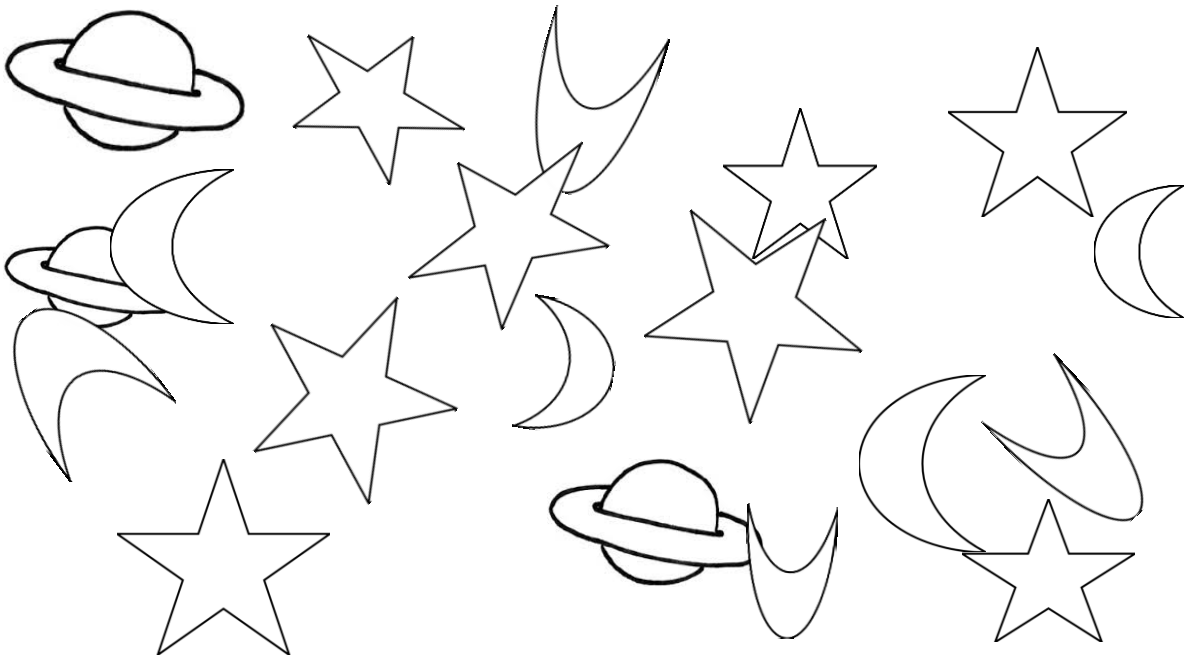
People _ _ _ _ _.

Moon Sun cold sleep planets
inside dark stars

How I wonder what you are,
Up above the world so high,
Like a diamond in the sky.
Twinkle, twinkle, little star,
How I wonder what you are.

The Sky at Night

The planets are green, the moons are blue and the stars are yellow.



How many planets are there? There are ……. planets.

How many stars are there? There are ……. stars.

How many moons are there? There are ……. moons.

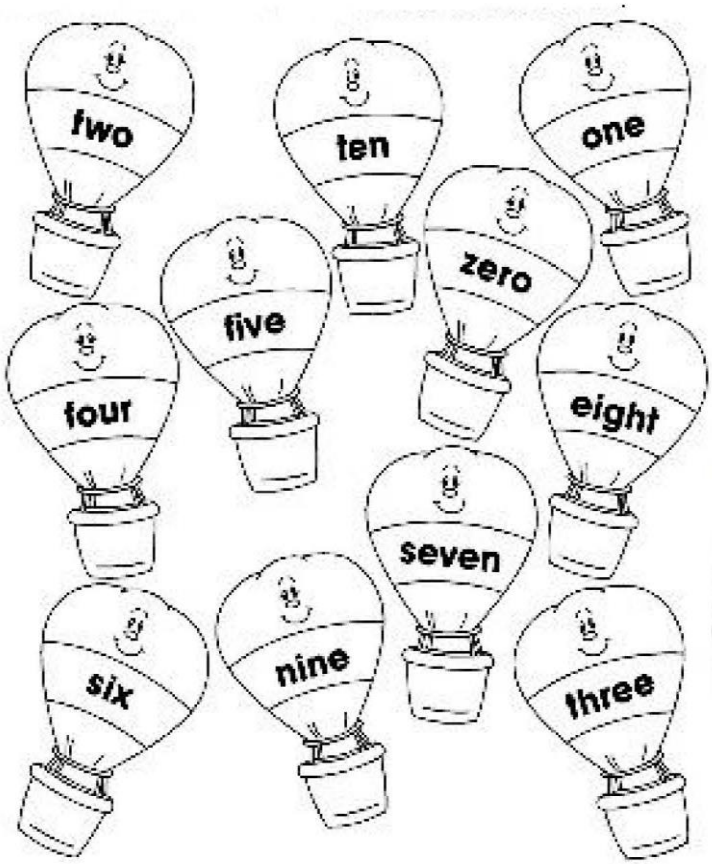


Up, up and way



Write the word- numbers and colour follow the code

Clil: English& maths









1= red 2= yellow 3= green 4= pink 5= purple 6= blue 7= orange 8= violet 9=light blue 10= grey

Do the operations and colour

10oo:100=.....
50-49=.....
49:7=.....
18:3=.....

32:4=.....
27:9=.....

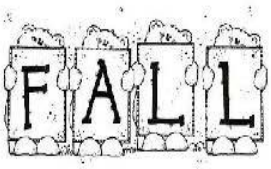
2000:1000=.....
999 :999=.....
36:9=.....
81:9=.....

500:100=.....

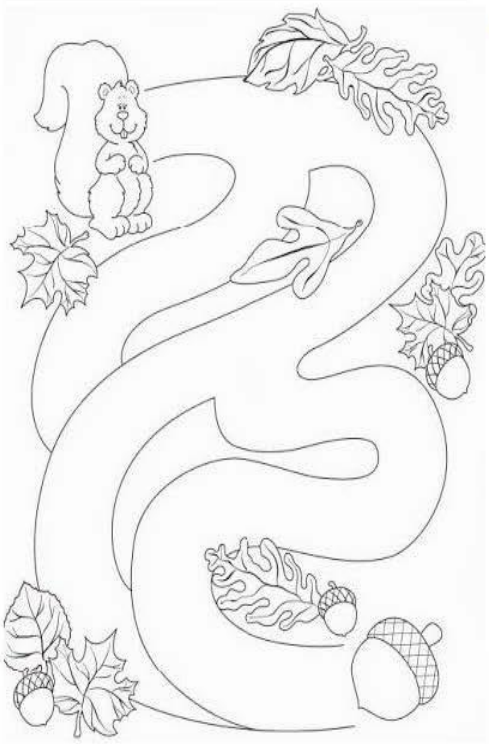
Teacher Michela

A CLIL lesson: Autumn

Write the words for each picture, then colour







Some ideas.....

What's Autumn? (It's a season).

What are the Autumn months? (September, October, November).

What's the weather like? (It's cold, windy, rainy, foggy)

What are you usually wear in Autumn? (I wear warm clothes: jumper, socks, boots, scarf, hat, coat, I use umbrella for the rain, raincoat, on my bed there is a warm wool blanket.....).

What can you eat in Autumn? (mushrooms, chestnuts, corns, pumpkins, apples, I drink hot chocolate or tea....)

What are the autumn colours? (yellow, brown, red, orange, dark green..)

Where can you see these colours? (the trees loose their leaves, in the countryside, in the city park, in the school garden.....)

(and also....there is Halloween feast: bat, ghost, witch, skeleton, vampire....., children back to school, farmers have their harvest.....)

Teacher Michela

3 NEW INSPIRATION 1

CLIL Science Webquest

You are what you eat

1 Pre-reading

Read and tick for you.

How often do you ...

	Often	Sometimes	Never
1 eat fast food?			
2 drink fizzy drinks?			
3 eat fruit and vegetables?			
4 eat breakfast?			
5 eat sweets and chocolate?			

2 Reading

Read the text. Do you eat a balanced diet?

BALANCING ACT!

If you want to be healthy, a balanced diet is very important. Food gives us the energy and nutrients we need to live. There are no good and bad foods, but we need to get the right amount of each type of food to be strong and fit. Junk food and fast food are high in fats and sugar. These foods might be delicious and it's OK to enjoy them sometimes, but don't forget 'an apple a day keeps the doctor away'.

The five food groups

Everything we eat is from one of the five different food groups. Every day, our bodies need protein, carbohydrates and healthy fats to give us energy and good health.



1 Meat, fish and eggs

This group also includes beans and nuts. These foods have protein and this helps us grow.



2 Bread and cereals

Potatoes are in this group too. These foods give us energy.



3 Fruit and vegetables

It is very important to eat fruit and vegetables. These foods help our digestion and have lots of vitamins and minerals.



4 Milk and dairy

These foods have calcium, which is important for our bones and teeth.



5 Fats and sugars

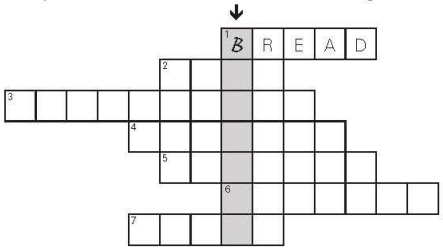
These foods are not very good for us so it is important not to eat them very often.

If you have a balanced diet, you will have more energy for school, for friends and for your hobbies!

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3 Vocabulary

Complete the crossword and find the missing word.



1 I want to make a sandwich. I have some cheese and ... . (5)
2 I love all kinds of ... – beef, pork, chicken and lamb. (4)
3 Carrots, peas and broccoli are all ... . (10)
4 You can find lots of ... C in oranges. (7)
5 Iron is a very important ... . You can find it in green vegetables like spinach. (7)
6 ... is a mineral you can find in milk and other dairy products. (7)
7 ... are white and hard. There are lots of them inside our bodies. (5)

4 Reading

Do an Internet search for *balanced diet* and label the 'eatwell plate' with the food groups from exercise 2.

The eatwell plate



5 Writing

Look at the 'eatwell plate' and answer the questions. You can visit these websites to help you:

www.food.gov.uk/multimedia/pdfs/publication/eatwellplate0907.pdf www.nhs.uk/Livewell/Goodfood/Pages/Healthyeating.aspx

1 Which foods does the plate tell us to eat often?

.....

2 Which foods does the plate tell us not to eat often?

.....

3 Is your diet balanced? Why/Why not?

.....

6 Reading

Find more information about healthy diets in the Internet. Then read the 'dos and don'ts' below and write *T* (true) or *F* (false). You can visit these websites to help you:

www.bbc.co.uk/health/treatments/healthy_living/nutrition/healthy_balance.shtml

kidshealth.org/kid/stay_healthy/food/pyramid.html#cat119

1 Do eat a variety of foods from different food groups. ☐
2 Don't eat fruit and vegetables with every meal. ☐
3 Do eat lots of fish. ☐
4 Do 'super-size' your meals whenever you can. ☐
5 Do eat lots of fats and sugars. ☐
6 Do be active every day. ☐
7 Do eat the same as a boy if you are a girl. ☐
8 Do put apple pie in the 'fruits and vegetables' section of your plate. ☐

7 Project

Keep a food diary. Follow these steps:

- Write down what you eat for breakfast, lunch, snacks and dinner for three days.
- Look at your diary and write five sentences about your diet, e.g. *I often eat fruit when I want a snack. I never eat chocolate between meals.*
- Compare your sentences with your classmates. Discuss how your diet can be healthier.

Believe it or not!
The healthiest, low-calorie drink in the world is water!

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Sayın: Deniz GÜLER

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PROFESSIONAL EXPERIENCES

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2002-2004: Kökdil/Kapsam Language Course, Adana.

ACTIVITIES & CERTIFICATIONS

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1-14/06/2008: Certificate of Attendance: Developing Oral Fluency in the Secondary English Language Classroom (International Projects Centre Course, Exeter, UK)
14/11/2008: Certificate of Attendance: Providing Guidelines for CLIL Implementation in Primary and Pre-Primary Education(Çukurova University)
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10-14/12/2008: Certificate of Attendance: Content and Language Integrated Learning (Comenius Contact Seminar, Spain)

14-18/10/2009: Certificate of Attendance: New Ways of Teaching Sustainable Development(Agence Europe-Education-Formation, France)

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