

ÇUKUROVA UNIVERSITY
THE INSTITUTE OF SOCIAL SCIENCES
DEPARTMENT OF ENGLISH LANGUAGE TEACHING

**A CASE STUDY ON THE RELATION BETWEEN CONTENT AND
LANGUAGE INTEGRATED LEARNING (CLIL) AND MOTIVATION IN
LANGUAGE LEARNING**

Taylan ALTINKAMIŞ

MASTER OF ARTS

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Supervisor : Asst. Prof. Dr. Jülide İNÖZÜ

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ADANA, 2009

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ÖZET

DİL VE İÇERİK BÜTÜNLEŞİK ÖĞRENME VE GÜDÜLENMENİN DİL ÖĞRENMEDEKİ İLİŞKİSİ ÜZERİNE VAKA ÇALIŞMASI

Taylan ALTINKAMIŞ

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Güdülenme her zaman eğitimin ve dil öğretiminin merkezinde bulunmaktadır. Aynı zamanda akademik başarının ve öğrenmenin anahtarı olarak tanımlanmaktadır. Benim de öğrencilerimde gözlemlediğim gibi, güdülenme eksikliği öğretmenlerin sınıflarında karşılaştıkları en büyük problemlerden biridir. Öğretmenin öğrencileri güdülemedeki becerileri öğretmen etkinliğinin merkezinde düşünülmektedir. Öğretmenler sınıflarında öğrenci güdülenmesini arttıracak yeni yöntemler, teknikler ve yaklaşımlar kullanmak zorundadırlar. Bu bağlamda, “Dil ve İçerik Bütünleşik Öğrenme” son yıllarda dil sınıflarında kullanılan en popüler ve en yeni yöntemlerden biridir. “Dil ve İçerik Bütünleşik Öğrenme” dil ile ilgili olmayan bir içeriğin öğretiminde ve öğrenilmesinde yabancı bir dilin aracı olarak kullanıldığı ortam olarak tanımlanmaktadır. “Dil ve İçerik Bütünleşik Öğrenme” yönteminde öğrenciler dil öğrenme süreçlerinde başka disiplinlerdeki içerikleri öğrenmeye çalışmakta ve yabancı dili diğer disiplinlerde de kullanma şansı bulmaktadır. Böylelikle öğrencilerin daha güdülenmiş hale gelmeleri beklenmektedir. Bu düşünceden yola çıkarak, bu vaka çalışmasının ana amacı Adana Seyhan Sarıhamzalı İlköğretim Okulu 5. sınıf öğrencilerimin dil öğrenimi süreçlerinde “Dil ve İçerik Bütünleşik Öğrenme” ile güdülenme arasında nasıl bir ilişki olduğunu ortaya çıkarmaktır. Bu çalışma ile aynı zamanda öğrencilerin “Dil ve İçerik Bütünleşik Öğrenme” aktivitelerini nasıl algıladığı araştırılmıştır.

Bu çalışmada veri toplama araçları olarak İçsel Güdülenme Envanteri, sınıf gözlemleri ve resmi olmayan görüşmeler kullanılmıştır. Sonuçlar içerik analizi ve tanımlayıcı istatistik ile değerlendirilmiştir.

Anahtar Kelimeler: Dil ve İçerik Bütünleşik Öğrenme, Güdülenme, İçsel Güdülenme.

ABSTRACT**A CASE STUDY ON THE RELATION BETWEEN CONTENT AND
LANGUAGE INTEGRATED LEARNING (CLIL) AND MOTIVATION IN
LANGUAGE LEARNING****Taylan ALTINKAMIŞ****Master of Arts, English Language Teaching Department****Supervisor: Asst. Prof. Dr. Jülide İNÖZÜ****September 2009, 79 pages**

Motivation has always been at the heart of education and language teaching. It has also been defined as the key to all learning and academic success. As I usually observe in my students, lack of motivation is one of the biggest problems that the teachers face in their classrooms. Teacher skills in motivating students are considered to be in the centre of teaching effectiveness. Teachers should provide various techniques, methods and approaches which can increase their students' motivation. In this sense, CLIL has been one of the most popular and the newest methods used in language classrooms in recent years. CLIL has been defined as a context in which a foreign language is used as a medium in the teaching and learning of non-language content. Students try to learn some other subject matters in other disciplines during their language learning process by means of CLIL, and at the same time, they find a chance to use the foreign language in the other disciplines. In this way, they are expected to become more motivated. Therefore, the main purpose of this case study is to find out if there is a relation between CLIL and motivation in language learning during my fifth grade students' language learning processes at Sarıhamzalı Primary School in Seyhan, Adana. This study also aims to find out how students perceive CLIL activities.

Intrinsic Motivation Inventory (IMI), classroom observation checklist and informal interviews were used as data collection tools in this study. The data were analysed using descriptive statistics and content analysis.

Keywords: CLIL, Motivation in a foreign language, Intrinsic motivation

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I and I alone am responsible for the shortcomings of what follows.

This thesis is dedicated to my parents, **NECLA** and **HÜSEYİN ALTINKAMIŞ**
to my beloved daughter, **DOĞA ALTINKAMIŞ**

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CHAPTER 1

INTRODUCTION

1.1. Background of the Study

Ministry of National Education of Turkey has carried out some surveys about the quality of the education by Education Research and Development Department since 1994. These researches were done in collaboration with IEA (International Association for the Evaluation of Educational Achievement), a non-profit international organization. According to the results of the survey, the Ministry of National Education decided to revise the English Curriculum in 2006. By this new regulation, the English language teaching started at earlier grades, namely in fourth and fifth grades in primary schools. Starting the language education at early ages is important for young learners who are good at picking up languages like in their first language acquisition process. This was a crucial step about the language education in Turkey, which was noticed that it failed during the past years. The course books were designed again based on the principles of more effective language teaching methods and approaches, including Brain-based Learning, Neuro-linguistic Programming, Content and Language Integrated Learning and Multiple Intelligences Theory. The numbers of English lessons per week in fourth and fifth grades were increased to three from two hours a week. It was still not enough, though. Without changing the whole curriculum, this was the best the authorities can do. CLIL provides some extra time for students and teachers without requiring extra time because content and language are not separated from each other. Target language is also used in content classes so this provides some extra exposure. Here, we can talk about the importance of CLIL, which is usually defined by language specialists as subject teaching through a foreign language and refers to any dual-focused educational context in which a foreign language is used instead of the native language in teaching non-language content. Turkey shows great efforts about being a member of the European Union, and puts new regulations into practice in almost every area such as education, law and so on. CLIL has been accepted by the European Union Members and will be implemented in member countries by 2010 (MEB, 2006). If we want to take a place in this union, we have to keep up with these new trends. Moon (2000) mentions in her book that teachers need to consider about providing sufficient time for English,

providing opportunities for children to experiment with their new language, and providing plenty of opportunities to practise and use the language in different contexts. Conversations with my students revealed that they can not find any chance to use and practice the language they learnt at school outside the school context because of being a member of a monolingual society. So by the help of 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.

1.2. Statement of the Problem

Affective domain of language learning has been focused extensively in recent years. Motivation is included in the affective domain in line with self-esteem, inhibition, risk-taking etc. For many years both language researchers and classroom teachers have been dealing with different aspects of motivating the language learners as motivation is directly related to students' success in language learning. Within the scope of motivating learners, various classroom applications have been tried such as Neurolinguistic Programming, Brain-based Learning, and Emotional Learning. Among these, CLIL is one of the recent classroom applications in EFL settings. CLIL has been in practice in European countries such as Belgium, Spain, Italy, Latvia, Poland, Finland, the United Kingdom and Romania since 1990s. However, in Turkey CLIL has not been implemented into actual classrooms and its influence on students' motivation has not been investigated. Therefore, this study focuses on the relation between CLIL and motivation in language learning.

1.3. Purpose of the Study

This study investigates the relation between CLIL and motivation in language learning of the fifth grade EFL students at Sarihamzalı Primary School in Adana, Turkey. This study also aims to search how students perceive CLIL activities. Through this research, we are planning to contribute to the related literature by showing how CLIL and motivation in language learning are related in line with the findings of the study.

1.4. Research Questions

The questions guiding our study are as follows.

1. Is there a relationship between intrinsic motivation and the use of CLIL methodology?
2. Does the implementation of CLIL activities in classroom setting increase students' motivation in learning English?
3. How do students perceive CLIL activities?

CHAPTER II

REVIEW OF LITERATURE

2.1. Introduction

When motivation becomes the subject of a study, the literature becomes bounteous. Motivation has been the focus of a great number of studies because it carries vital importance for success in language learning. Various studies have found that motivation is strongly related to achievement in language learning (e.g. Gardner and Lambert, 1972; Gardner, 1982). According to Lile (2002), lack of motivation seems to be the biggest barrier that the teachers face in their classrooms. Therefore, teachers and researchers have always been trying to find out new ways to motivate their students in the classroom so as to guide their attention into the learning process. Motivation is considered as one of the things that encourage successful learning. Brown (1987) suggests that the students reach the success with the proper motivation and adds that motivation is one of the most important reasons about success or failure in language learning.

CLIL has been one of the most popular methodologies that are considered to have major contributions on student's motivation. In the recent years, CLIL has been under study to find out its effectiveness in language teaching. In this chapter, we are going to review the related literature about motivation in language learning and CLIL.

2.2. Motivation and Language Learning

The affective domain is related with 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 behaviour as Brown (1987) stated. He defined these factors as follows.

- *Self-esteem* is strongly needed for any kind of affective activity. Because self-esteemed people think that they are capable, significant, successful and worthy. Self-esteem can cause language success.

- *Inhibition* is an interpersonal ego that hinders to communicate with others.

- *Risk-taking* is an important characteristic of success in second language learning. Learners are not supposed to fear about making mistakes while speaking or communicating with others. They have to take risks.

- *Anxiety* is associated with feelings of uneasiness, self-doubt, apprehension or worry. Learners need to balance of their anxiety level. Both too much and too little anxiety might prevent the successful second language learning.

- *Empathy* is not the synonym of sympathy. It can be described as putting yourself in someone's shoes to understand him or her better.

- *Extroversion* is a crucial factor in second language acquisition. Extroverted people like being with others. They do not have any difficulty in communicating with others.

- *Self-efficacy* causes greater effort and longer persistence about a task. When students feel themselves competent on a specific topic, they will approach more confidently, willingly and persistently. Self-efficacy beliefs determine how people feel, think, motivate themselves and behave.

Within the affective domain, motivation has always taken a great part. Desetta and Wolin (2000) claimed that feeling optimistic about the learning process is included in the affective skills, which was supported by Levine (2002) as the optimism affects learners' motivation to produce.

2.2.1. Definition of 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 some kind of internal drive which pushes someone to do things in order to achieve something. Brown (1987) defines the motivation as a term including some factors such as the need for exploration, manipulation, activity, stimulation, and knowledge and ego enhancement. According to Pintrich and Schunk (1996), behaviour toward a goal can be energized, sustained and directed through motivation. Similar to this definition, Dembo (2000) defines motivation as the internal processes that give behaviour its energy and direction. Williams and Burden (1997) suggest that motivation is a 'state of cognitive arousal' which provokes a 'decision to act' as a result of which there is 'sustained intellectual and/or physical effort' so that the person can achieve some 'some previously set goal' and adds that motivated people have interest, curiosity, or a desire to achieve. Suslu

(2006) cites in her study that Steers and Porter (1991) characterized the motivation as need or expectations, behaviour, goals and some form of feedback.

2.2.2. Internal and External Sources 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.

According to Ryan and Deci (2000b), intrinsic motivation is doing an activity because it is enjoyable not because for its possible outcomes. As Taşpınar (2004) cites in her study, Raffini (1996) satisfaction comes not from external rewards but from the activity itself in intrinsic motivation. Intrinsic motivation is the generalized desire to invest effort in the learning for its own sake (Ur, 1996). For Lumsden, the intrinsic motivation is motivation from within the student. Intrinsically motivated students perform a task because they find it enjoyable (Pintrich and Schunk, 1996). Ryan and Deci (2000a) supports that intrinsic motivation contributes to the improvement of the learners' creative thinking ability.

Intrinsic motivation brings quality in learning together with itself (Csikszentmihalyi, 1997; Deci & Ryan, 1985a; Deci & Ryan, 1985b; Ryan & Deci, 2000b; van Lier, 1996). According to Wu (2003), as the purpose of the intrinsically motivated learners are the exploration of new ideas and developing their knowledge, they become more likely to experience conceptual learning. An enjoyable learning process and some internal rewards of learning are provided by intrinsic motivation (Brown, 2001; Csikszentmihalyi, 1997; Ushioda, 1996).

Ur (1996) defines extrinsic motivation as some kind of external incentives affecting the motivation. Teachers can not control many sources of extrinsic motivation such as the desire to please the parents, wish to succeed in an external exam or peer-influences. There are also some external factors that can be controlled by the teacher like rewards, penalties, authoritative demands, tests and competition. If students like the language, its cultural, political and ethnic associations, they will be intrinsically motivated. Lumsden exemplifies extrinsic motivation as the performance to receive a reward, to get a new shirt from the parents or to avoid a penalty. Pintrich and Schunk

(1996) state that extrinsically motivated students perform a task for a desirable outcome such as rewards, teacher praise or avoidance of punishment.

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

External regulation occurs by the help of external reward or punishment. The autonomy level and the internalization of the learner are on the lowest level because she or he performs just for the sake of external rewards or punishment.

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. The importance given to that language, the role of the language in the curriculum and positive or negative associations about the language are some factors influencing the students' motivation. There are also some people around the students' affecting their motivation such as parents or siblings. If the parents or siblings are more concerned with the other subjects than English, the students' motivation will be influenced negatively. In addition, the attitude of the students' peers can be directly effective on the students' motivation. Their enthusiasm or lack of desire could take student along with them. The teacher and the methods he use have likely influence on the students' motivation. Both the teacher and the students should feel comfortable with the method and the classroom atmosphere (Harmer, 2001).

Rogers (1996) says motivation is as important for the teachers as for the students and the attitudes of the teachers are as much important as the attitudes of the students. Teachers are considered to be responsible for initiating and sustaining the students' motivation. They may be intrinsically and extrinsically motivated or on the contrary they may have lack of motivation. Motivation can be initiated to achieve a

goal. Long-term goals are sometimes seen far away by the students because language learning is a long process. Short-term goals should be made use of to reach the long-term goals. We, as teachers, can be effective on students' motivation by helping students to achieve their short-term goals.

Physical appearance and emotional atmosphere of the language classrooms may have influence on initiating and sustaining students' motivation. The use of visual materials, the use of music, the sitting arrangement, our strategy on giving feedback and error correcting and the rapport between the teacher and the students are all crucial about creating the right learning environment and motivating the students. The teachers should be careful about choosing the topics or activities because if the students get interested in the topic or the activity, we will be able to sustain their intrinsic motivation (Harmer, 2001).

2.2.3 Theories of Motivation

As it is generally considered that there is a direct relation between motivation and language achievement, many theories have been developed to increase students' success in language learning.

Social-psychological theory of motivation was developed by Gardner and it has been the basis of many researches since then. This theory claims that motivation is closely associated with the will to be a part of the community of target language speakers. In 1990s, researchers realized that this theory had some weaknesses and began to study on the other possible factors in motivation. They claimed that this theory ignored classroom-specific components of motivation such as passing exams, satisfying personal ambitions, enjoying learning a language, and pleasing the parents or the teacher (Clement, Dörnyei, & Noels, 1994; Crookes & Schmidt, 1991; Dörnyei, 1994a, b; Ely, 1986; Oxford & Shearin, 1994; Schmidt, Boraie, & Kassabgy, 1996).

Gardner's model investigates the second language acquisition in a structured foreign language learning classroom setting. There are four inter-related features of second language acquisition, the social and cultural milieu, individual learner differences, the setting or context in which the learning takes place and the linguistic outcomes (Gardner, 1982). The social and cultural milieu means the learners' environment which designates their attitudes about other cultures and languages. The individual differences are intelligence, language aptitude, motivation and situational

anxiety. Individual differences are considered to be the most influential in second language acquisition. Two kinds of contexts can be talked about in language acquisition, the formal instruction within a classroom and unstructured language acquisition in a natural setting. Intelligence and aptitude play an important role in a formal setting, whereas, motivation and situational anxiety influence both settings equally (Norris, 2001). Linguistic outcomes mean language skills of a learner about some tests or grades. Non-linguistic outcomes refer to the learners' attitudes towards the target language, its culture and its community. Norris (2001) cites in her study that Ellis (1997) says if the learners are able to integrate both linguistic and non-linguistic outcomes, they will be more motivated to attain their goals about language learning. In Gardner's model, motivation is perceived to be composed of effort, desire and affect. Effort refers to the time allotted for learning, desire refers to the willingness of the learners to learn a language and affect refers to the learners' emotional reactions towards learning the language.

When the students like the people who speak the target language, its culture and its society and they want to be a part of that society (e.g., for marriage or immigration), they can manage a successful learning. This is called as integrative motivation. On the contrary, instrumental motivation can be talked about if the learners' purposes are to graduate, to have a good career, to apply for a job, to get a promotion, to be able to translate and read some materials or to get a higher social status (Gardner and Lambert, 1972).

Integrative motivation is considered to be more important in a formal setting and in sustaining long-term goals. However, the learners who can integrate both integrative and instrumental motivation in their language study are likely to be more motivated and more successful.

Dörnyei's framework for motivation (2001b) was developed for motivation in the language classrooms, the Language Level, the Learner Level and the Learning Situation Level. The Language Level shows the reason for a learner to choose a language to study. It includes some motives such as culture, community and pragmatic values. This level can be defined by integrative and instrumental motivation. The Learner Level shows the effect of the learners' individual characteristics on motivation. Motivation is influenced by the learners' need for achievement and self-confidence. This level is related with the different individual characteristics of the learners. Dörnyei (2001a) divided the Learning Situation Level into course-specific, teacher-specific and

group-specific components. Course-specific component is related to syllabus, teaching materials, teaching method. Teacher-specific component is related to the teacher's personality, behaviour, teaching style and finally the group-specific component is related to the characteristics of the learner group.

As motivation has been the subject of many studies by many researchers, some other constructs of motivation can be found in the related literature. Seeing the strengths and weaknesses of the other theories, researchers have utilized theories of motivation. Some new constructs of motivation will be presented below.

Reinforcement theories support to reward or punish the learners when they perform well or badly so as to encourage or discourage their similar behaviours in the future. In these theories, rewards and punishments are the basic tools in motivating the learners (Spaulding, 1992). However, van Lier (1996) states that if the levels of rewards and punishments are not increased continuously, they will lose their strength in motivating learners.

Self-determination theory suggests that self-determined actions are carried out without any external force such as rewards or punishment. In fact, this theory has been believed as a reaction to reinforcement theories. When the actions are controlled by external factors and are not controlled by the learner, learners feel less motivated (Noels, Clement, & Vallerand, 2001; Spaulding, 1992). If learners have control over the actions and feel free to choose the actions, they feel more motivated.

Self-efficacy theory supports that when learners feel themselves competent, efficient and self-confident about a task, they will be more motivated to complete the task and put more effort on the task. When the learners feel confident in their capabilities, they feel sure to be successful. However, Brophy (1998) mentions that if some students are not aware of or certain about their capabilities, at first, they will be stressed about engaging the task.

Expectancy-value theories are about the value that is expected from a task by the learners. If the expectancy of value is high, the learners will be more motivated. Conversely, if the learners do not expect any value or success from the task, the learners will be less motivated (Dörnyei, 2001a). The teachers must be careful about presenting tasks which are above the learners' competence level, the tasks should be appropriate with their competence level, their needs and goals.

Equity theories believe that inputs and outcomes of a task or an activity should be equal. Learners should believe that the outcomes are worth their effort; otherwise,

they will feel less motivated to show persistence to go on (Oxford and 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.

Need theories consider the needs of the learners as the reasons of their behaviours. Brophy (1998) states that if the basic needs of the learners are not met, they will not be able to concentrate on lessons. These needs should be prioritized. Unless the psychological needs are satisfied, it will be really difficult to motivate learners. Although most learners can easily satisfy their psychological needs, they can have difficulty in need for success, warm interpersonal relations and love. If they feel that they succeed and they are loved by their teachers and classmates, they will feel more motivated (Dörnyei, 2001b).

Goal theories claim that people need specific goals to start an action and sustain their effort to finish the action. They should be provided some specific goals in learning situations. Dörnyei (2001b) believes that if the external or personal goals are set for the learners, the level of achievement will be higher. Therefore, the teachers are responsible for setting specific goals for their students or encouraging them to set their own personal goals.

2.3. CLIL (Content and Language Integrated Learning)

2.3.1. What's CLIL?

Over the last few decades, some methods which emphasize the integration of content and language have become popular in the world. Content-Based Instruction (CBI) and CLIL are two of those methods. These kinds of methods offer opportunities for students to learn a language by the help of real, comprehensible input, and meaningful content in foreign language learning.

CBI has been defined in different ways by various researchers. Crandall and Tucker (1990) define CBI as learning English through meaningful content in language classroom. CBI is defined as teaching curriculum concepts through the foreign language by Curtin and Pesola (1994). According to Genesee (1987), in CBI, the content does not need to be academic, it can be chosen from any topics which can be interesting and important for learners. Similarly, Eskey (1997) defined CBI as teaching not the content itself but the discourse of that content. This kind of instruction provides learners comprehensible and meaningful activities and input which are very important in second

language acquisition according to Krashen's Natural Approach. In Çavdar (2006), Stryker and Leaver note CBI as the total integration of language learning and content learning. CBI shifts the focus of instruction into learning a language through the study of content. In CBI, the desired communicative competence in the target language is gained while learning about specific topics such as math, science, art, social studies. If the content is chosen carefully, the students will have the chance to study content with existing schemata. While trying to grasp the messages, the students develop coping mechanisms with unknown language in other contexts, and this supports the foreign language proficiency (Stryker and Leaver, 2007).

Like CLIL, CBI follows a top-down approach in which students try to understand the overall meaning before the sentence level of vocabulary and syntax. Stryker and Leaver (1997) claim that bottom-up approaches seldom trigger student interest and motivation. Swaffer (in Stryker and Leaver 2007) notes that content-based approaches assume that content must be understood before the language must be mastered. They both provide a learner-centred and interactive atmosphere by creating opportunities to the students to communicate. Both of these popular methods make the language learning process more motivating by supporting the communicative competence of the students.

Gerdes (2007) defines CLIL as the umbrella approach to the teaching of other subjects in English. The difference between CLIL and Content-Based Instruction has been discussed by the researchers. As can be understood from the name of it, in CLIL, content and language have the same importance and focus. In an effective CLIL application, there must be a balance in content and language ratio. On the other hand, in Content-Based Instruction, again as can be understood from its name, the priority is generally given to the content in classes.

Marsh (2002a), by whom the term CLIL was coined by, says CLIL is a context in which an additional language is used as a medium in the teaching and learning of non-language content. Mehisto (2009) defines CLIL as a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language. Scaffolding is a key term in CLIL. The students are always scaffolded by the teachers. According to Deller and Price (2007), the language is not an end in itself in CLIL; it is only one part of the process. The language is used not to display the linguistic ability but to display the understanding of the content being taught. Tidblom (2005) mentions that CLIL is learning content by using a foreign

language or learning a language by studying content. There must be a balance between the language and the content. The focus must be not only on the content but also on the language. Mehisto (2009) claims that CLIL does not mean translating into a foreign language. Marsh (1994) defines CLIL as situations where subjects, or parts of subjects, are taught through a foreign language with dual-focussed aims, namely the learning of content, and the simultaneous learning of a foreign language. According to Marsh (2001), CLIL is a generic term and refers to any educational situation in which an additional language, and therefore not the most widely used language of the environment, is used for the teaching and learning of subjects other than the language itself. Marsh (2002a) mentions about CLIL as integrating language with non-language content, in a dual-focussed learning environment.

Although the term CLIL was first heard in Europe in 1994, the first known CLIL -type programme was seen about 5000 years ago when The Akkadians used the Sumerian as a medium of learning some subjects like theology, botany and zoology. They paid attention to both the Sumerian and the subjects. Although it can not 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.

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.

Wolff says that multilingualism became a political necessity in Europe. The member of the European Union uses English as a lingua franca for intercultural communication and trade. That's why CLIL is becoming more popular day by day all over Europe.

2.3.2. Faces of CLIL

We can talk about many faces of CLIL which are flexible in order to meet the requirements of the learning environment and its characteristics. By faces, it is actually meant the various implementations of CLIL. Figure 2.1 below shows the many faces of CLIL.

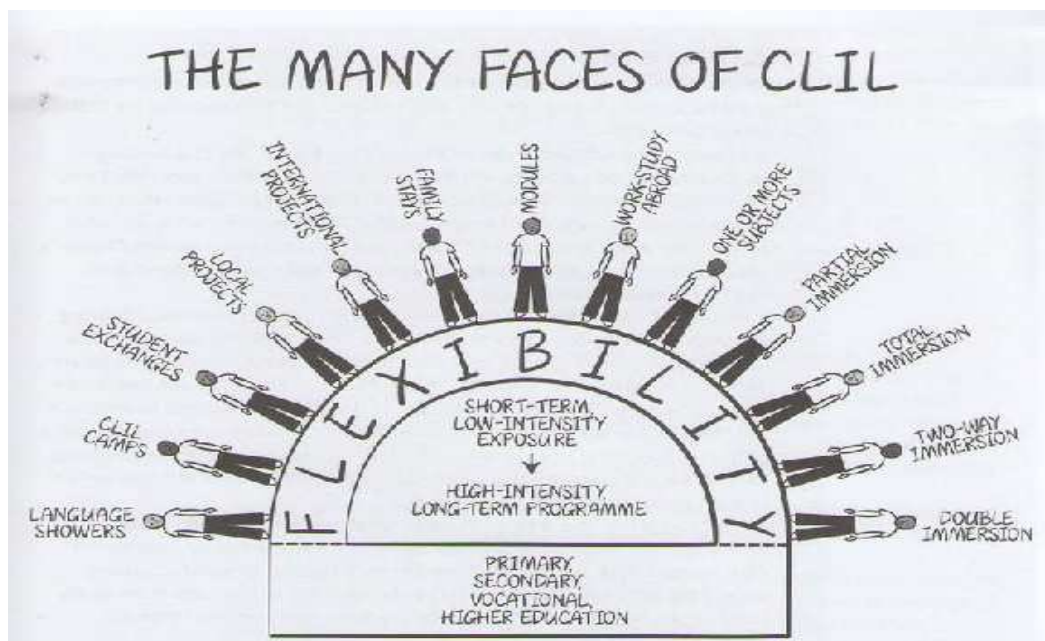


Figure 2.1. The Many Faces of CLIL

(Mehisto, Marsh, & Frigols, 2008)

The CLIL implementations can be realized by both foreign language teachers and content teachers. "Language Shower" is the CLIL type in which the main purpose is to make the young learners be aware of other languages and get them ready for future language learning by using CLIL language 30 minutes or one hour a day. "CLIL Camp" is the CLIL type in which some groups of students comes together for the purpose of experiencing a second-language environment, having fun, getting motivated to continue second-language study and getting inspired to continue studying the CLIL language. "International Projects" is the CLIL type in which students from different countries exchange their ideas and findings, study and discuss on a project network. It is generally aimed to improve learner autonomy, motivate the students, to communicate with other CLIL language speakers in these kinds of projects. "Total Early Immersion" is the CLIL type in which only the immersion language is used at first. After a few years with the immersion language, the first language is used in half of the curriculum. The goals in this type are being fluent in a second language, developing the first and the second language equally and appreciating the cultures of both their own language and the immersion language.

2.3.3. CLIL Dimensions

CLIL is defined to have five dimensions relating to culture, environment, and language, content and learning. All dimensions are inter-related so more than one dimension should be focussed in real-life CLIL implementations. In this section, brief information will be given about the five dimensions of CLIL (Marsh, Maljers & Hartiala 2001).

2.3.3.1. The Culture Dimension

Global mobility and European integration has made the concept of Intercultural education popular in the recent years. The only way to transform knowledge into understanding can be realised via experiential methods like CLIL. Communication skills are developed in line with the development of intercultural knowledge and understanding. In this dimension, tackling problems of racism and prejudice becomes the purpose of CLIL. The learners build self-confidence about communicating with foreigners by the help of CLIL. CLIL provides learners the opportunity of ‘learn by doing’. CLIL is used to facilitate to increase contact between regions and communities and to teach about neighbouring countries. It can be said that CLIL is an important tool about cultural/linguistic adaptation. This dimension of CLIL is generally realized in short courses about trans-national projects, student mobility and exchange programmes.

2.3.3.2. The Environment Dimension

These days, young people have opportunities about financial support from European Union agencies to go abroad and have the chance to be in the European Integration and global internationalisation. CLIL may be used for this kind of preparation especially with older learners. This type of CLIL can be offered to the learners who have possibility to work or study in a foreign language. Schools that plan to enhance their profiles and look for new means of education can benefit this CLIL dimension. CLIL can be used to access International Certification. Some certification programmes are related to educational achievement such as International Baccalaureate. There are also some other certification programmes 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 Dimension

The language dimension is one of the most common reasons for the introduction of CLIL. This dimension focuses on the overall target language competence and aims to develop four skills, reading, and writing, speaking and listening in the target language. Communication in the target language becomes more important as the virtual and physical mobility opportunities increase. Here this type of CLIL can be used to solve the problem of having knowledge of a language, but not having the ability to use the language in authentic ways. This dimension deepens the learners' awareness of both mother tongue and target language. A language can be introduced to the students in order to activate and develop interest in further study. This 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 Content Dimension

CLIL offers some opportunities to study content through different perspectives which help learners broaden their horizons through critical thinking. Same content can be presented in different ways and perspectives in the curricula of different countries. Some topics have international terminologies that are not in the learner's mother tongue, using the target language through CLIL helps learners to understand the subject and its key terminology. In the process of European Integration, people will probably have chances and opportunities to work or study in different languages in different countries. This dimension is particularly important in activating interest in trans-national or cross-linguistic working life.

2.3.3.5. The Learning Dimension

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 collaboration between the teachers because they need to adapt their methods and classroom practices. Low exposure CLIL programmes 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 Practices and Implementation in Europe

CLIL has been used for Malaysian children to learn maths and science in English, for Norwegian students to do drama in German, for Italian students to learn science in French, for Japanese students to learn Geography in English and for Australian students to learn maths in Chinese.

Most of the member countries of the European Union offer CLIL at primary, lower secondary and upper secondary levels. Some of them (Belgium, Spain, Italy, Latvia, Poland, Finland, the United Kingdom, Romania) offer CLIL also at pre-primary levels of education, whereas, countries like The Czech Republic, Estonia and Bulgaria offer CLIL at secondary level. In Poland and Romania, CLIL in a regional and/or minority language is offered in both primary and secondary education but CLIL in a foreign language is provided only at secondary level.

There are some concrete implementations of CLIL across Europe. We are going to provide some brief description of CLIL procedures from Germany, Cyprus, Spain, Sweden and an EU project about CLIL.

Despite the official majority language is German in the Federal Republic of Germany; there are two other minority languages, Danish and Sorbic. Foreign language teaching starts with English when the children become eight years old in German schools. There are about 300 schools offering CLIL options 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. They normally have two or three extra language classes a week in this preparation programme. When they become twelve, content education in a foreign language is introduced. Some contents such as History, Geography, Biology, Sports and Politics are taught in a foreign language. Content subjects are taught two hours a week in the foreign language so the students

become exposed to the foreign language six to seven hours a week. The schools are free to choose the language of instruction but English and French are the mostly preferred foreign languages as mediums of instruction. At the end, students who got education in CLIL and who got in their mother tongue have the same degree. But students who got CLIL education in French get an additional diploma which allows them to study at a French university without having an exam, whereas, the students who got education in their mother tongue need to pass an exam to study at a French university. There are also some conditions for a school to implement a CLIL education. They have to have a sufficient number of language and content teachers and enough students interested in CLIL.

A project funded by EU has been carried out in Spain, German, Cyprus, and Turkey since October 2006. This project was named as PROCLIL, with the aim of developing and investigating aspects of CLIL methodology, finding ways to implement CLIL in pre-primary and primary education. This project has not been completed yet.

In Cyprus, pilot studies have been conducted in 15 schools, 5 nursery schools and 10 primary schools. Foreign Language Teaching starts when the children become 9 years old and has two 40-minute lessons a week which is really insufficient. Therefore, CLIL is considered to increase the exposure time and to manage the timetabling problems in their curriculum. CLIL showers, CLIL as modules of particular subjects, and CLIL as specific subjects in the timetable models have been implemented at various levels of education in the scope of this project in Cyprus.

In Spain, two different modes are seen in CLIL implementation. Some subjects are taught in the first language and other subjects are taught in a second or a foreign language. There are some joint official languages in Spain such as Basque, Catalanian, Valencian and Galician. These second languages are sometimes used as CLIL languages. English is also used as a foreign language in CLIL implementations in Spain. Content is taught in both languages, Spanish and English, in accordance with a proportional distribution, the education authorities are responsible for deciding which elements of content have to be taught in each language. 7-9 hours a week are devoted to CLIL in pre-primary education in all subject areas; 9-12 hours a week are devoted to CLIL in primary education in subject areas like science, arts, music, and physical education, natural, social and cultural environment.

In Sweden, CLIL has been experimented since the 1980s. Mostly English was used as CLIL foreign language, but also German, French, and Finnish were used in

some schools. Social Science subjects, Aesthetic subjects, and Natural Science subjects have been taught through a foreign language in compulsory schools.

We can observe some foreign languages, regional and/or minority languages or other official state languages being presented in CLIL implementation. Involvement in CLIL is generally open to all students. However, some countries have established some conditions to be enrolled in a CLIL in a foreign language programme. These conditions are mostly based on some tests such as written and oral examinations, interviews etc. These tests were given in order to identify the students with a good general knowledge of curricular subject matter of the CLIL language.

The choice of subjects which will be taught by CLIL language varies from one country to the other, but science, social sciences, artistic subjects and physical education are mostly used subjects. 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 own 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 exposure (over 50 % of teaching time).

The researches show that English, French and German are the most commonly used CLIL target languages. In the Czech Republic, the United Kingdom (England) and Bulgaria, CLIL is provided in foreign languages. In Slovenia and the United Kingdom (Wales, Northern Ireland and Scotland), one or more regional and/or minority languages are offered by CLIL. Belgium (French and German-speaking Communities), Ireland, Luxembourg, Malta and Finland are using the combination of two official state languages in CLIL (Directorate-General for Education and Culture of the European Commission, 2006).

2.4. Motivation and CLIL

Positive attitudes toward language learning will directly affect the learners' motivation. Positive attitudes make learners enjoy the language learning, and produce more desire to learn the language, so the effort will be higher which will likely to result in achievement in language learning. When compared to motivation, attitudes are really

difficult to be changed or improved. The set of attitudes that the learners bring into the language learning process with themselves become an important factor in language learning and motivation (Chambers, 1999). It can be said that learners' attitudes directly influences the learner's motivation and motivation is an essential in learning a language; thus, success in language learning is directly related to the learners' attitudes.

Another factor that has an impact on learners' motivation is purpose. When learners are provided with meaningful context, it is observed that learning takes place more meaningfully and effectively.

Deller and Price (2007) mention that when students learn something that is already a part of their school learning through English, they become more motivated as they find an obvious purpose of learning a foreign language. In line with this, Marsh, Maljers and Hartiala (2001) state that CLIL can be used to increase students' motivation by offering them alternative goals as well as means. Coyle (2006), also, claims that CLIL provides students different approaches that increase learner expectations. This makes the learning process more stimulating and enjoyable. Dörnyei (2001) emphasizes that making the learning stimulating and enjoyable are from the classroom strategies that are needed to maintain motivation in the classrooms. Similarly, Darn (2006) believes that interdisciplinary teaching helps learners to apply, integrate and transfer knowledge, and fosters critical thinking which increase students' motivation for learning. He also says when learners are interested in a topic they are motivated to acquire a language to communicate. CLIL provides new alternatives to classrooms except from the traditional language teaching methods and techniques. According to Gehwolf (2007), pupils learn a foreign language more quickly and with increased motivation with CLIL. Marsh states that CLIL offers a natural situation for language development which builds on other forms of learning, supporting the learners' motivation.

To sum up, the review of related literature shows that there is a close relation between motivation in language learning and CLIL. However, this relation is mostly verbalized in theoretical works. To the knowledge of the researcher, no empirical studies have been done yet in order to reveal the relation between motivation and CLIL in classroom context. So, this present study attempts contribute to the related literature by exploring this relationship in a real classroom environment. The specific purpose of the study is to search the relation between motivation in language learning and CLIL in a group of fifth grade students at Sarıhamzalı Primary School in Seyhan, Adana,

Turkey. The following chapter provides a detailed description of the methodology, participants and descriptions of classroom procedure followed in this study.

CHAPTER III

METHODOLOGY

3.1. Introduction

In this chapter, first the design and the context of the study will be explained. Then, the participants and the data sources will be introduced. Finally, a detailed explanation of the classroom practices and the procedure followed will be presented.

3.2. The Design of the Study

In this study, the case study design was adapted as the research method. Yin (2003) defines the case study research method as an empirical inquiry that investigates a contemporary phenomenon within its real-life context; when the boundaries between phenomenon and context are not clearly evident; and in which multiple sources of evidence are used. Nisbet and Watt (1984) describe a case study as a specific instance that is frequently designed to illustrate a more general principle. They further add that case studies enable researchers to gain a holistic view of a certain phenomenon or series of events and can provide a round picture since many sources of evidence are used. Also, as Cohen, Manion & Morrison (2007) say, the researcher is involved in the case integrally. In this study, the researcher was the language teacher of the classroom so the case study design was thought to be appropriate for this study as the researcher was naturally integrated in the case. Hitchcock & Hughes (1995) remark that case studies focus on individual actors or groups of actors and try to understand their perceptions of events. So with this design, we aim to find out how the students' perceive CLIL activities implemented in this study and to see if there is a relation between motivation in language learning and CLIL.

3.3. Context of the Study

Sarihamzalı Primary School is located in the western suburbs of Adana. Nearly all families migrated from the eastern regions of Turkey due to some socio-economic problems. They have been trying to adapt the city life since then. A total of 2000 students studied in Sarihamzalı Primary School during the 2008-2009 school year in

which this study was conducted. Because there was only one primary school for the Sarihamzalı Ward, the classrooms were crowded, about 55 or 60 students. The fifth grade class with which the researcher carried out this case study consisted of 55 students, but 8 students dropped out and did not attend the classes during the whole school year.

The physical conditions of the school were pretty poor. There were not any projections or computers in the classrooms. Generally three or four students shared one desk. There was a computer laboratory consisting only 20 computers and a projector. However, as the other classes had an elective computer class, the students did not have any chance to use the laboratory in English classes.

Usually in CLIL implementations, content teachers present their topics using a foreign language either during a whole class period or for shorter times depending on the conditions. However, it is also very common in CLIL implementations to see a language teacher presenting a subject matter from other disciplines in language lessons. When the latter is concerned, there should be a close and active cooperation between the content and language teachers. In this case study, the researcher had been the teacher of English of the case study group for two years. As the class teacher of the case study class was not proficient enough in using English in teaching subject matter content, the researcher implemented the CLIL activities in his classes. He collaborated and exchanged ideas with the classroom teacher while designing CLIL activities.

3.4. Participants

This case study was carried out at Sarihamzalı Primary School in Sarihamzalı Ward, Seyhan, Adana, Turkey during the spring semester of 2008/2009 school year. The participants were fifty-five (25 female and 30 male students) fifth grade students. Three of the students (1 female and 2 male) did not attend any of the classes during the whole semester. One of the students was hearing-impaired and had to wear a special apparatus to hear which he did not wear most of the time. Irregular attendance was an important problem due to the fact that some of the students had to work in the cotton fields or else to contribute to the living of their families coming from low socio-economic class. Also, some of the students were being transported from neighbour villages by school buses, and they were given official permission for not attending classes under bad weather conditions. Thus, only around forty students regularly

participated in the activities carried out by the researcher. The class that had already been taught by the researcher was taken as the study group. Therefore, the convenient sampling was used. The ages of the participants ranged from 12 to 15 and they all spoke Turkish and Kurdish as their native languages.

3.5. Data Sources

The data in this study were collected by Intrinsic Motivation Inventory (IMI), the Classroom Observation Checklist and informal interviews conducted with the students throughout the study period.

3.5.1. Intrinsic Motivation Inventory

Intrinsic Motivation Inventory (IMI) was developed by Deci and Ryan in 1982 in order to assess the participants' subjective experience related to a target activity. It has been used in several studies to investigate intrinsic motivation and self-regulation (e.g. Ryan, 1982; Ryan, Mims & Koestner, 1983; Plant & Ryan, 1985; Ryan, Connell, & Plant, 1990; Ryan, Koestner & Deci, 1991; Deci, Eghrari, Patrick, & Leone, 1994). IMI consists of six subscales to assess the participants' interest/enjoyment, perceived competence, effort, value/usefulness, pressure/tension and perceived choice levels. 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.

Table 3.1 below shows 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 which was originally used by Karagöl (2009) and Kütük (2007) was used. As we have also included the value/usefulness subscale in the inventory, the statements in this subscale were translated into Turkish and they were reviewed by a committee of three lecturers of English Language Teaching Department at Çukurova University (See Appendix 2 for the Turkish version of the IMI).

Table 3.1. 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?

3.5.2. Classroom Observation Checklist

Observation is one of the most powerful data collection tools in research and it is considered as a great way to start research. Selinger and Shohamy (1989) suggest that observations, which are really important in studying language behaviours, allow us to study of a phenomenon at close range with many of the contextual variables present. In line with this, we designed a classroom observation checklist to be able to get a picture of the participants' motivation during our study. The classroom observation checklist was used 6 times, once in every two weeks to observe the students. It was aimed to see the participants' 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 behaviours are volitional or self-determined.
- Self-confidence: students' own evaluations about themselves and their abilities.
- Self-starter (Initiative): students' participating 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.

3.5.3. Informal Interviews

Informal interviews were done with the students during the breaks and outside the classroom to get some views about the CLIL activities. Informal interviews give chance to the researchers and the participants to share their ideas, information and emotions. They also establish a rapport between the researchers and the participants. In addition, the interviewees feel relaxed and do not feel pressured as if they are being assessed, therefore they become more willing to share their feelings, opinions and emotions. As this particular study investigates the relation between CLIL and motivation in language learning, informal interviews become important in the data collection process. Because emotions and ideas directly affect the motivation.

As the interviews were done in the form of informal conversations, the students who were willing to share their opinions were interviewed. But an extra attention was paid about interviewing with each of the students throughout the study period. The students were asked some prompting questions like "How do you feel in English classes?", "Why do you feel that way?", "Tell me about your opinions about English classes.", "What new information did you learn?" As Bailey (1996) suggests the questions become more focused and specific as the weeks passed by in interview sessions. Likewise, in this study, first general questions about feelings and emotions were asked. The questions then turned into specific ones which check students'

perceptions of the implementation done. After the interviews, the researcher noted down the main points in order to keep a written record of what was talked in the conversation.

3.6. Description of the Classroom Practices and the Procedure Followed

National Curriculum designed by the Ministry of National Education offers 3 hours compulsory English classes per week for the fifth grades. Some schools offer an additional elective English course (2 hours per week) in their programme. The course book used in grade 5 is “Time for English-Grade 5”, which includes fourteen units. Each unit has two sections. The first section is designed for the students that only take 3 hours compulsory English. The second section is designed to revise what is taught in the first section for the students who take the 2 hours elective English. Two weeks time is allotted for each unit. During twelve-week implementation period, the national curriculum and the course book were followed together with CLIL activities.

The researcher designed totally six 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. Yet, the language items were not taught explicitly (See Handouts in Appendix 4). Through the presentation of the content, language was presented and practiced implicitly. Halliwell (1992) mentions the children’s capacity for indirect learning, and adds that subconscious indirect learning helps young learners internalise a new language and encourages spontaneous and more fluent use. In CLIL, while the students’ minds are busy with the task, they indirectly acquire the presented language like their mother tongue. By the help of CLIL, the students get more exposed to the language and they have chance to internalise the new language via the content. Also, young language learners need input that is presented through variety of sources. The learners benefit from CLIL activity packs because both the language and the content inputs were given in different ways. More specifically, they use the language to learn and learn to use the language. Cameron (2001) suggests that it would not be conceptually appropriate to teach grammar explicitly in young learner classrooms. In order to make language learning meaningful and interesting for young learners, teachers should prefer to teach grammar by the help of non-formal ways such as stories, songs, and games implicitly. Cameron (2001) also claims that children

try to find a meaning and purpose about what they learn. CLIL helps students to find that meaning and purpose.

Marsh (2001) defined the most suitable CLIL teachers as speaking the majority language as their first language, and the CLIL language as a second language. Deller and Price (2007) suggest that CLIL may be taught by a content teacher or a foreign language teacher and add as the ideal scenario for CLIL as being taught by both the content teacher and foreign language teacher. As stated before, in this study, the CLIL teacher was a language teacher, namely, the researcher himself. Co-operation and skills exchange among the content and language teachers play an important role in CLIL implementation. Therefore, the researcher always collaborated with the classroom teacher of the case study class and exchanged ideas throughout the study. They not only decided on the activities together considering the students' both linguistic and content abilities but also designed the activities in an active collaboration considering the scope of the national curriculum for the 5th grades. There were some specific goals about the contents but the general objectives were to talk about the content in the target language. There were also some language objectives in the activity packs.

In the first two weeks, "The Life Cycle", from the scope of Science and Technology Course, was the subject matter of the activities designed. Teaching how to identify and sequence the stages in the life cycle of a butterfly was aimed while practising simple present tense and sequence adverbs in English in this first activity pack. Art was integrated into this subject matter by cutting, sticking and colouring. Music was also integrated by singing the "Two Little Butterflies" chant. The details and the classroom procedure are presented below.

Table 3.2. Description of Activity Pack 1

Week 1, 2	
THE LIFE CYCLE	
Subject	: The Life Cycle
Time	: 160 mins (4 lessons in total)
Content/Language Ratio:	balanced
Content Objectives	: To identify and sequence stages in the life cycle of a butterfly, To label pictures and write sentences about the stages
Language Objectives	: to practice simple present tense, and sequence adverbs
Target Vocabulary	: butterfly, caterpillar, chrysalis, to lay, to hatch, to change, to crawl, first, next, then, after that, finally
Materials	: a picture of a butterfly, life cycle template, scissors, glue, coloured pencils
Procedure	: The teacher explains that some animals go through a growth period like humans and elicit some examples and shows the life cycle of humans. The teacher asks the students if they know any animals which go through several changes before they become adults and then he holds up a picture of a butterfly. The teacher explains the different stages by drawing the life cycle of a butterfly on the board and labels the stages with key words (egg, caterpillar, chrysalis, and butterfly). The teacher hands out the sheet about the pictures of the stages and encourages them to cut and stick them into the right stage on the life cycle template. He repeats the stages by using sequence adverbs. The teacher shows the students the example butterfly template and demonstrates how they can fly. He gives a copy of the template to the students, explains and demonstrates that they should cut out the butterflies, then fold them in half and stick their bodies, but not the wings together. Then they paint the butterflies in their favourite colours. The students work in pairs and invent a name for their butterflies and each butterfly explains the life cycle of themselves again by acting out a short dialogue in pairs. The teacher sings the “Two little butterflies” song by using the cut-outs.

“The States of Matter” was the content of the third and fourth weeks. Students practised “Simple Present Tense” and learned “If Clause Type 0” while studying to identify the states of matter and the changes of state. The scope was “Science and Technology Course” again.

Table 3.3. Description of Activity Pack 2

Week 3, 4	
THE STATES OF MATTER	
Subject	: The States of Matter
Time	: 160 mins (4 lessons in total)
Content/Language Ratio:	balanced
Content Objectives	: To identify the states of matter and the changes of state, To talk about the changes in the state of matter,
Language Objectives	: to practice simple present tense, and if clause Type 0
Target Vocabulary	: state, matter, melting point, freezing point, boiling point, add, boil, cool, evaporate, freeze, melt, heat, change, condense, happen, high, low
Materials	: worksheets, scissors, glue, pencils
Procedure	: The teacher explains the states of matter with the pictures and wants students to give examples about the states of matter from their real life, and then he presents the properties of the matters. The teacher presents the changes in the matters when the temperature changes by using if clause and name these changes. The teacher explains the temperature points at which those changes happen and hands out the temperature chart, he encourages the students to talk about the charts by using simple present tense and if clause, and then he presents the chart about the changes and the names of those changes to the students, The teacher guides the students to command and talk about the chart, he presents the chart about adding and removing while changing the states of matter and encourages the students to make sentences with if clause. The teacher hands out the Word Search Activity and encourages the students to find the words in the list. The teacher has the students watch the related video in the computer lab from the web-site of sites.google.com/site/dhbilingual/inicio-englishversion

The students were expected to understand and talk about “The Water Cycle” in the fifth and sixth weeks by using “Simple Present Tense” and “When Clauses”. As the young learners like art and craft activities, cutting-pasting and drawing were also integrated into this activity pack.

Table 3.4. Description of Activity Pack 3

Week 5, 6	
THE WATER CYCLE	
Subject	: The Water Cycle
Time	: 160 mins (4 lessons in total)
Content/Language Ratio:	balanced
Content Objectives	: to grasp the water cycle, talk about the water cycle,
Language Objectives	: to practice simple present tense, and “when” clause
Target Vocabulary	: sun, rain, wind, cloud, sea, river, mountain, solid, liquid, gas, change, melt, evaporate, heat, meet, blow, get, hot, above, below
Materials	: worksheets, coloured pencils, crayons, pencils
Procedure	: The teacher presents the key vocabulary and wants students to draw about that vocabulary in the columns under the words. The teacher explains the states of the water in the nature by using handout 2 and revises the states of the matter (solid, liquid, gas). The students are guided to explain the states of the water in the nature by using when clauses. The teacher presents the water cycle in the nature, and wants students to complete the sentences from the box. (The sun heats the sea, The water evaporates and forms the clouds, The wind blows the clouds, The clouds meet the mountains and it rains, The rivers go to the sea. The teacher encourages students to talk about the water cycle. He hands out the Word Search Activity and encourages the students to find the words in the list.

During the seventh and eighth weeks of implementation, the scope was changed from “Science and Technology” into “Art & Craft”. The students were presented the scale of colours, and they learned how to mix colours to get new ones and classified the colours in these two weeks. While they were learning about colours, they also practised “Simple Present Tense” and “If Clause Type 0” as the language objectives.

Table 3.5. Description of Activity Pack 4

Week 7, 8	
THE COLOURS	
Subject	: The Colours
Time	: 160 mins (4 lessons in total)
Content/Language Ratio:	balanced
Content Objectives	: to learn the scale of the colours, to identify the mixture of the colours, to classify the colours.
Language Objectives	: to practice simple present tense, and If clause Type 0
Target Vocabulary	: red, yellow, green, pink, white, black, brown, purple, grey, blue, orange, mix, get, primary, secondary, tertiary
Materials	: worksheets, coloured pencils, crayons, water colours
Procedure	: The teacher reviews the colours by using the objects in the classroom and the students' clothes; He draws three intersecting circles on the board and labels the circles: blue, yellow, red. The teacher points out the area formed by the intersection between the blue and the yellow circle and asks about the new colour. The teacher makes sentences about the mixture of the colours by using if clause. The students complete the handout 1 and talk each other about these changes. The teacher encourages the students to explain these changes in front of their friends by using handout 1 and if clause type 0. The students are guided to complete the key by choosing a number from 1-10 for each colour. The students colour in the picture following the colours in their key and then they describe their pictures, for example, <i>a red table, a purple school bag</i> . The teacher wants students to bring their water colour for the next lesson to paint a simple picture by choosing two primary colours and then describe their painting by using if clause type 0. The students are encouraged to prepare a poster showing the mixture of the colours as a project work.

The focus of the activity pack in the ninth and tenth weeks was “Social Studies” and “Geography”. The students were presented some geographical information using “there is/are” and “have/has got” structures in English. They were expected to talk about where they live. They had learned the regions in Turkey before this activity so they had the opportunity to revise the subject matter. Some local and national authorities were also presented in the scope of “Social Studies” course.

Table 3.6. Description of Activity Pack 5

Week 9, 10	
WHERE DO WE LIVE?	
Subject	: Where do we live?
Time	: 160 mins (4 lessons in total)
Content/Language Ratio:	balanced
Content Objectives	: to talk about where they live, to learn some geographical structures, to talk about local administrations and authorities, to learn the names of some ministers and ministries.
Language Objectives	: to practice simple present tense, There is-are, have-has got
Target Vocabulary	: hemisphere, continent, region, city, district, municipality, mayor, minister, ministry, the President, the Prime Minister, governor, live, have got, has got, there is, there are, govern
Materials	: worksheets, pencils, maps
Procedure	: The teacher sticks the maps of the world showing hemispheres, continents, countries, the map of Turkey, the map of the Mediterranean Region, and the map of Adana in order. The teacher encourages students to talk about the maps with the knowledge they have in their mother tongue, then he presents the maps in the target language using the key vocabulary. The teacher points at the world map of hemispheres and asks students where they live. The teacher points at the world map of continents and asks students about continents and hemispheres. The teacher asks where they live. The teacher points at the map of Turkey and its regions and presents the regions, and then asks where they live. The teacher points at the map of the Mediterranean Region and presents the cities in that region and then asks students about where they live. The teacher hands out the worksheet for students to fill in the blanks with the appropriate words. The teacher presents and talks about the national and local authorities in Turkey in a top-down approach. The teacher presents the names of the ministries and wants students to match the ministers with their ministries.

During the final two weeks, “The Fractions” was the content which was integrated with English. The students practised cardinal-ordinal numbers and “Simple Present Tense” again. They learned to talk about some basic arithmetical operations and the fractions in English.

Table 3.7. Description of Activity Pack 6

Week 11, 12	
THE FRACTIONS	
Subject	: The Fractions
Time	: 160 mins (4 lessons in total)
Content/Language Ratio:	balanced
Content Objectives	: to learn and define the fractions, to learn how to read fractions, to learn the cardinal and ordinal numbers, to learn the name of some geometrical shapes, to learn basic arithmetical operations.
Language Objectives	: to practice simple present tense,
Target Vocabulary	: numerator, denominator, square, circle, triangle, rectangle, divide, equal, to be, equivalent, improper
Materials	: worksheets, pencils,
Procedure	: The teacher present some geometrical shapes (square, circle, triangle, rectangle) and wants students give examples from their real-life to these shapes, he cuts the halves of the geometrical shapes and asks students in their mother tongue. The teacher presents the meaning of the fraction and how to read fractions in English after he introduces cardinal and ordinal numbers. The teacher presents the parts of the fractions (denominator, numerator) and encourages the students to talk about some basic fractions by coming to the board, The teacher hands out some pictures and encourages students to find the right fraction and read it, and presents the equivalent fraction by giving examples and hands out some pictures showing the equivalent fractions. Then, he defines the improper fraction and how to change it into a mixed number fraction. Next, he presents how to talk about basic arithmetical operations in English. After that, he presents how to talk about the process of changing an improper fraction into a mixed number fraction. Finally, he encourages students to draw some pictures showing the kinds of fractions, find their parts (numerator, denominator), find their equivalents and if they are improper fractions, turn them into mixed number fractions.

This implementation period took twelve weeks during which the necessary data was collected through IMI, classroom observations and informal interviews. In the next chapters, these data will be analysed and discussed.

CHAPTER IV

RESULTS AND DISCUSSION

4.1. Introduction

In this chapter, we are going to present our findings and discuss the results inferred from the data. First, the results of Intrinsic Motivation Inventory and then classroom observation checklist results and informal interviews will be introduced.

4.2. The Results of Intrinsic Motivation Inventory

The IMI assesses participants' subjective experience about an activity. The IMI was given six times throughout the study to assess the students' subjective experience about the CLIL activities implemented during the study.

4.2.1. The Scoring of Intrinsic Motivation Inventory

The Intrinsic Motivation Inventory used in this case study comprises 28 items and 5 clusters of subscales; Interest / Enjoyment, Perceived Competence, Pressure / Tension, Perceived Choice and Value / Usefulness. The students were to answer the questions as "Yes, I agree" which has the score of 3 points, "I partly agree" which has the score of 2 points or "No, I don't agree" which has the score of 1 point. The maximum point the students can take in IMI is 84. There were 18 positively-keyed items and 10 negatively-keyed items in the IMI used in this study. Positively-keyed items are items that are phrased so that an agreement with the item represents a relatively high level of the attribute being measured. Negatively-keyed items are items that are phrased so that an agreement with the item represents a relatively low level of the attribute being measured. If a questionnaire includes positively-keyed and negatively-keyed items, then the negatively-keyed items must be "reverse-scored" before computing individuals' total scores. Therefore, the items with the number of 3, 4, 12, 14, 16, 17, 19, 20, 21, 22 and 24 (See Appendix 1) were reversed. The scores of the answers to the reverse questions were changed from 3 to 1, and from 1 to 3, the point 2 remained unchanged. The scoring point of the item response was subtracted from 4, and the result became the new scoring point of the reverse item. In the reversed

statements, the respond “I disagree” showed us that they agreed with the statement which was not reversed. Later, 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. Since, the pressure/tension is theorized to be a negative predictor of the intrinsic motivation; the higher they get, the less pressure and tension they have. Figure 4.1 below presents the reverse scoring of Intrinsic Motivation Inventory.

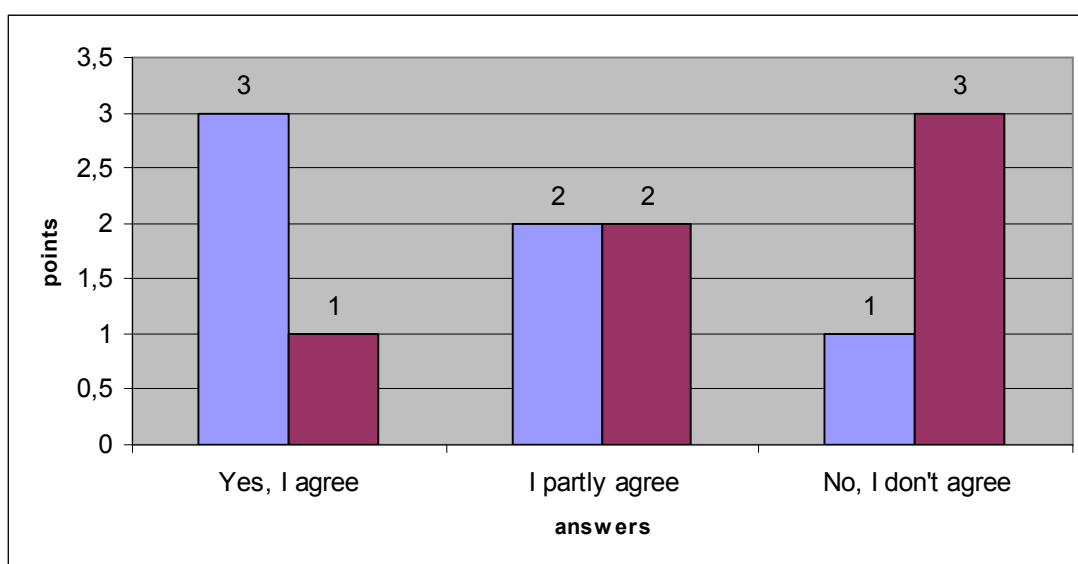


Figure 4.1. Reverse Scoring of Intrinsic Motivation Inventory

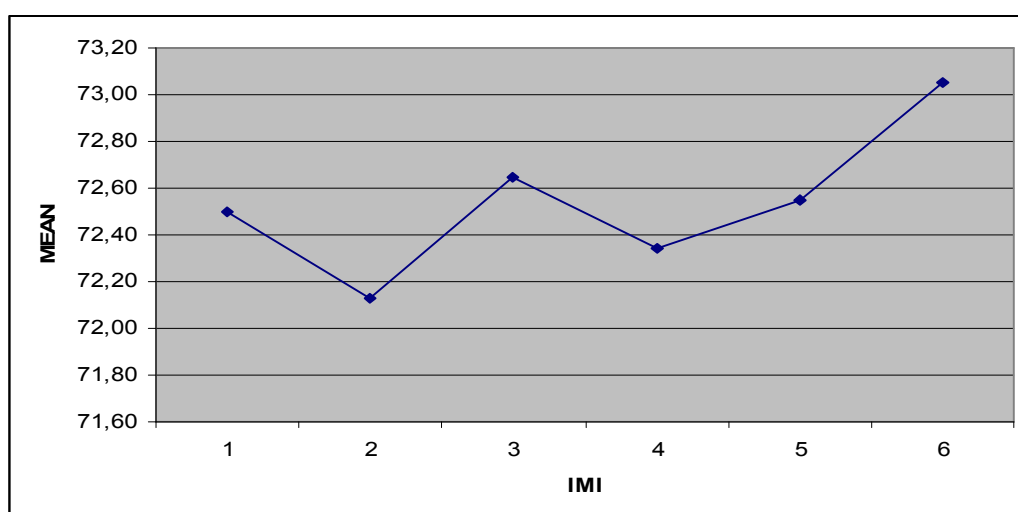
4.2.2. Data Analysis of Intrinsic Motivation Inventory

Statistical Package for the Social Sciences (SPSS version 15.0) was used for the data gathered through the Intrinsic Motivation Inventory in this study. The IMI was administered every other week, six times in total in twelve weeks, after completion of each activity. The total scores were calculated and the mean scores were computed in order to find out if the students’ intrinsic motivation was enhanced or not.

Table 4.1. Descriptive Statistics of IMI

	n	Mean	SD	Min	Max
IMI1	46	72,5000	6,79788	55,00	84,00
IMI2	47	72,1277	5,39975	60,00	82,00
IMI3	42	72,6429	6,90289	52,00	82,00
IMI4	47	72,3404	6,38366	57,00	82,00
IMI5	40	72,5500	7,15380	53,00	84,00
IMI6	41	73,0488	6,46124	60,00	84,00

Table 4.1 above shows the mean scores of the IMI completed by the students after the implementation of each activity. It can be seen that mean scores have an increasing trend except the second and the fourth activities. The decrease in those two 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 few 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 and 4th implementations might be the students' low level of language proficiency. The form which was aimed to be practiced in these two activities was specifically "if clause Type 0". The students generally found this language structure difficult to learn and use in comparison to the other grammar topics, such as there is/are, have/has got, covered in grade 5. So the language content might have played a negative role in these activities. But overall, the scores of the IMI can be commented as a high level of average. Figure 4.2 below illustrates the IMI score of the students in a graphic.

**Figure 4.2.** Mean Scores of Intrinsic Motivation Inventory

As it can be followed from the figure, the average motivation score (73,04) of the students in the last application is higher than the average score in the first application (72,50). Thus, the overall results may indicate a positive relation between CLIL and student motivation in language learning.

4.2.2.1. Data Analysis of the Interest/Enjoyment Subscale

In the Interest/Enjoyment subscale, the students were asked to respond to the statements “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 as very interesting”, “I thought this activity was quite enjoyable”, and “While I was doing this activity, I was thinking about how much I enjoyed it”. Table 4.2 below depicts the percentages of the students’ agreement or disagreement about the statements in the IMI.

Table 4.2. The percentages of Students’ Responses in the Interest/Enjoyment Subscale

IMI	Interest/Enjoyment	
	Agree	Disagree
	%	
1 (Week 1, 2)	95	5
2 (Week 3, 4)	96	4
3 (Week 5, 6)	95	5
4 (Week 7, 8)	94	6
5 (Week 9, 10)	96	4
6 (Week 11, 12)	96	4

As it can be seen in Table 4.2, a great majority of students (95 % in average) agreed that the activities implemented during the study were both interesting and enjoyable. The numbers suggest that the opinion of the students regarding the interest and enjoyment factor of the activities remained the same throughout the study period. That is, without any exception, the activities were found to be fun by the students. These results are also supported by the classroom observations. It was observed that the students were pleased and willing to participate in the activities even from the first week. They were all alert and paid attention to the procedure. Similarly, in the informal

interviews done with the students outside the classroom, the students reported that they were really enjoying the class and the activities and they were looking forward to the next class and the activity. If young learners enjoy themselves in the class and find the lesson interesting, it will be much easier to increase their motivation. Therefore, it can be concluded that CLIL activities and materials designed accordingly might play an important role in increasing student motivation in language learning.

4.2.2.2. Data Analysis of the Perceived Competence Subscale

In the Perceived Competence Subscale of the IMI, the students responded the following six statements; “I think I am 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 am satisfied with my performance at this task”, “I was pretty skilled at this activity” and “This was an activity that I couldn’t do very well” (R). This subscale is theorized to be a positive predictor. In other words, the more competent the students perceive themselves, the higher their motivation is. Table 4.3 below presents the results obtained in this subscale.

Table 4.3. The percentages of students’ responses in the Perceived Competence Subscale

IMI	Perceived Competence	
	Agree	Disagree
	%	
1 (Week 1, 2)	95	5
2 (Week 3, 4)	93	7
3 (Week 5, 6)	90	10
4 (Week 7, 8)	94	6
5 (Week 9, 10)	95	5
6 (Week 11, 12)	93	5

In all of the six implementation of the IMI, the percentage of students who perceived themselves as competent in the activities is above 90. Namely, the students viewed themselves as capable of using English and kept their feeling of being successful while they were engaged in the CLIL activities during the implementation period. In other words, the students had confidence in themselves in achieving the given

tasks. The nature of CLIL activities, which integrate language and content, and thus, present new language forms with familiar subject matter topics like the water cycle (Activity Pack 3) or regions (Activity Pack 5), helped the students learn the language in a natural and familiar setting.

The students' opinions expressed 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 competent 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 competent while working with assigned tasks. And it was also observed that they were all attentive and eager to tackle with the tasks given. So it can be concluded that CLIL activities have a positive contribution to students' self-confidence and this, in turn, increases students' motivation.

4.2.2.3. Data Analysis of the Pressure/Tension Subscale

In this subscale, the students responded the following five statements to find out whether they felt themselves pressured and tense while doing the activities; "I did not feel nervous at all while doing this", "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 theorized to be a negative predictor of intrinsic motivation. Because if students feel themselves under stress, they would stop performing in another language. Fears such as making mistakes or being criticised by the teacher cause students avoid using language in the classroom. Therefore, for creating an atmosphere that is conducive to learning, there should be a non-threatening learning environment in which learners feel themselves free to use the language. According to the results of IMI, it can be said that in all of the six implementations, only a small number of students felt themselves pressured and tense during the activities. Table 4.4 below presents the percentages of students' responses given to this subscale.

Table 4.4. The percentages of Students' Responses in the Pressure/Tension Subscale

IMI	Pressure/Tension	
	Agree	Disagree
	%	
1 (Week 1, 2)	83	17
2 (Week 3, 4)	83	17
3 (Week 5, 6)	85	15
4 (Week 7, 8)	84	16
5 (Week 9, 10)	84	16
6 (Week 11, 12)	82	18

The numbers shown in Table 4.4 suggest that the majority of the students (approximately 84 % in average) felt themselves relaxed and comfortable while doing the activities. The average percentage of students who felt themselves pressured and tense was 16 %. Actually informal interviews with students revealed that the reason behind some students' feeling pressured and tense was not related with the nature of CLIL activities, but it was a matter of poor language proficiency. In informal conversation with students, they reported that they were having difficulty in communicating in English although they were familiar with the content. So having realized that it was not the CLIL activities but the language proficiency of students' functioned as barrier in learning, the researcher explained the group that they could switch from Turkish to English or from English to Turkish when communication was blocked down. Marsh (2001) argues that CLIL classrooms may include switching from one language to another when it is in the best interests in learning, and thus, main issues can be given in the first language and the foreign language can be used during the learning activities. Following this explanation, in the later weeks, it was observed that students felt more relaxed and were eager to initiate conversation in English. As a result, it can be said that having the opportunities of practising newly learned language structures using a familiar topic helped students not to feel forced and stressed during the activities. When learners feel confident, they will have the motivation to complete the task. Within this scope, it can be said that CLIL activities have a positive influence on students' motivation by integrating language learning with a familiar content matter.

4.2.2.4. Data Analysis of the Perceived Choice Subscale

The students responded the following seven 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 felt like I had to do this” (R), “I did this activity because I had no choice” (R), “I did this activity because I wanted to” and “I did this activity because I had to” (R). So as it can be understood from the statements, this subscale aims to explore whether the students think of the activities as compulsory to do it, or they tackle with the activities on their own wish voluntarily. If students are engaged in the activities not because of necessity but because they want to do it, they can learn better. The results reached concerning this dimension of the implementation done is given in the table below.

Table 4.5. The percentages of Students’ Responses in the Perceived Choice Subscale

IMI	Perceived Choice	
	Agree	Disagree
	%	
1 (Week 1, 2)	71	29
2 (Week 3, 4)	64	36
3 (Week 5, 6)	58	42
4 (Week 7, 8)	63	37
5 (Week 9, 10)	62	38
6 (Week 11, 12)	64	36

As it can be seen in Table 4.5 above, more than half of the students (approximately 64 % in average) conducted the activities voluntarily. Yet, when compared to the other subscales, the students who disagreed with the statements in the IMI were more in number. In the informal interviews, it was noticed that most of the students who disagreed with the statements misunderstood the ideas presented 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. In the informal interviews, most of the students declared that they did the activities because they wanted to do them. As a matter of fact,

they often expressed their wish for the repetition of the activities or doing some other similar activities. Classroom observations also supported this finding because the students were willing to participate in the activities starting from the first week. If they had felt themselves obliged to do the activities, they would not have been so enthusiastic to join in the activities. They would also have resisted participating in the activities if they had thought that the activities did not meet their needs and goals. In this respect, it can be concluded the CLIL activities done were found to be enjoyable and relevant by the students. The students showed an interest in the activities and participated in them by themselves without any external force. Thus, it can be inferred that CLIL activities in the implementation were successful in motivating the students.

4.2.2.5. Data Analysis of the Value/Usefulness Subscale

In this final 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 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 is theorized to be a positive predictor. It means the students who agree with the statements in the IMI believe they really benefit from the activities. Table 4.6 below depicts the percentages of responses in this subscale.

Table 4.6. The percentages of Students’ Responses in the Value/Usefulness Subscale

IMI	Value/Usefulness	
	Agree	Disagree
	%	
1 (Week 1, 2)	90	10
2 (Week 3, 4)	95	5
3 (Week 5, 6)	94	6
4 (Week 7, 8)	97	3
5 (Week 9, 10)	96	4
6 (Week 11, 12)	96	4

As seen Table 4.6, a great majority of students (90 % or above in all of the six implementations) found the activities and the implementation process worthwhile. It is known that learners start to an activity with some expectancy of value. If this value is high, it can be said that the learners will be more motivated. And the responses given to this subscale of the inventory clearly show that students valued the activities presented to them for 12 weeks. In CLIL activities, the objectives include not only the subject matter items but also the language items. That is, learners are expected to show an improvement in content and language in an integrative way. Within this scope, it can be said that the activities designed served the dual purpose by helping the students relate the language to other subject matters dealt with in the other courses. In this way, students believed that they learned more effectively and meaningfully. The value given to the activities by the students was also seen in the classroom observations. All the students were getting pleasure from the activities and they were willing to participate in them. If the students had not found the activities valuable and useful, they would not have been so willing to participate and would not have put so much effort to achieve the tasks given.

4.3. The Results of the Classroom Observations

As mentioned in the previous chapter, 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 behaviours (Selinger and Shohamy, 1989). So as to observe any changes in the participants' behaviours related to motivation, the researcher tallied the checklist once in two weeks for a period of 3 months.

The following table presents a picture of the students' behaviours in these items as observed by the researcher during the implementation period.

Table 4.7. Observation Checklist Results

		Self-learning	Self-determination	Self-confidence	Self-starter	Pleasure	Willingness to participate	Attentiveness	Subject matter competence
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								

Parallel to the IMI results, the observation report displayed in Table 4.7 above shows that the students' behaviours with specific reference to motivation changed positively as the weeks passed. 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 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 greater effort in their learning. Even some passive students became involved in the activities and took responsibility in their learning process. It was

also observed that a great majority of students felt themselves able to participate in the activities without any indecision. They easily 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 very first day of the implementation, the students were all attentive and tried to join in the activities. They seemed that they were really 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 showing their competence in the content. The students' willingness to go on with CLIL activities revealed that they were really pleased with the implementation. If a person likes what he or she is doing, he or she becomes more motivated to achieve his/her goal. It was easy for the researcher to observe their increasing motivation about learning the language integrated with the content. To sum up, it can be concluded that the students' motivation increased throughout the implementation of CLIL week by week.

4.4. The Results of the Informal Interviews

During the implementation period of this study, the students were so willing to share their feelings, emotions and opinions about the activities after the lesson and during the breaks. Therefore, the informal interviews, which were done in an atmosphere of friendly talk, have provided valuable data for the researcher in this study. In the first weeks, the students did not hesitate to share their confused feelings. Some students asked if they were learning English or Science, Art, Maths or Social Studies. But, at the same time, they did not hide their opinions that they were really enjoying the lessons. At first, they thought they were learning just the content. They were not aware of the fact that they were actually practising 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. At that point, they started to verbalize the fact that they were at the same time improving their English. They were all enthusiastic about the activities and tried to show their knowledge during the break times. Moreover, they stated that English helped them in other classes, too. In times, when the researcher came together with the classroom teacher, she stated that the

students were transferring what they had learned in English classes to their own lessons. For example, while they were learning the national authorities and ministries in their Social Studies Class, the teacher had difficulties in calming down the students who were competing with each other to be able to tell what they had learned before in English classes. The teacher told the researcher that the reflection of CLIL activities in her classes were so positive and contributive. She also added that she observed in the students a growing interest in English classes, as after every English class, the students wanted to share what they had learned and even tried to tell something about the content in English.

CHAPTER V

CONCLUSIONS

5.1. Introduction

This case study was done to explore the relation between CLIL and motivation in language learning. It also aims to find out how students perceive CLIL activities. The analysis of the data we obtained and the results of this study were presented in the previous chapter. In this chapter, the answers to the research questions will be discussed. Also, limitations of the study and suggestions for further studies will be presented.

5.2. Summary and Conclusion

There has been a great change in the methods and techniques that are implemented in language classrooms. More student-centered methods have become popular and CLIL is one those methods. It is a well-known fact that for an effective learning, the emotional needs of the students should not be ignored. Affective factors in learning are as important as cognitive ones. For that reason, a non-threatening classroom atmosphere should be provided to the students in order to meet their affective needs by considering factors such as motivation, attitudes, self-esteem, confidence and anxiety. Among these factors, motivation has an important role. According to Gardner and Lambert (1972), motivation and language learning are closely related to each other. When the students are highly motivated, they will not have difficulty in accomplishing their goals in language classrooms. Therefore, the teachers become responsible for increasing the students' motivation students in their classrooms.

In accordance with the related literature reviewed in Chapter 2, we aimed to increase the students' motivation through CLIL activities. Specifically, we incorporated six CLIL activity packs along with the curriculum topics in English lessons in our case study. Then, in order to observe any changes in students' motivation, we gave Intrinsic Motivation Inventory six times during the 12 week implementation. We also observed the changes in students' behaviours by using a checklist. Meanwhile, we did informal interviews with students. We presented the results and the detailed analysis of this case

study in Chapter IV. In the light of the research results, it can be concluded that there is a relation between the use of CLIL methodology and intrinsic motivation in language learning in positive direction. According to the results of IMIs administered in two-week intervals, the students' motivation has increased during the implementation period. The analysis of the classroom observation checklist also supports the findings of IMIs. The researcher has observed that CLIL activities helped students become more motivated throughout the implementation period. Another conclusion of the study is that the students' perception of CLIL activities implemented in this study is very positive. The data gathered from IMI, observation checklist and informal interviews show that the students perceive CLIL activities as interesting, enjoyable and valuable. The outcome of the CLIL practices, namely the CLIL activities, is a classroom setting where a supportive affective ground is established for increasing student motivation. In such a learning environment, as suggested by the findings of this study, the students:

1. Use English to learn and learn to use English (as driven from the result of IMI *value/usefulness* subscale, and informal interviews).
2. Enjoy learning English (as driven from IMI *interest/enjoyment* subscale, *pleasure* and *willingness to participate* items in the checklist and informal interviews).
3. Have a strong desire to learn English (as driven from IMI *interest/enjoyment* subscale, *self-learning* and *self-determination* items in the checklist and informal interviews)
4. Actively participate in the activities voluntarily (driven from the IMI *perceived choice* subscale, *self-starter* and *self-learning* items in the checklist).
5. Activate their schemata to relate what they learn to their previous experiences and knowledge (as driven from IMI *value/usefulness* subscale, *subject matter competence* item in the checklist and informal interviews).
6. Build confidence in themselves (as driven from IMI *pressure/tension* and *perceived competence* subscales, *self-confidence* item in the checklist).
7. Take risk to experiment newly learned structures (IMI *perceived competence* and *pressure/tension* subscales, *self-confidence* item in the checklist).

To sum up, the findings of this study support the theory which argues that CLIL increases students' motivation by providing a natural situation for language development, a purpose of learning, alternative activities and tasks and stimulating and enjoyable learning atmosphere (Deller & Price, 2007; Marsh, Maljers & Hartiala, 2001; Coyle, 2006; Dörnyei, 2001; Darn, 2006; Gehwolf, 2007). Figure 5.1 below displays the web of relations between CLIL activities and the motivation as revealed by the data of this study. The first and the second columns in the figure summarize the arguments in the literature related with motivation and CLIL as presented in Chapter 2 in detail. The third column shows the case study students' characteristics as developed by CLIL practices.

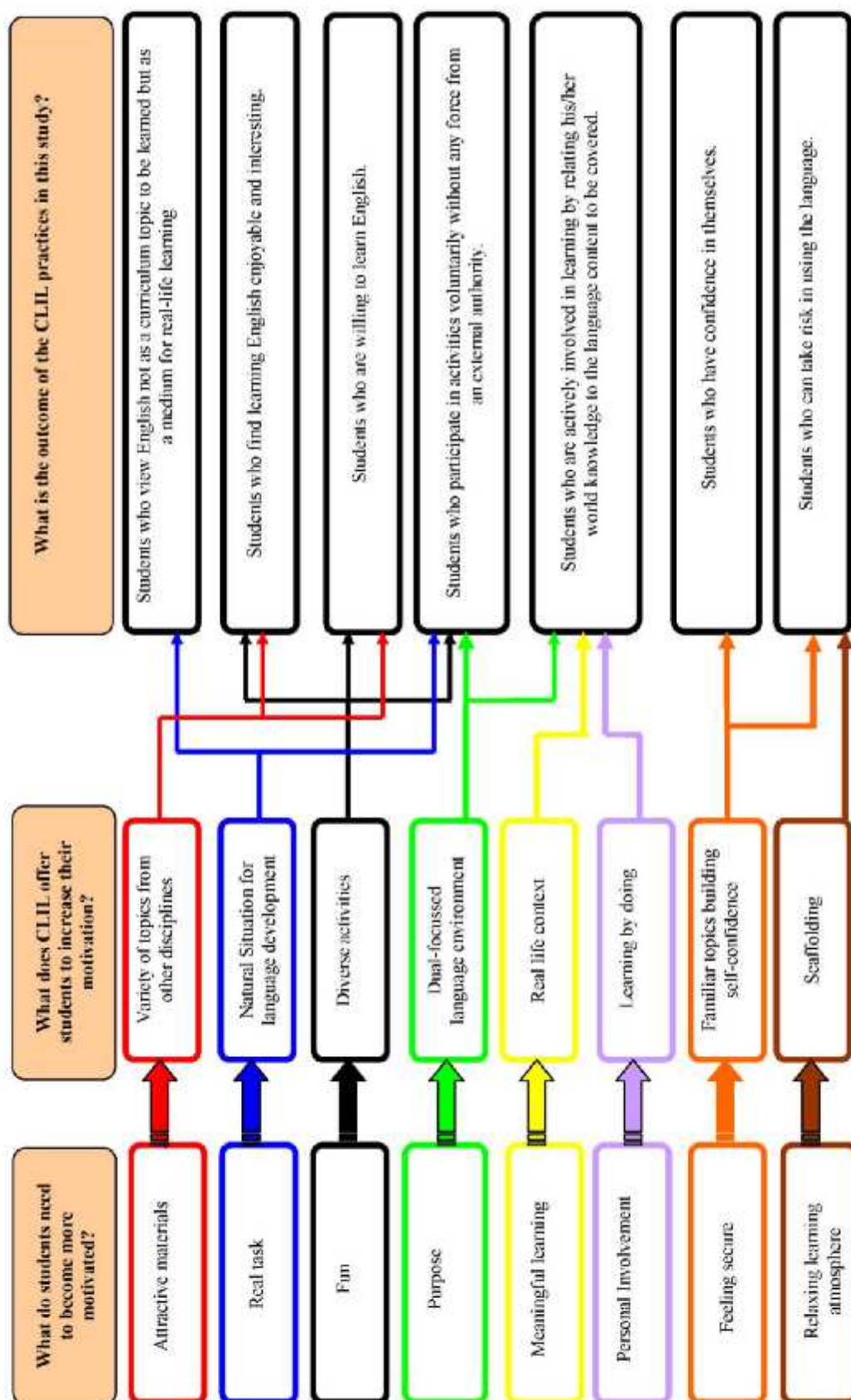


Figure 5.1. The web of relations between CLIL and motivation

5.3. Limitations of the Study

There are some limitations of the study. First, the results of the study is only limited to 47 fifth grade students in Sarihamzalı Primary School in Adana, Turkey. Therefore, these results can not be generalized to all fifth grade students in Turkey. They are only valid for this study group. In order to make generalizations, we need bigger sample size. Also, the duration of implementation period 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.

5.4. Suggestions for Further Studies

As it was mentioned in the previous section, it would be a good idea to conduct a study with a bigger sample size for a longer period to make more accurate generalizations. This study was carried out with fifth grade students. It can be replicated with the other grades to confirm the results of this study.

Finally, this study can be carried out by content teachers who are also competent in the target language. So, a similar study can be carried out with content teachers. Such a study may be helpful in revealing the relation between CLIL and motivation not only in language classes but also in content classes.

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APPENDIX 1

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 awhile, 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 to 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. (R)
	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
(TÜRKÇE VERSİYON)

3- Evet katılıyorum 2- Kısmen katılıyorum 1- Hayır katılmıyorum	
1. Bu 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 yapamadığım bir 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

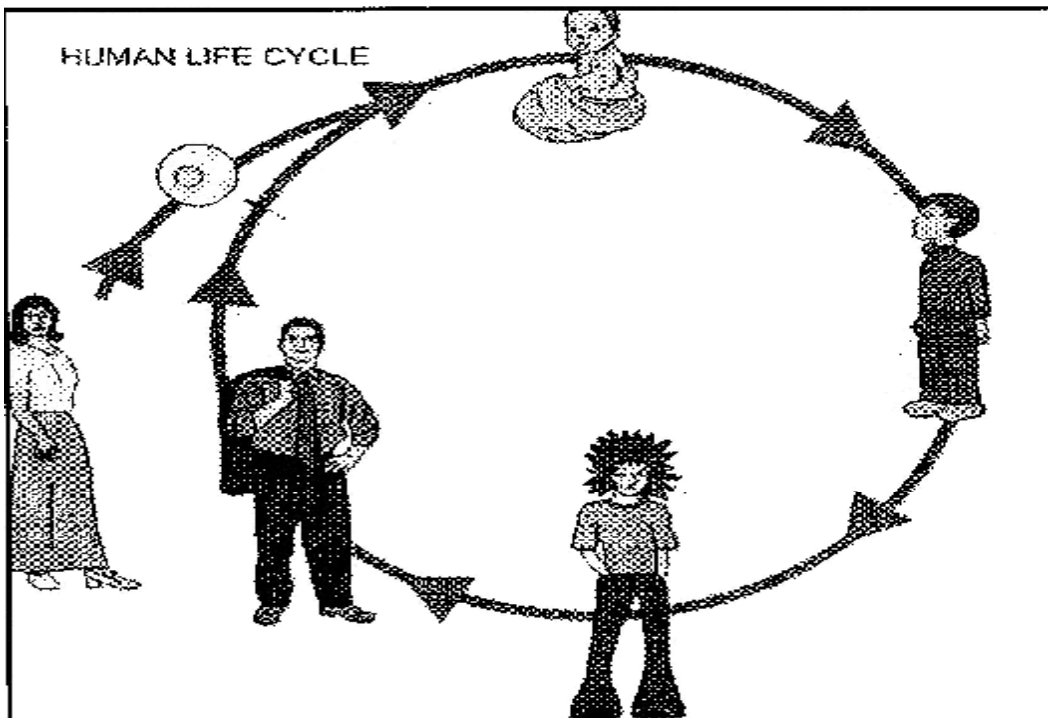
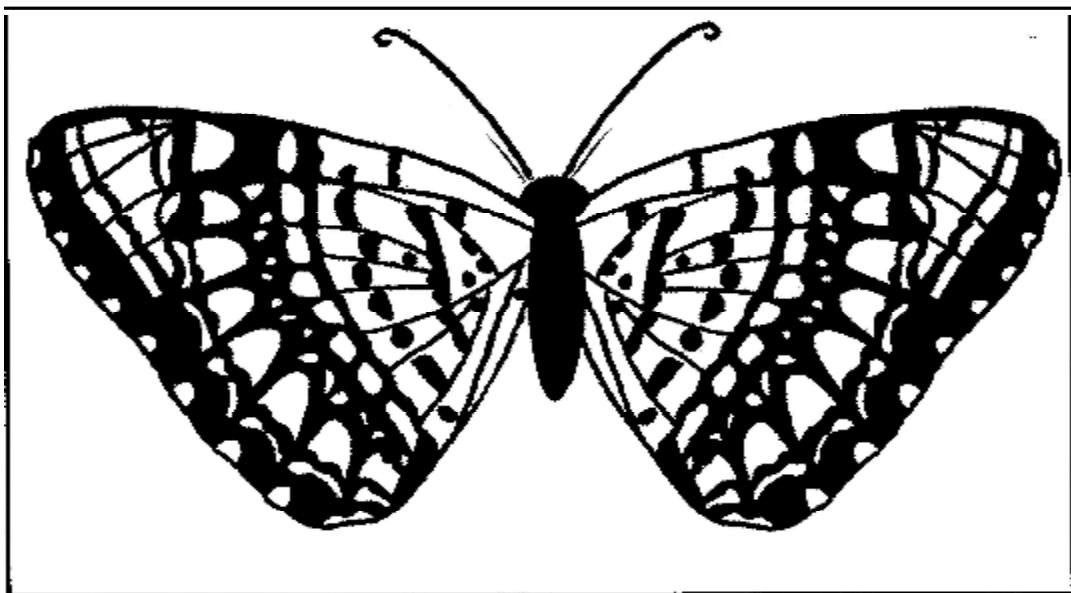
CLASSROOM OBSERVATION CHECKLIST

		Self-learning	Self-determination	Self-confidence	Self-starter	Pleasure	Willingness to participate	Attentiveness	Subject matter competence
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								

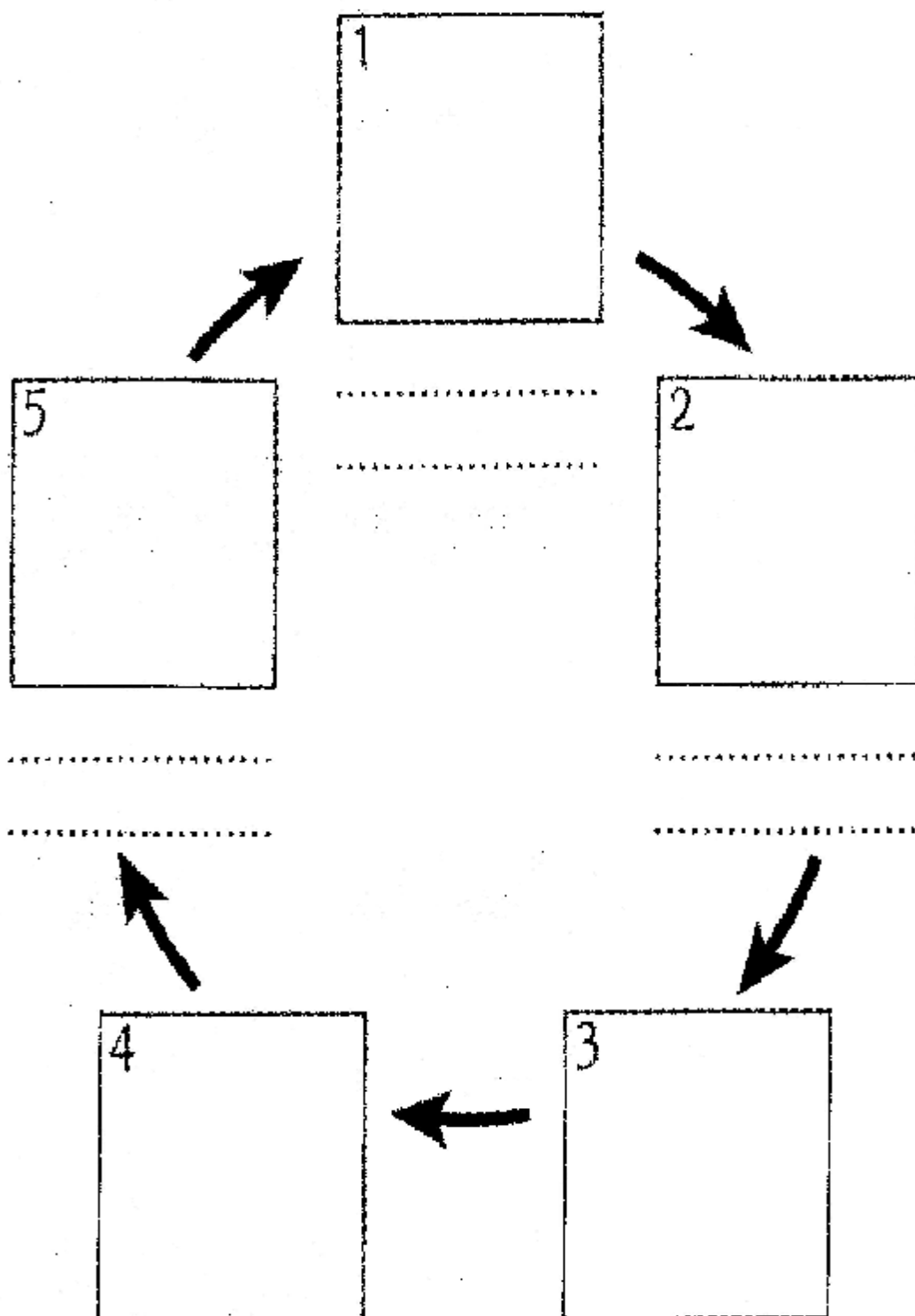
APPENDIX 4

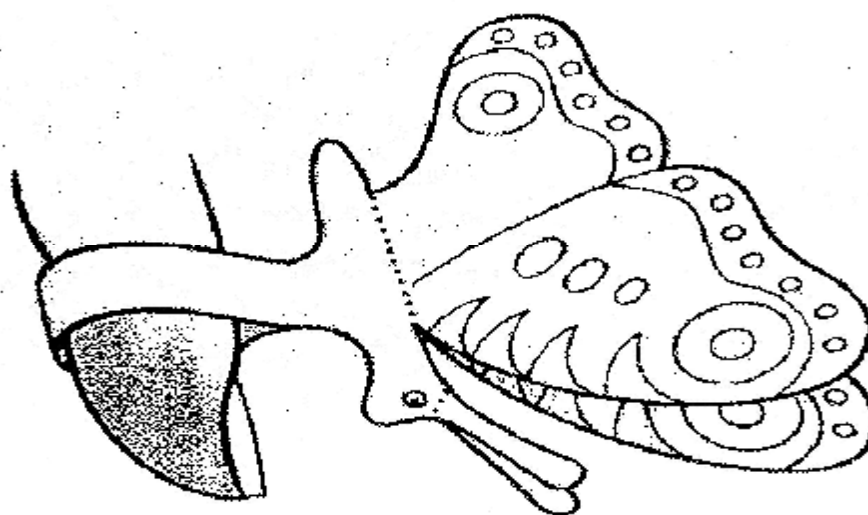
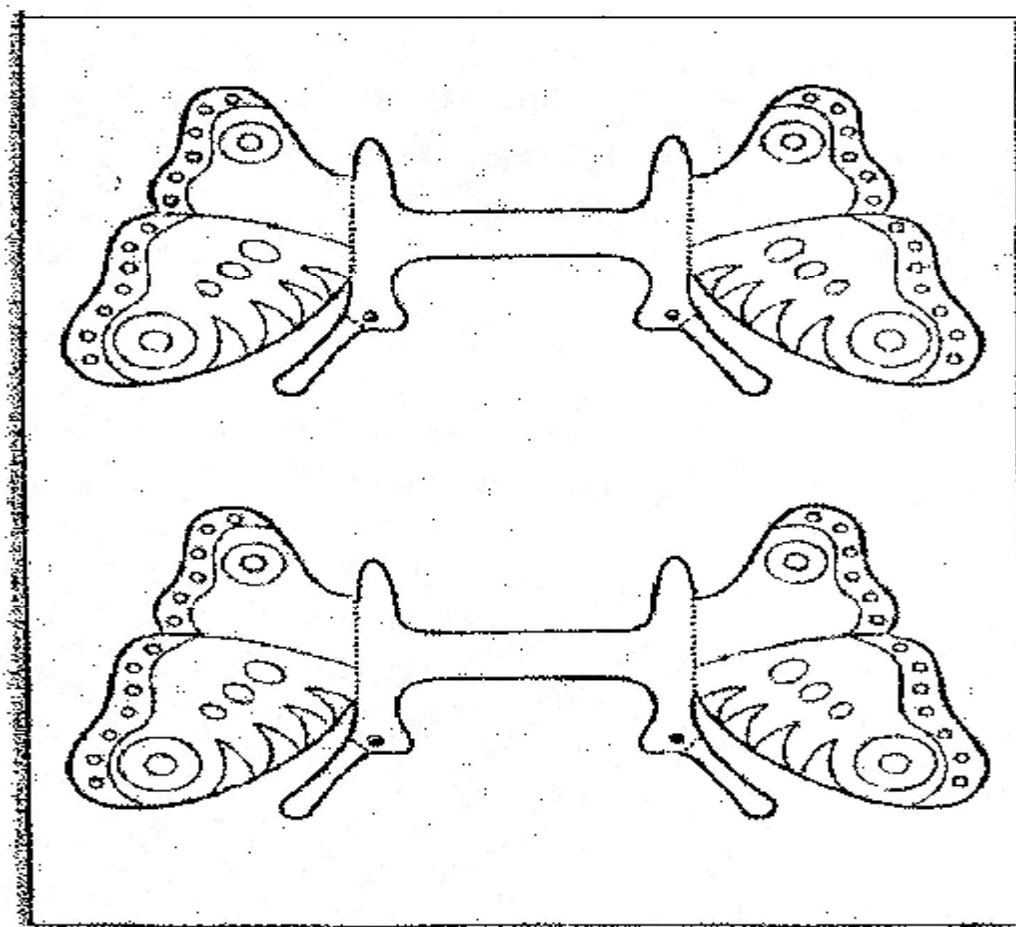
HANDOUTS OF THE ACTIVITY PACKS

ACTIVITY PACK 1*



Life cycle of a BUTTERFLY.....

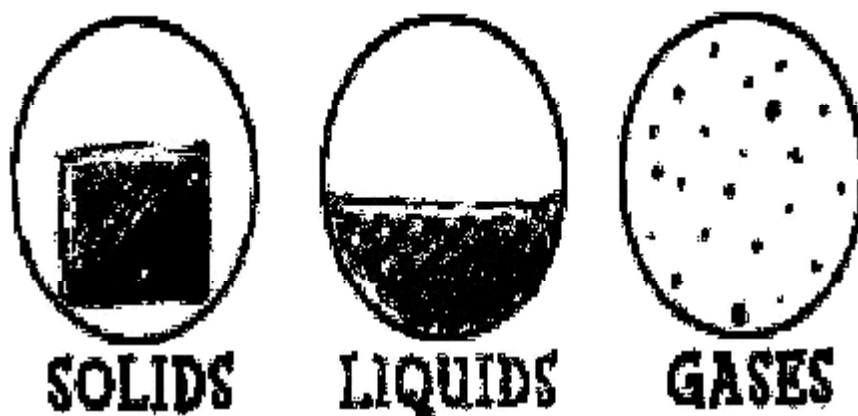




* www.oum.ox.ac.uk/thezone/animals/life/produce.htm

*Read, C. (2007). *500 Activities for the Primary Classroom*

ACTIVITY PACK 2*



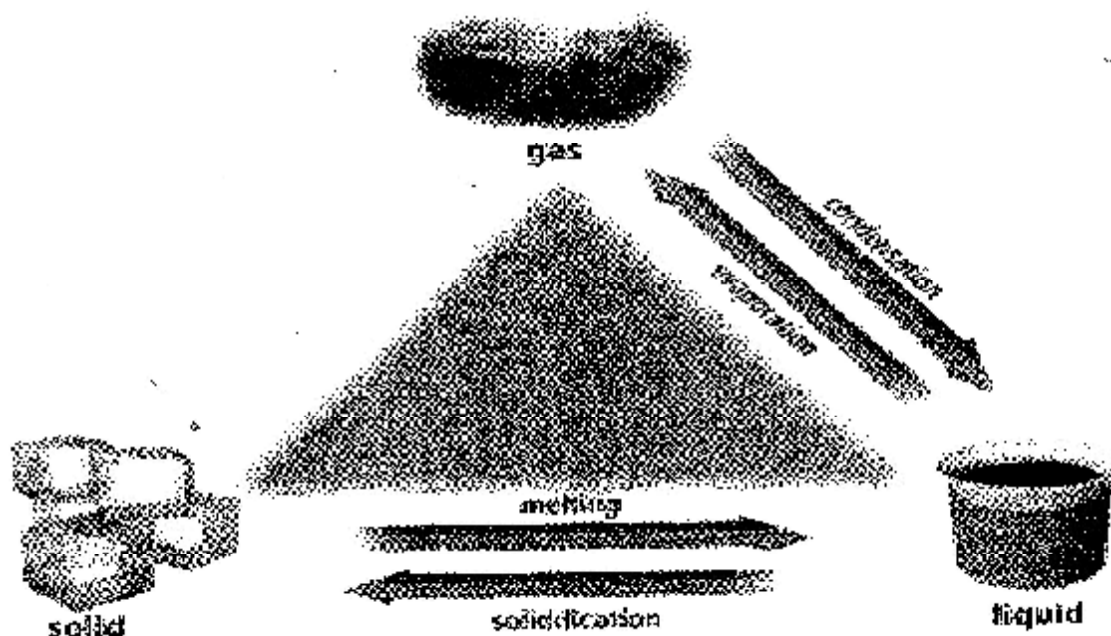
The state of matter can change when the temperature changes.

If we heat a solid, it changes to liquid. This is “.....”.

If we heat a liquid, it changes to gas. This is “.....”.

If we cool a gas, it changes to liquid. This is “.....”.

If we cool a liquid, it changes to a solid. This is “.....”.



THREE STATES OF MATTER

U F E Z E E R F W U M A Z I T
 C E R U T A R E P M E T M H L
 F R E E Z I N G P O I N T V A
 S S R O C O N D E N S A T E Z
 O L E E T A R O P A V E D L T
 L S T E A M E L I Q U I D A T
 I B O I Z T G E C O O L W H D
 D E D U H R L B I W I G A S P
 P R D J Z C C L E Q J Y S M O
 M T N I O P G N I L I O B P J
 T N I O P G N I T L E M G M H
 Y N G G M M X I Y A H R Z F B
 H E A T E T Y H D T Z L N O Q
 I M P L C X X V Q K J J I D C
 E Y T S S E R P M O C L O N J

Find These Words:

BOIL
 CONDENSATE
 FREEZE
 HEAT
 MELTINGPOINT
 TEMPERATURE

BOILINGPOINT
 COOL
 FREEZINGPOINT
 LIQUID
 SOLID

COMPRESS
 EVAPORATE
 GAS
 MELT
 STEAM

ACTIVITY PACK 3*

THE WATER CYCLE



Draw.

Sun	rain	wind	clouds	sea	river	mountain
						

Read and label the picture.

solid	liquid	gas
-------	--------	-----

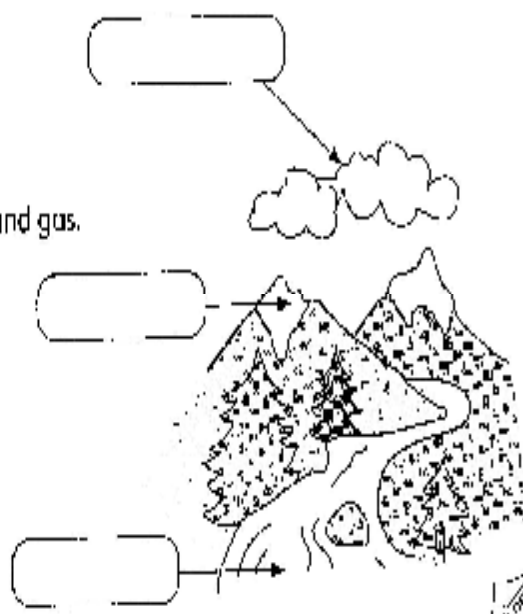
Water states.

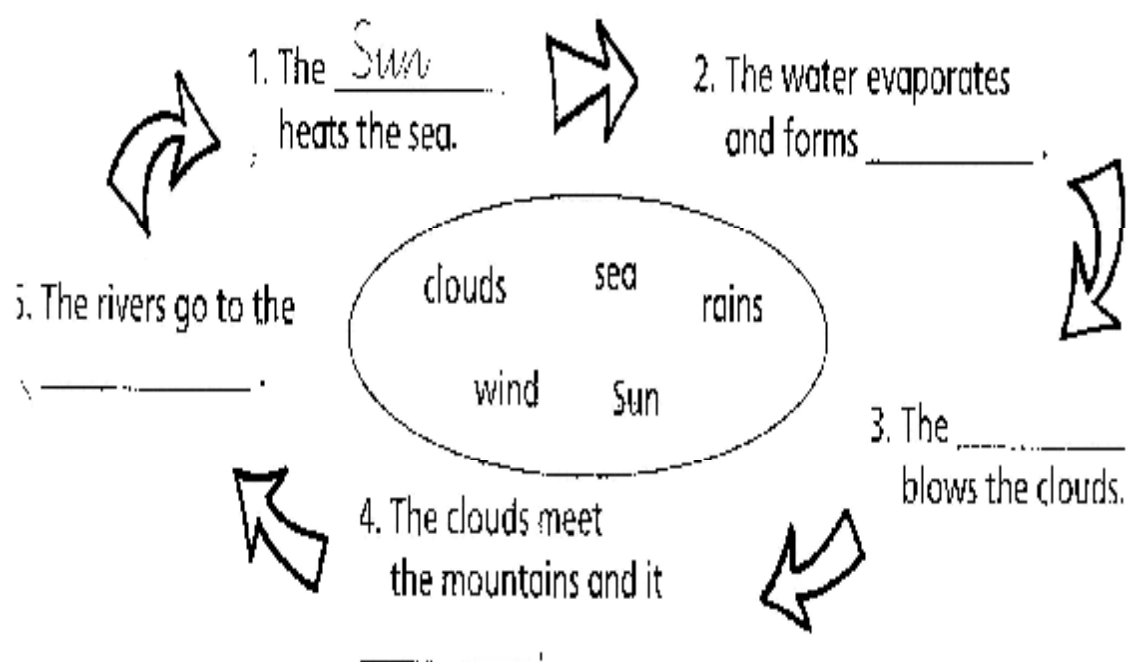
Water can exist in three different states: solid, liquid and gas.

When the temperature is below 0°C, water changes into a solid (snow and ice).

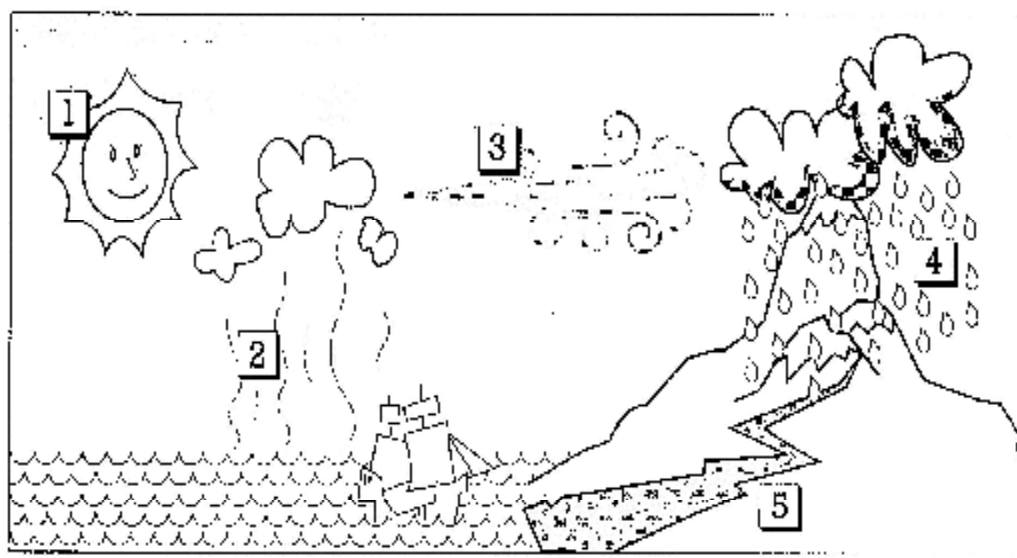
When the temperature is above 0°C, ice melts and changes into a liquid (water).

When water gets hot, it evaporates and changes into a gas (water vapour).



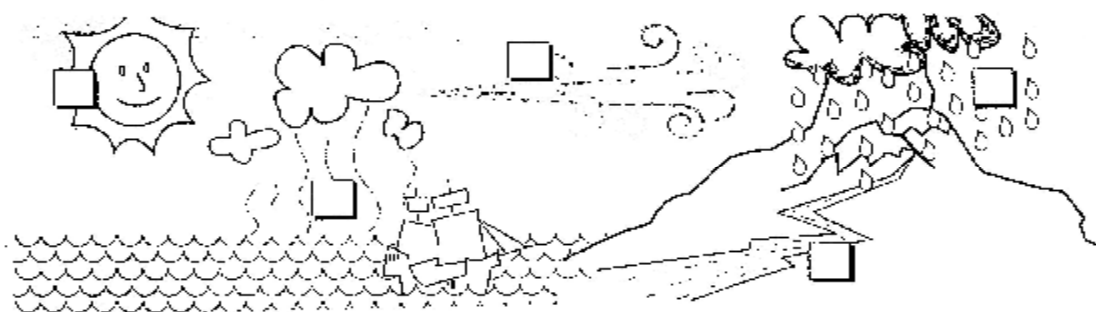


Number the sentences.



- | | |
|--|---|
| ☐ a. The wind blows the clouds. | ☐ 1 b. The Sun heats the sea. |
| ☐ c. The rivers go to the sea. | ☐ d. The clouds meet the mountains and it rains. |
| ☐ e. The water evaporates and forms clouds. | |

Read and number the pictures.



The water cycle

In nature water moves in a cycle.

- 1 The sun heats the water in the sea.
- 2 The water gets hot, evaporates and forms clouds.
- 3 The wind blows the clouds.
- 4 The clouds meet the mountains and it rains. The rain goes into the rivers.
- 5 The rivers go to the sea.

THE WATER CYCLE

T K F D V W K C F D T A E H W
 N E M D R R W V N U T T N X I
 T J E E S F A G W O V U J W N
 H Y V M L P T R V L S P V C D
 B I R Q O N G X Q C P A V I R
 R W K R U D F K S C D D I U V
 F U A N S V R X M Z Z Y T G A
 L T Q G R W B S U U P F D I L
 E P V E A D I A N M I N B L Q
 S D V V E S I I Q K N L S J Y
 B Z E Z W E I U V V O R A T P
 N I A T N U O M Q W J V A C P
 N F S V A L B R W I S O L I D
 Y W T X L Q U O F S L O X L N
 K K T U Z J F F T M S U S T Q

BLOW	CLOUD	LIQUID	RAIN	RIVER
EVAPORATE	GAS	NEED	SEA	SOLID
FORM	HEAT	MOUNTAIN	SUN	WIND

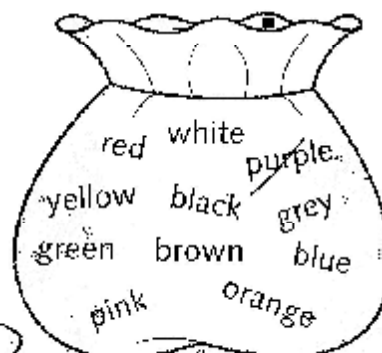
*www.onestopclil.com

*www.puzzlemaker.com

ACTIVITY PACK 4*

1 Complete. Then colour the sums.

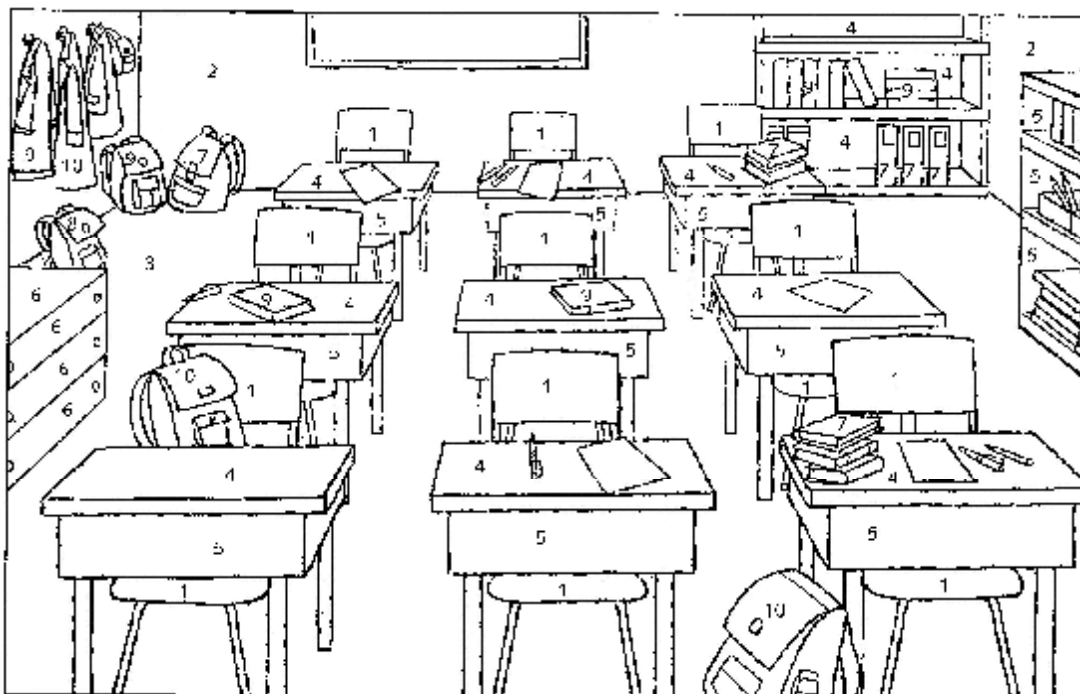
- 1 blue + red = purple
- 2 yellow + blue = _____
- 3 red + yellow = _____
- 4 black + white = _____
- 5 red + white = _____
- 6 green + blue + red = _____



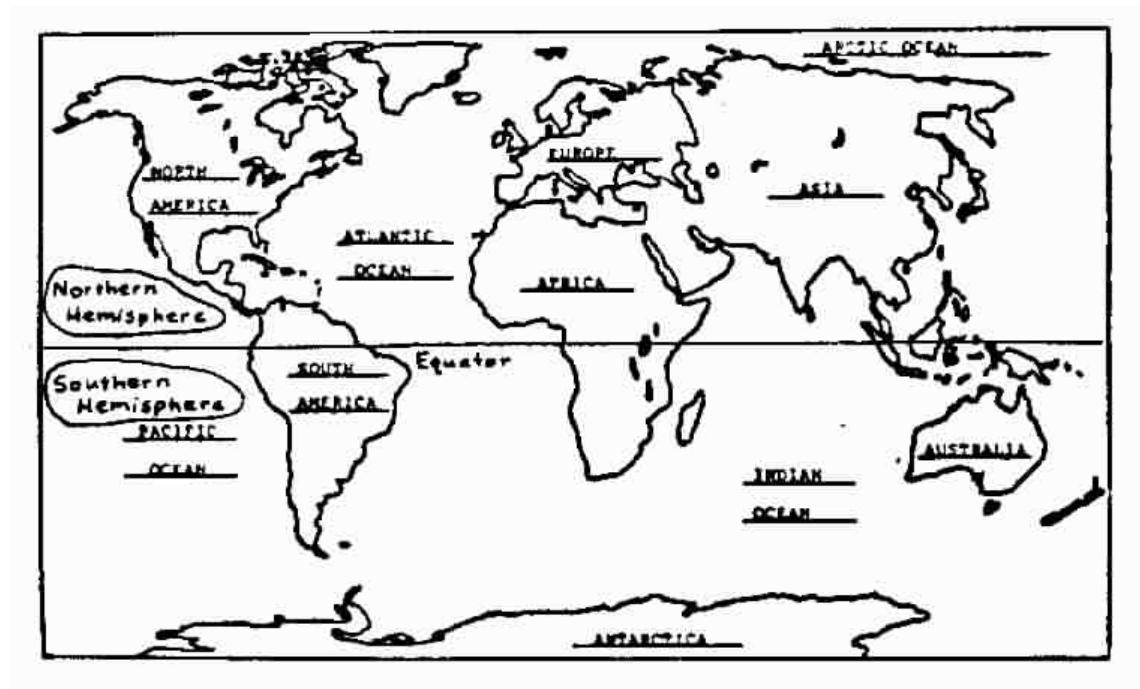
2 Write the numbers 1-10 next to the colours.

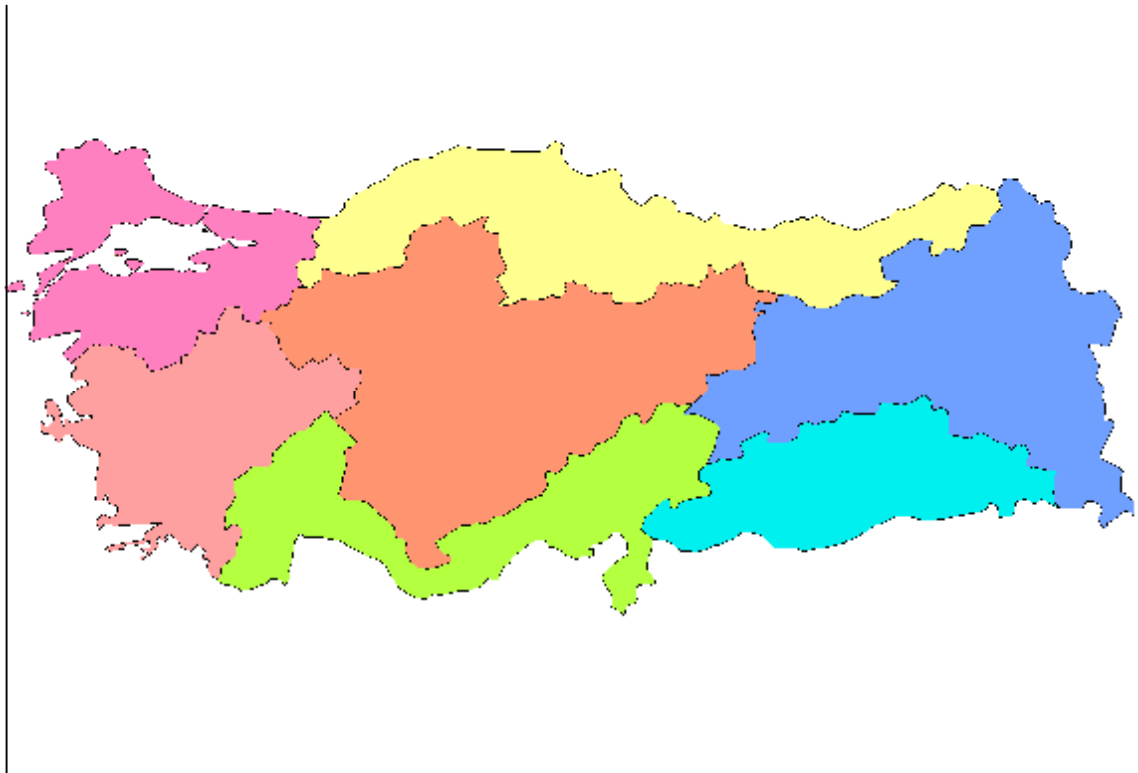
- | | | | |
|----------|----------|---------|--------|
| red = | purple = | pink = | grey = |
| blue = | orange = | green = | |
| yellow = | brown = | black = | |

Use your key to colour the picture.



ACTIVITY PACK 5*





WHERE DO WE LIVE?

- We live(in the world).....

- There are two(hemispheres).....in the world. The Northern Hemisphere and the Southern Hemisphere. We live ...(in the Northern Hemisphere).....

- There are seven(continents).....in the world. South America, North America, Africa, Asia, Europe, Australia and Antarctica. We live(in Asia).....

- We live(in Turkey)..... There are seven regions in Turkey. The Marmara Region, the Black Sea Region, the Eastern Anatolia Region, the South-eastern Anatolia Region, the Mediterranean Region, the Central Anatolia Region and the Aegean Region.

- We live(in the Mediterranean Region)..... The Mediterranean Region has got eight cities. Isparta, Burdur, Antalya, Mersin, Adana, Osmaniye, Hatay, Kahramanmaraş.

- We live(in Adana)..... Adana has got thirteen administrative districts in Adana. Aladağ, Ceyhan, Feke, İmamoğlu, Karaisalı, Karataş, Kozan, Pozantı, Saimbeyli, Seyhan, Tufanbeyli, Yumurtalık and Yüreğir.

- We live(in Seyhan).....

- İlhan Atış is our(governor).....He governs our city.
 There are four municipalities in the centre of Adana. Seyhan, Çukurova, Yüreğir, Sarıçam.(A mayor).....governs the municipalities.
(Aytaç Durak).....governs the Adana Metropolitan Municipality.
(Azim Öztürk).....governs Seyhan Municipality.
(Yıldıray Arıkan).....governs Çukurova Municipality.
(Mahmut Çelikcan).....governs Yüreğir Municipality.
(Ahmet Zenbilci).....governs Sarıçam Municipality.

THE REPUBLIC OF TURKEY**THE PRESIDENT**

Abdullah Gül

THE PRIME MINISTER

Recep Tayyip Erdoğan

Minister of Interior Affairs

Beşir ATALAY

Minister of Health

Recep AKDAĞ

Minister of Justice

Sadullah ERGİN

Minister of Foreign Affairs

Ahmet DAVUTOĞLU

Minister of National Education

Nimet ÇUBUKCU

Minister of Culture and Tourism

Ertuğrul GÜNAY

*jan.ucc.nau.edu/~pjp/AEPA/02SocialTest.htm

*www.mapsofworld.com

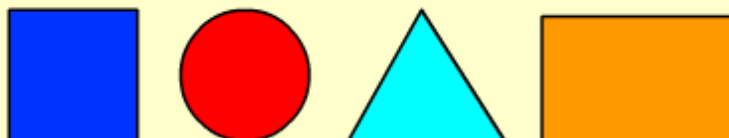
*www.deliltravel.com/Regions/mediter.htm

*http://wikitravel.org/upload/shared/9/9d/Turkey_Regions_blank.png

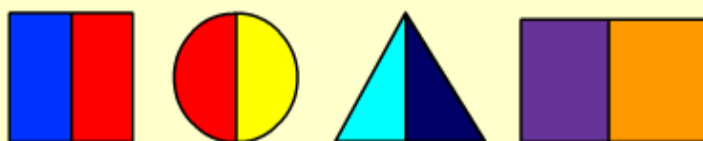
ACTIVITY PACK 6*

1 numerator - Part of the fraction above the line.

2 denominator - Part of the fraction below the line.



1 Whole Shape



1/2 Shape - Fraction



1/3 Shape - Fraction



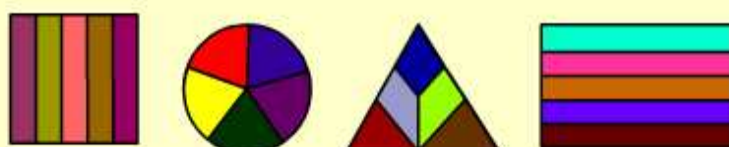
square

circle

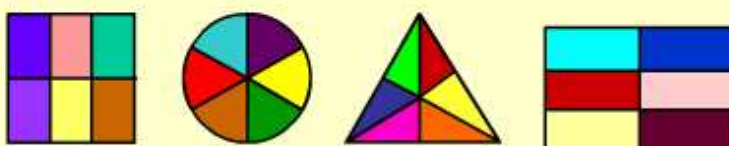
triangle

rectangle

1/4 Shape - Fraction



1/5 Shape - Fraction



1/6 Shape - Fraction

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

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

	$\frac{1}{4}$	$\frac{3}{4}$	$\frac{3}{3}$
	$\frac{3}{5}$	$\frac{2}{5}$	$\frac{4}{5}$
	$\frac{8}{10}$	$\frac{7}{10}$	$\frac{5}{10}$
	$\frac{2}{3}$	$\frac{3}{3}$	$\frac{1}{3}$
	$\frac{3}{7}$	$\frac{5}{7}$	$\frac{6}{7}$

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:

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

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

Examples:

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

$6 + 4 = 10$ six **plus** four **is** ten.
 $6 - 4 = 2$ six **minus** four **is** two.
 $6 \times 4 = 10$ six **times** four **is** ten.
 $6 \div 3 = 2$ six **divided by** three **is** two.

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

CURRICULUM VITAE

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2006-2009	Çukurova University The Institute of Social Sciences Department of English Language Teaching	MA
1995-1999	Çukurova University The Faculty of Education Department of English Language Teaching	BA
1991-1995	Gaziantep Anatolian Trade High School Şehitkamil/Gaziantep	High School

WORK EXPERIENCE

<u>Date:</u>	<u>School:</u>	<u>Position:</u>
2006-	Sarıhamzalı Primary School Seyhan/Adana	Teacher of English
2002-2006	Şehit Nafi Kıvanç Primary School Ş.kamil/Gaziantep	Assistant Principal
1999-2002	Şehit Nafi Kıvanç Primary School Ş.kamil/Gaziantep	Teacher of English

CERTIFICATES

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2007	Ministry of National Education (Training of Teacher Trainers- DynEd Software) Gaziantep /Turkey	Course	Certificate of Achievement
2007	Ministry of National Education (Training of Teacher Trainers- DynEd Software) Erzurum /Turkey	Course	Certificate of Achievement

2006	Ministry of National Education (Training of Teacher Trainers-English Teaching Methods and Techniques) Ankara/Turkey	Course	Certificate of Achievement
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TRAININGS

<u>Date:</u>	<u>Institute:</u>	<u>Type:</u>	<u>Document:</u>
2009	Comenius In-service Teacher Training Course “CLIL Across Borders and Boundaries” Rovaniemi/Finland	Course	Certificate of Attendance