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SCHOOL”

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A COMPARISON OF STUDENTS’ ENGLISH LANGUAGE LEARNING
MOTIVATION IN A CLIL CLASS AND AN EFL CLASS
Master’s thesis

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Jelena Krjazevskihh 16.05.2022

PREFACE

Content and Language Integrated Learning (CLIL) is an innovative educational approach that is widely used in many European countries and is gaining popularity in Estonian schools. CLIL is believed to improve language competence, facilitate subject learning, and increase student motivation (Coyle et al. 2010). Motivation is an important factor that affects language learning and overall academic achievement. It appears that there is a lack of comparative studies examining students' motivation in second/foreign language classrooms and CLIL classrooms.

The aim of the master's thesis is to compare the motivation for learning English of students in a regular English as a Foreign Language (EFL) class with the motivation for learning English of students in a CLIL class at the same school level so as to reveal whether and how students' motivation for learning English differs in CLIL and EFL classes.

The thesis consists of an introduction, two core chapters and a conclusion. The introductory part introduces the CLIL educational approach, examines foreign language learning and implementation of CLIL in Estonia, discusses challenges of applying CLIL, and gives an overview of previous research on the topic. The first chapter provides the theoretical background to the present research. It focuses on the CLIL methodology, comparison of CLIL and English language teaching, and foreign language learning motivation. The second chapter presents the empirical study into English language learning motivation in a CLIL class and an EFL class. The conclusion sums up and comments on the results of the research.

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INTRODUCTION

1.1 The Notion of CLIL

Content and language integrated learning (CLIL) is “a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language” (Marsh, Frigols Martin 2012: para. 1). In the CLIL teaching and learning process, the focus is not only on content, and not only on language; each of them are intertwined, even if the emphasis is more on one or the other at a given time. Even though the emphasis might be on teaching the relevant subject, attention is also constantly drawn to the acquisition of the language (Coyle et al. 2010). CLIL thus means studying a subject (for example, science, history, literature, chemistry, or history) and learning a language, such as, for instance, English, at the same time, i.e., integrating the two subjects.

There is a fundamental difference in the use of language between the language class and the CLIL class. In the language class, the four skills (speaking, listening, reading, and writing) are the primary aim and outcome, and are also a tool for introducing new language and practicing and checking linguistic knowledge. In the CLIL classroom, the four skills are means of learning new information and displaying an understanding of the subject being taught. So, the language is a means to an end, rather than an end, and the structure and style of the language is often less colloquial and more complex (Deller 2011 cites in Coyle et al. 2010).

CLIL is a modern language learning methodology. CLIL is closely related to and shares some elements with several educational practices. Some of these practices, such as bilingual education and language immersion, have been used for decades in specific countries and contexts; others, such as content-based language teaching or English as an additional language (EAL) may share basic theories and practices but are not synonymous with CLIL as there are some fundamental differences (Coyle et al. 2010).

The CLIL approach first became formalized in the 1960s in language immersion programs in Canada, and in the Languages Through the Curriculum (LAC) and Foreign Languages Through the Curriculum (FLAC) programs in the UK and the USA. Many of these classes included native English speakers studying the subject in a foreign language and included study abroad programs (Coyle et al. 2010).

The term “Content and Language Integrated Learning” (CLIL) was adopted in 1994 within the European context to describe and further design good practices achieved in different types of school environments where teaching and learning takes place in another language (Marsh et al. 2001). The movement was initially especially strong in Europe, and it is growing around the world in response to globalization (Coyle et al. 2010).

Coyle et al. (2010) maintain that schools around the world have found their own solutions to improve learning, and CLIL set out to apprehend and identify not only a high degree of similarity in educational methodologies, but an equally high level of educational success. Revealing this success and disseminating the experience to the public has been a major driving force in CLIL.

1.2 Foreign Language Learning and Teaching in Estonia

According to the Estonian National Curriculum for Basic Schools (2014), foreign language learning and teaching in Estonia starts in primary school. In schools where the language of instruction is Estonian, the first foreign language (Language A) is English and is mandatory. The second foreign language (Language B) is chosen by the school, it can be Russian, German, French, Spanish, etc. Thus, students learn the compulsory foreign language (A) starting from the first grade of primary school.

In schools where the language of instruction in basic school is Russian, the first foreign language (A) is Estonian, and it starts from the first grade; the first foreign language (A) can start in the first grade or later, and the second foreign language (B) can start in the fourth grade. The curriculum allocates the following number of hours for languages in basic school stages I (grades 1-3), II (grades 4-6), and III (grades 7-9) in Russian-medium basic schools:

1st stage of study

1. Estonian as a second language – 6 lessons per week
2. Foreign language A – 3 lessons per week

2nd stage of study

1. Estonian as a second language – 12 lessons per week
2. Foreign language A – 9 lessons per week
3. Foreign language B – 3 lessons per week (0 lessons per week in schools where the language of instruction is not Estonian)

3rd stage of study

1. Estonian as a second language – 12 lessons per week
2. Foreign language A – 9 lessons per week
3. Foreign language B – 9 lessons per week (0 lessons per week in schools where the language of instruction is not Estonian) (Estonian National Curriculum for Basic Schools, 2014)

According to the Estonian National Curriculum for Basic Schools (2014), the subject field “Foreign Languages” comprises foreign languages A and B as well as Estonian as a second language in schools where the language of instruction is not Estonian. Foreign language A is English, French, German or Russian. Foreign language B is English, French, German, Russian or some other foreign language. There is no mandatory foreign language B in schools where the language of instruction is not Estonian. Foreign languages A and B are selected by the school depending on its resources and students’ preferences (Estonian National Curriculum for Basic Schools, 2014).

In schools where English is the first foreign language (A), and in schools where English is the second foreign language (B), students should reach level A1 by the end of the third grade. By the end of the sixth grade, students should reach level A2. By the end of the lower-secondary school (ninth grade), students are expected to reach level B1. By the end of the upper-secondary school (12th grade), students are expected to reach level B2, and take the state examination in English (Estonian National Curriculum for Basic Schools, 2014). Thus, students in Estonian schools are expected to reach the same foreign language proficiency by the end of basic (lower-secondary) school or upper-secondary school irrespective of the language of instruction.

Most schools in Estonia offer “regular” English as a foreign language (EFL) classes which focus mostly on teaching the language itself. The content and scope of the EFL subject curriculum must be based on the principles of the school curriculum, which, in turn, must be consistent with the Estonian National Curriculum. (Kail, L. 2015). A study by Tampere (2010) indicates that in 2004, there were 18 schools in Estonia offering CLIL in English, five schools with CLIL in German, and one school providing CLIL in French.

There are schools in Estonia where it is possible to study one subject or course or even the whole curriculum fully in a foreign language (e.g., Tallinn German Gymnasium, Tallinn English College). There are schools that carry out project-based learning weeks/days, where they try to integrate different subjects (e.g., Muraste School, Rahumäe Basic School) (Koort, 2018). However, the exact number of schools in Estonia offering CLIL in English is unclear, as there are currently no official statistics of such schools provided by the Estonian Ministry of Education and Research and the Republic of Estonia Education and Youth Board (Harno).

In the context of multilingual and multicultural classrooms, where students do not share a common first language, CLIL in English may be applied out of necessity by subject teachers to teach the subject curriculum with some English language teacher support. Such context, when teachers have to use English to teach a subject curriculum because of the lack of a common language among students is presently rare in Estonian mainstream schools (Dvorjaninova, Alas 2018).

1.3 CLIL in Estonia

Teaching a subject in a foreign language is not a new phenomenon in Estonia. Several schools started doing this in the 1960s: for example, the Tallinn English College and the 21st School in Tallinn, as well as Gustav Adolf Gymnasium and Tallinn French Lyceum. Shortly thereafter, five more schools in Tallinn, Tartu, Rapla and Rakvere began teaching basic school geography in English, and the predecessor of Kadriorg Gymnasium in German. Education in English was introduced to the Tallinn Gymnasium of Humanities in the 1970s and continues to this day (Foundation Innove, 2016).

In Russian-medium schools in Estonia, CLIL manifests itself in the form of language immersion in Estonian as a second language (L2). Thus, children whose native language is Russian can study such subjects as natural sciences, history, arts, music, etc. in Estonian in primary and lower-secondary schools that implement the language immersion program. In upper-secondary schools, Russian-speaking students study 60% of their subjects in Estonian (L2) and 40% in their mother tongue (L1). As for the English language in Russian-medium public schools, as mentioned above, it is introduced to children starting from the third grade the latest as a foreign language (L3).

Thus, comparing Estonian and English language learning in Russian-medium schools, English and Estonian language learning may follow different approaches and trajectories, as students can learn Estonian via the language immersion program (early and late immersion), and English via a compulsory English as a foreign language (EFL) course starting from primary school; or via language courses provided by public and private organizations aimed at obtaining a specific level of mastery in English (Asser et al. 2007).

Although the choice of subjects and the scope of language and subject integration vary greatly from school to school, similar principles are followed to achieve effective learning: focus on language, content and learning skills. CLIL in Estonian schools requires constant cooperation between teachers, who must support each other's work. The

subject teacher simultaneously acts as a language teacher, and the language teacher must link the language learning activity to a specific subject language.

1.4 Advantages and Challenges of Applying CLIL Methodology

Integrated subject and language teaching and learning is shown in research literature (Ball et al. 2015, Dalton-Puffer, Nikula 2015, Genesee, Hamayan 2016) to have a number of advantages and comes with a set of challenges. The advantages of the approach are substantial. Genesee and Hamayan (2016: 57) note that the approach

- utilizes first language learning abilities in learning the foreign language;
- exposes learners to authentic forms of language;
- builds on students' interest in learning a language for real communication in specific content areas;
- utilizes socially and cognitively challenging learning activities for extensive interaction, fostering negotiation of meaning;
- ensures that language learning has value outside the classroom (Hamayan 2016: 57).

Yet, adopting the CLIL approach is not always easy. Talking about content-based instruction in language classrooms (CBI), Stryker and Leaver (1993) maintain that teacher's duties in such classrooms are manifold as they should

adopt an appropriate style of instruction in the classroom; make use of group work and cooperative learning strategies; identify students' prior linguistic knowledge and skills; help the student to develop strategies to cope with different situations; stimulate learner autonomy; use suitable techniques for error correction; develop and maintain high levels of student self-confidence and motivation (Stryker and Leaver 1993: 297).

Bruton (2013) in his review article on the concerns associated with the implementation of CLIL notes that although CLIL is often promoted as a beneficial "2-for-1" educational approach, previous research demonstrates that there may be issues with students' acquisition of content and language resulting in poor academic achievement in both subject and foreign language; non-egalitarian treatment of CLIL and non-CLIL students (e.g., streaming of students based on their academic achievement); CLIL teacher preparation and teachers' inadequate classroom practices, all of which do not speak in favor of CLIL and, instead, more attention should be paid to intensifying "regular" mainstream foreign language teaching.

Motivation is one of the important aspects in both language and content learning process and may impact its success. According to Coyle et al. (2010), learning a subject in a language of instruction other than student's native language increases overall motivation towards the subject itself, which positively impacts both content and language learning.

According to Vandergrift (2005), motivation is a direct determinant of second or foreign language achievement and is one of the individual variables to which considerable attention has been paid in second language learning literature. For decades motivation was regarded as a relatively stable learner trait but starting from the 1990s, research on motivation has shifted to studying motivation as a more dynamic construct, which is more dependent on the context of learning. Currently motivation is analyzed with regards to the aspects of the language learning process closely linked to the classroom (Vandergrift 2005).

Undoubtedly, mood and motivation (the so-called affective filter) significantly impact the speed of language learning and learning outcomes, both in formal and informal settings. Affective filter consists of such affective factors as: motivation to learn the language and attitude towards the studied target language; self-confidence and self-satisfaction; fears and concerns (Rannut, Raik 2016)

Therefore, calm and self-confident students who have a positive attitude towards another language and to native speakers of this language learn a non-native language faster and more efficiently. If a student has a negative attitude and fears towards the language and language learning, then language learning is difficult, and student may not want to learn and communicate in the target language, as a result of which the language will not be acquired (Rannut, Raik 2016)

1.5 Previous Research into Motivation in CLIL

According to the results of Lasagabaster's (2011) study of correlation of English achievement and student motivation in CLIL and EFL settings, where 10,000 participants took part, this correlation is significantly positive. However, when examining the relationship between the scores in a listening test and motivation among 13 to 14-year-old Canadian high school students, Vandergrift (2005) found that the correlation between proficiency in L2 (French) listening and intrinsic and extrinsic motivation was not as strong as expected. Consequently, Vandergrift (2005) concluded that a high level of motivation is not necessarily a reliable predictor of proficiency in French as L2 listening comprehension. Since his research was focused on the listening skill, Vandergrift underscores that future studies should also examine the relationship between motivation and the other language skills.

However, similar studies have not been carried out in Estonia, for this reason the author of the present research intends to contribute to the understanding of student motivation in CLIL and EFL settings. As Lasagabester's (2011) study demonstrates, motivation is a strong lever for learning foreign languages, which is why it is important that students have an interest and motivation in learning a language. Since many language teachers tend to complain that they have to confront classes of students who find lessons boring and unchallenging, more research appears to be needed here (Lasagabester 2011).

Taking all this into account, the focus of the present research will be on studying how the approach to foreign language teaching and learning implemented in the classroom may affect the motivation of students. Thus, the research focuses on the specific teaching and learning practices in the classroom, which may have a decisive influence on students' motivation for foreign language learning as pointed out by Vandergrift (2005). The comparison of student motivation will be conducted between a class where students are learning English as a foreign language (EFL) and a class where students are learning English and art in integration.

1.6 Aims and Research Questions of the Research

The aim of the present master's thesis is to compare students in an EFL class with elements of CLIL and students in a regular EFL class of the same school level in terms of their English language learning motivation. The research aims to reveal how students' motivation for learning English differs, if at all, in CLIL and EFL classes. The research will be conducted in the form of an experiment by implementing CLIL and EFL methodologies with two groups of students at the same school level and comparing students' motivation for learning English as a result.

Research questions:

- 1) Is there a difference in motivation for learning English between students of the same grade level in CLIL and EFL classes?
- 2) If there is a difference in motivation, then how does the motivation for learning English language differ in CLIL and EFL classes?

CHAPTER I. CLIL METHODOLOGY. MOTIVATION AND LANGUAGE LEARNING

2.1 Types of CLIL

According to Mehisto et al. (2012), “CLIL” is an umbrella term that covers a variety of educational approaches (e.g., language immersion, bilingual education, multilingual education, language showers, etc.). CLIL synthesizes knowledge gained from various approaches and accumulates good teaching practices from various approaches. The flexibility of the CLIL approach is also manifested in the amount of time that can be spent on teaching or learning the target language in each setting. The following figure depicts the variety of approaches covered by the “CLIL” umbrella:

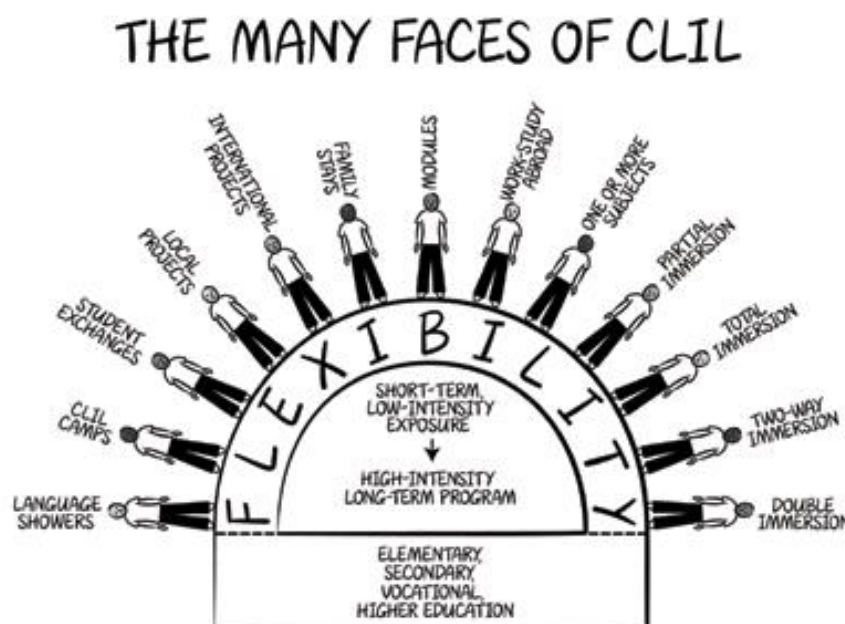


Figure 1. *The many faces of CLIL (Mehisto 2012:13)*

Language showers are mainly intended for students of four to ten years of age, who receive around 30-60 minutes of exposure to the target language per day through games, songs, visuals, objects and movement (Mehisto et al. 2012). Teachers in this approach usually speak entirely in the target language, but they rely on repetition considerably so that students know what to expect, which creates a sense of security, reduces anxiety, and supports learning. The aims of language showers are to help learner become aware of the target language; be ready to learn the language; get accustomed to foreign sounds and structures (Mehisto et al. 2012).

Total early immersion programs begin in kindergarten or during the first year of school, when students are fully immersed into learning in the target language only. As students progress through the program, more subjects in the curriculum can be delivered in their native language (Mehisto et al. 2012).

CLIL can also be categorized into “hard” CLIL, with a primary focus on subject content taught by subject teachers throughout the entire course, and “soft” CLIL, affecting a part of the subject curriculum, highlighting its language aspects, and involving language teachers in its delivery (Ball et al. 2015). Both approaches set pedagogical and linguistic requirements for the teachers working in those contexts.

2.2 The Main Features of CLIL Methodology

Before looking at the principles of CLIL, it is necessary to understand what distinguishes CLIL from other educational approaches. First, it is important to emphasize that CLIL is not just a combination of language teaching and content teaching or teaching content through the medium of foreign language, it is integration of content and language learning. According to Coyle et al. (2010), the process of integrating content learning and language learning is based on mutually beneficial symbiotic relationship between these two elements, as a result of which effective CLIL takes place.

As suggested by Coyle et al. (2010: 29) the core features of CLIL methodology include the following:

- “multiple focus” (integration of content and language, integration of several subjects; cross-curricular themes and projects, etc.)
- “safe and enriching learning environment” (using routines and repetitions, creating learning centers, supporting student autonomy, displaying content and language around the classroom, etc.)
- “authenticity” (connecting learning to students’ lives and interests, using authentic materials, encouraging students ask for help, etc.)
- “active learning” (engaging students in setting and learning outcomes and evaluating progress, favoring cooperative activities, maximizing student talking time, etc.)
- “scaffolding” (building on students’ existing knowledge, skills and interests, re-packaging material in learner-friendly ways, taking into account different learning styles, supporting creative and critical thinking, etc.)

- “co-operation” (planning lessons and courses in cooperation with other teachers, involving parents, local community, authorities and employees).

A visual explanation of what the concept of CLIL entails is given by Coyle et al. (2010) in the form of the 4Cs framework (Fig. 2), which has become one of the main models of the CLIL approach. The model shows the interconnection between content (subject learning), communication (language learning), cognition (the process of learning and thinking), and culture (developing intercultural understanding and creating the basis for global citizenship).

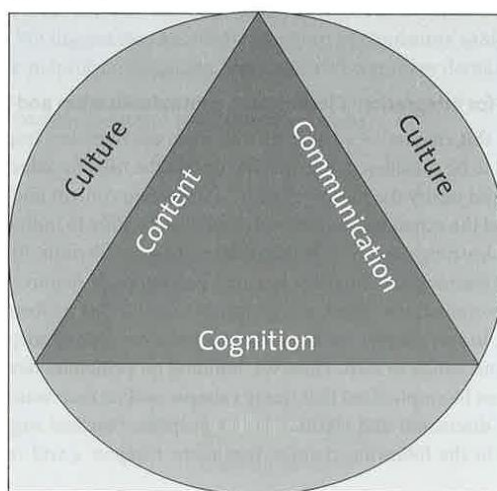


Figure 2. 4Cs Framework (Coyle et al. 2010:41)

The main idea of the framework is that integration takes place on different levels. There are several principles to be considered in order to create an appropriate basis for successful content and language integrated learning and teaching. Coyle et al. (2010: 42) determine those principles as follows:

- As the CLIL approach is student-centred, it is expected that learners create their own understanding of content, and develop sufficient skills.
- Content is directly related to cognition – process of learning and thinking. Learners must analyse the content for its linguistic requirements in order to create their own, personal interpretation of it.
- The language of content must be as clear and transparent as possible.
- Interaction in the learning context is an essential part in the process of learning through the medium of a target, foreign language.
- Intercultural awareness is fundamental.

Coyle et al. (2010: 53-55) further explain how these key elements can be applied in relation to CLIL lesson planning:

Content: Progression in new knowledge, skills and understanding.

At the heart of the learning process lies successful content or thematic learning and the related acquisition of new knowledge, skills and understanding. It does not have to be part of a separate academic discipline such as mathematics or history but can be drawn from alternative approaches to

the curriculum that include interdisciplinary and integrated studies. It's helpful to think of content in terms of knowledge, skills, and understanding so that learners have access to rather than just acquisition of knowledge.

Communication: Interaction, progression in language using and learning.

Language is a conduit for communication and for learning which can be described as learning to use language and using language to learn.

Communication is not within the framework of the grammatical system but does not deny the presence of grammar and vocabulary in the study of language. It may be useful here to distinguish between language learning (often with an emphasis on grammatical progression) and language use (with an emphasis on communication and learning needs in the moment).

Cognition: Engagement in higher-order thinking and understanding, problem solving, and accepting challenges and reflecting on them.

For CLIL to be effective, it must challenge learners to create new knowledge and develop new skills through reflection and engagement in higher-order as well as lower-order thinking.

Culture: "Self" and "other" awareness, identity, citizenship, and progression towards pluricultural understanding.

Culture is not a postscript. It is a thread which weaves its way throughout any topic or theme. Sometimes referred to as the "forgotten C", it adds learning value to CLIL contexts, yet demands careful consideration.

According to Coyle et al. (2010), a useful taxonomy for planning cognitive tasks is the revised Bloom's taxonomy by Anderson and Krathwohl (2001) because it explores the relationship between cognitive processing (learning) and knowledge acquisition. Coyle et al. (2010) recommend that taxonomies are not strictly followed, but rather that they serve as an incentive and guide for planning, discussing, and evaluating practice.

Studying a different language is fundamental to fostering intercultural understanding. CLIL offers rich potential for developing notions of pluricultural citizenship and global understanding but these need to be planned and transparent. In CLIL, content can be extended to include intercultural understanding. For example, the bicycle as a means of transport across the world; investigating patterns in Asian and European architecture in a mathematics or design class; global attitudes to recycling (Coyle et al. 2010).

Finally, Coyle et al. (2010: 55) note that "whilst the 4Cs can be outlined individually, they do not exist as separate elements. Connecting the 4Cs into an integrated whole is fundamental to planning. CLIL requires careful planning for progress in all Cs, and all Cs can progress at different rates depending on the context".

2.3 CLIL Lesson Planning

Coyle et al. (2010) recommend using a mind map or a similar visual organizer to plan CLIL lessons on one topic over a specific time period. It may be a useful tool to facilitate cooperation of language and subject teachers and encourage joint planning (Fig. 3 below).

Mind map template

- Global Goal:
- Unit Title:

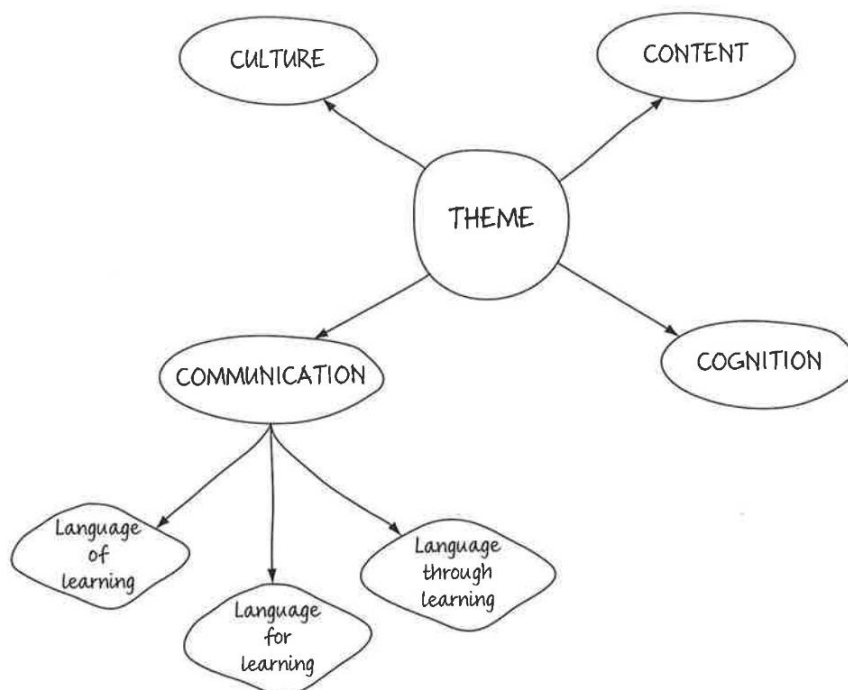


Figure 3. Mind map template (Coyle et al. 2010:56)

Such a completed map can act as a stimulus for the development of concrete lessons and sequencing them in the module.

Coyle et al. (2010) also suggest four steps for CLIL lesson (or a series of lessons, i.e., unit) planning. The first step is “Considering content” and the authors provide a list of reflection points and pre-prepared questions that will guide a teacher in selecting content (Fig. 4).

Reflection points

- Is there a choice of content? If so, which is the most appropriate for our CLIL setting?
- Do we have to use an existing syllabus or curriculum?
- How will we select new knowledge, skills and understanding of the theme to teach?
- What will the students learn? (i.e. What are the learning outcomes?)
- Is progression in learning taken into account?
- Do we have to prioritize the content to be included?
- How does the content develop our global goal(s)?

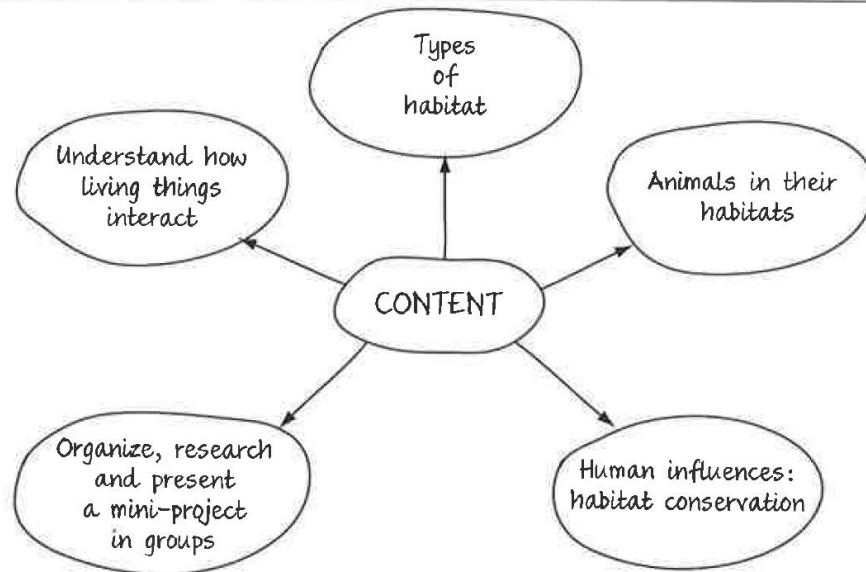


Figure 4. Step 1: Considering content (Coyle et al. 2010: 57)

The second step is “Connecting content and cognition”, when, having determined the content, teachers have to analyze and select the thinking, problem solving, and creative skills that are associated with the content (Fig. 5). This process ensures that the content and cognition are integrated and the cognitive level of the CLIL module matches the students’ own developmental levels.

Reflection points

- Use a taxonomy of thinking skills such as Bloom's (1956) or Anderson and Krathwohl's (2001) for reference (refer to Chapter 3). Which cognitive skills seem to be most appropriate for development in terms of the content?
- Are we encouraging the use of higher-order thinking (HOTS) such as hypothesizing and problem solving as well as lower-order thinking (LOTS) such as remembering, understanding and applying new knowledge?
- Which activities or task types are likely to encourage the development of these skills?
- How do we deal with the linguistic demands of these tasks to ensure linguistic progression?
- What kind of questions must we ask in order to go beyond 'display' questions and present students with challenging problem-solving, hypothesizing, analysing and evaluation tasks?
- What kind of questions do we want our learners to ask?
- Have students been given opportunities to discuss their new knowledge and understanding?
- How do we know what the students have learned? How are our formative assessment tasks used to inform further learning?
- How does/do our global goal(s) fit with developing cognition?

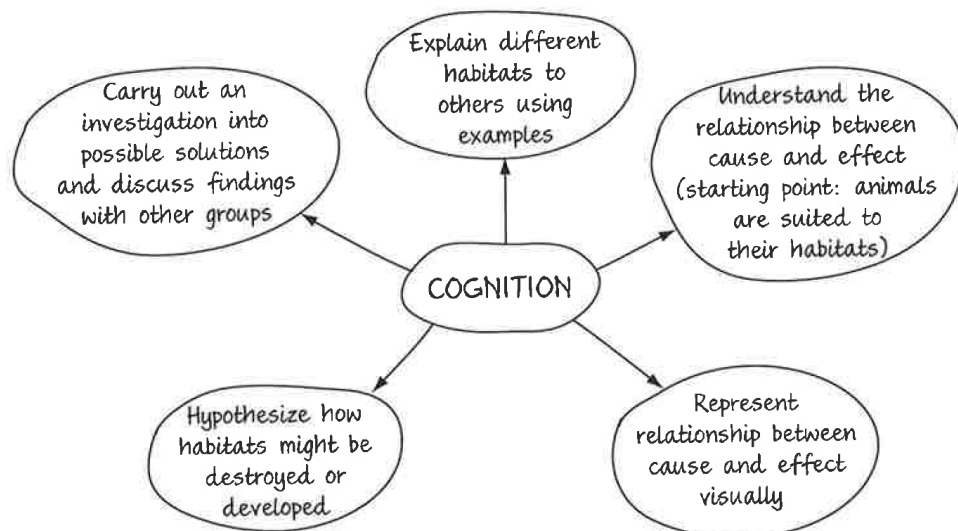


Figure 5. Step 2: Connecting content and cognition (Coyle et al. 2010:58)

The third step, “Communication – Defining language learning and using”, links the content and cognitive demands with communication, using the Language Triptych model (language of, for and through learning). This step might be rather challenging as subject teachers have to be aware of different types of language used for different purposes, and language teachers have to adopt an alternative approach to language learning and using (Coyle et al. 2010)

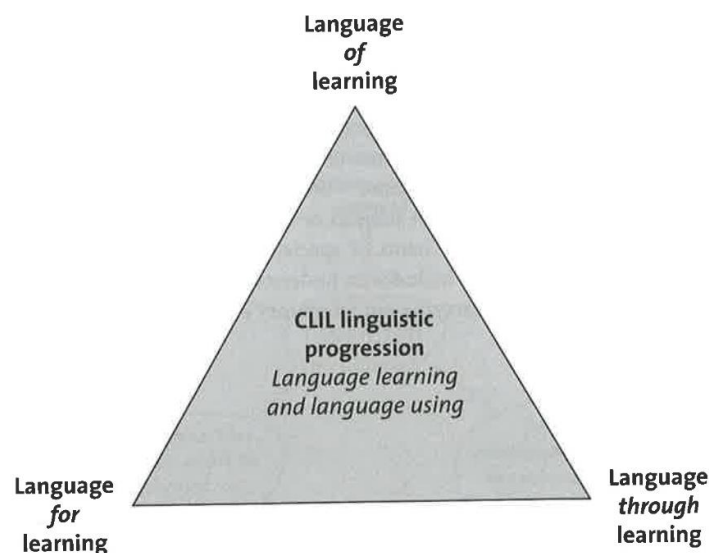


Figure 6. *The Language Triptych* (Coyle et al. 2010: 60)

The first aspect of the Triptych is the language of learning, which consists of key vocabulary and phrases related to the topic of the lesson. The teacher needs to pay special attention to key vocabulary in CLIL lessons and consider how students will need to use them. The following reflection points and example suggested by Coyle et al. (2010) can help to identify key words and phrases and the language in which these will be embedded:

Reflection points

- What type of language (genre) does this subject or theme use? How shall we ensure learners have access to this?
- Define the content-obligatory language, such as key words, phrases and grammatical demands of the unit (e.g. the language of discussing, hypothesizing, analysing). How is this introduced and practised?
- What kind of talk do learners need to engage in and how do we build in progression over time? (e.g. the extension of the language of discussion over several lessons)
- What is the most effective way of teaching the language of learning? (e.g. specific tasks, content-embedded practice, grammar rules)
- Which of the identified language and skills shall we target for development in this particular unit?

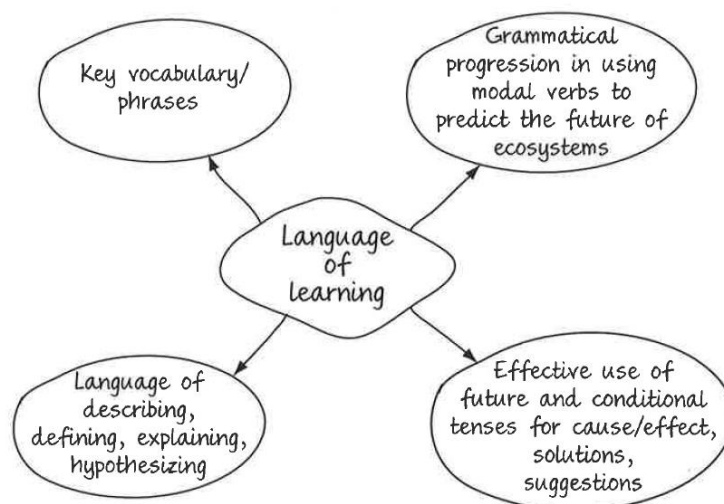


Figure 7. *Language of learning* (Coyle et al. 2010:61)

The language for learning is an essential element for successful CLIL; this is the language needed by learners to effectively operate in an L2-medium learning environment and complete the activities. Language for learning is especially crucial for projects, research, group work and other collaborative and output-focused tasks.

Reflection points

- What kind of language do learners need to operate effectively in this CLIL unit?
- What are the possible language demands of typical tasks and classroom activities? (e.g. how to work in groups, organize research)
- How will these be taught?
- Which language skills will need to be developed? (e.g. discussion skills)
- How are we developing metacognitive strategies? (Learning how to learn – e.g. reading strategies, comprehension strategies)
- How can learning be scaffolded (supported) by the teaching and learning of specific language? (e.g. language used to seek additional information, assistance, explanation and access to other sources)
- How do students practise their new language and recycle familiar language?
- Have we prioritized the language for learning in this unit in relation to the content? (i.e. what students need to know at which stage of the content – e.g. focus on developing reasoning, making a case)
- Is the language which is used to assess the learning accessible to the learners?

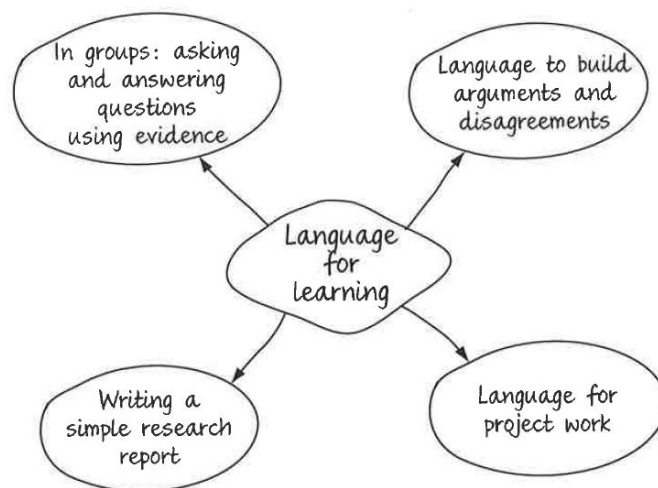


Figure 8. *Language for learning (Coyle et al. 2010: 62)*

The language through learning is the language that emerges through learning and may be either spontaneous or planned for, when students advance their knowledge and thinking with the help of language, articulate their understanding. This is the language that teachers need to capitalize on, recycle and extend (Coyle et al. 2010).

Reflection points

- What necessary language functions and notions do the students know already? How can these be practised and extended?
- What strategies can our learners use to access new language for themselves?
- When new language emerges, how shall we capture and select language for further development?
- How can we define language progression in this unit?

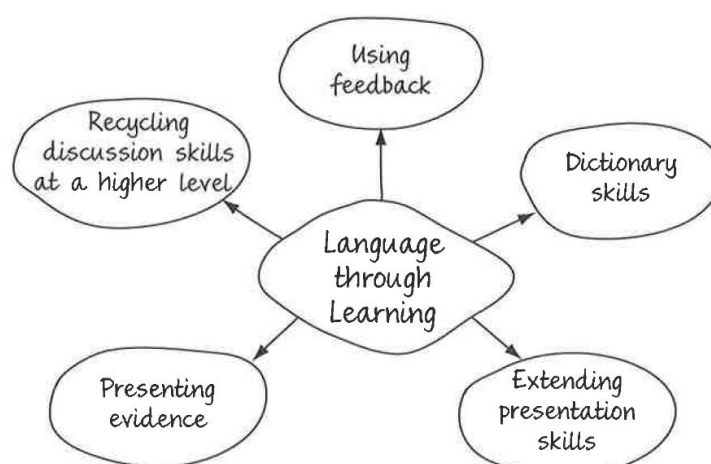


Figure 9. *Reflection points 3 (Coyle, 2010:63)*

The fourth step, “Developing cultural awareness and opportunities” focuses on the fourth C (culture), which permeates throughout the other Cs. Intercultural experiences can be

developed in a variety of ways to make CLIL a “lived-through” experience (e.g., linking with other subjects, embedding culture in content, connecting with the wider world), which is further facilitated by the development of technology (Coyle et al. 2010).

Reflection points

- What different types of cultural implications are there for development in this topic?
- Can the content be adapted to make the cultural agenda more accessible?
- How do we actively involve the learners in developing their pluricultural understanding?
- What is the approach to CLIL culture in our school and beyond?
- What kind of curriculum links are available with other schools (regional, national, global)? How can these be best used?
- Where is the added value of studying this topic through the medium of another language? What opportunities arise?
- How does culture impact on the other Cs?

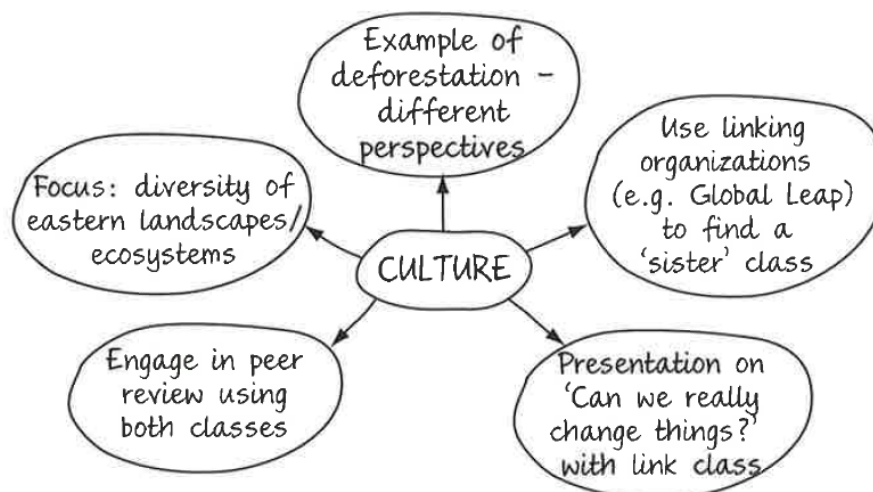


Figure 10. Step 4: Developing cultural awareness and opportunities (Coyle et al. 2010: 63)

2.4 Comparison of CLIL and ELT

The acronym “ELT” stands for English language teaching, and it refers to the teaching of English as a foreign language (EFL) to students whose native language is not English with the main purpose of achieving a level of proficiency in English. The teaching of grammar and vocabulary and the development of the four skills: listening, speaking, reading and writing, is the cornerstone of ELT.

According to Spratt (2011) what mainly sets ELT apart from CLIL are different aims and classroom experiences. The main goal of the EFL lesson is to learn English. Everything that is done during an EFL lesson is aimed at creating situations in which students can

practice English in a variety of day-to-day social or professional contexts, while a CLIL lesson has a dual focus: learning the target language, including specialized language, and at the same time learning the content. Consequently, with regard to classroom experiences, CLIL and ELT may differ in terms of language teaching methodologies, content matter of classes, types of target language and language use, assessment of the target language, approach to curriculum and materials design, and the contexts of teaching (i.e., where, how often, by whom, availability of learning materials).

2.5 Language Learning Motivation

Vonkova et al. (2021) observe that there are a lot of factors that can influence the motivation to learn a language. Among them may be gender, age, interests, place of residence and economic status, all of which can have completely different effects on motivation. For instance, in the Spanish CLIL context, Fernandez-Barrionuevo and Baena Extremera (2018) explored gender variation in foreign language learning motivation and physical education (PE). Their findings showed that males had higher intrinsic and extrinsic motivation in PE, while females had higher motivational scores for foreign language learning, indicating a possible subject-related issue. Also, language learning motivation can be influenced by classmates; for example, if fellow students are enthusiastic about learning English, there is a greater chance that the student will feel more motivated to learn this language (Harmer 2007).

Traditionally, understanding of motivation has been polarized between intrinsic and extrinsic pulls (Gardner 1979, 1985, as cited in Lasagabaster. 2011). Extrinsic motivation is the outcome of outside factors, for example the need to pass an exam or an opportunity of future travel. In contrast, intrinsic motivation stems from within the individual, when a person may be motivated by their enjoyment of the learning process or a desire to make themselves feel better. Many researchers and methodologists have revealed that intrinsic motivation leads to better language learning results than extrinsic motivation (Harmer 2007).

Quantitative research into motivation prevails, with recent research employing mixed methods and qualitative research, and rejecting simple polarization. Recent studies often emphasize the qualitative experience and context of language learning motivation from a psychological and psycholinguistic point of view (Hulstijn, 2014)

Dörnyei and Ushioda (2009 as cited in Coyle et al.2010) offer a renewed focus on personalized L2 motivation journeys and a re-conceptualization of motivation to include notions of self and identity and evolving teaching contexts. Figure 11 below presents 20 facets of motivational teaching practice, grouped into four successive stages according to Dörnyei (2001 as cited in Coyle et al.2010).

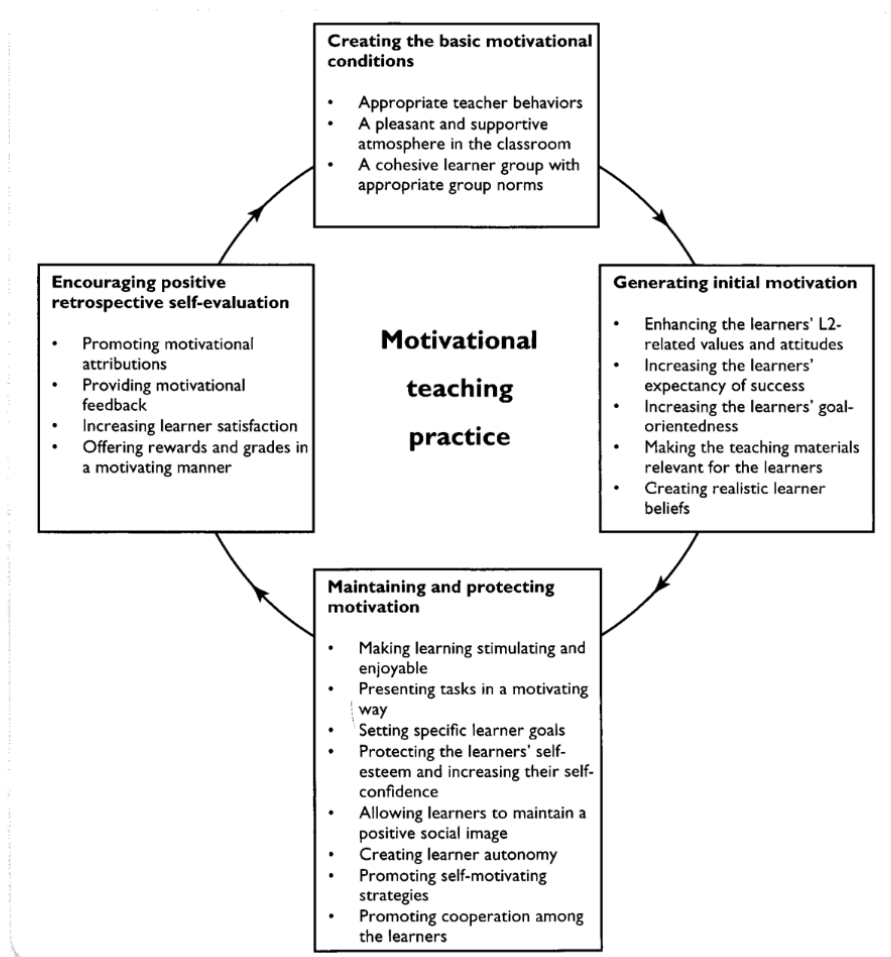


Figure 11. The main components of Dörnyei's (2001) framework of motivational teaching practice in the L2 classroom.

The motivation of students can be measured using appropriate questions, personal conversation, observing the student or the whole class for a period of time, giving the student an opportunity to provide feedback on the lessons.

CHAPTER II. ENGLISH LANGUAGE LEARNING MOTIVATION IN A CLIL CLASS AND AN EFL CLASS

The second chapter describes the empirical research into primary school students' motivation to learn English in an EFL class and a CLIL class. The aim of the research is to compare students in an EFL class with elements of CLIL (a “soft” CLIL class) and students in a regular EFL class at the same school level in terms of their English language learning motivation in order to reveal how students' motivation for learning English differs, if at all, in CLIL and EFL classes. The research intends to reveal whether using the CLIL approach helps to increase students' motivation to learn a foreign language.

3.1 Methodology of the Research

The research utilizes mixed methods (experiment, survey, and testing) to collect empirical qualitative and quantitative data. According to the sample types given by Cohen et al. (2007), the present research is based on a non-probable sample. The study was carried out at Tallinn Lasnamäe Gymnasium and took place over a period of five weeks. Tallinn Lasnamäe Gymnasium is the only school that provided the opportunity to conduct the present study and provided classes and facilitated cooperation with teachers to do the research.

Tallinn Lasnamäe Gymnasium is a Russian-medium school with intensive teaching of Estonian. It is one of the largest gymnasiums in Tallinn and implements the language immersion program in Estonian. However, Tallinn Lasnamäe Gymnasium does not offer CLIL lessons in English, for this reason, the team of English teachers and the school administration were interested to observe this experiment.

For the purposes of the study, the school provided two parallel 3rd grades, which, according to the Estonian National Curriculum for Basic Schools (2014) have three English lessons per week, each lesson lasting 45 minutes. This is the first year that the students have started to learn another language besides Estonian. The students in both parallel grades follow the student's book and workbook “I Love English 1” (Kurm 2011).

The experiment required participation of two parallel classes, where one class would continue studying English as previously, and the second class would adopt a CLIL program integrating English and art in order to test the English language learning

motivation of students at the beginning and the end of the experiment and compare the results.

The first class of students consisted of eight students (Grade 3) who continued to study English according to the EFL school program. The second class consisted of 10 students (Grade 3) who continued to have regular English classes, but with one lesson per week being a CLIL lesson that integrated English and Art classes.

The researcher herself was a trainee and conducted all lessons under the supervision of an English teacher in both of these groups. Prior to conducting the study, the researcher, the supervising English teacher and the Art teacher agreed on the topics that fit the national and school curriculum and intersected between Art and English lessons, such as colors and shapes.

Lesson Planning for the EFL Class

The lessons for the EFL class were developed in accordance with the program of the English teacher teaching the two classes participating in the research. The lesson plans were based on the textbook “I Love English” (Kurm 2011), unit 6/topic Clothes (see Appendix 1). Four EFL lessons were conducted with the students from the first group, which included 8 students.

Lesson planning for the CLIL Class

CLIL lessons were developed in accordance with the Art teacher’s program and the principles of CLIL methodology. Four lessons were developed (see Appendix 2) and conducted with the students from the second group, which included 10 people.

When creating lesson plans and materials for the CLIL lesson, consultations were held with the English teacher and the Art teacher. Lesson plans for the integrated English and Art class were also based on the principles of CLIL methodology as students were expected to take a very active role throughout the lessons and engage in teamwork, acquire new language and subject knowledge and skills. Since the national curriculum was considered when creating CLIL materials, such lesson plans can be used in any Estonian school in CLIL lessons.

English proficiency test

To test students' language skills in both groups, a pre-prepared test suggested by the students' English language teacher was administered before the start of the experiment and at the end of the experiment. The test was taken from the textbook "Family and Friends 3" (Thompson 2013) and consisted of three tasks, which included the skills of writing, reading, and listening (see Appendix 3).

The students were given 30 minutes to complete the test before the start of experiment and at the end of experiment. The maximum number of points for the test was 15 points (100%). The results of the testing prior to the beginning of the experiment revealed that all the students have almost the same A1 entry level which corresponds to the beginner or basic user level of English proficiency according to the Common European Framework of Reference (CEFR 2020).

According to the Estonian National Curriculum for Basic Schools (2014), students at level A1 can:

A1.1 Listening

Recognize learned words and phrases in very slow and clear coherent speech; understand with the help of picture materials. Respond adequately to being addressed (e.g., greetings, work instructions). Know internationally used words with similar pronunciation (e.g., hamburger, film, taxi, coffee).

A1.1 Reading

Know the alphabet of the language learned. Recognize familiar names, words (incl. internationally used) and phrases in texts. Read words, phrases and sentences within vocabulary acquired; understanding may be supported by picture materials.

A1.1 Writing

Know the alphabet of the language learned; have mastered writing; can copy phrases and sentences learned (copying). Can write personal information (e.g., in a copybook). Compose short sentences according to patterns learned.

Motivation questionnaire

To evaluate the level of research participants' motivation to study the English language, a short questionnaire was used (see Appendix 4). The questionnaire was administered in students' native language (Russian) as it would have been difficult for them to understand the meaning of the questions given their English proficiency level (A1). The questionnaire was adapted from a previous study in the field of L2 learning motivation by Lasagabaster (2010). The questionnaire included nine questions which can help to reveal the factors (intrinsic or extrinsic) that motivate students to learn English at school,

their attitude to English classes, what they enjoy about learning English at school, and what challenges they experience. Most of the questions were multiple choice questions, with the exception of one open-ended question.

Therefore, the research procedure consisted of several stages:

- 1) testing students' English language proficiency and motivation for learning English in both groups before the start of the study; processing and analyzing the results of both questionnaires
- 2) conducting four regular EFL lessons with one group of students and four integrated lessons (English and Art) with another group of students across the period of five weeks
- 3) testing students' English language proficiency and motivation for learning English in both groups having conducted the four lessons in both groups; processing and analyzing the results of both questionnaires
- 4) comparison of data collected as a result of the language proficiency tests and motivation questionnaires administered before and at the end of the experiment.

3.2 Results

Language test results before the start of the experiment

The English proficiency test result for each student at level A1 (basic user) was determined by summing up the correct answers each student obtained in each of the three tasks of the test (listening, reading, and writing). The maximum number of points was 15 (100%). The following table (Table 1) demonstrates the scores of CLIL students before the start of the experiment. The test was attended by 10 students from the CLIL experimental group. Based on the data, the average CLIL class score prior to the start of the experiment was 81%.

Student	Writing max 6p	Reading max 6p	Listening max 3p	Max 15p – 100%
Student 1	4	4	2	66%
Student 2	5	5	3	86%
Student 3	6	6	3	100%
Student 4	3	4	2	60%
Student 5	4	3	3	66%

Student 6	6	6	3	100%
Student 7	6	5	3	93%
Student 8	5	6	3	93%
Student 9	5	4	2	73%
Student 10	6	3	3	80%
				mean score 81%

Table 1. CLIL students' English proficiency scores before the start of the experiment

The following table (Table 2) shows the English proficiency test results obtained by the EFL students before the start of the experiment. The test was taken by eight students from the EFL experimental group. Based on the data, the mean EFL class score prior to the start of the experiment was 85%.

Student	Writing max 6p	Reading max 6p	Listening max 3p	Max 15p – 100%
Student 1	5	3	2	66%
Student 2	6	4	3	86%
Student 3	6	4	3	86%
Student 4	6	5	3	93%
Student 5	4	3	3	66%
Student 6	6	6	3	100%
Student 7	5	6	3	93%
Student 8	6	6	2	93%
				mean score 85%

Table 2. EFL students' English proficiency scores before the start of the experiment

Comparing the results of the test in both groups, it can be seen that there is a difference of 4% between the two groups, which indicates that the EFL class scored slightly above the CLIL class in terms of their English as a foreign language proficiency.

Motivation questionnaire results before the start of the experiment

Table 3 below presents the results of the questionnaire aimed at examining CLIL students' motivation for learning English before the start of the experiment. The questionnaire was

answered by 10 students. Questions numbered 1, 2, 3, 7, 8 and 9 are especially indicative of students' motivation. Question number 9 allows students to express their free opinion, so they will not be considered in calculating the number of student responses to the questionnaire.

Based on the data given in Table 3 below, the most popular answer among CLIL students to the first question "Why are you learning English? " was "I have to, because of the school curriculum / the desire of the parents" - it was given by 6 students out of 10.

To the second question "What place among other subjects does English hold for you?" Most students answered that it was either in the 1st (3 students) or in the 2nd or 3rd place (4 students).

To the third question "Do you like attending English classes?" most of the respondents chose the answer "not really" (5 students).

To the 7th question "Do you think it is necessary to study English? Will it be useful to you in life? most of the students answered "yes, definitely".

To the 8th question "Do you think you are working at full strength, or could you do better?" the responses were divided into equal numbers (5 'yes' and 5 'no' answers).

6 students out of 10 students answered that they prefer more creative lessons to more traditional ones (question 4).

1. Зачем ты изучаешь английский язык?	
○ вынужден(а) из-за школьной программы / желания родителей	6 students
○ он мне нравится	4 students
2. На каком по важности для тебя месте среди других учебных предметов находится английский язык?	
○ на первом	3 students
○ на 2 или 3-ем	4 students
○ на одном из последних	3 students
3. Тебе нравится посещать уроки английского языка?	
○ да	3 students
○ нет	2 students
○ не очень	5 students
4. Какие уроки английского языка вызывают у тебя интерес?	
○ традиционные (пишем, читаем, учим слова, работаем у доски)	4 students
○ творческие (рисует, создаем коллажи, работаем в группах)	6 students
5. Что вызывает трудности у тебя в овладении английским языком? Можно выбрать несколько вариантов.	

○ слушание	5 students
○ чтение	10 students
○ разговорная речь	10 students
○ письмо	8 students
○ грамматика	7 students
6. На уроке английского языка ты больше всего любишь? Можно выбрать несколько вариантов.	
○ читать	6 students
○ слушать	10 students
○ писать	4 students
○ рассказывать монологи	5 students
○ общаться друг с другом на английском языке	7 students
○ учить и практиковать новые слова и правила	5 students
7. Как ты считаешь, нужно ли изучать английский язык? Пригодится ли он тебе в жизни?	
○ да, несомненно	7 students
○ нет, не пригодится и поэтому учить его не нужно	2 students
○ мне всё равно	1 student
8. Как ты считаешь, ты работаешь в полную силу или мог бы заниматься лучше?	
○ я стараюсь изо всех сил	5 students
○ я мог бы учиться лучше	5 students
9. Как ты считаешь, что нужно сделать, чтобы заниматься по английскому языку лучше? Напиши свой ответ.	

Table 3. *Motivation in the CLIL class before the start of the experiment*

Table 4 below presents the results of the same questionnaire aimed at examining EFL students' motivation for learning English before the start of the experiment. The questionnaire was answered by eight students.

Based on the data given in Table 4, the most popular answer among students in to first question "Why are you learning English?" was "I have to because of the school curriculum / the desire of the parents" it was answered by 6 students out of 8.

To the second question "What place among other subjects does English hold?" most students answered that it was in 2nd or 3rd place (5 students).

In the third question "Do you like attending English classes?" most of the respondents chose the answer "yes" (5 students).

To the 7th question "Do you think it is necessary to study English? Will it be useful to you in life?" most of the students answered "I don't care" (4 students).

In the 8th question "Do you think you are doing your best, or could you do better?" the majority of the respondents chose the answer "I could study better" (5 students).

7 students out of 8 answered that they prefer more creative lessons to more traditional ones (question 4).

1. Зачем ты изучаешь английский язык?	
○ вынужден(а) из-за школьной программы / желания родителей	6 students
○ он мне нравится	2 students
2. На каком по важности для тебя месте среди других учебных предметов находится английский язык?	
○ на первом	1 student
○ на 2 или 3-ем	5 students
○ на одном из последних	2 students
3. Тебе нравится посещать уроки английского языка?	
○ да	5 students
○ нет	1 student
○ не очень	2 students
4. Какие уроки английского языка вызывают у тебя интерес?	
○ традиционные (пишем, читаем, учим слова, работаем у доски)	1 student
○ творческие (рисуем, создаем коллажи, работаем в группах)	7 students
5. Что вызывает трудности у тебя в овладении английским языком? Можно выбрать несколько вариантов.	
○ слушание	5 students
○ чтение	3 students
○ разговорная речь	2 students
○ письмо	5 students
○ грамматика	8 students
6. На уроке английского языка ты больше всего любишь? Можно выбрать несколько вариантов.	
○ читать	5 students
○ слушать	8 students
○ писать	4 students
○ рассказывать монологи	2 students
○ общаться друг с другом на английском языке	5 students
○ учить и практиковать новые слова и правила	3 students
7. Как ты считаешь, нужно ли изучать английский язык? Пригодится ли он тебе в жизни?	
○ да, несомненно	2 students
○ нет, не пригодится и поэтому учить его не нужно	2 students
○ мне всё равно	4 student
8. Как ты считаешь, ты работаешь в полную силу или мог бы заниматься лучше?	
○ я стараюсь изо всех сил	3 students
○ я мог бы учиться лучше	5 students
9. Как ты считаешь, что нужно сделать, чтобы заниматься по английскому языку лучше? Напиши свой ответ.	

Table 4. *Motivation in the EFL class before the start of the experiment.*

Language test results at the end of the experiment

Students' English language proficiency scores at the end of the experiment were determined by summing up the results for each student obtained by him/her in each of the three tasks (listening, reading and writing) of the test. The same test was used to test

students' language skills as at the beginning of the experiment. The maximum number of points was 15 (100%). Tables 5 and 6 below present CLIL students' test scores and EFL students' test scores at the end of the experiment, respectively.

Student	Writing max 6p	Reading max 6p	Listening max 3p	Max 15p – 100%
Student 1	5	5	3	86%
Student 2	6	5	2	86%
Student 3	6	5	3	93%
Student 4	5	4	3	80%
Student 5	5	5	3	86%
Student 6	6	5	3	93%
Student 7	5	5	2	80%
Student 8	6	6	3	100%
Student 9	5	4	3	80%
Student 10	6	4	3	86%
				mean score 87%

Table 5. *CLIL students' English proficiency scores at the end of the experiment*

Student	Writing max 6p	Reading max 6p	Listening max 3p	Max 15p – 100%
Student 1	5	4	2	73%
Student 2	5	4	3	80%
Student 3	6	6	3	100%
Student 4	5	4	3	80%
Student 5	5	2	2	60%
Student 6	6	6	3	100%
Student 7	6	6	3	100%
Student 8	6	6	2	93%
				mean score 86%

Table 6. *EFL students' English proficiency scores at the end of the experiment*

Comparing the test results of the CLIL and EFL class students at the end of the experiment, it can be seen that there is now 1% difference, which indicates that the CLIL class almost closed the gap of 4% with the EFL class at the end of the experiment, which they had at the beginning of the experiment. In general, the results of students in both groups improved slightly, presumably in part because the same test was used as at the start of the experiment.

Motivation questionnaire results at the end of the experiment

Table 5 below presents the results of the questionnaire aimed at examining CLIL students' motivation for learning English at the end of the experiment. The questionnaire was answered by 10 students.

Based on the data given in Table 5, the most popular answer among the students to the first question "Why are you learning English?" was "I like it" it was answered by 8 students out of 10.

To the second question "What place among other subjects does English hold?" most students answered that it was in the first place (6 students).

In the third question "Do you like attending English classes?" most of the respondents chose the answer "yes" (8 students).

To the 7th question "Do you think it is necessary to study English? Will it be useful to you in life?" 9 students out of 10 chose the answer "yes, definitely".

In the 8th question "Do you think you are doing your best, or could you do better?" 8 students out of 10 chose the answer "I could study better".

8 students out of 10 answered that they prefer more creative lessons to more traditional ones (question 4).

1. Зачем ты изучаешь английский язык?	
○ вынужден(а) из-за школьной программы / желания родителей	2 students
○ он мне нравится	8 students
2. На каком по важности для тебя месте среди других учебных предметов находится английский язык?	
○ на первом	6 students
○ на 2 или 3-ем	4 students
○ на одном из последних	0 students
3. Тебе нравится посещать уроки английского языка?	
○ да	8 students
○ нет	1 student

○ не очень	1 student
4. Какие уроки английского языка вызывают у тебя интерес?	
○ традиционные (пишем, читаем, учим слова, работаем у доски)	2 students
○ творческие (рисует, создаем коллажи, работаем в группах)	8 students
5. Что вызывает трудности у тебя в овладении английским языком? Можно выбрать несколько вариантов.	
○ слушание	6 students
○ чтение	7 students
○ разговорная речь	8 students
○ письмо	5 students
○ грамматика	9 students
6. На уроке английского языка ты больше всего любишь? Можно выбрать несколько вариантов.	
○ читать	5 students
○ слушать	9 students
○ писать	4 students
○ рассказывать монологи	4 students
○ общаться друг с другом на английском языке	8 students
○ учить и практиковать новые слова и правила	7 students
7. Как ты считаешь, нужно ли изучать английский язык? Пригодится ли он тебе в жизни?	
○ да, несомненно	9 students
○ нет, не пригодится и поэтому учить его не нужно	0 students
○ мне всё равно	1 student
8. Как ты считаешь, ты работаешь в полную силу или мог бы заниматься лучше?	
○ я стараюсь изо всех сил	2 students
○ я мог бы учиться лучше	8 students
9. Как ты считаешь, что нужно сделать, чтобы заниматься по английскому языку лучше? Напиши свой ответ.	Student answers

Table 7. *Motivation in the CLIL class at the end of the experiment*

Table 8 below presents the results of the questionnaire aimed at examining EFL students' motivation for learning English at the end of the experiment. The questionnaire was answered by 8 students.

Based on the data given in Table 8, the students' answers to the first question "Why are you learning English?" were divided into equally (4 students chose "I have to because of the school curriculum / the desire of the parents" and 4 students chose "I like it").

To the second question "What place among other subjects does English hold?" most students answered that it was in 2nd or 3rd place (4 students).

In the third question "Do you like attending English classes?" most of the respondents chose the answer "yes" (5 students).

To the 7th question “Do you think it is necessary to study English? Will it be useful to you in life?” 4 students answered “yes, definitely” and 3 “I don’t care”.

In the 8th question “Do you think you are doing your best, or could you do better?” 5 students out of 8 chose the answer “I could study better”.

7 students out of 8 answered that they prefer more creative lessons to more traditional ones (question 4).

1. Зачем ты изучаешь английский язык?	
○ вынужден(а) из-за школьной программы / желания родителей	4 students
○ он мне нравится	4 students
2. На каком по важности для тебя месте среди других учебных предметов находится английский язык?	
○ на первом	2 students
○ на 2 или 3-ем	4 students
○ на одном из последних	2 students
3. Тебе нравится посещать уроки английского языка?	
○ да	5 students
○ нет	1 student
○ не очень	2 students
4. Какие уроки английского языка вызывают у тебя интерес?	
○ традиционные (пишем, читаем, учим слова, работаем у доски)	1 students
○ творческие (рисуем, создаем коллажи, работаем в группах)	7 students
5. Что вызывает трудности у тебя в овладении английским языком? Можно выбрать несколько вариантов.	
○ слушание	5 students
○ чтение	7 students
○ разговорная речь	4 students
○ письмо	3 students
○ грамматика	7 students
6. На уроке английского языка ты больше всего любишь? Можно выбрать несколько вариантов.	
○ читать	5 students
○ слушать	7 students
○ писать	3 students
○ рассказывать монологи	2 students
○ общаться друг с другом на английском языке	7 students
○ учить и практиковать новые слова и правила	5 students
7. Как ты считаешь, нужно ли изучать английский язык? Пригодится ли он тебе в жизни?	
○ да, несомненно	4 students
○ нет, не пригодится и поэтому учить его не нужно	1 student
○ мне всё равно	3 student
8. Как ты считаешь, ты работаешь в полную силу или мог бы заниматься лучше?	
○ я стараюсь изо всех сил	3 students
○ я мог бы учиться лучше	5 students

9. Как ты считаешь, что нужно сделать, чтобы заниматься по английскому языку лучше? Напиши свой ответ.	Student answers
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Table 8. *Motivation in the EFL class at the end of the experiment*

Comparing the results of the motivation questionnaire in CLIL and EFL groups at the end of the experiment, based on Tables 7 and 8, it can be said that the students in the CLIL demonstrate higher motivation to learn English than students in the EFL class. Answering the first question, students in the CLIL class ticked more “I like it” responses than students in the EFL class. In the second question (“What place among other subjects does English hold?”), 5 out of 10 CLIL students chose “the first place”, while only two EFL students chose “the first place”, four students answered “2nd or 3rd place” and two students “the last”. In the third question “Do you like attending English classes?” most of the respondents from the CLIL group chose the answer “yes” (8 out of 10 students), while only 5 EFL students chose the answer “yes”; two students answered “no” and one student “no, not really”. Also, more CLIL students (9) than EFL students (4) answered that they consider English language learning useful for their future at the end of the experiment. The majority of students in both groups answered that they prefer more creative lessons to more traditional ones.

Comparing the results of the motivation questionnaire in the CLIL group before the experiment and after the experiment, based on Tables 3 and 7, it can be seen that students’ responses demonstrate an increase in students’ motivation to learn English at the end of the experiment.

Overall, the students in the CLIL class appeared to be more motivated than their EFL counterparts at the end of the experiment. Almost all students from the CLIL group answered that they like attending English classes and also believe that English will be useful to them in the future. Also, more students in the CLIL class (8 out of 10) than in the EFL class (5 out of 8) answered that they could do better in learning English, which may be indicative of their higher motivation to study English and gives hope for further successful learning of English as a foreign language.

However, it is worth noting that the results of the EFL group improved both in the results of the motivation questionnaire and in the results of the English language proficiency test in three tasks (reading, writing, and listening).

CONCLUSION

CLIL is an educational approach that covers a number of ways of integration of language and subject learning with various focus on either one of those. CLIL teachers should carefully consider the core principles of CLIL methodology while planning and conducting their lessons. It is important to make use of cooperative learning strategies; build on students' prior linguistic knowledge and skills; engage both lower-order and higher-order thinking skills, stimulate learner autonomy, support students' self-confidence and motivation. Motivation is the one of the important driving factors in learning and impacts foreign language learning in educational institutions.

The aim of the study was to compare students in EFL classes with elements of CLIL and students in regular EFL classes at the same school level in terms of their motivation to learn the English language. An experiment with two groups of 3rd grade students was conducted, where one group had a series of CLIL lessons in English and another group continued to have regular EFL lessons. The students were surveyed to evaluate their motivation before the start of the experiment and at the end of the experiment.

Comparing the results of the students in the CLIL class and the students in the EFL class in terms of their English language learning motivation, it was noticed that after the experiment, the level of motivation in the CLIL group grew higher than in the EFL class.

However, it is also worth noting that the time for conducting the study was limited by five weeks and four lessons (one lesson per week), which may not be long enough period to arrive at comprehensive results, and requires longer research.

Summarizing the results of the study involving the application of the CLIL approach in English classes and comparing students motivation, it might be interesting to conduct a similar yet more large-scale study again and share the results with Estonian authorities, which may provide an incentive to start implementing CLIL in English in all Estonian schools.

In addition, it would be interesting to discover whether the application of the CLIL approach in English classes will improve students' language skills, which the results of the present small-scale study also seem to suggest. In sum, the findings of the present study prove a positive influence of the CLIL approach on students' language learning motivation and also development of language skills.

SUMMARY IN ESTONIAN

Antud töö pealkiri on „Õpilaste inglise keele motivatsiooni võrdlus inglise keele õppimiseks LAK-õppe klassis ja inglise keele võõrkeelena klassis“. Uuringu eesmärk oli võrrelda nende õpilaste motivatsiooni inglise keele õppimiseks, kes õppivad inglise keelt LAK-õppe metoodika järgi ja nende õpilaste motivatsiooni, kes õpivad inglise keelt tavalises inglise keele klassis. Uuringu läbiviimise põhjuseks oli asjaolu, et praegu ei ole Eesti koolides läbi viidud nii palju võrdlevaid uuringuid LAK-õppe klasside ja tavalise inglise keele kui võõrkeele klasside vahel ning autori isiklik huvi aine ja lõimitud keeleõppe vastu.

Uuringu jooksul viidi läbi eksperiment venekeelses gümnaasiumis, millest võttis osa 18 õpilast. Töötati välja tunniplaanid, motivatsiooni mõõtmise küsimustiku ja inglise keele kui võõrkeele tasemetesti. LAK-õppe tunnimaterjalide loomisel võeti arvesse nii LAK-õpet käsitlevat kirjandust kui ka põhikooli riiklikku õppekava. Lisaks võeti arvesse kunstiõpetaja arvamust, kuidas koostada õppematerjale LAK-õppe tunniks kunsti aines. Eksperimendi alguses ja lõpus mõõdeti õpilaste motivatsiooni ja inglise keele taset ning pärast võrreldi neid tulemusi.

Tulemuste võrdlemine kahe rühma vahel inglise keele õppimise motivatsiooni osas tõi välja, et pärast katset kasvas motivatsioonitase LAK-õppe rühmas üsna kõrgemaks, võrreldes inglise keel võõrkeelena klassis. Samas tasub arvestada ka uuringu läbiviimiseks piiratud viie nädalaga, mis arvatavasti ei ole motivatsiooni täpsete tulemuste kindlakstegemiseks päris pikk periood ja nõuab pikemat uurimist. Võttes arvesse käesoleva uuringu tulemused, oleks huvitav viia läbi samalaadne pikem ja detailsem uuring uuesti, mille tulemused võiksid motiveerida LAK-õppe kasutuselevõtmist inglise keele tundides kõigis Eesti koolides.

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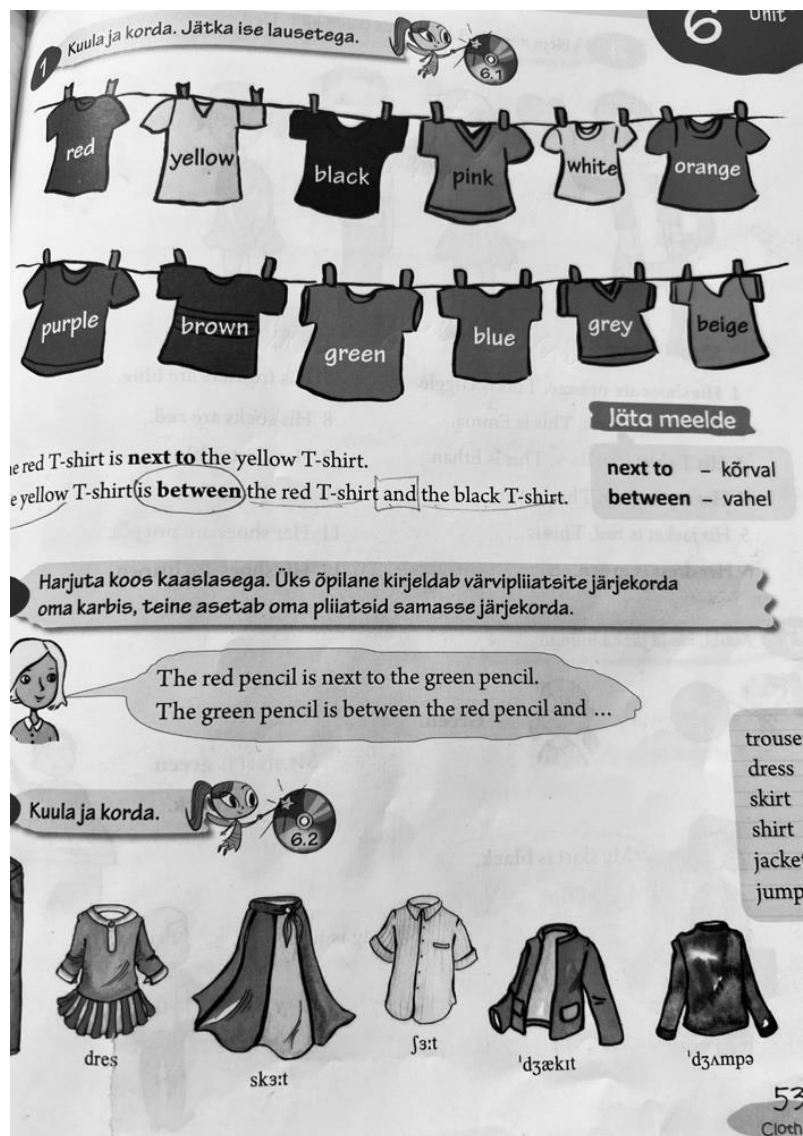
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APPENDICES


Appendix 1. EFL class lesson plans

The lesson plans were based on the “I Love English 1” student’s book for the 3rd grade (Kurm 2011)




Unit 6

4 Loe ja nimeta, kelle kohta lause kehtib.




- His shoes are orange. This is Giggle.
- Her dress is pink. This is Emma.
- His T-shirt is yellow. This is Ethan.
- Her top is grey. This is Ann.
- His jacket is red. This is ...
- Her dress is green. ...
- His trousers are blue.
- His socks are red.
- Her skirt is blue.
- His T-shirt is white.
- Her shoes are purple.
- His shoes are brown.

5 Kuula, loe ja jätkka mängu.




Green.




My shirt is green.

Black.



My skirt is black.

Yellow.



My bag is yellow.

...

54


Unit 6

6 Vasta küsimustele.

Yes, it is. Yes, they are. No, it isn't. No, they aren't.


- Is Giggle's jacket green?
- Are Giggle's shoes big?
- Are Fay's shoes brown?
- Is Ethan's T-shirt yellow?
- Are Emma's shoes grey?
- Is Fay's dress green?
- Are Giggle's shoes orange?
- Is Ann's skirt white?

7 Kuula ja loe.



1

Mrs Jones: Is this your coat, Mary?
Mary: No, it isn't. My coat is red.
Mrs Jones: Is it Kelly's?
Mary: That's right.




2

Martin: This is my scarf, Kevin.
Kevin: Sorry. My scarf is grey, too.
Martin: That's OK.

3

Kate: Wow! What a beautiful hat! Is it new?
Jane: Yes, that's right. This is Granny's present.
Kate: How sweet! Pink is my favourite colour.
Jane: It's nice and soft.



55
Clothes

Unit 6

8 Kirjelda oma riideid ja jalatseid.

coat jumper red
boots trousers hat is yellow black pink
My shoes scarf T-shirt are grey blue brown
socks top jacket green

9 Harjuta koos kaasslasega. Küsi ja vastake oma klassikaaslaste riietuse kohta nende suunas vaatamata.

Are Berit's shoes black? Yes, they are.

Is Berit's jumper grey? No, it isn't. It's ...

Happy birthday!
This is Jessica's birthday.
How old is she?
What colour is her new hat?
Is she happy?

7

uula ja vasta Merlyni küsimustele.

Unit 6

11 Vaata pilte ja lõpeta laused.

The teachers' hats are ...

Jäta meelde

boy's shoes – poisi kingad
boys' shoes – poiste kingad
The boys' shoes are black. – Poiste kingad on mustad.

The boys' T-shirts are ...

The girls' dresses are ...

2 Vaata fotosid ning räägi Kaspari ja Henriku jalgpalli- ning Oliveri ja Ericu koolivormist.

The boys' T-shirts are ...

shorts
hats
scarves
socks
coats

Britannia koolides kuuluvad sageli õpilased koolivormi hulka ka välirõivad ja jalatsid

5

Appendix 2. CLIL lesson plans

Lesson 1

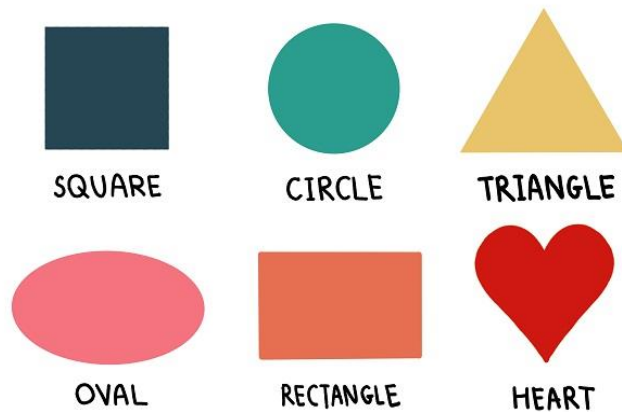
Topic: Shapes and colors

Content: learning about different shapes and colors

Language: names of colours and shapes (colors: red, yellow, pink, green, purple, orange, blue; shapes: square, circle, triangle, oval, rectangle, heart)

Time	Teacher 's activities	Pupils' activities
2 min	The teacher introduces herself in Russian and asks the students to help her with participation in the research and answer a short questionnaire.	Students greet the new teacher and answer a questionnaire about motivation
1 min	Greeting in English, the teacher states the topic and objectives of the lesson	
5 min	Warm up: the teacher distributes cards with shapes to each desk (square, circle, triangle, oval, rectangle, heart) and plays the song "shapes song" 2 times https://www.youtube.com/watch?v=QBD7CB-rroo The teacher explains the task, for the first time the students watch the video with a song about shapes. The second time, the students show a card with a shape when they name this figure in the song. Students also try to sing along	Students receive cards with shapes, listen to the song. While the song is playing for the second time, the students are showing the shapes that are named in the song. Students also try to sing along
12 min	The teacher turns on the presentation and tells the students in English about each shape separately.	Students watch the presentation about shapes
5 min	The teacher names each shape	Students show the card with this shape
15 min	Consolidation of vocabulary. The teacher distributes a worksheet to each student and invites each student to choose a worksheet.	Students choose a card with a shape

	Each task contains the name of the shape and color.	
5 min	The teacher returns to the cards with shapes and says an action for each figure with a card and shows it herself like this: rectangle - jump, square – clap your hands, oval – sit down, triangle – turn around, circle– shake your head, circle – hug yourself	Students complete the action for each shapes card
1 min	The teacher collects the cards and says goodbye to the students	Students say goodbye to the teacher



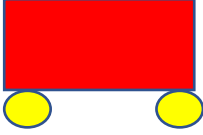

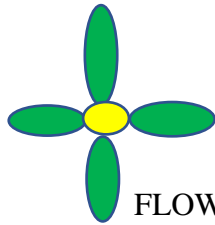


Lesson 2

Topic: Shapes and colors

Content: naming and drawing shapes

Language: shapes and figures (square, circle, triangle, oval, rectangle, heart, car, flower, bow-tie, ice cream)

Time	Teacher 's activities	Pupils' activities
1 min	Greeting in English, the teacher states the topics and objectives of the lesson.	Students greet the teacher
10 min	<p>Warm up: revision of shapes.</p> <p>The teacher returns to the cards with shapes and says an action for each shape with a card and shows it herself, like this: rectangle - jump, square – clap your hands, oval – sit down, triangle – turn around, circle– shake your head, circle – hug yourself.</p> <p>Each time the shapes are named faster.</p>	Students complete the action for each shapes card
10 min	<p>Students receive the following task: to make as many figures as possible from the cards with shapes on the desk and name them in English, for example:</p> <div style="text-align: center;">    </div> <p>HOUSE ICE-CREAM CAR</p> <div style="text-align: center;">   </div> <p>BOW-TIE FLOWER</p>	Students try to make various objects from cards with shapes
20 min	The teacher divides the students into several groups, the students must draw as many drawings as possible using the shapes and label them in English.	Students are divided into groups and perform the task: draw as many objects from the figures as possible

4,5 min	The teacher listens to the students presenting their project and naming the object and what shapes it consists of.	Students present their project and name the object and what shapes it consists of.
0.5 min	The end of the lesson, the teacher says goodbye to the students	The students say goodbye to the teacher

Lesson 3



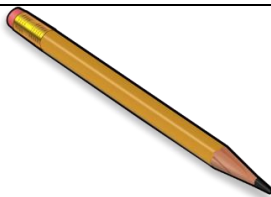

Topic: Shapes and colors




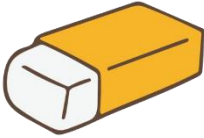


Content: learning about drawing equipment

Language: introducing new vocabulary (drawing equipment) and corresponding verbs.

Time	Teacher 's activities	Pupils' activities
1 min	Greeting in English, the teacher states the topics and objectives of the lesson.	Students greet the teacher
12 min	Warm-up: The teacher divides the students into teams of 4 people, gives each team a blank sheet of paper and says the topic of the lesson "drawing equipment" The purpose of the task is to draw those drawing equipment with which the students are already familiar and name them in English.	Students are divided into groups
5 min	Give students sheets with words on the topic "drawing equipment"; students carefully look at the objects and pronounce them out loud	Students carefully look at the objects and pronounce them out loud
5 min	Students are given a worksheet where they match the picture with the verb in pairs.	Students are given a worksheet where they match the picture with the verb in pairs.
1 min	The teacher checks the assignment with the students	The students check the assignment with the teacher
10 min	The teacher shows the students objects related to the new topic, the students must show the verb with their action; for example, pen - show how to write, ruler - show how to measure, scissors - cut, etc.	The students must show the verb with their action, for example pen - show how to write, ruler - show how to measure, scissors - cut, etc.

10 min	Students write down all new words and verbs in a notebook; instead of translating, students draw these objects in an album and color them	Students write down all new words and verbs in a notebook; instead of translating, students draw these objects in an album and color them
1 min	The lesson ends. Homework is to finish drawing objects if students didn't have enough time in class. The teacher asks for feedback from the students, asks if the students liked the lesson, then says goodbye.	Students give feedback to the teacher, say goodbye

Pen = To write	
Ruler = To measure	
Pencil = To draw	
Scissors = To cut	

<p>Glue</p> <p>=</p> <p>To stick</p>	
<p>Paint brushes</p> <p>=</p> <p>To paint, to wash</p>	
<p>Pencil sharpener</p> <p>=</p> <p>To sharpen</p>	
<p>Eraser</p> <p>=</p> <p>To erase</p>	
<p>Compass</p> <p>=</p> <p>To draft</p>	
<p>Paints</p> <p>=</p> <p>To paint</p>	

Lesson 4

Topic: Shapes and colors

Content: drawing equipment, shapes, drawing

Language: revision of new vocabulary (shapes and colors, drawing equipment); using new words with verbs.

Time	Teacher 's activities	Pupils' activities
1 min	Greeting in English, the teacher states the topics and objectives of the lesson.	Students greet the teacher
5 min	Warm up: The teacher shows different cards with shapes and drawing supplies from previous lessons, the students call this card out loud in English and, if necessary, show the action of the verb, repeated several times, each time faster.	The students call the cards out loud in English and, if necessary, show the action of the verb, repeated several times, each time faster.
10 min	A game with cards, the students gather in a circle and look at the cards for 30 seconds, then turn away; this time the teacher removes one or two cards with a figure or a verb, the students turn and guess which figure or verb was hidden, calling it in English. Students must name all the words in English.	The students turn and guess which figure or verb was hidden, calling it in English. Students must name all the words in English.
2 min	Next, the teacher asks the students to take their seats and put the following items on the desk: pencil and color pencils (red, yellow, pink, green, purple, orange, blue), scissors, eraser, glue. <ol style="list-style-type: none">1. The teacher also distributes sheets with figures, and gives instructions in English: color the shapes with colored pencils2. Take scissors, cut the shapes	Students do the tasks

	<p>3. Take glue and stick the shapes on paper</p> <p>4. Try to make objects out of the shapes (a house, a car, a flower, a ship, a rocket, and so on)</p>	
20 min	Students color the shapes, cut out the shapes and glue them onto the paper.	Students color the shapes, cut out the shapes and glue them onto the paper.
4 min	Pupils glue their work on a large poster and sign with their name.	Pupils glue their work on a large poster and sign with their name.
3 min	The students clean up at their desks, the teacher is waiting for feedback from the students about how much they liked to participate in such lessons, what was difficult and what they liked. Students answer the questionnaire, the teacher says goodbye.	The students clean up at their desks, give feedback, answer the questionnaire, say goodbye.

Appendix 3. Test to check students' language proficiency


Taken from the "Family and Friends 3" student's book (Thompson 2013)

Test


Reading

ex.1. Read the text then put the sentences in the correct order.

The Selfish Giant




The giant has got a lovely garden. The children want to play in the garden, but the giant is selfish. "It's MY garden," he says. "I don't want children here." He builds a wall around the garden.



In the spring there are no flowers or birds in the giant's garden. It is winter all year. The giant isn't happy.

Then one day, the children find a hole in the wall. They go in and play. The giant hears children in his garden. There are birds and flowers, too.



The giant is happy because it is spring again. "This is your garden now, children," he says. The children are happy and the giant is not selfish now.

- | | | | |
|---|--------------------------|--|--------------------------|
| 1 The giant hears children in the garden. | <input type="checkbox"/> | 2 The children want to play in the garden. | <input type="checkbox"/> |
| 3 It is spring. But in the giant's garden it is winter. | <input type="checkbox"/> | 4 The giant builds a wall. | <input type="checkbox"/> |
| 5 The children and the giant are happy. | <input type="checkbox"/> | 6 The children find a hole in the wall. | <input type="checkbox"/> |

Writing

ex.2.

Writing

We use capital letters with:
countries – Spain
months – April
names – Billy

We start new sentences with capital letters.
My name is Helen.

3 Write the sentences with capital letters.


- 1 jenny is ten. she's from brazil.
- 2 i'm from spain.
- 3 alex is from brazil.
- 4 is kim from thailand?
- 5 it's hot in australia in december.
- 6 he's from egypt.
- 7 her birthday is in june.

Listening


ex.3

Listening


1 Listen and match. What do they like? 25




Ivan




Mai




Bruno




Tina




a



b



c



d

1 b

2

3

4

Test

Reading


ex.1. Read the text then write

The Lion and the Mouse

1 One day, a lion is sleeping. A mouse runs over the lion's nose and the lion wakes up. The lion is angry. The mouse is scared. "I'm very sorry," says the mouse. "Don't eat me! I can help you one day."

2 The lion laughs. "That's funny!" it says. "You are little! How can you help me?" But the lion is not angry now. The mouse runs away.

3 One year later, the lion is walking in the jungle. A big net falls over the lion. The lion opens its mouth and roars. The mouse hears the lion and it runs to help. "Don't move," says the mouse. "I can help you." The mouse chews the net and makes a big hole. The lion is free. "Thank you," says the lion. "You are little, but you are kind."



4 Read again and write. lion mouse

1 The lion is sleeping.

3 The mouse is little.

5 The mouse runs away.

2 The lion is angry.

4 The lion opens its mouth and roars.

6 The mouse chews a hole in the net.

Writing

ex.2.

Writing

Proper nouns are names of people or places, and titles of books or films. **Proper nouns** start with capital letters.

Noun	Proper noun
girl	Ellie
teacher	Mr Green
country	Egypt
city	London
book	Family and Friends
film	Toy Story

3 Read and circle the proper nouns.

- Ellie lives in Australia.
- Mrs Smith is my new teacher.
- Carlos is from Spain.
- My favourite film is The Incredibles.
- Cairo is the capital city of Egypt.
- Helen's favourite film is Finding Nemo.
- Jen is older than Beth.

Listening

ex.3

Listening

1 Listen and complete the table. 79

Egypt Brazil the UK Spain

Country		Egypt		
Biggest lake	Lake Sanabria	Lake Nasser	Loch Neagh	Lake Patos
Longest river	The Tagus	The Nile	The Severn	The Amazon
Highest mountain	Mount Teide	Mount Catherine	Ben Nevis	Fog Peak

Appendix 4. Questionnaire to test students' motivation

1. Зачем ты изучаешь английский язык?
 - ☐ вынужден(а) из-за школьной программы / желания родителей
 - ☐ он мне нравится

2. На каком по важности для тебя месте среди других учебных предметов находится английский язык?
 - ☐ на первом
 - ☐ на 2 или 3-ем
 - ☐ на одном из последних

3. Тебе нравится посещать уроки английского языка?
 - ☐ да
 - ☐ нет
 - ☐ не очень

4. Какие уроки английского языка вызывают у тебя интерес?
 - ☐ традиционные (пишем, читаем, учим слова, работаем у доски)
 - ☐ творческие (рисуем, создаем коллажи, работаем в группах)

5. Что вызывает трудности у тебя в овладении английским языком? Можно выбрать несколько вариантов.
 - ☐ слушание
 - ☐ чтение
 - ☐ разговорная речь
 - ☐ письмо
 - ☐ грамматика

6. На уроке английского языка ты больше всего любишь? Можно выбрать несколько вариантов.
 - ☐ читать
 - ☐ слушать
 - ☐ писать

- рассказывать монологи
 - общаться друг с другом на английском языке
 - учить и практиковать новые слова и правила
7. Как ты считаешь, нужно ли изучать английский язык? Пригодится ли он тебе в жизни?
- да, несомненно
 - нет, не пригодится и поэтому учить его не нужно
 - мне всё равно
8. Как ты считаешь, ты работаешь в полную силу или мог бы заниматься лучше?
- я стараюсь изо всех сил
 - я мог бы учиться лучше
9. Как ты считаешь, что нужно сделать, чтобы заниматься по английскому языку лучше? Напиши свой ответ.

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MOTIVATION IN A CLIL CLASS AND AN EFL CLASS,**

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