IMPLEMENTATION OF CONTENT AND LANGUAGE INTEGRATED LEARNING (CLIL) AND ITS EFFECTS ON STUDENT MOTIVATION

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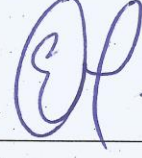GRADUATE SCHOOL OF EDUCATIONAL SCIENCES

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Approval of the Graduate School of Educational Sciences

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This is to certify that we have read this thesis and in our opinion it is fully adequate,
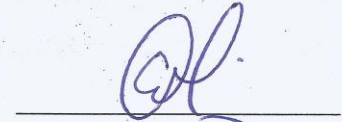in scope and quality, as a thesis for the degree of Master of Arts.

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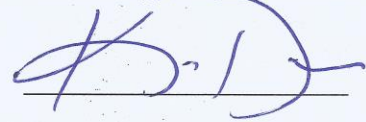
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I hereby declare that all the information and documents has been obtained in the base of the academic rules, and all the cited studies have been fully referenced in accordance with the scientific standards. I did not do any distortion in the data set, and any part of this thesis has not been presented as any other thesis study at this or any other university.

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ABSTRACT

IMPLEMENTATION OF CONTENT AND LANGUAGE INTEGRATED

LEARNING (CLIL) AND ITS EFFECTS ON STUDENT MOTIVATION

Çınar, Senanur

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The main purpose of the present study is to examine the effects of CLIL approach on the motivation of the Turkish EFL students in a language preparatory program at a private university in Istanbul, Turkey. The study also attempts to investigate the effectiveness of CLIL on the grammar scores and vocabulary improvement of the students in their classroom practices. The participants of the present study consisted of 19 students and one instructor of an intermediate level preparatory class. In this study, whereas the quantitative data were collected through pre- and post-motivation questionnaire, pre- and post-tests, the qualitative data were collected through reflective journals kept by both students and the instructor. The findings of the study revealed that the implementation of CLIL approach enhanced students' motivation and had positive effect on their grammar scores and vocabulary improvement. The results also suggested that both students and the instructor believed that CLIL is effective when teaching and learning vocabulary and grammar in their EFL classroom.

Keywords: Content and Language Integrated Learning, Vocabulary Development, Grammar Scores, Student Motivation, CLIL, EFL

ÖZ

İÇERİK VE DİL ENTEGRELİ ÖĞRENMENİN UYGULANMASI VE BUNUN ÖĞRENCİ MOTİVASYONUNA ETKİLERİ

Çınar, Senanur

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Bu çalışmanın amacı İçerik ve Dil Entegreli Öğrenmenin Türkiye'de bir vakıf üniversitesindeki hazırlık okulunda İngilizce'yi yabancı dil olarak öğrenen Türk öğrencilerin motivasyon üzerindeki etkisini incelemektir. Çalışma aynı zamanda bu öğrenme yönteminin sınıf içi uygulamalarda öğrencilerin dil bilgisi skorları ve kelime haznesi gelişimi üzerindeki etkisini de araştırmaktadır. Katılımcılar orta düzey İngilizce seviyede 19 öğrenci ve bir okutmandan oluşmaktadır. Bu çalışmadaki nicel veriler ön motivasyon ve son-motivasyon anketi ve ön test ve son testten oluşurken nitel veriler öğrenciler ve okutman tarafından tutulan yansıtıcı günlüklerden oluşmaktadır. Çalışma sonucunda uygulanan içerik ve dil entegreli öğrenme yönteminin öğrencilerin motivasyonunu arttırdığı ve dil bilgisi skoru ve kelime haznesi gelişiminde olumlu bir etkisi olduğu görülmüştür. Ayrıca, katılımcılar bu uygulamanın kelime ve dil bilgisi öğrenim ve öğretiminde etkili olduğunu belirtmişlerdir.

Anahtar Kelimeler: İçerik ve Dil Entegre Öğrenme, Kelime Haznesi Gelişimi, Dil Bilgisi Skoru, Öğrenci Motivasyonu

To My Beloved Family

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Introduction

This chapter introduces an overview about the present research study related to the integration of Content Integrated Language Learning (CLIL) into a grammar - based lessons in English language preparatory programs. The chapter, firstly, gives brief information about the CLIL approach and its importance in English language learning classrooms. It then proceeds with the explanation of motivation in foreign/second language learning contexts. Subsequently, it clarifies the statement of the problem, purpose and significance of the study, research questions, and finally there are brief descriptions of the key terms used in this study.

1.1 Content and Language Integrated Learning (CLIL) in EFL Classrooms

When learning a second language (L2), learners have various expectations, needs and beliefs, which have an impact on the process of both learning and teaching. With respect to students' needs and expectations, especially when teaching a new subject, language teachers usually look for examples to clarify a specific point that will make students pay attention and increase their curiosity. With the development of new and recent trends, European education systems have been attaching greater importance to foreign language education as it is important to provide people with education of good quality in a globalized world in which linguistic effects are gaining more and more importance (Lasagabaster, 2008). There are various approaches to meet both students' and teachers' needs in terms of learning a second language. CLIL is one these approaches that succeeds to meet these needs of both students and teachers as it aims to create a language learning environment within various contexts. CLIL has started to be perceived as a common approach to foster learner's language proficiency in the second language in Europe. It is an authentic approach as it gives importance to both teaching of content and language (Marsh, 2000). Marsh (2002) also referred CLIL as an approach that integrates both language and non-language content in a form of continuity by not asking to be preferred one over another. It focuses on two main aspects of language; firstly, language as a tool for the learning and teaching of both content and language (Coyle, Marsh & Hood, 2010); secondly, its adaptability and dimension of situational and contextual variables (Coyle, 2008). In other words, CLIL involves varied and large amount of aspects and exercises in distinct contexts that are

in education when compared to fixed methods or approaches. Therefore, students will not be looking for ways to practice what they have learned in their English lessons. Thus, in a classroom where CLIL is practiced, instead of explicitly teaching a second language with its structures, a teacher teaches a particular content in a second language. They learn language in a natural way as opposed to traditional grammar-based learning in which grammar is pivotal and learners are personally required to practice what they have learned after being taught a specific grammar subject. Therefore, in a CLIL classroom language is used in a communicative way within an appropriate context.

The main features of CLIL are defined by Coyle in 1999 in her conceptual structure of 4Cs. This structure involves Content, Communication, Cognition and Culture to be developed in education. Content refers to the subject matter and acquiring what is taught. The second principle, Communication, integrates language learning with communication as students use language within various contexts in classroom. The third principle, Cognitive, refers to students' thinking skills that they develop with their language proficiency, communication and thinking skills. The last principle, Culture, enables students to be familiar with other cultures by associating language, thinking and culture as they also develop cultural and social awareness of both their and other cultures.

The Council of Europe and the European Commission has been trying to improve learners' foreign language abilities within the system of education. As a consequence of this attempt, several programs and methods of bilingual education have been developed. The first implications of integrating content and language were practiced in Canada's immersion programs during the 1960s. However, the need for assigning a new concept to these programs continued to exist because of characteristic features of the European contexts. After the term CLIL was first created in 1994 by Marsh, several countries like Austria, Belgium, Hungary, Ireland and Spain started to apply it at their schools. In Belgium, to illustrate an example of how it is practiced, schools aimed to give bilingual education in either French or Flemish. However, some problems were encountered due to the choice of the CLIL language. In Hungary language and subject teachers are in contact with each other when providing students with a classroom where they can improve their communication skills and fluency in second language. At Spanish schools, similar results have been received, but there is one extra positive result of motivation development. They also practiced it with gifted

students who are very good at language skills. Another result of CLIL practice is that it fosters relations with other countries, globalization and the effect of the internet (Janik, 2005).

As Europe Union supports schools to practice CLIL at schools, in Turkey, which is a country that still tries to be a member of EU, there have been particular studies on the advantages of CLIL (Altınkamış, 2009; Nebilioğlugil, 2015; Atlı, 2016) The first implementation of CLIL in Turkish context was in Anatolian High Schools, however; due to the national education system in 1990s CLIL had been put away in primary and secondary schools for a period. In Turkey, practicing an interdisciplinary method in a second language can be challenging and hardly ever practiced due to the subject teachers' lack of second language knowledge. However, in a classroom where various contexts are taught in a second language, the teacher is supposed to act like the subject teacher that uses L2 when teaching. At present, there are several workshops, seminars and webinars on CLIL aiming to raise both teachers' and learners' awareness towards CLIL in Turkey. As its name suggests, content is the priority and it enables learners to improve their language learning opportunities. In other words, a specific theme or topic are prevalent in a lesson. The target language is essential in this approach; yet it turns it into a tool that helps teachers to introduce the content (Mehisto, Marsh & Frigols, 2008). Such a use of the target language leads students to acquire the four language skills, reading, writing, listening and speaking, in a quite natural way. The emphasis in CLIL is to expose students to a "highly-contextualized" classroom in which the L2 is being learned using the topic as the content of language learning (Wesche & Skehan, 2002).

Previous studies have usually examined the effect of CLIL on secondary or primary education, but the novelty of the present study is that it focuses on university students' learning English at preparatory school. Following the current circumstances in preparatory programs in Turkey, the present research study intends to investigate the effectiveness of a CLIL integrated syllabus into a grammar-based one in an English preparatory program at a private university in Turkey. It will approach the issue of effectiveness by observing the development of students' motivation in learning English when being offered CLIL-based lessons. Thus, this study will find out how instructors perceive the integration of CLIL into preparatory lessons while also shedding light to those instructors who may use this CLIL integrated lessons in their own English language classrooms.

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1.2 Motivation and CLIL

Within the literature, there are several definitions of motivation as it is a topic that has always been discussed by researchers. Gardner and MacIntyre (1993) closely relate being motivated to enthusiasm for the achievement of a goal, making the effort for that action and finally feeling fulfilled once obtaining the aimed results. Another aspect for motivation is that it can start and maintain process of L2 learning (Dörnyei; 1998, 2005). CLIL is one of the approaches that contributes a lot to the maintenance of this process as students acquire a foreign language in a natural environment just like a child acquiring mother tongue. CLIL can provide learners with a real-life situation for the development of language which adds upon other forms of learning. In consequence of this natural use of target language, motivation of learning language increases. Ellis (1997), for instance, asserts that once learners can integrate both linguistic and non-linguistic results, they will be more enthusiastic and motivated to pursue their learning goals. Coyle et al. (2010), similarly, claim that the integration of content and language can create a motivational element for learners who might have had an otherwise negative manner towards one or the other. Kolodziejska and Simpson (2000) refer to CLIL as a method that definitely increases students' level of motivation and encourages them to practice target language in a purposeful way. In a similar vein, Coyle (2007) argues that CLIL boosts learners' motivation towards the lessons. Likewise, Maljers and Hartiala (2001) assert that CLIL can be used to increase students' motivation by presenting them alternative goals as well as means. Wiesemes (2009), as well, states that in CLIL approach motivation is enriched through increased challenge; and competence in the target content is developed through L2 proficiency and learning cognitive skills development as well. Marsh, Maljers and Hartiala (2001), similar to Wiesernes (2009), state that CLIL can be used to increase students' motivation by offering them alternative goals as well as means.

Taking these overviews into consideration, the present study aims to explore the efficacy of CLIL-based lessons into EFL students' motivation. The extent of the effectiveness when students are introduced with various contents in their English lessons will be investigated through their level of motivation. The study also aims to reveal the perceptions of the students and the instructor about implementing CLIL approach while teaching and learning English in an EFL classroom.

1.3 Statement of the Problem

Language learners are also in a constant seek for innovations and dynamic ways of learning especially if they are adult learners who have been learning language for a specific time. When they get old, their needs and expectations of learning a foreign language change, too. In majority of the Turkish universities, students are required to learn English to start their undergraduate programs. However, language is best learned in authentic situations unlike the traditional methods (Lasagabaster & Sierra, 2009). Therefore, for several years both researchers and instructors of language have been searching for various aspects of how to motivate language learners since motivation is in a direct relationship with learners' success in learning language. CLIL is one of these aspects that fills this gap of motivation when learning a language as it offers learners real-life contents that they can associate with their already-existing knowledge naturally.

In Turkey, to the best of the researcher's knowledge, there has been one thesis focusing on CLIL's effectiveness on language learners' motivation (Altınkamış, 2009). In consideration of these, the present study intends to fill this gap by integrating CLIL approach to present various contents when teaching English in English language preparatory classes. By implementing such an approach, it is aimed to provide students with the opportunities to learn English within different interesting contents that they will practice English in a communicative way. Finally, learning English within different contents, in which they use language naturally, may increase motivation of students and have a positive impact on their language skills.

1.4 Purpose of the Study

Most of language learners generally have difficulty in using English naturally and confidently due to the traditional methods they are exposed in their classroom which mostly focus on teaching grammar. However, to use the language effectively rather than rules, how the language functions should be also introduced to the learners to become communicatively competent speakers of the target language. One way to achieve this objective is through CLIL which highlights the importance of teaching language around meaningful and authentic content. Specifically, having integrated CLIL into their lessons, when reading a text, students must obtain knowledge from the given text and internalize how they can use the language within that particular context.

To fill in this gap, the purpose of this study is to expose students to CLIL in an intermediate (B1 level) EFL classroom of a preparatory program and explore to what extent CLIL-based lessons have impact on the participating students' motivation, grammar scores as well as their vocabulary development. Finally, the study attempts to find out the perceptions of the B1 level students and their instructors about implementing CLIL-based lessons in their classroom practices.

1.5 Research Questions

Based on these observations, the present study aims to answer the following research questions:

1. To what extent do CLIL-based lessons have impact on the following;
   a. students' motivation
   b. grammar scores
   c. vocabulary development
2. How do students and instructors perceive CLIL-based lessons?

1.6 Significance of the Study

CLIL approach has been mostly practiced at primary schools or high schools. However, university level students have more vocabulary and grammar knowledge as they have been learning English for many more years when compared to other levels. As they are reading, for example, which is a pivotal skill in CLIL approach, they are able to understand the texts in English thanks to their background vocabulary knowledge and grammar scores. Besides, CLIL approach contributes to development of students' cognitive abilities and become better in remembering, understanding, reasoning, comparing and contrasting, judging, and problem solving. As they analyse data they gain different point of views and awareness when they are exploring and developing their own theories (Fosnot, 1996).

The study's participants who are preparatory students at university have been learning English for about 10 years and now being expected to have high level language skills as they will be using English in their undergraduate programs within the contents of their department curriculum. After having meetings with the professors from the related undergraduate programs of the present university, on the other hand, they stated that the students who come to their departments from preparatory school have been usually insufficient in comprehending the target content and communicating

in English. Besides having insufficient skills in cognition and communication through the target content, students were also observed to be demotivated in the preparatory school by the researcher. These observations of the researcher were also supported by the meetings that were held with other instructors at the preparatory school. These meetings were usually held in an aim to discuss students' problems and possible solutions to them. The most discussed problem of students was found to be students' feeling demotivated at the preparatory school. This may stem from the fact that these are the students who failed the proficiency exam in the beginning of the year and are required to complete preparatory school in order to start their department. Prior to the experiment, the researcher of the present study had taken several trainings on CLIL as in form of in-service teacher training in her own institution, seminars and webinars that were held by various institutions. The researcher, therefore, was knowledgeable about how CLIL lessons are supposed to be practiced, what is the purpose of CLIL approach and how to adapt in a preparatory program. Based on the observations and discussions with the colleagues, and trainings that the researcher had taken, CLIL has been found as a method to implement in this preparatory school to fill the gaps as it aims to introduce the content in English. Students, concordantly, need to improve their cognitive skills as they will need to have high cognitive skills to master in their field as well. As learners are constantly urged to communicate in L2 through the discussions on new contents, CLIL-learners are expected to develop their communication skills as well. The contents, moreover, include cultural elements with an aim to raise students' cultural awareness towards both their own and other cultures. Cultural contents, therefore, considered to be as a factor that increases motivation level of these students. However, when reviewing the literature, in Turkey the number of studies with regard to the integration of CLIL into a tertiary level is highly limited (Atlı, 2016; Bozdoğan & Karlıdağ, 2013). There are usually the studies that elementary level students learning language through CLIL. As opposed to the outnumbering studies in which CLIL was practiced in either primary or high schools, the significant point about this study is that there is the integration of CLIL into a university level syllabus. Moreover, it aims to increase students' language learning motivation when learning English. The results of the study may be a guide for English language preparatory schools through the integration of CLIL approach regarding language proficiency and motivation.

1.7 Definitions

CLIL: Abbreviation for Content and Language Integrated Learning. It is a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language (Coyle et al., 2010).

EFL: English as a foreign language (Mayo, 2003).

Motivation: internal processes that give behaviour its energy and direction (Dembo, 2000)

L1: First language (Ipek, 2009). L1 refers to learners' native language, Turkish, in this study.

L2: Second language (Ipek, 2009). L2 refers to English in this study.

<center>**Chapter 2**</center>
<center>**Literature Review**</center>

2.1 Introduction

In this chapter the theoretical background of motivation concept and CLIL approach in a foreign language are presented in detail. The chapter firstly introduces a general framework of motivation with its different types and theories. It, then, moves onto the CLIL approach followed by its definition, conceptual framework, its implementation with motivation, and finally its practices in Europe and Turkey contexts.

2.2 The Role of Motivation in Language Learning

The term, motivation, has been described many times by different researchers. The origin of the word comes from the Latin word '*movere'* which means '*to move'*. (Baron, Henley, McGibbon and McCarthy, 2002). Similar to the origin of the word, to be motivated is stated as to be moved to do a specific action (Ryan & Deci, 2000). To motive, on the other hand, means the part that is inside and boosts moves, attitudes and actions to make specified aims real (Musaazi, 2006). The behaviourist scholar Skinner (1953) refers motivation as a result of circumstantial adapting, as well as deficiency and support programmes. The humanist scholars, on the other hand, describe it as a side-effect of independent determination and an inner energy to fulfil the self. Keller (1979) refers to the term as "that which accounts for the arousal, direction, and substance of behaviour." (p.27). Keller (1983), then, defines motivation as the extent of choices and efforts that people make. Arkes and Garske (1982), similarly, defines it as the process that affects the arousal, power, or direction of an attitude. In a very similar way, Duttweiler (1986) defines motivation as the factors that provoke, control, and maintain boosted performance. Similar to this, it is defined as the stimulus to create and maintain aims and the actions that need to pursue goals by Ames & Ames (1989). Similar to their points of goals and intentions, Oxford and Shearin (1994) describes motivation as a desire to make the goal real which is in a relation with the energy to work for that goal. Motivation also described as an internal energy that initiates, directs and sustains human behaviour for a period of time (Thokildsen, Nicholls, Bates, Brankis and DeBott, 2002). Keller (2010), later, asserts that motivation is usually described as "the direction and magnitude of behaviour, or in other words, it explains

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what goals people choose to pursue and how actively or intensely they pursue them" (p.4). This description explains common facts of goals and efforts that are put forward by Hu (2008); however, there is no clarification of how or why these goals and efforts are pursued by people. Therefore, Keller (2010) refers to the learning context stating that motivation is affected by the extent of the curiosity that is provided by the teacher and class materials. He also relates motivation with the stimuli that increases confidence and lessens stress that affects effort negatively. This definition of motivation has an outstanding relation with the present study as in this study there is an attempt to increase students' curiosity level through the help of class instructions and material.

In the process of learning, motivation has been defined in several different ways by researchers. Regarding with education and learners' performance, it plays an important role in academic engagement. Francis, Goheer, Haver-Dieter, Kaplan, Kerstetter, and Kirk, (2004) describe motivation as the most effective elements that influence students' performance. Johnson and Johnson (1985) refer to motivation in learning as "the degree to which students commit effort to achieve academic goals" (p.250). In a similar vein, Wlodgowski (1986) defines motivation as the series of processes that can achieve four steps as follows; to arouse and activate behaviour, to control or provide purpose to behaviour, as well as to let behaviour persevere and finally allow one to choose or select a specific behaviour. Moller, Huett, Holder, Young & Harvey (2005) perceive motivation as the duration and way of effort that the student makes when attempting to achieve a goal. Dörnyei (2005) refers to motivation in L2 learning as a way to provide the initial stimulus to start learning a second language and then as a power to tolerate the monotonous and long process of learning. Glynn, Aultman & Owens (2005) finally claim that, motivation has an essential role in the learning process and it is a state that increases, controls and maintains humans' behaviours. Carpenter (2011), similarly, explains it as a person's effort that he/she makes to learn the content of a lesson. In terms of theorists, the behaviourists believe that learners can be assessed according to their behaviours and possible changes in their behaviours that are triggered by outside or environmental factors (Monk, 2009). Skinner (1950), in a similar vein, states that motivation stems from external factors as a reaction with reinforcements by the use of positive and/or negative outcomes.

As an opposite claim, humanist scholar Maslow (1954) asserts that motivation results from some particular needs of human. According to him, in these needs there

is a hierarchy that has different stages of needs that are needed to be fulfilled. In this hierarchy, he believes that unless one's need cannot be fulfilled, the rest cannot be fulfilled, either. Furthermore, there is an order of completing these needs as you cannot proceed unless you cannot fulfil the previous one. Students, concordantly, usually need to fulfil their needs through some internal and external factors in order to facilitate the process of learning a foreign/second language.

2.3 Types of Motivation

Every learner can have different levels of motivation including different types of it (Ryan & Deci, 2000). Learners' level of motivation may change which makes the situation challenging for teachers to sustain the motivation level for a long period of time (Dörnyei, 2005). The type and extent of motivation that learners pursue need to be known well by the teacher of the course. There can be two different reasons of learners' feeling motivated such as curiosity or approval of someone else. Learners can feel motivated because either they are curious about the content of the course or they need approval or rewards. According to the Self-Determination Theory (SDT) developed by Deci and Ryan (1985), motivation consists of two categories that are affected by two reasons or aims that will boost an action. One of these motivation types is intrinsic motivation which means doing an action as it is naturally fascinating for someone and gives pleasure. In other words, learners have an aim to learn a second language as a result of their inner pleasure or satisfaction that they pursued in the process of learning. The other type, contrary to this, is extrinsic motivation which means doing an action or completing an assignment as it leads to an outside consequence (Ryan & Deci, 2000). In other words, learners attempt to learn a second language due to the external factors that are usually a result of their environments.

2.3.1 Intrinsic motivation. The types of motivation are the results of learners' autonomy that is in a close relationship with learners' level of self-determination which can be either high or low in the process of learning. As one type of motivation, Ryan and Deci (2000) define intrinsic motivation as "doing of an activity for its inherent satisfactions rather than for some separable consequence." (p.56). Similar to this, Deci (1975) describes the activities that stem from intrinsic motivation as "ones for which there is no apparent reward except the activity itself" (p.23). However, due to the drawbacks of these models, scholars made several research ending up with intrinsic

factors as the source of motivation instead of previous factors which were mostly external (Lepper, Sethi, Dialdin & Drake, 1997). Similar to their research, Sansone and Harackiewicz (2000) deal with this intrinsic motivation process as stating that there are some animals and humans that do not only feel motivated because of rewards or to avoid punishments. They also add that the reason of their behaviours can be related with interest, satisfaction and pleasure.

In line with their field, in L2 learning, one of the most well-known concepts in motivation is Gardner's (1985) *integrative motivation*. This concept was later on defined in Gardner and Lambert's (1972) study as showing a natural and individual interest in a specific people and culture that is introduced by the other group. Learners' being open to other cultures, elements of that language, and its people can be achieved if the language is learned to interact and find out about the target community and culture. Gardner (2001) later on states that there might also be *instrumental motivation* which is the practicality of learning a second language as a desire to pursue high degrees such as positions at work.

Dörnyei (2000) puts this concept in another way as changing it with *incentive motives* which he associated with learning a language to communicate with foreign people or understand songs in L2 rather than job concerns. These inner thoughts of learners are associated with natural and sincere feelings that are the results of their intrinsic motivation. Maslow (2000) believes that intrinsic motivation is an outperforming type when compared to extrinsic motivation considering his theory of human needs hierarchy. Moreover, the source of this type of motivation comes from one's inner desire to achieve which includes the process of his/her doing tasks or learning a content for pleasure or satisfaction (Song, 1998; Margueratt, 2007)

Furthermore, the people who feel intrinsically motivated do not need external factors or stimuli to complete an activity and they maintain their effort as they attempt to learn for the sake of their own self-determination and personal aims (Chang, 2001). In other words, when they are required to create something, they do it for fun and pleasure, thus they engage in an activity as a result of their curiosity, passion for exploration and intrinsic intellectuality (Gottfried, 1985). Christy (1992) puts forward that the reward of doing a task is the implementation of that task itself for these people who do not seek for a reward outside the task, instead they do it for enjoyment during that task. Once learners have these types of feelings inside, the consequences of the learning process become different as well. This intrinsic motivation, to present an

example, comes true when learners have an interaction with others so as to feel proficient which eventually allows learners to pursue authentic accomplishments (Deci, 1975; Deci, Ryan, Schwartz & Sheinman, 1981). When students go to school, for instance, they complete the tasks, read materials, and make discussions to experience things with the feelings of intellectual pleasure or enjoyment as a result of passionate and thrilling ways. In order to make these feelings possible for learners, their innate needs are required to be fulfilled as these needs are crucial to encourage learners to perform these kinds of actions. The natural intrinsic needs can give learners the energy to act these kinds of behaviours. Therefore, it depends on the individual's free will to act these behaviours as they do not depend on the external factors. This type of motivation, herewith, contributes people a lot to actively and voluntarily participate in a task through self-perceived usefulness. Thus, with intrinsic motivation, a learner achieves to learn more deeply which leads him/her to a better maintenance, application and reproduction (Jordan, 2006).

   2.3.2 Extrinsic motivation. Ryan and Deci (2000) defined extrinsic motivation as "doing something because it leaves to a separable outcome" (p.55). Similarly, Amabile, Hil, Hennessey & Tighe (1994) define it by clarifying separable outcome as "the motivation to work primarily in response to something apart from the work itself, such as reward or recognition or dictates of other people" (p.950). Therefore, the person performs an action as a result of a stimuli or intervention that come from outside. As stated above, intrinsically motivated learners try to complete a task for the pleasure and enjoyment it gives, whereas learners who are extrinsically motivated complete a task for outside forces such as rewards, punishments or consequences (Nwagbara, 1993; Deci, 1975). In addition, Brown (1994) describes extrinsic motivation as one's forming a behaviour for the sake of reward, money, prize or points that are given by someone else. As opposed to the intrinsic motivated ones, extrinsic motivated students participate in activities "for the rewards that follow from completing them, not for the pleasure that comes from them" (Keller, 2010, p.17).

   There are some believes that extrinsic motivation has negative effects such as lower comprehension, weaker academic skills, and overwork (Jordan, 2006). These type of learners do not have an aim to master the target content, instead, they have an ultimate goal to receive the reward (Kawachi 2002). Self-Determination Theory (Deci & Ryan, 1985), on the other hand, asserts that the extent of extrinsic motivation

depends on the individual's autonomy. If a student, for instance, completes his/her task because her mother will let his/her play games, he/she avoids a punishment. As opposed to this, the same student can also complete a task as he/she thinks it will contribute him/her future career and make it easy to find a job. In both situations, the source of motivation is extrinsic; however, the instrumentalities are different. In the second situation, there is a feeling of choice, while the first one includes performing an action for the sake of external factors. Margueratt (2007) claims that whereas it would be ideal for all learners to feel intrinsically motivated, the nature of lesson content or materials can expect learners to have extrinsic motivation to succeed. At this point, the design of the course can lead learners to obtain intrinsically satisfying elements through an external motivational source such as high grade. The instructions should be highlighted by the teacher depending on the type of motivation which can be either intrinsic or extrinsic in a class (Song, 1998).

2.4 Motivation Theories

The concept of motivation has been argued by several researchers in terms of its applicability, causes and outcomes (Ilter, 2009; Chang, 2010; Mathews-Aydinli, Elaziz, 2010; Lasagabaster, 2011; Pan, 2013). There have been varies perspectives put forward by educational scholars with an aim to find out what motivation is and the ways to increase students' development in learning a language. Many theories have been developed to explain the role of motivation in students' language learning success. The most common ones associated with second language learning are Maslow's Hierarchy Theory, Social-psychological Theory, Equity Theory, and Reinforcement Theory. The point that differs these theories from each other is that there are different factors and/or processes that they are related to motivation. The following parts describe each theory in detail.

2.4.1 Maslow's theory. Maslow's hierarchy of needs is a theory of humanistic orientation and has been found very useful and attractive by many researchers (Naylor, 1999). In his theory, Maslow refers to motivation as needs that are needed to be fulfilled in an order. Maslow bases his theory on human behaviour which is controlled by either external or internal factors. According to him, once a need is satisfied, the learner feels motivated and ready to fulfil the next need. People need to be healthy and stable if their needs are fulfilled. These needs are categorized as psychological, safety,

love/belonging, esteem, and self-actualization needs. Maslow's hierarchy of human needs is as presented in Figure 1.
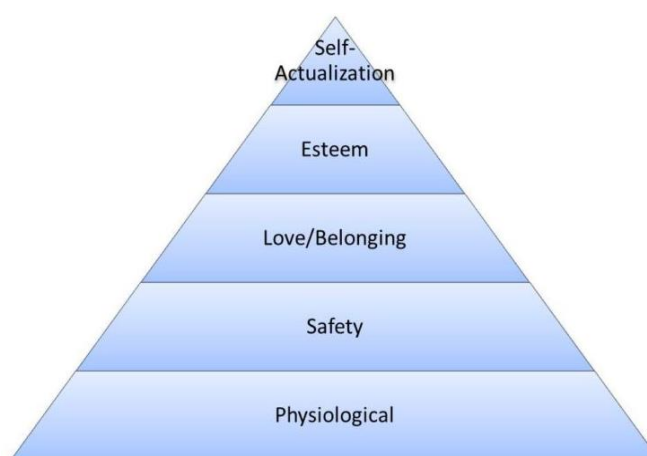
Figure 1. Maslow's hierarchy theory

In the first level, there are the psychological needs that are mainly the biological needs of human such as water, eating, clothing, breathing, shelter, work and so on. By the help of these needs, humans survive and then the next need which is safety needs becomes active. This need of being safe is also essential for humans to survive as they feel free and avoid any possible threats and dangers. In the next level of love/belonging needs, on the other hand, humans need to be in interaction with others in a social way. It also includes being loved, and accepted by someone else. They need to feel themselves as a part of a group in this level. In the fourth level, there is the esteem need which involves the need for being known by others, respected, successful, autonomous and independent. The person needs to feel himself/herself important in this level of hierarchy. In the top level, self-actualization needs, the person realizes his/her own full capacity or self-development.

Overall, a person should fulfil each level of needs in an order to feel motivated. Maslow also asserts that, once a need is fulfilled it will not be considered as a need anymore. In terms of educational context, students learn a content best once there is no threat or dangers and when they feel comfortable and secure. That is why, in educational contexts, most educators and administrators firstly try to create this kind of environment for students. In the present study, the implied aim is to make students at the self-actualization level through the use of real life contents in English.

2.4.2 Social-Psychological theory. This particular theory of motivation that investigates the second language acquisition in an EFL classroom setting was developed by Gardner. It claims that motivation has a close relation with the individual's will which aims to be a member of the community of target culture speakers. In 1990s, many distinguished researchers (Clement, Dörnyei & Noels; Crookes, Schmidt; Dörnyei, Ely, Oxford & Shearin; Schmidt Boraje & Kassabgy) asserted that this theory had a deficiency of ignoring components of motivation that students have in classroom such as getting high grades, pleasing parents or teachers, enjoying the process of learning a language, and fulfilling ambitions.

2.4.3 Equity theory. Adams (1963) came up with this theory after completing a study and he claims that individuals compare the work they put with what they receive, and then they decide if it is fair or not. This decision affects their level of motivation in the process of doing a work (Lewis, Goodman & Fandt, 1995). In other words, it focuses on individuals' perceptions of inequality extent which will eventually either increase or decrease their motivation. This theory also believes that both inputs and outcomes of a task that the individual is doing need to be equal. Therefore, learners will believe that the outcomes that they obtain after doing a task matches with their effort that they have previously made. In case they do not think that the outcome matches with their effort they will feel less motivated to continue doing their work (Oxford and Shearin, 1996). If students, for instance, cannot observe that they have made progress when doing a task for a long time, they inevitably lose their motivation and stop studying.

2.4.4 Reinforcement theory. This theory has a relation with operant conditioning which means that there is a link between human behaviour and its outcomes. It is also in favour of rewarding or punishing students in order to encourage or discourage their good or bad behaviours that they will perform in future. Naylor (1999) defines this theory as any influence that will create either negative or positive behaviour to be repeated or stopped in future. According to this theory, human behaviour is determined by outside factors, and it is also predictable and changeable. Mergel (2011) refers to positive reinforcements as rewards that encourage the behaviour, and negative reinforcements as responses that avoid the repetition of an individual's bad behaviour. Therefore, in this theory rewards and punishments are

essential factors as they motivate learners. Furthermore, the basis of this theory is that there are rules or laws that will affect the repetition of the behaviours which are either negative or positive. There is a constant relationship between human behaviour and what comes from outside factors.

In brief, motivation can be associated with the strength or strategy that will make a person behave in his/her own way. Theories of motivation, correspondingly, have been emerged in search of finding out this strength or strategy. Based on the objectives of the present study, the intrinsic motivation of the participants is aimed to increase, because they are expected to learn the content and language for self-satisfaction rather than a reward or separable consequence. In terms of motivation theory, on the other hand, social-psychological theory is perceived as suitable for the present study as the participants are expected to have the will to learn English and the culture of communities which will eventually make them feel like a member of these communities.

2.5 Theoretical Background of CLIL Approach

Over the last decades, there has been a tendency to integrate content and language in educational institutions. CLIL is one approaches that gives the same ratio of importance to content and language which are aimed to be learned at the same time. As the members of the European Union use English as a lingua franca (ELF) for intercultural communication and trade, CLIL is rapidly being more popular in Europe. In fact, in addition to Europe, it is a rapidly growing approach around the whole world (Marsh, 2006).

As a way to teach both content and language, in several countries, most schools from primary to tertiary schools have been implementing CLIL in their curricula. CLIL is not a new phenomenon, on the contrary, it was first practiced in 1960s in French immersion schools in Canada as bilingual language education programs. During 1970s and 1980s, Canada implemented a program which was a French immersion project in postsecondary schools in order to teach English-speakers French through curricular contents in French. It was expected from learners to master in French curricular subject at the same time (Cammarata, 2009). This implementation led scholars to do similar projects in other several European countries such as France, Germany, Finland, and under the name of Content-Based instruction (CBI) in the USA.

The term CLIL itself, on the other hand, was launched in 1996 by UNICOM, University of Jyväskylä and European Platform for Dutch Education, in order to define educational methods in which subjects are taught in a foreign language with dual-focused aims, particularly the learning of content, and learning a foreign language simultaneously. The time of having a closer look at CLIL was in 2006 when the 2006 Eurydice Reports were introduced. In this project there was 30 CLIL experiences in European countries. Through this project, the nature of CLIL has been discussed in several ways by different researchers and scholars. CLIL has started to be a more and more common approach that is implemented in national curricula of many countries.

CLIL has also been associated with theories such as Social Constructivist Theory of Vygotsky (1986), Input Theory of Krashen (1982), and Cognitive Constructivist Theory of Piaget (1963). According to them, CLIL achieves to offer students meaningful input and authentic materials which becomes the tool of real communication in which it is possible to use the target language in a natural way (Dalton-Puffer, 2007). Furthermore, it provides a learning method which is meaning-focused (van de Craen & Mondt, 2003). There are also some objections against CLIL such as the difficulties that students might have when learning a content and language at the same time. It is believed that CLIL may negatively affect students' first language competence when learning the content in second language. European countries, however, objected this belief stating that CLIL does not affect students' L1 competence as they will be acquiring a second language naturally through different meaningful inputs (Marsh, 2003; De Graaff, Gerrit, Koopman, Yulia & Gerard, 2007; Mehisto & Asser, 2007; Swain, 1985).

Furthermore, Coyle and Marsh claim that CLIL increases problem-solving, risk-taking, grammar awareness, vocabulary learning skills, communicative competence, and motivation in learning. In line with this, CLIL is observed among different ages within different implementations such as language showers with learners aged between 8 and 10 in 30-minute or one hour lessons, language encounters with learners aged between 10 and 14 through formal language instructions, dual-focused learning with learners aged between 14 and 19 in academic semester period, and finally competence building with learners aged between 16 and 19 in vocational lessons.

To summarize, even if it was first implemented as a bilingual education program in Canada, through different contexts and participants, later on CLIL method

has been implemented within mostly Europe and all over the world with an aim to integrate content and language simultaneously. It attempts to teach a second/foreign language and content at the same time through the equal extent of importance given.

2.5.1 What is CLIL? CLIL is usually defined by language scholars as teaching subject through a foreign language and concerns any dual-focused educational context in which L2 is used in teaching non-language content. Mehisto (2002) refers to CLIL as a dual-focused educational approach in which a second language is used to learn and teach both content and language. Marsh and Lange (1999), similarly, refer to CLIL as the teaching of content and second language at the same time. It has been defined as an "umbrella term" (Mehisto, Marsh & Frigols, 2008) for other approaches. It involves immersion, bilingual education, language showers, enriched language programs, multilingual education and so on. Mehisto et al, (2008), then adds, CLIL is an opportunity to improve a second language in different amount. Whereas they refer to the practice of CLIL in only educational contexts, Coyle, Holmes, and King (2009) deal with the term CLIL as a pedagogic approach that aims to teach subject matter and language in a combination. They then continue as stating that this broad term refers to any learning activity in which language is used as a tool to develop learning something new through a subject area or theme. This definition indicates that any kind of learning activity is regarded as CLIL if there is the use of a foreign language to learn about some form of content. Agolli (2017) describes CLIL as such a novel way of perceiving language learning through content and language osmosis. It is possible to deduce that the practice of CLIL becomes easier and easier once it is defined more clearly. However, within this flexibility in the practice of CLIL, Coyle et al. (2010) want researchers and teachers to keep in their mind that flexibly should not be mistaken with 'anything goes' approach. There are certain ways of implementing CLIL with effective and necessary ways in classrooms which will be introduced as the 4Cs of CLIL in the following section.

Marsh (2002), who coined the term CLIL in 1994, refers to it as context in which another language is used as a medium when teaching and learning a non-language content. Marsh (2006), then, defines it as a broad 'umbrella' term to state the diversion of methodologies that enable dual-focused education in which the focus in on both topic and instruction language. Marsh (2002) adds that CLIL is used to refer

to any educational condition in which there is the use of second/foreign language to teach and learn contents other than the language itself.

In terms of referring to CLIL as a broad term, Coyle (2006) considers CLIL as a reshaping of other language teaching practices such as English as Academic Purposes (ESP), English as Specific Purposes (ESP), Content-Based Instruction (CBI), Competency-Based Language Teaching (CBLT), Challenged-Based Leaning (CBL) into the integration of both language and content through authentic contexts. Another definition of CLIL is that it is a dual-focused educational method in which there is the use of an additional language for the teaching and learning of both content and language (Coyle, Hood, & Marsh, 2010). It means that the focus in CLIL is not only on content and not only on language.

According to Coyle (2010), what makes CLIL distinctive from other approaches is that it is the designed pedagogic combination of a content which is contextualized, communication, cognition and culture with the practice of teaching and learning. Coyle et al. (2010) later, state that CLIL describes the learning and teaching of subject matter through the medium of a foreign language. This indicates that CLIL is based on collaboration between communication, content, cognition and culture through different contexts. According to Pokrivčáková (2007) the term CLIL has been used since 1990s and adds that it is "an integration of teaching the content of a subject with teaching a second language." (p.7). In other words, the second and/or foreign language is a tool to teach the target content. A teacher who adapts CLIL approach needs to know both the second language and the content as it is defined as teaching through the second language rather than in second language.

In a similar vein, Dalton-Puffer (2007) describes CLIL-implemented classrooms as "educational settings where a language other than the student's mother tongue is used as medium of instruction" (p.1). The extent of the use of foreign language, she adds, differs from a text in lesson to the whole curriculum. Tidblom (2005), similarly, perceives CLIL as learning content through the use of a foreign language or learning a language through the study of content. It is concluded that there is an equal amount of focus and importance given to the target content and language in CLIL approach. As another instance of the nature of CLIL, Naves (2009) states that there are four characteristic features of it such as creating situations for natural language learning, providing a purpose to use language when learning in classroom, positive effects of focusing on meaning of language rather than form, and finally

considerably increasing the extent of exposure to the learners' target language. With regard to these definitions stated by several researchers and scholars, Coyle (1999) frames four major CLIL elements in an attempt to clarify the method under different categories which will be summarized in the following part of this study.

2.5.2 The 4Cs framework for CLIL. Coyle (1999) developed the four C's Framework for CLIL which differs from the other language teaching approaches in terms of what it includes. These elements of CLIL, which are content, communication, cognition, and culture all play a significant role in teaching and learning a second/foreign language. The present study, in line with this, adapts these four framework of CLIL within the designed each eight lesson. According to this framework, CLIL should cover these four significant areas. Coyle, also, states that effective CLIL is only practiced in a context where the subject matter, content, is integrated with the development of higher thinking skills as well as communicative and intercultural competence. The content within these four C's refers to the subject matter or theme, communication refers to the language use, cognition refers to thinking skills, and finally culture refers to awareness of self and otherness when learning a language.
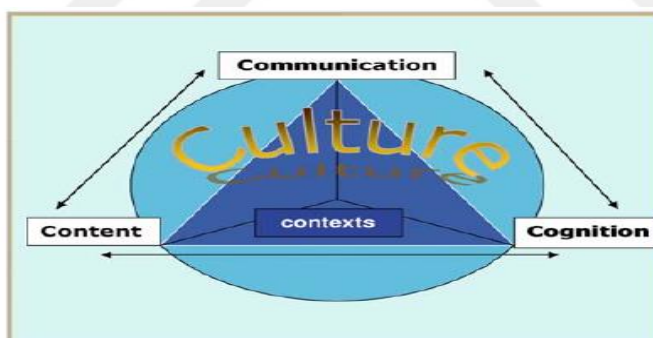
Figure 2. The 4Cs framework of CLIL (Coyle, 2005)

When implementing these four elements, integrated learning is achieved through content and cognition and language learning is achieved through communication and culture. The role of four C's, content, communication, cognition, and culture within CLIL approach will be introduced in the following sub-sections.

2.5.2.1 Content in CLIL. As its name suggests CLIL, content and language integrated learning, offers learners the opportunity to study content by pursuing various perspectives as well as developing their critical thinking skills. Mohan and

Slater (2005) state that content is the core of a discourse such as history discourse, and language is the uttering of a discourse. Learners study the topics that have international terms in L2 through the use of L2 as they persist understanding the topic and the terms in it. Darn (2006) points out to content in CLIL as an approach that provides "opportunities to study content through different perspectives, access subject-specific target language terminology and hence prepare for future studies and/or working life" (p.2). As there is a common belief that CLIL is the first and primary content-based approach (Coyle et al., 2010; Eurydice 2006; Lorenzo, 2007), 'content' is referred as the first constructing part including the real subject matter that is being taught. In CLIL, the target content is not simply translated into a foreign language. In the content, instead, there should be a combination of content and language learning which attains and mixes high-quality implementation from various educational contexts and provides education in a comprehensive way (Coyle et al., 2010). Therefore, CLIL does not only facilitate the process of language learning, but also CLIL supporter scholars (Marsh, 2002) claim that the content learning method also benefits from CLIL. That is to say, when learners use a foreign language through different perspectives, it gives more depth to a topic (Marsh, 2002). In other words, studying a subject matter through the use of various different and authentic contexts makes what is being taught more meaningful and comprehensive. In line with this, Coyle et al. (2010) assume that learning a content in a foreign language enables "different thinking horizons and pathways" (p.68-69). She, then, adds that when this is the situation, cognitive flexibility of learners is encouraged. Pursuing different thinking perspectives when learning a language is exceptionally significant as learners are required to understand and embrace other cultures and traditions all the time.

When implementing CLIL in classroom, students will grasp the topic more easily once the topics are presented within its essential parts in a more slowly way. As students need to focus more when learning something through a foreign language, this approach will increase their ability to engage with the process of learning in a more cognitive way. Moreover, as students will be using a foreign language when studying a content, they will most likely feel like a part of the activities in a comfortable way when reflecting themselves in another language. However, there is a problem in CLIL that, teachers may encounter a disparity between students' cognitive ability and existing language competence (Coyle et al., 2010). This problem has been often handled by critics stating that students learning a subject in L2 do not learn as good as

the ones who learn in L1 (Mehisto, 2008). At this point, teachers need to balance between the target content and language that they will teach, and students' existing linguistic competence. Infante, Benvenuto, and Lastrucci (2009), concordantly, made a research on interviews and questionnaires with experienced CLIL teachers, and found out that even if students learn more slowly in the beginning, with the passing of time they caught up with contents and mastered in subject as well.

It has been argued as well whether any subject is suitable for CLIL as their nature and amount of terminology are different. In Italy, for instance, Lucietto (2008) conducted a research as a monitor in Maths, geography and offset printing CLIL classes. She revealed that students showed great success in offset printing and geography classes whereas limited success in Maths class which was taught in English. Nevertheless, the amount of content in CLIL classes is different from traditional classes. In CLIL classes, for instance, the amount of content is smaller than traditional ones; yet the learning can be more effective since it approaches the content with a deeper way. Another advantage of teaching content through CLIL approach is that there is an equal focus on both language and content unlike traditional approaches. There is a smooth transfer from language to content which traditional approaches fail to do. Consequently, CLIL can be regarded as an innovative way of teaching content is it enables the use of target language to comprehend the content. Moreover, CLIL reflects the nature of everyday life as well as different skills. Through the contents like these, students will be ready for the real world when they are required to practice these skills in different fields as well. The students who particularly will be mastering their university programs in a foreign language can benefit from these real-life contents to a greater extent as content in CLIL means progression in knowledge, skills, and comprehending the specific elements of a designed curriculum.

2.5.2.2 Communication in CLIL. In CLIL approach, there is a great tendency towards interaction among both teacher-student and student-student in foreign language. When studying a content through second language, students are expected to reflect their opinions in a communicative way. As it is an umbrella term, CLIL also involves one of the most common and preferred approaches such as Communicative Language Teaching (CLT) which was coined by Hymes (1971). The leading feature of CLT is that it includes knowledge of sociolinguistic rules, grammar rules, and uttering appropriately. The term, as well, refers to the ability to transfer meaning

through the successful combination of a linguistic and discourse rule knowledge in communicative interactions (Savignon, 1972, 1983). Similar to CLT, CLIL requires students to combine their linguistic rule knowledge with discourse rule knowledge when learning a real-life content through L2. Communication skills of language learners are developed through intercultural knowledge and understanding self and/or others. In line with this, CLIL students are able to communicate with each other through intercultural knowledge as they are combined within this approach. According to CLIL supporting researchers CLIL students are more confident when using the foreign language and they are able to speak more fluently regarding various range of topics compared to those who learn in traditional classrooms (Ruiz de Zarobe, 2008; Lorenzo, Casal & Moore, 2009). CLIL students will be giving same amount of importance to the content and language, therefore they will not be wondering about how to make use of language as there will be a designed real-life content through which they make discussions about.

CLIL students' receptive and productive lexicon is larger, contains more words from lower frequency bands, has a broader stylistic range, and is used more properly (Jexenflicker & Dalton-Puffer, 2010; Lo & Murphy, 2010; Ruiz de Zarobe, 2010; Zydatiß, 2007). This leads students of CLIL to be more capable of using communicative language skills when expressing their own ideas in L2. In Ruiz de Zarobe's (2008) study, there is the comparison of CLIL and non-CLIL students' speaking skills in Spain. The results of the study revealed that CLIL students outperformed the non-CLIL students as they perform more lexical richness and usually a higher linguistic level. They also found out that CLIL learners usually have more linguistic competence compared to non-CLIL learners. Another study (Vàrkuti, 2010) compared CLIL and non-CLIL learners in terms of their language competence. Both learners were exposed to foreign language in the same extent, yet CLIL-learners showed better results in their tests than non-CLIL learners who learned language through traditional ways.

In most ways, the CLIL approach is similar to a modern ELT concept of integrated skills courses, but it involves exploration of language, is delivered by a teacher experienced in CLIL methodology and is based on material that is in a direct relation with a content-based subject (Darn, 2006). In other words, in CLIL there is the identification of language as students are expected to produce the core of the text using their own words. Therefore, communication in L2 becomes more significant as

there is an increase in virtual and physical mobility. The use of language is not based on linguistic rules; instead, the ability to use the language in an authentic and practical way is achieved in CLIL classrooms.

2.5.2.3 Cognition in CLIL. Through what CLIL offers; content and language, learners develop a flexible perspective which ultimately help them like their less favourite element with the passing of time as they will be developing their thinking skills in different ways. In other words, through the complex concepts, students are confronted as they are expressing their own understanding in a second language. Cummin (1984) states that the content and language in a lesson should start with cognitively not demanding tasks such as summarizing and progressively go on with demanding tasks such as critiquing or producing. He also explains learners' language proficiency in communicative activities in two ranges. One of them refers to contextual support whereas other involves learners' extent of cognitive engagement. He refers to CLIL content in his matrix as cognitive demands and linguistic demands. In this CLIL matrix, he recommends teachers to pursue low linguistic demands and high cognitive demands in a CLIL classroom. Teachers are also suggested to have high linguistic demands and high cognitive demands as the time passes in order to foster students' language development. Yet, when the focus is on difficult linguistic structures, then teachers can have high linguistic demands and low cognitive demands.

In CLIL, in fact, cognition is related to motivation as the more complex the content, the more engaged the students feel when using language even they are supposed to relate their previous knowledge to the new content. Wolff (2007) defines the CLIL classroom as a learning laboratory in which students and teachers work in a constant collaboration through cross-curricular activities. There is a high level of involvement and cognition in CLIL classes where students are expected to use their thinking skills in second language. In the study of Dalton-Puffer (2009) for instance, the students generally considered CLIL lessons as useful and responsible for a higher level of student activation as there was responsibility toward the whole process of learning process among students and teachers. Therefore, CLIL can turn a traditional classroom in which there is less interaction between teacher-student and student-student into a more interactive and student-friendly environment through the tasks and activities that expect students to use their cognitive skills.

2.5.2.4 Culture in CLIL. It has been asserted that culture is an integral factor in interaction between language and thoughts (Brown, 2000). As presented above, students are required to express their thoughts within the process of learning a foreign language. Moreover, Brown (2002) asserts that once language is separated from culture, either language or culture inevitably loses its significance. This claim indicates that culture and language are two independent elements which is because of the fact that language is not a code free from culture (Kramsch, 1998). They need to be integrated into the process of language learning as long as either one of them is expected to learn as a whole. Likewise, Shukri (2014) stated that the use of cultural activities when learning a language helps students to improve their pragmatic awareness, guide the way they construct language, and interpret contextual meanings. Taking the role of culture in language learning, CLIL is used to increase the interaction between communities and regions and teach students about neighbouring countries. It can be deduced that CLIL is a significant tool in adapting cultural and linguistic awareness. It also reinforces the intercultural knowledge and helps to build intercultural communication skills (Janík, 2005). Nichols, Byram, and Stevens (2001), similarly, claim that intercultural awareness and learning is pivotal to CLIL. Besides intercultural awareness, researchers (Harrop, 2012; Otten & Wildhage, 2003) believe that CLIL can develop empathy, tolerance and the capability to cope with differences. When students begin to have an empathy towards the target culture, Schumann (1986) claim that the process of second language acquisition is facilitated through the contents involving different cultures. Through these contents, CLIL students are able to accept that there are other ways of acting and handling things.

Moreover, Harrop (2012) asserts that CLIL helps students to develop the skill for intercultural communication that is an ability with increasing importance in the globalized world we live in. In this globalized world of 21st century in which people need to develop their intercultural competence as we are and will always be in a constant interaction with people from either other cultures or our own culture. In order to achieve this challenge, CLIL facilitates this process in educational contexts as it involves various real-life contexts in which learners can learn about both others and their own country. As the level of students' intercultural competence and tolerance increases, problems of racism and prejudice will have been overcome through these cultural dimension of CLIL-based educational settings.

To summarize, with respect to this 4Cs framework for CLIL approach, the present study integrates these four elements, content, communication, cognition and culture, into the design of EFL lessons. When implementing these lessons, the motivation level of B1 level EFL students is investigated by improving perspectives towards a new concept, improving language skills as well as communicative competence, developing cognitively capable students, and introducing culture of others and their own.

2.5.3 Implementation of CLIL in Europe. There have been various bilingual education models such as language showers, language encounters, dual-focused learning, and competence building in Europe regarding specific national and regional conditions. These various models were defined using terms from other contexts, but specifically drawing on immersion and bilingual activities in Canada and the USA (Coyle, 2007). This caused a confusion on the establishment of a comprehensible language model which aims similar outcomes of bilingual education throughout the Union.

First impression of bilingual education was immersion schools which was found to be a non-European model. Once European models became more of importance in 1990s, there was a great extent of innovation in methodology, and practitioners came up with more terms by taking pedagogy and other models into consideration. The acronym CLIL, then, was coined by David Marsh (1994) and his team to describe European models of bilingual education in which language is used as a medium for learning content, and the content is used as a tool to learn languages (European Commission, 2005). Since then European language policy has perceived CLIL as an appropriate instrument for fostering plurilingualism. European Union strongly supports CLIL (Ruiz de Zarobe, 2013) as one of its aims is to develop students' plurilingualistic competence (Marsh, 2002; Dalton-Puffer, 2007; Georgiu, 2012) through specific methods such as intercomprehension, interculturalism and eventually plurilingualism (Sudhoff, 2010; Kiely, 2011)

The flexible and applicable nature of CLIL is usually considered one as an effective model as it allows policy makers, educational administrators, and teachers in Europe to implement the version of CLIL which has been the most appropriate method for their own context, rather than directly adapting one successful model to a new educational environment by ignoring local conditions. In respect to this unique nature

of it, number of CLIL programs have been implemented in European contexts (Marsh, 2000; Naves, 2009; Lasagabaster & Sierra, 2009). After 2000s, there was an increase in the implementation of CLIL programs which were observed to differ in terms of intensity of language and content integration (Bayyurt & Yalçın, 2014). Most of the member of the European Union use CLIL approach in primary, lower secondary and upper secondary schools as a way to teach subject matters in a second or foreign language. The most common languages used in CLIL programs in Europe are English, French and German. In Norway, for instance, CLIL is used to teach drama in German, to teach Maths and science in English to Malaysian students, science in French to Italian students, Geography in English to Japanese students, and Maths in Chinese to Australian students.

Between 2006 and 2009 there was the ProCLIL project which was financed by the European Union (EU). It involved four countries, Germany, Spain, England, and Turkey. The purpose of the project was to explore how primary school teachers, learners and parents perceive CLIL in the beginning and at the end of the implementation process. The experiences and attitudes of the participants were described and interpreted comprehensively and in detail within the study. The findings indicated that primary teachers tend to focused more on content with a degree of 64% than on language with a degree of 36%, and their input was mainly in English with a degree of 90%. CLIL approach not only contributes to learners' content and language development, but also increases motivation of both learners and teachers. Teachers' motivation can be improved through the cross-curricular collaboration, professional dialogue and collegiality which CLIL approach includes. According to Coyle et al. (2010) and Pérez-Vidal (2002), for instance, CLIL methods can also have benefits in improving teaching and learning unity within schools, and it should be encouraged.

In Germany, children start to learn foreign language with English at the age of eight. Germany has the 1963 *Treaty of Friendship* with France which aims to improve intercultural understanding. In line with this, more than 300 schools in Germany offer CLIL programs in French and English. However, English is the most common CLIL target at German schools. When they start secondary school at the age of 12 or 13 students are introduced to CLIL lessons. These CLIL classes are implemented in target language. The students are free to select any subject, yet the most common subject in CLIL classes is social sciences. At the end of CLIL education, students who finish CLIL lessons in French get a diploma which can be used to study in France by the help

of the treaty between Germany and France. The results of the CLIL lessons have been usually good, but it was revealed that CLIL students were already more proficient and motivated compared to non-CLIL students who did not prefer CLIL classes. (Rumlich, 2013; Rumlich, 2014). Yet, CLIL students have usually been found to be better at linguistic accuracy (Klippel, 2003). In the Netherlands, there are the *European Platform for Dutch Education (EP Nuffic*) and the *National Network of Dutch Bilingual Schools* which provides an opportunity to implement CLIL classes. The language of these classes need to be at least 50 % English. The subject matters of these classes are social sciences, natural science, art, and PE of which at least one needs to be taught in English. The CLIL teachers need to be at least B2 level on the content. Teachers are usually chosen among native speakers of English. Languages except from English are taught in mother tongue. There is also the implementation of CLIL pedagogy through communicative strategies to convey subject matter, corrective feedback, adjusted level of language use, and varied teaching models. Moreover, CLIL teaching in the Netherlands is characterized by high level of internalization. The results of the implementations in the Netherlands reveal parallel results as there have been generally good outcomes in terms of internalization, communicative language skills, and cognitive thinking. In England the number of implementation of CLIL into curricula is quite a few. Eurydice (2006), for instance, conducted a large study on the implementation of CLIL across European countries. The findings revealed that CLIL was less common in England than other European countries such as Italy and France that have been practiced CLIL since 1980s. Morgan (2006), on the other hand, noted that CLIL currently stands outside typical forms of teaching and learning in England, and it has changed since 2006, though. It has been integrated into curricula of very few schools and most of people are hardly aware of this approach. One possible reason of why CLIL is not a widespread approach in England is the departmental structure of the English secondary school system in which teachers are generally only trained in one subject; either content areas or languages (Zindler, 2011). Therefore, there are very few teachers who are qualified in both contents and languages. Another possible reason is that CLIL is often used in learning of English (Coyle et al., 2010), and CLIL students are aware of the fact that mastering in English will contribute to their future career (De Bot, 2007). Under these circumstances, CLIL is not widely used in England as the people of this country are already the native speakers of English and do not have the same economic concerns as other people of nations do. As Harrop (2012) asserts

as well, CLIL in other languages might not be as motivational as English since learners might not perceive the need for learning a content in a foreign language rather than English as an authentic communication way. The profile of foreign languages and attitude towards anything European are not quite negative in England (Coleman, 2009). Moreover, Tinsley and Board (2013) state that in secondary school teachers in England believe that their students are lack of motivation which negatively affects foreign language learning. Hunt, Neofitou, and Redford (2009), on the other hand, argue that CLIL can be an effective tool to increase low motivation for foreign languages in England, and to help to make languages profile more positive in general.

In Spain, there are 17 autonomous regions which are responsible for each of their school system. It is rapidly becoming a leading country in the world of early bilingual education (EBE). It is well-known for its several years of first-language maintenance and second language immersion programs in Basque and Catalan. However, in recent years with the increase of EBE for English, it has been implemented as the feature of its scope and speed of implementation, properly intended for ordinary children in state schools rather than restricted to privileged elites (Johnstone, 2009). Spain, on the other hand, is rapidly becoming one of the European leaders in CLIL practice and study. Students in pre-primary schools take 7 or 9 hours of CLIL lessons a week in all subject areas such as science, art, Maths, music, physical education, social sciences and so on. Students in primary schools, on the other hand, take 9 or 12 hours of CLIL lessons a week in these subject areas. The richness of its cultural and linguistic variety has led to a wide diversity of CLIL policies and practices which leads CLIL to different stages of development that are applicable to contexts both within and beyond Spain (Coyle, 2010). In Basque Country, CLIL programs are implemented as well. There is the 1982 *Basic Law for the Normalisation of the use of Basque* and 2010 *Trilingual Education Framework* that are quite effective in the education contexts of the country. According to this framework, students aged between 10 and 13 need to be taught in each of three languages with a degree of at least 20 %. Teachers, thus, need to be well-educated according to this framework. Similar findings in Basque CLIL studies have been found in CLIL and non-CLIL students regarding target content area. However, in regarding English, CLIL students outperformed non-CLIL students (Ruiz de Zarobe & Lasagabaster, 2010). As another good result, there was an increase and sustain in students' level of motivation (Doiz, Lasagabaster, & Sierra, 2014; Lasagabaster, 2011).

Furthermore, it was revealed that CLIL students outperformed their non-CLIL peers on language proficiency measure in several grades, thus eight grade CLIL students outperformed ninth grade non-CLIL students on all of the measures tested (Naves & Victori, 2010).

In Swedish schools, CLIL approach has been implemented since the late 1970s as an optional choice for students. The most common language that is used in CLIL classes is English, yet German, French and Finnish are used as well. It has usually been implemented in upper secondary schools of which grade levels are 10 and 12. There is no such framework as 'CLIL framework' in Sweden, and no CLIL teacher training. The models that have been used are usually idiosyncratic depending on the content and language. The number of studies that involve CLIL approach is severe in Sweden.

However, in a study that was carried out by Sylven (2004) it was found out that the amount of exposure to English outside of school was more important for students' vocabulary gains than CLIL in schools. The study investigated the incidental vocabulary acquisition of 99 CLIL learners comparing a control group of 264 'traditional' students during two full school years and compromised three test rounds. In addition to the vocabulary tests, questionnaires concerning personal background were filled out by 363 students as well as teachers. According to the study, there were many factors that affect the success of the program such as policy framework, teacher education, age of implementation, and students' exposure to target language outside school. As a result, CLIL students outperformed the control group in the tests, however; before the CLIL students had been exposed to CLIL, they were already outperforming them. Lastly, attitude and motivation were also found as important factors regarding the acquisition of a rich vocabulary.

Furthermore, in Hon Kong there have been several CLIL studies as well. In terms of teacher-student interaction, for instance, patterns of classroom interaction and codeswitching in secondary school CLIL classrooms were investigated (Lo & Macaro, 2012; Lo & Macaro, 2015; Lo, 2015). In Lo and Macaro's (2012) study 30 CLIL and EMI lessons were observed in 5 secondary schools. It was, then, found out that there was more teacher-talk, less student-talk in EMI classes. In their other study (Lo & Macaro, 2015) once there was a switch to EMI, it was revealed that more teacher-talk and student difficulty in using L2 increased. In Lo's (2015) study, it was revealed that there was 2/3 codeswitching related to content transmission. Similar to interaction among individuals, CLIL students were found to be more confident in their use of

English in Finland (Nikula, 2005). It is true to deduce that naturalistic use of English through various authentic contexts increases students' level of self-confidence.

As it is presented, CLIL have been implemented in Europe within very different contexts, generally in primary or secondary levels. Based on its popularity over Europe, in Turkey, it was first used in Maarif Schools and Anatolian High Schools in 1955. In these schools, subject courses were given in the foreign language, but the focus was on the subject such as Maths, psychics. The most common languages used in CLIL programs were English, French and German. It is worth to state that the teachers of these courses were subject teachers rather than language teachers. Therefore, these teachers only assessed students' performances based on the content rather than foreign language. In science course that is taught in English, for instance, students were only assessed on their science knowledge. The reason of the establishment of these schools, according to the national government publication was that the aim was to gradually develop cultural and economic contacts between Turkey and other nations that demand young people who can learn other world languages easily, and who know how to benefit from scientific studies at a highest level in order to keep up with rapidly developing technical and economic studies. In terms of higher education, Turkey has a long history of university education in Turkish medium (TMI) and English medium (EMI), and, more recently, mixed-medium Turkish-English instruction (T-EMI). EMI universities have been most preferred by students and parents as students acquire language and their subject matter simultaneously. The majority of graduate and undergraduate programs in over 185 universities in Turkey currently offer English language instruction. Therefore, there is a demand of multilingual individuals. In some private primary and secondary schools, moreover, there are CLIL programs that aim to teach students content and language simultaneously.

Besides these content areas, the topics related to cognitive issues such as human rights, identity, evaluation, understanding rather than grammar topics are involved within the program as well. The lessons are based on Bloom's taxonomy in which students are ultimately asked to produce in the process of learning. These CLIL students are assessed on their both language and content knowledge. There is an ongoing research study on these fourth grade-students' motivation and vocabulary development, if any, in these CLIL lessons. The study, though, has not been completed yet.

Despite the fact that the number of studies on CLIL is severe in Turkey, it was revealed that the learners of CLIL, particularly theme-based instruction, have become very influential in developing an understanding of content and language integrated learning and its contribution to the L2 development. (Bayyurt & Alptekin, 2000; Bozdoğan, 2003; Alptekin, Erçetin, & Bayyurt, 2008; Elgün-Gündüz, Akcan, & Bayyurt, 2012). To begin with, Bayyurt and Alptekin (2000) investigated the effectiveness of content-based curriculum on EFL students' different language skills. They suggested a curriculum in which there were activities aiming to improve the interpersonal communication and cognitive academic language skills of very young learners in particular. They put forward some principles to be implemented with different levels as well. Similar to their study, Elgün-Gündüz, Akcan and Bayyurt (2012) carried out a research on the impact of form-focused instruction and content-based language instruction on vocabulary, grammar, and writing development of foreign language learners in two separate classes at the primary level. It also investigated students' attitudes towards these two instruction methods. The findings revealed that the students receiving content-based language instruction performed better than those receiving form-focused instruction. Furthermore, they preferred content-based instruction to form-focused instruction. In another study (Bozdoğan, 2003), the researcher collected data from university students from faculty of arts and science about their perspectives on the use of CLIL. The perceived advantages and disadvantages of the courses in English were investigated. The findings showed that students perceived learning courses in English as an advantage as it is a global language which they can practice in the courses. They also perceived these classes as useful for their future careers since they are in English. The disadvantages, on the other hand, were that many students had difficulty in understanding the course due to their low language level. Similarly, Alptekin, Erçetin and Bayyurt (2008) conducted a longitudinal quasi-experimental study on the effectiveness of a theme-based syllabus versus an essentially grammatical syllabus with functional elements of Turkish young learners of English in a primary school context. This syllabus was based on two different theoretical premises as Widdowson's (1990) notion of systemic versus schematic knowledge in language learning and Cummins' (1981) two-dimensional concept of language proficiency. The groups were randomly assigned to each syllabus and received instruction for two years. The results of the study revealed that the

experimental group outperformed the control group both in reading/writing and listening skills.

Furthermore, there are two M.A. thesis on CLIL focusing on the effectiveness of CLIL (Altınkamış, 2009; Nebioğlugil, 2015). Both of these studies were conducted in primary schools in Adana, Turkey. The participants in these studies were young learners. The researchers implemented CLIL programs in these public schools in Adana, Turkey. Both studies obtained positive results in terms of students' motivation and vocabulary acquisition.

To wrap up, teachers of English language have implemented several methods and adapted numerous approaches in their EFL classes and obtained different results in Turkey. When integrating specific content into language teaching through either content-based instruction or content and language integrated learning, great deal of teachers have observed positive changes and outcomes in students' improvement of vocabulary, grammar, and cognitive academic skills. Within the literature in Turkish context on the other hand, there is not a thesis which involves the implementation of CLIL in university students with aim to investigate their motivation. The present study, in this vein, investigates the efficacy of CLIL-based lessons on university students' motivation.

2.6 Conclusion

When students are learning a second/foreign language, they usually seek ways of using their L2 in their real lives. Once they are taught the content area through L2, they naturally make use of L2 by the use of authentic materials. The relevance of the materials and classroom activities to the learners' needs is more likely to motivate learners and increase their learning efficiency (Genesee, 1994; Snow, Rochford, Worden, & Benford, 1986; Mohan, 1986). The materials in CLIL lessons, then, are expected to motivate learners as they reflect real life situations in which learners will be studying in L2. As the teaching and learning process is more student-centred in CLIL classrooms compared to traditional classrooms, students will be interacting with each other in a more communicative and independent way. Eccles and Wigfield (2002) claim that students show more interest on activities in which they can be active and successful. For this reason, within CLIL, scaffolding of learners is essential as they need to develop the ability to comprehend complex ideas in another language rather than their mother tongue, to acquire a repertoire of academic skills as well. When

practicing CLIL, scaffolding can help both learners and teachers to facilitate learning and teaching process. As stated, this process of motivation, scaffolding and success is interrelated and realised through the use of CLIL approach.

Students who are particularly studying at preparatory schools perceive learning English as a procedure to complete to start their respected undergraduate programs rather than a tool to learn different authentic contents in which they can express their opinions. The implementation of the present study arises from this reason so as to show students that language learning process is natural and can be practiced through real-life authentic contents. Despite the fact that there are numerous studies conducted on implementation of CLIL and its effects on different variables, in Turkey there is not much research on CLIL and its efficacy on students' motivation, especially university students.

In accordance with these overviews, the present study will attempt to fill in this gap in the literature in the field of English Language Teaching by investigating the efficacy of CLIL lessons into the traditional lessons of B1 level preparatory students at a private university in Turkey. The study, then, specifically focuses on its effectiveness on these students' motivation in language learning.

Chapter 3
Methodology

3.1 Introduction

In this chapter the aim is to explain the methodology of the present study by introducing the research design of the study, setting and participants, procedures along with data collection instruments, data collection procedures, data analysis procedures and reliability and validity, and finally limitations of the study. In accordance with the aim of the study the questions that are examined within the study can be given as follows:

1. To what extent do CLIL-based lessons have impact on the following;
   a. student motivation
   b. grammar scores
   c. vocabulary development
2. How do students and instructors perceive CLIL based lessons?

3.2 Research Design

As the research design, the present study used the quasi-experimental design which involves of selecting groups, upon which a variable is tested, who were not randomly assigned. The groups in a quasi-experimental research design are considered convenient to test a specific variable when a control group cannot be created or random selection cannot be performed. Quasi-experimental research design, therefore, uses alternative ways of testing subjects to the treatment such as administrating pre-test and post-tests. In line with this, the participants of the present study were not randomly assigned, they were in an already-assigned EFL classroom. The reason why the group was not intentionally selected was that it was previously divided into classes according to students' English proficiency level. Besides the type of group selection, the present study can be perceived as an intervention in which a treatment of CLIL approach is tested to explore how the participants performed and perceived the treatment.

In this study both qualitative and quantitative research methods were used so as to triangulate the study. The purpose of using both quantitative and qualitative methods was to explain and interpret the quantitative findings through qualitative results. The qualitative elements include the instructor's and students' reflective

journals. The quantitative part of the study, on the other hand, is based on pre-/post-vocabulary and grammar tests, and motivation questionnaire. Figure 3 below presents the quantitative and qualitative elements that are used in this study:
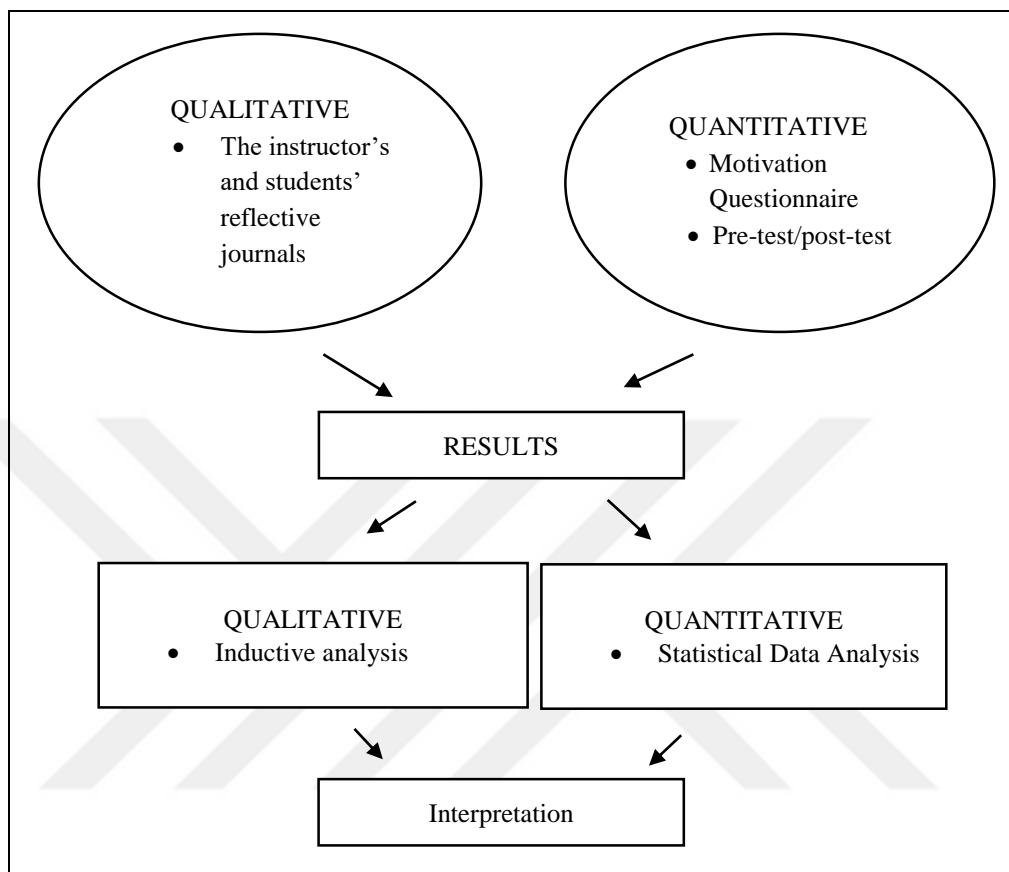
Figure 3. Diagram of the research design in the study

3.3 Setting and Participants

The present study was conducted at an English language preparatory school which was a foundation university locating in Istanbul, Turkey. In the undergraduate programs, the language of the instructions is in 30%, 70% or 100% English according to students' choices that they make before starting university. The preparatory program of the university was founded in 2008 as a part of Faculty of Economics and Administrative Sciences. It currently has its own faculty under the name of Foreign Languages School consisting both English and Russian languages preparatory programs.

The existing preparatory program had 623 students and 38 instructors in total. The students are required to have English language skills in order to maintain their education in various undergraduate programs. Students at the preparatory program

need to complete the program at upper-intermediate (B2) English level so that they can be qualified in skills like reading and listening, speaking and writing. Besides, the program offers students the opportunity to practice English language in its natural setting after they complete the preparatory school.

In the preparatory program, there are four modules that students are required to complete successfully before they start their respected undergraduate programs. Students start the academic year with A2 level followed by B1, B1+ and B2 which take a total of 8 weeks per each. Each module plus the General English Test (GET) has 20% impact on the final grade which is supposed to be minimum grade of 70 so as to successfully complete the program. GET, which each student is required to take at the end of the year, includes one-year curriculum of the English Language Preparatory program. After successfully completing these each module and GET, the students can start their undergraduate programs.

The average number of students in each classroom ranges from 20 to 25. Each week the students have 24 hours of English lessons which include four language skills of reading, listening, writing and speaking, plus the Main Course lesson. These lessons are mostly delivered in English by one instructor per each. The instructors are provided with a syllabus (See Appendix A) that they need to follow for each lesson. As the lesson in which the study was conducted, Main Course lessons usually follow grammar-based approach that students are required to acquire grammatical rules and structures to be able practice in either other lessons or after the preparatory program. Yet, the Main Course instructors are required to do the activities in the book which has some speaking activities related to the topic of the unit. The students take two quizzes and a final test for each lesson in a module. The two quizzes are taken in fourth and eightieth week, and in the last week they take the final test which is called progress test in the program. Besides these tests, the students are responsible for the tasks on an online learning management system called http://www.yourlearningplace.com/. In this online system students take two online quizzes in each module. These quizzes include vocabulary and grammar subjects and affect 20% of their final Main Course lesson grade.

The preparatory students are expected to learn grammar and vocabulary in their Main Course lessons, and practice language skills in other lessons. While their language skills are assessed in four skill lessons, the use of level appropriate vocabulary and grammar is assessed in the Main Course quizzes and the progress test.

Regarding teaching, these two competences are taught through the activities within the course book.

In order to achieve the objectives of the study, the participants were B1 level Turkish EFL students and the instructor who was also the researcher of the present study. The number of students in this research were 19 consisting 9 females (47.4) and 10 males (52.6) with an age ranging from 18 to 23. These students were expected to complete this preparatory program with a level of B2 so that they were able to start their respected undergraduate programs. One of the students had previously dropped out of another university when he was in his third year and enrolled another program in this university. The rest of them was already either living in Istanbul or coming from other cities in Turkey. Each participant was in a different classroom in the previous module and received grammar-based instruction from different instructors. With respect to the objectives of this study, it was important to introduce students with a non-traditional method so that they could see the difference between the two teaching methods. Detailed information about the profile of the students is illustrated in the following table:

Table 1
Socio-demographic Characteristics of the Students

Age	Frequency	Percent (%)
18-20	17	89.5
20+	2	10.5
Total	19	100.0

Gender	Frequency	Percent (%)
Female	9	47.4
Male	10	52.6
Total	19	100.0

High School	Frequency	Percent (%)
Private	4	21.1
State	15	78.9
Total	19	100.0

Abroad	Frequency	Percent (%)
Yes	4	21.1
No	15	78.9
Total	19	100.0

In addition to the students, the instructor who was also the researcher of this study was one of the participants as well. She was the Main Course instructor offering 12 hours of English to the B1 level students per week. She is a 24-year-old female having 5 years of teaching experience. She has been working at the preparatory school of this university for three years.

3.4 Procedures

In this study, data was collected through both qualitative and quantitative methods. The qualitative part included the students' and their instructor's reflective journals. The quantitative part, on the other hand, included a pre-/post-motivation questionnaire as well as pre/post-test for students' vocabulary development and grammar scores. The following part of the study describes the data collection instruments that were used to collect data in detail.

3.4.1 Data collection instruments. In this study, the data were collected using both quantitative and qualitative methods. Specifically, the motivation questionnaire and pre-/post-tests were used to get quantitative data while the reflective journals were used to get qualitative data. The following section describes each instrument in detail.

3.4.1.1 Motivation questionnaire. In order to see the effects of CLIL-based lessons on the students' motivation, a close-ended motivation questionnaire was adapted from the study of Schmidt, Boraje, and Kassabgy (2001). The original questionnaire included three parts (see Appendix C) mainly as motivation, preferences for instructional activities, and learning strategies. In line with the research question which is investigating the effectiveness of CLIL-based lessons on students' motivation, only the motivation part which consisted of 50 items was administered in the study. The questionnaire was originally developed and used by Schmidt et al. (2001) to investigate EFL students' motivation on the private EFL courses they take in Egypt. It aimed to ask students to indicate their agreement or disagreement on various statements through four Likert scales.

The questionnaire was written in English and verbally back-translated to Turkish by the instructor when the students were completing it. Two of the original items in the questionnaire were adapted in accordance with the present study's context. There were references to Egypt as the hometown of the participants. As the participants

of the present study were Turkish, the term 'Egypt' in the original questionnaire was turned into 'Turkey' in the item 9. Another adaptation was made in item 48 stating "After I finish this class, I will probably take another English course." Specifically, it was changed to "After I finish this module, I would like to get the same course in a similar way." It was founded necessary to change this item, because it was not under the initiative of the students to select courses in the preparatory program. Instead, they were expected to complete those particular courses within the curriculum of the university.

The first five items of the questionnaire included both positive and negative statements as follows; "I enjoy learning English very much" and "I don't enjoy learning English, but I know that learning English is important for me". The items from 6 to 20 were about several reasons for learning English such as "Being able to speak English will add to my social status". The items between 21 and 24 dealt with personal psychological needs, both success-oriented and relationship-oriented such as "I really want to learn more English in this class than I have done in the pas" and "One of the most important things in this class is getting along with other student". The items from 26 to 34 concerned expectations and several attitudes of control expressions as follows; "This English class will definitely help me improve my English" and "If I do well in this course, it will be because I try hard". Next items were perceived as very functional in terms of cultural awareness as within CLIL-based lessons, it was essential to raise their intercultural knowledge with the content, as well. Items from number 35 to 38 were about stereotypical views toward Americans and British. Items from 39 to 44 dealt with anxiety involving class anxiety in general, anxiety when speaking, anxiety in the exams, and feeling nervous about the reaction of the instructor and classmates. The items from 45 to 50 focused on motivational strength such as "My attendance in this class will be good".

3.4.1.2 Pre and post-tests. In order to see the extent of the effectiveness of the lessons in terms of students' grammar scores and vocabulary development, the researcher administered pre- and post-tests (see Appendix D and E) which assessed students' grammar scores and vocabulary development. In the grammar sections of the tests, students were expected make use of target linguistic structures whereas the vocabulary sections consisted of receptive and productive vocabulary sections. These tests can be considered as parallel since they had the same objectives in terms of target

vocabularies and grammar structures within different types of questions. The parallel tests were prepared by the Testing Office coordinators of the university who were experts in preparation of tests, assessment and evaluation. They were prepared in accordance with the Common European Framework of Reference (CEFR) and included grammar as well as vocabulary subjects that were covered within the eight weeks of implementation. The tests included 8 subjects in total mainly as being bilingual through present simple, how Earth was formed through past simple, historical castle through relative clause, change of two cities through present perfect, theories on how Earth will end through future tense, homeless world cup through modal verbs, philosophers through gerund and infinitive, and finally petroleum substance through if clauses subject.

3.4.1.3 Reflective journals. The qualitative instruments that were used to collect the necessary data involved the students' and instructor's reflective journals that they kept each week right after the CLIL-based lessons. In reflective journals learners reflected their perceptions on the ongoing learning and teaching activities by keeping a journal. A mixed method research study uses at least one quantitative method and one qualitative method to gather, analyse and report results in a single study (Fielding & Fielding, 1986; Greene, Caracelli, & Graham, 1989). When they are writing, they think about the whole learning process; besides, they can understand how they learn, and state what they have learned in an authentic aspect. These journals lead learners to engage in more effectively in their own learning which will eventually enable a permanent learning (Kazu & Demiralp, 2012).

In this study, to investigate if there is any increase in students' motivation, the researcher asked the participants to write journals in each week with a total number of eight. The journals were specifically asked to be written after each CLIL unit in order to collect in-depth information about the perceptions of the participants. The reflective journals (see Appendix B) were written by each student and the instructor after the implementation of each CLIL unit. The students reflected their thoughts and experiences related to the CLIL units, whereas the instructor took field notes on students' attitudes towards CLIL units. Both students and their instructor reflected their real perceptions regarding the implemented CLIL lessons.

Table 2 below indicates an overview of the procedures followed to answer each research question addressed in this study:

Table 2

An Overview of the Procedures Followed When Answering the Research Questions

Research Question	Data Collection Procedures	Data Analysis
1. To what extent do CLIL-based lessons have impact on the following;		
a. students' motivation	Pre-/Post-Motivation Questionnaire	Descriptive Statistics
b. grammar scores	Pre-/post- Grammar Test	Descriptive Statistics
c. vocabulary development	Pre-/post- Vocabulary	Descriptive Statistics
2. How do students and instructors perceive CLIL-based lessons?	Reflective Journals	Inductive Analysis

3.4.2 Data collection procedures. In accordance with the objectives of the study, the researcher adopted mixed method with the group consisting 19 B1 level EFL students. The CLIL approach was integrated within the grammar-based syllabus first, and then CLIL-based lessons were implemented during the Main Course lessons.

Prior to the implementation of the study, the necessary permission was taken from the head of the School of Foreign Languages in the beginning of 2017-2018 academic year. The implementation of the study started after the students completed the first module (A2) and started the second module (B1). The study was implemented during the Main Course lesson which was delivered by the researcher. The students had 12-hour of Main Course in addition to four skill courses per week. The course book that was used by the Main Course instructors was based on CEFR including twelve units. The units mainly presented target grammar topics with several vocabulary and grammatical activities. During the implementation, the existing syllabus and the course book were followed together with CLIL units.

In the first week of the implementation, in order to see their existing vocabulary and grammar knowledge, a pre-test including grammar and vocabulary questions was

given to the students. Similar to this, as a way to investigate the effect of CLIL lessons on students' motivation, the motivation questionnaire was given to the students. After collecting the data as a pre-test, the researcher presented the CLIL units which were integrated to the existing syllabus. As stated above, the syllabus that was provided by the institution was a grammar-based syllabus which only indicated the target grammar structures and vocabularies. However, the researcher did not find the course book and the contents sufficient, therefore she considered integrating CLIL approach into this grammar-based syllabus. The researcher, then, gathered with the course coordinators and they agreed on the idea that for adult learners, giving linguistic instructions implicitly within various contents would be more effective than explicit instruction. Therefore, they came up with eight CLIL units which were meant to be covered in eight weeks. In accordance with the aim of the present study, the researcher and her colleagues designed a scope of sequence (Appendix F) in line with all the 4Cs of CLIL introduced by Coyle. In this scope and sequence, different contents such as social studies, art, history, science and geography were included. With respect to this, as the CLIL approach involves language items as well, some language items were implicitly included within the CLIL units. The researcher, who was also the instructor of the participating students at the same time, created lessons plans (Appendix G) for each CLIL units as well, and offered the CLIL-based lessons in line with these lesson plans.

The researcher was always in search of authentic contents that were appropriate for the students' language and social level considering their previous curricula they had been offered before the university. The general purposes of the contents were to discuss the content through English structures. Each content was divided into eight units in which the students were expected to make use of English language in the class. When implementing these units, it was important for the researcher to include all the elements of 4Cs as they all contribute to the process of language learning. After each CLIL unit, the students were asked to write reflective journals related to their experiences and insights on the unit. Besides the students, the researcher wrote reflective journals every week as well. She wrote down about her experiences regarding the CLIL activities. The period of implementation took totally eight weeks during which the necessary data was gathered through motivation questionnaire, students and instructor's reflective journals, and pre-/post-tests. Table 3 indicates how and when the study was conducted in a chronological order.

Table 3

Chronological Order of the Overall Study

Activity	Date
Permission was taken from the head of the Foreign Languages School Students were administered the pre-test Students completed the pre-motivation questionnaire WEEK 1 BEING BILINGUAL Unit was implemented Students and the instructor wrote reflective journals	14-15.11.2017
WEEK 2 HOW EARTH WAS FORMED? Unit was implemented Students and the instructor wrote reflective journals	21-22.11.2017
WEEK 3 NAGYKANIZSA CASTLE Unit was implemented Students and the instructor wrote reflective journals	28-29.11.2017
WEEK 4 THE CHANGING OF ANASAZI AND NEW YORK Unit was implemented Students and the instructor wrote reflective journals	05-06.12.2017
WEEK 5 THE FUTURE OF THE UNIVERSE Unit was implemented Students and the instructor wrote reflective journals	12-13.12.2017
WEEK 6 HOW TO HELP HOMELESS PEOPLE Unit was implemented Students and the instructor wrote reflective journals	19-20.12.2017
WEEK 7 TWO BRITISH PHILOSOPHERS Unit was implemented Students and the instructor wrote reflective journals	26-27.12.2017
WEEK 8 WHAT IF? Unit was implemented Students completed the post-motivation questionnaire Students were administered the post-test Students and the instructor wrote reflective journals	02-04.01.2018

3.4.3 Implementation. Prior to the implementation of the study, the researcher and her colleagues discussed on how to turn the current syllabus into a more interactive, functional and effective syllabus. The current syllabus was grammar-based focusing on target linguistic structures on a weekly basis. There were gaps within the current syllabus since there were no activities, projects, cultural, cognitive, and communicative contents that would make students more involved in the teaching and learning process. These gaps inevitably cause demotivation for students as they are learning English through grammar structures without getting involved in the lessons. In order to fill these gaps, the researcher decided to integrate CLIL approach into the grammar-based syllabus through in cooperation with her colleagues since it includes all the elements that they look for in a syllabus. They, then, designed a scope and sequence in line with the CLIL approach and 4Cs of Coyle. Therefore, the scope and sequence included 8 different CLIL units which were divided into categories as content, cognition, communication, and culture. In addition to 4Cs of Coyle, there was a project that the participating students were expected to complete in each CLIL unit. The purpose of the researcher and other instructors was to increase students' motivation of learning English. The instructor designed a lesson plan for each CLIL unit in respect to the scope and sequence, and offered the lessons according to these lesson plans which were focusing on the 4Cs of Coyle. The students, hereby, were not presented as in form of grammar structures or rules. Instead, they were taught grammar and vocabularies implicitly within the activities which included both receptive and productive skills. With the help of these CLIL units, the students were expected to learn English forms in a natural and implicit way. When presenting the content, language was intended to be given and practiced implicitly. Furthermore, through CLIL, the students were exposed to the English language more and they are able to adopt it by the help of the content. They were expected to use the language as a tool to learn, and also learn to use that tool. They got the chance to benefit from the CLIL activities in which English and content involvements are presented in various ways.

It was very important for the researcher to include the 4Cs of Coyle within the units as the CLIL approach includes all of them. Therefore, the researcher of the study believed that if an intercultural competence is taught in a classroom, that will help students of that classroom to acquire not only linguistic knowledge but also intercultural competence. In respect to this, in the first week of the implementation, the students were introduced with a social studies content related to the uses of

languages by implicitly practicing simple present tense. When doing this, different countries and their use of languages were presented as a way to include culture within lessons. In each unit different cultures regarding the content were presented in the class. The purpose was to get the students familiar with different cultures. In the all contents -geography, history, philosophy, social studies and science- culture was integrated within different activities such as reading texts, videos, listening tracks, and tests. When implementing these, there was always a target linguistic structure which was taught implicitly.

Other elements of 4Cs, cognition and communication, were also practiced in the class. When presenting the contents, teacher-student interaction was expected in pre, while and post activity parts. Therefore, the instructor expected to create an atmosphere in which students could express their ideas when discussing the content with either instructor or mostly classmates. The element of communication, hereby, was expected to be achieved in activities like these. As the contents were real-life situations, there was also a prompt to think with different aspects. The students were expected move from low order thinking skills to high order thinking skills. To give an example, in the first week the students were introduced to CLIL with a social science content (Bilingualism) through present simple tense. After the first week of introduction, in the second CLIL unit, the students watched different videos (https://www.youtube.com/watch?v=3rHXrA80NH4, https://www.youtube.com/watch?v=Fb0mouIptLc) about how Earth was formed, the students were encouraged to come up with their own ideas about how it might have been formed through speaking and writing. When learning about the history of Earth the target structure was past simple tense, and within the activities students were implicitly asked to use past simple tense and the target vocabularies. When using sentences including past simple verbs, students were exposed to this structure implicitly. After giving them prompter sentences including past simple tense, they were expected to discuss their ideas in groups and then share their ideas with the class. The researcher expected the students to have an interaction among each other in an active and communicative way. At the end of the unit, students were expected to complete a project on how a specific natural being is formed, and present it in the class. Similar steps were adopted within the following weeks' contents as follows; 'Nagykanizsa Castle' (history) using relative clause, 'The Changing of Anasazi and New York' (history) using present perfect tense, 'The Future of the Universe' (science)

using the form be going to, 'How to Help Homeless People' (social studies) using modal verbs, 'Two British Philosophers' (philosophy) using gerund and infinitive. Finally, in the last week the students were presented with a description and function of the substance petroleum in the unit named 'What If?" (Science). After watching the video (https://www.youtube.com/watch?v=vb665wY0Uu4) on what petroleum is and where it is used in our daily lives, the students were asked to think of how our lives would be without petroleum and share their ideas with class. After watching a documentary on life without petroleum (https://www.youtube.com/watch?v=WiNtrOS88rs), they were divided into small groups and then discussed about it. When sharing what they had seen on the video, the students made use of sentences including type 1.

To sum up, having meetings on how to foster the current syllabus, the researcher and her colleagues designed a CLIL-based scope and sequence in line with 4Cs of Coyle. They involved 8 different contents within 8 CLIL units as well as target structures and vocabularies. Therefore, EFL students were able to practice English using target linguistic structures and vocabularies through several activities. The findings regarding the integration of CLIL approach into a grammar-based syllabus reveal that the previous syllabus was successfully turned into a more student-centred, communicative, informative, interactive one.

3.4.4 Data analysis procedures. In this study, both quantitative and qualitative data were collected and analysed in detail. As a part of the quantitative method, close-ended pre-/post-motivation questionnaire was used. Sample was taken into account in order to decide on the data analysis methods. As the number of the participants was less than 30, a non-paramedic test was done for the analysis of the data. To analyse the pre-/post-vocabulary and grammar tests, independent sample t-test was performed using 23rd version of Statistical Package for the Social Sciences (SPSS). The grammar scores and vocabulary development of the participants, hereby, were compared before and after the implementation of CLIL.

In order to complement the quantitative data, the qualitative data were collected through reflective journals kept by the participants. These data were analysed by means of inductive analysis as the themes from the raw data emerged through repeated reading and comparison. Therefore, the data collected from the reflective journals were analysed by means of qualitative strategies in order to present various responses in

smaller units. The researcher firstly analysed the written data through open coding approach. Then, she grouped the data reducing the number of categories by combining the similar themes into broader categories. The researcher also conducted the data analysis procedure and had the themes reviewed to a colleague who was an expert in the field.

To detect the degree of inter-rater reliability, the main themes from the codes were identified by two experts from in the field of English Language Teaching (ELT). The interrater reliability was found to be .86 on the general themes except the different verbalizations of similar perceptions.

3.4.5 Reliability and validity. Internal validity is defined as "the condition that observed differences on the dependent variable are a direct result of the independent variable, not some other variable." (Gay & Airasian, 2000, p.345). In other words, if the obtained effects in a study are the results of the independent variable instead of unplanned ones, it is possible to claim that the study has internal validity. External validity, in contrast, is described as "the extent to which the results of a study can be generalized to and across populations, settings, and times." (Johnson & Christensen, 2000, p.200). Therefore, even if the findings of a particular study have high internal validity, this does not mean that it can be generalized by other populations besides the setting of the study. In order to insure internal validity, the researcher of a study needs to consider the probable threats such as history, maturation, bias in selection, testing and unbalanced instrumentation. In the present study, the researcher minimized internal threats in numerous ways as follows.

In order to increase the internal validity of the present study, expert opinions were sought about the questions in the inductive analysis part besides the subject and methodology of the research (Miles & Huberman, 1994; Merriam, 2003). To confirm the internal validity of the study, the procedure of analysis was performed in accordance with the framework of data collection and analysis until the researcher made sure that sufficient time was dedicated to this process. In order to confirm the external validity of the study, on the other hand, the whole process of conducting the research and its content was clarified in a detailed way. When performing these, the research design, data collection instruments, process, analysis and findings were explained entirely and thoroughly. In accordance with this, all articles and dissertations related to the topic of the present study were read, inductive analysis patterns that were

used while coding were examined by an expert in the field of ELT in order to ensure the internal reliability. The history threat was overcome by the help of the pre/post tests on motivation and language competence. As a possible effect, pre-tests may affect the results of the post-tests (Jha, 2014). However, this effect is unlikely to occur in this study as there were 8 weeks in total between the first and last week of the implementation. In a similar vein, the maturation effect was nominal as all the participants aged almost the same and they all had similar socioeconomic backgrounds in terms of education, family, wealth and residence. The other internal threat, selection bias which means the participants in the same study having different abilities, was also controlled as they had been assigned to classes by their English proficiency level and ages. The last internal threat, unbalanced instrumentation, was controlled easily as both the researcher and the instructor of the group was the same person.

In terms of external validity, even if the generalization of the findings is limited because of convenience sampling, the findings can be generalized to the same context which has the same features as the participants of this study. For the validity of the study, the process of administrating the instrument was both scored and performed by the researcher. The questions within the instruments were close-ended, so they had one correct answer. This shows that the scoring process was objective in terms of its validity, and the tests consisted of the contents which had been taught during the study.

3.5 Limitations

Even if it has achieved its goals, the present study covers a number of limitations. Firstly, the research was carried out in a single classroom where each subject that answered the questions in the motivation questionnaire and kept the reflective journals was going through CLIL approach; as a result, there were no control groups. This was a limitation for the objectivity of the study. Moreover, 19 students and one instructor were surveyed during the research, so it would be better if larger numbers of respondents would have been reached. Secondly, because of the fixed schedule that the institution provided, the present study lasted eight weeks in total. Even though the researcher of this study is also an instructor of the preparatory class, which gives her a more in-depth perception and grasp of the ongoing, it would be better if each lesson could have been observed by another instructor. This could not have been achieved due to the schedule disagreement of the instructors.

Chapter 4
Findings

4.1 Overview

This chapter presents the results of the present study which aims to explore the effects of CLIL-based lessons on motivation, grammar scores and vocabulary development of EFL students at a private university in Turkey, as well as the students' and the instructor's perceptions about these CLIL-based lessons. In the following section, the findings of the integration of CLIL approach into B1 level English preparatory program, the pre-/post- grammar and vocabulary tests, the motivation questionnaire, and the reflective journals are provided respectively.

4.2 Findings Regarding the Impact of CLIL- Based Lessons

This section provides the findings revealing the impact of CLIL-based lessons on students' motivation, grammar scores, and vocabulary development. Students' motivation findings were found out through pre-/post-motivation questionnaire by means of quantitative methods. Grammar scores and vocabulary development, on the other hand, were investigated through parallel pre-/post-tests as in form of paper-pencil tests. In the following sub-headings findings are presented respectively.

4.2.1 The impact of CLIL-based lessons on students' motivation. The extent of students' motivation was investigated via the pre ad post motivation questionnaire in order to explore the effects of the implementation after the implementation. Table 4 reveals the tests of normality results regarding students' motivation.

Table 4

Tests of Normality Results

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	DF	SIG.	Statistic	DF	SIG.
Pre-test	.164	19	.195	.953	19	.439
Post-test	.149	19	.200[*]	.942	19	.292

According to the tests of normality results presented above, the pre- and post-test scores were normally distributed ($p > 0.05$).

Table 5

Differences Between Pre-/Post-Motivation Questionnaire

Education	Test	N	$\overline{X}$	SD	t	p
Motivation	Pre-test	19	2.44	010	-18.107	0.000
	Post-test	19	3.05	0.18		

As shown in the table above, a paired samples t-test was conducted to determine whether there was a difference according to the motivation of pre-/ post-test group. According to the results of the paired samples t-test, the level of motivation compared to the test group was statistically significant at 95% confidence level (t = -18.107, p = 0.000, p <0.05). The motivation level of the final test group ($x^- = 3.05$) was found to be higher than that of the pre-test group ($x^- = 2.44$).

4.2.2 The impact of CLIL-based lessons on grammar scores. In order to investigate the impact of CLIL approach on EFL students' grammar scores, the participants were administered parallel tests by means of pre-/post-tests. Therefore, the dependent samples t-test was carried out in order to determine if the difference between the gain scores of the pre-and post-test were statically significant. According to the paired sample t-test result, grammar scores of the participants was found to be statistically significant at the 95 % confidence level (t= -18.107, p=0.000, p<0.05). The final test group ($\bar{x}$=74.11) was found to have a higher grammar level than the pre-test group ($\bar{x}$=54.26). Table 6 indicates participants' mean and standard deviations of the grammar pre-/post-tests.

Table 6

Means and Standard Deviations of the Grammar Pre-/Post-Tests

	Test	N	$\bar{X}$	SD	t	p
Grammar	Pre-test	19	54.26	7.607	-9.73	0.000
	Post-test	19	74.11	5.537		

In brief, before the implementation of CLIL-based lessons, participants' grammar scores mean score was found to be 54.26 in the pre-test, whereas it was 74.11 in the post-test. The mean score findings indicate that there was a radical increase

within the grammar scores of the participants after the implementation of CLIL-based lessons which took 8 weeks in total.

4.3.3 The impact of CLIL-based lessons on vocabulary development. Within each CLIL unit, there were target vocabularies that were related to the topic of the week. During the CLIL-based lessons, participants were expected to learn and make use of these vocabularies in both class and exams. Prior to the implementation of the study, accordingly, the participants were administered a vocabulary pre-test in order to see their existing vocabulary development. After the implementation which took 8 weeks in total, they were administered a vocabulary post-test including the target vocabularies in order to investigate the effects of the treatment on students' receptive vocabulary skills. The vocabulary parts of these tests included receptive vocabulary questions in which students were expected to complete the sentences or phrases with the given words. According to the paired sample t-test result, the difference regarding students' receptive vocabulary knowledge was statistically significant at 95 % confidence level (t= -9.911, p=0.000, p<0.05). The final test group ($\bar{x}$=81.00) was found to have a higher vocabulary level than the pre-test group ($\bar{x}$ =58.47). Table 7 indicates participants' mean and standard deviations of the vocabulary pre-/post-tests.

Table 7

Means and Standard Deviations of the Vocabulary Pre-/Post-tests

	Test	N	$\bar{X}$	SD	t	p
Vocabulary	Pre-test	19	58.47	10.410	-9.911	0.000
	Post-test	19	81.00	5.000		

In brief, before the implementation of CLIL-based lessons, receptive vocabulary mean score in the pre-test was 58.47, and then it increased to 81.00 after the implementation of CLIL-based lessons. This finding indicated that receptive vocabulary skills of the participants increased through these CLIL-based lessons which took 8 weeks in total.

4.3 Findings Regarding How the Students and Instructors Perceive CLIL-based Lessons

In attempt to gather in depth information regarding the perceptions of the students on the CLIL-based lessons, reflective journals kept by the students and the instructor were used. In these reflective journals, both students and the instructor were expected to answer questions concerning the CLIL units that were conducted in that week.

After completing the inductive analysis procedure, by means of qualitative strategies through open coding approach, the researcher came up with six major themes as follows; effective way for vocabulary retrieveal, functional for the use of English language, engaging process of learning, raising a feeling of responsibility, difficulties encountered, and finally suggestions to improve the units. The actual statements were introduced as the major themes that later on emerged after collecting the data. In this part, the findings of the reflective journals that were kept by both students and the instructor are described in detail.

4.3.1 Effective way for vocabulary retrieval. In the reflective journals of the participats, both students and the instructor reflected that learning English in such a way helps them retrieve the target vocabularies more easily since the vocabularies are constantly repated within different parts of the unit and they are required to make sentences using the target vocabularies in the activities. The following excerpts support this finding:

> […] Our vocabulary knowledge develops and we can focus on more if we don't always follow the course book and use the same vocabularies in the activities again and again. (S14, Journal Data, 22.11.2017)
>
> […] I am not actually curious about how Earth was formed, but to discuss it and listening others were good. I also learned many vocabularies. Learning different topics improves our general knowledge and vocabulary knowledge. (S19, Journal Data, 22.11.2017)
>
> […] I like the activities in the unit. They are fun and educational. The vocabulary definition activities and general knowledge parts enable us to learn English, they are also useful and informative for learning general things. (S5, Journal Data, 13.12.2017)

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The instructor, similarly, noted in the journals that there was a considerable increase within the vocabulary development of the participants as they were expected to complete the activities through the use of target vocabularies. The following comments made by the instructor suppot this finding:

[…] The target vocabularies were mostly taught in the culture part this time. When we were discussing the importance of global English, adjectives were learned and example sentences were made by the students. (T, Journal Data, 13.12.2017)

[…] In the text, historical ones were mostly mentioned. This way, they became familiar with these target vocabularies and structures. Afterwards, they seemed to use these words when they were talking and writing on a landmark they chose. (T, Journal Data, 29.11.2017)

Furthermore, two of the students found some vocabulary activities challenging, yet useful stating that they required comprehension from the text. They perceived these activities as challenging, yet worth learning. This finding can be supported with the following statements:

[…] Vocabulary activities were a little bit challenging, but I learned many important vocabularies. (S13, Journal Data, 04.01.2018)

[…] Vocabulary exercises were difficult for me but I was able to keep them in my mind better after doing them. (S10, Journal Data, 15.11.2017)

In brief, the reflective journals show that students were successfully retrived the new vocabularies even if two of them found some comprehension activities challenging. Therefore, it can be concluded that CLIL approach improves EFL students' vocabulary development and their ability to use the target words productively and in an accurate and meaningful way since they practice English through both writing and speaking with the help of activities. To conclude, the feaure of including the same vocabularies in different activies made CLIL a convenient method for EFL students when they were asked to express their ideas on each content within the CLIL units.

4.3.2 Functional for the use of English language. As indicated in the previous chapter, each CLIL unit included a target structure so that students can learn it through reading, listening, writing or speaking activities. The findings collected from the reflective journals indicate that according to the participants, these CLIL units helped students make use of linguistic structures and developed their grammar performance since they are constantly required to make sentences when both writing and speaking about the content of the CLIL unit. The following comments of the participants below support this finding:

> […] I can make correct sentences and speak about the topic. (S19, Journal Data, 13.12.2017)
>
> […] In this unit, compared to the previous ones, I was able to speak a bit more fluently and confidently. (S9, Journal Data, 04.01.2018)
>
> […] I had learned modals at high school. We had done lots of exercises on it, I forgot their rules and uses as we didn't repeat enough then. But now, with that text, easy videos and presentation I can understand them. (S6, Journal Data, 20.12.2017)

One of the students compared the way they had been taught English in the previous English lessons to the present module as follows:

> […] Comprehension questions are my favourite. I can be free and write full sentences after reading the text and talking on it. We only memorized the modal verbs before. It was unnecessary. (S10, Journal Data, 20.12.2017)

Three of the participants, moreover, associated the CLIL contents with the ones that they will learn in the following year stating that CLIL contents were functional in terms of their contribution to their undergraduate programs which would be in English. This finding can be supported by these comments made by the students:

> […] I liked the philosophical words the most, because I will be studying sociology and I know that we will learn these. So this was like a preparation for it. (S4, Journal Data, 27.12.2017)
>
> […] Talking on theories of the philosophers were challenging for me. I know

we will have to speak English in our department, but I need to practice more to be better. In these lessons, by any means, I try practice for my department. (S14, Journal Data, 27.12.2017)

[…] The topic of philosophers was good. Especially I will be studying English translation next year, I know that there will be theorists that we will have to learn in English. I will have known these next year. (S12, Journal Data, 27. 12. 2017)

The instructor also noted in the journals that students' grammar performance seemed to have developed, and they were properly able to make use of the target structures within both class and outside class activities. The following statements of the instructor support this finding:

[…] When I gave them the example sentences on present simple and present continuous after reading the text and watching the videos, the purpose was to show them the difference between the two in an implicit way. They seemed to be making similar sentences to mine. (T, Journal Data, 15.11.2017)

[…] There were fill in the blanks parts in which students were asked to complete them using relative clauses. Having seen the sample sentences in the text, they were able to complete it easily. (T, Journal Data, 29.11.2017)

[…] When they were asked to write and talk on how their hometown was and how it has changed, they were able to make sentences using past simple and present perfect after seeing example sentences and watching the video of how New York was and how it is at present. (T, Journal Data, 06.12.2017)

Briefly, the findings of the reflective journals indicate that after being introduced the content including the target structure, the students were able to develop their grammar level since most of them seemed to be making use of the target structures in the CLIL unit. Besides this, this finding indicates that the CLIL-based lessons were considered to be a preparation for students' respected undergraduate programs which they would be studying in English after completing the preparatory program. Therefore, it could be concluded that CLIL approach had a positive impact

on the grammar performance of the EFL students as they were constantly required to practice the target structure within the unit.

4.3.3 Engaging process of learning. The findings of the reflective journals kept by the participants reveal that students found the contents in the units very informative and engaging as they could learn lots of new information from real life within each unit. The following excerpts below support this finding:

> […] I am normally not interested in this kind of things. But I find this Earth text useful. There were some things I already knew before as well, but when talking about them, different ideas and theories came from my friends and teacher. Different topics were discussed. This was good. (S12, Journal Data, 22.11.2017)
>
> […] It was a very inspiring Ottoman event. I didn't learn it in high school, or on books before. I liked reading it in English. I think every event in Ottoman empire needs to be translated into Turkish so that every people in the world can know about our legendary history. (S18, Journal Data, 29.11.2017)
>
> […] The topic attracted my attention. Because I am interested in history and I think this New York and lost community must be learned by everyone interested in history of other countries. (S17, Journal Data, 06.12.2017)

Some of the students not only did like the contents, but also were surprised by them stating that they would like to see similar ones in their future English lessons as well. The following excerpts below support this finding:

> […] I loved it! I got goose bumps when reading what Tiryaki Hasan Pasha did to get the castle inspired me. That shows how Ottoman empire is the biggest legend. In discussion part, it was good to talk about other less-known events in other nations as well. (S3, Journal Data, 29.11.2017)
>
> […] It was surprising to know that in almost every part of our lives we need petroleum. It doesn't only affect cars, but also animal lives and foods. I have just learned this. (S13, Journal Data, 04.01. 2018)
>
> […] This is actually what I want to do in all English lessons. The real history.

Real things. I am personally very interested in Ottoman history, but didn't know this event. It was very good to know. (S10, Journal Data, 29.11.2017)

Moreover, three of the students found the present contents more interesting compared to their course book. They noted that their interest towards English lessons increased through contents out of the coursebooks as follows:

[…] I think doing something besides the course book contributes to us learning English a lot. I like to learn more if we do similar things to this. (S15, Journal Data, 15.11.2017)

[…] The best part is that we do something out of the course book. We can learn more different real things unlike the book. (S12, Journal Data, 13.12.2017)

[…] Compared to the course book activities and texts, these ones were truly interesting and good. Learning real things in English make me happy. (S7, Journal Data, 22.11.2017)

The instructor, similarly, reflected that students seemed engaged during the CLIL-based lessons, and interested in the contents. The following comments made by the instructor support this finding:

[…] Students didn't even want to have break times when we were discussing the issue of how Earth will end. One of them stated that this topic is something that he always wonders about, but cannot find sufficient information. (T, Journal Data, 13.12.2017)

[…] They looked extremely interested in this topic. One of them previously had knowledge about this, others seemed that they had been waiting for this topic to learn and discuss. (T, Journal Data, 22.11.2017)

[…] While reading the text in English, some of them even turned into Turkish suddenly and said "I have just got goose bumps!". The important thing for them seemed to be learning the content instead of English. Yet, they were able to understand the use of relative clauses, and made use of it when both writing and speaking, too. (T, Journal Data, 29.11.2017)

In brief, both students and the instructor perceived CLIL approach as a motivating element to engage in the classes. Students, in particular, were willing to learn new contents through the use of English language since they found the contents very informative and worth learning. Therefore, it could be concluded that CLIL approach had a positive impact on students' motivation thanks to the authentic contents. To put it simply, one of the 4Cs of CLIL approach, content, was found to be informative and engaging by the participating students.

4.3.4 Raising a feeling of responsibility. As previously indicated in the methodology chapter, the students were expected to complete a project at the end of each CLIL unit. The findings of the instructor reflective journals indicate that students were willing to complete their tasks in and outside of class. The instructor noted that, overall, a feeling of taking responsibility raised during the implementation. The following quotations below support this finding:

> […] When students heard that they were going to choose a landmark and make a presentation about it, they suddenly started to think about a landmark and came up with several ideas. (T, Journal Data, 29.11.2017)
> […] Most of them were very well-prepared in terms of the content, organization and presentation. (T, Journal Data, 04.01.2018)
> […] When they were asked to write about their own hometown, most of them managed to do it successfully. They have found several different ways of showing the change in their hometown within their task. (T, Journal Data, 06.12.2017)

To wrap up, the findings of the reflective journals demonstrated that most of the participants were grad to complete the tasks related to the content of the week right after the CLIL units since they generally liked the topic of the units. Despite the fact that they had other courses and exams on the same days, they tried their best to do each task and did not want to fall behind the schedule. Therefore, it could be concluded that the push effect of CLIL method led students to pursue responsibility on a regular basis, and raised their feeling of taking responsibility.

4.3.5 Difficulties encountered. Despite the fact that a great majority of the participants held positive opinions on the CLIL lessons, there were some difficulties

regarding students' workload and unwillingness to speak. As previously stated in the methodology chapter, the participating students were supposed to complete a task related to the content and target structure of each CLIL unit. As a result of this, four of the students claimed that they needed more time to complete the tasks as they were not able to prepare them due to the requirements of the other courses. The instructor, similarly, reflected students' problems with workload as they sometimes could not complete the tasks within the allocated time. The following excepts support this finding:

> […] I had difficulty when preparing the slide on how to help homeless people because I didn't have enough time as I had quiz. (S3, Journal Data, 20.12.2017)
>
> […] I actually wanted to do my homework. I had good ideas in my mind when the teacher first gave it. But we had reading quiz the day after that, and I had to study for that, so I couldn't do it. (S15, Journal Data, 20.12.2017)
>
> […] I could make a better presentation if we had more time to prepare. (S16, Journal Data, 27.12.2017)
>
> […] In some way or another, students prepared their presentation and presented it in the class. Yet, they have Reading quiz on the very same day of their presentation. So they complained about not having enough time to properly prepare the presentation. One of them (S6) couldn't prepare his presentation due to the Reading quiz. (T, Journal Data, 20.12.2017)
>
> […] When one of the students (S8) stated that two days weren't enough for them to prepare a presentation, two of them (S4 and S6) agreed with him and asked for extra time to make a presentation on two important philosophers. (T, Journal Data, 27.12.2017)

Moreover, three of the students reflected the difficulty they had in the speaking parts of the CLIL-based lessons. They noted that they felt themselves either insufficient or shy when they were supposed to speak in the class. The following comments made by the students support these findings:

> […] I didn't use to fully understand what is said in English before. But now, I can understand more easily, but still have difficulty in speaking. (S16, Journal Data, 06.12.2017)

[…] In the speaking parts, I got nervous a little bit. Because I thought I was going to use the wrong modal. (S7, Journal Data, 20.12.2017)

[…] Group discussion parts were difficult. I stressed out when I was asked about my ideas. (S7, Journal Data, 04.01.2018)

Similar to the students' reflective journals, the instructor reflected the speaking difficulty as well. She referred to three of the students feeling unwilling to speak in the speaking activities. It was noted by the instructor that these students either wanted to speak Turkish or not to speak at all when they were asked to speak rather than write. The following comments made by the instructor support this finding:

[…] Some of them asked if they could speak Turkish when telling their ideas as they said their English was insufficient, I told them start speaking English first and it is OK to use some Turkish words when speaking. (T, Journal Data, 29.11.2017)

[…] It took much time to persuade three of the students (S7, S14, S16) to tell their ideas on how the Earth will end. They felt shy. I was able to make them speak half Turkish and English, though. (13.12.2017)

In brief, despite the fact that most of the students seemed to improve their grammar performance and vocabulary knowledge, a few students were not willing to speak in the discussion parts. They felt nervous when speaking either to the class or with their classmates in the group discussions. Another difficulty was that students sometimes did not find the time they were given to complete the tasks enough since they had other responsibilities for the other courses. They had difficulty in completing the tasks within the allocated time.

4.3.6 Suggestions to improve the units. According to the comments of the students, every single topic in the unit could be supported by a video stating that listening track is not sufficient. They also suggested that contents related to their own country, Turkey, could be included more. The following statements made by the students support these findings:

[…] We could have watched a video of those places in London. Documentaries etc. (S17, Journal Data, 29.11.2017)

> […] More videos could have been added. For example, I would have shown
> videos of people from East and West. (S9, Journal Data, 06.12.2017)
>
> […] We could have learned how a city in our country has changed within time.
> (S3, Journal Data, 06.12.2017)

In addition to the visual and audial presentation of the units and the scope of nations they include, the students were also in favour of including more information within the contents of the units stating that additional contents would be good for them to know. This finding can be supported by the comments as follow:

> […] Greek, Indian or Italian philosophers could have been added as well. (S2,
> Journal Data, 27.12.2017)
>
> […] Maybe more philosophers could have been added. (S1, Journal Data,
> 27.11.2017)
>
> […] More traditions of British people would be good. (S11, Journal Data,
> 29.11.2017)

Overall, in the light of the reflections written by students and the instructor, it is revealed that a great deal of students was pleased with the CLIL-based lessons thinking that these lessons contributed to their grammar performance and vocabulary development and increased their interest in English lessons. Most of the students stated that thanks to the activities within the CLIL-units, they were able to make use of linguistic structures and vocabularies. It was also revealed that most of the students were in favour of watching more videos related to the content and learning more information about Turkey. The problem referred by the students were related to their workload. They stated that they sometimes had problems with the deadlines of the CLIL units' projects due to the exams and tasks of other courses. Instructor reflective journals were not found to be very different from students' reflective journals since they indicated that the CLIL-based lessons improved student's grammar scores and vocabulary development and motivated them as well. The only problem found in the instructor reflective journals was that some of the students were not quite willing to speak in the discussion parts as they felt either shy or insufficient. Yet, a great deal of them performed well in both productive and receptive skills considering that they were eager to speak and write on the aforementioned contents during the CLIL-based lessons. Based on these findings, it can be concluded that CLIL approach had a positive

effect on B1 level EFL students' motivation towards learning English, grammar scores, and vocabulary development.

Chapter 5

Discussion and Conclusions

5.1 Discussion of Findings for the Research Questions

The present study aimed to investigate the implementation of CLIL approach in an EFL classroom and its impact on EFL students' motivation, grammar scores, and vocabulary development. Besides this, the study attempted to investigate the perceptions of the students and instructor about implementing CLIL in their classroom practices. In this study, data were collected through quantitative and qualitative data instruments including pre-/post-tests, pre-/post motivation questionnaire, and reflective journals. In the following section, the findings of each research question will be extensively discussed.

5.1.1 Discussion of the findings of RQ1: To what extent do CLIL-based lessons have impact on the following; students' motivation, grammar scores, and vocabulary development? The first research question focused on the impact of CLIL approach on three different points as follows; grammar scores, vocabulary development, and students' motivation. In order to gather data regarding grammar scores and vocabulary development, parallel tests were administered to the students. These tests were analysed through quantitative method by means of descriptive statistics. The findings revealed that a great majority of the students performed better in post-vocabulary and grammar test compared to the pre-test. The findings are in line with Nebioğlugil's (2015) study which investigated the implementation of CLIL on vocabulary learning process of young learners. Similar to the present study, it revealed that there was an increase in the vocabulary improvement of the majority of the students. The findings of the present study are also in accordance with Xanthou's (2011) which revealed that experimental CLIL group outperformed the control group who was not exposed to CLIL.

Another point that was investigated in the present study was the students' grammar scores within the implementation of CLIL. Similar to the vocabulary development, their grammar scores was tested through pre-/post-tests. The descriptive statistics indicated that grammar scores of the students were much better in the post-test compared to the pre-test. Therefore, the results are found to be similar to Lasagabaster's (2009) which indicated that CLIL is useful for both a motivational and

a language competence perspective. This finding is also in line with the findings of Klippel (2003) and Naves and Victori (2010) which indicate that CLIL students have usually been found to be better at linguistic accuracy.

The ultimate purpose of the present study was to see if CLIL is effective in EFL students' motivation. In order to collect data, pre-/post- motivation questionnaire was given to the participating students. The close-ended questionnaire consisted of 50 items about students' motivation regarding learning English. The questionnaire was analysed by means of quantitative methods. The results of the descriptive statistics reveal that students felt motivated after the 8 weeks of CLIL implementation. This finding is in accordance with the study of Altınkamış (2009) who also investigated the impact of CLIL on students' motivation. There are also more studies in line with the findings of the present study revealing that CLIL has a positive impact on students' motivation (Hunt et al., 2009; Lasagabaster, 2011; Rumlich, 2013; Rumlich, 2014; Doiz, Lasagabaster & Sierra, 2014).

In brief, the participating students who were offered CLIL-based lessons performed better in the vocabulary and grammar post-test compared to the pre-test. There was a remarkable increase in their test results after the 8 weeks of implementation. In more detail, students performed better in receptive vocabulary questions compared to the productive vocabulary questions. Similar to the vocabulary and grammar parallel tests, the findings of the motivation questionnaire were also positive after the implementation. It can be concluded that, CLIL has a positive impact on students' vocabulary development, grammar scores and motivation when learning English in an EFL classroom.

5.1.2 Discussion of the findings of RQ2: How do students and instructors perceive CLIL-based lessons? As for the second question, reflective journals kept by the participating students and the instructor were analysed in order to identify their perceptions regarding the implemented CLIL-based lessons. These reflections were analysed through qualitative methods by means inductive analysis. The results clearly indicated that a great majority of the students held positive opinions about CLIL-based lessons as a method to learn the target vocabularies and structure, and they reported several outstanding reasons for it. First of all, the students stated that the topics of the contents were very interesting and worth learning. They particularly did enjoy learning such interesting contents about different countries and their cultures. Therefore, the

CLIL-based lessons motivated them to learn English thanks to the quality of the contents which help them feel like a member of the community of the target culture speakers. This finding is in accordance with Gardner's social-psychological theory which investigates the second language acquisition in an EFL classroom setting and claims that motivation has a close relation with one's will to become a member of the target culture's community. The students also added that, through the CLIL-based lessons it became much easier to retrieve the target vocabularies through the activities and tasks. Besides vocabulary development, the students also pointed out that it was much better to learn grammar structures through authentic contents rather than explicit grammar instructions. That is to say, they perceived the CLIL approach as a motivating and useful way to learn vocabulary and grammar.

The findings of the students' reflective journals were found to be similar to the instructor's reflective journals. In line with the reflections of the instructor, she pointed out that great majority of the students constantly seemed willing during the CLIL-based lessons and making use of the target vocabularies and grammar structures. Therefore, it is noteworthy to point that educators could consider integrating CLIL approach into their EFL classrooms in order to foster the process of teaching and learning. Similar to the reflective journals kept by the students, the findings of the motivation questionnaire showed that there was an outstanding increase in the motivation level of majority of the students after the implementation of the CLIL-based lessons which took eight weeks in total. One of the reasons for this finding is most probably because of the fact that the students had taken the previous module, A2, in a traditional way in which they were taught through grammar-based instruction with the use of course book activities, and found it boring. Therefore, learning English out of course book and through authentic contents might have drawn their attention and raised a curiosity. This finding is line with Keller's (2010) claim stating that motivation has a direct relation with the amount of curiosity which is raised by the teacher and class materials. As the reflective journals of the students and the instructor reveal that the students found the contents very engaging, their motivation found to be increased at the of the implementation. This finding is also in line with Carpenter's (2011) study in which he explains motivation as a person's effort to learn the content of a lesson. Another study of which finding is in accordance with the present study is Glynn et al.' (2005) study which reveals that motivation has a pivotal role in learning process and it increases, controls, and retains humans' behaviours. This finding is in line with the

present study since the instructor's reflective journals reveal that there was an increase in the extent of pursuing the habit of taking responsibly thanks to the projects that the students completed on weekly basis.

Last but not least, despite a few problems, not only the instructor but also the students of the current study found implementing CLIL approach as motivating and useful due to the remarkable reasons mentioned above.

5.2 Pedagogical Implications

The present study offers some pedagogical implications for practitioners, course/material designers, and researchers. First of all, the findings of the present study revealed that implementing CLIL method in an EFL classroom resulted in significant vocabulary gains and improvement in grammar scores. The collected results also lend insights into the motivation and perceptions of the Turkish EFL students being taught English through CLIL approach. It was found out that the implementation of CLIL approach led to enhanced motivation in students. Furthermore, students stated the remarkable features of this method such as informative, interesting, and functional. They also found it effective for their vocabulary development and grammar scores since they were constantly expected to make use of target structures and vocabularies within different contents. Therefore, it would be worth integrating CLIL approach into English preparatory programs of universities to improve their vocabulary knowledge and grammar scores as well as increasing the motivation of EFL students. In this way, students could be encouraged to learn English through real-life contents which would attract their attention as well. Besides the grammar and vocabulary perspectives, students could get cultural awareness through the cultural contents that each CLIL unit includes.

However, it is crucial to keep in mind the age and interests of the students when designing the CLIL units. Therefore, the contents of the CLIL units could be designed in line with the age and interests of students since they need to be curious about the selected content of the lessons.

Overall, the findings of the present study are crucial for the implementation of CLIL approach in EFL classrooms.

5.3 Conclusions

The present study contributes to the existing literature by investigating the effectiveness of CLIL approach on student motivation, grammar scores, and vocabulary knowledge of Turkish EFL students studying at the English preparatory program of a private university in Turkey. The results revealed that the participating students having received CLIL-based lessons had a great deal of vocabulary knowledge and improved their grammar scores. Besides their vocabulary and grammar success, the results also demonstrated that the students, in general, were motivated to have the CLIL-based lessons and mostly shared positive perceptions in their journals. Apart from the reflective journals, both students and the instructor had positive perceptions about implementing the CLIL approach into their EFL classroom practices.

In short, the findings of the present study demonstrate that integrating CLIL approach into a preparatory program could be considered as an effective tool to support the vocabulary improvement and grammar scores as well as enhance students' motivation in EFL classrooms.

5.4 Recommendations

The present study offers some recommendations for further research studies. First of all, this study included a small number of students at intermediate level (N=19). Therefore, it could be replicated using larger sample size and with students from different proficiency levels.

In this study, the focus was on vocabulary improvement, grammar scores and students' motivation. For further research, specifically speaking and/or writing skills of students could be investigated in order to see the effect of CLIL approach on these two skills.

Furthermore, this study was conducted over an eight-week teaching module; therefore, it was not so possible to include a retention test. Hence, for further research, a retention test one month after the study could be applied to be better able to understand the impact of CLIL on retention of the students.

Finally, this study only included one group being offered the CLIL-based lessons. For further studies, both experimental and control groups could be involved

being offered the existing grammar-based syllabus of the preparatory school so as to compare the effectiveness and examine its impacts.

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A. B1 LEVEL MAIN COURSE SYLLABUS

B1					
Modül	**Hafta**	**Grammar**	**Vocabulary**	**Reading & Listening**	**Writing & Speaking**
1 Unit 1 Unit 2 Unit 3	1	Present Simple & Present Continuous Past Simple Past Simple & Past Continuous Relative Clauses Definite/Indefinite Article	Languages & Countries Free time Communications Geography Animals Landmarks	**R:** An article about about a science Project **R:** Three newspaper articles **R:** A Blog post	**W:** A holiday review
	2			**L:** An interview with a Professional **L:** Describing a photo	**S:** Planning your language learning **S:** Designing a logo
	Quiz 1 – Review meeting				
2 Unit 4 Unit 5 Unit 6	3	Present Perfect Present Perfect & Past Simple Present Perfect with *for* & *since* Comparative & Superlative Present Continuous & Going to Must/Have to for Obligation Modal verbs: can/can't, should/shouldn't Predictions: will, may, might	Life stages Activities Home life Education & learning Adjectives & prepositions -ed/-ing adjectives Jobs & services Adjectives and suffixes: -ful & -less Senses Health problems	**R:** An information leaflet Introduction to a web article	**W:** An informal email **W:** A formal email
	4			**L:** A report about a lost property Office in Paris **L:** Talking about univeristy studies **L:** Discussing problems and giving advice	**S:** A telephone enquiry
	Quiz 2 – Review Meeting				
3 Unit 7 Unit 8 Unit 9	5	Gerund & Infinitive Countable & Uncountable nouns, some & any Quantifiers	Sciencee & research Make & do Cities Technology Look & see Common collactions with *say* & *tell* Money verbs Money nouns	**R:** A film review **R:** An article	**W:** A blog post
	6	If + Present Simple Modal verbs: must, can't, may, might If + Past Simple So & Such Some-/any-/no--one/-body/-thing		**L:** Advertisement for a radio Show **L:** Different opinions	**S:** Discussing an issue **S:** Spending your money
	Quiz 3 – Review Meeting				

4	Unit 10 Unit 11 Unit 12	7	Passive: Present Simple Passive: Past Simple Reported Speech: say, tell Modal verbs review Used to	Advertising expressing your opinion Describing clothes Adjectives to describe personality Relationships Entertainment Music Internet	**R:** A factual document **R:** Tips about arguing **R:** A blog post	**W:** A local Street food guide **W:** A description of a TV series
		8			**L:** Describing photos **L:** Talking about relationships **L:** Discussing TV	**S:** Giving an update
		PROGRESS TEST – REVIEW MEETING				

B. REFLECTIVE JOURNALS

For Students

1- What did you like most about the unit? Why?

_____

_____

2- What did you like least about the unit? Why?

_____

_____

3- Is there any part that you had difficulty in? If yes, which part?

_____

_____

4- Is there any part that you'd change in the unit? If yes, which part?

_____

_____

For the Instructor

1- Reflect on your experiences you have had so far while

   implementing   CLIL in your classroom.

   _____

   _____

2- Do you think CLIL lessons are useful for the students' vocabulary

   development and grammar scores? Why? Why not?

   _____

   _____

3- Reflect on what you have observed while students are doing CLIL
   activities.

   _____

   _____

C. MOTIVATION QUESTIONNAIRE

50 Items	1 Strongly Disagree	2 Disagree	3 Agree	4 Strongly Agree
1 I enjoy learning English very much.				
2 Learning English is a hobby for me.				
3 Learning English is a challenge that I enjoy.				
4 I don't enjoy learning English, but I know that learning English is important for me.				
5 I wish I could learn English in an easier way, without going to class.				
6 English is important to me because it will broaden my view.				
7 The main reason I am taking this class is that my parents/my spouse/my supervisors want me to improve my English				
8 I want to do well in this class because it is important to show my ability to my family/friends/supervisors /others.				
9 Everybody in Turkey should be able to speak English.				
10 Being able to speak English will add to my social status.				
11 I am learning English because I want to spend a period of time in an English-speaking country.				
12 I want to learn English because it is useful when traveling in many countries				
13 I want to learn English because I would like to emigrate.				
14 One reason I learn English is that I can meet new people and make friends in my English class.				
15 I am learning English to become more educated.				
16 I need to be able to read textbooks in English.				
17 The main reason I need to learn English is to pass examinations.				
18 If I learn English better, I will be able to get a better job.				

19 Increasing my English proficiency will have financial benefits for me.				
20 If I can speak English, I will have a marvelous life.				
21 I really want to learn more English in this class than I have done in the past.				
22 It is important to me to do better than the other students in my class.				
23 My relationship with the teacher in this class is important to me.				
24 One of the most important things in this class is getting along with the other students.				
25 This class is important to me because if I learn English well, I will be able to help my children learn English				
26 This English class will definitely help me improve my English.				
27 If I do well in this course, it will be because I try hard				
28 I expect to do well in this class because I am good at learning English.				
29 If I don't do well in this class, it will be because I don't try hard enough.				
30 If I don't do well in this class, it will be because I don't have much ability for learning English.				
31 If I learn a lot in this class, it will be because of the teacher.				
32 If I do well in this class, it will be because this is an easy class				
33 If I don't learn well in this class, it will be mainly because of the teacher				
34 If I don't do well in this class, it will be because the class is too difficult.				
35 Americans are very friendly people.				
36 The English are conservative people who cherish customs and traditions.				
37 Most of my favorite actors and musicians are either British or American.				

38 British culture has contributed a lot to the world.				
39 I feel uncomfortable if I have to speak in my English class.				
40 It embarrasses me to volunteer answers in my English class				
41 I don't like to speak often in English class because I am afraid that my teacher will think I am not a good student.				
42 I am afraid other students will laugh at me when I speak English.				
43 I think I can learn English well, but I don't perform well on tests and examinations.				
44 I often have difficulty concentrating in English class				
45 If the fees for this class were increased, I would still enroll because studying English is important to me.				
46 My attendance in this class will be good.				
47 I plan to continue studying English for as long as possible				
48 After I finish this module, I would like to get the same course in a similar way				
49 I often think about how I can learn English better				
50 I can honestly say that I really put my best effort into trying to learn English.				

INFORMATION OF THE PARTICIPANT

Age: +20, -20

Gender: MALE, FEMALE

Nationality: TURKISH, OTHER (   )

High school: PRIVATE, STATE

English proficiency level: A2, B1, B1+, B2

Experience abroad: YES, NO

D. PRE-TEST

A. Choose the correct word to fill in the blanks. (10X2=20 points)

authentic   tell lieschoice get divorced   pavement

mother tongue stunning   useful volunteers   annoying

1. Her .... is English, but she can also understand and speak Dutch and Swahili.

2. It was very .... when she kept asking me personal questions again and again.

3. Tom and Mary have big problems in their marriage. So they are planning to ....

4. Watch out! There are lots of cars on the road. Walk on the ....

5. We need to be honest and friendly to each other all the time as we share the same house. Please never ....

6. People sometimes decide to do something and make a(n) .... and they can be unhappy about the results.

7. This book isn't a copy of others. It is completely ....

8. There is a very important event for poor people in three months. We need some .... to help us with the organization.

9. Oh my God, this dress is amazing! You look .... tonight, everybody will fall in love with you.

10. We've found a very .... guide book that helped us in our Canada tour. We took it with us everywhere we went.

B. Write questions for the answers. Use the question words in the box. (5X3=15 points)

Why   How long   When How much   What

1. _____

I started learning Spanish when I was at primary school.

2. _____

In our free time, we like jogging and surfing the internet.

3. _____

It costs $1000 to go to Australia.

4. _____

It takes almost an hour from Besiktas to Avcılar.

5. _____

She wrote a novel because she loves writing so much.

C. Write the words in the correct blank. (5X2=10 points)

1.   There is a river or sea under it. It connects two lands.

…………………………………........

2.   A telephone service provided by an organization to give information and support

…………………………………........

3.   You ask questions about life and existence or religion in this academic subject.

…………………………………........

4.   Your team has been doing well in practice, so you believe that you'll win the finals. You are optimistic and

…………………………………........

5.   Some feelings and emotions are real, not fake. They are

…………………………………........

A) PHILOSOPHY
B) GENUINE
C) HELPLINE
D) BRIDGE
E) HOPEFUL

D. Complete the sentences with the correct forms of the verbs using past simple or past continuous tense. (5X3=15 points)

Yesterday, when I ………………… 1. (walk) in the street it suddenly ………………… 2. (rain) a lot. I ………………… 3. (not, want) to walk home. So I decided to take a taxi, but there was no taxi around. While I ………………… 4. (look) around, luckily I ………………… 5. (see) my classmate Daniel and asked him to give me a ride home.

E. Choose the correct Modal verb to complete the sentences. (5X2=10 points)

might   don't have to   would should can't

1. A: .... you like to go on a date with me tonight?
   B: Yes, sure. What are we going to do then?

2. Please, put the pills or painkillers where children .... take them. It is dangerous for children.

3. I'll go to the mall, anyway. I can buy whatever you want. You ....
drive all the way there.

4. John: Where will you go on Friday night?
   Jane: I'm not sure. I .... stay in or go dancing with my friends.

5. Joshua: Oh my god! I have a terrible stomach ache right now.
   His mother: Really? Maybe we .... call an ambulance.

F. Match the halves of the sentences. (5X3=15 points)

1. I have a terrible headache _____   a. I'll be able to buy those shoes.
2. Daphne gets really angry _____   b. we have picnic in the park.
3. If Maria lends me $5, _____   c. if I look at computer too long.
4. If the weather is good, _____   d. if someone asks her about politics.
5. If we see a souvenir shop, _____   e. we'll buy you a gift from here.

G. Complete the sentences with the correct option. (5x3=15 pts)

1. We need a little/a few more money to buy our dream house.
2. You should start studying now. You don't have much/many time to finish your project.
3. When I saw too many/too much eggs in the fridge, I told my neighbour Jemma to take some to her home.
4. If everybody eats healthy food and be clean, there will be a few/a little people feeling sick.
5. There are too much/too many hours for the next train. Let's have a cup coffee while waiting.

E. POST-TEST

A. Choose the correct word to fill in the blanks. (10X2=20 points)

authentic   tell lies   choice   get divorced   pavement
mother tongue   stunning   useful   volunteers   annoying

1. The actress gave a(n) .... performance in the theatre.
Everybody in the theatre hall clapped her.
2. I don't want to go back to my home town, but I have no other
.... because I don't have money now.
3. It can be very .... to take some notes and read them before
taking the exam.
4. He speaks English fluently, but his .... is Chinese as he was
born and raised in China.
5. If they still .... we will stop seeing each other, because we only
want to hear the truths.
6. Jennifer was very unhappy with his husband. So she wanted to
....
7. A painting that we saw in the museum was .... which means it
was originally created by Monet.
8. We need fifteen .... in the organization of the opening
ceremony for our new company.
9. A small group of journalists waited for an interview on the ....
outside her house.
10. It's so .... that we can't go to Thailand because of the bad
weather condition.

**B. Write questions for the answers. Use the question words in the box.
(5X3=15 points)**
Why   How long   When How much   What
1. _____
We visited our grandparents two years ago.

2. _____
At weekends, we have barbeque parties with our neighbours.

3. _____
It costs £2000 to buy that beautiful dress.

4. _____
It takes thirty minutes to cook chocolate cake.

5. _____

We stopped at that restaurant, because we were hungry.

C. Write the words in the correct blank. (5X2=10 points)

1.   We use this structure to go across above water

…………………………………........

2.   This is a platform that we use to solve our problems or get information

…………………………………........

3.   The study of theories about the meaning of things such as life, knowledge, and beliefs

…………………………………........

4.   You believe that something will happen the way you want

      …………………………………........

5.   Things that are not real, not fake or false

…………………………………........

A) PHILOSOPHY
B) GENUINE
C) HELPLINE
D) BRIDGE
E) HOPEFUL

D. Complete the sentences with the correct forms of the verbs using past simple or past continuous tense. (5X3=15 points)

Two weeks ago, when me and my cousin Frank ………………… 1. (walk) in the park, it suddenly ………………… 2. (rain) a lot. We ………………… 3. (not, want) to walk more. So we decided to go back home, but there was no bus. While we ………………… 4. (look) for a taxi, we ………………… 5. (see) our uncle Josh and asked him to give us a ride home.

E. Choose the correct Modal verb to complete the sentences. (5X2=10 points)

might   don't have to   would   should can't

1. A: .... you like to drink a cup of coffee with me tonight?
   B: No, sorry. I have other plans with my cousins.

2. This is a very strict school where you .... miss a class and wear your own clothes.

3. We don't have any class on Wednesday, so we .... come to school.

4. Joe: Where are you going in summer holiday?

Jill: We aren't sure. We .... go to our home town or plan a journey to Bali.

5. Klaus: Oh! I have a terrible toothache.

His mother: Oh, really? Maybe you .... see a dentist.

F. Match the halves of the sentences. (5X3=15 points)

1. My ears really hurt ____	a. if it's sunny.
2. I'll buy some food for me and my mother ____	b. if I can finish with it.
3. I'll give it back to her next week ____	c. if it's raining.
4. We take our cars to the garage ____ loud.	d. if I listen to music
5. We have a picnic ____ on our	e. if we see a restaurant way.

G. Complete the sentences with the correct option. (5x3=15 pts)

1. There's a little/a few milk in the bottle.
2. We need to get ready soon. We don't have much/many time for the text train.
3. There were too many/too much people in the store, we couldn't even move in there.
4. If each driver follows the rules in traffic, there will be a few/a little serious accidents.
5. We have too much/too many chairs in the room! Let's take some of them out of here.

F. SCOPE AND SEQUENCE

	Content		Culture	Cognition		Communication		Project
	Subject	Learning Outcomes	Vocabulary	Structure	Functions	Skills	Awareness	
Unit 2 How Was Earth Formed? **Pages 14-22**	**Geography**	**Students will be able to:** -categorize different kinds of animals -explain how the Earth was formed -analyse reasons and evidence that the continents move -discuss about a world with animals that haven't become extinct -identify the features of countries	Animals, Earth	• Past Simple & Past Continuous	➢ Describing how the Earth was formed ➢ Talking about early theories on Earth's formation ➢ Defining actions that happened in the past ➢ Relating animals to countries ➢ Describing photos using past forms ➢ Categorizing animals according to their species ➢ Talking about alternative worlds	**R:** Reading aloud, reading for detail **L:** Understanding pronunciation, listening for detail **W:** Filling the blanks, writing a complete sentence, writing narrative story **S:** Group discussion	*National Symbols of Countries* *Theories on how Earth was formed*	Students decide on a natural being, make a presentation on the history of how it was formed.

G. LESSON PLAN

Unit Name	How Was Earth Formed?
Week	Week 2
Student Profile	Preparatory School Students
Age	18-23
Proficiency Level	Intermediate (B1)
Aims	Big Bang Theory Nebular Theory Continental drift Past simple tense Past continuous tense Animals
Objectives	By the end of the lesson students will be able to, - learn theories on how Earth was formed - talk about their ideas on how Earth was formed - exchange ideas between their teacher and peers - to identify how the past simple used to talk about past events - use the past simple to talk about how Earth was formed - cite evidences from the text on the history of Planet Earth analyse and respond questions of the text on the history of Planet Earth - identify the names of animals - read the text on national animals and answer the questions - sentences using vocabularies of animals
Presentation	Teacher shows a video on Big Bang Theory Teacher shows a video on Nebular Theory Teacher shows a video on national animals and their importance Teacher shows realia photos of animals
Practice	Students read the text on the history of planet Earth Students cite text evidences after reading the text on the history of planet Earth Students complete the comprehension questions of the text on the history of planet Earth Students analyse and respond to answer the questions on the text on the history of planet Earth Students exchange ideas on the history of planet Earth between their teacher and peers Students read the text on the importance of national animals Students discuss the importance of symbolic animals of countries

	Students complete the table of the text on the importance of national animals
	Students match the definition of the words on text on the importance of national animals
	Students categorize country flags and the important animals
	Students discuss important animals for their country
Production	Students write about their ideas on why Earth is still changing
	Students write about their ideas on the importance of theory of continental drift
	Students write about possible situations if the dinosaurs had not died out
	Students speak about their ideas on how Earth was formed
	Students discuss their ideas on the existing theories of the formation of Earth
	Students talk about their ideas on the importance of national animals
Project	Students decide on a natural being, mountains, plants, animals or humans, and make a presentation on the history of how it was formed

<h1 style="text-align:center">H. CURRICULUM VITAE</h1>

PERSONAL INFORMATION

Surname, Name: Çınar, Senanur

Nationality: Turkish (T.C.)

Place of Birth: Istanbul

e-mail: cinarsenanur@hotmail.com

EDUCATION

Degree	Institution	Year of Graduation
BA	İstanbul University	2015
High School	İhlas College	2011

WORK EXPERIENCE

Year	Place	Enrollment
2016-	İstanbul Gelişim University	Instructor
2014-2015	Doğa College	English Teacher
2013-2014	Early American English	English Teacher

FOREIGN LANGUAGES

Advanced English, Elementary Spanish

CERTIFICATES

Yıldız Technical University-Pedagogical Formation, July 2015

İstanbul/TURKEY

Educational Technologies Summit, March 2017

İstanbul/TURKEY

Çevre College 13th ELT Conference, February 2017

İstanbul/TURKEY

İstanbul Gelişim University International Foreign Languages Symposium: Globalization of English Language, May 2017

İstanbul/TURKEY

12th International Conference on Social Sciences - Speaker, May 2017

Amsterdam/Netherlands

2nd International Conference on Best Practices and Innovations in Education – Speaker, October 2017

İzmir/TURKEY

Certificate of Attendance to the IATEFL RESIG Conference, June 2017

İstanbul/TURKEY

4th International Conference on New Trends in Education- CLIL: Crafting Bilingual Minds, November 2017

İstanbul/TURKEY

Bilim ELT Conference on Building Bridges to a Bilingual Future, March 2017

İstanbul/TURKEY

PUBLICATIONS

Çınar, S. (2017). The Efficacy of Corrective Feedback on L2 Writings of EFL Students. *European Journal of Language and Literature*, *8*(1), 110-120.

Çınar, S. (2018). In-Service Teacher Training Needs of EFL Instructors Working at University: A Needs Analysis. *Journal of Foreign Language Education and Technology* 3(1), 194-214.

HOBBIES
Travelling, Movies, Music, Reading books