HOW CONTENT AND LANGUAGE INTEGRATED LEARNING (CLIL) AFFECTS ADULT LEARNERS' MOTIVATION IN ONLINE CLASSES

BY

TOUNGRAT SANGCHOTE

A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF ARTS IN ENGLISH LANGUAGE TEACHING LANGUAGE INSTITUTE THAMMASAT UNIVERSITY ACADEMIC YEAR 2022

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ABSTRACT

This study outlines the results of a survey which was carried out to investigate the effects of CLIL on adult learners' motivation, the effects of CLIL on learners' completion rate, and the correlation between motivation and completion rate in online settings using a questionnaire adapted from Schmidt and Watanabe (2001) and Instructional Materials Motivation Survey (IMMS) developed by Keller (2010) within the ARCS Model of Motivational Design framework. 57 Thai B1-B2 adult learners from 25-45 years old were recruited to join an 18-hour online class and randomly assigned to the experiment group (using the CLIL approach) and the control group (using the conventional lecture-based method). The questionnaire was administered twice, before and after the intervention. The data analysis indicated no statistically significant difference between the two groups in their overall score on motivation in learning in an online English course ($p = 0.761$). However, when examining the specific factors, the findings showed that learners in the CLIL group had greater competitiveness, cooperativeness, and motivational strength than the non-CLIL group. CLIL learners also found their CLIL class more attention-grabbing, relevant, and satisfying than their non-CLIL counterparts. In the meantime, the non-CLIL group had higher expectancy representing more self-confidence, self-assessed aptitude for language learning, and lack of anxiety. In terms of completion rate, the learners'

progress at each unit was recorded and analyzed by the Mann-Whitney U test. The learners in CLIL group recorded significantly higher completion rates than their non-CLIL cohorts ($p = 0.017^*$, effect size = 0.32). Spearman's Rank Correlation was used to examine the statistical relationship between adult learners' completion rate based on their motivation. The findings indicated that learners who had higher motivation level after the course tend to be more likely to complete the online course (Spearmen's Correlation = 0.57, $p = 0.0001^{**}$). The results and discussions can be taken into consideration for all English instructors and syllabus designers to use when preparing their materials, curriculums, language programs and teaching methods for adult learners in online settings.

Keywords: CLIL, Online learning motivation, IMMS, Adult language learners

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Toungrat Sangchote

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Symbols/Abbreviations	Terms
CLIL	Content and Language Integrated Learning
EFL	English as a Foreign Language
IMMS	Instructional Materials Motivation Survey

CHAPTER 1
INTRODUCTION

1.1 Background

Since its introduction to higher education during the 1980s, e-learning has experienced rapid growth, thanks to technological advancements that have made accessing and navigating the Web easier than ever before (Simonson et al., 2012). Its pervasive presence in educational systems has become a significant global phenomenon (Allen & Seaman, 2017), particularly in higher education. In the United States, nearly all colleges and universities, about 99 percent, have implemented a learning management system to support e-learning classes for both instructors and students (Dahlstrom et al., 2014).

The impact of e-learning is evident in the enrollment figures. In the fall of 2016, out of over 20 million students enrolled in higher education institutions in the U.S., more than 6.5 million students (31.6% of all higher education students) were engaged in at least one online course (Seaman et al., 2018). The substantial growth of e-learning highlights its significance and widespread adoption in the education landscape.

In Thailand, the widespread adoption of e-learning faced significant challenges primarily due to the existing digital divide that permeated throughout the country. Arthur-Gray and Campbell (2008) identified this digital divide as a result of deep-rooted societal inequalities present in various aspects of Thai society. As a consequence, not all students had equal access to digital literacy skills and information and communication technology.

Initially, e-learning was offered as an optional supplement to traditional face-to-face learning in certain institutions. However, with the outbreak of the COVID-19 pandemic in 2020, social distancing measures became the norm, leading to a swift and mandatory shift toward e-learning. Physical access to campuses was restricted, necessitating schools and universities to transition from traditional face-to-face teaching to synchronous online teaching (Wintachai et al., 2021).

Despite the lack of prior preparation, the sudden shift to e-learning became unavoidable for educational institutions in Thailand and across the world. The

exponential growth of e-learning was inevitable, given the circumstances and challenges posed by the pandemic (Rofiah et al., 2022).

The trend of e-learning isn't confined to school students; it's also significantly impacting adult learners. The enrollment of adult learners in e-learning courses has been consistently rising. In the United States, adults aged 25 and over constitute the largest proportion of online enrollments, accounting for approximately 40% of total enrollments, and this number is projected to increase by an additional 14% through 2021 (National Student Clearinghouse Research Center, 2012, 2015). This surge in enrollment can be attributed in part to the prevailing concept of lifelong learning, where adults are actively seeking opportunities to advance their careers and acquire updated skills relevant to the demands of the 21st-century workplace.

As a result, the number of adult learners has been growing rapidly, making them one of the fastest-growing segments within the postsecondary student population (Online learning is becoming more popular, 2014). In Thailand, the trend is similar, with SkillLane, a prominent online course provider specifically targeting adult learners, boasting over 75,000 registered learners as of 2017 (Startup The Series – EP16: SkillLane: First destination for on-demand skills, 2017). This signifies the increasing popularity and demand for e-learning options among adult learners seeking to improve their knowledge and competencies.

The attrition rate in online courses tends to be higher compared to hybrid and face-to-face counterparts. While pinpointing a single factor for the high dropout rate is challenging, Lucey (2018) conducted research that identified a lack of motivation as a primary cause of student attrition. Conversely, when learners are motivated, they are more likely to successfully complete their e-learning courses.

Similarly, in Thailand, the lack of motivation poses a significant challenge for e-learning adoption. Suan Dusit Rajabhat University (2022) surveyed 3,764 respondents, and a majority (63.30%) expressed the belief that the Thai education system was not adequately prepared for online learning and teaching. Over half of the surveyed students were concerned about issues like not fully understanding the lessons, lacking interaction with peers, and feeling that they wouldn't learn as effectively as in traditional classrooms.

One of the reasons for demotivation is the absence of learning activities and support from classmates and teachers (Watson & Barton, 2020). In e-learning classes, learners may find it challenging to receive immediate support when facing difficulties, as teachers are not readily available (Hebebci et al., 2020). Additionally, learners may struggle to ask questions and clarify doubts as easily as they would in traditional face-to-face classes (Chopra et al., 2019). These factors significantly impact learners' motivation, contributing to the dropout problem in e-learning.

To address this issue, a wide range of technologies such as Augmented Reality (AR), Virtual Reality (VR) and digital games have been widely adopted (Chu et al., 2019). Multimedia was used to boost learners' attitudes and satisfaction. According to Moos and Marroquin (2010), multimedia refers to an environment which exposes learners to different formats such as texts, images, videos, animations, and audio presentations. Several research studies have probed the way to design multimedia learning environments to support multimedia learning environments and improve learners' effectiveness (Arslan-Ari, 2018). In multimedia learning, learners can learn from words such as spoken or written texts and pictures such as illustrations, images, animations, or videos by building mental representations from them (Mayer, 2014). Several research studies in recent years have confirmed that adopting these approaches can significantly improve learners' achievements and motivation (Chu et al., 2019; Chen, 2020).

Indeed, while technological tools have found extensive use among language teachers, they may not be suitable for all contexts, particularly in areas where resources and digital literacy are limited. Thailand is a relevant example of such a context. Wintachai et al. (2020) conducted research that explored the challenges faced in online teaching and learning in Thailand during the COVID-19 pandemic. They highlighted several key factors hindering the transition to online learning, including teachers' digital literacy levels, students' economic difficulties, and the lack of access to devices.

The findings underscore the existence of a significant gap in Thailand's readiness to shift from traditional classrooms to digital learning environments. The constraints posed by limited resources and digital literacy in some areas make it challenging for schools and educational institutions to fully embrace and effectively utilize online learning tools and technologies. Addressing these challenges will require

concerted efforts and investment to bridge the gap and make e-learning more accessible and equitable for all students and educators in Thailand.

Despite these facts, the advantages of e-learning still outnumbered their limitations. e-learning allows learners greater flexibility regardless of time and place. Therefore, it is important that teachers seek possibility to increase learners' motivation and minimize dropout rate in e-learning by minimizing the use of technological tools for higher practicality. Implementing Content and Language Integrated Learning (CLIL) is one of the solutions. CLIL can enhance learners' motivation significantly for many reasons. (Darn, 2006; Lasagabaster & Sierra, 2009; Lasagabaster & Beloqui, 2015; Pfenninger, 2016). To illustrate, CLIL can engage learners with authentic materials and exposes learners to natural language use (Lasagabaster & Sierra, 2009). Learning the contents together with the language makes language learning more purposeful which has a positive effect on learners' motivation (Darn, 2006). CLIL also accommodates different learning styles and create more positive attitudes towards language learning among the learners (Lasagabaster & Sierra, 2009). Although there are several research studies conducted to confirm the effects of CLIL on learners' motivation, few have been carried out in the e-learning format. Consequently, this study aims to confirm the effects of CLIL on adult learners' motivation in an e-learning environment. The 4C CLIL framework is going to be implemented through a synchronous and asynchronous online EFL course. Their effects on learners' motivation and completion rate are going to be analyzed.

1.2 Objectives of the Study

The main aim of this study is to examine the effects of Content and Integrated Learning (CLIL) approach on adult learners' motivation towards completing online English classes. The objectives of this research are the following:

1) To examine the effects of CLIL on adult learners' motivation in online classes

2) To examine the effects of CLIL on adult learners' completion rate in online classes

3) To investigate the correlation between adult learners' motivation and their determination to complete online classes

1.3 Research Questions

The study aims to answer the following questions:

1) What is the relationship between CLIL approach and adult learners' motivation in online classes?

2) What is the relationship between CLIL approach and adult learners' completion rate in online classes?

3) Is there a relationship between adult learners' motivation and their completion rate in online classes?

The following falsifiable null hypotheses and their corresponding alternative hypotheses were formulated:

H_0 (1.3.1.) There is no statistically significant relationship between CLIL approach and adult learners' motivation in online classes.

H_1 (1.3.1.) There is a statistically significant relationship between CLIL approach and adult learners' motivation in online classes.

H_0 (1.3.2.) There is no statistically significant relationship between CLIL approach and adult learners' completion rate in online classes.

H_1 (1.3.3.) There is a statistically significant relationship between CLIL approach and adult learners' completion rate in online classes.

H_0 (1.3.2.) There is no statistically significant relationship between adult learners' motivation and their determination to complete online classes.

H_1 (1.3.2.) There is a statistically significant relationship between adult learners' motivation and their determination to complete online classes.

1.4 Scope of the Study

This study is limited to English language study and focuses only on adult learners in an online class. The generalizability of the study is limited as the participants were recruited from convenience sampling and were then divided into two groups: CLIL and non-CLIL learners.

1.5 Definition of Terms

There are eight major terms used in this study, including motivation, ARCS model, CLIL, 4Cs framework, e-learning, asynchronous and synchronous, and adult learners. The definition of each term is discussed as follows.

Motivation refers to learners' effort and enthusiasm shown when they endeavor to learn the language (Gardner & Lambert, 1959) and they are carried out until their learning objective is achieved (Harmer, 2001). In this study, motivation refers to the mental effort of participants participating in online classes in which CLIL and non-CLIL approaches are used.

ARCS model is an acronym of *a*ttention, *r*elevance, *c*onfidence, and *s*atisfaction. It refers to a model developed by Keller (1987) based on a synthesis of motivational concepts and a problem-solving approach to help educators systematically analyze learners' motivation and design motivational tactics to be used in conjunction with teaching and learning strategies.

In this study, the ARCS Instructional Materials Survey proposed by Keller (2010) was administered to the learners to check their motivation level in conjunction with Schmidt and Watanabe's (2001) model to examine the motivation of foreign language learners.

CLIL, Content and Language Integrated Learning, refers to an educational approach which helps learners gain content knowledge through the use of an additional language which is not the native language of the learners. (Coyle et al., 2010; Dalton-Puffer, 2011). It has a dual-focus aim, namely the learning of content and the simultaneous learning of a foreign language (Marsh, 2002). This approach can help motivate learners as it makes learning more meaningful as authentic materials are used (Darn, 2006; Lasagabaster & Sierra, 2009).

In this study, adult learners in CLIL class learn various content knowledge including stress management, business and marketing, and food for thought through the use of English. The class takes approximately 18 hours which are divided into 9 sessions (2 hours per session).

4Cs framework serves as tools and templates that help teachers plan their lessons and materials in accordance with CLIL approach (Coyle, 2007; Coyle et al., 2010). It is a theoretical and methodological foundation for designing CLIL lessons.

In this study, the adult learners in the experimental group are taking the CLIL lessons designed under 4Cs framework. According to Coyle (2007), the 4Cs framework is composed of 4 building blocks as follows:

Content which is related to the proper subject matter and knowledge. The 9 lessons are divided into 3 units which have their own subject or theme to boost learners' content knowledge. The three topics are stress management, business and marketing, and food for thought.

Communication involves language learning (i.e., acquiring the language needed to understand the subject or theme and language use (i.e., using the language to reconstruct the content). In this study, the adult learners learn the contents through the use of the language. Some grammar points such as present simple tense, active & passive voices, prepositions, and conjunctions were implicitly taught. Some linguistic functions such as explaining causes and effects, explaining processes, expressing opinions, and making suggestions are also taught to the learners.

Cognition allows learners to interpret the content in their personalized way with the goal for learners to achieve high order thinking levels. In this study, activities which promote leaners' thinking skills according to Marzano et al.'s, (2001) framework are included such as identifying similarities and differences, problem-solving and troubleshooting, decision-making and use of logic and reasoning.

Culture refers to awareness of self and otherness, encouraging learners to be aware of the complex relationship between cultures and languages. In this study, cultural knowledge is embedded in every unit such as food waste management around the world, how people in different countries cope with stress, and marketing strategies worldwide.

e-learning refers to the implementation of Internet technologies to deliver a variety of solutions that boost learning knowledge and performance (Rosenberg, 2001).

In this study, e-learning will be used to refer to the use of the internet technologies to enhance the education process. The participants have access to the pre-recorded online contents posted in the system. They also have a chance to join the online meeting which takes place every three sessions. Activities and assignments can be completed online by using the participants' electronic devices which include computers, tablets, and mobile phones.

Synchronous learning refers to a learning event in which learners are participating in learning at the same time. In this study, the participants are assigned to attend an online meeting which takes place every three sessions. This is referred to as synchronous learning.

Asynchronous learning is a general term used to describe forms of education, instruction, and learning that do not occur in the same place or at the same time. In this study, the participants have access to the pre-recorded online content posted in the system. They are expected to finish 2 sessions in a week and a half, but they can set their own schedule at their own pace to watch the online contents, do the tests and complete the assignment. Sometimes the word self-directed learning is used interchangeably with asynchronous learning.

Adult learners generally mean people of relatively mature age and the definition is normally associated with social and legal factors. The participants in this study refers to adult learners as learners who are at least 25 years old (National Student Clearinghouse Research Center, 2021). In this study, they are interested in improving their English skills, have completed at least a bachelor's degree and mostly are full-time employees.

1.6 Significance of the Study

The concepts of adult learners' motivation are different from school learners as the classes they are taking are generally not compulsory. Therefore, the dropout rate could be high. Moreover, if the classes are conducted online, the attrition rate can be even higher as the learners lack motivation since there is not enough face-to-face interaction in online classes. This is considered a serious issue in education. When learners choose to drop out, it is highly predictable that the desired learning objectives of the courses cannot be achieved.

In this study, CLIL approach was adopted to enhance adult learners' motivation in online classes. CLIL is claimed to enhance learners' motivation as it engages authentic materials from the real world and encourages learners to activate their prior knowledge for the new knowledge to be built on. CLIL also helps create an engaging classroom environment in which learners can keep focused on the contents and challenge themselves by exercising their critical thinking skills through group work and

pair work. As a result, the study can be very beneficial for EFL teachers who are planning, preparing, and conducting EFL classes online as it can help shed light on adult learners' motivation in online classes.

1.7 Organization of the Study

This study of the effects of CLIL on adult learners in online classes is divided into five chapters as follows:

Chapter one discusses the background of the study, research questions, objectives of the study, scope of the study, definitions of the terms, significance of the study and organization of the study.

In Chapter two, the literature which is related to motivation theory, CLIL and e-learning are reviewed. Several previous related research studies are also included in this chapter.

Chapter three covers the research methodologies employed in this study. The methodologies also include sampling method, participants, instruments, data collection and data analysis approach.

Chapter four presents the results of the study. It also includes interpretation of the statistics of the findings.

In Chapter five, the results of the study are discussed and summarized. The researcher also made recommendations for further research and summarized the findings.

CHAPTER 2
REVIEW OF LITERATURE

This chapter reviews the literature in four main areas along with a summary: (1) theory of motivation (2) the principles of CLIL (3) online learning through learning management system (4) relevant previous research.

2.1 Theory of Motivation

Generally, motivation has always been playing a significant role in language learning achievement. (Hedge, 2000). To improve learners' language, it is important that teachers understand the theory of motivation and choose it to implement teaching methods and materials that reinforce learners' motivation adequately and appropriately.

2.1.1 Definitions of Motivation

We shall begin with the definitions of motivation. Motivation has different definitions, especially in terms of language learning.

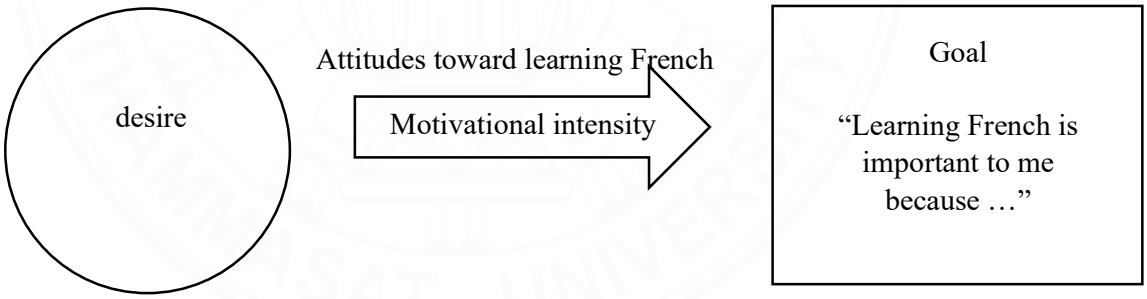
From Oxford Learners' Dictionary, motivation is "the feeling of wanting to do something, especially something that involves hard work and effort". According to Gardner and Lambert (1959), motivation deals with learners' effort and enthusiasm shown when they endeavor to learn the language. Harmer (2001) gave a definition to motivation as an "internal drive" which pushes a person to carry out things until it is achieved.

In language classroom settings, defining motivation enables language teachers to figure out ways to increase learners' motivation. According to Crookes and Schmidt (1991), motivation involves an interest and enthusiasm for materials which teachers use in class; learners' persistence to achieve the learning task, as measured by levels of attention or action for an extended period; and levels of concentration and enjoyment. Learning and motivation are parallelly important for language learners. Learning helps language learners gain linguistic knowledge and language skills while motivation pushes and encourages them to go through the learning process.

Gardner et al. (1985) proposed a model which aimed to demystify motivation in foreign language learning known as the socio-educational model. He grouped aspects of motivation into two conceptually distinct categories including goal and motivational intensity, as illustrated in Figure 2.1. When a language learner is motivated, he/she is goal directed. Goals play an important role as a stimulus lifting motivation; they are, however, not measurable. On the other hand, individual differences in motivation are reflected in motivation intensity which is easier to measure. Motivation intensity refers to the amount of effort a language learner puts in (or is willing to put in) to learn the language and to achieve the goal. Motivation intensity can be heavily influenced by two other components including desire and attitude. Desire shows how much a language learner wants to become proficient in the language, and attitudes deals with the way a language learner feels about learning the language and is involved in activities to achieve the goal. While two language learners expend the same amount of effort, one might perform better. That is, one may have a stronger desire to learn the language and may have more favorable attitudes toward learning the language.

Figure 2.1

Schematic Illustration Of Gardner's Motivation (Adapted from Garder et al., 1985)



2.1.2 Integrative and Instrumental Motivation

In second language acquisition, according to Gardner and Lambert (1959), the most widely recognized types of motivation are integrative motivation and instrumental motivation.

Integrative motivation occurs when learners possess the drive to learn more about the language to be integrated in the language group, or to meet different people (Gardner & Lambert, 1959). To illustrate, a language learner learns English as he/she

wants to communicate and be a part of his/her host family. Such a language learner has high integrative motivation. On the other hand, instrumental motivation deals with the drive to learn more about the language to use it for a specific purpose such as to advance in a career or to complete postgraduation studies. Linguistic achievement is served in a utilitarian way. For example, a language learner learns the language because he/she wants to be a cabin crew and needs to get a high score on the Test of English for Internal Communication (TOEIC). Such a language learner has high instrumental motivation.

2.1.3 Intrinsic and Extrinsic Motivation

Additionally, based on the motivation psychological theory known as Self Determination Theory (SDT) by Deci and Ryan (1985), motivation can also be further classified into two main categories namely intrinsic motivation and extrinsic motivation.

Intrinsic motivation is the innate, natural drive which engages a person's interests and exercise his/her capacities to overcome optimal challenges. Such motivation comes from within. It emerges spontaneously from internal tendencies in inspiring a person to behave in certain ways (Deci & Ryan, 1985). Intrinsic motivation usually deals with interest, enjoyment, and inherent satisfaction (Deci & Ryan, 2000). One chooses to learn English for its own sake, thinking that learning English is interesting and exciting. Intrinsic motivation plays a major role in one's learning, adaptation and growth in competencies which characterize human development. According to Deci and Ryan (1985), intrinsic motivation is strong and persistent, yet vulnerable to environmental factors.

On the other hand, extrinsic motivation drives a person to behave in certain ways in order to obtain an extrinsic reward or to conform to a demand or constraint (Deci & Ryan, 1985). It is externally regulated and deals heavily with compliance, external rewards, and punishments (Deci & Ryan, 2000). Ryan and Deci (2020) further developed their SDT and categorized extrinsic motivation into four subtypes including:

1. External regulation – the cause of behavior comes mostly from external factors including external rewards and punishments. To illustrate, one learns English because his/her parents told him to do so. One decides to do English homework because he/she is afraid of a teacher's punishment.

2. Introjection regulation – the cause of behavior comes somewhat from external factors, but also involves some ego. These behaviors are carried out under a sense of pressure to avoid feelings of guilt and shame and to achieve a sense of pride or self-worth. One might be motivated to learn English to increase his/her self-esteem.
3. Identification – the cause of behavior comes somewhat from internal factors. One might be motivated to learn English as it is related to his/her personal value. If an individual personally values a regulation or goal and consciously accepts it as their own, it is considered an identified regulation. To illustrate, if one learns English because he/she grasps the value for their future career, it means he/she is extrinsically motivated. Learning English in this sense serves as an instrument rather than enjoyment of the study itself.
4. Integration – the cause of behavior comes mostly from internal factors. One might be motivated to learn English as he/she consciously identifies and internalizes the value of learning English and considers it as part of the self. According to SDT, integrated regulation has some qualities similar to intrinsic motivation with one essential difference. When one's behavior is controlled by integrated regulations, he/she performs to achieve personally important outcomes, rather than because of its inherent interests or enjoyment.

As a teacher, it is worth considering how we can build up learners' intrinsic and extrinsic motivation. There are two major issues to be considered in a language classroom.

First, giving extrinsic rewards to learners can decrease learners' intrinsic motivation as it makes the activity dependent on the extrinsic reward. Therefore, learners' self-determination decreases, and the source of motivation is changed from internal to external (Deci & Ryan, 1985). Language teachers can use rewards, punishments, or competition to engage learners. However, they should bear in mind that once these motivations are removed, learners' intrinsic motivation can be deleteriously affected. Therefore, it is important that teachers do not overuse these tools to promote learners' motivation.

Although intrinsic motivation is important as it is the basis of curiosity, learning and growth (Ryan & Deci, 2020), we cannot always rely on intrinsic motivation as it is extremely personal and limited in most situations. Extrinsic motivation becomes more relevant to adult learners who have more social responsibilities that limit their ability to do things they find inherently enjoyable (Ryan & Deci, 2000). EFL teachers can help promoting learners' extrinsic motivation by emphasizing the significance of learning English and value of being a competent English speaker.

Second, teachers can build up learners' intrinsic motivation by offering them choices. Swann and Pittman (1977) indicated that when subjects were given so-called illusion-of-choice, they are more intrinsically motivated than those who were not. In their experiment, they showed three play activities to the children and told them to select the one they wanted. The experimenters suggested that they were sitting in front of Activity B and explained why they didn't begin with it. The children finally ended up working with the same activity and felt that they had a choice among the activities. Giving learners choices can enhance their intrinsic motivation by allowing, rather than restricting, their self-determination (Deci & Ryan, 1985).

Furthermore, another way to promote learners' motivation is to help them increase their perceived competence. According to Deci and Ryan (1985), if an activity is optimally challenging and the learners believe that they have enough competence to complete it, they will be intrinsically motivated. Teachers can choose the learning tasks which are challenging for their learners and provide them with positive feedbacks or verbal reinforcements so that they can feel a sense of self-determination with respect to the outcomes. Not surprisingly, giving negative feedback that implies learners' incompetence will undermine learners' intrinsic motivation (Deci & Ryan, 1985).

2.1.4 Motivation and Online Learning

Online learning has great benefits over face-to-face learning. It allows learners unlimited access to review the materials, offers customized materials to cater for different learning styles and provides learners with more flexibility (Butler, 2010). Several findings indicated that online learning has positive effects on learners' motivation (El-Seoud et al., 2014; Harandi, 2015).

Nevertheless, lower rates of online learner retention remain a serious concern (Jun, 2005). Past studies suggested that for adult learners, the lack of time and the lack of motivation are the major causes of the problem (Bonk, 2002; Visser et al., 2002). When compared to a face-to-face learning environment, it takes learners greater discipline to complete an online course as it offers more freedom to learners. Learners are responsible for their own study; therefore, great self-discipline and motivation are required for learners to achieve their learning goals (Gorbunovs et al., 2016). Chyung (2001) suggested that learners' motivation has decreased during online classes, and they have decided to quit learning when they find the learning instructions are not interesting or relevant to their goal. They also lose motivation when they are not confident to be a successful online learner, and/or are not satisfied with the learning environment.

Lee and Martin (2017) examined educators' perceptions on the factors that motivate learners to participate in online discussions by conducting a cross-sectional study. The questionnaire results show that intrinsic and extrinsic motivation should be taken into consideration in online education. However, learners' main motivation to participate in online class discussions is mainly extrinsic including to get through the course and to earn acceptable participation grade. In specific, the grading system is the most powerful extrinsic factor for learners (85.88%).

Examining motivational challenges in online learning environment is one thing, but what is also important is determining what to do about it. Keller (1987) has been developing and testing a model based on a synthesis of motivational concepts and a problem-solving approach to help educators systematically analyze learners' motivation and design motivational tactics to be used in conjunction with teaching and learning strategies. This model is known as the ARCS model. ARCS is an acronym of *a*ttention, *r*elevance, *c*onfidence, and *s*atisfaction. Keller and Suzuki (2004) have applied Keller's model in online learning environment to enhance motivational results.

According to Keller and Suzuki (2004), characteristics of the ACRS model in online learning consist of four elements including

(1) *A*ttention: Teachers can use attractive graphics and animations to grab learners' attention. Introducing incongruity or conflict and using mystery or unresolved problems can stimulate learners' curiosity and sense of inquiry.

(2) *R*elevance: It is important that teachers design instructional requirements to align with learners' goals, their learning styles, and their past experiences.

(3) *C*onfidence: Teachers can enhance learners' motivation by helping them promote positive expectancies for success. Such a success must be attributed to their own abilities and efforts, not luck. Carefully selecting tasks which are challenging and not too easy or difficult will have positive effects on learners' motivation.

(4) *S*atisfaction: Teachers are encouraged to use positive rewards and recognitions to stimulate positive feelings of the learners.

Liu and Chu (2010) carried out a study where they introduced a pervasive learning platform known as the Handheld English Language Learning Organization (HELLO). The main goal was to actively involve students in educational tasks using the ARCS motivation theory. The participants consisted of 64 high school students, who were split into two groups: an experimental group and a control group. After analyzing the results through ANOVA evaluation, the researchers found that the incorporation of ubiquitous games in the learning process effectively sustained student motivation across attention, relevance, confidence, and satisfaction aspects.

Taran (2005) put forward 10 strategies aimed at capturing and maintaining learners' attention, as it is recognized as one of the pivotal factors that foster motivation during online classes.

(1) Manding stimuli: A mand refers to a direct request or a demand. It is the form of verbal behavior that benefits the speakers directly as it associated with highly probable consequences. Examples of manding stimuli are "pay attention to.." or "don't forget to…".

(2) Anticipation: Engage and excite learners with the upcoming tasks so that they are eager to come back and resume the instructional activities.

(3) Incongruity: Present learners disturbing information such as the number of casualties from road accidents. This helps engage learners by triggering their curiosity.

(4) Concreteness: Provide learners with concrete information such as anecdotes, biographies, and statistics to call for their attention.

(5) Variability: Use differing tones, presentation movements, instructional formats, interaction patterns, channels of instructions and information validities to reorient learners' attention.

(6) Humor: Enhance learners emotional state with humor.

(7) Inquiry: Use knowledge/comprehension questions, problem solving or provocative questions to increase learners' attention.

(8) Participation: Engage learners with different learning activities such as practice exercises and games.

(9) Breaks and energizers: Learners tend to learn better if they have frequent breaks, desirably every 30 minutes.

(10) Storytelling: Grab learners' attention by telling personal experiences or well-known anecdotes.

2.1.5 Levels of Motivation

Crookes and Schmidt (1991) categorized the concepts of motivation into 4 levels as follows:

(1) The micro level which explores effects of motivation on learners' cognitive processing

(2) The classroom level which deals with building learners' motivation through teachers' techniques, activities, and materials used in class

(3) The syllabus level focusing on contents used in class to motivate learners

(4) Out-of-class and long-term levels aiming to increase possibility of language learners to continue beyond the classroom

Motivation is an important factor contributing to language achievement. When considering Crookes and Schmidt's (1991) levels of motivation concepts, there are quite a few things that a language teacher can do to boost learners' motivation in class i.e., using appropriate teaching techniques, activities, and materials. It seems that foreign language teachers have primary control over learners' motivation in the classroom and syllabus levels.

However, the emerging popularity of online classes has completely changed the face of language learning in Thailand and is therefore considered one of the biggest

challenges for learners' motivation. As a result, this study focuses highly on students' motivation for online classes with the hope that the results of the study can be used as a guideline for teachers and syllabus designers to build a motivating online class. In this study, definitions, and types of motivation were analyzed to examine the effects of different teaching approaches on the adult learners' motivation in an online setting.

2.2 Principles of CLIL

2.2.1 Basic Concepts of CLIL

CLIL, which stands for Content and Language Integrated Learning, is an educational approach that involves teaching and learning content through the use of an additional language (Coyle et al., 2010; Dalton-Puffer, 2011). It serves as an umbrella term encompassing various scenarios where subjects or parts of subjects are taught in a foreign language, with the dual focus of learning both the content and the foreign language simultaneously (Marsh, 2002).

Although CLIL shares some similarities with other approaches like bilingual education, immersion education, and content-based instruction (CBI), it is fundamentally different. CBI focuses on teaching content or information in the language being learned, with minimal explicit effort to teach the language separately from the content (Richards & Rodgers, 2001, p.204). On the other hand, CLIL is built upon four key elements known as the 4Cs: Content, Communication, Cognition, and Culture. It emphasizes not only the acquisition of academic content and related language but also the conceptualization of ideas, communicative context, and intercultural knowledge (Richards & Rodgers, 2001; Coyle et al., 2010).

As CLIL is driven by content, it provides an extended language learning experience (Coyle et al., 2010). While it can be applied to any additional language, English is the dominant language used in CLIL, and it is often taught by non-native teachers (Dalton-Puffer, 2011).

Apart from the general aims of the CLIL concept itself, the Directorate-General for Education and Culture of the European Commission (2006) also suggested more specific objectives of the CLIL provision in other aspects including

- Socio-economic aspect – to prepare learners for the labor market by familiarizing them with a more internationalized society.

- Socio-cultural aspect – to teach learners to be tolerant and respectful to other cultures by using the CLIL target language.
- Linguistic aspect – to support learners to develop language skills which put an emphasis on effective communication and to encourage them to use the language for practical purposes.
- Educational aspect – to allow learners to develop subject-related knowledge and an ability to learn. CLIL stimulates the assimilation of the contents by adopting a different innovative approach.

2.2.2 CLIL Implementation

In order to successfully implement CLIL, CLIL teachers must adopt a new paradigm of teaching and learning. They require tools and templates that assist them in planning their lessons and materials. One such tool is the 4Cs-Framework (Coyle, 2007; Coyle et al., 2010), which serves as a theoretical and methodological foundation for designing CLIL lessons and materials.

The 4Cs Framework places a significant emphasis on the interrelationship among its four building blocks, which include:

Content (subject matter) – content is the subject or the CLIL theme. It can be part of disciplinary curriculum such as geography, mathematics, or history, or it can be drawn from cross disciplinary themes such as global citizenship or cultural diversity. Learners can acquire and progress their knowledge, skills and understanding of the content. On top of that, they can create their own knowledge and understanding which accordingly contributes to personalized learning and skill development.

Communication (language) – learners need to learn the language which is related to the learning context. Communication in CLIL does not refute grammatical systems or language forms, but more emphasis is put on the communicative context and learning demands of the moment. Communication involves both language learning (i.e., acquiring the language need to understand the subject or theme) and language using (i.e., using the language to reconstruct the content and associate it with the cognitive processes). It is called learning *through* the language. Communication in CLIL also includes interaction using a foreign language in the learning context. It is considered fundamental to learning.

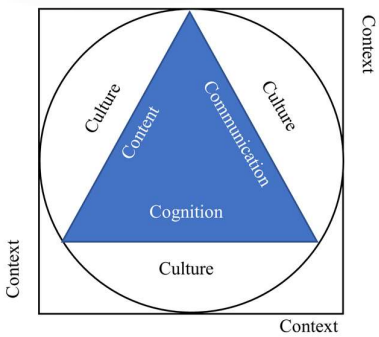
Cognition, encompassing learning and thinking processes, is pivotal in the success of CLIL. To allow learners to interpret content in their unique ways, teachers must analyze the cognitive demands and ensure language transparency for smooth engagement. A key aspect of CLIL's effectiveness lies in challenging learners to actively create new knowledge and develop skills through higher-order and lower-order thinking. Instead of merely transferring knowledge, CLIL aims to empower learners to construct their understanding actively, fostering a dynamic learning experience.

Culture plays a significant role in CLIL, as it involves promoting social awareness of both self and 'otherness.' The approach aims to deepen learners' understanding of the intricate connection between cultures and languages, fostering intercultural awareness. CLIL's foundation in studying culture through a foreign language facilitates comprehension of intercultural concepts across various topics and themes. Teachers can seize the opportunity to integrate ideas related to pluricultural citizenship and global understanding in their CLIL lessons, such as exploring marriage patterns in different cultures or discussing learners' reactions to the same content from diverse cultural perspectives. Teachers should transparently present these intercultural concepts to learners, enriching their educational experience and nurturing appreciation for cultural diversity and global connections.

The culture aspect is deeply ingrained in CLIL and it can strengthen it as an educational approach that combines effective techniques from both subject matter and language teaching methodologies (Morton, 2010, p. 97). CLIL combines various learning theories, language learning theories, and intercultural awareness.

Figure 2.2

The 4Cs Framework (Based on Coyle et al., 2010)



Coyle (2007) provided an in-depth analysis of the role of language within the CLIL approach. In CLIL, the target language is learned both as a subject in itself and as the medium through which content is taught. The 4Cs Framework emphasizes the crucial role of communication in CLIL, as teachers and learners use and develop the language *of* learning, *for* learning, and *through* learning.

In CLIL, the language *of* learning is primarily centered around language use rather than focusing solely on linguistic form and grammatical progression. Language of learning pertains to the language necessary for learners to grasp fundamental concepts and skills related to the subject or content. For example, when studying the solar system, learners need to acquire vocabulary about planets and other astronomical terms.

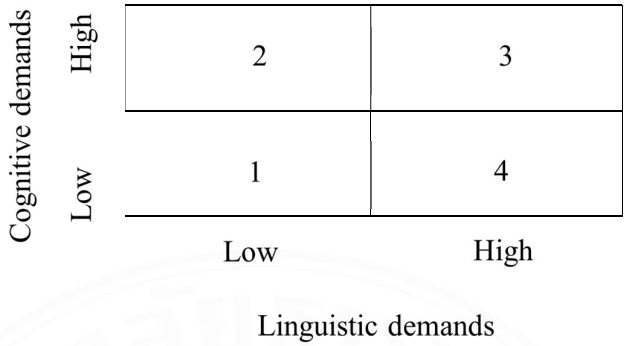
Language *for* learning refers to the language used by all learners to navigate within a foreign language environment. This involves metacognition and learning how to learn effectively. Functional language skills are essential in CLIL, as learners engage in interaction and communicative contexts. For instance, they need language skills for pair work, cooperative group work, asking questions, debating, chatting, critical thinking, and memorization.

Lastly, language *through* learning occurs when learners actively engage in language use and thinking simultaneously. In CLIL, learners require language to facilitate their thinking process, and they must develop higher-order thinking skills to aid their language acquisition. When learners use the language to reconstruct and make sense of the content they have learned, they are acquiring language through learning. This process is emergent and unique to each learner, meaning it cannot be predicted in advance. Teachers and learners must individually capture, recycle, and develop language through learning in CLIL lessons.

Coyle et al. (2010) also emphasize that strategic and principled planning is required to ensure that dialogic learning takes place. It is important that learners are cognitively challenged yet given enough linguistic support. They suggested adopting the CLIL matrix which was adapted from Cummins' (1984) model to keep balance between linguistic and cognitive demands.

Figure 2.3

The CLIL Matrix (Based on Coyle et al., 2010)



Quadrant 1 serves as a transitory step which helps building initial confidence in learners. Learning starts to take place in quadrant 2. Teachers need to make sure that the language of the learner is not too difficult as it can impede learning. Through the continuous implementation of cognitive challenges, learners will be systematically moved to quadrant 3. High linguistic demands in quadrant 4 are recommended only when specific linguistic practice and focus on form are necessary for learning progression.

According to Mehisto et al. (2008), teachers who would like to implement CLIL successfully should be aware of the following CLIL features.

(1) Multiple focus – in CLIL classes, language learning and content learning take place simultaneously through cross-curricular theme integration.

(2) Safe and enriching environment – teachers can use routine activities and familiarize learners by displaying language and content to build learners' confidence. These help learners feel safe and learn new things without anxiety.

(3) Authenticity – CLIL encourages the use of authentic materials from current media and other sources so that learners are exposed and connected to the authentic word.

(4) Active learning – CLIL classes are learner-centered. As a facilitator, teachers should encourage learners to communicate and take a role in all

steps of learning starting from setting the learning outcomes. CLIL also promotes cooperative work.

(5) Scaffolding – Teachers are encouraged to build on learners' existing knowledge, skills, attitude, interests, and experience. In CLIL classes, learners' creativity and critical thinking should be fostered and properly challenged so that they can improve themselves.

(6) Cooperation – To plan CLIL lessons, CLIL and non-CLIL teachers need to work together, involving other stakeholders such as parents and local communities.

2.2.3 CLIL and Motivation

CLIL practitioners are convinced that CLIL approach will have positive effects on learners' motivation (Darn, 2006; Lasagabaster & Sierra, 2009; Lasagabaster & Beloqui, 2015; Pfenninger, 2016). This can be attributed to various factors.

First, CLIL classes can boost learners' positive attitudes which are directly linked to learners' motivation. Lasagabaster and Sierra (2009) administered a survey comparing attitudes of EFL and CLIL students using a t-test and pointed out that students who enrolled in the CLIL classes have significantly more positive attitudes towards English as a foreign language when compared to traditional EFL classes. Such positive attitudes could lie in the fact that with the CLIL approach, students are more exposed to the authentic language and meaningful contents. According to Darn (2006), the natural use of language can increase learners' motivation. In a CLIL context, language is a medium, not an end. If learners find the topic interesting, they will be motivated to learn the language to communicate.

Moreover, CLIL accommodates different learning styles, immerses learners in far richer communicative situations and reinforces learners with "can do" opportunities. Therefore, learners in the CLIL groups find English much easier and enjoyable than their non-CLIL EFL counterparts. This has direct effects on learners' favorable attitudes towards English (Lasagabaster & Sierra, 2009).

Second, CLIL classes are more purposeful. Darn (2006) suggested that Content and Language Integrated Learning (CLIL) or cross-curricular teaching helps elevate learners' motivation. When learners take part in interdisciplinary experiences, they

perceive the value of what they are learning. This can keep them actively engaged. They can use the language skills to explore, interact with and apply what they are learning. Their motivation is lifted as the interdisciplinary or cross-curricular content is meaningful to them.

Third, CLIL is challenging and therefore can bolster learners' intrinsic motivation. Lasagabaster and Beloqui (2015) pointed out that learners enjoy doing CLIL class activities such as project work in which they need to use a foreign language as a medium to learn contents. These activities enable learners to conquer challenges when it comes to developing thinking skills, language proficiency and interpersonal communication skills. This helps increase learners' inherit satisfaction and thus contributes to inner rewards. Learners' intrinsic motivation is triggered by the pleasure that an activity offers (Deci & Ryan, 2000).

Fourth, CLIL engages learners with intercultural awareness and can consequently enhance learners' integrative motivation (Lasagabaster & Beloqui, 2015). Learners become more interested in interacting and learning about the community of those foreign language speakers.

Despite the positive effects of CLIL on motivation, CLIL approach can possibly adversely affect learners' affective factors. Seikkula-Leino (2007) examined the effect of CLIL on learners' two affective factors, self-esteem and motivation, by conducting experimental research. The study included 217 Finnish students which were divided into EFL and CLIL classes. Participants were asked to complete a questionnaire to reflect their level of self-esteem and motivation. The results show that when compared to non-CLIL students, CLIL students are more motivated. Nevertheless, they tend to have lower self-esteem and lower self-perception as a competent language learner.

Based on the discussed attributes, it can be concluded that CLIL has positive effects on learners' motivation (Darn, 2006; Seikkula-Leino, 2007; Lasagabaster & Sierra, 2009; Lasagabaster & Beloqui, 2015;). However, most of the research studies were conducted in real classroom environments. Little research has been done to confirm that CLIL can help promote learners' motivation in online environments as the classroom environments are different. With the rapid proliferation of online learning, learners' motivation has been one of most concerning issues. Learners may find online learning boring as interaction is limited. Therefore, CLIL was implemented in this study

as an approach to promote adult learners' motivation. The CLIL classes were designed based on the CLIL concepts according to the 4Cs Framework.

2.3 e-Learning through Learning Management System

The definition of e-learning from Cambridge dictionary which defines the word as "learning done by studying at home using computers and courses provided on the internet" is debatable as nowadays e-learning can be carried out anywhere. The Commission of the European Communities (2001) defined e-learning as "the use of multimedia technologies and the internet to better quality of learning by allowing learners to access academic resources and services, as well as exchange knowledge and collaborate remotely". According to Tsai and Machado (2002), the word e-learning is mostly associated with activities involving computers and interactive networks simultaneously. In an e-learning context, it is not necessary that computers are the central element of the activity or provide learning contents. However, computers and network need to be used to serve as a conduit of the learning activity. It can be assumed that the word e-Learning is closely related to online learning. They have in common "the ability to use a computer connected to a network, that offers the possibility to learn from anywhere, in any rhythm, with any means" (Cojocariu et al., 2014).

There are various ways to carry out e-learning. Using a Learning Management System (LMS) is one of the most popular possibilities. Dahlstrom et at. (2014) conducted an EDUCAUSE Core Data Service (CDS) survey among higher education institutions of which 99 per cent currently have an LMS in place.

LMS which is an acronym of Learning Management System is the framework that handles all aspects of the learning processes (Watson & Watson, 2007). LMS refers to server-based software or infrastructure using a standard web browser to deliver and manage instructional learning resources, identify, and assess individual and organizational learning/training goals, keep track of learning progress towards meeting those goals, and collect and present data for supervising the learning process of an organization as a whole (Szabo & Flesher, 2002; Watson & Watson, 2007; Wichadee, 2014). LMS does not only deal with content delivery but also handles course registration and administration. It supports skills gap analysis and keeping track of and reporting learning progress (Gilhooly, 2011).

In the last few years, LMS has been exponentially growing. Immersing learners and teachers in a virtual classroom, a good LMS can combine a wide range of pedagogical and course administration tools. Despite the various features of commercial systems in the market, most LMSs possess the following features (Coates et al., 2005):

- Asynchronous and synchronous communication – learners can asynchronously communicate with their teachers and peers through announcements, and discussion forums. In addition, they can use chat or instant messages to communicate in real time.
- Content development and delivery – LMS allows learners to access learning resources, develop learning object repositories and link to other resources available online.
- Formative and summative assessment – Teachers can administer tests, assign tasks, promote collaborative work, and give feedback through LMS.
- Class and user management – Teachers can enroll learners in the class and manage their activities. Learners can be informed of their schedule from the displayed timetables.

Bailey (1993) listed a few characteristics of an LMS in education as follows

- Each individual lesson must be equipped with an instructional objective or learning goal.
- Lessons are integrated into the standardized curriculum.
- Courseware covers a wide range of grade levels in a consistent manner.
- Results of learners' performance can be collected through a management system.
- Lessons are catered for individual learners based on their learning progress.

A number of previous research studies have been conducted to identify the pedagogical benefits of an LMS. Coates et al. (2005) attributed the rapid uptake of LMSs among educational institutions to the attractiveness of the systems in various aspects.

First, it is assumed that an LMS can improve efficiency of teaching. With an LMS, institutions can deliver larger-scale resources-based learning programs (Coates

et al., 2005). An LMS enables institutions to deliver their courses flexibly, expand the use of educational resources, promote communication, conferencing, activities, assessments, and collaborative work. It also helps with student management and support (Ryan et al., 2012).

Second, the use of an LMS is associated with the promise of enriched learning (Coates et al., 2005). It enables learners to access a greater range of resources and materials. It is seen to reinforce and enhance a diverse suite of constructivist pedagogics (Gillani, 2000). An LMS makes course contents more cognitively accessible to individual learners. They are given opportunities to interact with diverse, dynamic, relevant and ready-to-hand knowledge networks (Coates et al., 2005).

Nowadays, LMSs play an important role in shaping and defining teachers and learners' imaginations, expectations and behaviors as they have been increasingly incorporated into everyday academic practices (Coates et al., 2005). According to Watson and Watson (2007), ultimately, LMSs need to

- Provide more constructivist-based instruction to keep focused on flexible goals that are defined by learners (Reigeluth & Garfinkle, 1994).
- Enhance collaborative learning not only inside but also outside classrooms. This aims to extend the learning environment from school to learners' home (Taylor, 2004).
- Better address personalized assessment, progress tracking, reporting and responsive to learners' needs (Reigeluth & Garfinkle, 1994).

Thanks to its benefits, an LMS was utilized in this research study to make learning resources accessible, assign tasks and keep track of learners' participation in order to analyze learners' motivation more effectively.

During the COVID-19 pandemic, the implementation of e-learning was inevitable among all the educational institutions worldwide. Some of which found e-learning problematic. Such problems raised doubts among practitioners as to whether the benefits of e-learning were overrated. Various research studies were conducted to analyze the effectiveness of e-learning (Adnan & Anwar, 2020; Dhawan, 2020; Nambiar, 2020).

Adnan and Anwar (2020) administered an online survey to uncover the perspectives of learners towards online learning. The result showed that learners in

online classes reported themselves having less motivation when compared to traditional classes. Because traditional classes offer face-to-face engagement among teachers and peers, learners can participate in academic activities more actively. The result aligns with Zhong's (2020) study. Learners may find online learning less engaging as it lacks proper interaction with teachers. Moreover, it requires some response time for learners to discuss with their teachers in asynchronous online classes (Zhong, 2020). Britt (2006) also considered online classes problematic as learners cannot share their ideas, knowledge, and information in real time with their peers in person. According to Dhawan (2020), some of the key weaknesses include learners' capability & confidence level, learners' time management, distraction, frustration, anxiety and confusion, and the lack of personal/physical attention. Sometimes learners find online learning boring and not engaging. While online learning offers so much flexibility, it may not be suitable for learners with low learning autonomy. Personal attention and face-to-face interaction are huge challenges for implementing online classes (Dhawan, 2020).

In conclusion, the previous studies indicated that online learning was perceived more negatively than traditional learning in terms of social presence, interaction, satisfaction, and overall effectiveness (Adnan & Anwar, 2020; Dhawan, 2020; Nambiar, 2020). With the limited social presence and interaction between teachers and learners and among learners, learners may find online classes boring and demotivating.

In this study, learners participated in synchronous and asynchronous learning while their motivation level was being observed. Based on the above literature review, it is assumed that with the positive attributes of CLIL on learners' motivation, learners would find online classes more engaging and motivating.

2.4 Relevant Previous Research

There is a plethora of research that has been carried out internationally to investigate the correlation between learners' motivation and CLIL. Interestingly, these research studies showed different results when different frameworks and independent variables such as age were involved.

2.4.1 Correlation between CLIL and Learner's Motivation

The most classic research studies that revealed positive impacts of CLIL on learners' motivation belong to Lasagbaster (2011) and Doiz et al. (2014). Lasagbaster (2011) examined the relationship between motivation and the language proficiency attained through CLIL and traditional EFL approaches among 191 secondary school students in Basque Country, Spain. The results showed that the CLIL students were more motivated than their EFL counterparts in the three factors including interest and instrumental orientation, attitudes towards learning situation and effort. He explained the reasons behind lower motivation in traditional EFL classrooms that students are mostly exposed to inauthentic, functionally restricted language and therefore lack a real communicative function. This possibly contributes to lower motivation among traditional EFL counterparts. In 2014, Lasagbaster along with his peers, Doiz and Sierra, tried to reconfirm Lasagbaster's findings by conducting a research study on a bigger scale. 393 secondary school students in Basque Country, Spain participated in their study. Besides motivation, they also examined the effects of other variables including students' sex, age, and parental education. The results reported in this study also confirmed that CLIL students were intrinsically more motivated, more instrumentally oriented and demonstrate a higher interest in foreign languages than non-CLIL counterparts (Doiz et al., 2014). The researchers attributed the different motivation levels of the students to CLIL approach which fosters a more enriching learning environment in which the FL is used for communicative purposes (Doiz et al., 2014).

Pfenninger (2016) conducted a research study to examine the strength of association between foreign language proficiency and starting age, motivation, and foreign language teaching approach (regular EFL instruction vs. Content and Language Integrated Learning or CLIL) among 200 EFL Swiss learners with long learning experience in Switzerland. The results showed that motivation is a stronger predictor of foreign language proficiency than the starting age. Moreover, the analyses revealed a bi-directional causal link between CLIL and motivation. It confirmed previous CLIL research (e.g., Lasagabaster 2011; Doiz et al., 2014) suggesting that CLIL has a significant positive effect on students' motivation levels.

Nevertheless, not all research studies concluded positive impacts of CLIL on students' affective factors. Seikkuno-Leino (2007) examined the impacts of CLIL learning on students' achievement levels and affective factors. The intelligence tests and self-esteem indicators were administered to 217 students from grade 5-6 in Finnish schools which were divided into CLIL and non-CLIL classrooms. The study concluded that CLIL students had a low self-concept in foreign languages although they had a strong motivation to learn. The researcher attributed the low self-concept to the fact that the integration of a foreign language with content learning creates special challenges for CLIL learners. Thus, it is important that CLIL teachers are aware of the possibility of a weak self-concept in foreign languages among CLIL students and give them positive feedback about their knowledge.

De Smet (2014) conducted a qualitative research study among technical vocational high school students located in an underprivileged urban area in Brussel using class observations, informal interviews, attitude survey, a focus group and additional documents. The results indicated that CLIL was not a success as the participants showed lack of motivation and involvement. She contributed the results partly to late starting age as the participants did not have intrinsic motivation and were more familiar with explicit learning. She recommended that in order to maximize the positive effects of CLIL, a combination of a dynamic and motivating teacher with a younger starting age is essential.

Pablo and Jiménez (2018) analyzed the affective factors and their relation to language attainment in CLIL and non-CLIL classrooms, trying to confirm the hypothesis that CLIL learners are more motivated than non-CLIL ones. A language proficiency test and motivation test were administered among 352 primary and secondary students in Seville, Spain. The motivational test used was developed by Pelechano (1994). It consists of 35 items and focused on four motivational aspects related to achievement and anxiety: (i) desire to work and self-esteem (10 items), (ii) realistic personal self-demand (7 items), (iii) anxiety in the face of exams (9 items) and (iv) lack of interest in learning (9 items). The research indicated that no statistically significant differences were found between the CLIL and the non-CLIL groups in the light of their variances in self-esteem, anxiety, lack of interest, or self-demand scales. However, the researchers concluded that motivational variables seem to play a role in

language achievement as motivational variables have a statistically significant effect on students' subtests scores.

2.4.2 Correlation between e-Learning and Learner's Motivation

In the meantime, there were plenty of research studies that tried to examine the correlation between learners' motivation and e-learning.

In Kim's (2009) research, the experiences of adult learners in a self-directed e-learning environment were thoroughly explored and described, with a particular focus on the motivational challenges they encountered during their learning journey. The study involved interviews with 12 adult learners in Korea. The findings of the research indicated that a low level of interactivity and a lack of application and integration of content by learners could have adverse effects on their motivation. On the other hand, courses that offered authentic and interactive learning activities, such as animations and simulations, as well as a positive learning atmosphere and the ability for learners to control the pace and sequence of instruction, proved to be beneficial in enhancing learners' motivation.

These insights from the study have practical implications for the design of self-directed e-learning courses. By incorporating elements that promote interactivity, authentic experiences, and learner control, course designers can create a more engaging and motivating learning environment for adult learners.

Harandi (2015) investigated the relationship between e-learning and students' motivation in higher education. A questionnaire was administered to 140 students in Tehran Alzahra University, Iran. Findings indicated that when teachers apply e-learning, students are more motivated. However, Harandi recommended considering Sokolová's (2011) framework before utilizing e-learning. Sokolováa's (2011) concerns include the content of the course, the assumptions of educational institutions and students, and the economic aspect. Harandi believed that her research would help educational practitioners better comprehend the effects of e-learning on students' motivation.

In Lucey's (2018) research, the effects of motivation on adult learners' persistence in online higher education were thoroughly investigated. Despite adult learners (aged 25 and over) constituting the largest portion of online enrollments, online

courses experienced a higher dropout rate compared to their hybrid and face-to-face counterparts. To understand learners' motivations to persist or drop out from their online studies, the MUSIC model of motivation (Jones, 2009) was employed.

The MUSIC Model of motivation comprises five aspects: Empowerment, Usefulness, Success, Interest, and Caring. Among the study's participants, two primary factors that facilitated their persistence were the relevance and applicability of the course material. On the other hand, barriers to online learning persistence were attributed to a lack of interaction (both among students and between students and instructors), an overwhelming workload, and a mismatch between the course design and participants' preferred learning style.

The study's results further confirmed the significance of motivation as a critical component influencing the persistence of adult learners in online education. Recognizing and addressing these motivational factors can contribute to the development of more engaging and supportive online learning environments, ultimately fostering higher rates of learner persistence and success.

2.4.3 Correlation between CLIL and Learner's Motivation in Online Setting

However, previous research studies that tried to use CLIL as a treatment or intervention to boost learners' motivation in online classes are very few. There are a couple of research studies that examine CLIL implementation in online learning environments, but none of them provided empirical evidence to prove that CLIL can enhance learners' motivation in online classes. To illustrate, in Spain, O'Dowd (2018) conducted a research study in which Virtual Exchange or telecollaboration was used among CLIL learners to motivate and engage them in online classes. Virtual Exchange involves assigning learners to do online task-based collaborative exchange projects with partner-classes from other places around the world. According to O'Dowd (2018) Virtual Exchange allows learners to interact in intercultural environments. Therefore, he recommended using Virtual Exchange in online CLIL classes as it has positive effects on learners' motivation.

In Italy, Carloni (2012) implemented online CLIL classes within a metacognitive framework using a scaffolding approach to equip learners with academic and discipline-specific vocabulary. The courses were self-directed. Consequently,

learners were encouraged to take responsibility for their own learning with the ability to decide when and how to use resources provided. Online self-study materials have been developed from corpus and web-based tools with the goal to accommodate CLIL learners' cognitive, subject-specific, and language needs. Learners were also assigned to complete collaborative tasks such as creating interactive posters and producing their own podcasts. The researcher concluded that these web-based tools can engage learners better and therefore enhance their motivation.

In Austria, Fürstenberg and Kletzenbauer (2012) provided some basic pedagogical guidelines on how to integrate online resources into CLIL approach successfully. Online resources on the internet are authentic, up-to-date, and relevant. The researchers suggested that using online resources in CLIL classrooms delivered positive impacts on learners' motivation and learning outcomes. They recommended choosing materials that allow learners to develop both academic knowledge and language skills i.e., online materials with authentic and correct language as it helps learners exposed to different accents, rate of speech and expressions. This encourages learners to assimilate the language and the content better. Combining individual activities into effective teaching sequences can also help activate learners and guide their understanding of the subject and the content.

After carefully examining the relationship between motivation and online learning, the previous research studies suggested that lack of motivation was the main issue causing learners to drop out (Bonk, 2002; Visser et al., 2002). Therefore, it is important that a proper treatment should be provided to boost learners' motivation in online classes. CLIL is considered one of the possible treatments. Many research studies confirmed the positive effects of CLIL on learners' motivation (Darn, 2006; Seikkula-Leino, 2007; Lasagabaster & Sierra, 2009; Lasagabaster & Beloqui, 2015). However, little research has been done to confirm these positive effects in online classes. Therefore, this study aims to shed light on the relationship between CLIL and learner's motivation and completion rate in online classes. This is an experimental research study which divides learners into two groups: the CLIL and the non-CLIL groups. A motivation questionnaire and learners' activities logs were used to assess learners' motivation and their completion rate. The next chapter is the methodology,

which focuses on participants, materials, data collection, and the data analysis used in this study.

CHAPTER 3
RESEARCH METHODOLOGY

This chapter discusses (1) the participants, (2) the instruments, (3) the research design, and (4) the procedures used in the collection and analysis of the data.

3.1 Participants

The participants of this study, recruited by convenience sampling, were 57 adult learners whose ages are between 25-45. An announcement inviting participants to join an online general English class on a voluntary basis was posted on online communities such as Facebook Pages and Facebook Groups. The registration was open for 2 weeks. Conducted by the researcher herself, the course was offered free of charge.

To make sure that the language proficiency gap of the participants was minimized, a placement test which was developed under the Common European Framework of Reference was administered. Only those whose language proficiency level was between intermediate (B1) to upper intermediate (B2) were selected to participate in the study. In order to understand the contents in English, participants should have some fundamental language knowledge. That is why their language proficiency is limited to B1 to B2.

Having completed the placement test, the 57 adult learners were randomly assigned to the experimental group which were taught with CLIL approach and the control group which were taught with EFL traditional approach. There were 28 learners in the Experiment Group and 29 learners in the Control Group.

3.2 Research Instruments

The research instruments consist of the language proficiency placement test, CLIL and non-CLIL lesson plans, pre-motivation questionnaire, post-motivation questionnaire and an LMS.

3.2.1 Language Proficiency Placement Test

The 50-min EF SET PLUS English standardized test was administered as a placement test to guarantee participants' homogeneity. The administration of the proficiency placement test showed that the two groups were homogeneous in terms of their knowledge of general English. The test was selected because of its high reliability, accessibility, and simplicity to use. Developed by EF Education First (2014), the test covered all language levels (A1 to C2). According to EF Education First (2014), their scores for reading and listening sections are as reliable as TOEFL and IELTS scores. The comparable reliability coefficients of reading and listening scores for the group of test takers who took EF SET PLUS and TOEFL iBT, and a separate group of test takers who took EF SET PLUS and IELTS were shown in Table 3.1.

Table 3.1

Comparable Section Reliability Coefficients between EF SET PLUS, TOEFL iBT, and IELTS (Adapted from EF Education First, 2014)

	Reading	Listening	Reading	Listening
EF SET PLUS	0.96	0.94	0.90	0.88
TOEFL iBT	0.85	0.85		
IELTS			0.91	0.90

In its academic and technical development report, EF Education First (2014) provided information about the test as follows:

> The EF SET is a standardized objectively-scored test of listening and reading skills. It is designed to classify test takers' reading and listening performances on the test into one of the 6 levels established by the Common European Framework of Reference (CEFR), a set of common guidelines outlining the expected proficiencies of language learners at 6 distinct levels ... In addition, EF SET PLUS test takers' combined reading and listening scores are classified by an internal EF scale from 1 to 100 …

> The EF SET is administered as an adaptive test, using a delivery model known as Computer Adaptive Multi-Stage Testing [ca-MST]. This means that as test takers demonstrate their levels of reading and listening comprehension in real time, the test content is adjusted to measure as accurately as possible at the test takers' empirical level of English comprehension. (p. 4).

Only participants whose scores ranged from 41 to 60 were selected to participate in the study. The average scores among the Experiment Group and the Control Group were 55.8 and 56.2 respectively. The findings were compared with the band score of EF SET PLUS test (see Table 3.2).

Table 3.2

Scale Comparison Table between EF SET PLUS Score and CEFR (Adapted from EF Education First, 2014)

EF SET PLUS Score	CEFR Level	Description
1-30	A1 Beginner	Comprehend and recognize familiar everyday words, expressions, and very basic phrases that are used to fulfill specific and concrete needs.
31-40	A2 Elementary	Comprehend sentences and frequently used expressions commonly encountered in daily life. This includes understanding and using language related to personal and family information, engaging in shopping interactions, discussing local geography, and talking about employment-related topics.
41-50	B1 Intermediate	Comprehend main points of clear and standard information on familiar topics that they regularly encounter in different contexts, such as work, school, leisure, and everyday

		life. They can understand the central ideas and essential details from spoken or written language in various familiar situations.
51-60	B2 Upper Intermediate	Grasp the main ideas of complex texts or speeches, whether they cover concrete or abstract topics. This includes the ability to comprehend technical discussions and specialized content within their field of expertise.
61-70	C1 Advanced	Comprehend a broad range of challenging and lengthy texts. They can effectively grasp the content and also recognize implicit or nuanced meanings that may not be explicitly stated in the text.
71-100	C2 Proficient	Comprehend virtually all types of written materials effortlessly, including abstract or linguistically complex texts such as manuals, specialized articles, and literary works. They can read and understand a wide variety of content with ease, ranging from technical jargon to abstract concepts. Additionally, their listening skills are highly advanced, enabling them to understand any kind of spoken language, including live broadcasts delivered at native speed.

3.2.2 CLIL and Non-CLIL Courses

The experimental group and the control group studied the contents, which have the same language focuses aligned to B1 to B2 CEFR such as describing feelings, expressing opinions, and describing events in the past and in the future. The key components of both groups include English communication and English vocabulary. The course was divided into 3 units conducted in 9 sessions (18 hours). Each unit covers

3 sessions. Sessions 1-2, 4-5, and 7-8 are asynchronous as learners can choose to watch the video lecture notes and complete the tasks at their own pace. The activities include video lecture notes, assignments, and quizzes. In the meantime, sessions 3, 6, and 9 are synchronous as learners attend the live class and complete the group works together at the same time. The activities include online meetings and group work. The activities in each session were shown in Table 3.3.

Table 3.3

Course Activities for Experimental Group and Control Group

Session	Activities	Topic	Time length
1	A video lecture (online asynchronous) An assignment	Stress management	105 minutes 15 minutes
2	A video lecture (online asynchronous) An assignment	Stress management	105 minutes 15 minutes
3	An online meeting (online synchronous) A group work	Stress management	105 minutes 15 minutes
4	A video lecture (online asynchronous) An assignment	Business and marketing	105 minutes 15 minutes
5	A video lecture (online asynchronous) An assignment	Business and marketing	105 minutes 15 minutes
6	An online meeting (online synchronous) A group work	Business and marketing	105 minutes 15 minutes
7	A video lecture (online asynchronous) An assignment	Food for thoughts	105 minutes 15 minutes
8	A video lecture (online asynchronous) An assignment	Food for thoughts	105 minutes 15 minutes
9	An online meeting (online synchronous) A group work	Food for thoughts	105 minutes 15 minutes

Participants of the experimental group were instructed through the use of CLIL approach. The lesson plans were based on the CLIL 4Cs Framework suggested by Coyle et al. (2010). Hence, the contents of the course were conceptualized on 1) contents which are up to date and designed to potentially attract adult learners' interests 2) English language skills 3) thinking skills and 4) cultural knowledge. That is to say, in each unit both the sub-topic contents and cultural knowledge related to that particular

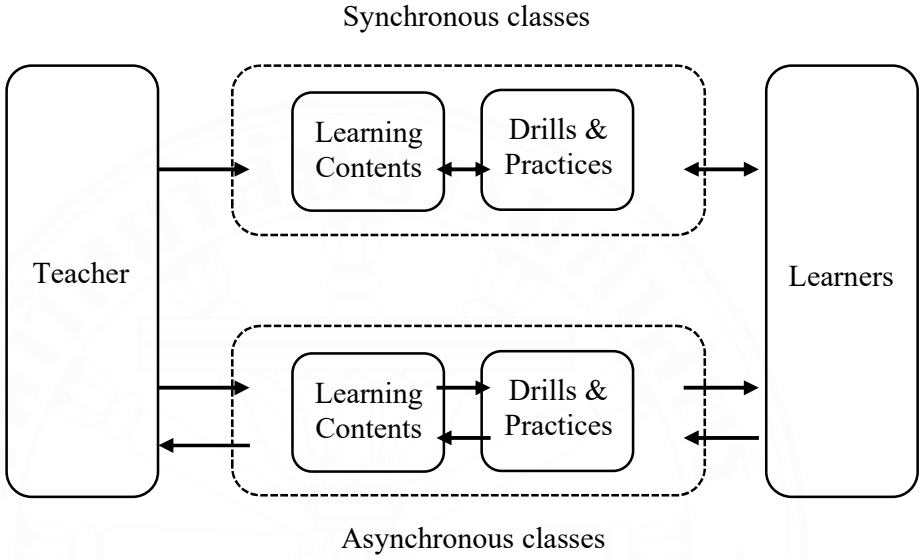
sub-topic were delivered to the learners while English language skills as well as thinking skills were simultaneously promoted. The three sub-topics were stress management, business & marketing strategy, and food for thoughts. In the meantime, cultural knowledge was included in each sub-topic such as food waste management around the world, how people in different countries cope with stress, global business & marketing strategy. In terms of the English skill development, key vocabulary in each sub-topic was taught. Learners were exposed to listening and reading tasks related to the sub-topic. Some grammar points such as present simple tense, active & passive voices, prepositions, and conjunctions were implicitly taught. Learners also got to practice their English communication in different functions such as explaining cause and effects, explaining processes, expressing opinions, and making suggestions. Activities to promote leaners' thinking skills according to Marzano and Pollock's (2001) framework including identifying similarities and differences, problem-solving and troubleshooting, decision-making and use of logic and reasoning were part of the lessons. The sample of CLIL framework is illustrated in Figure 3.1.

Learners of the control group were taught the same contents through a traditional lecture-based approach. According to Shi et al. (2018), the lecture-based instructional approach refers to a traditional classroom teaching model, in which teachers deliver lectures verbally while jointly using a projector, visual display surface (e.g., a screen monitor), and writing surface (e.g., a whiteboard). Generally, this approach is considered as instructor-centered and content-oriented which promoted by practices and drills with less classroom interaction between teachers and learners (Shi et al., 2015). In this study, the screen of appropriate electronic devices such as a laptop computer, a tablet, a television, or a mobile phone, was used to display multimedia resources for learners such as lecture notes, video presentations, audio files, and various types of educational information. An electronic pen and designated software were employed to act as a writing surface. In asynchronous classes, learners were prompted with practice questions and exercise drills. Their responses were submitted online but feedback was not given on a real-time basis. In synchronous classes, they were encouraged to do the exercise drills, work in pairs or groups, and share their answers on a real-time basis. The framework for the traditional lecture-based instructional

approach used in this study for teaching students in the control group is illustrated in Figure 3.2.

Figure 3.2

A Traditional Lecture-based Instructional Approach Employed in Online Classes



3.2.3 Pre-Motivation Questionnaire and Post-Motivation Questionnaire

The questionnaire was administered to examine the participants' motivation before and after the course. The questionnaire comprised 3 parts as follows:

Part I: Background information

In this part, the participants were asked about their personal information including their age, education background and employment information.

Part II: Motivation and foreign language learning

Part II questions aim to examine the effects of CLIL approach on language learners' motivation. Part II consists of questions concerning language learning motivation based on scales developed by Gardner (1985) and Schmidt and Watanabe (2001). Gardner (1985) introduced his instrument in the context of a second language. However, it was widely implemented in other different foreign language contexts. Schmidt and Watanabe (2001) specifically designed their scales to examine the

motivation of foreign language learners. Therefore, these scales were suitable for our context.

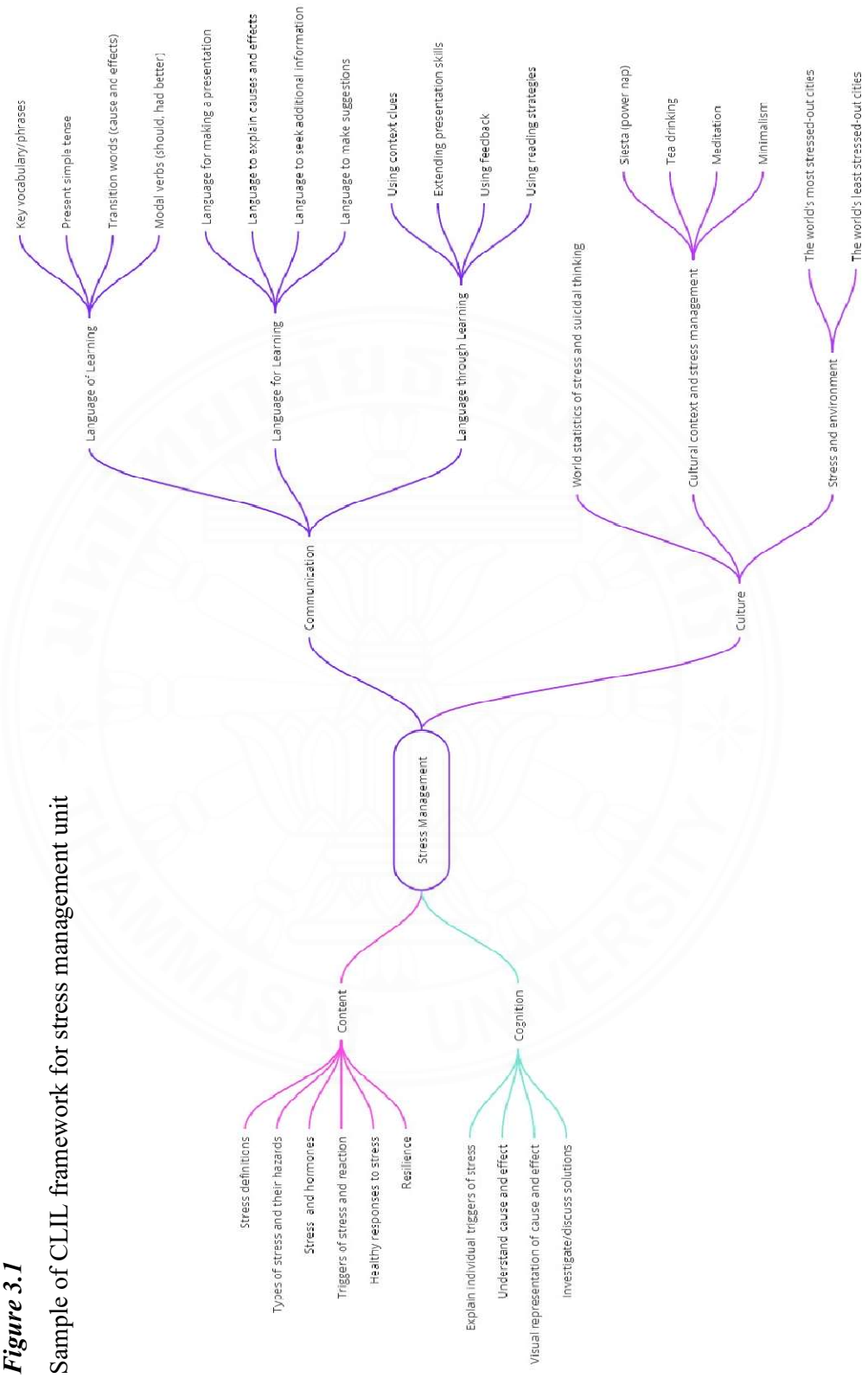


Figure 3.1

Sample of CLIL framework for stress management unit

The questionnaire in this part consists of 25 items adapted from the full version with 47 items. For each item participants were asked to indicate their degree of agreement with the statement on a five-point Likert scale as follows:

1 = Strongly disagree
2 = Disagree
3 = Neutral or No opinion
4 = Agree
5 = Strongly agree

The questions were grouped into 7 factors which deal with motivation in different aspects including

- *Value* – statements expressing belief that studying the language is worthwhile for a wide variety of reasons. This factor can be divided into 3 sub-categories.
    - *Intrinsic motivation* – statements expressing enjoyment and challenge of language learning
    - *Instrumental orientation* – statements related to benefits of language learning in terms of financial, social and others
    - *Integrative orientation* – statements regarding the importance of the language use to interact with members of another cultural group
    - *Interest in foreign languages and cultures*, in general (not specific to English)
    - *Task value* – statements expressing the value of the language course
- *Heritage language orientation* – statements describing how attached the learners are to the language as part of their own identity and culture heritage
- *Expectancy* – statements representing a combination of self-confidence, self-assessed aptitude for language learning, and lack of anxiety. This factor can be divided into 3 sub-categories.
    - *Expectancy* - statements regarding learners' expectation that they will perform well and get a good score in the course

  - *Anxiety* – statements regarding anxiety of learners when doing the tests and speaking a foreign language
  - *Language aptitude* – statements expressing learners' own perception of their aptitude of language proficiency in terms of grammar, pronunciation, and others
- *Competitiveness* – statements dealing with learners' expectation to perform better than other students and getting better scores
- *Cooperativeness* -statements regarding relationships with other learners and the teacher in order to develop a cooperative learning environment.
- *Motivational Strength* – statements expressing learners' persistence with the intention to put their best effort into learning the language, keep with and complete the course.

Part III: Motivation and online learning

Part III questions were designed to examine the effect of CLIL approach on learner's motivation in their online classes. Part III questions were based on the Instructional Materials Motivation Survey (IMMS) developed by Keller (2010) within the ARCS Model of Motivational Design framework. The survey was specifically designed to assess the effects of instructional materials on learner's motivation (Rodgers & Withrow-Thorton, 2005) or how motivated learners are when a particular type of lesson was implemented (Bolliger et al., 2010). IMMS has been widely used in a self-directed online setting (Cook et al., 2009; Bolliger et al., 2010; Loorbach et al., 2015). Therefore, the survey was implemented in this context in conjunction with Schmidt and Watanabe's (2001) scales.

The questions in part III comprise 18 items (adapted from the full version of 36 items) with 5-point Likert-scales which serve as a situational measure of learners' reactions to instructional materials. Each question on the IMMS aligns with one of the factors of the ARCS model (Attention, Relevance, Confidence and Satisfaction). The IMMS is considered a valid instrument with the documented reliability coefficient of .96 (Keller, 1993). The response scale was adapted in order to match the degree in Part II ranging from 1(Strongly Disagree) to 5 (Strongly Agree).

An open-ended question was added at the end of the questionnaire allowing the respondents to freely express their opinions about their motivation for completing an online English course.

3.2.4 LMS

Besides the self-reported questionnaire, learners' motivation was examined by their activities in the LMS. Kuutti (1996) indicated that an activity is a form of doing which is directed to an object. It is transformed to an outcome by the motivation and the drive of the subjects. Therefore, investigating the learners' activity log can help measure learners' motivation. The LMS database include information on the number of members, login frequencies of each member and log data related to the teaching and learning activities of each member for the course. The learning activities that were recorded include progress of video lecture notes, assignment submissions, group works, quizzes and online meeting attendance.

3.3 Research Design

The study involved an independent variable and a dependent variable. The independent variable was CLIL approach, and the dependent variable was learners' motivation and learners' completion rate. This study was experimental research of which the specific design was Non-equivalent Comparison Groups with pre-test and post-test (Best & Kahn, 2006). The schematic representation of the design is shown as follows:

Randomized (Experimental Group)	O1	X	O2
Randomized (Control Group)	O1		O2

O1	=	Pre-test
O2	=	Post-test
X	=	Treatment (CLIL approach)

3.4 Research Procedure

3.4.1 Data Collection

The 57 participants were asked to complete a questionnaire which aimed to investigate their motivation. The questionnaire using a 5-point Likert scale consisted of three parts including (1) Background information (2) Motivation and foreign language learning with 25 items adapted from Schmidt and Watanabe (2001), and (3) Motivation and online learning with 18 items based on the Instructional Materials Motivation Survey (IMMS) developed by Keller (2011) within the ARCS Model of Motivation Design framework. The questionnaires were distributed through an online LMS twice, once before the course and once after the course. The participants were provided with clear instructions and explanations for filling out the questionnaire. In addition, the questionnaire ensures the participants that the information collected will be kept strictly confidential and will be used specifically for this study only. The questionnaires were collected upon completion.

The participants' learning activity logs were also collected through the LMS. Data including information on the number of members, login frequencies of each member and log data related to the teaching and learning activities of each member for the course were collected for further analysis.

3.4.2 Data Analysis

After collecting the completed questionnaire, data collected from the questionnaires were analyzed by Statistical Package for Social Science program (SPSS). To turn the participants' choices in the questionnaire into the scores, The assessment criterion in this present study was determined as follows:

$$\text{Class interval width} = \frac{\text{Range}}{\text{Number of classes}}$$

$$= \frac{5-1}{5}$$

$$= 0.8$$

1.00-1.80	=	Strongly disagree
1.81-2.60	=	Disagree
2.61-3.40	=	Neutral or No opinion
3.41-4.20	=	Agree
4.21-5.00	=	Strongly agree

The data was presented in the form of tables and descriptions by using percentage, frequency, mean and standard deviations. The Spearman correlation coefficient was computed to assess the relationship between learners' motivation and completion rate. It also be used to analyze the relationship between learners' activities and their motivation. The participants' activities to be analyzed include learning progress and task completion rate.

In conclusion, this chapter explains the descriptive research methodology and the procedures used in the collection and analysis of the data. In the following chapter, the results of data analysis and data discussion were provided in detail.

CHAPTER 4
RESULTS

In the previous chapter, the methodology used to investigate the relationship between adult learners' motivation, completion rate and CLIL approach was explained. This chapter reports the results of the study which are divided into four parts based on (1) demographic data of the respondents (2) the relationship between CLIL approach and adult learners' motivation in an online class (3) the relationship between CLIL approach and adult learners' completion rate in an online class (4) the relationship between learners' motivation and their completion rate in online classes.

SPSS program was used to analyze the raw collected data from 57 adult learners whose English proficiency level is ranged between B1 and B2. The respondents were requested to indicate on a five-point scale showing how motivating the lessons were for them prior to the first class and upon the class completion. In presenting the results in each section, data obtained from the questionnaire and learners' logs were used.

4.1 Demographic Data of Respondents

The total number of participants was 57. The majority of them were between 25 and 30 years old, accounting for 49%. The 31-to-35-year-old age ranked second representing 28% of the participants. 10 participants (18%) were at the age of 40-45 while only 3 participants (5%) were at the age of 36-40. In the meantime, there is no participants older than 46 years old enrolling in the course.

In terms of level of education, almost one third of the participants (42 participants, 74%) graduated with a bachelor's degree or equivalent while the rest of them (15 participants, 26%) hold a master's degree.

Over one third of the participants (45 participants, 79%) work full-time. In the meantime, freelancers ranked second representing 14% of the participants. The number of participants who work part time (2 participants, 4%) is equal to those who are unemployed (2 participants, 4%).

Regarding the years of work, 24 participants (42%) have been working for 4-10 years. 17 participants (30%) have 1-3 years of working experience. 9 of them (16%)

have been working for over 10 years while 7 of them (12%) have less than 1 year of working experience.

The majority of the participants work in management field (13 participants, 23%) and sales/customer service (12 participants, 21%). 7 participants, representing 12%, work in science and technology field. The rest of them work in other fields such as communication, community service, education, engineering, banking/finance, government sector and healthcare/ public health.

4.2 The Relationship between CLIL Approach and Adult Learners' Motivation in Online Classes

The purpose of this analysis is to examine the statistical relationship in the mean scores for motivation of adult learners in 18-hour online classes between the Experiment Group (using the CLIL approach) and the Control Group (using the conventional method). In this study, the questionnaire adapted from Gardner (1985), Schmidt and Watanabe (2001) and Keller (2010) was administered twice before the intervention (pre-motivation) and after the intervention (post-motivation).

Table 4.1 illustrates the descriptive statistics of adult learners' motivation before and after the course. Overall, at the beginning of the course, the CLIL and the non-CLIL group rated their motivation mean scores at 3.79 (S.D.= 0.32) and 3.82 (S.D. = 0.30) respectively. At the end of the course, the motivation means scores of the two groups slightly increased to 4.03 (S.D. 0.24) and 3.98 (S.D. 0.41,) respectively.

Under Gardner (1985) and Schmidt & Watanabe's (2001) framework, after the course the non-CLIL group improved the factor labeled Value, Heritage, and Expectancy better than the CLIL group. Outstandingly, the mean score of the factor labeled Expectancy among the non-CLIL group increased by 0.87 from 3.11 (S.D. = 0.56) before the course to 3.98 (S.D. = 0.72) after the course while such factor among the CLIL group slightly increased by 0.10 from 3.13 (S.D. = 0.56) before the course to 3.23 (S.D. = 0.56) after the course.

Table 4.1

Descriptive Statistics

	CLIL Group (N=28)						Non-CLIL Group (N=29)					
	Pre-course		Post-course		Difference		Pre-course		Post-course		Difference	
	$\bar{x}$	S.D.	$\bar{x}$	S.D.	$\bar{x}$	S.D.	$\bar{x}$	S.D.	$\bar{x}$	S.D.	$\bar{x}$	S.D.
Value	4.49	0.30	4.64	0.28	0.15	0.36	4.50	0.30	4.66	0.41	0.16	0.52
Heritage	3.83	0.90	4.29	0.71	0.46	1.17	3.79	0.90	4.27	0.84	0.48	1.12
Expectancy	3.13	0.56	3.23	0.56	0.10	0.82	3.11	0.56	3.98	0.72	0.87	0.88
Competitiveness	2.89	1.02	2.71	0.76	-0.18	1.29	2.86	1.02	2.34	1.72	-0.52	1.84
Cooperativeness	3.75	0.70	4.43	0.52	0.68	0.86	3.72	0.70	3.93	0.58	0.21	0.93
Language requirement	1.50	0.84	1.14	0.36	-0.36	0.87	1.48	0.83	1.03	0.19	-0.45	0.87
Motivational Strength	4.04	0.92	4.38	0.29	0.34	0.91	4.19	0.71	3.72	0.66	-0.47	0.89
Confidence	3.70	0.53	3.55	0.54	-0.15	0.72	3.70	0.54	3.73	0.38	0.03	0.68
Attention	4.22	0.44	4.59	0.43	0.37	0.60	4.22	0.43	4.25	0.51	0.03	0.60
Satisfaction	4.14	0.62	4.69	0.40	0.55	0.73	4.16	0.61	4.33	0.61	0.17	0.95
Relevance	3.32	0.48	4.14	0.72	0.82	0.89	3.57	0.48	3.53	0.60	-0.04	0.87
Overall	3.79	0.32	4.03	0.24	0.26	0.24	3.82	0.30	3.98	0.41	0.20	0.37

In the meantime, the factor labeled Competitiveness and Language requirement decreased not only among the CLIL group but also among the non-CLIL group. The learners were less competitive after the course. The mean score of the factor labeled Competitiveness among the CLIL group and the non-CLIL group decreased by 0.18 from 2.89 (S.D. = 1.02) before the course to 2.71 (S.D. = 0.76) after the course, and 0.52 from 2.86 (S.D. =1.02) to 2.34 (S.D. = 1.72) respectively.

The factor labeled Language requirement dropped among the two groups as the course was not mandatory.

Interestingly, upon the course completion, the factor labeled Cooperativeness and Motivational Strength of the CLIL group improved by 0.68 and 0.34 respectively. There was a slight increase (means = 0.21) in the factor labeled Cooperativeness among the non-CLIL group. However, the mean score of the factor labeled Motivation Strength among this group dropped by 0.47 from 4.19 (S.D. = 0.71) before the course to 3.72 (S.D. = 0.66) after the course.

Under the ARCS Model of Motivational Design framework based on Keller (2010), the adult learners in the CLIL group were less confident in their English competence upon the course completion. The mean score of the factor labeled

Confidence among the CLIL group declined by 0.15 from 3.70 (S.D. = 0.53) before the course to 3.55 (S.D. = 0.54) after the course. In the meantime, the mean score of such factor among the non-CLIL group slightly rose by 0.03 (S.D. = 0.68) from 3.70 (S.D. = 0.54) before the course to 3.73 (S.D. = 0.38) after the course.

Except for the factor labeled Confidence, the mean scores for other factors including Attention, Satisfaction and Relevance among the CLIL group improved after the course. Regarding the factor labeled Attention, there was an increase in the mean scores among the CLIL and the non-CLIL group by 0.37 and 0.03 respectively. In terms of the factor labeled Satisfaction, there was an increase in the mean scores among the CLIL and the non-CLIL group by 0.55 and 0.17 respectively. The adult learners in the CLIL group believed that the contents learnt in the CLIL class were more relevant to them. The mean score of the factor labeled Relevance among the CLIL group rose by 0.82 from 3.32 (S.D. = 0.48) before the course to 4.14 (S.D. = 0.72) after the course. On the contrary, the mean score of such factor among the non-CLIL group slightly dropped by 0.04 from 3.57 (S.D. = 0.48) before the course to 3.53 (S.D. = 0.60) after the course.

Table 4.2

Comparison of Mean Scores for Overall Motivation in the Pre-Intervention and the Post-Intervention

	N	Mean Rank	Sum of ranks	Sig	Effect Size
Pre-intervention					
CLIL group	28	28.34	793.50	0.768	0.188
non-CLIl group	29	29.64	859.50		
Post-intervention					
CLIL group	28	29.68	831	0.761	0.04
non-CLIl group	29	28.34	822		

Note. *Level of significance is at $p<0.05$

Table 4.2 indicates the mean rank for overall motivation before the intervention among the two groups. The mean rank of the CLIL group was 28.34 whereas the mean rank of the non-CLIL group was 29.64. Although there was a slight difference among the two groups, findings from the Mann-Whitney U test indicate that there is no

significant difference between the CLIL group and the non-CLIL group in their overall score on motivation in learning online English course prior to intervention (p = 0.768).

The mean rank for overall motivation after the intervention among the two groups was also illustrated in the Table 4.2. The mean rank of the CLIL group was 29.68 whereas the mean rank of the non-CLIL group was 28.34. Similar to pre-intervention, findings from the Mann-Whitney U test indicate that there is no significant difference between the CLIL Group and the non-CLIL group in their overall score on motivation in learning online English course after intervention (p = 0.761). The findings confirmed the null hypothesis that there is no statistically significant relationship between CLIL approach and adult learners' motivation in online classes.

However, when examining the statistical relationship between CLIL approach and adult learners' motivation in specific factor, the findings show some interesting results.

Table 4.3 illustrates the learners' mean ranks for specific motivation factors including Value, Heritage, Expectancy, Competitiveness, Cooperativeness, Language requirement, Motivational strength, Confidence, Attention, Satisfaction and Relevance. Findings from the Mann-Whitney U test indicate that there is no significant difference in the mean ranks of the aforementioned factors between the Experimental Group using CLIL approach and the Control Group using traditional approach in the pre-test.

Table 4.3

Comparison of Mean Ranks for Specific Motivation Factor in the Pre-Intervention

Group	N	Mean Rank	Sum of ranks	Sig	Effect Size
Value					
CLIL group	28	28.88	808.50	0.955	0.01
non-CLIl group	29	29.12	844.50		
Heritage					
CLIL group	28	29.30	820.50	0.884	0.02
non-CLIl group	29	28.71	832.50		
Expectancy					
CLIL group	28	29.13	815.50	0.955	0.01
non-CLIl group	29	28.88	837.50		
Competitiveness					
CLIL group	28	29.29	820.00	0.897	0.02
non-CLIl group	29	28.72	833.00		

Cooperativeness					
CLIL group	28	29.34	821.50	0.875	0.02
non-CLIl group	29	28.67	831.50		
Language requirement					
CLIL group	28	29.20	817.50	0.918	0.01
non-CLIl group	29	28.81	835.50		
Motivational Strength					
CLIL group	28	27.96	783.00	0.634	0.06
non-CLIl group	29	30.00	870		
Confidence					
CLIL group	28	29.20	817.50	0.929	0.01
non-CLIl group	29	28.81	835.50		
Attention					
CLIL group	28	28.96	811.00	0.987	0.00
non-CLIl group	29	29.03	842.00		
Satisfaction					
CLIL group	28	28.75	805.00	0.908	0.02
non-CLIl group	29	29.24	848.00		
Relevance					
CLIL group	28	24.80	694.50	0.057	0.25
non-CLIl group	29	33.05	958.50		

Note. *Level of significance is at $p<0.05$

Table 4.4 demonstrates the mean ranks for specific motivation factors among the two groups after the intervention. The learners' mean ranks for Value, Heritage, Language requirement and Confidence are about the same in the two groups. Findings from the Mann-Whitney U test indicated that there is no significant difference in the mean ranks of the aforementioned factors.

Table 4.4

Comparison of Mean Ranks for Specific Motivation Factor in the Post-Intervention

Group	N	Mean Rank	Sum of ranks	Sig	Effect Size
Value					
CLIL group	28	26.07	730.00	0.179	0.18
non-CLIl group	29	31.83	923.00		
Heritage					
CLIL group	28	28.71	804.00	0.890	0.02
non-CLIl group	29	29.28	849.00		
Expectancy					
CLIL group	28	22.50	630.00	0.003**	0.39

non-CLIl group	29	35.28	1023.00		
Competitiveness					
CLIL group	28	33.50	938.00	0.038*	0.27
non-CLIl group	29	24.66	715.00		
Cooperativeness					
CLIL group	28	35.63	997.50	0.002**	0.41
non-CLIl group	29	22.60	655.50		
Language requirement					
CLIL group	28	30.57	856.00	0.152	0.19
non-CLIl group	29	27.48	797.00		
Motivational Strength					
CLIL group	28	36.14	1,012.00	0.001**	0.43
non-CLIl group	29	22.10	641.00		
Confidence					
CLIL group	28	25.32	709.00	0.093	0.22
non-CLIl group	29	32.55	944.00		
Attention					
CLIL group	28	34.75	973.00	0.009**	0.34
non-CLIl group	29	23.45	680.00		
Satisfaction					
CLIL group	28	33.96	951.00	0.019*	0.31
non-CLIl group	29	24.21	702.00		
Relevance					
CLIL group	28	36.14	1,012.00	0.001**	0.43
non-CLIl group	29	22.10	641.00		

Note. *Level of significance is at $p<0.05$

On the contrary, the mean rank for Expectancy among the two groups after the intervention showed some statistical significance. The findings suggested that the conventional lecture-based approach conducted among the non-CLIL group met the expectations of the adult learners better than the CLIL approach. The results from the Mann-Whitney U test revealed that the mean rank for Expectancy among the non-CLIL group was significantly higher than the CLIL group ($p = 0.003$*, effect size = 0.39) with the level of significance is at $p<0.05$.

According to Suwannoppharat and Chinokul (2015), CLIL is driven by contents. Learning contents through an additional language is not easy for Thai-speaking learners who rarely use English in their daily lives. Therefore, the CLIL contents did not meet the expectations of the adult learners as much as their counterparts in the conventional lecture-based class.

In terms of Competitiveness, there was statistical significance of the mean rank of adult learners' motivation in the CLIL group (mean rank = 33.50 , sum or rank = 938) which is higher than their counterparts in the non-CLIL group (mean rank = 24.66 , sum or rank = 715) upon the course completion. The findings from the Mann-Whitney U test indicated that the mean score for Competitiveness among the CLIL group was significantly higher than the non-CLIL group ($p = 0.038^*$, effect size = 0.27) with the level of significance is at $p<0.05$. This is in line with Bystray et al.'s (2018) study that in CLIL class, learners are prepared for the prospective professional activity in a foreign language. Correspondingly, they can boost their competitiveness and motivation for self-actualization by aiming to achieve higher results.

In the meantime, the mean rank for Cooperativeness among the two groups after intervention also showed some statistical significance. The findings suggested that the CLIL approach conducted among the Experimental Group supported collaboration among the adult learners better than the traditional lecture-based approach. The results from the Mann-Whitney U test revealed that the mean rank for Collaboration among the non-CLIL group was significantly higher than the CLIL group ($p = 0.002^*$, effect size = 0.41) with the level of significance at $p<0.05$. According to Fluentes & Hernandez (2010), collaborative learning is an essential part of CLIL as learners are encouraged to work in group in which a set of methodologies and environments allow learners to share a common task where each learner depends on and is accountable to one another. Many previous research studies confirmed that the motivation of learners increases when they work in group. (Pica et al., 1996).

The adult learners' mean rank for Motivational Strength from the CLIL group is higher (mean rank =36.14, sum or rank = 1,012.00) than their counterparts from the non-CLIL group (mean rank =22.10, sum or rank = 641.00) for the post intervention. The findings from the Mann-Whitney U test concluded that the mean score for Motivational Strength among the CLIL group was significantly higher than the non-CLIL group ($p = 0.001^{**}$, effect size = 0.43) with the level of significance at $p<0.05$. The current findings are in line with Otwinowsk and Foris (2017) who pinpointed that the CLIL approach increased learners' expectancy for success so that they were more persistent in class. The CLIL group showed greater intention to put their best effort into

learning the language and keep up with the course which was later reflected in the completion rate.

There was also statistical significance of the mean rank for Attention. The adult learners' in the CLIL group has higher mean rank (mean rank = 34.75, sum or rank = 973.00) for Attention than their counterparts from the non CLIL group (mean rank = 23.45, sum or rank = 680.00) upon the course completion. It can be concluded from the Mann-Whitney U test that the mean score for Attention among the CLIL group was significantly higher than the non-CLIL group ($p = 0.009$*, effect size = 0.34) with the level of significance at $p<0.05$. The CLIL contents were rich in culture. This is in line with Doiz et al.'s (2014) idea that interest in foreign language cultures can capture learners' intrinsic motivation. This helped explain why CLIL classes were more engaging. Moreover, as the CLIL approach aims to increase the exposure to authentic contents, the CLIL contents used in the research study were authentic. According to Pinner (2013), the authentic content can potentially increase motivation to learn.

The adult learners' mean rank for Satisfaction from the CLIL group is higher (mean rank =33.96, sum or rank = 951.00) than their counterparts from the non-CLIL group (mean rank =24.21, sum or rank = 702.00) upon the course completion. The findings from the Mann-Whitney U test suggested that the mean score for Satisfaction among the CLIL group was significantly higher than the non-CLIL group ($p = 0.019$*, effect size = 0.31) with the level of significance is at $p<0.05$. These findings support the studies of Roiha (2019) emphasizing that CLIL provided enjoyable and satisfying classroom experiences and had made their classes more interesting.

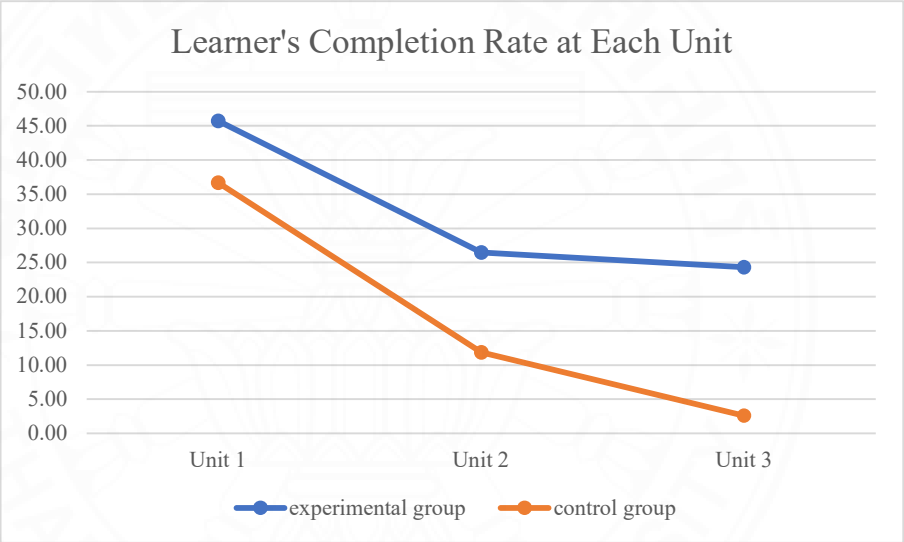
In terms of Relevance, there was statistical significance of the mean rank of adult learners' motivation in the CLIL group (mean rank = 36.14 , sum or rank = 1,012.00) which is higher than their counterparts in the non-CLIL group (mean rank = 22.10, sum or rank = 641.00) upon the course completion. The findings from the Mann-Whitney U test confirmed that the mean score for Relevance among the CLIL group was significantly higher than the non-CLIL group ($p = 0.001$*, effect size = 0.43) with the level of significance at $p<0.05$. According to Lasagabaster and Doiz (2015), learners' motivation in class was maintained by contents which they can relate to their real-life issues. Moreover, the CLIL teacher played a pivotal role in connecting the contents to their daily life and direct experience (Coonan, 2007).

4.3 The Relationship Between CLIL Approach and Adult Learners' Completion Rate in Online Classes

This analysis aims to examine the statistical relationship in the mean rank for completion rate of adult learners in the 18-hour online classes between the Experiment Group in which CLIL approach was used and the Control Group in which conventional lecture-based approach was used. In this study, learners' progress at each unit was recorded and illustrated in Figure 4.1.

Figure 4.1

Learner's Completion Rate at Each Unit



As the course was voluntary and required 6 weeks to complete, some of the learners did not complete the course as shown in the learners' log. The course consists of 3 units and each unit encompasses 4 hours of online asynchronous class and 2 hours of synchronous class through Microsoft Team. For the first unit, the completion rate of the experiment group (45.73%) was higher than that of the control group (36.69%). In the second unit, the completion rate of the two groups was relatively close to each other; 26.46% for the Experimental Group and 11.86% for the Control Group. While the completion rate for the Control Group dropped to 2.59% in unit 3, that for the Experimental Group remained stable at 24.32% in the same unit.

Table 4.5

Comparison of Mean Ranks for Completion Rate between the Experimental Group and Control Group

Group	N	Mean Rank	Sum of ranks	Sig	Effect Size
CLIL group	28	34.32	961.00	0.017*	0.32
non-CLIl group	29	23.86	692.00		

Note. *Level of significance is at p<0.05

Table 4.5 indicates the mean ranks for completion rate between the Experimental Group using CLIL approach and the Control Group using conventional lecture-based approach. The mean rank of the CLIL group was 34.32 (Sum of ranks = 961.00) which is higher than that of the non-CLIL group at 23.86 (Sum or ranks = 692.00). Findings from the Mann-Whitney U test confirmed that there is significant difference between the CLIL Group and the non-CLIL group in their completion rate (p = 0.017*, effect size = 0.32). The findings rejected the null hypothesis that there is no statistically significant relationship between CLIL approach and adult learners' completion rate in online classes.

4.4 The Relationship between Adult Learners' Motivation and their Completion Rate in Online Classes

This analysis aims to examine the statistical relationship between adult learners' motivation based on their motivation scores collected upon the course completion and their completion rate in the 18-hour online course. Spearman's Rank Correlation was used to analyze the correlation.

Table 4.6

Spearman's Rank Correlation – Learner's Motivation after the Intervention and their Completion Rate

Variables	Spearman's Correlation	Sig
Learner's motivation after the intervention and their completion rate	0.57	0.0001**

Note. *Level of significance is at p<0.05

Table 4.6 shows the results of the Spearman's rank correlation between the learners' motivation after the course and their completion rate. The results indicate that there is a positive correlation between the two variables (Spearmen's Correlation = 0.57, which means that learners who with higher motivation level after the course tend to be more likely to complete the online classes). Findings from the Spearmen's rank correlation test confirmed that there is significant correlation between the learners' motivation after the course and their completion rate ($p = 0.0001^{**}$). Thus, the research hypothesis that there is no statistically significant relationship between adult learners' motivation and their completion rate in an online classes is rejected.

The findings are consistent with the previous research studies suggesting that motivation is generally considered the most important variable in predicting completion and dropout rate. Motivation is closely related to completion and dropout of adult learners in online courses context as confirmed by other researchers (Jun, 2005; Andersson, & Grönlund, 2009; Park, & Choi, 2009). The higher motivation the learners have, the more likely they continue to complete their online courses.

When the variable of motivation was employed in previous studies which dealt with completion/dropout of adult learners, it typically refers to satisfaction motivation (Jun, 2005). However, in this study, the researcher adopted Keller's (1987) ARCS model which covers four subscales (Attention, Confidence, Relevance and Satisfaction) together with Schmidt & Watanabe's (2001) model to examine the motivation of foreign language learners, in particular. Therefore, the findings drawn from the study can represent a comprehensive motivation of foreign language learners.

CHAPTER 5
CONCLUSIONS, DISCUSSION AND RECOMMENDATION

This chapter presents (1) a summary of the study, (2) a summary of the findings, (3) discussion of the study's findings, (4) pedagogical implications, (5) limitations, and (6) recommendations for further research on adult learners' motivation and CLIL approach.

5.1 Summary of the Study

The results of the study can be summarized as follows:

5.1.1 Objectives of the Study

The main aim of the study was to investigate the effects of Content and Integrated Learning (CLIL) approach on adult learners' motivation towards completing English online classes. The objectives of the research included the investigations of (1) the effects of CLIL on adult learners' motivation in online classes (2) the effects of CLIL on adult learners' completion rate in online classes and (3) the correlation between adult learners' motivation and their completion rate in online classes.

There were three research questions: (1) What is the relationship between CLIL approach and adult learners' motivation in online classes? (2) What is the relationship between CLIL approach and adult learners' dropout rate in online classes? (3) Is there a relationship between adult learners' motivation and their completion rate in online classes?

5.1.2 Participants, Materials, and Procedures

The participants of this study were recruited by convenience sampling. An announcement inviting participants to join an online general English class for free on a voluntary basis was posted on online communities such as Facebook Pages and Facebook Groups. For 122 applicants, the 50-min EF SET PLUS English standardized test was administered as a pre-test to guarantee participants' homogeneity. Only 57 adult learners whose English proficiency level ranged between B1 and B2 were

included in the research. The participants whose age ranged from 25 to 45 years old were randomly assigned to the Experiment Group in which CLIL approach was adopted and the Control Group in which non-CLIL lecture-based approach was adopted. There were 28 learners in the Experiment Group and 29 learners in the Control Group. The course was divided into 3 units conducted in 9 sessions solely by the researcher. The first two sessions in each unit were asynchronous online sessions, which were later followed by a synchronous online session conducted through Mircrosoft Team.

This study was experimental research of which the specific design was Non-equivalent Comparison Groups with pre-test and post-test (Best & Kahn, 2006). A questionnaire using a 5-point Likert scale was administered to examine the participants' motivation before and after the course. The questionnaire consisted of three parts including (1) Background information (2) Motivation and foreign language learning with 25 items adapted from Schmidt and Watanabe (2001). (3) Motivation and online learning with 18 items based on the Instructional Materials Motivation Survey (IMMS) developed by Keller (2010) within the ARCS Model of Motivational Design framework. The participants' learning activity logs were also collected through the LMS to analyze the learners' completion rate.

5.2 Summary of the findings

The results of the study can be summarized as follows:

5.2.1 Demographic Data of the Respondents

The respondents consisted of 57 adult learners whose age ranged between 25 to 45 years old. Over one third of the participants (45 participants, 79%) worked full-time, while others were part-time, freelancers and unemployed. Almost half of the participants (24 participants, 42%) had 4-to-10-year working experience while others had different years of working experience. The majority of the participants work in the management field (13 participants, 23%) and sales/customer service (12 participants, 21%). 7 participants, representing 12%, work in the science and technology field. The rest of them work in other fields.

5.2.2 The Relationship between CLIL Approach and Adult Learners' Motivation in Online Classes

The purpose of this analysis is to examine the statistical relationship in the mean scores for motivation of adult learners in 18-hour online classes between the Experiment Group (using the CLIL approach) and the Control Group (using the conventional method). The questionnaire was administered twice before the intervention (pre-motivation) and after the intervention (post-motivation).

The findings from the Mann-Whitney U test indicate that there is no significant difference between the CLIL Group and the non-CLIL group in their overall score on motivation in learning online English course prior to intervention ($p = 0.768$) and post intervention ($p = 0.761$). The findings confirmed the null hypothesis that there is no statistically significant relationship between CLIL approach and adult learners' motivation in online classes.

The learners' mean ranks for specific motivation factors including Value, Heritage, Expectancy, Competitiveness, Cooperativeness, Language requirement, Motivational strength, Confidence, Attention, Satisfaction and Relevance had no significant difference between the Experimental Group using CLIL approach and the Control Group using traditional approach in the pre-motivation questionnaire.

After the intervention, the learners' mean ranks for Value, Heritage, Language requirement and Confidence also had no significant difference. However, when examining the other factors, the findings show some interesting results.

- *The learners in the non-CLIL group had higher Expectancy than the CLIL Group.* The mean rank for Expectancy among the non-CLIL group was significantly higher than the CLIL group ($p = 0.003$*, effect size = 0.39) with the level of significance at $p<0.05$.
- *The learners in the CLIL group had greater competitiveness than the non-CLIL group.* The mean rank for Competitiveness among the CLIL group was significantly higher than the non-CLIL group ($p = 0.038$*, effect size = 0.27) with the level of significance at $p<0.05$.
- *The learners in the CLIL group had greater cooperativeness than the non-CLIL group.* The mean rank for Cooperativeness among the non-

CLIL group was significantly higher than the CLIL group (p = 0.002*, effect size = 0.41) with the level of significance at p<0.05.

- *The learners in the CLIL group had higher Motivational Strength than the non-CLIL group.* The mean score for Motivational Strength among the CLIL group was significantly higher than the non-CLIL group (p = 0.001**, effect size = 0.43) with the level of significance at p<0.05.
- *The learners found that the CLIL class can grab their attention better than the non-CLIL class.* The mean score for Attention among the CLIL group was significantly higher than the non-CLIL group (p = 0.009*, effect size = 0.34) with the level of significance at p<0.05.
- *The learners found that the CLIL class was more relevant than the non-CLIL class.* The mean score for Relevance among the CLIL group was significantly higher than the non-CLIL group (p = 0.001**, effect size = 0.43) with the level of significance at p<0.05.
- *The learners found that the CLIL class was more satisfying than the non-CLIL class.* The mean score for Satisfaction among the CLIL group was significantly higher than the non-CLIL group (p = 0.019*, effect size = 0.31) with the level of significance at p<0.05.

5.2.3 The Relationship between CLIL Approach and Adult Learners' Completion Rate in Online Classes

To examine the relationship between CLIL approach and adult learners' completion rate in online classes, the learners' progress at each unit was recorded and analyzed by the Mann-Whitney U test. The learners in the CLIL group recorded higher completion rates (Sum of ranks = 961.00) than their counterparts in the non-CLIL Group (Sum or ranks = 692.00). There was a significant difference between the CLIL Group and the non-CLIL group in their completion rate (p = 0.017*, effect size = 0.32). The findings confirmed the hypothesis that there is a statistically significant relationship between CLIL approach and adult learners' completion rate in online classes.

5.2.4 The Relationship between Learners' Motivation and their Completion Rate in Online Classes

Spearman's Rank Correlation was used to examine the statistical relationship between adult learners' motivation based on their motivation mean ranks collected upon the course completion and their completion rate in the 18-hour online course. The results indicate that there is a positive correlation between the two variables (Spearmen's Correlation = 0.57, p = 0.0001**). The findings indicated that learners who had higher motivation level after the course tend to be more likely to complete the online classes. Thus, the research hypothesis that there is a statistically significant relationship between adult learners' motivation and their completion rate in online classes is confirmed.

5.3 Discussion of the Study's Findings

This section concerns the discussion of the findings and how they are related to the previous studies and theories mentioned in the review of literature.

5.3.1 Statistical Relationship between CLIL Approach and Adult Learners' Motivation in Online Classes

When comparing the overall motivation after the intervention between the Experimental Group in which CLIL approach was used and the Control Group in which non-CLIL approach was used, the findings showed that there is no statistical relationship between CLIL approach and adult learners' motivation in online classes.

Surprisingly, the findings were not aligned with most of the previous research studies on the connection between CLIL approach and learners' motivation. According to Lagasabaster (2011), CLIL learners are significantly more enthusiastic than their counterparts in traditional English classrooms as CLIL learners are provided with more authentic input and real communicative function. Marsh (2002), Coyle (2008) and Doiz et al (2014) also confirmed that one of the most powerful effects of CLIL lies in an increased motivation among learners.

However, there were two key differences between this study and the previous studies which may contribute to different results. First, the previous studies were conducted among young learners with ages ranging between 12 and 15 years old. In

this study, participants were adults with age ranging from 25 to 45 years old. Based on the results, it can be concluded that CLIL approach does not have a statistically signinficant relationship with adult learners' motivation. This is in line with De Smet's (2014) study in which CLIL approach was implemented among vocational students. She highlighted that it is absolutely recommended that CLIL be implemented among a younger starting age, in order to obtain positive attitudes and higher motivation for CLIL to take effect.

Second, in the previous studies, learners were involved in physical classrooms where engaging activities can take place. In this study, learners interact with one another online. Although collaborative learning was promoted through group work, there were limitations of physical activities and interactions. With the online setting, the instructor and learners may not be able to fully exploit the benefits of CLIL approach.

5.3.2 Relationship between CLIL Approach and Adult Learners' Specific Factors for Motivation in Online Classes

While the participants were assigned randomly to the CLIL and the non-CLIL groups, they were not aware of the teaching approaches used. It turned out that the conventional lecture-based approach conducted among the non-CLIL groups meets the expectations of the adult learners better than the CLIL approach. This is because the majority of adult learners were more familiar with the conventional lectured-based approach deep-rooted in Thai EFL classroom context. In Thailand, teacher-centered methods emphasizing memory and passive learning are still prevalent in EFL classes (Akkakoson, 2012). Wiriyachitra (2002) pinpointed characteristics of Thai learners as being passive and too shy to speak English with classmates. In non-CLIL class, the learners remained passive recipients of instruction and the instructor demonstrated word-by-word translation followed by exercises. On the contrary, in CLIL class, the learners' role was shifted to be more active. They were encouraged to use the language in a way which is often different from more traditional language lessons. Emphasis was put on language use – focusing on communication and learning demands of the moment. The learners in the CLIL group were therefore not familiar with the shifted emphasis together with the need to understand the contents. They also found CLIL

approach unconventional, as highlighted by Suwannoppharat and Chinokul (2015) that learning contents through an additional language is not easy for Thai-speaking learners who rarely use English in their daily lives. This can explain why the CLIL class did not meet the expectations of the adult learners as much as their counterparts in conventional lecture-based class.

In terms of Competitiveness, after completing the course, learners in the CLIL group exhibited higher levels of competitiveness than those in the non-CLIL group. Schmidt and Watanabe (2001) define competitiveness as learners' aspiration to perform better than others and achieve higher scores. The synchronous CLIL classes included debates and discussions, which made the learners more competitive. As Chen (2018) notes, the competitive spirit often stems from the desire to outperform others. In CLIL classes with debates and discussions, learners were motivated by the drive to win. Bystray et al.'s (2018) research supports this finding by suggesting that CLIL classes prepare learners for future professional activities in a foreign language, which can increase their competitiveness and motivation for self-actualization by aiming to achieve higher results.

The results indicated that implementing the CLIL approach with the Experimental Group was more effective in promoting cooperativeness among adult learners than the traditional lecture-based method. In CLIL class, the relationships with learners and teachers were developed in order to create a cooperative learning environment. The learners were assigned to work in teams using the Breakout Room feature. Coyle et al. (2010) stated that learners in CLIL classrooms are required to collaborate with one another, leveraging individual strengths and compensating for weaknesses. Fuentes and Hernandez (2011) also highlighted the significance of collaborative learning in CLIL, where learners work in groups using diverse techniques and settings to achieve a common goal while being accountable to one another. Several studies have indicated that learners are more motivated when they work in groups (Pica et al., 1996; Chen, 2018; Villarreal & Lázaro-Ibarrola, 2022).

The CLIL group showed greater Motivational strength which means they exhibited greater persistent intention to put their best effort into learning the language and keep up with the course, which was later reflected in the completion rate. The explanation could lie in the fact that the CLIL approach promoted learner’s Higher

Order Thinking Skills (HOTS) which was advantageous and beneficial to learners' motivation (Purnama & Nurdianingsih, 2019). Coyle, Hood, and Marsh (2010) suggested that in CLIL education, learners must engage in complex cognitive operations to construct knowledge from the material they are trying to internalize. Using a second language as a tool to acquire new content and skills can make the foreignness of the language 'less formidable' (Gardner 2010, 199). Perceiving a foreign language as a means rather than an end increases the desirability of learning it (Darn 2006). This perspective can lead to restructuring of knowledge, gaining new insights into familiar concepts, and activating higher-order thinking skills such as analyzing, evaluating, and creating. These processes align with the revised Bloom's taxonomy of thinking processes (Anderson & Krathwohl, 2001) and can result in joyful and highly productive immersion in a task, which in turn increases motivational strength.

It was revealed in the findings that CLIL approach can capture learners' attention better than the non-CLIL approach. The CLIL lesson plans were carefully designed by the researcher to incorporate intercultural elements in each unit, such as various noodle dishes from around the world and how different cultures cope with stress. The study revealed that cultural learning is highly effective in capturing learners' attention, which in turn, significantly boosts their motivation levels and impacts their overall learning experience. Introducing these elements can stimulate learners' curiosity and sense of inquiry. As Hammerly (1982) suggests, culture-based classes play a crucial role in maintaining high levels of learner motivation, as learners generally enjoy activities related to exploring cultures of other countries and people. The concept that CLIL provides access to intercultural experiences that are not available in a monolingual environment was particularly appealing to the learners, as noted by Coyle et al. (2010). This may account for why CLIL content tends to capture participants' attention more effectively than non-CLIL content.

The adult learners in the CLIL group were less confident in their English competence upon the course completion, compared to the non-CLIL counterparts. Although difference in the mean ranks was not significant ($p = 0.093$), it is essential to recognize that learners in Thailand often appear to lack the necessary knowledge of English and its culture to effectively deal with the contents they encountered. According to Warrington (2010), generally when learners need to pay dual-focus not only on the

language but also on the contents simultaneously, they are not cognitively prepared to deal with linguistic and conceptual challenges presented to them through the unfamiliar content of the topics. Learners are, therefore, confused, anxious, and become less confident. This is in line with the study of Seikkula-Leino (2007), which highlighted that CLIL learners had a low self-concept in foreign languages, when compared to non-CLIL cohort as they may find the integration of a foreign language with content learning more challenging and demanding. This is one of the factors that any teachers implementing CLIL approach should be aware of.

The study findings indicate that adult learners who participated in the CLIL group exhibited greater motivation, likely due to the fact that the contents taught in these classes were more relevant to their interests. Lasagabaster and Doiz (2017) contend that maintaining learner motivation in class requires the use of contents that are applicable to their real-life concerns. Moreover, the CLIL instructor played a critical role in establishing connections between the course content and learners' daily lives and experiences (Coonan, 2007). In the CLIL class, the researcher as an instructor carefully chose the topics to be as relevant as possible to the targeted group. Some of these topics included stress management, business & marketing strategies, and food for thoughts, which aligned with the learners' interests. Moreover, As the CLIL approach aims to increase the exposure to authentic contents, the CLIL contents used in this research study were authentic, taken from the internet including articles, news, video clips and others. This is in line with Pinner's (2013) findings that authentic content can potentially increase motivation to learn. In contrast, traditional lecture-based classrooms offer little room for relevance and authenticity. For instance, some textbook role-plays may be unrealistic and irrelevant to certain types of learners. With the CLIL approach, however, the classroom's focus shifts from language acquisition to achieving tangible objectives with the language, and language learning becomes incidental to these objectives (Lasagabaster & Sierra, 2009).

The results showed that the mean rank for Satisfaction was significantly higher among the CLIL group compared to the non-CLIL group, which supports Roiha's (2019) findings that CLIL leads to enjoyable and satisfying classroom experiences that make classes more interesting. According to Keller and Suzuki (2004), learners are more satisfied when positive rewards and recognition are used to stimulate positive

feelings. In CLIL class, learners' positive feelings are stimulated when they are provided with much richer communicative situations and "can do" opportunities (Lasagabaster & Sierra, 2009). Scaffolding, which involves providing learners with temporary support to enhance their knowledge and understanding (Maybin et al., 1992), is crucial in CLIL courses, particularly in situations where the language is not intensively developed beforehand (Coyle et al., 2010). By employing scaffolding techniques, the participants in the Experiment Group developed more positive feelings towards the class, which is reflected in the higher mean rank for Satisfaction. This is consistent with Lasagbaster and Sierra's (2009) study, which indicated that students in the CLIL groups found learning English significantly easier than their EFL counterparts, potentially contributing to improving students' foreign language skills by fostering more favorable attitudes towards English.

5.3.3 Relationship between CLIL Approach and Adult Learners' Completion Rate in Online Classes

The findings suggested that the adult learners in Experimental Group in which CLIL approach was utilized were more likely to complete the course than those in Control Group in which traditional lecture-based approach was used.

It was complex to analyze the factors contributing to the learners' course completion as the post-motivation of the two groups showed no statistically significant differences. However, besides motivation, there can be other factors affecting learners' decision to persist with or drop out from the class. When asked why they did not complete the asynchronous sessions, most of the learners attributed their lack of progress to time constraints and lack of discipline. Even though the participants reported varying degrees of motivation, one thing they agreed on was the need for self-discipline to catch up with the course as the course was voluntary. This is also in line with Murday et al.'s (2008) study concluding that keeping learners disciplined at a desired level was difficult in online courses. Participation in online classes, as a result, tended to be lower (Kyewski & Krämer, 2018; Esra & Sevilen, 2021).

Although teaching adult learners to be more disciplined in an 18-hour course may seem impossible, building learning autonomy for their language learning can do some tricks. Autonomy in language learning stemmed from the development and

exercise of a capacity for detachment, critical thinking, decision making, and independent action (Liu, 2015). As CLIL class promoted critical thinking and problem-solving, it was claimed to promote learner autonomy and responsibility, strengthen confidence and motivation, and provide "a holistic educational experience" (Coyle et al., 2010). With this holistic learning experience, autonomous learners in the CLIL group can assume responsibility for determining the purpose, content, rhythm, and method of their learning, observing its progress, and evaluating its outcomes (Yurdakul, 2017). This can be one of the possible reasons explaining why the adult learners in the CLIL Group had a higher completion rate.

Another main obstacle for the learners to complete the course was the time constraint. This was because the majority of the participants worked full-time. To fit in with their busy schedule, it was important to deliver something 'meaningful' to them. A key common feature and widely acknowledged educational argument in support of CLIL, is that it offers learners more meaningful opportunities for authentic language use (Coyle et al., 2010). With CLIL approach, it is important to allow learners to be exposed to tasks which require them to put a balanced focus on language forms which can be used in meaningful situations. The benefits of CLIL's meaningfulness for the adult learners in the Experiment Group were reflected on their mean rank of Relevance factor. The mean rank for Relevance among the CLIL group was significantly higher than the non-CLIL group ($p = 0.001^{**}$, effect size = 0.43) with the level of significance is at $p<0.05$. This could explain why the adult learners in the CLIL group were able to find time for their study.

5.3.4 Relationship between Adult Learners' Motivation and their Completion Rate in Online Classes

There was a positive correlation between the adult learners' motivation and their completion rate in online classes. (Spearmen's Correlation = 0.57, $p = 0.0001^{**}$). This led to the conclusion that the learners who can maintain their motivation until the course completion were more likely to complete their online course.

The findings are consistent with the previous research studies suggesting that motivation is generally considered the most important variable in predicting completion and dropout rate. Motivation is closely related to completion and dropout of adult

learners in online courses context as confirmed by other researchers (Jun, 2005; Andersson, & Grönlund, 2009; Park, & Choi, 2009). The higher motivation the learners have, the more likely they continue to complete their online courses.

When the variable of motivation was employed in previous studies which dealt with completion/dropout of adult learners, it typically refers to satisfaction motivation (Jun, 2005). However, in this study, the researcher adopted Keller's (1987) ARCS model which covers four subscales (Attention, Confidence, Relevance and Satisfaction) together with Schmidt & Watanabe's (2001) model to examine the motivation of foreign language learners, in particular. Therefore, the findings drawn from the study can represent a comprehensive motivation of foreign language learners.

5.4 Pedagogical Implications

With technological advancements, online learning has become more common and popular. Despite its advantage of enabling anywhere and anytime learning, online learning has made it difficult for learners to participate in the class, maintain their motivation and keep them interested until they complete the course. Teachers can play a significant role in doing so. In particular, Gardner (2010), put an emphasis on the role of motivation in learning and stressed that teachers can help maintain and promote learners' motivation. Many previous studies have provided positive evidence, confirming positive effects of CLIL on learners' motivation in classroom settings (Martínez Agudo, 2020). This study, on the other hand, investigated the effects of CLIL on learners' motivation in online settings. The main findings with regard to pedagogical implications are discussed as follows:

5.4.1 CLIL and Adult Learners' Motivation in Online Setting

A number of research studies have confirmed the positive effects of CLIL on learners' motivation (Darn, 2006; Seikkula-Leino, 2007; Lasagabaster & Sierra, 2009; Lasagabaster, 2011; Lasagabaster & Beloqui, 2015;). Nevertheless, only a few research studies have been conducted among adult learners in online settings. To examine the effects of CLIL on adult learners' motivation in online settings, questionnaires were administered to compare learners' motivation before and after the course between the CLIL and the non-CLIL groups. The questionnaire consists of two frameworks; one

was Schmidt and Watanabe's (2001), specifically designed to examine the motivation of foreign language learners, and the other one was the Instructional Materials Motivation Survey (IMMS) developed by Keller (2010) which has been widely used in a self-directed online setting (Cook et al., 2009; Bolliger et al., 2010; Loorbach et al., 2015).

Under Schmidt and Watanabe's (2001) framework, CLIL can help promote Competitiveness, Cooperativeness and Motivational Strength of the learners. Like young learners, adult learners enjoy working in a team. Bolstering them with "can do" attitude and challenging tasks is also important as this will promote their Competitiveness and Motivational Strength.

However, regardless of the approach used, the participants in both groups gave value to English learning and agreed that language is a part of their professional growth. These factors remained unchanged before and after the intervention. This can lead to the conclusion that Value and Heritage are closely related and deep rooted to individual identities for adult learners. Learning that learners see the Value of learning English, EFL practitioners can design the contents and activities accordingly to maintain their motivation. According to Schmidt and Watanabe (2001), learners who see value in learning the language will enjoy challenging tasks.

Under Instructional Materials Motivation Survey (IMMS) developed by Keller (2010), CLIL can help promote Attention, Satisfaction and Relevance. Especially in online settings where interaction is limited, EFL practitioners need to carefully handpick the contents and design curriculum which grabs learners' attention. Contents that are rich in multicultural contexts, authentic and relevant to learners' purposes tend to be more engaging, not only for young learners but also for adult learners.

Two factors that EFL practitioners should be aware of when implementing CLIL among adult learners are Expectancy and Confidence. In Thailand, adult learners to date are more familiar with conventional lecture-based approach. Heavy emphasis is put on grammatical accuracy and a wide variety of vocabulary use. Immersing them in CLIL setting can possibly lead them to anxiety. One of the participants in the CLIL Group decided to withdraw from the course as she claimed that the course was not as she expected, and she was not confident that she could do well although her English proficiency was excellent. Therefore, it is important that EFL practitioners implement

CLIL approach with caution. Depending on the context where CLIL is implemented, sometimes practitioners may not need to strictly follow every CLIL principle as this can cause anxiety among learners. Try gradually replacing CLIL approach to the traditional lecture-based one without causing them to feel out of place.

5.4.2 Motivation and Completion Rate

As the class was on a voluntary basis, there was no doubt that the participants were motivated to improve their English skill. At the beginning of the course, the participants in both the Control Group and Experimental Group were highly motivated. Of the 3 units, the completion rate for the second and third units dropped significantly. As practitioners, it is worth considering how we can maintain learners' motivation to increase learners' completion rate and decrease learners' attrition rate so that learners can most benefit from the course.

In a non-mandatory course, practitioners may have little control over learners' extrinsic motivation as learners are not rewarded with good grades or receive punishment for indiscipline. Therefore, intrinsic motivation is very important. To increase learners' intrinsic motivation, practitioners can do the following:

- *Keep them interested.* Intrinsic motivation usually deals with interest, enjoyment, and inherent satisfaction (Deci & Ryan, 2000). EFL practitioners should use the contents and activities that are interesting, authentic, and relevant to them. When learners find their learning meaningful, they will be more likely to persist with the intention to put their best effort into learning the language, keep with and complete the course.
- *Keep them challenged.* As Deci and Ryan (1985) highlighted, if an activity is optimally challenging and the learners believe that they have enough competence to complete it, they will be intrinsically motivated. EFL practitioners can assign challenging tasks to learners, and meanwhile use scaffolding techniques to help them achieve the tasks as advised by Mehisto et al. (2008). Once they achieve the tasks that at first seem too difficult to them, they will be proud of themselves and hence intrinsically rewarded.
- *Keep them connected.* In an online classroom setting, it is very difficult to establish connections not only between learners and instructors but also

among learners themselves. Therefore, it is important that EFL practitioners allocate time to get to know the learners individually, possibly through self-introduction sessions, small talk, and feedback sessions. EFL practitioners should also provide time for learners to work in pairs or in groups. Allow enough time for them to break the ice and establish connections, not just rushing them to finish the tasks. If learners have good relationships with their instructor and peers, they will be less likely to drop out.

Maintaining and promoting learners' motivation can increase learners' completion rate. However, there are other factors that EFL practitioners should be aware of. Take self-discipline and individual indifferences for example. One might decide to drop out from the course because he/she can no longer fit the sessions in his/her schedule. This is common in an online non-mandatory class. Designing a flexible class schedule, complimenting learners with high self-discipline, and checking on learners with low self-discipline can help mitigate the problem.

To sum up, online learning for adult learners is a challenging experience as participation in the course tends to be lower when compared to face-to-face or hybrid courses. It is important that EFL teachers and syllabus designers look for an appropriate approach to boost leaners motivation and minimize their attrition rate. CLIL is one of the possible solutions. Although it does not directly increase learners' motivation, it does the trick to convince learners to complete the course better than the traditional lecture-based approach. It is also important EFL practitioners and syllabus designers keep learners motivated as the more motivated the learners are, the more likely they are to finish the course.

5.5 Limitations of the Study

There are a few limitations worthy of attention. Firstly, due to the small sample size (less than 30 participants in each group), non-parametric tests were used to analyze the data. This is because the parametric assumption of normality is concerning for small sample sizes. (Hoskin, 2012). Nonparametric tests are often recommended for these types of data, as they require fewer assumptions about the distribution of measurements in the population. However, nonparametric tests have two main drawbacks. The first drawback is that they are generally less statistically powerful than parametric

procedures when the data is approximately normal. Secondly, their results are often less straightforward to interpret than those of parametric tests, which tend to provide more intuitive and useful outcomes (Anderson, 1961).

Secondly, due to the time constraints to conduct the study, the researcher collected the information by using questionnaires to examine the effects of CLIL on adult learners' motivation. Although the researcher usually had small talk with the learners in the synchronous classes, they were rather casual. With interviews and observations, the researcher would be able to gain more insight with greater depth of details. In addition, as the course was conducted online, it was difficult to assign and monitor the group work. Some learners faced technical difficulties when they were assigned to breakout rooms. Most of the learners did not turn on their cameras. As a result, with no face-to-face interaction, some learners found it awkward to initiate a conversation. In this case, the researcher would interrupt and engage herself in the conversation. With these limitations, promoting collaborative work in online classes became more difficult and time-consuming than in physical classes.

Thirdly, both of the classes were conducted by the researcher alone. Researcher bias could occur as the researcher had the expectation that CLIL approach would be more effective in promoting learners' motivation and completion rate. This can possibly lead to the Hawthorne effect when high expectations lead to improved performance (Frank & Kaul, 1978). However, to mitigate the bias, the researcher conducted the classes twice with different groups of participants.

Finally, as the aim of the study was to analyze the relationship between CLIL, motivation and completion rate, there could be other factors affecting learners' decision to complete or drop out from the course. Those factors were not taken into consideration in this study.

5.6 Recommendation for Further Research

As was mentioned in the previous section, it would be a good idea to conduct a study with a bigger sample size to make more accurate generalizations and obtain normally distributed data. The results were analyzed by nonparametric tests. The use of parametric tests can aid in validating the study results if the data is normally distributed. Besides, this study was carried out with adult learners with B1 to B2 English

proficiency level. It can be replicated with learners of different English proficiency level to confirm the results of the study. In order to ensure the accuracy of participants' proficiency level, a speaking test should be used in conjunction with the multiple-choice test.

In addition to questionnaires, interviews and observations can be added to triangulate the findings with the purpose of increasing the credibility and validity of research findings. Besides a placement test, a pre-test and post-test can be added to increase learners' motivation and gain more valuable insights.

Finally, the questionnaire administered in this study was the combination between questions concerning language learning motivation based on scales developed by Gardner (1985) and Schmidt and Watanabe (2001) and questions based on the Instructional Materials Motivation Survey (IMMS) developed by Keller (2010) within the ARCS Model of Motivational Design framework. The study examined the impact of CLIL on motivation, as well as the correlation between completion rates and the CLIL approach by analyzing responses to questions from both frameworks. Examining the results separately based on each framework could potentially yield some intriguing findings.

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APPENDICES

APPENDIX A
QUESTIONNAIRE

QUESTIONNAIRE

Part I: Background Information

Direction – Please answer the following questions by checking ✔ in the box or fill in the blank.

Personal Information

Age: _____ years old

Education Background

Highest degree or level of school you have completed:

◯ Less than high school

◯ High school or equivalent

◯ Bachelor's degree or equivalent

◯ Master's Degree

◯ Doctorate

Employment Background

Current employment status:

◯ Full-time employee ◯ Part-time employee

◯ Full-time student ◯ Not employed

Job title: _____

(Leave blank for full-time student or not employed)

Organization: _____

(Leave blank for full-time student or not employed)

Years of experience:

◯ Less than one year

◯ 1-3 years

◯ 3-10 years

◯ Over 10 years

Job field:

- ◯ Accountancy/Audit/ Taxation
- ◯ Architecture
- ◯ Arts, culture and entertainment
- ◯ Business, management and administration
- ◯ Communications
- ◯ Community and social services
- ◯ Education
- ◯ Engineering
- ◯ Finance/Banking
- ◯ Science and technology
- ◯ Installation, repair and maintenance
- ◯ Farming, fishing and forestry
- ◯ Government
- ◯ Health and medicine
- ◯ Human Resources/Training/Recruitment
- ◯ Law and public policy
- ◯ Sales and customer service
- ◯ Others – please specify: _____

Part II: Motivation and foreign language learning

What are your motivations in learning English? Please ✔ in the box that best describes your opinion.

Motivation in learning English	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
	1	**2**	**3**	**4**	**5**
Value					
1. I really enjoy learning this language.					
2. My language class is a challenge that I enjoy.					
3. When class ends, I often wish that we could continue.					
4. Being able to speak this language will add to my social status.					
5. Increasing my proficiency in this language will have financial benefits for me.					
6. I enjoy meeting and interacting with people from many cultures.					
7. Studying foreign languages is an important part of education.					
8. This language is important to me because it will broaden my world view.					
9. I like the subject matter of this course.					
10. What I learn in this course will help me in my work.					
Heritage					
11. I have a personal attachment to this language as part of my identity.					
Expectancy					
12. I'm certain I can master the skills being taught in this class.					
13. I am worried about my ability to do well in this class.					
14. I have an uneasy, upset feeling when I take an exam.					
15. I don't worry about making mistakes when speaking in front of this class.					
16. I can imitate the sounds of this language very well.					
17. I can guess the meaning of new vocabulary words very well.					

18. I am good at grammar.					
Motivational strength					
19. I often feel lazy or bored when I study for this class.					
20. I can truly say that I put my best effort into learning this language.					
Competitiveness					
21. I want to learn this language because it is important to show my ability to others.					
22. I learn best when I am competing with other students.					
Cooperativeness					
23. I learn best in a cooperative environment.					
24. My relationship with the other students in this class is important to me.					
Language requirement					
25. I mainly study this language to satisfy the university language requirement.					

Part III: Motivation and online learning

What are your motivations in online learning? Please ✔ in the box that best describes your opinion.

Motivation in online learning	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
	1	**2**	**3**	**4**	**5**
Confidence					
1. When I first looked at this lesson, I had the impression that it would be easy for me.					
2. As I worked on this lesson, I was confident that I could learn the content.					
3. The exercises in this lesson were too difficult.					
4. I could not really understand quite a bit of the material in this lesson.					
5. The good organization of the content helped me be confident that I would learn this material.					
Attention					
6. There was something interesting at the beginning of this lesson that got my attention.					
7. These materials are eye-catching.					

8. The quality of the writing helped to hold my attention.					
9. The pages of this lesson look dry and unappealing.					
10. I learned some things that were surprising or unexpected.					
11. The variety of reading passages, exercises, illustrations, etc., helped keep my attention on the lesson.					
Satisfaction					
12. Completing the exercises in this lesson gave me a satisfying feeling of accomplishment.					
13. I enjoyed this lesson so much that I would like to know more about this topic.					
14. It was a pleasure to work on such a well-designed lesson.					
Relevance					
15. It is clear to me how the content of this material is related to things I already know.					
16. The content of this material is relevant to my interests.					
17. The content and style of writing in this lesson convey the impression that its content is worth knowing.					
18. The content of this lesson will be useful to me.					

Additional comments that motivate you to complete the online English course:

_____

_____

_____

_____

_____

_____

APPENDIX B

CLIL LESSON PLAN EXAMPLE

Stress Management

Class: 1/3 Asynchronous	Time: 2 hours
Previous knowledge/skills	
-	
Teaching objectives	Learning outcomes
A. Content	A. Content
To understand definition of stress To understand stress and their hazards	Define 'stress' Explain the types of stress Discuss and list causes of stress Identify hazards of stress
B. Cognition	B. Cognition
To seek additional information	Be able to seek additional information and explain specific terms
C. Communication	
C.1 Language *of* learning	
Key vocabulary/phrase	Stress Psychological Physiological Response Disruption Simulation Distress Eustress Fight of flight response Personality disorder Bulimia Nervosa Sleep disorder Social anxiety Depression Schizophrenia Anorexia Nervosa
Present simple tense	Affirmative structure Usages of present simple tense
C.2 Language *for* learning	
Language to seek additional information	
C.3 Language *through* learning	
Using context clues, Paraphrasing	
D. Culture/Citizenship	
-	
Materials & resources	
- 'What is stress' video: https://study.com/academy/lesson/stress-definition-and-impact-on-overall-health.html - 'Mental disorder' picture cards - 'Type of stress' article: https://medlineplus.gov/ency/article/003211.htm	

Teaching plan					
Activity	Procedure	Aims	Materials	Interaction Pattern	Time
Warm up Activity	1. Introduce students with 3 myths about stress: - All stress is bad for you. - Everyone deals with stress in the same way. - Stress is "all in your head". 2. Provide students with some scenarios and let them imagine how they would feel in such scenarios. 3. Let the students decide whether all stress is bad.	Students are engaged with the concepts of stress.	Presentations with scenarios	T to S	10
What is mental disorder?	Provide students with mental disorder pictures and ask them to match the words with corresponding definition using the given pictures as clues.	Students learn new vocabulary and how to explain specific term.	'Mental disorder' picture cards	T to S	10
What is stress?	Let the students watch a video to learn the definition of stress.	Students understand the definition of stress.	'What is Stress?' video	T to S	5
Learning meaning of the key vocabulary from the context	1. Provide students with a transcript of the video they watch. 2. Ask them to highlight the given key vocabulary. 3. Let them match the key vocabulary with the given meaning using the context clues. 4. Summarize the contents of the video to students.	Students are familiar with the key vocabulary and practice context clue strategy.	- Video transcript - Worksheet which contains key vocabulary	T to S	30
Types of stress	1. Ask students to read an article about types of stress. 2. Check students understanding about types of stress.	Students practice reading and learn about types of stress	'Types of stress' article	T to S	20

Using present simple tense to describe facts	1. Ask students to highlight the verbs used in the transcript. 2. Introduce the usage and structure of present simple tense to students. 3. Let students do a cloze-test exercise.	Students understand how and when to use a present simple tense	Cloze-test exercise	T to S	30
Assignment	Ask students to write 150-word essay describing the triggers of their good and bad stress and the effects on their body.	Students practice identifying causes and effects and the use of present simple tense.		S	15
Assessment					
Rate students' assessment based on their understanding of stress types, their stress triggers, and its connection to health problems.					

Stress Management

Class: 2/3 Asynchronous	Time: 2 hours
Previous knowledge/skills	
Definition of stress Stress types and its hazards Triggers of stress Present simple tense	
Teaching objectives	Learning outcomes
A. Content	A. Content
To understand stress and hormones To understand body's reaction to stress To understand ways to manage stress	Explain connection between stress and hormones Explain the cycle of body's reaction to stress Select individual ways to manage stress
B. Cognition	B. Cognition
To identify causes and effects	Explain causes of the problems
C. Communication	
C.1 Language *of* learning	
Key vocabulary/phrase	Diarrhea/constipation Menstrual problems Heart disease High blood pressure Diabetes Obesity Depression/Anxiety Traditions Benefits Immune System Preventative Anti-aging properties Acupuncture Peace

	Compassion Ritual
Present simple tense	Adverbs of frequency
C.2 Language *for* learning	
Language for explaining causes and effects	
C.3 Language *through* learning	
Using context clue, Using reading strategies, Paraphrasing	
D. Culture/Citizenship	
Different traditions around the world to relieve stress and their origins	
Materials & resources	
- 'Stress level test (self-assessment)': https://www.psycom.net/stress-test - 'Stress & health problems' article: https://medlineplus.gov/ency/article/003211.htm - Pictures of health problems - '12 Traditions from around the world to make you happier and less stressed' article: https://mindfulminutes.com/12-traditions-from-around-the-world/	
Teaching plan	

Activity	Procedure	Aims	Materials	Interaction Pattern	Time
Warm up Activity	Let the students do the stress level test (self-assessment)	Students can engage stress to their personal experience	Mentimeter – Stress Level Test (Self-Assessment)	T to S	10
How does stress affect your health?	1. Let students read an article about the effects of stress. 2. Provide students with some pictures of health problems. 3. Ask students to match the health problems with the given pictures. 4. Show them the correct answers	Students understand the effects of stress and learn new vocabulary about health problems.	- Article about the effects of stress - Pictures of health problems	T to S	30
How often do you have these health problems due to stress?	1. Use Mentimeter to ask students how often they have these health problems due to stress (rate in percent). 2. Show students a sample answer and introduce them with adverbs of frequency. 3. Ask students to notice the tense used.	Students learn how to use adverbs of frequency in the present simple tense.	- Mentimeter - Sample answer - Adverbs of frequency presentation	T to S	10

How people around the world deal with stress	1. Introduce students with traditions that people around the world practice to cope with stress. 2. Ask students to guess and match the traditions with the national flags representing the corresponding countries.	Students learn the new vocabulary and familiarize with national flags	- Tradition picture cards - National flags picture cards	T to S	15
12 Traditions from around the world to make you happier and less stressed	1. Let students read an article about traditions that people around the world practice to cope with stress. 2. Ask students to check their answers. 3. Use Mentimeter to ask students how effective these traditions are for them. 4. Show sample sentences to talk about individual ways to manage stress and their reasons.	Students learn to explain the traditions and their origins	- 'Traditions to relieve stress' article - Mentimeter - Presentation showing how to give reasons to support their ideas	T to S	30
Interpreting data	Recheck students' understanding by asking them to explain the traditions in their own words	Students learn to explain specific terms	- Tradition paraphrasing worksheet	T to S	10
Assignment	Ask students to write 150-word essay explaining the factors influencing different traditions to relieve stress	Students practice identifying causes and effects.	- Clue words: personality, lifestyles, religion & beliefs, and climate	S	15
Assessment					
Rate students' assessment based on their understanding of origins of the traditions and ability to explain causes and effects.					

Stress Management

Class: 3/3 Synchronous	Time: 2 hours
Previous knowledge/skills	
Possible ways for stress management Stress management in different countries	
Teaching objectives	Learning outcomes
A. Content	A. Content
To understand stress and hormones To understand body's reaction to stress	Explain connection between stress and hormones Explain the cycle of body's reaction to stress

B. Cognition	B. Cognition
To identify causes and effects To identify steps	Explain causes of the problems Explain steps
C. Communication	
C.1 Language *of* learning	
Key vocabulary/phrase	Adrenal gland Alleviate Anxiety Blood pressure Chronic Cope Depression Evolve Hormone Mediation Norepinephrine Perceive Response Symptom
Transition words to tell causes and effects	Because/Since/As Because of/Due to As a result/ Consequently/ As a consequence
Transition words to tell steps	Firstly/Secondly/Thirdly Next/Then/Subsequently Before/After Additionally/ In addition/ Moreover Eventually/ Finally
C.2 Language *for* learning	
Language for talking about causes and effects Language for talking about steps Language for making presentations	
C.3 Language *through* learning	
Using context clues Using reading strategies	
D. Culture/Citizenship	
-	
Materials & resources	
- 'Body's reaction to stress' article: http://headsup.scholastic.com/sites/default/files/NIDA15-INS2_StuMag_DownloadALL_508.pdf - 'How stress affects your body' video: https://www.youtube.com/watch?v=v-t1Z5-oPtU&ab_channel=TED-Ed - Transition words to tell steps worksheet	

Teaching plan					
Activity	Procedure	Aims	Materials	Interaction Pattern	Time
Warm up Activity	1. Ask students to think of the time they were stressed. 2. Look at where they feel it in their bodies: head, stomach, shoulder, neck, etc. Hand out body maps and have students put an X on each area that had a stress response.	Students are engaged to learn the body's reaction to stress.	Body map	T to S	15
Your body is under pressure.	1. Let the students read an article about body's reaction to stress. 2. Ask them to highlight the given key vocabulary 3. Let them match the key vocabulary with the given meaning using the context clues	Students understand the body's reaction to stress.	- Article about body's reaction to stress - Worksheet which contains key vocabulary	T to S	20
Body reaction to stress	Let the students watch a video to learn body's reaction to stress	Students understand the body's reaction to stress.	- 'Body reaction to stress' video	T to S	5
Interpreting data	1. Ask students a few questions regarding the video they watch 2. Provide them with a flow chart representing the stress hormone cycle. Let them watch again and work in group to complete the flow chart. 3. Show them the correct answers	Students learn how to interpret data using a flow chart.	Worksheet which contains flow chart	T to S S to S T to S	35
Using transition words to tell steps	1. Introduce transition words to tell steps to students using samples from the video. 2. Divide students in groups and do cloze-test exercises together. 3. Let them present their answers. Provide feedback.	Students learn the transition words to tell steps,	Worksheet which contains transition words and exercises.	T to S S to S S to S T to S	30

Quiz	Ask students to complete the quiz to test their understanding about body's reaction to stress.	Students practice interpreting data by reviewing body's reaction to stress	Quiz on Quizizz	S	15
Assessment					
Rate students' quiz based on their understanding of body's reaction to stress