ROZPRAWA DOKTORSKA

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Exploring the role of individual variables in the success of CLIL as an approach to EFL learning

Rola czynników indywidualnych w procesie uczenia się języka angielskiego jako języka obcego w klasie dwujęzycznej

Praca napisana pod kierunkiem
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KEY ABBREVIATIONS

BICS - Basic Interpersonal Communicative Skills

BALLI – beliefs about foreign language learning inventory

CALP - Cognitive Academic Language Proficiency

CLIL – Content and Language Integrated Learning

$CLIL_I$ – a group of learners/learners enrolled in the first grade of Content and Language Integrated Learning course

$CLIL_{II}$ – a group of learners/learners enrolled in the second grade of Content and Language Integrated Learning course

EFL - English as a Foreign Language

EMI – English as a medium of instruction

FL – foreign language

ILD – individual learner difference

LLS – language learning strategies

L1 – mother tongue or the first language

L2 – second language or a foreign language

Non-$CLIL_I$ – a group of learners/learners enrolled in the first grade of traditional language classroom

Non-$CLIL_{II}$ – a group of learners/learners enrolled in the second grade of traditional language classroom

Non-$CLIL_{I(3)}$ – a group of learners/learners enrolled in the first grade of traditional language classroom with 3 hours of English per week

Non-$CLIL_{I(4)}$ – a group of learners/learners enrolled in the first grade of traditional language classroom with 4 hours of English per week

Non-$CLIL_{II(3)}$ – a group of learners/learners enrolled in the second grade of traditional language classroom with 3 hours of English per week

Non-$CLIL_{II(7)}$ – a group of learners/learners enrolled in the first grade of traditional language classroom with 7 hours of English per week

SL – Second Language

T1/T_1 – test administered at the outset of the study

T2/T_2 – test administered at the end of the study

TW/T_w – writing assignment

INTRODUCTION

At the turn of the century, technological development and globalization strongly influenced all spheres of our lives changing greatly the way in which we work and study (see Cope & Kalantzis, 2000; Coyle, Hood, & Marsh, 2010; Hargreaves, 2003; Jalkanen, Pitkänen-Huhta, & Taalas, 2012; Jenkins, 2006; Kalantzis & Cope 2008; Pennycook, 2010). The exchange of information and knowledge facilitated by the technology affects all people's activities (see Jalkanen et al., 2012; Mehisto, Marsh, & Frigols, 2008). These changes also influenced significantly education, including foreign language teaching. Modern technology is used in different ways to improve the teaching processes. Apart from that, educators implement new methods that facilitate foreign language learning. The emphasis has been recently put on those that can evoke learners' interest in learning both foreign languages and content subjects. In this context, *Content and Language Integrated Learning* (*CLIL*) gains momentum as "a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language" (Mehisto et al., 2008, p. 9).

The term Content and Language Integrated Learning was coined in 1994 in Europe by a group of experts from different backgrounds, including educational administrators and researchers (see Juan-Garau & Salazar-Noguera, 2015; Coyle et al., 2010; Dalton-Puffer, 2007; Coyle, 2002; Marsh, 2002). However, CLIL is an idea with historical background (Coyle et al., 2010; Eurydice, 2006; Hanesová, 2015; Nawrot-Lis, 2019). Several educational models that focused on teaching content subjects using the foreign language can be traced back in history (Coyle et al., 2010). One of them was used by the Akkadians who wanted to learn the Sumerian, the language used by the inhabitants of the conquered area. To achieve it, the Sumerian was used as a medium of instruction to teach content subjects, such as, botany or zoology.

A pivotal role in supporting CLIL education has been played by the European Union, which is mirrored in the legal regulations introduced so far. One of the first legal documents relevant to the CLIL development is *the Resolution of the Council* of 1995, which supports the promotion of innovative methods and, in particular, the teaching of content subjects in a foreign language. Moreover, it states that the quality of training for language teachers should be improved by encouraging the exchange within member states of the European Union. This includes higher education students working as language assistants in schools, giving priority to foreign language teachers or those who are expected to teach CLIL (Eurydice, 2006).

Another document relevant to the development of CLIL is *the Bologne Declaration*, signed in 1999. This document defines the fundamental objectives of the European education, for instance, the establishment of a common system of credits in order to increase the mobility of students, the promotion of the mobility of students, teachers, researchers, and administrative staff, and the promotion of the European dimension in higher education by enabling the exchange of students and staff and curriculum development. This and other legal documents introduced by the European Union emphasize and support the role of teaching the foreign languages, also during the content subjects. Thus, these documents among others seem to exert certain influence also on CLIL education.

When it comes to Poland, according to *Eurydice Report* (2006), the first CLIL provision was offered in regional and/or minority languages at the end of the 1940s or in the 1950s. This type of education employed one or more foreign languages in later periods. The dates of introducing CLIL-like programs in Poland vary (e.g. the 1950s,1960 s, 1980s or 1990s) according to different sources (Eurydice, 2006). Yet, 1991 is the year when the first official regulation regarding CLIL in Poland was sanctioned, namely, *Law on the Educational System* (*Ustawa o systemie oświaty z 7 września 1991*).

The reason for the popularity of CLIL in Europe can be attributed to its success in teaching CLIL language and content subjects. Overall, the results of studies carried out abroad indicate that CLIL learners outperform non-CLIL learners both in terms of foreign language proficiency and content subjects (e.g. Ball, Kelly, & Clegg, 2015; Bredenbröker, 2000; Pérez-Cañado, 2018; Catalán, Ruiz de Zarobe, & Iragui, 2006; Kiziltan & Ersanli, 2007; Lasagabaster, 2008; Surmont, Struys, Noort, & Craen, 2016; Navés & Victori, 2010). Owing to this fact, the researchers are interested in finding factors responsible for the success of CLIL in teaching foreign languages and content subjects (e.g. Lasagabaster, 2011; Pérez-Cañado, 2018).

One of the factors taken into account when explaining the differences found in mastering L2 between students are individual differences (cf. Dörnyei, 2005; Skehan, 1991). In the case of the general foreign language education, the role of individual variables, such as, motivation, autonomy, beliefs about foreign language learning among others, has been researched intensely. Although in the CLIL setting, such studies are relatively few and far between, they indicate significant advantages in favour of CLIL (e.g. Arribas, 2016; Lasagabaster, 2011; Pérez-Cañado, 2018; Seikkula-Leino, 2007).

When the studies carried out in Poland (e.g. Papaja, 2012; Możejko, 2013; Czura & Kołodyńska, 2015; Pitura & Chmielarz, 2017; Czura & Anklewicz, 2018) are juxtaposed with those conducted abroad, one underresearched area can be noticed. Namely, there are relatively

few studies investigating together language outcomes and individual variables (e.g. Papaja, 2010; Pitura & Chmielarz, 2017). The studies carried out in Poland have mainly focused on the analysis of CLIL classes, type of methodology deployed by CLIL teachers, teachers' roles, teachers' and learners' expectations regarding this approach (e.g. Jurkowski & Możejko, 2016; Papaja, 2013). Certain studies have also analyzed language and content subjects outcomes (e.g. Papaja, 2014; Nawrot-Lis, 2019). Other studies have examined motivation, attitude or beliefs (e.g. Możejko, 2013; Otwinowska, 2013; Papaja, 2012).

To bridge the gap in the domain of CLIL learners' language outcomes and selected individual variables in the Polish educational context, we decided to carry out a research on CLIL over one term in two secondary schools in Poland, namely, Tadeusz Kościuszko Second High School in Kalisz [PL *II Liceum Ogólnokształcące im. Tadeusza Kościuszki w Kaliszu*] and Tadeusz Kościuszko First High School in Konin [PL *I Liceum Ogólnokształcące im. Tadeusza Kościuszki w Koninie*]. Two groups of participants were involved in the study, namely, CLIL and non-CLIL learners. It should be noted that whenever the phrase *traditional teaching or traditional classes* is used, it refers to the classes in which all subjects, except for foreign language classes, are taught in the mother tongue. Our experience in preparing the high school to implement CLIL courses and the literature review on CLIL helped us to identify areas which should be researched.

This study takes under scrutiny two research hypotheses. The first research hypothesis addresses the correlation between motivation, autonomy, use of learning strategies, beliefs about foreign language learning, and attitude towards CLIL and language proficiency in a group of CLIL learners. The second focuses on the level of the aforementioned variables among CLIL and non-CLIL learners. The results are juxtaposed with the attainment in learning English as a foreign language. To test these hypotheses several research instruments were used, for instance, questionnaires on motivation, autonomy, learning strategies and beliefs about foreign language learning, whose results are coupled with statistical analyses of significance.

In this dissertation *Content and Language Integrated Learning* [PL *nauczanie dwujęzyczne*] describes a course in which teachers and learners use a foreign language for the learning and teaching of both content subjects and English (cf. Mehisto et al., 2008). In practical terms, CLIL learners in such classes receive additional hours of English during foreign language classes (in high schools which last 3 years: 6 hours every year and in high schools which last 4 years: 6 hours during first three years and during the final year – 5 hours) and are exposed to this language also during selected content subjects.

In Poland, a CLIL course typically comprises at least two content subjects taught in the CLIL language. It should be noted that students who finish high schools are supposed to take the final exam [PL *egzamin maturalny*], which involves Polish, a selected foreign language, and a content subject. It must be emphasized that the content subject has to be passed in Polish. Thus, CLIL methodology used by CLIL teachers in many cases is content-led, which as a result influences the amount of the CLIL language used during such classes.

In majority of primary schools the first foreign language introduced to the curriculum is English (Pawlak, 2015). As a result, numerous learners who start high schools are characterized by A2+/B1 proficiency level in that language. Generally, the most frequently chosen foreign language for the final exam is also English. Thus, schools with CLIL classes typically choose English for CLIL subjects. The focus in this dissertation is put on *English as a foreign language (EFL)*. However, it should be noted that in CLIL classes, learners are expected to obtain knowledge concerning both *Basic Interpersonal Communicative Skills* (BICS) and *Cognitive Academic Language Proficiency* (CALP) (Cummins, 1979). The former pertains to the language used in everyday life, whereas the latter, is used to understand and discuss academic topics (cf. Lin, 2016).

In this dissertation the *success* of CLIL as an approach to English as a foreign language (EFL) learning is equated with a higher level of achievement in English when CLIL and non-CLIL learners' achievements are compared. To understand the uniqueness of CLIL in terms of language gains, the goal of the research presented in this work was to obtain some insights into motivation, learning strategies, autonomy, attitude towards CLIL programs, and beliefs about foreign language learning among CLIL learners. These are referred in this dissertation as *individual variables, individual factors* or *individual differences* (cf. Dörnyei, 2005; Griffiths & Soruç, 2020).

The dissertation consists of five chapters, Conclusions, Bibliography, and Appendices. The first three chapters constitute the theoretical part. They review the academic literature relevant to the study. Other two constitute the empirical part and are devoted to the empirical research. The study presented in this dissertation focuses on the outcomes obtained in a CLIL setting. Therefore, Chapter One explains the concept of Content and Language Integrated Learning in the first place. It provides several definitions and CLIL variants. Then, the discussion shifts to the history of CLIL implementation in Europe with an emphasis on Poland and CLIL implementations. To understand the success of this approach theoretical underpinnings and advantages are discussed together with challenges faced by learners and practitioners.

Chapter Two analyzes the true nature of CLIL on the practical level. It explores the details related to the methodology, including assessment, used in a CLIL setting. The effort is also made to explain the mutual relation between a foreign language and content subjects. Thus, linguistic and non-linguistic issues are taken into consideration in one of the sections of this chapter.

The following Chapter Three presents an overview of literature on individual variables such as motivation, autonomy, beliefs about foreign language learning, attitude towards learning, and learning strategies. The discussion in this chapter closes with a review of studies carried out abroad and in Poland.

Chapter Four provides detailed descriptions of the empirical research on the success of CLIL as an approach to learning English as a foreign language, focusing on selected variables, namely, motivation, learner autonomy, learning strategies, beliefs about foreign language learning, and attitude towards CLIL programs.

Chapter Five elaborates the findings reported in the previous chapter. The discussion is ordered according to the main research questions and hypotheses. Conclusions outlines the key findings of the research. It discusses the limitations of the study, the directions of further research in the area of Content and Language Integrated Learning, and provides certain recommendations for the CLIL education.

A comprehensive bibliography is compiled following the latest iteration of citation guidelines proposed by the American Psychological Association (APA, 2019). There are also Appendices to this dissertation that consist of 7 instruments used for the study, including Oxford Placement Test (2004), ESL Composition Profile (Jacobs, Zinkgraf, Wormuth, Hartfield, & Hughey, 1981; Boardman & Frydenberg, 2002), and the questionnaires. There are provided Polish and English versions of all instruments, except for ESL Composition Profile (Jacobs et al., 1981; Boardman & Frydenberg, 2002), which is attached in the original version.

This dissertation constitutes an attempt to capture the intricate relationship between individual learner variables and attainment in learning English as a foreign language in a CLIL setting. This topic may be of interest to theorists and researchers representing such diverse branches of applied linguistics as psycholinguistics, sociolinguistics, pragmatics or language teaching methodology. Moreover, this study should also be of interest to CLIL teachers working at different educational levels, particularly in Poland. It is also intended to encourage teachers to implement CLIL into classes and their schools despite the initial obstacles CLIL teachers, headmasters, and learners may face.

This dissertation aims to dispel some of the myths surrounding CLIL. There are many unresolved matters when it comes to this type of education. This dissertation explores only selected issues in relation to CLIL with the hope that the data presented in this work will encourage teachers to begin their adventure with CLIL on a regular basis. There is a great need to conduct other studies in CLIL settings, particularly in Poland. Thus, we hope that the outcomes of this study will stimulate further discussion and empirical research in the field.

Additionally, I wish to express my gratitude to *all participants* that took part in the study and enabled this research to be possible. I would like to thank the headmasters of Tadeusz Kościuszko Second High School in Kalisz and Tadeusz Kościuszko First High School in Konin, and *all of the teachers* who provided me with the facilities being required and conductive conditions for my research.

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This dissertation is dedicated to my Parents.

CHAPTER ONE

HISTORICAL BACKGROUND AND THEORETICAL UNDERPINNIGS OF CONTENT AND LANGUAGE INTEGRATED LEARNING

A focal point of this chapter is defining the notion of *Content and Language Integrated Learning (CLIL)*. To provide a detailed picture of this term, this chapter is divided into several sections addressing various facets of CLIL. As a point of departure, several definitions are presented. Since CLIL refers to other educational approaches, it seems to be amply justified to take into account some of them. CLIL education is implemented in various countries, which differ in terms of not only how systems of education are organized but also regarding their socio-cultural backgrounds. As a result, some differences in the ways CLIL lessons are conducted can be noticed. Therefore, another part of this chapter aims to delineate CLIL variants and possible obstacles that can appear while implementing this type of teaching. Moreover, to provide some background for CLIL development, the history of its implementation in Europe is also a subject of one of the sections of this chapter. To understand the success of CLIL, both the rationale for CLIL and the theoretical underpinnings of this approach are also addressed. The last section presents the current state of establishment of CLIL in Poland, taking heed of the most relevant issues such as the core curriculum or law. In practical terms, it is intended to paint a broad picture of CLIL programs functioning in Poland and the extent they mirror CLIL programs functioning in other European countries.

1.1 Definition of Content and Language Integrated Learning

The notion of *Content and Language Integrated Learning* was coined in 1994 and employed formally in 1996. Marsh (2002) argues that it was created as the outcome of a four-year period of interdisciplinary and transnational expert dialogue. Nowadays, Content and Language Integrated Learning can be defined as "a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language" (Mehisto, Marsh, & Frigols, 2008, p. 9). The aforementioned additional language can be a learner's foreign language or a second language. It may also be a form of heritage or community language (Borowiak, 2019a; Borowiak, 2019b; Marsh & Martín, 2012; Mehisto et al., 2008).

Generally, *CLIL* refers to the idea of interwovenness of two elements, namely, a subject and a foreign language. It means that during a CLIL lesson *a CLIL subject teacher* should

intertwine the foreign language with the content subject while *a CLIL language teacher* should intertwine the content subject with the foreign language (Mehisto et al., 2008). In a similar vein, Marsh and Martín (2012) explain that "CLIL involves the use of language-supportive methodologies leading to authentic learning where attention is given to both the topic and the language of instruction" (Marsh & Martin, 2012, p. 911). Apparently, this definition focuses on teaching the language and the content subject. It goes in line with the discussion provided by Dalton-Puffer, Nikula, and Smit (2010) who describe CLIL "as an educational approach where subjects such as Geography or Biology are taught through the medium of a foreign language, typically to students participating in some form of mainstream education at primary, secondary but also tertiary level" (p. 1). The term "a foreign language" is used deliberately. It shows that "the language of instruction is one that students will mainly encounter at school since it is not regularly used in the wider society they live in" (Dalton-Puffer et al., 2010, p. 1). This information can help to distinguish CLIL from other bilingual models.

CLIL can also be defined as "an umbrella term covering a dozen or more educational approaches (e.g. immersion, bilingual education, multilingual education, language showers and enriched language programs). Synthesis and provision of a flexible way of applying the knowledge learnt from the various approaches may be seen as a novelty of CLIL" (Mehisto et al., 2008, p. 12). Bentley (2009) also defines CLIL as "an umbrella term covering teaching contexts in which subject content is taught through another language" (p. 9). Also, Dalton-Puffer et al. (2010) emhasize that CLIL bears some similarities with other teaching models, especially when classroom practices are concerned. They specify that "CLIL resembles other forms of bilingual education programs such as content-based instruction and immersion education as these exist in North American contexts" (Dalton-Puffer et al., 2010, p. 1) (cf. Brinton, Snow, & Wesche, 1989; Genesee, 1987).

Especially, throughout the 1980s and 1990s, several language initiatives implementing the principle of focusing on meaning have emerged (e.g. Brinton et al., 1989; Byrnes, 1998; Grabbe & Stoller, 1997; Hanesová, 2015; Richards & Rodgers, 2014; Zelenková, 2010). According to Hanesová (2015), at least seventeen such initiatives can be enumerated. Among them, *Cognitive Academic Language Learning (CALLA)*, *Content-Based Instruction (CBI)*; *Content-Based Language Instruction (CBLI)*, *Content-Based Language Teaching (CBLT)*, *Language Across the Curriculum (LAC)*, and *Content and Language Integrated Learning (CLIL)* are listed.

CLIL not only improves foreign language learning and teaching but also supports multilingualism and multicultural citizenship. It is very difficult to distinguish a CLIL program

from other existing educational programs that focus on teaching foreign languages and non-linguistic subjects (cf. Lo, 2020). Such remarks continue to fuel the debate in defining CLIL and differentiating it from other teaching models.

1.1.1 CLIL and other educational models

Some researchers (e.g. Borowiak, 2019a; Dalton-Puffer et al., 2010; Morton & Llinares, 2017; Nawrot-Lis, 2019) notice that certain approaches throughout the history of foreign language teaching reflect ideas similar to CLIL. The aim of this section is to focus on CLIL and similar educational approaches. A departure point is the discussion of *bilingual* and *multilingual education*. The former refers to the use of two languages for instruction across subject areas, whereas the latter refers to the use of more than two foreign languages. The main objective of both models is to develop students' academic language competence in more than one language and to afford status and maintenance of more than one language in society (Grgurović, Chapelle, & Shelley, 2013).

Before the advent of CLIL, Krashen (1981) noted that bilingual programs, especially those implemented in the United States of America, might take different forms depending on four factors, such as, (1) *language use (manner)*, (2) *amount of each language used*, (3) *type of English as a Second Language (ESL)*, and (4) *purpose*. The first factor is related to the choice of language used for teaching content subjects. The second one corresponds to the issue on how much time should be allotted to each language, taking into account the fact that "not all programs provide exactly 50 percent exposure to each language" (Krashen, 1981, p. 64). The third factor is responsible for the decision regarding which teaching method should be chosen. Finally, the fourth factor pertains to a goal of a program itself. Hence, what can be enumerated in this context includes *maintenance programs*, that is, ones which aim to maintain students' first language, and *transitional programs*, which help students to adjust to the second language. It should be noted "that the announced goals of both transitional and maintenance programs always include acquisition of the second language and subject matter education" (Krashen, 1981, p. 64).

In practical terms, bilingual programs can take different forms which leads to variations of such programs. For instance, *submersion* is the type of a program where all instruction is provided in the foreign language. Students enrolled in such classes are not proficient in the foreign language used during such lessons. Roberts (1995) explains that "the goals of this model

are assimilationist; that is, the goal is to have the non-native speaker learn English and assimilate to North American society. Since the first language is not supported, it is frequently lost and so the model is also considered subtractive" (p. 372). *Submersion plus ESL* (Krashen, 1981), or *ESL Pullout* (Roberts, 1995) is another type of bilingual programs. In this case, non-English proficient students, apart from attending regular lessons with native speakers, are usually given a separate ESL class for some prescribed period of time in order to help them master a given language.

The next model that should be taken into account is *transitional bilingualism* (cf. Krashen, 1981). As Roberts (1995) explains, this model provides content area to support the native language while teaching English. Initially, students are taught content classes in their native language. They are also taught English as a second language and may attend other classes in English, typically these that require less language proficiency. "The goals of transitional bilingual education are still assimilationist, and the outcome is generally subtractive bilingualism" (Roberts, 1995, p. 375). *Maintenance bilingual program* is another type of bilingual education (cf. Krashen, 1981). In this case, the students are transitioned into English content classes, and are given support in their first language, similarly to transitional programs. Roberts (1995) states that "the goal of maintenance bilingual programs is to promote bilingualism and biliteracy; rather than an assimilationist goal, this model promotes pluralism" (p. 374).

Enrichment bilingual education, as the next bilingual model, focuses on pluralistic goals, such as, the development of biliterate and bilingual individuals. Here, both or several languages are valued (Roberts, 1995). *Two-way*, or *Developmental Bilingual* model refers to classes where students are simultaneously taught in both languages. During such classes there are two teachers: one teacher represents English and the other represents another language. Finally, *immersion* (or Canadian Model) was originally developed in Canada. This model has been used successfully not only with English speakers learning French but also with growing numbers of minority language children (Roberts, 1995; Taylor, 1992). Krashen (1985) argues that "immersion typically refers to programs in which majority language children (e.g., English-speaking children in the United States and Canada) are instructed in a second language, that is, programs in which subject matter is taught in a second language such as Spanish or French" (p. 54).

At this juncture *content-based instruction (CBI)* should come to the fore since certain researchers perceive CLIL as the equivalence of CBI (Cenoz, 2015). Stoller (2008) defines CBI as an umbrella term encompassing a wide range of "instructional approaches that make a dual,

though not necessarily equal, commitment to language and content-learning objectives" (p. 59). CBI bears some similarities to "immersion instruction, although typically more support for accurate L2 use is provided" (Loewen, 2012, p. 2716). Stoller (2004), alluding to the development of CBI in the USA, traces it back to the 1980s, when many applied linguists showed interest in integrated instruction and pedagogical approaches designed to achieve both language and content learning objectives (cf. Brinton, Snow, & Wesche, 1989; Cantoni-Harvey, 1987; Crandall, 1987; Enright, McCloskey, & Savignon, 1988; Mohan, 1986). "Although CBI has gradually come to be more associated with second or additional language (L2) contexts, CBI as a broad curricular framework includes work done in first language (L1) contexts as well" (Lin, 2016, p. 5). Morton and Llinares (2017) conclude that "regardless of what is actually implemented in CBI programs the label indicates a primary focus on the language" (p. 1).

A distinction should also be made between *Content-Based Language Teaching (CBLT)* and *Task-Based Language Teaching (TBLT)*. Shabani and Ghasemi (2014) explain these two approaches in the following way:

> Content-Based Language Teaching (CBLT), Task-Based Language Teaching (TBLT), and Competency-Based Language Teaching are three of the most important methodologies which have been derived from CLT [Communicative Language Teaching]. Richards and Rodgers, for example, have asserted that: "TBLT is a logical development of CLT" (2001, p. 223). Tasks are the basic and core units of planning and instruction in TBLT (Ellis, 2000). CBLT is also a subdivision of CLT which focuses on integrating the teaching of language and subject matter simultaneously (Shabani & Ghasemi, 2014, p. 1714).

Loewen (2012) claims that "TBLT employs tasks as a means to engage learners in authentic communicative activities as well as to draw attention to specific linguistic features" (p. 2716).

Generally, the aforementioned models of teaching foreign languages show certain degree of correspondence with CLIL. Lasagabaster (2015) argues that "despite the obvious similarities between CLIL and immersion, several important dissimilarities (teacher training, teaching materials, the sociolinguistic context, methodological aspects and linguistic objectives) should serve as the argument in favor of a clear distinction between these two types of programs" (p. 20). Dale and Tanner (2012) claim that CLIL and immersion are different in the amount of time allotted to teaching content subjects in another language (Table 1). In the case of immersion, all subjects are taught in a foreign language (Table 1). "CBLT deals with

teaching content in language lessons, whereas CLIL deals with teaching a subject at the same time as teaching language" (Dale & Tanner, 2012, p. 4). Furthermore, they also "differ in their historical contexts in which they have developed and thus their pedagogical and curricular emphases too" (Lin, 2016, p. 5).

Table 1. Differences between teachers of content-based language teaching (CBLT), CLIL, and immersion (Dale & Tanner, 2012, pp. 4–5)

More language ←		→More content	
	CBLT	**CLIL**		**Immersion**
Who teaches?	language teachers	CLIL language teachers (in language lessons)	CLIL subject teachers (in subject lessons)	immersion subject teachers
What kind of language work do they do?	work on language through content	work on general language while supporting subject-related topics and language in their language lessons	work on the language of their subject	little or no attention paid to language *per se* as teaching is done in another language
What is the aim?	to teach language	to teach language	to teach content and some language	to teach content
What do they teach?	non-curricular subject matter (extra topics) in another language	the language curriculum as well as the language of the subjects to support subject teachers	curricular subject matter and subject language	curricular subject matter
Who do they work with?	often work alone in teaching language related topics OR work with language department colleagues	work with language department colleagues and subject teachers on developing subject and language learners	work with language teachers on developing subject and language with learners	work with their subject department colleagues
How do they assess?	assess and mark language	assess and mark language	assess and mark content (and sometimes language)	assess and mark content
What do they give feedback on?	give feedback on language	give feedback on language	give feedback on content (and sometimes on language)	give feedback on content but not on language
What kind of knowledge do they refer to?	language knowledge rather than content knowledge	knowledge of the content of the subject teachers' lessons, which is sufficient to be able to work on related ideas and language during language lessons	content knowledge and knowledge about the language of their subject, such as text-types, vocabulary, typical writing or speaking activities, language functions	content knowledge
What assumption do they have about learning?	that language is learned in context, through topics	that language depends on content; content depends on language	that content depends on language; language depends on content	that content is learned without explicit attention to language

It should be noted that the language of CLIL instruction is not the one used regularly in the society students live in. It means that CLIL learners typically have rather limited contact with the CLIL language outside the classroom (Lasagabaster & Sierra, 2010; Lo, 2020).

Dalton-Puffer et al. (2010) argue that CLIL teachers in majority of cases are not native speakers of the target language. They are usually content-experts. Moreover, stage of schooling of enrolling learners in CLIL programs also differentiates this model from other bilingual models. "CLIL is usually implemented once learners have already acquired literacy skills in their mother tongue, that is students rarely learn to read and write through a foreign language but can transfer already existing literacy skills to the foreign language" (Dalton-Puffer et al., 2010, p. 1).

Wolff (2007) claims that CLIL differs from other content-based approaches in that "classroom content is not so much taken from everyday life or the general content of the target language culture but rather from content subjects, from academic/scientific disciplines or from the professions" (pp. 15–16). Dalton-Puffer et al. (2010) corroborate this claim in the following manner:

> CLIL lessons at school are usually scheduled as content-lessons (e.g. Biology, Music, Geography) while the target language also continues as a subject in its own right in the shape of foreign language lessons taught by language specialists. Sometimes, though, it can also be constructed as a foreign language teaching *method* (Richards & Rodgers 2001), especially in primary education contexts (Dalton-Puffer et al., 2010, p. 1).

It must be emphasized that in the case of CLIL, the word 'content' is used in relation to non-linguistic subjects that are taught at schools (Nawrot-Lis, 2019).

When it comes to the tertiary level, the terms used to refer to the situation when content subjects are taught using English include: *English as the Medium of Instruction* (EMI), *English for Specific Purposes* (ESP), and *English for Academic Purposes* (EAP). Lo (2020) claims that the main difference between the aforementioned programs lies "in the fact that whether explicit focus of emphasis is put on language *per se*" (Lo, 2020, p. 5). In the case of language for specific purposes programs (LAP or EAP) focus is on the language-oriented end. The assessment is also language-oriented. On the other hand, EMI uses language as the medium delivering the content. The assessment is also content-oriented. "CLIL is then placed somewhere in the middle because as its name suggests, content and language are "integrated"

into the programme or lessons, and students are assessed of both their content knowledge and L2 development" (Lo, 2020, p. 6).

As already discussed, there are several terms used to describe teaching combining foreign language and content subjects. Thus, a more inclusive approach, that is CLIL, is often used in the field of bilingual education. It is used as the umbrella term and other approaches are treated as variants under this family of programs (see Lo, 2020). Yet, unique features of CLIL education make this approach distinctive. To get a detailed picture of this approach, the next section discusses the development of CLIL.

1.2 CLIL history

Juan-Garau and Salazar-Noguera (2015), Coyle et al. (2010), Dalton-Puffer (2007), Coyle (2002), and Marsh (2002) argue that the notion Content and Language Integrated Learning was launched in 1994 in Europe. It was used then as an umbrella term to encompass different forms of combined language immersion and content-based instruction. CLIL was created by a group of experts from different backgrounds, including educational administrators and researchers. Juan-Garau and Salazar-Noguera (2015) claim that this term "was coined to represent this amalgam of language and subject learning in which a non-language subject is taught through a foreign language, and as such its adoption throughout the entire European Union was recommended" (p. 3). Pérez-Vidal (2009) emphasizes that CLIL is an integration of foreign language and content subject teaching in which language and content play a joint role.

However, "education in a language which is not the first language of the learner is as old as education itself" (Coyle et al., 2010, p. 2). Thus, CLIL "is not a new educational phenomenon" (Hanesová, 2015, p. 8). Approaches similar to CLIL can be traced back in history (Coyle et al., 2010; Hanesová, 2015; Nawrot-Lis, 2019). The following subsections refer to selected examples of programs that give equal priority to content and language learning and are relevant when historical background of the development of CLIL is taken into consideration. The discussion is divided into the period preceding CLIL and the advent of CLIL.

1.2.1 Pre-CLIL

Nawrot-Lis (2019), Mehisto et al. (2008), Molina, Cañado, and Agulló (2005) note that the first similar model of foreign language teaching appeared as far back as 5000 years ago. It was implemented by the Akkadians after they had conquered the Sumerians. The Akkadians wanted to learn the local language. To achieve it, the Sumerian was used as a medium of instruction to teach content subjects, such as, botany or zoology. Coyle et al. (2010) provide a similar example. They point out that two thousand years ago, as the Roman Empire expanded and absorbed Greek territory, families in Rome started educating their children in Greek. "This historical experience has been replicated across the world through the centuries" (Coyle et al., 2010, p. 2). Hanesová (2015) and Mehisto et al. (2008) corroborate this claim. "Throughout the following centuries, there has been evidence of individuals/ethnic groups living in multilingual territories. Therefore, these groups - especially rich people in more developed regions - used their bilingualism, or even plurilingualism as a survival method" (Hanesová, 2015, p. 8).

Later, at the end of the 19th century families which could "afford it used to send their children abroad to learn a foreign language directly in the target country" (Hanesová, 2015, p. 8). Thus, in this case, learners' success should be put down to daily appearance among people. Other families would hire a tutor for boys or a governess for girls. They learnt grammar rules and the necessary vocabulary (Hanesová, 2015, p. 8). The use of Latin to teach content is also an example of the program which at least to some extent bears some resemblance with CLIL (Mehisto et al., 2008; Nawrot-Lis, 2019). Latin was used as a language of instruction in European universities. Content subjects such as law, medicine or science were taught in Latin. However, it should be noticed that in this case, there was little space for the development of local languages. In other words, this model is similar to CLIL only in terms of using the foreign language to teach non-linguistic content.

According to Hanesová (2015), the principle of learning foreign languages in their real context and their integration with meaningful non-linguistic content was used by two significant pedagogues of Central European region, that is, Comenius (1592 – 1670) and Bel (1684 – 1749). Commenius, the pedagogue of Czech origin, paid a lot of attention to effective language teaching in his works. "His ideas have been analyzed and evaluated in numerous studies" (Hanesová, 2015, p. 8). Bel, the Slovak scholar, was a secondary teacher as well as a headmaster of two grammar schools situated in a multilingual German-Hungarian-Slovak-Czech region. As Hanesová (2015) explains, "the language was only a means to mastering the content of the curriculum and thus, to become widely educated" (p. 8). Bel used numerous activities similar

to those used in CLIL programs, for instance, describing a trip to Slovak caves with verbal expressions such as enter the cave, climb it, measure it in Latin (Hanesová, 2015). He used lots of pictures, maps, visualized story-telling to stimulate the learners' vivid imaginations.

Moving to the second half of the 20th century, other CLIL-type programs can be enumerated. Differences between them can be found in terms of their goals, teacher and student profiles, languages involved, and their respective status, educational policies involved, curriculum design and pedagogical practices (Lo, 2020; Lyster & Ballinger, 2011). The immersion program in Canada which was introduced in 1965 by a group of English speaking parents living in a Canadian province of Quebec, is another model which is often mentioned when exploring the history of CLIL development (Coyle et al., 2010; Lo, 2020; Nawrot-Lis, 2019). The reason of creating that sort of model was the fact that those families had become worried that their children would have been at a disadvantage later in life, if they had not achieved fluency in French as the language of the majority (Coyle et al., 2010; Hanesová, 2015; Mehisto et al., 2008). The solution proposed by these families included the establishment of a language-immersion program that would enable English speaking children to study all subjects in French. "In general, the program was highly successful. The use of immersion teaching began to spread throughout Canada and much of the rest of the world" (Mehisto et al., 2008, p. 10).

In the 1970s and 1980s the notion immersion was used as a synonym of bilingual education (Hanesová, 2015, p. 9). In 2005, "there were 317 dual immersion programs in US elementary schools, providing instruction in 10 languages" (Potowski, 2007, p. 2). *The Canadian model* is a typical example of the one-way immersion of a non-native language. Korean-English school in Los Angeles used an alternative two-way immersion program. The objective of this program was to study with both Korean- and English-speaking children in one class (Hanesová, 2015).

Language Across the Curriculum (LAC) emerged in London in 1966. Hanesová (2015) claims that "it started with a group of English secondary teachers who met to consider the role of discussion in English lessons" (p. 9). They agreed that to make sense of students' school experience, the process to become proficient users of language should involve a much closer scrutiny of the way in which learners encountered and used language throughout school day (Parker, 1985). This way the idea of the curriculum was born. The LAC approach spread through England, Australia, and Canada. The idea of LAC was also used in the USA but in a limited way, with its primary emphasis on WAC - the development of students' writing skills (Hanesová, 2015). In the United States, "the integration of content and language has had a long

tradition both in what is known as CBI and in Bilingual Education Programs (BE)" (Navés, 2009, p. 3).

The notion of CLIL entails the use of content as a means for second/foreign language teaching and learning. The discussion above indicates that a fair number of models similar to CLIL can be traced back in history. The next subsection focuses on the development of the CLIL education exclusively.

1.2.2 The advent of CLIL

News about the success of the above-discussed programs gave impetus to work in the area of foreign language teaching in Europe. The European Commission (EC) showed a great interest in supporting foreign language education (Hanesová, 2015; Nawrot-Lis, 2019). In 1978, the European Commission issued a proposal aimed at "encouraging teaching in schools through the medium of more than one language" (Marsh, 2002, p. 51). This decision awoke awareness of language and content integration. Later, in 1983, the European Parliament challenged the European Commission "to forward a new program to improve foreign language teaching" (Marsh, 2002, p. 52). As a result, more mainstream, such as, "state-funded, schools in Europe began to teach some subjects in a foreign language. Even before the formation of European schools in EU countries, some schools, especially in capital cities, had begun the practice of immersion into target foreign languages" (Hanesová, 2015, p. 9).

Despite the effort to copy other teaching models into the European context, it was not particularly successful. Marsh (2002) assigns a reason for such a situation to the fact that "immersion bilingual education was successful for majority language speakers (e.g. in Quebec) more than for those coming from a minority language background" (p. 56). Hanesová (2015), Králiková (2013), and McGroarty (2001) notice that for countries where the use and development of the mother tongue needed to be strengthened, immersion programs did not seem to be suitable.

The term of Content and Language Integrated Learning was coined by Marsh, who was a member of a team working in the area of multilingualism and bilingual education at the Finnish University of Jyväskylä in 1994 (Hanesová, 2015; Kovács, 2014; Marsh, Maljers & Hartiala, 2001). According to Hanesová (2015), he "based the concept of CLIL on the experience of Canadian immersion and British LAC programs. The original concept of CLIL

was used to designate teaching subjects to students through a foreign language" (p. 10). As stated by Marsh (2012):

> The European launch of CLIL during 1994 was both political and educational. The political driver was based on a vision that mobility across the EU required higher levels of language competence in designated languages than was found to be the case at that time. The educational driver, influenced by other major bilingual initiatives such as in Canada, was to design and otherwise adapt existing language teaching approaches so as to provide a wide range of students with higher levels of competence (Marsh, 2012, p.1).

Hanesová (2015) reports that in the 1990s the acronym CLIL became the most widely used term for the integrated content and language education in Europe. In 2005, CLIL was described as "a general 'umbrella' term to refer to diverse methodologies which lead to dual focused education where attention is given to both topic and language of instruction" (Kovács, 2014, pp. 48–49).

The European Union appears to be deeply concerned with foreign language teaching. This interest is visible in numerous actions undertaken by EC. Dalton-Puffer et al. (2010) point out that since 1995 European Commission has supported the principle that European citizens should have ample opportunities of completing initial training so that they would be proficient in two foreign languages which belong to the group of official languages of European Union member states (Table 2).

Table 2. An overview of the main movements in CLIL's recent history in Europe (adapted from Hanesová, 2015, pp. 12–13)

When	Who/What	Comments/explanations
1990	Lingua Programme launched by the European Commission (EC)	Promoting opportunities for university students to combine their main discipline with the study of a foreign language.
1993	Council for Cultural Cooperation Council of Europe	Language Learning for European Citizenship: International Workshops for Language Teaching and Teacher Training (report *Bilingual Education in Secondary Schools: Learning and Teaching Non-language Subjects Through a Foreign Language.*
1994	D. Marsh, University of Jyväskylä, Finland	CLIL refers to situations where subjects, or parts of subjects, are taught through a foreign language with dual-focused simultaneous aims: learning of content and of a foreign language.
1995	EC Resolution (1995) on improving and diversifying language learning and teaching	"The Resolution refers to the promotion of innovative methods and, in particular, to the teaching of classes in a foreign language for disciplines other than languages, providing bilingual teaching'. It also proposes improving the quality of training for language teachers by

	within the education systems of EU	encouraging the exchange with Member States of higher education students working as language assistants in schools, endeavoring to give priority to prospective language teachers or those called upon to teach their subject in a language other than their own." (Eurydice Report, 2006, p. 8)
1995	White Paper of EC: Teaching and Learning – Towards the Learning Society	Emphasis on plurilingual education in Europe – especially on the importance of innovative ideas and the most effective practices for helping all EU citizens to become proficient in 3 European languages: "… it could even be argued that secondary school pupils should study certain subjects in the first foreign language learned, as is the case in the European schools" (White Paper of EC[1], 1995, p. 47).
1996	EuroCLIC Network UniCOM – Finnish University of Jyväskylä	The term CLIL implemented: Learning and teaching non-language subjects through a foreign language with double aims: learning content and a foreign language. CLIL – an umbrella term for all existing approaches (content-based instruction, immersion, bilingual education).
2000 - 2006	European Grant Programmes by EC	Comenius, Erasmus and Socrates Programmes – financial provision for activities of 'teaching staff of other disciplines required or wishing to teach in a foreign language'.
2001	European Year of Languages CLIL compendium	Suggestion for the promotion of language learning and linguistic diversity to be achieved through a wide variety of approaches, including CLIL type provision – a comprehensive typology of European CLIL.
2002	EC publication CLIL/EMILE: The European Dimension: Actions, Trends and Foresight Potential	"CLIL (EMILE) refers to any dual-focused educational context in which an additional language, Thus, not usually the first language of the learners involved, is used as a medium in the teaching and learning of non-language content." (Marsh, 2002, p. 2)
2003	Council of Europe. Language Policy Division	Bilingual policy issues.
2004	EC: Promoting Language Learning and Linguistic Diversity: An Action Plan	CLIL expected to make a major contribution to the EU's language learning goals. A set of actions suggested to promote the integrated learning of content and language.
2005	EC Publication	*Special Educational Needs in Europe - The Teaching and Learning of Languages*
2005	Eurydice report	CLIL – enriched with teaching any language that is not the first language.
2006	Eurydice Report: CLIL at School in Europe	CLIL covers: "All types of provision in which a second language is used to teach certain subjects in the curriculum other than the language lessons themselves." (Eurydice Report, 2006).
2007	Slovak Ministry of Education: The Conception of teaching foreign language in primary and secondary schools)	CLIL has its role in the current philosophy of language teaching in Slovakia.
2008	Mehisto, Marsh, Frigols	CLIL – umbrella term for a whole variety of approaches.
2008	Experimental testing of CLIL at Primary level	*Didactic Efficiency of the CLIL Methodology at the First Level of Basic Schools in Teaching Foreign Languages* – approved by the Ministry of Education of Slovakia
2010	*CLIL Teachers' Competence Grid*	A document necessary for professional development of future CLIL teachers.
2011	*European Framework for CLIL Teacher Education* (Frigols Martin, Marsh, Mehisto, & Wolff)	A framework for the professional development of CLIL teachers.

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[1] White Paper on Education and Training - Teaching and Learning - Towards the Learning Society. COM (95) 590 final, 29 November 1995.

It was also suggested that secondary school students should study certain subjects in their mother tongue (European Commission, 1995). Thus, *The Council Resolution of 31 March 1995* is believed to be the first important document regarding CLIL. This resolution encouraged development of various educational practices enabling learners to develop proficiency in at least three European languages. As a result, between 2000 and 2006, *Socrates* and *Comenius programs* were implemented (Czura, 2009; Nawrot-Lis, 2019). *The European Year of Languages*, which was celebrated in 2001, draw attention to different innovative teaching approaches which contributed to the development of linguistic diversity, such as, CLIL (Table 2).

Another document supporting foreign language education is *White Book-Teaching and Learning: Towards the Learning Society (1995)* that assumes that every EU citizen after completion of the secondary school should be able to use three community languages. Moreover, community language learning should be developed as early as possible. Language and intercultural learning should be improved and a more balanced language ecology should be promoted. Finally, increasing language competence should, in turn, increase mobility and also give better possibilities for seeking jobs in different EU member states.

The 2002 Barcelona Proposal also emphasizes the importance of learning at least two further languages in addition to the mother tongue (Table 2). "Concurrently, CLIL also figures prominently among the activities of the Council of Europe's language policy unit, the European Centre for Modern Languages" (Dalton-Puffer et al., 2010, p. 5). Czura (2009) and Nawrot-Lis (2019) emphasize the role of *the European Center for Modern Languages* (ECML) in promoting CLIL by aiming at the establishment of good CLIL education of teaching and assessing the students' achievements, implementing CLIL in teaching young learners, developing CLIL curricula (CLIL-CD), and promoting the use of other CLIL languages than English. To achieve the quality of CLIL teaching, many organizations supporting expansion of CLIL in Europe have been created, for instance, the European EuroCLIL Network, research network under the auspices of AILA, CLIL consortium, and CCN Cascade Network (Czura, 2009; Nawrot-Lis, 2019).

Finally, the Eurydice European Unit should be mentioned in this section, since it was responsible for publishing *Content and Language Integrated Learning (CLIL) at School in Europe* (Eurydice, 2006). This document was an attempt to describe the implementation of CLIL education in 30 states in Europe. Figure 1 shows status of CLIL provision in primary and general secondary education in 2004 and 2005 (Eurydice, 2006, p. 13).

Figure 1. Status of CLIL provision in primary and general secondary education in 2004 and 2005 (Eurydice, 2006, p. 13)
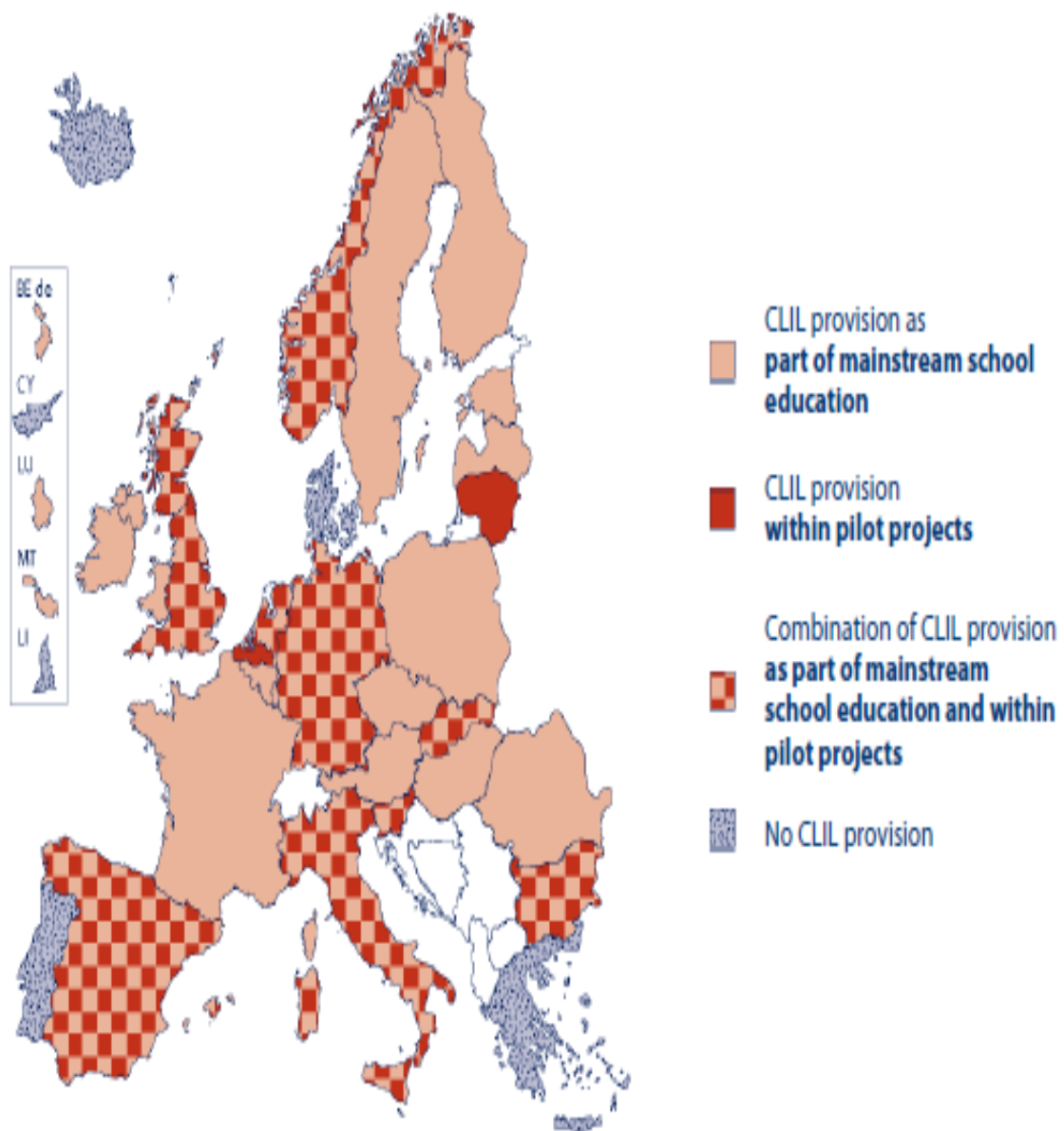
According to the Eurydice (2006), Content and Language Integrated Learning was available in the majority of European member states. Only in few countries, there were no CLIL provisions in 2004 and 2005.

CLIL programs seem to be very popular in European countries, which is a result of the support given by the European Union and many researchers who show a great interest in CLIL education. The CLIL popularity is also visible in the Polish educational setting. Apart from discussing the issue of the development of CLIL education, the elaboration on the rationale for CLIL seems to be indeed indispensable, which is discussed in the following sections of the present chapter.

1.3 Rationale for CLIL

Over the years, the number of CLIL programs has increased at a speed which "has surprised even the most ardent of advocates" (Maljers, Marsh, Kitanova, Wolff, & Zielonka, 2007, p. 7). The question which may arise at this juncture should touch upon reasons of such fast development of this approach. Therefore, this section provides a discussion of the social background of CLIL development and theories of language learning which may be used for the explanation of CLIL success.

1.3.1 The social background of CLIL development

One of the foundations of CLIL was the desire to improve language-learning in Europe. Nevertheless, there are other reasons which play a pivotal role in the rise of CLIL. Globalization is one of such factors. It influences all areas of our lives. Its influence can be noticed especially in the case of new technologies which facilitate the exchange of information and knowledge. Some researchers notice that as a result of this development also "contacts between people from different cultures will intensify in the years to come" (Waliński, 2016, p. 239). Hence, it comes as no surprise that the influence of globalization is also visible in the sector of education. "Taking into consideration the increasing contact between people from a combination of linguistic, cultural, and technological skills different linguistic and cultural backgrounds through international migration and collaborations, workers need to develop adequate linguistic and intercultural skills to act successfully in the global market" (Waliński, 2012, pp. 3–4). In addition to this, it should be noted that "communication among people from different linguistic and cultural backgrounds involves both a combination of independent linguistic and cultural inputs from the native and non-native systems and a development of new cognitive categories, which represent a third quality, emerging at the points of contact" (Lewandowska-Tomaszczyk, 2014, p. 226). Thus, greater linguistic demands are placed on mainstream education, from the primary level to institutions of higher education (Borowiak, 2019b; Mehisto et al., 2008).

The mindset of *Generation Y* and *the Cyber Generation* should also be mentioned since they have also exerted impact on the rise of CLIL. The former generation includes these people who are focused on immediacy as in "learn as you use, use as you learn" and "not learn how but use later" (Mehisto et al., 2008, p. 11). The latter is even more influenced by their own, personal hands-on experience. However, in the case of this group, the emphasis is also put on

the use of technology. Owing to the aforementioned needs and expectations certain changes were also introduced in the system of education. As Mehisto et al. (2008) put it, "the reality of life in a mixed global society is having an impact on how we teach and what we teach – and this concerns language education, as much as any other form of subject learning" (p. 10). Therefore, teachers and researchers are trying to find new ways of teaching taking into account learners needs and expectations.

Some researchers claim that "CLIL developed as an innovative form of education in response to the demands and expectations of the modern age" (Coyle et al., 2010, p. 5). This new era is called *the Knowledge Age*. Main issues which should be tackled while discussing the Knowledge Age society are described under one term which is known as *the Knowledge Triangle* (EURAB, 2007). The main assumption of this triangle is to integrate education, research, and innovation. It seems that CLIL again can be a perfect solution to such demands. Coyle et al. (2010) explain that CLIL programs provide ample opportunities for CLIL learners to be "active participants in developing their potential for acquiring knowledge and skills (education) through a process of inquiry (research) and by using complex cognitive process and means for problem solving (innovation)" (pp. 5–6).

There are two other factors viewed as driving forces behind CLIL. They can be divided into two categories, that is, *reactive* and *proactive* reasons (Coyle et al., 2010). The first category comprises reasons for CLIL development which are related to a response towards society's expectations regarding language education. In other words, there are certain countries, such as countries in sub-Saharan Africa, which have more than one first language. Such a situation may cast doubt on how students manage in their school years when the language of instruction differs from their mother tongue or the language of society they live in. The solution can be CLIL education (Coyle et al., 2010). *Proactive reasons* are related mainly to identifying solutions by which language learning, different aspects of educational, social or personal development can be enhanced. They refer mainly to the existence of other bilingual programs or historical background.

There other common reasons for introducing CLIL (Table 3). They can be divided into five categories, namely, *context*, *content*, *language*, *learning*, and *culture* (Coyle et al., 2010). *Context* covers the issues related to preparing schools ready to face new challenges that result from the globalization, for instance, accessing international certification. *Content* refers to preparing students for future studies, skills for working life, and accessing subject-specific knowledge in the foreign language. CLIL supports the process of learning the foreign *language*.

This can be observed in all skills, particularly in the development of oral communication skills. CLIL helps to raise awareness of L1 and L2. As a result, self-confidence is also developed.

Table 3. Common reason for introducing CLIL (Coyle et al., 2010, p. 17, adapted from Marsh et al., 2001, p. 16)

Context	• Preparation for globalization, e.g. developing the whole school curriculum through the medium of other languages. • Accessing international certification, e.g. outside a national examination system such as International Baccalaureate. • Enhancing school profiles, e.g. offering CLIL gives strong messages about plurilingual education.
Content	• Multiple perspectives for study, e.g. modules in history where authentic texts are used in different languages. • Preparing for future studies, e.g. modules which focus on ICT which incorporate international lexis. • Skills for working life, e.g. courses which deal with academic study skills equipping learners for further study. • Accessing subject-specific knowledge in another language.
Language	• Improving overall target-language competence, e.g. through extended quality exposure to the CLIL language. • Developing oral communication skills, e.g. through offering a wider range of authentic communication routes. • Deepening awareness of both first language and CLIL language, e.g. those schools which offer 50% of the curriculum in other languages in order to develop a deeper knowledge and linguistic base for their learners. • Developing self-confidence as a language learner and communicator, e.g. practical and authentic language scenarios such as vocational settings. • Introducing the learning and using of another language, e.g. lessons which are activity-oriented are combined with language-learning goals, such as in play-oriented 'language showers' for young learners.
Learning	• Increasing learner motivation, e.g. CLIL vocational CLIL courses which explicitly target confidence-building through the use of the CLIL language where learners feel they have failed in traditional language-learning classes. • Diversifying methods and approaches to classroom practice, e.g. courses integrating learners who are hearing impaired, where the sign language is the CLIL language. • Developing individual learning strategies, e.g. upper-secondary courses in science which attract learners who are confident in the CLIL language, but much less confident in science, who might not otherwise have opted for further study in the first language.
Culture	• Building intercultural knowledge, understanding and tolerance, e.g. module of psychology on causes of ethnic prejudice. • Developing intercultural communication skills, e.g. student collaboration on joint projects across nations. • Learning about specific neighboring countries/regions and/or minority groups, e.g. 'school hopping', which engages students and teachers in border regions in sharing resources and curricular objectives. • Introducing a wider cultural context, e.g. comparative studies involving video links or internet communications.

Moreover, CLIL teachers diversify methods and approaches to classroom practice taking into account students' needs. CLIL learners are taught different learning strategies so that they can develop their individual set of learning strategies. As a result, CLIL education can increase learners' motivation. All these may improve CLIL learners *learning*. Finally, CLIL education

helps to build intercultural knowledge, understanding, and tolerance. CLIL learners develop intercultural communication skills, learn about specific neighboring countries and get knowledge regarding a wider cultural context (Coyle et al., 2010, p. 17).

There are many arguments in favor of CLIL. It supports foreign language and non-linguistic subjects learning. CLIL learners seem to be more motivated than non-CLIL learners. Overall, they are likely to be prepared to face the modern world where communication is the key skill. Apart from these arguments, the theoretical underpinnings of CLIL approach can also be taken into account when addressing the rationale for introducing CLIL. This issue is addressed in the next section.

1.3.2 Theoretical underpinnings of CLIL

The success of CLIL can also be explained on the basis of the theories of second language learning (cf. Dalton-Puffer, 2008; Harrop, 2012). "CLIL classrooms are an environment for naturalistic language learning, implying that the best kind of language learning proceeds painlessly, without formal instruction" (Dalton-Puffer, 2011, p. 193). This description goes in line with the key assumptions of Krashen's *Monitor Model* (1985) that is one of "the most prominent reception-based theory of language acquisition outside academic research circles" (Dalton-Puffer, 2011, p. 193). According to this model, five hypotheses can be enumerated: (1) *the Acquisition-Learning Hypothesis*, (2) *the Monitor Hypothesis*, (3) *the Natural Order Hypothesis*, (4) *the Input Hypothesis*, and (5) *the Affective Filter Hypothesis* (Krashen, 1985).

According to *the Acquisition-Learning Hypothesis* the acquired and learned systems can never interact (Krashen, 1985). However, according to the Anderson's *Skill Learning theory* (1993), *declarative knowledge* which refers to the information that is learned can become *automatized knowledge*. The latter regards skills that are performed quickly and accurately with little attention or no attention with few errors. To gain automatized knowledge students should be involved in many practical activities, which also refers to *procedural knowledge*. This emerges from actually doing the task (cf. Anderson, 1993; DeKeyser, 2014). CLIL methodology puts an emphasis on giving learners ample opportunities to be active during their lessons. They should communicate more than CLIL teachers (Mehisto et a., 2008). Apart from that, CLIL learners are also supposed to practice writing skill which requires CLIL learners to focus on the grammatical correctness to some extent. CLIL students also have traditional

lessons of the foreign language during which they can practice grammar and vocabulary. This, in turn, may help to monitor the correctness of the language they produce during the CLIL lessons. This is mirrored in *the Monitor Hypothesis* (Krashen, 1985).

According to the *Natural Order Hypothesis* (Krashen, 1985) there is a fixed order of acquiring grammatical structures. Pienemann (1998) claims that the instruction received during lessons at school can be beneficial if it targets the next stage in a developmental sequence. According to CLIL methodology, teachers should prepare their lessons in such a way that apart from learners' needs and expectations also current proficiency level is taken into account (Coyle et al., 2010; Mehisto et al., 2008). Thus, it seems that also in this case CLIL can support learners in their learning processes.

The Input Hypothesis posits that exposure to abundant input is the requirement for the acquisition of a second language (Krashen, 1985). With reference to this hypothesis, what the student needs, is to be exposed to *comprehensible input* at a level slightly superior to their own (i+1). *Comprehensible input* should be understood as information received by the learner (Nawrot-Lis, 2019). *The Input Hypothesis* posits that if the language student is exposed to is comprehensible input, acquisition will occur. Muñoz (2007), on the other contrary, argues that comprehensible input alone does not guarantee language acquisition. "It has to be authentic, to guarantee that it can be used to a communicative end, and it also has to be varied, to guarantee that it can be used in different contexts and accomplish all the functions for which language is required" (Muñoz, 2007, p. 18). CLIL methodology supports the use of authentic materials (Mehisto et al., 2008). The second facet is the processing of meaning. The presence of comprehensible input at the correct moment plays a role of the necessary catalyst through which language is processed. In this manner, changes in the learners' linguistic system can occur. In the processing of form, attention plays a fundamental role.

In the light of these, CLIL seems to be a way out of conundrum. Nawrot-Lis (2019) explains that comprehensible input in a CLIL class is crucial. "CLIL strongly values the process of conveying understandable message relating to a particular school subject. Following Krashen's point of view, we might expect that focus on content matter may lead to the process of language "acquisition", rather than "learning" (Nawrot-Lis, 2019, p. 5). CLIL learners study some content subjects using a foreign language as a tool for learning. It means that they focus on a given topic rather than on a foreign language itself. In this manner, it can be assumed that in a CLIL setting a foreign language is unconsciously acquired rather than consciously learnt (Nawrot-Lis, 2019).

The positive effect of comprehensible input can be enhanced if the learning situation is characterized by positive emotions. In this manner, *the Affective Filter Hypothesis* comes to the fore, which is claimed to "take the proposition of the Input Hypothesis a step forward because now acquisition is seen as a naturalized process put in track by comprehensible input (i+1) and the screening by high/low affective filter" (Zafar, 2009, p. 140). It just goes to show that there is a number of affective variables playing a facilitative role in second language acquisition (Nawrot-Lis, 2019). According to Krashen (1982, 1980), these variables include: motivation, self-confidence, and anxiety. They influence the part of the internal processing system that subconsciously screens incoming language.

Overall, it can be concluded that if learners feel comfortable with their learning and have positive attitudes toward the foreign language learning, the filter is low. As a result, learners have access to comprehensible input (Krashen, 1982). "Learners with high self-confidence, motivation, a good self-image, and a low level of anxiety are better equipped for success in second language acquisition" (Nawrot-Lis, 2019, p. 5). It means that language acquisition may be impeded when the affective filter is up (Krashen, 1988). A CLIL program seems to be a perfect solution for this issue. Core features of CLIL methodology (Mehisto et al., 2008) comprise six principles. Safe and enriching learning environment is one of them. According to this principle, CLIL teachers should apply methods of creating a friendly and encouraging atmosphere in a CLIL class. To achieve this goal, while planning activities and conducting CLIL lessons, a CLIL teacher should use a variety of techniques which enable them to lower the affective filter (Nawrot-Lis, 2019). From a theoretical standpoint, CLIL classroom seems to be a learner-friendly environment.

Muñoz (2007) describes two models which have been especially influential in the last decade, that is, that of *input processing* (VanPatten, 1996) and that of Schmidt's *noticing* (1990, 2001). According to the model of *input processing*, learners process input for meaning before they process it for form. In other words, students process content words, such as, nouns, verbs or adjectives, before grammar words, such as the plural suffix. When it comes to *noticing*, it can be understood "as awareness and attention (even though not necessarily intention) (Lewandowska-Tomaszczyk, 2014, p. 225). This, in turn, "seems conducive to the acquisition of more advanced L2 proficiency, particularly with adult learners" (Lewandowska-Tomaszczyk, 2014, p. 225). The term noticing indicates that students to process form (that is non-meaningful form, for instance, verb endings) have to first process the informational content or meaning at no or little cost to attentional resources (Muñoz, 2007). CLIL learners are

encouraged to use the CLIL language as often as possible for communicative purposes and they are also provided rich input which can help to focus on selected aspects of the foreign language.

At this juncture the emphasis should shift to focus on production, which constitutes the output of language processing. Swain (1995) and Swain and Lapkin (1995) explain *the Output Hypothesis* in contrast to Krashen's Input Hypothesis (1985). According to this theory, "only the self-regulated production of utterances that encode learners' intended meanings forces them to actively process morphosyntactic aspects of the foreign language, Therefore, expanding their active linguistic repertoire and achieving deeper entrenchment of what they already know" (Dalton-Puffer, 2011, p. 194). Moreover, according to this theory, demanding complex verbal production should be expected from the learners. The process necessary to produce a linguistic message involves the analysis of the different possible forms in order to choose the most appropriate, and in the context of formal learning, the most accurate ones.

When it comes to CLIL programs, Muñoz (2007) argues that this educational approach fulfills objectives of all aforementioned hypotheses.

> CLIL a) provides plenty of input beyond the limits of the language class, b) provides real and relevant input for the learner, that is input with reference to the content that the teacher and materials are presenting and explaining as well as the language for classroom management necessary to ensure that learning takes place, and c) motivates the processing of meaning, because it is interesting in itself, given that it is required in order to understand a History lesson, or Maths, or to carry out the required activities in a P.E. class (Muñoz, 2007, p. 23).

CLIL programs help in enacting the implications of the Output Hypothesis. "Human beings learn through interacting with other social beings, whereby language acts as a particularly powerful semiotic means for participating and performing in the activities and encounters of the social world" (Dalton-Puffer, 2011, p. 195). Dalton-Puffer (2011), Lantolf (2002), Lantolf, and Thorne (2006), and Swain (2000) claim that language itself should be also conceived of as a process that is socially constructed.

Following this discussion, it should be noted that CLIL provides learners not only with a richer, more naturalistic environment but also one that reinforces language acquisition and learning (Harrop, 2012; Krashen,1985; Lightbown & Spada, 2006; Lyster, 2007). Muñoz (2007) and Rodgers and Richards (2001) maintain that CLIL presents the most enriching characteristics of the communicative approach regarding the use of the language in an

appropriate context, the exchange of important information, or involving students in cognitive processes which are relevant for acquisition. As a result, it leads to greater proficiency in learners of all abilities.

Yet, Muñoz (2007) claims that the amount of exposure to comprehensible input and the processing of that input for communicative purposes is not enough to guarantee complete learning as far as accuracy is concerned. Therefore, the need to focus on form arises, even though, the integration of a focus on form is not a defining characteristic of CLIL teaching. Dalton-Puffer (2011) argues that CLIL, as one of the educational models, provides learning situations which may help steer learners' attention from language forms to tasks accomplished and meanings conveyed through language. Still, CLIL programs can support the framework for the integration of a focus on form and a focus on meaning.

Another theory relevant to CLIL is *constructivism*, which stems from cognitivist psychology and draws on *the sociocultural theory of learning* developed by Vygotsky (1978, 1986). This theory holds that learning is the outcome of the process whereby individuals construct new ideas or concepts, building on prior knowledge and/or experience. According to this theory, learning is not only most efficient but also effective when it takes place within the context of realistic educational settings which are real or contrived (Brown, Collins, & Duguid, 1989). "The aim of constructivist learning is not to predetermine what the learners will do but provide opportunities that shape the learners own learning through rich teaching materials which make the knowledge meaningful and useful" (Erdem & Demirel, 2002, p. 81). Main principles of constructivist learning go in line with the core features of CLIL methodology (Mehisto et al., 2008). Content subjects provide the cognitive schemata through which language makes sense (Zuengler & Brinton, 1997). CLIL is also almost exclusively meaning-oriented.

Moreover, according to *the sociolinguistic theory of second language acquisition*, message delivery triggers language use in natural settings. Attention to form is related to power relations always present in language (Kramsch, 2002). It means that a CLIL program empowers students to use L2, face L2 difficulties, and cope with them through meaning negotiation. Content and Language Integrated Learning offers an authenticity of purpose unlike that of any communicative classroom (Graddol, 2006; Grenfell, 2002).

Harrop (2012), Coyle et al. (2010), Dalton-Puffer (2008), Lyster (2007), and Gajo (2007) emphasize that CLIL supports content teaching in two ways. Firstly, it fosters cognitive development and flexibility in the students through its constructivist approach. Secondly, it recognizes language as an essential tool in learning. Finally, one of the assumptions of CLIL

pertains to the fact that it leads to greater intercultural understanding and prepares pupils for internationalization (Coyle, Holmes, & King, 2009).

One conclusion that can be drawn on the basis of the discussion presented above is that there are theoretical underpinnings in favor of CLIL programs. A foreign language is most successfully acquired when the conditions are similar to these present in first-language acquisition. It means that the focus of instruction should be on meaning rather than on form. The most desirable conditions are when the language input is at or just above the proficiency of the learner and when there is sufficient opportunity to engage in meaningful use of that language in a relatively anxiety-free environment (cf. Krashen, 1982; Lightbown & Spada, 2006; Long, 1990; Navés, 2009; Swain, 2000). In the light of this discussion, Content and Language Integrated Learning seems to be a convenient platform for teaching foreign languages. Thus, CLIL can enhance greater attainment in the language used as the medium of instruction. However, other gains can also be enumerated, which is explored in the following section.

1.4 The benefits of CLIL

In the literature on CLIL written so far, numerous claims are made in favor of this educational approach. Nawrot-List (2019) groups the benefits of CLIL into three categories: linguistic, educational and pedagogical, and social benefits. Certain benefits refer to learners mainly and others to teachers or schools where CLIL is implemented. Firstly, advantages for learners are reviewed. Observations from several studies (e.g. Ball, Kelly & Clegg, 2015; Bredenbröker, 2000; Pérez-Cañado, 2018; Jiménez, Ruiz de Zarobe, & Cenoz, 2006; Kiziltan & Ersanli, 2007; Lasagabaster, 2008; Navés & Victori, 2010) show that CLIL learners outperform non-CLIL students in terms of foreign language proficiency. Selected second language learning theories provide a foil for the explanation of the success of CLIL (Dale & Tanner, 2012).

When it comes to content subjects, also in this case, studies show that CLIL learners outperform non-CLIL students (e.g. Ball, Kelly, & Clegg, 2015; Surmont, Struys, Noort, & Craen, 2016). CLIL learners have to master two things at the time, that is, a foreign language and content subjects. This can be a source of burden. However, Dale and Tanner (2012) notice that "cognitive learning theories suggest that people remember things more effectively if their brains have to work harder to complete a task" (p. 11). Coyle (2006) quotes the CLIL student who claims that "it is harder to learn like this, especially at the beginning, but if it makes you

concentrate more then you learn it better, and so it is better to do it this way" (p. 7). The success of CLIL programs can be attributed to the fact that bilinguals form more connections in their brains and make new connections. They also expand their memory which is a result of learning in a foreign language. Moreover, learning content subjects in a foreign language can broaden and deepen CLIL learners' understanding of subjects' concepts, their thinking skills, and even their creativity (Dale & Tanner, 2012; Nawrot-Lis, 2019). Definitely, all of these assumptions are in favor of CLIL.

Another benefit deriving from the CLIL teaching is a possible improvement of the ability to communicate effectively. During a CLIL lesson, students are expected to deal with cognitively demanding tasks. According to core features of CLIL methodology, CLIL learners should be active participants. As long as they are, CLIL stimulates interaction, promotes authentic communication which in the CLIL setting becomes meaningful (Dale & Tanner, 2012; Lo, 2020; Nawrot-Lis, 2019). Moreover, in the case of this educational approach "there is a great need for active thinking" (Nawrot-Lis, 2019, p. 23). As a result of activating learners' minds, students are able to successfully use the CLIL language in their future (Stern, 1983; Nawrot-Lis, 2019). According to Stern (1983), "a living language is a language in which we can think. Language is bound up with meaning and thinking. Learning a language involves learning to think in that language" (p. 109). Thus, the way CLIL learners are taught is an important advantage influencing CLIL language proficiency level.

CLIL enables learners to develop their ability to understand a wide range of spoken and written language in topics which are both general and specific. In CLIL programs, a foreign language is used to achieve communicative goals in countless situations. The emphasis is put on interacting meaningfully. This, in turn, is connected with social constructivist theories of learning according to which learning is viewed as a social, dynamic process in which pupils learn when they interact with one another. As a result, development of cultural awareness should come to the fore. In the CLIL setting, learners have numerous chances to communicate with other CLIL learners representing various cultural backgrounds. Materials used during CLIL classes refer to cultural information and attitudes. Topics covered in a CLIL setting require students to analyze them from different perspectives, focusing on various cultural settings. In order to achieve it, CLIL learners need to gain knowledge of different cultural backgrounds. According to core features of CLIL methodology and 4Cs, CLIL learners should learn to respect values, beliefs, and behaviors of different cultures. Elements of this description are mirrored in the definition of intercultural competence, which is "knowledge of others; knowledge of self; skills to interpret and relate; skills to discover and/or to interact; valuing

others' values, beliefs, and behaviors; and relativizing one's self. Linguistic competence plays a key role" (Byram, 1997, p. 34).

On the basis of this review, it can be assumed that CLIL learners are likely to gain intercultural competence. Taking into account globalization, intercultural competence is the next benefit of CLIL, to be sure. As Waliński (2012) notices, "facing a financial crisis, baby bust, and increasing global competition, the European Union needs to implement profound changes in education, economy and society. There is an urgent need to equip Europeans, both young and old, with increased mobility skills, initially focused on learning, but ultimately for jobs, competitiveness, cultural exchange and European citizenship" (p. 3). In the light of this, it seems that CLIL learners will belong to the generation "with openness and multicultural cooperation skills for intercultural dialogue in the globalizing world" (Waliński, 2012, p. 3).

CLIL seems to be a perfect solution for students with different abilities. The uniqueness of this approach is projected in the CLIL methodology. Many researchers claim that teaching in a CLIL setting broadens not only content knowledge but also improves cognitive skills and creativity in learners of all abilities (Borowiak, 2019a; Coyle et al., 2010; Dale & Tanner, 2012; Harrop, 2012; Marsh, 2002). According to the basic assumptions of CLIL, teachers should appeal to all learning styles. Lessons ought to be prepared in such a way that *multiple intelligence theory* (Gardner, 1983) is taken into account (Nawrot-Lis, 2019). As pointed out by Dale and Tanner (2012), CLIL learners should be able to deal with new information and to remember the necessary content. As a result, students with different abilities should find this educational setting suitable.

Students who link their future life with living or studying abroad need to focus on learning a foreign language and non-linguistic subjects. Dale and Tanner (2012) and Calviño (2012) claim that CLIL provides ample opportunities for gaining knowledge and skills similar to these obtained by foreign students. CLIL students learn to think, write, and speak in a foreign language like subject specialists (Nawrot-Lis, 2019). There are some countries that have national exams prepared for such students (Borowiak, 2019a). In the case of Polish universities, some of them appreciate the score obtained from a CLIL exam, for example, Jagiellonian University. Moreover, CLIL learners are usually very confident and fluent language users (Dale & Tanner, 2012). With respect to CLIL methodology, students after finishing CLIL programs should be characterized by skills of working in groups, time management, and planning. These features are especially of great importance for successful students. In this manner, it can be assumed that CLIL learners are prepared to work and study abroad.

Many researchers believe that the success of second and foreign language learning depends by and large on individual differences (Dörnyei, 2005; Skehan,1991). Among them, motivation and autonomy are of paramount importance. "CLIL theoreticians and teachers alike claim that the learning environment created by CLIL increases the learner's general learning capacities and also his/her motivation and interest" (Wolff, 2009, p. 555). This is mirrored in the outcomes of the ongoing studies which prove that CLIL learners are more motivated than non-CLIL learners. High motivation influences CLIL learners' achievement (Admiraal, Westhoff, & de Bot, 2005; Hüttner & Rieder-Bunemann, 2007; Lasagabaster, 2001; Sylvén, 2006). Some researchers claim that motivation is an inherent characteristic of CLIL learners (Fehling, 2008; Lasagabaster & Sierra, 2009; Lo, 2020). The same applies to autonomy. Wolff (2011) after comparing two teaching contexts, namely, CLIL and traditional teaching context, concludes that "CLIL as a learning environment lends itself to an autonomous approach in the classroom" (p. 79). Autonomous students are usually these who are more successful in their learning processes.

When it comes to teachers and schools, some benefits can also be enumerated. Dale and Tanner (2012) indicate that schools in which CLIL is implemented, are encouraged to implement development and innovation. The process of implementing CLIL in schools influences all teachers, also teachers of languages other than the one used for the medium of CLIL instruction. This is visible in the changes in language policy. Dale and Tanner (2012) claim that "implementing CLIL can be a powerful impulse for renewal and reflection in a school" (p. 14). Teachers reconsider the way students learn languages and content subjects. Additionally, creation of new curriculum can be a consequence of CLIL programs. Teachers are encouraged to improve their language skills through different language courses. In this manner, teachers broaden their understanding of both subjects, namely, language and content subjects. Therefore, teachers gain new knowledge, including methodology, and new teaching techniques. More emphasis is placed on active learning, especially in terms of non-linguistic subjects (Dale & Tanner, 2012). For some teachers it may be a huge challenge but at the same a very rewarding task. In some countries, including Poland, teachers teaching CLIL subjects earn a higher salary. Thus, schools which have CLIL programs may be more attractive for teachers (Nawrot-Lis, 2019).

The discussion provided in this section indicates that Content and Language Integrated Learning offers a substantial number of benefits for learners and also some advantages for teachers and schools. However, CLIL also involves certain hurdles which learners have to surmount. They are reviewed in the following section.

1.5 Challenges for CLIL learners

Apart from numerous advantages of CLIL, learners face certain challenges. Dale and Tanner (2012) divide them into three broad categories: (1) *affective*, (2) *linguistic*, and (3) *cultural challenges*. Dale and Tanner (2012) explain that the affective factors should be understood as the emotional challenge students face when they hear, read or use a foreign language. As a result, "learners may feel disempowered, overwhelmed, anxious, inadequate, helpless or even silly, and these feelings can affect how long the can listen and read for, and how much they can read or listen to" (Dale & Tanner, 2012, p. 42). Such emotions can influence learners' willingness to take risks when using the CLIL language, among others. Moreover, Dale and Tanner (2012) describe several areas worth mentioning in reference to *affective demands*. They are as follows:

1) concentration may be affected when reading, listening to or watching input for long periods of time without a focus;
2) readiness to speak in a foreign language in front of classmates and teachers may also be affected;
3) expressing emotions in a foreign language or avoiding using this language in emotional situations;
4) talking in a foreign language when working in pairs or groups;
5) encouragement and motivation classmates to use a foreign language for social talk in the classroom (Dale & Tanner, 2012, p. 42).

The second group includes all factors that are related to *linguistic*, or language related challenges which CLIL learners meet. They can be subdivided into three levels: (1) *discourse-level*, (2) *sentence-level*, and (3) *word-level* (Dale & Tanner, 2012). The *discourse-level* challenges can influence all language skills. Reading, listening, and watching can be seen as a challenge in the following areas: (1) processing new or complex, dense or abstract spoken or written information with little or no visual support, (2) interpreting data from visuals, for example, tables, graphs etc., (3) understanding how to analyze an illustration, (4) understanding long texts and identifying the main ideas of long spoken and written texts, (5) finding specific information from spoken and written texts, (6) identifying different purposes of texts, (7) making connections between sentences where words such as: it, he or she, refer to earlier information, (8) jumping backwards and forwards in order to find necessary information when reading, (9) following a teachers or speakers on a DVD, a CD who speak fast or with a strong

accent, (10) understanding information in primary sources, for instance archaic texts, (11) evaluating the accuracy, reliability or unreliability of different sources, and (12) the ability to distinguish facts and opinions (Dale & Tanner, 2012, p. 42).

Speaking and writing are influenced in the following areas (Dale & Tanner, 2012, p. 42):

1) speaking spontaneously for a long time and developing thinking skills about complex topics, for instance, public debates;

2) organizing and using information clearly and systematically from various sources when preparing a spoken or written task;

3) showing how conclusions or explanations are logical;

4) organizing and structuring ideas to achieve a goal, to complete a task;

5) production of appropriate language according to the type of text learners are supposed to produce;

6) using appropriate language depending on the type of performance or text learners are expected to produce and depending on the audience learners are expected to address;

7) using linking words for connecting ideas in a correct way;

8) using spoken and written language appropriately regarding, for instance, terminology.

The *sentence-level* challenges refer to problems with understanding and using grammatical structures in sentences in terms of tenses, word order, question forms, reporting structures, verb patterns, phrases and clauses, comparisons, pronouns, linking clauses and linking sentences (Dale & Tanner, 2012).

The *word-level* challenges can include difficulties with the meanings or forms of words. Some problems that can be found in understanding lexis pertain to the following areas: (1) a lot of new vocabulary in a short period of time, (2) subject-specific, non-standard, archaic or technical vocabulary, (3) words which have different meanings in different subjects and everyday words with specialized meanings, for instance, *depression* in history or biology, (4) the difference between terms which have similar meaning, for examples, *add, combine* (Mathematics), (5) the use of figurative language, such as, symbols, metaphors and similes, (6) how linking words show the relationship between various ideas in spoken and written text, (7) compound phrases which represent new concepts, (8) acronyms, (9) the meaning of common prefixes and suffixes, (10) recognizing and using words which belong to the same word family, (11) pronunciation rules in different cases, for instance, pronouncing different symbols in several ways or connecting the written version with the pronunciation when spelling is

inconsistent, and (12) moving from everyday to academic language include (Dale & Tanner, 2012, p. 42).

The third category includes *cultural* challenges. Dale and Tanner (2012) explain that CLIL students can "face specific challenges related to the differences in their cultural background and the cultures where a second language is used" (p. 42). It may happen especially when CLIL teachers use materials which are designed for native speakers. As a result, CLIL students can have problems with understanding culturally specific references, issues from various cultural perspectives and interpreting the use of visual, historical or cultural images.

Generally, the challenges CLIL learners have to face can be translated into certain problems, which can arise during non-linguistic subjects (see Dale & Tanner, 2012). Nevertheless, teachers who are aware of such obstacles may try to deal with them in order to make their CLIL lessons successful. This also involves preparing materials appropriate for CLIL learners' proficiency level and following core features of CLIL methodology. However, the choice of an appropriate CLIL variant is the first step which should be taken into consideration. Thus, this issue is discussed in the next section.

1.6 CLIL variants

CLIL has been introduced in different countries. Thus, taking into account the school type, a specific educational system or other country-specific factors, differences in the way CLIL programs are introduced can be noticed (Wolff, 2009). A corollary of such differences can result in CLIL variants. This section delves into CLIL variants and their interpretations. Wolff (2009) divides CLIL variants into: *typologically induced variants* and *environmentally induced variants*. Besides, *modular CLIL* is suggested as one of the possible CLIL variants which can be implemented at schools quicker than two aforementioned types. Apart from that, Coyle et al. (2010) provide a fair number of curricular CLIL variations, which are the object of scrutiny in the following sections.

1.6.1 Typologically and environmentally induced variants

Typologically induced variants are related to the educational level where CLIL is implemented, that is, primary, secondary or tertiary level (Wolff, 2009). This influences the choice of subjects which are taught in a foreign language and the language which is used for teaching non-linguistic subjects. "The holistic methodological approach which is characteristic of primary education makes it necessary to integrate the foreign language into the subject areas taught in the classroom" (Wolff, 2009, p. 548). Examples of such subjects are: Natural Sciences, Social Sciences, Arts or Sports. They are taught partly in the majority language and partly in the minority or a foreign language chosen for this purpose. The choice of CLIL language is country specific feature (Wolff, 2009). When it comes to CLIL at high schools, one or more content subjects are taught in a foreign language. In general, they are chosen from the Humanities and Social Sciences, for instance, History, Geography or Social Sciences (Wolff, 2009). In tertiary education, CLIL is used mainly in vocational schools. In this case, the content subjects are different from these taught at high schools, for example, Information Technology, Economics, Business Studies, Agriculture, and Mechanics.

When it comes to the *environmentally induced* variants, Wolff (2009) enumerates five environmental parameters which are responsible for the development of different forms of CLIL in different countries: (1) *interpretation of the concept*, (2) *choice of subjects*, (3) *exposure time*, (4) *curricular integration*, and (5) *linguistic situation*. *The interpretation of CLIL* is related to the way CLIL is defined (Wolff, 2009):

> Variation can be represented on a scale which reaches from pure foreign language teaching on the one end to a form of content teaching in which the focus on language is almost non-existent, and the foreign language is predominantly used as a working language. The former interpretation could also be called a language-learning, the latter a content-learning interpretation (Wolff, 2009, p. 550).

Hence, two opposite versions regarding the relevance of a foreign language appear. Wolff (2009) claims that the interpretation where a foreign language plays a pivotal role is often perceived as an innovative form of language teaching. It means that the potential available for

content subject learning can be neglected. This variant enhances development of the foreign language competence of CLIL learners. Thus, this CLIL variant is influenced by foreign language teaching methodology. This interpretation can be classified as foreign language teaching which uses content subjects for foreign language teaching (Wolff, 2009). This interpretation is often used in Poland, Estonia, Italy, Latvia or Lithuania (Wolff & Otwinowska-Kasztelanic, 2010). A content-learning interpretation, on the other hand, is based on the assumption that learners inductively pick up the foreign language while working with content subjects. As a result, teachers use content-oriented methodology. Lessons in this variant are strongly influenced by mother-tongue content subject teaching. An example of a country that implements this variant is Hungary (Wolff & Otwinowska-Kasztelanic, 2010).

In the same vein, Cenoz (2017) and Ball (2016) distinguish CLIL programs between content and language driven. Cenoz (2017) argues that CLIL programs can be labeled as *weak* and *strong*. The former indicates that content is used as a part of language classes and the objective is linguistic. The latter deals with such programs whose aim is to teach both language and content. A foreign language is used as the medium of instruction. Ball (2016) suggests similar distinction, namely, *hard* and *soft* CLIL, where *soft CLIL* is described as language-led (Met, 1989) and *hard CLIL* or *strong version*, as content-led. Therefore, depending on what the emphasis is put on, a foreign language or content subject, different methodology is used. In the content-led CLIL programs, the methodology typical for content subjects plays a pivotal role. On the contrary, in the language-led CLIL programs, methodology of language teaching is of paramount importance. Overall, methodology type used in such programs is influenced by the way CLIL is interpreted by scholars and practitioners.

The second environmental parameter that can be responsible for the development of different forms of CLIL in different countries is *a choice of subjects*. Subjects belonging to the Humanities can be more suitable for CLIL programs since they can help promote interculturality (Wolff, 2009). The third environmental parameter is *exposure time*, which is connected with the decision about the time a learner will be exposed to content-subject learning within a CLIL program. Accordingly, the difference can be found in terms of the number of subjects which are taught in the CLIL language and the amount of time students learn in such a program.

The fourth parameter is *curricular integration*. Wolff (2009) explains that CLIL programs can be influenced by the decision whether to implement this approach into the curricular and evaluative structure of an educational system. It should be noted that CLIL programs can take arbitrary character in countries where no curriculum for CLIL exists. The

last environmental parameter is linguistic situation. Wolff (2009) states that "in some cases it is the language which is the other official or officially recognized language which determines the choice of the CLIL language. In other cases, the language of the neighboring country is chosen as the CLIL language" (pp. 551–552). It means that in terms of language choice some differences can be found among CLIL programs in different countries.

This discussion indicates that there are certain factors which can influence the final shape of CLIL programs. Apart from typologically and environmentally induced variants, other types can also be enumerated. The following sections elaborate on modular CLIL and curricular models of CLIL.

1.6.2 Modular CLIL

Another type of CLIL variant is *modular CLIL*, which is "an approach to teaching content in a foreign language in non-language subjects over shorter periods of time" (Wolff, 2009, p. 552). An example of such teaching can be a Biology teacher who decides to teach part of the curriculum in the students' mother tongue and another part in a foreign language. The rest of the curriculum is taught in the students' mother tongue. The aforementioned parts which the teacher chooses to teach using a CLIL language are called *modules*. Wolff (2009) argues that these parts can also be called *projects* or *thematic units*. An advantage in this case is the fact that modular CLIL can be implemented in all schools. However, two conditions should be satisfied. The CLIL teacher has to (1) have the linguistic competence in a CLIL language and (2) be able to teach a content subject. The teacher is also responsible for the choice of the thematic units and/or the project themes. Wolff (2009) argues that:

The learning objectives of modular CLIL are slightly different from regular CLIL. In a way, modular CLIL is an incentive to make learners understand how important a foreign language can be in comprehending a content subject. Like regular CLIL it is a helpful tool to learn language registers which are useful in professional life. It is the language-for-specific-purposes aspect which is particularly attractive although learners will not be as competent as regular CLIL

learners at the end of their studies. But in dealing with the foreign language within a content subject context they better understand the use of foreign languages in their education (Wolff, 2009, pp. 552–553).

Modular CLIL can be a suitable option for inexperienced teachers. In this case, CLIL teachers choose certain topics which will be delivered using the foreign language. There are no specific requirements regarding the time allotted to the modular CLIL. It means that teachers decide how long and how much time they want to spend on that sort of teaching. Teaching in a CLIL classroom requires a greater workload. Thus, this type of CLIL can help them to gain experience useful in their future work in a regular CLIL classroom.

1.6.3 Curricular models of CLIL

The previous section has introduced five environmental parameters discussed by Wolff (2009). One of them is *curricular integration*. Coyle et al. (2010) discusses "a range of curricular models which have been developed in different contexts. These models have been used to achieve one or more of CLIL's main educational objectives embedded in and responding to contextual variables" (p. 14). However, as Coyle et al. (2010) maintain, before choosing any particular model several factors should be taken into account, such as, *operating factors* and *the scale of the CLIL program*. *Operating factors* comprise several issues. The first facet relevant in deciding which model should be implemented, is related to the teachers' availability and the way teachers work together. Depending on whether teachers work individually or through teamwork, planning, and implementing CLIL programs can be affected. Moreover, CLIL language fluency of both teachers and students is another issue because teachers' fluency in the language instruction determines their input and their role in the classroom.

The amount of time allotted to CLIL programs is also of great importance. The choice of a CLIL model can be influenced by whether it is scheduled within the curriculum, and over what period of time. The way content subjects and a CLIL language are handled depends on the ways in which content and language are integrated. The scale and scope of CLIL model is influenced depending on whether the CLIL course is linked to an out-of-school or extra-

curricular dimension. The last point which influences CLIL model design is assessment process. It pertains to what should be assessed, that is, content subject or/and a foreign language.

The scale of CLIL program should also be taken into account before developing any particular CLIL model. In this case, the scale refers to (1) extensive instruction through the vehicular language and (2) partial instruction through the vehicular language. The former describes a model where "the vehicular language is used almost exclusively to introduce, summarize and revise topics, with very limited switches into the first language to explain specific language aspects of the subject or vocabulary items" (Coyle et al., 2010, p. 15). A focus is on content, language, and cognition. Methods which support foreign language learning are used for content teaching. Cooperation between content and language teachers can be very helpful. Moreover, it can be easier for a content teacher, through cooperation with a language teacher to introduce content and new vocabulary or grammatical structures in the CLIL language. On the other hand, a language teacher can introduce content-relevant language. This type of instruction requires the curriculum to be purpose-designed including both content and language objectives.

Partial instruction through the vehicular language involves teaching some parts through a foreign language, for instance, specific content which is drawn from one or more subjects. It is claimed that in the case of partial instruction, less than 5% of the whole curriculum is taught through CLIL. This type of instruction is often manifested in bilingual blended instruction which involves code-switching between languages. In the case of CLIL, both the CLIL language and the first language are used systematically. This, in turn, refers to *translanguaing*, which is "a systematic shift from one language to another for specific reasons" (Coyle et al., 2010, p. 16). Translanguaing is of paramount importance in overcoming problems with understanding key terms introduced in the CLIL language.

Coyle et al. (2010) provide examples of CLIL curricular models at pre-school level, in primary school, secondary, and tertiary education. The pre-school level (3–6 years) typically includes games and other play-based activities. "These models are often called 'immersion' and involve introducing sounds, words and structures where the main focus in on stimulating, fun activities" (Coyle et al., 2010, p. 16). The second level is primary school (5–12 years). Coyle et al. (2010) claim that "CLIL may be used as a form of pre-language-teaching 'primer' at this level. A range of models are commonplace, from task-based learning, involving simple use of the vehicular language, through to whole content topics taught in the CLIL language" (p. 18). They describe three models (Model A1, Model A2, and Model A3) which can be implemented in primary schools, however, they differ in terms of objectives and implementation time.

Model A1, which involves confidence-building and introduction to key concepts, can be carried out by a content teacher with more limited fluency in the CLIL language. Therefore, this model can be used especially in these countries where there is a lack of language teachers or multilingual content teachers. Coyle et al. (2010) explain that in this model instruction and set-up is in the first language with language support provided for key concepts in CLIL language. Communication is carried out through a CLIL language. It is argued that this model can be especially useful in countries where CLIL learners have little authentic access to foreign languages and cultures beyond their own.

Model A2, which involves the development of key concepts and learner autonomy, "suits situations where a language teacher is available in the school along-side a subject teacher who has sufficient proficiency in the CLIL language, and where team-work is possible given the constraints of the curriculum and teaching schedules" (Coyle et al., 2010, p. 20). In this case, both teachers, that is, content subject and language teachers may be present in the classroom. Nevertheless, when it comes to classroom interaction, only one teacher should be involved. In this model, key concepts should be provided in the L1 and the CLIL language. Assessment of the main points should be done in the first language. The use of portfolio is recommended, and it should be kept in the CLIL language.

Model A3 (preparation for a long-term CLIL program) relies on the principle that CLIL language teaching complements content teaching with major focus on words and structures which enable students to access thinking skills. Assessment should be made in a CLIL language. Parallel first-language assessment of major concepts should also be carried out. A purpose-designed support framework is a foundation of this model.

Moving to a secondary-level CLIL (12–19 years), Coyle et al. (2010) claim that more sophisticated models can be implemented. CLIL learners have already learnt some of the CLIL language. It should be emphasized that the CLIL language can be the first or the second foreign language which students learn. As a result, these students can be characterized by different proficiency levels, particularly in the case of the second foreign language. One of the main driving forces for introducing CLIL at this level is to prepare learners to use the CLIL language in their future life. There are five models (Model B1, Model B2, Model B3, Model B4, and Model B5) which can be implemented at this level.

Model B1 (dual school education) refers to a situation where students work with input from the CLIL language and content subject teachers and engage in collaborative problems solving tasks using new media. They work in the CLIL language. This model is sometimes linked to international certification (Coyle et al., 2010). Model B2 (bilingual education) requires

highly developed curricular and institutional support. In the case of this model, students are enrolled in international streams and develop advanced CLIL language skills for CLIL subjects. Similarly, to Model B1, this model is linked to international certification or to national or regional special status assessment and recognition.

Model B3 (interdisciplinary module approach) provides CLIL learners with ample opportunities to engage in an across-the-curriculum module which is taught in the CLIL language because of the international dimension of the content learning. This model can be used in international network partnership between schools and often focuses on assessment which relies on portfolio. This model can be called a knowledge-based-society form of education. Model B4 (language-based projects) is the one where students think that this type of a CLIL program is a part of language teaching where the language is used also to learn non-linguistic content. "Content assessment is usually formative and complementary to existing language" (Coyle et al., 2010, p. 22).

Model B5 is the last model which can be implemented at the secondary level. According to specific-domain vocational CLIL, students learn through the CLIL language and the first language. As a result, learners can carry out specific tasks in different contexts. Assessment should be bilingual and competence-based. Coyle et al. (2010) emphasize that this model is related to vocational and professional education sector.

Tertiary education is the final educational level to be discussed in this section. Higher education has been influenced by the emergence of English as a global *lingua franca* (Coyle et al., 2010). Wächter and Maiworm (2008) notice that English has become the most frequently adopted vehicular language. Coyle et al. (2010) claim that "CLIL can act as a professional development catalyst within faculties of higher education institution" (p. 24). Three models (Model C1, Model C2, and Model C3) can be introduced at the tertiary level.

The first model (Model C1: plurilingual education) indicates that learners should master content and the ability to be sufficiently skilled in more than one language prior to entering working life or further studies. This model is "closely linked to prestigious forms of higher education where internationalization is viewed as a key part of institutional strategy so as to attract and retain high-performing students form different countries" (Coyle et al., 2010, p. 25). It should be noted that Model C1 should be implemented in very specific types of higher-education institution. Business and management faculties are typical examples where this model can be implemented (Coyle et al., 2010).

According to Model C2, "language teaching runs parallel to content teaching with specific focus on developing the knowledge and skills to use the language so as to achieve

higher-order thinking" (Coyle et al., 2010, p. 25). Language teaching should be field-specific with language teachers embedded in departments and not seen as external providers and courses complement stage-by-stage higher education programs. Mechanical engineering is an example of field-specific language teaching.

Model C3 (language-embedded content courses) is designed form the outset with language development objectives. Teaching should be carried out by content and language specialists. Students, who are not proficient enough in the CLIL language, receive support throughout the educational process so that dual learning takes place. This model is recommended especially for higher-education institutions which attract students from diverse linguistic and cultural backgrounds, who can cope with as well as benefit form learning in the additional language. Encapsulating all models which can be used in higher education, Model C2, and Model C3 are commonplace (Coyle et al., 2010).

The above sections have been aimed to explore certain avenues of implementing CLIL programs. This discussion has shown different CLIL variants. There are numerous factors that are related mainly to the cultural differences that account for such discrepancies in CLIL implementation. Since there are no universal rules for introducing CLIL programs, then certain challenges in implementing CLIL education can appear. Thus, the next section addresses this issue.

1.7 Challenges in implementing CLIL

There are certain challenges which CLIL teachers, learners, and schools face. The first challenge for schools is to have a well-qualified staff, that is, teachers who can teach content subjects using a foreign language (Borowiak, 2019b; Coyle et al., 2010; Lo, 2020; Pawlak, 2010; Wolff, 2009). When it comes to the additional training in a foreign language or a content subject, it seems to be a costly endeavor. "Apart from the German-speaking countries both in the European context and world-wide the type of teacher who is qualified in only one subject dominates" (Wolff, 2009, p. 562).

Lack of trainings regarding CLIL can be another source of problems teachers. Lo (2020) acknowledges that CLIL content subject teachers can lack language awareness and may not be well equipped with the proper strategies to teach their subjects in a foreign language, or to help

their students to learn the content knowledge through the CLIL language if they do not receive proper training in language teaching. Tedick and Cammarata (2012) argue that without CLIL training CLIL content subject teachers may find it difficult to plan content and language integrated lessons. This, in turn, as Cammarata and Haley (2018) explain, can be related to difficulties when identifying the language related objectives for a CLIL lesson. Without CLIL training, CLIL teachers cannot be greatly aware of other linguistic features of their own subjects, including grammar, sentence structures, and genres, among others (Baecher, Farnsworth, & Ediger, 2014). They may also lack knowledge of second language acquisition theories and pedagogical practices (Koopman, Skeet, & de Graaff, 2014). This, in turn, can result in incorporating only a limited amount of language teaching or scaffolding in their content-oriented lessons (Lo, 2020; Walker, 2011). These are typical instances of *pedagogical challenges* (Lo, 2020).

CLIL teachers can face also other challenges. For instance, teaching in a CLIL context requires more preparation time and greater cooperation among teachers (Mehisto et al., 2008). They have to allot time not only on conscious effort to set content, language, and learning skills goals for all lessons but they also have to prepare teaching and learning materials in the case off-the shelf CLIL materials are in short supply (Mehisto et al., 2008). The teaching and learning materials used in a CLIL setting exist only in certain countries. In the vast majority of countries which implemented CLIL programs dedicated text books do not exist (Borowiak, 2019a; Wolff, 2009). "The materials available are usually booklets with text collections relating to the content subject. Many teachers develop their own materials, they exchange them with other teachers or use native-language textbooks for the content subject in their courses" (Wolff, 2009, p. 562). Nevertheless, these materials have to be modified by the teachers.

There can also be enumerated p*sychological challenges*, which refer to CLIL teachers' beliefs and identity (Lo, 2020). Lo (2020) explains that CLIL teachers' knowledge and understanding of CLIL, including its rationale and theoretical underpinnings can affect the teachers' beliefs in the effectiveness of CLIL. The results of one study focusing on two cases of CLIL teachers in Europe reveal that one of these teachers, who was a subject specialist and did not believe in the success of CLIL, did not invest in CLIL pedagogies and did not collaborate with the language teaching colleagues (Bonnet & Breidbach, 2017).

Teachers' beliefs about their roles in CLIL is another psychological challenge. This one is related to the teachers' professional identity (re)construction (Lo, 2020). "Ideal" CLIL teachers should be both content and language teachers. Or, in Lin's (2016) terms, CLIL teachers should be "content-aware" language teachers (if they were trained as language specialists), or

"language-aware" content teachers (if they were trained as subject specialists)" (Lo, 2020, p. 21). Not all CLIL teachers recognize this dual role and responsibility. Such examples can be found in several studies conducted in CLIL settings. For instance, Mathematics and Science teachers in EMI in Malaysia perceived themselves as "content subject teachers". The CLIL language was not that important in their subjects (Tan, 2011). In view of these challenges, it can be concluded that there is a need for suitable teacher education programs for CLIL teacher (Borowiak, 2019a; Lo, 2020).

Challenges in implementing CLIL are also related to the CLIL popularity. The number of CLIL learners is still relatively low. Without students willing to participate in CLIL classes, it will be impossible to introduce such programs. Students have to be aware of the benefits of CLIL approach. CLIL learners have to deal with the challenging content. Certification for CLIL learners can encourage students to enroll in such classes. Only in some countries, learners who have gone through a CLIL course get a special diploma (Borowiak, 2019a; Borowiak, 2019b; Wolff, 2009).

The choice of the type of CLIL program is another problem for schools. It can be difficult especially in these educational settings where no national CLIL curriculum exists. Mehisto et al. (2008) notice that headteachers or other administrator who do not speak the CLIL language, may have problems in supporting CLIL teachers. Depending on the type of CLIL model, preparing timetable can also be a very difficult venture, especially in schools where two programs, that is, CLIL and non-CLIL programs are implemented.

Moreover, there are some misconceptions regarding CLIL programs which can influence not only teachers' opinions but also students' and their parents' (Mehisto et al., 2008). They are related mainly to the effectiveness of CLIL programs, that is, whether CLIL students maintain proficiency in their mother tongue, whether CLIL students master content subject and the CLIL language (Mehisto et al., 2008; Wolff, 2009). Wolff (2009) claims that a bulk of ongoing studies prove that CLIL learners outperform non-CLIL learners in terms of language and content subjects' outcomes. It is also claimed that CLIL does not have any detrimental influence on the first language.

As pointed out by Dale and Tanner (2012), CLIL learners can have some difficulties related to the CLIL language. They are supposed to master the academic skills of reading and writing. CLIL learners should obtain knowledge concerning not only Basic Interpersonal Communicative Skills (BICS) but also Cognitive Academic Language Proficiency (CALP) (Cummins, 1979). Nevertheless, as explained by Coyle et al. (2010), different decisions to support CLIL learners may be made, depending on the chosen CLIL model. Finally, according

to CLIL definitions, CLIL learners are expected to master content subject and the CLIL language. This means greater workload, which may also be discouraging for some learners. It means that certain students may not want to enroll in such programs or they may resign when they encounter certain obstacles on their way. On the other hand, mastering content subjects and the CLIL language can be even more motivating for other students and as a result higher language and content subjects' outcomes can be expected.

As shown in this section, CLIL teachers approach numerous challenges. CLIL practitioners can undertake certain actions to face the challenges. An important step involves the choice of a CLIL variation which should suit the needs of a given institution. As regards this choice, the foregoing discussion should be seen as a point of reference. With these in mind, the implementation of CLIL program should result in fruitful collaboration.

1.8 CLIL in Poland

This section aims to explore the issue of the implementation of CLIL education in Poland, taking into consideration its development, policy, performance, and the Core Curriculum. Reference is also made to certain problems faced by Polish practitioners who have implemented CLIL programs. A review of the literature regarding CLIL history in Poland, the educational laws, and the Core Curricula shows that the term Contend and Language Integrated Learning has been translated in Polish in several ways ([PL *zintegrowane kształcenie przedmiotowo-językowe*] (EURYDICE, 2006), [PL *zintegrowane uczenie treści przedmiotowych i językowych*] (Profile Report, 2008), [PL *integracja międzyprzedmiotowa* and *nauczanie dwujęzyczne/bilingwalne*] (Dzięgielewska, 2008; Roda, 2007). *Nauczanie dwujęzyczne* [EN *Content and Language Integrated Learning*] is the term which used in the Core Curriculum and other legal documents related to the Polish educational system.

1.8.1 The beginning of CLIL in Poland

According to Eurydice (2006), Poland offered first CLIL provision in regional and/or minority languages at the end of the 1940s or in the 1950s.

CLIL type provision in one or more foreign languages has been introduced in later periods at dates that vary. A few experimental initiatives got under way in the 1950s or 1960s (in Estonia, Poland and Bulgaria), but generally this type of provision became available solely from the 1980s or 1990s (and irrespective of whether CLIL was already well established in one or more regional and/or minority languages). Aside from the differences to which attention has been drawn, most countries have introduced legislation to establish CLIL, or broadened provision of this kind since the beginning of the 1990s (Eurydice, 2006, p. 14).

Zielonka (2007) claims that programs similar to CLIL were introduced in Poland in the 1970s. Probably, the first school that introduced a program of this kind was The Third Secondary School in Gdynia. As time went by, other schools in Polish urban centers, for instance, Cracow and Warsaw, introduced CLIL-type programs. Przybylska-Gmyrek (1995) states that the implementation of CLIL courses in cities such as Warsaw, Katowice, and Poznań was supported by the National Centre for Teacher Training [PL *Centralny Ośrodek Doskonalenia Nauczycieli*], diplomatic agents or other institutions interested in CLIL. Still, at that time there were only few schools offering this type of education. Therefore, schools with CLIL programs were considered to be elitist schools (see Gajo, Stern, Zając, Fałkowska, & Zakroczymska, 2005; Pawlak, 2010; Wolff & Otwinowska-Kasztelanic, 2010).

After the World War II, the most popular foreign language taught at schools was Russian. Over time, its popularity as a foreign language was gradually impeded (Dźwierzyńska, 2002). After the political transformation of Poland in 1989, English became the most widely taught foreign language in Polish schools (Coyle et al., 2010; Dźwierzyńska, 2002; Mehisto et al., 2008; Multańska, 2002; Romanowski, 2018). This change was also reflected in the CLIL courses, which means that English became the predominant language of CLIL. The teachers who taught CLIL subjects were typically content subject teachers with a certain level of proficiency in English. Hence, some content was taught through the medium of English. Nevertheless, not all subjects were taught in English. The time allotted on using the CLIL language as the medium of instruction ranged from the whole lesson to a part of the lesson. In the early stages, only some subjects were taught in English. The main objective of CLIL programs was to raise the level of language proficiency (Iluk, 2002; Romanowski, 2018; Zielonka, 2007).

Poland is a linguistically homogenous country. Polish is the official language used to communicate in all spheres of public and social life. Historical evidence shows that for a long time Poland was politically and economically isolated (Davies, 2001, 2014) . In the second half of the 20th century, Poland underwent serious political changes which influenced all aspects of life, also in terms of education (Łach, 1998). "Due to the political changes occurring in Poland after 1989 and the integration with the European Union in 2004, the country geared its language teaching to the uniform policy prevailing all over the EU states" (Romanowski, 2018, p. 593). According to Iluk (2002), Multańska (2002), and Nawrot-Lis (2019), the implementation of CLIL courses in Poland was possible in 1991 due to a new educational law which was sanctioned by the Polish Ministry of Education (*Ustawa o systemie oświaty z 7 września 1991*) English was used as the CLIL language in the vast majority of cases (Czura, 2009; Multańska, 2002; Romanowski, 2018). Two types of schools were distinguished: (1) primary school [PL *szkoła podstawowa*] (learners aged between 6 to 15 years old) and high school [PL *liceum/technikum*] (learners aged between 15 to 19 years old).

According to the Core Curriculum [PL *Podstawa Programowa*], language education should lead to an increased competence in a foreign language. The foreign language education started in the fifth grade and continued up to the eight grade of the primary school. There were two hours of foreign language classes per week, which lasted 45 minutes. In the high school, the foreign language education started from the first grade and continued till the end, that is, the fourth grade. There were five hours of foreign language classes in the first, second, and third grade. However, the overall number of hours was divided between the first and the second foreign language/or Latin. During the fourth grade there were only three hours for the first and the second foreign language/or Latin. Students could also learn a foreign language in vocational schools [PL s*zkoły zawodowe*], which lasted five years. In the first, second, third, and fourth year, there were three hours and in the fifth year – two hours of foreign language learning (Łach, 1998).

When it comes to CLIL classes, Multańska (2002) notices that initially they were implemented only in high schools. CLIL education in these schools was preceded by an additional year, that is, *zero class* [PL *klasa zerowa*]. During that year the learners underwent an intensive course aiming at the development of their CLIL language skills, especially writing and reading. Students who were accepted into zero class did not have to know the CLIL language very well (Multańska, 2002). Education in CLIL classes lasted 4 or 5 years depending on the existence of the zero class. However, the practice of the zero class was discontinued as

a result of the subsequent Educational Reform in 1999. Instead, lower secondary schools (students aged 13–16 year old) were created.

1.8.2 CLIL after the Educational Reform in 1999

In 1999 the first substantial *Educational Reform* relevant to CLIL was introduced. Owing to it, three types of schools were created: (1) primary school [PL *szkoła podstawowa*] (learners aged between 6 to 13 years), (2) lower secondary school [PL *gimnazjum*] (learners aged between 13 to 16 years), and (3) high school [PL *liceum/technikum*] (learners aged between 16 to 19 years). According to the Core Curriculum, language education should lead to an increased competence in a foreign language. It proclaimed that foreign language education should be introduced at the beginning of primary education, and the second foreign language courses should be introduced in the first class of lower secondary school.

Due to this reform, CLIL programs became present also in lower secondary schools. According to educational law and the Core Curriculum, CLIL education did not have to be applied in the entire range of school subjects but was restricted to selected classes. The Core Curriculum did not provide any information regarding learning outcomes of CLIL courses. It only indicated that it was possible to introduce CLIL courses in a lower secondary school. One of the educational laws stated that 190 additional hours could be used for teaching the CLIL language (*Rozporządzenie Ministra Edukacji Narodowej z dnia 7 lutego 2012 r. w sprawie ramowych planów nauczania w szkołach publicznych*). At the end of the lower secondary school there was a final exam [Pl *egzamin gimnazjalny*]. However, a learner did not have to take a content subject in the CLIL language. This may be the reason why the Core Curriculum did not include any objectives pertaining to CLIL. After a few years CLIL streams started to emerge in some schools and three years of this schooling was regarded as a good preparation time to help learners participate in CLIL courses at a higher level in high schools.

Before the year 2002, students who wanted to learn in CLIL classes had to have a very good command of the CLIL language. They were also expected to pass a diagnostic test (Multańska, 2002). Wierzbicka-Drozdowicz (2005) points out that the pace of learning in such classes could be slower due to the age of the pupils. In such classes, both in the lower secondary school and in the high school, two subjects had to be taught via the CLIL language. One subject had to be chosen from the following list: *Biology*, *Chemistry*, *Physics*, *Geography*, and *History*.

In the high school, students were provided with six hours of the CLIL language plus the CLIL subjects, which contributed to an additional exposure to this language. According to the Core Curriculum, CLIL learners were expected to learn vocabulary and grammatical structures related to the following areas: *Literature*, *History*, *Geography*, *Art*, and *Politics*. Finally, it was assumed that CLIL learners should reach the C1 level in their CLIL language proficiency. At the end of the high school, all students in Poland were supposed to take the national exam, which consisted of three compulsory subjects, namely, *Polish*, *one content subject*, and *one foreign language* at the basic level. In terms of the foreign language [PL *egzamin maturalny z języka obcego nowożytnego*], it could also be taken at the advanced level (B2 proficiency level of the foreign language). CLIL graduates could also take a final exam in a CLIL subject.

When it comes to foreign languages used as CLIL languages, some changes over time could be observed in Polish schools. English was still the most predominant CLIL language. However, later, other foreign languages were also offered by public schools, including German, Spanish, French, and Italian (Coyle et al., 2010; Dźwierzyńska, 2002; Mehisto et al., 2008; Multańska, 2002; Romanowski, 2018). In 2003, Russian was also considered to be one of the languages that could be used as the medium of instruction (Czura, 2009; Dźwierzyńska, 2002).

The analysis of legal documents indicates "the lack of clear and coherent principles, both methodological and institutional, regulating this type of education in the Polish context" (Czura, 2009, p. 111). This, in turn, resulted in discrepancies in the way CLIL programs were implemented in Polish schools. One of the major documents describing the implementation of CLIL in European countries was Eurydice's report (2006). This document situated Polish bilingual practice in a broader European context. Moreover, the National Centre for Teacher Training (CODN) conducted research investigating teaching practice in schools using different content languages. As an outcome of this research, one general report on bilingual education in Poland and in Europe was prepared in 2006.

The second report on schools using French and English as a language of instruction is *The Profile Report (English)* (Marsh, Zając, & Gołębiowska, 2008). It presents results of a project which was coordinated by the National Centre for Teacher Training and the British Council, Poland, which aimed at exploring bilingual schools using English as the content language. The research was carried out in autumn in 2007 in bilingual schools throughout the country. The Report provides an overview of practice in Polish secondary and lower secondary schools which introduced programs that teach partly, or largely, through the medium of English language. This research was conducted in 19 schools. A classroom observation and interviews with students and staff were used in order to collect the data. The main purpose of this study

was to identify operating curricular models and examine operational features of CLIL education in Poland.

According to Marsh et al. (2008, pp. 13–16) four curricular models of CLIL/bilingual education (English) in Polish schools can be enumerated:

Model A: *Extensive English Language Medium Instruction* (in a given lesson, and throughout the curriculum) - English is used exclusively for teaching and learning. There is limited use of Polish, which is generally used for translation of terminology, or brief recapitulation of learning concepts. Model A can be subdivided into two types:

Type A: *Single Focus* involves an almost exclusive focus on content. There is occasional reference to linguistic features of English or Polish. Reference to English generally concerns the pronunciation or spelling of terms.

Type B: *Dual Focus* involves a focus on content and on linguistic features of English or Polish. Content is taught with constant attention given to forms of language support and development in lessons. The degree of focus varies from lesson to lesson, but focus on content is greater.

Model B: *Partial English Language Medium Instruction* (Code-switching English-Polish) (in a given lesson, and within the curriculum) - English and Polish are used for teaching and learning. About 50% of the lesson time is allocated to the use of each language. There is considerable switching between languages (code-switching) for specific functions during the learning and teaching process. Model B can be subdivided into two types:

Type A: *Single Focus* involves an almost exclusive focus on content. English and Polish are used in a variety of ways. Switching between the languages may be swift, and done according to varying functional conventions.

Type B: *Dual Focus* involves a focus on both content and features of English or Polish. English and Polish are both used in a variety of ways. Switching between the languages may be swift, and conducted according to different conventions. However, in using these two languages, content is taught with continuous attention given mainly to forms of English language support and development in lessons. The degree of focus varies from lesson to lesson, but a greater focus is on content.

Model C: *Limited English Language Medium Instruction* (code-switching, English-Polish) (in a given lesson) - English and Polish are used for teaching and learning. Lessons are characterized by devoting 10-50% of the time to the use of English. Language switching (codeswitching) for specific functions during the learning and teaching process takes place. Model C can also be subdivided into two types:

Type A: *Single Focus* involves an almost exclusive focus on content. English is used in a variety of ways, but Polish remains the dominant language of instruction. Switching between the languages may be swift, and done according to various functional conventions.

Type B: *Dual Focus* involves a focus on both the subject and features of English or Polish. English is used in a variety of ways, but Polish remains the dominant language of instruction. Switching between the languages may be swift, and done according to different conventions. However, in using these two languages, content is taught with limited attention given to English language support and development in lessons. The degree of focus varies from lesson to lesson, but generally a greater focus is on content.

Model D: *Specific English Language medium Instruction English and Polish* are used for teaching and learning. Lessons are characterized by very limited time devoted to use of English language. This tends to be done for some specific purpose. Model D includes a range of variants:

Type A: A lesson conducted mostly in English which concludes a sequence of lessons conducted in Polish – the aim is to consolidate knowledge rather than to develop English language skills.

Type B: A lesson conducted in Polish based on materials in English.

Type D: A course which involves project work, possibly in the form of a curricular module, which is prepared and often presented in English by students. The majority of content will have been learned previously in Polish. It should be noted that in this case there is no Type C.

Marsh et al. (2008) claim that each of the aforementioned operational models involves different objectives, however, they are all related to English. These objectives constitute the added value which may be gained by learners who are enrolled in such models. The objectives which are viewed as leading to forms of added value are as follows (Marsh et al., 2008, pp. 16–17):

1) The Language Dimension:
   a) to improve overall English language competence,
   b) to develop English oral communication and presentation skills,
   c) to deepen awareness of both Polish and English;
2) The Content Dimension:
   a) to provide opportunities to study content through different perspectives,
   b) to access subject-specific English language terminology,

c) to prepare for future studies and/or working life;

3) The Cultural Dimension:

    a) to build intercultural knowledge and understanding,

    b) to develop intercultural communication skills;

4) The Environmental Dimension:

    a) to develop a European and international orientation,

    b) to access international certification,

    c) to enhance school profiles (and thus, provide students with an enriched learning environment);

5) The Learning Dimension:

    a) to diversify methods and forms of classroom practice,

    b) to increase learner motivation.

The remarks concerning the popularity of CLIL courses and the choice regarding the foreign language as a means of instruction are mirrored in the report published by the Centre for Education Development in Warsaw (Pawlak, 2015). The report includes detailed information concerning lower secondary schools and high schools which implemented CLIL courses. Romanowski (2018) also carried out a study which investigated the popularity of CLIL schools. However, it focused only on lower secondary schools. According to the data presented in the report published by the Centre for Education Development in Warsaw (Pawlak, 2015), there were 180 lower secondary schools in Poland with CLIL courses in 738 sections, educating 19383 students (Table 4).

Table 4. Lower secondary schools with CLIL classes (Pawlak, 2015, p. 9)

Provinces	Number of schools	Number of sections	Number of students
Mazovian	45	194	4.851
Silesian	29	108	2.942
Lower Silesian	21	77	2.066
Greater Poland	16	75	2.026
Łódź	13	41	1.085
Opole	10	35	827
Lublin	8	28	754
Kuyavian–Pomeranian	8	27	691
Pomeranian	7	28	752
Subcarpathian	6	20	518
Western Pomeranian	5	44	1.208
Lesser Poland	4	15	434
Lubusz	3	20	475
Podlasie	3	11	313
Warmian-Masurian	2	15	441

Świętokrzyskie	0	0	0
Total	180	740.03	19 383

Pawlak (2015) notes that CLIL instruction at lower-secondary level took place in almost all the Polish provinces. It should also be noted that the highest number of schools and sections was reported in big cities, such as Warsaw, Katowice, and Wrocław.

Table 5 shows that English was the most popular language, used in over a half of the reported schools. German was the second most popular language. However, if the criterion is changed to the number of students, then French is the second leading foreign language used as a CLIL language.

Table 5. CLIL languages taught in lower secondary schools (Pawlak, 2015, p. 12)

CLIL language	Number of schools	Number of sections	Number of students
English	134 (74.44%)	496 (67.02%)	12 773 (65.9%)
German	30 (16.67%)	93.02 (12.57%)	2 285 (11.79%)
French	23 (12.78%)	91.89 (12.42%)	2 637 (13.6%)
Spanish	18 (10%)	48.7 (6.58%)	1 411 (7.28%)
Italian	3 (1.67%)	6.13 (0.83%)	186 (0.96%)
Russian	2 (1.11%)	1.29 (0.17%)	28 (0.14%)
other	1 (0.56%)	3 (0.41%)	63 (0.33%)
Total	211 (180)4	740.03	19 383

Pawlak (2015) also takes into consideration the geographical distribution of bilingual sections according to different languages. English is used as the CLIL language in all provinces. German is particularly popular in the western part of Poland. Languages such as Spanish or French are offered only in the big cities. It means that a general tendency is that less popular languages are taught only in the provinces with the highest population.

When data for high schools and lower secondary schools are compared, the number of secondary schools with CLIL programs in Poland was twice as low (Table 6). Similarly to lower secondary schools, there were more high schools in bigger cities which introduced CLIL courses.

Table 6. High schools with CLIL classes (Pawlak, 2015, p. 14)

Provinces	Number of schools	Number of sections	Number of students
Mazovian	25 (26.6%)	96.94	2 660
Silesian	13 (13.83%)	56	1 621
Lower Silesian	10 (10.64%)	38	1 077
Greater Poland	8 (8.51%)	33.09	894
Łódź	7 (7.45%)	10.63	235
Opole	6 (6.38%)	21	503
Lublin	6 (6.38%)	19	478
Kuyavian–Pomeranian	5 (5.32%)	19.38	448

Pomeranian	4 (4.26%)	15	435
Subcarpathian	3 (3.19%)	18	499
Western Pomeranian	2 (2.13%)	9	252
Lesser Poland	2 (2.13%)	5	119
Lubusz	1 (1.06%)	1	13
Podlasie	1 (1.06%)	2	43
Warmian-Masurian	1 (1.06%)	4	126
Świętokrzyskie	0 (0%)	0	0
Total	94	94	94

Pawlak (2015) analyzes the choice of CLIL languages in high schools (Table 7). English is the most popular foreign language in Poland. Similarly to lower secondary school, German is the second most popular CLIL language when the number of schools is taken into account. However, number of sections implies that French is the second popular language used for medium of instruction in CLIL courses.

Table 7. CLIL languages taught in high schools (Pawlak, 2015, p. 16)

CLIL language	Number of schools	Number of sections	Number of students
English	56 (59.57%)	190.44 (54.72%)	5 144 (54.71%)
German	22 (23.4%)	51.33 (14.75%)	1 307 (13.9%)
French	15 (15.96%)	53.97 (15.51%)	1 511 (16.07%)
Spanish	12 (12.77%)	43.56 (12.52%)	1 278 (13.59%)
Italian	2 (2.13%)	6.50 (1.87%)	115 (1.22%)
Russian	2 (2.13%)	2.24 (0.64%)	48 (0.51%)
Total	(109) 945	448.04	9 403

This section has reviewed the changes introduced by the Educational Reform in 1999. Education regarding foreign language was changing. Since then, the relevance of foreign language teaching has been increasing. In 2017 another fundamental reform was introduced. This time, more emphasis is placed on CLIL. This issue is explores in details in the following part.

1.8.3 CLIL after the Educational Reform in 2017

The second Educational Reform relevant to CLIL was introduced in 2017 (*Ustawa z dnia 7 września 1991 r. o systemie oświaty*). The outcome of this reform was the creation of two types of schools: (1) primary school [PL *szkoła podstawowa*] (learners aged between 6 to 15 years) and (2) high school [*liceum/technikum*] (learners aged between 15 to 19 years). According to one of the educational law (*Rozporządzenie Ministra Edukacji Narodowej z dnia 28 marca 2017 r. w sprawie ramowych planów nauczania dla publicznych szkół*), foreign language

education starts in the first grade of the primary school. The second foreign language is introduced in the seventh grade of the primary school. CLIL courses can be implemented in the seventh grade of primary school. This time, the Core Curriculum indicates that CLIL learners should master the CLIL language regarding vocabulary and grammar necessary for the CLIL content subjects, but still no CLIL exam is expected at the end of the school.

According to the Core Curriculum, the second foreign language can also be used as the medium of instruction of CLIL programs. The first foreign language in majority of cases is English. Nevertheless, other languages can also be used to conduct CLIL courses. Since the second foreign language is introduced later, the objective of CLIL programs of this kind is to teach new vocabulary and grammatical structures via CLIL subjects, hinging mainly on understanding. In both cases, two extra hours for teaching languages are available for CLIL classes. Before entering such programs, students are supposed to take an aptitude test.

When it comes to high schools, CLIL programs can be introduced in the first grade. CLIL students are provided with six hours of the CLIL language learning per week, except for the fourth year, when there are only five hours available. CLIL can also be introduced in vocational schools [PL *technikum*], which lasts five years. During each year CLIL learners have two additional lessons of the CLIL language, that is, four hours during the first, second and third grade and five hours of CLIL language during the fourth and fifth grade. The second foreign language can also be used as a CLIL language. CLIL education in the high schools and the vocational schools can also be preceded by an additional year, that is, *zero class* [PL *klasa zerowa*]. During this year learners undergo an intensive course aiming at developing their CLIL language skills. Moreover, all learners who wish to be enrolled in CLIL courses have to pass a diagnostic test. The Core Curriculum indicates that CLIL students are supposed to reach C1/C2 as their level of proficiency. The reference is also made to CLIL language skills and CLIL subjects. At the end of their education, they may take a final exam [PL *egzamin maturalny z języka obcego nowożytnego*] at the advanced level and content subjects in the CLIL language.

In 2019, the new Core Curriculum was implemented and this was also the year when lower secondary schools disappeared from the Polish system of education. Thus, there is no up-to-date data on CLIL schools in Poland. At the moment, the reports prepared by Pawlak (2015) and study conducted by Romanowski (2018) are the only available reports of this kind. The *Eurydice* report (2019) makes a reference to the Educational Reform in 2017, however, it provides no data on CLIL courses. On the basis of Pawlak's report (2015) and the study carried out by Romanowski (2018), it may be concluded that CLIL courses have been relatively popular

in Poland. The changes introduced in the recent Core Curriculum can encourage other schools to introduce such courses.

The procedure of implementing CLIL programs parallels the Educational Reform in 1999. In the primary school and in the high school, two subjects have to be taught in the CLIL language. One subject has to be chosen from the following list: *Biology*, *Chemistry*, *Physics*, *Geography*, and *History*. The analysis of the Core Curriculum or other legal documents related to education in Poland indicates that teachers who want to teach CLIL subjects have to have qualifications to teach content subjects and the CLIL language proficiency reaching at least B2 level (confirmed by a certificate). A teacher who has earned an MA degree in language studies or applied linguistics, or has completed a BA course in the field of language studies, or in the field of the foreign language or applied linguistics may start teaching a CLIL course. Teachers who have earned higher education in a country where the official language is the foreign language, or have graduated from a teacher training college of foreign languages in the field corresponding to a given foreign language are also allowed to teach CLIL subjects.

In Poland, content subject teachers usually obtain a language certificate. However, it is also possible for language teachers to finish studies allowing them to teach a content subject (Borowiak, 2019b). In practice, there are relatively few CLIL teachers in Poland. One of the main reasons for this situation is lack of courses preparing CLIL teachers. Lack of learning and teaching materials and lack of detailed regulations concerning CLIL may also be discouraging for practitioners (Borowiak, 2019b; Nawrot-Lis, 2019). Teaching a CLIL course may be a very challenging venture taking into consideration the range of possible topics. Although, the Core Curriculum provides some information regarding the CLIL language and subjects objectives, more details should be provided in terms of CLIL subjects. If this was the case, it would be easier to implement CLIL in the Polish educational setting, with respect to assessment and preparation for the exams.

The present chapter has defined the concept of Content and Language Integrated Learning. It has discussed its origins and the process of CLIL implementation. The discussion in Chapter Two shifts to the issues related to CLIL methodology. The ensuing chapter addresses the problems of all language skills and techniques which can be used to support teaching them. Besides CLIL methodology, it also focuses on issues related to assessment types and CLIL teachers' competences.

CHAPTER TWO
SELECTED ISSUES IN CLIL

This chapter is an attempt to shed some light on Content and Language Integrated Learning with respect to selected aspects, including methodological considerations, linguistic features, and content subject issues in a CLIL setting. Since the previous chapter has already discussed the development of this educational approach, now it is time to explore how CLIL courses should be run. This chapter consists of two parts exploring details of the aforementioned facets. The first part delves into the description of the methodology recommended for CLIL classes. A survey of literature in this part focuses on the aspects related to a foreign language, content, the role of L1, and assessment in a CLIL setting. The second part provides certain insights into the linguistics aspects and content subjects features in a CLIL setting. It elaborates on language skills as well as selected aspects of the foreign language teaching, in particular, grammar and vocabulary. The discussion is aimed to explain the uniqueness of CLIL.

2.1 Integrating content and language learning in a CLIL setting – methodological considerations

Despite the obvious advantages discussed in the previous chapter, Content and Language Integrated Learning arouses controversy, which is fueled by certain reservations regarding this approach. One of the reservations is related to learners' language competence in their mother tongue, since, learners who are involved in CLIL programs are exposed to the academic register of their first language for a shorter time than learners who learn content subjects in the traditional way, that is, in their mother tongue. Thereby, the development of L1 may be influenced.

This reservation is refuted by Wolff (2009), who points out that the number of the content taught in a CLIL language is usually limited to several CLIL subjects. It should be noted that a mother tongue is also used as a medium of instruction. As summarized by Wolff (2009):

> Integrated content and language teaching is organized methodologically in such
> a way that the foreign language is not used without at the same time referring to
> the learner's native language: while dealing with a content subject topic

structures and lexemes are worked out contrastively which leads to the promotion

of the learner's first language as well (Wolff, 2009, p. 560).

However, some researchers believe that CLIL programs can lead to the impoverishment of CLIL learner's content subject knowledge (e.g. Baker, 1996). According to the CLIL methodology, the learner's knowledge in the content subject should be as extensive as that of the subject taught in L1. Learning and teaching materials is another problem which teachers may face. There are only few countries which have materials developed exclusively for CLIL. As a result, CLIL teachers usually develop their own materials. Sometimes they exchange them with other CLIL teachers (Wolff, 2009).

The number of learners willing to enroll in CLIL classes is still relatively small. In this manner, certain actions should be undertaken to support CLIL education. Wolff (2009) claims that to support CLIL teaching, certification for CLIL students is needed. In this case, there would be a need to set the general standards for CLIL education. Finally, if such certificates are introduced, they should be valid in other countries and give students access to further education.

The type of CLIL variant that is implemented depends largely on the educational context. The choice of an appropriate CLIL model and knowledge regarding issues related to integrating content and language learning in a CLIL setting, including CLIL methodology, can help to deal with some of the concerns discussed above.

2.1.1   CLIL methodology

The aim of this section is to provide a holistic view on CLIL taking into account CLIL methodology and the *4Cs Framework*. The aim of CLIL is not to teach content, but to teach to understand, to retain, and to use it (Vázquez & Rubio, 2010, p. 52). Therefore, CLIL teachers, apart from being able to teach content subjects via a CLIL language should also have knowledge in CLIL methodology. The importance of this type of methodology can be explained in the following way:

> The effectiveness of CLIL does not only rest on whether the teachers charged
> with teaching the subjects have a certain level of linguistic excellence, but also
> on a real organization together with sequencing of the curriculum and, above all,

that the correct methodology is used in the two areas, linguistic and non-linguistic (Vázquez & Rubio, 2010, p. 51).

Mehisto et al. (2008) enumerate five core features of CLIL methodology which support a successful delivery of CLIL lessons, namely, (1) *multiple focus*, (2) *safe and enriching learning environment*, (3) *authenticity*, (4) *active learning*, (5) *scaffolding*, and (6) *cooperation*. Each of these features is a complex issue.

Active learning is probably the most distinguishing feature of CLIL teaching, thus, it is discussed in the first place. CLIL teachers should use a wide variety of strategies. Mehisto et al. (2008) state that CLIL students should communicate more than the teacher. Learners should be actively engaged in setting content, language, and learning skills outcomes (cf. Marenzi & Zerr, 2012; Mehisto et al., 2008; Nawrot-Lis, 2019). In this manner, CLIL learners should also be given a possibility of evaluating progress in achieving the learning outcomes. By the same token, CLIL teachers should use peer cooperative work and negotiate the meaning of language and content with students (Mehisto et a., 2008; Nawrot-Lis, 2019).

Since Content and Language Integrated Learning is a dual educational approach focusing on content subjects and a foreign language used as a tool (Coye, et al., 2010), the methodology used in such courses should also focus on two aspects. There are also at least three other aspects which contribute to the *multiple focus* nature of CLIL (Mehisto et al., 2008). They include integrating several subjects, organizing learning through cross-curricular themes and projects, and supporting reflection on the learning process.

To achieve multiple goals, there is a need for the creation of a psychologically *safe and enriching environment*. Nawrot-Lis (2019) claims that CLIL teachers may create such conditions by using multiple strategies to support understanding and learning, for instance, using visuals such as pictures, charts, and diagrams. This, in turn, can encourage CLIL learners to use the CLIL language and, consequently, to actively participate in the lesson. CLIL teachers should also support the language and learning needs. It may be achieved by, for instance, providing a chart to fill in that accompanies a reading text, or a framework for a writing activity and identifying key vocabulary. The activities used in a CLIL class should be appropriate for whole-class, small-group, pair, and individual work (Deller & Price, 2007; Nawrot-Lis, 2019). CLIL learners should be given ample opportunities to experiment with language and content without the fear of making mistakes. Teachers should increase learners' language awareness, which may be achieved by the use of a personal portfolio (Nawrot-Lis, 2019).

Authenticity is the next factor characteristic of CLIL classes. Providing access to authentic materials should evoke students' interest and improve the quality of the lessons (Mehisto et al., 2008). Generally, authenticity may refer to several aspects, including (1) the texts or materials being used for learning, (2) the tasks set by the teacher to facilitate interactions, and (3) the language used by the actual target language community (Pinner, 2013). Morrow (1977) explains that authenticity is "a real language produced by a real speaker or writer for a real audience and designed to convey a real message" (p. 13). When it comes to CLIL lessons, "the nature of authenticity does not predominately lie in the source of the text or in the richness of the language" (Nawrot-Lis, 2019, p. 49), which is associated with the purpose and reasons for engagement (Pinner, 2013). CLIL subjects, such as Geography or Chemistry, allow learners to use the foreign language focusing more on a purpose rather than learning the language itself (Dalton-Puffer & Smit, 2007; Nawrot-Lis, 2019). Thus, it may be concluded that the word "content" in a CLIL setting is almost synonymous with "authenticity" (Coyle, 2010; Dalton-Puffer, 2007; Mehisto et al., 2008; Nawrot-Lis, 2019; Pinner, 2013).

Mehisto et al. (2008) enumerate at least five methods of introducing authenticity in a CLIL class. First of all, CLIL learners should be allowed to ask for the language they need in a given situation. Secondly, regular connections between learning and the learners' lives should be made. In this manner, students may become more interested and actively engaged in the lesson. Among other techniques of bringing authenticity into the classroom, maximizing the accommodation of students' interests, connecting with other speakers of the CLIL language, and using current materials from the media and other sources should be mentioned. In this case, the CLIL language is used to communicate with native speakers through video conferencing, email exchanges, blogs or school international projects (Coyle, Holmes, & King, 2009; Nawrot-Lis, 2019).

According to Mehisto et al. (2008), *scaffolding* is another component of CLIL methodology. This term is based on Vygotsky's concept of *the zone of proximal development* (*ZPD*) which is "the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers" (Vygotsky, 1978, p. 86). As explained by Mehisto et al. (2008):

Scaffolding is used in education to access, improve and add to current knowledge. In education, scaffolding is akin to a temporary supporting structure

that students learn to use and to rely on, in order to achieve learning outcomes (Mehisto et al., 2008, p. 139).

This structure plays a role of the learners' company in the learning process. This, in turn, is of merit in the light of hypothesis posited by Gibbons (2002), who assumes that "what and how we learn, depends very much on the company we keep" (p. 8). The scaffolding functions as "a partner-assisted, social rather than strictly individualistic learning process" (Mehisto et al., 2008, p. 139). It should lead to reaching beyond what students are able to achieve alone, also in terms of participating in new situations and tackling new tasks (Gibbons, 2002). In the CLIL setting, the interaction is observed between a CLIL teacher, who is a competent person and CLIL learners, who are less competent participants in a task. As a result of this interaction, CLIL learners become independently proficient at what was initially a jointly accomplished task (Nawrot-Lis, 2019).

Nevertheless, the scaffolding should also rely on previously acquired knowledge. The previous learning or previously acquired knowledge refers to learners' existing knowledge and current level of understanding. This applies to both the learning of content and language. There are several approaches explaining the process of learning new knowledge. One of them states that learning should always progresses by relating new information to the already familiar information, relying on prior knowledge to facilitate new learning (see Fillmore, 1977; Gärdenfors, 2000; Lakoff, 1987; Langacker, 1991; Paradowski, 2007; Rosch, 1975; Taylor, 1989). Other two contrasting approaches, namely, *direct assimilation* and *knowledge building* also help to understand how new knowledge is learnt. *Direct assimilation* involves fitting new information directly into existing knowledge. Overall, it may be concluded that "students process new information by directly assimilating it into their existing knowledge, often based on everyday experience" (Chan, Burtis, & Bereiter, 1997, p. 3). In the case of the second approach, students treat new concepts as new information that they need to explain (Bereiter & Scardamalia, 1993).

Previous knowledge should also be connected with students attitudes, opinions, or experiences related to the topics which are examined. In this manner, scaffolding "helps students to access previously acquired learning, to analyse it, to process new information, to create new relational links and to take their understanding several steps further" (Mehisto et al., 2008, p. 139). As a result, CLIL learners understand their learning process, build momentum, save time, and enjoy short-term wins (Mehisto et al., 2008). In other words, "scaffolding is a sheltered learning technique that helps students feel emotionally secure, motivates them and

provides the building blocks – such as language or background knowledge – needed to do complex work" (Mehisto et al., 2008, p. 139).

One of the most common and effective ways of anchoring into the previous learning is through brainstorming or graphic organizers (Mehisto et al., 2008). Scaffolding also includes chunking and repackaging knowledge. In this case, learning small amounts of information is more effective. As explained by Mehisto et al. (2008):

To move information into our long-term memory so it can be recalled at a later time, we need to anchor it to prior knowledge by defining relational links and contrasting new knowledge with old. We need to put the new knowledge to use, organize it, assess it and consider it relevant (Mehisto et al., 2008, p. 146).

Miller (1956, p. 81) claims that human brain can process about seven pieces, "plus or minus two" of information at one time. If information of this kind, both written or oral, is presented in clear chunks then the short-term memory can process it easily. As a result, a sense of confidence and emotional security appear. Thus, students are more likely to experience a feeling of success (Mehisto et al., 2008), which is also more motivating for learners. There is a fair number of tools which can be used for chunking, such as, graphic organizers (tables, charts, graphs, diagrams, mind maps, webs and pictures). The use of analogies, mnemonics devices groups of words, and numbers is also recommended (Mehisto et al., 2008).

The scaffolding can be built by not only teachers but also by other learners, parents, as well as the use of materials, and task structuring. Mehisto et al. (2008, p. 140) collate a long list of structures/strategies which may be used in a CLIL setting. They include (1) initially providing reinforcement for attempting to speak, then for a partially right answer and then for the right answer, (2) explaining a point using the register of language used by students, (3) brainstorming a topic to determine the existing level of knowledge, (4) providing language immediately, as it is needed, (5) avoiding the use of synonyms when referring to key term, (6) inserting synonyms or definitions in parentheses into the original text, (7) placing notes in the margin of handouts, (8) shortening sentences, (9) breaking material into chunks, (10) using graphic organizers such as Venn diagrams, tables and charts, (11) reducing the number of tasks one gives to a student at one time, (12) assessing obstacles to learning, (13) highlighting the most important text in a passage, (14) having students develop their own definitions for terms, (15) having students explain to the class how they solved a Maths problem, (16) using pictures and realia, (17) having students sum up a text by writing headings for each paragraph, (18)

having students sum up a reading passage by writing a newspaper headline, (19) having students cut out 40 to 60 per cent of the original text (précis), (20) giving clues and asking follow-up questions, (21) providing key phrases or words used in writing introductions, bridging paragraphs and conclusions, together with a writing assignment, and (22) helping students to understand and manage the learning process more efficiently.

Fostering creative and critical thinking is the next aspect, which has to be taken into consideration when discussing building the scaffolding. Creative thinking involves the creation, generation or further development of ideas, processes, objects, relational links, synergies, and quality relationship. Creative thinking is used by learners to plan, describe, and evaluate their thinking and learning (Moseley, Elliott, Gregson, & Higginsa, 2005). When it comes to critical thinking, it involves the evaluation of all aforementioned facets (Mehisto et al., 2008). Thus, creative thinking and the evaluation are intertwined. To make the process of thinking more efficacious, some conditions should be met. Goleman (1995) maintains that positive emotions enhance the ability to think both flexibly and with more complexity, which means that it is easier to find solutions to different problems. As Jensen (1996) notices, learners in positive environments are more likely to experience better learning, memory, and feelings of self-esteem.

Mehisto et al. (2008) claim that "most educators operate on the premise that quality of thinking can be improved with the support of others, be they teachers, mentors, peers or parents" (p. 154). Bloom's taxonomy (1956) is one of the most widely used models of critical thinking. It is argued that all learners should develop lower and higher thinking skills. Anderson and Krathwohl (2000) modified Bloom's model (1956) since not all teachers have found all levels of this model easy to use. Figure 2 shows six levels of modified model of Blooms' model modified by Anderson and Krathwohl (2000).

Figure 2. Modified model of Blooms' model (Anderson & Krathwohl, 2000)
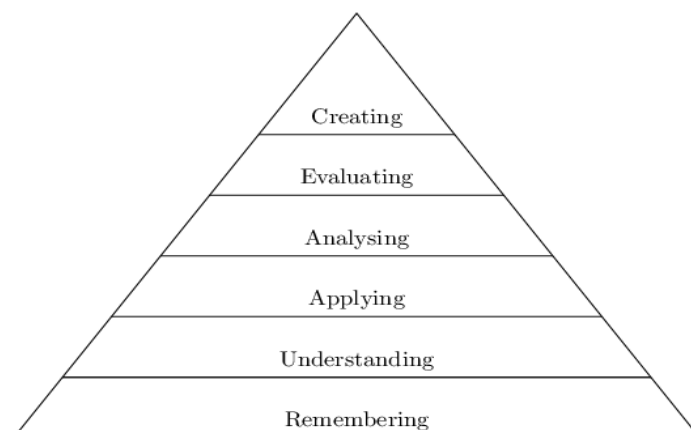
Both the modified model of Blooms' model (Anderson & Krathwohl, 2000) and the Bloom's model (1956) provide a series of pointers which should help teachers to use the pyramid presented above. Table 8 presents some examples. Mehisto et al. (2008) argue that the lessons based on tasks associated to these six levels (Anderson & Krathwohl, 2000) should lead to greater levels of learning and greater recall of facts. It is related to the fact that learning through experience is the most effective.

Table 8. Verbs related to modified model of Blooms' model (Anderson & Krathwohl, 2000)

Level/Category	Verbs (selection)
Remembering: Learner's ability to recall information	define, duplicate, list, memorize, recall, repeat, reproduce state
Understanding: Learner's ability to understand information	classify, describe, discuss, explain, identify, locate, recognize, report, select, translate, paraphrase
Applying: Learner's ability to use information in a new way	choose, demonstrate, dramatize, employ, illustrate, interpret, operate, schedule, sketch, solve, use, write.
Analyzing: Learner's ability to break down information into its essential parts	appraise, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test.
Evaluating: Learner's ability to judge or criticize information	appraise, argue, defend, judge, select, support, value, evaluate
Creating: Learner's ability to create something new from different elements of information	assemble, construct, create, design, develop, formulate, write.

Responding to different learning styles is also one of the topics emphasized in building scaffolds in learning. Mehisto et al. (2008) argue that "when these learning styles are taken into account, they can act as bridges to enhance communication and learning" (p. 167). Table 9 provides an overview of learning styles (Reid, 1998, p. x). Teachers' awareness of different learning styles should lead to a more successful identification of the ways teachers teach and learners study (Mehisto et al., 2008). If students are aware of different learning styles, it may be easier for them to take greater control of their own learning. As a result, this can aid further matching of teaching styles to learning styles (Mehisto et al., 2008, p. 167).

Table 9. Overview of some Learning Styles (Reid, 1998, p. x)

	The Seven Multiple Intelligences
Verbal/Linguistic	Ability with and sensitivity to oral and written words.
Musical	Sensitivity to rhythm, pitch, and melody.
Logical/Mathematical	Ability to use numbers effectively and to reason well.
Spatial/Visual	Sensitivity to form, space, color, line, and shape.
Bodily/Kinesthetic	Ability to use the body to express ideas and feelings.
Interpersonal	Ability to understand another person's moods and intentions.
Intrapersonal	Ability to understand oneself: one's own strengths and weaknesses.
	Perceptual Learning Styles
Visual	Learns more effectively through the eyes (seeing).
Auditory	Learns more effectively through the ear (hearing).
Tactile	Learns more effectively through touch (hands-on).

Kinesthetic	Learns more effectively through complete body experience.
Group	Learns more effectively through working with others.
Individual	Learns more effectively through working alone.
Field Independent **Field Dependent**	Field Independent and Field Dependent (Sensitive) Learning Styles Learns more effectively sequentially, analyzing facts. Learns more effectively in context (holistically) and is sensitive to human relationships.
Analytic **Global**	Analytic and Global Learning Styles Learns more effectively individually, sequentially, linearly. Learns more effectively through concrete experience and through interaction with other people.
Reflective **Impulsive**	Reflective and Impulsive Learning Styles Learns more effectively when given time to consider options. Learns more effectively when able to respond immediately.
Converger **Diverger** **Assimilator** **Accomodator**	Kolb Experiential Learning Model Learns more effectively when able to perceive abstractly and to process actively. Learns more effectively when able to perceive concretely and to process reflectively. Learns more effectively when able to perceive abstractly and to process reflectively. Learns more effectively when able to perceive concretely and to process actively.
Extraverted **Introverted**	Myers-Briggs Type Indicator (MBTI) Learns more effectively through concrete experience, contacts with and relationships with others. Learns more effectively in individual, independent learning situations.
Sensing **Intuition** **Thinking** **Feeling** **Judging** **Perceiving**	Learns more effectively from reports of observable facts. Learns more effectively from meaningful experiences. Learns more effectively from impersonal and logical circumstances. Learns more effectively from personalized circumstances. Learns more effectively by reflection, deduction, analysis, and process that involve closure. Learns more effectively through negotiation, feeling, and inductive processes that postpone closure.
Right-Brained **Left-Brained**	Right – and Left brained Learning Styles Learns more effectively through visual analytic, reflective, self-reliant learning. Learns more effectively through auditory, global, impulsive, interactive learning.

CLIL programs provide ample opportunities of manipulating, synthesizing, assessing, and evaluating data, information and knowledge. Mehisto et al. (2008) point out that in CLIL programs, teachers should "go beyond the standard exploration of personal learning styles by focusing on preferred language learning styles. This exploration can help students gain access to a wider range of language learning strategies particularly suitable for CLIL" (p. 168).

The final feature of CLIL methodology is *cooperation*, which comprises planning courses, lessons, and themes in cooperation with CLIL and non-CLIL teachers. Learning in a CLIL class can be challenging for some students. Therefore, CLIL learners' parents should also be engaged in the learning process of their children so that they may support them. The same applies to the local community, authorities, and employers. They should be made aware of the benefits of CLIL and the challenges that practitioners and students have to face. In this manner, when problems arise, it should be easier to tackle them.

When it comes to CLIL lesson planning, CLIL teachers should follow the *4Cs Framework*, which is based on four key 'building blocks'. Coyle et al. (2010) explain that 4Cs stands for *content* (subjects' matter), *communication* (language learning and using), *cognition* (learning and thinking processes), and *culture* (developing intercultural understanding and global citizenship). Context in which CLIL is implemented should also be taken into consideration.

Figure 3. The 4Cs Framework (Coyle et al., 2010, p. 41)
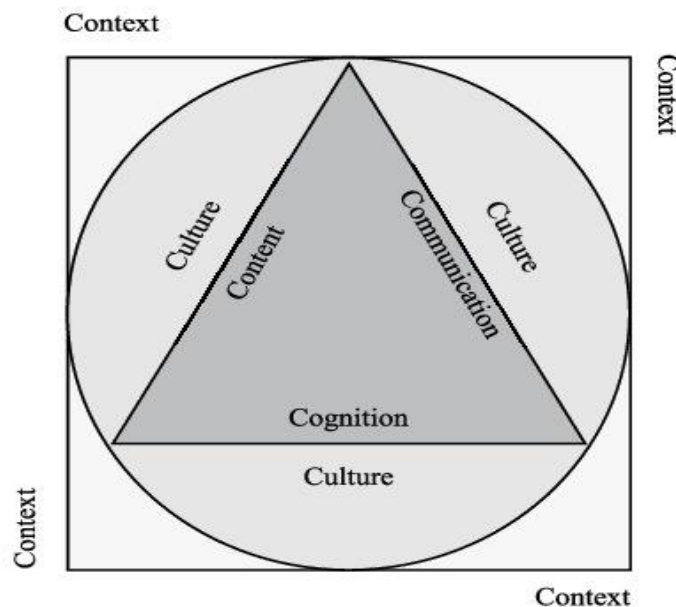
Coyle et al. (2010, p. 41) conclude that effective CLIL takes place as a result of the symbiosis through (1) progression in knowledge, skills, and understanding of the content, (2) engagement in associated cognitive processing, (3) interaction in the communicative context, (4) development of appropriate language knowledge and skills, and (5) the acquisition of a deepening intercultural awareness, which is in turn brought about by the positioning of self and 'otherness'.

Successful CLIL programs typically involve learning to use the CLIL language appropriately whilst using this language to learn effectively. Coyle et al. (2010, p. 42) claim that the CLIL model is built on the following principles:

1) content matter is not only about acquiring knowledge and skills, it is about the learner creating their own knowledge and understanding and developing skills (personalized learning);

2) content is related to learning and thinking (cognition). To enable the learner to create their own interpretation of content, it must be analyzed for its linguistic demands;

3) thinking process (cognition) need to be analyzed for their linguistic demands;

4) language needs to be learned which is related to the learning context, to learning through that language, to reconstructing the content, and to related cognitive processes. This language needs to be transparent and accessible;

5) interaction in the learning context is fundamental to learning. This has implications when the learning context operates through the medium of a foreign language;

6) the relationship between cultures and languages is complex. Intercultural awareness is fundamental to CLIL;

7) CLIL is embedded in the wider educational context in which it is developed and therefore must take account of contextual variables in order to be effectively realized.

The foregoing principles regarding the 4Cs Framework can be treated as a reference point for lesson planning (Mehisto et al., 2008, p. 31).

The CLIL methodology emphasizes the shift from instructional to participative classes, that is, learner-centered. CLIL is often described as "a comprehensive framework that recognizes the complex but necessary interrelationship between language and content for genuine language development" (Nawrot-Lis, 2019, p. 43). CLIL teachers have to specialize in two areas: a content subject and the foreign language. Besides, they also need to possess a set of certain skills and qualities, so that they should be able to maximize the potential of CLIL (cf. Lo, 2020).

2.1.2   CLIL teachers

No matter what type of educational approach or methodology is applied, it is the teacher who is responsible for its implementation and success (Mestre-Mestre & MacDonald, 2018). CLIL teachers perform a variety of roles suitable to the objectives of CLIL programs. "The main role of the teacher in the CLIL classroom is that of a facilitator who helps encourage the students' learning, both individual and group learning processes, to acquire knowledge, power of perception, communication, and reasoning" (Suwannoppharat & Chinokul, 2015, p. 241). Other roles of CLIL teachers include *input source*, *mediator*, *generator of interaction*, *manager*, *adviser/counsellor*, *assessor*, *materials designer*, and *a CLIL teaching partner* (Spratt, 2017).

Vázquez and Ellison (2013) argue that CLIL teachers' roles involve prior collaboration and a complete change in the pedagogical strategies used in the classes. CLIL teachers shift from instructional to participative classes which include both teacher-student interaction and student-student interaction. The latter can be fostered by cooperative and collaborative work (Vázquez & Ellison, 2013).

According to Stryker and Leaver (1993), the teachers must change the style of instruction in the classroom. They should make use of group work and cooperative strategies and identify prior linguistic knowledge and skills. CLIL teachers should help their students to develop strategies to cope with different situations. They should use suitable techniques for error correction, develop and maintain high levels of self-confidence in the students. To some extent this description is translated into the core features of CLIL methodology proposed by Mehisto et al. (2008). The use of methods encouraging learners' active participation in CLIL lessons is of paramount importance.

Navés (2002, as quoted in Navés, 2009, p. 34) provides an overview of basic characteristics of successful CLIL programs. As far as teachers are concerned, they should exhibit active teaching behaviors such as giving instructions clearly, accurately describing tasks, maintaining learners' engagement in instructional tasks by maintaining task focus, pacing instruction appropriately, and communicating their expectations for students' success. While presenting new information, teachers should use appropriate strategies such as demonstrating, outlining, using visuals, building redundancy, rephrasing, scaffolding, linking new information to learners' previous knowledge and so on to make input comprehensible and context embedded. Teachers should also monitor students' progress and provide immediate feedback whenever required. They should constantly check comprehension, achieving high levels of communication between teachers and learners and among learners. Effective instruction may be aided by allowing learners to respond in a wide variety of ways: from verbal responses both in L1 and L2 to nonverbal responses (responding by doing) in early stages. However, students are expected to respond only in the Target Language (TL) once they show enough command of that language. At the early stages, emphasis is put on the development of receptive skills.

Navés (2002) explains that in a CLIL setting, the emphasis should be put on consistent integration of cognitively demanding academic content and the target language. Cognitive abilities and processes such as identifying, comparing, drawing conclusions, finding similarities and differences, among others, should be integrated in the design of the program. Teachers should respond to and use information from their students' home cultures, using cultural references, organizing instruction to build upon participant structures from students' home

culture, and observing the respective values and norms. Tasks should include hands-on tasks, experiential learning tasks, problem-solving tasks and so on. Finally, collaborative learning, autonomous learning and self-directed learning should also be supported in a CLIL setting.

De Graaff, Koopman, Anikina, and Westhoff (2007, p. 20) identify five main indicators for effective CLIL language teaching regarding CLIL teachers' roles. First of all, teachers should facilitate exposure to input at a (minimally) challenging level by selecting attractive authentic materials, adapting texts up to the level of the learners, and scaffolding on the content and language level by active use of body language and visual aids. Secondly, teachers should facilitate meaning-focused processing by stimulating the learners to request new vocabulary items, check their meaning, use both explicit and implicit types of corrective feedback on incorrect meaning identification, and practice through relevant speaking and writing assignments. Moreover, teachers should facilitate form-focused processing by giving examples, using recasts and confirmation checks, clarification requests, and giving feedback. CLIL teachers are not expected to provide explicit form-focused instruction, e.g. by explaining rules (De Graaff et al., 2007). Teachers should also facilitate output production by encouraging learners' reactions, working in different interactive formats and practicing creative forms of oral (presentations, round tables, debates) and written (letters, surveys, articles, manuals) output production, suggesting communicatively feasible tasks, giving the learners enough time for task completion, encouraging learners to speak only in English, providing feedback on students' incorrect language use, and stimulating peer feedback. Finally, teachers should facilitate the use of compensation strategies by stimulating students to overcome problems in language comprehension and language production, reflecting on use of compensation strategies, and scaffolding on-the-spot strategy use (De Graaff et al., 2007).

Apart from being qualified to teach CLIL subjects, CLIL teachers should be linguistically proficient. Marsh, Maltjers, and Hartiala (2001, pp. 78–80) provide a list of CLIL teachers' idealized competencies, which refer to foregoing classifications for effective CLIL programs. According to this classification, CLIL teachers should possess competences regarding: (1) language/communication, which means sufficient target language knowledge and pragmatic skills for CLIL and sufficient knowledge of the language used, (2) theory, which is comprehension of the differences and similarities between the concepts of language learning and language acquisition, (3) methodology, which means ability to use communication and interaction methods that facilitate the understanding of meaning, (4) the learning environment, which is related to the ability to work with learners of diverse linguistic and/or cultural backgrounds, (5) materials development, which refers to ability to adapt and exploit materials,

and (6) assessment, which implies ability to develop and implement evaluation and assessment tools (Marsh et al., 2001, pp. 78–80).

In the light of the discussions in the preceding sections, it is clear that CLIL teachers have to tackle several issues while teaching in a CLIL class. Analyzing CLIL settings, taking into account *cognitive linguistics* as a point of reference, can be helpful. *Cognitive linguistics* "is a relatively new discipline which is rapidly becoming mainstream and influential, particularly in the area of second language teaching" (Littlemore, 2009, p. 1). It comprises a number of closely related theories of language. According to Robinson and Ellis (2008), cognitive linguistics "is about language, communication, and cognition" (p. 3). Language is used for three purposes: (1) to organize, (2) process, (3) and convey information, from one person to another. In line with this approach, "cognition, consciousness, experience, embodiment, brain, self, and human interaction, society, culture, and history are all inextricably intertwined in rich, complex, and dynamic ways in language" (Robinson & Ellis, 2008, p. 3).

When it comes to language learning, it involves determining structure from usage and the full scope of cognition, which involves: (1) the remembering of utterances and episodes, (2) the categorization of experience, (3) the determination of patterns among and between stimuli, (4) the generalization of conceptual schema and prototypes from exemplars, (5) and the use of cognitive models, of metaphors, analogies, and images in thinking (Robinson & Ellis, 2008). Tomasello (2009) points out that one of the basic assumptions of cognitive linguistics is usage-based language, which implies that meaning is use and linguistic structure emerges from use.

The knowledge regarding cognitive linguistics can support CLIL teachers in the process of integration of content and a foreign language (Reitbauer, 2018). Zwiers (2007) claims that "the development of academic language in mainstream content area classrooms is not well understood" (p. 94). There is little research conducted on the interplay of content and language in learners of e.g. English as a foreign language (Reitbauer, 2018). The same applies to the approaches focusing on conceptualization of academic language among content teachers, who pay attention more to technical vocabulary rather than to other dimensions to make meaning of "complex and abstract concepts" (Zwiers, 2007, p. 94). This just goes to show that CLIL does not aim to "being equipped with some key terms and expressions" (Reitbauer et al., 2018, p. 91).

Looking at language from the point of view of cognitive linguistics should help CLIL teachers notice that language, communication, and cognition are mutually inextricable. It may be noticed especially in the case of 4Cs model which is used in planning CLIL lessons, which

CLIL practitioners find very often a very difficult venture. The explanation may be embedded in the fact that some CLIL teachers may lack knowledge regarding theories of L2 acquisition.

Dealing both with a foreign language and content is demanding. Different techniques or tasks can be used by CLIL teachers in order to prepare a successful CLIL lesson. Apart from that CLIL teachers should gain some knowledge regarding translation that can support CLIL learners not only in comprehending the content but also in mastering the CLIL language itself (cf. Riera & Arévalo, 2013). Waliński (2016) enumerates two theories which should be mentioned while delving into the area of translation. They pertain to (1) *the cognitive linguistics*, namely, translation can be approached on the grounds of closely intertwined theories of re-conceptualization (Lewandowska-Tomaszczyk, 2010) and (2) *approximation* (Lewandowska-Tomaszczyk, 2012) in communication. CLIL teachers have to prepare their own teaching materials, which involves modification of texts available e.g. online or translation of texts from L1. In this manner, CLIL teachers having some basic knowledge related to translation procedure will also be able to prepare successful teaching materials.

CLIL teachers who have appropriate skills, competences, and knowledge of CLIL methodology will be prepared to conduct successful CLIL lessons and will also be ready to prepare materials which will be used during such lessons. The preparation of CLIL materials typically involves the creation of new materials or modification of texts or exercises used in coursebooks used in countries where the CLIL language is used as the official one. Thus, the next section explores this topic in detail.

2.1.3 CLIL materials

In any educational context learning materials "are represented in a variety of media and formats, and that support the achievement of intended learning outcomes. Learning materials are in adherence with the objectives and requirements of a regional or national curriculum" (Mehisto, 2012, p. 15). All learning materials are supposed to support students and teachers. Each teacher should determine how and to what extent a book or other learning materials should be used (Mehisto, 2012). Learning materials of superior quality may "foster the creation of relational links between intended learning, students' lives, the community, and various school subjects" (Mehisto, 2012, p. 16). Such materials help learners understand what learning is and how it can be applied in and outside of school.

One of the aims of the materials is to progressively develop students' content knowledge and language skills so that they are able to comprehend, conceptualize, systematize, appreciate, and contemplate facts and experiences. They should trigger effective communication of learners own understandings and opinions through speech and writing. Mehisto (2012) emphasizes that quality learning materials "promote critical and creative thought, discussion and learner autonomy" (p. 16). Moreover, such materials build intercultural knowledge, skills, and constructive attitudes towards diverse cultures and people.

When it comes to a CLIL setting, according to Mehisto (2012, p.7), CLIL programs and similar approaches seek in the long term to support students in achieving (1) age-appropriate levels of L1 competence in reading, writing, speaking and listening, (2) age-appropriate levels of advanced proficiency in L2 reading, writing, speaking, and listening, (3) grade-appropriate 3 levels of academic achievement in non-language school subjects, such as Mathematics and Science taught primarily through the L2 and in those taught primarily through the L1, (4) an understanding and appreciation of the L1 and L2 cultures, (5) the capacity for and interest in intercultural communication, and (6) the cognitive and social skills and habits required for success in an ever-changing world. Therefore, learning materials used in a CLIL setting should support "the creation of enriched learning environments where students can simultaneously learn both content and language, whilst becoming more adept learners of both. Quality CLIL materials are cognitively highly demanding for learners" (Mehisto, 2012, p. 17). Students working with such materials have to assume the additional challenge of learning through the CLIL language. It should be taken into account that learning in a CLIL setting is often associated with excessive cognitive load, which in the case of learning materials can be avoided by incorporating enhanced scaffolding and other student support mechanisms to help them reach well beyond what they can do on their own (Mehisto, 2012).

Consequently, appropriate CLIL learning materials should help students build a sense of security in experimenting with (1) language, (2) content, and (3) the management of their own learning. Such materials can be expected to be highly integrative and multilayered (Mehisto, 2012). Moreover, they should help increase the likelihood that both content and language learning will be meaningful. Mehisto (2012, pp. 17–25) provides a number of criteria for the development of quality CLIL materials. According to these criteria, CLIL teachers should make the learning intentions (language, content, learning skills) and process visible to students, systematically foster academic language proficiency, foster learning skills development, and learner autonomy. They should also include self, peer and other types of formative assessment, help create a safe learning environment, and foster cooperative learning.

CLIL teachers should seek ways of incorporating authentic language and authentic language use, foster critical thinking, and foster cognitive fluency through scaffolding of content, language, and learning skills development. Finally, CLIL teachers should help to make learning meaningful.

CLIL teachers in majority of cases have to produce their own teaching and learning materials (Borowiak, 2019a; Borowiak, 2019b; Wolff, 2011). It means that CLIL teachers typically use course books in the language which is used for their CLIL courses or use data collected from the Internet. As a result, CLIL teachers often have to modify such materials. Coyle et al. (2010) indicate that CLIL teachers who want to use particular text during CLIL lessons, should consider it from different view-points. For instance, they should focus on the message (Is it the content you want?), the clarity of the message (Is it expressed in an accessible way?), the mix of textual styles for presentation (Does it have visuals, tables, diagrams, graphics as well as text which can be heard or read, including bulleted and continuous prose?), the level of subject-specific specialist vocabulary (Is it the right amount and are they the right words?), the level of general vocabulary (Are there complex words which are not necessary?), the level of grammatical/syntactical complexity (Are the phrases and sentences too complicated and/or is the use of grammar more complex than is needed?), and the clarity of the thread of thinking (Is this overt? Is inference or integration needed?) (Coyle et al., 2010, p. 93).

Coyle et al. (2010) notice that CLIL teachers should "consider how much new content material they can introduce at any one time, and in a CLIL context they also need to review how familiar the language is" (p. 94). Figure 4 presents a model of content and language familiarity and novelty continuum (Coyle et al. 2010, p. 95), which can be used by CLIL teachers in order to decide how much new content material they can introduce and what CLIL language vocabulary and grammatical structures should be used during one lesson. Figure 4 shows the different stages of CLIL lesson where activities are stimulated through input. This figure also shows how CLIL teachers monitor the role of familiarity and novelty in both content and language. In this manner, learning is both accessible and challenging in the right ways at the right times (Coyle, et al., 2010). To achieve it, any extremes in the level of familiarity of both content and language should be eradicated. Figure 4 also shows possible dangers of straying outside the planning circle. CLIL teachers should evaluate continuously how learners comprehend new material and the role of language in the process according to content and language familiarity and novelty continuum (Figure 4), (Coyle et al, 2010).

Figure 4. Content and language familiarity and novelty continuum (adapted from Coyle et al. 2010, p. 95)

New content

Planning circle

| 3a. Input during the main learning stage | 3b. Input during the extension learning stage |
| 1. Warm-up brainstorming activity | 2. Main introductory stage |

Planning circle (left)   Planning circle (right)

Familiar language   New language

Planning circle
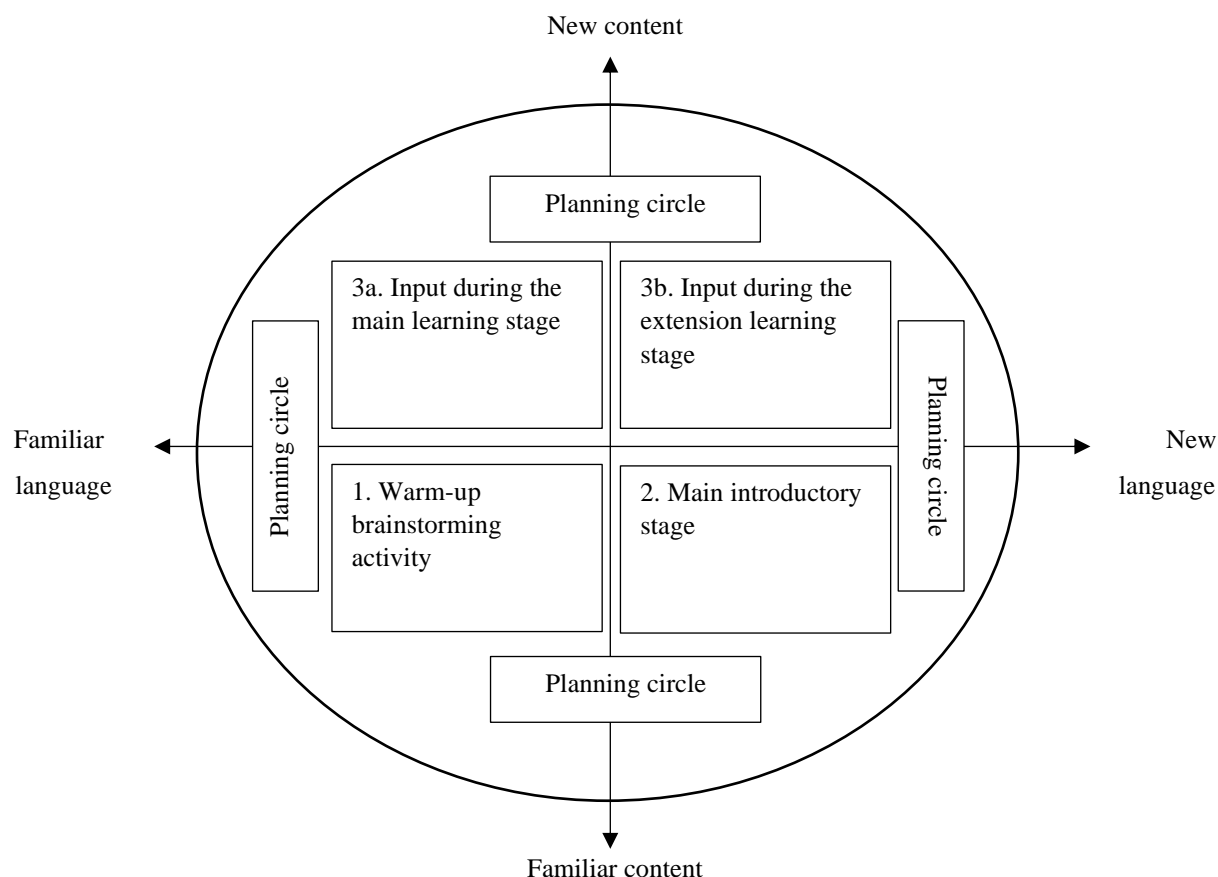
Familiar content

Content	Language	Inside the circle	Outside the circle
Familiar	Familiar	1. Settles and acclimatized learners.	No cognitive challenge; danger that CLIL is seen as only re-learning old content in another language.
Familiar	New	2. Establishes departure point and introduces specialist language.	Danger that language becomes a barrier, although the content is already known. Objectives may become over-focused on language.
New	Familiar	3a. The language remains accessible as new concepts are introduced.	Danger that new content is 'dumbed down', as over-simple language cannot do justice to new material.
New	New	3b. The language becomes more complex as the new material is consolidated and subject confidence grows.	Cognitive challenge too high: danger that CLIL is seen as impossible. Objectives may become over-focused on language.

Overall, the above-presented discussion leads to the conclusion that CLIL teachers should use a specific type of methodology, that is, the one which is appropriate for CLIL education in a particular educational context. CLIL teachers should also be able to prepare teaching materials, which combine content subject and the CLIL language. Thus, the attention should also be drawn on how content subjects and CLIL language are integrated during one lesson., which is discussed in the following sections.

2.1.4 CLIL language in a CLIL setting

Content and Language Integrated Learning is a fusion of two subjects, which raises the question of whether content subjects should be taught *in*, *with* or *through* a foreign language. When it comes to CLIL, "the nonlanguage subject is not taught in a foreign language but *with* and *through* a foreign language" (Eurydice, 2006, p. 8). Coyle et al. (2010) notice that principles which are relevant for CLIL programs are the same as these suggested by Savignon (2004) for communicative language learning. The explanation is embedded in the fact that in a CLIL setting language learning is conceptualized in an authentic context. According to these principles (Coyle et al., 2010, pp. 32–33), (1) language is a tool for communication, (2) diversity is recognized and accepted as part of language development, (3) learner competence is relative in terms of genre, style and correctness, (5) multiple varieties of language are recognized, (6) culture is instrumental, (7) there is no single methodology for language learning and teaching, or set of prescribed techniques, and (8) the goal is language using as well as language learning.

It should be emphasized that in the CLIL setting both theory and practice are important. Practice and language learning involving understanding of grammatical progression should also be connected with the use of the CLIL language for content (Coyle et al., 2010). It implies that if students are not supported in using the language for content learning, then CLIL will not succeed. As a result, the tensions in language learning between focus on meaning and on form come to the fore. De Bot (2002) argues that:

> It is obvious that teaching a subject in a foreign language is not the same as an integration of language and content. Language teachers and subjects teachers need to work together (…) [to] formulate the new didactics needed for a real integration of form and function in a language teaching (De Bot, 2002, p. 32).

In order to implement a CLIL model, where language and content are integrated, some pedagogical principles must be addressed. "Content must be manipulated pedagogically if its potential for language learning is to be realized" (Klapper, 1996, p. 70). Mohan and van Naerssen (1997, p. 2) propose a set of assumptions for approaches in which language is used as a medium of learning, not the object of learning. First of all, language is a matter of meaning as well as of form. Secondly, discourse does not just express meaning. Discourse creates meaning. Language development continues throughout our lives, particularly our education

lives. Finally, as we acquire new areas of knowledge, we acquire new areas of language and meaning.

Coyle et al. (2010) express doubts about the principles presented above, implying that "too little attention paid to form will have negative consequences" (p. 34). Swain (2000) drawing on experience of the Canadian immersion programs, claims that students should be exposed to tasks which require them to focus on challenging grammatical forms which can then be used in meaningful situations. Although far from being concluded, this heated debate leads to one relevant conclusion, namely that "it is not a question of whether to focus on meaning or form but rather that it is fundamental to address both, the balance of which will be determined by different variables in specific CLIL settings" (Coyle et al., 2010, p. 35).

Coyle et al. (2010) provide an example of young learners who were given a task to describe an experiment in Science. For this purpose, these learners needed to use past tenses which had not been taught during their regular foreign languages classes. This instance indicates that the language needed in a CLIL course does not have to follow the same grammatical progression as in the case of foreign language classes. A solution may be found in the framework suggested by Snow, Met, and Genesee (1989), according to which *content-obligatory language* should be distinguished from *content-compatible language*. The former refers to the language which is essential for learning the content. The latter pertains to the language which supports the content of a lesson, including the linguistic cultural objectives of the curriculum. The use of both helps teachers to strategically sequence their language and content objectives. Coyle et al. (2010) notice that "for strategic planning such as this to take place, teachers need to make explicit the interrelationship between content objectives and language objectives" (p. 36). These connections are demonstrated in Figure 5, *the Language Triptych*.

The aim of *the Language Triptych* is to integrate cognitively demanding content with language learning and using (Coyle, 2000, 2002). The Language Triptych differentiates types of linguistic demands. In the same vein, Dalton-Puffer (2007) claims that this construct helps to conceptualize language using as language "for knowledge construction" (p. 65). It should be noted that the Language Triptych does not replace grammatical progression but it enhances it. Coyle et al. (2010) argue that the Language Triptych supports learners in language using through the analysis of the CLIL language from three interrelated perspectives:

1) language *of* learning, which "is an analysis of language needed for learners to access basic concepts and skills relating to the subject theme or topic" (p. 37);

2) language *for* learning, which "focuses on the kind of language needed to operate in a foreign language environment" (p. 37);

3) language *through* learning, which is "based on the principle that effective learning cannot take place without active involvement of language and thinking" (p. 37) and "is to do with capturing language as it is needed by individual learners during the learning process" (p. 38). This type of language "cannot be predicted in advance" (Coyle et al., 2010, p. 38).

Figure 5. The Language Triptych (Coyle et al., 2010, p. 36)
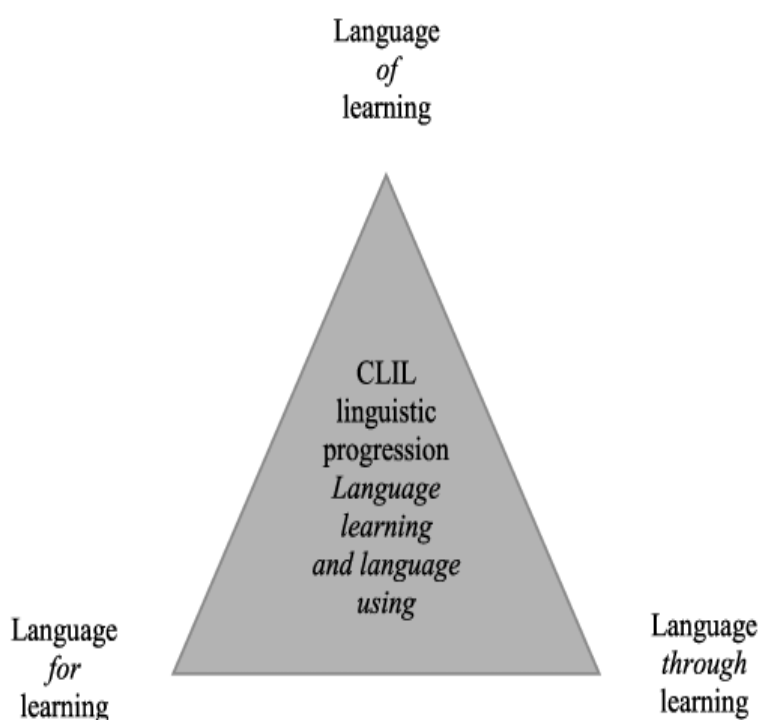
In the case of language *for* learning, CLIL students need a variety of strategies to enable them to use the foreign language effectively. This also includes developing skills which are needed for pair work, cooperative group work, asking questions, debating, chatting, enquiring, thinking, memorizing (Coyle et al., 2010). The repertoire of speech acts connected to the content includes, for instance, describing, evaluating or drawing conclusions. All of the foregoing facets should be included both in the planning teaching and the learning process (Coyle et al., 2010).

Language *through* learning addresses the need to define how linguistic development, that is, language learning, will be achieved through continuous recycling with the aim of further

development of language. Coyle et al. (2010) claim that this, in turn, should be based on an upward spiral for progression (Figure 6).

Figure 6. The spiral of language progression (Coyle et al., 2010, p. 38)
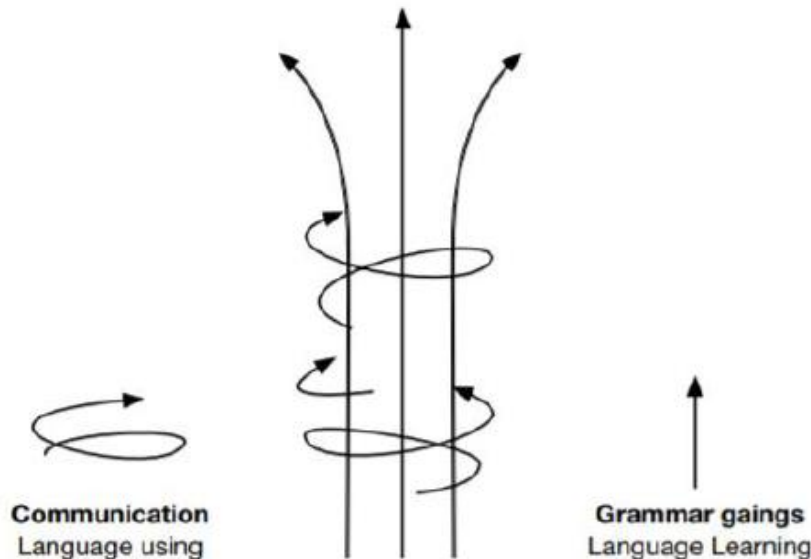
According to Coyle et al. (2010), in order to have successful CLIL programs, the teaching process should be organized according to cognitive levels.

> In the CLIL classroom it is unlikely that the language level of the learners will
> be the same as their cognitive level. This might rise to mismatches where either
> the language level is too difficult or too easy when set against the cognitive level
> (Coyle et al., 2010, p. 43).

Therefore, if the language level is too challenging, then effective learning may not take place. The same can happen in the case of the cognitive level. Coyle et al. (2010) explain that an adapted version of Cummins' 1984 model – *the CLIL MATRIX* (Figure 7) - can be useful in balancing linguistic and cognitive demands. The CLIL Matrix can be used to ensure that CLIL learners will be "cognitively challenged yet linguistically supported to enable new dialogic learning to take place requires strategic and principled planning" (Coyle et al., 2010, p. 43).

Figure 7. The CLIL Matrix (adapted from Cummins, 1984, as cited in Coyle et al., 2010, p. 43)
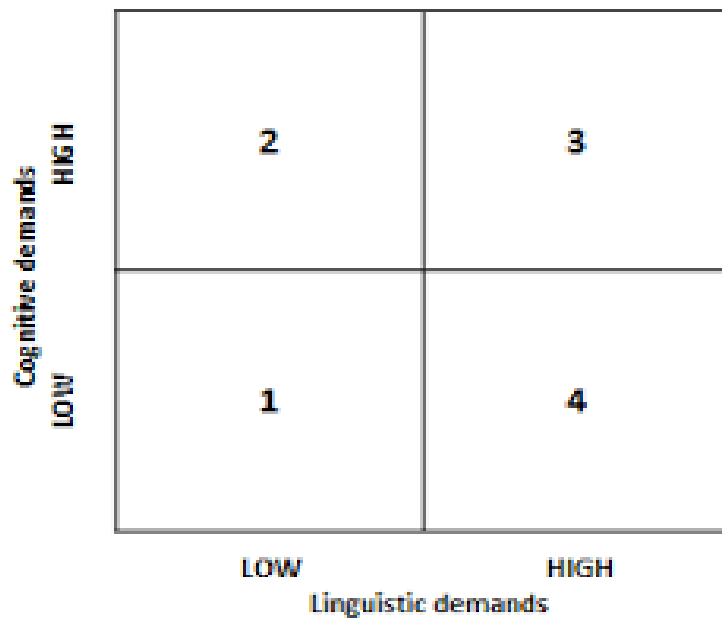
Figure 8 shows positioning tasks in appropriate quadrants. This figure demonstrates how CLIL teachers can use the CLIL Matrix to monitor, sequence, and scaffold learning.

Figure 8. Auditing tasks using the CLIL Matrix (adapted from Cummins, 1984, as cited in Coyle et al., 2010, p. 68)
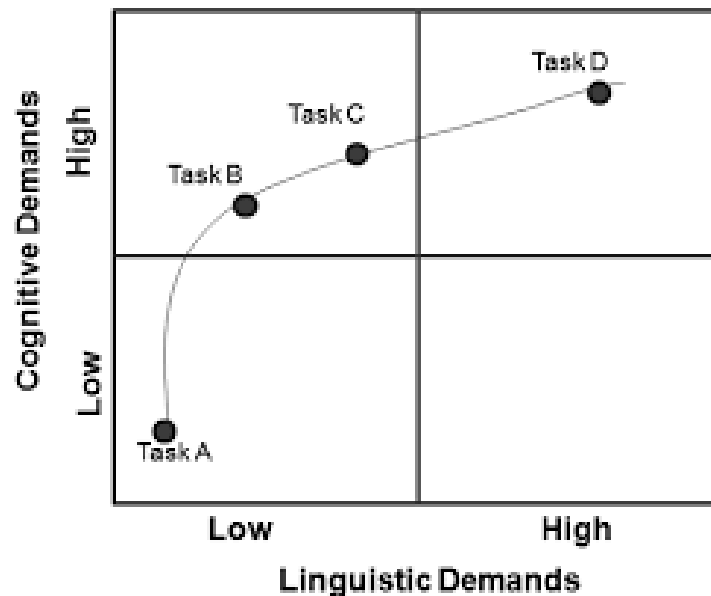
As shown in Figure 8, four tasks (a, b, c, d) follow a route from low linguistic and cognitive demands to high linguistic and cognitive demands. Task A aims at installing confidence in the

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learners by starting with familiar work as a point of reference. Task B uses recycled language, however, cognitive demands are achieved by introducing abstract concepts whilst using visuals to scaffold the new knowledge. Task C aims at continuing the development of new knowledge. In this case, the language demands involve extending familiar language into more complex structures necessary to carry out the activity. The final task – task D, introduces new language and new content (Coyle et al., 2010).

Coyle et al. (2010, pp. 105–109) provide a list based on CLIL teachers' experience including some hints aiming at enhancing language learning in a CLIL setting. They include creating a psychologically and physically safe environment, that is, the environment in which learners can experiment with the language without fear of making mistakes and consistently using one language, which means using the CLIL language as often as possible, from the beginning. However, it should be noted that it is acceptable for students to use the first language, depending on the school level and language proficiency. CLIL teachers should speak slowly and articulate clearly, especially when introducing new language and structures. The use of an appropriate level of language and making the CLIL language challenging for students should also enhance the process of a foreign language learning. The use of facial expressions, gestures, and pictures to reinforce meaning and the use of repetition to create a sense of security is also mentioned by experienced CLIL teachers. Finally, setting high, but realistic expectations and finding ways of recognizing student effort and success should also be mentioned at this juncture.

Using a foreign language as a medium of instruction involves different decisions made by CLIL teachers. Apart from using the CLIL language for communicative purposes, CLIL teachers have to prepare their lessons in such a way that CLIL learners can access the content subject knowledge. Using the CLIL language is also connected to learning materials used during CLIL lessons. Content and a foreign language are interconnected, thus, after discussing selected aspects of the CLIL language, the shift is made to the content.

2.1.5   Content in a CLIL setting

Content, according to the 4Cs Framework, "is the subjects or the CLIL theme. It does not have to be part of a discrete curriculum discipline such as Maths or History, it can be drawn from alternative approaches to a curriculum involving cross-curricular and integrated studies" (Coyle

et al., 2010, p. 53). Coyle et al. (2010) imply that the overall planning of CLIL lessons should rely on content. In this manner, content will not be limited or reduced to match the linguistic level of the students.

The choice of subjects for CLIL programs can vary according to different factors. Across Europe various subjects are offered in CLIL programs. Generally, the choice is related to the availability of particular teachers who are willing to teach in a CLIL setting and who have qualifications to teach a subject through the target language. Marsh and Marsland (1999) argue that the following subjects are frequently chosen for CLIL courses: Environmental Studies, Mathematics, Art, Biology, Geography, History, Chemistry, Psychology, and Religious Studies. However, some differences, regarding CLIL subjects, between primary and secondary education can be enumerated. According to Eurydice (2006), in majority of the schools of the European countries (Figure 9, Figure 10), it is possible to select from across the entire curriculum one or more subjects which can be included in CLIL courses.

Figure 9. Subjects in the CLIL curriculum in mainstream school provision in primary education in 2004 and 2005 (Eurydice, 2006, p. 25)
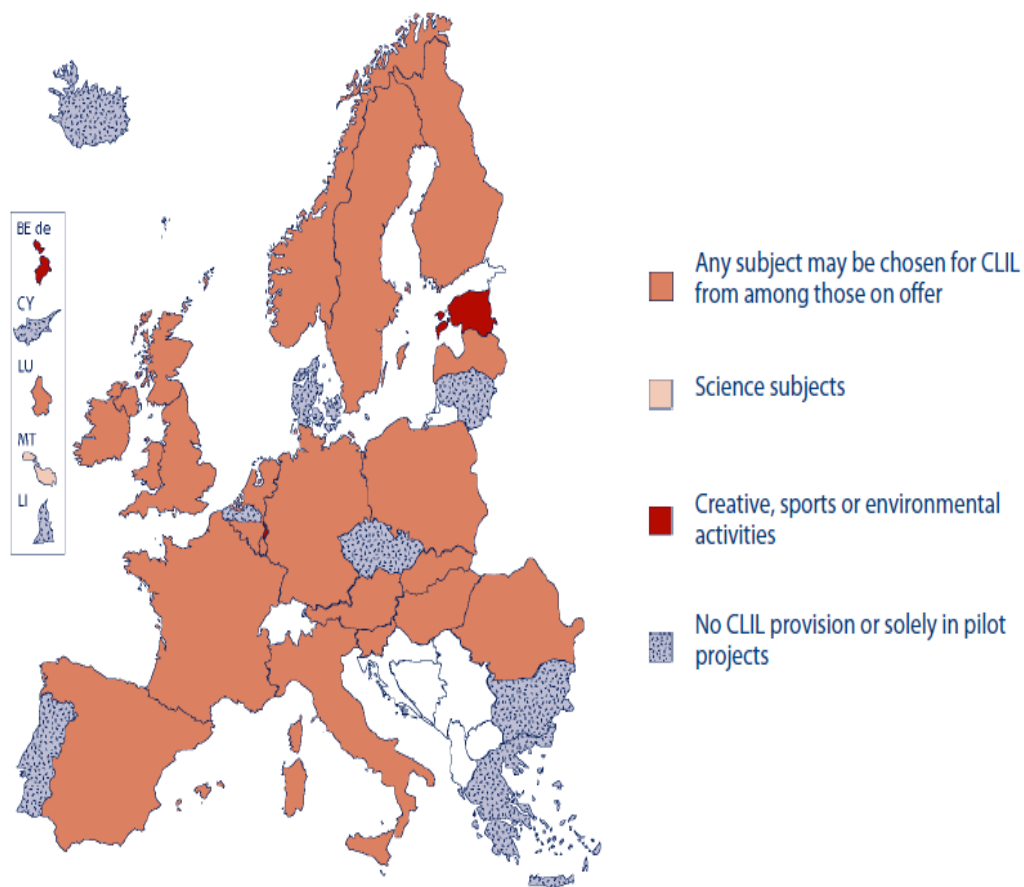
Figure 10. Subjects in the CLIL curriculum in mainstream school provision in general secondary education in 2004 and 2005 (Eurydice, 2006, p. 26)
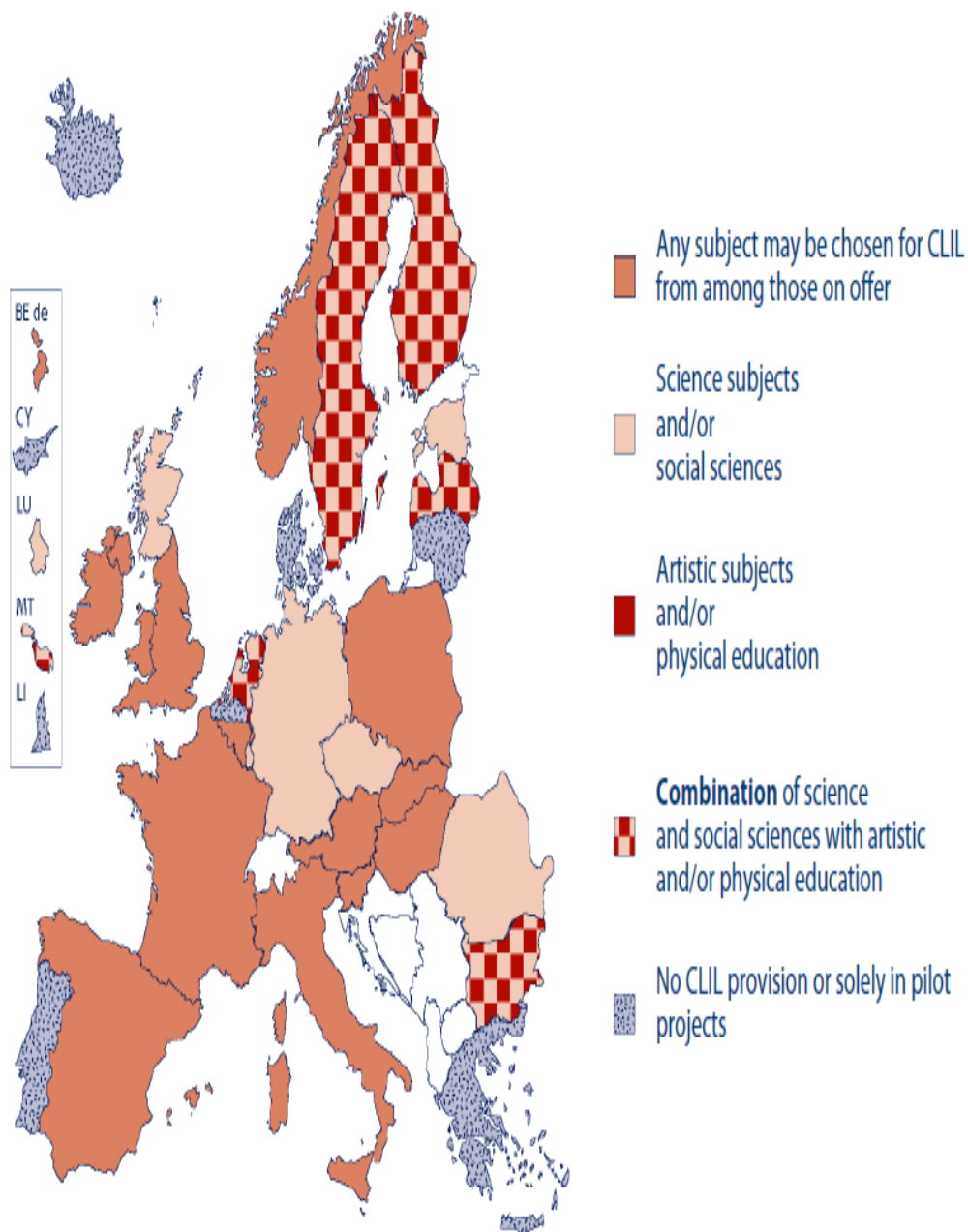
The aim of CLIL is to integrate language learning and content learning at two levels, that is, cognitive and cultural levels. In this context, the facet of culture comes to the fore.

CLIL as "a dual-focused educational approach wherein an additional language is used for the learning and teaching of both content and language, has emerged to cater to the linguistic and cultural demands created by this global age" (Dupuy, 2011, p. 22). Skopinskaja (2003) claims that CLIL learners, apart from being aware of similarities and differences between the

target culture and their own cultural background, they should also establish a sphere of interculturality. It can be achieved by learning to observe the world from the perspective of others, thus, decentering their own perspective. It means that in CLIL education "culture can include extending the content" (Coyle et al., 2010, p. 53).

The integration of content and language can pose a formidable challenge for CLIL teachers. Thus, as emphasized by Pawlak (2013, p. 212), "teachers must be reflective practitioners who are capable of selecting instructional options that are best suited to the attainment of specific pedagogic goals". Apart from using methodology appropriate for a CLIL course, CLIL teachers can also use other strategies aiming at supporting content in CLIL programs. Numrich (1989) provides five strategies which can be used to improve the comprehension of content in CLIL education. They include (1) predicting on the basis of prior knowledge, (2) anticipating what will be read next, (3) using statements to check comprehension of a text during reading, (4) analyzing text organization by looking for specific patterns, and (5) classifying to facilitate comprehension of similarities and differences.

As discussed earlier, Content and Language Integrated Learning is not homogenous in all countries where it has been implemented. Several variants of CLIL can be enumerated (see Section 1.6). There are numerous factors which influence the final shape of CLIL. The proficiency level and age of CLIL students can be enumerated among others. In such cases, the use of a mother tongue can be indispensable. This issue is discussed in the next section.

2.1.6 The role of a mother tongue in a CLIL setting

Discussion on different CLIL models has shown that the amount of the CLIL language and mother tongue can be different depending on the type of CLIL program.

> Second-language acquisition research has shown that the level of proficiency in
> the first language has a direct influence on the development of proficiency in the
> second language. The lack of continuing first-language development has been
> found, in some cases, to inhibit the levels of second-language proficiency and
> cognitive academic growth (Navés, 2009, pp. 27–28).

Learners who are expected to use the L2 only, especially when they need to use their mother tongue, can face problems (Marsh & Marsland, 1999). CLIL programs enable the use of two

languages, namely, L1 and L2. L1 helps to learn CLIL content subjects (Wolff, 2005), this knowledge, in turn, helps CLIL learners make the CLIL language they hear and read more comprehensible. Moreover, literacy which is developed in L1 transfers to the second language (Navés, 2009). This may be explained by the concept of linguistic interdependence, which implies that knowledge of one language bolsters knowledge of the second language (García, 2008). The development of L1 skills typically leads to academic success in and through English as a second language (Collier, 1995; Crawford & Krashen, 2007; Thomas & Collier, 1997; Tikunoff & Vázquez Faria, 1982; Tikunoff & Ward, 1983).

Moreover, it should be noted that several evaluation programs assume that using L1 in instruction benefits language-minority students (Ramírez, 1992; Thomas & Collier, 1997). Navés (2009) argues that "effective CLIL programmes acknowledge and support learners' home language and culture by allowing learners to use their L1 at early stages and also providing some academic instruction in learners' L1" (p. 28). The extent to which the CLIL language and L1 are used depends on the aims of the lesson and a type of a CLIL model which is implemented (Marsh & Marsland, 1999). The use of the L1/L2 ratio of 75/25% is recommended "as a minimum starting point for CLIL. This is very low in terms of L2 usage, but it allows for teachers to see CLIL as means of enriching rather than constraining the learning context" (Marsh & Marsland, 1999, p. 51).

Certain researchers claim that in the CLIL setting, other languages understood by the speakers may be used. As a result, switching and mixing between the languages occur (Arthur & Martin, 2006; Flowerdew & Miller, 1992; Martin, 2005; Mustafa & Al-Khatib, 1994). Code-switching can be defined as "the alternative used by bilinguals of two or more languages in the same conversation" (Milroy & Musyken, 1995, p. 7). The switching of languages can occur either at intersentential level (code-switching, CS) or intrasentential level (code-mixing, CM). Garcia (2007) and Coyle et al. (2010) prefer the term *translanguaging* to show that languages are not hermetically sealed units. Coye et al. (2010) explain that translanguaging "refers to a systematic shift from one language to another for specific purposes" (p. 16). An instance is a teacher who speaks in one language and a pupil replies in another. Alternatively, CLIL learners can work as a pair speaking through one language, whilst analysing materials produced in another (Marsh, 2002). Marsh (2002) explains that "translanguaging is allowed when it can help avoid a break-down in communication, but does not normally need to be used more often because of the additional language training provided in the language classes, and the support provided by language teachers" (p. 98). Ariffin and Misyana Husin (2011) argue that

"translanguaging goes beyond CS/CM as bilinguals use languages based on prestige, appropriateness, preference, ability and other factors" (p. 224).

Lewis, Jones, and Baker (2012) propose a distinction between *classroom* and *universal* modes of translanguaging. The former refers to classroom practice, which involves "planned" or "serendipitous" translanguaging but always "with a pedagogic emphasis" (Lewis et al., 2012, p. 650). The latter pertains to typical bilingual behavior: "irrespective of context and particularly for gaining understandings, everyday communication, and achievement in interactions irrespective of site" (Lewis et al., 2012, p. 650).

Since many researchers claim that translanguaging is in a way, a re-branding of code-switching (Adamson, Brown, & Fujimoto-Adamson, 2012; Gallagher & Colohan, 2014; Gené, Gil, Garau, & Salazar Noguera, 2012; Schwartz & Asli, 2014; Turner, 2013), a reference should be made to the arguments explaining why code switching is used in the CLIL classroom. Merritt, Cleghorn, Abagi, and Bunyi (1992, pp. 112–113, as cited in Flyman-Mattsson & Burenhult, 1999, pp. 59–72) discuss the following areas related to the code-switching:

1) linguistic insecurity, e.g. the difficulty teachers/learners experience in relating new concepts (Merritt et al., 1992: 112–113);
2) topic switch, that is when the teacher/learner switches code according to the topic;
3) affective functions, e.g. spontaneous expression of emotions and emotional understanding in discourse with students;
4) socializing functions, that is when teachers turn to the students' first language to signal friendship and solidarity (Merritt et al., 1992: 112–113);
5) repetitive functions, that is when teachers convey the same message in both languages for clarity.

The discussion in this section provides certain reasons why teachers can decide to use L1 during CLIL lessons. After discussing issues related to the language and content in a CLIL lesson, the emphasis should shift to the elaboration on assessment.

2.1.7 Assessment in a CLIL setting

Numerous definitions of assessment can be provided. Babocká (2015) takes the view that assessment is a part of evaluation. It should be oriented towards the learner (e.g., his or her knowledge, progress or achievement). Williams (2003) claims that assessment plays the role of

a "tool for learning rather than the end of the learning process" (p. 34). In the same vein, Babocká (2015) claims that assessment is not only focused on the final level of a learner's knowledge, but that the process of learners development is equally, or even more important.

Hönig (2009) distinguishes the following types of assessment:

1) *formal* vs. *informal assessment*;
2) *formative* vs. *summative assessment*;
3) *holistic* vs. *analytic assessment*.

The formal assessment includes formal techniques, such as, tests, written exams or quizzes (Babocká, 2015). On the other hand, *the informal assessment techniques* "can be used at any time without interfering with instructional time" (Navarette, Wilde, Nelson, Martínez, & Hargett, 1990, p. 2). They occur in a casual manner, during or after the lesson. In this case verbal praise, facial expressions or gestures to assess a student's work and learning progress can be used.

When it comes to *the formative assessment*, it is process-oriented and diagnostic. Its key role is to help a learner to form their own learning process by the systematic collection of data, which provides information about their current level of learning (Trumbull & Lash, 2013). In contrast, *the summative assessment* has a much more "limited perspective with a focus on the 'ends' of learning in terms of what the learner has achieved at particular points" (Rea-Dickens & Germaine, 2003, p. 5). Marks are used for assessment of students' learning outcomes, e.g., written/oral tests, projects or essays written during the semester or at the end of the school year. Marks usually correspond to specific classification scales. Whereas the holistic assessment looks at the whole learner's product and assesses it as a whole, the analytic assessment marks prescribed components of a final student's product (e.g. an essay, test, or invention). This type of assessment is believed to be more objective since it provides a more complex diagnosis of a student's work (see Rea-Dickens & Germaine, 2003 for a broader discussion).

The assessment in a CLIL setting seems to be even more complex. Llinares, Morton, and Whittaker (2012) argue that assessment "is an indispensable part of instruction. It is by thinking about assessment that we really start to sharpen up our idea of what CLIL is about and the role of language within it" (p. 280). Barbero (2012) claims that assessment is a foundation stone to the success of CLIL. It is connected to the fact that assessment, which guides learning and students, ends up focusing on what they are assessed. Nevertheless, as indicated earlier, assessment in CLIL is a complex process which raises concerns over some basic questions,

such as, "What" (should be assessed), "How" and "Why" (it should be assessed) (Barbero, 2012), as well as "Who" should conduct the assessment (Coyle et al., 2010).

Briggs, Woodfield, Martin, and Swatton (2008) enumerate three main concepts associated with assessment, which may be a foil for further discussion regarding the assessment in a CLIL stetting: (1) assessment *OF* learning, (2) assessment *FOR* learning, and (3) assessment *AS* learning. The assessment *OF* learning is a summative assessment. The assessment *FOR* learning is a formative assessment. Its main aim is to inform the planning of future learning and teaching.

> This involves the teacher and the learner in a continual review of the progress achieved. Formative assessment has three important characteristics: it is planned, since teachers collect evidence about the state of learners' knowledge; it is reactive, since teachers adjust their teaching activities in the light of the information they gain; it is reciprocal, since both teachers and learners may improve the quality of the studies according to the information they get from formative assessment (Barbero, 2012, p. 39).

These features seem to have particular implications in CLIL courses. Formative assessment provides feedback to learners and teachers through specific assessment tools. According to Massler (2011, p. 118), formative assessment in CLIL classes should embrace:
1) development in foreign language competence;
2) development in the content area;
3) development of positive attitudes towards both the foreign language and content area;
4) development of strategic competence in both the language and content;
5) development of intercultural awareness and promotion of intercultural education.

The third concept is related to the assessment *AS* learning. The aim is to increase the awareness about the learning processes. Learners and teachers are expected to share learning intentions and success criteria. They also evaluate learning through "alternative forms of assessment, such as self- and peer assessment, and through tools such as portfolios, observation grids and other instruments" (Barbero, 2012, p. 39).

The assessment in CLIL should also fulfil two essential quality criteria: *validity* and *reliability* (Barbero, 2012). Formative assessment should be supported by *valid* assessment tools, which measure exactly what these tools intend to assess and are consistent with the

teaching objectives. The assessment should also provide *reliable* feedback for the learner. It should consist of criteria, scores, and descriptors which quantify, evaluate, and interpret the outcomes. Reliable assessment should be accurate, precise, and consistent, that is, the same or similar outcome should rate the same. As pointed out by Babocká (2015):

> In terms of CLIL's uniqueness, it is very important to identify whether the "gap" is caused by the lack of subject knowledge and understanding or by the failure of communication caused by insufficient foreign language acquisition. This requires offering some alternative ways of expressing understanding (Babocká, 2015, p. 180).

In this context, Massler, Ioannou-Georgiou, and Steiert (2011) recommend integrating hands-on activities and symbolic representations, e.g. pictures, pictographs, maps, diagrams, pantomimes, drama techniques or even using one's mother tongue.

The discussion of theoretical underpinnings of the assessment in a CLIL setting, aimed at addressing the problems of *how* and *why*, leads to more practical facets. One aspect of the assessment in CLIL subjects addresses the question of what should be assessed, that is, content knowledge or the CLIL language. Barbero (2012), with reference to Coyle et al. (2010) definitions of CLIL, argues that "so-called "European" CLIL states clearly that the focus should be on content, and the language is intended as instrumental to the latter's development" (p. 41).

Another question is related to the question of how it should be done, that is, the content and the language should be assessed separately or together. Barbero (2012) argues that the CLIL teacher should consider both the criteria for the content-subject assessment and the criteria for the CLIL language assessment (Babocká, 2015). Massler (2011) also claims that even when content and language are assessed in one task, having separate and clear criteria for each area, that is, language ability and content knowledge, is highly recommended.

It should also be noted that CLIL language is the academic language (CALP) used for teaching the CLIL subjects. Thus, CLIL teachers have to resolve the problem of the formal correctness of language, which includes two basic principles. The first one addresses comprehensible input, that is, specific strategies of scaffolding must ensure understanding of the message or text. The second one applies to linguistic correctness which must be ensured in different ways than those traditionally followed in language courses. A language clinic (Coyle et al., 2010) can be one of the examples of such a solution. In this case, "from time to time, the teacher gathers language errors which need to be addressed as a class and holds a "language

clinic" in a lesson, explaining to learners that this is a necessary step to support better communication of content" (Coyle et al., 2010, p. 120).

Massler (2011) claims that "the content that was taught in the L2 needs to be assessed in the L2 as well" (p. 121). A consensus emerges in the following observation made by Coyle et al. (2010):

> The teacher designing the unit will know what she or he wishes to teach and what the overall purpose of the CLIL module is. Therefore, the answer to the 'language or content' question is determined by the relative priority within those objectives; (…) the content should always be the dominant element in terms of objectives, even though we intend that language will be learned securely alongside the content's concepts and skills (Coyle et al., 2010, p. 115).

It means that "teachers should know why they are assessing language as opposed to content and how they wish to do this" (Coyle et al., 2010, p. 119).

Barbero (2012) proposes a framework for the assessment, which integrates content, at different complexity levels, CALP functions, and cognitive skills (Table 10).

Table 10. Conceptual framework for CLIL (adapted from Barbero, 2012, p. 43)

Content	Thinking skills	Language	
Knowledge structure	*Lower-order TS*	*CALP functions*	*Language structures Vocabulary*
Concepts / classification	- defining - identifying - classifying	description - identifying elements in their context - classifying objects and ideas according to their characteristics - identifying and describing information	specific vocabulary + grammar
Knowledge structure	*Higher-order TS*	*CALP functions*	*Language structures Vocabulary*
Principles / relationships	- explaining - hypothesizing - applying - comparing - solving problems	sequences - explaining organizing principles and reasoning processes - generating hypothesis on causes and effects - predicting implications, hypothesizing - applying a model - making a timeline, cycle or narrative sequence - describing problem-solving procedures applied to real life problems	syntax + textual types
Evaluation / creation	- evaluating - expressing opinions - making choices - creating	choices - summarizing information, incorporating new information with prior knowledge - identifying criteria, explaining priorities - indicating reasons for judgments	creative use of structures and vocabulary

Table 10 illustrates the ways in which content knowledge at different levels of cognitive difficulty integrate and express each other through the CLIL language. Barbero (2012) explains this framework on the basis of the *knowledge framework*, which as postulated by Mohan (1986), involves a taxonomy where knowledge is considered in its relationships with language at three different levels, including: classification/concepts, principles/processes, and evaluation/creation. Their language manifestations are also taken into account including: description, sequences, their choices. This framework also involves the cognitive dimension pertaining to lower-order processing (e.g. recognizing, identifying, classifying) and higher-order processing (e.g. explaining, applying, or putting together pieces to construct something new and making critical judgments) (see Anderson & Krathwohl, 2001; Barbero, 2012 for broader discussions). Another issue in the area of assessment in a CLIL setting refers to a person who should be responsible for the assessment. Coyle et al. (2010) insist that it has to be carried out by CLIL teachers.

However, relying on teacher assessment alone can have the negative potential of impoverishment in a CLIL program. Thus, the use of self- and peer-assessment methods can be crucial in a CLIL setting.

> When learners are involved in assessment in a CLIL classroom, they are involved in decisions about how to learn and what to learn and why they are learning, and they are also actively involved in decisions about the criteria for assessment and their studies will probably be qualitatively different from that of students who are treated as recipients of teaching and who are the object of other's unilateral assessment (McConnell, 2006, p. 92).

This indicates that implementing various assessment types and involving different parties in the assessment process may bring an added value. Additionally, Barbero (2012, pp. 58–59) refers to a set of suggestions provided by Bertaux, Coonan, Frigols-Martín, and Mehisto (2009), which can be used by CLIL teachers with respect to assessment and evaluation. They include:

1) engaging students in an assessment-for-learning culture including:
   a) making connections between planned outcomes, learning skills and processes, actual outcomes, and planning for future learning,
   b) using self and peer-assessment tools,
   c) maintaining a triple focus on language, content and learning skills;

2) distinguishing and navigating CLIL-specific characteristics of assessment and evaluation, which include:

    a) language for various purposes,

    b) work with authentic materials,

    c) communication with speakers of the CLIL language,

    d) ongoing language growth,

    e) level of comfort in experimenting with language and content,

    f) progress in achieving planned content, language and learning skills goals,

    g) developing all language skills,

    h) distinguishing content and language errors,

    i) carrying out assessment in the target language;

3) preparing students for formal examinations including high-stakes examinations.

To recap, assessment in CLIL settings should develop critical assessment skills at a deeper cognitive level The main purpose of learner assessment tasks should be encouraging reflective gap-closing and informative feedback (O'Dwyer & de Boer, 2015). Moreover, CLIL teachers should use a mixture of formal and informal assessment and content knowledge should be assessed using the simplest form of a CLIL language (Cole et al., 2010). The CLIL language, in turn, should be assessed for a real purpose in a real context.

2.2 Linguistic features in a CLIL setting

A large body of research (e.g. Ackerman, 2003; Carroll, 1990; Li, 2016; Saito, 2017; Skehan, 2015; Snow, 1987; Robinson, 2002) indicates that learners with special language-learning aptitude may reach higher proficiency levels via traditional foreign language classes. In this manner, special language-learning aptitude is the factor which precipitates L2 learning. CLIL, significantly improves the CLIL language proficiency of a broad group of students whose foreign language talents or interests may be average (Dalton-Puffer, 2011; Mewald, 2007).

The notion of *language proficiency* is often defined in terms of learners abilities, that is, what a learner can and cannot do with a foreign language, regardless of where, when, or how the language has been learned or acquired (ACTFL, 1989). Lee and Schallert (1997) explain that foreign language proficiency is related to "language competence, metalinguistic awareness,

and the ability to speak, listen, read, and write the language in contextually appropriate ways" (p. 716). Lin (2016) claims that language proficiency as a concept should be explored in a specific context, that is, "according to its use in different contexts, then students need to develop language proficiencies appropriate for use in different contexts" (p. 11). This goes in line with the two dimensions of language proficiency proposed by Cummins (1980, 2001), which are presented in Figure 11.

Figure 11. The 'iceberg' representation of different aspects of language proficiency (adapted from Cummins 1980/2001, p. 112; cited in Lin, 2016, p. 12)
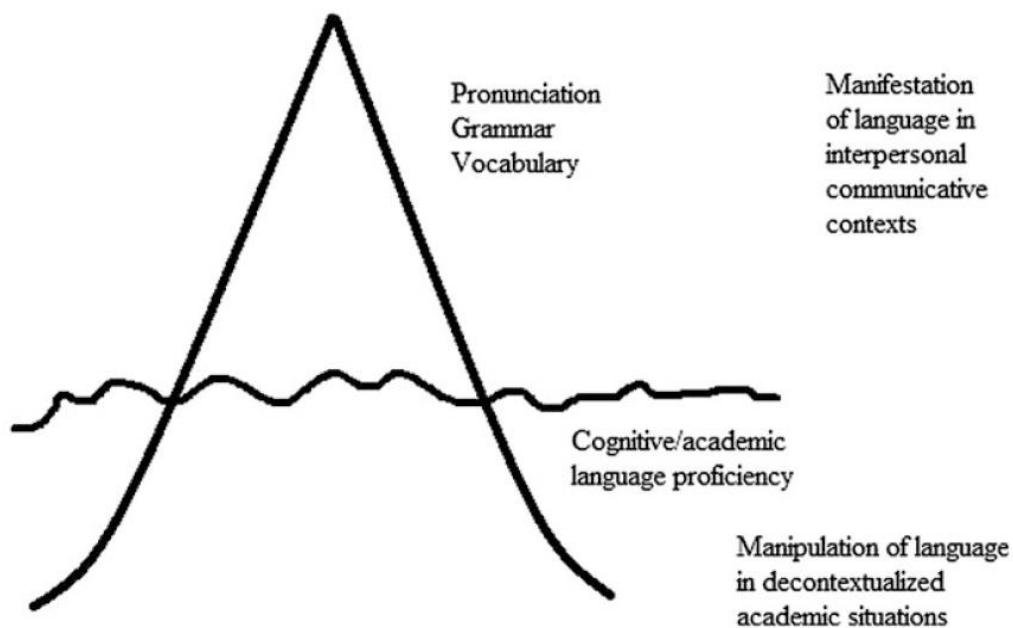
Figure 11 shows that the two basic dimensions comprising: *Basic Interpersonal Communication Skills* (*BICS*) and *Cognitive Academic Language Proficiency* (*CALP*). The BICS are used in everyday life, for instance, in conversations with family members and friends or casual chit-chat on Facebook, Twitter or Internet forums (Lin, 2016).

In contrast, the CALP is used to understand and discuss academic topics, for instance, in the classroom and to read and write about these topics in school assignments and examinations (Lin, 2016).

> BICS are said to be used in context-embedded conversations and this means that
> the conversation is often face-to-face and offers many cues to the listener such as
> facial expressions, gestures and concrete objects of reference. CALP, on the other

hand, is said to be necessary for context-reduced communication, such as those that take place in the classroom where there are supposed to be fewer non-verbal cues and the language is more abstract. However, in recent developments of new media interactions, this face-to-face context can often be a virtual one such as that of a Skype or WhatsApp conversation. It is, therefore, better to conceive of BICS and CALP not as discrete categories but as lying on a continuum (Lin, 2016, pp. 11–12).

However, when it comes to CLIL a slightly different model is recommended. Cummins (2001) on the basis of the research literature regarding L2 or English as an additional language in North American contexts (EAL) concluded that "while proficiency in L2 BICS seems to be independent of both L1 and L2 CALP, L1 CALP and L2 CALP are related and he proposed the Common Underlying Proficiency (CUP) model of bilingualism" (Lin, 2016, p. 13). Figure 12 shows the dual-iceberg representation of bilingual proficiency.

Figure 12. The 'dual-iceberg' representation of bilingual proficiency (adapted from Cummins 1980/2001, p. 118; cited in: Lin, 2016, p. 13)
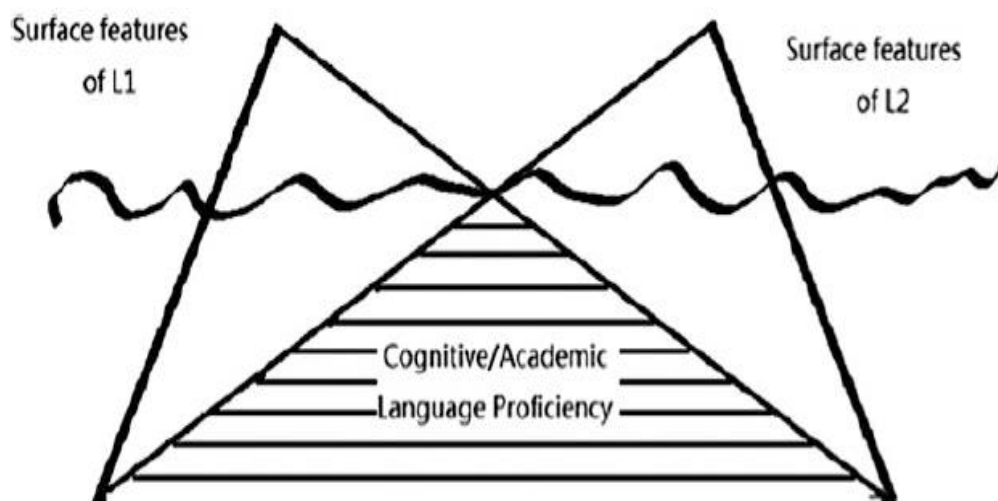
The issue of foreign language proficiency is multilayered. It refers to four skills, that is, reading, listening, speaking, and writing. Learning the CLIL language can be even more challenging since it applies to CALP and BICS. Each skill is discussed in the following subsections. The discussion starts with reading in CLIL settings.

2.2.1   Reading

As emphasized by Wolff (2005), supporting reading comprehension is essential in the CLIL approach. It is, firstly, because reading facilitates access to both language and contents. Reading texts, if connected with particular brand of knowledge, provides the learner with a lot of information (cf. Hillocks, 1987; Ur, 1999). Reading texts, which are created with the aim other than language teaching, can increase the students' level of reading proficiency in the target language because such texts are more challenging to learners (Brinton et. al, 1989).

Coonan (2007) assumes that in a CLIL setting, receptive skills, especially reading, are far more actively worked on than productive skills. This may serve as a predictor of success of reading in a CLIL setting. An overview of research on CLIL indicates that reading skills are positively affected by CLIL teaching (e.g. Dalton-Puffer, 2008). Still, there are also some studies that show no significant differences regarding this competence (e.g. Pladevall-Ballester & Vallbona, 2016).

Some scholars claim that reading strategies in a CLIL setting can decide on the students' success or failure (see Hellekjær, 1996; Garipova & Román, 2016). It concurs with Skogen's observation (2013) that "the students will get stuck when trying to read textbooks in their CLIL subjects if they read them the same way they read their textbook in their English subject" (p. 32). Therefore, a CLIL methodology should promote reading strategies (Wolff, 2005).

Reading strategy is defined "as conscious and systematic reading adjusted to the text and the goal of the reading" (Skogen, 2013, p. 23). Khaki (2014) notices that "approaches to the teaching of reading have focused on the importance of acquiring those strategies that help students become strategic readers" (p. 187). Garipova and Román (2016) claim that strategic readers, that is, those who make use of reading strategies, are more efficient, creative, and flexible. As a result, they acquire both language and content more easily. From this perspective, CLIL teachers should teach the reading strategies explicitly and subsequently practice and use them in lessons during the course.

Anmarkrud and Refsahl (2010) structure the development of reading strategies at the following four levels:

1) the student observes how reading strategies are used;
2) the student copies reading strategies;
3) the students uses strategies together with a teacher or a student;
4) the student uses strategies independently but with some guidance from a teacher before the learner in the end is able to use them independently.

Skogen (2013) argues that teachers should focus explicitly on teaching reading strategies. Otherwise, learners may know that they exist but they will be unlikely to use them in practice.

There are numerous classifications of reading strategies which can be used in a CLIL setting. Anderson and Pearson (1984) and Aebersold and Field (1997) promote *back bottom-up processing*. Goodman (1967) and Smith and Tager-Flusberg (1982), on the other hand, propose *top-down processing*. This approach emphasizes the prior knowledge of the reader. Grabe and Stoller (2002) and Kintsch (2005) propose the use of *interactive approach* which can be more effective. This approach involves both the *bottom-up* and *top-down processing*. In this case the reader chooses which strategy to use depending on the given situation.

Another categorization which applies to reading includes: (1) *basic language skills*, (2) *academic language skills*, and (3) *metacognitive skills* (Clegg, 2009). To start with *basic language skills*, reading on a range of topics can help in "making appropriate and accurate use of the language at the level of spelling, grammar, vocabulary, function and discourse" (Barboráková, 2012, p. 8). Reading, besides listening, speaking, and writing, is taught in their foreign language lessons and implicitly in content subject lessons. Students learn the L2 also outside school through the media and in communities where this language is used.

Moving to *academic language skills*, they include Cognitive Academic Language Proficiency (Cummins, 1979). In a CLIL setting, reading involves reading "handouts, subject textbooks with the texts full of paragraphing, numbering, and headings, usually supported by clarifying visuals (charts, diagrams, photographs, etc.)" (Barboráková, 2012, p. 8). Overall, CLIL learners typically use reference books and the Internet to collect necessary information. As a result, they also need the skills of using tables of contents, indexes, key words, skimming and scanning. While CLIL students read, they have to distinguish central information from peripheral information. They are also supposed to take notes.

The third set, *metacognitive skills*, plays a role of a significant organizer of all of the tasks that are performed by students. They include planning, setting goals, initiating work, sustaining future-oriented problem solving activities, monitoring, and managing progress on tasks to detect and correct errors, and keeping track of the effect of one's behavior on others. Barboráková (2012) claims that these skills are "CLIL-specific, because the students need to ask the teacher to explain and repeat, to be able to look up words, to pre-read texts before a lesson, or to plan, draft and revise writing tasks" (p. 8).

CLIL teachers can use some strategies in order to provide language support for students while reading. Barboráková (2012) argues that CLIL teachers should check if learners understand key vocabulary before they start reading. Teachers may provide students with

activities, such as, pre-reading questions, reading support tasks (e.g. filling in a chart, labeling a diagram) or taking notes on specific information (dates, figures) (Barboráková, 2012). Brown and Palincsar (1984) divide reading strategies into four main groups: summarizing, questioning, predicting, and clarifying. Khaki (2014) claims that "two of the most useful strategies are those in which the student summarizes orally what he has read about a passage or answers questions about the passage" (p. 188).

Another set of reading strategies comprises: previewing a text, scanning, skimming, predicting the upcoming information, summarising, guessing the meaning of unknown words, and generating questions about the text (Grabe and Stoller, 2001). Scanning is claimed to be a valuable reading technique since it encourages learners to focus on the information they are looking for, not on the unknown words (Iannou & Pavlou, 2011). Garipova and Román (2016) argue that regardless of the chosen reading activities, teachers should remember that in the CLIL context, the content of the reading tasks is more significant. Thus, two types of reading approach in the CLIL setting are recommended: *intensiv*e and *extensive reading*. The former is related to "a more in-depth study and analysis of a relatively limited amount of text" (Dakowska, 2005, p. 206). Reading for specific information, reading for general orientations, detailed understanding, reading for pleasure are some of the examples of intensive reading. *Extensive reading* "serves as communicative experience providing language input in the written form" (Dakowska, 2005, p. 206). It is usually explained as reading for information and pleasure, as well as for general, overall meaning.

In the context of extensive reading, certain observations regarding L2 ability have been made. They include: reading comprehension and reading speed (Bell, 2001), vocabulary (Grabe & Stoller, 1997; Horst, 2005; Pigada & Schmitt, 2006), grammar (Yang, 2001), reading and writing (Hafiz & Tudor, 1989).

> Working on the premise that CLIL does provide that "comprehensible input + 1", it seems to make sense to hypothesise that, among those language benefits to be derived from CLIL, a potential boost to the so-called receptive skills (that is listening and reading comprehension) might be found (Prieto-Arranz, Fabra, Calafat-Ripoll, & Catrain-González, 2015, p. 124).

The above discussion suggests that fostering reading skills is essential in the CLIL approach. Reading in a CLIL setting provides learners with various text types which are different from the ones that they are used to in regular foreign language classes. In some ways, the way CLIL

learners read texts differs from the reading during foreign language classes. CLIL learners should make use of reading strategies in order to deal with challenging texts, which is important to ensure that students are able to deal with the reading material presented in their CLIL subjects. To achieve these goals, an appropriate CLIL methodology with a focus on reading strategies has to be used by CLIL teachers.

2.2.2   Listening

Listening in a CLIL environment is different from listening comprehension tasks in the foreign language class and from listening in a content subject class conducted in the mother-tongue (Liubinienė, 2009). This type of listening involves the content which is derived from content subjects. In this manner, the CLIL language involves BICS and CALP. Liubinienė (2009) points out that in CLIL classes "it is important that students are provided with the suitable materials to listen to. These materials come in a variety of forms, first as a teacher's input, as well as peer input and interaction and as information source" (p. 89). Recorded lectures, films or tutorials can also be used as the materials for listening.

From a cognitive constructivist perspective, CLIL as an educational framework fosters learner autonomy, self-organization, and self-responsibility (Wilhelmer, 2008), which means that CLIL students cognitively process the second language at a deeper and more intense level (Aliaga, 2008). This, in turn, leads to the assumption that CLIL can positively contribute to the development of metalinguistic awareness (Marsh, 2009). All these premises suggest that CLIL can be beneficial in cognitively demanding activities such as listening (Liubiniené, 2009). Prieto-Arranz et al. (2015) pose a similar hypothesis that language "benefits to be derived from CLIL, a potential boost to the so-called receptive skills (that is listening and reading comprehension) might be found" (p. 124).

However, when it comes to studies investigating the development of listening comprehension skills in the CLIL context, conflicting results have been reported (e.g. Merino & Lasagabaster, 2015; Ruiz de Zarobe & Cenoz, 2015). Certain studies indicate that CLIL does not influence the development of listening comprehension skills among the learners (e.g. Hellekjaer, 2010; Navés, 2011; Roquet, 2011). Others show improved listening skill among CLIL learners (e.g. Aguilar & Rodríguez, 2012; Lasagabaster, 2008, 2011; Lorenzo, Casal, & Moore, 2010; San Isidro, 2010; Serra, 2007). Prieto-Arranz et al. (2015) notice that listening comprehension skills in a CLIL setting have received less attention.

This may be partly due to the fact that, since content and language are equally important in CLIL, research has been conducted enquiring into whether comprehension in the CLIL language was successful without necessarily comparing comprehension skills in CLIL and non-CLIL settings (Prieto-Arranz et al., 2015, p. 125).

Several factors contribute to the difficulty of the listening tasks in a CLIL setting. They are related to linguistic perspective and the background knowledge of the topic. Factors which can hinder comprehension in the foreign language include the following: "speech rate, complexity of language structures and lexis, phonological features (e.g. dialects or foreign accents, different speakers), lack of visuals, background noise and occasional lapses of concentration or hearing" (Liubinienė, 2009, p. 91). Certain factors impeding listening comprehension can also be enumerated from a content subject perspective. The background knowledge of the topic is also very important. If the CLIL listener is not familiar with the subject it may result in the impediment of the process of understanding. This is connected to the fact that the listening material may present too high cognitive load. As a result, CLIL learners can face a problem.

Listening materials used in the language lesson can also challenge the learners' language knowledge and skills. During the foreign language lessons students usually listen to mainly recorded staged situations resembling real-life situations, which demonstrate how the L2 is used, for instance, a dialogue or an extract from a film or a radio program. When it comes to the CLIL lessons, the students deal with the foreign language on two levels: Basic Interpersonal Communicative Skills (BICS) and Cognitive Academic Language Proficiency (CALP). The primary source of listening in a CLIL lesson is the teacher. Other sources can also be used, for example, video materials with explanatory text showing aspects of the CLIL subject (Liubinienė, 2009). Generally, when the focus is put on the CLIL language, it is the specialized vocabulary that can be difficult for CLIL learners, but not that much the grammatical structures of this language.

The CLIL methodology may be useful in developing listening comprehension in a CLIL setting (Liubinienė, 2009). CLIL teachers should constantly provide CLIL learners with language scaffolding. For this purpose, teachers can use repetition, rephrasing, synonyms and antonyms, circumlocution, questions, elicitation, and oral feedback among others. Visual scaffolding may be supported with pictures, maps, charts, tables, and other graphic organizers (Liubinienė, 2009). These should help CLIL listeners to structure the information included in the listening and to pay attention to the key content. Liubinienė (2009) furthers the discussion

by addressing advanced learners, explaining that the listening material used during lectures can be scaffolded by more complex forms of visuals, for instance, Venn Diagrams. It should also be noted that the use of visuals and their complexity should depend on the age, learners' level of language proficiency, and the complexity of the content under study.

Liubinienė (2009) argues that in a CLIL setting listening skills can be developed by the explicit instruction of general learning strategies. Brown (1994) defines them as "methods of approaching a problem or task, modes of operation for achieving a particular end, planned designs for controlling and manipulating certain information" (p. 104). In this case, listening comprehension strategies should help CLIL learners acquire, store, retrieve, and/or use information (O'Malley, Chamot & Küpper, 1989).

Listeners can use a variety of strategies facilitating comprehension, which include: *metacognitive*, *cognitive*, and *socio-affective strategies* (listed in Table 11).

Table 11. Listening comprehension strategies and practice activities (based on O'Malley, Chamot, & Küpper, 1989; Young, 1997; Goh, 2000, 2002; as cited in: Liubinienė, 2009, p. 91)

Activities for metacognitive strategies	Activities for cognitive strategies	Activities for socio-affective strategies
1. Preview the content in different forms. 2. Rehearse the pronunciation of potential content words. 3. Establishing the purpose for listening. 4. Practice perception regularly. 5. Take short notes of important content words. 6. Check current comprehension with context of the message and prior knowledge. 7. Continue to listen for clarification in spite of difficulty. 8. Evaluate comprehension using contexts, prior knowledge and external resources. 9. Determine potential value of subsequent parts of input. 10. Listen selectively according to purpose. 11. Listen for gist. 12. Determine the potential value of subsequent parts and vary intensity of attention accordingly. 13. Memorize words or phrases for later processing. 14. Pay attention to discourse markers, visuals and body language, tones and pauses.	1. Use prior knowledge and knowledge about the target language to elaborate and complete interpretation. 2. Infer missing or unfamiliar words using contextual clues, familiar content words, visual clues. 3. Draw on knowledge of the world. 4. Apply knowledge about the target language. 5. Visualize scenes, objects, events, etc. being described. 6. Reconstruct meaning using words heard. 7. Relate one part of the text to another. 8. Relate limited interpretation to a wider social/linguistic context. 9. Assess the importance of problematic parts and decide whether to ignore them or actively seek clarification. 10. Find L1 equivalents for selected key words. 11. Translate a sequence of utterance. 12. Predict general contents before listening using contexts and prior knowledge. 13. Predict details and unfinished utterances using contexts and prior knowledge.	1. Paraphrase what speakers say to check understanding 2. Ask speaker for clarification and repetition. 3. Learn to relax before and during listening. 4. Encourage oneself to continue listening.

Liubinienė (2009) defines the listening comprehension strategies with a reference to a CLIL setting. *Metacognitive strategies* (e.g. planning, note-taking, transfer, resourcing, self-monitoring, evaluation, selective attention, directed attention and parsing) help students to oversee, regulate or direct their language learning process. *Cognitive strategies* (e.g. elaboration, inferencing, imagery, summarization, contextualization, grouping, repetition, problem identification, hypothesis testing, translation and predicting) manipulate the material which should be learned or apply an appropriate technique to a listening task. *Socio-affective strategies* (e.g. reprise, feedback, uptaking, clarifying, affective control) include these techniques which listeners use to collaborate with others, to verify understanding or to lower anxiety.

CLIL is often described as "a fusion of best practice in language and content subject methodology" (Vázquez & Ellison, 2013, p. 76). The conclusion to be drawn on the basis of the discussion above is that listening skills can be developed in the CLIL setting successfully (cf. Liubinienė, 2009), particularly when CLIL learners are taught listening strategies. The techniques used in foreign language classes aiming at fostering listening comprehension can also be used in the CLIL setting (cf. Ur, 1991).

2.2.3 Speaking

CLIL courses increase opportunities for authentic communication and interaction while focusing on content subjects. This type of practice can contribute to oral fluency, which is one of the major linguistic benefits of CLIL teaching (see Dalton-Puffer, 2007; Pérez-Vidal, 2009). CLIL learners can improve their speaking skills, hence, oral fluency, because they are foremost the CLIL language users, not learners (Nikula, 2007). Delliou and Zafiri (2016) argue that in a CLIL setting learners have to discuss, justify, debate, and explain certain concepts using more complex language structures. Additionally, CLIL activities promote cooperative learning. In this manner, CLIL learners develop their social skills, which include speaking skills. The integration of topics and subjects is an added value of the educational outcome since the CLIL language is contextualized and becomes purposeful.

CLIL learners can be assumed to develop their speaking skills in a more efficient manner. The explanation can be ascribed to the fact that CLIL courses offer a larger variety of language and a larger amount of information students have to handle. This, in turn, "leads to the promotion of genuine communication and the production of spontaneous speech via

collaborative enquiry" (Delliou & Zafiri, 2016, p. 50). Research outcomes indicate that CLIL has a positive effect on speaking (Bret Blasco, 2011; Escobar-Urmeneta & Sánchez-Sola 2009; Hüttner & Rieder-Bünemann, 2007; Lasagabaster, 2008; Ruiz de Zarobe, 2008; Ruiz de Zarobe, 2011).

To make these assumptions plausible, a brief review of theoretical underpinnings must be provided in the first place. There are two models regarding speaking skills. The first one, *Communicative Competence* (summarized in Table 12) based on Canale and Swain's model (1980), consists of: (1) *linguistic competence*, (2) *discourse competence*, (3) *sociolinguistic competence*, and (4) *strategic competence*.

Table 12. Model of Communicative Competence (Canale & Swain, 1980)

Linguistic Competence	Sociolinguistic Competence
Discourse Competence	Strategic Competence

Dalton-Puffer (2008) carried out a study focusing on communicative competence. The researchers used Canale and Swain's model (1980). *Communicative Competence* was analyzed in reference to a study of 40 CLIL lesson transcripts. According to the outcomes of that study, *linguistic competence* is fostered in the CLIL classrooms. There is a clear distinction in terms of learning possibilities between the lexicon and learning opportunities for grammar due to the CLIL content subjects which definitely stretch students' lexical abilities to an extent where students may both exhibit frequent lexical gaps and make explicit attempts at filling them (see Dalton-Puffer, 2008; Hüttner & Rieder 2007).

Sociolinguistic competence receives less support in a CLIL setting. Dalton-Puffer (2008) assumes that lesson interactions are characterized by a clear role relationship between the teacher and students, which provides students with a greater deal of security. It also means that having to negotiate one's standing during an ongoing interaction is not experienced in this case. The classroom discourse in content lessons is dominated by a small array of speech acts, such as: questions, assentive or requirements. All of these imply that other linguistic actions may be extremely rare in CLIL classrooms and can, therefore, not be fully acquired in this environment (cf. Dalton-Puffer, 2008; Schwandegger, 2008). In the case of foreign language classes, they are explicitly taught and learnt.

The description of *discourse competence* reveals that "the learners possess a great deal of experience handling the speaking requirements of school, they are nothing less than experts in classroom discourse" (Dalton-Puffer, 2008, p. 18). CLIL learners are typically familiar with the discourse rules. This, in turn, creates a feeling of security and possibly a positive emotional effect, which may influence the perception of the foreign language in a beneficial way. "This may be the reason why CLIL students are frequently observed to be less shy in using the target language" (Dalton-Puffer, 2008, p. 18). One of the observations refers to the actual discourse rules of the classroom which diverge from informal talk, including natural conversation, in terms of several factors. In this case, the teacher has a prerogative to decide on several facets of communication. Teachers make decisions concerning speaking turns, that is, they are allotted rather than self-selected. The same applies to conversational topics. Teachers "usually behave as hyper-cooperative interlocutors who will attempt to make sense even of the most incomplete contribution made by a student. These are circumstances that students certainly cannot count on outside the classroom" (Dalton-Puffer, 2008, p. 18).

Finally, *strategic competence* is related mainly to skills which help "cope with not living in a perfect world of flawless communication" (Dalton-Puffer, 2008, p. 19). Still, discourse in a classroom and beyond it is different, also in terms of skills used during communication. "In class, it is rather easy for the individual to employ avoidance strategies since the rest of the collective is co-responsible for contributing to the conversation ('somebody will say something')" (Dalton-Puffer, 2008, p. 19).

The second model regarding speaking was introduced by Moore (2010). It includes a tentative exploration of areas which may guide CLIL teachers in modelling oral proficiency in a CLIL setting, "a model which can be applied to all facets of both the process and the product of CLIL; in other words in teaching, learning, testing and research" (Moore, 2010, p. 56). This model combines academic content, that is, *Cognitive Complexity* with *Talk*. According to *Cognitive Complexity*, academic content from an oral proficiency perspective, is defined not as "*what* learners know but *how* they verbalize this knowledge" (Moore, 2010, p. 57).

Talk merges three factors: *Interaction*, *Flow*, and *Repair* (Figure 13). It should be noted, however, that the three borders included in the model are fuzzy and overlapping with one another (Moore, 2010, p. 58).

Figure 13. The Intersections of Talk (Moore, 2010, p. 58)
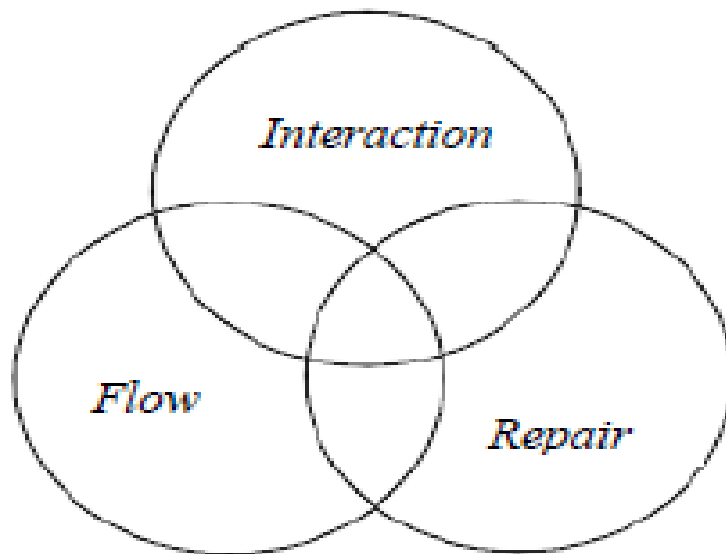
Interaction "reinforces the concept of Talk as communicative exchange – with shared responsibilities" (Moore, 2010, p. 58). This concept conflates numerous ideas, including Listenership (McCarthy, 2002; Knight & Adolphs, 2008), Participatory output (Coyle, 1999), and Reciprocity (Westgate & Hughes, 1997; Wilkinson, 1970).

The area of Interaction includes two other concepts: the physical (turn-taking) and the metaphysical (intersubjectivity). In educational discourse, turn-taking is characterized by highly context specific patterns which differ according to the number of participants. Moore (2010) argues that CLIL classrooms include periods of group and pair work, that is different number of participants. As a result, this educational context provides ample opportunities for students to engage in more conversational-like peer exchanges. From this perspective, CLIL learners are likely to "hone 'real world' turn-taking strategies to deal with features like interruptions, overlapping, abandoned contributions and topic shift" (Moore, 2010, p. 59). According to CLIL methodology, students may take part in projects or field trips which will allow them to engage in both authentic information gathering and exchange outside the classroom. Such activities will also allow CLIL learners to gain direct experience of extra-mural turn-taking (Moore, 2010).

When it comes to intersubjectivity, it relates to "conflict avoidance" (Goodwin & Heritage, 1990). Matusov (2001, p. 384) identifies three types of intersubjectivity which may be addressed in a CLIL setting:

1) the recognition of "having something in common", and thus, sharing knowledge;

2) the "co-ordination of participant contributions", which obviously overlaps with turn-taking;

3) the development of "human agency", or making choices and decisions and considering the consequences of one's actions.

The area of *Flow* is the second factor of Talk. Flow *à la* Csíkszentmihályi (1991) ties in closely with questions of motivation. From an oral proficiency perspective, it is related to engagement and participation. This concept refers to a CLIL setting because this educational approach focuses on content rather than language. Therefore, anxiety level is reduced and this may result in more L2 talk (Moore, 2010; Pihko, 2008).

The area of *Repair* is the third factor of Talk. Moore (2010) claims that a generalized model of CLIL repair may involve form-focused repair, with meaning taking precedence over form (see also Dalton-Puffer, 2007; Moore, 2010; Serra, 2007). The framework of oral proficiency in CLIL is multi-faceted. Nevertheless, "if it is to work, we should be able to discuss each of these elements from diverse perspectives including CLIL research, planning, implementation and evaluation" (Moore, 2010, p. 62).

Certain studies indicate that the development across various areas of proficiency can unevenly spread regarding listening, speaking, reading, and writing. CLIL education supports native-like listening comprehension, however, erratic results as far as speaking are concerned can be noticed (cf. Van de Craen, Mondt, Allain, & Gao, 2007). So far almost all skills, except for listening, have been discussed. The next subsection addresses the issue of writing in a CLIL setting.

2.2.4   Writing

The teaching of writing to speakers of other languages is both a complex and challenging experience (cf. Leńko-Szymańska, 2015) because learners "bring very different backgrounds, knowledge, and learning styles to the classroom. When it comes to writing, students draw on various cross-linguistic and cross-cultural influences at the sentence, paragraph and content levels" (Lehman, 2012, p. 99). In this manner, all aspects of textual organization, such as: focus and development, coherence and cohesion, sentence structure, and register can be influenced (Lehman, 2012). CLIL education is claimed to develop all CLIL language skills. Whittaker, Llinares, and McCabe (2011) argue that:

Although the teaching of content through second/foreign languages differs across contexts and countries, one objective that should be shared is that of finding ways of achieving better literacy levels (both in reading and writing), since these are key skills determining academic success in the L2 (Whittaker, Llinares, & McCabe, 2011, p. 344).

In a CLIL setting "writing skills take up a highly significant role" (Wolff, 2009, p. 557). Heine (2010) notices that the exercise of producing the written genres of school subjects in a CLIL setting can lead to development of writing competence. CLIL learners have to use the foreign language to write down the results of what they have studied. This, in turn, involves, for instance composing reports, definitions or compiling results of observations.

According to Martínez (2007), written competence is a subset of learners' language competence. This competence emphasizes writing-specific abilities such as the production of different genres and rhetorical features, including language-specific abilities, for instance, the use of a range of vocabulary and syntactic structures (Wolfe-Quintero, Inagaki, & Kim, 1998). However, when it comes to empirical research into the development of writing competence under CLIL provision, it is still scarce. Dalton-Puffer (2007) explains that extensive classroom observations show little focus on writing in a CLIL setting. Martínez (2007) points out that available studies on the benefits of CLIL education regarding development of written competence are inconclusive. One the one hand, some studies suggest the existence of limited progress regarding writing in a CLIL setting (e.g. Llinares & Whittaker, 2012), on the other hand, other studies report significant improvement in this area (e.g. Lasagabaster, 2008; Navés & Victori, 2010; Roquet, 2011; Ruiz de Zarobe, 2010).

Llinares and Whittaker (2006) on the basis of the study which was conducted among secondary Spanish CLIL participants learning Social Science through English conclude that they hardly ever use resources such as modality or clause expansion through elaboration in their compositions. However, there are also studies which indicate that the development of CLIL learners' writing skills is not always remarkable from the very beginning of being enrolled in such classes. Nevertheless, positive changes can be observed after a longer period of time of learning in CLIL classes. Merisou-Storm (2014) carried out a study in Finland among CLIL and non-CLIL learners. The researcher found out that the development of writing skills was not remarkable in a group of CLIL learners during their first year at school. After the second year, CLIL learners made significant progress. The writing skill in this case was assessed on the basis of spelling skills. During the fourth grade, participants of the study were asked to write a story

about someone's journey to a place that is very different from where they lived. The outcomes of the study indicate that CLIL learners use sophisticated vocabulary more often than non-CLIL learners.

Lasagabaster (2008) examined written competence in a CLIL setting from the holistic perspective. The aim of the study was to measure competence in the CLIL language via four English tests corresponding to grammar, listening, speaking, and writing. This study indicates that the CLIL groups significantly outperform their non-CLIL counterparts in writing and in the overall English competence score. His findings go in line with the research carried out by Navés and Victori (2010). The objective of this study was to examine the general language proficiency as well as writing skills of primary and secondary education among CLIL and non-CLIL students. The writing test consisted of a composition, which was analyzed for accuracy (error-free sentences), fluency (number of words), syntactic complexity (subordinate clauses), and lexical complexity (word variation). The outcomes of the study revealed that CLIL learners' writing at lower grades was at the same level or even higher than that of older non-CLIL learners a few grades ahead.

Wolff (2009, p. 557) concludes that discourse skills in a CLIL classroom consist of two sets:

1) one more general functional set consisting of speech acts like:
    a) identify – classify/define – describe – explain – conclude/argue – evaluate,
2) one more specific set which differs according to content subjects or groups of
    subjects, such as:
    a) making inductions/stating laws – describing states and processes – working with
       graphs, diagrams, tables etc. – interpreting – writing reports.

These pragmatic categories are perceived as the building stones for vocabulary and vocabulary work in the classroom (Wolff, 2009). Among them, writing appears as one of the elements which necessitates special methodological attention from CLIL teachers. Writing in a CLIL setting is a very complex process. It includes not only knowledge concerning content subject knowledge but also advanced skills of a CLIL language concerning grammatical structures of this language, and particularly vocabulary typical for CLIL content subjects.

Dale and Tanner (2012) provide some advice that can be used to deal with challenges related to writing. For instance, CLIL teachers should write short model texts with CLIL learners. These models should be presented on the board. CLIL students should have an opportunity to complete gapped texts. Then, they should be asked to write a similar paragraph,

however, on a different topic. Dale and Tanner (2012) explain that tasks should be short, simple, and realistic. When designing activities, CLIL teachers should include: *a purpose*, *a realistic audience*, and *a text-type/genre*. *A purpose* refers to the following activities: describing, explaining, instructing. Readers of a website or a magazine cope with *a realistic audience*. *A text type* is characterized by different purposes, such as, recounting, reporting, instructing, explaining, persuading or discussing. Thus, CLIL learners should be familiar with different types of genre appropriate to CLIL subjects, for instance, a brochure, a webpage or an email.

Finally, CLIL teachers should help learners develop CALP in writing. To achieve this goal, a fair number of writing tasks which use a benchmark like the CEFR (The Common European Framework of Reference for Languages) should be used during CLIL classes. CLIL teachers should use "production scaffolds or writing frames to help learners prepare for writing" (Dale & Tanner, 2012, p. 37).

During CLIL lessons learners use writing skills also while listening to a lecture. Longer responses include: answering questions, note-taking, paraphrasing and translating, summarizing, long gap-filling. Answering questions requires learners to answer the questions which are given in advance. In a CLIL setting, the answer often has to be provided in writing, for examples, during a pop quiz. Note-taking describes the situation when learners take brief notes from a short lecture or a talk (Ur, 1991). During CLIL subjects, learners are supposed to prepare their own notes, to use various graphic organizers (Dale & Tanner, 2012). All these activities involve writing skills.

Paraphrasing and translating refer to rewriting the listening text using different words in the same language or a different one. In a CLIL setting, learners are very often expected to write down what they hear, for instance, listening to a lecture. Then, they are supposed to use this knowledge in writing, either in the CLIL language or L1. Summarizing indicates that learners should write a brief summary of the listening passage (Ur, 1991). Again, when preparing notes, CLIL learners very often have to prepare a summary of the lecture. In this manner, learning may be easier for CLIL students. Long-gap filling is the last activity in this category. CLIL learners have to deal with situations when they have to complete (in writing) the missing parts of the text.

The second set, that is, extended responses comprises problem solving and interpretation. Especially the former applies to a CLIL setting. It refers to a situation when "a problem is described orally, learners discuss how to deal with it, and/or write down a suggested a solution" (Ur, 1991, p. 114). In the case of CLIL subjects, learners are given ample opportunities when they have to solve the puzzle in writing.

The discussion above shows that CLIL can develop writing skills. To achieve it, CLIL teachers should use a wide variety of techniques supporting this skill. The proficiency level in a foreign language focuses on individual skills, including writing. This, in turn, is assessed mainly on the basis of vocabulary and grammatical structures used by a language user.

2.2.5   Grammar

According to Ćirković-Miladinović and Milić (2012, p. 57), CLIL lessons exhibit the following characteristics:

1) integrate language and skills, both receptive and productive skills;
2) lessons are often based on reading or listening texts/passages;
3) the language focus in a lesson does not consider structural grading;
4) language is functional and dictated by the context of the subject;
5) language is approached lexically rather than grammatically;
6) learner styles should be taken into account in task types.

This suggests that the role of the CLIL language is limited mainly to its functional goals, related to content subjects. It goes in line with Spratt's observation (2012) that the CLIL language is based on the content subject. Spratt (2012, pp. 11–12) characterizes the CLIL language emphasizing a predominance of subject-related vocabulary, language for exploring, discussing and writing about subject matter, language for employing cognitive skills (e.g. defining, giving reasons for opinions, evaluating, hypothesizing, drawing conclusions, exemplifying), and language for carrying out learning skills (e.g. locating information, interpreting information, and classifying).

Three roles of a CLIL language can be enumerated (Coyle, 2006). In terms of grammar, Language of Learning is of paramount importance. This role is linked to an analysis of content, thematic, syllabus demands with an emphasis put on grammar, vocabulary, structures, functions. Both grammatical or structural patterns "occur in the context of achieving particular academic functions" (Spratt, 2012, p. 11). In this case, grammar is used in context to achieve a learning goal or to finish a task.

However, the role of CLIL teacher is not to focus on the grammatical structures overtly. Spratt (2012) argues that grammatical structures "do not form the building blocks of a syllabus and are not usually subject to 'controlled' or 'free' practice, but their use may be supported by

scaffolding devices such as writing or speaking frames" (Spratt, 2012, p. 11). In a similar vein, Savić (2012) holds the view that "a CLIL lesson focuses on meaning and language use, not on grammar rules and forms, provides language input that is just above the students' level, and gives enough opportunities to use the language in meaningful communication without pressure" (p. 38).

It must be emphasized that the aim of CLIL is not to teach grammatical structures explicitly. However, certain studies show that CLIL can support the development of grammar (e.g. Lasagabaster, 2011; Pérez-Cañado, 2018). This can be explained on the basis of *cognitive grammar*, *construction grammar*, and *the usage-based approach. Cognitive grammar* puts an emphasis "more on semantic structure including tense, aspect, schema among others" (Masuda & Arnett, 2015, p. 2). It also acknowledges that the grounding of language exists in social interaction, but "even its interactive function is critically dependent on conceptualization." (Langacker, 2008, p. 8) *Constructional grammar* focuses on "the interaction between syntactic 'templates' and lexically instantiated verbs so that it can account for syntactic variation" " (Masuda & Arnett, 2015, p. 2). Finally, according to *the usage-based approach*, grammar is seen as the product of language use (Bybee, 2006; Langacker, 1987, 2000). In this manner, a language user through exposure to actual expressions extracts patterns (schemas), which then can become entrenched (cf. Langacker, 1987; Masuda & Arnett, 2015; Tomasello, 2003).

> In a usage-based model, the primary focus is on the language that is actually used by speakers, whether L1 or L2, rather than language that it might be possible to use. Thus, this model does not privilege the abstract notion of a native speaker (Kramsch 2009) and is uniquely equipped to handle the study of dialects, various genres of writing and speech, differing registers, grammaticalization, and learner language (Masuda & Arnett, 2015, p. 3).

In CLIL classes, learners are expected to use the foreign language to master the content subjects. One of the premises of CLIL methodology is to encourage learners' active participation. Thus, this type of teaching gives CLIL learners ample opportunities to focus on the language that is used by other students and CLIL teachers. As a result, CLIL learners are likely to extract patterns. This seems to go in line with aforementioned theories.

Mehisto (2012) analyzes the description of an efficient language learner and a CLIL learner pertaining to grammar. Proficient language learners are typically aware of themselves and of how they learn languages. They analyze the target language as a means of

communication. Gifted language learners monitor their progress and they also tend to be active learners. Mehisto (2012) concludes that CLIL learners, who are often described as proficient ones, are likely to analyze grammar and look for patterns and regularities. Although, teaching grammar is not the main goal of CLIL lessons, cooperation between language teachers and CLIL teachers can help in supporting their learners in learning grammatical structures. At this juncture, the discussion shifts to lexis.

2.2.6. Lexis

Vocabulary acquisition in any educational setting is crucial to language acquisition (cf. Leńko-Szymańska, 2019; Uberman, 1998). The process of vocabulary learning "is deeper and more complex than just memorising a word's meaning" (Xanthou, 2010, p. 461). CLIL settings provide learners with numerous situations when they can use vocabulary in contexts for real communication. These contexts are provided by subject matter during CLIL lessons. In this manner, vocabulary learning takes place in a more meaningful way (Heras & Lasagabaster, 2015). Xanthou (2010) argues that Content and Language Integrated Learning seems to be an approach satisfying all the necessary learning conditions, especially, in terms of learning vocabulary.

Schmitt and Schmitt (1995) explain that teachers designing vocabulary programs should incorporate L2 words into language that is already known. In this manner, lexical items are integrated into the old network and these associations enable their recall (Xanthou, 2010). In practical terms, "the primary goal of vocabulary instruction should be to present new concepts that can be applied to the student's already existing knowledge" (Xanthou, 2010, p. 462). On the basis of CLIL methodology, it may be assumed that CLIL education satisfies this condition.

Exposure to new words is expected to aid vocabulary learning (Xanthou, 2010). Foreign language learners can use a new word when they acquire the word's pronunciation, morphology, syntactic functions, meanings, collocations or association with specific words, and the context in which this word may be used (see Nation, 2001). Also in this case, a CLIL setting "allows dealing with a particular topic for a sustained period of time providing recurring exposure to new vocabulary through clarifications, justifications etc., with possible positive outcomes" (Xanthou, 2010, p. 464). As a result, CLIL students are able to understand, learn, and use the new word.

Certain studies corroborate the hypothesis that CLIL supports vocabulary learning (e.g. Catalán & Ruiz de Zarobe, 2009; Xanthou, 2010). Catalán and De Zarobe (2009) report significant differences in receptive vocabulary size in a CLIL group. Xanthou (2010) carried out a study in public primary schools in Cyprus. The results show that CLIL may provide more opportunities to activate the learner's previous knowledge to learn vocabulary in context and to actively process new vocabulary. Jiménez and Ojeda (2009) also measured lexical availability, that is, how easily a word can be generated in a given category. In this case, the results indicate that the non-CLIL students produced a significantly higher number of words in each category. These findings show that CLIL can have a positive effect on "the acquisition of general vocabulary of the target language but receptive vocabulary is affected more than productive. CLIL's influence on receptive vocabulary may be clearer than in the case of productive vocabulary" (Heras & Lasagabaster, 2015, p. 75). Heras and Lasagabaster (2015) emphasize the need for more evidence on the influence of the CLIL approach regarding technical content-related vocabulary both in production and reception.

Since the issue of vocabulary in a CLIL setting refers to BICS and CALP, a question arises how it should be taught. According to Wolff (2005), one of the most important principles regarding teaching vocabulary in a CLIL setting is the introduction of general vocabulary of a particular field of study before more specialized vocabulary comes to the fore. Eldridge, Neufeld, and Hancioğlu (2010, p. 97) provide detailed 'LexiCLIL' principles. According to them, key to success in a CLIL environment is the acquisition of a productive vocabulary that includes knowledge of the most frequent vocabulary items in the target language, key vocabulary in individual subject areas, and key vocabulary needed to function in the educational environment.

Eldridge et al. (2010) explain that the next principle refers to a coherent and economic approach to vocabulary acquisition which requires a coordinated and systematic approach that functions across the curriculum. It should be noted that the bands of the Common European Framework for languages and word frequency lists such as the BNL [Billuroğlu & Neufeld, 2007] and CELF [the Common English Lexical Framework] provide a firm basis for the staged acquisition of vocabulary to be built into the curriculum. Furthermore, all lessons should present opportunities for vocabulary learning, recycling and production opportunities. Vocabulary cannot just be 'picked up'. It requires repeated exposure and practice of key words. When it comes to assessment, it should focus on vocabulary in all subjects. Finally, the Internet and Web 2.0 tools offer unparalleled opportunities to enrich vocabulary teaching and learning and they should be embedded in a LexiCLIL approach (Eldridge et al., 2010, p. 97).

According to the traditional model discussed by Radford, Atkinson, Britain, Clahsen, and Spencer (1999), lexical entries should consist of its lemma and its form information. The former refers to meaning and syntax. The latter involves morphological information and phonological forms this lemma can take in speech. Xanthou (2010) claims that CLIL practice exposes the students to the semantic form of the target word and its morphophonological form.

According to most recent approaches, the knowledge of lexis is much more complex and intricate because it involves the aspect of *entrenchment* (Langacker, 2008):

> Meanings (like other linguistic structures) are recognized as part of a language only to the extent that they are (i) entrenched in the minds of individual speakers and (ii) conventional for members of a speech community. Only a limited array of senses satisfy these criteria and qualify as established *linguistic units*. But since entrenchment and conventionalization are inherently matters of degree, there is no discrete boundary between senses which have and which lack the status of established units. We find instead a gradation leading from novel interpretations, through incipient senses, to established linguistic meanings (Langacker, 2008, p. 38).

For example, Apple, Inc. is famous for notoriously using marketing slogans that break conventions of grammaticality. In 1997 the company introduced the attention-grabbing slogan "Think different", which was received as grammatically unconventional. Despite initial criticisms, the slogan has been widely accepted, (or entrenched in the minds of speakers), which makes it grammatical (Trenga, 2010, see Waliński, 2015, p. 56 for a discussion). In this case grammaticality is replaced with the idea of entrenchment.

The present discussion is finished focusing on *lexico-grammatical competence* which indicates that "lexis and syntax cannot be but artificially separated from other language-related knowledge at supra-sentential or discourse level" (Juan-Garau, Salazer-Nuguera, & Prieto-Arranz, 2014, p. 236). CLIL education is beneficial with respect to lexico-grammatical competence in the target language (cf. Juan-Garau et al., 2015). One of aims of CLIL approach is to foster the learner's overall CLIL language competence (cf. Dalton-Puffer, 2008). It can be attributed to the fact that CLIL learners are exposed to vocabulary and grammar in authentic, specific contexts through "social activities in which students interactively construct their knowledge of language use and practices" (Wilhelmer, 2008, pp. 20–21).

One conclusion that emerges from the literature overview presented in the present chapter is that CLIL methodology puts an emphasis on providing CLIL learners with ample opportunities to be active participants in their learning process. To understand the uniqueness of CLIL, individual variables should also be taken into account. This issue is addressed in the following chapter. An important way in which more insights can be gained into the success of CLIL as an educational approach is by conducting empirical investigations regarding individual variables. An overview of the main findings of such studies carried out abroad and in Poland is the focus of the ensuing chapter.

CHAPTER THREE
**THE ROLE OF INDIVIDUAL VARIABLES IN THE SUCCESS OF CLIL
– RESEARCH OVERVIEW**

The present chapter is intended to provide a brief overview of individual variables focusing on their roles in the process of foreign language learning. At the outset, an attempt is made to define the concepts of individual variables as they are addressed in the ensuing chapters of the present work. This is followed by the discussion of the possible classifications of individual differences. Subsequently, selected individual variables are explored regarding foreign language learning vis-à-vis CLIL education. This discussion serves as a point of reference for the presentation of the outcomes of the pertinent studies regarding selected individual variables and attainment in English in a CLIL setting. This discussion is continued with a division of studies carried out abroad and in Poland.

3.1 Individual variables

So far much of the research into language learning has focused on finding universal factors and the way they can be applied to foreign language teaching and learning (cf. Eckman, Bell, & Nelson, 1984; Griffiths & Soruç, 2020). The emphasis has been put on "how learners are similar, and what processes of learning are universal" (Skehan, 1989, p. 1). However, Griffiths and Soruç (2020) point out that "if language learning is to be successful, we need also to consider some of the factors which are generated from within individuals, which make them different from each other, and which will inevitably impact on their success" (p. 1). This suggests that "language learners are individuals approaching language learning in their own unique way" (Horwitz, 1999, p. 558), which results in the variable learner characteristics (cf. Griffiths & Soruç, 2020).

While *individual difference* construct refers to "stable and systematic deviations from a normative blueprint" (Dörnyei & Ryan, 2015, p. 3), the notions *individual variables*, *individual differences* or *individual factors* are used by different researchers (e.g. Afferbach, 2015; Arabski & Wojtaszek, 2011; Dąbrowska & Andringa, 2019; Dörnyei, 2005; Gregersen & MacIntyre, 2014; Griffiths & Soruç, 2020; Pawlak, 2012; Roberts & Meyer, 2012) to address "characteristics which make learners different from each other and which affect the way that they behave in the classroom and beyond" (Griffiths & Soruç, 2020, p. 2). They can also be

defined as "any attribute, trait or personal characteristic that marks a person as a distinct and unique human being" (Dörnyei, 2017, p. 81).

Ellis (1994) claims that there is a "veritable plethora of individual learner variables which researchers have identified as influencing learning outcomes" (p. 472). Nevertheless, there is no consensus on what should be included in the classification regarding individual differences (Griffiths & Soruç, 2020). One of the first classifications proposed by Skehan (1989) includes aptitude, motivation, language learning strategies, extroversion/introversion, risk-taking, intelligence, field in/dependence, and anxiety. Dörnyei (2005) focuses on five individual differences, namely, personality, aptitude, motivation, strategies, and beliefs. Arabski and Wojtaszek (2011) discuss strategies, autonomy, personality, gender, and self-efficacy. Pawlak (2012) deals mainly with aptitude, age, intelligence, affect, and motivation. Griffiths and Soruç (2020) explore the area of individual variables focusing on age, sex/gender, race/ethnicity/n nationality/culture, aptitude, personality, style, strategies, autonomy, beliefs, affect/ emotion and motivation. They also address other related factors such as, intelligence and working memory, intro/extroversion, in/tolerance of ambiguity, ego boundaries, willingness to communicate, risk-taking, style-stretching, field in/dependence, metacognition, self-regulation, anxiety, attitude, attribution, empathy, inhibition, self-concept volition, investment, goal-orientation and motivational self-system.

In the available academic literature devoted to individual variables, it can be observed that certain factors have received special attention, namely: motivation, foreign language aptitude, learning styles, anxiety, autonomy, beliefs, and learning strategies (e.g. Arabski & Wojtaszek, 2011; Dörnyei, 2005; Griffiths & Soruç, 2020; Pawlak, 2012). *Motivation* refers to the direction and magnitude of learning behavior that involves the learner's choice, intensity, and duration of learning (Dörnyei, 2009). This individual variable concerns the affective characteristics of the learner. Griffiths and Soruç (2020) claim that motivation is a major factor responsible for successful language learning. This concept has been defined in several ways, with reference to different classifications, for instance, *intrinsic* versus *extrinsic* (Deci & Ryan, 1980) and *instrumental* versus *integrative* (Gardner & Lambert, 1959, 1972). Motivation has been a very prolific area of research activity, with a special emphasis placed on the relationship to learners' belief systems (Griffiths & Soruç, 2020).

Turning to *foreign language aptitude*, which can be defined as "an individual's initial state of readiness and capacity for learning a foreign language, and probable facility in doing so given the presence of motivation and opportunity" (Carroll, 1981, p. 86), it should be noted that this variable is not a unitary factor but rather a complex set of "basic abilities that are

essential to facilitate foreign language learning" (Carroll & Sapon, 1959, p. 14). According to Carroll (1981, p. 105), the language aptitude comprises four constituent abilities:

1) *Phonetic coding ability*, which is considered the most important component and is defined as 'an ability to identify distinct sounds, to form associations between these sounds and symbols representing them, and to retain these associations'.

2) *Grammatical sensitivity*, which is 'the ability to recognize the grammatical functions of words (or other linguistic entities) in sentence structures'.

3) *Rote learning ability*, which is the 'ability to learn associations between sounds and meaning rapidly and efficiently, and to retain these associations'.

4) *Inductive language learning ability*, which is 'the ability to infer or induce the rules governing a set of language materials, given samples of language materials that permit such inferences'.

Another commonly distinguished individual variable includes *learning styles*, which can be described as "an individual's habitual and preferred way(s) of absorbing, processing, and retaining new information and skills" (Reid, 1995, p. viii). There are several classifications of learning styles (see Section 2.1.1 Table 9). If teachers are aware of their students learning styles, they "can modify the learning tasks they use in their classes in a way which may bring the best out of particular learners with particular learning style preferences" (Cohen & Dörnyei, 2002, p. 176). Learning styles are often described in the form of adjectives, for instance, visual, communicative or analytical terms or using labels, for example, 'converger', 'conformist'. This makes it easier to distinguish them from learning strategies. These, on the other hand, tend to be expressed in terms what learners tend to do (Griffiths & Soruç, 2020).

However, there are also factors that can also inhibit learners foreign language progress, for instance, *anxiety*. There is no generally accepted definition of *anxiety* and it tends to be described as one of the most elusive concepts among individual variables (cf. Young, 1991). Generally, this concept is "itself multi-faceted, and psychologists have differentiated a number of types of anxiety including *trait anxiety*, *state anxiety*, *achievement anxiety*, and *facilitative-debilitative anxiety*" (Horwitz, 2010, p. 154), with reference to various spheres of life.

As for the foreign language learning, the interplay between anxiety and foreign language outcomes can also be noticed (Şimşek & Dörnyei, 2017). In this case, academic literature typically distinguishes *language anxiety* or *foreign language anxiety* from other types of anxiety (cf. Dörnyei & Ryan, 2015; Horwitz, 2010). Overall, *foreign language anxiety* is categorized as "a situation-specific anxiety, similar in type to other familiar manifestations of anxiety such as stage fright or test anxiety" (Horwitz, 2010, p. 154). It can also be defined as

"a distinct complex construct of self-perceptions, beliefs, feelings, and behaviours related to classroom language learning arising from the uniqueness of language learning process" (Horwitz, Horwitz, & Cope, 1986: 128).

Taking into consideration the Affective Filter hypothesis (Krashen, 1982), anxiety, motivation, attitude, and self-confidence, can play an important role in learning (cf. Krashen, 1982; Subekti, 2018). In this respect, a high level of anxiety can lead to a dense affective filter. In consequence, information is not allowed to be absorbed by learners. Low affective filter is necessary for learning to take place, allowing the input "in" Krashen (1985). This goes in line with Tobias' claim (1986) that anxiety can impair learners' ability in taking in information, processing it, and retrieving it when necessary.

The individual differences in second language learning have generated a heated debate as the most consistent predictors of second language learning success (cf. Dörnyei & Skehan, 2003). Majority of ongoing studies focuses mainly on the process of foreign language learning (see Griffiths & Soruç, 2020). When it comes to a CLIL setting, this area seems to be underresearched (Lasagabaster & Sierra, 2009). The following subsections elaborate on *motivation*, *learning strategies*, *autonomy, beliefs and attitude towards the learning situation.* They are discussed taking into consideration the main premises of Content and Language Integrated Learning.

3.1.1 The concept of autonomy

Literature review shows that *autonomy* is also likely to have a substantial influence on learning, particularly the communication in a foreign language (Arabski& Wojtaszek, 2011). Possible explanation is the fact that autonomy is considered a fundamental human need that can enhance learners' intrinsic motivation (Little, 1989, 2007; Spratt, Humphreys, & Chan, 2002). Content and Language Integrated Learning, being a fusion of linguistic and nonlinguistic subjects, demands a change in the roles performed by CLIL teachers and CLIL students (Wolff, 2003). This type of education seems to provide a convenient space for the development of *learner autonomy*. To deal with the CLIL language and CLIL content subjects, CLIL learners have to be ready to take some responsibility for their learning. Thus, the CLIL learners need to be autonomous to a certain degree.

Several definitions of *learner autonomy* can be provided. Dickinson (1987) believes that *autonomy* is "the situation in which the learner is totally responsible for all of the decisions

concerned with his learning and the implementation of those decisions" (p. 11). She uses the term *full autonomy*, which describes the situation in which learners are totally independent of teachers, institutions and prepared materials. Holec (1979, 1980, 1981, 1992) explores the issue of autonomy in detail. One popular definition states that it is "the ability to take charge of one's learning" (Holec, 1981, p. 3). This, may be translated into a certain learner behaviour labelled as *self-directive* (Holec, 1992). Holec (1979, 1980) claims that autonomous learners should be capable of (1) determining the objectives, (2) defining the contents and progressions, (3) selecting methods and techniques to be used, (4) monitoring the procedure of acquisition properly speaking (e.g. rhythm, time, place), and (5) evaluating what has been acquired.

Benson and Voller (1997) define autonomy in the following ways:

1) the situation in which learners study entirely on their own;
2) a set of skills which can be learnt and used in self-directed learning;
3) an inborn capacity which is suppressed by institutional education;
4) the exercise of learners' responsibility for their own learning;
5) the right of learners to determine the direction of their own learning.

The first interpretation of the autonomy describes learners who do not attend regular classes. They decide when they want to learn, what they want to learn, as well as how they want to learn. Benson and Voller (1997) explain that the second interpretation describes students' abilities of setting their goals in the process of learning and stating what their good and bad sides are as language learners. The third interpretation supports the statement that every person is born with the capacity of being independent and being able to take the responsibility for the own process of learning. The fourth interpretation states that autonomy is the pupil's responsibility for the whole process of learning including setting goals, looking for materials, and the most effective ways of learning as well as deciding on the topic of a lesson. The last interpretation, as Benson and Voller (1997) point out, is concerned mainly with the learner's decision on what the process of learning should be like.

Autonomy can also be defined as "a construct of attitudes and abilities which allow learners to take more responsibility for their own learning" (Benson, 1997, p. 19) or "the capacity to take control of one's learning" (Benson, 2011, p. 58). However, these definitions lack teacher-learner relation. This issue is tackled by La Ganza's model (2008) of *a Dynamic Interrelational Space* (*DIS*), which assumes that "learner autonomy depends upon the capacity of the teacher and the learner to develop and maintain an interrelational climate characterized by the teacher's holding back from influencing the learner, and the learner's holding back from

seeking the teacher's influence" (La Ganza, 2008, p. 660). This model assumes that learner autonomy is a result of teacher-learner relation. Scholars and practitioners consider to what extent it is possible to develop autonomy at schools. Another question that emerges naturally in this context concerns the teacher-learner relation.

The discussion presented above suggests that autonomy is crucial in the learning process. Unfortunately, not all educational settings allow to cater for all the students' needs with respect to autonomy. Some researchers claim that autonomy should be analyzed in the context of learning (Palfreyman, 2006; Turula, 2017) in which the learners are the most important since they decide to use "the resources, with his/her unique agenda, motives, and attitudes" (Turula, 2017, p. 3). One of the payoffs of CLIL education is the fact that this educational framework can be conducive to fostering learner autonomy, which is addressed in the next section.

3.1.1.1 CLIL as a framework fostering learner autonomy

Autonomy in a CLIL setting can evoke researchers' interest. Wolff (2003) has analyzed this area in detail focusing on six issues, which pertain to teaching and learning in any educational context. Wolff (2003) discusses them according to the *constructivist paradigm*, which as an approach to teaching and learning, is rooted in the notions from *cognitive* and *social constructivism*. The former is grounded in the work of Piaget (1954, 1955, 1970; Piaget & Inhelder, 1971), which accentuates cognitive development and individual construction of knowledge. The latter emphasizes social construction of knowledge and is generally attributed to the work of Vygotsky (1962, 1978). Another view of the constructivist theory of learning holds that pupils are active constructors of their knowledge, meaning, and learning subjects (Selley, 1999). In this manner, the focal point of constructivism thinking with respect to education should be related to the fact "that human cognition and human learning are constructive operations which the learner organizes and carries out autonomously" (Wolff, 2003, p. 212).

Wolff (2003) reconsiders the following areas: (1) *learning content*, (2) *learning objectives*, (3) *learning context*, (4) *social forms of learning*, (5) *learning strategies*, and (6) *evaluation* according to a constructivist paradigm focusing on the concept of autonomy in CLIL. Wolff (2003) argues that *learning content* should be represented in all its complexity to give individual learners the chance to assimilate it into their own knowledge. Wolff (2003)

notices that in traditional foreign language classes content is usually simplified and pre-defined. CLIL classrooms provide rich learning content which is contextualized. The learning content involves the use of "realia", that is, facts, objects, and processes which represent the real world (Wolff, 2003). CLIL teachers are expected to use authentic materials and if possible, integrate several subjects. Taking into consideration the core features of CLIL methodology, it seems that CLIL learners should be active during their learning processes. Hence, they should help set content and language outcomes (Mehisto et al., 2008). All of the aforementioned activities are mirrored in the definitions of learner autonomy.

Learning objectives refer to credibility of such objectives. Müller (1996) explains that students should be able to identify learning objectives and recognize their importance for their own learning process and even their own life. Focusing on a traditional classroom and a CLIL framework, some discrepancies can be noticed. "Traditional teaching objective is to let students assimilate, practice and remember knowledge" (Wang, 2014, p. 1553). In a traditional teaching context students are expected to attain the objectives which are usually set by teachers. According to constructivist paradigm, learners should be able to define their own learning objectives (Wolff, 2003). It means that each learner is expected to set goals for themselves. The goals should be both more global and more specific. This should lead to the development of learner autonomy. Core features of CLIL methodology involve decision-making processes (Mehisto et al., 2008). CLIL learners should be involved in every aspect of their learning process, especially in the case of setting learning objectives. Wolff (2003) claims that such objectives should comprise linguistic objectives and content subject objectives.

The next area is *learning context*, which according to the constructivist paradigm, holds that learning content should be embedded in the context. In this manner, the acquired content will also be used. To achieve it, both teachers and learners should participate in the design and organization of the lessons. Decisions regarding the learning process should be taken jointly. To make the process of learning efficacious, learners should be aware of the fact that they are also responsible for their learning. All the aforementioned facets indicate that the learning context should be organized in much the same way as a research laboratory in real life (Collins, Brown & Newman, 1989; Jonassen, 1992; Müller, 1996). As a result, learner autonomy can be supported.

Comparing the two educational contexts, that is, foreign language classrooms and CLIL courses, it seems that the former relies on teacher's authority which is not questioned. Majority, if not all decisions are taken by the teacher, by the administration or by the school. In this manner, the learners have little space to take some responsibility for their learning (Collins et

al., 1989; Jonassen, 1992; Müller, 1996; Wolff, 2003). CLIL education differs in this respect from the traditional classrooms. In a CLIL setting, the learning context is created collaboratively by students and a teacher. It means that learners and teachers should set up a kind of learning laboratory. Experimentation in a CLIL setting seems to be more realistic since learners are supposed to work with the content subject using different tasks, such, as projects or group works (Mehisto et al., 2008; Wolff, 2003). Given the fact that it is easier to do research in a content subject than in a language, classroom experimentation with language can be connected with research in the content subject (Wolff, 2003).

Turning to the next aspect, which includes *social forms of learning*, it should be noted that "learning necessarily exists in certain specific environment and is achieved through interaction with others" (Wang, 2014, p. 1552). If learning is socially mediated, it means that other forms of social co-operation must be made use of during the learning process, in particular group work (Wolff, 2003). It can be noticed that traditional forms of content subject teaching in majority of cases deploy frontal teaching. Not too many forms of social co-operation are used in this setting. On the contrary, CLIL methodology emphasizes the use of social forms of learning (Mehisto et al., 2008; Wolff, 2003). CLIL classes should be organized as a research laboratory with a number of opportunities for group work. CLIL content subjects with their rich potential for research and experimentation can be at the same time a great source of authentic materials (Wolff, 2003).

The use of learning strategies may be explained on the basis of strategic knowledge (Strohner, 1995), which is connected with the ability to take charge of one's own construction processes and is strategy-led (Wolff, 2003). To become an autonomous learner, students must develop such strategies. Wolff (2003) notices that the promotion of processing and learning strategies in a traditional foreign language class are only of marginal importance. In a CLIL classroom the ability of reading tables and graphs and describing photographs and charts is crucial. Such skills belong to the group of specific skills. To some extent, CLIL enforces the use of learning techniques and study skills which are necessary for both language and content learning (Wolff, 2003). These, in turn, are of paramount importance for the development of learner autonomy. As summarized by Wolff (2003), only those students who use specific learning techniques and study skills will be able to become more independent in their learning environment. CLIL as an educational framework fosters such skills.

Last but not least, *evaluation* must be taken into consideration. Constructivism supports the development of students autonomy paying attention to a variety of assessment types. Constructivism learning theory holds that learners are unique and this uniqueness should be

respected, so teachers should not give a right or wrong evaluation as to students' different opinions but give them corresponding guidance by penetrating their different understanding, looking into their way of thinking, experience, and background. Educators should encourage students to have a deeper thinking about questions so as to make the learning process connected to actual personal meaning (Wang, 2014). Wolff (2003) maintains that according to constructivist theories, self-evaluation is one of the most important issues. He claims that traditional system of education can be characterized mainly by other-evaluation. Learners are not used to evaluating their own learning. Wolff (2003) takes the view that in a CLIL classroom assessment becomes even more difficult than in a traditional classroom. Several questions can arise in this context, such as whether students should be assessed according to their linguistic achievements or their results in the content subject (Coyle et al., 2010; Wolff, 2003). Other questions that appear naturally in this context concern the type of assessment which should be used, what language should be used for assessment of content subjects and finally who should conduct it. In this manner, CLIL teachers are likely to experiment with different ways of assessing their learners' progress. In this respect, autonomy seems to be supported also by the way evaluation is performed, and vice-versa.

However, it seems that the concept of autonomy in a CLIL setting is still underresearched. Taking into account the discussion provided in this section, autonomy is likely to support the process of foreign language learning, particularly in a CLIL program where learners have to deal with greater workload. Thus, autonomy should be developed by CLIL teachers. To make this process effective, this concept needs to be addressed in future studies.

3.1.2 The concept of motivation

Motivation has been found to significantly affect language learning success (Dörnyei, 2005). It concurs with Lasagabaster and Beloqui's (2014) statement that "motivation is a determining factor regarding effective L2 acquisition" (p. 43). Dörnyei (2005) provides an overview of second language motivation research, dividing the history of its development into three phases:
1) the social psychological period (1959–1990);
2) the cognitive-situated period (during the 1990s);
3) the process-oriented period (characterized by an interest in motivational change).

The first phase is characterized by Gardner's motivation theory (1985). According to this theory, *integrative motivation* is subdivided in the following way:

1) *integrativeness* - "individual's willingness and interest in social interaction with members of other groups" (Gardner & MacIntyre, 1993, p. 159);

2) *attitudes toward the learning situation*, which emphasizes the attitudes toward the language teacher and the L2 course;

3) motivation, which is *an effort*, *desire*, and *attitude toward learning*.

Gardner (2001) suggests that the concept of integrative motivation can be associated with instrumentality, which led to *instrumental motivation*. The main driving force in instrumental motivation is the usefulness of learning a foreign language as a means to achieve higher aspirations, for instance, getting a satisfying job (Gardner, 2001). This form of motivation may not be influential enough in terms of young learners for whom getting a satisfying job is not so relevant (Csizér & Dörnyei, 2005). Instrumental motivation is the older counterpart of *incentive motives* (Dörnyei, 2000), which include goals such as understanding foreign friends.

The second phase is characterized by work drawing on cognitive theories in educational psychology, such as *self-determination theory* (Deci & Ryan, 1985, 2002), which focuses on various types of *intrinsic* and *extrinsic motives*. *Intrinsic motivation* can be defined as "the doing of an activity for its inherent satisfactions rather than for some separable consequence" (Ryan & Deci, 2000, p. 55). It means that students learn a foreign language because of the inner rewarding or satisfaction gained in the learning process. Intrinsic motivation can be supported by the task they must complete or the process they have to follow, which in turn is associated with a feeling of success or pleasure of performing a particular task. Chambers (1999) notices that over time the level of motivation decreases. The level of intrinsic motivation can be supported by parents and teachers (Grolnick, Deci, & Ryan, 1997). *Extrinsic motivation* is defined as "doing something because it leads to a separable outcome" (Ryan & Deci, 2000, p. 55). According to this definition, learners learn a foreign language due to external factors such as parental pressure or the fear of being punished (Lasagabaster & Beloqui, 2014).

The third phase is characterized by an interest in the motivational change. Two other models regarding motivation should be presented in this section. To start with *L2 Motivational Self System* proposed by Dörnyei (2005), it should be noted that it comprises three components that work together to regulate a learner's L2 motivation:

1) *Ideal L2 Self*, which is related to the vision of themselves as target language users that learners hold;

2) *Ought-to L2 self*, which concerns the need to live up to the expectations of significant others, often to ward off unfavorable consequences;

3) *L2 learning experience*, "which pertains in the main to the nature of the environment in which learning takes place" (Pawlak, 2016, pp. 10–11).

The L2 Motivational Self System (Dörnyei, 2005) is the broad construct of L2 motivation that focuses on several areas useful in getting a detailed picture of motivation. Ushioda (2009) emphasizes the need to view learners not merely as language learners, but as people in a much wider context. Sylvén (2017) also claims that "in order to be able to say anything about a person's state of motivation, it is important to look beyond language related factors" (p. 52).

Another model that is one of the most recent developments in the field of L2 motivation research is *Directed Motivational Currents (DMC/DMCS)*, (cf. Dörnyei, Muir, & Ibrahim, 2014; Henry & Davydenko, 2020; Zarrinabadi, Ketabi, & Tavakoli, 2019). It can be defined "as a prolonged period of engagement in a sequence of tasks which are pleasant mainly because they transport the person towards a highly valued goal" (Zarrinabadi et al., 2019, p. 3). The Directed Motivational Currents concern a clearly visualised goal combined with a concrete pathway of motivated action. In consequence, it brings a new lease of life and burst of passion to a dormant situation (Dörnyei et al., 2014). The Directed Motivational Currents also refer to a powerful motivational drive which can unfold over time and influence its participants in a significant way (Dörnyei, 2019).

Dörnyei, Henry, and Muir (2016) enumerate three main characteristics for DMCs: (1) *goal/vision-orientedness*, (2) *a salient facilitative structure*, and (3) *positive emotionality*. The former refers to the fact that DMCs are directed at a well-defined final goal. In terms of foreign language learning, this concept pertains to being a proficient L2 user. Having a clear goal helps the individual to purposefully employ energy and make attempts (Dörnyei et al., 2014; Muir & Dörnyei, 2013).

The second main feature of DMCs is *a salient recognizable, facilitative structure*. It refers to a route map which is the pathway towards ultimate goal achievement (Dörnyei et al., 2016). According to a (Dörnyei et al., 2016), DMCs is adequately tailored pathway that denotes the presence of (1) establishment of recurring behavioral routines, (2) clearly recognizable start/end points, and (3) presence of regular progress checks. Muir and Dörnyei (2013) explain that in this respect the individual does some regularly recurring activities with no specific volitional control.

Positive emotionality is the third component of the Directed Motivational Currents. Dörnyei et al. (2016) explain that when individuals undertake activities in pursuit of their desired goal or vision, everything that is likely to simplify and facilitate goal achievement can become favorable and pleasant. The possible explanation is the fact that successfully completed subgoals can create positive and favorable emotion. This, in turn, can cause further energy and push the motivational momentum toward the target goal (Dörnyei et al., 2016).

Motivation is one of the individual variables which is likely to support foreign language learning. While the discussion presented in this section sketched briefly the concept of motivation and pointed out what can sustain it long enough to produce usable L2 proficiency, the next section focuses specifically on the issue of motivation in CLIL education.

3.1.2.1 CLIL as a framework bolstering learners' motivation

As pointed out by Coyle (2006, p. 11), "One of the most powerful findings of CLIL groups centers on increased motivation in both learners and teachers". The content included in the CLIL subjects holds the sense of relevance to learners, which can increase their motivation. Linking the content of the curriculum to real world problems is also regarded as highly motivating (Blumenfeld, Fishman, Krajcik, Marx, & Soloway, 2000; Sylvén, 2017). CLIL education provides a cognitively challenging situation which is associated with an improved sense of achievement (Doiz & Lasagabaster, 2017). This, in turn, may lead to higher motivation among CLIL learners.

CLIL students' motivation can also be influenced by stakeholders' belief that CLIL has positive effects on learning a foreign language while learning other subjects in this language (Dafouz, Nuñez, Sancho, & Foran, 2007; Doiz, Lasagabaster, & Sierra, 2011; Hüttner, Dalton-Puffer, & Smit, 2013). Similarly, Banegas (2012) argues that in a CLIL setting, content and language help students develop a flexible view through which the most appreciated elements can help them improve their attitude towards the less liked elements. In the same vein, Lasagabaster and Beloqui (2014) argue that CLIL fosters students' motivation because it increases the level of authenticity and challenge. As a result, it encourages the student to view the foreign language as important and meaningful equally to other subjects in the curriculum (Coyle et al. 2010; Hunt, 2011).

Lasagabaster and Sierra's (2009) study reveals that CLIL students are characterized by significantly more positive attitudes towards English as a foreign language than non-CLIL

students. They attribute this success to the more meaningful opportunities to use the CLIL language in the CLIL classroom as opposed to the EFL classroom. Coyle et al. (2010) relates learners' motivation in a CLIL setting to integrative and instrumental motivation. They assert that motivation can be fostered through cognitively rich activities and through collaborative tasks, relying on personalized learning goals, and self-evaluation instances. Huang (2011), on the basis of a conducted empirical study, claims that a shift from form-focused lessons to meaning-focused lessons can be responsible for students' motivated behaviors.

Moreover, Seikkula-Leino (2007) examined the influence of CLIL on students' two affective factors: self-esteem and motivation. Results indicate that students enrolled in the CLIL program have lower self-esteem regarding their CLIL language capabilities, but higher motivation. Another study carried out in Spain by Lorenzo, Casal, Moore, and Afonso (2009) shows that CLIL increases students' motivation both in primary and secondary education. This study suggests that CLIL learners in primary education are more motivated than their secondary education counterparts. Lasagabaster's research (2011) also indicates that CLIL students are more motivated than their EFL counterparts in terms of interest and instrumental orientation, attitudes towards learning English in class and effort.

The question which arises at this juncture is related to factors which can impede CLIL learners motivation. They can be related to both CLIL content subjects and the CLIL language. Regarding the first factor, CLIL students may feel overwhelmed by the task of learning content through the CLIL language (Smit, 2008), yet the difficulty may also lie in the subject itself regardless of the language of instruction (Hellekjaer, 2010). The CLIL language can also pose a challenge for students. Older CLIL learners are more likely to benefit from CLIL than younger CLIL students' as far as their achievement in the target language is concerned (Lorenzo, Casal, & Moore, 2010). The older students have more refined analytic acquisitional strategies for the L2 than the younger students (Genesee, 2014). CLIL students can have low self-concept (low self-esteem) in foreign languages as they are frequently exposed to language which is above their current competence (Seikkula-Leino, 2007), which can influence their motivation.

CLIL students tend to be more motivated by a number of factors than non-CLIL students but it seems that the initial high motivation may start to wane once CLIL is not a novelty anymore and becomes normal practice (Dalton-Puffer & Smit, 2013). Dörnyei (2005) argues that teachers should bolster learners' motivation by the systematic development of motivational strategies that can be applied by the teacher to generate and maintain motivation in the learners and the formulation of self-motivating strategies that enable the learners to take personal control of the affective conditions and experiences that shape their subjective involvement in learning.

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Figure 14 presents *the Components of Motivational L2 Teaching Practice* (Dörnyei, 2009, p. 112) that can be used by CLIL teachers to support their learners motivation.

Figure 14. The Components of Motivational L2 Teaching Practice (Dörnyei, 2009, p. 112)

Creating the basic motivational conditions

- Appropriate teacher behaviours
- A pleasant and supportive classroom atmosphere
- A cohesive learner group with appropriate group norms

Encouraging positive retrospective self-evaluation

- Promoting motivational attributions
- Providing motivational feedback
- Increasing learner satisfaction
- Offering rewards and grades in a motivating manner

Motivational teaching practice

Generating initial motivation

- Enhancing the learners' L2-related values and attitudes
- Increasing the learners' expectancy of success
- Increasing the learners' goal-orientedness
- Making the teaching materials relevant for the learners
- Creating realistic learner beliefs

Maintaining and protecting motivation

- Making learning stimulating
- Presenting tasks in a motivating way
- Setting specific learner goals
- Protecting the learners' self-esteem and increasing their self-confidence
- Allowing learners to maintain a positive social image
- Promoting cooperation among the learners
- Creating learner autonomy
- Promoting self-motivating learner strategies

According to Coyle (2006, p. 12), "motivated teachers 'breed' motivated learners and motivated learners 'breed' motivated teachers in turn". Generally, the way CLIL lessons are conducted and the content that is taught is likely to have a positive impact on learners motivation. The level of motivation can also be increased using certain techniques (cf. Dörnyei, 2009). Certain studies indicate strong correlations between motivation, beliefs, and strategies (Matsumotoa, Hiromori, & Nakayama, 2013). These issues are addressed in the ensuing subsections.

3.1.3 The concept of beliefs about foreign language learning

A belief can be defined as "something which an individual holds to be true, e.g. "I am/am not a good language learner", "English is/is not a good language to learn" (Griffiths, 2018, p. 222). According to Horwitz (2007), beliefs about foreign language learning have received a lot of attention recently. This factor is considered as central constructs in every discipline which deals with human behavior (Horwitz, 2007). Learners' beliefs about foreign languages have been researched thoroughly (see Dörnyei, 2005; Kormos, Csizér, Menyhárt, & Török, 2008). Cotterall (1999) claims that the way students learn a foreign language can be influenced by learners' different beliefs about language learning. Knowledge concerning learners' different beliefs may help teachers choose appropriate teaching techniques. The analysis of research on teachers' beliefs shows that they influence classroom practices, individuals' development as professionals, and also teachers' adoption and acceptance of new teaching approaches (see Borg, 2003; Donaghue, 2003; Hüttner, Dalton-Puffer, & Smit, 2013; Johnson, 1994).

Historically, one of the most widely used models for assessing learners' beliefs about foreign languages is the one created by Horwitz (1981). *The Beliefs about Language Learning Inventory* (*BALLI*) is the instrument used to investigate beliefs (Horwitz, 1981).

Table 13. Horwitz's Research Components and Expansions (Kuntz, 1996, p. 36)

Author	Year	Instrument	Sample	Level	Analysis
Horwitz	1981	BALLI-ESL 27	N/A (Texas)	N/A	N/A
Horwitz	1985	BALLI-Teachers 27	N/A Student teachers (Texas)	N/A	N/A
Horwitz	1987	Horwitz1987BALLI-ESL (changed order) 1 2 3 4 6 33 7 8 9 10 29 1116 17 22 30 18 19 20	32 ESL (Texas)	N/A	frequency

			31 24(32) 34 281221132514261527		
Horwitz	1988	BALLI-FL 34	63 French 80 German 96 Spanish (Texas)	Sem 1	frequency
Year	**Theme 1**	**Theme 2**	**Theme 3**	**Theme 4**	**Theme 5**
1981	Difficulty 3 4 10 14	FL Aptitude 1 2 22 29 32 33 34	Nature of Learning 8 16 20 25 26 28	Learning Strategy 7 9 13 17 19 21	
1985	FL Aptitude 1 2 22 29 32 33 34	Difficulty 3 4 10 14	Nature of learning 8 16 20 25 26 28	Learning Strategy 7 9 11 13 17 19 21	
1987	FL Aptitude 1 2 33 10 29 15 22 32 34	Language Difficulty 3 4 6 14 24 28	Nature of Learning 8 11 16 20 25 26	L&C Strategy 7 9 13 17 18 19 21	Motivation and expectations 30 31 27 (31 32)
1988	Language Difficulty 14 24 28	FL Aptitude 1 2 10 15 22 29 32 33 34	Nature of Learning 8 11 16 20 25 26	L&C Strategy 7 9 12 13 17 18 19 21	Motivation and expectations 23 27 30 31

*Numbers (instrument/theme groups) are statements from the foreign language BALLI (1988)

The model can aid understanding common beliefs about language learning. "Horwitz (1983, 1984, 1985, 1988, 1989, 1990) designed her research to comprise an instrument, a set of themes, a sample of first-semester students or teachers, and descriptive analysis of the findings" (Kuntz, 1996, p. 4). Over the years, the BALLI has been used as a research instrument in numerous studies and researchers consider the BALLI to be a valid instrument. However, it should be noted that "Horwitz has made adjustments and modifications to the BALLI" (Kuntz, 1996, p. 5). The changes influenced the numbers, encoding, phraseology, and the order of statements included in BALLI. Table 13 presents all changes introduced in this instrument.

We can safely assume that beliefs play a pivotal role in the learning process. However, they are a very personal matter and, as a result, they may manifest themselves in a number of ways. For instance, beliefs can influence the way students dress or where they sit in a classroom. They can also have an impact on the way learners interact with their classmates and the teacher or whether their homework is done (Griffiths, 2018). The role of beliefs about foreign language learning comes under scrutiny in the next subsection.

3.1.3.1 The role of beliefs about foreign language learning in a CLIL setting

Despite a fair number of research conducted into learner beliefs and teacher cognition, they are rarely related explicitly to a specific educational approach (Hüttner, Dalton-Puffer, & Smit, 2013). Generally, beliefs can be defined as "lay theories of teachers and learners and constitute

the complex cluster of intuitive, subjective knowledge about the nature of language, language use and language learning, taking into account both cognitive and social dimensions, as well as cultural assumptions" (Hüttner et al., 2013 p. 270).

Within the growing body of research into the area of both students and teacher beliefs, some empirical evidence suggest that beliefs play a pivotal role in understanding learner motivation (e.g. Csizér & Lukács, 2010; Dörnyei & Ushioda, 2009). Learners' beliefs can affect how they make sense of their experiences and organize their learning (Mercer & Ryan, 2009; Wenden, 1998). Hüttner et al. (2013) argue that in the contextual approach to studying lay theories (Barcelos, 2003), the focus should be lied on specific contexts. These contexts, in turn, should be viewed as "socially constituted" and "interactively sustained". Thus, beliefs should be viewed as inherently dynamic constructions of the learning and teaching process.

Beliefs about foreign language learning in a CLIL setting may be especially relevant to the success in mastering the foreign language. Hüttner et al. (2013) conclude that "the practice of CLIL is thus, exclusively guided by experiential criteria and beliefs of the individuals involved" (p. 272). Holding positive beliefs about CLIL can support this type of learning. In this manner, accepting new way of teaching can be easier, both for students and teachers.

3.1.4 The concept of learning strategies

The notion *strategy* involves "a plan that is consciously aimed at meeting a goal" (Oxford, 2003, p. 274). The emphasis is put on conscious control, intention, and goal-directedness. The notion of strategy is also used in foreign or second language learning. In this case, strategies are defined as these which are related to the second language, including strategies for learning or using them (Cohen, 1998). Scarcella and Oxford (1992) explain that L2 learning strategies are "specific actions, behaviors, steps, techniques [or thoughts] – such as seeking out conversation partners, or giving oneself encouragement to tackle a difficult language task – used by students to enhance their own learning" (p. 63). Oxford (2003) argues that second language learning strategies are significant because they "can help learners improve their own perception, reception, storage, retention, and retrieval of language information" (p. 274).

Uberman (2017) notices that "strategies adopted in the process of language acquisition and learning have been extensively discussed by scholars in the field" (p. 216). There exist many different classifications of second language learning strategies (e.g. Dansereau, 1978; Rubin, 1987; Oxford, 1990; Stern, 1992). Oxford (1990) suggested two broad categories

subdivided into six subcategories. O'Malley and Chamot (1990) divide language learning strategies into three main categories. Table 14 juxtaposes these two classifications.

Table 14. Inventories of Language Learning Strategies (Fandiño Parra, 2010, pp. 151–152)

O'Malley and Chamot (1990)	Oxford (1990)
Metacognitive strategies: Express executive function and involve planning, monitoring, and evaluating learning activities.	**Direct strategies**: Directly involve the mental processing of the target language. **Cognitive strategies** are the mental strategies learners use to make sense of their learning, **memory strategies** are those used for storage of information, and **compensation strategies** help learners to overcome knowledge gaps and continue communicating.
Cognitive strategies: Limited to specific learning tasks and involve more direct manipulation of the learning material itself.	**Indirect strategies**: Support and manage language learning without directly involving the target language.
Socioaffective strategies: Related to social-mediating activity and transacting with others.	**Metacognitive strategies** help learners to regulate their learning. **Affective strategies** are concerned with the learner's emotional requirements such as confidence, while **social strategies** lead to increased interaction with the target language.

Oxford (2003) explains that learning strategies can be discussed only in terms of the appropriate use of them. In this context, several requirements should be fulfilled: (1) the strategy should relate well to the second language task, (2) the learner should employ the strategy effectively and link a given strategy with other relevant strategies for accomplishing the task, and (3) the strategy should coordinate with the learner's general learning style preferences (Oxford, 2003). Strategies that meet these conditions "make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations" (Oxford, 1990, p. 8). If "the learner consciously chooses strategies that fit his or her learning style and the L2 task at hand, these strategies become a useful toolkit for active, conscious, and purposeful selfregulation of learning" (Oxford, 2003, p. 2). In this manner, learners should be aware of their learning styles which are "the overall patterns that give general direction to learning behavior" (Cornett, 1983, p. 9).

Oxford (2003, pp. 3–8) enumerates the following style dimensions, which should be taken into consideration while choosing appropriate learning strategies:

1) sensory preferences, which refer to the physical, perceptual learning channels with which the learner is the most comfortable;

2) personality type, which consists of four strands:

   a) extraverted vs. introverted,

   b) intuitive-random vs. sensing-sequential,

c) thinking vs. feeling,

d) closure-oriented/judging vs. open/perceiving;

3) desired degree of generality, which contrasts the learner who focuses on the main idea or big picture with the student who concentrates on details:

a) global or holistic refers to students who like socially interactive, communicative events in which they can emphasize the main idea and avoid analysis of grammatical details,

b) analytic students tend to concentrate on grammatical minutiae and often avoid more free-flowing communicative activities;

4) biological differences may be subdivided into three smaller categories:

a) biorhythms, which reveal the times of day when students feel good and perform their best,

b) sustenance, which refers to the need for food or drink while learning,

c) location, which involves the nature of the environment, for instance, temperature, lighting, sound, and even the firmness of the chairs;

5) beyond the stylistic comfort zone, which may be achieved by providing a wide range of classroom activities that cater to different learning styles, which as a result will lead to the development beyond the comfort zone dictated by students natural style preferences.

There are several models of teaching learning strategies (e.g. Pearson & Dole's Model, 1987; Oxford's Model, 1990; Cohen's model, 1998). Having knowledge about the learning styles (see also Section 2.1.1 Table 9), teachers can help their students to choose appropriate learning strategies. O'Malley and Chamot (1994) argue that teaching the learning strategies that are used by proficient language learners to less competent learners can be employed to enhance the development of second language skills among less gifted foreign language learners.

It must be emphasized that, at least for some students, learning in a CLIL class can be a formidable challenge. The use of learning strategies can help learners to deal with the CLIL subjects and the foreign language. Nevertheless, the strategies have to address the content and the language. The next section focuses specifically on learning strategies that can be used in CLIL settings.

3.1.4.1 The role of learning strategies in a CLIL setting

The dual objectives of CLIL can be a source of burden for certain students. Wolff (2010) notices that content in a CLIL class can be defined by three criteria: "(1) by the demands of the content subject, (2) by the functional linguistic categories needed for interaction in the content subject, and (3) by the learning strategies necessary for content and language learning" (Wolff, 2010, p. 114). The emphasis is put on the learning strategies. Additionally, Ioannou-Georgiou and Pavlou (2011) believe that CLIL can even promote "the development of diverse learning strategies, the application of innovative teaching methods and techniques and the increase of learner motivation" (p. 5).

CLIL teachers can use different models to introduce learning strategies. The Cognitive Academic Language Learning Approach (CALLA) is one of them. This model was designed by Chamot and O'Malley (1986) "to develop the academic language skills that limited-English proficient (LEP) students need in order to participate successfully in mainstream classes." (p. 9). This model integrates several aspects, that is, (1) *academic language development*, (2) *content area instruction,* and (3) *explicit instruction* in learning strategies for both content and language acquisition.

The CALLA model (Chamot & O'Malley, 1986; Chamot, 2005; Chamot & EI-Dniary, 1999) consists of six steps. The first step is *preparation*. In this case, the teacher identifies students' current learning strategies for familiar tasks, such as recalling their prior knowledge, previewing the key vocabulary and concepts to be introduced to the lesson. The second step is *presentation*. The teacher should model, name, explain new strategy, ass students if and how they have used strategies. *Practice* is the third step. In this stage, the students practice new strategy; in subsequent strategy practice, the teacher fades reminders to encourage independent strategy use by being asked to check their language production, plan to develop an oral or written report or classify concepts.

The next step is *evaluation*. In this phase, the students evaluate their own strategy use immediately after practice, determining the effectiveness of their own learning by summarizing or giving a self-talk, either cooperatively or individually. The fifth step is *expansion activities*. In this phase, the students transfer the strategies to new tasks, combine strategies into clusters, develop repertoire of preferred strategies and integrate them into their existing knowledge frameworks. Finally, *assessment* which is the last step, involves the teacher assessing the students' use of strategies and impact on performance.

The CALLA model integrates strategy learning into the content-based and academic activities and can be considered as a guide for implementing a bilingual classes (cf. Liu, 2010).

Dąbrowska (2011, pp. 150–151) proposes the following strategies for efficient content and language integrated instruction (see also Šimonová, 2015):

1) *memory strategies*, which help learners remember information, store it and re-call from the memory, including clustering, associating, processing information, adding details, designing mind maps, images, key words, connecting terms with actions etc.;

2) *cognitive strategies*, which mediate comprehension through mental activities (revision, exploiting similarities, differences, templates, making comparisons, deduction of vocabulary meaning from the context, translation, notes, summaries, highlights, and last but not least scaffolding the learner´s process of cognition and work with mistakes reflecting the process are important;

3) *affective strategies*, relating to emotions, feelings and motivation and participating in setting the class climate, include praise, informal recognition by peer-learners, reflection and willingness to speech the foreign language (despite they may fail);

4) *social strategies*, building social contacts based on co-operation activities during lessons and in the private sphere;

5) *compensative strategies*, which enable learners to cope with insufficient knowledge in the foreign language using linguistic or non-verbal signals to discover the meaning by e.g. slightly changing the meaning, using synonyms, words from mother tongue, gestures, facial expressions, describing the meaning etc.;

6) and finally *meta-cognitive strategies*, which help learners co-ordinate the entire process of learning through e.g. previous knowledge and experience, ability to keep attention the topic or activity, to concentrate on the topic or problem, follow the objectives, manage their own time and work, self-assessment etc.

Šimonová (2015) notices that the aforementioned strategies, especially cognitive strategies, are connected to the Bloom´s taxonomy of learning objectives. The categories of Bloom's taxonomy (to remember, understand, apply, analyze, evaluate and create) correspond to the strategies, which lead to joining the content and language areas.

CLIL language-related and content-related strategies are often very similar or at least functionally equivalent. Wolff (2010, p. 116) enumerates a list of six strategy types for the curriculum which are important in the CLIL classroom. They include:

1) reading techniques (selective reading, detailed reading, preparatory reading, extracting information from a text);

2) writing techniques (preparing, structuring, writing, correcting);

3) communication techniques (turn-taking, proposing, interrupting);

4) techniques of transferring materials into other modes (transferring visual information into language, reading maps, charts, etc.);

5) vocabulary techniques (inferring, networking, working with dictionaries);

6) metacognitive strategies (self-regulation, self-evaluation, etc.).

These strategies refer to different skills. Depending on a type of activity, the appropriate strategies should be used by CLIL learners, which should help them in their learning process.

The above discussion suggest that learning strategies play a pivotal role in a CLIL setting. They can be used to support CLIL learners in mastering the learning material. Moreover, one of the premises of CLIL methodology is building a scaffolding, which involves the use of learning strategies according to learners styles and needs.

3.1.5 Attitude towards learning in a CLIL setting

Otwinowska (2013) notices the shift from the primacy of cognitive factors, such as aptitude, intelligence, language learning strategies, former language experience, training over affective factors including motivation, attitudes, learning styles, and anxiety. "The last decade has witnessed the recognition of the importance of affective factors and their influence on success in language acquisition" (Otwinowska, 2013, p. 211). Otwinowska (2013) emphasizes that:

> The affective state can influence the rate of L2 acquisition and the ultimate level
> of achievement. Thus, affect, which involves aspects of feeling, emotion, mood,
> and/or attitudes that have impact on behaviour (Arnold & Brown, 1999) may
> impede or facilitate learning (Otwinowska, 2013, p. 211).

When it comes to CLIL, Marsh (2000) emphasizes that CLIL education can nurture *a feel good attitude* among learners. Especially CLIL learners with higher proficiency level can desire to learn and develop their CLIL language competence. Marsh (2000) encapsulates main CLIL objectives, including attitude, in the following way:

A major outcome of CLIL is to establish not only competence in two languages, but also nurture a 'can do' attitude towards language learning in general. So very often the CLIL language will itself only be a platform by which the youngster may ultimately take an interest in other languages and cultures as well. If the child has a language which is not the language of the wider environment, then CLIL can lead to an even greater appreciation of that home language (Marsh, 2000, p. 10).

The aim of CLIL is to promote positive attitudes towards learning by offering learners opportunities for using the CLIL language naturally to expand their knowledge in subjects other than the language itself (Wolff & Otwinowska-Kasztelanic, 2010). CLIL is supposed to boost positive attitudes towards L2. Nevertheless, it can also happen that if CLIL education is "introduced too early and run without due methodological care may have strong negative influence on children's attitudes and motivation to learn" (Otwinowska, 2013, p. 211).

Hence, one conclusion may be drawn on the basis of the above-presented discussion is that CLIL can support positive attitude towards learning and CLIL approach on condition that methodology appropriate for this type of teaching is used. Despite CLIL development over a period of years, the area of attitudes towards CLIL settings is underresearched (Lasagabaster & Sierra, 2009). Thus, there is a need to carry out other studies investigating this variable.

3.2 A review of selected empirical research on CLIL carried out abroad

Content and Language Integrated Learning (CLIL) has been steadily gaining impetus across Europe over the last two decades (Navarro-Pablo & Jiménez, 2018). CLIL characterization and implementation have been at issue of a large body of research (e.g. Breidbach & Viebrock, 2012; Coyle, 2013; Dalton-Puffer, 2011; Dalton-Puffer & Smit, 2013, Hüttner, Dalton-Puffer, & Smit, 2013; De Graaff, Koopman, Anikina, & Westhoff 2007; Sylvén, 2013; Navarro-Pablo & Jiménez, 2018; Pérez-Cañado, 2012, 2014; Wegner, 2012). Navarro-Pablo and Jiménez (2018) notice that while many studies have focused on the positive effects of CLIL and the cognitive benefits of bilingualism (e.g. Casal & Moore, 2009; Lorenzo, Casal & Moore, 2009; Nieto, 2016) or affective factors such as motivation (e.g. Seikkula-Leino, 2007). Other studies indicate a number of unsolved problems concerning the implementation of the methodology appropriate for a CLIL setting (e.g. Pavón & Rubio, 2010; Coyle, 2013; Pavón & Ellison, 2013;

Pérez-Cañado, 2016). This section focuses on selected examples of studies carried out abroad over the last thirteen years.

Lee (2020) carried out a study exploring the effects of CLIL on several aspects of the written language competence of learners of English as a foreign language. The study compared the English written narratives produced by CLIL (N = 29) and non-CLIL (N = 35) 11th-grade students in terms of syntactic complexity, lexical complexity, cohesion, and writing quality. The results showed that the CLIL group outperformed the non-CLIL group according to measures of mean length of clause, lexical sophistication, lexical diversity, and writing quality. The non-CLIL group's writing showed greater semantic cohesion.

Hughes and Madrid (2020) conducted a study into Content and Language Integrated Learning in monolingual communities in Spain. It examined the effects of CLIL in Science at the end of primary education and Natural Science at the end of compulsory secondary education. This study aimed to check whether there were any significant differences between CLIL and non-CLIL students' school results in science at the end of primary education and natural science at the end of compulsory secondary education. It was also interested in the role of the selected variables such as: school, socio-economic level, verbal reasoning ability, persistence in study, level of anxiety, level of interest, self-demand, weekly hours of exposure to English to the success of the CLIL and the non-CLIL students. The study was carried out among 472 students from six primary (a total of 10 groups) and seven secondary schools (a total of 16 groups) in Andalusia. The analysis of the outcomes of the study showed that in secondary education, the CLIL students overall received significantly better Natural Science scores than the non-CLIL students (p = .013). The CLIL students significantly outperformed the non-CLIL students in public schools. Moreover, on the basis of the study it was concluded that factors, such as self-demand, started to be important in CLIL programs.

Pérez-Cañado (2018) carried out a longitudinal study into the effects of CLIL on foreign language achievement (grammar, vocabulary, reading, listening, and speaking), comparing the results obtained from CLIL and non-CLIL learners. This study was framed within a broader research project aimed to carry out a large-scale evaluation of CLIL programs in three of the monolingual regions in Spain which have the least developed tradition in bilingual education. The effects of CLIL were studied quantitatively and qualitatively. The former was applied to examining the effects of CLIL on the English language competence (grammar, vocabulary, and the four skills), Spanish language competence, and content knowledge of Natural Science subjects taught through the foreign language of Primary (6th grade) and Secondary (4th grade) Education students. The study also aimed to determine whether such effects pervaded one year

after CLIL instruction was discontinued regarding the same Compulsory Secondary Education students who were later in the first grade of Baccalaureate. Qualitative analysis was interested in students', teachers', and parents' satisfaction with all the curricular and organizational aspects of CLIL schemes. To achieve this goal a detailed SWOT analysis of the way in which they were functioning, employing questionnaires, semi-structured individual and focus group interviews, and direct behavior observation were carried out.

The participants of the study were 1033 CLIL students and 991 EFL learners in 53 public, private, and charter schools across 12 Spanish provinces. To gather all the necessary data four instruments were employed, namely, verbal intelligence (it was part of the EFAI (*Evaluación Factorial de las Aptitudes Intelectuales*) battery (Santamaría, Arribas, Pereña & Seisdedos, 2014), motivation (Pelechano's *MA test*, 1994), and English language tests which were specifically designed and validated for the study. The tests comprised the following sections: use of English, vocabulary, reading, writing, and speaking sections with a total score of 100 points. When it comes to assessment, speaking performance was assessed with the rubric which was designed and validated using five main criteria: grammatical accuracy, lexical range, fluency and interaction, pronunciation and task fulfilment (e.g. Pérez-Cañado & Lancaster, 2017). An initial questionnaire was administered to the students to obtain personal data and information on their parents' age and educational level, which was taken as a proxy for socioeconomic status (SES). All instruments were previously validated and tried-and-tested in the field of psychology or language teaching research.

The study spread out over the course of four academic years (Pérez-Cañado, 2018). The procedure of this study was subdivided into several stages. The verbal intelligence and motivation tests were applied in each of the schools at the outset of the academic year 2014-2015. It was done after exactly ten years of CLIL implementation in the autonomous communities in question. Information regarding the sociocultural level of the students, their English grades, and their extramural exposure to the language was also collected. At the end of the academic year 2014–2015, the English language tests were administered over the course of two hours each (the written part of the exam and the speaking section). Six months later the delayed post-test was administered. To ensure rater reliability a single rater was hired for the correction.

To analyze the data statistically the SPSS program was used. A one-way repeated measures analysis of variance (ANOVA) and paired samples *t-test*s were used to guarantee the homogeneity and comparability of the sample. ANOVA and paired samples *t-test*s were used to determine the existence of statistically significant differences between and within groups.

The effect size was calculated with Cohen's *d* by using Gpower. After four years of being enrolled in CLIL programs, "the differences in FL competence are further reinforced, and statistically significant differences invariably emerge in favor of the CLIL cohorts on absolutely all the linguistic aspects sampled, at extremely high confidence levels and with large effect sizes" (Pérez-Cañado, 2018, p. 61). The researcher also indicated that according to outcomes of this study, the effects of CLIL, even when CLIL instruction was discontinued, they not only pervaded, but became even stronger. "Indeed, statistically significant differences continue to be discerned in favor of bilingual streams on all the linguistic components and skills sampled, at extremely high confidence levels, and with even larger effect sizes" (Pérez-Cañado, 2018, p. 62).

The researcher concludes that "an important implication accruing from these findings is that time is needed for the full effect of CLIL to be felt on foreign language attainment" (Pérez-Cañado, 2018, p. 68). It goes in line with Hughes' (2010) assertion that CLIL programs require approximately 20 years to come to fruition. Pérez-Cañado (2018) indicated that productive skills (especially speaking and, within it, fluency and task fulfillment) juxtaposed with receptive skills (particularly reading and listening) were especially influenced by CLIL education. Still, further longitudinal investigations into the effects of CLIL on language competence, L1 development, and content subject mastery in order to determine the exact amount of time required for a success-prone implementation of these types of programs are required. The overriding research implication for further study accruing from the foregoing one is that "it is empirical data such as those provided by this study which will allow us to determine whether, when, how, and under what conditions CLIL is truly effective and to ensure that we keep its implementation on track" (Pérez-Cañado, 2018, p. 68).

Subsequently, Lasagabaster (2011) conducted a similar study, which focused on the relationship between motivation and the language proficiency regarding two different approaches: Content and Language Integrated Learning (CLIL) and English as a Foreign Language (EFL). The research questions tackled (1) the relationship between motivation, different foreign language skills and overall English proficiency and (2) possible influence of CLIL on linguistic and motivational outcomes. The informants of the study were 191 secondary school students (27 non-CLIL learners and 164 CLIL learners). Instruments used in this study included a questionnaire consisting of 13 items which was based on previous studies in the area of L2 motivation and Oxford Placement Test (1992) to measure foreign language competence.

Additionally, participants were asked to write a letter to an English family with whom they were supposed to stay in the summer. As for the speaking test, it was based on a widely

used instrument, namely "the frog story" (see Mayer, 1969). In this case learners were asked to describe what was going on in a series of 24 pictures. "English achievement (overall competence) was determined by adding together the results obtained in the four tests (grammar, listening, speaking and writing). As different evaluation scales were used for the various tests, Z-scores were employed, as these allow comparison" (Lasagabaster, 2011, p. 9).

The findings of this study revealed that the CLIL students were more motivated than their EFL counterparts in the three factors into which the data was reduced. The differences between the means of the items included in each factor were statistically significant. The CLIL and the non-CLIL learners obtained the highest means for the following factors: 'It is important to learn English' (4.11 the EFL group and 4.69 the CLIL group; $t(189)\_4.57$, pB0.01), 'English will be very useful when it comes to obtaining a job' (4.19 and 4.67, respectively; $t(189)\_3.50$, pB0.01), and 'I would like to speak and write English very well' (4.15 and 4.62, respectively; $t(189)\_3.54$, pB0.01). Lasagabaster (2011) concluded that both cohorts of respondents recognized the importance of having a good command of English, displaying instrumental orientation. 'Learning English is boring' is one of the factors which showed that the CLIL group was significantly more motivated to learn it, however, the score was also their lowest mean.

When it comes to the language achievement, the differences between the means obtained by the CLIL and non-CLIL learners were significant in every single test and in the overall English achievement measure. In all cases, the CLIL learners outperformed their non-CLIL counterparts. The correlations of the three factors constituting motivation and English achievement were rather high and statistically significant. The relationship between motivation and the oral skills was lower than that between motivation and written skills. There was also a lack of correlation between the speaking and listening proficiency and the second and third factor. Thus, there was no evidence of any association between the learners' attitudes towards the foreign language class and the effort students made. The same applies to learners language achievement in these two skills.

Lasagabaster (2008) carried out a study among 198 secondary education learners (28 non-CLIL learners and 170 CLIL learners). Oxford Placement Test was used to measure the CLIL language achievement and a questionnaire for motivation. There were also two tasks to assess writing and speaking. They were the same as in the case of the study conducted by Lasagabaster (2011). The "profile" techniques (Jacobs, Zinkgraf, Wormuth, Hartfield, & Hughey, 1981) were applied to evaluate the written tests. They consisted of five scales referring to the different aspects: content, organization, vocabulary, language usage, and mechanics. The speaking test was evaluated by means of a holistic approach consisting of five scales:

pronunciation, vocabulary, grammar, fluency, and content. The ANOVA tests were used. The findings of this study showed that the CLIL learners performed better in language proficiency tests than the non-CLIL learners.

Table 15 provides an overview of other studies carried out in CLIL settings between 2011 and 2018. Majority of these studies showed either positive or neutral effects for CLIL education when compared with non-CLIL classrooms.

Table 15. An overview of selected research outcomes of studies carried out in CLIL settings (among the results, three programs are reported as EMI) (adapted from Graham, Davoodi, Razmeh, & Dixon, 2018, pp. 24–25)

Author (Country, Year)	CBI Type/ Level	Number of participants	Focus	Result
Agustín-Llach (Spain, 2016)	CLIL primary	129	Vocabulary	No difference
Agustín-Llach (Spain, 2017)	CLIL primary	140	Vocabulary and writing	No difference
Arribas (Spain, 2016)	CLIL secondary	403	Vocabulary	No difference
Basterreche and del Pilar García Mayo (Spain, 2014)	CLIL primary	116	Third-person singular production	No difference
Binterová, Petrášková, and Komínková (Czech Republic, 2014)	CLIL primary	39	Mathematics	CLIL > Non-CLIL
Canga-Alonso (Spain, 2015a)	CLIL Primary and secondary	410	Vocabulary	CLIL > Non-CLIL
Canga-Alonso (Spain, 2015b)	CLIL primary	255	Vocabulary	CLIL > Non-CLIL
Coral, Lleixŕ, and Ventura (Spain, 2018)	CLIL primary	85	General language proficiency	CLIL > Non-CLIL
Dafouz, Camacho, and Urquia (Spain, 2014)	EMI tertiary	316	Accounting, finance, and history	No difference
Fung and Yip (Hong Kong, 2014)	EMI secondary	199	Physics	Non-EMI >EMI
Gené-Gil, Juan-Garau, and Salazar-Noguera (Spain, 2015)	CLIL secondary	50	Writing	Non-CLIL >CLIL (lexical variety)
Gierlinger and Wagner (Austria, 2016)	CLIL secondary	87	Vocabulary	No difference
Goris, Denessen and Verhoeven (Germany, Italy, and the Netherlands, 2013)	CLIL secondary	263	General/language proficiency	CLIL > Non-CLIL
Hernandez-Nanclares and Jimenez-Munoz (Spain, 2017)	EMI tertiary	654	World economic history and world economy	No difference
Lazaro-Ibarrola (Spain, 2012)	CLIL secondary	26	Speaking – Morphosyntactic development	CLIL > Non-CLIL
Lorenzo, Casal and Moore (Spain, 2010)	CLIL primary and secondary	448	General language proficiency	CLIL > Non-CLIL

Manzano-Vázquez (Spain, 2014)	CLIL secondary	36	General language proficiency and writing lexical errors	No difference
Maxwell-Reid (Spain, 2010)	CLIL secondary	24	Writing	CLIL more characteristic of English writing
Mesquida and Juan-Garau (Spain, 2013)	CLIL secondary	42	Speaking – Negotiation strategies	CLIL wider variety of strategies
Moore (Spain, 2011)	CLIL secondary	158	Speaking – Turn taking	CLIL more collaborative turns / Non-CLIL more overall
Ouazizi (Belgium, 2016)	CLIL tertiary	31	Mathematics	CLIL > Non-CLIL
Piesche, Jonkmann,Fiege and Keßler (Germany, 2016)	CLIL primary	722	Science	CLIL > Non-CLIL
Rallo-Fabra and Juan-Garau (Spain, 2011)	CLIL secondary	121	Speaking - pronunciation	CLIL more intelligible and less accented
Xanthou (Cyprus, 2011)	CLIL primary	77	Vocabulary	CLIL > non-CLIL
Yang (Taiwan, 2015)	CLIL tertiary	29	General language proficiency	CLIL >non-CLIL (Receptive skills only)

Lasagabaster and Doiz (2015) argue that Content and Language Integrated Learning positively influences students' affective stance. Table 16 presents an overview of selected studies on motivation conducted between 2007 and 2016 in CLIL settings.

Table 16. An overview of selected studies on motivation in CLIL settings (adapted from Navarro-Pablo & Jiménez, 2018)

Author (Country, Year)	Number of participants	Focus	Result
Seikkula-Leino (Finland, 2007)	217 pupils from grades 5 and 6 in a Finnish comprehensive school (116 of them were enrolled in CLIL classes)	1. The relationship between achievement level and affective factors (motivation and self-esteem). 2. Learning content and learning subjects such as mathematics and Finnish language as a mother tongue.	1. In spite of their low self-concept in foreign languages, CLIL learners also have a strong motivation to learn. 2. There were no significant differences in general learning between the two groups. 3. There was no significant difference between CLIL and non-CLIL pupils in their learning of their mother tongue.
Lagasabaster and Sierra (Spain, 2009)	287 students	The sociocultural variable and the independent variable of gender were scrutinized.	1. CLIL programs help to foster positive attitudes towards language learning in general. 2. Learners enrolled in CLIL groups held more positive attitudes towards English.
Lasagabaster (Spain, 2011)	191 secondary school students	Three motivational factors were analyzed: 1) interest and instrumental orientation;	1. Outcomes of a cross-sectional study indicate that both EFL and CLIL students were highly motivated to learn English, although

		2) attitudes towards learning English in class; and 3) effort.	CLIL students were significantly more enthusiastic than those in traditional EFL classrooms. 2. "There is a strong relationship between the CLIL approach and motivation" (Lasagabaster, 2011, p. 14).
Doiz, Lasagabaster and Sierra (Spain, 2014)	393 students from five schools in the the Basque Autonomous Community (221 CLIL learners and 78 non-CLIL learners)	1. The study focused on: 1. the influence of the CLIL methodological approach and its interaction with individual and contextual variables; 2. individual variables e.i. students' age and sex and the contextual variable concerning parental socio-cultural level.	Outcomes of an in-depth analysis of a three-year longitudinal study revealed that: 1. CLIL students had the lowest means in all the scales measured except for anxiety. 2. The differences between both groups regarding anxiety were not statistically significant; 3. CLIL students were intrinsically more motivated, more instrumentally oriented and showed a higher interest in foreign languages than non-CLIL students.
Doiz and Lasagabaster (Spain, 2015)	393 participants, 304 eventually completed the questionnaires in the different phases. The students were enrolled in five schools in the BAC (199 CLIL learners and 105 non-CLIL learners)	The analysis focused on results regarding: 1. CLIL approach helping to maintain students' motivation to learn English as a FL over time in comparison with the downward trends of non-CLIL students; 2. affecting different affective factors; 3. affecting student's motivation to learn the subject content over time.	The findings revealed that motivation was maintained over time in non-CLIL classes, whereas there was a motivational decline in some of the affective dimensions of the younger CLIL students. In the case of younger students, significant differences were found only on the anxiety scale. Anxiety seems to show higher levels over time. In the case of the older CLIL students, they remained more motivated in all the scales except for interest and anxiety. (Navarro-Pablo & Jiménez, 2018, pp. 77–78)
Arribas (Spain, 2016)	A whole CLIL school: 403 students distributed among the four compulsory years of Spanish secondary education.	Examined students' attitudes, motivation and receptive vocabulary outcomes.	The results showed that: 1. CLIL learners scored higher in receptive vocabulary tests due to their greater motivation. 2. Differences between CLIL and non-CLIL groups were not statistically significant. The reason for these findings was found in the irregular implementation of the CLIL program in the school and its lack of experience with the methodology. (Navarro-Pablo & Jiménez, 2018, p. 78)

When it comes to research carried out on autonomy, language learning strategies or attitude towards CLIL setting, they are scarce. When it comes to learners (e.g. Sylvén, 2015) and teachers' beliefs pertaining to a CLIL setting (e.g. Díaz & Porto Requejo, 2008; Bovellan, 2014), the analysis of teachers' roles in a CLIL classroom (e.g. Vázquez & García, 2017) or assessment in CLIL programs (e.g. Barbero, 2012), the empirical research is flourishing. Gathering insights into longitudinal studies, it appears they are rare.

Lasagabaster and Doiz (2015) carried out a longitudinal study aiming to analyze the impact of CLIL on different affective components. The three following research questions were posed:

1) Does the CLIL approach help to maintain students' motivation to learn English as a FL over time in comparison with the downward trends of non-CLIL students?

2) Does CLIL equally affect different affective factors?

3) Does CLIL also positively affect student's motivation to learn the subject content over time?

The subjects of this study were 304 secondary education learners who were enrolled in CLIL and non-CLIL programs (199 CLIL learners and 105 non-CLIL learners). To assess their motivation the questionnaire based on scales already used by Gardner (1985) and Schmidt and Watanabe (2001) was used.

The research procedure was divided into several stages. First-year students completed the questionnaire in three consecutive years: in the first year of secondary education, in the second year, and in the third year. Older students completed the survey in two consecutive years: in the third year of secondary education and in the fourth year. Lasagabaster and Doiz (2015) reported that the IBM SPSS Statistics was used for the statistical analysis of the close-ended items. Contrary to some studies, findings of this research indicated that the downward motivational trend observed in the non-CLIL students in previous studies was not found. Finally, CLIL education did not help to sustain learners' motivation over time. Motivation was bolstered in terms of the subject matter.

On the basis of the outcomes of their study, the researchers concluded that the hegemonic position of English "leads students to assign an enormous symbolic value to this language, to the point that non-CLIL students are currently willing to make the effort to learn a language that opens up a great deal of different career opportunities" (Lasagabaster & Doiz, 2015, p. 20). The researchers also suggested that "future research studies could be complemented by incorporating a qualitative perspective that would help to delve into the different motivational dimensions considered in this article" (p. 22).

Arribas (2016) conducted a study which had a dual perspective looking at the motivation of students towards English and CLIL and students' receptive vocabulary outcomes. Overall, 403 students were enrolled in the study. It should be noted that all learners were enrolled in secondary education in a CLIL school. To obtain the data, informants of the study were asked to fill in a questionnaire designed ad hoc of the task. This instrument was based on the same

questionnaire used by the GLAUR group (*Grupo de Lingüística Aplicada de la Universidad de La Rioja* – Applied Linguistics Group of the University of La Rioja).

Arribas (2016) explained that some questions related to learners' CLIL experience and their perceptions and attitudes on it were added. The CLIL learners were also asked to complete two receptive vocabulary level tests. The quantitative analysis of the data obtained during this study was completed using different statistic tests, such as, Kolmogorov-Smirnov-Lilliefors, Shapiro-Wilk, and Mann-Whitney. All calculations were completed by means of SPSS.2. The findings of the study showed that the CLIL group scored higher in receptive vocabulary tests due to their higher motivation. Nevertheless, the differences were not found statistically significant.

Lasagabaster and Sierra (2009) carried out a study which analyzed the effect of CLIL education on students' attitudes towards English as a foreign language (FL) and the two official languages (Basque and Spanish) in the curriculum of a bilingual context (the Basque Country in Spain). The researchers posited three hypotheses:

1) CLIL learners will hold more positive attitudes towards English as a FL than those in EFL groups;

2) Female participants and those from higher sociocultural environments will hold more positive attitudes towards the FL;

4) CLIL students will show more positive attitudes towards the two other compulsory languages in the Basque curriculum (Basque and Spanish) than non-CLIL learners.

The participants in the study were 287 secondary education students from four different schools (172 CLIL learners and 115 non-CLIL learners). The informants were asked to fill out a questionnaire with a view to measuring attitudes towards each of the three languages, namely, Basque, Spanish, and English. The questionnaire was based on Gardner (1985). Participants of this study were presented with a set of antonyms (e.g. necessary unnecessary; appealing-unappealing). Informants were supposed to evaluate a given language (English as a FL, Basque, and Spanish).

Results obtained for language attitudes pertaining to the second hypothesis were submitted to a series of one-way ANOVAs with gender and social class as independent variable. Lasagabaster and Sierra (2009) reported on the basis of the outcomes of their study that the CLIL learners held significantly more positive attitudes towards English as a FL than those in EFL classes. These findings suggested "that the use of the FL to teach content has a substantial impact on students' attitudes" (Lasagabaster & Sierra, 2009, p. 13). Hence, the

results obtained from this study seem to confirm that CLIL programs help to foster positive attitudes towards the foreign language.

When it comes to learning strategies, there are certain studies which examined this issue in the CLIL settings. Castellano-Riscoa (2018) investigated the use of vocabulary learning strategies and their relation to the receptive vocabulary size of secondary school learners. This study had two principal objectives: (1) to analyze receptive vocabulary size and the use of vocabulary learning strategies, and (2) to explore the possible correlations between those aspects. In order to explore this issue, the results obtained by two groups, that is CLIL (24 learners) and non-CLIL (20 learners) students were compared. For the purpose of this study two different-tests were deployed. To measure receptive vocabulary size, a Yes/No test was used. The test was developed by Meara (2010) and consisted of 60 words, 20 of which were invented ones.

As for the use of vocabulary learning strategies, a questionnaire based on Schmitt's taxonomy (1997) was used. The tests were administered on two different days in order to avoid any possible effect of fatigue or weariness:

1) Day 1 - the vocabulary learning strategies test and one of the vocabulary tests;
2) Day 2 - the second vocabulary test.

Nation's formula (1990) was applied to estimate the amount of words known by the learners, that is, the result was multiplied by the total number of words looked up in a dictionary. Castellano-Riscoa (2018) claimed on the basis of this study that the use of a CLIL approach influenced receptive vocabulary size. The CLIL learners outperformed the non-CLIL counterparts in terms of vocabulary level.

CLIL approach also influenced the selection of strategies used. The CLIL learners used consolidation strategies more often than the non-CLIL students did. The CLIL students also made more use of visual strategies than the non-CLIL learners did. Castellano-Riscoa (2018) noticed significant differences in the use of cognitive strategies (saying new words aloud when studying, the use of written repetition, and word lists) by the CLIL and the non-CLIL students. The researcher indicated that the CLIL learners were more autonomous in their learning process. The CLIL learners reflected more on the properties of language than the non-CLIL learners did. All in all, the results of this research showed differences between the CLIL and the non-CLIL learners not only in terms of their receptive vocabulary size, but also in their use of vocabulary learning strategies. Thus, "it can be concluded that CLIL instruction seems to

benefit the acquisition of foreign language and may also have an influence on the use of certain vocabulary learning strategies" (Castellano-Riscoa, 2018, p. 43).

Finally, a study aiming to investigate CLIL learners' beliefs should be mentioned. Sylvén (2015) conducted a study on differences in students' beliefs about language. The aim of this study was to get direct access to the participants' own perspectives, without the content being too directed through predetermined questions. This study was part of a large-scale longitudinal research project (the CLISS project). When it comes to the participants of this research, there were four girls (two CLIL, two non-CLIL) and four boys (two CLIL, two non-CLIL). Two of the boys (one CLIL and one non-CLIL) were selected for detailed analysis.

To gather the necessary data, informants were asked to take photos illustrating how they viewed (1) their L1 (Swedish) and (2) the FL/L2 English. Then the researcher organized the photos thematically. Later, both the thematic organization and the photos were discussed with each of the participants during an interview. The informants were asked to explain why and how each photo illustrated the respective language for them. The outcomes of this study indicated that substantial differences between the two participants (CLIL vs. non-CLIL learners) in their views on their L1 and FL/L2. The CLIL student emphasized the role of communication rather than seeing the two languages as separate systems, whereas the non-CLIL student perceived language as separate systems.

3.3 A review of selected empirical research on CLIL carried out in Poland

Bearing in mind short history of CLIL in Poland the amount of studies carried out in this educational context seems to be still insufficient. This section provides an overview of selected studies on CLIL in Poland. It presents the outcomes of studies carried out in Poland in CLIL settings over the past ten years. Finally, to establish area of research that should be addressed in the future, the available Polish studies are juxtaposed with the those conducted abroad.

One of the latest studies interested in CLIL is the one conducted by Papaja and Wysocka-Narewska (2020). They investigated in their study code-switching in a CLIL setting, including the use of mother tongue, target language by CLIL teachers, and teacher perception of CLIL learners' language use, and language problems. The researchers analyzed both spoken and written discourse difficulties and ways of overcoming them. The study was carried out among 29 secondary school CLIL teachers teaching such CLIL subjects as: Geography, Biology, Mathematics, Chemistry, Physics, and History. English was used as a medium of

instruction. The research instrument was a questionnaire. The study indicated that 90% of the teachers decided to code switch during their lessons. The main reason of the code-switching was the explanation of grammar, terminology or Polish History. There were also affective functions, that is, related to students behavior or feelings and repetitive functions (in complicated equations). In this case, CLIL teachers switched into Polish because it helped learners to understand difficult and new concepts better. Finally, it should be noted that almost 83% of the CLIL teachers claimed that their students used Polish during their lessons with the aim of making use of the reiteration function, that is, asking for clarification and explanation, and equivalence (e.g. looking for English equivalents)

Nawrot-Lis (2019) conducted a study which examined the effects of CLIL methodology on the process of content acquisition. The research was designed as a qualitative study. The test results of the students learning Chemistry in English were compared with the results of the students in the other classes who were learning Chemistry only in Polish. The test was prepared in the students' native language, that is, Polish. The study was carried out among 90 CLIL learners and 681 non-CLIL learners. The results showed that the CLIL and the non-CLIL groups differed from each other in a statistically significant way with regard to the dependent variable, namely, the results of the internal Chemistry tests. The multiple comparison analysis suggested that the results of the Chemistry test in the case of the CLIL learners differed significantly from the results of the remaining non-CLIL classes.

Another study was carried out by Czura and Anklewicz (2018). There were two groups of six-graders (aged 12) of Polish origin, who at the time of the experiment did not attend any extracurricular English classes. CLIL-type instruction, initially consisted of 20 students. The control group comprised 18 learners. 1 CLIL math teacher and 1 teacher - a qualified language assistant were also involved in this study. This pilot study aimed to implement CLIL mathematics lessons in a state primary school in Poland and analyze the pupils' and the teachers' perceptions of implementing this new form of instruction. Instruments used in this study included: a semi-structured interview and an open-ended written survey were designed and administered at the end of the treatment. "Both research groups indicated that the pupils were virtually unanimous in expressing their positive attitudes to the English language, whereas mathematics was clearly disliked by the majority of pupils" (Czura & Anklewicz, 2018, p. 58). The teachers and the CLIL learners observed the accelerated development of learners' language skills, in particular the vocabulary range and communicative skills.

The aim of the next study presented in this section was to analyze the popularity of languages employed as the medium of CLIL instruction and the four major curricular models

developed and implemented for the needs of bilingual programs in Poland (Romanowski, 2018). It was conducted in a group of 145 CLIL teachers of lower secondary schools. A survey was used as the research instrument. On the basis of this study the researcher concluded that CLIL subjects did not differ much from those in Germany and Spain. English was a foreign language which prevailed as the medium of instruction. According to the collected data, Model A (Marsh et al., 2008) was the most frequently used one.

Pitura and Chmielarz (2017) carried out a study whose aim was to investigate the usefulness and feasibility of applying gamification to an extracurricular CLIL project and intended to develop key competences in a high school. This study was also interested in how a biology challenge (two tasks) was designed, implemented, and evaluated. The procedure was described by the researchers in the following way: "The aim of the first task, "Vaccinations – facts and myths," was to confront popular beliefs concerning vaccinations with medical knowledge. The second task, "Feeding wild birds – facts and myths," necessitated confronting popular beliefs on feeding wild birds with bioscientific knowledge. The teams were to choose only one task" (Pitura & Chmielarz, 2017, p. 85). A questionnaire was used as a research instrument. The participants were 21 first-grade students (out of the total project participants N=25) from the 21st Kołłątaj Secondary School in Warsaw.

The aim of the next study was to verify whether negative emotions inhibited cognitive processes. Instruments both qualitative and quantitative were used, namely, attitude survey and the IH Scale (Sędek, 1995), and term grades in Mathematics, Science, and English (Otwinowska & Foryś, 2017). The participants of the study were 140 upper-primary Polish students who learnt Mathematics and Science in English. Outcomes of this study showed that the significant predictors of IH in the CLIL classes were negative affectivity and grades in Science and Mathematics and grades in English did not significantly predict IH in the CLIL group.

Jurkowski and Możejko (2016) investigated the roles of teachers in CLIL Science classrooms regarding writing scientific reports and the role of English of CLIL Science classes in teaching skills. The participants of this study comprised 38 Science teachers (Biology, Chemistry, and Physics) teaching in the International Baccalaureate Diploma Program (IB DP) and 93 students from two private schools offering International Baccalaureate Diploma Program located in Warsaw. Some students were of non-Polish origin. English for all participants of the study was the second/foreign language. A questionnaire was used as a research instrument. The findings of this study focused on (1) the roles that CLIL teachers

should play in the development of writing skills, (2) the use of referencing styles, and (3) some form of cooperation between language and CLIL content subject teachers.

Czura and Kołodyńska (2015) conducted a study in two groups of students: 20 students, 8 boys and 12 girls; six-grade pupils, aged 12-13. One group was an experimental group and the second was a control group. Both groups attended a primary school in Wrocław. The aim of this study was to check (1) whether CLIL exerted any effect on oral communicative competence of primary school pupils, and (2) to what extent the integration of content and language affected five different aspects of oral communicative competence selected for the purposes of the study: the use of vocabulary, interactive communication (that is the ability to understand each other in L2 and successfully exchange information with other speakers), grammatical accuracy, fluency, and pronunciation. Two instruments were used: pre- and post-tests of oral communicative competence. The results revealed that the new form of classroom instruction had a positive impact on oral communicative competence of learners who had undergone the treatment. When it comes to vocabulary, fluency and pronunciation, they improved to the largest extent.

Another study aimed to discuss the changes in the development of speaking and listening skills in a CLIL classroom in secondary education throughout one school year. Observation with a lesson observation sheet was used in a group of 36 CLIL learners, 3 teachers (Geography teacher, Maths teacher, Biology teacher). The results of the study revealed that learners started to break the barrier concerning speaking in October, that is, two months after starting a school year. Over time learners started using more specialized vocabulary. It was difficult to identify the changes which occurred in terms of listening. The researcher relied on her own notes because CLIL teachers did not use any listening comprehension tests (Papaja, 2014).

Możejko (2013) carried out a study in a group of 43 CLIL learners, 28 parents, and 6 content-subject teachers. The aim was to investigate which affective factors were relevant in shaping institutionalized English language teaching at the lower secondary school level. The research instruments comprised lesson observations with a lesson observation sheet and an interview with a guided-interview sheet. The results of this study revealed that there was notorious Polish-English code switching and hardly any instances of feedback on language. This study indicated that shifting the lesson's focus from specialized lexis (academic content) onto functional language was needed. The findings also indicated the importance of attitude towards CLIL, the effect of motivation, and the effect of beliefs (both learners' and teachers' beliefs).

The aim of the next study which should be mentioned in this section was to analyze the role of a teacher in a CLIL classroom (Papaja, 2013). Participants of the research were 31 Polish teachers. They were CLIL teachers of Geography, Biology Mathematics, Physics and History. Instruments used to collect the data were lesson observations (5 lessons per week) and interviews. The researcher on the basis of this study claimed that "the Geography, Biology and History CLIL lessons differed from the ones in Polish while the Mathematics and Physics CLIL lessons were very similar, which was visible during observations" (Papaja, 2013, p. 151). She also noticed that the CLIL teachers had different needs that were related to professional development, the learners and the financial needs. It should be mentioned that the CLIL teachers indicated that content was not affected by the use of the CLIL language. The explanation may be embedded in the fact that the CLIL teachers indicated that CLIL classes were rather Polish-medium oriented due to the final secondary school examination in Polish.

Otwinowska (2013) carried out a study among 72 CLIL learners in a private primary school in Warsaw. The aim of this study was to examine 10- and 11-year olds' beliefs on learning English and learning through CLIL. For this purpose two surveys were used. The results showed that the beliefs played a role in language acquisition. Other conclusions were related to the organizational aspects of implementing CLIL at the primary level, its aims, CLIL methodology, and possible obstacles concerning this approach.

Paliwoda-Pękosz and Stal (2013) conducted another research in a group of 104 CLIL learners studying at the Cracow University of Economics in Krakow. The main goal of this study was to examine students' background, identify their needs, and outline the paths of future courses' development in terms of CLIL. Also in the case of this research, a survey was used. The results of this study showed that the students' population was highly diversified when taking into account their language proficiency and preferred methods of learning. Some students used teaching materials in their native language and most of students required language support in the form of dictionaries with basic vocabulary.

Another study was conducted by Gregorczyk (2012). Participants were Polish students who learnt Chemistry through English as part of their school curriculum (266 pupils, including 31 CLIL learners) and two CLIL teachers. The researcher was also involved in the study. The aim of this study was to analyze the relationship between a foreign language and conceptual knowledge, as well as about the mechanisms that could compensate for the additional difficulties students could encounter while learning content (such as Chemistry) through a foreign language. A set of identical Chemistry tests in Polish was used as a research instrument. The results of this study corroborated the claim that using a foreign language as a means of

teaching non-linguistic subjects does not impair content acquisition. It may even improve overall learning processes.

A subsequent study was conducted among 108 CLIL students of the University of Silesia (Papaja, 2012). The aim of the study was to examine the impact of students' attitude on CLIL. This study was conducted at the tertiary level. A questionnaire was used to collect the data. The results of this study showed high ratings for satisfaction from learning English and studying content subjects in English. On the basis of this study the researcher concluded that the CLIL students liked learning English in general but probably due to difficulty of the subjects being studied in English, their positive attitude slightly decreased.

Another study was also carried out by Papaja (2010). The participants of the study were 33 CLIL learners of the Secondary School no. 1 in Kraków and three CLIL teachers. The aim of this study was to describe and analyze the changes in language education in the CLIL classroom in secondary education throughout one school year regarding: (1) language development of the learners, (2) the processing of content, and (3) the learning environment and the learners' and teachers' attitude and motivation. Instruments used in this study included: observations, questionnaires for the learners and the teachers, the interview with the teachers and the analysis of tests written by the learners, that is, those conducted in CLIL Geography, Biology and Maths. On the basis of this study, the researcher concluded that changes occurred in all language skills and sub-skills (speaking, writing, vocabulary, grammar, pronunciation). At the end of the school year, the CLIL learners' level of English could be defined as B2. It should be highlighted that listening comprehension skills were very difficult to assess since the CLIL learners did not take any listening comprehension tests during their CLIL classes. The researcher relied on her own observations and the CLIL learners' answers to the questionnaire administered at the end of the school year.

A review of the above-presented studies on CLIL in the Polish educational setting suggests that the overriding research questions guiding those studies focused on the analysis of CLIL classes, type of methodology which was deployed or teachers' roles and teachers' and learners' expectations regarding this approach. As seen above, one of the first steps regarding CLIL research in Poland was to delve into this field pertaining to classroom-related methodology. Some studies aimed at gaining some insights into the analysis of language and content subjects outcomes. This brief research review also shows that over time other studies interested in affective stance were carried out, especially in the area of motivation, attitude or beliefs. Since the first CLIL programs were introduced, this practice has been steadily gaining ground across Poland.

To shed more light on the way CLIL is implemented in Poland, taking stock of proficiency level and individual factors, other studies in this area are required. One conclusion that can be drawn on the basis of this literature review is that there is still a need to conduct additional research focusing more on the role of selected variables in the success of CLIL as an approach to EFL learning in Poland. The analysis of individual factors should address more than one individual variable. Motivation, autonomy, language learning strategies, beliefs about foreign language learning or attitude towards CLIL settings should be addressed together.

Following Nunan and David (1992, p. 2), research should be carried out in order to:

1) get a result with scientific methods objectively, not subjectively;

2) solve problems, very the application of theories, and lead on new insights;

3) enlighten both researcher and any interested readers;

4) prove/disprove new or existing ideas, to characterize phenomena (that is, the language characteristics of a particular population), and to achieve personal and community aims. That is, to satisfy the individual's quest but also to improve community welfare;

5) prove or disprove, demystify, carry out what is planned, to support the point of view, to uncover what is known, satisfy inquiry. To discover the cause of a problem, to find the solution to a problem, etc.

Finally, it should be noted that "longitudinal studies with pre-, post-, and follow-up assessments are still rare" (Piesche et al., 2016, p. 109). This type of a study can help in the interpretation of the results concerning motivation (Heras & Lasagabaster, 2015) and other outcomes regarding individual factors, such as, autonomy, attitude, beliefs about foreign language learning or learning strategies.

Taking the discussion above as a point of reference, this dissertation presents a longitudinal study aiming to explore the role of selected individual variables, namely, *motivation*, *autonomy*, *beliefs about foreign language learning*, *learning strategies*, *and attitude towards CLIL practice* in the success of CLIL as an approach to EFL. This study is an attempt to fill the gap in the studies carried out in Poland juxtaposed with those conducted abroad. The discussion provided in Chapter Three paves way to adapting a mixed approach employed for the purpose of this study. The research is delineated in the ensuing chapters, which demonstrate the importance of combining different language skills and the need to focus on individual variables in order to obtain a multi-faceted picture of the influence of CLIL education on the language outcomes.

CHAPTER FOUR
THE METHODOLOGY OF RESEARCH ON THE ROLE OF INDIVIDUAL
VARIABLES IN THE SUCCESS OF CLIL AS AN APPROACH TO EFL LEARNING

This chapter presents a detailed description of empirical research aimed to explore the role of individual variables in the success of CLIL as an approach to EFL. This study hopes to shed some light on the interface between selected individual variables, namely, motivation, learner autonomy, learning strategies, beliefs about foreign language learning, and attitude towards CLIL programs and attainment in English. As a point of departure, the rationale of the study together with research hypotheses and research questions are presented. Then, the emphasis is shifted onto the details concerning the participants, the research instruments, and the procedure of the present study.

4.1 Rationale of the study

Overall, a number of studies indicate that CLIL has positive influence on foreign language proficiency (e.g. Ball, Kelly, & Clegg, 2015; Bredenbröker, 2000; Pérez-Cañado, 2018; Jiménez, Ruiz de Zarobe, & Cenoz, 2006; Kiziltan & Ersanli, 2007; Lasagabaster, 2008; Surmont, Struys, Noort, & Craen, 2016; Navés & Victori, 2010). The notion of language proficiency is often defined in terms of what a learner can and cannot do using a foreign language, regardless of where, when, or how the language has been learnt or acquired (ACTFL, 1989). Lee and Schallert (1997) explain that foreign language proficiency is a very broad phenomenon related to "language competence, metalinguistic awareness, and the ability to speak, listen, read, and write the language in contextually appropriate ways" (p. 716).

The positive influence of CLIL can be observed in terms of individual skills, for example, in terms of oral proficiency (e.g. Lasagabaster, 2008; Pérez-Cañado, 2018), vocabulary (e.g. Ball, Kelly, & Clegg, 2015; Pérez-Cañado, 2018; Jiménez, Ruiz de Zarobe, & Cenoz, 2006; Kiziltan & Ersanli, 2007; Lasagabaster, 2008; Navés & Victori, 2010), reading comprehension (e.g. Pérez-Cañado, 2018). CLIL also supports the ability to use elaborate strategies (Bredenbröker, 2000). As for content subjects, the outcomes of studies indicate that CLIL also affects this area positively (e.g. Ball, Kelly & Clegg, 2015; Surmont, Struys, Noort, & Craen, 2016).

Dörnyei (2005) and Skehan (1991) maintain that the success of foreign language learning depends on individual differences. Motivation, language learning styles and strategies, anxiety, learner beliefs, creativity, willingness to communicate, aptitude, self-esteem, personality traits are often cited as the most salient individual differences which should be taken into consideration when trying to understand the process of foreign language learning (Dörnyei, 2005). Thus, the aim of the research presented in this dissertation is to analyze the role of individual variables in the success of CLIL. To get a broader vantage point, the results regarding selected individual variables are juxtaposed with two attainment-tests.

Sylvén (2015) claims that motivation is the most commonly researched individual difference in connection with CLIL. The reason for such interest can be the fact that motivation is claimed to be a driving force for learning to take place, especially regarding foreign language learning (Dörnyei, 2009). Lasagabaster (2011) notices that even though many studies have delved into the relationship between motivational variables and second language acquisition, only some of them focused on the interplay between English as a foreign language and the CLIL approach (e.g. Seikkula-Leino, 2007). The studies interested in motivation, corroborate the claim that CLIL students are more motivated than non-CLIL students and the interplay between CLIL learners' motivation and their achievement can be noticed (Admiraal el al., 2005; Hüttner & Rieder-Bünemann, 2007; Lasagabaster, 2011; Sylvén, 2006).

The outcomes of more specifically CLIL-oriented studies (e.g. Fehling, 2008; Lasagabaster & Sierra, 2009) suggest that motivation is the crucial factor of learning in CLIL settings. However, as Sylvén (2015, p. 256) notices, "without having baseline data at the pre-CLIL level, it is difficult to claim any such intrinsic feature of CLIL". The present study focuses on the relevance ascribable to motivation in CLIL programs over one term. To achieve this objective, CLIL learners' motivation is measured at the outset and the end of the study. Dörnyei's L2 Motivational Self System (2009) is deployed as a theoretical model to create a questionnaire. This model is composed of three aspects: the ideal L2 self, the ought-to L2 self, and the L2 learning experience. Sylvén and Thompson (2015) explain that this model stems from the 'possible selves' concept in social psychology (Markus & Nurius, 1986), which holds that all learners have a current self and that they are working towards a future self. Dickinson (1995), Deci and Ryan (1985), and Dweck (1986) attribute higher motivation to the high level of interest in the learning tasks and the learning outcomes in terms of their own satisfaction.

Dickinson (1995) elaborates further that the outcomes of several studies into motivation suggest that motivation to learn and learning effectiveness can be increased in students who are autonomous because they are ready to take responsibility for their learning process.

Furthermore, such students understand and accept that their learning success is a result of their effort. It suggests that autonomous learners are also aware of the fact that failure can be overtaken with greater effort and the use of strategies (Wang & Palincsar, 1989). In this context, autonomy and strategies come to the fore.

Learning strategies is the second variable which is taken into consideration in the present study. Rubin (1975) defines learning strategies as "the techniques or devices which a learner may use to acquire knowledge" (p. 43). Scarcella and Oxford (1992) explain that such strategies should be understood as "specific actions, behaviors, steps, or techniques - such as seeking out conversation partners, or giving oneself encouragement to tackle a difficult language task - used by students to enhance their own learning" (p. 63). Gardner (1985, 1988) and Oxford and Nyikos (1989) argue that motivated learners achieve higher levels of language proficiency because they put more personal involvement into learning process. Taking this assumption certain researchers (e.g. Schmidt & Watanabe, 2001) claim that more motivated students use a variety of learning strategies more often than less motivated learners.

The use of learning strategies is related to conscious movement towards a goal (Richards & Lockhart, 1996). As a result, language proficiency should be increased (Tudor, 1996). Crookes and Schmidt (1991), Schmidt and Watanabe (2001), Tremblay and Gardner (1995) take the view that motivated students learn more effectively because they seek out opportunities of using a foreign language and when they encounter target language input they pay attention to it and actively process it using learning strategies. When it comes to a CLIL setting, it is claimed that CLIL learners should be taught how to use different learning strategies. Ballinger's study (2013) also suggests that teaching students reciprocal learning strategies is of paramount importance.

Autonomy is the next individual variable that supports the process of foreign language learning. Certain studies (e.g. Liuolienė & Metiūnienė, 2006) indicate that the importance of motivation in the learning process indicates that learners' goals and needs to work independently rely highly on their autonomy. It can be assumed that the greater the motivation is, the more autonomous learners strive to be in their learning processes. This shows that there exists a strong affinity between these two notions. Dafei (2007) also indicates that there is an intimate relationship between autonomy and effective learning. Oxford (1999) claims that learner autonomy can lead to greater achievement or proficiency.

Oxford (1999, p. 111) explains that "learner autonomy is the (a) ability and willingness to perform a language task without assistance, accompanied by (b) relevant action (the use, usually conscious and intentional, of appropriate learning strategies) reflecting both ability and

willingness". From this perspective, learning strategies can be perceived as a focal point of autonomy. Numerous researchers in the area of language learner autonomy identify learning strategies as relevant or even crucial (Cotterall, 1995a, 1995b; Dickinson, 1992; Little, 2000; Littlewood, 1996; Wenden, 1991). Such strategies are often associated with the learner's degree of autonomy (Oxford, 1999). The increased use of learning strategies is often linked with learners motivation (Schmidt & Watanabe, 2001). Moreover, Banya and Chea (1997) argue that students with positive beliefs about foreign language learning are characterized by higher level of motivation and lower level of anxiety. Such students also use more strategies (Banya & Chea, 1997; Hong, 2006), have higher language achievement, and are more proficient learners (Banya & Chea, 1997).

Wolff (2011) discusses several arguments in favor of CLIL being a convenient educational approach for fostering learner autonomy. Autonomy can function as a focal point of the learning process. However, only selected studies focused on the interplay between learner autonomy and language proficiency (Ablard & Lipschultz, 1998; Corno & Mandinach, 1983; Zhang & Li, 2004). As for the CLIL setting, this concept seems to be underresearched. The relationship between this educational approach and autonomy has largely been explored at the level of theory, but still lacks substantial empirical support.

A large body of studies explores the role of beliefs about foreign language learning (Barcelos & Kalaja, 2011; Ellis, 2008; Kalaja, Menezes, & Barcelos, 2008). Learner beliefs "play a central role in learning experience and achievements" (Cotterall, 1999, p. 494). Sylvén (2015) concurs with this assumption, adding that beliefs about foreign language learning play an important role in the success in foreign language learning. Vitchenko (2017) notices that beliefs about foreign language learning can evolve and change over time, but they should never be ignored. The explanation is embedded in the fact that such beliefs typically influence the motivations for learning and development. Thus, they determine the success of the undertaken activity. Many studies, therefore, focus on beliefs in connection with language learning. However, there are relatively few studies researching this area in a CLIL setting. This is the reason why factor is also analyzed in this dissertation.

To get a more detailed picture of CLIL learners, an effort should be made to explore attitude towards CLIL programs among students enrolled in such courses. Nakanishi and Nakanishi (2014) argue that "in Europe, there are several studies focusing on perception and attitudes towards CLIL such as Dalton-Puffer et al. and Yang & Gosling. These studies tell the attitude towards CLIL is very important for the effective implementation of CLIL" (p. 2). The relevance of attitude is attributed to the fact that attitude is "a disposition to react favourably or

unfavourably to a class of objects" (Sarnoff, 1970, p. 279). In the case of foreign language learning, attitude applies to all aspects related to language which can provoke a favourable or an unfavourable reaction (Lasagabaster & Sierra, 2009). Thus, in a CLIL context, attitude applies to all aspects related to CLIL programs that can provoke a favourable or an unfavourable reaction. Additionally, Suwannoppharat and Chinokul (2015) claim that a positive attitude towards CLIL "is a good enough starting point to improve learning effectiveness" (p. 246). Hence, apart from analyzing learners beliefs about foreign language learning, attitude towards CLIL programs is also the subject of scrutiny.

Focusing on the analysis of individual variables regarding learning foreign languages, not taking into account the affinity with other individual variables is insufficient (cf. Dörnyei, 2009). Hence, the present study also focuses on this issue. The aim of this study is to explore the role of individual variables in the success of CLIL as an approach to EFL. For the correlation between individual variables and attainment in learning English as a foreign language, the first research hypothesis is formulated. The null hypothesis (H_0) is as follows:

H_0: *There is no statistically significant correlation between selected individual variables such motivation, autonomy, beliefs about foreign language learning, attitude towards learning and strategy use and language proficiency in a group of CLIL learners (H_0: $\mu_{selected\ variables} = \mu_{selected\ variables}$).*

The alternative hypothesis (H_a) for the present study states that:

H_a: *There is statistically significant correlation between selected individual variables such motivation, autonomy, beliefs about foreign language learning, attitude towards learning and strategy use and language proficiency in a group of CLIL learners (H_c: $\mu_{selected\ variables} \neq \mu_{selected\ variables}$).*

The first research question regarding the statistical correlation between selected individual variables among CLIL learners is created in the following way:

RQ1: *Is there any statistically significant correlation between selected individual variables such as language proficiency and motivation, autonomy, beliefs about foreign language learning, strategy use, and attitude towards CLIL programs and language proficiency in a group of CLIL learners?*

To get a detailed picture of the role of individual variables in the success of CLIL as an approach to EFL learning, there is also a need to compare the level of the individual differences between CLIL and non-CLIL learners. For this purpose, the second research hypothesis addresses this issue. The null hypothesis is as follows:

H0: *There is no statistically significant difference regarding the level of motivation, autonomy, use of learning strategies, positive beliefs about foreign language learning among CLIL and non-CLIL learners and CLIL learners do not have a positive attitude towards CLIL programs. (H0: μCLIL = μnon-CLIL).*

The alternative hypothesis (Hb) for the present study states that:

Hb: *CLIL learners in a statistically significant manner outperform/fall behind non-CLIL learners regarding the level of motivation, autonomy, use of learning strategies, positive beliefs about foreign language learning among CLIL and non-CLIL learners and CLIL learners have/do not have a positive attitude towards CLIL programs (Hb: μCLIL ≠ μnon-CLIL).*

To achieve the aim of this study, the second research question is posed. This one refers to the differences in individual variables among CLIL and non-CLIL learners:

The second research question is:

RQ2: *Are CLIL learners characterized by statistically significant higher capacities in such areas as motivation, autonomy, use of learning strategies, positive beliefs about foreign language learning than non-CLIL learners and do CLIL learners have a positive attitude towards CLIL programs?*

To answer this question, there was a need to create the subsidiary questions addressing selected individual variables alone. They are as follow:

RQ2a: *Are CLIL learners characterized by higher level of motivation than non-CLIL learners?*

RQ2b: *Are CLIL learners more autonomous in learning English than non-CLIL learners?*

RQ2c: *Are CLIL learners characterized by more positive beliefs about foreign language learning than non-CLIL learners?*

RQ2d: *Do CLIL learners use a wider variety of learning strategies than non-CLIL learners?*

RQ2e: *Are CLIL learners characterized by a positive attitude towards CLIL programs?*

The above-proposed hypotheses and research questions should help to explore the role of individual variables in the success of CLIL as an approach to EFL. The success of CLIL as an approach to EFL is analyzed on the basis of the foreign language outcomes obtained by CLIL and non-CLIL learners. Then, the data regarding individual variables are juxtaposed with the language outcomes. Because CLIL in Poland is still in a relatively early stage of implementation, practitioners as well as scholar exploring issues related to this approach in the Polish context might find the results of this study interesting.

4.2 Participants

Participant selection was organized in line with two basic variables: CLIL (an experimental group) and non-CLIL students (a control group) learning in high schools in Poland. The sample consisted of first- and second-graders enrolled in two secondary schools in Wielkopolska [EN Greater Poland], namely, II Liceum Ogólnokształcące im. Tadeusza Kościuszki in Kalisz and I Liceum Ogólnokształcące im. Tadeusza Kościuszki in Konin. Two cohorts of students were involved in this study: CLIL and non-CLIL students. At the outset, 154 learners agreed to take part in the research. 43 participants of this study were enrolled in a CLIL program. 29 CLIL learners were first-graders and 14 students were second-graders. They attended II Liceum Ogólnokształcące im. Tadeusza Kościuszki in Kalisz.

The second group, that is, non-CLIL learners consisted of 111 participants, including 55 first-graders and 56 second-graders. Moreover, 46 non-CLIL learners attended the same school as the CLIL students, that is, II Liceum Ogólnokształcące im. Tadeusza Kościuszki in Kalisz but they did not participate in the CLIL program. Additionally, 65 non-CLIL learners attended the school without a CLIL program - I Liceum Ogólnokształcące im. Tadeusza Kościuszki in Konin.

The research was divided into several phases. Data analysis phase of the present study focused only on the data obtained from the participants who took part in all stages of the research. Thus, the final representative sample for all research instruments is smaller. This goes in line with Gallego and Llach (2009) experience, who noticed that "longitudinal studies are prone to participant attrition" (p. 119). The final sample includes 91 participants (29 CLIL learners and 62 non-CLIL learners). Among them, 21 CLIL learners were first-graders and 8 students were second-graders enrolled in the CLIL program in II Liceum Ogólnokształcące im. Tadeusza Kościuszki in Kalisz. When it comes to the non-CLIL learners, 38 non-CLIL students were first-graders and 24 learners were second-graders enrolled in II Liceum Ogólnokształcące im. Tadeusza Kościuszki in Kalisz and I Liceum Ogólnokształcące im. Tadeusza Kościuszki in Konin.

In Poland, the number of hours devoted to learning foreign languages depends on the school level, school type, and the type of program, that is, whether it is implemented at the basic level or the extended level. For this reason, at the time of participants selection, it was not possible to find groups of CLIL and non-CLIL students of the first grade with the same amount of English taught as a foreign language at high schools. For this reason, the CLIL groups and the non-CLIL groups that were enrolled in the first grade had a different amount of English per

week. When it comes to the second-graders, that is, the CLIL and the non-CLIL groups, the amount of English per week ranged between three to seven hours. In this manner, especially the group with seven hours of English had a similar number of hours to CLIL learners.

The CLIL group (the experimental group), both the first- and second-graders, received six hours per week of formal instruction in EFL. The CLIL learners from the first grade, apart from regular English lessons, also received eight hours a week of CLIL instruction in Physics (one hour), History (two hours), and Math (five hours). When it comes to the CLIL learners of the second grade, they received six hours per week of CLIL instruction in Physics (one hour), History (two hours), and Math (three hours). This means that these groups of students were exposed to English during their regular EFL sessions plus during additional hours of content subjects. However, it should be noted that the aforementioned CLIL subjects were not fully taught in English. As for History, according to the Polish core curriculum, topics related to Polish history have to be taught in Polish. It should be emphasized that topics taught in the first grade were mainly related to Polish history.

When it comes to Physics and Math, the amount of English used during these lessons depends on the language proficiency level of learners and the difficulty of the presented topics. CLIL teachers involved in teaching these groups indicated that in the first grade they focused more on using methods typical for CLIL approach and gradually introduced more topics via English. CLIL teachers stated that all methods and the amount of English, being the CLIL language, were always used according to CLIL methodology and learners language proficiency. CLIL content subjects teachers also indicated that they focused more on content and meaning during their lessons, not so much on the CLIL language[2].

The selection criteria to enroll in the CLIL program in II Liceum Ogólnokształcące im. Tadeusza Kościuszki in Kalisz involved the score received from the national exams taken after finishing a lower secondary school and from the exam taken at the school which provided the CLIL courses. The on-site examination focused on an essay. CLIL learners during their CLIL lessons used Polish CLIL coursebooks for History and English coursebooks used for IB exams for Physics and Math. Additional materials used during CLIL content subjects were adapted from English coursebooks (e.g. Science, Maths, History).

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[2] The explanation may be embedded in the fact that these CLIL learners were supposed to take a final exam (PL *egzamin maturalny*). All students finishing high school are supposed to take one exam in Polish, one exam in Maths, and one exam in a foreign language. The content subjects are taken in Polish. There are two levels of each exam, that is, the basic and the extended level. In the case of a foreign language, a basic level means B1 and an extended level B2 or for bilingual version of the same exam – C1/C2.

As for the non-CLIL learners, the amount of English per week differed. 31 non-CLIL students of the first grade had three hours of English per week (II Liceum Ogólnokształcące im. Tadeusza Kościuszki in Kalisz) and 30 students had four hours of English (I Liceum Ogólnokształcące im. Tadeusza Kościuszki in Konin). It should be noted that 28 non-CLIL learners of the second grade had three hours of English (II Liceum Ogólnokształcące im. Tadeusza Kościuszki in Kalisz) and 35 students had seven hours of English (I Liceum Ogólnokształcące im. Tadeusza Kościuszki in Konin). The rest of the content subjects was taught in Polish.

As already mentioned, at the beginning of the study more students agreed to take part in the research but since the study was divided into several phases, not all of them could participate in every phase of the research. Thus, the data analyzed here reflects only input from these students who participated in all stages. Therefore, the description of participants focuses only on 91 informants who were enrolled in the study from the very beginning till the end of it. The delineation of research participants is organized in line with the following criteria: first- and second-graders, CLIL and non-CLIL learners and the amount of English per week.

4.2.1 First grade CLIL learners

The CLIL learners of the first grade are marked hereinafter as $CLIL_I$. There were 21 such students (15 females, 6 males). Their learning experience ranged from 9 (1 participant), 10 (6 participants), 11 (9 participants), 12 (4 participants) to 14 years (1 participant), which is on average 11 years. 17 participants indicated that it was their decision to attend CLIL class because they liked English. They believed they were proficient at English, but they wanted to improve their EFL proficiency. They thought that a CLIL program was an interesting educational approach and they wanted to prepare for International Baccalaureate exam [PL *matura międzynarodowa*]. Two participants were encouraged to participate in a CLIL program by their parents and one participant by their siblings. One participant did not reveal the reason of participating in a CLIL program.

The CLIL learners were also asked to assess their decision regarding the choice of CLIL class using the following scale: 1 – a very bad decision, 2 a bad decision, 3 – a good decision, 4 – a very good decision. 4 participants indicated that it was a very good decision and 15 participants - a good decision. It should be noted that 1 participant was reluctant to provide answers to bio data section (reasons of enrolling in a CLIL program, CLIL learning experience,

self-assessment of language progress, opinions concerning learning in a CLIL classroom). Moreover, 18 students stated that it was their first experience of learning in a CLIL classroom. Finally, 2 learners reported that at the time of this study they had been learning in a such class for 2.5 years.

CLIL participants were also asked to take a stance on the question regarding progress they made regarding English since they started learning in a CLIL context by choosing one answer from the provided: a) still the same proficiency level, b) low progress, c) great progress, and d) significant progress. In this respect, 15 participants evaluated progress they made in English as great and 5 learners as low. This indicates that the vast majority of CLIL$_I$ students believed that the time spent in the CLIL classroom helped them improve EFL. All CLIL$_I$ learners claimed that they did not restrict themselves to learning English only during lessons. They provided exhaustive answers indicating they watched films, sitcoms, interviews, cartoons with English subtitles, watched You Tube in English, read books and newspapers in English, played computer games in English, used educational webpages for English learners, used BBC webpage, as well as used their own books to study English grammar. Overall, their out-of-classroom input in English was extensive.

In order to provide a full description of CLIL$_I$, four questions regarding CLIL were addressed in the first questionnaire. The first question included in the questionnaire is as follows*: Is learning History in English more interesting for you than learning it in Polish? Please, justify your opinion?* It should be noted that 11 participants preferred learning History in English because it was a more interesting way of learning and they appreciated the possibility of learning new vocabulary which was subject-related. It should be noted that 7 participants thought that learning History in English was not interesting because they did not like History in the first place. Finally, 2 learners found this question difficult to answer ("I don't know").

The next question included in the questionnaire is as follows: *Do you feel more motivated to learn English in a CLIL context than in traditional foreign language classes (please compare your experience from the previous years of school with the current CLIL experience).* It should be emphasized that 4 participants had a problem answering this question ("I don't know"). Additionally, 17 learners expressed satisfaction with learning English in a CLIL group appreciating a variety of topics covered during lessons and more challenging learning material. The next question was: *When did you feel more motivated to learn English: in a CLIL context or in traditional classes (please compare your experience from the previous years of school with the current CLIL experience)?* In this case, 2 respondents stated that traditional way of teaching was more motivating for them because it was easier to learn the

language content. They also indicated as a kind of advantage that the traditional way of teaching involved fewer lessons of English. The remaining 9 learners indicated that they were more motivated in the CLIL class.

The last question regarding CLIL was: *When did you feel more motivated to learn History: in a CLIL context or in traditional classes (please compare your experience from the previous years of school with the current CLIL experience)?* In this case, 10 $CLIL_I$ learners indicated that History taught in English was more interesting for them owing to the way of teaching, teaching materials and the possibility of learning new vocabulary. Moreover, 7 students stated that they did not like History. Finally, 3 students were in favor of traditional way of teaching indicating that it was easier to master content subject. All in all, $CLIL_I$ learners seemed to be in favor of CLIL teaching. Nevertheless, it is English that seems to increase students interest in CLIL programs.

The $CLIL_I$ learners were also asked to assess their language proficiency using scale from 1 to 6 (1 stands for a very poor learner, 6 stands for a very successful learner). As for this statement, 10 students assessed themselves as very successful language learners, 9 participants as successful language learners, and 1 as an average student. It is worth adding that the question related to the assessment of language proficiency was included in the biodata section in the questionnaire which was administered in April. In other words, this information shows their assessment of their learning process just in the middle of the study, that is, after the test which was administered just at the beginning of the study (T1) and before the test which was administered at the end of it (T2), was rather positive.

Overall, the data show that the $CLIL_I$ group believed that they were proficient at English. They chose the CLIL program because they wanted to improve their EFL proficiency. The $CLIL_I$ group enjoyed learning in the CLIL setting because the way CLIL lessons and English lessons were conducted was interesting. It should be noted that majority of them enjoyed learning History in English more than in Polish. This group also seemed to be pleased with their language progress since they started learning in the CLIL class, which they assessed as great. Accordingly, the $CLIL_I$ group assessed their decision to enroll in the CLIL program as the right one. Apart from having additional lessons of English, they also used this language for pleasure, for instance, watching films or reading books in English. Generally, the CLIL learners enrolled in the first grade have a common characteristic which refers to the passion for learning English.

4.2.2 Second grade CLIL learners

The second group are the CLIL learners of the second grade (CLIL$_{II}$). There were 8 students (5 females, 3 males). Their learning experience ranged from 7 (1 participant), 10 (3 participants), 11 (3 participants) to 12 years (1 participant), which is on average 10.3 years. Moreover, 6 participants indicated that it was their decision to attend CLIL class because they liked English. They thought they were good at English and they wanted to improve it. Two participants were encouraged to participate in a CLIL course by their parents. The CLIL$_{II}$ learners were also asked to assess their decision regarding the choice of CLIL class using the same scale as CLIL$_I$. All participants indicated that choosing CLIL was the right decision. Finally, 7 students stated that had been learning in a CLIL classroom for two years. One learner reported that at the time of this study he had been learning in this type of class for 1 year.

The CLIL$_{II}$ group assessed their English progress regarding English since they started learning in a CLIL classroom following the same procedure as CLIL$_I$. One participant (enrolled in a CLIL program for 1 year) stated that his language level could be described as low. In addition, 6 students assessed it as great and 1 learner as significant. All CLIL$_{II}$ showed they watched films, sitcoms, interviews, Youtube in English, read books, newspapers in English, played games in English, used educational webpages for English learners e.g. BBC webpage. CLIL$_{II}$ also used their own grammar books and listened to podcasts.

Data obtained for the first question*: Is learning History in English more interesting for you than learning it in Polish? Please, justify your opinion?* shows that only 2 participants preferred learning History in English. It should be noted that 6 participants stated that learning History in English was not interesting because they did not like History. For the next question: *Do you feel more motivated to learn English in a CLIL context than in traditional foreign language classes (please compare your experience from the previous years of school with the current CLIL experience), s*imilarly to the first-graders, 8 CLIL$_{II}$ learners expressed satisfaction with learning English in the CLIL group highlighting a variety of topics covered during lessons and more challenging learning material which was seen by them as the advantage. For the question: *When did you feel more motivated to learn English: in a CLIL context or in traditional classes (please compare your experience from the previous years of school with the current CLIL experience)?* 8 respondents stated that learning English in a CLIL class was more motivating since the way the lessons were conducted and materials used were very interesting.

The last question regarding CLIL is: *When did you feel more motivated to learn History: in a CLIL context or in traditional classes (please compare your experience from the previous*

years of school with the current CLIL experience)? In this case, 3 participants indicated that History taught in English was more interesting for them owing to the way of teaching, teaching materials, and the possibility of learning new vocabulary. It should be noted that 5 students stated that were in favor of traditional teaching because it was easier to understand and learn content subjects. When it comes to language proficiency, 2 students assessed themselves as very successful language learners and 5 as successful language learners.

Generally, the data indicate that the $CLIL_{II}$ group believed that they were proficient at English. They chose the CLIL program because they wanted to improve their EFL proficiency. The $CLIL_{II}$ group enjoyed learning in the CLIL setting because the way CLIL lessons and English lessons were conducted was interesting. However, when it comes to the CLIL History, the majority of the learners indicated that they did not enjoy it, which was related to the level of difficulty of the content subject taught in English. As for the progress in learning English, this group assessed it as great. Accordingly, $CLIL_{II}$ group indicated that their decision to enroll in the CLIL program was right. Apart from having additional lessons of English, they also used this language for pleasure, for instance, watching films or reading books in English.

4.2.3 First grade non-CLIL learners (3hrs of English per week)

The next group are the non-CLIL learners of the first grade who had 3 hours of English per week (non-$CLIL_{I(3)}$). There were 19 students (13 females, 6 males). Their learning experience ranged from 3 (1 participant), 8 (1 participant), 9 (2 participants), 10 (3 participants), 11 (9 participants), 12 (2 participants) to 13 years (1 participant), which is on average 10.3 years. Non-$CLIL_{I(3)}$ learners were also asked to assess their language progress regarding English since they started learning in a traditional EFL by choosing one answer from the provided options: a) still the same proficiency level, b) low progress, c) great progress, and d) significant progress. 3 participants evaluated their progress as great, 12 students as low, 1 learner as significant, and 3 participants stated that they were still at the same language proficiency level.

Non-$CLIL_{I(3)}$ watched films, sitcoms, interviews, Youtube in English, read books or newspapers in English, listened to music, played games in English, used educational webpages, language apps for learning English and their own grammar books. Additionally, 17 participants spent at least 1 to 6 hours on learning English per week. 1 student indicated that she spent at least 10 hours per week, and 1 student indicated that he did not learn English in his free time. 11 non-$CLIL_{I(3)}$ learners assessed themselves as successful language learners, 4 as average

language learners, 1 as a very successful learner and 1 as a very poor language learner. It should be mentioned that 2 students did not assess their language proficiency. There was no student with the experience of learning in a CLIL course.

Overall, the data suggest that the non-CLIL$_{I(3)}$ believed that they were successful language learners. However, when it comes to the progress they made in English since they started learning it in a traditional class, this group assessed it as low. These learners showed certain interest in learning English, for instance, they used educational webpages. Finally, it should be noted that the non-CLIL$_{I(3)}$ also used English for pleasure, for example, listening to music or reading books in English.

4.2.4 First grade non-CLIL learners (4hrs of English per week)

The next group are the non-CLIL learners of the first grade. They had 4 hours of English per week (non-CLIL$_{I(4)}$). There were 19 students (14 females, 5 males). Their learning experience ranged from 9 (7 participants), 10 (6 participants), 11 (3 participants), 12 (1 participant) to 13 years (1 participant), which is on average 9.6 years. All non-CLIL$_{I(4)}$ learners were asked to provide answers for the same questions in the biodata section as the non-CLIL$_{I(3)}$. To start with the foreign language progress, 2 non-CLIL$_{I(4)}$ evaluated their progress concerning English as great, 11 students as low, 1 learner as significant, and 5 participants were at the same language proficiency level. Non-CLIL$_{I(4)}$ learners also watched films, sitcoms, interviews, read books and newspapers in English, used educational webpages and their own grammar books. They also listened to music. Moreover, 16 participants reported that they spent at least 2 hours per week on learning English, 1 student indicated that she spent at least 6 hours per week, and 2 students indicated that they learnt English every day, whenever they had time. Finally, 5 students assessed themselves as successful language learners, 9 learners as average language learners, 2 students as very successful learners, 1 participant as a poor language learner, and 2 students did not assess their language proficiency. There was no student with the previous experience of learning in a CLIL program.

Overall, on the basis of the data it can be concluded that the majority of the non-CLIL$_{I(4)}$ learners believed that they were average language learners. They assessed the progress in English as low or that they were at the same level. These learners showed certain interest in learning English, for instance, they used their own grammar books. Finally, the non-CLIL$_{I(4)}$

also used English for pleasure, for example, listening to music or reading newspapers in English.

4.2.5 Second grade non-CLIL learners (3hrs of English per week)

The next group of the non-CLIL participants comprises the second-graders who had 3 hours of English per week (non-CLIL$_{II(3)}$). There were 8 students (3 females, 5 males). Their learning experience ranged between 9 (2 participants), 10 (2 participants) to years 12 (4 participants), which is on average 10.8 years. Moreover, 4 participants evaluated their progress regarding English as great, 3 students as low, and 1 learner as significant. Non-CLIL$_{II(3)}$ learners watched films in English, listened to music, read books, played games in English, used educational webpages for English learners and grammar books. It should be noted that 5 participants reported that they spent at least 1 to 2 hours per week on learning English, 1 student spent at least 3 hours per week on learning English, and 1 student – 3 hours. Finally, 5 students assessed themselves as average English learners, 2 as successful language learners, and 1 as a poor language learner. There was no student with the previous experience of learning in a CLIL program.

Overall, the collected data indicate that the majority of the non-CLIL$_{II(3)}$ learners believed that they were average language learners. However, they claimed they made great progress in terms of proficiency level in English since they started learning this language in a traditional class. These learners also showed certain interest in learning English, for instance, they used educational webpages. Finally, it should be noted that the non-CLIL$_{II(4)}$ also used English in their free time, for instance, playing computer games in English.

4.2.6 Second grade non-CLIL learners (7hrs of English per week)

The last group of participants of this study are the non-CLIL learners of the second grade with 7 hours of English per week (non-CLIL$_{II(7)}$). There were 16 students (12 females, 4 males). Their learning experience ranged from 7 (3 participants), 8 (2 participants), 10 (4 participants), 11 (4 participants) and 12 years (3 participants), which is on average 9.8 years. Among them, 11 participants evaluated their progress as great, 3 students as low, and 2 learners assessed their language progress as significant. Non-CLIL$_{II(7)}$ learners, similarly to other informants of the

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present study, watched films, sitcoms, interviews, Youtube in English, read books or newspapers in English, played games in English, used educational webpages for English learners, listened to songs, and translated them. In addition, 15 participants reported that they spent at least 1 to 6 hours weekly on learning English and 1 student indicated more than one hour per week. It should be noted that 4 students assessed themselves as successful language learners and 8 as average language learners, 1 as a very successful learner and 1 as a poor language learner, and 2 students did not assess their language proficiency. There was 1 student who had had the experience of learning in a CLIL program.

Generally, the data suggest that the non-CLIL$_{II(7)}$ group learners believed that they were average language learners. Nevertheless, it should be noted that this group indicated great progress in terms of proficiency level in English since they started learning this language in a traditional class. These learners also showed certain interest in learning English, for instance, they listened to songs in English. Finally, the non-CLIL$_{II(7)}$ learners also used English after school, for instance, they listened to songs in English and later translated them into Polish.

Detailed descriptions of all groups of participants help to notice that they share some similarities in terms of time spent on learning English after lessons. The amount of English at school per week is similar, especially in the case of CLIL learners (6 hours per week on average) and non-CLIL$_{II(7)}$ (7 hours per week on average) enrolled in the second grade. CLIL content subjects is the main aspect which differentiates CLIL course from a traditional way of teaching. In the latter, a foreign language is used only during foreign language classes and content subjects are taught in Polish. As already explained, CLIL content subjects are not lessons aiming at practicing linguistic aspects of language but focusing mainly on content. CLIL approach is supposed to deploy core features of CLIL methodology focusing on a foreign language and content subjects. Therefore, CLIL content subjects should not be treated in the same way as English classes, when linguistic aspects are in the focus of attention.

4.3 Instruments

Individual variable data were elicited by questionnaires, tests, and interviews. There were four instruments implemented in the study in order to collect the quantitative and qualitative information. The quantitative data were gathered by three questionnaires and two tests. One questionnaire was related to motivation (Appendix 1, Appendix 4). It was administered at the beginning (Appendix 1) and the end of the study (Appendix 4). This questionnaire also included

also a section devoted to learning strategies. The second questionnaire was aimed at checking autonomy (Appendix 2) and was distributed among participants at the outset and the end of the present study. The last questionnaire used in this study focused on beliefs about foreign language learning (Appendix 3). This questionnaire also included a section devoted to attitude towards CLIL approach (Appendix 3). All questionnaires were piloted. All research instruments used during the study were coded and included a bio data section. Depending on the instrument and the distribution time, the bio data sections were focusing on selected information.

Tests were used to gather data for the analysis of language proficiency. For this purpose, two versions of Oxford Placement Test (2004) were used. This test consists of two sections: listening and grammar, comprising multiple choice questions (Appendix 5, 6). To measure language proficiency regarding writing skill a qualitative instrument was used. For this purpose, an additional section was added to the aforementioned tests. In this respect, learners were asked to write an essay. The following sections provide a detailed description of the quantitative and qualitative tools.

4.3.1 Quantitative instruments

The basic aim of the study was to explore the role of individual variables in the success of CLIL as an approach to EFL. Individual variable data were elicited by questionnaires. Two versions of the same questionnaire were related to motivation (Appendix 1, Appendix 4), two versions of one questionnaire aimed at checking autonomy (Appendix 2), and one questionnaire focused on beliefs about foreign language learning and attitude towards CLIL programs (Appendix 3). The questionnaires on motivation (Q_M) was administered at the beginning (Q_{M1}; Appendix 1) and the end of the study (Q_{M2}; Appendix 4). The questionnaire deployed at the beginning of the study (Q_{M1}) included two sections: part A concerned motivation (Q_{M1}), part B was related to language learning strategies (Q_{LLS}) (Appendix 1). The research instruments used in this study are presented in the order they were administered.

4.3.1.1 Measures for probing motivation and learning strategies

"There are different kinds of motivation that are likely to affect students' commitment and outcomes in second language learning differently" (Pablo & Jiménez, 2018, p.72). Certain

studies (e.g. Seikkula-Leino, 2007), when analyzing CLIL learners' motivation, rely on motivation defined in terms of instrumental, integrative, and cognitive orientation towards foreign language learning (Gardner, 2001). This indicates that one element is integrative motivation. However, Dörnyei (2009) explains that "the label 'integrative' is ambiguous because it is not quite clear what the target of the integration is, and in many language learning environments it simply does not make much sense" (p.23). It applies especially to those "learning situations where a foreign language is taught as a school subject without any direct contact with its speakers" (Dörnyei, 2009, p. 24).

The present study was conducted in two different cities. The reason for choosing Dörnyei's (2009) L2 Motivational Self System for the creation of the questionnaire used in this study among others is also the fact that language learners should also be described as people in a wider context (cf. Ushioda, 2009). Dörnyei's (2009) L2 Motivational Self System helps to investigate learner identities and the learning environment. Sylvén (2017) also used this model in the research on CLIL learners' motivation. Therefore, the choice of this questionnaire seems to be amply justified.

The questionnaire used to collect data regarding motivation was based on Dörnyei's (2009) *L2 Motivational Self System*. Questions included in this questionnaire were adapted from other questionnaires used by Clément and Baker, (2001), Dörnyei, Csizér, and Németh (2006), Gardner (1985), Noels, Pelletier, Clément and Vallerand (2000), Dörnyei and Taguchi's (2010), Schmidt and Watanabe (2001), Taguchi, Magid, and Papi (2009), Ushioda (2001), and Dörnyei (2009).

The final version of the questionnaire used to measure motivation consisted of eleven sections. All questions were prepared in the form of statements. The responses were marked on a 6-point Likert scale ranging from 1 (strongly disagree) to 6 (strongly agree). The first two sections pertained to L2 Motivational Self System (Dörnyei, 2009): *Ideal L2 Self* (10 statements), *Ought-To L2 Self* (14 statements). *Ideal L2 Self* is defined in terms of the L2-specific facet of one's 'ideal self'. For instance, if a learner would like to speak a L2, the 'ideal L2 self' becomes a powerful motivator to learn the L2. The desire to reduce the discrepancy between our actual and ideal selves is the main reason why "ideal L2 self" is of paramount importance. *Ought-to L2 Self,* in the case of learning a foreign language, concerns the attributes that a learner believes ought to possess to meet expectations and to avoid possible negative outcomes.

The next items included in this questionnaire fell into the following categories: *linguistic self-confidence* (4 statements), *attitudes toward learning English* (6 statements),

English anxiety (7 statements), and *cultural interest* (4 statements). Dörnyei and Taguchi's (2010) define *linguistic self-confidence* as learners' confidence in ability to read, understand, and master English in the future. Clément (1980) was first to identify linguistic self-confidence as an important motivational variable. It was confirmed by structural equation modeling by Clément and Kruidenier (1985). Later, Clément, Dörnyei, and Noels (1994) found linguistic self-confidence to be one of three variables that had a direct effect on foreign language behavior and competence. At the same time, it also influences three main indicators of motivation. *Attitudes toward learning English* focuses on student enjoyment of and interest in their English classes at school. *English anxiety* concerns feelings of confusion and unease when speaking English both in class and out of class. *Cultural interest* includes items measuring how much students like L2 cultural products, for example movies and music.

Other statements included in the questionnaire pertained to *intrinsic motivation* (6 statements), *instrumental orientation* (3 statements), *integrative orientation* (3 statements), *motivational strength* (5 statements), *competitiveness* (4 statements), and *cooperativeness* (3 statements) (Schmidt & Watanabe, 2001). *Intrinsic motivation* included statements expressing enjoyment of language learning but not only du ring language classes but also after finishing them (Schmidt & Watanabe, 2001). *Instrumental orientation* comprised statements concerning the financial, social, or other benefits of learning a language. *Integrative orientation* consisted of statements related to being able to interact with members of another cultural group. *Motivational strength* covered statements concerning one's intention to put one's best effort into learning the language, keep up with the course. *Competitiveness* included items related to doing better than other students and getting good grades. *Cooperativeness* was composed of statements concerning relationships with other students and the teacher and learning in a cooperative environment (Schmidt & Watanabe, 2001).

To make all sections of the questionnaire consistent, some items were modified, that is, questions were changed into statements[3]. To make the questionnaire maximally accessible, all items were translated into Polish (Appendix 1). Two versions of the same questionnaire were used to collect the data. Part B (Appendix 1) included a section devoted to learning strategies.

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[3] Such modifications were made to the following statements of the questionnaire: 29th statement, 32nd statement, 33rd statement, 35th statement, 36th statement, 40th statement, and 45th statement. In 46th statement and 49th statement "English" was used in the place of phrase "a foreign language".

This questionnaire comprised 22 items which were adapted from the questionnaire used by Schmidt and Watanabe (2001)[4].

Questions used in the questionnaire interested in learning strategies were previously used in a study by Schmidt, Boraie, and Kassabgy (1996). Later, for the purpose of another study interested in motivation, learning strategies, and preferences for instructional activities, the questionnaire was modified (Schmidt & Watanabe, 2001). The study presented in this dissertation used Schmidt and Watanabe's version (2001). All items were rated on a 6-point scale, grouped into four categories: *cognitive* (strategies used to engage directly with the language to be learnt) *and metacognitive strategies* (self-management strategies)*, social strategies* (concern strategies involving cooperation with other learners)*, study skills strategies* (a coherent set of items concerning the methodical allocation of resources to getting the job of studying a language accomplished), and *coping strategies* (strategies helpful in overcoming problems related to language or task). Also in this case, to make the questionnaire maximally accessible, all items were translated into Polish (Appendix 1).

The questionnaire on motivation and language learning strategies was piloted in January 2018 with the aim of verifying its validity and reliability. In order to verify this questionnaire reliability, two statistical measures were calculated: Cronbach's alpha and split-half internal consistency reliability. The internal consistency reliability for this questionnaire was calculated with Cronbach's alpha reaching 0.85 for part A (motivation) and 0.80 for part B (learning strategies), which can be qualified as high. Additionally, the split-half method calculating reliability of the scale was also used to establish the internal consistency of the items. To achieve it, the results obtained from even and uneven items were assigned to two groups in order to calculate the split-half reliability, which equaled 0.80 for part A (motivation) and 0.74 for part B (learning strategies), indicating the instrument's strong internal consistency reliability. Overall, it seems that both research instruments are fitting for the purpose of this study.

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[4] One item was modified in the Polish version (Item 17: *I usually study vocabulary regularly)*. The original version of this statement: *I usually study vocabulary periodically rather than in one long session* was difficult to assess by the participants of the pilot. It was said that the sentence included two elements, that is, a statement ("*I usually study vocabulary*") and a comparison ("*periodically rather than in one long session*"). Participants of the pilot study found this sentence confusing. Therefore, the item was simplified using one statement.

4.3.1.2 Measures for probing autonomy

The next quantitative tool is questionnaire aiming at checking CLIL learners' autonomy (Appendix 2). A questionnaire which was used in present study was created by Pawlak (2008). This instrument is based on literature review regarding autonomy and autonomous learners (Boud, 1988; Legutke & Thomas, 1991; Michońska-Stadnik, 1996) and other similar instruments (Bartczak, Lis, Marciniak, & Pawlak, 2006; Pawlak, 2004; Skrzypek, 2004). Because the original questionnaire was created in Polish, the original version was used in present study. To analyze changes in learners' autonomy over one term, the same questionnaire was used twice. The questionnaire contained twenty statements. Participants of the study filling in the questionnaire on autonomy were asked to provide their opinions to each item by stating whether they a*gree* or *disagree.* The questionnaire was distributed at the beginning and the end of the study. The questionnaire was piloted in January 2018 with the aim of verifying its validity and reliability.

In order to verify this questionnaire reliability, two statistical measures were calculated: Cronbach's alpha and split-half internal consistency reliability. The internal consistency reliability for this questionnaire was calculated with Cronbach's alpha reaching .20, which is low. Certain researchers explain that a low value of alpha may be caused by a low number of statements (Tavakol & Dennick, 2011). Since informants of the study were asked to provide their opinions to twenty statements by indicating whether they agreed or disagreed, the final result of Cronbach's alpha and split-half internal consistency reliability is relatively low. In the same vein, Schmitt (1996) explains that some researchers who appreciate the link between test length and reliability "attempt to excuse the low reliability of their measures by referencing the short length of the measure" (p. 352). In other words, if the instrument includes a low number of items, a low level of alpha should be expected. Hence, those researchers should be allowed to use and interpret the findings of research using this measure of low reliability (Schmitt, 1996).

Nevertheless, when receiving a low reliability score, revision or discarding of some items is recommended. To achieve it, computation of the correlation of each test item with the total score test should be done. Finally, the items with low correlations, that is, approaching zero, ought to be deleted (Tavakol & Dennick, 2011). This was indeed conducted for this questionnaire. Nonetheless, no significant changes were noticed in terms of Cronbach's alpha. Schmitt (1996) argues that "there is no sacred level of acceptable or unacceptable level of alpha. In some cases, measures with (by conventional standards) low levels of alpha may still be quite

useful" (p. 353). Additionally, the split-half method calculating reliability of the scale was also used to establish the internal consistency of the items. In order to achieve this goal, the results obtained from even and uneven items were assigned to two groups to calculate the split-half reliability, which equaled 0.1., that is, is also at a low level. Inasmuch as this questionnaire was used in a study aiming at checking learners' autonomy (Pawlak, 2008), this instrument was also used in the present study, despite the low level of Cronbach's alpha and split-half reliability. Considering the small number of items, this instrument serves its purpose fairly well.

4.3.1.3 Measures for probing learners' beliefs and attitude

The questionnaire aiming at analyzing CLIL learners beliefs about foreign language learning is the third instrument used in this study. This questionnaire comprised two parts: beliefs about foreign language learning (Q_{BALLI}) and attitude towards CLIL courses ($Q_{Attitude}$) (Appendix 3). The first part of this questionnaire is based on Horwitz (1988) Beliefs About Foreign Language Learning Inventory questionnaire. Nikitina and Furuoka (2006) explains that "questions in the BALLI were divided into groups according to their theme or topic. Initially, Horwitz's BALLIs (Horwitz, 1981, cited in Kuntz 1996a; Horwitz, 1985) comprised four themes, that is (1) foreign language aptitude, (2) difficulty of language learning, (3) nature of language learning, and (4) language learning strategies" (p. 211). Over time, Horwitz (1987) modified the fourth theme to "learning and communication strategies" and added "motivation and expectation" to her instrument.

The final BALLI (Horwitz, 1988) used in the present study comprised the following categories: *Language difficulty* (Items: 14, 24, 28), *Foreign language aptitude* (Items: 1, 2, 10, 15, 22, 29, 32, 33, 34), *Nature of learning* (Items: 8, 11, 16, 20, 25, 26), *Learning and communication strategies* (Items: 7, 9, 12, 13, 17, 18, 19, 21), and *Motivation and expectation* (Items: 23, 27, 30, 31). The BALLI was translated into Polish. Certain changes were introduced to BALLI questionnaire regarding two aspects: 1) specifying some statements and 2) using Likert Scale. Several statements were modified, that is, the phrase "foreign language" was changed into "English" (Items: 4, 8, 9, 12, 21, 24, 27, 28, 30, 33).

The responses were marked on a 6-point Likert scale ranging from 1 (strongly disagree) to 6 (strongly agree). In the original version of BALLI, participants of the study are also asked to indicate their answers using Likert Scale but by using different amount of pluses and minuses, respectively to the degree of agreement and disagreement. The questionnaire used in the study

presented in this dissertation also included a section devoted to attitude towards CLIL courses (Appendix 3, part B). This part consisted of ten statements which were created on the basis of literature review devoted to CLIL. The informants of the present study were asked to mark their responses on a 4-point Likert scale ranging from 1 (strongly disagree) to 4 (strongly agree). This questionnaire was administered once, that is, in the middle of the study.

The questionnaire was piloted in January 2018 with the aim of verifying its validity and reliability. BALLI questionnaire has been often used in studies interested in beliefs about foreign language learning. Nevertheless, in order to verify this questionnaire reliability, two statistical measures were calculated: Cronbach's alpha and split-half internal consistency reliability. The internal consistency reliability for this questionnaire was calculated with Cronbach's alpha reaching 0.80 for part A (BALLI), which can be qualified as high and 0.20 for part B (attitude towards CLIL courses), which is low.

In the case of Part B, no changes after the piloting were introduced. The explanation is similar to the one provided above for autonomy questionnaire, that is, this part comprised only ten items. Additionally, the split-half method calculating reliability of the scale was also used to establish the internal consistency of the items. The results obtained from even and uneven items were assigned to two groups in order to calculate the split-half reliability, which equaled 0.50 for part A (BALLI) and 0.42 for part B (attitude towards learning in a CLIL class), indicating the instrument's moderate internal consistency reliability.

4.3.1.4 Measures for probing evaluating in proficiency

In order to get a detailed picture of the role of individual variables in the success of CLIL as an approach to EFL, the obtained results regarding selected individual differences are juxtaposed with the language proficiency of the participants of the study. Language proficiency is measured on the basis of results obtained for listening, grammar, and writing competence. For this purpose, two versions of Oxford Placement Test (Appendix 5; Appendix 6) were used. Oxford Placement Test (2004) consisted of two main sections, that is, listening and grammar. Each part included 100 items which were worth 100 points. The first part was prepared in the form of a test of reading and listening skills and of vocabulary size, in which the learner's performance was dependent on applying knowledge of the sound and the writing systems of English. Students taking this test had to make use of this knowledge at a task-speed well within the

competence of a native speaker of English. The second section was a test of grammar, vocabulary, and reading skills. They were tested in context (Allan, 2004).

Oxford Placement Test (2004) is a close-ended test. The items included in this test were trialed on groups of students in language institutions which could provide both multilingual and monolingual pre-testing opportunities. This procedure lasted over five years on multilevel samples of students involving over 40 different nationalities. All results were subjected to detailed item analysis to determine facility values and discrimination indices. To establish concurrent validity between the Oxford Placement Tests and a range of ESOL examinations and to calibrate the Oxford Placement Tests onto the Common European Framework further tests were carried out in 2003 and 2004. The same was done in the case of item and inter-test reliability (Allan, 2004, p. 11). Allan (2004) argues that Oxford Placement Test (2004) is valid and reliable. For this reason, this instrument was not piloted. The information provided by the author of this test and other researchers who deployed this test in their studies (e.g. Lasagabaster, 2008) seems to be sufficient.

4.3.2 Qualitative instruments

Basically, the questionnaires used in the study are quantitative instruments, however, they also contained open-ended questions. The questionnaire aimed at measuring learners motivation contained open-ended questions: "9. Is learning content subjects in a CLIL context more interesting for you than learning them in Polish? Do you feel more motivated to learn the content subjects which are taught in English?", "10. Do you feel more motivated to learn English in a CLIL context than in traditional foreign language classes (please compare your experience from the previous years of school with the current CLIL experience)", and "11. Do you feel more motivated to learn content subjects in a CLIL context than in traditional classes (please compare your experience from the previous years of school with the current CLIL experience)".

For these responses, a thematic analysis was applied. It involved identifying the main ideas, themes of the responses. Then, they were grouped. The respondents were asked to complete a biodata section which included items related to gender, a program type (CLIL vs. non-CLIL program), foreign language learning experience, and number of hours of EFL per week. A thematic analysis was also applied to open-ended questions used in this section.

To assess CLIL learners language outcomes and progress of a writing skill, informants were asked to write an essay. The same task was prepared for the non-CLIL learners. The CLIL learners were asked to write a blog entry on a historic event which they remembered best ($T1_W$; Appendix 5) and which they believed was important ($T2_W$; Appendix 6). The second group was asked to write a similar essay. All compositions were expected to be between 150 to 250 words in length. Only these essays which were at least 150 words in length were analyzed.

The rating scale chosen for writing was based on the scale developed for *ESL Composition Profile* (Jacobs, Zinkgraf, Wormuth, Hearfiel, & Hughey, 1981; Boardman & Frydenberg, 2002; Appendix 7). This rating scale was often used in similar studies. Therefore, the construct validity is also taken into consideration in the present study. This scale consists of: content, organization, vocabulary, language use, and mechanics. Participants could score in this part 100 points.

To maintain the reliability of this instrument, an interrater was also involved in this process. The interrater was an experienced teacher in working with students of different ages and various school levels. The interrater was prepared to use ESL Composition Profile. In addition to this, 20% of all essays were checked by the interrater. The majority of blog entries (90%) were assessed in the same way, that is, providing the same amount of points. Only 10% of the essays were marked differently. The differences in the scores ranged between 1 to 3 points and they were related to the vocabulary section. The aforementioned differences were settled down. Content validity is confirmed by the use of the scale, which is used for assessing similar essays and accurately reflects the construct.

4.4 The procedure

In order to analyze the data longitudinally five main collection times were organized during a single school term, that is, between February and May 2018. As the research was carried out, the interviews with teachers and headmasters were organized. The aim of the interviews was to gather more data about organization of the CLIL and the non-CLIL programs for further data analysis. Taking into account the time when the study started, it should be noted that CLIL learners of the first grade at outset of present study had been enrolled in the course for six months and the second-graders for one year and six months.

The structure of the research followed several phases presented in Table 17. Initially, all questionnaires were piloted among similarly-aged pupils who were not included in the

sample prior to the initial administration. The pilot study was conducted in order to verify all the questionnaires used for data collection. The Oxford Placement Tests (2004) were not piloted since these tests were validated to be reliable. Table 17 presents all details regarding the procedure of the present study, that is, research phase, date, research instruments used, and the aims.

Table 17. The research structure

Research phase	Time	Instrument	Aims
The pilot study	January 2018	All questionnaires (Appendices)	To verify the reliability and validity of all questionnaires.
1 Oxford Placement Test plus an essay.	March 2018	One test – Oxford Placement Test plus an essay (Appendix 5)	To gather data on language proficiency in both groups, that is, CLIL and non-CLIL students.
2 Motivation, learning strategies and autonomy	March 2018	Two questionnaires (Appendix 1, Appendix 2)	To collect data on motivation, learning strategies and autonomy on the onset of the study.
3 BALLI and attitude towards CLIL approach	April 2018	One questionnaire (Appendix 3)	To collect data on learners beliefs about learning foreign languages and attitude towards learning in a CLIL setting.
4 Motivation and autonomy	May 2018	Two questionnaires (Appendix 4)	To collect data on autonomy and motivation at the end of the study.
5 Oxford Placement Test plus an essay	May 2018	One test – Oxford Placement Test (the second version)plus an essay (with a modified instruction to the previous one) (Appendix 6)	To gather data on language proficiency in both groups, that is, CLIL and non-CLIL students.
Bio-data	February-June 2018	Interviews with teachers and headmasters	Gathering information regarding participants of the study.

The study took place in the spring semester of 2018. First, the consents from two headmasters of two high schools (II Liceum Ogólnokształcące im. Tadeusza Kościuszki in Kalisz and II Liceum Ogólnokształcące im. Tadeusza Kościuszki in Konin) were obtained to conduct the study in their schools.[5] In March 2018, Oxford Placement Test (2004) with a writing section was distributed among the CLIL and the non-CLIL-learners. Next, two questionnaires measuring motivation and learning strategies and autonomy were administered. They were distributed on different days. The following stage, in April, focused on BALLI questionnaire with a language learning strategies section. In May, one questionnaire (motivation and autonomy) and Oxford Placement Test (2004) were administered. The completion of the

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[5] Orally and in paper, the participants of the study were informed of the aim of the study and affirmed that the outcomes would not affect their course evaluation and would be used only for the purposes of the study. The participants of the research were also asked to sign their consent to participate in this study. One meeting was also organized with parents to inform them of the aims of this study. The participants were provided the information concerning the length of the study and stages of the study.

questionnaire took place in groups of approximately fifteen to thirty students during their classes.

Table 18. The instruments used in the study and the constructs they measure

Constructs measured		Quantitative instruments					Qualitative instrument
		Test: Oxford Placement Test (Allan, 1992; Allan, 2004).	Questionnaire 1: Motivation and learning strategies (adapted from other questionnaires – see Section 5.2.2.1)	Questionnaire 2: Autonomy questionnaire (Pawlak, 2009)	Questionnaire 3: BALLI (Horwitz, 1988) and attitude towards CLIL courses (based on CLIL literature review - see Section 5.2.2.1)	Questionnaire 1: Motivation (adapted from other questionnaires – see Section 5.2.2.1)	Test: an essay
Attainment in English	Listening	X					
	Grammar	X					
	Writing						X
Motivation			X			X	
Learning strategies			X				
Autonomy				X			
Beliefs about foreign language learning					X		
Attitude towards CLIL courses					X		

The whole procedure of introducing and filling in each questionnaires lasted maximum 20 minutes. Both tests lasted maximum 90 minutes but majority of learners finished them earlier. All questionnaires and tests were coded. The researcher was present during completing questionnaires and tests in the case of questions. Between January and May 2018 bio data concerning participants of the study and information regarding CLIL programs and mainstream programs were gathered by means of interviews with headmasters and teachers. Table 18 presents all instruments used in the study and the constructs they measured.

4.5 Statistical measures

In order to test research hypotheses about the role of individual variables in the success of CLIL as an approach to EFL learning, data were obtained using six research instruments, that is,

motivation and learning strategies questionnaire, autonomy questionnaire, BALLI, and attitude towards CLIL courses questionnaire. These results were juxtaposed with two attainment-tests (T1, T2). Then, the data obtained for the CLIL and the non-CLIL learners were computed. The basic descriptive statistic measures were used to describe data gathered from all questionnaires in order to focus on central tendencies and variabilities observable in the data.

Moreover, the statistical mean (M) was used to indicate the average score in the sample and the standard deviation (SD) to show the distance of the results from the mean. This shows that the lower the standard deviation is, the less varied the scores are in a particular measurement. To compare the means of the CLIL group and the non-CLIL group scores, the independent-samples *t-test* was used. Adams and Lawrence (2015) explain that this type of test is appropriate for use with experiments, correlational studies, and quasi-experiments that compare two independent groups. *T-test* is claimed to help to compare the means of the two groups to see whether the differences obtained are significantly different.

A one-way repeated measures analysis of variance (ANOVA) were conducted to analyze the between-group difference scores regarding data obtained from all instruments used in the present study. As for the data obtained from the questionnaires, to verify the questionnaires reliability, two statistical measures were calculated: *Cronbach's alpha and split-half internal consistency reliability*. In some cases, there was a need to reverse codes. It was applied to the questionnaire that focused on students' motivation in the section related to anxiety. For the statistical analyses PSPIRRE software and Excel spreadsheet were used.

The correlation coefficient was calculated to indicate the relationship between motivation, autonomy, beliefs about foreign language learning, the use of learning strategies, attitude towards CLIL programs and attainment in English without indicating causation. The degrees of correlations may range from -1 showing strong negative interplay between variables to +1 proving strong positive correlation. The value 0 means that the relationship is non-existent. To either confirm or reject a hypothesis, the level of significance (p) is specified (Seliger & Shohamy, 1989).

To establish the degree of relationship between selected individual variables and attainment in English the Pearson product-moment correlation coefficient (*Pearson's r*) was calculated. Adams and Lawrence (2015) commonly refer to *Pearson's r* as the statistical test which is used to determine whether a linear relationship exists between two variables. This statistical test provides information about the direction (positive or negative) of the relationship and the strength or magnitude of the relationship. Adams and Lawrence (2015) explain that "the sign (+ or −) in front of the correlation designates the direction of the relationship. A positive

correlation occurs when the scores for the two measures move in the same direction (increase or decrease) together" (p. 248). R . ±.50 is considered to be a strong correlation, r . ±.30 to be a moderate correlation and r . ±.20 or below to be a weak correlation.

Overall, the quantitative part of this study meets four necessary requirements for studies to be methodologically acceptable (Cummins, 1999). This study compared students in a CLIL program to a control group of similar students (when amount of EFL is taken into account). The design ensured that initial differences between treatment and control groups were parallel. They were also controlled statistically. Results were based on standardized test scores. Finally, differences between the scores of the CLIL and the non-CLIL learners were determined by means of appropriate statistical tests. The results of the study are presented in the following chapter.

CHAPTER FIVE
RESULTS

This chapter presents the results of the study on the role of individual variables in the success of CLIL as an approach to EFL learning. The presentation of the results obtained is organized in line with the main research questions. The first step involves the examination of the results collected from the questionnaires on motivation, autonomy, learning strategies, beliefs about foreign language learning, and attitude towards CLIL courses. To understand the role of individual variables in the success of CLIL, the results obtained from these questionnaires are subsequently juxtaposed with the results of two attainment-tests (T1, T2). Then, the correlation coefficient analysis between selected variables and attainment in English as a foreign language is calculated in order to unravel the relationship or lack thereof between the aforementioned variables is presented. The Chapter closes with a discussion about the findings of the present study with reference to the interplay between the aforementioned variables vis-à-vis the attainment in English and the observable differences between the CLIIL and the non-CLIL learners in terms of motivation, autonomy, beliefs about foreign language learning, learning strategies, and attitude towards CLIL programs.

5.1. Selected variables in the CLIL settings

The results of certain studies suggest that CLIL learners outperform non-CLIL learners in terms of foreign language outcomes (e.g. Ball, Kelly, & Clegg, 2015; Bredenbröker, 2000; Pérez-Cañado, 2018; Jiménez, Ruiz de Zarobe, & Cenoz, 2006; Kiziltan & Ersanli, 2007; Lasagabaster, 2008; Surmont, Struys, Noort, & Craen, 2016; Navés & Victori, 2010). According to Griffiths and Soruç (2020) and Dörnyei (2005), to explain this discrepancy individual differences should be taken into consideration, which is analyzed in the ensuing sections focusing respectively on motivation, autonomy, learning strategies, beliefs, and attitude towards CLIL programs.

5.1.1 Motivation in the CLIL settings

One of the aims of the present research is to examine the role of motivation in a CLIL setting on the basis of data gathered from two questionnaires. The data obtained at the beginning and the end of the term are delineated separately in order to take into consideration possible changes in the motivation over the school term. To achieve the goal of the research, the mean (M) and standard deviations (SD) of the frequency of respondents' answers are analyzed. Then, parallel analysis is conducted for the CLIL and the non-CLIL learners with reference to their grade level and amount of English lessons per week. To check whether the obtained results are statistically significant, *t-test* for independent samples and a one-way analysis of variance (ANOVA) is also conducted.

5.1.1.1 The level of motivation among the CLIL and the non-CLIL learners

This section presents the results of the motivation questionnaire (Q_M) for the CLIL and the non-CLIL learners. Firstly, the data obtained at the beginning (Q_{M1}) and then, the data obtained at the end of the study (Q_{M2}) are analyzed. Cronbach's alpha and split-half internal consistency reliability for two questionnaires (Q_{M1} and Q_{M2}) is significant (Table 19). Since it mirrors what was used in the pilot phase, the instruments used to measure motivation can be assumed to be reliable enough for the purpose of this study.

Table 19. Questionnaire reliability applying two statistical measures: Cronbach's alpha and split-half internal consistency reliability for two questionnaires (Q_{M1} and Q_{M2})

Questionnaire 1		Questionnaire 2	
Cronbach's Alpha	0.867	Cronbach's Alpha	0.925
Split-Half (odd-even) Correlation	0.843	Split-Half (odd-even) Correlation	0.910
Mean for Questionnaire	258.043	Mean for Questionnaire	253.450
Standard Deviation for Questionnaire	36.198	Standard Deviation for Questionnaire	39.474

Table 20 presents the descriptive statistics of motivation questionnaire results administered at the beginning of this research in the group of 91 participants comprising 29 CLIL learners and 62 non-CLIL learners. Motivation levels measured with the questionnaire in the CLIL and the non-CLIL groups ranged from 1.677 to 5.712, with the total mean value of 3.920 and the standard deviation equaling 0.572. In the CLIL group the means range from 3.197 to 5.712 and from 1.666 to 5.484 in the group of the non-CLIL learners. The standard deviation equals 0.493 in the CLIL group and 0.593 in the non-CLIL group. The *t-test* for the first questionnaire equals 4.10972 p<0.001 and for the second questionnaire 1.6193 p<0.1, which indicates that the results obtained at the outset and the end of the study are statistically significant.

The *T-value* obtained for individual items included in the questionnaire administered at the beginning of the term ($Q1_M$) shows that the differences between the CLIL and the non-CLIL learners are statistically significant for fourteen questions (*Question 1, 16, 19, 21, 23, 35, 36, 38, 41, 51, 55, 57, 63, 65*). On the basis of the data for *Question 1* ("I can imagine myself living abroad and having a discussion in English": $M_{CLIL}=5.241$; $M_{non-CLIL}=4.290$; *Ideal L2 Self*) we can observe that the CLIL learners are more likely to imagine themselves living abroad and conducting everyday conversations in English.

For *Question 16* ("I have to study English because if I do not study it, I think my parents will be disappointed in me": $M_{CLIL}=2.207$; $M_{non-CLIL}=2.226$; *Ought-To L2 Self*) the non-CLIL learners outperformed the CLIL learners, which suggests that the non-CLIL learners believe that they have to study English, otherwise their parents will be disappointed in them. In the case of *Question 19* ("Studying English is important to me because other people will respect me more if I have a knowledge of English": $M_{CLIL}=3.103$; $M_{non-CLIL}=3.194$; *Ought-To L2 Self*), the non-CLIL learners scored higher than the CLIL learners, which indicates that the non-CLIL group thinks that studying English is important because other people will respect them more if they can speak English.

The data obtained for *Question 23* ("Studying English is important to me because, if I don't have knowledge of English I'll be considered a weak learner": $M_{CLIL}=3.138$; $M_{non-CLIL}=3.065$; *Ought-To L2 Self*) suggests that studying English is more important for the CLIL group than the non-CLIL group because they want to be perceived as high achievers. Finally, the data for *Question 21* ("I have to study English; otherwise, I think I cannot be successful in my future career": $M_{CLIL}=4.379$; $M_{non-CLIL}=4.242$; *Ought-To L2 Self*) indicate that the CLIL learners are more motivated to learn English than the non-CLIL learners because this ability can help them to succeed in their future career.

As for anxiety level, it is higher among the CLIL-learners than in the group of the non-CLIL learners regarding speaking English in their classes, (*Question 35,* "I get nervous and confused when I am speaking in my English class": $M_{CLIL}=2.345$; $M_{non-CLIL}=2.290$; *Anxiety*) and with reference to the fear of being exposed to ridicule (*Question 36,* "I am afraid that other students will laugh at me when I speak English": $M_{CLIL}=2.034$; $M_{non-CLIL}=2.016$; *Anxiety*).

More CLIL students than the non-CLIL learners assume that if they meet a native speaker of English, they will feel nervous (*Question 38:* "If I met an English native speaker, I would feel nervous": $M_{CLIL}=2.103$; $M_{non-CLIL}=2.097$; *Anxiety*). The CLIL learners are less worried than the non-CLIL learners that other speakers of English would find their English strange (*Question 41,* "I am worried that other speakers of English would find my English strange": $M_{CLIL}=2.138$; $M_{non-CLIL}=2.145$; *Anxiety*).

Instrumental motivation in the case of the CLIL learners is statistically lower for Item 51 (*Question 51*: "Being able to speak this language will add to my social status"; $M_{CLIL}=4.241$; $M_{non-CLIL}=4.258$) and statistically higher for Item 55 (*Question 55*: "I am learning English to be able to communicate with friends who speak it"; $M_{CLIL}=5.069$; $M_{non-CLIL}=5.000$). In this manner, it can be observed that the CLIL learners learn English predominantly for professional purposes, whereas the non-CLIL learners mostly for social purposes.

Table 20. Mean (M), standard deviations (SD) of the frequency of motivation in the group of the CLIL and the non-CLIL learners (Questionnaire 1; $Q1_M$), and the t-test value indicating the difference in motivation between the designated groups of participants

No.	Statement	Mean		SD		t-value
		CLIL	Non-CLIL	CLIL	Non-CLIL	
1.	**I can imagine myself living abroad and having a discussion in English.**	**5.241**	**4.290**	**0.739**	**1.206**	**1.386****
2.	I can imagine myself studying in a university where all my courses are taught in English.	5.138	2.968	0.875	1.330	0.000
3.	Whenever I think of my future career, I imagine myself using English.	5.034	4.065	0.906	1.436	0.000
4.	I can imagine a situation where I am speaking English with foreigners.	5.586	5.000	0.733	1.086	0.003
5.	I can imagine myself speaking English with international friends or colleagues.	5.414	4.806	0.733	1.099	0.003
6.	I can imagine myself living abroad and using English effectively for communicating with the locals.	4.897	3.839	0.939	1.405	0.000
7.	I can imagine myself speaking English as if I were a native speaker of English.	4.172	3.016	1.338	1.248	0.000
8.	I imagine myself as someone who is able to speak English.	5.414	4.484	0.867	1.290	0.000
9.	I can imagine myself writing English e-mails/letters fluently.	5.069	4.339	1.100	1.318	0.007
10.	The things I want to do in the future require me to use English.	4.966	4.177	1.267	1.454	0.011

11.	I study English because close friends of mine think it is important.	2.310	2.919	1.442	1.623	0.076
12.	Learning English is necessary because people surrounding me expect me to do so.	2.448	3.323	1.594	1.576	0.018
13.	I consider learning English important because the people I respect think that I should do it.	2.241	3.210	1.123	1.690	0.002
14.	If I fail to learn English I'll be letting other people down.	1.828	2.016	1.284	1.261	0.514
15.	Studying English is important to me in order to gain the approval of my peers/ teachers/ family/ boss.	2.517	2.726	1.682	1.611	0.579
16.	**I have to study English, because, if I do not study it, I think my parents will be disappointed in me.**	**2.207**	**2.226**	**1.398**	**1.336**	**0.952***
17.	My parents believe that I must study English to be an educated person.	2.448	3.113	1.639	1.610	0.075
18.	Studying English is important to me because an educated person is supposed to be able to speak English.	3.655	3.919	1.610	1.662	0.473
19.	**Studying English is important to me because other people will respect me more if I have a knowledge of English.**	**3.103**	**3.194**	**1.589**	**1.524**	**0.799***
20.	It will have a negative impact on my life if I don't learn English.	4.517	4.113	1.326	1.709	0.222
21.	**I have to study English; otherwise, I think I cannot be successful in my future career.**	**4.379**	**4.242**	**1.613**	**1.422**	**0.696***
22.	Studying English is important to me because I would feel ashamed if I got bad grades in English.	3.724	3.339	1.579	1.609	0.285
23.	**Studying English is important to me because, if I don't have knowledge of English, I'll be considered a weak learner.**	**3.138**	**3.065**	**1.663**	**1.458**	**0.839***
24.	Studying English is important to me because I don't like to be considered a poorly educated person.	3.483	4.597	1.703	8.076	0.303
25.	If I make more effort, I am sure I will be able to master English.	5.517	5.274	0.785	0.890	0.192
26.	I believe that I will be capable of reading and understanding most texts in English if I keep studying it.	7.897	5.403	11.185	0.799	0.241
27.	I am sure I will be able to write in English comfortably if I continue studying.	5.724	5.258	0.591	0.867	0.004
28.	I am sure I have a good ability to learn English.	4.621	3.790	1.115	1.392	0.003
29.	I like the atmosphere of my English classes.	4.103	3.968	1.047	1.459	0.615
30.	I always look forward to English classes.	3.310	3.065	1.198	1.401	0.391
31.	I find learning English really interesting.	4.138	3.710	0.953	1.323	0.083
32.	I really enjoy learning English.	5.172	4.258	1.136	1.267	0.001
33.	I think time passes faster while studying English.	4.276	3.581	1.192	1.397	0.017
34.	I would like to have more English lessons at school.	3.862	3.403	1.432	1.634	0.179
35.	**I get nervous and confused when I am speaking in my English class.**	**2.345**	**2.290**	**0.721**	**0.755**	**0.742***
36.	**I am afraid that other students will laugh at me when I speak English.**	**2.034**	**2.016**	**0.680**	**0.839**	**0.912***
37.	I would feel uneasy speaking English with a native speaker.	2.034	2.145	0.865	0.827	0.567
38.	**If I met an English native speaker, I would feel nervous.**	**2.103**	**2.097**	**0.860**	**0.804**	**0.972***
39.	I would get tense if a foreigner asked me for directions in English.	1.966	2.081	0.778	0.795	0.517
40.	I am afraid of sounding stupid in English because of the mistakes I make.	2.414	2.290	0.682	0.797	0.449
41.	**I am worried that other speakers of English would find my English strange.**	**2.138**	**2.145**	**0.693**	**0.807**	**0.965***

42.	I like the music of English-speaking countries (e.g., pop music).	5.241	5.484	1.123	0.936	0.318
43.	I like English films.	5.724	5.393	0.455	0.881	0.021
44.	I like English magazines, newspapers, or books.	5.414	4.871	0.867	1.287	0.020
45.	I like TV programmes made in English-speaking countries	5.621	5.016	0.622	1.312	0.004
46.	I really enjoy learning English.	5.655	5.113	1.010	1.118	0.025
47.	My language class is a challenge that I enjoy.	5.034	4.048	1.085	1.384	0.000
48.	When class ends, I often wish that we could continue.	3.241	3.806	1.455	7.763	0.582
49.	I enjoy using English outside of class whenever I have a chance.	4.897	4.371	0.900	1.394	0.034
50.	I would take this class even if it were not required.	5.034	4.419	0.981	1.222	0.012
51.	**Being able to speak this language will add to my social status.**	**4.241**	**4.258**	**1.215**	**1.503**	**0.955***
52.	Increasing my proficiency in English will have financial benefits for me.	4.966	4.774	0.944	1.151	0.405
53.	I am learning this language to understand films, videos, or music.	5.448	5.177	0.736	1.033	0.157
54.	Studying this language is important because it will allow me to interact with people who speak it.	5.724	5.581	0.528	0.821	0.319
55.	**I am learning English to be able to communicate with friends who speak it.**	**5.069**	**5.000**	**1.163**	**1.215**	**0.799***
56.	I want to be more a part of the cultural group that speaks English.	4.103	4.258	1.611	1.317	0.629
57.	**I work hard in this class even when I don't like what we are doing.**	**4.241**	**4.274**	**1.300**	**1.148**	**0.903***
58.	Even when course materials are dull and uninteresting, I always finish my work.	4.034	3.887	1.476	1.269	0.625
59.	When course work is difficult, I either give up or only study the easy parts.	4.172	3.726	1.167	1.089	0.078
60.	I can truly say that I put my best effort into learning English.	4.069	3.677	1.602	1.315	0.221
61.	I want to learn English because it is important to show my ability to others.	3.379	3.903	1.720	1.490	0.141
62.	I learn best when I am competing with other students.	2.793	3.194	1.521	1.469	0.234
63.	**I want to do better than the other students in this class.**	**3.414**	**3.306**	**1.637**	**1.455**	**0.754***
64.	I learn best in a cooperative environment.	3.483	3.694	1.617	1.444	0.534
65.	**My teacher's opinion of me in this class is very important.**	**4.000**	**3.887**	**1.535**	**1.641**	**0.756***
66.	My relationship with the other students in this class is important to me.	4.276	4.694	1.486	1.223	0.160

*p<0.5 **p<0.2

The data included in Table 20 also indicate that motivational strength is slightly lower among the CLIL learners (*Question 57*: "I work hard in this class even when I don't like what we are doing"; M_{CLIL}=4.241; $M_{non-CLIL}$=4.274). The CLIL learners seem to be more demanding when it comes to activities introduced by their teachers. If the activity is not interesting enough they finish the task but without special attention.

Moreover, competitiveness is higher among the CLIL learners (*Question 63*: "I want to do better than the other students in this class"; M_{CLIL}=3.414; $M_{non-CLIL}$=3.306). This suggests that achieving higher results than other students is important for the CLIL students. Finally,

teacher's opinion is also more important for the CLIL learners (*Question 65*: "My teacher's opinion of me in this class is very important"; M_{CLIL}=3.414; $M_{non-CLIL}$=3.306). In this manner, it seems that the CLIL students not only like being high achievers but also want to be appreciated by their teachers.

Table 21 presents data obtained from the motivation questionnaire ($Q1_M$) conducted at the beginning of the study referring to twelve categories. The scores for: *Ideal L2 Self* (p<0.002), *English anxiety* (p<0.5), and *Integrative motivation* (p<0.5) are statistically significant. Scores for *Ideal L2 Self* (M_{CLIL}=5.093; $M_{non-CLIL}$=4.098) and *integrative motivation* (M_{CLIL}=4.966; $M_{non-CLIL}$=4.946) are higher for the CLIL group. It can be observed that the CLIL students want to be proficient English users, which becomes a powerful motivator to learn this language. The desire to reduce the discrepancy between their actual language proficiency and ideal one is the main reason why they put a lot of effort in learning English. The CLIL group seems to be also interested in social interaction with other users of English. When it comes to *English anxiety*, the CLIL learners are less anxious than the non-CLIL learners (M_{CLIL}=2.148; $M_{non-CLIL}$=2.152). Overall, the CLIL students do not experience that often feelings of confusion and unease when speaking English both in class and out of classroom.

Table 21. Mean (M), standard deviations (SD) of the frequency of motivation in the group of the CLIL and the non-CLIL learners (Questionnaire 1, $Q1_M$) for 12 categories related to motivation and the t-test value indicating the difference in motivation between the designated groups of participants

Category	Mean		SD		t-value
	CLIL	Non-CLIL	CLIL	Non-CLIL	
Ideal L2 Self	5.093	4.098	1.026	1.434	3.300***
Ought-To L2 Self	3.000	3.286	1.710	2.700	0.022
Linguistic Self-confidence	5.940	4.931	5.697	1.207	0.062
Attitudes Toward Learning English	4.144	3.664	1.280	1.460	0.000
English Anxiety	2.148	2.152	0.763	0.804	0.948*
Cultural Interest	5.500	5.190	0.818	1.144	0.003
Intrinsic motivation	4.772	4.352	1.358	3.660	0.076
Instrumental orientation	4.885	4.737	1.094	1.295	0.326
Integrative motivation	4.966	4.946	1.351	1.255	0.911*
Motivational strength	4.129	3.891	1.380	1.224	0.114
Competitiveness	3.195	3.468	1.634	1.496	0.190
Cooperativeness	3.920	4.091	1.564	1.502	0.393

*p<0.5 **p>0.2 ***p<0.002

Table 22 presents the descriptive statistics of the results gathered from the motivation questionnaire ($Q2_M$) administered at the end of this research in the group of 91 participants included 29 CLIL learners and 62 non-CLIL learners. The level of motivation measured with

the questionnaire in both groups ranged from 3.054 to 4.112 with the total mean value of 3.803 and the standard deviation equaling 0.228. In the CLIL group the means ranged from 3.336 to 4.112 and between 3.054 to 4.019 in the group of the non-CLIL learners. The standard deviation equals 0.284 in the CLIL group and 0.191 in the non-CLIL group.

Table 22 shows the results for all questions included in the questionnaire administered at the end of the study. The *t-value* obtained for thirteen questions indicated that the differences between scores obtained by the CLIL and the non-CLIL learners are statistically significant for thirteen questions (*Question 1, 2, 4, 18, 32, 35, 37, 42, 45, 54, 57, 58, 61*). At the end of the term, the CLIL learners are more likely to imagine themselves living and studying abroad (*Question 1*: "I can imagine myself living abroad and having a discussion in English": M_{CLIL}=5.828; $M_{non-CLIL}$=4.452; *Question 2*: "I can imagine myself studying in a university where all my courses are taught in English": M_{CLIL}=5.172; $M_{non-CLIL}$=3.081; *Ideal L2 Self*). When it comes to speaking to foreigners, the non-CLIL learners scored higher (*Question 4*: "I can imagine a situation where I am speaking English with foreigners": M_{CLIL}=4.897; $M_{non-CLIL}$=4.984). The data indicate that the non-CLIL learners think that studying English is important because an educated person is supposed to be able to speak English (*Question 18*: "Studying English is important to me because an educated person is supposed to be able to speak English": M_{CLIL}=3.655; $M_{non-CLIL}$=3.726; *Ought-To L2 Self*). It suggests that the non-CLIL learners associate the ability to speak English with an educated person. The CLIL learners are characterized by more positive attitudes toward learning English (*Question 32*: "I really enjoy learning English": M_{CLIL}=4,000; $M_{non-CLIL}$=3,952; *Attitudes toward learning English*). The CLIL learners seem to enjoy learning English. In this manner, it can be observed that at the end of the term the CLIL students associated, to a greater extent, learning English with pleasure.

Some results obtained for the anxiety level are also statistically significant. The CLIL learners get nervous more easily than the non-CLIL learners when they are speaking English during their lessons, (*Question 35*: "I get nervous and confused when I am speaking in my English class": M_{CLIL}=2.276; $M_{non-CLIL}$=2.226; *Anxiety*). When it comes to speaking English with a native speaker, the CLIL learners indicate that such a situation would not make them nervous (*Question 37*: "I would feel uneasy speaking English with a native speaker": M_{CLIL}=2.034; $M_{non-CLIL}$=2.097; *Anxiety*). These two scores suggest that the assessment introduced in this group was likely to focus more on the grammatical correctness than fluency. Generally, speaking in more naturalistic contexts does not require the perfect use of grammatical structures as long as participants of the conversation manage to get the message across (cf. Lewandowska-Tomaszczyk, 2010, 2012; Waliński, 2016, 2018) . In this case, the

CLIL learners seem to feel more confident than the non-CLIL students. What is somewhat surprising is the fact that the non-CLIL learners seem to be more open to culture than the CLIL learners (*Question 42*: "I like the music of English-speaking countries (e.g., pop music)"; $M_{CLIL}=3.897$; $M_{non\text{-}CLIL}=5.387$; *Question 45*: "I like TV programmes made in English-speaking countries"; $M_{CLIL}=5.241$; $M_{non\text{-}CLIL}=5.290$). The non-CLIL learners enjoy more than the CLIL-learners listening to music and watching TV programmes in English. It seems that the CLIL learners have more ambitious goals when it comes to English. They show particular interest in learning English for professional purposes rather than for pleasure.

Instrumental motivation in the case of the CLIL learners is statistically higher (*Question 45*: "Studying this language is important because it will allow me to interact with people who speak it"; $M_{CLIL}=5.379$; $M_{non\text{-}CLIL}=5.339$). This suggests that speaking English is important to a greater extent for the CLIL students. Motivational strength is lower in the group of the CLIL learners in the case of working hard during lessons when they do not like the task (*Question 57*: "I work hard in this class even when I don't like what we are doing"; $M_{CLIL}=3.828$; $M_{non\text{-}CLIL}=3.968$). However, even when the CLIL learners find the task boring, they are still more likely than the non-CLIL learners to finish the task (*Question 58*: "Even when course materials are dull and uninteresting, I always finish my work"; $M_{CLIL}=4.069$; $M_{non\text{-}CLIL}=3.952$). Finally, competitiveness is also higher among the CLIL learners (*Question 61*: "I want to learn English because it is important to show my ability to others"; $M_{CLIL}=3.821$; $M_{non\text{-}CLIL}=3.806$). This suggests that the CLIL learners learn English to show their content subjects knowledge to people representing different nations. Overall, the CLIL learners seem to be more career-oriented.

Table 22. Mean (M), standard deviations (SD) of the frequency of motivation in the group of the CLIL and the non-CLIL learners (Questionnaire 2, Q2$_M$), and the t-test value indicating the difference in motivation between the designated groups of participants

No.	Statement	Mean		SD		t-value
		CLIL	Non-CLIL	CLIL	Non-CLIL	
1.	**I can imagine myself living abroad and having a discussion in English.**	**5.828**	**4.452**	**0.468**	**1.197**	**9.501****
2.	**I can imagine myself studying in a university where all my courses are taught in English.**	**5.172**	**3.081**	**1.002**	**1.371**	**5.831****
3.	Whenever I think of my future career, I imagine myself using English.	4.862	3.984	1.302	1.299	0.004
4.	**I can imagine a situation where I am speaking English with foreigners.**	**4.897**	**4.984**	**1.175**	**1.063**	**0.735***
5.	I can imagine myself speaking English with international friends or colleagues.	5.276	4.758	1.032	1.112	0.034
6.	I can imagine myself living abroad and using English effectively for communicating with the locals.	5.241	3.839	1.091	1.462	0.000

7.	I can imagine myself speaking English as if I were a native speaker of English.	4.759	3.145	1.244	1.316	0.000
8.	I imagine myself as someone who is able to speak English.	4.759	4.468	1.154	1.327	0.290
9.	I can imagine myself writing English e-mails/letters fluently.	5.310	4.371	0.930	1.218	0.000
10.	The things I want to do in the future require me to use English.	5.172	4.145	1.104	1.513	0.000
11.	I study English because close friends of mine think it is important.	4.345	2.968	1.632	1.578	0.000
12.	Learning English is necessary because people surrounding me expect me to do so.	2.793	3.081	1.497	1.653	0.412
13.	I consider learning English important because the people I respect think that I should do it.	2.690	2.968	1.466	1.599	0.416
14.	If I fail to learn English I'll be letting other people down.	2.310	1.919	1.312	1.205	0.180
15.	Studying English is important to me in order to gain the approval of my peers/ teachers/ family/ boss.	2.241	2.645	1.327	1.483	0.198
16.	I have to study English, because, if I do not study it, I think my parents will be disappointed in me.	2.793	2.210	1.760	1.320	0.120
17.	My parents believe that I must study English to be an educated person.	2.586	3.032	1.296	1.727	0.175
18.	**Studying English is important to me because an educated person is supposed to be able to speak English.**	**3.655**	**3.726**	**1.675**	**1.559**	**0.849***
19.	Studying English is important to me because other people will respect me more if I have a knowledge of English.	3.793	3.419	1.521	1.563	0.284
20.	It will have a negative impact on my life if I don't learn English.	3.276	4.016	1.645	1.625	0.050
21.	I have to study English; otherwise, I think I cannot be successful in my future career.	4.586	3.935	1.018	1.514	0.018
22.	Studying English is important to me because I would feel ashamed if I got bad grades in English.	4.000	3.242	1.309	1.456	0.016
23.	Studying English is important to me because, if I don't have knowledge of English, I'll be considered a weak learner.	3.517	2.919	1.503	1.309	0.072
24.	Studying English is important to me because I don't like to be considered a poorly educated person.	3.759	3.484	1.550	1.490	0.429
25.	If I make more effort, I am sure I will be able to master English.	4.000	5.194	1.690	1.128	0.001
26.	I believe that I will be capable of reading and understanding most texts in English if I keep studying it.	5.379	5.194	1.083	1.084	0.449
27.	I am sure I will be able to write in English comfortably if I continue studying.	7.621	5.048	11.258	1.220	0.230
28.	I am sure I have a good ability to learn English.	5.034	3.855	1.426	1.389	0.000
29.	I like the atmosphere of my English classes.	4.103	3.934	1.372	1.515	0.600
30.	I always look forward to English classes.	3.379	2.968	1.293	1.425	0.176
31.	I find learning English really interesting.	2.966	4.242	1.375	5.312	0.081
32.	**I really enjoy learning English.**	**4.000**	**3.952**	**1.225**	**1.530**	**0.872***
33.	I think time passes faster while studying English.	4.207	3.452	1.292	1.586	0.019
34.	I would like to have more English lessons at school.	4.069	3.435	1.223	1.825	0.055
35.	**I get nervous and confused when I am speaking in my English class.**	**2.276**	**2.226**	**0.797**	**0.838**	**0.988***
36.	I am afraid that other students will laugh at me when I speak English.	2.207	2.098	0.559	0.851	0.139
37.	**I would feel uneasy speaking English with a native speaker.**	**2.034**	**2.097**	**0.778**	**0.863**	**0.983***

38.	If I met an English native speaker, I would feel nervous.	2.069	2.194	0.799	0.827	0.195
39.	I would get tense if a foreigner asked me for directions in English.	2.276	2.145	0.841	0.846	0.457
40.	I am afraid of sounding stupid in English because of the mistakes I make.	2.138	2.242	0.743	0.862	0.014
41.	I am worried that other speakers of English would find my English strange.	2.138	2.113	0.693	0.889	0.548
42.	**I like the music of English-speaking countries (e.g., pop music).**	**3.897**	**5.387**	**1.566**	**1.107**	**3.752****
43.	I like English films.	5.138	5.516	1.187	0.718	0.121
44.	I like English magazines, newspapers, or books.	5.621	5.065	0.622	1.084	0.003
45.	**I like TV programmes made in English-speaking countries**	**5.241**	**5.290**	**1.057**	**1.030**	**0.836***
46.	I really enjoy learning English.	5.621	5.032	0.622	1.318	0.005
47.	My language class is a challenge that I enjoy.	5.000	3.887	1.414	1.427	0.001
48.	When class ends, I often wish that we could continue.	4.036	2.806	1.478	1.469	0.001
49.	I enjoy using English outside of class whenever I have a chance.	3.517	4.145	1.595	1.389	0.075
50.	I would take this class even if it were not required.	4.655	4.339	1.173	1.425	0.268
51.	Being able to speak this language will add to my social status.	5.000	4.339	1.000	1.305	0.010
52.	Increasing my proficiency in English will have financial benefits for me.	4.448	4.952	1.404	0.982	0.089
53.	I am learning this language to understand films, videos, or music.	4.862	5.290	1.246	0.912	0.105
54.	**Studying this language is important because it will allow me to interact with people who speak it.**	**5.379**	**5.339**	**0.903**	**0.940**	**0.844***
55.	I am learning English to be able to communicate with friends who speak it.	5.138	4.855	1.187	1.171	0.292
56.	I want to be more a part of the cultural group that speaks English.	4.586	4.194	1.376	1.389	0.211
57.	**I work hard in this class even when I don't like what we are doing.**	**3.828**	**3.968**	**1.814**	**1.414**	**0.715***
58.	**Even when course materials are dull and uninteresting, I always finish my work.**	**4.069**	**3.952**	**1.412**	**1.408**	**0.713***
59.	When course work is difficult, I either give up or only study the easy parts.	4.107	3.629	1.397	1.333	0.134
60.	I can truly say that I put my best effort into learning English.	3.714	3.484	1.410	1.434	0.479
61.	**I want to learn English because it is important to show my ability to others.**	**3.821**	**3.806**	**1.634**	**1.524**	**0.967***
62.	I learn best when I am competing with other students.	3.321	3.145	1.722	1.524	0.644
63.	I want to do better than the other students in this class.	2.750	3.145	1.456	1.524	0.245
64.	I learn best in a cooperative environment.	3.357	3.726	1.592	1.621	0.316
65.	My teacher's opinion of me in this class is very important.	3.071	4.016	1.654	1.584	0.014
66.	My relationship with the other students in this class is important to me.	3.857	4.677	1.325	1.184	0.007

*p<0.5 **p<0.001

Table 23 presents the summary of the data for the questionnaire conducted at the end of the study focusing on 12 categories. The differences in the results gathered for sections: *Ideal L2 Self* (p< .001) and c*ompetitiveness* (p< .5) are statistically significant. The CLIL learners obtained statistically higher score for *Ideal L2 Self* (M_{CLIL}=5,128; $M_{non-CLIL}$=4,123) and lower

for *competitiveness* (M_{CLIL}=3,298; $M_{non-CLIL}$=3,366). This suggests that at the end of the term the CLIL learners still want to be proficient English users and they are more English-oriented than the non-CLIL group. However, getting better grades and doing better than other students is not that important as for the non-CLIL learners. The data indicate that the CLIL learners are more focused on their learning process regarding English. Competing with others and grades seem to be of secondary importance for them.

Table 23. Mean (M), standard deviations (SD) of the frequency of motivation in the group of the CLIL and the non-CLIL learners (Questionnaire 2, $Q2_M$) for 12 categories related to motivation, and the t-test value indicating the difference in motivation between the designated groups of participants

Category	Mean		SD		t-value
	CLIL	Non-CLIL	CLIL	Non-CLIL	
Ideal L2 Self	**5.128**	**4.123**	**1.101**	**1.418**	**6.786****
Ought-To L2 Self	3.310	3.112	1.625	1.608	0.042
Linguistic Self-confidence	5.509	4.823	5.839	1.329	0.214
Attitudes Toward Learning English	3.787	3.663	1.358	2.625	0.467
English Anxiety	2.163	3.141	1.442	1.547	0.202
Cultural Interest	4.974	5.315	1.315	1.005	0.014
Intrinsic motivation	4.569	4.042	1.480	1.575	0.001
Instrumental orientation	4.770	4.860	1.236	1.145	0.567
Integrative	5.034	4.796	1.205	1.265	0.135
Motivational strength	3.930	3.758	1.509	1.405	0.305
Competitiveness	**3.298**	**3.366**	**1.649**	**1.548**	**0.750***
Cooperativeness	3.429	4.140	1.547	1.522	0.001

*$p<0.5$ **$p<0.001$

Table 24 presents data gathered for motivation at the beginning and the end of the term including twelve categories. The differences between the mean (M) for these categories are not statistically significant. It means that in the group of the CLIL learners and the non-CLIL learners no statistically significant differences can be observed. This indicates that the desire to learn English is the same among all groups of participants in throughout the study. The end of school is connected with final exams and grades. However, even for English anxiety or instrumental motivation no differences among the CLIL learners and the non-CLIL learners can be observed when all data gathered at the beginning and the end of the term are taken into account.

Table 24. Mean (M), standard deviations (SD) of the frequency of motivation regarding CLIL and non-CLIL learners (Questionnaire 1 & 2, $Q1_M$ $Q2_M$) for 12 categories related to motivation

Category	Means (Questionnaire 1)		SD (Questionnaire 1)		Means (Questionnaire 2)		SD (Questionnaire 2)		T-value (CLIL vs. non-CLIL) P=0.05
	CLIL	Non-CLIL	CLIL	Non-CLIL	CLIL	Non-CLIL	CLIL	Non-CLIL	
Ideal L2 Self	5.093	4.098	1.026	1.434	5.128	4.123	1.101	1.418	0.23142 0.16486
Ought-To L2 Self	3.000	3.286	1.710	2.700	3.310	3.112	1.625	1.608	1.00972 0.57376
Linguistic Self-confidence	5.940	4.931	5.697	1.207	5.509	4.823	5.839	1.329	0.40577 0.66937
Attitudes Toward Learning English	4.144	3.664	1.280	1.460	3.787	3.663	1.358	2.625	-0.80613 0.00107
English Anxiety	2.148	2.152	0.763	0.804	2.980	3.141	1.442	1.547	-0.84139 0.04906
Cultural Interest	5.500	5.190	0.818	1.144	4.974	5.315	1.315	1.005	-0.43434 -0.34626
Intrinsic motivation	4.772	4.352	1.358	3.660	4.569	4.042	1.480	1.575	0.21291 0.88554
Instrumental orientation	4.885	4.737	1.094	1.295	4.770	4.860	1.236	1.145	0.91401 -0.10914
Integrative motivation	4.966	4.946	1.351	1.255	5.034	4.796	1.205	1.265	0.96734 0.12188
Motivational strength	4.129	3.891	1.380	1.224	3.930	3.758	1.509	1.405	0.24021 0.11411

Competitiveness	3.195	3.468	1.634	1.496	3.298	3.366	1.649	1.548	-0.29263 0.85669
Cooperativeness	3.920	4.091	1.564	1.502	3.429	4.140	1.547	1.522	0.4856 -0.30351

This section presents the data obtained at the beginning and the end of the term regarding motivation. It can be noticed that at the beginning of the term the CLIL learners are more likely to picture themselves living abroad and having a conversation in English. At the end of the term, the same group of students apart from imagining themselves living and speaking English abroad, also project themselves participating in university courses where all subjects are taught in English. All these activities involve the ability of communicating with other using the foreign language. The outcomes of this study indicate that in this area both at the beginning and the end of the term the CLIL learners experience more often the feeling of confusion and unease when they speak English in class. This can be connected with the fear of being laughed at by their classmates which the CLIL learners experienced at the beginning of the term. However, when it comes to speaking to foreigners, the CLIL learners indicate that they are not afraid of such situations. This suggests that the assessment during English and the CLIL content subjects focused more on grammatical correctness. As a result, the CLIL learners seem to be reluctant to speak English during their regular foreign language lessons. Overall, it can be concluded on the basis of the data presented above that CLIL courses build confidence to speak English to foreigners and lower anxiety.

At the beginning of the term, learning English was important for the CLIL learners to communicate with other English users. They may associate not learning English with being a weak student. At the end of the term the CLIL learners still believe that studying English is important because it will allow them to interact with people who also speak English. At the beginning of the term, the CLIL group appreciates their teachers' opinion and they also want to achieve higher scores than others in class. At the end of the term, the data obtained for this group indicates they still enjoy learning English. They also want to learn English to show their ability to others. However, in terms of the statement related to teachers' opinion, no statistical difference is found as far as the CLIL and the non-CLIL learners' results taken into consideration. This suggests that the CLIL learners seem to focus more on the process of learning English and not as much on their grades. Finally, it should be noted that the CLIL learners, both at the beginning and the end of the study are more demanding than the non-CLIL-

learners regarding the activities introduced by their teachers. At the end of the term, the CLIL group is more likely to finish the task, even though it is boring for them. In this manner, it can be concluded that CLIL builds the sense of duty.

The CLIL learners seem to be more career-oriented. They learn English because they like learning this language and they are also aware of the future benefits of mastering English in terms of their professional goals. They seem to focus more on learning English and not that much on getting good marks. The non-CLIL learners seem to be interested in learning English for different reasons. They believe that if they learn this language, people will respect them more. They are also afraid that if they do not study English, their parents would be disappointed in them. At the end of the term, the non-CLIL learners seem to be more open to culture than the CLIL learners in terms of listening and watching programs in English. They also believe that an educated person can speak English. The analysis of the data above suggests that the participants of CLIL courses start approaching seriously their future career earlier than the non-CLIL learners.

To sum up, from the perspective of the data collected in the study the CLIL learners seem to be characterized by higher motivation than the non-CLIL learners to learn English. They seem to be aware of their current language proficiency level and the level they want to achieve. They want to communicate with the foreigners using English and at the same time they seem to be less anxious in this respect than the non-CLIL students. The role of grades and achieving higher grades is not that important for the CLIL group at the end of the study. English in CLIL programs is used not only during their English lessons but also during selected content subjects. Thus, it can be concluded that the CLIL learners want to master English to gain access to content knowledge, which they need for their future professional purposes. The CLIL group is not motivated by good marks to such an extent as the non-CLIL learners.

5.1.1.2 The level of motivation among the CLIL and the non-CLIL learners enrolled in the first grade

This section presents the results of the first-graders: the CLIL learners ($CLIL_I$), the non-CLIL learners with three hours of English (non-$CLIL_{I(3)}$) and four hours of English per week (non-$CLIL_{I(4)}$). One-way analysis of variance (one-way ANOVA) is used to perform the inferential statistical test to analyze data obtained from the designated groups. The data are presented in

Table 25. The f-ratio value is 0.2787. The p-value is 0.756919. The results are not significant at $p<0.10$, $p<0.01$, and $p<0.05$.

The one-way analysis of variance (one-way ANOVA) suggests that in every area indicated in the questionnaire all groups of participants received similar scores. In the previous section, several areas have been different for the CLIL learners and the non-CLIL learners. When it comes to groups with different amount of English per week, no statistically significant differences can be observed. The CLIL group should gain statistically significant scores for the areas referring to professional goals, with the emphasis on speaking and great engagement in the learning process. Nevertheless, no such differences can be noticed.

Table 25. Mean (M), standard deviations (SD) of the frequency of motivation in the group of the CLIL and the non-CLIL learners enrolled in 1st grade (Questionnaire 1, $Q1_M$)

No.	Statement	Mean			SD		
		$CLIL_I$	Non-$CLIL_I$ (3)	Non-$CLIL_I$ (4)	$CLIL_I$	Non-$CLIL_I$ (3)	Non-$CLIL_I$ (4)
1.	I can imagine myself living abroad and having a discussion in English.	5.238	4.158	4.474	0.768	1.259	1.389
2.	I can imagine myself studying in a university where all my courses are taught in English.	5.190	2.737	3.105	0.928	1.240	1.286
3.	Whenever I think of my future career, I imagine myself using English.	5.095	3.526	4.474	0.889	1.541	1.349
4.	I can imagine a situation where I am speaking English with foreigners.	5.714	4.947	5.053	0.463	1.311	0.970
5.	I can imagine myself speaking English with international friends or colleagues.	5.476	4.789	4.737	0.750	1.357	1.147
6.	I can imagine myself living abroad and using English effectively for communicating with the locals.	4.905	4.053	3.526	1.044	1.471	1.504
7.	I can imagine myself speaking English as if I were a native speaker of English.	4.238	3.053	2.842	1.446	1.177	1.167
8.	I imagine myself as someone who is able to speak English.	5.429	4.474	4.579	0.926	1.429	1.427
9.	I can imagine myself writing English e-mails/letters fluently.	5.000	4.211	4.632	1.225	1.548	1.342
10.	The things I want to do in the future require me to use English.	4.952	3.684	5.053	1.396	1.416	0.848
11.	I study English because close friends of mine think it is important.	2.238	2.105	3.368	1.411	0.994	1.674
12.	Learning English is necessary because people surrounding me expect me to do so.	2.524	2.895	3.211	1.662	1.560	1.357
13.	I consider learning English important because the people I respect think that I should do it.	2.238	2.158	3.526	1.136	1.302	1.744
14.	If I fail to learn English I'll be letting other people down.	2.000	1.474	2.158	1.342	0.612	1.259
15.	Studying English is important to me in order to gain the approval of my peers/ teachers/ family/ boss.	2.810	2.158	2.368	1.721	1.302	1.739

16.	I have to study English, because, if I do not study it, I think my parents will be disappointed in me.	2.286	1.579	2.158	1.347	0.769	1.537
17.	My parents believe that I must study English to be an educated person.	2.714	2.158	3.263	1.765	1.463	1.485
18.	Studying English is important to me because an educated person is supposed to be able to speak English.	3.571	3.105	3.789	1.630	1.853	1.619
19.	Studying English is important to me because other people will respect me more if I have a knowledge of English.	3.048	2.842	2.474	1.627	1.573	1.307
20.	It will have a negative impact on my life if I don't learn English.	4.619	3.421	3.789	1.284	1.644	1.988
21.	I have to study English; otherwise, I think I cannot be successful in my future career.	4.381	3.474	4.789	1.774	1.679	1.228
22.	Studying English is important to me because I would feel ashamed if I got bad grades in English.	3.810	3.000	3.421	1.662	1.528	1.742
23.	Studying English is important to me because, if I don't have knowledge of English, I'll be considered a weak learner.	3.476	2.526	3.053	1.778	1.172	1.433
24.	Studying English is important to me because I don't like to be considered a poorly educated person.	3.619	2.947	3.421	1.717	1.649	1.427
25.	If I make more effort, I am sure I will be able to master English.	5.524	5.211	5.211	0.873	1.084	0.787
26.	I believe that I will be capable of reading and understanding most texts in English if I keep studying it.	5.810	5.526	5.368	13.147	0.612	0.761
27.	I am sure I will be able to write in English comfortably if I continue studying.	5.714	5.211	5.368	0.561	0.855	0.831
28.	I am sure I have a good ability to learn English.	4.571	3.632	3.842	1.165	1.257	1.573
29.	I like the atmosphere of my English classes.	4.048	3.000	4.526	1.071	1.247	1.541
30.	I always look forward to English classes.	3.286	2.053	3.579	1.271	1.079	1.610
31.	I find learning English really interesting.	4.286	2.895	4.211	0.902	1.286	1.475
32.	I really enjoy learning English.	5.095	3.737	4.842	1.261	1.408	1.302
33.	I think time passes faster while studying English.	4.238	2.947	4.053	1.261	1.353	1.545
34.	I would like to have more English lessons at school.	3.857	2.947	4.053	1.526	1.393	1.615
35.	I get nervous and confused when I am speaking in my English class.	2.381	2.211	2.579	0.669	0.713	0.607
36.	I am afraid that other students will laugh at me when I speak English.	2.048	1.895	1.947	0.669	0.809	0.848
37.	I would feel uneasy speaking English with a native speaker.	2.000	1.842	2.211	0.894	0.834	0.855
38.	If I met an English native speaker, I would feel nervous.	2.190	2.211	1.789	0.873	0.787	0.855
39.	I would get tense if a foreigner asked me for directions in English.	2.048	2.158	1.947	0.805	0.898	0.780
40.	I am afraid of sounding stupid in English because of the mistakes I make.	2.571	2.158	2.368	0.598	0.834	0.831
41.	I am worried that other speakers of English would find my English strange.	2.238	2.158	2.053	0.700	0.765	0.911

42.	I like the music of English-speaking countries (e.g., pop music).	5.381	5.263	5.684	0.921	1.240	0.749
43.	I like English films.	5.762	5.278	5.526	0.436	1.018	0.772
44.	I like English magazines, newspapers, or books.	5.429	4.684	5.000	0.926	1.565	1.106
45.	I like TV programmes made in English-speaking countries	5.667	4.368	5.368	0.577	1.640	0.955
46.	I really enjoy learning English.	5.524	4.579	5.263	1.167	1.539	0.806
47.	My language class is a challenge that I enjoy.	5.095	3.579	4.316	0.995	1.387	1.455
48.	When class ends, I often wish that we could continue.	3.143	2.211	6.211	1.389	0.976	13.827
49.	I enjoy using English outside of class whenever I have a chance.	4.810	3.947	4.526	0.981	1.615	1.429
50.	I would take this class even if it were not required.	5.143	4.000	4.842	0.854	1.453	1.015
51.	Being able to speak this language will add to my social status.	4.286	3.579	4.421	1.271	1.465	1.644
52.	Increasing my proficiency in English will have financial benefits for me.	4.905	4.158	4.895	0.995	1.167	1.197
53.	I am learning this language to understand films, videos, or music.	5.524	4.632	5.368	0.680	1.422	0.761
54.	Studying this language is important because it will allow me to interact with people who speak it.	5.810	5.579	5.421	0.402	0.507	1.261
55.	I am learning English to be able to communicate with friends who speak it.	5.238	4.842	4.632	1.179	1.537	1.342
56.	I want to be more a part of the cultural group that speaks English.	4.333	4.000	4.158	1.653	1.374	1.463
57.	I work hard in this class even when I don't like what we are doing.	4.619	4.105	4.474	1.071	1.197	1.172
58.	Even when course materials are dull and uninteresting, I always finish my work.	4.476	4.053	3.842	1.250	1.268	1.425
59.	When course work is difficult, I either give up or only study the easy parts.	4.381	3.579	3.947	1.117	0.961	1.129
60.	I can truly say that I put my best effort into learning English.	4.524	3.474	3.947	1.365	1.307	1.353
61.	I want to learn English because it is important to show my ability to others.	3.667	3.421	3.789	1.770	1.610	1.619
62.	I learn best when I am competing with other students.	2.952	3.579	2.895	1.596	1.305	1.560
63.	I want to do better than the other students in this class.	3.714	3.316	3.421	1.521	1.157	1.644
64.	I learn best in a cooperative environment.	3.714	3.579	3.579	1.648	1.427	1.644
65.	My teacher's opinion of me in this class is very important.	4.048	3.053	4.316	1.564	1.779	1.376
66.	My relationship with the other students in this class is important to me.	4.333	4.579	4.947	1.592	1.427	0.970

Table 26 collates the results obtained at the beginning of the term. The f-ratio value is 0.44124. The p-value is 0.645038. The differences in the results of three groups are not statistically significant at $p<0.05$. This suggests that all groups enrolled in the first grade obtained similar results for all categories related to motivation.

Table 26. Mean (M), standard deviations (SD) of the frequency for 12 categories related to motivation, for the CLIL and the non-CLIL learners enrolled in 1st grade (Questionnaire 1, $Q1_M$)

Category	Mean (Questionnaire 1)			SD (Questionnaire 1)		
	CLI IL$_I$	Non-CLIL$_{I (3)}$	Non-CLIL$_{I (4)}$	CLIL $_I$	Non-CLIL$_{I (3)}$	Non-CLIL$_{I (4)}$
Ideal L2 Self	5.124	3.963	4.247	1.073	1.515	1.376
Ought-To L2 Self	1.736	2.560	3.199	3.029	1.502	1.666
Linguistic Self-confidence	5.679	4.895	4.947	6.138	1.224	1.111
Attitudes Toward Learning English	1.323	2.930	4.211	4.158	1.378	1.367
English Anxiety	0.761	2.090	2.128	2.200	0.793	0.836
Cultural Interest	0.750	4.893	5.395	5.600	1.403	0.892
Intrinsic motivation	1.359	3.663	5.032	4.760	1.596	6.273
Instrumental orientation	1.118	4.123	4.895	4.933	1.412	1.236
Integrative motivation	0.402	4.807	4.737	5.850	1.374	1.339
Motivational strength	1.187	3.803	4.053	4.500	1.216	1.242
Competitiveness	1.644	3.439	3.368	3.400	1.353	1.618
Cooperativeness	1.596	3.737	4.281	4.067	1.674	1.426

Table 27 presents the results of one-way analysis of variance (one-way ANOVA) used to perform the inferential statistical test to analyze data obtained from the designated groups also at the end of the term. The f-ratio value is 0.1286. The p-value is 0.879362. The result is not statistically significant at $p<0.10$, $p<0.01$, and $p<0.05$. Also in this case, the results obtained by all groups of students enrolled in the first grade are similar.

Table 27. Mean (M), standard deviations (SD) of the frequency of motivation in the group of the CLIL and the non-CLIL learners enrolled in 1st grade (Questionnaire 2, $Q2_M$)

No.	Statement	Mean			SD		
		CLIL$_I$	Non-CLIL$_I$ (3)	Non-CLIL$_I$ (4)	CLIL $_I$	Non-CLIL$_I$ (3)	Non-CLIL$_I$ (4)
1.	I can imagine myself living abroad and having a discussion in English.	6.000	4.333	4.368	0.000	1.342	1.243
2.	I can imagine myself studying in a university where all my courses are taught in English.	5.286	2.882	2.842	1.102	1.291	1.437
3.	Whenever I think of my future career, I imagine myself using English.	4.905	3.152	4.526	1.411	1.408	1.150
4.	I can imagine a situation where I am speaking English with foreigners.	4.810	4.906	4.947	1.209	1.150	0.938
5.	I can imagine myself speaking English with international friends or colleagues.	5.286	4.585	4.632	1.146	1.228	1.372
6.	I can imagine myself living abroad and using English effectively for communicating with the locals.	5.381	3.942	3.316	1.161	1.243	1.715
7.	I can imagine myself speaking English as if I were a native speaker of English.	5.000	3.012	2.684	1.183	1.100	1.406

8.	I imagine myself as someone who is able to speak English.	4.619	4.332	4.263	1.284	1.389	1.487
9.	I can imagine myself writing English e-mails/letters fluently.	5.429	4.288	4.368	0.978	1.467	1.247
10.	The things I want to do in the future require me to use English.	5.190	3.442	4.368	1.209	1.774	1.580
11.	I study English because close friends of mine think it is important.	5.048	2.203	2.789	1.203	0.991	1.833
12.	Learning English is necessary because people surrounding me expect me to do so.	3.000	2.694	2.579	1.643	1.512	1.688
13.	I consider learning English important because the people I respect think that I should do it.	2.762	2.396	2.737	1.640	1.172	1.833
14.	If I fail to learn English I'll be letting other people down.	2.524	1.702	1.579	1.365	0.653	0.924
15.	Studying English is important to me in order to gain the approval of my peers/ teachers/ family/ boss.	2.286	1.918	2.368	1.347	1.079	1.749
16.	I have to study English, because, if I do not study it, I think my parents will be disappointed in me.	3.000	1.624	2.053	1.844	0.761	1.572
17.	My parents believe that I must study English to be an educated person.	2.619	1.988	3.053	1.465	1.177	2.000
18.	Studying English is important to me because an educated person is supposed to be able to speak English.	3.333	2.603	4.053	1.770	1.416	1.474
19.	Studying English is important to me because other people will respect me more if I have a knowledge of English.	3.952	2.834	3.053	1.465	1.449	1.609
20.	It will have a negative impact on my life if I don't learn English.	2.714	3.052	4.105	1.488	1.463	1.768
21.	I have to study English; otherwise, I think I cannot be successful in my future career.	4.619	3.188	4.474	1.117	1.565	1.542
22.	Studying English is important to me because I would feel ashamed if I got bad grades in English.	4.095	2.602	3.579	1.411	0.946	1.749
23.	Studying English is important to me because, if I don't have knowledge of English, I'll be considered a weak learner.	3.714	2.160	2.947	1.586	0.855	1.414
24.	Studying English is important to me because I don't like to be considered a poorly educated person.	3.619	2.668	3.579	1.627	1.485	1.464
25.	If I make more effort, I am sure I will be able to master English.	3.429	4.827	5.421	1.630	1.268	0.856
26.	I believe that I will be capable of reading and understanding most texts in English if I keep studying it.	5.286	5.026	5.316	1.231	1.240	0.840
27.	I am sure I will be able to write in English comfortably if I continue studying.	4.476	4.746	5.316	1.205	1.268	1.320
28.	I am sure I have a good ability to learn English.	5.286	3.284	4.000	1.271	1.212	1.626
29.	I like the atmosphere of my English classes.	4.381	2.709	4.842	4.381	1.357	1.451
30.	I always look forward to English classes.	3.667	1.815	3.684	1.197	0.834	1.534
31.	I find learning English really interesting.	2.810	2.730	4.211	1.289	1.357	1.396

32.	I really enjoy learning English.	3.619	3.338	4.526	1.161	1.504	1.790
33.	I think time passes faster while studying English.	4.619	2.450	4.421	1.161	1.307	1.685
34.	I would like to have more English lessons at school.	4.190	2.364	4.368	1.209	1.427	1.776
35.	I get nervous and confused when I am speaking in my English class.	3.381	3.403	3.474	1.532	1.541	1.543
36.	I am afraid that other students will laugh at me when I speak English.	3.667	2.503	3.526	1.528	1.387	1.501
37.	I would feel uneasy speaking English with a native speaker.	2.905	2.064	3.263	1.670	1.049	1.708
38.	If I met an English native speaker, I would feel nervous.	2.619	2.714	3.263	1.359	1.398	1.674
39.	I would get tense if a foreigner asked me for directions in English.	2.952	2.521	3.316	1.322	1.387	1.638
40.	I am afraid of sounding stupid in English because of the mistakes I make.	2.714	2.764	3.895	1.271	1.537	1.414
41.	I am worried that other speakers of English would find my English strange.	3.571	3.235	3.947	1.502	1.827	1.552
42.	I like the music of English-speaking countries (e.g., pop music).	3.476	4.921	5.474	1.436	1.449	1.149
43.	I like English films.	5.095	5.202	5.789	1.261	0.769	0.428
44.	I like English magazines, newspapers, or books.	5.667	4.927	5.316	0.658	0.958	1.074
45.	I like TV programmes made in English-speaking countries	5.238	4.802	5.526	1.091	1.374	0.857
46.	I really enjoy learning English.	5.571	4.073	5.579	0.676	1.558	1.199
47.	My language class is a challenge that I enjoy.	5.238	2.980	4.842	1.300	1.268	1.339
48.	When class ends, I often wish that we could continue.	4.571	1.986	3.789	0.926	1.202	1.602
49.	I enjoy using English outside of class whenever I have a chance.	2.905	3.482	4.316	1.411	1.535	1.455
50.	I would take this class even if it were not required.	4.810	3.742	4.895	0.814	1.740	1.162
51.	Being able to speak this language will add to my social status.	5.333	3.406	4.579	0.730	1.389	1.294
52.	Increasing my proficiency in English will have financial benefits for me.	4.143	4.135	5.263	1.493	1.003	0.878
53.	I am learning this language to understand films, videos, or music.	4.714	4.844	5.316	1.347	1.224	0.895
54.	Studying this language is important because it will allow me to interact with people who speak it.	5.429	4.685	5.684	0.978	1.329	0.461
55.	I am learning English to be able to communicate with friends who speak it.	5.476	4.144	4.789	1.123	1.416	1.132
56.	I want to be more a part of the cultural group that speaks English.	4.952	3.415	4.368	1.244	1.467	1.539
57.	I work hard in this class even when I don't like what we are doing.	4.143	3.321	4.368	1.878	1.465	1.461
58.	Even when course materials are dull and uninteresting, I always finish my work.	4.524	3.328	4.526	1.078	1.305	1.383
59.	When course work is difficult, I either give up or only study the easy parts.	4.400	3.215	3.842	1.353	1.108	1.410
60.	I can truly say that I put my best effort into learning English.	4.150	3.270	3.632	1.182	1.461	1.487
61.	I want to learn English because it is important to show my ability to others.	4.450	3.302	3.579	1.395	1.539	1.654

62.	I learn best when I am competing with other students.	3.650	2.815	2.895	1.785	1.560	1.491
63.	I want to do better than the other students in this class.	2.650	2.976	3.053	1.461	1.353	1.676
64.	I learn best in a cooperative environment.	3.500	3.265	3.789	1.701	1.832	1.689
65.	My teacher's opinion of me in this class is very important.	3.150	2.982	4.632	1.694	1.433	1.420
66.	My relationship with the other students in this class is important to me.	3.900	4.352	5.158	1.447	1.219	0.808

Table 28 presents the results for twelve areas related to motivation. The f-ratio value is 1.16261. The p-value is 0.318719. The result is not statistically significant at $p < 0.05$. This suggests that at the end of the term all groups of participants enrolled in the first grade obtained similar scores for all categories.

Table 28. Mean (M), standard deviations (SD) of the frequency for 12 categories related to motivation, for the CLIL and the non-CLIL learners enrolled in 1st grade (Questionnaire 2, $Q2_M$)

Category	Mean (Questionnaire 2)			SD (Questionnaire 2)		
	$CLIL_I$	Non-$CLIL_{I (3)}$	Non-$CLIL_{I (4)}$	$CLIL_I$	Non-$CLIL_{I (3)}$	Non-$CLIL_{I (4)}$
Ideal L2 Self	5.190	4.032	4.032	1.166	1.524	1.473
Ought-To L2 Self	1.680	2.470	3.068	3.307	1.293	1.741
Linguistic Self-confidence	5.837	4.658	5.013	5.650	1.439	1.240
Attitudes Toward Learning English	1.348	2.640	4.342	3.892	1.387	1.499
English Anxiety	0.777	2.090	3.526	2.143	0.847	1.526
Cultural Interest	1.404	5.171	5.526	4.875	1.080	0.897
Intrinsic motivation	1.396	3.358	4.684	4.610	1.667	1.355
Instrumental orientation	1.310	4.298	5.053	4.700	1.333	1.034
Integrative motivation	0.978	4.246	4.947	5.400	1.499	1.260
Motivational strength	1.394	3.382	4.092	4.269	1.301	1.346
Competitiveness	1.700	3.123	3.175	3.509	1.479	1.598
Cooperativeness	1.621	3.649	4.526	3.491	1.617	1.353

Table 29 presents the results for the first-graders at the beginning and the end of the study. The results obtained are not statistically significant ($p < 0.5$). On the basis of the data obtained from the first-graders, it can be concluded that the CLIL and the non-CLIL learners obtain similar scores at the beginning and the end of the study.

Table 29. Mean (M), standard deviations (SD) of the frequency of motivation in the group of the CLIL and the non-CLIL learners enrolled in 1st grade (Questionnaire 1 & 2, Q1$_M$ & Q2$_M$) for 12 categories related to motivation

Category	Mean (Questionnaire 1)			SD (Questionnaire 1)			Mean (Questionnaire 2)			SD (Questionnaire 2)			T-test for CLIL$_I$ (p< .5)
	CLIL I	Non-CLIL I (3)	Non-CLIL I (4)	CLIL I	Non-CLIL I (3)	Non-CLIL I (4)	CLIL I	Non-CLIL I (3)	Non-CLIL I (4)	CLIL I	Non-CLIL I (3)	Non-CLIL I (4)	
Ideal L2 Self	5.124	3.963	4.247	1.073	1.515	1.376	5.190	4.032	4.032	1.166	1.524	1.473	-0.300
Ought-To L2 Self	1.736	2.560	3.199	3.029	1.502	1.666	1.680	2.470	3.068	3.307	1.293	1.741	0.055
Linguistic Self-confidence	5.679	4.895	4.947	6.138	1.224	1.111	5.837	4.658	5.013	5.650	1.439	1.240	-0.147
Attitudes Toward Learning English	1.323	2.930	4.211	4.158	1.378	1.367	1.348	2.640	4.342	3.892	1.387	1.499	-0.052
English Anxiety	0.761	2.090	2.128	2.200	0.793	0.836	0.777	2.090	3.526	2.143	0.847	1.526	0.894
Cultural Interest	0.750	4.893	5.395	5.600	1.403	0.892	1.404	5.171	5.526	4.875	1.080	0.897	0.405
Intrinsic motivation	1.359	3.663	5.032	4.760	1.596	6.273	1.396	3.358	4.684	4.610	1.667	1.355	-0.069
Instrumental orientation	1.118	4.123	4.895	4.933	1.412	1.236	1.310	4.298	5.053	4.700	1.333	1.034	-0.581
Integrative motivation	0.402	4.807	4.737	5.850	1.374	1.339	0.978	4.246	4.947	5.400	1.499	1.260	-0.544
Motivational strength	1.187	3.803	4.053	4.500	1.216	1.242	1.394	3.382	4.092	4.269	1.301	1.346	-0.476
Competitiveness	1.644	3.439	3.368	3.400	1.353	1.618	1.700	3.123	3.175	3.509	1.479	1.598	-0.058
Cooperativeness	1.596	3.737	4.281	4.067	1.674	1.426	1.621	3.649	4.526	3.491	1.617	1.353	-0.029

In this manner, no significant changes in motivation over one school term can be noticed in the groups of the first-graders. This suggests that these groups of participants are characterized by the similar levels of motivation regarding learning English.

5.1.1.3 The level of motivation among the CLIL and the non-CLIL learners enrolled in the second grade

This section compares the data obtained by the second-graders (CLIL$_{II}$, non-CLIL$_{II(3)}$, non-CLIL$_{II(7)}$) at the beginning and the end of the term. Table 30 presents the outcomes of the questionnaire administered at the beginning of the study. One-way analysis of variance (one-way ANOVA) is used to perform the inferential statistical test to analyze data obtained from the designated groups. The f-ratio value is 0.2539. The p-value is 0.7759. The result is not statistically significant at $p < 0.01$, $p < 0.10$, $p < 0.01$, and $p < 0.05$. This suggests that all groups of participants are characterized by similar levels of motivation.

Table 30. Mean (M), standard deviations (SD) of the frequency of motivation in the group of the CLIL and the non-CLIL learners enrolled in 2nd grade (Questionnaire 1, Q1$_M$)

No.	Statement	Mean			SD		
		CLIL $_{II}$	Non-CLIL $_{II (3)}$	Non-CLIL $_{II (7)}$	CLIL $_{II}$	Non-CLIL $_{II (3)}$	Non-CLIL $_{II (7)}$
1.	I can imagine myself living abroad and having a discussion in English.	5.250	4.250	4.250	0.707	1.165	1.000
2.	I can imagine myself studying in a university where all my courses are taught in English.	5.000	2.625	3.250	0.756	1.188	1.571
3.	Whenever I think of my future career, I imagine myself using English.	4.875	3.625	4.438	0.991	1.506	1.209
4.	I can imagine a situation where I am speaking English with foreigners.	5.250	4.875	5.063	1.165	1.126	0.998
5.	I can imagine myself speaking English with international friends or colleagues.	5.250	4.625	5.000	0.707	1.061	0.730
6.	I can imagine myself living abroad and using English effectively for communicating with the locals.	4.875	3.750	4.000	0.641	1.488	1.211
7.	I can imagine myself speaking English as if I were a native speaker of English.	4.000	3.000	3.188	1.069	1.512	1.377
8.	I imagine myself as someone who is able to speak English.	5.375	3.875	4.688	0.744	1.246	0.946
9.	I can imagine myself writing English e-mails/letters fluently.	5.250	4.000	4.313	0.707	1.069	1.138
10.	The things I want to do in the future require me to use English.	5.000	3.375	4.125	0.926	1.506	1.628
11.	I study English because close friends of mine think it is important.	2.500	2.500	3.563	1.604	1.414	1.896

No.	Statement						
12.	Learning English is necessary because people surrounding me expect me to do so.	2.250	3.250	4.000	1.488	1.282	1.862
13.	I consider learning English important because the people I respect think that I should do it.	2.250	3.375	4.000	1.165	1.408	1.673
14.	If I fail to learn English I'll be letting other people down.	1.375	2.125	2.438	1.061	1.356	1.632
15.	Studying English is important to me in order to gain the approval of my peers/ teachers/ family/ boss.	1.750	3.750	3.313	1.389	1.165	1.662
16.	I have to study English, because, if I do not study it, I think my parents will be disappointed in me.	2.000	2.875	2.750	1.604	0.991	1.483
17.	My parents believe that I must study English to be an educated person.	1.750	3.375	3.938	1.035	1.302	1.611
18.	Studying English is important to me because an educated person is supposed to be able to speak English.	3.875	4.375	4.813	1.642	1.061	1.276
19.	Studying English is important to me because other people will respect me more if I have a knowledge of English.	3.250	4.000	4.063	1.581	1.309	1.289
20.	It will have a negative impact on my life if I don't learn English.	4.250	4.500	5.125	1.488	1.414	1.025
21.	I have to study English; otherwise, I think I cannot be successful in my future career.	4.375	4.125	4.563	1.188	1.356	0.964
22.	Studying English is important to me because I would feel ashamed if I got bad grades in English.	3.500	3.250	3.688	1.414	1.389	1.702
23.	Studying English is important to me because, if I don't have knowledge of English, I'll be considered a weak learner.	2.250	3.875	3.313	0.886	1.246	1.740
24.	Studying English is important to me because I don't like to be considered a poorly educated person.	3.125	11.375	4.563	1.727	22.103	1.365
25.	If I make more effort, I am sure I will be able to master English.	5.500	5.250	5.438	0.535	0.886	0.814
26.	I believe that I will be capable of reading and understanding most texts in English if I keep studying it.	5.875	5.250	5.375	0.354	0.886	1.025
27.	I am sure I will be able to write in English comfortably if I continue studying.	5.750	5.250	5.188	0.707	1.035	0.911
28.	I am sure I have a good ability to learn English.	4.750	4.000	3.813	1.035	1.690	1.276
29.	I like the atmosphere of my English classes.	4.250	4.250	4.313	1.035	1.581	1.014
30.	I always look forward to English classes.	3.375	3.625	3.375	1.061	1.302	0.885
31.	I find learning English really interesting.	3.750	4.125	3.875	1.035	1.126	0.806
32.	I really enjoy learning English.	5.375	4.125	4.250	0.744	1.356	0.683
33.	I think time passes faster while studying English.	4.375	3.500	3.813	1.061	1.069	1.223
34.	I would like to have more English lessons at school.	3.875	3.875	2.938	1.246	1.553	1.769
35.	I get nervous and confused when I am speaking in my English class.	2.250	1.625	2.375	0.886	0.744	0.806
36.	I am afraid that other students will laugh at me when I speak English.	2.000	1.750	2.375	0.756	0.886	0.806
37.	I would feel uneasy speaking English with a native speaker.	2.125	2.625	2.188	0.835	0.744	0.750
38.	If I met an English native speaker, I would feel nervous.	1.875	2.250	2.250	0.835	0.886	0.683

39.	I would get tense if a foreigner asked me for directions in English.	1.750	2.000	2.188	0.707	0.756	0.750
40.	I am afraid of sounding stupid in English because of the mistakes I make.	2.000	2.250	2.375	0.756	1.035	0.619
41.	I am worried that other speakers of English would find my English strange.	1.875	2.000	2.313	0.641	0.926	0.704
42.	I like the music of English-speaking countries (e.g., pop music).	4.875	5.625	5.438	1.553	0.744	0.814
43.	I like English films.	5.625	5.625	5.250	0.518	0.744	0.931
44.	I like English magazines, newspapers, or books.	5.375	4.625	5.063	0.744	1.302	1.181
45.	I like TV programmes made in English-speaking countries	5.500	5.125	5.313	0.756	1.458	0.946
46.	I really enjoy learning English.	6.000	5.250	5.500	0.000	1.035	0.632
47.	My language class is a challenge that I enjoy.	4.875	3.625	4.500	1.356	1.302	1.211
48.	When class ends, I often wish that we could continue.	3.500	3.375	3.063	1.690	1.768	1.340
49.	I enjoy using English outside of class whenever I have a chance.	5.125	4.375	4.688	0.641	1.408	1.014
50.	I would take this class even if it were not required.	4.750	4.000	4.625	1.282	1.414	0.885
51.	Being able to speak this language will add to my social status.	4.125	4.875	4.563	1.126	0.991	1.413
52.	Increasing my proficiency in English will have financial benefits for me.	5.125	5.000	5.250	0.835	0.756	1.000
53.	I am learning this language to understand films, videos, or music.	5.250	5.375	5.500	0.886	0.744	0.632
54.	Studying this language is important because it will allow me to interact with people who speak it.	5.500	5.750	5.688	0.756	0.463	0.602
55.	I am learning English to be able to communicate with friends who speak it.	4.625	5.375	5.438	1.061	0.744	0.512
56.	I want to be more a part of the cultural group that speaks English.	3.500	4.500	4.563	1.414	1.069	1.209
57.	I work hard in this class even when I don't like what we are doing.	3.250	4.500	4.125	1.389	1.195	1.088
58.	Even when course materials are dull and uninteresting, I always finish my work.	2.875	3.375	4.000	1.458	1.408	1.033
59.	When course work is difficult, I either give up or only study the easy parts.	3.625	3.375	3.813	1.188	0.916	1.276
60.	I can truly say that I put my best effort into learning English.	2.875	3.125	3.875	1.642	1.458	1.204
61.	I want to learn English because it is important to show my ability to others.	2.625	3.875	4.625	1.408	1.246	1.088
62.	I learn best when I am competing with other students.	2.375	3.250	3.063	1.302	1.669	1.482
63.	I want to do better than the other students in this class.	2.625	3.500	3.063	1.768	1.414	1.652
64.	I learn best in a cooperative environment.	2.875	3.875	3.875	1.458	1.246	1.408
65.	My teacher's opinion of me in this class is very important.	3.875	3.500	4.563	1.553	1.512	1.459
66.	My relationship with the other students in this class is important to me.	4.125	4.125	4.813	1.246	1.458	1.109

Table 31 presents the results for twelve categories that include data obtained from the questionnaire which was administered at the beginning of this study. The f-ratio value is 0.25418. The p-value is 0.776277. The result is not statistically significant at p<0.05. Also in

this case, all groups of participants attending the second grade obtained similar scores. This suggests that these groups are characterized by similar level of motivation.

Table 31. Mean (M), standard deviations (SD) of the frequency for 12 categories related to motivation, for the CLIL and the non-CLIL learners enrolled in 2nd grade (Questionnaire 1, $Q1_M$)

Category	Mean (Questionnaire 1)			SD (Questionnaire 1)		
	CLIL II	Non-CLIL II (3)	Non-CLIL II (7)	CLIL II	Non-CLIL II (3)	Non-CLIL II (7)
Ideal L2 Self	5.013	3.927	4.231	0.893	1.380	1.319
Ought-To L2 Self	2.750	3.737	3.866	1.619	4.813	1.661
Linguistic Self-confidence	5.469	4.880	4.953	0.803	1.289	1.192
Attitudes Toward Learning English	4.167	4.158	3.760	1.173	1.429	1.188
English Anxiety	1.982	2.120	2.295	0.751	0.835	0.715
Cultural Interest	5.344	5.246	5.266	0.971	1.225	0.956
Intrinsic motivation	4.850	4.310	4.475	1.369	1.388	1.284
Instrumental orientation	4.833	4.935	5.104	1.049	1.158	1.104
Integrative	4.542	4.956	5.229	1.351	1.271	0.941
Motivational strength	3.156	3.936	3.953	1.394	1.319	1.124
Competitiveness	2.542	3.568	3.583	1.444	1.382	1.566
Cooperativeness	3.625	3.971	4.417	1.469	1.294	1.351

Table 32 presents the data obtained from the questionnaire administered at the end of the term. One-way analysis of variance (one-way ANOVA) is also used to perform the inferential statistical test to analyze data obtained from all groups. The f-ratio value is 1.19453. The p-value is 0.303942. The result is not statistically significant at $p < 0.01$, $p < 0.10$, $p < 0.01$, and $p < 0.05$. In this respects, all groups of second-graders, including the CLIL group, are characterized by similar level of motivation. In this manner, it can be concluded that their learning goals, attitude, and English anxiety among others are similar.

Table 32. Mean (M), standard deviations (SD) of the frequency of motivation in the group of the CLIL and the non-CLIL learners enrolled in 2nd grade (Questionnaire 2, $Q2_M$)

No.	Statement	Mean			SD		
		CLIL II	Non-CLIL II (3)	Non-CLIL II (7)	CLIL II	Non-CLIL II (3)	Non-CLIL II (7)
1.	I can imagine myself living abroad and having a discussion in English.	5.375	4.375	4.688	0.744	1.188	1.078
2.	I can imagine myself studying in a university where all my courses are taught in English.	4.875	2.750	3.625	0.641	1.581	1.258
3.	Whenever I think of my future career, I imagine myself using English.	4.750	4.125	4.125	1.035	1.246	1.088
4.	I can imagine a situation where I am speaking English with foreigners.	5.125	4.875	4.938	1.126	0.991	1.237

5.	I can imagine myself speaking English with international friends or colleagues.	5.250	4.875	4.813	0.707	0.835	0.834
6.	I can imagine myself living abroad and using English effectively for communicating with the locals.	4.875	3.500	4.313	0.835	1.604	1.250
7.	I can imagine myself speaking English as if I were a native speaker of English.	4.125	3.125	3.750	1.246	1.553	1.238
8.	I imagine myself as someone who is able to speak English.	5.125	4.375	4.688	0.641	0.916	1.352
9.	I can imagine myself writing English e-mails/letters fluently.	5.000	4.125	4.375	0.756	0.835	1.088
10.	The things I want to do in the future require me to use English.	5.125	4.250	4.500	0.835	1.165	1.155
11.	I study English because close friends of mine think it is important.	2.500	3.375	3.813	1.069	1.408	1.642
12.	Learning English is necessary because people surrounding me expect me to do so.	2.250	3.500	3.813	0.886	1.069	1.870
13.	I consider learning English important because the people I respect think that I should do it.	2.500	3.500	3.563	0.926	0.926	1.896
14.	If I fail to learn English I'll be letting other people down.	1.750	2.500	2.250	1.035	1.604	1.612
15.	Studying English is important to me in order to gain the approval of my peers/ teachers/ family/ boss.	2.125	3.750	3.250	1.356	0.886	1.390
16.	I have to study English, because, if I do not study it, I think my parents will be disappointed in me.	2.250	3.250	2.563	1.488	0.886	1.413
17.	My parents believe that I must study English to be an educated person.	2.500	4.000	3.688	0.756	1.195	1.740
18.	Studying English is important to me because an educated person is supposed to be able to speak English.	4.500	4.500	4.188	1.069	1.195	1.515
19.	Studying English is important to me because other people will respect me more if I have a knowledge of English.	3.375	4.000	4.188	1.685	1.309	1.515
20.	It will have a negative impact on my life if I don't learn English.	4.750	4.625	4.625	1.035	1.302	1.408
21.	I have to study English; otherwise, I think I cannot be successful in my future career.	4.500	3.750	4.125	0.756	1.035	1.500
22.	Studying English is important to me because I would feel ashamed if I got bad grades in English.	3.750	3.125	3.563	1.035	1.126	1.632
23.	Studying English is important to me because, if I don't have knowledge of English, I'll be considered a weak learner.	3.000	3.125	3.625	1.195	0.991	1.455
24.	Studying English is important to me because I don't like to be considered a poorly educated person.	4.125	3.750	4.125	1.356	1.282	1.408
25.	If I make more effort, I am sure I will be able to master English.	5.500	5.375	5.000	0.535	0.744	1.414
26.	I believe that I will be capable of reading and understanding most texts in English if I keep studying it.	5.625	5.250	4.938	0.518	0.463	1.389
27.	I am sure I will be able to write in English comfortably if I continue studying.	5.375	5.000	4.875	0.916	0.535	1.360
28.	I am sure I have a good ability to learn English.	4.375	3.750	4.313	1.685	1.165	1.352
29.	I like the atmosphere of my English classes.	3.375	4.000	4.200	1.188	1.690	0.676

30.	I always look forward to English classes.	2.625	3.000	3.438	1.302	1.069	1.315
31.	I find learning English really interesting.	3.375	3.875	6.188	1.598	0.991	10.154
32.	I really enjoy learning English.	5.000	3.875	3.875	0.756	1.356	1.258
33.	I think time passes faster while studying English.	3.125	3.250	3.500	0.991	0.886	1.506
34.	I would like to have more English lessons at school.	3.750	4.250	3.125	1.282	1.389	1.893
35.	I get nervous and confused when I am speaking in my English class.	2.625	2.875	2.563	1.061	1.727	1.209
36.	I am afraid that other students will laugh at me when I speak English.	3.000	2.750	2.933	1.069	1.669	1.751
37.	I would feel uneasy speaking English with a native speaker.	2.750	3.250	3.063	1.282	1.165	1.769
38.	If I met an English native speaker, I would feel nervous.	2.250	3.000	2.625	1.282	1.414	1.310
39.	I would get tense if a foreigner asked me for directions in English.	2.500	2.875	3.438	1.414	1.126	1.788
40.	I am afraid of sounding stupid in English because of the mistakes I make.	2.250	3.375	3.313	1.282	1.598	1.493
41.	I am worried that other speakers of English would find my English strange.	3.000	3.625	3.625	1.690	1.768	1.544
42.	I like the music of English-speaking countries (e.g., pop music).	5.000	5.625	5.500	1.414	0.744	0.730
43.	I like English films.	5.250	5.625	5.250	1.035	0.744	0.856
44.	I like English magazines, newspapers, or books.	5.500	4.875	4.750	0.535	0.991	1.291
45.	I like TV programmes made in English-speaking countries	5.250	5.500	5.250	1.035	0.756	0.856
46.	I really enjoy learning English.	5.750	5.000	5.313	0.463	1.195	0.793
47.	My language class is a challenge that I enjoy.	4.375	4.000	3.688	1.598	1.069	1.302
48.	When class ends, I often wish that we could continue.	2.429	2.750	2.625	1.718	1.035	1.204
49.	I enjoy using English outside of class whenever I have a chance.	5.125	4.250	4.500	0.641	1.282	1.155
50.	I would take this class even if it were not required.	4.250	4.125	4.375	1.832	1.642	1.025
51.	Being able to speak this language will add to my social status.	4.125	4.500	4.938	1.126	1.069	0.929
52.	Increasing my proficiency in English will have financial benefits for me.	5.250	4.875	5.375	0.707	0.641	0.885
53.	I am learning this language to understand films, videos, or music.	5.250	5.375	5.500	0.886	0.744	0.516
54.	Studying this language is important because it will allow me to interact with people who speak it.	5.250	5.375	5.438	0.707	0.744	0.727
55.	I am learning English to be able to communicate with friends who speak it.	4.250	5.250	5.375	0.886	0.707	0.719
56.	I want to be more a part of the cultural group that speaks English.	3.625	4.500	4.625	1.302	1.069	1.088
57.	I work hard in this class even when I don't like what we are doing.	3.000	4.125	4.063	1.414	1.246	1.340
58.	Even when course materials are dull and uninteresting, I always finish my work.	2.875	3.750	4.000	1.553	1.488	1.414
59.	When course work is difficult, I either give up or only study the easy parts.	3.375	3.625	3.750	1.302	1.188	1.612
60.	I can truly say that I put my best effort into learning English.	2.625	3.125	3.625	1.408	1.356	1.455
61.	I want to learn English because it is important to show my ability to others.	2.250	3.500	4.688	1.035	1.195	1.250

62.	I learn best when I am competing with other students.	2.500	3.250	3.688	1.309	1.581	1.537
63.	I want to do better than the other students in this class.	3.000	3.125	3.375	1.512	1.356	1.586
64.	I learn best in a cooperative environment.	3.000	3.750	4.063	1.309	1.282	1.526
65.	My teacher's opinion of me in this class is very important.	2.875	3.625	4.625	1.642	1.506	1.500
66.	My relationship with the other students in this class is important to me.	3.750	4.125	4.563	1.035	1.458	1.263

Table 33 shows the data sorted according to twelve categories referring to motivation. The one-way ANOVA analysis of data obtained by three groups of the second-graders shows that the f-ratio value is 0.55665. The p-value is 0.575676. The result is not statistically significant at $p < 0.05$, which means that at the end of the term the second-graders perceive various areas related to motivation in a similar way.

Table 33. Mean (M), standard deviations (SD) of the frequency for 12 categories related to motivation in the group of the CLIL and the non-CLIL learners enrolled in 2nd grade (Questionnaire 2, Q2$_M$)

Category	Mean (Questionnaire 2)			SD (Questionnaire 2)		
	CLIL II	Non-CLIL II (3)	Non-CLIL II (7)	CLIL II	Non-CLIL II (3)	Non-CLIL II (7)
Ideal L2 Self	4.963	3.912	4.381	0.892	1.430	1.203
Ought-To L2 Self	3.134	3.307	3.670	1.461	1.439	1.650
Linguistic Self-confidence	5.219	4.763	4.781	1.099	1.241	1.363
Attitudes Toward Learning English	3.542	3.963	4.053	1.368	1.517	4.339
English Anxiety	2.107	2.651	2.126	0.652	0.983	0.850
Cultural Interest	5.250	5.404	5.188	1.016	1.046	0.966
Intrinsic motivation	4.436	4.251	4.100	1.698	1.467	1.402
Instrumental orientation	4.875	4.866	5.271	1.035	1.192	0.810
Integrative	4.375	4.891	5.146	1.173	1.181	0.913
Motivational strength	2.969	3.939	3.859	1.379	1.438	1.424
Competitiveness	2.583	3.336	3.917	1.283	1.405	1.525
Cooperativeness	3.208	4.043	4.417	1.351	1.387	1.412

Table 34 presents the data obtained by the second-graders at the beginning and the end of the term. Since the differences in the obtained results are not statistically significant, no significant changes in motivation over one school term can be observed.

Table 34. Mean (M), standard deviations (SD) of the frequency of scores for 12 categories related to motivation in the group of the CLIL and the non-CLIL learners enrolled in 2nd grade (Questionnaire 1 & 2, Q1$_M$ Q2$_M$)

Category	Mean (Questionnaire 1)			SD (Questionnaire 1)			Mean (Questionnaire 2)			SD (Questionnaire 2)			T-test for CLIL$_{II}$ (p=0.5)
	CLIL$_{II}$	Non-CLIL$_{II(3)}$	Non-CLIL$_{II(7)}$	CLIL$_{II}$	Non-CLIL$_{II(3)}$	Non-CLIL$_{II(7)}$	CLIL$_{II}$	Non-CLIL$_{II(3)}$	Non-CLIL$_{II(7)}$	CLIL$_{II}$	Non-CLIL$_{II(3)}$	Non-CLIL$_{II(7)}$	
Ideal L2 Self	5.013	3.927	4.231	0.893	1.380	1.319	4.963	3.912	4.381	0.892	1.430	1.203	-0.989
Ought-To L2 Self	2.750	3.737	3.866	1.619	4.813	1.661	3.134	3.307	3.670	1.461	1.439	1.650	0.809
Linguistic Self-confidence	5.469	4.880	4.953	0.803	1.289	1.192	5.219	4.763	4.781	1.099	1.241	1.363	0.489
Attitudes Toward Learning English	4.167	4.158	3.760	1.173	1.429	1.188	3.542	3.963	4.053	1.368	1.517	4.339	-0.664
English Anxiety	1.982	2.120	2.295	0.751	0.835	0.715	2.107	2.651	2.126	0.652	0.983	0.850	0.885
Cultural Interest	5.344	5.246	5.266	0.971	1.225	0.956	5.250	5.404	5.188	1.016	1.046	0.966	0.224
Intrinsic motivation	4.850	4.310	4.475	1.369	1.388	1.284	4.436	4.251	4.100	1.698	1.467	1.402	0.022
Instrumental orientation	4.833	4.935	5.104	1.049	1.158	1.104	4.875	4.866	5.271	1.035	1.192	0.810	-0.034
Integrative motivation	4.542	4.956	5.229	1.351	1.271	0.941	4.375	4.891	5.146	1.173	1.181	0.913	0.255
Motivational strength	3.156	3.936	3.953	1.394	1.319	1.124	2.969	3.939	3.859	1.379	1.438	1.424	-0.829
Competitiveness	2.542	3.568	3.583	1.444	1.382	1.566	2.583	3.336	3.917	1.283	1.405	1.525	-0.051
Cooperativeness	3.625	3.971	4.417	1.469	1.294	1.351	3.208	4.043	4.417	1.351	1.387	1.412	0.636

The above-presented analyses of the data obtained from the questionnaires on motivation distributed among the first-graders and the second-graders show that no statistically significant differences among these groups of participants were found. Additional analyses were conducted taking into consideration the amount of English per week. Also in this case, the results obtained by the learners who had three and four lessons of English per week respectively are similar.

The same applies to the second-graders who had three and seven lessons of English per week respectively. Statistically significant differences can be noticed in the case of the analyses of the data focusing on the CLIL and the non-CLIL learners. On the basis of the data collected in the study, it can be assumed that the amount of English lessons per week is not the key factor responsible for differences among the participants of the study with respect to motivation. Instead, the factor that differentiates between the groups of learners is the CLIL program as such. This suggests that CLIL programs foster CLIL learners' motivation to a greater extent than standard curriculum foreign language courses.

5.1.2 Learning strategies in the CLIL settings

This section provides the data obtained from the questionnaire on learning strategies among the CLIL and the non-CLIL learners. To analyze the role of learning strategies in the aforementioned groups, the mean (M) and standard deviations (SD) of the frequency of answers are taken into consideration. First, the results obtained by the CLIL and the non-CLIL learners are scrutinized. Then, the analysis shifts to collating data according to the school grade and amount of English per week. To check whether the obtained results are statistically significant, *t-test* for independent samples and a one-way analysis of variance (ANOVA) are also conducted.

5.1.2.1 The use of learning strategies among the CLIL and the non-CLIL learners

This section provides an analysis of data gathered for learning strategies. Table 35 presents information concerning reliability of items related to learning strategies. Cronbach's alpha and split-half internal consistency reliability are statistically significant.

Table 35. Questionnaire reliability applying two statistical measures: Cronbach's alpha and split-half internal consistency reliability for questionnaire on learning strategies

Learning strategies	
Cronbach's Alpha	0.8054
Split-Half (odd-even) Correlation	0.7544
Mean for Questionnaire	0.8600
Standard Deviation for Questionnaire	91.7363

The *t-value* is 0.6801. The p-value is 0.498265. The result obtained for the whole part related to learning strategies is not statistically significant at p<0.05.

Table 36 displays the descriptive statistics for learning strategies in the group of 91 participants comprising 29 CLIL learners and 62 non-CLIL learners. Learning strategies measured with the questionnaire in both groups ranged with the total mean value of 4.073 and the standard deviation equals 1.439 for the CLIL and the non-CLIL learners. In the CLIL group, the level ranges from 2.318 to 4.909 and from 1.682 to 5.182 in the group of the non-CLIL learners. The standard deviation equals 0.561 in the CLIL group and 0.545 in the non-CLIL group.

The *T-value* obtained for three questions indicated that the differences between scores obtained by the CLIL and the non-CLIL learners are statistically significant (Item 10, 12,18). The results suggest that the non-CLIL-learners are more organized when it comes the learning process than the CLIL group (Item 10: *When I study, I carefully organize what I have learned in this class*, CLIL= 4.000, non-CLIL= 4.048). The CLIL learners have the place where they like studying. The non-CLIL learners indicate less often that they have such a place (Item 12: *I have a regular place set aside for studying*, CLIL= 4.931, non-CLIL= 4.919; *study skills strategies*). More the non-CLIL learners focus on learning vocabulary regularly than the CLIL learners (Item18: *I repeat new vocabulary words to memorize them,* CLIL= 4.483, non-CLIL= 4.532; coping strategies).

Table 36. Mean (M), standard deviations (SD) of the frequency of learning strategies used by the CLIL and the non-CLIL learners, and the t-test value indicating the difference in the use of learning strategies between the designated groups of participants (Q_{LSS})

No.	Statement	Mean (M)		Standard Deviation (SD)		t-test
		CLIL	Non-CLIL	CLIL	Non-CLIL	
1.	I try to relate new vocabulary words to other words I know.	4.931	4.484	1.100	1.315	0.095
2.	I always compare this language with other languages I know.	4.034	3.790	1.451	1.484	0.461
3.	I try to guess the meaning of new vocabulary words from context.	5.241	4.677	0.689	1.068	0.003
4.	I look for patterns in this language on my own.	4.724	4.081	1.279	1.322	0.031
5.	I always evaluate my progress in learning this language.	4.517	4.323	0.949	1.083	0.387
6.	I ask the instructor to clarify concepts I don't understand well.	4.379	4.097	1.399	1.127	0.346
7.	I try to work with other students from this class on assignments.	4.138	4.419	1.246	1.153	0.309
8.	When studying, I often discuss the course material with my classmates.	3.793	3.952	1.320	1.453	0.607

9.	When I can't understand the material, I ask another student in this class for help.	3.759	4.274	1.527	1.369	0.128
10.	**When I study, I carefully organize what I have learned in this class.**	**4.000**	**4.048**	**1.558**	**1.311**	**0.885***
11.	After a test I always review difficult material to be sure I understand it all.	3.759	3.000	1.215	1.241	0.008
12.	**I have a regular place set aside for studying.**	**4.931**	**4.919**	**1.307**	**1.106**	**0.967***
13.	I always arrange time to prepare before every language class.	3.172	3.371	1.071	1.191	0.430
14.	When studying, I reread all the course material.	3.966	4.081	1.322	1.463	0.710
15.	In preparing for tests, I usually review the material a few days ahead of time.	3.897	3.597	1.839	1.465	0.445
16.	I usually wait until the night before to study for a quiz or a major test.	1.759	2.371	0.773	0.872	0.002
17.	I usually study vocabulary regularly.	2.552	2.435	0.716	0.686	0.461
18.	**I repeat new vocabulary words to memorize them.**	**4.483**	**4.532**	**1.090**	**1.290**	**0.850***
19.	When studying for a test, I try to determine which concepts I don't understand well.	4.172	4.435	1.490	1.326	0.421
20.	I like to see words before I pronounce them.	4.897	4.532	1.291	1.555	0.245
21.	When I get to a word that I don't know, I usually look it up.	5.517	4.952	0.634	1.137	0.003
22.	I am mostly concerned in this class with keeping up with the materials and activities that we have to do.	4.414	4.565	1.240	1.111	0.579

*p<0.5

On the basis of the data collected, it can be observed that the non-CLIL learners pay a lot of attention to what is happening during lessons. Learning vocabulary is also important for this group as one of the explicit aims of the English course.

Table 37 presents four categories related to learning strategies: cognitive and metacognitive strategies, social strategies, study skills strategies, and coping strategies. The data are presented for the CLIL and the non-CLIL learners.

Table 37. Mean (M), standard deviations (SD) of the frequency of learning strategies used by the CLIL and the non-CLIL enrolled in the first grade, and the t-test value indicating the difference in the use of learning strategies between the designated groups of participants

No.	Statement	Mean (M)		SD		t-test
		CLIL	Non-CLIL	CLIL	Non-CLIL	
1.	**Cognitive and metacognitive strategies**	4.637	4.254	1.222	1.255	0.001
2.	**Social strategies**	3.897	4.215	1.364	1.328	0.072
3.	**Study skills strategies**	**3.504**	**3.475**	**1.563**	**1.428**	**0.827***
4.	**Coping strategies**	4.697	4.603	1.260	1.287	0.466

*p<0.5

The *t-test* indicates that the difference in the results obtained by the CLIL and the non-CLIL learners is statistically significant only for study skills strategies ($M_{CLIL}=3.504$; $M_{non-CLIL}=3.475$; $p<0.5$). In this case, the CLIL learners obtained a higher result, which suggests that they are more likely to use a coherent set of items concerning the methodical allocation of

resources to getting the job of mastering a language accomplished. Thus, the CLIL learners seem to be more aware of the importance of study skill strategies than the non-CLIL group. Finally, it seems that the CLIL group is more likely to use such strategies since they have to deal with the content subjects in English, which can be challenging for some if not for all students.

5.1.2.2 The use of learning strategies among the CLIL and the non-CLIL learners enrolled in the first grade

This section presents the results obtained for the first-graders. The analysis is conducted according to the amount of English per week. The analysis focuses on three groups: $CLIL_I$, non-$CLIL_{I(3)}$, and non-$CLIL_{I(4)}$ learners. Table 38 presents the data obtained from the participants of this study. The one-way ANOVA test shows that the f-ratio value of the whole questionnaire is 0.01347. The p-value is 0.986618. The result is not statistically significant at $p<0.05$. This suggests that the CLIL learners and the non-CLIL learners enrolled in the first grade, despite different number of lessons of English, use similar learning strategies.

Table 38. Mean (M), standard deviations (SD) of the frequency of learning strategies used by the CLIL and the non-CLIL learners enrolled in the 1st grade (Q_{LSS})

No.	Statement	Mean (M)			SD		
		$CLIL_I$	Non-$CLIL_I$ (3)	Non-$CLIL_I$ (4)	$CLIL_I$	Non-$CLIL_I$ (3)	Non-$CLIL_I$ (4)
1.	I try to relate new vocabulary words to other words I know.	5.143	4.526	4.368	1.062	1.124	1.383
2.	I always compare this language with other languages I know.	3.810	3.526	3.579	1.537	1.307	1.644
3.	I try to guess the meaning of new vocabulary words from context.	5.286	4.684	4.421	0.784	1.204	1.305
4.	I look for patterns in this language on my own.	4.762	4.000	3.842	1.300	1.491	1.015
5.	I always evaluate my progress in learning this language.	4.476	4.421	4.053	1.030	1.305	0.911
6.	I ask the instructor to clarify concepts I don't understand well.	4.286	4.053	3.947	1.419	1.026	1.353
7.	I try to work with other students from this class on assignments.	3.952	3.895	4.684	1.359	1.410	0.820
8.	When studying, I often discuss the course material with my classmates.	3.857	3.789	3.895	1.315	1.437	1.663
9.	When I can't understand the material, I ask another student in this class for help.	4.000	4.053	4.053	1.483	1.224	1.508
10.	When I study, I carefully organize what I have learned in this class.	4.000	3.684	4.000	1.643	1.376	1.291

No.	Statement						
11.	After a test I always review difficult material to be sure I understand it all.	3.667	3.158	2.789	1.278	1.385	1.512
12.	I have a regular place set aside for studying.	4.762	4.842	4.895	1.446	1.302	0.567
13.	I always arrange time to prepare before every language class.	3.190	3.263	2.947	1.078	1.195	0.970
14.	When studying, I reread all the course material.	4.000	4.211	3.368	1.265	1.357	1.640
15.	In preparing for tests, I usually review the material a few days ahead of time.	3.714	3.842	3.421	1.927	1.425	1.465
16.	I usually wait until the night before to study for a quiz or a major test.	1.619	2.526	2.368	0.865	0.697	0.761
17.	I usually study vocabulary regularly.	2.571	2.474	2.474	0.676	0.697	0.772
18.	I repeat new vocabulary words to memorize them.	4.524	4.579	3.895	1.250	1.305	1.370
19.	When studying for a test, I try to determine which concepts I don't understand well.	4.333	4.526	4.053	1.623	1.124	1.682
20.	I like to see words before I pronounce them.	5.333	4.632	4.211	0.730	1.571	1.653
21.	When I get to a word that I don't know, I usually look it up.	5.667	4.842	5.211	0.483	1.344	0.918
22.	I am mostly concerned in this class with keeping up with the materials and activities that we have to do.	4.810	4.158	4.684	1.078	1.500	0.820

Table 39 presents the results of the first-graders focusing on four categories of learning strategies: cognitive and metacognitive strategies, social strategies, study skills, and coping strategies.

Table 39. Mean (M), standard deviations (SD) of the frequency of learning strategies used by CLIL and non-CLIL enrolled in the 1st grade (Q_{LSS})

No.	Statement	Mean (M)			SD		
		CLIL$_I$	Non-CLIL$_I$ (3)	Non-CLIL$_I$ (4)	CLIL $_I$	Non-CLIL$_I$ (3)	Non-CLIL$_I$ (4)
1.	**Cognitive and metacognitive strategies**	4,627	4,202	4,035	1,295	1,284	1,296
2.	**Social strategies**	3,937	3,912	4,211	1,366	1,340	1,398
3.	**Study skills strategies**	3,440	3,500	3,283	1,589	1,410	1,402
4.	**Coping strategies**	4,933	4,547	4,411	1,195	1,367	1,395

The one-way ANOVA test indicates that the f-ratio value is 1.177 and the p-value is 0.327725. The result is not statistically significant at $p < 0.05$. This suggests that the CLIL learners and the non-CLIL learners enrolled in the first grade use similar cognitive and metacognitive strategies, social strategies, study skills strategies, and coping strategies.

On the basis of the data obtained from the study, it can be concluded that despite different exposure time to English all first-graders use similar strategies to learn new vocabulary. They seem to evaluate their progress in learning English in a similar way. It should also be noted that all groups, including the CLIL learners, are likely to ask the instructor to

clarify concepts they do not understand well or they ask other students for help. In this respect, no statistically significant differences can be noticed. Finally, the first-graders try to determine which concepts they do not understand well. Efficient learning in a CLIL setting involves planning and organizing the learning material. In this case, the CLIL learners enrolled in the first grade obtained similar score to other groups that had three and four lessons respectively.

5.1.2.3 The use of learning strategies among the CLIL and the non-CLIL learners enrolled in the second grade

The section aims to analyze the data related to learning strategies that were collected from all participants of this study enrolled in the second grade. The amount of English per week is also taken into account. In this manner, data are analyzed according to the following groups: $CLIL_{II}$, non-$CLIL_{II(3)}$, and non-$CLIL_{II(7)}$. Table 40 presents the data obtained from all groups of participants enrolled in the second grade. The one-way ANOVA test shows that the f-ratio value for the whole questionnaire is 0.14621. The p-value is 0.932002. The result is not statistically significant at $p < 0.05$. In this respect, the CLIL learners and the non-CLIL learners enrolled in the second grade are likely to use similar learning strategies. Different exposure time to English seems to be irrelevant in this particular case.

Table 40. Mean (M), standard deviations (SD) of the frequency of learning strategies used by the CLIL and the non-CLIL learners enrolled in the 2nd grade (Q_{LSS})

No.	Statement	Mean (M)			SD		
		CLI IL_{II}	Non-$CLIL_{II}$ (3)	Non-$CLIL_{II}$ (7)	CLI IL_{II}	Non-$CLIL_{II}$ (3)	Non-CLIL II (7)
1.	I try to relate new vocabulary words to other words I know.	4.007	4.454	4.073	1.448	1.380	1.649
2.	I always compare this language with other languages I know.	3.983	3.506	4.193	1.370	1.372	1.673
3.	I try to guess the meaning of new vocabulary words from context.	4.625	4.323	4.616	1.421	1.436	1.029
4.	I look for patterns in this language on my own.	4.250	3.540	4.369	1.534	1.466	1.502
5.	I always evaluate my progress in learning this language.	4.157	3.942	4.563	1.085	1.271	1.094
6.	I ask the instructor to clarify concepts I don't understand well.	4.169	3.350	4.625	1.699	1.198	0.806
7.	I try to work with other students from this class on assignments.	4.073	4.090	5.063	1.143	1.343	0.574
8.	When studying, I often discuss the course material with my classmates.	3.386	3.698	4.500	1.419	1.511	1.155

No.	Statement						
9.	When I can't understand the material, I ask another student in this class for help.	3.218	3.920	5.063	1.644	1.166	1.181
10.	When I study, I carefully organize what I have learned in this class.	3.915	3.627	4.813	1.515	1.347	0.911
11.	After a test I always review difficult material to be sure I understand it all.	3.750	3.251	3.000	1.104	1.185	0.894
12.	I have a regular place set aside for studying.	5.013	4.303	5.313	1.334	1.626	0.704
13.	I always arrange time to prepare before every language class.	3.142	2.995	4.125	1.077	1.032	1.258
14.	When studying, I reread all the course material.	4.017	4.223	4.875	1.516	1.416	0.885
15.	In preparing for tests, I usually review the material a few days ahead of time.	4.290	3.327	3.688	1.713	1.364	1.537
16.	I usually wait until the night before to study for a quiz or a major test.	1.905	2.341	2.313	0.868	0.789	0.873
17.	I usually study vocabulary regularly.	2.453	2.291	2.563	0.766	0.775	0.629
18.	I repeat new vocabulary words to memorize them.	4.336	4.036	5.375	1.219	1.335	0.719
19.	When studying for a test, I try to determine which concepts I don't understand well.	3.810	3.819	4.813	1.371	1.711	0.911
20.	I like to see words before I pronounce them.	4.191	4.159	4.438	1.730	1.536	1.711
21.	When I get to a word that I don't know, I usually look it up.	5.072	4.563	5.125	1.409	1.595	0.619
22.	I am mostly concerned in this class with keeping up with the materials and activities that we have to do.	3.993	4.250	5.125	1.395	1.294	0.500

Table 41 shows the data grouped according to four categories of learning strategies: cognitive and metacognitive strategies, social strategies, study skills, and coping strategies. The one-way ANOVA test indicates that the f-ratio value is 0.72608. The p-value is 0.495558. The result is not statistically significant at $p < 0.05$. This suggests that the CLIL group and the non-CLIL groups enrolled in the second grade are likely to use similar learning strategies.

Table 41. Mean (M), standard deviations (SD) of the frequency of learning strategies used by the CLIL and the non-CLIL enrolled in the 2nd grade (Q_{LSS})

No.	Statement	Mean (M)			SD		
		$CLIL_{II}$	$Non\text{-}CLIL_{II}$ (3)	$Non\text{-}CLIL_{II}$ (7)	$CLIL_{II}$	$Non\text{-}CLIL_{II}$ (3)	$Non\text{-}CLIL_{II}$ (7)
1.	**Cognitive and metacognitive strategies**	4.667	4.250	4.531	1.018	1.246	1.187
2.	**Social strategies**	3.792	3.625	4.875	1.382	1.279	1.024
3..	**Study skills strategies**	3.672	3.172	3.836	1.491	1.443	1.441
4.	**Coping strategies**	4.075	4.450	4.975	1.228	1.280	1.018

On the basis of the data obtained in the study, it can be observed that despite different exposure time to English all second-graders use similar strategies to learn new vocabulary, to organize their learning processes, to deal with learning difficulties, as well as to evaluate their progress in learning English.

Table 42 collates the data for all designated groups of students. The one-way ANOVA test indicates that the f-ratio value is 0.82291. The p-value is 0.54944. The result is not statistically significant at $p < 0.05$. This suggests that if the results of the CLIL and the non-CLIL learners are compared with respect to the amount of English classes per week, no significant differences can be found among these groups. This suggests that all these groups use similar cognitive and metacognitive strategies, social strategies, study skills strategies, and coping strategies.

Table 42. Mean (M), standard deviations (SD) of the frequency of learning strategies used by the CLIL and the non-CLIL enrolled in the 2nd grade (Q_{LSS})

Statement	Mean (M)			SD			Mean (M)			SD		
	$CLIL_I$	Non-CLIL$_{I(3)}$	Non-CLIL$_{I(4)}$	$CLIL_I$	Non-CLIL$_{I(3)}$	Non-CLIL$_{I(4)}$	$CLIL_{II}$	Non-CLIL$_{II(3)}$	Non-CLIL$_{II(7)}$	$CLIL_{II}$	Non-CLIL$_{II(3)}$	Non-CLIL$_{II(7)}$
Cognitive and metacognitive strategies	4.627	4.202	4.035	1.295	1.284	1.296	4.667	4.250	4.531	1.018	1.246	1.187
Social strategies	3.937	3.912	4.211	1.366	1.340	1.398	3.792	3.625	4.875	1.382	1.279	1.024
Study skills strategies.	3.440	3.500	3.283	1.589	1.410	1.402	3.672	3.172	3.836	1.491	1.443	1.441
Coping strategies.	4.933	4.547	4.411	1.195	1.367	1.395	4.075	4.450	4.975	1.228	1.280	1.018

On the basis of the analysis of the data gathered from all groups of participants with different amount of English per week, it can be concluded that all groups of learners are likely to use similar learning strategies. Only the analysis of the results obtained from the CLIL and the non-CLIL learners reveals certain differences. The CLIL group has the place to study and they are more likely to employ study skills strategies than the non-CLIL learners. However, it should be noted that the latter group is more likely to organize the learning process and practice new vocabulary than the CLIL learners. This suggests that the non-CLIL learners are more focused on individual aspects of English, which are necessary to pass tests and exams. The CLIL learners seem to concentrate more on how to master English focusing on activities, which can be done in and outside the classroom. These activities are related to regular revisions of vocabulary or rereading of material was covered during the lesson. Overall, the CLIL learners seem to focus on the whole process of learning English and not only on selected aspects from an instrumental perspective. Overall, the data indicate that the CLIL learners associate learning with their professional goals. In this manner, English becomes a tool for occupational needs. This suggests that while the non-CLIL learners focus on selected aspects of English to pass the course, the CLIL learners want to master English for more specifically career-oriented purposes.

5.1.3 Autonomy in the CLIL settings

This section presents the analysis of the data regarding autonomy obtained in the study both at the beginning and the end of the term. The data are analyzed for the CLIL and the non-CLIL learners, as well as with reference to the school level and the amount of English per week. The first step of the analysis collates the outcomes of two questionnaires separately. Subsequently, to detect differences in autonomy, the outcomes of two questionnaires are compared, using the statistical mean (M) and standard deviations (SD). Finally, to check whether the obtained results are statistically significant, the *t-test* for independent samples and ANOVA analysis conducted.

5.1.3.1 Autonomy among the CLIL and the non-CLIL learners

Table 43 provides a summary of Cronbach's alpha and split-half internal consistency reliability for the data obtained from the questionnaires on autonomy (Q_{A1} and Q_{A2}). Both results are low. Tavakol and Dennick (2011) explain that a low value of alpha can be caused by a low number of questions. A longer set of test questions increases the reliability of a test regardless of whether the instrument is homogenous or not. Schmitt (1996) claims that "there is no sacred level of acceptable or unacceptable level of alpha. In some cases, measures with (by conventional standards) low levels of alpha may still be quite useful" (p. 353). This research instrument is used to explore learners' autonomy among the CLIL and the non-CLIL learners.

Table 43. Questionnaire reliability applying two statistical measures: Cronbach's alpha and split-half internal consistency reliability for two questionnaires ($Q1_A$ and $Q2_A$)

Questionnaire 1 ($Q1_A$)		Questionnaire 2 ($Q2_A$)	
Cronbach's Alpha	0.2035	Cronbach's Alpha	0.1374
Split-Half (odd-even) Correlation	0.0743	Split-Half (odd-even) Correlation	0.1690
Mean for Questionnaire	0.1383	Mean for Questionnaire	0.2891
Standard Deviation for Questionnaire	11.9121	Standard Deviation for Questionnaire	12.3297

Table 44 presents the data obtained from the questionnaire on autonomy administered at the beginning of the term. The data were gathered from 29 CLIL learners and 62 non-CLIL learners. Scores regarding autonomy in both groups ranged from 0.300 to 0.800, with the total mean value of 0.596 and the standard deviation equaling 0.491, and with level ranging from 0.400 to 0.800 in the CLIL group and from 0.300 to 0.800 in the group of the non-CLIL learners. The standard deviation equals 0.098 in the CLIL group and 0.113 in the non-CLIL group.

The *T-value* for the whole questionnaire equals 0.286. The results obtained from Q_{A1} are not statistically significant ($p<0.05$). However, when the individual items included in the questionnaire are analyzed, the differences in the obtained results regarding three statements are statistically significant (*Item 2, 5, 18*; $p<0.5$). Firstly, the CLIL learners do not depend that much on teachers in terms of having a detailed learning plan (*Item 2*: "I find learning English easier when my teacher presents a detailed learning plan and tells me what I should do"; CLIL: $M_{Item2}=0, 862$; non-CLIL: $M_{Item2}=0,871$; $p<0.5$). Secondly, the non-CLIL learners try many ways of learning to find appropriate learning strategies for their learning purposes more often than the CLIL group (*Item 5*: "I try different ways of learning to find such learning strategies which work best for me (e.g. note taking while listening, writing a plan before I start writing an essay etc.)."; CLIL: $M_{Item5}=0,793$; non-CLIL: $M_{Item5}=0,823$; $p<0.5$). Finally, the CLIL learners

are more interested in what is happening in English speaking countries than non-CLIL learners (*Item* 18: "I try to be up-to-date on what is happening in English speaking countries"; CLIL: M_{Item18}=0,414; Non-CLIL: M_{Item18}=0,371; p<0.5).

On the basis of the data presented above, it can be assumed that the CLIL learners are, n certain aspects, relatively more independent from their teachers when it comes to learning English. They do not spend a lot of time on trying different ways of learning to find appropriate learning strategies. This suggests that at this level of their education, they already know which learning strategies work best for them. Finally, they seem to be interested in what is happening in English speaking countries, which suggests, at least to some extent, that they see their future abroad, for instance, they are planning to study at university overseas.

Table 44. Mean (M), standard deviations (SD) and t-test of the levels of autonomy in the group of the CLIL and the non-CLIL learners (Q1$_A$)

No.	Statement	Mean		Standard deviations		t-value
		CLIL	Non-CLIL	CLIL	Non-CLIL	
1.	I often use English grammar reference books, dictionaries and other resources when I have a problem with my English.	0.862	0.661	0.351	0.477	0.027
2.	**I find learning English easier when my teacher presents a detailed learning plan and tells me what I should do.**	**0.862**	**0.871**	**0.351**	**0.338**	**0.910***
3.	I plan my learning in advance and I know what I want to achieve.	0.483	0.274	0.509	0.450	0.065
4.	I feel more confident when my teacher tells me which books, CDs or dictionaries I should use.	0.448	0.774	0.506	0.422	0.004
5.	**I try different ways of learning to find such learning strategies which work best for me (e.g. note taking while listening, writing a plan before I start writing an essay etc.).**	**0.793**	**0.823**	**0.412**	**0.385**	**0.747***
6.	I know what I should learn when it comes to my English.	0.966	0.935	0.186	0.248	0.522
7.	I know when and where I learn most effectively.	0.586	0.726	0.501	0.450	0.207
8.	I can assess my language progress In the case of at least one skill or language area (listening comprehension, reading comprehension, grammar etc.).	0.897	0.806	0.310	0.398	0.244
/mnbv9.	When I do not understand a word or I do not know how to say something I usually ask teacher for a help.	0.207	0.629	0.412	0.487	0.000
10.	I do not make significant progress regarding learning English because I think that teachers are often not prepared and lessons are boring.	0.069	0.258	0.258	0.441	0.012
11.	I do not like studying in small groups because I think that this way I cannot learn anything.	0.172	0.242	0.384	0.432	0.443
12.	I like when my teacher tells me where I make a mistake because this way I can correct it.	0.931	0.839	0.258	0.371	0.173
13.	When I make a mistake, I prefer to have a chance to correct it by myself.	0.897	0.726	0.310	0.450	0.039

14.	When I get a low grade from the test, even though I was prepared, then I do not want to learn it anymore.	0.310	0.435	0.471	0.500	0.252
15.	I feel embarrassed when I am supposed to give a presentation in English in front of the whole group.	0.552	0.645	0.506	0.482	0.409
16.	I rarely learn English if it is not a part of my homework.	0.241	0.468	0.435	0.503	0.032
17.	I learn English mainly when I know that I am going to write an important-test.	0.517	0.597	0.509	0.495	0.486
18.	**I try to be up-to-date on what is happening in English speaking countries.**	**0.414**	**0.371**	**0.501**	**0.487**	**0.703***
19.	I try to look for new opportunities of using English beyond language classroom.	0.931	0.742	0.258	0.441	0.012
20.	I like when my teachers do a lot of tests because this way I am made to learn systematically and thanks to them I see how much I have already learnt.	0.414	0.258	0.501	0.441	0.158

*$p<0.5$

Table 45 outlines the descriptive statistics for the data regarding autonomy obtained from the group of 91 participants comprising 29 CLIL learners and 62 non-CLIL. This questionnaire was administered at the end of the term. Autonomy scores in both groups ranged from 0.900 to 0.300, with the total mean value of 0.616 and the standard deviation equaling 0.486. In the CLIL group, the score ranges from 0.400 to 0.850 and from 0.300 to 0.900 in the group of the non-CLIL learners. The standard deviation equals 0.098 in the CLIL group and 0.108 in the non-CLIL group.

The *T-value* for the whole questionnaire equals 0.196 ($p>0.5$), which means that the results obtained from Q_{A2} are not statistically significant. However, the analysis of individual items shows that the difference in the score for Item 6 is statistically significant (*Item* 6: "I know what I should learn when it comes to my English"). Surprisingly, the non-CLIL learners are more aware of language skills they should acquire when compared with the CLIL learners (CLIL: $M_{Item6}=0.931$; non-CLIL: $M_{Item6}=0.952$). This suggests that whereas the non-CLIL learners focus more on fulfilling the course requirements, the CLIL learners choose their own ways of learning, assessing what is relevant for them. In this manner, the CLIL learners can find it difficult to indicate what should be learnt for the lesson because they focus on the material, which is expected from them to master the CLIL content subject. Overall, it can be assumed that CLIL is likely to shape learners' independence.

Table 45. Mean (M), standard deviations (SD) and t-test of the levels of autonomy in the group of the CLIL and the non-CLIL learners (Q2$_A$)

No.	Statement	Mean		Standard deviations		t-value
		CLIL	Non-CLIL	CLIL	Non-CLIL	
1.	I often use English grammar reference books, dictionaries and other resources when I have a problem with my English.	0.897	0.742	0.310	0.441	0.058
2.	I find learning English easier when my teacher presents a detailed learning plan and tells me what I should do.	0.931	0.855	0.258	0.355	0.251
3.	I plan my learning in advance and I know what I want to achieve.	0.379	0.323	0.494	0.471	0.607
4.	I feel more confident when my teacher tells me which books, CDs or dictionaries I should use.	0.552	0.758	0.506	0.432	0.064
5.	I try different ways of learning to find such learning strategies which work best for me (e.g. note taking while listening, writing a plan before I start writing an essay etc.).	0.793	0.742	0.412	0.441	0.592
6.	**I know what I should learn when it comes to my English.**	**0.931**	**0.952**	**0.258**	**0.216**	**0.711***
7.	I know when and where I learn most effectively.	0.483	0.726	0.509	0.450	0.032
8.	I can assess my language progress In the case of at least one skill or language area (listening comprehension, reading comprehension, grammar etc.).	0.862	0.774	0.351	0.422	0.301
9.	When I do not understand a word or I do not know how to say something I usually ask teacher for a help.	0.276	0.581	0.455	0.497	0.005
10.	I do not make significant progress regarding learning English because I think that teachers are often not prepared and lessons are boring.	0.069	0.274	0.258	0.450	0.007
11.	I do not like studying in small groups because I think that this way I cannot learner anything.	0.241	0.323	0.435	0.471	0.423
12.	I like when my teacher tells me where I make a mistake because this way I can correct it.	0.897	0.823	0.310	0.385	0.331
13.	When I make a mistake, I prefer to have a chance to correct it by myself.	0.897	0.774	0.310	0.422	0.124
14.	When I get a low grade from the test, even though I was prepared, then I do not want to learn it anymore.	0.379	0.565	0.494	0.500	0.102
15.	I feel embarrassed when I am supposed to give a presentation in English in front of the whole group.	0.586	0.661	0.501	0.477	0.502
16.	I rarely learn English if it is not a part of my homework.	0.276	0.468	0.455	0.503	0.075
17.	I learn English mainly when I know that I am going to write an important-test.	0.586	0.677	0.501	0.471	0.414
18.	I try to be up-to-date on what is happening in English speaking countries.	0.552	0.435	0.506	0.500	0.310
19.	I try to look for new opportunities of using English beyond language classroom.	0.862	0.774	0.351	0.422	0.301
20.	I like when my teachers does a lot of tests because this way I am made to learn systematically and thanks to them I see how much I have already learnt.	0.448	0.306	0.506	0.465	0.207

*p<0.5

Table 46 compares the results obtained at the beginning and the end of the term. For the CLIL, the *t-value* for two questionnaires equals -0.10808. The p-value is 0.91421. The result is not statistically significant at p<0.05. For the non-CLIL learners, the *t-value* for two questionnaires is -0.14619. The p-value is 0.884152. The result is also not statistically significant at p<0.05. It means that no significant changes regarding autonomy over one term can be observed in both groups.

Table 46. Mean (M) and standard deviations (SD) of levels of autonomy in the group of the CLIL and the non-CLIL learners (Q1$_A$ & Q2$_A$)

No	Statement	Mean (Questionnaire 1)		Standard deviations (Questionnaire 1)		Mean (Questionnaire 2)		Standard deviations (Questionnaire 2)	
		CLIL	Non-CLIL	CLIL	Non-CLIL	CLIL	Non-CLIL	CLIL	Non-CLIL
1.	I often use English grammar reference books, dictionaries and other resources when I have a problem with my English.	0.862	0.661	0.351	0.477	0.897	0.742	0.310	0.441
2.	I find learning English easier when my teacher presents a detailed learning plan and tells me what I should do.	0.862	0.871	0.351	0.338	0.931	0.855	0.258	0.355
3.	I plan my learning in advance and I know what I want to achieve.	0.483	0.274	0.509	0.450	0.379	0.323	0.494	0.471
4.	I feel more confident when my teacher tells me which books, CDs or dictionaries I should use.	0.448	0.774	0.506	0.422	0.552	0.758	0.506	0.432
5.	I try different ways of learning to find such learning strategies which work best for me (e.g. note taking while listening, writing a plan before I start writing an essay etc.).	0.793	0.823	0.412	0.385	0.793	0.742	0.412	0.441
6.	I know what I should learn when it comes to my English.	0.966	0.935	0.186	0.248	0.931	0.952	0.258	0.216
7.	I know when and where I learn most effectively.	0.586	0.726	0.501	0.450	0.483	0.726	0.509	0.450
8.	I can assess my language progress In the case of at least one skill or language area (listening comprehension, reading comprehension, grammar etc.).	0.897	0.806	0.310	0.398	0.862	0.774	0.351	0.422
9.	When I do not understand a word or I do not know how to say something I usually ask teacher for a help.	0.207	0.629	0.412	0.487	0.276	0.581	0.455	0.497

10.	I do not make significant progress regarding learning English because I think that teachers are often not prepared and lessons are boring.	0.069	0.258	0.258	0.441	0.069	0.274	0.258	0.450
11.	I do not like studying in small groups because I think that this way I cannot learn anything.	0.172	0.242	0.384	0.432	0.241	0.323	0.435	0.471
12.	I like when my teacher tells me where I make a mistake because this way I can correct it.	0.931	0.839	0.258	0.371	0.897	0.823	0.310	0.385
13.	When I make a mistake, I prefer to have a chance to correct it by myself.	0.897	0.726	0.310	0.450	0.897	0.774	0.310	0.422
14.	When I get a low grade from the test, even though I was prepared, then I do not want to learn it anymore.	0.310	0.435	0.471	0.500	0.379	0.565	0.494	0.500
15.	I feel embarrassed when I am supposed to give a presentation in English in front of the whole group.	0.552	0.645	0.506	0.482	0.586	0.661	0.501	0.477
16.	I rarely learn English if it is not a part of my homework.	0.241	0.468	0.435	0.503	0.276	0.468	0.455	0.503
17.	I learn English mainly when I know that I am going to write an important-test.	0.517	0.597	0.509	0.495	0.586	0.677	0.501	0.471
18.	I try to be up-to-date on what is happening in English speaking countries.	0.414	0.371	0.501	0.487	0.552	0.435	0.506	0.500
19.	I try to look for new opportunities of using English beyond language classroom.	0.931	0.742	0.258	0.441	0.862	0.774	0.351	0.422
20.	I like when my teachers do a lot of tests because this way I am made to learn systematically and thanks to them I see how much I have already learnt.	0.414	0.258	0.501	0.441	0.448	0.306	0.506	0.465

When the data obtained at the beginning and the end of the study are compared, no statistically significant differences can be noticed. It means that the CLIL learners and the non-CLIL learners are characterized by similar autonomy over one term when it comes to learning English.

Statistically significant differences can be observed only in the case of the analysis of the data obtained from the CLIL and the non-CLIL learners at the beginning and the end of the study. The CLIL learners are more interested in what happens in English speaking countries than the non-CLIL learners. The non-CLIL group appreciates having a detailed learning plan more than the CLIL group. At the end of the term, they also indicate that they know what they should learn when it comes to their lessons of English. The CLIL group scores lower for this item. The non-CLIL learners try out different ways of learning more often than the CLIL learners. They want to find the most efficient learning strategies.

Obviously, the CLIL learners use English not only during their foreign language classes but also during CLIL content subjects. In this manner, they are likely to create their own learning plan to master the content. The question that arises at this juncture refers to the amount of freedom to experiment with English and CLIL content subjects given by their teachers. The CLIL students have to cover material regarding their content subjects and if they are not given enough space to practice their autonomous behaviors, they will not look for other learning strategies. Another possible explanation may be that the CLIL learners know which style of learning and learning strategies work best form them because of their more extensive experience in learning a foreign language.

5.1.3.2 Autonomy among the CLIL and the non-CLIL learners enrolled in the first grade

This section delves into the data gathered from the questionnaires administered among the first-graders. The analysis is conducted focusing on the CLIL ($CLIL_I$) and the non-CLIL learners, taking into account exposure time to English at school (non-$CLIL_{I(3)}$, non-$CLIL_{I(4)}$). Table 47 presents the results gathered at the beginning of the term. One-way analysis of variance (one-way ANOVA) is used to perform the inferential statistical test to analyze data obtained from the designated groups. The f-ratio value for the whole questionnaire is 0.08628. The p-value is 0.917399. The result is not statistically significant at $p < 0.05$. Thus, it can be observed that the first-graders, both the CLIL and the non-CLIL learners are characterized by similar behaviors typical for autonomous learners.

Table 47. Mean (M), standard deviations (SD) of the levels of autonomy in the group of the CLIL and the non-CLIL learners enrolled in 1st grade ($Q1_A$)

No.	Statement	Mean			Standard deviations		
		CLIL I	Non-CLIL I(3)	Non-CLIL I(4)	CLIL I	Non-CLIL I(3)	Non-CLIL I(4)
1.	I often use English grammar reference books, dictionaries and other resources when I have a problem with my English.	0.857	0.632	0.737	0.359	0.496	0.452
2.	I find learning English easier when my teacher presents a detailed learning plan and tell me what I should do.	0.952	0.789	0.842	0.218	0.419	0.375
3.	I plan my learning in advance and I know what I want to achieve.	0.524	0.105	0.263	0.512	0.315	0.452
4.	I feel more confident when my teacher tells me which books, CDs or dictionaries I should use.	0.571	0.684	0.737	0.507	0.478	0.452

5.	I try different ways of learning to find such learning strategies which work best for me (e.g. note taking while listening, writing a plan before I start writing an essay etc.).	0.857	0.895	0.789	0.359	0.315	0.419
6.	I know what I should learn when it comes to my English.	0.952	1.000	0.895	0.218	0.000	0.315
7.	I know when and where I learn most effectively.	0.619	0.737	0.579	0.498	0.452	0.507
8.	I can assess my language progress In the case of at least one skill or language area (listening comprehension, reading comprehension, grammar etc.).	0.905	0.895	0.947	0.301	0.315	0.229
9.	When I do not understand a word or I do not know how to say something I usually ask teacher for a help.	0.286	0.474	0.684	0.463	0.513	0.478
10.	I do not make significant progress regarding learning English because I think that teachers are often not prepared and lessons are boring.	0.048	0.421	0.158	0.218	0.507	0.375
11.	I do not like studying in small groups because I think that this way I cannot learn anything.	0.190	0.263	0.053	0.402	0.452	0.229
12.	I like when my teacher tells me where I make a mistake because this way I can correct it.	0.905	0.789	0.947	0.301	0.419	0.229
13.	When I make a mistake, I prefer to have a chance to correct it by myself.	0.905	0.632	0.737	0.301	0.496	0.452
14.	When I get a low grade from the test, even though I was prepared, then I do not want to learn it anymore.	0.333	0.421	0.263	0.483	0.507	0.452
15.	I feel embarrassed when I am supposed to give a presentation in English in front of the whole group.	0.619	0.684	0.684	0.498	0.478	0.478
16.	I rarely learn English if it is not a part of my homework.	0.238	0.632	0.421	0.436	0.496	0.507
17.	I learn English mainly when I know that I am going to write an important-test.	0.524	0.632	0.579	0.512	0.496	0.507
18.	I try to be up-to-date on what is happening in English speaking countries.	0.381	0.158	0.474	0.498	0.375	0.513
19.	I try to look for new opportunities of using English beyond language classroom.	0.905	0.632	0.684	0.301	0.496	0.478
20.	I like when my teachers do a lot of tests because this way I am made to learn systematically and thanks to them I see how much I have already learnt.	0.429	0.263	0.158	0.507	0.452	0.375

Table 48 presents the data obtained at the end of the term. The f-ratio value for the second questionnaire equals 0.18956. The p-value is 0.827579. The result is not statistically significant at $p < 0.05$, which suggests that all groups of the first-graders undertake similar activities as learners, which can be typical for learner's autonomous behaviors.

Table 48. Mean (M), standard deviations (SD) of the level of autonomy in the group of the CLIL and the non-CLIL learners enrolled in 1st grade (Q2$_A$)

No.	Statement	Mean			Standard deviations		
		CLIL I	Non-CLIL I(3)	Non-CLIL I(4)	CLIL I	Non-CLIL I(3)	Non-CLIL I(4)
1.	I often use English grammar reference books, dictionaries and other resources when I have a problem with my English.	0.857	0.632	0.789	0.359	0.496	0.419
2.	I find learning English easier when my teacher presents a detailed learning plan and tell me what I should do.	1.000	0.737	0.842	0.000	0.452	0.375
3.	I plan my learning in advance and I know what I want to achieve.	0.429	0.211	0.316	0.507	0.419	0.478
4.	I feel more confident when my teacher tells me which books, CDs or dictionaries I should use.	0.667	0.579	0.737	0.483	0.507	0.452
5.	I try different ways of learning to find such learning strategies which work best for me (e.g. note taking while listening, writing a plan before I start writing an essay etc.).	0.857	0.579	0.842	0.359	0.507	0.375
6.	I know what I should learn when it comes to my English.	0.905	1.000	0.947	0.301	0.000	0.229
7.	I know when and where I learn most effectively.	0.476	0.684	0.684	0.512	0.478	0.478
8.	I can assess my language progress In the case of at least one skill or language area (listening comprehension, reading comprehension, grammar etc.).	0.810	0.842	0.737	0.402	0.375	0.452
9.	When I do not understand a word or I do not know how to say something I usually ask teacher for a help.	0.286	0.526	0.579	0.463	0.513	0.507
10.	I do not make significant progress regarding learning English because I think that teachers are often not prepared and lessons are boring.	0.048	0.474	0.211	0.218	0.513	0.419
11.	I do not like studying in small groups because I think that this way I cannot learn anything.	0.238	0.316	0.368	0.436	0.478	0.496
12.	I like when my teacher tells me where I make a mistake because this way I can correct it.	0.857	0.737	0.789	0.359	0.452	0.419
13.	When I make a mistake, I prefer to have a chance to correct it by myself.	0.905	0.684	0.684	0.301	0.478	0.478
14.	When I get a low grade from the test, even though I was prepared, then I do not want to learn it anymore.	0.429	0.579	0.526	0.507	0.507	0.513
15.	I feel embarrassed when I am supposed to give a presentation in English in front of the whole group.	0.667	0.684	0.684	0.483	0.478	0.478
16.	I rarely learn English if it is not a part of my homework.	0.238	0.526	0.421	0.436	0.513	0.507
17.	I learn English mainly when I know that I am going to write an important-test.	0.524	0.684	0.474	0.512	0.478	0.513
18.	I try to be up-to-date on what is happening in English speaking countries.	0.571	0.211	0.526	0.507	0.419	0.513
19.	I try to look for new opportunities of using English beyond language classroom.	0.857	0.684	0.789	0.359	0.478	0.419
20.	I like when my teachers do a lot of tests because this way I am made to learn systematically and thanks to them I see how much I have already learnt.	0.429	0.158	0.368	0.507	0.375	0.496

Table 49 compares the results obtained from two questionnaires. The one-way analysis of variance (one-way ANOVA) is used to perform the inferential statistical test to analyze data obtained from the designated groups. The f-ratio value for the whole questionnaire is 0.0675243. The p-value is 0.996788. Overall, the result is not statistically significant at $p < 0.05$, which suggests that the scores obtained at the beginning and the end of the term are similar. On the basis of the data obtained in the study, it can be assumed that both groups, that is, the CLIL and the non-CLIL learners are characterized by similar behavior regarding autonomy in learning English.

Table 49. Mean (M) and standard deviations (SD) of the levels of autonomy in the group of the CLIL and the non-CLIL learners enrolled in 1st grade ($Q1_A$ & $Q2_A$)

No.	Statement	Mean (Questionnaire 1)			Standard deviations (Questionnaire 1)			Mean (Questionnaire 2)			Standard deviations (Questionnaire 2)		
		$CLIL_I$	Non-$CLIL_I$	Non-$CLIL_{II}$	$CLIL_I$	Non-$CLIL_I$	Non-$CLIL_{II}$	$CLIL_I$	Non-$CLIL_I$	Non-$CLIL_{II}$	$CLIL_I$	Non-$CLIL_I$	Non-$CLIL_{II}$
1.	I often use English grammar reference books, dictionaries and other resources when I have a problem with my English.	0.857	0.632	0.737	0.359	0.496	0.452	0.857	0.632	0.789	0.359	0.496	0.419
2.	I find learning English easier when my teacher presents a detailed learning plan and tell me what I should do.	0.952	0.789	0.842	0.218	0.419	0.375	1.000	0.737	0.842	0.000	0.452	0.375
3.	I plan my learning in advance and I know what I want to achieve.	0.524	0.105	0.263	0.512	0.315	0.452	0.429	0.211	0.316	0.507	0.419	0.478
4.	I feel more confident when my teacher tells me which books, CDs or dictionaries I should use.	0.571	0.684	0.737	0.507	0.478	0.452	0.667	0.579	0.737	0.483	0.507	0.452
5.	I try different ways of learning to find such learning strategies which work best for me (e.g. note taking while listening, writing a plan before I start writing an essay etc.).	0.857	0.895	0.789	0.359	0.315	0.419	0.857	0.579	0.842	0.359	0.507	0.375
6.	I know what I should learn when it comes to my English.	0.952	1.000	0.895	0.218	0.000	0.315	0.905	1.000	0.947	0.301	0.000	0.229
7.	I know when and where I learn most effectively.	0.619	0.737	0.579	0.498	0.452	0.507	0.476	0.684	0.684	0.512	0.478	0.478

#	Statement												
8.	I can assess my language progress In the case of at least one skill or language area (listening comprehension, reading comprehension, grammar etc.).	0.905	0.895	0.947	0.301	0.315	0.229	0.810	0.842	0.737	0.402	0.375	0.452
9.	When I do not understand a word or I do not know how to say something I usually ask teacher for a help.	0.286	0.474	0.684	0.463	0.513	0.478	0.286	0.526	0.579	0.463	0.513	0.507
10.	I do not make significant progress regarding learning English because I think that teachers are often not prepared and lessons are boring.	0.048	0.421	0.158	0.218	0.507	0.375	0.048	0.474	0.211	0.218	0.513	0.419
11.	I do not like studying in small groups because I think that this way I cannot learn anything.	0.190	0.263	0.053	0.402	0.452	0.229	0.238	0.316	0.368	0.436	0.478	0.496
12.	I like when my teacher tells me where I make a mistake because this way I can correct it.	0.905	0.789	0.947	0.301	0.419	0.229	0.857	0.737	0.789	0.359	0.452	0.419
13.	When I make a mistake, I prefer to have a chance to correct it by myself.	0.905	0.632	0.737	0.301	0.496	0.452	0.905	0.684	0.684	0.301	0.478	0.478
14.	When I get a low grade from the test, even though I was prepared, then I do not want to learn it anymore.	0.333	0.421	0.263	0.483	0.507	0.452	0.429	0.579	0.526	0.507	0.507	0.513
15.	I feel embarrassed when I am supposed to give a presentation in English in front of the whole group.	0.619	0.684	0.684	0.498	0.478	0.478	0.667	0.684	0.684	0.483	0.478	0.478
16.	I rarely learn English if it is not a part of my homework.	0.238	0.632	0.421	0.436	0.496	0.507	0.238	0.526	0.421	0.436	0.513	0.507
17.	I learn English mainly when I know that I am going to write an important-test.	0.524	0.632	0.579	0.512	0.496	0.507	0.524	0.684	0.474	0.512	0.478	0.513
18.	I try to be up-to-date on what is happening in English speaking countries.	0.381	0.158	0.474	0.498	0.375	0.513	0.571	0.211	0.526	0.507	0.419	0.513
19.	I try to look for new opportunities of using English beyond language classroom.	0.905	0.632	0.684	0.301	0.496	0.478	0.857	0.684	0.789	0.359	0.478	0.419
20.	I like when my teachers do a lot of tests because this way I am made to learn systematically and thanks to them I see how much I have already learnt.	0.429	0.263	0.158	0.507	0.452	0.375	0.429	0.158	0.368	0.507	0.375	0.496

The data indicate that no significant changes in autonomy referring to learning English over one term can be observed among the first-graders. This suggests that both at the beginning and the end of the term the CLIL and the non-CLIL learners are characterized by similar autonomous behavior in terms of learning English.

5.1.3.3 Autonomy among the CLIL and the non-CLIL learners enrolled in the second grade

This section presents data gathered from the questionnaires administered among second-graders (CLIL$_{II}$, non-CLIL$_{II(3)}$, non-CLIL$_{II(7)}$). One-way analysis of variance (one-way ANOVA) is used to perform the inferential statistical test to analyze the data obtained from the aforementioned groups. Table 50 presents the results gathered at the beginning of the term. The f-ratio value is 0.16596. The p-value is 0.847279. The result is not statistically significant at p<0.05, which suggests that all second-graders are characterized by similar autonomous behaviors as language learners.

Table 50. Mean (M) and standard deviations (SD) of the levels of autonomy in the group of the CLIL and the non-CLIL learners enrolled in 2nd grade (Q1$_A$)

No.	Statement	Mean			Standard deviations		
		CLIL$_{II}$	Non-CLIL$_{II(3)}$	Non-CLIL$_{II(7)}$	CLIL$_{II}$	Non-CLIL$_{II(3)}$	Non-CLIL$_{II(7)}$
1.	I often use English grammar reference books, dictionaries and other resources when I have a problem with my English.	0.888	0.622	0.688	0.287	0.472	0.479
2.	I find learning English easier when my teacher presents a detailed learning plan and tell me what I should do.	0.761	0.845	0.938	0.424	0.342	0.250
3.	I plan my learning in advance and I know what I want to achieve.	0.440	0.484	0.313	0.479	0.488	0.479
4.	I feel more confident when my teacher tells me which books, CDs or dictionaries I should use.	0.380	0.955	0.813	0.467	0.140	0.403
5.	I try different ways of learning to find such learning strategies which work best for me (e.g. note taking while listening, writing a plan before I start writing an essay etc.).	0.638	0.623	0.938	0.472	0.474	0.250
6.	I know what I should learn when it comes to my English.	0.948	0.789	0.938	0.195	0.397	0.250
7.	I know when and where I learn most effectively.	0.570	0.560	0.938	0.479	0.481	0.250
8.	I can assess my language progress In the case of at least one skill or language area (listening comprehension, reading comprehension, grammar etc.).	0.825	0.676	0.688	0.366	0.467	0.479

No.	Statement						
9.	When I do not understand a word or I do not know how to say something I usually ask teacher for a help.	0.172	0.676	0.750	0.349	0.452	0.447
10.	I do not make significant progress regarding learning English because I think that teachers are often not prepared and lessons are boring.	0.079	0.196	0.250	0.252	0.381	0.447
11.	I do not like studying in small groups because I think that this way I cannot learn anything.	0.162	0.238	0.313	0.344	0.423	0.479
12.	I like when my teacher tells me where I make a mistake because this way I can correct it.	0.950	0.788	0.813	0.175	0.405	0.403
13.	When I make a mistake, I prefer to have a chance to correct it by myself.	0.825	0.677	0.875	0.366	0.453	0.342
14.	When I get a low grade from the test, even though I was prepared, then I do not want to learn it anymore.	0.301	0.484	0.500	0.439	0.488	0.516
15.	I feel embarrassed when I am supposed to give a presentation in English in front of the whole group.	0.445	0.731	0.500	0.481	0.425	0.516
16.	I rarely learn English if it is not a part of my homework.	0.230	0.496	0.250	0.400	0.485	0.447
17.	I learn English mainly when I know that I am going to write an important-test.	0.315	0.671	0.438	0.444	0.452	0.512
18.	I try to be up-to-date on what is happening in English speaking countries.	0.492	0.666	0.313	0.484	0.454	0.479
19.	I try to look for new opportunities of using English beyond language classroom.	0.888	0.731	0.875	0.294	0.425	0.342
20.	I like when my teachers do a lot of tests because this way I am made to learn systematically and thanks to them I see how much I have already learnt.	0.558	0.141	0.500	0.480	0.326	0.516

Table 51 presents data obtained from the questionnaire which was administered at the end of the term. The f-ratio value for the whole questionnaire equals 0.0918. The p-value is 0.91235. The result is not statistically significant at $p < 0.05$. Thus, also in this case we can safely assume that all groups of participants are characterized by similar autonomy when it comes to learning English.

Table 51. Mean (M) and standard deviations (SD) of the levels of autonomy in the group of the CLIL and the non-CLIL learners enrolled in 2nd grade ($Q2_A$)

No.	Statement	Mean			Standard deviations		
		$CLIL_{II}$	Non-$CLIL_{II(3)}$	Non-$CLIL_{II(7)}$	$CLIL_{II}$	Non-$CLIL_{II(3)}$	Non-$CLIL_{II(7)}$
1.	I often use English grammar reference books, dictionaries and other resources when I have a problem with my English.	0.951	0.734	0.813	0.162	0.427	0.403
2.	I find learning English easier when my teacher presents a detailed learning plan and tell me what I should do.	0.813	0.790	1.000	0.403	0.393	0.000

3.	I plan my learning in advance and I know what I want to achieve.	0.371	0.433	0.375	0.465	0.482	0.500
4.	I feel more confident when my teacher tells me which books, CDs or dictionaries I should use.	0.447	0.899	0.875	0.482	0.264	0.342
5.	I try different ways of learning to find such learning strategies which work best for me (e.g. note taking while listening, writing a plan before I start writing an essay etc.).	0.701	0.734	0.875	0.447	0.430	0.342
6.	I know what I should learn when it comes to my English.	0.950	0.843	0.938	0.175	0.356	0.250
7.	I know when and where I learn most effectively.	0.562	0.565	0.875	0.479	0.483	0.342
8.	I can assess my language progress In the case of at least one skill or language area (listening comprehension, reading comprehension, grammar etc.).	0.888	0.566	0.875	0.282	0.484	0.342
9.	When I do not understand a word or I do not know how to say something I usually ask teacher for a help.	0.297	0.671	0.625	0.439	0.452	0.500
10.	I do not make significant progress regarding learning English because I think that teachers are often not prepared and lessons are boring.	0.079	0.202	0.188	0.252	0.383	0.403
11.	I do not like studying in small groups because I think that this way I cannot learner anything.	0.292	0.548	0.125	0.438	0.484	0.342
12.	I like when my teacher tells me where I make a mistake because this way I can correct it.	0.951	0.789	0.938	0.162	0.390	0.250
13.	When I make a mistake, I prefer to have a chance to correct it by myself.	0.888	0.731	0.938	0.294	0.425	0.250
14.	When I get a low grade from the test, even though I was prepared, then I do not want to learn it anymore.	0.308	0.724	0.500	0.441	0.427	0.516
15.	I feel embarrassed when I am supposed to give a presentation in English in front of the whole group.	0.447	0.787	0.500	0.482	0.388	0.516
16.	I rarely learn English if it is not a part of my homework.	0.292	0.552	0.313	0.438	0.483	0.479
17.	I learn English mainly when I know that I am going to write an important-test.	0.440	0.777	0.750	0.479	0.393	0.447
18.	I try to be up-to-date on what is happening in English speaking countries.	0.567	0.669	0.438	0.478	0.453	0.512
19.	I try to look for new opportunities of using English beyond language classroom.	0.826	0.734	0.875	0.360	0.427	0.342

| 20. | I like when my teachers does a lot of tests because this way I am made to learn systematically and thanks to them I see how much I have already learnt. | 0.621 | 0.326 | 0.563 | 0.467 | 0.452 | 0.512 |

Table 52 presents data gathered from two questionnaires in the group of the second-graders at the beginning and the end of the term. The one-way analysis of variance (one-way ANOVA) is used to perform the inferential statistical test to analyze the data. The f-ratio value is 0.700175. The p-value is 0.624414. The result is not statistically significant at $p < 0.05$, which suggests that over time all second-graders are characterized by similar autonomous behaviors as language learners.

Table 52. Mean (M) and standard deviations (SD) of the levels of autonomy in the group of the CLIL and the non-CLIL learners enrolled in 2nd grade ($Q1_A$ & $Q2_A$)

No.	Statement	Mean (Questionnaire 1)			Standard deviations (Questionnaire 1)			Mean (Questionnaire 2)			Standard deviations (Questionnaire 2)		
		$CLIL_{II}$	$Non\text{-}CLILI_{II(3)}$	$Non\text{-}CLIL_{II(7)}$	$CLIL_{II}$	$Non\text{-}CLILI_{II(3)}$	$Non\text{-}CLIL_{II(7)}$	$CLIL_{II}$	$Non\text{-}CLILI_{II(3)}$	$Non\text{-}CLIL_{II(7)}$	$CLIL_{II}$	$Non\text{-}CLILI_{II(3)}$	$Non\text{-}CLIL_{II(7)}$
1.	I often use English grammar reference books, dictionaries and other resources when I have a problem with my English.	0.888	0.622	0.688	0.287	0.472	0.479	0.951	0.734	0.813	0.162	0.427	0.403
2.	I find learning English easier when my teacher presents a detailed learning plan and tell me what I should do.	0.761	0.845	0.938	0.424	0.342	0.250	0.813	0.790	1.000	0.403	0.393	0.000
3.	I plan my learning in advance and I know what I want to achieve.	0.440	0.484	0.313	0.479	0.488	0.479	0.371	0.433	0.375	0.465	0.482	0.500
4.	I feel more confident when my teacher tells me which books, CDs or dictionaries I should use.	0.380	0.955	0.813	0.467	0.140	0.403	0.447	0.899	0.875	0.482	0.264	0.342

No.	Item												
5.	I try different ways of learning to find such learning strategies which work best for me (e.g. note taking while listening, writing a plan before I start writing an essay etc.).	0.638	0.623	0.938	0.472	0.474	0.250	0.701	0.734	0.875	0.447	0.430	0.342
6.	I know what I should learn when it comes to my English.	0.948	0.789	0.938	0.195	0.397	0.250	0.950	0.843	0.938	0.175	0.356	0.250
7.	I know when and where I learn most effectively.	0.570	0.560	0.938	0.479	0.481	0.250	0.562	0.565	0.875	0.479	0.483	0.342
8.	I can assess my language progress In the case of at least one skill or language area (listening comprehension, reading comprehension, grammar etc.).	0.825	0.676	0.688	0.366	0.467	0.479	0.888	0.566	0.875	0.282	0.484	0.342
9.	When I do not understand a word or I do not know how to say something I usually ask teacher for a help.	0.172	0.676	0.750	0.349	0.452	0.447	0.297	0.671	0.625	0.439	0.452	0.500
10.	I do not make significant progress regarding learning English because I think that teachers are often not prepared and lessons are boring.	0.079	0.196	0.250	0.252	0.381	0.447	0.079	0.202	0.188	0.252	0.383	0.403
11.	I do not like studying in small groups because I think that this way I cannot learn anything.	0.162	0.238	0.313	0.344	0.423	0.479	0.292	0.548	0.125	0.438	0.484	0.342
12.	I like when my teacher tells me where I make a mistake because this way I can correct it.	0.950	0.788	0.813	0.175	0.405	0.403	0.951	0.789	0.938	0.162	0.390	0.250
13.	When I make a mistake, I prefer to have a chance to correct it by myself.	0.825	0.677	0.875	0.366	0.453	0.342	0.888	0.731	0.938	0.294	0.425	0.250
14.	When I get a low grade from the test, even though I was prepared, then I do not want to learn it anymore.	0.301	0.484	0.500	0.439	0.488	0.516	0.308	0.724	0.500	0.441	0.427	0.516
15.	I feel embarrassed when I am supposed to give a presentation in English in front of the whole group.	0.445	0.731	0.500	0.481	0.425	0.516	0.447	0.787	0.500	0.482	0.388	0.516
16.	I rarely learn English if it is not a part of my homework.	0.230	0.496	0.250	0.400	0.485	0.447	0.292	0.552	0.313	0.438	0.483	0.479
17.	I learn English mainly when I know that I am going to write an important-test.	0.315	0.671	0.438	0.444	0.452	0.512	0.440	0.777	0.750	0.479	0.393	0.447

18.	I try to be up-to-date on what is happening in English speaking countries.	0.492	0.666	0.313	0.484	0.454	0.479	0.567	0.669	0.438	0.478	0.453	0.512
19.	I try to look for new opportunities of using English beyond language classroom.	0.888	0.731	0.875	0.294	0.425	0.342	0.826	0.734	0.875	0.360	0.427	0.342
20.	I like when my teachers do a lot of tests because this way I am made to learn systematically and thanks to them I see how much I have already learnt.	0.558	0.141	0.500	0.480	0.326	0.516	0.621	0.326	0.563	0.467	0.452	0.512

Generally, certain differences in autonomy can be observed when the results obtained by the CLIL and the non-CLIL learners are compared. Significant differences can be noticed in certain areas, for instance, with respect to a detailed learning plan provided by teachers, trying out new ways of learning, and the interest in the news related to English speaking countries. On the basis of the data collected in the study, it can be concluded that the CLIL learners foresee their future in an English speaking country, for instance, working in a foreign environment or studying abroad. For this reason, the CLIL learners are interested in broadening their knowledge about what happens overseas. Moreover, it seems that the non-CLIL learners require, at least to a greater extent, their teachers' support in learning by being provided with a detailed learning plan. They also seem to start their venture of finding best strategies of learning suitable during their English lessons. In this respect, the CLIL learners appear to be more experienced learners. Overall, the analysis of the obtained data suggests that CLIL shapes learners' independence from the teachers in terms of learning foreign languages.

5.1.4 Beliefs about foreign language learning in the CLIL settings

This part focuses on beliefs about foreign language learning. The role of this variable is analyzed between the CLIL and the non-CLIL learners. First, the data for the CLIL and the non-CLIL learners are presented. Then, the analysis focuses on comparison of the results obtained from the first and the second-graders, taking into account amount of exposure to English per week. To check whether the obtained results are statistically significant, *t-test* for independent samples and a one-way analysis of variance (ANOVA) are conducted. Finally, to gain a detailed picture of the CLIL learners, attitude towards learning in a CLIL class is also taken into consideration. The mean and standard deviation are computed and *t-test* for

independent samples is used to check the statistical significance of the obtained differences between the CLIL learners enrolled in the 1st and 2nd grade.

5.1.4.1 Beliefs about foreign language learning among the CLIL and the non-CLIL learners

Cronbach's alpha and split-half internal consistency reliability for BALLI questionnaire (Part A) are high (Table 53),which suggests that this research instrument is reliable for the purpose of this study.

Table 53. Questionnaire reliability applying two statistical measures: Cronbach's alpha and split-half internal consistency reliability for BALLI questionnaire (Q_{BALLI})

Part A (BALLI)	
Cronbach's Alpha	0.818
Split-Half (odd-even) Correlation	0.531
Mean for Questionnaire	165.747
Standard Deviation for Questionnaire	20.082

Table 54 provides the data gathered for the CLIL and the non-CLIL learners. The *t-test* for BALLI equals 0.0180, which means that results are not statistically significant ($p<0.5$). The *t-test* for individual items included in BALLI is also computed showing that the differences between the results obtained for these two groups are statistically significant ($p<0.5$) for the following items*: 2, 4b, 4e, 8, 10, 17, 20, 21, 24, 29, 32*.

The CLIL learners obtained higher score for four items than the non-CLIL learners. The CLIL learners believe that some people have a special ability for learning foreign languages (*Item* 2: "Some people have a special ability for learning foreign languages"; CLIL: $Q_{BALLI}M_{Item2}=4.931$; non-CLIL: CLIL: $Q_{BALLI}M_{Item2}=4.887$; $p<0.5$), the most important part of learning a foreign language is learning new words (*Item* 17: "The most important part of learning a foreign language is learning new words"; CLIL: $Q_{BALLI}M_{Item17}=4.517$; non-CLIL: CLIL: $Q_{BALLI}M_{Item17}=4.419$; $p<0.5$). This may be related to the fact that the CLIL learners have to deal with terminology in English typical for CLIL subjects. They are also of the opinion that Poles feel that speaking English is important (*Item* 20: "Polish people feel that it is important to speak English"; CLIL: $Q_{BALLI}M_{Item20}=4.276$; non-CLIL: $Q_{BALLI}M_{Item20}=4.210$; $p<0.5$). They also hold the view that people who speak more than one language are very open-minded (*Item*

29: "People who speak more than one language are very open-minded"; CLIL: $Q_{BALLI}M_{Ite29}$=4.448; non-CLIL: $Q_{BALLI}M_{Item29}$=4.435; p<0.5).

Table 54. Mean (M), standard deviations (SD) of the frequency of beliefs about foreign language learning among the CLIL and the non-CLIL learner, and the t-test value (Q_{BALLI})

No	Statement	Mean		Standard deviation		T-test
		CLIL	Non-CLIL	CLIL	Non-CLIL	
1.	It is easier for children than adults to learn a foreign language.	4.828	4.339	1.441	1.459	0.139
2.	**Some people have a special ability for learning foreign languages.**	**4.931**	**4.887**	**1.412**	**1.392**	**0.890***
3.	Some languages are easier to learn than others.	5.448	4.903	1.021	1.264	0.032
4.	English is:					
a	a very difficult language	1.897	2.113	1.345	1.320	0.475
b	**a difficult language**	**2.276**	**2.387**	**1.162**	**1.383**	**0.691***
c	a language of medium difficulty	4.172	3.532	1.284	1.327	0.032
d	an easy language	3.931	3.565	1.486	1.111	0.244
e	**a very easy language**	**2.862**	**2.984**	**1.706**	**1.542**	**0.745***
5.	I believe that I will learn to speak a foreign language very well.	4.966	4.242	1.180	1.387	0.012
6.	Polish people are good at learning foreign languages.	4.207	3.823	1.146	1.349	0.164
7.	It is important to speak English with an excellent pronunciation.	5.034	4.661	1.052	1.280	0.147
8.	**It is necessary to know about English-speaking cultures in order to speak English.**	**3.966**	**3.919**	**1.401**	**1.346**	**0.883***
9.	You shouldn't say anything in English until you can say it correctly.	2.379	1.935	1.449	1.226	0.160
10.	**It is easier for someone who already speaks a foreign language to learn another one.**	**3.862**	**3.790**	**1.432**	**1.357**	**0.822***
11.	People who are good at mathematics or science are not good at learning foreign languages.	2.552	2.823	1.617	1.645	0.462
12.	It is best to learn English in an English-speaking country.	4.103	4.855	1.676	1.389	0.041
13.	I enjoy practicing English with the people from English-speaking countries I meet.	4.345	4.565	1.565	1.313	0.515
14.	It's o.k. to guess if you don't know a word in English.	5.241	4.177	1.215	1.553	0.001
15.	If someone spent one hour a day learning a language, how long would it take them to speak the language very well:					
a	less than a year	2.621	3.081	1.635	1.730	0.225
b	1-2 years	4.034	3.645	1.322	1.438	0.208
c	3-5 years	4.448	3.710	1.594	1.107	0.030
d	5-10 years	3.655	3.371	1.876	1.560	0.482
e	You can't learn a language in 1 hour a day.	2.069	2.726	1.771	1.651	0.098
16.	I have a special ability for learning foreign languages.	3.862	3.355	1.274	1.319	0.086
17.	**The most important part of learning a foreign language is learning new words.**	**4.517**	**4.419**	**1.153**	**1.167**	**0.708***
18.	It is important to repeat and practice a lot.	5.241	4.581	1.123	1.532	0.023
19.	Women are better than men at learning foreign languages.	2.862	2.355	1.747	1.438	0.180
20.	**Polish people feel that it is important to speak English.**	**4.276**	**4.210**	**1.192**	**1.559**	**0.824***

21.	I feel timid speaking English with other people.	3.586	3.710	1.637	1.551	0.735*
22.	If beginning students are permitted to make errors in English, it will be difficult for them to speak correctly later on.	3.655	3.484	1.317	1.468	0.580
23.	The most important part of learning a foreign language is learning the grammar.	3.862	3.419	1.302	1.195	0.127
24.	I would like to learn English so that I can get to know people from English-speaking countries better.	4.241	4.387	1.640	1.395	0.681*
25.	It is easier to speak than understand a foreign language.	2.966	3.645	1.523	1.438	0.049
26.	Learning a foreign language is different than learning other academic subjects.	4.621	4.419	0.820	1.325	0.378
27.	The most important part of learning English is learning how to translate from my native language	3.172	3.742	1.814	1.354	0.139
28.	If I learn English very well, I will have better opportunities for a good job.	5.552	5.081	1.325	1.322	0.120
29.	People who speak more than one language are very open-minded.	4.448	4.435	1.454	1.288	0.968*
30.	I want to learn to speak English well.	5.690	5.177	0.806	1.261	0.022
31.	I would like to have friends from English-speaking countries.	5.241	5.032	1.354	1.425	0.502
32.	Everyone can learn to speak a foreign language.	5.172	5.177	0.928	1.153	0.982*
33.	It is easier to read and write English than to speak and understand it.	3.793	4.306	1.449	1.374	0.115
34.	It is important for me to study a foreign language in order to be better educated	5.103	4.935	1.372	1.114	0.567

*$p < 0.5$

The non-CLIL learners obtained higher scores for the items regarding the difficulty of English (*Item 4b:* "English is a difficult language"; CLIL: $Q_{BALLI}M_{Item4b}=2.276$, non-CLIL:2.387 *Item 4e:* "English is a very easy language"; CLIL: $Q_{BALLI}M_{Item4b}=2.862$, non-CLIL: $Q_{BALLI}M_{Item4a}=2.984$; $p < 0.5$). The non-CLIL learners feel more timid when speaking English with other people (*Item 21:* "I feel timid speaking English with other people"; CLIL: $Q_{BALLI}M_{Item21}=3.586$; non-CLIL: $Q_{BALLI}M_{Item21}=3.710$; $p < 0.5$). The non-CLIL learners would like to learn English to know people from English speaking countries (*Item 24:* "I would like to learn English so that I can get to know people from English-speaking countries better"; CLIL: $Q_{BALLI}M_{Item24}=4.241$; non-CLIL: $Q_{BALLI}M_{Item24}=4.387$; $p < 0.5$). They are also more optimistic when it comes to the ability of learning English, believing that everyone can do it (*Item 32:* "Everyone can learn to speak a foreign language"; CLIL: $Q_{BALLI}M_{Item32}=5.172$; non-CLIL: $Q_{BALLI}M_{Item32}=5.177$; $p < 0.5$).

Finally, the CLIL learners are more convinced that speaking English is connected with the knowledge about the target culture (*Item 8:* "It is necessary to know about English-speaking cultures in order to speak English"; CLIL: $Q_{BALLI}M_{Item8}=3.966$; non-CLIL: $Q_{BALLI}M_{Item32}=3.919$; $p < 0.5$). This suggests that the CLIL learners are characterized by higher level of intercultural competence. They also think that knowing one foreign language can help to learn another foreign language (*Item 10:* "It is easier for someone who already speaks a

foreign language to learn another one"; CLIL: $Q_{BALLI}M_{Item8}$=3.862; non-CLIL: $Q_{BALLI}M_{Item32}$=3.790; p<0.5). All participants involved in this study are enrolled in the secondary schools, which means that they have experience in learning at least two foreign languages. This suggests that the CLIL learners are more observant about similarities and differences between the foreign languages they are learning. Overall, it can be concluded that the CLIL learners are more interested in mastering English rather than passing the course.

Table 55. BALLI – five categories of answers (Mean (M), standard deviations (SD), and the t-test value) (Q_{BALLI})

Factor	Mean		Standard deviation		t-test
	CLIL	Non-CLIL	CLIL	Non-CLIL	
Language difficulty	5.011	4.548	1.498	1.471	-0.985
Foreign language aptitude	4.048	3.991	1.710	1.571	-0.952
Nature of learning	3.707	3.695	1.498	1.525	0.0121
Learning and communication strategies	4.009	3.898	1.711	1.722	-0.992
Motivation and expectation	4.491	4.358	1.691	1.592	0.220

*p<0.05.

Table 55 presents the data obtained for the CLIL and the non-CLIL learners according to five main categories: 1) language difficulty, 2) foreign language aptitude, 3) nature of learning, 4) learning and communication strategies, and 5) motivation and expectation (Horwitz, 1988). Nevertheless, the differences between the scores obtained by the CLIL and the non-CLIL learners are not statistically significant (p<0.5). This suggests that there are no significant differences among the aforementioned categories. Thus, it can be concluded that overall, the CLIL and the non-CLIL learners hold similar beliefs about foreign language learning. However, as already mentioned above, there are certain areas which differentiate them that tell them apart.

5.1.4.2 Beliefs about language learning among the first and the second-graders

This section presents data obtained for the questionnaire on beliefs about foreign language learning. Table 56 presents the results of the first-graders. The statistical analysis of the data gathered from the first-graders shows that the f-ratio value is 0.347. The p-value is 0.707145. The result is not statistically significant at p<0.05. Consequently, the differences among three groups of informants are not statistically significant. It means that the CLIL and the non-CLIL learners enrolled in the first grade are likely to share similar beliefs regarding learning English.

Table 56. Mean (M), standard deviations (SD) of the frequency of beliefs about foreign language learning among the first-graders (Q_BALLI)

No	Statement	Mean			Standard deviation		
		CLIL I	Non-CLIL I (3)	Non-CLIL I (4)	CLIL I	Non-CLIL I (3)	Non-CLIL I (4)
1.	It is easier for children than adults to learn a foreign language.	5.095	4.158	4.789	1.179	1.302	1.512
2.	Some people have a special ability for learning foreign languages.	5.048	5.053	4.947	1.431	1.268	1.177
3.	Some languages are easier to learn than others.	5.714	4.789	4.737	0.561	1.032	1.485
4. a	English is: a very difficult language	1.762	2.000	2.368	1.261	0.943	1.606
b	a difficult language	2.381	2.632	2.632	1.244	1.640	1.257
c	a language of medium difficulty	4.238	3.211	3.316	1.221	1.084	1.293
d	an easy language	3.905	3.368	3.526	1.578	1.065	1.219
e	a very easy language	2.952	2.632	3.000	1.857	1.383	1.795
5.	I believe that I will learn to speak a foreign language very well.	5.429	4.421	4.211	0.811	1.465	1.437
6.	Polish people are good at learning foreign languages.	4.619	3.895	4.842	0.865	1.150	1.068
7.	It is important to speak English with an excellent pronunciation.	5.286	4.526	5.053	0.902	1.307	1.026
8.	It is necessary to know about English-speaking cultures in order to speak English.	4.238	4.105	3.947	1.513	1.370	1.615
9.	You shouldn't say anything in English until you can say it correctly.	2.476	1.895	2.474	1.569	1.329	1.389
10.	It is easier for someone who already speaks a foreign language to learn another one.	4.000	3.842	3.474	1.612	1.302	1.429
11.	People who are good at mathematics or science are not good at learning foreign languages.	2.476	2.105	3.737	1.721	1.197	1.881
12.	It is best to learn English in an English-speaking country.	4.190	5.000	4.474	1.750	1.414	1.467
13.	I enjoy practicing English with the people from English-speaking countries I meet.	4.476	4.421	4.263	1.601	1.465	1.240
14.	It's o.k. to guess if you don't know a word in English.	5.667	4.263	3.789	0.730	1.408	1.686
15. a	If someone spent one hour a day learning a language, how long would it take them to speak the language very well: less than a year	2.667	2.947	3.211	1.713	1.508	1.686
b	1-2 years	4.000	3.316	3.684	1.378	1.565	1.600
c	3-5 years	4.429	3.368	3.579	1.777	1.383	1.017
d	5-10 years	3.381	3.526	2.684	1.830	1.429	1.701

e	You can't learn a language in 1 hour a day.	1.571	3.053	2.526	1.535	1.779	1.504
16.	I have a special ability for learning foreign languages.	4.143	3.211	3.579	1.315	1.273	1.427
17.	The most important part of learning a foreign language is learning vocabulary words.	4.524	4.158	4.789	1.209	1.385	0.918
18.	It is important to repeat and practice a lot.	5.571	4.684	4.368	0.507	1.336	1.640
19.	Women are better than men at learning foreign languages.	2.714	1.947	2.895	1.927	1.129	1.853
20.	Polish people feel that it is important to speak English.	4.381	4.158	4.105	1.203	1.642	1.410
21.	I feel timid speaking English with other people.	3.429	3.947	4.000	1.535	1.311	1.453
22.	If beginning students are permitted to make errors in English, it will be difficult for them to speak correctly later on.	3.571	3.579	4.000	1.363	1.539	1.491
23.	The most important part of learning a foreign language is learning the grammar.	3.952	2.895	3.842	1.465	0.875	1.608
24.	I would like to learn English so that I can get to know people from English-speaking countries better.	4.000	4.474	3.947	1.703	1.389	1.471
25.	It is easier to speak than understand a foreign language.	2.476	3.368	4.053	1.436	1.707	1.433
26.	Learning a foreign language is different than learning other academic subjects.	4.667	4.105	4.421	0.730	1.286	1.305
27.	The most important part of learning English is learning how to translate from my native language	2.857	3.316	4.474	1.878	1.108	1.307
28.	If I learn English very well, I will have better opportunities for a good job.	6.000	5.053	5.526	0.000	1.026	0.612
29.	People who speak more than one language are very open-minded.	4.476	4.263	5.000	1.401	1.368	1.000
30.	I want to learn to speak English well.	6.000	5.000	5.579	0.000	1.291	0.769
31.	I would like to have friends from English-speaking countries.	5.429	4.947	5.263	1.165	1.433	1.098
32.	Everyone can learn to speak a foreign language.	5.429	5.211	5.632	0.676	1.182	0.831
33.	It is easier to read and write English than to speak and understand it.	3.714	4.105	4.684	1.454	1.629	1.293
34.	It is important for me to study a foreign language in order to be better educated	5.190	4.632	5.368	1.504	1.461	0.831

Table 57 presents the data for the second-graders. The f-ratio value is 0.06284. The p-value is 0.939107. The result is not statistically significant at p<0.05. The differences among three groups of informants are not statistically significant. This suggests that the second-graders, both the CLIL and the non-CLIL learners, hold similar beliefs about foreign language learning.

Table 57. Mean (M), standard deviations (SD) of the frequency of beliefs about foreign language learning among the second-graders (Q_BALLI)

No	Statement	Mean			Standard deviation		
		CLIL II	Non-CLIL II (3)	Non-CLIL II (7)	CLIL II	Non-CLIL II (3)	Non-CLIL II (7)
1.	It is easier for children than adults to learn a foreign language.	4.330	4.072	4.125	1.721	1.874	1.360
2.	Some people have a special ability for learning foreign languages.	4.405	4.451	4.750	1.614	1.557	1.807
3.	Some languages are easier to learn than others.	4.955	4.401	5.313	1.697	1.765	1.078
4. a	English is: a very difficult language	2.064	2.554	1.875	1.279	1.762	1.258
b	a difficult language	2.227	2.327	2.000	1.029	1.307	1.366
c	a language of medium difficulty	3.904	3.256	3.938	1.382	1.411	1.482
d	an easy language	3.593	3.653	3.625	1.736	1.389	0.957
e	a very easy language	2.551	2.711	3.563	1.462	1.282	1.459
5.	I believe that I will learn to speak a foreign language very well.	4.327	3.814	4.313	1.581	1.627	1.401
6.	Polish people are good at learning foreign languages.	3.593	3.662	2.875	1.355	1.312	1.147
7.	It is important to speak English with an excellent pronunciation.	4.512	4.449	4.500	1.485	1.379	1.549
8.	It is necessary to know about English-speaking cultures in order to speak English.	3.547	3.476	4.000	1.264	1.131	1.211
9.	You shouldn't say anything in English until you can say it correctly.	2.190	2.048	1.250	1.059	1.073	0.447
10.	It is easier for someone who already speaks a foreign language to learn another one.	3.476	3.328	4.250	1.246	1.323	1.528
11.	People who are good at mathematics or science are not good at learning foreign languages.	2.512	2.923	2.625	1.508	1.509	1.544
12.	It is best to learn English in an English-speaking country.	3.934	3.830	5.625	1.592	1.593	0.619
13.	I enjoy practicing English with the people from English-speaking countries I meet.	4.192	3.639	5.375	1.514	1.268	0.719
14.	It's o.k. to guess if you don't know a word in English.	4.650	3.860	4.563	1.727	1.307	1.590
15. a	If someone spent one hour a day learning a language, how long would it take them to speak the language very well: less than a year	2.211	2.772	3.375	1.178	1.492	2.156
b	1-2 years	3.899	3.682	3.750	1.309	1.436	1.183
c	3-5 years	4.075	3.700	3.875	1.506	1.316	0.619
d	5-10 years	3.326	3.188	3.500	1.822	1.849	1.033
e	You can't learn a language in 1 hour a day.	2.257	2.891	2.250	1.680	1.576	1.571

16.	I have a special ability for learning foreign languages.	3.466	3.500	3.375	1.229	1.290	1.500
17.	The most important part of learning a foreign language is learning vocabulary words.	4.108	4.317	4.250	1.262	1.196	1.183
18.	It is important to repeat and practice a lot.	4.630	4.056	4.813	1.757	1.584	1.601
19.	Women are better than men at learning foreign languages.	2.728	2.819	1.750	1.529	1.157	0.856
20.	Polish people feel that it is important to speak English.	3.974	4.029	4.500	1.315	1.277	1.862
21.	I feel timid speaking English with other people.	3.373	4.025	2.938	1.734	1.599	1.611
22.	If beginning students are permitted to make errors in English, it will be difficult for them to speak correctly later on.	3.558	3.638	2.563	1.155	1.282	1.094
23.	The most important part of learning a foreign language is learning the grammar.	3.526	3.469	3.438	1.150	0.960	0.964
24.	I would like to learn English so that I can get to know people from English-speaking countries better.	4.481	4.357	4.563	1.583	1.517	1.315
25.	It is easier to speak than understand a foreign language.	3.245	4.083	3.188	1.500	1.200	1.167
26.	Learning a foreign language is different than learning other academic subjects.	4.337	4.374	4.750	1.247	1.327	1.528
27.	The most important part of learning English is learning how to translate from my native language	3.233	3.988	3.250	1.661	1.485	1.342
28.	If I learn English very well, I will have better opportunities for a good job.	4.813	4.785	4.938	2.136	1.921	1.611
29.	People who speak more than one language are very open-minded.	4.055	4.389	4.000	1.672	1.539	1.155
30.	I want to learn to speak English well.	5.063	4.853	5.063	1.692	1.472	1.652
31.	I would like to have friends from English-speaking countries.	4.975	4.687	5.000	1.671	1.707	1.673
32.	Everyone can learn to speak a foreign language.	4.757	4.859	4.938	1.504	1.464	1.289
33.	It is easier to read and write English than to speak and understand it.	3.573	4.110	4.250	1.498	1.564	1.065
34.	It is important for me to study a foreign language in order to be better educated	4.793	4.789	4.813	1.624	1.344	0.911

The analysis of the data collected from the first and the second-graders does not reveal any statistical differences in the results they obtained. This suggests that the amount of English is not the main factor which influences the beliefs about foreign language learning.

The statistically significant differences can be noticed only in the case of the CLIL and the non-CLIL learners outcomes. The data obtained in this study suggest that the CLIL learners feel ready to speak English with other people. They are also interested in knowing culture of

English speaking countries believing that speaking English is connected with such knowledge, which suggests that the CLIL learners are more aware of intercultural competence. They also believe that knowing one foreign language can help to learn another foreign language, which implies that they are more sensitive to similarities and differences between the foreign languages they learn. Consequently, it can be assumed that the CLIL learners are more interested in mastering English as such rather than getting higher grades.

5.1.5 Learners attitude towards CLIL programs

Cronbach's alpha and split-half internal consistency reliability for the data obtained for the questionnaire on attitude towards CLIL (Part B) is rather low (Table 58). The explanation of such a low result for Part B can be embedded in the small number of items included in this section. Since the questionnaire includes items regarding CLIL programs, it was used to assess CLIL learners' attitude towards such programs.

Table 58. Questionnaire reliability applying two statistical measures: Cronbach's alpha and split-half internal consistency reliability for attitude toward CLIL programs ($Q_{Attitude}$)

Part B (Attitude towards CLIL)	
Cronbach's Alpha	0.213
Split-Half (odd-even) Correlation	0.473
Mean for Questionnaire	28.758
Standard Deviation for Questionnaire	2.401

Table 59 provides data gathered for all CLIL students, 21 $CLIL_I$ learners and 9 $CLIL_{II}$ learners. The *t-test* for attitude towards CLIL programs equals 0.028 (p<0.5), which means that the differences in the obtained results for $CLIL_I$ and $CLIL_{II}$ are not statistically significant.

Table 59. Attitude towards CLIL programs among CLIL learners (Mean (M), Standard Deviations (SD), the t-test value for $CLIL_I$ and $CLIL_{II}$)

No.	Statement	Mean			t-test (CLIL I vs. CLIL II) (p= .5)	Standard deviation		
		CLIL	CLIL I	CLIL II		CLIL	CLIL I	CLIL II
1.	CLIL is an excellent way of attaining a high level of language proficiency.	3.517	3.619	3.25	0.082	0.509	0.498	0.463
2.	CLIL provides an opportunity of learning only a foreign language.	1.828	1.667	2.25	0.015	0.658	0.658	0.463

3.	CLIL is an excellent opportunity of learning both a foreign language and a content subject.	3.379	3.619	2.75	0.001	0.622	0.498	0.463
4.	CLIL is an attractive educational approach used for teaching a foreign language and a content subject.	3.379	3.571	2.875	0.001	0.561	0.507	0.354
5.	Learning in a CLIL course is an excellent way for learning a content subject.	3.103	3.238	2.75	0.101	0.557	0.436	0.707
6.	CLIL provides an opportunity of learning only a content subject.	1.897	1.810	2.125	0.264	0.673	0.680	0.641
7.	Students who want to be enrolled in a CLIL course should be advanced foreign language learners.	2.379	2.238	2.75	0.140	0.942	0.995	0.707
8.	All students may be enrolled a CLIL course, regardless of their foreign language proficiency level.	3.414	3.476	3.25	0.428	0.568	0.512	0.707
9.	CLIL prepares for future studies (regarding a foreign language and a content subject).	2.586	2.667	2.375	0.482	1.053	1.111	0.916
10.	CLIL supports autonomy by the deployment of tasks of different degree of difficulty which involves e.g. the group work (projects, pair work).	3.276	3.476	2.75	0.003	0.591	0.512	0.463

*p<0.5

Generally, the CLIL learners think that CLIL is an excellent way of attaining a high level of foreign language proficiency. They also think that in such programs they can also learn a content subject. Overall, the CLIL learners perceive CLIL as an attractive educational approach, which develops learners' autonomy and prepares for future studies. Finally, according to the CLIL group, all students may be enrolled in a CLIL course, regardless of their foreign language proficiency level.

5.1.6 Individual variables in the CLIL settings

On the basis of the analyses of the data presented above, it can be noticed that statistically significant differences can be noticed only for certain aspects differentiating the CLIL and the non-CLIL learners. Firstly, the data suggest that the amount of English per week is not the key factor that influences learners' motivation, autonomy, the use of learning strategies, as well as beliefs about foreign language learning.

When it comes to the data obtained from the CLIL and the non-CLIL learners statistically significant differences appear in several areas. For instance, it seems that CLIL approach supports learners motivation, particularly in terms of *Ideal L2 Self*, *integrative motivation*, and *competitiveness*. This educational approach also diminishes *anxiety* to speak English. From the perspective of the data collected in the present study the CLIL learners are more aware of the gap between their current language proficiency level and the level they plan to achieve. They are more motivated to learn English because they want to communicate with the foreigners using English. At the same time, they seem to be less anxious in this respect than the non-CLIL students. The role of grades and getting higher grades was not that important for the CLIL group at the end of the study. Overall, it can be concluded that the CLIL learners want to master English to gain access to content knowledge, which they need for their future professional purposes.

Moreover, the CLIL learners seem to be aware of the importance of study skill strategies. They are also more likely to use such strategies since they have to deal with the content subjects in English, which can be challenging for some if not for all students. In this manner, it can be concluded that Content and Language Integrated Learning provides a convenient platform for CLIL learners to use a coherent set of tactics concerning the methodical allocation of resources to get the job of studying a language accomplished.

On the other hand, CLIL has a fairly moderate influence on learners autonomy, which is visible in the aspect of their independence from their teachers. The CLIL learners do not rely on a detailed learning plan provided by their teachers. Additionally, they are also more interested in the news related to English speaking countries, which suggests that they see their future in an English speaking country, for instance, they plan to study or work abroad. This implies that the CLIL learners have clear professional goals which they want to reach and mastering English is one of the requirements on this path. Overall, the analysis of the obtained data suggests that CLIL shapes learners' independence from the teachers in terms of learning foreign languages.

On the basis of the obtained data, it can also be assumed that CLIL supports the interest in knowing the culture of English speaking countries. Interestingly, CLIL also influences the readiness to speak English with other people, which leads to the conclusion that CLIL develops, at least to some extent, the overall intercultural competence among students. The CLIL learners see the relationship between the first and the second foreign language they learn. This indicates that they are more sensitive to similarities and differences between these languages and they are ready to use this knowledge to master another foreign language.

Finally, on the basis of the data obtained in this study, it can be assumed that CLIL shapes positive attitudes towards CLIL approach. The CLIL learners believe that CLIL education is a useful way of attaining a high level of language proficiency and mastering non-linguistic subjects. CLIL seems to be an attractive educational approach, which develops learners' autonomy and prepares for future studies and can be recommended to all students, regardless of their foreign language proficiency level.

The analyses of the obtained data suggest that Content and Language Integrated Learning has positive influence on certain aspects of motivation, autonomy, learning strategies, beliefs about foreign language learning, and learners attitude. The differences in the obtained results among the CLIL and the non-CLIL learners are statistically significant for the above-mentioned aspects. Nevertheless, the differences are not dramatic. To understand the role of individual variables in the success of CLIL as an approach to EFL, the results regarding the questionnaires presented so far are juxtaposed with the results of two attainment-tests (T1, T2) in the ensuing sections.

5.2 Attainment in English as a foreign language in the CLIL settings

In order to estimate the role of individual variables in the success of CLIL as an approach to EFL, the attainment in English is also taken into account. The data were gathered using two versions of the *Oxford Placement Test* (2004) (see Section 4.3.5) The tests were administered twice, at the beginning and the end of the term. The results obtained from both tests are analyzed according to the scores obtained by the CLIL and the non-CLIL students. Firstly, the results obtained at the beginning of the study from the T1 for the CLIL and the non-CLIL learners are analyzed. Then, the results obtained for T2 for the CLIL and the non-CLIL learners are taken into account. Moreover, the progress over one school term T1 and T2 is also the object of scrutiny.

Oxford Placement Test(2004) includes close-ended questions. The explicit aim of Content and Language Integrated Learning is not teaching the writing skill as it happens during foreign language classes. However, to get a detailed picture regarding attainment in English as a foreign language in the CLIL settings, all participants of the study were also asked to write essays at the beginning and the end of the study. Therefore, other analyses focused on the results obtained from the writing sections at the beginning and the end of the study. Finally, the

emphasis is put on the progress analyses over one school term regarding writing. Table 60 presents raw data obtained from the participants of the study.

Table 60. Raw data obtained from T1 and T2 (Listening = 100 points; Grammar = 100 points; Writing = 100 points)

CLIL$_I$ (T1)								
				Writing				
Code of the participant of the study	Listening	Grammar	Writing	Content	Organization	Vocabulary	Language (grammar)	Mechanics
2309ZA	80	75	89	26	17	18	23	5
O107ŻZ	81	77	95	30	18	19	23	5
2210MZ	62	72	98	30	20	20	23	5
1608MA	80	77	82	25	18	16	19	4
2808OA	74	76	74	22	15	17	20	5
710KA	79	69	94	29	19	18	23	5
2703FP	81	73	89	26	18	18	22	5
O403MA	71	76	77	13	18	17	24	5
2303JA	75	62	86	26	17	17	21	5
2911HT	79	71	83	26	17	17	18	5
2009HA	73	72	90	27	18	18	22	5
O303AA	82	63	0	0	0	0	0	0
2502MŁ	77	64	87	27	17	17	21	5
2611WA	79	67	90	27	17	17	24	5
2803AA	71	56	87	26	19	16	21	5
2609AA	83	68	89	28	18	17	21	5
0107PA	83	77	93	28	19	18	23	5
1001AA	62	54	87	26	18	17	21	5
O103GA	81	68	90	28	18	17	22	5
2802MA	76	75	88	27	18	17	21	5
O611OA	85	61	80	26	17	15	17	5
CLIL$_I$ (T2)								
				Writing				
Code of the participant of the study	Listening	Grammar	Writing	Content	Organization	Vocabulary	Language (grammar)	Mechanics
2309ZA	70	84	97	30	20	20	22	5
O107ŻZ	82	80	90	26	18	19	22	5
2210MZ	69	80	95	29	19	19	23	5
1608MA	75	74	91	28	19	18	22	4
2808OA	76	78	95	30	20	18	22	5
710KA	65	69	0	0	0	0	0	0
2703FP	78	73	96	29	20	18	24	5
O403MA	75	70	99	30	20	20	24	5
2303JA	66	61	86	26	17	17	21	5
2911HT	80	73	90	27	18	18	22	5
2009HA	68	64	93	29	18	18	23	5
O303AA	67	70	87	26	17	17	22	5

Code	Listening	Grammar	Writing	Content	Organization	Vocabulary	Language (grammar)	Mechanics
2502MŁ	70	67	88	26	17	17	23	5
2611WA	86	67	86	26	17	17	21	5
2803AA	72	63	87	26	18	17	21	5
2609AA	77	66	0	0	0	0	0	0
0107PA	76	78	91	28	18	18	22	5
1001AA	69	57	92	28	18	18	23	5
O103GA	79	78	91	27	18	18	23	5
2802MA	80	77	89	27	18	17	22	5
O611OA	71	61	79	16	18	17	23	5
2309ZA	70	84	97	30	20	20	22	5
O107ŻZ	82	80	90	26	18	19	22	5
2210MZ	69	80	95	29	19	19	23	5
1608MA	75	74	91	28	19	18	22	4
2808OA	76	78	95	30	20	18	22	5
710KA	65	69	0	0	0	0	0	0
2703FP	78	73	96	29	20	18	24	5

CLIL$_{II}$ (T1)

Code of the participant of the study	Listening	Grammar	Writing	Writing				
				Content	Organization	Vocabulary	Language (grammar)	Mechanics
1707WA	81	69	0	0	0	0	0	0
O112IB	90	86	65	17	17	13	13	5
2009MN	83	87	93	28	19	18	23	5
O806PA	76	74	77	22	18	14	18	5
O108MM	78	72	90	27	18	18	22	5
1407AA	73	60	93	30	19	18	21	5
O609WA	77	60	76	12	14	17	18	5

CLIL$_{II}$ (T2)

Code of the participant of the study	Listening	Grammar	Writing	Writing				
				Content	Organization	Vocabulary	Language (grammar)	Mechanics
1707WA	73	71	68	13	18	13	19	5
O112IB	93	88	94	27	17	20	25	5
2009MN	83	82	96	27	19	20	25	5
O806PA	83	63	86	26	17	17	21	5
O108MM	74	68	91	28	18	18	22	5
1407AA	77	58	88	29	18	18	18	5
O609WA	76	59	0	0	0	0	0	0

Non-CLIL$_{I(3)}$ (T1)

Code of the participant of the study	Listening	Grammar	Writing	Writing				
				Content	Organization	Vocabulary	Language (grammar)	Mechanics
O406JB	67	40	65	28	18	10	6	3
O505PA	70	43	57	17	14	17	5	4
O509JA	78	61	88	27	19	17	20	5

Code of the participant of the study	Listening	Grammar	Writing	Content	Organization	Vocabulary	Language (grammar)	Mechanics
1804WA	63	58	55	22	14	14	18	5
2502LA	74	61	89	28	19	18	19	5
2305PP	68	47	85	27	18	17	18	5
2007AA	64	35	71	27	18	17	5	4
O605MA	65	42	56	22	14	10	5	5
1507AA	80	46	50	17	14	10	5	4
O708WR	74	31	0	0	0	0	0	0
2108MŁ	80	63	96	30	20	19	23	4
2803WA	64	30	58	21	14	13	5	5
O208PA	70	39	74	22	17	13	18	4
1206MZ	67	42	0	0	0	0	0	0
2912AA	48	41	79	27	17	17	13	5
3010MJ	56	35	0	0	0	0	0	0
1203KF	63	46	91	30	18	17	21	5
2508KA	66	39	55	22	14	10	5	4
O210OA	64	47	59	26	13	10	5	5

Non-CLIL$_{I(3)}$ (T2)

| Code of the participant of the study | Listening | Grammar | Writing | Writing | | | | |
				Content	Organization	Vocabulary	Language (grammar)	Mechanics
O406JB	70	44	56	22	16	10	5	3
O505PA	71	44	64	21	14	13	11	5
O509JA	76	60	88	27	19	17	20	5
1804WA	69	45	0	0	0	0	0	0
2502LA	78	54	87	27	18	17	20	5
2305PP	71	47	77	26	16	14	17	4
2007AA	76	40	45	17	9	10	5	4
O605MA	60	51	56	21	14	10	5	5
1507AA	75	43	51	17	14	10	6	4
O708WR	60	35	0	0	0	0	0	0
2108MŁ	80	59	96	30	20	19	24	3
2803WA	65	25	48	16	10	10	7	5
O208PA	71	43	73	27	15	17	10	4
1206MZ	64	42	0	0	0	0	0	0
2912AA	64	45	58	17	13	13	10	5
3010MJ	65	48	77	26	17	13	17	4
1203KF	72	40	87	27	19	17	19	5
2508KA	74	41	51	22	10	10	5	4
O210OA	51	34	61	26	13	10	7	5

Non-CLIL$_{I(4)}$ (T1)

| Code of the participant of the study | Listening | Grammar | Writing | Writing | | | | |
				Content	Organization	Vocabulary	Language (grammar)	Mechanics
1307NA	64	31	45	17	9	10	5	4
2305BZ	75	68	82	27	18	14	18	5
O606BZ	75	56	76	22	18	13	18	5
O405MŁ	70	42	79	26	18	14	17	4
1311FZ	79	51	84	27	18	17	18	4
O903ZA	81	39	43	16	9	9	5	4
2904WA	59	43	75	26	17	16	12	4

Code of the participant of the study	Listening	Grammar	Writing	Content	Organization	Vocabulary	Language (grammar)	Mechanics
O810JA	65	38	75	26	17	17	11	4
2207AA	63	46	70	26	14	14	11	5
2207WA	68	45	0	0	0	0	0	0
1010AA	68	40	69	26	15	13	11	4
2010AA	73	51	71	26	14	14	12	5
1507JA	48	43	79	26	18	13	18	4
1808WG	67	38	68	26	14	14	10	4
O506MA	61	48	74	26	18	14	12	4
2009ZA	71	41	0	0	0	0	0	0
1107OA	66	36	71	26	17	13	11	4
1711WA	67	43	68	26	14	14	10	4
1502MA	72	42	82	27	18	17	16	4

Non-CLIL_{I(4)} (T2)

| Code of the participant of the study | Listening | Grammar | Writing | Writing | | | | |
				Content	Organization	Vocabulary	Language (grammar)	Mechanics
1307NA	69	37	39	13	7	10	5	4
2305BZ	68	73	84	26	17	15	21	5
O606BZ	71	64	86	27	18	17	19	5
O405MŁ	70	58	87	29	18	17	19	4
1311FZ	81	39	73	28	18	18	22	5
O903ZA	74	42	56	22	10	13	7	4
2904WA	69	53	81	22	17	17	20	5
O810JA	71	40	58	21	13	13	7	4
2207AA	72	51	67	23	14	14	12	4
2207WA	71	39	0	0	0	0	0	0
1010AA	63	36	74	27	18	14	11	4
2010AA	67	33	77	26	18	15	14	4
1507JA	56	39	64	26	14	14	6	4
1808WG	70	38	69	26	14	14	11	4
O506MA	71	46	77	27	18	15	12	5
2009ZA	65	22	0	0	0	0	0	0
1107OA	67	41	71	24	17	14	11	5
1711WA	56	44	62	22	13	13	10	4
1502MA	63	45	77	27	17	17	12	4

Non-CLIL_{II(3)} (T1)

| Code of the participant of the study | Listening | Grammar | Writing | Writing | | | | |
				Content	Organization	Vocabulary	Language (grammar)	Mechanics
2209JB	60	51	76	27	17	17	11	4
1306JA	63	53	62	22	14	11	11	4
2207AA	74	43	72	21	14	14	18	5
1212OA	73	42	76	27	15	17	13	4
O102WK	71	57	89	27	18	18	21	5
O412ŻK	58	41	0	0	0	0	0	0
2004EA	60	41	80	27	17	14	17	5

Non-CLIL_{II(3)} (T2)

| | | | | Writing | | | | |

Code of the participant of the study	Listening	Grammar	Writing	Content	Organization	Vocabulary	Language (grammar)	Mechanics
2209JB	70	46	64	26	14	10	11	3
1306JA	68	58	90	27	19	18	21	5
2207AA	72	56	79	27	18	17	12	5
1212OA	67	53	80	27	17	14	17	5
O102WK	71	57	91	29	19	18	21	4
O412ŻK	72	46	66	21	17	14	9	5
2004EA	70	47	64	26	9	13	11	5

Non-CLIL_II(7) (T1)

| Code of the participant of the study | Listening | Grammar | Writing | Writing | | | | |
				Content	Organization	Vocabulary	Language (grammar)	Mechanics
O409KN	68	82	92	27	18	18	24	5
2306MA	64	64	70	22	16	14	13	5
1103DA	66	54	85	27	18	18	18	4
O807WM	67	57	58	22	14	13	5	4
1401WA	32	38	77	26	18	17	11	5
O312WA	62	36	61	26	17	13	5	5
2101AA	70	34	0	0	0	0	0	0
1406WI	69	43	81	29	18	17	13	4
1910DD	62	62	0	0	0	0	0	0
2507IM	63	41	78	29	18	15	13	3
2610DW	69	43	0	0	0	0	0	0
O801OM	68	45	61	22	13	10	11	5
1503MZ	75	38	75	26	17	15	12	5
2502MJ	86	61	84	27	18	17	18	4

Non-CLIL_II(7) (T2)

| Code of the participant of the study | Listening | Grammar | Writing | Writing | | | | |
				Content	Organization	Vocabulary	Language (grammar)	Mechanics
O409KN	70	78	100	30	20	20	25	5
2306MA	78	56	73	22	17	13	16	5
1103DA	67	60	86	26	18	17	20	5
O807WM	72	59	43	13	10	8	8	4
1401WA	72	33	76	18	17	11	4	
O312WA	68	35	56	17	13	10	11	5
2101AA	69	38	94	30	20	18	21	5
1406WI	58	41	80	28	18	14	17	3
1910DD	69	55	81	27	18	14	17	5
2507IM	66	49	68	26	14	12	12	3
2610DW	62	44	72	26	17	13	11	5
O801OM	65	44	69	26	14	14	11	4
1503MZ	75	57	83	27	18	17	18	3
2502MJ	79	37	0	0	0	0	0	0

Table 60 presents the scores obtained from all groups of participants, both at the beginning and the end of the study. They are presented according to individual skills, that is, listening, grammar, and writing. The *Oxford Placement Test (2004)* includes only close-ended questions. For this reason, the participants of the study were also asked to write an essay, the details regarding the scoring for the writing section are also presented in the separate column (Table 60). The null hypothesis (H_0) addressing attainment in English is there is no difference regarding attainment in learning English as a foreign language between CLIL and non-CLIL learners (H_{01}: $\mu_{CLIL} = \mu_{non-CLIL}$). The alternative hypotheses (H_1) required for the statistics to be implemented assumes that *CLIL learners outperform/fall behind non-CLIL learners regarding attainment in learning English as a foreign language (H_a: $\mu_{CLIL} \neq \mu_{non-CLIL}$).* The research question related to attainment in learning English as a foreign language is formulated is as follows: Do *CLIL learners outperform non-CLIL learners regarding attainment in learning English as a foreign language?* (*RQ3*).

The first part of the analysis focuses on the data obtained from the CLIL and the non-CLIL learners. However, certain researchers indicate that the time of exposure to a foreign language can influence language outcomes. Coady and Huckin (1997), Sylvén (2004), Navés (2009), and Lasagabaster (2015) argue that the amount of exposure to the target language may influence communicative competence. The study presented in this dissertation involves groups of learners with different amount of English per week. For this reason care is also taken in the interpretation of the obtained results due to the fact that the exposure to the English is more intensive in the CLIL program (cf. Ruiz De Zarobe & Catalán, 2009). Accordingly, the results are also analyzed focusing on the results obtained from the CLIL and the non-CLIL learners and the amount of English per week for each group.

5.2.1 T1 score for the CLIL and the non-CLIL learners

This section presents the outcomes of T1 for two cohorts of students, namely the CLIL and the non-CLIL learners (T1$_{CLIL}$ vs. T1$_{non-CLIL}$). Figure 15 shows the histogram displaying the frequency of scores and the scores for T1$_{CLIL\ and\ non-CLIL}$.

Figure 15. The histogram displaying the frequency of scores and the scores for T_1
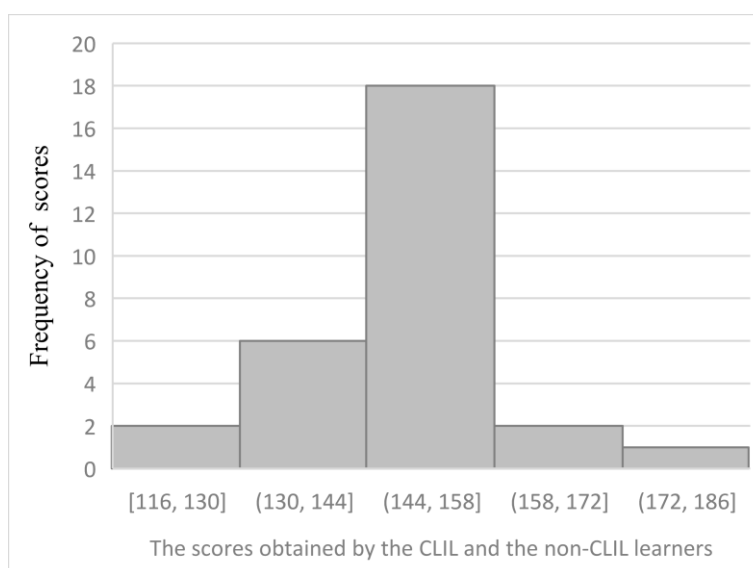
The histogram presented above shows the data for 91 participants of the study. The mean score obtained by all learners equals 123.7 (M) and standard deviation equals 21.3 (SD). The scores range between 116 to 186 among all learners.

Table 61 shows the mean scores (M) and standard deviations (SD) for $T1_{\text{CLIL and non-CLIL}}$. The mean score and standard deviation for $T1_{\text{CLIL and non-CLIL}}$ is counted on the basis of the data gathered from 29 CLIL learners and 62 non-CLIL learners.

Table 61. Summary of the independent-samples *t-test* data for $T1_{\text{CLIL}}$ vs. $T1_{\text{non-CLIL}}$

	CLIL	non-CLIL	SD2 pooled	SD$_{(x-x)}$	df	t$_{obt}$ value
M	147.4 (147.379)	112.7 (112.693)	191.797	2.574	89	13.5 (13.470)
SD	11.9 (11.890)	14.7 (14.660)				
SD^2	141. 4 (141.386)	214.9 (214.937)				
N	29	62				

The T_{obt} value is 13,5 and *df* is 0.89. T_{obt} value is greater than the t_{crit} (p<0.05 for two-tailed test) for the CLIL and the non-CLIL groups and it falls in the region of rejection. The difference in the scores is statistically significant. The *t-test* suggests that when comparing the results of T1 for the CLIL and the non-CLIL learners, the CLIL groups obtain a higher score (M=147) than non-CLIL students (M=112.7).

On the basis of the data presented above, the null hypothesis that there is no difference in the scores of T1 of the CLIL and the non-CLIL learners can be rejected, which means that

the CLIL learners systematically outperform the non-CLIL learners in English proficiency level.

To confirm the strength and magnitude of the effect of the CLIL teaching on the final results, squared point-biserial correlation (r_{pb}^2) is also calculated. The effect size is 0.670. This result indicates that 67% of the variability is accounted for the influence of CLIL teaching. This suggests that the CLIL teaching affects the results of the majority of the CLIL learners obtained from T1.

5.2.2 T2 score for the CLIL and the non-CLIL learners

This section presents the data gathered from two parts of T2 (*Oxford Placement Test*, 2004). Figure 16 illustrates the histogram displaying the frequency of scores and the scores for T2$_{CLIL}$ and non-CLIL.

Figure 16. The histogram displaying the frequency of scores and the scores for T2
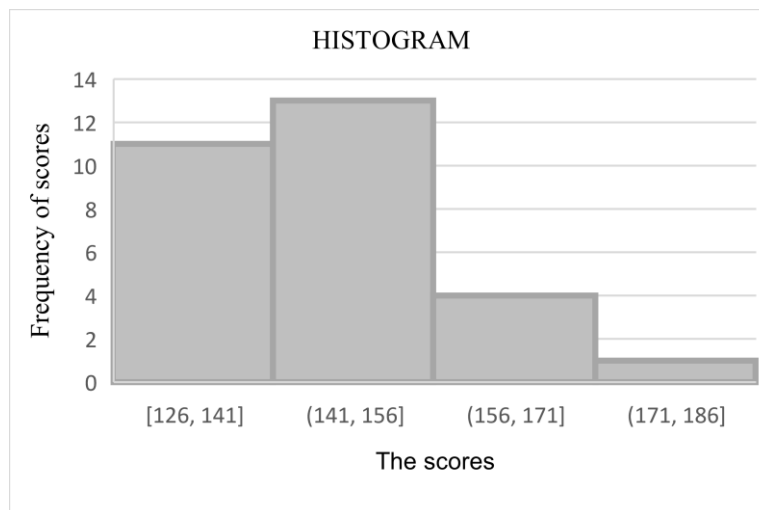
The histogram presented above shows the data for 91 participants of the study. The mean score obtained by all learners equals 124.5 (M) and standard deviation equals 19.4 (SD). The scores range between 126 to 186 among all learners.

Table 62 collates all data gathered from T2. T_{obt} value is 12,6 and *df* is 89. T_{obt} value is greater than the t_{crit} (p<0.05 for two-tailed tests). Thus, it falls in the region of rejection.

Table 62. Summary of the independent-samples *t-test* of T2 outcomes

	CLIL	non-CLIL	SD^2 pooled	SD$_{(x-x)}$	df	t$_{obt}$ value
M	145.4 (145.413)	114.8 (114.7741935)	170.695	2.429	89	12.6 (12.611)
SD	12.8 (12.793)	13.2 (13.187)				
SD^2	163.7 (163.679)	173.9 (173.915)				
N	29	62				

Similarly to the results obtained from the initial test, T1$_{CLIL\ and\ non-CLIL}$, the null hypothesis is rejected. On average, the CLIL learners get systematically higher scores than the non-CLIL learners also in terms of the T2 score. R$_{pb}$^{2} is 0.641, which means that 64% of the variability is accounted for the influence of the CLIL teaching.

On the basis of the data presented above, it can be concluded that also in terms of T2 the CLIL teaching influences the final results of the majority of the CLIL learners obtained at the end of the study (T2).

5.2.3 Analysis of the scores obtained by the CLIL and the non-CLIL learners at the beginning (T1) and the end of the study (T2)

The above-presented analyses of data corroborate the hypothesis that the CLIL learners outperform the non-CLIL learners (M$_{T1CLIL}$=147.4; M$_{T1non-CLIL}$=112.7; M$_{T2CLIL}$=145.4; M$_{T2non-CLIL}$=114.8). Figure 17 presents a decreasing trend in terms of the score obtained by CLIL learners. The diagram shows the mean scores of T1$_{CLIL}$ vs. T1$_{non-CLIL}$ − T2$_{CLIL}$ vs. T2$_{non-CLIL}$. The maximum number of points from each test is 200.

The analysis of the T1 and T2 for the CLIL learners indicates that the *t-value* is 0.440 and the p-value is 0.661. This means that the difference in progress obtained by the CLIL learners at the beginning and the end of the study is not statistically significant at p<0.05. Figure 17 presents the data for T1 and T2. As can be seen, the CLIL learners go through a stable progress, which is approximately parallel to the non-CLIL learners, nonetheless their headway is situated systematically higher that of the non-CLIL scores.

Figure 17. The language progress of the CLIL and the non-CLIL learners over one school term
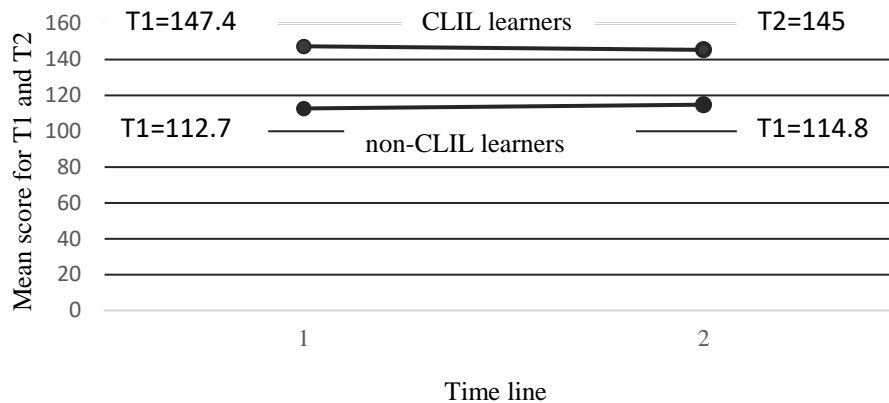
The statistical analysis of the T1 and T2 for the non-CLIL learners reveals that the *t-value* is -0.681 and the p-value is 0.496. This result is not statistically significant at p<0.05. This means that also in the case of the non-CLIL learners no significant differences regarding language achievement over one term can be observed.

The analysis presented above suggests that both groups of participants, that is, the CLIL and the non-CLIL learners make similar progress. Still, it should be noted that the scores obtained by the CLIL learners from the initial and the final test are higher than the scores obtained by the non-CLIL learners.

5.2.4 Writing test scores obtained by the CLIL and the non-CLIL learners at the beginning of the study

The preceding sections have presented the analyses of the data obtained from the *Oxford Placement Test (2004)*. That test includes only close-ended questions. Additionally, all participants of the study were also asked to write an essay at the beginning and the end of the study. The CLIL as such does not aim at explicit teaching of writing skills. Thus, this analysis is aimed to help to get more reliable information regarding the CLIL learners English proficiency level.

This section presents the writing results (T1W) for the CLIL and the non-CLIL learners obtained at the beginning of the term. Figure 18 shows the histogram displaying the frequency of scores and the scores for writing (T1W).

Figure 18. The histogram displaying the frequency of scores and the scores for T1W$_{\text{CLIL}}$ T1W$_{\text{non-CLIL}}$
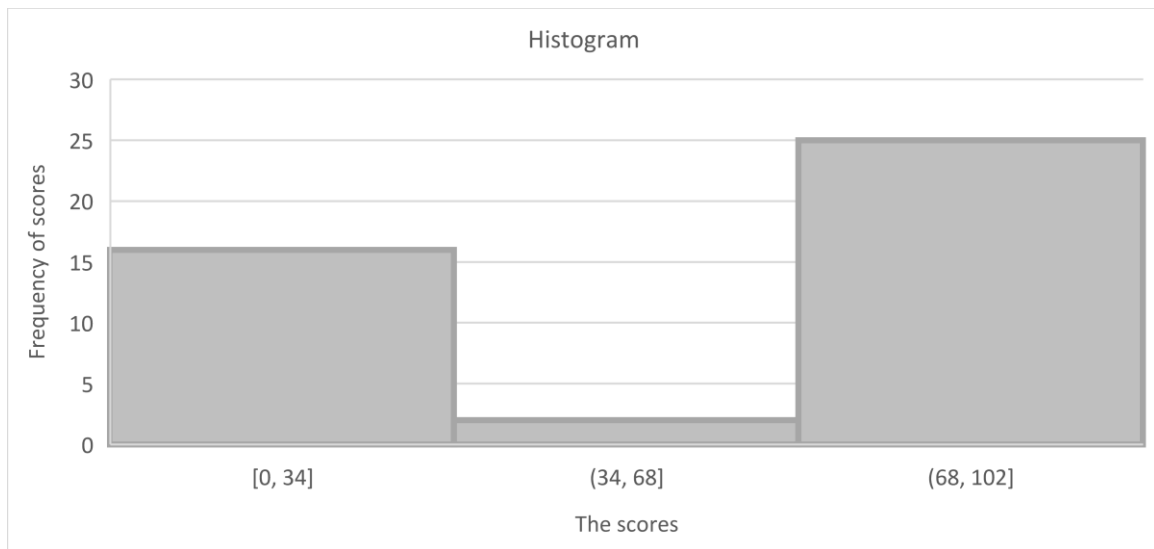
Figure 18 presents the data obtained for 91 participants of the study. The mean score equals 67.55 (M) and the standard deviation equals 27.9 (SD). The scores range between 0 to 102 points.

Table 63 presents the results obtained by the CLIL and the non-CLIL learners. The T$_{\text{obt}}$ value is 3.506929625 and *df* is 89. The T$_{\text{obt}}$ value is higher than the t$_{\text{crit}}$ ($p<0.05$ for two-tailed tests). Thus, the difference regarding these scores is statistically significant. The results reveal that the CLIL learners (M=79.4) outperform the non-CLIL students (M= 62).

Table 63. Summary of the independent-samples t-test data for writing (T1W$_{\text{CLIL}}$ and T1W$_{\text{non-CLIL}}$)

	CLIL	non-CLIL	SD^2 pooled	SD$_{(x-x)}$	df	t$_{\text{obt}}$ value
M	79.4 (79.413)	62 (61.967)	63832.969	4.974	89	3.506
SD	23.6 (23.604)	28.1 (28.119)				
SD^2	557.2 (557.179)	790.7 (790.687)				
N	29	62				

The R$_{\text{pb}}^2$ is 0.121, which means that 12% of the variability is accounted for the influence of CLIL teaching. This suggests that the CLIL teaching influences the results obtained by some CLIL learners. In this case, the CLIL teaching is not the main factor responsible for the high result obtained by the CLIL group.

5.2.5 Writing test scores obtained by the CLIL and the non-CLIL learners at the end of the study

This section focuses on the writing scores obtained by the CLIL and the non-CLIL learners at the end of the term. Figure 19 presents the histogram displaying the frequency of scores and the scores for writing (T2W).

Figure 19. The histogram displaying the frequency of scores and the scores for T1 T2W$_{CLIL}$ and T2W$_{non-CLIL}$
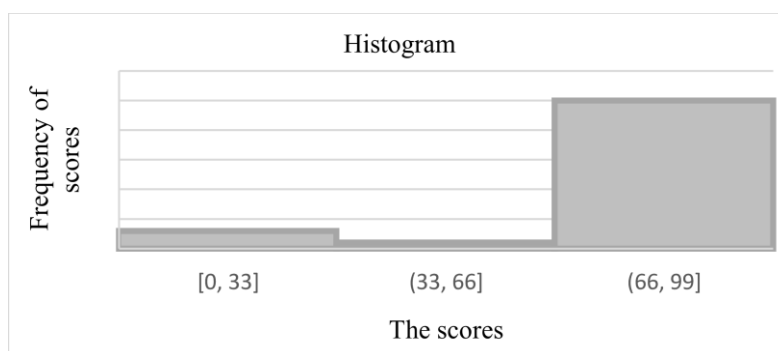
The histogram presents data obtained from 91 participants of the study. The mean score equals 69.4 points (M) and the standard deviation equals 27.1 (SD).

Table 64 presents the data regarding writing scores obtained at the end of the study. The CLIL learners score higher (M=79.4) than the non-CLIL students (M= 62).

Table 64. Summary of the independent-samples t-test data for T2W$_{CLIL}$ and T2W$_{non-CLIL}$

	CLIL	non-CLIL	SD^2 pooled	SD$_{(x-x)}$	df	t$_{obt}$ value
M	79.4 (79.448)	64.7 (64.677)	692.187	4.887	89	3.022
SD	28.7 (28.658)	25.2 (25.157)				
SD^2	821.3 (821.327)	632.9 (632.910)				
N	29	62				

The T$_{obt}$ value is 3,506929625 and *df* is 89. The T$_{obt}$ value is higher than the t$_{crit}$ (p<0.05 for two-tailed tests), which means that there is a statistical difference in the writing scores between the CLIL learners and the non-CLIL learners.

The R$_{pb}^2$ is 0.093, which means that 9% of the variability is attributed to CLIL teaching. This means that the success of the CLIL learners can be ascribable to certain student enrolled

in CLIL classes. On the basis of the data obtained for writing, it can be concluded that CLIL is not the key factor responsible for high score obtained by the CLIL learners.

5.2.6 Analysis of the writing scores obtained by the CLIL and the non-CLIL learners at the beginning (T1) and the end of the study (T2)

The above analyses of writing scores corroborate the hypothesis that the CLIL learners outperform the non-CLIL learners in terms of this skill, both at the beginning and the end of the study. The maximum number of points for the writing part is 100. This section analyzes the progress of writing skills based on the data obtained from the CLIL and the non-CLIL learners at the beginning and the end of the study.

Figure 20 provides the scores obtained by the CLIL group and the non-CLIL group for the writing section collected at the beginning and the end of the study. The t-value is -0.56548. The p-value is 0.572784. The differences in the results obtained by both groups is not statistically significant at $p < 0.05$.

Figure 20. The writing progress over one school term ($T1W_{CLIL}$ vs. $T1W_{non-CLIL}$ − $T2W_{CLIL}$ vs. $T2W_{non-CLIL}$)
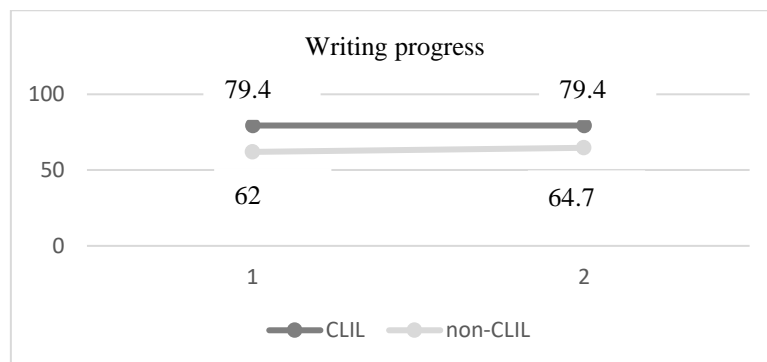
On the basis of the data presented above, it can be concluded that both groups maintain their progress on parallel levels over one term. Nevertheless, it should be noted that the CLIL learners score higher than the non-CLIL learners both at the beginning and the end of the study.

5.2.7 T1 results between groups

This section presents the results of a one-way repeated measures analysis of variance (ANOVA) showing the between-group difference in scores for the initial test (T1). First, it is performed for the first-graders (CLIL$_I$, non-CLIL$_{I(3)}$, non-CLIL$_{I(4)}$) and later the emphasis shifts to the analysis of the results obtained by the second graders (CLIL$_{II}$, non-CLIL$_{II(3)}$, non-CLIL$_{II(7)}$). The section closes with the comparison of the scores obtained from the all groups participating in this study.

The discussion starts with the analysis of the scores of the first-graders. Table 65 collates the results of ANOVA analysis for three groups, namely, CLIL$_I$, non-CLIL$_{I(3)}$, non-CLIL$_{I(4)}$. The table includes the means of the obtained scores by all groups of participants and other details needed to perform the statistical analysis.

Table 65. Summary of a one-way analysis of variance (ANOVA) for T1 (first graders)

Data summary				
Groups of first-graders	N	Mean	SD	Standard error
CLIL$_I$	21	146 (146.047)	10.523	2.296
Non-CLIL$_{I(3)}$	19	111.9 (111.947)	15.174	3.481
Non-CLIL$_{I(4)}$	19	112.3 (112.263)	12.814	2.939

The CLIL learners score (M=146) is significantly higher that the non-CLIL learners (F(2.56)=46.8391, p<0.05). The differences in the scores among three groups are statistically significant. In addition to this, 63% of the variability in the scores can be accounted for the exposure to CLIL instruction ($\eta 2=0.625$).

Table 66. Summary of a one-way analysis of variance (ANOVA) for T1 (second graders)

Data summary				
Groups of second-graders	N	Mean	SD	Standard error
CLIL$_{II}$	8	150.9 (150.875)	15.160	5.36
Non-CLIL$_{II(3)}$	8	111.7 (111.75)	9.422	3.331
Non-CLIL$_{II(7)}$	16	114.6 (114.562)	18.818	4.704

Having analyzed the data obtained from the first graders, the focus shifts to the results obtained by the second graders. The data are obtained from three groups of the second graders, namely,

CLIL$_{II}$, non-CLIL$_{II(3)}$, non-CLIL$_{II(7)}$. Table 66 presents the results of ANOVA analysis for the aforementioned groups.

The CLIL learners (M=150.9) outperform the non-CLIL learners (F(2, 29)=16.0865, p<0.05). The differences in the obtained scores are statistically significant. The 53% of the variability in the scores can be accounted for the exposure to CLIL instruction ($\eta2$=0.529).

Figure 21. A one-way analysis of variance (ANOVA) for T1. The diagram provides mean scores of T1 (N=91; the maximum number of points that can obtained from *Oxford Placement Test* is 200)
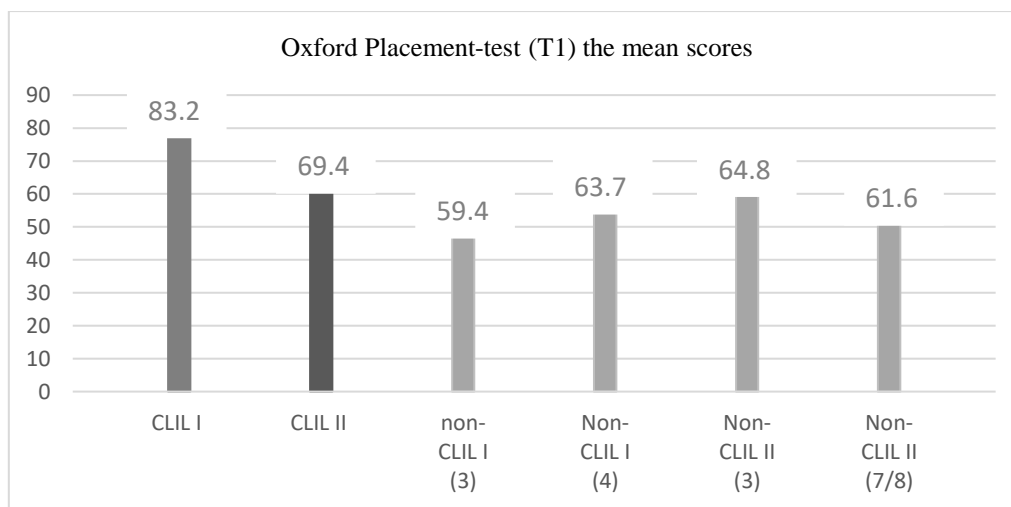
Finally, Figure 21 presents the results (T1) from all participants taken as a whole, that is, the first- and second-graders altogether. The differences in the obtained results are statistically significant (F(5, 85)=24.1854, p<0.05), which shows that the CLIL learners systematically score higher than the non-CLIL learners. The 59% of the variability in the scores can be accounted for the exposure to CLIL instruction ($\eta2$=0.587), which leads to the conclusion that the CLIL approach is likely to be the key factor that influenced positively the final scores achieved by the CLIL learners.

5.2.8 T2 results between groups

This section presents the results of a one-way repeated measures analysis of variance (ANOVA) showing the between-group difference in scores for the final test (T2). First, it is performed for the first-graders (CLIL$_I$, non-CLIL$_{I(3)}$, non-CLIL$_{I(4)}$) and later the focus shifts to the analysis of

the results obtained by the second graders (CLIL$_{II}$, non-CLIL$_{II(3)}$, non-CLIL$_{II(7)}$). The section closes with the comparison of the scores obtained from all groups participating in this study.

The presentation of the obtained data starts with the analysis of the results obtained by the first graders. Table 67 collates the results of ANOVA analysis.

Table 67. Summary of a one-way analysis of variance (ANOVA) for T2 (first graders)

Data summary				
Groups of first-graders	**N**	**Mean**	**SD**	**Standard error**
CLIL$_I$	21	144.8 (144.809)	10.934	2.386
Non-CLIL$_{I(3)}$	19	113.3 (113.263)	13.625	3.125
Non-CLIL$_{I(4)}$	19	112.3 (112.315)	13.764	3.157

The CLIL$_I$ learners (M=144.8) obtain an overall higher score that the non-CLIL$_I$ learners. The differences in the scores are statistically significant (F(2, 56)=42.4942, p<0.05). The results obtained by the non-CLIL students (M$_{non-CLILI(3)}$=113.3, M$_{non-CLILI(4)}$=112.3) are similar despite different amount of hours of English per week The 60% of the variability in the scores can be accounted for the exposure to CLIL instruction (η2=0.602).

When it comes to the second graders (CLIL$_{II}$, non-CLIL$_{II(3)}$, non-CLIL$_{II(7)}$), also in this case, the CLIL$_{II}$ learners (M=147) score higher that the non-CLIL$_{II}$ learners.

Table 68. Summary of a one-way analysis of variance (ANOVA) for T2 (second graders)

Data summary				
Groups of second-graders	**N**	**Mean**	**SD**	**Standard error**
CLIL$_{II}$	8	147	17.582	6.216
Non-CLIL$_{II(3)}$	8	120.4 (120.375)	6.457	2.283
Non-CLIL$_{II(7)}$	16	116.7 (116.687)	14.37	3.592

Table 68 presents the details of a one-way analysis of variance (ANOVA) for T2. The differences in the scores are statistically significant (F(2, 29)=13.4405 p<0.05). The 48% of the variability in the scores can be accounted for the exposure to CLIL (η2=0.481). Finally, the analysis of the scores obtained by all first and second-graders also suggests that the CLIL groups, both the first and the second-graders, outperform other groups.

Figure 22 presents the results obtained at the end of the term (T2) from all groups of participants of the present study.

Figure 22. A one-way analysis of variance (ANOVA) for T2. The diagram provides mean scores of T2 (N=91; the maximum number of points that can obtained from *Oxford Placement Test* is 200)
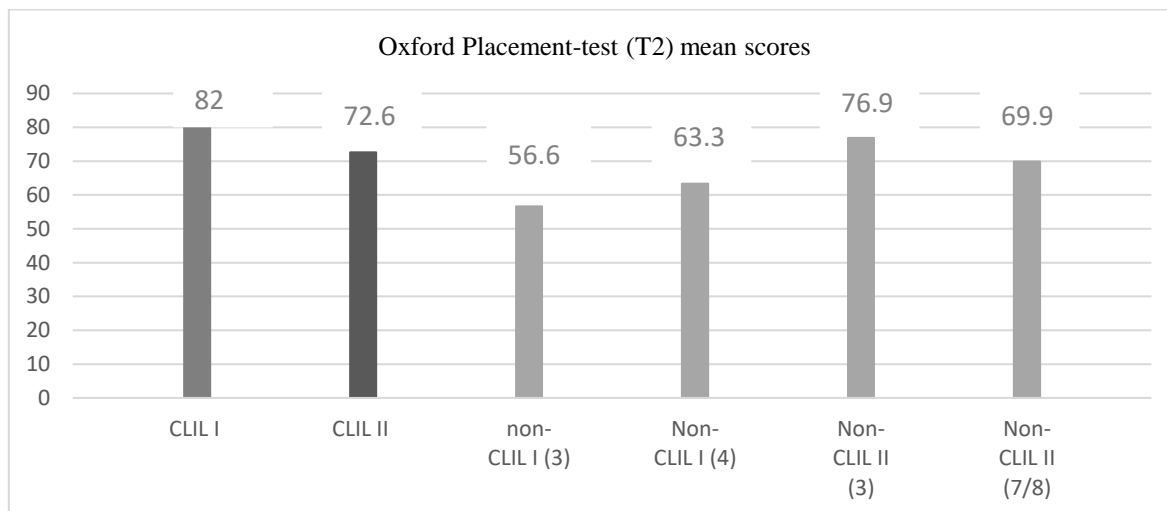
The CLIL learners obtain systematically higher scores that the non-CLIL learners ($F_{(5, 85)}=22.0294$, $p<0.05$). The differences are statistically significant. It should be noted that the 56% of the variability in the scores can be accounted for the exposure to CLIL instruction ($\eta2=0.564$).

5.2.9 Analysis of the T1–T2 progress between groups

This section analyzes the results obtained by the first and the second graders collected at the beginning and the end of the study. The sample involves six groups of learners: the CLIL and the non-CLIL learners. The first three groups attend the first grade and other three the second grade of the high schools. The participants could get 200 points for each test. The test consists of two parts: the listening and the grammar section. The test comprises close-ended questions. Figure 23 displays all scores obtained from the initial and the final test.

Figure 23. Language progress of CLIL and non-CLIL learners over one school term regarding the amount of English exposure per week. The diagram provides mean scores of T1 and T2 (N=91; the maximum number of points that can obtained from *Oxford Placement Test* is 200)
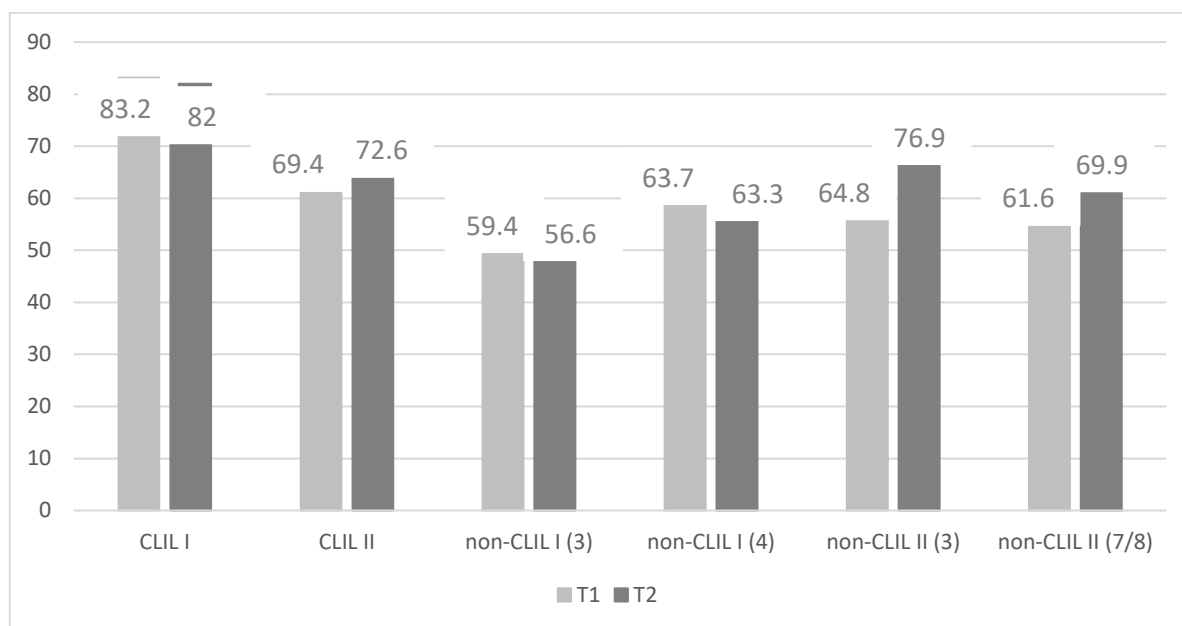
The f-ratio value is 0.13991. The p-value is 0.712123. The results are not statistically significant at p<0.05. This suggests that the aforementioned participants of the study maintain similar progress regarding learning English.

5.2.10 $T1_W$ results between groups

This section presents the results of writing assignments for all groups of participants. First, a one-way repeated measures analysis of variance (ANOVA) showing the between-group difference in scores is performed for the first-graders (CLIL$_I$, non-CLIL$_{I(3)}$, non-CLIL$_{I(4)}$) and later the same procedure is applied to the results obtained by the second graders (CLIL$_{II}$, non-CLIL$_{II(3)}$, non-CLIL$_{II(7)}$). The section closes with the comparison of the scores obtained from all groups participating in this study.

The analysis starts with the writing scores of the first graders (CLIL$_I$, non-CLIL$_{I(3)}$, non-CLIL$_{I(4)}$). Table 69 presents the data collected at the beginning of the term among the first-graders. The CLIL learners (M=83.2) score significantly higher than the non-CLIL learners. The differences in the obtained results are statistically significant (F(2, 56)= 5.1901, p<0.05).

Table 69. Summary of a one-way analysis of variance (ANOVA) for $T1_W$ (first graders)

Groups of first-graders	N	Mean	SD	Standard error
CLIL$_I$	21	83.2 (83.238)	19.927	4.348
Non-CLIL$_{I(3)}$	19	59.4 (59.368)	29.983	6.878
Non-CLIL$_{I(4)}$	19	63.7 (63.736)	24.908	5.714

The 16% of the variability in the scores can be accounted for the exposure to CLIL instruction ($\eta2=0.156$). What can be observed here is that although the difference is still statistically significant, the impact of the CLIL instruction on the results is not as visible as in the case of the *Oxford Placement Test*, which consists of the listening and the grammar section. This may be connected to the fact that the aim of CLIL is not aimed to teach writing skills explicitly.

Now the focus shifts to the analysis of the writing scores obtained by the second graders (CLIL$_{II}$, non-CLIL$_{II(3)}$, non-CLIL$_{II(7)}$). The results are presented in Table 70.

Table 70. Summary of a one-way analysis of variance (ANOVA) for $T1_W$ (second graders)

Groups of second-graders	N	Mean	SD	Standard error
CLIL$_{II}$	8	69.4 (69.375)	30.579	10.811
Non-CLIL$_{II(3)}$	8	64.8 (64.75)	27.592	9.755
Non-CLIL$_{II(7)}$	16	61.6 (61.562)	31.937	7.984

In this scenario, the differences in the scores are not statistically significant ($F(2.29)=0.1748$ $p>0.05$). This suggests that the second-graders obtain similar scores in terms of writing. The 1% of the variability in the scores is too small to account for it in terms of the exposure to CLIL instruction ($\eta2=0.01191$).

Finally, the one-way repeated measures analysis of variance (ANOVA) showing the between-group difference in scores performed for the first-graders and the second graders reveals no statistically significant results in the obtained differences ($F(5, 85)= 2.0083$, $p>0.05$), which probably reflects the fact that the writing skill is not the focal point of the CLIL instruction.

5.2.11 T2$_W$ results between groups

This section presents the results of writing assignments for all groups of participants administered at the end of the study. First, a one-way repeated measures analysis of variance (ANOVA) showing the between-group difference in scores is performed for the first-graders (CLIL$_I$, non-CLIL$_{I(3)}$, non-CLIL$_{I(4)}$) and later the same procedure is applied to the results obtained by the second graders (CLIL$_{II}$, non-CLIL$_{II(3)}$, non-CLIL$_{II(7)}$). This section closes with the comparison of the scores obtained from the all groups participating in this study.

The discussion starts with the analysis of the data obtained from the first graders (CLIL$_I$, non-CLIL$_{I(3)}$, non-CLIL$_{I(4)}$). Table 71 presents the summary of a one-way analysis of variance (ANOVA) for T2$_W$.

Table 71. Summary of a one-way analysis of variance (ANOVA) for T2$_W$ (first graders)

Data summary				
Groups of first-graders	N	Mean	SD	Standard error
CLIL$_I$	21	82	27.626	6.028
Non-CLIL$_{I(3)}$	19	56.6 (56.578)	29.294	6.720
Non-CLIL$_{I(4)}$	19	63.3 (63.263)	25.148	5.769

The CLIL learners (M=82) outperform the non-CLIL learners. This score is statistically significant ($F_{(2, 56)}= 4.6681$, $p<0.05$). The 14% of the variability in the scores can be accounted for the exposure to CLIL instruction ($\eta2=0.142$), which is rather low.

Now the focus is shifted to the second graders (CLIL$_{II}$, non-CLIL$_{II(3)}$, non-CLIL$_{II(7)}$). Table 72 presents the results of the second-graders obtained at the end of the term.

Table 72. Summary of a one-way analysis of variance (ANOVA) for T2$_W$ (second graders)

Data summary				
Groups of second-graders	N	Mean	SD	Standard error
CLIL$_{II}$	8	72.6 (72.75)	32.154	11.684
Non-CLIL$_{II(3)}$	8	76.9 (76.875)	11.038	3.902
Non-CLIL$_{II(7)}$	16	69.9 (69.875)	23.119	5.779

The results are not statistically significant ($F_{(2.29)}= 0.2368$, $p>0.05$). It can be concluded that all groups of the second-graders obtain similar scores. The 2% of the variability in the scores can be accounted for the exposure to CLIL instruction ($\eta2=0.016$).

Finally, the one-way repeated measures analysis of variance (ANOVA) performed for the first-graders and the second graders reveals no statistically significant results in the obtained differences at the end of the study ($F(5.85)= 2.2529$, $p<0.05$). This score mirrors the findings of the analysis performed for the writing assignment administered at the beginning of the study. On the basis of the presented analyses, it can be concluded against that it reflects the fact that the writing skill is not the focal point of the CLIL instruction.

5.3 The role of individual variables in the success of CLIL as an approach to EFL learning

At this point, it is crucial to emphasize that the overall aim of this study is to arrive at a more comprehensive understanding of the interplay between individual variables understood here as encompassing *motivation, learning strategies, autonomy, beliefs about foreign language learning,* and *attitude towards CLIL programs* and English proficiency in the CLIL context. To examine this relationship, the correlation coefficient is calculated for each of the above-mentioned variables against the attainment in English as a foreign language. The degrees of correlations can range from -1 showing a strong *negative* interplay for a variable to +1 indicating a strong *positive* correlation.

In order to establish the degree of relationship between individual variables and attainment in English as a foreign language, the Pearson product-moment correlation coefficient (Pearson's r) is calculated. This statistical test provides information about the direction (positive or negative) of the relationship and the magnitude of the relationship. Adams and Lawrence (2015) explain that "the sign (+ or −) in front of the correlation reflects the direction of the relationship. A positive correlation occurs when the scores for the two measures move in the same direction (increase or decrease) together" (p. 248). The value of r . ±.50 is considered to be a strong correlation, the value of r . ±.30 to be a moderate correlation, and the value of r . ±.20 or below to be a weak correlation.

The analysis is organized according to the variables of *motivation, learning strategies, autonomy, beliefs about foreign language learning,* and *attitude towards CLIL programs*. The data for the aforementioned individual variables and English proficiency were collected at the beginning and the end of the research using questionnaires (see Section 5.1). These results are juxtaposed with the attainment in English assessed on the basis of two tests, one administered at the beginning (T1) and the other at the end of the research (T2) coupled with the writing test scores obtained, respectively, at the outset and the end of the term (see Section 5.2). The

statistical analyses are performed only for the CLIL learners who took part in every stage of the research, which means that the data analyzed in this section refer to the participants of the study who provided relevant data.

5.3.1 The correlation between the motivation and the attainment in English as a foreign language in the CLIL settings

This section presents the correlation coefficient calculated for the *motivation* measured against the attainment in English as a foreign language at the beginning and the end of the study. Table 73 presents the correlations between the motivation and English attainment based on the scores of T1 and the writing section scores obtained at the beginning of the research.

Table 73. The correlations between the motivation and English attainment at the beginning of the term

	Oxford Placement Test (T1)	**Writing (T$_{w1}$)**
Motivation I	0.0025	0.1771

*$p<0.05$.

The analysis of the correlation coefficient between the motivation and T1 at the beginning of the study reveals that the R value is 0.0025. Although technically this indicates a positive correlation, the relationship between the aforementioned variables is weak. The P-Value is 0.989731. Overall, the result is *not* significant at $p <0.05$. The value of R^2, the coefficient of determination, is 0.

When it comes to the correlation coefficient between the motivation and the writing results at the beginning of the study, the statistical analysis shows that the value of R is 0.1771. Also in this case, there is a positive correlation, however, the relationship between these variables is not marked very strongly. The P-Value is 0.35806, which means that the result is *not* significant at $p < 0.05$. The value of R^2 equals 0.0314.

Taken together, the data suggest that there is relatively insufficient evidence to conclude that there is a significant linear relationship between the motivation and the attainment in English (the correlation coefficient is not significantly distant from zero) at the beginning of the study. This also suggests that the increase of motivation of the CLIL learners is not directly related to their attainment in English.

The next set of data taken into consideration in this section was obtained at the end of the study. Table 74 presents the correlations between the motivation and English attainment based on the T2 scores and the corresponding writing scores.

Table 74. The correlations between the motivation and English attainment at the end of the study

	Oxford Placement Test (T2)	Writing (T$_{w2}$)
Motivation II	0.0773	0.156

*$p<0.05$.

The value of R for the correlation coefficient between the motivation and T2 at the end of the study equals 0.0773, which suggests that there is a positive correlation. However, the relationship between these variables is not particularly strong. On the basis of the P-Value, which is 0.690218, it can be concluded that the result is *not* significant at $p < 0.05$. The value of R^2, the coefficient of determination, is 0.006.

As far as the correlation coefficient between the motivation and the writing is concerned, the statistical analysis shows that the value of R is 0.156, which indicates a positive correlation. Yet, the relationship between the aforementioned variables is again rather weak. Since the P-Value is 0.419034, it should be noted that the result is *not* significant at $p < 0.05$. When it comes to the value of R^2, it equals 0.0243.

The analysis of the data obtained at the end of the study shows there is no sufficient evidence to observe a significant systematic relationship between the motivation and the attainment in English in the group of the CLIL learners. This is because the correlation coefficient score is not significantly different from zero. In general terms, this indicates that the increase of motivation of the CLIL learners does not significantly relate to the increases in the attainment in English due to the implementation of CLIL programs.

Overall, on the basis of the statistical analyses performed for the data obtained throughout the study, it can be concluded that the increases in CLIL learners' motivation are not significantly related to the changes in their English proficiency level and writing skills. Thus, the null hypothesis addressing the correlations between motivation and language proficiency in a group of the CLIL learners (H$_0$) formulated in this research can be accepted. This suggests that motivation is not the main factor responsible for the success of CLIL as an approach to EFL. By the same token, findings of this study provide an answer to the research question raised at the beginning of the study (**RQ1**). On the basis of the results of the present

study, it can be stated that the changes in the CLIL learners motivation do not play the most significant role in the success of this approach, with the obvious reservation that it relates to the participants who took part in the research. This can mean that other factors should also be taken into consideration when discussing factors responsible for the success of CLIL as an approach to EFL learning.

5.3.2 The correlation between the learning strategies and the attainment in English as a foreign language in the CLIL settings

This section presents the correlation coefficient calculated for the *learning strategies* against the attainment in English as a foreign language at the beginning of the study. Table 75 presents the summary of correlations between the learning strategies and English attainment based on the scores of T1 and the corresponding writing section scores.

Table 75. The correlations between the learning strategies and English attainment at the beginning of the study

	Oxford Placement Test (T1)	**Writing (T$_{w1}$)**
The learning strategies	-0.1923	-0.3072

*p<0.05.

Table 75 shows that the correlation coefficient between the learning strategies and T1 equals 0.1923, which indicates a negative correlation. However, the relationship between these variables is quite weak. The P-Value is 0.989731. Thus, the result is *not* significant at p <0.05. The value of R^2 is 0.037.

As to the correlation coefficient between the learning strategies and the writing, the statistical analysis shows that the value of R is -0.3072, which also in this case is a negative correlation. The result indicates that the relationship between the aforementioned variables is weak. Taking into account the P-Value, which is 0.10525, the result is *not* significant at p <0.05. The value of R^2 is 0.0944.

On the basis of these analyses, it can be concluded that there is insufficient evidence to claim that the use of the learning strategies in the CLIL program results in higher attainment scores in English. This also suggests that the high or low frequency of the use of the learning strategies is not significantly related to the changes in the attainment in English of the

participants who took part in the research, which is the answer for one of the research questions that was raised at the beginning of the study. The question referred to the correlation between learning strategies and language proficiency in the group of CLIL learners (**RQ1**). The results obtained in this study indicate that the learning strategies do not account for the success of CLIL. Thus, the null hypothesis (H_0) formulated in this research can be accepted. This means that the use of learning strategies does not play a pivotal role in the success of CLIL as an approach to EFL. For this reason, the interplay between other factors and attainment in English in the CLIL settings is scrutinized further in this analysis.

5.3.3 The correlation between the autonomy and the attainment in English as a foreign language in the CLIL settings

This section presents the correlation coefficient calculated for the *autonomy* against the attainment in English as a foreign language at the beginning and the end of the study. The discussion starts with the results obtained at the beginning of the study. Table 76 presents the summary of correlations between the autonomy and English attainment based on the scores of the T1 and the corresponding writing section scores.

Table 76. The correlations between the autonomy and English attainment at the beginning of the study

	Oxford Placement Test (T1)	Writing (T$_{w1}$)
Autonomy I	0.0024	0.0284

*p< 0.05.

As shown in the table, the correlation coefficient between the autonomy and T1 at the beginning of the study equals 0.0024. This indicates a positive correlation. However, the relationship between the aforementioned variables is weak with the result *not* significant at p <0.05 (the P-Value= 0.990142). When it comes to the value of R^2, it equals 0.

For the correlation coefficient between the autonomy and the writing at the beginning of the study, the value of R is 0.0284, which is a positive correlation with a weak relationship between respective variables. The P-Value is 0.883732, which indicates that the result is *not* significant at p <0.05. The value of R^2 is 0.0008.

On the basis of these analyses, it can be concluded that there is insufficient evidence to state there is a significant linear relationship between the autonomy and the attainment in English in the analyzed CLIL program at the beginning of the study. This also suggests that the increases of autonomy of the CLIL learners are not significantly related to the increases in the attainment in English.

The values for correlations between the autonomy and the attainment in English based on the scores of T2 and the writing section scores are presented in Table 77.

Table 77. The correlations between the autonomy and English attainment at the end of the study

	Oxford Placement Test (T2)	Writing (Tw_2)
Autonomy II	0.0211	-0.2002

*$p<0.05$.

The table shows that the correlation coefficient between the autonomy and T2 at the end of the study is positive because the value of R equals 0.0211. This value, however, also suggests that the relationship between the aforementioned variables is weak. The P-Value is 0.913487, which means that the result is *not* significant at $p <0.05$. The value of R^2 is 0.0004.

When it comes to the statistical analysis of the autonomy and the respective writing scores, the correlation coefficient equals 0.156. It indicates that there is a negative correlation between these factors, but the relationship is relatively weak. The P-Value is 0.298241, which means that the result is *not* significant at $p <0.05$. The value of R^2 is 0.0401.

Overall, the results of the research do not reveal a significant correlation between the autonomy and the attainment in English in the examined CLIL programs. This suggests that the increase of autonomy of the CLIL learners does not relate to the increases in the attainment in English in a statistically significant manner. The statistical analyses performed for the data obtained throughout the study suggest that the changes in the CLIL learners' autonomy are not significantly related to the changes in their English proficiency level and writing skills. In this respect, the null hypothesis (H_0) formulated in this research referring to the correlation between autonomy and language proficiency in the group of CLIL learners can be accepted. Moreover, the research question raised at the beginning of the study, which is related to the correlation between autonomy and language proficiency in the a group of CLIL learners (**RQ1**) can be addressed at this juncture. The outcomes of this study demonstrate that both at the beginning and the end of the term, there is no statistically significant correlation between autonomy and language proficiency in the group of CLIL learners. This leads to a more general observation

that the autonomy is not the main variable which influences the CLIL learners' attainment in English.

5.3.4 The correlation between the beliefs about foreign language learning and the attainment in English as a foreign language in the CLIL settings

This section presents the correlation coefficient calculated for the *beliefs about foreign language learning* against the attainment in English as a foreign language at the end of the study. Table 78 presents the correlations between the beliefs about foreign language learning and English attainment based on the scores of T2 and the corresponding writing section scores.

Table 78. The correlations between the beliefs about foreign language learning and English attainment at the end of the study

	Oxford Placement Test (T2)	**Writing (T$_{W2}$)**
beliefs about foreign language learning (BALLI)	0.1737	0.2247

*p<0.05.

The results show that the correlation between the beliefs about foreign language learning and T2 is at the position of 0.1737, which is a positive correlation. However, the relationship between these variables is weak. Overall, the obtained result is *not* significant at p <0.05 (the P-Value = 0.367517) and the value of R^2 equals to 0.0302.

When it comes to the correlation coefficient between the beliefs about foreign language learning and the writing scores, the coefficient correlation is 0.0284, which can be categorized as a weak positive correlation. However, since the P-Value is 0.241245, the result is *not* significant at p <0.05. The value of R^2, the coefficient of determination, is 0.0505.

Overall, there is insufficient evidence to claim that there is a significant linear relationship between the beliefs about foreign language learning and the attainment in English in the CLIL context because the correlation coefficient is not significantly different from zero. In this manner, the research question related to the interplay between beliefs about foreign language learning and English proficiency level in the group of CLIL learners has already been answered (**RQ1**). Furthermore, the results obtained in this research also suggest that the changes in the beliefs about foreign language learning held by the CLIL learners are not significantly

related to the increases in the attainment in English. Thus, the null hypothesis (H_0) formulated in this research regarding the correlation between beliefs about foreign language learning and language proficiency in the group of CLIL learners should be accepted. The findings of this research indicate that beliefs about foreign language learning held by the CLIL learners do not constitute a sine qua non condition of the success of CLIL as an approach to EFL learning.

5.3.5 The correlation between the attitude towards CLIL programs and the attainment in English as a foreign language the CLIL settings

This section presents the correlation coefficient calculated for the *attitude towards CLIL programs* against the attainment in English as a foreign language. Table 79 presents the values for correlations between the attitude towards CLIL programs and English attainment based on the scores of T2 and the corresponding writing section scores.

Table 79. The correlations between the attitude towards CLIL programs and English attainment at the end of the study

	Oxford Placement Test (T2)	**Writing (T$_{W2}$)**
Attitude towards CLIL programs	-0.1743	0.2247

*$p<0.05$.

The correlation between the attitude towards CLIL programs and T2 is at the position 0.1743, which indicates a weak positive correlation. Still, the P-Value is 0.367517, which suggests that the result is *not* significant at $p <0.05$. The value of R^2 equals 0.0302.

As to the correlation coefficient between the attitude towards CLIL programs and the writing, the statistical analysis shows that the value of R is 0.0284. Although it is technically a negative correlation, the relationship between the aforementioned variables is weak. In addition, this result is *not* significant at $p <0.05$ since the P-Value is 0.366677. The value of R^2 equals 0.0304.

Overall, the findings of this study demonstrate that that there is insufficient evidence to conclude that there is a significant relationship between the attitude towards CLIL programs and the attainment in English. This also suggests that the attitude towards CLIL programs of the CLIL learners is not significantly related to the changes in their English proficiency level and writing skills (**RQ1**). In the light of these results, the null hypothesis (H_0) formulated in

this research should be accepted. Hence, the success of CLIL as an approach to EFL should not be attributed to attitude of CLIL learners towards such programs.

The data obtained in this study suggest that Content and Language Integrated Learning can be conceived to exert a positive effect on attainment in English. The analyses presented in this section indicate that none of the individual variables analyzed in this study, taken standalone, can account for the success of CLIL as an approach to EFL learning alone. Nevertheless, the analyses of the selected individual variables (see Section 5.1) show certain differences in the scores obtained by the CLIL and the non-CLIL learners. Given the focus of this study, in addition to the discussion of the correlations between the selected individual variables and attainment in English, the individual differences such as *motivation, learning strategies, autonomy, beliefs about foreign language learning,* and *attitude towards CLIL programs* should be taken into consideration separately. The ensuing section addresses these issues in keeping with the research questions put forward at the beginning of this study (see Section 4.1).

5.4 The role of individual variables in the success of CLIL as an approach to EFL learning

This investigation about the role of individual variables in the success of CLIL presented in this dissertation was divided into several stages. The initial data were gathered during the spring semester (see Section 4.4). The results were then analyzed in the groups of the CLIL learners vis-à-vis the non-CLIL learners (see Section 4.2). At this stage, the basic descriptive statistic measures were used to evaluate data gathered from all questionnaires in order to focus on central tendencies and irregularities observable in the data (see Section 5.4).

Additionally, the statistical mean (M) was used to indicate the average score in the sample and the standard deviation (SD) was calculated to reveal the distance from the mean. To compare the means obtained for the CLIL group and the non-CLIL group scores, the independent-samples *t-test* was used. Finally, the one-way repeated measures analysis of variance (ANOVA) were also conducted to analyze the difference between respective group with reference to the bulk of data obtained with all the instruments employed for this study. Additionally, with respect to the data obtained from the questionnaires, two statistical measures were calculated: *Cronbach's alpha* and *split-half internal consistency reliability* to verify the questionnaires reliability

The overall aim of the study is to analyze the role of *motivation, learning strategies, autonomy, beliefs about foreign language learning,* and *attitude towards CLIL programs* in the success of CLIL as an approach to EFL learning. Thus, two null hypotheses were tested (see Section 4.1). The previous section presented the results of the Pearson product-moment correlation coefficient (Pearson's r) calculated for each variable against the attainment in English. The data presented above show that there is no evidence statistically significant enough to claim that there is a single individual variable that accounts directly for the success of CLIL as an approach to EFL learning. For this reason, the null hypothesis addressing the issue of the correlations between the aforementioned variables and the attainment in English is accepted.

The other null hypothesis pertains to the differences between the CLIL and the non-CLIL learners in the above-enumerated areas. The umbrella research question posed in this study focuses on the existence, or lack of thereof, of significant correlation between investigated individual variables and foreign language proficiency. In order to examine this issue more thoroughly, five subsidiary questions regarding each individual variable were proposed. The first question (**RQ1a**) deals with *motivation*. The empirical findings presented in this chapter suggest that at the beginning of the term the CLIL learners are more likely to be motivated to learn English because they tend to picture themselves living abroad and having a conversation in English to a significantly greater extent than the non-CLIL learners. At the end of the term, the same group of students was also more motivated than the non-CLIL learners. Apart from imagining themselves living and speaking English abroad, they also indicated they have plans to participate in overseas university courses where all subjects are taught in English. Moreover, both at the beginning and the end of the term, the CLIL learners experienced more often the feeling of confusion and unease when speaking English in classes. Being exposed this kind of challenge is connected to the assessment type usually introduced during the CLIL lessons (see Section 2.1.7). As a result, the CLIL learners are likely to feel discouraged from speaking during their classes because they have disparate expectations. For instance, they focus on getting the message across and fail to focus on correcting errors they commit explicitly. Especially at the beginning of the term these negative emotions were connected with the fear of being laughed at by their classmates. Interestingly, the CLIL learners are not particularly afraid of speaking to foreigners, which indicates that this anxiety is more likely to come from the peers' disparaging remarks, rather than language skill as such. Moreover, the results indicate that the CLIL learners appreciate learning English because they plan to communicate with other English users. This might explain, at least to some extent, the reason why this group is eager to speak to foreigners.

Another interesting aspect unraveled by the research is that the CLIL learners appreciate teachers' opinions about their progress to a greater extent at the beginning of the study. However, since this was not systematically sustained over the course of the semester, the CLIL learners high motivation can be attributed to the course rather than the CLIL teachers' opinions about their work. Obviously, participation in the CLIL classes involves greater workload. Thus, CLIL learners attempt to find ways dealing with it. This can be the reason why at the end of the study the CLIL learners were more keen on the learning processes making progress, and achieving their learning goals rather than on their teachers' opinion. To some extent it goes with line with other findings of this study, which indicate that the CLIL learners, both at the beginning and the end of the study, expect arresting activities introduced during the CLIL lessons. However, at the end of the term, the CLIL group is more likely to finish the task, even if they found it boring. This suggests that CLIL builds an increased sense of duty, which can be connected with the fact that the CLIL learners are more aware of the gap between their current language proficiency level and the level they intend to achieve (Dörnyei, 2005; *Ideal L2 Self*).

Moreover, at the end of the term the CLIL students do not expect unusual lessons drawing their attention to the topic of the lesson. The CLIL group appears to be concentrated on accomplishing the task at hand because they need to master the subject. The attractiveness of the activities introduced by the CLIL teachers seems to be of secondary importance for the CLIL group. This may also be attributed to the fact that the content included in the CLIL subjects holds the sense of relevance to learners, which increases CLIL learners motivation (cf. Blumenfeld et al., 2000; Sylvén, 2017).

Another distinctive feature of the CLIL learners is that they tend to be more career-oriented (cf. Dale & Tanner, 2012). This can be inferred from the observations presented above, which imply that the CLIL learners want to learn English because they associate it with the future benefits in terms of their professional goals. Additionally, the CLIL programs shape certain level of awareness about the reasons why they learn English. This can be noticed particularly in terms of higher grades. The CLIL group seems to focus more on getting to know English well and not as much on getting higher grades. This suggests that the CLIL learners intend to obtain certain skills which involves systematic learning rather than studying only for the purpose of passing exams at maximum grades (see Section 1.4). Overall, the analysis of the data suggests that the participants of CLIL courses start thinking about their future career earlier than the non-CLIL learners, which influences the way they approach studying English.

When it comes to the non-CLIL learners, they seem to be interested in learning English for social or entertainment-oriented reasons and not as much as for professional purposes. First,

the non-CLIL learners believe that if they learn English, people will become more respectful towards them. Second, they are afraid that if they do not study English, their parents will be disappointed in them. In contrast to the CLIL learners, the non-CLIL learners are more likely to learn English to avoid punishment for getting low marks. Third, at the end of the term, the non-CLIL learners seemed to be more open to foreign cultures than the CLIL learners, for instance, in the aspect of watching/listening to broadcasts in English. This can be connected to the social or entertainment-oriented aspects. Additionally, the non-CLIL learners may be more open to foreign cultures because they are interested in sightseeing. English is often called *lingua franca* (Coyle et al., 2010) because it enables us to communicate with people coming from other cultural backgrounds (Baker, 2011).

Moreover, the non-CLIL learners appear to be interested in deepening the knowledge and skills in both areas, that is, the foreign language and culture. Manifesting their interest in foreign cultures can be to some extent related to the fact that the non-CLIL learners want to be respected by the society they live in. The foreign language, in this case English, and culture can be perceived as a kind of added value in this respect. Finally, the non-CLIL learners believe to a greater extent that an educated person is expected to speak English. In this manner, their motivation seems to refer to external factors, that is, *instrumental motivation* (cf. Gardner, 2001).

From a broader perspective, the results obtained in the study suggest that the CLIL approach fosters learners motivation, particularly in terms of *Ideal L2 Self*, which suggests that the CLIL learners can be more aware of the gap between their current language proficiency level and the level they want to achieve. It is also possible that the CLIL learners see the added value of English, which is used for instruction because they are going to use it for professional purposes in the future. The CLIL learners motivation is also significantly higher in terms of *integrative motivation*, which suggests that the CLIL group is more interested in learning English because they want to study or work abroad and as a result they plan to become members of an English-speaking society in the future. Thus, they focus on mastering English not only for social but also professional purposes.

A significantly higher level of motivation can also be observed in the area of *competitiveness,* which suggests that the CLIL learners appreciate being high achievers and find satisfaction with performing tasks in which their results are juxtaposed with the results obtained by other students. In addition, it can also indicate that the CLIL learners' fear of failure does not deter them from participating in various tasks. This also suggests that they are not afraid to face the possibility of failing the task they are expected to perform. This, in turn,

indicates that the CLIL learners understand that the process of learning also includes committing errors and dealing with obstacles, which in the future can provide support for the learning progress.

Additionally, the CLIL teaching appears to diminish *anxiety to speak English*, particularly to foreigners. First, this can help CLIL learners in overcoming the cultural barrier and the one related to speaking to foreigners. Thus, they seem to be ready to use English for both general and professional purposes. Second, they are more likely to deal with cultural shock and as a result they may find it easier to fit into a new society, irrespective of whether it is their future university community or workplace. Third, low level of anxiety to speak English can be beneficial for the future development not only in terms of the foreign language learning. The learning process does not stop with the graduation but is continually kept to maintain the skills up to date (Eggelmeyer, 2010). Speaking English fluently helps to access state-of-the-art learning materials written by top-tier professionals all-over the world. Additionally, nowadays, ability to learn and adapt to the needed new skills and training is an increasingly important basic skill (OECD, 2007). Thus, the idea of *lifelong learning* (Friesen & Anderson, 2004) comes to the fore, which holds that learning outcomes from different settings and contexts can be linked together and is important for anyone who has aspirations of elevating their career to the next level (Laal & Salamati, 2012). In this respect, the CLIL underpins the idea of lifelong learning.

Turning to the first subsidiary research question, which regards the level of motivation among the CLIL and the non-CLIL learners, on the basis of this study it can be concluded that CLIL learners are characterized by higher motivation in certain areas. CLIL courses are likely to support higher motivation for learning English for professional (CALP) and general purposes (BICS). The CLIL learners tend to be self-motivated, goal-oriented, and ambitious which goes in line with *self-determination theory* (Deci & Ryan, 1985, 2002) (see Section 3.1.2). In the light of the outcomes of the present study, the CLIL learners also seem to be characterized by relatively strong *intrinsic motivation* (cf. Ryan & Deci, 2000).

From a theoretical standpoint, CLIL classes seems to constitute a learner-friendly environment (Mehisto et al., 2008). Hence, Content and Language Integrated Learning seems to build learners confidence and lower anxiety. These elements, in turn, can encourage learners to experiment with the foreign language, which is typical for CLIL methodology (see Section 2.1.1). In this manner, CLIL learners are less likely to experience the fear of failure. It seems that they also have a certain degree of self-efficacy. Nevertheless, motivation is not the key factor responsible for the CLIL success as an approach to EFL. The detailed analysis of the collected data presented in this chapter suggests that the CLIL learners are characterized by

relatively high level of motivation when juxtaposed with the non-CLIL learners. This combined with other individual factors can lead to the learning success observed among the CLIL-course participants.

Another subsidiary research question addresses *learning strategies* (**RQ1d**). The data obtained from the CLIL and the non-CLIL learners reveal subtle differences in the use of learning strategies between these two groups. First, the CLIL group cares to a greater extent to have an appropriate place to study. This may mean that these learners are more aware of conditions aiding their learning efficiency. Having a comfortable place to learn goes in line with one of the five levels/needs of Maslow's hierarchy of needs model (1943), that is, *Level 2: Safety* (Maslow, 1943). According to this level, learners should feel safe when acquiring knowledge. For this reason, their home environment and comfort should be taken into account as relevant factors. In this particular situation, Maslow's (1943) hierarchy of needs can provide a useful framework for analyzing the links between the requirements that should be fulfilled in order to make the learning process more effective.

When it comes to the use of learning strategies, it should be noted that the CLIL learners are more likely to make use of study skills strategies than the non-CLIL learners. It suggests that the CLIL groups consciously employ strategies that involve methodical allocation of resources to get the job of studying a language accomplished. Wolff (2011) claims that learning strategies fall into one of the three criteria used to define Content in a CLIL curriculum. Thus, the result obtained in this study go in line with the theory of CLIL, which states that "CLIL promotes the development of diverse learning strategies, the application of innovative teaching methods and techniques and the increase of learner motivation" (Ioannou-Georgiou & Pavlou, 2011, p. 5).

On the other hand, the non-CLIL group is more likely to organize systematically some specific aspects of the learning process, including the use of strategies typical for learning new vocabulary. This can be attributed to the fact the non-CLIL learners tend to perceive English as a subject to pass at a maximum grade. For this reason, these students are likely to organize their learning according to the course requirements. Overall, it seems that differences in terms of learning strategies used by the CLIL and the non-CLIL learners (**RQ1d**) are subtle. Moreover, CLIL teachers are very often teachers who are content subject teachers with certificates confirming B2 level in a foreign language (see Section 1.8). It means that such teachers sometimes have not fully mastered the methodology recommended for the CLIL setting. It suggests that they might focus on conveying the content and not on promoting various learning

strategies, which explains, at least to some extent, the subtle differences between the scores obtained by the CLIL and the non-CLIL learners.

The next subsidiary research questions is related to *autonomy* (**RQ1ᵦ**). Overall, the findings of this study reveal the differences among the CLIL and the non-CLIL learners in several areas. First, the CLIL learners seem to be more interested in what happens in English speaking countries than the non-CLIL learners. This, may be attributed to the fact that they plan their education and professional future abroad.

Moreover, the non-CLIL group appreciates to a greater extent having a detailed learning plan provided by the teacher. This may derive from their foreign language course requirements. The non-CLIL group tend to perceive English as a typical course, whereas the CLIL learners are likely to treat English as an instrument to access the content knowledge. It is because the CLIL learners have to deal with two things simultaneously, which is related to the greater workload (see Section 1.5). As a result, the CLIL learners are expected to arrange their learning in such a way that two aspects interconnected during the CLIL lessons are taken into account.

At the end of the term, the non-CLIL learners indicated that they know what they should learn when it comes to their English course. This also suggests that these learners follow the course requirements and plan their learning process according to them. In the case of the CLIL learners, the situation is slightly different, that is, this group needs to go beyond the basic requirements because they use English to access the CLIL content subjects. This, in turn, involves, for instance, a wider set of vocabulary than the one introduced during regular English lessons. Additionally, the non-CLIL learners try more often than the CLIL learners different ways of learning. This may suggest the fact that the CLIL learners have already learnt which ways of learning work best for them. In this manner, they focus on using them and not on trying out new ways.

Overall, the results of this study suggest that the differences in autonomy (**RQ1ᵦ**) can be observed in selected areas. Nevertheless, in the light of this study this particular variable cannot be responsible for the success of CLIL as an approach to EFL learning. The CLIL approach seems to support autonomy to learn the foreign language learning only to some extent. However, the autonomy in the case of CLIL learners should be viewed with reference to both English and the CLIL content subjects. Overall, the CLIL learners are likely to plan their learning according to the CLIL content subjects. In this respect, English is a tool not the goal as such, as it is for the non-CLIL learners. All these observations go in line with the *cognitive constructivist perspective*, which assumes that CLIL as an educational framework fosters not only learner autonomy but also self-organization and self-responsibility (Wilhelmer, 2008).

Another aspects taken into consideration in the study relates to *the beliefs about foreign language learning* (**RQ1$_c$**). The analysis of the data obtained for the beliefs about foreign language learning reveals that the statistically significant differences between the CLIL and the non-CLIL learners outcomes can be noticed inly in specific areas. The first relevant aspect relates to the readiness to speak English. In this case, the CLIL learners appear to be more optimistic, showing also lower level of anxiety about speaking to foreigners than the non-CLIL learners. Moreover, the CLIL learners seem to be interested to a greater extent in getting to know culture of English speaking countries. This, in turn, can be related to intercultural competence (Byram, 1997; Deardorff, 2011; Waliński, 2012), which suggests that the CLIL learners are likely to be more aware of intercultural skills (see Section 1.4). This finding also goes in line with one of the theoretical assumptions about CLIL, which states that this approach leads to greater intercultural understanding and prepares students for internationalization (Coyle, Holmes, & King, 2009).

Moreover, the CLIL learners believe that knowing one foreign language can help to learn another foreign language. This implies that they are more aware of the links between the language similarities and differences among various foreign languages they study. This leads to the conclusion that the CLIL learners are more interested in mastering English for the sake of the self-development rather than passing the course. Overall, the data collected in this research indicate that the CLIL learners are characterized by more positive beliefs about foreign language learning. Nevertheless, the positive beliefs about learning English are unlikely to play the pivotal role in the success of CLIL as an approach to EFL learning.

The last individual variable examined in this study is *learners attitude towards CLIL programs* (**RQ1$_e$**). Generally, the CLIL learners appreciate the CLIL approach as an efficient way of attaining a higher level of language proficiency. First, the CLIL learners think that attending this type of classes helps them learn a content subject effectively. Secondly, the CLIL learners perceive CLIL as an attractive educational approach, which develops their autonomy and prepares for future studies. Moreover, they perceive CLIL as an approach that can be accessed by learners at different language proficiency levels. They believe that all students may be enrolled in a CLIL course, regardless of their foreign language proficiency level. Overall, the findings of this study reveal that the CLIL learners are characterized by a positive attitude towards CLIL programs. It should be emphasized that a positive attitude may facilitate learning (cf. Otwinowska, 2013). However, this variable is definitely not the main factor that stands behind the success of CLIL as an approach to EFL learning (see Section 3.1.5).

A separate aspect explored in this study is the general *achievement in English*. It was measured at the beginning and the end of the study on the basis of grammar, listening, and writing assignments. These results were analyzed separately for the CLIL and the non-CLIL learners separately. The results suggest that the CLIL learners systematically outperform the non-CLIL learners in every skill, that is, listening, grammar, and writing (see Section 4.2).

Additional statistical analyses were performed according to the amount of English the first and the second graders had. Also in this respect, the CLIL learners outperform the non-CLIL learners in almost all areas. The only exception noticed in this context is the result for the writing scores obtained by the second graders at the end of the study. In this case, the differences in the obtained results are not statistically significant. From a broader perspective it indicates that all groups enrolled in the second grade receive parallel scores for their writing assignments. This may be attributed to the fact the CLIL does not aim at teaching writing explicitly. Overall, the research outcomes indicate that the CLIL learners are more proficient language users than the non-CLIL learners (see Section 4.2).

From a broader perspective the outcomes of this study suggest that the changes in the individual differences, such as: *motivation, learning strategies, autonomy, beliefs about foreign language learning,* and *attitude towards CLIL programs* are not directly related to the fluctuation in the attainment in English. This leads to the conclusion that each individual variable alone is not the key factor in the success of CLIL as an approach to EFL. However, it should be noted that the data obtained by the CLIL and the non-CLIL learners indicate that higher levels of the aforementioned variables can be observed in certain areas in favor of the CLIL learners (**RQ1**).

In addition, this study shows that CLIL programs promote higher motivation and autonomy. The CLIL approach seems to be a convenient platform for the development of learning strategies. This educational approach also influences positive beliefs about foreign language learning as well as provides certain support for learners' autonomy taken as a whole the results lead to the conclusion that there is no single key factor responsible for the CLIL success as an approach to EFL learning. Nevertheless, when taken together they are likely to influence the effectiveness of CLIL. Thus, although the individual variables in isolation were not found to exert a statistically significant impact on the achievement in the language proficiency level, they are obviously not insignificant in the success of CLIL as an approach to EFL learning, which is discussed further in the following Conclusions.

CONCLUSIONS

The present dissertation presented a review of the core issues involved in the provision of Content and Language Integrated Learning in Poland (CLIL), with the purpose of evaluating its success as an approach to EFL learning from the perspective of the role of individual variables in this mode of teaching. This educational approach combines two subjects, namely, a content subject and a foreign language, with the latter used as an instrument to access the non-linguistic subject (cf. Mehisto et al., 2008). In the thesis, the CLIL was analyzed against the backdrop of the available empirical evidence collected in two Polish schools in 2018.

The theoretical discussion started with the description of Content and Language Integrated Learning with an overview of several instances of its variants. The focus was placed on the historical background of CLIL, and its implementation in Europe, with a special emphasis placed on Poland. Over the years, many Polish schools decided to introduce such programs (Pawlak, 2015; Romanowski, 2018), taking into account theoretical, empirical, and pedagogical grounds aspects. The provision of CLIL is situated precisely where it belongs, that is at the interface of theory, research, and pedagogy, thereby demonstrating that this educational approach is likely to reconcile effectively these perspectives in such a way that the concerns of scholars and practitioners can meet and be expediently addressed (cf. Wolff, 2011).

This dissertation would surely be incomplete, were it not to offer the details related to the methodology, including assessment, used in a CLIL setting. The guidelines for teachers wishing to work in a CLIL setting include mainly linguistic issues such as: listening, reading, speaking, and writing. In addition to that, the discussion on linguistic aspects also explored selected issues related to the foreign language teaching, that is, grammar and vocabulary. The literature review indicates that the issues related to the productive and receptive skills, as well as grammar and vocabulary are tackled in a CLIL setting in a different way than during traditional foreign language classes (cf. Heras & Lasagabaster, 2015; Liubinienė, 2009; Spratt, 2012; Wolff, 2005; Wolff, 2009). This, in turn, helps to identify the skills and areas which are not likely to be directly influenced by the CLIL teaching in terms of linguistic gains, namely, listening, writing, and grammar.

Typically learners, regardless of the school level, practice their second language in foreign language contexts, which are typically characterized by a fixed number of hours of target language input per week. In this respect, the rate and ultimate attainment of depend on individual variability (Saito, 2019). Thus, second language acquisition researchers have extensively examined various learner factors that can relate to successful L2 learning in foreign

language classroom settings. When it comes to studies investigating individual variables in CLIL settings, they are relatively few and far between when juxtaposed with those carried out in the traditional foreign language classes. Yet, the available ones indicate significant advantages in favour of CLIL (e.g. Arribas, 2016; Lasagabaster, 2011; Możejko, 2013; Otwinowska, 2013: Papaja, 2013; Pérez-Cañado, 2018; Seikkula-Leino, 2007). The role of individual differences is even more apparent in the light of the available studies on CLIL effectiveness in terms of linguistic gains (e.g. Bredenbröker, 2000; Pérez-Cañado, 2018; Catalán, Ruiz de Zarobe, & Iragui, 2006; Kiziltan & Ersanli, 2007; Jurkowski & Możejko, 2016; Lasagabaster, 2008; Pitura & Chmielarz, 2017; Surmont et al., 2016; Navés & Victori, 2010).

With these in mind, the study presented in this dissertation explored the role of individual variables in the success of CLIL as an approach to EFL learning. It focused on the linear relationships between selected individual variables against the attainment in English and the differences obtained for each individual variable between the CLIL and the non-CLIL learners. The success of CLIL was assessed on the basis of foreign language proficiency of the participants of this study, that is, the CLIL and the non-CLIL learners. This, in turn, was measured on the basis of the outcomes of listening, grammar, and writing assignments scores. The statistical analyses were performed according to the grade level and then, according to the amount of English available to the first and the second graders.

The results suggest that the CLIL learners systematically outperform the non-CLIL learners almost in all areas taken into account, that is, listening, grammar, and writing. Only the writing scores obtained at the end of the study for the second graders are not statistically significant. Generally, the findings of this study go in line with the outcomes of other studies (e.g. Ball, Kelly, & Clegg, 2015; Bredenbröker, 2000; Pérez-Cañado, 2018; Catalán, Ruiz de Zarobe, & Iragui, 2006; Kiziltan & Ersanli, 2007; Lasagabaster, 2008; Surmont, Struys, Noort, & Craen, 2016; Navés & Victori, 2010) indicating that CLIL learners are high achievers in foreign language proficiency.

The first individual variable taken into account includes *motivation*. Earlier studies on the correlation between motivation and the success in learning English as a foreign language suggest that motivation is a crucial factor in the learning process in a CLIL setting (e.g. Admiraal el al., 2005; Hüttner & Rieder-Bunemann, 2007; Lasagabaster, 2011; Sylvén, 2006). The study carried out by Lasagabaster (2011) suggests that there is a strong relationship between the CLIL approach and motivation. The finding of this study does not go to the full extent with the outcomes of previous studies. The present research indicates that both at the

beginning and the end of the term there is no statistical evidence significant enough to claim that the motivation is the key factor responsible for the success of CLIL as an approach to EFL learning.

When it comes to the *language learning strategies*, research conducted in foreign language classes indicates that increased use of language learning strategies can have a positive impact on language proficiency measures (cf. Dreyer & Oxford, 1996; Griffiths, 2003; Nguyen & Godwyll, 2010). Contradicting evidence was first presented by the study carried out by Gardner, Tremblay, and Masgoret (1997), who reported a negative impact of the use of language learning strategies on language proficiency. In the CLIL contexts, it should be noted that research on the use and impact of learning strategies in the CLIL settings is rare. One of studies carried out by Jaekel (2018) indicates that higher use of language learning strategies predicted lower test scores for English. The research presented in this dissertation does not show evidence statistically significant to claim that the use of learning strategies plays the pivotal role in the success of CLIL. The data collected in this study indicate that the use the language learning strategies by CLIL learners does not determine the final success of CLIL as an approach to EFL learning. Overall, the results of this study suggest that the use of language learning strategies does not constitute a major predictor of English achievement scores.

When it comes to the correlation between the *autonomy* and foreign language achievement in a CLIL setting, it should be noted it was explored mostly at the level of theory and still lacks substantial empirical support (Wolff, 2011). Earlier studies focused mainly on the interplay between learner autonomy in foreign language classes and their language proficiency indicating that the link between these two factors exists (Ablard & Lipschultz, 1998; Corno & Mandinach, 1983; Dafei, 2007; Zhang & Li, 2004). The findings of the empirical investigation presented in this dissertation suggest that there is no strong interplay between the autonomy and the attainment in English in the group of the CLIL learners. Thus, also autonomy cannot be singled out as the factor directly responsible for the success of CLIL as an approach to EFL, either.

Moving on to the *beliefs about foreign language learning*, a large body of studies exploring this factor indicate that these beliefs are likely to be interconnected (e.g. Barcelos & Kalaja, 2011; Ellis, 2008; Barcelos & Kalaja, 2013; Kalaja, Menezes, & Barcelos, 2008). However, there are relatively few studies exploring this area in the CLIL setting. The outcomes of this study suggest that this individual variable is not likely to be the key factor responsible for the success of CLIL as an approach to EFL learning.

Last but not least, certain studies focus on the impact of *attitude towards learning foreign languages in CLIL settings* on the language achievement indicating the affinity between these variables (e.g. Lasagabaster, 2011). It happens very often that parents, teachers, as well as learners have reservations related to Content and Language Integrated Learning in terms of its effectiveness in terms of language gains (Nawrot-Lis, 2019; Masih, 1999). The results of this research suggest that there is no evidence statistically significant enough to claim that the *attitude towards CLIL programs* is responsible for the success of CLIL. However, the findings of this study do not show any detrimental interplay between attitude towards CLIL programs and the success of CLIL as an approach to EFL learning.

Overall, this study did not detect any linear relationships between *motivation, autonomy, beliefs about foreign language learning, strategy use*, and *attitude towards CLIL programs* among CLIL learners against *the attainment in English*. It means that none of these factors separately accounts, at least in a statistically significant manner, for the success of CLIL as an approach to EFL learning. In addition to that, the outcomes of the present study do not confirm the findings of earlier studies (e.g. Admiraal el al., 2005; Barcelos & Kalaja, 2011; Lasagabaster, 2011) in terms of statistically significant linear correlation between the aforementioned individual differences and English achievement.

Turning to the differences in selected individual variables between the CLIL and the non-CLIL learners, there are several subtle, yet clearly discernible, aspects that distinguish the CLIL learners from their peers. One of the crucial findings of the present study is the fact that the CLIL learners seem to be more motivated than the non-CLIL learners (cf. Doiz & Lasagabaster, 2015; Możejko, 2013). This can be observed in several areas, for instance, the CLIL learners tend to picture themselves living abroad and having a conversation in English to a greater extent than the non-CLIL learners. They also seem to be more concentrated during the lessons and motivated to accomplish the task. One of the possible interpretations can be related to the content included in the CLIL subject, which holds the sense of relevance to learners, which as a result increases their motivation (cf. Blumenfeld et al., 2000; Sylvén, 2017). Moreover, the CLIL learners are likely to finish the task in the belief that they can deepen their knowledge. Overall, this indicates that the CLIL learners have a greater interest in learning English, which goes in line with the findings of earlier studies (e.g. Lasagabaster & Sierra, 2009; Seikkula-Leino, 2007; Sylvén & Thompson, 2015; Sylvén, 2017).

This study indicates that the CLIL learners are not particularly afraid of speaking English to foreigners (cf. Sylvén & Thompson, 2015). They appreciate opportunities to speak English because they plan to communicate with other English users. In this manner, it can be

concluded that the CLIL learners are characterized by a higher willingness to communicate in English, which refers to the probability of engaging in communication when the interlocutors are free to choose to do so (McCroskey & Baer, 1985).

Yet another crucial finding of the current research presented by certain researchers (e.g. Sylvén & Thompson, 2015; Sylvén, 2017) is that CLIL learners tend to be more career-oriented. Such a pronounced international outlook on life and future careers inferred from the above observations can be explained to some extent by the fact that the CLIL learners believe that CLIL programs can facilitate their future international career (cf. Lasagabaster, 2011).

Ideal L2 Self is postulated by some experts to be a strong motivator to learn a foreign language (e.g. Csizér & Lukács, 2010; Lamb, 2012: Thompson & Erdil-Moody, 2015). Sylvén and Thompson (2015) also reported that Ideal L2 self was higher among CLIL and non-CLIL learners. The present study reveals that the CLIL learners are more motivated than the non-CLIL learners, particularly in terms of Ideal L2 Self, which suggests that the CLIL learners can be more aware of the mismatch between their current language proficiency level and the level they want to achieve. It is also possible that the CLIL learners see the added value of English, which is used for instruction because they are going to use it for professional purposes in the future, which confirms earlier findings (e.g. Csizér & Lukács, 2010; Lamb, 2012; Thompson & Erdil-Moody, 2015).

The present study indicates that the CLIL learners motivation is also significantly higher in terms of integrative motivation, which suggests that the CLIL group is more interested in learning English because they want to study or work abroad and as a result they will be members of the English-speaking society. This finding confirms the outcomes obtained in earlier studies (Seikkula-Leino, 2007). Moreover, the level of competitiveness is also higher among the CLIL learners than the non-CLIL learners. One of the possible interpretations is that the CLIL learners' fear of failure does not deter them from participating in various tasks. This, to some extent, can be related to their self-confidence in using English, which was also observed in the study carried out by Sylvén and Thompson (2015).

Sylvén & Thompson (2015) found in their study that CLIL learners are characterized by a lower level of English anxiety. This goes in line with the finding of this empirical investigation, which suggests that English anxiety level is lower among the CLIL learners than the non-CLIL learners. This, in turn, can help them in overcoming the cultural barrier and the one related to speaking to foreigners. Overall, the CLIL learners seem to be ready to use English for general and professional purposes and they are also more likely to deal with cultural shock. In consequence, the CLIL learners can find it easier to socialize with a new society.

Moving on to the *language learning strategies*, Jaekel (2018) reported that there were no quantitative differences in strategy use between CLIL and EFL students. That study provided several interpretations. First, the level of language learning experience the CLIL learners had gained may have caused them to use strategies automatically or unconsciously. In consequence, they did report them (Chamot & O'Malley, 1994; Wenden, 2001). Another explanation may be the fact that the research instrument used to analyze language learning strategies did not fully reflect strategies students use nowadays. The availability of the Internet and other media through computers, tablets, smartphones, and streaming services among others provide a rich environment to support language learners' language learning. These interpretations seem to be plausible, also in terms of the results obtained in this study, which reveals that the differences in terms of learning strategies used between the CLIL and the non-CLIL learners are subtle.

Additionally, the results of this study suggest that the CLIL learners care to a greater extent to have an appropriate place to study. This suggests a relatively high awareness of conditions aiding the process of learning. This is in accordance with the theoretical insights on Maslow's hierarchy of needs model (1943), to be more precise, Level 2: Safety (Maslow, 1943; Milheim, 2012). In this respect, learners should feel safe when their home environment and comfort are taken into account. The CLIL learners are more likely to use appropriate study skills strategies than the non-CLIL learners, which suggests that the CLIL groups use the strategies concerning the systematic allocation of resources to get the job of studying a language accomplished.

The next area of this empirical investigation relates to the *autonomy*, which in the CLIL setting appears to be relatively underresearched. From the theoretical perspective, CLIL seems to be an appropriate platform for the development of autonomy (Wolff, 2011). This research shows subtle differences among the CLIL and the non-CLIL learners in several areas in favor of the CLIL group. To be more precise, the CLIL learners seem to be more interested in what happens in English speaking countries than the non-CLIL learners, which may be attributed to the fact that they plan their professional future abroad. Moreover, the CLIL learners are likely to treat English as an instrument to access the content knowledge and arrange their learning in such a way that English and content subjects are taken into account. Thus, having a detailed learning plan provided by their teachers does not satisfy their learning needs, as it is in the case of the non-CLIL learners.

At the end of the term, the non-CLIL learners indicated that they know what they should learn when it comes to their lessons of English, which suggests that they follow the course requirements and plan their learning according to these requirements. In contrast to non-CLIL

learners, the CLIL learners cannot limit studying English to the English course requirements. Sometimes, they must go beyond the basic English course requirements because they need to use English to access the CLIL content subjects. Hence, the learning requirements regarding English refer to the foreign language lessons and CLIL content subjects, which include wider spectrum of material to cover.

The results of this study suggest that the CLIL learners do not need to try out different ways of learning, which can be explained by the fact that they have already learnt which ways of learning work best for them. Contrary to the theoretical standpoints postulated by some experts (e.g. Wolff, 2011) that CLIL can be an appropriate platform for the development of autonomy, when the CLIL and the non-CLIL learners data on autonomy are compared the differences are subtle.

Moving on to the next individual variable, which is the *beliefs about foreign language learning*, it should be noted that still relatively little is known about the differences in beliefs about foreign language learning in the groups of CLIL and non-CLIL learners (Hüttner et al., 2013). The findings of this study reveal that the statistically significant differences can be observed between the CLIL and the non-CLIL learners outcomes in certain areas. The first relevant aspect refers to the readiness to speak English. The CLIL learners appreciate every opportunity to speak English. Moreover, the CLIL learners are also interested to a greater extent in getting to know culture of English speaking countries. In this manner, the CLIL education appears to shape intercultural competence (cf. Byram, 1997; Deardorff, 2011; Waliński, 2012). Another important finding indicates that the CLIL learners are more aware of the links between the language similarities and differences of the foreign languages they learn. This, in turn, refers to some extent to the concept of linguistic interdependence, which implies that the knowledge of the mother tongue bolsters knowledge of the second language (cf. Garcia, 2008). Generally, what emerges from the data is the fact that the CLIL learners are characterized by more positive beliefs about foreign language learning that the non-CLIL learners. On the basis of the theoretical underpinnings, we can assume that the effectiveness of CLIL is influenced by beliefs of the individuals involved in such programs (Hüttner et al., 2013).

Last but not least, studies carried out by Lagasabaster and Sierra (2009), Lagasabaster (2011), Możejko (2013), and Papaja (2012) show that CLIL learners are characterized by a positive *attitude towards CLIL programs*. These findings are also confirmed by the results obtained in the present study. The CLIL learners think that CLIL approach is an efficient way of attaining a higher level of language proficiency. In addition, they believe that participation in such classes provides them with opportunities to learn a content subject effectively. Their

positive attitude is also related to their opinion that CLIL is an attractive educational approach, which develops learners' autonomy and prepares for future studies (cf. Marsh et al., 2001; Marsh et al., 2008). Despite substantial workload CLIL learners have to deal with on daily basis, they still think that all learners can be enrolled in a CLIL course, regardless of their foreign language proficiency level.

Generally, a positive attitude may facilitate learning (cf. Otwinowska, 2013). It should be emphasized that the CLIL education is likely to nurture a feel good attitude among learners. Especially CLIL learners with higher proficiency level are likely to desire to learn and develop their CLIL language competence (Marsh, 2000). Overall, the findings of this study reveal that the CLIL learners are characterized by a positive attitude towards CLIL programs, which confirms with earlier empirical studies (cf. Lagasabaster & Sierra, 2009; Lagasabaster, 2011; Możejko, 2013; Papaja, 2012) and theoretical standpoints (cf. Wolff & Otwinowska-Kasztelanic, 2010).

Overall, the results of the study suggest that the CLIL learners are characterized by relatively higher capacities in specific areas of motivation, autonomy, use of learning strategies, and positive beliefs about foreign language learning than non-CLIL learners. Moreover, they have a positive attitude towards CLIL programs. However, in the light of the data obtained in this study none of the aforementioned variables can be singled out as the key factor responsible for the success of CLIL as an approach to EFL learning.

The findings of this study suggest that it is the combinations of individual differences that is likely to exert the predictive power in the success of CLIL rather than individual traits analyzed in isolation (cf. Dörnyei, 2005). Therefore, it appears that in the CLIL context the variables of motivation, autonomy, beliefs about foreign language learning, learning strategies, and attitude towards CLIL education operate in concert and are intertwined with one another in a profoundly complex manner (cf. Dörnyei, 2005), which corroborates the earlier claim that the individual differences are interconnected (Banya & Chea, 1997; Griffiths & Soruç, 2020).

The multidimensional picture of the role of motivation, autonomy, beliefs about foreign language learning, learning strategies, and attitude towards CLIL education in the success of CLIL as an approach to EFL that emerges from the analyses of the data suggests that the CLIL learners motivation may be the strongest variable that triggers other factors to operate in concert in the foreign language learning. Viewed from this perspective, the role of motivation, autonomy, the use of language learning strategies, beliefs about foreign language learning, attitude towards CLIL programs, as well as other individual variables that fall outside the scope of this study should not be neglected in CLIL implementation.

On the basis of this research outcomes, some generalizations and recommendations can be offered. One of the most important recommendations refers to supporting certain individual variables among CLIL learners. This and other studies (cf. Admiraal el al., 2005; Lasagabaster, 2011; Seikkula-Leino, 2007) suggest that successful language learners, including CLIL learners, are characterized by higher level of motivation, positive beliefs about foreign language learning, and relatively high level of autonomy. For this reason, CLIL teachers should have methodological knowledge how these individual factors can be implemented and what impact they can have on the language attainment. One recommendation that follows is that CLIL teachers should undergo training in CLIL regarding not only the foreign language, the content subject but also the methodology, which can be used in CLIL programs (Borowiak, 2019a; Lo, 2020; Nawrot-Lis, 2019; Wolff, 2011).

Another important recommendation for CLIL teachers and schools that stems from this study is related to the development of learners autonomy. Learner autonomy can be a result of teacher-learner relation (cf. La Ganza, 2008). For this reason, CLIL learners should be given ample opportunities to be in charge of their learning (cf. Holec, 1979, 1980, 1981, 1992). Thus, they should be able to (1) determine the objectives, (2) define the contents and progressions, (3) select methods and techniques to be used, (4) monitor the procedure of acquisition properly speaking (e.g. rhythm, time, place), and (5) evaluate what has been acquired (cf. Holec, 1979, 1980). To make it happen, the support from school is indispensable.

Additionally, the present study shows that the CLIL learners are reluctant to speak during EFL lessons. Thus, another important guideline is that CLIL teachers should use various assessment and elicitation techniques, appropriate for the teaching aims of the CLIL lessons. Especially these used during speaking tasks should focus more on conveying the content. The use of the methodology typical for CLIL setting and the 4Cs framework should not be neglected. Moreover, when designing the tasks, the focus on form is also recommended. According to this approach, the following criteria should be met: (1) designing tasks to promote learner engagement with meaning prior to form; (2) seeking to attain and document task essentialness or naturalness of the L2 forms; (3) seeking to ensure that instruction was unobtrusive; and (4) documenting learner mental processes (noticing) (Norris & Ortega, 2000, p. 438). As a result, motivation to speak during lessons conducted in English is likely to be increased.

Complying with these recommendations is likely to enhance the quality of CLIL teaching. Nevertheless, to provide researchers and practitioners with a more vivid image of the role of individual variables in the success of CLIL as an approach to EFL learning additional

studies are needed. Future research is also needed in order to advance our understanding of the role of individual variables. The focus should be placed on identifying which motivational factors are likely to affect more noticeably CLIL learners' language attainment in CLIL programs and the degree to which they do so. To understand the uniqueness of CLIL teaching, studies should also focus on methodology used by CLIL teachers in CLIL settings, taking into account the exposure time to the CLIL language.

Owing to obvious limitations originating from the sample size, the results of this study cannot be generalized to the whole population without certain reservations. First, the data collected in this research allow for presenting some panoramic observations about the role of motivation, autonomy, beliefs about foreign language learning, language learning strategies, and attitude towards CLIL programs in the success of CLIL as an approach to EFL learning. Second, only some general trends regarding selected individual variables could be observed in the course of the research. Being fully aware of the limitations of the current study, it is hoped that the observations presented in this dissertation will contribute constructive ideas to future empirical research in this domain.

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Appendix 1. Questionnaire: Motivation and learning strategies (English version)

For CLIL learners:

Code: day and month of your birth; the first and the last letter of your name (e.g. 13-11, Grażyna – 1311GA)

Code:_____

Questionnaire

The aim of this questionnaire is to gather data concerning learners' motivation and learning strategies. Please provide honest answers. Please complete the code according to the instruction provided above. Thank you!!! 😊

Please underline the chosen answers.
1. Gender: **Male/Female**
2. I am a student of: **1st   2nd grade.**
3. Who encouraged you to enroll in a CLIL course?

a) parent/parents   b) sibling/siblings   c) friend/friends   d) teacher/teachers

e) others (who? what was the reason?)
..……

f) it was entirely my decision (please explain what influenced your decision)
……
……
4. Do you think it was the right decision? *Please indicate your answer using the scale: 1-4.

(**1** – a very bad decision, **2** a bad decision, **3** – a good decision, **4** – a very good decision).

1	2	3	4

5. How long have you been learning in a CLIL class?:
        a) about 1 year   b) about 2 years   c) 2-5 years   d) more than 5 years

6. **In your opinion what language progress** have you made since you started learning in a CLIL class?
    a) still the same proficiency level   b) little progress   c) great progress   d) significant progress

7. What do you do in order to improve your language skills (apart from the learning which takes place at school)?
……
……
……
8. How much time do you spend on learning English (apart from the learning which takes place at school)?

……
……

Part I

In this part I would like you to indicate to what extent you agree or disagree with the following statements by circling a number from 1 to 6. Please do not omit any of the items.

No.	Statement	1 (strongly disagree)	2 (disagree)	3 (slightly disagree)	4 (slightly agree)	5 (agree)	6 (strongly agree)

1.	I can imagine myself living abroad and having a discussion in English	1	2	3	4	5	6
2.	I can imagine myself studying in a university where all my courses are taught in English.	1	2	3	4	5	6
3.	Whenever I think of my future career, I imagine myself using English.	1	2	3	4	5	6
4.	I can imagine a situation where I am speaking English with foreigners.	1	2	3	4	5	6
5.	I can imagine myself speaking English with international friends or colleagues.	1	2	3	4	5	6
6.	I can imagine myself living abroad and using English effectively for communicating with the locals.	1	2	3	4	5	6
7.	I can imagine myself speaking English as if I were a native speaker of English.	1	2	3	4	5	6
8.	I imagine myself as someone who is able to speak English.	1	2	3	4	5	6
9.	I can imagine myself writing English e-mails/letters fluently.	1	2	3	4	5	6
10.	The things I want to do in the future require me to use English.	1	2	3	4	5	6
11.	I study English because close friends of mine think it is important.	1	2	3	4	5	6
12.	Learning English is necessary because people surrounding me expect me to do so.	1	2	3	4	5	6
13.	I consider learning English important because the people I respect think that I should do it.	1	2	3	4	5	6
14.	If I fail to learn English I'll be letting other people down.	1	2	3	4	5	6
15.	Studying English is important to me in order to gain the approval of my peers/ teachers/ family/ boss.	1	2	3	4	5	6
16.	I have to study English, because, if I do not study it, I think my parents will be disappointed in me.	1	2	3	4	5	6
17.	My parents believe that I must study English to be an educated person.	1	2	3	4	5	6
18.	Studying English is important to me because an educated person is supposed to be able to speak English.	1	2	3	4	5	6

19.	Studying English is important to me because other people will respect me more if I have a knowledge of English.	1	2	3	4	5	6
20.	It will have a negative impact on my life if I don't learn English.	1	2	3	4	5	6
21.	I have to study English; otherwise, I think I cannot be successful in my future career.	1	2	3	4	5	6
22.	Studying English is important to me, because I would feel ashamed if I got bad grades in English.	1	2	3	4	5	6
23.	Studying English is important to me because, if I don't have knowledge of English, I'll be considered a weak learner.	1	2	3	4	5	6
24.	Studying English is important to me because I don't like to be considered a poorly educated person.	1	2	3	4	5	6
25.	If I make more effort, I am sure I will be able to master English.	1	2	3	4	5	6
26.	I believe that I will be capable of reading and understanding most texts in English if I keep studying it.	1	2	3	4	5	6
27.	I am sure I will be able to write in English comfortably if I continue studying.	1	2	3	4	5	6
28.	I am sure I have a good ability to learn English.	1	2	3	4	5	6
29.	I like the atmosphere of my English classes	1	2	3	4	5	6
30.	I always look forward to English classes.	1	2	3	4	5	6
31.	I find learning English really interesting.	1	2	3	4	5	6
32.	I really enjoy learning English.	1	2	3	4	5	6
33.	I think time passes faster while studying English.	1	2	3	4	5	6
34.	I would like to have more English lessons at school.	1	2	3	4	5	6
35.	I get nervous and confused when I am speaking in my English class.	1	2	3	4	5	6
36.	I am afraid that other students will laugh at me when I speak English.	1	2	3	4	5	6
37.	I would feel uneasy speaking English with a native speaker.	1	2	3	4	5	6
38.	If I met an English native speaker, I would feel nervous.	1	2	3	4	5	6

39.	I would get tense if a foreigner asked me for directions in English.	1	2	3	4	5	6
40.	I am afraid of sounding stupid in English because of the mistakes I make.	1	2	3	4	5	6
41.	I am worried that other speakers of English would find my English strange.	1	2	3	4	5	6
42.	I like the music of English-speaking countries (e.g., pop music).	1	2	3	4	5	6
43.	I like English films.	1	2	3	4	5	6
44.	I like English magazines, newspapers, or books.	1	2	3	4	5	6
45.	I like TV programmes made in English-speaking countries	1	2	3	4	5	6
46.	I really enjoy learning English.	1	2	3	4	5	6
47.	My language class is a challenge that I enjoy.	1	2	3	4	5	6
48.	When class ends, I often wish that we could continue.	1	2	3	4	5	6
49.	I enjoy using English outside of class whenever I have a chance.	1	2	3	4	5	6
50.	I don't like language learning.	1	2	3	4	5	6
51.	I would take this class even if it were not required.	1	2	3	4	5	6
52.	Being able to speak this language will add to my social status.	1	2	3	4	5	6
53.	Increasing my proficiency in English will have financial benefits for me.	1	2	3	4	5	6
54.	I am learning this language to understand films, videos, or music.	1	2	3	4	5	6
55.	Studying this language is important because it will allow me to interact with people who speak it.	1	2	3	4	5	6
56.	I am learning English to be able to communicate with friends who speak it.	1	2	3	4	5	6
57.	I want to be more a part of the cultural group that speaks English.	1	2	3	4	5	6
58.	I often feel lazy or bored when I study for this class.	1	2	3	4	5	6
59.	I work hard in this class even when I don't like what we are doing.	1	2	3	4	5	6
60.	When course work is difficult, I either give up or only study the easy parts.	1	2	3	4	5	6
61.	Even when course materials are dull and uninteresting, I always finish my work.	1	2	3	4	5	6

62.	I can truly say that I put my best effort into learning English.	1	2	3	4	5	6
63.	Getting a good grade in this class is the most important thing for me right now.	1	2	3	4	5	6
64.	I want to learn English because it is important to show my ability to others.	1	2	3	4	5	6
65.	I learn best when I am competing with other students.	1	2	3	4	5	6
66.	I want to do better than the other students in this class.	1	2	3	4	5	6
67.	I learn best in a cooperative environment.	1	2	3	4	5	6
68.	My teacher's opinion of me in this class is very important.	1	2	3	4	5	6
69.	My relationship with the other students in this class is important to me.	1	2	3	4	5	6

1. Is learning **history** in a CLIL class **more interesting** for you than learning it in Polish? Please, justify your answer.

………
………
………

2. Is learning **English** in a CLIL class **more interesting** than learning it in a traditional classroom (where all content subjects are taught in Polish and English is used only during the language classes)? Please, justify your answer.

………
………
………

3. When did you feel more motivated to learn **English?** Please choose one answer (A or B):

a) **in a CLIL class** (some subjects taught in English plus additional amount of English lessons) – **please, justify your answer:**

………
………
………

b) in a traditional classroom (where all content subjects are taught in Polish and English is used only during the language classes) – **please, justify your answer:**

………
………
………

4. When did you feel more motivated to learn **History?** Please choose one answer (A or B):

a) **in a CLIL class** (history is taught in English plus additional amount of English lessons) – **please, justify your answer:**

………
………
………

b) in a traditional classroom (history is taught in Polish) – **please, justify your answer:**

………
………
………

In this part I would like you to indicate to what extent you agree or disagree with the following statements by circling a number from 1 to 6. Please do not omit any of the items.

No.	Statement	1 (strongly disagree)	2 (disagree)	3 (slightly disagree)	4 (slightly agree)	5 (agree)	6 (strongly agree)
1.	I try to relate new vocabulary words to other words I know.	1	2	3	4	5	6
2.	I always compare this language with other languages I know.	1	2	3	4	5	6
3.	I try to guess the meaning of new vocabulary words from context.	1	2	3	4	5	6
4.	I look for patterns in this language on my own.	1	2	3	4	5	6
5.	I always evaluate my progress in learning this language.	1	2	3	4	5	6
6.	I ask the instructor to clarify concepts I don't understand well.	1	2	3	4	5	6
7.	I try to work with other students from this class on assignments.	1	2	3	4	5	6
8.	When studying, I often discuss the course material with my classmates.	1	2	3	4	5	6
9.	When I can't understand the material, I ask another student in this class for help.	1	2	3	4	5	6
10.	When I study, I carefully organize what I have learned in this class.	1	2	3	4	5	6
11.	After a test I always review difficult material to be sure I understand it all.	1	2	3	4	5	6
12.	I have a regular place set aside for studying.	1	2	3	4	5	6
13.	I always arrange time to prepare before every language class.	1	2	3	4	5	6
14.	When studying, I reread all the course material.	1	2	3	4	5	6
15.	In preparing for tests, I usually review the material a few days ahead of time.	1	2	3	4	5	6
16.	I usually wait until the night before to study for a quiz or a major test. (reverse coded)	1	2	3	4	5	6
17.	I usually study vocabulary periodically rather than in one long session.	1	2	3	4	5	6
18.	I repeat new vocabulary words to memorize them.	1	2	3	4	5	6
19.	When studying for a test, I try to determine which concepts I don't understand well.	1	2	3	4	5	6
20.	I like to see words before I pronounce them.	1	2	3	4	5	6

| 21. | When I get to a word that I don't know, I usually look it up. | 1 | 2 | 3 | 4 | 5 | 6 |
| 22. | I am mostly concerned in this class with keeping up with the materials and activities that we have to do. | 1 | 2 | 3 | 4 | 5 | 6 |

Thank you! 😊

For non-CLIL learners:

Code:_____

Questionnaire
The aim of this questionnaire is to gather data concerning learners' motivation and learning strategies. Please provide honest answers. Please complete the code according to the instruction provided above.
Thank you!!! 😊

1. *Please underline the chosen answers.*
2. Gender: **Male/Female**
3. I am a student of: **1st   2nd grade.**
4. How long have been learning English? ____ **years.** How many hours of English do you have? ____**hours.**
5. **In your opinion what language progress** have you made since you started learning in this school?
   a) still the same proficiency level   b) little progress   c) great progress   d) significant progress

6. What do you do in order to improve your language skills (apart from the learning which takes place at school)?
………
………
………

7. How much time do you spend on learning English (apart from the learning which takes place at school)?
………
………

Part I
In this part I would like you to indicate to what extent you agree or disagree with the following statements by circling a number from 1 to 6. Please do not omit any of the items.

No.	Statement	1 (strongly disagree)	2 (disagree)	3 (slightly disagree)	4 (slightly agree)	5 (agree)	6 (strongly agree)
1.	I can imagine myself living abroad and having a discussion in English	1	2	3	4	5	6
2.	I can imagine myself studying in a university where all my courses are taught in English.	1	2	3	4	5	6
3.	Whenever I think of my future career, I imagine myself using English.	1	2	3	4	5	6
4.	I can imagine a situation where I am speaking English with foreigners.	1	2	3	4	5	6

		1	2	3	4	5	6
5.	I can imagine myself speaking English with international friends or colleagues.	1	2	3	4	5	6
6.	I can imagine myself living abroad and using English effectively for communicating with the locals.	1	2	3	4	5	6
7.	I can imagine myself speaking English as if I were a native speaker of English.	1	2	3	4	5	6
8.	I imagine myself as someone who is able to speak English.	1	2	3	4	5	6
9.	I can imagine myself writing English e-mails/letters fluently.	1	2	3	4	5	6
10.	The things I want to do in the future require me to use English.	1	2	3	4	5	6
11.	I study English because close friends of mine think it is important.	1	2	3	4	5	6
12.	Learning English is necessary because people surrounding me expect me to do so.	1	2	3	4	5	6
13.	I consider learning English important because the people I respect think that I should do it.	1	2	3	4	5	6
14.	If I fail to learn English I'll be letting other people down.	1	2	3	4	5	6
15.	Studying English is important to me in order to gain the approval of my peers/ teachers/ family/ boss.	1	2	3	4	5	6
16.	I have to study English, because, if I do not study it, I think my parents will be disappointed in me.	1	2	3	4	5	6
17.	My parents believe that I must study English to be an educated person.	1	2	3	4	5	6
18.	Studying English is important to me because an educated person is supposed to be able to speak English.	1	2	3	4	5	6
19.	Studying English is important to me because other people will respect me more if I have a knowledge of English.	1	2	3	4	5	6
20.	It will have a negative impact on my life if I don't learn English.	1	2	3	4	5	6
21.	I have to study English; otherwise, I think I cannot be successful in my future career.	1	2	3	4	5	6
22.	Studying English is important to me, because I would feel ashamed if I got bad grades in English.	1	2	3	4	5	6
23.	Studying English is important to me because, if I don't have	1	2	3	4	5	6

	knowledge of English, I'll be considered a weak learner.						
24.	Studying English is important to me because I don't like to be considered a poorly educated person.	1	2	3	4	5	6
25.	If I make more effort, I am sure I will be able to master English.	1	2	3	4	5	6
26.	I believe that I will be capable of reading and understanding most texts in English if I keep studying it.	1	2	3	4	5	6
27.	I am sure I will be able to write in English comfortably if I continue studying.	1	2	3	4	5	6
28.	I am sure I have a good ability to learn English.	1	2	3	4	5	6
29.	I like the atmosphere of my English classes	1	2	3	4	5	6
30.	I always look forward to English classes.	1	2	3	4	5	6
31.	I find learning English really interesting.	1	2	3	4	5	6
32.	I really enjoy learning English.	1	2	3	4	5	6
33.	I think time passes faster while studying English.	1	2	3	4	5	6
34.	I would like to have more English lessons at school.	1	2	3	4	5	6
35.	I get nervous and confused when I am speaking in my English class.	1	2	3	4	5	6
36.	I am afraid that other students will laugh at me when I speak English.	1	2	3	4	5	6
37.	I would feel uneasy speaking English with a native speaker.	1	2	3	4	5	6
38.	If I met an English native speaker, I would feel nervous.	1	2	3	4	5	6
39.	I would get tense if a foreigner asked me for directions in English.	1	2	3	4	5	6
40.	I am afraid of sounding stupid in English because of the mistakes I make.	1	2	3	4	5	6
41.	I am worried that other speakers of English would find my English strange.	1	2	3	4	5	6
42.	I like the music of English-speaking countries (e.g., pop music).	1	2	3	4	5	6
43.	I like English films.	1	2	3	4	5	6
44.	I like English magazines, newspapers, or books.	1	2	3	4	5	6
45.	I like TV programmes made in English-speaking countries	1	2	3	4	5	6
46.	I really enjoy learning English.	1	2	3	4	5	6
47.	My language class is a challenge that I enjoy.	1	2	3	4	5	6

48.	When class ends, I often wish that we could continue.	1	2	3	4	5	6
49.	I enjoy using English outside of class whenever I have a chance.	1	2	3	4	5	6
50.	I don't like language learning.	1	2	3	4	5	6
51.	I would take this class even if it were not required.	1	2	3	4	5	6
52.	Being able to speak this language will add to my social status.	1	2	3	4	5	6
53.	Increasing my proficiency in English will have financial benefits for me.	1	2	3	4	5	6
54.	I am learning this language to understand films, videos, or music.	1	2	3	4	5	6
55.	Studying this language is important because it will allow me to interact with people who speak it.	1	2	3	4	5	6
56.	I am learning English to be able to communicate with friends who speak it.	1	2	3	4	5	6
57.	I want to be more a part of the cultural group that speaks English.	1	2	3	4	5	6
58.	I often feel lazy or bored when I study for this class.	1	2	3	4	5	6
59.	I work hard in this class even when I don't like what we are doing.	1	2	3	4	5	6
60.	When course work is difficult, I either give up or only study the easy parts.	1	2	3	4	5	6
61.	Even when course materials are dull and uninteresting, I always finish my work.	1	2	3	4	5	6
62.	I can truly say that I put my best effort into learning English.	1	2	3	4	5	6
63.	Getting a good grade in this class is the most important thing for me right now.	1	2	3	4	5	6
64.	I want to learn English because it is important to show my ability to others.	1	2	3	4	5	6
65.	I learn best when I am competing with other students.	1	2	3	4	5	6
66.	I want to do better than the other students in this class.	1	2	3	4	5	6
67.	I learn best in a cooperative environment.	1	2	3	4	5	6
68.	My teacher's opinion of me in this class is very important.	1	2	3	4	5	6
69.	My relationship with the other students in this class is important to me.	1	2	3	4	5	6

In this part I would like you to indicate to what extent you agree or disagree with the following statements by circling a number from 1 to 6. Please do not omit any of the items.

No.	Statement	1 (strongly disagree)	2 (disagree)	3 (slightly disagree)	4 (slightly agree)	5 (agree)	6 (strongly agree)
1.	I try to relate new vocabulary words to other words I know.	1	2	3	4	5	6
2.	I always compare this language with other languages I know.	1	2	3	4	5	6
3.	I try to guess the meaning of new vocabulary words from context.	1	2	3	4	5	6
4.	I look for patterns in this language on my own.	1	2	3	4	5	6
5.	I always evaluate my progress in learning this language.	1	2	3	4	5	6
6.	I ask the instructor to clarify concepts I don't understand well.	1	2	3	4	5	6
7.	I try to work with other students from this class on assignments.	1	2	3	4	5	6
8.	When studying, I often discuss the course material with my classmates.	1	2	3	4	5	6
9.	When I can't understand the material, I ask another student in this class for help.	1	2	3	4	5	6
10.	When I study, I carefully organize what I have learned in this class.	1	2	3	4	5	6
11.	After a test I always review difficult material to be sure I understand it all.	1	2	3	4	5	6
12.	I have a regular place set aside for studying.	1	2	3	4	5	6
13.	I always arrange time to prepare before every language class.	1	2	3	4	5	6
14.	When studying, I reread all the course material.	1	2	3	4	5	6
15.	In preparing for tests, I usually review the material a few days ahead of time.	1	2	3	4	5	6
16.	I usually wait until the night before to study for a quiz or a major test. (reverse coded)	1	2	3	4	5	6
17.	I usually study vocabulary periodically rather than in one long session.	1	2	3	4	5	6
18.	I repeat new vocabulary words to memorize them.	1	2	3	4	5	6
19.	When studying for a test, I try to determine which concepts I don't understand well.	1	2	3	4	5	6
20.	I like to see words before I pronounce them.	1	2	3	4	5	6

21.	When I get to a word that I don't know, I usually look it up.	1	2	3	4	5	6
22.	I am mostly concerned in this class with keeping up with the materials and activities that we have to do.	1	2	3	4	5	6

Thank you! 😊

Questionnaire: Motivation and learning strategies (Polish version)

For CLIL learners:

KOD:_____

Ankieta

Celem tej ankiety jest zebranie informacji dotyczących motywacji ucznia względem uczenia się j. angielskiego oraz strategii uczenia się. Zebrane wyniki zostaną wykorzystane w badaniu naukowym.
Proszę o udzielenie szczerych odpowiedzi. Proszę o zakodowanie ankiety wg wzoru podanego powyżej.
Dziękuję!!! 😊

Proszę podkreślić właściwe odpowiedzi.
1. Płeć: **Kobieta**/**Mężczyzna**
2. Jestem uczniem klasy: **I**   **II**
3. Kto zachęcił Cię do nauki **w klasie dwujęzycznej**?
a) rodzic/rodzice   **b) siostra/brat/rodzeństwo**   **c) koleżanka/kolega/koleżanki/koledzy**
d) nauczyciel/nauczyciele
e) inne (kto? Jaki był powód?)
..………………………………………………………………………….………
f) to była moja decyzja (proszę o opisanie co wpłynęło na podjęcia takiej decyzji)
………
………
4. Jak oceniasz swoją decyzję o wyborze klasy dwujęzycznej? *Proszę zaznaczyć na skali 1-4.

(**1** - zdecydowanie zła decyzja, **2** zła decyzja, **3** – dobra decyzja, **4** – zdecydowanie dobra decyzja).

1	2	3	4

5. Jak długo uczysz się już w klasie dwujęzycznej?:
         a) około 1 roku   **b) około 2 lat**   **c) 2-5 latd) dłużej niż 5 lat**

6. **Twoim zdaniem** jaki postęp językowy poczyniłeś/poczyniłaś w zakresie języka angielskiego od momentu rozpoczęcia nauki w klasie dwujęzycznej?
     a) jestem cały czas na tym samym poziomie   **b) niewielki**   **c) duży**   **d) bardzo duży**

7. Co robisz dodatkowo w celu podniesienia swojego poziomu językowego (tj. poza klasą np. wykonywanie dodatkowych ćwiczeń gramatycznych online)?
………..
………

8. Ile czasu dodatkowo poświęcasz na naukę języka angielskiego (tj. poza klasą np. dziennie, tygodniowo)?
………
………

*W tej części proszę o wskazanie jak bardzo się **zgadzasz** lub **nie zgadzasz** z poszczególnymi stwierdzeniami poprzez zaznaczenie jednej cyfry (dla każdego stwierdzenia) stosując skalę 1-6. Proszę o odniesienie się do wszystkich stwierdzeń.*

Lp.	Stwierdzenie	1 (zdecydowanie się nie zgadzam)	2 (nie zgadzam się)	3 (trochę się nie zgadzam)	4 (trochę się zgadzam)	5 (zgadzam się)	6 zdecydowanie się zgadzam)
1.	Mogę wyobrazić sobie siebie mieszkającego/ mieszkającą za granicą prowadzącą dyskusję w j. angielskim.	1	2	3	4	5	6
2.	Mogę wyobrazić sobie siebie studiującego/studiującą na uniwersytecie w którym wszystkie przedmioty są nauczane w j. angielskim.	1	2	3	4	5	6
3.	Ilekroć myślę o mojej przyszłej pracy zawodowej, wyobrażam sobie, że posługuję się w niej językiem angielskim.	1	2	3	4	5	6
4.	Mogę wyobrazić sobie sytuację kiedy rozmawiam z obcokrajowcem w j. angielskim.	1	2	3	4	5	6
5.	Mogę wyobrazić sobie siebie rozmawiającego/rozmawiającą w j. angielskim z kolegami z pracy oraz przyjaciółmi z zagranicy.	1	2	3	4	5	6
6.	Mogę wyobrazić sobie siebie mieszkającego/mieszkającą za granicą i rozmawiającym/rozmawiającą w języku angielskim bez żadnych trudności z rodzimymi mieszkańcami.	1	2	3	4	5	6
7.	Mogę sobie wyobrazić siebie mówiącego/mówiącą w j. angielskim tak jakbym był/była rodzimym użytkownikiem języka angielskiego.	1	2	3	4	5	6
8.	Wyobrażam sobie siebie samego/samą jako osobę, która jest w stanie komunikować się za pomocą j. angielskiego.	1	2	3	4	5	6
9.	Mogę sobie wyobrazić siebie piszącego/piszącą swobodnie emaile/listy w j. angielskim.	1	2	3	4	5	6
10.	To co chcę robić w przyszłości wymaga ode mnie używania j. angielskiego.	1	2	3	4	5	6
11.	Uczę się j. angielskiego ponieważ moi bliscy znajomi uważają to za ważne.	1	2	3	4	5	6
12.	Nauka j. angielskiego jest niezbędna ponieważ otaczający mnie ludzie oczekują ode mnie, że będę się go uczyć.	1	2	3	4	5	6
13.	Uważam, że nauka j. angielskiego jest ważna ponieważ ludzie których szanuję uważają, że powinienem/powinnam się go uczyć.	1	2	3	4	5	6
14.	Jeżeli nie uda mi się nauczyć j. angielskiego zawiodę innych ludzi.	1	2	3	4	5	6
15.	Nauka j. angielskiego jest ważna dla mnie by pozyskać uznanie moich rówieśników/nauczycieli/rodziny/szefa.	1	2	3	4	5	6

16.	Muszę uczyć się j. angielskiego ponieważ jeżeli tego nie zrobię to myślę, że moi rodzice będą zawiedzeni.	1	2	3	4	5	6
17.	Moi rodzice uważają, że musze uczyć się j. angielskiego jeżeli chcę uchodzić za osobę wykształconą.	1	2	3	4	5	6
18.	Nauka j. angielskiego jest ważna dla mnie ponieważ osoba wykształcona to taka, która potrafi mówić w j. angielskim.	1	2	3	4	5	6
19.	Nauka języka angielskiego jest dla mnie ważna ponieważ poprzez tę umiejętność inni ludzie będą mnie bardziej szanować.	1	2	3	4	5	6
20.	Jeżeli nie będę się uczyć j. angielskiego to będzie to miało negatywny wpływ na moje życie.	1	2	3	4	5	6
21.	Muszę uczyć się j. angielskiego. W przeciwnym wypadku myślę, że nie będę mógł/mogła odnieść sukcesów w mojej przyszłej karierze zawodowej.	1	2	3	4	5	6
22.	Nauka j. angielskiego jest dla mnie ważna ponieważ czułbym/czułabym zawstydzenie gdybym dostał/dostała złą ocenę.	1	2	3	4	5	6
23.	Nauka j. angielskiego jest dla mnie ważna ponieważ jeżeli nie będę znał/znała go to będę postrzegany/postrzegana jako słaby uczeń.	1	2	3	4	5	6
24.	Nauka j. angielskiego jest dla mnie ważna ponieważ nie chcę być postrzegany/postrzegana jako niewykształcona osoba.	1	2	3	4	5	6
25.	Jeżeli się postaram to jestem przekonany/przekonana, że jestem w stanie nauczyć się j. angielskiego.	1	2	3	4	5	6
26.	Uważam, że będę w stanie przeczytać i zrozumieć większość teksów w j. angielskim jeżeli będę kontynuować naukę.	1	2	3	4	5	6
27.	Jestem przekonany/przekonana, że będę w stanie pisać swobodnie w j. angielski jeżeli będę kontynuować moją naukę.	1	2	3	4	5	6
28.	Jestem przekonany/przekonana, że posiadam dar do nauki j. angielskiego.	1	2	3	4	5	6
29.	Lubię atmosferę panującą podczas lekcji j. angielskiego.	1	2	3	4	5	6
30.	Zawsze czekam z niecierpliwością na lekcje j. angielskiego.	1	2	3	4	5	6
31.	Uważam, że lekcje j. angielskiego są bardzo interesujące.	1	2	3	4	5	6
32.	Naprawdę lubię się uczyć j. angielskiego.	1	2	3	4	5	6
33.	Uważam, że czas upływa szybciej podczas nauki j. angielskiego.	1	2	3	4	5	6
34.	Chciałbym/chciałabym mieć więcej lekcji j. angielskiego w szkole.	1	2	3	4	5	6
35.	Denerwuję się i peszę się kiedy mówię podczas lekcji j. angielskiego.	1	2	3	4	5	6
36.	Boję się, że inni uczniowie będą się śmiać ze mnie gdy będę mówić w j. angielskim.	1	2	3	4	5	6
37.	Czułbym/czułabym się zażenowana rozmawiając w j. angielskim z rodzimym użytkownikiem tego języka.	1	2	3	4	5	6

38.	Gdybym spotkał/spotkała rodzimego użytkownika j. angielskiego to zdenerwowałbym/zdenerwowałabym się.	1	2	3	4	5	6
39.	Zdenerwowałbym/zdenerwowałabym się gdyby obcokrajowiec zapytał mi się o drogę w j. angielskim.	1	2	3	4	5	6
40.	Boję się, że przez błędy, które popełniam będę brzmieć głupio mówiąc w j. angielskim.	1	2	3	4	5	6
41.	Boję się, że inni mówiący w j. angielskim będą postrzegać mój „angielski" jako dziwny.	1	2	3	4	5	6
42.	Lubię muzykę państw obszaru anglojęzycznego (np. muzyka pop).	1	2	3	4	5	6
43.	Lubię angielskie filmy.	1	2	3	4	5	6
44.	Lubię angielskie czasopisma, magazyny oraz książki.	1	2	3	4	5	6
45.	Lubię programy telewizyjne powstałe w krajach obszaru anglojęzycznego.	1	2	3	4	5	6
46.	Chcę się uczyć j. angielskiego.	1	2	3	4	5	6
47.	Nauka w mojej klasie językowej jest dla mnie wyzwaniem, które lubię.	1	2	3	4	5	6
48.	Gdy lekcja j. angielskiego się kończy, często chciałbym/chciałabym aby trwała dłużej.	1	2	3	4	5	6
49.	Lubię używać j. angielski poza klasą kiedy tylko mam ku temu możliwość.	1	2	3	4	5	6
50.	Uczestniczyłbym/uczestniczyłabym w lekcjach j. angielskiego nawet gdyby nie były obowiązkowe.	1	2	3	4	5	6
51.	Umiejętność posługiwania się j. angielskim podniesie mój status społeczny.	1	2	3	4	5	6
52.	Podniesienie poziomu językowego przyniesie mi korzyści finansowe.	1	2	3	4	5	6
53.	Uczę się j. angielskiego by móc zrozumieć filmy, video czy muzykę.	1	2	3	4	5	6
54.	Nauka j. angielskiego jest ważna ponieważ umożliwi mi komunikację z innymi osobami posługującymi się tym językiem.	1	2	3	4	5	6
55.	Uczę się j. angielskiego by móc komunikować się z przyjaciółmi posługującymi się j. angielskim.	1	2	3	4	5	6
56.	Chcę bardziej przynależeć do grupy kulturowej posługującej się j. angielskim.	1	2	3	4	5	6
57.	Bardzo się staram wykonując zadania podczas lekcji j. angielskiego nawet wtedy kiedy nie podobają mi się wykonywane zadania.	1	2	3	4	5	6
58.	Zawsze kończę zadanie - nawet wtedy kiedy materiał w podręczniku jest nudny i nieinteresujący.	1	2	3	4	5	6
59.	Uważam, że bardzo się przykładam do nauki j. angielskiego.	1	2	3	4	5	6
60.	Na chwilę obecną zdobycie dobrej oceny z j. angielskiego jest dla mnie najważniejszą kwestią.	1	2	3	4	5	6
61.	Chcę się nauczyć j. angielskiego ponieważ to jest istotne by pokazać innym, że potrafię to zrobić.	1	2	3	4	5	6
62.	Uczę się najlepiej kiedy mogę współzawodniczyć z innymi.	1	2	3	4	5	6
63.	Chcę być lepszy/lepsza od innych uczniów w klasie.	1	2	3	4	5	6
64.	Najlepiej uczę się w atmosferze współpracy.	1	2	3	4	5	6

65.	Opinia mojego nauczyciela na mój temat jest dla mnie bardzo ważna.	1	2	3	4	5	6
66.	Moja relacja z innymi uczniami w klasie jest dla mnie ważna.	1	2	3	4	5	6

1. Czy nauka *historii* w j. angielskim (w klasie dwujęzycznej) jest **dla Ciebie** bardziej interesująca w porównaniu z nauką *historii* tradycyjnie tj. w j. polskim? Proszę, uzasadnij swoją odpowiedź.

………
………
………

2. Czy nauka *j. angielskiego* (w klasie dwujęzycznej) jest **dla Ciebie** bardziej interesująca w porównaniu z nauką *w tradycyjnej klasie językowej (tzn. wszystkie przedmioty są nauczane w j. polskim, język obcy nauczany jako odrębny przedmiot)*? Proszę, uzasadnij swoją odpowiedź.

………
………
………

3. Kiedy czułeś/czułaś się bardziej **zmotywowany/zmotywowana** by uczyć się *j. angielskiego? Proszę zaznacz wybraną przez siebie odpowiedź (odpowiedź A lub B):*
a) w klasie dwujęzycznej (wybrane przedmioty nauczane poprzez j. angielski oraz dodatkowa ilość godzin j. angielskiego) – **proszę, uzasadnij swoją odpowiedź**:

………
………
………

b) w tradycyjnej klasie językowej (tzn. wszystkie przedmioty są nauczane w j. polskim, język obcy nauczany jako odrębny przedmiot) – **proszę, uzasadnij swoją odpowiedź**:

………
………
………

4. Kiedy czułeś/czułaś się bardziej **zmotywowany/zmotywowana** by uczyć się *historii? Proszę zaznacz wybraną przez siebie odpowiedź (odpowiedź A lub B):*
a) w klasie dwujęzycznej (historia nauczana poprzez j. angielski) – **proszę, uzasadnij swoją odpowiedź**:

………
………
………

b) w klasie tradycyjnej (historia nauczana poprzez j. polski) – **proszę, uzasadnij swoją odpowiedź**:

………
………
………

Część II

W tej części proszę o wskazanie jak bardzo się **zgadzasz** *lub* **nie zgadzasz** *z poszczególnymi stwierdzeniami poprzez zaznaczenie jednej cyfry (dla każdego stwierdzenia) stosując skalę 1-6.* Proszę o odniesienie się do wszystkich stwierdzeń.

Lp.	Stwierdzenie	1 (zdecydowanie się nie zgadzam)	2 (nie zgadzam się)	3 (trochę się nie zgadzam)	4 (trochę się zgadzam)	5 (zgadzam się)	6 (zdecydowanie się zgadzam)
1.	Staram się kojarzyć nowopoznane słowa z innymi, które już znam.	1	2	3	4	5	6
2.	Zawsze porównuję j. angielski z innymi językami, które znam.	1	2	3	4	5	6

3.	Staram się odgadnąć znaczenie nowych słów z kontekstu.	1	2	3	4	5	6
4.	Sam/sama szukam wzorów/zasad obowiązujących w j. angielskim.	1	2	3	4	5	6
5.	Sam/sama dokonuję oceny postępów w nauce j. angielskiego.	1	2	3	4	5	6
6.	Proszę o wyjaśnienie nauczyciela kiedy czegoś w pełni nie rozumiem.	1	2	3	4	5	6
7.	Staram się współpracować z innymi uczniami wykonując zadania projektowe.	1	2	3	4	5	6
8.	Kiedy się uczę to często omawiam przerabiany materiał z innymi koleżankami/kolegami z klasy.	1	2	3	4	5	6
9.	Kiedy czegoś nie mogę zrozumieć to o pomoc proszę koleżankę/kolegę z klasy.	1	2	3	4	5	6
10.	Kiedy się uczę dokładnie porządkuję materiał przerobiony podczas lekcji.	1	2	3	4	5	6
11.	Po teście zawsze powtarzam trudny zakres materiału by mieć pewność, że wszystko dobrze opanowałem/opanowałam.	1	2	3	4	5	6
12.	Mam swoje miejsce w którym mogę się uczyć w ciszy i spokoju.	1	2	3	4	5	6
13.	Zawsze organizuję czas tak by móc powtórzyć materiał przed każdą lekcją j. angielskiego.	1	2	3	4	5	6
14.	Kiedy się uczę to powtórnie analizuję cały przerobiony materiał w podręczniku.	1	2	3	4	5	6
15.	Przygotowując się do testu zwykle zaczynam powtarzać materiał kilka dni wcześniej.	1	2	3	4	5	6
16.	Z przygotowaniem do dużego testu bądź kartkówki zwykle zwlekam do ostatniej chwili – uczę się w nocy poprzedzającą test.	1	2	3	4	5	6
17.	Zwykle uczę się słownictwa regularnie (w odróżnieniu do nauki w długich odstępach czasu).	1	2	3	4	5	6
18.	By zapamiętać nowopoznane słownictwo powtarzam je.	1	2	3	4	5	6
19.	Kiedy przygotowuję się do testu staram się ocenić jakie zagadnienia są dla mnie najmniej zrozumiałe.	1	2	3	4	5	6
20.	Lubię widzieć słowa zanim je wypowiem.	1	2	3	4	5	6
21.	Kiedy napotykam słowo, którego nie rozumiem to sprawdzam jego znaczenie (np. w słowniku).	1	2	3	4	5	6

22.	Najbardziej się skupiam na opanowaniu materiału oraz wykonaniu zadań, które trzeba zrobić.	1	2	3	4	5	6

Dziękuję! 😊

For non-CLIL learners:

Kod Respondenta: dzień, miesiąc urodzenia; pierwsza oraz ostatnia litera imienia (np. 13.11. Grażyna – 1311GA)

KOD:_____

Ankieta

Celem tej ankiety jest zebranie informacji dotyczących motywacji ucznia względem uczenia się j. angielskiego oraz strategii uczenia się. Zebrane wyniki zostaną wykorzystane w badaniu naukowym.
Proszę o udzielenie szczerych odpowiedzi. Proszę o zakodowanie ankiety wg wzoru podanego powyżej.
***Dziękuję!!!* 😊**

Proszę podkreślić właściwą odpowiedź.
1. Płeć: **Kobieta**/**Mężczyzna**
2. Jestem uczniem klasy: **I**   **II**
3. Jak długo uczysz się j. angielskiego? _____ **lat.** Ile godzin w tygodniu masz j. angielskiego? _____**godzin.**
4. **Twoim zdaniem** jaki postęp językowy poczyniłeś/poczyniłaś w zakresie języka angielskiego od momentu rozpoczęcia nauki w liceum?
   a) jestem cały czas na tym samym poziomie   b) niewielki   c) duży   d) bardzo duży

5. Co robisz dodatkowo w celu podniesienia swojego poziomu językowego (tj. poza klasą)?
……
……
6. Ile czasu dodatkowo poświęcasz na naukę języka angielskiego (tj. poza klasą)?
……
……

Część I

*W tej części proszę o wskazanie jak bardzo się **zgadzasz** lub **nie zgadzasz** z poszczególnymi stwierdzeniami poprzez zaznaczenie jednej cyfry (dla każdego stwierdzenia) stosując skalę 1-6. Proszę o odniesienie się do wszystkich stwierdzeń.*

Lp.	Stwierdzenie	1 (zdecydowanie się nie zgadzam)	2 (nie zgadzam się)	3 (trochę się nie zgadzam)	4 (trochę się zgadzam)	5 (zgadzam się)	6 zdecydowanie się zgadzam)
1.	Mogę wyobrazić sobie siebie mieszkającego/ mieszkającą za granicą prowadzącą dyskusję w j. angielskim.	1	2	3	4	5	6
2.	Mogę wyobrazić sobie siebie studiującego/studiującą na uniwersytecie w którym wszystkie przedmioty są nauczane w j. angielskim.	1	2	3	4	5	6
3.	Ilekroć myślę o mojej przyszłej pracy zawodowej, wyobrażam sobie, że posługuję się w niej językiem angielskim.	1	2	3	4	5	6

4.	Mogę wyobrazić sobie sytuację kiedy rozmawiam z obcokrajowcem w j. angielskim.	1	2	3	4	5	6
5.	Mogę wyobrazić sobie siebie rozmawiającego/rozmawiającą w j. angielskim z kolegami z pracy oraz przyjaciółmi z zagranicy.	1	2	3	4	5	6
6.	Mogę wyobrazić sobie siebie mieszkającego/mieszkającą za granicą i rozmawiającym/rozmawiającą w języku angielskim bez żadnych trudności z rodzimymi mieszkańcami.	1	2	3	4	5	6
7.	Mogę sobie wyobrazić siebie mówiącego/mówiącą w j. angielskim tak jakbym był/była rodzimym użytkownikiem języka angielskiego.	1	2	3	4	5	6
8.	Wyobrażam sobie siebie samego/samą jako osobę, która jest w stanie komunikować się za pomocą j. angielskiego.	1	2	3	4	5	6
9.	Mogę sobie wyobrazić siebie piszącego/piszącą swobodnie emaile/listy w j. angielskim.	1	2	3	4	5	6
10.	To co chcę robić w przyszłości wymaga ode mnie używania j. angielskiego.	1	2	3	4	5	6
11.	Uczę się j. angielskiego ponieważ moi bliscy znajomi uważają to za ważne.	1	2	3	4	5	6
12.	Nauka j. angielskiego jest niezbędna ponieważ otaczający mnie ludzie oczekują ode mnie, że będę się go uczyć.	1	2	3	4	5	6
13.	Uważam, że nauka j. angielskiego jest ważna ponieważ ludzie których szanuję uważają, że powinienem/powinnam się go uczyć.	1	2	3	4	5	6
14.	Jeżeli nie uda mi się nauczyć j. angielskiego zawiodę innych ludzi.	1	2	3	4	5	6
15.	Nauka j. angielskiego jest ważna dla mnie by pozyskać uznanie moich rówieśników/nauczycieli/rodziny/szefa.	1	2	3	4	5	6
16.	Muszę uczyć się j. angielskiego ponieważ jeżeli tego nie zrobię to myślę, że moi rodzice będą zawiedzeni.	1	2	3	4	5	6
17.	Moi rodzice uważają, że musze uczyć się j. angielskiego jeżeli chcę uchodzić za osobę wykształconą.	1	2	3	4	5	6
18.	Nauka j. angielskiego jest ważna dla mnie ponieważ osoba wykształcona to taka, która potrafi mówić w j. angielskim.	1	2	3	4	5	6
19.	Nauka języka angielskiego jest dla mnie ważna ponieważ poprzez tę umiejętność inni ludzie będą mnie bardziej szanować.	1	2	3	4	5	6
20.	Jeżeli nie będę się uczyć j. angielskiego to będzie to miało negatywny wpływ na moje życie.	1	2	3	4	5	6
21.	Muszę uczyć się j. angielskiego. W przeciwnym wypadku myślę, że nie będę mógł/mogła odnieść sukcesów w mojej przyszłej karierze zawodowej.	1	2	3	4	5	6
22.	Nauka j. angielskiego jest dla mnie ważna ponieważ czułbym/czułabym zawstydzenie gdybym dostał/dostała złą ocenę.	1	2	3	4	5	6
23.	Nauka j. angielskiego jest dla mnie ważna ponieważ jeżeli nie będę znał/znała go to będę postrzegany/postrzegana jako słaby uczeń.	1	2	3	4	5	6

24.	Nauka j. angielskiego jest dla mnie ważna ponieważ nie chcę być postrzegany/postrzegana jako niewykształcona osoba.	1	2	3	4	5	6
25.	Jeżeli się postaram to jestem przekonany/przekonana, że jestem w stanie nauczyć się j. angielskiego.	1	2	3	4	5	6
26.	Uważam, że będę w stanie przeczytać i zrozumieć większość teksów w j. angielskim jeżeli będę kontynuować naukę.	1	2	3	4	5	6
27.	Jestem przekonany/przekonana, że będę w stanie pisać swobodnie w j. angielski jeżeli będę kontynuować moją naukę.	1	2	3	4	5	6
28.	Jestem przekonany/przekonana, że posiadam dar do nauki j. angielskiego.	1	2	3	4	5	6
29.	Lubię atmosferę panującą podczas lekcji j. angielskiego.	1	2	3	4	5	6
30.	Zawsze czekam z niecierpliwością na lekcje j. angielskiego.	1	2	3	4	5	6
31.	Uważam, że lekcje j. angielskiego są bardzo interesujące.	1	2	3	4	5	6
32.	Naprawdę lubię się uczyć j. angielskiego.	1	2	3	4	5	6
33.	Uważam, że czas upływa szybciej podczas nauki j. angielskiego.	1	2	3	4	5	6
34.	Chciałbym/chciałabym mieć więcej lekcji j. angielskiego w szkole.	1	2	3	4	5	6
35.	Denerwuję się i peszę się kiedy mówię podczas lekcji j. angielskiego.	1	2	3	4	5	6
36.	Boję się, że inni uczniowie będą się śmiać ze mnie gdy będę mówić w j. angielskim.	1	2	3	4	5	6
37.	Czułbym/czułabym się zażenowana rozmawiając w j. angielskim z rodzimym użytkownikiem tego języka.	1	2	3	4	5	6
38.	Gdybym spotkał/spotkała rodzimego użytkownika j. angielskiego to zdenerwowałbym/zdenerwowałabym się.	1	2	3	4	5	6
39.	Zdenerwowałbym/zdenerwowałabym się gdyby obcokrajowiec zapytał mi się o drogę w j. angielskim.	1	2	3	4	5	6
40.	Boję się, że przez błędy, które popełniam będę brzmieć głupio mówiąc w j. angielskim.	1	2	3	4	5	6
41.	Boję się, że inni mówiący w j. angielskim będą postrzegać mój „angielski" jako dziwny.	1	2	3	4	5	6
42.	Lubię muzykę państw obszaru anglojęzycznego (np. muzyka pop).	1	2	3	4	5	6
43.	Lubię angielskie filmy.	1	2	3	4	5	6
44.	Lubię angielskie czasopisma, magazyny oraz książki.	1	2	3	4	5	6
45.	Lubię programy telewizyjne powstałe w krajach obszaru anglojęzycznego.	1	2	3	4	5	6
46.	Chcę się uczyć j. angielskiego.	1	2	3	4	5	6
47.	Nauka w mojej klasie językowej jest dla mnie wyzwaniem, które lubię.	1	2	3	4	5	6
48.	Gdy lekcja j. angielskiego się kończy, często chciałbym/chciałabym aby trwała dłużej.	1	2	3	4	5	6
49.	Lubię używać j. angielski poza klasą kiedy tylko mam ku temu możliwość.	1	2	3	4	5	6
50.	Uczestniczyłbym/uczestniczyłabym w lekcjach j. angielskiego nawet gdyby nie były obowiązkowe.	1	2	3	4	5	6

51.	Umiejętność posługiwania się j. angielskim podniesie mój status społeczny.	1	2	3	4	5	6
52.	Podniesienie poziomu językowego przyniesie mi korzyści finansowe.	1	2	3	4	5	6
53.	Uczę się j. angielskiego by móc zrozumieć filmy, video czy muzykę.	1	2	3	4	5	6
54.	Nauka j. angielskiego jest ważna ponieważ umożliwi mi komunikację z innymi osobami posługującymi się tym językiem.	1	2	3	4	5	6
55.	Uczę się j. angielskiego by móc komunikować się z przyjaciółmi posługującymi się j. angielskim.	1	2	3	4	5	6
56.	Chcę bardziej przynależeć do grupy kulturowej posługującej się j. angielskim.	1	2	3	4	5	6
57.	Bardzo się staram wykonując zadania podczas lekcji j. angielskiego nawet wtedy kiedy nie podobają mi się wykonywane zadania.	1	2	3	4	5	6
58.	Zawsze kończę zadanie - nawet wtedy kiedy materiał w podręczniku jest nudny i nieinteresujący.	1	2	3	4	5	6
59.	Uważam, że bardzo się przykładam do nauki j. angielskiego.	1	2	3	4	5	6
60.	Na chwilę obecną zdobycie dobrej oceny z j. angielskiego jest dla mnie najważniejszą kwestią.	1	2	3	4	5	6
61.	Chcę się nauczyć j. angielskiego ponieważ to jest istotne by pokazać innym, że potrafię to zrobić.	1	2	3	4	5	6
62.	Uczę się najlepiej kiedy mogę współzawodniczyć z innymi.	1	2	3	4	5	6
63.	Chcę być lepszy/lepsza od innych uczniów w klasie.	1	2	3	4	5	6
64.	Najlepiej uczę się w atmosferze współpracy.	1	2	3	4	5	6
65.	Opinia mojego nauczyciela na mój temat jest dla mnie bardzo ważna.	1	2	3	4	5	6
66.	Moja relacja z innymi uczniami w klasie jest dla mnie ważna.	1	2	3	4	5	6

Część II

*W tej części proszę o wskazanie jak bardzo się **zgadzasz** lub **nie zgadzasz** z poszczególnymi stwierdzeniami poprzez zaznaczenie jednej cyfry (dla każdego stwierdzenia) stosując skalę 1-6. Proszę o odniesienie się do wszystkich stwierdzeń.*

Lp.	Stwierdzenie	1 (zdecydowanie się nie zgadzam)	2 (nie zgadzam się)	3 (trochę się nie zgadzam)	4 (trochę się zgadzam)	5 (zgadzam się)	6 (zdecydowanie się zgadzam)
1.	Staram się kojarzyć nowopoznane słowa z innymi, które już znam.	1	2	3	4	5	6
2.	Zawsze porównuję j. angielski z innymi językami, które znam.	1	2	3	4	5	6
3.	Staram się odgadnąć znaczenie nowych słów z kontekstu.	1	2	3	4	5	6
4.	Sam/sama szukam wzorów/zasad obowiązujących w j. angielskim.	1	2	3	4	5	6

5.	Sam/sama dokonuję oceny postępów w nauce j. angielskiego.	1	2	3	4	5	6
6.	Proszę o wyjaśnienie nauczyciela kiedy czegoś w pełni nie rozumiem.	1	2	3	4	5	6
7.	Staram się współpracować z innymi uczniami wykonując zadania projektowe.	1	2	3	4	5	6
8.	Kiedy się uczę to często omawiam przerabiany materiał z innymi koleżankami/kolegami z klasy.	1	2	3	4	5	6
9.	Kiedy czegoś nie mogę zrozumieć to o pomoc proszę koleżankę/kolegę z klasy.	1	2	3	4	5	6
10.	Kiedy się uczę dokładnie porządkuję materiał przerobiony podczas lekcji.	1	2	3	4	5	6
11.	Po teście zawsze powtarzam trudny zakres materiału by mieć pewność, że wszystko dobrze opanowałem/opanowałam.	1	2	3	4	5	6
12.	Mam swoje miejsce w którym mogę się uczyć w ciszy i spokoju.	1	2	3	4	5	6
13.	Zawsze organizuję czas tak by móc powtórzyć materiał przed każdą lekcją j. angielskiego.	1	2	3	4	5	6
14.	Kiedy się uczę to powtórnie analizuję cały przerobiony materiał w podręczniku.	1	2	3	4	5	6
15.	Przygotowując się do testu zwykle zaczynam powtarzać materiał kilka dni wcześniej.	1	2	3	4	5	6
16.	Z przygotowaniem do dużego testu bądź kartkówki zwykle zwlekam do ostatniej chwili – uczę się w nocy poprzedzającą test.	1	2	3	4	5	6
17.	Zwykle uczę się słownictwa regularnie (w odróżnieniu do nauki w długich odstępach czasu).	1	2	3	4	5	6
18.	By zapamiętać nowopoznane słownictwo powtarzam je.	1	2	3	4	5	6
19.	Kiedy przygotowuję się do testu staram się ocenić jakie zagadnienia są dla mnie najmniej zrozumiałe.	1	2	3	4	5	6
20.	Lubię widzieć słowa zanim je wypowiem.	1	2	3	4	5	6
21.	Kiedy napotykam słowo, którego nie rozumiem to sprawdzam jego znaczenie (np. w słowniku).	1	2	3	4	5	6
22.	Najbardziej się skupiam na opanowaniu materiału oraz wykonaniu zadań, które trzeba zrobić.	1	2	3	4	5	6

Dziękuję! 😊

Appendix 2. Questionnaire: Autonomy (English version)

For CLIL learners:

Code: day and month of your birth; the first and the last letter of your name (e.g. 13-11, Grażyna – 1311GA)

Code:_____

Questionnaire

The aim of this questionnaire is to gather data concerning learners' autonomy.
Please provide honest answers. Please complete the code according to the instruction provided above.
Thank you!!! 😊

Please underline the chosen answers.

1. Gender: **Male/Female**
2. I am a student of: **1st   2nd grade.**
3. How long have you been learning English? _____ **years.**
4. Who encouraged you to enroll in a CLIL course?

a) parent/parents   b) sibling/siblings   c) friend/friends   d) teacher/teachers
e) others (who? what was the reason?)
.………
f) it was entirely my decision (please explain what influenced your decision)
………
………

5. Do you think it was the right decision? *Please indicate your answer using the scale: 1-4.

(**1** – a very bad decision, **2** a bad decision, **3** – a good decision, **4** – a very good decision).

1	2	3	4

6. How long have been learning in a CLIL class?:
  a) about 1 year   b) about 2 years   c) 2-5 years   d) more than 5 years

7. **In your opinion what language progress** have you made since you started learning in a CLIL class?
  a) still the same proficiency level   b) little progress   c) great progress   d) significant progress

8. What do you do in order to improve your language skills (apart from the learning which takes place at school)?
………
………
………

9. How much time do you spend on learning English (apart from the learning which takes place at school)?
………
………

Please, read the following statements and decide whether you they are true for you (True) or false (False). Indicate your decision by "X". Please, provide your opinion to all statements.

Statement	True	False
I often use English grammar reference books, dictionaries and other resources when I have a problem with my English.		
I find learning English easier when my teacher presents a detailed learning plan and tells me what I should do.		
I plan my learning in advance and I know what I want to achieve.		

I feel more confident when my teacher tells me which books, CDs or dictionaries I should use.		
I try different ways of learning to find such learning strategies which work best for me (e.g. note taking while listening, writing a plan before I start writing an essay etc.).		
I know what I should learn when it comes to my English.		
I know when and where I learn most effectively.		
I can assess my language progress In the case of at least one skill or language area (listening comprehension, reading comprehension, grammar etc.).		
When I do not understand a word or I do not know how to say something I usually ask teacher for a help.		
I do not make significant progress regarding learning English because I think that teachers are often not prepared and lessons are boring.		
I do not like studying in small groups because I think that this way I cannot learn anything.		
I like when my teacher tells me where I make a mistake because this way I can correct it.		
When I make a mistake, I prefer to have a chance to correct it by myself.		
When I get a low grade from the test, even though I was prepared, then I do not want to learn it anymore.		
I feel embarrassed when I am supposed to give a presentation in English in front of the whole group.		
I rarely learn English if it is not a part of my homework.		
I learn English mainly when I know that I am going to write an important-test.		
I try to be up-to-date on what is happening in English speaking countries.		
I try to look for new opportunities of using English beyond language classroom.		
I like when my teachers do a lot of tests because this way I am made to learn systematically and thanks to them I see how much I have already learnt.		

For non-CLIL learners:

Code: day and month of your birth; the first and the last letter of your name (e.g. 13-11, Grażyna – 1311GA)

Code:_____

Questionnaire
The aim of this questionnaire is to gather data concerning learners' autonomy.
Please provide honest answers. Please complete the code according to the instruction provided above.
Thank you!!! 😊

Please underline the chosen answers.
1. Gender: **Male/Female**
2. I am a student of: **1st**   **2nd grade.**
3. How long have you been learning English? _____ **years.**
4. How many hours of English do you have per week? _____**hours**
5. **In your opinion what language progress** have you made since you started learning in a CLIL class?

a) still the same proficiency level   b) little progress   c) great progress   d) significant progress

6. What do you do in order to improve your language skills (apart from the learning which takes place at school)?
    ………
    ………
    ………

7. How much time do you spend on learning English (apart from the learning which takes place at school)?
    ………
    ………
    ………

Please, read the following statements and decide whether you they are true for you (True) or false (False). Indicate your decision by "X". Please provide your opinion to all statements.

Statement	True	False
I often use English grammar reference books, dictionaries and other resources when I have a problem with my English.		
I find learning English easier when my teacher presents a detailed learning plan and tells me what I should do.		
I plan my learning in advance and I know what I want to achieve.		
I feel more confident when my teacher tells me which books, CDs or dictionaries I should use.		
I try different ways of learning to find such learning strategies which work best for me (e.g. note taking while listening, writing a plan before I start writing an essay etc.).		
I know what I should learn when it comes to my English.		
I know when and where I learn most effectively.		
I can assess my language progress In the case of at least one skill or language area (listening comprehension, reading comprehension, grammar etc.).		
When I do not understand a word or I do not know how to say something I usually ask teacher for a help.		
I do not make significant progress regarding learning English because I think that teachers are often not prepared and lessons are boring.		
I do not like studying in small groups because I think that this way I cannot learn anything.		
I like when my teacher tells me where I make a mistake because this way I can correct it.		
When I make a mistake, I prefer to have a chance to correct it by myself.		
When I get a low grade from the test, even though I was prepared, then I do not want to learn it anymore.		
I feel embarrassed when I am supposed to give a presentation in English in front of the whole group.		
I rarely learn English if it is not a part of my homework.		
I learn English mainly when I know that I am going to write an important-test.		
I try to be up-to-date on what is happening in English speaking countries.		
I try to look for new opportunities of using English beyond language classroom.		
I like when my teachers do a lot of tests because this way I am made to learn systematically and thanks to them I see how much I have already learnt.		

Questionnaire: Autonomy (Polish version)

For CLIL learners:

KOD:_____

Ankieta
Celem tej ankiety jest zebranie informacji dotyczących autonomii. Zebrane wyniki zostaną wykorzystane w badaniu naukowym. Proszę o udzielenie szczerych odpowiedzi.
Proszę o zakodowanie ankiety wg wzoru podanego powyżej. Dziękuję!!! 😊

Część I

Proszę podkreślić właściwą odpowiedź.
1. Płeć: **Kobieta/Mężczyzna**
2**.** Jestem uczniem klasy **dwujęzycznej**:   **I**   **II**
3. Jak długo uczysz się j. angielskiego? _____ **lat.**
4. Kto zachęcił Cię do nauki **w klasie dwujęzycznej**?
a) rodzic/rodzice   b) siostra/brat/rodzeństwo   c) koleżanka/kolega/koleżanki/koledzy
d) nauczyciel/nauczyciele
e) inne (kto? inny powód?)
..………...………
f) to była moja decyzja (proszę o opisanie co wpłynęło na podjęcia takiej decyzji)
…………………………………………………………………………………………..………………………
……

5. Jak oceniasz swoją decyzję o wyborze **klasy dwujęzycznej**? *Proszę zaznaczyć na skali 1-4.

(**1** - zdecydowanie zła decyzja, **2** zła decyzja, **3** – dobra decyzja, **4** – zdecydowanie dobra decyzja).

1	2	3	4

6. Jak długo uczysz się już **w klasie dwujęzycznej**?:
                    a) około 1 roku   b) około 2 lat   c) 2-5 latd) dłużej niż 5 lat

7. **Twoim zdaniem** jaki postęp językowy poczyniłeś/poczyniłaś w zakresie języka angielskiego od momentu rozpoczęcia nauki **w klasie dwujęzycznej**?
  a) jestem cały czas na tym samym poziomie   b) niewielki   c) duży   d) bardzo duży

8. Co robisz dodatkowo w celu podniesienia swojego poziomu językowego (tj. poza klasą np. wykonywanie dodatkowych ćwiczeń gramatycznych online)?
……
……
9. Ile czasu dodatkowo poświęcasz na naukę języka angielskiego (tj. poza klasą np. dziennie, tygodniowo)?
……
……

*Przeczytaj proszę następujące stwierdzenia i zdecyduj czy są one **prawdziwe** czy **fałszywe** w odniesieniu do tego jak **Ty** uczysz się j. angielskiego. Proszę wstawić znak **"X"** w wybranej przez siebie kolumnie. Proszę o odniesienie się do **wszystkich stwierdzeń**.*

Stwierdzenie	Prawda	Fałsz
1. Często używam dodatkowych książek gramatycznych, słowników i innych źródeł kiedy napotykam problemy językowe.		
2. Łatwiej mi się uczyć kiedy nauczyciel przedstawia szczegółowy plan nauczania i mówi mi co mam robić.		

3. Planuję naukę z wyprzedzeniem i wiem co chcę osiągnąć w danym okresie czasu.		
4. Czuję się pewniej, kiedy to nauczyciel mówi jakich książek, kaset czy słowników mam używać.		
5. Wypróbowuję różne sposoby uczenia się po to aby znaleźć takie, które najbardziej mi odpowiadają (np. robienie notatek gdy mam coś zrozumieć ze słuchu, pisanie planu eseju, itp.).		
6. Wiem nad czym muszę popracować jeśli chodzi o mój angielski.		
7. Wiem o jakiej porze dnia i gdzie uczę się najbardziej efektywnie.		
8. Potrafię w miarę obiektywnie ocenić swoje postępy w zakresie przynajmniej jednej sprawności lub obszaru języka (np. rozumienie ze słuchu, rozumienie tekstu pisanego, gramatyka, itp.).		
9. Kiedy nie rozumiem jakiegoś słowa, albo nie wiem jak coś powiedzieć, zwykle proszę nauczyciela o pomoc.		
10. Nie robię dużych postępów w nauce angielskiego, bo uważam, że nauczyciele są często nieprzygotowani a zajęcia są nudne.		
11. Nie lubię pracy w małych grupach, bo w ten sposób niczego nie można się nauczyć.		
12. Lubię kiedy nauczyciel mówi mi co robię źle, bo mogę wtedy się poprawić w tym zakresie.		
13. Kiedy popełnię błąd, wolę mieć szansę samodzielnie go poprawić.		
14. Kiedy dostaję zły stopień z testu, do którego się przygotowywałem/am, nie mam ochoty więcej się uczyć.		
15. Czuje się zakłopotany/a gdy mam coś zaprezentować po angielsku przed całą grupą.		
16. Rzadko pracuję na językiem gdy nie jest to częścią zadania domowego.		
17. Uczę się angielskiego głównie wtedy gdy zbliża się jakiś ważny test.		
18. Staram się być na bieżąco jeśli chodzi o najnowsze wydarzenia w krajach anglojęzycznych.		
19. Na tyle na ile jest to tylko możliwe staram się poszukiwać możliwości używania języka poza klasą szkolną.		
20. Lubię kiedy nauczyciel robi dużo testów, bo zmuszają mnie one do systematycznej pracy i dzięki nim widzę w jakim stopniu się czegoś nauczyłem/am.		

For non-CLIL learners:

Kod Respondenta: dzień, miesiąc urodzenia; pierwsza oraz ostatnia litera imienia (np. 13.11. Grażyna – 1311GA)

KOD:_____

Ankieta

Celem tej ankiety jest zebranie informacji dotyczących autonomii. Zebrane wyniki zostaną wykorzystane w badaniu naukowym. Proszę o udzielenie szczerych odpowiedzi.
Proszę o zakodowanie ankiety wg wzoru podanego powyżej. Dziękuję!!! 😊

<u>Część I</u>

Proszę podkreślić właściwą odpowiedź.

1. Płeć: **Kobieta**/**Mężczyzna**
2. Jestem uczniem klasy: **I**   **II**
3. Jak długo uczysz się j. angielskiego? _____ **lat.**
4. Ile godzin j. angielskiego masz w tygodniu w szkole? _____**godzin.**
5. **Twoim zdaniem** jaki postęp językowy poczyniłeś/poczyniłaś w zakresie języka angielskiego od momentu rozpoczęcia nauki **w liceum**?

a) jestem cały czas na tym samym poziomie   **b) niewielki**   **c) duży**   **d) bardzo duży**

6. Co robisz dodatkowo w celu podniesienia swojego poziomu językowego (tj. poza klasą np. wykonywanie dodatkowych ćwiczeń gramatycznych online)?
……
……

7. Ile czasu dodatkowo poświęcasz na naukę języka angielskiego (tj. poza klasą np. dziennie, tygodniowo)?
……
……

*Przeczytaj proszę następujące stwierdzenia i zdecyduj czy są one **prawdziwe** czy **fałszywe** w odniesieniu do tego jak **Ty** uczysz się j. angielskiego. Proszę wstawić znak "**X**" w wybranej przez siebie kolumnie. Proszę o odniesienie się do **wszystkich stwierdzeń**.*

Stwierdzenie	Prawda	Fałsz
1. Często używam dodatkowych książek gramatycznych, słowników i innych źródeł kiedy napotykam problemy językowe.		
2. Łatwiej mi się uczyć kiedy nauczyciel przedstawia szczegółowy plan nauczania i mówi mi co mam robić.		
3. Planuję naukę z wyprzedzeniem i wiem co chcę osiągnąć w danym okresie czasu.		
4. Czuję się pewniej, kiedy to nauczyciel mówi jakich książek, kaset czy słowników mam używać.		
5. Wypróbowuję różne sposoby uczenia się po to aby znaleźć takie, które najbardziej mi odpowiadają (np. robienie notatek gdy mam coś zrozumieć ze słuchu, pisanie planu eseju, itp.).		
6. Wiem nad czym muszę popracować jeśli chodzi o mój angielski.		
7. Wiem o jakiej porze dnia i gdzie uczę się najbardziej efektywnie.		
8. Potrafię w miarę obiektywnie ocenić swoje postępy w zakresie przynajmniej jednej sprawności lub obszaru języka (np. rozumienie ze słuchu, rozumienie tekstu pisanego, gramatyka, itp.).		
9. Kiedy nie rozumiem jakiegoś słowa, albo nie wiem jak coś powiedzieć, zwykle proszę nauczyciela o pomoc.		
10. Nie robię dużych postępów w nauce angielskiego, bo uważam, że nauczyciele są często nieprzygotowani a zajęcia są nudne.		
11. Nie lubię pracy w małych grupach, bo w ten sposób niczego nie można się nauczyć.		
12. Lubię kiedy nauczyciel mówi mi co robię źle, bo mogę wtedy się poprawić w tym zakresie.		
13. Kiedy popełnię błąd, wolę mieć szansę samodzielnie go poprawić.		
14. Kiedy dostaję zły stopień z testu, do którego się przygotowywałem/am, nie mam ochoty więcej się uczyć.		
15. Czuje się zakłopotany/a gdy mam coś zaprezentować po angielsku przed całą grupą.		
16. Rzadko pracuję na językiem gdy nie jest to częścią zadania domowego.		
17. Uczę się angielskiego głównie wtedy gdy zbliża się jakiś ważny test.		
18. Staram się być na bieżąco jeśli chodzi o najnowsze wydarzenia w krajach anglojęzycznych.		
19. Na tyle na ile jest to tylko możliwe staram się poszukiwać możliwości używania języka poza klasą szkolną.		
20. Lubię kiedy nauczyciel robi dużo testów, bo zmuszają mnie one do systematycznej pracy i dzięki nim widzę w jakim stopniu się czegoś nauczyłem/am.		

Appendix 3. Questionnaire: Beliefs about foreign language learning (English version)

For CLIL learners:

Code: day and month of your birth; the first and the last letter of your name (e.g. 13-11, Grażyna – 1311GA)

Code:_____

Questionnaire

The aim of this questionnaire is to gather data concerning learners' beliefs about foreign language learning and attitude towards learning in a CLIL class.
Please provide honest answers. Please complete the code according to the instruction provided above.
Thank you!!! 😊

Part I

In this part I would like you to indicate to what extent you agree or disagree with the following statements by circling a number from 1 to 6. Please do not omit any of the items.

No	Statement	1 (strongly disagree)	2 (disagree)	3 (slightly disagree)	4 (slightly agree)	5 (agree)	6 (strongly agree)
1.	It is easier for children than adults to learn a foreign language.	1	2	3	4	5	6
2.	Some people have a special ability for learning foreign languages.	1	2	3	4	5	6
3.	Some languages are easier to learn than others.	1	2	3	4	5	6
4.	English is:	1	2	3	4	5	6
a	a very difficult language						
b	a difficult language	1	2	3	4	5	6
c	a language of medium difficulty	1	2	3	4	5	6
d	an easy language	1	2	3	4	5	6
e	A very easy language	1	2	3	4	5	6
5.	I believe that I will learn to speak a foreign language very well.	1	2	3	4	5	6
6.	Polish people are good at learning foreign languages.	1	2	3	4	5	6
7.	It is important to speak English with an excellent pronunciation.	1	2	3	4	5	6
8.	It is necessary to know about English-speaking cultures in order to speak English.	1	2	3	4	5	6
9.	You shouldn't say anything in English until you can say it correctly.	1	2	3	4	5	6
10.	It is easier for someone who already speaks a foreign language to learn another one.	1	2	3	4	5	6
11.	People who are good at mathematics or science are not good at learning foreign languages.	1	2	3	4	5	6
12.	It is best to learn English in an English-speaking country.	1	2	3	4	5	6

		1	2	3	4	5	6
13.	I enjoy practicing English with the people from English-speaking countries I meet.	1	2	3	4	5	6
14.	It's o.k. to guess if you don't know a word in English.	1	2	3	4	5	6
15.	If someone spent one hour a day learning a language, how long would it take them to speak the language very well:	1	2	3	4	5	6
a	less than a year						
b	1-2 years	1	2	3	4	5	6
c	3-5 years	1	2	3	4	5	6
d	5-10 years	1	2	3	4	5	6
e	You can't learn a language in 1 hour a day.	1	2	3	4	5	6
16.	I have a special ability for learning foreign languages.	1	2	3	4	5	6
17.	The most important part of learning a foreign language is learning new words.	1	2	3	4	5	6
18.	It is important to repeat and practice a lot.	1	2	3	4	5	6
19.	Women are better than men at learning foreign languages.	1	2	3	4	5	6
20.	Polish people feel that it is important to speak English.	1	2	3	4	5	6
21.	I feel timid speaking English with other people.	1	2	3	4	5	6
22.	If beginning students are permitted to make errors in English, it will be difficult for them to speak correctly later on.	1	2	3	4	5	6
23.	The most important part of learning a foreign language is learning the grammar.	1	2	3	4	5	6
24.	I would like to learn English so that I can get to know people from English-speaking countries better.	1	2	3	4	5	6
25.	It is easier to speak than understand a foreign language.	1	2	3	4	5	6
26.	Learning a foreign language is different than learning other academic subjects.	1	2	3	4	5	6
27.	The most important part of learning English is learning how to translate from my native language	1	2	3	4	5	6
28.	If I learn English very well, I will have better opportunities for a good job.	1	2	3	4	5	6
29.	People who speak more than one language are very open-minded.	1	2	3	4	5	6
30.	I want to learn to speak English well.	1	2	3	4	5	6
31.	I would like to have friends from English-speaking countries.	1	2	3	4	5	6
32.	Everyone can learn to speak a foreign language.	1	2	3	4	5	6
33.	It is easier to read and write English than to speak and understand it.	1	2	3	4	5	6
34.	It is important for me to study a foreign language in order to be better educated	1	2	3	4	5	6

Part II

In this part I would like you to indicate to what extent you agree or disagree with the following statements by circling a number from 1 to 4. Please do not omit any of the items.

No.	Statement	1 (strongly disagree)	2 (disagree)	3 (agree)	4 (strongly agree)
1.	CLIL is an excellent way of attaining a high level of language proficiency.	1	2	3	4
2.	CLIL provides an opportunity of learning only a foreign language.	1	2	3	4
3.	CLIL is an excellent opportunity of learning both a foreign language and a content subject.	1	2	3	4
4.	CLIL is an attractive educational approach used for teaching a foreign language and a content subject.	1	2	3	4
5.	Learning in a CLIL course is an excellent way for learning a content subject.	1	2	3	4
6.	CLIL provides an opportunity of learning only a content subject.	1	2	3	4
7.	Students who want to be enrolled in a CLIL course should be advanced foreign language learners.	1	2	3	4
8.	All students may be enrolled a CLIL course, regardless of their foreign language proficiency level.	1	2	3	4
9.	CLIL prepares for future studies (regarding a foreign language and a content subject).	1	2	3	4
10.	CLIL supports autonomy by the deployment of tasks of different degree of difficulty which involves e.g. a group work (projects, pair work).	1	2	3	4

Part III

Please underline the chosen answers.

1. Gender: **Male/Female**

2**.** I am a student of: **1st   2nd grade.**

3. How long have you been learning English? _____ **years**

4. Do you think it was the right decision to enroll in a CLIL class? *Please indicate your answer using the scale: 1-4.

(**1** – a very bad decision, **2** a bad decision, **3** – a good decision, **4** – a very good decision).

1	2	3	4

5. How long have been learning in a CLIL class?:

    a) about 1 year   b) about 2 years   c) 2-5 years   d) more than 5 years

6. Please, assess your English proficiency level using scale 1-6 (scale corresponds to marking scale used at school):

Please, circle your answer.

1	2	3	4	5	6

For non-CLIL learners:

Code: day and month of your birth; the first and the last letter of your name (e.g. 13-11, Grażyna – 1311GA)

Code:_____

Questionnaire

The aim of this questionnaire is to gather data concerning learners' beliefs about foreign language learning and attitude towards learning in a CLIL class.
Please provide honest answers. Please complete the code according to the instruction provided above.
Thank you!!! 😊

Part I

In this part I would like you to indicate to what extent you agree or disagree with the following statements by circling a number from 1 to 6. Please do not omit any of the items.

No	Statement	1 (strongly disagree)	2 (disagree)	3 (slightly disagree)	4 (slightly agree)	5 (agree)	6 (strongly agree)
1.	It is easier for children than adults to learn a foreign language.	1	2	3	4	5	6
2.	Some people have a special ability for learning foreign languages.	1	2	3	4	5	6
3.	Some languages are easier to learn than others.	1	2	3	4	5	6
4. a	English is: a very difficult language	1	2	3	4	5	6
b	a difficult language	1	2	3	4	5	6
c	a language of medium difficulty	1	2	3	4	5	6
d	an easy language	1	2	3	4	5	6
e	A very easy language	1	2	3	4	5	6
5.	I believe that I will learn to speak a foreign language very well.	1	2	3	4	5	6
6.	Polish people are good at learning foreign languages.	1	2	3	4	5	6
7.	It is important to speak English with an excellent pronunciation.	1	2	3	4	5	6
8.	It is necessary to know about English-speaking cultures in order to speak English.	1	2	3	4	5	6
9.	You shouldn't say anything in English until you can say it correctly.	1	2	3	4	5	6
10.	It is easier for someone who already speaks a foreign language to learn another one.	1	2	3	4	5	6
11.	People who are good at mathematics or science are not good at learning foreign languages.	1	2	3	4	5	6
12.	It is best to learn English in an English-speaking country.	1	2	3	4	5	6
13.	I enjoy practicing English with the people from English-speaking countries I meet.	1	2	3	4	5	6
14.	It's o.k. to guess if you don't know a word in English.	1	2	3	4	5	6
15. a	If someone spent one hour a day learning a language, how long would it take them to speak the language very well: less than a year	1	2	3	4	5	6
b	1-2 years	1	2	3	4	5	6
c	3-5 years	1	2	3	4	5	6
d	5-10 years	1	2	3	4	5	6
e	You can't learn a language in 1 hour a day.	1	2	3	4	5	6
16.	I have a special ability for learning foreign languages.	1	2	3	4	5	6
17.	The most important part of learning a foreign language is learning new words.	1	2	3	4	5	6

18.	It is important to repeat and practice a lot.	1	2	3	4	5	6
19.	Women are better than men at learning foreign languages.	1	2	3	4	5	6
20.	Polish people feel that it is important to speak English.	1	2	3	4	5	6
21.	I feel timid speaking English with other people.	1	2	3	4	5	6
22.	If beginning students are permitted to make errors in English, it will be difficult for them to speak correctly later on.	1	2	3	4	5	6
23.	The most important part of learning a foreign language is learning the grammar.	1	2	3	4	5	6
24.	I would like to learn English so that I can get to know people from English-speaking countries better.	1	2	3	4	5	6
25.	It is easier to speak than understand a foreign language.	1	2	3	4	5	6
26.	Learning a foreign language is different than learning other academic subjects.	1	2	3	4	5	6
27.	The most important part of learning English is learning how to translate from my native language	1	2	3	4	5	6
28.	If I learn English very well, I will have better opportunities for a good job.	1	2	3	4	5	6
29.	People who speak more than one language are very open-minded.	1	2	3	4	5	6
30.	I want to learn to speak English well.	1	2	3	4	5	6
31.	I would like to have friends from English-speaking countries.	1	2	3	4	5	6
32.	Everyone can learn to speak a foreign language.	1	2	3	4	5	6
33.	It is easier to read and write English than to speak and understand it.	1	2	3	4	5	6
34.	It is important for me to study a foreign language in order to be better educated	1	2	3	4	5	6

Part II

Please underline the chosen answers.

1. Gender: **Male/Female**

2**.** I am a student of: **1st   2nd grade.**

3. How long have you been learning English? _____ **years**

4. Please, assess your English proficiency level using scale 1-6 (scale corresponds to marking scale used at school):

Please, circle your answer.

1	2	3	4	5	6

 5. Have you ever attended a CLIL class (some content subjects are taught in a foreign language)?

a)   YES*   b) NO

If YES, indicate the time.

　　　　　a) about 1 year   b) about 2 years   c) 2-5 years   d) more than 5 years

6. Would you like to learn in a CLIL class?

a)   YES*   b) NO

Please, justify your opinion.

………
………
………………………………………………………………………………………………...……

Questionnaire: Beliefs about foreign language learning (Polish version)

For CLIL learners:

KOD:_____

KOD:_____

Ankieta

Celem tej ankiety jest zebranie informacji dotyczących przekonań o uczeniu się języka obcego oraz opinii dotyczących nauczania dwujęzycznego. Zebrane wyniki zostaną wykorzystane w badaniu naukowym. Proszę o udzielenie szczerych odpowiedzi. Proszę o zakodowanie ankiety wg wzoru podanego powyżej. Dziękuję!!! 😊

Część I

Proszę *o wskazanie jak bardzo się **zgadzasz** lub **nie zgadzasz** z poszczególnymi stwierdzeniami poprzez zaznaczenie kółkiem jednej cyfry (dla każdego stwierdzenia) stosując skalę 1-6. Proszę o odniesienie się do wszystkich stwierdzeń.*

Lp.	Stwierdzenie	1 (zdecydowanie nie zgadzam się)	2 (nie zgadzam się)	3 (częściowo się nie zgadzam)	4 (częściowo się zgadzam)	5 (zgadzam się)	6 (zdecydowanie zgadzam się)
1.	Dzieciom łatwiej jest uczyć się języka obcego.	1	2	3	4	5	6
2.	Niektórzy ludzie mają szczególne zdolności do nauki języka obcego.	1	2	3	4	5	6
3.	Niektóre języki są łatwiejsze do nauki niż inne.	1	2	3	4	5	6
4. a	Język angielski jest: bardzo trudnym językiem	1	2	3	4	5	6
b	trudnym językiem	1	2	3	4	5	6
c	językiem o umiarkowanym stopniu trudności	1	2	3	4	5	6
d	łatwym językiem	1	2	3	4	5	6
e	bardzo łatwym językiem	1	2	3	4	5	6
5.	Wierzę, że nauczę się mówić bardzo dobrze w języku obcym.	1	2	3	4	5	6
6.	Moi rodacy są dobrzy w nauce języków obcych.	1	2	3	4	5	6
7.	Posługując się językiem obcym ważna jest poprawna wymowa.	1	2	3	4	5	6
8.	Ucząc się języka należy uczyć się o kulturze kraju, w którym się go używa.	1	2	3	4	5	6
9.	Nie powinno się nic mówić w języku obcym dopóki nie potrafi się powiedzieć tego poprawnie.	1	2	3	4	5	6

10.	Jeśli ktoś zna jeden język obcy, łatwiej jest mu uczyć się kolejnego.	1	2	3	4	5	6
11.	Osoby, które są dobre w matematyce i przedmiotach ścisłych, nie są dobre w uczeniu się języków obcych.	1	2	3	4	5	6
12.	Najlepiej jest uczyć się języka obcego w kraju, w którym się go używa.	1	2	3	4	5	6
13.	Lubię ćwiczyć język obcy poprzez kontakt z rodzimymi użytkownikami tego języka.	1	2	3	4	5	6
14.	Jeśli nie zna się jakiegoś słowa w języku obcym to można spróbować zgadnąć jego znaczenie.	1	2	3	4	5	6
15.	Jeżeli uczysz się języka obcego codziennie przez godzinę, to ile czasu zajmie Ci jego opanowanie?	1	2	3	4	5	6
a	mniej niż rok						
b	1-2 lata	1	2	3	4	5	6
c	3-5 lat	1	2	3	4	5	6
d	5-10 lat	1	2	3	4	5	6
e	Nie można nauczyć się języka obcego, ucząc się go codziennie przez godzinę.	1	2	3	4	5	6
16.	Mam szczególne zdolności do nauki języków obcych.	1	2	3	4	5	6
17.	Najważniejszą częścią w nauce języka obcego jest nauka słownictwa.	1	2	3	4	5	6
18.	W nauce języka obcego ważne jest częste powtarzanie i ćwiczenie.	1	2	3	4	5	6
19.	Kobiety są lepsze od mężczyzn w nauce języków obcych.	1	2	3	4	5	6
20.	Moi rodacy uważają, że umiejętność porozumiewania się w języku obcym jest ważna.	1	2	3	4	5	6
21.	Czuję się onieśmielona/onieśmielony, gdy rozmawiam w języku obcym z innymi osobami.	1	2	3	4	5	6
22.	Jeżeli początkującym uczniom pozwala się popełniać błędy w języku obcym to będzie im później bardzo trudno mówić poprawnie w tym języku.	1	2	3	4	5	6
23.	Najważniejszą częścią w nauce języka obcego jest gramatyka.	1	2	3	4	5	6
24.	Chciałaby/chciałbym nauczyć się języka obcego żeby lepiej poznać ludzi mieszkających w kraju, w którym ten język jest używany.	1	2	3	4	5	6
25.	Umiejętność mówienia w języku obcym jest łatwiejsza od umiejętności rozumienia informacji przekazywanej za jego pomocą.	1	2	3	4	5	6
26.	Nauka języka obcego różni się od nauki innych przedmiotów.	1	2	3	4	5	6
27.	Najważniejszą częścią nauki języka obcego jest nauczenie się tłumaczenia z języka polskiego na język obcy.	1	2	3	4	5	6

28.	Jeżeli nauczę się bardzo dobrze języka obcego to będę mieć większe szanse na dobrą pracę.	1	2	3	4	5	6
29.	Osoby, które posługują się więcej niż jednym językiem są bardzo inteligentne.	1	2	3	4	5	6
30.	Chcę nauczyć się dobrze mówić w języku obcym	1	2	3	4	5	6
31.	Chciałabym/chciałbym mieć przyjaciół w kraju, w którym używa się języka obcego, którego się uczę.	1	2	3	4	5	6
32.	Każdy może nauczyć się mówić w języku obcym.	1	2	3	4	5	6
33.	Łatwiej jest pisać i czytać w języku obcym niż mówić w języku obcym i rozumieć informacje przekazane za jego pomocą.	1	2	3	4	5	6
34.	Nauka języka obcego jest dla mnie ważna by być bardziej wykształconą osobą.	1	2	3	4	5	6

Część III

Proszę ustosunkować się do wszystkich zdań poniżej poprzez zaznaczenie kółkiem jednej cyfry (dla każdego stwierdzenia) stosując skalę 1-4. Proszę o odniesienie się do wszystkich stwierdzeń.

Lp.	Stwierdzenie *Klasa dwujęzyczna – klasa, w której co najmniej dwa przedmioty np. biologia, geografia są nauczane poprzez j. obcy np. j. angielski.*	1 Zdecydowanie się nie zgadzam	2 Nie zgadzam się	3 Zgadzam się	4 Zdecydowanie się zgadzam
1.	Nauka w klasie dwujęzycznej jest szansą na opanowanie języka obcego na wysokim poziomie.	1	2	3	4
2.	Nauka w klasie dwujęzycznej jest szansą na opanowanie **wyłącznie** języka na wysokim poziomie.	1	2	3	4
3.	Nauka w klasie dwujęzycznej jest szansą na opanowanie **zarówno** języka obcego jak również przedmiotu nauczanego w języku obcym.	1	2	3	4
4.	Nauka w klasie dwujęzycznej jest atrakcyjnym podejściem do nauki języka obcego i przedmiotu.	1	2	3	4
5.	Nauka w klasie dwujęzycznej jest szansą na dobre opanowanie przedmiotu (który jest nauczany poprzez język) np. geografii.	1	2	3	4
6.	Nauka w klasie dwujęzycznej jest szansą na opanowanie **wyłącznie** treści przedmiotowych na wysokim poziomie.	1	2	3	4
7.	Do klasy dwujęzycznej powinni uczęszczać **wyłącznie** uczniowie, którzy już „na wstępie" są na wysokim poziomie językowym.	1	2	3	4
8.	Nauka w klasie dwujęzycznej doskonale przygotowuje do przyszłych studiów (w zakresie wiedzy przedmiotowej oraz umiejętności językowych).	1	2	3	4
9.	Do klasy dwujęzycznej mogą uczęszczać **wszyscy** uczniowie niezależnie od poziomu językowego jaki prezentują „na wstępie".	1	2	3	4

10.	W klasie dwujęzycznej można nauczyć się samodzielnej pracy poprzez rozwiązywanie zadań o różnym stopniu trudności we współpracy z innymi uczniami (projekty, praca w grupie).	1	2	3	4

<div align="center">

Część III

</div>

Proszę podkreślić właściwą odpowiedź.

1. Płeć: **Kobieta**/**Mężczyzna**

2. Jestem uczniem klasy **dwujęzycznej**:   **I**   **II**

3. Jak długo uczysz się j. angielskiego? _____ **lat.**

4.   Jak oceniasz swoją decyzję o wyborze **klasy dwujęzycznej**? *Proszę zaznaczyć na skali 1-4.
      (**1** - zdecydowanie zła decyzja, **2** zła decyzja, **3** – dobra decyzja, **4** – zdecydowanie dobra decyzja).

1	2	3	4

5. Jak długo uczysz się już **w klasie dwujęzycznej**?:
                    a) około 1 roku   b) około 2 lat   c) 2-5 latd) dłużej niż 5 lat

6. Oceń proszę swój poziom językowy **wg skali 1-6 (skala odpowiada ocenom w szkole tj. 1-niedostateczna, 6-celujący).** Proszę zaznaczyć kółkiem wybraną przez siebie ocenę.

1	2	3	4	5	6

For non-CLIL learners:

                                        KOD:_____

<div align="center">

Ankieta
Celem tej ankiety jest zebranie informacji dotyczących przekonań o uczeniu się języka obcego oraz opinii dotyczących nauczania dwujęzycznego. Zebrane wyniki zostaną wykorzystane w badaniu naukowym. Proszę o udzielenie szczerych odpowiedzi. Proszę o zakodowanie ankiety wg wzoru podanego powyżej.
Dziękuję!!! 😊

Część I

</div>

Proszę *o wskazanie jak bardzo się **zgadzasz** lub **nie zgadzasz** z poszczególnymi stwierdzeniami poprzez zaznaczenie kółkiem jednej cyfry (dla każdego stwierdzenia) stosując skalę 1-6. Proszę o odniesienie się do wszystkich stwierdzeń.*

Lp.	Stwierdzenie	1 (zdecydowanie nie zgadzam się)	2 (nie zgadzam się)	3 (częściowo się nie zgadzam)	4 (częściowo się zgadzam)	5 (zgadzam się)	6 (zdecydowanie zgadzam się)
1.	Dzieciom łatwiej jest uczyć się języka obcego.	1	2	3	4	5	6
2.	Niektórzy ludzie mają szczególne zdolności do nauki języka obcego.	1	2	3	4	5	6
3.	Niektóre języki są łatwiejsze do nauki niż inne.	1	2	3	4	5	6
4. a	Język angielski jest: bardzo trudnym językiem	1	2	3	4	5	6
b	trudnym językiem	1	2	3	4	5	6
c	językiem o umiarkowanym stopniu trudności	1	2	3	4	5	6

			1	2	3	4	5	6
d		łatwym językiem	1	2	3	4	5	6
e		bardzo łatwym językiem	1	2	3	4	5	6
5.	Wierzę, że nauczę się mówić bardzo dobrze w języku obcym.		1	2	3	4	5	6
6.	Moi rodacy są dobrzy w nauce języków obcych.		1	2	3	4	5	6
7.	Posługując się językiem obcym ważna jest poprawna wymowa.		1	2	3	4	5	6
8.	Ucząc się języka należy uczyć się o kulturze kraju, w którym się go używa.		1	2	3	4	5	6
9.	Nie powinno się nic mówić w języku obcym dopóki nie potrafi się powiedzieć tego poprawnie.		1	2	3	4	5	6
10.	Jeśli ktoś zna jeden język obcy, łatwiej jest mu uczyć się kolejnego.		1	2	3	4	5	6
11.	Osoby, które są dobre w matematyce i przedmiotach ścisłych, nie są dobre w uczeniu się języków obcych.		1	2	3	4	5	6
12.	Najlepiej jest uczyć się języka obcego w kraju, w którym się go używa.		1	2	3	4	5	6
13.	Lubię ćwiczyć język obcy poprzez kontakt z rodzimymi użytkownikami tego języka.		1	2	3	4	5	6
14.	Jeśli nie zna się jakiegoś słowa w języku obcym to można spróbować zgadnąć jego znaczenie.		1	2	3	4	5	6
15.	Jeżeli uczysz się języka obcego codziennie przez godzinę, to ile czasu zajmie Ci jego opanowanie?		1	2	3	4	5	6
a		mniej niż rok						
b		1-2 lata	1	2	3	4	5	6
c		3-5 lat	1	2	3	4	5	6
d		5-10 lat	1	2	3	4	5	6
e		Nie można nauczyć się języka obcego, ucząc się go codziennie przez godzinę.	1	2	3	4	5	6
16.	Mam szczególne zdolności do nauki języków obcych.		1	2	3	4	5	6
17.	Najważniejszą częścią w nauce języka obcego jest nauka słownictwa.		1	2	3	4	5	6
18.	W nauce języka obcego ważne jest częste powtarzanie i ćwiczenie.		1	2	3	4	5	6
19.	Kobiety są lepsze od mężczyzn w nauce języków obcych.		1	2	3	4	5	6
20.	Moi rodacy uważają, że umiejętność porozumiewania się w języku obcym jest ważna.		1	2	3	4	5	6
21.	Czuję się onieśmielona/onieśmielony, gdy rozmawiam w języku obcym z innymi osobami.		1	2	3	4	5	6
22.	Jeżeli początkującym uczniom pozwala się popełniać błędy w języku obcym to będzie		1	2	3	4	5	6

	im później bardzo trudno mówić poprawnie w tym języku.						
23.	Najważniejszą częścią w nauce języka obcego jest gramatyka.	1	2	3	4	5	6
24.	Chciałaby/chciałbym nauczyć się języka obcego żeby lepiej poznać ludzi mieszkających w kraju, w którym ten język jest używany.	1	2	3	4	5	6
25.	Umiejętność mówienia w języku obcym jest łatwiejsza od umiejętności rozumienia informacji przekazywanej za jego pomocą.	1	2	3	4	5	6
26.	Nauka języka obcego różni się od nauki innych przedmiotów.	1	2	3	4	5	6
27.	Najważniejszą częścią nauki języka obcego jest nauczenie się tłumaczenia z języka polskiego na język obcy.	1	2	3	4	5	6
28.	Jeżeli nauczę się bardzo dobrze języka obcego to będę mieć większe szanse na dobrą pracę.	1	2	3	4	5	6
29.	Osoby, które posługują się więcej niż jednym językiem są bardzo inteligentne.	1	2	3	4	5	6
30.	Chcę nauczyć się dobrze mówić w języku obcym	1	2	3	4	5	6
31.	Chciałabym/chciałbym mieć przyjaciół w kraju, w którym używa się języka obcego, którego się uczę.	1	2	3	4	5	6
32.	Każdy może nauczyć się mówić w języku obcym.	1	2	3	4	5	6
33.	Łatwiej jest pisać i czytać w języku obcym niż mówić w języku obcym i rozumieć informacje przekazane za jego pomocą.	1	2	3	4	5	6
34.	Nauka języka obcego jest dla mnie ważna by być bardziej wykształconą osobą.	1	2	3	4	5	6

Część II

Proszę podkreślić właściwą odpowiedź.

1. Płeć: **Kobieta**/**Mężczyzna**
2. Jestem uczniem klasy:　　　　**I**　　　　　　**II**
3. Oceń proszę swój poziom językowy **wg skali 1-6 (skala odpowiada ocenom w szkole tj. 1-niedostateczna, 6-celujący).** Proszę zaznaczyć kółkiem wybraną przez siebie ocenę.

1	2	3	4	5	6

4. Czy kiedykolwiek uczyłaś/eś się już w klasie dwujęzycznej (np. biologia nauczana w j. angielskim):

　　　　　　　　　　a) TAK *　　　**b) NIE**

*Jeżeli Tak, to jak długo?　　**a) około 1 rok**　　　**b) około 2 lat**　　**c) 2-5 lat**　　**d) dłużej niż 5 lat**

5. Czy chciałbyś/chciałabyś uczyć się w klasie dwujęzycznej?

　　　　　　　　　　a) TAK　　　**b) NIE**

Dlaczego TAK/NIE? Proszę o uzasadnienie wybranej odpowiedzi.

………

………

………

Appendix 4. Questionnaire: Motivation and autonomy (English version)

For CLIL learners and non-CLIL learners:

Code: day and month of your birth; the first and the last letter of your name (e.g. 13-11, Grażyna – 1311GA)

Code:_____

Questionnaire

The aim of this questionnaire is to gather data concerning learners' motivation and learning strategies. Please provide honest answers. Please complete the code according to the instruction provided above.
Thank you!!! 😊

Part I

Please underline the chosen answers.
1. Gender: **Male/Female**
2. I am a student of: **1st**   **2nd grade.**
3. I attend: **a traditional class**   **a CLIL class**

Part II
In this part I would like you to indicate to what extent you agree or disagree with the following statements by circling a number from 1 to 6. Please do not omit any of the items.

No.	Statement	1 (strongly disagree)	2 (disagree)	3 (slightly disagree)	4 (slightly agree)	5 (agree)	6 (strongly agree)
1.	I can imagine myself living abroad and having a discussion in English	1	2	3	4	5	6
2.	I can imagine myself studying in a university where all my courses are taught in English.	1	2	3	4	5	6
3.	Whenever I think of my future career, I imagine myself using English.	1	2	3	4	5	6
4.	I can imagine a situation where I am speaking English with foreigners.	1	2	3	4	5	6
5.	I can imagine myself speaking English with international friends or colleagues.	1	2	3	4	5	6
6.	I can imagine myself living abroad and using English effectively for communicating with the locals.	1	2	3	4	5	6
7.	I can imagine myself speaking English as if I were a native speaker of English.	1	2	3	4	5	6
8.	I imagine myself as someone who is able to speak English.	1	2	3	4	5	6
9.	I can imagine myself writing English e-mails/letters fluently.	1	2	3	4	5	6

10.	The things I want to do in the future require me to use English.	1	2	3	4	5	6
11.	I study English because close friends of mine think it is important.	1	2	3	4	5	6
12.	Learning English is necessary because people surrounding me expect me to do so.	1	2	3	4	5	6
13.	I consider learning English important because the people I respect think that I should do it.	1	2	3	4	5	6
14.	If I fail to learn English I'll be letting other people down.	1	2	3	4	5	6
15.	Studying English is important to me in order to gain the approval of my peers/ teachers/ family/ boss.	1	2	3	4	5	6
16.	I have to study English, because, if I do not study it, I think my parents will be disappointed in me.	1	2	3	4	5	6
17.	My parents believe that I must study English to be an educated person.	1	2	3	4	5	6
18.	Studying English is important to me because an educated person is supposed to be able to speak English.	1	2	3	4	5	6
19.	Studying English is important to me because other people will respect me more if I have a knowledge of English.	1	2	3	4	5	6
20.	It will have a negative impact on my life if I don't learn English.	1	2	3	4	5	6
21.	I have to study English; otherwise, I think I cannot be successful in my future career.	1	2	3	4	5	6
22.	Studying English is important to me, because I would feel ashamed if I got bad grades in English.	1	2	3	4	5	6
23.	Studying English is important to me because, if I don't have knowledge of English, I'll be considered a weak learner.	1	2	3	4	5	6
24.	Studying English is important to me because I don't like to be considered a poorly educated person.	1	2	3	4	5	6
25.	If I make more effort, I am sure I will be able to master English.	1	2	3	4	5	6
26.	I believe that I will be capable of reading and understanding most texts in English if I keep studying it.	1	2	3	4	5	6

27.	I am sure I will be able to write in English comfortably if I continue studying.	1	2	3	4	5	6
28.	I am sure I have a good ability to learn English.	1	2	3	4	5	6
29.	I like the atmosphere of my English classes	1	2	3	4	5	6
30.	I always look forward to English classes.	1	2	3	4	5	6
31.	I find learning English really interesting.	1	2	3	4	5	6
32.	I really enjoy learning English.	1	2	3	4	5	6
33.	I think time passes faster while studying English.	1	2	3	4	5	6
34.	I would like to have more English lessons at school.	1	2	3	4	5	6
35.	I get nervous and confused when I am speaking in my English class.	1	2	3	4	5	6
36.	I am afraid that other students will laugh at me when I speak English.	1	2	3	4	5	6
37.	I would feel uneasy speaking English with a native speaker.	1	2	3	4	5	6
38.	If I met an English native speaker, I would feel nervous.	1	2	3	4	5	6
39.	I would get tense if a foreigner asked me for directions in English.	1	2	3	4	5	6
40.	I am afraid of sounding stupid in English because of the mistakes I make.	1	2	3	4	5	6
41.	I am worried that other speakers of English would find my English strange.	1	2	3	4	5	6
42.	I like the music of English-speaking countries (e.g., pop music).	1	2	3	4	5	6
43.	I like English films.	1	2	3	4	5	6
44.	I like English magazines, newspapers, or books.	1	2	3	4	5	6
45.	I like TV programmes made in English-speaking countries	1	2	3	4	5	6
46.	I really enjoy learning English.	1	2	3	4	5	6
47.	My language class is a challenge that I enjoy.	1	2	3	4	5	6
48.	When class ends, I often wish that we could continue.	1	2	3	4	5	6
49.	I enjoy using English outside of class whenever I have a chance.	1	2	3	4	5	6
50.	I don't like language learning.	1	2	3	4	5	6
51.	I would take this class even if it were not required.	1	2	3	4	5	6
52.	Being able to speak this language will add to my social status.	1	2	3	4	5	6

53.	Increasing my proficiency in English will have financial benefits for me.	1	2	3	4	5	6
54.	I am learning this language to understand films, videos, or music.	1	2	3	4	5	6
55.	Studying this language is important because it will allow me to interact with people who speak it.	1	2	3	4	5	6
56.	I am learning English to be able to communicate with friends who speak it.	1	2	3	4	5	6
57.	I want to be more a part of the cultural group that speaks English.	1	2	3	4	5	6
58.	I often feel lazy or bored when I study for this class.	1	2	3	4	5	6
59.	I work hard in this class even when I don't like what we are doing.	1	2	3	4	5	6
60.	When course work is difficult, I either give up or only study the easy parts.	1	2	3	4	5	6
61.	Even when course materials are dull and uninteresting, I always finish my work.	1	2	3	4	5	6
62.	I can truly say that I put my best effort into learning English.	1	2	3	4	5	6
63.	Getting a good grade in this class is the most important thing for me right now.	1	2	3	4	5	6
64.	I want to learn English because it is important to show my ability to others.	1	2	3	4	5	6
65.	I learn best when I am competing with other students.	1	2	3	4	5	6
66.	I want to do better than the other students in this class.	1	2	3	4	5	6
67.	I learn best in a cooperative environment.	1	2	3	4	5	6
68.	My teacher's opinion of me in this class is very important.	1	2	3	4	5	6
69.	My relationship with the other students in this class is important to me.	1	2	3	4	5	6

Questionnaire: Motivation, autonomy (Polish version)
For CLIL learners and non-CLIL learners:

Kod Respondenta: dzień, miesiąc urodzenia; pierwsza oraz ostatnia litera imienia (np. 13.11. Grażyna – 1311GA)

KOD:_____

Ankieta

Celem tej ankiety jest zebranie informacji dotyczących motywacji. Zebrane wyniki zostaną wykorzystane w badaniu naukowym. Proszę o udzielenie szczerych odpowiedzi. Proszę o zakodowanie ankiety wg wzoru podanego powyżej. Dziękuję!!! 😊

Część I

Proszę podkreślić właściwą odpowiedź.
1. Płeć: **Kobieta**/**Mężczyzna**
2. Jestem uczniem klasy: **I**   **II**
3. Uczę się w klasie: **tradycyjnej**   **dwujęzycznej.**

Część II

*W tej części proszę o wskazanie jak bardzo się **zgadzasz** lub **nie zgadzasz** z poszczególnymi stwierdzeniami poprzez zaznaczenie jednej cyfry (dla każdego stwierdzenia) stosując skalę 1-6. Proszę o odniesienie się do wszystkich stwierdzeń.*

Lp.	Stwierdzenie	1 (zdecydowanie się nie zgadzam)	2 (nie zgadzam się)	3 (trochę się nie zgadzam)	4 (trochę się zgadzam)	5 (zgadzam się)	6 (zdecydowanie się zgadzam)
1.	Mogę wyobrazić sobie siebie mieszkającego/mieszkającą za granicą prowadzącą dyskusję w j. angielskim.	1	2	3	4	5	6
2.	Mogę wyobrazić sobie siebie studiującego/studiującą na uniwersytecie w którym wszystkie przedmioty są nauczane w j. angielskim.	1	2	3	4	5	6
3.	Ilekroć myślę o mojej przyszłej pracy zawodowej, wyobrażam sobie, że posługuję się w niej językiem angielskim.	1	2	3	4	5	6
4.	Mogę wyobrazić sobie sytuację kiedy rozmawiam z obcokrajowcem w j. angielskim.	1	2	3	4	5	6
5.	Mogę wyobrazić sobie siebie rozmawiającego/rozmawiającą w j. angielskim z kolegami z pracy oraz przyjaciółmi z zagranicy.	1	2	3	4	5	6
6.	Mogę wyobrazić sobie siebie mieszkającego/mieszkającą za granicą i rozmawiającym/rozmawiającą w języku angielskim bez żadnych trudności z rodzimymi mieszkańcami.	1	2	3	4	5	6
7.	Mogę sobie wyobrazić siebie mówiącą w j. angielskim tak jakbym był/była rodzimym użytkownikiem języka angielskiego.	1	2	3	4	5	6

8.	Wyobrażam sobie siebie samego/samą jako osobę, która jest w stanie komunikować się za pomocą j. angielskiego.	1	2	3	4	5	6
9.	Mogę sobie wyobrazić siebie piszącego/piszącą swobodnie emaile/listy w j. angielskim.	1	2	3	4	5	6
10.	To co chcę robić w przyszłości wymaga ode mnie używania j. angielskiego.	1	2	3	4	5	6
11.	Uczę się j. angielskiego ponieważ moi bliscy znajomi uważają to za ważne.	1	2	3	4	5	6
12.	Nauka j. angielskiego jest niezbędna ponieważ otaczający mnie ludzie oczekują ode mnie, że będę się go uczyć.	1	2	3	4	5	6
13.	Uważam, że nauka j. angielskiego jest ważna ponieważ ludzie których szanuję uważają, że powinienem/powinnam się go uczyć.	1	2	3	4	5	6
14.	Jeżeli nie uda mi się nauczyć j. angielskiego zawiodę innych ludzi.	1	2	3	4	5	6
15.	Nauka j. angielskiego jest ważna dla mnie by pozyskać uznanie moich rówieśników/nauczycieli/rodziny/szefa.	1	2	3	4	5	6
16.	Muszę uczyć się j. angielskiego ponieważ jeżeli tego nie zrobię to myślę, że moi rodzice będą zawiedzeni.	1	2	3	4	5	6
17.	Moi rodzice uważają, że musze uczyć się j. angielskiego jeżeli chcę uchodzić za osobę wykształconą.	1	2	3	4	5	6
18.	Nauka j. angielskiego jest ważna dla mnie ponieważ osoba wykształcona to taka, która potrafi mówić w j. angielskim.	1	2	3	4	5	6
19.	Nauka języka angielskiego jest dla mnie ważna ponieważ poprzez tę umiejętność inni ludzie będą mnie bardziej szanować.	1	2	3	4	5	6
20.	Jeżeli nie będę się uczyć j. angielskiego to będzie to miało negatywny wpływ na moje życie.	1	2	3	4	5	6
21.	Muszę uczyć się j. angielskiego. W przeciwnym wypadku myślę, że nie będę mógł/mogła odnieść sukcesów w mojej przyszłej karierze zawodowej.	1	2	3	4	5	6
22.	Nauka j. angielskiego jest dla mnie ważna ponieważ czułbym/czułabym zawstydzenie gdybym dostał/dostała złą ocenę.	1	2	3	4	5	6
23.	Nauka j. angielskiego jest dla mnie ważna ponieważ jeżeli nie będę znał/znała go to będę postrzegany/postrzegana jako słaby uczeń.	1	2	3	4	5	6
24.	Nauka j. angielskiego jest dla mnie ważna ponieważ nie chcę być postrzegany/postrzegana jako niewykształcona osoba.	1	2	3	4	5	6
25.	Jeżeli się postaram to jestem przekonany/przekonana, że jestem w stanie nauczyć się j. angielskiego.	1	2	3	4	5	6
26.	Uważam, że będę w stanie przeczytać i zrozumieć większość teksów w j. angielskim jeżeli będę kontynuować naukę.	1	2	3	4	5	6
27.	Jestem przekonany/przekonana, że będę w stanie pisać swobodnie w j. angielski jeżeli będę kontynuować moją naukę.	1	2	3	4	5	6

28.	Jestem przekonany/przekonana, że posiadam dar do nauki j. angielskiego.	1	2	3	4	5	6
29.	Lubię atmosferę panującą podczas lekcji j. angielskiego.	1	2	3	4	5	6
30.	Zawsze czekam z niecierpliwością na lekcje j. angielskiego.	1	2	3	4	5	6
31.	Uważam, że lekcje j. angielskiego są bardzo interesujące.	1	2	3	4	5	6
32.	Naprawdę lubię się uczyć j. angielskiego.	1	2	3	4	5	6
33.	Uważam, że czas upływa szybciej podczas nauki j. angielskiego.	1	2	3	4	5	6
34.	Chciałbym/chciałabym mieć więcej lekcji j. angielskiego w szkole.	1	2	3	4	5	6
35.	Denerwuję się i peszę się kiedy mówię podczas lekcji j. angielskiego.	1	2	3	4	5	6
36.	Boję się, że inni uczniowie będą się śmiać ze mnie gdy będę mówić w j. angielskim.	1	2	3	4	5	6
37.	Czułbym/czułabym się zażenowana rozmawiając w j. angielskim z rodzimym użytkownikiem tego języka.	1	2	3	4	5	6
38.	Gdybym spotkał/spotkała rodzimego użytkownika j. angielskiego to zdenerwowałbym/zdenerwowałabym się.	1	2	3	4	5	6
39.	Zdenerwowałbym/zdenerwowałabym się gdyby obcokrajowiec zapytał mi się o drogę w j. angielskim.	1	2	3	4	5	6
40.	Boję się, że przez błędy, które popełniam będę brzmieć głupio mówiąc w j. angielskim.	1	2	3	4	5	6
41.	Boję się, że inni mówiący w j. angielskim będą postrzegać mój „angielski" jako dziwny.	1	2	3	4	5	6
42.	Lubię muzykę państw obszaru anglojęzycznego (np. muzyka pop).	1	2	3	4	5	6
43.	Lubię angielskie filmy.	1	2	3	4	5	6
44.	Lubię angielskie czasopisma, magazyny oraz książki.	1	2	3	4	5	6
45.	Lubię programy telewizyjne powstałe w krajach obszaru anglojęzycznego.	1	2	3	4	5	6
46.	Naprawdę lubię się uczyć j. angielskiego.	1	2	3	4	5	6
47.	Nauka w mojej klasie językowej jest dla mnie wyzwaniem, które lubię.	1	2	3	4	5	6
48.	Gdy lekcja j. angielskiego się kończy, często chciałbym/chciałabym aby trwała dłużej.	1	2	3	4	5	6
49.	Lubię używać j. angielski poza klasą kiedy tylko mam ku temu możliwość.	1	2	3	4	5	6
50.	Nie lubię uczyć się języka obcego.	1	2	3	4	5	6
51.	Uczestniczyłbym/uczestniczyłabym w lekcjach j. angielskiego nawet gdyby nie były obowiązkowe.	1	2	3	4	5	6
52.	Umiejętność posługiwania się j. angielskim podniesie mój status społeczny.	1	2	3	4	5	6
53.	Podniesienie poziomu językowego przyniesie mi korzyści finansowe.	1	2	3	4	5	6
54.	Uczę się j. angielskiego by móc zrozumieć filmy, video czy muzykę.	1	2	3	4	5	6
55.	Nauka j. angielskiego jest ważna ponieważ umożliwi mi komunikację z innymi osobami posługującymi się tym językiem.	1	2	3	4	5	6

56.	Uczę się j. angielskiego by móc komunikować się z przyjaciółmi posługującymi się j. angielskim.	1	2	3	4	5	6
57.	Chcę bardziej przynależeć do grupy kulturowej posługującej się j. angielskim.	1	2	3	4	5	6
58.	Często jestem leniwy/leniwa albo czuję się znudzony/znudzona kiedy przygotowuję się na lekcje j. angielskiego.	1	2	3	4	5	6
59.	Bardzo się staram wykonując zadania podczas lekcji j. angielskiego nawet wtedy kiedy nie podobają mi się wykonywane zadania.	1	2	3	4	5	6
60.	Kiedy podręcznik jest trudny wówczas albo się poddaję albo uczę się tylko łatwych zagadnień.	1	2	3	4	5	6
61.	Zawsze kończę zadanie - nawet wtedy kiedy materiał w podręczniku jest nudny i nieinteresujący.	1	2	3	4	5	6
62.	Uważam, że bardzo się przykładam do nauki j. angielskiego.	1	2	3	4	5	6
63.	Na chwilę obecną zdobycie dobrej oceny z j. angielskiego jest dla mnie najważniejszą kwestią.	1	2	3	4	5	6
64.	Chcę się nauczyć j. angielskiego ponieważ to jest istotne by pokazać innym, że potrafię to zrobić.	1	2	3	4	5	6
65.	Uczę się najlepiej kiedy mogę współzawodniczyć z innymi.	1	2	3	4	5	6
66.	Chcę być lepszy/lepsza od innych uczniów w klasie.	1	2	3	4	5	6
67.	Najlepiej uczę się w atmosferze współpracy.	1	2	3	4	5	6
68.	Opinia mojego nauczyciela na mój temat jest dla mnie bardzo ważna.	1	2	3	4	5	6
69.	Moja relacja z innymi uczniami w klasie jest dla mnie ważna.	1	2	3	4	5	6

Appendix 5. Oxford Placement Test (Allan, 1992) (English version)

For CLIL learners:

> **Code: day and month of your birth; the first and the last letter of your name (e.g. 13-11, Grażyna – 1311GA)**

Code:_____

Dear Participant of this study!

The aim of this test is to gather data which will be used in a research.. Please complete the code according to the instruction provided above. Please, complete all parts of this test.
Thank you!!! 😊

Please underline the chosen answers.
1. Gender: **Male/Female**
2. I am a student of a CLIL class: **1st**   **2nd grade.**
3. How long have you been learning English?   _____ **years**
4. How many hours of English per week do you have?   _____**hours**

For non-CLIL learners:

> **Code: day and month of your birth; the first and the last letter of your name (e.g. 13-11, Grażyna – 1311GA)**

Code:_____

Dear Participant of this study!

The aim of this test is to gather data which will be used in a research.. Please complete the code according to the instruction provided above. Please, complete all parts of this test.
Thank you!!! 😊

Please underline the chosen answers.
4. Gender: **Male/Female**
5. I am a student of: **1st**   **2nd grade.**
6. How long have you been learning English?   _____ **years**
7. How many hours of English per week do you have?   _____**hours**

For CLIL and non-CLIL learners:

Oxford Placement Test 2
Listening Test

Name _____

Total Listening   _____ / 100

Total Grammar Part 1   _____ /   50

Total Grammar Part 2   _____ /   50

Grand total   _____ / 200

Look at the example below. Listen to the tape. You will hear the example *once* only. Decide which word you hear, 'soap', or 'soup'.

a   Will you get me some | soap | s~~ou~~p | at the supermarket?

The word was 'soup', so 'soup' is ticked. Now look at these examples, and listen to the tape again. This time, *you* tick the words you hear. For example, if you hear 'shorts' tick 'shorts'.

b   The team need new | shirts | shorts | .

c   They've recently developed a new kind of | vine | wine | around here.

The words on the tape were 'shorts' and 'vine', so the correct answers look like this:

b   The team need new | shirts | sh~~or~~ts | .

c   They've recently developed a new kind of | v~~in~~e | wine | around here.

Now the test will begin. Listen to the tape and tick (✓) the words you hear.

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1　What do you think of the Bell School | teachers | T-shirts | ? I really like them.　　　1 ____

2　He asked if it could be given in a bit late and I said | yes, today | yesterday | was OK.　2 ____

3　I think Agassi's winning it | to love | two-love | .　　　3 ____

4　I'd have | lied | liked | to help him.　　　4 ____

5　At | least | last | you understand what I mean.　　　5 ____

6　I think she lives at No. | 68 | 60A | .　　　6 ____

7　He was | lapped | rapped | by his team-mates because he hadn't trained hard enough.　7 ____

8　Seals are | culled | killed | each summer off the Newfoundland coast.　　　8 ____

9　They asked if I was sending anybody and I said | Mike or myself | I might go myself | .　9 ____

10　I'm afraid we've only | fifty | fifteen | left in stock.　　　10 ____

11　She | likes | lacks | that little extra bit of class.　　　11 ____

12　He's just become a member of the | Hockey | Jockey | Club.　　　12 ____

13　They're going to | Wrexham | Wroxham | for their holidays.　　　13 ____

14　What do you think those | ships | shapes | on the horizon are?　　　14 ____

15　Did you realize he | slept | slipped | out last night?　　　15 ____

16　It's an | amazing | amusing | story, isn't it?　　　16 ____

17　The roads were absolutely | impossible | impassable | last week.　　　17 ____

18　Sooner or later we'll have to | chuck | check | them out.　　　18 ____

19　Is it ready for | typing | taping | yet?　　　19 ____

20　Most of the | new wavebands | new-wave bands | sound really good.　　　20 ____

21　We need a | cork | chalk | board in our classroom.　　　21 ____

22　Do they have many | orchids | orchards | in Tunisia?　　　22 ____

23　I see Oxford University is advertising the chair in | metaphysics | matter physics | .　23 ____

24　Can you help | Bridget | Richard | to get it finished?　　　24 ____

25　It'll be difficult to keep within these | perimeters | parameters | , but you must try.　25 ____

26　I think they now give the weather report from the | new | news | studio.　　　26 ____

27　He's working on a new | model | module | at the moment.　　　27 ____

28　I must say I quite | fancy | fancied | going to see his latest film.　　　28 ____

29　She's one of the most | evil- | even- | tempered people I've ever met.　　　29 ____

30　His house is really | tidy | tiny | .　　　30 ____

31　The bathroom's small, but it's got a | flush | flash | loo.　　　31 ____

32　Iran has been particularly successful in reducing its dependence on American | experts | exports | .　32 ____

33　Is | lamb | land | cheaper in Australia than it is here?　　　33 ____

34　Do you think he feels a bit | better | bitter | about it now?　　　34 ____

35　In the late sixties neo-colonialist attitudes could have posed a real threat to the

　　| Kenyan Asian | Kenyan nation | .　　　35 ____

subtotal ___ /35

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36   We just can't get our gardener to cut the | hedges | edges | neatly.   36 ____

37   If you add | soda | cider | , it'll make it nice and fizzy.   37 ____

38   She said that as far as she was concerned we'd | been | be | no trouble at all.   38 ____

39   The longer we went on, the | hotter | harder | it became.   39 ____

40   If you're looking for John I think he's in the | lab | lav | .   40 ____

41   He's teaching the computer to play a new game – not chess but something | similar | simpler | .   41 ____

42   Did you know your rear offside light's | on | gone | ?   42 ____

43   I'm leaving! I'm not going to let you | run | ruin | my life.   43 ____

44   That was the first of a series of | dramatic | traumatic | events that took place in his teens.   44 ____

45   My son got a new pair of | flippers | slippers | to take on holiday with him.   45 ____

46   If only one could test learners' | attitudes | aptitudes | ,it'd be a lot easier to group them.   46 ____

47   I'm told there are a lot of | tigers | Thai girls | in the north of the country.   47 ____

48   I wish that | guy | I | could be given more help at times.   48 ____

49   The main advantage of this material is that it's | expendable | expandable | .   49 ____

50   Do you know if this text is | copyright | copied right | ?   50 ____

51   Have you | had | heard | the results yet?   51 ____

52   Is Susie's horse ready for | shoeing | showing | ?   52 ____

53   Do you know if he's gone | aboard | abroad | yet?   53 ____

54   To get accurate results you need to use a wide range of | text- | test- | types.   54 ____

55   She's a member of the | National | Natural | Childbirth Trust.   55 ____

56   She bought him a | Bulova | pullover | for Christmas.   56 ____

57   He was best known for his work in | musicals | music halls | in the fifties.   57 ____

58   I understand the Prime Minister is | back in | backing | Britain.   58 ____

59   Several teams have paid dearly for underestimating | the Brazilians | their resilience | .   59 ____

60   I think he said he wouldn't be back till | eight | late | .   60 ____

61   Are we going to be able to send him the | remainder | reminder | in time?   61 ____

62   I don't really think she has any intention of | leaving | living | with him.   62 ____

63   Seeing that has made me feel really | angry | hungry | .   63 ____

64   Let's | eat | heat | that stew up tomorrow. It seems a pity to waste it.   64 ____

65   Have you | tasted | tested | it yet?   65 ____

66   I honestly thought you were | joking | choking | .   66 ____

67   I don't know if he | hurt | heard | her or not.   67 ____

68   Mansell left the pits | fast | first | , but Senna was soon after him.   68 ____

69   Do you have any idea what the | prize | price | is?   69 ____

70   I can't put anything in this | bucket | pocket | because there's a hole in it.   70 ____

subtotal ____/35

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71 You know | I | I'd | like to see you whenever possible.   71 ___

72 The only way to get there in winter is by the old route up the mountain | pass | path | .   72 ___

73 Are you going to help us get the | vote | boat | out?   73 ___

74 Have you seen those | bills | pills | I was looking for?   74 ___

75 I believe Peter's | chairman | German | , isn't he?   75 ___

76 He won several Grand Prix races in the | Surtees | thirties | before he retired.   76 ___

77 Was the | Mini | money | recognizable afterwards?   77 ___

78 He works for the | highlands | islands | tourist board.   78 ___

79 James was one of the | Stuarts | stewards | , wasn't he?   79 ___

80 The finance committee were told that the extra | house | hours | would cost £40,000.   80 ___

81 They'd be surprised if they realized what people like | Caroline | Carol and I | have to do.   81 ___

82 | AJ | HA | Foyt is the only driver to have won the 'Indi 500' three years in a row.   82 ___

83 The conference is scheduled for Friday the | 13th | 30th | of May.   83 ___

84 I'm afraid I've no idea if | they | they've | finished.   84 ___

85 I could do with | an ice-cold | a nice, cold | drink.   85 ___

86 He's recently become an | MB | MP | .   86 ___

87 Farmers in the north and in Scotland lost a lot of | lambs | rams | last winter.   87 ___

88 This | pen | pan | is no use – it keeps leaking.   88 ___

89 It was several hours before they | phoned | found | us.   89 ___

90 Cambridge is about 60 miles from Norwich and 60 | also | or so | from London.   90 ___

91 The police said they would | fine | find | the offender immediately.   91 ___

92 If you like the style, there's a wide choice of | colours | collars | available.   92 ___

93 The | race | rice | was ruined by the rain.   93 ___

94 He | ran | rang | off before we could ask his name.   94 ___

95 That was quite a | flight | fright | we had, wasn't it?   95 ___

96 Import restrictions on | Catalan | cattle and | sheep are now likely to be lifted.   96 ___

97 I've | strained | sprained | my wrist, so I won't be able to play tomorrow.   97 ___

98 What he said was true in | either | neither | case.   98 ___

99 | Norwich | Knowledge | grew faster than ever before after the Renaissance.   99 ___

100 This | election | selection | doesn't give one much of a choice, does it?   100 ___

subtotal ___ /30

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Oxford Placement Test 2
Grammar Test   PART 1

Name _____

Total Listening _____ / 100   **Total Grammar Part 2** _____ / 50

Total Grammar Part 1 _____ / 50   **Grand total** _____ / 200

Look at these examples. The correct answer is ticked.

a   In warm climates people | ~~like~~ | likes | are liking | sitting outside in the sun.

b   If it is very hot, they sit | at | ~~in~~ | under | the shade.

Now the test will begin. Tick the correct answers.

1   Water | be freezing | is freezing | freezes | at a temperature of 0°C.

2   In some countries | there is | is | it is | dark all the time in winter.

3   In hot countries people wear light clothes | for keeping | to keep | for to keep | cool.

4   In Madeira they have | the good | good | a good | weather almost all year.

5   Most Mediterranean countries are | more warm | the more warm | warmer | in October than in April.

6   Parts of Australia don't have | the | some | any | rain for long periods.

7   In the Arctic and Antarctic | it is | there is | it has | a lot of snow.

8   Climate is very important in | most of | most | the most | people's lives.

9   Even now there is | little | few | less | we can do to control the weather.

10   In the future | we'll need | we are needing | we can need | to get a lot of power from the sun and the wind.

11   Pele is still perhaps | most | the most | the more | famous footballer in the world.

12   He | had been | is | was | born in 1940.

13   His mother | not want | wasn't wanting | didn't want | him to be a footballer.

14   But he | used | ought | has used | to watch his father play.

15   His father | made him to | made him | would make him to | practise every day.

1	_____
2	_____
3	_____
4	_____
5	_____
6	_____
7	_____
8	_____
9	_____
10	_____
11	_____
12	_____
13	_____
14	_____
15	_____

subtotal ____ /15

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16 He learned to use | or his left foot or | and his left foot and | both his left foot and | his right. 16

17 He got the name Pele when he | had only ten years | was only ten | was only ten years | . 17

18 By 1956 he | has joined | joined | had joined | Santos and had scored in his first game. 18

19 In 1957 he | has been picked | was picked | was picking | for the Brazilian national team. 19

20 The World Cup Finals were in 1958 and Pele was looking forward | to play | to playing | to be playing | . 20

21 But he hurt | this | the | his | knee in a game in Brazil. 21

22 He thought he | isn't going to | couldn't | wasn't going to | be able to play in the finals in Sweden. 22

23 If he | hadn't been | weren't | wouldn't be | so important to the team, he would have been left behind. 23

24 But he was | a such | such a | a so | brilliant player, they took him anyway. 24

25 And | even though | even so | in spite of | he was injured he helped Brazil to win the final. 25

The history of the World Cup is | quite a | a quite | quite | short one. 26

Football | has been | is being | was | played for 27

| above | over | more that | a hundred years, but the first World Cup 28

competition | did not be | was not | was not being | held until 29

1930. Uruguay | could win | were winning | had won | the Olympic football 30

final in 1924 and 1928 and wanted | be | being | to be | World Champions for the third time. 31

Four teams entered from Europe, but with | a little | few | little | success. 32

It was the first time | which | that | when | professional teams 33

| are playing | would play | had played | for a world title. 34

It wasn't until four years | later | more | further | that a 35

European team succeeded | to win | in winning | at winning | 36

for | the | a | its | first time. The 1934 World Cup was 37

again won by | a | the | one | home team, 38

| what | this | which | has been the case several times since 39

then. The 1934 final was | among | between | against | two 40

European teams, Czechoslovakia and Italy. Italy, | which | that | who | won, 41

went on | to win | winning | to have won | the 1938 final. Winning 42

successive finals is something that | is not | was not | has not been | achieved 43

again until Brazil did | these | them | it | in 1958 and 1962. If Brazil 44

| would have won | would win | had won | in 1966 then the 45

authorities would have needed to | have | let | make | the original World Cup replaced. 46

But England stopped the Brazilians | to get | getting | get | a third successive win. An England player, 47

Geoff Hurst, scored three goals in the final and won it almost | by his own | on himself | by himself | . 48

1966 proved | being | as being | to be | the last year that England 49

| would | will | did | even qualify for the finals till 1982, though they got in as winners in 1970. 50

subtotal ___ /35

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Grammar Test . PART 2

51 Many | persons | people | peoples | nowadays believe that everyone should learn to use computers.   51 ____

52 The majority of children in the UK | have | has | are having | access to a micro-computer.   52 ____

53 There are more computers per head in England than
    | anywhere else | somewhere else | anywhere other | in the world.   53 ____

54 Learning a computer language is not the same | as | like | than | learning a real language.   54 ____

55 Most people start off with 'Basic', | who | what | which | is the easiest to learn.   55 ____

56 Children seem to find computers easy, but many adults aren't used to | work | the work | working | 56 ____
    with microtechnology.

57 There aren't | no | any | some | easy ways of learning to program a computer.   57 ____

58 The only way to become really proficient is to practise a lot | on your own | by your own | on your self | .   58 ____

59 You can pick up the basics quite quickly if you | want to | would | are willing to | make an effort.   59 ____

60 Most adults feel it would be easier if only they | would have started | would start | had started | 60 ____
    computer studies earlier.

61 Some people would just | rather | prefer | better | not have anything to do with computers at all.   61 ____

62 A lot have resigned themselves to never even | know | known | knowing | how a computer works.   62 ____

63 Microtechnology is moving so fast that hardly | anybody | nobody | no one | can keep up with it all.   63 ____

64 It's no use | in trying | to try | trying | to learn about computers just by reading books.   64 ____

65 Everyone has | difficulty in learning | difficulties to learn | it difficult to learn | if they can't get 'hands-on'   65 ____
    experience.

Below is a letter written to the 'advice' column of a daily newspaper. Tick the correct answers.

Dear Marge,

| I am writing | I will write | I should write | to you because I   66 ____

| am not knowing | don't know | know not | what to do. I'm twenty-six and a teacher at   67 ____

a primary school in Norwich where | I'm working | I've worked | I work | for the last five years.   68 ____

When I | was | have been | had been | there for a couple of years, one of the older members of staff   69 ____

| would leave | left | had been leaving | , and a new teacher   70 ____

| would be | became | was | appointed to work in the same department as me.   71 ____

We | worked | have worked | should work | together with the same classes during her first year   72 ____

and had the | opportunity for building | possibilities to build | chance to build | up a good professional   73 ____

relationship. Then, about eighteen months after | she has arrived | to have arrived | arriving | 74 ____

in Norwich, she decided to buy | her own | herself | her a | house.   75 ____

subtotal   /25

413

She was tired of [to live] [live] [living] in rented accommodation and wanted a place	76
[by her own] [of her own] [of herself] . At about the same time, I	77
[was given] [have been given] [gave] notice by the landlord of the flat	78
[what I was living] [that I had lived] [I was living] in	79
and she asked me if I [liked] [had liked] [would like] to live	80
with her. She [said] [told] [explained] me that by the time she	81
[would pay] [would have paid] [had paid] the mortgage	82
and the bills [it] [there] [they] wouldn't be	83
[a lot] [many] [few] left to live on. She suggested	84
[us to] [we should] [we may] share the house and share the costs.	85
It seemed like a good idea, so after [we'd agreed] [we could agree] [we agreed with] all the details	86
[what] [that] [who] needed to be sorted out, we moved into the new house together.	87
At the end of this month [we have lived] [we have been living] [we'll have been living]	88
together for a year and a half. It's the first time [I live] [I'm living] [I've lived] with anybody before, but	89
[I should guess] [I might have guessed] [I'd have guessed] what would happen. I've fallen in love with	90

her and now she's been offered another job 200 miles away and is going to move. I don't know what to

do. Please give me some advice.

Yours in shy desperation,

Steve

Look at the following examples of question tags in English. The correct form of the tag is ticked.

a   He's getting the 9.15 train, [is~~n't~~ he ✓] [hasn't he] [wasn't he] ?

b   She works in a library, [isn't she] [does~~n't~~ she ✓] [doesn't she] ?

c   Tom didn't tell you, [hasn't he] [didn't he] [di~~d~~ he ✓] ?

d   Someone's forgotten to switch off the gas, [didn't one] [didn't they] [have~~n't~~ they ✓] ?

Now tick the correct question tag in the following 10 items:

91 Steve's off to China, [has he] [hasn't he] [isn't he] ?	91
92 It'll be a year before we see him again, [won't it] [won't we] [shan't it] ?	92
93 I believe he's given up smoking, [isn't he] [don't I] [hasn't he] ?	93
94 I'm next on the list to go out there, [am not I] [are I] [aren't I] ?	94
95 No doubt you'd rather he didn't stay abroad too long, [shouldn't you] [wouldn't you] [hadn't you] ?	95
96 He's rarely been away for this long before, [is he] [hasn't he] [has he] ?	96
97 So you think he'll be back before November, [shall he] [will he] [do you] ?	97
98 Nobody's disagreed with the latest proposals, [did he] [has he] [have they] ?	98
99 We'd better not delay reading this any longer, [should we] [did we] [had we] ?	99
100 Now's hardly the time to tell me you didn't need a test at all, [did you] [is it] [isn't it] ?	100

subtotal ___/25

414

Part III: Writing

For CLIL learners:

You are writing a blog with your friends for history enthusiasts. You have received a request to describe one historical event, which you remember best (the event which you learnt about during this school year). The administrator of the website asks you to write a post 150-200 words long.

_____

_____

_____

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_____

_____

Thank you for your time!!! 😊

For non-CLIL learners:

You are writing a blog with your friends about interesting events from your class life. You have received a request to describe one event from your class life, which you remember best (the event which you learnt about during this school year). The administrator of the website asks you to write a post 150-200 words long.

_____

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Thank you for your time!!! 😊

Oxford Placement Test (Allan, 1992) (Polish version)

For CLIL learners:

KOD:_____

Drogi Uczestniku badania!

Celem tego arkusza jest zebranie danych, które zostaną użyte w badaniu naukowym. Proszę o zakodowanie arkusza wg wzoru podanego powyżej. Proszę o odniesienie się do każdej części arkusza.

Dziękuję!!! 😊

Proszę podkreślić właściwą odpowiedź.

1. Płeć: **Kobieta**/**Mężczyzna**

2. Jestem uczniem klasy **dwujęzycznej**:   **I**   **II**

3. Jak długo uczysz się j. angielskiego? _____ **lat.**

4. Ile godzin j. angielskiego masz w tygodniu w szkole? _____**godzin.**

For non-CLIL learners:

KOD:_____

Drogi Uczestniku badania!

Celem tego arkusza jest zebranie danych, które zostaną użyte w badaniu naukowym. Proszę o zakodowanie arkusza wg wzoru podanego powyżej. Proszę o odniesienie się do każdej części arkusza.

Dziękuję!!! 😊

Proszę podkreślić właściwą odpowiedź.

1. Płeć: **Kobieta**/**Mężczyzna**

2. Jestem uczniem klasy: **I**   **II**

3. Jak długo uczysz się j. angielskiego? _____ **lat.**

4. Ile godzin j. angielskiego masz w tygodniu w szkole? _____**godzin.**

For CLIL and non-CLIL learners:

Oxford Placement Test 2
Listening Test

Name _____

Total Listening _____ / 100

Total Grammar Part 1 _____ / 50

Total Grammar Part 2 _____ / 50

Grand total _____ / 200

Look at the example below. Listen to the tape. You will hear the example *once* only. Decide which word you hear, 'soap', or 'soup'.

a   Will you get me some | soap | soup | at the supermarket?

The word was 'soup', so 'soup' is ticked. Now look at these examples, and listen to the tape again. This time, *you* tick the words you hear. For example, if you hear 'shorts' tick 'shorts'.

b   The team need new | shirts | shorts | .

c   They've recently developed a new kind of | vine | wine | around here.

The words on the tape were 'shorts' and 'vine', so the correct answers look like this:

b   The team need new | shirts | shorts | .

c   They've recently developed a new kind of | vine | wine | around here.

Now the test will begin. Listen to the tape and tick (✓) the words you hear.

1   What do you think of the Bell School | teachers | T-shirts | ? I really like them.   1 ____

2   He asked if it could be given in a bit late and I said | yes, today | yesterday | was OK.   2 ____

3   I think Agassi's winning it | to love | two-love | .   3 ____

4   I'd have | lied | liked | to help him.   4 ____

5   At | least | last | you understand what I mean.   5 ____

6   I think she lives at No. | 68 | 60A | .   6 ____

7   He was | lapped | rapped | by his team-mates because he hadn't trained hard enough.   7 ____

8   Seals are | culled | killed | each summer off the Newfoundland coast.   8 ____

9   They asked if I was sending anybody and I said | Mike or myself | I might go myself | .   9 ____

10 I'm afraid we've only | fifty | fifteen | left in stock.   10 ____

11 She | likes | lacks | that little extra bit of class.   11 ____

12 He's just become a member of the | Hockey | Jockey | Club.   12 ____

13 They're going to | Wrexham | Wroxham | for their holidays.   13 ____

14 What do you think those | ships | shapes | on the horizon are?   14 ____

15 Did you realize he | slept | slipped | out last night?   15 ____

16 It's an | amazing | amusing | story, isn't it?   16 ____

17 The roads were absolutely | impossible | impassable | last week.   17 ____

18 Sooner or later we'll have to | chuck | check | them out.   18 ____

19 Is it ready for | typing | taping | yet?   19 ____

20 Most of the | new wavebands | new-wave bands | sound really good.   20 ____

21 We need a | cork | chalk | board in our classroom.   21 ____

22 Do they have many | orchids | orchards | in Tunisia?   22 ____

23 I see Oxford University is advertising the chair in | metaphysics | matter physics | .   23 ____

24 Can you help | Bridget | Richard | to get it finished?   24 ____

25 It'll be difficult to keep within these | perimeters | parameters | , but you must try.   25 ____

26 I think they now give the weather report from the | new | news | studio.   26 ____

27 He's working on a new | model | module | at the moment.   27 ____

28 I must say I quite | fancy | fancied | going to see his latest film.   28 ____

29 She's one of the most | evil- | even- | tempered people I've ever met.   29 ____

30 His house is really | tidy | tiny | .   30 ____

31 The bathroom's small, but it's got a | flush | flash | loo.   31 ____

32 Iran has been particularly successful in reducing its dependence on American | experts | exports | .   32 ____

33 Is | lamb | land | cheaper in Australia than it is here?   33 ____

34 Do you think he feels a bit | better | bitter | about it now?   34 ____

35 In the late sixties neo-colonialist attitudes could have posed a real threat to the
    | Kenyan Asian | Kenyan nation | .   35 ____

subtotal ___ /35

419

36 We just can't get our gardener to cut the | hedges | edges | neatly.   36 _____

37 If you add | soda | cider | , it'll make it nice and fizzy.   37 _____

38 She said that as far as she was concerned we'd | been | be | no trouble at all.   38 _____

39 The longer we went on, the | hotter | harder | it became.   39 _____

40 If you're looking for John I think he's in the | lab | lav | .   40 _____

41 He's teaching the computer to play a new game – not chess but something | similar | simpler | .   41 _____

42 Did you know your rear offside light's | on | gone | ?   42 _____

43 I'm leaving! I'm not going to let you | run | ruin | my life.   43 _____

44 That was the first of a series of | dramatic | traumatic | events that took place in his teens.   44 _____

45 My son got a new pair of | flippers | slippers | to take on holiday with him.   45 _____

46 If only one could test learners' | attitudes | aptitudes | ,it'd be a lot easier to group them.   46 _____

47 I'm told there are a lot of | tigers | Thai girls | in the north of the country.   47 _____

48 I wish that | guy | I | could be given more help at times.   48 _____

49 The main advantage of this material is that it's | expendable | expandable | .   49 _____

50 Do you know if this text is | copyright | copied right | ?   50 _____

51 Have you | had | heard | the results yet?   51 _____

52 Is Susie's horse ready for | shoeing | showing | ?   52 _____

53 Do you know if he's gone | aboard | abroad | yet?   53 _____

54 To get accurate results you need to use a wide range of | text- | test- | types.   54 _____

55 She's a member of the | National | Natural | Childbirth Trust.   55 _____

56 She bought him a | Bulova | pullover | for Christmas.   56 _____

57 He was best known for his work in | musicals | music halls | in the fifties.   57 _____

58 I understand the Prime Minister is | back in | backing | Britain.   58 _____

59 Several teams have paid dearly for underestimating | the Brazilians | their resilience | .   59 _____

60 I think he said he wouldn't be back till | eight | late | .   60 _____

61 Are we going to be able to send him the | remainder | reminder | in time?   61 _____

62 I don't really think she has any intention of | leaving | living | with him.   62 _____

63 Seeing that has made me feel really | angry | hungry | .   63 _____

64 Let's | eat | heat | that stew up tomorrow. It seems a pity to waste it.   64 _____

65 Have you | tasted | tested | it yet?   65 _____

66 I honestly thought you were | joking | choking | .   66 _____

67 I don't know if he | hurt | heard | her or not.   67 _____

68 Mansell left the pits | fast | first | , but Senna was soon after him.   68 _____

69 Do you have any idea what the | prize | price | is?   69 _____

70 I can't put anything in this | bucket | pocket | because there's a hole in it.   70 _____

subtotal ____ /35

420

71 You know | I | I'd | like to see you whenever possible. 71 ____

72 The only way to get there in winter is by the old route up the mountain | pass | path | . 72 ____

73 Are you going to help us get the | vote | boat | out? 73 ____

74 Have you seen those | bills | pills | I was looking for? 74 ____

75 I believe Peter's | chairman | German | , isn't he? 75 ____

76 He won several Grand Prix races in the | Surtees | thirties | before he retired. 76 ____

77 Was the | Mini | money | recognizable afterwards? 77 ____

78 He works for the | highlands | islands | tourist board. 78 ____

79 James was one of the | Stuarts | stewards | , wasn't he? 79 ____

80 The finance committee were told that the extra | house | hours | would cost £40,000. 80 ____

81 They'd be surprised if they realized what people like | Caroline | Carol and I | have to do. 81 ____

82 | AJ | HA | Foyt is the only driver to have won the 'Indi 500' three years in a row. 82 ____

83 The conference is scheduled for Friday the | 13th | 30th | of May. 83 ____

84 I'm afraid I've no idea if | they | they've | finished. 84 ____

85 I could do with | an ice-cold | a nice, cold | drink. 85 ____

86 He's recently become an | MB | MP | . 86 ____

87 Farmers in the north and in Scotland lost a lot of | lambs | rams | last winter. 87 ____

88 This | pen | pan | is no use – it keeps leaking. 88 ____

89 It was several hours before they | phoned | found | us. 89 ____

90 Cambridge is about 60 miles from Norwich and 60 | also | or so | from London. 90 ____

91 The police said they would | fine | find | the offender immediately. 91 ____

92 If you like the style, there's a wide choice of | colours | collars | available. 92 ____

93 The | race | rice | was ruined by the rain. 93 ____

94 He | ran | rang | off before we could ask his name. 94 ____

95 That was quite a | flight | fright | we had, wasn't it? 95 ____

96 Import restrictions on | Catalan | cattle and | sheep are now likely to be lifted. 96 ____

97 I've | strained | sprained | my wrist, so I won't be able to play tomorrow. 97 ____

98 What he said was true in | either | neither | case. 98 ____

99 | Norwich | Knowledge | grew faster than ever before after the Renaissance. 99 ____

100 This | election | selection | doesn't give one much of a choice, does it? 100 ____

subtotal ____ /30

421

Oxford Placement Test 2
Grammar Test   PART 1

Name _____

Total Listening _____ / 100   **Total Grammar Part 2** _____ / 50

Total Grammar Part 1 _____ / 50   **Grand total** _____ / 200

Look at these examples. The correct answer is ticked.

a   In warm climates people | ~~like~~ | likes | are liking | sitting outside in the sun.

b   If it is very hot, they sit | at | ~~in~~ | under | the shade.

Now the test will begin. Tick the correct answers.

1   Water | be freezing | is freezing | freezes | at a temperature of 0°C.

2   In some countries | there is | is | it is | dark all the time in winter.

3   In hot countries people wear light clothes | for keeping | to keep | for to keep | cool.

4   In Madeira they have | the good | good | a good | weather almost all year.

5   Most Mediterranean countries are | more warm | the more warm | warmer | in October than in April.

6   Parts of Australia don't have | the | some | any | rain for long periods.

7   In the Arctic and Antarctic | it is | there is | it has | a lot of snow.

8   Climate is very important in | most of | most | the most | people's lives.

9   Even now there is | little | few | less | we can do to control the weather.

10   In the future | we'll need | we are needing | we can need | to get a lot of power from

the sun and the wind.

11   Pele is still perhaps | most | the most | the more | famous footballer in the world.

12   He | had been | is | was | born in 1940.

13   His mother | not want | wasn't wanting | didn't want | him to be a footballer.

14   But he | used | ought | has used | to watch his father play.

15   His father | made him to | made him | would make him to | practise every day.

1	_____
2	_____
3	_____
4	_____
5	_____
6	_____
7	_____
8	_____
9	_____
10	_____
11	_____
12	_____
13	_____
14	_____
15	_____

subtotal _____ /15

422

16 He learned to use | or his left foot or | and his left foot and | both his left foot and | his right.   16 _____

17 He got the name Pele when he | had only ten years | was only ten | was only ten years | .   17 _____

18 By 1956 he | has joined | joined | had joined | Santos and had scored in his first game.   18 _____

19 In 1957 he | has been picked | was picked | was picking | for the Brazilian national team.   19 _____

20 The World Cup Finals were in 1958 and Pele was looking forward | to play | to playing | to be playing | .   20 _____

21 But he hurt | this | the | his | knee in a game in Brazil.   21 _____

22 He thought he | isn't going to | couldn't | wasn't going to | be able to play in the finals in Sweden.   22 _____

23 If he | hadn't been | weren't | wouldn't be | so important to the team, he would have been left behind.   23 _____

24 But he was | a such | such a | a so | brilliant player, they took him anyway.   24 _____

25 And | even though | even so | in spite of | he was injured he helped Brazil to win the final.   25 _____

The history of the World Cup is | quite a | a quite | quite | short one.   26 _____

Football | has been | is being | was | played for   27 _____

| above | over | more that | a hundred years, but the first World Cup   28 _____

competition | did not be | was not | was not being | held until   29 _____

1930. Uruguay | could win | were winning | had won | the Olympic football   30 _____

final in 1924 and 1928 and wanted | be | being | to be | World Champions for the third time.   31 _____

Four teams entered from Europe, but with | a little | few | little | success.   32 _____

It was the first time | which | that | when | professional teams   33 _____

| are playing | would play | had played | for a world title.   34 _____

It wasn't until four years | later | more | further | that a   35 _____

European team succeeded | to win | in winning | at winning | 36 _____

for | the | a | its | first time. The 1934 World Cup was   37 _____

again won by | a | the | one | home team,   38 _____

| what | this | which | has been the case several times since   39 _____

then. The 1934 final was | among | between | against | two   40 _____

European teams, Czechoslovakia and Italy. Italy, | which | that | who | won,   41 _____

went on | to win | winning | to have won | the 1938 final. Winning   42 _____

successive finals is something that | is not | was not | has not been | achieved   43 _____

again until Brazil did | these | them | it | in 1958 and 1962. If Brazil   44 _____

| would have won | would win | had won | in 1966 then the   45 _____

authorities would have needed to | have | let | make | the original World Cup replaced.   46 _____

But England stopped the Brazilians | to get | getting | get | a third successive win. An England player,   47 _____

Geoff Hurst, scored three goals in the final and won it almost | by his own | on himself | by himself | .   48 _____

1966 proved | being | as being | to be | the last year that England   49 _____

| would | will | did | even qualify for the finals till 1982, though they got in as winners in 1970.   50 _____

subtotal _____ /35

423

Grammar Test . PART 2

51 Many | persons | people | peoples | nowadays believe that everyone should learn to use computers. 51 _____

52 The majority of children in the UK | have | has | are having | access to a micro-computer. 52 _____

53 There are more computers per head in England than
| anywhere else | somewhere else | anywhere other | in the world. 53 _____

54 Learning a computer language is not the same | as | like | than | learning a real language. 54 _____

55 Most people start off with 'Basic', | who | what | which | is the easiest to learn. 55 _____

56 Children seem to find computers easy, but many adults aren't used to | work | the work | working | 56 _____
with microtechnology.

57 There aren't | no | any | some | easy ways of learning to program a computer. 57 _____

58 The only way to become really proficient is to practise a lot | on your own | by your own | on your self | . 58 _____

59 You can pick up the basics quite quickly if you | want to | would | are willing to | make an effort. 59 _____

60 Most adults feel it would be easier if only they | would have started | would start | had started | 60 _____
computer studies earlier.

61 Some people would just | rather | prefer | better | not have anything to do with computers at all. 61 _____

62 A lot have resigned themselves to never even | know | known | knowing | how a computer works. 62 _____

63 Microtechnology is moving so fast that hardly | anybody | nobody | no one | can keep up with it all. 63 _____

64 It's no use | in trying | to try | trying | to learn about computers just by reading books. 64 _____

65 Everyone has | difficulty in learning | difficulties to learn | it difficult to learn | if they can't get 'hands-on' 65 _____
experience.

Below is a letter written to the 'advice' column of a daily newspaper. Tick the correct answers.

Dear Marge,

| I am writing | I will write | I should write | to you because I 66 _____

| am not knowing | don't know | know not | what to do. I'm twenty-six and a teacher at 67 _____

a primary school in Norwich where | I'm working | I've worked | I work | for the last five years. 68 _____

When I | was | have been | had been | there for a couple of years, one of the older members of staff 69 _____

| would leave | left | had been leaving | , and a new teacher 70 _____

| would be | became | was | appointed to work in the same department as me. 71 _____

We | worked | have worked | should work | together with the same classes during her first year 72 _____

and had the | opportunity for building | possibilities to build | chance to build | up a good professional 73 _____

relationship. Then, about eighteen months after | she has arrived | to have arrived | arriving | 74 _____

in Norwich, she decided to buy | her own | herself | her a | house. 75 _____

subtotal _____ /25

424

She was tired of [to live | live | living] in rented accommodation and wanted a place   76

[by her own | of her own | of herself] . At about the same time, I   77

[was given | have been given | gave] notice by the landlord of the flat   78

[what I was living | that I had lived | I was living] in   79

and she asked me if I [liked | had liked | would like] to live   80

with her. She [said | told | explained] me that by the time she   81

[would pay | would have paid | had paid] the mortgage   82

and the bills [it | there | they] wouldn't be   83

[a lot | many | few] left to live on. She suggested   84

[us to | we should | we may] share the house and share the costs.   85

It seemed like a good idea, so after [we'd agreed | we could agree | we agreed with] all the details   86

[what | that | who] needed to be sorted out, we moved into the new house together.   87

At the end of this month [we have lived | we have been living | we'll have been living]   88

together for a year and a half. It's the first time [I live | I'm living | I've lived] with anybody before, but   89

[I should guess | I might have guessed | I'd have guessed] what would happen. I've fallen in love with   90

her and now she's been offered another job 200 miles away and is going to move. I don't know what to

do. Please give me some advice.

Yours in shy desperation,

Steve

Look at the following examples of question tags in English. The correct form of the tag is ticked.

a He's getting the 9.15 train, [isn't he ✓ | hasn't he | wasn't he] ?

b She works in a library, [isn't she | doesn't she ✓ | doesn't the] ?

c Tom didn't tell you, [hasn't he | didn't he | did he ✓] ?

d Someone's forgotten to switch off the gas, [didn't one | didn't they | haven't they ✓] ?

Now tick the correct question tag in the following 10 items:

91 Steve's off to China, [has he | hasn't he | isn't he] ?   91

92 It'll be a year before we see him again, [won't it | won't we | shan't it] ?   92

93 I believe he's given up smoking, [isn't he | don't I | hasn't he] ?   93

94 I'm next on the list to go out there, [am not I | are I | aren't I] ?   94

95 No doubt you'd rather he didn't stay abroad too long, [shouldn't you | wouldn't you | hadn't you] ?   95

96 He's rarely been away for this long before, [is he | hasn't he | has he] ?   96

97 So you think he'll be back before November, [shall he | will he | do you] ?   97

98 Nobody's disagreed with the latest proposals, [did he | has he | have they] ?   98

99 We'd better not delay reading this any longer, [should we | did we | had we] ?   99

100 Now's hardly the time to tell me you didn't need a test at all, [did you | is it | isn't it] ?   100

subtotal ___ /25

425

Part III: Writing

For CLIL learners:

Wspólnie z przyjaciółmi prowadzisz blog dla miłośników historii. Pod jednym z wcześniej napisanych przez Ciebie artykułów pojawił się wpis z prośbą opisania przez Ciebie jednego, wybranego wydarzenia historycznego, które najbardziej zapadło Ci w pamięć (wydarzenie o którym uczyłeś się w tym roku szkolnym podczas lekcji historii). Administrator strony prosi Cię o wpis mieszczący się w przedziale: 150-200 słów.

_____

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Dziękuję za poświęcony czas!!! 😊

For non-CLIL learners:

Wspólnie z przyjaciółmi prowadzisz blog, na którym opisujecie ciekawe wydarzenia z życia Waszej klasy. Pod jednym z wcześniej napisanych przez Ciebie artykułów pojawił się wpis z prośbą opisania przez Ciebie jednego wybranego wydarzenia z życia klasy, które najbardziej zapadło Ci w pamięć. Administrator strony prosi Cię o wpis mieszczący się w przedziale: 150-200 słów.

_____

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Dziękuję za poświęcony czas!!! 😊

Appendix 6. Oxford Placement Test (Allan, 2004) (English version)

For CLIL learners:

Code: day and month of your birth; the first and the last letter of your name (e.g. 13-11, Grażyna – 1311GA)

Code:_____

Dear Participant of this study!

The aim of this test is to gather data which will be used in a research.. Please complete the code according to the instruction provided above. Please, complete all parts of this test.
Thank you!!! 😊

Please underline the chosen answers.
5. Gender: **Male/Female**
6. I am a student of a CLIL class: **1st**   **2nd grade.**
7. How long have you been learning English?   _____ **years**
8. How many hours of English per week do you have?   _____**hours**

For non-CLIL learners:

Code: day and month of your birth; the first and the last letter of your name (e.g. 13-11, Grażyna – 1311GA)

Code:_____

Dear Participant of this study!

The aim of this test is to gather data which will be used in a research.. Please complete the code according to the instruction provided above. Please, complete all parts of this test.
Thank you!!! 😊

Please underline the chosen answers.
8. Gender: **Male/Female**
9. I am a student of: **1st**   **2nd grade.**
10. How long have you been learning English?   _____ **years**
11. How many hours of English per week do you have?   _____**hours**

For CLIL and non-CLIL learners:

Oxford Placement Test 1
Listening Test

Name ....

Total Listening .... / 100

Total Grammar .... / 100

Grand Total .... / 200

Look at the example below. Listen to the tape. You will hear the example _once_ only. Decide which word you hear, 'soap', or 'soup'.

a   Will you get me some | soap | soup | at the supermarket?

The word was 'soup', so 'soup' is ticked. Now look at these examples, and listen to the tape again. This time, you tick the words you hear. For example, if you hear 'shorts', tick 'shorts'.

b   The team need new | shirts | shorts | .

c   They've recently developed a new kind of | vine | wine | around here.

The words on the tape were 'shorts' and 'vine', so the correct answers look like this:

b   The team need new | shirts | shorts | .

c   They've recently developed a new kind of | vine | wine | around here.

Now the test will begin. Listen to the tape and tick (✓) the words you hear.

1 I gather you've been having trouble with your earring | hearing .   1 _____

2 A number of students are expected to join the advanced composition | conversation class.   2 _____

3 This beard of mine is awfully itchy. I'll be glad when it goes | grows .   3 _____

4 I doubt if he's very comfortable in his present | prison bed.   4 _____

5 Have you played Dennis | tennis very much recently?   5 _____

6 Martina lives in a great big freezing | Friesian barn.   6 _____

7 Do you have any idea how long ago it was found | founded ?   7 _____

8 Your letter must have crossed with my own | mine .   8 _____

9 One thing I really loved | loathed in the late nineties was the style of the clothes.   9 _____

10 My sister says he's | she's a very nice person.   10 _____

11 That Dutch friend of mine you met yesterday is a very good chess | jazz player.   11 _____

12 That's the Euro equivalent of 30p | 40p .   12 _____

13 Do we need to change the cloths | clocks tonight?   13 _____

14 Today's a holiday | horrid day , isn't it?   14 _____

15 Well, I wonder what joys | choice they have in store for us this time.   15 _____

16 Only 30% of those sampled can | can't tell the difference between margarine and butter.   16 _____

17 I can't really say if I like jazz or not; sometimes | some kinds I do.   17 _____

18 She's been quite tearful | cheerful the last couple of weeks.   18 _____

19 Williams now seems unlikely to regain | retain her title.   19 _____

20 I think it's Dave | Steve on the phone.   20 _____

21 Why | Where are you going to live in London?   21 _____

22 It is recommended that dyslexic students follow a remedial reading | writing option.   22 _____

23 Do you have any idea where my class | glass is?   23 _____

24 It was only later we found out he wasn't injured | insured .   24 _____

25 I can see | consent to it if it has to be done.   25 _____

26 I see the peaches | pictures are starting to go yellow.   26 _____

27 If it hadn't been for him they couldn't | wouldn't have done it.   27 _____

28 Have you got any more of this blended | splendid butter?   28 _____

29 I don't think the management side took any notes | notice .   29 _____

30 At the end of this test the papers will be corrected | collected by the invigilators.   30 _____

31 If you have any problems, please contact the British Council | Consul immediately.   31 _____

32 During his holidays he spends most of his time at the Lotus test track watching | washing cars.   32 _____

33 Liverpool were really | rarely dangerous in the first half.   33 _____

34 Mind you don't tread on the glass | grass .   34 _____

35 You've got a lash | rash just under your eye.   35 _____

subtotal   ´ /35

430

36 Do you think you could take | talk us through the next bit of the film?   36 _____

37 How many tests | texts are we going to need to get all the data we want?   37 _____

38 There's a fishery somewhere round here where they hatch | catch trout by the thousand.   38 _____

39 Are you going to Penny's | Benny's tonight?   39 _____

40 Do you think we could have two minibuses | too many buses for the summer courses?   40 _____

41 Do you think Rick's place is still buyable | viable ?   41 _____

42 We've gone through today's | two days' money in less than an hour.   42 _____

43 I reckon | Eric and I need a good holiday.   43 _____

44 This horse will have to be shod | shot immediately.   44 _____

45 Can you get me some sealing tape | ceiling paint when you're in town?   45 _____

46 Even if he leaves the country he won't be safe from persecution | prosecution .   46 _____

47 Since the accident the only thing he can do is menial | manual work.   47 _____

48 She's very much the 'committee' | 'committed' type.   48 _____

49 You can get quite a view | few from up here.   49 _____

50 What can we do with this lot | slot to make the timetable work?   50 _____

51 Keane was cheered | chaired off at the end of the match.   51 _____

52 The future of the party now seems to depend on delegate | delicate decisions to be worked out at local level.   52 _____

53 Have you done much riding | writing recently?   53 _____

54 We've all been heartened | hardened by recent events.   54 _____

55 What we have here is essentially a fiscal | physical problem.   55 _____

56 Make sure you keep the ropes tied | tight .   56 _____

57 I think they set | sat the exam last week.   57 _____

58 You'll need a mass of | massive cheese to make a fondue for that many people.   58 _____

59 I can't really advise you without knowing the type of context | contacts you're presupposing.   59 _____

60 The visit went ahead in defence | defiance of the government's views.   60 _____

61 I thought his behaviour was unexceptional | unexceptionable .   61 _____

62 Look at the clouds | crowds over there.   62 _____

63 Her ambition is to become a belly | ballet dancer.   63 _____

64 Did you get a chance to try | dry it out?   64 _____

65 If you look very carefully you can see there used to be a cabinet | cabin up there.   65 _____

66 Recent EU regulations have been disastrous for British fish stocks | docks .   66 _____

67 Pollution is a real threat to the North American basin | bison .   67 _____

68 Have you had an invitation to the lunch | launch ?   68 _____

69 Do you know if she's Finnish | finished ?   69 _____

70 Yorkshire and Wales are both famous for their pony trials | trails .   70 _____

subtotal   /35

431

71 We just didn't think he'd be armed | harmed .

72 I'm not feeling so ill | well today.

73 They are old | all things they've grown out of, so you can take them for the jumble sale.

74 My brother-in-law left Euston | Houston early this morning, so he should get here tonight.

75 The profitability of North Sea oil rigs is very dependent on the quality of the crude | crew they find.

76 You can buy logs by the barrow- | barrel- load at the local timber works.

77 I hear you've got a new rival | arrival .

78 Who was responsible for sending the infantry | inventory ?

79 We'll be letting them have a newer system | new assistant if they want one.

80 He works for a company called JMB | J & B .

81 Have you read the latest book on Watergate by HA | AJ Haldeman?

82 Some motels now have hair-dryers | air-dryers in the cloakrooms.

83 Recent legislation makes it imperative that we men | women work together to help each other.

84 The Social Services try to ensure that children who need them get free | three meals every day.

85 It's Richard's birthday | bath day on Sunday, so he'll have to do it on Monday.

86 I gather their child is autistic | artistic .

87 She was terribly scared | scarred as a result of the accident.

88 This year Britain's top oarsman rowed | horseman rode to his third world title.

89 He's an eternal | internal student.

90 At Kilverstone Wildlife Park they've got an Andean | Indian buffalo.

91 In England all rod | road users must have a licence.

92 I'd like you to be responsible for the personal | personnel side of the deal.

93 He and | Ian Woosnam could well turn the tables next week.

94 Who's going to propose the loyal | royal toast?

95 England would never have scored if it hadn't been for that free | freak kick by Beckham.

96 Such measures have never previously been taken in the absence of a president | precedent .

97 When I saw the train | terrain I realized I would never catch him.

98 We haven't had any more news today | to date .

99 It's hard not to lose face | faith in a situation like that.

100 I've just heard that these tests have been pirated | piloted in Japan.

| 71 _____ |
| 72 _____ |
| 73 _____ |
| 74 _____ |
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| 77 _____ |
| 78 _____ |
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| 93 _____ |
| 94 _____ |
| 95 _____ |
| 96 _____ |
| 97 _____ |
| 98 _____ |
| 99 _____ |
| 100 _____ |

subtotal   /30

432

Oxford Placement Test 1
Grammar Test PART 1

Name ....

Total Listening   .... / 100

Total Grammar   .... / 100

Grand Total   .... / 200

Look at these examples. The correct answer is ticked.

a   In warm climates people | li̶k̶e | likes | are liking | sitting outside in the sun.

b   If it is very hot, they sit | at | i̶n̶ | under | the shade.

Now the test will begin. Tick the correct answers.

1   Water | is to boil | is boiling | boils | at a temperature of 100°C.

2   In some countries | there is | is | it is | very hot all the time.

3   In cold countries people wear thick clothes | for keeping | to keep | for to keep | warm.

4   In England people are always talking about | a weather | the weather | weather |.

5   In some places | it rains | there rains | it raining | almost every day.

6   In deserts there isn't | the | some | any | grass.

7   Places near the Equator have | a warm | the warm | warm | weather even in the cold season.

8   In England | coldest | the coldest | colder | time of year is usually from December to February.

9 | The most | Most of | Most | people don't know what it's really like in other countries.

10   Very | less | little | few | people can travel abroad.

11   Mohammed Ali | has won | won | is winning | his first world title fight in 1960.

12   After he | had won | have won | was winning | an Olympic gold medal he became a professional boxer.

13   His religious beliefs | have made him | made him to | made him | change his name when he became champion.

14   If he | has | would have | had | lost his first fight with Sonny Liston, no one would have been surprised.

15   He has travelled a lot | both | and | or | as a boxer and as a world-famous personality.

1   _____
2   _____
3   _____
4   _____
5   _____
6   _____
7   _____
8   _____
9   _____
10   _____
11   _____
12   _____
13   _____
14   _____
15   _____

subtotal   /15

433

16 He is very well known | all in | all over | in all | the world.   16 _____

17 Many people | is believing | are believing | believe | he was the greatest boxer of all time.   17 _____

18 To be the best | from | in | of | the world is not easy.   18 _____

19 Like any top sportsman Ali | had to | must | should | train very hard.   19 _____

20 Such is his fame that people | would | will | did | always remember him as a champion.   20 _____

The history of | aeroplane | the aeroplane | an aeroplane | is   21 _____

| quite a | a quite | quite | short one. For many centuries men   22 _____

| are trying | try | had tried | to fly, but with   23 _____

| little | few | a little | success. In the 19th century a few people   24 _____

succeeded | to fly | in flying | into flying | in balloons. But it wasn't until   25 _____

the beginning of the | this | next | last | century that anybody   26 _____

| were | is | was | able to fly in a machine   27 _____

| who | which | what | was heavier than air, in other words, in   28 _____

| who | which | what | we now call a 'plane'. The first people to achieve   29 _____

'powered flight' were the Wright brothers. | His | Their | Theirs | 30 _____

was the machine which was the forerunner of the jumbo jets

that are | such | such a | so | common sight today.   31 _____

They | could | should | couldn't | hardly have imagined that in 1969,   32 _____

| not much | not many | no much | more than half a century later,   33 _____

a man | will be | had been | would be | walking on the moon.   34 _____

Already | a man | man | the man | is taking the first steps towards the stars.   35 _____

Space satellites have now existed | since | during | for | around   36 _____

half a century and we are dependent | from | of | on | them for all   37 _____

kinds of | informations | information | an information | . Not only   38 _____

| are they | they are | there are | being used for scientific research in   39 _____

space, but also to see what kind of weather | is coming | comes | coming | .   40 _____

By 2008 there | would | must | will | have been satellites in space for fifty   41 _____

years and the 'space superpowers' will be | having | making | letting | 42 _____

massive space stations built. When these | will be | are | will have been | 43 _____

completed it will be the first time | when | where | that | astronauts will be   44 _____

able to work in space in large numbers. | Apart | For | Except | all that,   45 _____

in many ways the most remarkable flight | of | above | at | all was   46 _____

| it | that | that one | of the flying bicycle, which the world saw on television,   47 _____

| flying | to fly | fly | across the Channel from England to France, with nothing   48 _____

| apart | but | than | a man to power it. As the bicycle-flyer said,   49 _____

'It's the first time | I realize | I've realized | I am realizing | what hard work it is to be a bird!' 50 _____

| | subtotal   /35 |

434

Grammar Test PART 2

51 Many teachers | say to | say | tell | their students should learn a foreign language.   51 _____

52 Learning a second language is not the same | as | like | than | learning a first language.   52 _____

53 It takes | long time | long | a long time | to learn any language.   53 _____

54 It is said that Chinese is perhaps the world's | harder | hardest | more hard | language to master.   54 _____

55 English is quite difficult because of all the exceptions | who | which | what | have to be learnt.   55 _____

56 You can learn the basic structures of a language quite quickly, but only if you   55 _____

    | are wanting | will to | are willing to | make an effort.   56 _____

57 A lot of people aren't used | to the study | to study | to studying | grammar in their own language. 57 _____

58 Many adult students of English wish they | would start | would have started | had started | 58 _____

    their language studies earlier.

59 In some countries students have to spend a lot of time working | on | by | in | their own.   59 _____

60 There aren't | no | any | some | easy ways of learning a foreign language in your own country.   60 _____

61 Some people try to improve their English by | hearing | listening | listening to | the BBC World Service. 61 _____

62 | Live | Life | Living | with a foreign family can be a good way to learn a language.   62 _____

63 It's no use | to try | trying | in trying | to learn a language just by studying a dictionary.   63 _____

64 Many students of English | would rather not | would rather prefer not | would rather not to | take tests. 64 _____

65 Some people think it's time we all | learn | should learn | learnt | a single international language. 65 _____

    Charles Walker is a teacher at a comprehensive school in Norwich. He | has joined | joined | joins | 66 _____

    the staff of the school in 1998 and | has been working | worked | works | there ever since.   67 _____

    Before | move | to move | moving | to Norwich, he taught in Italy and in Wales,   68 _____

    and before that he | has been | was | was being | a student at Cambridge   69 _____

    University. So far he | isn't | wasn't | hasn't been | in Norwich for as long   70 _____

    as he was in Wales, but he likes the city a lot and | should | would | could | 71 _____

    like to stay there for at least another two years, or, | how | which | as | he   72 _____

    puts it, until his two children | have | will have | will be | grown up a bit.   73 _____

    He met his wife, Kate, in 1992 while he | was to live | was living | had been living | 74 _____

    abroad for a while, and they got married in 1996.

    Their two children, Mark and Susan, | are | were | have been | both born in Norwich.   75 _____

subtotal	/25

435

The Walkers' boy, | who | which | he | is five, has just started   76 _____

at school, but | his | their | her | sister   77 _____

| shall stay | stays | will be staying | at home for another couple of years,   78 _____

because she is nearly two years | younger | more young | the younger | 79 _____

than him. Charles and Kate Walker | are used | use | used | to live in the   80 _____

country, but now that they have children, they | have moved | move | moved | 81 _____

into the city. Charles wanted a house | next | near | close | the   82 _____

school | in order | for | to | get to work easily. Unfortunately   83 _____

| the | a | that | one the two of them really wanted was too expensive,   84 _____

so they | must | should | had to | buy one a bit further away. By the time the   85 _____

children | go | will go | will have gone | to secondary school,   86 _____

| that | which | what | Charles and Kate hope will be in Norwich, the   87 _____

Walkers | will have been | have been | will be | living there for at least fifteen years.   88 _____

They can't be sure if they | stay | do stay | will stay | , but if they   89 _____

| don't | didn't | won't | , their friends won't be too surprised.   90 _____

Look at the following examples of question tags in English. The correct form of the tag is ticked.

a He's getting the 9.15 train, | isn't he | hasn't he | wasn't he | ?

b She works in a library, | isn't she | doesn't she | doesn't he | ?

c Tom didn't tell you, | hasn't he | didn't he | did he | ?

d Someone's forgotten to switch off the gas, | didn't one | didn't they | haven't they | ?

Now tick the correct question tag in the following 10 items:

91 John's coming to see you, | hasn't he | wasn't he | isn't he | ?   91 _____

92 It's been a long time since you've seen him, | hasn't it | isn't it | haven't you | ?   92 _____

93 He's due to arrive tomorrow, | won't he | isn't he | will he | ?   93 _____

94 He won't be getting in till about 10.30, | isn't he | is he | will he | ?   94 _____

95 You met him while you were on holiday, | didn't you | weren't you | haven't you | ?   95 _____

96 I think I'm expected to pick him up, | aren't I | don't I | are you | ?   96 _____

97 No doubt you'd rather he stayed in England now, | didn't you | wouldn't you | shouldn't you | ?   97 _____

98 Nobody else has been told he's coming, | is he | has he | have they | ?   98 _____

99 We'd better not stay up too late tonight, | didn't we | have we | had we | ?   99 _____

100 I suppose it's time we called it a day, | didn't we | isn't it | don't | ?   100 _____

subtotal   /25

436

Part III: Writing

For CLIL learners:

You are writing a blog with your friends for history enthusiasts. You have received a request to describe one historical event, which in your opinion is the most important (the event which you learnt about during this school year). The administrator of the website asks you to write a post 150-200 words long.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Dziękuję za poświęcony czas!!! 😊

For non-CLIL learners:

You are writing a blog with your friends about interesting holiday travel. You have received a request to describe your dream holidays. The administrator of the website asks you to write a post 150-200 words long.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Thank you for your time!!! 😊

Oxford Placement Test (Allan, 2004) ((Polish version)

For CLIL learners:

KOD:_____

Drogi Uczestniku badania!

Celem tego arkusza jest zebranie danych, które zostaną użyte w badaniu naukowym. Proszę o zakodowanie arkusza wg wzoru podanego powyżej. Proszę o odniesienie się do każdej części arkusza.

Dziękuję!!! 😊

Proszę podkreślić właściwą odpowiedź.

5. Płeć: **Kobieta**/**Mężczyzna**

6. Jestem uczniem klasy **dwujęzycznej**:   **I**   **II**

7. Jak długo uczysz się j. angielskiego? _____ **lat.**

8. Ile godzin j. angielskiego masz w tygodniu w szkole? _____**godzin.**

For non-CLIL learners:

KOD:_____

Drogi Uczestniku badania!

Celem tego arkusza jest zebranie danych, które zostaną użyte w badaniu naukowym. Proszę o zakodowanie arkusza wg wzoru podanego powyżej. Proszę o odniesienie się do każdej części arkusza.

Dziękuję!!! 😊

Proszę podkreślić właściwą odpowiedź.

5. Płeć: **Kobieta**/**Mężczyzna**

6. Jestem uczniem klasy: **I**   **II**

7. Jak długo uczysz się j. angielskiego? _____ **lat.**

8. Ile godzin j. angielskiego masz w tygodniu w szkole? _____**godzin.**

For CLIL and non-CLIL learners:

Oxford Placement Test 1
Listening Test

Name	....
Total Listening	.... / 100
Total Grammar	.... / 100
Grand Total	.... / 200

Look at the example below. Listen to the tape. You will hear the example *once* only. Decide which word you hear, 'soap', or 'soup'.

a Will you get me some ⬚soap ⬚soup at the supermarket?

The word was 'soup', so 'soup' is ticked. Now look at these examples, and listen to the tape again. This time, you tick the words you hear. For example, if you hear 'shorts', tick 'shorts'.

b The team need new ⬚shirts ⬚shorts .

c They've recently developed a new kind of ⬚vine ⬚wine around here.

The words on the tape were 'shorts' and 'vine', so the correct answers look like this:

b The team need new ⬚shirts ⬚shorts✓ .

c They've recently developed a new kind of ⬚vine✓ ⬚wine around here.

Now the test will begin. Listen to the tape and tick (✓) the words you hear.

440

1   I gather you've been having trouble with your earring | hearing .   1 _____

2   A number of students are expected to join the advanced composition | conversation class.   2 _____

3   This beard of mine is awfully itchy. I'll be glad when it goes | grows .   3 _____

4   I doubt if he's very comfortable in his present | prison bed.   4 _____

5   Have you played Dennis | tennis very much recently?   5 _____

6   Martina lives in a great big freezing | Friesian barn.   6 _____

7   Do you have any idea how long ago it was found | founded ?   7 _____

8   Your letter must have crossed with my own | mine .   8 _____

9   One thing I really loved | loathed in the late nineties was the style of the clothes.   9 _____

10 My sister says he's | she's a very nice person.   10 _____

11 That Dutch friend of mine you met yesterday is a very good chess | jazz player.   11 _____

12 That's the Euro equivalent of 30p | 40p .   12 _____

13 Do we need to change the cloths | clocks tonight?   13 _____

14 Today's a holiday | horrid day , isn't it?   14 _____

15 Well, I wonder what joys | choice they have in store for us this time.   15 _____

16 Only 30% of those sampled can | can't tell the difference between margarine and butter.   16 _____

17 I can't really say if I like jazz or not; sometimes | some kinds I do.   17 _____

18 She's been quite tearful | cheerful the last couple of weeks.   18 _____

19 Williams now seems unlikely to regain | retain her title.   19 _____

20 I think it's Dave | Steve on the phone.   20 _____

21 Why | Where are you going to live in London?   21 _____

22 It is recommended that dyslexic students follow a remedial reading | writing option.   22 _____

23 Do you have any idea where my class | glass is?   23 _____

24 It was only later we found out he wasn't injured | insured .   24 _____

25 I can see | consent to it if it has to be done.   25 _____

26 I see the peaches | pictures are starting to go yellow.   26 _____

27 If it hadn't been for him they couldn't | wouldn't have done it.   27 _____

28 Have you got any more of this blended | splendid butter?   28 _____

29 I don't think the management side took any notes | notice .   29 _____

30 At the end of this test the papers will be corrected | collected by the invigilators.   30 _____

31 If you have any problems, please contact the British Council | Consul immediately.   31 _____

32 During his holidays he spends most of his time at the Lotus test track watching | washing cars.   32 _____

33 Liverpool were really | rarely dangerous in the first half.   33 _____

34 Mind you don't tread on the glass | grass .   34 _____

35 You've got a lash | rash just under your eye.   35 _____

subtotal   ´ /35

441

36 Do you think you could take | talk us through the next bit of the film? 36 _____

37 How many tests | texts are we going to need to get all the data we want? 37 _____

38 There's a fishery somewhere round here where they hatch | catch trout by the thousand. 38 _____

39 Are you going to Penny's | Benny's tonight? 39 _____

40 Do you think we could have two minibuses | too many buses for the summer courses? 40 _____

41 Do you think Rick's place is still buyable | viable ? 41 _____

42 We've gone through today's | two days' money in less than an hour. 42 _____

43 I reckon | Eric and I need a good holiday. 43 _____

44 This horse will have to be shod | shot immediately. 44 _____

45 Can you get me some sealing tape | ceiling paint when you're in town? 45 _____

46 Even if he leaves the country he won't be safe from persecution | prosecution . 46 _____

47 Since the accident the only thing he can do is menial | manual work. 47 _____

48 She's very much the 'committee' | 'committed' type. 48 _____

49 You can get quite a view | few from up here. 49 _____

50 What can we do with this lot | slot to make the timetable work? 50 _____

51 Keane was cheered | chaired off at the end of the match. 51 _____

52 The future of the party now seems to depend on delegate | delicate decisions to be worked out at local level. 52 _____

53 Have you done much riding | writing recently? 53 _____

54 We've all been heartened | hardened by recent events. 54 _____

55 What we have here is essentially a fiscal | physical problem. 55 _____

56 Make sure you keep the ropes tied | tight . 56 _____

57 I think they set | sat the exam last week. 57 _____

58 You'll need a mass of | massive cheese to make a fondue for that many people. 58 _____

59 I can't really advise you without knowing the type of context | contacts you're presupposing. 59 _____

60 The visit went ahead in defence | defiance of the government's views. 60 _____

61 I thought his behaviour was unexceptional | unexceptionable . 61 _____

62 Look at the clouds | crowds over there. 62 _____

63 Her ambition is to become a belly | ballet dancer. 63 _____

64 Did you get a chance to try | dry it out? 64 _____

65 If you look very carefully you can see there used to be a cabinet | cabin up there. 65 _____

66 Recent EU regulations have been disastrous for British fish stocks | docks . 66 _____

67 Pollution is a real threat to the North American basin | bison . 67 _____

68 Have you had an invitation to the lunch | launch ? 68 _____

69 Do you know if she's Finnish | finished ? 69 _____

70 Yorkshire and Wales are both famous for their pony trials | trails . 70 _____

subtotal   /35

442

71 We just didn't think he'd be | armed | harmed | .   71 _____

72 I'm not feeling so | ill | well | today.   72 _____

73 They are | old | all | things they've grown out of, so you can take them for the jumble sale.   73 _____

74 My brother-in-law left | Euston | Houston | early this morning, so he should get here tonight.   74 _____

75 The profitability of North Sea oil rigs is very dependent on the quality of the | crude | crew | they find.   75 _____

76 You can buy logs by the | barrow- | barrel- | load at the local timber works.   76 _____

77 I hear you've got a new | rival | arrival | .   77 _____

78 Who was responsible for sending the | infantry | inventory | ?   78 _____

79 We'll be letting them have a | newer system | new assistant | if they want one.   79 _____

80 He works for a company called | JMB | J & B | .   80 _____

81 Have you read the latest book on Watergate by | HA | AJ | Haldeman?   81 _____

82 Some motels now have | hair-dryers | air-dryers | in the cloakrooms.   82 _____

83 Recent legislation makes it imperative that | we men | women | work together to help each other.   83 _____

84 The Social Services try to ensure that children who need them get | free | three | meals every day.   84 _____

85 It's Richard's | birthday | bath day | on Sunday, so he'll have to do it on Monday.   85 _____

86 I gather their child is | autistic | artistic | .   86 _____

87 She was terribly | scared | scarred | as a result of the accident.   87 _____

88 This year Britain's top | oarsman rowed | horseman rode | to his third world title.   88 _____

89 He's an | eternal | internal | student.   89 _____

90 At Kilverstone Wildlife Park they've got an | Andean | Indian | buffalo.   90 _____

91 In England all | rod | road | users must have a licence.   91 _____

92 I'd like you to be responsible for the | personal | personnel | side of the deal.   92 _____

93 | He and | Ian | Woosnam could well turn the tables next week.   93 _____

94 Who's going to propose the | loyal | royal | toast?   94 _____

95 England would never have scored if it hadn't been for that | free | freak | kick by Beckham.   95 _____

96 Such measures have never previously been taken in the absence of a | president | precedent | .   96 _____

97 When I saw the | train | terrain | I realized I would never catch him.   97 _____

98 We haven't had any more news | today | to date | .   98 _____

99 It's hard not to lose | face | faith | in a situation like that.   99 _____

100 I've just heard that these tests have been | pirated | piloted | in Japan.   100 _____

| subtotal | /30 |

443

Oxford Placement Test 1
Grammar Test PART 1

Name ....

Total Listening   .... / 100

Total Grammar   .... / 100

Grand Total   .... / 200

Look at these examples. The correct answer is ticked.

a In warm climates people | li̶Ke | likes | are liking | sitting outside in the sun.

b If it is very hot, they sit | at | i̶n̶ | under | the shade.

Now the test will begin. Tick the correct answers.

1 Water | is to boil | is boiling | boils | at a temperature of 100°C.   1 _____

2 In some countries | there is | is | it is | very hot all the time.   2 _____

3 In cold countries people wear thick clothes | for keeping | to keep | for to keep | warm.   3 _____

4 In England people are always talking about | a weather | the weather | weather | .   4 _____

5 In some places | it rains | there rains | it raining | almost every day.   5 _____

6 In deserts there isn't | the | some | any | grass.   6 _____

7 Places near the Equator have | a warm | the warm | warm | weather even in the cold season. 7 _____

8 In England | coldest | the coldest | colder | time of year is usually from December to February. 8 _____

9 | The most | Most of | Most | people don't know what it's really like in other countries.   9 _____

10 Very | less | little | few | people can travel abroad.   10 _____

11 Mohammed Ali | has won | won | is winning | his first world title fight in 1960.   11 _____

12 After he | had won | have won | was winning | an Olympic gold medal he became a professional boxer. 12 _____

13 His religious beliefs | have made him | made him to | made him | change his name when he
    became champion.   13 _____

14 If he | has | would have | had | lost his first fight with Sonny Liston, no one would have been surprised. 14 _____

15 He has travelled a lot | both | and | or | as a boxer and as a world-famous personality.   15 _____

subtotal   /15

444

16 He is very well known | all in | all over | in all | the world.   16 _____

17 Many people | is believing | are believing | believe | he was the greatest boxer of all time.   17 _____

18 To be the best | from | in | of | the world is not easy.   18 _____

19 Like any top sportsman Ali | had to | must | should | train very hard.   19 _____

20 Such is his fame that people | would | will | did | always remember him as a champion.   20 _____

The history of | aeroplane | the aeroplane | an aeroplane | is   21 _____

| quite a | a quite | quite | short one. For many centuries men   22 _____

| are trying | try | had tried | to fly, but with   23 _____

| little | few | a little | success. In the 19th century a few people   24 _____

succeeded | to fly | in flying | into flying | in balloons. But it wasn't until   25 _____

the beginning of the | this | next | last | century that anybody   26 _____

| were | is | was | able to fly in a machine   27 _____

| who | which | what | was heavier than air, in other words, in   28 _____

| who | which | what | we now call a 'plane'. The first people to achieve   29 _____

'powered flight' were the Wright brothers. | His | Their | Theirs | 30 _____

was the machine which was the forerunner of the jumbo jets

that are | such | such a | so | common sight today.   31 _____

They | could | should | couldn't | hardly have imagined that in 1969,   32 _____

| not much | not many | no much | more than half a century later,   33 _____

a man | will be | had been | would be | walking on the moon.   34 _____

Already | a man | man | the man | is taking the first steps towards the stars.   35 _____

Space satellites have now existed | since | during | for | around   36 _____

half a century and we are dependent | from | of | on | them for all   37 _____

kinds of | informations | information | an information | . Not only   38 _____

| are they | they are | there are | being used for scientific research in   39 _____

space, but also to see what kind of weather | is coming | comes | coming | .   40 _____

By 2008 there | would | must | will | have been satellites in space for fifty   41 _____

years and the 'space superpowers' will be | having | making | letting | 42 _____

massive space stations built. When these | will be | are | will have been | 43 _____

completed it will be the first time | when | where | that | astronauts will be   44 _____

able to work in space in large numbers. | Apart | For | Except | all that,   45 _____

in many ways the most remarkable flight | of | above | at | all was   46 _____

| it | that | that one | of the flying bicycle, which the world saw on television,   47 _____

| flying | to fly | fly | across the Channel from England to France, with nothing   48 _____

| apart | but | than | a man to power it. As the bicycle-flyer said,   49 _____

'It's the first time | I realize | I've realized | I am realizing | what hard work it is to be a bird!'   50 _____

subtotal   /35

445

Grammar Test PART 2

51 Many teachers | say to | say | tell | their students should learn a foreign language. 51 _____

52 Learning a second language is not the same | as | like | than | learning a first language. 52 _____

53 It takes | long time | long | a long time | to learn any language. 53 _____

54 It is said that Chinese is perhaps the world's | harder | hardest | more hard | language to master. 54 _____

55 English is quite difficult because of all the exceptions | who | which | what | have to be learnt. 55 _____

56 You can learn the basic structures of a language quite quickly, but only if you
| are wanting | will to | are willing to | make an effort. 56 _____

57 A lot of people aren't used | to the study | to study | to studying | grammar in their own language. 57 _____

58 Many adult students of English wish they | would start | would have started | had started |
their language studies earlier. 58 _____

59 In some countries students have to spend a lot of time working | on | by | in | their own. 59 _____

60 There aren't | no | any | some | easy ways of learning a foreign language in your own country. 60 _____

61 Some people try to improve their English by | hearing | listening | listening to | the BBC World Service. 61 _____

62 | Live | Life | Living | with a foreign family can be a good way to learn a language. 62 _____

63 It's no use | to try | trying | in trying | to learn a language just by studying a dictionary. 63 _____

64 Many students of English | would rather not | would rather prefer not | would rather not to | take tests. 64 _____

65 Some people think it's time we all | learn | should learn | learnt | a single international language. 65 _____

Charles Walker is a teacher at a comprehensive school in Norwich. He | has joined | joined | joins | 66 _____
the staff of the school in 1998 and | has been working | worked | works | there ever since. 67 _____
Before | move | to move | moving | to Norwich, he taught in Italy and in Wales, 68 _____
and before that he | has been | was | was being | a student at Cambridge 69 _____
University. So far he | isn't | wasn't | hasn't been | in Norwich for as long 70 _____
as he was in Wales, but he likes the city a lot and | should | would | could | 71 _____
like to stay there for at least another two years, or, | how | which | as | he 72 _____
puts it, until his two children | have | will have | will be | grown up a bit. 73 _____
He met his wife, Kate, in 1992 while he | was to live | was living | had been living | 74 _____
abroad for a while, and they got married in 1996.
Their two children, Mark and Susan, | are | were | have been | both born in Norwich. 75 _____

subtotal /25

446

The Walkers' boy, | who | which | he | is five, has just started   76 _____

at school, but | his | their | her | sister   77 _____

| shall stay | stays | will be staying | at home for another couple of years,   78 _____

because she is nearly two years | younger | more young | the younger | 79 _____

than him. Charles and Kate Walker | are used | use | used | to live in the   80 _____

country, but now that they have children, they | have moved | move | moved | 81 _____

into the city. Charles wanted a house | next | near | close | the   82 _____

school | in order | for | to | get to work easily. Unfortunately   83 _____

| the | a | that | one the two of them really wanted was too expensive,   84 _____

so they | must | should | had to | buy one a bit further away. By the time the   85 _____

children | go | will go | will have gone | to secondary school,   86 _____

| that | which | what | Charles and Kate hope will be in Norwich, the   87 _____

Walkers | will have been | have been | will be | living there for at least fifteen years.   88 _____

They can't be sure if they | stay | do stay | will stay |, but if they   89 _____

| don't | didn't | won't |, their friends won't be too surprised.   90 _____

Look at the following examples of question tags in English. The correct form of the tag is ticked.

a   He's getting the 9.15 train, | isn't he | hasn't he | wasn't he | ?

b   She works in a library, | isn't she | doesn't she | doesn't he | ?

c   Tom didn't tell you, | hasn't he | didn't he | did he | ?

d   Someone's forgotten to switch off the gas, | didn't one | didn't they | haven't they | ?

Now tick the correct question tag in the following 10 items:

91   John's coming to see you, | hasn't he | wasn't he | isn't he | ?   91 _____

92   It's been a long time since you've seen him, | hasn't it | isn't it | haven't you | ?   92 _____

93   He's due to arrive tomorrow, | won't he | isn't he | will he | ?   93 _____

94   He won't be getting in till about 10.30, | isn't he | is he | will he | ?   94 _____

95   You met him while you were on holiday, | didn't you | weren't you | haven't you | ?   95 _____

96   I think I'm expected to pick him up, | aren't I | don't I | are you | ?   96 _____

97   No doubt you'd rather he stayed in England now, | didn't you | wouldn't you | shouldn't you | ?   97 _____

98   Nobody else has been told he's coming, | is he | has he | have they | ?   98 _____

99   We'd better not stay up too late tonight, | didn't we | have we | had we | ?   99 _____

100   I suppose it's time we called it a day, | didn't we | isn't it | don't | ?   100 _____

subtotal   /25

447

Part III: Writing

For CLIL learners:

Wspólnie z przyjaciółmi prowadzisz blog dla miłośników historii. Pod jednym z wcześniej napisanych przez Ciebie artykułów pojawił się wpis z prośbą opisania przez Ciebie jednego, wybranego wydarzenia historycznego, które Ty uważasz za najważniejsze (wydarzenie o którym uczyłeś się w tym roku szkolnym podczas lekcji historii). Administrator strony prosi Cię o wpis mieszczący się w przedziale: 150-200 słów.

_____

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Dziękuję za poświęcony czas!!! 😊

For non-CLIL learners:

Wspólnie z przyjaciółmi prowadzisz blog, na którym opisujecie ciekawe podróże wakacyjne. Pod jednym z wcześniej napisanych przez Ciebie artykułów pojawił się wpis z prośbą opisania przez Ciebie wymarzonych wakacji. Administrator strony prosi Cię o wpis mieszczący się w przedziale: 150-200 słów. Pod pracą proszę zapisać ilość słów.

_____

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Dziękuję za poświęcony czas!!! 😊

Appendix 7. ESL Composition Profile (Jacobs, Zinkgraf, Wormuth, Hearfiel, & Hughey, 1981; Boardman & Frydenberg, 2002)

Category	Score	Criteria
CONTENT	25-21	**EXCELLENT TO VERY GOOD:** knowledgeable • substantive •thorough development of thesis • relevant to assigned topic
	20-16	**GOOD TO AVERAGE:** some knowledge of subject • adequate range • limited development of thesis • mostly relevant to topic, but lacks detail
	15-11	**FAIR TO POOR:** limited knowledge of subject • little substance •inadequate development of topic
	10-0	**VERY POOR:** does not show knowledge of subject • non-substantive • non pertinent • OR not enough to evaluate
ORGANIZATION	25-21	**EXCELLENT TO VERY GOOD:** fluent expression • ideas clearly stated/ supported • succinct • well-organized • logical sequencing • cohesive
	20-16	**GOOD TO AVERAGE:** somewhat choppy • loosely organized but main ideas stand out • limited support • logical but incomplete sequencing
	15-11	**FAIR TO POOR:** non-fluent • ideas confused or disconnected • lacks logical sequencing and development
	10-0	**VERY POOR:** does not communicate • no organization • OR not enough to evaluate
LANGUAGE USE	25-21	**EXCELLENT TO VERY GOOD:** effective complex constructions • few errors of agreement, tense, number, word order/function, article, pronouns, prepositions
	20-16	**GOOD TO AVERAGE:** effective but simple constructions • minor problems in complex constructions • several errors of agreement, tense, number, word order/function, article, pronouns, prepositions but meaning seldom obscured
	15-11	**FAIR TO POOR:** major problems in simple/ complex constructions • frequent errors of negation, tense, number, word order/function, article, pronouns, prepositions and/ or fragments, run-ons, deletions • meaning confused or obscured
	10-0	**VERY POOR:** virtually no mastery of sentence construction rules • dominated by errors • does not communicate • OR not enough to evaluate
VOCABULARY	15-13	**EXCELLENT TO VERY GOOD:** sophisticated range •effective word/idiom choice and usage • word for mastery • appropriate register
	12-10	**GOOD TO AVERAGE:** adequate range • occasional errors of effective word/idiom form, choice, usage but meaning not obscured
	9-7	**FAIR TO POOR:** limited range • frequent errors of effective word/idiom form, choice, usage • meaning confused or obscured
	6-0	**VERY POOR:** essentially translation • little knowledge of English vocabulary, idioms, word form • OR not enough to evaluate
MECHANICS	10	**EXCELLENT TO VERY GOOD:** demonstrates mastery of conventions • few errors of spelling, punctuation, capitalization, paragraphing
	9-8	**GOOD TO AVERAGE:** occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured
	7-6	**FAIR TO POOR:** frequent errors of spelling, punctuation, capitalization, paragraphing • poor handwriting • meaning confused or obscured
	5-0	**VERY POOR:** no mastery of conventions • dominated by errors of spelling, punctuation, capitalization, paragraphing • handwriting illegible • OR not enough to evaluate

SUMMARY

EXPLORING THE ROLE OF INDIVIDUAL VARIABLES IN THE SUCCESS OF CLIL AS AN APPROACH TO EFL LEARNING

The aim of this dissertation is to explore the role of individual variables in the success of CLIL as an approach to EFL learning. *Nauczanie dwujęzyczne* [EN *Content and Language Integrated Learning*] is the term often used in the Core Curriculum and other legal documents related to the Polish educational system (Czura, 2009; Eurydice, 2006; Gajo, 2007). *CLIL* can be defined as "a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language" (Mehisto, Marsh, & Frigols, 2008, p. 9).

Overall, the results of studies carried out abroad indicate that CLIL learners outperform non-CLIL learners in terms of foreign language proficiency, content subjects (e.g. Ball, Kelly, & Clegg, 2015; Bredenbröker, 2000; Pérez-Cañado, 2018; Catalán, de Zarobe, & Iragui, 2006; Kiziltan & Ersanli, 2007; Lasagabaster, 2008; Surmont, Struys, Noort, & Craen, 2016; Navés & Victori, 2010), and individual variables (e.g. Arribas, 2016; Lasagabaster, 2011; Pérez-Cañado, 2018; Seikkula-Leino, 2007).

When the studies carried out in Poland (e.g. Papaja, 2012; Możejko, 2013; Czura & Kołodyńska, 2015; Pitura & Chmielarz, 2017; Czura & Anklewicz, 2018) are juxtaposed with those conducted abroad, it can be noticed that there are relatively few longitudinal studies investigating together language outcomes and individual variables. Thus, the aim of this dissertation is to explore the role of *motivation*, *autonomy*, *learning strategies*, *beliefs about foreign language learning* in the success of CLIL as an approach to EFL learning. Besides, this study also focuses on *CLIL learners attitude towards CLIL education*. The overarching aim of this study is to bridge the existent gap in the research.

The study was carried out over one term in two secondary schools in Poland, namely, Tadeusz Kościuszko Second High School in Kalisz [PL *II Liceum Ogólnokształcące im. Tadeusza Kościuszki w Kaliszu*] and Tadeusz Kościuszko First High School in Konin [PL *I Liceum Ogólnokształcące im. Tadeusza Kościuszki w Koninie*]. Two groups of participants were involved in the study, namely, CLIL and non-CLIL learners as the target and control group, respectively. The first group had three content subject lessons conducted in English, namely, History, Physics, and Maths. The latter group had all lessons, except for foreign language classes, in Polish. Individual variable data were elicited by several questionnaires. Tests were used to gather data for the analyses of language proficiency (Oxford Placement Test,

2004). Besides, the interviews with teachers and headteachers of Tadeusz Kościuszko Second High School in Kalisz were also conducted.

The dissertation consists of five chapters, followed by **Conclusions**, **Bibliography,** and **Appendices**. Owing to the fact that the study focuses on the outcomes obtained in a CLIL setting, **Chapter One** explains the concept of Content and Language Integrated Learning in the first place. It discusses CLIL variants and presents the historical outline of this approach, with a special emphasis on the Polish educational setting. This chapter also describes the actions undertaken by the European Union with the aim to suport CLIL education.

Chapter Two explores the details related to glottodidactics , including assessment, used in a CLIL setting. The discussion follows different language skills: reading, listening, speaking, and writing. Vocabulary and grammar are also taken into account. The effort is also made to examine the mutual relation between a foreign language and content subjects.

Chapter Three provides a review of literature on individual variables. The emphasis is put on the individual differences that are analyzed in the study presented in this dissertation. This chapter also provides an overview of studies showing the state of the art in the areas of motivation, autonomy, beliefs about foreign language learning, attitude towards learning, and learning strategies. The overall aim of this part is to investigate the interplay between the selected individual variables and the foreign language proficiency. The discussion provided in Chapter Three paves way to adapting a mixed approach employed for the purpose of this dissertation.

Chapter Four provides detailed descriptions of the empirical research on the success of CLIL as an approach to learning English as a foreign language, focusing on selected variables, namely, motivation, learner autonomy, learning strategies, beliefs about foreign language learning, and attitude towards CLIL programs. It presents two main research hypotheses accompanied by the the subsidiary research questions. This chapter presents the organisation of the research and introduces the participants of the study.

Chapter Five elaborates the findings reported in the previous chapter. The discussion is ordered according to the main research questions and hypotheses. First, the analyses focus on the data obtained from the CLIL and the non-CLIL learners, taking into account the grade level. To compare the mean of the CLIL groups' and the non-CLIL groups' scores, the independent-samples *t-test* was used. As for the data obtained from the questionnaires, to verify the questionnaires reliability, two statistical measures were calculated: *Cronbach's alpha* and *split-half internal consistency reliability*. The analyses also focused on the data obtained from the CLIL and the non-CLIL learners, taking into account the amount of English per week. In

this case, a one-way repeated ANOVA measures were conducted to analyze the between-group difference scores regarding data obtained from all instruments used in the present study. To indicate the interplay between the aforementioned variables and attainment in English, the Pearson product-moment correlation coefficient (Pearson's r) was calculated.

Conclusions outlines the key findings of the research. Overall, the results of the study suggest that the CLIL learners are characterized by relatively higher capacities in specific areas of motivation, autonomy, use of learning strategies, positive beliefs about foreign language learning than non-CLIL learners. Moreover, they have a positive attitude towards CLIL programs. However, in the light of the data obtained in this study none of the aforementioned variables can be singled out as the key factor responsible for the success of CLIL as an approach to EFL learning. The findings of this study suggest that it is the combinations of individual differences that is likely to exert the predictive power in the success of CLIL rather than individual traits analyzed in isolation (cf. Dörnyei, 2005). Therefore, it appears that in the CLIL context the variables of motivation, autonomy, beliefs about foreign language learning, learning strategies, and attitude towards CLIL education operate in concert and are intertwined with one another in a profoundly complex manner (cf. Dörnyei, 2005), which corroborates the earlier claim that the individual differences are interconnected (Banya & Chea, 1997; Griffiths & Soruç, 2020).

The multidimensional picture of the role of motivation, autonomy, beliefs about foreign language learning, learning strategies, and attitude towards CLIL education in the success of CLIL as an approach to EFL that emerges from the analyses of the data suggests that the CLIL learners motivation may be the strongest variable that triggers other factors to operate in concert in the foreign language learning. Viewed from this perspective, the role of motivation, autonomy, the use of language learning strategies, beliefs about foreign language learning, attitude towards CLIL programs, as well as other individual variables that fall outside the scope of this study should not be neglected in CLIL implementation. This part closes with the discussion on the directions of further research in the area of Content and Language Integrated Learning and certain recommendations for the CLIL education.

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STRESZCZENIE (SUMMARY IN POLISH)

Rola czynników indywidualnych w procesie uczenia się języka angielskiego jako języka obcego w klasie dwujęzycznej

Celem niniejszej rozprawy doktorskiej jest określenie roli wybranych *czynników indywidualnych w procesie uczenia się języka angielskiego jako języka obcego w klasie dwujęzycznej*. *Nauczanie dwujęzyczne* jest terminem, który na chwilę obecną jest najczęściej używany w polskim kontekście edukacyjnym jako odpowiednik ang. *Content and Language Integrated Learning* (Czura, 2009; Eurydice, 2006; Gajo, 2007;), w skrócie *CLIL*, który definiowany jest jako "dwuogniskowe podejście edukacyjne, w którym dodatkowy język, jest używany jako narzędzie uczenia się i nauczania zarówno treści przedmiotowych, jak i tego języka" (Mehisto, Marsh, & Frigols, 2008, s. 9).

Badania prowadzone poza granicami Polski wskazują na pozytywny wpływ nauczania dwujęzycznego w zakresie umiejętności językowych oraz wiedzy z zakresu przedmiotu nauczanego poprzez język obcy (e.g. Ball, Kelly, & Clegg, 2015; Bredenbröker, 2000; Pérez-Cañado, 2018; Catalán, de Zarobe, & Iragui, 2006 ; Kiziltan & Ersanli, 2007; Lasagabaster, 2008; Surmont, Struys, Noort, & Craen, 2016; Navés & Victori, 2010) oraz różnic indywidualnych (e.g. Arribas, 2016; Lasagabaster, 2011; Pérez-Cañado, 2018; Seikkula-Leino, 2007). Nauczanie dwujęzyczne w Polsce ma dość krótką historię. Nie dziwi więc fakt, że liczba badań przeprowadzonych w Polsce (e.g. Papaja, 2012; Możejko, 2013; Czura & Kołodyńska, 2015; Pitura & Chmielarz, 2017; Czura & Anklewicz, 2018) w porównaniu z badaniami przeprowadzonymi za granicą jest stosunkowo niewielka. Niniejsza dysertacja stanowi próbę uzupełnienia niszy badawczej.

Badanie empiryczne zostało przeprowadzone w dwóch szkołach średnich: *II Liceum Ogólnokształcącym im. Tadeusza Kościuszki w Kaliszu* oraz *I Liceum Ogólnokształcące im. Tadeusza Kościuszki w Koninie*. Badanie było prowadzone przez jedno półrocze (semestr letni) w grupie uczniów uczęszczających do klas dwujęzycznych oraz klas tradycyjnych. Pierwsza grupa uczęszczała na wybrane przedmioty pozajęzykowe nauczane za pomocą języka obcego. Uczniowie klas dwujęzycznych, biorący udział w tym badaniu mieli możliwość uczestniczenia w lekcjach historii, fizyki oraz matematyki prowadzonych za pomocą języka angielskiego. W przypadku wyżej wspomnianych uczniów klas tradycyjnych, wszystkie przedmioty za wyjątkiem języka obcego były nauczane w języku polskim.

W celu zebrania danych dotyczących wyżej wspomnianych czynników indywidualnych w badaniu posłużono się standaryzowanymi narzędziami badaczymi stosowanymi we wcześniejszych pracach z tego zakresu. By ocenić rolę czynników indywidualnych w procesie uczenia się języka angielskiego, użyto również standaryzowanych testów służących do oceny postępów w zakresie nauki języka obcego (Oxford Placement Test, 2004). Uzyskane wyniki zostały poddane analizie w celu określenia stopnia współzależności między nimi. Ponad to, prowadzono również wywiady z nauczycielami pracującymi w oddziałach dwujęzycznych oraz dyrektorem i wicedyrektorem *II Liceum Ogólnokształcącym im. Tadeusza Kościuszki w Kaliszu*.

Dysertacja składa się z pięciu rozdziałów, konkluzji, bibliografii oraz załączników. Biorąc pod uwagę fakt, że badanie koncentruje się na uczniach klas dwujęzycznych w *Rozdziale pierwszym* przedstawiono tło teoretyczne nauczania dwujęzycznego, prezentując wybrane definicje nauczania dwujęzycznego oraz jego możliwe warianty. Ponad to, przedstawiono również zarys historyczny tego podejścia edukacyjnego, poświęcając szczególną uwagę polskiemu kontekstowi edukacyjnemu. W tym rozdziale można również znaleźć odniesienie do działań podejmowanych przez Unię Europejską w celu udzielenia poparcia dla tego programu edukacyjnego.

Rozdział drugi poświęcony jest zagadnieniom związanym z metodyką nauczania rekomendowaną w klasach dwujęzycznych. Dyskusja prowadzona jest zgodnie ze wszystkimi umiejętnościami językowymi: czytanie i słuchanie ze zrozumieniem, mówienie oraz pisanie. Uwzględnione są również takie aspekty języka jak: słownictwo i gramatyka. Ponad to, omówiona jest rola języka ojczystego, ocenianie oraz treść podczas lekcji dwujęzycznej.

W *Rozdziale trzecim* zdefiniowane zostały czynniki indywidualne, szczególnie te, które stanowią przedmiot rozważań części empirycznej. Rozdział trzeci stanowi również przegląd badań w obszarze motywacji, autonomii, strategii uczenia się, przekonań dotyczących uczenia się języka obcego oraz stosunku wobec klas dwujęzycznych. Przytoczone wyniki badań prowadzonych w klasach dwujęzycznych wskazują aktualny stan wiedzy, na podstawie której sformułowano w kolejnym rozdziale hipotezy oraz pytania badawcze. W tej części omówiono również łączenie metod ilościowych i jakościowych, co stanowiło podstawę przyjęcia takiegoż podejścia w części empirycznej rozprawy.

Rozdział czwarty rozpoczyna część empiryczną pracy. Sprecyzowano w nim cel badania i zaproponowano dwie główne hipotezy zerowe, dwie główne hipotezy alternatywne, dwa główne pytania badawcze oraz pytania uszczegółowiające, które koncentrują się na roli wybranych czynników indywidualnych w procesie *uczenia się języka angielskiego jako języka*

obcego w klasie dwujęzycznej. Rozdział czwarty przedstawia szczegółowo poszczególne oraz uczestników badania. Rozdział ten opisuje również szczegóły dotyczące opracowywania danych uzyskanych w badaniu empirycznym.

Dyskusja nad wynikami badania stanowi treść **Rozdziału piątego**. Wyniki zostały poddane analizie ilościowej i jakościowej. Dane były analizowane z podziałem na te uzyskane od uczniów klas dwujęzycznych i klas tradycyjnych, uwzględniając klasę do której uczęszczali tj. klasa pierwsza i druga. Uzyskane wyniki zostały poddane analizie statystycznej z wykorzystanie *testu t Studenta*, *Alfa Cronbacha* oraz *rzetelności połówkowej*. W drugiej części, te same dane zostały poddane analizie statystycznej z podziałem na ilość godzin języka angielskiego w tygodniu oraz uwzględniając klasę do której uczestnicy badania uczęszczali tj. klasa pierwsza i druga. W tym przypadku posłużono się *analizą wieloczynnikową* (*ANOVA*). Biorąc pod uwagę, że nadrzędnym celem badania jest określenie roli wybranych czynników indywidualnych w procesie uczenia się języka angielskiego jako języka obcego w klasie dwujęzycznej, uzyskane wyniki zostały poddane analizie, której celem było oszacowanie poziomu prawdopodobieństwa istnienia współzależności między wspominanymi zmiennymi. W tym celu posłużono się *korelacją r Pearsona*.

Dysertację zakończono dyskusją podsumowującą uzyskane dane. Została podjęta próba udzielania odpowiedzi na główne pytania badawcze. Wyniki przeprowadzonego badania sugerują, że uczniowie klas dwujęzycznych charakteryzują się stosunkowo dość wysokim poziomem motywacji oraz autonomii. Często stosują strategie uczenia się oraz charakteryzują się pozytywnymi przekonaniami dotyczącymi uczenia się jak również i pozytywnym stosunkiem wobec klas dwujęzycznych. Niemniej jednak, na podstawie zebranych danych nie można wskazać jednej zmiennej, która może w sposób bezpośredni przełożyć się na sukces w nauce języka angielskiego. Wyniki tego badania wskazują, że za sukces językowy odpowiadają w pewnym stopniu wszystkie różnice indywidualne (cf. Dörnyei, 2005). Wyniki tego badania pokazują, że w klasie dwujęzycznej takie różnice indywidualne jak motywacja, autonomia, strategie uczenia się, przekonania dotyczące uczenia się oraz stosunek do klas dwujęzycznych są w pewien sposób z sobą powiązane i tym samym wzajemnie na siebie oddziałowują. Te obserwacje z kolei potwierdzają wcześniejsze spostrzeżenia dotyczące korelacji pomiędzy określonymi różnicami indywidualnymi (Banya & Chea, 1997; Griffiths & Soruç, 2020).

Szczegółowa analiza zebranych danych dla poszczególnych różnic indywidualnych pozwala również zauważyć, że motywacja może być jednym z tych czynników indywidualnych, które aktywizują pozostałe zmienne w taki sposób, żeby wzmocnić ich

znaczenie w procesie uczenia się języka angielskiego jako języka obcego w klasie dwujęzycznej. To z kolei powinno przełożyć się na sukces w nauce języka angielskiego w klasie dwujęzycznej. Pomimo stosunkowo dość dużej liczby badanych różnic indywidualnych, nie należy wykluczać roli innych zmiennych, które nie stanowiły bezpośrednio przedmiotu badania. Dysertacja zamyka dyskusja poświęcona wskazaniem możliwych kierunków przyszłych badań w obszarze nauczania dwujęzycznego w polskim kontekście edukacyjnym oraz praktycznym wskazówkom wykorzystania wyników badania omówionego w tej dysertacji do celów dydaktycznych.

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