

Students' Motivation in Studying English Through Content and Language Integrated Learning (CLIL)

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ABSTRACT

Students are driven to achieve certain goals in learning the target language, particularly English, by a variety of motivational factors. However, due to COVID-19 restrictions, the online learning modality is one of the alternative ways for students to continue studying at home. Challenges brought by this pandemic and online classes clearly affected the learning of students particularly their English language learning through Content and Language Integrated Learning (CLIL) approach. This paper aims to investigate the type of motivation that Grade 9 online learners in DLSAU Integrated School predominantly have, what motivates them to study English instrumentally and integrally, and what reasons do not motivate them. With the use of adopted survey-questionnaire, a total of 193 grade 9 student-respondents answered and gave the data interpreted. The result of this research revealed that the students are predominantly instrumentally motivated, with a weighted mean of 3.63 (Agree), then integrally motivated, with a weighted mean of 2.87 (Neutral). 15 out of 17 items from instrumental motivation got the higher percentage of respondents who answered, 'strongly agree' and 'agree' which indicates that they are motivated to study English for academic and future career success and other pragmatic reasons. 3 out of 8 items from integral motivation got the higher percentage for respondents who answered, 'strongly disagree' and 'disagree'. This result shows that students are uncertain about being part of cultural groups, learning about their lifestyle, and participate in their activities.

Keywords: student's motivation. Content and language integrated learning

INTRODUCTION

Philippines is known as one of the biggest English-speaking countries because most Filipinos possess at least some degree of fluency in a target language (Cabigon, 2015). It has more than 150 languages, but it only has two official languages: Filipino and English. Since English is one of the official languages of the Philippines, it has been used as a medium of instruction (MOI) in schools for more than a hundred years now. From 118 in 2012 to 115 in 2014 with a 0.67 index, the Philippine Human Index Development

(IHD) improves year after year. Even if some people refer to the Philippines as a "semi-English-speaking country," the status of English as a second language (ESL) contributes to this advancement (Ozaki, 2011).

Executive Order No. 210 focuses on establishing the policy to strengthen the use of the English Language as MOI in the education system and this states that the preceding policies' goal is to develop competence, aptitude, and proficiency in the use of English language to prepare students for work opportunities emerging in the globalized world. Department Order No. 52, a series of 1987 indicates that Filipino and English should be used as a media of instruction at all levels resulting from Content and Language Integrated Learning (CLIL) taking part in the educational system.

CLIL, as described by Maljers, et al., as referenced in Marsh, Mehisto, Wolff, & Fringols-Martin in 2010, is a dual-focused approach in which an additional language is used for both content and language teaching and

learning with the goal of promoting content and language mastery. CLIL is one of the many approaches to second language (L2) learning that efficiently meets the needs of students and teachers. Although it has been adopted in various educational subjects, the number of research works particularly focusing on the effectiveness of CLIL on the students' motivation and language achievement in English classrooms is scarce (Altınkırı, 2009).

Students' success in learning a language is influenced by their motivation. In order to fulfill their goals and needs, they must be sufficiently motivated. Such motivation encourages students to finish a task or achieve a goal. According to Shahraray (2007), as cited in Purwanti, Puspita, et.al. (2018), psychologists note that motivation for academic accomplishment has been proposed as one of the preliminary constructs for identifying such sort of motivation, because of its effective association with new learning, abilities, methods, and behaviors.

Even though some studies have demonstrated that CLIL is helpful in language learning, these studies were conducted during the traditional face-to-face learning. Due to the COVID-19 health issue, numerous students are left with only two options for continuing their education: offline or online learning modality. Amidst the global health crisis that urged most schools to carry out their English lessons online, the question of motivation attracted even more attention (Meşe & Sivilen, 2021). Learners' motivation to study English through CLIL may be affected as a result of this new circumstance, in which lack of internet access and necessary technology to utilize are just two of the impediments to effective online learning. Therefore, the researcher is eager to pursue this study which intends to give information on the reasons why the respondents study English and the type of motivation they have through CLIL in the new normal setting

Review of Related Literature

To see the comprehensive view of the topic, the following areas are reviewed: (a) Content and Language Integrated Learning; (b) Language learning motivation; (c) Motivation in studying English through CLIL; (d) Benefits of Content and Language Integrated Learning

Content and Language Integrated Learning (CLIL). According to Bonfatti (n.d), Content and Language Integrated Learning (CLIL) is an umbrella term that provides subject teaching in a language other than the mother tongue. CLIL covers immersion, bilingualism, multilingualism, and language across the curriculum, which allow naturalistic language learning and provides a purpose for language use in the classroom.

As defined by Coyle, Hood & Marsh (2010), CLIL is an approach whereby a second language is used in teaching and learning subject content and the second language. Ideally, it is assumed that in this approach, the learning objectives of subject content and a second language are interwoven throughout the teaching and learning process.

CLIL is an educational approach in both teaching and learning which started particularly in non-English speaking Asian, European, and South American countries (Canlas 2016). When CLIL teachers employ another language as a medium of instruction, they exercise and improve their own language skills, just as their students do (Dalton-Puffer et al., 2010). Thus, in CLIL classrooms, learners and teachers speak the

Language learning motivation. Motivation is defined as the process of achieving or maintaining a goal-oriented action. It can also be defined in terms of external or internal elements that motivate people to be enthusiastic about a work, a subject, or a circumstance (Aftab & Yaqoob, 2015). As stated by (Gardner & Dorney, 2001), cited in Purwanti, Puspita, et.al (2018), there are types of motivation in learning a target language and these include integrative and instrumental motivation. Students are driven to achieve certain goals in learning the target language, particularly English, by a variety of motivational factors. These objectives may lead students to become proficient in English.

The integrative component of motivation has been regarded differently by motivational specialists in various domains, according to Dörnyei, cited in Saheb, V. (2014). Integrative motivation is the desire to learn the language for the reason of communicating with people from different culture who also speak the language. It entails a favorable "attitude toward the L2 group, a desire to participate with and become a valued member of that community." Integrative motivation includes components such as openness to, respect for, and identification with the community.

As asserted by Carreira (2005), Instrumental motivation, on the other hand, generates little controversy among experts: It's characterized as "the possible utilitarian rewards of L2 competency, such as a better job or a greater wage. Instrumental motivation refers to a learner's desire to acquire a new language for utilitarian reasons and to reflect the practical value and advantages of learning a target language (Gardner & Lambert, 1959; Hudson, 2000, cited in Choosri & Intharaksa, 2011). It is the desire to learn the language because it is expected to successfully attain positive goals like getting a job and passing examinations.

A total of 105 volunteer English learners participated in a study conducted by Altiner (2018) which aimed to evaluate students' motivation in learning a second language. The findings revealed that learners who have positive attitudes toward L2 culture, respect their learning context, and ingest cultural media are more likely to continue their language learning throughout their lifetime. Most students learn English with the hopes that it will help them in some way. They want to earn more money, travel overseas, or meet more people using English, and without strong motivation, students would fail in their attempt and their hopes of learning (Seven, 2020).

The natural use of language can uplift a learner's motivation towards learning languages (Darn, 2006). When learners are interested in a topic, they will be motivated to acquire language to communicate. Darn also stated that language is learned more successfully when the learner has the chance to gain subject knowledge at the same time.

Marlina (2007) cited from Suryasa et.al, (2017), conducted study on students' motivations for learning English as a second language and discovered that the majority of students learn English to improve their employment opportunities as they see English as an international language. This motivation refers to instrumental motivation which can help people to learn English effectively and successfully.

In a study conducted by Choosri & Intharaksa (2011) which aimed to find out the levels of motivation of students with high and low achievement, the result indicated that the respondents with high and low achievement were at high levels of motivation. It was also found out that the respondents of the study are motivated to study English to be successful in their education and career in the future, and instrumental motivation was having more impact to students than the integrative motivation.

According to Balenovic (2011), a foreign language is learnt for practical reasons, and that instrumental motivation will contribute to learning success. Adults, on the other hand, have distinct reasons for learning foreign languages that are considerably more pragmatic. A major portion of young learners tend to learn languages out of curiosity, interest, or just love for a foreign language. Students who have good attitudes toward people who speak the target language, who understand and admire their culture, and who desire to be incorporated into their society are the most effective in learning a foreign language. Such incentive for learning a foreign language could only be described as internal motivation (Becirovic, 2017).

Motivation in studying English through CLIL. Navarro-Pablo and Jiménez (2018) investigated whether CLIL students are more motivated than non-CLIL students when studying English to address the idea that CLIL has a favorable impact on students' affective stance. In total, 352 students from primary and compulsory secondary schools responded to the survey. There were no statistically significant differences between CLIL and non-CLIL groups in terms of anxiety, self-demand scores, or self-esteem, according to the findings. In addition, the study confirmed previous findings about the interaction of motivation and language achievement, which showed that CLIL strands had higher levels of motivation.

According to Mede & Çınar (2018), Dalton-Puffer (2009) examined students' perspectives of learning English with the CLIL technique. CLIL encouraged learners to discuss and think for themselves, as per the results of questionnaires and in-depth interviews. According to Dalton-Puffer's study, there is a significant association between students' appreciation of CLIL and the theoretical aspects of this method. Mede & Çınar's study aimed to find out the perceptions of students at the intermediate level and the instructor about CLIL-based lessons using qualitative and quantitative methods. A survey questionnaire and reflective journals are used to gather the data. The findings in motivation questionnaire revealed that students felt more motivated and engaged because of CLIL and its units helped them employ linguistic structures correctly and improve their grammar skills. CLIL was perceived as an engaging approach in the English classroom. But even though many students show

improvement in grammar performance and vocabulary knowledge, some of them still had trouble in speaking tasks, they did not know enough about the subject, and they felt shy to speak in English.

Pistorio (2010) examined how cooperative learning could be employed in a CLIL context to create a socially constructed learning environment. CLIL was chosen as a technique for combining both language and content training in an English classroom, in contrast to traditional approaches. Results showed that the students' overall language achievement improved, and CLIL benefited them in becoming more autonomous, self-directed, and intrinsically motivated learners. Content-based exercises were created by Montoya and Salamanca (2017). They also provided training for teachers on how to include activities into their English classes. The findings reported the teachers were optimistic, and they said that they had become familiar with the educational benefits of the CLIL approach.

Benefits of Content and Language Integrated Learning. Lasagabaster (2010) studied the effects of CLIL in the Foreign Language classroom. The focus is on the relationship between CLIL classroom and English as a foreign language (EFL) among the 191 students from secondary school. The findings confirmed the positive effects of CLIL in the foreign language classroom. Arribas (2016) aims to find the outcomes of the students' receptive vocabulary aside from their motivation towards learning English. The results showed that the higher score in the receptive vocabulary test was from the CLIL group due to their higher motivation.

Canlas (2016) explored Content and (English) Language Integrated Learning methodologies in Physics in only a few topics with the goal of creating and implementing a teaching sequence. The study's initial findings suggested that adopting CELIL techniques could help students improve their conceptual knowledge. Furthermore, CELIL is projected to provide a technique that will allow for increased usage of the English language, potentially leading to the acquisition of English language abilities.

Yanilla (2019) conducted a study that describes how teaching and learning of language and content are facilitated by the reading-writing connection. The study focuses on the General Education classes at the University of the Philippines-Diliman. The study also discusses how the elements of CLIL are more contextualized through this reading-writing connection. Results showed that the elements of CLIL positively affect the student-respondents in establishing a reading-writing connection. It was also indicated in the study that CLIL helps students expand their "linguistic habits and thinking patterns" to allow them to learn both the content and the language better.

Moreover, Costa & Coleman (2010) studied CLIL at the tertiary level using quantitative and qualitative methods. The results showed that CLIL is often performed casually at the tertiary level because the university professors are not yet prepared for training that could hone their teaching skills in a foreign language.

A study on student motivation in two different settings, a CLIL classroom, and a non-CLIL was conducted by Lasagabaster (2011). Using 191 secondary school students, this research examined the relationship between motivation and language proficiency. The findings revealed that CLIL had a more effective and significant influence on the students' motivation and their language proficiency.

Online Learning. Throughout history, the use of technology for educational purposes has gone through several stages. During the 1960s and 1970s, English language learning laboratories comprised several small cabinets, each equipped with a cassette player, a microphone, and a headphone for each student. Teachers used a central control panel to monitor their students' interactions (Singhal, 1997 cited from Güneş & Alagözlü, 2020); nonetheless, despite being a great step toward connecting technology and language acquisition, Singhal (1997) claims that this technology was uninteresting and tedious for the kids. Also, there were very few interactions between the teacher and the students.

According to Llego (2021), DepEd Learning Delivery Modalities for the school year 2020-2021 include Online Learning. This features the teacher facilitating learning and engaging learners to actively participate with various technologies accessed through the internet while they are geographically remote from each other during the class discussion.

Joaquin, Biana. & Dacela (2020) mentioned that it should be emphasized that online learning is just one mode

of distance education which is broadly characterized as any form of learning experience where the learner and the instructor are physically separated from each other not only by place but also by time.

As mentioned by Anderson (2008), online learning has always been concerned with the provision of access to an educational experience that is more flexible in time and space than campus-based education. However, online learning can present challenges as the tools and opportunities to discover students' preconceptions and cultural perspectives are often limited by constraints which some researchers argue that these restrictions negatively affect communication efficacy (Short, Williams, & Christie, 1976).

Synthesis

As CLIL continuously takes a huge part in the education system in many countries, various studies have proven its effectiveness in studying English. It affects not just the vocabulary improvement of the students, receptive and productive skills development, motivation in studying the content, and most importantly, motivation studying English due to several reasons. But further studies revealed that there are no significant differences between CLIL and non-CLIL learners and difficulty in speaking tasks is still experienced by CLIL learners as they felt shy in speaking.

Nevertheless, these studies were conducted during face-to-face or traditional learning. Due to COVID-19, people are left with no other choice but to accept living the “new normal”, which brought a huge and rapid change in the education system. It also presents different challenges which affect the learning of the students and teaching of educators in times of pandemic. One of the learning modalities provided by DepEd is full online learning and issues such as internet connectivity, power supply, gadgets to use, are just a few of the major issues that are still needed to be addressed. Therefore, this study would like to seek if the students are motivated to study English and what types of motivation do, they predominantly have through Content and Language Integrated Learning in the new normal setting.

Theoretical Framework

The theoretical underpinning in this study is this: Howard Gardener’s Motivation Theory

The motivation theory of Howard Gardner has been exceedingly prominent in the L2 motivation field for how many decades already. As stated by Gardner (2001), motivation is comprised of three elements- effort, desire, and positive affect. Gardner also introduced orientation which he refers to as “goal”. These two orientations are integrative orientation and instrumental orientation. Integrative orientation talks about the positive attitude of a learner towards the L2 community and the desire to get close and be part of the community. On the other hand, instrumental orientation is expounded as learning an L2 for pragmatic reasons, such as getting a better job and get a higher salary.



Figure 1. Motivation theory model

As this study intends to seek the motivation of students to study English through CLIL, Gardner's theory shows that motivation in learning L2 can significantly affect people's willingness to learn the language and how they can be positively motivated from their environment. This only proves that motivation is one of the factors that help students in studying English.

Conceptual Framework

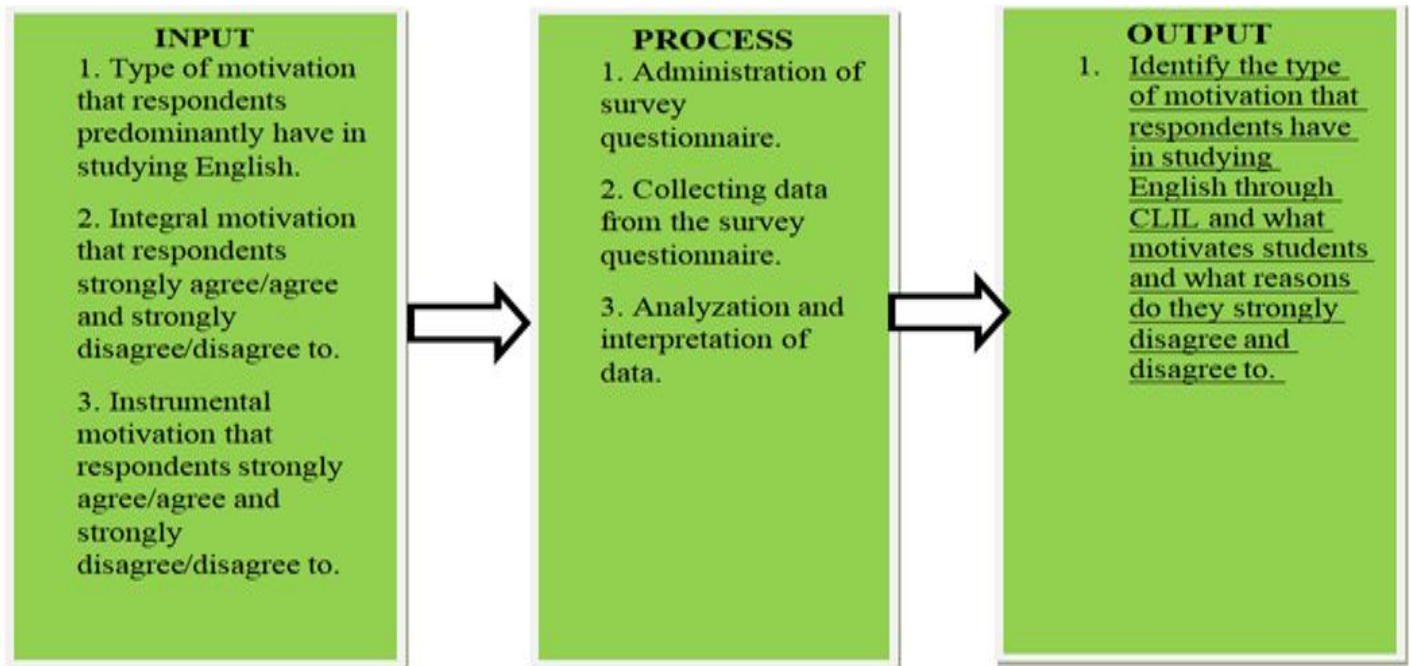


Figure 2. Conceptual Framework

Figure 2 shows the conceptual framework of the study. It consists of the input, process, and the output. The input presents the study's problems expected to be addressed. In order to answer these problems, the process of administering the survey questionnaire, collecting, analyzing, and interpreting the data were done. The output presents the outcome expected after successfully undergoing the process. The problems were answered through the data gathered from the process.

Statement of the Problem

This study aims to know the effects of CLIL in Grade 9 student-respondents. Specifically, this sought to answer the following questions:

1. What type of motivation (instrumental and integral) do students predominantly have in studying English through CLIL?
2. What motivates the students to study English instrumentally? What reason do they mostly strongly disagree/disagree?
3. What motivates the students to study English integrally? What reason do they mostly strongly disagree/disagree?

Significance of the study

The researcher believes that this study is important because it will help people to be informed about the type of motivation that CLIL gives to students in studying English now that teaching, and learning are implemented through online learning modality.

For the **teachers**, the data given will provide teachers with information on the motivation in studying English of

the students through CLIL. This will make them use new and appropriate strategies, activities, and learning materials in the teaching-learning process for its continuous success and enhance student learning experience.

For **school administrators**, the results will enable the school administrators to make improvements in the implementation of CLIL by providing concrete plans for students and teachers for a better quality of education in the school.

For the **curriculum planners**, this study will help them in improving the curriculum by giving well-coordinated and better learning and assessment online programs for an effective teaching-learning process. Improvements in the curriculum will help students to be motivated to study English and build knowledge, skills, and behaviors, as well as their physical, personal, and social roles.

For the **government**, the data gathered will help the government think of action plans and give full support to schools for the effectiveness of CLIL through an online learning modality. The government's help could be providing webinars to teachers and new and functional materials to use.

For **other researchers**, this study will help them in their related research. They may rely on this study and make comparisons to other related research and for a more evident result.

Scope and Delimitation

This study was conducted at the De La Salle Araneta University Integrated School located at 303 Victoneta Avenue, Malabon for the school year 2021-2022. Its focuses are on determining the type of motivation of students in studying English through CLIL, as well as what motivates them and what reasons do, they strongly disagree and disagree to. It is limited to Grade 9 Junior High School students only who chose the full online learning modality. A close-ended survey questionnaire was used to get the desired data from the respondents.

Definition of Terms

The following terminologies are defined operationally or conceptually to better understand the study.

Aptitude. refers to a set of cognitive abilities that are 'predictive of how well, relative to other individuals, an individual can learn a foreign language in a given amount of time and under given conditions (Carroll and Sapon, 2002).

Autonomous. having the right or power of self-government

Content and Language Integrated Learning (CLIL). It is a dual-focused approach where an additional language is used for the learning and teaching of content and language (Maljers, et al. as cited in Marsh, Mehisto, et al.)

COVID-19. Coronavirus disease (*COVID-19*) is an infectious disease caused by a newly discovered coronavirus. 'CO' stands for corona, 'VI' for virus, and 'D' for disease.

EFL. It is an acronym which means English as a Foreign Language; it is learning English in a non-English speaking country

Face to Face Learning. It is an instructional method where course content and learning materials are taught in person in a group of students.

First Language. native tongue, native language, or mother/father/parent tongue which is a language that a person has been exposed to from birth or within the critical period.

Instrumental motivation. refers to a learner's desire to acquire a new language for utilitarian reasons and to reflect the practical value and advantages of learning a target language (Gardner & Lambert, 1959; Hudson, 2000).

Integral motivation. refers to a learner's desire to learn more about the cultural community of the target language or to assimilate in the target community (Gardner & Lambert, 1959; Norris-Holt, 2001).

L2. Second language; a language that is not the native language of the speaker but is learned later.

Mother Tongue. is the language that a person has grown up speaking from early childhood.

Motivation. is defined as the process of achieving or maintaining a goal-oriented action. It can also be defined in terms of external or internal elements that motivate people to be enthusiastic about a work, a subject, or a circumstance (Aftab & Yaqoob, 2015).

Online learning. It is a learning modality which features the teacher facilitating learning and engaging learners to actively participate through various technologies accessed through the internet (Llego, 2021).

Productive Skills. This is also known as active skills; these are the skills that require a language output.

Receptive Skills. This is also known as passive skills; these are the skills where producing language output is not necessary because learners receive and understand it.

Scarce. insufficient to satisfy the need or demand; not abundant

Underpinning. a set of ideas, motives, or devices that justify or form the basis for something.

METHODS

This chapter explains the methodologies that will be used in gathering the desired data and analysis which are relevant to the research. The methodologies will include areas such as research locale, research design, sampling technique, respondents of the study, research instrument, data gathering procedure, and statistical treatment.

Research Locale



Figure 3. Location Map of DLSAU

This study was conducted at De La Salle Araneta University (DLSAU) Integrated School, located at 303 Victoneta Ave., Potrero, Malabon, 1475 Metro Manila. DLSAU is a Catholic Lasallian institution supervised by the Philippine District of the De La Salle Christian Brothers. It was established in 1946 in Bulacan under the name of Araneta Institute of Agriculture. A year after, it was transferred to Malabon and in 1978 was renamed Gregorio Araneta University Foundation. It is a member of De La Salle Philippines which is a network of Lasallian educational institutions around the world that offer accessible, inclusive, and transformative education guided by the teachings of St. John Baptist De La Salle.

The rationale behind the choice is from the sense that the researcher is currently studying at DLSAU, making it convenient to conduct the study in the said school. Hence, there is a possibility of obtaining all the necessary and relevant data at the given time.

Research Design

This study used a quantitative descriptive research design because it aims to find out the motivation of students in studying English through CLIL. As stated by Siguyono (n.d), quantitative research is a scientific, empiric, objective, rational, and systematic method. Hence, the research data will be obtained using the form of numbers and a statistical table. Williams (2007) states that the descriptive research approach is a basic research method that examines the situation as it exists in its current state. It also allows collecting data in a natural environment that will give accurate and honest data collection.

Sampling Technique

This study used a purposive sampling technique. It is a sampling technique in which the researcher relies on her judgment when choosing members of the population to participate in the study. The reason for using this sampling technique is because the researcher will only choose respondents who chose the full online learning modality. Since the survey questionnaire was distributed online, it was more convenient to gather the data though online learners. Purposive sampling enables the researcher to squeeze information out of the data collected. This allows researchers to describe the major impact her findings have on the population.

Respondents

The respondents of this study are the Grade 9 students of De La Salle Araneta University Integrated School enrolled for the school year 2021-2022. The respondents are those who chose the full online learning modality. This study was also conducted online and the questionnaire will be distributed through Google forms, that is why choosing the full online learners is the best option making the questionnaire easier to disseminate and access by the participants of the study.

Table 1: Total number of respondents per section

Grade 9 sections	No. of student-respondents
Corinthians	39
Ephesians	38
Galatians	40
Hebrews	36
Philippians	40
Total	193

Table 1 presents the 5 Grade 9 sections in DLSAU Integrated School and the number of student-respondents per

section. Corinthians has 39, Ephesians has 38, Galatians has 40, Hebrews has 36, and Philipians has 40, for a total of 193 student-respondents who chose the full online learning modality.

Research Instrument

To seek the motivation of the students in studying English through CLIL, the instrument to be used will be the close-ended survey questionnaire adopted from the study of Choosri & Intharaksa (2011). It is necessary for the respondents to choose a number on a 5-point Likert scale in answering the questionnaire. It is answerable with these legends: (1) Strongly Disagree, (2) Disagree, (3) Neutral, (4) Agree, (5) Strongly Agree. The focuses of the questionnaire are the learners' instrumental motivation (17 items) and integral motivation (8 items) which consists of 25 questions in total. According to Choosri & Intharaksa (2011), the content validity and reliability of the questionnaire were checked by the supervisor and two raters. The approved questionnaire was piloted with a total of 30 Second- year vocational certificate students in the electronics technology program and the building construction program who were not be included in the group of the subjects of the main study to assure its content validity and reliability. The reliability index of the questionnaire is 0.82.

Table 2: Mean and corresponding verbal interpretations

Scale	Mean	Verbal interpretation
5	4.50-5.00	Strongly agree
4	3.50-4.00	Agree
3	2.50-3.49	Neutral
2	1.50-2.49	Disagree
1	1.00-1.49	Strongly Disagree

Table 2 indicates the Scale (5= strongly agree, 4= agree, 3= neutral, 2= disagree, and 1= strongly disagree), Mean, and its corresponding verbal interpretation. 1.00-1.49 for strongly disagree, 1.50-2.49 for disagree, 2.50-3.49 for neutral, 3.50-4.49 for agree, and 4.50-5.00 for strongly agree. This table is used to interpret the mean gathered from the results.

Data Gathering Procedure

Pre-implementation

Requesting author for the approval to use the adopted questionnaire

The researcher asked the author of the study to allow her to adopt the survey questionnaire. This is to ensure the ethical and appropriate process of adopting the questionnaire.

Survey Questionnaire

Due to restrictions brought by this pandemic, this study was conducted online. Therefore, the survey questionnaire was distributed to the respondents through Google forms.

Issuance of a letter approving the study's conduct

To ensure ethical practice and rightful procedures, the researcher asked permission first from the Principal of the Integrated School, Vice Principal, and Grade 9 Advisers to conduct this study.

Requesting for a total number of respondents

The researcher sent a request letter to the office of the Vice Principal of the Integrated School to get the

population of Grade 9 students who chose the full online learning modality enrolled for the school year 2021-2022.

Execution

Orientation

The researcher had an orientation first to the student-respondents during their RHGP time. The researcher discussed what the study is all about and the instruction in answering the consent form and the survey questionnaire.

Distribution of consent form and survey questionnaire

The researcher sent the consent form together with the survey questionnaire to the respondents in the chat box in their RHGP Microsoft teams after the orientation. Students were informed that they can answer the survey questionnaire after their class or their free time.

Post-implementation

After the survey-questionnaires were answered by the respondents, it was collected, analyzed, and interpreted by the researcher to get the desired data and answer the study's problems.

Statistical Treatment

To interpret the data gathered, the researcher used the following statistical treatment.

Weighted Mean. To answer the question number 1 in the statement of the problem, weighted mean was used.

Frequency. To answer questions 2 and 3, the frequency was used.

RESULTS AND DISCUSSION

The purposes of this study are to seek the type of motivation that students predominantly have in studying English through CLIL and to know what reasons in studying English do they strongly agree/agree and strongly disagree/disagree to. This chapter will provide the results of the data gathering procedure done by the researcher as well as the interpretations made in describing the results gathered.

Table 3: Summary of students' motivation in studying English

No.	Type of motivation	Weighted mean	Verbal interpretation
1	Instrumental motivation	3.63	Agree
2	Integral motivation	2.87	Neutral

In explaining this result, it can be stated that the weighted mean calculated for instrumental motivation is 3.63 with the verbal interpretation of Agree, which is higher than the computed weighted mean for integral motivation which is 2.87 equates to Neutral. So, it can be concluded that most Grade 9 students in De La Salle Araneta University Integrated School are predominantly instrumentally motivated in studying English through CLIL. This result is also in accordance with the study of Marlina (2007) which revealed that students learn English to improve their employment opportunities and this refers to instrumental motivation This finding is also in accordance with the study conducted by Choosri & Intharaksa (2011) which states that students are motivated instrumentally than integrally to study English. This result indicates that students prefer to study English for their

future success than to be engaged in other cultural groups which speak English. This might be because most students now had little interaction and engagement with native people only from other cultures since there are still restrictions with travelling because of the pandemic.

Table 4: Students' responses in items of instrumental motivation

Items of instrumental motivation		Frequency and percentage of students' responses (193 respondents)				
		1 SD	2 D	3 N	4 A	5 SA
1. I have to use English in my future career.		7	2	11	51	122
		4%	1%	6%	26%	63%
2. I want to get good position.		8	1	15	46	123
		4%	1%	7%	24%	64%
3. I want to get good income.		6	1	12	37	137
		3%	1%	6%	19%	71%
4. I want to broaden my knowledge.		5	1	13	39	135
		3%	1%	6%	20%	70%
5. I want to know and communicate with foreigners.		5	3	25	43	117
		3%	1%	13%	22%	61%
6. I want to learn various events around the world.		5	4	31	52	101
		3%	2%	16%	27%	52%
7. I can read textbook.		5	5	15	53	115
		3%	3%	7%	27%	60%
8. I can understand English movie, video, or radio program.		5	2	7	44	135
		3%	1%	3%	23%	70%
9. I want to search for English		5	2	29	75	82

	information on the internet.	3%	1%	15%	39%	42%
10.	I want to get good grade	7	0	9	33	144
		3%	0	5%	17%	75%
11.	I want to further my study.	6	1	21	54	111
		3%	1%	10%	28%	58%
12.	I want to travel to English speaking countries.	5	1	22	56	109
		3%	1%	11%	29%	56%
13.	Learning English make me feel happy	6	3	63	54	67
		3%	1%	33%	28%	35%
14.	Learning English can give me a sense of achievement.	5	3	32	72	81
		3%	1%	17%	37%	42%
15.	The knowledge in English can enhance the achievement in various aspects.	5	4	17	70	97
		3%	2%	9%	36%	50%
16.	Other people will respect me more if I know English.	72	69	35	12	5
		37%	36%	18%	6%	3%
17.	An educated person is supposed to be able to speak English.	64	77	37	10	5
		33%	40%	19%	5%	3%

In explaining this result, it can be stated that 15 items in instrumental motivation were strongly agreed and agreed by the respondents which means that these reasons motivate them to study English. Item 1, *I have to use English in my future career*, got 63% SA and 26% A. Item 2, *I want to get good position*, has 64% SA and 26% A. This shows the effectivity of Executive Order No. 210 which established the use of English as one of the MOI used in CLIL classrooms to prepare students for work opportunities in the globalized world. It means that they viewed English as an essential language that they can use in their success in the future. Item 3, *I want to get good income*, has 71% SA and 19% A proved the study of Seven (2020) which stated that one of the reasons why students study English is to earn more money. Item 4, *I want to broaden my knowledge*, has 70% SA and 20% A, shows that students see English as an important tool in learning new things to broaden their knowledge. Item 5, *I want to know and communicate with foreigners*, has 61% SA and 22% A. Item 6, *I want to learn various events around the world*, got 52% SA and 27% A. Item 7, *I can read textbook*, has 60% SA and 27% A. Item 8, *I can understand English movie, video, or radio program*, has 70% SA and 23% A. Item 9, *I want to search for English information on the internet*, has 42% SA and 39% A. Item 10, *I want to get good grade*, has 75% SA and 17%

A, which got the highest percentage for the SA among all the items in instrumental motivation. Item 11, *I want to further my study*, has 58% SA and 28% A. Item 12, *I want to travel to English speaking countries*, has 56% SA and 29% A. This also anchors to the study of Seven (2020) which included “travel overseas” as one of the reasons that motivate students to study English. Item 13, *Learning English make me feel happy*, has 35% SA and 28% A, demonstrates the effectiveness of CLIL as an engaging approach as it helps them to learn English structures and improve their grammar skill. Item 14, *Learning English can give me a sense of achievement*, has 42% SA and 37% A. Item 15, *The knowledge in English can enhance the achievement in various aspects*, has 50% SA and 36% A. These items (1-15) in instrumental motivation which got the highest percentage of respondents who answered strongly agree and agree, establish evidence from the study of Balenovic (2011) which states that instrumental motivation will contribute to language learning success. However, item 16, *Other people will respect me more if I know English*, got 37% SD and 36% D, and item 17, *An educated person is supposed to be able to speak English*, got 40% D and 33% SD. This means that both reasons do not motivate most students to study English.

Table 5: Students’ responses in items of integral motivation

Items of integral motivation		Frequency and percentage of students’ responses (193 respondents)				
		1 SD	2 D	3 N	4 A	5 SA
1.	I want to be a part of English – speaking groups.	16	64	59	34	20
		8%	33%	31%	18%	10%
2.	I want to keep in touch with foreign friends and acquaintance.	4	7	49	77	56
		2%	3%	25%	40%	30%
3.	I want to learn about foreigners’ lifestyle in English speaking countries.	18	57	37	40	41
		9%	30%	19%	21%	21%
4.	The more I get to know native speakers, the more I like/ appreciate them.	5	3	39	77	69
		3%	1%	20%	40%	36%
5.	I want to learn their culture and various English-speaking people.	6	6	43	82	56
		3%	3%	22%	43%	29%
6.	I want to participate in the activities of other cultural groups.	9	62	37	48	37
		5%	32%	19%	25%	19%
7.	I want to understand English arts, literature, and history.	7	3	33	87	63
		3%	1%	18%	45%	33%
8.	I want to understand the	7	2	37	70	77

In relation with the result of the frequency and percentage of students’ responses in items of integral motivation, it may be constructed that 5 items were strongly agreed and agreed by the respondents. Item 19, *I want to keep*

in touch with foreign friends and acquaintance, has 40% A and 30% SA. Item 21, *The more I get to know native speakers, the more I like/ appreciate them*, has 40% A and 36% SA. Item 22, *I want to learn their culture and various English-speaking people*, has 43% A and 29% SA. Item 24, *I want to understand English arts, literature, and history*, has 45% A and 33% SA. Item 25, *I want to understand the relation between languages, cultures, and native speakers' lifestyles*, has 40% SA and 37% A. Those respondents who strongly agreed and agreed to these items are more like to be most effective in learning a foreign language as studied by Becirovic (2017) who indicated that students who have good attitudes toward people who speak the target language, who understand and admire their culture, and who desire to be incorporated into their society as reasons to be more effective in language learning. Items 19, 21, 22, 24, and 25, got the higher percentage of respondents who answered strongly agree and agree. But 3 items of integral motivation got the higher percentage of responses for strongly disagree and disagree. Item 18, *I want to be a part of English – speaking groups*, has 33% D and 8% SD. Item 20, *I want to learn about foreigners' lifestyle in English speaking countries*, has 30% D and 9% SD. Item 23, *I want to participate in the activities of other cultural groups*, has 32% D and 5% SD. This means that these reasons do not motivate most students to study English. This might be because they wanted to study English, admire, and show appreciation to these cultural groups, but do not exactly want to be part of it but just simply learn from those people.

CONCLUSION

COVID-19 has affected and is still affecting the lives of many Filipinos nowadays. This also affected the education in the country resulting from DepEd providing one of the alternative ways on how to students can continue their study even though they are at home, which is full online learning. This was expected to give a huge impact in the students' motivation to study English through CLIL despite taking online classes. Students are found to be instrumentally motivated that integrally motivated. This means that even though they are facing challenges in online classes due to pandemic, they are still motivated to learn English for utilitarian reasons. They perceived English as a language that they need for their academic and future career success, because they are interested in it as it makes them feel happy, and they wanted to communicate with native speakers.

With this finding, Howard Gardner's motivation theory proves that motivation in learning L2 can significantly affect people's willingness to learn the language and they can be positively motivated from their environment as the language learning is integrated with the teaching of content. This only proves that motivation is one of the factors that help students in studying English.

As integrative motivation got the verbal interpretation of neutral, students are considered undecided when it comes to their desire to learn the language for the reason of communicating with people from different culture who also speak the language. Although they agreed that travelling overseas and communicating with people from different culture who speak English motivate them to study English, they disagreed with the reason of being part of the groups, learn their lifestyle, and participate with their activities. This result established the fact that they are open with communicating, engaging, or keeping in touch with their foreign friends, and travel to English-speaking countries, but they are uncertain whether they wanted to be part of those cultural groups. This finding might be because they lack engagement with people from other English-speaking countries, they don't find their lifestyle fitted to theirs, they lack awareness with the activities that those cultures have, or they don't find it engaging to participate to it.

Overall, it can be concluded that despite the challenges that students are experiencing brought by this pandemic, they still have positive instrumental motivation toward studying English due to various reasons. CLIL, despite having in online classes, still motivates students to learn English. CLIL does not only teach students grammar structure and improve their linguistic competence, but also motivates them to continue their language learning.

RECOMMENDATION

Based on the results of this study, the researcher recommends the following:

1. Teachers should continuously integrate language teaching to content teaching to further impart English knowledge to them.

2. Through the use of CLIL, teachers should also focus on motivating students integrally by making them aware of the lifestyle and different activities of cultural groups where they can learn something from.
3. To further integrally motivate them, give assessments or performances that involve understanding of cultural groups, their lifestyle, and activities. Teachers could also give materials to read such as novels, short stories, poems, and other forms of literature.
4. Make the class engaging and communicative. Even though they are having it online, make sure that nobody is being left out since teachers and students both face the challenges of online learning and pandemic.
5. Ensure that students are having fun in learning English. A lot of students nowadays are being stressed out due to various reasons so instead of adding burden to them, make sure that they attend their online classes motivated to study English and it makes them feel happy.
6. Use fun, relevant, and exciting strategies in teaching to keep motivating students to study English.
7. Researches about student motivation through CLIL should continue to increase especially in times of pandemic to see if students nowadays are motivated to study English and help to enhance their online learning experience.
8. For other researchers who wanted to have similar research as this, this research can still be improved by finding other reasons that motivate students to study English.

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