Taiwan Senior High School Students’ Motivation to Learn in CLIL Instruction

Hui-Ju Wu¹, Lung-An Shen¹, Pai-Lu Wu²
¹Assistant Professor, Center for Teacher Education, Cheng-Shiu University, Taiwan
²Professor, Center for Teacher Education, Cheng-Shiu University, Taiwan

1. Research purposes

(1) To understand the current situation of senior high school students’ motivation to learn in CLIL (content and language integrated learning) instruction.

(2) To analyze the differences in students’ motivation to learn in CLIL instruction with different background variables.

2. Literature Review

(1) The ARCS model proposed by Keller (1987): There are four dimensions, “attention” (A), “relevance” (R), “confidence” (C), and “satisfaction” (S).

(2) The 4C framework of CLIL proposed by Coyle (1999): A successful CLIL class should include the four elements, content, communication, cognition and culture.

3. Methodology

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<tr>
<th>Participants</th>
<th>Instrument</th>
<th>Data Analysis</th>
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| • A total of 495 students from 11 senior high schools  
• These students studied in the bilingual instruction experimental classes. | • The questionnaire was the main instrument.  
• The items were based on ARCS theory & the 4Cs framework of CLIL.  
• 5-points Likert scale  
• The Cronbach’s alpha coefficient of the scale was .89 | • Descriptive statistics (mean & standard deviation): To understand the participants’ scores about their motivation to learn in CLIL instruction.  
• Frequency distribution: To realize the background variables of the participants, including gender, school type, etc. |

4. Results

(1) Regarding senior high school students’ motivation to learn in CLIL instruction, the dimension of “satisfaction” was the highest, the dimension of “relevance” was the second, and the dimensions of “attention” and “confidence” were the lowest.

(2) Concerning the differences in the motivation to learn of senior high school students with different background variables,

(2-1) females were higher than males at each and overall dimension.

(2-2) there were significant differences in overall dimension and the dimension of “attention” in particular, with the public schools higher than the private schools.

(2-3) there were significant differences in the dimensions of "relevance" and "satisfaction", with normal senior high schools higher than six-year high schools.

5. Implications

(1) To increase students’ “attention” in CLIL instruction by means of diverse teaching strategies.

(2) To provide scaffoldings to support students’ learning and enhance their “confidence” in CLIL instruction.

(3) To place emphasis on students’ “attention” in CLIL instruction in private schools to improve students’ motivation to learn.

(4) To strengthen the “relevance” between the curriculum design in CLIL instruction and students’ life experience to increase students’ “satisfaction”.

6. References
