

MOTIVATION TO LEARN KAZAKH IN CLIL

Motivation of Students in Russian Medium Groups to Learn Kazakh in CLIL

Approach

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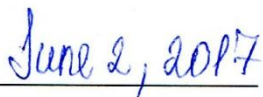
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NUGSE Research Committee

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Abstract

Motivation of Students in Russian Medium Groups to Learn Kazakh in CLIL

Approach

Motivation is one of the key factors that triggers efforts for learning language. Recently, many countries have started to implement the Content and Language Integrated Learning programs (CLIL). Coyle (2013, 2014) describes it as using target language for learning academic subjects in such a way that generates students' motivation for learning and applying language in the future. In Kazakhstan, Nazarbayev Intellectual Schools (NIS) also use the CLIL approach for teaching History of Kazakhstan, Geography and Basic of Law in Kazakh (Mehisto, 2015). However, the motivational impact of this approach for learning Kazakh has not been investigated yet. This study aimed at exploring Russophone students' motivation to learn Kazakh by learning some subjects in Kazakh with CLIL approach. It used the embedded mixed method approach. Data was collected from the NIS students who live and study in one of the Russian dominated urban areas in the North Kazakhstan region. It used survey method to measure students' integrative, instrumental and integrative motivations (Dornyei, 2009). 83 secondary school Russian medium group students participated in the survey. Also, three focus group interviews were conducted to understand how CLIL drives motivation of students. The descriptive statistics show the higher level of integrative ($M=37.20$; $SD=8.50$) and instrumental motivations ($M=39.13$; $SD=6.97$) than intrinsic motivation ($M=18.7$; $SD=15.48$). T-test also confirmed these statistical differences. Spearman rho showed strong correlation between the CLIL impact and those three types of motivations. The content analysis of students' discussion indicates the seven factors that can promote students integrative, instrumental, and intrinsic motivation. Overall, CLIL seems to promote students integrative motivation and long-term

instrumental motivation and provide the short term-instrumental motivations. Their intrinsic motivation can change dynamically due to their experiences in CLIL.

Аннотация

Мотивация Учащихся с Русским Языком Обучения к Изучению Казахского Языка в подходе CLIL

Мотивация является одним из факторов, который возбуждает усилия при изучении языка. В последнее время, многие страны стали внедрять CLIL программы (предметно-языковое интегрированное обучение), как подход, который Койл (2013,2014) описывала, использование языка при изучении учебных предметов, таким образом, который создает мотивацию для учащихся к обучению и применению языка в будущем. В Казахстане, в Назарбаев Интеллектуальных Школах (НИШ) также используют CLIL подход для преподавания истории Казахстана, географии и основа права на казахском языке (Мехисто,2015). Но, мотивационное влияние этого подхода к изучению казахского языка еще не было исследовано, особенно мотивация CLIL учащихся к изучению казахского языка ранее не рассматривалась. Целью этого исследования является раскрыть мотивации русскоязычных учащихся к изучению казахского языка при изучении некоторых предметов на казахском языке с использованием подхода CLIL. Встроенный смешанный метод был использован при исследовании. Данные были получены от учащихся НИШ, которые живут и учатся в одном из русскоговорящих городов Северного Казахстана. Опрос использовался для измерения интегративной, инструментальной и внутренней мотивации (Дорнией, 2009) учащихся. В опросе приняли участие 83 учащихся русских групп средней общеобразовательной школы. Кроме того, в исследовании было проведено три фокус-груп интервью, с целью выяснить, как CLIL стимулирует мотивацию учащихся. Описательная статистика показывает более высокий уровень интегративной ($M = 37.20$, $SD = 8.50$) и инструментальной мотивации ($M = 39.13$, $SD = 6.97$), чем уровень внутренней

мотивации ($M = 18.7$; $SD = 15.48$). Т-тест также подтвердил эти статистические различия. Спирман ро показал сильную корреляцию между воздействием CLIL и этими тремя типами мотиваций. Анализ содержания дискуссии студентов показывает, что семь факторов, которые могут способствовать интеграции учащихся, инструментальной и внутренней мотивации. В целом, CLIL, по-видимому, стимулирует интегративную мотивацию студентов и долгосрочную инструментальную мотивацию, и обеспечивает краткосрочные инструментальные мотивации; И их внутренняя мотивация динамично может, изменяется из-за их опыта в CLIL.

Аңдатпа

Орыс Тобында Оқитын Оқушылардың CLIL Әдісіндегі Қазақ Тілін

Үйренуге деген Мотивациясы

Мотивация тіл үйренудің қозғаушы факторларының бірі болып табылады. Соңғы уақытта, көптеген мемлекеттер CLIL әдісін (пән мен тілді кіріктіріп оқыту) енгізіп жатыр. Бұл әдіс, Койлдың (2013, 2014) сипаттауы бойынша, меңгеретін тілді пәнді оқытуға қолдану арқылы болашақта оқушылардың сол тілді үйренуге деген, қолдануға деген мотивациясын дамытады. Қазақстанда да Назарбаев Интеллектуалды Мектептері (НЗМ) осы әдіс арқылы Қазақстан тарихы, география және құқық негіздері пәндерін қазақ тілінде оқытады (Мехисто, 2015). Бірақ бұл әдістің қазақ тілін үйренуге деген мотивациялық әсері зерттелген жоқ алдын зерттелген жоқ. Осы зерттеудің мақсаты орыс тілінде сөйлетін оқушылардың кейбір пәндерді CLIL әдісі арқылы қазақ тілінде оқудағы қазақ тілін үйренуге деген мотивациясын анықтау болып табылады. Осы зертеуде кіріктірілген аралас әдіс қолданылды. Мәліметтер Солтүстік Қазақстанда орыс тілі басым қалалық жерде тұратын және білім алатын НЗМ оқушыларынан жиналды. Зерттеуде оқушылардың интеграциялық, инструменттік және ішкі мотивацияларын (Дорнией2009) өлшеу үшін сауалнама жүргізілді. 83 орта мектептің орыс сыныбының оқушылары сауалнамаға қатысты. Сонымен қатар, үш топтық интервью CLIL әдісінің қалай оқушылардың мотивациясын арттыратынын түсіну үшін жүргізілді. Сипаттамалық статистиканың нәтижесі оқушылардың интеграциялық ($M=37.20$, $SD=8.50$) және инструменттік ($M=39.13$, $SD=6.97$) мотивациялары олардың ішкі мотивацияларына ($M=18.7$, $SD=15.48$) қарағанда жоғары екендігін көрсетті. Т-тест осы статистикалық айырмашылықта растады. Спирман ро тесті CLIL әдісінің әсері мен осы үш мотивацияның арасында жоғары байланыс бар екендігін көрсетті. Ал студентердің

талқылауының мазмұндық анализі оқушылардың интеграциялық, инструменттік және ішкі мотивацияларын дамыта алатын жеті факторды анықтады. Жалпы, CLIL әдісі оқушылардың интеграциялық және ұзақ мерзімдік инструменттік мотивациясын дамыта алатын сияқты және оларға қысқа мерзімдік инструменттік мотивация бере алатын сияқты. Ал оқушылардың ішкі мотивациясы тұрақсыз болып көрінеді, себебі олардың CLIL арқылы оқығандағы тәжірибелеріне байланысты құбылып тұрады.

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Figure 1. The process model for interpreting motivation in CLIL (adapted from Coyle, 2013, 2014)

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Chapter 1: Introduction

During the Soviet era ethnic Kazakhs became minority in their country and their language also became disadvantaged by giving dominance to the Russian language (Matuszkiewicz, 2010). According to analysis of Matuszkiewicz (2010), population of Kazakhstan became Russified, particularly in the urban settings. In these places, only one percent of ethnic Kazakhs were fluent in Kazakh according to census in 1989 (Dave as cited in Matuszkiewicz, 2010). Even though the Kazakh language lost its status in the Soviet Union, it gained legally a state language status after the independence of Kazakhstan. Nowadays, Russophone Kazakhs are still unwilling to communicate in Kazakh. Approximately 40 percent of ethnic Kazakhs cannot speak in their mother tongue. Moreover, “Many urban Kazakhs with a low proficiency in Kazakh language opposed rapid linguistic kazakhization, for instance, choosing the so-called Russian school, with Russian as a medium of instruction, for their children” (Matuszkiewicz, 2010, p.221). Especially, the urban population of regions as North Kazakhstan, East Kazakhstan, and Central Kazakhstan are less Kazakh speaking than the South and West Kazakhstan regions (Fierman, 2006, 2009).

Because of the lack of incentive educational system in learning Kazakh, the population of Kazakhstan does not command Kazakh equally (MCRK, 2011 p.14). Kadina and Tasmagambetova (2015) also claim that secondary school students lack motivation to learn Kazakh. This is because they have neither a stimulating family nor educational environment, which promote acquisition of Kazakh therefore they have low level of proficiency. Students do not learn Kazakh actively at schools (Kadina & Tasmagambetova (2015). Especially, in the Russian medium class and schools students, ethnic Kazakhs too, learn Kazakh as a second language because they learn subjects in Russian (Smagulova, 2006).

One of the state priorities is to promote the Kazakh language fluency through trilingual education policy (Mehisto, Kambatyrova & Nurseitova, 2014; Saginatyeva et al. 2014; Smagulova, 2008). Within implementation of trilingual education program, Nazarbayev Intellectual Schools (NIS) provides three subjects, the History of Kazakhstan, Geography and the Basics of Law, in Kazakh by Content and Language Integrated Learning (CLIL) approach for Russian medium groups (Mehisto, Kambatyrova & Nurseitova, 2014). This practice of NIS is a tool of the government to achieve "...a desire to raise a competency in, and use of, the Kazakh language" (Mehisto, 2015, p.126).

Statement of the Research Problem

There is a need, then, to explore motivation of students in Russian medium groups in the Russian dominated urban setting to learn Kazakh by learning some subjects in Kazakh with CLIL approach to understand its motivating impact to learn Kazakh. This is because "...CLIL programs have little chance to succeed if students do not feel motivated" (Doiz, Lasagabaster & Sierra, 2014b, p.118). Similarly, one of the guest speakers in the International Research to Practice conference "*Trilingual Education: National and International Experience*" in Astana Kazakhstan, November 23-24, 2016, Fred Genesee, an expert and scholar in a second language acquisition and bilingual education and research (CAL, 2016), offered advices to school principals to motivate students to learn (Kazakh) language through CLIL approach. According to him, motivation of students is important for fostering the effectiveness of CLIL teaching practice. Therefore it is pivotal to study students' motivation to learn Kazakh through CLIL approach to be aware of the real practice of learning in the classroom.

There is a lack of deep study that informs motivation of students to learn Kazakh by CLIL approach. Only the finding report presentation slide of Shegenova (2016), about *Advantages and Disadvantages of Teaching History of Kazakhstan in the Second*

Language (Kazakh L2), is available. Although this study revealed students' motivation toward learning Kazakh, it did not analyze the types of motivation, amount of motivation and how CLIL drives motivation of students, which all of them are important to understand the clear picture of CLIL practice. According to Ryan and Deci (2000), motivated students can be differentiated by their type of motivations and amount of motivations. Knowing types of motivation can be useful to make a specific recommendation for teachers to improve their practice further.

The purpose of the study. The purpose of the study is to investigate motivation of secondary school students at Russian medium classes in Russian dominated urban setting to learn Kazakh by studying subjects in Kazakh with CLIL approach in order to understand a motivating impact of CLIL approach. This study will show the experience of secondary school students at Russian medium group by learning subjects in Kazakh with CLIL approach and the impact of CLIL approach on their motivation to learn Kazakh.

Research questions. The research uses following questions in order to investigate motivations of secondary school students to learn Kazakh by learning subjects in Kazakh with CLIL approach.

1. To what extent are secondary school Russian medium class students in Russian dominated urban settings motivated to learn Kazakh language by learning subjects with CLIL approach?
 - i. What are the students' levels of integrative, instrumental and intrinsic motivation?
 - ii. How much effort do students put to learn Kazakh?
2. How does CLIL approach drive motivation of secondary school students at Russian medium groups in Russian dominated urban setting to learn Kazakh language?
 - i. What makes them to be motivated to learn Kazakh in the Kazakh classes?
 - ii. What activities do students find motivating in the Kazakh classes?

Through investigating motivational impact of CLIL in general, the finding of this study can contribute to the implementation of trilingual education program. It can help to understand the effectiveness of CLIL in this context. Also, findings and recommendations can be useful for improving the practice in CLIL. Teacher can utilize them to address students' needs revealed in the study. In addition, other researchers, who are interested in motivation in CLIL, can use this study to be aware of motivation in CLIL and compare with or expand research in Kazakhstani context.

Conclusion

In this chapter I explained why I carry out this research. I described contextual background, research problem, research purpose and research questions. There are other five subsequent chapters. In the literature review chapter, I will review literature to understand motivation in CLIL. It precedes the methodology chapter in which I explain the methods of the study and study procedure. Then, I report the findings in the findings and data analysis chapter. Discussion chapter comes after findings chapter. I will conclude and provide some recommendation in the conclusion chapter.

Chapter 2: Literature review

Introduction

The purpose of this chapter is to review literature on motivation and CLIL in order to understand motivation in CLIL, especially how this approach triggers motivation to learn target language. This is because the purpose of the study is to explore motivation of students who study some subjects in Kazakh, a second language, through CLIL approach.

The study addresses following research questions:

1. To what extent are secondary school Russian medium class students in Russian dominated urban settings motivated to learn Kazakh language by learning subjects with CLIL approach?
 - i. What are the students' levels of integrative, instrumental and intrinsic motivation?
 - ii. How much effort do students put to learn Kazakh?
2. How does CLIL approach drive motivation of secondary school students at Russian medium groups in Russian dominated urban setting to learn Kazakh language?
 - i. What makes them to be motivated to learn Kazakh in the Kazakh classes?
 - ii. What activities do students find motivating in the Kazakh classes?

Therefore, this study has two sections. In the first section, I will describe static types of motivation (Lasagabaster, 2011) by providing their characteristics, example and discussion. The second section focuses on dynamic complex system of motivation, more narrowly on process model of motivation in CLIL.

Static Types of Motivation

The reasons for existing different types of motivations throughout the theories might be their different perspectives for studying motivation in particular context. Although theories have tried to define a distinct construct of motivation, some types of motivation overlap and show the same type of motivation with the different names. In this sub-section

I will present the types of motivations within L2 motivation theories such as socio-educational model (Gardner & MacIntyre, 1991), L2 Motivational Self (Dornyei, 2009), Self-determination theory (Noels, Clément & Pelletier, 2001; Ryan & Deci, 2000). I will discuss current views on the theories of motivation and combine and apply central elements of these theories which include three types of motivation: integrative, instrumental and intrinsic motivations.

Integrative motivation. Socio-educational model for L2 motivation by Gardner (as cited in Gardner & MacIntyre, 1991) is pertinently valuable to account for social factors for learning language, which exists in society. In particular, integrative motivation involves students' motivation to learn the languages that exist in their bilingual society and that are necessary for interaction (Gardner, 2012; Yu, 2013). Integrative motivation has three static aspects: integrativeness, attitude toward learning situation and motivation (Gardner, 2001 p.13). If students have a general positive attitude toward the culture of the target language and its speakers, emotional and psychological identification of themselves as a part of that culture and showing willingness to interact with them, these facets of integrative motivation are called *integrativeness* (Gardner, 2001 p.13; 2012, p.216; MacIntyre & Blackie, 2012). In addition, students' positive attitude toward learning conditions including teachers and curriculum in the classroom influences on their integrative motivation (Gardner & MacIntyre, 1991). Within this model, motivation embeds three characteristics such as putting effort to learn language by persistently accomplishing learning tasks, attaining goals and feeling enjoyment from learning (Gardner, 2001 p.12). Also, integrativeness and positive attitude toward language learning context seem to sustain motivation of language learners, whereas motivation resulted in language attainment (Gardner, 2001 p.13).

Some studies (Gardner & MacIntyre, 1991; Yu, 2013) in second language and foreign language context revealed importance of integrative motivation for learning language. For example, Gardner and MacIntyre (1991) found that integrative and instrumental motivation, a motivation associated with learning language for practical benefits (explained in detail below), play a role while learning vocabulary in French. 92 ethnically English students in the *Psychology* program had integrative and instrumental motivation and showed the better results in learning French vocabulary in general and learning French than students who were not motivated. Another study (Yu, 2013) with 261 Asian international students in Australia depicts that those students who show higher results tend to possess integrative motivation for learning English. The students had positive attitudes toward learning English and interacting with English native speakers in Australia.

However, this linear relationship of integrative motivation and linguistic performance disregards dynamic complex system of L2 motivation, which influence on learning of students. According to Ushioda and Dornyei (2012), the theoretical frameworks, which look at correlation between only motivation and achievements at the particular time, cannot reveal intricate fluctuation of motivation. It is the same for integrative motivation, which focuses mainly on the relation between achievements or test scores as examples above confirm (Gardner & MacIntyre, 1991; Yu, 2013). Indeed, engagement of motivated students depends on numerous variables and change constantly (Ushioda & Dornyei, 2012). By relating to only achievements in L2, integrative motivation seems to be static which ignores the other variables in the learning process that can impact on students' engagement (Lasagabaster, 2011). Therefore, this motivation cannot explain adequately the engagement of students in the learning process (Ushioda & Dornyei, 2012).

Next, the mismatch of the integrativeness and overall integrative motivation, beyond bilingual social language context, has been criticized severely by several experts such as Dornyei (2009), Ushioda (2014), Lamb (2004) and Lorenzo (2014). According to Lorenzo (2014), the socio-educational model of Gardner cannot sufficiently explain L2 motivation in education (p.141). Integrative motivation disregards teachers' role to motivate students and successful language achievements can happen due to the changes in the educational context (Lorenzo, 2014). Indeed, a teacher plays important role in handling meta-cognitive barriers of students, a difficulty how to deal with linguistic problems in L2, and drive their motivation for engaging them in language learning process (Ushioda, 2014 p.33). Also, Dornyei (2009) and Lamb (2004) claim that Gardner's integrative motivation is not valid for the context in which there is no need to integrate for example, foreign language context. In his study with Indonesian 211 school children at 11-12, Lamb (2004) found that the sense of integrativeness in English foreign language context is associated with identification as globalized English speaking citizen and Indonesians rather than Anglophone. This is because English as a global language cannot be represented as British or American but as an international language (Dornyei 2009, p.24).

Even though integrative motivation and its integrativeness aspect are debatable in the foreign language learning context, it seems still relevant in bilingual social language contexts including Kazakh in Kazakhstan. This is because there is a correlation between studies of students' attitudes toward learning French in Canada by Anglophones (Gardner & MacIntyre, 1991) and English in Australia by international students (Yu, 2013) and their language learning results. Like Kazakh and Russian in Kazakhstan, these languages are parallel existing languages in their society and have a societal value for students. Integrative motivation seems to facilitate Canadian English students learning French and help them to integrate in a bilingual society. For Asian students in Australia, integrative

motivation provides energy to learn English because they need to contact frequently in English with people.

Interestingly, Dornyei, (2009) re-examined integrativeness from psychological perspectives in his theory *L2 Motivational Self System*. Through using longitudinal survey method, Dornyei (2009) with his colleagues measured motivation of different teenagers, overall 13000, for learning English, French, German, Italian and Russian in Hungary in each six years. Findings showed most prominence of integrativeness for learning languages despite of foreign language context. Then, Dornyei (2009 p.27) re-interpreted integrativeness from the *self* concept and integrated integrativeness or integrative motivation with *Ideal Self* concept. According to Dornyei (2009,),

if our ideal self is associated with the mastery of an L2, that is, if person that we would like to become is proficient in the L2, we can be described in Gardner's (1985) terminology as having an integrative disposition. (p.27)

It means that self-image of possessing more ideal level of L2 can be connected to more positive attitude toward the community and its speakers (Dornyei, 2009 p.28). Hence, integrative motivation or integrativeness in *L2 Motivational Self System* extended the sense of integrativeness in the socio-educational model of Gardner.

Due to relevance of integrativeness of *socio-educational model* and *L2 Motivational Self System* in Kazakhstani context, I will look at integrative motivation as the combination of ideal self-identification of proficiency in L2 and identification with Kazakh community. It implies that the driving force of integrative motivation for learning is socio-political status of the second language. Thus, it is valid to study the motivation of students in Russian medium school to learn Kazakh as the second language. This is because Kazakh is the state language and there is a potential need to speak in Kazakh. If students have

positive attitude toward Kazakh speaking people and their culture, it might increase students' willingness to learn Kazakh and become as fluent as Kazakh speaking people.

In short, integrative motivation is more like students' interest and attempt learning bilingual community language and integrativeness can be their cognitively and emotionally identification with the target language community. The social role of learning language emphasizes the existence of this motivation, particularly in the bilingual context. Although integrative motivation disregards the impact of educational context, teachers' role in and activities influences on motivating students' language learning, this motivation is still relevant to understand motivation of students to learn (the second) language which exists in their society.

Instrumental motivation. The second aspect of socio-educational model is instrumental motivation (Gardner & MacIntyre, 1991). This sub-section provides the complex characteristics of instrumental motivation.

Instrumental motivation has initial characteristics as pragmatic use orientation (Gardner 2005). According to Gardner (2005), instrumentally motivated students learn language to use for practical benefits. Kyriacou and Benmnsour (as cited in Dornyei, 2009 p.28) described this characteristics as the "duality" of instrumental motivation. The former is a "long-term instrumental motivation" which is learning L2 to advantage in future career life whereas the last is a "short-term instrumental motivation" that is learning for getting positive grades (Kyriacou & Benmnsour as cited in Dornyei, 2009 p.28). These examples of instrumental motivation are likely the need come from internal desire to benefit from learning L2 (Higgins as cited in Dornyei, 2009 p.28; Gardner & MacIntyre, 1991).

Also, according to Gardner and MacIntyre (1991), in order to investigate instrumental motivation it is important to make instrumental motivation important and noticeable in the language learning situation. For example: giving money as a reward for

successive language test passing. Gardner and MacIntyre (1991) called them as the “environmentally determined form of instrumental motivation” (pp.59-60). In their study, Gardner and MacIntyre (1991) used ten dollar reward for successful learning ten paired English words among 92 French students. The statistical result showed higher level significance of money reward for learning vocabulary in English.

However, it seems that other scholars have called instrumental motivation like motivations by different names and they can make instrumental motivation construct more complex as not only for practical benefits but also for meeting external controls. For instance, short-term motivation (Kyriacou & Benmnsour as cited in Dornyei, 2009) can show the external push for the need to achieve rewards in learning experience. This understanding is characterized in L2 Ought to Self concept of Dornyei (2009) and extrinsic motivation of Noels, Clement and Peletilliers (2001) as well. For instance, Dornyei (2009 p.28) finds connection between instrumental motivation and L2 Ought to Self, which is focus on preventing from negative outcomes therefore it shares feeling of more obligation, responsibility and fear. It means that language learner learn the language in order to avoid having concerns and accomplish external expectations. For example, “to study in order not to fail an exam or not to disappoint one’s parent...” (Dornyei, 2009 p. 28). Also, in language - learning educational context, *extrinsic motivation* (Noels, Clement & Peletilliers, 1999) also shares similar characteristics with instrumental motivation and L2 Ought to Self. According to Noels, Clement & Peletilliers (2001),

extrinsically motivated behaviors are those behaviors that are performed not inherent interest in the activity but in order to arrive at some instrumental ends, such that the source of regulation is external to the activity per se. (p.24)

Herein, this motivation reflects that in the language learning process students can perform outcomes to meet the external forces focused on accomplishing task. Students can do

activities because of the need to earn advantages. Hence, these connections lead to imply that L2 Ought to Self and extrinsic motivations are, as Dornyei (2009) describes, “thus extrinsic types of instrumental motives” (p.29). Therefore, the language-learning due to the need to capitalize on benefits of language learning for practical use, avoidance of negative effects and meeting external regulations seem to construct the instrumental motivation.

Overall, instrumental motivation can be learning language for need to use practical benefit derived from the internal desire and external forces come out from the environment. Therefore the present study employs this understanding of instrumental motivation in Kazakh language learning motivation in CLIL. This is because students can learn Kazakh for getting employment in the government or study. Competence in Kazakh is mandatory for certain majors and jobs including government documentation and administrative affairs (Matuszkiewicz, 2010). Also, other possible short-term instrumental motivation and environmentally created instrumental motivation in CLIL can be discussed in the next section.

Intrinsic Motivation. Next type of motivation is about intrinsic motivation (Noels, Clément and Pelletier, 2001; Ryan & Deci, 2000). This sub-sub section presents the general description of intrinsic motivation as educational factors, example from studies and discussion that shows interaction of educational and social factors in driving L2 motivation.

Intrinsic motivation can have two characteristics and conditions, which trigger learners to engage in language learning in educational context. For example, Noels, Clément and Pelletier (2001) defined intrinsic motivation as inherent feelings as satisfaction, enjoyment and pleasure which appear by performing activities. Second characteristics relate to students’ feeling their language learning progress by regularly achieving short term linguistic objectives (Ushioda, 2014). In other words, students’ success can impact building and sustaining their intrinsic motivation. By achieving success,

intrinsically motivated student can be eager to manage their language learning effectively and work on language skills and abilities. Therefore, “language competence” and “autonomy” reflect and drive intrinsic motivation of students (Ushioda, 2014, p. 36). Importantly, there are two conditions which drive interest, joy, self-regulation and self-efficacy. By doing learning activities, which bring students cognitive and emotional satisfaction, they can enjoy and their competence satisfaction feelings can increase gradually (Ryan & Deci, 2000 p.57). Then, students can further self-determinately show initiatives for the challenging tasks (Deci & Deci, 2000). Another condition relates to feedback of teacher. This is because the feedbacks can easily contribute to students’ feeling of competent and efficacy of their actions (Ryan & Deci, 2000). Moreover, this motivation makes the language learners’ effort strong to engage in learning language. As Ushioda (2014) claims that intrinsic motivation is important to engage students in keeping regular learning a target language because it makes students to uphold their interest, enjoyment and satisfaction toward language learning.

Two available studies of Noels, Clément and Pelletier (1999, 2001), who have adapted and studied intrinsic and extrinsic motivation in L2 context from *Self-Determination* theory, also affirm the educational environment role in intrinsic and extrinsic motivation and reveal the co-existence of integrative and intrinsic motivation in bilingual context. In 1999, Noels, Clément and Pelletier have defined the high correlation between the intrinsic motivation and effort to learning language and competence in language. Also, they have tested relationship between teachers’ feedback, their encouragement of students’ autonomy and students’ intrinsic motivation. According to results, 78 English speaking French learners in Canada reported that teachers’ pertinent feedbacks impacted on them to put effort to learn English, feeling competence and autonomy. Moreover, another survey study of Noels, Clément and Pelletier in 2001 has

showed the statistically significant relationship between the intrinsic motivation and integrative motivation in Canada. According to Noels, Clément and Pelletier (2001), 59 French speaking learners in Quebec might learn English because of feeling of love English and establish interpersonal communication with English people. Hence, intrinsic motivation is still important to confirm the teacher's feedback on students putting effort and feeling competence and autonomy. And educational factors and social factors can exist simultaneously in L2 learning bilingual context.

However, within situated learning process intrinsic motivation lacks explaining the change of motivation due to the interrelation of contextual factors and personal motivated behavior and cognition (Dornyei & Tseng, 2009; Ushioda & Dornyei, 2012). According to Ushioda & Dornyei (2012), in second language acquisition process intrinsic and environmental factors in the learning process are interconnected. Both factors develop and influence together on the students involvement in learning process. So intrinsic motivation is considered as stable disregarding the other environmental factors in which students can also engage in meanwhile. In other words, considering numerous factors in dynamic and complex aspect of motivation is ignored (Ushioda & Dornyei; 2012).

Overall, it seems that intrinsic motivation can depict the enjoyment, loving and feeling of competence and stratification from the learning language and engaging in activities in the educational context and it can imply in learning Kazakh in CLIL. Also, in language learning context intrinsic motivation can interact with the integrative and instrumental motivation because of the social impact. At the same time, intrinsic motivation seems considered as static therefore it needs to be regarded according to its interaction with other environmental factors in the second language learning process. Also, it has a direct implication for language learning motivation in CLIL program. Factors in educational environment can influence on students intrinsic motivation for learning

Kazakh in CLIL. For instance, students get implicit feedbacks for improving L2 errors instead teacher and students prioritize content over errors in L2 (Lyster as cited in Lorenzo, 2014 p.145). It means that students are encouraged to use L2 to give the content and improve implicitly their L2 proficiency. Also, according to Lorenzo (2014), students are engaged in various activities including collaborative activities to learn content and language. Hence, teachers' feedbacks and activities that students are engaged in can impact on students to get intrinsically motivated to learn and use Kazakh for learning and sharing content.

To sum up this section, integrative motivation can be generated by impact of social factors, for example: existence of the second language in the society of learners and their willingness to interact with its speakers and learn their culture and language. Factors in the educational environment can impact on students' intrinsic motivation. Instrumental motivation can be complex as learning language for instrumental value and meeting external regulation. Even though these motivations have static characteristics, they are likely to be relevant to understand motivation for learning Kazakh in CLIL. The following sub section considers the complex and dynamic aspect of L2 motivation

Dynamic Complex System of Motivation

The current stage of research on motivation in second language shows the complex and dynamic process of motivation (Ushioda & Dornyei, 2012). In the foreign language learning class (Ushioda & Dornyei, 2012) and learning academic subjects in the target language context or through CLIL approach (Coyle 2013, 2014) language-learning motivation is understood as dynamic intricate process which is related to the influence of social and contextual factors. Until the 1990, motivation in second language acquisition was regarded as static for explaining learners' motivated behavior but then the paradigm in

motivation research has changed toward dynamic outlook within the learning process (Lasagabaster, 2011).

In their historical review on L2 motivation, Ushioda and Dornyei (2012) discussed the paradigm shift in L2 motivation conceptualizing and research toward more complex and dynamic system of motivation. According to them, integrative and instrumental motivation is relevant by explaining social impact on learning second language and intrinsic and extrinsic motivation is relevant for explaining impact of educational contexts on engaging in learning. However, these frameworks have not considered the interrelation of contextual and individual variables that can initiate, sustain and continuously develop motivation. Ushioda and Dornyei (2012) describe this dynamic characteristics of motivation as follows: “dynamic system approach concern behavior of complex systems that contain multiple-interconnected components, where development is characterized by non-linear growth as systems adapt and evolve originally in response to contextual process and in ways that contribute to shaping context” (p.400). For complex elements of system, it includes constantly interacting cognitive, emotional, social and individual factors that shape orientations or individual motives and behavior. Ushioda and Dornyei (2012) indicate the importance of motives for learner and impact the context on learner. They offer L2 Motivational Self framework for explaining students’ internal motives to move from current proficiency toward desired L2 proficiency. In short, in dynamic complex system of motivation, multifarious interrelated complex components of motives change dynamically due to the continuous interaction with factors in the environment.

Even though Ushioda and Dornyei (2012) propose the Motivational L2 System to understand individual motives, it is still relevant to regard the integrated other motives because of the contextual differences that can impact on possible motives. This is because Ushioda and Dornyei (2012) claim that

In an inherently social process such as language acquisition, the learner cannot be meaningfully separated from the social environment within which he/she operates, and therefore the challenge is to adopt us to consider simultaneously the ongoing multiple influences between environmental and learner factors in all their componential complexity, as well as the emerging changes in both learner and the environment as a result of this development (p.406).

By stating this, they offer to take into account the potential motives that can create the multiple complex motivations. Similarly, the integration of instrumental and integrative motivation, the interaction of intrinsic motivation and integrative motivation can be a part of complex system of L2 motivation. This is because, according to Dornyei (2014), Williams and Burden (1997), motivation can be intricate when the several motives interrelated and work at the same time in the regular basis or temporary. Therefore, this drawing of scholars can lead us to expect the co-existences of integrative, instrumental and intrinsic motivation within the language learners for short-time or long-time periods because of the complex characteristics of motivation in the learning environment.

Hence, it seems that intrinsic, integrative and instrumental motivations are interconnected in social community language context. For example, last study of Noels, Clément and Pelletier (2001) can initiate to change the thinking as non-interaction of educational and social factors in driving students' intrinsic, integrative and instrumental motivations. Instead, they seem to be interconnected with each other while explaining motivation through "cognitive and constructivist, socially contextualised and dynamically interactive" perspective in the classroom process (Williams & Burden, 1997 p.137). Williams and Burden (1997) argue that "Both the learner's internal attributes and mediating influences are affected by the beliefs, the society and the culture of the world surrounding them" (p.137). By the *internal attributes*, Williams and Burden (1997) means

the personal traits, self-assurance or the things related to person whereas for *mediating influences* they mean the important external bodies' impact. The former is likely intrinsic motive and the last is more as extrinsic motive included in the instrumental motivation. Thus, it can show that society and culture that students belong to shape their intrinsic motives and extrinsic motives of instrumental motivation to learn the language. Also, it is similar to integrative motivation originating from the bilingual society and culture. So in the second language acquisition context the learners' interest toward target language culture and community as well as students' enjoyment and getting interested in engaging in learning also benefits and rewards from learning language intersect in the initial level motivation.

Dynamic system of motivation in CLIL. In her article, Coyle (2014) describes the "A process model- investigating motivation in CLIL setting" (p.60) by considering the complex and dynamic interaction of learning environment, learner engagement and learner identities or self. According to Coyle (2014) learning environment is the crucial influential factor for learning language in the official learning context. The interaction of the contextual factors in the learning process such as teaching approach and instruction, activities all influence on the students language learning motivation. This interrelation creates complex and dynamic characteristics of motivation. Also, learning environment is pivotal for engaging in learning process and understanding the reasons of students acting in particular ways. Interesting and stimulating characteristics of learning and its usefulness for students' personal benefits, and students' autonomy can be reasons of students' engagements in the learning process. For learner's identity, Coyle (2014) explains it by using the *L2 Motivational Self* model of Dornyei. Students' identity is related to how students feel or identify themselves according to their achievements, which are the personal social and cognitive gains of students, in learning process. And students'

achievements in the learning experience impact on students' motivation and engagements. Overall, Coyle (2014) describes the dynamic and complex process of motivation in CLIL and language learning class as:

The classroom environment, the extent to which learners are willing to engage in learning which is constructed in and grown from that environment along with the impact this has on learners' own sense of self as a learner and competent language user, are all significant contributors to learners motivation (p.29).

Conceptual framework. This study uses Coyle's (2013; 2014) conceptual framework and adapts it appropriately to the Kazakhstani context. In her framework, Coyle (2013, 2014) indicates the significance of learner's identity in language learning motivation. According to her, motivation and identity are linked. She explains identity through the Dornyei's framework, and therefore I include motivation as the third element of my framework rather than identity. The figure 1 displays three elements of conceptual framework.

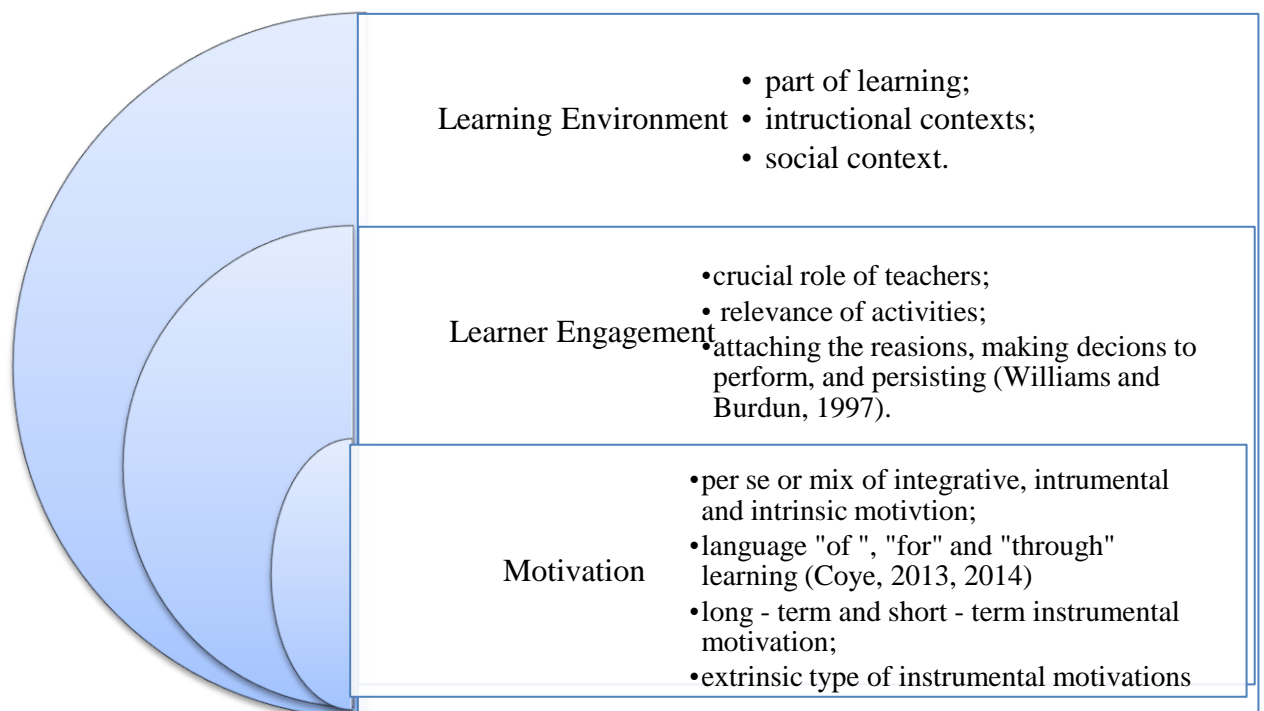


Figure 1. The process model for interpreting motivation in CLIL. This framework adapted from Coyle (2013, 2014) to understand motivation of students to learn Kazakh in CLIL.

Learning environment. Different changes in students learning in the CLIL environment can be one of motivation driving components of complex and dynamic system of L2 motivation. According to, Lorenzo (2014), there is significant changes and differences in the instructional and social aspect of CLIL environment than the language class environment. For example, he explains the effortful learning experiences of students in the CLIL contexts; it seems that students extensively use language, become to pay more attention and involved in doing cognitively and linguistically challenging and activities; they learn language through learning the content and vice-versa; the texts are purposefully chosen and meaningful for learners as a tool of learning language instead of using unsystematic texts as in English foreign language class; working with the authentic texts impacts on students skillfully developing their language proficiency; high-order thinking questions; stating a long discourse that is planned and thought, that needs time and in that mistakes can occur (Dalton-Puffer as cited in Lorenzo, 2014); implicit correction of errors within the feedbacks. However, the social context seems more challenging for learners. This is because in the interaction students negotiate the meanings, discuss the content, rectify the mistakes and lead social conversations (Liang as cited in Lorenzo, 2014). Lorenzo (2014) asserts that CLIL environment is different than the language class. Therefore, he claims any changes in the CLIL environment bring the important changes in the system of motivation. According to him, “Within the classroom context even slightest change in the reward system (evaluation), pedagogy (materials or activities) or dynamics (as competitive versus collaborative teaching) alter the belief system, the attributional system and ultimately behavior” (p.142).

In addition, CLIL environment can provide instrumental motivation or *environmentally determined form of instrumental motivation* (Gardner & MacIntyre, 1991). According to Lorenzo (2014), “The sight of students engaged in absorbing new content

through a second language bears witness as how instrumental orientation to the language can set students in the right frame of mind and can be facilitated” (p.145). It shows that students might have necessities to use language for learning subject. As Coyle (2008) describes the characteristics of CLIL as it make to “learning language to use appropriately and whilst using language to learn effectively” (p.9). It means that CLIL already provides *environmentally determined form of instrumental motivation* (Gardner & MacIntyre, 1991) for students as they need to use it for learning subjects. Further, Coyle (2008, 2013 2014) explains three ways of learning and using language in CLIL context. The first is a *language of learning* which describes the need to use language for evaluating new concepts and skill or simply content; the second is related to *language for learning* that characterizes the necessity of using language for performing activities as discussing, summarizing, making anticipations and asking cognitively challenging questions; and third is more abstract, which is the so called *language through learning*, means using language for thinking or speaking out what students grasped and learned when it emerges. Also, CLIL requires more speaking and close interrelating than ordinary language classroom environment (Coyle, 2008). Hence, applying language for understanding concept, completing various activities, thinking out loud, speaking and interacting might be possible environmentally determined form of instrumental motivation within CLIL context because students have to use language in order to engage in learning process.

Learner engagement. The third component of the motivation in CLIL framework that this study adapted from Coyle (2013, 2014) is engagement. It seems considering the engagement is important, as Dornyei (as cited in Coyle, 2014,) indicated, for understanding the reasons for acting and performing tasks in the “specific learning situation”(p.54) , particularly what makes students to get appealed and fun in that learning

context. It is similarly pivotal to understand students' engagements in the learning process and activity in CLIL context.

Also, engagement can show how and why students commit the learning tasks within the interactive-dynamic process. The engagement in the task depends on the non-static relationship of attaching reasons, decision making for acting and "sustaining and persisting the effort" (Williams & Burden, 1997, p.121). That is, the cause of performing the things impact on sustaining effort, this attempt of maintaining effort might enhance the cause of accomplishment.

In their book, Williams and Burden (1997) argue that teachers play the critical role for dynamically changing students' motivation to accomplish the task. For example, teachers can be a subject who raise the interest and curiosity of students, generate awareness of the value of the tasks, and present the task or instruction and interact with learner while they are performing the task and give feedbacks. That means teachers exist in all stages of learning tasks. According to Williams and Burden (1997), students' attitude toward teacher and the interaction between teachers and them influence on students motivation to involve in accomplishing activity. Teacher can increase motivation and by giving clear instruction and facilitate the learning process. Also, they also can decrease students' motivation by giving inappropriate feedbacks, praise, reward, or punishment. This implies that the role and action of teachers is significant to keep students to commit their tasks along with their personal strategy sustaining their motivation.

Overall, aforementioned components of motivational process in CLIL show that the motivation is the complex, dynamic and interactive. Motivation can be itself shaped with the integration of unique or several motivational constructs therefore its nature is complex. The cognitive, social, affective and contextual factors can impact on the change of students' motivation. Especially, what is achieved in the learning environment in CLIL affects on

students' motivation and involvements as a language user and imagined self learner (Coyle, 2013 p.248). Herein, it represents students' achievements of their cognitive, social and personal needs and wish (Stelfox as cited in Coyle, 2014). Students achieve and learn in the actual learning process or during engaging in the activities. And non-linear and dynamic relation of three components of conceptual framework shows that students motivation can impact on students' engagement and further having positive experience or students' engagements can increase motivation of students or students experiences in the learning environments can influence on students' engagement and motivation.

Few studies analyzed the dynamic-complex nature of motivation in CLIL (Coyle,2013) and in L2 learning (Chan, Dornyei & Henry, 2015). Some scholars suggest utilizing the mixed method, longitudinal qualitative study (Dornyei,MacIntyre &Henry, 2015) or “retrodictive qualitative modeling approach” (Chan, Dornyei & Henry, 2015) for studying dynamic-complex nature of motivation. Also, Coyle (2013,2014) suggests using Learning-Oriented Critical Incidental Technique to investigate motivation in CLIL. Her study was a longitudinal study with students between 12-15 years. She used questionnaire, respectful discussion and analysis of video captures in the learning process in the class.

The other studies focused on motivation in CLIL and in English Foreign Language class are qualitative (Doiz, Lasagabaster & Sierra, 2014b) and quantitative studies (Doiz, Lasagabaster & Sierra,2014a; Fernández Fontecha, 2014; Heras & Lasagabaster, 2014; Hunt, 2015; Lasagabaster,2011). They did not look at the dynamic aspect of motivation. They have measured intrinsic, extrinsic and instrumental motivations of students for learning foreign languages (English in Spain and German, French and Spanish in the UK) in CLIL in Spain (Doiz, Lasagabaster & Sierra,2014a; Fernández Fontecha, 2014; Heras & Lasagabaster, 2014; Lasagabaster,2011) and in the UK context (Hunt, 2015).

Conclusion

Reviewed literature revealed the importance of considering salient points in order to understand the language-learning motivation in CLIL. Although there are different types of motivations such as integrative, instrumental and intrinsic motivation, they are interconnected and create complex and dynamic nature of motivation. These motivations have distinct characteristics but they can exist in the language learners simultaneously. Integrative motivations can show students' positive attitude toward learning situation and target community, they can depict interest in them and can want to interact with them. The study looks at integrativeness from the perspective that integrates *socio-educational model* and *L2 Motivational Self*. It is a desired perfect competence in a language as the target community speakers and identification with them. Regarding to instrumental motivation, it can mean students' motivation when they learn language for particular instrumental benefit that can be internal desire and external expectation. This is because literature suggests the extrinsic motivation and *L2 Ought to Self* models represent extrinsic sides of instrumental motivations. Also, environment can provide *environmentally created instrumental motivations*. In CLIL context, they can be incentives such as *language of learning*, *language for learning* and *language through learning*. As for intrinsic motivation, it is students' engagements activities because of their interest, enjoyments, attempt to meet their needs to be competent. It can alter due to the experiences in the learning environment. In the study context, three motivations are relevant and important for understanding motivation of students in CLIL in the Kazakh language context. Moreover, literature shows the salient role of learning environment and students' engagement in the learning process to understand dynamic-complex nature of motivation in CLIL. These two components learning process can impact students' positive and negative experiences. And due to their experiences students can be motivated differently for learning and using language. Their

motivations can change as a result of their experiences in engaging in the learning environment. Subsequently, their engagement and experiences in the learning environment can change because of their motivations. In the following chapter, I will explain the methods that I use for collecting data

Chapter 3: Methodology

Introduction

The purpose of this chapter is to give a rationale for the relevance of used research design and methods for studying secondary school students' motivation to learn Kazakh by learning subjects with CLIL approach.

The purpose of the study is to investigate the motivation of secondary school students to learn Kazakh by learning subjects in Kazakh. The study seeks the answers of the several research questions to achieve the purpose of the study. They are:

1. To what extent are secondary school Russian medium class students in Russian dominated urban settings motivated to learn Kazakh language by learning subjects with CLIL approach?
 - i. What are the students' levels of integrative, instrumental and intrinsic motivation?
 - ii. How much effort do students put to learn Kazakh?
2. How does CLIL approach drive motivation of secondary school students at Russian medium groups in Russian dominated urban setting to learn Kazakh language?
 - i. What makes them to be motivated to learn Kazakh in the Kazakh classes?
 - ii. What activities do students find motivating in the Kazakh classes?

The study conducted the focus group interview and survey to measure the students' motivation to learn Kazakh with CLIL approach. Creswell (2014) describes it as the embedded mixed method in which quantitative and qualitative data support each other.

In this section the research design, sample and research method of the study will be discussed. Then, the data analysis approach for findings and the ethical considerations in the study will be presented. The conclusion part gives the overview of the chapter.

Research Design

This section of this chapter intends to provide the rationales for designing the study method. I will discuss using the mixed method and the research process briefly.

This research uses the mixed method research approach, described by Creswell (2014). I understand my research as mixed method because, as Creswell (2014) describes, mixed method design provides opportunity to address and get clear and comprehensive understanding the research problem and research questions thoroughly by using quantitative and qualitative methods. Also, motivation, being the central phenomena and dependent variable in this study, is complex construct. Ushioda and Dornyei (2012) propose to use the mixed method design to get a rich holistic analysis of motivation in particular context. Because of the multifaceted constructs of motivation depending on the “internal”, “contextual” and “temporal” process, motivation cannot be directly observed (Ushioda & Dornyei, 2012 p. 397). According to them, although quantitative survey instrument provides opportunity for the systematic and rigorous data collection and analysis, comparability, replicateness and generalizability, it alone does not reflect the dynamic complexity of motivation process. Therefore, the process oriented and contextual perspectives cannot be investigated within the quantitative method alone. Hence, mixed method design gives me opportunity to explore the motivation of secondary schools students to learn Kazakh with CLIL approach thoroughly through the quantitative and qualitative approach.

The research has used *embedded design* of mixed method research (Creswell & Plano Clark, 2011; Creswell 2014, p.574). This design is used when it is insufficient using one data set and there is need to address to two different questions in order to study the one phenomenon (Creswell & Plano Clark, 2011 pp. 90-91). This is the case in my study. It is not adequate to investigate the motivation of secondary school CLIL students to address

the research problem through only measuring motivation of students. It also requires studying the impact of CLIL for learning Kazakh language. This is because the study is intended to study motivation of students to learn Kazakh by learning subjects in Kazakh with CLIL approach.

The interaction of the qualitative and quantitative method in this study is independent (Creswell & Plano Clark, 2011 p.64). That is, the two methods address two distinct research questions.

Embedded design of mixed method is purposed to use the second method to give augment to the first method, and second method can be conducted before or after the primary method (Creswell, 2014 p.574). The study used the *concurrent timing* to collect the data (Creswell and Plano Clark, 2011, p. 14). With concurrent timing as Creswell and Plano Clark (2011) explained, the data collection process by qualitative and quantitative went separately at the research site and any analysis of data from one method was not necessary before collecting second data. Therefore, this study used quantitative and qualitative data collection concurrent but separately.

In this research, the data analysis from the qualitative study and quantitative study will be integrated while interpreting the data findings. Creswell and Plano Clark (2011, p.66) calls this process as the *mixing during interpretation* which means the two data results are used to draw conclusion. Similarly, I will integrate the qualitative and quantitative data findings to make analysis and conclusion.

Research Process and Instrument Overview

In order to discuss the actual research process of this study, I will overview the research process briefly. The study began with interpreting research problem. In order to address the research problem, I formulated the purpose of the study and two research questions. According to the research questions characteristics, I designed the research

methods. The first research question, *to what extent the secondary schools students are motivated to learn Kazakh?*, requires measuring the motivation of students. To measure students' motivation, I developed the questionnaire instrument by adapting the questions from the literature and constructing few questions. The questionnaire instrument consists of 38 questions including questions for different types of motivation (see Appendix A). Next, to address the second research question, which is the qualitative question, I developed the focus group interview questions (see Appendix B). I adapted the questions from the study of Doiz, Lasagabaster and Sierra (2014b) on motivation in CLIL. The instruments were administered at the research site. The results will be analyzed and reported.

In sum, mixed method research design contributes to holistically studying the motivation of students to learn Kazakh in CLIL program. Both quantitative and qualitative data will be used to analyze the findings and drawing the conclusion. This study is an embedded design with a primary quantitative correlation element and little supportive focus group component.

Sample

The section of the chapter describes the sampling strategy of participants and research site. I will discuss how I recruited participants to study and select the research site.

The study used *purposive sampling* to recruit the participants and selecting research site (Teddle & Yu, 2007). Purposive sampling is used for intentionally choosing the particular individuals, site or events that can provide crucial information that cannot be obtained by other individuals (Maxwell as cited in Teddlie & Yu, 2007, p.77). This sampling fits well to the purpose of my research. Due to the primary purpose of the study, data has to be obtained from the Russian medium group secondary school CLIL students in urban area.

After considering several sites, I selected the NIS school in one of the Russian dominated urban place of Northern Kazakhstan region. Indeed, Russian is still the prevalent language in the urban settings and some regions of Kazakhstan such as the East, Central and North Kazakhstan (Fierman, 2009; Smagulova, 2006). The study intended to discover the motivation of secondary school students specifically in the North Kazakhstan. Mehisto, Kambatyrova and Nurseitova (2014) claim that NIS schools are the only trilingual schools which provide some subjects in Kazakh with CLIL approach. Therefore, NIS in one of the Northern Kazakhstan regions urban place has met the criteria of sampling the research site.

The participants of the study are CLIL Russian medium groups from three cohorts (Grade 7- 9 aged between 12 and 15) who are studying some subjects in Kazakh with CLIL approach. Three cohorts of students specifically were chosen to collect multiple perspectives from the students.

To sum up, the research participants and site were selected specifically to address the purpose of the study. The participants of the study are NIS Russian medium students who study subjects in Kazakh in one of the Northern Kazakhstan region's urban area

Research Method: Instruments and Procedure of Collecting Data

In the previous sections, I described my research design and my sampling procedure. In this section I will describe and give a justification for my research methods applied to gather for the study. I will present the focus group interview method and survey as the method of collecting data.

As the qualitative part of the design, I first conducted three focus group interviews with three cohorts of students such as Grade 7, 8 and 9. Focus group interview, as Hyden and Bulow (cited in Cohen Mannion and Morrison, 2011, p.436) and Smith (as cited Cohen Mannion & Morrison, 2011, p.436) described, is the group interview with

deliberately selected population to discuss the particular issue in which interaction in the discussion can generate more data than interview alone. Similarly, this method suits to the research purpose of the study to explore the CLIL instruction impact to motivation of students to learn Kazakh.

In addition, focus group interview seems the optimal investigating tool for understudied areas which did not get attention previously for conducting empirical study (Frith, as cited in Braun and Clark, 2013 p.110). Similarly, students' opinion what motivates and demotivates them in CLIL program to learn Kazakh was not studied previously. In the focus group interview, a researcher can gain shared common views agreed among interviewees rather than individual interview in which the interaction between the interviewer and interviewee is back and forth (Morgan as cited in Cohen, Manion & Morrison, 2011).

There were six to eight students from the two groups of same cohort in the group discussion. It fits to the recommendation of Morgan (as cited in Cohen, Mannion and Morrison, 2011) and Braun and Clark (2013) that four to twelve participants can be enough to drive the discussion. In order to keep the anonymity and confidentiality of participants' privacy, I have given them pseudonyms. In the first focus group interview participants were eight students of Grade 7. They have assigned the names as: Alikhan, Raya, Ayala, Erzhigit, Beibarys, Zhanatbek, Faraby, and Ruslan. The second focus group interview with Grade 9 had six participants: Adil, Nurbek, Abzal, Timo, Dina and Aiyalym. The third focus group interview with Grade 8 had seven participants: Kanat, Alimzhan, Artem, Dana, Batyr, Ernar and Nursultan.

The questions of focus group interview were adapted by the study of Doiz, Lasagabaster & Sierra (2014b) qualitative study on the students' opinion on the motivating and demotivating factors of CLIL (see Appendix B).

Survey to measure the motivation of students who study several subjects in Kazakh was administered after conducting focus group interview. As Cohen, Mannion and Morrision (2007, p.205) described, survey is the collecting data in the particular time to describe the characteristics of the certain conditions, or distinguish new trends or the connections between the factors. Similarly, survey method contributes to measuring motivations of students and defines connections between the CLIL approach and motivation. In addition, four studies in different contexts on motivation in CLIL (Doiz, Lasagabaster & Sierra, 2014a; Hunt, 2011; Lasagabaster, 2011; Sylven & Thomson, 2015) used survey design to measure motivation of CLIL students to learn English and other foreign languages. Hence, the survey method is an applicable method to measure motivation in CLIL.

The participants of the survey were different students who did not participate in the focus group interview. Overall, 83 participants agreed voluntarily to participate in the survey. Students and their parents were given consent forms. Also, I asked students' verbal assent to confirm their voluntarily participation (see Appendix C). There were 26 students from Grade 7; 43 students from Grade 8 and 14 students from Grade 9.

These students came to the conference hall and completed paper questionnaire. I presented when they were completing the questionnaire. Students asked the few questions about demographic questions. That is, most of the students did not understand the item about address which intended meaning was city. I explained this misunderstanding that happened because of the technical misprinting. And for ethnicity item, some students wondered its importance and asked why to write their ethnicity. I again explained them that it was their choice to write or not.

Survey questions are focused to measure three motivations such as integrative, instrumental and intrinsic motivations of students, and it consists 38 questions overall (see

Appendix A). Exactly, I measured five variables such as integrative motivation, instrumental motivation, intrinsic motivation, CLIL impact and putting effort.

For integrative motivation scale, seven questions (3, 8, 9, 16, 21, 24, and 27) adapted from Gardner (1985) and four questions Ideal Self, which defines integrativeness, (5, 11, 18, and 26), was adapted from Dornyei & You (2016). Overall, 11 items were used for measuring integrative motivation.

For instrumental motivation, questions (2, 14, 20, 23) and ought-to self (6, 12, 19, 25, 28) questions were adapted by Dornyei & You (2016); parental encouragement items questions (4; 10; 17) were adapted from Gardner (1985) study. In general, instrumental motivation includes 12 items.

Further, intrinsic motivation scale included six items (1,7,13,15,22,29) which were adapted from Doiz, Lasagabaster and Sierra's (2014a) study .Motivational effort scale had five items (31, 32, 33, 34, 35, 35) which were adapted from Doiz, Lasagabaster and Sierra (2014a); and CLIL impact had eight items (six questions in the 30 and items 37, 38). I created them.

To sum up, survey method and focus group interview in the mixed method design can be appropriate and relevant for studying motivation of secondary school students in Russian dominated urban setting to learn Kazakh by learning some subjects in Kazakh.

Data Analysis

In this section, I will discuss the data analysis process. As Creswell (2014, pp.582-583) described, in the embedded design of mixed method, quantitative and qualitative data analysis run separately due to the different focus of the questions; and findings can be interpreted jointly in the data analysis. Similarly, I prepared raw data of qualitative and quantitative instruments separately.

For qualitative, the three no less than 45-minutes focus group interview were recorded on my Samsung phone recorder. I transferred file into the mp3 and uploaded it to my personal laptop which locked by the password that I know only. To transcribe the interview, I used *Transcribe Player* app on my mobile phone. When I transcribed all focus group interviews, I read several times to understand overall response of students to the questions (see Appendix D). Then, I highlighted the answers of students in the coding process. I combined the codes in the related categories. I analyzed the content through defining the students' experience that reflects their motivation. There were different examples that showed students' integrative, instrumental and intrinsic motivation. Then I used those motivations to understand the factors that triggered them or impacted on them to occur. In other words, I looked at motivations of students and CLIL related factors through back and forth perspective. In their book, Cohen, Manion and Morrison (2011) describe the similar approach for analyzing content of qualitative data as "analytic coding" which means "it draws together and gives more explanatory and analytic meaning to group to group of descriptive codes" (p.561). In my cases, I identified seven factors that influenced motivation. In following chapter, I will present and interpret these seven motivating factors and activities that drive students' integrative, instrumental and intrinsic motivations.

For quantitative data analysis, I used *IBM SSPS Statistics 24* program to run analysis. Once I was preparing the data for analysis, I assigned scores to response category of instrument's questions. Creswell (2014 p.197), in his book, describes it as the "scoring data". I used five scores for the categories: 5 for *strongly disagree*, 4 for *disagree*, 3 for *I don't know*, 2 for *agree* and 1 for *strongly agree*. Then, I inputted 79 questionnaire results out of 83 respondents' answer into the program. I excluded other four questionnaires from

overall data because participants answer category were the same for all questions. It is difficult to rely on those answers.

After preparing the data for analysis, I ran statistics for *Cronbach's Alpha* to check reliability of the internal consistency of the items on the SPSS program (Mujis, 2011 p. 217). The results show the high level of internal consistency of items of four scales: integrative motivation s ($\alpha=.866$) (see Appendix E); instrumental motivation ($\alpha=.738$); intrinsic motivation ($\alpha=.866$); CLIL impact ($\alpha=.930$). Only putting effort scale was not statistically reliable ($\alpha=0.86$). Therefore, the putting effort scale was excluded from further statistical analysis. Table 1 shows the Cronbach alpha output.

Table 1

Cronbach Alpha Output

	Motivation			CLIL impact	Putting effort
	Integrative	Instrumental	Intrinsic		
Cronbach alpha	.866	.738	.866	.930	.086

Note. $\alpha < .7$.

This study used three statistical tests to measure the motivation of students. By using the Cronbach Alpha output, the study further conducted descriptive statistics to investigate the extent of motivation of students, exactly to explore the level of integrative, instrumental and intrinsic motivations. T-test also was used to run statistics for comparing means of scales (see Appendix F). According to Cohen, Manion & Morrison (2011), "The T-test is used to discover whether there are statistically significant differences between the means of the two-groups, using by parametric data drawn from random samples with a normal distribution" (p.642). So it helped me to find out the significance of the differences

between the mean scores of integrative motivations scales instrumental motivation scales and intrinsic motivation scales. Also, the Spearman Rho test was used to find out statistical difference between the correlation of three motivational scales and CLIL impact (see Appendix G). As Mujis (2011) describes, Spearman Rho shows the correlation between the ordinal variables. Similarly, my scale items are ordinal variables with Likert Scales. So this correlation test helped me to see whether there is relation or not between the three motivations and CLIL impact. The results of the test are reported the Findings and Data Analysis Chapter.

The results of the quantitative data and qualitative data are combined to draw inference for the findings. In sum, the study conducts separate analysis process to examine the collected data from qualitative focus group interview and quantitative survey.

In the discussion chapter, the findings of focus group interview will be used to support the result of quantitative data.

Ethical Consideration

In this section, I will describe the ethical consideration in the study.

When I developed my proposal for my research, I applied that information to prepare the NUGSE Ethics Forms. On this form, I described the title of my research, purpose, research questions, design of research method, instruments for data collection, description of the data collection procedure and ethical consideration in the study. I prepared the consent form for parents (see Appendix C). The research was not approved for the first time due to the need additional information for protecting confidentiality of collected data on November 4, 2016. I was also asked to provide the informed consent form and verbal assent from for students.(see Appendix C) The decision of NUGSE Research Committee helped me to re-consider the ethical issues in my study and develop my understanding the ethical conventions in educational research, in general. Ensuring confidentiality and

anonymity is important in my study for multiple reasons such as researching responsibly and ethically; avoiding psychological, social, physical or economical risks and harms for research participants and site. Therefore, I attempted to explicitly explain for the participants the benefits and risks in participating in the study and ensure their confidentiality and anonymity during and after the process of study. In addition, I developed the informed consent form and verbal assent for students and re-submitted for NUGSE Research Committee Ethics approval. The research was approved on November 29, 2016 by NUGSE Research Committee.

In the data collection process, I explained several times how I would guarantee the research participants their anonymity and confidentiality several times: when delivering informed consents to students, taking verbal assent of students before administering research instruments.

In data analysis process, students' names have been given numbers in the survey data analysis and anonymous pseudonyms in the analyzing process of interview transcript. The research site cannot be identified directly because it has been mentioned NIS school in one of the Russian dominated urban setting in North Kazakhstan region. There are several NIS schools in North Kazakhstan.

Overall, the participants' responses to the survey are stored in a locked drawer; and voice files of the focus group interview are stored in the personal password protected laptop; they were deleted straightly after transiting and storing in the laptop. These data will be destroyed immediately after the end of the project.

To sum, ethical consideration is important once taking responsibility on the study.

Conclusion

In conclusion, the study attempted to get and present valid and reliable data through the embedded mixed method design. I used the survey and focus group interview to

investigate the motivation of students who study some subjects in Kazakh with CLIL approach. The questions of both instruments were adapted from the certain literature. I used intentionally purposive sampling strategy in order to be consistent with purpose of the study. To analysis quantitative data, I relied on the Cronbach Alpha results; I used the statistically reliable scales for descriptive statistics analysis to reveal the level of students three motivations; T-test was used for comparing the means scores of three scales to see the exact difference of the level of motivations of students; and last I run the Spearman Rho test to find out the if there was correlation between the CLIL impact and three types of students' motivation. In the next chapter, the finding of the qualitative and quantitative data will be discussed; and trustworthiness of the qualitative data and reliability of quantitative data will be discussed more deeply in the next chapter.

Chapter 4: Findings

The purpose of this study is to explore the motivation of secondary school students to learn Kazakh by learning subjects in Kazakh. In this chapter, I present the findings of the survey and focus group interview. The purpose of this chapter is to report the participants' responses and use them to address the research questions of the study. I will explain students' responses in connection with the following questions:

3. To what extent are students of secondary school Russian medium class in Russian dominated urban settings motivated to learn Kazakh by learning subjects with CLIL approach?
 - i. What are the students' levels of integrative, instrumental and intrinsic motivation?
 - ii. How much effort do students put to learn Kazakh?
4. How does CLIL approach drive motivation of secondary school students at Russian medium groups in Russian dominated urban setting to learn Kazakh language?
 - i. What makes them motivated to learn Kazakh in the Kazakh classes?
 - ii. What activities do students find motivating in the Kazakh classes?

Survey data were used for addressing the first research question and sub-questions. Also, focus group interview data is used to address the second research question and sub-questions. Accordingly, the findings of two method will be discussed in the big two sections in this chapter.

Quantitative data report

The purpose of this section of the chapter is to present the quantitative survey data findings in order to find out to what extent secondary school students are motivated to learn Kazakh language; and specifically the level of students' integrative, instrumental and intrinsic motivations; how much effort students put to learn Kazakh language. In order to measure motivations of students, I run descriptive statistics. Also, summary of independent

T-test two samples was used to compare the means and standard deviation. Spearman rank order correlation was performed to identify the relation of overall language improvement in CLIL to motivations of students. I report the statistics of each test.

The descriptive statistics in the Table 2 shows the extent of motivation of secondary school CLIL students in Russian medium group to learn Kazakh by learning subjects in Kazakh. According to the mean scores and standard deviation of the five items, the actual and adjusted scores, students have more integrative ($M=3.26$, $SD=0.77$) and instrumental motivation ($M=3.38$ $SD=0.58$) to learn Kazakh than intrinsic motivation ($M=3.11$ $SD=0.91$). CLIL instruction seems improved the students 'overall language skills ($M=3.91$, $SD=0.82$). Table 2 depicts the output of descriptive statistics for the extent of students' motivation to learn Kazakh language.

Table 2

The Extend of Students' Motivation to Learn Kazakh by CLIL Approach

	M	SD	Adjusted		N*
			M	SD	
Integrative motivation	37.20	8.50	3.38	0.77	11
Instrumental motivation	39.13	6.97	3.26	0.58	12
Intrinsic motivation	18.71	5.48	3.11	0.91	6
CLIL impact on	31.32	6.60	3.91	0.82	8

language skills					
improvement					
Putting effort to	13.41	2.51	2.68	0.50	5
learn Kazakh					

Note. N* = number of items in the scale

In addition to descriptive statistics, T-test was conducted to compare means scores of three scales such as integrative motivation, instrumental motivation and intrinsic motivation. The order of test followed as integrative-instrumental, integrative-intrinsic and instrumental-intrinsic T-test output revealed the following results.

There was not a significant difference in the scores of integrative motivation ($M=37.20$, $SD=8.50$) and instrumental motivation ($M=39.13$, $SD=6.10$), $t (-.06) =21.00$ $p=.556$.The score for T-test for integrative motivation ($M=37.20$, $SD=8.50$) and intrinsic motivation ($M=18.71$, $SD=5.48$) shows the statistically significance difference between the means $t(4.78)=15.00$ $p=.00$.There is a statistically significance between the means of instrumental motivation ($M=39.13$, $SD=6.10$) and intrinsic motivation ($M=18.71$, $SD=5.48$). $t (6.24)=16.00$, $p=0.00$.

Furthermore, Spearman rank order test was performed to define the association between the CLIL impact on the overall language proficiency and types of motivations. The Table 3 shows the Spearman rho output in this page.

Table 3
The Output of Spearman Rho Statistics

		r_s	p^*	N
motivation	CLIL impact on overall			
	language proficiency			

Integrative	.69	.00	75
Instrumental	.65	.00	75
Intrinsic	.67	.00	75

Note. $p < .01$.

As was shown, there was statistically strong correlation between the CLIL impact on overall language proficiency and type of motivation: *integrative motivation* $r_s (67)$

$= .69, p < .01$; instrumental motivation $r_s (67) = .65, p < .01$ and intrinsic motivation $r_s (68) = .67, p < .01$.

Overall, there is a high probability to conclude that secondary school students in Russian medium group in Russian dominated urban setting have higher level of integrative and instrumental motivations than the intrinsic motivation to learn Kazakh by learning subjects in Kazakh. The impact of CLIL approach on students' motivation was identified statistically.

Focus group interview data

While the previous section identifies the levels of students' motivations, this section focuses on what factors and activities in CLIL motivate them to learn. The content analysis of the focus group interviews revealed seven factors that can drive students' integrative, instrumental, intrinsic and extrinsic motivations per se or mixture. Also, students defined what activities can generate students' intrinsic and instrumental motivations. What is more, findings indicate that while some factors stimulate singular or mixed motivation, certain activities may even demotivate students. I first present factors, then explain the activities.

Factors contributing to motivation in CLIL.

Increasing vocabulary size. Focus group interview revealed that students were developing their vocabulary size by learning different words, phrases and terminologies.

According to students, this development in their knowledge helped them to learn Kazakh more deeply. Almost all students affirmed this idea. For example, one student commented:

I think there are certain benefits in learning subjects in Kazakh. By doing this, we are learning language diversely. We become aware of many terminologies and words and we use those words very frequently. Well, we are enriching our vocabulary.

(Raya, Grade 7)

Further, students defined their opportunity using Kazakh in the future. For instance: “We can learn not only vocabulary and terms but also we can use them further. That is, we can participate in the conferences in Kazakh” (Dana, Grade 8). These students’ statements can signify that CLIL shapes long-term instrumental motivation by developing their knowledge and vocabulary in Kazakh.

Students’ awareness of the instrumental benefits. In addition to increasing knowledge and vocabulary in Kazakh, students were aware of overall instrumental ends of learning some subjects in Kazakh. All cohort students shared some advantages that would be beneficial for future use. They believed that they could pass a test in Kazakh successfully and showed much confidence in their language skills thanks to learning subjects in Kazakh. However, students did not specify what test they would take. Moreover, two students pointed out that general Kazakh language knowledge would help them to learn other languages such as Turkish or Kirgiz (Timo, Grade 9; Ernar, Grade 8). Also, other students indicated they might capitalize on learning Kazakh deeply in Kazakhstan. For instance, “everyone in Kazakhstan has to know Kazakh. It helps now and future too” (Ernar, Grade 8). Hence, students’ awareness of its instrumental benefits might impact on generating their long-term instrumental motivation.

Emerging interaction skills. Seven participants out of 21 claimed that they started conversing in Kazakh with people. After taking some subjects in Kazakh, students started

to talk with their parents and relatives in Kazakh. Those students reported that they were more fluent in Kazakh than their Russian speaking relatives. For instance: “I have many relatives who speak Kazakh. Now it is easier for me to speak with them in Kazakh” (Alikhan, Grade 8). They could chat in Kazakh on the social networks. Two students in the focus group for Grade 8 told that they improved their speaking skills. It was easier for them to speak in Kazakh after starting to learn subjects in Kazakh. These attempts of students, for example: talking to their parents or relatives, chatting in Kazakh on the social networks and starting easily speak in Kazakh, can indicate that CLIL approach contributes to gradually developing integrative motivation of students. However, only one third of students’ experienced this.

Developing patriotic feelings. Another factor that was revealed from students’ discussion was related to integrativeness. Students also felt that they sharpened their feelings toward mother tongue and land through learning subjects in Kazakh. Some questions in the focus group interview prompted students to share their patriotic feelings. From the interview of Grade 7 and 8, it was found that students felt strong patriotic need to learn Kazakh as seen from the following excerpt:

I am learning the Kazakh language not only for studying subject History of Kazakhstan or Geography. I am learning it to pass it to the next generation. If I do not learn and speak in Kazakh, it will not be transferred to the next generation. In the end, it will be extinct. (Raya, Grade 7)

As can be shown, this participant expressed a strong feeling of ethnic identification with and Kazakh people and love for the Kazakh language. She also shared her concern of language loss if she did not speak Kazakh. Similar feelings were also expressed by respondents of Grade 8 Focus group interviews. Particularly, they expressed a wish that Kazakh was more dominant than Russian (Kanat & Dana, Grade 8). For instance:

I think there are huge advantages in learning subjects in Kazakh. This is because we all will speak Kazakh. We have aim to speak in Kazakh because we are independent and we are not in the USSR. Kazakh should be the first language over the Russian language. However, Russian is still used in Kazakhstan, and it is the big problem. Namely we have to correct this problem. We have to force our children to speak Kazakh in order that Russian becomes the second language. This is because Russian is the main language in the CIS [Commonwealth of Independent States]. However, I am for Kazakh becoming the first language. (Kanat, Grade 8)

This statement of this student reflects the *integrativeness* as “we all” and “we have to aim to speak in Kazakh” which signifies the ethno-linguistic and emotional-psychological identification with the Kazakh community and culture. At the same time, the desire to promote Kazakh language appeared in both students’ statements such as “if I do not learn and speak in Kazakh, it will not be transferred to the next generation” and “we have to force our children to speak Kazakh in order Russian become the second language” Furthermore, one student in the Grade 8, shared that learning subjects in Kazakh, specifically the History of Kazakhstan triggered her patriotic feelings (Dana, Grade 8). Thus, integrativeness that students reflected can indicate that CLIL approach or learning some subjects in Kazakh at Russian medium group promotes students’ integrative motivation. This is because integrativeness is the salient part of integrative motivation.

Language barrier. Students’ discussion revealed that they overcame the language barrier in understanding Kazakh but some other students had struggled with it. For instance, eight students from Grades 7 and 8 claimed that they started to understand and translate texts in Kazakh much faster. One student stated that “we are getting to learn and understand big texts in Kazakh” (Nursultan, Grade 8). Similarly, four students of Grade 9 expressed the same thoughts. Although, they indicated some struggles that they had in the

beginning of the CLIL program, there were positive changes in their language level over the three year time period. Some students, who had difficulty in understanding Kazakh speech and texts in Grade 7, improved their understanding of and quickened their pace of learning in Kazakh by Grade 9. In other words, “they have adapted to the [learning] environment” (Aiaulym, Grade 9). Thus, students progress at developing their translating competences and quickening pace of understanding can indicate the raise of students’ intrinsic motivation in CLIL class. This is because feeling of competence and self-efficacy is one of the elements of intrinsically motivated students.

Meanwhile some students with low level had challenges in comprehending unfamiliar words or Kazakh language, overall. For example, because of not understanding Kazakh well, students with low proficiency found it difficult to follow the lesson.. One of them commented as: “For a student with low level, some explanations in the class can be incomprehensible. Consequently, he [student] will pass tests worse and it will be difficult for him to get adjusted in the future” (Adil, Grade, 9). It shows that incomprehension of unfamiliar expressions or words in Kazakh also resulted in failing the exams and being behind in studies. This is a most common difficulty among the students with low level proficiency in Kazakh. Another student from Grade 9 also expressed the same difficulty too. For instance:

For example, a learner can pass exam or test if he is lucky. If the student does not know Kazakh, in future he will not understand this theme because he copied or his got lucky. And next time, he will have great difficulties when he passes the exam on the same topic or he converse with someone in that topic. He will give wrong information in Kazakh. (Nurbek, Grade 9)

This is an example of challengeable situation that one of lower proficient student in Kazakh faced in his Geography lesson. According to them, sometimes students could get

good marks from exams in the subjects with Kazakh language instruction. Indeed, they did not comprehend well the topic and could not reflect on it again after some time passed. It shows that students with lower level of Kazakh proficiency are struggling with overcoming the language barrier to comprehend and express the tasks in the subjects taught in Kazakh. Their challenges might indicate less intrinsic motivation or dropping of this motivation.

Next, this difficulty of students seems to make them put extra effort to learn content and the Kazakh language. One student stated that: “I think it impact on understanding greatly. He should learn materials and study them by himself. ... probably, he will study subjects in Kazakh and in Russian.” (Adil, Grade 9). As was shown, to overcome the language barrier or unfamiliar words students seem to spend extra-time and effort to learn Kazakh words and content in both Russian and Kazakh too. The other students who did not experience such difficulties also acknowledged the difficulties of studying subjects in Kazakh for their peers with Kazakh low proficiency (Aiaulym, Grade 9, Erzhigit, Grade 7, Dana & Kanat, Grade 8).

Moreover, because of this challenge students seem to engage in use *language of learning*. Focus group interviews with Grade 8 and 7 as well as Grade 9, it was distinguished that students dedicated a lot of time for looking up words and understanding new or difficult phrases. Six out of eight participants in the focus group interview with Grade 7, and similarly six students out of seven students from the focus group interview with Grade 8 and two students from Grade 9 experienced these difficulties. For example one of them: “This will interrupt greatly students and teachers from the lesson... He will not interrupt for asking what the word is every time at the class. Or please, translate me these words. That’s why it is the limitations”. (Adil, Grade 9). Also, another student claims that “We spend more time on translating words and terms” (Raya, Grade 7). Hence, students started learning vocabulary in Kazakh language after starting learning some

subjects in Kazakh. This can reflect that CLIL approach seems to drive students instrumental motivation that is *language of learning*.

Positive attitudes of students toward CLIL approach. Interestingly, some of the participants did not value the challenges in learning subjects in Kazakh language as significant. Most of the students in the focus group interview for Grade 9 disregarded challenges of their peers who struggle with language barrier in the subjects taught in Kazakh. This was because they thought that the benefits outweigh drawbacks of learning in Kazakh. This can imply that students' positive attitude toward CLIL approach because they may stimulate their intrinsic and instrumental motivation. The excerpt of Grade 9 students' discussion can be an example of their orientations:

Timo: I think there is no limitation in learning subjects in Kazakh. This is because if you have aim to learn this language, you go ahead despite of difficulties. And that's why, there are no significant limitations.

Aiyalym: In my opinion, studying subjects in Kazakh brings more benefits than harm. Take for examples: people who do not understand Kazakh, it is difficult for them but they adjust to the environment because of knowing the language. Although it is not their mother tongue. We have more nationalities. This would be more useful in the future. Also, yes, the language barrier might not exist.

Adil: Might reduce.

Dina: Yes this method has its limitations such as language barrier. But the students who know Kazakh bad, they might study additionally and look up information in Russian, for example. Or translating the sentences. However, the method is the propitious environment which enables to learn Kazakh deeply. That is why I think it is not limitation.

Abzal: I think there is no significant limitation when learning subjects in Kazakh. If you have a wish to learn Kazakh, so learning in Kazakh will not be problematic then. You will not have big problems. That's why I think that learning subjects in Kazakh does not have significant problems.

As can be shown, “aim to learn the language” and “wish” signify students’ desire to learn Kazakh which is the aspect of intrinsic motivation. Students’ (Timo & Abzal) desire reflected their motivated behavior being consistent for learning language. That is, their purpose and desires help them to handle their language barrier and continue to learn Kazakh. Hence, it seems studying subjects in Kazakh mobilize students’ intrinsic motivation to learn Kazakh even though it is rare. In addition, other two students highlighted worthiness of studying subjects in Kazakh for the instrumental benefits despite of language level and ethnicity. Subjects in Kazakh as a “propitious environment” can bring them more advantages; students can acquire Kazakh and broaden their knowledge of Kazakh which can be useful for them in the future (Aiyaulym and Dina, Grade 9). It shows that students can capitalize on Kazakh after gaining more knowledge by studying subjects in Kazakh with CLIL approach. Hence, CLIL approach can drive instrumental motivation of students to learn Kazakh.

Disincentives. It seems that 9th Grade student were not satisfied with the effectiveness of learning Basics of law in Kazakh. One student from Grade 9 stated “I think it is worthy to study History of Kazakhstan and Geography in Kazakh. But it is worthy studying Basics of Law in Russian. Because this is a very important subject, and it is difficult to understand it in Kazakh. Basics of Law may become necessary in life. As it is necessary to know the laws” (Nurbek, Grade 9). This student concerns about less efficiency of studying some practical valuable subject as Basics of Law in Kazakh. It means that students can learn Basics of Law better in Russian than Kazakh. And they could

grasp a content better in Russian. More importantly, this excerpt signifies that necessity drives students' extrinsic types of instrumental motives.

Also, there are other disincentives that can indicate students learn subjects in Kazakh because of extrinsic forces. For example, some students found learning subjects in Kazakh not stimulating. Overall three students in the focus group interviews mentioned that students feel less necessity of Kazakh for studying abroad. Their feelings also can reflect that students were more extrinsically motivated and lacked from merely intrinsic motivation to learn Kazakh by CLIL approach. For instance: "It has a drawback. In Nazarbayev Intellectual School, we are forced to learn in Kazakh. We do not need Kazakh. Anyway, we will learn in abroad. I think we need to learn English instead". (Erzhigit, Grade 7). From the example, it can be shown that CLIL approach provides explicitly extrinsic types instrumental motive or extrinsic types of instrumental motivations for some students to learn Kazakh. And students study subjects and learn vocabulary in order to get pass from Kazakh CLIL classes.

Activities

In the focus group interview students told about the activities that they perform at Kazakh CLIL subjects. They reflected on the most liked and least liked activities. In this section, I give a general description of activities; I provide characteristics of group work and individual work, interactive activities, reading activities and demotivating readings and writing essay.

Motivating activities. There are some differences in the doing activities in Kazakh CLIL subjects. Students do more presentation at Geography whereas they do more readings at the subject of History of Kazakhstan (Grade 7). The sequence of the agency of a teacher and students follows as the teacher explains; students do a lot of activities and give reflection on the lesson (Grade 8). There are more individual works than the group

work in students activities (Grade 7). Depending on the choice of students or teachers' instructions, some research work and presentations, reading activities can alternate with individual works or group work. Although students rarely watch the films or videos, they mostly have reading activities, essay and presentation overall (Grade 9).

Group work activities. Students do various group work activities during the class. For example, there are some advantages and disadvantages of group work according to students. The former provides more opportunities to get higher grades (Grade 7), “to show better results” (Adil, Grade 9) and “to make ideas better” (Nursultan, Grade 8). At the same time, these advantages can be short-term instrumental motivations for students to get finished the group work to achieve these benefits. At Geography students give the presentations or prepare posters with their peers (Batyr, Grade 8). Students enjoy doing poster because of engaging their creative approach to present their ideas in their poster, dividing responsibilities for looking up information and drawing, (Dana, Artem and Nursultan Grade 8). Also, in both classes, the History of Kazakhstan and Geography, students sometimes performed role plays (Alimzhan, Grade 8). It was interesting for students and they learned a lot of information. Jigsaws like activities were also used. As one of the students told; “for example, we work four students; each peer has different topics and we explain to each other” (Dana, Grade 8). Thus, students' feeling pleasure at doing group presentation and jigsaw like activities can mean that group work promotes students' intrinsic motivation as well. For some students, group work helped them to analyze and learn better the text and complete reading activities (Kanat and Alimzhan, Grade 8). Moreover, one student claimed that thanks to group work he acquired more knowledge and he acknowledged the relevance of activities that teacher designed (Timo, Grade 9). It can imply that group work activities provide students with instrumental motives for using *language through learning*

Meanwhile, students indicated some drawbacks of group work activities. For example, some groups could explain bad or wrong their topics when each group was given the different topics (Nursultan, Grade 8). Students noticed that their peers looked careless to their responsibilities and did not complete when they shared their works (Alimzhan, Grade 8). Also, it was hard for students to negotiate their ideas in the focus group (Nurbek, Grade 9). This aspect of group work can decrease intrinsic motivation of students to engage in such kind of activities.

Individual work activities. There were two opinions among students regarding individual work activities. There were few students who enjoyed individual works (six out of twenty one students) in the focus group interview. One of them took pleasure from working individually due to the opportunity to delve into the task (Abzal, Grade9). This engagement of students in the individual task can indicate their *language through learning* CLIL created instrumental motivation. As for other students, the individual tasks were easy to complete.

Interactive activities. What students called oral activities had the characteristics of interactive tasks, which they enjoyed because of developing their speaking skills. The student from Grade 8 indicated that they usually talked to teachers and peers; and it helped them to develop their speaking skills (Ernar, Grade 8). Also, some students preferred questions cards that they asked from each other. Subsequently, students felt that it contributed to improving their speaking fluency in Kazakh (Nursultan, Grade8) and answering questions was more easily (four out of twenty one students). Many students claimed that they liked to interact with their teachers (eight out of twenty one students) and talk in the group (Aiya, Grade 7, Adil, Grade 9). Speaking was more interesting than writing (Erzhigit, Grade7). What students described as interesting, joyful, easiness and

usefulness for developing can indicate students' intrinsic motivation to engage in interactive activities.

Demotivating activities. In every class students were given readings with particular tasks such as filling the gaps,(Dana, Grade 8), continuing, analyzing and translating texts (Alikhan & Rauan, Grade 7), creating collage after text (Rauan, Grade 7).

Another aspect of reading texts was found in the focus group interviews. Some students, specifically three students indicated that they sometimes were provided with uninteresting reading texts, which could inhibit their interest. One student said “it depends on the theme. If it is an interesting theme in any language, you understand it. If it is not an interesting theme, you think why it is. It happens sometimes” (Alikhan, Grade 7). Moreover, students could not understand the meaning of the text despite of reading for several times (Dina, Grade 9). Some students felt bored when they were reading the text (Ernar, Grade 8). These examples show that in general students seek interesting reading texts, which are meaningful for learners. Hence, unappealing or less meaningful texts can demotivate students from engaging in the reading.

In addition to unappealing feature of texts, it seems that students have great difficulty in understanding the readings. This is because many students in the three focus groups stated that reading texts had many unclear words, which made them “unbearably difficult to understand” (Adil , Grade 9). Also, students could not catch up with the time to finish reading the text (Dina, Grade 9). In order to understand the texts, students claimed that they sought for key words and dates in the History texts (Artem & Ernar, Grade 8), however some of them felt memorizing the dates arduous (Kanat, Grade 8). So the students' difficulties to understand and finish the texts and working with dates can demotivate students to read the texts.

Most of the students, except on students (Rauan, Grade 7), did not prefer doing writing activities. The most salient reason was time consuming. Another reason was related to the teacher's feedback on essay writing. For example:

This is so strange. In essay we have to write our opinions and it has to be right.

There is no right or wrong answers. I am said my opinions are not right. And it happens. This is my points. And it is so strange when you are told yours is not right".

(Aiyaulym, Grade 9).

Hence, teachers' unconstructive feedbacks can impact on and demotivate students to write essay and express their ideas.

Conclusion

The findings from survey and focus group interview revealed that students have more instrumental and integrative motivation to learn Kazakh than intrinsic motivation. There are seven factors that can promote students' integrative, instrumental and intrinsic motivations. It is students learn a lot of vocabularies that can promote students' long-term instrumental motivation; they are also aware of practical benefits of CLIL for using Kazakh. It might further develop students' long-term instrumental motivation; Students gradually develop their interaction skills in Kazakh CLIL classes. This can show that students' integrative motivation can emerge. Students can also shape integrative motivation by increasing their patriotic feelings. Because of the success and failure in coping with language barriers students' intrinsic motivation can change dynamically. Also, students' challenges in comprehending difficult words can further spur their instrumental motivation for *language of learning*. Some students' opinions about CLIL experience can indicate their intrinsic and instrumental motivations; Limited use of Kazakh abroad and ineffectiveness learning Basics of Law in Kazakh can be extrinsic type of instrumental motive for students. Also, it seems that students engage in activities differently due to their

motivation. Group work, individual work and interactional activities mostly raise students' intrinsic motivation toward these types of activities whereas the difficult and uninteresting reading texts can demotivate or lessen students' intrinsic motivation. Deconstructive feedbacks also seem to decrease students' intrinsic motivations.

Chapter 5: Discussion

In this chapter I will explain the findings that were revealed in the previous chapter. The study intended to explore the motivation of Russian medium group students in the secondary school in urban area to learn Kazakh. In particular, this study aimed to define the extent of students' language-learning motivation and motivating impact of CLIL to learn Kazakh. The purpose of this chapter is to discuss and explain secondary school students' higher level of integrative and instrumental motivations unlike lower level of intrinsic motivation to learn Kazakh. Moreover, I discuss the motivational process of learning Kazakh in CLIL to understand how it may shape motivation of students.

Integrative motivation

In Kazakhstani context CLIL is likely to promote Russian medium group students' *integrativeness* which implies language learners' genuine positive attitudes toward the target language culture and people, emotional and psychological belonging to language community and culture and desire to interact with them (Gardner, 2001 p.13; 2012, p.216). As the focus group interview revealed, students showed their integrativeness by respecting, loving and developing patriotic feeling toward the Kazakh language. Students feel the need to learn Kazakh because of their sense of belonging to the Kazakh culture and maintaining Kazakh revitalization. Moreover, studying the History of Kazakhstan in Kazakh contributed vastly to their sense of patriotism.

The second facet of integrative motivation *positive attitude toward learning situation* (Gardner, 2001; 2012) was also reflected in the students' discussion during the focus group interview. According to the students, the benefits of learning in Kazakh outweigh the challenges. This is because they think that students are generally developing their Kazakh language proficiency through the CLIL approach and it might contribute to their future. It might result in the higher level of integrative motivation in students' response in the survey.

The third facet integrative motivation is a general motivation which describes making effort to learn language, endeavoring to achieve the goals, enjoying from and to get the accomplished the activities, was moderately shown by the students' claims (Gardner, 2001 pp.12-13). As Dornyei (2009) describes, putting effort is one of the aspects motivated learners' behavior. Similarly, students in the focus group claimed that they watch Kazakh movies, interact with their parents and relatives, and sometimes use it in the social networks. This depicts that students' attempt to invest effort to learn or use Kazakh.

Students' willingness to develop good speaking skills can also show the model of integrativeness that Dornyei (2009) defined in his theory *L2 Motivational Self*. Oral interactive activities that students claimed in the focus group interview seemed to contribute to their speaking skills. This is because according to them, they can practice and develop their speaking skills in the oral activities. They also enjoy for expressing their thoughts and answering questions faster in these activities. Therefore, they might like performing oral activities that can contribute to master their speaking skills. Endeavor to obtain a perfect level of proficiency similar to that of the language community speakers, in this case of Kazakhs, reflects Dornyei's (2009) conceptualization of integrativeness.

Overall, three facets of integrative motivations, integrativeness, positive attitude toward learning environment and general motivation, shown in this study might contribute the higher level of integrative motivation. Developing this motivation in the subjects with Kazakh instruction can show students' persistence to learn Kazakh. Although there is a lack of research on integrative motivation in CLIL, this motivation is significant in the Kazakhstani context. Indeed, integrative motivation for learning the Kazakh language, the second language (Samgulova, 2006) and the mother tongue (Matuszkiewicz, 2010), is found in context as Kazakh for learning subjects in the Russian medium group, even though many scholars (Dornyei, 2009; Ushioda, 2014;) disregard its role in learning

language. And learning subjects in Kazakh with CLIL approach promotes students' patriotic feelings. This might be because Kazakh is the socio-politically important language for Kazakhstani citizens and a mother tongue for ethnically Kazakh learners.

Instrumental motivation

By learning some subjects with the Kazakh language instruction, or with CLIL approach, in Russian medium group, secondary school students seem to be instrumentally more motivated to learn Kazakh language. In other words, students might learn Kazakh for *pragmatic outcomes* (Coyle, 2014) while learning some subjects in Kazakh. Seemingly, CLIL has contributed to evolving students' instrumental motivation through providing them with opportunities to develop their competences in Kazakh. As students claimed in the focus group, they improved their proficiency and learned huge vocabulary; they felt that they were better at translating Kazakh and reading the text, and communicating in Kazakh. They gave examples such as being able to participate in conferences in Kazakh, learning different languages, passing test and having huge opportunities in the future as consequences of improving their competence at Kazakh CLIL classes. All of these examples can be useful and practically achievable when they transit to a new era of their life after graduating school with the experience of learning some subjects in Kazakh. Meanwhile, these beliefs might reflect *environmentally determined form of instrumental motivation* (Gardner and MacIntyre, 1991, p.11) that CLIL approach created for students. In other words, students' beliefs or awareness of impact of studying some subjects in Kazakh on their proficiency, which students can capitalize on the future, can be CLIL defined instrumental motivation for students

Another salient belief of students about use of Kazakh is connected to the promotion of the Kazakh language. Most participants of this study are ethnically Kazakh students and their mother tongue is Kazakh. They shared their desire to contribute to the development of

Kazakh language by passing it to the next generation or their children. They have intentions to speak to their children in Kazakh and help them to speak in Kazakh. These attempts of ethnic Kazakh students can be achievable when they create their own families and when they have sufficient proficiency in Kazakh that CLIL is contributing to.

Although students' intentions can show the integrative motivation, students are aware of the instrumental benefits of their learning. These two noticeable intentions of students to use Kazakh in the future can indicate also their *long-term instrumental motivations* (Kyriacou & Benmnsour as cited in Dornyei, 2009a p.28) that they can realize throughout their life. This integration of integrative and instrumental motivation confirms the complex existence of those two motivations within the students (Gardner, Smythe & Lalonde, as cited in Gardner & MacIntyre, 1991).

Similarly, Doiz, Lasagabaster & Sierra (2014b) also found long-term instrumental motivations such as using language for future career development and study and meeting and interacting with more people in the future in their study. Although Doiz, Lasagabaster & Sierra (2014b) did not explicitly focused on the instrumental motivations for learning English in the Spanish context in their research, students reflections' imply having instrumental motivation to learn English through the CLIL approach. This is because students claimed the future use of English as one of the major advantageous of CLIL approach.

Along with long term CLIL determined instrumental motivation, students can also have *short-term instrumental motivations* (Kyriacou & Benmnsour as cited in Dornyei, 2009 p.28) such as having higher grades and learning content, which derived from the engaging in activities. Students' willingness to engage in the group work and individual work can account for these orientations of students. This is because most of focus group interviewees claimed that they want to get higher grades therefore they prefer to have

group work, which provides students opportunity to show better results, to grasp better the content and to come into the best ideas. It shows two advantages of group work that are beneficial for students – obtaining higher grade and learning more content. Other students chose the activities with individual characteristics in order to include their whole potency and scrutinize and understand better the tasks. Students' varying preferences can be related to their orientations in engaging in the activities.

In addition, it seems students regularly need to apply three forms of language use, that Coyle (2008, 2013) conceptualized as language learning in CLIL (language of learning, language for learning, language through learning) that can help us to understand better other environmentally determined instrumental motivation in CLIL. *Language of learning* (Coyle, 2008, 2013), which means language use for learning the essential concepts can be depicted by students' attempt to understand the new and difficult terms via looking up them in the dictionaries or asking it from teachers. They namely search words a lot while reading the texts where the new concepts and knowledge are presented. This is because grasping new concepts is a pivotal outcome that students need to achieve. Thus, students usually face with the need of using the *language of learning* (Coyle, 2008, 2013) to learn the concepts in the readings texts. Further, *language for learning*, using a language for engaging in activities (Coyle, 2008, 2013), is also practiced while students are involved in various activities such as interactive activities, reading and writing activities or individual or group work activities that they mentioned in the focus group discussion. However, students experienced different feelings during their engagement in the activities. Some students enjoyed the CLIL activities due the successful completion of tasks for instrumental benefits and some of them did not find them useful and appealing. It shows that students accepted differently CLIL provided instrumental motivations and it can work differently in individual students. Nevertheless, students are using Kazakh for performing

activities in the subjects with the Kazakh language instruction which represents *language for learning* (Coyle, 2008, 2013) as environmentally determined form of instrumental motivation in CLIL. Last, students also claimed that they try to use “*language through learning*” which Coyle (2008, 2013) defined as expressing what students learned or understand. Aforementioned preferences of students for group work and individual work, students attempts to learn better in Kazakh CLIL class in the activities, reflects use of “*language through learning*”. For example, “making ideas better” through the group discussion (Kanat, Grade 8) can show students striving for learning. This is because learning can be result of students’ thinking in the Kazakh language.

Overall, long-term motivations of students to use Kazakh in the future, various short-term instrumental motivations, environmentally determined instrumental motivations in CLIL can account for why secondary school students at Russian medium group have higher instrumental motivations to learn Kazakh. Their positive linguistic experiences in CLIL impact on students’ awareness of capitalizing on Kazakh in the future. Also, learning or discovering new things, performing activities and interacting in the class seemingly causes the need to use Kazakh more in CLIL class.

Intrinsic motivation and putting effort

Although students have higher level of integrative and instrumental motivations, they have little intrinsic motivation. It seems that intrinsic motivation in CLIL dynamically alters over time depending on the students successfully performing tasks and obtaining satisfaction on their performance. This is because the essence of intrinsic motivation depends on three feelings satisfaction, pleasure and competence that students do not seek external rewards for (Noels, Clément & Pelletier, 2001; Ryan & Deci, 2000; Ushioda, 2014). In present study, the language related challenges, which are unfamiliar words and difficulty in understanding Kazakh, can account for why students in the Russian medium

group in urban area have low level of intrinsic motivation. In my understanding, these language barriers might hamper students' getting satisfactions from activities. This is because students can feel unable to complete the intellectual challengeable tasks due to the being unfamiliar with new words that can lead to understand hardly the task. As Ushioda (2014) describes:

Simply applying more effort or focusing on goals and targets may have little effect when the challenges to motivation derive from not knowing how to deal with the problems and difficulties in one's learning- that is, from lack of metacognitive knowledge and skills. (p.40)

It shows that students' integrative and instrumental or any language-learning purposes and their endeavors to get particular outcome might be insufficient if students cannot deal with the difficulty in understanding new words or phrases for completing the task. Students in Russian dominated urban area predominantly speak Russian rather than Kazakh. Therefore, their struggle with difficult Kazakh words or phrase can exist when they work with texts and activities in Kazakh. Subsequently, unhandled language barriers such as unfamiliar words and difficulty in comprehension the Kazakh language can result in reducing the possibility of enjoyment and satisfaction from performing activities and using Kazakh in the learning experiences by studying subjects in Kazakh. In addition, students cannot obtain the sense of competence when they have got understanding barriers at doing activities. That is why students might have low level intrinsic motivation when they have language barrier to perform cognitive academic task.

Also, less intrinsic motivation can be one of the causes for putting less effort to learn Kazakh in CLIL subjects. As Ushioda claims (2014) that intrinsic motivation is the primary strength to involve students in the learning process due to the feelings of interest and satisfaction from learning activities. It can show that students might put less effort to

engage in activities when they are not intrinsically motivated. However, insignificance of statistics for putting effort scale in Cronbach alpha cannot allow students response for their effort investing to learn Kazakh.

Also, teachers seem to facilitate students learning through giving words and designing group work activities which can drive students' intrinsic motivation and engagement. For example, focus group interview students claimed that teacher provided them with new words before doing text related activities. According to students, it was better to work and understand with teacher because he/ she explained them using difficult phrases. Also, students in the group works showed peer support by explaining the difficult words and activities to each other. Especially those who claimed themselves less proficient in Kazakh found this group work activity easier and more productive. Thus, the new words provision and peer support seem to facilitate students dealing with boundaries in understanding Kazakh and phrases which can help them to perform the activity. By scaffolding with new words and peer explanation, students might develop their competence of using Kazakh and doing activity during the lessons in Kazakh. Less proficient students might have intrinsic motivation when they feel progress in their learning. This is as Ushioda (2014) explains from the meta-cognitive perspective that language learners start to enjoy and engage when they are aware of their progress in their performance. Hence, there is the possibility in CLIL similarly to raise students' intrinsic motivation when they attain the progress in their learning by understanding Kazakh and task as well as accomplishing tasks successfully.

It means that by every successful accomplishment, students can earn competence. Due to the attaining competence, students' motivation to learn can change dynamically over time (Lasagabaster, 2011 p.14). Also, the competence is important for driving intrinsic motivation in CLIL program because, as Heras and Lasagabaster (2015 p.73)

describe, when learning subject in L2, the competence is the primary factor to succeed. The easiness of the task plays role for success when students learn subject in their L1 as well.

There is also other probability of developing students' competence in CLIL. This is because all students in the focus group supported the view that they had increased their vocabulary size and improved overall proficiency. Especially, Grade 9 students claimed they have improved the pace of understanding Kazakh within the three year period of time. Language competence of CLIL students in Russian medium group might relate to decreasing language barrier through increasing vocabulary size, improving pace of understanding and overall proficiency then. This improvement can incidentally impact on students feeling of enjoyment and satisfaction when they handle academically and linguistically challenging tasks. It means intrinsic motivation can change dynamically according to their success in the learning process.

Appealing and relevant readings can also affect on and develop intrinsic motivation of students. As Ryan and Deci (2000) claimed meaningful and valuable tasks that attract students' interest are the main incentive to sustain students' intrinsic motivation. It means that students might enjoy and get interested if they are learning something valuable for them. However, sometimes CLIL subjects seem to provide readings that students did not find as important or interesting. These unappealing texts can decrease and change students' intrinsic motivation when they are used in the class.

In addition, teachers' feedbacks also might impact on altering students' intrinsic motivation. According to Ryan and Deci (2000), teachers' positive feedback on students' performance and competence drives students' intrinsic motivation because those students can earn self-confidence and self-efficacy by the rate of teachers' evaluation. However, in the focus group interview, one of the students from Grade 9 stated that teacher discouraged

her when she wrote her opinions that were not similar to teacher's view in her essay (Aiaulym). Therefore, teachers' incompetence in giving feedback can demotivate students and decrease the intrinsic motivation of students. Meanwhile, it seems that teachers' positive and constructive feedback can impact on students' self-efficacy and confidence that students can earn competence and raise their intrinsic motivation.

Motivational process of students

In order to explain the motivational process of students toward learning Kazakh language in CLIL context, I will use the conceptual framework adapted from Coyle (2013; 2014). This is because this framework seems to help to understand motivation of students in CLIL, especially how CLIL drives students' motivation, factors and activities that motivate and engage students in CLIL.

Based on Coyle's (2014) framework, Kazakh language learning motivational process seems to prescribe the following characteristics: 1) environment can play significant role in driving students' integrative, instrumental and intrinsic motivation; 2) students' engagement in learning activities can be useful for explaining reasons of students' acting and performing. 3) motivation of students is dynamic and complex.

There is a complex, dynamic and interactive relationship between these components CLIL context. First of all, because of learning some subjects in Kazakh, students are gradually developing their language proficiency through learning vocabulary, developing their interactional skills and improving pace of understanding Kazakh. These improvements in language proficiency might contribute to students to promote their integrative and long-term instrumental motivations. They might appear due to their experiences in CLIL because Kazakh is the medium of academic communication (Lorenzo, 2014 as cited in Doiz, Lasagabaster & Sierra, 2014b) in several subjects. These motivations, students' proficiency improvements and overall benefits derived from

students' positive experiences in CLIL might be their achievements, what Stelfox (as cited in Coyle, 2014) conceptualized as gaining personal, social and cognitive needs and desires. According to Coyle (2014), students' gains definitely impact on students' motivation and engagement. This can show salient role of CLIL as environment which is part of motivation and engagement.

Also, there is the need for students to use *language of learning* for new concepts, *language for learning* and *language through learning* (Coyle, 2013) for engaging learning activities, which are *environmentally created instrumental motivation* (Gardner & MacIntyre, 1991) in CLIL. Moreover, group work and individual work activities, interactional activities are likely to drive students' intrinsic motivation when they find them useful, enjoyable and meaningful. Particularly, group work activities are helpful for low proficient learners to engage in the learning activities. This is because students get peer-support to grasp and perform the tasks. And some students prefer to work individually to engage their full potentials for completing tasks. This can show their psychological needs to sharpen their competence (Ryan & Deci, 2000) which can be fundamental for driving intrinsic motivation. Thus, it is personal for each student to prefer the type of activities due to their various needs and proficiency. However, students seem to be demotivated or their intrinsic motivation lessens when they need to read and work with uninteresting and difficult texts and when they receive discouraging feedbacks from teachers. Students claimed that they sometimes got bored, could not understand why they were working with particular texts and expected to accomplish reading texts in the given time because of the difficulty understand it. These all negative experiences or challenges of students can hinder or decrease students' intrinsic motivation. Therefore, students' motivations, especially intrinsic, are not static and change dynamically due to their positive and negative experiences. Subsequently, it might impact on students' engagement in

learning activities. Thus, it is similar to conceptual framework that engagement can show the reasons of students' motivational behavior and their willingness or reluctance toward performing activities.

But also, students can improve their proficiency in Kazakh though engaging in these learning activities. It can confirm that the components of motivational process of students in CLIL to learn Kazakh interact with each other and impacts on their operations.

In addition students' motivation is complex; they could have integrative orientations but they were aware of the instrumental benefits of learning subjects in Kazakh as well; their learning experiences drew their dynamic intrinsic motivations and provided short term instrumental motivation and CLIL created environmentally instrumental motivations such as language of learning, language for learning and language through learning.

In short, students integrative, instrumental and intrinsic motivation, CLIL environment and students engagements are inter-dependent and interact together to drive dynamic motivations of students. It means that because of the CLIL experiences students can generate motivations and engage in learning activities. By performing learning activities, students can have improvements in proficiency or other academic or interpersonal skills, which subsequently impact on how students shape their motivations.

Conclusion

To sum up, in this chapter, I used students' reflections on their experiences in learning subjects with CLIL approach to explain why they have higher instrumental and integrative motivations and lower intrinsic motivation to learn Kazakh. CLIL subjects seem to increase students' patriotic feelings and willingness to interact in Kazakh with people which are associated the integrativeness. Also, their general outlook for CLIL experience was positive because they projected to have more advantages in learning subjects in Kazakh. They invest more effort to learn Kazakh, for example: trying to interact

and watch movies in Kazakh. All of these describe integrative motivations that students developed within the CLIL experiences. Students also generate both long-term and short-term instrumental motivation. These all increase the need to learn language for using Kazakh in different time for different purposes. Moreover, while performing activities, students' intrinsic motivation changes dynamically due to their competence in accomplishing the given activities, feedbacks they get and characteristics of activities. Students' reflections on their experiences help understand their motivation for learning Kazakh in CLIL. Remarkably, their motivation, experiences and engagement in activities are consistent with the conceptual framework for process model of language learning in CLIL (Coyle, 2013, 2014). In the next chapter I will conclude the main points of the findings and provide recommendations for improvement CLIL practice to sustain motivation of students.

Chapter 6: Conclusion

In this chapter I will provide the conclusion for the study, recommendations for the improvement of teaching practice, limitations of the present study and implication for the future research. This study explored the motivation of secondary school students in Russian medium groups in one of the Russian dominated urban settings in the North Kazakhstan to learn Kazakh language by learning subjects in Kazakh with CLIL approach. Also, it used survey method to define the extent of students' motivation to learn Kazakh through CLIL approach and conducted three focus group interviews to understand how CLIL drives motivation of students.

It is revealed that students have more integrative and instrumental motivations than intrinsic motivation for learning Kazakh by CLIL method. Specifically, students have more integrative motivation to learn Kazakh. That is, they have positive attitude toward the Kazakh speaking community and learning situation. In particular, ethnic Kazakh students identify themselves as Kazakh and have become more patriotic after starting to learn History of Kazakhstan in Kazakh by CLIL approach. Secondly, students are instrumentally more motivated to learn Kazakh by learning some subjects in Kazakh medium instruction. It means that students can be aware of the general importance of learning Kazakh which is similar to Csizer and Dornyei' s (2005) claim a "general educational significance of knowing English" (p.21). Students have long-term instrumental motivations to use Kazakh in the various domains in the future. Also, they seem to have short-term instrumental motivations to learn and use Kazakh for learning new concepts, engaging in activities and new knowledge and having good grades. Moreover, students have more or less intrinsic motivations that changes overtime due to the experiences of students at the Kazakh CLIL environment. Students do activities successfully and achieve some benefits such as improving speaking skills, understanding better or learning more and sometimes students

enjoy and engage in doing activities. At this time students become more intrinsically motivated to complete the activities. However, their intrinsic motivation can decrease when students get bored and uninterested in the difficult reading texts and receive demotivating feedbacks in their activities. Therefore, the intrinsic motivation of students is dynamic and alters according to their positive and negative experiences.

Similar to conceptual framework adapted from Coyle (2013, 2014), motivation of students in CLIL dynamic and interact with learning environment factors and engagement. CLIL environment creates seven factors that might motivate students such as learning vocabulary, improving and challenging with language barrier in understanding Kazakh, promoting patriotic feeling, positive attitudes, disincentives for learning Kazakh, awareness of the pragmatic benefits of Kazakh, developing interactional skills. Activities can motivate students as well. Students' positive attitudes and achievements can impact on students' motivation and engagements. Subsequently, their motivation and engagement can impact positively on their learning experiences. Therefore, motivation is complex and dynamic and it interacts with learning environment and students' engagement in learning.

Implications and Recommendations

This study's investigations can be useful to understand the impact of CLIL on students' Kazakh language - learning motivation, in certain degree. It can be helpful for school principals to manage successful CLIL practice in Kazakh in their school if they are aware how students are motivated in CLIL to learn Kazakh. This study has implication for school principals and teachers and pedagogical recommendation for teachers.

School principals can succeed in motivating students to learn and apply Kazakh by improving teaching practice of teachers. The alignment of findings with the process model of motivation in CLIL (Coyle, 2013; 2014) allows me to imply them that they can control and sustain students' motivation to learn Kazakh by engaging them in the effective and

successful learning. School principals can interact closer with teachers to meet the needs of teachers and students for successful learning. Teachers might need some professional development course in order to improve their competence in making learning intrinsically interesting, meaningful and adequately challenging. This is because in this study revealed that teachers were seemingly less competent in some areas as giving constructive feedbacks or providing meaningful texts. Particularly, students need these appropriate responses and successful learning experiences to be engaged in language - learning in CLIL. Through developing teachers' teaching competence and their motivation to make learning in CLIL successfully, school principals can cope ideally with motivating students to learn and use Kazakh.

Teachers can understand that they have more responsibilities in driving students' motivation to learn. This is because their created and organized learning process impacts on raising, sustaining or changing motivation of students in CLIL. Meanwhile, they can learn designing meaningful and cognitively and linguistically sufficient challenging activities for learners. This is because such appropriate learning conditions can constantly engage students in the learning process in CLIL. By engaging and accomplishing tasks, students can get motivated (intrinsically, integratively or instrumentally) to learn Kazakh.

This study offers some recommendations for the Kazakh CLIL teachers to sustain students' integrative, instrumental and intrinsic motivation. Teachers can provide students appropriate and sufficient linguistic integrative and long-term instrumental motivations. The linguistic scaffolding such as words, ready phrases and easy comprehensible texts can be useful and supportive for students to express their ideas in the interaction. It can help students to be willing to communicate in Kazakh in class or with other people too. This is because mostly students can activate their skills, learn vocabularies and enhance their proficiency in Kazakh through the learning activities. Teachers can also employ more

multimodalities (New London, as cited in Meyer, Coyle, Halbach, Schuck & Ting, 2015) in readings and for instructions and giving constructive feedbacks to students in order to address students' needs and sustain their motivations. Multimodalities such as gesture, visuals, and sounds can facilitate students' comprehension the difficult words. Similarly, CLIL students in the UK context claimed they did find comprehension difficult while they were learning subjects in the modern foreign languages because teachers used body languages (Coyle, 2013). As understanding Kazakh and difficult words are the main barrier of students to engage in the activities so multimodalities can make their understanding easier in Kazakh.

Secondly, students should provide meaningful and easier readings instead of difficult and less interesting texts. Teachers can provide only relevant reading texts to the students or need to raise their awareness about relevant points in order to involve students in reading and further follow-up activities. Applying pictures or diagram within the texts can also scaffold students understanding texts without struggling. Finally, teachers need to provide constructive feedback for students to avoid demotivating students. According to Ryan and Deci (2000), any positive feedbacks can boost students' motivation toward engaging in and self-regulation of their learning. This is because teacher rated competence can be incentives for students to feel satisfaction on their competence. Therefore, Kazakh CLIL students can keep their satisfaction and enjoyment when they achieve reasonable and supportive feedbacks for their works.

Overall, this study's implication and recommendation can be useful for school principals and teachers to improve learning in CLIL and making it relevant for learners' motivational needs.

Limitation and Future Research Implications

This study is not covered a large population therefore for next study it is offered to conduct survey to other samples in other Russian dominated urban areas. Moreover, as for the study motivation in CLIL context, CLIL as a L2 learning classroom experience, it is necessary to conduct more research by multiple methods. This study employed the survey and focus group interview. However, it will be more rigorous if future study use the observation method along with survey and interview to discover the actual learning process of students in CLIL environment. It will help to understand the complex and dynamic nature of motivation in the specific classroom context, as Ushioda and Dornyei (2012) suggested.

Overall, CLIL students in the Russian medium groups, who study subjects (History of Kazakhstan, Geography and Basics of Law) in Kazakh in NIS in the Russian dominated urban area of North Kazakhstan, seem to have dynamic and evolving integrative, instrumental and intrinsic motivations. Primarily, all events happening in CLIL Kazakh classes can impact continuously on students' motivation, its change and increase or decrease. This study's investigations can be moderately useful to understand the impact of CLIL on students Kazakh language learning motivation students in Russian dominated urban areas.

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Appendix A

Instruments (questionnaire and focus group interview protocol) in English and Russian Questionnaire in English

Please, read instructions carefully.

I. Complete the lines

1. Grade_____
2. Age_____
3. ethnicity_____
4. Place of residence_____

II. Choose one item from the given five scales.

1. strongly disagree 2. disagree 3. I don't know 4. agree 5. Strongly agree

1. I really enjoy learning Kazakh
1. strongly disagree 2. disagree 3. I don't know 4. agree 5. Strongly agree

2. Studying Kazakh is important for me because I will need it for my future studies.
1. strongly disagree 2. disagree 3. I don't know 4. agree 5. Strongly agree

3. I would like to know more about Kazakh people
1. strongly disagree 2. disagree 3. I don't know 4. agree 5. Strongly agree

4. My parents really encourage me to study Kazakh
1.strongly disagree 2. disagree 3. I don't know 4. agree 5. Strongly agree

5. I can imagine myself in the future having a discussion with friends in Kazakh
1.strongly disagree 2. disagree 3. I don't know 4. agree 5. Strongly agree

6. I have to learn Kazakh because I don't want to fail the subjects in Kazakh
1.strongly disagree 2. disagree 3. I don't know 4. agree 5. Strongly agree

7. I enjoy my subjects in Kazakh
1. strongly disagree 2. disagree 3. I don't know 4. agree 5. Strongly agree

8. Studying Kazakh is important part of my education
1. strongly disagree 2. disagree 3. I don't know 4. agree 5. Strongly agree

9. Kazakhstani people should make greater effort to learn Kazakh
1. strongly disagree 2. disagree 3. I don't know 4. agree 5. Strongly agree

10. My parents show considerable interest in anything to do with my studies in Kazakh language
1. strongly disagree 2. disagree 3. I don't know 4. agree 5. Strongly agree

11. I can imagine that in the future in a café with light music, friends and I will be chatting in Kazakh casually over a cup of coffee
1. strongly disagree 2. disagree 3. I don't know 4. agree 5. Strongly agree

12. I can feel a lot of pressure from my parents when I'm learning Kazakh.
1. strongly disagree 2. disagree 3. I don't know 4. agree 5. Strongly agree

13. I enjoy using Kazakh in the class.
1. strongly disagree 2. disagree 3. I don't know 4. agree 5. Strongly agree

14. Studying Kazakh is important for me because people will respect me if I speak Kazakh
1.strongly disagree 2. disagree 3. I don't know 4. agree 5. Strongly agree

15. I really want to learn Kazakh.
1. strongly disagree 2. disagree 3. I don't know 4. agree 5. Strongly agree
16. The more I get to know Kazakh people, the more I want to be I want be fluent in their language
1. strongly disagree 2. disagree 3. I don't know 4. agree 5. Strongly agree
17. My parents have stressed the importance Kazakh will have for me when I leave school
1. strongly disagree 2. disagree 3. I don't know 4. agree 5. Strongly agree
18. I can imagine a situation where I am doing business with local entrepreneurs by speaking Kazakh
1. strongly disagree 2. disagree 3. I don't know 4. agree 5. Strongly agree
19. Studying Kazakh is important to me because my life will change if I acquire good command of Kazakh.
1. strongly disagree 2. disagree 3. I don't know 4. agree 5. Strongly agree
20. Studying Kazakh is important for me because it will be useful in getting a job.
1. strongly disagree 2. disagree 3. I don't know 4. agree 5. Strongly agree
21. I am learning Kazakh to understand films, videos, music, chat on the internet.
1.strongly disagree 2. disagree 3. I don't know 4. agree 5. Strongly agree
22. I do not like learning Kazakh.
1. strongly disagree 2. disagree 3. I don't know 4. agree 5. Strongly agree
23. Studying Kazakh can be important because it will make me a knowledgeable person
1. strongly disagree 2. disagree 3. I don't know 4. agree 5. Strongly agree
24. Studying Kazakh can be important because I can meet and converse with more Kazakh people
1. strongly disagree 2. disagree 3. I don't know 4. agree 5. Strongly agree
25. Studying Kazakh is important to me, because I would feel ashamed if I got bad grades in subjects in Kazakh
1. strongly disagree 2. disagree 3. I don't know 4. agree 5. Strongly agree
26. I can imagine myself in the future giving a Kazakh speech successfully to the public in the future
1. strongly disagree 2. disagree 3. I don't know 4. agree 5. Strongly agree
27. I want to speak in Kazakh to people
1.strongly disagree 2. disagree 3. I don't know 4. agree 5. Strongly agree
28. Studying Kazakh is important to me in order to gain the approval of my family
1. strongly disagree 2. disagree 3. I don't know 4. agree 5. Strongly agree
29. I want to study subjects in Kazakh in the next year, too.
1. strongly disagree 2. disagree 3. I don't know 4. agree 5. Strongly agree
- 30. Studying subjects in Kazakh helps me**
- | | |
|---|---|
| 30.1. to learn more vocabulary | 1. strongly disagree 2. disagree 3. I don't know 4. agree 5. Strongly agree |
| 30.2. to foster understanding oral speech | 1. strongly disagree 2. disagree 3. I don't know 4. agree 5. Strongly agree |
| 30.3. to improve fluency speaking in Kazakh | 1. strongly disagree 2. disagree 3. I don't know 4. agree 5. Strongly agree |
| 30.4. to develop my writing skills in Kazakh | 1. strongly disagree 2. disagree 3. I don't know 4. agree 5. Strongly agree |
| 30.5. to develop my reading skills in Kazakh | 1. strongly disagree 2. disagree 3. I don't know 4. agree 5. Strongly agree |

30.6. **to communicate with people in Kazakh** 1. strongly disagree 2. disagree 3. I don't know 4. agree 5. Strongly agree

31. I often feel bored when I study for subjects in Kazakh
1. strongly disagree; 2. disagree; 3. I don't know 4. agree; 5 strongly agree
32. I work hard in Kazakh classes even when I do not like what we are doing
1. strongly disagree; 2. disagree; 3. I don't know 4. agree; 5 strongly agree
33. I do not like being forced to speak Kazakh in Kazakh classes. I prefer to sit and listen
1. strongly disagree; 2. disagree; 3. I don't know 4. agree; 5 strongly agree
34. Even when course materials in Kazakh classes are not interesting, I always finish my work.
1. strongly disagree; 2. disagree; 3. I don't know 4. agree; 5 strongly agree
35. I put my best effort into learning Kazakh in my Kazakh language class
1. strongly disagree; 2. disagree; 3. I don't know 4. agree; 5 strongly agree
36. Teachers' ways of teaching in Kazakh subjects is effective to learn Kazak easily
1. strongly disagree; 2. disagree; 3. I don't know 4. agree; 5 strongly agree
37. Studying subjects in Kazakhs at school is beneficial for learning Kazakh
1. strongly disagree; 2. disagree; 3. I don't know 4. agree; 5 strongly agree

Thank you for your participation.

Анкетирование на русском языке

Дата:

Пожалуйста, внимательно прочтите инструкцию.

I. Заполните

1. Класс _____
2. Возраст _____
3. Этническая принадлежность _____
4. Место жительства _____

II. Выберите один пункт из нижеуказанных

1. Категорически не согласен 2. Не согласен 3. Не знаю 4. Согласен 5. Полностью согласен

1. Мне очень нравится изучать казахский язык
1. Категорически не согласен 2. Не согласен 3. Не знаю 4. Согласен 5. Полностью согласен

2. Изучение казахского языка очень важно для меня, так как он пригодится для учебы в будущем
1. Категорически не согласен 2. Не согласен 3. Не знаю 4. Согласен 5. Полностью согласен

3. Я хотел бы знать больше о казахском народе

1. Категорически не согласен 2. Не согласен 3. Не знаю 4. Согласен 5.

Полностью согласен

4. Мои родители поддерживают меня при изучении казахского языка

1. Категорически не согласен 2. Не согласен 3. Не знаю 4. Согласен 5.

Полностью согласен

5. Я могу представить, как в будущем буду общаться с друзьями на казахском языке

1. Категорически не согласен 2. Не согласен 3. Не знаю 4. Согласен 5.

Полностью согласен

6. Я должен учить казахский язык, потому что боюсь получить плохие результаты по предметам, которые ведутся на казахском языке

1. Категорически не согласен 2. Не согласен 3. Не знаю 4. Согласен 5.

Полностью согласен

7. Мне нравится занятия, которые проходят на казахском языке.

1. Категорически не согласен 2. Не согласен 3. Не знаю 4. Согласен 5. Полностью согласен

8. Изучение казахского языка является важной частью моего образования

1. Категорически не согласен 2. Не согласен 3. Не знаю 4. Согласен 5. Полностью согласен

9. Люди, живущие в Казахстане, должны прилагать больше усилий для изучения казахского языка

1. Категорически не согласен 2. Не согласен 3. Не знаю 4. Согласен 5.

Полностью согласен

10. Мои родители интересуются всем, что касается уроков, которые ведутся на казахском языке

1. Категорически не согласен 2. Не согласен 3. Не знаю 4. Согласен 5.

Полностью согласен

11. Я могу себе представить, что в будущем буду общаться с друзьями за чашкой кофе сидя в кафе с приятной музыкой

1. Категорически не согласен 2. Не согласен 3. Не знаю 4. Согласен 5.

Полностью согласен

12. Когда я изучаю казахский язык, я чувствую давление со стороны родителей

1. Категорически не согласен 2. Не согласен 3. Не знаю 4. Согласен 5. Полностью согласен

13. Мне нравится использовать казахский язык на уроках
1. Категорически не согласен 2. Не согласен 3. Не знаю 4. Согласен 5. Полностью согласен

14. Изучение казахского языка очень важно для меня, так как если я буду говорить по-казахски, люди будут уважать меня
1. Категорически не согласен 2. Не согласен 3. Не знаю 4. Согласен 5. Полностью согласен

15. Я очень хочу изучать казахский язык.
1. Категорически не согласен 2. Не согласен 3. Не знаю 4. Согласен 5. Полностью согласен

16. Чем больше я узнаю о казахском народе, тем больше я хочу свободно разговаривать на их языке
1. Категорически не согласен 2. Не согласен 3. Не знаю 4. Согласен 5. Полностью согласен

17. Мои родители говорят о том, как важен будет для меня казахский язык, когда я закончу школу
1. Категорически не согласен 2. Не согласен 3. Не знаю 4. Согласен 5. Полностью согласен

18. Я могу представить себе ситуацию, когда я веду дела с местными предпринимателями на казахском языке
1. Категорически не согласен 2. Не согласен 3. Не знаю 4. Согласен 5. Полностью согласен

19. Изучение казахского языка очень важно для меня, потому что моя жизнь изменится, если я буду владеть казахским языком
1. Категорически не согласен 2. Не согласен 3. Не знаю 4. Согласен 5. Полностью согласен

20. Изучение казахского языка очень важно для меня, потому что он пригодится при устройстве на работу
1. Категорически не согласен 2. Не согласен 3. Не знаю 4. Согласен 5. Полностью согласен

21. Я учу казахский язык для того, чтобы понимать фильмы, видео, песни, чаты в интернете на казахском языке

1. Категорически не согласен 2. Не согласен 3. Не знаю 4. Согласен 5. Полностью согласен

22. Мне не нравится учить казахский язык

1. Категорически не согласен 2. Не согласен 3. Не знаю 4. Согласен 5. Полностью согласен

23. Изучение казахского языка важно, так как благодаря ему я могу стать грамотным человеком

1. Категорически не согласен 2. Не согласен 3. Не знаю 4. Согласен 5. Полностью согласен

24. Изучение казахского языка важно, так как я могу общаться со многими казахами на этом языке

1. Категорически не согласен 2. Не согласен 3. Не знаю 4. Согласен 5. Полностью согласен

25. Изучение казахского языка важно, так как мне будет стыдно, если я получу плохую оценку по предмету казахского языка

1. Категорически не согласен 2. Не согласен 3. Не знаю 4. Согласен 5. Полностью согласен

26. Я могу представить, как в будущем буду разговаривать на казахском языке перед публикой

1. Категорически не согласен 2. Не согласен 3. Не знаю 4. Согласен 5. Полностью согласен

27. Я хочу общаться с людьми на казахском языке

1. Категорически не согласен 2. Не согласен 3. Не знаю 4. Согласен 5. Полностью согласен

28. Изучение казахского языка важно, чтобы получить одобрение моей семье

1. Категорически не согласен 2. Не согласен 3. Не знаю 4. Согласен 5. Полностью согласен

29. Я хочу изучать предметы (дисциплины) на казахском языке и в следующем году

1. Категорически не согласен 2. Не согласен 3. Не знаю 4. Согласен 5. Полностью согласен

30. Изучение предметов (дисциплин) на казахском языке помогает мне

30.1. увеличить словарный запас

1. Категорически не согласен 2. Не согласен 3. Не знаю 4. Согласен 5. Полностью согласен

30.2. понимать устную казахскую речь

1. Категорически не согласен 2. Не согласен 3. Не знаю 4. Согласен 5. Полностью согласен

30.3. улучшить разговорные навыки на казахском языке

1. Категорически не согласен 2. Не согласен 3. Не знаю 4. Согласен 5. Полностью согласен

31.4. развивать навыки письма на казахском языке

1. Категорически не согласен 2. Не согласен 3. Не знаю 4. Согласен 5. Полностью согласен

30.5. развивать навыки чтения на казахском языке

1. Категорически не согласен 2. Не согласен 3. Не знаю 4. Согласен 5. Полностью согласен

30.6. общаться с людьми на казахском языке

1. Категорически не согласен 2. Не согласен 3. Не знаю 4. Согласен 5. Полностью согласен

31. Мне часто бывает скучно, когда я изучаю предметы на казахском языке

1. Категорически не согласен 2. Не согласен 3. Не знаю 4. Согласен 5. Полностью согласен

32. Я усердно работаю на уроках казахского языка, даже если мне не нравится то, что мы делаем

1. Категорически не согласен 2. Не согласен 3. Не знаю 4. Согласен 5. Полностью согласен

33. Я не люблю, когда приходится говорить по-казахски на уроках, которые ведутся на казахском языке. Я больше предпочитаю сидеть и слушать

1. Категорически не согласен 2. Не согласен 3. Не знаю 4. Согласен 5. Полностью согласен

34. Даже если материалы, предоставляемые на уроках казахского языка не интересны, я всегда доделываю свою работу.

1. Категорически не согласен 2. Не согласен 3. Не знаю 4. Согласен 5. Полностью согласен

35. Я прикладываю все усилия на изучение казахского языка

1. Категорически не согласен 2. Не согласен 3. Не знаю 4. Согласен 5. Полностью согласен

36. Методы преподавания, которые использую учителя на уроках с казахским языком обучения, помогают при изучении казахского языка

1. Категорически не согласен 2. Не согласен 3. Не знаю 4. Согласен 5. Полностью согласен

37. Изучение предметов на казахском языке в школе полезно для изучения казахского языка

1. Категорически не согласен 2. Не согласен 3. Не знаю 4. Согласен 5. Полностью согласен

Спасибо за Ваше участие и уделенное время!

Appendix B

Focus Group Interview Protocol in English

Kazakh Language Learning Motivation with CLIL approach

The structure of the interview was adapted from Dr. Duishonkul Shamatov (2015) guide

Time of interview:

Date:

Place:

Interviewer: Laila Abdimanapova

Interviewee:

I am very pleased you have agreed to join us today. Today this focus group is an opportunity to discuss your experience learning some subjects in Kazakh at Russian medium class. This discussion will provide invaluable information for understanding motivation of Russian medium students by learning subjects in Kazak.

- My name is Laila Abdimanapova. I am a Master's student at NU.

There is no right or wrong answers and this is not a test so please give your honest opinions.

If you do not mind, our conversation will be recorded on tape. I would like to note that your identity will not be revealed, and the information obtained during the interview will be used only for writing a thesis, and deleted immediately after the defense of this work.

There are some rules that we need to comply with it.

- 1) Please turn off the phone or switch mode "No sound" during our conversation, as they may interfere with the microphone;
- 2) Try to speak loudly and one by one without interrupting your interlocutors;
- 3) Let's try not to be rude or offend each other; Also, you have the right not to answer questions if you wish. And you may stop and withdraw your participation in the interview.

I think you will really enjoy the next 45-60 minutes. If you are ready, I will turn on the tape. We have a lot to cover so let's jump right in.

2) Introductions a.

To start off I would like you to tell me your name.

- 1.
- 2.
- 3.
- 4.

5.

6.

7.

8.

b. Questions

a. What subjects do you study in Kazakh?

b. How long have you been studying these subjects in Kazakh?

c. Do you think that are there any benefits from learning subjects in Kazakh?

d. What challenges do you have by learning three subjects in Kazakh?

e. What activities do you do in Kazakh classes?

f. What do you like most of those activities in Kazakh classes?
And Least? Why?

3) Wrap-Up a. Finally are there any areas that we have not covered or anything else you would like to comment on?

b. Those are all the questions I have. Thank you for your time today. Thank participants for their time.

Thanks for your participation for focus group interview and responses. I would like to mention again that your names or other your personal information will not be revealed anywhere. Your answer will be available only to me and no one will know your answer. I will keep the voice file in my personal laptop until the end of project. Then I will delete it immediately.

Interview Protocol in Russian

Время интервью:

Дата:

Место:

Интервьюер: Лейла Абдиманопова

Респонденты:

Я очень рада, что вы согласились принять участие в групповом интервью. Групповое интервью – это возможность поговорить о Вашем опыте обучения предметам, которые преподаются на казахском языке. Данное интервью будет способствовать получению информации о том, что является мотивацией к изучению казахского языка для учащихся средней школы на предметах с казахским языком обучения.

Меня зовут Лэйла Әбдіманапова. Я учусь на магистратуре в Назарбаев Университете.

Данное интервью не является тестированием, поэтому здесь не может быть неправильных ответов. Ваше мнение очень важно.

Если Вы не возражаете, наша беседа будет записана на диктофон. Хочу отметить, что Ваши личности не будут раскрыты, и информация, полученная в ходе интервью, будет использована только для написания диссертации, и удалена сразу после защиты данной работы.

Есть несколько рекомендаций, которые мы должны соблюдать в ходе проведения группового интервью:

- 1) Пожалуйста, отключите телефоны или включите режим «Без звука» на время проведения интервью, так как они могут помешать при работе с микрофоном;
- 2) Постарайтесь говорить по одному и громче, не перебивая Ваших собеседников.;
- 3) Давайте постараемся не грубить и не оскорблять друг друга; Также, Вы имеете право не отвечать на некоторые вопросы или остановить Ваше участие и покинуть помещение.

Надеюсь, Вы получите удовольствие от нашего разговора. Это длится на примерно 45-60 минуты. Итак, если все готовы, я включаю диктофон.

2) Введения а.

Для начала я хотела бы, чтобы Вы назвали мне свои имена.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

б. Вопросы

а. Какие предметы Вы изучаете на казахском языке?

б. С каких пор Вы изучаете эти предметы на казахском языке?

б. Как Вы думаете, есть ли преимущества от изучения предметов на казахском языке?

с. Как Вы думаете, есть ли недостатки от изучения предметов на казахском языке?

и. Какие задания Вы выполняете на предметах с казахским языком преподавания?

д. Что Вам нравится больше всего в заданиях, которые Вы выполняете на предметах с казахским языком преподавания? А как меньше всего, почему?

3) Итог а. В заключение, есть ли что-нибудь, о чем мы не поговорили? Есть ли у Вас что-нибудь добавить на эту тему?

На этом наше интервью подошло к концу. Спасибо за время, которое Вы уделили и за Ваше участие.

И, хотелось бы еще раз отметить, что Ваши ответы будут доступны только мне, и никто не узнает о Вашем участии.

Appendix C

Parental Consent form, Students' consent form and Verbal Assent for students

PARENTAL INFORMED CONSENT FORM FOR RESEARCH INVOLVING CHILDREN

The Kazakh language learning motivation with CLIL approach

DESCRIPTION: Your child is invited to participate in a research study on motivation of students who study subjects in Kazakh to learn Kazakh. The purpose of the study is to to understand student's experience, opinion and motivation to learn Kazakh while learning subjects in Kazakh. Your child will be asked to take an anonymous survey questionnaire and a voluntary group interview with their fellow students. The answer of your child in the questionnaire will be stored in a locked drawer until the end of the project. Then, it will be destroyed immediately. Interview will be audio recorded with your permission. A voice file will be stored in a password protected computers until the end of the project. Then, the audio record of the interview will be deleted immediately. Please, note that your child may refuse taking a part in a survey and the group interview any time even with your permission. When the results of the study are presented, the student researcher will not reveal your child's name and any other his or her personal information.

RISKS AND BENEFITS: The risks associated with this study are minor and might be related to some difficult questions in the interview in which your child can feel it embarrassed. The benefits which may reasonably be expected to result from this study are not direct but societal advantages. Your child's answer will be helpful to understand the common experience of students who study some subjects in Kazakh. It might have great role to make future implication for improving teaching method when learning subjects in Kazakh language at Russian medium class. Your decision whether or not to allow your child to participate in this study will not affect your child's grades or participation in school.

TIME INVOLVEMENT: Your child's participation in this study will take approximately 15-20 minutes in survey and 45-60 minutes in the group interview.

SUBJECT'S RIGHTS: If you have read this form and have decided to allow your child/student to participate in this study, please understand your child's participation is voluntary and your child has the right to withdraw his/her consent or discontinue participation at any time without penalty or loss of benefits to which he/she is otherwise entitled. Your child has the right to refuse to answer particular questions. Your child's individual privacy will be maintained in all published and written data resulting from the study.

CONTACT INFORMATION:

Questions: If you have any questions, concerns or complaints about this research, its procedures, risks and benefits, you should ask the Master's thesis Supervisor, Dr. Bridget Goodman, bridget.goodman@nu.edu.kz, +7(7172) 69-49-50.

Independent Contact: If you are not satisfied with how this study is being conducted, or if you have any concerns, complaints, or general questions about the research or your rights as a participant, please contact the NUGSE Research Committee to speak to someone independent of the research team at +7 7172 709359. You can also write an email to the NUGSE Research Committee at gse_researchcommittee@nu.edu.kz

I (we) have read the information above and hereby consent to have my (our) child participate in this study by signing below.

Signature(s) of Parent(s) or Guardian

Date

The extra copy of this signed and dated consent form is for you to keep.

ФОРМА ИНФОРМАЦИОННОГО СОГЛАСИЯ РОДИТЕЛЕЙ**Мотивация Изучения Казахского Языка по методике CLIL**

ОПИСАНИЕ: Ваш ребенок приглашен принять участие в исследовании по мотивации студентов, обучающих предметы на казахском языке, на изучение казахский язык. Цель исследования является понять опыт и мнения учащихся и их мотивации к изучению казахского языка при обучении предметов на казахском языке. Вашему ребенку будет предложено принять участие в анонимном анкетном опросе и в добровольным групповой интервью с одноклассниками. Ответы вашего ребенка в анкете будут храниться в запечатом ящике до конца проекта. Затем, ответы вашего ребенка в анкете будет немедленно уничтожена. Интервью будет записываться на аудио с вашего разрешения. Голосовой файл группового интервью будет храниться в ноутбуке, защищенном паролем студентом исследователя до конца проекта. Затем голосовой файл будет немедленно удалена. Когда результаты исследования представляется, студент исследователь не будет раскрывать имя вашего ребенка и любую его или ее другую личную информацию.

РИСКИ И ПРЕИМУЩЕСТВА: Риски, связанные с этим исследованием незначительные и могут быть связаны с некоторыми трудными вопросами в интервью, в котором ваш ребенок может чувствовать себя неловко. Выгоды, которые можно ожидать в результате этого исследования могут быть не прямые, но социально преимущественным. Ответы вашего ребенка могут помочь понять общий опыт учащихся, которые изучают некоторые предметы на казахском языке. Это может иметь большую роль для будущего улучшения метода обучения при изучении предметов на казахском языке на русскоязычных классах. Ваше решение о согласии либо отказе в участии вашего ребенка никаким образом не повлияет на оценки или участия вашего ребенка в школе

ВРЕМЯ УЧАСТИЯ: Участие вашего ребенка в этом исследовании потребует около 10-15 минут в опросе и 45-60 минут в групповом интервью.

СУБЪЕКТИВНАЯ ПРАВА УЧАСТНИКОВ: Если вы прочитали данную форму и решили дать разрешение вашему ребенку принять участие в данном исследовании, вы должны понимать что участие вашего ребенка является **добровольным** и что у вашего ребенка есть право **отозвать свое согласие или прекратить участие в любое время без наказания и без потери выгоды, который вашему ребенку предоставляли.** В качестве альтернативы ваш ребенок может не участвовать в исследовании. Также ваш ребенок имеет право не отвечать на какие-либо вопросы. Результаты данного исследования могут быть представлены или опубликованы в научных или профессиональных целях.

КОНТАКТНАЯ ИНФОРМАЦИЯ:

Вопросы: Если у Вас есть вопросы, замечания или жалобы по поводу данного исследования, процедуры его проведения, рисков и преимуществ, вы можете связаться с исследователем, используя следующие данные: Dr. Bridget Goodman, bridget.goodman@nu.edu.kz, +7(7172) 69-49-50.

Независимые контакты: Если вы не удовлетворены проведением данного исследования, если у вас возникли какие-либо проблемы, жалобы или вопросы, вы можете связаться с Комитетом Исследований Высшей Школы Образования Назарбаев Университета по телефону +7 7172 70 93 59 или отправить письмо на электронный адрес gse_researchcommittee@nu.edu.kz

Я (мы) прочитал (а) информацию выше и тем самым даю свое согласие, чтобы мой (наш) ребенок может участвовать в этом исследовании, подписавшись ниже.

Подпись (ы) родителя (ей) или опекуна

Дата

Дополнительная копия этого подписанной и информационной формы согласия для вас будет сохранено.

INFORMED CONSENT FORM

The Kazakh language learning motivation with CLIL approach

DESCRIPTION: You are invited to participate in a **research study** on motivation of students who study subjects in Kazakh to learn Kazakh. The purpose of the study is to to understand student's experience, opinion and motivation to learn Kazakh while learning subjects in Kazakh. You will be asked to participate in an **anonymous** survey and interview together with your group mates. Your participation is **voluntarily** and you may participate after your parents' permission. You may participate in both survey and interview or only one. In order to work with you a student researcher will meet several times:

- **For taking parents' consent.** You need give your parents the parental consent form and bring back it with your parents' (it is enough one's) signature to the next meeting. The student researcher will hand you parental consent form, a permission letter for your participation in the first meeting with you.
- **For conducting survey.** In the second meeting, you will complete questionnaire with 20 questionnaires. There is no right or wrong answer. You will choose the answer that suits you best. You may skip the questions if you do not want to answer or if you find it difficult. It might take 15-20 minutes. It is the anonymous so you should not write your name anywhere. Your answers will be kept in a locked drawer until the end of project. Then, it will be destroyed immediately.
On this day, your curators will be given a sheet of paper. If you wish to participate in the interview with your classmates, you may write your name and contact there after completing the questionnaire. The student researcher will call and invite you to the group interview with yours classmates after talking with your curator and defining the best time for you to participate in.
- **For conducting group interview.** You will talk about your experience learning some subjects in Kazakh. It might be longer than half an hour. It will be organized in another day. There is no need for you to prepare for the interview. You are welcome to share your experience, opinions and ideas. During the interview, you may skip the questions if you do not want to answer or if you find it difficult. With your parents' permission and your permission, the conversation will be audio recorded. The voice file of the group interview will be stored in a password protected researcher's personal laptop until the end of the project. Then, it will be deleted immediately. When the results of the study are presented, the student researcher will not reveal your name and any other your personal information.

TIME INVOLVEMENT: Your participation will take approximately 10-15 minutes in a survey and 45-60 minutes in the group interview.

RISKS AND BENEFITS: The risks associated with this study are minor and might be related to some difficult questions in the interview in which you can feel it embarrassed. The benefits which may reasonably be expected to result from this study are you can make your voices to be heard and share your opinions. It might have great role to make future implication for improving teaching method when learning subjects in Kazakh language at Russian medium class. Also, your answer will be helpful to understand the common experience of students who study some subjects in Kazakh.

Your decision whether or not to participate in this study will not affect your grades in a school.

PARTICIPANT'S RIGHTS: If you have read this form and have decided to participate in this project, please understand your **participation is voluntary** and you have the **right to withdraw your consent or discontinue participation at any time without penalty or loss of benefits to which you are otherwise entitled. The alternative is not to participate.** You have the right to refuse to answer particular questions. The results of this research study may be presented at scientific or professional meetings or published in scientific journals.

CONTACT INFORMATION:

Questions: If you have any questions, concerns or complaints about this research, its procedures, risks and benefits, contact the Master's Thesis Supervisor for this student work, Dr. Bridget Goodman, bridget.goodman@nu.edu.kz, +7(7172) 69-49-50.

Independent Contact: If you are not satisfied with how this study is being conducted, or if you have any concerns, complaints, or general questions about the research or your rights as a participant, please contact the NUGSE Research Committee to speak to someone independent of the research team at +7 7172 709359. You can also write an email to the NUGSE Research Committee at gse_researchcommittee@nu.edu.kz

Please sign this consent form if you agree to participate in this study.

- I have carefully read the information provided;
- I have been given full information regarding the purpose and procedures of the study;
- I understand how the data collected will be used, and that any confidential information will be seen only by the researchers and will not be revealed to anyone else;
- I understand that I am free to withdraw from the study at any time without giving a reason;
- With full knowledge of all foregoing, I agree, of my own free will, to participate in this study.

Signature: _____

Date: _____

The extra copy of this signed and dated consent form is for you to keep.

According to the law of the Republic of Kazakhstan an individual under the age of 18 is considered a child. Any participant falling into that category should be given the Parental Consent Form and have it signed by at least one of his/her parent(s) or guardian(s).

ФОРМА ИНФОРМАЦИОННОГО СОГЛАСИЯ

Мотивация Изучения Казахского Языка по методике CLIL

ОПИСАНИЕ: Вы приглашены на принятие участия в исследовании по мотивации студентов, обучающихся предметы на казахском языке, с целью изучения казахского языка. Целью исследования является понимание опыта и мнения учащихся и их мотивации к изучению казахского языка при обучении предметов на казахском языке. Вам будет предложено принятие участия в **анонимном** опросе и интервью вместе с несколькими одноклассниками. Ваше участие **добровольное**, Вы можете участвовать с разрешения своих родителей. Вы можете участвовать и опросе и в интервью или только в одном. Для того чтобы работать с Вами, студент-исследователь будет встречаться с Вами несколько раз:

- **Для получения согласия родителей.** Вам нужно будет передать вашим родителям форму согласия родителей (подпись одного из них) и вернуть его с подписью своих родителей при следующей встрече. Студент-исследователь передаст Вам родительскую форму согласия, письмо разрешения на участие в первой встрече с Вами.
- **Для проведения опроса.** На второй встрече Вы должны будете заполнить анкету с 20 вопросами. Здесь нет правильных и неверных ответов. Вы будете выбирать тот ответ, который лучше подходит Вам. Вы можете пропустить вопросы если Вы не хотите отвечать на какие-либо из них, или если Вас затруднит ответ на какой-либо вопрос. Это может занять 10-15 минут. Это будет **анонимный** опрос, и Вы не будете писать свое имя. Ваши ответы будут храниться в запечатом (закрытом) ящике до конца проекта. После, Ваши ответы будут немедленно уничтожены.

В этот день, Вашему куратору будет дан лист бумаги. Если вы хотите принять участие в интервью с вашими одноклассниками, вы можете написать свое имя и контакты там после заполнения анкеты. Студент-исследователь позвонит и пригласит Вас на групповое интервью с вашими одноклассниками после разговора с Вашим куратором и определения подходящего времени для Вас.

- **Для проведения интервью вместе со сверстниками.** Мы будем говорить о своем опыте обучения некоторым предметам на казахском языке. Это может занять больше чем полчаса. Он будет организован в другой день. Для Вас нет необходимости подготовки к интервью. Вы можете поделиться своими опытами, мнениями и идеями. Во время интервью, если Вы не хотите отвечать на вопросы, или если Вам будет трудно отвечать на вопросы, Вы можете пропустить вопросы. С разрешения Ваших родителей и с Вашего разрешения, наш разговор будет записываться на аудио. Голосовой файл группового интервью будет храниться в ноутбуке, защищенном паролем студентом исследователя до конца проекта. Затем голосовой файл будет немедленно удален. Когда результаты исследования будут представлены, студент-исследователь не будет раскрывать Ваше имя и любую другую Вашу личную информацию.

ВРЕМЯ УЧАСТИЯ: Ваше участие потребует около 10-15 минут в опросе и 45-60 минут в групповом интервью.

РИСКИ И ПРЕИМУЩЕСТВА:

Риски, связанные с исследованием незначительные, и могут быть связаны с некоторыми трудными вопросами в интервью, которые могут Вас затруднить. Выгоды, которые можно ожидать в результате этого исследования могут дать Вам возможность высказать свое мнение. Это может иметь большую роль для будущего улучшения метода обучения при изучении предметов на казахском языке в русскоязычных классах. И Ваши ответы могут помочь понять общий опыт учащихся, которые изучают некоторые предметы на казахском языке. Ваше решение о согласии либо отказе в участии никаким образом не повлияет на Ваши оценки в школе.

Субъективные ПРАВА УЧАСТНИКОВ: Если Вы прочитали данную форму и решили дать разрешение Вашему ребенку принять участие в данном исследовании, Вы должны понимать, что Ваше участие является **добровольным** и что у Вас есть право **отозвать свое согласие или прекратить участие в любое время без штрафных санкций и без потери социального пакета, который был предоставлен Вам.** В качестве альтернативы Вы можете не участвовать в исследовании. Также Вы имеет право не отвечать на какие-либо вопросы. Результаты данного исследования могут быть представлены или опубликованы в научных или профессиональных целях.

КОНТАКТНАЯ ИНФОРМАЦИЯ:

Вопросы: Если у Вас есть вопросы, замечания или жалобы по поводу данного исследования, процедуры его проведения, рисков и преимуществ, Вы можете связаться с исследователем, используя следующие данные: Dr. Bridget Goodman, bridget.goodman@nu.edu.kz, +7(7172) 69-49-50.

Независимые контакты: Если Вы не удовлетворены проведением данного исследования, если у Вас возникли какие-либо проблемы, жалобы или вопросы, Вы можете связаться с Комитетом Исследований Высшей Школы Образования Назарбаев Университета по телефону +7 7172 70 93 59 или отправить письмо на электронный адрес gse_researchcommittee@nu.edu.kz

Пожалуйста, подпишите данную форму, если Вы согласны участвовать в исследовании.

- Я внимательно изучил представленную информацию;
- Мне предоставили полную информацию о целях и процедуре исследования;
- Я понимаю, как будут использованы собранные данные, и что доступ к любой конфиденциальной информации будет иметь только исследователь;
- Я понимаю, что вправе в любой момент отказаться от участия в данном исследовании без объяснения причин;
- С полным осознанием всего вышеизложенного я согласен принять участие в исследовании по собственной воле.

Подпись: _____

Дата: _____



Verbal Assent for Secondary School Students for the Research study entitled Kazakh Language Learning Motivation with CLIL Approach.

Study Title: Kazakh Language Learning Motivation with CLIL Approach.

Researcher's name: Laila Abdimanapova

Good day! My name is Laila Abdimanapova. I am a master student at Nazarbayev University. I am conducting a research and I would like to understand what motivates students to learn Kazakh at the lessons taught in Kazakh. For instance, what tasks you like or dislike, what influences on your willingness to learn Kazakh. I know that you study several subjects in Kazakh, what are they? In addition, I would like to learn more about your experiences with learning subjects through Kazakh.

Now, I want to take your voluntary assent to participate in the project. In the last meeting, I gave you informed consents to your parents and you. Did you bring them? Do you have any questions or concerns? Okay, great. However, I would like to again explain the purpose of the study, its benefits and potential risks for you. Remember, that your participation is voluntary and you may either refuse to participate or withdraw your participation any time.

You will be asked to fill in an anonymous questionnaire and participate in a group interview with your classmates. If there are questions you do not want to answer, you may skip them. You may choose to participate either at both stages or choose only one.

If you are agree to participate in the survey, I will give you questionnaire now. There are 20 questions in the questionnaire and it will take 10-15 minutes to fill in. It is not a test. There is no right or wrong answer. Also, I will leave your curator the different sheet of paper for those of you who wish to participate in the group interview with your classmates. Please, write your name and contacts. I will call and invite you after talking with your curator and defining the best time for you to participate in it. In the interview, there will be only me and 5-8 students from your class.

For the group interview, we will talk about your experiences with and opinions of studying subjects in Kazakh. Again, you may decide whether to participate or not. It will last for approximately 45-60 minutes. If you give your permission, I will record our conversation via the audio recorder. I will keep those recording on my personal laptop protected by the password. When my research is completed and presented, the data will be destroyed. Your identities will not be revealed. It is the same for your answers in the questionnaire; I will keep them in locked drawer until the project end. Then, I will destroy them immediately.

The risks associated with this study are minimal and might be related to some questions you do not want to answer. The study may be beneficial for you in terms that you can make your voices to be heard and share your opinions.

As I have explained the research process, what can you do and what will be with your answer; now it is time for you to decide

Do you have questions?

Do you want to participate in this research?

YES []

NO []

Participants Identification Code (not name):

Date:

Time:

If you have any questions or concerns, please, do not hesitate to contact me via
Telephone: 87029607177 or 87470161792
Mail: .abdimanapova@nu.edu.kz.

Thank you for your attention. I hope for our future cooperation.

Thank you!

Date:

Time:

Investigator name: Laila Abdimanapova

**Устная форма согласия для детей участвующих
в научно-исследовательской работе под названием
Мотивация Изучения Казахского Языка по методике CLIL**

Тема: Мотивация Изучения Казахского Языка по методике CLIL

Исследователь: Әбдіманапова Ләйла

Добрый день! Меня зовут Әбдіманапова Ләйла. Я магистрант в Назарбаев Университете. Я провожу исследования, и я хочу понять, что мотивирует учащихся к изучению казахского языка на предметах, ведущихся на казахском языке. Например, какие задания Вам нравятся или не нравятся, что влияет на Ваше желание изучать казахский язык. Я знаю, что Вы изучаете несколько предметов на казахском языке. Какие они? Мне хотелось бы больше узнать о ваших опытах при изучении предметов с казахским языком преподавания.

Я сейчас хочу получить Ваше добровольное устное согласие на участие в данном проекте. На последней встрече, я дала форму информационного согласия для Вас и Ваших родителей. Принесли ли Вы их? Есть ли у Вас какие-либо вопросы? Хорошо. Также я хочу объяснить Вам цель этого исследования, риски и преимущества. Не забудьте, что это добровольное участие и в любое время Вы имеете право отказаться от участия.

Я попрошу Вас заполнить анонимную анкету, и поучаствовать на групповом интервью вместе с Вашими одноклассниками. Если будут какие-либо вопросы, на которые Вы не хотите отвечать, Вы можете их пропустить. Также у Вас есть право выбора на участие в

обоих исследованиях либо только в одном.

Если Вы соглашаетесь участвовать в опросе, я дам анкету сейчас, в котором есть 20 вопросов. Заполнение которого может занять 10-15 минут. Это не тест. И здесь нет правильных или не правильных ответов. Также я оставляю Вашему куратору другой лист для тех, кто хочет участвовать в групповом интервью с одноклассниками. Пожалуйста, запишите свое имя и контакты. Я поговорю с Вашим куратором, и мы определим удобное время для Вас для участия в интервью. В интервью могут участвовать от пяти до восьми учащихся.

На групповом интервью, мы будем говорить о вашем опыте и мнениях в изучении предмета на казахском языке. Опять же повторяю, Вы сами решаете участвовать или нет. Это может длиться 45-60 минут. Если Вы не возражаете, наша беседа будет записана на диктофон. Хочу отметить, что Ваши личности не будут раскрыты, и информация, полученная в ходе интервью, будет использована только для написания диссертации, и удалена сразу после защиты данной работы. Также касательно Ваших ответов в анкете. Я буду хранить их в запретном ящике до конца проекта. После все ответы будут немедленно уничтожены.

Риски, связанные с исследованием незначительные, и могут быть связаны с некоторыми вопросами, на которые Вы не хотите отвечать. Исследование может быть полезно для Вас с точки зрения того, что Вы можете сделать так, что Ваши голоса будут услышаны, и поделиться своим мнением.

Так как я уже объяснила процесс исследования, что Вы можете сделать в ходе опроса и интервью, и что будет с Вашим ответом; Теперь настало время для Вас, чтобы решить.

У Вас есть вопросы?

Вы хотите принять участие в этом исследовании?

ДА ☐

НЕТ ☐

Идентификационный код участника (не имя):

Если у вас есть какие-либо вопросы или проблемы, пожалуйста, не стесняйтесь связаться со мной:

Контактный телефон: 87029607177 или 87470161792

Почта: laila.abdimanapova@nu.edu.kz.

Спасибо за Ваше внимание. Я надеюсь, на наше будущее сотрудничество.

Спасибо!

Дата:

Время:

Исследователь: Әбдіманапова Ләйла

Appendix D

Data Sample: Transcription of Focus Group Interview and SPSS Outputs

Excerpt of transcribe of focus group interviews with Grade 9.

Interviewer: For the beginning, I would like to you say me your names: Adil, Nurbek, Abzal, Timo, Dina, and Aiyalym.

Interviewer: What subjects do you study in Kazakh?

Adil: Geography and History of Kazakhstan.

Aiyalym: Basics of Law.

Adil: And the Kazakh language.

Interviewer: hence, do you have one language subject and three academic subjects?

Adil: Yes.

Interviewer: How long have you been studying subjects in Kazakh?

Aiyalym: Kazakh from Grade 1, History of Kazakhstan and Geography from Grade 7 and the Foundation of Law from Grade 9. Because, it started from this year.

Interviewer: Is the Basics of Law started from this year?

Aiyalym: Yes.

Interviewer: Ok. How do you think, is there any benefits of studying subjects in Kazakh?

Adil: I think there are certain benefits in studying subjects in Kazakh. Language barrier is lessened. But, it has also minuses. Well, for me as a person who does know the Kazakh language bad, it is quite difficult to orient yourself to the lessons.

Interviewer: Do you have something to add?

Adil: Anything else? I noticed that I am getting to understand better the Kazakh speech in recent times. Also, I became better understand in Kazakh. And all everything is due to this method.

Interviewer: Nurbek?

Nurbek: I think it is worthy to study History of Kazakhstan and Geography in Kazakh. But it is worthy studying Foundation of law in Russian.

Interviewer: Why do you think so?

Nurbek: Because this is very important subject, and it is difficult to understand it in Kazakh. Basics of law may become necessary in life. As it is necessary to know the laws.

Adil: In Russian, it is more productive.

Interviewer: Ok. Dina?

Dina: I think that studying subjects in Kazakh helps increase the vocabulary (size). That is, for instance, I knew Kazakh not so well but now I understand more better and acquire materials more foster. In general, for me there is no difference whether it is in Kazakh or Russian. It is understandable in both languages.

Interviewer; Abzal, please can you tell us your opinion?

Abzal: I think studying subjects in Kazah is the actions as enlarging your point of view, further in the future in different situation, in one requirement and in inconvenient situations. For instance, you have to pass the test in Russian and you are give the test in Kazakh, we can write and even without difficulties. Further, as Kazakh is a the state language of our country, this is another plus in your recommendation, in general. You can use it I different situations.

Interviewer: Ok. At the beginning, you've told about enlarging your point of view. How does it help you? Can you tell us more in detail?

Abzal: For example, in Garde 7, I knew the names of many continents, rivers in Russian, but from time to time I have found out and acquired it in Kazakh by learning Geography. There is some exception that is worthy to knowing in Kazakh.

Interviewer: Timo: What do you think?

Timo: Firstly, it helps to increase vocabulary. And secondly, to deal with language barrier. And also better and understanding and learning following another foreign language.

Interviewer: Foreign language?

Timo: Yes.

Interviewer: How exactly? Can you tell us?

Timo: Look. For example, if you know Kazakh or Russian, I think you will not have difficulties in learning another language that you like or want to learn it.

Interviewer: Ok. Thank you. Now we go to the newxt question: How do think is there any limitations from learning subjects in Kazakh?

Timo: I think there is no limitation in learning subjects in Kazakh. This is because if you have aim to learn this language, you go ahead despite of difficulties. And that's why, there are no significant limitations.

Aiyalym: In my opinion, studying subjects in Kazakh brings more benefits than harm. Take for examples: people who do not understand Kazakh, it is difficult for them but they adjust to the environment because of knowing the language. Although it is not their

mother tongue. We have more nationalities. This would be more useful in the future. Also, yes, the language barrier might not exist.

Adil: Might reduce.

Dina: Yes this method has its limitations such as language barrier. But the students who know Kazakh bad, they might study additionally and look up information in Russian, for example. Or translating the sentences. However, the method is the propitious environment which enables to learn Kazakh deeply. That is why I think it is not limitation.

Abzal: I think there is no significant limitation when learning subjects in Kazakh. If you have a wish to learn Kazakh, so learning in Kazakh will not be problematic then. You will not have big problems. That's why I think that learning subjects in Kazakh does not have significant problems.

Adil: In my opinion, it depends on the level of which student came to the school. For instance, for a student with low level, some explaining things in the class can sink. Consequently, he will pass tests worse and it will be difficult for him to get adjusted in the future. He will not interrupt for asking what the word is every time at the class. Or please, translate me these words. That's why it is the limitations.

Interviewer: Ok. Thank you. You've told me about being in inconvenience while interrupting.

Adil: It is not in inconvenience. This will interrupt greatly students and teachers from the lesson.

Intterviewer: How do you think does it influence on understanding the lesson?

Adil: Other students?

Interviewer: On the student who is with low level.

Adil: I think it impact on understanding greatly. He should learn materials and study in it them by himself.

Interviewer: Will they study Kazakh by themselves to understand these subjects, hence?

Adil: probably, he will study subjects in Kazakh and in Russian.

Interviewer: Ok. Nurbek, we haven't heard you. What do you think?

Nurbek: For example, a learner can pass exam or test if his luck is in. If the student do not know Kazakh, in future he will not understand this theme because he copied or his luck was in. And next time, he will have a great difficulties when he pass the exam on the same topic or he converse with someone in that topic. He will give wrong information in Kazakh.

Interviewer: That is as I understood, he will not have difficulties if he is lucky

Nurbek: No, this is such situation. That is, a student learnt one topic in Geography and further did not understand.

Adil: For example, he had good luck in the exam does not mean he has a good knowledge.

Interviewer: Okay. Now let's talk about activities. What activities do you do in the lessons with Kazakh language instruction?

Aiyaulym: There are different activities.

Interviewer: What exactly?

Aiyaulym: For instance, work with the text, work in a group, poster. Mainly, work with the text, writing essay in Kazakh and make presentations.

Interviewer: are the tasks the same in History of Kazakhstan, Geography and Basics of Law?

Aiyaulym: well, working with the text depends on the text itself and writing essay. Almost, the structure is the same but the topics might be different. And in the working with the presentation in at all.

Interviewer: Do you often do the same activities or they are different?

Adil: Or it alters?

Interviewer: Yes.

Aiyaulym: They alter.

Interviewer: Ok, have Aiyaulym left anything? Do you want to add? Ok.

Ok then, what activities do you like best?

Adil: The group work, I like best. This is because the interaction is more joyful than being individual.

Aiyaulym: Or for example, the person did not understand the topic, he can not to deal with. When he is in group, for example there are some students who did understand, they might help him how to do it.

Interviewer: Tima, what do you think?

Tima: I like a group work . This is because these works help to improve the level of student. And a teacher gives the right tasks which help it.

Interviewer: Ok.

Adil: allocating the load (responsibilities). For example, if we divided the load of the task, it is easier to complete the task. By doing it, the fact is that we complete the task and it gives the results.....

Appendix E

Cronbach Alpha output on integrative motivation scale.

Reliability

Notes		
Output Created		24-FEB-2017 13:48:14
Comments		
Input	Data	C:\Users\3308-4\Downloads\laila full revised for entering correctly.sav
	Active Dataset	DataSet1
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	79
	Matrix Input	
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on all cases with valid data for all variables in the procedure.

Syntax		RELIABILITY
		/VARIABLES=Iwouldliketokn owmoreaboutKazakhpeople studyingKzimportantpartmye ducation
		Kzipeopelshouldmakeefforttol earnKazakh themoreknowKzwanttobeflue nt
		learningKazakhtowacthfilmvi deochatininternet studyingKazakhimportanttoco nversewithKazakhpeople
		speakinKazakhtopeople Icanimaginemyselfinthefuture havingadiscussionwithfriends inKazakh
		cafechattinginKazakh imaginedoingbussinessinKaz akh givingKazakhspeechinpublic
		/SCALE('integrative motivation and Ideal self 24 02') ALL
		/MODEL=ALPHA
		/STATISTICS=SCALE
		/SUMMARY=TOTAL.
Resources	Processor Time	00:00:00,00
	Elapsed Time	00:00:00,00

Scale: integrative motivation and Ideal self 24 02

Case Processing Summary

		N	%
Cases	Valid	73	92,4
	Excluded ^a	6	7,6
	Total	79	100,0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
,886	11

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
I would like to know more about Kazakh people	33,5342	62,669	,627	,876
Studying Kazakh is important part of my education	33,6575	64,839	,456	,884
Kazakhstani people should make greater effort to learn Kazakh	33,3014	60,852	,685	,872
The more I get to know Kazakh people, the more I want to be I want be fluent in their language	33,8082	59,157	,719	,869
I am learning Kazakh to understand films, videos, music, chat on the internet.	34,5342	61,558	,463	,886

Studying Kazakh can be important because I can meet and converse with more Kazakh people	33,4384	60,777	,624	,875
I want to speak in Kazakh to people	34,1096	58,682	,726	,868
I can imagine myself in the future having a discussion with friends in Kazakh	34,3014	56,658	,687	,871
I can imagine that in the future in a café with light music, friends and I will be chatting in Kazakh casually over a cup of coffee	33,4658	63,836	,375	,891
I can imagine a situation where I am doing business with local entrepreneurs by speaking Kazakh	33,9589	58,373	,678	,871
I can imagine myself in the future giving a Kazakh speech successfully to the public in the future	33,9452	58,164	,666	,872

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
37,2055	72,388	8,50810	11

RELIABILITY

/VARIABLES=IcanimaginemyselfinthefuturehavingadiscussionwithfriendsinKazakh
cafechattinginKazakh

imaginedoingbussinessinKazakh givingKazakhspeechinpublic

/SCALE('integrative motivation and Ideal self 24 02') ALL

/MODEL=ALPHA

/STATISTICS=SCALE


```
/SUMMARY=TOTAL.
```

```
GET
```

```
FILE='C:\Users\3308-4\Downloads\laila revised for entering correctly.sav'.
```

```
DATASET NAME DataSet1 WINDOW=FRONT.
```

```
SPSSINC SUMMARY TTEST N1=11 MEAN1=37.2055 SD1=8.50810 LABEL1="integrative motivation"  
N2=12
```

```
MEAN2=39.1389 SD2=6.96936 LABEL2="instrumental motivation" CI=95.
```

Appendix F

T-test output on integrative motivation and instrumental motivation

Summary T-Test

Notes

Output Created	06-APR-2017 15:28:40
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Comments

Input	Filter	<none>
	Weight	<none>
	Split File	<none>

Syntax	BEGIN PROGRAM '# '
--------	-----------------------

Resources	Processor Time	00:00:00,02
	Elapsed Time	00:00:00,03

Summary Data

	N	Mean	Std. Deviation	Std. Error Mean
integrative motivation	11,000	37,206	8,508	2,565
instrumental motivation	12,000	39,139	6,969	2,012

Independent Samples Test

	Mean Difference	Std. Error Difference	t	df	Sig. (2- tailed)
Equal variances assumed	-1,933	3,231	-,598	21,000	,556
Equal variances not assumed	-1,933	3,260	-,593	19,409	,560

Hartley test for equal variance: $F = 1.490$, Sig. = 0.2515

95.0% Confidence Intervals for Difference

	Lower Limit	Upper Limit
Asymptotic (equal variance)	-8,266	4,399
Asymptotic (unequal variance)	-8,323	4,456
Exact (equal variance)	-8,653	4,786
Exact (unequal variance)	-8,747	4,880

SPSSINC SUMMARY TTEST N1=11 MEAN1=37.2055 SD1=8.50810 LABEL1="integrative motivation"
N2=6

MEAN2=18.7123 SD2=5.48857 LABEL2="instrumental motivation" CI=95.

Appendix G

Spearman Rho correlation output on integrative motivation and CLIL impact

Nonparametric Correlations

Notes

Output Created	10-APR-2017 16:05:52
----------------	-------------------------

Comments

Input	Data	C:\Users\3308-4\Downloads\laila revised for entering correctly_1 (1).sav
	Active Dataset	DataSet1
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	79
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics for each pair of variables are based on all the cases with valid data for that pair.

Syntax

NONPAR CORR

```

/VARIABLES=new_in
tegrativemotivation
new_CLILimpactcom
positevariables

```

```

/PRINT=SPEARMAN
TWOTAIL NOSIG

```

```

/MISSING=PAIRWIS
E.

```

Resources	Processor Time	00:00:00,00
	Elapsed Time	00:00:00,03
	Number of Cases Allowed	629145 cases ^a

a. Based on availability of workspace memory

Correlations

			new_integ rativemoti vation	new_CLILi mpactcom positevari ables
Spearman's rho	new_integrativem otivation	Correlation Coefficient	1,000	,687**
		Sig. (2-tailed)	.	,000
		N	72	69
	new_CLILimpactc ompositevariables	Correlation Coefficient	,687**	1,000
		Sig. (2-tailed)	,000	.
		N	69	75

******. Correlation is significant at the 0.01 level (2-tailed).

NONPAR CORR

/VARIABLES=new_CLILimpactcompositevariables new_instrumentalmotivation

/PRINT=SPEARMAN TWOTAIL NOSIG

/MISSING=PAIRWISE.