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Motivation of the pre-service primary education teacher's towards learning English in CLIL approach

Abstract. *Teaching content through the English language has rapidly increased in recent decades, especially in tertiary levels. However, motivation of students plays an important role in the CLIL environment, that's why we decided to test pre-service primary education teacher's motivation in learning the English language by the CLIL approach after 8 weeks of CLIL teaching implemented this year as an experiment. The data is collected by the motivation survey. Results revealed that almost all students like and enjoy learning content in English and they have the highest motivation in learning university disciplines in English language by CLIL approach next year, too. In conclusion, implementing trilingual education in the programme of preparing future primary education teachers is recommended in order to be ready for trilingual teaching.*

Keywords: *pre-service primary education teacher, CLIL, trilingual education, English medium instruction.*

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Introduction

Education in all educational levels is more important than ever in a today's globalized world. In order to prepare successful student in this global world we must seek more suitable forms of education which is the key to move in the world. Knowledge is the best investment for the student with quality knowledge, because learners have more opportunities to be successful. One of the most useful and effective approach in teaching which include 21st century skills is CLIL (Content and Language Integrated Learning) developed by D.Marsh. CLIL is efficient approach in education proved by many scholars. CLIL is a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language" [1].

Studying both a foreign language (FL) and the contents of a specific academic subject at the same time is a framework that has become increasingly common in the education field [2]. As Dale and Tanner (2012) stated, «The implementation of CLIL encourages whole school development and innovation: implementing CLIL can be a powerful impulse for renewal and reflection in a school" [3]. Coyle et al. (2010b) have also mentioned that CLIL as a method enables learners through different ways a more holistic educational experience than other commonly used methods [4]. Thus, CLIL has been considered to be both an efficient approach to language learning [5,6,7] and an "awesome innovation" in education [8]. Thus, CLIL answers the strong need for cultural and linguistic integration and contributes to the education of open-minded, multilingual,

and international citizens [9]. The purpose of developing CLIL within the European Union are to develop students' cognition, facilitate their mobility within European educational system and motivate those learners whose interests may be related to math, biology, physics and other disciplines, which reflects the idea of multiple intelligences. Nevertheless, because of the rapid spread of CLIL implementation, it is probable that a teacher has to integrate content and a foreign language [10]. That's why in order to integrate content with English, future teachers should improve their English knowledge as English has been a world language, it is widely chosen as the instruction language in many CLIL programs. For the similar situations and purposes in foreign language teaching, CLIL has been borrowed and adapted from Europe to the whole world by many bilingual language teaching programs especially in non-English speaking countries [11;12;13] and has been put into practice from primary education through vocational education to tertiary education [14; 15; 16; 17; 18].

In Kazakhstan primary education system, trilingual education is applied in all textbooks (key words of the theme are given in three languages Kazakh, Russian and English) and here future primary school teachers may have problem with English language. Also, the primary education is main place where primary pupils should get ready for the secondary education where some subjects are taught in English language. In secondary education, STEM (science, technology, engineering, and mathematics education) disciplines are taught in English language and here future STEM teachers will not have a problem with English language because, universities train the students of the STEM faculty students for CLIL in many cases and as for other students which is not related to STEM faculty are not trained for CLIL approach because of the low proficiency level of English knowledge of the teachers. However, all future teachers (not only STEM teachers) should be trained for CLIL approach at the university or must provide students with study programmes in English as trilingual education is applied from the kindergarten up to tertiary education and

attract multilingual learners to choose their study programmes to arrange multilingual learning atmosphere. Marton, Runessson and Tsui (2004) stated that learning is constituted by linguistic means in the interaction between teacher and students. If the interaction is centrally done in English, it is seen that ELF classroom language environment fulfils the institutionalized purposes [19]. CLIL approach and its application into tertiary education is a great challenge for all stakeholders, however, it is a tool for designing degree programme fully taught in TL (English) in order to attract more home students and also international students to study at a particular HEI what can establish natural international/multilingual environment [20]. Thus, Universities should train global student who can teach subjects in trilingual education without problem. If future teachers were prepared for the CLIL approach, they would develop essential competences in today's globalized world such as:

- Multicultural approach could be a far reaching approach within the today's world and to live with one nation in country with speakers of other dialects. This approach helps to develop communication across cultures.

- Learners are offered real-life situations in English language as a communication means and it makes them raise their awareness as to how the language itself is used, as well as cross-cultural awareness. The learners develop their speaking skills with an emphasis on fluency.

- Methods and materials diversity helps learners to deal with other people who is culture, language and social backgrounds are different and to perceive the differences as a part of other culture that enriches them. It enhances teamwork and helps learners to find their roles in a team. The using different materials develop learners' flexibility.

- Great materials offer up-to-date study resources available not only for teachers but also for learners in various forms. These materials develop learners' orientation in online and printed information. Students are exposed to written and oral resources and, due to that fact, they become aware of different idioms, sayings and fixed expressions used in all sorts of situations.

· Neurodidactics supports application of information and communication technology in classrooms and the so-called brain based activities. Students have the opportunity to learn about their learning styles (e.g. visual, kinaesthetic, auditory) within these kinds of activities and gradually work on developing skills [21].

Nevertheless, non CLIL students may have training needs or motivation to study disciplines in English as their fellow students who studies in CLIL programme. In this paper, we discussed pre-service primary education teacher's motivation to CLIL education implemented this year by the PhD student researching CLIL in pre-service teacher education (language teacher). Pre-service primary education teachers of the Zhubanov University are getting lessons on world understanding course in English first time and we decided to test their motivation about the course by motivation survey after eight weeks experiment. The role of motivation in CLIL environment is very important because in CLIL, the learners have to face additional challenges resulting from the fact that content subjects are taught in a foreign language [22]. As stated by Lasagabaster (2012), motivation is a fundamental factor in classroom language learning, and language learners are generally highly motivated when they start learning a foreign language; nonetheless, the author claims that the maintenance of motivation is the complicated part of the process [23]. Al Rifai (2010) states, "Motivation involves the learners' reasons for attempting the L2 acquisition." [24]. We have to consider types of motivation: instrumental as language learning to execute functional objectives, including a job acquisition, or qualifying in a course; and integrative, as language learning to know the people who speak that language. finding the keys of increasing motivation is important since it should be considered for the education curriculum and also to arrange new teaching strategies or materials. There are a lot of research works conducted on student's motivation learning English in CLIL approach. In 2009, Lagasabaster and Sierra (2009) did research on students (n=287) second language

learning motivation in CLIL approach by the seven-point semantic differential questionnaire based on Gardner (1985). Their results indicated that "CLIL programmes help to foster positive attitudes towards language learning in general" and "students participated in CLIL programme held more positive attitudes towards English" [25]. Lasagabaster (2011) published his research in which he analyzed the results of the cross-sectional study involving 191 learners of the secondary school and found that both EFL and CLIL learners were highly motivated to learn English, although CLIL students were significantly more enthusiastic than those in traditional EFL classrooms. Thus, he concluded: "there is a strong relationship between the CLIL approach and motivation" [26].

Methodology

Participants and Procedure

Participants of the study were 38 pre-service primary education teachers (3rd year of study) studying at the Zhubanov University which is one of leading university in West Kazakhstan. All of them were female and between the ages of 20-25. Their English proficiency level is beginner and elementary though all students had started learning English language at the age of eleven. Also, at the university they studied English language in 1st year of study as compulsory subject and this year (3rd year of study) they have been studying professional oriented English language. In 3rd year of study, pre-service primary education teachers study the subject "The methodology and pedagogy of the teaching world understanding" (in fifth semester). This year we did addition to the syllabus of this discipline and decided to teach the students independent work under the direction of a teacher and student's independent work of this lesson in English language through Zoom meeting (Excluding lecture and practical lessons are conducted online via pandemic situation at the university) by the CLIL approach. At the lesson, students do writing, reading, speaking and listening activities successfully and improve their four skills. Students do all the tasks with great pleasure. No one subject is taught in English

language before. Research was conducted after 8 weeks teaching content in English (October, 2021) and the participants of the study were asked to fill the motivation survey during the lesson (online) by the Google form. The procedure took around 30 minutes. Motivation survey is used in order to test pre-service primary education teacher's motivation about the course which is going in English language.

Materials

Motivation survey is consisted of 10 items which was developed for Russian group students who learn Kazakh language in CLIL approach developed by Laila Abdimanapova in her dissertation. We did changes a bit to the sentences. The learners' responses were on a 5-point Likert scale covering the range: strongly disagree; disagree; I don't know; agree; strongly agree. The responses were transformed into numerical values ranging from 1 to 5 for a statistical analysis. Statements (10 items) are written in English language and administered in order to analyze student's motivation as seen in Table 1.

Table1

Motivation for learning English in CLIL pproach

	Statements
1	I really like learning English
2	Learning English is important for me because I will need it for my future studies.
3	I really want to learn English.
4	Learning English is important to me because my life will change if I acquire good command of English
5	English language acquisition is important for me because it will be useful in getting a job.
6	I do not like learning English.
7	Studying English can be important because it will make me a knowledgeable person
8	I would like to study university disciplines in English in the next year, too

Analysis and Results

According to the results of the motivation survey given in percentage in Table 2, high percentage of students (89%) agreed that they really enjoy learning English at the world understanding lesson and left students (11%) agreed strongly with this statement. In second statement, almost all students (86%) agreed strongly that learning English language is very important for their future studies and other students (14%) agreed with this statement, too. If most students (81%) agreed with third statement, rest students (19%) strongly agreed that they really want to learn this language. With forth statement, most students (79%) agreed and students (21%) agreed strongly that good command of English helps them in their life. As for the statement "I don't like learning English", high percentage of students (63%) disagreed strongly and low percentage of students (37%) disagreed with this statement. The analysis for the statement "Studying English can be important because it will make me a knowledgeable", high percentage of students (97%) agreed that knowing English does them knowledgeable person and only low percentage of students (3%) agreed strongly with this statement. As for the last statement, students (79%) agreed strongly that they would like to study university disciplines in English next year and rest students (21%) agreed, too with this statement.

Discussion and Conclusion

To sum up, the rapid growth of English language usage in teaching process at the tertiary levels is considered the decision of the problem of student's low level in the English language. More research works claimed that important role of English language would motivate learners to learn content. Our study indicated positive results, too. On the basis of the results of the motivation survey conducted with pre-service primary education teachers, we can conclude that students studying at the Primary teaching Degree like and enjoy learning English language at the lesson of "The methodology and pedagogy

Table 2

Results of the motivation survey in percentage

I really enjoy learning English		
	Frequency	Percent
Strongly disagree	-	-
Disagree	-	-
I don't know	-	-
Agree	34	89%
Strongly agree	4	11%
Studying English is important for me because I will need it for my future studies		
	Frequency	Percent
Strongly disagree	-	-
Disagree	-	-
I don't know	-	-
Agree	5	14%
Strongly agree	33	86%
I really want to learn English		
	Frequency	Percent
Strongly disagree	-	-
Disagree	-	-
I don't know	-	-
Agree	31	81%
Strongly agree	7	19%
Studying English is important to me because my life will change if I acquire good command of English		
	Frequency	Percent
Strongly disagree	-	-
Disagree	-	-
I don't know	-	-
Agree	30	79%
Strongly agree	8	21%
English language acquisition is important for me because it will be useful in getting a job.		
	Frequency	Percent
Strongly disagree	-	-
Disagree	-	-
I don't know	-	-
Agree	29	76%
Strongly agree	9	24%
I do not like learning English.		
	Frequency	Percent
Strongly disagree	24	63%
Disagree	14	37%
I don't know	-	-
Agree	-	-
Strongly agree	-	-
Studying English can be important because it will make me a knowledgeable person		

	Frequency	Percent
Strongly disagree	-	-
Disagree	-	-
I don't know	-	-
Agree	37	97%
Strongly agree	11	3%
I want to study university disciplines through English in the next year, too		
	Frequency	Percent
Strongly disagree	-	-
Disagree	-	-
I don't know	-	-
Agree	8	21%
Strongly agree	30	79%

of the teaching world understanding" which is conducted in English as well as students would like to speak and use English fluently. Also they considered that learning English language is important to be educated person and important for their future studies (to enter Master Degree) and life (e.g., in getting new job) as well as good command of English helps them to change their life. Students have desire to study university subjects in English next year. It means that they really like learning English and they showed the highest motivation to study university disciplines in English language by CLIL approach in next year. In foreign language learning, motivation plays an important role because research works on second language acquisition has often indicated that motivation has a definitive influence on learners' language attainment [27; 28; 29; 30]. Perhaps, students might understand the importance of the English language in this world.

At the end of the experiment (in December), students should improve their four language skills and we will compare their knowledge by pretest and posttest. In short, some disciplines of the primary education at the university should be taught in English and implemented in teacher education programme as well as it should take into the consideration of the university members or primary education department members.

We must not lag behind from global practice and keep up with the times. We have to implement bilingual or trilingual education in training future primary education teachers in order to be ready to give qualitative education to the younger generation of the Kazakhstan. Younger generation is our future. They must be good equipped with needed competence and skills to be successful in their life. Without teaching children English now, in the future we cannot carry out full-fledged training of personnel.

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Болашақ бастауыш сынып мұғалімдерінің CLIL әдістемесі арқылы ағылшын тілін оқуға деген ынтасы

Аңдатпа. Пәнді ағылшын тілінде оқыту соңғы онжылдықта әсіресе жоғарғы оқу орындарында өсті. Алайда, CLIL бағдарламасымен оқу барысында, студенттердің мотивациясы маңызды рөл ойнайды, сондықтан біз биыл эксперимент түрінде енгізілген пәнді CLIL әдістемесімен оқытудың 8-ші аптасынан кейін біз болашақ бастауыш сынып мұғалімдерінің CLIL технологиясы арқылы ағылшын тілін үйренуге деген мотивациясын тексеруді ұйғардық. Мәліметтер мотивация сауалнамасы арқылы жинақталды. Нәтижесінде барлық студенттерге пәнді ағылшын тілінде оқыған ұнайтындығы және олардың пәнді келесі жылы да ағылшын тілінде оқуға деген жоғары мотивациясы анықталды. Қорыта келе, үштілді білім беруге дайын болу үшін болашақ бастауыш сынып мұғалімдерін даярлау бағдарламасына үштілді оқытуды енгізу ұсынылды.

Түйін сөздер: болашақ бастауыш сынып мұғалімдері, пән мен тілді кіріктіріп оқыту (CLIL), үштілді білім, ағылшын тілінде оқыту.

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Мотивация будущих учителей начального обучения к изучению английского языка по методике CLIL

Аннотация. За последнее десятилетие преподавание на английском языке расширилось, особенно в сфере высшего образования. Однако мотивация студентов играет важную роль в CLIL обучение, поэтому мы решили протестировать мотивацию будущих учителей начального обучения в изучении английского языка с помощью технологии CLIL после 8 недель CLIL обучения которое в этом году проводится в качестве эксперимента. Мотивационный опросник было использовано в исследовании. Полученные данные свидетельствуют о том, что почти всем студентам нравится изучать материалы на английском языке, и они имеют самую высокую мотивацию к изучению университетских дисциплин на английском языке и в следующем году. В заключение рекомендуется включить трехязычное образование в программу подготовки будущих учителей начальных классов, чтобы быть готовыми к трехязычному обучению.

Ключевые слова: будущие преподаватели начального обучения, предметно-языковое интегрированное обучение (CLIL), трехязычное образование, обучение на английском языке.

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