

**ENHANCING STUDENTS' MOTIVATION IN LEARNING ENGLISH
WITH CLIL APPROACH**

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ABSTRACT

Penelitian ini bertujuan untuk mengetahui sejauh mana pendekatan Content and Language Integrated Learning (CLIL) dapat meningkatkan motivasi mahasiswa dalam pembelajaran bahasa Inggris. Menggunakan pendekatan kualitatif dengan desain studi kasus, data dikumpulkan melalui wawancara semi-terstruktur terhadap enam mahasiswa program studi Pendidikan Bahasa Inggris yang mengikuti perkuliahan berbasis CLIL. Analisis data dilakukan secara tematik berdasarkan kerangka teori Self-Determination Theory (SDT). Hasil penelitian menunjukkan bahwa CLIL berdampak positif terhadap motivasi intrinsik dan ekstrinsik mahasiswa. Mahasiswa merasa lebih tertarik, terlibat, dan termotivasi secara internal karena materi disampaikan secara kontekstual dan relevan. Dari sisi motivasi ekstrinsik, tuntutan akademik dan tujuan profesional mendorong mereka untuk belajar lebih giat. Simpulan dari penelitian ini menunjukkan bahwa penerapan CLIL dapat menjadi strategi efektif dalam meningkatkan motivasi belajar bahasa Inggris. Implikasi dari temuan ini adalah pentingnya pengembangan kurikulum dan pelatihan guru yang mendukung penerapan CLIL secara berkelanjutan di perguruan tinggi.

Kata kunci : CLIL, motivasi belajar, pembelajaran bahasa Inggris, motivasi intrinsik, motivasi ekstrinsik.

ABSTRACT

This study aims to determine the extent to which the Content and Language Integrated Learning (CLIL) approach can increase students' motivation in learning English. Using a qualitative approach with a case study design, data were collected through semi-structured interviews with six students of the English Education study program who attended CLIL-based lectures. Data were analyzed thematically based on the Self-Determination Theory (SDT) framework. The results showed that CLIL had a positive impact on students' intrinsic and extrinsic motivation. Students feel more interested, involved, and internally motivated because the material is delivered contextually and relevantly. In terms of extrinsic motivation, academic demands and professional goals encourage them to study harder. The conclusion of this study shows that the implementation of CLIL can be an effective strategy in increasing motivation to learn English. The implication of this finding is the importance of curriculum development and teacher training that supports the sustainable implementation of CLIL in higher education.

Keyword: CLIL, learning motivation, English language learning, intrinsic motivation, extrinsic

INTRODUCTION

English language learning in this modern era faces various challenges, one of which is how to maintain and enhance student motivation.

Motivation is a crucial factor determining one's success in mastering a foreign language (Vakilifard, 2021). In the context of language learning, Self-Determination Theory (SDT)

developed by Deci and Ryan (1985), as cited in Chadee (2022) offers a comprehensive framework for understanding student motivation. SDT views motivation along a continuum, ranging from controlled motivation—driven by external pressures—to autonomous motivation, which is rooted in personal interest. For intrinsic motivation and self-determination to flourish, three fundamental and innate psychological needs must be met: autonomy, competence, and relatedness. As Urhahne & Wijnia (2023) detail, "Autonomy describes the experience of being the origin or agent of one's own behaviour. Competence refers to the experience of being effective in one's environment. Relatedness denotes the feeling of being connected and belonging to others" (p. 48). When these needs are fulfilled, learners experience enhanced well-being, personal growth, and a stronger sense of intrinsic motivation, not only in educational settings but across various life domain (Olafsen et al., 2018; Urhahne & Wijnia, 2023). A study by Sakkir & Aeni (2024) further supports this, finding that internal factors like curiosity, control, competition, and cooperation significantly influence students' intrinsic motivation in English learning.

Extrinsic motivation in language learning is driven by the desire to achieve outcomes that are separate from the learning activity itself, such as receiving rewards, gaining approval, or avoiding negative consequences (Vakilifard, 2021). Common examples include studying to earn good grades or to meet others' expectations. This type of motivation is influenced by external conditions, including the learning environment, where supportive teachers and peers can enhance engagement and outcomes. Based on Legault (2020), extrinsic motivation involves doing an activity not for the enjoyment of the task itself, but to achieve an external outcome such as receiving rewards, gaining approval, or avoiding punishment. Unlike intrinsic motivation, which comes from personal interest and satisfaction, extrinsic motivation is influenced by outside factors. According to Chadee (2022) and Legault (2020), extrinsic motivation exists on a continuum

that ranges from externally controlled to more self-determined forms: external regulation, introjected regulation, identified regulation, and integrated regulation.

Without strong motivation, the learning process tends to stagnate, and learning objectives are difficult to achieve. Various teaching approaches have been developed to address this issue, with Content and Language Integrated Learning (CLIL) gaining significant attention.

CLIL is an approach that integrates the learning of content subjects (non-language) with foreign language learning simultaneously. In the context of English, CLIL allows students to learn concepts from other subjects (e.g., science, history, or geography) through the medium of English. This approach is believed to create a more authentic and meaningful learning environment, as the language is not only taught as a separate subject but as a tool for acquiring knowledge. Several studies have shown CLIL's potential in improving language proficiency (Coyle et al., 2010), but its impact on affective aspects such as motivation still remains an interesting area for further exploration.

Previous studies have explored various facets of CLIL implementation and its effects. A study by Mede & Çınar (2019) examined the impact of CLIL on the motivation of English language learners at a private university in Istanbul, Turkey, and also explored perceptions of CLIL from both students and their instructor. Their findings, based on quantitative motivation questionnaires and qualitative reflective journals, revealed that CLIL positively influenced student motivation. Furthermore, CLIL was perceived as an engaging and functional tool that encouraged students to take greater responsibility for their learning. Despite challenges such as timing, workload, and speaking, the study recommended the use of CLIL in English classrooms. This aligns with research on "Exploring the Integration of Listening and Speaking to Develop Student Communicative Competence," suggesting that integrating these skills within CLIL can enhance overall communicative proficiency. Additionally, Norhasanah & Setiawan (2023) investigated the implementation of CLIL for Indonesian English as a Foreign Language (EFL) learners, utilizing classroom observations and focus group discussions with two CLIL-applying teachers.

Their findings indicated that CLIL enhances students' English language proficiency and broadens their global insights. Teachers in their study emphasized the importance of careful material selection tailored to students' language levels for an effective learning experience, while identifying key challenges such as significant preparation needs and difficulties faced by students due to limited vocabulary in unfamiliar topics.

While these studies provide valuable insights into the benefits and challenges of CLIL, especially concerning student motivation and language proficiency, there still exists a gap in understanding the specific extent to which CLIL influences motivation within particular contexts. This research specifically focuses on to what extent the implementation of CLIL enhances students' motivation in learning English. Thus, this study aims to quantify and analyze the degree to which CLIL plays a role in improving student motivation in English language learning. The results of this study are expected to provide new insights for education practitioners and curriculum developers in designing more effective and motivating English language learning strategies

METHOD

This study employed a qualitative approach with a case study design to examine the extent to which the implementation of Content and Language Integrated Learning (CLIL) enhances students' motivation in learning English. The research aimed to gain a deep understanding of students' experiences and perceptions of the CLIL approach, focusing on intrinsic and extrinsic aspects of motivation within an English as a Foreign Language (EFL) context in higher education. The participants consisted of six students from the English Education study program at a private university in Bogor, Indonesia, selected through purposive sampling based on their experience in the Language Assessment course, which was delivered entirely in English and integrated non-linguistic content, thereby reflecting CLIL principles. Data were collected through semi-structured interviews guided by questions aligned with Self-Determination Theory, allowing participants to reflect and respond in depth. Thematic analysis was used to examine the

interview data, following steps of transcription, coding, theme development, and interpretation, with a focus on how CLIL influenced their learning motivation. Member checking was conducted to validate the findings and ensure credibility. This method allowed the researcher to obtain rich, contextual insights into how students experienced CLIL-based instruction and to what extent it supported their motivation to learn English.

RESULT AND DISCUSSION

The findings of the study reveal that the implementation of Content and Language Integrated Learning (CLIL) significantly enhances students' motivation in learning English, particularly across two motivational dimensions.

Intrinsic Motivation

Most participants expressed that learning English through CLIL-based instruction made them feel more engaged, curious, and interested. They reported that when the content was delivered entirely in English and connected to real-life or academic contexts, they felt more motivated to participate. One student said,

"It's more exciting to learn when the material is in English and makes sense with the subject—we're not just learning the language but using it."

From the results, it was revealed that the students experienced a positive impact of CLIL on their intrinsic motivation. The statements showed that they found the learning process more active, engaging, and intellectually stimulating. For instance, one participant mentioned becoming more curious and eager to explore additional resources such as international journals and classroom discussions. This indicates a genuine interest in the subject matter and a desire to learn beyond the given material. Moreover, the CLIL approach made students feel like part of a global academic environment, further enhancing their internal drive to learn and grow.

Extrinsic Motivation

The pressure to perform well in an English-medium environment encouraged students to study harder and be more responsible with their learning. They mentioned that the expectations from lecturers, such as submitting assignments in

English or participating actively in class, pushed them to improve their performance. A student shared,

“I was more motivated because I didn’t want to disappoint the lecturer. It made me take the learning more seriously.”

And the other shared,

“I do want to get good grades, but my main motivation is so that I can really master the material and be better prepared for teaching or working in language education. I also feel that my English skills are an important asset for the future.”

From the results, it was revealed that extrinsic motivation played a significant role in encouraging students to engage with the CLIL-based learning process. The students expressed that achieving good grades remained a primary goal, indicating the importance of academic performance as an external motivator. However, their motivation extended beyond grades. The participants also highlighted the relevance of mastering the material in English for future career prospects, particularly in the field of education. These findings suggest that external outcomes, such as academic achievement and professional readiness, were key driving factors that sustained their motivation throughout the CLIL activities.

Discussion

The results on the effect of CLIL on motivation show that CLIL contributes significantly to students' intrinsic motivation. This is in accordance with pre-existing theories. Students consistently stated that they felt more independent, more engaged and more enthusiastic about learning, especially when in a collaborative learning environment, which directly aligns with Self-Determination Theory (SDT) as cited in Chadee (2022); their increased autonomy and sense of belonging in a global academic community fulfil a fundamental need for autonomy and relatedness. In addition, the enriching and intellectually stimulating nature of CLIL fosters genuine curiosity and encouragement to explore beyond classroom materials, such as international journals, providing empirical evidence for the “curiosity” and “control” factors identified by Sakkir & Aeni

(2024) in influencing intrinsic motivation. The successes noted in the collaborative setting also highlight Sakkir & Aeni's “cooperation” factor, indicating that supporting and working with peers provides inherent satisfaction, thereby confirming the effectiveness of CLIL in fostering an internal desire to learn.

CLIL also significantly enhances students' extrinsic motivation, primarily driven by external goals such as grades and lecturer approval—aligning with external regulation within the Self-Determination Theory (Chadee, 2022; Vaklifard, 2021). However, students' efforts to prepare for careers and improve English proficiency also reflect identified and even integrated regulation, where learners value CLIL for its long-term relevance and personal significance (Chadee, 2022; Legault, 2020). This shift toward more internalized extrinsic motivation supports sustained engagement and illustrates how extrinsic and intrinsic motives can complement each other in CLIL contexts (Vaklifard, 2021).

CONCLUSION

Based on the results of the study, it can be concluded that the implementation of Content and Language Integrated Learning (CLIL) approach can significantly increase students' motivation in learning English. CLIL proved to have a positive impact on both intrinsic and extrinsic motivation. From the intrinsic side, students showed higher interest, increased curiosity, and active involvement in learning because the material presented was relevant and contextualized. Meanwhile, from the extrinsic side, the pressure to meet academic expectations and professional goals encourages students to be more responsible and enterprising in learning. This finding answers the problem raised in the introduction regarding the extent to which CLIL can increase motivation to learn English. The implications of this study indicate that the integration of CLIL in foreign language learning in higher education can be an effective strategy to improve the quality and attractiveness of the learning process. Further development can be focused on the implementation of CLIL in various contexts and levels of education, as well as on the optimization of teaching materials and training for educators to be

better prepared to adopt this approach thoroughly and sustainably.

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