

The impact of students' attitude on CLIL: A study conducted in higher education

El impacto de la actitud de los estudiantes sobre AICLE: Un estudio realizado en la educación superior

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Abstract

Attitude can be defined as a set of beliefs developed in a due course of time in a given sociocultural setting. It has been proved that positive attitude facilitates learning (Dörnyei, 1990; Dörnyei, 2001; Gardner & Lambert, 1972; Heckhausen, 1991). If the learner is reluctant to learn or he/she does not have a positive attitude, he/she does not produce any result. CLIL classrooms are not typical language classrooms due to the fact that language is the medium through which content is “transported”. Non-linguistic content is used to teach a language and learners acquire new knowledge but in a foreign language. Bearing in mind the importance of attitude in learning and teaching a second language as well as in any kind of subject, I decided to conduct a research among the CLIL learners. I have selected a group of students from the Department of Psychology who study various subjects in English. The students were asked to fill in a questionnaire concerning attitude towards CLIL. The questionnaire had been especially designed for the purpose of this study. The intention of this address is to discuss the role of attitude towards learning subjects through a second language which will be based on students' opinions. I strongly believe that attitude is one of the central elements along with motivation and language aptitude in determining success in learning subjects through another language. In order to guide this discussion, attention will be directed toward the sociolinguistic factors responsible for attitude towards CLIL.

Key Words: CLIL; bilingual education; attitude; motivation; teaching language; teaching content

Resumen

La actitud puede ser definida como un conjunto de creencias desarrolladas en un curso debido del tiempo en un determinado entorno sociocultural. Se ha demostrado que la actitud positiva facilita el aprendizaje (Dörnyei, 1990; Dörnyei, 2001; Gardner y Lambert, 1972; Heckhausen, 1991). Si el alumno se niega a aprender o no tiene una actitud positiva, él / ella no produce ningún resultado. Aulas de AICLE no son típicas aulas de idiomas, debido al hecho de que el lenguaje es el medio a través del cual el contenido es "transportado". El contenido no-lingüística se utiliza para enseñar un idioma estudiantes a adquirir nuevos conocimientos sino en un idioma extranjero. Teniendo en cuenta la importancia de la actitud en el aprendizaje y la enseñanza de una segunda lengua, así como en cualquier tipo de tema, he decidido llevar a cabo una investigación entre los estudiantes AICLE. He seleccionado un grupo de estudiantes de la Facultad de Psicología que estudian diversos temas en inglés. Los estudiantes se les pidió llenar un cuestionario sobre su actitud hacia AICLE. El cuestionario había sido especialmente diseñada para el propósito de este estudio. La intención de esta dirección es discutir el papel de la actitud hacia el aprendizaje de los sujetos a través de una segunda lengua, que se basará en las opiniones de los estudiantes. Creo firmemente que la actitud es uno de los elementos centrales a lo largo con la motivación y aptitud lingüística para determinar el éxito en el aprendizaje de los sujetos a través de otro idioma. A fin de orientar el debate, la atención se dirige hacia los factores sociolingüísticos responsables de la actitud hacia AICLE.

Palabras Claves: L CLIL, educación bilingüe; actitud; motivación; enseñanza de idiomas; enseñanza de contenidos.

INTRODUCTION

Attitude can be defined as a set of beliefs developed in a due course of time in a given sociocultural setting. It has been proved that positive attitude facilitates learning (Dörnyei, 1990; Dörnyei, 2001; Gardner & Lambert, 1972; Heckhausen, 1991). If the learner is reluctant to learn or he/she does not have a positive attitude, he/she does not produce any result.

CLIL classrooms are not typical language classrooms due to the fact that language is the medium through which content is “transported”. Non-linguistic

content is used to teach a language and learners acquire new knowledge but in a foreign language.

Bearing in mind the importance of attitude in learning and teaching a second language as well as in any kind of subject, I decided to conduct a research among the CLIL learners. I have selected a group of students from the University of Silesia who study various subjects in English. The students were asked to fill in a questionnaire concerning attitude towards CLIL. The questionnaire had been especially designed for the purpose of this study. The intention of this address is to discuss the role of attitude towards learning subjects through a second language which will be based on students' opinions. I strongly believe that attitude is one of the central elements along with motivation and language aptitude in determining success in learning subjects through another language. In order to guide this discussion, attention will be directed toward the sociolinguistic factors responsible for attitude towards CLIL.

Attitude and motivation

Attitude towards bilingual education is a very important affective variable to consider in the CLIL classroom. It refers to the individual's reaction to anything associated with the immediate context in which the language is taught (Masgoret & Gardner, 2000, p. 172). Attitude is strongly linked to motivation which can be defined as the driving force in any situation. The study of motivation has been a prominent area for research in psychology and education for many years (Dörnyei, 2001). This interest may reflect the widespread perception of classroom teachers who tend to regard student motivation as the most important factor in educational success in general (Dörnyei, 2001).

The role of L2 learning motivation has been intensively studied by social psychologists in Canada, where French and English are the two official languages. Gardner (1985) hypothesized that L2 learners with positive attitudes toward the target culture and people will learn the target language more effectively than those who do not have such positive attitudes. In their earlier studies, Gardner and Lambert (1959) found that aptitude and motivation were the two factors most strongly associated with learners' L2 achievement. Gardner and MacIntyre (1993) drew together the findings from many studies over several decades and developed Gardner's "socio-educational model of SLA". In the socio-educational model,

motivation to learn the second language or a subject in the L2 is viewed as requiring three elements. First, the motivated individual expands effort to learn the language. That is, there is a persistent and consistent attempt to learn the material by doing homework, by seeking out opportunities to learn more, by doing extra work, etc. Second, the motivated individual wants to achieve the goal. Such an individual will express the desire to succeed, and will strive to achieve success. Third, the motivated individual will enjoy the task of learning the language. Such an individual will say that it is fun, a challenge, and enjoyable, even though at times enthusiasm may be less than at other times (Gardner, 2002). Motivation is also examined in terms of the intrinsic and extrinsic motives of the learner. Those who learn for their own self-perceived needs and goals are intrinsically motivated and those who pursue a goal only to receive an external reward from someone else are extrinsically motivated (Brown, 2007). Probably the majority of CLIL learners is intrinsically motivated. They already have a very good command of L2 and they are often motivated by dreams of being able to speak the language like a native-speaker. If the learners' motivation is high then the attitude towards learning a foreign language is more positive. At the beginning of the CLIL course the learners are very excited about learning subjects in the foreign language but they are unaware of the demands that will be placed on them. "Many of the teachers made the observation that although the learners are initially very enthusiastic about learning subjects in a foreign language, their enthusiasm wanes before the end of the first year" (Gardner, 2002, p. 2). Some of the teachers felt that this could be due to the difficulty of certain subjects being taught in a foreign language, others felt that it could be due to the fact that some of the learners were put into the CLIL classroom because of the peer or parental pressure. When students are studying subjects in a foreign language, they have a number of duties and responsibilities. First and foremost, they must pass the course. In addition, however, they must acquire the content of the subject (biology, geography, history etc.), the language content (vocabulary, grammar and the like); they must acquire language skills (oral production, aural comprehension); they must develop some degree of automaticity and fluency with their handling of the content in L2; and ultimately, they must develop some degree of willingness to use the language outside of the classroom. This is no small set of requirements. Thus, it is proposed that teachers can help the content and language learning process by motivating their learners.

CLIL in Poland

As the shape of CLIL education depends on a number of factors, it seems important to present the roots and further attempts to adopt content and language integrated learning within the Polish educational tradition.

Poland is a linguistically uniform country in which Polish is the official language used to communicate in all spheres of public and social life. After years of political and economic isolation, starting from the 1980s, an urgent need to improve foreign language education has emerged. The dominant position of Russian as the foreign language taught at all school levels was gradually challenged, and English has become the most widely taught foreign language in Poland. Other languages frequently offered by public schools include German, Spanish, French and Italian.

In compliance with the European Council's recommendation that every European citizen should be able to use at least two other languages apart from their mother tongue (European Council, 2002), the Core Curriculum implemented in Poland in 2009 brought about a number of fundamental changes in language education which should lead to an increased competence in foreign language among learners. Nowadays, foreign language education needs to be introduced from the beginning of primary education, and the second foreign language starts to be taught in the first class of lower secondary school, i.e. when the learners are at the age of 12. CLIL education, therefore, constitutes an interesting alternative to traditional approaches to foreign language teaching.

CLIL-related pedagogies were introduced in Poland in the seventies when one of the secondary schools in Gdynia offered selected classes with English as a medium of instruction (Zielonka, 2007). In the early stages only English was used as a language of instruction to teach the whole or part of a content subject lesson. At present, public schools offer CLIL streams using English, German, French, Spanish and Italian as the languages of instruction. Recently it has also been attempted to introduce Russian-medium class units.

It should be pointed out that the implementation of CLIL practice in education has been adopted in Poland under the name of bilingual education (Dzięgielewska, 2008; Roda, 2007). CLIL pedagogy is not applied in the entire school, but is restricted to selected class units only. Initially, CLIL classes existed only in upper secondary schools (age 16-19). In some schools, CLIL education was

preceded by an additional “zero class” in which the learners underwent an intensive course aiming at developing their second language skills, especially writing and reading (Multańska, 2002, p. 90). The ‘zero class’ was put to an end as a result of the new Educational Reform in 1999. Instead, lower secondary schools (age 13-16) were created. Within a few years CLIL streams started to emerge in some of these schools, and three years of this schooling were treated as a good preparation time to help pupils participate in CLIL classes on a higher level in upper secondary school. Some forms of CLIL can be observed in primary schools only in private institutions in which parents pay for their children’s tuition (Eurydice, 2008).

Both the lower and upper secondary schools offering any type of CLIL are of a selective type, i.e. there is a recruitment procedure for the candidates specified by each particular school. As the number of available places is limited, applicants for entry need to possess a very good command of the second language and pass a diagnostic test, consisting in a language competence and/or a language aptitude test. Due to such tight enrolment regulations, attributed prestige and tangible gains the pupils may obtain, such as a high level of L2 competence and knowledge of specialized vocabulary, CLIL streams tend to attract the most ambitious students who are likely to succeed in mastering the curricular requirements both in Polish and the language of instruction. Located in big cities, schools offering CLIL class units are perceived as elitist.

As for the higher education most universities, academies, technical universities, higher schools of engineering, agricultural academies, academies of economics offer subjects in English. The most popular subjects to be taught in English are subjects related to computer science, architecture, building industry, chemistry, physics, mathematics and medicine. In order to be able to study subjects in English, the students need to take their final examination, Matura in English (the extended level), and get one of the highest scores. Apart from that, they are also required to get one of the highest scores in the subjects in which they want to specialize; for example, if they want to study medicine they should receive high score in physics, chemistry and biology; if they want to study information technology, they need to get the high score in mathematics, physics and information technology. There are two main academic qualifications: the Bachelor degree after three years; and the Master degree after further two years study. After

completing a Master degree, students can then do their Ph.D. There are also several professional degrees: Master in Engineering which is awarded after 5 years of study; Doctor (title of Physician) which takes a total of 6 years to complete.

The current research aims to determine attitude of CLIL students towards subjects which are taught in English in higher education and also to find out the impact it may have on CLIL itself. Unlike regular English courses, CLIL provides additional learning challenges resulting from the fact that language is not a sole concern, but it is a tool whereby CLIL students study content subjects.

Probably the majority of CLIL students have a very positive attitude towards CLIL at the very beginning of the course. In most cases, they are also highly motivated because they know how important it is to have a very good command of L2 for their future career. The perspective of studying subjects in a foreign language is even more motivating. Most of the students dream about having a very well-paid job somewhere abroad and they are aware of the fact that a good content knowledge in a foreign language can be only an advantage in their future life.

METHODOLOGY

Participants of the research

A total of 108 CLIL students participated in the research: 87 females and 21 males. All of them are the students of the University of Silesia. 61 students are in their second year and 47 students are in their first year. 25 students study biology, 37 mathematics with economics, 22 chemistry and 24 physics. There were no males studying biology. All the students participate in some classes or lectures which are in English. All participants agreed to take part in the study and fill in the questionnaire. The study was conducted at the University of Silesia, Poland. The university has 12 faculties: Fine Arts and Music; Biology and Environmental Protection; Ethnology and Educational Science; Philology; Computer Science and Materials Science; Mathematics, Physics and Chemistry; Earth Sciences; Social Sciences; Pedagogy and Psychology; Law and Administration; Theology; and Radio and Television. Owing to the flexibility of the European Credit Transfer and Accumulation System (ECTS), within the frames of which the university works, inter-faculty and general studies degrees are also available. The university has almost 40,000 intramural and extramural students at the BA, MA, postgraduate and

Ph.D. level students following 46 undergraduate and postgraduate programs subdivided into over 130 specializations. All courses are recognized by the ECTS, which facilitates international student exchange.

Research instrument and procedure

All the CLIL students were asked to fill in a questionnaire. The questionnaire consisted of 16 questions concerning the students' attitude towards CLIL learning and 7 questions measuring independent variables such as sex, the length of learning English, the University department, the year of studies, language contact, other known languages and decision makers when choosing bilingual education. All the questions were in Polish. The research was conducted in February 2012 and the participants were asked to fill in the questionnaire during the lecture or the class. The procedure took around 30 minutes.

The questionnaire included 15 closed-ended questions measuring learners' response on a 5-point Likert scale covering the range: strongly agree; rather agree; don't know; rather disagree; strongly disagree and one open-ended question in which the students were asked to enumerate advantages and disadvantages of studying subjects in English. The responses to 15 closed-ended questions were transformed into numerical values ranging from 1 to 5 for a statistical analysis. Out of 16 questions administered, 7 closed-ended questions were selected to analyze and one open-ended question relevant for the current research:

1. Do you like learning English?
2. Are you satisfied with studying content subjects in English?
3. Are the classes/lectures which are in English more interesting than the classes/lectures which are in Polish?
4. Is the content knowledge acquired in English useful outside the University?
5. Is there more cooperation between the teacher and the students during classes/lectures which are in English?
6. Do content subjects in English raise your interest in British and American culture?
7. Do you take up more additional work (e.g. project participation etc...) during CLIL classes?

8. What are the advantages and disadvantages of studying subjects in a foreign language?

In the current analysis, two categorical predictors were selected, namely the content subjects studied in English and the year at the university (first or second). On the basis of the data collected from the questionnaires diagrams were designed in order to present the answers clearly.

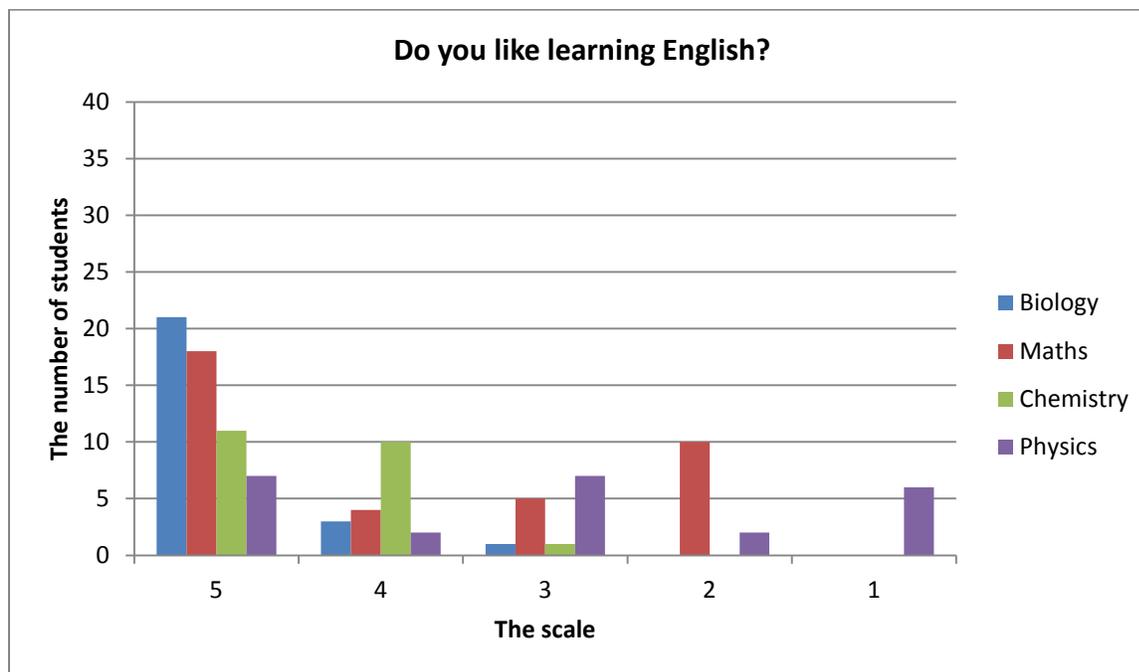
RESULTS

In order to see the differences between particular predictors the data which was collected from closed-ended questions is to be presented by means of diagrams. The data collected from the open-ended question is to be presented separately.

Do you like learning English?

On the basis of the data collected from the questionnaires, Figure 1 and Figure 2 were designed.

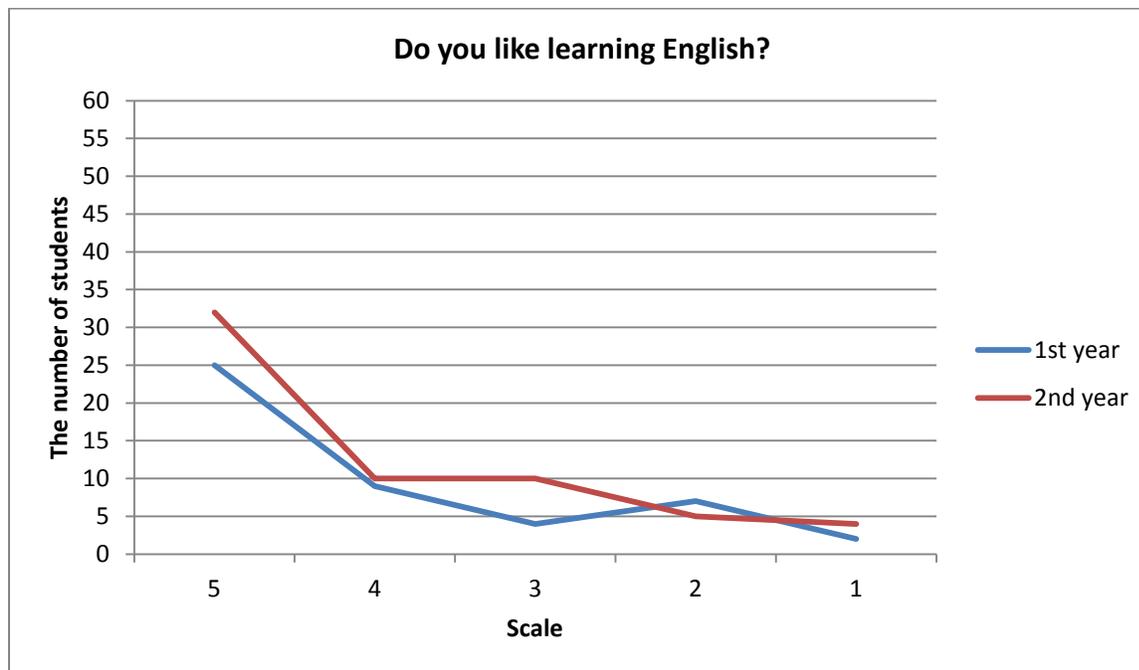
Figure 1. The attitude towards English.



As can be seen from Figure 1, 21 students from the Biology department, 18 students from the Mathematical department, 11 students from the Chemistry department and 7 students from the Physics department like the English language

very much. There are still 10 students from the Mathematical department and 6 students from Physics department who do not like the language very much.

Figure 2. The attitude towards English.

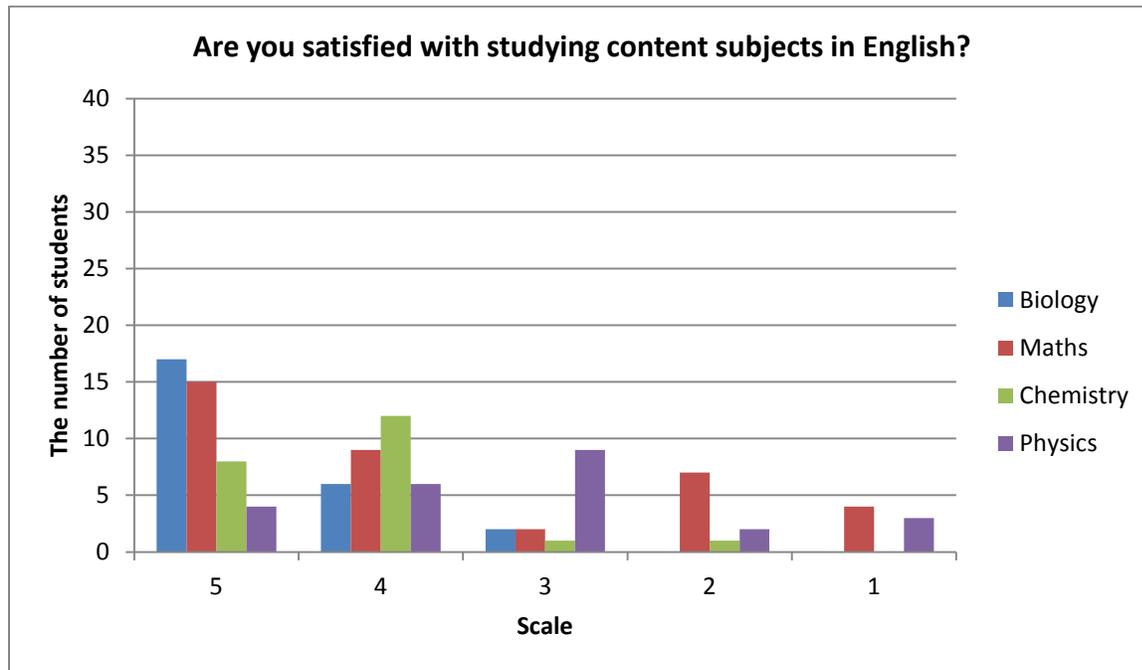


As can be seen from Figure 2, 32 first-year students like learning English, and 25 second-year students like it very much, too.

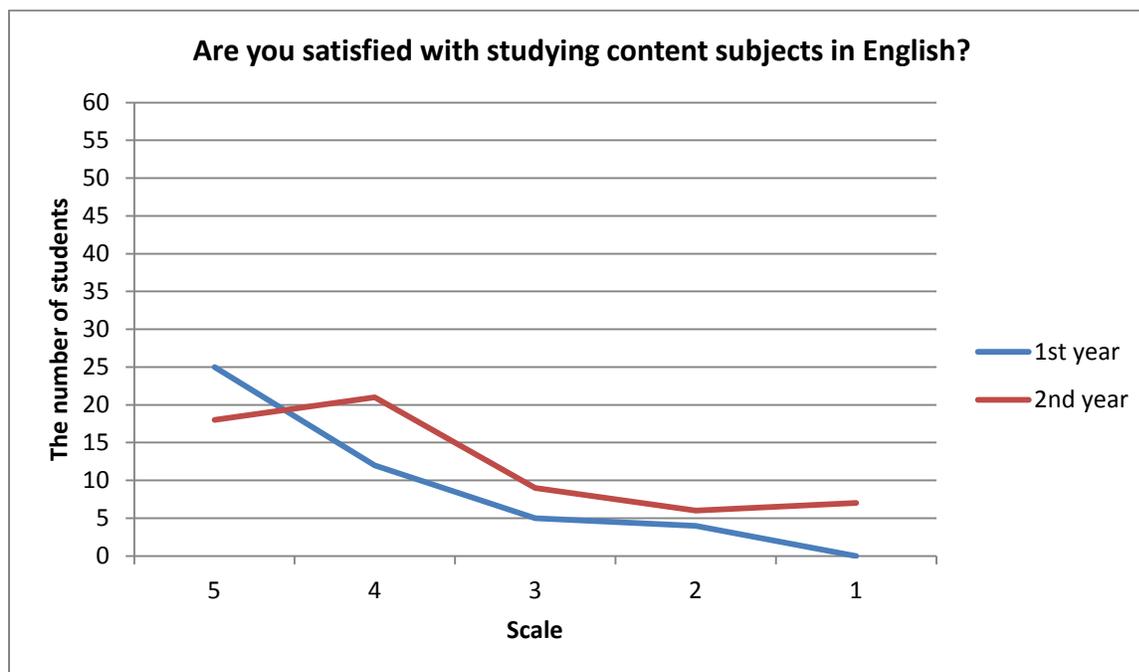
Having analysed the data provided above, it can be noticed that most students have a positive attitude to the English language, which can only help them with learning content subjects in a foreign language. The first-year students tend to be a bit more enthusiastic than the second-year students which may be due to the fact the attitude towards learning foreign languages changes in Poland and English is the language which becomes more and more popular.

Are you satisfied with studying content subjects in English?

In Figure 3 and Figure 4, the level of satisfaction concerning studying content subjects in English is shown.

Figure 3. The attitude towards content subjects studied in English.

In general, when looking at Figure 3, most students tend to be satisfied with studying content subjects in English; 17 students from the Biology department, 15 students from the Mathematical department, and 8 students from the Chemistry department like studying content subjects in English very much. The only problem seems to be with the Physics department: only 4 students seem to like studying subjects in English, and 9 do not know what to say.

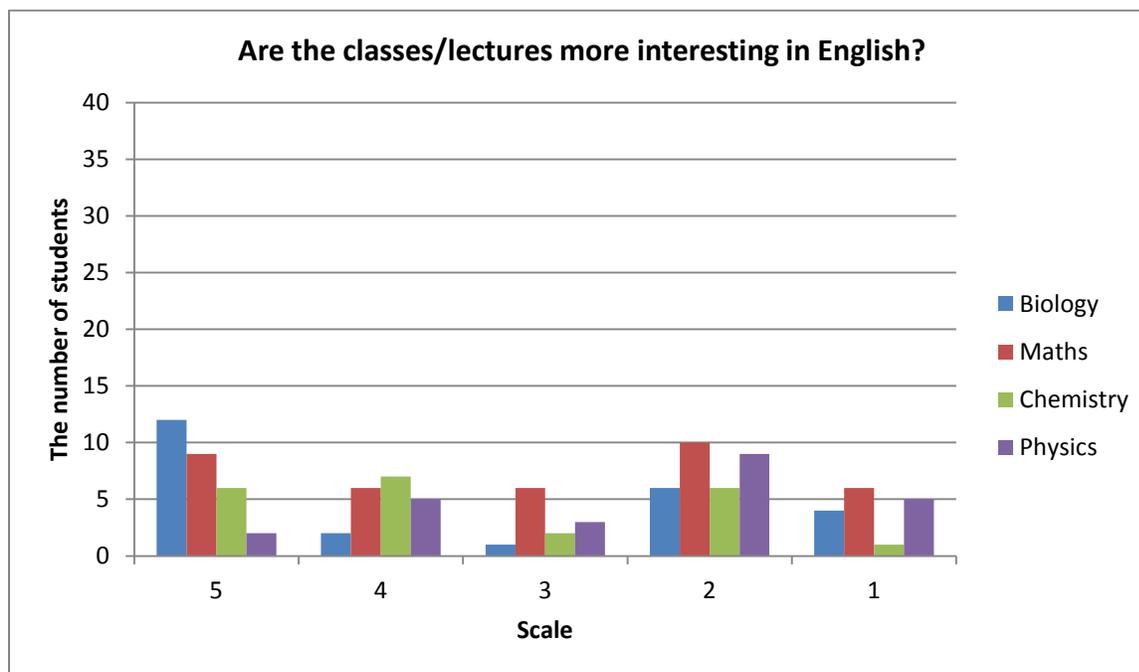
Figure 4. The attitude towards content subjects studied in English.

As for the particular years, 26 first-year students and 18 second-year students tend to be very satisfied with studying content subjects in English while 12 first-year students and 21 second-year students tend to be just satisfied with studying content subjects in English.

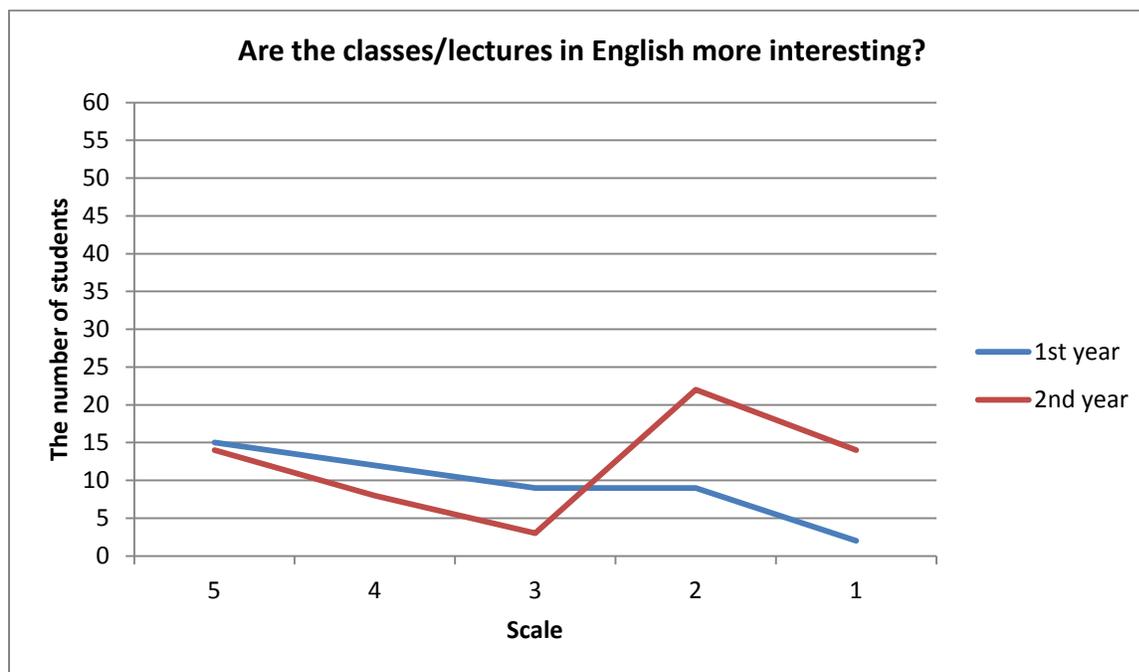
The reason why so many students from the Physics department are not very keen on studying content subjects in English can be connected with the fact that content subjects which are related to physics tend to be very difficult. Students learn a lot of complicated formulas which can be also very difficult in the mother tongue. Another reason which was mentioned when enumerating disadvantages of CLIL is connected with teachers. Unfortunately, a lot of academic teachers do not know how to teach subjects in a foreign language. They often do it in an old-fashioned manner and as a result, students start establishing negative attitude towards subjects which are taught in a foreign language.

Are the classes/lectures more interesting in English?

In Figure 5 and Figure 6, the data concerning students' opinion about the classes/lectures in English is presented.

Figure 5. The opinion concerning attractiveness of classes/lectures in English.

As can be seen from Figure 5, 12 students from the Biology department think that the classes/lectures are more interesting in English; 10 students from the Mathematical department and 9 students from the Physics department do not think that the classes/lectures in English are more interesting. As for the Chemistry department, the answers vary: 6 and 7 students think the classes/lectures are very interesting and just interesting, respectively, while 7 students do not think so at all.

Figure 6. The opinion concerning attractiveness of classes/lectures in English.

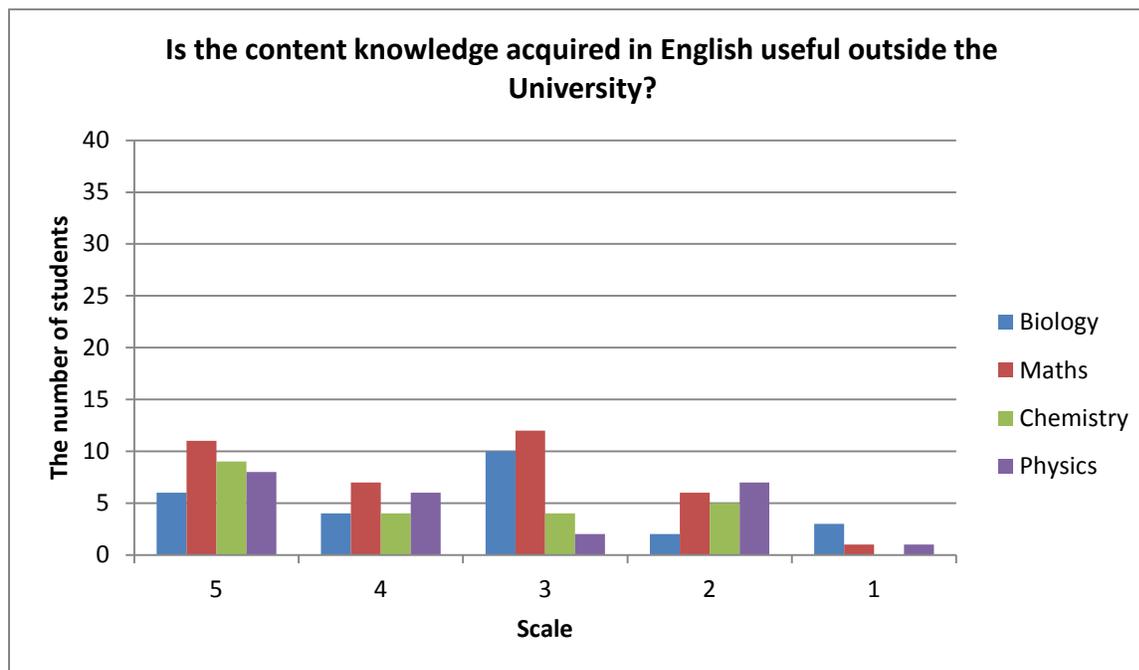
In the case of first-year students, only 15 and 12 students find the classes/lectures very interesting and just interesting, respectively. Most second-year students (22 and 14) do not find the classes/lectures in English more interesting than the classes/lectures in Polish.

When analysing the data, it can be seen that most students are not very keen on classes/lectures, which are in English. The reason why the students do not consider the classes/lectures in English more interesting can be connected with the fact that the methods of teaching content subjects in English do not differ from the methods used during subjects in Polish and therefore, the content subjects in English are not considered more interesting. There is also a remarkable difference between first and second-year students. First-year students tend to be keener on classes/lectures in English than second-year students, which also means that they have more positive attitude towards subjects taught in English. Analysing second-year students' answers, it can be seen that their attitude towards subjects taught in English is more negative which is due to the fact that they have more experience in learning subjects in English and are able to make comparisons.

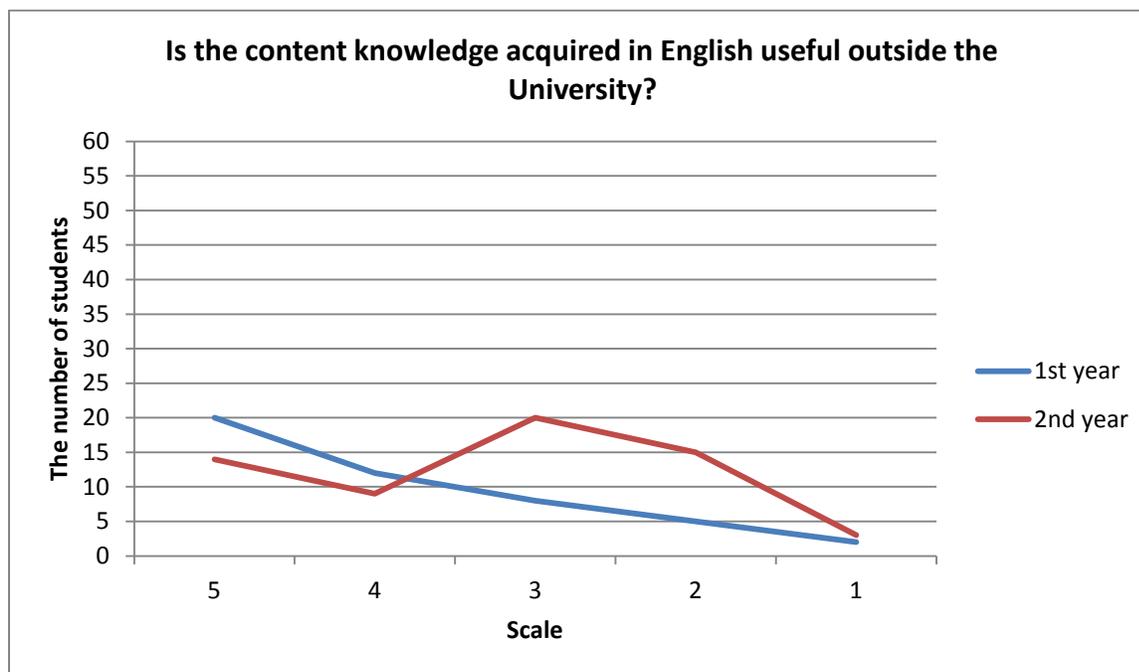
Is content knowledge acquired in English useful outside the University?

In Figure 7 and Figure 8, the usefulness of content knowledge acquired in English is shown:

Figure 7. The usefulness of content knowledge acquired in English.



The students (11) from the Mathematical department consider knowledge acquired in English to be the most useful outside the University. As for the other departments, the numbers vary: 9 students from the Chemistry department, 8 students from the Physics department and only 6 students from the Biology department consider it to be very useful. In other cases, the most often chosen answer was “I don’t know”.

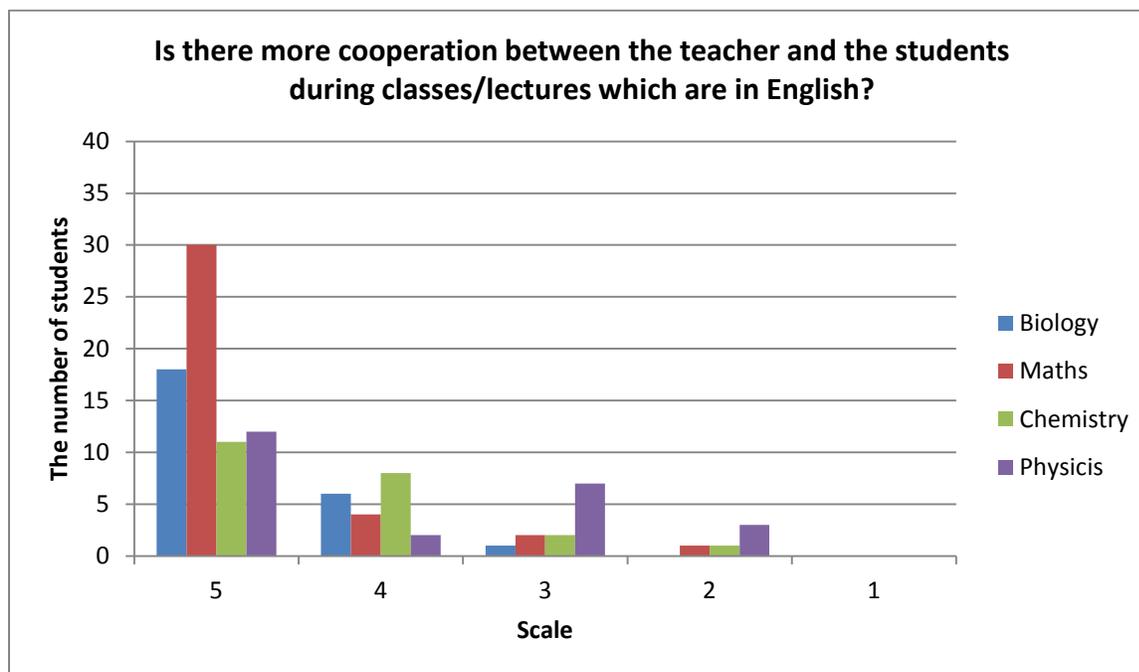
Figure 8. The usefulness of content knowledge acquired in English.

When analysing the answers provided by first and second-year students, it can be noticed that most first-year students (20) tend to think that the knowledge acquired in English is or will be useful outside the University while most of second-year students (20) do not really know.

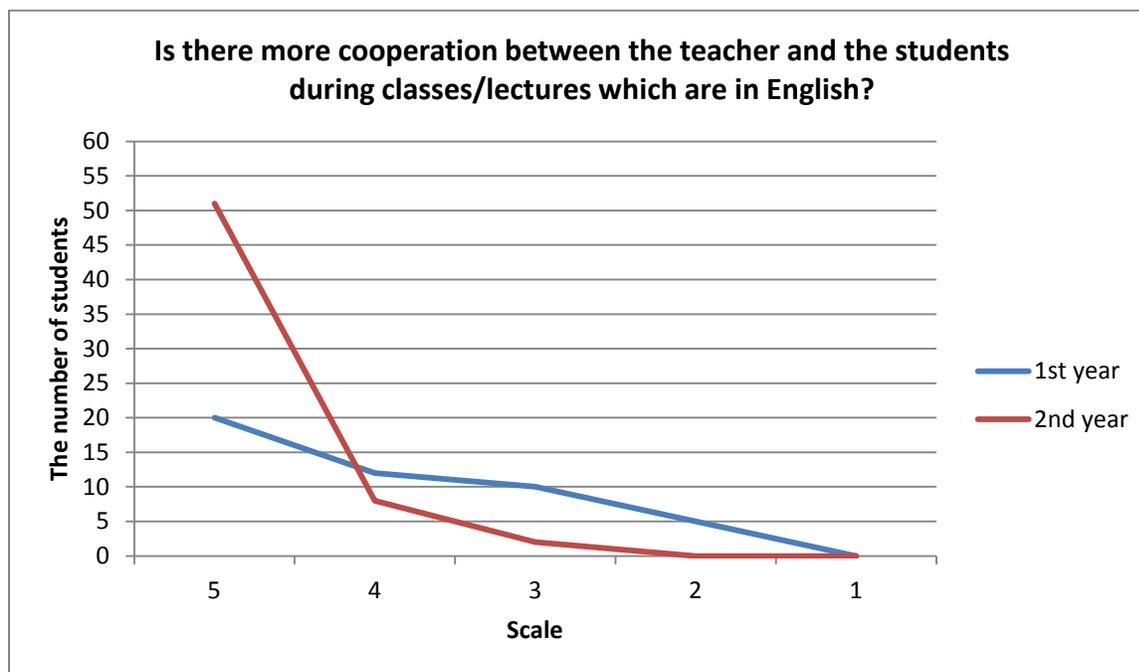
From the data, it can be implied that first-year students tend to have very high expectations and seem to think that knowledge acquired in English will be useful outside the University. The students from the Mathematical department seem to be of the same opinion which may be due to the fact that they have a lot of economical subjects and computer-oriented subjects in which English is the prior language.

Is there more cooperation between the teacher and the students during classes/lectures that are in English?

In Figure 9 and Figure 10, cooperation between the teacher and the students during classes/lectures, which are in English, is shown.

Figure 9. Cooperation between the teacher and the students.

It can be seen from Figure 9 that students from the Mathematics department (30) think that there is definitely more cooperation between the teacher and the students when the classes/lectures are English. Similarly, students from other departments, namely the Biology department (18), Chemistry department (11) and Physics department (12) are of the same opinion. None of the students chose answer “1”.

Figure 10. Cooperation between the teacher and the students.

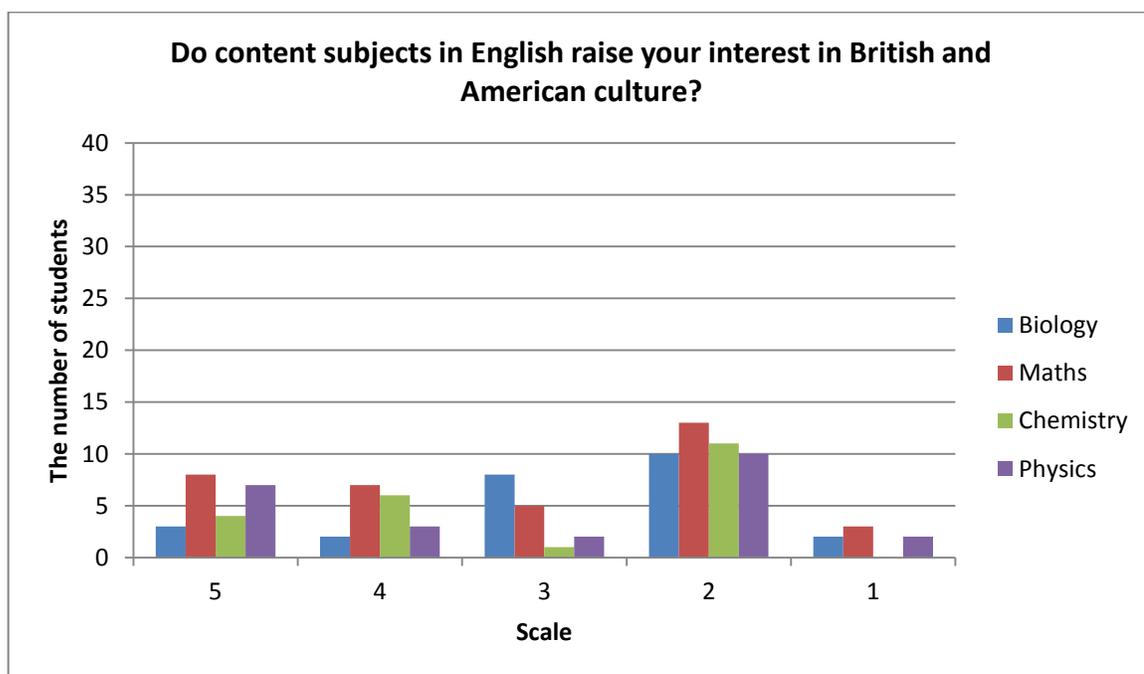
In the case of first and second-year students there is a significant difference noticed. Only 20 first-year students think that there is more cooperation between the teacher and the students during classes/lectures which are in English while in the case of second-year students the number is much higher: 51.

In fact, at the very beginning of higher education the students always have impression that the academic teachers are not cooperative and that there is a huge distance between the teacher and the students. Many academic teachers do it on purpose as they want to show the students that they should have a serious attitude towards studying. On the other hand, when analysing the data from Figure 9, it can be seen that most students think that there is more cooperation between the teacher and the students during classes/lectures which are in English. This visible cooperation may result from the fact that when transmitting knowledge in a foreign language there may be a need to explain the concepts to students a few times. In that case the students may have a feeling that there is more cooperation between the teacher and the students, which leads to more positive attitude towards CLIL.

Do content subjects in English raise your interest in British and American culture?

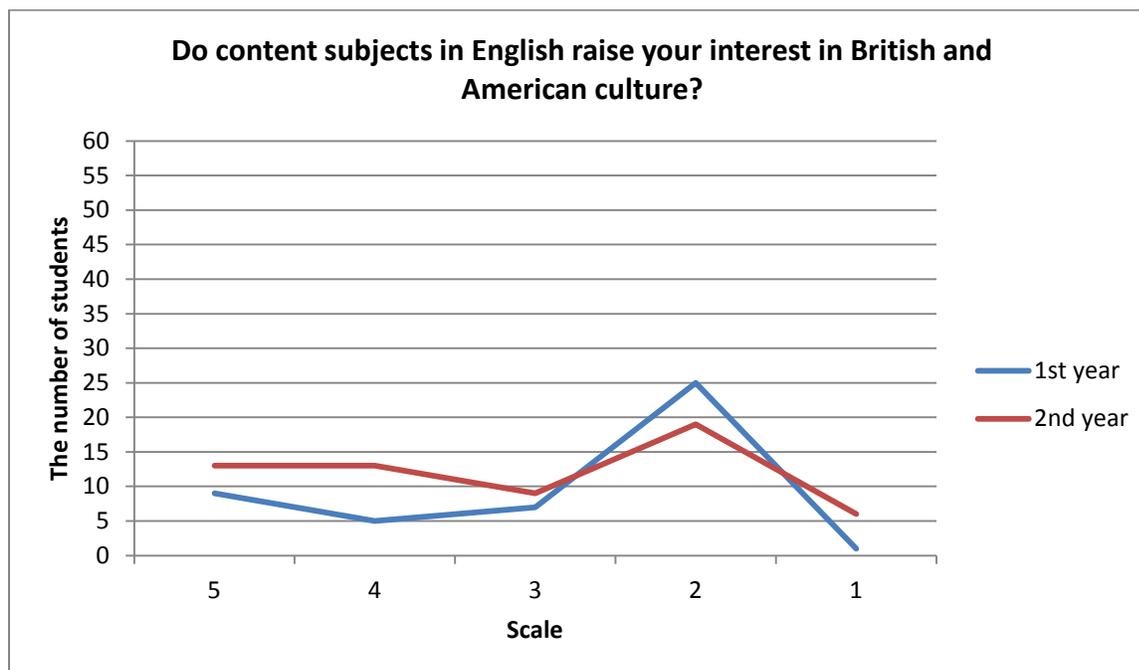
In Figure 11 and Figure 12, the influence of content subjects in English on interest in British and American culture is shown.

Figure 11. The influence of content subjects in English on interest in British and American culture.



It can be clearly noticed that most students think that content subjects in English do not raise their interest in British and American culture: 10 students from the Biology department chose answer “rather not”. The same answer was chosen by the students from the Mathematical department (13), Chemistry department (11), and Physics department (10). However, it should be pointed out that there were also some students, especially at the Mathematical and Physics departments, who chose answer “strongly agree” (8 and 7, respectively).

Figure 12. The influence of content subjects in English on interest in British and American culture.

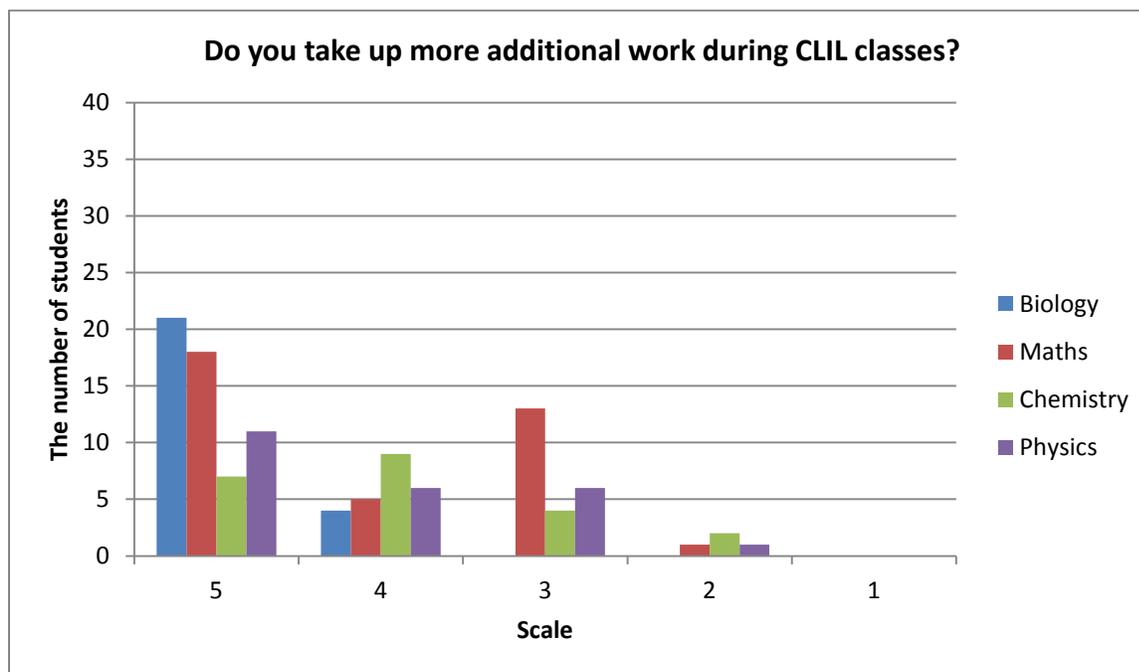


As for the answers concerning particular years, 25 first-year students and 19 second-year students think that content subjects that they learn in English do not raise their interest in British and American culture.

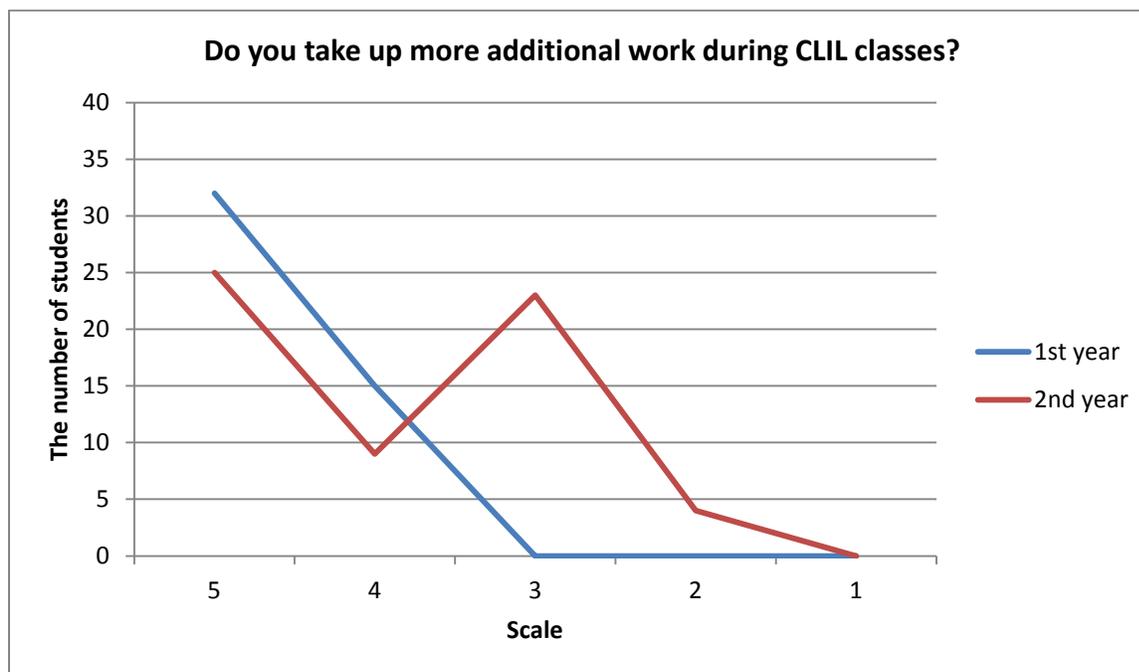
Most students who took part in the research think that content subjects rather do not raise their interest in British and American culture, which does not mean that the students have negative attitude towards CLIL or towards these cultures. Probably the aim of the teachers who teach the academic subjects in English is to provide the students with specialised knowledge about particular content subjects and not about British or American culture. The English language is used here as a tool.

Do you take up more additional work during CLIL classes?

In Figure 13 and Figure 14, the students' effort to take up more additional work during CLIL classes is shown.

Figure 13. Students' effort to take up more additional work.

As can be seen from Figure 13, 21 students from the Biology department, 18 students from the Mathematical department, and 11 students from the Physics department strongly agree that they take up more additional work during CLIL classes. As for the students from the Chemistry department, only 7 students strongly agree, and 9 agree that they take up more additional work.

Figure 14. Students' effort to take up more additional work.

In the case of first-year students, 32 of them strongly agree that they take up more additional work during CLIL classes while the highest number (25) of second-year students is not really sure and does not know whether they take up more additional work during CLIL classes or not.

When analysing the data above, it can be noticed that there is a tendency that most students who took part in the research strongly agree that they take up more additional work during CLIL classes, which is very positive and implies that the students' attitude towards subjects being taught in English is also very positive. As for first-year students, there is a tendency that these students always take up more additional work because they are very highly motivated and they want to show the teachers that they are very ambitious, which also shows their positive attitude towards CLIL.

The last question to be presented was an open-ended question. The students were asked to enumerate advantages and disadvantages of studying subjects in a foreign language. The following answers were provided:

- Advantages:
 - “hopefully easier life in the future”
 - “a possibility to get better paid job”

- “a possibility to do MA degree abroad”
- “better opportunities in the future – working abroad”
- “a possibility to go for exchange programmes e.g. Erasmus”
- “learning a lot of specialised vocabulary”
- “acquiring the ability to think in a foreign language”
- “getting access to many articles, books in English”
- “the classes are more challenging”
- Disadvantages:
 - “time-consuming”
 - “difficulty with understanding specialised vocabulary”
 - “it requires more concentration and more thinking”
 - “teachers often don’t know how to teach”
 - “lack of proper teaching materials”
 - “teachers often read from a piece of paper and the class becomes boring”
 - “teachers are not language teachers and often make mistakes”
 - “too much Polish used”
 - “difficulty with following the concepts in a foreign language”
 - “teachers don’t know how to pronounce some words”

When being asked about advantages and disadvantages of CLIL, the students seemed to be very objective. In the case of advantages, most of them think about future perspectives that CLIL may provide them with. They seem to learn subjects in English because they hope they will get a better and well- paid job. Some of them also mention language development and the possibility to get to know more specialised vocabulary.

As for the disadvantages, a lot of students are aware of the fact how difficult and time-consuming it is to learn subjects in a foreign language. Unfortunately, most of them notice that many teachers do not have proper CLIL training and therefore, they do not really know how to teach subjects in a foreign language. The students also mention lack of proper teaching materials, which is a common problem when talking about CLIL.

The above mentioned advantages and disadvantages do not indicate that students’ attitude towards CLIL is negative. They rather show that the students

have a very reasonable attitude towards CLIL and they are aware of both advantages and disadvantages.

DISCUSSION

The aim of the study was to analyze attitude of university students towards CLIL. It was predicted that CLIL students would be characterized by their specific needs and expectations due to conspicuous differences between regular courses and CLIL curricula. The questionnaire mostly consisted of closed-ended questions and one open-ended question. Two categorical predictors were selected, namely the content subjects studied in English and the year at the university (first or second).

The results showed high ratings for pleasure from learning English as well as studying content subjects in English. This positive approach slightly changed with language experience; second-year students seemed to be more enthusiastic about learning English. However, this approach slightly decreases when students are asked about studying subjects in a foreign language. It suggests that CLIL students like learning English in general but probably due to difficulty of the subjects being studied in English, their positive attitude slightly decreases. When analyzing the answers according to the departments the students come from, satisfaction from learning content subjects in English was particular low among students of the Physics department. The reason why the students are not so enthusiastic can be connected with the fact that physics itself is very difficult to understand and studying it in English may be very problematic. On the other hand, when analyzing students' answers concerning disadvantages of CLIL, most students from the Physics department mention teachers who do not know how to teach content subjects in English. This factor can have a significant influence on students' attitude towards CLIL.

The participants were ambivalent towards content subjects in English as more interesting. Although the answers provided by the students coming from various departments did not vary, there was an observably negative approach towards content subjects in English as more interesting from second-year students. The results go in tandem with the results obtained from a research conducted in secondary school (Papaja, 2010). At the very beginning, the CLIL learners considered the subjects being taught in English as more interesting but within time

they did not see any difference between subjects being taught in Polish and in English.

As for the question examining CLIL students' opinion concerning the usefulness of the knowledge gained in English outside the University, the students' scores were oscillating around "I don't know". Those scores varied a bit with learning experience, namely more second-year students chose answer "I don't know" or "rather disagree" which shows that the more experience the students have the less satisfied they are as far as the usefulness of the knowledge gained in English is concerned. Unfortunately, such perception of the knowledge gained in English may lead to negative attitude towards CLIL. In my opinion, it would be very useful to check the opinions of third-year students who study subjects in English.

As for the next question concerning cooperation between the students and the teacher, it is worth mentioning that most students, especially second year and mathematics students, stated that there was more cooperation between the teacher and the students during CLIL classes than during regular classes. The results show that CLIL is a method which "bridges the gaps" between the teacher and the students. The relationship between the teacher and the students is very important and when it is positive it will definitely lead to positive attitude towards subjects being taught in a foreign language.

Most students when asked about British and American culture did not really feel that CLIL classes helped them to raise their interests in these cultures. According to Maljers et al. (2002) the aim of CLIL is "to build intercultural knowledge & understanding; develop intercultural communication skills; learn about specific neighbouring countries/regions and/or minority groups and introduce the wider cultural context" (p. 65). CLIL is strongly linked to cultural aspects and therefore students' cultural awareness should be raised when studying subjects in English. Students' awareness of certain cultural aspects will definitely have an impact on their attitude towards CLIL. If they have positive attitude towards the British or American culture, they may also have a positive attitude towards English and the subjects that are learnt in English.

First-year students tend to take up more additional work than second-year students, which indicates that they either have more positive attitude towards subjects being learnt in a foreign language or they want to show how ambitious

they are. The students from the Biological department also tend to take up more additional work than students from other departments which may be due to the fact that these students hardly ever enumerated any disadvantages of CLIL. For them CLIL means better opportunities in the future.

Conclusions

To sum up, the CLIL students tend to have positive attitude towards CLIL. However, it should be born in mind that CLIL classes/lectures are different from typical University classes/lectures due to the fact that language is the medium of instruction. The students have to learn both language and content of the subjects and therefore, it is more difficult to keep them motivated. The CLIL students are aware of advantages and disadvantages of CLIL. When being asked about advantages they mostly enumerate better opportunities in the future. They seem to treat CLIL as a way towards achieving their goals. However, on the other hand, one cannot forget about disadvantages that they mention, namely, teachers' lack of knowledge concerning methodology of CLIL, lack of proper didactic materials or difficulty with the language. CLIL is a challenging process and in order to gain more students who would like to study subjects in a foreign language and help them to keep positive attitude towards CLIL throughout the studies more work needs to be done on the educational process by showing the academic teachers how to teach in CLIL and how to design proper didactic materials. The best way to achieve it would be to organise CLIL teacher training sessions, workshops and conferences during which the academic teachers would have the possibility to learn about the CLIL methodology in a practical way and also exchange teaching experience with other academic teachers. It is a very ambitious aim to reach but it is not impossible as CLIL is the future.

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BIODATA

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