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List of Abbreviations

AHS	-	Allgemeinbildende Höhere Schule
BAfEP	-	Bildungsanstalt für Elementarpädagogik
BAKIP	-	Bildungsanstalt für Kindergartenpädagogik
BHS	-	Berufsbildende Höhere Schule
CEFR	-	Common European Framework of References
CLIL	-	Content and Language Integrated Learning
EAA	-	Englisch als Arbeitssprache
EFL	-	English as a Foreign Language
EM	-	Extrinsic Motivation
FsAA	-	Fremdsprache als Arbeitssprache
HTL	-	Höhere Technische Lehranstalt
IM	-	Intrinsic Motivation
L1	-	First Language or Mother Tongue
L2	-	Second Language
SDT	-	Self-Determination Theory
SLA	-	Second Language Acquisition

1. Introduction

Nowadays, English is undeniably *the* language of international communication. The current educational context, particularly in Europe, is shaped by approaches that aim at preparing learners for their future professional and personal lives in a highly multicultural and multilingual world. Furthermore, it is the European Union's goal that every citizen should be proficient in at least two additional languages (European Commission 2004: 3). This great importance placed on language skills results in an increased pressure placed on schools to provide students with the necessary linguistic abilities, without at the same time being negligent of other subjects of the national curricula. As a consequence, different bilingual approaches started to emerge in an attempt to meet these additional requirements.

During the past three decades, Content and Language Integrated Learning (CLIL) has become one of the most popular teaching approaches in Europe. In contrast to similar approaches such as bilingual education or immersion, CLIL encompasses any educational setting in which “a non-language subject is taught through a foreign language, with the dual focus being on acquiring subject knowledge and competences as well as skills and competences in the foreign language” (Ioannou Georgiou 2012: 495). Thus, CLIL can be considered to be a highly flexible approach that can be adapted to the individual circumstances of a country, an institution and even individual lessons and teachers (Coyle 2008a: 5). The great majority of research in this field is concerned with comparative studies in order to analyse whether CLIL learners are able to outperform their non-CLIL peers on a linguistic level as well as in content knowledge. However, only a small amount of research so far has dealt with students' perceptions of the approach, despite the fact that they are the ones most immediately affected by it (Dalton-Puffer et al. 2009: 19).

Rudduck and Flutter (2003: 141) quite rightly suggest that “[w]hat pupils have to say about teaching, learning and schooling enables teachers to look at things from the pupil perspective - and the world of school can look very different from this angle”. Thus, the main aim of this thesis is to analyse students' opinions on and attitudes towards CLIL, as well as the underlying motives for their decision to participate in the CLIL programme. A questionnaire was designed for the purpose of this study. The survey was conducted in a BAfEP in Upper Austria, which is a special type of vocational upper secondary school providing learners with the necessary qualifications for professional work in crèches and kindergartens.

As far as the general structure is concerned, this thesis consists of a theoretical and an empirical part. The relevant theory for the purpose of this thesis is divided into three main sections: CLIL, motivation, and the student perspective. First of all, the concept of Content and Language Integrated Learning will be discussed in more detail, providing an overview of its history, aims, as well as benefits and potential challenges. Secondly, multiple theories of motivation relevant for the aims of this study will be examined in order to provide a basis for analysing learners' motives for choosing CLIL. The last theoretical section focuses on the widely neglected relevance of students' attitudes and opinions, which can be considered to be the most important aspect of this thesis. Through a comprehensive review of previous studies in this field of research, five fundamental features of learners' perception of CLIL teaching will be defined and used as a starting point for the second major part of the present thesis.

At the beginning of the empirical part, the setting of the study will be discussed, including information on the general aims of the study as well as the participating school. Afterwards, the methodology section presents an overview of the most relevant aspects of questionnaire construction, design and administration. After briefly elaborating on important aspects of statistical analysis for the case of this survey, the results of the questionnaire will be presented in the subsequent section. This part incorporates both general results as well as statistically significant differences between selected groups of learners. Finally, the most prominent results obtained through the questionnaire will be discussed and interpreted in the last part of this thesis.

2. CLIL: Definitions and (Inter)national Developments

At the beginning of this thesis, I want to elaborate on the teaching approach of ‘Content and Language Integrated Learning’ (CLIL) in greater detail. Whereas the first part is concerned with more general aspects of CLIL, including definitions and an historical as well as national overview, the second part deals with recent outcomes, potential advantages and disadvantages of the approach.

2.1 Defining the Concept of CLIL

Over the past two decades, content and language integrated learning (CLIL) has become one of the most important approaches to foreign language teaching in Europe and other parts of the world. However, other wide-spread programmes, such as immersion, content-based instruction, bilingual education, or Englisch als Arbeitssprache, might seem to be exactly the same as CLIL. Coyle, Hood and Marsh (2010: 1) state that despite the similarities between CLIL and other approaches that use a foreign language to teach content, this does not mean that the terms can be used interchangeably, as CLIL does indeed show some “fundamental differences”. It is therefore crucial to provide a clear definition of CLIL, not only to make it distinguishable from other approaches, but also to facilitate a clear area of research (Coyle 2007: 545). CLIL is referred to as an “umbrella term” by Coyle (2007: 545), as it is highly flexible and might have very different forms of implementation in schools depending on the economic and socio-cultural context. For the purpose of making CLIL “justifiable and sustainable, its theoretical basis must be rigorous and transparent in practice” (Coyle, Hood & Marsh 2010: 1). A particularly precise definition that outlines the key characteristics of CLIL was provided by Ioannou Georgiou (2012: 495):

It refers to a dual-focused, learning and teaching approach in which a non-language subject is taught through a foreign language, with the dual focus being on acquiring subject knowledge and competences as well as skills and competences in the foreign language. This dual focus is what mainly distinguishes CLIL from other approaches, which may either use content but only aim towards a language learning syllabus or may use a foreign language but only with reference to a subject curriculum.

Thus, the most distinguishing feature of CLIL in contrast to similar approaches lies in the word ‘integrated’, as both content and language learning and teaching are seen as being equally important. Teaching of subject matter and a second or foreign language are therefore merged, which makes CLIL an “innovative fusion of both” (Coyle, Hood & Marsh 2010: 1),

where content subjects such as biology, geography or history are taught through the medium of an additional, second or foreign language. Experts in the field highlight that CLIL teaching is driven by the content, which makes it stand out against other approaches which solely focus on language improvement regardless of learners' gains in content knowledge (Coyle, Hood & Marsh 2010: 1; Dalton-Puffer & Nikula 2014: 117).

As previously mentioned, one of the main features of CLIL is its flexibility. Coyle, Holmes and King (2009: 19) stress that it needs to be seen as a concept that can be implemented in and adjusted to almost any educational context with learners of different age groups and levels of proficiency. The way in which CLIL is integrated into a school system may vary according to a multitude of contextual factors in order to suit the particular needs of each institution; the amount of CLIL instruction through the vehicular language¹ may therefore vary greatly from school to school (Coyle 2008a: 3). This variety of models ranges from long-term “extensive instruction through the vehicular language”, in which the learner's traditional language of instruction is hardly used at all, to more limited or temporary implementations, including particular modules or projects, selected lessons, or even only parts of lessons held in the CLIL vehicular language (Coyle, Hood & Marsh 2010: 15). However, CLIL is more than merely translating the L1 content to a different language without making any additional changes; in order for CLIL to be effective and of high quality, the development of a theoretical foundation is of utmost importance (Coyle, Hood & Marsh 2010: 1).

2.2 The Theoretical Framework of CLIL

Generally speaking, a framework for CLIL instruction and implementation needs to provide clear guidelines that firstly adhere to the definition of CLIL as an approach that focuses on both language and content knowledge to the same extent, and that secondly can be applied to the variety of contexts from pre-school to tertiary education. With their book “CLIL: Content and Language Integrated Learning”, Coyle, Hood and Marsh have developed an extraordinarily useful work, highlighting and explaining the most relevant foundations of

¹ Coyle, Hood and Marsh (2010: 1) introduce the term “CLIL vehicular language” for the language used in CLIL classrooms, which aims to include all types of languages (e.g. foreign, second, or additional language). This convention will be used throughout this thesis as well.

CLIL theory and providing insights into how to transform this knowledge into practice. Therefore, their book will be used as the basis for this section.

As CLIL is considered to be something innovative and new on its own rather than a novel adaption of either content or language teaching (Coyle, Hood & Marsh 2010: 1), drawing on existing pedagogical theories does not seem appropriate for the context of CLIL. Therefore, Coyle (2008a: 9) sees an urgent necessity in “an articulation of effective practice and shared understandings of underlying principles” to ensure effectiveness and high quality in teaching and learning. One of the most frequently mentioned aspects related to CLIL is the high importance of communication (Coyle 1999; Ioannou Georgiou 2012; Eurydice 2006). Fernández-Fontecha and Canga Alonso (2014: 22) give the following reason for why interaction is so crucial especially for the purpose of CLIL classrooms:

Assuming that in CLIL settings it is necessary to progress systematically in both pupils’ content and language learning and using, then using language to learn becomes as important as learning to use language. As a result, classroom communication – interaction between peers and teachers – is at the core.

Communication and interaction can therefore be seen as one of the most important features of CLIL instruction if we want learners to become proficient users of the language in genuine contexts of application, which is particularly relevant from a professional and international perspective in an increasingly globalised and connected world.

The 4C’s Framework

One of the most important contributions to the development of a theoretical basis for CLIL is the “4C’s framework”, which was developed by Coyle in 1999 and encompasses the main aims of the approach. She proposes that the four C’s - communication, content, cognition and culture - are fundamental to CLIL teaching in the sense that their incorporation into the planning and conduction of CLIL lessons enables students to learn effectively (Coyle 1999: 53). A closer examination of what these concepts mean for the context of CLIL can be found in the following quote by Coyle (1999: 53):

[I]t is through **progression** in the knowledge, skills and understanding of the content, by **engagement** in associated cognitive processing, **interaction** in the communicative context, and a deepening awareness and positioning of cultural self and otherness, that learning takes place [original emphasis].

Rather than being separate concepts existing next to each other in a CLIL lesson, the four C’s are highly interrelated and dependent on each other. For example, in order to progress

in the knowledge of subject matter, complex thinking strategies are involved and students need to process the new content that is presented in the vehicular language, which also poses an additional linguistic challenge for learners (Coyle 2008a: 9-19). Figure 1 shows this close interrelationship between content, communication and cognition in the learning process, with those three aspects surrounded by culture, which Coyle (2008a: 10) argues to be central to CLIL as “[i]ntercultural awareness is fundamental to CLIL. The term context surrounding the image reminds the reader that adapting the framework to the individual circumstances of each institution implementing CLIL (Coyle, Hood and Marsh 2010: 41).

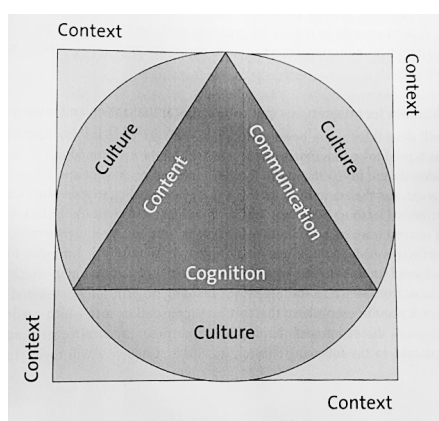


Figure 1: The 4C's Framework (Coyle, Hood & Marsh 2010: 41)

An adaption of the model by Zydatið (2007, cited in Dalton-Puffer 2008: 3) reinforces the interdependence of the 4C's and portrays communication as the core of the model, further highlighting the importance of language. Coyle (2008a: 10) quite rightly states that the 4C's framework has led to “a rethink of the role played by language learning and using”. By this she refers to the fact that the language used and needed in different lessons is determined by the content itself, as history classes, for example, require students to use the past tense. Therefore, the language goals of the CLIL lessons are strongly related to the actual content taught, rather than adhering to the curriculum of traditional language classrooms (Coyle 2008a: 10). The following subsection shows how the aspect of communication can be further differentiated.

The Language Triptych

The target language undoubtedly plays a fundamental role in CLIL, with great importance placed on interaction between students and teachers. A concept that is closely related to the concept of communication in the 4C's is called the “Language Triptych”, also devised by

Coyle, which closer examines the ways in which using and learning language in CLIL lessons takes place and “transparently differentiates between types of linguistic demand which impact on CLIL” (Coyle, Hood & Marsh 2010: 36). In short, there are three main perspectives to language in CLIL classrooms: “language *of* learning, language *for* learning, and language *through* learning”, all of which feed into learners’ progress in language proficiency (Coyle, Hood & Marsh 2010: 36). Firstly, language **of** learning refers to the language learners need to understand the content of the particular subject matter taught in the lesson, whereas secondly, language **for** learning defines the language learners need in order to “operate in a foreign learning using environment” (Coyle 2008b: 553). Finally, language **through** learning is a bit more difficult to define as it refers to the language gains that cannot be anticipated before a particular lesson; more specifically, it entails language which develops through an individual’s learning and understanding of new ideas and concepts, which is closely related to cognitive aspects of learning (Coyle, Hood & Marsh 2010: 63).

2.3 How CLIL Developed

In order to fully understand how CLIL differs from other approaches such as immersion or bilingual education, it is necessary to have a brief look at the history and development of CLIL. Coyle, Hood and Marsh (2010: 2) argue that education in a second or foreign language is hundreds of years old, as even in ancient civilisations some people might have been instructed in a language different to their L1. From a more recent point of view, immersion and CLIL are both highly popular approaches to teaching and might seem to be almost the same at the first sight. However, the key difference between the two lies in the linguistic context. Whereas the vehicular language in CLIL lessons is usually a foreign language the students do not speak or hear outside school settings, immersion programmes are taught through “languages present in the students’ context (be it home, society at large, or both home and society)”, such as in bilingual cities in Canada, for instance (Lasagabaster & Sierra 2010: 370). Yet another difference lies in the aims of the two approaches, as unlike immersion, CLIL does not strive for almost native-like language competence; these high goals are, however, appropriate for immersion contexts as the target language is also a local language. Immersion programmes proved to be highly successful and spread widely across Canada, mainly due to the enormous support by the government and the value parents attributed to the approach, as it gave their English speaking children to become more proficient in the country’s second language French (Papaja 2014: 5).

Even though CLIL seems to be descended from immersion, Lasagabaster and Sierra (2010) stress that there are more differences than resemblances between the two approaches and that a clear distinction is therefore crucial to avoid confusion amongst researchers, teachers or other people interested in the programmes. CLIL has developed in a European context, which is important to consider in the history of its development due to the high linguistic diversity found in European states. One of the most important influences that led to the enthusiasm for CLIL is globalisation, which particularly affected Europe due to the “rapid integration” happening from 1990 onwards (Coyle, Hood & Marsh 2010: 4). Delanoy and Volkmann (2008: 10) highlight that particularly “the political, cultural and economic dominance of the U.S. have strongly increased the need for English as a means of international communication”. This demand for English proficiency is reflected in the curricula of European schools which try to offer more and more opportunities for students to acquire the foreign language. The European Commission (2004: 3) has developed an “Action Plan” to enhance “language learning and linguistic diversity”, which has the ultimate aim that each EU citizen should be proficient in their L1 and two additional languages. Thus, CLIL is strongly supported by the European Union as it is perceived as an educational approach that is able to assist in reaching their goals of language competence (European Commission 2004: 19). However, in most cases it is again English that used as the language of instruction in European CLIL settings (Eurydice 2006: 18), which does not seem to contribute much to linguistic diversity, given the abovementioned importance of the English language.

The fact that “proficiency in English is no longer seen as a minority concern but as a basic skill for professional and personal success in a globalised world” (Delanoy & Volkmann 2008: 10) might be one of the main reasons for the remarkable success and enthusiasm CLIL has experienced during the last twenty years. Even though virtually any language can be used as the vehicular language in CLIL lessons, the majority of European schools use English as the medium of instruction on grounds of enabling students to become equipped with the skills for working in a modern international world (Dalton-Puffer 2007: 1-2). The report by Eurydice (2004) states that there are already a great number of countries implementing CLIL not only as pilot project but as an integrated part of mainstream education; however, in most countries “it is apparently offered to only a minority of pupils and in just a few schools” (Eurydice 2004: 14).

2.4 CLIL in Austria

As far as the development of CLIL in the Austrian educational system is concerned, early forms of CLIL have started to emerge in the 1980's (Nezbeda 2005: 7). However, at this time the novel approach to teaching was not statutory and was solely based on individual teachers' commitment and enthusiasm (Gierlinger 2007: 11). As pointed out by Nezbeda (2005), the terms originally used for CLIL instruction in Austria, especially in its beginning, were FsAA (*Fremdsprache als Arbeitssprache*, i.e. "foreign language as a working language") or more commonly EAA ("Englisch als Arbeitssprache", i.e. "English as a working language"). The latter already indicates that English was, and still is, the main language used as a vehicular language, mainly due to the aforementioned reason of socio-economic relevance in the European context (Abuja 2007: 18). Dalton-Puffer, Faistauer and Vetter (2011: 183) stress that "English is the dominant language taught from pre-school to upper secondary education, so that almost all Austrian pupils will learn English, which is therefore THE first foreign language in the country". Even though implementing CLIL seems to be difficult due to legal regulations in various countries in Europe (cf. Eurydice 2006: 51), this is not the case in Austria. Schools and teachers are, after informing the authority concerned, allowed to use a language different from German as the language of instruction according to §16 (3) of the School Education Law (Nezbeda 2005: 9).

Different to immersion or bilingual education, the ideas and goals of EAA or FsAA show that they are synonymous with CLIL rather than different approaches. Abuja (2007: 17) uses the terms interchangeably and provides the following definition of EAA:

In EAA we view language as a tool that can be employed to teach subject-specific content, by temporarily merging content teaching and language learning. Use of the terms 'content teaching' and 'language learning' imply that the organization of lessons should promote conscious subject tuition leading to conscious learning of content and a foreign language at the same time.

Thus, with language and content being of equal importance, the aims of EAA seem to be in line with the previously discussed definition of CLIL. However, in Austrian school settings the term EAA seems to be more and more replaced by the internationally used and accepted term CLIL, especially in an academic context (Eurydice: 2004/05: 4). According to Dalton-Puffer, Faistauer and Vetter (2011: 196), it was only in the beginning of the 21st century that the ever-increasing call for an empirical establishment and foundation of CLIL was eventually taken up by researchers, leading to a considerable amount of studies in the following years.

Generally speaking, CLIL can be said to be a teaching approach that is already fairly widespread in Austria in primary and secondary schools, both in general as well as vocational schools (Eurydice 2004/05: 3). For the implementation of CLIL, Austrian teachers do not need to hold particular additional qualifications; however, there has been an increase in optional courses offered to provide opportunities for adequate CLIL training (Abuja 2007: 19). Most of the teachers promoting CLIL are language teachers who teach their second subject through the foreign language and are therefore experts in both areas; however, this is not a requirement, as any teacher in Austria is allowed to use a vehicular language for educational purposes (Abuja 2007: 19). As far as students in Austria are concerned, there are usually no entrance requirements, such as interviews or tests, for participating in a school's CLIL programme (Abuja 2007: 16). Furthermore, learners are not obligated to use the vehicular language in exams, but are permitted to use German in cases they feel using the "foreign language would impair their performance in the exam (Abuja 2007: 20).

According to data provided by the Eurydice report (2004/05: 15), between 25 and 35 per cent of Austrian general upper secondary schools and vocational schools offer a form of CLIL instruction; however, the past decade has presumably led to an increase of these numbers, as the approach has gained even higher popularity in Austria recently. Models of CLIL implemented in Austrian schools vary, depending on the context and needs of the individual institution, from small-scale projects over occasional lessons to a broad range of subjects taught almost exclusively in the target language (Abuja 2007: 17).

2.5 The Special Case of Vocational CLIL

The educational system in Austria is unusual in the structure of upper secondary education, distinguishing between general (AHS) and vocational (BHS) schools for learners between 14 and 19 years.² For the purpose of the present study it is important to discuss vocational CLIL in more detail, given that the participating school (BAfEP) is a type of vocational upper secondary school in Austria, having a dual focus on general education as well as the qualification for professions in childcare. A thorough explanation of this type of school can be found in section 6.2. The aim of this section is to point out the key aspects of vocational CLIL and its importance, while simultaneously linking this knowledge to the context of

² cf. Eurydice 2009/10 for a detailed description of the Austrian educational system.

Austrian vocational schools (particularly to BAfEPs), which is important due to the uniqueness of the Austrian school system.

It is frequently mentioned that CLIL is particularly important for the context of vocational education (Abuja 2007; Wolff 2007; Vogt 2013). This may, of course, refer to any type of vocational education at any age, whether it is integrated into the regular secondary school system or a traditional apprenticeship. It seems that in a European context, Austria and the Netherlands (cf. Denman, Tanner & de Graaff 2013) are the only countries whose educational system includes schools that provide a combination of vocational and general secondary education. However, many other countries offer CLIL in their individual forms of vocational training as well, such as Germany (cf. Thüringer Institut für Lehrerfortbildung, Lehrplanentwicklung und Medien 2010; Vogt 2013; Fehling 2012) or France (cf. Baetens Beardsmore 2007: 29-30).

Interestingly enough, even though vocational CLIL is referred to in country-specific reports and articles, the general report *Content and language integrated learning (CLIL) at school in Europe* by Eurydice (2006) does not mention the sector of CLIL provision in vocational education at all. Baetens Beardsmore (2007: 27) stresses the undesirable condition that there are “masses of articles on languages in primary and mainstream secondary education, whereas research reports on languages in vocational and technical education are almost non-existent”. Further, he illustrates that there are shortcomings in the implementation of vocational CLIL as the vehicular language used does not correspond to the learners’ future professional duties, as for instance working in an area of tourism with mainly French guests (Baetens Beardsmore 2007: 28).

The article “CLIL: bridging the gap between school and working life” by Dieter Wolff (2007) is concerned with the problem most students face when they leave school and start working, namely the issue of being ill-prepared for the challenges of work. Many professions nowadays involve international communication, thus increasing the need for language proficiency. Wolff (2007: 21-22) argues that the increased exposure to the foreign language and the communicative methods applied in CLIL settings are especially beneficial for learners in vocational education, providing better preparation for the demands of their future working life. It is further argued that students’ willingness to learn and participate in class is increased when they are able to apply their language competence in settings relevant to their chosen profession, which may lead to an increase of motivation and higher language proficiency (Vogt 2013: 81; Denman, Tanner & de Graaff 2013: 298; Dalton-Puffer et al.

2008: 7). In the specific case of BAfEPs, which prepare learners to work in a kindergarten or crèche, the question of how important foreign language proficiency is for BAfEP students arises. Even though there might seem to be little relevance of English competence for that specific target group on the first sight, I argue that there are multiple reasons for CLIL to be seen as highly important in this setting. First of all, the number of bilingual kindergartens is on the rise, and teaching English to young children is nowadays present in almost any childcare institution. Thus, CLIL increases learners' self-confidence in actually practising English in their future working life. Secondly, this very specific type of school also enables students to go to university afterwards, and a great number of students take a gap year abroad before they start working or studying. The regular lessons devoted to EFL teaching are far less than in mainstream education; therefore, CLIL provides a way to increase their language proficiency and equal their opportunities to work in international businesses, without having to provide additional language lessons.

3. CLIL - Reasons For and Against

The implementation of CLIL is held in high esteem by educational authorities, researchers, schools, teachers and parents throughout Europe. After having provided a more general overview of CLIL, this section aims at providing an overview of advantages as well as drawbacks of the approach and reviewing in how far these potential outcomes have been confirmed by research.

3.1 Expected Benefits and Current Outcomes

The success and rapid spread of CLIL in Europe cannot only be referred to the importance of English in international contexts, but most of all to the great variety of advantages and benefits it is believed to offer learners. It seems that CLIL is considered to be beneficial for almost any area of learning and student development, including language as well as content improvement, motivation and attitudes, as well as communicative and social skills (Lasagabaster 2008: 31). However, some researchers have argued that there is too little empirical evidence justifying the currently entirely positive image of CLIL (cf. Rimmer 2009; Bruton 2011, 2013). Indeed, a solid basis of research is important to discuss the benefits of the approach reliably; in this section I will thus link commonly purported advantages with empirically verified results of outcomes-based studies.

The area most frequently and thoroughly addressed is that of linguistic outcomes of CLIL instruction. CLIL is usually said to enhance learners' language competence in every single skill, including both receptive and productive skills. In a thorough review on this matter, Dalton-Puffer (2008) summarises that lexicon, fluency as well as listening and reading are amongst the areas proven to be beneficially affected by CLIL instruction, whereas there is little or no evidence for areas such as pronunciation or writing skills. Coyle (2008a: 6) argues that the highly positive outcomes of students' linguistic competences can be ascribed to the greater amount of situations in which they are able to use the target language. There is an always increasing body of research highlighting the significant effects of CLIL on learners' language proficiency. A study with Spanish secondary school pupils conducted by Lasagabaster (2008), for instance, shows that CLIL students achieved better results in every single skill tested, including pronunciation and writing, and that they even scored higher results than learners one year older than them; similar favourable results were achieved by Alonso, Grisaleña and Campo (2008), Várkuti (2010) and Admiraal, Westhoff and de Bot (2006). Focused on in multiple studies, learners' increased vocabulary knowledge seems to be one of the most favourably affected areas (cf. Xanthou 2011; Arribas 2016; Gallardo de Puerto & Gómez Lacabex 2007; Fernández Fontecha 2014). Probably the most relevant outcomes-based study for the purpose of this thesis has been conducted by Weiss (2015), who compared English tests of CLIL and non-CLIL learners in the exact same school as the present study. She could show that at BAfEP Linz, learners significantly outperform their non-CLIL peers particularly in receptive language skills (reading and listening) as well as in so-called 'use of English' exercises, which are concerned with issues such as grammatical knowledge, word formation and finding appropriate synonyms in different types of exercises (Weiss 2015: 49).

A study reported in Bohn and Doff (2010: 76) suggests that academic and specialist terms and phrases are rapidly acquired and used in CLIL classes, as students often lack everyday language in their L2 and therefore learn to express themselves in a more sophisticated way than they would in their mother tongue. They do, however, admit that this phenomenon is not well-researched yet; still, it could be an interesting approach to another benefit of CLIL (Bohn & Doff 2010: 76). Studies analysing learners' writing skills are on the rise and tend to produce similar positive outcomes, as CLIL learners are found to be more accurate writers (Pérez-Vidal & Roquet 2015), as well as better prepared for future academic writing as far as register and coherence are concerned (Whittaker, Llinares & McCabe 2011). A study by

Ruiz de Zarobe (2010) shows that the positive effects of CLIL on writing proficiency on multiple levels increase over time spent in the programme. In general, language outcomes of CLIL instruction appear to be particularly high, but have to be partly ascribed to the larger amount of time spent on the vehicular language (Lasagabaster & Doiz 2016: 112).

Despite the linguistic outcomes related to CLIL, there are also a variety of other factors being found to be positively affected by the teaching approach. First of all, the affective dimension (i.e. motivation and attitudes) towards the language itself as well as learning in general is of wide interest amongst researchers. Generally speaking, there is a wide body of research confirming the relationship between CLIL and higher levels of motivation as well as favourable attitudes; due to its relevance for the purpose of the present thesis, a detailed discussion of this topic will be provided in section 4.3. Additionally, CLIL seems to enhance learners' cognitive skills, such as learning and meta-cognitive strategies (Nieto Morena de Diezmas 2016), which according to Coyle, Holmes and King (2009: 16) are particularly relevant for future learning situation, for instance in tertiary education. As outlined previously, one of the main principles of CLIL is that it is supposed to foster not only language, but also content learning. Even though there seems to be a still ongoing debate on this issue (see the following section for more details), the majority of studies conclude that content coverage is not negatively affected by CLIL instruction (cf. Dalton-Puffer 2008; Xanthou 2011).

3.2 A More Critical Look at CLIL

One of the biggest concerns of stakeholders involved is the uncertainty of whether CLIL students will be able to progress in their content subjects at the same rate as if they would in traditional instruction (Dalton-Puffer 2008: 4). A tremendous problem related to this fear is the fact that most studies seem to focus on language outcomes exclusively, which does not adequately correspond to the specific dual-focus of CLIL. According to Coyle, Hood and Marsh (2010: 138) suggest that “[a]ll CLIL evaluations should therefore build in assessment of outcomes in the content subject” as well. Bohn and Doff (2010: 75) also discuss the lack of in-depth research concerned with progress in the content subject. However, they also indicate that even though teachers might have to reduce the topics slightly, learners' higher motivational levels might actually lead to an increase of students subject-specific competence (Bohn & Doff 2010: 75). In short, the effects of CLIL on content knowledge is an area that requires a larger amount of research on all educational levels.

An aspect closely related is the problem that in many cases, teachers are not adequately prepared to teach through a foreign language. Bernaus (2010: 184) argues that in order for CLIL to be effective, teachers need to “be sufficiently proficient to have the knowledge and skill to teach the language, and students can quickly determine if the teacher lacks proficiency”, which could potentially lead to lower motivational levels and reduced language as well as content outcomes. In addition to this, the lack of appropriate materials as well as of methodological training might also be a problem for educators who have little or no experience of teaching through a language other than their mother tongue (Coyle, Holmes & King 2009: 16).

Lastly, even though CLIL is intended to be useful and adaptable for learners of all proficiencies, it is sometimes perceived as an elitist teaching approach favouring high-achieving students (cf. Coyle, Holmes & King 2009: 17; Ioannou Georgiou 2012: 502). In a response to Bruton’s (2013) highly critical article on CLIL, Hüttner and Smit (2014: 162) conclude that “[w]hile [...] CLIL in itself is not inherently discriminatory, it can, like all other educational practices, be used either way; to discriminate against disadvantaged groups or to empower precisely these groups”. In short, all of the abovementioned drawbacks of CLIL need to be rather seen as challenges, as every single one of them can be avoided by a carefully planned implementation of the approach. Ioannou Georgiou (2012: 503) summarises this issue as follows:

It is clear that CLIL, as an innovation, was difficult to implement perfectly at the beginning, but that should not deter us from striving towards improving an approach that has an important potential for language learning and education in general.

I therefore argue that adequate teacher training, access to suitable materials as well as a carefully considered adaption of CLIL to the specific context of the individual institution are of utmost importance in order to ensure high quality and beneficial effects for learners, which should be the ultimate goal.

4. Attitudes and Motivation in EFL Teaching and Learning

As Singleton (2014: 90) points out, “[w]e all know that positive feelings about an experience or an activity incline us to pursue it, whereas negative feelings do not”. It seems that the current popularity of research into what motivates language learners and what influences their attitudes might result out of such common knowledge (Singleton 2014: 90). Motivation

is indeed a concept that is used and referred to regularly in various situations of everyday life; however, providing a clear definition of motivation is surprisingly difficult and therefore the term has sparked numerous debates amongst researchers of various fields (Dörnyei & Ushioda 2011: 3). Nonetheless, it is seen as “a key factor in determining success or failure in any learning situation” (Bernaus 2010: 181). What is crucial to understand is that even though it affects human behaviour and decisions in every possible context, it is important to specify the particular situation one refers to when examining motivation. Pinner (2013: 146) stresses that “[e]xamining the motivation to learn to drive a car, for example, and that to learn another language will necessitate a very different view of the concept of motivation”. As Dörnyei and Ushioda (2011: 4) highlight, “researchers are inevitably selective in their focus since it seems impossible to capture the whole picture”. Thus, this chapter on attitudes and motivation is concerned solely with the terms’ meanings and relevance in the context of second language acquisition, and CLIL in particular.

4.1 Defining Key Concepts: Motivation, Motives, Attitudes

To begin with, it is vital for the understanding of the upcoming sections as well as the results of the questionnaire that motivation is a highly complex phenomenon and cannot be regarded the same as merely having positive attitudes towards something. However, it is clear that attitudes greatly influence motivation in the context of second language acquisition; both of them “are seen as determining the extent of a learner’s active involvement in learning” (Singleton 2014: 91). In this section I attempt to give a brief overview of the most important terms used in this paper: Motivation, motives and attitudes in an educational setting.

The Latin word *movere*, which is the origin of the term motivation, means ‘to move’; indeed, the centre of motivational research is concerned with the issues of “[w]hat moves a person to make certain choices” (Dörnyei & Ushioda 2011: 3). The multitude of theories related to human motivation seem to make a precise and generally acceptable definition of the term itself impossible. However, even though different theories place emphasis on sometimes highly different aspects, Dörnyei and Ushioda (2011: 4) outline the three most important criteria that seem to define motivation: *choice*, *persistence* and *effort*. Motivation can therefore be seen as the driving force behind a person’s decision to act, and the time and amount of work they put into the action itself (Dörnyei & Ushioda 2011: 4). Gardner (1985: 50) basically defines motivation the same way, but mentions “favourable attitudes towards the activity” as a fourth major characteristic of a motivated person.

Besides this more general attempt to define motivation, there is still the question of what this means for motivation in the context of second language acquisition in an educational context. First of all, we cannot assume that students are either fully motivated or not motivated at all to learn a foreign language. Lasagabaster (2011: 3) stresses that we need to be aware of the fact that “[a]s students progress in their learning, changes can be expected in their motivation and this leads to individual variations over time”. Generally speaking, a large amount of research indicates that younger students are more likely to show higher levels of motivation than older students (cf. Lasagabaster 2011: 4; Gottfried, Fleming & Gottfried 2001). Additionally, Singleton (2014: 99) points out that motivation and attitudes do not only change over years, but are in fact likely to differ “from day to day, from task to task and even from interlocutor to interlocutor”. This further highlights the difficulty and maybe also the impossibility of measuring learners’ motivation as such; and even if it were possible, it needs to be kept in mind that motivation is not a personality trait as stable as some theories tend to suggest.

Probably the most important distinction for the purpose of this thesis is the difference between motivation and motives. The following quote by Gardner (2006: 243) perfectly highlights the relation between the two terms:

Motivated individuals expend effort in attaining the goal, they show persistence, and they attend to the tasks necessary to achieve the goals. They have a strong desire to attain their goal, and they enjoy the activities necessary to achieve their goal. They are aroused in seeking their goals, they have expectancies about their successes and failures, and they demonstrate self-efficacy in that they are self-confident about their achievements. Finally, they have reasons for their behaviour, and these reasons are often called motives.

Thus, it becomes clear that motivation itself is a highly complex construct that consists of a multitude of different elements, one of them being motives; simply asking students for the reasons for their actions or decisions is therefore not at all a sufficient way to measure motivation (Gardner 2005: 4). In most school settings, especially in compulsory education, students do not have much choice regarding their educational preferences. As far as CLIL education is concerned, however, there are schools in which students are allowed to decide whether they want to be taught through a foreign language or not. As this is the case in the participating school, one of the main parts of the study is concerned with learners’ reasons for choosing CLIL over traditional education.

The second and largest part of the study investigates CLIL students' attitudes towards the teaching approach. But what are attitudes and what makes them so important for motivation in any educational context? Gardner (1985: 39) stresses the word 'attitude' on its own does not express anything, as the crucial question does always need to be "attitudes towards what?". In school, students might have different attitudes towards the subject or language itself, the teacher, the materials used, as well as the teaching style, which all affect his or her motivation during the lesson. Thus, attitudes need to be seen as a major part of learner motivation, as Gardner suggests in his socio-educational model (see section 4.2). Even though "motivation goes beyond attitude" (Singleton 2014: 94), the following example by Cook (1996: 99) still highlights the relevance of attitudes for school settings in particular:

In an ideal teacher's world, students would enter the classrooms admiring the target culture and language, wanting to get something out of the L2 learning for themselves, and thirsting for knowledge. In practice teachers have to be aware of the reservations and preconceptions of their students. What they think of the teacher, and what they think of the course, heavily affect their success. This is what teachers can influence rather than the learners' more deep-seated motivations.

There are two important insights that can be obtained from this quote. Firstly, Cook manages to draw a more realistic picture of pupils' behaviour and motivation in school, suggesting that underlying concepts of motivation for a particular language might easily be surpassed by the students' attitudes towards the actual teaching situation. Thus, research on student motivation needs to place great emphasis on their opinions of the subject as well as the context of teaching. Secondly, the example highlights the immense importance placed on teachers, as the way they teach the subject might have a significant impact on students' attitudes and thus their motivation.

In conclusion, attitudes towards different aspects of education as well as motives for learning play a vital role in students' motivation, and are as a consequence partly responsible for success and achievement (Cook 1996: 99). In the end, we might need to accept that a clear definition of motivation that integrates all relevant factors and suits every situation is simply not possible, as the concept is too complex to explain with a single theory. Singleton (2014: 102) quite rightly elaborates on this situation:

Research into second language attitudes and motivation [...] is a vastly complex area and very difficult to investigate, not least because nothing about attitudes and motivation is directly observable. Like love, they are detectable only by their effects ... which are always susceptible to different interpretations.

Thus, he provides an explanation for the multitude of theories that have developed in the field of motivation. The following section 4.2 is concerned with those theories that seem most relevant for the purpose of the study, as they can be related to either attitudes towards the learning situation or reasons for why students might choose a particular approach such as CLIL.

4.2 Relevant Motivational Theories

Motivation is a very complex phenomenon and I want to be clear about the fact that the present study does not aim to analyse students' level of motivation in CLIL. The aim of the study is to gain insights into the reasons for choosing CLIL over regular instruction as well as the attitudes of learners towards the teaching approach in a very specific type of vocational school. Attitudes towards the learning situation as well as motives, however, are factors that greatly influence and form parts of students' motivation in any educational setting. Therefore, this section will provide an overview of theories in motivational research that offer useful starting points for the purpose of this study.

Expectancy-Value, Attribution, and Self-Efficacy Theory

The first theory I would like to elaborate on is the so-called expectancy-value theory of motivation. As the following discussion of this framework will show, both attribution theory and self-efficacy theory are related to the concept of expectancy-value and are therefore treated in the same subsection of this thesis.

The underlying principle of expectancy-value theory, which was coined particularly by Eccles and Wigfield, is that there are two main factors that determine a person's level of motivation: expectancy of success and task value (Dörnyei & Ushioda 2011: 13). This means that an individual's motivation in any activity "can be explained by their beliefs about how well they will do on the activity and the extent to which they value the activity" (Eccles & Wigfield 2000: 68). Thus, if the person perceives the goal of the activity to be easily achievable and if a high value and importance is ascribed to the task, motivation will be high and vice versa (Dörnyei & Ushioda 2011: 13). Experts in the field argue that there is a clear causal relationship between expectancy of success and values, and the actual performance of the task (Wigfield, Tonks & Klauda 2016: 56). By providing a general overview of motivational theories, Dörnyei and Ushioda (2011) point out the close connection between the three models addressed in this subsection. An individual's belief of his or her expectancy

of success is influenced by an evaluation of “past experiences” as well as by a self-assessment of the person’s “abilities and competences”; the first links closely to the ideas of attribution theory, whereas the latter is concerned with the concept of self-efficacy (Dörnyei & Ushioda 2011: 14-15).

Firstly, attribution theory is concerned with the impact of past experiences, both positive and negative ones, on a person’s motivation in exerting a future activity (Dörnyei 2011: 15). It has been found that a person’s judgement of his or her ability and the effort that was put into the activity are the most important factors that determine future behaviour. If, for instance, a person believes something hardly changeable such as low ability to be the cause of past failure, he or she is unlikely to do it again. If, however, limited effort is blamed for the failure, a person is more likely to give it another try (Dörnyei 2011: 15). Secondly, self-efficacy is a concept very closely linked to this idea, as it is again concerned with people’s individual judgements. The theory was developed by Albert Bandura, a famous psychologist, and suggests that the effort and persistence a person devotes to a particular action is dependent on their “expectations of personal efficacy” (Bandura 1977: 191). The term self-efficacy can be equated with Eccles and Wigfield’s (2000: 70) concept of “ability beliefs”, which they define as “the individual’s perception of her or her current competence at a given activity”. Different to expectancy of success, which refers to the future, self-efficacy or ability beliefs are concerned with the present perception of abilities (Eccles and Wigfield 2000: 70). All three of these theories are highly relevant for the purpose of this study, as they provide interesting starting points for the analysis of students’ motives for choosing CLIL instruction.

Self-Determination Theory

Introduced in the 1980s by Ryan and Deci, two widely known researchers at the University of Rochester, self-determination theory is still one of the most relevant theories of motivations. Before explaining their theory in detail, the first part will give a brief overview of the term self-determination and its origin as such. According to Wehmeyer (2003: 6-7), “[t]he self-determination construct emerged from centuries-old debates [in philosophy] about free will and determinism”. The foundation of determinism is the belief that every single action of human behaviour and every event is triggered by a cause, therefore rejecting the concept of free will. The problem of free will used to be one of the most extensively discussed issue in philosophy for over hundreds of years in philosophy and was taken into a

new discipline when psychology emerged in the early twentieth century (Wehmeyer 2003: 7-10). This shift of the problem to a psychological also resulted in a slight change of the main question discussed “to whether human behavior is caused by internal versus external forces” (Wehmeyer 2003: 10).

There are many theories in motivational research that distinguish between such internal and external factors of motivation, with one of the most prominent ones being Ryan and Deci’s self-determination theory. To begin with, there are two well-known major forms of motivation that need to be distinguished: intrinsic motivation (IM) and extrinsic motivation (EM). Actions that are intrinsically motivated are carried out “for the pleasure and satisfaction derived from their performance” and thus include everything people do for enjoyment (Deci et al. 1991: 328). On the other hand, extrinsic motivation shows in activities done for external or instrumental reasons, where people do something as a means to achieve a certain outcome (Ryan & Deci 2000: 71). Extrinsic motivation is a large category and is divided into four sub-categories that differ in the degree of how self-determined the person perceives the behaviour to be (i.e. “perceived locus of causality”). Figure 2 below shows the different types of motivation from non-self-determined to self-determined behaviour, which Ryan and Deci (2000: 72) refer to as a continuum as there are no clear boundaries. As self-determination theory is concerned with any human behaviour in any situation, Singleton (2014) gives examples of both IM and EM in the context of second language learning, which is highly relevant for the present study. Whereas a learner’s intrinsic motivation may be generated by “the learning activity and the learning environment”, extrinsic motivation is usually connected with “‘punishment’ and ‘rewards’ - administered, for example, via a marking system or through parental encouragement and pressure” (Singleton 2014: 100).

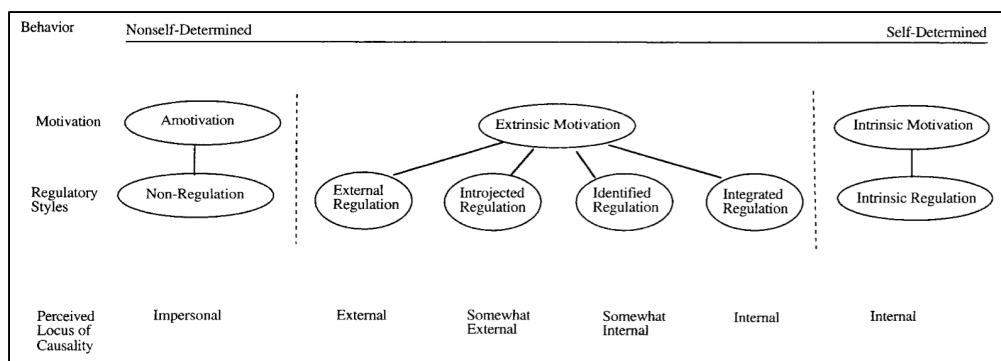


Figure 2: The Self-Determination Continuum by Ryan and Deci (2000: 72)

Another concept within self-determination theory that is relevant for the purpose of this study is concerned with the contextual factors that may support or diminish motivation in a

person. Building on a large amount of research in the field, Ryan and Deci (2000: 68) formulate three “innate psychological needs: competence, autonomy and relatedness”, which determine the degree of motivation. Transferred to motivation in the educational context, this means that a learning environment in which students perceive these needs to be fulfilled enhances their motivation considerably. For the purpose of the present study, especially the need for autonomy can be seen as crucial, as it can be related to the question of whether CLIL students were able to choose CLIL instruction on their own, or whether it was imposed on them by parents or the school. The effects of this issue on students’ satisfaction with the CLIL programme in general will be evaluated in section 0. All in all, contextual factors as well as the differentiation between internal and external forms of motivation and motives form a main part of the present study, which makes self-determination theory highly relevant for the study’s purpose.

The Socio-Educational Model

Robert C. Gardner’s socio-educational model can be seen as one of the most important and influential theories of motivation in research of language learning and teaching (Singleton 2014: 95). It was first developed in the 1970s and has been revised multiple times since then. Gardner and his colleagues were the first to take motivation and attitudes into account in a structured model of second language acquisition (SLA), instead of relating language learning solely to intelligence or hours of exposure (MacIntyre, MacKinnon & Clément 2009: 43). Thus, the model’s underlying perception of how language learning works is built on two main factors: “ability and motivation” (Gardner 2005: 5). Both variables are seen as equally important in the process of SLA, as the following example by Gardner (2005: 5) shows:

It is proposed that, other things being equal, the student with higher levels of ability (both intelligence and language aptitude) will tend to be more successful at learning the language than students less endowed. Similarly, other things being equal, students with higher levels of motivation will do better than students with lower levels because they will expend more effort, will be more attentive, will be more persistent, will enjoy the experience more, will want more to learn the material, will be goal directed, will display optimal levels of arousal, will have expectancies, and will be more self- confident with their performance.

This shows that according to the socio-educational model of motivation, neither intelligence nor motivation alone make a highly proficient L2 speaker, but that an interplay of both determines the success of the language learning process.

As stated before, the socio-educational model by Gardner is based on this view of SLA, considering both learners' motivation as well as ability to learn the language. Figure 3 shows a schematic representation of the socio-educational model from Gardner (2005: 5) and indicates the model's most important constructs and their relations to another. Basically, motivation is considered to be influenced by two major components: Attitudes towards the learning situation and Integrativeness. The former is concerned with the context of the setting in which the learning takes place, including teacher behaviour, structure and organisation of the lesson, as well as materials (Gardner 2005: 10). Integrativeness, on the contrary, is a more complex concept and has frequently been issue of critical discussion among researchers due to the ambiguousness of the precise meaning of the term itself (Gardner 2005: 7). By a recent definition, integrativeness "reflects a genuine interest in learning the second language for the purpose of communicating with members of the other language community", which incorporates a complex set of attitudes and is "not simply a reason for studying the language" (Gardner 2010: 88). Furthermore, it does not mean that learners with high integrativeness always want to become part of the target society or cultural group, but it rather reflects positive attitudes and great interest towards the targeted language and culture and thus enhances motivation to learn the language (Gardner 2005: 7).

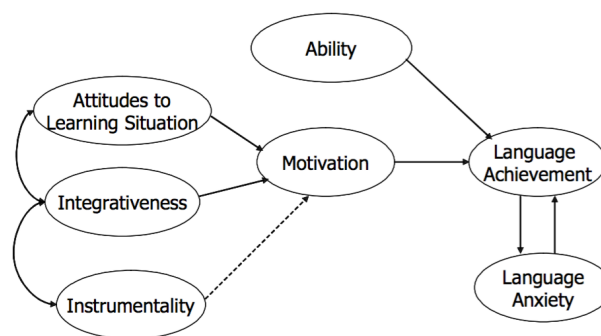


Figure 3: The Socio-Educational Model by Gardner (2005: 6)

Besides these two major constructs, Gardner includes the concept of instrumentality into his model, pointing out the possibility of studying languages "for practical or utilitarian purposes", which might affect learners' motivation in some cases, but to a lesser extent than integrativeness and attitudes towards the learning situation (Gardner 2005: 11). Furthermore, language anxiety is mentioned as a factor that does not necessarily affect motivation, but rather the ultimate success in learning the foreign language, as it "is generally negatively related to achievement as well as to self-confidence with the language" (Gardner 2005: 8).

Another important distinction that needs to be made is that of integrative versus instrumental orientations in learning a second language. Different to the previously defined term integrativeness, integrative orientation “means the learner is pursuing a second language for social or cultural purpose or both”, whereas instrumental orientation means “studying a language in order to further a career or academic goal” (Brown 2007: 88). In short, orientations reflect the reasons people have for studying a particular second language but do not reveal anything about one’s motivation in language learning; independent of the type of a learner’s orientation, the level of motivation might vary considerably from one person to another who might share the same motives (Gardner 2005: 243).

Gardner’s model is highly relevant for the purpose of the present study for two reasons. Firstly, the distinction between integrative and instrumental orientations can be used for analysis of students’ reasons for choosing CLIL instruction. Secondly, Gardner’s emphasis on learners’ attitudes towards the classroom atmosphere goes in line with a primary focus of the study, analysing how the learning environment in CLIL lessons is perceived, which is also connected to language anxiety.

L2 Motivational Self-System

In 2005, Zoltán Dörnyei, one of the leading figures in research on motivation in SLA contexts at the moment, developed a “new approach to conceptualising second language (L2) learning motivation within a ‘self’ framework”. There are two theories which influence the new model: (1) the distinction between integrativeness and instrumentality in Gardner’s socio-educational model (see above), and (2) the concept of ‘possible selves’. Thereby, Dörnyei proposes to establish a connection between Gardner’s theory with more modern concepts of cognitive psychology and identity (2009: 9).

The term ‘possible selves’ refers to a motivational construct by Markus and Nurius, published in 1986. Possible selves are defined as the representation of “individuals’ ideas of what they might become, what they would like to become, and what they are afraid of becoming, and thus provide a conceptual link between cognition and motivation” (Markus & Nurius 1986: 954). The effects of possible selves on humans are twofold: firstly, decisions are made based on representations of future possible selves people try to pursue or avoid, and secondly, the momentary perception of oneself can be critically analysed (Markus & Nurius 1986: 954). Dörnyei (2009: 11) emphasises the novelty of this approach, as it allows for an integration of “hopes, wishes and fantasies” for the future, in contrast to models where

motivation and a construction of identity is only based on people's past (i.e. Attribution theory). Even though Markus and Nurius (1986: 954) state that any "individual is free to create any variety of possible selves", which addresses the issue of free will, they further emphasise the importance of a person's social context and the media, which influence the types of possible selves one establishes. A further distinction that has influenced Dörnyei's motivational model is that of the 'ideal self' and the 'ought self', first introduced by Higgins (1987). Whereas the ideal self is "your representation of the attributes that someone (yourself or another) would like you, ideally, to possess, [...] the ought self, which is your representation of the attributes that someone (yourself or another) believes you should or ought to possess" (Higgins 1987: 320-321). Summarising the difference between the two concepts, the ideal self is concerned with "hopes, aspirations and wishes", and the ought self includes "duties, obligations or moral responsibilities" (Dörnyei 2009: 13).

By re-conceptualising Gardner's widely discussed concept of integrativeness and connecting it with the theory of possible selves adapted for purposes of second language acquisition, Dörnyei developed the 'L2 Motivational Self System' (Dörnyei 2005, 2009). Generally speaking, the core of the model consists of three important aspects: the 'Ideal L2 Self', the 'Ought-to L2 Self, and the 'L2 Learning Experience'. The Ideal L2 Self is defined as "the L2 specific facet of one's 'ideal self'" based on Higgins' model and includes "integrative and internalised instrumental motives" (Dörnyei 2009: 29). The Ought-to L2 Self, on the other hand, includes less self-determined, rather extrinsic motives and "concerns the attributes that one believes one ought to possess to meet expectations and to avoid possible negative outcomes" (Dörnyei 2009: 29). Due to more recent insights from classroom and SLA research emphasising the importance of classroom atmosphere and students' feelings and attitudes during lessons, Dörnyei (2009: 29) decided to include the L2 Learning Experience into his model, which "concerns situated, 'executive' motives related to the immediate learning environment and experience (e.g. the impact of the teacher, the curriculum, the peer group, the experience of success)".

This model seems to be highly valuable to the purpose of my study, particularly due to the relevance ascribed to the situation in the language learning classroom. Furthermore, students' motives for choosing CLIL will be a major part of this study. Results of the questionnaire will be related to this motivational model by analysing which internal and external motives triggered by the three aspects of the L2 Motivational Self System learners consider important.

In conclusion, it needs to be stressed that none of the motivational theories described in this section is universal; as with most issues grounded in a person's mind, there are a variety of attempted explanations and models. However, all of these theories contain highly interesting aspects and approaches to student motivation that seem to be useful for the purpose of this study and will be further examined in the discussion of results at the end of the thesis.

4.3 Motivation and Motives in CLIL Settings

As motivation is commonly considered to be one of the most important variables in second language acquisition, it is not surprising that motivation is a great focus of research in CLIL settings. However, motivation is a very multifaceted phenomenon, as has been outlined in the beginning of this chapter; the great variety of motivational models and contextual variables that need to be taken into consideration make research on students' motivation particularly difficult (Doiz, Lasagabaster & Sierra 2014a: 209). This might also be the reason for why most studies on students' motivation in CLIL are constructed around one or more additional variables, such as age, gender or achievement at school. This subsection is concerned with reasons students have to choose CLIL over educational instruction, as well as their general motivational levels in CLIL settings.

As indicated earlier, human actions and decisions are based on an interplay of multiple motives and reasons. Only very few studies so far have focused on learners' reasons to choose instruction through a foreign language. One of the reasons for this might be that a great number of students are either unwillingly presented with CLIL due to institutional decisions or put into CLIL schools by their parents (Abendroth-Timmer 2010: 124). For instance, Gardner (2010: 154) reports that low achievement, negative attitudes and low motivational levels at the start of a CLIL programme are likely to be retained by learners as the course progresses. There are, however, institutions such as the school of the present study, in which students are able to make their own decision regarding the participation in CLIL, which is more likely to ensure more positive attitudes from the beginning. This raises the questions of what factors influence learners' decision for or against CLIL, as learning to understand the people actively involved might provide valuable insights for CLIL development. Especially relevant for younger learners at primary or secondary schools, Lasagabaster (2016: 328) notes that "parents play a paramount role when it comes to encouraging their daughters and sons to learn and use English" and are therefore also likely to influence their child's decision regarding CLIL instruction. A study conducted in Austria

by Jäger (2015) focuses on learners' motives to choose L2 instruction in biology and finds that even higher communicative competence and language proficiency are the most prominent motives. Whereas younger students want to be able to use the language while travelling, learners in upper secondary education mention better preparation for their future academic career at international universities as the main motive for CLIL in biology (Jäger 2015: 76-77). Besides the social context and language proficiency-related motives, he also finds students' wish for personal achievements and challenges, as well as their future perspective - rating CLIL as the most promising approach - as important motives (Jäger 2015: 79). It can therefore be said that both external and internal aspects play a central role in a student's decision for content and language integrated learning; the learners' age, the perceived importance of the target language, as well as the social context seem to be particularly strong influences.

Generally speaking, most studies in this area of research find students' motivational levels to be high in CLIL settings and most often even higher than in traditional L1 teaching (Lasagabaster 2011; Doiz, Lasagabaster & Sierra 2014a). More specifically, research has found that CLIL "boosts motivation among all students, creates an atmosphere that facilitates L2 use, and allows students to make progress according to their learning styles and different learning rhythms" (Doiz, Lasagabaster & Sierra 2014b). A particularly relevant study for the context of this paper by Dalton-Puffer et al. (2009: 21), conducted in Austrian vocational upper secondary schools, finds that "[a]lmost 70% of students report to have developed a higher motivation for the foreign language through CLIL" (see section 5 for a detailed view on learners' opinions and attitudes). Similarly, a large-scale study by Coyle (2011), including more than ten secondary schools across the UK, concludes that around 80% of pupils regard CLIL to be more interesting and motivating than their regular classes and would prefer to maintain the approach. Besides these language-related consequences, CLIL may also boost students' motivation concerning the content subject (Coyle, Hood & Marsh 2010: 11). Furthermore, as suggested by Pinner (2013: 153), authentic materials and authentic purposes are more commonly present in CLIL settings and might eventually influence motivation positively. Due to the dual focus on language and content, Bernaus (2010: 182) indicates that CLIL "could forge a link between language learning motivation as conceived in the socio-educational model of second language acquisition and language classroom motivation".

As far as motivation towards the CLIL approach in general is concerned, it seems to be crucial that students take part in the programme by their own choice (Coyle, Hood & Marsh 2010: 11). A study with primary school children by Fernández Fontecha and Canga Alonso (2014: 21), for instance, highlight significantly lower motivation amongst CLIL students as compared to non-CLIL students. There can be no doubt that the study shows how content and language integrated learning does not automatically lead to more motivation towards language and subject. However, especially in the case of primary CLIL, completely different contextual factors apply that might be reasons for these rather negative results: firstly, pupils have only just started to acquire a foreign language, which makes comprehension even more difficult, and secondly, they are unlikely to attend a CLIL school voluntarily but rather due to their parents' preferences. Research shows that "in the early stages of a CLIL programme, enjoyment, motivation and self-esteem can be at risk as students come to terms with the initial challenges of adapting to a CLIL methodology" (Hood 2006, referred to in Coyle, Hood & Marsh 2010: 142). Doiz, Lasagabaster and Sierra (2014a: 209) advise to have a closer look at results of motivation-related studies and always carefully consider the impact of "a series of individual (age, sex) and contextual (socio-cultural) variables". Therefore, the previously mentioned study by Fernández Fontecha and Canga Alonso (2014) may be highly relevant for further research in the field of primary CLIL, but does not necessarily apply to the context of secondary and higher education. Still, the factors of age and personal choice seem to be of great importance in terms of attitudes and motivation towards the approach of teaching content through a foreign language.

Finally, Coyle (2008a) takes another crucial aspect into account - the influence of teachers on students' motivation. She stresses that "[m]otivated teachers 'breed' motivated learners", suggesting that it is indeed of profound importance that teachers are not forced to teach through a different language but should be enthusiastic about and convinced of CLIL and its potential benefits (Coyle 2008a: 12). Coyle further points out that in order to enhance learners' motivation for both content and language learning, it is crucial that CLIL needs to be adapted to the school and lesson-specific context as a "flexible and non-prescriptive model" (2008a: 12).

Again, it seems that CLIL is indeed able to foster greater levels of motivation amongst students at all different educational levels, but only if all stakeholders support the change of methodology and if the way it is implemented is adjusted to the learners' wishes, needs,

educational backgrounds and age. Without proper cooperation between schools, parents, teachers as well as learners, successful and motivating CLIL is hardly possible.

5. Student Perspective

The final theoretical part of this thesis can at the same time be considered the most important one for the aims of the present study. In the subsequent sections, I want to highlight why learners' perceptions ought to be seen as crucial for the success of any educational approach and establish key criteria for the analysis of students' attitudes and opinions with regards to CLIL.

5.1 The Concept of Pupil Voice

Pupil voice is a concept very closely related to the matter of this thesis, as it describes the importance of letting students actively participate in important matters regarding their own education and valuing their attitudes and opinions in decision-making processes (cf. Flutter 2007; Rudduck & Flutter 2004). Although this was hardly an important topic in research back in the 1990's, Corbett and Wilson's (1995) article "Make a difference with, not for, students: a plea for researchers and reformers" can be considered as an early appeal to stakeholders to include pupils into processes of change at school. More recently, Hunt (2011: 376) describes the currently increasing importance of pupil voice in educational research, as "there is a growing literature which encompasses the concept that pupils feel more positive about themselves as learners when their views are taken seriously". In addition to this positive enhancement of students' self-esteem, Flutter (2007: 343) argues that also teachers benefit through the initiation of pupil voice strategies, as it can reveal new insights into the ways how students learn best.

Different to the study on learners' attitudes, pupil voice is commonly associated with the development of practices in schools that allow for a more democratic school system, giving students a say in what and how lessons should be like. Despite this difference, pupil voice can be considered to be built on the same beliefs as research on students' attitudes, both attaching high importance to the views of learners on their own learning processes. Flutter (2007: 344) states that "[t]he basic premise of 'pupil voice' is that listening and responding to what pupils say about their experiences as learners can be a powerful tool in helping teachers to investigate and improve their own practice". This quote perfectly highlights the relevance of pupil voice for my research, as the insights gained from research on students'

opinions of teaching and learning ultimately follows the same goal as pupil voice - improvement of learning through incorporation of the learners' points of view.

5.2 The Relevance of Students' Opinions

Research on CLIL so far has primarily focused on the comparison of results between CLIL students and their peers in traditional instruction. One might believe that the only thing that is really important is the question of whether CLIL students outperform others in language as well as content knowledge tests. However, pupils' performances are not the sole important issue concerning the implementation of CLIL. If we want to ensure a high quality of teaching and learning as well as constant improvement, it is of utmost importance to listen to the students' opinions, attitudes and ideas. As Coyle, Hood and Marsh (2010: 141-142) argue,

High motivation, which helps to enable deeper concentration, is especially important to success in learning through an additional language, and it follows therefore that monitoring participants' attitudes towards CLIL and their motivational level should be a key element in an evaluation process.

To begin with, learners rarely get the chance to actively co-create the way they are instructed, as most of the parts related to teaching are prescribed and decided by the state, the school or the teachers. According to Wehmeyer (2003: 20), “[s]tudent-involvement in educational planning and decision-making is a powerful vehicle to practice or learn skills like goal setting, decision-making, problem solving, negotiation, or assertiveness”, which is in line with general educational goals nowadays. Researchers also agree that students do indeed possess a high ability to reflect deeply on educational matters (cf. Wegner 2012, Dalton-Puffer et al. 2009); still, this seems to be unnoticed by most of the studies in this area of research rather than taken as an opportunity to gain in-depth knowledge from a different perspective. Wegner (2012: 32) summarises the problem as follows:

Students have a different view about learning a language and using it. The students describe, in various ways but precisely, their learning difficulties, needs and expectations, and they have hermeneutic and didactic skills regarding subject knowledge communication, learning and use of language in the classroom. However, they do not articulate this in dialogue with the teachers.

It is not surprising that students rarely reveal their honest opinions of teaching-related aspects to their teachers, as they might feel scared that suggestions for improvement could be perceived as face-threatening by the teacher and consequently affect their grades negatively. Furthermore, even though most teachers might think to know what students like or dislike about their teaching, a study by Wegner (2012: 30) reveals that learners' and

teachers' opinions on any educational aspect tend to differ greatly, often leading to misunderstandings between the two groups. However, "teachers' knowledge of the affective side of their learners is vital in their own understanding of how to determine both the task styles and outcomes which will inspire learners and also the degree of scaffolding needed to support their learning" (Coyle, Hood & Marsh 2010: 142). Therefore, research in the field of learners' attitudes can be seen as an effective means to improve CLIL experience and quality for both pupils and teachers. Lasagabaster and Doiz (2016: 113) point out that taking the students' perspective does not only offer advantages for individual teachers to improve their own lessons, but to a much greater degree for the field of research on the effects and improvement of L2-based instruction.

In-depth interviews with participants of the study conducted by Dalton-Puffer et al. (2009: 25) reveal that students "at upper secondary level [...] are very capable of reflecting on their educational experience in terms of its material and organizational conditions but also on their own learning strategies and behaviour". These findings go in line with those presented by Wegner (2012: 29), who suggests that learners should be treated "as 'experts' in terms of their learning and education" just as their teachers. Perceptions of stakeholders in the pedagogical context should therefore become a greater focus in educational research in general. Lasagabaster and Doiz (2016: 111) argue that "by understanding the learning experience from the learners' point of view, we may be in a better position to identify some of the key elements in student's preferences and achievement", from which pupils, teachers, and schools will profit eventually.

5.3 Students' Attitudes towards CLIL: Previous Studies

This section will provide an overview on research conducted so far on secondary students' perceptions and attitudes towards CLIL. Not only in research concerning CLIL in particular, but in any other research in an educational setting, students' opinions have been more or less neglected for a long time, even though they are the ones who are affected the most by changes in the ways and methods of teaching. Dalton-Puffer et al. (2009: 19) highlight the way in which pupils' opinions are frequently treated in research:

Students, while being the target group and intended beneficiary of CLIL education, have at this point not had much of a voice in the development of and discourse on CLIL in general. They are, of course, regularly tested for assessment and research purposes in order to be able to gauge outcomes and they are occasionally asked how much they like or do not like CLIL, but on the whole their role has been defined as a purely receptive one by most researchers.

Since then, more studies related to the learners' points of view have been conducted in a variety of settings ranging from kindergarten and primary school CLIL (Massler 2012; Pladevall-Ballester 2015; Otwinowska & Foryś 2015; Mehisto & Asser 2007) over lower and upper secondary school CLIL (Coyle 2013; Lancaster 2016; Hunt 2011; Wegner 2012) to CLIL on a tertiary level in a variety of universities all over the world (Aguilar & Rodríguez 2011; Dafouz et al. 2007; Huang 2015; Papaja 2012; Yang & Gosling 2013; Wu 2006). It has to be noted, however, that in a number of these studies, students' perceptions only form part of the researcher's focus, as other stakeholders (i.e. parents and teachers) are often taken into consideration as well. As far as individual differences between these studies are concerned, there is no doubt that primary, secondary and university students have very distinct educational preferences and attitudes towards school-related aspects in general. Hence, in relation to the focus of my own study, this literature review focuses primarily on the results and insights gained from previous studies conducted on a secondary educational level.

As the total amount of studies on stakeholder perceptions of CLIL is considerably small, it is not surprising that there is hardly any research in this area focusing on the special case of vocational CLIL. However, a study conducted by Dalton-Puffer et al. in 2009 in Austrian colleges of engineering, arts and crafts (HTL) focuses exclusively on students' perceptions of the effects of CLIL in this kind of vocational upper secondary education. Their research can be considered the starting point of interest for the study of this thesis, as the importance of foreign languages in both, HTLs and BAfEPs, is traditionally perceived to be particularly low in comparison to non-vocational schools. In a large-scale study, Dalton-Puffer et al. (2009) include the perceptions of more than 1600 alumni of 75 different schools through the use of a questionnaire, as well as the results of 20 extensive interviews with current pupils at five of these schools. Overall, the results of their study show distinctly positive attitudes amongst current students, "with a somewhat toned-down but still positive evaluation coming from the alumni" (Dalton-Puffer et al. 2009: 18). This highly positive view of pupils experiencing content teaching through the use of a vehicular language is reinforced by a number of other studies related to pupils' perceptions (i.e. Lasagabaster & Doiz 2016; Alonso, Grisaleña & Campo 2008; Papaja 2014; Coyle 2013).

The following part of this review is intended to closely examine the different effects students address in their personal evaluation of CLIL teaching in various research settings, including self-perceived advantages as well as suggestions for improvement. First of all, let us consider

pupils' opinions related to the use and learning of the target language. In this context the improvement of their L2 language skills is often mentioned to be one of the greatest advantages of CLIL. Overall, not a single study on students' attitudes I have read reports on cases where pupils perceive their own language skills as being lowered through CLIL instruction. Lancaster (2016: 155) as well as Lasagabaster and Doiz (2016: 110) highlight that students seem to perceive a direct causal relationship between teaching content in a foreign language and language gains. Furthermore, comparing CLIL students with their non-CLIL peers reveals that those experiencing bilingual education "rate their English competence in all language skills significantly higher than the [students] without CLIL experience" (Dalton-Puffer et al. 2009: 21). Communicative ability as well as an increased vocabulary knowledge are frequently mentioned among the most outstanding language gains (Coyle 2011: 2; Doiz, Lasagabaster & Sierra 2014b). In a 3-year longitudinal study in the Basque Autonomous Community of Spain, it was found that learners perceive CLIL lessons to be more advantageous for English language improvement than their regular language lessons (Lasagabaster & Doiz 2016: 110). However, this assumption ought to be treated with care as it might primarily be a result of either increased motivation or the fact that grammar mistakes are usually not corrected or graded in CLIL lessons. Foreign language instruction further seems to increase students' motivation for languages in general, also for the acquisition of new ones (cf. Dalton-Puffer et al. 2009: 21; Sierra 2011). All in all, overall findings from studies in the field are highly consistent in the result that CLIL students perceive language gains as one of the most beneficial effects of CLIL in multiple areas of language learning.

In striking contrast to the perception of language improvement, the progress in content knowledge seems to be a more ambivalent issue amongst CLIL learners. Even though a majority of studies comparing students' test results concludes that the acquisition of subject knowledge does not suffer from the usage of a different language of instruction (cf. Xanthou 2011, Dalton-Puffer 2008), learners seem to feel differently. Papaja (2014: 18) states that pupils "emphasized the lower standard of content subjects in comparison with mainstream classes"; similarly, Marsh, Zajac and Gozdawa-Golebiowska (2008: 18) report that CLIL students in Poland consider their content knowledge to be less thorough than that of their peers in traditional educational settings. Interestingly enough, learners and teachers seem to disagree on this aspect, as found in a study by Aguilar and Rodríguez (2012). Whereas teachers believe their delivery rate to be faster and higher in the foreign language, students

participating in the course mention slow progress as a disadvantage of CLIL (Aguilar & Rodríguez 2012: 193). Despite this rather negative outlook on progress in content knowledge, there are also instances in which pupils consider their content knowledge to be equal in comparison to their non-CLIL counterparts (Dalton-Puffer et al. 2008: 8). Learners in a large-scale study by Coyle (2011: 3) draw attention to “skill development associated with specific subjects and interest/engagement in terms of global understanding”, which suggest a self-perceived improvement of subject-related cognitive strategies such as detailed analysis.

Coyle (2013) reports on another issue related to content knowledge, namely mental overload. She addresses the problem of students who are unable to cope with the increased demand a foreign language puts on the learning of factual content, which may result in resignation or drop-outs of students with lower language proficiency (Coyle 2013: 255). A reason why these results are more prominent on a secondary level than in primary and tertiary education might be the imbalance of an increase in difficulty of content subjects and language proficiency at that age. While in primary and lower secondary education the relevant content can usually be presented in a rather easy manner, students in tertiary education typically possess a rather profound knowledge of English already. Therefore, secondary school pupils are positioned right in the middle and might struggle with the increasing difficulty of content, while their language competence is still not high enough to cope with the high demands of CLIL in some cases. Interestingly enough, Lasagabaster (2014: 126; referred to in Lasagabaster & Doiz 2016: 113) concludes from a comparison of studies conducted by different researchers that students’ self-assessment of linguistic gains shows remarkable similarities between pupils at a primary and tertiary level despite the highly different age; both groups “have ranked their improvement on vocabulary foremost, followed in decreasing order by pronunciation, speaking, reading, writing, and finally grammar” (Lasagabaster & Doiz 2016: 113).

Another important issue frequently mentioned in studies concerned with attitudes towards CLIL is the actual use of language in the classroom. One highly positive aspect is that students seem to feel less anxious and more motivated to use their L2 to communicate in CLIL lessons compared to their regular language classes (Dalton-Puffer et al. 2009: 21). This might be partly caused by the fact that language mistakes are usually neither corrected nor part of the assessment in CLIL lessons. However, students seem to feel negatively about the flexible arrangement as far as code-switching is concerned. Both Dalton-Puffer et al

(2009: 18) as well as Marsh, Zajac and Gozdawa-Gołębiowska (2008: 26) report on learners' dislike of code-switching; both studies conclude that learners feel there should be clear rules on when and to what extent they are allowed to use their L1. Furthermore, students seem to perceive the time spent on translation into their mother tongue as a particularly tiring aspect of CLIL lessons (Coyle 2013: 255). Students at upper secondary vocational colleges of engineering, arts and crafts in Austria even stress that they would prefer if teachers insisted on using the target language almost exclusively (Dalton-Puffer et al. 2009: 23). Coyle (2013: 255) further finds that students are more likely to enjoy highly communicative lessons in which the amount of teacher-centred teaching is reduced, which ties in with the fundamental features of more modern teaching approaches, such as CLT (Communicative Language Teaching). In another context, however, learners report negatively on the great importance placed on speaking in CLIL lessons, as they feel they miss out on the improvement of writing skills in particular (Dalton-Puffer et al. 2009: 24).

An aspect that ties in with the amount of speaking time is the general structure and organisation of the lessons, which is very often an aspect of CLIL instructions students tend to criticise. Especially in the Austrian CLIL context, Dalton-Puffer et al. stress that "CLIL is experienced as spontaneous, diverse and flexible, but also as relatively unplanned" (2009: 22), which perfectly encapsulates the problem students perceive. There can be no doubt that the structure and organisation of lessons depends highly on the individual teacher; however, the fact that an unclear structure has been reported by multiple studies (Dalton-Puffer et al. 2009, Marsh, Zajac and Gozdawa-Gołębiowska 2009) suggests that this might be an area of CLIL implementation requiring further improvement. One of the biggest problematic issues of CLIL is the lack of adequate and qualitative material in many subjects, resulting in an even higher demand on teachers. A study on teachers' perceptions of CLIL conducted by Pladevall-Ballester (2015: 55) shows that teachers usually feel left alone with the additional tasks required with only little or no support by institutions or colleagues. This additional effort forcing teachers to spend extra hours on the development of materials and preparation of lessons might be one of the reasons why CLIL is regularly perceived to be badly planned and structured. However, we need to keep in mind that even though studies' results show how the great majority of participants feel, there are always instances in which individuals have very differing opinions. Dalton-Puffer et al. (2009: 24) address these potential differences between individual students, as some learners "noted that lessons were often more carefully prepared than regular classes and that the teachers had spent considerable

time and effort on presenting the material in an accessible way in English”. This not only highlights the individual opinions of students regarding aspects of teaching, but also the fact that learners pay attention to whether teachers are willing, motivated and well-prepared to teach content through the use of a foreign language.

One could argue that teachers are responsible for the majority of parts of a lesson, providing content, language input, objectives, materials, structure and rules in the classroom; therefore, it is not surprising that the way students perceive their lecturers have a great influence on how they think about CLIL in general. There are two main aspects related to CLIL teachers that are addressed in studies on pupils’ perceptions: the student-teacher relationship, as well as the teachers’ own language competence. Concerning the latter, in many cases, CLIL teachers do not teach the target language as their second subject, or have not spent much time in the respective country, which usually results in low language proficiency. Especially when teachers do not voluntarily teach CLIL but are forced by their school to do so, some teachers find themselves in the uncomfortable position of having to teach their area of expertise through a language they do not feel confident enough in. First of all, these instances, which seem to occur regularly, are often referred to as a major potential drawback of CLIL, as teachers normally do not need particular qualifications or training to be able to teach CLIL. In this way, is it not only harder for teachers to bring across the relevant content, but it also affects the relationship between students and teachers to a great extent. Furthermore, it is questionable whether language as well as content gains can be achieved in lessons where the teacher does not use the language correctly most of the time (cf. Bruton 2011: 525). Needless to say, students at an upper secondary level are perfectly able to realise a lack of fluency or grammatical mistakes made by teachers, which might influence their perception of the teachers’ professionalism.

However, Dalton-Puffer et al. (2009: 18) stress that provided successful communication in the L2 is possible, this might even improve the relationship between students and teachers, as learners can see how “teachers, too, are in a situation of being imperfect communicators in the foreign language”. Therefore, students might feel more comfortable with using the target language in class. A study in Andalusia by Lancaster (2016: 157) reveals that in total, learners tend to be very satisfied with the teachers who teach through a foreign language regarding their English language competence and use. One possible solution to ensure high-quality CLIL could be a regulation which requires CLIL teachers to prove their language

competence is adequate (B2 or higher on the CEFR³ scale), as shown in a primary school in Poland in the study conducted by Otwinowska and Forys (2105: 7). Students' perceptions of the teachers and their relationship seems to be an issue that has often been neglected in research on students' attitudes towards CLIL and will therefore be integrated into the present study.

Learning content in a foreign language is undoubtedly combined with a greater workload for students. However, studies show that even though pupils report on the greater effort caused by CLIL instruction, they do not necessarily perceive this as something entirely negative. Alonso, Grisaleña and Campo (2008: 45) show that secondary students in the Basque Autonomous Community in Spain "believe that learning various languages involves personal enrichment, even though this requires additional effort with more time dedicated to study". These findings tie in with other studies, where higher effort is mentioned as a minor but manageable drawback of CLIL, in the sense that it is worth working harder for the advantages CLIL has for their future life and career (cf. Marsh, Zajac and Gozdawa-Gołębiowska 2009; Papaja 2014). Coyle (2013: 255) even finds students to report positively on their feelings of "confidence and [...] achievement through being engaged in 'hard' work". These results show that students do not always prefer the easiest way, but are rather ready to put time and effort into something they feel to be profitable for their future lives, such as better communication skills in a foreign language and the consequential advantages for further studies or travelling.

A final aspect referred to in various studies is the importance of the classroom atmosphere created in CLIL lessons. Generally speaking, Coyle (2013: 247) highlights that the learning environment is one of the three most important parts of pupils' motivation. In traditional lessons, students are used to their language of instruction, which is usually also the language they use in everyday conversations. In CLIL instruction, however, they are suddenly asked to communicate in a foreign language, which might result in a reduction of active participation in case students are scared to make mistakes and embarrass themselves. Yassin et al. (2009: 67) stress that particularly for pupils with lower language proficiency it is vital to create a "non-threatening and conducive English speaking environment" in order to ensure people are not afraid of using the language. Furthermore, a study by Coyle (2013: 255) shows

³ The Common European Framework of References (CEFR) provides a scale used in the European Union to indicate language proficiency on six advancing levels: A1, A2, B1, B2, C1 and C2 (from low to high proficiency).

that CLIL may be additionally beneficial for the classroom atmosphere, in cases where the organisation of lessons involves “more opportunities to learn collaboratively and less textbook work”, which contribute to students’ positive reactions to CLIL.

In conclusion, it can be said that learners’ overall perceptions of CLIL teaching are predominantly in favour of CLIL, with particularly positive attitudes towards their self-perceived language progress in all four skills as well as the increased confidence in using the target language. Even though pupils affirm that CLIL instruction requires extra effort, the positive outlook on future advantages seems to compensate for that. Multiple studies reveal, however, that the way CLIL lessons are structured and planned is often perceived as an aspect requiring improvement. Furthermore, it is sometimes reported that students feel their progress in the content subject suffers due to the additional time spent on language issues in CLIL classrooms, which is an issue that might be connected to badly planned lessons. When students are encouraged to use their second language in a safe learning environment, where language mistakes are not assessed or corrected, CLIL provides possibilities for a more positive classroom atmosphere than regular lessons. Furthermore, it is shown that students’ relationship to their teachers may also benefit from CLIL instruction, but that it is also necessary to ensure that teachers have a sufficient command of the foreign language and feel confident about using a different language of instruction.

5.4 Defining Key Aspects in the Research of Students’ Attitudes towards CLIL

The preceding literature review has provided an overview of earlier research on the topic of students’ perceptions of CLIL in secondary school settings. In this final theoretical part of the thesis, I want to combine the knowledge gained from previous studies as well as motivational theories to compile a set of broader categories that seem to be of particular importance for students’ attitudes towards CLIL. The following categories have been used as the basis for the development of the questionnaire of this study, aiming to cover students’ perceptions as extensively as possible on the basis of the current state of scientific knowledge.

Self-Perceived Progress in Learning

First and foremost, self-perceived progress in learning is probably the most widely researched aspect in attitudinal research on CLIL so far and comprises both L2 development

as well as progress in the content subject. As the review of previous studies has shown, language improvement seems to be perceived as being particularly high in CLIL, whereas the results concerning content knowledge are less straightforward and rather negative amongst students' opinions. In order to maintain learners' motivation, it is seen as crucial that they perceive their tasks as useful and relevant, creating the feeling that the activity will help them to gain further knowledge or develop skills (Bernaus 2010: 186). In that sense, CLIL can be seen as particularly beneficial, as due to the twofold purpose of content and language integrated learning students are more likely to see the lesson as rewarding; for example, pupils who are not interested in the content matter being discussed might be motivated by the fact that they are at the same time practising their language skills (given that their language proficiency is high enough to cope with the increased demands of CLIL). Findings by Coyle (2011: 95) suggest that students particularly enjoy the additional challenge this way of teaching presents to them, which makes lessons more interesting and appealing. CLIL therefore seems to provide students with more a more relatable purpose to use a foreign language in school, inviting them to actively participate in the lessons. The present study will therefore be concerned with both content and language improvement as two major categories of the student perspective of CLIL.

Structure & Organisation

Former research has shown that students in various educational settings across Europe identify a lack of coherent structure in the lessons taught through a foreign language as a major drawback of CLIL. Similar to other contexts, the CLIL teachers at the participating school are not trained in any particular way and are solely responsible for the development of everything they do in class. Teachers therefore have to create materials for their CLIL lessons themselves, which results in an extensive additional workload.

For any educational setting, a clear structure and communication of expectations are highly important in order for students to work actively and be motivated (Wentzel 2016: 214). However, not only the lessons in general, but also the individual tasks during a lesson need to be considered in terms of structure. In a list with practical suggestions on how to maintain motivation during L2 lessons, Bernaus (2010: 186) highlights the importance of clear structure for each individual activity, including issues such as simple and precise instructions, communication of expectations and constructive feedback. These aspects are clearly valid for any educational context rather than for CLIL exclusively; however, I argue

that especially in CLIL settings, learners might require more guidelines and a clearer structure due to the higher cognitive demands placed on them through the simultaneous processing of content and language input. At the same time, CLIL requires teachers who have spent their whole careers teaching in their mother tongue to adapt their plans and materials, which might result in a less clear structure especially in the first years of practising CLIL. The interplay of these changes for both students and teachers might be the result for the rather negative findings on organisation and structure in CLIL lessons. One part of the questionnaire is thus concerned with how students at this particular school experience the organisation of lessons in order to find out whether the findings go in line with current research.

Classroom Atmosphere

The way students feel about the general atmosphere and the learning environment has an immense impact on their level of motivation and their attitudes. A positive, encouraging and learner-friendly crucial for students' success and motivation in any educational context (cf. Coyle 2013: 247). Hornstra et al. (2015: 364) report on an increasing body of literature approving of the importance of learning environment on pupils' motivation and perception of learning processes in general. It is argued that it is in the teachers' responsibility to create an "emotionally 'healthy' classroom" by regularly trying to maximise students' positive feelings and emotions in lessons (Frenzel & Stephens 2013: 34). In their study on learners' attitudes towards CLIL, Dalton-Puffer et al. (2009: 24) found the following:

One aspect mentioned focused on the perception of fewer contributions in CLIL classes, as some students felt intimidated by having to use English. [...] As we have seen that precisely the opposite view was also voiced by students, it has to be taken as a moot point or a problem for some students, but not all.

I believe that especially in a CLIL context, it is crucial that using the foreign language is perceived as something 'natural' instead of frightening by students, which includes to allow students to make mistakes without any consequences on their assessment. The differences in students' opinion on this topic can of course be founded in individual variances in self-confidence; however, I argue that through careful consideration of aspects relating to the learning environment, teachers may be able to reduce these differences considerably. Such a classroom atmosphere in which students dare to speak freely and ask questions is described as a so-called "low-anxiety learning environment" by Young (1999), not related to CLIL in particular but to any context of learning. According to Gardner (2010: 139) there are two

types of language anxiety - language class and language use anxiety - both of which have “a detrimental effect on achievement [and are] negatively related to motivation”. Therefore, teachers ought to pay close attention to the learning environment in their lessons to uphold motivation and positive attitudes.

In a very specific and useful list of suggestions for teachers of how to enhance positive emotions in the classroom, Frenzel and Stephens (2013: 28) propose that “[o]ffering your students choices whenever possible can be an effective means of fostering perceptions of value and emotional engagement”, which consequently promotes more positive attitudes amongst pupils in general. Similarly, Bernaus (2010: 187) characterises a “supportive environment [as] a must” for maintaining motivation in the EFL classroom. In addition to these more pedagogical implications, multiple motivational theories elaborate on the importance of the learning environment and other contextual factors as well, as shown in section 4.2 (i.e., Dörnyei’s ‘L2 Motivational Self-System’, Gardner’s ‘Socio-Educational Model’ and Ryan & Deci’s ‘Self-Determination Theory’). In short, classroom atmosphere and how it is perceived by students is frequently underestimated by teachers and researchers alike and needs to be seen as a vital component of the educational setting rather than a minor and negligible issue. Therefore, the questionnaire in this study will elaborate on whether students of the participating school perceive the atmosphere in their lessons as more enjoyable than regular lessons.

Student-Teacher-Relationship

An aspect closely related to classroom atmosphere is the relationship established between students and teachers, which is invariably another factor contributing to learners’ motivation regarding a subject. Wentzel (2016: 211) relates the effectivity of teaching to the student-teacher-relationship in the following way:

Effective teachers are typically described as those who develop relationships with students that are emotionally close, safe, and trusting, that provide access to instrumental help, and that foster a more general ethos of community and caring in classrooms.

Similarly, Bernaus (2010: 185) stresses that such a positive relationship to students is the only possibility to be “real facilitators of learning”; attempting to create such a relationship is therefore inevitable for an engaging and motivating environment in both content and language teaching. Furthermore, the foundation of self-determination theory can be applied to this topic, as the three “innate needs” advanced by Ryan and Deci (2000: 68) -

competence, autonomy and relatedness - need to be fulfilled in order for students to be motivated, which again shows the close link between motivational theories and the learning environment (Wentzel 2016). The relationship to teachers is therefore crucial, and it is first and foremost the teacher's responsibility to allow for such a connection. According to Hornstra et al. (2015: 364), "one of [teachers'] most important tasks is to create a learning environment that enhances and sustains students' motivation and engages students in learning".

Summarising research conducted so far on the topic of student-teacher-relationship, Wentzel (2016: 214-216) point out major components that seem to be influencing the relationship positively: emotional support, clear structure and communication of goals, provision of help and instruction, as well as safety. Again, these findings go in line with the previously discussed creation of a low-anxiety atmosphere, showing the interrelation between these two aspects. The questionnaire aims to find out whether CLIL influences the relationship students have to their teachers in contrast to their regular lessons.

Effort, Workload and Other Personal Opinions

The last broad category of questionnaire items is concerned with very subjective and personal opinions of CLIL, such as whether learners wish to have more CLIL lessons or how exhausting they perceive CLIL to be. However, the questionnaire does not only examine how positively or negatively the students' think of these factors, but tries to find out potential differences between CLIL lessons and traditional classes held in the learners' L1. As previously described in the literature review, students tend to perceive the higher workload CLIL involves as something not entirely negative, as they feel the potential advantages of L2 instruction are worth putting in greater effort and higher concentration during their school years.

Different to other subcategories of the questionnaire, some of the scores on the individual items for this part will not be averaged but rather analysed individually, as for example it cannot be said that higher concentration required in the course is something each individual students perceives the same way. Whereas some might like the increase of cognitive demand put on them in CLIL lessons, others might feel intimidated and stressed by it, especially at the beginning. Therefore, a low average score on these items would not at the same time mean negative opinions towards CLIL; there were indeed some students who commented

on the particular item in the questionnaire, stating that CLIL lessons do require more concentration, but in a positive way of enabling them to focus better on the content.

6. The Field Study: Focus and Setting

After having provided a theoretical overview of CLIL as a dual-focused teaching concept as well as the relevant attitudinal and motivational aspects of the approach, the subsequent section is concerned with the empirical study conducted at BAfEP⁴ Linz in December 2016. Besides describing the aims and objectives of the study, this part of the thesis presents a detailed overview of the study's setting, including background information on the participating school, its CLIL programme, as well as the participants.

6.1 Research Questions & Aims of the Study

Generally speaking, the present study is concerned with the attitudes and opinions of BAfEP students regarding the CLIL instruction they are experiencing at school. It is necessary to know that this particular type of vocational upper secondary school aimed at prospective nursery school teachers is usually associated with a very low level of English proficiency amongst its pupils. BAfEP Linz in Upper Austria has started to implement a CLIL programme over five years ago, aiming to counteract its image of attaching only little importance to foreign languages. The main aim of this study is to analyse the schools' CLIL programme from a different point of view as usual. Most studies on CLIL are concerned with the comparison of learners' performances in tests. However, stakeholder perceptions have only recently started to gain greater importance in CLIL research. By the use of a questionnaire including as many CLIL students of the participating school as possible, the following research questions will be addressed:

1. What are the reasons for choosing CLIL rather than traditional instruction?
2. What are the effects of CLIL teaching on language proficiency, content knowledge, interpersonal relations as well as the structure and organisation of the teaching itself from a student perspective?
3. Are there any differences regarding these issues that can be related to the age of the students (year 1 - year 5 of CLIL instruction)?
4. Are there any differences in learners' evaluation of CLIL related to whether or not they voluntarily chose this type of instruction?

⁴ BAfEP as a special type of school will be discussed in detail on the next page.

Thus, the study aims to analyse students' attitudes towards and perceptions of the CLIL programme they are participating in. Different areas related to CLIL teaching will be analysed from the pupils' perspective, including their self-perceived language and content knowledge, the organisation and atmosphere of the lessons as well as the relationship to their CLIL teachers. Furthermore, learners will be able to indicate what they like best about the programme and where they see potential problems or areas for improvement. As students are able to choose either the traditional or the CLIL branch on their registration sheet before entering the school, one part of this research is concerned with the reasons which lead learners to opt for CLIL instruction, even though interest in foreign languages is not something usually associated with BAfEP students. As especially in the early years of the programme some students were involuntarily assigned to the CLIL class by their parents or for administrative reasons, results will be compared with regard to this matter. Not only are the data gained from this study relevant for a rather underexplored area of CLIL research, but also will the results provide the participating school with highly valuable feedback on their CLIL programme.

6.2 The School

The following section is concerned with the educational context of the school participating in the study. After a general introduction to this special type of school, the second part will provide a more detailed view of the school, which may indeed be the only one of its type in Austria offering an organised CLIL branch.⁵

What exactly is a BAfEP?

In general, BAfEP is a type of vocational upper secondary school in Austria, aimed at students wanting to work as nursery teachers or in other childcare institutions. The term BAfEP is an abbreviation for 'Bildungsanstalt für Elementarpädagogik', which stresses the pedagogical orientation of this kind of school. BAfEPs belong to the more general type of schools called BHS ('Berufsbildende höhere Schule'), meaning 'vocational upper secondary school'. Students attending the school are usually between 14 and 19 years old and completing years 9 to 13 of their education. In order to be admitted to the school, students

⁵ This is an assumption based on my own research on the Internet, which did not yield any results on any other BAfEP in Austria offering CLIL. Similarly, Weiss (2016: 29) reached the same conclusion in her research on the topic.

need to pass an aptitude test. Most of the pupils attending this type of schools are girls, which corresponds to the typical gender distribution usually found in early childcare institutions.

Every type of BHS in Austria offers a dual education for students over five years (as opposed to 4 years of upper secondary education in non-vocational schools). Firstly, students leave this school with the nationally accepted school leaving examination (Matura), which allows them to go to university like any other student who has completed a different type of upper secondary education. Secondly, students at the same time acquire the qualification for a particular job, depending on the focus of the school. Whereas other vocational schools focus for example on business or technical vocational education, BAfEP provides pupils with the skills, knowledge and qualification needed to work in early childcare, including weekly practical experience in childcare institutions throughout all five years of training. Due to this twofold education, students may decide for themselves whether they want to study at university or rather go straight to work in a crèche, a kindergarten or an after school care centre after finishing school.

The dual education at BAfEPs results in a rather high number of hours per week for the students compared to schools providing general education only. Due to the strong pedagogical focus and additional subjects required for vocational purposes, foreign languages do not play an important role. The national curriculum for BAfEPs regulates that English is the only foreign language taught in regular lessons, with only very rare opportunities for students to acquire any other foreign language in elective subjects, which are sometimes offered by dedicated teachers. Weiss (2016: 29), who is teaching at a BAfEP herself, considers the limited lessons of foreign language teaching to be a major drawback and highlights that the national reputation of BAfEP students regarding their language skills is very low. The reason for this rather negative image in society may be a direct consequence of the lesser amount of exposure to English during the students' schooldays, as from the third form onwards, BAfEP learners only have two hours of EFL instruction a week. For more information on this type of school, see Eurydice (2009/10: 48-51).

A Closer Look at the Participating School

BAfEP Linz is an upper secondary vocational school for prospective nursery school teachers. Linz, the capital of Upper Austria, has a population of about 200,000 inhabitants, which makes it the third-largest city in Austria. Due to the rather limited number of BAfEPs in each federal state, there are students from urban as well as rural areas attending the school.

Besides the state-run BAfEP which is participating in the study, there is also a private BAfEP situated in Linz, which will not be considered in this thesis.⁶

In total, BAfEP Linz comprises 18 classes divided into five different educational levels, resulting in 3 or 4 classes per school year, respectively. From class 1 to 5 (years 9 to 13 in the educational system), there is one CLIL class with about 30 pupils each, which results in a total of 149 CLIL students at BAfEP Linz. The total number of pupils at the school is 492. As mentioned previously, female students form the great majority of this type of school. Out of 492 students overall, only 32 are male and 460 are female. Considering the CLIL classes only, 11 out of 149 are male and 138 are female. These numbers result in a male student population of 7.3% in CLIL classes and 6.5% in the whole school.

6.3 The School's CLIL Programme

BAfEP Linz decided to implement CLIL as a separate branch of their school in the school year of 2011/12. Separate interviews with the headmistress of the school and a CLIL teacher revealed that it was not the school principal who forced teachers to incorporate English-speaking into regular lessons, but it was rather the idea of the teachers themselves who wanted to start something new. In 2009, a small group of teachers started to use English as the working language in parts of their lessons, not as an organised school project but rather on an individual basis. As these teachers started to work together, share ideas and insights, it was decided to start a CLIL class (cf. Weiss 2015: 30-31).

From 2011/12 onwards, one class each year started as a CLIL class, giving students the possibility to indicate their preference on the application form. As the results of the study will show, a number of students (particularly in year 4 and 5) state that they did not specifically choose to be in the CLIL class, but were simply allocated. The principal of the school stresses that especially in the beginning of the programme, parents simply opted for CLIL without communicating it clearly to their children, seeing it as an opportunity for additional English practice. After recognising this problem, prospective students as well as their parents received more in-depth information on CLIL and it was made clear that only students who honestly enjoy English are advised to choose this branch. In general, every applicant has the possibility to opt for CLIL on their application form. In cases where too many students apply for this class, decisions are made primarily on the basis of the students'

⁶ Whenever the term BAfEP Linz is used in the following sections of this thesis, the public state-run school, which is participating in the study, is meant.

grades in English from lower secondary school. According to the principal, this is a chance to find out whether a learner really wants to be taught in English or whether the decision was made by parents who see it as a chance for additional tutoring for children struggling with the L2.

As stated earlier, the CLIL programme was initiated by the teachers. The schools' principal confirms that no single teacher is forced to incorporate English as the language of instruction in their lessons. Therefore, only teachers who are really interested in the language and feel confident enough in their own language skills teach CLIL. The great majority of teachers involved in the programme are English teachers who teach their second non-language subject through English; still, there are some 'content-only' teachers who offer CLIL as well. In order to provide high quality CLIL, teachers should be able to choose whether they teach in a foreign language or not. Limited language proficiency of teachers is often considered to be a major drawback of CLIL instruction, as "this falls short of students' expectations of being exposed to a rich input" (Aguilar & Rodriguez 2012: 192).

Furthermore, there is no strict rule in the participating school on how much content is supposed to be taught through English. Teachers are able to choose for themselves and integrate English to an amount which is useful and reasonable for their specific educational setting as well as the difficulty of the topic. Whereas some teachers use English exclusively, others organise particular topics of the curriculum to be held in English or only use English-medium instruction in parts of their lessons (cf. Weiss 2015). Due to these individual differences, the five CLIL classes do not experience the same amount of exposure to English during their school career, which needs to be considered in the analysis of results. Nonetheless, there is a wide range of subjects in which CLIL is integrated at the school; the students indicated the following subjects in the questionnaire: geography, history, biology, physical education, music, religious education, didactics, PPP (pedagogics, psychology and philosophy), handicrafts, art, and also instrumental lessons such as guitar and recorder. The aforementioned differences between the individual classes are also reflected in the results, as not all of them share the same amount of CLIL subjects. The only subject that was not indicated by any student was mathematics.

6.4 The Participants

In general, there are two concepts related to the participants of a survey that need to be distinguished. Whereas the *sample* of a study refers to "the group of people whom

researchers actually examine”, the *population* is “the group of people whom the survey is about” (Dörnyei & Taguchi 2010: 60). In the particular case of this study, the intention was to include all 149 students who attend the CLIL programme at BAfEP Linz. Due to some absences on the day of the administration of the questionnaire, the sample now consists of 130 learners. The population includes all students of BAfEPs who are experiencing CLIL regularly; however, as mentioned earlier, there is no indication that other BAfEPs in Austria offer CLIL as an organised branch as well, but there might be teachers implementing CLIL on a smaller and more individual basis. Sampling is not an issue for the present study as potentially almost the whole population can be included in the survey. Gillham (2008: 18) states that “[i]n small-scale research [...] it may make sense to include everyone”, particularly to avoid students focusing on the question of why they were chosen to participate rather than focusing on the questionnaire itself. Trying to include all students makes it possible to paint a highly realistic picture of learners’ attitudes and opinions towards CLIL at that particular school. The large sample of learners from different levels of language proficiency, different age groups and with different attitudes towards the approach may further function as a decision aid for similar schools thinking about implementing CLIL instruction as well.

As previously mentioned, one of the most outstanding features of the student population at BAfEPs is that the majority of learners are female (see section 6.2 for further information on general gender distribution at the participating school). Out of the 130 participants of the present study, 123 are female and only 7 are male. The following table shows an overview of the participants divided according to gender and grade, as well as the total number of participants.

Table 1: An Overview of Participants

	female	male	total number of participants
year 1 (grade 9)	25 (89.3%)	3 (10.7%)	28
year 2 (grade 10)	26 (92.9%)	2 (7.1%)	28
year 3 (grade 11)	27 (96.4%)	1 (3.6%)	28
year 4 (grade 12)	24 (100%)	0 (0%)	24
year 5 (grade 13)	21 (95.5%)	1 (4.5%)	22
total (1-5)	123 (94.6%)	7 (5.4%)	130

Besides the predominance of female participants, the table also shows that the number of students in each individual group is relatively similar in size, which ensures an adequate

representation of each age group in the study. Furthermore, the similar group sizes make results easier to compare, making it possible to shed light on potential differences between students at the beginning or at the end of their CLIL instruction at the participating school.

7. Methodology

As stated previously, a quantitative approach was chosen for the conduction of this study for multiple reasons, but mainly due to the high number of students that can be included through the use of a questionnaire. Dörnyei and Taguchi highlight that due to the many advantages it offers, the “questionnaire has become one of the most popular research instruments applied in the social sciences” (2010: 1). This section is concerned with the processes of developing, designing and piloting the questionnaire before it was finally administered in the participating school.

7.1 Reasons for Choosing a Quantitative Approach

Coyle, Hood and Marsh (2010: 143) confirm that in order to find out about attitudes towards a certain topic, questionnaires constitute one of the most important methods in academic research. Whereas interviews allow for a more detailed account of a participant’s feelings, questionnaires are “useful in gauging the opinions of large cohorts” (Coyle, Hood & Marsh 2010: 143), which is consistent with the aim of this research to incorporate the attitudes and feelings of preferably all CLIL students at the participating school.

Reading through Gillham’s (2008) list of disadvantages of questionnaires, one might initially think that using questionnaires is something no serious researcher would ever do. Experts agree on the fact that probably the biggest disadvantage of questionnaires is the high risk and alarming ease of producing a ‘bad one’. There can be no doubt that the use of questionnaires involves some disadvantages, such as the need for use of simple language, as well as the impossibility to check respondents’ understanding of the items or the seriousness and sincerity with which questions are answered (Dörnyei & Taguchi 2010; Gillham 2008). Nevertheless, Gillham (2008:14) stresses that a great number of negative aspects related to questionnaires should rather be seen as something researchers can diminish by paying close attention to the construction of good questionnaires and to the wording of their items. Inaccurate results through the fatigue effect or unmotivated participants, for instance, can be avoided by producing a questionnaire that is neither too long nor too monotonous. Similarly, using simple and straightforward language reduces the risk of literacy problems, which is

also the main reason why the questionnaire in this study was in German rather than English (cf. Dörnyei & Taguchi 2010).

The numerous advantages questionnaires offer in case they are well-constructed have been the reason why this method was chosen for the purpose of this study. Dörnyei (2007: 34) points out that “at its best the quantitative inquiry is systematic, rigorous, focused, and tightly controlled, involving precise measurement and producing reliable and replicable data that is generalizable to other contexts”. As the main aim of the present study is to analyse BAfEP students’ attitudes towards CLIL, I believe it to be of major importance to include as many participants as possible. Even though a qualitative method (e.g. interviews) would provide the opportunity to gain deeper understanding of individual students’ feelings, it does not adequately illustrate how the majority of this school’s pupils feel. Therefore, a questionnaire constitutes a highly time and cost-efficient approach to gain information about larger numbers of participants in a short period of time, which is considered to be the greatest advantage of questionnaires in general (Coyle, Hood & Marsh 2010: 143). Further benefits include the versatile use of questionnaires with various groups of participants, the avoidance of interviewer bias, as well as the straightforward analysis of data obtained from this format of research (Gillham 2008: 5-8).

7.2 Questionnaire Construction & Design

As the whole study of this thesis is built on the results gained through a questionnaire, it was vital to design one that is valid and reliable as a research instrument in order to gather appropriate and valid results. This section aims to highlight the importance of questionnaire design and how it was constructed drawing on the theoretical works of Dörnyei and Taguchi (2010), Oppenheim (1992), as well as Lodico, Spaulding and Voegtli (2010).

Length and Layout

Broadly speaking, Dörnyei and Taguchi (2010: 18-22) define five main parts of a questionnaire in second language research: title, instructions, questionnaire items, additional information (optional) as well as a final “thank you”. The largest part of any questionnaire ought to consist of the questionnaire items; however, the importance of specific and clear instructions is undeniably crucial for the eventual success of a questionnaire in terms of yielding reliable and valid data (Dörnyei & Taguchi 2010).

In order to avoid the so-called *fatigue effect*, a questionnaire should not take respondents longer than 30 minutes to finish and should not be longer than four pages (Dörnyei & Taguchi 2010: 13). Whenever questionnaires are handed out to pupils, however, I perceive 15 minutes as the maximum amount of time it should take, as it is hardly possible for them to remain fully concentrated on the questions for half an hour without getting bored, unmotivated or sloppy.

As far as the layout of the questionnaire is concerned, Dörnyei and Taguchi (2010: 13) stress that “the format and graphic layout carry a special significance and have an important impact on the responses”, which is too often not perceived as particularly relevant by researchers. First of all, it is important that the questionnaire is formatted in a way that makes it appear to be short and quick to complete, which is closely related to the issue of how much information is put on one page. Secondly, using an A3 sheet that is folded in the middle does not only make it look more organised and straightforward, it also guarantees that no pages will be lost or mixed up. Finally, close attention should be paid to a neat-looking layout in general, the quality of the paper as well as the consistent marking of parts in the questionnaire (Dörnyei & Taguchi 2010: 13- 15).

Rating Scales & Other Item Formats

In a traditional quantitative questionnaire, the majority of tasks consists of *closed-ended items*, which means that “the respondent is provided with ready-made response options to choose from”, whereas open questions usually constitute only a small part of a questionnaire (Dörnyei & Taguchi 2010: 26). The greatest advantage of closed-ended items lies in the analysis of data, as responses obtained through ticking boxes or circling numbers are easy to analyse statistically and exclude typical problems such as rater bias or ambiguous answers by participants (Dörnyei & Taguchi 2010: 26).

Rating scales, such as the highly popular Likert scale, are undoubtedly the most frequently used data gathering methods in quantitative research, mainly because they are “simple, versatile, and reliable” (Dörnyei & Taguchi 2010: 27). The Likert scale, which asks participants to rate statements according to how strongly they agree or disagree with it, was used for the main part of the questionnaire (part 3, see appendix 12.1). Dörnyei and Taguchi (2010: 27-28) argue that in order to trigger an appropriate response, it is crucial that the individual items are not neutral, as this would not lead to strong levels of (dis)agreement. More information on how the items were constructed can be found in section 7.3.

In order to design a diversified questionnaire, different item formats were used. The first part of the questionnaire uses a variation of the Likert scale, asking students to indicate how important different factors were in their decision to choose CLIL. Part two is a simple checklist item where pupils have to indicate the subjects in which they have already had CLIL instruction. Insights from this question were not used for answering a research question but rather for gaining an overview of the variety of subjects taught in English at this particular school. As mentioned earlier, part three forms the greatest part of the questionnaire, including 31 statements students were asked to respond to on a Likert scale from 0 ('I fully disagree') to 4 ('I fully agree'). The fourth part is the only part using open-ended questions. So-called "short-answer questions" are frequently used in questionnaires and "involve a real exploratory inquiry about an issue; that is, they require a more free-ranging and unpredictable response than the techniques described above" (Dörnyei & Taguchi 2010: 38). This item format was used to provide students with the opportunity to give suggestions for improvement and to state what they liked best about CLIL, which would not be possible in closed-ended formats. The results of this section can be highly useful for the research questions on students' personal opinions on CLIL. The final part of the questionnaire consists of general and personal information about the participants, such as age, gender and year of education, which ought to be put at the end of the questionnaire as suggested by Dörnyei and Taguchi (2010: 47-48). All of these abovementioned guidelines were carefully considered in the construction of the questionnaire for this study, which is included in the appendix (12.1).

7.3 Questionnaire Items and Categories

Gillham (2008: 10) stresses that even though often perceived as being rather easy, "[w]riting questions that are not misunderstood, that are not ambiguous or inadequate for the topic, is surprisingly difficult". The subsequent section is therefore concerned with the principles of item construction in general, as well as the creation of appropriate statements for the questionnaire used in the study.

The Importance of Questionnaire Items

Experts in the field of questionnaire design seem to fully agree on the fact that the greatest hazard of questionnaires lies in the construction of items. Badly constructed items not only reduce the quality of the questionnaire, but in the worst case make the data obtained

completely unusable and invalid. Dörnyei & Taguchi (2010: 23) stress that “when it comes to assessing abstract, mental variables not readily observable by direct means (e.g., attitudes, beliefs, opinions, interests, values [...]), the actual wording of the questions assumes an unexpected amount of importance”. Therefore, the amount of time spent on the construction of the items must not be underestimated and is necessary to develop a questionnaire that produces reliable and valid data.

According to Oppenheim (1992: 128-130), the most important aspect of writing good items is to avoid ambiguity, which can be reached through simple sentences with natural language and unambiguous wordings. It is crucial for the later success of the questionnaire that respondents are 100 per cent clear about each individual item. Researchers need to be aware that certain words carry a particular meaning and often even multiple meanings. Furthermore, experts in the field of questionnaire design advise to avoid negative constructions and rather include a variety of items with words that relate to either positive or negative feelings (i.e. using “*CLIL lessons are often very **chaotic***” instead of “*CLIL lessons are **not** well organised*”) (Dörnyei & Taguchi 2010, Oppenheim 1992). With that much importance attributed to the individual items, it is necessary to use so called “multi-item scales” in order to produce a valid questionnaire, which will be the focus of the following subsection.

Multi-Item Scales

As illustrated previously, the particular wording of an individual item is of utmost importance, with only slight changes or adaptations potentially triggering different outcomes. Therefore, researchers agree that it is not sufficient to obtain a general result on the basis of a single item. Dörnyei and Taguchi (2010: 25) indicate that “[t]he problem with single items is that even if they appear to focus on a target issue perfectly, they will activate in most people too narrow or too broad content domains”. This problem can be solved through the use of ‘multi-item scales’, which means that researchers need to design at least three to five differently formulated items for each category they want to measure. Even though these individual items share the same focus, it is crucial that they are not too similar in wording and not situated right next to each other in the questionnaire, as this would evoke the feeling of answering the same questions multiple times (Dörnyei & Taguchi 2010: 24-25).

For the purpose of this study, the research questions were used to construct a total of seven different categories, which are listed below. Each of these categories consists of four to six

differently worded items focusing on the same issue. The item numbers are indicated below and correspond to the numbers used in the results section of this thesis.

Items focusing on the reasons for choosing CLIL

- (7) Parents
- (8) Friends
- (9) Siblings
- (10) People who experienced CLIL teaching before
- (11) The role of English as an important language in the world
- (12) Enthusiasm for the English language
- (13) In order to improve my language skills
- (14) CLIL as a personal challenge
- (15) Because I've always had good grades in English
- (16) Prior experiences with CLIL
- (17) Because CLIL is taught by cool teachers

Items focusing on personal opinions on CLIL

- (20) I think CLIL students are better prepared for their school leaving exams (Matura) than the non-CLIL parallel classes
- (22) CLIL teaching is more fun than regular lessons
- (30) I would like to have more CLIL lessons
- (33) I like the alternation of German and English as a working language
- (45) CLIL lessons are more exhausting than regular lessons
- (47) I have to concentrate more in CLIL lessons to understand the topics

Items focusing on language skills

- (18) CLIL makes it easier to talk to other people in English
- (21) My English language skills have improved considerably through CLIL
- (29) CLIL classes are better in English than the non-CLIL classes
- (40) CLIL makes me feel safer when communicating in English
- (44) CLIL helps me to make myself understood in English spontaneously

Items focusing on content knowledge

- (19) English as the working language makes it more difficult to understand complicated topics
- (24) In CLIL teaching less content knowledge can be conveyed, as English makes it more difficult

- (35) CLIL classes cover the same amount of subject content as non-CLIL parallel classes
- (37) I find it easy to explain CLIL content in German as well as English
- (39) I can easily understand topics in CLIL lessons, even though they are explained in English
- (43) I find it hard to learn something in English first and then having to explain it in German

Items focusing on classroom atmosphere

- (23) I feel comfortable speaking English during the lessons
- (27) Speaking English during the lesson and making mistakes is embarrassing for me
- (38) The atmosphere in CLIL lessons is very pleasant
- (46) In CLIL lessons I rather dare to ask questions

Items focusing on structure and organisation of the lessons

- (26) CLIL lessons are more diversified and varied than regular German lessons
- (28) I think that CLIL lessons are particularly well organised and planned
- (34) CLIL teaching often appears to me as chaotic and unstructured
- (36) In CLIL lessons communication plays a more important role than in regular lessons
- (42) I feel that I have more right to co-create the lessons in CLIL lessons than in regular lessons

Items focusing on the teacher-student-relationship

- (25) I have a better relationship to my CLIL teachers than to other teachers at school
- (31) CLIL teachers are particularly motivating
- (32) Whenever I don't understand something, I can always talk to my CLIL teachers about it
- (41) CLIL teachers give particularly good lessons
- (48) I feel that CLIL teachers are particularly concerned with their students

The final version of the questionnaire can be found in section 12.1.

7.4 Pilot study

After editing and proofreading the final questionnaire, there is one crucial step in the process of questionnaire development that needs to be done prior to its actual use in the survey: *piloting*. Researchers agree on the profound importance of testing the survey on a small group of people which is similar to the targeted research sample (Lodico, Spaulding & Voegtli 2010; Dörnyei & Taguchi 2010). The feedback provided by the pilot group may

concern multiple aspects of the questionnaire, such as clarity and correctness of the language used, and will as a consequence help the researcher to improve the questionnaire before it is used with the real participants of the survey (Lodico, Spaulding & Voegtle 2010: 218).

In the case of this study, the questionnaire was piloted by two first-year students of English at the University of Vienna, who are currently experiencing CLIL teaching in their studies, as the whole content of the degree course is taught in English. Therefore, their situation is similar to the younger students of the study's sample, as they started CLIL instruction about two months before filling in the questionnaire. Both of them graduated from secondary school last year and are 19 years old, which places them in approximately the same age group as the older students of the target group. There is, of course, a slight shortcoming in that the participants did not actively choose being taught in English over German, as there is no possibility to study the same content in the students' first language at the University of Vienna.

In a personal meeting with the pilot group, the two students were given brief instructions and some extra information related to CLIL and the study, which was necessary for them to understand all items in the questionnaire. It took them approximately 10-12 minutes to respond to all items. In a short discussion with the group afterwards, they were asked about aspects such as clarity, inconsistencies in design, grammar and structure, and overall layout of the study. As both students answered that they did not notice anything distracting, wrong, or confusing while completing the questionnaire, the final version stayed the same after the test trial and can be found in the appendix (see section 12.1.). There was, however, one problematic issue that came up in the main study, as the part 'reasons for choosing CLIL' did not give learners the possibility to indicate that particular items were not applicable (e.g. participants who do not have siblings or prior experience with CLIL). This will be considered in the interpretation of the results.

7.5 Administration of the Questionnaire

The survey was administered on 2 December 2016 at BAfEP Linz. The school principal organised a schedule to ensure that as many students as possible would be present at the time of administration, and informed the teachers concerned in advance. At this time, three months into the new school year, I could make sure that also the first-year students have already experienced CLIL to some extent at the participating school. Even though it may initially appear to be a minor issue in the whole process of research, Dörnyei and Taguchi

(2010: 59) stress that “administration procedures play a significant role in affecting the quality of the elicited response”, wherefore much attention was paid to a well-prepared and conducted process at school.

The most popular administration method in quantitative research in a learning context is group administration as the educational context can be used to distribute the questionnaire to all large groups of respondents at the same time (Oppenheim 1992: 103). Dörnyei and Taguchi (2010: 68) highlight that “as long as the questionnaire is well designed and the administration situation well prepared in advance, very good results can be achieved”. In contrast to online or mail administration, this way of administration enables the researcher to be present during the process, to be able to answer any questions, as well as to make sure all participants fill in the questionnaire properly and uninfluenced by others (Dörnyei & Taguchi 2010: 68).

For the administration of the questionnaire, I was present during the whole process in every class that took part in the study. Before distributing the questionnaire, I introduced myself to the class, explained the purpose of the study briefly and told them about the importance of their completing the questionnaire entirely on their own. Furthermore, I told the students that their honest opinions were demanded and that whatever they wrote would not be seen by anyone else except myself and would not be part of their grades. The students were further informed that they were allowed to ask questions at any time during the administration if anything was unclear and that their data would be treated anonymously. In order to avoid ambiguity, I made clear in advance that anytime the wording “CLIL teaching” is used in the questionnaire, it refers exclusively to the lessons or parts of lessons which were held in English. All of these seemingly non-important parts of questionnaire administration may indeed have a considerable effect on the quality and seriousness of participants’ responses, as highlighted by Dörnyei and Taguchi (2010: 75-78). After these brief introductions, the questionnaires were distributed to the students and together with their respective teacher I made sure they did not talk to their peers during the administration. The questionnaire took the pupils about ten to fifteen minutes to complete. Finally, I collected the completed questionnaires and thanked the students for their active participation in my research.

7.6 Analysis of Data

In order to analyse the data obtained from the 130 questionnaires, the computer software 'IBM SPSS statistics 24' was used. Quantitative measurement of affective constructs through the use of the Likert scale is a rather difficult issue. Data obtained through this type of response format are ordinal data, which are technically speaking ineligible for parametric statistics, including mean calculation and standard deviation (Allen & Seaman 2007: 64). Therefore, the larger part of the analysis of results works with adequate descriptive statistics, such as absolute and relative frequency, and avoids parametric statistics.

Two different adaptations of the Likert scale were used in the questionnaire: firstly, when asked about the reasons for choosing CLIL, the scale ranges from 1 ('totally unimportant/irrelevant') to 4 ('highly important'); secondly, a five-point Likert scale was used for the larger part of the questionnaire that elaborates on the perceived effects of the CLIL programme, ranging from 0 ('I strongly disagree') to 4 ('I strongly agree'). Furthermore, there are two short-answer questions in the questionnaire asking students to indicate what they like best about the CLIL programme at their school and what they would improve. Answers were grouped and also evaluated by means of absolute and relative frequencies. Moreover, learners' reasons for choosing CLIL were categorised and analysed according to the aforementioned motivational theories.

In order to reveal potential differences between learners who have just started attending the school and those who have experienced CLIL for over four years, a test that allows group comparability had to be used. As skew and kurtosis highlighted that results were not normally distributed, and due to the ordinal level of measurement, the items of this questionnaire are not eligible for parametric statistics. Therefore, a non-parametric alternative, the so-called Mann-Whitney-U test, had to be used in order to compare the two independent samples (cf. Koller 2014: 156-157). The same test was used to find out whether learners' (in)voluntary decision for attending the CLIL class has an influence on how these individual groups rate the programme. Results of the Mann-Whitney-U test are statistically significant if 'p' is lower than 0.05, which indicates that the probability of error (i.e. the probability that results are significant by chance) is lower than five per cent (cf. Koller 2014: 172).

The multi-item scales which were developed for this questionnaire were tested for reliability (i.e. whether they reliably measure the construct). The individual items were combined and

tested for Cronbach's alpha (α), which is a statistical technique used to analyse the internal consistency of questionnaires and groups of items. As suggested by Bortz & Döring (2006: 199, cited in Riese & Reinhold 2014: 265), a scale or test is reliable if it α is greater than 0.8. As this was the first time this questionnaire was used with a large sample, it is not surprising that reliability on most scales were below this score. Thus, only the scale focusing on language ($\alpha = .825$) will be used for an averaged analysis, whereas the other items will be analysed and interpreted individually by means of their relative frequency and median.

8. Results

After having discussed relevant criteria for the construction, design and administration of the study, this section is concerned with the statistical results the questionnaire yielded. For most parts of the survey, the software SPSS was used to analyse the data. The following section is divided into multiple subsections, which are based on the research questions stated in section 6.1.

8.1 What Motivates Students to Choose CLIL?

The first part of this section focuses on learners' reasons for choosing CLIL over regular education at the participating BAfEP. Generally speaking, 13 out of the 130 participants (10%) stated that they were allocated to the CLIL class for administrative reasons or by their parents. Thus, only 90% of respondents ($n=117$) were able to fill in this part of the questionnaire. For each item (7-17), students were asked to indicate how important this factor was for their decision by choosing between the following possibilities: 1 ('highly irrelevant/non applicable'), 2 ('rather irrelevant'), 3 ('rather important'), and 4 ('very important'). Relative frequencies of students' responses to each item are illustrated in Table 2. Furthermore, as the data obtained through a Likert scale are not eligible for the calculation of mean values, the median of each item is indicated, which is appropriate for the data's level of measurement. Different to the common mean, where results are simply averaged, the median refers to the value that lies exactly in the middle of all values obtained for an individual item, and is therefore less amenable to influence by statistical outliers (Koller 2014: 94).

Table 2: Students' Responses on Items 7-17 (Reasons for Choosing CLIL)

Item No.	Item	highly irrelevant / not applicable (1)	rather irrelevant (2)	rather important (3)	highly important (4)	Median⁷
7	Parents	29.10%	28.20%	26.50%	16.20%	2
8	Friends	49.10%	29.30%	17.20%	4.30%	2
9	Siblings	80.00%	15.70%	4.30%	0.00%	1
10	Others' CLIL experiences	76.70%	13.80%	7.80%	1.70%	1
11	English as global language	1.70%	3.40%	38.50%	56.40%	4
12	Enthusiasm for English	4.30%	17.20%	44.00%	34.50%	3
13	Language improvement	1.70%	3.40%	21.40%	73.50%	4
14	As a personal challenge	17.10%	32.50%	32.50%	17.90%	3
15	Good grades in English before	19.70%	33.30%	28.20%	18.80%	2
16	Prior experiences with CLIL	80.30%	11.10%	6.80%	1.70%	1
17	Cool teachers	81.90%	13.80%	4.30%	0.00%	1

As can be seen from the respective medians and relative frequencies, the items 'English as a global language' and 'language improvement' have been rated as the most important factors, with more than 90% indicating it was rather or highly important in their decision for CLIL. With 73.5% answering 'highly important', 'language improvement' obtained the highest score in terms of relevance for learners' decision for CLIL. On the other side of the scale, there are four items that respondents indicated to be 'highly irrelevant': other people's experiences with CLIL (76,7%), the respondent's own prior experiences with CLIL teaching (80,3%), the perception of CLIL teachers as being cool (81,9%) and siblings (80%). For the latter two, there was not a single valuation as being 'highly relevant' (0%). These four items also share the lowest possible median (i.e. 1, 'highly irrelevant'), which makes them the least important decision aid for learners at the participating school. It has to be noted, however, that this response was given by two possible groups of students: those who believe the item to be of no importance for their decision, but also those for which the item does not apply (e.g. learners who have no siblings or no prior experience with CLIL).

Whereas the aforementioned items show a clear preference amongst all students for either end of the scale, there are some items that are less straightforward. 'CLIL as a personal

⁷ Medians correspond to the numbers attached to the possible responses (1 'highly irrelevant' to 4 'highly relevant')

challenge', 'parents', as well as 'good grades in English before' are different in their distribution, as each of the four options was chosen by 15 to 33 per cent of learners (see Table 2 for detailed scores). Whereas the median for items 7 ('parents'), 8 ('friends') and 15 ('good grades in English before') is 2 (i.e. 'rather irrelevant'), items 12 ('enthusiasm for English') and 14 ('personal challenge') share the slightly higher median of 3 (i.e. 'rather relevant').

8.2 Personal Attitudes towards CLIL

After having presented the results related to learners' reasons for choosing CLIL, this section deals with personal attitudes towards and opinions of the approach. This category comprises three different parts: two closed items focusing on learners' satisfaction with the programme, six individual closed items which were defined for the scale 'personal attitudes' (items 20, 22, 30, 33, 45, 47), as well as students' responses to the two short-answer questions. Except for some instances in which learners did not answer an item for whatever reason, this part of the questionnaire was filled in by all students (n=130). The relative frequencies illustrated in Table 3 only include valid answers, excluding missing data.

Starting with the most general aspect, learners were asked to indicate whether they would choose to participate the CLIL branch again. In total, 104 out of 130 students (80%) answered with 'yes', stating that they would choose the programme again. Only one student did not respond to this question, whereas the remaining 25 (19.2%) would not opt for CLIL if they had to make the decision once again. Furthermore, learners were asked to indicate their degree of satisfaction with the CLIL programme on a scale from 1 ('very unsatisfied') to 4 ('very satisfied'), which was answered by all students. Results reveal that only 1.5% are very unsatisfied, 12.3% are rather unsatisfied, whereas the majority of 66.2% are rather satisfied, and further 20% of pupils are very satisfied with the implementation of CLIL at their school.

Table 3 on the following page shows the relative frequencies of the closed items related to their attitudes towards CLIL. Below the table, the items corresponding to the numbers in the table will be listed and presented in detail.⁸

⁸ This format will be used throughout the rest of the results section in order to make the argumentation easier to follow.

Table 3: Students' Responses to Items Concerning Attitudes Towards CLIL

Item No.	strongly disagree (0)	rather disagree (1)	neither agree nor disagree (2)	rather agree (3)	strongly agree (4)	Median ⁹
20	13.10%	12.30%	24.60%	20.80%	29.20%	2.5
22	16.90%	16.90%	39.20%	18.50%	8.50%	2
30	13.80%	18.50%	33.10%	19.20%	15.40%	2
33	4.60%	6.20%	19.20%	36.20%	33.80%	3
45	12.40%	11.60%	19.40%	41.10%	15.50%	3
47	7.00%	12.40%	10.90%	39.50%	30.20%	3

(20) I think CLIL students are better prepared for their school leaving exams (Matura) than the non-CLIL parallel classes

(22) CLIL teaching is more fun than regular lessons

(30) I would like to have more CLIL lessons

(33) I like the alternation of German and English as a working language

(45) CLIL lessons are more exhausting than regular lessons

(47) I have to concentrate more in CLIL lessons to understand the topics

The first three items in this table have in common that 25% or more seems to neither agree nor disagree with the statements. Item 20 ('I think CLIL students are better prepared for their school leaving exams [Matura] than the non-CLIL parallel classes') shows that exactly 50% of learners agree with this statement to some extent, whereas only approximately one quarter of students disagree. For item 22 ('CLIL teaching is more fun than regular lessons'), results reveal a rather negative picture, with one third of students disagreeing and more than 40% being unsure about whether to agree or disagree. The most ambivalent item in this category is item 30 ('I would like to have more CLIL lessons'), as there is no clear tendency for either end of the scale and the majority of learners (33.1%) neither agree nor disagree.

Higher levels of agreement with the statements can be found in items 33, 45 and 47, which all share a median of 3 (i.e. 'rather agree'). Exactly 70% of learners agree with the statement 'I like the alternation of German and English as a working language' (item 33), whereas only approximately 10% disagree with this. Equally high levels of agreement were reached for item 47 ('I have to concentrate more in CLIL lessons in order to understand the topics'), which almost 70% of students agreed with. When asked whether CLIL lessons were more

⁹ Medians correspond to the numbers attached to the possible responses (0 'strongly disagree' to 4 'strongly agree')

exhausting than regular lessons, more than 40% responded they ‘rather agree’ and 15.5% ‘strongly agree’.

In addition to these closed items, students were able to briefly elaborate on what they like best (question 1) and what they would improve about the CLIL programme (question 2)¹⁰. The learners’ individual responses to these questions were grouped and statistically analysed in terms of how frequently they were referred to by learners. Following the structure of Doiz, Lasagabaster and Sierra (2014b), each contribution made by a learner was recorded as a ‘token’ of the particular category. Based on students’ responses to each of the two questions, broader categories were devised. The following table shows a list of all categories in descending order, starting with the most frequently mentioned, and including how often each category was referred to by the respondents.

Table 4: What Learners Like Best and What They Would Improve About CLIL

What Students Like Best About CLIL			Students’ Suggestions for Improvement		
category	tokens	%	Category	tokens	%
increased vocabulary	39	30	more CLIL	30	23.1
general language competence	35	26.9	better / slower explanations	25	19.2
possibilities to use language	35	26.9	bilingual material	15	11.5
alternation German-English	21	16.2	teachers’ language proficiency	12	9.2
communication skills	17	13.1	better structured lessons	11	8.5
free choice of language used	14	10.8	use of English not exclusively	8	6.2
atmosphere & structure	4	3.1	different activities	6	4.6
variety of situations	2	1.5	more speaking	6	4.6
enjoyable challenge	2	1.5	more motivating teachers	5	3.8
enthusiastic teachers	2	1.5	vocabulary lists	3	2.3
more detailed content	1	0.8	less CLIL in 1 st grade	1	0.8
Total	172		higher student involvement	1	0.8
			Total	123	

In total, there are 11 categories referring to what students appreciate most about CLIL, and 12 categories related to potential areas of improvement. The total score of tokens reveals that there were 172 comments on what they liked about CLIL, but only 123 instances of critical recommendations. Categories which were addressed by at least 10 per cent of students will be examined more closely and form the basis of the analysis of these results,

¹⁰ The abbreviations Q1 (‘question 1’) and Q2 (‘question 2’) will be used to refer to the two short-answer questions in the questionnaire, respectively.

as I argue that everything below this percentage cannot be considered to be representative of the whole student population.

As for the most beneficial areas stated by students, there is a clear dominance of linguistic features. Instead of summarising them in a single general category, I decided to define subcategories in order to further differentiate learners' views on the effects of CLIL on their language proficiency. Statements that did not refer to a specific area (i.e. 'CLIL increases my English skills') were assigned to the category 'general language competence'. In many cases, students reported multiple aspects they appreciate about CLIL. Generally speaking, three most frequent answers to Q1 are related to gains in language proficiency: greater vocabulary knowledge (30%), improvement in general language competence (26.9%), and more ease in spoken production, particularly fluency (26.9%). None of the answers to Q2 was given by as many students as the aforementioned categories for Q1. However, 23.1% of students stated they would like to experience CLIL more often, which includes both the wish for more CLIL lessons in general as well as for a greater variety of subjects held in English. Another important suggestion made by almost 20% of learners is be concerned with the difficulty of content; in all instances assigned to this category, students expressed their dissatisfaction with the way difficult topics and concepts are explained in CLIL lessons, wishing for a more thorough and detailed approach of complex subject matters.

Further categories that were addressed multiple times in Q1 include the alternation of German and English used as the medium of instruction (16.2%), the increased importance of communication in CLIL lessons in contrast to regular lessons (13.1%), as well as the fact that learners are mostly allowed to choose whether they want to answer questions in English or German. In general, learners' suggestions for improvement appear to be less homogenous than their perception of positive aspects. An aspect that ties in with the difficulty of comprehending complex topics is the wish for explanations and material in both English and German, which was voiced by 11.5% of learners. With scores lower than 10%, students for example indicated that their content teachers' command of English was insufficient (9.2%), that CLIL lessons were sometimes not clearly structured (8.5%), and that they did not want teachers to use English as the vehicular language exclusively in all of their lessons (6.2%). A detailed overview of all responses to Q1 and Q2, including the categories that have not been closely discussed in this section, can be found in Table 4 above.

8.3 Students' Perceptions of the Effects of CLIL

The last part of the results section is concerned with students' responses to part three of the questionnaire. As indicated earlier, the individual items used in the survey were constructed to shed light on how students perceive the effects of CLIL on five different aspects: language proficiency, content knowledge, student-teacher relationship, classroom atmosphere and the organisation of lessons. Four to six items were used for each category; the results of each category will be presented in this section.

8.3.1 Effects on Language Proficiency

First of all, it will be discussed how learners perceive the effects of CLIL teaching on their language competence. There were five items in the questionnaire focusing on this issue (18, 21, 29, 40, 44). As mentioned earlier, this was the only category that shows inner consistency and thus reliability, as Cronbach's alpha exceeded 0.8 ($\alpha = .825$). Therefore, results of the individual items could be totalled and averaged, resulting in an overall median of 2.6 (on a scale from 0 to 4). Each item in this category is formulated positively (i.e. 'CLIL makes it easier to speak English' instead of 'CLIL makes it more difficult to speak English'), which means that high scores on these items indicate favourable attitudes towards CLIL. Relative frequencies and medians of the individual items can be found in Table 5.

Table 5: Students' Responses to Items Focusing on Language Proficiency

Item No.	strongly disagree (0)	rather disagree (1)	neither agree nor disagree (2)	rather agree (3)	strongly agree (4)	Median
18	4.60%	4.60%	27.70%	43.80%	19.20%	3
21	6.90%	12.30%	24.60%	43.10%	13.10%	3
29	10.00%	14.50%	30.00%	35.40%	10.00%	2
40	3.10%	14.60%	22.30%	40.80%	19.20%	3
44	0.80%	14.60%	23.80%	39.30%	21.50%	3

(18) CLIL makes it easier to talk to other people in English

(21) My English language skills have improved considerably through CLIL

(29) CLIL classes are better in English than the non-CLIL classes

(40) CLIL makes me feel safer when communicating in English

(44) CLIL helps me to make myself understood in English spontaneously

It can be seen from this table that there is a clear tendency towards agreement with the statements concerning language improvement and proficiency. In every single item, most learners chose ‘rather agree’ as the appropriate response. The most positive reaction could be found in items focusing on communication and speaking skills: more than 60% of learners agreed with items 18 (‘CLIL makes it easier to talk to other people in English’), 40 (‘CLIL makes me feel safer when communicating in English’), and 44 (‘CLIL helps me to make myself understood in English spontaneously’). For the latter item, there was only 1 learner (0.8%) who strongly disagreed with this item. The only item yielding a median score of 2 (‘neither agree nor disagree’) was item 29 (‘CLIL classes are better in English than non-CLIL classes’) with exactly 30% choosing this response. However, results are still rather positive, as 45% of students agreed with the statement, whereas only 25% disagreed. Similar favourable results could be obtained in item 21 (‘My English language skills have improved considerably through CLIL’), which almost half of learners agreed to. In total, there seems to be a consensus among BAfEP students about the beneficial effects of CLIL on their language competence.

8.3.2 Effects on Content Knowledge

An area less straightforward than language proficiency is that of how the acquisition of content knowledge is perceived by learners at the participating school. This category consists of six different items in the questionnaire; items 19, 24 and 43 are formulated in a negative way, which means that a high median does not automatically indicate a positive perception of how content is dealt with in CLIL lessons. Results of the individual items of this category are presented in Table 6 and commented below.

Table 6: Students' Responses to Items Focusing on Content Knowledge in CLIL

Item No.	strongly disagree (0)	rather disagree (1)	neither agree nor disagree (2)	rather agree (3)	strongly agree (4)	Median
19	5.4%	12.3%	18.5%	30%	33.8%	3
24	25.4%	23.8%	25.4%	18.5%	6.9%	2
35	6.20%	3.80%	24.60%	26.20%	39.20%	3
37	6.20%	13.10%	25.40%	31.50%	23.80%	3
39	3.10%	5.40%	21.50%	44.60%	25.40%	3
43	30.80%	27.70%	18.50%	15.40%	7.70%	1

- (19) English as the working language makes it more difficult to understand complicated topics
- (24) In CLIL teaching less content knowledge can be conveyed, as English makes it more difficult
- (35) CLIL classes cover the same amount of subject content as non-CLIL parallel classes
- (37) I find it easy to explain CLIL content in German as well as English
- (39) I can easily understand topics in CLIL lessons, even though they are explained in English
- (43) I find it hard to learn something in English first and then having to explain it in German

Scores on item 19 reveal more than two thirds of learners (63.8%) think it is harder to understand complicated topics when English is used as the working language. However, a similar number of students indicate that they ‘can easily understand topics, even if they are explained in English’ (item 39). Furthermore, approximately 30% of learners ‘strongly disagree’ with the statement ‘I find it hard to learn something in English first and then having to explain it in English’ (item 43); this corresponds to the scores obtained in item 37 (‘I find it easy to explain CLIL content in German as well as English’), which more than 50% of learners agreed, but only 20% disagreed with.

The remaining two items in this category are concerned with the question of whether less content knowledge can be conveyed in CLIL lessons due to the increased difficulty through the use of English instead of German. More than two thirds of students seem to hold the view that the same amount of content can be dealt with in CLIL and regular classes (item 35), whereas only 10% believe this to be not the case. In a similar statement, over 50% did not agree to the assertion that less content knowledge could be conveyed in CLIL; still, an undeniably large group of roughly 25% of students think differently (item 24).

8.3.3 Effects on Student-Teacher-Relationship

After having discussed the impacts of CLIL on language and content knowledge, this subsection focuses on the relationship between students and CLIL teachers. The five items included in this category and their respective scores are presented in Table 7.

Table 7: Students' Responses to Items Focusing on the Student-Teacher-Relationship

Item No.	strongly disagree (0)	rather disagree (1)	neither agree nor disagree (2)	rather agree (3)	strongly agree (4)	Median
25	55.40%	17.70%	23.80%	2.30%	0.80%	0
31	11.50%	20.00%	43.10%	21.50%	3.80%	2
32	3.10%	6.20%	10.90%	41.10%	38.80%	3
41	13.30%	11.70%	57.80%	15.60%	1.60%	2
48	16.20%	16.90%	53.10%	10.70%	3.10%	2

(25) I have a better relationship to my CLIL teachers than to other teachers at school

(31) CLIL teachers are particularly motivating

(32) Whenever I don't understand something, I can always talk to my CLIL teachers about it

(41) CLIL teachers give particularly good lessons

(48) I feel that CLIL teachers are particularly concerned with their students

Learners' responses on item 25 ('I have a better relationship to my CLIL teachers than to other teachers at school') show the clearest distribution of frequencies on the negative end of the scale, highlighting that learners do not perceive the relationship to CLIL teachers as more special or different than that to other teachers. However, this does not mean that they have a particularly negative perception of their CLIL teachers, which item 32 ('Whenever I don't understand something, I can always talk to my CLIL teachers about it') shows. The remaining items seem to have not triggered particularly strong opinions amongst the participants, as between 43 and 57 per cent chose to answer 'I neither agree nor disagree'. These items include: 'CLIL teachers are particularly motivating' (31), 'CLIL teachers give particularly good lessons' (41), and 'I feel that CLIL teachers are particularly concerned with their students' (48). Due to this distribution, results are not indicative of either positive or negative perceptions of learners' perception of CLIL teachers.

8.3.4 Effects on Classroom Atmosphere

A total of four questionnaire items focused on the way learners rate the learning environment of CLIL lessons. The fact that Item 27 was negatively formulated needs to be considered in the analysis of results, which are displayed in Table 8.

Table 8: Students' Responses to Items Focusing on Classroom Atmosphere

Item No.	strongly disagree (0)	rather disagree (1)	neither agree nor disagree (2)	rather agree (3)	strongly agree (4)	Median
23	8.50%	20.00%	33.10%	20.00%	18.50%	2
27	37.70%	24.60%	17.70%	14.60%	5.40%	1
38	1.50%	11.50%	50.00%	26.90%	10.00%	2
46	31.50%	23.90%	34.60%	7.70%	2.30%	1

(23) I feel comfortable speaking English during the lessons

(27) Speaking English during the lesson and making mistakes is embarrassing for me

(38) The atmosphere in CLIL lessons is very pleasant

(46) In CLIL lessons I rather dare to ask questions

The straightforward statement ‘The atmosphere in CLIL lessons is very pleasant’ (38) did not yield highly expressive results, as half of the respondents opted for ‘neither agree nor disagree’; however, a third of learners agreed with this statement, which shows that the attitude towards this issue is rather on the positive side. When asked whether making mistakes while speaking English was embarrassing (27), more than 60% of students objected to this, including even over a third of students who ‘strongly disagree’. However, the wide-spread distribution in item 23 (‘I feel comfortable speaking English during the lessons’) shows that students’ opinions are less uniform as far as a comfortable feeling during speaking English is concerned. A low median was obtained in item 46 (‘In CLIL lessons I rather dare to ask questions’), which shows that the majority of learners does not perceive CLIL lessons to be different from regular lessons regarding this aspect of classroom atmosphere.

8.3.5 Effects on Structure and Organisation of the Lessons

The final category that will be discussed in this chapter deals with the learners' perception of the structural and organisational aspects of CLIL lessons. Again, item 34 was not formulated positively, which will be considered in the presentation of results.

Table 9: Students' Responses to Items Focusing on Structure and Organisation

Item No.	strongly disagree (0)	rather disagree (1)	neither agree nor disagree (2)	rather agree (3)	strongly agree (4)	Median
26	22.50%	18.60%	24.80%	25.60%	8.50%	2
28	8.50%	28.70%	47.30%	12.40%	3.10%	2
34	26.20%	24.60%	33.10%	13.10%	3.10%	1
36	4.60%	13.10%	36.90%	33.10%	12.30%	2
42	38.50%	20.00%	34.60%	6.90%	0.00%	1

(26) CLIL lessons are more diversified and varied than regular German lessons

(28) I think that CLIL lessons are particularly well organised and planned

(34) CLIL teaching often appears to me as chaotic and unstructured

(36) In CLIL lessons communication plays a more important role than in regular lessons

(42) I feel that I have more right to co-create the lessons in CLIL lessons than in regular lessons

Table 9 provides an overview of the scores obtained through the questionnaire. A first look at the median scores might give the impression of a rather negative perception, which is not necessarily the case. Even though responses indicate that learners are unsure about whether CLIL lessons are particularly well organised and planned (28), strong levels of disagreement can be found in responses to item 34 ('CLIL teaching often appears to me as chaotic and unstructured'). The most contradictory results were obtained in item 26 ('CLIL lessons are more diversified and varied than regular lessons held in German'); in this case, similar amounts of participants chose 0, 1, 2, and 3 as their answer, respectively. However, high levels of agreement within this category are rare, which places results for this item at the negative end of the scale. In contrast to this, item 36 ('In CLIL lessons communication plays a more important role than in regular lessons') yielded non-uniform, but slightly positive results. Responses to item 42 ('I feel that I have more possibilities to co-create CLIL lessons than regular lessons') reached the highest level of disagreement (58.5%). Generally speaking, items in this category are similar in that they display great variation among students' opinions.

8.4 Statistically significant differences

Through the Mann-Whitney-U test using the software SPSS, differences in responses between certain groups of students were analysed. Items that yielded statistical significance ($p < 0.05$) will be presented in the relevant subsection below. Adhering to the research questions of this thesis, two distinctions were made for this purpose: students were grouped according to their year of instruction (1 vs. 5) and the voluntariness as far as the decision for CLIL is concerned (voluntary vs. involuntary CLIL students).

The Influence of Age and Years of Instruction

One of the initial research question of the present research was whether attitudes and opinions change over years of CLIL education. Therefore, first grade ($n=28$) and fifth grade ($n=22$) students' answers to the questionnaire items 18 to 48 were compared. In total, 12 items display statistically significant differences between the two groups of students, which are presented in Table 10.

Table 10: Statistically Significant Differences between First and Fifth Grade

Item No.	Item	p-value
18	CLIL makes it easier to talk to other people in English.	.000
20	I think CLIL students are better prepared for their school leaving exams (Matura) than the non-CLIL classes.	.000
21	My English language skills have improved considerably through CLIL.	.048
23	I feel comfortable speaking English during the lessons.	.022
28	I think that CLIL lessons are particularly well organised and planned.	.000
29	CLIL classes are better in English than non-CLIL classes.	.025
33	I like the alternation of German and English as a working language.	.049
34	CLIL teaching often appears to me as chaotic and unstructured.	.001
36	In CLIL lessons communication plays a more important role than in regular lessons.	.000
40	CLIL makes me feel safer when communicating in English.	.004
41	CLIL teachers give particularly good lessons.	.015
44	CLIL helps me to make myself understood in English spontaneously.	.004

What is particularly interesting is that every single item that belongs to the category *language proficiency* show statistically significant differences between the two groups. In all of these instances (items 18, 21, 29, 40, 44), first grade students display higher levels of agreement than learners in their last year of school. In contrast, none of the items focusing

on the effects on *content knowledge* yielded significance. As far as structure and organisation of CLIL lessons are concerned, there are 3 items that need to be analysed (28, 34, 36). Younger students appear to perceive CLIL lessons as less chaotic and more carefully planned than their older counterparts. Furthermore, CLIL lessons seem to be experienced as more communicative by students in year 1. Concerning *classroom atmosphere*, a closer analysis of item 23 shows that older learners seem to feel significantly less comfortable while speaking English in their CLIL lessons than those in their first year of CLIL education. As for items concerned with *personal opinions* on CLIL, two statements triggered significant results (20, 33). Again, the first grade students perceive the effects of CLIL to be more positive in the items ‘I think CLIL students are better prepared for their school leaving exams (Matura) than the non-CLIL classes’ and ‘I like the alternation of German and English as a working language’. Finally, only one item in the category of *student-teacher relationship* displayed a significant difference. In their responses to item 41, younger students are significantly more convinced of the fact that lessons held by CLIL teachers are particularly good. In addition, the analysis of the question ‘How satisfied are you with the CLIL programme’ also highlighted that older learners are less satisfied than the younger ones ($p = .011$). The following section deals with differences in results between voluntary and involuntary participants in CLIL instruction.

The Influence of Voluntariness

Even though not intended at first, one issue that came up during the administration of the questionnaire was that some students did not choose to be in the CLIL class themselves but were assigned to the class for a variety of reasons. Therefore, I chose to include some insights into the differences between students who opted for CLIL instruction on their application form and those who were more or less ‘forced’ to be in this class. The sample sizes for the two groups of students are highly different, as exactly 90 per cent of pupils chose CLIL on purpose. However, I argue that results obtained from this comparison can be useful as a starting point for further research in the discussion of whether making CLIL compulsory for all students is really a good idea in terms of learners’ attitudes.

Scores will be analysed regarding two major items in the questionnaire: (a) whether students would choose CLIL instruction again, and (b) how satisfied they were with the programme on a scale of 1 (‘very unsatisfied’) to 4 (‘very satisfied’). Both items yielded statistically significant results.

Table 11: Students' Responses to the Question "Would You Choose CLIL Again?"

Group	Yes	No
voluntary	84.5%	14.5%
involuntary	38.5%	61.5%

Table 11 shows that learners who were forced into the CLIL programme are significantly less likely to choose CLIL instruction again ($p = 0.000$). Furthermore, they state that they are significantly less satisfied with CLIL in general ($p = 0.003$), as can be seen in Table 12 below. In the rather large group of learners who decided for CLIL on their own ($n = 117$), only one single respondent indicated to be very unsatisfied with the programme, while almost 90% were 'rather' or 'very satisfied'. In stark contrast, none of the students who were assigned to the CLIL class was 'very satisfied'. Still, a large proportion of the 'involuntary' group stated that they were 'rather satisfied' with the approach.

Table 12: Students' Responses to the Question "How Satisfied Are You With CLIL?"

Group	very satisfied	rather satisfied	rather unsatisfied	very unsatisfied
voluntary	22.2%	66.7%	10.3%	0.9%
involuntary	0%	61.5%	30.8%	7.7%

Results suggest that voluntariness in the decision for participating in the CLIL programme does significantly affect the learners' satisfaction with such. Due to the great difference in sample size, these results need to be treated with care and ought to be seen as a potential starting point for further research. Thus, no additional items of the questionnaire will be analysed according to this distinction. In the subsequent discussion section, the most relevant findings of this study will be analysed and interpreted.

9. Discussion

After having presented the students' responses on the individual items, this final section aims at providing an interpretation of these previously described results. Following the structure of this thesis, the chapter is subdivided into three separate parts, focusing on the learners' motives, personal opinions and perceived effects of CLIL, respectively.

Reasons for Choosing CLIL

The beginning of this discussion is concerned with the first research question of this study, which is 'What are the reasons for choosing CLIL rather than traditional instruction?'. For this purpose, there are two important aspects to consider: the items' relation to the underlying theory of this study as well as the actual results. First of all, it is necessary to provide an overview of how the previously described theories of motivation are connected with the individual items of the questionnaire. A detailed outline of how the individual categories of each theory correspond to the particular items is provided in Table 13 and will form the basis for the discussion of the results.

Generally speaking, the two motives that learners perceived as most important for their decision were 'Language improvement' and 'English as a global language', followed by 'Enthusiasm for English' and 'CLIL as a personal challenge'. What is interesting about these items is that the language itself seems to have played a particularly vital role for learners, as the three most strongly valued items are all related to English.

Table 13: Linking Motivational Theories to Learners' Reasons for Choosing CLIL

		Expectancy- value / attribution / self-efficacy	Self- Determination Theory	Socio- educational Model	L2 Motivational Self-System
7	Parents		external		ought to
8	Friends		external		ought to
9	Siblings		external		ought to
10	Others' experiences with CLIL	expectancy	external		
11	English as global language	value	external	both	
12	Enthusiasm for English	value	internal	integrative	ideal
13	For language improvement	expectancy	external	instrumental	ideal / ought-to
14	As a personal challenge	self-efficacy	internal	instrumental	ideal
15	Good grades in English before	attribution	external		
16	Prior experiences with CLIL	attribution	external		experience
17	Cool teachers		external		experience

There are several links that might be established between these most prominently chosen motives. First of all, it is important to take expectancy-value theory into consideration, which suggests that high values attributed to something and expectancy of success strongly influence a person's motivation (Dörnyei & Ushioda 2011: 13). Adapting this theory to the purpose of this study, both of these factors have an influence on students' motives for choosing CLIL instruction over regular education, as reasons for any action need to be seen as a part of motivation. Thus, learners in this study seem to attach great importance to English proficiency as a means for global communication (value) and believe that CLIL will help them in becoming more proficient users of the language (expectancy of success), as stated by approximately 95% of participants in the questionnaire. Furthermore, in terms of self-efficacy theory, participants seem to perceive themselves as capable of meeting the additional challenges of CLIL. Earlier good grades in English lessons seem to be only of minor importance for the decision, which suggests that learners are more concerned with the future advantages CLIL might entail rather than past experiences with foreign language teaching. These findings go in line with the qualitative study on learners' motives for choosing CLIL by Jäger (2015), who also finds language improvement, personal challenges as well as a promising future outlook using English while studying or travelling as the most important motives amongst students.

Secondly, as far as external influences and the ought-to L2 self are concerned, students seem to perceive the influence of other people (e.g. parents, friends, siblings, teachers, etc.) on their decision to be rather low in general. There seem to be strong differences between learners at that school regarding the influence of parents, as approximately half of the students refer to their parents' opinion on the subject as relevant or irrelevant for their decision, respectively. Rather internal factors related to the learners' ideal L2 self, however, are amongst the most relevant motives from the students' perspective, including enthusiasm for the English language as well as CLIL as a personal challenge. A study by Lasagabaster (2016) in a tertiary educational setting yielded similar results related to the L2 motivational self-system. Still, Lasagabaster (2016: 328) suggests the interpretation that parents nonetheless have a great influence on their child's decision but that "their offspring do not regard this as a determinant extrinsic motive" and rather refer to their ideal L2 self. This could also apply to the results of this study, as it is possible that learners are simply not aware of the great influence their parents have on their educational decisions. However, further

research including in-depth interview with learners as well as parents would be necessary to confirm this assumption.

As an additional external factor, Jäger (2015: 61) suggests that students' choice is also strongly influenced by how they perceive particular teachers. In the present study, however, participants did not know the teachers before making that decision, and results show that they do also not picture CLIL teachers as being particularly 'cool'. Thus, teachers can only be seen as an influential factor if learners already know them and their teaching style, but not in settings like the participating school, where learners need to make their decision on the initial application form. The same is true for the L2 learning experience (cf. L2 motivational self-system), as most students have not experienced CLIL before and are therefore unable to base their decision on knowledge about the learning experience the approach entails.

According to the socio-educational model, integrative orientation refers to motives related to social and cultural intentions, whereas instrumental orientation means "studying a language in order to further a career or academic goal" (Brown 2007: 88). Results of the present study suggest that both of these categories are highly important for learners, which can be seen from the high scores for items 11 to 14. At the same time, learners seem to have chosen CLIL for integrative reasons, such as their own enthusiasm for English, as well as for language improvement, which can be classified as an instrumental orientation. The item 'English as a global language' refers to both types of orientation in this study, as it is unclear whether students were thinking of more social contexts (e.g. travelling), or more instrumental aspects (e.g. studying abroad). As the study by Jäger (2015: 76-77) shows, both of these motives are important in learners' decision for CLIL, but older students tend to place greater importance on the relevance of English for academic purposes. For a more detailed account of this issue, interviews with the participants or an adaption of the questionnaire (i.e., including a greater variety of items focusing on the distinction between instrumental and integrative orientation) would be necessary to allow for a deeper understanding of these particular motives.

In conclusion, it can be said that learners at BAfEP Linz choose the CLIL programme mostly for reasons associated with the foreign language itself. It seems that their ideal L2 self is the most adequate factor determining their decision, as learners strive for improvement in the language they perceive to be important for their future in an increasingly globalised world. As expected, CLIL instruction is chosen for a number of both internal and external factors.

The most ambivalent factor is the relevance of parents' attitudes and opinions towards the approach, which is valued relatively low by students. Results indicate that learners do not only want to be proficient in English for purely instrumental reasons, but also because they show great enthusiasm for the language itself and see the additional workload as a worthwhile challenge in their educational career.

What Students Like and Don't Like

In general, the overall evaluation of the CLIL programme is positive amongst BAfEP students at the participating school, as 80 per cent would choose to participate in the programme again. Learners' evaluation of their satisfaction with the programme further underlines this positive general outcome, as 66.2% of learners indicated they were 'rather satisfied' with CLIL at their school, and further 20% stated to be 'very satisfied'. These findings correspond to the generally positive image of CLIL illustrated in the theoretical part of this thesis. One of the most interesting findings related to these questionnaire items was the significant difference between students who made the decision for CLIL on their own, and those who were assigned to the branch by their parents or simply due to a lack of applications (which corresponds to the fourth research question). Results of this study have shown that learners who unwillingly participate in the CLIL programme are significantly less satisfied with it. Even though the majority of this small group of involuntary participants also indicated to be 'rather satisfied' with the programme, the overall level of satisfaction is still significantly lower. As mentioned in the theoretical part of this thesis, schools and also individual teachers are, at least in Austria, allowed to implement CLIL on their own, without any governmental obstacles (Nezbeda 2005: 9). Thus, learners are often not able to choose between regular and CLIL instruction, as the decision is often made by other stakeholders. Despite the great difference in sample size, the results of this study should be seen as a starting point for further research in this field. It might be interesting to thoroughly analyse how the factor of voluntariness influences outcomes as well as the affective dimension of CLIL.

In order to further elaborate on learners' attitudes towards CLIL, they were given the possibility to state what they liked most (Q1) and what they would improve (Q2) about the CLIL programme in two short-answer questions of the questionnaire. In general, learners indicated more positive than negative aspects in their answers, which suits the overall image of their attitudes as illustrated before. Similar to their motives for choosing CLIL, the most

frequently mentioned items in Q1 refer to language improvement as well, in particular to an increase of vocabulary knowledge (30%), as well as general language competence (26.9%). The same result was found in a study by Doiz, Lasagabaster and Sierra (2014b: 126), in which learners of two different age groups also stated language improvement as the thing they enjoyed most about CLIL. In the present study, students also referred to the increase of possibilities in which they are able to use English at school (26.9%), as well as higher communicative abilities (13.1%), which are both frequently associated with CLIL instruction in current research on students' attitudes (Coyle 2011; Doiz, Lasagabaster & Sierra 2014b).

In the second short-answer question, learners were asked to indicate suggestions for improvement of the CLIL programme, which yielded particularly interesting results. More frequently mentioned than any other response was the wish for more CLIL instruction, including both more different subjects and more hours in general. First of all, the fact that learners' most important concern is that they want to experience CLIL more often can be seen as another sign of the generally positive attitudes learners tend to attribute to CLIL. As the interview with the school principal of the school revealed, teachers at the participating school are not forced to use English as the medium of instruction, which results in a motivated but relatively small group of CLIL teachers. According to Weiss (2015: 30), the additional workload CLIL entails and unfortunate staff changes led to a decrease in the number of teachers willing to teach their content subject through English over the past years. Even though learners' general level of satisfaction with CLIL is high, as has been shown before, I argue that their wish for more CLIL instruction needs to be taken seriously. As the participants choose the specific CLIL branch at the beginning, they are likely to expect to be taught through English to a considerable extent of their time at school. If these expectations are not met by the institution, students' satisfaction with the programme and in consequence also their level of motivation are likely to decrease. This might also be an explanation for why, despite the generally positive attitudes, fifth grade students are significantly less satisfied with the CLIL programme than learners in their first year. It thus seems to be crucial, at least in schools where CLIL is offered on a voluntary basis for learners, to maintain a high number of CLIL lessons in different subjects for students to experience per week or per month.

An interesting relation could be found in a comparison of learners' responses to Q1 and Q2. On the one hand, more than 20% of learners indicated that they liked the alternation between

German and English as a vehicular language, which also corresponds to the high levels of agreement found in item 33 that focuses on the same aspect. On the other hand, it was stated by eight learners that they do not want teachers to use English exclusively, whereas there was no single participant stating the opposite. This seems to contradict the findings by Dalton-Puffer et al. (2009: 23), who found that learners at a different type of vocational upper secondary school in Austria “express the wish that teachers should be pro-active in insisting on English as primary, even if not exclusive language choice in class”; however, it needs to be considered that both studies are based on students’ perceptions, whereas the actual language use in both cases remains unknown. Still, in the present study, the fact that learners are allowed to use both English and German during lessons as well as in tests was stated as something they particularly enjoy about CLIL by more than 10% of learners in Q1. Furthermore, learners’ suggestions for improvement reveal that in some instances they might feel overwhelmed by the difficulty of the subject matter in English, as approximately 20% of learners expressed their wish for more detailed, slower or better explanations of complex topics in the foreign language. The problem of increased difficulty was also found to be of major importance for students in the study conducted by Doiz, Lasagabaster and Sierra (2014b: 128). Participants of the present study further suggested that through an increased use of bilingual material (i.e. worksheets and handouts) they would be able to understand difficult topic areas more easily, which ties in with the abovementioned problem. An additional factor for these difficulties might also be potential limitations in the CLIL teachers’ language proficiency, which was voiced by almost 10% of learners. Particularly teachers who are not English teachers themselves might struggle with explaining more complex content in a way that is easily comprehensible for students, which is a problem frequently mentioned in connection to CLIL (cf. Bruton 2011). Still, the low percentage on this questionnaire item indicates that it should not be considered as a major problem in the participating school, which might result from the institutions’ regulation that teachers are not forced to join the CLIL team. As Weiss (2015: 30) indicates, the majority of the schools’ current CLIL teachers are indeed qualified English teachers, with only a few exceptions. Thus, results generally reveal that providing teaching materials and explanations of difficult topics in both languages would effectively help learners to better cope with the increased demands of CLIL instruction.

Finally, the closed items concerned with general attitudes towards CLIL will be discussed. The most interesting results were obtained in items 45 and 47, which relate to learners’ level

of exertion and concentration during CLIL teaching. Both of these items yielded particularly high levels of agreement (56.6% and 69.7%, respectively), showing that students need to concentrate more and perceive CLIL to be more demanding than regular lessons. However, this does not necessarily have to be connected to negative attitudes towards CLIL. Even though learners do not seem to think that CLIL is more fun than other lessons (around 40% were indecisive), the high level of overall satisfaction as well as the learners' apparent wish for a personal challenge suggest that they might enjoy the increase of cognitive demand placed on them. In addition, results indicate that learners believe that they are better prepared for their school leaving exams (Matura) through CLIL instruction. Overall, these findings are in line with multiple studies (Alonso, Grisaleña & Campo 2008; Papaja 2014; Marsh, Zajac & Gozdawa-Golebiowska 2009), which all conclude that learners perceive CLIL to be worth the increased effort due to the advantages they believe it has for their future professional lives.

Perceived Effects of CLIL

After having discussed the more general attitudes towards CLIL teaching at the participating school, this final section of the discussion is concerned with the perceived effects of CLIL on five different aspects: language proficiency, content knowledge, student-teacher relationship, classroom atmosphere, as well as the structure and organisation of lessons. This corresponds to the second research question of this study.

The review of studies concerned with learners' attitudes in the theoretical part of this thesis has shown that learners feel to benefit the most from CLIL in language proficiency, in particular vocabulary knowledge and communicative ability (cf. Lasagabaster & Doiz 2016; Lancaster 2016; Coyle 2011). Even though one might initially think that professional work in early childcare institutions does not require English language skills, there are several reasons against this assumption. First of all, the number of bilingual kindergartens is on the rise and even in regular Austrian childcare institutions it has become common practice to start teaching English to preschool children in a playful manner. Furthermore, BAfEP learners follow a dual-focused curriculum which enables them to go to university after school as well; thus, the same potential benefits of CLIL for prospective academic careers apply to learners at the participating school. It has already become clear from the two preceding parts of the discussion section that English plays an undeniably important role for the participants of this study. Not only do BAfEP students list the global relevance of English

as their main reason for choosing CLIL, but also are the three most frequently voiced responses to Q1 concerned with their improvement in the language as well. Unsurprisingly, results of the individual closed items related to language gains mirror these positive findings. Strong agreement for each item lies between 10 and 20 per cent, whereas 35 to 45 per cent of participants 'rather agree' with every statement; therefore, there is a clear consensus amongst students that CLIL positively affects their English language proficiency. Items focusing on communicative abilities yielded particularly high scores, highlighting that learners perceive CLIL to be helpful in spontaneous conversation as it makes them feel safer and more confident while using the language.

One of the most frequently voiced concerns related to CLIL is that learners might miss out on in-depth content knowledge due to the difficulty of having to learn subject matter in a foreign language. Indeed, around two third of pupils at the participating school state that complicated topics are more difficult to understand if English is used as the vehicular language. Recent research has shown that in many cases, learners actually feel that they learn less than their non-CLIL peers in content subjects (cf. Papaja 2014; Marsh, Zajac & Gozdawa-Gołębiowska 2009; Aguilar & Rodríguez 2012). However, the results of the present study contradict these findings; only a quarter of learners believe that CLIL leads to a reduction of subject matter taught during lessons. In a different item, the great majority of students (65.4%) agree with the statement that 'CLIL classes cover the same amount of content as non-CLIL classes'. Thus, in accordance with findings by Dalton-Puffer et al. (2008: 8), BAfEP learners seem to feel that their progress in content subjects is equal to their non-CLIL parallel classes. Even though learners expressed their wish for clearer and easier explanations for sometimes too difficult topics in Q2, 70% of respondents stated that they could easily understand topics in CLIL lessons, even though they were explained in English. Moreover, less than a quarter of learners report to find it hard to learn something in their L2 and then having to explain it in German. These findings correspond to the previously mentioned perceived merit of being able to choose between the two languages, particularly in tests.

Less straightforward results were obtained from items in the category *student-teacher relationship*. As shown in the theoretical part of this thesis, little research so far has dealt with learners' perception of their CLIL teachers. My initial expectations in advance of this study were that learners who choose CLIL voluntarily and are satisfied with the programme in general would have more favourable attitudes towards their CLIL teachers than towards

‘regular’ content teachers. An analysis of the five items concerned with that issue, however, did not confirm this hypothesis. Three quarters of responses to the statement ‘I have a better relationship to my CLIL teachers than to other teachers at school’ were placed on the lower end of the scale. This, however, does not necessarily mean that the bond between students and teachers is generally ‘bad’, but rather that students perceive no differences between teachers who teach through English and those who do not. The fact that the great majority of learners appears to be indecisive as to whether CLIL teachers give particularly good lessons, are particularly concerned with their students or particularly motivating further confirms this assumption. Moreover, around 80% of learners responded that they can always talk to their CLIL teachers in case they do not understand something. Thus, findings show that even though students do not seem to have a distinctly good relationship to their CLIL teachers as compared to other teachers at the school, the overall student-teacher-relationship seems to be a rather positive one.

In total, there were 4 items in the questionnaire related to the learning environment and general atmosphere in CLIL lessons, as it should not be ignored that discussing complex topics in a foreign language might be a difficult and frightening situation for a great number of students. According to Yassin et al. (2009: 67), a “non-threatening and conducive English speaking environment” is imperative for learners’ success and their satisfaction with the programme. As far as the results in this category are concerned, there seems to be little consensus amongst the participating students. A large group of learners (around 40%), for instance, neither agrees nor disagrees with the statement ‘I feel comfortable speaking English during the lessons’. This might of course not only refer to CLIL lessons, but to a general inhibition level of speaking in front of the whole class or using a language one is not highly proficient in. An aspect that points towards a non-threatening situation in CLIL classrooms at the participating school is the fact that around 60% of learners indicate that making language mistakes during lessons is not embarrassing for them. However, half of the students state to be undecided as to whether the atmosphere in CLIL lessons is particularly pleasant. In short, the overall classroom atmosphere during lessons in which English is used as the vehicular language seems to be satisfactory for students, but not outstanding. It seems that in order to get a better picture of this issue from the students’ perspective, personal interviews or at least a greater variety of questionnaire items would be needed.

The last of the five categories of this discussion is concerned with the general structure and organisation of CLIL lessons at the participating BAfEP. Theoretically speaking, CLIL

classrooms are frequently associated with innovative methodology. Meyer (2010: 13-14) argues that CLIL teachers ought to select “[m]eaningful, challenging and authentic” materials, such as modern online resources, in order to ensure high quality input for learners. The high importance attached to communication in CLIL lessons (see 2.2) further underlines the image of CLIL as being highly interactive and student-centred. However, a study by Dalton-Puffer et al. (2009: 22) showed that in that specific case in an Austrian technical upper secondary college, learners perceived CLIL as rather badly structured, which might result from the approach’s high adaptability. In the present study, however, only 16.2% of students agree with the statement that CLIL often appears to be unstructured and chaotic. Results further indicate that CLIL lessons at the school are not necessarily perceived as much more diversified and communicative than regular lessons by the majority of learners, which also contradicts the general perception of CLIL (Meyer 2010: 14). One reason for this might be that due to the lack of appropriate materials and the fact that there is no obligatory teacher training for CLIL instruction, teachers might tend to follow their usual teaching style with the only main change being the language of instruction. This also ties in with the difficulties students reportedly experience with the way complex subjects are presented. A qualitative study analysing the structure of CLIL lessons would be necessary, however, to prove this hypothesis. In general, it seems that at least from the students’ perspective, the overall structure and organisation of CLIL lessons is not particularly different to regular content lessons held in German, which was also found by Badertscher and Bieri (2009).

The final part of this discussion section is concerned with the third research question of this thesis, namely whether there are differences between students who have just started participating in the CLIL programme, and those who are in their final year of school. The comparison between these two groups of BAfEP students yielded interesting results. Overall, the results show a clear tendency for less favourable attitudes towards CLIL amongst those students at the end of their schooling in comparison to beginners. In total, there were 12 items that highlighted statistically significant differences, in all of which more positive responses were given by the younger group of learners. Furthermore, the general rating of their level of satisfaction with the programme also underlines this finding, as first grade students are significantly more satisfied with CLIL as students in their fifth year. Most prominently, younger learners rate the effects of CLIL on language improvement significantly higher, and further have more positive opinions of the lessons itself than their older counterparts, experiencing CLIL lessons as more communicative and better organised.

Interestingly, the study in Austrian technical colleges by Dalton-Puffer et al. (2009), which analysed both current students' and alumni's attitudes towards CLIL, found a similar pattern; while the overall evaluation of the CLIL programme was positive, alumni showed slightly lower levels of enthusiasm (Dalton-Puffer et al. 2009: 18).

There might be multiple reasons for and interpretations of this phenomenon. First of all, it needs to be taken into consideration that the first grade students have only just started to participate in CLIL lessons and thus have a very small repertoire of experience to base their decisions on. Therefore, their more positive ratings in terms of language improvement are likely to be more related to how they expect CLIL to affect their L2 competence, whereas older students are actually able to assess their personal development over the years. Furthermore, the impact of new impressions needs to be considered as well; the younger group of learners has just started to attend a new school with a new and modern teaching approach, in probably a larger city than they grew up in and with new teachers and schoolmates. These factors are likely to contribute to a more idealised and more positive assessment of all variables related to their new situation, including CLIL teaching. Lasagabaster (2011: 4) refers to multiple studies by various researchers in the field of EFL teaching, in which "the youngest group held significantly more positive attitudes and motivation towards the foreign language, whereas the oldest learners were less favourable". Therefore, the findings of the present study suggest that this phenomenon is also applicable to CLIL instruction. A further potentially influential variable that could not be controlled in the setting of this study concerns the high flexibility of CLIL teaching in the participating school. As there are no regulations as to how many subjects or lessons per week are taught in English for each class (Weiss 2015: 30-31), there might be considerable differences in the extent to which the two groups currently experience CLIL. In addition, each class might have different teachers, whose teaching style might also influence learners' perception of the approach.

As this final part of the thesis has shown, there are multiple possible reasons for the significant differences between younger and older students. Even though enthusiasm for CLIL seems to diminish over the years, the overall attitudes towards Content and Language Integrated Learning are highly positive on most areas the questionnaire focused on. In order to further analyse the differences between the two age groups, further research in a more controlled setting would be necessary.

10. Conclusion

There can be no doubt that Content and Language Integrated Learning (CLIL) is currently one of the most popular teaching approaches in Europe; it refers to any situation in which *content* subjects are taught through the medium of a foreign *language*, thereby ultimately aiming at improvement in both (Coyle, Hood & Marsh 2010: 1). In general, the great majority of research in this rather novel field deals with an analysis of learning outcomes, frequently neglecting the opinions of stakeholder groups affected. The overall aim of this thesis was therefore to shed light on students' attitudes towards the CLIL programme at a vocational upper secondary school for prospective kindergarten teachers (BAfEP) in Austria. I strongly believe the way students' feel about educational issues can be highly useful for the improvement of the latter, which has been the main driving force behind this study. As Coyle (2013: 245) quite rightly suggests, "in order to make the language learning experience of young people more successful, the quality and nature of learning experiences have to be understood from the learners' perspective". Ideally, results gained from this study will provide the participating school with valuable feedback on how to further improve their programme, and at the same time contribute to the widely neglected field of research in vocational CLIL.

A total of 130 students participated in the present study by completing a questionnaire, which focused on their reasons for choosing CLIL as well as their own perception of the effects of CLIL on five teaching-related aspects (i.e., language proficiency, content knowledge, student-teacher relationship, structure and organisation, as well as classroom atmosphere). Even though positive attitudes are undoubtedly a factor influencing learners' motivation in the CLIL classroom, I want to stress that it has never been the intention of this survey to analyse students' level of motivation in CLIL, but rather to provide an overview of what learners' think about the approach and the consequences it entails. In general, it can be said that pupils' attitudes towards the implementation of CLIL at their school are positive, as 80% would choose CLIL again and an even higher percentage of learners (86.2%) stated to be satisfied with the programme to some extent. The comparison of first and fifth grade pupils showed that the initial enthusiasm for CLIL slightly diminishes over the years, while still maintaining a positive image. A further significant difference was found in the comparison of voluntary CLIL students and those assigned to the class for different reasons; results indicated that the factor of voluntariness has a great influence on the way learners

evaluate and perceive the programme, as involuntary CLIL students are less likely to choose CLIL again and are significantly less satisfied with the approach.

As the majority of learners in this setting were able to indicate their preference for CLIL on the application form, the motives behind their choice were analysed. The importance of English in an increasingly globalised world as well as students' desire to become more proficient in that language were found to be the most prominent reasons. The evaluation of what learners liked most about the programme as well as their perceived effects of CLIL corresponded to the value learners seem to attach to the English language. In particular, responses showed that BAfEP students particularly enjoy the positive effects CLIL has on their general language proficiency, vocabulary knowledge, as well as the increased opportunities for genuine communication. In contrast to a frequently voiced concern about teaching content in a foreign language, participants indicated that they perceive their knowledge of subject matters to be equal with non-CLIL peers. An analysis of items related to the structure of lessons, learners' relationship to their teachers, and classroom atmosphere illustrated that from the students' point of view, there seem to be no striking differences to regular lessons. Even though learners stated that the use of English as the working language requires higher levels of concentration and makes it harder to understand difficult topic areas, they seem to like the slightly increased challenge CLIL poses. In a short-answer question, which enabled students to indicate potential areas of improvement, there was a clearly voiced wish for a higher amount of CLIL lessons. Furthermore, results suggested that for particularly difficult and complex topics, learners would prefer bilingual study materials and more detailed explanations on behalf of the teachers.

All in all, BAfEP learners' largely favourable attitudes towards the implementation of CLIL at their school were conceivable throughout every part of the questionnaire. Thus, this study's results further reinforce the positive image of CLIL. Hopefully, the findings obtained in this thesis will be useful for the participating school, as well as other educational institutions, to adapt and further improve the programme through the integration of the learners' perspective. I further hope that on the basis of the positive results yielded by this study and the outcomes-based study by Weiss (2015), more BAfEPs in Austria will be inspired to implement CLIL as well.

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12. Appendix

12.1 Questionnaire (German)

Liebe Schülerinnen und Schüler der BAfEP Linz

Die folgende Umfrage zum Thema CLIL-Unterricht ist Teil meiner Diplomarbeit, die ich im Rahmen meines Englisch-Studiums an der Universität Wien durchführe. Mit deinen Antworten kannst du einen wichtigen Beitrag zur Forschung leisten, daher **beantworte die Fragen bitte ganz ehrlich**. Es gibt **keine richtigen oder falschen Antworten** und der Fragebogen bleibt selbstverständlich **anonym**.

Vielen Dank für deine Hilfe!

Teil 1

*In dem ersten Teil des Fragebogens würde ich gerne wissen, **warum** du dich für den CLIL-Unterricht entschieden hast. Du findest hier eine Liste von Personen und Faktoren - **kreuze bitte an, wie wichtig jeder einzelne Aspekt für deine Entscheidung war**. Bitte beantworte alle Fragen. **Wie wichtig waren folgende Faktoren für deine Entscheidung, die CLIL-Klasse zu wählen?***

	Völlig unwichtig	Eher unwichtig	Eher wichtig	Sehr wichtig
Eltern				
Freunde				
Geschwister				
Bekannte, die bereits CLIL Unterricht hatten				
Englisch als wichtige Sprache in der Welt				
Begeisterung für Englisch				
Um die Sprache besser zu lernen				
CLIL als persönliche Herausforderung				
Weil mir Englisch in der Schule immer leicht fiel				
Frühere Erfahrungen mit CLIL				
Weil CLIL von coolen LehrerInnen unterrichtet wird				

Gibt es sonst noch etwas, das dir bei deiner Entscheidung zu CLIL geholfen hat?

Teil 2

In welchen Fächern hattest du bereits CLIL-Unterricht? Kreuze bitte alle zutreffenden Unterrichtsgegenstände an (du kannst hier natürlich auch mehrere ankreuzen)

- | | | | |
|-------------------------------------|-------------------------------------|-------------------------------------|---|
| <input type="checkbox"/> Mathematik | <input type="checkbox"/> Geographie | <input type="checkbox"/> Geschichte | <input type="checkbox"/> Musik |
| <input type="checkbox"/> Sport | <input type="checkbox"/> Pädagogik | <input type="checkbox"/> Didaktik | <input type="checkbox"/> Religion |
| <input type="checkbox"/> Werken | <input type="checkbox"/> Flöte | <input type="checkbox"/> Gitarre | <input type="checkbox"/> Bildnerische Erziehung |

Weitere: _____

Teil 3

In diesem Teil findest du einige Statements. Du sollst ankreuzen, wie sehr du den einzelnen Aussagen zustimmst oder sie ablehnst, indem du Nummern von 0-4 ankreuzt.

Die Nummern bedeuten Folgendes:

Ich stimme überhaupt nicht zu	Ich stimme eher nicht zu	Ich stimme weder zu, noch lehne ich ab	Ich stimme eher zu	Ich stimme voll und ganz zu
0	1	2	3	4

Beispiel:

Wenn du einer Aussage voll und ganz zustimmst, kreuze die Nummer 4 an.

Ich arbeite gerne mit Kindern.	0 1 2 3 4 X
--------------------------------	------------------------

Lies dir bitte jedes Statement gut durch und kreuze deine ehrliche, persönliche Meinung an.

Durch CLIL fällt es mir leichter, mich auf Englisch mit anderen zu unterhalten.	0 1 2 3 4
Englischer Unterricht macht es schwieriger, komplizierte Themen zu verstehen.	0 1 2 3 4
Ich denke, dass die CLIL Klassen besser auf die Matura vorbereitet sind als die Parallelklassen.	0 1 2 3 4
Meine Englischkenntnisse haben sich durch CLIL stark verbessert.	0 1 2 3 4
CLIL-Unterricht macht mir mehr Spaß als regulärer Unterricht.	0 1 2 3 4
Ich fühle mich wohl dabei, im Unterricht Englisch zu sprechen.	0 1 2 3 4
In den CLIL Klassen kann weniger Fachwissen vermittelt werden, weil der Unterricht auf Englisch es schwieriger macht.	0 1 2 3 4
Zu den CLIL-LehrerInnen habe ich eine bessere Beziehung als zu den anderen Lehrkräften.	0 1 2 3 4
Der CLIL-Unterricht ist abwechslungsreicher als der Unterricht auf Deutsch.	0 1 2 3 4
Es ist mir peinlich, wenn ich im CLIL Unterricht Englisch spreche und dabei Fehler mache.	0 1 2 3 4
Ich habe das Gefühl, dass CLIL Unterricht besonders gut organisiert ist.	0 1 2 3 4
CLIL Klassen sind insgesamt besser in Englisch als die Parallelklassen.	0 1 2 3 4
Ich hätte gerne mehr CLIL Unterricht.	0 1 2 3 4
Lehrer und Lehrerinnen sind im CLIL-Unterricht besonders motivierend.	0 1 2 3 4
Wenn ich etwas nicht verstehe, kann ich mich jederzeit an meine CLIL-Lehrkräfte wenden.	0 1 2 3 4

Mir gefällt die Abwechslung von deutschem und englischem Unterricht.	0 1 2 3 4
CLIL Unterricht kommt mir oft chaotisch und unstrukturiert vor.	0 1 2 3 4
In den CLIL Klassen wird gleich viel Stoff durchgenommen als in den Parallelklassen.	0 1 2 3 4
In CLIL Stunden hat Kommunikation einen höheren Stellenwert als in regulären Stunden.	0 1 2 3 4
Es fällt mir leicht, Inhalte aus den CLIL-Fächern auf Deutsch <u>und</u> Englisch zu erklären.	0 1 2 3 4
Die Atmosphäre während CLIL-Stunden ist sehr angenehm.	0 1 2 3 4
Ich kann die Themen im CLIL Unterricht gut verstehen, obwohl sie auf Englisch erklärt werden.	0 1 2 3 4
Durch CLIL fühle ich mich sicherer dabei, auf Englisch zu kommunizieren.	0 1 2 3 4
CLIL-LehrerInnen machen besonders guten Unterricht.	0 1 2 3 4
Im CLIL Unterricht habe ich mehr Mitspracherecht als in anderen Stunden.	0 1 2 3 4
Es ist für mich schwierig, etwas auf Englisch zu lernen und dann auf Deutsch wiederzugeben.	0 1 2 3 4
CLIL hilft mir dabei, mich spontan auf Englisch verständigen zu können.	0 1 2 3 4
CLIL Unterricht ist anstrengender als regulärer Unterricht.	0 1 2 3 4
Im CLIL Unterricht traue ich mich eher, Fragen zu stellen.	0 1 2 3 4
In CLIL Stunden muss ich mich mehr konzentrieren, um den Stoff zu verstehen.	0 1 2 3 4
Ich habe das Gefühl, dass sich die CLIL-Lehrkräfte besonders um die SchülerInnen kümmern.	0 1 2 3 4

Teil 4

Bitte beantworte die folgenden Fragen zum CLIL-Unterricht ganz ehrlich.

- Was gefällt dir am CLIL Unterricht am besten?

- Was sollte am CLIL Unterricht noch verbessert werden?

- Wenn du nochmal die Wahl hättest - würdest du dich noch einmal für die CLIL-Klasse entscheiden?

☐ Ja

☐ Nein

Teil 5

Bitte beantworte zum Abschluss noch ein paar allgemeine Fragen:

- Alter: _____
- Geschlecht: ☐ männlich ☐ weiblich
- Klasse (1-5): _____
- Muttersprache(n): _____
- Welche Fremdsprache(n) sprichst du? _____
- Wie zufrieden bist du mit dem CLIL-Unterricht insgesamt?
☐ Sehr zufrieden ☐ eher zufrieden ☐ eher unzufrieden ☐ sehr unzufrieden
- Hattest du vor Beginn der BAfEP schon CLIL-Unterricht an deiner vorherigen Schule?
☐ Ja ☐ Nein
Wenn ja, wie lange? _____ Jahre

Vielen Dank für deine Hilfe!



12.2 Relative Frequencies of Questionnaire Items

Items Focusing on Reasons for Choosing CLIL

Item No.	Item	highly irrelevant	rather irrelevant	rather relevant	highly relevant
7	Parents	29.10%	28.20%	26.50%	16.20%
8	Friends	49.10%	29.30%	17.20%	4.30%
9	Siblings	80.00%	15.70%	4.30%	0.00%
10	Others' CLIL experiences	76.70%	13.80%	7.80%	1.70%
11	English as global language	1.70%	3.40%	38.50%	56.40%
12	Enthusiasm for English	4.30%	17.20%	44.00%	34.50%
13	Language improvement	1.70%	3.40%	21.40%	73.50%
14	As a personal challenge	17.10%	32.50%	32.50%	17.90%
15	Good grades in English before	19.70%	33.30%	28.20%	18.80%
16	Prior experiences with CLIL	80.30%	11.10%	6.80%	1.70%
17	Cool teachers	81.90%	13.80%	4.30%	0.00%

Items Focusing on the Effects of CLIL

Item No.	Item	‘strongly disagree’	‘rather disagree’	‘neither agree nor disagree’	‘rather agree’	‘strongly agree’
18	CLIL makes it easier to talk to other people in English	4.60%	4.60%	27.70%	43.80%	19.20%
19	English as the working language makes it more difficult to understand complicated topics	5.40%	12.30%	18.50%	30.00%	33.80%
20	I think CLIL students are better prepared for their school leaving exams (Matura) than the non-CLIL classes	13.10%	12.30%	24.60%	20.80%	29.20%
21	My English language skills have improved considerably through CLIL	6.90%	12.30%	24.60%	43.10%	13.10%
22	CLIL teaching is more fun than regular lessons	16.90%	16.90%	39.20%	18.50%	8.50%
23	I feel comfortable speaking English during the lessons	8.50%	20.00%	33.10%	20.00%	18.50%
24	In CLIL teaching less content knowledge can be conveyed, as English makes it more difficult	25.40%	23.80%	25.40%	18.50%	6.90%
25	I have a better relationship to my CLIL teachers than to other teachers at school.	55.40%	17.70%	23.80%	2.30%	0.80%
26	CLIL lessons are more diversified and varied than regular German lessons	22.50%	18.60%	24.80%	25.60%	8.50%
27	Speaking English during the lesson and making mistakes is embarrassing for me	37.70%	24.60%	17.70%	14.60%	5.40%
28	I think that CLIL lessons are particularly well organised and planned	8.50%	28.70%	47.30%	12.40%	3.10%
29	CLIL classes are better in English than non-CLIL classes.	10.00%	14.50%	30.00%	35.40%	10.00%
30	I would like to have more CLIL lessons	13.80%	18.50%	33.10%	19.20%	15.40%
31	CLIL teachers are particularly motivating.	11.50%	20.00%	43.10%	21.50%	3.80%
32	Whenever I don’t understand something, I can always talk to my CLIL teachers about it.	3.10%	6.20%	10.90%	41.10%	38.80%

33	I like the alternation of German and English as a working language.	4.60%	6.20%	19.20%	36.20%	33.80%
34	CLIL teaching often appears to me as chaotic and unstructured	26.20%	24.60%	33.10%	13.10%	3.10%
35	CLIL classes cover the same amount of subject content as non-CLIL classes	6.20%	3.80%	24.60%	26.20%	39.20%
36	In CLIL lessons communication plays a more important role than in regular lessons	4.60%	13.10%	36.90%	33.10%	12.30%
37	I find it easy to explain CLIL content in German as well as English	6.20%	13.10%	25.40%	31.50%	23.80%
38	The atmosphere in CLIL lessons is very pleasant	1.50%	11.50%	50.00%	26.90%	10.00%
39	I can easily understand topics in CLIL lessons, even though they are explained in English	3.10%	5.40%	21.50%	44.60%	25.40%
40	CLIL makes me feel safer when communicating in English	3.10%	14.60%	22.30%	40.80%	19.20%
41	CLIL teachers give particularly good lessons	13.30%	11.70%	57.80%	15.60%	1.60%
42	I feel that I have more possibilities to co-create CLIL lessons than regular lessons	38.50%	20.00%	34.60%	6.90%	0.00%
43	I find it hard to learn something in English first and then having to explain it in German	30.80%	27.70%	18.50%	15.40%	7.70%
44	CLIL helps me to make myself understood in English spontaneously	0.80%	14.60%	23.80%	39.30%	21.50%
45	CLIL lessons are more exhausting than regular lessons.	12.40%	11.60%	19.40%	41.10%	15.50%
46	In CLIL lessons I rather dare to ask questions.	31.50%	23.90%	34.60%	7.70%	2.30%
47	I have to concentrate more in CLIL lessons to understand the topics.	7.00%	12.40%	10.90%	39.50%	30.20%
48	I feel that CLIL teachers are particularly concerned with their students.	16.20%	16.90%	53.10%	10.70%	3.10%

Abstract (English)

Over the past two decades, *Content and Language Integrated Learning* (CLIL) has become one of the most popular teaching approaches in Europe. The aim of this diploma thesis is to analyse students' perceptions of the implementation of CLIL in a vocational upper secondary school for future kindergarten teachers (BAfEP) in Austria. The study has two major purposes: (1) to investigate learners' reasons for choosing to participate in the CLIL programme, and (2) to give a detailed account of the perceived effects of CLIL on five areas related to the teaching approach. These areas are language proficiency, content knowledge, student-teacher relationship, structure of lessons, as well as classroom atmosphere.

In its theory-part the thesis provides an overview of relevant information on the concept of CLIL, motivational theories, as well as the importance of research on students' attitudes. The design of the questionnaire for this survey was primarily based on the categories established through this theoretical foundation. In total, 130 predominantly female BAfEP students completed the questionnaire in November 2016.

Results obtained through the questionnaire reveal that BAfEP students are very satisfied with the CLIL programme at their school. Their reasons for choosing the branch are mainly concerned with the global importance attributed to English and their wish to become more proficient. In general, the study showed that learners perceive the effects of CLIL to be particularly beneficial for language competence, which goes in line with current research. Moreover, results indicated that learners would prefer even more CLIL lessons and support in terms of additional bilingual materials that allow for better understanding of difficult content. Structure and organisation of lessons, as well as the relationship to teachers was found to be perceived as good but not different to regular lessons. All in all, this thesis ought to provide useful insights and suggestions for improvement for other schools offering CLIL. Furthermore, the positive outcomes from the analysis of the learners' perspective will hopefully motivate more BAfEPs and other types of vocational schools to implement *Content and Language Integrated Learning*.

Abstract (German)

Im Laufe der vergangen zwei Jahrzehnte hat sich *Content and Language Integrated Learning* (CLIL) zu einem der beliebtesten Unterrichtsansätze Europas entwickelt. Die Intention der vorliegenden Diplomarbeit ist es, die Ansichten und Einstellungen der SchülerInnen bezüglich CLIL in einer österreichischen Bildungsanstalt für Elementarpädagogik (BAfEP) zu analysieren. Im Allgemeinen verfolgt die Studie zwei primäre Ziele: die Beweggründe der SchülerInnen, sich für den CLIL Zweig zu entscheiden, sowie ihre Wahrnehmung der Auswirkungen von CLIL auf fünf unterrichtsrelevante Aspekte sollen genauer betrachtet werden. Diese Aspekte beinhalten Sprach- sowie Sachfachkompetenz, die Schüler-Lehrer Beziehung, die Struktur der Unterrichtseinheiten, sowie die allgemeine Lernatmosphäre.

Der anfängliche Theorieteil bietet einen Überblick über für die Studie wichtige Grundlagen zu dem Unterrichtskonzept CLIL, zu relevanten Motivationstheorien und dem derzeitigen Stand der Wissenschaft im Bereich der Schülerperspektive des Unterrichts. Der Fragebogen wurde basierend auf den Kategorien, die im theoretischen Teil entwickelt wurden, erstellt. Um die Einstellungen der BAfEP SchülerInnen möglichst adäquat analysieren zu können, wurde der Fragebogen an alle CLIL Klassen der teilnehmenden Schule ausgeteilt. Insgesamt 130 SchülerInnen nahmen im November 2016 an der Studie teil.

Die Resultate, die aus der Studie hervorgehen, zeigen, dass die Schülerschaft insgesamt sehr zufrieden mit dem CLIL Zweig sind. Die Beweggründe für ihre Entscheidung für CLIL basiert hauptsächlich auf der hohen Bedeutung, die der Fremdsprache Englisch zugeschrieben wird, und dem Drang, die eigenen Sprachkompetenzen zu verbessern. Des Weiteren lassen Ergebnisse darauf hindeuten, dass die TeilnehmerInnen die vorteilhaften Auswirkungen von CLIL besonders im sprachlichen Bereich wahrnehmen, was dem Stand der aktuellen CLIL-Forschung entspricht. Insgesamt wünschen sich die SchülerInnen noch mehr CLIL Unterricht und einen höheren Anteil an zweisprachigen Materialien, um komplizierte Themen besser zu verstehen. Die Struktur der Unterrichtsstunden, sowie die Beziehung zu CLIL Lehrkräften, scheinen durchwegs positiv zu sein, jedoch nicht anders als in regulären Einheiten. Die positiven Resultate der Studie veranlassen hoffentlich mehr berufsbildende Schulen, insbesondere BAfEPs, dazu, *Content and Language Integrated Learning* in den Schulalltag zu integrieren.