DIPLOMARBEIT / DIPLOMA THESIS

Titel der Diplomarbeit / Title of the Diploma Thesis

„Conceptualizing the integration of content and language in CLIL Geography & Economics"

verfasst von / submitted by

Verena Lassacher

angestrebter akademischer Grad / in partial fulfilment of the requirements for the degree of

Magistra der Philosophie (Mag.phil.)

Wien, 2019 / Vienna, 2019

Table of Contents

List of Figures

List of Tables

1. Introduction

Content and Language Integrated Learning (CLIL) is not a new form of teaching in the Austrian school system. In fact, the idea of teaching subjects through a foreign language dates back to the early 1990s, when the program *Fremdsprache als Arbeitssprache* was initiated. Since then, CLIL has gained popularity as more and more schools have started to implement CLIL into their school curriculum. This rise in popularity is primarily driven by globalization, that calls for improved second language and communication skills. As CLIL combines both content and language teaching, it serves as a valuable program for developing content knowledge through foreign language instruction. Besides CLIL, there are various other bilingual programs that use a foreign or second language as the medium of instruction, including *Content-based Instructions* (CBI) and *English Across the Curriculum* (EAC).

As its name suggests, CLIL involves the integration of content as well as language teaching. What separates CLIL from other bilingual programs is its balanced focus on acquiring content and language knowledge simultaneously. The aim is to obtain content knowledge through the use of the target language, which ideally results in improved language abilities. Although many agree on the fact that effective CLIL requires finding the right balance between teaching topics of the subject content and teaching language aspects, reality often shows that finding this balance turns out to be rather difficult for teachers. This need for integrating content and language learning has resulted in CLIL, which deals with how integration can best be conceptualized.

The thesis at hand examines the integration of content and language in CLIL Geography & Economics (GWK) lessons. It is divided into two main parts – a theoretical part and an empirical part. The theoretical part starts off by characterizing the concept of CLIL and its relation to other familiar bilingual programs (chapter 2). Chapter 3 addresses the *added value* of CLIL and its advantages for the learners, followed by chapter 4, which deals with the multi-dimensional perception of integration. In chapter 5, various approaches that conceptualize integration on different dimensions will be introduced. Chapter 6 is devoted to a number of methods and principles that account for successful CLIL teaching. In chapter 7, the current situation of CLIL in Austria including its historical development and formats will be presented.

The empirical part aims to investigate teachers' views towards CLIL and its underlying principles. It starts with chapter 8, which introduces the empirical study including the research aim, methodology and data collection. The research study should give insight into how GWK teachers in Austria regard the concept of CLIL and its dual-focus on content and language. Moreover, the study's goal is to detect the challenges that CLIL educators face in their teachings. The findings will be presented in chapter 9, which is followed by a final discussion part in chapter 10.

2. Characterizing CLIL

This chapter aims to provide a first insight into what constitutes CLIL. For this purpose, the aim is to provide a definition of CLIL and to point out differences between CLIL and related concepts. As a next step, CLIL's twofold nature will be explained before referring to its advantages for learners in the following chapter.

2.1. Defining CLIL

According to Lorenzo and Moore (2010: 23), the term CLIL is an umbrella term to describe "European models of bilingual education aimed at foreign, second, minority and/or heritage languages". It is an innovative bilingual teaching approach in which content subjects, such as History and Biology, are taught through a foreign language. A similar viewpoint is taken on by Coyle, Hood and Marsh (2010: 1), who report that CLIL practice involves the use of a foreign language to teach both the content *and* the language. Hence, CLIL teaching has to take content and language learning equally into account:

> Content and Language Integrated Learning (CLIL) is a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language (Coyle, Hood & Marsh 2010: 1).

CLIL targets the development of knowledge construction and language competence simultaneously. It is crucial to understand that it is not 'language learning' nor 'subject learning' but a combination of both. Therefore, CLIL's goals are dual-focused as language and content are weighted equally (Maljers, Marsh & Wolff 2007: 8). CLIL is not a new way of teaching content subjects through a foreign language. In fact, the idea of bilingual education was introduced many decades ago (Matínez 2010: 94). For instance, there is the immersion program in Canada that was implemented in the 1960s and the content-based language teaching approach that was introduced in the United States in the 1980s (Martínez 2011: 94).The term EAA – Englisch als Arbeitssprache (English as a working language) is the equivalent Austrian term for CLIL. For the sake of clarity, the term CLIL will be used throughout the thesis.
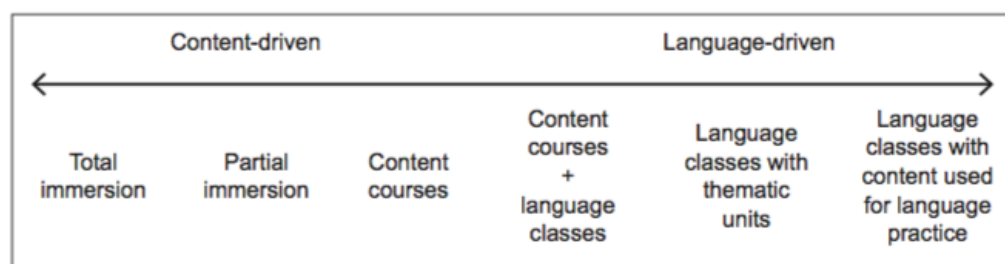
Figure 1: Spectrum of bilingual programs (Lyster & Ballinger 2011: 280)

Figure 1 shows various types of bilingual settings along a continuum, ranging from language-driven programs to content-driven programs. Content-based programs such as total immersion or content courses, which are widely used in Canada, Australia and the US, put increased emphasis on the content and less on the language. The target language is primarily used as a medium for generating content knowledge. In contrast, language-driven programs put great emphasis on developing target language proficiency and use the content for developing target language skills (e.g. communicative strategies). In fact, CLIL shares various charactersics found in programs such as content-based teaching or immersion education. However, it is positioned more towards the middle of the spectrum as it considers both content and language acquisition as equally important (Lyster & Ballinger 2011: 280).

Although the various bilingual programs presented in Figure 1 share many similarities with CLIL, such as their goal to increase students' L2 proficiency, they differ from it in a number of ways. According to Lasagabaster and Sierra (2009: 370), the most profound difference lies in the divergent goals of CLIL and other bilingual education formats such as immersion programs. While full immersion implies intensive contact with the target language, with the aim of reaching native or near-native competence, CLIL programs are marked by less contact with the target language and aims towards reaching a functional competence. This is because immersion programs use languages that often have an official status as a second or local language in a country or area, while target language in CLIL is usually not widely used outside the classroom. In immersion classrooms, however, the learners are exposed to the target language in various other contexts outside school (Dalton Puffer, Nikula & Smit 2010: 1-2). The language of instruction in CLIL is mostly English with its predominant position as international *lingua franca* (Pérez-Cañado 2016: 12).

Another essential distinction is that "bilinguals/immersion education are examples of content approaches" (Genesee 2004: 548), and are therefore content-driven, whereas CLIL aims

towards a balance between content and language. Moreover, CLIL is scheduled as subject matter lessons such as GWK or Biology, and the foreign language subject alongside it (Gánado 2016: 12). The fact that immersion classrooms target primarily second language learners and CLIL targets foreign language learners is also reflected in the kind of materials that are being used. While the materials employed in immersion classrooms are aimed at native speakers and are mostly authentic ones, CLIL materials are usually adapted in order to be suitable for L2 learners (e.g. glossary, translations). Additionally, most of the immersion programs start at a rather early stage (primary level), whereas CLIL programs usually start in higher levels (secondary) (Lasagabaster & Sierra 2009: 370-372). Moreover, a large number of teachers in immersion programs are native speakers, whereas CLIL teachers are usually non-native speakers of the target language (Dalton-Puffer, Nikula & Smit 2010: 2)

2.2.   The twofold nature of CLIL

The notion of CLIL being neither content nor language-driven points to its uniqueness in regarding content and language as "'emergent synergies' that create a whole" (Mahan et al. 2018: 3). Thus, it is of paramount importance not to regard integration as a combination of two separate elements, but rather as a fusion that considers the processes, aims and outcomes of both. Coyle, Hood and Mash (2010: 3) refers to this *fusion* of content and language as "a dual-focused form of instruction", where content and language learning are regarded as equally important.

In contrast, Mahan's (2018: 3-4) views on integration differ in a few ways. According to Mahan, the teacher should pick out single content and language aspects which are most relevant in specific contexts. Integration does not mean adding up content and language features to a total sum or using language goals for teaching content and vice versa. Instead, it implicates the thoughtful consideration of "the roles and needs of content and language for each subject" (Mahan 2018: 3) as integration might be conceptualized differently in various subjects. In science, for instance, texts have a different role than in mathematics. In science, students have to read and write long scientific texts, have to become familiar with certain discourse patterns, and have to express opinions on various themes. In contrast, the mathematical language is unique with its symbols and terminology. Hence, for understanding its content, students have to be flexible in the use of everyday language. This points to the importance of taking subject-specific literacies also into account (Mahan 2018: 3-4).

Despite the two-fold nature of CLIL, it is important to clarify that CLIL is not supposed to function as a replacement for foreign language classrooms as it is claimed in Bruton's article *some of the reasons why … and why not* (2013). Bruton (2013: 588) points to CLIL being a "2-for-the-price-of-1" program as regular foreign language classes are being replaced by CLIL classes. Moreover, he claims that CLIL is about to change the all-embracing aims of foreign language teaching in Europe. This view is widely discredited by Hüttner and Smit (2014: 163), who clarify that instead of replacing foreign language, CLIL teaching should be regarded as "an additional element of FL [foreign language] instruction" by positioning CLIL as additional courses besides the consisting language classes. This awareness is of paramount importance and should therefore be anchored in curricula as well as in students' and teachers' beliefs. Moreover, Hüttner and Smit (2014: 163) emphasize that there is no such thing as "one size – or teaching method – fits all" which can be uniformly applied to each and every classroom situation. Instead, one has to consider the diverse and dynamic nature of CLIL practices by being flexible in one's teaching.

2.3. Aims of CLIL

When referring to the main goal of CLIL, Kampen et al. (2016: 221) describe it as the following:

> The main aim of CLIL as an educational approach is to improve students' foreign language competence whilst simultaneously facilitating the learning of the subject matter.

The quote stresses the uniqueness of CLIL being a dual-focused approach that takes the teaching of subject-specific content and language learning equally into account. This goal is rooted in the European Commission's goal to foster multilingual competence among the learners, including plurilingual and pluricultural ones. When referring to CLIL's relevance on a European dimension, Coyle (2002: 27) points to the European Commission's Language and Learning Objectives:

> [S]tudents should be given opportunities to learn subject matter or content effectively through the medium of a European language which would not be considered as the usual language for subject instruction in their regular curriculum.

> [S]tudents should be given opportunities to use language/s in a variety of settings and contexts in order to enable them to operate successfully in a plurilingual and pluricultural Europe.
>
> [Y]oung people need support in developing specific and appropriate inter-cultural as well as linguistic knowledge skills and strategies, in order to function as autonomous mobile European citizens (Coyle 2002: 27).

The aims mentioned above are based on the goal[1] that every European citizen should be equipped with at least two other foreign languages besides their first language. Reasons for the increased interest in foreign language programs have been particularly driven by social, economic and political factors that together underpin the needs for young people to develop foreign language competency. Multilingualism have become human and economic capital, which has placed an increasing pressure on institutions to promote foreign language learning in form of bilingual education projects (Ellison 2015: 60).

Concerning CLIL in Austria, Abuja (2007: 16) specifies the European Commissions' foreign language objectives a bit further: First, students of CLIL should enhance their general linguistic competences as well as their knowledge of specific vocabulary used within different subject matters. Second, students' motivation should be increased by using the language as a medium for learning about issues and phenomena that are relevant to our society. Third, the aim is to prepare students for their future lives and to equip them with tools that enable them to deal with various work-related issues (Abuja 2007: 16).

3. The added value of CLIL

The benefit of combining content and language teaching is referred to as the *added value* of CLIL. It describes the advantages that result from teaching non-language subject matter through a foreign language (Mahan et al. 2018: 2). The use of a foreign language as the medium of instruction allows for opportunities to use the language in various educational contexts and creates space for meaningful interactions in class. This results in a less-controlled learning atmosphere in which students can develop "more of everything produced at low anxiety levels"

---

[1] http://www.europarl.europa.eu/factsheets/en/sheet/142/language-policy (accessed June 7, 2019)

(Dalton-Puffer 2007: 276). The next few sections will deal with some of the advantages resulting from CLIL.

3.1. Language proficiency

One of the greatest advantage of CLIL is the opportunity for students to use and speak a foreign language in another subject outside the language classroom. The use of a foreign language in the teaching and learning of non-language content is very beneficial for the learners' language development. According to Marsh and Wolff (2007: 21), "CLIL learners are, in general, better language learners". This is mainly due to the fact that the amount of time students are exposed to a foreign language far exceeds the exposure in mere language classrooms. Especially in vocational schools, where there are not more than two hours of English a week, CLIL practices can be specifically beneficial. Students receive various opportunities to use a foreign language, and as a result, they can continuously widen their linguistic repertoire (Marsh & Wolff 2007: 17-18). Mahan et al. (2018: 2) take on a similar viewpoint by claiming that the most profound benefit of CLIL is the additional opportunity for students to speak a foreign language in another subject.

Recent studies have shown that CLIL teaching is more interactive and uses more dialogue-based activities than non-CLIL teaching (Mahan et al. 2018: 2). This aligns with Xanthou (2011: 122), who investigated the impact of CLIL on L2 vocabulary development. Xhanthou (2011: 122) found that CLIL teaching includes various interactions among students as well as between the students and the teacher. Moreover, teacher-student interactions involve the use of scaffolding techniques that assist students in solving tasks and overcoming language difficulties. In addition, new words tend to be taught in meaningful contexts rather than in an isolated ways, which supports the students in memorizing and producing new terms and expressions (Xhanthou 2011: 122).

What also contributes to the added value of CLIL is its objective to foster language development at all levels. Teaching content lessons in a foreign language involves various opportunities to develop both academic and non-academic language skills. These two skills are known as the *basic interpersonal communicative skills* (BICS) and *cognitive academic language proficiency* (CALP) coined by Cummins (2003). According to Vázquez (2018: 207), CLIL increases not only students' communicative and conversational skills but also their academic language proficiency. This is mainly due to the fact that CLIL practice involves

teaching subject-specific input, which "positively influences the development of academic subject-specific literacies" (Vázquez 2018: 208). Hüttner and Smit (2014: 165) also point to the advantage of "developing discipline - or subject-specific language and genre proficiency" by learning technical and semi-technical words, which are difficult to acquire in regular EF contexts. In CLIL classes, students can widen their vocabulary knowledge used in various genres that goes beyond general lexical knowledge (Hüttner & Smit 2014: 165-166).

The link between cognition and language is also addressed by Dalton-Puffer (2013; 2016), who established the construct of *Cognitive Discourse Functions* (CDFs). CDFs is defined as recurrent language patterns used for expressing thinking processes (e.g. subject-specific facts, concepts), and is employed for determining the cognitive dimension of classroom talk. The framework can be classified according to seven categories, namely CLASSIFY, DEFINE, DESCRIBE, EVALUATE, EXPLAIN, EXPLORE and REPORT. The construct helps to analyze how knowledge is described and the extent to which causal explanations occur in classroom talk. Depending on the communicative intention, students and teachers use these functions in order to construct knowledge. Dalton-Puffer et al. (2018: 14) looked at five studies that analyzed verbal interactions in CLIL classrooms and found that "all elements of the CDF construct do occur in naturalistic CLIL classroom interaction […]". Even though the occurrence is not balanced as some CDFs occur more frequently than others (e.g. describe, explain), CLIL allows for various verbal interactions that consequently enhance students' linguistic abilities (Dalton-Puffer 2018: 14).

3.2. Cognitive capacities

Neuroscience evidence has shown that bilingualism affects parts of the brain and neural processes (e.g. Abutalebi et al. 2012, Bialystok et al. 2007). It has been argued that having the opportunity to access two language systems affects not only processes involved in language use but also processes related to non-linguistic activities. These altered operations affect the executive control system, which is situated in the frontal cortex, and which is the area that is responsible for "monitoring and controlling attention to two languages" (Kroll & Bialystok 2013: 498). It is also the area that is activated when switching between languages as well as when focusing on non-linguistic tasks. It has been stated that bilinguals can better access the

executive control system and retrieve information faster than monolinguals due to the changed brain functions in the frontal cortex (Kroll & Bialystok 2013: 497-499).

The altered brain processes resulting from bilingualism has also been addressed by Mehisto and Marsh (2011: 38). It has been argued that CLIL students are likely to acquire a higher degree of cognitive flexibility, which refers to the ability to process a higher amount of information at once. This is mainly because students have to handle content and language at the same time. This is also pointed out by Tokuhama-Espinosa (2008: 92-93), who states that "the more languages you know the more flexible your mind is". This increased mental flexibility is thought to strengthen the ability to control one's cognitive processes. As a result, students are likely to enhance their concentration abilities and can better focus on single tasks (Mehisto & Marsh 2011: 33). The positive correlation between bilingualism and enhanced cognitive abilities is also taken up by Bialystok et al. (2012: 245), who acknowledge that bilinguals have to invest a higher cognitive effort in order to comprehend the input than monolinguals, and therefore can better differentiate between relevant and irrelevant information.

Moreover, it is assumed that CLIL students can better retrieve information that is needed for solving tasks. When learning subject matters in an additional language, one can access a larger repertoire of mental concepts and schemata (Mehisto & Marsh 2011: 31). As bilinguals can use two language systems, they can "draw on the other language and related frames of mind to bring extra cognitive capacity" (Mehisto & Marsh 2011: 31). Vázquez (2018: 205) affirms the positive impact of CLIL on students' mental abilities by reporting that CLIL "boosts risk-taking [and] problem-solving [processes]" among learners. In short, CLIL students are able to deal with a number of cognitive challenges simultaneously, which consequently increases their cognitive capacities.

3.3. Motivation towards learning

It has been widely recognized that a positive attitude towards learning significantly facilitates the learning process. This is because a motivated student is very likely to invest time and energy in language learning and is more willing to achieve goals, as he or she simply enjoys learning the language (Papaja 2012: 31).

Sylven (2017: 51) compared EFL students' motivation with the motivation of CLIL learners towards learning and found that CLIL students generally have more positive attitudes towards language learning than EFL (English as a foreign language) learners. The reasons for this are mainly due to the opportunity for learners to use a foreign language in a less-controlled environment as well as the linkage of authentic tasks and real-world situations. Students deal with authentic material and realistic tasks, where the emphasis is not so much on *how* something is being said but rather on *what* is being communicated. As the focus is less on grammatical accuracy and more on the subject that is being taught (e.g. History, Biology, Geography etc.), students "experience the possibility of a future self (Sylvén 2017: 54), who might need this knowledge. There is no doubt that foreign language classrooms also deal with authentic real-world tasks, however, CLIL "offer[s] greater opportunities for language use" (Sylvén 2017: 55).

The influence of CLIL on students' motivation is also stressed by Ellison (2015: 63), who argues that CLIL lessons focus less on linguistic correctness, and as a result, students may experience less fear of making mistakes when speaking the target language. This results in a decreased level of anxiety in which students are willing to bring in their own ideas and opinions, which in turn, significantly contributes to a learning-friendly environment. Since learners encounter realistic situations that they can relate to, they are more likely to participate actively in activities such as problem-solving tasks. This does also raise students' willingness to take risks and to engage deeply in the subject matter, which consequently leads to a high learning outcome (Ellison 2015: 63). Such findings are also confirmed by Vázquez (2018: 205), who reported that CLIL leaners are generally more motivated in engaging actively during the lessons and "are less inhibited to speak the foreign language".

However, a word of caution is needed at this point: the findings above cannot be generalized to all CLIL students. As pointed out by Dalton-Puffer (2011: 191), who stresses the fact that even though CLIL teaching has been generally considered motivating, the degree to which students actually use the language varies widely. For instance, classroom observation has shown that when doing group work, students tend to switch to their L1 when there is no teacher nearby. Moreover, students' motivation strongly depends on the educator's teaching style and the extent to which authentic and meaningful activities are actually applied in class.

Although, there is a common consensus that "CLIL encourages positive feelings towards L2" (Hüttner & Smit 2014: 166), more research is required into how specifically students' attitudes are influenced by CLIL teaching.

4. The multi-dimensional perception of integration

Before focusing on the *multi-dimensional framework* by Nikula et al. (2016), it is necessary to clarify the symbiotic relationship between content and language.

In the past, content and language learning were often perceived as two independent elements. This belief was also taken on by Genesee (1994: 3), who defined content as "any topic, theme, or non-language issues". On the other hand, language was seen as the accumulation of the four skills (reading, writing, speaking, listing), which are treated as being independent from the context in which they are applied. In recent years, however, researchers have increasingly started to regard language and content as "emergent synthesis" (Coyle, Hood and Marsh 2010: 27) that stay in close content to each other. Today, most agrees on the fact that "content has always involved language […] and language has always involved content" (Ball, Kelly & Clegg 2015: 49). This knowledge of the symbiotic relationship between content and language is significant for understanding CLIL's interest in integrating them, as "[c]ontent and language have always worked side by side" (Ball, Kelly & Clegg 2015: 49), and hence, it is the job of the teacher to make this interrelated relationship explicit.

It is of paramount importance to reflect on the interrelatedness of content and language, which is not only essential for CLIL practices or content-based instruction, but for teaching in general. According to Schleppegrell (2004: 1): "[i]t is through language that school subjects are taught and through language that student's understanding of concepts is displayed and evaluated in school contexts". This view is also taken on by Graaff (2016: xiiv-xv), who argues that CLIL does not only account for second or additional languages, but for any language (first, second or foreign). Therefore, the integration of content and language should not only concern CLIL teachers but any teacher. It is of paramount importance to raise teachers' awareness about the role of language in learning (Graaff 2016: xiii-xv).

It is crucial to understand that integration does not simply mean to combine content and language teaching, but "real fusion asks for an understanding of the characteristics and interplay of both" (Graaff. 2016: xiii), including their aims, outcomes and context. Also, integration does not follow a "one-size-fits-all approach" (Graaff 2016: xv) as the way content and language integration are integrated varies among subjects. For instance, a math's teacher will employ different methods and uses different materials than a biology teacher. Additionally, integration has to happen at all levels not only in class. It has to be considered at the curriculum level (what), at the level of teacher and students' beliefs (who), and at the level of classroom management (how) (Graaff 2016: xv).

In order to master integration, one must also consider other areas that influence its success besides the content and language dimension. According to Nikula et al. (2016: 8), successful CLIL practice involves the coming together of different institutional, educational, pedagogical and personal interests, which is referred to as "the multidimensional notion of integration" (Nikula et al. 2016: 9). Based on this knowledge, Nikula et al. (2016: 9) developed three different dimensions on integration – curriculum & pedagogy planning, classroom practice and participant perspectives (Figure 2). These three dimensions are summarized in the *multi-dimensional model*, which serves as a holistic framework for conceptualizing integration on various dimensions. It stresses the fact that integration does not only occur at the classroom level, but strongly depends on curricula legislations and on the way people perceive integration and language teaching.
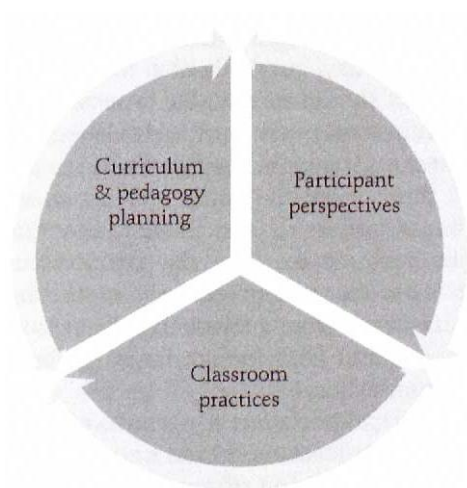
Figure2: The multi-dimensional model on integration
(Nikula et al. 2016: 9)

4.1. Integration in relation to curriculum and pedagogy planning

The curriculum plays an integral part in how content and language integration is conceptualized in CLIL classes. It is the curriculum that sets the content matter and learning goals for each subject, and eventually, what educators have to teach in class. The curriculum defines the learning outcomes for each subject that learners are expected to reach at a certain point during their educational career, and defines the knowledge and skills that learners need to have acquired in a particular grade level. As curricula mostly include separate goals for language subjects and content subjects, they are not satisfactory for CLIL and achieving a balanced focus on content and language (Nikula et al. 2016: 10). Out of this shortcoming, a shift has occurred from *collection curricula* (those with separate language and content goals) towards *integrated curricula* with combined language and content objectives (Nikula et al. 2016: 10). Such integrated curricula allow for cross-curricula teaching, which will be referred to in in section 5.1.

The shift towards an integrated curriculum has also triggered a change in how language competence is regarded (Nikula et al. 2016: 11). While in the past, language competence was mainly based on the four skills (writing, reading, speaking, listening), literacy is now increasingly viewed as a social practice that is entrenched in political and social structures. This resulted in a number of new curricula that put more emphasis on the development of competences that are needed in numerous situations in different disciplines (e.g. health literacy, digital literacy). The goal is to provide learners with authentic and realistic classroom situations that they are likely to encounter in their future professions. For instance, health literacy taught in nursing school programs aims to prepare students for interactions that they are likely to have with patients in their future job (e.g. through simulation and role-plays) (Nikula at al. 2016: 11).

Modelling content and language integration successfully involves a further step from curriculum planning towards classroom pedagogy, including lesson plans and assessment. In order to conceptualize integration, content and language teachers need to work closely together when setting up integrated lesson plans. Nikula et al. (2016: 12) point out that when planning integrated lesson plans, one should embed content units in discourse events (e.g. describing the water cycle to a friend), before dividing the content into smaller language units (genres, vocabulary, grammar, etc.). This ideally results in a mix of content teaching and task-based

teaching, in which teachers choose appropriate pre-task activities that provide students with the necessary vocabulary knowledge that is needed for further practices (Nikula et al. 2016: 12). Models and frameworks that deal with effective classroom management will be presented in 5.3.

4.2. Integration in relation to participants

After having briefly mentioned the role of the curriculum and classroom pedagogy in the integration process, I will now refer to the role participants' beliefs play in integrating content and language.

The extent to which integration takes place strongly depends on teachers' and students' attitudes towards CLIL and language learning in general (Nikula et al. 2016: 14). According to Hamre and Pianta (2006: 57), student- teacher relationships are very complex as they operate on many levels and are influenced by a "complex intersection of student and teacher beliefs, attitudes, behaviors, and interaction with each other" (Hamre & Pianta 2006: 57). Nikula et al. (2016: 14) add that teachers' beliefs directly influence their actions in class, and eventually, how they realize integration.

The impact of teacher's attitudes to bilingual teaching and especially CLIL has been a major interest for applied linguists. One concern is how teachers view the relationship between content and language, whether they regard them as two separate elements that should be taught independently, or rather as interrelated elements that directly influence each other. Moreover, CLIL's success strongly depends on whether teachers reflect on their teaching performance critically. It requires educators to "revisit and reshape their teaching identity" (Nikula et al. 2016: 14), as CLIL teachers have to switch between their roles of a content and language teacher. However, teaching in a way that takes content and language aspects equally into account is sometimes problematic. CLIL teachers are often content teachers without having special knowledge of second language acquisition theories (Nikula et al. 2016: 14-15).

Aside from teachers' attitudes towards content and language integration, students' beliefs also have an impact on how successful integration is achieved. Various studies conducted in immersion classrooms have explored how content and language learning affect the learners' motivation (e.g. Lindholm-Leary & Ferrante 2005). For instance, Coyle (2013, cited in Nikula

et al. 2016: 17) found that immersion education, including CLIL teaching, increases students' motivation to engage actively in activities. Students show most motivation when being provided with real-world activities that are embedded in authentic contexts to which they can build a connection (Coyle 2013, cited in Nikula at al. 2016: 17). Approaches and models that focuses on the impact of participants' beliefs on CLIL will be presented in section 5.3.

4.3.   Integration related to classroom practice

This section focuses on how content and language integration can be effectively realized in actual classroom practices. When observing teaching and learning processes it is important to analyze them in regard to "principles and decisions that [are] to be found in the classroom" (Banegas 2012: 48). One can, for instance, investigate how new topics are introduced, what materials are being used and how assessment is realized.

In the past, classroom-based research on teacher performance in CLIL has been conducted, including discourse analysis and conversation analysis (Dalton-Puffer 2007; Llinares et al. 2012). For instance, one research (Llinares et al. 2012) focused on the different roles language has in knowledge construction. The results showed that teachers without proper training in language teaching refer only inadequately to subject-specific language features. This asks for the need of familiarizing teachers with scaffolding strategies that aid students in developing their language skills. In contrast, Dalton-Puffer (2007) analyzed how verbal repair and correction contribute to the construction of meaning in CLIL classrooms. To do so, she analyzed classroom interactions between teachers and students and focused on how Triadic Dialogue and the IRF-pattern, contribute to the construction of knowledge (see chapter 6 for details on the IRF-pattern). She found that repair and correction are used for negotiating meaning collaboratively. Therefore, teacher-student interactions play an integral part in knowledge generation (Dalton-Puffer 2007: 75; 90).

Shifting the focus to the learners, various studies have investigated how CLIL students use language in order to express ideas. For instance, Kupetz (2011) analyzed the strategies and methods that students employ when negotiating meaning with their teachers and peers. However, as applied linguists tend to primarily focus on the language matter in CLIL classrooms, Nikula et al. (2016: 19) stress the need to use an interdisciplinary approach that takes content and language aspects equally into account. Using appropriate tasks that support

content and language integration in class is another aspect that needs to be tackled. Different tasks aim at developing different skills, and thus, teachers should include numerous kinds of activities. For instance, in order to support students in developing evaluative language skills, task-based language learning is recommended that allow for verbal interactions among the students with the goal of solving tasks (Llinares & Dalton-Puffer 2015: 77). In general, all sorts of engagement that requires students to actively take part in the learning process should be favored (Llinares & Dalton-Puffer 2015: 78).

Another factor that needs to be considered in classroom practices is how integrated assessment should take place in CLIL. According to Llinares et al. (2012: 301), assessment should take place as a dynamic process by providing feedback regularly and by providing scaffolding strategies that guide students towards the indented outcomes. In addition, integrated assessment requires teachers to assess both content and language aspects (Nikula et al. 2016: 21). One model that can be used as a guideline for classroom management is *the CLIL-Pyramid* by Oliver Meyer, which will be presented in 5.2.2.

4.4.   The role of language in CLIL

In general, language in CLIL takes on a different role than in regular language classrooms (Coyle 2008: 552). This is mainly because within CLIL, the focus is primarily on language use and using language to learn the subject content (e.g. Geography, History, Biology etc.). The language serves as a medium for content learning, whereas language learning primarily occurs through the engagement with the subject matter. The goal is to equip students with tools that help them to communicate effectively in a foreign language, by using language appropriately in various contexts. In foreign language classrooms, the teacher primarily bases language learning on students' grammatical progression (Coyle 2008: 552). For instance, the past tense simple is taught after the present tense simple. This differs enormously from CLIL classrooms, where the focus is less on teaching grammar but more on facilitating meaningful interactions that revolve around the subject matter. As learners have to process in both content and language learning, the ability to use language to learn is as crucial as learning to use language in various situations (Coyle 2008: 552).

CLIL classrooms are generally marked by communicative interactions among the students and between the students and their teachers (Coyle, Hood & Marsh 2010: 35). What facilitates interactive language learning are various situations in which students can discuss topics with their peers and with the teachers. Coyle, Hood and Marsh (2010: 35) point out that interactions in CLIL classrooms primarily occurs in the form of dialogues, in which the teacher asks questions that students are expected to answer. This form of teacher-learner and learner-learner interaction is known as *dialogic learning* and was coined by Wells (1999, cited in Coyle, Hood & Marsh 2010: 35). Dialogic learning is very effective, as the teacher can draw students' attention to certain language features and provide instant feedback. This of course poses the challenge of students not being able to express themselves in the same manner as they could when using their first language. Hence, it is of great importance to provide learners with phrases and scaffolding strategies that support them in organizing their ideas into meaningful sentences (Coye, Hood & Marsh 2010: 35).

Besides providing room for dialogue-based interactions, the teacher needs to be aware of the difference between *content-obligatory* (CO) language and *content-compatible* (CC) language (Coyle, Hood & Marsh 2010: 35). The former refers to subject-specific language "needed for learners to access basic concepts and skills relating to the subject theme" (Coyle 2007: 553), and is hence necessary for learning the content. The latter one involves language that is not specific to any subject or topic, and aims to improve students' general language skills. When creating lesson plans, the teacher should consider this distinction while setting content and language objectives for CLIL lessons. Content-obligatory language objectives may include terms and concepts that students should know after a lesson/unit, which usually contain academic language. In contrast, content-compatible language objectives are less academic and aim at increasing students' communicative competence (Coyle, Hood & Marsh 2010: 36).

Coyle (2007) developed the *Language Triptych*, which comprises three interrelated ways in which language learning occurs in CLIL. According to this triptych, students have to develop language *of* learning, *for* learning and *through* learning. The first perspective is *language of learning*, which refers to content-obligatory language (Coyle 2007: 553), and incorporates, for instance, terminology and phrases that are essential to understand the content. Secondly, *language for learning* focuses on the language students need in order to master tasks in a foreign language. It puts emphasis on the metacognition of the students that help them to know how to learn (i.e. learning strategies), and to develop skills that are needed in interactions (e.g.

asking questions). It is also the language that encourages learners to interact with each other and to take part in debates in which they can express their stance and opinions (Coyle 2007: 553). Language of learning focuses more on fluency than on accuracy. The third perspective of language in CLIL is *language through learning*, which refers to unpredicted language learning that results from the active engagement with the subject matter. In order to support language *through* learning, the teacher can provide activities that require learners to invest thought into comprehensive tasks such as problem-solving tasks (Coyle 2007: 554).

5. Approaches towards integrating content and language learning

This chapter presents different approaches and frameworks that deal with content and language integration. The approaches will be categorized according to the *multidimensional framework* by Nikula et al. (2016), which has already been presented in chapter 4. Depending on the dimension on which they operate, they will be classified to one of the three categories: curriculum planning, classroom practices or participant perspectives/beliefs. In this regard, it has to be said that it is beyond the scope of this paper to analyze and describe each approach in detail. Instead, I will shortly present their main points with regard to their underlying beliefs and principles. Before doing so, it is first important to clarify what, for the purpose of this text, is considered an approach. Following the American applied linguist Edward Anthony (1963, cited in Richards & Rodgers 2014: 21), I will be adopting the following definition:

> An approach is a set of correlative assumptions dealing with the nature of language teaching and learning. An approach is axiomatic. It describes the nature of the subject matter to be taught […].

While an approach describes the underlying theory and principles of language learning and is more abstract, a method refers to concrete procedures and actions applied in class. In short, a method serves as a tool for putting theory into practice (Richards & Rodgers 2014: 21).

5.1. Approaches with focus on curriculum and pedagogy planning

Before zooming in on approaches that focus on conceptualizing integration in class, it is essential to consider the factors relevant for the introduction of CLIL into (a) school.

5.1.1. Implementing a CLIL curriculum

Schools need to consider several factors before implementing CLIL. According to Coyle, Hood and Marsh (2010: 14), the first step leading to a CLIL curriculum is the presence of available teachers that are qualified for teaching CLIL. The extent to which teachers cooperate with each other has a tremendous impact on the implementation process. Additionally, it is crucial to provide networking opportunities for teachers to exchange experiences and ideas about various teaching-related topics and strategies that support their teaching. Another important aspect is the time factor – whether CLIL should be integrated into an existing curriculum that extends over the whole school year or if it should be implemented in form of a project that only lasts for a limited amount of time (Coyle, Hood & Marsh 2010: 14). Besides the organizational framework conditions and the scope of CLIL, successful CLIL practice also depends on how teachers perceive content and language integration, because participants' beliefs directly affect decision-making and how language and content is treated in the curriculum. For instance, schools have to decide whether language-learning preparation should occur before the CLIL course starts or if it should be integrated as part of the course. Another factor that needs to be considered is how a CLIL course can be linked to extra-curricular activities which allow students to connect with peers from other schools/countries (Coyle, Hood & Marsh 2010: 14).

5.1.2. Models of a CLIL curriculum

Coyle, Hood and Marsh (2010: 20) refer to a number of curriculum models that show various ways on how CLIL can be implemented in high schools. All models have the aim to "prepare students for opportunities which may require the use of the CLIL language in later life" in common (Coyle, Hood & Marsh 2010: 20)

The dominant model is the *bilingual education model,* which involves the use of CLIL language throughout the school year with the dual-goal of combining content-learning objectives with language objectives. In the past, bilingual education had primarily been for elites and upper-class society. In recent years, however, bilingual schools increasingly open up their doors for learners with various social backgrounds (Pérez-Cañado 2012: 316). The second curriculum model presented by Coyle, Hood and Marsh (2010: 20) is the *interdisciplinary module approach*, in which certain topics of a subject are taught through CLIL. The chosen

topics focus usually on international themes and global issues which are also found in curricula from other subjects. For instance, a teacher might include an ecological problem in a math class. The interdisciplinary module approach allows students to draw connections between subjects and learn about topics from different viewpoints (Brand & Triplett 2012: 382). This model is based on the a*cross-the-curriculum approach*, which promotes language development across all content areas (Coyle, Hood & Marsh 2010: 20) (see section 5.1.4).

Language-based projects are another example how a CLIL curriculum can be implemented. They are usually conceptualized through school partnerships, where students learn about a topic for a certain period of time through the medium of a foreign language. In contrast to the previous three models, it is the language teacher who is in charge of the CLIL module. Ideally, content and language teachers instruct together in form of team-teaching. The fourth and last model presented by Coyle, Hood and Marsh (2010: 20) is the specific-domain vocational CLIL model, which aims to equip learners with specific "task-based functions" which they are likely to need in the future. For instance, students have to carry out customer service tasks or place an order for a product. The curriculum model applied in Austria will be discussed is section 7.2 and 7.3.

5.1.3. The 4Cs framework by Coyle (2007)

Figure 3: The 4Cs framework by Cole (2007: 551)
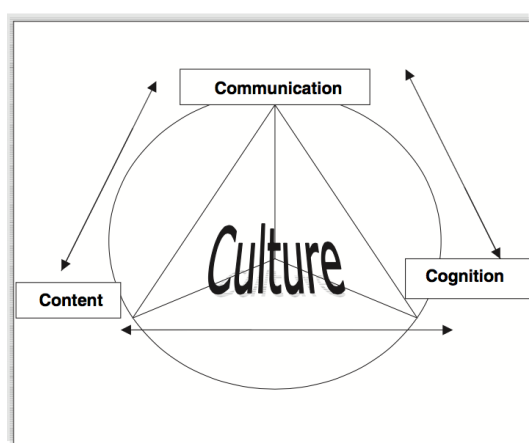
Coyle's 4Cs (2007: 551) framework is probably the model most often referred to when it comes to conceptualizing content and language integration in CLIL. It serves as a valuable framework for teachers to plan their CLIL lessons. Coyle developed the 4Cs framework in 1990 with the intention to provide teachers with a guidance for planning lessons and selecting appropriate

material (Coyle 2007: 549). While most theories and approaches on CLIL pedagogy consider merely the integration of two parts, namely content and language, Coyle stresses the fact that there are actually four elements that operate within CLIL. These four parts are the 4Cs - *cognition*, *culture*, *content*, and *communication*. Coyle (2007: 550) provides a short and precise description of what the 4Cs framework is based on:

> [i]t is through progression in knowledge, skills and understanding of the content, engagement in associated cognitive processing, interaction in the communicative context, the development of appropriate language knowledge and skills as well as experiencing a deepening intercultural awareness that effective CLIL takes place.

The 4Cs framework works towards integrating knowledge accumulation, language development and cognitive development. Such interrelation of knowledge, language and cognitive processes should eventually extent students' intercultural awareness of self and 'otherness'. Therefore, quality CLIL pedagogy must equally consider the value of "content (subject matter), communication (language), cognition (learning and thinking) and culture (social awareness of self and 'otherness')" (Coyle 2007: 550). Content is defined as the subject matter that is dealt with in class and which, whereas language is the medium for learning. Effective CLIL practice manages to develop cognition, skills and content knowledge simultaneously by engaging students in cognitive demanding activities. New content and language features (e.g. subject-specific terms) should be integrated in communicative contexts through meaningful interactions. The 4Cs are built on the following principles:

- Content: Subject matter does not only involve the acquisition of knowledge, but it "[i]s about the learners constructing his/her own knowledge and developing skills" (Coyle 2007: 550).

- Cognition: In order to encourage learners to make sense of the content they need to develop thinking skills that help them in the interpretation of the subject matter. It is of paramount importance for the teacher to use a wide range of methods that build on students' higher order thinking skills (Coyle 2007: 551).

- Communication: Language should be learned in context, which involves numerous opportunities to use new language features in multiple contexts. Interactions between the teacher and students but also among the students play an integral part in developing

language skills and communicative competence. CLIL teachers need to provide appropriate support that facilitate classroom interactions (Coyle 2007: 551).

- Culture: Fostering intercultural learning and awareness is at the heart of CLIL. Culture presents a fundamental part between the complex relationship of language and thought. Hence, learners should acquire skills that facilitate them in developing intercultural competence that help them to understand other cultures (Coyle 2007: 551).

5.1.4. The integrated CLIL curriculum

As pointed out by Coyle, Hood and Marsh (2010: 159), CLIL's dual focus on content and language stresses the need for an *integrated curriculum* that emphasizes joint planning among content and language teachers. Coyle, Hood and Marsh (2010: 159) pledge for a "shift in conceptualizing teaching and learning" towards collaborative planning. CLIL teachers are often content teachers without foreign language training, which enforces the need for additional language support. When setting up an integrated curriculum design, both, content and language teachers need to be involved. Moreover, an integrated curriculum does not only involve strong collaboration among content and language teachers but ideally occur on a larger scale in form of a cross-disciplinary approach, which implies the cooperation of all teachers (Coyle, Hood & Marsh 2010: 159).

According to Madinabeitia (2007: 56) an integrated curriculum is a holistic learning approach that allows for dealing with subject matters from different angles. Through joint planning of various teachers, including language and content teachers, a curriculum can be "organized in such a way that it cuts across subject-matter lines, bringing together various aspects of the curriculum into meaningful associations to focus upon broad areas of study" (Shoemaker 1989: 5). Moreover, it allows for combining specific areas of different curricula that study topics and issues from different angles (Madinabeitia 2007: 55). These different perspectives merge in such a way that the knowledge acquired from one subject can be connected to another. Additionally, employing an integrated curriculum allows for the perceptions of topics and contents from different perspectives, which develops a more holistic understanding of learning (Madinabeitia 2007: 56). For instance, school can set up projects that imply the cooperation of several subject teachers that plan a group project together.

According to Madinabeitia (2007: 56), the integrated curriculum and CLIL share many familiar beliefs and principles, such as the use of materials that deal with real-live situations and are relevant for the students. Through the integration of content and language "the integrated curriculum and CLIL envisage the construction of knowledge […] by connecting the old information with the new and analyzing the same topic from different angles (Madinabeitia 2007: 57). Coyle, Holmes and King (2009: 9) acknowledge that "cross-curriculum dimensions provide important unifying areas of learning that help young people make sense of the world".

Although collaborative planning and cross-disciplinary learning is implemented in some schools it mostly depends on the 'goodwill' of the head master or teachers who are motivated to cooperate with their colleagues. Coyle, Marsh and Hood (2010: 159) acknowledge that CLIL is far from a comprehensive nation-wide implementation. It is without question that a comprehensive integrated a curriculum model presupposes a strong collaboration of teachers with different areas of specialty and professional backgrounds. The implementation requires also a shift in teachers' awareness from independent subject learning towards collaborative cross-disciplinary learning (Coyle, Marsh & Hood 2010: 159)

5.2. Approaches with focus on classroom practices

While there has been less research done on curriculum planning, a great deal of empirical attention has been devoted to classroom management (e.g. Nikula et al. 2016, Lyster 2007). This chapter presents three approaches that deal with conceptualizing the integration of content and language in class. It also creates the base for the following chapter, which deals with teaching principles and methods that are integral for effective CLIL pedagogy.

5.2.1. The counterbalanced approach by Lyster (2007)

Content and language teaching can be integrated through counterbalanced instructions. Although Lyster (2007: 5) is in favor of content-based teaching, he found that immersion teachers pay little attention to language aspects such as grammatical or lexical features. This lack of focus on language gave rise to the *counterbalanced approach* (Lyster 2007: 126), which aims at balancing content-based instruction with form-focused instruction. It is based on Skeyha's argument that pushes learners in the opposite direction of their orientation (form/meaning) in order to strike a balance:

> In the case of analytic learners, the intention is to build in a greater concern for fluency and the capacity to express meanings in real time without becoming excessively concerned with a focus on form. . . . In the case of memory- oriented learners, the intention is to set limits to the natural tendency to prioritize communicative outcome above all else (Lyster 1998: 171-172).

The aim is to draw students' attention to content aspects and language features that would otherwise stay unnoticed. Counterbalanced instruction has to be balanced across three areas: instructional input, student output and classroom interaction (Lyster 2007 : 134). Concerning the input, the teacher needs to counterbalance the input students are exposed to. Content-based input involves techniques that support students in understanding the concepts and themes, whereas form-focused input refers to "any pedagogical effort which is used to draw the learners' attention to language form either implicitly or explicitly" (Lyster 2007: 43). Regarding student output, the teacher has to switch between production tasks that focus on learning subject matters, and tasks that focus on practicing the use of target forms.

Aside from balanced input and output, there has to be a balance between content-based interaction and form-focused interaction. While the former involves the use of scaffolding exchanges with students that ensure comprehension and students' participation (e.g. recasting), the latter one involves feedback strategies that pushes students towards accuracy (e.g. prompting) (Lyster 2007: 132). Further activities and methods, including proactive and reactive measures, will be described in chapter 6.

5.2.2. The CLIL-Pyramid by Meyer (2010)

Another model that serves as a guidance for effective CLIL teaching is *The CLIL Pyramid* developed by Oliver Meyer in 2010. Teachers can draw on it when planning single CLIL lessons or teaching sequences. The CLIL pyramid consists of four stages: topic selection, choice of media, task-design and CLIL workout (see figure 4).
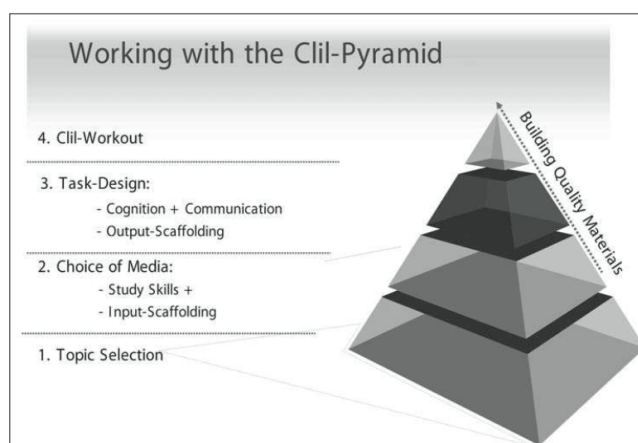
Figure 4: The CLIL-Pyramid by Meyer 2010: 25

At first, the teacher selects the topic for a CLIL lesson or unit, which creates the base for all the subsequent planning stages. Second, the teacher decides regarding the kind of media he or she is going to use in the lesson(s). Choosing multimedia and multimodal tools is crucial as it activates the learners in multiple ways. In general, it is important to employ a number of different input formats as a variety serves to develop and activate different language skills. The choice of media (i.e. texts, charts, maps, video clips) determines the type of input scaffolding the teacher should provide, which strongly depends on the specific skills that should be practiced. The third stage involves the task design, which allows students to develop higher order thinking skills. It should ideally include various interaction formats such as classroom discussion, pair-work and group work. The last step is the CLIL-workout stage. At this stage, students have to use their acquired knowledge in order to produce an end-product like drawing a sketch or giving a presentation in class.

Again, the kind of support given by the teacher strongly depends on the end product students are supposed to create. For instance, the teacher uses different scaffolding techniques to aid students in conducting interviews and in creating poster presentations. One of the greatest advantages of the CLIL pyramid compared to other methods is that it enables teachers to establish an "interdisciplinary progression of study skills" (Meyer 2010: 25) that can be applied to different units, different age groups as well as to different content subjects.

5.2.3. The three dimensions of CLIL by Ball, Kelly and Clegg (2015)

The interconnection of content and language is precisely summarized in *The Three Dimensions of CLIL* introduced by Ball, Kelly and Clegg in 2015. This concept describes CLIL practice as teaching three elements at the same time, namely - *concepts, procedures and language.*
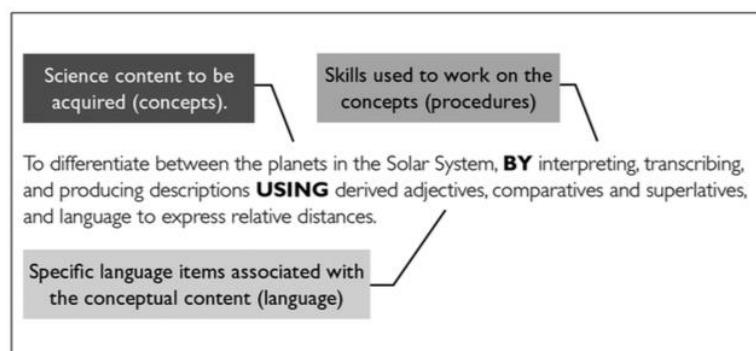
Figure 5: The three dimensions of CLIL (Ball, Kelly and Clegg 2015: 52)

Figure 5 presents an example of how the three elements can be integrated in a task description and is "a powerful summary of what CLIL is attempting to do" (Ball, Kelly & Clegg 2015: 52). The concept can be described as the *what*, the procedural choice as the *how* and the language as the tool that is used for learning concepts. The activity deals with planets in the solar system*,* which represents the conceptual content that the activity is about. The content should be acquired by means of cognitive skills (interpreting, transcribing, producing), which refer to the procedural choice made by the teacher. The conceptual content is acquired by using specific language found in the discourse context (derived adjectives, comparatives and superlatives). To put it short, CLIL involves teaching conceptual content by means of procedural choices (cognitive skills), and by using specific language found in the discourse context.

Depending on the objectives of the task, the teacher's job is to adjust the "volume" (Ball, Kelly & Clegg 2015: 52) of each dimension according to the task's demands and desired learning outcomes. While for some tasks it would be necessary to put more emphasis on developing higher order thinking skills (procedure), for others, the use of the right register (language) in more important. As language functions as a vehicle for knowledge construction, it is essential not to put content over language or vice versa, but instead regard language and content as two equally important elements (Ball, Kelly and Clegg 2015: 52-54).

Generally, there are two type of objectives that need to be considered: *outcome objectives* and *priority objectives* (Ball 2016: 22). The outcome objectives refer to the product that students should produce after a sequence/lesson and are the ones that can be tested (i.e. can the students 'differentiate' between XY?). The priority objective is the dimension that should be emphasized in a sequence/lesson. For instance, if the emphasis is on the procedure, then the conceptual content is used for practicing the procedural skills (interpreting, transcribing etc.). However, if the focus on the content, then the skills of describing, explaining etc. are used as a vehicle for acquiring conceptual knowledge. If the teacher intends to emphasize language learning, then both the concepts and procedures are primarily used for practicing language features. Ball (2016: 22) acknowledges that in the task description presented in Figure 5, it is not clear whether the focus is on acquiring content knowledge or procedural skills by stating "[the priority objective] depend[s], of course on the description of the syllabus objectives" (Ball 2016: 22). Identifying the language dimension is easier, which is to differentiate between planets (e.g. Jupiter is bigger than Mars) by using comparative adjectives.

5.2.4. Further considerations when planning CLIL lessons

Coyle, Hood and Marsh (2010: 43) point to several factors that need to be considered when planning CLIL lessons. The first consideration stresses the teacher's need to demonstrate and justify how content and language integration is accomplished in their lessons. This involves a well-thought-out lesson plan as well as reflecting and evaluating on one's teaching performance. When planning CLIL lessons, teachers have to reflect on the lesson's purpose, objectives and desired outcomes which students are expected to produce. Ideally, the lesson plan contains a balance of content-focused and language-focused objectives. All these considerations have to be pre-defined in the lesson plan and afterwards evaluated regarding their success. The relationship between the students' language levels and their cognitive levels needs to considered as well. It is rather unlikely that the students' language skills are on the same level as their cognitive capacities (Coyle, Hood & Marsh 2010: 43). When the language requirement is too high, students face troubles to carry out tasks as they struggle with understanding texts or instructions. It is the teacher's job to ensure that tasks have the right level of difficulty, which again, requires proper and strategic planning (Coyle, Hood & Marsh 2010: 43).

One model that helps to find the right balance between linguistic and cognitive demand is *The CLIL Matrix,* which was introduced by Cummins in 1984 and adopted by Coyle, Hood and Marsh in (2010: 43) (see Figure 6). According to this model, the teaching of groups or classes with a rather low language level should involve the use of simple language that students can understand while continuously maintaining the cognitive progression [Quadrant 1 – Quadrant 2]. As learners meet new vocabulary in various contexts their language level increases steadily. At this point, the teacher should include explicit vocabulary exercises that help students memorize important terms. Simultaneously, the teacher should also increase the cognitive demand of activities and texts [Quadrant 3]. Reaching Quadrant 4, students ideally deal with authentic texts/tasks with less explicit focus on vocabulary exercises. At this stage, students need to cope with cognitively demanding activities that require active engagement with the subject matter when dealing with realistic problem-solving activities (Coyle, Hood & Marsh 2010: 43-44).
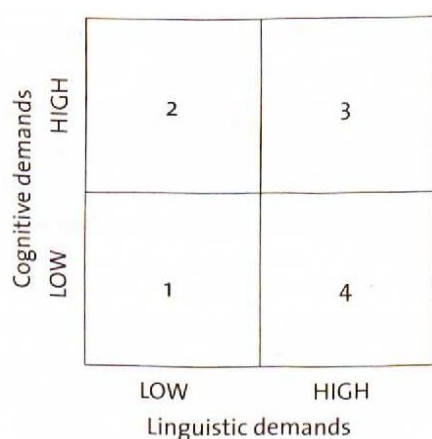
Figure 6: The CLIL Matrix (adapted by Coyle, Hood & Marsh 2010: 43)

Coyle, Homes & King: (2009: 14-15) list certain key characteristics that should support teachers when planning CLIL lessons:

"Choosing appropriate content": CLIL involves the teaching of content, which leads to the acquisition of knowledge. Aside from teaching new topics and concepts, CLIL practice also involves the development of already existing skills. When planning lessons, the teacher has to select materials that are suitable for the learners' age, interests and capabilities. Also, it is

essential to reflect on how far the selected materials support learners in achieving pre-defined course objectives (Coyle, Holmes & King 2009: 14).

"Developing intercultural understanding": An integral goal of CLIL is to foster intercultural understanding among students. CLIL does not only mean learning content through a foreign language but also "learning content through another cultural lens" (Coyle, Holmes & King 2009: 14). It seeks to promote the acquisition of new cultural frames of reference and a critical world view by reflecting and comparing different traditions, cultures and values. In addition, students should also learn to reflect critically on familiar concepts and values found in society. Therefore, topics learned through CLIL, which encourage students to develop citizenship awareness and a sense of responsibility for the current issues faced by the society, should be favored (Coyle, Holmes & King 2009: 14).

"Using language to learn/learning to use language": Learners need to achieve a certain language level that allows them to actively use the language when taking part in conversations. Therefore, CLIL teaching should foster language development by employing a range of activities that target general and subject-specific literacy. The fact that new content is learned through a foreign language often results in students gathering information from texts that might exceed their language level. Hence, teachers have to equip learners with suitable strategies that facilitate them in understanding texts despite the unfamiliarity of certain words. This can be achieved by activating students' prior knowledge when introducing a new topic, or by practicing recognizing key words that are most relevant for understanding the main idea of a text (Coyle, Holmes & King 2009: 14).

"Making meanings that matter": Effective CLIL includes various opportunities for rich interactions, in and outside the classroom. CLIL should promote the authentic use of the language, which can be enhanced through the cooperation with language teachers, the use of new media such as video conferencing, and school international projects that allow for networking. The topics and themes should deal with real-world topics that require students to state personal opinions, feelings and ideas (Coyle, Holmes & King 2009: 15)

5.3. Approaches with focus on participant beliefs

While the former approaches refer to the actual application of integration, the present approach focuses on *studying* rather than applying integration. According to Hüttner, Dalton-Puffer and Smit (2013: 269), participant beliefs are "theories of teachers and learners […] about the nature of language, language use and language learning". Hence, participants' beliefs on language learning and on programs such as CLIL are related to its success. They influence learners' motivation and experiences of learning as well as teachers' classroom behavior. Therefore, investigating learners' attitudes is essential as it affects their motivation and how they experience and organize their learning process.

Hüttner, Dalton-Puffer and Smit (2013: 269) report that while wide research has been conducted regarding CLIL management and practices, less effort has been dedicated to analyzing participants' beliefs towards it. Due to this shortcoming, they have conducted interviews with students and teachers regarding their attitudes towards CLIL and language learning in general. The strongest belief appears to be that language learning involves *doing* and engaging with realistic tasks that might be relevant for students' future professions. Moreover, the goal is to use activities which allow for various practices by using the target language as often as possible. As language learning in CLIL occurs more naturally, students stated that the "atmosphere in CLIL classes is more relaxed" than in regular English lessons (Hüttner, Dalton-Puffer & Smit 2013: 280). Their findings also showed that CLIL is a grass-root initiative where teachers can create a relaxed atmosphere with more focus on language use, and less focus on grammatical accuracy. In addition, teachers regard CLIL as an additional opportunity for learners to engage with the L2 in a less controlled setting (Hüttner, Dalton-Puffer & Smit 2013: 280).

There are three main approaches proposed by Barcelos (2008: 11) that invest individuals' attitudes towards learning from different angles: the normative approach, the metacognitive approach and the contextual approach. In the next section, the contextual approach will be discussed in more detail as this approach will be used in the empirical study (see chapter 8).

5.3.1. The contextual approach

The *contextual approach* has started to explore views from different angles (Barcelos 2008: 19). This approach originates from the social sciences (e.g. Edwards 1997) and was first

adopted in the field of applied linguistics in the late 1990s (Kalaja, Barcelos & Aro 2018: 224). It developed out of criticism towards traditional approaches (e.g. the normative approach, the metacognitive approach), which disregarded the context in which the studies were carried out. Also, scholars within the traditional approaches viewed learners' beliefs as fixed entities and neglected the crucial role that social interactions play in reforming and restructuring beliefs (Kalaja, Barcelos & Aro 2018: 224).

While former approaches focused primarily on cognition, the contextual approach shifts the focus from cognition to the discourse level. As a result, language is not merely seen as a reflection of one's mental ideas but as "the social world around the learner [that] is constructed out of the mental stuff, including beliefs […]" (Kalaja, Barcelos & Aro 2018: 223). It stands for the belief that attitudes can best be analyzed in the specific contexts where interactions occur. In contrast to other approaches, the goal is not to infer general attitudes to learning, but rather to receive information about beliefs in specific contexts (Barcelos 2008: 20). Contexts are seen as individual constructions of experiences, which are subject to change as interactions continually modify the existing context and how one perceives the environment. The contextual approach investigates attitudes to learning by using a wide range of methods of conducting data analysis. The main methods used are classroom observations, diaries and discourse analysis (Barcelos 2008: 20).

One study carried out by Barcelos (2003b) compared the beliefs held by teachers and students in Brazil. Numerous methods were used, including semi-structured interviews, ethnographic observation in class, questionnaires and field notes. The results showed that the teachers' and students' beliefs varied widely concerning issues such as classroom atmosphere, and the roles of teachers and learners. The way teachers and students perceived situations was greatly influenced by their experiences, for instance, how they interacted and behaved in certain classroom situations. It was assumed that both, students and teachers, gain new experiences through interpreting each other's actions, which consequently, shapes their attitudes (Kalaja, Barcelos & Aro 2018: 224).

In short, the main idea of the contextual approach is to use the learners' and teachers' own interpretations and perspectives on their individual opinions and ideas of language learning. (Barcelos 2008: 24). Scholars within this approach regard beliefs as being co-constructed in

interactions with others (Kalaja, Barcelos & Aro 2018: 225). It provides a holistic procedure as it takes the social aspect of each situation into account.

6. Principles and methods of successful CLIL teaching

This part of the thesis focusses on single procedures and actions that facilitate content and language integration in CLIL. It consists of a mix of methods and principles that teachers should consider when planning and teaching CLIL. Needless to say, only a small fraction of methods and activities is included while a much bigger collection of approaches and practices can be applied in class. The principles and methods are mostly drawn from Lyster (2007), Llianares, Morton and Whittaker (2007) and Ball, Kelly & Clegg (2015).

Facilitating noticing and awareness among the students

As pointed out by Lyster (2007: 63), quality CLIL requires the development of language awareness among the students. This involves the noticing of single target features in the input. The teacher should draw students' attention to certain L2 features, for instance, through typographical enhancement such as color coding. This presupposes a thorough knowledge on the part of the teacher for specific language features that require additional attention. Activities that foster language awareness include tasks that make students analyze and reflect on language use, for instance by employing inductive rule discovery tasks. In addition, identifying rule-based representations significantly contribute to transforming input into intake. How well students can notice language features depends on students' prior knowledge, the task's demand and the perceptual salience of language features (Lyster 2007: 85-86).

Balancing proactive and reactive measures

There are two ways in which form-focused instructions can be conceptualized in class –through *proactive* and *reactive* measures (Lyster 2007: 44). Proactive form-focused measures comprises instructions teachers plan before the lessons, and which draw students' attention to certain language features that would otherwise be unnoticed. Students should become aware of certain language features by practicing them in various contexts. The second measure is the reactive one, which differs from proactive instructions in that it occurs as teachers' response to students' language production during conversations. Since form-focused measures take place during interactions, there are usually unplanned opportunities for the teacher to support language learning. Examples are various forms of corrective feedback (e.g. recast, prompting

etc.) and other methods that highlight language features in unpredicted situations (Lyster 2007: 44-47).

Providing rich and comprehensible input

Providing students with meaningful and comprehensive input is at the heart of successful CLIL teaching. According to Lyster, (2007: 60), using authentic materials should also be the main criteria for selecting classroom materials in CLIL. The input should ideally relate to global phenomena that are relevant for society, and to which students can build a connection. Generally, new themes and concepts can best be learned when being linked to students' already existing knowledge and experiences (Meyer 2010: 13). Lyster (2007: 60) adds that in terms of the instructional input, the teacher must switch between content-based and form-based input. Additionally, the teacher should modify the input in order to make it comprehensible for the learners. This can be achieved by emphasizing key words, by using paraphrases and synonyms and by pausing between phrases. Moreover, the use of visuals and gestures are also supportive in the comprehension process (Lyster 2007: 60-61).

Using purposeful tasks

One way of providing learners with authentic and realistic classroom situations is through content-based tasks. Language learning happens primarily when students engage in interactions with their peers in order to accomplish certain goals (Lyster 2007: 92). Hence, language teaching should not occur in isolation but within authentic contexts. Content-based activities put the focus on the topic or subject matter that students learn through a foreign language. It is a more intuitive way of developing language skills as students have to carry out purposeful tasks. Depending on the texts and tasks, the teacher should provide different degrees of support depending on the cognitive requirement of a text/task (Lyster 2007: 92). Moreover, content-based tasks should also include writing tasks with less context that pose a challenge to the learners. This pushes students to use and transfer new vocabulary and terminology encountered in context-rich tasks into new contexts with less contextual clues. Task-based instructions, such as picture description tasks, information-gap activities and spot-the-difference exercises are some of the activities that facilitate language learning within content-based teaching (Lyster 2007: 92-93).

Balancing practice activities for production

Teachers should balance between *controlled* and *communicative* practice activities (Lyster 2007: 81). Controlled practice activities are similar to focused production tasks which refer to "tasks that elicit specific language features" (Lyster 2007: 81). In contrast, communicative practice activities are unfocused production tasks that elicit general information from the learners. While the former one focuses more on accuracy (e.g. eliciting specific forms, language games, role plays, riddles), the latter one puts increased emphasis on communication and is more meaning-centered (e.g. creating childhood albums, designing futuristic space colonies etc.). Controlled practice activities tend to be more content-reduced and aim at drawing students' attention to certain rules and specific language features. In contrast, communicative practice tasks are generally more context-embedded and meaning-focused. In communicative activities, there are less constraints in terms of how students formulate ideas and opinions as the focus is on fluency and less on accuracy (Lyster 2007: 81-83).

Using the *Initiation-Response-Follow-up* (IRF) pattern

The *Initiation-Response-Follow-up* pattern or *triadic dialogue* is one of the most frequently used interactional patterns in CLIL classrooms (Llinares, Morton & Whittaker 2007: 78). The teacher initiates some kind of action usually through asking questions. This initiation triggers students' responses which are followed by the teacher's accrediting of the responses. This method is also very common in foreign language classrooms as it is a useful tool for different sorts of classroom interactions. It serves to activate students' background knowledge and to trigger initiated interactions. The follow-up move by the teacher can be used for building on what students have said and trigger other responses (Llinares, Morton & Whittaker 2007: 78-79).

Using display and referential questions

Asking questions gives the teacher the opportunity to receive information and to check on students' knowledge about a topic. Llinares, Morton and Whittaker (2007: 84) point to two types of questions that CLIL teachers should integrate in their teaching, namely *display questions* and *referential questions*. Display questions refer to questions whose answers are known by the teacher, while referential questions ask for information that is not known by the teacher. Display questions tend to be less time consuming and more predictable (Llinares,

Morton & Whittaker 2007: 84). Dalton Puffer (2007: 95) adds that especially in CLIL contexts, where the teacher functions as expert of specific subject matters, display questions are more often used. Moreover, they serve to check the knowledge students already have about a topic. In contrast, referential questions allow for more meaning-oriented conversations as students share their ideas with the whole class. Also, students' responses to referential questions are often longer as they elaborate on their statements in more detail (Dalton Puffer 2007: 95).

Employing scaffolding strategies

The term scaffolding is defined as "[t]emporary support given by a tutor/teacher to a learner in order to help them perform a task which would be too difficult for them to perform alone" (Gibbons 2002: 10). In CLIL settings, the teacher takes on the role of language mediator, mediating between the learners and the new content knowledge, which means that CLIL teachers function as a source for providing language input when necessary (Llinares, Morton & Whittaker 2007: 97). In terms of the output, the teacher should notice problem areas and give support, for instance, by providing explicit explanations for subject-specific words. Walsh adds (2013: 9) that it is important to have a balance between challenging tasks that prompt students to think about the subject matter, and the support to help them understand the content. The teacher might break tasks down into smaller components that are manageable for the learners to carry out. In addition, it is the teacher's job to decide which kind of support is needed and to what extent (Walsh 2013: 9-10). In CLIL settings, this support is even more necessary as students have to process content in a foreign language. Llinares, Morton and Whittaker (2007: 91-92) differentiate between two ways in which CLIL teachers can provide scaffolding:

(1) Contingent or interactional scaffolding
(2) Task scaffolding

While *contingent or interactional scaffolding* refers to verbal support given during spoken interactions, *task scaffolding* involves support that helps students in completing tasks (Llinares, Morton & Whittaker 2007: 92). The kind of support needed strongly depends on the text genre and register. In contrast to task scaffolding, contingent or interactional scaffolding is more spontaneous as the teacher has to provide it at any point during teaching.

Teaching subject-specific language and general academic language

According to Ball, Kelly & Clegg (2015: 101), there are usually three layers of language that occur in CLIL classroom discourse. The first layer refers to subject-related language, which includes terms and expressions that are specific to a certain field (e.g. Science, Biology, Music etc.). It is the teacher's task to decide which phrases and vocabulary he or she wants to highlight or make explicit, which clearly depends on the topic and the activity carried out. For instance, the teacher could highlight key terms or provide explanatory notes to difficult terms found in a text. Mind maps or *concept maps* might also be useful and helpful to memorize new words (Ball, Kelly & Clegg 2015: 76). The second layer refers to general academic language (phrases, vocabulary etc.), which is not specific to a certain subject. Unlike subject-specific language, general academic language occurs more frequently and hence, it is important to render this kind of vocabulary visible so that students apply it in various contexts (Ball, Kelly & Clegg 2015: 79). The third layer includes peripheral language and comprises the language the teacher uses for organizing classroom activities and for giving instructions. It is also the language that students and teachers use in casual interactions. In order to enhance students' L2, the teacher could supply substitution tables with phrases that can be used in conversations (Ball, Kelly & Clegg 2015: 86).

Creating initial talk time

When introducing a new topic, students should receive the opportunity to talk about it bin their own words (Ball, Kelly & Clegg 2015: 96). This initial talk is referred to as *explanatory talk* which enables students to think and talk about the content without the pressure to form entirely accurate sentences. This can be conceptualized in form of group talks, where students exchange information regarding a subject. The group talk is followed by a whole-class discussion in which the teacher collects information from the students and reforms their statements into more formal ones. The goal is that students notice and adopt the more formal versions provided by the teacher. As a last step, they should produce a written text of their initial talk by transforming the informal statements into formal ones (Ball, Kelly & Clegg 2015: 99).

Employing task-based language teaching

Task-based language teaching (TBLT) focuses on the use of a wide range of authentic material and meaningful tasks for using the target language. Meyer (2010: 17) states thatTBLT is based

on the assumption that foreign languages can best be acquired when using the languages for communicative purposes in social interactions. There is a symbiotic relationship between CLIL and TBTL as "authentic and meaningful content is used to create motivating and challenging tasks" (Meyer 2010: 19). The so-called *gap-principle* presents one major aspect of TBLT (Meyer 2010: 17). There are three types of TBLT activities which facilitate learning – *information gap activities, reasoning gap activities* and *opinion gap activities*. Information gap activities are tasks in which learners are provided with different information and have to exchange facts in order to receive all the information needed for completing a task (Farahani & Nejad 2009: 25). Reasoning gap activities are similar to information gap activities, however, this time students must work together to solve a problem through cooperative interaction. In contrast, opinion gap activities require the learners to exchange personal preferences about a topic and discuss a certain topic in more detail (Meyer 2010: 17-19).

Providing corrective feedback

Providing corrective feedback is another major factor that accounts for effective CLIL teaching. Corrective feedback is a "type of feedback aiming at evaluating and correcting […] students' performance" (Llinares, Morton & Whittaker 2007: 202). In the past, corrective feedback was mainly used to correct language errors. However, it has been increasingly used for analyzing how students use language to convey meaning. Hence, teachers should not only correct language mistakes but also functional language errors (Llinares, Morton & Whittaker 2007: 215). According to Llinares, Morton & Whittaker (2007: 202), successful CLIL includes the following types of corrective feedback: clarification, request, explicit correction, recast, elicitation and repetition.

Clarification request is used as an indication that the teacher has not heard or understood what the student has said (Llinares, Morton & Whittaker 2007: 203). For instance, the teacher can use input modification strategies to help the learner notice the correct alternative provided by the teacher and to use the correct version through self-repair. In contrast, *explicit correction* does not allow for any self-repair as the teacher corrects the error explicitly (Llinares, Morton & Whittaker 2007: 203). Giving feedback in form of *recasts* is another valuable method to provide corrective feedback (Llinares, Morton & Whittaker 2007: 207). It involves the teacher's implicit correction by reformulating the learner's statement minus the errors, in hope that the student notices the error. Recasting is also taken up by Lyster (2007: 93-95) who adds

that in contrast to other feedback methods, recasts do not interrupt the communication flow and help students to keep their attention focused on the subject matter. When using *elicitation*, the teacher wants the students to use a certain word or form (Llinares, Morton & Whittaker 2007: 203). This can be done by letting a student complete the teacher's sentence through questions that elicit certain words or forms, or by asking to reformulate an utterance. Using *repetitions* is another form of corrective feedback, which in CLIL classes are mostly used for negotiating meaning. For instance, the teacher might repeat an utterance using rising intonation to indicate that he or she does not agree with what has been said and prompts the learner to reformulate sentences (Llinares, Morton & Whittaker 2007: 203-212).

7. CLIL in Austria

The present chapter aims to provide a short insight into the current situation of CLIL in Austria. Hereof, its historical development will be outlined as well as CLIL's underlying goals that constitute the driving forces for its implementation. This is followed by some statistical information regarding the schools that offer CLIL and the subjects taught in form of CLIL. Lastly, information regarding in-service training will be provided.

7.1. Historical development of CLIL

CLIL was first introduced in the Austrian school context in the beginning of the 1990s as *Englisch als Arbeitssprache* (EAA). The importance of being able to use an additional languages for communication has first been acknowledged in the beginning of the 1980s. The major driving force was the ongoing globalization of the economy that fueled the urge for offering additional foreign language programs in order to prepare students for working and living in a multilingual society. As English has gained considerable prestige throughout the years, especially through its role as a *Lingua Franca*, the ability to use English effectively for everyday-communication has become increasingly important. This urge for enhanced language competency induced the *Ministry of Education* (now Ministry of Education, Science and Research) to initiate a project group in order to conceptualize a nation-wide bilingual education program. The institution that played an integral role in setting up a bilingual education program in Austria is the *Zentrum für Schulentwicklung* in Graz (ZSE III), which is now the *Centre of Language Competence* (ÖSZ). As a result, various pilot projects and bilingual initiates were launched at schools, which can be seen as the starting point of bilingual education, and which

eventually led to the implementation of CLIL. CLIL was first introduced in primary and secondary schools, and later also in colleges for engineering, arts and craft (Hüttner, Rieder-Bünemann 2010: 66). In the mid- 90s, various papers and materials were published and distributed that should aid teachers and schools in the implementation of CLIL. In addition, there have been various institutions and projects devoted to CLIL teaching and research. Since then, there has been a close cooperation with other bilingual initiatives from other European countries (e.g. France, Germany, Sweden) (Hüttner & Rieder-Bünemann 2010: 66; Abuja 2007: 16).

7.2. CLIL programs in Austria

This section will present some CLIL programs found in Austria and shortly refer to bilingual schools. CLIL in Austrian secondary schools is implemented in different ways, ranging from mini-projects of only a few lessons to programs stretching over the whole school year.

The scope of which CLIL is implemented in schools strongly depends on availability of qualified teachers and organizational opportunities. Overall, CLIL is implemented in all types of schools – Neue Mittelschule (NMS), Allgemeine Höhere Schule (AHS) and especially in Berufsbildende Höhere Schule (BHS). One CLIL program found in Austria is for instance the *Dual-Language Program*, which uses English as a working language in single subjects. Although CLIL is Austria's most frequently used program when it comes to combining language and content teaching, there are also various other models that foster language and content integration. Examples would be the program *Inhaltsorientiertes frühes Fremdsprachenlernen* (EPLC), which offers content-based modules for language lessons in primary schools for the languages English, French and Russian. Another one would be CONBAT+, which combines plurilingual and pluricultural approaches with content-based instructions, and CLIL-LOTE-GO, which offers integrated language and content lessons for advanced learners with other languages than English. According to the Bundesministerium für Bildung, Wissenschaft und Forschung (Ministry of Education, Science and Research), all programs aim at integrating multilingual and intercultural aspects in content lessons (Österreichisches Sprachenkompetenzzentrum).

Besides CLIL, a number of bilingual school formats have developed, mostly in Vienna, Graz and Linz. Cillia and Krumm (2010: 164) define bilingual schools as the following:

> Gemeinhin bezeichnen sich Schulen in Österreich, die fast den gesamten Fächerkanon in Deutsch und in einer oder mehreren Fremdsprachen unterrichten, als „bilinguale" Schulen.

In contrast, to CLIL, bilingual schools consider German and English as equally important languages and use both languages as a medium of instruction. For instance, there is the *Graz International Bilingual School* (GIBS) and the *Linz International School Auhof* (LISA). The network for bilingual schools in Vienna is called the *Vienna Bilingual Schooling Programme*[2] (VBS), which offers general education in English and German (Cillia & Krumm 2010: 165).

7.3. Curricula, schools and subjects

In general, the Austrian *Schulunterrichtsgesetz* (School Education Act) provides the legal framework for CLIL. Overall, it turned out to be rather difficult to find up-to-date information regarding the curricula requirements of CLIL. Through the research, I found that only the *Höhere technische Lehranstalten* (HTL) are obliged to spend at least 72 hours a school year on CLIL. Apart from this fixed set of hours, schools are relatively free in their realization and conceptualization of CLIL. They may increase or reduce the number of CLIL lessons for different subjects and formulate their own curricula (HTL Lehrplan 2015: 10).

Concerning statistical data, most of the information were retrieved from *Eurydice*, which is the information network on education in Europe. According to Eurydice (2005: 14), 7% of all lower secondary schools and 27% of all *Allgemein bildende höhere Schulen* (AHS) offer CLIL classes. Although almost all European countries have introduced CLIL in some way, only five countries, including Austria, has implemented it in all schools at some stage. Interestingly, only Austria, besides Lichtenstein, has introduced it in the first grades of primary school (Eurydice 2017: 14). The school type which offers the greatest number of CLIL classes are vocational schools with approximately 30% (Eurydice 2005: 14). The most recent numbers that could be found are from Hüttner, Dalton-Puffer and Smit (2013: 273), who provide information regarding the use of CLIL in HTLs. They state that in 2008, CLIL was implemented in 65% of the Austrian HTLs, which are 49 schools out of 75 HTLs. Around half of the schools that

---

[2] For details see information provided by the Vienna School Board
(https://www.wien.gv.at/bildung/stadtschulrat/schulsystem/vbs.html) (accessed Mar. 13, 2019)

already used CLIL were considering expanding it to other subjects. English is the only language that has been used in the context of CLIL. The schools who did not use CLIL were considering introducing it, although most of them did not know how to implement it. As multilingual teaching has become increasingly popular within the Austrian school context, the number of schools offering CLIL is very likely to have risen since then (Hüttner, Dalton-Puffer & Smit 2013: 272-273).

In terms of the subjects that are taught through CLIL, "geography, history and biology may be the most popular in this respect" (Eurydice 2005: 7). In the last years, the *School Board of Lower Austria* has introduced in-service training that should encourage teachers to use CLIL in mathematics, physics and chemistry at the AHS schools. In terms of the languages that are being taught, it is evident that English is by far the most frequently used target language – followed by French, Hungarian, Slovak and Czech. In HTLs, the most frequently taught subjects are specialist subjects such as Computer Science, Foundation of Data Processing, Electronics and Programming. Schools have the autonomy to decide which subjects should be taught through CLIL (e.g. Geography & Economics, History, Chemistry etc.) (Hüttner, Dalton-Puffer & Smit 2013: 273).

7.4.   Teacher training

There are no compulsory formal requirements for Austrian teachers to teach CLIL classes. As many language teachers also hold a degree in content subjects (e.g. Geography, History, Biology), they are automatically qualified to teach CLIL lessons. Aside from language teachers, also content teachers who feel confident enough to use the foreign language instruct CLIL. Although there are no formal requirements for CLIL teacher qualifications, Kelly (2014: 8) stresses the fact that CLIL teachers' language competency should enable them "to do everything [they] ask the students to do in [their] subject in English as a foreign language".

Educational colleges, pedagogical institutes and universities provide methodology courses in order to equip teachers with methods and strategies that prepare them for teaching CLIL lessons. This training varies in intensity, ranging from a few lessons to intensive four-semester continuing seminars. For instance, the *Pädagogische Hochschule Wien* (PH) offers a two-semester initial training course for high school teachers. It targets teachers who would like to teach "CLIL Unterricht, bilingualen (deutsch/englisch) Fachunterricht mit

fremdsprachdidaktischen Elementen" (Pädagogische Hochschule Wien). Also, it targets teachers that already have experience with CLIL and who would like to improve their teaching. The only requirement is to have a B2 language level in English. The course consists of four modules (Table 1)

Module 1	**Conceptual and didactic principles of CLIL**	- Aims of CLIL - The CLIL skills: read, write, listen, speak - Communicative language learning and teaching - Language awareness
Module 2	**The independence of language and learning**	- Basic interpersonal communicative skills - Cognitive academic language proficiency - Inquiry -Response-Feedback - "Drei Phasen Modell" by Sabine Schmölzer-Eibinger
Module 3	**Methods part 1**	- Task-based cooperative learning - Cooperative learning - Scaffolding
Module 4	**Methods part 2**	- Differentiated learning - Autonomous learning - Creation of CLIL materials

Table 1: Modules of CLIL in-service training (Pädagogische Hochschule Wien)

Table 1 demonstrates the training program offered by the Pädagogiche Hochschule Wien. The two-semester training course is divided into four modules which build upon each other. The training starts with module 1, in which teachers receive a general overview of the principles and methodologies used within CLIL. Module 2 focuses on the language of thinking and on strategies of developing communicative language skills. In module 3, teachers are presented with methods and approaches that foster integrated learning including task-based learning and cooperative learning. In addition, teachers are familiarized with scaffolding strategies. The last module (module 4) provides teachers with teaching methods that target autonomous and differentiated learning in class. Moreover, teachers should be able to select appropriate CLIL materials and create materials themselves (Pädagogische Hochschule Wien,

https://www.phwien.ac.at/files/Mitteilungsblatt_VR/LehrgÃ¤nge/Lehrgang%20Content%20and%20Language%20Integrated%20Learning%20.pdf, Aug 30, 2019).

7.5. Summary of the theory part

This section aims to provide a synthesis of the theory and to create a synopsis of the theory and the practice-based part. This should make more transparent what requirements applied linguists pose to CLIL teachers and the extent to which they can be fulfilled.

What characterizes CLIL is its dual-focus on language *and* content without prioritizing one over the other. The idea is to teach content subjects through a foreign language that usually does not have an official status in society. The aim is to increase students' language skills, especially their communicative competence, in order to prepare them for operating and working in a multilingual society. There are several advantages that result from CLIL: one of the greatest advantage is the opportunity to use a foreign language in another subject outside the language classroom. Aside from enhanced language abilities, CLIL also contributes to increasing students' cognitive capacities resulting from learning subject matters in another language than one's L1. Also, CLIL affects students' motivation in speaking a foreign language as they can use the language in a less-controlled environment.

When focusing on the approaches that deal with content and language integration, it can be said that integration has to occur on different dimensions in order to be successful (c.f. Nikula et al. 2016). The first dimension refers to the implementation of CLIL in the curriculum as it creates the foundation for all proceeding steps. The models presented in section 5.2. provide teachers with a planning tool that they can draw on when setting up CLIL lessons. Generally, it is important to balance form-focused and content-based activities (c.f. Lyster 2007). Aside from the curriculum- and classroom management level, integration is strongly influenced by teachers' and students' attitudes towards the program, which makes it necessary to study them. The approach described is the contextual approach, which compared to the other approaches, focuses on studying rather than applying integration. It is also the approach chosen for the empirical study, which aims to compare CLIL teachers' attitudes towards CLIL and its dual-focus. The research aim as well as the methodology used will be presented in the next chapter.

8. Empirical part

The first part of the thesis has dealt with the theoretical approach to the effective content/language integration in CLIL. A vast range of approaches and frameworks have been presented that concern the integration in CLIL. The aim of the empirical part is to investigate how and to what extent theory is put into practice in Geography & Economics (GWK) in Austrian high schools.

The base of the empirical study is presented by the research aim and research questions which will be pointed out in section 8.1. A methodological chapter including the description of the procedure, methods and data collection will be presented in section 8.2. This is followed by a short description of the setting in which the study will be carried out, as well as the participants.

8.1. Research aim

This qualitative research project offers an empirical perspective on the practice of CLIL GWK in Austria. The following two research questions are fundamental to the study:

RQ 1	How is content and language integration perceived by CLIL GWK teachers?
RQ 2	What challenges do CLIL GWK teachers face in conceptualizing integration?

The empirical study should first give an insight into how GWK teachers in Austria regard the concept of CLIL and its dual-focus (RQ1). It is assumed that teachers hold the belief of CLIL being rather content-centered and, therefore, consider the teaching of the language as less important. It is hypothesized that CLIL GWK lessons are primarily treated as content lessons in which the target language English is solely used for learning content features, whereas learning the target language itself plays a minor role. Moreover, it is hypothesized that teachers who instruct both the content and the target language tend to regard language teaching in CLIL as more essential as those with only content expertise.

The second research question (RQ 2) aims to detect the specific difficulties and challenges that CLIL poses to the teachers. My expectation is that while some difficulties are faced by both

content and language teachers, some challenges are more teacher-specific. For instance, it is assumed that content teachers tend to struggle more with teaching the content in a foreign language than language teachers.

8.2. Data collection

Qualitative and quantitative methods are combined in the mixed-method design in order to answer the research questions posed. The data is collected mainly through interviews and a short questionnaire. According to Gill et al. (2008: 290), interviews are the most frequently used method within qualitative research and aim to "explore the views, experiences, beliefs and/or motivations of individuals on specific matters" in order to receive deeper knowledge about a certain topic or issue. According to Dalton-Puffer and Smmit (2013: 550), interviews are especially suitable for studying beliefs also in the CLIL context. Hence, conducting interviews is an adequate research method in order to investigate teachers' experiences with CLIL. The reason for using a combined research approach is zoom in on specific measures that teachers use or do not use in their teaching.

Generally, there are three types of interviews, i.e. structured, semi-structures and unstructured. The first type, the structured interview, is usually conducted by using questionnaires. These questionnaires consist of a list of pre-defined questions which the interrogator asks. Generally, there is little variation in terms of how the questions are asked as the interviewer has to stick to the interview guide. Also, structured interviews do not include follow-up questions for receiving additional information. As the questions being asked are fixed, such an interview is usually easy to carry out and not very time-consuming (Gill et al. 2008: 291). The main reason why I did not choose a structured interview format is because it does not allow for more elaboration on specific answers as the participants have to stick to the pre-defined questions.

In contrast, unstructured interviews are conducted with only little or no pre-set interview guide. They usually start with an opening question like "Tell me something about your experience with…?", and the rest is primarily based on the initial response. The reason why I did not choose an unstructured interview format either is because it does not involve any guidance concerning the course of the interview which makes it difficult to compare data (Gill et al. 2009: 291).

As the previous two interview formats are either too fixed in their structure or fail to provide any guidance, I decided to go for semi-structured interviews. Semi-structured interviews are a combination of structured and unstructured interviews, and include key questions that serve as a rough guideline for the interview. It is the interview type that is most often used as its progress is fixed but also allows for the prompting of additional questions that allow for receiving more information on the subject matter if necessary (Gill et al. 2008: 291). The recording and transcription of the interviews allows for a lasting record of the participants perceptions.

8.3. Prior considerations regarding the interview process

Informing the respondents about the procedure and the approximate length of the interview is integral so that they know what to expect and can make their choice on participation. Also, the respondents have to be informed regarding ethical principles including anonymity and congeniality. All these aspects aid to establish rapport with the participants, which might also increase their honesty and willingness to share their experiences (Gill et al. 2008: 292).

In order for the interview questions to appear more natural and less rehearsed a thorough preparation by the researcher is necessary. Moreover, one should "first pilot the interview schedule on several respondents prior to data collection proper" (Gill at al. 2008: 292). This allows the researcher to check and change questions if they are not clear or do cause ambiguity. A trial interview was conducted, which showed that the questions were formulated in an understandable manner. However, the listening to the recording revealed that the interviewer needs to speak slower in order to allow for a controlled pace and pitch.

During the interview, it is very important to "listen attentively to what is being said" (Gill et al. 2008: 292), so that the interviewee has enough time to think of past experiences without being interrupted. Having a neutral body language does also play an important role when conducting interviews. This might involve smiling, nodding, and the use of encourages noises such as "Mmmm". Moreover, it is important to leave enough pauses in-between questions so that the interviewee has time to think about other important information and to add information that would otherwise be missed.

It is also crucial to bear in mind when asking for clarification, the interviewer should avoid using "leading" or "loaded questions", which may influence the interviewee's answers. Instead, one can use remarks (e.g. Pain?) in order to indicate that the response is not entirely clear (Gill et al. 2008: 293). At the end of the interview, one should ask if the respondents want to add something or if an important issue has not been dealt with. This often reveals novel, unanticipated information.

8.4. The interview questions

The interview questions are based on the views by Gill et al. (2008: 292), so the interview starts with open-ended questions and do not include yes or no questions. The initial questions should help the interviewee to ease into the interview before proceeding to more detailed questions that require elaboration. According to Altrichter & Posch (2004: 166), detailed questions are most vital for receiving detailed information on different subject matters, and should not be stated at the beginning or very end of an interview. Also, the interviewer may vary the sequence of the questions throughout the interview or prompt interposed questions. What is also stressed by Altrichter & Posch (2004: 168) is that the interview should mostly be developed by the interviewee with little intervention from the interviewer. Therefore, it is essential to avoid interrupting the respondent or bringing about a change of topic before the interviewee could state everything he/she wanted to mention.

The interview schedule is based on the *multi-dimensional framework* of CLIL proposed by Nikula et al. (2016), which examines the issue of integration from different angles and suggests that integration does not only concern classroom practices but is also influenced by curricula legislations and participants' beliefs (see also chapter 4). The framework provides a sophisticated and holistic approach of the factors that influence the success of CLIL.

The schedule is classified into seven subcategories (A-G) in order to offer some sort of structure. A clear structure is important as it runs like a red thread through the interview and helps the respondents to better recall personal experiences and opinions on the specific areas addressed. Also, it is useful for the subsequent data analysis as it gives a rough guideline on

how to present the findings. The interview schedule consists of 23 questions that can be assigned to the following subcategories:

A. The implementation of CLIL and teacher bibliography

B. Views towards CLIL

C. Cooperation with other teachers

D. Challenges of content vs. content/language teachers

E. Methods & materials

F. The role of language

G. CLIL in-service training

The interviews were all conducted in German. They started with a few preliminaries such as explaining the purpose of the interview and the thesis in general. All of the teachers had to sign an informed consent, which ensures that the interviewee understands the purpose of his/her involvement, and agrees to the conditions of their participation. It also informs them that the collected data will be used for research purposes and will be treated anonymously. The questions used in the interviews will now be presented as well as their relevance for the study.

A. CLIL's implementation and teacher bibliography

1. Since when and in what form is CLIL implemented at your school?
2. When have you started teaching GWK through English?
3. Do you also teach other subjects through English apart from GWK?
4. How well did the pre-service training prepare you for teaching CLIL?
    4a.   Why
    4b.   How did they look like?

Question block A aims at a first impression on how CLIL is realized at the particular school the teachers are working in. It is also meant to elicit reasons and motivations that led to its implementation. The second and third questions should yield information about the teacher's educational background and relation to CLIL. These questions are rather easy to answer and serve for the interviewee to ease into the interview. They do not require a critical stance or a

thorough reflection of past experiences, but serve as a warm-up. With question number four, the respondent has to take on a critical stance as he/she does not only have to recount experiences with pre-service training courses, but also give evaluative judgement. There are also two sub-questions that should give insight into how the CLIL courses are organized in the school. If the interviewee did not attend such courses, he/she is welcomed to share experiences with other institutions that played a role in the initial period of CLIL.

B. <u>Views towards CLIL</u>
5. What expectations/aims did you have before you started teaching CLIL?
   5a.   Have they been met?
6. What do you think are the advantages/disadvantages of CLIL?
7. What are the aims of CLIL?

Question block B focuses on the individual's view and attitude towards CLIL. These questions allow for subjective opinions about the expectations the interviewee had on CLIL before starting to engage in CLIL practices. The next question is a follow-up, which asks the interviewee to recount past experiences with CLIL and to reflect on whether their expectations have been met. Question number 6 aims to detect the individual's view towards CLIL in general – whether it is perceived as something positive or rather negative. Also, it might trigger positive and/or negative aspects that the participant has not considered before. As the previous questions should be answered subjectively, question number seven checks how far the interviewee is familiar with CLIL's underlying purpose and principles beyond subjective assumptions gained through experiences.

C. <u>Cooperation with other teachers</u>

8. Do you cooperate with other teachers?
9. Do you work together with native speakers?
   10a.   If yes, how does he/she support you?
10. What specific challenges do you as language/content teacher face in regard to CLIL?

Effective CLIL teaching strongly depends on teacher cooperation. Therefore, question number eight intends to find out in what ways teachers work together. Especially the cooperation between content teachers and language teachers will be of great interest.

Question number nine provides further insight into the school's effort to support CLIL teachers, especially content teachers, with language support in form of language assistants. The following question (number 10), constitutes a major role in answering the research questions. The aim is to compare the challenges that content teachers face to those experienced by content- and language teachers.

D. <u>Methods and materials</u>
11. Which teaching methods and approaches do you find most useful?
12. Is it easy for you to find appropriate CLIL materials
13. Where do you get your materials from?
14. Which criteria are essential for you when selecting CLIL materials?

The above mentioned questions zoom in on actual classroom practices and on which methods and activities are being used in class. Of course, that the answers will not offer a detailed in-depth insight into teaching methodologies, however, this study will allow a small glimpse into what kind of approaches and activities are predominately applied. The respondent is free to choose between approaches which refer to language aspects or to subject matters or both of them. After having focused on activities and methods which are primarily applied in class, questions number 13 and 14 are dedicated to material selection and what guidance teacher follow in order to find appropriate materials. Finding and selecting appropriate materials plays an integral part in conceptualizing content and language integration. Therefore, the aim is to uncover the criteria that these teachers base their selection on (worksheets, texts etc.), as well as the sources primarily used.

E. <u>The role of language</u>
15. How does CLIL differ from regular language classrooms?
16. Do you think that regular language classrooms should get replaced by CLIL?
17. Do you assess students' language progress?
    17a.   If yes, which criteria do you base your assessment on?
18. How often do you think do you and your students use German in class?
19. Are there specific situations where you and your students tend to switch to German?

Block E focuses on the role that the target language and the first language plays in class. Question 15 draws the respondent's attention to differences found between CLIL and TEFL. It

is interesting how the answers from language teachers differ from those by the content teachers. The next two questions are dedicated to assessment and if students' language performances are part of it.

In addition, it will be interesting to know the areas and criteria that teacher base their assessment on. The answers will give insight into how students' language performance is weighted and whether it influences the grading. After addressing the assessment criteria, the focus will be on the use of German in class. It serves to highlight specific situations in which teachers and students tend to switch to German. Although this is very subjective, it helps to get a rough idea of how often the target language and L1 is used.

F. Current training courses

20. Are you informed about current an-service training for CLIL?
21. How should such courses look like?
22. Is there anything you would like to add?

The reasoning for the first part of the last block is to check if the respondent knows about any current training programs dedicated to CLIL. The aim is to find out how well he/she is informed and whether there is an interest in taking part in such courses. Question 22 is meant to detect the kind of training program which would be favored and how it should be organized. Also, it intends to compare the content teachers' viewpoints with those hold by the content- and language teachers. The last question was included because it allows the participants to add further information regarding their experience with CLIL, which they might not have had the chance to elaborate on in the previous questions.

8.5. The questionnaire

The questionnaire is implemented at the end of the interview. The aim is to get an overall impression of how integration is conceptualized in class. It is also intended to encourage the interviewees to reflect on their own beliefs towards CLIL. To do so, the respondents are provided with several statements that account for effective CLIL teaching, which they will have to rate on a Likert scale. They will have to choose among five option that indicate their level of agreement on an item, ranging from "strongly agree" to "strongly disagree". A neutral

category was avoided in order to avoid the *central tendency problem* (Muijs 2004: 48), where respondents tend to tick the neutral option because they either do not understand the question/statement, or are little inclined to express their opinion. By only having four options, the respondents are forced to decide whether they think favorably or negatively about a certain statement.

The questionnaire should give insight into the interviewee's teaching style and principles. It has to be said that the results are only based on teachers' self-evaluation and are therefore far from the sort of empirical evidence that would be achieved through a large-scale observation procedure. The statements mostly address methods used for instructing the language, including teaching subject-specific vocabulary, providing supportive feedback and using authentic materials. Moreover, the respondents are asked about their beliefs towards interactive activities. These data allows to receive information on single teaching practices which are considered to be vital for successful CLIL teaching. As the prompting of such practices from the side of the interviewer would distort the results and the following course of the interview, a short questionnaire which addresses these aspects was included. Also, the questionnaire might trigger information regarding the application of teaching methods which might not have been mentioned before.

As there is a common tendency of teachers to put increased emphasis on teaching the content and less the language (Lyster 2007, Nikula et al. 2016), the aim is to find out if this is also true for the respondents. All this information provides an impression on how integration of content and language is perceived among the teachers, which consequently influences how integration is conceptualized in class (Hüttner, Dalton-Puffer & Smit 2013). Finally, the interviewees are asked how well they manage to integrate content and language learning, which again, is merely based on subjective evaluation. There is also the opportunity to elaborate on the different statements, which in turn can fuel further discussions.

8.6. Data analysis

The results are presented according to eight areas, which mostly overlap with the subcategories of the interview schedule (A-E) presented in chapter 8.4. However, block E is divided into two categories; namely *use of the target language* and *CLIL vs. EFL*. In turn, the rubric *CLIL's*

implementation and teacher bibliography is left out as it will be described separately when describing the participants (8.6.1.) and interview settings (8.6.2.). Besides presenting the findings according to categories, they are sorted according to stakeholder groups, i.e. content vs. content & language teachers.

8.6.1. The interviewees

This section will briefly introduce the teachers' educational background and qualifications. Altogether, the interviews were conducted with five teachers that instruct learners in GWK through English in Austria. The three female participants will be referred to by the initials AF, BF and CF, and the two male participants by AM and BM in order to ensure anonymity.

The first one is AF who teaches GWK and English at an *Allgemeinbildende Höherer Schule* (AHS) in Vienna. She has over 15 years of experience with CLIL, and for 8 years, she has been using the methodology in a more professional context. CLIL came into being at her school when the former head teacher asked AF if she was interested in trying out teaching GWK through English. The school has never taken part in an official CLIL pilot project, but instead they use a "Schmalversion" ('cheap man's version', AF interview May 2019) of what CLIL consists of. AF is aware of the fact that the way she and her colleague teach is only a small fraction of what CLIL could encompass as the specific requirements of CLIL are difficult to meet. She tries to teach GWK through English in all the classes in which she also teaches English as a foreign language. The scope of CLIL varies between short sequences in lower grades and full lessons in upper grades. Moreover, teachers select certain topics from the curriculum that they judge suitable to teach through English.

When AF started teaching CLIL, there were no training courses offered, which is why she did not attend any pre-service training. In summer 2007, she attended a three-week-training course offered by the *University of Klagenfurt*, which targeted all school levels and aimed at providing a general overview of CLIL. At a later point of time, she did another training, but was very disappointed because the course instructor insisted on the necessity of non-language teachers to teach the language (i.e. grammar and vocabulary), which she regards as far too demanding for teachers without proper foreign language training.

The second teacher is AM, who teaches at a business vocational school *Handelsakademie* (HAK) in Lower Austria and who has been teaching CLIL since 2012. Besides GWK he also instructs History through English. AM attended a two-year long training offered by the *Pädagogische Hochschule Wien* (PH), which he found very useful. After that, he also attended another training at the *CLIL Konferenz* in Linz in 2015, where he also held a workshop. At a later point in time, he took part in a conference in Lithuania which was about German as a foreign language in the Baltic region, where he received a glimpse on how CLIL through German is conceptualized. At the same school, the language teacher BF was interviewed, who explicitly stated that she is *not* teaching CLIL but EAA (Englisch als Arbeitssprache). Since this thesis does not differentiate between EAA and CLIL, the term CLIL will also be used when citing BF's statements. She has been teaching GWK in a CLIL setting in the same year when she started with her teaching career in 1986. Before that, she attended a two-day seminar that introduced her to the concept of CLIL.

The fourth teacher is CF, who teaches at a high school in Lower Austria. She has been teaching GWK through English since 2013, which was also the time when CLIL was implemented at school. CF did not have time to attend any pre-service training as it was only shortly before its implementation that she was employed at this school. CLIL was introduced after a colleague devoted her diploma thesis to the conceptualization of CLIL and who consequently initialized its implementation at her school. The aim was also to encourage non-language teachers to integrate English materials and activities into their lessons. This resulted in the establishment of a CLIL coordination program which arranged regular meetings in order to support non-language teachers with CLIL-related issues. After two years of CLIL, CF started to lead the coordination.

The fifth person that participated in the study is BM, who teaches German and GWK at the same school as CF. BM started to teach CLIL at the same time when it was launched in 2013. Before that he spent one year in England where he worked as a teacher assistant at a college in England, which qualified him to teach CLIL. Currently, he teaches a 1st, 2nd and 5th grade through CLIL.

8.6.2. The setting

The participants of this study work at three different schools, presenting two types of school in the Austrian system. That is to say there are two academically-oriented secondary schools (AHS) and in one professionally-oriented upper-secondary level business school (HAK). Different school types were chosen as the way of how CLIL is implemented tends to vary among certain school types (see section 7.2.). This allows for the opportunity to compare how CLIL's implementation differs between high schools (AHS) and vocational business schools (HAK).

The first interview took place at an AHS in the 6th district of Vienna. In that school, CLIL is not implemented as a continuous program but instead single sequences are taught through English. There are two teachers that are qualified for instructing CLIL. Both have a degree in teaching English as a foreign language — one teaches English and GWK (the one that is being interviewed) and one teaches English and Biology. The second setting was a HAK situated in a medium-sized town in lower Austria, in which two interviews were conducted. There are four major branches of education with different foci; students can decide between business, IT, sports or language competence. CLIL is only taught in the latter branch also known as *Europaklassen*, which was introduced 15 years ago. In this branch CLIL is used in the two subjects GWK and History from the first grade onwards. The overall goal is to prepare students for their future occupations in international companies, which increasingly require a level of proficiency in foreign languages (AM, interview May 2019). Besides the two GWK teachers, there are two other teachers who instruct History through English. There are no admission criteria for students to join the CLIL strand but just a general interest in foreign languages.

The last two interviews took place at an AHS in a medium-sized town in Lower Austria. CF mentioned that there is a separation between CLIL and non-CLIL classes. Students can choose between these two strands in the first grade, and there is also the opportunity to switch from one strand to the other at a later point of time. It is implemented as a gradual program that starts with short sequences of 10 to 15 minutes in the first grade and stretches up to entire CLIL lessons in the upper secondary grades. The aim is to reach as many students as possible who are interested in foreign languages. There is also an elective subject that students can choose in the upper secondary level, which focuses on economic geography. In this subject, some parts

are also done in English especially topics regarding current economic affairs. There are workshop weeks taking place once a semester, where several subjects work on once specific project.

9. Findings

In this chapter, the results from the interviews will be presented. The path chosen is to present the findings by categories, based on the questions of the interview schedule (see section 8.4., which can also be found in the appendix). The findings will be summarized with some individual quotes of the interviewees when the original utterance is of great importance, and indirect quotations or paraphrasing would lead to a distortion of the meaning. This should prevent the interviewer from drawing his or her own conclusion from answers and not to be influenced by one's personal viewpoint and experience. The focus will be on how similar the experiences and viewpoints are among the teachers, and point to areas where there is less agreement. Particular emphasis will be put on the challenges that differ among teachers with additional foreign language training from those without. As a next step, the results gained from the empirical study will be connected with what has been said in the literature, before going back to my two research questions.

9.1. Views towards CLIL

Concerning the views towards CLIL, all of the respondents have mostly positive attitudes towards the program. All of the respondents mentioned the contribution of CLIL to the enhancement of students' language levels and awareness.

CF stresses the fact of English being a global language and its ubiquitous presence in our daily lives by stating "Englisch ist im Alltag überall und wir dürfen nicht die Klassentüre zumachen und es draußen lassen" (CF, interivew May 2019). Since the English language has gained such an important role in people's everyday lives it becomes indispensable to widen its role in education from language classrooms to other subjects. The view is held that CLIL is multi-faceted as it comprises various aspects that target interdisciplinary learning. The goal is to make the use of English self-evident for the students and to equip them with tools that support them in using the language effortlessly and effectively in various situations. The aim is not so much to become a native-like speaker but "wurschteln" ('muddling through', CF, interview May, 2019) is allowed as long as students manage to get their ideas across.

AF and BF take on a similar viewpoint arguing that the role of English has been losing its primary role as a mere foreign language towards becoming a lingua franca. Also, AF observed a noticeable improvement of students' foreign language skills over the past 15 years. This is mainly due, in her view, to the increased online exposure of teenagers to the English language through video games, music, video content and more.

All of the participants referred to the role of CLIL in building up students' communicative competence. AF states that the aim is to familiarize students with the English language in such a way that they become able to communicate effectively with non-German speakers from all over the world. Similarly, AM argues that CLIL provides various opportunities for meaningful conversations in class, which is of paramount importance. BM adds that students should expand their vocabulary knowledge in order to become more fluent in speaking, which in turn facilitates them in taking part in communicative practices. Also, students should become more confident in reading English literature and media. BM refers to CLIL being a natural way of learning a foreign language as the focus is primarily on language use and using language for meaningful communication.

Another important aspect that is mentioned by all of the five interviewees is CLIL's significant role in the students' future. BM emphasizes that especially in international companies, English is employed as a means of communication and in some Austrian companies it is even the official language of business. Nowadays, one has to work together with people from various nationalities, and therefore, a good command of English is necessary in order to be prepared for the global job market. AF adds that teaching technical vocabulary which the learners are likely to need in their future jobs is very essential. The future aspect is particularly emphasized by the two HAK teachers (AM and BF), who mention that international companies (e.g. STRABAG) have various headquarters abroad, and are therefore looking for employees with a high command of subject-specific terms. BF, reports that the small number of English hours are not sufficient in preparing students for such requirements. With CLIL, this shortage can be compensated at least to some extent.

Aside from the significant added value of CLIL for the students' language skills as well as future professions, AF and CF also point to the benefit for themselves resulting from using

English as a working language. AF emphasizes that CLIL has added much variation and creativity in her school routine as the materials and lesson plans she finds online are usually more exciting as the ones found in Austrian school books. It also allows her to access topics from different angles. Even though the preparation is sometimes more time-consuming compared to regular GWK lessons, she enjoys trying out new teaching methods and activities that she comes across during her research. This is also acknowledged by CF, who attested that it is through CLIL that she learned how to build connections between ideas and concepts across different disciplines. Especially the workshop weeks, which involve joint planning among different subject teachers, enable her to link ideas across different disciplinary boundaries, which she considers tremendously valuable. Likewise, AM confirmed a personal added value as he can practice the language himself and expand his own vocabulary knowledge.

In short, there is an awareness among the teachers of the role of English being a global lingua franca, which asks for enhanced communicative competency in order to be prepared for the global job market. Besides the various advantages of CLIL for the learners' future profession, some also expressed a personal value resulting from teaching CLIL.

9.2. Expectations on CLIL

The expectations of teaching CLIL and whether they have been met differ slightly among the participants. BM noticed a clear improvement in students' language skills and a reduced fear among the students to speak the target language. Even though lower-grade students sometimes struggle with speaking English, they become used to it over time. This can also be confirmed by BF who currently teaches a 5th grade and sees huge improvements in his students' language skills. AF recalls that her expectation of CLIL to increase the learners' language ability has mostly been met. She reports experiencing a profound improvement in students' language skills as well as the ability to express themselves effectively. She also has good experiences with lower-grade students who manage to structure their ideas surprisingly well.

BF states that one of her expectations has been that students become more fluent in speaking English as language learning occurs in a less-controlled environment. Moreover, she expected them to expand their vocabulary knowledge of geographic and economic topics as well as their general English. Her expectations have been partly met. While she experiences that some

students enjoy using the language outside the regular language lessons, some students struggle more to take part in interactions. Also, whereas some are motivated to learn subject-specific terms, others are less motivated to invest effort in learning them as they know that they are not going to be tested on them. This phenomenon does not seem to be specific to CLIL.

CF mentions that she did not have time to develop particular expectations as it was only shortly after she started teaching at this school when CLIL was implemented. Generally, she was determined to equip students with the language that they need in their everyday lives (e.g. reading a manual), and to motivate them to use English as much as possible. However, one thing that she expected to turn out differently concerns the additional language modules that the school initially planned to introduce in the upper secondary level. It turned out that upper-secondary learners already have a number of additional subjects including the elective subject, and therefore, there is no particular interest in attending additional foreign language programs.

In a nutshell, the expectations of those who teach English and GWK were to increase learners' language ability, which has mostly been met. The content teacher BM expected the students to gradually lose their fear of speaking English as they find themselves in a less-controlled atmosphere, which has partly been met.

9.3.   Challenges of CLIL

I expected to find clear differences between the difficulties content teachers face and those content and language teachers experience, but it turns out that they mostly have to deal with similar challenges.

A problem addressed by most of the respondents is that subject matters can often not be explained and discussed to the same extent as when using German as a medium of instruction. BF, AF and AM state that even though the use of English as a medium of instruction has many advantages for the students' language development, subject matters can sometimes not be explained and discussed in such detail as when using German. Additionally, explaining concepts in English is usually more time-consuming as one cannot proceed at the same pace as when using students' L1. This is because students have to take in language and content aspects

simultaneously which takes up more time. Also, teachers have to bear in mind certain curricula requirements that specify pre-set course objectives that need to be achieved after a certain school year. However, due to the fact that teachers can usually not proceed at the same pace as when using the L1, course objectives are sometimes insufficiently addressed.

Students' lack of foreign language knowledge is another issue faced by some of the teachers. BF expresses that in the first two years, students often struggle with understanding the content as they lack specific vocabulary. She would suggest to start with CLIL at a later point in time, however this is not possible as in HAKs GWK is only taught in the first and second year (5th and 6th grades). Additionally, she finds it difficult to determine when it is more effective to switch to German. AM has made similar experiences by saying that especially in the first two years, students are often reluctant to use the target language as they are scared of making mistakes. AM stresses the importance of proceeding cautiously and finding ways to encourage students to speak up without being scared of saying something wrong.

Finding the right language level that is suitable for everybody is another challenge that the teachers face. BF states that one has to be creative and think of how to formulate sentences in a way that students can understand. BM states that in lower secondary grades, he tends to struggle with formulating simple sentences that beginners can understand, and to select texts that are suitable for a specific age group. He explicitly says that this is most probably due to his lack of foreign language competency. To counteract this, BM encourages his students to interrupt him if they do not understand certain words that he uses or they find in texts, which he also does when teaching German. Moreover, finding the right balance between teaching content and language aspects is sometimes tricky as it requires reflective decisions on whether one prefers to spend more time on practicing particular language features or on the content.

One teacher pointed to the difficulty to motivate students in studying vocabulary. As a language teacher BF can make a comparison between EFL students' motivation to learn specific vocabulary with the motivation of CLIL students. She concludes that only the very ambitious students take the effort to study the new words and terms in CLIL as the students know that they will not be tested on them. BF expresses the view that students often do not see the point

in learning new words as they know that it does not affect their grades. To counter this, she is in search of activities that promote vocabulary learning among students.

As head of CLIL at their school, CF points to the challenges of non-language teachers to integrate CLIL sequences into their teaching. She recalls that when introducing CLIL into their school, content teachers were afraid of making mistakes and lacking specific vocabulary needed in certain situations. As a result, there were in-house workshops that aimed at supporting non-language teachers in preparing CLIL sequences, especially suitable materials. A similar challenge is reported by AM, who explains that in vocational schools, there is a specific set of hours teachers have to devote to CLIL. This led to unease among content-teachers who feel insecure about using English mainly due to their poor command of the language. AM reports a fear among non-language experts of losing one's expert role and authority when using a language one does not feel confident to speak. As a result, such teachers often include activities that are often far from high-quality CLIL teaching. For example, they show a movie and provide students with a cloze text that they have to fill in without any follow-up discussions or other forms of interactions.

An additional challenge is the increased complexity of topics in the upper secondary grades. CF states that she teaches GWK for the first time in an upper secondary grade (6th), and currently they are dealing with topics concerning the European Union. She outlines that topics such as these are sometimes very complex and explaining them in English make them even more difficult. As a result, she often finds herself looking up specific terms and thinks of ways to explain them in an understandable manner. Even though it takes up more time, she perceives it as an opportunity for herself to learn new theme-specific vocabulary. In contrast, BM finds it more difficult to teach lower-grade students than older students. This is because he has to transform texts taken from the internet into easier versions by replacing complex wordings with basic vocabulary. Additionally, he has to consider using simple wordings when explaining subject matters.

AF states that the biggest challenge for her is to find suitable material. When she started teaching CLIL 15 years ago, there was not much material available — either on the internet or in schoolbooks, and so she ended up creating most of the material herself. In general, preparing

CLIL materials is more time-consuming than using pre-fabricated material found in regular GWK schoolbooks. AM even states that preparing CLIL lessons takes twice as much time as preparing regular GWK lessons. This is mostly because he has to search for suitable materials in various media formats and adapt them if necessary. However, he adds that when lessons turn out to be successful, the extra effort is totally worth it. Concerning school books, BM adds that they generally fail to meet the curriculum requirements as they have been primarily produced for students from the UK, and are therefore of little use to Austrian learners. Therefore, it is difficult to find books that deal with topics and themes set in the Austrian curriculum.

The greatest challenge that the respondents face is the fulfillment of objectives, considering that they cannot address topics in such detail when using English. Moreover, the pace of which the teachers proceed is slower than in regular GWK lessons, which increases the pressure to meet pre-set course objectives. A challenge that is only mentioned by the content teachers is to find the right language level that is suitable for the learners' age and language capabilities.

9.4. Materials/topics

One area of focus in the interviews was not merely on what kind of media the respondents use but also on the topics that are considered as most suitable for CLIL. In all of the three schools, CLIL is used for single topics that are selected and taught through English. Therefore, the aim was to detect the topics and themes which tend to be most favored among the teachers. The findings show that most of the materials that teachers use for CLIL is self-established. CF and BM teach at the same school and both affirm that usually they create materials themselves or adapt already existing ones from the internet. BM also mentions that he uses books with focus on GCSE (General Certificate for Secondary Education) preparation and uses them for retrieving grammar and vocabulary exercises. Throughout the years, they have created and adapted various worksheets also in cooperation with other teachers, which resulted in a large collection of lesson plans and worksheets that are available for everyone. Moreover, these two teachers access and download various online sources found on the internet (i.e. diagrams, maps). However, as the language level of online worksheets and activities usually exceeds students' language level, these require adaption. CF adds that she adopts a broad range of new media in order to build on students' digital competence. Especially in upper grades, students are increasingly required to do online research themselves.

According to AM and BF, the materials they use consist of a combination of online sources, self-established worksheets and school books. They exclusively use English materials and retrieve most of the texts and worksheets from the internet. For instance, AM mentions that he uses various classroom materials provided by the WKO (Austrian Chamber of Commerce) and adapts them in order for them to match the students' language level. He stresses the fact that even though these materials are rich in content they often lack didactic methodology. The books that AM and BF use are from the *Hölzel* publishing company, which is a text- and workbook for bilingual education in geography and economics. Although the books are available for all grades, BM states that she only uses the books occasionally for taking out single parts such as maps and tables.

As mentioned before, AF states that when she started teaching CLIL there was only very limited material available, which changed over time. Today, she simply types in "CLIL" or "for EFL learners" (AF, interview May 2019) and finds various worksheet on particular topics within a short time. The huge amount of available material makes it easier for her to prepare for CLIL lessons as it is less time-consuming. Similarly to the other interviewees, most of the materials she uses are taken from online sources. Throughout the years she has come across multiple pre-fabricated lesson plans that she uses for inspiration. AF also subscribed to a couple of learning platforms (e.g. *enchanted learning, the simple club, explainity*), from which she downloads suitable worksheets. The subscriptions to these online platforms cost around 100€ a year and are financed by the school. They also have a small collection of CLIL books for GWK and Biology and History.

All of the language teachers regard suitable language level to be most decisive when selecting materials. According to BF and AF, they first check on the tasks' or texts' linguistic requirements, and whether they have the right language level for a specific age group. It is regarded as highly essential that the language used can be understood by everybody and does not prohibit learning. When texts contain too many difficult vocabulary it prohibits learning and students struggle to follow. BF adds that the sources she uses must also be trustworthy. CF mentions that she chooses materials according to the topic. Also, she tries to include visual aids (e.g. images) in order to spark interest among the students. The next step is to examine the

language level and adaptation if necessary. If the adaptation takes up too much time she chooses different materials. When AM selects material, he primarily uses activities that allow for meaningful interactions among the students. This is rather tricky in the first grade as the learners are usually reluctant to engage in discussions but is favored from the second grade up to the final grade.

Concerning the criteria for selecting classroom material, it turned out that the respondents generally prefer discussing current events that spark conversations and keep their students informed. The aim is to connect the news with what is learned in class. Most of the interviewees mentioned that they like to discuss current business issues that they determine to be relevant to the students. For instance, AM encourages his students to read the news of the week as they regularly discuss current economic affairs in class. He also adds current topics that students are interested in. This is also taken up by BM, who emphasizes the advantage of CLIL teachers having freedom in topic selection, which is not as much the case in EFL where teachers are less flexible in the topics they teach. He mentions that especially global topics are suitable such as national disasters (volcanos, earthquakes etc.). BM also finds it very convenient that one can consider students' personal interest. For instance, his upper secondary students are especially interested in Donald Trump and regularly read his tweets.

Similarly, CF states that the topics best suitable for CLIL are those students deal with in their everyday lives. She recalls that especially topics such as the EU election are of major relevance to them and spark their interest. This belief is also held by BF, who states that themes revolving around the European Union (e.g. Brexit) turn out to fuel classroom discussions as students are confronted with them in their everyday lives. In addition, AF prefers using topics that are of global relevance such as globalization, sustainability and global players.

The findings show that most of the materials that teachers use for teaching CLIL is self-established or adapted from the internet. The language- and content teachers use the linguistic level as the main criterion for selecting materials, while the content teacher AM selects materials according to the interaction format.

9.5. Methods and activities applied in class

Most of respondents gave a very detailed insight into their choices of activities and methods applied in class. Interestingly, the methods addressed primarily focus on language learning. Increased focus was put on how the applied methods and tasks differ between the content teachers and the content- and language teachers.

Especially in the first grade, BM uses exemplarily learning techniques in order to create interest among the students. In lower grades students often lack specific key vocabulary that is necessary for making sense of the content. Therefore, BM follows the principle "weniger Input ist mehr" ('less input is more', BM interview May 2019), by using less input but instead spending more time on vocabulary tasks in order to check if students can understand and use the newly learnt words. BM stresses the importance of finding the right balance between teaching the subject's content and the language. As a CLIL teacher, one hast to be flexible and able to identify what certain tasks are appropriate in specific situations – whether one wants to spend more time on the content or if it makes more sense to practice single language features.

Providing feedback to students' language performance is also very essential for the teachers in question. For instance, BM encourages the students to reformulate the sentence without immediately correcting the language error by stating "Das hab ich jetzt nicht verstanden, das kann man auch anders ausdrücken" ('I did not get that, you can say that differently', BM interview May, 2019). CF states that after students give presentations she usually provides general feedback on their presentation skills including language performance. CF also mentions that she would do the same in regular GWK lessons in which the working language is German as students should become aware of their own language use.

When introducing new topics, BM does not prepare pre-fabricated sentences but instead thinks of how he could best describe the new subject matter. Especially in the lower grades, more preparation is needed in order to think of how to explain topics and terms in simple ways. In addition, he considers the production of texts more important in the lower grades than in the upper grades.

The content expert AM did not answer the question at first but instead referred to the challenges his colleagues face in relation to CLIL. However, when discussing other themes, AM mentioned that he regards it as significantly important to present new vocabulary in meaningful contexts. For instance, learners receive a map and have to describe the location of certain cities or areas by using specific phrases and words provided (e.g. in the north/south/east/west of etc.). Students should collect the newly learned words and write them in their vocabulary logs that they have to carry throughout the school year. Moreover, when giving presentations students have to prepare a hand-out with the most important key words, which also become part of the vocabulary log. A similar viewpoint is taken on by BM, who points to the importance of students encountering novel terms in specific contexts rather than learning them in an isolated way. As a next step, key words should be practiced in different activities in order to reinforce the learning experience.

Moreover, AM points out that his role in class strongly varies according to the activities and interaction formats used, ranging from a moderator in classroom discussions to an expert when introducing new subject matters. Especially when initiating a classroom discussion he increasingly takes on the role of a facilitator whose job it is to help managing the process of information exchange. Usually, students have to prepare presentations about different topics, which is followed by a classroom discussion where other peers can ask questions.

In contrast to the content teachers, all of the three language- and content teachers (BM, CF, AF) state that they focus on tasks that target the development of students' receptive skills at the beginning. Such activities include watching videos, matching key terms with definitions, labelling a concept map, etc. The aim is to familiarize the students with novel techniques, but not each and every word is understood at first. AF stresses the importance of not overwhelming students with new words but instead restricting the amount of words to a few and practice only those words.

Similarly to the content teachers, AF emphasizes the need to present new vocabulary in context. This should be followed by a practice stage where students have to use the newly learned words. For instance, they have to interpret a graph by using certain words or expressions (e.g. *decrease, increase, boom*). In the upper secondary level, CF and BM increasingly focus on

fostering self-directed learning among the students. For instance, both mention group work as an applicable method for facilitating self-study. For instance, students have to read a text and explain its main idea to their peers who in turn should ask questions. It is increasingly emphasized that CLIL lessons should move away from teacher-centered instruction towards student-centered learning. CF points out that her students often have to prepare short presentations about a certain topic, which serves as a good practice for students' future professions in which they will very likely find themselves in the position of giving a presentation to a specific audience. Also, meaningful classroom discussions on current affairs (e.g. *EU election, Brexit*) presents an integral part in the teachers' lessons.

To sum up, all of the respondents mentioned the importance of teaching new vocabulary in meaningful context. While the content teachers find practicing text production in lower grades as essential, the language teachers focus more on developing students' receptive skills. Feedback is primarily given to support students in speaking rather than for correcting every language error.

9.6. Use of L1/target language

Overall, the respondents aim at using the target language as frequently as possible. While some of the teachers managed to give precise estimates of how often they and their students use English, others were much vaguer.

BF tends to switch to German when explaining complex topics such as the wind systems. She mentions that such topics include various complex processes that students struggle to take in. Explaining them in English would be even more challenging and consequently, hinder learning. Also, topics with focus on Austria (e.g. Großlandschaften in Österreich) are primarily taught through students' L1. The reason is mostly due to the lack of material available for CLIL lessons. CF argues that especially topics concerning economic geography which tend to be rather complex, are mostly discussed through German as otherwise students would struggle to follow.

AF states that she tends to switch between the L1 and the target language throughout her lessons. Before a sequence starts, AF explicitly informs her students which language will be the medium of instruction for the next 15-20 minutes. When announcing an English sequence, she expects her student to stick to the target language regardless of the method applied. Also, when presenting new vocabulary or sentence structures she wants her students to integrate them in their interactions. A similar procedure is taken on by CF, who states that in CLIL sequences, the main language of instruction is English. She points out that particularly in group work activities, when students have to talk to their peers, the tendency to switch to German is rather high. CF stresses the importance of reducing students' reluctance of using the target language by pushing them to speak in English.

Concerning the question of how often the target language is used in class, CF and BM affirm that in the upper secondary level, the use of English should make up at least 50%. This means that both the teachers and the students should aim at using English at least half of the time. If they manage to do so, students receive a note in their school report that says "EAA". Generally, the extent to which the target language is employed among the students varies considerably. Whereas some always respond in English, others tend to have difficulties in speaking a foreign language, and are more reluctant to engage in interactions. CF tries to encourage her learners to at least try to formulate utterances in English, for instance, by saying, for instance, "probier mal, ich helf dir" ('give it a try, I will help you', CF interview May 2019). Concerning herself, she estimates of having used English 70% of the time in the last school year. KS recalls that in the previous year, he managed to speak English more than half of the time in class, which he is very proud of.

In contrast to BM and CF, BF cannot estimate precisely how often the target language is employed as it strongly depends on the topic. Sometime she starts off in English and realizes later on that the subject matter is too difficult, and decides to switch to German, or repeats the most integral points in German. The content teacher AM aims at employing English from the first grade onwards by gradually widen its use. AM does also not provide an estimate of English use. AM switches to German if the language barrier prevents the achievement of certain lesson goals and objectives. The same is true for oral presentations, which should be held in English. However, if it turns out that the language level overwhelms the students as they cannot pronounce certain words or what they say is not intelligible, AM rather wants them to carry on

in German. Again, knowledge acquisition is clearly prioritized and if there is a danger that certain content aspects are not understood, the use of the L1 is being favored.

When referring to the language used in test situations, BF mentions that students can decide whether they want to answer in German or English. However, most students prefer to use English as the materials they receive and use are produced in the target language. Also, as they primarily discuss subject matter in English, students usually find it easier to explain concepts in English. Contrary, AF points out that tests are predominately done in German but she encourages her students to try to write them in English, which often leads to a mix of English-German answers. Sometimes she provides the test questions in both languages. The ones that use English in test situations are usually those with native speaker background.

Concerning assessment, none of the respondents reported on taking language into account. CF points out that she provides general feedback on students' overall oral skills and draws their attention to errors that repeatedly occur. Even though she does not assess the language, students' effort to use the target language are counted towards their class contributions. AF argues of not daring to assess the language as it is legally not allowed. Although CF and BM do also not assess students' language performance, they include a bonus part at the end of a GWK test, which tests students' vocabulary knowledge. Such tasks often consist of matching activities in which specific terms have to be matched with the corresponding definitions. However, students do not lose points if they leave these activities out but they can reach extra points if they complete them correctly.

There is a general tendency of the teachers to switch to German when the subject matter becomes too complex, and otherwise would result in students struggling to comprehend the content. Content acquisition is prioritized resulting in the use of German when the achievement of course objectives is at risk. None of the teachers assess language aspects, however, two teachers include it in form of a bonus part in test situations.

9.7. CLIL vs. EFL

Regarding the participants' perspectives on CLIL and how the method deviates from regular language classrooms, the findings show quite congruent results. First, the findings from the respondents with foreign language training will be presented before comparing them with the answers given by those teachers without foreign language teaching expertise.

According to AF, CLIL promotes language competence over linguistic correctness, meaning that the ability to express oneself effectively and to take part in interactions is considered as more important than the correct use of the language (e.g. use of correct grammar). Whereas in CLIL a foreign language is used as a medium of instruction for learning different subject matter found in the content subjects (Biology, Geography, History etc.), EFL focuses more on learning to use the language accurately. In addition, CLIL topics mostly revolve around the subject's topics, while the focus in EFL is on promoting vocabulary acquisition and practicing grammatical constructions. AF stresses the fact that vocabulary learning plays also an integral part in CLIL, but not to the extent it does in foreign language classrooms. In addition, CLIL focuses more on the content, for example, dialogues are used not for the sake of familiarizing students with the formal features of the language, but for the sake of reinforcing content generation. Whereas AF pinpoints numerous differences, BF argues that what separates CLIL from FL classrooms is the fact that the language is not assessed. Also, CLIL focuses more on communication and on discussing certain subject matter and less on teaching specific language aspects.

A similar belief is held by CF, who acknowledges that EFL targets language development while CLIL aims at student's understanding of various concepts and issues that do not deal with the language itself. CLIL puts emphasis on comprehension and on the development of an overall understanding of important economic operations and affairs. In language lessons, there has to be a clear progression of the students' language level which is less important in CLIL. Although language development is focused on in CLIL, it is of secondary importance. Language teaching occurs as a continuous process through language use in CLIL, whereas certain linguistic aspects are picked out and practiced intensively in EFL.

All of the respondents rejected the view that CLIL should or would replace regular language subjects in the near future. AF hesitated for a bit before stressing the fact that these two programs are "zwei unterschiedliche Paar Schuhe" ('two different things', AF interview May 2019), and therefore she does not welcome this idea. AF argues that CLIL can only cover certain language areas addressed in the foreign language subject. As a result, it leaves out other important aspects such as practicing various text types or reading comprehensions. A similar answer is given by CF, who states that there is simply too little time to refer to grammar and vocabulary issues as she does not correct each language mistake. Therefore, language classrooms should not get replaced because of their fundamental role in language learning.

Turning to the answers given by the content teachers, BM refers to the increased freedom of CLIL teachers in their topic selection. As there are no pre-specified topics that need to be dedicated to CLIL, one can include personal preferences and consider students' interests. In contrast, EFL teachers are mostly bound to the topics listed in the curriculum and specified course objectives that students need to achieve after a certain school year. This is exacerbated by the pressure to prepare students for the school leaving exam. CLIL is also marked by a less-controlled learning environment in which learners can practice using the language without being assessed. This point is also addressed by AM, who argues that CLIL students face less pressure to form grammatically correct sentences as there is no evaluation involved. As a result, they have less fear of making mistakes and are more willing to take part in conversations. Furthermore, there is increased emphasis on fostering meaningful communication and on learning specific terms that are relevant for understanding various geographical topics.

BM does not think that foreign language subjects should be replaced by CLIL. He regards language classrooms as essential for equipping students with fundamental language competences that cannot be acquired through CLIL alone. He stresses that even though CLIL puts increased emphasis on accumulating vocabulary knowledge this does not mean that students can build correct and coherent sentences. Therefore, they need to be educated in regular language lessons, which target language development on various areas. Both content teachers (BM and AM) mention that they sometimes lack specific vocabulary that students ask for. However, BM does not perceive it as a problem but rather as an opportunity for collaborative learning. A similar view is taken on by AM who claims that he often finds himself being in the same position as his students, i.e. as a learner of a foreign language.

In sum, those who teach the language and the content report from CLIL classrooms having a less-controlled learning environment as students' language production is not assessed. All agree that CLIL focuses more on developing students' communicative competency, whereas EFL covers a much wider range of skills. While the language teachers regard the fact of CLIL not assessing students' language performance as the main decisive difference to EFL, the content teacher BM mentions the freedom of topic choice as a profound difference to regular foreign language classrooms.

9.8. Cooperation with other teachers and language assistants

Overall, the respondents confirmed a rather strong cooperation among CLIL teachers. Most of them collaborate closely with their colleagues in order to share recommended instructional practice and sources. All agree that they would greatly benefit from additional language support provided by native speakers. Both content teachers report from the beneficial support from language teachers.

AM and BM, who teach at the same school, point to a close collaboration between them and also between them and the History teachers who also instruct CLIL. They regularly exchange materials and occasionally prepare worksheets and activities together. As CLIL coordinator, CF arranges several conferences in order to discuss CLIL-related topics and to foster exchange between teachers. AM considers the cooperation with BF as very beneficial as she supports him with the language. Occasionally they set up activities together and inform each other about suitable materials that they have come across during research.

This is also true for BM and CF, who state that over the past few years they have collected various worksheets for different CLIL subjects, which are freely available for others. AM recalls that particularly when doing his pre-service training, they were required to team up with other teachers in order to prepare lesson plans together. For instance, once he planned two teaching sequences about demographics together with a colleague, and then had to teach them in two selected classes.

Similarly to the other interviewees, BM and CF point to a strong cooperation among CLIL teachers and EFL teachers as well as between teachers who instruct parallel classes. CF regularly arranges in-house conferences in which they discuss CLIL-related matters. For instance, there have been meetings regarding the implementation of additional language modules in the upper secondary level. Additionally, they organize project days in which different subject teachers collaborate on working on one specific topic. The aim is to establish links between the subjects and to foster interdisciplinary learning by approaching topics from different angles. This requires a strong cooperation among the subject teachers that work on the project. For instance, in the 2nd grade there was a project on smart cities. CF and the Biology teacher decided to work on ecosystems and prepare the materials together.

Moreover, language teachers occasionally support non-language teachers. This is mostly the case if content teachers are willing to contribute to projects or would like to integrate single English sequences into their teaching. However, as they often feel insecure in using English themselves, they receive help in finding appropriate activities that require less teacher involvement (e.g videos). CF adds that usually the joint planning does not involve arranged meetings but rather happens in an incidental way. CF affirms that aside from the project days, they also carry out team teaching lessons. AF reports that due to the fact that she is the only one who teaches GWK through CLIL at her school, the cooperation with other teachers is rather sparse. However, she regularly exchanges ideas and experiences with her colleague who instructs Biology through English. Especially when coming across suitable materials that turn out to be "der Renner" ('a hit', AF interview May 2019), they inform each other.

Regarding language assistants, all of the five respondents wished there were more available native speakers who could assist them in their CLIL lessons. AF explains that the reason why they do not have a language assistant is because they are not part of an official "Schulversuch" ('school pilot project', AF interview May 2019), which is necessary in order to apply for a native speaker. However, every three semesters AF has an American native speaker, who assists her in the course of a study program. In contrast, AM and BF always have a native speaker at their school whom they share with another school. However, the native speaker mostly supports language teachers in regular language classrooms and are rarely available for CLIL lessons. AM emphasizes that one language assistant is not enough, and therefore more

financial resources would be necessary for providing additional language support in form of language assistants.

Similarly to BF and AM, BM and CF have a language assistant available at school. Again, the assistant primarily supports language teachers in FL classrooms and is therefore only rarely available. If there are free capacitates left, the assistant also support CLIL teachers but not on a regular basis. Due to this shortage, they are currently looking for another native speaker for assisting CLIL teachers, which is difficult due to financial constraints. BM elaborates on the problems that public schools only inadequately receive the support needed.

9.9. Training courses

Overall, the teachers are reluctant to attend further CLIL-related seminars mainly due to negative experiences in the past. While most of the respondents express a lack of interest in in-service training, others are disappointed with the kind of training that is being offered.

AM says that most of the courses that are being offered are very basic and only provide a rough overview of CLIL. As he has attended several in-service training courses in the past and was also in charge of a CLIL workshop, he is already familiar with the basic principles of CLIL. Therefore, he does not feel the need to take part in another in-service training. The disappointment with CLIL seminars is also expressed by CF. She refers to a colleague who attended a conference that was supposed to familiarize teachers of various school levels with CLIL. She recalls that colleague XY was very disappointed with the training as the seminar was mainly theory-oriented and did not include any practical part. Generally, CF thinks that continuous training programs that stretch over a longer period of time (one/two years) would be more efficient than compressed seminars that only take place once or twice in a school year.

AF also mentions having had negative experiences with the CLIL information event that takes place once a year at her school and targets teachers who consider implementing CLIL. It was too theoretical with no practical inputs that teachers could use, which resulted in a high level of disappointment. As a consequence, AF and her colleague decided to give the seminar themselves with the aim of providing teachers with practical guidelines and methods on how

to integrate CLIL into their teaching. They include less theory but focus instead more on applicable tools that support teachers in finding appropriate materials, for instance, by showing them suitable online sources. A couple years have passed since they have been sharing their experiences in such meetings. Likewise, AF does not feel a need for additional training courses as she has gained most of the necessary skills through "learning by doing" (AF, interview May 2019) in the course of the last 15 years. She would rather like to observe other teachers and receive input regarding activities that have proved to work well in class.

When interviewing BM, he affirms knowing about occasional courses offered by the *Pädagogische Hochschule* (PH), but does not see the point in attending them. He considers these courses as way too unspecific as they do not relate to a specific subject. He thinks that he would only be presented with methods and ideas that he already includes in his teaching. Instead, KS would prefer a high-quality educational program "ordentliche Ausbildung" ('proper training', BM interview May 2019) that stretches over a certain period of time and prepares teachers specifically for one subject (e.g. Geography, Biology, History). BM refers to a colleague who did a two-semester training on CLIL for the subject Biology, which she considered very useful. He would strongly welcome such a subject-specific course. Furthermore, BM emphasizes that he relies mostly on his own knowledge that he has gained through his experience.

When being asked about what kind of in-service training the respondents would consider useful, BF expresses that she would prefer in-house over external training. Also, she is not in favor of a continuous training that stretch over a certain period of time as they tend to be very time consuming. Instead, she would like to attend a seminar that only takes place once. She holds the belief that investing more time in further training courses is not worth the time. When being asking if she would rather attend a training course that focus on teaching the language or on content, she would definitely choose content training. She would also like to receive information regarding creative methods and activities that are applicable in class.

AM points to the possibility of inviting CLIL experts to school that support teachers in implementing CLIL. He draws attention to the *Wirtschaftskammer Österreich* (WKO), which offers to send experts with economic expertise to schools in order to familiarize teachers with

ways of how to teach economic topics through English. AM states having suggested inviting such experts to school, but failed to arouse interest among his colleagues. In contrast, CF states that they are currently looking for a pre-service training for non-language teachers who are interested in CLIL. She is aware that there are regular seminars offered by the PH but these courses only target teachers with foreign language expertise. Both, AM and CF wished there were more subject-specific courses with focus on preparing non-language teachers for teaching CLIL.

In short, the respondents' attitudes towards in-service training with focus on CLIL is rather negative. While some criticize that the training courses are too basic and are not subject-specific, others report from courses being overloaded with theory. Regarding the kind of in-service training that would attract the participants, the majority would welcome continuous training courses that stretch over a certain period of time. Only BF would prefer a seminar that only takes place once. Also, the training should be subject-specific, meaning that biology teachers receive a different kind of training than GWK teachers. Considering the training's content, BF would be more interested in receiving content-related support than language support. AM would be in favor of inviting experts from external institutions such as the WKO, who support CLIL teachers in teaching economic topics through English. CF adds that besides subject-specific seminars, there should also be a training for non-language teachers who would like to include CLIL into their teaching.

9.10. The role of language in the respondents' CLIL lessons

This section aims to present the results gained from analyzing the questionnaire. As it has already been mentioned in section 8.5., the aim of the quantitative study is to receive a glimpse into the respondents' teaching styles and to find out how well integration is achieved. Again, these results only aim to provide a rough glimpse into how the teachers evaluate and perceive their own teaching and is far from any evidence-based conformation.

As effective CLIL teaching takes content and language aspects equally intro account, the aim was to identify the beliefs held by the respondents towards the two-fold nature of CLIL. The results show an ambivalent attitude towards integrating content and language. While two teachers strongly agree with the statement "I consider the teaching of the language as important as teaching the language", two consider language learning as less important than subject learning. One person fairly agrees with the statement. The teachers' self-evaluation of their

78

ability to integrate content and language teaching was also being asked. The majority of the interviewed teachers state that they are more or less able to teach content and language to the same extent. None of them, however, did report of being fully able to integrate content and language in their teaching.

Regarding the degree dedicated to language instruction, the results show that all of the teachers affirm the use of a wide range of authentic materials in their lessons. In addition, two of the five teachers confirm that they employ activities that target the development of subject-specific literacy among the students. Furthermore, CF and BM indicated that they consider teaching vocabulary as fairly important. In contrast, the use of various feedback strategies tends to be less the case. Four out of the five respondents use only a limited amount of feedback techniques. When asking the teachers to evaluate the statement "In my lessons, I employ various interactive activities such role plays, dialogues, group discussions etc.", four out of five teachers employ various interaction formats in class, whereas one person use them less often.

10. Discussion of results

This chapter provides a synopsis of the findings of the theoretical part and the empirical part. Doing this should render more transparent what applied linguists ask from CLIL teachers and the extent to which the teachers are able to meet certain requirements. For the sake of clarity, the research questions posed in section 8.1. will be repeated and answered. In addition, the hypotheses will be tested and the findings will be compared to research done in the field of applied linguistics. Findings show how content and language integration is perceived by the teachers and which challenges content and language teachers face in relation to CLIL.

10.1. Views towards integration

In general, teachers' beliefs and opinions on CLIL have a great impact on how effective content and language integration is achieved (Hüttner, Dalton-Puffer, Smit 2013). Therefore, one part of the empirical study is devoted to investigate teachers' attitudes towards CLIL and the conceptualization of the integration, as focused on in research question 1 given below.

RQ 1	How is content and language integration perceived by CLIL GWK teachers?

The first hypothesis was to find an overall positive attitude of teachers towards the program, especially towards its added value (see chapter 3), which can be confirmed. There is an awareness among the teachers regarding the shift from English being purely a foreign language towards English turning into a global lingua franca. It has been acknowledged that English has gained considerable value over the last years that underpins the need for young people to develop English language competence. All referred to the increasing presence of English in our daily lives, which makes it inevitable to take appropriate measures in order to provide educational training activities that prepare young people for the superior role of English in society. It is argued that the demand for increased foreign language proficiency is difficult to meet due to the limited hours of English per week, which makes expanding the implementation of CLIL even more necessary. Both content and language teachers, see CLIL as an opportunity for learners to increase their foreign language proficiency, especially their vocabulary knowledge, through using English as a medium of instruction. These findings are in line with existing research (c.f. Kampen et al. 2016, Coyle 2002, Ellison 2015).

When referring to the advantages of CLIL, the benefit mentioned most is the opportunity for learners to use the language outside the foreign language classroom, and consequently, to enhance their linguistic competence in a less-controlled environment. Moreover, the respondents expressed having freedom concerning the topics they want to teach through CLIL and therefore, can consider personal preferences and students' interests. Choosing topics relevant to the students significantly contribute to their positive attitude towards learning, which eventually increases the learning outcome. Another frequent advantage mentioned is CLIL's relevance for students' future job prospects in order to compete on the global market since many international companies use English as the working language (c.f. Benegas 2012: 47).

The second assumption was that teachers regard CLIL as primarily content-driven and so perceive a balanced focus on content and language as less important. This assumption can be confirmed partly. Each of the respondents revealed a number of beliefs that confirm a general awareness of integrating content and language in their teaching. However, there is a tendency to prioritize content goals over language goals, and to switch to the L1 if the use of the target language would prohibit content learning. This indicates that the teaching of aspects concerning the subjects' content is perceived as more essential than teaching language aspects. For instance, CLIL is only used for teaching topics that are considered as suitable by the teachers, and if using English is not at the expense of content learning. These findings are in line with a study carried out by Skinnari and Bovellan (2016: 151), who interviewed 12 secondary school teachers from Austria, Finland and Andalusia, and found that CLIL teachers primarily focus on achieving content goals. They add that such attitude is not surprising as "content learning is often stated in the curriculum as the main goal" (Skinnari and Bovellan 2016: 151).

Even though the survey revealed that most of the respondents indicated that they successfully manage to integrate content and language, a word of caution is necessary: it seemed that some of the respondents are not fully aware of the role language plays in teaching and learning a subject (c.f. Skinnari & Bovellan 2016). Surprisingly, the content teacher AM seemed to be fully aware of his role as language teacher in CLIL, and expressed willingness to replace parts of the content by practicing language features if there is a need. In contrast, the language teacher BF repeatedly indicated that she does *not* teach CLIL but EAA, and therefore considers the learning of the language as less important since the focus should be more on the content.

AF is aware of the fact that she only teaches a "Schmalspurversion" ('chaep man's version', AF interview May 2019) of CLIL by implementing some parts of what 'proper' CLIL entails, because she feels overwhelmed with the requirements posed by applied linguists. It has to be mentioned that language experts might indeed apply methods that foster language learning, however, this might occur instinctively without being aware of that, while content teachers need more preparation and consideration of what language aspects they wants to address.

In general, language development is believed to happen in a natural way through continuous engagement with the target language. Therefore, teachers focus primarily on fostering meaningful interactions in class, while 'real language learning' occurs in the FL classroom. This might be one essential reason why none of the respondents believe that FL classrooms will/should be replaced by CLIL. It has been argued that even though CLIL addresses some aspects found in EFL such as the development of subject-specific literacy and communicative competence, it leaves out other essential features that target the correct use of the language (e.g. grammar, sentence structure). There is not enough time to include language teaching to the same extent as it happens in the language subjects. These findings are in line with Skinnari and Bovellan (2016: 153), who found that CLIL teachers "described language as 'a side-effect' or "by-product" or 'a spice' that was transparent, problem-free and needed very little attention".

Altogether, the findings show that further in-service training is necessary in order to raise teacher awareness for the role of language in CLIL. This issue is also addressed by Skinnari and Bovellan (2016: 166), who found that teachers have difficulties to understand their dual role in CLIL. Even though they know some of the theories related to effective CLIL teaching, they feel under pressure to fulfil idealistic goals. Moreover, Banegas (2012: 47), reports that the main reason why content and language integration is hard to implement is because of the teachers' lack of knowledge regarding CLIL's underlying aims. It is claimed that teachers are often not aware of what is expected from them and therefore fail to meet the demands that are necessary for effective teaching. It is important to raise their awareness that English is not simply "just do it in English" (Grandinetti 2013: 271), which makes it inevitable for teachers to attend further service training that raise their awareness.

The question arises if and how such requirements set by applied linguistics should be fulfilled.

Throughout my research, I had the impression that the respondents are generally content with their own teaching performance and with the way CLIL is implemented in their schools. Collaboration among teachers is perceived as very important, especially in order to support non-language teachers with the necessary support. While some respondents experience a strong collaboration between individual teachers who usually teach the same subject, others report from a whole bunch of teachers who work together in multiple ways, ranging from projects to team-teaching. *Learning by doing* seems to be an effective principle that teachers rely on when applying CLIL.

Although most of the teachers are aware of the dual-focus of CLIL, legal regulation within the Austrian curricula do not support this balanced focus. This is mainly because course objectives primarily address the content and devote little attention to foreign language development. Teachers increasingly face a conflict between meeting curricular demands and offering necessary language support. Moreover, assessment only concerns the content not the language, which is another indications that the language plays an inferior role. This is also reported by Hönig (2009: 73), who investigated the role of language in assessment in upper-secondary grammar schools and found that in the Austrian CLIL classroom it is only the content that is assessed "while language is ignored in assessment" (Hönig 2009: 74). There is a growing need for an integrated curricula that fosters language development (including students' L1) across all subjects. Otherwise, a dual-focus will remain an ideal of applied linguists that is unrealistic to achieve. However, a dual-focus does not necessarily involve assessment. Why not fostering language development through building on students' intrinsic motivation through enjoyable and non-judgmental classroom practices? This question far exceeds the scope of this thesis but nevertheless is integral when dealing with enhancing language development and awarness among young people.

10.2. Challenges of integration and how to tackle them

After having compared teachers' views towards CLIL's two-fold nature, the aim of the present section is to draw on the challenges and difficulties that the integration of content and language pose to teachers. The aim is to list the challenges and compare them with previous research and present suggestions and ideas on how they can be overcome.

RQ 2	What challenges do CLIL GWK teachers face in conceptualizing integration?

The overall assumption was that the challenges experienced by content teachers strongly differ from those faced by language teachers. It was also assumed that content teachers have to deal with more difficulties than language teachers, caused by their lower level of foreign language proficiency.

Even though the content teachers did not perceive themselves as having an inadequate foreign language command, they did refer to other content teachers who struggle with using the target language. Two teachers reported on colleagues reluctant to implement CLIL into their lessons due to their insecurity in using the target language. Another language teacher stated that there are content teachers who are willing to integrate CLIL into their lessons but do not feel confident enough to use the language themselves. Coyle, Hood and Marsh (2010: 10) suggest that content teachers with moderate foreign language skills should use activities that do not require much teacher talk but highlight student-centered learning. Also, content teachers should attend in-service training that equip them with the necessary language methodology skills. However it is not enough for content teachers to increase their language command of a foreign language but also to develop a language awareness of their own language production in order to adapt the input to the students' language demands (Vázquez & Ellison 2013: 71).

Only the content teachers mentioned the challenge of finding the right language level. Both content teachers reported struggling to present the input in a way that students can understand. This is especially the case with lower-grade students, who often lack key vocabulary essential for understanding the subject matter. Finding the appropriate language level does not only count for the language used by the teachers when explaining concepts, but also for the language used in materials (worksheets, texts etc.). Therefore, all the respondents stated they first check the language level when selecting materials. This issue is also taken up by Grandinetti et al. (2013: 317), who affirms that particularly content-teachers have to work on their language awareness in order to assess the input's comprehensibility. The teacher's job is also to check if input has become intake by focusing on the "process of learning rather than the act of learning" (Grandinetti et al. 2013: 371).

Both content and language teachers reported a lower ability to explain and discuss topics in detail compared to regular GWK lessons. This is confirmed by Vázquez (2018: 205), who stresses the danger of an "overburdened focus" on the use of the foreign language that prohibits learning. He suggests that both languages should be used parallel without forcing the use of the foreign language. This requires reflective decision-making on the strategies that facilitate language learning. One way of doing so is to focus on subject-specific literacies, which involves teaching the terminology specific to a certain subject (c.f. Marsh & Wolff 2007, Mahan 2018, Vázquez 2018). This gives students the opportunity to acquire the vocabulary necessary for making sense of the input. Ideally, the novel words learned in the CLIL subject are also addressed by the language teacher in the FL lessons, which would presuppose a strong cooperation between content and language teachers (Vázquez 2018: 205). What has also been stressed by the interviewed teachers is the fact that teaching GWK through CLIL is usually more time-consuming because one cannot proceed at the same pace as when doing the same topic in German.

Another challenge faced by the respondents is finding adequate materials. It has been repeatedly mentioned that the current CLIL schoolbooks are not suitable for Austrian learners as the topics addressed do not meet the curricula demands. Therefore, teachers mostly rely on creating their own materials or have to modify existing ones, which implies a greater workload. This issue is also confirmed by Banegas (2010: 48), who stresses the need for publishers to produce books that are in line with curricula requirements and relate to students' lives. The challenge of finding suitable CLIL schoolbooks is also addressed by Coyle, Hood and Marsh (2010: 93), who suggest that there should be guidelines that support teachers in selecting CLIL materials. These guidelines should "address the learning intention of the materials" (Coyle, Hood & Marsh 2010: 93), and include information regarding the language level so that teachers can identify the linguistic demands that materials pose easier.

What has also become evident throughout carrying out the interviews, is the lack of appropriate in-service training. Four of the five respondents experienced a low quality training in the past that did not meet their expectations and therefore are reluctant to attend further training courses. One teacher emphasized that her school is desperately looking for a course that specifically target content teachers as a number of content experts are interested in teaching CLIL. However, so far, they have only been informed about courses offered to language experts. According to Vázquez & Ellison (2013: 75), there should be different training for content and

language teachers as non-language teachers require a different sort of training as those who already have a high linguistic competency. Content teachers should have the opportunity to increase their language command by attending language classes. A training course should also cover certain areas including the principles of CLIL, classroom management, personal reflection and methodology. In addition, effective pre-service and in-service training should target a close cooperation among language and content teachers (Vázquez & Ellison 2013: 75-76).

11. Conclusion

CLIL has been the subject of discussion over the past few decades and has been studied from various different angles. Using a foreign language as a medium of instruction has gained increasing popularity in Austria resulting in more and more schools implementing CLIL into their ways of teaching. Although CLIL has many similarities with other bilingual programs, such as content-based instruction, its dual-focus on language and content makes it distinct from others.

The theoretical part of the paper explored how content and language can best be conceptualized in CLIL. Needless to say, there is a common consensus that CLIL is not a 'one size – fits all' approach. In order for CLIL to be fruitful, one has to consider the numerous factors that influence its implementation and success. Effective CLIL presuppose a thorough understanding of the underlying principles and conditions that govern its conceptualization in class. Hence, integration has to go beyond mere classroom management and consider the external factors have an impact on its realization, including teacher cooperation, curricular restraints etc. There is no doubt that the curriculum plays an integral part in CLIL's success as it creates the foundation of the program's implementation in school. Also, participant beliefs towards CLIL and its dual-focus have a tremendous impact on the extent to which content and language integration occurs in class. Therefore, one has to take on a multi-dimensional perspective on integration that takes curriculum planning, participant beliefs and classroom management equally into account.

The empirical part of the paper examined how CLIL's dual focus is perceived by GWK high school teachers in Austria. The reason for the subject choice was driven by my educational background as I will be teaching GWK in the future, and my great interest in bilingual teaching and learning. Concerning teachers' views towards CLIL, the results show that the respondents' attitudes towards the program are generally very positive. There is an overall awareness among teachers of the hegemonic role of the English language being a global lingua franca, which underpins the need for young people to develop language competence that allows them to succeed in a multilingual society and their professional lives. The challenges of the multilingual society and the developments in the job market increase the need for measures that provide opportunities for additional language development besides the regular language subjects. Using English as a medium of instruction allows increased exposure to the lingua franca. Language

learning in CLIL occurs in a less-controlled environment as the focus is less on accuracy and more on expressing oneself in an appropriate and understandable manner. Especially the focus of CLIL on language use and communication has been regarded as highly beneficial to the students. Teachers see CLIL as an integral part in supporting und preparing the students for the challenges of working in a multilingual environment, as schools should prepare their 'clients' for a successful future.

Regarding the teacher's perception towards the dual focus of CLIL, a general awareness of the underlying aims and principles could be observed. However, the role of the target language varies significantly among the teachers. While most of them consider content aspects and language features to be equally important, some regard content learning as more important. There is a tendency to prioritize content goals over language goals and to use the target language only if it does not prohibit content learning. Generally, teachers apply a *learning by doing approach* that is based on strong collaboration among teachers, who support one another in multiple ways.

Concerning the challenges that the teachers face, the study revealed that teaching content through a foreign language involves a lower ability to explain and discuss topics in detail compared to regular GWK lessons. As a result, finding adequate materials poses a challenge to the teachers because CLIL schoolbooks are not suitable for Austrian learners as the topics addressed do not meet the curricular demands. Therefore, teachers mostly rely on establishing materials themselves or have to modify existing ones, which implies a greater workload. Deciding on the right language level was only perceived challenging by the content teachers. This is especially true for lower grades students, whose language level is rather low and who require additional language support. This does not only count for the language used by the teachers when explaining concepts, but also for the language used in materials.

What has become evident throughout my research is the general aversion teachers have to in-service training. Most of the teachers experienced training in the past that did not meet their expectations which caused a reluctance to attend further training. This increases the need for the provision of appropriate training that addresses the specific needs of CLIL teachers. There should be different courses for content and language teachers as content experts require a different training as those who are already familiar with foreign language methodologies (see chapter 7.4.).

The study offered various interesting insights into how CLIL is conceptualized in Austria, and offered a small glimpse into the teacher's practices and experiences with CLIL. The information gained through in-depth researching as well as from the empirical study was extremely revealing and brought my personal knowledge regarding bilingual teaching and especially CLIL onto a new level. The new information gained boosts my interest in CLIL even more.

12. List of references

Abuja, Gunther. "Austria". In: In Maljers, Anne; Marsh, David; Wolff, Dieter (eds.). 2007. *Windows on CLIL. Content and language integrated learning in the European spotlight*. The Hague: European Platform for Dutch Education, 14-24.

Altrichter, Herbert; Messner, Elgrid; Posch, Peter. 2004. *Schule evaluieren sich selbst: Ein Leitfaden*. Hannover: Kallmeyer Verlagsbuchhandlung GmbH

Ball, Phil; Keith, Kelly; John, Clegg. 2015. *Putting CLIL into Practice*. Oxford: Oxford University Press.

Ball, Phil. 2016. "Using language(s) to develop subject competences in CLIL-based practice". *Puls* 39, 15-34.

Banegas, Darío. 2012. "CLIL teacher development: Challenges and experiences". *Latin American Journal of Content & Language Integrated Learning* 5(1), 46-56.

Barcelos, Ana. "Researching beliefs about SLA: A critical review." In Kalaja, Paula; Barcelos, Ana (eds.). 2003. *Beliefs about SLA: new research approaches*. Dordrecht: Springer Science+Business Media, 7-33.

Barcelos, Ana. "Teachers' and Studens' beliefs within a Deweyean framework: Conflict and influence". In Kalaja, Paula; Barcelos, Ana (eds.). 2003b. *Beliefs about SLA: new research approaches*. Dordrecht: Springer Sience+Business Media, 171-199.

Bialystok, Ellen; Craik, Fergus; Luk, Gigi. 2012. "Bilingualism: consequences for mind and brain". *Trends cognitive science* 16(4), 240-250.

Bildungsdirektion für Wien. 2019. *Vienna Bilingual Schooling.* https://www.wien.gv.at/bildung/stadtschulrat/schulsystem/vbs.html (7 June 2019).

Brand, Brenda; Triplett, Cheri. 2012. "Interdisciplinary curriculum an abandoned concept?. *Teachers and teaching* 18 (3), 381-393.

Bruton, Anthony. 2013. "Some of the reasons why…and why not." *System* 41(3), 587-597.

Bundesministerium für Unterricht, Kunst und Kultur. *Aktuelle europäische Entwicklungen – Impulsgeber für die Praxis.* https://bildung.bmbwf.gv.at/schulen/unterricht/ba/efsz_info_22823.pdf?61ed97 (June 7 2019).

Cillia, Rudolf; Krumm, Jans-Jürgen. 2010. "Fremdsprachenunterricht in Österreich". *Sociolinguistica* 24, 153-169.

Coyle, Do. "Relevance of CLIL to the European Commission's Language Learning Objectives." In Marsh, David (ed.). 2002. *CLIL/EMILE – the European dimension: actions, trends and foresight potential*. Jyväskylä: University of Jyväskylä, 27-28.

Coyle, Do; Holmes, Bernardette; King, Lid. 2009. *Towards an integrated curriculum – CLIL National Statement and Guidelines.* London: The Language Company.

Coyle, Do; Hood, Philip; Marsh, David. 2010. *CLIL: Content and language integrated learning.* Cambridge: Cambridge University Press.

Coyle, Do. 2007. "Content and Language Integrated Learning: Towards a Connected Research Agenda for CLIL Pedagogies." *International Journal of Bilingual Education and Bilingualism* 10(5), 543-562.

Coyle, Do; Holmes; Bernadette; King, Lid. 2009. *Towards an integrated curriculum – CLIL national statement and guidelines*. The Language Company: London.
Coyle, Do. 2013. "Listening to learners: an investigation into 'successful learning' across CLIL contexts." *International Journal of Bilingual Education and Bilingualism* 16(3), 244-266.

Cummins, Jim. "BICS and CALP: Origins and rationale for the distinction." In Paulston, Bratt; Tucker, Richard (eds.). 2003. *Sociolinguistics: The essential readings*. London: Blackwell, 322-328.

Dalton-Puffer, Christiane. 2007. *Discourse in content and language integrated learning (CLIL) classrooms*. Amsterdam: John Benjamins Publishing Company.

Dalton-Puffer, Christiane. 2011. "Content-and-Language Integrated Learning: From practice to principles?" *Annual Review of Applied Linguistics*, 31(1), 182–204.

Dalton-Puffer, Christiane; Tarja, Nikula; Ute, Smit. "Charting polices, premises and research in content and language integrated learning". In Dalton-Puffer, Christiane; Nikula, Tarja; Smit, Ute (eds.). 2010. *Language use and language learning in CLIL classrooms*. Amsterdam: John Benjamin Publishing Company, 1-20.

Dalton-Puffer, Christiane; Smit, Ute. 2013. "Content and language integrated learning: new research approaches". *Language Teaching* 46 (4), 545-559.

Dalton Puffer, Christiane; Bauer-Marschalinger, Silvia. Brückl-Mackey, Katharina; Hofmann, Victoria; Hopf, Jennifer; Kröss, Lisa; Lechner, Lisa. 2018. "Cognitive discourse functions in Austrian CLIL lessons: towards an empirical validation of the CDF construct." *European Journal of Applied Linguistics* 6(1), 5-29.

Ellison, Maria. 2015. CLIL: "The added value of English language teacher education for young learners". *Lingurum Arena* 6, 59-69.

European Commission. 2019. *Language Policy*.
http://www.europarl.europa.eu/ftu/pdf/en/FTU_3.6.6.pdf (7 June 2019).

Eurydice (eds.). *Content and language integrated learning (CLIL) at school in Europe: Country reports. National description: Austria.*
http://www.htl.at/fileadmin/content/downloads/schwerpunktportale/Eurydike-Laenderbericht_CLIL_OEsterreich_05.pdf (June 7 2019).

Eurydice (eds.). *Key data on teaching languages at school in Europe*: Eurydice report. https://publications.europa.eu/en/publication-detail/-/publication/3b929832-3f61-11e7-a08e-01aa75ed71a1/language-en/format-PDF (September 6 2019).

Genesee, Fred. "What do we know about bi-lingual education for majority language students." In Bhatia, Tej; Ritchie, William (eds). 2004. *Handbook of Bilingualism and Multiculturalism*. New Jersey: Blackwell, 547–576.

Gibbons, Pauline. 2002. *Teaching second language learners in the mainstream classroom.* Portsmouth: Heinemann.

Gill, Paul; Steward, Kate; Treasure, Elizabeth; Chadwick, Barbara. "Methods of data collection in qualitative research: interviews and focus groups". *British dental journal official journal of the British Dental Association* 204(6), 291-295.

Graaff, Rick. "Foreword: ntegrating content and language in education: best of both worlds?" In Nikula, Tarja; Dafouz, Emma; Pat, Moore; Smit, Ute (eds.). *Conceptualising Integration in CLIL and Multilingual Education.* Bristol: Multilingual Matters, xiii-xvi.

Grandinetti, Maria; Langelotti, Margharita; Ting, Teresa. 2013. "How CLIL can provide a pragmatic means to renovate science education – even in a sub- optimally bilingual context". *International Journal of Bilingual Education and Bilingualism*, 16(3), 354-374.

Hamre, Bridget; Pianta, Robert. "Student-teacher relationships". In Bear, George; Minke, Kathleen (eds.). 2006. *Children's needs III: development, prevention, and intervention*. Washinton DC: National Association of School Psychologists, 49-60.

Hönig, Ingrid. 2009. "Assessment in CLIL". Unpublished Diploma Thesis, University of Vienna, Vienna.

Hüttner, Julia; Dalton-Puffer, Christiane; Smit, Ute. 2013. "The power of beliefs: lay theories and their influence on the implementation of CLIL programmes." *International Journal of Bilingual Education and Bilingualism* 16(3), 267-284.

Hüttner, Julia; Rieder-Bünemann, Angelika. "A cross-sectional analysis of oral narratives by children with CLIL and non-CLIL instruction". In Dalton-Puffer, Christiane; Nikula; Tarja; Smit, Ute (eds.). 2010. *Language use and language learning in CLIL classrooms*. Amsterdam: John Benjamin Publishing Company, 61-80.

Hüttner, Julia; Smit, Ute. 2014. "CLIL (Content and Language Integrated Learning): the bigger picture. A response to: A. Bruton. 2013. CLIL: Some of the reasons why … and why not. System 41 (2013): 587-597." *System* 44, 160-167.

Kalaja, Paula; Barcelos, Ana; Aro, Mari. "Revisiting research on L2 learner beliefs: looking back and looking forward". In Garrett, Peter; Cots, Josep (eds.). 2018. *The routledge handbook of language awareness*. New York: Routledge, 222-237.

Kampen, Evelyn; Meirinek, Jacobiene; Admiraal, Wilfried; Berry, Amanda. 2018. "Do we all share the same goals for content and language integrated learning (CLIL)? Specialist and

practitioner perceptions of 'ideal' CLIL pedagogies in the Netherlands." *International Journal of Bilingual Education and Bilingualism*, 1-17.

Klimova, Blanca. 2012. "CLIL and the teaching of foreign languages". *Procedia Social and Behavioral Science* 47, 572-576.

Kroll, Judith; Bialystok, Ellen. 2013. Understanding the consequences of bilingualism for language processing and cognition. *Journal for cognitive psychology*. 25(5), 1-22.

Kupetz, Maxi. 2011. "Multimodal resources in students' explanations in CLIL interaction." *Novitas Royal* 5(1), 121-142.

Lasagabaster, David; Sierra, Juan. 2009. "Immersion and CLIL in English: More differences than similarities". *ELT Journal* 64(4), 367-375.

Lindholm-Leary, Kathryn; Ferrante, Annette. "Follow-up study of middle school two way students: language proficiency, achievement and attitudes." In Hoosain, Rumjahn; Salili, Farideh (eds.). 2005. *Language in Multicultural Education*. Greenwich: Information Age Publishing, 157–179.

Llinares, Ana; Tom, Morton; Rachel, Whittaker. 2012. *The roles of language in CLIL*. Cambridge: Cambridge University Press.

Llinares, Ana; Dalton-Puffer, Christiane. 2015. "The role of different tasks in CLIL students' use of evaluative language." *System* 54, 69-79.

Lorenzo, Francesco; Moore, Pat. "General and theoretical issues". In Dalton-Puffer, Christiane; Nikula; Tarja; Smit, Ute (eds.). 2010. *Language use and language learning in CLIL classrooms*. Amsterdam: John Benjamin Publishing Company, 23-38.
Lyster, Roy. 2007. *Learning and teaching languages through content: A counterbalanced approach*. Amsterdam: John Benjamins Publishing Company.

Lyster, Roy; Ballinger, Bill. 2011 "Content-based language teaching: Convergent concerns across divergent contexts." *Language Teaching Research* 15(3), 279-288.

Madinabeitia, Sonia. 2007. "The integrated curriculum, CLIL and constrctivism." *Revista Española de Linguistica* Aplicada 1, 55-65.

Mahan, Karina; Brevik, Lisbeth; Ødegaard, Marianne. 2018. "Characterizing CLIL Teaching: New Insights from a Lower Secondary Classroom." *International Journal of Bilingual Education and Bilingualism*, 1-18.

Marsh, David; Wolff, Dieter. (eds.). 2007. *Diverse Contexts - Converging Goals: CLIL in Europe*. Frankfurt a.M.: Peter Lang GmbH, Internationaler Verlag der Wissenschaften.

Maxwell, Joseph. 2004. "Using qualitative methods for causal explanation." *Field Methods* 16(3), 243-264.

Maxwell, Joseph. 2013. *Qualitative research design: an interactive approach*. Londoon: SAGE Publication.

Mehisto, Peeter; Marsh, Peter. "Approaching the economic, cognitive and health benefits of bilingualism: Fuel for CLIL". In Zarobe, Yolanda; Sierra, Juan; Gallardo do Puerto, Francisco (eds.). 2011. *Content and foreign language integrated learning*. Bern: Peter Lang GmbH, 21-48.

Meyer, Oliver. 2010. "Towards quality CLIL." *Puls* 33, 11-29.

Muijs, Daniel. 2004. *Doing quantitative research in education.* London: SAGE Publications Ltd.

Nikula, Tarja; Dalton-Puffer, Christiane; Llinares, Ana; Lorenzo, Francisco. "More than content and language: The complexity of integration in CLIL and bilingual education". In Dafouz, Emma; Pat, Moore; Tarja, Nikula; Ute, Smit (eds.). 2016. *Conceptualizing Integration in CLIL and Multilingual Education*. Bristol: Multilingual Matters, 1-29.

Österreichisches Sprachenkompetenzzentrum. *Aktuelle europäische Entwicklungen – Impulsgeber für die Praxis*. https://bildung.bmbwf.gv.at/schulen/unterricht/ba/efsz_info_22823.pdf?61ed97 (28 July 2019).

Papaja, Katarzyna. 2012. "The impact of students' attitude on CLIL: A study conducted in higher education." *Latin American Journal of Content and Language Integrated Learning* 5(2), 28-56.

Pérez-Cañado, Maria. 2012. "CLIL research in Europe: past, present, and future." *International Journal for Bilingual Education and Bilingualism* 15(3), 1-27.

Pérez-Cañado, Maria. 2016. "From the CLIL craze to the CLIL conundrum: Addressing the current CLIL controversy." *Bellaterra Journal of Teaching & Learning Language & Literature* 9(1), 9-31.

Pädagogische Hochschule Wien. *Content and language integrated learning*. https://www.phwien.ac.at/files/Mitteilungsblatt_VR/Lehrgänge/Lehrgang%20Content%20and%20Language%20Integrated%20Learning%20.pdf (28 July 2019).

Rechtsinformationssystem des Bundes. 2015. *Lehrpläne der Höheren technischen und gewerblichen Lehranstalten 2015 sowie Bekanntmachung der Lehrpläne für den Religionsunterricht.* http://www.htltraun.at/hp/public/pdf/Lehrplan2015_Anlage1_Inkrafttretung_20170303.pdf (June 7 2019).

Richards, Jack; Rodgers, Theodore. 2014. *Approaches and Methods in Language Teaching*. Cambridge: Cambridge University Press.

Schleppegrell, Mary. 2004. *The language of schooling: A functional linguistics perspective.* New Jersey: Lawrence Erlbaum Associates.

Skinnari, Kristiina; Bovellan, Eveliina. *CLIL teachers' beliefs about integration and about their professional roles: perspectives from a European context.* In Dafouz, Emma; Pat,

Moore; Tarja, Nikula; Ute, Smit (eds.). 2016. *Conceptualizing Integration in CLIL and Multilingual Education*. Bristol: CPI Books Group Ltd, 154-167.

Sylvén, Kerstin. "Motivation, second language learning in CLIL." In Llinares, Ana; Morton, Tom (eds.). 2017. *Applied linguistics: Perspectives on CLIL*. Amsterdam: John Benjamin Publishing Company, 51-65.

Tokuhama-Espinosa, Tracy. 2008. *Living languages – Multilingualism across the lifespan*. Westport: Praeger Publisher.

Vázquez, Víctor. 2018. "Innovations and challenges in CLIL research: exploring the development of subject-specific literacies." *Theory into Practice* 57, 204-211.

Vázquez, Victor; Ellison, Maria. 2013. "Examining teacher roles and competences in content and language integrated learning (CLIL)." *Lingvarvma Arena* 4, 65-78.

Vygotsky, Lev. 1978. *Mind in society: The development of higher psychological processes.* Massachusetts: Harvard University Press.

Walsh, Steve. 2013. *Classroom discourse and teacher development.* Edinburgh: Edinburgh University Press.

Wenden, Anita. "How to be a successful language learner: insights and prescriptions from L2 learners." In Wenden, Anita; Rubin, Joan (eds.). 1987. *Learner strategies in language learning*. London: Prentice Hall, 103-117.

Xanthou, Maria. 2011. "The impact of L2 on vocabulary development and content knowledge." *English Teaching: Practice and Critique* 10(4), 116-126.

13. Appendix

Abstract (English)

Content Language Integrated Learning (CLIL) is characterized by a dual-focus on content and language. There is a common consensus that CLIL cannot be successfully applied by merely focusing on either language or on content. Instead, effective CLIL involves a balanced focus on both without prioritizing one over the other. The need for integrating subject and content learning has given rise to various approaches that deal with how integration can be achieved effectively. One of the main objectives of this work is to answer the question on how the interplay between content and language in CLIL can be obtained. The approach, chosen here to conceptualize integration is the *multi-dimensional model* by Nikula et al. (2016), which serves as a holistic framework for conceptualizing integration on various dimensions. It stresses the fact that integration does not only occur at the classroom level, but strongly depends on curricula legislations and on the way people perceive integration and language teaching.

In terms of methodology, qualitative and quantitative methods are combined in the mixed-method design. The required data are collected by conducting semi-structured interviews and a short survey with five GWK high school teachers. The aim is to find out how CLIL's dual focus on language and content is perceived by the teachers, and how they manage to conceptualize integration in class. Another aim is to examine the challenges and that CLIL teaching entails. The results will give insights on how integration is perceived by teacher and what challenges they face.

Abstract (Deutsch)

Content Language Integrated Learning (CLIL) ist durch einen dualen Fokus auf Sprache und Inhalt gekennzeichnet. Es besteht Konsensus drüber, dass ein qualitätsvoller CLIL Unterricht durch den einseitigen Fokus auf Sprache oder Inhalt nur unzureichend umgesetzt werden kann. Stattdessen soll der Fokus auf beide Bereiche gleichermaßen gelegt werden. Diese Arbeit soll Aufschluss darüber geben, wie Sprach- und Fachunterricht erfolgreich miteinander kombiniert werden können, ohne einen Bereich zu bevorzugen. Ein Rahmenwerk, das sich als besonders erfolgreich für die Konzipierung der Integration von Fach und Sprache erwiesen hat ist das *multi-dimensionale Modell* von Nikula et al (2016). Laut diesem Modell, ist erfolgreicher CLIL

Unterricht, neben dem eigentlichen Unterricht, stark vom Lehrplan und den Einstellungen der Lehrkräfte gegenüber dem Programm abhängig.

Für die Durchführung der Studie wird eine Kombination aus qualitativen und quantitativen Forschungsmethoden verwendet. Dabei werden fünf semi-strukturierte Interviews sowie eine kurze Umfrage mit CLIL Lehrer*innen in österreichischen Schulen durchgeführt. Das Ziel ist, herauszufinden wie der duale Fokus auf Sprache und Inhalt im Fach GWK von Lehrer*innen im Sekundarbereich wahrgenommen und umgesetzt wird. Ein weiteres Ziel ist es, die Herausforderungen die sich im CLIL Unterricht ergeben aufzudecken.

Zusammenfassung

Diese Arbeit beschäftigt sich mit der Integration von Fach- und Sprachunterricht in österreichischen CLIL Geographie- und Wirtschaftskunde Klassen. CLIL zielt auf einen dualen Schwerpunkt von Fach und Inhalt ab, ohne einen der beiden Komponenten zu priorisieren. Daraus haben sich zahlreiche Ansätze und Modelle ergeben, welche sich mit der erfolgreichen Integration von Fach und Sprache beschäftigen. Ein Ansatz, der sich als besonders erfolgreich für die Untersuchung und Umsetzung von CLIL herausgestellt hat, ist der *multidimensionale Ansatz* von Nikula et al. (2016). Dieser besagt, dass das Ausmaß zu dem Sprach- und Fachunterricht im Unterricht integriert wird, stark von den Einstellungen und Ansichten der Lehrkräfte sowie den Lehrplanbestimmungen abhängt.

Das Ziel dieser Arbeit war es, herauszufinden, wie die duale Fokussierung (Inhalt-Sprache) im Fach Geographie- und Wirtschaftskunde (GWK) von Lehrer*innen wahrgenommen und umgesetzt wird. Weiteres soll Aufschluss darüber gegeben werden welche Herausforderungen sich im Schulalltag ergeben. Es wurde eine Kombination aus qualitativen und quantitativen Forschungsmethoden zur Durchführung der Studie angewendet. Dabei wurden fünf semi-strukturierte Interviews mit CLIL Lehrer*innen in österreichischen AHS und BHS Schulen aus Wien und Niederösterreich durchgeführt. Bei den Befragten handelte es sich ausschließlich um GWK Lehrer*innen, wobei drei davon auch Englisch als Fremdsprache unterrichten. Des Weiteren wurden Daten mittels eines Fragebogens erhoben und Transkripte der Interviews erstellt. In einem weiteren Schritt würden die Interviews miteinander verglichen sowie die Fragebögen ausgewertet.

Es konnte herausgefunden werden, dass eine überwiegend positive Einstellung gegenüber CLIL bei den Befragten vorherrscht. Die Resultate zeigen, dass ein generelles Bewusstsein über den dualen Fokus von CLIL auffindbar ist. Es zeigt sich allerdings die Tendenz, dass den Fachinhalten Priorität eingeräumt wird, wenn der Wissensertrag von Inhalten gefährdet ist. Beispielsweise ist es eine Herausforderung das Sprachlevel auf das Level der Schüler*innen abzustimmen, auf Sprachschwierigkeiten einzugehen und gleichzeitig den Lehrplananforderungen gerecht zu werden. Es wurde ersichtlich, dass sich vor allem *learning by doing* bei den Befragten bewährt. Hierbei spielt die Kollaboration zwischen den Lehrkräften eine wichtige Rolle. Dies trifft vor allem bei der Unterstützung von Fachlehrer*innen ohne Fremdsprachenausbildung bei der Planung und Durchführung von CLIL-Einheiten zu. Die

Studie konnte einen aufschlussreichen Einblick in die Umsetzung von CLIL sowie in das Unterrichtsgeschehen der Befragten geben.

Interview questions

1. Seit wann und in welchem Ausmaß wird CLIL an Ihrer Schule angeboten?

2. Seit wann unterrichten Sie das Fach Geographie und Wirtschaftskunde in englischer Sprache?

3. Unterrichten Sie auch andere Fächer in Rahmen von CLIL?

4. Wie hilfreich haben Sie die Vorbereitungsseminare bzw. Kurse empfunden?

    a. Warum?

    b. Inwiefern waren diese aufgebaut?

5. Welche Erwartungen/Ziele hatten Sie bevor Sie begonnen haben CLIL Klassen zu unterrichten?

    a. Haben sich diese bestätigt?

6. Was finden Sie positiv/negativ an CLIL?

7. Welche Ziele verfolgt ihrer Meinung nach CLIL?

8. Wie unterscheidet sich Ihrer Meinung nach CLIL vom regulären Englischunterricht?

9. Finden Sie, dass CLIL den regulären Sprachunterricht ersetzen wird bzw. soll?

10. Arbeiten Sie in irgendeiner Weise mit EnglischlehrerInnen zusammen?

11. Arbeiten Sie mit einem Native Speaker zusammen? Wenn ja, inwiefern unterstützt er/sie Ihren Unterricht?

12. Welche besonderen Herausforderungen ergeben sich für Sie als FachlehrerIn/Sprach- und FachlehreIn im CLIL Unterricht?

13. Gibt es gewisse Unterrichtsmethoden bzw. Ansätze, die Sie als besonders brauchbar für Ihren Unterricht ansehen?

14. Finden Sie es einfach geeignete CLIL Materialien zu finden?

15. Woher beziehen Sie Ihre Unterrichtsmaterialien?

16. Nach welchen Kriterien wählen Sie Ihre Unterrichtsmaterialien aus?

17. Beurteilen Sie auch den sprachlichen Fortschritt der SuS?

    a. Wenn ja, welche Bewertungsskalen benutzen Sie dabei?

18. Können Sie abschätzen wie oft Sie und Ihre SuS Deutsch im Unterricht verwenden?

19. In welchen Unterrichtssituationen wird Deutsch vermehrt verwendet?

20. Gibt es noch etwas zu diesem Thema was Sie besprechen wollen?

21. Gibt es momentan Fortbildungskurse für CLIL?

22. Was würden Sie sich wünschen bzw. was fänden Sie sinnvoll?

23.

Questionnaire

Bitte geben Sie an, wie sehr Sie den folgenden Aussagen zustimmten (1 = stimme voll und ganz zu – 5 = stimme gar nicht zu).

		Stimme voll und ganz zu	Stimme eher zu	Stimme weniger zu	Stimme ganz und gar nicht zu
1.	Wenn ich ein neues Thema beginne, gehe ich explizit auf fachspezifische Vokabel ein.	1	2	3	4
2.	Für mich ist die Vermittlung von Sprache genauso wichtig, wie die Vermittlung von Inhalten.	1	2	3	4
3.	Im Unterricht verwende ich zahlreiche Feedbackstrategien um SuS auf begangene sprachliche Fehler aufmerksam zu machen.	1	2	3	4
4.	In meinem Unterricht verwende ich eine Fülle an Hilfestellungen um SuS in im Verständnis von neuen Inhalten zu unterstützen.	1	2	3	4
5.	Es gelingt mir gut sprachliche und inhaltliche Inhalte zu verbinden.	1	2	3	4
6.	Mir ist es wichtig, authentische Unterrichtsmaterialien zu verwenden, welche direkt an der Lebenswelt der SuS anknüpfen.	1	2	3	4
7.	Ich baue zahlreiche Interaktionsmöglichkeiten im Unterricht ein (Rollenspiele, Dialoge, Gruppendiskussionen etc.).	1	2	3	4