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"CLILing in the name of conversation skills: A case study"

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List of abbreviations

approx.: approximately

CA: Conversation Analysis

ch.: chapter

CLIL: Content and Language Integrated Learning

EFL: English as a Foreign Language

pp: percentage points

RQ: research question

H: hypothesis

TCS: total conversation skills

VOICE: Vienna-Oxford International Corpus of English

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1. Introduction

There is a growing body of literature that acknowledges the importance of Content and Language Integrated Learning (CLIL) for present-day school education, which prioritises multilingualism and critical thinking skills to prepare students for an increasingly fast-paced and globalised world. Since the emergence of CLIL in the 1990ies, many stakeholders have recognised its potential and it has been implemented in numerous European countries. The linguistic dimension of the content and language integrated approach was decisive for the important role of CLIL in the multicultural European context. In fact, its promotion of L2 proficiency and of authentic, meaningful and sustainable learning experiences are among its principal purported benefits. Therefore, investigating the positive effect of CLIL on communicative competence and cognitive skills is a continuing concern within the research field. Over the past two decades many studies have provided evidence for the advantages of the approach regarding oral language proficiency (Lasagabaster 2008; Ruiz de Zarobe 2008; Hüttner & Rieder-Bünemann 2010; Gallardo del Puerto & Gómez Lacabex 2013) and pragmatic competence (Gassner & Maillat 2006; Maillat 2010; Jexenflicker & Dalton-Puffer 2010), but also concerning complex thinking skills (Zydatiß 2007; Nikula 2005) and learner attitudes (Gassner & Maillat 2006; Dalton-Puffer, Nikula & Smit 2010). Recently, however, more critical views with respect to CLIL implementation and CLIL investigation have emerged in the field. A number of scholars problematise the self-selective nature of CLIL (Mehisto 2007; Bruton 2011a, 2011b; Paran 2013) and have claimed that CLIL practice often does not reflect its fundamental theoretical imperatives, such as the balanced integration of content and language (Coyle 2007, 2008; Bruton 2011b). Furthermore, it has been argued that many of the research findings in the field should be re-evaluated adopting a more critical perspective and a multivariate research design (Bruton 2011a, 2011b, 2013; Cenoz, Genesee & Gorter 2014; Paran 2013; Pérez Cañado 2016, 2017).

The present study therefore aims at revisiting some of the above-mentioned beneficial effects of CLIL and includes the scrutiny of certain variables which help to identify potential causes of these effects. Given the important role that speaking skills and interaction play for the CLIL approach, conversation skills represent the focus of this study. In addition, moderating variables such as learner attitudes and motivations will be included in the analysis. The empirical investigation presented here will attempt to show that CLIL students outperform their Non-CLIL peers with respect to conversation skills. More

specifically, it will compare the performances of the two groups within three subskills of conversation skills, including pragmatic and sociolinguistic skills, compensatory strategies and higher-order thinking skills. Moreover, it will add a pseudo-longitudinal comparison to scrutinise the long-term effect of CLIL compared to that of traditional approaches. In order to account for the influence of moderating variables, the analysis will encompass a comparison of the two groups regarding their attitudes and will correlate these findings with the results obtained for conversation skills. The methodological approach taken in this case study is a mixed methodology including a checklist-based quantitative assessment of students' conversation skills and a quantitative analysis of a self-evaluative questionnaire about students' attitudes and motivations. Understanding the link between these two dimensions will help to gain new insights about the added value of CLIL. In addition, this study may contribute to a deeper understanding of how learners' attitudes can affect their conversation skills and their choice for or against CLIL.

This paper first provides a review of CLIL theory (ch. 2.1.) including an overview of its characterisation and development (ch. 2.2.) and of its specific pedagogical and didactic principles (ch. 2.1.2). Furthermore, it will compare and contrast views regarding the added value of CLIL (ch. 2.2.), by presenting a number of voices supporting (ch. 2.2.1.) and contesting (ch. 2.2.2.) this claim. Chapter Three will discuss the theoretical foundations which formed the basis of the assessment for conversation skills in the empirical study. This will include a discussion of selected aspects of Conversation Analysis (ch. 3.1.), of the Common European Framework of References (ch. 3.2.), and of higher-order thinking skills (ch. 3.3.) which are relevant for the purposes of the study. Subsequently, a working definition of conversation skills resulting from this discussion will be formulated in chapter 3.4.. Chapter Four will examine a number of individual factors which can influence the language learning progress, such as learner motivation (ch. 4.2.1.) and inhibition (ch. 4.2.2.). The paper will then go on to outline its motivations and objectives in chapter five. The following sections will address the empirical part of the study by describing the case study's setting (ch. 6.1.), methods (ch. 6.2.) and limitations (ch. 6.3) and by presenting (ch. 7.) and discussing (ch. 8.) its results.

2. Reviewing CLIL

2.1 CLIL definition and development

CLIL can be defined as a teaching and learning approach which translates to language-sensitive content lessons taught in a foreign language. More precisely, as defined by Coyle, Hood and Marsh (2010: 1): "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". At first sight, CLIL may simply appear like a more complicated term for content-based language teaching, but although the two concepts are related, they are not interchangeable. Similarly to its forerunners, the North American immersion programmes, it is based on the fundamental understanding that successful language learning is fostered by incidental acquisition of linguistic knowledge through frequent and long-term exposure to the target language (Dalton-Puffer, Nikula & Smit 2010:24). A significant advantage of this incidental acquisition is that the tasks and activities in the classroom gain imminent pertinence which, in turn, leads to a more intuitive language use experience for learners (Dalton-Puffer, Nikula & Smit 2010: 24). Compared to other content-based approaches, however, CLIL treats more specialised content matter from academic disciplines or from the taught school subjects rather than broad and universal themes (Wolff 2007: 15-16). As the name CLIL suggests, it integrates both content *and* language teaching and learning. Llinares and Wittaker (2006: 29) explain what this implicates:

> Learning a discipline always implies learning the language of that discipline, and this is even more necessary when learning in a foreign language. This focus on the specific linguistic features of the discipline is precisely what is involved in CLIL, since here both learning content *and* learning a foreign language are seen as goals.

This language-sensitive aspect is thus worth highlighting because it is a fundamental and distinctive element of European CLIL. What makes this feature so distinctive is that, in contrast to other bilingual approaches such as the Canadian immersion programmes, CLIL goes beyond simple exposure and implicit language learning and includes a fair amount of focus on form and on metalinguistic cognition (Dalton-Puffer, Nikula & Smit 2010: 8). As a result, the target language becomes both medium and subject of instruction.

2.1.1 Implementation and motivations

In Europe, CLIL has become an umbrella term for a variety of language-sensitive content-based teaching and learning approaches, which use a foreign language as their medium of instruction (Dalton-Puffer, Nikula & Smit 2010: 3). In fact, since its rise at the turn of the century, CLIL has been implemented in thirty different European countries (Coyle 2007: 545). The 216 types of CLIL programmes which have since developed, focus on language or content to differing extents and vary with respect to their duration, age of leaners, language level and compulsory status (Coyle 2007: 545). When first profiling CLIL in 2001, Marsh, Maljers and Hartiala predicted that "the future is likely to see this kind of multilingual education as normal rather than exceptional" (2001: 11). While it is true that CLIL has since spread increasingly in Europe and beyond, it remains nevertheless a particularity which is not offered in most schools. In contrast, Marsh, Maljers and Hartiala (2001: 11) suggest that another change has already occurred: bilingual education models such as CLIL are no longer a privilege reserved only to a selected elite in academic streams. An additional motive force behind the emergence of CLIL in the early 1990ies was the common dissatisfaction with the language skills that students had acquired through conventional foreign language teaching in the course of their school careers (Dalton-Puffer, Nikula & Smit 2010: 6; Ruiz de Zarobe 2010: 192). This disappointment is likely to have caused stakeholders such as parents and governments to support the implementation of CLIL mainly for its positive effect on language (Dalton-Puffer, Nikula & Smit 2010: 6). Other beneficial aspects of its content learning approach, like heightened intercultural awareness and deeper cognitive processing seem to have played a less significant role (Dalton-Puffer, Nikula & Smit 2010: 6). Unfortunately, this attitude contrasts with the basic principle of the CLIL approach, which consists in focusing on both language *and* content learning equally (Dalton-Puffer, Nikula & Smit 2010: 2). Given their crucial role for the approach, the content and the language dimension are among the five pillars for the implementation of CLIL in Europe. They were elaborated by Marsh, Maljers and Hartiala (2001: 1) and are briefly outlined below:

Table 1: The five CLIL dimensions (Marsh, Maljers & Hartiala 2001)

Dimension	Aim
(1) Culture	Fostering an understanding and awareness of cultural diversity and developing intercultural communication competence, while countering prejudices and racism.

(2) Environment	Preparing students for international and particularly European mobility, e.g. by exposing them to authentic materials, test formats and key terminology from other countries.
(3) Language	Increasing plurilingual interest and competences, as well as linguistic and metalinguistic awareness by promoting competences in both the L1 and the introduced foreign language.
(4) Content	Exploring additional angles and perspectives when engaging with new content by accessing it through a different language. Building subject-specific terminology in the target language.
(5) Learning	Creating a learning space that increases students' motivation by employing a set of diverse teaching and learning methods which account for their individual strengths and needs. Improving all competences in the target language and promoting oral communication skills in particular.

These dimensions form the rationale which builds the common core of the numerous CLIL types that have emerged in various European countries (Marsh, Maljers & Hartiala 2001: 17). In practice, they should be strongly intertwined and adapted according to the three key factors: age of learners, socio-linguistic environment and degree of exposure (Marsh, Maljers & Hartiala 2001: 17). Although the CLIL approach can be adopted at all levels from primary to tertiary, the focus will henceforth lie on its application at the secondary level, since the case study conducted for this paper gathered data from a secondary school.

Although this renowned profile of CLIL by Marsh, Maljers and Hartiala underlines that CLIL promotes an exchange and interaction between various European languages and cultures, Dalton-Puffer and Nikula (2006: 241) note that since the emergence of CLIL, most schools in Europe have introduced English as CLIL target language due to its crucial role in the increasingly globalised and internationalised world. They point out that while EU policies, which aimed at marrying cultural and linguistic diversity with a shared European identity, have managed to promote the implementation of CLIL in European countries, they have not been able to avoid this dominance of English as a CLIL language (Dalton-Puffer & Nikula 2006: 241). This development suggests that despite the EU's efforts of endorsing minority languages and diversity, the profitability of skills as assets on the job market still outweighs other motivations for language learning in the eyes of most stakeholders. This observation is in line with the main argument in Hugonnier's (2015) account on the neoliberalisation of the education system. He argues that in recent years the involvement of governments in schools has remained the same, while the interest in education of parents

and businesses has been growing continuously (Hugonnier 2015: 25). He maintains that the ongoing globalisation leading to considerable international competition, the recent economic crisis, and the perspective of robots replacing humans in many jobs have caused parents to attribute more importance to their children's education, without which they risk a precarious future (Hugonnier 2015: 25-26). Regarding companies, Hugonnier (2015: 26) argues that they aim at increasing their competitiveness and at lowering their wage costs by augmenting their productiveness thanks to more qualified employees. These observations indicate a growth of utilitarianism in our society in the sense that education serves primarily as key to obtaining the best job or to boost productivity and competition. Hugonnier (2015: 26-27) concludes that this explains why stakeholders of education today are increasingly focused on effectiveness and results. This brief excurse about neoliberalism as dogma of European education systems alludes to possible motivations for the implementation of the CLIL approach. In fact, Dalton-Puffer, Nikula and Smit (2010: 4) explain that CLIL was not promoted on the national level at first, but it was rather a bottom-up movement mostly carried by parents viewing this teaching approach as an opportunity to prepare their children better for the globalised economy.

### 2.1.2. The pedagogic and didactic dimension

As results from the presented principles and definitions, CLIL is a content-based teaching approach which treats content matter of various school subjects and dedicates special attention to the development of academic discourse functions and subject specific language. In addition, it includes a focus on the formal aspects of the target language in a more general sense. Didactically speaking, the CLIL approach represents a considerable challenge. Since each subject has its own didactics, the question arises, whether CLIL should include both methodologies in parallel, alternatingly, in an integrated manner, or if it should develop an entirely new version altogether (Dalton-Puffer, Nikula & Smit 2010: 2). In this context, Dalton-Pufffer, Nikula and Smit (2010: 2) point out:

> This has led some proponents into calling for a specific CLIL-teaching methodology that would establish CLIL as a kind of self-contained meta-subject defined by its own didactics (cf. Hallet 1999; Otten & Wildhage 2003). If that can be formulated, and we confess a certain amount of scepticism on this account, it certainly is a thing of the future.

They explain that in the absence of such definite CLIL methodologies, various versions of CLIL differing in their practical realisations coexist. With the aim of providing a common ground

for future CLIL research and practice to grow on, Do Coyle (2007) thus developed the renowned 4C framework adopting a holistic perspective. Coyle (2007: 545) highlights the diversity of European CLIL forms and the connected difficulty of providing a conceptual framework for such a broad umbrella term. She identifies, however, one crucial common characteristic explaining: "[…] in essence its distinctiveness lies in an integrated approach, where both language and content are conceptualised on a continuum without an implied preference for either" (Coyle 2007: 545). This balance of safeguarding the subject matter *and* the linguistic component is reached through the pedagogical instrument of integration (Coyle 2002: 27). Due to its flexible and inclusive nature, CLIL is applicable also beyond the typical school context, as for example in professional learning, and can be adapted to contextual and situational variables such as age, language level, socio-geographical and -political situation (Coyle 2007: 545). However, Coyle (2007: 546) argues that this versatility also represents a weakness of CLIL, given the challenge it poses in terms of a general theoretical underpinning of the CLIL model. Her 4Cs framework promotes a clearer definition of learning outcomes and capacity building for the CLIL approach.

Motivated by the insight that the combination of an intentional language development and meaningful content communication results in the most far-reaching learning effects, Coyle (2007: 547) determined balanced foci on both form and meaning for her framework. Integrating the two instead of teaching them alternatingly or in parallel represents a central and extremely challenging mission for the CLIL approach (Coyle 2007: 547). Coyle (2007: 549) further emphasises that CLIL pedagogies should aim at: "understanding and operationalising approaches which will not be found solely in the traditional repertoires of either language teaching or subject teaching". The following figure illustrates the framework which intends to allow for such a pedagogy:
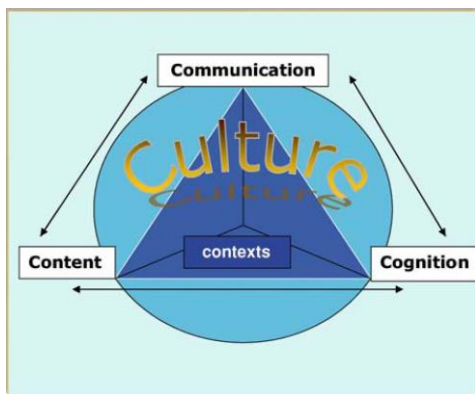
Figure 1: The 4Cs framework for CLIL (Coyle 2005 referred to in Coyle 2008: 103)

As a conceptual basis for CLIL, the 4Cs framework aims at going beyond these traditional repertoires by closely intertwining the four pillars *content*, *communication*, *cognition* and *culture* and directing the attention towards the dynamic relationship between them as presented in Fig. 1 (Coyle 2007: 550). The most essential principles of the model formulated by Coyle (2007: 552) are outlined below:

(a) Teaching subject matter should create opportunities for learners to construct their own pertinent knowledge and skills and thus involve their active participation in the process along with the passive acquisition.

(b) To enable learners to acquire and develop subject-specific knowledge and skills, the necessary linguistic means should be identified and made accessible for them. This support will avoid a stagnation of cognitive progress due to linguistic knowledge gaps.

(c) The sequence of the taught contents should be adjusted to the linguistic means needed to process and express them, as language is best learnt in context.

(d) Interactive learning should play a fundamental role in order to allow students to engage deeply with the materials.

(e) Learners should be made aware of the complex and close interrelationship between cultures and languages.

In the 4Cs framework, the linguistic component is most prominently represented by the term *communication*. This emphasis on communication already indicates how Coyle has defined the role of language in the classroom for her model. In fact, the functional and cultural aspect, the actual use of language during and for the purpose of learning are essential in the 4Cs framework. Coyle subdivides language use and development into three

categories: Language *of*, *for* and *through* learning (2007: 552-554). Firstly, she argues that students should grow familiar with the language *of* learning, i.e. they should be able to understand and use subject-specific terminology and expressions (Coyle 2007:553). This is the language that will allow them to express themselves appropriately within the subject matter. It supports and is supported by the content itself. Language *for* learning represents the second crucial linguistic component. It involves metacognition of the working language and the appropriate use of it within different interaction formats in- and outside the classroom, such as discussing in groups, enquiring in the plenum and thinking (Coyle 2007: 553). Finally, the language *through* language concept is based on the idea that since cognitive processes always involve language, learning automatically fosters language proficiency. Coyle further emphasises that oral interaction, and intellectually demanding oral activities in particular, add to the improvement of linguistic skills (Coyle 2007: 554). Accordingly, CLIL learners are likely to become familiar with the target language due to the imminent purpose of using the language to "access or apply content" in the classroom (Coyle 2007: 554). However, she also stresses that mismatches between the cognitive and linguistic level of students should be carefully balanced out to allow for a successful learning experience (Coyle 2007: 554). This multilayered view of language learning represents a highly valuable contribution to CLIL methodology as it concretised the somewhat abstract idea of language and content integration. It identifies and differentiates ways of how these two components can interact in practice.

In the face of the variety of different CLIL characterisations which exist alongside Coyle's model, a number of scholars (Bruton 2011b; Cenoz, Genesee & Gorter 2014; Pérez Cañado 2016; Paran 2013) have criticised CLIL for lacking terminological clarity, precision and distinguishing features. Bruton (2011b: 523–524), for instance, disagrees with the claim that CLIL is an alternative or extension of CLT (cf. Coyle, Hood & Marsh 2010; Dalton-Puffer 2007b in Bruton 2011b: 523-524) and argues instead that their defining characteristics are too similar to allow for a clear distinction between the two. He maintains that the difference in practice is negligibly small, that the theoretical ideal of the actual integration of language and content matter is rarely realised in practice and that, instead, the two approaches are rather taught in parallel or sequentially (Bruton 2011b: 524). Mehisto's (2008) study on the practical realisation of language and content integration in Estonia provides proof for the presence of this phenomenon. It identifies "lack of knowledge about CLIL-specific strategies

and their impact on learning; teacher belief systems; and [....] the need for improved planning by teachers and government authorities" among the causes of this disjuncture (Mehisto 2008: 93). Moreover, Pérez Cañado (2016: 14-16) and Cenoz, Genesee and Gorter (2014: 246) argue that the umbrella term CLIL comprises too many different forms of the approach, thus making it impossible to account for all of them. Paran (2013: 318) maintains that such an inclusive definition results in the vague and ill-defined nature of CLIL. In fact, Coyle (2008: 101) also acknowledges a certain lack of common understanding in this respect stating that "there is neither one CLIL approach nor one theory of CLIL. Instead, different models and their constituent dimensions have contributed to the emergence of a range of methods, materials and curriculum organisation which are often reactive to educational settings in different countries." Consequently, it has been argued that such an inclusive characterisation does not allow to identify pedagogical strategies and tools which are specific to CLIL (Cenoz, Genesee & Gorter 2014: 255). This, in turn, hinders a clear delimitation from other content-based approaches and, more importantly, a unified progress in CLIL (Cenoz, Genesee & Gorter 2014: 255). However, in her critical review of CLIL literature, Pérez Cañado (2016) traces that after great and arguably unsuccessful attempts to enclose CLIL theoretically from other content-based approaches, a number of researchers, such as Hüttner and Smit (2014), have started to "expound on the similarities rather than differences between CLIL, immersion, and Content-Based Instruction (CBI), and advocate a more inclusive, integrative, and constructivist stance" (Pérez Cañado 2016: 12). Thus, speaking in favour of CLIL's flexible definition, they adopt a "context-sensitive stance" (Hüttner & Smit 2014: 164). They call for versions of CLIL whose methodologies and practical application are sufficiently adapted to their specific setting and participants in order to suit their individual needs and particularities.

Meyer (2013) reacted to this absence of a comprehensive CLIL methodology "by establishing quality criteria for successful and sustainable CLIL teaching and learning and by introducing a flexible planning tool that enables teachers to develop innovative materials based on the 4C's Framework (Coyle)". He identifies rich input (1), scaffolding learning (2), rich interaction and pushed output (3), adding the (inter-)cultural dimension (4), the promotion of HOTs (5) and sustainable learning (6) as the six quality principles for CLIL. In summary, he encourages teachers to raise the difficulty and authenticity level of input and requested output to a point where it poses a motivating challenge for students without

overwhelming them. For a learning experience which also stimulates the cognitive level, Meyer (2013: 275-276) advocates a promotion of higher-order thinking skills (cf. ch. 3.3.). Furthermore, he recommends creating authentic communicative situations and providing space for students to act and interact. He argues that this will allow for an improvement of their subject-specific and overall language skills, for a promotion of learner autonomy, and for a solidification of content knowledge. Clearly, the acquisition and mastery of all these aspects can be challenging for learners. Meyer (2013: 269-270) therefore suggests to actively support and accompany them with targeted scaffolding strategies in order to prevent an unsuccessful or frustrating learning experience. To ensure that students will retain what they have learned, he suggests strategies and techniques for sustainable learning such as spiral learning, or transmediation activities (Meyer 2013: 276-277). Based on these quality principles and Coyle's 4C Framework, Meyer developed *the CLIL-Pyramid* as a lesson planning tool for CLIL teachers. While he acknowledges that including all quality principles in a single lesson is difficult, he argues that the CLIL-Pyramid can be a helpful instrument to better account for them. It includes topic selection (1) as a first step, followed by the choice of apposite media on the input dimension (2) and the elaboration of suitable tasks and their results on the output dimension (3). The tip of the pyramid is occupied by the *CLIL-Workout* dimension (4), which encompasses a recapitulation of the most important ideas and linguistic elements learned in the lesson. Used as a lesson planning tool, the pyramid facilitates an inclusion and variation of the 4Cs, HOTs, multi-modal input and interaction formats (Meyer 2013: 279).

2.2. The purported added value of CLIL

The CLIL approach requires a certain amount of additional time and effort regarding not only the learning in the classroom, but also the preparation time for teachers. Ideally, it should also implicate specialised professional training for teachers to allow them to act as CLIL practitioners (cf. Pérez Cañado 2015; De la Maya Retamar & Luengo Gonzáles 2015). Furthermore, Llinares and Whittaker (2010: 126) point out that while a considerable part of the existing literature indicates that CLIL does not have a negative impact on content learning, this remains a controversial question.

These are only some of the concerns that give rise to a large and growing number of studies which investigate the effective benefits of this educational approach. A considerable

number of these studies comparing CLIL and Non-CLIL learning focus on differences in respect to oral language output. This attention is most likely connected to CLIL stakeholders' major interests (cf. ch. 2.1.1.) centring around measurable results and language skills. Moreover, spoken production, and spoken interaction in particular, are intriguing foci for this kind of empirical research because they are often considered to be the supreme marker of instructed language learning. This reputation is connected to added difficulties such as pronunciation and brief processing time, combined with the widespread lack of oral practice due to large class sizes. The following chapters give an overview of the effects of CLIL on student's learning outcomes which have been observed to date. The overview will focus on oral skills in particular.

2.2.1. CLIL benefits

Dalton-Puffer, Nikula and Smit (2010: 6) present arguments against the common understanding that CLIL will allow students to master the system and use of the target language simply by being exposed to it, a reception-based logic which they trace back to Krashen and Terrel's *Natural Approach* (1983) and Krashen's *Monitor Model* (1985). They convincingly argue that this expectation is unlikely to be fulfilled since this would imply that acquisition in L2 functions exactly like in L1(Dalton-Puffer, Nikula & Smit 2010: 7). A considerable number of findings in the research field of SLA speak against this assumption. Instead, they rather indicate the necessity of productive involvement of the learners and to a focus on form in the L2 acquisition process (Dalton-Puffer, Nikula & Smit 2010: 7). These insights have clearly influenced scholars such as Coyle and Meyer in their conceptualisation of theoretical frameworks and practical tools for CLIL (cf. ch. 2.1.2.). The expectation of CLIL's added value in a linguistic sense is also based on the claim that CLIL creates "previously unexploited language learning opportunities that complement traditional foreign language learning" (Dalton-Puffer, Nikula & Smit 2010: 12). In this sense, CLIL is said to provide a framework which allows for meaningful language input, output and interaction as it creates naturalistic conditions for language use thanks to its content dimension (Dalton-Puffer & Nikula 2006: 242). Another argument speaking in favour of CLIL is the notion that the lack of error penalisation and correction in the CLIL classroom leads to positive emotions during the learning experience, which, in turn, fosters successful language acquisition (Dalton-Puffer, Nikula & Smit 2010: 6-7).

A large body of publications has presented evidence for this purported benefit of the CLIL approach on communicative and linguistic competence. A prominent example for such an investigation is Zydatiß' (2007) extensive study conducted in a bilingual school in Berlin. It suggests that CLIL students have a particularly rich and accurate vocabulary and grammar (Zydatiß 2007: 194-200). Moreover, the results indicate a greater complexity of thoughts, arguments and syntax in CLIL students (Zydatiß 2007: 200-212). In a similar vein, Lorenzo and Moore's (2010) analysis of written text productions by CLIL secondary students provided proof for the claim that CLIL offers a framework that incites learners to produce meaningful talk due to the strong communicative need that content-based teaching causes in learners. The results gained in Maillat's (2010) study on naturally occurring classroom talk confirm that CLIL offers such a fruitful learning environment. His case study indicates that CLIL is beneficial for spoken production because it leads to a heightened mask effect. The mask effect is described as a pragmatic phenomenon that promotes pertinent oral L2 communication by dissociating the learners from their personal identity to some extent (Maillat 2010: 50-51). This beneficial effect is achieved through the use of L2 as both a target and a medium of instruction. As Maillat (2010: 52) summarises: "the fact that L2 can function as a 'refuge' […] and that L2 use relies on specific pragmatic strategies, follows from the fact that, in CLIL, L2 competence is always a non-focal learning target". This 'refuge' refers to an environment which favours pragmatic loosening on a deictic, referential and epistemic level (Maillat 2010: 50-51).

Accordingly, CLIL classrooms are alternative learning environments that affect students' spoken performance similarly to role plays (Maillat 2010: 52). Both cause anxiety levels to shrink as the (linguistic) quality of learners' utterances is no longer closely attached to them, i.e. there is a "greater distinction between learner and speaker identity" (Maillat 2010: 52). By removing this obstacle to some extent, the mask effect also allows a reduction of the 'bottleneck effect', which describes the phenomenon that humans need much longer to encode and articulate speech than to generate ideas. This, in turn, leads to a kind of congestion in the moment of spoken production (Levison 2000). Due to some additional hurdles such as knowledge gaps, this effect is especially strong in foreign languages. In a previous corpus study investigating the impact of the *mask effect* in Swiss CLIL classrooms, Gassner and Maillat (2006) found evidence for CLIL students' sophisticated discursive and pragmatic skills that they refer to as higher-order discourse competence. To illustrate, their

analysis of transcribed spoken interactions revealed students' capacity to cope with what the authors identify as one of the most challenging aspects of turn-taking: overlaps. They point out that these learners managed overlaps competently by using discursive strategies which allow for a collaborative interaction and a successful transfer of the students' message alike (Gassner & Maillat 2006: 17).

Similarly, a number of studies which compared L2 speaking skills of CLIL and Non-CLIL students have shown that, when interacting in the target language, CLIL students tend to develop more advanced and varied pragmatic strategies and more complex argumentative structures. One example for this is Nikula's (2005) account on the effect of the enhanced interaction in CLIL classrooms on pragmatic competence. In addition to these increased pragmatic competences, Nikula (2005: 55) also found that, compared to more traditional settings, students interact more in CLIL classrooms. She attributes this collaborative form of classroom discourse to a more evenly distributed hierarchy between students and teachers in CLIL classrooms due to occasional linguistic knowledge gaps of the teachers (Nikula 2005: 51-54). Drawing on an extensive range of empirical studies, Gallardo del Puerto and Gómez Lacabex (2013: 116,121) also report on significant differences between traditional and CLIL environments which indicate that CLIL has a beneficial effect on vocabulary and morphosyntactic skills. The findings in their case study comparing skills in Basque CLIL and Non-CLIL secondary students confirmed these observations and indicate a greater fluency in CLIL students (Gallardo del Puerto & Gómez Lacabex 2013). Moreover, in her review of evidence for the beneficial effects of CLIL, Coyle (2007: 548) emphasises its impact on teacher and learner expectations, on cultural and grammatical awareness, on vocabulary learning skills and on attitudes towards diversity. In addition, she mentions four aspects which are particularly relevant for the context of this study. She notes that CLIL can increase linguistic competence (1), confidence (2) and that it promotes risk-taking (3) and learner independence (4) (Coyle 2007: 548). All of these features are essential prerequisites for developing good conversation skills and have therefore influenced the formulation of evaluation criteria used for the study (cf. ch. 6.2.1.). Since Coyle (2007: 548) specifies that these effects have been observed only "in certain contexts and under specific conditions", however, further investigations, such as this study, are needed to determine the extent of these CLIL strengths in practice.

Equally underlining the enriching character of CLIL, Marsh, Maljers and Hartiala (2001: 10) state that "language lessons are vital for accuracy but do not provide sufficient contact time with a target language and need supplementing with opportunities to use language in meaningful activities". Furthermore, they argue that the use of an additional language of instruction in CLIL enhances teachers' awareness of student's conceptual difficulties (Marsh, Maljers & Hartiala 2001: 11). This benefit might be connected to the fact that in CLIL, the language of instruction is also the target of learning. As more attention is thus dedicated to linguistic formulations, teachers may more easily notice when their students experience difficulties in processing them. Concerning such opportunities to use language in meaningful ways, Llinares and Whittaker (2010) made a similar observation in their comparative analysis of discourse in traditional and CLIL classrooms. They found that CLIL classrooms create a more open frame which allows for a more interactive and genuine communication (Llinares & Whittaker 2010: 140). The authors argue that this is achieved by adopting more varied views and approaches to content matter on the one hand, and by giving more space to learners' personal opinions and comments, on the other hand (Llinares & Whittaker 2010: 140-141). In the same vein, Morton and Llinares (2017: 5) note that "[…] one of the main arguments put forward by CLIL advocates in language learning/teaching circles is that it provides an excellent context for rich meaningful input, communication and output". These differences regarding classroom discourse and communication could be the fertile ground for the positive effects of the CLIL approach mentioned by Lasagabaster (2008). They include motivation for learning foreign languages, better oral competences and – more specifically – competent talk as indicator of linguistic spontaneity (Lasagabaster 2008: 31,32). In his comparative study of Non-CLIL and CLIL students in the Basque country he found that CLIL students outperformed the Non-CLIL group in all the tested categories, which covered speaking, writing, listening and grammar. He also refers to an interesting finding in Dalton-Puffer's (2007a) revision of research outcomes about European CLIL, which found that CLIL has a more significant positive impact on average students than on those who already have an affinity for language learning (Lasagabaster 2008: 32).

Finally, another beneficial effect of CLIL was observed in Hüttner and Rieder-Bünemann's (2010) cross-sectional study, which compared Austrian CLIL and Non-CLIL students' ability to narrate cohesively and coherently. Among the three assessed competences were learners' communicative strategies, which the authors define as "means

used by speakers to overcome linguistic problems, typically lexical gaps"(Hüttner & Rieder-Bünemann 2010: 65). Counting only the strategies which excluded the use of L1 and which allowed an interlocutor who only speaks the L2 to understands, they found that CLIL students were more competent in using these compensatory strategies (e.g. circumlocution or paraphrasing) than Non-CLIL students (Hüttner & Rieder-Bünemann 2010: 75). They conclude that the CLIL teaching caused students to acquire not only a richer vocabulary but also a greater linguistic flexibility due to the frequent occurrence of paraphrases and approximations during CLIL lessons (Hüttner & Rieder-Bünemann 2010: 75-76). In addition to this linguistic advantage, they affirm that CLIL students outperformed the Non-CLIL group in the cognitively challenging task of shifting perspectives during the storytelling (Hüttner & Rieder-Bünemann 2010: 70). Jexenflicker and Dalton-Puffer's (2010) study on written production in Austrian students reaffirmed that CLIL students outperform Non-CLIL students regarding general language ability and in terms of awareness of pragmatic demands (Jexenflicker & Dalton-Puffer 2010: 182).

2.2.2. Critical stance towards CLIL and CLIL research

Despite this very positive tenor in the literature regarding the effects of CLIL on language and content learning as well as on student and teacher attitudes, in recent years a "pendulum effect" has been observed among scholars in the field (Pérez Cañado 2016: 11). Pérez Cañado (2016) describes this effect in her account on the existing literature explaining that the CLIL rhetoric, which had been predominantly euphoric and laudatory since its beginnings, is slowly shifting. She identifies three areas of shortcomings, which have emerged after some decades of CLIL practice and research: characterisation, implementation and investigation (Pérez Cañado 2016, 2017).

In the context of CLIL implementation, critics address an issue which is connected to the problematic theoretical distinction of the teaching approach from CLT or other forms of content-based instruction. They denounce a lack of clarity and coherence regarding the practical application of the CLIL approach in schools (Bruton 2011b; Cenoz, Genesee & Gorter 2014). In this vein, Cenoz, Genesee and Gorter (2014: 246) state that it is difficult to determine not only theoretical concepts but especially practical pedagogical tools which are unique to CLIL. They argue that despite the numerous attempts to delimit CLIL from other content-based approaches, its application in Europe remains unique only in historical, but not in pedagogical terms (Cenoz, Genesee & Gorter 2014: 244). In her résumé of CLIL

practice since its emergence, Coyle (2007: 549) affirms that language teaching perspectives are often too dominant in CLIL, thus leaving too little space for subject matter pedagogy. As a result, CLIL was often practiced more as a content-based language instruction than as the integrated approach it is was conceived to be (Coyle 2007: 549). This observation supports the claim that the distinction between the two approaches might lack clarity. More recently, Coyle (2008: 105-106) has pointed out that CLIL teaching has often been reduced to transmitting content to some extent. She argues that this resulted in a learning experience which lacked two crucial aspects of CLIL, namely interaction and linguistic development (Coyle 2008: 105-106). Another argument which emerged in the context of CLIL implementation is that teachers should receive more adequate training before working as CLIL practitioners (Coyle 2008; De la Maya Retamar & Luengo González 2015). This issue manifests itself for instance in what Coyle (2008:106) refers to as "the subject-language divide". Apart from settings where teacher degrees automatically implicate expertise in two disciplines and allow the combination of a content and a language subject (e.g. Austria or Germany), it is rare to find teachers who are equally trained in both language and subject teaching. Coyle (2008: 106) states that this often results in disagreement regarding the CLIL curricula due to differing opinions on the balance between linguistic and content matter on the one hand, and between different learning approaches on the other hand. To illustrate, while content experts appear to prioritise collaboration and the development of thinking skills, language experts tend to focus more on the development of the four communication skills and on linguistic accuracy and awareness (Coyle 2008: 106). Balancing and integrating the two foci represents a considerable challenge even for those teachers who have received training in both subjects. Still in the context of CLIL implementation, critics such as Bruton (2011a) and Paran (2013) have challenged the claim that CLIL is more egalitarian than previously existing bilingual approaches (cf. ch. 2.1.1.). They argue that CLIL is exclusive to some extent as it mainly attracts or selects (e.g. through grade-dependent access restriction) motivated, linguistically and academically proficient students who predominantly belong to middle-class or privileged socio-economic backgrounds (Mehisto 2007; Bruton 2011a, 2011b; Paran 2013). Since motivation and parental support are factors that foster learning considerably, Bruton (2011b: 524) argues that it is not surprising that many of the difficulties which CLIL might cause in more heterogenous classrooms rarely appear in empirical studies. In addition, Bruton (2013: 594) maintains that without a certain linguistic threshold level,

students might struggle to cope with the added difficulty of CLIL and that many of them may therefore opt against it or may not be admitted. This scenario would be especially deplorable given that, as mentioned previously (ch. 2.2.1.), average students appear to profit most from the CLIL approach. According to Bruton (2011a: 238):

> […] the control groups are not students of similar characteristics taken from schools with no CLIL streams so much as students who on average would have lower initial language proficiency scores, lower motivational levels, and probably lower content subject scores as well, in the same schools.

As a response to these claims, Hüttner and Smit (2014: 161) state that CLIL can "like all other educational practices, be used either way; to discriminate against disadvantaged groups or to empower precisely these groups". They further emphasise that, as most other theoretical and practical CLIL characteristics, this selective property is very much dependent on the educational and sociocultural setting (Hüttner and Smit 2014: 162). However, Bruton (2011b) sustains that this selection exists in the Spanish context and the data collected in the study at hand suggests that it can be observed in Austria as well (cf. ch. 6.1.).

These diverging baselines of skills and attitudes have caused scholars such as Paran (2013), Cenoz, Genesee and Gorter (2014), Pérez Cañado (2016) and Bruton (2011b, 2011b, 2013) to question or reconsider the beneficial effect detected in previous studies comparing CLIL and Non-CLIL learners. They rethink the notion that CLIL is an efficient solution which allows to achieve the same or better language and content objectives by integrating the two (cf. Paran 2013: 318). As has been shown, a considerable amount of empirical studies confirm this added value of CLIL, especially regarding language skills, while research into content learning remains more rare according to Pérez Cañado (2018) and Paran (2013: 323). However, the aforementioned critics argue that the CLIL literature frequently lacks disinterested and unbiased conclusions, as well as the necessary research design and methodology to confirm the validity of these results (Pérez Cañado 2016; Bruton 2011a). A major argument put forward is that causality cannot be assumed but must be assured through pre-testing in form of interviews, tests or questionnaires (Bruton 2011a: 237). For instance, if a CLIL group outperforms a Non-CLIL group regarding language skills, their superiority cannot be ascribed to the CLIL approach without ensuring that this superiority has not already existed before the exposure to two different approaches, or without controlling for moderating factors such as motivation and support. Cenoz, Genesee and Gorter (2014: 256) conclude that despite the large number of studies on CLIL practice "there

are important empirical gaps in our understanding of its effectiveness". Bruton (2011a, 2011b, 2013) takes this thought even further in his review of Spanish CLIL case studies such as those conducted by Ruiz de Zarobe (2007) and Lorenzo, Casal and Moore (2010). He suggests that the interpretations of their results would lead to inversed conclusions, if all the relevant variables had been included in the analysis. Bruton (2011b: 525) argues that given the considerable amount of extra exposure to the target language in CLIL strands, the detected level of superiority in CLIL students is "not very encouraging" (Bruton 2011b: 525). He thus implies that in order to endorse the efficiency of the approach, the superiority would have to be more significant (Bruton 2011b: 525-526). Furthermore, he points out that solely testing competences does not allow for sound conclusions, if the results are not complemented with classroom observations describing the nature of the CLIL instruction in question (Bruton 2011b: 526). In fact, this argument is in line with the fundamental observation that the application of CLIL depends hugely on its educational context (Coyle 2007: 544-545; Hüttner & Smit 2014: 162), where it unfolds according to the sociocultural environment and the very unique classroom setting (i.e. subject, teacher, students).

Despite this growing number of scholars investigating the theoretical and practical shortcomings of CLIL, the CLIL research field still lacks some balance between critical and supportive voices (Bruton 2013; Pérez Cañado 2017). In fact, Bruton (2011a: 240) maintains that much of the existing research is "conducted by investigators who seem to want to demonstrate that CLIL is necessarily a positive route to raising the standards of foreign language learning at primary and secondary levels in Europe". Accordingly, Cenoz, Genesee and Gorter (2014), Bruton (2011a) and Paran (2013) make a case for a more disinterested and critical scrutiny of CLIL effects in the future, as well as for a shift from a celebratory, to a more critical rhetoric in CLIL research. On the one hand, Pérez Cañado (2017: 93) and Hüttner and Smit (2014: 161) admit the value of critical perspectives such as Bruton's (2011b, 2013) and Paran's (2013) for a healthy academic discussion. On the other hand, however, they call for a more solution-oriented stance and for more accuracy regarding the critics' line of argument and the rendering of state-of-the-art sources (Pérez Cañado 2017; Hüttner and Smit 2014). Acknowledging, nonetheless, many of the shortcomings in CLIL research mentioned above, Pérez Cañado (2016: 20-21) summarises the following three measures for future CLIL research:

- *Data triangulation*, which translates two the analysis of multiple variables (linguistic/attitudinal) and sources of data (teachers, students, parents).
- *Methodological triangulation*, i.e. the collection of multiple types of data (quantitative/qualitative, various data collection instruments)
- *Investigator triangulation*, which implicates that multiple researchers verify the test items and draw conclusions from the results.
- *Location triangulation*, which broadens the setting to a greater number of sites for data collection (e.g. different institutions or school types).

Given this "need for unbiased, unskewed and methodologically sound research" (Pérez Cañado & Lancaster 2017:301), Pérez Cañado has included more triangulation in her recent studies comparing learning outcomes of CLIL and Non-CLIL students in regard to content (Pérez Cañado 2018) and oral language skills (Pérez Cañado & Lancaster 2017). As they are especially relevant for the focus in this paper, the insights gained in the latter will be shortly outlined here.

Pérez Cañado and Lancaster (2017: 302-304) recapitulate that while a large body of research suggests better L2 speaking competence in CLIL students, not all of the conclusions apply to the European context and numerous of them lack the consideration of potentially decisive intervening variables. For instance, they mention the studies on narrative competence in the target language conducted by Hüttner and Rieder-Bünemann (2007; 2010) and explain that while it showed that CLIL student outperformed the Non-CLIL group on both the micro- and the macrolevel, it also stated that they were more motivated, which is likely to have promoted the learning process (Pérez Cañado & Lancaster 2017: 302). As another example, they review the longitudinal study by Ruiz de Zarobe (2008), which reported significantly better oral performances by CLIL students regarding pronunciation, grammar, fluency and content. However, the longitudinal evaluation showed that despite the CLIL students superiority, they did not make significantly more progress than their Non-CLIL peers (Ruiz de Zarobe 2008: 70). In a cross-sectional study with a similar research design, Lasagabaster (2008) found that concerning oral ability, Non-CLIL twelfth-year secondary students were not only outperformed by their CLIL peers, but also by eleventh-year secondary CLIL learners. Furthermore, Lasagabaster (2008: 37) observes that CLIL reduces the effect of students' socio-economical background on their language learning outcomes. However, this argumentation lacks transparency because the paper contains only

a table comparing sociocultural status and language competence in CLIL and not in Non-CLIL students (Lasagabaster 2008: 38), which makes it unclear whether his observation can be linked to the CLIL approach. For both, Lasagabaster's (2008) and Ruiz de Zarobe's (2008) studies, Pérez Cañado and Lancaster (2017: 303) identify "the absence of matched groups at the outset and lack of multivariate analyses to determine if CLIL was the variable truly responsible for the differences ascertained" as limitations of the study, which according to them lead to "questionable outcomes".

In an attempt to obtain more valid outcomes, Pérez Cañado and Lancaster (2017) adopted a research design with multiple triangulation encompassing pre-test matching of CLIL and Non-CLIL students, external scrutiny of the tests, longitudinal evaluation (two post-test phases) and statistical data analysis. Remaining limitations were the lack of location triangulation (data gathered in solely one school) and the lack of qualitative data or affective aspects such as motivation and inhibitions to complement the quantitative results. After two homogenous groups of CLIL and mainstream students had been obtained through the pre-test, their speaking skills (grammar, lexis, fluency, pronunciation and task fulfilment) were assessed again in two post-tests administered within the following sixteen months. The results show that while the two groups were quite homogenous in the pre-test phase, in the two post-tests, CLIL learners performed significantly better than the Non-CLIL group regarding both overall speaking competence, and all tested sub-skills except for pronunciation (Pérez Cañado & Lancaster 2017: 308). Due to this development, the authors conclude that the CLIL learners' superiority concerning spoken production (monological and interactional) results from CLIL methodology (Pérez Cañado & Lancaster 2017: 308). They thus argue that this supports the claim of CLILs purported added values. Despite the thorough research design with additional triangulation and the rare and valuable longitudinal dimension, these results might not suffice to proof the purported added value of CLIL. Without the consideration of moderating factors such as the ones suggested by the authors themselves for future research (Pérez Cañado & Lancaster 2017: 332), e.g. motivation and sociocultural status, it could still be argued that this causality has not been entirely confirmed.

In the context of this conundrum about the added value of CLIL, Van der Craen, Allain and Gao (2007) conclude that in contrast to primary schools, where it has been proven that CLIL students outperform their Non-CLIL peers not only with respect to linguistic

competence, but also in terms of content matter knowledge and cognitive processing, results gained in secondary schools are much more diverse. While many studies indicate a superiority of CLIL students regarding these competences, others show no significant differences between the two groups (Van de Craen, Allain & Gao 2007: 72). On the other hand, they point out that whereas CLIL has been shown to have some occasional negative effects, such as erratic oral production, on primary school learners (Van de Craen Allain & Gao 2007: 71), disadvantages caused by the CLIL approach in secondary school are found rarely (Van de Craen, Allain & Gao 2007: 73). And yet, in view of the additional effort that CLIL entails, it is not too far-fetched to say that a lack of important differences between the two groups can be considered as an argument against CLIL. The general tenor of this chapter's literature review supports its reputation of being, as Van der Craen, Allain and Gao (2007: 70) describe it, "a powerful and empowering way to learn languages". It is worth highlighting, however, that – albeit less numerous – the critics of CLIL have presented convincing arguments for a re-investigation and re-evaluation of the hitherto observed effects of CLIL.

2.2.3. Overview of observations about CLIL

The following is an overview of the effects of CLIL on learners mentioned in the above-discussed literature which are relevant to this study as they are either direct or indirect objects of its empirical investigation:

1. Successful language acquisition due to positive emotions caused by a lack of error penalisation and correction in the CLIL classroom (cf. Dalton-Puffer, Nikula & Smit 2010)

2. Meaningful language input, output and interaction due to naturalistic conditions linked to the content-based nature of CLIL instruction (Dalton-Puffer & Nikula 2006; Lorenzo and Moore 2010; Marsh, Maljers and Hartiala 2001; Llinares and Whittaker 2010)

3. More complex argumentative structures (Zydatiß 2007; Nikula 2005) and increased higher-order discourse competence due to CLIL's potential to create a mask effect (Gassner & Maillat 2006; Maillat 2010)

4. Increased awareness for pragmatic demands (Jexenflicker & Dalton-Puffer 2010)

5. Better oral competence (Lasagabaster 2008; Ruiz de Zarobe 2008), more specifically regarding:

    a) Lexical richness (Zydatiß 2007; Gallardo del Puerto & Gómez Lacabex 2013; Hüttner & Rieder-Bünemann 2010).

    b) Fluency (Gallardo del Puerto & Gómez Lacabex 2013)

    c) Compensatory strategies and linguistic flexibility (Hüttner & Rieder-Bünemann 2010)

    d) Linguistic spontaneity (Lasagabaster 2008)

6. Increased motivation to learn foreign languages (Lasagabaster 2008)
7. In certain contexts:

    a) More language confidence and risk-taking

    b) More learner independence

    (cf. Coyle 2007)

Finally, a summary of the arguments mentioned for a re-evaluation of some of the beneficial effects of CLIL is outlined below:

1. Lack of balance between different learning approaches and between language and content matter.

    a. Dominance of language teaching at the expense of subject matter (cf. Coyle 2007)

    b. Reduction to content transmission at the expense of interaction and linguistic development (cf. Coyle 2008)

2. Empirical gaps concerning the causal relationship between the CLIL approach and better learning progress or more positive attitudes (cf. Bruton 2011a, 2011b, 2013; Cenoz, Genesee & Gorter 2014; Paran 2013; Pérez Cañado 2016, 2017)

    a. Lack of triangulation in research design

    b. Lack of pre-tests which discriminate according to moderating variables such as

       i. Sociocultural status

      ii. Learner motivation

3. Evidence against the added value of CLIL on the longitudinal level (Ruiz de Zarobe 2008)

The following chapters elaborate on important concepts mentioned in the review above, such as learner attitudes, speaking skills and pragmatic competences, since they form the basis for this study's empirical investigation and for the analysis of its results.

3. Assessing conversation skills

This paper seeks to investigate the effects of CLIL on conversation skills. Thus, after a review of CLIL theory and practical observations about CLIL, this second focus will now be discussed in more detail. In order to assess which educational approach is more advantageous with respect to spoken interaction, it is necessary to determine what defines a successful conversation and which skills and competences are needed to participate in it. The following sections will outline the theoretical underpinnings of conversation analysis, communicative competence and higher-order thinking skills and will relate them to the CLIL context. In view of these insights, a working definition for conversation skills will be formulated for the purposes of this study.

3.1. Conversation Analysis

In the introductory chapter of their renowned volume *Language use and language learning in CLIL classrooms*, Dalton-Puffer, Nikula and Smit (2010: 8) state that :"language is without doubt a cognitive phenomenon but it is just as much a social phenomenon." As such, interaction represents an essential part of language use. Although there are many forms of written interaction, we mostly interact orally. Thus, being able to participate successfully in conversations or discourses is a fundamental objective of language learning. The following section will provide insight into what can be considered a successful conversation and how conversations can be deconstructed in order to analyse which elements and features characterise it.

In her account on communication breakdowns, Verma (2013) underlines that although it might appear natural and effortless, it is not by any means easy to learn how to communicate successfully. It is therefore not surprising that miscommunication or incomplete communication are very frequent obstacles in interactions between

interlocutors. Basing her observations on an expanded version of Berlo's (1960) *Model of Communication*, Verma (2013: 1) summarises that such complications can occur when:

(a) "The message is not transmitted exactly the same as it is in the mind of the communicator."

(b) "[The] message sent by the encoder is not received by the decoder as intended primarily by the encoder."

For an analysis, but especially for an assessment of discourse and communication competence, it is essential to bear in mind that these miscommunications can happen on three levels mentioned by Verma (2013: 2) the sender's level (1), the transmission level (2), the receiver's level (3).

The research area which focuses on analysing all these levels and the interaction between them is called *Conversation Analysis* (CA). It is a research field which offers tools to describe what speakers do in order to fulfil their communicative needs. CA is a sub-form of discourse analysis which focuses on spoken interaction and, as the name suggests, on conversational interaction or *talk-in-interaction* in particular (Bloomer, Griffths & Merrison 2008: 40). Llinares and Morton (2017: 169) describe it as "distinct discourse analytic approach […], which focuses on the fine-grained interactional work by which interactants jointly accomplish social activities (such as learning in the classroom) on a moment-by-moment basis". In fact, CA shares many methods and basic assumptions with other observational approaches such as sociolinguistics, interactional linguistics and linguistic anthropology (Clift 2016:28). It adopts an inductive approach, deducing its rules and theories from the observed data. These primarily data-driven theories aim to describe the characteristics of spoken interaction. For this purpose, CA identifies patterns and categories in conversational behaviour, by analysing even its most mundane-seeming features (Bloomer, Griffths & Merrison 2008: 40). Results gained from this research area allow for valuable insights into turn-taking mechanisms, agreements and disagreements, openings and closings of conversations, and repair mechanisms (Bloomer, Griffths & Merrison 2008: 49). Some of these insights have led to tormulation of the following fundamental principles in CA (Bloomer, Griffths & Merrison 2008: 50):

- speaker change occurs (people take turns)
- generally only one participant speaks at a time
- when overlap occurs, it is usually brief

- the order and distribution of turns is not fixed in advance and between conversations
- the size or length of speaker turns varies from one turn to the next
- turns (or turn constructional units) can be composed of a single lexical item (word); phrases; clauses; full sentences
- what participants say in their turns, or what actions they perform with their turn is not restricted or specified in advance.

These principles show that CA deconstructs conversations. It has importantly identified that conversations are organised into turns alternating between the speakers. These turns consist of one or more segments which are called turn-constructional units. These units can be assumed if an utterance appears semantically, syntactically, or intonationally complete (Bloomer, Griffths & Merrison 2008: 66). In addition, Bloomer, Griffths and Merrsion (2008: 54) explain that turn-constructional units are followed by a transition relevance place, which refers to the moment in which speaker changes are likely to occur. However, irregularities with respect to the sequence and timing of these elements can lead to the following discontinuances:

1) Overlaps and interruptions

They occur when two speakers talk at the same time. While interruptions interfere with the previous speakers' turn with the clear intention to take over the turn, overlaps happen without this specific intention and usually take place near a transition relevance place. They therefore interfere less with the interlocutor's turn (Bloomer, Griffths & Merrison 2008: 54.).

2) Silences:

Depending on whether the silence happens within or between turns, CA makes a distinction between inter-turn and intra-turn silences (Bloomer, Griffths & Merrison 2008: 56-57). Inter-turn silences can be subdivided into different types. Two of these types, gaps and attributable silences, are worth highlighting here because they were considered in the assessment of the collected data. Gaps occur before one of the speakers decides to take the turn. The person taking the turn can either be the person who was speaking before the silence or another interlocutor (Bloomer, Griffths & Merrison 2008: 69). In contrast, attributable silences occur between the turns of two different speakers, before the addressed speaker takes the turn (Bloomer, Griffths & Merrison 2008: 70). The second category are intra-turn silences. They can be divided, to formulate it casually, into welcome

and unwelcome pauses. The welcome silences are those which carry meaning in a rhetorical sense, e.g. to add emphasis or vigour to a statement, or to create some tension before an utterance (Bloomer, Griffths & Merrison 2008: 71). They can therefore function as a stylistic device. However, the need to be used skilfully in order to be perceived as such. The unwelcome silences, by contrast, are those which are caused by grammatical, lexical, semantic planning or repair. They often occur because information cannot be retrieved fast enough or is lacking. (Bloomer, Griffths & Merrison 2008: 71). Sequences and organisation of turns are also central objects of study in CA. A sequence of turns usually follows a certain order and turns are, as a general rule, relevant to those preceding and succeeding them (Bloomer, Griffths & Merrison 2008: 57). This observation gave rise to the concept of adjacency pairs. As the name indicates, they come in pairs and are pertinent to one another. These pairs consist of two utterances made by two different speakers and can be categorised according to the pragmatic function they fulfil (e.g. question, check, greeting) (Bloomer, Griffths & Merrison 2008: 57-59). Adjacency pairs also follow a certain order, whereby the first of the two utterances defines the pragmatic category to which the pair belongs and therefore establishes the expectations for the second part (Bloomer, Griffths & Merrison 2008: 59). To illustrate, a pair with the first part being: "Would you like some tea?", identifies as an offer and will therefore be succeeded by an acceptance or a rejection, e.g. "Yes, please". Adjacent utterances which do not fulfil these expectations can lead to confusion and misunderstandings. It is in the interlocutor's interest to avoid such confusion and misunderstandings or, in the worst case, communication breakdowns. Therefore, the speakers alternate in a conversation following underlying conventions or "in other words, it is not just what happens, (or, in the case of silence, doesn't happen) in the talk that is important, but also where it happens in the wider sequential organisation of the talk." (Bloomer, Griffths & Merrison 2008: 71). Together with other components such as silences and backchannel responses (continuer signals), sequences of adjacency pairs constitute the main elements of a conversation.

In his volume *Conversation Analysis*, Markee (2000: 64-67) discusses how central interactional competences are for constructing meaningful talk. He summarises the practices which constitute interactional competence and underlines that they may vary according to their setting. He names three main speech exchange systems which are of particular interest in the field of SLA: *ordinary conversation*, *traditional classrooms* and *non-traditional*

classrooms Markee (2000: 64) . Although the divergence between CLIL and Non-CLIL students analysed in the case study might be a result of differences between (b) *traditional* and (c) *non-tradtional classrooms systems*, the data collected for the study are rather a set of *ordinary conversations* occuring outside the classroom setting. Therefore, this paper will primarly refer to category (a) in the context of CA and interactional competence. The following list of competences was orignally conceived as a set of criteria for listening comprehension and was adapted for CA by Markee (2000) to illustrate the knowledge a speaker should possess in order to participate sucessfully in talk-in-interaction.

Schematic Knowledge

Background knowledge about the world
- factual
- sociocultural
- personal

Interactional Knowledge

Knowledge of how language is used in talk-in-interaction
- sequential organization of talk-in-interaction
- tum-taking organization of talk-in-interaction
- organization of repair in talk-in-interaction

Knowledge of communicative strategies
- avoidance/reduction
- achievement/compensatory
- stalling/time-gaining

Knowledge of how verbal and non-verbal communicative factors interact
- gestures
- eye gaze

Systemic Knowledge

- syntactic
- semantic
- phonological
- morphological

Lexical Knowledge

- syntactic restrictions on vocabulary
- individual vocabulary items (including lexicalized verb forms)
- idiomatic phrases
- collocations
- proverbs
- metaphors and other forms of symbolic speech

Figure 2: Markee's (2000) model of listening comprehension, adapted from Anderson & Lynch (1988: 13)

Together with the map of conventional patterns in conversations, this list of knowledge types serves as a basis for assessing the spoken data collected for the paper at hand. It helps to determine which features contribute to successful communication in the sense of messages reaching the recipient as intended by the encoder. It further allows to analyse and deconstruct the processes that occur during the negotiation of meaning among interlocutors, which according to Trujillo Sáez & Ortega Martín (2005: 517) constitutes the basis of communicative competence. Communicative competence is one of the fundamental concepts in the *Common European Framework of References* (CEFR), which will be the subject of the following chapter. Designed as a normative taxonomy for the evaluation of learning outcomes, the CEFR represents another valuable resource for the evaluation of the case study data. It should be noted at this point, that no conversational analysis as such has been conducted with the data collected in the case study. This chapter served to outline some of the findings this field of research has gained regarding linguistic interaction. Many of the principles summarised above are reflected in the CEFR's criteria for spoken interaction and are directly or indirectly included in the assessment checklist designed for the case study. Although all of the categories presented in Figure 2 are important for the evaluation of spoken interaction, interactional knowledge will receive particular attention in the context of this study.

3.2. CEFR

The Common European Framework of Reference was designed by the Council of Europe as an instrument to measure learning processes and outcomes (Council of Europe 2001: 1-2). Moreover, it allows for comparisons between institutions and countries and it provides orientation for curricula and teaching strategies which respond best to the learners' various collective and individual needs (Council of Europe 2001: 1-4). As such, one of its principal aspirations is to be 'comprehensive', that is, it aims at accounting for the numerous layers and components of language proficiency (Council of Europe 2001: 7). Its authors highlight that "the development of communicative proficiency involves other dimensions than the strictly linguistic (e.g. sociocultural awareness, imaginative experience, affective relations, learning to learn, etc.)" (Council of Europe 2001: 7). All these dimensions interact and are essential factors for successful learning outcomes (Council of Europe 2001: 7). This is one of the fundamental ideas which the CEFR and CLIL share. Both Marsh, Maljers & Hartiala's

profile of CLIL (2001) and Coyle's 4C's framework (1999) include a cultural dimension which aims at building intercultural competence and awareness in the international, but especially in the European context (cf. ch. 2.1.1.). Both, the CEFR and CLIL, promote similar ideas for language teaching as they closely intertwine culture, content and language and centre it around the learner. As has been mentioned in chapter 2.2.2., CLT and CLIL have numerous common principles and objectives for language teaching and learning. The CEFR also shares many of these ideas. More specifically, the CEFR takes an action-based approach to learning, viewing the language users as 'social agents' (Council of Europe 2001: 9). This means that it sees learners as agents who use their cognitive, emotional and linguistic resources to achieve their aim within a certain communicative situation with its varying participants and circumstances (Council of Europe 2001: 9). The success of these speech acts depends on the speaker's abilities needed for this purpose. The CEFR names the following set of such general competences (Council of Europe 2001: 11-12):

a) Knowledge

Information in form of facts, awareness, concepts that individuals gather about themselves and the world around them is defined as declarative knowledge. Be it from personal experience, in daily life or the past, or also information shared with them in an educational or other setting. Components of knowledge are closely intertwined and constantly growing (Council of Europe 2001: 11). In the context of conversations, the need for this is also quite evident, since it constitutes the topics of a conversation and what contents interlocutors exchange. It could be said that it is the basis of facts, numbers, names, concepts, and attitudes on which arguments, opinions and reactions grow. Another comment in the CEFR is relevant for the CLIL approach. It states that in learning environments in which acquisition of this declarative knowledge and language skills are integrated, teachers should pay particular attention to their teaching methodology since both learning processes occur simultaneously (Council of Europe 2001: 11).

b) Skills

Skills translate to a combination of the above-mentioned declarative knowledge and the "ability to carry out procedure" (Council of Europe 2001: 11). They determine how language users express their arguments, opinions and reactions and what semantic, pragmatic, syntactical and rhetorical choices they make in practice. In conversations, this ability consists

in interacting orally and drawing on one's declarative knowledge and on one's knowledge about (socio)linguistic conventions.

c) Existential competence

This competence depends on personal individual traits and on the disposition to engage in social interactions. It is defined by invariable personal traits, but also by characteristics linked to culture, age or experience that can be altered and developed. The authors of the CEFR emphasise that this competence is hard to account for in assessment because these characteristics are difficult to pinpoint (Council of Europe 2001: 12). Moreover, it is impossible to consider all potential individual particularities in a general framework or checklist. In the context of conversations, for example, it is very difficult to determine whether learners do not engage in interaction because they are simply introverted and not particularly eager to present their ideas, or if they lack the competence to do so. Furthermore, the setting might be a decisive factor in this context. To illustrate, an elicited conversation with a classmate in front of a researcher might unfold differently than a naturally occurring chat with a friend.

d) Ability to learn

This is the capacity to engage with something unfamiliar until finally integrating it in one's competences (Council of Europe 2001: 12). For this purpose, previously acquired competences are mobilised (Council of Europe 2001: 12). In communicative settings this can include paying attention to conventions and possible taboos (declarative knowledge), learning how to use resources and learning aids that facilitate language learning (skills) and how to ask for help or explanations (existential competence) (Council of Europe 2001: 12).

e) Learning

This is particularly relevant in the context of conversations and of oral language production in general. In view of the insight that learners tend to acquire receptive skills at an earlier stage than productive skills, it is the capacity to go beyond remembering and understanding language that allows to apply it and thus to communicate actively (Council of Europe 2001: 12).

Finally, communicative competence represents a key concept for the purpose of this paper and the basis of the CEFR . Pérez Martin (1996) underlines the difference between

communicative competence and linguistic competence by explaining that while the latter is "knowledge 'about' language rules and forms", the former is "the knowledge that enables a person to communicate functionally and interactively" (Pérez Martin 1996: 316). This is what makes the communicative competence so central to both the action-based approach guiding the CEFR and the communicative language approach, which is predominantly used in language classes today, particularly in Europe. The CEFR adopts the components for communicative competence identified by Canale and Swain (1980): linguistic, a sociolinguistic, and pragmatic competence (Council of Europe 2010: 13). The authors explain that linguistic competences "include lexical, phonological, syntactical knowledge and skills and other dimensions of language as system, independently of the sociolinguistic value of its variations and the pragmatic functions of its realisations" (Council of Europe 2010: 13). With respect to the conversational dimension, this competence is crucial as speakers must have a sufficient linguistic proficiency level in order to formulate and understand the exchanged messages. The success of a conversation might also depend on how quickly and appropriately linguistic knowledge can be accessed. This information is organised and stored differently in every individual and thus its retrieval may also vary from one learner to another (Council of Europe 2001:13). Secondly, sociolinguistic competences encompass all the abilities that are necessary to act according to social norms and conventions in linguistic interactions (Council of Europe 2001: 13). In the context of conversation, this translates to knowing how to talk to whom in which setting, register and tone. An awareness of sociolinguistic norms influences speakers' behaviour regarding the number or degree of interruptions and overlaps, politeness and risk-taking. Finally, pragmatic competences refer to the functional aspect of language. This means that language users need to be familiar with cultural and linguistic conventions and the scripts used for the speech acts in order to pursue their needs in various situations.

The authors of the CEFR further emphasise the importance of being able to communicate with cohesion and coherence in this respect (Council of Europe 2001: 13). A good command of pragmatic skills in conversations can help to make decisions about the pacing of the conversation, the choice of arguments, of ideas and of lexis. It also promotes coherence and cohesion, which are particularly important for oral texts since "[...] human ears and brains are not particularly efficient when it comes to accurately remembering all that goes on in the fast flow of speech" (Bloomer, Griffths & Merrison 2008 :39). As

discussed in chapter 3.1., miscommunications can also happen due to obstacles on the transmission level, the receiver's level or the reaction level. Good pragmatic competence on both the sending and receiving end can lower this risk. Clark (2004: 563) explains that speakers have developed good pragmatic skills when they are able to "atten[d] to speaker intentions on the one hand, and to what the addressee already knows on the other" and when they "take note of speech acts, and learn which inferences to draw from what speakers do and don't say". Maillat (2010: 42) argues that pragmatic competence should receive much more attention in the study of SLA, where it is often considered as a rather accessory competence. He elaborates on the considerable benefits of well-developed pragmatic skills, for instance in the context of the 'bottleneck effect' (cf. ch. 2.1.1.). Drawing on a range of sources, Maillat (2010: 41-42) maintains that pragmatic skills are useful tools to reduce this limiting effect.

The authors of the CEFR explain that the above-discussed competences can be grasped as observable behaviour during language activities (Council of Europe 2001: 14). Considering the interactive focus of CLIL, interactive activities are the most relevant activity type for this paper. Basing its explications on the notion of interactional competence (cf. Young 2008) the CEFR defines them as follows:

> In *interaction* at least two individuals participate in an oral and/or written exchange in which production and reception alternate and may in fact overlap in oral communication. Not only may two interlocutors be speaking and yet listening to each other simultaneously. Even where turn-taking is strictly respected, the listener is generally already forecasting the remainder of the speaker's message and preparing a response. Learning to interact thus involves more than learning to receive and to produce utterances. High importance is generally attributed to interaction in language use and learning in view of its central role in communication (Council of Europe 2001:14).

As discussed in chapter 3.1., conversations are highly interactional and usually involve a fair amount of turn-taking and overlaps. They encompass both perceptive and productive elements of the language dimension and require a heightened awareness of sociocultural and pragmatic mechanisms and conventions. To summarise, the categorisations and definitions outlined above illustrate that the CEFR is an attempt to "handle the great complexity of human language by breaking language competence down into separate components" (Council of Europe 2001: 1) by means of a comprehensive taxonomy. Scholars have undertaken a similar analysis and systematisation of the thinking skills discussed in the

following section. It will outline the nature of higher-order-thinking skills (HOTs) and the important role they play for learning processes and for CLIL in particular.

3.3. HOTs

The summary of research findings in chapter 2.2.1. indicates that in addition to fostering general language competence, CLIL has the potential to promote pragmatic and discursive skills encompassing situational adequacy and compensatory strategies. It is thus not surprising that Meyer's (2013) influential account on CLIL quality principles portrays the CLIL classroom as a fertile ground for another cognitively challenging ability: higher-order thinking skills (HOTs). The following section will briefly outline what HOTs are and how they are relevant to the paper at hand.

In 1956, Bloom et al. published *The Taxonomy of Educational Objectives*, which represents the basic fundament for the characterisation of HOTs. Five decades later, Anderson and Krathwohl (2008) presented a revised version of the taxonomy, in which they incorporated new insights about educational practice gained over the years (Anderson and Krathwohl 2008: xxii). Both works attempt to structure and organise learning objectives and to promote an understanding of what students should learn in their limited time at school. As the two fundamental educational objectives they identify *retention* and *transfer* (Anderson & Krathwohl 2008: 63). The former refers to the storage of knowledge, whereas the latter translates to its deeper processing and application (Anderson & Krathwohl 2008: 63). The authors argue therefore that transfer is even more important as it relates to the learners' future, while retention is linked to the past of their learning process (Anderson & Krathwohl 2008: 63). Since the framework focuses on cognitive outcomes in particular (Anderson & Krathwohl 2008: 23), it is an ideal theoretical basis for analysing the effects of an educational approach on cognitive processing and progress, a dimension which has been described as central for the CLIL approach (cf. Coyle's 4Cs framework; Meyer 2013). The table in Figure 3 illustrates the components and structure of the taxonomy.

THE KNOWLEDGE DIMENSION	THE COGNITIVE PROCESS DIMENSION					
	1. REMEMBER	2. UNDERSTAND	3. APPLY	4. ANALYZE	5. EVALUATE	6. CREATE
A. FACTUAL KNOWLEDGE						
B. CONCEPTUAL KNOWLEDGE						
C. PROCEDURAL KNOWLEDGE						
D. META-COGNITIVE KNOWLEDGE						

Figure 3: Anderson and Krathwohl's taxonomy table (2008)

The taxonomy consists of a knowledge dimension and a cognitive process dimension. The former comprises (a) factual and (b) conceptual knowledge, which – in simplified terms – provide answers to the "what?" (Anderson & Krathwohl 2008: 27). Moreover, the knowledge dimension includes (c) procedural and (d) metacognitive knowledge, which enable learners to respond to the question "how?" (Anderson & Krathwohl 2008: 27). These knowledge types are requirements or products, but in any case, interactants of the cognitive processes in the second dimension. The cognitive process dimension contains the categories (1) remember, (2) understand, (3) apply, (4) analyse, (5) evaluate and (6) create. The processes (4)-(6) constitute the higher-order thinking skills because they are considered the most cognitively demanding. The development of higher-order thinking skills is a particularly important educational objective because it allows students to not only recall and make sense of contents, but to internalise them and create their own. Resnick (1987: 44) defines them as follows:

Higher order thinking involves a cluster of elaborate mental activities requiring nuanced judgement and analysis of complex situations according to multiple criteria. High order thinking is effortful and depends on self-regulation. The path of action or correct answers are not fully specified in advance. The thinker's task is to construct meaning and to impose structure on situations rather than to expect to find them already apparent.

Encompassing some of the fundamental principles of reasoning, argumentation and evaluation, these skills are crucial for the promotion of independent learning and critical thinking in students. According to Anderson and Krathwohl (2008: 80-81), the ability to (4) *analyse* allows to deconstruct contents, to identify connections between ideas and to judge their relevance. Moreover, it enables learners to distinguish facts and opinions, and to grasp the relation between conclusions and supporting statements. Secondly, being able to (5) *evaluate* content translates to the ability of reaching and expressing judgment according to certain quantitative or qualitative criteria and thus includes essential elements of critical thinking (Anderson and Krathwohl 2008: 83-84). Finally, the ability to (6) *create* one's own content is the ultimate goal of learning. The authors specify that, in the context of this taxonomy, creating does not necessarily imply extraordinary and original productions Anderson and Krathwohl 2008: 84). Although uniqueness and originality are laudable extras, it "also refers to objectives calling for production that all students can and will do" (Anderson and Krathwohl 2008: 84-85).

This value of HOTs for academic discourse functions, for the integration of linguistic and cognitive skills and for complex thinking caused Meyer (2013: 275) to anchor them deeply into his proposition of an effective CLIL methodology, as can be seen in Figure 4:

CLIL Core Elements

- **Input**
  - authentic, meaningful & challenging

- **Tasks**
  - higher order thinking
  - student interaction
  - authentic communicaton
  - subject specific study skills

Scaffolding

- **Output**
  - cross-cultural communication
  - fluency, accuracy, complexity
  - BICS ⇒ CALP
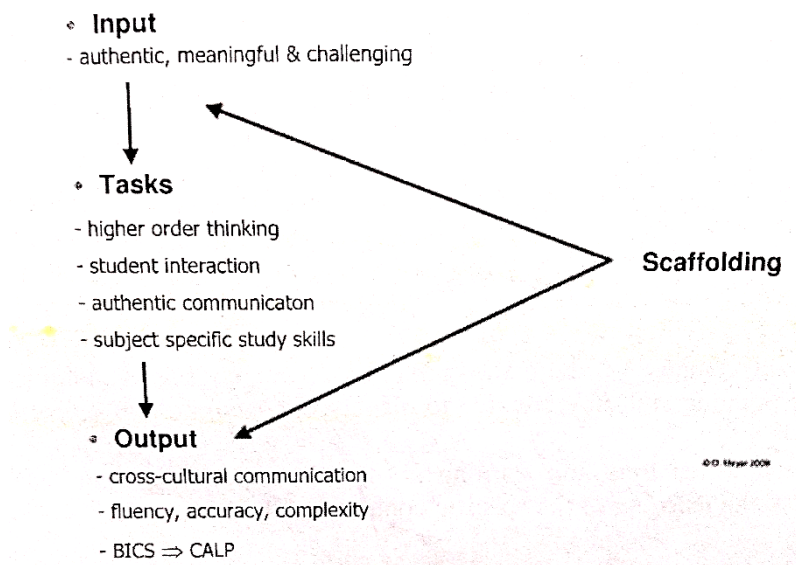
Figure 4: CLIL Core elements according to Meyer (2013: 275)

He argues that in order to activate this variety of cognitive processes, a suitable balance of each of the four core elements illustrated above (input, scaffolding, tasks, output) is required (Meyer 2013: 276). Moreover, it is worth noting that there is no strict separation between the three more basic thinking skills and HOTs (Resnick 1987: 45) and that students may acquire both rather in parallel than sequentially (Meyer 2013: 276). In practice, a CLIL methodology which corresponds to Meyer's model (Figure 4) should therefore offer a favourable environment for developing HOTs. Some of the research findings discussed in chapter 2.2.1. also point to this potential of CLIL. In fact, Coyle (2007) has stated that CLIL can promote learners' independence and risk-taking and Maillat and Gassner (2006) reported an increase in pragmatic and discursive skills. Both are important assets for the processing and expressing of complex thoughts. Others, such as Van der Craen, Allain and Gao (2007) as well as Pérez Cañado and Lancaster (2017) stated that CLIL fosters cognitive activity and higher-order cognitive skills. However, one of the dangers caused by the challenge of integrating language and content is that teachers might reduce cognitive complexity to compensate for the additional linguistic difficulty. It should be noted that this factor is susceptible of hindering the development of HOTs.

3.4. A working definition of conversation skills

For the concept of *conversation skills*, the paper will adopt the CEFR's components of communicative competence outlined earlier (ch. 3.2.) and complement them with some

relevant elements identified in Canale and Swain's (1980) model of communicative competence. The following table provides an overview of the model as described in the two sources:

Table 2: CEFR communicative competence components (Council of Europe 2001: 13-14) and Canale and Swain's model of communicative competence (1980: 29-31)

	CEFR	Canale and Swain
1)	Linguistic competence ■ lexical, phonological, syntactical knowledge and skills	Grammatical competence ■ Lexical, phonological, syntactical and morphological knowledge
2)	Sociolinguistic competence ■ Abilities needed to act according to social norms and conventions	Sociolinguistic competence ■ Ability to produce and understand utterances that are appropriate to the communicative context
3)	Pragmatic competence ■ Ability to perform speech acts which fulfil to pursue one's needs ■ Coherence and cohesion	Discourse competence ■ Ability to produce cohesive (i.e. grammatically linked) and coherent utterances (i.e. appropriately combination of communicative functions)
4)		Strategic competence ■ Ability to use strategies which prevent communication breakdowns ○ Caused by linguistic knowledge gaps e.g. by paraphrasing ○ Caused by sociolinguistic knowledge gaps such as being unsure which register to use with an interlocutor

The CEFR made small modifications to refer to *grammatical competence* (becomes *linguistic competence*) and to *discourse competence* (becomes *pragmatic competence*). It could be argued that a good command of the other three competences would also imply mastering *strategic competence*, the fourth category mentioned in Canale and Swain (1980). It is, however, interesting to isolate it as an individual competence since it can be indicative for a learner's ability to deal with a stressful situation and to solve problems. It will therefore be considered as a separate entity in this paper. This strategic competence dimension corresponds to the ability to apply compensatory strategies when encountering knowledge gaps, as analysed in Hüttner and Rieder-Bünemann (2010) (cf. ch. 2.2.1.). For reasons of

simplicity, the CEFR labels (*linguistic competence*, *sociolinguistic competence*, *pragmatic competence)*, complemented by Canale and Swain's strategic competence, will henceforth be used to designate the categories outlined in Table 2. The following Figure 5 shows a visualisation of Canale and Swain's model provided by Trujillo Saéz and Ortega Martín (2005).
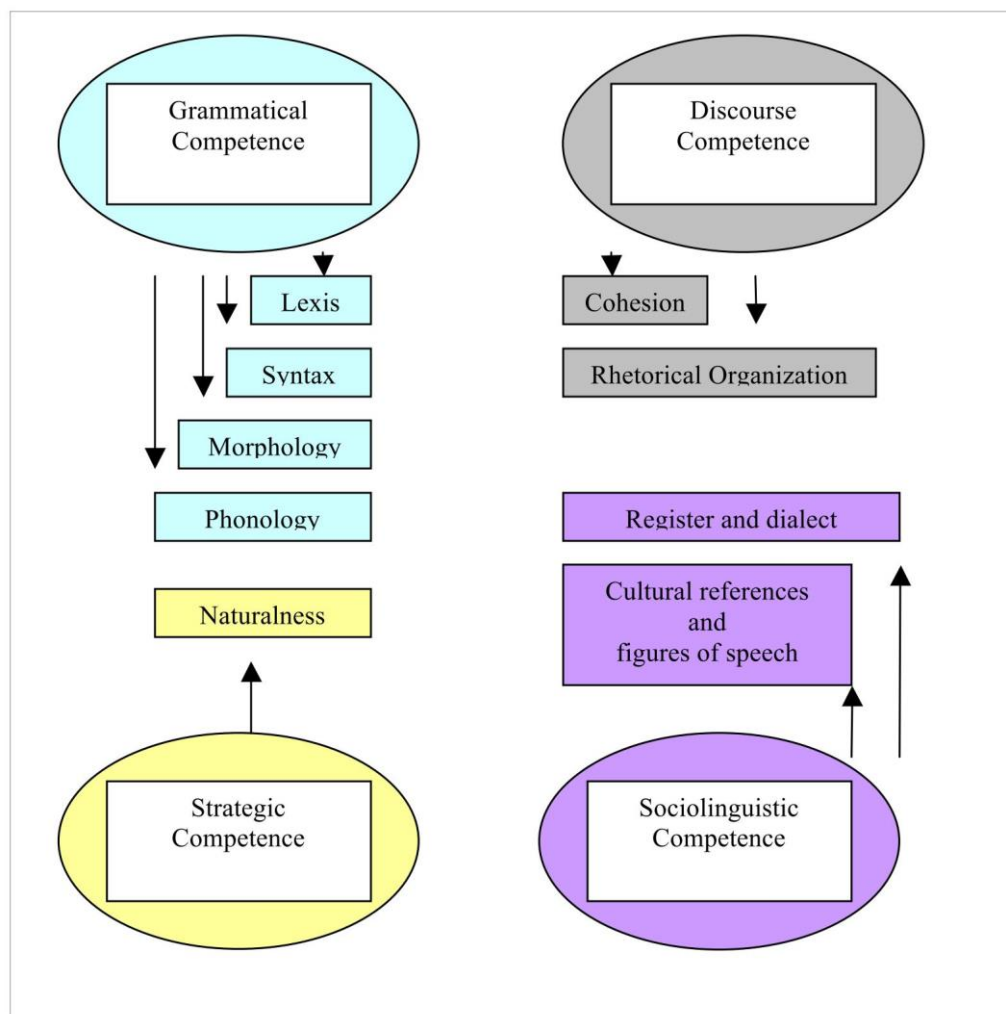
Figure 5: Model of communicative competence by Canale and Swain (referred to in Trujillo Sáez & Ortega Martín 2005: 518)

To offer a clear and compact overview, the subcategories of communicative competence and their components are depicted as isolated items here. Naturally, they are more closely intertwined and interdependent in actual language use. Together with the CEFR, this model served as a foundation for the criteria formulated to assess conversational skills in the case study. The following working definition of *conversation skills* is deduced from the models outlined above and the insights gained in the preceding chapters of the paper. It combines elements of Markee's model (Fig. 2) including principles of CA with the elements of

communicative competence given in Table 2: *Conversation skills* allow to construct meaningful talk and to participate successfully in interactive talk, i.e. they enable speakers to fluently exchange messages with their interlocutors according to conversation conventions and to avoid or repair miscommunications and communication breakdowns. Speakers need to develop a number of competences in order to master conversational skills. In addition to the linguistic competence, which includes systemic and lexical knowledge, sociolinguistic competence is required in order to interact appropriately to the communicative context. This includes for instance the appropriate occurrence of interruptions and silences, the management of overlaps, and conventional non-verbal communication. Discourse competence is also essential since it translates to a successful organisation of turns, an appropriate use of adjacency pairs and to the ability of opening and closing conversations. Moreover, strategic competence is crucial for developing conversation skills as it encompasses repair mechanisms and the avoidance or compensation of (linguistic) knowledge gaps. Finally, HOTs are a major asset as they allow to increase the cognitive complexity of the conversation. The term *Conversational skills* will hereafter refer to the ability to apply these elements in talk-in-interaction.

4. Individual factors influencing the language learning progress

4.1. Learning progress and cognitive maturity

When evaluating language skills and competences it is important to bear in mind that learning processes vary due to multiple factors. Learning is a very individual process and learners develop skills at their own pace and in potentially differing orders. The pace and manner of their progress depends on different maturational, cognitive and affective factors. In fact, Naiman (1996: 218) explains that "strategies and techniques form only a part of language learning. It is therefore important to relate them to personality and motivational factors in the learner, and to other less obvious aspects of the learning process." In the context of assessment, the authors of the CEFR also highlight that "in considering the vertical dimension of the Framework, one should not forget that the process of language learning is continuous and individual" (Council of Europe 2001: 17). Due to the individual nature of mental organisation, storage and retrieval of the needed knowledge and skills, the establishment of scales for proficiency levels will, to some degree, always be arbitrary

(Council of Europe 2001: 17). Nevertheless, scales which are used for empirical studies or for teaching practice (e.g. the CEFR) are based on extensive research in the fields of SLA and Applied linguistics and are therefore what comes closest to a reliable assessment tool. Another important aspect of language learning progress is its development over time, as described in the CEFR:

> One also needs to remember that levels only reflect a vertical dimension. They can take only limited account of the fact that learning a language is a matter of horizontal as well as vertical progress as learners acquire the proficiency to perform in a wider range of communicative activities (Council of Europe 2001: 17).

Progress in foreign language learning is not necessarily linear and may not always become apparent in the course of the assessment of a specific skill at a specific point in time (Council of Europe 2001: 17). A punctual assessment can only account for a momentary state of skills. Therefore, many researchers (cf. Cenoz 2003; Llinares & Whittaker 2006; Pérez Cañado & Lancaster 2017) call for longitudinal rather than cross-sectional studies, especially with respect to the comparison of CLIL and more traditional approaches. Further, it should be noted here that progress is not necessarily made steadily and that steps between the levels determined for proficiency scales often require different amounts of time and effort. In fact, the authors of the CEFR point out that "[learners] will [...] probably need more than twice as long to reach *Vantage Level* from *Threshold Level* than they needed to reach *Threshold Level* from *Waystage,* even if the levels appear to be equidistant on the scale" (Council of Europe 2001: 18). Finally, cognitive maturity is another decisive factor which has been shown to affect language learning. A number of researchers have reported on the beneficial effect of cognitive maturity in foreign language learning (Singleton 2003; Lasagabaster 2008: 38).

4.2. Affective dimension

Language learning evolves and manifests itself very differently in each individual. These differences are partly caused by personal attitudes and opinions about the target language and about language learning in general. Research has shown that some attitudes and cognitive styles promote language acquisition more than others (Naiman 1996: 218). Positive attitudes towards language learning, for instance, appear to be crucial for successful language acquisition, especially during the initial phase (Naiman 1996: 219). Two aspects of

this affective dimension and their potential effects on language learning behaviour and progress will be briefly discussed in the following.

4.2.1. Learner motivation

The motivational aspect is particularly relevant for the context of this paper since it has been argued that CLIL students tend to be more motivated learners than Non-CLIL students and that this factor might be responsible for their superiority in language skills assessments (Bruton 2011a; Bruton 2011b; Pérez Cañado 2016). Indeed, it is an intuitive assumption that CLIL students choose the strand because they are more interested in the target language or more ambitious in the sense that they are more motivated to improve any skill which increases their professional qualifications or their personal development. In fact, studies using self-evaluation questionnaires have found that CLIL students were more motivated than their Non-CLIL peers (Lasagabaster 2008; Maillat 2010). Elsewhere it has been stated that the CLIL approach itself incites students more to learn (Coyle 2008: 104). It has been argued that this occurs because the content-based nature of CLIL provides an immediate relationship to the outside world, a motivating purpose for the use of the target language (Dalton-Puffer 2007b). This argument has been contested by Bruton (2013: 590) who makes clear that content discussed in CLT, which ideally reflect students' interests and personal goals, are equally or more motivating. He concludes that:

> […] in many respects, idealised CLIL is no different from idealised CLT: emphasise the exchange of meaningful relevant messages in contextualised discourse […] that is accessible to the students and reflects possible needs, while not ignoring concern for language form (Bruton 2013: 590).

Although some students might find the application of the target language in the CLIL approach more stimulating, it is more likely that the increased motivation reported in studies is linked to the inherent ambition of students choosing the CLIL strand. In any case, the higher motivational values found in CLIL students are an important aspect to bear in mind since motivation has been shown to boost language acquisition and learner independence (Arribas 2016). This modifying variable should therefore be considered in future research comparing competences in CLIL and Non-CLIL approaches, for instance by matching students of the two groups according to their learning motivation as was successfully administered in Madrid and Barrios' study (2018).

4.2.2. Inhibitions and risk-taking

Hesitance is one of the affective factors which can hinder the language learning progress. Oxford and Ehrman (1995: 364) report that although it can be facilitative in certain contexts, anxiety generally represents a considerable obstacle for language learning. This applies in particular to oral language skills since speaking is considered to be the most stressful of the four skills for learners (Suryani and Argawati 2018: 35). When speaking in front of others, the fear of making mistakes and of being judged often causes learners to remain silent altogether or to make mistakes they could otherwise avoid (Humaera 2015: 34). In contrast, self-esteem, tolerance of ambiguity, and extraversion are conducive for progress in oral language skills (Oxford & Ehrman 1995: 364; Naiman 1996: 223; Humaera 2015: 31). Students with these features are often risk-takers in language learning. Risk-taking translates to the willingness of responding even in unfamiliar or uncertain communicative situations "without putting the primary focus on success or failure" (Suryani & Argawati 2018: 34). Losing the fear of failure or judgment causes learners to apply and practice their skills, to try out something new and to speak even when they are not required to do so (Suryani & Argawati 2018: 36). These aspects might be responsible for the fact that risk-takers have been shown to be more successful language learners than their hesitant peers (cf. Cervantes 2013; Suryani & Argawati 2018). Maillat's (2010) study on the pragmatics of L2 in CLIL affirmed that CLIL learners show more agency for using the target language actively and that they have more communicative confidence and less anxiety. He points out, however, that these insights are based on self-evaluation of the learners and that they would need to be tested in order to ensure that their behaviour corresponds to it in practice (Maillat 2010: 53). In summary, not only teaching and learning strategies but also very individual factors play a role in the language acquisition process. Learners make progress in differing paces and orders, and the success of learning may be boosted or impeded by factors such as motivation, hesitance and risk-taking. Ideally, the effect of these affective factors on language skills should be investigated in longitudinal studies encompassing detailed language proficiency assessment scales, complemented with tests measuring the variables of the affective dimension.

The previous sections have outlined the development of CLIL and its methodological basis. In addition, a review of empirical studies investigating CLIL in practice offered insights into the benefits and potential issues connected to the approach. What is more, relevant

aspects for the purposes of this paper regarding Conversation Analysis, interactive competence and HOTs were outlined and a working definition for conversation skills was formulated. Finally, the important role of the affective dimension and other individual factors which influence learning processes were briefly presented. Together, these insights gained from literature informed the foci and procedures of the following empirical study.

5. Motivation and objectives of the study

Chapter 2.2. has illustrated that there is already a fair amount of literature on the added value of CLIL and its effect on learners' language proficiency. Many of these studies have reported a beneficial effect of CLIL on speaking skills. However, some researchers have argued that the observed insights should be further explored due to small sample sizes (Hüttner & Rieder-Bünemann 2010: 77), inconsistent results (Gallardo del Puerto & Gómez Lacabex 2013: 118) or unsatisfactory research design (Bruton 2013; Paran 2013; Pérez Cañado 2017). So far, there has been little investigation on the interplay of educational approach types (CLIL or Non-CLIL), language proficiency, and the affective dimension of learning. With this innovative focus and other aspects of its research design, this paper aims at reacting to some of the suggestions for future CLIL research made by Pérez Cañado (2017; 2016), Coyle (2007) and other researchers in the field (ch. 2.2.2.). On a methodological level, this case study responds to the call for more data triangulation since it collected data on different dependent variables, such as language proficiency, cognitive skills and learner attitudes. Furthermore, the investigation on pragmatic skills and HOTs acts in response to the following conclusion formulated in Gassner and Maillat's (2006: 21) paper on the role of pragmatics in CLIL:

> To conclude, we want to suggest with this paper that the contribution of CLIL to the evaluation of the acquisition of a spoken competence would benefit from being evaluated on higher-order organisational structures such as turn-taking mechanisms, argument structure, information flow, repair mechanisms, which, in turn, reflect more general cognitive, problem-solving strategies, on which the presence of a salient L2 bears heavily.

The literature review indicates that in addition to the increased mask effect observed by Gassner and Maillat (2006), more focus on the cultural dimension and a more interactive classroom are some of the features which differentiate CLIL from traditional approaches.

These premises represent a major incentive for an investigation on the influence of CLIL on spoken interaction skills. Regarding the analysis of HOTs, a comparison between CLIL and Non-CLIL learners is interesting too, as it has been argued that CLIL fosters complex cognitive activity and that it concentrates on the development of academic discourse functions (cf. ch. 3.3.), which certainly includes these critical thinking skills. What is more, the controversial question of whether the observed superiority in language competence is attributable to CLIL methodology remains. This doubt is legitimate considering the influence that additional exposure to the target language may have on results, but also with respect to the observed differences within the affective dimension. As has been explained earlier, a positive attitude towards language learning is likely to boost the language learning progress. This first premise combined with the second, according to which CLIL students are more motivated and less inhibited L2 learners (cf. ch. 4.2.), could lead to the conclusion that it is not (only) the CLIL methodology that is responsible for CLIL students' success in language learning. Scholars such as Pérez Cañado (2016, 2017) have recently suggested considering these moderating variables by pre-matching students according to affective tendencies and by conducting longitudinal surveys (cf. ch. 2.2.2.). Although this methodology was not applied exactly as suggested in the case study at hand since this would have exceeded its scope, it nevertheless includes a learner self-evaluation on the attitudinal level and a pseudo-longitudinal analysis on the linguistic level. Finally, given the numerous variants and contexts of CLIL and their individual particularities, the collection of results gained in an additional CLIL setting can represent a valuable contribution to the CLIL research field in which, according to Dalton-Puffer, Nikula and Smit (2010: 9), there are still many unanswered questions regarding the optimisation of the approach.

The arguments presented above gave rise to the formulation of the following research questions and hypotheses:

RQ 1: Do CLIL students develop better conversation skills in English?

Hypotheses:

1. CLIL students perform significantly better than Non-CLIL students in respect to conversation skills.

    1.1. CLIL students display better pragmatic and sociolinguistic skills than Non-CLIL students.

    1.2. CLIL students display better compensatory strategies than Non-CLIL students.

1.3. CLIL students display better performance of HOTs than Non-CLIL students.

1.4. CLIL students make better long-term progress in conversation skills.

RQ 2: Do CLIL and Non-CLIL students differ in respect to confidence, positive learner attitudes and inhibitions regarding oral use of the target language?

Hypotheses:

2.1. CLIL students have more confidence, more positive learner attitudes and less inhibitions than Non-CLIL students.

2.2. There is a correlation between the affective dimension of learning and conversation skills.

6. The empirical study

An empirical study was conducted in order to explore possible relationships between the CLIL teaching approach and conversation skills. This investigation took the form of a case study comparing CLIL and Non-CLIL students in an Austrian professional college. Half of the participants were students of CLIL strands, while the other half were Non-CLIL students with EFL lessons as their only subject taught in English. Students of three different school grades, ranging from ninth until twelfth grade, were chosen in order to allow for an additional pseudo-longitudinal observation of the effects of CLIL. The foci of this investigation are outlined below:

Table 3: The study's foci

▪ Participant focus: students
▪ Comparative focus: CLIL vs Non-CLIL
▪ Language use focus: conversation skills (pragmatic and sociolinguistic skills, compensatory strategies, HOTs)
▪ Speaking mode: oral
▪ Research methodology: discourse pragmatics, statistics

The following figure depicts the three research areas that Dalton-Puffer, Nikula and Smit (2010: 10) have identified for CLIL and helps to further situate this case study thematically:
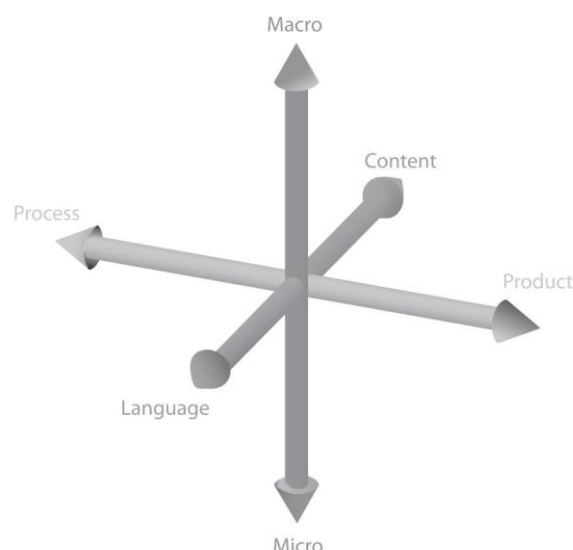
Figure 6: Three-dimensional CLIL research space (Dalton-Puffer, Nikula & Smit 2010)

Within this three-dimensional space the empirical study at hand can be situated at the language and product extremity on the continua. It assesses conversation skills elicited in an interactional task. Regarding the micro-macro dimension, it would be situated closer to the micro dimension as it is a case study targeting only specifically selected aspects of language use.

6.1. Setting

6.1.1. CLIL in the Austrian context

As Baker (2002) highlights in his account on the foundations of bilingual education, the sociocultural and political context is crucial when discussing a specific learning and teaching environment. This section will therefore give a brief overview of some features which characterise CLIL in Austria. Hüttner and Rieder-Bünemann (2010: 61) explain that while the implementation of Austrian CLIL occurred already in the 1990ies, research on its effects was published only at the beginning of the next century. Regarding the implementation of CLIL in Austria and more generally in Europe, it can be said that some of its theoretical principles have been applied more successfully than others. Dalton-Puffer, Nikula and Smit (2010: 6) argue that despite stakeholders' high expectations towards the improvement of language skills, European CLIL is mostly content-driven. In fact, a common feature of the majority of CLIL types in Europe is that content determines structure and logic of the curricula, while linguistic aims remain ambitious, yet more indirect (Dalton-Puffer, Nikula & Smit 2010: 2). Another shortcoming which arose in the context of CLIL methodology was identified by de Bot (2002):

> It is obvious that teaching a subject in a foreign language is not the same as an integration of language and content, and many schools are still to make that transition. Language teachers and subject teachers need to work together much more than is the case now, and together they should formulate the new didactics needed for a real integration of form and function in language teaching.

This issue is certainly not irrelevant for the Austrian context either. However, due to the obligation of graduating in two teaching subjects, Austria produces a greater number of teachers who are experts in both, subject and language teaching (about 50% of the CLIL teachers in Austria are trained as EFL teachers). It is therefore less likely to be affected by this problem than other countries. Furthermore, it should be noted that much work has been invested in developing effective CLIL didactics in Europe since 2002. The *ÖSZ* (Austrian centre for language competence), for instance, published a paper containing guidelines and impulses for the practical application of CLIL didactics in Austria. In their *CLIL matrix checklist* (Gierlinger et al. 2010: 11), they emphasise crucial aspects, such as the use of authentic materials and inter-linguistic comparisons, as well as awareness-building of cultural identities. Moreover, they underline the importance of cognitive stimulation adapted to the learners' ability and of the consideration of different learning strategies and styles. They also recommend process-oriented teaching involving targeted scaffolding (Gierlinger et al. 2010: 11). Finally, encourage collaboration among all stakeholders, with schools in other European countries (e.g. for school exchanges) and between language and content teachers (Gierlinger et al. 2010: 11). Concerning communication, they highlight the importance of group works, projects, varied input, the tolerance of L1 use, as well as the promotion of socially-oriented interaction and subject-specific language. Dalton-Puffer, Nikula and Smit (2010: 8) point out that since the production of language in CLIL happens within the speech event 'lesson', it is inevitably confined by its institutional setting. Thus, this confinement should be kept in mind despite the aptness of CLIL to create natural and intuitive occasions for language use.

Regarding the composition of CLIL classes, many Austrian institutions opt for a selection process for students' admission to CLIL classes. Dalton-Puffer, Nikula and Smit (2010: 3) state that, compared to many other bilingual teaching approaches, CLIL is – in this day and age – completely established in mainstream education and tends to be more egalitarian. More recently, however, a number of scholars in the field (cf. Mehisto 2007; Bruton 2011b; Paran 2013) have contested this view (cf. ch. 2.2.2.) by pointing towards its self-selective nature. In fact, Dalton-Puffer, Nikula and Smit (2010: 3) also acknowledge:

It cannot be denied though that a lingering flavour of elitism has most likely contributed to the enthusiastic acceptance of CLIL by parents (and some students), in particular as regards being instructed through English, whose status is high given its prominence as the de facto international language of today.

While Austrian CLIL is not only reserved for privileged students in private schools, socio-economic backgrounds and parental support appear to play a non-negligible role. In addition, many Austrian schools including the school which collaborated for this empirical study add a more palpable hurdle. They implement grade-based admission restrictions and a face-to-face interview scrutinising the students' aptitude. This indicates that these Austrian institutions consider a certain cognitive and linguistic threshold a necessary requirement for successful participation in the CLIL classroom. It is also worth mentioning that since 2011 CLIL is compulsory in Austrian schools for professional colleges specialised in business and tourism (HLT) and partially obligatory in other professional colleges. These might therefore be interesting schools for collaborations in future research as their students' attitudes towards CLIL or the English language and their socio-economical backgrounds are likely to be more heterogenous than in schools were CLIL is an option.

6.1.2. The school and the teachers

The data for the case study was collected in a Viennese professional college specialised in business and tourism. Most strands offered by the school, such as the *ICP* (International Career Promotion) strand, focus on these two areas. In addition, there is one strand centring on natural sciences. It is a state school which is renowned not least because of its promotion of gender equality and of the students' talents. For these efforts, the school has already received quality labels such as the *Gütesiegel begabungs- und exzellenzfördernde Initiative 2013-15,* a recognised cachet for promotion of student abilities. In the spirit of gender equality, the science strand is tailored to increase the number of female specialists for scientific and technical professions by sending them to the *FH Technikum Wien* (a university of applied technical sciences). Moreover, the previously mentioned *ICP* strand is a so-called *Potenzförderungsprogramm*, one of Austria's special programmes in upper secondary schools, which aim at promoting students who are willing to commit to a more challenging curriculum that will offer them several benefits for their future career. As it is a CLIL strand, this additional challenge partly consists of English as a medium of instruction in numerous subjects. Students are selected for this strand on the grounds of their previous performances and conduct in lower secondary school. In addition, they are called for a short application

interview which is a decisive factor in the selection process that determines whether candidates are ready to commit to the challenge. Accordingly, CLIL students at this school are usually not only ambitious but also have strong parental support and a certain affinity for languages.

The recruitment of CLIL teachers and the evaluation of their qualification profile falls into the remit of the headmaster. At this particular school, experience has shown that the younger generation of certified teachers is more likely to fulfil CLIL requirements and to embrace the additional challenge of teaching CLIL classes. This above-average commitment usually does not only become apparent in the willingness to teach CLIL classes, but also translates to extra involvement that goes beyond the regular classroom duties. In order to recruit teachers who can comply with the additional requirements of teaching CLIL classes, vacancies are currently explicitly advertised as CLIL positions at this school. By contrast, the institution itself does not require or provide special training for CLIL-teaching. Thus, the theoretical knowledge of the school's CLIL teachers primarily stems either from their professional training at university, from voluntary vocational training or from private dedication. Another interesting development that could be observed at this particular secondary school, is that there is a growing number of EFL teachers who have acquired the competences to teach additional subjects according to the CLIL approach. Originally, it was primarily content teachers who had broadened their skill repertoire by offering their lessons in English as Dalton-Puffer, Nikula and Smit (2010: 1) explain when defining CLIL in the European context: "[…] the teachers imparting CLIL lessons will normally not be native speakers of the target language. Neither are they, in most cases, foreign-language experts but content-experts." The CLIL participants in this study have been exposed to lessons of teachers from both categories, content-experts and EFL-experts.

6.1.3 The participants

The participants in this case study were 28 teenagers with German as their L1, each 14 students in a CLIL and a Non-CLIL strand, respectively[1]. English is the first foreign language within this institutional setting for all 18 female and 10 male participants. To allow for an additional pseudo-longitudinal dimension of the study, students from three different grades

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[1] Originally thirty students had participated in the study. However, two students (participants number 2 and 5) communicated that they had spent a semester abroad. Therefore, there performances were excluded form the analysis as this gave them a considerable advantage regarding spoken language skills.

(ninth, eleventh and twelfth grade) were chosen. Thus, the sample can be divided into two large groups consisting of a CLIL and a Non-CLIL set or into six small groups each belonging to a different school class. For purposes of readability, the groups will be referred to with the abbreviations presented in Table 4:

Table 4: Participant groups

Grade	Number of participants	Age	CLIL	Non-CLIL
9	12	14-15	CLIL9	Non-CLIL9
11	8	16-17	CLIL11	Non-CLIL11
12	8	17-19	CLIL12	Non-CLIL12

The four groups in eleventh and twelfth grade consisted of four participants each, whereas six students per group could be recruited in ninth grades. CLIL participants belonged to the *ICP* (ninth and eleventh grade) and to the science (twelfth grade) strands and they were compared with their Non-CLIL peers from economy and tourism strands. Regarding in-school exposure to English, CLIL and Non-CLIL strands differ considerably.

Table 5: Exposure to the target language

Exposure to target language per week	CLIL	Non-CLIL
Grade 9 and 10	approx. 10 hours	3 hours
Grade 11 and 123	approx. 14-15 hours	3 hours

While Non-CLIL strands attend three hours of EFL lessons per week throughout their school career, CLIL strands are exposed to three to five times as many. CLIL students have approximately ten lessons a week during the first two years. This can vary slightly depending on the school's available CLIL teachers and the covered topic areas. Some completely new and complex concepts, such as accounting for example, are often first introduced in German because many teachers prefer to avoid adding a linguistic difficulty to this cognitive challenge. In eleventh and twelfth grade, the weekly exposure to the target language is increased to fourteen to fifteen hours per week. Non-CLIL students largely reach CEFR levels A2 in ninth grade, B1 in eleventh grade and B2 in twelfth grade, whereas CLIL students usually manage to exceed these levels. Since the data was collected at the end of the school year, these are the levels that students should have reached at the moment of assessment.

6.2. Methods

6.2.1. Instruments and measures

Methodologically this study is to be situated in the field of applied linguistics. Since it investigates language use, the theoretical basics of CA have also influenced the design of the study and the evaluation of the results. However, the language learning progress in CLIL with a particular focus on conversation skills is the principal object of the empirical study. Therefore, the research on L2 use and CLIL pedagogy served as its central theoretical underpinnings. A mixed-method approach was adopted for the case study, combining data from a recorded speaking task and a questionnaire. The interactive speaking task was chosen to assess students' conversation skills. The questionnaire was used in order to allow a deeper insight into the students' attitudes towards speaking English and to determine whether these intrinsic factors might influence students' performances as suggested in chapter 4.2.. Both datasets were analysed with the aim of identifying potential differences between CLIL and Non-CLIL participants.

6.2.1.1. Conversation skill tasks

While others such as Lasagabaster (2008) and Hüttner and Rieder-Bünemann (2010) have employed picture stories to compare oral proficiency in CLIL and Non-CLIL students, this study used interactive speaking tasks since it focused on conversation skills in particular. The tasks aimed at eliciting an unscripted conversation between two students which requires these skills. In particular, three subskills were assessed: pragmatic and sociolinguistic skills, compensatory strategies and HOTs. For this purpose, participants were recorded while performing the speaking task for which they had to engage in a three-minute-long conversation. In order to ensure a certain degree of face and content validity, the tasks employed were chosen from the EFL schoolbooks used in each of the respective grades. Some adaptions were made in order to guarantee a similar task design for all three proficiency levels. Each task included a brief introductory part and four bullet points that offered a suitable amount of discussion topics. Fundamental characteristics defined in the guide for foreign languages exams for the Austrian Higher School Certificate (CEBS 2019) represented the basis for choice and adaption of the interactive speaking tasks. These characteristics include practical relevance, clarity and validity of the task (CEBS 2019: 5-6). It is argued in the CEBS guide (2019: 5) that tasks should be practically relevant because this requires and fosters the ability to detect and solve problems by combining one's knowledge,

skills, and attitudes. The authors also highlight the importance of clarity, structure and unambiguous instructions for tasks (CEBS 2019: 5) to allow students to present their full repertoire of skills and strengths. Finally, they stress how crucial a suitable contextualisation of the task is as it enables students to become aware of the communicative setting. This, in turn, adds a meaningful dimension to the contents and intentions that will be communicated (CEBS 2019: 6). Similarly to the test battery used in Zydatiß' (2007) differentiated account on the influence of the CLIL approach on foreign language competence, the tasks in this study also examined the participants' ability to not only exchange subjective and objective pieces of information, but to also elaborate on their choices and to analyse them in a coherent and comprehensive manner. Given the focus of the paper, solely tasks eliciting all three HOTs, at least indirectly, were chosen. The following task used for participants of the eleventh grade serves as an illustration for the task design. The tasks for the ninth and twelfth grade centred around different topics but followed the same design (see appendix A).

Speaking: Paired Activity

You have 3 minutes to talk to your partner about the following:

The more we pollute, the more people try to do something to save Mother Earth. Recycling is very popular with people in many countries.

- Why do you OR don't you recycle?
- What materials can be collected and separated?
- Why do you think Austria is among the leading recycling nations?
- What else can we do in our everyday lives to pollute less?

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To draw conclusions about conversation skills from the collected data, the speaking performances had to be assessed. An assessment checklist covering the subcategories *pragmatic and sociolinguistic skills*, *compensatory strategies* and *HOTs* was designed for this purpose. The checklist contains descriptors for criterion-referenced performance assessment and was created following the guide to the formulation of proficiency descriptors featured in the CEFR (Council of Europe 2001). It was inspired by the CEFR can-do-statements for the competence categories *Qualitative Aspects of Spoken Language Use* and *Conversation and Informal Discussion* (Council of Europe 2001) and was adapted to suit the task and the three proficiency levels of the study's participants. When adapting the checklist to the study's focus, it was ensured that the principles of positiveness, definiteness, clarity, brevity and independence presented in the guide (Council of Europe 2001: 206-207) were maintained. The descriptors mentioned in the CEFR advocate for a theoretical grounding of the categorisation and description of learning outcomes and proficiency scales (Council of Europe 2001: 21). The customised checklist meets this requirement as it is based on the CEFR, on the fundamental principles of conversation patterns identified in CA (cf. ch. 3.1.), and on Anderson and Krathwohl's taxonomy (cf. ch. 3.3.). For each of the descriptors in the checklist, participants were rated on a scale from 1-5.

Pragmatic and sociolinguistic skills

This category includes the most descriptors as it builds the fundamental basis for conversational skills (cf. ch. 3.4.). It scrutinised the following aspects (the descriptors indicated in brackets refer to the checklist extract given below):

- Clear and independent communication of information and intentions (descriptor 1)
- Conversational patterns and management:
    - Turn-taking mechanisms (descriptors 4 & 5)
    - Reactions to interlocutor's utterances (descriptor 3)
    - Fluency of the conversation (descriptors 2 & 11)
    - Repairing false starts (descriptor 9)
- Appropriacy and naturalness of the conversation
    - Spontaneity and register (descriptor 1 & 6)
- Use of conventionalised language
    - Idiomatic expressions and phrases (descriptor 7)

- Rhetorical dimension
    - Meaningful pauses (descriptor 10)
    - Rhetorical devices (descriptor 8)
    - Intonation (descriptor 4)

Table 6: First part of the checklist designed for the empirical study: assessment criteria pragmatic and sociolinguistic skills

Pragmatic and sociolinguistic skills
1. Can communicate their ideas about a familiar topic clearly and independently (without having to rely on the interlocutor's or the interviewer's help).
2. Can keep the conversation going without unnaturally long breaks, despite having to stop for grammatical and lexical planning and repair.
3. Can understand and comment on what their interlocutor says.
4. Can yield the floor using common conversation strategies such as asking questions or lowering intonation.
5. Can take the floor reacting to what their interlocutor has just said.
6. Can interact spontaneously in a register appropriate for the speaking situation.
7. Can use phrases and expressions which are idiomatic/common in face-to-face conversations and appropriate to their language level.
8. Can make use of rhetorical devices such as rhetorical questions or tag questions.
9. Can repair false starts by rephrasing the thought to overcome communication breakdowns and to avoid disturbing the flow of the conversation.
10. Can employ pauses to convey meaning (not only for planning or repair).
11. Can maintain a natural flow in a conversation with frequent turn-taking and numerous overlaps and interruptions (conversation management).

Compensatory strategies

This category examined how students coped with knowledge gaps of linguistic and of cognitive nature. In this respect, a performance was considered to be successful, if students were able to overcome the obstacle by paraphrasing or rewording their idea. Another very important criterion was the ability to avoid the use of and transfer from German. This ability to cope with shortcomings can be seen as a facet of strategic competence and problem-solving, which is a valuable feature in the context of conversation skills (cf. ch. 3.4.). Furthermore, longer pauses (2 seconds and more) or the use of fillers also allow to gain time to cope with a knowledge gap. However, depending on their length and frequency they were assessed as disruptive elements rather than successful compensatory strategies. Both L1 transfer and disruptive elements were sanctioned particularly when they impeded

understanding, caused misunderstandings, or disturbed the flow of the conversation noticeably.

Table 7: Second part of the checklist: assessment criteria compensatory strategies

Compensatory strategies
12. Can rephrase or paraphrase an idea when encountering lexical or morphosyntactic knowledge gaps.
13. Can hold a conversation without frequent use of L1.
14. Can hold a conversation without frequent L1 transfers.
15. Can keep the use of fillers (such as 'erm', 'like', 'and') and word lengthening to a minimum which does not disturb the natural flow.

HOTs

The third category is based on the three higher-order thinking skills of Anderson and Krathwohl's taxonomy (2008): *analyse*, *evaluate*, and *hypothesise*. In order to achieve a high score in this area, participants had to show that they were able to deconstruct and categorise information and to elaborate on their stance in some detail (*analyse*). Moreover, their ability to present and justify their personal point of view, without neglecting differing opinions about the same topic, was assessed (*evaluate*). Another descriptor for the same skill measured participants' capacity to refine and nuance their arguments with the use of modifiers or qualifiers. Finally, this category also examined whether students were able to tap into the hypothetical realm by means of imagination, planning or prediction (*create*).

Table 8: Third part of the checklist: assessment criteria HOTs

HOTs
Analyse
16. Can examine and deconstruct information and is able to make own inferences from it. (keywords: analyse, categorise, compare and contrast)
17. Can maintain longer turns to express more complex thoughts in some detail.
Evaluate
18. Can present and defend different attitudes and viewpoints by evaluating the validity and quality of information following a set of criteria (keywords: select, decide, justify, prioritise, recommend, judge)
19. Can express nuances e.g. by means of modality, qualifiers, adverbs.
Create
20. Can link new information to prior schematic knowledge in order to create a new idea or product. (keywords: develop, hypothesise, predict, plan)

All of these competences in the three categories interact both with one another, with other areas of language proficiency (e.g. vocabulary, grammar), as well as with schematic knowledge. The study did not focus on linguistic accuracy, but it can be argued that it has been assessed indirectly because of its influence on the targeted categories. The integral checklist used for the assessment can be found in appendix B.

6.2.1.3. Questionnaire

As discussed in chapter 4.2., numerous authors have reported a beneficial effect of positive learner attitudes on the language learning progress. Based on these insights, a questionnaire was designed to detect a potential link between conversation skills and learners' intrinsic characteristics, and to explore potential differences between the CLIL and the Non-CLIL group regarding this moderating variable. The first part of the questionnaire explored students' motivations for choosing either the CLIL or the traditional strand. In the course of this part, students were provided with a set of options including advantages for their personal and professional future, as well as advice by family and friends and they had the option of adding a different motivation manually. Two very similar but slightly adapted sets of options were provided for CLIL and Non-CLIL strands. In the second part, students were asked to self-evaluate their confidence in regard to the oral use of the target language and their attitude towards it on a Likert scale. The integral questionnaire is provided in appendix D for closer inspection and chapter 7.3. includes the English translation of its items.

6.2.2. Data gathering

The data was gathered directly at the professional college in question over the period of April to May 2019. Aiming at a selection which would be as representative as possible for the entire class with respect to speaking proficiency, the collaborating teachers made a balanced choice of participants for the study. The selected students left the classroom in pairs for approximately fifteen minutes, where they could perform the task in a quiet seating corner. The location was chosen to reduce potential disruptive elements. Furthermore, to ensure equal test conditions, all participants were granted the same amount of time for the preparation and completion of the speaking task. Before performing the conversation, participants were presented with the task and were granted two minutes to reflect and take notes, which they were allowed to use during the conversation. This brief preparation was followed by a reminder that the speaking time should be equally divided between both

interlocutors (approx. 90 seconds per participant). After participants had completed the speaking task, they were asked to fill in the questionnaire about intrinsic factors and attitudes individually. In a second step, the recorded conversations were transcribed following the VOICE transcription conventions (cf. appendix B). Monosyllabic backchannel responses were also included in the transcription on account of their low frequency. Although the transcripts served as a valuable visual support, the assessment targeted the recordings of the spoken data directly because, as Bloomer, Griffths and Merrison (2008: 54) rightfully state, the translation of one medium into another is limited and cannot account for all the details and nuances of the original.

6.2.3. Data processing

For a statistical analysis of the data, the evaluation of the conversation task was quantified by means of the assessment checklist. Students were able to attain a minimum of 1 and a maximum of 5 points per descriptor (between 20 and 100 points in total). This quantification allowed to calculate total scores as well as separate scores for the three subcategories on the checklist. Subsequently, means for the total performance and each category were calculated and compared among corresponding school grades. T-tests for independent samples were used in order to detect significant differences between the CLIL and the Non-CLIL group. In order to establish a pseudo-longitudinal dimension, differences between the total scores and three subcategories of conversation skills were illustrated and compared on a line diagram. The affective dimension was analysed in three steps. For the first part of the questionnaire, the frequency of the options chosen by CLIL and Non-CLIL students was calculated. Unlike for the second part of the questionnaire, an overarching calculation including all three school grades was made here as all students were the same age when choosing their strand. In a second step, the items of the second part of the questionnaire on the intrinsic and affective factors were divided into two subcategories with common themes. Thirdly, a comparison of medians calculated for each class allowed for a scrutiny of differences between the two strands on this dimension and a Mann-Whitney-U-test allowed to determine the statistical significance of the differences. Finally, a Spearman-Rho test provided insight into the correlations between the analysed affective aspects and the assessed conversation skills.

6.3. Limitations

Despite the efforts for a thorough research design, this study has some limitations regarding its sampling, its instruments and its variables. Firstly, there was a certain lack of homogeneity in respect of the participants and their exposure to a specific classroom practice. Unfortunately, it was not possible, for example, to recruit a sufficient number of students in all three grades, sharing the same EFL or CLIL teacher. Being taught by different teachers with their differing teaching strategies and techniques (e.g. level of interaction or scaffolding) can influence the learning process considerably. Furthermore, not all CLIL students belonged to the exact same strand. While CLIL11 and CLIL12 specialised on science, CLIL9 specialised on business and tourism (cf. ch. 7.1.2.). Their differing educational foci and (personal) interests might result in diverging competences. In addition, using a single task for all grades would certainly make results more comparable and would prevent inconsistencies regarding the elicited skills. However, the use of three customised tasks allowed to guarantee greater face and content validity and a suitable difficulty level for all three different grades. In the context of measurement, another often cited difficulty should be mentioned. It is solely possible to assess a performance and not the competence directly (cf. Canale and Swain 1980: 3). The disadvantage of this is that in some cases, the observed punctual performance might not reflect the actual entirety of students' skills and knowledge. Furthermore, it can be argued that some important propositions made for future CLIL research, such as investigator triangulation and location triangulation (cf. Pérez Cañado 2016: 21), have not been included in the research design as they would have exceeded the scope of the paper at hand. Another limitation concerns the affective dimension. Students self-evaluated this dimension and it cannot be ensured whether this estimation corresponds to their actual behaviour. This is, however, an issue that arises with most questionnaires and does not impede a sound conclusion. Finally, some relevant variables could not be evaluated in the study because it is difficult to access or measure them (e.g. sensitive nature of data). Firstly, cognitive maturity is an important intervening factor, which would have been especially relevant for the pseudo-longitudinal analysis since it has been reported to influence language learning considerably (cf. Cenoz 2003; Lasagabaster 2008: 38). Secondly, measuring the additional support from parents or teachers would have allowed to estimate better to which extent CLIL students already enter the strand with promising attributes for high attainment. However, the pseudo-longitudinal perspective and the questionnaire

investigating affective factors allowed to account for these moderating variables to some extent.

7. Results

7.1. Conversation skills assessment CLIL vs Non-CLIL

Turning now to the evidence collected during the empirical study, this section will present the results gained from the assessment of the conversation performances and the evaluation of the questionnaires. Given the focus of the study, it aims at highlighting the differences regarding skills and attitudes of participants in CLIL versus Non-CLIL strands. Before looking at the results, however, a note of caution is due concerning the interpretation of the scores gained from the assessment checklist for the conversation performance. While the same checklist was used throughout, the particular language level of the different grades has been taken into consideration during the assessment process. The scores are therefore relative to the language level. To illustrate, if an eleventh-grader and a twelfth-grader both achieved a score of 90%, the performance of the twelfth-grader will be better in absolute terms. However, in relative terms, both performances are to be interpreted as equal, since both have been able to meet their respective linguistic and cognitive aims to the same extent. This approach allowed the use of a single concise and uniform checklist for all grades.

7.1.1. Conversation skills overall

The first set of analyses examined the impact of the CLIL teaching method on students' overall conversation skills. These skills were quantified by means of the assessment checklist presented in the previous section. Figure 7 summarises the average total scores of all students sorted by grades and strands.
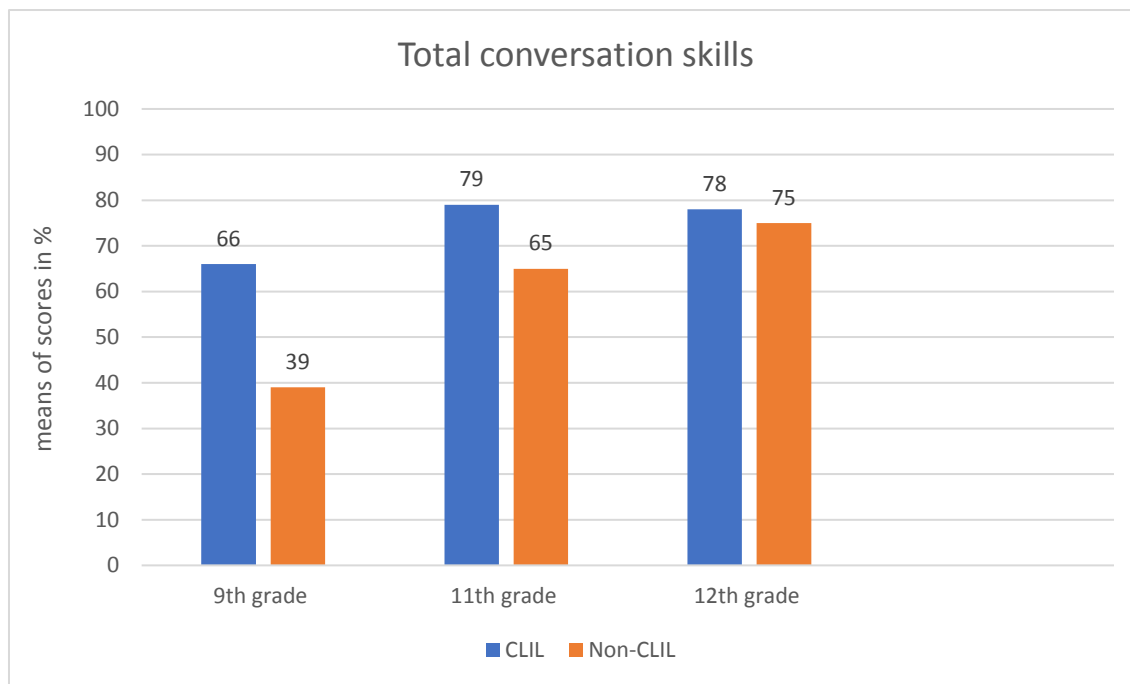
Figure 7: Comparison of CLIL and Non-CLIL total conversation skills scores (TCS)

This chart is quite revealing in several ways. First of all, it can be seen that except for the ninth Non-CLIL grade, all participants were able to achieve very high scores reaching from 65% to 79%. This indicates that the great majority of them has been able to acquire conversation skills that correspond to their language proficiency level. Secondly, the graph suggests that the growth of TCS appears to be more consistent in the Non-CLIL than in the CLIL strand. This observation, however, will be discussed in more detail in the chapter 7.2. dedicated to the pseudo-longitudinal aspect of the study. What is more pertinent for this section is the finding that throughout all grades, CLIL students performed better than Non-CLIL students. However, a closer inspection reveals that this dominance seems to shrink gradually towards the higher grades. In order to provide statistical support for these last two observations, mean scores of the two strands were compared in t-tests for independent samples. In fact, the tests showed significant differences between the two strands only in ninth and eleventh grades.

Table 9: Results of a t-test of unpaired samples comparing TCS scores of both strands by grade

Grade	d	t	p	M CLIL	SD CLIL	M Non-CLIL	SD Non-CLIL
9	10	–3.25	.0045	66	16.23	39	12.68
11	6	–2.054	.043	79	9.07	65	9.84
12	6	–.290	.391	78	5.04	75	18.74

As presented in Table 9, the most significant result was found for the difference in the TCS scores of CLIL9 (*M* = 66, *SD* = 16.23) and Non-CLIL9 (*M* = 39, *SD* = 12.68); *t*(10) = -3.25, *p* = .0045. A t-test for the comparison of the eleventh graders' scores also revealed a significant difference between CLIL11 (*M* = 79, *SD* = 9.07,) and Non-CLIL11 scores (*M* = 65, *SD* = 9.84); *t*(6) = -2.054 , *p* = .043. Despite the clearly smaller difference in this second case, both results suggest that students in CLIL strands perform significantly better in conversations than Non-CLIL students. As Fig. 7 already suggested, however, the scores in twelfth-graders diverged less. An unpaired-samples t-test showed that there was no significant difference between CLIL12 (*M* = 78, *SD* = 5.04) and Non-CLIL12 scores (*M* = 75, *SD* = 18.74); *t*(6) = -.290, *p* = .391. A similar statistical analysis was used in order to explore how the strands differ in the three subcategories: *pragmatic and sociolinguistic skills*, *compensatory strategies* and *HOTs*. The following section will analyse in which proportions the TCS scores spread across the three categories and how these proportions differ between the two strands.

7.1.2. Subskills

7.1.2.1. Pragmatic and sociolinguistic skills
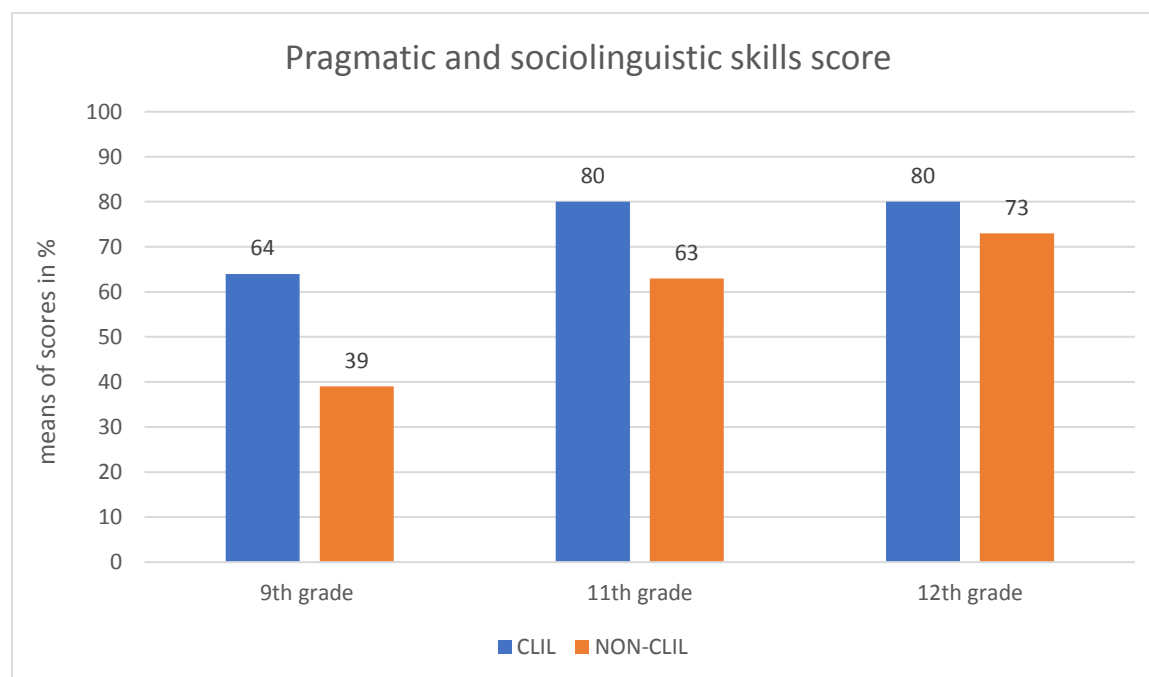
Figure 8: Pragmatic and sociolinguistic skills scores in CLIL and Non-CLIL participants

It is very apparent from this chart that CLIL students outperformed the Non-CLIL group considerably in all three grades. As already observed in Fig. 7, the difference between the strands is particularly striking in ninth grade and decreases gradually towards the higher

grades. Overall, the results for this category are very similar to those obtained for the TCS score.

7.1.2.2. Compensatory strategies
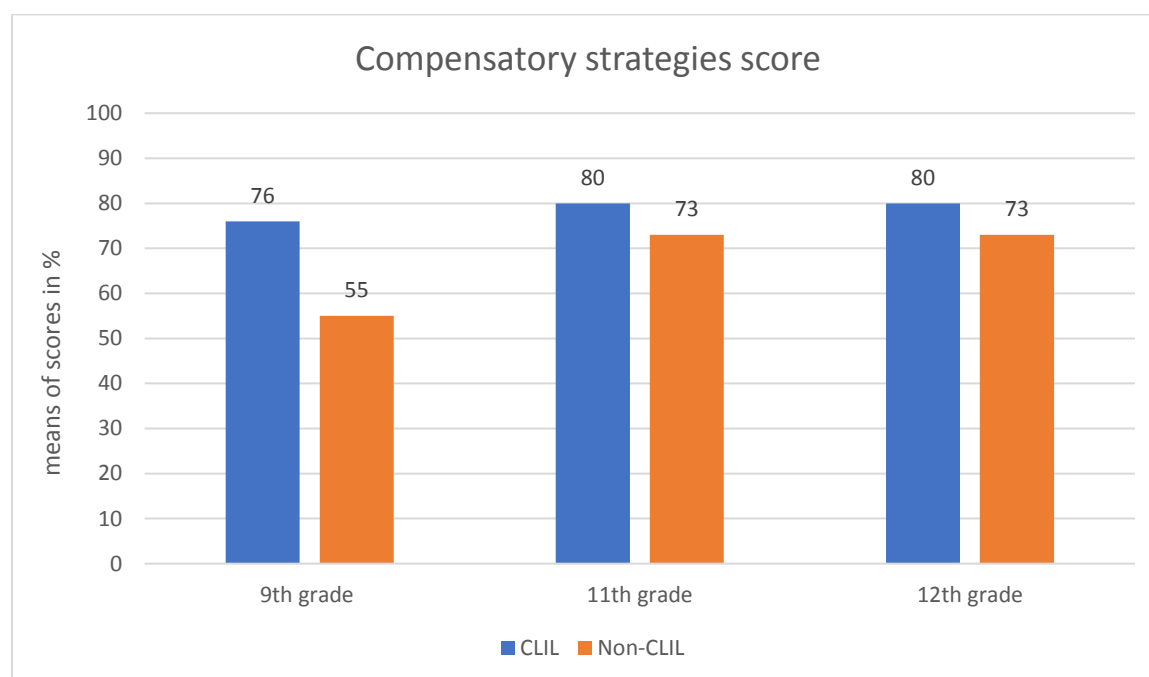
Figure 9: Comparing compensatory strategies in CLIL and Non-CLIL participants

The bar chart above illustrates that the two strands' performances varied less in this category than in the previous. In ninth grade, both strands performed better in this category. This is true for Non-CLIL9 in particular, which caused the difference between the CLIL9 and Non-CLIL9 to decrease from 25 percentage points (pp) in the previous, to 21 pp in this category. What is interesting about the data in this figure, is that both CLIL11 and CLIL12 performed equally well regarding pragmatic skills and compensatory strategies. In contrast, only Non-CLIL12 maintained equal means for both categories, while Non-CLIL11 performed better in this category than in the previous (73% vs 63%). Overall, CLIL-students outperformed the Non-CLIL group in all grades also with respect to compensatory strategies.

7.1.2.3. HOTs
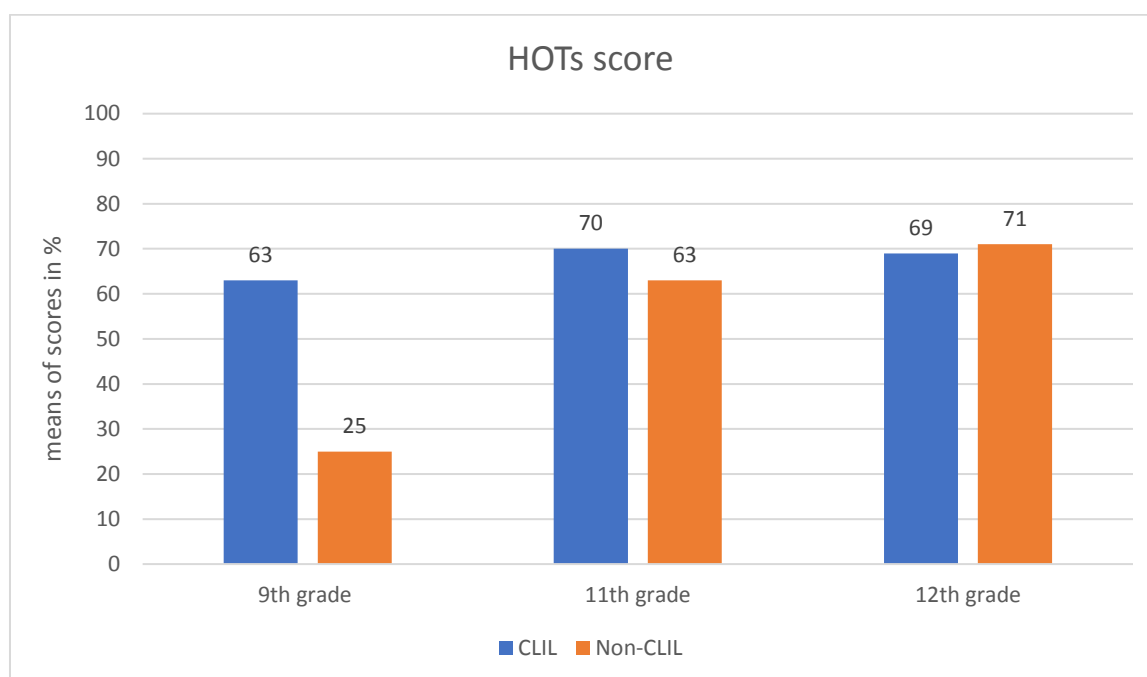
Figure 10: Comparing HOTs in CLIL and Non-CLIL students

Of the three categories, the HOTs provided the most irregular outcomes. The graph indicates that almost all groups are less skilled in this category compared to the two previous categories. CLIL9 HOTs scores are almost equal to their pragmatic scores but lower than their compensatory strategy scores. In eleventh grade, CLIL11 preformed worse in the HOTs category than in the two previous. An almost identical result can be detected for CLIL12. The results are especially surprising in the Non-CLIL strand. While Non-CLIL9 showed a particularly low mean score in this category compared not only two the previous two categories, but also in comparison to their CLIL peers, Non-CLIL12 managed to outperform their CLIL peers in respect to HOTs. Non-CLIL11 reached an equally high score in this last and in the first category. Compared to their compensatory strategies, however, their HOTs performance was also worse. Overall, the three CLIL grades showed the highest scores for the category pragmatic and sociolinguistic skills and the lowest scores in the category HOTs. The same trend could be observed in NON-CLIL9. Non-CLIL12 scores were the most equally distributed among all four categories. For Non-CLIL11, compensatory strategies stood out as their most developed skill. With the exception of HOTs in twelfth-graders, CLIL students have achieved higher average scores than their peers in all categories. It is worth noting that differences were particularly striking between the two ninth grades, especially in the HOTs category.

T-tests of independent samples were conducted to investigate the statistical value of these observations. For this analysis, one single mean was calculated for each of the three subcategories and each strand (including all three grades of the strand). As expected, a t-test showed the most significant difference between CLIL students' pragmatic and sociolinguistic skills (M = 73, SD = 12.41) and those of Non-CLIL students (*M* = 56, *SD* = 21.52); *t*(26) = - 2.605, *p* = .007. A second test showed that CLIL students' compensatory strategies scores (*M* =79, *SD* = 11.08) also differed significantly from the Non-CLIL participants' (*M* = 69, *SD* = 15.89); *t*(26) = -2.054, *p* = .025. Finally, the t-test for HOTs showed an even more significant result than for the previous category when comparing the CLIL group (*M* = 69, *SD* = 20.14) with the Non-CLIL group (*M* = 49, SD = 29.17); *t*(26) = -2,074, *p* = 0.24. Bearing the illustrations in Fig. 10 in mind, however, caution must be applied to this last finding, as it might be distorted by the extreme difference observed between CLIL9 and Non-CLIL9 which was considerably larger than the differences in the grades eleven and twelve.

7.2. The pseudo-longitudinal dimension

This section will examine what development can be observed in the assessed conversation skills throughout the grades. Since this was not a longitudinal study, no paired data assessing the same individuals during different points of their school career could be collected. The following comparison of gradual skill developments between the two strands, can therefore only illustrate hypothetical improvements of the skills by depicting the development of the six classes assessed for the study. The following graphs compare the hypothetical progress that the two groups have made in the categories pragmatic and sociolinguistic skills, compensatory strategies, and HOTs, from the ninth until the twelfth grade.
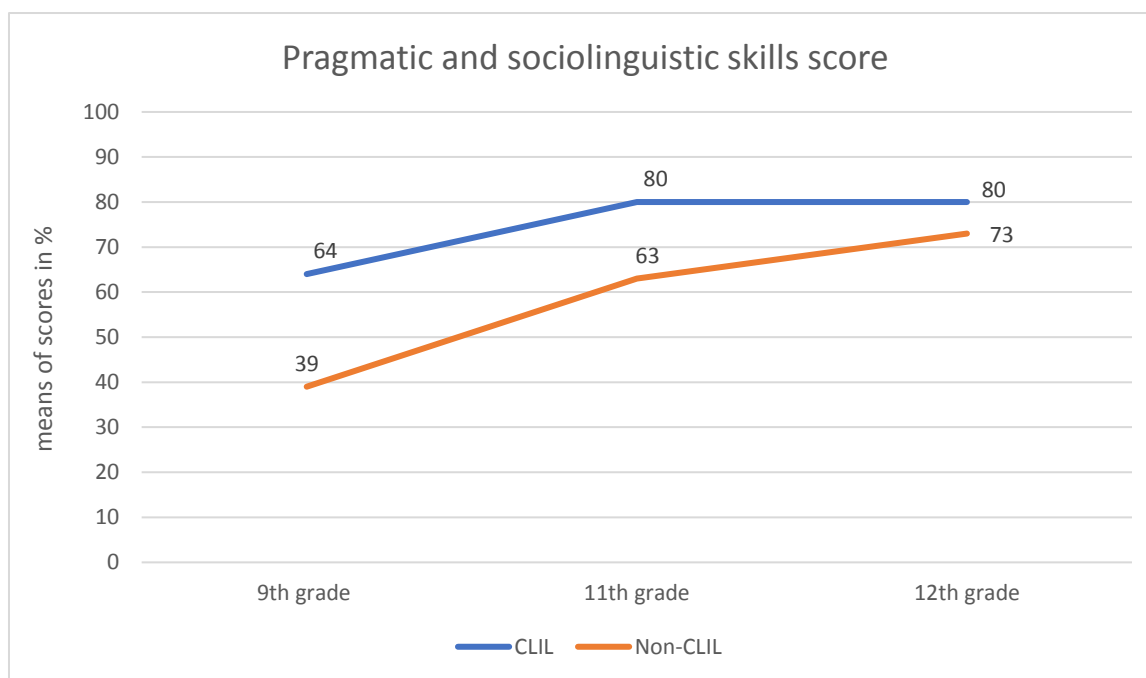
Figure 11: Comparing progress of CLIL and Non-CLIL students in pragmatic and sociolinguistic skills

As can be seen from this graph, the Non-CLIL students made considerably more progress (34 pp) from grade nine to grade twelve, than the CLIL group did (16 pp). In contrast to their CLIL peers, they have continued to improve steadily also between eleventh and twelfth grade. However, two important aspects deserve attention here. Firstly, the CLIL students already start with an elevated mean in the ninth grade which the Non-CLIL group was only able to reach in eleventh grade. Secondly, the identical mean scores among CLIL eleventh-graders (80%) and twelfth-graders (80%) do not indicate a stagnation of their development of pragmatic and sociolinguistic skills. As has been pointed out at the beginning of chapter 7.1.1. assessment CLIL vs Non-CLIL), it simply means that they have been able to reach the same score on a slightly higher language proficiency level. While it can therefore not be concluded that the CLIL students' progress stagnated after the 11th grade, it must be noted that the Non-CLIL group was able to improve their pragmatic and sociolinguistic skills in greater steps between the grades.
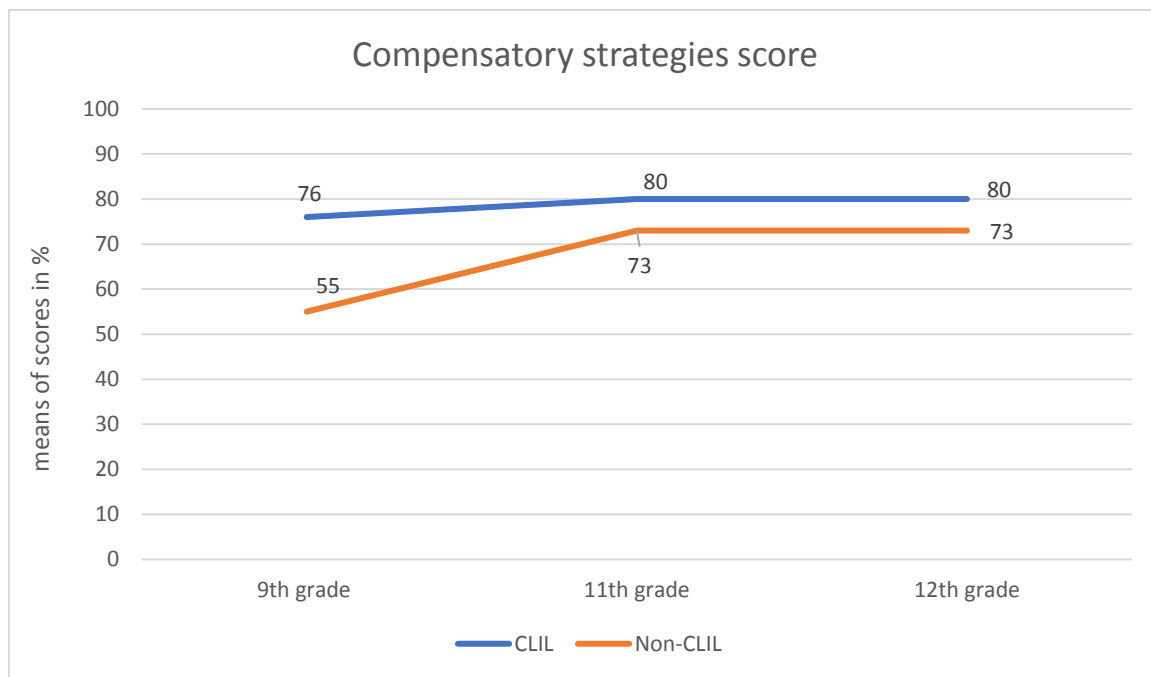
Figure 12: Comparing progress of CLIL and Non-CLIL students in compensatory strategies

Similarly, Non-CLIL students made a greater progress regarding compensatory strategies throughout the grades (18 pp) than the CLIL group (4 pp). However, in this category means of both groups remain unchanged from eleventh to twelfth grade. This suggests that regardless of the strand, these skills experience their greatest growth during early secondary education and continue growing more slowly in higher levels. It is also interesting to see that CLIL students enter the school with strongly developed compensatory strategies.
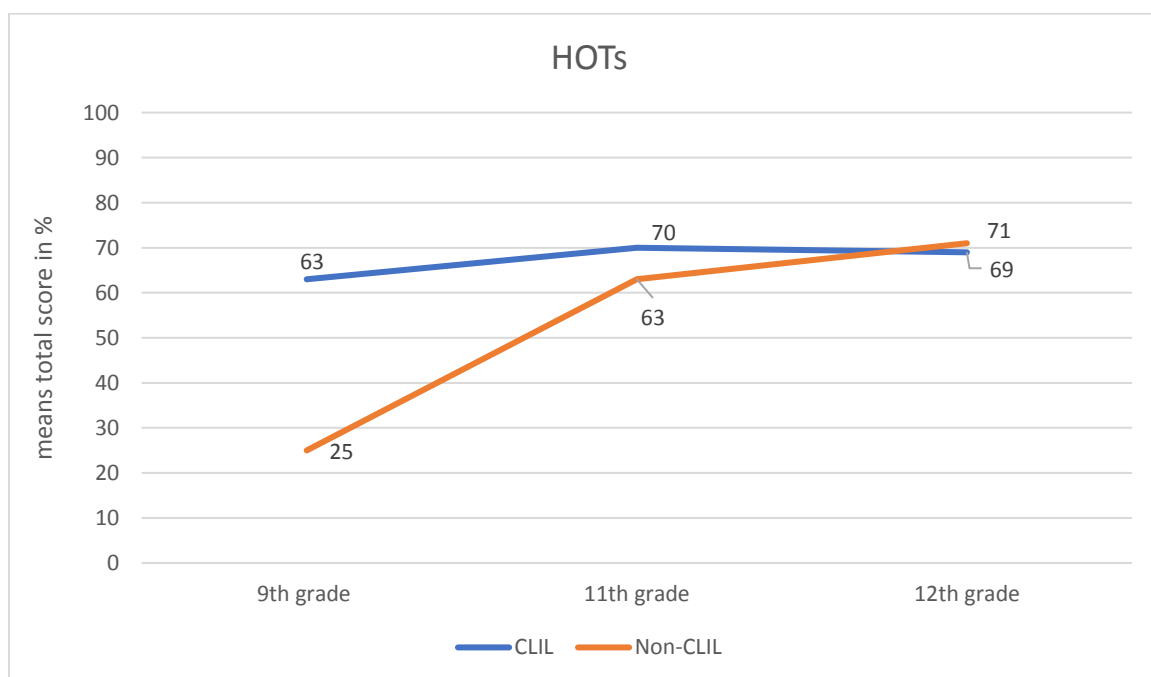
Figure 13: Comparing progress of CLIL and Non-CLIL students in HOTs

With respect to HOTs, CLIL students also appear to enter school with a very high command, which they are able to broaden only in small steps throughout the years (6 pp). The developmental trend for CLIIL students is therefore similar to the one in the two previous categories, except for a minor drop in the twelfth grade. In contrast, a very strong and continuous progress can be observed among the Non-CLIL group whose low mean in ninth grade increased by 36 pp over the years until finally exceeding their CLIL peers slightly in grade twelve.

Overall, these results suggest that Non-CLIL students enter school with a lower command of conversation skills but are able to increase them more throughout their school career. In terms of development, Non-CLIL students therefore appear to be the stronger group. Compared to them, CLIL students enter secondary school with a higher level of skills, which they continue to develop more slowly, while maintaining their lead in absolute terms until the twelfth grade. The only minor exception of this trend could be observed in the HOTs of twelfth-graders, where Non-CLIL students' skills slightly surpassed their CLIL peers'. These overall results and the failed previous attempts to prove CLIL students' superiority on a longitudinal dimension (cf. Lasagabaster 2008) indicate that CLIL teaching and learning does not promote better linguistic progress. This notion will be discussed in more detail in the discussion chapter of this paper.

7.3. Affective dimension

The following section is dedicated to the evaluation of the study's questionnaire. Firstly, it will present participants' motivations for opting for or against the CLIL strand. In a second step, students' self-evaluation of their personal attitudes towards the (oral) use of the target language will be scrutinised and differences between the two strands regarding these intrinsic and affective aspects will be examined. Finally, possible parallels between participants' attitudes and their performance in the conversation skills task will be explored.

7.3.1. Choosing the strand

Figure 14 illustrates the popularity of different motivations for choosing the CLIL strand among the CLIL participants.

Criteria for choosing the CLIL strand

Criterion	Answer frequency in %
I like the English language	93
Advantages for my career aspirations	86
Advantages for my personal life	71
It is an additional challenge	43
My parents adivsed me to choose it	21
Former teachers advised me to choose it	0
Friends advised me to choose it	0
Other reasons	21
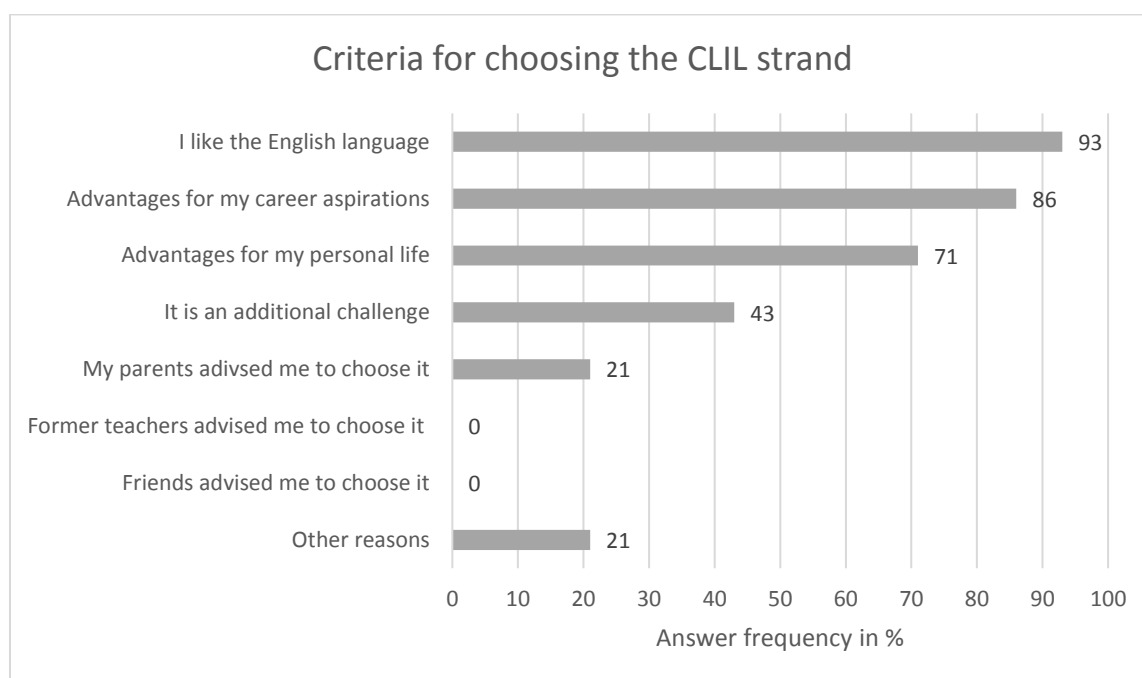
Figure 14: Motivations of CLIL students for choice of CLIL strand

Fondness of the target language as well as advantages for career and personal life appear to be the most important incentives for choosing CLIL. Almost half of the group was eager to accept the additional challenge of learning content through English. Almost a quarter of CLIL students was influenced by their parents, but none by their friends or teachers when choosing the strand. For a great number of participants, other reasons affected their choice. The following two statements in (1) are examples for other motivations given by two CLIL students:

(1) a. It is interesting to learn everything in English, because you can find similarities between different languages.
    b. It is fun. There is more variety.

Figure 15 presents the frequency of reasons for opting against the CLIL strand.

Criteria for not choosing the CLIL strand

Criterion	Value
I don't like the English language	7
No advantages for my career aspirations	0
No advantages for my personal life	0
It would be more difficult than in German	57
My parents adivsed me not to choose it	7
Former teachers advised me not to choose it	0
Friends advised me not to choose it	14
Other reasons	36

Answer frequency in %

Figure 15: Motivations of Non-CLIL students for choice against CLIL strand

All Non-CLIL participants thought that CLIL would be advantageous for their career aspirations and their personal life. The large majority opted against CLIL nevertheless, because they considered it an additional challenge, they were not willing to face. For more than a eleventh of the students, other reasons played a role when choosing their strand. A smaller number of students indicated that a lack of fondness for English, their parents' advice or their friends' advice influenced their decision. In the section for other reasons, two participants explained that they have already tried out the CLIL strand, but that they have changed classes due to the additional challenge and workload that they had faced. Another participant wrote that she had applied for the CLIL strand, but she was rejected because her grades were too low.

To summarise, both groups appear to like the English language. For CLIL students this was a motivation to choose the CLIL strand, while other reasons have outweighed this factor in Non-CLIL students. Both groups agree on the beneficial effect that CLIL could represent for their future career and their personal lives. Another common pattern is that former teachers did not have a crucial influence on the students' decision. More parents appear to have advised their children to opt for, than to opt against the CLIL strand. Friends' advice seems to have influenced the choice of many Non-CLIL students, but of none of the CLIL students.

What is particularly interesting about these charts is the role of CLIL as a challenge. Perceived as an incentive by the CLIL students and as an obstacle by the Non-CLIL students, the additional challenge posed by the CLIL approach was a crucial factor for both groups.

7.3.2. Attitude towards the L2

Although all items in the second section of the questionnaire share the overarching theme intrinsic motivation and affective factors, they will be grouped around two subthemes for the following evaluation of results. The first subtheme is (a) positive attitude and confidence and the second is concerned with (b) inhibitions. This separation will allow for a clearer presentation of results. For the items addressing inhibitions, a high value on the Likert Scale will indicate low confidence, whereas the opposite will be true for subtheme (a).

a) The following questionnaire items exploited the subtheme of positive attitude and confidence:

1)	I like to speak English.
2)	I find it easy to express my thoughts and arguments in English.
4)	I feel comfortable when speaking English during lessons.
7)	I also regularly speak English outside of school (min. 1x/week).
9)	I frequently use new vocabulary when I speak English.
10)	I frequently use difficult grammatical structures when I speak English.
11)	I have a talent for foreign languages.

Figure 16 provides a comparison of the ratings ranging from 1-6 on the Likert Scale that students from the two strands chose on average. Options 1-3 indicate a negative response to the statement ((1) strongly disagree – (2) disagree – (3) rather disagree), whereas responses on the scale from 4-6 stand for positive responses ((4) rather agree – (5) agree – (6) strongly agree).
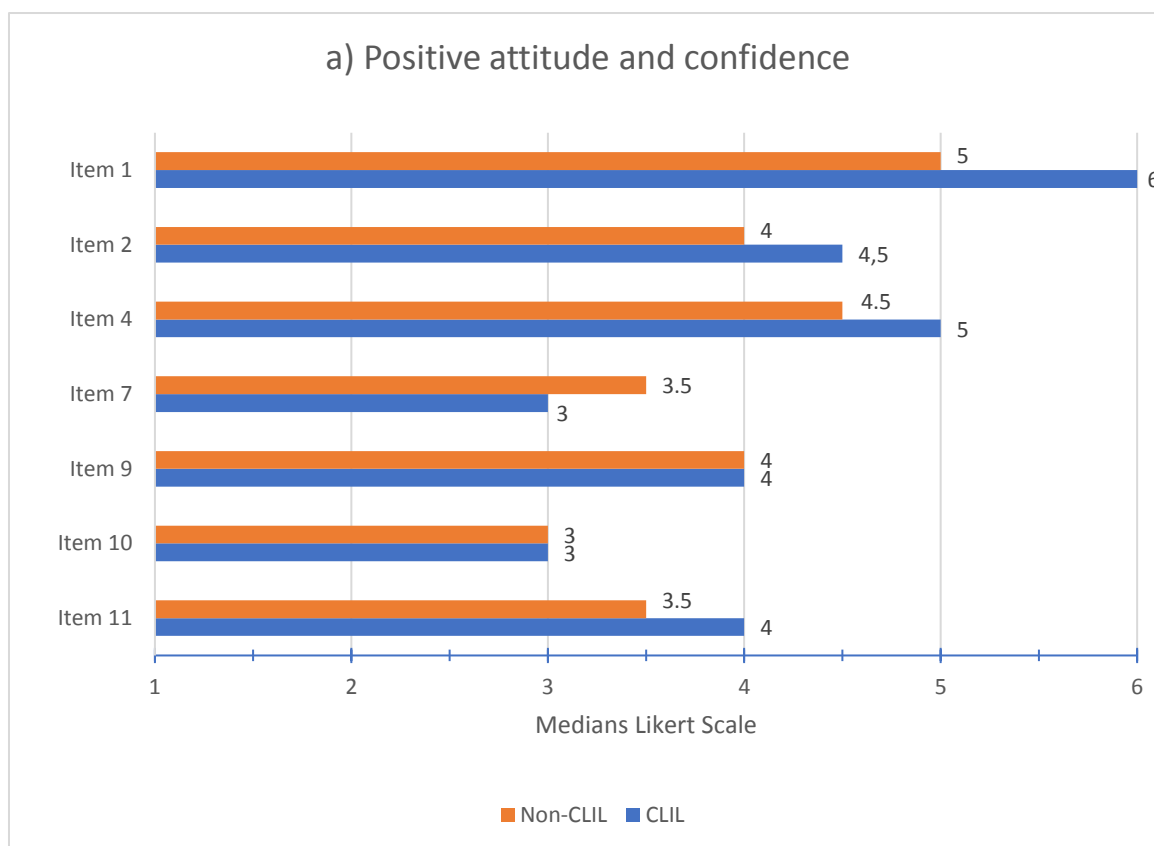
Figure 16: Comparing degrees of positive attitude and confidence in CLIL and Non-CLIL students

From the graph above, it can be seen that although both groups like speaking English, the CLIL group appears to like it more than the Non-CLIL group (item 1). Given their choice of strand, this is a rather intuitive result. Furthermore, the diagram indicates that CLIL students find it slightly easier to formulate their thoughts in English (item 2) and that they feel more comfortable when speaking English in the classroom (item 4). Surprisingly, more Non-CLIL students than CLIL students regularly speak English outside of school (item 7). No difference between the samples was found for item 9 and item 10. Thus, the data suggests that when speaking English, both groups use newly learned vocabulary to the same extent and that they tend to not use complex grammatical structures. Finally, CLIL students agreed more with the statement that they are talented in foreign languages (item 11).

b) The following items exploited the subtheme of *inhibitions:*

3)	Before saying something in English in class, I think about how to express it.
5)	I have inhibitions to speak English in the classroom plenum.
6)	I have inhibitions to speak English during group work.
8)	I feel embarrassed if I make mistakes when speaking English.
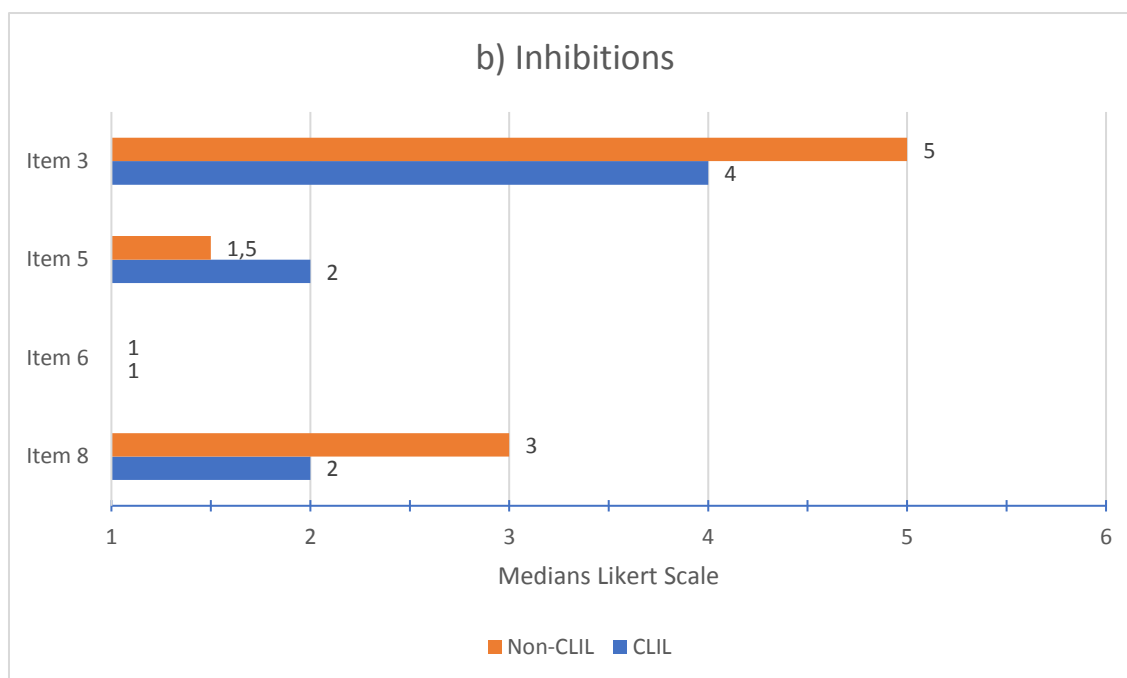
Figure 17: Comparing the degree of inhibitions in CLIL and Non-CLIL students

Fig. 17 compares the two strands in respect to the category *inhibitions*. The graph shows that Non-CLIL students are more likely to plan their formulations silently before speaking English in the classroom. In view of this outcome, the results for item 5 are rather surprising. They suggest that CLIL students have slightly more inhibitions to speak in the plenum than Non-CLIL students do. However, it is important to remember that options 1 and 2 corresponded to the responses strongly disagree (1) and disagree (2). Therefore, it can be concluded that both groups do not feel afraid to speak in the plenum. A similar result can be observed for item 6 indicating that, on average, students of both strands have no inhibitions to speak English during group work. Finally, item 8 suggests that Non-CLIL students feel more embarrassed about making mistakes in English, than their CLIL peers.

Again, a significance test for unpaired samples was conducted in order to investigate the difference between the samples on a statistical level. It can be seen in Table 10 that a Mann-Whitney-U-test showed significant differences between the groups only for item 3 and item 8, which were about the silent planning before speaking in the classroom and about the feeling of embarrassment, respectively. Both appear to be significantly higher in Non-CLIL students. Although not below the threshold value ($\alpha = 0.5$), item 4, addressing the ease of speaking English during lessons, is another aspect that showed a small p-value ($p = .084$) indicating therefore that CLIL students feel much more at ease when speaking English in the classroom.

Table 10: Results of a Mann-Whitney-U-test comparing intrinsic and affective factors of the two strands

Item	*p*-value	*U*-value	Median CLIL	Median Non-CLIL
a)				
1	.194	69,500	6	5
2	.401	79.000	4.5	4
4	.084	63.000	5	4.5
7	.910	95,500	3	3.5
9	.910	97.500	4	4
10	.104	62.00	3	3
11	.482	82,000	4	3.5
b)				
3	**.039**	53.00	4	5
5	.839	93.500	1.5	2
6	.839	93.000	1	1
8	**.039**	53.000	2	3

To summarise, the data suggests that CLIL students feel more confident about the oral use of English than the Non-CLIL group. However, the lack of divergence in item 9 and item 10 indicates that this does not implicate that they are more likely to take risks regarding vocabulary and grammar structures when speaking English. Moreover, the comparison of answers given in category (b) indicates that overall, CLIL students feel less inhibited than Non-CLIL students do when speaking English. In view of the results presented in table 10, it can be concluded that although the data indicate that CLIL students are more confident English speakers with fewer inhibitions, statistically this observation could only be partly affirmed.

7.4. Correlation between intrinsic factors and conversation skills

The previous sections 7.1. and 7.3. have shown that CLIL students performed better than Non-CLIL students regarding conversation skills and that they tend to have fewer inhibitions when speaking in the target language. In order to explore whether these two observations are linked to one another, a Spearman-Rho correlation test has been conducted. It correlated both categories from the questionnaire (a) *positive attitude and confidence* and (b) *inhibitions* with the TCS score. Both results were significant and showed that there is a moderate positive monotonic relationship between the TCS and category (a) (r_s= .529, *p* = .002), and a weak negative monotonic relationship between the TCS and category (b) (r_s= -.338, *p* = .034). We can therefore deduce that students with higher total scores tend to rank higher in terms of confidence and lower in terms of inhibitions. In view of these correlations

as an additional source for explanations, the rather counterintuitive differences found between eleventh and twelfth grade students in chapter 7.1. will be revisited. A t-test for TCS in eleventh-graders had shown that the CLIL group had performed significantly better than the Non-CLIL group (p = .043), whereas the strands differed less and therefore non-significantly in twelfth grade (p = .391). Furthermore, a comparison of the twelfth-graders' subskills showed that the CLIL group performed better regarding compensatory strategies and pragmatic and sociolinguistic skills, but not regarding *HOTs.* In contrast, CLIL eleventh-graders performed better than the Non-CLIL group in all three subskills. Since in ninth grade, the dominance of the CLIL group in all skills was even greater than in eleventh grade, the difference between the strands appeared to decrease with increasing age and language level. Such a development would challenge the view that CLIL has a beneficial effect of CLIL on conversation skills.

Given the influence that intrinsic and affective factors were shown to have on students' performance (ch. 4.2.), confidence and inhibition values will be compared separately for eleventh- and twelfth-graders in Figure 18 and 19 with the aim of highlighting differences between the two grades.
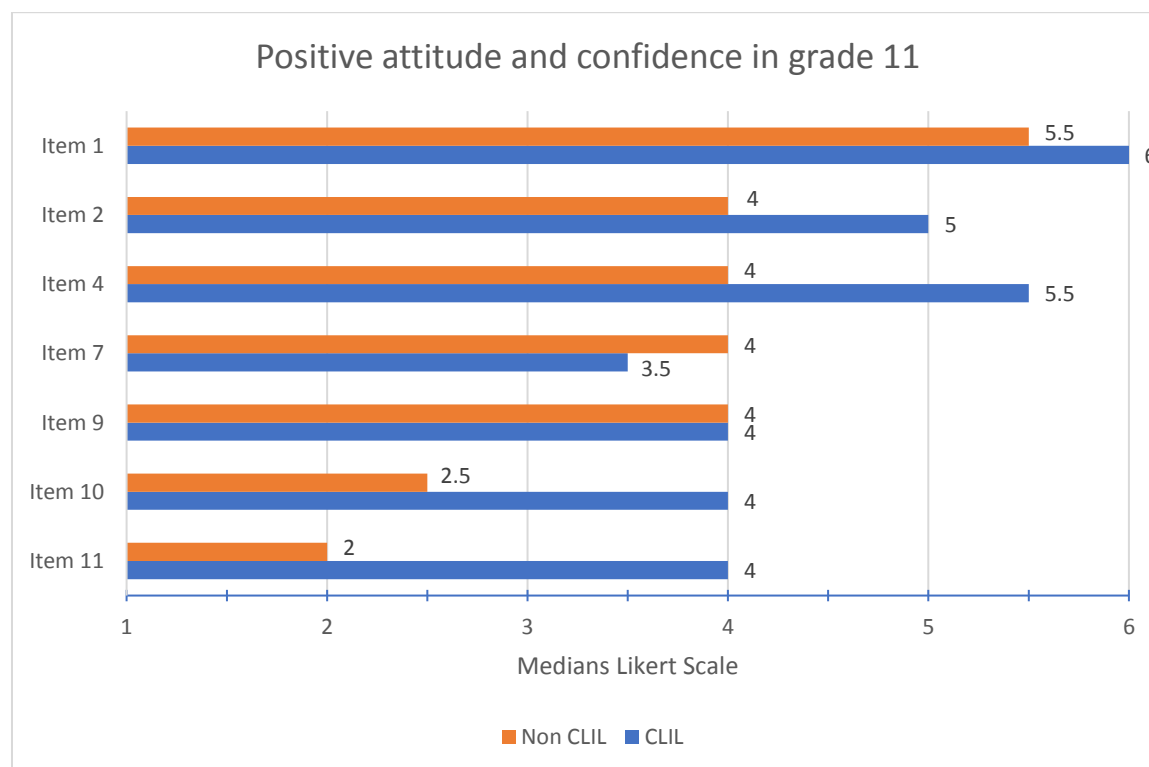
Figure 18: Comparing degrees of positive attitude and confidence in CLIL and Non-CLIL students in grade 11
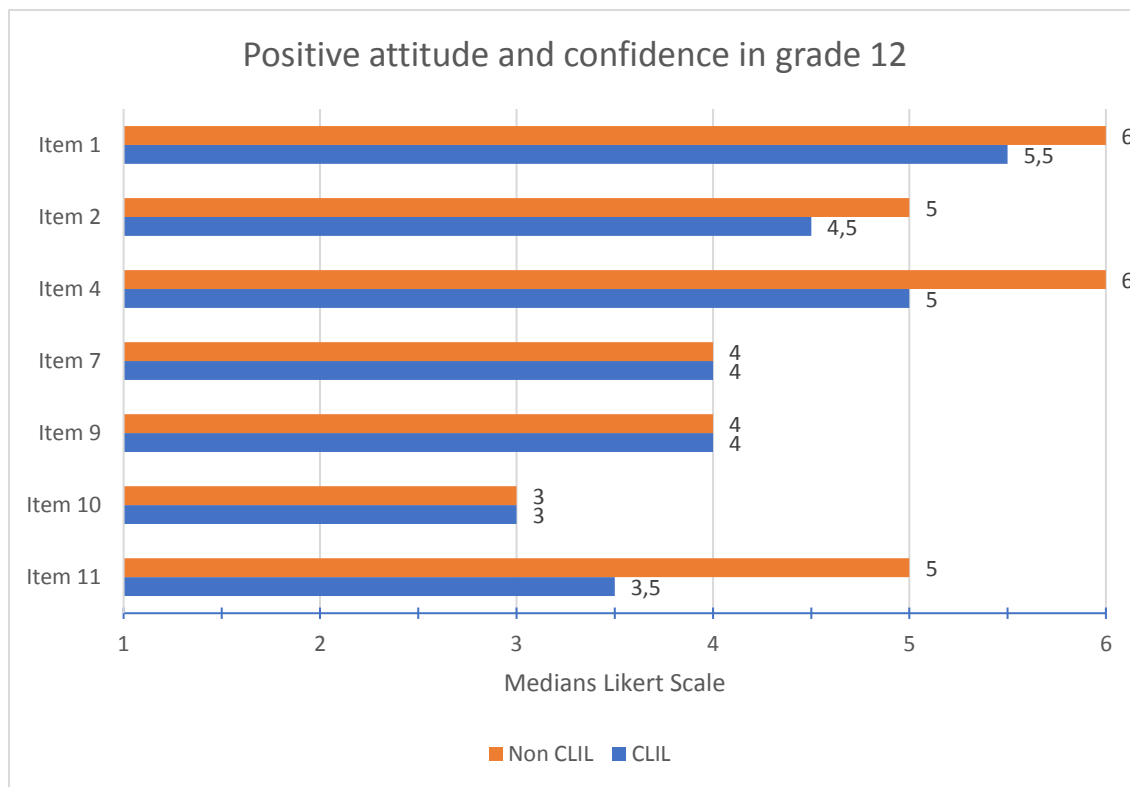
Figure 19: Comparing degrees of positive attitude and confidence in CLIL and Non-CLIL students in grade 12

It can be seen from figure 17 and 18 that CLIL students' average medians for *positive attitude and confidence* are all clearly higher, with the exception of item 7, which addressed the extracurricular use of English, and item 9 addressing the use of complex grammar structures. In contrast, in twelfth grade, all medians for this category are higher in Non-CLIL students. Moreover, items 7, 9 and 10 show equal average values for both strands. A similar tendency can be observed for values in the category *inhibitions*:
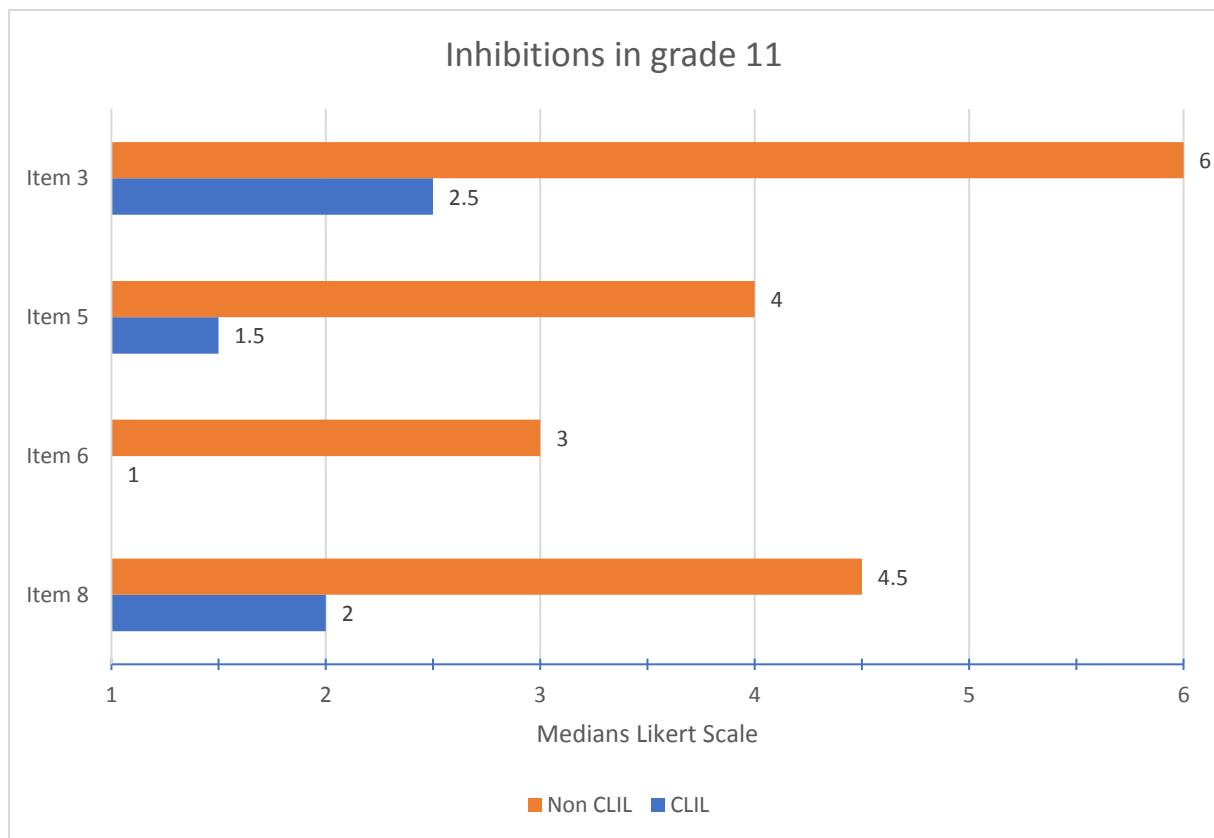
Figure 20: Comparing degrees inhibitions in CLIL and Non-CLIL students in grade 11
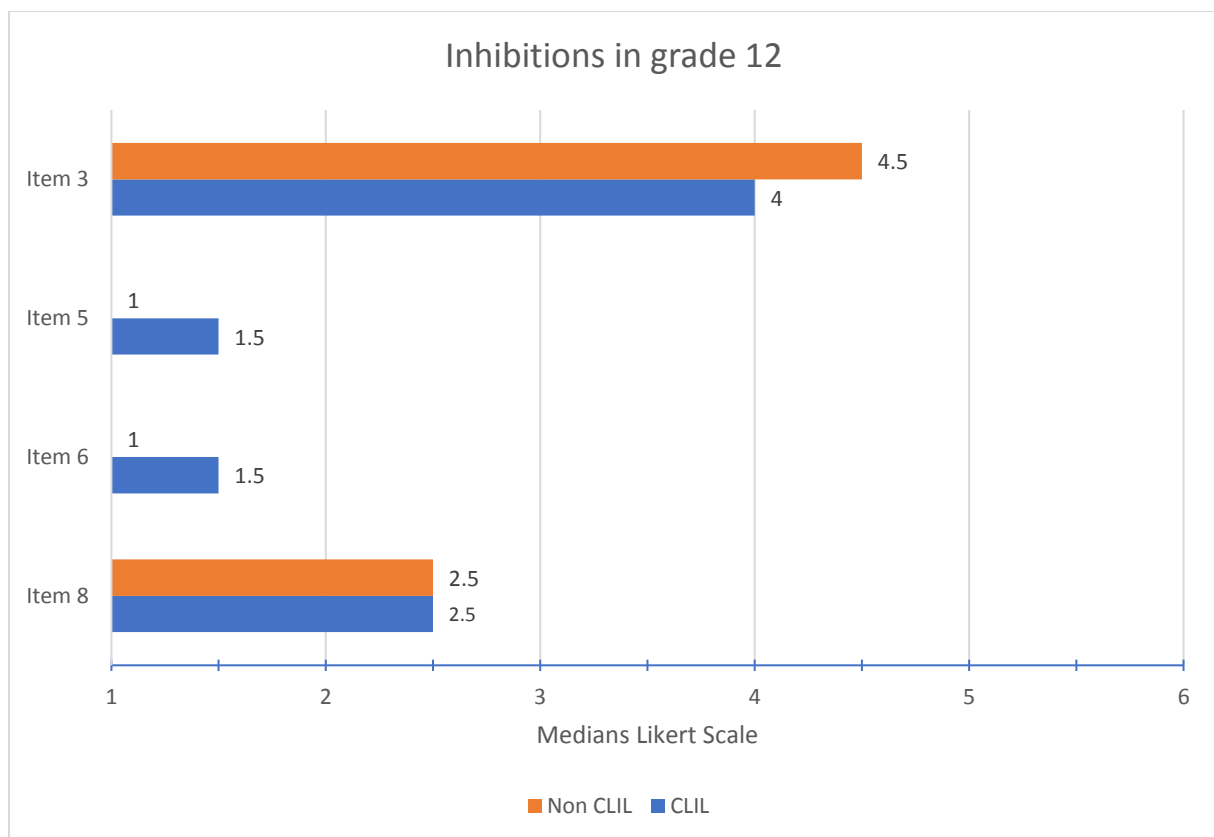
Figure 21: Comparing degrees inhibitions in CLIL and Non-CLIL students in grade 12

The two figures clearly show that Non-CLIL eleventh graders have more inhibitions than their CLIL peers. In contrast, CLIL12 are less inhibited than their Non-CLIL peers only in respect to item 3. The remaining items show slightly fewer inhibitions in Non-CLIL than in CLIL students and an equal average value for item 8. If we consider the positive correlation between intrinsic factors and total scores as well as these diverging observations between the eleventh and twelfth grade regarding intrinsic factors, we can conclude that CLIL eleventh-graders might have performed better than their peers because of their more confident attitude. CLIL students in twelfth grade, on the other hand, might not have been able to perform better because they were less or equally confident speakers than their Non-CLIL peers.

The results in this chapter have shown that CLIL students outperformed their Non-CLIL peers overall in TCS and in all assessed subcategories with the exception of HOTs in twelfth grade, where CLIL12 scored one percent point lower on average than Non-CLIL12. Furthermore, the administered t-tests for independent samples have shown that all the differences between the groups except for TCS scores in twelfth grades were statistically significant. However, CLIL students' superiority was particularly strong in the categories *compensatory strategies and pragmatic and sociolinguistic skills*, while it was less important regarding *HOTs*. The pseudo-longitudinal analysis suggests that while CLIL students maintain a higher level of conversation skills from ninth until twelfth grade, they make less progress compared to the Non-CLIL group. CLIL students appear to be equipped with good conversation skills when entering the school in ninth grade, Non-CLIL students start with a lower score but are able to improve their skills more rapidly and consistently. With respect to the reasons affecting the option for or against the CLIL strand, there were surprisingly many similarities. Both groups shared a liking for the English language and considered the CLIL approach to be advantageous for their personal and professional future. Former teachers did not have much influence on the students' decision. Overall, parents appear to have been rather in favour of CLIL, whereas friends seem to have advised against it.

However, the most important insight gained in this first part of the questionnaire, was the view of CLIL as a challenge. Interestingly, this aspect seems to have been an incentive for CLIL students and a deterrent in the eyes of Non-CLIL students. While the data gathered in the second part of the questionnaire indicates that CLIL users are more confident and less hesitant in their use of the target language, this seems to have no

considerable impact on risk-taking. Finally, a positive correlation was found between this affective dimension and students conversation skills and it has been identified as a possible reason for the counterintuitive differences between the comparison of TCS scores in eleventh and that in twelfth grade.

8. Discussion

In reviewing the literature, it became apparent that many of the purported CLIL benefits predicted in its theoretical conceptualisation have been observed in practice (cf. ch. 2.2.3.). However, a number of critical voices have presented interesting impulses for a re-evaluation of these findings in the light of a new and critical perspective and for conducting additional research that provides more insights into the causes of CLIL students' success. The empirical study at hand has attempted to take a step towards this suggested direction. An initial objective of the study was to determine the effect of CLIL teaching on conversation skills (RQ 1). It was hypothesised that CLIL students would perform better than their Non-CLIL peers in all three subcategories defined for these skills (H 1.1.-1.3) and that they would make better progress in conversation skills over the four school years (H1.4). Firstly, the results provided significant support for H1.1. and H1.2. which predicted stronger pragmatic and sociolinguistic skills and compensatory strategies in CLIL students. These outcomes are in line with those gained in previous studies comparing these or similar skills between the two strands (e.g. Gassner and Maillat 2006; Hüttner & Rieder-Bünemann 2010). This observed superiority accords with the claim that CLIL classrooms provide opportunities for rich spoken interaction and naturalistic conditions for conversations in the target language. As has been explained earlier, these are very favourable circumstances for the development of pragmatic and sociolinguistic skills. Such an active and frequent involvement in spoken interaction fosters not only pragmatic and sociolinguistic skills, but also learner independence and strategic competence. Better strategic competence, in turn, implicates more successful coping with knowledge gaps and thus better compensatory strategies. Furthermore, these conversation skills could be linked to another phenomenon discussed in chapter 2.2.1., namely the reduced 'bottleneck effect', which, according to Maillat (2010), results from CLIL's capacity to increase the beneficial mask effect within its oral interaction settings. This beneficial effect of CLIL has also been put forward to explain the superiority of CLIL students regarding complex thinking and higher-order discourse competence (Maillat & Gassner

2010). Despite these insights and the important role that the development of HOTs plays for CLIL didactics (cf. ch. 3.3.), the superiority of CLIL students over their Non-CLIL peers (H1.3.) could be supported only partly in this study. Although they were significantly outperformed overall, Non-CLIL students scored poorly only in ninth grade and were able to reduce their peer's lead by grade eleven. Finally, they slightly surpassed them in twelfth grade. This development confirms the interest of the following hypothesis (H1.4,) which expected CLIL students to progress faster in conversation skills than the Non-CLIL group. Surprisingly, the opposite was found. This finding raises interesting questions about the causality of the often-observed superiority of CLIL students with respect to language skills, which have already been addressed by the critical voices mentioned in chapter 2.2.2. (cf. Bruton 2011a, 2011b, 20013; Paran 2013; Cenoz, Genesee & Gorter 2014; Pérez Cañado 2016). Some of them have argued that CLIL students are likely to enter the school as more proficient and motivated learners, an advantage for which CLIL didactics often harvests the praise when it is identified in an empirical investigation. As has been discussed earlier (cf. ch. 4.2.), however, numerous individual factors influence a learners' progress of language skills. Given the relatively small sample size per class, the impact of such individual factors on the learning progress might have become particularly apparent in this study.

This observation makes the additional information gained on the affective dimension of this study particularly valuable. This second focus of the paper investigated on the differences between CLIL and Non-CLIL students regarding confidence, positive learner attitudes and inhibitions with respect to oral use of the target language (RQ2). The data provided prove for the hypothesis that CLIL students are more confident and have more positive learner attitudes, while being less affected by inhibitions (H2.1.). As discussed earlier (ch. 4.2.) confidence and motivation are factors that promote progress in oral language skills considerably. They help to reduce inhibitions and cause learners to speak longer and more frequently, which results in regular practice that is essential, especially for speaking skills. Furthermore, the reduced error penalisation which is typical for CLIL has a positive impact on learner attitudes (cf. Dalton-Puffer, Nikula & Smit 2010: 6-7). It may also have lowered inhibitions of the CLIL participants in this study and increased their willingness to opt for compensatory strategies rather than silence or L1 use when encountering knowledge gaps. In accordance with these observations, the hypothesised positive correlation between this affective dimension and conversation skills (H2.2.) was confirmed in

this study. Another interesting thought worth mentioning in this respect is that the correlation between these two variables might also be bidirectional or cyclic, that is, more motivation may lead to better conversation skills and the success of mastering these skills may again increase confidence and motivation. It might also be the case that conversation skills are the factor which starts this circle. The previously discussed findings about CLIL and learner motivation (Coyle 2008; Lasagabaster 2008; Maillat 2010) indicate that both directions are possible (cf. ch. 4.2.1.). Contrary to expectations, however, the self-evaluation indicated that, despite the CLIL students' proficiency and confidence, they were not more willing to take risks regarding the use of newly learnt vocabulary and complex grammatical structures. This discrepancy could be attributed to the self-evaluative part of the investigation. It is possible that students underestimate themselves in the sense that they are not fully aware of their rich vocabulary and complex grammatical structures because they are used to a high linguistic standard. However, this argumentation cannot be simply assumed and would have to be supported by a test targeting these linguistic knowledges in particular. Another possible explanation is that their overall grammatical accuracy and lexical richness which were, in fact, only assessed indirectly, allowed them to deliver good performances without using newly learnt vocabulary or complex grammatical structures.

These are potential explanations for the CLIL students' better results which are in line with the mentioned previous findings in the literature. However, different interpretations which reflect the more critical voices in CLIL literature (cf. ch. 2.2.2.) are also possible. It has been argued (Mehisto 2007; Bruton 2011a, 2011b; Paran 2013) that CLIL students tend to be more academically and linguistically proficient and more motivated before being exposed to CLIL teaching because students which such qualities are more likely to choose the strand or to be selected for it in case of access restrictions. These researchers have pointed out that this might be a decisive factor for the superiority of CLIL students in comparative studies. In fact, some evidence gathered in this paper appears to support these arguments. Firstly, the claim that CLIL students are more motivated and ambitious was supported not only by the fact that there is a grade-based admission restriction and selective interviews in the collaborating school (cf. ch. 6.1.2.), but also by the results of the questionnaire. It showed that while the CLIL group considered the CLIL approach as a welcome challenge, the majority of Non-CLIL group was discouraged by its additional difficulty. Thus, although students with average competences have been reported to profit most from the CLIL approach

(Lasagabaster 2008: 32), it appears that they rarely experience it because they are either not admitted or deterred by its requirements. It can therefore be said that some support for the critics' claims about the self-selective nature of CLIL has been found. Secondly, the pseudo-longitudinal progress analysis suggests that CLIL students are indeed very proficient compared to their Non-CLIL peers in ninth grades and that this superiority decreases over the years. In combination with the findings from the correlation test, this supports the above-mentioned scholars' notion that CLIL students' lead might be connected rather to moderating variables such as positive attitude and motivation than to the approach per se. In fact, Lasagabaster (2008) also failed to show that CLIL students progressed faster. However, Pérez Cañado and Lancaster's (2017) more recent longitudinal study with pre-matched groups was able to provide support for the CLIL groups' better progress regarding speaking skills. Thus, the question of causality around CLIL success remains controversial.

Further research should be conducted to investigate this important issue. As suggested by Pérez Cañado (2016, 2017), further studies on this topic should be administered adopting an unbiased perspective towards CLIL and including multivariate analyses. Their research design should encompass triangulation with respect to data, methodology, investigators and locations (Pérez Cañado 2016: 20-21). One possibility could be to conduct longitudinal studies that match groups not only according to linguistics skills, but also according to affective factors and socio-economical background. An additional recommendation for these future studies investigating linguistic development could be to account for the fact mentioned in the CEFR. Its authors highlight that progress in lower language levels is made faster than in more advanced ones (Council of Europe 2001: 18) (cf. ch. 4.1.). Should future findings speak against an added value of the CLIL approach despite these considerations, classroom observations could complement the investigations. They could help to verify whether the promising theoretical principles in the CLIL literature, such as Meyer's (2013) call for a promotion of authentic, meaningful, challenging and sustainable learning, are reflected in actual CLIL practice. This insight would help to determine whether improvements are necessary in the conceptualisation of CLIL or rather in its practical realisation. Should studies with such thorough research designs find opposite evidence, awareness about the beneficial effect of CLIL should be spread among present and future stakeholders and its implementation should be further promoted.

9. Conclusion

The purpose of the current study was to determine whether the CLIL approach has a more beneficial effect on students' conversation skills than traditional approaches. The second aim of this study was to investigate whether CLIL students have more positive language learning attitudes than their Non-CLIL students and to explore if these affected their level of conversation skills. The most obvious finding to emerge from this study is that, as expected, CLIL students display better conversation skills and are more confident and motivated language learners. Secondly, the results confirmed the influence of confidence and motivation on language proficiency by identifying a positive correlation between these learner attitudes and the mastery of conversation skills. In combination, these findings would suggest that CLIL students make better progress regarding conversation skills than their Non-CLIL peers. Surprisingly, however, the opposite was found in the study's pseudo-longitudinal comparison. Taken together, these findings indicate that although the cognitive and linguistic superiority of CLIL students was confirmed, it seems to be connected not only to the CLIL methodology itself, but rather to the selection of more motivated and proficient students for CLIL strands at the outset. The present study has been one of the first attempts to examine the relationship between linguistic proficiency of CLIL and Non-CLIL students and their attitudes. However, the generalisability of these results is subject to certain limitations such as the study's small samples size and its cross-sectional nature. Furthermore, groups were not matched according to the measured variables. Notwithstanding these limitations, this investigation provided valuable insights into the differences between CLIL and Non-CLIL learners. While this paper does not contest the beneficial effects of CLIL, it relativises its reputation of being the ultimate instrument for language learning and raises the question, whether CLIL strands should be made more accessible to average language learners. The causal relationship between learner attitudes and language proficiency in CLIL is intriguing and relevant for the evaluation of CLIL's added value. Future studies might explore it adopting a longitudinal approach and by administering pre-tests for matched groups to control for moderating variables.

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11. Appendix

A. Conversation skill tasks

- Task used for ninth grades, adapted from Abram and Williams (2009: 131).

Interactive speaking task

You have 3 minutes to talk to your partner about the following:

Which kind(s) of holiday do you like, which kind(s) don't you like?

- An active holiday with other teenagers
- A beach holiday in the sun
- Sightseeing in the city
- Staying at home

Explain your choices and talk about your personal experiences.

Adapted from: Abram, James; Williams, Steve. 2009. *English in context 5: student's book*. Berlin: Cornelsen, p. 131.

- Task used for eleventh grades, adapted from Abram and Shaunessy (2015: 93)

Interactive speaking task

You have 3 minutes to talk to your partner about the following:

The more we pollute, the more people try to do something to save Mother Earth. Recycling is very popular with people in many countries.

- Why do you OR don't you recycle?
- What materials can be collected and separated?
- Why do you think Austria is among the leading recycling nations?
- What else can we do in our everyday lives to pollute less?

Exchange your knowledge and compare your opinions.

Adapted from: Abram, James; Ashdown, Shaunessy; Zekl, Claudia. 2015. *Focus on modern business*. Linz: Cornelsen, p. 93.

- Task used for twelfth grades, adapted from Abram and Hadgraft (2010: 131).

Interactive speaking task

You have 3 minutes to talk to your partner about the following:

Discuss the following statement with your partner: 'There is no such thing as a gender gap in modern insdustrial societies'.

Together evaluate the role of men and women in the following areas of modern society:

- Child-rearing
- Work and careers
- Popular culture
- Sport

Compare your opinions. Do you agree or disagree with the statement?

Adapted from: Abram, James; Hadgraft, Megan. 2010. *English in context 7-8: student's book*. Berlin: Cornelsen, p. 131.

B. Conversation transcriptions

- CLIL9

1. <beg 26u25_712_0108_00:00>
S25: so::. what kinds of holiday:s (.) do (.) you like? and what do you do like during the school break?
S26: erm: i erm really like erm erm the sun (.) the beach and the sea. but i also like the mountains. and the nature (.) erm: holidays (.) i like to erm: (.) have with my family. but also with my th (.) WITH my friends. erm: (.) an:d you?
S25: erm: so i like going on holidays with my friends because (.) it is always fun with them. and also often when i'm too long with my family (.) it always escala:tes and we fi:ght (.) and it doesn't work out well. erm: (.) and yeah. do you (.) like (.) going to cities and new countries? or do like (.) going to the bea:ch an:d (.)
S26: erm: sightseeing erm: (.) is not the: type of holiday i prefer (.) bu:t i: think it's very interesting (.) to: see other countries and how the culture THERE is. in <pvc> comparishon {comparison} </pvc> to Austria (.) erm: but (.) i (.) like the beach more i think (.) erm but i don't like staying at home because (.) when i (.) always go at school i'm (.) at home (.) and in my (.) erm living country. erm so i want to (.) go away in the holidays (.) erm do you like staying at home?
S25: actually (.) i do like staying at home for a few days. because i'm always so stressed erm (.) bu:t i couldn't (.) stay like (.) at home for like a week or something like that. so (.) i mean one day is okay. bu:t much longer i couldn't like do that (1) also (.) i DON'T really

like sand (.) so (.) i don't really like the beach (1) i mean it's okay
and it's nice but (.) yeah. and do you prefer going to cold or warm
countries?
S26: erm both. erm: in austria it's very hot in the summer. so i (.)
like to (.) erm get erm in cold countries (.) yeah because (.) it's not
that hot (.) erm but i also like the hot countries because of the sun
and the sea because yeah in cold countries you can't (.) go swimming in
the sea.=
S25: =well also (.) it's cold in austria like (.) the rest of the year.
S26: yeah: but @ (.) yeah (1) it's difficult i think. (1) because BOTH
(.) has pros and cons (.) bu:t yeah @ erm: (.) bu:t erm do you like
sightseeing?
S25: erm: i do: but i mean i couldn't do like for one week always
sightseeing and stuff like that but i (.) like erm: experiencing new
things and i actually like going to museums and stuff like that. (1) so
yeah.
S26: yeah erm on holidays in other countries i really like the food.
which is different to austria. @

<end 26u25_712_0108_03:07>

2. <beg 28u27_712_0111_00:00>
S28: so: (1) i love (.) going on holiday: where you have ocean and the
beach (.) because we're (.) er: making our holiday: in: (.) italy since
like (.) always. since i was a child (.) and (.) i love the ocean i
love swimming in the ocean (.) and i love (.) obviously the whole beach
and stuff. and (1) i think that would be my first choice. (1)
S27: erm: yeah for me probably too: because (.) but i don't like the
beach (.) i like more like ston:es an:d (.) er cliffs where you can go
swimming(.) er like croatia (.) an:d i really like swimming (.) cliff-
diving (.) but (.) i don't like the SAND on the beach when it sticks
all over you erm: (1) my (.) least (.) my last choice would be
SIGHTSEEING in a city.(1) because (.) i: (.) hate like going through er
streets and just watching building (.) erm that's (.) there's no (.)
that's not really active (.) an:d i think it's (.) boring. so it's
boring to me (1) erm: (.) an active holiday with (.) other teenagers
(.) would also be choice. becau:se yeah you do something with friends
(.) an:d (.) erm: it's a lot of fun (.) to do something with your
friends.
S28: er so: sightseeing <fast> for me it's the opposite </fast> because
i love sightseeing (.) and you mentioned that it's kind of boring. but
for (.) i think it's STRESSFUL. so if i would go sightseeing (.) i
would kind of mix it with also: (.) going to the beach and stuff. where
you can relax. er because if you go to new york sightseeing for me that
would be very stressful and HOLIDAY for me is also a day off (.) so (.)
i like sightseeing but it would maybe be too STRESSFUL (.) an:d an
active holiday with other teens would be pretty cool but (.) you know
it's also which teens. because if you have people you really don't like
that would be (.) not that good (.) and also i don't know if we're
talking about like a camp or just going on holiday with your friends
(.) but i think in both cases (.) it's really cool but again (1) i
don't know if it's really relaxing because if you always have your
friends around and stuff. for me holiday is just to relax and stuff.
so: (.) the beach holiday would (.) stay <1> my first </1>
S27: <1> yeah </1> what do you think about staying at home?
S28: no (1) it's kind of boring. i mean you can er: see (.) you meet up
with friends or just be at home and stuff but
S27: yeah but (.)

S28: if you:=
S27: =i think it's the most relaxing one isn't it? you don't have the travelling stress.
S28: yeah that's true but. i don't know (1) it's it's not just relaxing it's also boring.

<end 28u27_712_0111_ 03:11>

3. <beg 30u29_712_0114_00:00>
S30: so: for your holidays erm: (.) do you prefer an active holiday with other teenageers? or (.) or: a beach holiday in the sun?
S29: well. er i can't say (.) what i prefer (.) but (.) what i can say to this is that (.) i l- (.) i more love to go with teenage:rs (.) somewhere (.) becau:se when i: travel with my parents it's very boring when we visit something (.) a:nd we have more fun when we go with (.) erm: with children in our age. and but a beach holida:y is also very nice. but i would also prefer (.) to go there with erm: (.) with teenagers (.) because you can go swimming (.) and laying in the sun drinking cocktails. and yeah. it makes more fun.
S30: were you already at the beach? (.) in the holiday?
S29: yeah i traveled to: erm MIAMI: (1) a lot of beach -s (1min) an:d (.) a but only with my parents so i never traveled anywhere with teenager friends. an:d i would (.) i wanted to ask you i:f you: cou:ld (1) could you thi:nk that maybe we: two: are going to travel somewhere? maybe on a beach? (.) or visit si:ghts? or (.) yeah
S30: yeah i would really like to travel to you to: (.) mallorca. erm: it would be very nice if we would travel to mallorca this holiday but i don't think i've got time for it (.) but maybe next year.
S29: yeah because we are also very young (.) and i think our parents aren't really sure about if they let us go (.) i MEAN (.) it's (.) mo- it's very important that you know the person who you want to travel a long time and yeah i know YOU since we were born (.) an:d yeah that (.) ACTUALLY (.) (2min) i think when you stay at home it also makes fun (.) <fast> what would you </fast> do: with me: (.) when we are staying at home?
S30: erm: when we are staying at home (.) i would erm: (.) relax (.) most of the time (.) so: we would erm: eat popcorn and watch netflix (.) but we can also do some erm: (1) adventures (.) erm: but (.) maybe (.) for an example (.) when we are traveling to mallorca (.) i would really like to sightseeing the city because i wasn't there and it would be <1> very interesting </1> to know something about the city (.)
S29: <1> yeah mhm </1>
S30: an:d the island (.) by itself (.) an:d=
S29: =maybe we can go there for a longer time so we can visit (.) the country (.) we can RELAX (.) we can go SWIMMING (.) so (.) yeah (.) like in summer holidays erm: yeah (.) i think it would be very nice and yeah (.) i hope we can go when we are older somewhere (.) yeah.

<end 30u29_712_0114_03:01>

- Non-CLIL9

4. <beg 12u11_712_0085_00:00>
S12: erm for me: i really like erm: holidays erm: (1) in the sun. an:d erm (.) because i really like the sun and the beach. an:d (1) but (.) I donâ€™t go that often in the sea cos i have a fear of sharks (.) but it

looks very beautiful and i really like the feeling erm that you have
when you're: at the beach (.) a:nd (1)
S11: <clears throat> yeah i also love beach holidays (.) erm: i was in
America (.) in Miami (.) and it was very great (1) an:d but i also like
sightseeing (.) in other cities like London (?) (2)
S12: yes me too. i also really like sightseeing or other cities and for
me it's also very importa:nt to do: stuff like that (.) so you can
see how other count countries looks like a:nd what their sights are (.)
a:nd <coughs> (.) erm: (1) (1 min) last year i was in Australia and i
really erm: enjoy (.) enjoyed sightseeing there (.) an:d yeah. (2)
S11: e:rm (.) <clears throat> (2) i don't like staying at home as
much as (.) beach holidays because i think it's kinda bored (.) or
something (.) a:nd (3) but i also like when i erm (.) er (2) er (1) go
(.) go shopping or something with my friends erm (.) in Vienna (.)
S12: yes erm for me: it's er it's also a good opportunity to stay
at home (.) becau:se i really like my hometo:wn a:nd my home. bu:t i
guess (.) as you already said it's very boring if you stay I don't
know two months at home and all your friends are at the beach or
something (.) (2min) bu:t I guess: it's also okay if you: stay at
home in the holidays (2) erm (3)
S11: i: never went on a (.) ac- (.) ti- (.) active holiday with other
teenagers but i (.) erm: (.) would like (.) to go (.) er to do s- some
(1) to do this. (1) erm: (.)
S12: yeah (.) i also guess that it would be very funny (.) to: go on
holiday with other teenagers but i also never did this (.) an:d the
only time i: erm (2) i was on holiday with othe:r teenagers <fast> and
my friends </fast> was: when i was cheerleading an:d we were at the (.)
erm: I don't know (.) practice erm: week. an:d it was really funny.
this was the only time i was on holiday with other teenagers but (1)
erm: yes i guess it could be very funny.

<end 12u11_712_0085_03:07>

5. <beg 14u13_712_0088_00:00>

S14: what (.) what do you think about an active holiday with other
teenagers?
S13: erm: i think it's very busy with other teenagers and very loud (.)
i think i: i couldn't relax. in the holidays (.) and what about you? do
you (.) like (.) erm holidays with other teenagers?
S14: i don't think so becaus:e i need my privacy (.) and yes (1)
S13: and er what do you about a beach holiday in the sun?
S14: yeah i think it's a good idea (.) erm (1) you can er just chillax
and yes (1) what's about you?
S13: erm (1) i thin:k erm (.) when the weather is good it's (.) it
could be erm: a nice opinion for a holidays (.) erm: but it's also:
very expensive i think (1) er: what do you think about sightseeing in
the city?
S14: yeah er i think it's something boring (1) because i'm not (.) so
much interested in these things (.) and yes what about you?
S13: erm (.) i i like sightseeing because i'm interested in a lot of
cultures erm: (1) i: also live in a city with a lot of erm: history (.)
and i think i: like this art of (1) holiday (.) erm: what do you think
about the (.) staying at home?
S14: yeah i think er (1) staying at home is not bad (.) but you can do
something better (1) what's about you?

S13: i think it's a good opinion when you not have a lot of money and
they just wan- wanna chill at (.) at home or in your (.) home country.
(4) erm: (3)
{bell rings in the background}
{participants still pause and look at interviewer for help}
Interviewer: maybe you could talk about your favourite holiday or a
holiday that you liked.
S13: erm: (.) where did you like to: er: go to in your holidays?
S14: erm: (1) i think er: antalia is good (.) in in turkey. (1) er:
S13: and why?
S14: because it's beatuiful. (1) er: (2) what's about you?
S13: erm: i like erm: germany (.) I also like erm:(.) countries like
croatia (.) and the italy (.) erm: (2) but i er: also like erm: erm
holidays in in my home country (.)
S14: what's your home country?
S13: @ austria.
S14: okay (.)
S13: er what do you do in your holidays?
S14: erm: i think (.) the most time (.) i'm going to swim (1) or: i'm
going out with my friends. my family. and yeah. (1) what's about you?
S13: erm: i do the same (.) but i also learn a little bit for school.
(3)

<end 14u13_712_0088_03:02>

6. <beg 16u15_712_0092_00:00>
S16: which kinds of holidays do you like? <soft> so? </soft>
S15: erm (1) to be honest (.) i don't like holidays so much. (1)
S16: <1> <soft> really (?) </soft> </1>
S15: <1> but </1> i (.) i like i like to stay at home (.) that's the
best for me (.) but erm (.) when i go on holiday (.) i like (.) to be
on the beach (.) and o- at the sea. (1)
S16: <2> d- </2>
S15: <2> and </2> you?
S16: do you with FAMILY? or with friends?
S15: with family. (1)
S16: i i also like to stay at home but (.) erm i love the beach and i
love to swim in the sea (1) er: and i like erm: (2) to visit other
countries or: cities with (.) my family (2) erm do you like more beach
holiday? or like sightseeing?
S15: i like more beach holiday. because (1) er i don't (1) think that
sightseeing is so: fun (.) but (1) yes er: like i said i (.) would love
to stay at home that's the best (.) i think (.)
S16: and LAST holiday what (.) do you do?
S15: i (.) i was (.) i was in jordan. (1) er it it's (.) the house of
my grand-parents (.) and yes it was (.) er i was with the family (.)
and yeah.
S16: <soft> nice </soft>
S15: and also at the beach. (2)
S16: an:d (1) erm: do you often go (1) in <L1de> also </L1de> do you
often fly in other countries in holidays?
S15: yes: (.) er every summer (.) i fly to other countries. and you?
S16: @ i also fly to other countries and do you fly to the same
countries or to: different places?
S15: er most of the time to the same country (.) jordan (.) but erm (.)
sometimes (1) sometimes i fly oth- in (.) TO other countries (.) but
yes: and (1) do you fly every time to the same country? <soft> or
</soft>?

S16: @ no i i also fly to different countries. (1) and (1) erm: do you
more like to go to the BEACH and swim <L1de> oder </L1de> to go to the
MOUNTAIN (1) and what's there? <L1de> oder </L1de> do you more like (.)
beach holiday? or mountain holiday?
S15: no i like er beach holidays because (1) erm (.) like i said i
don't think that it's very fun to be at a mountain (.)
S16: @
S15: and er: yes (.) i would love to (.) relax at the beach (.) that's
(.) better for me.
S16: yeah relax <soft> relax is </soft>
S15: and it's (.) is it (1) and how is it (.) with you?
S16: @ i also like the bea:ch because (1) it's (.) you can relax (.) on
the beach (.) because (.) i also (.) like (.) to go (.) in the mountain
(.) and (1) have fun.

<end 16u15_712_0092_03:06>

- **CLIL11**

7. <beg 22u21_712_0102_00:00>

S21: okay: <1> so </1>
S22: <1> no </1> i i wil (.) so. do you recycle at home?
S21: er=
S22: =and why do you do it? (.)
S21: well i DO (.) mostly cos. we just have different bins. and it's
rather easy for us to recycle.=
S22: =what do you recycle?=.
S21: =cos erm: (.) well we have paper bin (.) er biological er waste
bin? er: (1) we (.) have a little box where we put in like plastic
bottles and milk containers and things like that (.) and we have a box
(.) where we put tins in.
S22: we also have something for tins. and paper bin (.) but the rest is
just like (.) general waste.
S21: you don't have a biological waste bin.
S22: no (.) where would you where would you put it in vienna? like (.)
S21: there are biological waste bins.=
S22: =@ no. no we don't have biological waste. =
S21: =@@ yeah in vienna you have biological waste bins.=
S22: =we don't recycle biological (.) waste.=
S21: =disapointing (.) okay @@ (.) so: wha-=
S22: =we used to gave it to our guinea pigs to eat it. (1) <2> like @
</2>
S21: <2> like (.) </2> everything? (.) like banana peels as well?
S22: @@ no (.) but erm (.) i don't know zucchini peels or something
like that.
S21: okay (.) fair enough. @ (.) won't judge. yeah no. i guess that's a
type of recycling as well. cos like you REuse the stuff.
S22: yeah=
S21: =so that's actually a pretty good idea. (1) yeah. erm: (1) so: you
think a lot of people recycle in austria?
S22: yeah (.) i think we're one of the leading recycling nations. in in
(.) on the world actually. <3> cos </3>
S21: <3> really (?) </3>
S22: w- we(.) are (.) a very wealthy state.
S21: that's true.=

S22: =so we have the money to recycle. and (.) also we have a good education. so (.) people are aware. especially young people that we need to recycle. and to change something (.)
S21: but i also think that a lot of the waste that we produce (.) in: austria (.) well some of it is definitely recycled. i think a lot of waste that we produce in austria. and in general in europe. is also shipped out into other countries (.)
S22: yeah=
S21: =where it isn't recycled so: (.) while it's true that all the waste stays in austria. or a lot of it is recycled. i think a lot of the waste is not recycled. simply because it doesn't stay in austria. (1)
S22: and what do you think what can we do to pollute less?
S21: well (1) for one (.) obviously we have to consume less. buy less (.) er i think especially clothing is a bit of a=
S22: = yeah and also to reuse it. cos you can reuse clothing for a longer time.=
S21: =yeah @ yeah. obviously yeah. you just (.) @ so yeah. that's definitely important. to reuse erm: er stuff (.) an:d (.) general i think we. in general i think we have to be more careful. with er: (.)
S22: with buying plastic.=
S21: =yeah (.) in general with our buying habits. cos: most people i know they buy a new phone every second year. every third year erm:
S22: but companies make their phones so they are getting er: (.)
S21: that they break=
S22: =that they break <4> sooner </4>
S21: <4> yeah: </4>
S22: so that they can buy new things.=
S21: =that's true yeah. erm: bu:t=
S22: =so it's hard to really avoid buying new things (.)
S21: yeah well. i mean (.) with certain like with phones. i mean its true that they get slower after two years. and they might. have a cracked screen or something. but is that really a reason to spend another thousand euros?

<end 22u21_712_0102_03:09>

8. <beg 24u23_712_0105_00:00>
S24: [S23] do you recycle?
S23: i do: but (.) i think it's kind of hard. because you (.) actually don't know what is gonna happen with that stuff (.) you throw in the bins. like for example we separate glass (.) we separate plastic (.) bottles. and also plastic. we do like a (.) have a compost. at home. (.) an:d we also (.) separate cans (.)
S24: okay=
S23: =so (.)
S24: so i have to admit that we just separate erm: paper an:d
S23: <whispering> oh yeah paper also</whispering>
S24: o:r other stuff like plastic and bottles (.) but we don't have a <slow> compo:st? </slow> at home (.) compost at home for food. (1) erm: so (.) i think (.) we could (.) maybe change that in the future. (1) yeah () okay so: (.) i heard that austria is among the leading recycling nations. what do you think?
S23: i (.) think it's because austria has the resources and also the money for that. so: because austria is kind of like a (1min) wealthy country:. (1) you actually (.) have the money and resources to do that.

and also like (.) the awareness. because (.) like (.) the education
that people get (.) in austria (.)
S24: yeah also from young age.=
S23: =yeah
S24: and also (.) in the inner city there are a lot of zero waste shops
(.)
S23: yeah
S24: an:d (.)
S23: i also (.) i have to say that like in austria we have (.)
especially in vienna we have (.) kind of like (.) i've never seen so
many bins and also like (.) erm in the underground station there are
like like the paper bins (.) trash bins (.) plastic bins cans and
whatever (.) so:
S24: yeah and also nowadays erm: the zero waste (.) erm (.) generation
also (.) erm is somehting like a trend? (.)
S23: yeah
S24: because of all the social media influencer:s who: (.) er are vegan
(.) don't erm: (.) waste plastic <1>and </1> so on
S23: <1>yeah</1> what would you do to kind of like liv:e (.) to like
(.) to pollute less (.) in the everyday life?
S24: erm: so: i would (.) recommend to reuse for example plastic
bottles=
S23: =yeah
S24: erm: if we even (.) have to buy them=
S23: =yeah
S24: or maybe we could (.) instead of using plastic bottles we could
use glass bottles.
S23: yeah
S24: er: (.) what would you change?
S23: i would say that everyone has to that care of (.) what they do:
(.) and kind of like (.) do it step by step so focus on the small
thing:s like (1) as you said (.) like use (.) glass bottles instead of
buying (.) like plastic bottles every day (.) an:d you also have to do
those small things (.) like CONSTANTLY. and not like occasionally. so
you just like say okay. i'm gonna do it today. but like the next day i
do it differently (.) so you have to do it (.) like constantly (.)
S24: yeah and maybe (.) instead of buying a ten euro t-shirt <2> you
</2> could buy like a forty euro t-shirt
S23: <2>yeah </2>
S24: which is fair tra:de. and=
S23: =wear it (.) like (.) a lot more than like (.) just once
S24: and worth the money.
S23: yeah. exactly.

<end 24u23_712_0105_03:02>

■ Non-CLIL 11

9. <beg 18u17_712_0096_00:00>
S18: hello. why (.) do you recycle or (.) DO you recycle? <1> (your)
rubbish? </1>
S17: <1> yes i do (.) </1> because it's really important for the
environment an:d erm to: erm try to: erm protect the environment from
this waste. an:d (.) yeah. and you?
S18: me too. my: parents do: and so: i (1) <2> do to </2>
S17: <2> you do too </2>
S18: yeah (.)

S17: erm: what materials can we (1) can be (.) collected and separated?
S18: erm: i think erm (.) paper (we also have an own bin) for erm (.)
biological waste too. and plastic an:d plastic bottles as well (1) <3>
how about </3> you?
S17: <3> yeah: </3> (.) i have the same i use. so @ (.) erm: plastic
bottles we have this yellow: (2) <fast> kind of bag </fast>=
S18: =yeah
S17: yeah (.) er paper bottles (.) <pvc> bio <ipa> bijou </ipa>
rubbish (.) and: erm (1) why do you think austria is among the leading
recycling nations?
S18: erm (.) cos i think a lot of people are thinking it is really
important (.) (1min) and (.) of course (.) the children in school are
learning this too (.) in primary school i think we learnt this too erm:
(.) how to seperate waste an:d (.) yeah. i think a lot of people are
very (in touch with the environment).=
S17: =yeah (.) in my opinion many austrians (.) care about the
environment and nature (.) and seperate their rubbish (1) an:d (.) er
many people also have other ideas abou:t (.) how to protect the:
environment (1) for example drive less <fast> or something </fast> (.)
but (.) <fast> let's come to the next point </fast> (.) what else can
we do t- (.) in our every day lives to pollute less?
S18: mmm
S17: do you have any ideas?
S18: yes i have (.) i think we should erm (.) use more public transport
erm: not drive with the (.) er with one car erm (.) alone to work (.)
or something else and erm: (.) yeah and then (.) we've learnt this
before in: (.) (a subject) to: (1) try not to (.) er fly (1) (2min)
with er (.) er a plane erm (.) to really near erm destionations (.) and
to try to (.) avoid this erm (1)
S17: and we can go by train.=
S18: =yeah or bus or <4> something. </4>
S17: <4> mhm </4>
S18: and also buy (.) yeah buy products (.) which are produced in an
environmentally friendly way (in) (.) supermarket to pay attention to
where this erm: (.) products come from (.) to: mainly to buy erm (.)
products that are (.) er produced in (.) in: austria (.) and not (.)
have to (.) erm: america or something yeah. @ yeah.
S17: i got one other idea (.) for example (.) many people buy: (.) erm:
very much things (.) far away from what is needed from them. an:d erm:
(.) we ca:n als- er: buy: (.) just the things we really need (.) an:d
so the production (.)
S18: mhm you need to <un> xx </un> excessive consume=
S17: =yes <5> and </5>
S18: <5> yeah </5> we learnt this too.
S17: yeah and the production is also very (.) very (1) unhealthy for
the environment @@

<end 18u17_712_0096_03:05>

10.   <beg 20u19_712_0099_00:00>
S20: so: the pollution of our environment (.) erm: why do you or don't
you recycle?
S19: erm: because our world erm:
{interviewer asks them to speak a bit louder}
S19: because our world nowaday is (.) extremely polluted. and (1) for
the future of our generation i would like to (.) i would like to
protect the planet. and (.) what about you? why do you (.) er or don't
you recycle?

S20: well (.) i do recycle. (1) because i thin:k it's very important to save our earth an:d (.) erm to reduce (.) pollution. to save our environment. (1) especially for kids (.) or for later generations (.) that they have (1) not a problem (.) with the earth we left (.) for them. (1) so i think recycling is very important. and i really DO recycle (2)
S19: erm: what materials do you recycle? (.)
S20: erm: (.) well at home we have erm (.) we have like (.) big trash bins (.) where we erm: (.) where we recycle pastics er: (1min) metal (.) paper (1) nearly everything that can be recycled. i think there is not tha:t much (.) erm: which can not be recycled (.) and a lot (.) <fast> is really able to recycle </fast> because the (.) erm: (.) companies really try to (1) to wrap their (.) erm products (.) in materials that can be recycled that <soft> they reduce the pollution as well. </soft> (1) what about you?
S19: erm yes (1) it's the same with me (.) i: do: (recycle) and separate glass metall plastic and paper (.) and all (.) that kind of stuff (1)
S20: mhm (.) why do you think austria is: (1) erm one of the leading recycling nations? (.)
S19: because (.) it's also (.) a nation (.) which (.) uses the most resources (.) an:d (1) yeah so (.) it needs some way to (.) protect the planet (1) from environmental (.) pollution (1) and recycling is just the easiest one <un> xxx </un> (1)
S20: well (.) i can just (.) er (2min) agree to what you said erm: (.) and i also think (.) because austria: erm: (.) has so many landscapes an:d er beautiful landscapes and they (.) like (.) erm (.) advertise the own country with it (.) because tourism is a (.) erm is very important for austria. they want to keep the (.) erm landscapes and environment clea:n (.) that the tourists come and visit austria (.) an:d for that the gon- government of c- (.) also really cares about it (.) makes law:s (.) and (.) that everyone (.) everyone cares about it (.)
S19: yes i agree too (.)
S20: what else can we do in our everyday lives to pollute less? what do you think?
S19: erm: (.) maybe we could prefer tap water (.) instead of plastic bottles (.) or we: (.) could buy orgnanic food (.) an:d we could also eat less (.) but i don't think you would want that (.) @
S20: @ yes @
S19: and if we are travelling (.) we should (.) prefer the train (.) an:d finally (1) we could use the bike instead of (.) motor cycles (.)
S20: i can just agre but (.) erm: in my opinion also the small things erm: can matter.

<end 20u19_712_0099_03:06>

- CLIL12

11. <beg 1u2 00:00>
S1: so i think child-REARING is a: (1) THING which is mostly done by women. (1) so women stay at home (.) if they give birth erm: and what i think is the main reason for that is for example (.) that they earn less than the FATHER? so (.) the person who earns MORE erm goes to work so that=
S2: =yeah
S1: =that the family has more money?

S2: yeah but (.) so you say that the women are disadvataged in (.) erm (.) their careers (.) because they give birth? or they give birth because (.) or they stay at home BECAUSE they're disadvataged?
S1: yeah (.) true. so and also for example leading positions erm are mostly so (.) leading positions (.) MEN mostly have leadings(.) leading positions. and not women so they earn more and (.) yeah
S2: yeah i think that it is (.) erm that child (.) -rearing is er connected to the (.) work and careers because erm
S1: yes
S2: most women HAVE TO stay at home because EITHER the men earns more money (.) or: erm (.) there is no (.) such thing in a company like a erm (.) dad (.) DAD month <1>@ where he</1> where the father can stay at home?
S1: <1> mhm yeah yeah </1>
S2: so (.) obviously it's a right that you CAN do that but it's not very (.) erm famous or supported by some companies
S1: mhm
S2: nowadays (.) erm there are (.) there has (.) there HAVE to be some changes because erm it's not the OLD picture of men goes to work and earns the money for the family (.) so (.) i think that (.) yeah
S1: yeah what i think about sports i:s that (.) for example erm in FOOTBALL (.) erm (.) the highest paid football player gets like onehundred and twenty million euros a year and the highest paid FEMALE football player gets eighthundred thousand euros a year. (.) so that's a pretty high gap (.)
S2: yeah
S1: erm an:d (.) yeah erm they also have like (.) MALE people in sport have more publicity (.) so in (.) in the TV you see more MALE sport=
S2: =yeah
S1: than female sport (.) i mean in in SKIING it's pretty even but especially in erm: <2> for example tennis. footba:ll </2>
S2: <2> football (1) soccer </2>
S1: or: ice-hockey or some stuff (.) or world championships in:
S2: well all ball sports
S1: yeah ball sports (.) and world championships in many different kinds of sports they have more publicity than (.) FEMALES.
S2: yeah i really agree with you there and er:
S1: and i don't agree with the (.) i disagree with the statement
S2: yes me too.
S1: because there are like (.) more important things than the gender gap in my opinion.

<end 1u2 03:08>

12. <beg 4u3_712_0072_00:00>

S4: okay so: erm: (2) the: role of men and women in the (1) areas of modern society: (1) when it comes to child-rearing (.) erm: (1) i think that (.) women are like (.) mo:re (.)responsible for child-rearing=
S3: =<soft> yeah </soft>
S4: it's like (.) more the traditional: (.) approach (.) but i don't know (.) it's like (.) it's it's it's more common that (.) that women have (.) er take the: (.) responsibility for (.) fo:r er (1) like raising the kids (.) and caring about them (.) while on the other side the MEN (.) when it comes to work and careers (1) are like more those who er (.) make career (.) work much earn (.) the most er money er: (.) the family has. or the family gets (.) or the biggest part of the (.) of the family income comes from the men traditionally. an:d erm: (.)

```
(1min)  yeah (.)
S3: xx=
S4: =<soft > <L1de> sag du auch mal was </L1de> </soft>
S3: erm: (.) i think in the popular culture there are erm (.) both
genders well reperesented (.) because erm there are for example many
female singers or: also many male singers (.) er (.) but in sports i
think erm men are more erm <L1de> also </L1de> there are more men in
sports erm: (.) because when you (.) watch tv (.) there is only erm (.)
football or soccer erm for men (.) and you rarely see women (.) in (.)
sports (.)
S4: yeah (.) also when it comes to formula one for example <1> there is
only</1>(.)
S3: <1> yeah (.) many sports </1>
S4: like (.) i think there is not even a female (.) like league for
formula one (.) there is also er: (1) like (.) some games like baseball
i think (.) there is no real women's team. <2>it's </2> all mostly
softball i think?
S3: <2> no </2>
S4: i'm not sure (.) an:d yeah (.) what you mentioned about popular
culture with the: male and female singers (.) (2min) i think it's more
female singers but many of the performers like guitarists or:
S3: yeah (.) the band <3> is mostly male </3> yeah
S4: <3> the band is mostly male </3> (1) but there are of course (.)
many female singers (.) an:d yeah. (2) in sport for example there: we
have er: in skiing er (.) both men and women (.) and i think they are
(.) equally (.) represented (1) er: but when it comes to: (.) for
example ski jumping (.) or i don't know how it's ca- it's called (.)
there is only the male part again (.) so you don't have er: female ski
jumping on tv for example (.) <fast>  i don't know </fast>  if it
happens but (.)
S3: not on tv @
S4: not on tv yeah @@ (.) so you don't see it or you don't (1)
S3: yeah
S4: it's also not on the newspaper (.) so you don't hear (.) anything
about it.
S3: okay (3)
{interviewer asks if they agree with the statement in the prompt that
gender inequality is still relevant in the above settings}
S4: yeah i think we (.)
S3: yeah (.) pretty much (.) we pretty much agree. yeah.

<end 4u3_712_0072_03:05>


13. <beg 6u5_712_0075_00:00>
S6: yeah (.) i: think there like definitely IS (.) still IS a gender
pay gap
S5: yeah (.) me <1> too </1>
S6: <1>i </1> think you agree (.) we have discussed this sometimes in
class (.) yeah(.) er now the points like child-rearing there's still
(.) mostly women who (.) are raising the children (.)
S5: and taking care of the children an:d=
S6: =yeah (.) also the elder people maybe cos (.) mostly men still earn
more (.) s- due to the gender pay gap (.) this is why women often (.)
stay at home and take care of the children (.) because the man (.)
earns more. so yeah (.) it would be very helpful if women earned the
same as men.=
S5: =yeah=
S6: =cos then <2> maybe also </2> yeah
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S5: <2> i would </2> (1) i would definitely agree then erm: (.) sports
erm (.) i think sports (.) are more like (.) for men erm: (.) s- like
nowadays (.) still nowadays erm for example when you watch tv: there
are only like matches <3> with </3> erm (1)
S6: <3> yeah </3> men
S5: men (.) instead of women:
S6: i mean (.)
S5: and yeah.
S6: i think (1min) there ARE a lot of women (.) like there is also
like er: (.) women: national football (.) and i think it's:=
S5: =mhm
S6: i'm not football <4> i'm: </4>
S5: <4> but </4> it's not that popular=
S6: =yeah it's not that popular and i'm not a BIG fan (.) but what i
(.) 've seen is the women are (.) way (.) more enjoyable to watch (.)
S5: mhm
S6: because they are playing better <5> and they </5> don't get like
er: (.)
S5: <5> mhm yeah </5>
S6: don't roll on the floor (.) for every touch of another player it's
like (.)
S5: yeah (.) <6> people are </6>
S6: <6> they're really </6> doing the sport (.) but still get (.) paid
WAY less (.) than like (.) i think ronaldo is like (.)
S5: yeah. people are more interested in:=
S6: = yeah=
S5: sports (.) <7> (with) men </7>
S6: <7> in men </7> yeah.
S5: an:d (.) so=
S6: =working carreers (.) like (.) i think it really depends on the job
like er: (.) for example in kindergartens there are way more WOMEN (.)
S5: yeah
S6: er: than men (.) but also in manager positions there SHOULD be more
women.
S5: but yeah <8> they: </8>
S6: <8> an:d </8> vice versa like in kindergartens (.) there should
also be MALE (.) kindergarten teachers (.) and not just (.) women.
(2min)
S5: yeah.
S6: yeah.
S5: so <9> an:d </9>
S6: <9> so in </9> careers it's: c- (.) commonly s- known sadly (.)
that men most times have (.) better chances for a good career. yeah (.)
S5: yeah
S6: yeah it's: not so good(.)
S5: (.) and about popular culture: erm (.) i think there is a smaller
gender gap
S6: yeah. yeah
S5: than in the other areas because i don't know (.)
S6: yeah. yeah (.) i think <10> the men (.) the </10> m:en still earn
more (.) but they are also more women
S5: <10> it doesn't depend on: </10>
S5: yeah.
S6: like in culture scene like er:
S5: it (.) it doesn't depend on the gender
S6: yeah: like er there are way more (.) female actresses and: (.)
S5: yeah
S6: i think that's also why FEMALE actresses earn (.) LESS because
there <11> are more </11> erm:

S5: <11> they earn LESS? </11>
S6: a little less than: male actors (.) and i think that's because
they're just (.) there are just (.) me- more er women than men (.) so
S5: mhm
S6: the men are rare (.) and
S5: <12> yeah </12>
S6: <12> therefore </12> also expensive.

<end 6u5_712_0075_03:01>

■ Non-CLIL12

14. <beg 8u7_712_0078_00:00>
S7: so what do you think about there is (.) if there is a gender gap in
modern instr- er: inDUstrial society or not? (1) @
S8: we:ll (.) er: yes i think becau:se (.) er concerning the work and
caree:r (.)
S7: mhm
S8: basically (.) me:n (.) erm (1) are doing the work an:d (.) take the
money with them? to care for children? and the women while (.) woman
have ca- (.) to: (.) care for the children (.) an:d so women don't have
that much time (.) as men to: (.) work (1) erm: (2)
S7: i think (.)
S8: <un> x </un>
S7: a lot of men especially are in leading positions in: (.) erm
S8: yeah
S7: in the companie:s (.) and LESS women. <fast> we can see that also
in </fast> erm: politics (.) or (.) actually every (.) erm (.) part of
(1) if there is something important there is always like a men on the
top (.) (1min) at the top (.) <fast> even if it's like </fast> just a:
erm a workplace where there are mostly women in there there is still
(.) a men at the top (.) that's like (.) i think that's not right. and
@
S8: yeah and even=
S7: =not good for our modern society as well @
S8: yeah and even if (.) women and me:n had the same position (.) erm:
(.) women are the ones (.) who earn less money <1> than </1> men (.)
S7: <1> yeah </1> (1) exactly.
S8: and that's so <2> unfair because (.) def- </2>
S7: <2> there's so many </2> gende:r (.) like gende:r (.) situations
where (.) men believe as well in thei:r leading places that women DON'T
do the same job as men. and (.) so (.) for that erm (.) they (.) <fast>
get less paid.</fast> and women mostly don't go to their employer and
ask for a higher (1) erm (.) wage and so:=
S8: =yeah
S7: maybe that's a problem as well (.) er but i <3> think in: </3>
S8: <3>you mean the </3> confidence?=
S7: =yeah the confidence <4> maybe </4> as well
S8: <4> yeah </4>
S7: but i think in ou = NOWAday:s (.) it's more likely that (.) men erm
(.) care about the children as well at home. and not just only the
women. like it used to be: like (.) it used to be that the: erm: (1)
women always stayed at hom:e and cared for the children: (.) did the
dinner: (.) whateve:r (.) an:d nowadays (.) it's a little bit of a
shift but i wouldn't say (.)
S8: it's getting better but st-=
S7: =yeah it's getting better but it's still not EQUAL.=

S8: =yeah=
S7: = like it should be (.) right? (1) and in popular cultu:re (2)
S8: th-=
S7: =erm: i thin:k (1)
S8: and (1) in: (.) sports <5> i think </5>
S7: <5> yeah sports </5> is still really big (.) like for example in:
(.) football there is like (.) obviously the word team:s. an:d (.) like
the most successful people are the ones in the MEN (.) erm league (.)
like <6>in the </6> football leagues.
S8: <6> yeah </6> yeah that's true
S7: that are made out <7> of </7> men
S8: <7> but </7> (1) i=
S7: =and the women are still like (.) still aside=
S8: =yeah (.) i think that's also because (.) as i've already
recognised that (.) MEN (.) in tvs (.) in tv (.) they manly sh- (.)
show men instead <8> of </8> women. and that's why: (.) men are
becoming more popular.
S7: <8> mhm </8>

<end 8u7_712_0078_03:07>

15. <beg 10u9_712_0081_00:00>
S10: okay. erm: (3) <soft> i don't know where to start </soft> (2)
S9: okay. erm: so: (1) (well first) (.) like (.) okay so the first
topic is child (.) <soft>-rearing? </soft> (.) and i think tha:t there
IS a gap (.) erm: like a gender gap. for example (.) erm mo- (.) moms
are (.) often said to do the housework (.) a:nd men (.) are there f-
erm to earn the money. so: erm: (.) <fast> i don't know</fast> i think
there are many: prejudices (.) still (.) nowadays (.) in our society.
an:d that (.) it is said that (.) moms m- or in general mothers do more
work (.) for their children erm: (.) what do you think? do you agree?
S10: yeah i also think it's very uncommon for men to stay home and (.)
i think that they like the idea that they are the ones that work (.)
and it's hard for (.) it- <fast> i mean not for everyone </fast> (.)
but i think for a lot of men it's hard to like (.) CHANGE the
perspective and (1min) acc- (.) like (.) COMPROMISE with their wives
that they're the ones that stay home(.) and maybe just take care of the
(.) kids and the MOM is the one that <1> works because </1> it's always
been that way (.)
S9: <1> yeah (.) that's true </1>
S10: and (.) maybe they would be looked (.) like (.) they would be
looked down on by their family members or so (.)
S9: yeah <2> yeah mhm </2>
S10: <2> because they're </2> maybe: not so open and conservative about
it=
S9: =yes. yes (.) because it's in (the) society that it's like that
(.) and erm (.) if there are changes the:n people are like (.) wha:t?
what are you doing? <3> why </3> is he staying at home not you?
S10: <3> yeah </3> (2) and in working carreers i think it's like (3)
similar. (1) so like men (.) it's erm (.) like the higher positions are
like men dominated (.)
S9: yeah
S10: an:d
S9: and the pay gap is also erm: very (.) very big (.) STILL (.)
because men do ea:rn a lot more than erm: (.) women and erm: (1) yeah
un- (.) unfortunately because (.) i think it should not be like that
(.) because when: (.) two people do the same work it should not depend
on their gender: if they're earning more or less=
S10: =yeah= (2min)

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S9: =a:nd yeah
S10: yeah that's why i also think that the statement is so: like (1)
WRONG. (1) like i see where it (.) the person that would have said it
comes from
S9: mhm
S10: it's (.) i think that (.) people would think that there is no
gender gap because (.) women (.) have more rights than ev- (.) than
they ever had (.) nowadays? (1)
S9: mhm
S10: but that doesn't mean that it's all balanced out (.)
S9: yeah
S10: i think that it's still quite (.) unequal.
S9: that's true
S10: so: <un> xx </un>=
S9: =i mean not only in europe but also in america: (.) and in china:
(.) it's the same everywhere. i mean (.) women ha:ve more rights tha:n
<fast> i don't know </fast> a few years ago. or: (.) even a few decades
ago (.) but erm: (.) there is still (.) er: (.) a great (.) gap. an:d
(.) i think we (.) should work against that (.) so that erm: (.) we
have more equality for: men AND women (1) yeah. also in sports for
example. because i think (.) men are still over: erm represented in
sports erm: (2) yeah they=
S10: =yeah like=
S9: =<un> xxx </un>
S10: it wouldn't be (.) STRANGE if women play sports (.) but it's not
like the HIGHLIGHT (.) everyone still wants to watch the men. (2)

<end 10u9_712_0081_03:05>
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C. Checklists

CLIL9

Participant 25

Criteria	1	2	3	4	5	Cannot be assessed
Pragmatic and sociolinguistic skills						
1. **Can communicate their ideas about a familiar topic clearly and independently (without having to rely on the interlocutor's or the interviewer's help).**	☐	☐	☐	☐	☒	☐
2. **Can keep the conversation going without unnaturally long breaks, despite having to stop for grammatical and lexical planning and repair.**	☐	☐	☐	☒	☐	☐
3. **Can understand and comment on what their interlocutor says.**	☐	☐	☐	☐	☒	☐

4. Can yield the floor using common conversation strategies such as asking questions or lowering intonation.	☐	☐	☐	☒	☐	☐
5. Can take the floor reacting to what their interlocutor has just said.	☐	☐	☐	☐	☒	☐
6. Can interact spontaneously in a register appropriate for the speaking situation.	☐	☐	☐	☐	☒	☐
7. Can use phrases and expressions which are idiomatic/common in face-to-face conversations and appropriate to their language level.	☐	☐	☒	☐	☐	☐
8. Can make use of rhetorical devices such as rhetorical questions or tag questions.	☐	☒	☐	☐	☐	☐
9. Can repair false starts by rephrasing the thought to overcome communication breakdowns and to avoid disturbing the flow of the conversation.	☐	☐	☒	☐	☐	☐
10. Can employ pauses to convey meaning (not only for planning or repair).	☒	☐	☐	☐	☐	☐
11. Can maintain a natural flow in a conversation with frequent turn-taking and numerous overlaps and interruptions (conversation management).	☐	☐	☒	☐	☐	☐
Compensatory strategies						
12. Can rephrase or paraphrase an idea when encountering lexical or morphosyntactic knowledge gaps.	☐	☐	☐	☒	☐	☐
13. Can hold a conversation without frequent use of L1.	☐	☐	☐	☐	☒	☐
14. Can hold a conversation without frequent L1 transfers.	☐	☐	☐	☒	☐	☐
15. Can keep the use of fillers (such as 'erm', 'like', 'and') and word lengthening to a minimum which does not disturb the natural flow.	☐	☐	☐	☒	☐	☐
HOTs						
Analyse						
16. Can examine and deconstruct information and is able to make own inferences from it. (keywords: analyse, categorise, compare and contrast)	☐	☐	☒	☐	☐	☐
17. Can maintain longer turns to express more complex thoughts in some detail.	☐	☐	☐	☐	☒	☐
Evaluate						
18. Can present and defend different attitudes and viewpoints by evaluating the validity and quality of information following a set of criteria (keywords: select, decide, justify, prioritise, recommend, judge)	☐	☐	☒	☐	☐	☐
19. Can express nuances e.g. by means of modality, qualifiers, adverbs.	☐	☐	☒	☐	☐	☐
Create						

Criteria	1	2	3	4	5	Cannot be assessed
20. Can link new information to prior schematic knowledge in order to create a new idea or product. (keywords: develop, hypothesise, predict, plan)	□	☒	□	□	☒	□

Participant 26

Criteria	1	2	3	4	5	Cannot be assessed
Pragmatic and sociolinguistic skills						
1. Can communicate their ideas about a familiar topic clearly and independently (without having to rely on the interlocutor's or the interviewer's help).	□	□	□	□	☒	□
2. Can keep the conversation going without unnaturally long breaks, despite having to stop for grammatical and lexical planning and repair.	□	□	□	☒	□	□
3. Can understand and comment on what their interlocutor says.	□	□	□	□	☒	□
4. Can yield the floor using common conversation strategies such as asking questions or lowering intonation.	□	□	☒	□	□	□
5. Can take the floor reacting to what their interlocutor has just said.	□	□	□	□	☒	□
6. Can interact spontaneously in a register appropriate for the speaking situation.	□	□	☒	□	□	□
7. Can use phrases and expressions which are idiomatic/common in face-to-face conversations and appropriate to their language level.	☒	□	□	□	□	□
8. Can make use of rhetorical devices such as rhetorical questions, emphasis through stress/intonation or tag questions.	☒	□	□	□	□	□
9. Can repair false starts by rephrasing the thought to overcome communication breakdowns and to avoid disturbing the flow of the conversation.	□	□	☒	□	□	□
10. Can employ pauses to convey meaning (not only for planning or repair).	☒	□	□	□	□	□
11. Can maintain a natural flow in a conversation with frequent turn-taking and potential overlaps and interruptions (conversation management).	□	☒	□	□	□	□
Compensatory strategies						
12. Can rephrase or paraphrase an idea when encountering lexical or morphosyntactic knowledge gaps.	□	□	☒	□	□	□
13. Can hold a conversation without the use of L1.	□	□	□	□	☒	□

Criteria	1	2	3	4	5	Cannot be assessed
14. Can hold a conversation without frequent L1 transfers.	☐	☐	☐	☐	☒	☐
15. Can keep the use of fillers (such as 'erm', 'like', 'and') and word lengthening to a minimum which does not disturb the natural flow.	☒	☐	☐	☐	☐	☐
HOTs						
Analyse						
16. Can examine and deconstruct information and is able to make own inferences from it. (keywords: analyse, categorise, compare and contrast)	☐	☒	☐	☐	☐	☐
17. Can maintain longer turns to express more complex thoughts in some detail.	☐	☐	☒	☐	☐	☐
Evaluate						
18. Can present and defend different attitudes and viewpoints by evaluating the validity and quality of information following a set of criteria (keywords: select, decide, justify, prioritise, recommend, judge)	☐	☒	☐	☐	☐	☐
19. Can express nuances e.g. by means of modality, qualifiers, adverbs.	☐	☒	☐	☐	☐	☐
Create						
20. Can link new information to prior schematic knowledge in order to create a new idea or product. (keywords: develop, hypothesise, predict, plan)	☐	☒	☐	☐	☐	☐

Participant 27

Criteria	1	2	3	4	5	Cannot be assessed
Pragmatic and sociolinguistic skills						
1. Can communicate their ideas about a familiar topic clearly and independently (without having to rely on the interlocutor's or the interviewer's help).	☐	☐	☐	☐	☒	☐
2. Can keep the conversation going without unnaturally long breaks, despite having to stop for grammatical and lexical planning and repair.	☐	☐	☐	☐	☒	☐
3. Can understand and comment on what their interlocutor says.	☐	☐	☐	☐	☒	☐
4. Can yield the floor using common conversation strategies such as asking questions or lowering intonation.	☐	☐	☒	☐	☐	☐
5. Can take the floor reacting to what their interlocutor has just said.	☐	☐	☐	☒	☐	☐

Statement						
6. Can interact spontaneously in a register appropriate for the speaking situation.	☐	☐	☐	☐	☒	☐
7. Can use phrases and expressions which are idiomatic/common in face-to-face conversations and appropriate to their language level.	☐	☒	☐	☐	☐	☐
8. Can make use of rhetorical devices such as rhetorical questions, emphasis through stress/intonation or tag questions.	☐	☐	☐	☐	☒	☐
9. Can repair false starts by rephrasing the thought to overcome communication breakdowns and to avoid disturbing the flow of the conversation.	☐	☐	☐	☐	☒	☐
10. Can employ pauses to convey meaning (not only for planning or repair).	☒	☐	☐	☐	☐	☐
11. Can maintain a natural flow in a conversation with frequent turn-taking and potential overlaps and interruptions (conversation management).	☐	☒	☐	☐	☐	☐
Compensatory strategies						
12. Can rephrase or paraphrase an idea when encountering lexical or morphosyntactic knowledge gaps.	☐	☐	☐	☐	☒	☐
13. Can hold a conversation without the use of L1.	☐	☐	☐	☐	☒	☐
14. Can hold a conversation without frequent L1 transfers.	☐	☐	☐	☒	☐	☐
15. Can keep the use of fillers (such as 'erm', 'like', 'and') and word lengthening to a minimum which does not disturb the natural flow.	☐	☐	☐	☒	☐	☐
HOTs						
Analyse						
16. Can examine and deconstruct information and is able to make own inferences from it. (keywords: analyse, categorise, compare and contrast)	☐	☐	☐	☒	☐	☐
17. Can maintain longer turns to express more complex thoughts in some detail.	☐	☐	☐	☐	☒	☐
Evaluate						
18. Can present and defend different attitudes and viewpoints by evaluating the validity and quality of information following a set of criteria (keywords: select, decide, justify, prioritise, recommend, judge)	☐	☐	☐	☐	☒	☐
19. Can express nuances e.g. by means of modality, qualifiers, adverbs.	☐	☐	☐	☐	☒	☐
Create						
20. Can link new information to prior schematic knowledge in order to create a new idea or product. (keywords: develop, hypothesise, predict, plan)	☐	☐	☒	☐	☐	☐

Participant 28

Criteria	1	2	3	4	5	Cannot be assessed
Pragmatic and sociolinguistic skills						
1. Can communicate their ideas about a familiar topic clearly and independently (without having to rely on the interlocutor's or the interviewer's help).	☐	☐	☐	☐	☒	☐
2. Can keep the conversation going without unnaturally long breaks, despite having to stop for grammatical and lexical planning and repair.	☐	☐	☐	☐	☒	☐
3. Can understand and comment on what their interlocutor says.	☐	☐	☐	☐	☒	☐
4. Can yield the floor using common conversation strategies such as asking questions or lowering intonation.	☒	☐	☐	☐	☐	☐
5. Can take the floor reacting to what their interlocutor has just said.	☐	☐	☐	☐	☒	☐
6. Can interact spontaneously in a register appropriate for the speaking situation.	☐	☐	☐	☐	☒	☐
7. Can use phrases and expressions which are idiomatic/common in face-to-face conversations and appropriate to their language level.	☐	☐	☐	☐	☒	☐
8. Can make use of rhetorical devices such as rhetorical questions, emphasis through stress/intonation or tag questions.	☒	☐	☐	☐	☐	☐
9. Can repair false starts by rephrasing the thought to overcome communication breakdowns and to avoid disturbing the flow of the conversation.	☐	☐	☐	☒	☐	☐
10. Can employ pauses to convey meaning (not only for planning or repair).	☐	☐	☐	☐	☒	☐
11. Can maintain a natural flow in a conversation with frequent turn-taking and potential overlaps and interruptions (conversation management).	☐	☐	☐	☐	☒	☐
Compensatory strategies						
12. Can rephrase or paraphrase an idea when encountering lexical or morphosyntactic knowledge gaps.	☐	☐	☐	☐	☒	☐
13. Can hold a conversation without the use of L1.	☐	☐	☐	☐	☒	☐
14. Can hold a conversation without frequent L1 transfers.	☐	☐	☐	☒	☐	☐
15. Can keep the use of fillers (such as 'erm', 'like', 'and') and word lengthening to a minimum which does not disturb the natural flow.	☐	☐	☐	☐	☒	☐

HOTs	1	2	3	4	5	Cannot be assessed
Analyse						
16. Can examine and deconstruct information and is able to make own inferences from it. (keywords: analyse, categorise, compare and contrast)	☐	☐	☐	☐	☒	☐
17. Can maintain longer turns to express more complex thoughts in some detail.	☐	☐	☐	☐	☒	☐
Evaluate						
18. Can present and defend different attitudes and viewpoints by evaluating the validity and quality of information following a set of criteria (keywords: select, decide, justify, prioritise, recommend, judge)	☐	☐	☐	☐	☒	☐
19. Can express nuances e.g. by means of modality, qualifiers, adverbs.	☐	☐	☐	☒	☐	☐
Create						
20. Can link new information to prior schematic knowledge in order to create a new idea or product. (keywords: develop, hypothesise, predict, plan)	☐	☐	☐	☐	☒	☐

Participant 29

Criteria	1	2	3	4	5	Cannot be assessed
Pragmatic and sociolinguistic skills						
1. Can communicate their ideas about a familiar topic clearly and independently (without having to rely on the interlocutor's or the interviewer's help).	☐	☐	☐	☐	☒	☐
2. Can keep the conversation going without unnaturally long breaks, despite having to stop for grammatical and lexical planning and repair.	☐	☐	☐	☐	☒	☐
3. Can understand and comment on what their interlocutor says.	☐	☐	☐	☐	☒	☐
4. Can yield the floor using common conversation strategies such as asking questions or lowering intonation.	☐	☐	☐	☒	☐	☐
5. Can take the floor reacting to what their interlocutor has just said.	☐	☐	☐	☒	☐	☐
6. Can interact spontaneously in a register appropriate for the speaking situation.	☐	☐	☐	☒	☐	☐
7. Can use phrases and expressions which are idiomatic/common in face-to-face conversations and appropriate to their language level.	☐	☐	☐	☒	☐	☐

Criteria	1	2	3	4	5	Cannot be assessed
8. Can make use of rhetorical devices such as rhetorical questions, emphasis through stress/intonation or tag questions.	☐	☐	☐	☒	☐	☐
9. Can repair false starts by rephrasing the thought to overcome communication breakdowns and to avoid disturbing the flow of the conversation.	☐	☐	☐	☒	☐	☐
10. Can employ pauses to convey meaning (not only for planning or repair).	☒	☐	☐	☐	☐	☐
11. Can maintain a natural flow in a conversation with frequent turn-taking and potential overlaps and interruptions (conversation management).	☐	☐	☒	☐	☐	☐
Compensatory strategies						
12. Can rephrase or paraphrase an idea when encountering lexical or morphosyntactic knowledge gaps.	☐	☐	☐	☐	☒	☐
13. Can hold a conversation without the use of L1.	☐	☐	☐	☐	☒	☐
14. Can hold a conversation without frequent L1 transfers.	☐	☐	☒	☐	☐	☐
15. Can keep the use of fillers (such as 'erm', 'like', 'and') and word lengthening to a minimum which does not disturb the natural flow.	☐	☐	☒	☐	☐	☐
HOTs						
Analyse						
16. Can examine and deconstruct information and is able to make own inferences from it. (keywords: analyse, categorise, compare and contrast)	☐	☐	☐	☒	☐	☐
17. Can maintain longer turns to express more complex thoughts in some detail.	☐	☐	☐	☒	☐	☐
Evaluate						
18. Can present and defend different attitudes and viewpoints by evaluating the validity and quality of information following a set of criteria (keywords: select, decide, justify, prioritise, recommend, judge)	☐	☐	☐	☒	☐	☐
19. Can express nuances e.g. by means of modality, qualifiers, adverbs.	☐	☐	☒	☐	☐	☐
Create						
20. Can link new information to prior schematic knowledge in order to create a new idea or product. (keywords: develop, hypothesise, predict, plan)	☐	☐	☐	☐	☒	☐

Participant 30

Criteria	1	2	3	4	5	Cannot be assessed
Pragmatic and sociolinguistic skills						

	1	2	3	4	5	6
1. Can communicate their ideas about a familiar topic clearly and independently (without having to rely on the interlocutor's or the interviewer's help).	☐	☐	☐	☐	☒	☐
2. Can keep the conversation going without unnaturally long breaks, despite having to stop for grammatical and lexical planning and repair.	☐	☐	☐	☒	☐	☐
3. Can understand and comment on what their interlocutor says.	☐	☐	☒	☐	☐	☐
4. Can yield the floor using common conversation strategies such as asking questions or lowering intonation.	☐	☐	☐	☐	☒	☐
5. Can take the floor reacting to what their interlocutor has just said.	☐	☐	☒	☐	☐	☐
6. Can interact spontaneously in a register appropriate for the speaking situation.	☐	☐	☒	☐	☐	☐
7. Can use phrases and expressions which are idiomatic/common in face-to-face conversations and appropriate to their language level.	☐	☒	☐	☐	☐	☐
8. Can make use of rhetorical devices such as rhetorical questions, emphasis through stress/intonation, or tag questions.	☒	☐	☐	☐	☐	☐
9. Can repair false starts by rephrasing the thought to overcome communication breakdowns and to avoid disturbing the flow of the conversation.	☐	☐	☐	☐	☐	☒
10. Can employ pauses to convey meaning (not only for planning or repair).	☒	☐	☐	☐	☐	☐
11. Can maintain a natural flow in a conversation with frequent turn-taking and potential overlaps and interruptions (conversation management).	☐	☒	☐	☐	☐	☐
Compensatory strategies						
12. Can rephrase or paraphrase an idea when encountering lexical or morphosyntactic knowledge gaps.	☐	☐	☒	☐	☐	☐
13. Can hold a conversation without the use of L1.	☐	☐	☐	☐	☒	☐
14. Can hold a conversation without frequent L1 transfers.	☐	☐	☒	☐	☐	☐
15. Can keep the use of fillers (such as 'erm', 'like', 'and') and word lengthening to a minimum which does not disturb the natural flow.	☐	☒	☐	☐	☐	☐
HOTs						
Analyse						
16. Can examine and deconstruct information and is able to make own inferences from it. (keywords: analyse, categorise, compare and contrast)	☐	☒	☐	☐	☐	☐

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Criteria	1	2	3	4	5	Cannot be assessed
17. Can maintain longer turns to express more complex thoughts in some detail.	☐	☒	☐	☐	☐	☐
Evaluate						
18. Can present and defend different attitudes and viewpoints by evaluating the validity and quality of information following a set of criteria (keywords: select, decide, justify, prioritise, recommend, judge)	☐	☐	☒	☐	☐	☐
19. Can express nuances e.g. by means of modality, qualifiers, adverbs.	☐	☐	☒	☐	☐	☐
Create						
20. Can link new information to prior schematic knowledge in order to create a new idea or product. (keywords: develop, hypothesise, predict, plan)	☐	☐	☒	☐	☐	☐

Non CLIL 9

Participant 11

Criteria	1	2	3	4	5	Cannot be assessed
Pragmatic and sociolinguistic skills						
1. Can communicate their ideas about a familiar topic clearly and independently (without having to rely on the interlocutor's or the interviewer's help).	☐	☒	☐	☐	☐	☐
2. Can keep the conversation going without unnaturally long breaks, despite having to stop for grammatical and lexical planning and repair.	☐	☒	☐	☐	☐	☐
3. Can understand and comment on what their interlocutor says.	☐	☐	☐	☒	☐	☐
4. Can yield the floor using common conversation strategies such as asking questions or lowering intonation.	☐	☒	☐	☐	☐	☐
5. Can take the floor reacting to what their interlocutor has just said.	☐	☒	☐	☐	☐	☐
6. Can interact spontaneously in a register appropriate for the speaking situation.	☐	☒	☐	☐	☐	☐
7. Can use phrases and expressions which are idiomatic/common in face-to-face conversations and appropriate to their language level.	☒	☐	☐	☐	☐	☐
8. Can make use of rhetorical devices such as rhetorical questions, emphasis through stress/intonation, or tag questions.	☒	☐	☐	☐	☐	☐

Criteria	1	2	3	4	5	Cannot be assessed
9. Can repair false starts by rephrasing the thought to overcome communication breakdowns and to avoid disturbing the flow of the conversation.	☐	☒	☐	☐	☐	☐
10. Can employ pauses to convey meaning (not only for planning or repair).	☒	☐	☐	☐	☐	☐
11. Can maintain a natural flow in a conversation with frequent turn-taking and numerous overlaps and interruptions (conversation management).	☒	☐	☐	☐	☐	☐
Compensatory strategies						
12. Can rephrase or paraphrase an idea when encountering lexical or morphosyntactic knowledge gaps.	☐	☒	☐	☐	☐	☐
13. Can hold a conversation without the use of L1.	☐	☐	☐	☐	☒	☐
14. Can hold a conversation without frequent L1 transfers.	☐	☐	☐	☒	☐	☐
15. Can keep the use of fillers (such as 'erm', 'like', 'and') and word lengthening to a minimum which does not disturb the natural flow.	☐	☒	☐	☐	☐	☐
HOTs						
Analyse						
16. Can examine and deconstruct information and is able to make own inferences from it. (keywords: analyse, categorise, compare and contrast)	☐	☒	☐	☐	☐	☐
17. Can maintain longer turns to express more complex thoughts in some detail.	☐	☒	☐	☐	☐	☐
Evaluate						
18. Can present and defend different attitudes and viewpoints by evaluating the validity and quality of information following a set of criteria (keywords: select, decide, justify, prioritise, recommend, judge)	☐	☒	☐	☐	☐	☐
19. Can express nuances e.g. by means of modality, qualifiers, adverbs.	☒	☐	☐	☐	☐	☐
Create						
20. Can link new information to prior schematic knowledge in order to create a new idea or product. (keywords: develop, hypothesise, predict, plan)	☐	☒	☐	☐	☐	☐

Participant 12

Criteria	1	2	3	4	5	Cannot be assessed
Pragmatic and sociolinguistic skills						
1. Can communicate their ideas about a familiar topic clearly and independently (without having	☐	☐	☐	☒	☐	☐

	1	2	3	4	5	6
to rely on the interlocutor's or the interviewer's help).						
2. Can keep the conversation going without unnaturally long breaks, despite having to stop for grammatical and lexical planning and repair.	☐	☐	☒	☐	☐	☐
3. Can understand and comment on what their interlocutor says.	☐	☐	☐	☒	☐	☐
4. Can yield the floor using common conversation strategies such as asking questions or lowering intonation.	☐	☒	☐	☐	☐	☐
5. Can take the floor reacting to what their interlocutor has just said.	☐	☐	☐	☒	☐	☐
6. Can interact spontaneously in a register appropriate for the speaking situation.	☐	☐	☒	☐	☐	☐
7. Can use phrases and expressions which are idiomatic/common in face-to-face conversations and appropriate to their language level.	☐	☐	☒	☐	☐	☐
8. Can make use of rhetorical devices such as rhetorical questions, emphasis through stress/intonation, or tag questions.	☒	☐	☐	☐	☐	☐
9. Can repair false starts by rephrasing the thought to overcome communication breakdowns and to avoid disturbing the flow of the conversation.	☐	☐	☒	☐	☐	☐
10. Can employ pauses to convey meaning (not only for planning or repair).	☒	☐	☐	☐	☐	☐
11. Can maintain a natural flow in a conversation with frequent turn-taking and potential overlaps and interruptions (conversation management).	☐	☒	☐	☐	☐	☐
Compensatory strategies						
12. Can rephrase or paraphrase an idea when encountering lexical or morphosyntactic knowledge gaps.	☐	☐	☒	☐	☐	☐
13. Can hold a conversation without the use of L1.	☐	☐	☐	☐	☒	☐
14. Can hold a conversation without frequent L1 transfers.	☐	☐	☐	☒	☐	☐
15. Can keep the use of fillers (such as 'erm', 'like', 'and') and word lengthening to a minimum which does not disturb the natural flow.	☐	☒	☐	☐	☐	☐
HOTs						
Analyse						
16. Can examine and deconstruct information and is able to make own inferences from it. (keywords: analyse, categorise, compare and contrast)	☐	☐	☒	☐	☐	☐
17. Can maintain longer turns to express more complex thoughts in some detail.	☐	☐	☒	☐	☐	☐
Evaluate						

Criteria	1	2	3	4	5	Cannot be assessed
18. Can present and defend different attitudes and viewpoints by evaluating the validity and quality of information following a set of criteria (keywords: select, decide, justify, prioritise, recommend, judge)	☐	☒	☐	☐	☐	☐
19. Can express nuances e.g. by means of modality, qualifiers, adverbs.	☐	☒	☐	☐	☐	☐
Create						
20. Can link new information to prior schematic knowledge in order to create a new idea or product. (keywords: develop, hypothesise, predict, plan)	☐	☒	☐	☐	☐	☐

Participant 13

Criteria	1	2	3	4	5	Cannot be assessed
Pragmatic and sociolinguistic skills						
1. Can communicate their ideas about a familiar topic clearly and independently (without having to rely on the interlocutor's or the interviewer's help).	☐	☐	☒	☐	☐	☐
2. Can keep the conversation going without unnaturally long breaks, despite having to stop for grammatical and lexical planning and repair.	☐	☐	☐	☒	☐	☐
3. Can understand and comment on what their interlocutor says.	☐	☐	☐	☐	☒	☐
4. Can yield the floor using common conversation strategies such as asking questions or lowering intonation.	☐	☐	☐	☐	☒	☐
5. Can take the floor reacting to what their interlocutor has just said.	☐	☐	☐	☒	☐	☐
6. Can interact spontaneously in a register appropriate for the speaking situation.	☐	☐	☒	☐	☐	☐
7. Can use phrases and expressions which are idiomatic/common in face-to-face conversations and appropriate to their language level.	☐	☐	☐	☒	☐	☐
8. Can make use of rhetorical devices such as rhetorical questions, emphasis through stress/intonation, or tag questions.	☒	☐	☐	☐	☐	☐
9. Can repair false starts by rephrasing the thought to overcome communication breakdowns and to avoid disturbing the flow of the conversation.	☐	☐	☒	☐	☐	☐
10. Can employ pauses to convey meaning (not only for planning or repair).	☒	☐	☐	☐	☐	☐

Criteria	1	2	3	4	5	Cannot be assessed
11. Can maintain a natural flow in a conversation with frequent turn-taking and potential overlaps and interruptions (conversation management).	☐	☒	☐	☐	☐	☐
Compensatory strategies						
12. Can rephrase or paraphrase an idea when encountering lexical or morphosyntactic knowledge gaps.	☐	☐	☒	☐	☐	☐
13. Can hold a conversation without the use of L1.	☐	☐	☐	☐	☒	☐
14. Can hold a conversation without frequent L1 transfers.	☐	☐	☒	☐	☐	☐
15. Can keep the use of fillers (such as 'erm', 'like', 'and') and word lengthening to a minimum which does not disturb the natural flow.	☐	☒	☐	☐	☐	☐
HOTs						
Analyse						
16. Can examine and deconstruct information and is able to make own inferences from it. (keywords: analyse, categorise, compare and contrast)	☐	☐	☒	☐	☐	☐
17. Can maintain longer turns to express more complex thoughts in some detail.	☐	☐	☒	☐	☐	☐
Evaluate						
18. Can present and defend different attitudes and viewpoints by evaluating the validity and quality of information following a set of criteria (keywords: select, decide, justify, prioritise, recommend, judge)	☐	☐	☐	☐	☒	☐
19. Can express nuances e.g. by means of modality, qualifiers, adverbs.	☐	☒	☐	☐	☐	☐
Create						
20. Can link new information to prior schematic knowledge in order to create a new idea or product. (keywords: develop, hypothesise, predict, plan)	☐	☒	☐	☐	☐	☐

Participant 14

Criteria	1	2	3	4	5	Cannot be assessed
Pragmatic and sociolinguistic skills						
1. Can communicate their ideas about a familiar topic clearly and independently (without having to rely on the interlocutor's or the interviewer's help).	☐	☒	☐	☐	☐	☐

	1	2	3	4	5	6
2. Can keep the conversation going without unnaturally long breaks, despite having to stop for grammatical and lexical planning and repair.	☐	☒	☐	☐	☐	☐
3. Can understand and comment on what their interlocutor says.	☐	☐	☒	☐	☐	☐
4. Can yield the floor using common conversation strategies such as asking questions or lowering intonation.	☐	☒	☐	☐	☐	☐
5. Can take the floor reacting to what their interlocutor has just said.	☒	☐	☐	☐	☐	☐
6. Can interact spontaneously in a register appropriate for the speaking situation.	☐	☒	☐	☐	☐	☐
7. Can use phrases and expressions which are idiomatic/common in face-to-face conversations and appropriate to their language level.	☐	☒	☐	☐	☐	☐
8. Can make use of rhetorical devices such as rhetorical questions, emphasis through stress/intonation, or tag questions.	☒	☐	☐	☐	☐	☐
9. Can repair false starts by rephrasing the thought to overcome communication breakdowns and to avoid disturbing the flow of the conversation.	☐	☐	☐	☐	☐	☒
10. Can employ pauses to convey meaning (not only for planning or repair).	☒	☐	☐	☐	☐	☐
11. Can maintain a natural flow in a conversation with frequent turn-taking and potential overlaps and interruptions (conversation management).	☒	☐	☐	☐	☐	☐
Compensatory strategies						
12. Can rephrase or paraphrase an idea when encountering lexical or morphosyntactic knowledge gaps.	☐	☒	☐	☐	☐	☐
13. Can hold a conversation without the use of L1.	☐	☐	☐	☐	☒	☐
14. Can hold a conversation without frequent L1 transfers.	☐	☐	☒	☐	☐	☐
15. Can keep the use of fillers (such as 'erm', 'like', 'and') and word lengthening to a minimum which does not disturb the natural flow.	☐	☒	☐	☐	☐	☐
HOTs						
Analyse						
16. Can examine and deconstruct information and is able to make own inferences from it. (keywords: analyse, categorise, compare and contrast)	☒	☐	☐	☐	☐	☐
17. Can maintain longer turns to express more complex thoughts in some detail.	☒	☐	☐	☐	☐	☐
Evaluate						
18. Can present and defend different attitudes and viewpoints by evaluating the validity and quality of information following a set of criteria	☐	☒	☐	☐	☐	☐

(keywords: select, decide, justify, prioritise, recommend, judge)						
19. Can express nuances e.g. by means of modality, qualifiers, adverbs.	☒	☐	☐	☐	☐	☐
Create						
20. Can link new information to prior schematic knowledge in order to create a new idea or product. (keywords: develop, hypothesise, predict, plan)	☒	☐	☐	☐	☐	☐

Participant 15

Criteria	1	2	3	4	5	Cannot be assessed
Pragmatic and sociolinguistic skills						
1. Can communicate their ideas about a familiar topic clearly and independently (without having to rely on the interlocutor's or the interviewer's help).	☐	☐	☐	☐	☒	☐
2. Can keep the conversation going without unnaturally long breaks, despite having to stop for grammatical and lexical planning and repair.	☐	☒	☐	☐	☐	☐
3. Can understand and comment on what their interlocutor says.	☐	☐	☐	☐	☒	☐
4. Can yield the floor using common conversation strategies such as asking questions or lowering intonation.	☐	☒	☐	☐	☐	☐
5. Can take the floor reacting to what their interlocutor has just said.	☐	☐	☒	☐	☐	☐
6. Can interact spontaneously in a register appropriate for the speaking situation.	☐	☐	☒	☐	☐	☐
7. Can use phrases and expressions which are idiomatic/common in face-to-face conversations and appropriate to their language level.	☒	☒	☐	☐	☐	☐
8. Can make use of rhetorical devices such as rhetorical questions, emphasis through stress/intonation, or tag questions.	☒	☐	☐	☐	☐	☐
9. Can repair false starts by rephrasing the thought to overcome communication breakdowns and to avoid disturbing the flow of the conversation.	☐	☐	☐	☒	☐	☐
10. Can employ pauses to convey meaning (not only for planning or repair).	☒	☐	☐	☐	☐	☐
11. Can maintain a natural flow in a conversation with frequent turn-taking and potential overlaps and interruptions (conversation management).	☐	☒	☐	☐	☐	☐
Compensatory strategies						

Criteria	1	2	3	4	5	Cannot be assessed
12. Can rephrase or paraphrase an idea when encountering lexical or morphosyntactic knowledge gaps.	☐	☐	⊠	☐	☐	☐
13. Can hold a conversation without the use of L1.	☐	☐	☐	☐	⊠	☐
14. Can hold a conversation without frequent L1 transfers.	☐	☐	⊠	☐	☐	☐
15. Can keep the use of fillers (such as 'erm', 'like', 'and') and word lengthening to a minimum which does not disturb the natural flow.	☐	☐	⊠	☐	☐	☐
HOTs						
Analyse						
16. Can examine and deconstruct information and is able to make own inferences from it. (keywords: analyse, categorise, compare and contrast)	⊠	☐	☐	☐	☐	☐
17. Can maintain longer turns to express more complex thoughts in some detail.	☐	⊠	☐	☐	☐	☐
Evaluate						
18. Can present and defend different attitudes and viewpoints by evaluating the validity and quality of information following a set of criteria (keywords: select, decide, justify, prioritise, recommend, judge)	☐	☐	⊠	☐	☐	☐
19. Can express nuances e.g. by means of modality, qualifiers, adverbs.	☐	⊠	☐	☐	☐	☐
Create						
20. Can link new information to prior schematic knowledge in order to create a new idea or product. (keywords: develop, hypothesise, predict, plan)	⊠	☐	☐	☐	☐	☐

Participant 16

Criteria	1	2	3	4	5	Cannot be assessed
Pragmatic and sociolinguistic skills						
1. Can communicate their ideas about a familiar topic clearly and independently (without having to rely on the interlocutor's or the interviewer's help).	☐	☐	☐	☐	⊠	☐
2. Can keep the conversation going without unnaturally long breaks, despite having to stop for grammatical and lexical planning and repair.	☐	☐	⊠	☐	☐	☐
3. Can understand and comment on what their interlocutor says.	☐	☐	☐	☐	⊠	☐

	C1	C2	C3	C4	C5	C6
4. Can yield the floor using common conversation strategies such as asking questions or lowering intonation.	☐	☐	☐	⊠	☐	☐
5. Can take the floor reacting to what their interlocutor has just said.	☐	☐	☐	☐	⊠	☐
6. Can interact spontaneously in a register appropriate for the speaking situation.	☐	☐	☐	⊠	☐	☐
7. Can use phrases and expressions which are idiomatic/common in face-to-face conversations and appropriate to their language level.	⊠	☐	☐	☐	☐	☐
8. Can make use of rhetorical devices such as rhetorical questions, emphasis through stress/intonation, or tag questions.	☐	⊠	☐	☐	☐	☐
9. Can repair false starts by rephrasing the thought to overcome communication breakdowns and to avoid disturbing the flow of the conversation.	☐	☐	☐	⊠	☐	☐
10. Can employ pauses to convey meaning (not only for planning or repair).	⊠	☐	☐	☐	☐	☐
11. Can maintain a natural flow in a conversation with frequent turn-taking and potential overlaps and interruptions (conversation management).	☐	☐	⊠	☐	☐	☐
Compensatory strategies						
12. Can rephrase or paraphrase an idea when encountering lexical or morphosyntactic knowledge gaps.	☐	☐	☐	⊠	☐	☐
13. Can hold a conversation without the use of L1.	☐	☐	⊠	☐	☐	☐
14. Can hold a conversation without frequent L1 transfers.	⊠	☐	☐	☐	☐	☐
15. Can keep the use of fillers (such as 'erm', 'like', 'and') and word lengthening to a minimum which does not disturb the natural flow.	☐	⊠	☐	☐	☐	☐
HOTs						
Analyse						
16. Can examine and deconstruct information and is able to make own inferences from it. (keywords: analyse, categorise, compare and contrast)	⊠	☐	☐	☐	☐	☐
17. Can maintain longer turns to express more complex thoughts in some detail.	☐	☐	⊠	☐	☐	☐
Evaluate						
18. Can present and defend different attitudes and viewpoints by evaluating the validity and quality of information following a set of criteria (keywords: select, decide, justify, prioritise, recommend, judge)	☐	☐	⊠	☐	☐	☐
19. Can express nuances e.g. by means of modality, qualifiers, adverbs.	⊠	☐	☐	☐	☐	☐
Create						

| 20. Can link new information to prior schematic knowledge in order to create a new idea or product. (keywords: develop, hypothesise, predict, plan) | ☒ | ☐ | ☐ | ☐ | ☐ | ☐ |

CLIL11

Participant 21

Criteria	1	2	3	4	5	Cannot be assessed
Pragmatic and sociolinguistic skills						
1. Can communicate their ideas about a familiar topic clearly and independently (without having to rely on the interlocutor's or the interviewer's help).	☐	☐	☐	☐	☒	☐
2. Can keep the conversation going without unnaturally long breaks, despite having to stop for grammatical and lexical planning and repair.	☐	☐	☐	☐	☒	☐
3. Can understand and comment on what their interlocutor says.	☐	☐	☐	☐	☒	☐
4. Can yield the floor using common conversation strategies such as asking questions or lowering intonation.	☐	☐	☐	☐	☒	☐
5. Can take the floor reacting to what their interlocutor has just said.	☐	☐	☐	☐	☒	☐
6. Can interact spontaneously in a register appropriate for the speaking situation.	☐	☐	☐	☐	☒	☐
7. Can use phrases and expressions which are idiomatic/common in face-to-face conversations and appropriate to their language level.	☐	☐	☐	☐	☒	☐
8. Can make use of rhetorical devices such as rhetorical questions, emphasis through stress/intonation, or tag questions.	☐	☐	☐	☒	☐	☐
9. Can repair false starts by rephrasing the thought to overcome communication breakdowns and to avoid disturbing the flow of the conversation.	☐	☐	☐	☐	☒	☐
10. Can employ pauses to convey meaning (not only for planning or repair).	☐	☐	☒	☐	☐	☐
11. Can maintain a natural flow in a conversation with frequent turn-taking and potential overlaps and interruptions (conversation management).	☐	☐	☐	☐	☒	☐
Compensatory strategies						

Criteria	1	2	3	4	5	Cannot be assessed
12. Can rephrase or paraphrase an idea when encountering lexical or morphosyntactic knowledge gaps.	☐	☐	☐	☒	☐	☐
13. Can hold a conversation without the use of L1.	☐	☐	☐	☐	☒	☐
14. Can hold a conversation without frequent L1 transfers.	☐	☐	☐	☐	☒	☐
15. Can keep the use of fillers (such as 'erm', 'like', 'and') and word lengthening to a minimum which does not disturb the natural flow.	☐	☐	☒	☐	☐	☐
HOTs						
Analyse						
16. Can examine and deconstruct information and is able to make own inferences from it. (keywords: analyse, categorise, compare and contrast)	☐	☐	☐	☐	☒	☐
17. Can maintain longer turns to express more complex thoughts in some detail.	☐	☐	☐	☐	☒	☐
Evaluate						
18. Can present and defend different attitudes and viewpoints by evaluating the validity and quality of information following a set of criteria (keywords: select, decide, justify, prioritise, recommend, judge)	☐	☐	☐	☐	☒	☐
19. Can express nuances e.g. by means of modality, qualifiers, adverbs.	☐	☐	☐	☐	☒	☐
Create						
20. Can link new information to prior schematic knowledge in order to create a new idea or product. (keywords: develop, hypothesise, predict, plan)	☐	☐	☐	☒	☐	☐

Participant 22

Criteria	1	2	3	4	5	Cannot be assessed
Pragmatic and sociolinguistic skills						
1. Can communicate their ideas about a familiar topic clearly and independently (without having to rely on the interlocutor's or the interviewer's help).	☐	☐	☐	☐	☒	☐
2. Can keep the conversation going without unnaturally long breaks, despite having to stop for grammatical and lexical planning and repair.	☐	☐	☐	☐	☒	☐
3. Can understand and comment on what their interlocutor says.	☐	☐	☐	☐	☒	☐

	1	2	3	4	5	6
4. Can yield the floor using common conversation strategies such as asking questions or lowering intonation.	☐	☐	☐	☐	☒	☐
5. Can take the floor reacting to what their interlocutor has just said.	☐	☐	☐	☐	☒	☐
6. Can interact spontaneously in a register appropriate for the speaking situation.	☐	☐	☐	☒	☐	☐
7. Can use phrases and expressions which are idiomatic/common in face-to-face conversations and appropriate to their language level.	☐	☒	☐	☐	☐	☐
8. Can make use of rhetorical devices such as rhetorical questions, emphasis through stress/intonation, or tag questions.	☐	☐	☒	☐	☐	☐
9. Can repair false starts by rephrasing the thought to overcome communication breakdowns and to avoid disturbing the flow of the conversation.	☐	☐	☒	☐	☐	☐
10. Can employ pauses to convey meaning (not only for planning or repair).	☒	☐	☐	☐	☐	☐
11. Can maintain a natural flow in a conversation with frequent turn-taking and potential overlaps and interruptions (conversation management).	☐	☐	☐	☐	☒	☐
Compensatory strategies						
12. Can rephrase or paraphrase an idea when encountering lexical or morphosyntactic knowledge gaps.	☐	☐	☐	☒	☐	☐
13. Can hold a conversation without the use of L1.	☐	☐	☐	☐	☒	☐
14. Can hold a conversation without frequent L1 transfers.	☐	☐	☐	☐	☒	☐
15. Can keep the use of fillers (such as 'erm', 'like', 'and') and word lengthening to a minimum which does not disturb the natural flow.	☐	☐	☐	☐	☒	☐
HOTs						
Analyse						
16. Can examine and deconstruct information and is able to make own inferences from it. (keywords: analyse, categorise, compare and contrast)	☐	☐	☐	☐	☒	☐
17. Can maintain longer turns to express more complex thoughts in some detail.	☐	☐	☐	☒	☐	☐
Evaluate						
18. Can present and defend different attitudes and viewpoints by evaluating the validity and quality of information following a set of criteria (keywords: select, decide, justify, prioritise, recommend, judge)	☐	☐	☐	☒	☐	☐
19. Can express nuances e.g. by means of modality, qualifiers, adverbs.	☐	☐	☒	☐	☐	☐
Create						

Criteria	1	2	3	4	5	Cannot be assessed
20. Can link new information to prior schematic knowledge in order to create a new idea or product. (keywords: develop, hypothesise, predict, plan)	☐	☒	☐	☐	☒	☐

Participant 23

Criteria	1	2	3	4	5	Cannot be assessed
Pragmatic and sociolinguistic skills						
1. Can communicate their ideas about a familiar topic clearly and independently (without having to rely on the interlocutor's or the interviewer's help).	☐	☐	☐	☐	☒	☐
2. Can keep the conversation going without unnaturally long breaks, despite having to stop for grammatical and lexical planning and repair.	☐	☐	☐	☐	☒	☐
3. Can understand and comment on what their interlocutor says.	☐	☐	☐	☐	☒	☐
4. Can yield the floor using common conversation strategies such as asking questions or lowering intonation.	☐	☐	☐	☐	☒	☐
5. Can take the floor reacting to what their interlocutor has just said.	☐	☐	☐	☐	☒	☐
6. Can interact spontaneously in a register appropriate for the speaking situation.	☐	☐	☐	☐	☒	☐
7. Can use phrases and expressions which are idiomatic/common in face-to-face conversations and appropriate to their language level.	☐	☐	☒	☐	☐	☐
8. Can make use of rhetorical devices such as rhetorical questions, emphasis through stress/intonation, or tag questions.	☐	☐	☒	☐	☐	☐
9. Can repair false starts by rephrasing the thought to overcome communication breakdowns and to avoid disturbing the flow of the conversation.	☐	☐	☐	☒	☐	☐
10. Can employ pauses to convey meaning (not only for planning or repair).	☒	☐	☐	☐	☐	☐
11. Can maintain a natural flow in a conversation with frequent turn-taking and potential overlaps and interruptions (conversation management).	☐	☐	☐	☐	☒	☐
Compensatory strategies						
12. Can rephrase or paraphrase an idea when encountering lexical or morphosyntactic knowledge gaps.	☐	☐	☐	☒	☐	☐
13. Can hold a conversation without the use of L1.	☐	☐	☐	☐	☒	☐

14. Can hold a conversation without frequent L1 transfers.	☐	☐	☐	☐	☒	☐
15. Can keep the use of fillers (such as 'erm', 'like', 'and') and word lengthening to a minimum which does not disturb the natural flow.	☐	☒	☐	☐	☐	☐
HOTs						
Analyse						
16. Can examine and deconstruct information and is able to make own inferences from it. (keywords: analyse, categorise, compare and contrast)	☐	☐	☐	☐	☒	☐
17. Can maintain longer turns to express more complex thoughts in some detail.	☐	☐	☐	☐	☒	☐
Evaluate						
18. Can present and defend different attitudes and viewpoints by evaluating the validity and quality of information following a set of criteria (keywords: select, decide, justify, prioritise, recommend, judge)	☐	☐	☐	☒	☐	☐
19. Can express nuances e.g. by means of modality, qualifiers, adverbs.	☐	☐	☐	☒	☐	☐
Create						
20. Can link new information to prior schematic knowledge in order to create a new idea or product. (keywords: develop, hypothesise, predict, plan)	☐	☐	☒	☐	☐	☐

Participant 24

Criteria	1	2	3	4	5	Cannot be assessed
Pragmatic and sociolinguistic skills						
1. Can communicate their ideas about a familiar topic clearly and independently (without having to rely on the interlocutor's or the interviewer's help).	☐	☐	☐	☐	☒	☐
2. Can keep the conversation going without unnaturally long breaks, despite having to stop for grammatical and lexical planning and repair.	☐	☐	☐	☐	☒	☐
3. Can understand and comment on what their interlocutor says.	☐	☐	☐	☐	☒	☐
4. Can yield the floor using common conversation strategies such as asking questions or lowering intonation.	☐	☐	☐	☒	☐	☐

	1	2	3	4	5	6
5. Can take the floor reacting to what their interlocutor has just said.	☐	☐	☐	☒	☐	☐
6. Can interact spontaneously in a register appropriate for the speaking situation.	☐	☐	☐	☒	☐	☐
7. Can use phrases and expressions which are idiomatic/common in face-to-face conversations and appropriate to their language level.	☐	☐	☒	☐	☐	☐
8. Can make use of rhetorical devices such as rhetorical questions, emphasis through stress/intonation, or tag questions.	☐	☐	☒	☐	☐	☐
9. Can repair false starts by rephrasing the thought to overcome communication breakdowns and to avoid disturbing the flow of the conversation.	☐	☐	☐	☐	☒	☐
10. Can employ pauses to convey meaning (not only for planning or repair).	☒	☐	☐	☐	☐	☐
11. Can maintain a natural flow in a conversation with frequent turn-taking and potential overlaps and interruptions (conversation management).	☐	☐	☐	☒	☐	☐
Compensatory strategies						
12. Can rephrase or paraphrase an idea when encountering lexical or morphosyntactic knowledge gaps.	☐	☐	☒	☐	☐	☐
13. Can hold a conversation without the use of L1.	☐	☐	☐	☐	☒	☐
14. Can hold a conversation without frequent L1 transfers.	☐	☐	☐	☐	☒	☐
15. Can keep the use of fillers (such as 'erm', 'like', 'and') and word lengthening to a minimum which does not disturb the natural flow.	☐	☒	☐	☐	☐	☐
HOTs						
Analyse						
16. Can examine and deconstruct information and is able to make own inferences from it. (keywords: analyse, categorise, compare and contrast)	☐	☐	☐	☒	☐	☐
17. Can maintain longer turns to express more complex thoughts in some detail.	☐	☐	☒	☐	☐	☐
Evaluate						
18. Can present and defend different attitudes and viewpoints by evaluating the validity and quality of information following a set of criteria (keywords: select, decide, justify, prioritise, recommend, judge)	☐	☐	☐	☒	☐	☐
19. Can express nuances e.g. by means of modality, qualifiers, adverbs.	☐	☐	☒	☐	☐	☐
Create						
20. Can link new information to prior schematic knowledge in order to create a new idea or product. (keywords: develop, hypothesise, predict, plan)	☐	☐	☐	☒	☐	☐

Participant 17

Criteria	1	2	3	4	5	Cannot be assessed
Pragmatic and sociolinguistic skills						
1. **Can communicate their ideas about a familiar topic clearly and independently (without having to rely on the interlocutor's or the interviewer's help).**	☐	☐	☐	☒	☐	☐
2. **Can keep the conversation going without unnaturally long breaks, despite having to stop for grammatical and lexical planning and repair.**	☐	☐	☐	☒	☐	☐
3. **Can understand and comment on what their interlocutor says.**	☐	☐	☐	☐	☒	☐
4. **Can yield the floor using common conversation strategies such as asking questions or lowering intonation.**	☐	☐	☐	☐	☒	☐
5. **Can take the floor reacting to what their interlocutor has just said.**	☐	☐	☐	☐	☒	☐
6. **Can interact spontaneously in a register appropriate for the speaking situation.**	☐	☐	☒	☐	☐	☐
7. **Can use phrases and expressions which are idiomatic/common in face-to-face conversations and appropriate to their language level.**	☐	☐	☐	☒	☐	☐
8. **Can make use of rhetorical devices such as rhetorical questions, emphasis through stress/intonation, or tag questions.**	☐	☐	☒	☐	☐	☐
9. **Can repair false starts by rephrasing the thought to overcome communication breakdowns and to avoid disturbing the flow of the conversation.**	☐	☐	☐	☒	☐	☐
10. **Can employ pauses to convey meaning (not only for planning or repair).**	☐	☒	☐	☐	☐	☐
11. **Can maintain a natural flow in a conversation with frequent turn-taking and potential overlaps and interruptions (conversation management).**	☐	☐	☒	☐	☐	☐
Compensatory strategies						
12. **Can rephrase or paraphrase an idea when encountering lexical or morphosyntactic knowledge gaps.**	☐	☐	☒	☐	☐	☐
13. **Can hold a conversation without the use of L1.**	☐	☐	☐	☐	☒	☐

Criteria	1	2	3	4	5	Cannot be assessed
14. Can hold a conversation without frequent L1 transfers.	☐	☐	☐	☒	☐	☐
15. Can keep the use of fillers (such as 'erm', 'like', 'and') and word lengthening to a minimum which does not disturb the natural flow.	☐	☐	☒	☐	☐	☐
HOTs						
Analyse						
16. Can examine and deconstruct information and is able to make own inferences from it. (keywords: analyse, categorise, compare and contrast)	☐	☐	☒	☐	☐	☐
17. Can maintain longer turns to express more complex thoughts in some detail.	☐	☐	☐	☒	☐	☐
Evaluate						
18. Can present and defend different attitudes and viewpoints by evaluating the validity and quality of information following a set of criteria (keywords: select, decide, justify, prioritise, recommend, judge)	☐	☐	☒	☐	☐	☐
19. Can express nuances e.g. by means of modality, qualifiers, adverbs.	☐	☐	☒	☐	☐	☐
Create						
20. Can link new information to prior schematic knowledge in order to create a new idea or product. (keywords: develop, hypothesise, predict, plan)	☐	☒	☐	☐	☐	☐

Participant 18

Criteria	1	2	3	4	5	Cannot be assessed
Pragmatic and sociolinguistic skills						
1. Can communicate their ideas about a familiar topic clearly and independently (without having to rely on the interlocutor's or the interviewer's help).	☐	☐	☒	☐	☐	☐
2. Can keep the conversation going without unnaturally long breaks, despite having to stop for grammatical and lexical planning and repair.	☐	☐	☒	☐	☐	☐
3. Can understand and comment on what their interlocutor says.	☐	☐	☐	☐	☒	☐
4. Can yield the floor using common conversation strategies such as asking questions or lowering intonation.	☐	☐	☒	☐	☐	☐
5. Can take the floor reacting to what their interlocutor has just said.	☐	☐	☐	☒	☐	☐

	1	2	3	4	5	6
6. Can interact spontaneously in a register appropriate for the speaking situation.	☐	☐	☒	☐	☐	☐
7. Can use phrases and expressions which are idiomatic/common in face-to-face conversations and appropriate to their language level.	☐	☐	☒	☐	☐	☐
8. Can make use of rhetorical devices such as rhetorical questions, emphasis through stress/intonation, or tag questions.	☐	☐	☒	☐	☐	☐
9. Can repair false starts by rephrasing the thought to overcome communication breakdowns and to avoid disturbing the flow of the conversation.	☐	☐	☐	☒	☐	☐
10. Can employ pauses to convey meaning (not only for planning or repair).	☒	☐	☐	☐	☐	☐
11. Can maintain a natural flow in a conversation with frequent turn-taking and potential overlaps and interruptions (conversation management).	☐	☒	☐	☐	☐	☐
Compensatory strategies						
12. Can rephrase or paraphrase an idea when encountering lexical or morphosyntactic knowledge gaps.	☐	☐	☐	☒	☐	☐
13. Can hold a conversation without the use of L1.	☐	☐	☐	☐	☒	☐
14. Can hold a conversation without frequent L1 transfers.	☐	☐	☐	☒	☐	☐
15. Can keep the use of fillers (such as 'erm', 'like', 'and') and word lengthening to a minimum which does not disturb the natural flow.	☒	☐	☐	☐	☐	☐
HOTs						
Analyse						
16. Can examine and deconstruct information and is able to make own inferences from it. (keywords: analyse, categorise, compare and contrast)	☐	☐	☒	☐	☐	☐
17. Can maintain longer turns to express more complex thoughts in some detail.	☐	☐	☒	☐	☐	☐
Evaluate						
18. Can present and defend different attitudes and viewpoints by evaluating the validity and quality of information following a set of criteria (keywords: select, decide, justify, prioritise, recommend, judge)	☐	☐	☒	☐	☐	☐
19. Can express nuances e.g. by means of modality, qualifiers, adverbs.	☐	☒	☐	☐	☐	☐
Create						
20. Can link new information to prior schematic knowledge in order to create a new idea or product. (keywords: develop, hypothesise, predict, plan)	☐	☒	☐	☐	☐	☐

Participant 19

Criteria	1	2	3	4	5	Cannot be assessed
Pragmatic and sociolinguistic skills						
1. Can communicate their ideas about a familiar topic clearly and independently (without having to rely on the interlocutor's or the interviewer's help).	☐	☐	☐	☒	☐	☐
2. Can keep the conversation going without unnaturally long breaks, despite having to stop for grammatical and lexical planning and repair.	☐	☐	☒	☐	☐	☐
3. Can understand and comment on what their interlocutor says.	☐	☐	☐	☐	☒	☐
4. Can yield the floor using common conversation strategies such as asking questions or lowering intonation.	☐	☐	☐	☒	☐	☐
5. Can take the floor reacting to what their interlocutor has just said.	☐	☐	☐	☒	☐	☐
6. Can interact spontaneously in a register appropriate for the speaking situation.	☐	☐	☐	☒	☐	☐
7. Can use phrases and expressions which are idiomatic/common in face-to-face conversations and appropriate to their language level.	☐	☐	☒	☐	☐	☐
8. Can make use of rhetorical devices such as rhetorical questions, emphasis through stress/intonation, or tag questions.	☒	☐	☐	☐	☐	☐
9. Can repair false starts by rephrasing the thought to overcome communication breakdowns and to avoid disturbing the flow of the conversation.	☐	☐	☐	☒	☐	☐
10. Can employ pauses to convey meaning (not only for planning or repair).	☒	☐	☐	☐	☐	☐
11. Can maintain a natural flow in a conversation with frequent turn-taking and potential overlaps and interruptions (conversation management).	☐	☐	☐	☒	☐	☐
Compensatory strategies						
12. Can rephrase or paraphrase an idea when encountering lexical or morphosyntactic knowledge gaps.	☐	☐	☐	☐	☒	☐
13. Can hold a conversation without the use of L1.	☐	☐	☐	☐	☒	☐
14. Can hold a conversation without frequent L1 transfers.	☐	☐	☐	☐	☒	☐
15. Can keep the use of fillers (such as 'erm', 'like', 'and') and word lengthening to a minimum which does not disturb the natural flow.	☐	☐	☒	☐	☐	☐

	1	2	3	4	5	Cannot be assessed
HOTs						
Analyse						
16. **Can examine and deconstruct information and is able to make own inferences from it. (keywords: analyse, categorise, compare and contrast)**	☐	☐	☐	☐	☒	☐
17. **Can maintain longer turns to express more complex thoughts in some detail.**	☐	☐	☐	☐	☒	☐
Evaluate						
18. **Can present and defend different attitudes and viewpoints by evaluating the validity and quality of information following a set of criteria (keywords: select, decide, justify, prioritise, recommend, judge)**	☐	☐	☐	☒	☐	☐
19. **Can express nuances e.g. by means of modality, qualifiers, adverbs.**	☐	☐	☒	☐	☐	☐
Create						
20. **Can link new information to prior schematic knowledge in order to create a new idea or product. (keywords: develop, hypothesise, predict, plan)**	☐	☐	☐	☒	☐	☐

Participant 20

Criteria	1	2	3	4	5	Cannot be assessed
Pragmatic and sociolinguistic skills						
1. **Can communicate their ideas about a familiar topic clearly and independently (without having to rely on the interlocutor's or the interviewer's help).**	☐	☐	☐	☒	☐	☐
2. **Can keep the conversation going without unnaturally long breaks, despite having to stop for grammatical and lexical planning and repair.**	☐	☐	☒	☐	☐	☐
3. **Can understand and comment on what their interlocutor says.**	☐	☐	☐	☒	☐	☐
4. **Can yield the floor using common conversation strategies such as asking questions or lowering intonation.**	☐	☐	☐	☐	☒	☐
5. **Can take the floor reacting to what their interlocutor has just said.**	☐	☐	☐	☐	☒	☐
6. **Can interact spontaneously in a register appropriate for the speaking situation.**	☐	☐	☐	☒	☐	☐
7. **Can use phrases and expressions which are idiomatic/common in face-to-face conversations and appropriate to their language level.**	☐	☐	☒	☐	☐	☐

	1	2	3	4	5	6
8. Can make use of rhetorical devices such as rhetorical questions, emphasis through stress/intonation, or tag questions.	☐	☐	☐	☒	☐	☐
9. Can repair false starts by rephrasing the thought to overcome communication breakdowns and to avoid disturbing the flow of the conversation.	☐	☐	☐	☒	☐	☐
10. Can employ pauses to convey meaning (not only for planning or repair).	☐	☒	☐	☐	☐	☐
11. Can maintain a natural flow in a conversation with frequent turn-taking and potential overlaps and interruptions (conversation management).	☐	☐	☐	☒	☐	☐
Compensatory strategies						
12. Can rephrase or paraphrase an idea when encountering lexical or morphosyntactic knowledge gaps.	☐	☐	☐	☐	☒	☐
13. Can hold a conversation without the use of L1.	☐	☐	☐	☐	☒	☐
14. Can hold a conversation without frequent L1 transfers.	☐	☐	☒	☐	☐	☐
15. Can keep the use of fillers (such as 'erm', 'like', 'and') and word lengthening to a minimum which does not disturb the natural flow.	☐	☐	☒	☐	☐	☐
HOTs						
Analyse						
16. Can examine and deconstruct information and is able to make own inferences from it. (keywords: analyse, categorise, compare and contrast)	☐	☐	☐	☐	☒	☐
17. Can maintain longer turns to express more complex thoughts in some detail.	☐	☐	☐	☐	☒	☐
Evaluate						
18. Can present and defend different attitudes and viewpoints by evaluating the validity and quality of information following a set of criteria (keywords: select, decide, justify, prioritise, recommend, judge)	☐	☐	☐	☐	☒	☐
19. Can express nuances e.g. by means of modality, qualifiers, adverbs.	☐	☐	☐	☐	☒	☐
Create						
20. Can link new information to prior schematic knowledge in order to create a new idea or product. (keywords: develop, hypothesise, predict, plan)	☒	☐	☐	☐	☐	☐

CLIL12

Participant 1

Criteria	1	2	3	4	5	Cannot be assessed
Pragmatic and sociolinguistic skills						
1. **Can communicate their ideas about a familiar topic clearly and independently (without having to rely on the interlocutor's or the interviewer's help).**	☐	☐	☐	☐	☒	☐
2. **Can keep the conversation going without unnaturally long breaks, despite having to stop for grammatical and lexical planning and repair.**	☐	☐	☐	☒	☐	☐
3. **Can understand and comment on what their interlocutor says.**	☐	☐	☒	☐	☐	☐
4. **Can yield the floor using common conversation strategies such as asking questions or lowering intonation.**	☐	☐	☐	☒	☐	☐
5. **Can take the floor reacting to what their interlocutor has just said.**	☐	☐	☐	☒	☐	☐
6. **Can interact spontaneously in a register appropriate for the speaking situation.**	☐	☐	☐	☐	☒	☐
7. **Can use phrases and expressions which are idiomatic/common in face-to-face conversations and appropriate to their language level.**	☐	☐	☐	☒	☐	☐
8. **Can make use of rhetorical devices such as rhetorical questions, emphasis through stress/intonation, or tag questions.**	☐	☐	☐	☒	☐	☐
9. **Can repair false starts by rephrasing the thought to overcome communication breakdowns and to avoid disturbing the flow of the conversation.**	☐	☐	☒	☐	☐	☐
10. **Can employ pauses to convey meaning (not only for planning or repair).**	☐	☐	☒	☐	☐	☐
11. **Can maintain a natural flow in a conversation with frequent turn-taking and potential overlaps and interruptions (conversation management).**	☐	☐	☐	☐	☒	☐
Compensatory strategies						
12. **Can rephrase or paraphrase an idea when encountering lexical or morphosyntactic knowledge gaps.**	☐	☐	☐	☒	☐	☐
13. **Can hold a conversation without the use of L1.**	☐	☐	☐	☐	☒	☐
14. **Can hold a conversation without frequent L1 transfers.**	☐	☐	☐	☐	☒	☐
15. **Can keep the use of fillers (such as 'erm', 'like', 'and') and word lengthening to a minimum which does not disturb the natural flow.**	☐	☐	☐	☒	☐	☐
HOTs						

	1	2	3	4	5	Cannot be assessed
Analyse						
16. **Can examine and deconstruct information and is able to make own inferences from it. (keywords: analyse, categorise, compare and contrast)**	☐	☐	☐	☐	☒	☐
17. **Can maintain longer turns to express more complex thoughts in some detail.**	☐	☐	☐	☐	☒	☐
Evaluate						
18. **Can present and defend different attitudes and viewpoints by evaluating the validity and quality of information following a set of criteria (keywords: select, decide, justify, prioritise, recommend, judge)**	☐	☐	☒	☐	☐	☐
19. **Can express nuances e.g. by means of modality, qualifiers, adverbs.**	☐	☐	☒	☐	☐	☐
Create						
20. **Can link new information to prior schematic knowledge in order to create a new idea or product. (keywords: develop, hypothesise, predict, plan)**	☒	☐	☐	☐	☐	☐

Participant 3

Criteria	1	2	3	4	5	Cannot be assessed
Pragmatic and sociolinguistic skills						
1. **Can communicate their ideas about a familiar topic clearly and independently (without having to rely on the interlocutor's or the interviewer's help).**	☐	☐	☒	☐	☐	☐
2. **Can keep the conversation going without unnaturally long breaks, despite having to stop for grammatical and lexical planning and repair.**	☐	☐	☐	☒	☐	☐
3. **Can understand and comment on what their interlocutor says.**	☐	☒	☐	☐	☐	☐
4. **Can yield the floor using common conversation strategies such as asking questions or lowering intonation.**	☐	☐	☒	☐	☐	☐
5. **Can take the floor reacting to what their interlocutor has just said.**	☐	☒	☐	☐	☐	☐
6. **Can interact spontaneously in a register appropriate for the speaking situation.**	☐	☐	☐	☒	☐	☐
7. **Can use phrases and expressions which are idiomatic/common in face-to-face conversations and appropriate to their language level.**	☒	☐	☐	☐	☐	☐
8. **Can make use of rhetorical devices such as rhetorical questions, emphasis through stress/intonation, or tag questions.**	☒	☐	☐	☐	☐	☐

Criteria	1	2	3	4	5	
9. Can repair false starts by rephrasing the thought to overcome communication breakdowns and to avoid disturbing the flow of the conversation.	☐	☐	☐	☐	☒	☐
10. Can employ pauses to convey meaning (not only for planning or repair).	☒	☐	☐	☐	☐	☐
11. Can maintain a natural flow in a conversation with frequent turn-taking and potential overlaps and interruptions (conversation management).	☐	☒	☐	☐	☐	☐
Compensatory strategies						
12. Can rephrase or paraphrase an idea when encountering lexical or morphosyntactic knowledge gaps.	☐	☐	☐	☐	☒	☐
13. Can hold a conversation without the use of L1.	☐	☐	☐	☒	☐	☐
14. Can hold a conversation without frequent L1 transfers.	☐	☐	☐	☐	☒	☐
15. Can keep the use of fillers (such as 'erm', 'like', 'and') and word lengthening to a minimum which does not disturb the natural flow.	☐	☐	☒	☐	☐	☐
HOTs						
Analyse						
16. Can examine and deconstruct information and is able to make own inferences from it. (keywords: analyse, categorise, compare and contrast)	☐	☐	☒	☐	☐	☐
17. Can maintain longer turns to express more complex thoughts in some detail.	☐	☒	☐	☐	☐	☐
Evaluate						
18. Can present and defend different attitudes and viewpoints by evaluating the validity and quality of information following a set of criteria (keywords: select, decide, justify, prioritise, recommend, judge)	☐	☒	☐	☐	☐	☐
19. Can express nuances e.g. by means of modality, qualifiers, adverbs.	☐	☐	☒	☐	☐	☐
Create						
20. Can link new information to prior schematic knowledge in order to create a new idea or product. (keywords: develop, hypothesise, predict, plan)	☒	☐	☐	☐	☐	☐

Participant 4

Criteria	1	2	3	4	5	Cannot be assessed
Pragmatic and sociolinguistic skills						
1. Can communicate their ideas about a familiar topic clearly and independently (without having	☐	☐	☐	☐	☒	☐

	1	2	3	4	5	6
to rely on the interlocutor's or the interviewer's help).						
2. Can keep the conversation going without unnaturally long breaks, despite having to stop for grammatical and lexical planning and repair.	☐	☐	☐	☒	☐	☐
3. Can understand and comment on what their interlocutor says.	☐	☐	☐	☐	☒	☐
4. Can yield the floor using common conversation strategies such as asking questions or lowering intonation.	☐	☐	☒	☐	☐	☐
5. Can take the floor reacting to what their interlocutor has just said.	☐	☐	☐	☐	☒	☐
6. Can interact spontaneously in a register appropriate for the speaking situation.	☐	☐	☐	☐	☒	☐
7. Can use phrases and expressions which are idiomatic/common in face-to-face conversations and appropriate to their language level.	☐	☐	☒	☐	☐	☐
8. Can make use of rhetorical devices such as rhetorical questions, emphasis through stress/intonation, or tag questions.	☐	☐	☐	☐	☒	☐
9. Can repair false starts by rephrasing the thought to overcome communication breakdowns and to avoid disturbing the flow of the conversation.	☐	☐	☐	☒	☐	☐
10. Can employ pauses to convey meaning (not only for planning or repair).	☐	☐	☒	☐	☐	☐
11. Can maintain a natural flow in a conversation with frequent turn-taking and potential overlaps and interruptions (conversation management).	☐	☐	☐	☒	☐	☐
Compensatory strategies						
12. Can rephrase or paraphrase an idea when encountering lexical or morphosyntactic knowledge gaps.	☐	☐	☐	☐	☒	☐
13. Can hold a conversation without the use of L1.	☐	☐	☐	☐	☒	☐
14. Can hold a conversation without frequent L1 transfers.	☐	☐	☐	☒	☐	☐
15. Can keep the use of fillers (such as 'erm', 'like', 'and') and word lengthening to a minimum which does not disturb the natural flow.	☐	☐	☒	☐	☐	☐
HOTs						
Analyse						
16. Can examine and deconstruct information and is able to make own inferences from it. (keywords: analyse, categorise, compare and contrast)	☐	☐	☐	☐	☒	☐
17. Can maintain longer turns to express more complex thoughts in some detail.	☐	☐	☐	☐	☒	☐
Evaluate						

Criteria	1	2	3	4	5	Cannot be assessed
18. Can present and defend different attitudes and viewpoints by evaluating the validity and quality of information following a set of criteria (keywords: select, decide, justify, prioritise, recommend, judge)	☐	☒	☐	☐	☐	☐
19. Can express nuances e.g. by means of modality, qualifiers, adverbs.	☐	☐	☐	☒	☐	☐
Create						
20. Can link new information to prior schematic knowledge in order to create a new idea or product. (keywords: develop, hypothesise, predict, plan)	☒	☐	☐	☐	☐	☐

Participant 6

Criteria	1	2	3	4	5	Cannot be assessed
Pragmatic and sociolinguistic skills						
1. Can communicate their ideas about a familiar topic clearly and independently (without having to rely on the interlocutor's or the interviewer's help).	☐	☐	☐	☐	☒	☐
2. Can keep the conversation going without unnaturally long breaks, despite having to stop for grammatical and lexical planning and repair.	☐	☐	☐	☐	☒	☐
3. Can understand and comment on what their interlocutor says.	☐	☐	☐	☐	☒	☐
4. Can yield the floor using common conversation strategies such as asking questions or lowering intonation.	☐	☐	☒	☐	☐	☐
5. Can take the floor reacting to what their interlocutor has just said.	☐	☐	☐	☐	☒	☐
6. Can interact spontaneously in a register appropriate for the speaking situation.	☐	☐	☐	☐	☒	☐
7. Can use phrases and expressions which are idiomatic/common in face-to-face conversations and appropriate to their language level.	☐	☐	☐	☐	☒	☐
8. Can make use of rhetorical devices such as rhetorical questions, emphasis through stress/intonation, or tag questions.	☐	☐	☐	☐	☒	☐
9. Can repair false starts by rephrasing the thought to overcome communication breakdowns and to avoid disturbing the flow of the conversation.	☐	☐	☐	☒	☐	☐
10. Can employ pauses to convey meaning (not only for planning or repair).	☐	☐	☐	☐	☐	☐

Criteria	1	2	3	4	5	Cannot be assessed
11. Can maintain a natural flow in a conversation with frequent turn-taking and potential overlaps and interruptions (conversation management).	☐	☐	☐	☐	☒	☐
Compensatory strategies						
12. Can rephrase or paraphrase an idea when encountering lexical or morphosyntactic knowledge gaps.	☐	☐	☐	☒	☐	☐
13. Can hold a conversation without the use of L1.	☐	☐	☐	☐	☒	☐
14. Can hold a conversation without frequent L1 transfers.	☐	☐	☐	☐	☒	☐
15. Can keep the use of fillers (such as 'erm', 'like', 'and') and word lengthening to a minimum which does not disturb the natural flow.	☐	☐	☒	☐	☐	☐
HOTs						
Analyse						
16. Can examine and deconstruct information and is able to make own inferences from it. (keywords: analyse, categorise, compare and contrast)	☐	☐	☐	☐	☒	☐
17. Can maintain longer turns to express more complex thoughts in some detail.	☐	☐	☐	☐	☒	☐
Evaluate						
18. Can present and defend different attitudes and viewpoints by evaluating the validity and quality of information following a set of criteria (keywords: select, decide, justify, prioritise, recommend, judge)	☐	☐	☐	☐	☒	☐
19. Can express nuances e.g. by means of modality, qualifiers, adverbs.	☐	☐	☐	☐	☒	☐
Create						
20. Can link new information to prior schematic knowledge in order to create a new idea or product. (keywords: develop, hypothesise, predict, plan)	☐	☐	☐	☒	☐	☐

Non-CLIL 12

Participant 7

Criteria	1	2	3	4	5	Cannot be assessed
Pragmatic and sociolinguistic skills						
1. Can communicate their ideas about a familiar topic clearly and independently (without having to rely on the interlocutor's or the interviewer's help).	☐	☐	☐	☐	☒	☐

	1	2	3	4	5	6
2. Can keep the conversation going without unnaturally long breaks, despite having to stop for grammatical and lexical planning and repair.	☐	☐	☐	☐	☒	☐
3. Can understand and comment on what their interlocutor says.	☐	☐	☐	☒	☐	☐
4. Can yield the floor using common conversation strategies such as asking questions or lowering intonation.	☐	☒	☐	☐	☐	☐
5. Can take the floor reacting to what their interlocutor has just said.	☐	☐	☐	☒	☐	☐
6. Can interact spontaneously in a register appropriate for the speaking situation.	☐	☐	☐	☒	☐	☐
7. Can use phrases and expressions which are idiomatic/common in face-to-face conversations and appropriate to their language level.	☐	☐	☒	☐	☐	☐
8. Can make use of rhetorical devices such as rhetorical questions, emphasis through stress/intonation, or tag questions.	☐	☐	☐	☒	☐	☐
9. Can repair false starts by rephrasing the thought to overcome communication breakdowns and to avoid disturbing the flow of the conversation.	☐	☐	☐	☒	☐	☐
10. Can employ pauses to convey meaning (not only for planning or repair).	☒	☐	☐	☐	☐	☐
11. Can maintain a natural flow in a conversation with frequent turn-taking and potential overlaps and interruptions (conversation management).	☐	☐	☐	☒	☐	☐

Compensatory strategies

	1	2	3	4	5	6
12. Can rephrase or paraphrase an idea when encountering lexical or morphosyntactic knowledge gaps.	☐	☐	☐	☐	☒	☐
13. Can hold a conversation without the use of L1.	☐	☐	☐	☐	☒	☐
14. Can hold a conversation without frequent L1 transfers.	☐	☐	☐	☒	☐	☐
15. Can keep the use of fillers (such as 'erm', 'like', 'and') and word lengthening to a minimum which does not disturb the natural flow.	☐	☐	☒	☐	☐	☐

HOTs

Analyse

	1	2	3	4	5	6
16. Can examine and deconstruct information and is able to make own inferences from it. (keywords: analyse, categorise, compare and contrast)	☐	☐	☐	☒	☐	☐
17. Can maintain longer turns to express more complex thoughts in some detail.	☐	☐	☐	☐	☒	☐

Evaluate

	1	2	3	4	5	6
18. Can present and defend different attitudes and viewpoints by evaluating the validity and quality	☐	☐	☐	☒	☐	☐

		1	2	3	4	5	
	of information following a set of criteria (keywords: select, decide, justify, prioritise, recommend, judge)						
19.	Can express nuances e.g. by means of modality, qualifiers, adverbs.	☐	☐	☐	☐	☒	☐
Create							
20.	Can link new information to prior schematic knowledge in order to create a new idea or product. (keywords: develop, hypothesise, predict, plan)	☐	☒	☐	☐	☐	☐

Participant 8

Criteria	1	2	3	4	5	Cannot be assessed
Pragmatic and sociolinguistic skills						
1. Can communicate their ideas about a familiar topic clearly and independently (without having to rely on the interlocutor's or the interviewer's help).	☐	☐	☐	☒	☐	☐
2. Can keep the conversation going without unnaturally long breaks, despite having to stop for grammatical and lexical planning and repair.	☐	☐	☐	☒	☐	☐
3. Can understand and comment on what their interlocutor says.	☐	☐	☐	☒	☐	☐
4. Can yield the floor using common conversation strategies such as asking questions or lowering intonation.	☐	☐	☐	☒	☐	☐
5. Can take the floor reacting to what their interlocutor has just said.	☐	☒	☐	☐	☐	☐
6. Can interact spontaneously in a register appropriate for the speaking situation.	☐	☐	☒	☐	☐	☐
7. Can use phrases and expressions which are idiomatic/common in face-to-face conversations and appropriate to their language level.	☐	☐	☒	☐	☐	☐
8. Can make use of rhetorical devices such as rhetorical questions, emphasis through stress/intonation, or tag questions.	☐	☒	☐	☐	☐	☐
9. Can repair false starts by rephrasing the thought to overcome communication breakdowns and to avoid disturbing the flow of the conversation.	☐	☐	☒	☐	☐	☐
10. Can employ pauses to convey meaning (not only for planning or repair).	☒	☐	☐	☐	☐	☐
11. Can maintain a natural flow in a conversation with frequent turn-taking and potential overlaps and interruptions (conversation management).	☐	☐	☒	☐	☐	☐

Compensatory strategies	1	2	3	4	5	
12. Can rephrase or paraphrase an idea when encountering lexical or morphosyntactic knowledge gaps.	☐	☐	☒	☐	☐	☐
13. Can hold a conversation without the use of L1.	☐	☐	☐	☐	☒	☐
14. Can hold a conversation without frequent L1 transfers.	☐	☐	☐	☐	☒	☐
15. Can keep the use of fillers (such as 'erm', 'like', 'and') and word lengthening to a minimum which does not disturb the natural flow.	☐	☐	☒	☐	☐	☐
HOTs						
Analyse						
16. Can examine and deconstruct information and is able to make own inferences from it. (keywords: analyse, categorise, compare and contrast)	☐	☐	☒	☐	☐	☐
17. Can maintain longer turns to express more complex thoughts in some detail.	☐	☒	☐	☐	☐	☐
Evaluate						
18. Can present and defend different attitudes and viewpoints by evaluating the validity and quality of information following a set of criteria (keywords: select, decide, justify, prioritise, recommend, judge)	☐	☐	☒	☐	☐	☐
19. Can express nuances e.g. by means of modality, qualifiers, adverbs.	☐	☒	☐	☐	☐	☐
Create						
20. Can link new information to prior schematic knowledge in order to create a new idea or product. (keywords: develop, hypothesise, predict, plan)	☒	☐	☐	☐	☐	☐

Participant 9

Criteria	1	2	3	4	5	Cannot be assessed
Pragmatic and sociolinguistic skills						
1. Can communicate their ideas about a familiar topic clearly and independently (without having to rely on the interlocutor's or the interviewer's help).	☐	☐	☐	☐	☒	☐
2. Can keep the conversation going without unnaturally long breaks, despite having to stop for grammatical and lexical planning and repair.	☐	☐	☐	☐	☒	☐
3. Can understand and comment on what their interlocutor says.	☐	☐	☐	☐	☒	☐

	1	2	3	4	5	6
4. Can yield the floor using common conversation strategies such as asking questions or lowering intonation.	☐	☐	☐	☐	⊠	☐
5. Can take the floor reacting to what their interlocutor has just said.	☐	☐	☐	☐	⊠	☐
6. Can interact spontaneously in a register appropriate for the speaking situation.	☐	☐	☐	☐	⊠	☐
7. Can use phrases and expressions which are idiomatic/common in face-to-face conversations and appropriate to their language level.	☐	☐	☐	⊠	☐	☐
8. Can make use of rhetorical devices such as rhetorical questions, emphasis through stress/intonation, or tag questions.	☐	☐	☐	⊠	☐	☐
9. Can repair false starts by rephrasing the thought to overcome communication breakdowns and to avoid disturbing the flow of the conversation.	☐	☐	☐	☐	⊠	☐
10. Can employ pauses to convey meaning (not only for planning or repair).	☐	⊠	☐	☐	☐	☐
11. Can maintain a natural flow in a conversation with frequent turn-taking and potential overlaps and interruptions (conversation management).	☐	☐	☐	☐	⊠	☐
Compensatory strategies						
12. Can rephrase or paraphrase an idea when encountering lexical or morphosyntactic knowledge gaps.	☐	☐	☐	☐	⊠	☐
13. Can hold a conversation without the use of L1.	☐	☐	☐	☐	⊠	☐
14. Can hold a conversation without frequent L1 transfers.	☐	☐	☐	☐	⊠	☐
15. Can keep the use of fillers (such as 'erm', 'like', 'and') and word lengthening to a minimum which does not disturb the natural flow.	☐	☐	⊠	☐	☐	☐
HOTs						
Analyse						
16. Can examine and deconstruct information and is able to make own inferences from it. (keywords: analyse, categorise, compare and contrast)	☐	☐	☐	☐	⊠	☐
17. Can maintain longer turns to express more complex thoughts in some detail.	☐	☐	☐	☐	⊠	☐
Evaluate						
18. Can present and defend different attitudes and viewpoints by evaluating the validity and quality of information following a set of criteria (keywords: select, decide, justify, prioritise, recommend, judge)	☐	☐	☐	☐	⊠	☐
19. Can express nuances e.g. by means of modality, qualifiers, adverbs.	☐	☐	☐	☐	⊠	☐
Create						

Criteria	1	2	3	4	5	Cannot be assessed
20. Can link new information to prior schematic knowledge in order to create a new idea or product. (keywords: develop, hypothesise, predict, plan)	☐	☐	☒	☐	☐	☐

Participant 10

Criteria	1	2	3	4	5	Cannot be assessed
Pragmatic and sociolinguistic skills						
1. Can communicate their ideas about a familiar topic clearly and independently (without having to rely on the interlocutor's or the interviewer's help).	☐	☐	☐	☐	☒	☐
2. Can keep the conversation going without unnaturally long breaks, despite having to stop for grammatical and lexical planning and repair.	☐	☐	☐	☐	☒	☐
3. Can understand and comment on what their interlocutor says.	☐	☐	☐	☐	☒	☐
4. Can yield the floor using common conversation strategies such as asking questions or lowering intonation.	☐	☐	☐	☐	☒	☐
5. Can take the floor reacting to what their interlocutor has just said.	☐	☐	☐	☐	☒	☐
6. Can interact spontaneously in a register appropriate for the speaking situation.	☐	☐	☐	☐	☒	☐
7. Can use phrases and expressions which are idiomatic/common in face-to-face conversations and appropriate to their language level.	☐	☐	☐	☒	☐	☐
8. Can make use of rhetorical devices such as rhetorical questions, emphasis through stress/intonation, or tag questions.	☐	☐	☐	☐	☒	☐
9. Can repair false starts by rephrasing the thought to overcome communication breakdowns and to avoid disturbing the flow of the conversation.	☐	☐	☐	☒	☐	☐
10. Can employ pauses to convey meaning (not only for planning or repair).	☐	☒	☐	☐	☐	☐
11. Can maintain a natural flow in a conversation with frequent turn-taking and potential overlaps and interruptions (conversation management).	☐	☐	☐	☐	☒	☐
Compensatory strategies						
12. Can rephrase or paraphrase an idea when encountering lexical or morphosyntactic knowledge gaps.	☐	☐	☐	☐	☒	☐
13. Can hold a conversation without the use of L1.	☐	☐	☐	☐	☒	☐

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	1	2	3	4	5	6
14. Can hold a conversation without frequent L1 transfers.	☐	☐	☐	☐	☒	☐
15. Can keep the use of fillers (such as 'erm', 'like', 'and') and word lengthening to a minimum which does not disturb the natural flow.	☐	☐	☐	☒	☐	☐
HOTs						
Analyse						
16. Can examine and deconstruct information and is able to make own inferences from it. (keywords: analyse, categorise, compare and contrast)	☐	☐	☐	☐	☒	☐
17. Can maintain longer turns to express more complex thoughts in some detail.	☐	☐	☐	☐	☒	☐
Evaluate						
18. Can present and defend different attitudes and viewpoints by evaluating the validity and quality of information following a set of criteria (keywords: select, decide, justify, prioritise, recommend, judge)	☐	☐	☐	☒	☐	☐
19. Can express nuances e.g. by means of modality, qualifiers, adverbs.	☐	☐	☐	☐	☒	☐
Create						
20. Can link new information to prior schematic knowledge in order to create a new idea or product. (keywords: develop, hypothesise, predict, plan)	☐	☐	☐	☒	☐	☐

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Fragebogen:

(25)

16 65

Sehr geehrte TeilnehmerInnen,

Mein Name ist I   und ich bin Lehramtsstudentin an der Universität Wien. Im Rahmen meiner Diplomarbeit möchte ich die CLIL Unterrichtsmethode in Bezug auf die Entwicklung der Sprechkompetenzen in der Fremdsprache untersuchen. Zu diesem Zweck bitte ich Dich diesen Fragebogen auszufüllen. Ebenfalls bitte ich um Erlaubnis, Dich während der Beantwortungen zweier Sprechkompetenzübungen aufzunehmen.
Alle während der Studie erhobenen personenspezifischen Daten werden vertraulich behandelt und anonymisiert. Ebenfalls werden die Daten nur für die Zwecke dieser Arbeit verwendet und nicht an Dritte weitergegeben. Solltest Du Fragen oder Anliegen bezüglich der Forschungsarbeit haben, kannst Du Frau Dr. Hüttner und mich über die folgenden E-Mail-Adressen kontaktieren:

Falls Du dieser Zusammenarbeit zustimmst, bedanke ich mich herzlich und bitte Dich um Bestätigung durch Deine Unterschrift.

Name der teilnehmenden Person: _____

Datum: _16. 05. 2019_   Unterschrift der teilnehmenden Person:

_____

1. Geschlecht:
☐ männlich   ☒ weiblich   ☐ anderes

2. Alter:
_15_____

3. Schulstufe:
_5._____

4. Spezialisierung der Klasse (Zweig)
kommunikation und mediendesign, HLW

5. CLIL Unterricht
☒ ja   ☐ nein

    5.1. Falls JA: Warum ich mich **für** CLIL-Unterricht entschieden habe (mehr als eine Antwort möglich)
    ☒ Ich mag die englische Sprache
    ☒ Vorteile für meinem zukünftigen Berufswunsch
    ☒ Vorteile für mein Privatleben
    ☐ Es ist eine zusätzliche Herausforderung
    ☐ Meine Eltern haben mir dazu geraten
    ☐ Frühere Lehrpersonen haben mir dazu geraten
    ☐ FreundInnen haben mir dazu geraten
    ☐ Andere Gründe:
    _____

5.2. Falls NEIN: Warum ich mich **gegen** CLIL-Unterricht entschieden habe (mehr als eine Antwort möglich):
- ☐ Ich mag die englische Sprache nicht
- ☐ Keine Vorteile für meinem zukünftigen Berufswunsch
- ☐ Keine Vorteile für mein Privatleben
- ☐ Das wäre schwieriger als auf Deutsch
- ☐ Meine Eltern haben mir davon abgeraten
- ☐ Frühere Lehrpersonen haben mir davon abgeraten
- ☐ FreundInnen haben mir davon abgeraten
- ☐ Andere Gründe:

6. Kreuze an, welche Aussagen für dich zutreffen:

	Trifft vollständig zu	Trifft zu	Trifft eher zu	Trifft eher nicht zu	Trifft nicht zu	Trifft gar nicht zu
1) Ich spreche gerne Englisch.	X					
2) Es fällt mir leicht, meine Gedanken und Argumente auf Englisch auszudrücken.		X				
3) Bevor ich im Unterricht etwas auf Englisch sage, überlege ich mir wie ich es ausdrücken kann.			X			
4) Ich fühle mich wohl, wenn ich im Unterricht Englisch spreche.	X					
5) Ich habe Hemmungen davor vor der Klasse Englisch zu sprechen.					X	
6) Ich habe Hemmungen davor in Gruppenarbeiten Englisch zu sprechen.					X	
7) Ich spreche auch außerhalb der Schule regelmäßig (mindestens 1x pro Woche) Englisch.				X		
8) Es ist mir peinlich, wenn ich beim Englisch sprechen Fehler mache.					X	
9) Ich verwende häufig neu gelernte Wörter, wenn ich Englisch spreche.				X		
10) Ich verwende häufig schwierige grammatikalische Strukturen, wenn ich Englisch spreche.					X	
11) Ich habe ein Talent für Fremdsprachen.					X	
Zusätzliche Kommentare:						

Fragebogen:

Sehr geehrte TeilnehmerInnen,

Mein Name ist   und ich bin Lehramtsstudentin an der Universität Wien. Im Rahmen meiner Diplomarbeit möchte ich die CLIL Unterrichtsmethode in Bezug auf die Entwicklung der Sprechkompetenzen in der Fremdsprache untersuchen. Zu diesem Zweck bitte ich Dich diesen Fragebogen auszufüllen. Ebenfalls bitte ich um Erlaubnis, Dich während der Beantwortungen zweier Sprechkompetenzübungen aufzunehmen.
Alle während der Studie erhobenen personenspezifischen Daten werden vertraulich behandelt und anonymisiert. Ebenfalls werden die Daten nur für die Zwecke dieser Arbeit verwendet und nicht an Dritte weitergegeben. Solltest Du Fragen oder Anliegen bezüglich der Forschungsarbeit haben, kannst Du Frau Dr. Hüttner und mich über die folgenden E-Mail-Adressen kontaktieren:

Falls Du dieser Zusammenarbeit zustimmst, bedanke ich mich herzlich und bitte Dich um Bestätigung durch Deine Unterschrift.

Name der teilnehmenden Person:

Datum: 16. Mai 2019   Unterschrift der teilnehmenden Person:

---

1. Geschlecht:

☐ männlich   ☒ weiblich   ☐ anderes

2. Alter:

15

3. Schulstufe:

9

4. Spezialisierung der Klasse (Zweig)

Interkulturelle Kompetenz und Wirtschaft, Hertha Firnberg Schulen

5. CLIL Unterricht

☒ ja   ☐ nein

5.1. Falls JA: Warum ich mich **für** CLIL-Unterricht entschieden habe (mehr als eine Antwort möglich)

☒ Ich mag die englische Sprache
☒ Vorteile für meinem zukünftigen Berufswunsch
☒ Vorteile für mein Privatleben
☒ Es ist eine zusätzliche Herausforderung
☐ Meine Eltern haben mir dazu geraten
☐ Frühere Lehrpersonen haben mir dazu geraten
☐ FreundInnen haben mir dazu geraten
☐ Andere Gründe:
Ich finde es interessant, alles auf Englisch auch zu lernen, da man Ähnlichkeiten zwischen Sprachen findet.

5.2. Falls NEIN: Warum ich mich **gegen** CLIL-Unterricht entschieden habe (mehr als eine Antwort möglich):

☐ Ich mag die englische Sprache nicht
☐ Keine Vorteile für meinem zukünftigen Berufswunsch
☐ Keine Vorteile für mein Privatleben
☐ Das wäre schwieriger als auf Deutsch
☐ Meine Eltern haben mir davon abgeraten
☐ Frühere Lehrpersonen haben mir davon abgeraten
☐ FreundInnen haben mir davon abgeraten
☐ Andere Gründe:

6. Kreuze an, welche Aussagen für dich zutreffen:

	Trifft vollständig zu	Trifft zu	Trifft eher zu	Trifft eher nicht zu	Trifft nicht zu	Trifft gar nicht zu
1) Ich spreche gerne Englisch.	X					
2) Es fällt mir leicht, meine Gedanken und Argumente auf Englisch auszudrücken.			X			
3) Bevor ich im Unterricht etwas auf Englisch sage, überlege ich mir wie ich es ausdrücken kann.		X				
4) Ich fühle mich wohl, wenn ich im Unterricht Englisch spreche.		X				
5) Ich habe Hemmungen davor vor der Klasse Englisch zu sprechen.					X	
6) Ich habe Hemmungen davor in Gruppenarbeiten Englisch zu sprechen.					X	
7) Ich spreche auch außerhalb der Schule regelmäßig (mindestens 1x pro Woche) Englisch.			X			
8) Es ist mir peinlich, wenn ich beim Englisch sprechen Fehler mache.						X
9) Ich verwende häufig neu gelernte Wörter, wenn ich Englisch spreche.			X			
10) Ich verwende häufig schwierige grammatikalische Strukturen, wenn ich Englisch spreche.			X			
11) Ich habe ein Talent für Fremdsprachen.		X				
Zusätzliche Kommentare:						

150

Fragebogen: (27)

Sehr geehrte TeilnehmerInnen,

Mein Name ist _____ und ich bin Lehramtsstudentin an der Universität Wien. Im Rahmen meiner Diplomarbeit möchte ich die CLIL Unterrichtsmethode in Bezug auf die Entwicklung der Sprechkompetenzen in der Fremdsprache untersuchen. Zu diesem Zweck bitte ich Dich diesen Fragebogen auszufüllen. Ebenfalls bitte ich um Erlaubnis, Dich während der Beantwortungen zweier Sprechkompetenzübungen aufzunehmen.

Alle während der Studie erhobenen personenspezifischen Daten werden vertraulich behandelt und anonymisiert. Ebenfalls werden die Daten nur für die Zwecke dieser Arbeit verwendet und nicht an Dritte weitergegeben. Solltest Du Fragen oder Anliegen bezüglich der Forschungsarbeit haben, kannst Du Frau Dr. Hüttner und mich über die folgenden E-Mail-Adressen kontaktieren:

_____   _____

Falls Du dieser Zusammenarbeit zustimmst, bedanke ich mich herzlich und bitte Dich um Bestätigung durch Deine Unterschrift.

Name der teilnehmenden Person: _____

Datum: _16. 5. 2019_   Unterschrift der teilnehmenden Person:

1. Geschlecht:

☒ männlich   ☐ weiblich   ☐ anderes

2. Alter:

___14 Jahre___

3. Schulstufe:

___1 Klasse.___

4. Spezialisierung der Klasse (Zweig)

___Siene   (Arbeitssprache 50% englisch)___

5. CLIL Unterricht

☒ ja   ☐ nein

5.1. Falls JA: Warum ich mich **für** CLIL-Unterricht entschieden habe (mehr als eine Antwort möglich)

☒ Ich mag die englische Sprache
☒ Vorteile für meinem zukünftigen Berufswunsch
☐ Vorteile für mein Privatleben
☒ Es ist eine zusätzliche Herausforderung
☒ Meine Eltern haben mir dazu geraten
☐ Frühere Lehrpersonen haben mir dazu geraten
☐ FreundInnen haben mir dazu geraten
☒ Andere Gründe:

___Ich denke man kann besser Englisch.___

5.2. Falls NEIN: Warum ich mich **gegen** CLIL-Unterricht entschieden habe (mehr als eine Antwort möglich):

☐ Ich mag die englische Sprache nicht
☐ Keine Vorteile für meinem zukünftigen Berufswunsch
☐ Keine Vorteile für mein Privatleben
☐ Das wäre schwieriger als auf Deutsch
☐ Meine Eltern haben mir davon abgeraten
☐ Frühere Lehrpersonen haben mir davon abgeraten
☐ FreundInnen haben mir davon abgeraten
☐ Andere Gründe:

6. Kreuze an, welche Aussagen für dich zutreffen:

	Trifft vollständig zu	Trifft zu	Trifft eher zu	Trifft eher nicht zu	Trifft nicht zu	Trifft gar nicht zu
1) Ich spreche gerne Englisch.	X	X				
2) Es fällt mir leicht, meine Gedanken und Argumente auf Englisch auszudrücken.			X			
3) Bevor ich im Unterricht etwas auf Englisch sage, überlege ich mir wie ich es ausdrücken kann.			X			
4) Ich fühle mich wohl, wenn ich im Unterricht Englisch spreche.		X	X			
5) Ich habe Hemmungen davor vor der Klasse Englisch zu sprechen.					X	
6) Ich habe Hemmungen davor in Gruppenarbeiten Englisch zu sprechen.					X	
7) Ich spreche auch außerhalb der Schule regelmäßig (mindestens 1x pro Woche) Englisch.				X		
8) Es ist mir peinlich, wenn ich beim Englisch sprechen Fehler mache.				X		
9) Ich verwende häufig neu gelernte Wörter, wenn ich Englisch spreche.		X				
10) Ich verwende häufig schwierige grammatikalische Strukturen, wenn ich Englisch spreche.				X		
11) Ich habe ein Talent für Fremdsprachen.			X			
Zusätzliche Kommentare:						

Fragebogen:

(28)

Name der teilnehmenden Person: _

Datum: 16.5.19   Unterschrift der teilnehmenden Person:.

---

1. Geschlecht:
□ männlich   ☒ weiblich   □ anderes

2. Alter: ~~16~~
    15

3. Schulstufe:
        1. Klasse

4. Spezialisierung der Klasse (Zweig)
    KOMD - Kommunikation u. Mediendesign

5. CLIL Unterricht
☒ ja   □ nein

   5.1. Falls JA: Warum ich mich **für** CLIL-Unterricht entschieden habe (mehr als eine Antwort möglich)
   ☒ Ich mag die englische Sprache
   ☒ Vorteile für meinem zukünftigen Berufswunsch
   ☒ Vorteile für mein Privatleben
   ☒ Es ist eine zusätzliche Herausforderung
   ☒ Meine Eltern haben mir dazu geraten
   □ Frühere Lehrpersonen haben mir dazu geraten
   □ FreundInnen haben mir dazu geraten
   □ Andere Gründe: macht Spaß - Abwechslung

153

5.2. Falls NEIN: Warum ich mich **gegen** CLIL-Unterricht entschieden habe (mehr als eine Antwort möglich):

☐ Ich mag die englische Sprache nicht
☐ Keine Vorteile für meinem zukünftigen Berufswunsch
☐ Keine Vorteile für mein Privatleben
☐ Das wäre schwieriger als auf Deutsch
☐ Meine Eltern haben mir davon abgeraten
☐ Frühere Lehrpersonen haben mir davon abgeraten
☐ FreundInnen haben mir davon abgeraten
☐ Andere Gründe:

6. Kreuze an, welche Aussagen für dich zutreffen:

	Trifft vollständig zu	Trifft zu	Trifft eher zu	Trifft eher nicht zu	Trifft nicht zu	Trifft gar nicht zu
1) Ich spreche gerne Englisch.	X					
2) Es fällt mir leicht, meine Gedanken und Argumente auf Englisch auszudrücken.			X			
3) Bevor ich im Unterricht etwas auf Englisch sage, überlege ich mir wie ich es ausdrücken kann.					X	
4) Ich fühle mich wohl, wenn ich im Unterricht Englisch spreche.		X				
5) Ich habe Hemmungen davor vor der Klasse Englisch zu sprechen.						X
6) Ich habe Hemmungen davor in Gruppenarbeiten Englisch zu sprechen.						X
7) Ich spreche auch außerhalb der Schule regelmäßig (mindestens 1x pro Woche) Englisch.					X	
8) Es ist mir peinlich, wenn ich beim Englisch sprechen Fehler mache.					X	
9) Ich verwende häufig neu gelernte Wörter, wenn ich Englisch spreche.			X			
10) Ich verwende häufig schwierige grammatikalische Strukturen, wenn ich Englisch spreche.				X		
11) Ich habe ein Talent für Fremdsprachen.			X			
Zusätzliche Kommentare:						

Fragebogen:

(29)

16.05

Sehr geehrte TeilnehmerInnen,

Mein Name ist   und ich bin Lehramtsstudentin an der Universität Wien. Im Rahmen meiner Diplomarbeit mochte ich die CLIL Unterrichtsmethode in Bezug auf die Entwicklung der Sprechkompetenzen in der Fremdsprache untersuchen. Zu diesem Zweck bitte ich Dich diesen Fragebogen auszufüllen. Ebenfalls bitte ich um Erlaubnis, Dich während der Beantwortungen zweier Sprechkompetenzübungen aufzunehmen.
Alle während der Studie erhobenen personenspezifischen Daten werden vertraulich behandelt und anonymisiert. Ebenfalls werden die Daten nur für die Zwecke dieser Arbeit verwendet und nicht an Dritte weitergegeben. Solltest Du Fragen oder Anliegen bezüglich der Forschungsarbeit haben, kannst Du Frau Dr. Hüttner und mich über die folgenden E-Mail-Adressen kontaktieren:

Falls Du dieser Zusammenarbeit zustimmst, bedanke ich mich herzlich und bitte Dich um Bestätigung durch Deine Unterschrift.

Name der teilnehmenden Person: _

Datum: _16.05.19_   Unterschrift der teilnehmenden Person:

---

1. Geschlecht:

☐ männlich   ☒ weiblich   ☐ anderes

2. Alter:
74

3. Schulstufe:
9

4. Spezialisierung der Klasse (Zweig)
IKW

5. CLIL Unterricht
☒ ja   ☐ nein

    5.1. Falls JA: Warum ich mich **für** CLIL-Unterricht entschieden habe (mehr als eine Antwort möglich)
    ☒ Ich mag die englische Sprache
    ☒ Vorteile für meinem zukünftigen Berufswunsch
    ☐ Vorteile für mein Privatleben
    ☐ Es ist eine zusätzliche Herausforderung
    ☒ Meine Eltern haben mir dazu geraten
    ☐ Frühere Lehrpersonen haben mir dazu geraten
    ☐ FreundInnen haben mir dazu geraten
    ☐ Andere Gründe:

5.2. Falls NEIN: Warum ich mich **gegen** CLIL-Unterricht entschieden habe (mehr als eine Antwort möglich):

☐ Ich mag die englische Sprache nicht
☐ Keine Vorteile für meinem zukünftigen Berufswunsch
☐ Keine Vorteile für mein Privatleben
☐ Das wäre schwieriger als auf Deutsch
☐ Meine Eltern haben mir davon abgeraten
☐ Frühere Lehrpersonen haben mir davon abgeraten
☐ FreundInnen haben mir davon abgeraten
☐ Andere Gründe:

6. Kreuze an, welche Aussagen für dich zutreffen:

	Trifft vollständig zu	Trifft zu	Trifft eher zu	Trifft eher nicht zu	Trifft nicht zu	Trifft gar nicht zu
1) Ich spreche gerne Englisch.		X				
2) Es fällt mir leicht, meine Gedanken und Argumente auf Englisch auszudrücken.			X			
3) Bevor ich im Unterricht etwas auf Englisch sage, überlege ich mir wie ich es ausdrücken kann.	X					
4) Ich fühle mich wohl, wenn ich im Unterricht Englisch spreche.		X				
5) Ich habe Hemmungen davor vor der Klasse Englisch zu sprechen.		X			X	
6) Ich habe Hemmungen davor in Gruppenarbeiten Englisch zu sprechen.	X					X
7) Ich spreche auch außerhalb der Schule regelmäßig (mindestens 1x pro Woche) Englisch.					X	
8) Es ist mir peinlich, wenn ich beim Englisch sprechen Fehler mache.						X
9) Ich verwende häufig neu gelernte Wörter, wenn ich Englisch spreche.				X		
10) Ich verwende häufig schwierige grammatikalische Strukturen, wenn ich Englisch spreche.			X			/
11) Ich habe ein Talent für Fremdsprachen.			X			
Zusätzliche Kommentare:						

Fragebogen:

(80)

16.05

Sehr geehrte TeilnehmerInnen,

Mein Name ist _____ und ich bin Lehramtsstudentin an der Universität Wien. Im Rahmen meiner Diplomarbeit mochte ich die CLIL Unterrichtsmethode in Bezug auf die Entwicklung der Sprechkompetenzen in der Fremdsprache untersuchen. Zu diesem Zweck bitte ich Dich diesen Fragebogen auszufüllen. Ebenfalls bitte ich um Erlaubnis, Dich während der Beantwortungen zweier Sprechkompetenzübungen aufzunehmen.
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Falls Du dieser Zusammenarbeit zustimmst, bedanke ich mich herzlich und bitte Dich um Bestätigung durch Deine Unterschrift.

Name der teilnehmenden Person: _____

Datum: 16. 5. 2019   Unterschrift der teilnehmenden Person: _____

1. Geschlecht:
☐ männlich   ☒ weiblich   ☐ anderes

2. Alter:
14

3. Schulstufe:
9. Schulstufe, 5. Klasse

4. Spezialisierung der Klasse (Zweig)
KOMD

5. CLIL Unterricht
☒ ja   ☐ nein

    5.1. Falls JA: Warum ich mich **für** CLIL-Unterricht entschieden habe (mehr als eine Antwort möglich)
    ☒ Ich mag die englische Sprache
    ☐ Vorteile für meinem zukünftigen Berufswunsch
    ☒ Vorteile für mein Privatleben
    ☐ Es ist eine zusätzliche Herausforderung
    ☐ Meine Eltern haben mir dazu geraten
    ☐ Frühere Lehrpersonen haben mir dazu geraten
    ☐ FreundInnen haben mir dazu geraten
    ☐ Andere Gründe:

5.2. Falls NEIN: Warum ich mich **gegen** CLIL-Unterricht entschieden habe (mehr als eine Antwort möglich):
□ Ich mag die englische Sprache nicht
□ Keine Vorteile für meinem zukünftigen Berufswunsch
□ Keine Vorteile für mein Privatleben
□ Das wäre schwieriger als auf Deutsch
□ Meine Eltern haben mir davon abgeraten
□ Frühere Lehrpersonen haben mir davon abgeraten
□ FreundInnen haben mir davon abgeraten
□ Andere Gründe:

6. Kreuze an, welche Aussagen für dich zutreffen:

	Trifft vollständig zu	Trifft zu	Trifft eher zu	Trifft eher nicht zu	Trifft nicht zu	Trifft gar nicht zu
1) Ich spreche gerne Englisch.		X				
2) Es fällt mir leicht, meine Gedanken und Argumente auf Englisch auszudrücken.			X			
3) Bevor ich im Unterricht etwas auf Englisch sage, überlege ich mir wie ich es ausdrücken kann.		X				
4) Ich fühle mich wohl, wenn ich im Unterricht Englisch spreche.		X				
5) Ich habe Hemmungen davor vor der Klasse Englisch zu sprechen.				X		
6) Ich habe Hemmungen davor in Gruppenarbeiten Englisch zu sprechen.					X	
7) Ich spreche auch außerhalb der Schule regelmäßig (mindestens 1x pro Woche) Englisch.			X			
8) Es ist mir peinlich, wenn ich beim Englisch sprechen Fehler mache.					X	
9) Ich verwende häufig neu gelernte Wörter, wenn ich Englisch spreche.				X		
10) Ich verwende häufig schwierige grammatikalische Strukturen, wenn ich Englisch spreche.					X	
11) Ich habe ein Talent für Fremdsprachen.			X			
Zusätzliche Kommentare:						

Fragebogen:

(11) 13.05.

Sehr geehrte TeilnehmerInnen,

Mein Name ist   und ich bin Lehramtsstudentin an der Universität Wien. Im Rahmen meiner Diplomarbeit möchte ich die CLIL Unterrichtsmethode in Bezug auf die Entwicklung der Sprechkompetenzen in der Fremdsprache untersuchen. Zu diesem Zweck bitte ich Dich diesen Fragebogen auszufüllen. Ebenfalls bitte ich um Erlaubnis, Dich während der Beantwortungen zweier Sprechkompetenzübungen aufzunehmen.
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Falls Du dieser Zusammenarbeit zustimmst, bedanke ich mich herzlich und bitte Dich um Bestätigung durch Deine Unterschrift.

Name der teilnehmenden Person: .

Datum: _13.5 2019_   Unterschrift der teilnehmenden Person: ..
_____

1. Geschlecht:
□ männlich   ⊠ weiblich   □ anderes

2. Alter:
_15_

3. Schulstufe:
1. Obst Stufe

4. Spezialisierung der Klasse (Zweig)
Wirtschaft- Tourismus Zweig

5. CLIL Unterricht
□ ja   ⊠ nein

  5.1. Falls JA: Warum ich mich **für** CLIL-Unterricht entschieden habe (mehr als eine Antwort möglich)
  □ Ich mag die englische Sprache
  □ Vorteile für meinem zukünftigen Berufswunsch
  □ Vorteile für mein Privatleben
  □ Es ist eine zusätzliche Herausforderung
  □ Meine Eltern haben mir dazu geraten
  □ Frühere Lehrpersonen haben mir dazu geraten
  □ FreundInnen haben mir dazu geraten
  □ Andere Gründe:
  _____

5.2. Falls NEIN: Warum ich mich **gegen** CLIL-Unterricht entschieden habe (mehr als eine Antwort möglich):

□ Ich mag die englische Sprache nicht
□ Keine Vorteile für meinem zukünftigen Berufswunsch
□ Keine Vorteile für mein Privatleben
□ Das wäre schwieriger als auf Deutsch
☒ Meine Eltern haben mir davon abgeraten
□ Frühere Lehrpersonen haben mir davon abgeraten
□ FreundInnen haben mir davon abgeraten
□ Andere Gründe:

6. Kreuze an, welche Aussagen für dich zutreffen:

	Trifft vollständig zu	Trifft zu	Trifft eher zu	Trifft eher nicht zu	Trifft nicht zu	Trifft gar nicht zu
1) Ich spreche gerne Englisch.	X					
2) Es fällt mir leicht, meine Gedanken und Argumente auf Englisch auszudrücken.			X			
3) Bevor ich im Unterricht etwas auf Englisch sage, überlege ich mir wie ich es ausdrücken kann.	X					
4) Ich fühle mich wohl, wenn ich im Unterricht Englisch spreche.		X				
5) Ich habe Hemmungen davor vor der Klasse Englisch zu sprechen.						X
6) Ich habe Hemmungen davor in Gruppenarbeiten Englisch zu sprechen.						X
7) Ich spreche auch außerhalb der Schule regelmäßig (mindestens 1x pro Woche) Englisch.			X			
8) Es ist mir peinlich, wenn ich beim Englisch sprechen Fehler mache.					X	
9) Ich verwende häufig neu gelernte Wörter, wenn ich Englisch spreche.			X			
10) Ich verwende häufig schwierige grammatikalische Strukturen, wenn ich Englisch spreche.				X		
11) Ich habe ein Talent für Fremdsprachen.					X	
Zusätzliche Kommentare:						

Fragebogen: (12) 13.05.

Sehr geehrte TeilnehmerInnen,

Mein Name ist   und ich bin Lehramtsstudentin an der Universität Wien. Im Rahmen meiner Diplomarbeit möchte ich die CLIL Unterrichtsmethode in Bezug auf die Entwicklung der Sprechkompetenzen in der Fremdsprache untersuchen. Zu diesem Zweck bitte ich Dich diesen Fragebogen auszufüllen. Ebenfalls bitte ich um Erlaubnis, Dich während der Beantwortungen zweier Sprechkompetenzübungen aufzunehmen.
Alle während der Studie erhobenen personenspezifischen Daten werden vertraulich behandelt und anonymisiert. Ebenfalls werden die Daten nur für die Zwecke dieser Arbeit verwendet und nicht an Dritte weitergegeben. Solltest Du Fragen oder Anliegen bezüglich der Forschungsarbeit haben, kannst Du Frau Dr. Hüttner und mich über die folgenden E-Mail-Adressen kontaktieren:

Falls Du dieser Zusammenarbeit zustimmst, bedanke ich mich herzlich und bitte Dich um Bestätigung durch Deine Unterschrift.

Name der teilnehmenden Person: _

Datum: 13.05.2019   Unterschrift der teilnehmenden Person:

---

1. Geschlecht:
☐ männlich   ☒ weiblich   ☐ anderes

2. Alter:
   16

3. Schulstufe:
   1.Oberstufe

4. Spezialisierung der Klasse (Zweig)
   1 hma - Wirtschaft Tourismus

5. CLIL Unterricht
☐ ja   ☒ nein

   5.1. Falls JA: Warum ich mich **für** CLIL-Unterricht entschieden habe (mehr als eine Antwort möglich)
   ☐ Ich mag die englische Sprache
   ☐ Vorteile für meinem zukünftigen Berufswunsch
   ☐ Vorteile für mein Privatleben
   ☐ Es ist eine zusätzliche Herausforderung
   ☐ Meine Eltern haben mir dazu geraten
   ☐ Frühere Lehrpersonen haben mir dazu geraten
   ☐ FreundInnen haben mir dazu geraten
   ☐ Andere Gründe:

5.2. Falls NEIN: Warum ich mich **gegen** CLIL-Unterricht entschieden habe (mehr als eine Antwort möglich):

☐ Ich mag die englische Sprache nicht
☐ Keine Vorteile für meinem zukünftigen Berufswunsch
☐ Keine Vorteile für mein Privatleben
☐ Das wäre schwieriger als auf Deutsch
☐ Meine Eltern haben mir davon abgeraten
☐ Frühere Lehrpersonen haben mir davon abgeraten
☐ FreundInnen haben mir davon abgeraten
☐ Andere Gründe: _ich wiederhole, war aber letztes Jahr in einem Englischsprachigem Zweig._

Ich wiederhole in einem Deutschsprachigen Zweig weil mir Rechnungswesen, Informatik auf englisch einfach zu schwer war

6. Kreuze an, welche Aussagen für dich zutreffen:

	Trifft vollständig zu	Trifft zu	Trifft eher zu	Trifft eher nicht zu	Trifft nicht zu	Trifft gar nicht zu
1) Ich spreche gerne Englisch.		X				
2) Es fällt mir leicht, meine Gedanken und Argumente auf Englisch auszudrücken.			X			
3) Bevor ich im Unterricht etwas auf Englisch sage, überlege ich mir wie ich es ausdrücken kann.		X				
4) Ich fühle mich wohl, wenn ich im Unterricht Englisch spreche.			X			
5) Ich habe Hemmungen davor vor der Klasse Englisch zu sprechen.					X	
6) Ich habe Hemmungen davor in Gruppenarbeiten Englisch zu sprechen.						X
7) Ich spreche auch außerhalb der Schule regelmäßig (mindestens 1x pro Woche) Englisch.		X				
8) Es ist mir peinlich, wenn ich beim Englisch sprechen Fehler mache.				X		
9) Ich verwende häufig neu gelernte Wörter, wenn ich Englisch spreche.			X			
10) Ich verwende häufig schwierige grammatikalische Strukturen, wenn ich Englisch spreche.					X	
11) Ich habe ein Talent für Fremdsprachen.				X		
Zusätzliche Kommentare:						

Fragebogen:

(K13)

13.05

Sehr geehrte TeilnehmerInnen,

Mein Name ist _____ und ich bin Lehramtsstudentin an der Universität Wien. Im Rahmen meiner Diplomarbeit mochte ich die CLIL Unterrichtsmethode in Bezug auf die Entwicklung der Sprechkompetenzen in der Fremdsprache untersuchen. Zu diesem Zweck bitte ich Dich diesen Fragebogen auszufüllen. Ebenfalls bitte ich um Erlaubnis, Dich während der Beantwortungen zweier Sprechkompetenzübungen aufzunehmen.
Alle während der Studie erhobenen personenspezifischen Daten werden vertraulich behandelt und anonymisiert. Ebenfalls werden die Daten nur für die Zwecke dieser Arbeit verwendet und nicht an Dritte weitergegeben. Solltest Du Fragen oder Anliegen bezüglich der Forschungsarbeit haben, kannst Du Frau Dr. Hüttner und mich über die folgenden E-Mail-Adressen kontaktieren:

Falls Du dieser Zusammenarbeit zustimmst, bedanke ich mich herzlich und bitte Dich um Bestätigung durch Deine Unterschrift.

Name der teilnehmenden Person: __

Datum: 13 . 5 . 19   Unterschrift der teilnehmenden Person:

_____   _____

1. Geschlecht:

☒ männlich   ☐ weiblich   ☐ anderes

2. Alter:

__15__

3. Schulstufe:

__6__

4. Spezialisierung der Klasse (Zweig)

__Tourismus__

5. CLIL Unterricht

☐ ja   ☒ nein

5.1. Falls JA: Warum ich mich **für** CLIL-Unterricht entschieden habe (mehr als eine Antwort möglich)
☐ Ich mag die englische Sprache
☐ Vorteile für meinem zukünftigen Berufswunsch
☐ Vorteile für mein Privatleben
☐ Es ist eine zusätzliche Herausforderung
☐ Meine Eltern haben mir dazu geraten
☐ Frühere Lehrpersonen haben mir dazu geraten
☐ FreundInnen haben mir dazu geraten
☐ Andere Gründe:

163

5.2. Falls NEIN: Warum ich mich **gegen** CLIL-Unterricht entschieden habe (mehr als eine Antwort möglich):

☐ Ich mag die englische Sprache nicht
☐ Keine Vorteile für meinem zukünftigen Berufswunsch
☐ Keine Vorteile für mein Privatleben
☒ Das wäre schwieriger als auf Deutsch
☐ Meine Eltern haben mir davon abgeraten
☐ Frühere Lehrpersonen haben mir davon abgeraten
☒ FreundInnen haben mir davon abgeraten
☐ Andere Gründe:

6. Kreuze an, welche Aussagen für dich zutreffen:

	Trifft vollständig zu	Trifft zu	Trifft eher zu	Trifft eher nicht zu	Trifft nicht zu	Trifft gar nicht zu
1) Ich spreche gerne Englisch.		X				
2) Es fällt mir leicht, meine Gedanken und Argumente auf Englisch auszudrücken.			X			
3) Bevor ich im Unterricht etwas auf Englisch sage, überlege ich mir wie ich es ausdrücken kann.		X				
4) Ich fühle mich wohl, wenn ich im Unterricht Englisch spreche.			X			
5) Ich habe Hemmungen davor vor der Klasse Englisch zu sprechen.				X		
6) Ich habe Hemmungen davor in Gruppenarbeiten Englisch zu sprechen.					X	
7) Ich spreche auch außerhalb der Schule regelmäßig (mindestens 1x pro Woche) Englisch.				X		
8) Es ist mir peinlich, wenn ich beim Englisch sprechen Fehler mache.		X				
9) Ich verwende häufig neu gelernte Wörter, wenn ich Englisch spreche.			X			
10) Ich verwende häufig schwierige grammatikalische Strukturen, wenn ich Englisch spreche.					X	
11) Ich habe ein Talent für Fremdsprachen.				X		
Zusätzliche Kommentare:						

Fragebogen:

(U14) 13.05.

Sehr geehrte TeilnehmerInnen,

Mein Name ist [_____] und ich bin Lehramtsstudentin an der Universität Wien. Im Rahmen meiner Diplomarbeit möchte ich die CLIL Unterrichtsmethode in Bezug auf die Entwicklung der Sprechkompetenzen in der Fremdsprache untersuchen. Zu diesem Zweck bitte ich Dich diesen Fragebogen auszufüllen. Ebenfalls bitte ich um Erlaubnis, Dich während der Beantwortungen zweier Sprechkompetenzübungen aufzunehmen.
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Name der teilnehmenden Person: _

Datum: 13.05.2019   Unterschrift der teilnehmenden Person:

1. Geschlecht:
   [X] männlich   [ ] weiblich   [ ] anderes

2. Alter:
   15

3. Schulstufe:
   6

4. Spezialisierung der Klasse (Zweig)
   Tourismus

5. CLIL Unterricht
   [ ] ja   [X] nein

   5.1. Falls JA: Warum ich mich **für** CLIL-Unterricht entschieden habe (mehr als eine Antwort möglich)
   [ ] Ich mag die englische Sprache
   [ ] Vorteile für meinem zukünftigen Berufswunsch
   [ ] Vorteile für mein Privatleben
   [ ] Es ist eine zusätzliche Herausforderung
   [ ] Meine Eltern haben mir dazu geraten
   [ ] Frühere Lehrpersonen haben mir dazu geraten
   [ ] FreundInnen haben mir dazu geraten
   [ ] Andere Gründe:

5.2. Falls NEIN: Warum ich mich **gegen** CLIL-Unterricht entschieden habe (mehr als eine Antwort möglich):

☐ Ich mag die englische Sprache nicht
☐ Keine Vorteile für meinem zukünftigen Berufswunsch
☐ Keine Vorteile für mein Privatleben
☒ Das wäre schwieriger als auf Deutsch
☐ Meine Eltern haben mir davon abgeraten
☐ Frühere Lehrpersonen haben mir davon abgeraten
☐ FreundInnen haben mir davon abgeraten
☐ Andere Gründe:

_____

6. Kreuze an, welche Aussagen für dich zutreffen:

	Trifft vollständig zu	Trifft zu	Trifft eher zu	Trifft eher nicht zu	Trifft nicht zu	Trifft gar nicht zu
1) Ich spreche gerne Englisch.			X			
2) Es fällt mir leicht, meine Gedanken und Argumente auf Englisch auszudrücken.			X			
3) Bevor ich im Unterricht etwas auf Englisch sage, überlege ich mir wie ich es ausdrücken kann.				X		
4) Ich fühle mich wohl, wenn ich im Unterricht Englisch spreche.	X					
5) Ich habe Hemmungen davor vor der Klasse Englisch zu sprechen.						X
6) Ich habe Hemmungen davor in Gruppenarbeiten Englisch zu sprechen.						X
7) Ich spreche auch außerhalb der Schule regelmäßig (mindestens 1x pro Woche) Englisch.				X		
8) Es ist mir peinlich, wenn ich beim Englisch sprechen Fehler mache.						X
9) Ich verwende häufig neu gelernte Wörter, wenn ich Englisch spreche.				X		
10) Ich verwende häufig schwierige grammatikalische Strukturen, wenn ich Englisch spreche.				X		
11) Ich habe ein Talent für Fremdsprachen.			X			
Zusätzliche Kommentare:						

Fragebogen:

KS 13.05

Sehr geehrte TeilnehmerInnen,

Mein Name ist _____ und ich bin Lehramtsstudentin an der Universität Wien. Im Rahmen meiner Diplomarbeit möchte ich die CLIL Unterrichtsmethode in Bezug auf die Entwicklung der Sprechkompetenzen in der Fremdsprache untersuchen. Zu diesem Zweck bitte ich Dich diesen Fragebogen auszufüllen. Ebenfalls bitte ich um Erlaubnis, Dich während der Beantwortungen zweier Sprechkompetenzübungen aufzunehmen.

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Falls Du dieser Zusammenarbeit zustimmst, bedanke ich mich herzlich und bitte Dich um Bestätigung durch Deine Unterschrift.

Name der teilnehmenden Person: _

Datum: *12.5.2018*   Unterschrift der teilnehmenden Person:

---

1. Geschlecht:

☒ männlich   ☐ weiblich   ☐ anderes

2. Alter:

_14_

3. Schulstufe:

_6_

4. Spezialisierung der Klasse (Zweig)

HLT

5. CLIL Unterricht

☐ ja   ☒ nein

> 5.1. Falls JA: Warum ich mich **für** CLIL-Unterricht entschieden habe (mehr als eine Antwort möglich)
> ☐ Ich mag die englische Sprache
> ☐ Vorteile für meinem zukünftigen Berufswunsch
> ☐ Vorteile für mein Privatleben
> ☐ Es ist eine zusätzliche Herausforderung
> ☐ Meine Eltern haben mir dazu geraten
> ☐ Frühere Lehrpersonen haben mir dazu geraten
> ☐ FreundInnen haben mir dazu geraten
> ☐ Andere Gründe:

5.2. Falls NEIN: Warum ich mich **gegen** CLIL-Unterricht entschieden habe (mehr als eine Antwort möglich):

☒ Ich mag die englische Sprache nicht
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☐ Keine Vorteile für mein Privatleben
☐ Das wäre schwieriger als auf Deutsch
☐ Meine Eltern haben mir davon abgeraten
☐ Frühere Lehrpersonen haben mir davon abgeraten
☐ FreundInnen haben mir davon abgeraten
☐ Andere Gründe:

---

6. Kreuze an, welche Aussagen für dich zutreffen:

	Trifft vollständig zu	Trifft zu	Trifft eher zu	Trifft eher nicht zu	Trifft nicht zu	Trifft gar nicht zu
1) Ich spreche gerne Englisch.			X			
2) Es fällt mir leicht, meine Gedanken und Argumente auf Englisch auszudrücken.		X				
3) Bevor ich im Unterricht etwas auf Englisch sage, überlege ich mir wie ich es ausdrücken kann.				X		
4) Ich fühle mich wohl, wenn ich im Unterricht Englisch spreche.		X				
5) Ich habe Hemmungen davor vor der Klasse Englisch zu sprechen.						X
6) Ich habe Hemmungen davor in Gruppenarbeiten Englisch zu sprechen.						X
7) Ich spreche auch außerhalb der Schule regelmäßig (mindestens 1x pro Woche) Englisch.					X	
8) Es ist mir peinlich, wenn ich beim Englisch sprechen Fehler mache.				X		
9) Ich verwende häufig neu gelernte Wörter, wenn ich Englisch spreche.				X		
10) Ich verwende häufig schwierige grammatikalische Strukturen, wenn ich Englisch spreche.					X	
11) Ich habe ein Talent für Fremdsprachen.			X			
Zusätzliche Kommentare:						

Fragebogen: V 16
13.05

Sehr geehrte TeilnehmerInnen,

Mein Name ist _____ und ich bin Lehramtsstudentin an der Universität Wien. Im Rahmen meiner Diplomarbeit möchte ich die CLIL Unterrichtsmethode in Bezug auf die Entwicklung der Sprechkompetenzen in der Fremdsprache untersuchen. Zu diesem Zweck bitte ich Dich diesen Fragebogen auszufüllen. Ebenfalls bitte ich um Erlaubnis, Dich während der Beantwortungen zweier Sprechkompetenzübungen aufzunehmen.
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Falls Du dieser Zusammenarbeit zustimmst, bedanke ich mich herzlich und bitte Dich um Bestätigung durch Deine Unterschrift.

Name der teilnehmenden Person: __

Datum: 13.5.2019   Unterschrift der teilnehmenden Person: |

---

1. Geschlecht:
□ männlich   ☒ weiblich   □ anderes

2. Alter:
__14 Jahre__

3. Schulstufe:
_____ 6._____

4. Spezialisierung der Klasse (Zweig)
_____Marketing und touristisches Management_____

5. CLIL Unterricht
□ ja   ☒ nein

    5.1. Falls JA: Warum ich mich **für** CLIL-Unterricht entschieden habe (mehr als eine Antwort möglich)-
    □ Ich mag die englische Sprache
    □ Vorteile für meinem zukünftigen Berufswunsch
    □ Vorteile für mein Privatleben
    □ Es ist eine zusätzliche Herausforderung
    □ Meine Eltern haben mir dazu geraten
    □ Frühere Lehrpersonen haben mir dazu geraten
    □ FreundInnen haben mir dazu geraten
    □ Andere Gründe:

5.2. Falls NEIN: Warum ich mich **gegen** CLIL-Unterricht entschieden habe (mehr als eine Antwort möglich):

☐ Ich mag die englische Sprache nicht
☐ Keine Vorteile für meinem zukünftigen Berufswunsch
☐ Keine Vorteile für mein Privatleben
☒ Das wäre schwieriger als auf Deutsch
☐ Meine Eltern haben mir davon abgeraten
☐ Frühere Lehrpersonen haben mir davon abgeraten
☐ FreundInnen haben mir davon abgeraten
☐ Andere Gründe:

6. Kreuze an, welche Aussagen für dich zutreffen:

	Trifft vollständig zu	Trifft zu	Trifft eher zu	Trifft eher nicht zu	Trifft nicht zu	Trifft gar nicht zu
1) Ich spreche gerne Englisch.		X				
2) Es fällt mir leicht, meine Gedanken und Argumente auf Englisch auszudrücken.				X		
3) Bevor ich im Unterricht etwas auf Englisch sage, überlege ich mir wie ich es ausdrücken kann.		X				
4) Ich fühle mich wohl, wenn ich im Unterricht Englisch spreche.			X			
5) Ich habe Hemmungen davor vor der Klasse Englisch zu sprechen.		X				
6) Ich habe Hemmungen davor in Gruppenarbeiten Englisch zu sprechen.		X				
7) Ich spreche auch außerhalb der Schule regelmäßig (mindestens 1x pro Woche) Englisch.			X			
8) Es ist mir peinlich, wenn ich beim Englisch sprechen Fehler mache.		X				
9) Ich verwende häufig neu gelernte Wörter, wenn ich Englisch spreche.		X				
10) Ich verwende häufig schwierige grammatikalische Strukturen, wenn ich Englisch spreche.			X			
11) Ich habe ein Talent für Fremdsprachen.						X
Zusätzliche Kommentare:						

Fragebogen:

(21)

18.05

Sehr geehrte TeilnehmerInnen,

Mein Name ist   und ich bin Lehramtsstudentin an der Universität Wien. Im Rahmen meiner Diplomarbeit möchte ich die CLIL Unterrichtsmethode in Bezug auf die Entwicklung der Sprechkompetenzen in der Fremdsprache untersuchen. Zu diesem Zweck bitte ich Dich diesen Fragebogen auszufüllen. Ebenfalls bitte ich um Erlaubnis, Dich während der Beantwortungen zweier Sprechkompetenzübungen aufzunehmen.
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Falls Du dieser Zusammenarbeit zustimmst, bedanke ich mich herzlich und bitte Dich um Bestätigung durch Deine Unterschrift.

Name der teilnehmenden Person: __

Datum: _75.05.74_   Unterschrift der teilnehmenden Person:

1. Geschlecht:
   X männlich   □ weiblich   □ anderes

2. Alter:
   _16_

3. Schulstufe:
   3 Klasse

4. Spezialisierung der Klasse (Zweig)
   Interkulturelle Kompetenz in der Wirtschaft

5. CLIL Unterricht
   X ja   □ nein

   5.1. Falls JA: Warum ich mich **für** CLIL-Unterricht entschieden habe (mehr als eine Antwort möglich)
   X Ich mag die englische Sprache
   X Vorteile für meinem zukünftigen Berufswunsch
   X Vorteile für mein Privatleben
   □ Es ist eine zusätzliche Herausforderung
   □ Meine Eltern haben mir dazu geraten _weil wollten sie nicht_
   □ Frühere Lehrpersonen haben mir dazu geraten
   □ FreundInnen haben mir dazu geraten
   □ Andere Gründe:

5.2. Falls NEIN: Warum ich mich **gegen** CLIL-Unterricht entschieden habe (mehr als eine Antwort möglich):

☐ Ich mag die englische Sprache nicht
☐ Keine Vorteile für meinem zukünftigen Berufswunsch
☐ Keine Vorteile für mein Privatleben
☐ Das wäre schwieriger als auf Deutsch
☐ Meine Eltern haben mir davon abgeraten
☐ Frühere Lehrpersonen haben mir davon abgeraten
☐ FreundInnen haben mir davon abgeraten
☐ Andere Gründe:

6. Kreuze an, welche Aussagen für dich zutreffen:

	Trifft vollständig zu	Trifft zu	Trifft eher zu	Trifft eher nicht zu	Trifft nicht zu	Trifft gar nicht zu
1) Ich spreche gerne Englisch.	X					
2) Es fällt mir leicht, meine Gedanken und Argumente auf Englisch auszudrücken.	X					
3) Bevor ich im Unterricht etwas auf Englisch sage, überlege ich mir wie ich es ausdrücken kann.				X		
4) Ich fühle mich wohl, wenn ich im Unterricht Englisch spreche.	X					
5) Ich habe Hemmungen davor vor der Klasse Englisch zu sprechen.						X
6) Ich habe Hemmungen davor in Gruppenarbeiten Englisch zu sprechen.						X
7) Ich spreche auch außerhalb der Schule regelmäßig (mindestens 1x pro Woche) Englisch.	X					
8) Es ist mir peinlich, wenn ich beim Englisch sprechen Fehler mache.						X
9) Ich verwende häufig neu gelernte Wörter, wenn ich Englisch spreche.		X				
10) Ich verwende häufig schwierige grammatikalische Strukturen, wenn ich Englisch spreche.			X			
11) Ich habe ein Talent für Fremdsprachen.				X		
Zusätzliche Kommentare:						

172

Fragebogen:

(72)

15.05.

Sehr geehrte TeilnehmerInnen,

Mein Name ist   und ich bin Lehramtsstudentin an der Universität Wien. Im Rahmen meiner Diplomarbeit möchte ich die CLIL-Unterrichtsmethode in Bezug auf die Entwicklung der Sprechkompetenzen in der Fremdsprache untersuchen. Zu diesem Zweck bitte ich Sie diesen Fragebogen auszufüllen. Ebenfalls bitte ich Sie um Erlaubnis, Sie während der Beantwortungen zweier Sprechkompetenzübungen aufzunehmen.
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Falls Sie dieser Zusammenarbeit zustimmen, bedanke ich mich herzlich und bitte Sie um Bestätigung durch Ihre Unterschrift.

Name der teilnehmenden Person: _

Datum: 15. 5. 2019   Unterschrift der teilnehmenden Person:

1. Geschlecht:
   ☐ männlich   ☒ weiblich   ☐ anderes

2. Alter:
   16

3. Schulstufe:
   3. Klasse

4. Spezialisierung der Klasse (Zweig):
   Interkulturelle kompetenz und Wirtschaft

5. CLIL-Unterricht:
   ☒ Ja   ☐ nein

   5.1. Falls **JA**: Warum ich mich **für** CLIL-Unterricht entschieden habe (mehr als eine Antwort möglich):
   ☒ Ich mag die englische Sprache
   ☒ Vorteile für meinem zukünftigen Berufswunsch
   ☒ Vorteile für mein Privatleben
   ☒ Es ist eine zusätzliche Herausforderung
   ☐ Meine Eltern haben mir dazu geraten
   ☐ Frühere Lehrpersonen haben mir dazu geraten
   ☐ FreundInnen haben mir dazu geraten
   ☐ Andere Gründe:

173

5.2. Falls **NEIN**: Warum ich mich **gegen** CLIL-Unterricht entschieden habe (mehr als eine Antwort möglich):

☐ Ich mag die englische Sprache nicht
☐ Keine Vorteile für meinem zukünftigen Berufswunsch
☐ Keine Vorteile für mein Privatleben
☐ Das wäre schwieriger als auf Deutsch
☐ Meine Eltern haben mir davon abgeraten
☐ Frühere Lehrpersonen haben mir davon abgeraten
☐ FreundInnen haben mir davon abgeraten
☐ Andere Gründe:

6. Kreuzen Sie an, welche Aussagen für Sie zutreffen:

	Trifft vollständig zu	Trifft zu	Trifft eher zu	Trifft eher nicht zu	Trifft nicht zu	Trifft gar nicht zu
1) Ich spreche gerne Englisch.	X					
2) Es fällt mir leicht, meine Gedanken und Argumente auf Englisch auszudrücken.		X				
3) Bevor ich im Unterricht etwas auf Englisch sage, überlege ich mir wie ich es ausdrücken kann.					X	
4) Ich fühle mich wohl, wenn ich im Unterricht Englisch spreche.	X					
5) Ich habe Hemmungen, vor der Klasse Englisch zu sprechen.						X
6) Ich habe Hemmungen davor in Gruppenarbeiten Englisch zu sprechen.						X
7) Ich spreche auch außerhalb der Schule regelmäßig (mindestens 1x pro Woche) Englisch.					X	
8) Es ist mir peinlich, wenn ich beim Englisch sprechen Fehler mache.					X	
9) Ich verwende häufig neu gelernte Wörter, wenn ich Englisch spreche.			X			
10) Ich verwende häufig schwierige grammatikalische Strukturen, wenn ich Englisch spreche.			X			
11) Ich habe ein Talent für Fremdsprachen.			X			
Zusätzliche Kommentare:						

Fragebogen:

(23)
15.05.

Sehr geehrte TeilnehmerInnen,

Mein Name ist und ich bin Lehramtsstudentin an der Universität Wien. Im Rahmen meiner Diplomarbeit mochte ich die CLIL Unterrichtsmethode in Bezug auf die Entwicklung der Sprechkompetenzen in der Fremdsprache untersuchen. Zu diesem Zweck bitte ich Dich diesen Fragebogen auszufüllen. Ebenfalls bitte ich um Erlaubnis, Dich während der Beantwortungen zweier Sprechkompetenzübungen aufzunehmen.

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Name der teilnehmenden Person: _

Datum: 15.05.2019   Unterschrift der teilnehmenden Person:

---

1. Geschlecht:
☐ männlich   ☒ weiblich   ☐ anderes

2. Alter:
16

3. Schulstufe:
3. Oberstufe

4. Spezialisierung der Klasse (Zweig)
3HCA → Sprachen / CLIL

5. CLIL Unterricht
☒ ja   ☐ nein

    5.1. Falls JA: Warum ich mich **für** CLIL-Unterricht entschieden habe (mehr als eine Antwort möglich)
    ☒ Ich mag die englische Sprache
    ☒ Vorteile für meinem zukünftigen Berufswunsch
    ☒ Vorteile für mein Privatleben
    ☐ Es ist eine zusätzliche Herausforderung
    ☐ Meine Eltern haben mir dazu geraten
    ☐ Frühere Lehrpersonen haben mir dazu geraten
    ☐ FreundInnen haben mir dazu geraten
    ☐ Andere Gründe:

5.2. Falls NEIN: Warum ich mich **gegen** CLIL-Unterricht entschieden habe (mehr als eine Antwort möglich):

□ Ich mag die englische Sprache nicht
□ Keine Vorteile für meinem zukünftigen Berufswunsch
□ Keine Vorteile für mein Privatleben
□ Das wäre schwieriger als auf Deutsch
□ Meine Eltern haben mir davon abgeraten
□ Frühere Lehrpersonen haben mir davon abgeraten
□ FreundInnen haben mir davon abgeraten
□ Andere Gründe:

6. Kreuze an, welche Aussagen für dich zutreffen:

	Trifft vollständig zu	Trifft zu	Trifft eher zu	Trifft eher nicht zu	Trifft nicht zu	Trifft gar nicht zu
1) Ich spreche gerne Englisch.		X				
2) Es fällt mir leicht, meine Gedanken und Argumente auf Englisch auszudrücken.		X				
3) Bevor ich im Unterricht etwas auf Englisch sage, überlege ich mir wie ich es ausdrücken kann.				X		
4) Ich fühle mich wohl, wenn ich im Unterricht Englisch spreche.		X				
5) Ich habe Hemmungen davor vor der Klasse Englisch zu sprechen.					X	
6) Ich habe Hemmungen davor in Gruppenarbeiten Englisch zu sprechen.				X		X
7) Ich spreche auch außerhalb der Schule regelmäßig (mindestens 1x pro Woche) Englisch.				X		
8) Es ist mir peinlich, wenn ich beim Englisch sprechen Fehler mache.				X		
9) Ich verwende häufig neu gelernte Wörter, wenn ich Englisch spreche.			X			
10) Ich verwende häufig schwierige grammatikalische Strukturen, wenn ich Englisch spreche.			X			
11) Ich habe ein Talent für Fremdsprachen.		X				
Zusätzliche Kommentare:						

Fragebogen:

Sehr geehrte TeilnehmerInnen,

Mein Name ist   und ich bin Lehramtsstudentin an der Universität Wien. Im Rahmen meiner Diplomarbeit möchte ich die CLIL Unterrichtsmethode in Bezug auf die Entwicklung der Sprechkompetenzen in der Fremdsprache untersuchen. Zu diesem Zweck bitte ich Dich diesen Fragebogen auszufüllen. Ebenfalls bitte ich um Erlaubnis, Dich während der Beantwortungen zweier Sprechkompetenzübungen aufzunehmen.
Alle während der Studie erhobenen personenspezifischen Daten werden vertraulich behandelt und anonymisiert. Ebenfalls werden die Daten nur für die Zwecke dieser Arbeit verwendet und nicht an Dritte weitergegeben. Solltest Du Fragen oder Anliegen bezüglich der Forschungsarbeit haben, kannst Du Frau Dr. Hüttner und mich über die folgenden E-Mail-Adressen kontaktieren:

Falls Du dieser Zusammenarbeit zustimmst, bedanke ich mich herzlich und bitte Dich um Bestätigung durch Deine Unterschrift.

Name der teilnehmenden Person: _

Datum: 15.05.2019   Unterschrift der teilnehmenden Person:,

---

1. Geschlecht:

☐ männlich   ☒ weiblich   ☐ anderes

2. Alter:

17

3. Schulstufe:

3. Oberstufe

4. Spezialisierung der Klasse (Zweig)

3HCA → CLIL

5. CLIL Unterricht

☒ ja   ☐ nein

5.1. Falls JA: Warum ich mich **für** CLIL-Unterricht entschieden habe (mehr als eine Antwort möglich)
☒ Ich mag die englische Sprache
☒ Vorteile für meinem zukünftigen Berufswunsch
☒ Vorteile für mein Privatleben
☐ Es ist eine zusätzliche Herausforderung
☐ Meine Eltern haben mir dazu geraten
☐ Frühere Lehrpersonen haben mir dazu geraten
☐ FreundInnen haben mir dazu geraten
☐ Andere Gründe:

5.2. Falls NEIN: Warum ich mich **gegen** CLIL-Unterricht entschieden habe (mehr als eine Antwort möglich):

☐ Ich mag die englische Sprache nicht
☐ Keine Vorteile für meinem zukünftigen Berufswunsch
☐ Keine Vorteile für mein Privatleben
☐ Das wäre schwieriger als auf Deutsch
☐ Meine Eltern haben mir davon abgeraten
☐ Frühere Lehrpersonen haben mir davon abgeraten
☐ FreundInnen haben mir davon abgeraten
☐ Andere Gründe:

_____

6. Kreuze an, welche Aussagen für dich zutreffen:

	Trifft vollständig zu	Trifft zu	Trifft eher zu	Trifft eher nicht zu	Trifft nicht zu	Trifft gar nicht zu
1) Ich spreche gerne Englisch.	✕					
2) Es fällt mir leicht, meine Gedanken und Argumente auf Englisch auszudrücken.		✕				
3) Bevor ich im Unterricht etwas auf Englisch sage, überlege ich mir wie ich es ausdrücken kann.					✕	
4) Ich fühle mich wohl, wenn ich im Unterricht Englisch spreche.		✕				
5) Ich habe Hemmungen davor vor der Klasse Englisch zu sprechen.					✕	
6) Ich habe Hemmungen davor in Gruppenarbeiten Englisch zu sprechen.						✕
7) Ich spreche auch außerhalb der Schule regelmäßig (mindestens 1x pro Woche) Englisch.			✕			
8) Es ist mir peinlich, wenn ich beim Englisch sprechen Fehler mache.					✕	
9) Ich verwende häufig neu gelernte Wörter, wenn ich Englisch spreche.			✕			
10) Ich verwende häufig schwierige grammatikalische Strukturen, wenn ich Englisch spreche.				✕		/
11) Ich habe ein Talent für Fremdsprachen.			✕			
Zusätzliche Kommentare:						

Fragebogen:

(17)

13.05

Sehr geehrte TeilnehmerInnen,

Mein Name ist ⸱ und ich bin Lehramtsstudentin an der Universität Wien. Im Rahmen meiner Diplomarbeit möchte ich die CLIL Unterrichtsmethode in Bezug auf die Entwicklung der Sprechkompetenzen in der Fremdsprache untersuchen. Zu diesem Zweck bitte ich Dich diesen Fragebogen auszufüllen. Ebenfalls bitte ich um Erlaubnis, Dich während der Beantwortungen zweier Sprechkompetenzübungen aufzunehmen.
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Falls Du dieser Zusammenarbeit zustimmst, bedanke ich mich herzlich und bitte Dich um Bestätigung durch Deine Unterschrift.

Name der teilnehmenden Person: _

Datum: 15. 05. 19   Unterschrift der teilnehmenden Person:

1. Geschlecht:
□ männlich   ☒ weiblich   □ anderes

2. Alter:
17 Jahre

3. Schulstufe:
3. yes

4. Spezialisierung der Klasse (Zweig)
Tourismus, Marketing, Kochen, Service

5. CLIL Unterricht
□ ja   ☒ nein

   5.1. Falls JA: Warum ich mich **für** CLIL-Unterricht entschieden habe (mehr als eine Antwort möglich)
   □ Ich mag die englische Sprache
   □ Vorteile für meinem zukünftigen Berufswunsch
   □ Vorteile für mein Privatleben
   □ Es ist eine zusätzliche Herausforderung
   □ Meine Eltern haben mir dazu geraten
   □ Frühere Lehrpersonen haben mir dazu geraten
   □ FreundInnen haben mir dazu geraten
   □ Andere Gründe:

5.2. Falls NEIN: Warum ich mich **gegen** CLIL-Unterricht entschieden habe (mehr als eine Antwort möglich):
☐ Ich mag die englische Sprache nicht
☐ Keine Vorteile für meinem zukünftigen Berufswunsch
☐ Keine Vorteile für mein Privatleben
☒ Das wäre schwieriger als auf Deutsch
☐ Meine Eltern haben mir davon abgeraten
☐ Frühere Lehrpersonen haben mir davon abgeraten
☐ FreundInnen haben mir davon abgeraten
☐ Andere Gründe:

6. Kreuze an, welche Aussagen für dich zutreffen:

	Trifft vollständig zu	Trifft zu	Trifft eher zu	Trifft eher nicht zu	Trifft nicht zu	Trifft gar nicht zu
1) Ich spreche gerne Englisch.		X				
2) Es fällt mir leicht, meine Gedanken und Argumente auf Englisch auszudrücken.			X			
3) Bevor ich im Unterricht etwas auf Englisch sage, überlege ich mir wie ich es ausdrücken kann.	X					
4) Ich fühle mich wohl, wenn ich im Unterricht Englisch spreche.			X			
5) Ich habe Hemmungen davor vor der Klasse Englisch zu sprechen.		X				
6) Ich habe Hemmungen davor in Gruppenarbeiten Englisch zu sprechen.			X			
7) Ich spreche auch außerhalb der Schule regelmäßig (mindestens 1x pro Woche) Englisch.						X
8) Es ist mir peinlich, wenn ich beim Englisch sprechen Fehler mache.		X				
9) Ich verwende häufig neu gelernte Wörter, wenn ich Englisch spreche.			X			
10) Ich verwende häufig schwierige grammatikalische Strukturen, wenn ich Englisch spreche.				X		
11) Ich habe ein Talent für Fremdsprachen.						X
Zusätzliche Kommentare:						

180

Fragebogen:

⑱
13.5.

Sehr geehrte TeilnehmerInnen,

Mein Name ist   und ich bin Lehramtsstudentin an der Universität Wien. Im Rahmen meiner Diplomarbeit möchte ich die CLIL Unterrichtsmethode in Bezug auf die Entwicklung der Sprechkompetenzen in der Fremdsprache untersuchen. Zu diesem Zweck bitte ich Dich diesen Fragebogen auszufüllen. Ebenfalls bitte ich um Erlaubnis, Dich während der Beantwortungen zweier Sprechkompetenzübungen aufzunehmen.
Alle während der Studie erhobenen personenspezifischen Daten werden vertraulich behandelt und anonymisiert. Ebenfalls werden die Daten nur für die Zwecke dieser Arbeit verwendet und nicht an Dritte weitergegeben. Solltest Du Fragen oder Anliegen bezüglich der Forschungsarbeit haben, kannst Du Frau Dr. Hüttner und mich über die folgenden E-Mail-Adressen kontaktieren:

Falls Du dieser Zusammenarbeit zustimmst, bedanke ich mich herzlich und bitte Dich um Bestätigung durch Deine Unterschrift.

Name der teilnehmenden Person:

Datum: 15.5.2019   Unterschrift der teilnehmenden Person:

1. Geschlecht:
□ männlich   ☒ weiblich   □ anderes

2. Alter: 17

3. Schulstufe: 5

4. Spezialisierung der Klasse (Zweig)
MTM die Tourismusklasse

5. CLIL Unterricht
□ ja   ☒ nein

    5.1. Falls JA: Warum ich mich **für** CLIL-Unterricht entschieden habe (mehr als eine Antwort möglich)
    □ Ich mag die englische Sprache
    □ Vorteile für meinem zukünftigen Berufswunsch
    □ Vorteile für mein Privatleben
    □ Es ist eine zusätzliche Herausforderung
    □ Meine Eltern haben mir dazu geraten
    □ Frühere Lehrpersonen haben mir dazu geraten
    □ FreundInnen haben mir dazu geraten
    □ Andere Gründe:

5.2. Falls NEIN: Warum ich mich **gegen** CLIL-Unterricht entschieden habe (mehr als eine Antwort möglich):

☐ Ich mag die englische Sprache nicht
☐ Keine Vorteile für meinem zukünftigen Berufswunsch
☐ Keine Vorteile für mein Privatleben
☒ Das wäre schwieriger als auf Deutsch
☐ Meine Eltern haben mir davon abgeraten
☐ Frühere Lehrpersonen haben mir davon abgeraten
☐ FreundInnen haben mir davon abgeraten
☐ Andere Gründe:
_der Stoff ist auch_____

6. Kreuze an, welche Aussagen für dich zutreffen:

	Trifft vollständig zu	Trifft zu	Trifft eher zu	Trifft eher nicht zu	Trifft nicht zu	Trifft gar nicht zu
1) Ich spreche gerne Englisch.		X				
2) Es fällt mir leicht, meine Gedanken und Argumente auf Englisch auszudrücken.			X			
3) Bevor ich im Unterricht etwas auf Englisch sage, überlege ich mir wie ich es ausdrücken kann.	X					
4) Ich fühle mich wohl, wenn ich im Unterricht Englisch spreche.			X			
5) Ich habe Hemmungen davor vor der Klasse Englisch zu sprechen.	X					
6) Ich habe Hemmungen davor in Gruppenarbeiten Englisch zu sprechen.				X		
7) Ich spreche auch außerhalb der Schule regelmäßig (mindestens 1x pro Woche) Englisch.					X	
8) Es ist mir peinlich, wenn ich beim Englisch sprechen Fehler mache.			X			
9) Ich verwende häufig neu gelernte Wörter, wenn ich Englisch spreche.					X	
10) Ich verwende häufig schwierige grammatikalische Strukturen, wenn ich Englisch spreche.					X	
11) Ich habe ein Talent für Fremdsprachen.						X
Zusätzliche Kommentare:						

Fragebogen:

Sehr geehrte TeilnehmerInnen,

Mein Name ist _____ und ich bin Lehramtsstudentin an der Universität Wien. Im Rahmen meiner Diplomarbeit möchte ich die CLIL-Unterrichtsmethode in Bezug auf die Entwicklung der Sprechkompetenzen in der Fremdsprache untersuchen. Zu diesem Zweck bitte ich Sie diesen Fragebogen auszufüllen. Ebenfalls bitte ich Sie um Erlaubnis, Sie während der Beantwortungen zweier Sprechkompetenzübungen aufzunehmen.

Alle während der Studie erhobenen personenspezifischen Daten werden vertraulich behandelt und anonymisiert. Ebenfalls werden die Daten nur für die Zwecke dieser Arbeit verwendet und nicht an Dritte weitergegeben. Sollten Sie Fragen oder Anliegen bezüglich der Forschungsarbeit haben, können Sie Frau Dr. Hüttner und mich über die folgenden E-Mail-Adressen kontaktieren:

Falls Sie dieser Zusammenarbeit zustimmen, bedanke ich mich herzlich und bitte Sie um Bestätigung durch Ihre Unterschrift.

Name der teilnehmenden Person:

Datum: 15.05.14   Unterschrift der teilnehmenden Person:

1. Geschlecht:
   ☒ männlich   ☐ weiblich   ☐ anderes

2. Alter:
   16

3. Schulstufe:
   11

4. Spezialisierung der Klasse (Zweig):
   Marketing und touristisches Management

5. CLIL-Unterricht:
   ☐ ja   ☒ nein

   5.1. Falls **JA**: Warum ich mich **für** CLIL-Unterricht entschieden habe (mehr als eine Antwort möglich):
   ☐ Ich mag die englische Sprache
   ☐ Vorteile für meinem zukünftigen Berufswunsch
   ☐ Vorteile für mein Privatleben
   ☐ Es ist eine zusätzliche Herausforderung
   ☐ Meine Eltern haben mir dazu geraten
   ☐ Frühere Lehrpersonen haben mir dazu geraten
   ☐ FreundInnen haben mir dazu geraten
   ☐ Andere Gründe:

5.2. Falls **NEIN**: Warum ich mich **gegen** CLIL-Unterricht entschieden habe (mehr als eine Antwort möglich):

☐ Ich mag die englische Sprache nicht
☐ Keine Vorteile für meinem zukünftigen Berufswunsch
☐ Keine Vorteile für mein Privatleben
☐ Das wäre schwieriger als auf Deutsch
☐ Meine Eltern haben mir davon abgeraten
☐ Frühere Lehrpersonen haben mir davon abgeraten
☐ FreundInnen haben mir davon abgeraten
☒ Andere Gründe:
_____ weil Marketing in lever anbin ict _____

6. Kreuzen Sie an, welche Aussagen für Sie zutreffen:

	Trifft vollständig zu	Trifft zu	Trifft eher zu	Trifft eher nicht zu	Trifft nicht zu	Trifft gar nicht zu
1) Ich spreche gerne Englisch.	X					
2) Es fällt mir leicht, meine Gedanken und Argumente auf Englisch auszudrücken.			X			
3) Bevor ich im Unterricht etwas auf Englisch sage, überlege ich mir wie ich es ausdrücken kann.	X					
4) Ich fühle mich wohl, wenn ich im Unterricht Englisch spreche.			X			
5) Ich habe Hemmungen, vor der Klasse Englisch zu sprechen.				X		
6) Ich habe Hemmungen davor in Gruppenarbeiten Englisch zu sprechen.				X		
7) Ich spreche auch außerhalb der Schule regelmäßig (mindestens 1x pro Woche) Englisch.	X					
8) Es ist mir peinlich, wenn ich beim Englisch sprechen Fehler mache.					X	
9) Ich verwende häufig neu gelernte Wörter, wenn ich Englisch spreche.	X					
10) Ich verwende häufig schwierige grammatikalische Strukturen, wenn ich Englisch spreche.					X	
11) Ich habe ein Talent für Fremdsprachen.				X		
Zusätzliche Kommentare:						

Fragebogen:

(29)

15.05.

Sehr geehrte TeilnehmerInnen,

Mein Name ist   und ich bin Lehramtsstudentin an der Universität Wien. Im Rahmen meiner Diplomarbeit möchte ich die CLIL-Unterrichtsmethode in Bezug auf die Entwicklung der Sprechkompetenzen in der Fremdsprache untersuchen. Zu diesem Zweck bitte ich Sie diesen Fragebogen auszufüllen. Ebenfalls bitte ich Sie um Erlaubnis, Sie während der Beantwortungen zweier Sprechkompetenzübungen aufzunehmen.
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Falls Sie dieser Zusammenarbeit zustimmen, bedanke ich mich herzlich und bitte Sie um Bestätigung durch Ihre Unterschrift.

Name der teilnehmenden Person: _

Datum: 15.5.2019   Unterschrift der teilnehmenden Person:

---

1. Geschlecht:
☒ männlich   ☐ weiblich   ☐ anderes

2. Alter:
17

3. Schulstufe:
3. Klasse Oberstufe (11.)

4. Spezialisierung der Klasse (Zweig):
Marketing & logistisches Management

5. CLIL-Unterricht:
☐ ja   ☒ nein

> 5.1. Falls **JA**: Warum ich mich **für** CLIL-Unterricht entschieden habe (mehr als eine Antwort möglich):
> ☐ Ich mag die englische Sprache
> ☐ Vorteile für meinem zukünftigen Berufswunsch
> ☐ Vorteile für mein Privatleben
> ☐ Es ist eine zusätzliche Herausforderung
> ☐ Meine Eltern haben mir dazu geraten
> ☐ Frühere Lehrpersonen haben mir dazu geraten
> ☐ FreundInnen haben mir dazu geraten
> ☐ Andere Gründe:

5.2. Falls **NEIN**: Warum ich mich **gegen** CLIL-Unterricht entschieden habe (mehr als eine Antwort möglich):

☐ Ich mag die englische Sprache nicht
☐ Keine Vorteile für meinem zukünftigen Berufswunsch
☐ Keine Vorteile für mein Privatleben
☒ Das wäre schwieriger als auf Deutsch
☐ Meine Eltern haben mir davon abgeraten
☐ Frühere Lehrpersonen haben mir davon abgeraten
☐ FreundInnen haben mir davon abgeraten
☒ Andere Gründe:
  Zweig für Marketing war nicht mit der Arbeitsprache Englisch verfügbar

6. Kreuzen Sie an, welche Aussagen für Sie zutreffen:

	Trifft vollständig zu	Trifft zu	Trifft eher zu	Trifft eher nicht zu	Trifft nicht zu	Trifft gar nicht zu
1) Ich spreche gerne Englisch.	X					
2) Es fällt mir leicht, meine Gedanken und Argumente auf Englisch auszudrücken.			X			
3) Bevor ich im Unterricht etwas auf Englisch sage, überlege ich mir wie ich es ausdrücken kann.				X		
4) Ich fühle mich wohl, wenn ich im Unterricht Englisch spreche.		X				
5) Ich habe Hemmungen, vor der Klasse Englisch zu sprechen.						X
6) Ich habe Hemmungen davor in Gruppenarbeiten Englisch zu sprechen.						X
7) Ich spreche auch außerhalb der Schule regelmäßig (mindestens 1x pro Woche) Englisch.	X					
8) Es ist mir peinlich, wenn ich beim Englisch sprechen Fehler mache.		X				
9) Ich verwende häufig neu gelernte Wörter, wenn ich Englisch spreche.			X			
10) Ich verwende häufig schwierige grammatikalische Strukturen, wenn ich Englisch spreche.				X		
11) Ich habe ein Talent für Fremdsprachen.	X					

Zusätzliche Kommentare:
Mutter ist Proffesorin für Englisch & Spanisch

(1)

Fragebogen:

Sehr geehrte TeilnehmerInnen,

Mein Name ist   und ich bin Lehramtsstudentin an der Universität Wien. Im Rahmen meiner Diplomarbeit möchte ich die CLIL-Unterrichtsmethode in Bezug auf die Entwicklung der Sprechkompetenzen in der Fremdsprache untersuchen. Zu diesem Zweck bitte ich Sie diesen Fragebogen auszufüllen. Ebenfalls bitte ich Sie um Erlaubnis, Sie während der Beantwortungen zweier Sprechkompetenzübungen aufzunehmen.

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Falls Sie dieser Zusammenarbeit zustimmen, bedanke ich mich herzlich und bitte Sie um Bestätigung durch Ihre Unterschrift.

Name der teilnehmenden Person: __

Datum: __24.4.2019__   Unterschrift der teilnehmenden Person:

---

1. Geschlecht:
☒ männlich   ☐ weiblich   ☐ anderes

2. Alter:
__18__

3. Schulstufe:
__12__

4. Spezialisierung der Klasse (Zweig):
__Kommunikations- und Mediendesign__

5. CLIL-Unterricht:
☒ ja   ☐ nein

> **5.1. Falls JA:** Warum ich mich **für** CLIL-Unterricht entschieden habe (mehr als eine Antwort möglich):
> ☒ Ich mag die englische Sprache
> ☒ Vorteile für meinem zukünftigen Berufswunsch
> ☒ Vorteile für mein Privatleben
> ☒ Es ist eine zusätzliche Herausforderung
> ☐ Meine Eltern haben mir dazu geraten
> ☐ Frühere Lehrpersonen haben mir dazu geraten
> ☐ FreundInnen haben mir dazu geraten
> ☐ Andere Gründe:

5.2. Falls **NEIN**: Warum ich mich **gegen** CLIL-Unterricht entschieden habe (mehr als eine Antwort möglich):

☐ Ich mag die englische Sprache nicht
☐ Keine Vorteile für meinem zukünftigen Berufswunsch
☐ Keine Vorteile für mein Privatleben
☐ Das wäre schwieriger als auf Deutsch
☐ Meine Eltern haben mir davon abgeraten
☐ Frühere Lehrpersonen haben mir davon abgeraten
☐ FreundInnen haben mir davon abgeraten
☐ Andere Gründe:

_____

6. Kreuzen Sie an, welche Aussagen für Sie zutreffen:

	Trifft vollständig zu	Trifft zu	Trifft eher zu	Trifft eher nicht zu	Trifft nicht zu	Trifft gar nicht zu
1) Ich spreche gerne Englisch.	X					
2) Es fällt mir leicht, meine Gedanken und Argumente auf Englisch auszudrücken.	X					
3) Bevor ich im Unterricht etwas auf Englisch sage, überlege ich mir wie ich es ausdrücken kann.					X	
4) Ich fühle mich wohl, wenn ich im Unterricht Englisch spreche.	X					
5) Ich habe Hemmungen, vor der Klasse Englisch zu sprechen.						X
6) Ich habe Hemmungen davor in Gruppenarbeiten Englisch zu sprechen.						X
7) Ich spreche auch außerhalb der Schule regelmäßig (mindestens 1x pro Woche) Englisch.				X		
8) Es ist mir peinlich, wenn ich beim Englisch sprechen Fehler mache.						X
9) Ich verwende häufig neu gelernte Wörter, wenn ich Englisch spreche.			X			
10) Ich verwende häufig schwierige grammatikalische Strukturen, wenn ich Englisch spreche.			X			
11) Ich habe ein Talent für Fremdsprachen.		X				

Zusätzliche Kommentare:

Fragebogen:

Sehr geehrte TeilnehmerInnen,

Mein Name ist I   und ich bin Lehramtsstudentin an der Universität Wien. Im Rahmen meiner Diplomarbeit möchte ich die CLIL-Unterrichtsmethode in Bezug auf die Entwicklung der Sprechkompetenzen in der Fremdsprache untersuchen. Zu diesem Zweck bitte ich Sie diesen Fragebogen auszufüllen. Ebenfalls bitte ich Sie um Erlaubnis, Sie während der Beantwortungen zweier Sprechkompetenzübungen aufzunehmen.

Alle während der Studie erhobenen personenspezifischen Daten werden vertraulich behandelt und anonymisiert. Ebenfalls werden die Daten nur für die Zwecke dieser Arbeit verwendet und nicht an Dritte weitergegeben. Sollten Sie Fragen oder Anliegen bezüglich der Forschungsarbeit haben, können Sie Frau Dr. Hüttner und mich über die folgenden E-Mail-Adressen kontaktieren:

Falls Sie dieser Zusammenarbeit zustimmen, bedanke ich mich herzlich und bitte Sie um Bestätigung durch Ihre Unterschrift.

Name der teilnehmenden Person: _

Datum: 24. 04. 2018   Unterschrift der teilnehmenden Person:

---

1. Geschlecht:

☐ männlich   ☒ weiblich   ☐ anderes

2. Alter:

_17_

3. Schulstufe:

4. Oberstufe

4. Spezialisierung der Klasse (Zweig):

Kommunikations – und Mediendesign

5. CLIL-Unterricht:

☒ ja   ☐ nein

> 5.1. Falls **JA**: Warum ich mich **für** CLIL-Unterricht entschieden habe (mehr als eine Antwort möglich):
> ☒ Ich mag die englische Sprache
> ☒ Vorteile für meinem zukünftigen Berufswunsch
> ☐ Vorteile für mein Privatleben
> ☒ Es ist eine zusätzliche Herausforderung
> ☒ Meine Eltern haben mir dazu geraten
> ☐ Frühere Lehrpersonen haben mir dazu geraten
> ☐ FreundInnen haben mir dazu geraten
> ☐ Andere Gründe:

189

5.2. Falls **NEIN**: Warum ich mich **gegen** CLIL-Unterricht entschieden habe (mehr als eine Antwort möglich):

☐ Ich mag die englische Sprache nicht
☐ Keine Vorteile für meinem zukünftigen Berufswunsch
☐ Keine Vorteile für mein Privatleben
☐ Das wäre schwieriger als auf Deutsch
☐ Meine Eltern haben mir davon abgeraten
☐ Frühere Lehrpersonen haben mir davon abgeraten
☐ FreundInnen haben mir davon abgeraten
☐ Andere Gründe: _____

6. Kreuzen Sie an, welche Aussagen für Sie zutreffen:

	Trifft vollständig zu	Trifft zu	Trifft eher zu	Trifft eher nicht zu	Trifft nicht zu	Trifft gar nicht zu
1) Ich spreche gerne Englisch.			X			
2) Es fällt mir leicht, meine Gedanken und Argumente auf Englisch auszudrücken.				X		
3) Bevor ich im Unterricht etwas auf Englisch sage, überlege ich mir wie ich es ausdrücken kann.		X				
4) Ich fühle mich wohl, wenn ich im Unterricht Englisch spreche.				X		
5) Ich habe Hemmungen, vor der Klasse Englisch zu sprechen.			X			
6) Ich habe Hemmungen davor in Gruppenarbeiten Englisch zu sprechen.				X		
7) Ich spreche auch außerhalb der Schule regelmäßig (mindestens 1x pro Woche) Englisch.					X	
8) Es ist mir peinlich, wenn ich beim Englisch sprechen Fehler mache.					X	
9) Ich verwende häufig neu gelernte Wörter, wenn ich Englisch spreche.				X		
10) Ich verwende häufig schwierige grammatikalische Strukturen, wenn ich Englisch spreche.					X	
11) Ich habe ein Talent für Fremdsprachen.			X			
Zusätzliche Kommentare:						

190

Fragebogen:

Sehr geehrte TeilnehmerInnen,

Mein Name is............r und ich bin Lehramtsstudentin an der Universität Wien. Im Rahmen meiner Diplomarbeit möchte ich die CLIL-Unterrichtsmethode in Bezug auf die Entwicklung der Sprechkompetenzen in der Fremdsprache untersuchen. Zu diesem Zweck bitte ich Sie diesen Fragebogen auszufüllen. Ebenfalls bitte ich Sie um Erlaubnis, Sie während der Beantwortungen zweier Sprechkompetenzübungen aufzunehmen.
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Name der teilnehmenden Person: _____

Datum: _24.4.2019_ Unterschrift der teilnehmenden Person: _____

1. Geschlecht:
   ☒ männlich ☐ weiblich ☐ anderes

2. Alter:
   _17_

3. Schulstufe:
   4. Oberstufe

4. Spezialisierung der Klasse (Zweig):
   Kommunikations und Medienzweigen

5. CLIL-Unterricht:
   ☒ ja ☐ nein

   5.1. Falls **JA**: Warum ich mich **für** CLIL-Unterricht entschieden habe (mehr als eine Antwort möglich):
   ☒ Ich mag die englische Sprache
   ☒ Vorteile für meinem zukünftigen Berufswunsch
   ☐ Vorteile für mein Privatleben
   ☐ Es ist eine zusätzliche Herausforderung
   ☐ Meine Eltern haben mir dazu geraten
   ☐ Frühere Lehrpersonen haben mir dazu geraten
   ☐ FreundInnen haben mir dazu geraten
   ☐ Andere Gründe: _____

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☐ Keine Vorteile für meinem zukünftigen Berufswunsch
☐ Keine Vorteile für mein Privatleben
☐ Das wäre schwieriger als auf Deutsch
☐ Meine Eltern haben mir davon abgeraten
☐ Frühere Lehrpersonen haben mir davon abgeraten
☐ FreundInnen haben mir davon abgeraten
☐ Andere Gründe:

6. Kreuzen Sie an, welche Aussagen für Sie zutreffen:

	Trifft vollständig zu	Trifft zu	Trifft eher zu	Trifft eher nicht zu	Trifft nicht zu	Trifft gar nicht zu
1) Ich spreche gerne Englisch.		X				
2) Es fällt mir leicht, meine Gedanken und Argumente auf Englisch auszudrücken.		X				
3) Bevor ich im Unterricht etwas auf Englisch sage, überlege ich mir wie ich es ausdrücken kann.			X			
4) Ich fühle mich wohl, wenn ich im Unterricht Englisch spreche.		X				
5) Ich habe Hemmungen, vor der Klasse Englisch zu sprechen.					X	
6) Ich habe Hemmungen davor in Gruppenarbeiten Englisch zu sprechen.					X	
7) Ich spreche auch außerhalb der Schule regelmäßig (mindestens 1x pro Woche) Englisch.	X					
8) Es ist mir peinlich, wenn ich beim Englisch sprechen Fehler mache.				X		
9) Ich verwende häufig neu gelernte Wörter, wenn ich Englisch spreche.			X			
10) Ich verwende häufig schwierige grammatikalische Strukturen, wenn ich Englisch spreche.				X		
11) Ich habe ein Talent für Fremdsprachen.				X		

Zusätzliche Kommentare:

Fragebogen:

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Name der teilnehmenden Person: _____

Datum: 24.04.2019.   Unterschrift der teilnehmenden Person:

---

1. Geschlecht:

☒ männlich   ☐ weiblich   ☐ anderes

2. Alter:

_____18_____

3. Schulstufe:

4

4. Spezialisierung der Klasse (Zweig):

Kommunikation - und Mediendesign

5. CLIL-Unterricht:

☒ ja   ☐ nein

> **5.1. Falls JA:** Warum ich mich **für** CLIL-Unterricht entschieden habe (mehr als eine Antwort möglich):
> ☒ Ich mag die englische Sprache
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> ☒ Vorteile für mein Privatleben
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> ☐ FreundInnen haben mir dazu geraten
> ☐ Andere Gründe:

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☐ Keine Vorteile für mein Privatleben
☐ Das wäre schwieriger als auf Deutsch
☐ Meine Eltern haben mir davon abgeraten
☐ Frühere Lehrpersonen haben mir davon abgeraten
☐ FreundInnen haben mir davon abgeraten
☐ Andere Gründe:

6. Kreuzen Sie an, welche Aussagen für Sie zutreffen:

	Trifft vollständig zu	Trifft zu	Trifft eher zu	Trifft eher nicht zu	Trifft nicht zu	Trifft gar nicht zu
1) Ich spreche gerne Englisch.	X					
2) Es fällt mir leicht, meine Gedanken und Argumente auf Englisch auszudrücken.			X			
3) Bevor ich im Unterricht etwas auf Englisch sage, überlege ich mir wie ich es ausdrücken kann.		X				
4) Ich fühle mich wohl, wenn ich im Unterricht Englisch spreche.		X				
5) Ich habe Hemmungen, vor der Klasse Englisch zu sprechen.						X
6) Ich habe Hemmungen davor in Gruppenarbeiten Englisch zu sprechen.						X
7) Ich spreche auch außerhalb der Schule regelmäßig (mindestens 1x pro Woche) Englisch.		X				
8) Es ist mir peinlich, wenn ich beim Englisch sprechen Fehler mache.					X	
9) Ich verwende häufig neu gelernte Wörter, wenn ich Englisch spreche.	X					
10) Ich verwende häufig schwierige grammatikalische Strukturen, wenn ich Englisch spreche.					X	
11) Ich habe ein Talent für Fremdsprachen.				X		
Zusätzliche Kommentare:						

7

Fragebogen:

Sehr geehrte TeilnehmerInnen,

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Falls Sie dieser Zusammenarbeit zustimmen, bedanke ich mich herzlich und bitte Sie um Bestätigung durch Ihre Unterschrift.

Name der teilnehmenden Person: ___

Datum: _26.04.19_   Unterschrift der teilnehmenden Person:

---

1. Geschlecht:

☐ männlich   ☒ weiblich   ☐ anderes

2. Alter:

___18___

3. Schulstufe:

___4. Klasse bhs___

4. Spezialisierung der Klasse (Zweig):

___4 HWA___

5. CLIL-Unterricht:

☐ ja   ☒ nein

> **5.1. Falls JA:** Warum ich mich **für** CLIL-Unterricht entschieden habe (mehr als eine Antwort möglich):
> ☐ Ich mag die englische Sprache
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> ☐ Vorteile für mein Privatleben
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> ☐ FreundInnen haben mir dazu geraten
> ☐ Andere Gründe:

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☐ Meine Eltern haben mir davon abgeraten
☐ Frühere Lehrpersonen haben mir davon abgeraten
☐ FreundInnen haben mir davon abgeraten
☐ Andere Gründe:
  Meine Schwester hat mir davon abgeraten → zu viel Aufwa[nd] + strengere Leh[rer]

6. Kreuzen Sie an, welche Aussagen für Sie zutreffen:

	Trifft vollständig zu	Trifft zu	Trifft eher zu	Trifft eher nicht zu	Trifft nicht zu	Trifft gar nicht zu
1) Ich spreche gerne Englisch.	☒					
2) Es fällt mir leicht, meine Gedanken und Argumente auf Englisch auszudrücken.	☒					
3) Bevor ich im Unterricht etwas auf Englisch sage, überlege ich mir wie ich es ausdrücken kann.		(?)	☒			
4) Ich fühle mich wohl, wenn ich im Unterricht Englisch spreche.	☒					
5) Ich habe Hemmungen, vor der Klasse Englisch zu sprechen.						☒
6) Ich habe Hemmungen davor in Gruppenarbeiten Englisch zu sprechen.						☒
7) Ich spreche auch außerhalb der Schule regelmäßig (mindestens 1x pro Woche) Englisch.	☒					
8) Es ist mir peinlich, wenn ich beim Englisch sprechen Fehler mache.						☒
9) Ich verwende häufig neu gelernte Wörter, wenn ich Englisch spreche.	☒					
10) Ich verwende häufig schwierige grammatikalische Strukturen, wenn ich Englisch spreche.				☒		
11) Ich habe ein Talent für Fremdsprachen.			☒			
Zusätzliche Kommentare:						

Fragebogen:

Sehr geehrte TeilnehmerInnen,

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Name der teilnehmenden Person: _

Datum: 26. 9. 2018   Unterschrift der teilnehmenden Person:

1. Geschlecht:

☐ männlich   ⊠ weiblich   ☐ anderes

2. Alter:

_18_

3. Schulstufe:

4. Klasse BHS

4. Spezialisierung der Klasse (Zweig):

Wirtschaft und Management mit Versicherung

5. CLIL-Unterricht:

☐ ja   ⊠ nein

> 5.1. Falls **JA**: Warum ich mich **für** CLIL-Unterricht entschieden habe (mehr als eine Antwort möglich):
> ☐ Ich mag die englische Sprache
> ☐ Vorteile für meinem zukünftigen Berufswunsch
> ☐ Vorteile für mein Privatleben
> ☐ Es ist eine zusätzliche Herausforderung
> ☐ Meine Eltern haben mir dazu geraten
> ☐ Frühere Lehrpersonen haben mir dazu geraten
> ☐ FreundInnen haben mir dazu geraten
> ☐ Andere Gründe:

5.2. Falls **NEIN**: Warum ich mich **gegen** CLIL-Unterricht entschieden habe (mehr als eine Antwort möglich):

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☐ Keine Vorteile für mein Privatleben
☐ Das wäre schwieriger als auf Deutsch
☐ Meine Eltern haben mir davon abgeraten
☐ Frühere Lehrpersonen haben mir davon abgeraten
☐ FreundInnen haben mir davon abgeraten
☐ Andere Gründe:

ich war in einer CLIL-Klasse, aber aufgrund des extremen Arbeitsaufwands & Stress habe ich gewechselt

6. Kreuzen Sie an, welche Aussagen für Sie zutreffen:

	Trifft vollständig zu	Trifft zu	Trifft eher zu	Trifft eher nicht zu	Trifft nicht zu	Trifft gar nicht zu
1) Ich spreche gerne Englisch.			X			
2) Es fällt mir leicht, meine Gedanken und Argumente auf Englisch auszudrücken.		X				
3) Bevor ich im Unterricht etwas auf Englisch sage, überlege ich mir wie ich es ausdrücken kann.		X				
4) Ich fühle mich wohl, wenn ich im Unterricht Englisch spreche.			X			
5) Ich habe Hemmungen, vor der Klasse Englisch zu sprechen.					X	
6) Ich habe Hemmungen davor in Gruppenarbeiten Englisch zu sprechen.						X
7) Ich spreche auch außerhalb der Schule regelmäßig (mindestens 1x pro Woche) Englisch.						X
8) Es ist mir peinlich, wenn ich beim Englisch sprechen Fehler mache.				X		
9) Ich verwende häufig neu gelernte Wörter, wenn ich Englisch spreche.				X		
10) Ich verwende häufig schwierige grammatikalische Strukturen, wenn ich Englisch spreche.						X
11) Ich habe ein Talent für Fremdsprachen.		X				
Zusätzliche Kommentare:						

198

Fragebogen:

Sehr geehrte TeilnehmerInnen,

Mein Name ist _____ und ich bin Lehramtsstudentin an der Universität Wien. Im Rahmen meiner Diplomarbeit möchte ich die CLIL-Unterrichtsmethode in Bezug auf die Entwicklung der Sprechkompetenzen in der Fremdsprache untersuchen. Zu diesem Zweck bitte ich Sie diesen Fragebogen auszufüllen. Ebenfalls bitte ich Sie um Erlaubnis, Sie während der Beantwortungen zweier Sprechkompetenzübungen aufzunehmen.
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Name der teilnehmenden Person: ___

Datum: _26.04.2019_   Unterschrift der teilnehmenden Person:
_____   _____

1. Geschlecht:
☐ männlich   ☒ weiblich   ☐ anderes

2. Alter:
_18_____

3. Schulstufe:
_4. BHS_____

4. Spezialisierung der Klasse (Zweig):
_Wirtschaft mit Verantwortung (HWA)_____

5. CLIL-Unterricht:
☐ ja   ☒ nein

> 5.1. Falls **JA**: Warum ich mich **für** CLIL-Unterricht entschieden habe (mehr als eine Antwort möglich):
> ☐ Ich mag die englische Sprache
> ☐ Vorteile für meinem zukünftigen Berufswunsch
> ☐ Vorteile für mein Privatleben
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> ☐ Meine Eltern haben mir dazu geraten
> ☐ Frühere Lehrpersonen haben mir dazu geraten
> ☐ FreundInnen haben mir dazu geraten
> ☐ Andere Gründe:
> _____

5.2. Falls **NEIN**: Warum ich mich **gegen** CLIL-Unterricht entschieden habe (mehr als eine Antwort möglich):

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□ Keine Vorteile für meinem zukünftigen Berufswunsch
□ Keine Vorteile für mein Privatleben
□ Das wäre schwieriger als auf Deutsch
□ Meine Eltern haben mir davon abgeraten
□ Frühere Lehrpersonen haben mir davon abgeraten
□ FreundInnen haben mir davon abgeraten
☒ Andere Gründe:
Ich wollte einen zu großen Lernaufwand vermeiden (auch andere neue Fächer auf die man sich konzentrieren muss)

6. Kreuzen Sie an, welche Aussagen für Sie zutreffen:

	Trifft vollständig zu	Trifft zu	Trifft eher zu	Trifft eher nicht zu	Trifft nicht zu	Trifft gar nicht zu
1) Ich spreche gerne Englisch.	X					
2) Es fällt mir leicht, meine Gedanken und Argumente auf Englisch auszudrücken.		X				
3) Bevor ich im Unterricht etwas auf Englisch sage, überlege ich mir wie ich es ausdrücken kann.		X				
4) Ich fühle mich wohl, wenn ich im Unterricht Englisch spreche.	X					
5) Ich habe Hemmungen, vor der Klasse Englisch zu sprechen.						X
6) Ich habe Hemmungen davor in Gruppenarbeiten Englisch zu sprechen.						X
7) Ich spreche auch außerhalb der Schule regelmäßig (mindestens 1x pro Woche) Englisch.					X	
8) Es ist mir peinlich, wenn ich beim Englisch sprechen Fehler mache.				X		
9) Ich verwende häufig neu gelernte Wörter, wenn ich Englisch spreche.			X			
10) Ich verwende häufig schwierige grammatikalische Strukturen, wenn ich Englisch spreche.				X		
11) Ich habe ein Talent für Fremdsprachen.		X				
Zusätzliche Kommentare:						

Fragebogen:

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Name der teilnehmenden Person: _

Datum: _26.04.2019_   Unterschrift der teilnehmenden Person:

---

1. Geschlecht:
□ männlich   ☒ weiblich   □ anderes

2. Alter:
_19_

3. Schulstufe:
12. /4. BHS

4. Spezialisierung der Klasse (Zweig):
Wirtschaft mit Verantwortung

5. CLIL-Unterricht:
□ ja   ☒ nein

    5.1. Falls **JA**: Warum ich mich **für** CLIL-Unterricht entschieden habe (mehr als eine Antwort möglich):
    □ Ich mag die englische Sprache
    □ Vorteile für meinem zukünftigen Berufswunsch
    □ Vorteile für mein Privatleben
    □ Es ist eine zusätzliche Herausforderung
    □ Meine Eltern haben mir dazu geraten
    □ Frühere Lehrpersonen haben mir dazu geraten
    □ FreundInnen haben mir dazu geraten
    □ Andere Gründe:

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☐ Das wäre schwieriger als auf Deutsch
☐ Meine Eltern haben mir davon abgeraten
☐ Frühere Lehrpersonen haben mir davon abgeraten
☐ FreundInnen haben mir davon abgeraten
☐ Andere Gründe: *wg.*
wollte zu Beginn, aber wegen meiner Mathe Note in der Unterstufe hätte wurde ich nicht aufgenommen

6. Kreuzen Sie an, welche Aussagen für Sie zutreffen:

	Trifft vollständig zu	Trifft zu	Trifft eher zu	Trifft eher nicht zu	Trifft nicht zu	Trifft gar nicht zu
1) Ich spreche gerne Englisch.	✕					
2) Es fällt mir leicht, meine Gedanken und Argumente auf Englisch auszudrücken.		✕				
3) Bevor ich im Unterricht etwas auf Englisch sage, überlege ich mir wie ich es ausdrücken kann.			✕			
4) Ich fühle mich wohl, wenn ich im Unterricht Englisch spreche.	✕					
5) Ich habe Hemmungen, vor der Klasse Englisch zu sprechen.						✕
6) Ich habe Hemmungen davor in Gruppenarbeiten Englisch zu sprechen.						✕
7) Ich spreche auch außerhalb der Schule regelmäßig (mindestens 1x pro Woche) Englisch.	✕					
8) Es ist mir peinlich, wenn ich beim Englisch sprechen Fehler mache.					✕	
9) Ich verwende häufig neu gelernte Wörter, wenn ich Englisch spreche.			✕			
10) Ich verwende häufig schwierige grammatikalische Strukturen, wenn ich Englisch spreche.			✕			
11) Ich habe ein Talent für Fremdsprachen.		✕				
Zusätzliche Kommentare:						

12. Abstracts

12.1. English abstract

During the last three decades, CLIL has emerged as a prestigious educational approach in a growingly globalised and fast-paced Europe, not least because of its purported beneficial effect on language skills and learner attitudes. While a large body of literature supports this added value of CLIL, some critical voices in the field have recently challenged this view. The present dissertation therefore aims at examining the advantageous effects of CLIL on conversations skills and learners' confidence and motivation in a pseudo-longitudinal case study. For this purpose, data of 14 CLIL and 14 Non-CLIL (N=28) students belonging to three different age groups has been collected in an Austrian secondary school. The empirical investigation comprised a spoken interaction test and a self-evaluation questionnaire on learners' motivation and confidence regarding L2 use. A quantitative evaluation of the questionnaires showed that CLIL students are more confident L2 users compared to their Non-CLIL peers. Furthermore, a statistical analysis confirmed that CLIL students displayed significantly better conversation skills and that good conversation skills correlate with positive learner attitudes. Contrary to expectations, however, the pseudo-longitudinal analysis revealed that Non-CLIL students improve their conversation skills more markedly over the years than the CLIL group. Taken together, these findings indicate that the CLIL groups' superiority in the assessed categories cannot be accounted to the integrated methodology alone.

12.2. German abstract

In den letzten drei Jahrzehnten hat sich CLIL in einem zunehmend globalisierten und schnelllebigen Europa zu einem prestigeträchtigen Bildungsansatz entwickelt. Dies hängt nicht zuletzt mit seinem mutmaßlich positiven Einfluss auf die Sprachkenntnisse und die Einstellung der Lernenden zusammen. Während ein Großteil der vorhandenen CLIL-Forschung diesen Mehrwert von CLIL anerkennt, haben einige kritische Stimmen diese Ansicht unlängst überzeugend in Frage gestellt. Die vorliegende Diplomarbeit geht mittels einer Pseudo-Längschnittuntersuchung der Frage nach, ob sich CLIL tatsächlich positiv auf die Gesprächskompetenz, das Selbstvertrauen und die Motivation der Lernenden auswirkt. Zu diesem Zweck wurden in einem österreichischen Gymnasium Daten von 28 SchülerInnen

aus drei verschiedenen Altersgruppen erhoben. Davon wurde jeweils die Hälfte mit der CLIL-Methode und die andere Hälfte auf traditionellem Wege unterrichtet. Die empirische Untersuchung umfasste sowohl einen Test zu mündlicher Interaktion als auch einen Fragebogen, in welchem die SchülerInnen ihre Motivation und ihr Selbstvertrauen bezüglich ihres Zweitsprachgebrauchs selbst einschätzten. Eine quantitative Auswertung der Fragebögen zeigte, dass CLIL-SchülerInnen was den Gebrauch der Zielsprache selbstbewusster sind als ihre Altersgenossen aus der Kontrollgruppe. Darüber hinaus ergab eine statistische Analyse, dass CLIL-Schüler eine signifikant bessere Gesprächskompetenz aufweisen und dass hohe Gesprächskompetenz mit einer positiven Einstellung bezüglich der Zielsprache korreliert. Entgegen den Erwartungen zeigte die pseudolongitudinale Analyse jedoch, dass die SchülerInnen, die auf traditionellem Wege unterrichtet wurden, ihre Konversationsfähigkeiten im Laufe der Jahre deutlicher verbesserten als die CLIL-Gruppe. In Summe deuten diese Ergebnisse darauf hin, dass die Überlegenheit der CLIL-Gruppen in den bewerteten Kategorien nicht allein auf die integrierte Methodik zurückzuführen ist.