DIPLOMARBEIT / DIPLOMA THESIS

Titel der Diplomarbeit / Title of the Diploma Thesis

"Student and teacher perspectives on CLIL in German-speaking upper secondary schools in South Tyrol"

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„learn as you use and use as you learn”

(Marsh 2002: 10)

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List of abbreviations

CLIL   Content and Language Integrated Learning

FL   foreign language

FOS   Fachoberschule für Tourismus und Biotechnologie "Marie Curie" mit Landesschwerpunkt Ernährung

L1   first language

L2   second language

MoI   medium of instruction

NS   native speaker

NNS   non-native speaker

SLA   second language acquisition

SG   Sprachengymnasium "Walther von der Vogelweide", Bozen

WW1   World War 1

WW2   World War 2

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1. Introduction

The educational approach of Content and Language Integrated Learning, more commonly known under its acronym CLIL, has rapidly spread throughout Europe within the past decades due to the globalisation and the resulting increasing necessity of the individual being able to communicate confidently and efficiently in several languages. Albeit its implementation is in the hands of the single member states, the EU is probably its most ardent advocate because CLIL enables to create cultural and social cohesion whilst promoting linguistic diversity and preserving linguistic minorities.

In the past, CLIL studies mainly focused on the learning outcomes, especially with regard to the CLIL vehicular language, i.e. the language through which the content subjects are taught. Only recently the focus of CLIL research shifted towards other CLIL-relevant research objects such as the affective dimension including stakeholders' perceptions and beliefs, or the processes involved such as forms of classroom discourse (Dalton-Puffer & Nikula 2014: 118). However, despite awareness that the stakeholders' perspectives are crucial to the approach's success, affective evidence is still rather underrepresented in CLIL research (Dalton-Puffer & Nikula 2014: 118; Cenoz 2013: 393), even if in recent research there has been a shift towards affective aspects of CLIL. Therefore, this diploma thesis is dedicated to filling this research gap within the context of the German-speaking upper secondary schools in Italy's northernmost province Bolzano. In these schools, CLIL is a very recent phenomenon because the implementation of bilingual and multilingual programmes was inhibited by law until 2013. In that year, resolution 1034 was introduced, which should open the doors to rendering the society indeed bilingual – and even plurilingual. Since the school year 2013-14, CLIL pilot projects have been established on a voluntary basis in a limited number of German-speaking upper secondaries in the province.

This diploma thesis aims at analysing the perspectives of students and teachers of German-speaking upper-secondaries on the recently implemented CLIL pilot project. Moreover, it relates these stakeholders' perspectives to pre-existing theories about and thoughts on CLIL. For this purpose, questionnaires directed at gaining insights into these stakeholders' views on CLIL were administered in two German-speaking upper secondaries in South Tyrol. These two schools are the Gymnasium "Walther von der Vogelweide" located in Bolzano, the province's capital, and the Fachoberschule für Tourismus und Biotechnologie "Marie Curie" mit Landesschwerpunkt Ernährung (FOS) located in Merano, the province's second-largest town.

The aforementioned research questions are approached by first defining and outlining the concept of Content and Language Integrated Learning, its development in Europe and its

similarities and differences to other bilingual or immersion programmes (chapter 2). Next, the context of the study will be presented by referring to the historical context of South Tyrol, its school system and the recently implemented CLIL pilot projects in German-speaking schools (chapter 3). Chapter 4, first, defines the key terms of this diploma thesis, namely 'stakeholders' and 'perspectives' and explains the significance of the stakeholders' views on CLIL. Then, the theoretical background of this study, which was also used as the basis for the design of the questionnaires, will be summarised. In chapter 5, the methodological approach of the study will be described by illuminating in detail the design, administration and analysis of the questionnaires and by introducing the two participating schools as well as the participants. Chapter 6 will present the data obtained from the questionnaires by categorising them into the four main sections of the questionnaire. Finally, chapter 7 will discuss the most significant results of the previously presented findings by relating them to relevant insights of already existing studies (cf. chapter 4). Therefore, this chapter aims at providing an extensive portrayal of the respondents' perspectives on CLIL and contextualises these within the framework of previous research.

2. Content and Language Integrated Learning (CLIL)

The notion of bilingual or multilingual teaching[1] has a very long tradition. In other words, it "is as old as education itself" (Coyle, Hood & Marsh 2013: 2). For instance, already in the Roman Empire education was frequently conducted in another language than the learner's first language (L1)[2], e.g. in Greek, not only for the sake of learning the language but mostly in order "to ensure that they would have access to […] the social and professional opportunities it would provide for them in their future lives" (ibid.). Especially due to the rapid spread of globalisation in the second half of the twentieth century and the resulting requirement to master several languages at a rather high proficiency level – above all English which has gained a status as lingua franca (ELF), bilingual and multilingual programmes have become increasingly popular all over the world. The roots for the current understanding of such programmes mainly lie in the so-called French immersion programmes which were introduced in Canada in the 1960s to reinforce bilingualism as well as national unity (Coyle, Hood & Marsh 2013: 7f.; Marsh 2002: 56). The form which has evolved in Europe is most commonly referred to as Content and

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[1] Bilingual programmes imply that two languages are used as vehicular languages to reach bilingualism, i.e. to master both languages equally well. Hence immersion programmes can be considered a form of bilingual education (Lasagabaster 2015: 16). Multilingual education, on the other hand, means that more than two languages are used as media of instruction with the aim to reach multilingualism (see footnote 8) (Lasagabaster 2015: 17).

[2] First language, commonly referred to as 'mother tongue' in everyday language, is used to relate to "the linguistic variety(ies) acquired in early childhood, up to the age of two or three. […] It is the variety in which the human faculty of language is first vested in a natural language" (Council of Europe 2007: 51).

Language Integrated Learning, or its acronym CLIL and is considered as "one of the most dynamic pedagogic trends in language teaching in Europe" (Hüttner, Dalton-Puffer & Smit 2013: 267). In the following three sections, first, the term CLIL will be defined (2.1) by referring to its benefits and drawbacks (2.2); then, its development in Europe will be outlined (2.3); and, finally, some crucial differences as well as similarities with other bilingual programmes will be presented (2.4).

2.1. Definition of CLIL

In order to be able to discuss the approach of Content and Language Integrated Learning further, it first needs to be understood what the term implies. The term itself already suggests that this is not an approach that solely focuses on either language or content teaching and learning. It rather stresses the integration of the two through which "both linguistic and content subject competence can be promoted […] more effectively than when content and language are taught in isolation" (Wolff 2002: 47). Consequently, the different processes of learning between content and language classes are reconciled in CLIL classes. In content classes, concepts and knowledge are transmitted in a mutually intelligible language. In language classes, on the other hand, this transmission takes place "via the very subject under examination" – the second (L2)[3] or foreign language (FL)[4] (Brown 2009: 46f.). In CLIL classes, finally, concepts and knowledge are transmitted in another language than the general language of instruction, which is, however, not the lessons' objective. Coyle, Hood & Marsh, thus, define CLIL as "a dual-focused educational approach[5] in which an **additional** language is used for the learning and teaching of both content *and* language. […] Each is interwoven, even if the emphasis is greater on one or the other at a given time" [original emphasis] (2013: 1). However, this twofold aim can only be achieved if teaching is not only conducted **in** the additional language but **with** and **through** it [my emphasis] (Coyle, Hood & Marsh 2013: 12; Eurydice 2006: 7). This additional language can either be an L2, FL, or "some form of heritage or community language" (Coyle, Hood & Marsh 2013: 1). In other words, the language which is used to convey the "curricular subjects such as biology or history […] is neither their [the students'] first language nor the dominant

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[3] Second language may refer to the second language acquired but, more importantly, it is the language which is spoken in the learners social and geographical environment (Council of Europe 2007: 52).

[4] Foreign language refers to languages which are learnt at school, but which are typically not present in the learner's everyday surroundings (Council of Europe 2007: 53).

[5] Ball, Kelly & Clegg criticise that CLIL should be referred to as 'dual-focused approach' because this makes it seem as if the content was separate and separable from language. However, they belong intrinsically together and are thus inextricable as "content has always involved language, and language has always involved content". Thus, the intention to explicitly draw attention on both is preposterous when taking into consideration that "language is content" (2015: 25, 49; cf. also Dalton-Puffer & Smit 2007: 11). Language does not exist on its own; it always "acts as the vehicle for both understanding and expressing […] content" (Ball, Kelly & Clegg 2015: 61).

medium of instruction in the respective education system" (Dalton-Puffer & Nikula 2014: 117). However, the L2 is often excluded from the definition of additional language; then CLIL is understood to be solely using an FL as vehicular language (e.g. Dalton-Puffer, Nikula & Smit 2010: 1; Lasagabaster & Sierra 2010: 369). Although such a definition might be favoured because it would allow distinguishing CLIL more clearly from other bilingual and multilingual programmes – for instance, immersion programmes (cf. 2.4), for this paper the more broadly accepted definition of additional language including the L2 is taken as working definition because it reflects the understanding of CLIL in the context under scrutiny (cf. 3.3).

CLIL may either be conceptualised as "educational approach" or as "language teaching approach" (Cenoz 2013: 390). The previously presented definitions regarded CLIL as an educational approach which integrates content and language and, therefore, does not focus on language solely. In contrast, CLIL as a "language teaching approach" focuses on the aspect of language. Thus, the main difference between CLIL and non-CLIL subjects is the form of content, i.e. in CLIL subjects the content is "an integral part of the learning process", and in non-CLIL subjects, it is "a resource to teach and learn language" (Cenoz 2013: 391). However, for the sake of the present paper, CLIL will be regarded as educational approach since this is not only its most common assumption but also the conceptualisation which fits the context of German-speaking schools in South Tyrol best.

The objectives of CLIL may be manifold. Nevertheless, in general, CLIL aims at providing students with the opportunity to acquire content hand in hand with and through the medium of an additional (European) language and to be able to use these languages in a multitude of contexts effectively (Coyle 2002: 27). Moreover, the students develop specific learning strategies as well as intercultural awareness (ibid.). This becomes feasible through the synergy of what was classified by Coyle as the 4Cs, namely "content", "communication", "cognition" and "culture/citizenship" (2002: 28). The "content" relates to the subject matter, "communication" refers to the language[6], "cognition" refers to the cognitive skills[7] and "culture/citizenship" means the development of intercultural awareness which is essential to CLIL (ibid.). Therefore, effective CLIL can only take place when these four parameters are

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[6] This subsumes the "language *of* learning", the "the language *for* learning" and the "language *through* learning". The "language *of* learning" is the language which is needed for the learners to access the content. The "language *for* learning" is the language the learners need to be able to interact in CLIL lessons. The "language *through* learning" means that learning takes place only when language is actively used, i.e. through articulation (Coyle 2007: 553f.).

[7] Since information is processed and stored in an L2 or FL, different cognitive processes are required. This consolidates the CLIL experience and the intake of both language and content (Hofmannová, Novotná & Pípalová 2008: 21).

met, and both integrating learning (concerning cognition and content) and language learning (concerning communication and culture) are taken into consideration. These 4Cs are depicted most commonly in the form of a triangle with each of the former three (content, communication, cognition) representing an angle while "culture/citizenship" represents the bigger whole that connects the other three areas (see Figure 1). Therefore, the new dual focus on content and language requires new teaching methodologies, which consider that language is the medium through which the learners acquire new content instead of being the object of teaching and learning (Coyle, Hood & Marsh 2013: 34).
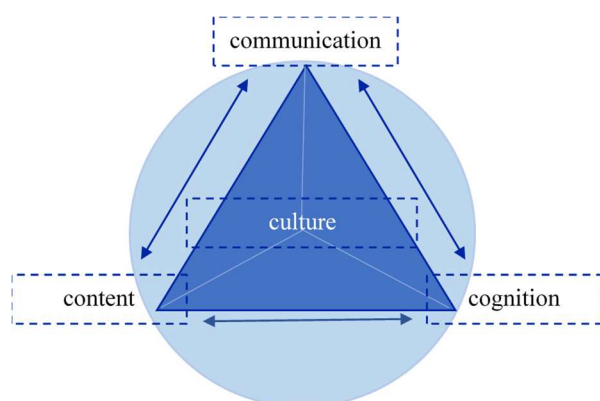
Figure 1: 4C's framework of CLIL (graphic by V.P. based on Coyle 2002: 28)

Marsh summarises these areas identified by Coyle (2002) in his five "dimensions" of CLIL. These subsume the "culture dimension", the "environment dimension", the "language dimension", the "content dimension" and the "learning dimension" (2002: 65-69), and are presented in more detail in Figure 2. When comparing the two models, it becomes apparent that there is a substantial overlap between Coyle's 4C's framework and Marsh's five dimensions of CLIL even if the labels differ.
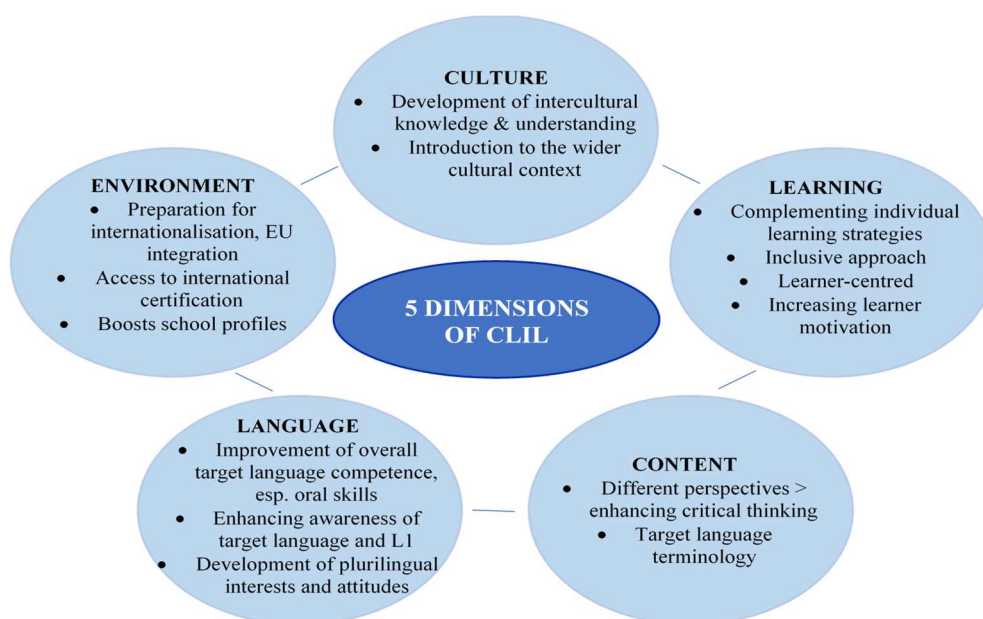
Figure 2: 5 dimensions of CLIL (graphic by V.P. based on Marsh 2002: 65-69)

The two figures (Figure 1 and Figure 2) clearly show that culture is an integral feature of CLIL. This also corresponds to one of the main requirements in the present-day globalised world. However, merely learning a language does not necessarily imply that the learners automatically develop a cultural awareness or competence. Thus, "one may be plurilingual without necessarily being pluricultural" (Council of Europe 2007: 69). Nevertheless, it is the cultural competence which is essential for a respectful, peaceful and prosperous co-working and co-living (Council of Europe 2007: 18, 35). This principle will be further elaborated in chapter 2.3.

2.2. Strengths and drawbacks of CLIL

Like any other approach, CLIL has specific strengths and weaknesses. These are presented in the following by first referring to its strengths and then to its drawbacks.

The biggest strength might be that two birds are killed with one stone when content and language are learned simultaneously (Dalton-Puffer & Smit 2007: 8). Resultingly, the presence of foreign languages in the school curricula is increased (Cenoz, Genesee & Gorter 2014: 255) and, at the same time, the amount of learners' exposure to the target language is increased (Dalton-Puffer & Smit 2007: 8; Doiz, Lasagabaster & Sierra 2014: 213). As a consequence, the students can familiarise themselves more deeply with the target language (Gilardoni 2013: 155). Language learning is not consciously focused on but happens incidentally (Dalton-Puffer & Smit 2013: 549; Lasagabaster & Sierra 2009: 13) and the focus is on meaning rather than on form (Coyle, Hood & Marsh 2013: 33; Marsh 2002: 49). Therefore, by learning content subjects in the CLIL mode, "the use of the foreign language [is given] a purpose over and beyond learning the language itself" (Dalton-Puffer & Smit 2007: 8). Consequently, the learners' affective filter can be kept rather low, which might, in return, enhance the learners' motivation (Aguilar & Rodriguez 2012: 184; Doiz, Lasagabaster & Sierra 2014: 210; Mearns, de Graaff & Coyle 2018; Muñoz 2002: 36; Otwinowska & Foryś 2017: 462). Simultaneously, their attitude towards languages, in general, and language learning can be positively influenced (Lancaster 2016; Lasagabaster 2009: 29), which, in return, has a decisive impact on the learners' "rate of L2 acquisition and [on] the ultimate level of achievement" (Otwinowska & Foryś 2017: 458, 461). Furthermore, due to the naturalistic language learning approach of CLIL, the competencies are developed more holistically (Dalton-Puffer & Smit 2007: 8; Gilardoni 2013: 154; Marsh 2002: 175). Nonetheless, Swain emphasises the importance of careful lesson planning and integrating specific linguistic elements in order that the language can be used naturally (1996: 90). Since learning takes place in meaningful and authentic contexts and a greater diversity of methods and real-life tasks are employed, the students will be better prepared for a globalised world and their economic opportunities in it are significantly increased

(Aguilar & Rodriguez 2012: 184; Dalton-Puffer & Smit 2007: 9; Marsh 2002: 174; Mearns, de Graaff & Coyle 2018: 3). However, it needs to be borne in mind that these arguments are mainly based on theoretical rather than empirical evidence. Moreover, CLIL is an inclusive and egalitarian approach (Marsh 2002: 175; Ball, Kelly & Clegg 2015: 13f.) – not only with regard to the students' socio-economic background but also with regard to the students' abilities since all students – no matter if high or low proficiency – can benefit from CLIL (Ball, Kelly & Clegg 2015: 11). Hence, it "aims at pluralism and enrichment and not assimilation (Cenoz 2015: 19). One of CLIL's benefits for the teachers is that it might be a catalyst for changing and enhancing their teaching practice (Gilardoni 2013: 155). Also, the flexibility of CLIL in that it can be applied in a diversity of contexts, in various subjects for longer or shorter periods can be regarded as an advantage of the approach. This flexibility might be one of the main reasons for its enthusiastic endorsement (Gilardoni 2013: 155; Leung 2005: 239) – even if it is also included in its drawbacks in the next paragraph. Lastly, CLIL research might provide innovative insights into language and content learning (Cenoz, Genesee & Gorter 2014: 256.).

The major drawbacks of CLIL include the shortage of appropriately qualified teachers and a lack of appropriate teaching materials (Aguilar & Rodriguez 2012: 185; Eurydice 2006: 51; Gilardoni 2013: 156; McDougald 2015: 34; Papaja 2012: 50; Verdorfer 2017: 34). CLIL requires teachers who are experts in the content subject and who, moreover, are highly proficient in the CLIL vehicular language. It might, however, be difficult to find such teachers, especially with regard to their language proficiency when considering that in the European context it is the content teachers who teach CLIL lessons (Ruiz de Zarobe 2013: 237). In addition, the fact that more effort and time is required from teachers, mostly without particular gratification is problematic (Aguilar & Rodriguez 2012: 189; Dalton-Puffer 2007: 47; Gilardoni 2013: 155; Verdorfer 2017). Furthermore, even if it is its flexibility which contributed to the remarkable success of CLIL, this might also be a weakness. The lack of clear guidelines may lead to confusion, misapplication and misunderstanding and might have a negative impact primarily on the learners (Leung 2005: 239; Otwinowska & Foryś 2017: 462). According to Coyle, this can only be averted if CLIL "is imbedded in a robust contextualised framework with clear aims and projected outcomes" (2007: 546). Finally, the lack of empirical evidence – especially in the form of longitudinal studies – can be regarded as a weakness as this impedes a thorough and sustainable understanding of the approach and its effectiveness. Therefore, a considerable amount of attention still needs to be devoted to the effectiveness of CLIL in a wide area of CLIL-related topics, such as classroom discourse or the impact on students' motivation, in the form of long-term studies (Cenoz, Genesee & Gorter 2014: 256f.; Dalton-Puffer & Nikula

2014: 119; Lasagabaster & Sierra 2010: 373). Gaining a deeper understanding of the approach and its implications might also lead to a more accurate definition of CLIL.

2.3. CLIL in Europe

Europe has always been a multilingual continent,[8] but since the second half of the twentieth century, there are increased efforts towards plurilingualism[9]. Possessing plurilingual skills is considered by the EU as the enabler for "taking part in the political and public life of Europe" and "to interact effectively and appropriately with other European citizens" (Council of Europe 2007: 36). Consequently, developing and fostering such plurilingual skills "is not simply a functional necessity: it is also an essential component of democratic behaviour" (ibid.). Additionally, plurilingual skills are "essential to make one's way in the modern world and labour market" (Council of the European Union 2011: 4). However, since the EU aims for cultural cohesion and the preservation of linguistic minorities, it does not advocate for the use of a lingua franca to secure a smooth exchange of ideas, goods and people throughout the Union but rather seeks for ways to enhance plurilingualism (Council of Europe 2007: 31). One of these measures is Content and Language Integrated Learning (Commission of the European Communities 2008: 2).

The first measures fostering multilingual teaching in Europe date back to the late 1970s. A proposal put forward by the European Commission in 1978 which emphasised the importance of teaching through other languages in addition to the language of instruction, can be considered as "a landmark point which acted as a catalyst for the development of CLIL" (Coyle, Hood & Marsh 2013: 8). In 1985, the European Council brought to attention once again the importance of European citizens acquiring "practical knowledge of other Community languages" from an early age onwards (Marsh 2002: 52).

The term 'CLIL' was introduced in Europe in the 1990s by the EuroCLIC, a European network consisting of experts from various backgrounds such as researchers, practitioners or educational administrators, as a reaction to the need of a multilingual approach for the European context (Cenoz, Genesee & Gorter 2014: 243; Coyle 2007: 544f.). The hitherto employed approaches were borrowed from other contexts and were, therefore, not always entirely suitable for the

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[8] Multilingualism refers to "a person's ability to use several languages" as well as to "the co-existence of different language communities in one geographical area" (Commission of the European Communities 2008: 3). However, more than one language being present in a particular geographical area does not automatically indicate that the inhabitants of this area are able to use these languages (Council of Europe 2007: 18).
[9] Plurilingualism refers to "the capacity of individuals to use more than one language in social communication whatever their command of those languages" (Beacco 2005: 19). The main objective of plurilingual education should be the awareness and development of cultural competences (Council of Europe 2007: 18).

European context (Marsh 2002: 56-58; Coyle 2007: 544); hence, a new "neutral and generally accessible label to facilitate communication among international experts" was needed (Dalton-Puffer, Nikula & Smit 2010: 3). The first explicit reference to CLIL appears in a resolution by the Council of Education Ministers from 1995. In this resolution, it was stated that innovative teaching methods were required in order to achieve the MT+2 formula,[10] i.e. being able to communicate in two further languages of the European Union in addition to one's L1 (Marsh 2002: 53). The *White paper on education and learning* by the European Commission further explained how this aim could be achieved, namely by introducing the first FL in the pre-school level and the second in the secondary school (1995: 47). Furthermore, in the secondary school, certain subjects should be taught and learned in FLs (European Commission 1995: 47) – a teaching approach which has become widespread since the 1980s (Marsh 2002: 54). Therefore, with the approach of CLIL, the MT+2 formula could be achieved without additional resources such as time or workforce since the approach would allow for making full use of the available resources (Marsh 2002: 9, 49; Lasagabaster & Sierra 2010: 367). Wolff regards CLIL as "a realistic and economic concept which could be implemented fairly quickly in all member states" (2002: 47). This is important insofar as, for instance, increasing the number of FL lessons would have only been possible either at the cost of another curricular subject or by adding extra hours to the already full timetables. Consequently, great reluctance might have been inevitable. However, by combining language and content, this obstacle could be overcome and, additionally, a more meaningful and authentic learning situation could be created. Wolff (2002) even suggested that by introducing CLIL, the number of hours of language lessons of those languages which are used as CLIL vehicular languages in the content subjects could be reduced in favour of the implementation of further languages. However, this proposal was not realised.

A further vital step for CLIL was another proposal by the European Commission in 2005, which suggested the implementation of CLIL throughout the European Union (Coyle, Hood & Marsh 2013: 8). Therefore, this new term with "its (then!) a-historicity and value-freeness" should pave the way to the acceptance of multilingualism also in European regions in which such educational approaches were rejected until then (Dalton-Puffer et al. 2014: 214). Moreover, it should supplement and innovate FL lessons as well as content subject lessons (ibid.). And in fact, "the term has acquired some characteristics of a brand-name, complete with the symbolic capital of positive ascriptions: innovative, modern, effective, efficient and forward-looking" (Dalton-Puffer, Nikula & Smit 2010: 3). Hence, CLIL is used almost exclusively to refer to

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[10] The European Commission's aim that all European citizens should be able to speak two languages in addition to their L1 is referred to as MT+2 formula since the Barcelona European Council in 2002 (Marsh 2002: 59).

content subject learning in an additional language in the European context (Cenoz 2015: 22; Cenoz & Ruiz de Zarobe 2015: 1; Dalton-Puffer 2007: 1; Marsh 2002: 54, 58). Nonetheless, nowadays, it is also used outside of these geographical boundaries (Ioannou Georgiou 2012: 495). However, for instance, in the North American context the term 'Content-based instruction" (CBI) is more common (Cenoz & Ruiz de Zarobe 2015: 1; Hofmannová, Novotná & Pípalová 2008: 21).

CLIL has been put forward by two sides – grassroot movements and top-down measures with the former having had a considerable impact on the latter (Ball, Kelly & Clegg 2015: 2; Dalton-Puffer 2007: 3; Marsh 2002: 10). According to Coyle, Hood & Marsh, there are four stakeholders responsible for the rapid acceptance and spread of CLIL:

> families wanting their children to have some competence in at least one foreign language; governments wanting to improve languages education for socio-economic advantage; at the supranational level, the European Commission wanting to lay the foundation for greater inclusion and economic strength; and finally, at the educational level, language experts seeing the potential of further integrating languages education with that of other subjects (2013: 8).

With this rather new educational approach the "best performance in the learning of languages that suits the times" should be achieved in that the learners do not "learn now for use later" but instead follow the slogan "learn as you use and use as you learn" (Marsh 2002: 10). Therefore, due to its learning-by-doing mentality and its view of the classroom as "learning laboratory", CLIL strongly correlates with contemporary pedagogical principles (Wolff 2002: 48). Dalton-Puffer & Smit describe this naturalistic language learning setting as "importing an element of 'learning the language in the street' into formal education" (2007: 8). This incidental language learning rather resembles natural language acquisition than the explicit language teaching in L2 or FL classes (Council of Europe 2007: 46; Dalton-Puffer 2007: 3).

In the European context, CLIL does not present a homogeneous approach. Rather it encompasses "a wide diversity of situations" and "quite different teaching and learning contexts" (Cenoz 2013: 390), and is "tied to specific lingua-cultural, national, educational and disciplinary traditions" (Dalton-Puffer, Nikula & Smit 2010: 3). The sole feature that remains stable in the implementation of CLIL in the various European countries is that the dominant CLIL vehicular language is English (Lasagabaster 2015: 19; Lasagabaster & Sierra 2010: 368; Ruiz de Zarobe 2013: 233); although the Council of the European Union stresses that not only linguae francae but also "less widely-used languages and the languages of neighbouring countries" should be chosen as vehicular languages (2011: 5). Also, Marsh states that the "English language does not have a monopoly position" (2002: 11) – even if the reality looks

different. Nonetheless, the dominant presence of English in CLIL programmes cannot be regarded as harmful. For instance, Merino & Lasagabaster's study showed that it does not have an adverse effect in a context with minority languages such as in the Basque region, rather English and the minority languages "seem to complement one another within the CLIL framework" (2018: 90). Dalton-Puffer & Smit even identify the widespread use of English as CLIL vehicular language as one of the reasons for the success of and enthusiasm about CLIL (2013: 549). Other languages frequently used as CLIL vehicular languages are French and German (Eurydice 2006:18).

According to Cenoz, Genesee & Gorter (2014), the "lack of precision" in the definition and the fact that there is no clear delineation of CLIL from other similar concepts such as bilingual or immersion programmes (see 2.4) impedes the development of a uniform CLIL throughout Europe. Lasagabaster, however, attributes the diversity in CLIL syllabi throughout Europe to the fact that these are designed to suit the local needs best (2015: 19). Due to this heterogeneity, CLIL is very often referred to as an "umbrella term" (Cenoz & Ruiz de Zarobe 2015: 3; Coyle 2007: 545; Dalton-Puffer, Nikula & Smit 2010: 3; Marsh 2002: 58). Such an understanding is, however, considered as critical by Cenoz, Genesee & Gorter (2014). Firstly, because it might subsume every learning situation in which an FL or L2 is used to learn content, i.e. also everyday situations. And, secondly, because it makes it difficult "to distinguish CLIL learning environments from non-CLIL learning environments" (2014: 246). Furthermore, Ioannou Georgiou regards the definition of CLIL as an umbrella term as problematic because its key characteristics may disappear or be "watered down" due to the widespread implementation in a multitude of contexts; consequently, it may be "misapplied" (2012: 497) (cf. 2.2). Nonetheless, definitional vagueness and adaptability render CLIL suitable for the application in a variety of scholastic contexts as there are, for instance, in Europe (Ball, Kelly & Clegg 2015: 24). Furthermore, these ultimately also contributed to the tremendous success of CLIL throughout Europe, since "[o]ne size does not fit all" (Coyle 2007: 545).

2.4. CLIL vs other bilingual programmes/immersion programmes

As mentioned in the introduction of this chapter, CLIL did not evolve as a completely new educational approach. It rather developed based on already existing bilingual and immersion programmes. Hence, albeit there are considerable differences to such programmes, CLIL, nevertheless, shares a significant number of features with them. These differences and similarities will be presented in this subchapter.

The main difference amongst CLIL and other bilingual programmes is that "CLIL is content-driven" and other programmes are language-driven (Coyle, Hood & Marsh 2013: 1; Cenoz, Genesee & Gorter 2014: 251; Dalton-Puffer & Smit 2007: 12). Thus, the focus of CLIL programmes is on the content while language is (only) the medium through which this content is conveyed. Therefore, CLIL lessons are conducted by the content subject teachers, who are experts in their field and usually non-natives (NNSs), during their lessons, and take place alongside language classes. Attempts of conveying specialised content during language lessons usually are not being considered as CLIL (Dalton-Puffer et al. 2014: 215; Nikula 2015: 15).[11] Nonetheless, CLIL remains an integrated approach with both content and language complementing one another (Coyle 2007: 545; Eurydice 2006: 7; Ioannou Georgiou 2012: 495; Ruiz de Zarobe 2013: 236). This also means that CLIL combines language teaching and content subject teaching methodologies (Ioannou Georgiou 2012: 499). Also, "the planned pedagogic integration of contextualised content, cognition, communication and culture into teaching and learning" distinguishes CLIL from other forms of bilingual education (Coyle, Hood & Marsh 2013: 6).

Concerning the stage of implementation, bilingual programmes such as immersion tend to be introduced at quite early grades, while CLIL is introduced at relatively later stages (Lasagabaster & Sierra 2010: 371). In contrast to other bilingual programmes, the pupils have already acquired basic literacy skills in their L1 when they are first exposed to CLIL lessons. Moreover, they usually had already been exposed to L2/FL lessons (Dalton-Puffer, Nikula & Smit 2010: 1; Dalton-Puffer & Smit 2013: 546; Lasagabaster & Sierra 2010: 371).

While the language for CLIL lessons is often an FL – usually a lingua franca (see 2.3), the vehicular language of immersion programmes is commonly related to an L2 (Cenoz, Genesee & Gorter 2014: 250; Dalton-Puffer et al. 2014: 215). However, as shown in 2.1, this is highly dependent upon the definition of the 'additional languages' for CLIL, while some researchers include the L2 (e.g. Coyle, Hood & Marsh 2013; Eurydice 2006: 7), others insist that the L2 should be excluded (e.g. Dalton-Puffer, Nikula & Smit 2010: 1; Lasagabaster & Sierra 2010: 369). Nonetheless, Cenoz suggests "that learning one language or another cannot be considered an essential characteristic of a programme" (2015: 20). Hence, the nature of the vehicular

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[11] Massler, Stotz & Queisser distinguish three types of CLIL implementation: Type A refers to CLIL in subject lessons when either single topics or modules are taught in L2/FL, and the learning objectives are based on the curriculum of the content subject. Type B refers to CLIL in language lessons (for instance, in projects or theme-based teaching) with the learning objectives being based on the curriculum of the language subject. Type C refers to lessons which fully integrate language and content. Hence, the learning objectives are based either on an integrated curriculum or on the curricula of both language and content subject (2014: 139).

language is no reliable means of distinguishing CLIL from bilingual/immersion programmes. CLIL is mainly discussed by English language teaching and SLA scholars. In contrast, the range of disciplines of scholars who are involved in the research of other programmes is far more varied (Cenoz 2015: 21).

Furthermore, mainly when comparing CLIL to older (and more ancient) forms of bilingual education, it is noticeable that CLIL is not an elitist approach. This means that it is not reserved for an extremely limited number of rather prosperous learners anymore. Nowadays, it is rather egalitarian and inclusive, thus, accessible to learners of various backgrounds (Cenoz, Genesee & Gorter 2014: 249; Eurydice 2006: 21; Marsh 2002: 10; Wolff 2002: 48). However, Dalton-Puffer and Smit criticise that while CLIL may be conceived of as non-elitist, it is clearly "attracting learners who [are] either academically more gifted or whose parents show high levels of interest in education" (2013: 249). Furthermore, there might be strict admittance requirements for the CLIL programme, for instance, in Poland (Papaja 2012: 32). In these cases, it is still more an elitist than egalitarian approach again.

CLIL can also be distinguished from other bilingual programmes in that the amount of time and FL learning intensity vary, usually according to the geographical location, to the individual school's capacities and to the teacher's skills and methodologies. Usually, schools can decide whether they would like to install such a programme which is restricted to a limited number of school subjects. In contrast, other bilingual programmes may be statutory and comprise a higher number of or even all the content subjects of the curriculum (Ball, Kelly & Clegg 2015: 1).

Also, the teaching materials substantially differ. The materials of immersion programmes are usually directed to native speakers (NSs). Therefore, teachers can choose from a rather vast assortment. For CLIL lessons, there is still a lack of approved materials (Gierlinger 2007: 96). Hence, teachers have to design and/or adapt their materials in most cases instead of being able to resort to already existing materials (Lasagabaster & Sierra 2010: 372).

Furthermore, the students' goals and motivation are different in CLIL and immersion programmes. In the former they are rather 'instrumental', i.e. the reasons for language learning are rather practical as receiving better jobs, getting higher salaries or passing an exam. In the latter, on the other hand, motivation is rather 'integrative'. This means that the main aim is to be able to use the language at a quite high-proficiency level with NSs and to connect with them and their culture (Cenoz, Genesee & Gorter 2014: 248; Coyle, Hood & Marsh 2013: 89;

Hofmannová, Novotná & Pípalová 2008: 22).[12] However, Lasagabaster & Sierra (2010) show that the argument of motivation may not be set in stone. They mention that there are both forms present in Spain: Lessons in the minority languages Basque and Catalan are considered as immersion, whereas lessons in the FL English are considered as CLIL. The motivation in immersion programmes could also entail an instrumental motivation, for instance, enhancing job perspectives (Lasagabaster & Sierra 2010: 369). Nevertheless, with regard to the learners' language proficiency, bilingual or immersion programmes often imply that the learners will achieve (near) bilingual or native-like competence[13] (Marsh 2002: 55, Muñoz 2002: 36). However, this is no requirement for CLIL. For CLIL, it is sufficient to be able to successfully communicate in the target language because it aims at more functional competences (Muñoz 2002: 36). With regard to the audience, CLIL is mainly directed to students of the majority language (Ball, Kelly & Clegg 2015: 1).

The similarities between CLIL and other bilingual programmes include that the parents play a major role in their children's' enrolment in such programmes (Lasagabaster & Sierra 2010: 370). Moreover, bilingual programmes of all kinds are characterised by their communicative approach (ibid.). The acquisition of L2/FLs in bilingual programmes are not detrimental to the students' development of both their L1(s) and the uptake of subject-specific knowledge (ibid.). The teachers of bilingual programmes are usually bilingual, albeit CLIL teachers are predominantly NNSs whereas, for instance, teachers in immersion programmes are mainly NSs of the target language (Lasagabaster & Sierra 2010: 370f.).

Despite the differences and similarities, comparative research of bilingual programmes from all over the world is of paramount importance to get a full picture of the phenomenon (Cenoz 2015: 22; Coyle 2007: 547; Dalton-Puffer et al. 2014: 217).

3. The context: the school system in South Tyrol

3.1. Historical context

The school system in South Tyrol is tripartite, consisting of German, Italian and Ladin education authorities and schools of all levels for all three language groups. This division has its roots in the consequences of WW1 and WW2. Prior to WW1, South Tyrol was part of Austria. Albeit Italy declared its neutrality at the beginning of WW1, it signed the Treaty of

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[12] The concept of 'instrumental' and 'integrative' motivation was introduced by Gardner & Lambert. For more information consult Gardner, Robert C.; Lambert, Wallace E. 1972. *Attitudes and motivation in second-language learning.* Rowley, MA: Newbury House Publishers.
[13] This might be attributed to the definition of bilingualism: "bilingualism refers to two languages" and "bilingual person is supposed to speak or use both languages 'equally well'" (Lasagabaster 2015: 14).

London in April 1915. This was a secret pact between Italy and the Entente in which Italy was promised – amongst others – land, more specifically, Tyrol up to Brennero, i.e. South Tyrol (Kramer 1981: 17f.). Hence, Italy joined WW1 siding with the Entente against the Central Powers. As the Central Powers lost WW1, the promised land was annexed to Italy with the Treaty of Saint-Germain in September 1919 (Steininger). Ever since Bolzano is the northernmost province of Italy, forming together with the province of Trentino the region Trentino-South Tyrol (Trentino-Südtirol/Alto Adige).

When the fascists seized power in Italy at the beginning of the 1920s, the linguistic and cultural diversity of the newly gained land was a thorn in their side. Consequently, the German- and Ladin-speaking minorities were oppressed, and the usage of their native languages, as well as the preservation of their customs, were prohibited (Baur 1994: 132). Furthermore, during the Italianisation, thousands of Italians from all parts of the country were settled in South Tyrol to disseminate the Italian language and culture (ibid.).[14] German-speaking schools were prohibited and substituted by Italian-speaking schools. Hence, the pupils had no longer the opportunity to attend school in their L1 legally. However, at the same time the so-called catacomb schools (*Katakombenschulen*) which were illegally organised schools, often at farms, were installed to teach the German-speaking children mainly reading and writing in their L1 (Steininger). Finally, in 1939 the two dictators Benito Mussolini and Adolf Hitler sided and presented the German-speaking population of South Tyrol the Option Agreement – also referred to in Nazi-Jargon as *Völkische Flurbereinigung*. They were left with the choice either to stay in their homeland and accept the assimilation; or to emigrate by the end of the same year to Germany or Austria, which was also part of the Reich (ibda.). The German-speaking South Tyroleans were promised with farms, land and a bright future if they were to emigrate (ibda.). The majority of the minorities living in South Tyrol decided to emigrate. However, only about a third emigrated because it was difficult to find areas of settlement for them. Moreover, the focus of the Fascists and Nazis gradually shifted in the course of WW2 towards other priorities (ibda.). The majority of these so-called *Optanten*, i.e. those who opted for emigration, would return to their homelands after WW2, which was officially granted by the *Optantendekret* in 1948 (ibda.). According to Baur, the Option Agreement had a major impact on the collective memory of the German-speaking population of South Tyrol because "they [the Fascists] did not only cement the fear of being a minority without any rights in a foreign state but also of becoming a

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[14] In 1910 approximately 6.950 Italian-speaking people lived in South Tyrol, in 1921 it were already 20.300 Italian-speaking people, and in 1939 about 80.800 of the almost 235.000 South Tyroleans were Italian-speaking (Steininger).

minority in one's own house" [transl. V.P.] ("hanno cementato la paura non solo di essere una minoranza senza diritti in uno stato straniero, ma di diventare minoranza anche in casa propria") (1994: 132).

After WW2, the German-speaking population of South Tyrol (as well as the Ladin minority) had to fight again for their rights, which were sealed with the Autonomy Statutes in 1948 (Baur 1994: 132f.). Already in June 1945, the German-speaking minority living in South Tyrol was promised an education in their L1 by the Italian government mainly to secure that South Tyrol would remain a part of Italy (Verra 2008: 230). The same year a corresponding decree was passed for primary and secondary schools (Verra 2008: 230f.). Official negotiations about the preservation and development of the culture and economy of the German-speaking minority living in South Tyrol were taking place in Padua in the following year. The representatives thought amongst others "daß nur eine muttersprachliche Schule die Erhaltung der eigenen Sprache und Kultur gewährleisten konnte" (Lanthaler 1988: 43). The suggestions from these negotiations were accepted on September 5, 1946, with the Treaty of Paris, also called Gruber-De Gasperi-Agreement named after the Italian Prime Minister Alcide Degasperi and the Austrian foreign secretary Karl Gruber who signed the treaty (ibda.). This treaty should guarantee equal rights to the German-speaking minority in the provinces of Bolzano and Trento (Autonome Provinz Bozen – Südtirol 2009: 9). Apart from education at the primary and lower secondary level with German as the language of instruction, the treaty provides further rights to the German-speaking population. These include the equality of the German and Italian languages in the public sphere, the equal distribution of public offices among the two language groups and the right to regain the German surnames which were Italianised during the Fascist regime (Autonome Provinz Bozen – Südtirol 2009: 9). Furthermore, it grants autonomous legislation to the population of the two provinces. Most importantly, it obliged the Italian government to resolve the question of nationality which arose with the Option Agreement in 1939, and to install an agreement with Austria regarding the recognition of university degrees, regarding free passenger and freight traffic between South, North and East Tyrol and regarding the import and export of goods between Austria and Italy (Autonome Provinz Bozen – Südtirol 2009: 10). The Gruber-De Gasperi Agreement was ratified in the First Autonomy Statute passed in 1948 (Steininger). However, since this also included Trentino where almost exclusively Italians lived, the Germans would again represent a minority which was, of course, not what they intended for (Baur 1994: 132f.). Therefore, in 1972, the Second Autonomy Statute – also referred to as the New Autonomy Statute – was adopted. In this statute, not only the German-speaking minority but also the Ladin-speaking minority, which had not been taken into

consideration by previous agreements, were officially recognised as minorities (Bonell & Winkler 2010: 16f.). The New Autonomy Statute, in general, concedes a great number of administrative competences to the provinces of Bolzano and Trento (Bonell & Winkler 2010: 17). In addition, it included the following precise regulations about instruction in the L1 in article 19, which led to the establishment of a predominantly monolingual school system in South Tyrol[15] (Lanthaler 1988: 44, Verra 2008: 225):

> In der Provinz Bozen wird der Unterricht in den Kindergärten, Grund- und Sekundarschulen in der Muttersprache der Schüler, das heißt in italienischer oder deutscher Sprache, von Lehrkräften erteilt, für welche die betreffende Sprache ebenfalls Muttersprache ist. In den Grundschulen, von der 2. oder 3. Klasse an, je nachdem, wie es mit Landesgesetz auf bindenden Vorschlag der betreffenden Sprachgruppe festgelegt wird, und in den Sekundarschulen ist der Unterricht der zweiten Sprache Pflicht; er wird von Lehrkräften erteilt, für die diese Sprache die Muttersprache ist. (Autonome Provinz Bozen – Südtirol 2009: 74).

Until 1972 the curricula were the same all over Italy, and the education authorities had their seat in Rome (Kramer 1981: 87). With the New Autonomy Statute from 1972, "wurde die staatliche Schule in Südtirol eine öffentliche Schule des Landes", i.e. some parts could be dealt with on a provincial level (e.g. curricula) whereas others were still determined by Rome (e.g. the management of teaching staff) (Kramer 1981: 87f.). In the course of these reforms, the three education authorities, one for each language group, were installed in September 1975 (Verra 2008: 226). This strict division into the three language groups does not only concern the education authorities but many aspects of life in South Tyrol. Therefore, albeit South Tyrol and its autonomy are often considered as a role model for minorities within and outside of Europe, in reality, in South Tyrol, these minorities do merely coexist rather than their members having a real relationship with each other (Weger 2011: 109). This is accurately portrayed by Weger:

> Deutsch-, italienisch- und ladinischsprachige SüdtirolerInnen leben heute eben noch viel mehr neben- als miteinander und die sprachliche sowie kulturelle Vielfalt der Region führt bisher eher zu Konflikten, als dass sie als besonderer Reichtum wahrgenommen würde, dem das Land einen wesentlichen Teil seines heutigen Wohlstandes zu verdanken hat (2011: 109).

The tripartite separation of the educational system can be regarded as one of the main reasons for this living alongside one another rather than living together and intermingle (Weger 2011: 109). Since this rather prevents than promotes the acquaintance with members of the other language groups and splits the society into the three groups. Thus, already children from kindergarten age onwards might begin to produce and reproduce stereotypes or advocate othering if no (sufficient) exchange is taking place.

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[15] This does only concern the development of the Italian- and German-speaking school system because the Ladin-speaking schools are, in fact, multilingual – as will be accounted for in more detail in 3.2.

3.2. The school system in South Tyrol

As mentioned in chapter 3.1, there are three education authorities, one for each language group, in the province of Bolzano. Therefore, the whole school system in South Tyrol is tripartite with separate educational institutions for the Italian-, German- and Ladin-speaking children on all levels of education. Nevertheless, compulsory school attendance and the duration of education remain the same for the pupils of all language groups as this is regulated on a national level. Compulsory school attendance comprises ten years. Additionally, there is an obligation for education until the age of 18 (*Legge 27 dicembre 2006, n. 296*, section 622). The educational system in South Tyrol comprises kindergarten, elementary school, middle school and upper secondary education in the form of either vocational training, technical college or grammar school (see Figure 3).

Children can voluntarily attend kindergarten for up to three years. Then the compulsory school attendance starts with primary school, which lasts five years. From the first grade, the pupils of German- and Italian-speaking primary schools are introduced into the respective L2, from the fourth grade onwards they learn the first FL which corresponds to English (Autonome Provinz Bozen – Südtirol, Abteilung 19 Arbeit 2009: 11). Ladin-speaking schools differ concerning L2 and FL learning policy since their school system is built upon a more multilingual approach as the subjects are offered in each of the province's official languages from the second grade, whereas Ladin is present from then onwards only as a language subject and in the subject of religion (Verra 2008: 248). Hence, multilingualism is common practice in Ladin speaking schools (Coonan 2009: 20; Verra 2008: 246). In sum, the situation of the educational system in South Tyrol is comparable to that in the Basque region. The Basque model A in which Spanish is the language of instruction and Basque is offered in language lessons would correspond to the Ladin-speaking schools with Italian and German being the MoI while Ladin is only present in language lessons – except for the first grade. The Basque model D in which Basque is the language of instruction and Spanish is taught in language lessons would correspond to the Italian- and German-speaking schools (cf. Ruiz de Zarobe & Lasagabaster 2010: 13). These have either Italian and German as MoI and the respective L2 is taught in language lessons.

After five years of primary school, the pupils attend three years of middle school. Only after these eight years the paths of the pupils separate, and they can choose between vocational training which lasts three to four years depending on the specialisation, or technical colleges or grammar schools which last five years and which also focus on a specific field, for instance, languages, economy or tourism.
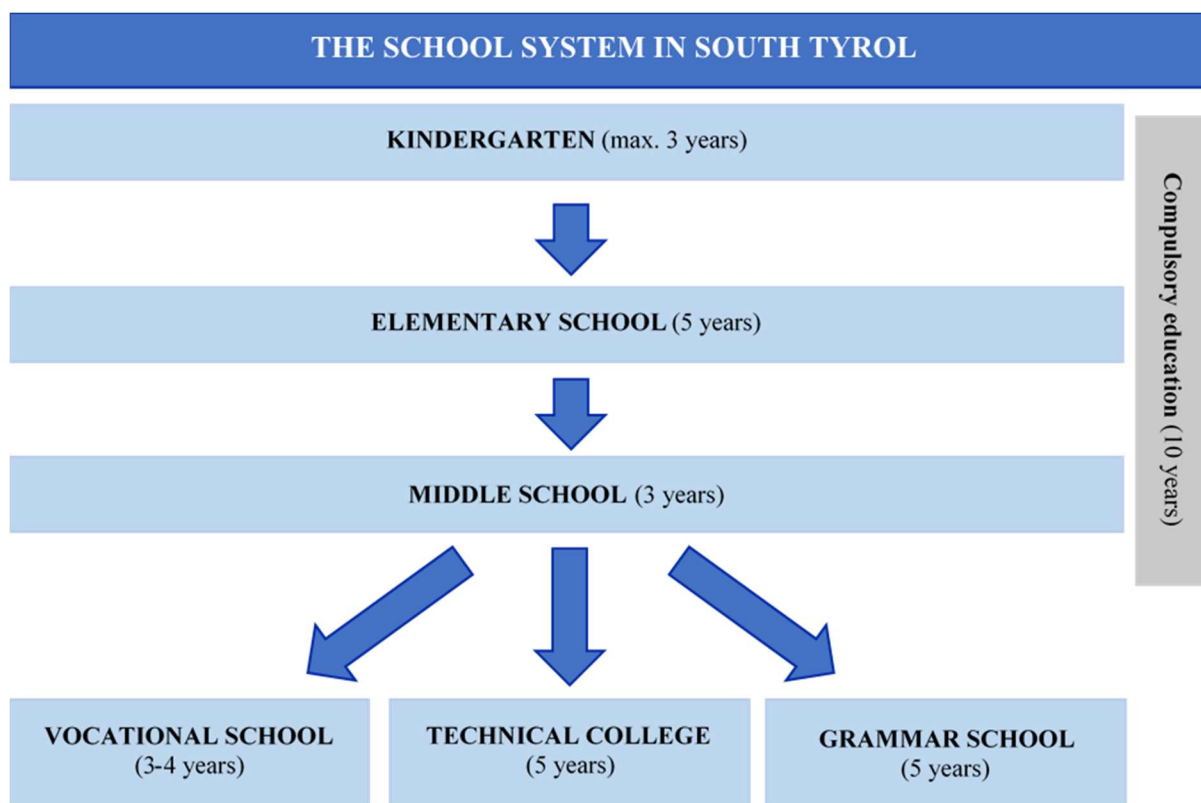
Figure 3: The school system in South Tyrol

3.3. The pilot project[16] 'CLIL' in German-speaking upper secondary schools in South Tyrol

In contrast to Italian schools – not only in South Tyrol but all over Italy – in which CLIL classes for at least one content subject are obligatory since the school year 2012-13, CLIL is still optional in the German-speaking schools in South Tyrol. In Italy, since the 1990s efforts, which mainly comprised bottom-up initiatives, have been made to incorporate multilingual educational approaches into the curriculum (Coonan 2009: 21f.). In 2010, two decrees 88/2010 and 89/2010 were passed – the former referring to the technical upper secondaries, the latter to the upper secondary grammar schools – designating the introduction of CLIL in these school types. Consequently, since the school year 2012-13, teaching at least one content subject in an FL has been obligatory for the fifth, i.e. last, year of Italian-speaking upper secondaries. In Italian-speaking upper secondaries specialised in languages the teaching of one content subject in an FL is statutory already from the third year and a second content subject is added in the fourth grade (Ministero dell'istruzione, dell'università e della ricerca 2010b, article 8, section 2; Ministero dell'istruzione, dell'università e della ricerca 2010c, article 6, section 2). This reform, however, is not valid for the German-speaking schools in South Tyrol for which such

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[16] A 'pilot project' is "any experimental activity or measure of limited duration which is established and funded at least in part by the public authorities [...] and which is subject to evaluation" (Eurydice 2006: 33).

multilingual measures were prevented by the strict regulations concerning education in the Autonomy Statute (see 3.1). These strongly advocated the monolingual habitus in order to protect the officially recognised minorities living in the province, the German- and the Ladin-speaking population. Hence, the following quote by the Council of Europe brings the prevalent ideologies in the province perfectly to light:

> *government language policies, especially those concerning minorities, are still imbued with the idea of monolingualism as the basis of national cohesion and regional identity. [...] As a result, the dominant characteristics of language education policies are that the national or regional language(s) is (are) made the language of instruction in order to create a feeling of national/regional identity* [original emphasis] (2007: 16*).

Thus, in autonomous regions where minorities gained the right to education in their languages, problems may arise, such as these languages being considered as the warrant for the integrity and stability of the minorities. Consequently, there tends to be a fierce resistance towards the introduction of the national language or other languages in the educational system because this may endanger this above mentioned "feeling of […] regional identity" (Council of Europe 2007: 16, 24). Language education policies such as the article 19 of the Second Autonomy Statute (cf. 3.1) are, therefore, "not receptive to the concept of plurilingualism and diversified language repertoires" (Council of Europe 2007: 24). Although the first efforts to foster the relationship amongst the language groups in South Tyrol in the form of student exchanges between Italian- and German-speaking upper secondaries date back to the late 1970s and first summer projects amongst the language groups started in the 1990s, the implementation of multilingual approaches was averted by that outlined way of thinking reflected in the language education policy of the Autonomous Province of Bolzano until July 8, 2013, when the resolution number 1034 was adopted (Weger 2011: 112-114). Until then, teaching content subjects in a language other than the language of instruction of the corresponding school was not legally allowed due to the restrictions in the corresponding article 19 of the New Autonomy Statute[17]. Thus, resolution 1034 represents the cornerstone not only of the implementation of CLIL in South Tyrolean German-speaking schools on all grades but also, and far more importantly, of an opening towards plurilingualism since it emphasises the development of a plurilingual competence. As a result, it could become a catalyst for German-Italian bilingualism and promote the exchange amongst the language groups living in South Tyrol (Gilardoni 2013: 158).

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[17] Schools which were extraordinarily eager to promote multilingual teaching, however, found ways to nevertheless integrate multilingual measures such as extended language teaching (*Erweiterter Sprachunterricht)* within these very strict legal boundaries.

According to this resolution 1034, the individual school can elaborate a multi-year concept regarding the promotion of languages with the primary objective, however, remaining "die gezielte Pflege und Förderung der Unterrichtssprache Deutsch" (Autonome Provinz Bozen – Südtirol 2013). It enables schools to carry out projects which aim at more effective ways of learning the L2 and/or an FL as well as at promoting the German language competences. The project and pilot character of the concept and assessment in the German language are strongly emphasised (ibid.). Even if this resolution is not exclusively dedicated to CLIL but to all measures which promote language learning, it establishes specific criteria for CLIL projects. These comprise that up to two content subjects and at most 50% of the yearly hours of these subjects can be taught in the L2 or an FL, and that the teachers need to possess provable linguistic, specialist and methodological knowledge (ibid.). The educational authorities of the German-speaking schools in South Tyrol follow with their definition of CLIL those presented in chapter 2.1:

> Unter **CLIL** versteht man die Verwendung der Zweit- oder Fremdsprache zur integrativen Vermittlung von Lehrinhalten und Sprachkompetenz außerhalb des Sprachunterrichts unter Einbindung von Elementen der Fremdsprachendidaktik [original emphasis] (Deutsches Bildungsressort der Autonomen Provinz Bozen 2015).

Resolution 1034 was followed by a first CLIL pilot phase in five German-speaking upper secondaries in the province of Bolzano in the school years 2013-14 and 2014-15 (Autonome Provinz Bozen – Südtirol 2015: 1). In the first school year, the pilot project was conducted in total in nine fourth-year classes of the participating upper secondaries (ibid.). In all classes but one, one content subject was taught in Italian, whereas in one class two content subjects were taught with the CLIL approach – one in Italian and the second in English (ibid.). In the second school year, the pilot project was continued in eight classes; one class could not participate any longer due to a change of teachers. The content subjects which had already been taught in the fourth class in Italian continued to be taught in Italian, and a second content subject for which the CLIL vehicular language was English was added in all classes (see Table 1) (ibid.). In contrast to other CLIL projects, assessment in this pilot phase was in the target language (Autonome Provinz Bozen – Südtirol 2015: 2). This contradicts the general recommendations for the assessment of CLIL in German language presented in resolution 1034 (Autonome Provinz Bozen – Südtirol 2013).

Table 1: Schools and classes participating in the first CLIL pilot phase (Autonome Provinz Bozen – Südtirol 2015:1)

Schule	Klasse	Schuljahr 2013/14		Klasse	Schuljahr 2014/15	
		Italienisch	Englisch		Italienisch	Englisch
Oberschulzentrum Mals	4A Sport	Rechtskunde	nicht vorgesehen	5A Sport	Rechtskunde	Geschichte
	4B Sport	Rechtskunde	nicht vorgesehen	5B Sport	Rechtskunde	Geschichte
Fachoberschule für Tourismus und Biotechnologie „M. Curie", Meran	4TS1	BWL	nicht vorgesehen	5TS1	BWL	Mathematik
	4TS2	Rechtskunde	nicht vorgesehen	5TS2	Rechtskunde	Mathematik
	4ER2	Biologie	nicht vorgesehen	5ER2	Biologie	Mikrobiologie
Wirtschaftsfachoberschule Meran „F. Kafka"	4CP	BWL	nicht vorgesehen	5CP	BWL	Geschichte
Sozialwissenschaftliches Gymnasium Meran	4E	Biologie	nicht vorgesehen	5E	Biologie	Geschichte
Sprachengymnasium Bozen	4C	Kunstgeschichte	Biologie	5C	Kunstgeschichte	Biologie

Evaluations of this first phase of the CLIL pilot project showed that the implementation of CLIL was predominantly positive. Two-thirds of the students and parents consider CLIL to be beneficial (Ebert 2016: 9). Also, the teachers regard CLIL as a positive and enriching experience which might have a beneficial impact on their regular teaching, and they show high degrees of motivation towards it (Cavagnoli 2016: 6). Furthermore, it had a positive impact on the cooperation between content subject and language teachers (Ebert 2016: 9). However, the implementation in the fifth class, i.e. the graduating class, is regarded as rather detrimental (ibid.). Hence with the resolution number 18 from January 12, 2016, the implementation of CLIL is expanded to the second and third classes of upper secondaries in order to allow that the approach does not necessarily extend to the fifth year (Autonome Provinz Bozen – Südtirol 2016). Nevertheless, despite the overall positive results, it is clearly stated in this resolution that CLIL remains a pilot project as it would be too early for an extensive introduction into all German-speaking school in South Tyrol (ibid.). Nine schools with two to three classes per school are participating in the current second pilot phase, which runs from 2016 to 2020 (Verdorfer 2017: 34).

Two teacher training courses consisting of a theoretical, a methodological and a practical part were offered from the school year 2013-14 onwards (Gilardoni 2013: 151). Such courses are indispensable because only teachers with sound linguistic, specialist and methodological knowledge are officially allowed to teach CLIL lessons. This includes teachers who completed specialised studies, who have proficient language skills in the target language (at least C1 of the CEFR) and who have a profound knowledge in L2 and FL teaching methodology

(Autonome Provinz Bozen – Südtirol 2013). Furthermore, there are courses regarding specific aspects of CLIL which can be attended by in-service or future CLIL teachers (cf. Deutsche Pädagogische Abteilung 2019). This is of paramount importance because the teachers emphasised that in addition to training on methodological and didactic aspects, they would also appreciate training which focuses on technical language (Cavagnoli 2016: 12).

Cenoz & Ruiz de Zarobe (2015) identified various scenarios in which the instruction of CLIL may take place. For the context of South Tyrol, two of them are of relevance. Firstly, "[s]peakers of majority languages that are used at school but who are taught some subjects through the medium of a local minority language […] to improve their language skills and provide them with better opportunities" (Cenoz & Ruiz de Zarobe 2015: 1). This is the case with CLIL lessons with Italian as the vehicular language being implemented in German-speaking South Tyrolean schools because German is the majority language and Italian is a minority language in this Italian province – even if, of course, in the bigger context of Italy German is a minority language. It might facilitate "the process of normalising minority languages in bilingual contexts" (Merino & Lasagabaster 2018: 82). Secondly, "[s]peakers of majority or minority languages that are used at school but who are taught some subjects through the medium of an international language (English in most cases) […] to improve their language skills and job prospects" (Cenoz & Ruiz de Zarobe 2015: 1). This holds true for CLIL lessons with English or other FLs such as French or Spanish as vehicular language in German-speaking South Tyrolean schools. Hence, the multilingual education in German-speaking schools in South Tyrol is directed to the majority population when being regarded in the setting of the province, but to the minority population when being regarded in the setting of the country (Lasagabaster 2015: 15). In summary, the two educational and social goals of bilingual programmes which apply to the context of South Tyrol are the "promotion of both majority and minority languages in a linguistically diverse society" and "the promotion of foreign language in a foreign language learning context" (Leung 2005: 239).

4. Stakeholders' perspectives on CLIL

As this diploma thesis deals with stakeholders' perspectives on CLIL, this chapter throws light on the major terminology 'stakeholders' and 'perspectives' as well as their importance against the backdrop of CLIL.

Stakeholders can be defined as "any group or individual who can affect, or is affected by, the achievement of the organisation's objectives" (Mehisto & Asser 2007: 686). This means that stakeholders are those parties being explicitly or implicitly involved in organisations and,

therefore, having an interest in the activities of these organisations. The main stakeholders relevant to the topic of CLIL are supranational and national authorities, school principals and vice-principals, teachers, students, and parents.

'Perspective', on the other hand, can be defined as "particular attitude towards or way of regarding something; a point of view" (Lexico.com). In contrast to other more specific terminology such as 'beliefs' or 'attitudes' often used in CLIL research when examining the stakeholders' views, which, however, usually also carries stronger connotations and, more importantly, has a very specific theoretical framework (Brown 2009: 47), perspective is a rather neutral term. These mental constructs can be categorised into the "affective evidence", one of the four evaluation elements[18] for bilingual education determined by Coyle, Hood & Marsh (2013: 136).

Gaining an insight into the stakeholders' perspectives is fundamental to understanding and enhancing teaching and learning; thus, they are indispensable for an effective implementation of an approach like CLIL (Brown 2009; Coyle, Hood & Marsh 2013: 141f.; Pladevall-Ballester 2015: 46; Smala 2014: 200). Therefore, the implementation of educational approaches such as CLIL requires the involvement of the entire educational community: all stakeholders need to be sufficiently informed and included in the decision-making processes (Gilardoni 2013: 157; McDougald 2015: 35). However, despite the fact that stakeholders' involvement and opinions are essential for any organisation and, therefore, should be considered as much as possible, they are still often being left out in research on language education and CLIL (Dalton-Puffer & Smit 2013: 548-550; Mehisto & Asser 2007: 686; Otwinowska & Foryś 2017: 458). Therefore, this diploma thesis aims at casting light on the stakeholders' stances on and attitudes towards CLIL.

In the context of CLIL, especially, the views of teachers, students, and parents are of paramount importance as their "perspectives […] inform and illuminate the very conditions of learning and teaching" (Massler 2012: 36). However, for this diploma thesis, only the perspectives of teachers and students were examined. The decision not to include other stakeholders was intentionally made because it would have gone far beyond the scope of this diploma thesis. Furthermore, Wegner mentioned these two groups are vital because "they can be regarded as 'experts' in terms of their learning and education" and they "often have different views on institutional teaching and learning which are not communicated openly in class" (2012: 29). Moreover, the parents' perceptions might be of greater relevance for lower school levels in

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[18] The four evaluation elements are "performance evidence", affective evidence", "process evidence" and "materials and task evidence" (Coyle, Hood & Marsh 2013: 136).

which it is foremost their decision to enrol their children in such programmes (Coyle, Hood & Marsh 2013: 144; Mearns, de Graaff & Coyle 2018: 689). However, since this study is concerned with the upper secondary, it is assumed that the parents play a less dominant role in the students' decision-making processes. In addition, research has shown that the parents' perspective on CLIL might tend to be unrealistic (Pladevall-Ballester 2015).

4.1. Literature review: Stakeholders' perspectives on CLIL

In this section, previous research relevant to the subject and aim of this diploma thesis, namely stakeholders' perspectives on CLIL, will be presented.

Research which focuses on the affective evidence of the CLIL stakeholders demonstrates that the respondents mainly have positive attitudes towards the implementation of CLIL and/or are predominantly satisfied with the approach regardless of the level of education and the various contexts. This will be illuminated in more detail in the following by referring to specific studies. Research conducted amongst students and teachers of upper secondaries in the province of Naples prior to the implementation of CLIL reveal that these two cohorts do not share the same views on CLIL. The teachers seem to be rather sceptical (Di Martino & Di Sabato 2012). Especially the teachers of vocational schools, for which CLIL will not be compulsory, consider the implementation of CLIL rather negatively and assume that also their students' reaction towards CLIL will be negative (ibid.). However, the learners – above all those from grammar schools specialising on languages – are very enthusiastic about the planned implementation of CLIL. They think that it would allow them to improve their language skills, to acquire high-order thinking skills and to get better prepared for the world of work. Moreover, it might render subjects as maths which were otherwise often perceived as arduous more pleasant and enjoyable (Di Martino 2015). Once CLIL had been introduced, the voices of all stakeholders were foremost positive. Pupils who participate in a bilingual programme tend to regard it as rather worthwhile even if more demanding, whereas those not participating perceive it more negatively (Le Pape Racine 2011). This is confirmed in Lancaster's survey (2016) conducted in the monolingual context of Andalusia, which showed that most students regard the participation in the bilingual programme as mainly positive despite the increased workload. The teachers also regard bilingual programmes as rewarding but admit that it can be a hurdle for weaker students and that extra effort is required from both teachers and students (Cavagnoli & Passarella 2016; Le Pape Racine 2011). Likewise, Cavagnoli (2016), who accompanied the first phase of the CLIL pilot project in German-speaking upper secondaries in South Tyrol, reports that the participating stakeholders, namely learners, teachers and parents, were mainly satisfied

with the actual implementation of the pilot project in the province of Bolzano. Similarly, Massler's research (2012) reveals that the majority of the respondents, which consisted of German primary school children, their parents and their teachers, perceived the implementation of CLIL as positive and beneficial. In the Colombian context, McDougald (2015) found that more than 50% of the teachers of various school levels had positive experiences with teaching CLIL and almost all teachers think that CLIL was beneficial for the students because subject content and language skills are promoted at the same time. This rationale of simultaneously acquiring content and language knowledge is also the main reason why most of the Catalan primary pupils who participated in Pladevall-Ballester's study (2015) liked the CLIL experience. Those students who indicated to not like CLIL were mostly low-achieving students linking their displeasure to their difficulties in following the lessons (ibid.). Papaja (2012) found that also Polish university students have positive attitudes towards CLIL – especially the first-year students – even if their degree of satisfaction is highly dependent upon the content subject as well as upon the linguistic and methodological skills of the teachers. Lancaster's study (2016) indicated, too, that the linguistic skills play an important role in the students' degree of satisfaction with the CLIL programme. The participants in her study were greatly satisfied with the teachers' FL skills. Still, the teachers are perceived to be less motivating, which is, however, not reflected in the responses of the teachers who regard themselves as motivating (ibid.). Therefore, there appears to be a discrepancy amongst a tendency towards more negative perspectives on CLIL in its planning phase and more positive attitudes towards it after its actual implementation. This could, for instance, be attributed to the fact that whereas in the province of Naples, CLIL will be compulsory, the participation in the CLIL pilot project in the province of Bolzano is voluntary. Nevertheless, since this argumentation may not apply to other contexts, a further reason could be an unfamiliarity with the term and concept of CLIL – also due to the lack of previous CLIL experiences. For instance, in Di Martino & Di Sabato's research (2012), a considerable number of teachers did not know what CLIL was, and only three of the 52 respondents had previously made experiences with CLIL. Also, many teachers in McDougald's study (2015) were still unfamiliar with the concept of CLIL, even if many of them already taught CLIL-like lessons at the time they were surveyed. Cavagnoli (2016), on the other hand, provided a more positive view since all of the participating teachers but one and the vast majority of the students and parents seem to be familiar with the term and concept of CLIL. Moreover, there could be a more positive prevailing mood amongst the stakeholders – foremost amongst the teachers – after the implementation, when they realise that their initial

preoccupations regarding CLIL did not ensue. This will be dealt with in more detail in the following paragraph.

Previous CLIL research has repeatedly shown that the stakeholders' fears and doubts before or at the initial stages of the CLIL implementation, fade throughout the participation in the CLIL programme. One of the major initial preoccupations concerns the linguistic competences of the students and teachers, and the fear that these might not suffice to follow or teach CLIL lessons (Cavagnoli 2016; Di Martino 2015; Di Martino & Di Sabato 2012; Pladevall-Ballester 2015). Hence, a detrimental effect on the content learning is assumed (Di Martino 2015; Massler 2012), and a deleterious impact on the students' motivation and enjoyment is feared (Coyle, Hood & Marsh 2013). Di Martino & Di Sabato (2012), who relate the insufficient FL skills of the teachers to their rather advanced age and the thereto relating fact that most of them probably never systematically studied an FL, consider this as somewhat problematic since CLIL forces the teachers to teach their content subject partially in an FL. Consequently, competent teacher trainers are required, and some of the respondents even think that only the next generation of teachers can meet this new challenge of CLIL (ibid.). However, in the course of the school year, the stakeholders realised that the L2/FL skills do not need to be as advanced as initially assumed to cope with CLIL lessons (Cavagnoli 2016; Massler 2012; Pladevall-Ballester 2015). Nevertheless, the fear that CLIL is especially challenging for low-achieving students and students who generally struggle with languages (Di Martino 2015) could not be overcome (Massler 2012). Other initial worries include the students' fear of participating in plurilingual education for the first time and the fear to not know any of the peers, which were, however, also allayed in the course of the programme so that the students, eventually, consider themselves as privileged to participate in such a programme (Cavagnoli & Passarella 2016). Therefore, the initial preoccupations, which seem to be mostly linguistic, could be largely dispelled with the actual participation in the CLIL programme.

Some content subjects seem to be more suitable for CLIL lessons than others. Therefore, it is emphasised that the content subjects which lend themselves for this educational approach need to be selected carefully (Cavagnoli 2016). With this regard, it is also of paramount importance to take the students' attitudes towards the subjects taught in particular languages in consideration since these may have a significant impact on the success of teaching and learning in CLIL lessons (Papaja 2012). Some of the content subjects which had proven particularly appropriate for CLIL lessons in Italian in the context of German-speaking schools in South Tyrol are law, business economics and technical subjects. One reason for this is that as Italian residents, the German-speaking students should have basic knowledge in these subjects not

only in their L1 but also in the country's official language (Verdorfer 2017). On the other hand, content subjects such as history, biology, geography and philosophy seem to suit CLIL lessons in English better because English is the predominant language through which these disciplines are discussed on an international level (ibid.). Regardless of a subject's general adequacy for being taught in either language, the specific content which is to be covered always needs to be taken into consideration because some topics might be more appropriate for CLIL lessons than others (ibid.).

Another recurring element in CLIL discussions is the question about the focus, i.e. whether the focus of CLIL lessons is on language or content. As mentioned in 2.1, CLIL should integrate content and language, the focus is, nevertheless, usually on content (see 2.4). CLIL research, however, reveals that the stakeholders have a different view on this. In Cavagnoli's study (2016), the teachers answered that they most expect from the CLIL project that the students will learn Italian and English faster and more thoroughly. However, only four of the twelve respondents answered that both language and content would be learnt faster and better. Similarly, Pladevall-Ballester's research (2015) showed that only a fifth of the responding students thinks that they learnt content and language at the same time. However, their perceptions about the focus of the CLIL lessons largely depend on the type of content subject: in science classes, they indicated to have foremost learnt content whereas in arts and crafts lessons they perceive the focus to be on language (Pladevall-Ballester 2015). Most of the parents and teachers, on the other hand, think that CLIL lessons focus more on language, regardless of the content subject (ibid.). Accordingly, previous research suggests that the stakeholders perceive the focus of CLIL lessons to be on language, which contrasts the general assumptions of integration of content and language.

Also, CLIL research on stakeholders' perspectives usually involves their views on the degree of difficulty, involvement and extra workload. CLIL lessons are generally perceived by the students as rather easy, which is supported by the teachers' responses (Pladevall-Ballester 2015). However, as previously mentioned, CLIL might present greater challenges for low-achieving students (ibid.). Moreover, students are mainly either indifferent or disagree with the statement that CLIL lessons are more interesting than regular content subject lessons (Papaja 2012). Nevertheless, due to the focus on the essential, the students seem to be more attentive and participative (Verdorfer 2017). With regard to the extra effort required for planning and teaching lessons as well as for learning in CLIL lessons, there is a common consensus amongst the stakeholders that a considerable amount of extra effort needs to be expended on CLIL, for which especially the teachers receive no or only marginal gratification (Cavagnoli & Passarella

2016; Massler 2012; McDougald 2015; Papaja 2012; Verdorfer 2017). This was also one of the initial preoccupations of the stakeholders (Di Martino 2015; Di Martino & Di Sabato 2012), which apparently could not be overcome. Hence, it seems that CLIL lessons are not particularly more challenging and interesting than content lessons in the regular language of instruction, but that teachers and students need to devote more effort to CLIL lessons.

Furthermore, previous research on CLIL declared a considerable improvement in the students' performance. In early research, the benefits mostly resulted in better performances in receptive rather than in productive skills (Dalton Puffer 2007). For instance, Aguilar & Muñoz (2014) found out that listening is an area which is beneficially affected through the employment of CLIL. This improvement in listening comprehension does also greatly correspond to the students' self-perceptions (Aguilar & Rodriguez 2012). Later research, however, also reveals a tendency towards CLIL students outperforming non-CLIL students in productive skills. The evaluation of the CLIL pilot project in South Tyrol showed that the students began to use the CLIL vehicular language(s) more actively – even when talking to their peers and that speaking is indeed the skill with the most significant improvement (Verdorfer 2017). Moreover, research suggests that CLIL students outperform their non-CLIL counterparts in all language-related areas which were tested (Lasagabaster & Sierra 2010; Merino & Lasagabaster 2018). As an explanation for this better performance authors usually refer to the higher degree of exposure to the target language (Lasagabaster & Sierra 2010). However, a test by the authors revealed that CLIL students also outperformed their non-CLIL counterparts if they had the same degree of exposure to the target language, even if the CLIL group was three years younger than the non-CLIL group (ibid.). Hence, it is to be assumed that the increased language proficiency is to be attributed to the benefits of CLIL lessons per se. Furthermore, CLIL lessons provide the students with ample opportunities for the acquisition of (technical) vocabulary and its immediate use (Aguilar & Muñoz 2014). This aspect is perceived as particularly positive by the students (Aguilar & Rodriguez 2012; Cavagnoli 2016) because it might provide them with more occupational perspectives, and it enables them to be able to communicate successfully and efficiently with others (Cavagnoli 2016). In general, the students' improvement in the different areas measured in performance tests greatly corresponds to their self-assessment and their teachers' assessment of their students' language proficiency (Lancaster 2016; Massler 2012).

Another fundamental aspect of CLIL is teacher training. This is important inasmuch as planning and preparing lessons were not only expected to be one of the toughest challenges for teachers before the implementation of CLIL (Di Martino & Di Sabato 2012) but also emerged as major difficulty after its implementation (Verdorfer 2017). The teachers consider teaching content

subjects in additional languages as difficult, mainly because there is a greater focus on specific topics (Wegner 2012). Therefore, most studies on the teachers' views on CLIL revealed that to be best prepared for teaching CLIL lessons, (further) teacher training is necessary (Di Martino & Di Sabato 2012; McDougald 2015; Lancaster 2016; Verdorfer 2017). On the one hand, the teachers wish for more methodological training as they need help especially in selecting appropriate content (Di Martino & Di Sabato 2012; McDougald 2015), in adapting existing materials to the skills and needs of their students – above all when considering the lack of suitable pre-existing materials (McDougald 2015; Papaja 2012; Verdorfer 2017), and in elaborating core areas (Verdorfer 2017). On the other hand, the teachers request FL courses and stays abroad to improve their language skills (Di Martino & Di Sabato 2012). In contexts where CLIL lessons are conducted by language and not content subject teachers, the teachers expressed the need to acquire a more substantiated content subject knowledge (McDougald 2015). In addition to the teacher training, it is repeatedly emphasised that bilingual education needs greater support by the education authorities and by peers (Cavagnoli & Passarella 2016; Lancaster 2016; Pladevall-Ballester 2015).

Lastly, a recurring topic in the research on stakeholders' perspectives on CLIL concerns the most suitable age level for the implementation of CLIL, its optimal duration and intensity. In general, it is assumed that CLIL is appropriate for any age level (McDougald 2015). However, it would be best to introduce it at quite an early school level – even at elementary school – to fully take advantage of the benefits of CLIL (Cavagnoli 2016; Cavagnoli & Passarella 2016). If implemented with younger learners, it needs to be borne in mind that the parents need to be more intensively involved to secure the success of the programme (Coyle, Hood & Marsh 2013: 144). Furthermore, it is stressed that the continuation of the programme should be ensured on all school levels. In Cavagnoli & Passarella's research (2016), the students who graduated from middle schools in which CLIL was offered, heavily criticised the absence of continuation programmes in upper secondaries. They regard the regular school programmes as unchallenging and refer to the language skills of their peers, who did not have similar plurilingual experiences, as very poor. Moreover, it would be useful to implement CLIL in all school types. In Italy, for instance, vocational schools are excluded from the statutory introduction of CLIL, albeit these schools would lend themselves perfectly to the approach as learning in this school type mostly happens by doing which corresponds to the basic principle of CLIL (Di Martino & Di Sabato 2012). Besides, in the context of South Tyrol, there is a demand for an increased number of CLIL lessons with English as the vehicular language (Cavagnoli & Passarella 2016). Despite all the enthusiasm, the stakeholders think that it is best to offer CLIL lessons only for one

semester a year because this enables the students and teachers to further elaborate on some aspects in the second semester in the students' L1 (Cavagnoli 2016). Furthermore, it should be gradually enacted with having a transitional phase, for example, in the form of a voluntary pilot project, before its statutory implementation (Di Martino & Di Sabato 2012). Therefore, according to the stakeholders, it would be desirable if CLIL was offered on all school levels with a higher intensity over a limited time per school year. This is further substantiated by Merino & Lasagabaster's results, which suggest that "the success of CLIL programmes revolves around the number of years and the intensity" because significant improvements in the students' proficiency are only observable if the programme is conducted over a more extended period (2018: 88).

5. Research design

In this chapter, the methodological approach of this diploma thesis will be discussed. Firstly, the methodological context, more specifically the field of primary research with its subcategories survey research and language survey, will be introduced because this study is methodologically embedded within this framework (5.1). Next, the research instrument which was applied, namely questionnaires, is presented (5.2) by describing the process of the creation and administration of the questionnaires as well as the data analysis more closely (5.2.1-5.2.3).

5.1. Methodological context

This diploma thesis can be classified as survey research, more precisely as a language survey, which are forms of primary research. Primary research is concerned with immediate data obtained from questionnaires, classroom observations or tests (Brown 2001: 1).[19] Hence, it involves collecting and analysing data (Dörnyei 2007: 16). Some reasons for doing primary research for language learning are that every language learning context is unique, and that research is continually progressing. Thus, already existing research might most probably not apply to the particular context under scrutiny at the point of time of the investigation (ibid.). There are three methods of primary research: Firstly, quantitative research which collects mainly numerical data which is then statistically analysed (Dörnyei 2007: 19). By relating this numerical data to pre-defined categories, the research hypothesis is tested (Dörnyei & Taguchi 2010: 9). Secondly, qualitative research which collects mainly non-numerical data (e.g. written

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[19] Secondary research, on the other hand, is based on already existing sources and data, for instance, articles and books (Brown 2001: 1; Dörnyei 2007: 16).

documents or recorded spoken data) (Dörnyei 2007: 24). Thirdly, mixed-method research, which is a combination of qualitative and quantitative research (Dörnyei 2007: 44).

Survey research is a mainly quantitative method for collecting information and data through questionnaires and interviews which could, however, also provide some qualitative insights (Brown 2001: 1; Dörnyei 2007: 101). As the distributed questionnaires aim at gaining an insight into the student and teacher perspectives on CLIL, this study is a language survey. This refers to "any survey research studies that gather data on the characteristics and views of informants about the nature of language or language learning through the use of oral interviews or written questionnaires" (Brown 2001: 2).

5.2. Questionnaires

For the purpose of analysing the stakeholders' perspectives on CLIL, the form of the questionnaire was chosen. Questionnaires can be defined "as any written instruments that present respondents with a series of questions or statements to which they are to react either by writing their answers out or selecting from among existing answers" (Brown 2001:6). Their primary function is measurement (Oppenheim 2004: 100). Questionnaires are quite popular because they are time- and cost-efficient and versatile; thus, allow for gathering comprehensive data in various contexts (Dalton-Puffer & Smit 2013: 550f.; Brown 2001: 6, 77; Dörnyei & Taguchi 2010: 6; Dörnyei 2007: 101f.). Questionnaires allow gathering a large amount of data which can be rather straightforwardly analysed and compared (Dörnyei 2007: 101f.). Therefore, as for this study some classes of two South Tyrolean German-speaking upper secondaries are surveyed and the obtained data will be compared, questionnaires seem to be the most appropriate form. In addition, questionnaires guarantee anonymity which is particularly important in social research[20] when dealing with rather sensitive issues (Brown 2001: 77; Dörnyei 2007: 63). By being controversially discussed, CLIL is such an issue in the context of South Tyrol. Anonymity yields more likely "answers that are less self-protective and presumably more accurate" (Dörnyei & Taguchi 2010: 17). Moreover, the choice for questionnaires can be substantiated because they are – apart from interviews – eligible for inquiring affective evidence (Coyle, Hood & Marsh 2013: 143).

Two different types of questionnaires were chosen for teachers and students. The teachers were given a self-administered questionnaire in the form of an online questionnaire (Brown 2001: 6),

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[20] Social research includes research in education and "concerns people's lives in the social world and therefore […] inevitably involves ethical issues (Dörnyei 2007: 63). Hence to guarantee that the respondents are not harmed in any way by their participation, the following five areas need to be carefully considered: anonymity, privacy, confidentiality, data storage and informed consent (Dörnyei 2007: 67-69).

i.e. they received the link to the questionnaire and had one week to fill it in. As platform for the online questionnaire *Umfrage Online* was chosen because it is very user-friendly and has a multitude of options for designing, administering and analysing questionnaire. Additionally, it offers special conditions for students. The drawbacks of self-administered questionnaires include the low return rate, that it is unknown under which conditions the questionnaire was completed and that it "must be completely self-contained and self-explanatory" as there is nobody on site to ask for clarification (ibid.). However, as it would have been logistically difficult to administer the teacher questionnaire differently and as the teachers were assumed to be responsible and the questionnaire was believed to be designed in a rather straightforward way – even if later it became apparent that there were some flaws which are dealt with in more detail in chapters 6.3.2 and 8 – the self-administered questionnaire was identified as most suitable for the teachers. For the students, on the other hand, the type of group-administered paper-and-pencil questionnaire was chosen. In this case, the questionnaires are "administered to groups of individuals all at one time and place", and the previously named drawbacks of the self-administered questionnaire could be overcome (ibid.). This seemed to be of utmost importance with regard to the students because having to complete the questionnaire on their own in their leisure time and possibly encountering comprehension difficulties could have resulted in a shallow return rate.

5.2.1. Questionnaire design

The crucial but often underestimated aspect of questionnaires is their design. Even if questionnaires are widely used instruments for efficiently gathering large-scale data, they are only efficient if carefully developed, which may be quite time-consuming (Cohen, Manion & Morrison 2011: 377).

The questionnaires were created based on the literature which was consulted for this diploma thesis. Hence after having got a general overview of the topic and on similar studies which had been conducted so far, a pool of questions and fields of interests was collected (Brown 2001: 3). These comprised all the questions which arose during and after the literature review (Dörnyei 2007: 112). Then, the questions were ordered into different categories, narrowed down and reformulated in a way which should be easily comprehensible for the respondents. Since it was assumed that the L1 of most respondents would be German or if it was not, that they would be highly proficient in German, it was decided to formulate the questionnaires in German. Presenting the respondents with a questionnaire in their L1 should increase the quality of their responses (Dörnyei & Taguchi 2010: 49). Furthermore, the questionnaires for both cohorts were worded similarly to enhance their comparability (Brown 2009: 50).

The final version of the questionnaires (see 10.1-10.3) consisted of the title in English and German, an introduction of myself and the project including some instructions for answering, five sections with the questionnaire items, and, finally, some additional information including my contact details as well as a "Thank you!" to the participants. Thus, they correspond to the ideal structure of questionnaires suggested by Dörnyei (2007: 109f.). The five sections of the questionnaire were divided into the first two relating to factual information regarding the respondents (section 1) and their previous experiences with CLIL (section 2), and the remaining three dealing with their attitudes towards CLIL (section 3-5). Most of the items were closed-ended, i.e. the students could choose between a given range of responses (Brown 2009: 382). Due to this restriction in the possible responses, this type of questionnaire items is more focused, and the responses can be coded more straightforwardly (Brown 2009: 382; Oppenheim 2004: 115). Consequently, it would facilitate the comparison between the two cohorts and between the two schools. To render the questionnaire more engaging for the respondents, a variety of forms of questions was employed such as dichotomous questions (yes/no questions), single- and multiple-choice questions, numeric items and rating scales (Brown 2009: 383f., 386; Dörnyei & Taguchi 2010: 26, 34f., 78; Dörnyei 2007: 105f.). Nonetheless, in addition to the closed-ended items, there were also a few open-ended questions included, i.e. questions which are "not followed by response options for the respondent to choose from but rather by some blank space […] for the respondent to fill-in" (Dörnyei 2007: 107). These would allow the respondents to answer more freely and individually; thus, assumingly produce more in-depth responses of qualitative character (Oppenheim 2004: 115). However, since open-ended questions also require more time and effort for responding and coding the answers (ibid.), this question type was kept to a minimum.

5.2.2. Administration of the questionnaires

The administration of the questionnaires for the students took place on two different days. Also, the online questionnaires for the teachers were available for different time frames which were agreed upon with the contact person of the respective school.

First, the student questionnaires were administered in two classes of the FOS in Merano on May 10, 2019. The vice-principal accompanied me to the two classes, and briefly explained the reason for the visit. Then I introduced myself and the study and asked them to read the questions carefully and answer honestly. Furthermore, they were assured that the provided data will be treated anonymously and will solely be used for this diploma thesis. Next, the questionnaires were distributed, and they had 20 minutes to fill them in. However, on average, they only needed 15 minutes to complete the questionnaire. Since no questions were asked, they did not

seem to have difficulties in understanding the questionnaire. In addition to these two classes, the vice-principal administered the questionnaires in two of his classes in the following week because these students were currently abroad on excursion. He proposed this offer in order to avoid that I had to come back to South Tyrol the following week and posted me the filled-in questionnaires.

The questionnaires for the FOS teachers were available from May 13 to May 20, 2019. The link to the online questionnaires was sent to the vice-principal, and he forwarded it to the CLIL teachers. In the run-up, it had already been communicated to the vice-principal that the questionnaires will be available for one week to narrow down the time and to ensure that the questionnaires will be answered right away as there is only a limited amount of time to do so. The original idea was to send the teachers a reminder a day before the deadline to increase the responding ratio. Due to logistical reasons, however, the realisation of this idea was not viable.

In the FOS, in total, four classes of different grades were evaluated, and 61 students, as well as five teachers, participated.

On June 11, 2019, the student questionnaires were administered in the three CLIL classes of the Sprachengymnasium "Walther von der Vogelweide" (SG) in Bolzano. In this school, the parents were informed in advance by the principal about the planned administration of the questionnaires (see 10.4). This form of sending a letter to the parents who would only respond if they had any objections against their children participating in the study is the most common form of informed consent (Dörnyei & Taguchi 2010: 80). However, none of the parents rejected a participation of their children in the study. Although the teachers were not informed in advance about the exact date and time of the administration of the questionnaires, they were very cooperative. Since it was the last week of school before the summer holidays, an unscheduled administration of the questionnaires was unproblematic. As in the FOS, I first presented myself and explained the purpose of my visit to each class before distributing the questionnaires. The students in this school had more questions regarding the questionnaire, which again suggested that the questionnaire was not as straightforward as previously assumed. Moreover, some students seemed to prefer to work with a partner, which is why I repeatedly needed to emphasise that there was no right or wrong answer, they should answer honestly since their personal opinion is sought after. However, this seemed to be a challenge to some of them. According to Oppenheim, this so-referred to "contamination" is one of the major risks of group-administered questionnaires (2004: 103).

The same day, namely June 11, 2019, the teacher questionnaire for the SG was activated. The principal provided the teachers with the link to the online survey, and they had a week time for answering. After one day, I received some feedback from the principal that there were too many obligatory questions included in the questionnaire. For instance, the teachers had to assess their students' language improvement in both Italian and English before being able to go to the next question. However, since the teachers do only teach CLIL lessons in either Italian and English, they were not capable of assessing their students' language skills in the respective other language. This needs to be taken into consideration in the evaluation and analysis of the data.

In the SG, in total, 43 students of three different grades and seven teachers participated.

5.2.3. Data analysis

After the administration, the obtained data needed to be processed. Firstly, an identification code was given to all paper-and-pencil questionnaires to not mix them up (Dörnyei & Taguchi 2010: 84). This code consisted of an abbreviation for the respective school (FOS or SG) followed by the class and an ascending numbering of the participants (S1, S2, S3,...). Secondly, the gathered data was entered into an Excel spreadsheet employing the rows-and columns approach with each column representing a respondent's answers to all questions and each row representing all respondents' answers to one question (Brown 2001: 95). In this first spreadsheet, all the answers were entered in the same way as given by the respondents. Next, a coding system for each question was elaborated based on the given responses. Then in a new spreadsheet, the answers were entered via the corresponding codes, i.e. the data was compiled (Brown 2001: 92). This coded data was then cleaned, i.e. irrelevant or invalid answers were excluded (Dörnyei & Taguchi 2010: 85). Finally, this data was analysed. The results of this analysis will be presented in section 6 and discussed in section 7

5.3. Participating schools

In this subsection, the two participating school, namely the FOS "Marie Curie" (5.3.1) and the Gymnasium "Walther von der Vogelweide" (5.3.2) are presented. The respective contact persons granted written consent that the schools can be explicitly named in this diploma thesis.

5.3.1. School 1: FOS "Marie Curie", Merano

The Fachoberschule für Tourismus und Biotechnologie "Marie Curie" mit Landesschwerpunkt Ernährung – commonly referred to as FOS – is located in Merano, the second largest city of the province of Bolzano. In the school year 2018-19, this technical secondary school was attended by approximately 720 students divided into 37 classes, in 15 of which CLIL lessons were taught (correspondence with Mr. di Benedetto from 14.05.2019). It offers four branches amongst

which the students can choose. These are tourism either with a particular focus on languages, economy, law and geography or with the focus Euregio,[21] and biotechnology either in the health service or with focus on nutritional sciences. The latter three branches are offered solely at this school within the province of Bolzano (Fachoberschule für Tourismus und Biotechnologie "Marie Curie" mit Landesschwerpunkt Ernährung).

In the two tourism branches, the students acquire a sound knowledge in languages, economy and law. It offers a second FL already from the first class, interdisciplinary learning as well as a more hands-on approach. The Euregio branch furthermore focuses on EU- and Euregio-related topics and political education. In this branch, CLIL lessons are offered in selected classes by default (Fachoberschule für Tourismus und Biotechnologie "Marie Curie" mit Landesschwerpunkt Ernährung).

The two biotechnology branches are characterised by its emphasis on natural sciences, experimental learning and cooperations with experts and companies. Up to 50% of the natural science subjects take place in the laboratory. In the biotechnology branch with the focus on nutritional sciences, the pupils are moreover introduced to dietetics, nutrition trends, food production, the impacts of nutrition on health and the environment and food legislation (Fachoberschule für Tourismus und Biotechnologie "Marie Curie" mit Landesschwerpunkt Ernährung).

The school has a long tradition in enhancing the pupils' language skills by various measures as this has been one of the former principal's chief concerns. Therefore, extended language teaching (*Erweiterter Sprachunterricht*) has been embedded in the school philosophy for about ten years (conversation with Mr Di Benedetto on May 10, 2019). Although languages are more strongly promoted in the tourism section of the school than in the biotechnology branches, there is an effort towards fostering the language knowledge in all branches through various projects and student exchanges with Italian upper secondaries as well as stays abroad (Fachoberschule für Tourismus und Biotechnologie "Marie Curie" mit Landesschwerpunkt Ernährung 2017: 10). Furthermore, CLIL lessons are offered in classes of all branches since the school year 2010-11 provided the teachers hold the necessary qualifications and the students agree to the participation. Thus, the FOS has assumed a pioneering role in South Tyrol with regard to promoting plurilingualism through CLIL lessons. Currently, there are 12 teachers who have undergone one of the CLIL teacher trainings offered within the frame of the CLIL pilot project

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[21] Euregio refers to the transnational cooperation "Europaregion Euregio Tirol Südtirol Trentino" amongst Tyrol, South Tyrol and Trentino founded in 1998 (Gemeinsames Büro der Europaregion Tirol – Südtirol – Trentino, Generalsekretariat des EVTZ „Europaregion Tirol – Südtirol – Trentino").

in South Tyrol (see 3.3). In addition, several teachers participated in one of the CLIL trainings offered school-internally and teachers who teach CLIL classes but who do not have any CLIL specific training (conversation with Mr Di Benedetto on May 10, 2019). CLIL is offered from the first class onwards and gradually increased in the following grades, except for the 5th class in which the CLIL lessons are reduced in order for the students to be able to focus on their A-levels entirely. Its intensity varies from a couple of lessons to modules to CLIL lessons over a longer period of time (Fachoberschule für Tourismus und Biotechnologie "Marie Curie" mit Landesschwerpunkt Ernährung 2017: 11).

5.3.2. School 2: Gymnasium[22] "Walther von der Vogelweide", Bolzano

The Gymnasium "Walther von der Vogelweide" is located in Bolzano, the province's capital. In the school year 2018-19 this grammar school was attended by approximately 450 pupils divided into 27 classes with CLIL being offered in five of these classes (correspondence with Mrs Adami on 11.06.2019). At this school the students can choose amongst four subject areas: classical languages, (modern) languages, languages and music, and arts.

In the classical branch the three modern languages German, Italian and English, the two classical languages Latin and Greek as well as art-historical and natural-scientific subjects are taught. The aim of this branch is not to prepare the students for a very specific future (e.g. a particular job) but rather to spark a multitude of interests in the students and to promote their diverse talents (Gymnasium Walther von der Vogelweide). According to the school's three-year plan which comprises the years 2017-2020, the classical branch will be further adapted to the current needs and interests of the students and interdisciplinary learning with methods such as CLIL, a focus on STEM and cooperations with other European schools as well as with partners from various professional fields will be promoted (Gymnasium Walther von der Vogelweide 2018: 6)

The focus of the (modern) language branch is, of course, on languages. In addition to German as the language of instruction, the students deepen their knowledge in the L2 Italian and the first FL English. Furthermore, they may choose amongst either French, Spanish or Russian as the second FL or the CLIL section with French or Spanish (Gymnasium Walther von der Vogelweide). In the years 2017-2020, awareness for linguistic and cultural heterogeneity of our modern society should be further raised, and the pupils should recognise the languages as key to the world (Gymnasium Walther von der Vogelweide 2018: 7). This should be achieved by

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[22] When referring to the language branches of this school only, Sprachengymnasium will be used instead of Gymnasium.

endorsing various initiatives, such as focusing even more on the promotion of communication skills and establishing partner schools for the languages offered, differentiated classes by grouping the students according to their language level, promoting stays abroad or training the teachers for the new requirements of a globalised world, for instance, with regard to German as an L2 (Gymnasium Walther von der Vogelweide 2018: 8f.).

Alternatively, the students can combine languages and music in the respective branch. In addition to languages, the students are introduced to music theory and practice (Gymnasium Walther von der Vogelweide). Most of the objectives of the language branch are also valid for this combined branch. Additionally, there are specific objectives for this branch, such as the promotion of the students' giftedness or the continuation of music workshops (Gymnasium Walther von der Vogelweide 2018: 10).

Lastly, in the arts branch, the focus is on artistic design, geometry, painting, plastic art and art history (Gymnasium Walther von der Vogelweide). The three-year plan calls, amongst others, for a deeper collaboration with artistic institutions, for establishing a focus on culture management and for encouraging students in participating in competitions and art-related projects (Gymnasium Walther von der Vogelweide 2018: 11f.).

Teaching subjects or modules in other languages than the language of instruction – which in this case is German – has been firmly established in this school for some time as the principal is highly supportive of innovative teaching methods. In the school year 2018-19, the CLIL branch is in its third year. Hence, at the time of the survey, there were currently three classes which specifically devote a precisely scheduled amount of lessons to CLIL teaching. In addition to these three classes of the CLIL branch, there are two other classes of the language branch in which CLIL lessons are taught (correspondence with Mrs Adami on 11.06.2019). The students are introduced to this teaching method in the first year by offering a limited number of CLIL lessons. From the second to the fourth year, several subjects are taught in the L2 and two FLs. In the fifth and last year of high school, there are no CLIL lessons as during this year the students need to focus on their final exams and prepare for possible entrance examinations if they are planning to apply for university. CLIL lessons are usually offered in the first semester to provide the students with the opportunity to pick up possibly missing contents as well as to deepen the gained knowledge throughout the second semester in German (conversation with Mrs Adami on 22.11.2018).

Currently, fourteen teachers teach CLIL lessons of which six completed the CLIL teacher training offered within the framework of the province's CLIL pilot project (e-mail

correspondence with Mrs Adami on 11.06.2019). Furthermore, all other content subject teachers can teach parts of their lessons or specific modules in another language if the class agrees, ideally the language should be one of the languages officially offered at the school. However, it can also be another language as every additional language the students know – even if it is only bit and pieces – contributes to a deeper cultural and linguistic understanding and a greater open-mindedness. Hence it is not a far-fetched thought that the students learn some Polish basics during their sports lessons – even if this language is not officially offered at the school – if the teacher has a sound knowledge of this language, if the teacher wants to share this knowledge with the students and if the students agree with it. The CLIL subjects and respective languages, therefore, solely depend on the teachers willing to cooperate and the students' consent to participate. The CLIL teachers are rewarded for their extra efforts by having an additional hour for lesson preparation at their disposal, and there is an active exchange of experiences and materials among the teaching staff (conversation with Mrs Adami on 22.11.2018).

5.4. Participants

The participants of this study consist of students and teachers of the two participating schools which were introduced in the previous chapter (5.3). The following two subchapters will summarise the findings of the first section of the questionnaires consisting of six background questions[23] about the students' (5.4.1) and teachers' personal information (5.4.2).

5.4.1. Students

In total, 104 students participated in the study of which 61 attended the FOS and 43 attended the SG. In the former school, four classes were questioned, in the latter three. In the analysed classes of both schools, the female students prevail over the male students with 60 female (98%) and one male participant (2%) in the FOS and 29 female (67%) and 14 male participants (33%) in the SG. Hence, in total, 89 (86%) of the 104 participating students are female, and 15 are male (14%). The age of the respondents ranges from thirteen to twenty. Most respondents are 16 years old (37%), followed by 15-year olds (24%) and pupils aged 18 (13%). When comparing the age range of the participating students amongst the two schools, the respondents in the FOS are aged between 15 and 20 and those in the SG are aged between 14 and 18.

As the language of instruction of the schools under scrutiny is German, the L1 of most respondents (85 of the 106 responses, or 80%) is German as well. The most common L1 after

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[23] With this type of questions biographical information about the participants can be elicited (Ráez-Padilla 2018: 186).

German is Italian (11 of the 106 responses, or 10%). All other L1s are only marginally represented with each one being the L1 of a single student, apart from Spanish and Albanian which are the L1s of two students respectively (see Figure 4). In total, 17 of the 104 respondents (16%) indicated to have two L1s, and the remaining 87 students (84%) indicated to have one L1; no one of the students indicated to have more than two L1s. Whereas in the SG, slightly more than a quarter of the respondents have two L1s, in the FOS only 10% of the respondents have two L1s. This could be attributed to the geographical position of the two schools. The SG is located in Bolzano, the province's capital and biggest town in terms of population in which the Italian-speaking population dominates (74%) (Autonome Provinz Bozen – Südtirol 2018: 10, 16). The FOS, on the other hand, is situated in Merano, the second-largest town in terms of population in which the linguistic groups Italian and German is more balanced (49% vs 50%) (Autonome Provinz Bozen – Südtirol 2018: 11, 17)
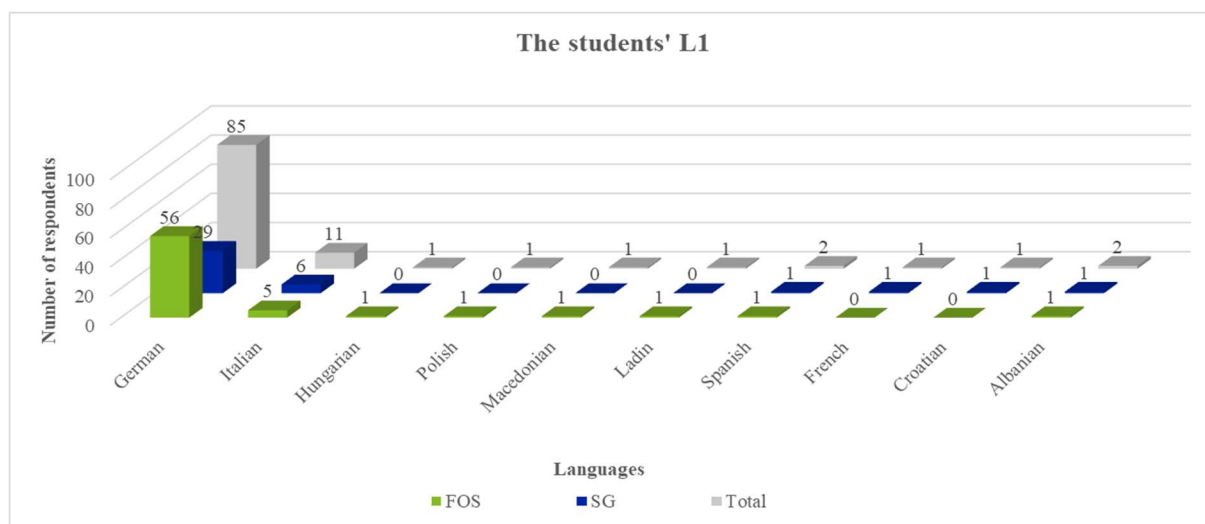

Figure 4: The students' L1

In addition to their L1s, the students speak a multitude of other languages. In total, 14 other languages were named of which English (33%), Italian (30%), French (15%) and Spanish (11%) are the most frequent ones as illustrated in Figure 5. These are at the same time the languages the students learn at school. Although Italian and English are the languages which are taught by default at any German-speaking secondary school in South Tyrol, not all respondents indicated these languages as additional languages they know. Only 80 of the 104 respondents indicated to know Italian and 86 of the 104 respondents mentioned English as further language they know. Nevertheless, these numbers are evenly distributed amongst the two schools whereas concerning French and Spanish the former was indicated almost exclusively (38 of 39 responses) by students of the FOS while Spanish was solely indicated by students of the SG. More than three-quarters of the respondents (76%) use languages other than

their L1 in their everyday lives. The most frequently used languages outside school are Italian (48%) and English (34%).
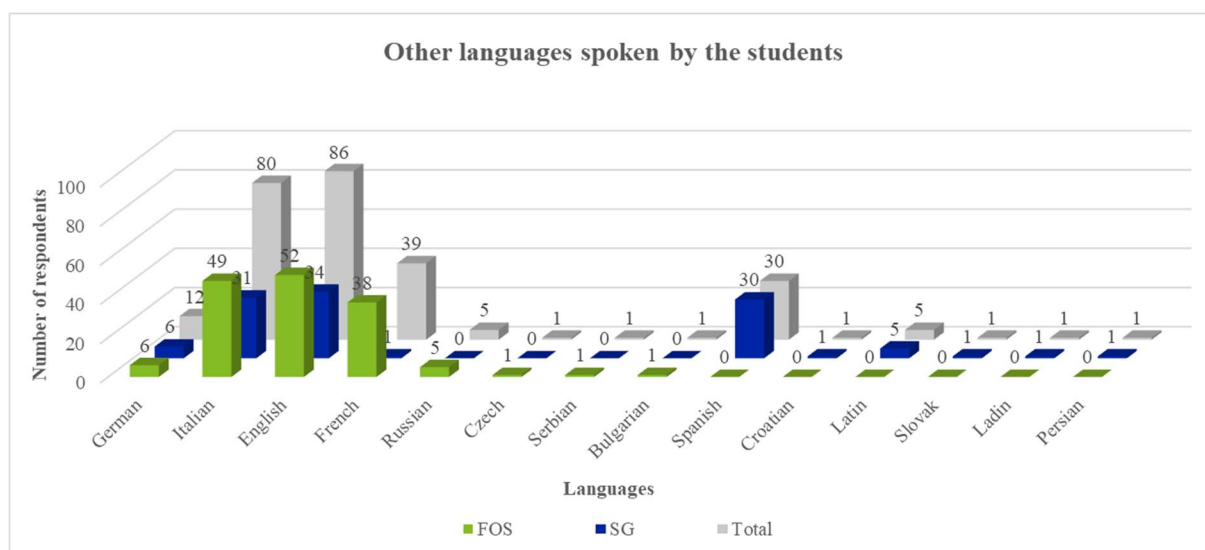

Figure 5: Other languages spoken by the students

5.4.2. Teachers

In total, twelve teachers participated in the survey, five from the FOS and seven from the SG. However, only three teachers of the FOS completed the questionnaire, whereas two filled-in only parts of the questionnaire. Similarly, in the SG, only three of the seven participants entirely completed the questionnaire. Nevertheless, in the following, all data provided will is presented, except from the answers of one of the two FOS teachers who did not finish the questionnaire because this teacher only answered the first few questions.

The majority of the participants (64%), i.e. seven of eleven, are female and four are male. Whereas the gender-ratio amongst the participating teachers of the FOS is balanced, in the SG, the female participating teachers vastly outweigh their male colleagues (five females and two males). Most of them are aged above 40. Five teachers (45%) are in the age group from 41-50 years, three teachers (27%) are between 51 and 60 years old, two (18%) are aged between 31 and 40 and one (9%) is less than 30 years old.

The teachers are rather homogenous with regard to their L1. German is the L1 of nine of the eleven respondents. One teacher's L1 is Italian, and the remaining teacher has two L1s – German and Italian. In addition to their L1, all teachers speak further languages. Their range of languages is not as varied as that of the students. Ten of the eleven teachers indicated to speak English, nine teachers speak Italian, five teachers have French language knowledge, two teachers speak Spanish, and for each German and Latin one teacher respectively indicated to have some language knowledge (see Figure 6). All teachers use languages other than their L1

outside the context of school – most frequently Italian (nine responses or 43%) and English (six responses or 29%).
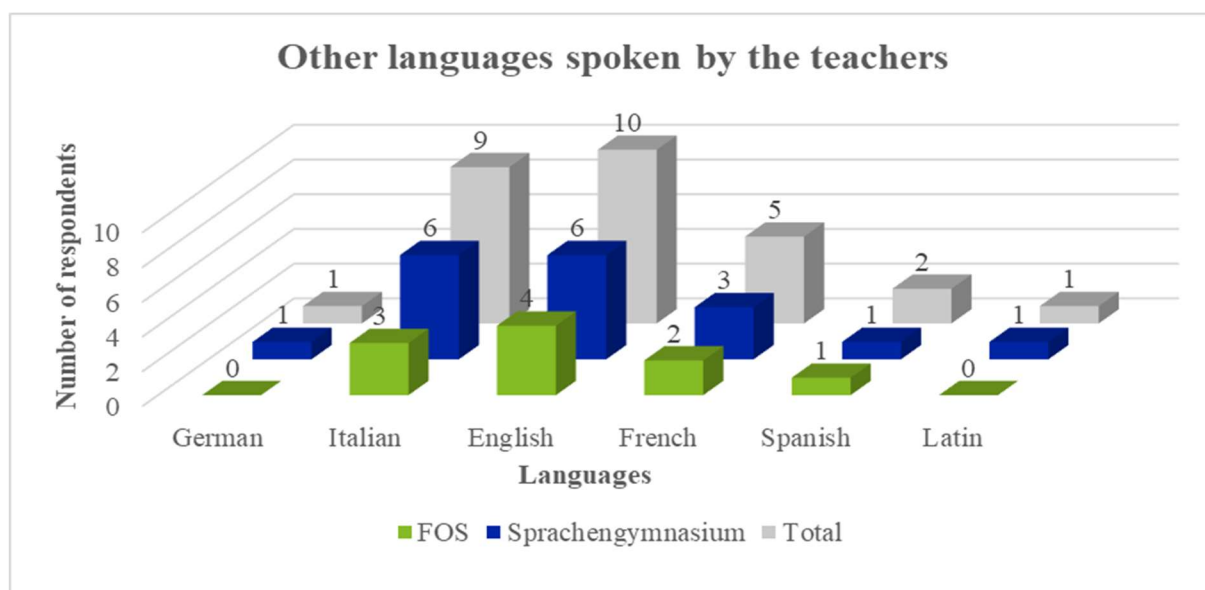

Figure 6: Other languages spoken by the teachers

The participating teachers are rather experienced. All eleven teachers have more than five years of teaching experience (see Figure 7). More precisely, the majority of the teachers has between 11 and 20 years of teaching experience (four or 36% between 16-20 years and three or 27% between 11-15 years). Two teachers (18%) have between 26-30 years of teaching experience, one teacher (9%) has between 6-10 years of teaching experience and another one between 21-25 years. Regarding the subjects they teach, there is a wide variety with only three respondents (27%) teaching the same subject, namely natural sciences. All other teachers have different subjects, as is illustrated in Figure 8.
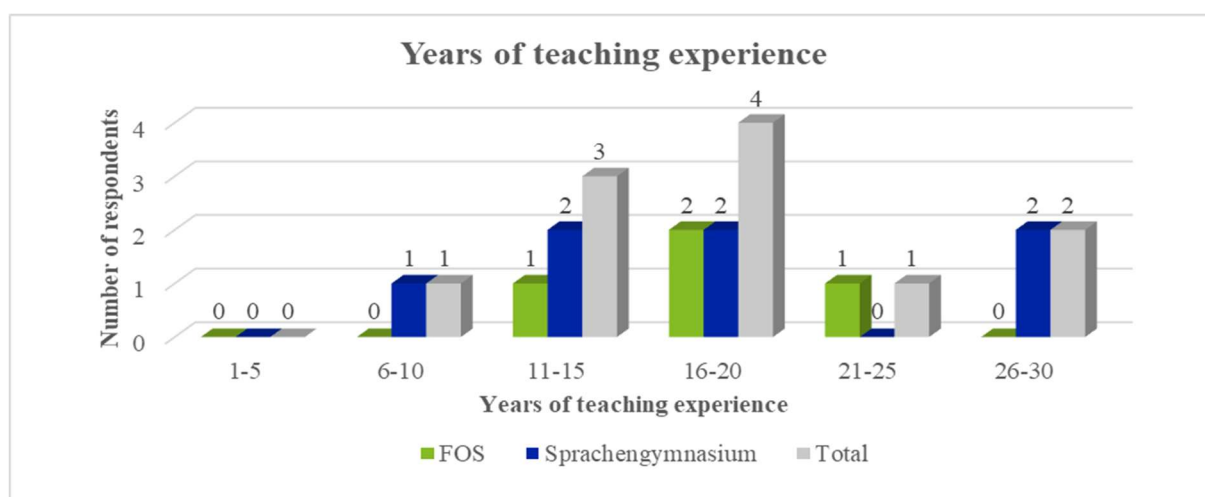

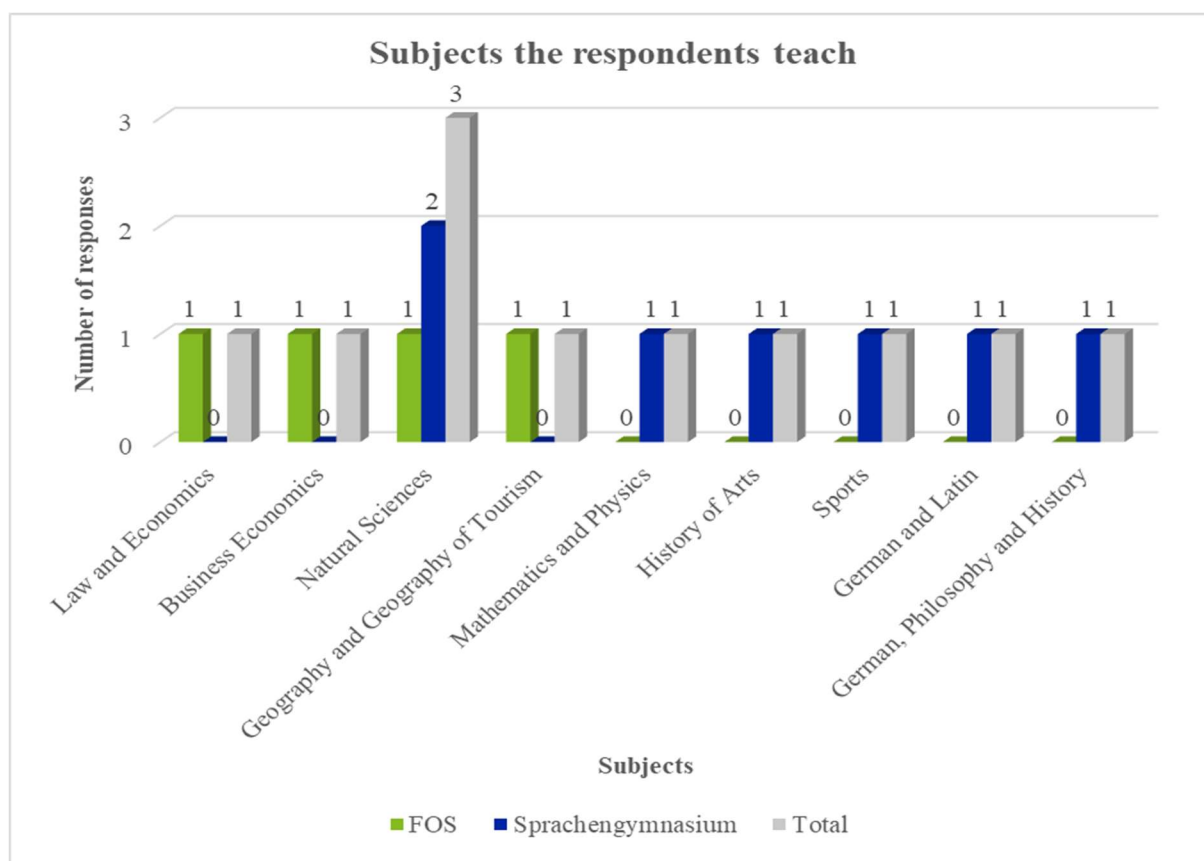**Figure 7**: Number of years of teaching experience

Figure 8: Subjects taught by the respondents

6. Findings

In this chapter, the main findings from the student and teacher questionnaires will be outlined. These are categorised into four sections which correspond to the subsections of the questionnaires – except for the first subsection on personal information which has already been dealt with in 5.4. These four sections are experiences with CLIL (6.1), CLIL at the schools under investigation (6.2), the learning progress through CLIL lessons (6.3), and prospects of CLIL in South Tyrol (6.4).

6.1. Experiences with CLIL

This section presents the data obtained from the second part of the questionnaires, which examines the students' and teachers' familiarity with the acronym CLIL, their previous CLIL experiences and the reasons for choosing CLIL classes. Subchapter 6.1.1 presents the student data, and subchapter 6.1.2 is concerned with the teachers' responses.

6.1.1. Student questionnaire

The vast majority in both schools (57 students or 94% in the FOS and 30 students or 91% in the SG) is familiar with the acronym CLIL. In total, six students (6%) – two of the FOS (3%) and four of the SG (9%) – did not know what the acronym CLIL means. Moreover, two students (3%) of the FOS did not provide an answer. This could be due to the reasons that they did not

know how to reply, or that they overlooked the question. One student mentioned that s/he knew the acronym, but she was not aware of its meaning.

Only nine of the 61 FOS students (15%) had made experiences with CLIL prior their attendance of the CLIL section in the upper secondary. In the SG, the number is slightly higher with eleven students out of 43 (26%). In total, only about one fifth (20 students or 19%) of the 104 participating students had already attended some form of CLIL classes before. The younger the students, the higher is the probability that they previously experienced CLIL lessons (see Figure 9). This can be explained by the fact that CLIL is a rather recent phenomenon in South Tyrol (see 3.3). Those students with CLIL experiences were most commonly exposed to CLIL during middle school (88%). The most frequent subjects for teaching CLIL, according to the students' previous experiences, are geography (ten responses or 36%), history (four responses or 14%) and natural sciences as well as law (three responses for each or 11% respectively) (see Figure 10). As CLIL vehicular languages, only two were mentioned, namely Italian and English. English predominates in the previous CLIL experiences of the FOS students (67%), while the students of the SG more commonly experienced CLIL lessons in Italian (60%). However, when comparing all the results, the two languages are rather balanced (Italian 53%, English 47%). When relating the subjects to the language in which they were taught, geography was predominantly taught in English and history was mainly taught in Italian. For all other subjects, there is no such clear connection. Concerning the length of the previous CLIL experience, the most frequent answers were "one year" (26%) followed by "some lessons" (15%), and "always" ex aequo with "one month" (11%).
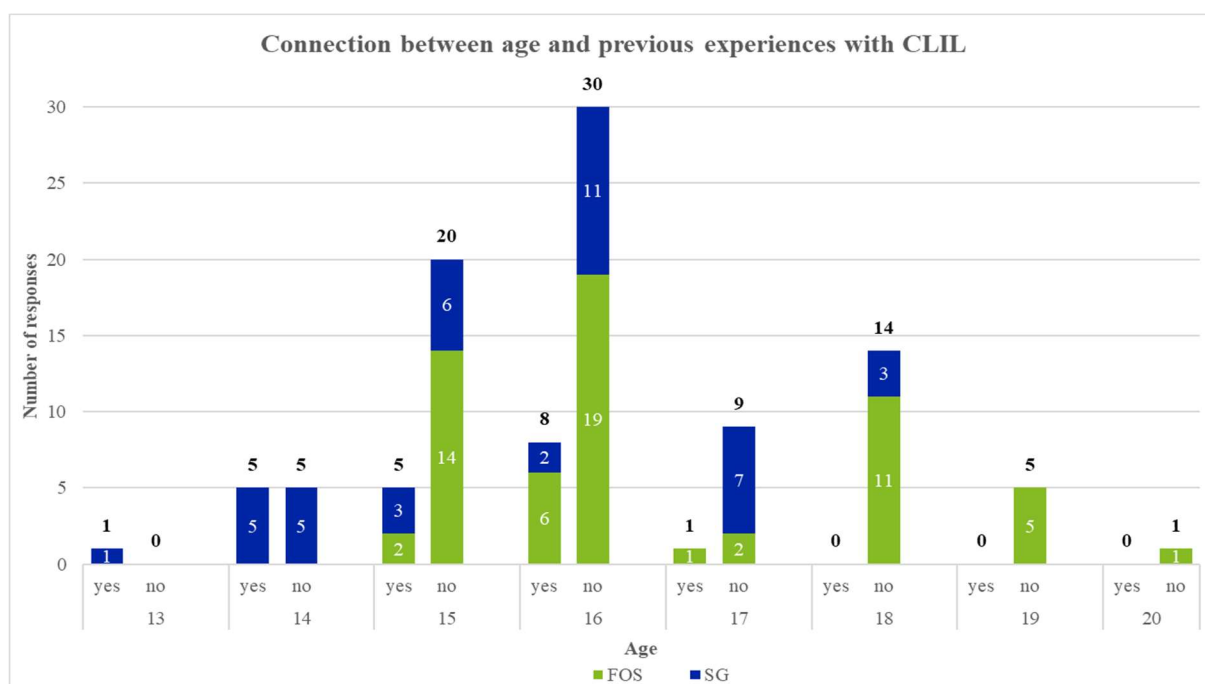

Figure 9: Connection between students' age and previous CLIL experiences
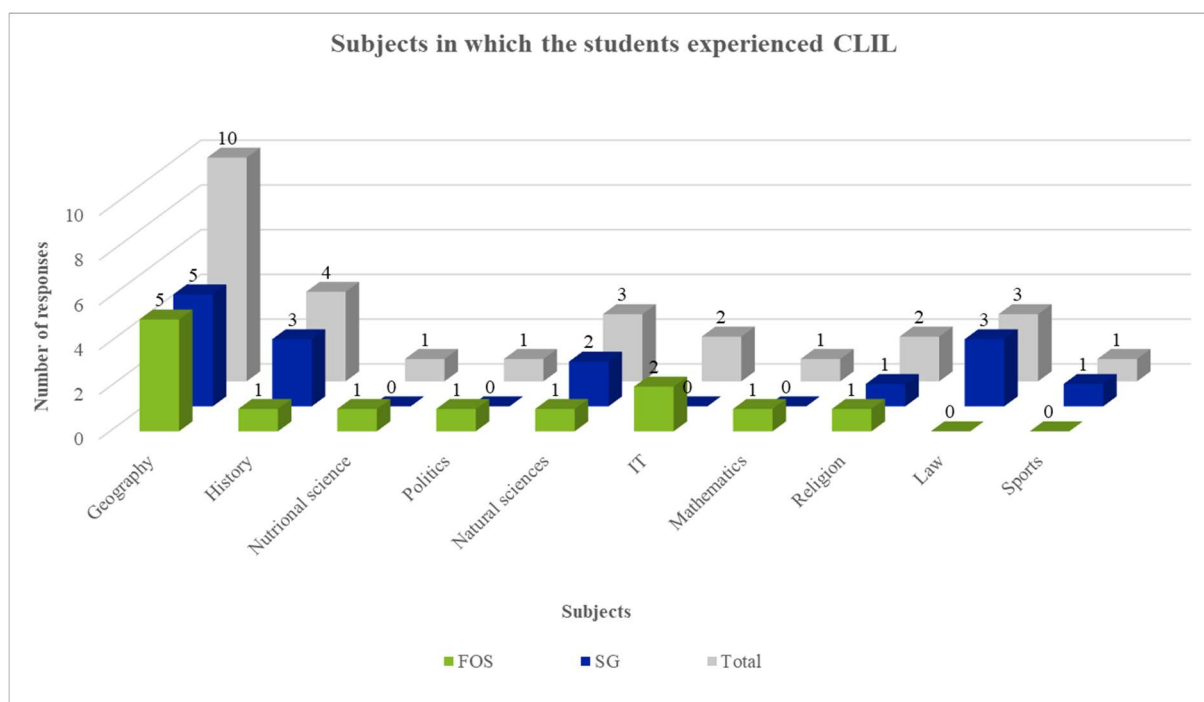
Figure 10: Subjects in which the students previously experienced CLIL

Lastly, the students' reasons for having chosen the CLIL sections were explored. The students could choose amongst five alternatives. There were slightly more responses (113) than students who participated (104) since some students chose more than one alternative (11), and others did not answer at all (2). Half of the responses (56 or 50%) opted for the first alternative, i.e. these students chose the CLIL section out of their interest (see Figure 11). The second most frequent response given by the students was that the CLIL section was recommend to them by their teachers (20 students or 18%). This answer is followed by the alternatives "other" (17 responses or 15%), recommendation from the parents (13 responses or 12%) and recommendation from friends (7 responses or 6%). However, there is a significant difference between the responses from the students of the two different schools. While the majority of the students of the SG (70%) chose the CLIL section out of interest and most of the remaining responses (20%) favoured the alternative "recommendation by the parents". In the FOS, the alternative "recommendation from teachers" received the most responses (34%), followed by "own interest" (31%) and "other" (27%). The latter is most probably so common in the FOS as most of the respondents – apart from those of the Euregio class – did not have a choice but it was the school's decision to introduce CLIL in these classes.
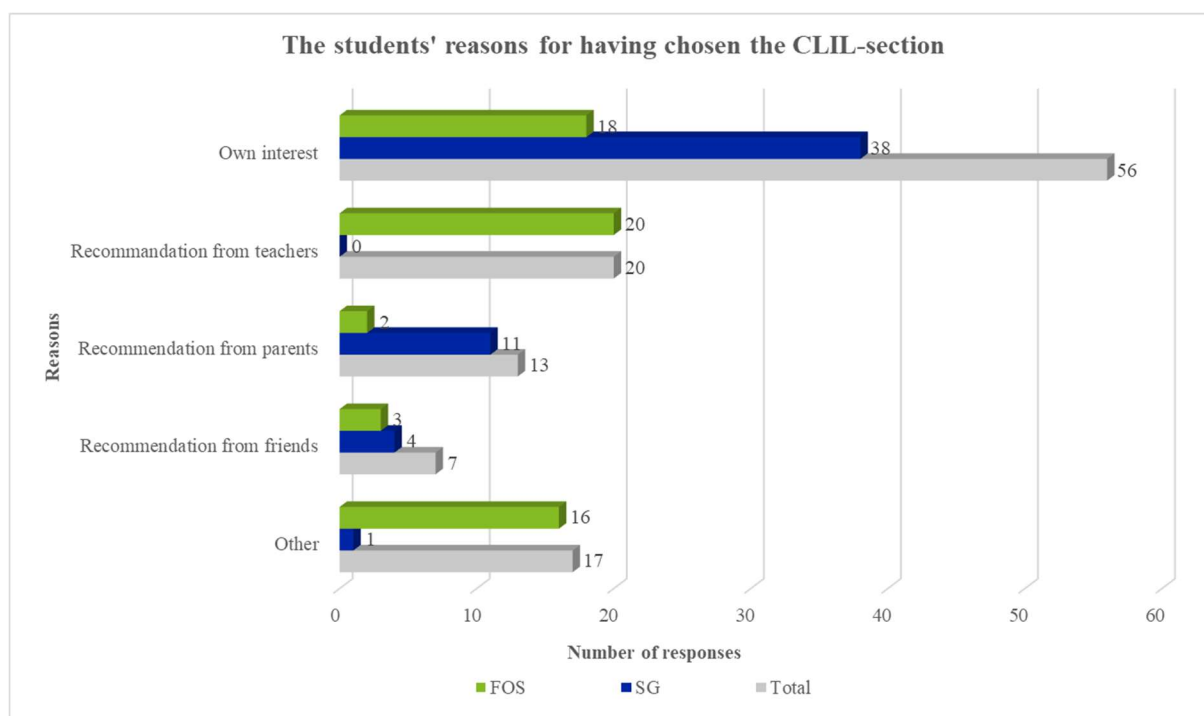
Figure 11: The students' reasons for having chosen the CLIL section of their school

6.1.2. Teacher questionnaire

All teachers are familiar with the acronym CLIL. Nine of the 11 respondents (82%) answered that they participated in a CLIL teacher training, whereas two teachers (18%) replied negatively. When comparing the results of the two schools, all four respondents of the FOS and five of the seven respondents of the SG underwent such training. These teachers' experiences with the CLIL teacher training were mainly positive: five teachers (56%) are satisfied, and two (22%) are very satisfied with it. However, two teachers of the FOS (22%) indicated to be dissatisfied with the training. In general, the teachers would wish for more practical relevance to be integrated into the CLIL teacher training. In addition, there should be a greater focus on interdisciplinary teaching, more opportunities for the teachers to practice the languages at their schools (e.g. in the form of courses), NSs should be more involved in the project, and already during the teacher training, there should be an emphasis on the collaboration amongst the future CLIL teachers. Nonetheless, some of the teachers are fully satisfied with the CLIL teacher training as it is, and according to them, there is nothing which could be still improved in this regard.

Only one teacher made previous CLIL experiences at another school. However, currently ten of the 11 respondents (91%) teach CLIL lessons at their school, while only one teacher (9%) of the SG does not. There is a great variety regarding the subjects they teach. Three respondents (30%) teach CLIL in their natural sciences lessons, and all other subjects (geography, history, mathematics, law, business economics, biology/microbiology, history of arts) were indicated

once (10% each). As CLIL vehicular languages English clearly predominates with five responses (63%), Italian received two responses (25%) and Spanish was indicated once (12%). Concerning the vehicular languages, according to these results, there seems to be a slightly greater range of languages offered at the SG. With regard to the CLIL subjects and their vehicular languages, law and mathematics are taught in Italian; business economics, biology/microbiology, geography and natural sciences are taught in English; and history is taught in Spanish (see Figure 12) Two teachers did not indicate the vehicular language of the CLIL subject they teach. Therefore, these subjects were not taken into consideration in Figure 12. The length of the teachers having taught CLIL lessons ranges from half a year to ten years with two years and ten years[24] being the most common answers (each of them given twice which corresponds to 22% for each) (see Figure 13). Furthermore, it is revealed that the respondents of the FOS have longer CLIL teaching experiences.
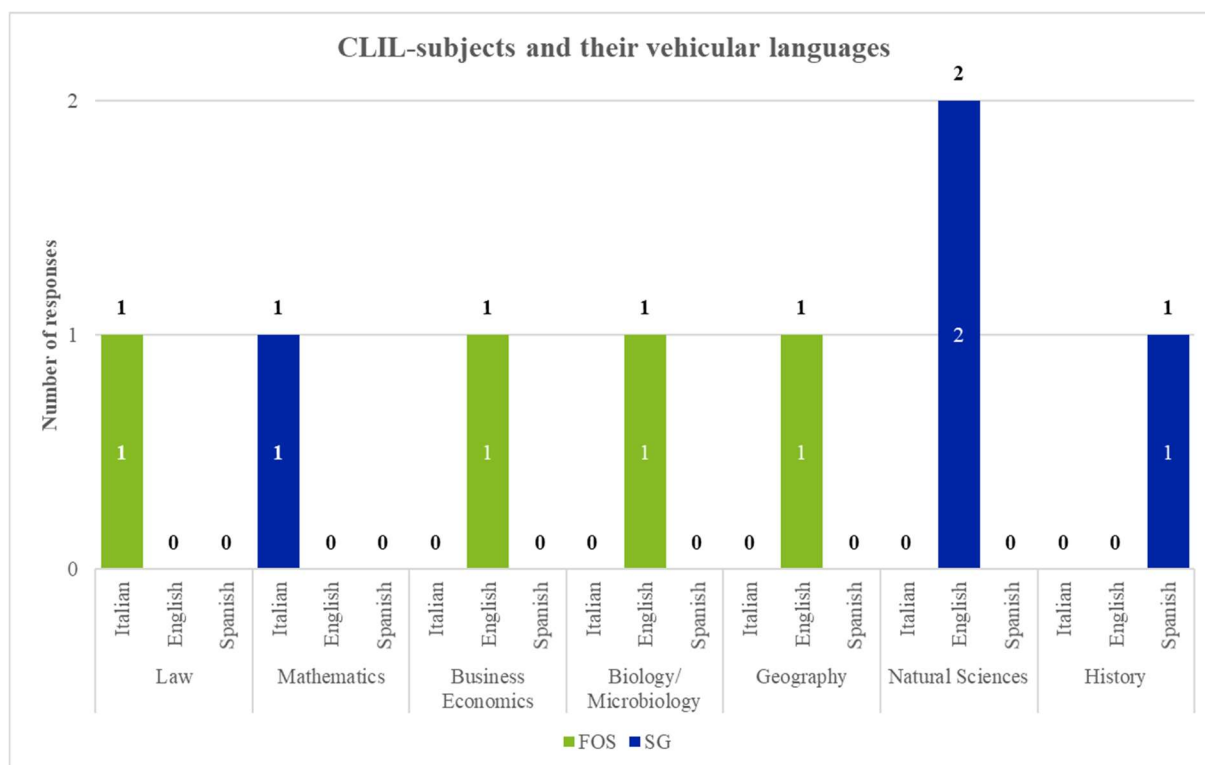
Figure 12: CLIL subjects and their vehicular languages as taught by the teachers

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[24] When referring to ten years of CLIL experiences, these teachers do rather refer to the form of extended language teaching (*Erweiterter Sprachunterricht)* which has been present in South Tyrol for over a decade. The concept is very similar to CLIL, but the designation is different because the implementation of CLIL was not permitted in South Tyrol until 2013 (cf. chapters 3.3 and 5.3.1).

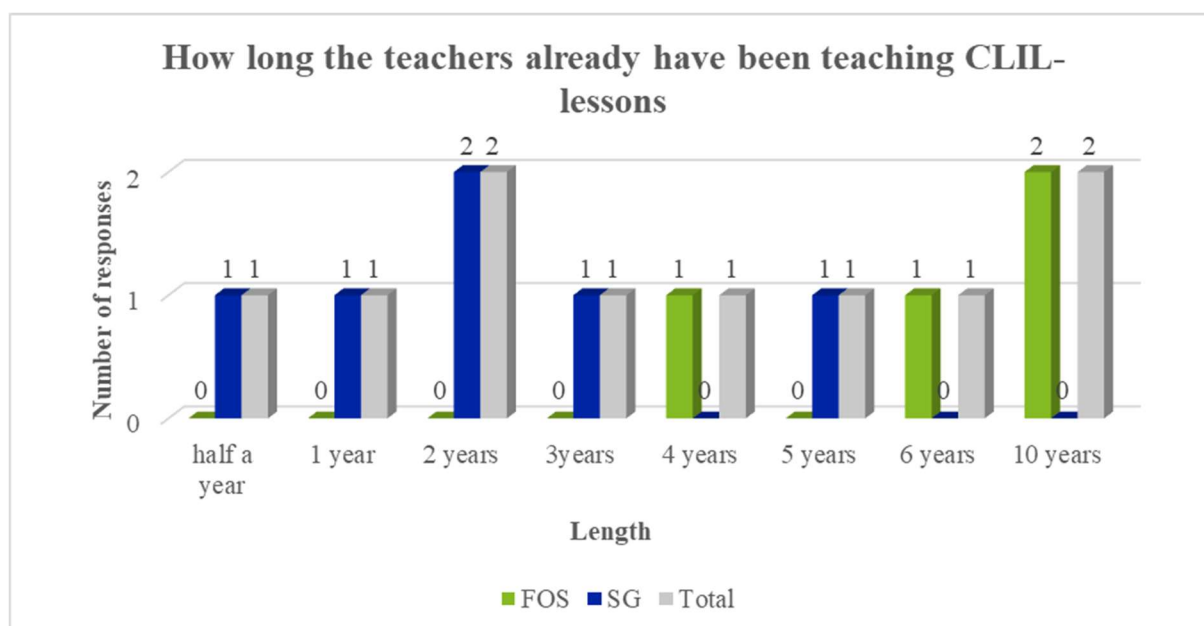**Figure 13:** Length of experience in teaching CLIL lessons

6.2. CLIL in the schools under investigation

In the ensuing two subsections, the responses of the third section of the questionnaire, namely first the students' (6.2.1) and then the teachers' experiences and perceptions about CLIL as put into practice at their schools (6.2.2), are presented. More precisely, these subsections assess the respondents' satisfaction with CLIL, their opinion about the focus of CLIL, their favourite content subjects for CLIL with Italian and English as vehicular language, the usefulness of the CLIL vehicular languages regarding various dimensions, their greatest difficulties as well as advantages and disadvantages of the approach.

6.2.1. Student questionnaire

Overall, the students seem to be satisfied with CLIL as offered at their schools. 97 of the 104 respondents (93%) replied that they were satisfied, and three students (3%) are very satisfied. Only four students (4%) are not satisfied (see Figure 14). The students of the SG seem to be slightly more content with CLIL as implemented at their school. Subsequently, the questionnaire asked for the students' satisfaction with more specific areas related to CLIL: the choice of content subjects for CLIL lessons, the choice of languages, the materials used in CLIL lessons, the CLIL teachers in general, the linguistic knowledge of the CLIL teachers and the subject-specific knowledge of the CLIL teachers. In all of these areas, the positive answers prevailed. However, despite the students' general high satisfaction with the CLIL programme at their schools, there is some room for improvement in the following areas: the materials being employed in CLIL lessons (18 negative answers corresponding to 17%), the choice of the content subjects for the CLIL lessons (17 negative answers corresponding to 16%), the choice of languages for the CLIL lessons (12 negative answers corresponding to 12%) and the

teachers' languages proficiency (11 negative answers corresponding to 11%). Only concerning the subject-specific knowledge of the CLIL teachers, there seems to be a consensus that the teachers are sufficiently proficient with 100 positive answers out of 103 given answers[25] of which 56 respondents are satisfied (54%), and 44 students are very satisfied (42%).
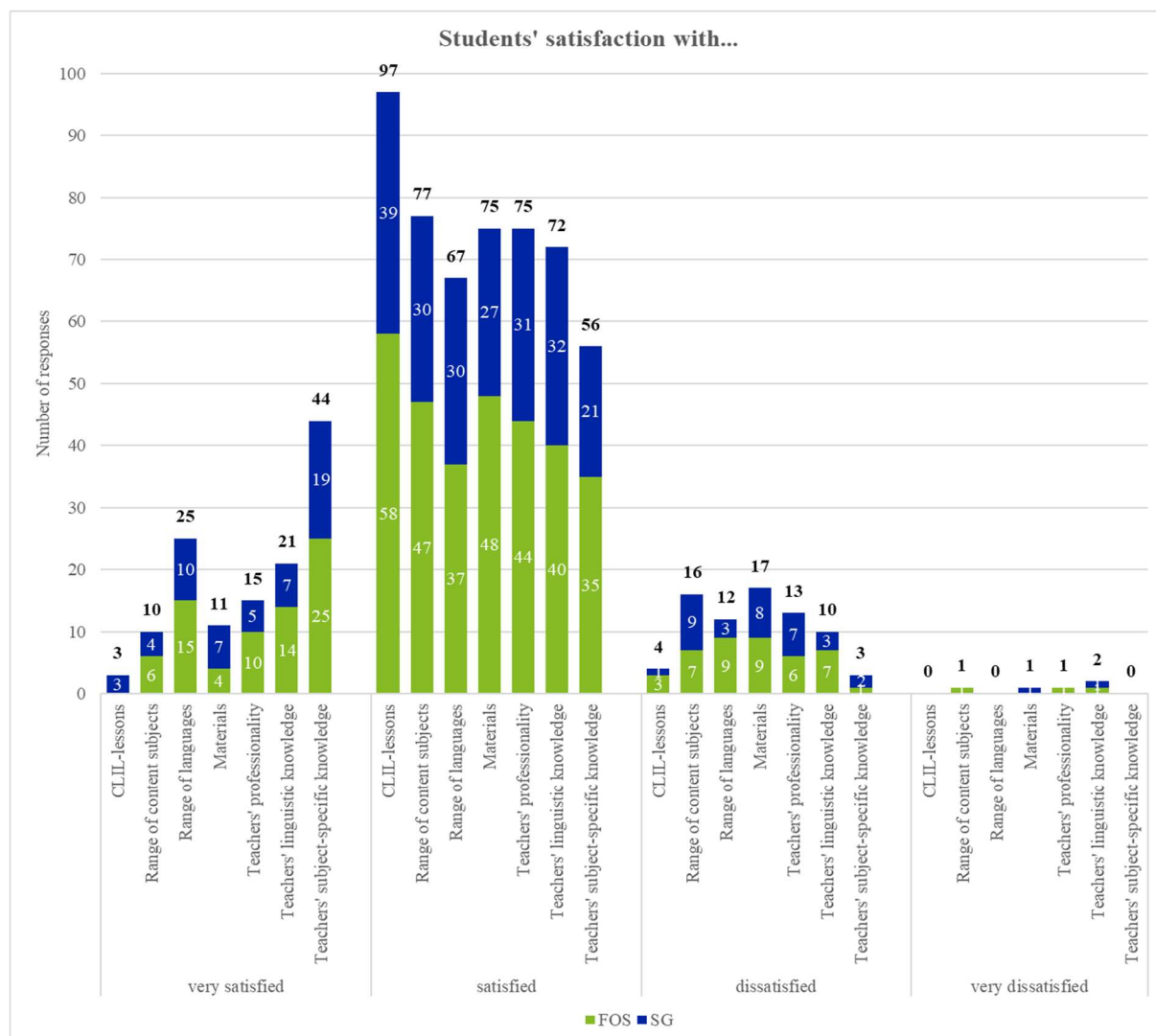

Figure 14: Students' satisfaction with CLIL related areas

With regard to the focus of CLIL lessons, according to the students, mainly a combination of language and content (86 answers corresponding to 83%) is promoted. Ten students (9%) think that language is promoted, and seven respondents (7%) think that content is promoted (see Figure 15). There is a slight discrepancy concerning the category of content between the students of the two schools. The students of the SG more frequently answered that content is promoted (12% vs 3% in the FOS). The actual focus of the CLIL lessons, as identified by the students, greatly corresponds with their opinion about what CLIL lessons should promote. 73 students (70%) answered that a combination of language and content should be promoted, 28

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[25] One student did not provide any answer.

students (27%) chose "language" and three students (3%) "content" (see Figure 15). Figure 15 furthermore shows that the students of both schools – even if more frequently those of the FOS (22 students or 21% of all answers compared to six students or 6% of all students of the SG) – wished that there was a greater focus on language. In contrast, only one student (1%) from the SG and two students (2%) from the FOS think that content should be promoted in CLIL lessons.
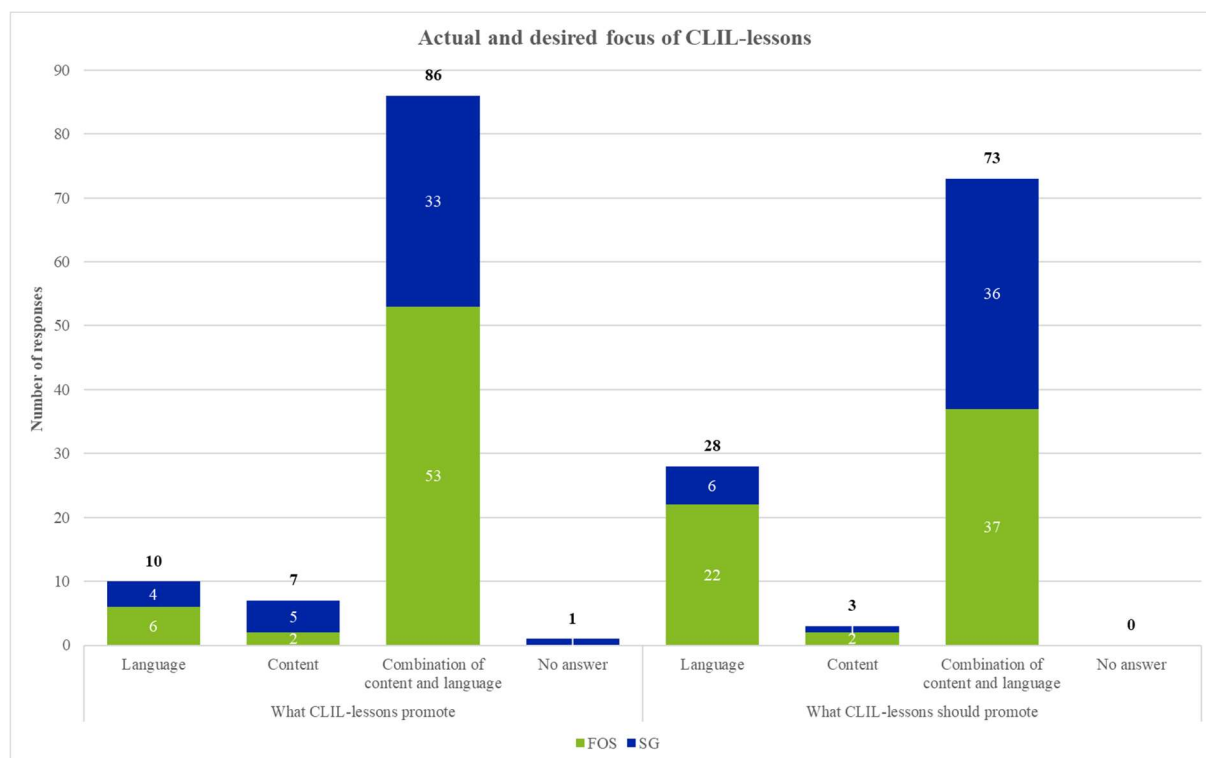

Figure 15: Students' perceptions of the actual and desired focus of CLIL lessons

Next, the students were asked about which their favourite three subjects for CLIL lessons taught in Italian and English language would be, if they could choose amongst all their content subjects. For Italian, when adding all the given responses, the students' favourite CLIL content subjects would be law (52 responses or 18%), followed by history (40 responses corresponding to 14%) and sports (35 responses or 12%) (see Figure 16). However, this sequence of favourite subjects is not reflected when comparing the results of the two schools. In the FOS, the top three subjects for CLIL lessons in Italian are law (36 responses or 21%), business economics (28 responses or 16%) and history (27 responses corresponding to 16%). In the SG, on the other hand, the favourite three content subjects for CLIL lessons in Italian are mathematics (21 responses or 18%), sports (19 responses or 16%) and law (16 responses or 14%). Therefore, the only subject which is represented in the top three of both schools is law, whereas the other two subjects vary. According to the students, geography of tourism, informatics and teaching across subjects are the least popular for CLIL lessons in Italian with having received no response at all.
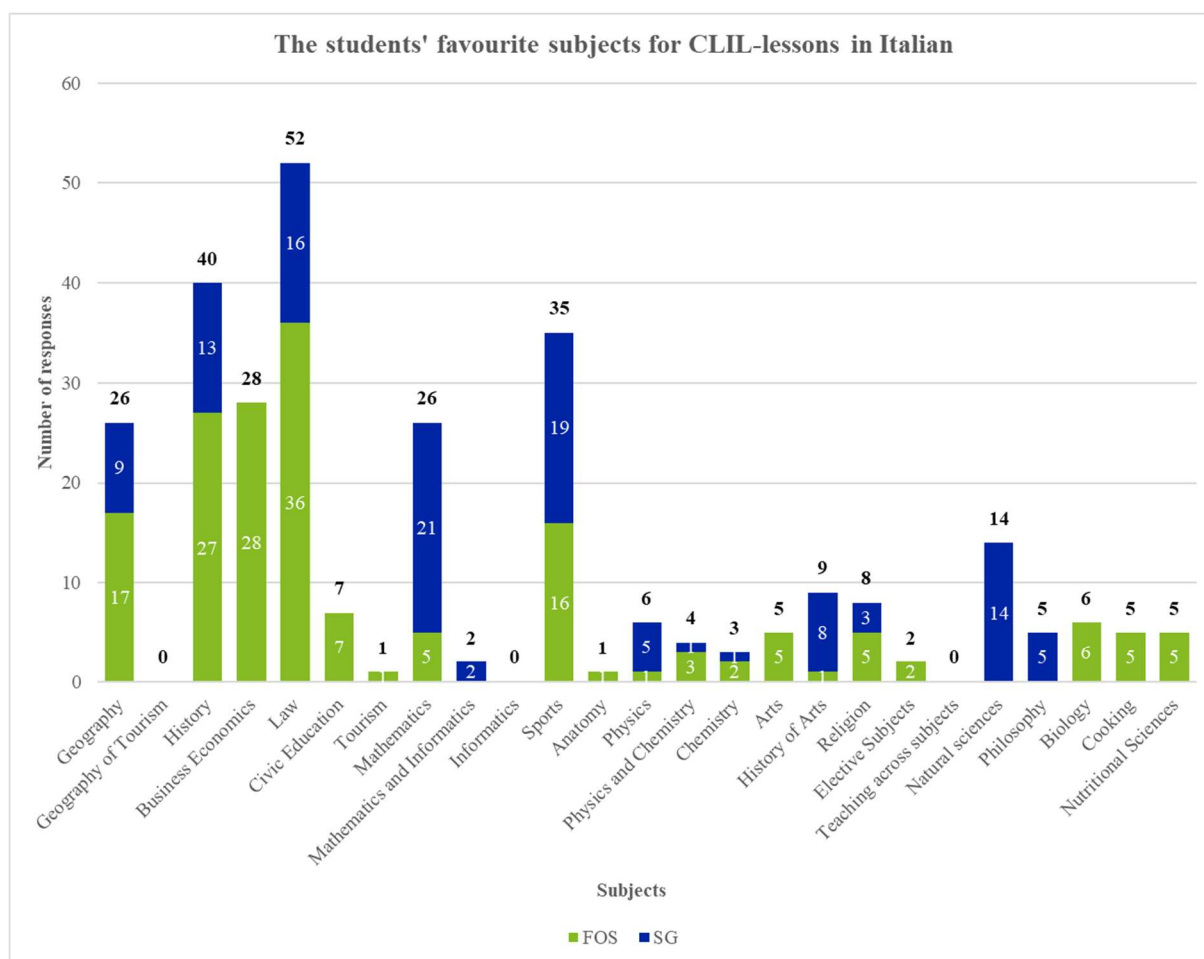
Figure 16: The students' favourite subjects for CLIL lessons in Italian when adding all the given answers

As top three CLIL content subjects with English as vehicular language, when adding up all the given responses, history (56 responses or 20%), geography (42 responses corresponding to 15%) and business economics (31 responses or 11%) (see Figure 17) were identified. In the FOS, the overall top three are geography (36 responses or 22%), business economics (31 responses or 19%) and history (28 responses corresponding to 17%). In the SG, there is a variation with history being the overall most favourite subject (28 responses or 24%) followed by natural sciences (23 responses corresponding to 20%) and sports (18 responses or 16%). The students' least favourite subjects for CLIL lessons in English are cooking (0 response), as well as tourism, physics and chemistry, elective subjects and teaching across subjects (1 response each).
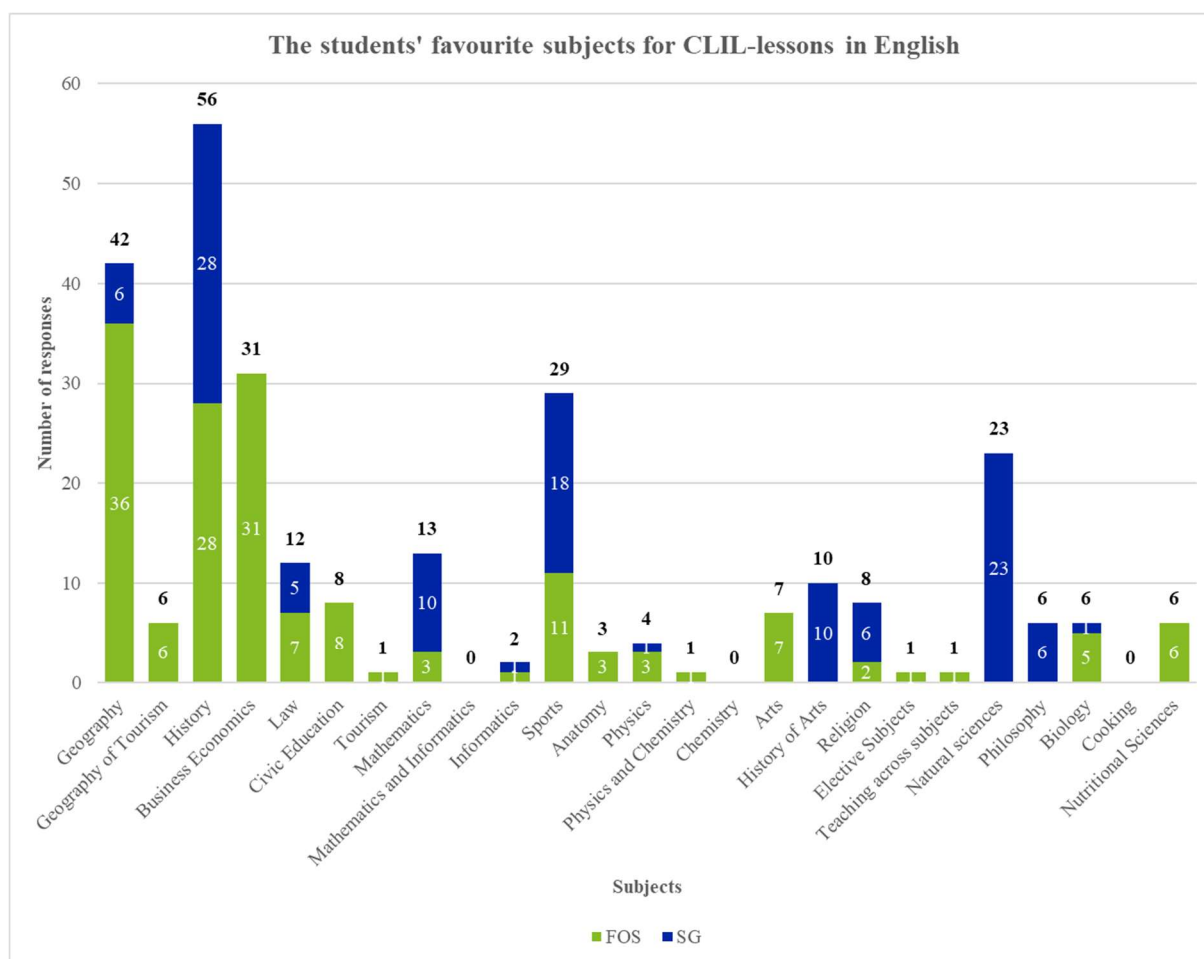
Figure 17: The students' favourite subjects for CLIL lessons in English

With regard to the usefulness of the CLIL lessons in the offered languages, 62 (60%) of the 104 participating students think that the CLIL lessons are equally useful in all offered languages. 42 students (40%) perceive the CLIL lessons as more useful in one particular language. This language is English (27 responses or 63%). In comparison, only 15 students (35%) consider the CLIL lessons in their L2 Italian as being more useful, and one respondent (2%) indicated Spanish. Some of the common reasons are that English knowledge is imperative nowadays, that it is the language of science and that CLIL lessons represent an excellent opportunity for the pupils to improve their English skills further. Italian is considered as less important because the students seem to have more linguistic problems as is the case with English ("weil ich in Italienisch wenig verstehe", "weil ich dort [in Englisch] mehr verstehe als in Italienisch oder Französisch"). However, especially the students of the FOS consider CLIL lessons in Italian as important (13 of the 15 answers). They argue that by living in a bilingual region, one should have a good command of the official languages – also concerning future careers. Furthermore, there seems to be a connection between age and the students' opinion about the importance of Italian. On average, older students tended to reply more frequently that Italian was important

when living in South Tyrol and that this language, therefore, needs to be more promoted than English (see Figure 18).
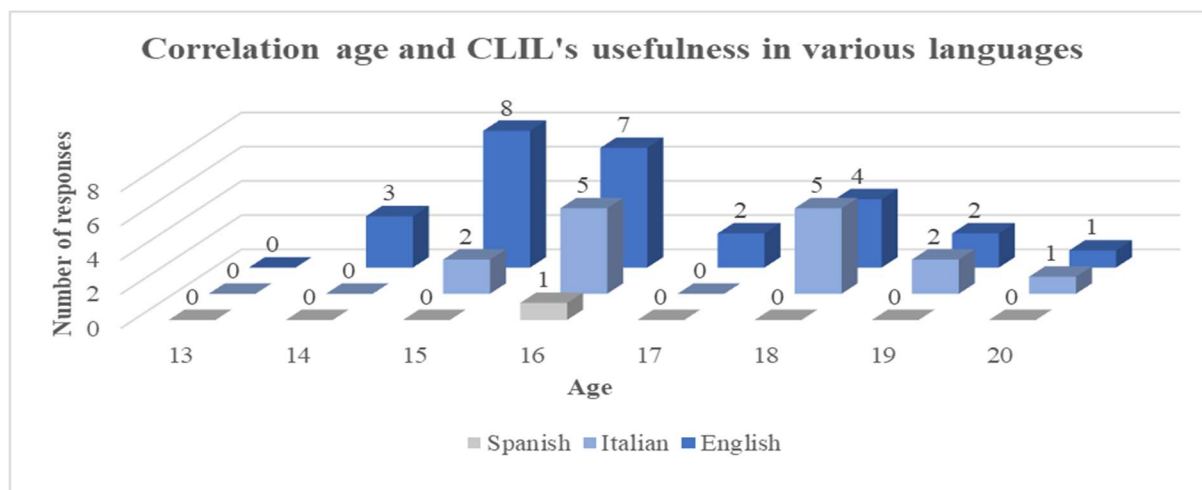

Figure 18: Correlation of the students' age and their perception of the usefulness in the CLIL vehicular languages

Next, the students evaluated the usefulness of CLIL regarding various aspects for both Italian and FLs (see Figure 19). With regard to the usefulness of the CLIL lessons in improving the L2 and FL skills, the respondents predominantly answered that both their L2 and FL skills were improved by the CLIL lessons (45 students or 43%), followed by the answer that this was mostly true for English (36 answers or 35%). Only 21 students (20%) solely chose Italian as option. These overall numbers reflect the students' tendencies in the individual schools. The usefulness of CLIL lessons in learning content and improving languages at the same time without additional efforts, is, according to the majority of the students of both schools (55 students corresponding to 53%), commensurate with their experiences with FLs. 30 students (29%) agree with it for both languages. 17 students (16%) answered that this was true for them for Italian. Concerning the usefulness of CLIL lessons in providing the students with the opportunity to use the languages in more complex contexts, 38 students (37%) answered that this was especially useful for FLs. 32 students (31%) believe it to be useful for Italian, and 30 students (29%) think that it was useful for all languages. However, only in the FOS, the most frequent answer was FLs given by 26 students, whereas this was the least frequent answer in the SG (12 students). In the SG, the most frequent answer was Italian (18 students). With regard to the usefulness of CLIL in gaining a different perspective on topics, the majority of the students (53 students corresponding to 51%) responded that this was the case with FLs. 24 students (23%) chose both options and 12 students (12%) only selected Italian. There was no discrepancy between the total tendency and the respective tendencies of the two schools. The fifth subquestion explored the respondents' perceptions of the usefulness of CLIL lessons when it comes to learning more about other cultures. As with the previous subquestion, as answer FLs prevailed (60 responses corresponding to 58%). 22 students (21%) selected both

alternatives, and only eight students (8%) opted for "Italian". Interestingly, only two students of the FOS and six from the SG chose the latter option. Figure 19 shows that CLIL in FLs is considered as most useful regarding the integration into a multicultural society (48 students corresponding to 46%). 23 students (22%) chose both alternatives and 20 students (19%) ticked Italian. This sequencing also reflects the answers of the students of the SG. In the FOS, however, the latter two, i.e. both alternatives and Italian, are reversed with Italian being the second most frequent answer and both options the least frequent answer. Hence, more than half of the total answers for Italian (14 of 20) were provided by the students of the FOS. The final two subquestions aim at enquiring the usefulness of the CLIL lessons regarding job prospects as well as being better prepared for future studies. Concerning the former, the respondents most frequently chose both alternatives (43 students or 41%). 37 students (36%) answered that FLs are particularly useful and, according to 20 students (19%), Italian is considered as most useful. With regard to the latter, i.e. future studies, the majority (55 students or 53%) chose FLs. 35 students (34%) opted for both alternatives, and only seven students (7%) chose Italian as answer. Five of the seven students who opted for Italian are from the SG. In contrast, only two students of the FOS think that solely Italian was useful in preparation for tertiary education.
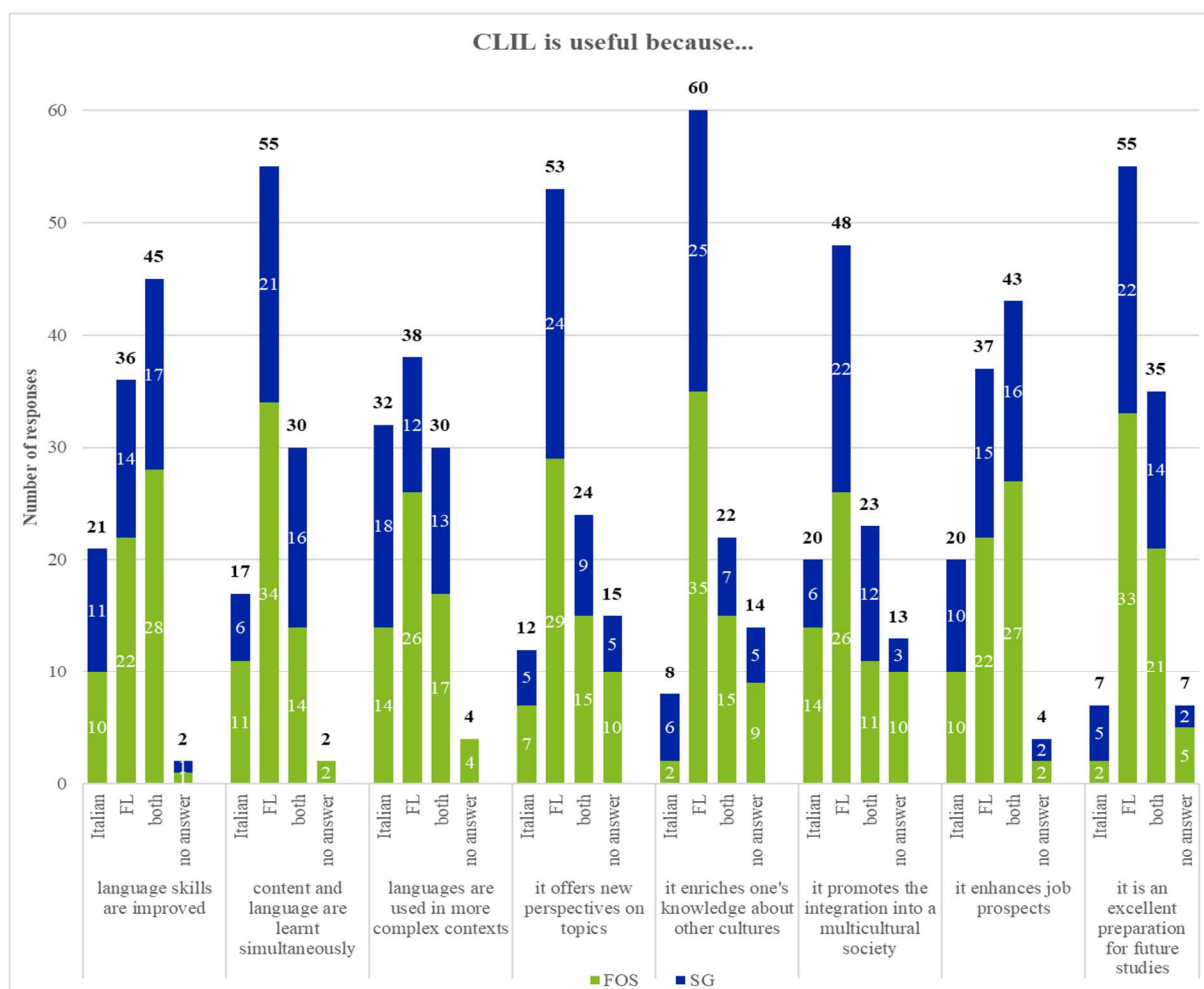

Figure 19: Usefulness of CLIL regarding various aspects for both Italian and FLs

The next three questions of this third section of the questionnaire are concerned with how interesting and how time-consuming the CLIL lessons are perceived compared to regular content subject lessons in the eyes of the students (see Figure 20). Firstly, 49 students (47%) perceive the content in CLIL lessons as equally interesting as the content in language subjects. Figure 20 furthermore shows that, according to 33 students (32%), the content was more interesting in CLIL lessons, and 22 students (21%) answered that the content was less interesting. However, the results of the single schools do not reflect these overall results. In both schools, the most frequent answer was that there was no difference with 30 answers (49%) in the FOS and 19 answers (44%) in the SG. In the former, the second most frequent answer was that the content in CLIL lessons was less interesting than in language lessons (16 students or 26%), and the least frequent answer was that the content in CLIL lessons was more interesting (15 students or 25%) – even if there is only a difference of one answer amongst these two alternatives. In the SG, in spite of the most frequent answer being that the content was equally interesting (19 responses), there is only a one-point margin to the second most frequent answer (18 responses or 42%) that the content in CLIL lessons is more interesting than the content in language lessons and only six students (14%) of the SG responded that the content is less interesting. Secondly, the respondents had to indicate whether they perceive the CLIL lessons as equally, more, or less interesting than the respective content lessons in German language. For the vast majority (62 students or 60%) CLIL lessons are equally interesting than the content lessons in German language. For 26 students (25%) they are less interesting, and only for 14 students (13%) they are more interesting. There is, however, a discrepancy amongst these total numbers and the number of answers per school. Although the most frequent answer in both schools is that the CLIL lessons are equally interesting as the corresponding content lessons in German language, 20 of the 26 responses (33%) that CLIL lessons are more interesting were given by FOS students whereas 11 of the 14 responses (26%) that CLIL lessons are less interesting were given by students of the SG. Thirdly, the respondents were asked whether the CLIL lessons were more time-consuming than the content lessons in German language. The majority (57 students corresponding to 55%) answered that they are indeed a little bit more time-consuming. For 31 students (30%) there is no difference in the amount of time they have to invest. 14 students (13%) answered that CLIL lessons are far more time-consuming than their regular lessons. One student (1%) added the alternative that they are less-time consuming with the explanation that this student's mother tongue was Italian and that, hence, for CLIL lessons with Italian as vehicular language not so much time for homework, learning etc. is required.
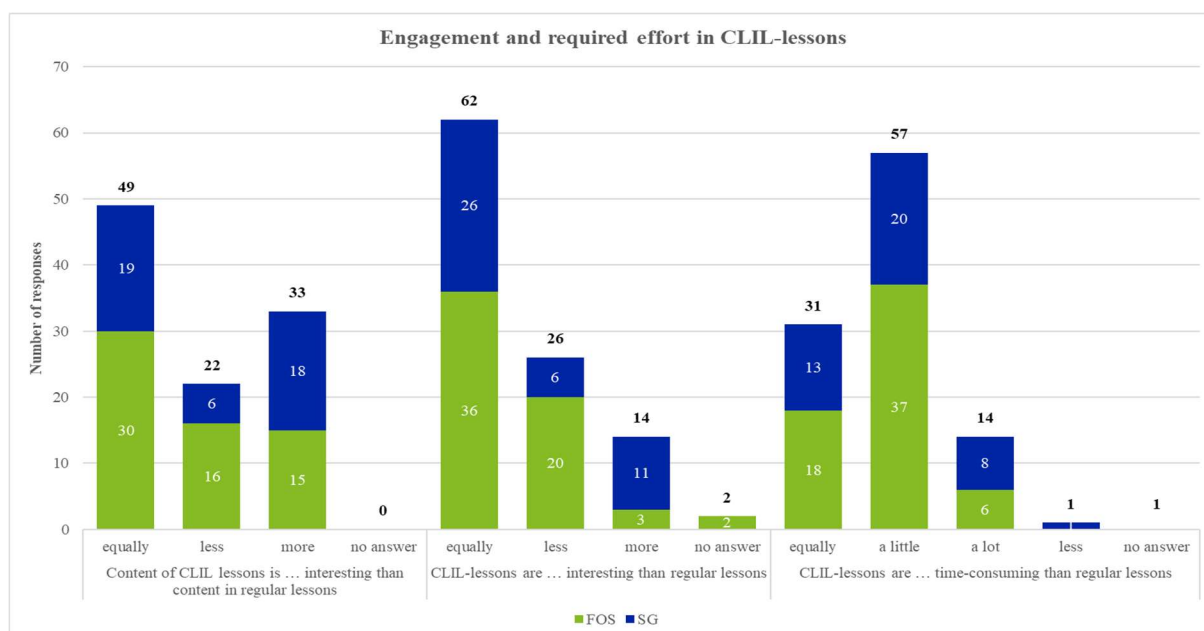
Figure 20: Student perspectives on the degree of engagement and required effort in CLIL lessons

Next, the students were asked about their greatest difficulty in CLIL lessons. They could choose amongst the six alternatives "insufficient vocabulary", "to express the learnt contents in own words in the L2/FL", "the discussed topics are already difficult to understand in the L1", "missing prior knowledge of the discussed topics", "the teachers' difficulties in explaining due to their poor language knowledge", and "other". In the last alternative "other" the students had the opportunity to provide an individual response. Even if the students were asked to choose one answer only, many ticked more than one alternative. The frequency of the responses corresponds to the above enumeration of possible alternatives in descending order. Of the 140 responses, the most frequent one given 53 times (38%) was that missing vocabulary presents the greatest difficulties to the students in the CLIL lessons (see Figure 21). The second most frequent answer with 33 responses (24%) is that expressing the learnt contents in their own words in the L2/FL presents a great difficulty. According to 27 responses (19%), the topics dealt with are already difficult to understand in their L1. 14 responses (10%) indicated that the missing previous knowledge of the discussed topics is the students' greatest difficulty. 11 responses (8%) were given to the teachers' difficulties in explaining the topics appropriately due to their poor language knowledge. Two times (1%), the alternative "other" was ticked. Here, it was further elucidated in the remarks that learning this way, especially when having to translate technical terms from the L2 or FL to German, is particularly difficult. The overall tendency of frequency greatly corresponds to the frequency of responses given by the single schools.
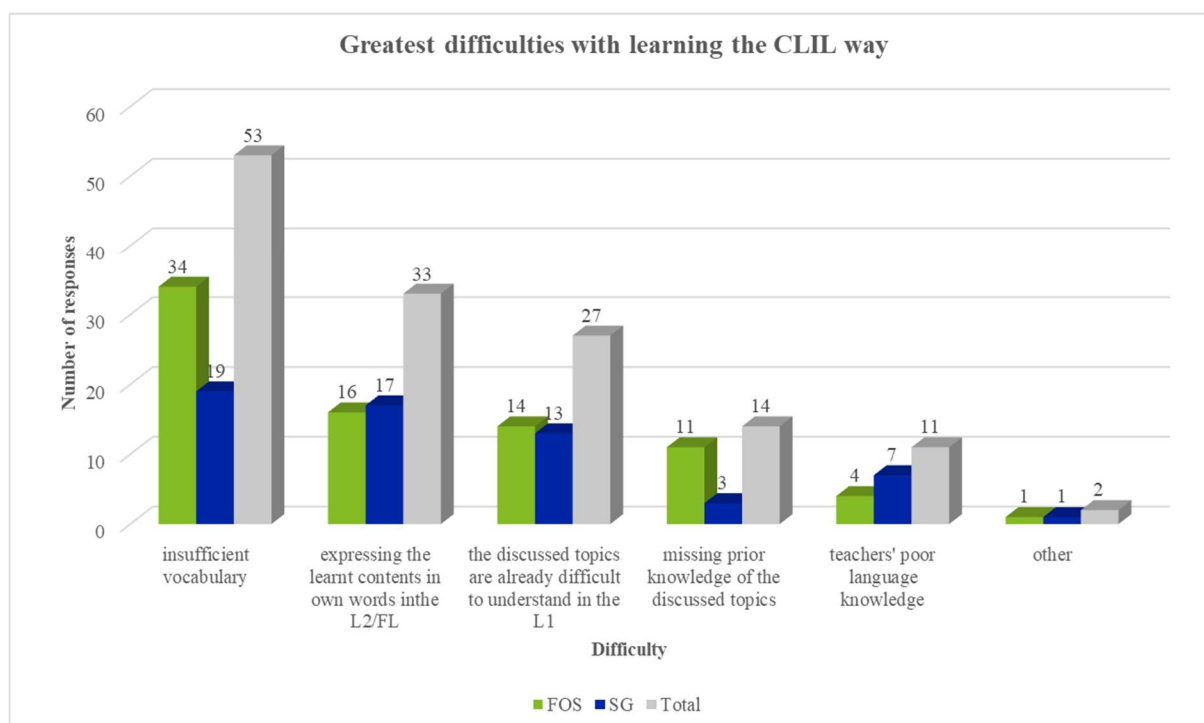
Figure 21: The students' greatest difficulty in CLIL lessons

Finally, the students were asked about the advantages and disadvantages of CLIL. The data gathered through these open questions was grouped into the five dimensions of CLIL identified by Marsh (2002), namely culture, learning, content, language and environment (cf. Figure 2). The dimensions in which the students see the most advantages are content (93 responses or 39%) and language (90 responses or 38%) (see Figure 22). Regarding the former, the most common answers include that subject-specific terminology is learnt, that topics can be viewed from different perspectives, and that the topics are dealt with in greater detail. With regard to the dimension of language, the students think that CLIL provides them with ample opportunities to deepen their language knowledge and to improve especially their speaking skills. 39 responses (16%) can be categorised into the dimension of learning. These subsume that learning content and language simultaneously is more interesting and varied, which results in increased motivation, more intense concentration and a more profound acquisition of knowledge by forging mental links. According to 16 responses (7%), CLIL is advantageous to the dimension of environment, mainly because it may have a positive impact on the students' future educational and professional careers. Only two responses (1%) – both given by students of the SG – touch upon the category of culture by emphasising CLIL's contribution to a deeper understanding of other cultures.
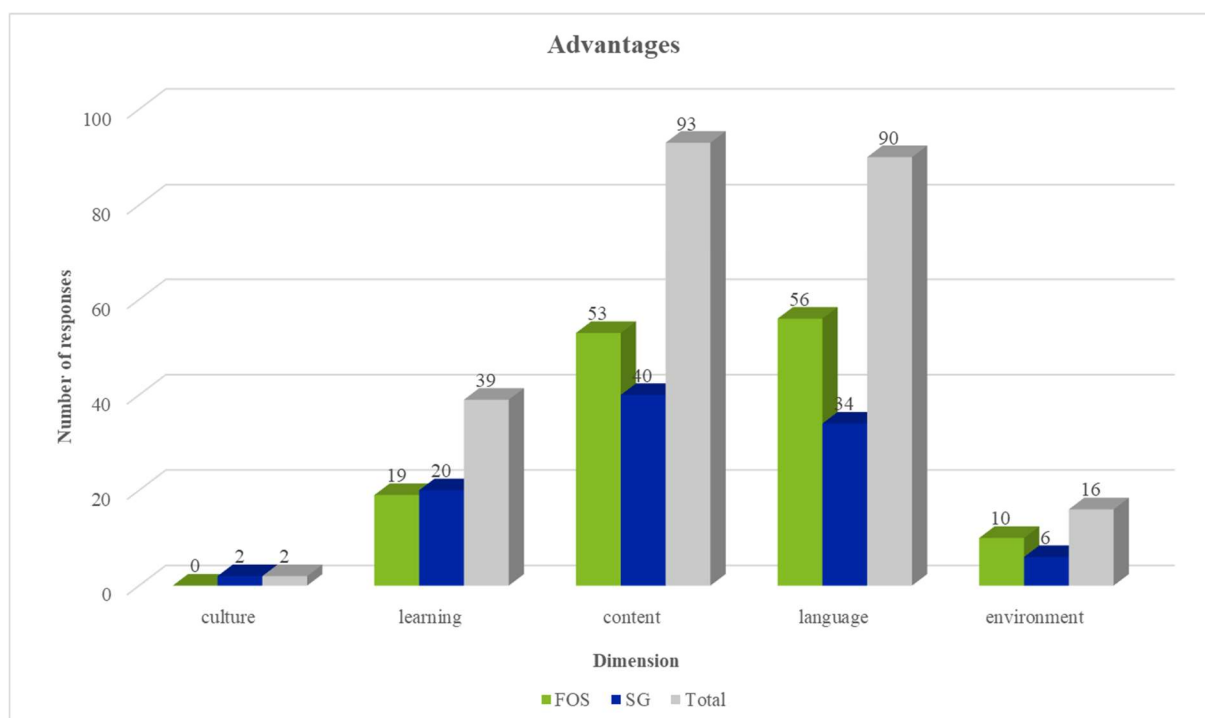
Figure 22: Advantages of CLIL from the student perspective

Concerning the disadvantages, most responses could be categorised into the dimension of learning (104 responses or 43%) (see Figure 23). In the students' opinion, CLIL lessons are far more complex and challenging to understand. Hence, learning is more demanding and time-consuming. This often leads to confusion, decreased motivation and, resultingly, a more passive in-class participation. According to 49 responses (20%), the greatest disadvantages of CLIL lie in the dimension of content. Some frequently given answers are that the pace of content subject learning is significantly decelerated and that, consequently, topics are often dealt with superficially and/or rapidly. The latter, however, contradicts the students' views on the advantages of CLIL. Moreover, the materials are often trite, and an enormous amount of technical vocabulary is unknown. The third-most prevalent dimension of CLIL disadvantages is language with 30 responses (13%). Within this category, the students expressed their difficulties in orally expressing the learnt content in both an L2/FL and in the language of instruction German. Moreover, they mentioned that the teachers' insufficient language skills are problematic. The remaining four responses (2%) can be allocated within the dimension of environment. These students think that the focus on CLIL is too strong and, as a result, there is a considerable pressure from the outside. Furthermore, they are afraid to not benefit from the participation in the CLIL project if they pursue a different career than the one envisaged in their school's curriculum.
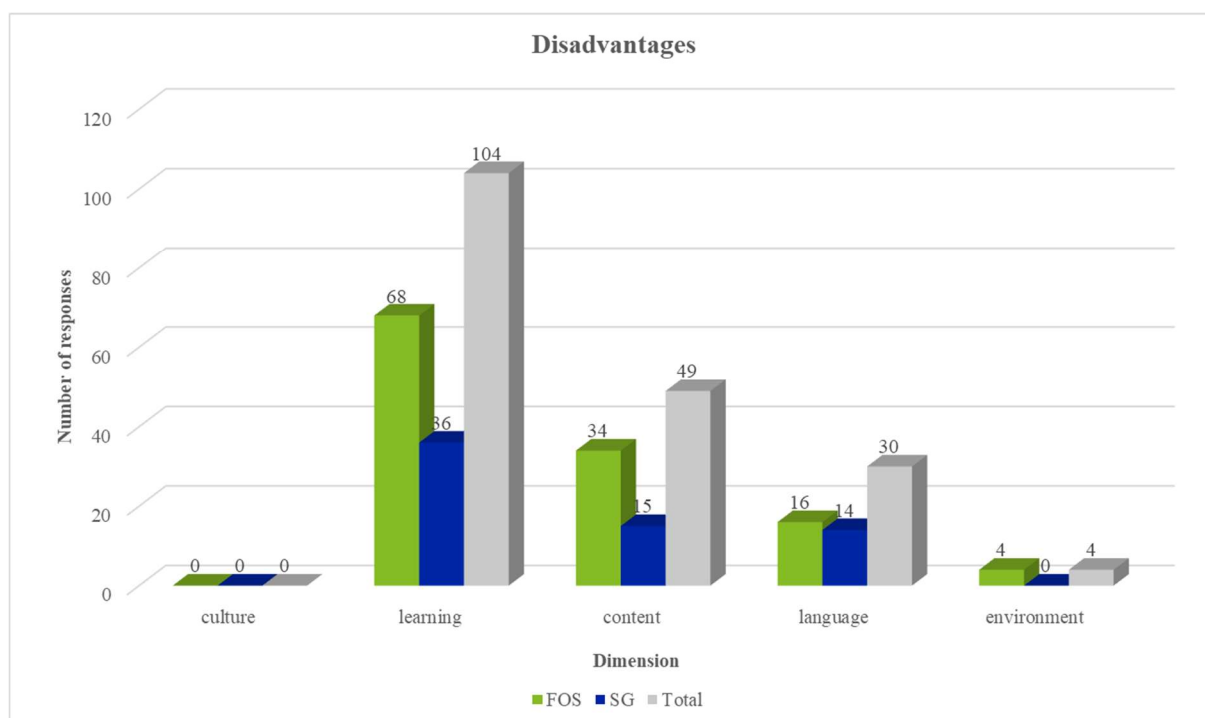
Figure 23: Disadvantages of CLIL from the student perspective

6.2.2. Teacher questionnaire

Similarly to the students, the teachers were first asked about their satisfaction with the CLIL programme at their school. Nine of the eleven teachers (82%) expressed their satisfaction with CLIL as implemented at their school – albeit none of them is very satisfied with it (see Figure 24). Two teachers (18%) are dissatisfied with the programme. In all the given categories (choice of content subjects, choice of languages, materials, teachers' professionality, teachers' linguistic knowledge; teachers' subject-specific knowledge) the positive answers outweigh the negative ones. Figure 24 shows that the category "range of languages for the CLIL lessons" is considered as most positive with ten teachers having answered to be satisfied (91%) and one teacher being very satisfied (9%). When analysing the negative answers, it becomes apparent that the teachers are most dissatisfied with their language knowledge. Three teachers (27%) – all of which teach at the SG – answered negatively in this respect. Another area which calls for improvement is that of the materials. One teacher (9%) is very dissatisfied with them, and another teacher (9%) is dissatisfied. Furthermore, one negative answer (9%) was given to each of the alternatives choice of subject contents for CLIL lessons, CLIL teachers' professionality and CLIL teachers' subject-specific knowledge.
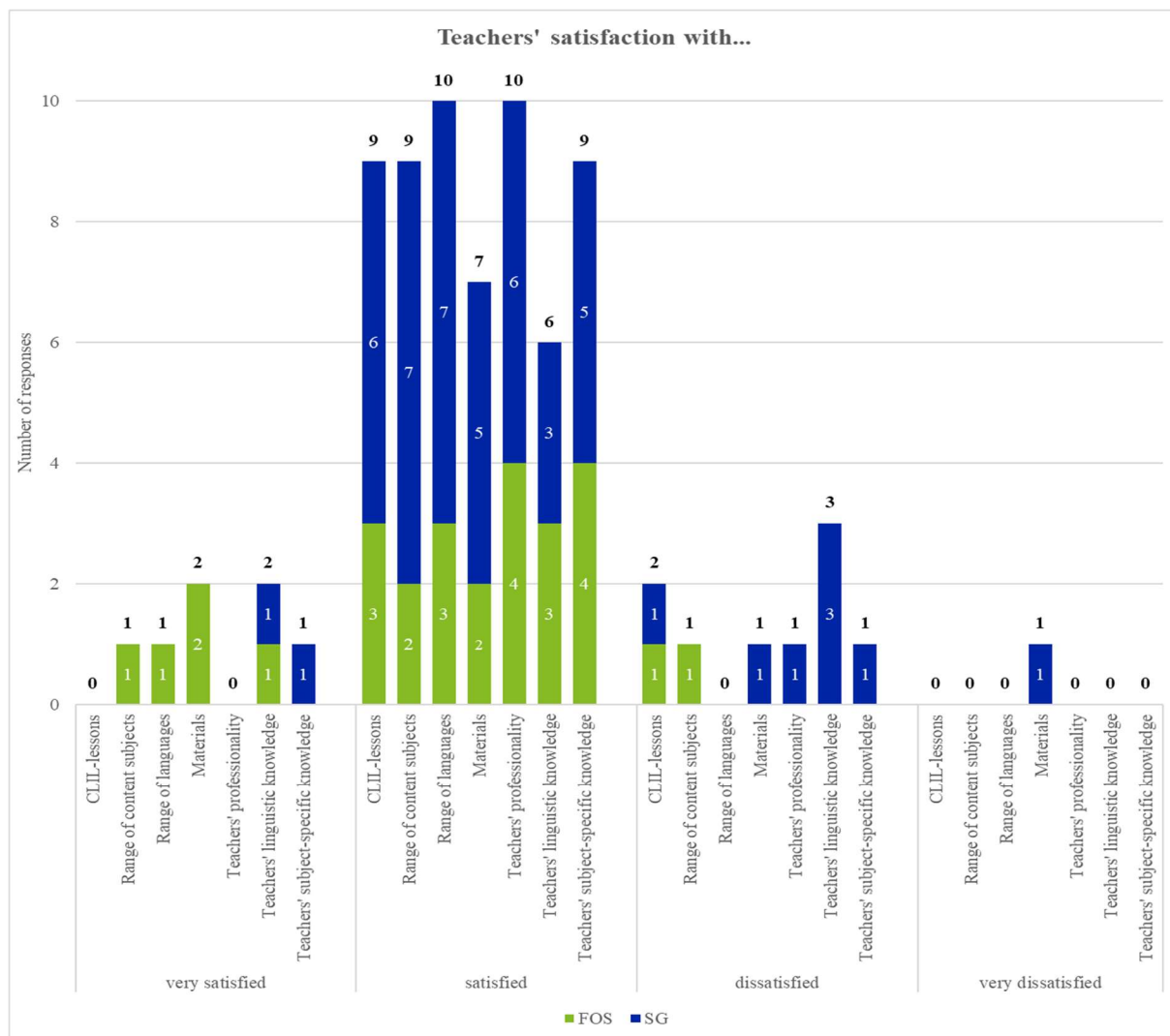
Figure 24: Teachers' satisfaction with CLIL related areas

Next, the teachers had to provide their opinion on which component of CLIL, i.e. language, content or a combination of both, should be promoted and which components are currently promoted in the CLIL lessons at their schools. According to nine respondents (82%), a combination of language and content is promoted. Two teachers (18%) think that the focus is on content (see Figure 25). When comparing the results of the single schools, it is notable that the two teachers who chose content are teaching at the FOS, while all teachers of the SG responded concurrently. Concerning the question about what should be promoted through the CLIL lessons, all respondents agree that a combination of language and content should be promoted. Therefore, in the eyes of the teachers, there is only a minor discrepancy about what actually is and what should be promoted through the CLIL lessons at their schools.

Figure 25: Teachers' perceptions of the actual and desired focus of CLIL lessons
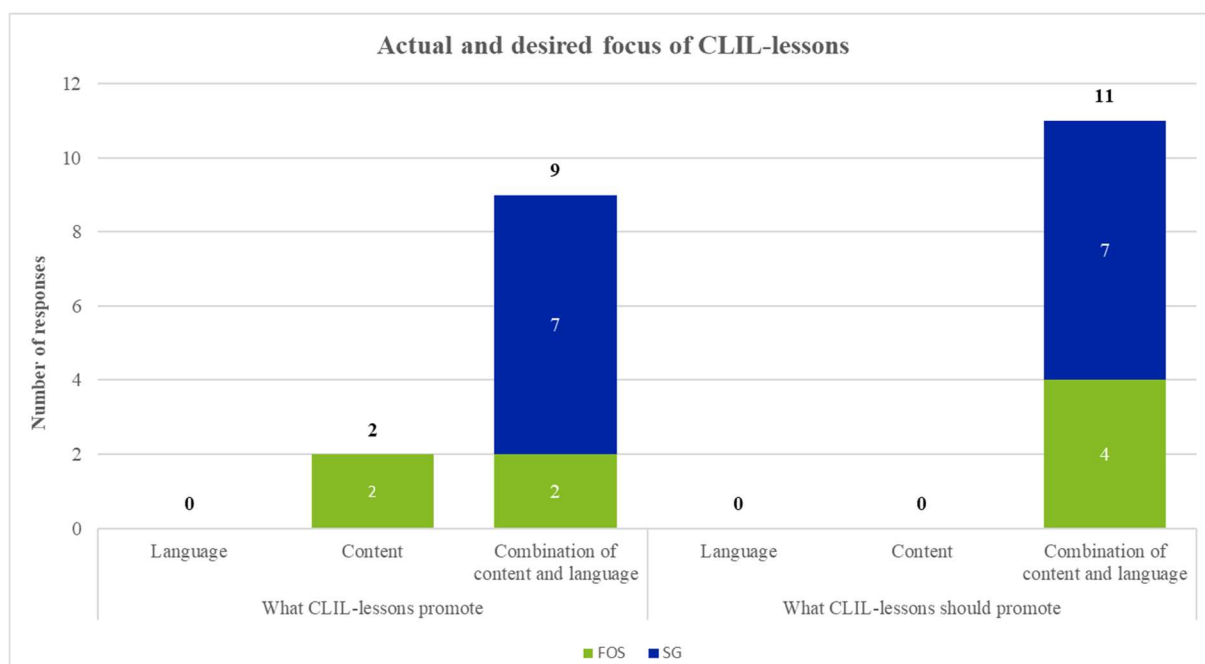
In the following question, the teachers had to indicate their top three subjects for both CLIL lessons in Italian and English. For CLIL lessons in Italian, the results reveal that law (nine responses or 30%), history (five responses or 17%) and sports (4 responses or 13%) are the teachers' top three subjects (see Figure 26). Other subjects which according to the teachers would lend themselves well for CLIL lessons in Italian subsume history of arts, arts, business economics, philosophy, mathematics and chemistry/biochemistry. For CLIL lessons in English, the teachers' top three are natural sciences (eight responses or 28%), history (14%) and biology (3 responses or 10%) (see Figure 27). In addition to these subjects, the teachers think that the following subjects would be suitable for CLIL lessons in English: geography, business economics, mathematics, informatics, physics, chemistry/biochemistry and history of arts. Therefore, the range of subjects, which seem to be apt themselves for CLIL lessons in either Italian or English, are slightly different according to the teachers' responses. However, history is, according to the teachers, highly suitable for CLIL lessons in either language.
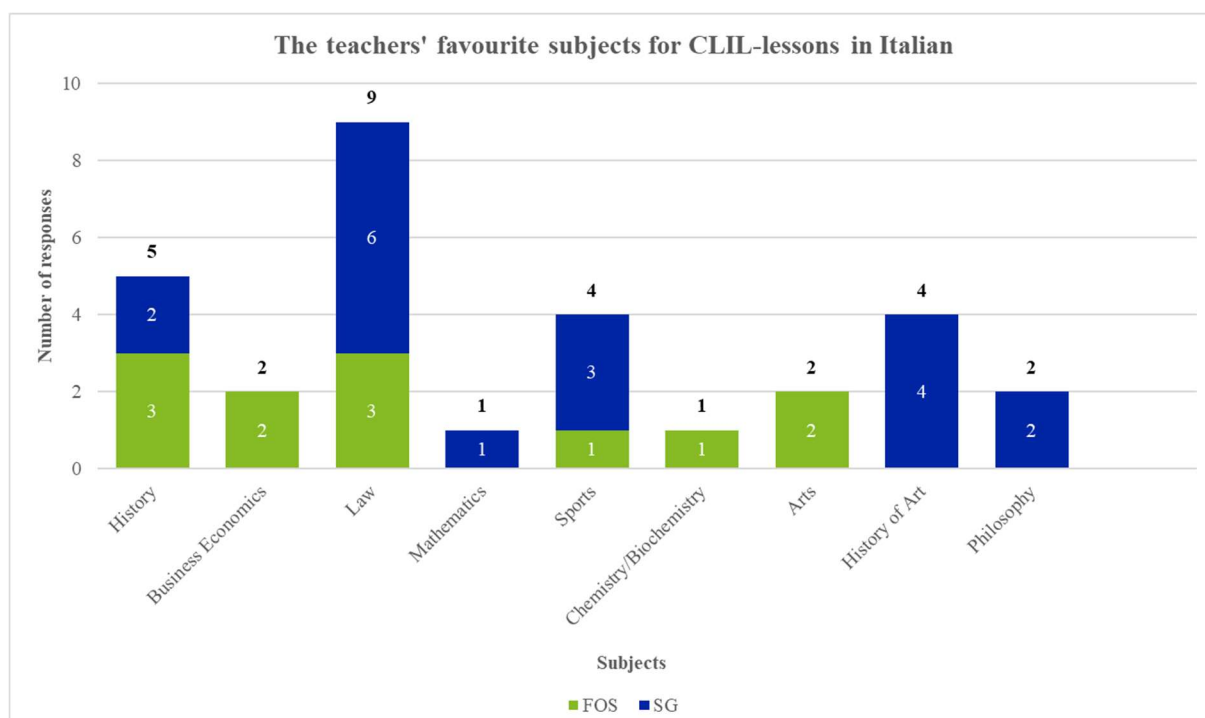
Figure 26: The teachers' favourite subjects for CLIL lessons in Italian
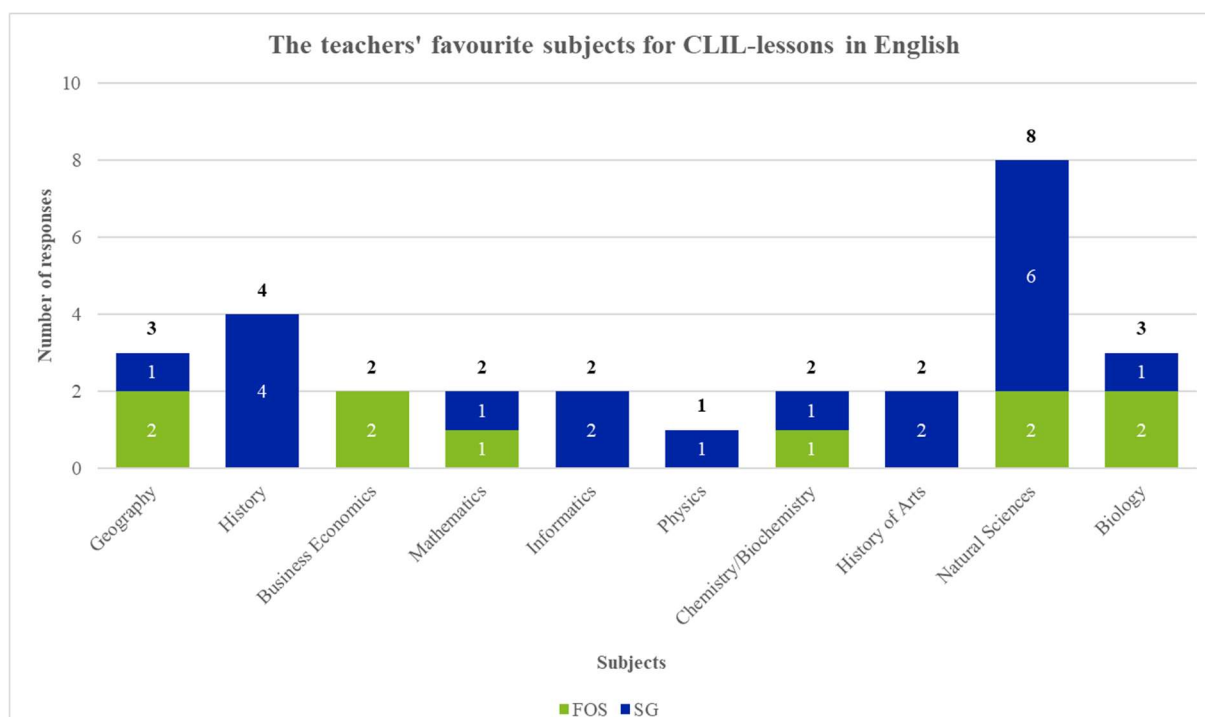
Figure 27: The teachers' favourite subjects for CLIL lessons in English

In the next question, the teachers had to decide whether CLIL is equally useful in all languages offered. Whereas four (36%) of the eleven respondents agree, seven participants (67%) think that there are differences in the usefulness amongst the languages offered for CLIL. This opinion that there are differences is most commonly represented by the teachers of the SG (71% vs 50% in the FOS). According to five of them (71%), CLIL lessons in English are most useful because it is the lingua franca of many fields such as informatics, geography or natural sciences.

Therefore, the students are getting perfectly prepared for the requirements of today's business world. Furthermore, some teachers mentioned that students prefer English over other languages. Two teachers (29%) – one of each school – indicated that CLIL is most useful in Italian because the students already have good knowledge in this language and, therefore, the taught content can be conveyed and grasped more easily. One teacher emphasised that, first of all, the students need to cherish the added value of CLIL and that the language for CLIL lessons needs to be appropriate for the content, i.e. English for international topics and Italian for subjects and topics with reference to Italy, e.g. law.

Part three of the teacher questionnaire further investigated the usefulness of CLIL with regard to different aspects for both Italian and FLs (see Figure 28). Seven of the ten teachers, who were still participating in the online survey,[26] (70%) think that CLIL is useful in improving both L2 and FL skills, in learning content whilst improving effortlessly one's language skills and in enhancing the future professional and educational career. Two teachers (20%) think that this especially applies in these areas to FLs, and one teacher (10%) chose Italian for each of these aspects. Regarding the usefulness of CLIL concerning the students' ability to use languages in more complex contexts, eight teachers (80%) think that this is true for all languages, one teacher (10%) chose FLs, and another teacher (10%) answered that this applies to Italian. When it comes to the usefulness of CLIL in learning to view topics from a different angle and in further exploring other cultures, six teachers (60%) agree with this statement for both L2 and FLs. Three teachers (30%) believe it to be more relevant for FLs and one teacher (10%) for the L2 Italian. Finally, the teachers' perceptions about the usefulness of CLIL regarding the integration into a multicultural society were collected. According to seven teachers (70%), both Italian and FLs are essential for the integration into a multicultural society. One teacher (10%) thinks this applies to FLs. Two teachers (20%) think that CLIL lessons in Italian particularly contribute to the integration into a multicultural society. When examining the responses to all these subquestions more closely, it becomes apparent that whenever the teachers did not choose both SL and FLs but either of the two options, the teachers of the FOS always opted for Italian, while their counterparts of the SG ticked FLs.

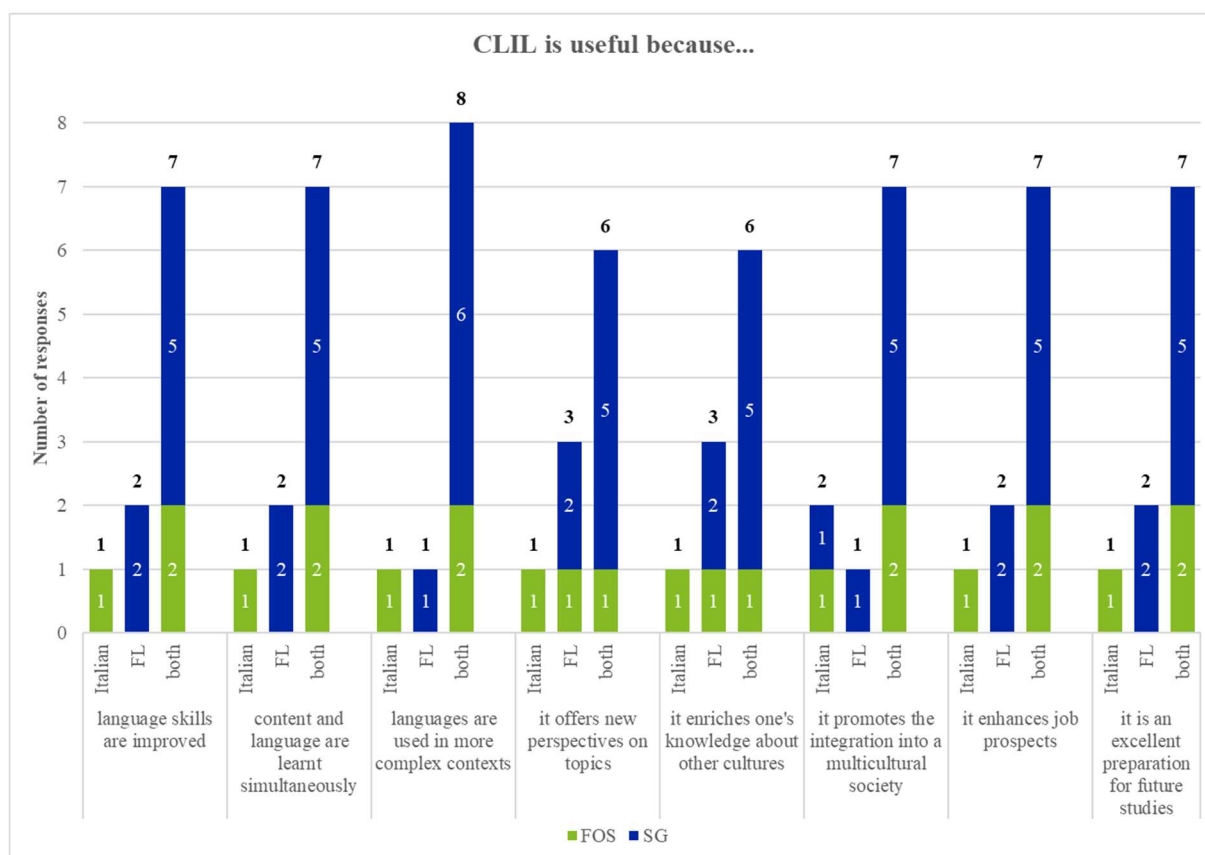[26] One teacher dropped out after the previous question.

Figure 28: Usefulness of CLIL regarding various aspects for both Italian and FLs

Next, the teachers were asked about their personal experiences with CLIL regarding its degree of involvement and effort (see Figure 29). According to six of the ten respondents (60%), the content of CLIL subjects is more interesting than the content of the corresponding language subjects in German, and for four teachers (40%) there is no difference. The results reveal that the teachers of the FOS responded more neutrally. In contrast, the teachers of the SG responded more positively, thinking that the content of CLIL lessons is more interesting than the content of regular content subject lessons. Also, when it comes to whether the CLIL lessons are more interesting than the regular content subject lessons in German for both the students and the teachers, the majority of teachers (seven and six teachers respectively) thinks that they are indeed more interesting. Figure 29 further shows that none of the teachers answered that the content in CLIL lessons is less interesting than that of language lessons and that the CLIL lessons are less interesting than the respective content subject lessons in German. Regarding the required expenditure of time in CLIL lessons compared to the regular content subject lessons, eight teachers (80%) agree that the CLIL lessons are more time-consuming for students as well as for teachers, and for two teachers (20%) there is no difference. Furthermore, seven teachers (70%) admit that they cannot convey the same amount of content in CLIL lessons as they could in the regular content subject lessons. Three teachers (30%) do not have to condense the content.
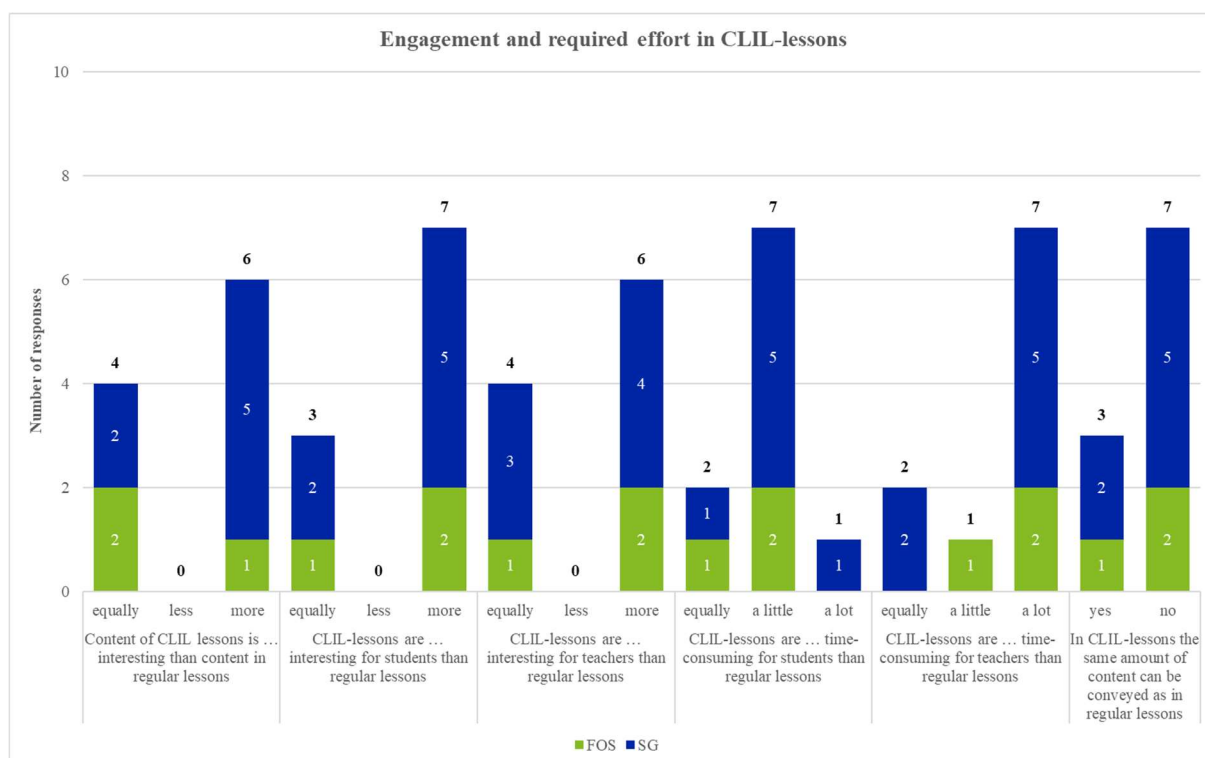
Figure 29: Teacher perspectives on the degree of engagement and required effort in CLIL lessons

In the following two questions, the teachers had to choose the students' and their own greatest difficulty in CLIL lessons. Figure 30 shows that there was no clear response from the part of the teachers concerning the students' greatest difficulty. Three of ten teachers (30%) think that the students struggle most in expressing the learnt content in their own words in the L2 or FL. Two teachers (20%) answered that the learnt topics are already difficult to comprehend in the students' L1. Two other teachers (20%) chose the option "other". One explained that the students do not have any particular difficulties. According to the other one, the students have problems to talk about the topics learnt in the L2 or FL in German. Of the remaining three teachers each chose a different answer. One (10%) thinks that the biggest hurdle for the students is the missing (technical) vocabulary. The second one (10%) indicated the missing prior knowledge of the topics as greatest difficulty, and the third (10%) thinks that the teachers' difficulties in explaining due to insufficient language knowledge impose a major restriction on the students. In contrast, the teachers are more explicit regarding their own greatest difficulty in CLIL lessons. Six teachers (60%) encounter major difficulties with the selection, creation and adaptation of suitable materials. For one teacher (10%), the selection of core themes is most challenging. Another teacher (10%) struggles with difficulties in explaining due to insufficient linguistic knowledge. One teacher (10%) has difficulties in finding a (technical) jargon appropriate to the students' language level, and the last teacher (10%) mentioned not to experience any difficulties with CLIL lessons (see Figure 31). When comparing the results of the two schools, there is a greater variety of responses in the SG, whereas all teachers of the

FOS indicated to encounter the same main difficulty, namely the selection, creation and adaptation of suitable materials.
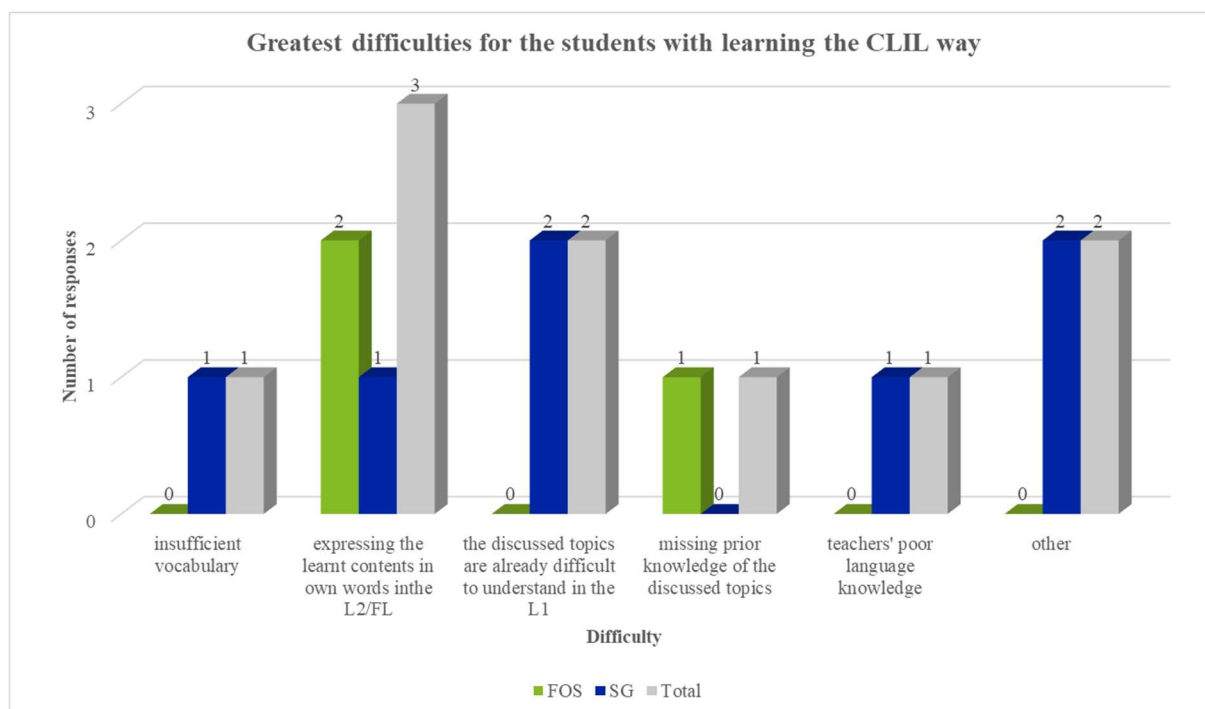
Figure 30: The greatest difficulty in CLIL lessons for students from the perspective of the teachers
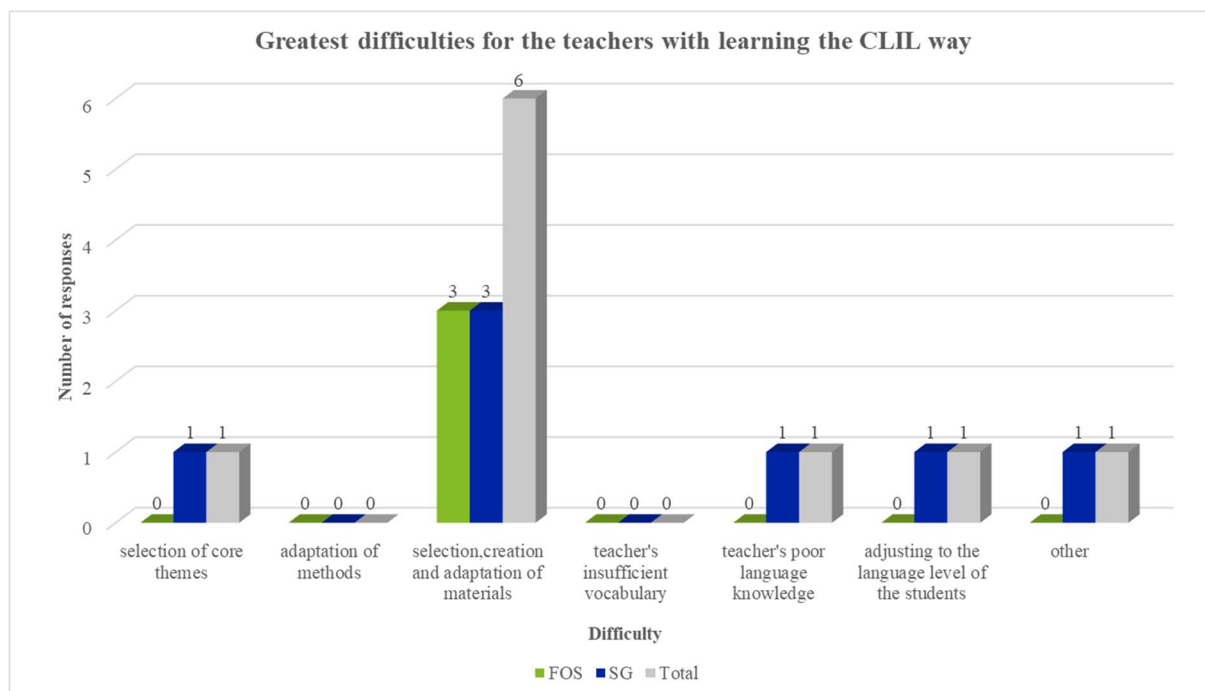
Figure 31: The teachers' greatest difficulty in CLIL lessons

The last two questions of the third section of the teacher's questionnaire are concerned with the advantages and disadvantages of CLIL. Again, the obtained data was categorised into Marsh's five dimensions of CLIL (2002) (see Figure 2). The most significant advantages of CLIL identified by the teachers lie within the dimension of language (13 responses each or 45%) (see Figure 32). According to the teachers, CLIL lessons foster the students' language skills by

focusing on communication. Moreover, the dimension of learning benefits highly from CLIL (8 responses or 28%). CLIL lessons promote higher-order thinking skills and flexibility, which result in more sustainable learning. Furthermore, they are more engaging than regular content subject lessons; thus, more motivating. Five responses (17%) can be categorised into the dimension of content. These include that CLIL broadens the stakeholders' horizon, that the students and teachers acquire (technical) vocabulary, and that there is an in-depth dealing with the content. The remaining three teachers (10%) – all of which teach at the SG – responded that CLIL provides the students with a better future and that it might contribute to integration. Hence, these answers are summarised in the dimension of environment. None of the teachers provided an answer which could be attributed to the dimension of culture.
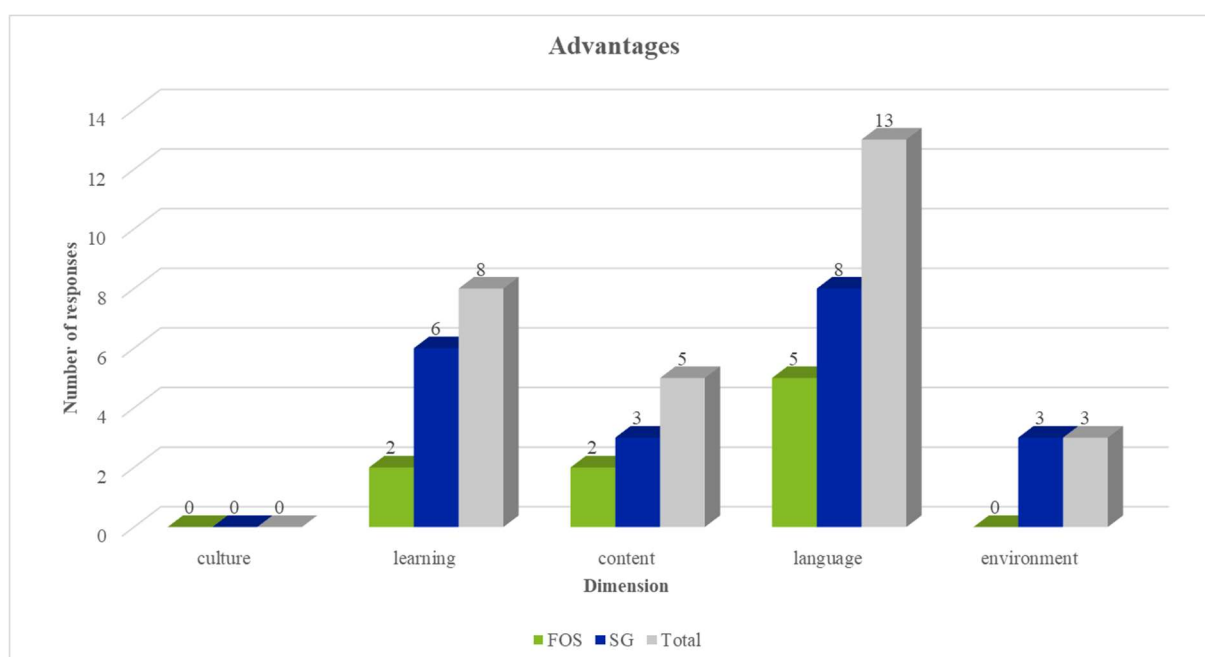
Figure 32: Advantages of CLIL from the teacher perspective

With regard to the disadvantages of CLIL, the teachers responded that these predominantly concern the dimension of learning (13 responses or 59%) (see Figure 33). Similarly to the students' responses, the teachers think that CLIL is more challenging for the students and might, therefore, reduce their motivation and interest in the content subject. Furthermore, CLIL is more time-consuming for all stakeholders involved. Further disadvantages named by the teachers can be categorised into the dimensions of content and language (four responses for each or 18%). These include that less content can be conveyed in the same amount of time and that the content, consequently, needs to be bundled together to core topics. Also, due to insufficient linguistic knowledge or linguistic insecurities of students and teachers, code-switching is a common phenomenon in CLIL classes.

Figure 33: Disadvantages of CLIL from the teacher perspective

6.3. Learning progress through CLIL lessons

This section refers to the fourth subsection of the questionnaires, and it deals with the learning progress in the L2 and FLs through CLIL. More precisely the following areas were evaluated: the four language learning skills writing, reading, listening, and speaking; the two language learning systems vocabulary / technical terminology, and grammar; and, lastly, content. In 6.3.1, the results of the student questionnaires concerning the main CLIL vehicular languages Italian and English, and in 6.3.2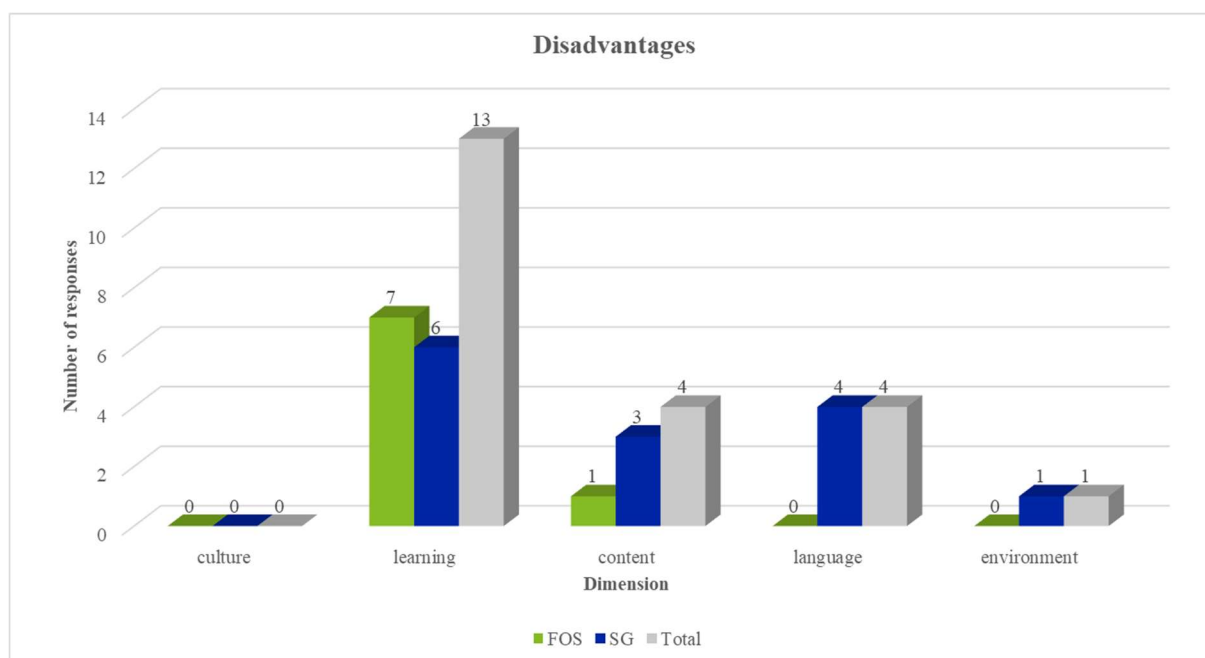, those of the teacher questionnaires will be presented. The final subsection 6.3.3 is concerned with the results of both students and teachers with regard to other CLIL vehicular languages.

6.3.1. Student questionnaire

Through CLIL lessons in Italian, the most significant progress was achieved in the category vocabulary/technical terminology, and the smallest improvement took place with regard to grammar (see Figure 34). 87 students improved with regard to vocabulary/technical terminology. This is also the category with the least students who did not make any progress at all (7 students or 7%). Secondly, 80 students indicated to have made some improvement with regard to content. This same number of positive responses was also obtained for the category listening. However, in comparison to the area of content, in this category, more students answered to have made less progress. These three categories in which the students, according to their self-assessment, made the biggest learning progress through CLIL lessons in Italian, are followed by the language skills speaking (78 positive responses) and reading (76 positive responses). In the still outstanding two language learning areas writing and grammar, the

students' learning progress is lower. 73 students answered that they made some progress in writing, and 66 students improved in grammar.

When comparing the overall results with those of the single schools, some variations can be found (see Table 2 and Table 3). Vocabulary/technical terminology remains the area in which the students of both schools feel to have made the most considerable improvements (48 positive responses in the FOS, 39 positive responses in the SG), and grammar is the area in which the least improvement was achieved (14 negative responses in the FOS, 12 negative responses in the SG) (see Table 2 and Table 3). Nevertheless, there are interesting discrepancies between the results of the categories content, speaking and listening. Overall, content is the area in which the students made the second-biggest improvement (80 positive responses). This position remains unvaried in the SG (37 positive responses), but it is only on the third place in the FOS (43 positive responses). The overall sequencing of content as the area with the second biggest improvement and listening as the area with the third biggest improvement, according to the students' perceptions, appears in reversed order in the FOS. In the SG, ex aequo with the category content on the second place is speaking. This language skill comes only fourth in the FOS (41 positive responses), while the FOS students made considerably more progress in listening which is on the second place in this school (44 positive responses).
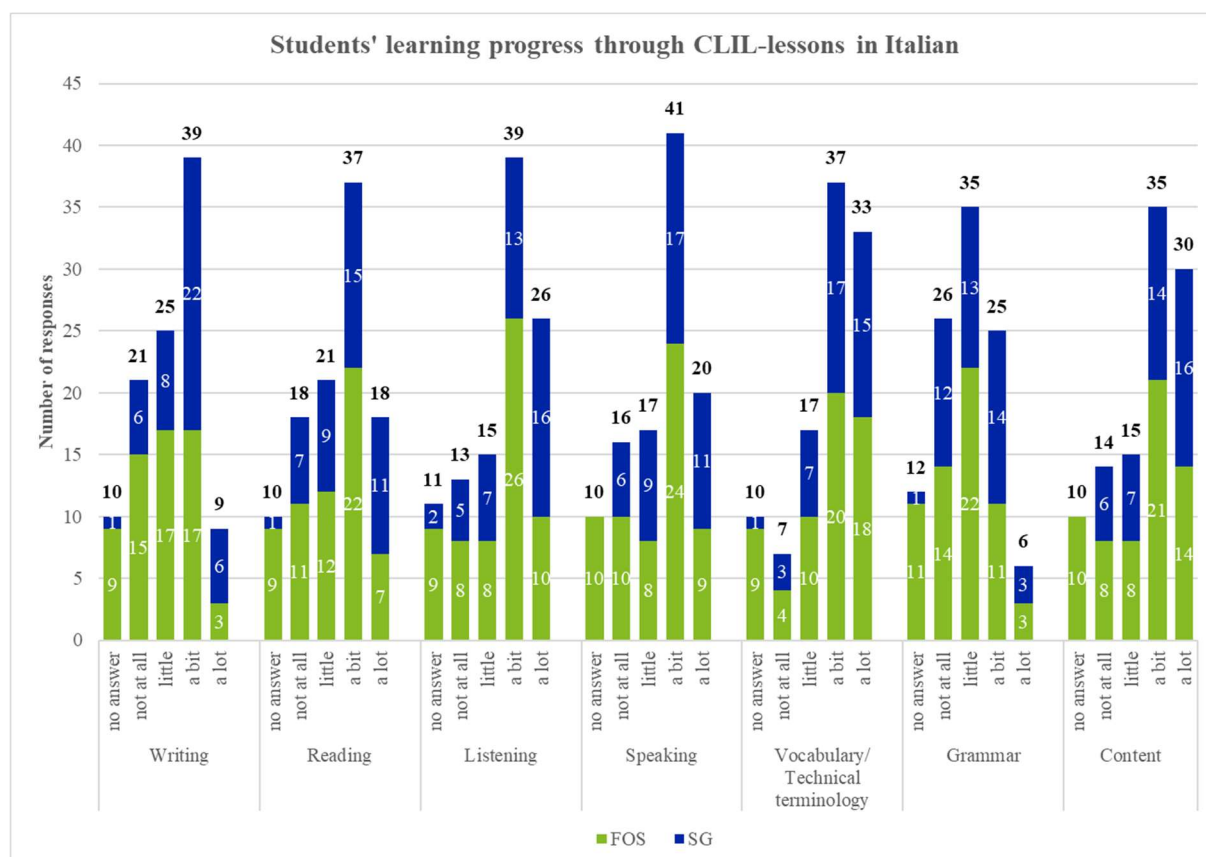

Figure 34: Students' self-assessment of their learning progress through CLIL lessons in Italian

Table 2: Comparison of sequencing of positive responses between the single schools and the overall results

Overview: Positive answers					
FOS		**SpraGym**		**Total**	
Vocabulary/technical terminolgy	48	Vocabulary/technical terminolgy	39	Vocabulary/technical terminolgy	87
Listening	44	Content	37	Content	80
Content	43	Speaking	37	Listening	80
Speaking	41	Listening	36	Speaking	78
Reading	41	Writing	36	Reading	76
Writing	37	Reading	35	Writing	73
Grammar	36	Grammar	30	Grammar	66

Table 3: Comparison of sequencing of negative responses between the single schools and the overall results

Overview: Negative answers					
FOS		**SpraGym**		**Total**	
Writing	15	Grammar	12	Grammar	26
Grammar	14	Reading	7	Writing	21
Reading	11	Writing	6	Reading	18
Speaking	10	Speaking	6	Speaking	16
Listening	8	Content	6	Content	14
Content	8	Listening	5	Listening	13
Vocabulary/Technical terminology	4	Vocabulary/Technical terminology	3	Vocabulary/Technical terminology	7

Regarding CLIL lessons with English as vehicular language, the results are quite similar. Vocabulary/technical terminology is the area in which the students made the most progress, and for grammar, there are the least improvements. More precisely – as is illustrated in Figure 35 – 91 students indicated to have made some progress in the language system vocabulary/technical terminology, while still the majority of the respondents but a significantly lower number (60 positive responses) could improve their English grammar skills through CLIL lessons. These two categories vocabulary/technical terminology and grammar also correspond to the categories with the least and most negative answers respectively (6 vs 24 negative responses). In contrast to the students' learning progress through CLIL lessons in Italian, the range of the number of positive answers amongst the pre-defined categories – thus at the same time also negative answers – regarding the learning progress through CLIL lessons in English is rather narrow which becomes apparent from Table 4 and Table 5. Thus, in all other examined categories apart from the two previously mentioned ones, the learning progress of the students seems to be rather constant with 87 positive responses for reading, speaking and content, and 86 positive responses for listening, and 85 for writing.

Similar to the previous observations for Italian in the preceding paragraph, a comparison of the overall results and the results for each school reveals minor variations. Vocabulary/technical terminology is the category with the most progress also in both schools (59 positive responses in the FOS, 32 in the SG) and grammar the one with the least progress (44 positive responses in the FOS, 16 in the SG) (see Table 4 and Table 5). However, the category speaking yielded the same number of positive responses in the SG as vocabulary/technical terminology (32).

Nonetheless, it also received one negative answer more than the latter (five vs four). Therefore, according to the self-assessment of the students of the SG, they made the second-most progress in speaking, and the third-most progress in reading ex aequo with writing (31 responses each). On the other hand, in the FOS, the areas with the greatest improvement following vocabulary/technical terminology are content (57 positive responses) and listening ex aequo with reading (56 responses each).
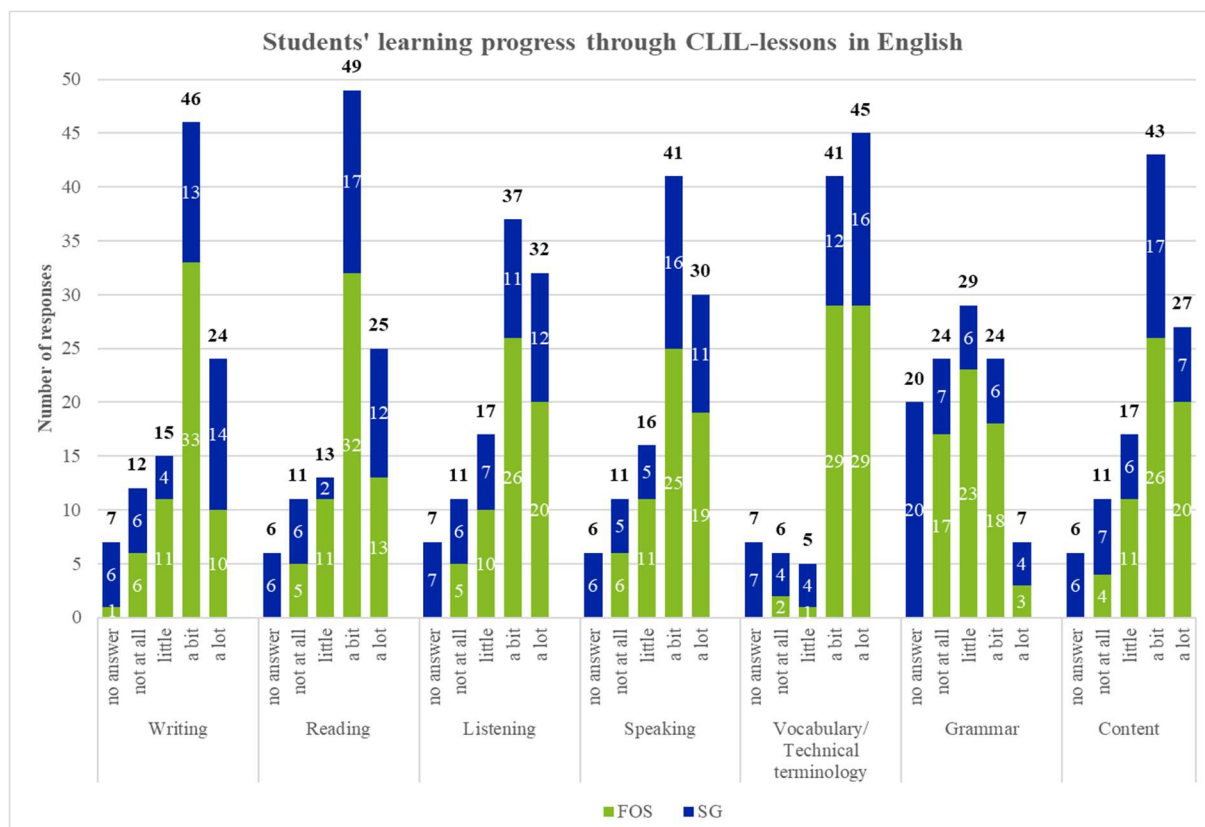

Figure 35: Students' self-assessment of their learning progress through CLIL lesson in English

Table 4: Comparison of sequencing of positive responses between the single schools and the overall results

Overview: Positive answers					
FOS		**SpraGym**		**Total**	
Vocabulary/Technical terminology	59	Vocabulary/Technical terminology	32	Vocabulary/Technical terminology	91
Content	57	Speaking	32	Reading	87
Listening	56	Reading	31	Speaking	87
Reading	56	Writing	31	Content	87
Speaking	55	Content	30	Listening	86
Writing	54	Listening	30	Writing	85
Grammar	44	Grammar	16	Grammar	60

Table 5: Comparison of sequencing of negative responses between the single schools and the overall results

Overview: Negative answers					
FOS		**SpraGym**		**Total**	
Grammar	17	Grammar	7	Grammar	24
Writing	6	Content	7	Writing	12
Speaking	6	Writing	6	Reading	11
Reading	5	Reading	6	Listening	11
Listening	5	Listening	6	Speaking	11
Content	4	Speaking	5	Content	11
Vocabulary/Technical terminology	2	Vocabulary/Technical terminology	4	Vocabulary/Technical terminology	6

Furthermore, the students mentioned to have made some progress through CLIL lessons in French and Spanish. However, due to the rather low number of responses, CLIL lessons in these languages seem to play only a minor role in the two schools under scrutiny. Therefore, these results are separately presented in 6.3.3.

6.3.2. Teacher questionnaire

The teachers had to self-assess their learning progress as well as their students' learning progress through CLIL in the L2 and FLs. The teachers remarked on this section that they would not know about the learning progress their students have achieved through CLIL lessons in a vehicular language other than the one they are teaching themselves (cf. 5.2.2). Therefore, their assessment of the students' progress for only this language[27] has been evaluated. Nonetheless, the data of the assessment of their learning progress will be presented as a whole because it can be assumed that the teachers might have made some progress through dealing with CLIL in various vehicular languages even if they do not teach CLIL lessons in all these languages.

With regard to the teachers' learning progress through CLIL lessons in Italian, there does not seem to be any clear tendency of areas in which they notably improved (see Figure 36). The highest overall results were yielded in the language skills listening and speaking (five positive responses each). The remaining five categories writing, reading, vocabulary/technical terminology, grammar and content received four positive responses each. However, these overall results are not reflected in the teachers' progress of the single schools. In the FOS, two respondents improved a lot in the categories vocabulary/technical terminology and content, whereas in each of the language skills reading and listening one respondent improved a bit and one made a little progress. In the SG, on the other hand, the biggest progress was achieved in speaking and listening with two respondents having improved a lot and one teacher having improved a bit in each category.

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[27] This language is based on the teachers' responses to question number 16 ("Which subjects do you teach in which language(s)?"). If the teachers indicated the subject only without the CLIL vehicular language, the responses of these teachers concerning their assessment of their students' progress through CLIL were omitted. Therefore, of the eight teachers, who still participated in the survey at that point, only the answers provided by seven of them is taken into consideration because the eighth teacher did not indicate her/his CLIL vehicular language.
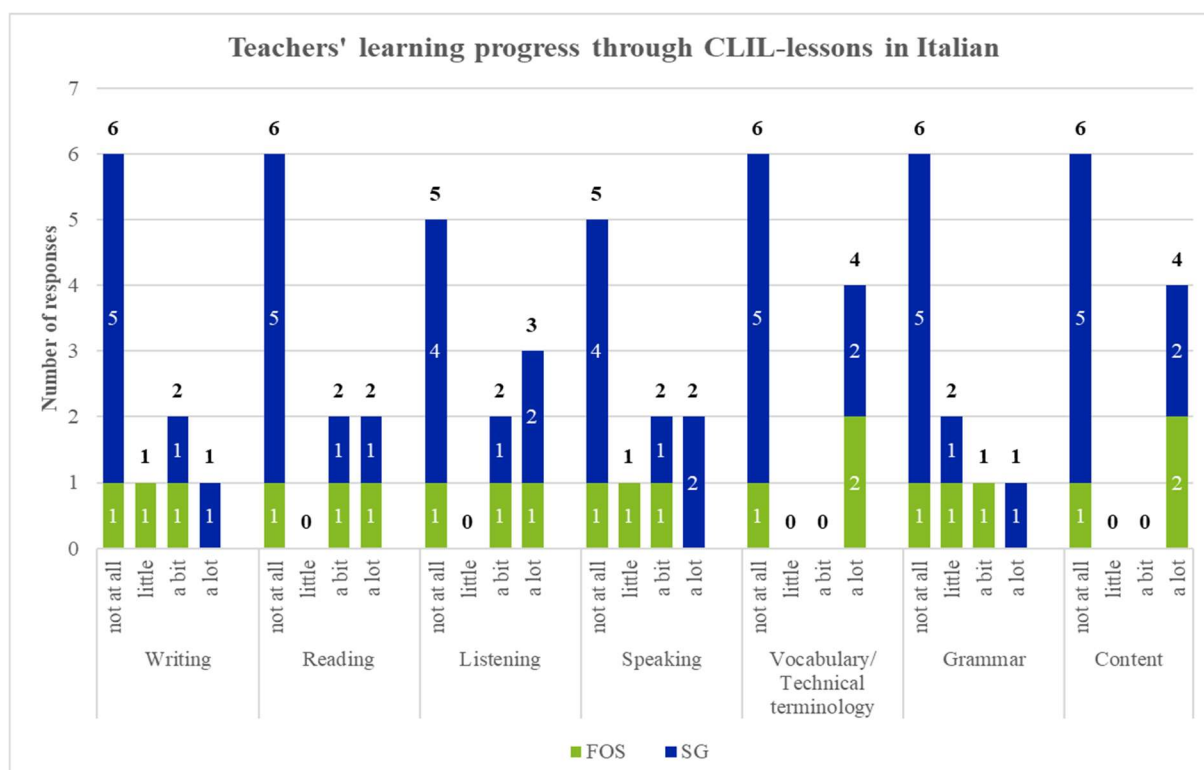
Figure 36: Teachers' self-assessment of their learning progress through CLIL lesson in Italian

In contrast, the teachers' learning progress through CLIL lessons in English yielded more positive answers (8 on average per category) than their previously presented learning progress through CLIL lessons in Italian (2 on average per category). This tendency towards not having made any progress through CLIL lesson in Italian could be attributed to the CLIL vehicular language they teach, which is predominantly English. Overall, the areas in which the teachers made the biggest progress through CLIL lessons in English are listening and vocabulary/technical terminology (see Figure 37). Each of them received seven responses for "a lot" and one response for "a bit". In the FOS, two of the three teachers responded to have considerably improved in each category, whereas one teacher improved "a bit". The teachers of the SG provided slightly more varied responses. Nonetheless, also in this regard, no tendency towards a major or minor improvement in one category is displayed.
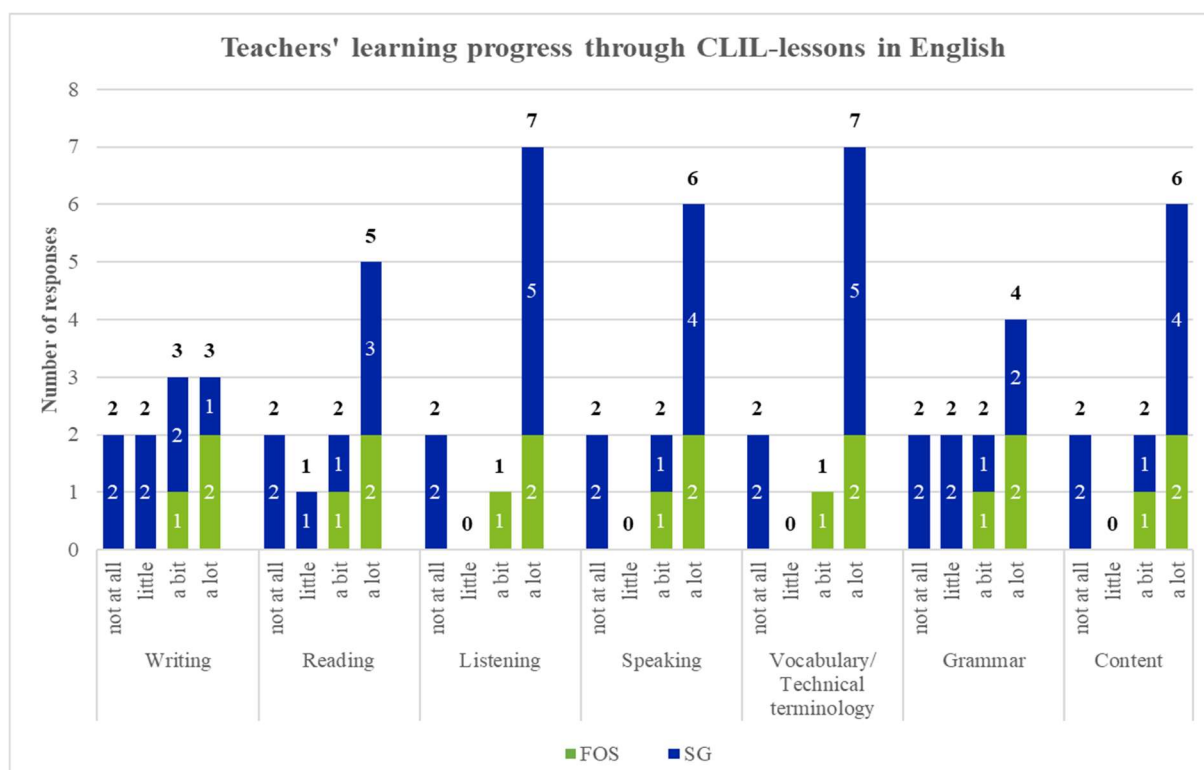
Figure 37: Teachers' self-assessment of their learning progress through CLIL lesson in English

Similarly to the students, also four of the ten participating teachers (40%) indicated to have made some learning progress through CLIL in Spanish and French. These results are presented in section 6.3.3.

Next, the teachers should assess their students' learning progress through CLIL. In total, the responses of seven teachers are taken into consideration (see footnote 27). Two of them teach CLIL lesson in Italian, four in English and another one teaches CLIL in Spanish. The results for the latter are presented in 6.3.3. According to the teachers' views, the students made the most considerable learning progress through CLIL lessons in the vehicular English in the categories speaking, vocabulary/technical terminology and content (four responses for "a lot"). With regard to the students' learning progress through CLIL lessons in Italian, the teachers are less enthusiastic. The two teachers who teach CLIL with Italian as vehicular language responded that their students made the most progress concerning content and vocabulary/technical terminology (one response for "a lot", one response for "a bit" for each category), whereas for all other categories the teachers think that their students made only minor progress.

6.3.3. Other CLIL languages

As already mentioned in the previous two sections, in addition, to English and Italian both students and teachers indicated to have made some progress through CLIL in other vehicular languages, namely French and Spanish.

In the SG, 21 of the 41 students answered to have made learning progress through CLIL lessons with Spanish as vehicular language. Although not all the students of every class responded to this question but a considerable number, the provided information is assumed to be reliable, and will be presented in the following. The learning progress through CLIL lessons in Spanish is more or less equal in the seven given categories with 21 positive responses for the categories listening, reading and speaking; 20 positive responses for the categories writing, vocabulary/technical terminology and content; and, finally, 19 responses, for grammar (see Table 6). In line with the results for the learning progress through CLIL lessons with English and Italian as vehicular languages, the students indicated to have made least progress through CLIL lessons in Spanish in the category grammar (four responses). However, since the range of positive and negative responses is extremely narrow (between 19 and 21 positive responses for each category vs two to four negative responses per category), there cannot be drawn any tendencies – and not to mention generalisations – from this data.

Table 6: Sequencing of positive and negative responses given in the SG

Overview: Positive answers		Overview: Negative answers	
SpraGym		SpraGym	
Listening	21	Grammar	4
Reading	21	Reading	4
Speaking	21	Writing	3
Writing	20	Listening	3
Vocabulary/Technical terminology	20	Vocabulary/Technical terminology	3
Content	20	Content	3
Grammar	19	Speaking	2

Four of the ten participating teachers, on the other hand, indicated to have made some learning progress through CLIL in Spanish and French. Two teachers – one of the FOS and one of the SG – improved through CLIL in Spanish. Other two teachers – both of the SG – improved through CLIL in French. For Spanish, their progress is, according to the teachers' self-assessment, rather low. They could mostly enhance the categories speaking and vocabulary/technical terminology (two responses for "a bit" for each), whereas they made no progress with respect to grammar and content. Concerning the teachers' progress through CLIL lessons in French, the two responding teachers do not seem to have made similar experiences in any of the given categories. The biggest progress was yielded in the categories vocabulary/technical terminology, listening and reading (one response for "a lot" and one response for "a bit" in each category). A major discrepancy amongst the responses of the two teachers is displayed in the categories speaking and content. In each category, one teacher responded to have not made any progress at all one whereas the second teacher made significant progress. The one respondent who teaches CLIL with Spanish as vehicular language, thinks

that her/his students improved equally ("a bit") in all categories but grammar in which they did not make any progress.

6.4. Prospects of CLIL in South Tyrol

In the fifth and final part of the questionnaire, the prospects of CLIL in South Tyrol were assessed. These results will be presented in the following two sections: in 6.4.1, the results of the student questionnaire, and in 6.4.2, the results of the teacher questionnaire.

6.4.1. Student questionnaire

The first question of the final section is concerned with the school level, which the students feel to be appropriate for the introduction of CLIL. According to 56 of the 107 responses (52%) (three students chose two alternatives), CLIL should be introduced in the middle school (see Figure 38). This was also the answer which was most frequently chosen in both schools under examination (35 responses or 56% in the FOS and 21 responses or 50% in the SG). Some of the commonly indicated reasons for this school level being the most suitable for the introduction of CLIL provided in the ensuing question are that by then the pupils have acquired the necessary linguistic knowledge in order to be able to participate in CLIL lessons and that they are ready for this type of lessons then. Furthermore, it was frequently mentioned that the pupils learn more easily at this younger age. However, in the elementary school, the focus should remain on gaining sound competences in all languages and subjects. Some students answered that having CLIL lessons in the middle school already would prepare them more adequately for the upper secondary. Moreover, these would complement the few semesters of CLIL lessons in the upper secondary, which are not being considered as sufficient. The second most frequently chosen school level for the introduction of CLIL is upper secondary and vocational schools. 32 students (30%) of which 19 of the FOS and 13 of the SG preferred this response because only by then they are ready to process CLIL lessons as the students' knowledge on the content as well as their linguistic knowledge, is sound enough. It is repeatedly emphasised that introducing CLIL prior to this school level may lead to confusion because, first of all, the students need to be well-versed in their L1 and the other languages of the curriculum. One student mentioned that sometimes there are students who do not particularly like languages and/or which have a hard time learning languages, and since in South Tyrol, the students can choose the type of upper secondary freely according to their preferences and gifts, these students could circumvent CLIL lessons. Figure 38 further shows that only 19 students (18%) think that the elementary school is the most appropriate school level for introducing CLIL and that relatively more students of the SG chose this answer (14% of the FOS vs 24% of the SG). As the most common

reasons the following two were named: the pupils can accustom themselves to plurilingualism from an early age, it becomes something natural, and the younger, the more accessible. No student chose the alternative that CLIL should be introduced at the tertiary level. In a second subquestion, the students were asked whether CLIL should be extended to all German-speaking schools from the school level they had previously chosen as the most appropriate. In general, 75 students (72%) responded affirmatively, 28 students do not agree (27%), and one student did not respond (1%). In the FOS, the students seem to have a more favourable opinion on this matter as 49 of the 61 respondents answered with "yes" while in the SG 26 of the 42 students responded affirmatively. When relating the answers of this subquestion to the overall question of the school level, it becomes apparent that only those students who think that CLIL should be introduced at the middle school, overwhelmingly agree that it should be extended to all German-speaking schools from that school level onwards (43 of 55 responses) (see Figure 39). Also, the vast majority of those students who answered that CLIL should be offered already in the elementary school, wish that it was implemented nationwide in all German-speaking schools starting from the elementary level (16 of 19 responses). In contrast, the students who opted for the implementation of CLIL in the upper secondary/vocational schools are more reserved. Even so, still the majority (19 of 32 responses) would like to extend it to all German-speaking upper secondaries and vocational schools. According to 13 responses, it should not be extended to all of these schools.
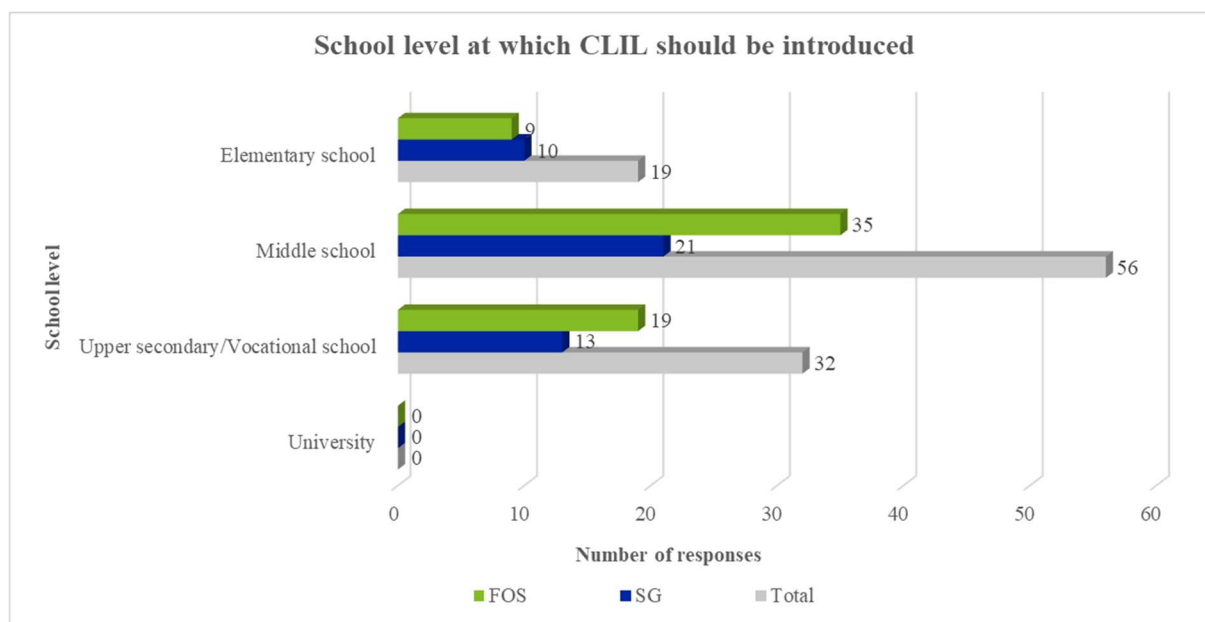

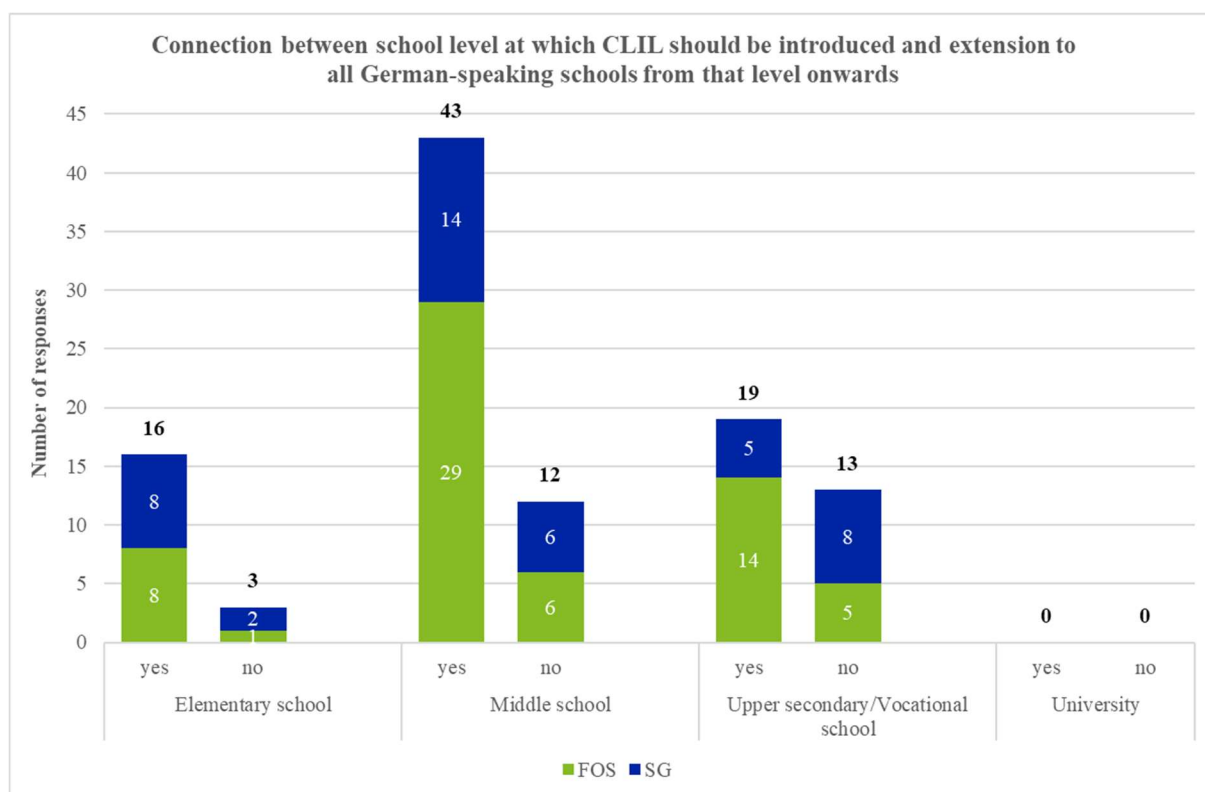**Figure 38:** School level at which CLIL should be introduced

Figure 39: Connection between desired school level for the implementation of CLIL and the extension to all German-speaking schools from that level onwards

Next, it was assessed whether the number of CLIL lessons offered at their schools suffices in the eyes of the students. The majority of respondents, namely 69 of 104 (66%), agreed that the number of CLIL lessons at their school was sufficient, whereas for 35 students (34%) it is not sufficient (see Figure 40). The students of the SG seem to think relatively more frequently than their counterparts of the FOS (19 of 43 respondents vs 16 of 61 respondents) that the number of CLIL lessons should be increased.

In the penultimate question, the respondents were asked whether they would choose the CLIL section again. Of the 91 given responses, 76 (73%) are affirmative, 14 (13%) are negative, and one (1%) is not clear as the student chose both possible answers (see Figure 40). A rather high number of students, namely 13 all of which from the FOS, did not provide an answer. This will be further explored in chapter 7. Therefore, the responses of the students of the SG are again more positive with 37 of the 43 students answering "yes" whereas in the FOS only 39 of the responding 48 students answered positively.

The last question dealt with whether the students would recommend the CLIL section to their friends. All 104 students answered this question, of which 84 students (81%) would recommend it to their friends, 19 students (18%) would not, and one student (1%) did not provide a clear-cut answer (see Figure 40). These overall results are reflected in the joint results of both schools under scrutiny.
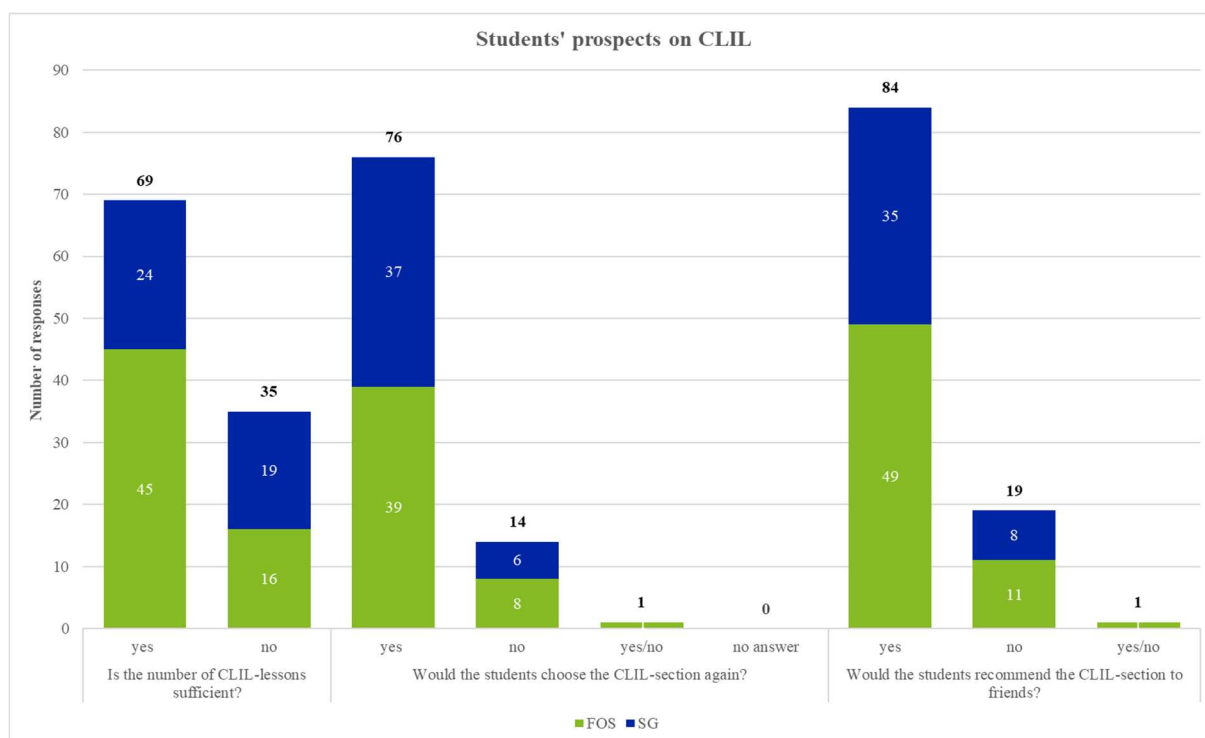
Figure 40: Students' prospects on CLIL

6.4.2. Teacher questionnaire

With regard to the school level from which onwards CLIL should be introduced in German-speaking schools, there is no clear concordance between the respondents. Four teachers (57%) think that CLIL should be introduced in elementary school, three teachers (43%) think it would be best that students get acquainted with CLIL lessons in the upper secondary or vocational school (see Figure 41). The teachers indicated as reasons for the elementary school level that the earlier CLIL is introduced, the better it is and the more likely it is accepted by the students as natural instead of being questioned by them. Furthermore, there is less pressure to perform at this school level than on higher school levels. The teachers who answered that CLIL should be implemented in the upper secondary/vocational schools justified their decision with the reasons that most students possess sufficient skills in their L1 as well as basic knowledge of the content subjects by then. Therefore, they can discuss the content more effortlessly and efficiently in another language without their L1 being impeded. When taking a closer look at the results of each school, all teachers of the FOS responded that the elementary school would be the perfect level to begin with CLIL lessons. In contrast, three of four teachers of the SG chose the upper secondary/vocational school level. None of the teachers chose middle school or tertiary education as the most appropriate levels for the introduction of CLIL. Concerning the subquestion, whether CLIL should be extended to all German-speaking schools of the previously chosen school level, the majority of the teachers (five teachers or 71%) agreed, whereas two teachers (29%) disagreed. Again, the teachers of the FOS seem to have a more

optimistic view on this matter, as all participating teachers of this school agreed. All four teachers who would like CLIL to be offered from the elementary school onwards, think that it should be extended from this school level to all German-speaking school in South Tyrol. In contrast, only one of the three teachers who prefer CLIL to be implemented at the upper secondary and vocational schools agree that it should be extended to all of these schools.
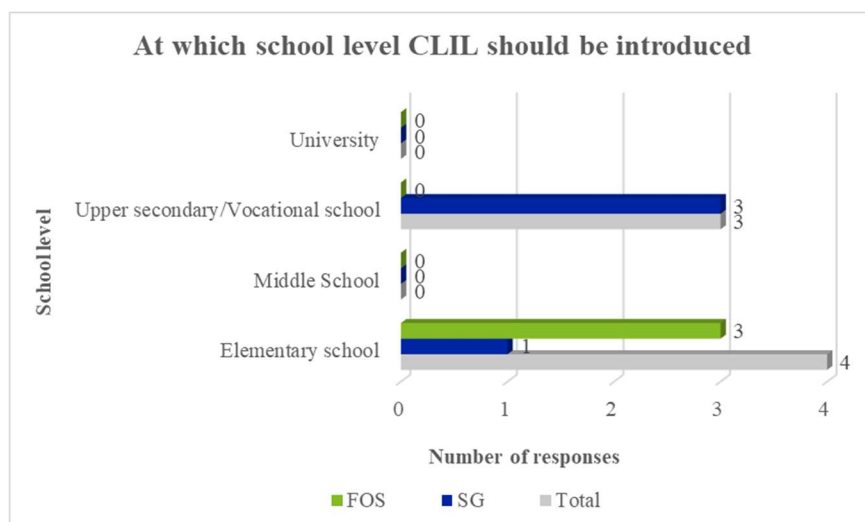

Figure 41: School level at which CLIL should be introduced

Subsequently, the teachers were asked if the number of CLIL lessons currently implemented at their school is sufficient. Five of the seven respondents (71%) answered positively, i.e. they think that the number of CLIL lessons is sufficient. The two remaining teachers (29%) think that an increase in the number of CLIL lessons is necessary (see Figure 42). These two teachers teach at the FOS, whereas all four teachers of the SG are satisfied with the current number of CLIL lessons.

Just as the students, the teachers were also asked if they would recommend CLIL. The answer to this question is crystal clear: all seven still participating teachers would recommend CLIL (see Figure 42).
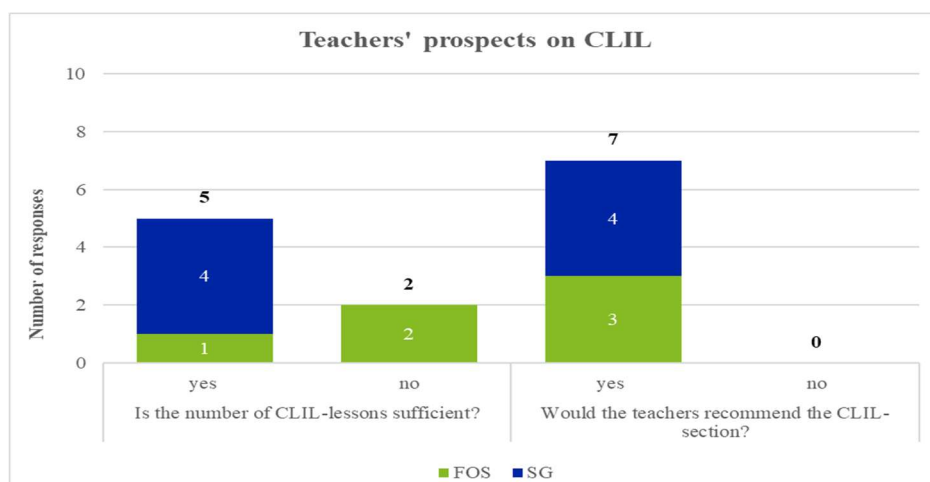

Figure 42: Teachers' prospects on CLIL

Finally, the teachers had the opportunity to indicate wishes or leave further notes on the CLIL pilot project in German-speaking schools in South Tyrol. Three teachers seized this opportunity to mention that CLIL should be part of every teacher education and that CLIL represents an excellent experience for everybody interested in languages, but everybody else is more likely to get highly confused.

7. Discussion of findings

This chapter will discuss the findings presented in chapter 6 by relating them to each other and to relevant insights from previous CLIL research.

This study aiming at examining the student and teacher perspectives on CLIL in German-speaking upper secondaries in South Tyrol has shown that 92% of the 104 responding students and all eleven teachers are familiar with the term CLIL, even if their participation in the pilot project at their school is for the vast majority the first experience with CLIL. Only 19% of the students and one teacher had made past experiences with the approach. The number of students who had previously been involved in CLIL lessons is relatively higher in the SG (26% vs 15% in the FOS). This might be attributed to the fact that the focus of this branch of the school is on languages. Therefore, students who are keen on languages more likely choose this path. Thus, although only a small number of the respondents have experienced CLIL before attending or teaching at the schools under investigation, most of them are familiar with the term CLIL and, therefore, seem to know what is meant by this acronym. It can thus be assumed that there is a great effort especially by the schools to include all stakeholders in the implementation of the CLIL pilot project and to render this implementation as transparent and as unequivocal as possible.

The deep involvement of the stakeholders and their understanding of the peculiarities and benefits entailed in the approach might contribute to more positive views on CLIL (Cavagnoli 2016; Di Martino & Di Sabato 2012; McDougald 2015). In fact, 96% of the students and 87% of the teachers are satisfied with the implementation of CLIL at their school. This high degree of satisfaction amongst the stakeholders is mostly in concordance with findings of other research (Cavagnoli 2016; Cavagnoli & Passarella 2016; Le Pape Racine 2011). The students' overall satisfaction with CLIL is slightly higher in the SG. Again, this could be due to the reason that for this branch of the SG there is an explicit focus on languages (cf. Di Martino 2015). Moreover, in this school, the students can freely choose whether they would like to attend the CLIL section. In contrast, in the FOS, the CLIL classes are randomly assigned according to the availability of appropriately trained teachers and the students are rather taken by surprise in

attending a CLIL class. Nonetheless, they could, of course, change class, if the worst comes to the worst. Despite the students' liberty in being able to freely choose the CLIL section or not, all students are greatly satisfied in all the pre-defined CLIL relating areas: range of content subjects for CLIL lessons, range of CLIL vehicular languages, materials employed in CLIL lessons, CLIL teachers in general, and linguistic as well as subject-specific knowledge of the CLIL teachers. While they are mostly satisfied, some of these areas call for improvement, namely materials, range of content subjects and the teachers' proficiency in the CLIL vehicular language. Also, for the teachers, the positive answers prevail in all given categories – the range of CLIL vehicular languages being perceived as most positive. In contrast, their greatest dissatisfaction concerns their own language knowledge. This seems to be an issue particularly relating to the teachers of the SG. Furthermore, the teachers are not satisfied with the materials used in CLIL lessons.

Hence, both cohorts are dissatisfied with the teaching materials of the CLIL lessons. This could be due to the relatively scarce availability of appropriate approbated materials, especially with regard to CLIL vehicular languages other than English (Gierlinger 2007; McDougald 2015; Papaja 2012; Verdorfer 2017), and the teachers' difficulties in selecting and creating materials (Di Martino & Di Sabato; McDougald 2012; Verdorfer 2017). Creating, selecting and adapting suitable materials has also been identified by the majority of the teachers participating in this study as a major challenge. Especially, the teachers of the FOS seem to need more support in this regard. This should, therefore, be particularly focused on in CLIL teacher training. In addition, designing materials in cooperation with colleagues – ideally not only content subject but also language teachers – and exchanging materials or creating a pool of materials which is shared school-internally or even interscholastically might provide a solution for this difficulty.

On the other hand, the students' greatest challenges are the missing (technical) vocabulary (38%), expressing the learnt content in their own words in the L2/FL (24%) and the fact that the topics dealt with are already difficult to understand in their L1 (19%). Even though the teachers' provided no clear-cut answer regarding their students' main impediment to successfully learning with CLIL, they indicated a tendency towards expressing learnt contents in their own words in the L2/FL as the area in which the students struggle most. This shows that there is some overlapping between the students' and teachers' percepetions. Nevertheless, the teachers' responses suggest that they do not seem to be entirely aware of their students' difficulties with CLIL. However, knowing these is essential for being able to help their students overcome them and render their CLIL experience even more positive.

Regarding the advantages and disadvantages of CLIL, the students think that the main advantages of the approach lie within the dimension of content and language. This is mostly substantiated as subject-specific terminology being learnt, topics being viewed from a different perspective and being dealt with in more detail and because language skills – especially speaking – are fostered. The majority of the participating teachers agree that language is the dimension with the greatest benefits. The dimension of culture, which is one of the central ideas of CLIL (Coyle 2002: 28; Marsh 2002: 66f.), is neglected by both cohorts. Only 1% of the students and none of the teachers seem to be aware of the importance of culture or do not regard it as advantage of the approach. Therefore, it could be that the concept of Coyle and Marsh is flawed and that it should be revised on the basis of recent empirical evidence. However, if culture still arises as a key dimension, it needs to be more strongly emphasised in practice from the top-down and in CLIL teacher training so that both students and teachers recognise also the cultural aspects as more of an advantage. According to the overwhelming majority of both students and teachers, learning is the dimension which implies serious disadvantages. Since learning the CLIL way is more demanding and time-consuming, especially the students' motivation might be decreased. Since this may have a considerable negative impact on the overall success of the approach, initiatives ought to be taken. These concern first and foremost the teacher's abilities to render the CLIL lessons as engaging and straightforward as possible. Therefore, it is of paramount importance that supranational and national authorities endeavour to install extensive CLIL teacher training in which the teachers acquire sound methodological and linguistic knowledge and the opportunity to socialise with peers (McDougald 2015; Lancaster 2016; Verdorfer 2017). Moreover, adequate resources (time, materials) need to be made available, and the cooperation amongst schools as well as the school-internal and interscholastic exchange of experiences and materials should be intensified. If these conditions were met, and the teachers would receive more support and gratification for their extra-efforts, they could more strongly focus on facilitating their students' learning process, e.g. by lesson planning which takes their students' individual needs and skills more adequately into consideration and by endowing them with learning strategies. Furthermore, introducing CLIL at an earlier school level might contribute to enhancing the learning dimension – as will be discussed later.

Whereas the CLIL vehicular languages are rather restricted in the context under scrutiny, the range of content subjects for CLIL is extensive. Nonetheless, some of these subjects seem to be more frequently used, which might be connected with the suitability of their contents for CLIL (Cavagnoli 2016). Moreover, some content subjects seem to lend themselves better for

particular languages (Papaja 2012; Verdorfer 2017). According to the students' previous experiences, geography and history are the two content subjects which were most frequently taught the CLIL way. Geography was solely experienced with English as CLIL vehicular language and history with Italian as CLIL vehicular language. Also, the teachers' responses about which content subject(s) they currently teach with CLIL show that geography, as well as other natural science subjects (biology/microbiology, natural sciences), but also business economics are commonly taught in English. Law and mathematics, on the other hand, are taught by the respective teachers in Italian. Teaching natural science subjects in English is also recommended by Verdorfer (2017) because English is the lingua franca of these disciplines. In contrast, she suggests teaching business economics and law rather in Italian due to their high national relevance. Nevertheless, the stakeholders' – especially the students' – opinions on and attitudes towards the subjects taught in particular languages need to be considered because these might highly influence the success of the CLIL lessons (Papaja 2012). Therefore, both cohorts were asked about their favourite three content subjects for CLIL with Italian and English as vehicular language. Although such a formulation of the question does not explicitly investigate the stakeholders' attitudes, it might, nonetheless, provide valuable information about their preferences and reveal in this way subconsciously related stances. Overall the students regard law, history and sports to be particularly suitable for CLIL lessons in Italian, whereas history, geography and business economics are their favourite subjects for CLIL lessons in English. For CLIL lessons with Italian as vehicular language, the teachers indicated the same subjects as the students in the same sequencing. For English, there is some variation in that the most appropriate subjects, according to the teachers, are natural sciences, history and biology. Thus, both cohorts think that history lends itself for CLIL lessons in both English and Italian. Furthermore, they fully agree upon the content subjects for CLIL lessons in Italian. For CLIL in English, the teachers mainly indicated natural science subjects – as recommended by Verdorfer (2017). The students, on the other hand, think that – in contrast to Verdorfer (2017) – also business economics is suitable for CLIL lessons in English. Therefore, the stakeholders' preferences broadly correspond to their previous experiences as well as to their actual teaching practice. Bearing these preferences in mind when deciding upon the content subjects in which CLIL is implemented and their respective vehicular language, might especially increase the students' satisfaction with the range of content subjects and languages for CLIL lessons, which resulted to be rather low in this study.

As the previous and current experiences of the respondents of this study show, English is widely used as CLIL vehicular language in the context of German-speaking upper secondaries in South

Tyrol, too. However, the findings reveal that Italian is used just as frequently. For this reason, the stakeholders were asked about whether CLIL was equally useful in all offered languages. 60% of the students and 36% of the teachers agree that it is equally useful in all languages, whereas 40% of the students and 67% of the teachers think that it is more useful in one language or another. This language is, according to the majority of both parties, English (63% of the students and 71% of the teachers) because it is an indispensable asset in today's world and because the students seem to like it better. Italian follows by a wide margin (25% of the students and 29% of the teachers) because the respondents think that the students already have a relatively good knowledge of their L2 and that, therefore, another – from an international view – more important language should be promoted. Moreover, the respondents were asked about the usefulness of different CLIL vehicular languages in the following categories: improving L2/FL skills, learning content and language simultaneously, using languages in more complex contexts, viewing topics from different perspectives, learning more about other cultures, promoting the integration into a multicultural society, enhancing job prospects, and preparing for future studies. The students most frequently answered that FLs were useful in the indicated categories, except for the categories "improving L2/FL skills" and "enhancing job prospects" for which they think that CLIL in both L2 and FL is useful. The teachers responded in every aspect that L2 and FLs are both useful. Therefore, albeit both cohorts previously indicated that CLIL was more useful in English than in Italian when it comes to determining the usefulness of FLs and Italian in pre-defined categories, there are remarkable discrepancies amongst the two parties. Whereas the teachers think that CLIL lessons in both Italian and FLs are useful in the pre-defined categories, the students more frequently responded that CLIL in FLs was more useful. Hence, even though living in a bilingual region, none of the respondents thinks that Italian alone is of major usefulness in any of the indicated categories. Indeed, it either resulted in the last position or ex aequo with FLs, except for the category "promoting the integration into a multicultural society" in which it ranked in second place in the teachers' questionnaires.

In addition to evaluating the usefulness of CLIL in the various content subjects and languages, the stakeholders also provided their opinion on the actual and desired focus of CLIL lessons and assessed their learning progress. The overwhelming majority of the respondents thinks that a combination of content and language is promoted and should be promoted. Although concerning the latter, the students – especially those of the FOS – wish that there was a greater focus on language instead. Hence, albeit they are familiar with the term CLIL and its implications, they would rather prefer to have more focus on language than it is currently the case. Therefore, the respondents' perspectives on the focus of the CLIL lessons contradicts the

stakeholders' perceptions in previous research, according to which there was a greater focus on language than on content or the combination of the two (Cavagnoli 2016; Pladevall-Ballester 2015). What is, however, in line with previous research (Cavagnoli & Passarella 2016; Papaja 2012; Verdorfer 2017), is the students' opinion that CLIL lessons and their content are equally interesting as regular content subject lessons and their content, and that CLIL lessons are considerably more time-consuming than content subject lessons in the language of instruction. Previous research did not investigate the teachers' opinions on all these dimensions. However, the findings of the present study suggest that the teachers are more optimistic regarding the level of engagement of CLIL lessons in that they consider both CLIL lessons generally as well as their content more engaging for themselves and their students than (the content of) regular content lessons. Again corresponding to previous findings (Cavagnoli & Passarella 2016; Massler 2012; Verdorfer 2017), the teachers in this study think that CLIL lessons are more time-consuming for students and teachers – even if slightly more for the teachers. Nevertheless, despite or possibly due to the additional efforts demanded from both parties, the learning progress is promising. According to the students' self-assessment, they considerably improved with regard to vocabulary and technical terminology. This is also confirmed by the teachers' assessment of their students' learning progress. Great progress within the language system of vocabulary and technical terminology was also indicated in the study by Aguilar & Muñoz (2014). Both cohorts think that there was a more significant learning progress through CLIL lessons in English. Regarding their own learning progress, the responses of the teachers do not provide as clear results as was the case for the students. However, a tendency towards the teachers having made the greatest improvements in the areas listening and speaking is displayed. This is not surprising when considering that these are probably the two skills mainly involved in the teachers' everyday professional life. According to all respondents' answers, they made the least progress with regard to grammar. Therefore, it advisable for teachers to reflect on how this area can be fostered.

The students' reasons for having chosen the CLIL section of their schools are manifold and vary greatly between the two schools. As previously mentioned, there is no such section by default in the FOS, but the CLIL classes are rather randomly assigned, predominantly in the Euregio branch. For that reason, 27% of the FOS students chose "other" as an answer to this question because they could not freely choose whether they would like to participate in CLIL classes rather this was the school's decision. In contrast, 70% of the students of the SG chose the CLIL section out of their interest. Providing the students with the choice between the CLIL section and mainstream education could be both beneficial and harmful, because only those

students who are keen in languages, who recognise the importance of learning with this approach, or whose parents want them to enrol might choose the CLIL section. This might lead to the fact that foremost high-achieving students are in these classes and, in addition, it might contradict the view that CLIL is an egalitarian approach (Marsh 2002: 175; Ball, Kelly & Clegg 2015: 13f). Furthermore, students' potentials might remain unexploited if they do not enrol for CLIL programme because they are afraid of the bigger challenge in CLIL lessons. Mearns, de Graaff & Coyle (2018) showed that this fear is one of the main reasons for students having enrolled in mainstream education, whereas students of bilingual programmes indicated as the decisive factor for their decision the related importance for the students' futures and a desire for challenge. Therefore, since the students of the FOS are not provided with a choice but are, nevertheless, greatly satisfied with CLIL and would indeed choose the CLIL section again if they had a choice and recommend the CLIL section to their friends, it could be assumed that students of all levels of proficiency might highly benefit from being randomly assigned to CLIL classes. However, the FOS students also think that the number of CLIL lessons currently offered at their school is sufficient. In comparison, relatively more students of the SG (44% vs 26% in the FOS) think that the number of CLIL lessons should be increased.

Even if CLIL might be suitable for any age, previous research suggested that implementing it at earlier stages is favourable (Cavagnoli 2016; Cavagnoli & Passarella 2016). Also, the students and teachers in this study would prefer if CLIL was installed prior to the upper secondaries. The majority of the teachers thinks that it would be best to offer CLIL from the elementary school onwards and to extend it to all German-speaking schools because if being exposed to CLIL lessons at such an early age, not only the learning might be eased but growing up in a plurilingual society by actually intentionally using other languages for real-life purposes is naturalised. This might be especially important for the bilingual context of South Tyrol in which the L2 is learnt rather as an FL than as a language which can be used in everyday life to approach members of the respective other language group. Albeit most of the students consider the implementation of CLIL in the elementary school too early because they think that the subject-specific and linguistic basics should be acquired first, they also think that it should be installed prior to the upper secondaries, namely in the middle school and from this school level onwards extended to all German-speaking schools. Interestingly none of the teachers chose this school level as the ideal starting point for the implementation of CLIL. Thus, it could be that at least those students who already had experienced CLIL in the middle school, might have based their response to their own positive experiences. The most common reasons for middle school provided by the students include that by that time, the pupils possess the necessary skills and

knowledge and are ready to participate in CLIL lessons. Furthermore, students are still quite young at this school level; thus, they are prone to learn more easily. Also, since the content is still not that complex in the middle school as it is in the upper secondaries or vocational schools, it would lend itself perfectly for CLIL lessons, and it would, thus, properly prepare the students for learning more difficult topics with the approach. The stakeholders' desire to implement CLIL in all German-speaking schools starting at relatively early school levels, reflects the findings of other studies (Cavagnoli & Passarella 2016; Di Martino & Di Sabato 2012).

8. Conclusion

In summary, this study revealed that although being publicly very controversially discussed in South Tyrol, the CLIL pilot project in the German-speaking upper secondaries – or at least in the two schools under scrutiny – seems to be a story of success. Both the students and the teachers hold overwhelmingly positive opinions on the implementation of CLIL at their school and the future of CLIL in the province of Bolzano. Albeit CLIL lessons might demand more effort from students and teachers, they consider the approach as an enrichment and advocate the implementation of CLIL from an earlier school level – elementary school or at latest middle school – onwards. For the respondents, the main advantages of the approach lie in the dimension of language, especially in fostering speaking skills. In contrast, the materials used in CLIL lessons as well as the teachers' proficiency in the CLIL vehicular language call for improvement. Therefore, teacher training should more strongly focus on these areas. In addition, content subjects for CLIL should be carefully selected by taking the subject's complexity as well as the students' preferences into consideration, as their motivation is ultimately affected by those. Also, the teachers have to be familiar with their students' struggles in order to be able to ease them and render the CLIL experience even more pleasant and beneficial. Finally, it is of utmost importance that not only teachers and students but all CLIL stakeholders are well-informed about the approach and have a thorough understanding of the concept – and the relevance of its cultural dimension – in order to use it best for their purposes.

Nonetheless, the findings also need to be treated with caution due to some limitations of the study. Firstly, even if the heterogeneity of the respondents was intended to be established by having examined stakeholders of various ages, with differing backgrounds and previous experiences who are involved in two schools with different foci located in two cities, the fact that only two schools and a relatively small number of teachers participated in the study, nevertheless, imposes restrictions on the generalisability of the findings. Secondly, using questionnaires as sole methodological means might not yield a comprehensive insight into the

stakeholders' perspectives as foremost quantitative data on a rather superficial level is obtained (Dörnyei 2007: 105). Therefore, future research should instead employ a mixed-method research approach to understand the bigger picture better. By such a combination in which quantitative data is obtained first and used as a starting point for qualitative research methods such as interviews, flaws in the questionnaire, and questions and ambiguities resulting from the gathered data can be counteracted. Consequently, more reliable and profound information can be collected. Moreover, relatively straightforward issues with the questionnaires should be eradicated by piloting them first. The questionnaires of this study were reviewed several times but not piloted due to lack of the availability of a sufficient number of appropriate participants for the piloting. Thirdly, future research should be related more to the content subjects for CLIL and their respective vehicular language(s) offered at the schools under scrutiny. This is important because the stakeholders' perceptions and their learning progress might vary according to the CLIL subject (cf. Papaja 2012). Furthermore, despite previous findings showed that self-perceptions reflect the actual learning progress (Aguilar & Rodriguez 2012; Massler 2012), to accurately determine the learning progress through CLIL, not only self-assessment should be employed as measurement, but also a reference value derived from proficiency tests should be taken into account.

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10. Appendix[28]

10.1. Student questionnaire – FOS

Student and teacher perspectives on CLIL in German-speaking secondary schools in South Tyrol

Die Sicht von SchülerInnen und Lehrpersonen auf CLIL an deutschsprachigen Oberschulen in Südtirol

Hallo! Mein Name ist _____. Ich bin Lehramtsstudentin in den Unterrichtsfächern Englisch und Deutsch an der Universität Wien und verfasse meine Diplomarbeit zum Thema „Student and teacher perspectives on CLIL in German-speaking secondary schools in South Tyrol". Um diese Abschlussarbeit realisieren zu können, benötige ich Deine Hilfe und wäre Dir sehr dankbar, wenn Du mich durch das Ausfüllen dieses Fragebogens unterstützen würdest. Die Teilnahme am Fragebogen ist <u>anonym</u> und es handelt sich dabei um <u>keinen Test</u>, d.h. es gibt keine richtige oder falsche Antwort. <u>Deine persönliche Meinung ist gefragt</u>, deshalb bitte ich Dich die nachfolgenden Fragen <u>ehrlich und gewissenhaft</u> zu beantworten. Alle Daten werden vertraulich behandelt und dienen ausschließlich zum Zwecke meiner Diplomarbeit. Vielen herzlichen Dank für Deine Hilfe!

<u>Bitte lies die Fragen und Anleitungen genau durch.</u>

1. Persönliche Angaben

Um die Daten der TeilnehmerInnen am Ende besser miteinander vergleichen zu können, möchte ich zunächst einige Informationen über Dich in Erfahrung bringen.

1.1. Geschlecht: ☐ weiblich ☐ männlich

1.2. Alter: _____

1.3. Muttersprache(n): _____

1.4. Weitere Sprachen: _____

1.5. Bisherige Aufenthalte im Ausland (außer Urlaub): ☐ ja ☐ nein

   1.5.1. Wenn Du die Frage mit „JA" beantwortet hast, fülle bitte diese Tabelle aus:

Ort	Dauer des Aufenthaltes	Grund (z.B. Sprachkurs, im Ausland gelebt...)

1.6. Verwendest Du andere Sprachen als deine Muttersprache/n auch außerhalb der Schule? ☐ ja ☐ nein

   1.6.1. Wenn Du die Frage mit „JA" beantwortet hast, fülle bitte diese Tabelle aus:

Welche Sprache/n?	Wie oft? (täglich, selten)	Wann? (Fremdsprachige Filme/Bücher, mit Freunden...)

1

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[28] Personal and contact details indicated on the original questionnaires and on the letter to the parents were omitted from this diploma thesis due to the GDPR.

2. Erfahrungen mit CLIL

2.1. Weißt Du, was unter der Content and Language Integrated Learning (CLIL) verstanden wird? ☐ ja ☐ nein
(Falls nicht, gibt es am Ende der letzten Seite eine kurze Definition.)

2.2. Hattest Du vor Deinem Besuch der FOS Marie Curie bereits Erfahrungen mit CLIL gemacht?

☐ ja   ☐ nein

2.2.1. Wenn Du die Frage mit „JA" beantwortet hast, fülle bitte diese Tabelle aus:

Wo hast Du Erfahrungen mit CLIL gemacht?	In welchen Sachfächern und Sprachen?	Für wie lange?

2.3. Weshalb hast du dich für den CLIL-Zug an der FOS Marie Curie entschieden?

☐ eigenes Interesse   ☐ Empfehlung von Lehrpersonen   ☐ Empfehlung von Eltern

☐ Empfehlung von Freunden   ☐ Sonstiges: _____

3. Der CLIL-Unterricht an Deiner Schule

3.1. Wie zufrieden bist Du...

3.1.1. mit dem CLIL-Unterricht?

☐ sehr unzufrieden 😞   ☐ unzufrieden 🙁   ☐ zufrieden 🙂   ☐ sehr zufrieden 😄

3.1.2. mit der Auswahl der Fächer für den CLIL-Unterricht?

☐ sehr unzufrieden 😞   ☐ unzufrieden 🙁   ☐ zufrieden 🙂   ☐ sehr zufrieden 😄

3.1.3. mit der Auswahl der Sprachen für den CLIL-Unterricht?

☐ sehr unzufrieden 😞   ☐ unzufrieden 🙁   ☐ zufrieden 🙂   ☐ sehr zufrieden 😄

3.1.4. mit den eingesetzten Materialien (Übungsblätter, Bücher, Medien wie Filme usw.)?

☐ sehr unzufrieden 😞   ☐ unzufrieden 🙁   ☐ zufrieden 🙂   ☐ sehr zufrieden 😄

3.1.5. mit der Professionalität der CLIL-Lehrpersonen allgemein?

☐ sehr unzufrieden 😞   ☐ unzufrieden 🙁   ☐ zufrieden 🙂   ☐ sehr zufrieden 😄

3.1.6. mit den sprachlichen Kenntnissen der CLIL-Lehrpersonen?

☐ sehr unzufrieden 😞   ☐ unzufrieden 🙁   ☐ zufrieden 🙂   ☐ sehr zufrieden 😄

3.1.7. mit den fachlichen Kenntnissen der CLIL-Lehrpersonen (z.B. Wissen im Unterrichtsfach Geschichte)?

☐ sehr unzufrieden 😞   ☐ unzufrieden 🙁   ☐ zufrieden 🙂   ☐ sehr zufrieden 😄

3.2. Was wird im CLIL-Unterricht an Deiner Schule gefördert?

☐ Sprache   ☐ Inhalt (z.B. Geschichte)   ☐ Kombination von Sprache und Inhalt

3.3. Was sollte Deiner Meinung nach gefördert werden?

☐ Sprache   ☐ Inhalt (z.B. Geschichte)   ☐ Kombination von Sprache und Inhalt

2

3.4. Wenn du dir drei Fächer für den CLIL-Unterricht auswählen könntest. Welche wären dies? *Gib Deine Top 3 an!*

in der Zweitsprache Italienisch?   ...in einer Fremdsprache (Englisch, Französisch...)?

1) _____   1) _____

2) _____   2) _____

3) _____   3) _____

(Geschichte, Mathematik, Informatik, Bewegung & Sport, Religion, Recht & Wirtschaft, Biologie, Physik & Chemie, Anatomie, Ernährungslehre, BWL & Tourismuslehre, Geographie & Tourismusgeographie, Kunst, Politische Bildung, Wahlfächer & fächerübergreifende Lerninhalte)

3.5. Ist CLIL-Unterricht für Dich in allen angebotenen Sprachen gleich sinnvoll? ☐ ja   ☐ nein

    3.5.1. Wenn Du mit „Nein" geantwortet hast, vervollständige bitte folgenden Satz:

        CLIL-Unterricht   ist   für   mich   in   _____   (Sprache)   am   sinnvollsten,   weil

        _____

        _____.

3.6. Den CLIL-Unterricht finde ich sinnvoll, weil ich dadurch... *(Bitte kreuze alle auf Dich zutreffenden Aussagen jeweils für die Zweitsprache Italienisch und Fremdsprachen an.)*

	Italienisch	Fremdsprache(n)
die Zweitsprache Italienisch bzw. Fremdsprachen besser lernen kann.	☐	☐
Sachinhalte lernen und ihre Sprachkenntnisse automatisch ohne zusätzlichen Aufwand verbessern kann.	☐	☐
lerne Sprachen in komplexeren Kontexten zu verwenden (z.B. Rechnen auf Italienisch, Wirtschaftsitalienisch).	☐	☐
lerne Themen aus anderen Perspektiven zu betrachten (z.B. der 2.Weltkrieg aus italienischer/amerikanischer Sicht).	☐	☐
mehr über andere Kulturen erfahre.	☐	☐
mich besser in eine multikulturelle Gesellschaft integrieren kann (z.B. Freunde finden, italienischen Vereinen beitreten...).	☐	☐
bessere Berufsaussichten habe.	☐	☐
besser auf ein zukünftiges Studium vorbereitet werde.	☐	☐

3.7. Im Vergleich zum Inhalt in den Sprachfächern (Italienisch, Englisch, Französisch...), ist der Inhalt in den CLIL-Fächern interessanter?   ☐ interessanter   ☐ weniger interessant   ☐ kein Unterschied

3.8. Sind die CLIL-Unterrichtsstunden (z.B. Geschichte auf Italienisch) interessanter als die entsprechenden Stunden in deutscher Sprache (z.B. Geschichte auf Deutsch)?

    ☐ interessanter   ☐ weniger interessant   ☐ kein Unterschied

3.9. Der CLIL-Unterricht kostet mich mehr Zeit als der Unterricht in deutscher Sprache (z.B. für Hausübungen, beim Lernen...)?   ☐ ja sehr   ☐ ja etwas   ☐ kein Unterschied

3.10.   Was war Deine größte Schwierigkeit im CLIL-Unterricht? *Bitte wähle eine Antwort aus.*

    ☐ fehlender (Fach-)Wortschatz

    ☐ die gelernten Inhalte in eigenen Worten in der Zweit-/Fremdsprache wiederzugeben

    ☐ die abgehandelten Themen sind bereits in meiner Muttersprache schwer zu verstehen

    ☐ fehlende Vorkenntnisse der abgehandelten Themen

    ☐ Erklärungsschwierigkeiten der CLIL-Lehrperson aufgrund von unzureichenden Sprachkenntnissen

    ☐ Sonstiges: _____

3

3.11. Was sind die drei größten Vorteile von CLIL für Dich?

1) _____

2) _____

3) _____

3.12. Was sind die drei größten Nachteile von CLIL für Dich?

1) _____

2) _____

3) _____

4. Dein Lernfortschritt durch den CLIL-Unterricht

Wie sehr hast du dich in den folgenden Bereichen durch den CLIL-Unterricht verbessert?

	Italienisch				Englisch				Weitere Sprache:			
	Sehr	Ein bisschen	Wenig	Gar nicht	Sehr	Ein bisschen	Wenig	Gar nicht	Sehr	Ein bisschen	Wenig	Gar nicht
4.1. Schreiben	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
4.2. Lesen	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
4.3. (Zu)hören	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
4.4. Sprechen	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
4.5. Vokabeln / Fachwortschatz	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
4.6. Grammatik	☐	☐	☐	☐	☐	☒	☐	☐	☐	☐	☐	☐
4.7. Inhalt (z.B. Geschichte)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

5. Zukunftsperspektiven für CLIL in Südtirol

5.1. Wann sollte mit dem CLIL-Unterricht begonnen werden?

☐ Volksschule   ☐ Mittelschule   Oberschule/Berufsschule   ☐ Universität

5.1.1. Weshalb sollte in genau dieser Schulstufe mit dem CLIL-Unterricht begonnen werden? Weil _____

_____

_____.

5.1.2. Sollte der CLIL-Unterricht ab dieser Schulstufe auf alle deutschsprachigen Schulen ausgedehnt werden?
☐ ja   ☐ nein

5.2. Ist die Anzahl der CLIL-Unterrichtsstunden, die an Deiner Schule angeboten werden, ausreichend? ☐ ja ☐ nein

5.3. Würdest du dich wieder für den CLIL-Zug entscheiden? ☐ ja   ☐ nein

5.4. Würdest Du deinen Freunden den CLIL-Unterricht weiterempfehlen? ☐ ja   ☐ nein

Herzlichen Dank für Deine Teilnahme! Wenn du gerne mehr über meine Abschlussarbeit erfahren möchtest, kannst du mich gerne per E-Mail _____ kontaktieren oder bei deinem Vizedirektor Dr. Piero Di Benedetto nachfragen. Sollten sich bei der Auswertung dieses Fragebogens weitere Fragen für mich ergeben, würde ich Freiwillige zu einem Interview einladen. HERZLICHEN DANK!

Unter **CLIL (Content and Language Integrated Learning)** versteht man den Unterricht von Sachfächern (z.B. Geschichte, Mathematik, Physik) in Zweit- bzw. Fremdsprachen.

4

10.2. Student questionnaire – SG

Student and teacher perspectives on CLIL in German-speaking secondary schools in South Tyrol

Die Sicht von SchülerInnen und Lehrpersonen auf CLIL an deutschsprachigen Oberschulen in Südtirol

Hallo! Mein Name ist _____. Ich bin Lehramtsstudentin in den Unterrichtsfächern Englisch und Deutsch an der Universität Wien und verfasse meine Diplomarbeit zum Thema „Student and teacher perspectives on CLIL in German-speaking secondary schools in South Tyrol". Um diese Abschlussarbeit realisieren zu können, benötige ich Deine Hilfe und wäre Dir sehr dankbar, wenn Du mich durch das Ausfüllen dieses Fragebogens unterstützen würdest. Die Teilnahme am Fragebogen ist anonym und es handelt sich dabei um keinen Test, d.h. es gibt keine richtige oder falsche Antwort. Deine persönliche Meinung ist gefragt, deshalb bitte ich Dich die nachfolgenden Fragen ehrlich und gewissenhaft zu beantworten. Alle Daten werden vertraulich behandelt und dienen ausschließlich zum Zwecke meiner Diplomarbeit. Vielen herzlichen Dank für Deine Hilfe!

Bitte lies die Fragen und Anleitungen genau durch.

1. Persönliche Angaben

Um die Daten der TeilnehmerInnen am Ende besser miteinander vergleichen zu können, möchte ich zunächst einige Informationen über Dich in Erfahrung bringen.

1.1. Geschlecht: ☐ weiblich ☐ männlich

1.2. Alter: _____

1.3. Muttersprache(n): _____

1.4. Weitere Sprachen: _____

1.5. Bisherige Aufenthalte im Ausland (außer Urlaub): ☐ ja ☐ nein

1.5.1. Wenn Du die Frage mit „JA" beantwortet hast, fülle bitte diese Tabelle aus:

Ort	Dauer des Aufenthaltes	Grund (z.B. Sprachkurs, im Ausland gelebt...)

1.6. Verwendest Du andere Sprachen als deine Muttersprache/n auch außerhalb der Schule? ☐ ja ☐ nein

1.6.1. Wenn Du die Frage mit „JA" beantwortet hast, fülle bitte diese Tabelle aus:

Welche Sprache/n?	Wie oft? (täglich, selten)	Wann? (Fremdsprachige Filme/Bücher, mit Freunden...)

2. Erfahrungen mit CLIL

2.1. Weißt Du, was unter der Content and Language Integrated Learning (CLIL) verstanden wird? ☐ ja ☐ nein
(Falls nicht, gibt es am Ende der letzten Seite eine kurze Definition.)

2.2. Hattest Du vor Deinem Besuch des Sprachengymnasiums bereits Erfahrungen mit CLIL gemacht?
☐ ja   ☐ nein

2.2.1. Wenn Du die Frage mit „JA" beantwortet hast, fülle bitte diese Tabelle aus:

Wo hast Du Erfahrungen mit CLIL gemacht?	In welchen Sachfächern und Sprachen?	Für wie lange?

2.3. Weshalb hast du dich für den CLIL-Zug am Sprachengymnasium entschieden?

☐ eigenes Interesse   ☐ Empfehlung von Lehrpersonen   ☐ Empfehlung von Eltern

☐ Empfehlung von Freunden   ☐ Sonstiges: _____

3. Der CLIL-Unterricht an Deiner Schule

3.1. Wie zufrieden bist Du...

3.1.1. mit dem CLIL-Unterricht?

☐ sehr unzufrieden   ☐ unzufrieden   ☐ zufrieden   ☐ sehr zufrieden

3.1.2. mit der Auswahl der Fächer für den CLIL-Unterricht?

☐ sehr unzufrieden   ☐ unzufrieden   ☐ zufrieden   ☐ sehr zufrieden

3.1.3. mit der Auswahl der Sprachen für den CLIL-Unterricht?

☐ sehr unzufrieden   ☐ unzufrieden   ☐ zufrieden   ☐ sehr zufrieden

3.1.4. mit den eingesetzten Materialien (Übungsblätter, Bücher, Medien wie Filme usw.)?

☐ sehr unzufrieden   ☐ unzufrieden   ☐ zufrieden   ☐ sehr zufrieden

3.1.5. mit der Professionalität der CLIL-Lehrpersonen allgemein?

☐ sehr unzufrieden   ☐ unzufrieden   ☐ zufrieden   ☐ sehr zufrieden

3.1.6. mit den sprachlichen Kenntnissen der CLIL-Lehrpersonen?

☐ sehr unzufrieden   ☐ unzufrieden   ☐ zufrieden   ☐ sehr zufrieden

3.1.7. mit den fachlichen Kenntnissen der CLIL-Lehrpersonen (z.B. Wissen im Unterrichtsfach Geschichte)?

☐ sehr unzufrieden   ☐ unzufrieden   ☐ zufrieden   ☐ sehr zufrieden

3.2. Was wird im CLIL-Unterricht an Deiner Schule gefördert?

☐ Sprache   ☐ Inhalt (z.B. Geschichte)   ☐ Kombination von Sprache und Inhalt

3.3. Was sollte Deiner Meinung nach gefördert werden?

☐ Sprache   ☐ Inhalt (z.B. Geschichte)   ☐ Kombination von Sprache und Inhalt

2

3.4. Wenn du dir drei Fächer für den CLIL-Unterricht auswählen könntest. Welche wären dies? *Gib Deine Top 3 an!*

in der Zweitsprache Italienisch?   ...in einer Fremdsprache (Englisch, Französisch...)?

1) _____   1) _____

2) _____   2) _____

3) _____   3) _____

(Geschichte, Geographie, Philosophie, Kunstgeschichte, Religion, Bewegung & Sport, Mathematik & Informatik, Naturwissenschaften, Physik, Recht & Wirtschaft, Wahlfächer & fächerübergreifende Lerninhalte)

3.5. Ist CLIL-Unterricht für Dich in allen angebotenen Sprachen gleich sinnvoll? ☐ ja ☐ nein

3.5.1. Wenn Du mit „Nein" geantwortet hast, vervollständige bitte folgenden Satz:
CLIL-Unterricht ist für mich in _____ (Sprache) am sinnvollsten, weil

_____

_____.

3.6. Den CLIL-Unterricht finde ich sinnvoll, weil ich dadurch... *(Bitte kreuze alle auf Dich zutreffenden Aussagen jeweils für die Zweitsprache Italienisch und Fremdsprachen an.)*

	Italienisch	Fremdsprache(n)
die Zweitsprache Italienisch bzw. Fremdsprachen besser lernen kann.	☐	☐
Sachinhalte lernen und ihre Sprachkenntnisse automatisch ohne zusätzlichen Aufwand verbessern kann.	☐	☐
lerne Sprachen in komplexeren Kontexten zu verwenden (z.B. Rechnen auf Italienisch, Wirtschaftsitalienisch).	☐	☐
lerne Themen aus anderen Perspektiven zu betrachten (z.B. der 2.Weltkrieg aus italienischer/amerikanischer Sicht).	☐	☐
mehr über andere Kulturen erfahre.	☐	☐
mich besser in eine multikulturelle Gesellschaft integrieren kann (z.B. Freunde finden, italienischen Vereinen beitreten...).	☐	☐
bessere Berufsaussichten habe.	☐	☐
besser auf ein zukünftiges Studium vorbereitet werde.	☐	☐

3.7. Im Vergleich zum Inhalt in den Sprachfächern (Italienisch, Englisch, Französisch...), ist der Inhalt in den CLIL-Fächern interessanter? ☐ interessanter ☐ weniger interessant ☐ kein Unterschied

3.8. Sind die CLIL-Unterrichtsstunden (z.B. Geschichte auf Italienisch) interessanter als die entsprechenden Stunden in deutscher Sprache (z.B. Geschichte auf Deutsch)?
☐ interessanter ☐ weniger interessant ☐ kein Unterschied

3.9. Der CLIL-Unterricht kostet mich mehr Zeit als der Unterricht in deutscher Sprache (z.B. für Hausübungen, beim Lernen...)? ☐ ja sehr ☐ ja etwas ☐ kein Unterschied

3.10. Was war Deine größte Schwierigkeit im CLIL-Unterricht? *Bitte wähle eine Antwort aus.*

☐ fehlender (Fach-)Wortschatz

☐ die gelernten Inhalte in eigenen Worten in der Zweit-/Fremdsprache wiederzugeben

☐ die abgehandelten Themen sind bereits in meiner Muttersprache schwer zu verstehen

☐ fehlende Vorkenntnisse der abgehandelten Themen

☐ Erklärungsschwierigkeiten der CLIL-Lehrperson aufgrund von unzureichenden Sprachkenntnissen

☐ Sonstiges: _____

3.11. Was sind die drei größten Vorteile von CLIL für Dich?

1) _____

2) _____

3) _____

3.12. Was sind die drei größten Nachteile von CLIL für Dich?

1) _____

2) _____

3) _____

4. Dein Lernfortschritt durch den CLIL-Unterricht

Wie sehr hast du dich in den folgenden Bereichen durch den CLIL-Unterricht verbessert?

	Italienisch				Englisch				Weitere Sprache:			
	Sehr	Ein bisschen	Wenig	Gar nicht	Sehr	Ein bisschen	Wenig	Gar nicht	Sehr	Ein bisschen	Wenig	Gar nicht
4.1. Schreiben	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
4.2. Lesen	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
4.3. (Zu)hören	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
4.4. Sprechen	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
4.5. Vokabeln / Fachwortschatz	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
4.6. Grammatik	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
4.7. Inhalt (z.B. Geschichte)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

5. Zukunftsperspektiven für CLIL in Südtirol

5.1. Wann sollte mit dem CLIL-Unterricht begonnen werden?

☐ Volksschule   ☐ Mittelschule   ☐ Oberschule/Berufsschule   ☐ Universität

5.1.1. Weshalb sollte in genau dieser Schulstufe mit dem CLIL-Unterricht begonnen werden? Weil _____

_____

_____.

5.1.2. Sollte der CLIL-Unterricht ab dieser Schulstufe auf alle deutschsprachigen Schulen ausgedehnt werden?
☐ ja   ☐ nein

5.2. Ist die Anzahl der CLIL-Unterrichtsstunden, die an Deiner Schule angeboten werden, ausreichend? ☐ ja   ☐ nein

5.3. Würdest du dich wieder für den CLIL-Zug entscheiden? ☐ ja   ☐ nein

5.4. Würdest Du deinen Freunden den CLIL-Unterricht weiterempfehlen? ☐ ja   ☐ nein

Herzlichen Dank für Deine Teilnahme! Wenn du gerne mehr über meine Abschlussarbeit erfahren möchtest, kannst du mich gerne per E-Mail   kontaktieren oder bei deiner Direktorin nachfragen. Sollten sich bei der Auswertung dieses Fragebogens weitere Fragen für mich ergeben, würde ich Freiwillige zu einem Interview einladen.

HERZLICHEN DANK!

Unter **CLIL (Content and Language Integrated Learning)** versteht man den Unterricht von Sachfächern (z.B. Geschichte, Mathematik, Physik) in Zweit- bzw. Fremdsprachen.

10.3. Teacher questionnaire – SG [29]

Student and teacher perspectives on CLIL in German-speaking secondary schools in South Tyrol
Die Sicht von SchülerInnen und Lehrpersonen auf CLIL an deutschsprachigen Oberschulen in Südtirol

Hallo! Mein Name ist _____. Ich bin Lehramtsstudentin in den Unterrichtsfächern Englisch und Deutsch an der Universität Wien und verfasse meine Diplomarbeit zum Thema „Student and teacher perspectives on CLIL in German-speaking secondary schools in South Tyrol". Um diese Abschlussarbeit realisieren zu können, benötige ich Ihre Hilfe und wäre Ihnen sehr dankbar, wenn Sie mich durch das Ausfüllen dieses Fragebogens unterstützen würden. Die Teilnahme am Fragebogen ist anonym und es handelt sich dabei um keinen Test, d.h. es gibt keine richtige oder falsche Antwort. Ihre persönliche Meinung ist gefragt, deshalb bitte ich Sie die nachfolgenden Fragen ehrlich zu beantworten. Alle Daten werden vertraulich behandelt und dienen ausschließlich zum Zwecke meiner Diplomarbeit. Vielen herzlichen Dank für Ihre Hilfe!

1. Persönliche Angaben

Um die Daten der TeilnehmerInnen am Ende besser miteinander vergleichen zu können, möchte ich zunächst einige Informationen über Sie in Erfahrung bringen.

1.1. Geschlecht: ☐ weiblich ☐ männlich

1.2. Alter: _____

1.3. Muttersprache(n): _____

1.4. Weitere Sprachen: _____

1.5. Bisherige Aufenthalte im Ausland (außer Urlaub): ☐ ja ☐ nein

1.5.1. Wenn Sie die Frage mit „JA" beantwortet haben, füllen Sie bitte diese Tabelle aus:

Ort	Dauer des Aufenthaltes	Grund (z.B. Sprachkurs, im Ausland gelebt...)

1.6. Verwenden Sie andere Sprachen als Ihre Muttersprache/n auch außerhalb der Schule? ☐ ja ☐ nein

1.6.1. Wenn Sie die Frage mit „JA" beantwortet haben, füllen Sie bitte diese Tabelle aus:

Welche Sprache/n?	Wie oft? (täglich, selten)	Wann? (Fremdsprachige Filme/Bücher, mit Freunden...)

1.7. Lehrerfahrung: _____ Jahre

1.8. Unterrichtsfach/-fächer: _____

---

[29] The teacher questionnaires are available in original form at https://www.umfrageonline.com/s/fdd2c71 (FOS) and https://www.umfrageonline.com/s/3c3a4f8 (SG) (29 Nov 2019). The questionnaires for both schools are identical apart from the name of the contact person of the respective school in the "Thank you" paragraph at the end. Hence, only the teacher questionnaire of the SG is included here.

2. Erfahrungen mit CLIL

2.1. Wissen Sie, was unter Content and Language Integrated Learning (CLIL) verstanden wird? ☐ ja ☐ nein
(Falls nicht, gibt es am Ende der letzten Seite eine kurze Definition.)

2.2. Haben Sie eine CLIL-Ausbildung absolviert? ☐ ja ☐ nein

    2.2.1. Wenn Sie mit „JA" geantwortet haben, wie zufrieden waren Sie mit der CLIL-Ausbildung?

        ☐ sehr unzufrieden 😟   ☐ unzufrieden 😐   ☐ zufrieden 🙂   ☐ sehr zufrieden 😄

    2.2.2. Was könnte Ihrer Meinung nach in dieser Hinsicht verbessert werden?

    _____

2.3. Unterrichten Sie CLIL-Stunden an Ihrer Schule? ☐ ja ☐ nein

    2.3.1. Wenn Sie die Frage mit „JA" beantwortet haben, geben Sie bitte an, welches Fach/welche Fächer Sie in welcher/welchen Sprache/n unterrichten:

    _____

    2.3.2. Seit wann unterrichten Sie CLIL an dieser Schule? _____

2.4. Hatten Sie vorher bereits anderswo CLIL-Erfahrungen gesammelt? ☐ ja ☐ nein

    2.4.1. Wenn Sie die Frage mit „JA" beantwortet haben, füllen sie bitte diese Tabelle aus:

Wo haben Sie Erfahrungen mit CLIL gemacht?	In welchen Sachfächern und Sprachen?	Für wie lange?

3. Der CLIL-Unterricht an Ihrer Schule

3.1. Wie zufrieden sind Sie...

    3.1.1. mit der Umsetzung des CLIL-Unterrichts?

        ☐ sehr unzufrieden 😟   ☐ unzufrieden 😐   ☐ zufrieden 🙂   ☐ sehr zufrieden 😄

    3.1.2. mit der Auswahl der Fächer für den CLIL-Unterricht?

        ☐ sehr unzufrieden 😟   ☐ unzufrieden 😐   ☐ zufrieden 🙂   ☐ sehr zufrieden 😄

    3.1.3. mit der Auswahl der Sprachen für den CLIL-Unterricht?

        ☐ sehr unzufrieden 😟   ☐ unzufrieden 😐   ☐ zufrieden 🙂   ☐ sehr zufrieden 😄

    3.1.4. mit den zur Verfügung stehenden Materialien (Übungsblätter, Bücher, Medien wie Filme usw.)?

        ☐ sehr unzufrieden 😟   ☐ unzufrieden 😐   ☐ zufrieden 🙂   ☐ sehr zufrieden 😄

    3.1.5. mit Ihrer Professionalität als CLIL-Lehrperson? (Bitte nur beantworten, falls zutreffend!)

        ☐ sehr unzufrieden 😟   ☐ unzufrieden 😐   ☐ zufrieden 🙂   ☐ sehr zufrieden 😄

2

3.1.6.mit Ihren sprachlichen Kenntnissen als CLIL-Lehrperson? (Bitte nur beantworten, falls zutreffend!)

☐ sehr unzufrieden 😕   ☐ unzufrieden 😕   ☐ zufrieden 🙂   ☐ sehr zufrieden 😄

3.1.7.mit Ihren fachlichen Kenntnissen der CLIL-Lehrperson? (Bitte nur beantworten, falls zutreffend!)

☐ sehr unzufrieden 😕   ☐ unzufrieden 😕   ☐ zufrieden 🙂   ☐ sehr zufrieden 😄

3.2. Worauf liegt der Fokus im CLIL-Unterricht an Ihrer Schule?

☐ Sprache   ☐ Inhalt (z.B. Geschichte)   ☐ Kombination von Sprache und Inhalt

3.3. Worauf sollte der Fokus Ihrer Meinung nach liegen?

☐ Sprache   ☐ Inhalt (z.B. Geschichte)   ☐ Kombination von Sprache und Inhalt

3.4. Wenn Sie drei Fächer für den CLIL-Unterricht auswählen könnten. Welche wären dies? *Geben Sie ihre Top 3 an!*

in der Zweitsprache Italienisch?   ...in einer Fremdsprache (Englisch, Französisch...)?

1) _____   1) _____

2) _____   2) _____

3) _____   3) _____

(Geschichte, Geographie, Philosophie, Kunstgeschichte, Religion, Bewegung & Sport, Mathematik & Informatik, Naturwissenschaften, Physik, Recht & Wirtschaft, Wahlfächer & fächerübergreifende Lerninhalte)

3.5. Ist CLIL-Unterricht für Sie in allen angebotenen Sprachen gleich sinnvoll? ☐ ja   ☐ nein

3.5.1.Wenn Sie mit „Nein" geantwortet haben, vervollständigen Sie bitte folgenden Satz:
CLIL-Unterricht   ist   für   mich   in   _____   (Sprache)   am   sinnvollsten,   weil

_____

_____.

3.6. „Den CLIL-Unterricht finde ich sinnvoll, weil die SchülerInnen dadurch... *(Bitte kreuzen Sie alle zutreffenden Aussagen jeweils für die Zweitsprache Italienisch und Fremdsprachen an.)*

	Italienisch	Fremdsprache(n)
die Zweitsprache Italienisch bzw. Fremdsprachen besser lernen können.	☐	☐
Sachinhalte lernen und ihre Sprachkenntnisse automatisch ohne zusätzlichen Aufwand verbessern können.	☐	☐
lernen Sprachen in komplexeren Kontexten zu verwenden (z.B. Rechnen auf Italienisch, Wirtschaftsitalienisch).	☐	☐
lernen Themen aus anderen Perspektiven zu betrachten (z.B. der 2.Weltkrieg aus italienischer/amerikanischer Sicht).	☐	☐
mehr über andere Kulturen erfahren.	☐	☐
sich besser in eine multikulturelle Gesellschaft integrieren können (z.B. Freunde finden, italienischen Vereinen beitreten...).	☐	☐
bessere Berufsaussichten haben.	☐	☐
besser auf ein zukünftiges Studium vorbereitet werden.	☐	☐

3.7. Im Vergleich zum Inhalt in den Sprachfächern (Italienisch, Englisch, Französisch...), ist der Inhalt in den CLIL-Fächern für die SchülerInnen interessanter? ☐ interessanter ☐ weniger interessant ☐ kein Unterschied

3.8. Sind die CLIL-Unterrichtsstunden für die SchülerInnen interessanter als die entsprechenden Stunden in deutscher Sprache? ☐ interessanter ☐ weniger interessant ☐ kein Unterschied

3.9. Sind die CLIL-Unterrichtsstunden für Sie als Lehrperson interessanter als die entsprechenden Stunden in deutscher Sprache? ☐ interessanter ☐ weniger interessant ☐ kein Unterschied

3.10. Ist der CLIL-Unterricht für die SchülerInnen zeitaufwändiger als der Unterricht in deutscher Sprache?
☐ ja sehr ☐ ja etwas ☐ kein Unterschied

3.11. Ist der CLIL-Unterricht für Sie als Lehrperson zeitaufwändiger als der Unterricht in deutscher Sprache?
☐ ja sehr ☐ ja etwas ☐ kein Unterschied

3.12. Können Sie in CLIL-Stunden gleich viel Inhalt vermitteln als in den Sachfachstunden in deutscher Sprache?
☐ ja ☐ nein

3.13. Was ist aus Ihrer Sicht die größte Schwierigkeit im CLIL-Unterricht für die SchülerInnen? *Bitte wählen Sie <u>eine</u> Antwort aus.*

☐ fehlender (Fach-)Wortschatz der SchülerInnen

☐ die gelernten Inhalte in eigenen Worten in der Zweit-/Fremdsprache wiederzugeben

☐ die behandelten Themen sind bereits in der Muttersprache schwer zu verstehen

☐ fehlende Vorkenntnisse zu den behandelten Themen

☐ Erklärungsschwierigkeiten der CLIL-Lehrperson aufgrund von unzureichenden Sprachkenntnissen

☐ Sonstiges: _____

3.14. Was war Ihre größte Schwierigkeit im CLIL-Unterricht? *Bitte wählen Sie <u>eine Antwort</u> aus.*

☐ Auswahl von Themenschwerpunkten

☐ Anpassen von Unterrichtsmethoden

☐ Auswählen, erstellen bzw. adaptieren von geeigneten Unterrichtsmaterialien

☐ mein fehlender (Fach-)Wortschatz

☐ Erklärungsschwierigkeiten aufgrund von unzureichenden Sprachkenntnissen

☐ die passende (Fach-)Sprache für das Niveau der SchülerInnen zu finden

☐ Sonstiges: _____

3.15. Was sind für Sie die drei größten Vorteile von CLIL?

1) _____

2) _____

3) _____

3.16. Was sind für Sie die drei größten Nachteile von CLIL?

1) _____

2) _____

3) _____

4

4. Lernfortschritt durch den CLIL-Unterricht

4.1. Wie sehr haben Sie sich in den folgenden Bereichen durch den CLIL-Unterricht verbessert?

	Italienisch				Englisch				Andere Sprache:			
	Sehr	Ein bisschen	Wenig	Gar nicht	Sehr	Ein bisschen	Wenig	Gar nicht	Sehr	Ein bisschen	Wenig	Gar nicht
4.1.1.Schreiben	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
4.1.2. Lesen	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
4.1.3.(Zu)hören	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
4.1.4.Sprechen	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
4.1.5.Vokabeln / Fachwortschatz	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
4.1.6.Grammatik	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
4.1.7.Inhalt (z.B. Geschichte)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

4.2. Wie sehr haben sich Ihre SchülerInnen in den folgenden Bereichen durch den CLIL-Unterricht verbessert?

	Italienisch				Englisch				Andere Sprache:			
	Sehr	Ein bisschen	Wenig	Gar nicht	Sehr	Ein bisschen	Wenig	Gar nicht	Sehr	Ein bisschen	Wenig	Gar nicht
4.2.1.Schreiben	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
4.2.2. Lesen	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
4.2.3.(Zu)hören	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
4.2.4.Sprechen	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
4.2.5.Vokabeln / Fachwortschatz	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
4.2.6.Grammatik	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
4.2.7.Inhalt (z.B. Geschichte)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

5. Zukunftsperspektiven für CLIL in Südtirol

5.1. Wann sollte mit dem CLIL-Unterricht begonnen werden?

☐ Volksschule　　　☐ Mittelschule　　　Oberschule/Berufsschule　　　☐ Universität

5.1.1. Weshalb sollte in genau dieser Schulstufe mit dem CLIL-Unterricht begonnen werden? Weil _____

_____

_____

5.1.2. Sollte der CLIL-Unterricht ab dieser Schulstufe auf alle deutschsprachigen Schulen ausgedehnt werden?
☐ ja　　　☐ nein

5.2. Ist die Anzahl der CLIL-Unterrichtsstunden, die an Ihrer Schule angeboten werden, ausreichend? ☐ ja　　☐ nein

5.3. Sollte der CLIL-Unterricht auf alle deutschsprachigen Oberschulen ausgedehnt werden? ☐ ja　　☐ nein

5.4. Würden Sie CLIL-Unterricht weiterempfehlen?　　☐ ja　　　☐ nein

5.5. Platz für Wünsche, Anregungen, Anmerkungen: _____

_____

_____

5

Herzlichen Dank für Ihre Teilnahme! Wenn Sie gerne mehr über meine Abschlussarbeit erfahren möchten, können Sie mich gerne per E-Mail kontaktieren oder bei Frau Dir. Martina Adami nachfragen. Sollten sich bei der Auswertung dieses Fragebogens weitere Fragen für mich ergeben, würde ich Freiwillige zu einem Interview einladen.

HERZLICHEN DANK

Unter **CLIL** versteht man den Unterricht von Sachfächern (z.B. Geschichte, Mathematik, Physik) in Zweit- bzw. Fremdsprachen.

6

10.4. Letter to the parents of the students of the SG

Liebe Eltern,

mein Name ist und ich studiere Lehramt in den Unterrichtsfächern Englisch und Deutsch an der Universität Wien. Im Zuge meiner Diplomarbeit mit dem Titel *„Student and teacher perspectives on CLIL in German-speaking secondary schools in South Tyrol"* („Die Sicht von SchülerInnen und Lehrpersonen auf CLIL an deutschsprachigen Oberschulen in Südtirol") führe ich – wie es der Titel bereits erahnen lässt – eine Schüler- und Lehrerbefragung an zwei Südtiroler Oberschulen zum Thema CLIL durch. Genauer geht es um die persönliche Meinung von SchülerInnen und Lehrpersonen zur Umsetzung des CLIL-Unterrichts an ihrer Schule. Als eine der beiden Schulen wurde in Absprache mit Frau Dir. Martina Adami **das Sprachengymnasium Walther von der Vogelweide** ausgewählt und ich würde mich sehr freuen, wenn Ihre Tochter/Ihr Sohn an der Umfrage teilnimmt.

Die Umfrage findet voraussichtlich Anfang Juni in Form eines Fragebogens in deutscher Sprache statt, der während der Unterrichtszeit ausgefüllt wird und etwa 15-20 Minuten in Anspruch nimmt. Der Fragebogen ist anonym und die Antworten werden ausschließlich vertraulich für meine Diplomarbeit verwendet.

Geben Sie mir bitte innerhalb des geplanten Durchführungsdatums Bescheid, sollten Sie mit einer Teilnahme Ihrer Tochter/Ihres Sohnes an der Umfrage nicht einverstanden sein. Andernfalls gehe ich davon aus, dass Sie mit der Teilnahme Ihrer Tochter/Ihres Sohnes einverstanden sind. Außerdem können Sie mich selbstverständlich gerne kontaktieren, falls Sie noch Fragen haben und/oder an den Ergebnissen meiner Diplomarbeit interessiert sind.

Herzlichen Dank für Ihre Zusammenarbeit!

E-Mail Adresse:
Telefonnummer:

11. Abstract (English)

Over the past decades teaching content subjects in languages other than the educational language has become increasingly popular due to the globalisation and the thereof resulting increasing necessity of the individual being able to communicate confidently and efficiently in several languages. In Europe, the predominant approach of this practice is referred to as Content and Language Integrated Learning, more commonly known under its acronym CLIL.

In Italy, already from the 1990s the way to multilingual teaching and learning was paved by the amendment and adoption of corresponding regulations. In 2010, CLIL was introduced on a national level by means of the decrees 88/2010 and 89/2010. Consequently, from the school year 2012-13 onwards teaching at least one content subject in a foreign language was obligatory for the fifth, i.e. last, grade of Italian upper secondaries. This reform, however, does not apply to the schools with German as language of instruction located in the Autonomous Province of Bolzano. In these schools, such multilingual measurements were prevented by the strict regulations of the Autonomy Statute to secure the integrity and stability of the German-speaking minority. Only in 2013 a separate regulation – the resolution 1034 – was adopted, which should open the doors to rendering the society indeed bilingual – and even plurilingual. Since the school year 2013-14, CLIL pilot projects have been established on a voluntary basis in a limited number of German-speaking upper secondaries in the province.

This diploma thesis investigates into the implementation of CLIL in German-speaking upper secondaries in South Tyrol and the teacher and student perspectives on CLIL. Moreover, it relates these stakeholders' perspectives to pre-existing theories about and thoughts on CLIL. Thus, by focusing on the affective aspect of CLIL which – albeit being of paramount importance – is still rather underrepresented in CLIL research, this diploma thesis contributes to filling this research gap within the context of the German-speaking upper secondaries in Italy's northernmost province Bolzano. The findings obtained from questionnaires administered amongst the teachers and students of two German-speaking upper secondaries suggest that the CLIL pilot project in these two schools seems to be a story of success as the vast majority of the respondents holds overwhelmingly positive opinions on the implementation of CLIL at their school and the future of CLIL in the province of Bolzano.

12. Abstract (Deutsch)

In den letzten Jahrzehnten hat sich der Unterricht von Sachfächern in einer anderen Sprache als der eigentlichen Unterrichtssprache an großer Beliebtheit erfreut. Dies ist vor allem bedingt durch die Globalisierung und die damit verbundene Notwendigkeit eine Vielzahl von Sprachen effizient und eloquent zu beherrschen. Der in Europa am häufigsten verbreitete Ansatz ist *Content and Language Integrated Learning*, kurz CLIL.

In Italien gibt es bereits seit den frühen 1990er Jahren Bestrebungen des multilingualen Lehrens und Lernens. 2010 wurde CLIL schließlich auf staatlicher Ebene durch die Dekrete 88/2010 sowie 89/2010 eingeführt. Damit wurde das Unterrichten mindestens eines Sachfaches in einer Fremdsprache für alle Schulen der Sekundarstufe II ab dem Schuljahr 2012-13 gesetzlich vorgeschrieben. Diese Dekrete betreffen aber nicht die deutschsprachigen Schulen in der Autonomen Provinz Bozen, in welchen die Umsetzung solcher multilingualen Ansätze durch die strengen Auflagen des Autonomiestatutes zum Schutze der Integrität und Stabilität der deutschsprachigen Minderheit unterbunden wird. Im Jahr 2013 wurde jedoch in der Provinz Bozen ein eigener Beschluss erlassen (Nr. 1034), der die Türen zu einem de facto bilingualen und plurilingualen Südtirol öffnen sollte. Folglich wurde ab dem Schuljahr 2013-14, ein CLIL-Pilotprojekt eingeführt, an welchem eine begrenzte Anzahl von deutschsprachigen Schulen der Sekundarstufe II freiwillig teilnimmt.

Die vorliegende Diplomarbeit untersucht die Einführung des CLIL-Pilotprojekts an zwei deutschsprachigen Schulen der Sekundarstufe II in der Provinz Bozen unter genauer Betrachtung der Ansichten von involvierten Lehrpersonen und SchülerInnen und setzt diese in Relation zu relevanten Erkenntnissen aus der bisherigen CLIL-Forschung. Durch diesen Fokus auf den affektiven Aspekt von CLIL, welcher – trotz essentieller Wichtigkeit – in der bisherigen Forschung relativ stiefmütterlich behandelt wurde, versucht die vorliegende Arbeit diese Forschungslücke im Kontext von deutschsprachigen Schulen der Sekundarstufe II in Südtirol zu füllen. Die aus den an Lehrpersonen und SchülerInnen verteilten Fragebögen gewonnenen Ergebnisse scheinen die allgemeine Erfolgsgeschichte des Ansatzes auch im untersuchten Kontext zu bestätigen, zumal die überwältigende Mehrheit der Befragten CLIL sowie dessen Zukunft in der Provinz Bozen gegenüber äußerst positiv eingestellt ist.