

DIPLOMARBEIT

CLIL Programmes in Theory & Practice: Benefits, Objectives and Challenges of CLIL & an Evaluation of *'The Dual Language Programme'*

verfasst von

Barbara Julia Unterberger

angestrebter akademischer Grad: Mag. phil.

Wien, im Oktober 2008

Studienkennzahl: A 343

Studienrichtung: Anglistik & Amerikanistik

Betreuung: Ao. Univ.-Prof. Dr. Christiane Dalton-Puffer

Table of Contents

Acknowledgements.....	v
Summary in German.....	vii
Introduction	1

PART I - CLIL

1. Defining CLIL.....	5
1.1. The Terminology Jungle	7
2. The Rise of CLIL.....	11
2.1. CLIL in Europe	13
3. Rationales for CLIL	16
3.1. Reducing Students' Anxiety	17
3.2. Increasing Students' Motivation	19
3.2.1. Extrinsic, Intrinsic & Integrative Motivation.....	20
3.2.2. Motivating Input.....	22
3.3. Naturalistic Learning Environment	25
3.4. Growing Cultural Awareness.....	28
3.5. Efficiency	30
4. Obstacles & Challenges	31
4.1. Dispelling Misconceptions about CLIL	31
4.2. Shortage of CLIL Teachers	33
4.3. Heavy Workload for CLIL Teachers	38

PART II – EMPIRICAL FINDINGS

5.	Introducing the Evaluation Study	41
	5.1. The two DLP Schools investigated	41
	5.2. Sample & Methods	42
6.	Organisation of the '<i>Dual Language Programme</i>'	46
	6.1. Selecting & Recruiting DLP Teachers	46
	6.2. Pre-DLP Teacher Training	48
	6.3. Student Registration	49
	6.4. Current Organisation of the DLP	51
	6.5. Organisational Problems concerning the Native Speaker	52
7.	Teaching in the DLP	54
	7.1. Teaching Objectives	54
	7.2. Preparing for Lessons in the DLP	55
	7.3. Teaching Aids	56
	7.4. Teaching Methods & Principles	56
	7.5. Teachers' Pleasures, Problems & Proposals	58
8.	Team Teaching	61
	8.1. Team Teaching: A Challenge for Teachers	61
	8.2. Integrating the Foreign Language & the Native Speaker	63
	8.3. Role Allocation in the Team Teaching Situation	64
	8.4. The Advantages of Team Teaching	67
9.	Students in the DLP	68
	9.1. How Teachers evaluate the Students' Learning Progress	68
	9.2. Students' Attitude towards the English Language	71
	9.3. Students' Satisfaction with the DLP	75
	9.4. Students' Problems in the DLP	78

10. The Parents' Perspective	79
10.1. Motives for Registration & Advantages of the DLP	79
10.2. The Parents' Attitude towards the English Language	82
10.3. The Parents' Satisfaction with the DLP	83
10.4. The Parents' View on the Child's Language Development	85
 11. Conclusions	 87
11.1. Core Findings of the Evaluation Study	87
11.2. Recommendations & Suggestions for Improvement	89
 List of Figures & Tables	 93
References	95
Appendix	101
Curriculum Vitae	115

Acknowledgements

First of all, I would like to thank my lovely parents who supported me in so many ways and made it possible for me to study in Vienna.

I also have to thank all my friends, especially Elli and Jasmin for their constant support throughout my studies and wonderful friendship. A big thanks also to Nadja with whom I enjoyed many interesting conversations and who became a close ally over the past months. I would also like to say thanks to my colleagues at university Florian, Victoria, Claudia and Kerstin with whom I share lots of abiding memories.

Moreover, I would like to express my warmest thanks to my dear colleague Christina, who has always been a reliable partner ever since the beginning of our project.

Both of us greatly appreciated the fantastic support of Eva-Maria during the quantitative analysis stages of our project.

Thanks are also due to Prof. Dalton-Puffer, who gave me the chance to conduct an evaluation study in the first place. Moreover, she opened up plenty of exciting opportunities for me, for instance to work with Dr. Spindler or to participate in a symposium of international CLIL researchers, to name but a few. I also felt deeply honoured to receive a student award from her.

Last but not least my wonderful boyfriend Michael deserves special thanks for his constant support and encouragement over the past four years.

Thank you all.

German Summary

Der stetig fortschreitende Prozess der Globalisierung und dessen Auswirkungen auf den Arbeitsmarkt unterstreichen die Wichtigkeit von Englisch als Lingua Franca. Aus diesem Grund setzen immer mehr Schulen auf verstärkten Englischunterricht, der die SchülerInnen auf bevorstehende berufliche Anforderungen optimal vorbereiten kann. Die Erkenntnis, dass der traditionelle Fremdsprachenunterricht in der Vermittlung von fachspezifischem Vokabular oft an seine Grenzen stößt, bereitet den Weg für *Content and Language Integrated Learning* (CLIL). Bei diesem neuen Zugang zum Erlernen einer Fremdsprache wird Englisch als Arbeitssprache (EAA) im Sachfachunterricht verwendet.

Im ersten Teil dieser Diplomarbeit wird der theoretische Hintergrund von CLIL aufgearbeitet. Nach einer umfassenden Definition von CLIL werden Unterschiede zu verwandten bilingualen Schulsystemen beleuchtet. Danach folgt ein Abriss der historischen Entwicklung von Schulsystemen, in denen eine Fremdsprache als Arbeitssprache eingesetzt wird. Während in der Vergangenheit bilingualer Unterricht als elitär angesehen wurde und nur für wenige SchülerInnen zugänglich war, werden heute europaweit immer mehr CLIL Programme in öffentliche Schulsysteme eingeführt. Aus diesem Grund wird die historische Entwicklung von CLIL im europäischen Kontext anschließend genauer betrachtet.

Die Aufhebung der traditionellen Trennung von Sach- und Sprachunterricht bietet zahlreiche Vorteile. So zeigt die Forschung etwa, dass CLIL SchülerInnen weniger gehemmt sind die Fremdsprache zu benutzen und eine gesteigerte extrinsische, intrinsische und integrative Motivation aufweisen. Die Tatsache, dass CLIL Unterricht größtenteils als eine naturalistische Lernumgebung gesehen wird, gilt ebenso als Vorteil: Im Gegensatz zum traditionellen Fremdsprachenunterricht steht bei CLIL nicht das explizite Lernen von formalen Aspekten der Zielsprache im Vordergrund. Vielmehr wird versucht, die SchülerInnen in semi-authentische Sprachsituationen zu bringen um den ‚beiläufigen‘ Spracherwerb zu fördern. Weiters wird die Entwicklung eines interkulturellen Verständnisses von CLIL

SchülerInnen bewusst unterstützt. Die Summe dieser eben genannten Vorteile wird weitläufig als eine ideale Vorbereitung auf die Anforderungen in einer globalisierten Welt angesehen, denen sich SchülerInnen später in Bildung und Beruf stellen müssen.

Der Theorieteil betrachtet allerdings nicht nur die positiven Auswirkungen von CLIL, sondern diskutiert auch etwaige Hindernisse und Probleme, die diese Art des Unterrichts mit sich ziehen kann. So werden zum Beispiel potentielle Irrtümer und Missverständnisse im Zusammenhang mit CLIL hinterfragt und die Hintergründe für den massiven Mangel an qualifizierten CLIL LehrerInnen beleuchtet. Ein häufig auftretendes Vorurteil gegenüber CLIL ist beispielsweise, dass SchülerInnen, die den Fachstoff in einer Fremdsprache präsentiert bekommen, zwangsläufig weniger lernen als jene in regulären Klassen. Diese Befürchtung lässt sich allerdings mit empirischen Fakten revidieren: Die Forschung belegt, dass CLIL SchülerInnen oft jene in regulären Programmen übertreffen, sowohl in der Fremdsprache als auch im Fachwissen.

Der empirische Teil präsentiert das Ergebnis einer für den Stadtschulrat für Wien durchgeführten Evaluationsstudie eines CLIL Programms, dem *Dual Language Programme* (DLP). Ziel der Studie war es die Eindrücke, Befindlichkeiten und Erfahrungen aller im DLP involvierten Personen am Ende des ersten Jahrgangs zu dokumentieren und zu analysieren. Untersucht wurden zwei Schulen unterschiedlichen Schultyps. Eine detaillierte Beschreibung der Organisation des DLP entlarvt potentielle Problemfelder, wie etwa das Anwerben von DLP Lehrkräften und deren didaktische Vorbereitung.

Das Unterrichten im DLP mit all seinen Facetten wird anschließend näher beleuchtet: Lernziele, Methoden und Vorbereitung der Lehrer werden ebenso diskutiert wie die verschiedenen Aspekte des Team Teachings. Was die Lernziele angeht, erstreben die LehrerInnen im DLP einerseits die Erweiterung der fachspezifischen Sprachkompetenz ihrer SchülerInnen, andererseits den Abbau von Hemmungen in der Anwendung der Fremdsprache. Die LehrerInnen geben an, dass diese angestrebten Lernziele bereits gegen Ende des ersten Schuljahres realisiert wurden.

Außerdem wurde die anfängliche Befürchtung mancher LehrerInnen, der Stoff könne zu kurz kommen, entkräftet. Obwohl die LehrerInnen über das Fehlen von Material und den zusätzlichen Arbeitsaufwand klagen, fühlen sie sich von den Lernerfolgen und dem positiven Feedback der SchülerInnen motiviert.

Richtet man den Fokus auf die DLP SchülerInnen, so werden beispielsweise deren Einstellung zur englischen Sprache, oder die von den LehrerInnen identifizierten Lernerfolge erkennbar. Während die Mehrheit der SchülerInnen das DLP positiv beurteilt und insbesondere den Umgang mit der englischen Sprache schätzt, berichten andere von Verständnisproblemen und Schwierigkeiten sich in den DLP Stunden zu artikulieren. So hat sich in diesem Zusammenhang ein überraschendes Bild ergeben: Entgegen der langläufigen Annahme, dass SchülerInnen die Fremdsprache im CLIL Unterricht unbefangener als in den regulären Englischstunden anwenden, bevorzugt die Mehrheit der befragten DLP Kinder die mündliche Partizipation im regulären Englischunterricht.

Weiters wurde die Elternperspektive auf das Programm berücksichtigt, so wurden etwa die Motive der Eltern zur Anmeldung für das DLP identifiziert. Auch hier hat sich beim Auswerten der Daten ein überraschendes Ergebnis gezeigt: Entgegen ursprünglicher Erwartungen scheint der Native Speaker Teacher kein ausschlaggebender Grund für die Anmeldung des Kindes zum DLP zu sein. Stattdessen versprechen sich die Eltern unter anderem Vorteile für den zukünftigen Berufs- und Bildungsweg des Kindes.

Da im Laufe der Evaluationsstudie einige Problemfelder identifiziert wurden, finden sich im Resümee Verbesserungsvorschläge und Empfehlungen. Diese beziehen sich auf Aspekte wie die Aus- und Weiterbildung von DLP LehrerInnen oder die organisatorischen Schwierigkeiten im Zusammenhang mit den Native Speaker Lehrkräften.

Zusammengefasst, diskutiert die vorliegende Diplomarbeit nicht nur den theoretischen und historischen Hintergrund von CLIL, sondern präsentiert anhand des Beispiels DLP auch die praktische Umsetzung eines CLIL Programms.

Introduction

The fact that today's world is rapidly turning into a mixed global village does not only shape society at large, but also transforms educational systems. Since life in a mixed society inevitably influences teaching and learning, a new educational approach emerged with the aim to equip students with skills necessary to study and work in a globalised world. *Content and Language Integrated Learning* (CLIL) is answering the call of the global age as it prepares learners with integrated education for the demands of an integrated society (Mehisto, Marsh & Frigols 2008: 10/11). In CLIL classrooms content subjects are taught through a foreign language which neutralises the traditional separation of content and language teaching. Research has shown that CLIL students learn faster and are more motivated than their peers in regular programmes. Moreover, if content is taught through another language, learners adopt a wider perspective upon it (Wolff 2007b:16).

In order to provide an overall picture of CLIL education, the thesis starts off by defining and describing the approach. Additionally, a subsection identifies similarities and differences between CLIL and related approaches. As has already been pointed out above, social, political and economic factors accompanied the rise of CLIL. Chapter 2 therefore traces the historical roots of bilingual education and examines various socio-political developments which fostered the introduction of CLIL programmes in numerous educational systems. Moreover, CLIL's development in the European context receives special attention.

Subsequently, the rationales for the approach are discussed in chapter 3. Five groups of pro-CLIL arguments have been identified: CLIL teaching is regarded to reduce foreign language anxiety, increase motivation and provide learners with a naturalistic learning environment. Moreover, CLIL promotes cultural awareness and is also valued for its efficiency. These benefits will be examined in subchapters respectively. The fact that rationales behind CLIL are closely connected with Second Language Acquisition (SLA) theories will also be considered.

Although the approach offers a broad spectrum of advantages, there are potential difficulties regarding the successful implementation of CLIL programmes. Chapter 4 focuses on obstacles and challenges such as the common misconceptions about CLIL or the heavy workload of CLIL teachers.

The vast majority of facts presented in the theoretical part derives from research. This observation emphasises the importance of educational research as it serves the purpose to explain phenomena which have an impact on teaching and learning, but also on aspects such as school organisation. Consequently, research findings foster improvement as they provide stakeholders and authorities with an enhanced understanding of educational processes by identifying areas in need of improvement and suggesting potential solutions (Wiersma & Jurs 2005:1). Since CLIL is still considered an innovation, research is particularly important for successful CLIL practice, teacher education and programme implementation.

The second part of the thesis adds findings to the growing body of CLIL research as it presents the results of an evaluation study on a CLIL programme in Vienna called *Dual Language Programme* (DLP). The evaluation was a collaborative work thus carried out together with my colleague Christina Gefäll in the school year 2006/07. The study was commissioned by the Vienna Board of Education and its aim was to capture the impressions, attitudes and experiences of the stakeholders involved in the DLP.

The empirical part starts off with a short description of the schools investigated and the methods used in the evaluation study. These key facts of the study are presented in Chapter 5. In chapter 6 the current organisation of the DLP is described. Aspects such as recruitment and preparation of native speaker teachers, student registration and the various organisational problems encountered are discussed.

Chapters 7 and 8 focus on teaching in the DLP. While the former is concerned with teaching objectives, methods and lesson preparation, the latter explores various aspects of team teaching.

In chapter 9 the results concerning DLP students are presented. For instance, the students' attitude towards the English language and the teachers' observations on their learning progress are discussed. The parents' view is analysed in chapter 10, including the parents' motives for choosing the DLP and their satisfaction with the programme.

The final chapter is split into two subsections: Firstly, the core findings of the study are summarised and, secondly, problem areas which have been identified in the course of the evaluation are portrayed. Moreover, suggestions and recommendations are offered, which could enhance the quality of the *Dual Language Programme*.

In sum, this thesis does not only present an overview of the historical and theoretical background of CLIL education, but also provides an empirical perspective upon it. By cross-linking the theoretical framework with the empirical findings, a comprehensive picture of CLIL education emerges.

PART I - CLIL

1. Defining 'CLIL'

Starting with a straightforward definition, CLIL can be described as “a dual-focussed educational approach” (Maljers, Marsh & Wolff 2007: 8) in which content subjects such as geography or history are taught through a foreign language. More specifically, the “essence of CLIL is integration” (Mehisto, Marsh & Frigols 2008: 11) as it facilitates a fusion of content and language teaching. This fusion takes part on two levels: On the one hand, language learning in a CLIL setting is not exclusively restricted to the foreign language classroom, but is also integrated in content lessons. On the other, language teachers incorporate content covered in CLIL subjects and thus alter and expand traditional foreign language curricula (ibid.). Indeed, it is this particular interaction between two traditionally separated areas, that is, language teaching as opposed to content teaching, which constituted to the development that “CLIL has become a major educational innovation” (Maljers, Marsh & Wolff 2007: 8).

As far as the organisation of CLIL projects is concerned, there is a remarkable variety regarding the quantity of foreign language input. The CLIL approach thus allows a considerable flexibility, since it is not restricted to a particular form. As a result, CLIL programmes range from low to intensive exposure as well as from short to long-term projects.

An example for low-intensity exposure is the method of so-called ‘Language Showers’ for four- to ten-year-old children. During these daily ‘showers’ students are exposed to the target language for the duration of 30 to 60 minutes. The activities, including games and songs, are meant to prepare students for further language learning, lower their anxiety and positively influence their attitude towards the foreign language (Mehisto, Marsh & Frigols 2008: 12/3). At the far end of the CLIL spectrum lies ‘Double-Immersion’. An example for this variety can be found in the U.S. where students with Spanish as their mother tongue are in the same class as native speakers of English. In ‘Double-Immersion’ programmes English and

Spanish are used as mediums of instruction in equal shares respectively (ibid.: 19). Figure 1 illustrates the flexibility of the CLIL approach and the various forms of possible realisations.

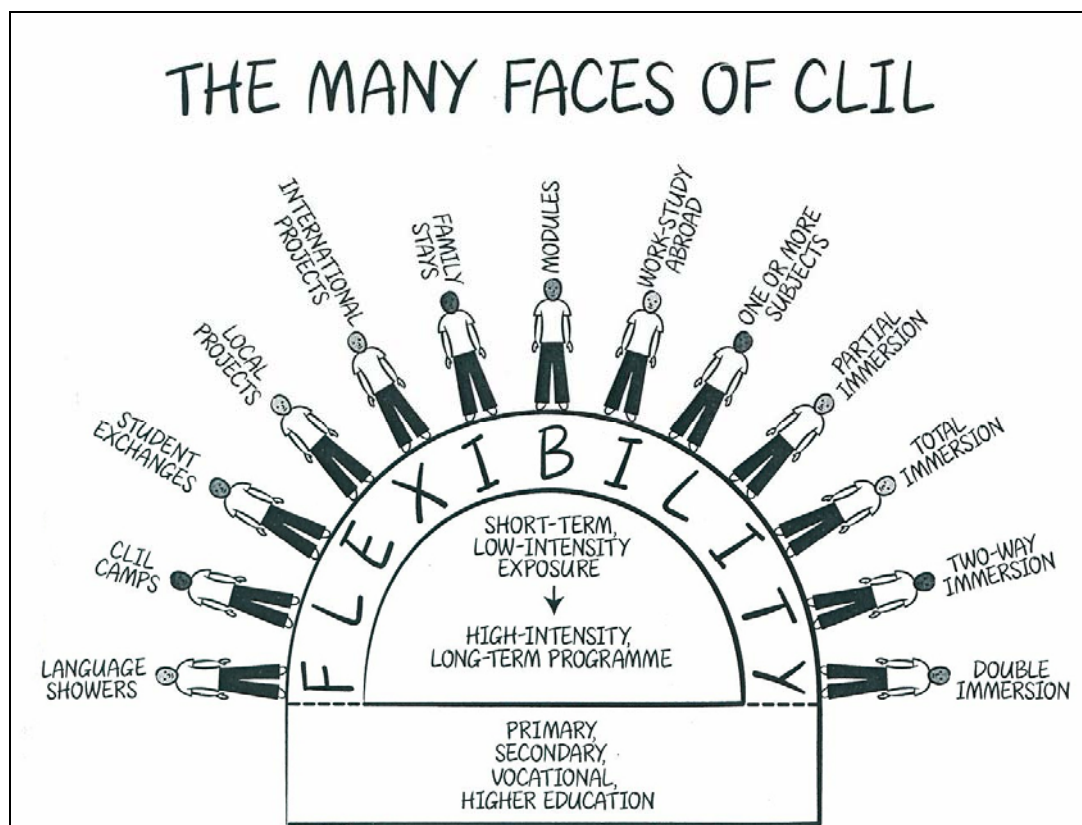


Fig. 1: The many Faces of CLIL. (Mehisto, Marsh & Frigols 2008: 13)

Moreover, CLIL “synthesizes” (ibid.: 12) other educational approaches and combines previously gained knowledge. The dual-focussed CLIL classrooms provide authentic contexts for language learning, including tasks more immediate and relevant to students than in traditional classrooms (Maljers, Marsh & Wolff 2007: 9). Therefore, CLIL can be regarded as an enhancement of previous approaches or even “as the next phase of the 1970s’ communicative revolution” (ibid.). It is especially this relation with Communicative Language Teaching (CLT)¹ that is regarded as “the hub of the pro-CLIL argument” (Dalton-Puffer 2007: 3):

¹ Communicative Language Teaching (CLT) has become increasingly popular since the 1970s. The central tenet of CLT is to teach language in use rather than isolated sentences: If we are to teach language in use, we have to shift our attention from sentences in isolation to the manner in which they combine in text on the one hand, and to the manner in which they are used to perform communicative acts in discourse on the other. (Widdowson 1979: 53)

[...] CLIL is the ultimate dream of Communicative Language Teaching (e.g. Brumfit & Johnson 1979) and Task Based Learning (e.g. Willis 1996) rolled into one: there is no need to design individual tasks in order to foster goal-oriented linguistic activity with a focus on meaning above form, since CLIL itself is one huge task which ensures the use of the foreign language for 'authentic communication'. (ibid.)

Content and Language Integrated learning is thus not a new educational phenomenon in education, but the label 'CLIL' can be regarded as an umbrella term which covers numerous other educational settings (Mehisto, Marsh & Frigols 2008: 12). The next section attempts to provide guidance through the 'terminology jungle' by identifying similarities and differences between CLIL and related approaches.

1.1. The Terminology Jungle

As already indicated above, the boundaries between the numerous educational approaches in which a foreign language is used as a medium of instruction are rather blurred. World-wide "a whole gamut of terms" (Dalton-Puffer 2007:1) is used for the description of such education systems: *Content-based Instruction* (CBI), *Bilingual Integration of Languages and Disciplines* (BILD), *Foreign Languages Across the Curriculum* (FLAC), to name but a few.² For the reason that the empirical part of this paper is concerned with a Viennese CLIL programme, the terminology commonly used in Austria will be briefly discussed below.

In the Austrian educational system several terms are used to describe programmes where subject lessons are taught through a foreign language.³

² For a list of more than 40 terms which are used internationally for programmes where a language other than the students' mother tongue is used as a medium of instruction, cf. www.content-english.org.

³ In Austria CLIL teaching is usually associated with English. However, Austrian CLIL programmes also combine German with French and Italian. Moreover, minority or regional languages such as Slovene, Hungarian or Czech can also be found in Austria's mainstream school provision (Eurydice 2004/05: 5). Indeed, the possible combinations of content subjects and target languages are virtually unlimited:

For example, CLIL has involved Malaysian children learning maths and science in English. CLIL has been used for Norwegian students to do drama in German, Italian students to learn science in French, Japanese students to learn geography in English and Australians to learn maths in Chinese. (Mehisto, Marsh & Frigols 2007:9)

The national terminology associated with CLIL comprises 4 labels which are predominantly used in Austrian educational circles (Eurydice 2004/05: 3f):

- **EAA** *Englisch als Arbeitssprache* (English as a Working Language)
- **EMI** *English as a Medium of Instruction*
- **EAC** *English Across the Curriculum*
- **LAC** *Language Across the Curriculum*

The acronym **EAA** is widely used throughout Austria to describe programmes where content and language teaching is temporarily merged. As EAA projects do not necessarily suggest bilingual education over the whole school year, there is a considerable variety regarding their implementation. One of the defining characteristics of the EAA approach is that English is not exclusively used as a medium of instruction, but employed alongside German (Mewald, Prenner & Spenger 2004: 57/8). The term *English as a Medium of Instruction* (**EMI**) is occasionally regarded as the mere translation of the German acronym EAA. However, in the Austrian context EMI is generally used to describe university courses where content is exclusively delivered in English (Eurydice 2004/05: 3).

The distinction between EAA and **EAC** is not that straight-forward. Mewald et al. (2004: 58/9) point out that regarding *English Across the Curriculum* a two-fold definition emerges: Whereas one group of teachers believes that the development of 'language skills' in various subject areas is one of the fundamental characteristics of the approach, others point out that the essence of EAC is in fact cross-curricular networking. According to the Eurydice report on CLIL in Europe (2004/05: 3), the EAC approach is "based on networking of several subjects", that is to say, teachers collaborate with the aim to foster their students' cross-cultural understanding. Consequently, one of the main differences between EAA and EAC is that the latter explicitly promotes intercultural understanding (ibid.).

Obviously, *Language Across the Curriculum* (**LAC**) strongly resembles the EAC approach and can in fact be regarded as its internationally used equivalent (Mewald, Prenner & Spenger 2004: 5). The Eurydice report

(2004/05: 4) indicates that LAC is used in Viennese schools for projects in subjects such as history, geography or biology and identifies the Viennese *Dual Language Programme* as a typical LAC project. However, the name for this LAC programme is somewhat misleading as experts in the field of bilingual education regard the label 'Dual Language Programs'⁴ (**DLP**) as something quite different. In Dual Language Programs, by definition, a minority language has equal status as the majority language, meaning that students are exposed to both languages in equal shares. In addition to the aim of fostering minority languages, the strict separation of both languages is another defining characteristic of the approach (Torres-Guzmán 2007: 52). Both aforementioned points do not match with the definition of the Viennese *Dual Language Programme* which again emphasises that the programme stems from the EAC/LAC approach and is not as closely related to the 'original' DLP as the name suggests. Table 1 below is meant to contrast the technical definition of the DLP approach, as suggested by Torres-Guzman (2007: 52), with some of the defining characteristics of the Viennese DLP in order to stress the rather misleading character of its name.

<i>Dual Language Programs</i>	<i>Vienna Dual Language Programme (EAC / LAC)</i>
Aim: Raise status of minority language	Aim: Increase students' exposure to first foreign language, i.e. English ⁵
Equality in language distribution	Predominant Language of Instruction remains German as not all subjects are taught bilingually - English exposure is increased
Avoidance of simultaneous translation	Technical vocabulary is translated into German; Students' code-switching is allowed to reduce anxiety
Strict language separation	DLP lessons are usually divided into German and English parts ⁶

Table 1: Why the name for the Viennese *Dual Language Programme* is misleading

⁴ Note that the American spelling in 'programs' is deliberately used at this point, because originally Dual Language Programs were introduced in the United States, cf. Torres-Guzmán 2007: 52.

⁵ Cf. chapter 7.1. for a description of the various teaching objectives in the DLP.

⁶ Cf. chapter 8.2. for a detailed account on DLP lessons.

Despite these obvious differences between the DLP approach and the educational programme, The Vienna Board of Education possibly chose this particular name for their EAC programme due to its self-explanatory nature. Since 'dual language' literally implies that two languages are used as mediums of instruction, the programme's aims are instantly clear to parents who select a school for their child.⁷ Moreover, Torres-Guzman's observation (2007: 50) indicates that the Austrian example is not an exception as the label 'DLP' is frequently used in a misleading way:

What school districts describe as dual language programs is not always clearly aligned with the technical definition. [...] [These] are essentially second-language enrichment programs [...] in which language majority children are learning a second language. Educators have also used the dual language label to refer to all bilingual/bicultural education programs [...] because of its literal definition as the 'use of two languages'.

The discussion above indicates that there are numerous terms for approaches in which a foreign language is used as a medium of instruction – even at a national level like in Austria a variety of labels can be found. However, the majority of these approaches share certain underlying principles, for instance the belief that language acquisition is fostered if content subjects are taught through a foreign language. At least in Europe, the academic world strives for more uniformity as the term 'CLIL' is currently predominantly used (Dalton-Puffer 2007:1). The fact that CLIL is widely accepted as an umbrella term is also mentioned in the Eurydice report (2004/05: 4) where it is emphasised that "foreign language experts, university lectures and teacher trainers prefer to use the term CLIL".

As it has already been indicated above, the practice of CLIL teaching is certainly older than the term itself. In the subsequent chapter I will have a closer look at the historical roots of CLIL and the socio-political factors which led to its increasing popularity. Moreover, CLIL's development in the European context will be examined.

⁷ Cf. chapter 10.1. for more information on the parents' motives to register their child for the *Dual Language Programme*.

2. The Rise of CLIL

In 1994 the term 'CLIL' was coined in Europe and two years later officially launched by UNICOM⁸, University of Jyväskylä in Finland and the European Platform for Dutch Education (Darn 2006: 2).⁹ However, the method of using a foreign language to teach content is rather old with first traces of CLIL-like teaching dating back circa 5000 years to contemporary Iraq. Latin is also often cited as a prime example of historic CLIL practice, since it was used as the medium of instruction in fields such as medicine, philosophy or law (Mehisto, Marsh & Frigols 2008: 9). Nevertheless, there is a profound difference between the scholarly usage of Latin in the past and modern-day CLIL teaching: While "Latin in academia left little room for the local languages", CLIL simultaneously attempts to support the development of the mother tongue (ibid.). Another significant aspect of bilingual teaching in the past was that it was virtually a privilege of the wealthy, who could afford to employ governesses or send their children abroad (ibid.: 9).

In modern history "complex constellations on a variety of socioeconomic, political and socio-psychological dimensions" (Dalton-Puffer & Smit 2007: 7) have often been significant forces for the introduction of bilingual programmes. For instance, in the 1960s the French Immersion programmes in Quebec were established after locals had proposed for it (Dalton-Puffer 2007: 46). Indeed, it was a group of English-speaking parents who feared that in French-speaking Quebec their children would be inevitably disadvantaged without proficient French skills (Mehisto, Marsh & Frigols 2008: 9). As the popularity of CLIL programmes increased during the 1970s, bilingual schooling was no longer restricted to the privileged, but became accessible to the general public (ibid.: 10).

The steady rise of CLIL was strengthened by an ever-changing society which increasingly emphasised the importance of English. In today's technology-driven world English is omnipresent as the language of computing and digital

⁸ The UNICOM is based within the University of Jyväskylä (Finland). It is regarded as "a key centre of expertise in research, teacher development, consultancy and materials production" (Darn 2006: 5).

⁹ Cf. the website of the University of Jyväskylä: <http://www.jyu.fi/en/>

communication. Therefore, acquiring a high linguistic proficiency in English is regarded as a key qualification on the job market (Kaufman & Crandall 2005: 1). During the last decade of the 20th century it could be observed that the rapid pace of globalisation stressed the significance and predominance of English as a lingua franca (Dalton-Puffer 2007: 1). As a consequence, schools were eager to prepare their students for future job demands, such as participating in discussions or giving oral presentations in English (Kaufman & Crandall 2005: 1).

In addition to economic and technologic developments, it is also important to understand the “mindset of Generation Y” (Mehisto, Marsh & Frigols 2008: 11): For the age group born between 1982 and 2001 it appears to be especially important that acquired knowledge can be applied instantly. Accordingly, new skills are preferably picked up during the working process. This certainly holds true for those born after 2001, since “the Cyber Generation” will certainly be shaped by their early experiences with modern technologies (ibid.). In CLIL programmes the preferred learning style of these young generations can actually be put into practice as CLIL classes are generally regarded “as environments which provide opportunities for learning through acquisition rather than through explicit teaching” (Dalton-Puffer 2007: 3).

When considering the points above, the increasing popularity of CLIL appears to be a direct consequence of progress and change on different levels of society. Consequently, the traditional separation between language and content teaching is being scrutinised, since a combination of both appears to be a natural response to these developments (Dalton-Puffer & Smit 2007: 7).

2.1. CLIL in Europe

The socio-political tendencies described above gradually led to a change in European educational systems and consequently “paved the way for the implementation of CLIL education” (Dalton-Puffer 2007: 1). The purpose of this chapter is to give a brief sketch of CLIL’s development in the European context.

Before 1980, programmes in which a foreign language was used as a medium of instruction were only accessible to a small percentage of the European population, namely to those educated at elite schools (Wolff 2007a: 15). At the outset of the nineties CLIL was still regarded as “something almost exotic” (ibid.: 13), but during the mid-1990s it spread rapidly across Europe with a speed that “has surprised even the most ardent of advocates” (Maljers, Marsh & Wolff 2007: 7). In Austria, geopolitical developments called for a change in the country’s educational system (Eurydice 2004/05: 6). Therefore, the Federal Ministry of Education, Science and Culture started a “push for foreign languages” which provided the legislative background¹⁰ for CLIL (Gierlinger 2007:79). This move is regarded as a milestone for CLIL’s development in Austria as from that point on a law “spelled out that a foreign language could be used as a linguistic vehicle” in content subjects (ibid.).

As Vienna’s economic position grew in importance, an increasing number of international organisations and businesses moved to Austria and with them a substantial number of English-speaking employees. Consequently, this progress generated a demand for schools catering for students who are fluent in English, but also for German-speaking students who previously

¹⁰ Among other improvements in foreign language teaching, the Ministry of Education passed a law which provided the legislative background for CLIL education in Austria:

Darüber hinaus kann die Schulbehörde erster Instanz auf Antrag des Schulleiters [...] die Verwendung einer lebenden Fremdsprache als Unterrichtssprache (Arbeitssprache) anordnen, wenn dies wegen der Zahl von fremdsprachigen Personen, die sich in Österreich aufhalten, oder zur besseren Ausbildung in Fremdsprachen zweckmäßig erscheint und dadurch die allgemeine Zugänglichkeit der einzelnen Formen und Fachrichtungen der Schularten nicht beeinträchtigt wird. Diese Anordnung kann sich auch auf einzelne Klassen oder einzelne Unterrichtsgegenstände beziehen. (Bundesministerium für Kunst und Kultur: § 16 (3))

attended bilingual primary schools¹¹ (Eurydice 2004/05: 14). 1994 marks the year in which three bilingual programmes were implemented in Austria: *Vienna Bilingual Schooling* (VBS), *Graz Bilingual Schooling* (GIBS) and *Linz International School Auhof* (LISA) (Gierlinger, Hainschink & Spann 2007:11). Since bilingual schools have a rather “specific and limited student target group” (Eurydice: 23) and are frequently considered as elitist, numerous Austrian mainstream schools started to experiment with English as a Medium of Instruction (Gierlinger, Hainschink & Spann 2007: 11/12).

When the European Commission issued its White Paper “Teaching and Learning: Towards the Learning Society” in 1995, “an upsurge of interest” for CLIL could be observed (Essen quoted in Gierlinger et al. (2007: 9). In this paper the European Union set itself “an ambitious political goal”, namely to foster plurilingualism among the citizens of EU states (Wolff 2002: 47). In other words, the White Paper promotes “proficiency in three community languages” for all EU citizens (European Commission 1995: 47). Moreover, it indicates that this objective can be accomplished by implementing programmes in which a foreign language is used as a medium of instruction in content subjects (European Commission 1995: 47):

In order to make for proficiency in three Community languages, it is desirable for foreign language learning to start at pre-school level. It seems essential for such teaching to be placed on a systematic footing in primary education, with the learning of a second Community foreign language starting in secondary school. It could even be argued that **secondary school pupils should study certain subjects in the first foreign language learned** [my emphasis], as is the case in the European schools. Upon completing initial training everyone should be proficient in two Community foreign languages. Vocational training - initial and continuing - must place great stress on language learning.

Furthermore, the European Union emphasised that by implementing CLIL into mainstream education, language learning would no longer be reserved for “an elite or for those who acquire it on account of their geographical mobility” (ibid.). The Union’s effort to promote plurilingualism among its

¹¹ Bilingual primary schools in Austria such as the *European Primary School* (EPS) or the *Global Primary School* (GEPS) have been “initiated predominantly for a German-speaking student population” and provide “[i]ncreased authentic English input” through the incorporation of native speaker teachers (Eurydice 2004/05: 20/21). Schools such as the *European Primary School* emphasise the ‘European Dimension’ and want to foster their students’ intercultural understanding at an early age (Beranek & Weidinger 2007: 166).

citizens was once more intensified in 2002 when the Barcelona European Council demanded that by 2010 all students should learn at least two foreign languages (European Commission 2003: 37). Although this ambitious goal has not yet been reached, there is an inexorable progress in Europe's educational systems and CLIL is widely regarded to aid this development (Gierlinger, Hainschink & Spann 2007: 7/8).

The period from 2004 to 2014 is considered as CLIL's "second decade of development" in Europe (Maljers, Marsh & Wolff 2007:7). In this phase, researchers and experts focus particularly on "competence-building tools for teachers"¹² and "capacity-building frameworks for schools" (ibid.). Today, CLIL programmes are implemented in nearly all EU member states (Eurydice 2006 13/14). The European Union eagerly seeks improvement in foreign language education with the aim to create an atmosphere of unity and also to strengthen the economy:

The European Union actively encourages its citizens to learn other European languages, both for reasons of professional and personal mobility within its single market, and as a force for cross-cultural contacts and mutual understanding. [...] The ability to understand and communicate in more than one language [...] is a desirable life-skill for all European citizens. Learning and speaking other languages [...] improves cognitive skills and strengthens learners' mother tongue skills; it enables us to take advantage of the freedom to work or study in another Member State. (European Commission 2008: chapter 14)

Wolff (2007a: 13) relates the fact that CLIL "has become enormously popular in Europe" directly to the EU's effort to foster plurilingualism among the citizens of its member states:

Ein wesentlicher Grund [für den Erfolg von CLIL] liegt darin, dass die Europäische Kommission mit ihrer Forderung, jeder Bürger Europas solle neben seiner Muttersprache noch zwei weitere Sprachen sprechen, nun Ernst macht.

In the future, CLIL needs to be further developed in areas such as vocational and technical education as these sectors have been largely neglected until now (Baetens Beardsmore 2007: 27/28).

¹² Cf. chapter 4.2. for a detailed discussion of CLIL teacher training.

3. Rationales for CLIL

The outcome of foreign language education at the secondary level is frequently considered disappointing, especially regarding the students' oral fluency (Dalton-Puffer 2007: 2). Baker (2006: 224) observes that, with the exception of Scandinavian countries, only a minority of students exiting secondary education are fluent in the second language they have learned over years:

For the great majority, the second language quickly shrivels and dies. Mainstream education rarely produces functionally bilingual children. A very limited knowledge of a foreign language tends to be the typical outcome for the mass of the language majority.

Arguments in favour of CLIL are often based on this particular discontentment with the outcome of traditional foreign language education (Dalton-Puffer 2007:2). Subsequent sections will show that rationales behind CLIL are closely connected with English Language Teaching (ELT) methodology and Second Language Acquisition (SLA) theories. In other words, current ELT trends, such as the focus on fluency rather than accuracy or the primacy of lexis over grammar (Darn 2006: 4), are mirrored in rationales for CLIL. Similarly, Krashen's contributions to the field of SLA, although they remain a subject of controversy, "continue to be of major significance as a conceptual reference point for CLIL" (Dalton-Puffer & Smit 2007: 10).

In order to create a comprehensive picture, I assigned all beneficial aspects to five categories comprising the most significant rationale for CLIL. The first section will investigate the claim that a focus on meaning rather than form reduces students' anxiety. In this context the notion of 'The Affective Filter' will be discussed. This is followed by a discussion on how CLIL can generate motivation in students, what types of motivation can be identified and how Krashen's 'Input Hypothesis' can be used as a theoretical underpinning for this claim. Subsequently, the claims that CLIL creates naturalistic learning conditions and fosters students' cultural awareness will be discussed. Finally, CLIL's efficiency will be examined.

3.1. Reducing Students' Anxiety

Teachers frequently point out that in CLIL lessons their focus is on meaning rather than form¹³, in order to reduce their students' inhibitions to use the target language. Indeed, "parroting language patterns and memorizing vocabulary or facts in any subject area are unlikely to contribute to their long-term application" (Mehisto, Marsh & Frigols 2008: 30). Instead, CLIL teachers want to enhance their students' confidence in experimenting with the foreign language as well as with subject content (ibid.: 29). Due to this primacy of meaning over form, students' anxiety to use the foreign language is reduced and, consequently, their motivation to communicate in the target language is increased (Dalton-Puffer & Smit 2007: 9). It has already been mentioned in the introduction to this chapter that a number of Krashen's SLA theories are used as theoretical underpinnings for CLIL. In terms of reducing target language anxiety, 'The Affective Filter Hypothesis' (Krashen & Terrell 1984: 37-39) is particularly noteworthy and thus will be briefly reviewed at this point.

Students' attitudes towards the target language and their learning environment inevitably affect their achievement. Krashen and Terrell (1984: 38) identify certain 'Affective Variables' which encourage learners to interact through the second language and be more receptive. If learners are motivated and self-confident, second language acquisition will be fostered. Consequently, learning environments with low anxiety levels motivate students to use the target language confidently.

These affective and attitudinal variables towards second language learning constitute a student's affective filter: This filter can be small or wide meshed and thus either fosters or limits language acquisition. Learners with a low filter will acquire the second language more easily than those who lack in motivation and confidence: "[P]eople who are motivated and who have a positive self-image will seek and obtain input" (ibid.). Conversely, students with a high filter tend to block out input, even though it may be comprehensible (Ellis 1999: 240). Therefore, teachers should strive to create a learning environment which aids a low affective filter, since ultimately this

¹³ Cf. chapter 7.1. in which reducing students' foreign language anxiety is identified as one of the teaching objectives by Austrian CLIL teachers.

will boost their students' confidence, make them more receptive and eager for more input (Krashen & Terrell 1984: 38). Figure 2 illustrates the operation of the affective filter.

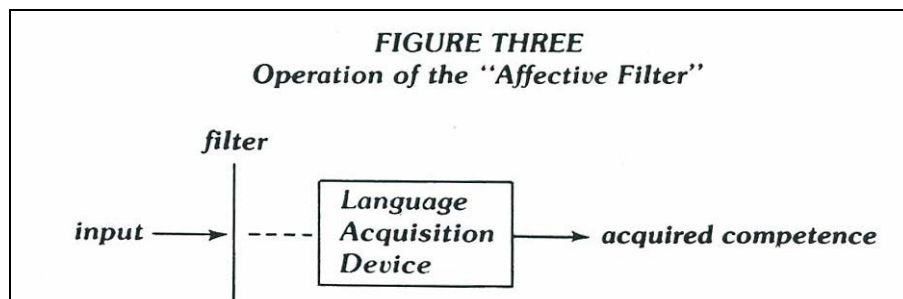


Fig. 2: The Operation of the Affective Filter (Krashen & Terrell 1984: 39)

As has been pointed out above, one of CLIL's premises is that students' foreign language anxiety is reduced by focusing on meaning instead of on form. Since Krashen (1981: 29) observes "a consistent relationship between [...] anxiety and language proficiency", it is not surprising that CLIL teachers strive to lower their students' affective filter.¹⁴ In order to do so, teachers avoid excessive error correction to reduce the pressure on their students and also to highlight the fact that their foreign language skills are not graded during CLIL lessons. The omnipresent correction of students' speech errors in traditional foreign language classes is "likely to have a negative effect on the students' willingness to try to express themselves" (Krashen & Terrell 1984: 177) and thus likely to raise their affective filter. In addition to altering their teaching methods, teachers consciously select topics which they think are appealing to their students in order to positively influence attitudes towards the target language.¹⁵ An interesting topic will therefore inevitably boost students' motivation to learn the necessary language which enables them to participate in a conversation about it. In other words, "[i]n CLIL, language is a means not an end" (Darn 2006: 4).

Research findings indicate that methodology and didactics used in CLIL classrooms promote positive attitudes towards the target language and that students in bilingual programmes develop "greater confidence in their second

¹⁴ Cf. chapter 7.4. for a discussion of teaching methods and principles which aim to create a learning environment that lowers the affective filter.

¹⁵ Cf. chapter 7.2. in which Austrian CLIL teachers point out they consciously select topics which they consider to be attractive for their students.

language ability and greater determination to use their second language” (Brinton, Snow & Wesche 2008: 214).

The aforementioned examples have already emphasised the valuable role of motivation in second language acquisition. The discussion now turns to an examination of further defining characteristics of CLIL programmes which are considered to generate motivation in students.

3.2. Increasing Students' Motivation

An argument frequently put forward in favour of CLIL is that the approach increases students' motivation on two levels: While 'Intrinsic Motivation' is generated by the fact that CLIL adds a purpose to foreign language learning, 'Extrinsic Motivation' is heightened by the unfolding working life perspective.¹⁶ Additionally, there is the notion of 'Integrative Motivation' which can be observed in programmes where native speaker teachers are incorporated.

Subsequent sections will investigate the various motivational aspects of CLIL programmes. 'The Input Hypothesis' (Krashen & Terrell 1984: 32-37) does not only provide us with insights into second language acquisition at large, but also has certain implications for students' motivation: Interesting correlations between input, which has to be comprehensible and challenging at the same time, and students' motivation will be pointed out.

¹⁶ These two forms of motivation can be defined in the following way:

Intrinsic motivation is a motivation to learn that comes from an internal force such as interest in language learning or the desire for further personal development in general. It compares with extrinsic motivation, which is motivation from external pressures such as the need to speak English for work or because a parent has sent a learner to class.

(<http://www.teachingenglish.org.uk/think/knowledge-wiki/intrinsic-motivation>)

3.2.1. Extrinsic, Intrinsic & Integrative Motivation

The Eurydice report (2004/05: 3) points out that CLIL promotes students' "reflection on the usefulness of the foreign language". If reflection is encouraged, students' intrinsic motivation is increased as they become aware of the fact that second language learning has "a purpose over and beyond learning the language itself" (Dalton-Puffer & Smit 2007: 8). In CLIL classrooms students therefore do not learn a foreign language simply for the sake of language learning, but they have the opportunity to immediately apply the just-learnt knowledge. This hands-on approach is considered to strengthen students' motivation (Mehisto, Marsh & Frigols 2008: 21). CLIL can thus be regarded as a "just-in-time approach as opposed to a just-in case approach" which researchers regard to be more motivating than traditional foreign language tuition (ibid.). Moreover, the fact that multi-facet topics are covered in CLIL classes is considered as an additional motivational factor. Research has found that students' "interest in content information can lead to powerful intrinsic motivation" (Grabe & Stoller 1998:12). Moreover, students have the opportunity to link knowledge gained in various CLIL classes. Encouraging students to connect cross-curricular information and draw parallels between subject-related topics, also increases their motivation (ibid.: 20). As opposed to isolated subject learning, interdisciplinary teaching can increase motivation among students as they are engaged in the learning process and also appreciate the acquired knowledge (Darn 2006: 29): "Thus, interdisciplinary teaching helps learners to apply, integrate and transfer knowledge, and fosters critical thinking" (ibid.).

Turning to the question of extrinsic motivation, researchers agree (e.g. Baetens Beardsmore 2007, Darn 2006, Wolff 2007b) that students will benefit from the skills they acquired in CLIL classrooms in their future education and working life. CLIL programmes are thus regarded as adequate preparation for studying and working in a globalised world.¹⁷ However, not only the acquired abilities and skills will be of benefit to the students, they will

¹⁷ Cf. chapter 2 for a detailed discussion on how CLIL can prepare students' for future educational and occupational demands.

also profit from the fact that CLIL classes are rather similar to working life situations (Wolff 2007b:22). This especially applies to students in vocational schools: Since they have a clear profession-oriented focus, their extrinsic motivation in CLIL programmes is rather high. Vocational CLIL education prepares students with profession-specific foreign language knowledge for their future jobs in a more effective way than traditional language teaching (ibid.).

However, a high extrinsic motivation cannot be exclusively ascribed to learners in vocational schools. Two examples will illustrate that all students can benefit from CLIL teaching in their future working life, even if they have not yet specified their professional aim. The frequent integration of team work in CLIL classrooms serves as the first example: Students are engaged in cooperative learning situations in which they are required to fulfil certain tasks as a team. Working collaboratively heightens students' motivation and positively influences their attitudes towards learning. In addition, these tasks also prepare students for future job demands, since the ability to cooperate and structure team work is a necessary qualification in numerous professions (Grabe & Stoller 1998: 8). Another common feature of CLIL methodology prepares students for working life, namely oral presentations. Since presentation techniques are generally regarded as "highly important in all professions whether academic or non-academic" (Wolff 2007b: 22), students will ultimately profit from their experience. Moreover, in a CLIL environment presentation technologies and techniques become more authentic as their usage is natural and integrated in the subject-related lessons (ibid.).

Moving away from the distinction between intrinsic and extrinsic motivation, another form of student motivation can be identified, particularly in CLIL programmes in which a native speaker teacher joins the regular teaching staff. In these programmes the native speaker frequently plans and teaches lessons together with a subject teacher in a team teaching mode.¹⁸ The incorporation of native speaker teachers is intended to provide CLIL students with an authentic language role model. According to Krashen and Terrell

¹⁸ Cf. 6.5. and chapter 8. in which the incorporation of native speaker teachers in the Viennese *Dual Language Programme* is discussed.

(1984: 49) the notion of 'Integrative Motivation' is noteworthy in this context as it refers to students who "desire to 'be like' speakers of the target language". Students do not only profit from their native speaker teachers in regard to their authentic pronunciation, intonation and appropriate use of idioms, to name but a few. Indeed, students' integrative motivation can also benefit their second language acquisition, as long-term studies show that learners with a strong motivation to resemble the speech of their native speaker teacher usually outperform those who do not have that desire (ibid.). Furthermore, the input students receive from native speaker teachers is automatically a bit beyond their current level of competence and thus positively influences second language acquisition – a fact that will be elaborated in the following chapter.

3.2.2. Motivating Input

In the context of students' motivation another SLA theory needs to be considered, i.e. 'The Input Hypothesis' (Krashen & Terrell 1984: 32-37). Although this theory is concerned with second language acquisition at large, it also has certain implications for students' motivation. However, before analysing these motivational effects, the basic principles of the hypothesis will be examined.

The hypothesis' first proposition is that the second language is acquired if the input received slightly exceeds the learner's current level of proficiency. Moreover, the hypothesis states that the receptive skills (i.e. listening and reading) take on considerable importance in this process, since the productive skills (i.e. speaking and writing) emerge subsequently. The third principle is based on both aforementioned points and states that learners can only advance to the next levels of second language acquisition if two conditions are fulfilled: Firstly, input needs to be comprehensible and understood by the students. Secondly, the input needs to contain structures of the next stage, that is to say, structures that are not yet acquired. Therefore, students can progress from their current level of competence (which Krashen labelled i) to the next stage (i.e. $i+1$), if they understand input containing $i+1$ structures. In order to help students to move to the next stage, teachers use visual aids, provide extra-linguistic context and, most

importantly, ensure that the input is understood by students at all times (ibid.: 32). Since the latter point is especially important, teachers modify their speech, resulting in what Krashen and Terrell (ibid.: 34-35) label as 'teacher talk'. This "roughly tuned" (ibid.) input covers the notion of *i+1* and supplies input for acquisition:

In practice, providing optimal input may be surprisingly easy. [Teachers need to] make sure the students **understand** what is being said or what they are reading. When this happens, when the input is understood, if there is enough input, *i+1* will usually be covered automatically. (ibid.: 33)

Transferring 'The Input Hypothesis' to CLIL classrooms, the following observations can be made: CLIL teachers constantly use visual aids to foster students' understanding of the topics covered in content subject lessons.¹⁹ Consequently, the use of visuals adds meaning to the topical input. CLIL programmes can therefore efficiently support second language acquisition, since "[t]he input hypothesis [...] claims that we use meaning to help us acquire language" (ibid.:32). Therefore, it can be argued that Krashen's hypothesis "provides explanation for the success of [...] bilingual programmes". This point is strengthened by another argument which is based on the subject-specific nature of CLIL classrooms: As in CLIL lessons subject-related topics are taught, teachers can easily test whether students have understood the input or not. Since comprehensible input is crucial for learners, CLIL lessons are thus likely to lead to successful second language acquisition:

[T]he subject-matter class is a language class if it is made comprehensible. In fact, the subject-matter class may even be better than the language class for language acquisition. In language classes operating according to the principle of comprehensible input, teachers always face the problem of what to talk about. In immersion, the topic is automatically provided – it is the subject matter. Moreover, since students are tested on the subject matter, not the language, a constant focus on the message and not the form is assured. (Krashen 1985: 16/17)

The passage above suggests that CLIL environments are a fruitful ground for second language acquisition as students receive plenty of comprehensible

¹⁹ Cf. chapter 7.4. in which Austrian CLIL teachers point out that they consider the use of visual aids as an important feature of CLIL lessons.

input and are encouraged to focus on meaning, not on form. Obviously, students' frustration levels are kept low when teachers ensure that they have understood the information taught. Students are thus more motivated to learn if their teachers are concerned to 'feed' them with comprehensible input.

This leads me to the observation that several premises of 'The Input Hypothesis' can be linked with students' motivation in CLIL programmes. For instance, in CLIL lessons students are confronted with complex information and demanding tasks, therefore the input is always a bit beyond their current level of competence (i.e. $i+1$). "[C]hallenging informational activities" do not only foster students' development of "complex skills" (Grabe & Stoller 1998: 12), but also generate motivation in students. If students recognise that their foreign language skills improve, they are likely to adopt the position that "learning of sophisticated and challenging information" justifies the effort and consequently become more motivated learners (ibid.: 20). Consequently, learners, who are interested in the topics covered in class and have confidence in their study skills, are more successful in school than less motivated students. It can therefore be argued that effective learning strategies as well as "depth-of-processing and discourse-processing" result from increased students' interest and motivation (ibid. 12). Grabe and Stoller (ibid. 20) argue that students' motivation can even be further heightened, if task and learning challenges are gradually increased. In other words, as topical knowledge increases, tasks should accordingly get more demanding.

To round the discussion off, another aspect regarding students' motivation in CLIL programmes appears to be noteworthy. In *The Input Hypothesis: Issues and Implications* (1985) Krashen dedicates a chapter to bilingual education and makes an interesting observation concerning students' motivation. He argues (1985: 18) that bilingual programmes cannot be successful in terms of effective language acquisition, if teachers concurrently translate every piece of information. If concurrent translation takes place, no negotiation of meaning is necessary. In other words, students have no motivation to understand the target language, if the message is delivered in their mother tongue anyway.

3.3. Naturalistic Learning Environment

Another argument in favour of CLIL suggests that language and content integration provides students with a naturalistic learning environment. This rationale is significantly influenced by methodological approaches which emphasise “the need for learners to be exposed to a situation calling for genuine communication” (Maljers, Marsh & Wolff 2007: 9). In contrast to traditional foreign language teaching, which has a rather strong instructional character, CLIL creates naturalistic learning conditions. More precisely, CLIL is closely related to the ‘Communicative Approach’ to language teaching (CLT) as it comprises two of its central tenets: Firstly, it emphasises the importance of meaningful communication and, secondly, it promotes students’ development of ‘Communicative Competence’²⁰. In this sense, CLIL can “even be regarded as the implementation of the principles of the communicative approach on a grand scale” (Dalton-Puffer & Smit 2007: 8/9). A large body of research (cf. Brinton, Snow & Wesche 2008; Grabbe & Stoller 1998) stresses the naturalistic character of CLIL which allows students to learn a foreign language ‘incidentally’, that is to say, through acquisition rather than conscious learning.

This primacy of the subconscious process of acquisition over that of explicit learning leads us to another of Krashen’s SLA theories, namely ‘The Acquisition-Learning Hypothesis’ (Krashen 1984: 26-27) which claims that there are two ways in which foreign language competence can be developed: Firstly, the target language is used for authentic communication in the classroom and students gradually become more competent in the second language through incidental acquisition. Secondly, the formal rules of the L2 are explicitly taught and studied, that is to say, conscious learning takes place. Krashen strongly favours acquisition over learning as he considers

²⁰ The American scholar Dell Hymes (1972: 281) pointed out that “an adequate theory of language users and language use” needs to take four aspects of Communicative Competence into account:

1. Whether [...] something is formally *possible* [i.e. grammatical correct]
2. Whether [...] something is *feasible* in virtue of the means of implementation available;
3. Whether [...] something is *appropriate* (adequate, happy, successful) in relation to a context in which it is used and evaluated;
4. Whether [...] something is in fact done, actually *performed*, and what its doing entails.

acquisition as “the natural way to develop linguistic ability” (ibid.:26). In order to prove his point, he states that foreign language acquisition is similar to a child’s first language acquisition. In this respect, students should preferably pick up a second language subconsciously rather than consciously gain explicit knowledge about its formal rules. Moreover, Krashen refers to “the Great Paradox of Language Teaching” and emphasises that L2 competence is best achieved if the foreign language “is used to transmit messages, not when it is explicitly taught for conscious learning” (ibid.: 55).

The principles of ‘The Acquisition Learning Hypothesis’ apply to CLIL in a number of ways. For example, in CLIL classes the foreign language is used “to negotiate meaning on-line” (Dalton-Puffer & Smit 2007: 10), a fact which consequently creates naturalistic conditions for using the L2. The focus is thus on the discussion of subject matter and not on explicit teaching of grammatical forms. It can thus be argued that content is used as a scaffold for language learning which makes classroom communication meaningful and ultimately stimulates second language acquisition.

As has already been mentioned above, all of Krashen’s theories have sparked off considerable controversy among linguists (ibid.) – and ‘The Acquisition-Learning Hypothesis’ is no exception. A combination of both, conscious learning of the formal rules *and* subconscious acquisition, is widely regarded to be the recipe for effective second language teaching: For instance, Brinton et al. (2008: 244) point out that while incidental acquisition is efficient for the development of receptive skills and to a certain degree also fosters productive skills, it can still be insufficient regarding “more accurate and nativelike language use”. Dalton-Puffer and Smit (2007: 10) also emphasise that students’ learning success can be positively influenced by a “conscious attention to linguistic form”. Indeed, research indicates that students use the L2 more accurately, if their attention is drawn to the formal aspects of the target language, provided that this conscious focus takes place in the course of meaningful communication (Brinton, Snow & Wesche 2008: 244). Krashen (1984: 26) is aware of the fact that students who *acquired* a second language have no formal knowledge regarding its structure and formal rules. However, he does not consider this as a downside

of his hypothesis, but simply suggests that learners will have a better feel for the language:

The results of language acquisition, acquired linguistic competence, are also subconscious. We are not generally “aware” of the rules of languages we have acquired. Instead, we have a “feel” for correctness: when we hear an error we may not know exactly what rule was violated, but somehow “know” that an error was committed.

Nevertheless, the combination of explicit learning and subconscious acquisition is regarded to lead to foreign language competence. In CLIL programmes students are provided with both anyway: In their traditional ESL classes they are equipped with formal knowledge about the target language, whereas in their CLIL classes meaningful communication fosters language acquisition (Krashen 1985: 18). Moreover, numerous learners have positive attitudes towards the study of the rules and structures of the target language; they even consider it to help them progress in the second language skills (Weatherford 1997: 17). It can even be argued that a focus on the formal aspects of language also generates students’ development of communicative competence:

Grammar is a necessary component of second language instruction, not to be either the primary focus of instruction or relegated to a status of unimportance, but viewed as a tool for the development of communicative competence. (ibid.: 1)

In addition to developing communicative competence, students may profit from their formal knowledge about the structures of the second language in other language classes. For instance, through a conscious focus on linguistic form, students can sharpen their study skills which will certainly prove beneficial in future language courses. Moreover, if students realise that “the development of learning skills supports the achievement of content language goals” (Mehisto, Marsh & Frigols 2008: 11), their attitude towards language learning will be positively influenced.

In sum, CLIL offers opportunities for learners to explore a second language in all its facets in meaningful contexts and thus creates naturalistic learning conditions (Darn 2006:4). As secondary effects, students improve their study skills and develop communicative competence. Moreover, due to the

discussion of subject-related topics, the cultural awareness of CLIL students is also raised; this 'cultural dimension' of CLIL will be examined in the next chapter.

3.4. Growing Cultural Awareness

As has been shown in chapter 2, the fast pace of globalisation has certainly affected educational systems all over the world. Supporters of CLIL argue that the approach's cultural dimension is yet another aspect which prepares students for future occupational and educational demands. CLIL programmes are considered to facilitate an improvement of students' cultural understanding (Darn 2006:3).

Indeed, teachers in traditional foreign language classrooms are barely scratching the surface of cultures in which the target language is spoken by pointing at obvious differences in food, music, holidays and clothing. CLIL classrooms, on the other hand, aim to promote an understanding of cultural aspects which are "less visible and, as a result, less intelligible to teacher and student alike" (Hilles & Lynch 1998: 371). In other words, CLIL can be seen as a platform where less obvious cultural differences can be discussed. In fact, these "mundane" and "ordinary" variations constitute social reality and they are most likely to lead to cross-cultural misunderstandings (ibid.: 372). The subject-related topics discussed in CLIL classes provide plenty of opportunity for learners to develop intercultural understanding while gaining knowledge about other countries (Darn 2006: 3). This facet of CLIL fosters cultural understanding and, as a result, students become aware of the fact that

[...] people from various cultures may experience the same situation in markedly different ways depending on how, when, and by whom they have been enculturated. (Hilles & Lynch 1998: 372)

As this passage suggests, it can only be beneficial for the individual and also for society at large that students are aware of the fact that minor aspects of social reality can differ dramatically from one cultural setting to another (ibid.). Therefore, CLIL classes offer alternative views and consequently

“deepen [students’] awareness of otherness and self” (Darn 2006: 4). Therefore, culture can serve as “a critical topic” which should be frequently embedded in content teaching (Hilles & Lynch 1998: 373). Moreover, moral and less visible cultural aspects deserve special attention (ibid.).

Baker (2000: 2) points out several “cultural advantages” of bilingual programmes. For instance, he argues that through a “[b]roader enculturation” and “a deeper multiculturalism” students have access to “two language worlds”. In other words, biliteracy allows them to experience the differences between those “language worlds” in a variety of distinguishing cultural aspects:

With each language goes different systems of behaviours, folk sayings, stories, histories, traditions, ways of meeting and greeting, rituals of birth, marriage and death, ways of conversing [...], different literatures, music, forms of entertainment, religious traditions, ways of understanding and interpreting the world, ideas and beliefs, ways of thinking and drinking, crying and loving, eating and caring, ways of joking and mourning. (ibid.:4)

Since bilingual programmes call attention to cultural diversity, they broaden students’ cultural horizons and are most likely to lead to greater tolerance of cultural variety and consequently to less racial or religious prejudices. Multicultural education thus encourages cultural pluralism in learners (ibid.: 198). Moreover, being biliterate does not only enable them to approach a different culture, but also to actively participate in it. Whereas monolinguals may experience a different culture merely peripheral, a person who is biliterate has the chance to get to know the “kaleidoscope of cultures” which exists within every language (ibid.:4).

The discussion above has shown that CLIL programmes certainly have considerable potential for promoting cultural understanding in students. CLIL teaching opens up plenty of opportunities to explore unknown cultures. A CLIL lesson with a cultural focus may start with pointing out obvious dissimilarities in cuisine, clothing and traditions and will gradually progress to the less visible but fundamental differences of a foreign culture (Grabe & Stoller 1998: 373). Moreover, if native speaker teachers are incorporated, yet

another cross-cultural element emerges as students tend to be curious about their teachers' cultural background.²¹

3.5. *Efficiency*

Proponents and exponents of CLIL frequently consider its notions of efficiency to be yet another beneficial aspect of the approach. Obviously, the exposure of CLIL students to a second or foreign language is considerably higher than that of learners in regular programmes. This holds particularly true for vocational education in which second language teaching tends to receive less attention than in other school forms. The benefits for vocational students are thus particularly rich, since their exposure to the foreign language is significantly heightened (Wolff 2007b: 21f). While other rationales for CLIL, which have been discussed in previous chapters, emphasise its quality in language teaching, this pro-CLIL argument highlights the increased quantity of foreign language input (Dalton-Puffer & Smit 2007: 8).

As the discussion of Krashen's 'Input Hypothesis' has already shown²², extensive exposure to comprehensible L2 input leads to deeper processing of the foreign language which again results in higher proficiency (Wolff 2007b: 21). However, this "concurrent learning in two curricular areas" (Dalton-Puffer & Smit 2007: 8) does not only lead to a substantially increased foreign language use, but is also advantageous for time-saving reasons. The latter point is based on the fact that CLIL programmes allow a considerable quantity of language teaching "without claiming an excessive share of the school timetable" (Maljers, Mash & Wolff 2007: 9).

It can thus be argued that the efficiency of CLIL programmes lies in their dual-focussed nature, that is to say, students acquire content *and* language knowledge "in the slot otherwise taken up by only one" (Dalton-Puffer & Smit 2007: 8).

²¹ Cf. chapter 8.3. which describes how two native speaker teachers in an Austrian CLIL programme feel about their role as representatives of their native culture.

²² Cf. chapter 3.2.2. for a comprehensive account of Krashen's 'Input Hypothesis' in regards to its implications for students' motivation in CLIL programmes.

4. Obstacles & Challenges

Although the discussion of the rationale for CLIL above has pointed out numerous benefits of the approach, there are potential “bumps in the road to good practice in CLIL” (Mehisto, Marsh & Frigols 2008: 20). The Eurydice report (2006: 51) identifies a broad spectrum of problems which hinder an unobstructed development of CLIL in Austria:

The main problems identified in the national contributions relate to human resources, legislation, material and financial aspects and, finally, considerations linked to teaching.

In the following sections the majority of these potential difficulties will be discussed and, accordingly, possible solutions will be suggested. For instance, issues such as how common misconceptions about CLIL can be dispelled or how the shortage of qualified CLIL teachers can be overcome will be examined. Moreover, the heavy workload for teachers and lack of appropriate classroom materials will be discussed.

4.1. Dispelling Misconceptions about CLIL

A popular misconception about CLIL teaching stems from a rather stubborn view on the organisation of learning, that is, a neat separation of the curricular subjects. Nevertheless, this misconception is held by people from inside and outside the teaching profession. These critics frequently tend to have an educational background in which cross-curricular learning was a rare practice and the study of social and natural sciences in a foreign language was restricted to a small number of (elitist) schools. Consequently, their common sense suggests that CLIL students will drop behind those who attend regular programmes and that their first language will be seriously affected. In other words, there is the prevailing view that in a CLIL classroom one “cannot possibly learn the same amount of content as students studying in their first language” (ibid.).

However, empirical findings can dispel this misconception. In *Uncovering CLIL* Mehisto et al. (2008: 20) point out that CLIL does not interfere with content learning, it actually supports it. Moreover, CLIL students often

outperform students in regular programmes in both content knowledge and L1 skills. Especially the latter point is particularly interesting as it suggests that CLIL helps to develop metalinguistic knowledge in both the mother tongue and the second language. Therefore, students in CLIL programmes become skilled language users: For instance, they are not only careful in their word choice, but also able to work out the meaning of an unknown word from its context.

Another common misconception revolves around the myth that CLIL programmes are only suitable for the “most academically inclined students” (ibid.). This is certainly a wrong impression, since research shows that a wide range of learner types can benefit from CLIL:

C-grade students do well in CLIL programmes. They still have a C-grade average, but they learn to speak another language and gain many socio-cultural skills that will enrich their professional and personal lives. (ibid.: 21)

In this context it is important to point out that CLIL programmes should ideally not be composed of the school's best students, otherwise the CLIL branch is likely to be regarded as the elitist class which can cause ill-will among other students or the teaching staff. Moreover, it is also advisable for schools to ensure that both the CLIL programme and the regular programme are financed equally as “[l]arge budgets for CLIL may do more harm than good, as they create resentment” (ibid.23).

The discussion above has shown that both misconceptions can be corrected, if schools and CLIL administrators are aware of them. Pessimistic views on CLIL such as the worry that content knowledge and the students' mother tongue may suffer can be removed with empirical results.

Responding to each concern with research facts [...] is an important practice. [...] Hearing from and questioning higher education experts who have studied CLIL student performance can also help create a sense of confidence [...]. These experts can refer to relevant studies and give evidence-based insight into CLIL's potential. (ibid.: 21)

Moreover, it is advisable for schools to emphasise that “a wide spectrum of learners” can profit from CLIL education in order to prevent the CLIL programme to become elitist (ibid.).

4.2. Shortage of CLIL Teachers

CLIL teaching obviously requires “a specific kind of training” which exceeds that of foreign or content subject teachers (Wolff 2002:47). However, Darn (2006: 7) points out that in Europe there is a severe lack of programmes which prepare teachers for the demands of CLIL teaching. From this deficiency he infers that “the majority of teachers working on bilingual programmes may be ill-equipped to do the job adequately” (ibid.). According to the Eurydice (2006: 52) report there is indeed an acute shortage of qualified CLIL teachers in Europe. Obviously, the number of teachers, who are fluent in the CLIL language and have the required subject knowledge, is rather limited (Mehisto, Marsh & Frigols 2008: 21). In Hungary, for example, it is even compulsory for CLIL teachers to have studied a foreign language *and* a non-language content subject (Eurydice 2006: 41). In Austria, this problem is partly circumvented by the incorporation of native speaker teachers or language assistants, who work side by side with subject teachers in a team teaching situation. Even in an ideal teaching situation, i.e. the subject teacher has studied the CLIL language as his or her second subject and the native speaker is competent in the subject matter, teacher training courses are necessary to train all teachers “in the special skills needed to provide CLIL” (ibid.: 52). Gierlinger (2007: 81) argues that “very little, if any, methodological support” exists for Austrian CLIL teachers. This observation can also be made on the European level:

[T]here are virtually no initial and in-service training programmes devoted to methods used specifically to teach a subject in other than the normal language of instruction. (Eurydice 2006:52)

The *Dual Language Programme* in Vienna, which has been evaluated in the empirical part of this thesis, can thus be regarded as an exception to the rule, since DLP teachers have to complete a training course before they start

teaching in this particular programme.²³ Although this is certainly a step in the right direction, it is absolutely necessary that native speaker teachers also attend these training programmes to equip them with discipline-specific pedagogy.²⁴

Furthermore, it has to be pointed out that teacher training is also considered as an integral part of the European Union's educational policies:²⁵

To move closer to a knowledge-based society, Europe needs an innovation strategy [...]. Future-oriented designs and new approaches to learning are essential ingredients of such a strategy. However, the core element is the training of teachers, trainers and other educators, so as to empower them with the essential skills and competences necessary for their new roles, and the growing needs of education in the global world. (Frigols-Martin, Marsh & Naysmith 2007: 34)

However, CLIL programmes are still a rather new phenomenon on the European educational landscape and it is thus not surprising that there is a considerable time-lag between the identification of teachers' needs and the actual implementation of appropriate training courses (ibid.: 42). The European Commission (2004: 24) emphasises that adequate initial and in-service training courses help teachers to meet the challenges of CLIL.

The list of skills and competences required of CLIL educators is long. In addition to a strong socio-cultural awareness, CLIL teachers should also have appropriate expertise in pedagogy and methodology (Frigols-Martin, Marsh & Naysmith 2007: 39). Especially the latter point is regarded to be essential for good CLIL practice, as it is absolutely "necessary that teachers can handle CLIL [...] methodologically" (Marsh 2002: 59). Moreover, the teachers' proficiency in the target language should not be overemphasised as the competences required depend on the type of CLIL programme:

²³ The Vienna Board of Education has developed an in-service teacher training course for DLP teachers in secondary education. This 90-hour course consists of five modules: 1) Methodology and Didactics, 2) Material Development, 3) Language Development, 4) Subject-Specific Methodology and 5) Lesson Observation and Teaching (Maljers, Marsh & Wolff 2007: 20). Cf. chapter 6.2. for a description of the DLP teacher training programme.

²⁴ Cf. chapter 11.2. for a discussion on the necessity to provide training courses for native speaker teachers in the DLP.

²⁵ Cf. the European Commission's document "Implementation of the 'Education & Training 2010' programme" (2004).

[S]ome types demand considerably heavier linguistic skills than others – compare for example a 15 minute ‘language shower’ for 9 year olds involving singing and games, to a 45 minute lesson on philosophy for 17 year olds. (ibid.: 78)

It is therefore not obligatory for CLIL teachers to have native speaker or near-native speaker fluency in the target language. In other words, “[Y]ou don’t have to be a diamond to shine” (Teacher’s quote in Marsh 2002: 81). Teachers, who do not have native speaker competence in the CLIL language, consequently “need to adjust how they teach according to linguistic limitations” (ibid.: 78). However, this should not be regarded as a shortcoming:

On the contrary it reflects real-world linguistic demands where interlocutors constantly adjust their speech and non-verbal communication, whether in the first or second language, and with certain groups of CLIL/EMILE learners this can be a positive ‘model’ to observe and otherwise experience. Any over-emphasis on ‘language skill’ can lead us to neglect the significance of methodological skill. (ibid.)

The incorporation of native speaker teachers in CLIL programmes such as the *Dual Language Programme* in Vienna allows non-language teachers to teach their subjects through the CLIL language, even if they do not have near-native speaker competence in the target language.²⁶

Table 2 on the following page shows a comprehensive list of “idealised” competences required of CLIL teachers (Marsh 2002: 79/80) which can be divided into five groups:

- Methodological abilities
- Strategies which complement diverse learning environments
- Skilful production of classroom materials
- Awareness of interdisciplinary approaches
- Ability to develop suitable assessment and evaluation tools

²⁶ Cf. chapters 6.1. and 8.3. for an example of a subject teacher, who felt insecure about her English skills at the outset of the *Dual Language Programme* in Vienna. This teacher gradually became more confident as she acknowledged the native speaker teacher as the language expert. This is clearly a case which demonstrates that CLIL teachers do not necessarily need to have near-native competence in the target language, if the CLIL programme is based on team teaching lessons with native speaker teachers.

BASIS OF COMPETENCY	SPECIFIC COMPETENCY REQUIRED
Methodology	Ability to identify linguistic difficulties (e.g. with language construction rules) resulting from first/other languages interference, or subject conceptualisation
	Ability to use strategies (e.g. echoing, modelling, extension, repetition) for correction and for modelling good language usage
	Ability to identify and use dual-focussed activities which simultaneously cater for language and subject aspects
The learning environment	Ability to use different classroom settings in order to provide acquisition-rich learning environments
	Ability to work with learners of diverse linguistic/cultural backgrounds
	Ability to devise strategies, such as those for learning languages, where learning is enhanced by peer interaction and according to principles of learner autonomy
	Knowledge of the potential of information and communication technology on CLIL/EMILE learning environments
Materials development	Ability to adapt and exploit materials in consideration of semantic (conceptual) features of structure, as well as textual, syntactic and vocabulary features
	Ability to select complementary materials on a given topic from different media and utilise these in an integrated framework
Interdisciplinary approaches	Ability to identify the conceptual relations between different subjects with a view to making learning interlinked, relevant, easier and effective
	Ability to identify conceptual/semantic relations between the different languages active in the environment
	Ability to realise a Socratic philosophy which encourages learners to develop self-confidence and a "thirst for learning"
Assessment	Ability to develop and implement evaluation and assessment tools which complement the CLIL/EMILE type implemented

Table 2 Idealised competences required of a CLIL teacher (Marsh 2002: 79/80)

The list of competences above stresses the need to support professional development of CLIL teachers with both initial and in-service training. CLIL teacher education can be regarded as “a requisite for consolidating this approach into mainstream education” (Frigols-Martin, Marsh & Naysmith 2007:39). As it has been already mentioned above, there is the need for more pre-CLIL preparation courses (ibid.: 41). However, it is equally important to provide regular in-service training, since “[t]he staffing issue is not only tied to finding suitable teachers, but also to keeping them” (Mehisto, Marsh & Frigols 2008: 22). It is often not very desirable to become a CLIL teacher due to the heavy workload and unattractive working conditions²⁷. However, this could be changed by the implementation of teacher training courses which equips teachers with appropriate methodology and other necessary tools. Consequently, teachers, who want to develop their teaching skills, will be encouraged to join CLIL programmes: “CLIL schools can become magnets for like-minded teachers who want to try something new” (ibid.).

CLIL often triggers extra administrative work such as the organisation of briefings and parent-teacher conferences or the production of PR material for the programme. Therefore, Gierlinger (2007: 81) argues, CLIL teachers should be provided with external incentives (e.g. extra payment) which could help solving the recruitment problem. Indeed, head teachers occasionally find it hard to convince their teaching staff to start pre-CLIL training courses²⁸. Therefore, external incentives would definitely help to convince more teachers that CLIL is worth the effort. This certainly holds true for the recruitment of native speaker teachers, who are incorporated as language assistants in CLIL programmes such as the *Dual Language Programme*. Due to the fact that native speaker teachers tend to have a subordinate role²⁹ in the classroom, their payment is rather low. In interviews carried out in the

²⁷ Cf. chapters 4.3., 7.2. and 7.5. for a detailed description of the increased workload of CLIL teachers.

²⁸ Cf. chapter 6.1. for a report of two head teachers, who encountered problems during the recruitment process of CLIL teachers for the *Dual Language Programme*. One head teacher claims that it was difficult to motivate enough teachers to join the programme and the second one identified the recruitment of the native speaker teacher as a major obstacle.

²⁹ Cf. chapter 8.3. for more details on the role allocation between subject and native speaker teachers in DLP lessons.

course of the evaluation of the DLP, head teachers and subject teachers stressed that the payment of native speakers needs to be higher to ensure the quality of their work.³⁰

As has been pointed out above, CLIL teachers have to deal with a rather heavy workload. The discussion now turns to a consideration of the various aspects which lead to this increased volume of work.

4.3. Heavy Workload for CLIL Teachers

CLIL teaching requires thorough preparation and also involves a great deal of cooperation among teachers. As a consequence, CLIL teachers spend a considerable amount of time with collaborative lesson planning and with the development and adaptation of teaching materials (Mehisto, Marsh & Frigols 2008: 22). Regardless whether CLIL lessons are taught by one teacher or by two teachers in a team teaching situation, CLIL lessons always require elaborate lesson preparation.³¹ In this context it is especially important to point out that co-teachers often struggle to find time for their lengthy planning sessions and thus frequently have to meet in their spare time to structure and plan their lessons.³² Head teachers should therefore support their CLIL teachers “by setting aside time for [...] co-operation” (ibid.). At the outset the collaboration with other teachers tends to be rather overwhelming. However, cooperation of teachers establishes reciprocal relationships and can actually lighten the workload of CLIL teachers:

As teachers become adept at co-operating in the delivery of CLIL programming, they actually find that this co-operation can relieve stress, save time and bring considerable personal and professional rewards. (ibid.)

³⁰ Cf. chapters 6.5. and 11.2. for a discussion on the payment of native speaker teachers in the DLP.

³¹ Cf. chapters 7.2., 7.5. and 8. for a detailed account on the planning of team teaching lessons in the DLP.

³² Cf. chapter 8.1. for a report of DLP teachers who plan their lessons in their spare time and breaks in-between classes; Cf. chapter 11.2. which suggests a potential solution to this problem, i.e. a paid planning hour for co-teachers to organise and prepare their lessons. However, the Austrian education law prohibits paid lesson planning as no teacher-student contact takes place (Bundesministerium für Kunst und Kultur 2007: § 43 Abs 1 Z 1).

Indeed, teachers of the *Dual Language Programme* in Vienna identified several positive aspects about team teaching and the collaboration with co-teachers.³³

The second aspect which leads to the heavy workload of CLIL teachers is related to the fact that “off-the-shelf CLIL materials are in short supply” (ibid.). Consequently, teachers spend a great amount of time producing appropriate classroom materials and adapting existing ones. It is not sufficient for teachers to search for texts in the CLIL language as the materials also need to cover contents of the curriculum (Eurydice 2006: 52). Moreover, the teaching aids need to be suitable for the learners’ level.

The editors of *Windows on CLIL*, who sent questionnaires to CLIL educators across Europe, claim that “[m]aterials do not present many problems [...] in Austria” (Maljers, Marsh & Wolff 2007: 21). However, this impression stands in stark contrast to what numerous researchers observe. Gierlinger (2007: 81), for instance, points out:

There is hardly any suitable material around; on the contrary, teachers have to create their own materials at their own costs.

It can only be speculated what led to these contrasting findings. CLIL teachers probably stated in the questionnaires that they are *capable* of producing suitable materials. However, this is certainly not a question of whether teachers are competent enough to find, adapt and create materials, but rather a question of how much time and effort they need to invest for the production of classroom materials.³⁴

Turning to the question how the heavy workload of CLIL teachers can be reduced, networking appears to be a potential solution.³⁵ If teachers have access to databases which provide them with a rich selection of ready-made CLIL materials for all levels and subjects, they will not have to produce

³³ Cf. chapter 8.4. for aspects of team teaching which are perceived as advantageous in the DLP.

³⁴ Cf. chapter 7.3. in which DLP teachers describe the procedure of finding and adapting classrooms materials. Although these teachers certainly create high-quality materials, they feel frustrated because of this additional burden.

³⁵ Cf. chapter 7.5. in which DLP teachers point out that they would welcome better networking opportunities to share teaching ideas and classroom materials.

everything from scratch: “After all, there is no need to reinvent the wheel” (Mehisto, Marsh & Frigols 2008: 22). Moreover, local school authorities should provide CLIL teachers with “forums for sharing expertise and experience” (Marsh 2002: 83).

Indeed, international CLIL researchers have identified networking opportunities for CLIL educators as “crucial for the future development of CLIL” (Frigols-Martin, Marsh & Naysmith 2007: 42). CLILCOM, a project funded by the European Commission, is currently working on better networking opportunities for CLIL teachers.³⁶

³⁶ Cf. <http://clilcom.stadia.fi/>

PART II - EMPIRICAL FINDINGS

5. Introducing the Evaluation Study

The empirical part of this thesis is concerned with the presentation, analysis and interpretation of the evaluation study's results. In order to ensure that the results are interpreted correctly, this chapter introduces the stakeholders of a CLIL programme in Vienna, namely the teachers, students and parents of two DLP schools. Furthermore, the methods that were used to gather the data will be briefly outlined.

5.1. The two DLP Schools investigated

Two schools consented to participate in the evaluation study. Although the KMS³⁷ Renngasse and the AHS³⁸ Feldgasse differ in school type, both of them are taking part in a Viennese CLIL project called *Dual Language Programme* (DLP). The teachers of both schools were already experimenting with English as a Medium of Instruction (EMI) before they joined the programme. Both head teachers emphasise that these previous experiences with EMI were crucial for their decision to participate in the DLP. Furthermore, both schools wanted to implement the programme because bilingual teaching can significantly influence parents, who select a school for their child. For a vast majority of parents, foreign language skills are regarded as a key factor when it comes to their child's future education and job

³⁷ One of the defining characteristics of the *Kooperative Mittelschule* (Cooperative Middle School, KMS) is that internal as well as external differentiation of learner groups is carried out to enhance the students' learning success. Moreover, students are introduced to a variety of occupational areas, for instance by field trips to companies. The preparation for working life is emphasised as after 4 years in the KMS, students have the opportunity to start an apprenticeship. However, they can also choose to enter a school at upper secondary level.

(<http://www.wien.gv.at/bildung/stadtschulrat/schulsystem/pflichtschulen/hauptschule.htm>)

³⁸ The *Allgemeinbildende Höhere Schule* (Secondary School with a focus on General Education, AHS) is similar to British grammar school. After primary education, students can choose to enter the AHS, which has an academic focus. By providing an extensive educational background, this type of school prepares students for university. After four years at the lower secondary level, students can either continue to attend upper secondary AHS or enter a vocational school. In each case school career ends with a final examination (i.e. *Matura*) which qualifies for university.

(<http://www.wien.gv.at/bildung/stadtschulrat/schulsystem/ahs/schultypen.html>)

opportunities.³⁹ Therefore, the DLP is expected to rise in importance – not only in the eyes of parents, but also among the teaching staff in the DLP schools.

One major difference between the two schools lies in the way the programme was introduced. While the AHS carried out an application procedure for the DLP, administrators in the KMS had to wait until the registration for the school was completed before designating one class as a DLP branch. The dissimilarity between the two schools at the programme's start was caused by administrative difficulties in the KMS. Despite this divergent introduction of the DLP, numerous aspects of the programme are similar in both schools. For instance, in the AHS and the KMS biology and geography classes are (besides other content subjects) taught bilingually in the DLP classes. Therefore, these two were taken as the study's vantage point to establish comparability.

5.2. Sample & Methods

A questionnaire⁴⁰ was used to investigate how students evaluate their first school year in a DLP class and to identify their attitudes towards various aspects of the programme. For instance, how students evaluate their relationship with the native speaker teacher, how they distribute their attention between the two teachers during team teaching lessons or to what extent students are willing to use the foreign language when participating in class.

³⁹ Cf. chapter 10.1. for more information on the parents' motives for registering their child for the DLP.

⁴⁰ Questionnaires are frequently used in educational research as they offer numerous advantages:

The main attraction of questionnaires is their unprecedented efficiency in terms of (a) researcher time, (b) researcher effort, and (c) financial resources. By administering a questionnaire to a group of people, one can collect a huge amount of information in less than an hour, and the personal investment required will be a fraction of what would have been needed for [...] interviewing the same number of people. Furthermore, if the questionnaire is well constructed, processing the data can be fast and relatively straightforward. (Dörnyei 2003: 9)

The analysis of questionnaire data was carried out with the software 'SPSS' "which is one of the most frequently used statistical packages in the social sciences" (ibid.: 103).

In total, 44 students completed the questionnaire, 23 in the KMS Renngasse and 21 in the AHS Feldgasse. Regarding the distribution between the sexes, an imbalance between the two schools can be observed: The proportion of females (14) is slightly larger than that of the males (9) in the KMS. In the AHS, on the other hand, the situation is rather balanced with a ratio of 10 girls to 11 boys. In the KMS we were confronted with the problematic situation that 3 students were not allowed to complete their questionnaires, because their parents had not signed the declaration of consent forms.

Concerning the language background of the students, 79% state that their first language is German and 17% consider themselves as bilingual. 21% of the respondents report that German is not their mother tongue. The percentage of students with German as their first language is slightly higher in the AHS (85%) than in the KMS (72%). Two students of the AHS point out that they use German as well as English in their home environment. When the students were asked if they knew at the beginning of the school year that certain subjects would be partly taught in English, 90.5% confirmed that they had been informed beforehand. Despite the rather spontaneous decision of the KMS to take part in the programme, nearly a third of the students (30.4%) knew about the forthcoming CLIL lessons.

In addition to the students, their parents also received questionnaires, which were more comprehensive than those of the students. The parents' questionnaires comprised themes such as their motives for registering their child for the DLP, their attitudes towards the English language and the question whether they observe any effects of the programme on their child's learning behaviour. 18 parents of the AHS and 23 of the KMS returned the questionnaire. The majority of respondents were the DLP students' mothers, merely two fathers completed the questionnaires and in two incidents the legal guardian remained unidentified.

When analysing the parents' educational background, especially regarding their foreign language skills, the following conclusions can be drawn: The mother tongue of nearly two-thirds of the parents (63.4%) is German. One-

quarter of the parents states that German is not their first language. In only one case English is the mother tongue, but 3 parents come from an English-speaking country. However, only 37 out of 41 parents answered the question regarding their mother tongue. In sum, it can be said that concerning the parents' first language no considerable differences between the two schools can be observed.

In total, 53.6% have the '*Matura*'⁴¹ and a quarter of the parents (24.3%) graduated from university. The parents' educational background differs significantly between the two schools: 72.2% of the parents in the AHS have taken the '*Matura*' examination as opposed to 39.1% of the KMS students' parents. This pattern can also be observed at the level of tertiary education. Those who have a child attending the AHS are clearly ahead of the KMS students' parents: While 7 out of 17 AHS parents have a university degree, only 3 out of 23 graduated from university in the KMS.

In addition to questionnaires, guided interviews⁴² were used as a second method of inquiry. Interviews were conducted with each DLP class' biology, geography and native speaker teacher as well as with each school's head teacher. The interview questions ranged from the teachers' professional background, over their motivation to participate in the programme to anticipated and encountered problem areas.

Interview transcripts were submitted to the interviewees in order to be authorised before the qualitative analysis⁴³ of the data. When formulating the interview questions and also during the interviews, we deliberately wanted to

⁴¹ The final examination in Austrian schools is called '*Matura*', it is comparable to the British A-Levels and functions as a general qualification for university entrance.

⁴² This form of interviews is frequently used in educational research, because it allows the interviewees "to discuss their interpretations of the world in which they live and to express how they regard situations from their own point of view" (Cohen, Manion & Morrison 2001: 267). In guided interviews the topics and issues to be covered are specified beforehand, therefore the comprehensiveness of the data is increased. Moreover, the interview situation is rather conversational as the interviewer can decide on the sequence of the questions (ibid.).

⁴³ The method used to analyse the interview transcripts is based on Mayring's method of qualitative data analysis (Mayring 2005: 279f) which involves a three-step process. Firstly, the interviews were transcribed. Secondly, the transcripts were coded according to categories such as 'team teaching', 'organisational matters' or 'students'. In a third step, each interview was summarised and subdivided into the respective categories. As a result, a general overview of teachers' opinions on the various aspects of the programme emerged which provided the basis for further analyses.

create a situation in which the teachers could reflect upon their experiences and their roles within the DLP. Although the questions were meant to be answered spontaneously, two of the teachers carefully prepared their answers beforehand as they had managed to obtain an earlier version of the interview guideline.

Furthermore, it is worth mentioning that we have also observed several DLP lessons during the preparatory phase of the evaluation study. In addition to one DLP lesson with each of the four teachers interviewed, we observed a CLIL biology lesson of a 3rd form in the KMS and a regular English lesson of the DLP class in the AHS. The impressions gained during these classroom observations influenced questionnaire design and interview question wording.

At this point it is of major importance to stress that due to the relatively small sample size, the majority of quantitative results derived from questionnaire data are not statistically significant. Hence chapters based on quantitative findings present and interpret frequencies.

Additionally, it is important to point out that no independent control group has been surveyed, thus no comparisons between DLP students and regular classes can be drawn. It also needs to be noted that in rare cases when questionnaire data is discussed, figures expressed in percentages do not add up to 100%, due to the fact that missing answers are not explicitly mentioned. Nevertheless, the data gathered and analysed provide a comprehensive picture of the *Dual Language Programme*.

6. Organisation of the 'Dual Language Programme'

This chapter provides a detailed overview of the *Dual Language Programme's* implementation year. The following organisational aspects are documented: Problems encountered during the recruitment process of DLP teachers, experiences gained in preparatory training courses, reasons for the two schools' different approaches to the DLP and finally, a summary of organisational difficulties regarding the native speaker teachers.

6.1. Selecting & Recruiting DLP Teachers

Both head teachers stress that they consider their staff highly competent in English language teaching as well as widely experienced in using English as a medium of instruction in subject lessons. Moreover, numerous teachers have spent considerably long periods in English-speaking countries and some of them are married to English native speakers. The head teachers devoted a great deal of effort to persuade those competent teachers to join the DLP teams. One of the schools, namely the AHS, encountered a problem during the selection and recruitment stage: Two teachers, who had been assigned to the DLP class, felt insecure about their English skills, since they had not used the foreign language for a long time. However, their doubts have been dispelled because of their colleagues' solid support and an intensive preparatory phase. The second school also experienced difficulties. The head of the school reports that one of the problems was to motivate enough teachers to join the DLP. Although two very committed teachers were already experienced in CLIL teaching, it was a rather slow process to convince the rest of the staff of the programme's benefits. It was of major importance that numerous teachers could be motivated to participate in CLIL training courses; otherwise a shortage of qualified teachers for future DLP classes would inevitably occur.

Ultimately, both schools managed to overcome these problems and thus secured the continuity of the *Dual Language Programme*.

Those convinced of the programme's benefits right from the beginning, were the English teachers, who welcomed the opportunity to increase the use of English as a medium of instruction. Moreover, all of these teachers were already experienced in CLIL teaching.

When we asked the teaching staff about the required level of foreign language competence to teach in the DLP, the answers differed dramatically between the two schools: The AHS teachers point out that the English proficiency of the subject teacher does not influence the students' learning progress. The subject teacher's English skills do not need to be 'perfect', since the native speaker teacher is primarily responsible for the foreign language and is prepared to assist when difficulties arise. The KMS teachers on the other hand, stress that it is absolutely necessary for the subject teachers to be trained as English teachers as well: They argue that it is essential for them to understand the native speakers at all times in order to provide the students with explanations when necessary.

These mixed opinions regarding the subject teacher's English proficiency are probably due to the fact that the KMS teachers also use English as a medium of instruction when the native speaker teacher is not present. Therefore, they feel that it is absolutely necessary for the subject teachers to be highly proficient in the foreign language.⁴⁴

⁴⁴ Cf. Chapter 8.3. for a detailed discussion of the role allocation between subject teachers and native speaker teachers.

6.2. Pre-DLP Teacher Training

It is especially important to note in this context that the teachers received no standardised training in preparation for the *Dual Language Programme*. There are two different ways in which the teachers were prepared: On the one hand, each school arranged internal meetings in which classroom materials were collected and already experienced teachers counselled less-experienced colleagues. On the other, numerous DLP teachers attended external training courses which introduced them to didactic and methodological concepts of CLIL.

The team of the AHS did not only share experiences with teachers of the *Vienna Bilingual Schooling* programme, but also had in-house training provided by The Pedagogic Institute of the City of Vienna (PI)⁴⁵. However, a number of these preparatory sessions were not received as enthusiastically as others. During the interviews, some of the teachers expressed their disappointment about incompetent trainers, whereas others claimed that the materials presented were not applicable for their own teaching situation. However, there were also positive reactions to the PI courses. A biology teacher, for example, found it very helpful that her trainer was experienced in using English as a medium of instruction in biology lessons. She appreciated the trainer's useful hints and teaching materials. Another AHS teacher, however, did not receive any official DLP preparation and thus decided to collect teaching materials and order books on her own.

In the KMS, the two DLP teachers of the first year attended a training course which comprised seminars, lesson observations, assignments and finally, a lesson in which the two teachers demonstrated their newly acquired skills. This training course was offered by the '*Europa Büro*' of The Vienna Board of Education.⁴⁶ The two teachers who attended this course found it very useful that they received materials and had the possibility to observe CLIL lessons. However, the head teacher stresses that this training course has been modified and is now overly theoretical, according to the new DLP teachers.

⁴⁵ The Pedagogic Institute of the City of Vienna is an institution which provides further education and teacher training courses.

(http://www.sequels.org/sequels_en/institutions/inst_a_pi_wien.htm)

⁴⁶ For further information cf. <http://www.europabuero.ssr-wien.at/>

Furthermore, she indicates that the current “theory-loaded” training might be suitable for AHS teachers, but not for KMS teachers who strive for an on-the-job training rather than a theoretical approach.

The following suggestions have been made to improve pre-DLP teacher training:

- **Regular in-house training sessions** to provide the schools’ teachers with the opportunity to gain further qualifications together as a team
- **External compulsory training workshops** for all DLP teachers, including the native speaker teachers. These meetings should ideally be organised by The Vienna Board of Education and could be used as a platform to exchange materials, talk about experiences and build up a DLP network.

6.3. Student Registration

Before the beginning of the school year 2006/07 the AHS Feldgasse carried out ‘orientation talks’ with students who wanted to attend the DLP class. These talks follow certain guidelines which were co-developed by the school’s DLP coordinator. Two English teachers evaluate the English level of two students who have to introduce themselves and subsequently, are encouraged to talk with each other. As the head of the AHS Feldgasse reports, numerous children already had some knowledge of English. For instance, some of them had attended additional English courses at their elementary school or even had taken external courses. Moreover, several students have an English-speaking parent. The head of the school underlines that although these students may have advanced communication skills, the majority of them have not yet learned to write in English.

Furthermore, she observes that education is of major importance to most of the parents who want their child to be in a DLP class.⁴⁷ Another observation has been made during the orientation talks: Several children stood out for

⁴⁷ Cf. chapter 5.2. for a detailed account of the parents’ educational background and chapter 10.1. for more information on the parents’ reasons to register their child for the DLP.

their rather lively behaviour which can now be observed in the DLP classroom. The composition of the DLP class, resulting from this registration process, is generally regarded as a success. For instance, a geography teacher reports that the students are very receptive and deal with foreign language input in a very relaxed way. Nevertheless, one child appeared to be overtaxed by the DLP lessons in the course of the first year. When the interview with the head teacher was conducted, no decision had been made yet how the situation would be handled. This example seems to suggest that it may be useful to evaluate the children's potential regarding their foreign language skills in the orientation talks.⁴⁸

Due to organisational problems, the KMS Renngasse was not able to carry out an official DLP registration for the school year 06/07. However, the head of the school emphasises that students of future DLP classes will be carefully chosen in advance. Furthermore, she points out that in this context it is important to accept the reality of KMS schools: Numerous children have a migration background, thus improving their German should be given priority over learning an additional foreign language.

The school's teachers also support the introduction of an official DLP registration, because they think that some children might be intimidated by bilingual teaching. This could actually be observed in the first year as three children appeared to be overstrained by the extra demands imposed by the DLP lessons.

⁴⁸ However, the discussion in chapter 4.1. indicates that it is advisable for schools to avoid that CLIL classes are exclusively composed of the school's best students in order to prevent the programme to become elitist.

6.4. Current Organisation of the DLP

Regarding the realisation of the DLP in the first school year there have been enormous differences between the two schools. The most obvious dissimilarity can be found in the quantity of lessons with the native speaker teacher. As it will be discussed in the subsequent chapter, it was rather difficult for the KMS Renngasse to incorporate the native speaker teacher into the schedule of the DLP class. One of the consequences of this organisational dilemma was that DLP lessons with the native speaker teacher had to be reduced to one class per week. However, in this context it is very important to stress that the subject teachers of this school wanted to compensate the missing lessons with the native speaker by teaching CLIL lessons on their own. In the AHS Feldgasse, on the other hand, it was possible to incorporate the native speaker teacher for at least three times a week.

Another school-specific difference concerns the actual start of the *Dual Language Programme*: The AHS students (officially registered for the DLP) started with CLIL lessons right from the beginning of the school year. Due to the fact that no official registration had been carried out in the KMS, the school decided to wait two months until the students got used to their new environment before starting with bilingual lessons. Another reason for the postponed start was that the school had difficulties to find a native speaker teacher.

The teachers of both schools agree that only subjects with at least two semester hours are suitable for the DLP in order to ensure that the most important content of the curriculum can be taught in German as well as in English.

In the AHS the subjects geography, biology, mathematics and musical education are taught bilingually. In the KMS biology, geography and art are partly taught in English with the native speaker supporting the biology teacher in the first and the geography teacher in the second semester.

For the school year 2007/08 the following facts can be presented:

- In both schools the subject history was added to the DLP
- In the AHS the native speaker teacher is not attending each DLP subject once a week, but supporting the teachers alternately.
- Both native speaker teachers remained at their schools and got more lessons in the DLP.
- Another DLP class was launched in autumn 2007.

By analysing all the interviewees' experiences at the end of the first DLP school year, two core findings can be drawn: Firstly, the teachers and head teachers appreciated the leeway that they were given at the programme's start; all of them point out that the organisational flexibility in the introductory phase proved to be useful for testing out various details on different levels. Secondly, the students' benefits could even be increased by splitting them into smaller groups during their CLIL lessons.

6.5. Organisational Problems concerning the Native Speaker

Unfortunately, numerous problems occurred in connection with the native speaker teacher. The search for a competent native speaker proved an obstacle to the schools. The head of the AHS reports that she had numerous talks with potential native speaker teachers, who eventually were not suitable for the job. However, there were also trained teachers among the candidates who rejected the job offer because they considered it as underpaid.

The low salary is certainly a major problem concerning the native speaker teachers. If the payment for those essential members of the DLP staff was better, it would probably be easier to find competent native speaker teachers. Both schools consider the fact that their native speaker is qualified and skilled as a fortunate coincidence. However, considering the low salary it is questionable whether it will be possible to find such committed and competent native speaker teachers in future.

The fact that most DLP native speaker teachers work in more than one school at the same time can be identified as another problem area. Consequently, both schools had problems with incorporating the native

speaker teacher in their schedules resulting in the need to alter the originally planned DLP organisation. The AHS dismissed the idea of intensive phases where the native speaker would support one subject teacher for a certain period of time before changing to another subject. Instead the school decided to have one native speaker lesson per subject each week.

In the KMS the incorporation was even more complicated, since their native speaker teacher was also employed in two other schools. As a consequence, it was only possible for the native speaker to be at the KMS once a week – on a day which was already rather busy for the DLP class. Since the students had a regular English lesson and both DLP subjects on that day of the week, the teachers feared that the class would be overstrained. Therefore, they decided against having two DLP lessons with the native speaker in one day.

Both head teachers conclude that ideally the native speaker teacher would be employed at one school exclusively and would also be incorporated in English projects outside the DLP class. This would not only help to solve the scheduling problem, but also ensure that the native speaker teachers work with the DLP students three times a week.

7. Teaching in the DLP

This chapter focuses on the different aspects of teaching in the *Dual Language Programme* such as lesson preparation, teaching methodology and teaching objectives. Moreover, some of the teachers' experiences, both positive and negative, are investigated.

While this section concentrates on the Austrian teaching staff, the native speaker teacher perspective is elaborated in chapter 9 which focuses on team teaching.

7.1. Teaching Objectives

The interviews with DLP teachers revealed two main teaching objectives of the programme:

- The DLP is aimed at decreasing the students' foreign language anxiety.
- The programme strives to improve students' competence in English, especially regarding subject-specific vocabulary.

All of the teachers interviewed think that it is possible to achieve these aims and objectives, because of the students' intensive exposure to the target language. Due to the fact that the students are exposed to English in several content subjects, they acquire subject-specific vocabulary without considerable conscious effort (cf. chapter 3.5.).

Moreover, the focus lies on meaning rather than on form, that is to say, content rather than language knowledge is graded which is considered to reduce students' foreign language anxiety (cf. chapter 3.1.). Furthermore, the fact that code switching between English and German is allowed is also regarded to boost students' confidence when using the foreign language.

7.2. Preparing for Lessons in the DLP

In the interviews the teachers emphasise that each DLP lesson requires a precise and extensive preparation. Firstly, the teacher has to decide in great detail which content is going to be taught and also has to define the English parts of the lessons. Especially for the latter decision, teachers have to take a variety of aspects into consideration:

- Complexity and abstractness of the subject matter
- Availability of teaching material
- Possibility to link up the subject matter to the country of origin of the native speaker teacher
- Attractiveness of the topic for students.

Secondly, the method of team teaching requires detailed planning to ensure that both teachers know which content is going to be covered in the course of the lesson and which methods are used. Moreover, the individual responsibilities of both teachers need to be assigned beforehand. Thirdly, due to a lack of material for CLIL teaching, the process of searching for material and producing teaching aids is rather time consuming.

Finally, the teachers have to learn subject-specific vocabulary before each lesson. This is important since they have to make sure to use appropriate terminology and understand their native speaker colleagues. One teacher who felt insecure about her English skills reports that she studies English phrases before DLP lessons. For instance, she prepares phrases to introduce topics or to hand over to the native speaker teacher. This teacher also points out that she reads scientific English books and articles to improve her knowledge of subject-specific terminology.

Considering the points discussed above, lesson planning in the DLP can be regarded as a complex and demanding task in which many aspects have to be considered. Consequently, teachers regard lesson preparation as both an interesting challenge as well as a time consuming burden.

7.3. Teaching Aids

DLP teachers frequently use teaching aids such as visuals or worksheets to foster students' understanding. In this context, teachers point out that finding classroom materials for younger students is especially challenging for two reasons: The materials need to cover particular curricula contents and at the same time they also have to match the students' level of English. Thus, to gather, adapt and produce teaching aids and ultimately compile a collection is one of the main challenges DLP teachers are facing.

The internet has become one of the main sources of materials. The website *www.enchantedlearning.com* is regarded as helpful by several teachers. Apart from using the school library, teachers also purchase books during stays in English speaking countries to remedy the lack of appropriate materials. In their search for teaching aids the subject teachers are supported by their native speaker colleagues. One teacher also reports that she encourages students to find material in English relating to the topics covered in the lessons. She states that students, who bring English materials to class, get bonus credits.

As an overall observation, it can be said that although the teachers are very original in their attempts to compile a suitable collection of teaching materials, they appear to be frustrated with this additional burden.

7.4. Teaching Methods & Principles

Teachers emphasise that the programme allows them to take a new approach to teaching. However, they also point out that their characteristic teaching style has been preserved. Indeed, during visits to the DLP class both traditional content subject methodology as well as typical language teaching methods could be observed. Consequently, a great variety of teaching methods is employed in the DLP. On the one hand, subject lessons of teachers with English as their second subject, are obviously inspired by language teaching methodology as topic-related songs and drill exercises are incorporated. On the other, the typical content subject use of the blackboard is maintained but slightly altered, for example by dividing the blackboard into a German and an English section.

Despite the variation in teaching methodology, certain principles of teaching are recurrent in the DLP. For example, all teachers emphasise that each student should have the opportunity to be an active learner. One teacher states that the lessons should allow students to be engaged, active and creative. Consequently, students are encouraged to colour pictures, to sing in the lessons or to move around in the classroom during 'running dictations'. Another teacher reports that she promotes task-based learning and occasionally asks the students to read for the gist in simple English texts. A further typical feature of the DLP lessons is the extended use of visuals such as images, maps, atlases, graphs, overhead transparencies and videos. Consequently, students' understanding is improved by visuals as they contextualise the topics and render them more concrete.

Classroom materials are employed in a multitude of ways, for example to present and practise content, but also to revise and summarise. A geography teacher reports how she used several teaching aids to revise the Austrian provinces. First, she showed the class a large map of Austria, subsequently, the students were asked to tag English name cards of the Austrian provinces onto the map. After the teacher had removed some of the cards, the students had to name the missing provinces.

The activity mentioned above does not only exemplify the use of visual teaching aids in lessons, but also the playful element which is considered a very important aspect of the DLP. Apart from introducing such 'fun' elements, teachers also conduct projects, organise school trips and invite guest lectures in order to keep their students motivated.

In conclusion, the *Dual Language Programme* allows teachers to introduce new and innovative teaching methods, but at the same time enables them to preserve their personal teaching styles. Consequently, a great variety of teaching methods can be observed in the DLP which are applied according to focus of the lesson and influenced by the teachers' personal preferences. Despite the wide range of methods, certain teaching principles are prominent in all lessons in the DLP: Visuals are frequently used and tasks which encourage student activity are regularly embedded.

7.5. Teachers' Pleasures, Problems & Proposals

Apart from investigating lesson preparation, teaching methods and teaching aims, this evaluation study has also focussed on the teachers' attitudes towards the DLP. As a result, numerous pleasures and problems of teaching in the DLP were captured. Interestingly, all of the teachers identify similar problem areas and also name related aspects of teaching which they enjoy.

For example, several teachers mention that the DLP allows them to adopt new and exciting approaches towards teaching. Consequently, teaching in the DLP is described as a positive challenge, as an escape from the teaching routine and as an opportunity for development. For instance, some teachers state that the DLP opened up the opportunity to improve their own English skills. The Austrian teachers also report that teaching in the DLP widens their horizon, particularly because of the teamwork with other teachers: The collaboration with the native speaker teacher is referred to as enjoyable and the support which Austrian teachers get from their co-teacher is highly appreciated. This is due to the fact that the native speaker teachers do not only provide help with English, but also add valuable ideas for teaching.⁴⁹

The DLP teachers, who have English as a second subject, feel highly motivated when they see their students' progress in the foreign language. Indeed, the Austrian teachers expect that the DLP helps them to pass on their own enthusiasm for the English language to their students. This prospect is a powerful force fuelling the teachers' commitment.

Another reason why teachers enjoy working in the DLP is that they hope the programme will make learning more fun for the students. Furthermore, DLP teachers receive positive feedback from their students and thus feel confirmed in their approach.

Despite all these motivating aspects mentioned above, the teachers also experience working in this programme as very straining at times. In fact, all teachers complain that teaching in the DLP is too time consuming and work intensive. They feel that the additional burden is particularly caused by a lack of appropriate teaching materials (cf. chapter 4.3.). It has already been

⁴⁹ Cf. chapter 8 for a detailed description of the various aspects of team teaching.

mentioned above that DLP teachers have to invest a considerable amount of time in producing and searching for materials. Since not all DLP teachers have English as their second subject, the question arises whether those teachers who are not that competent in English can be expected to create high-quality materials.

Apart from the increased effort to obtain suitable teaching materials, team teaching also causes additional work. DLP teachers have to invest a considerable amount of time to plan lessons together with their partner, for example to discuss language and content questions. Moreover, subject teachers often have to introduce the Austrian school system and teaching methodology to native speaker teachers. Furthermore, CLIL places higher demands on lesson preparation. For instance, teachers have to plan in great detail which content is taught and how the English language is integrated. Moreover, it is important to plan how teaching aids are employed to ensure student activity and understanding. As has already been mentioned above, lesson planning is rather time consuming, especially in the initial stages of the programme. Apart from the intensive lesson preparation, two teachers also report that initially it was difficult to integrate the English language into subject lessons. However, with increasing experience this problem vanished. In parenthesis, it also has to be mentioned that some teachers voluntarily undertake to promote the programme, for instance by writing articles about the DLP for newspapers.

Due to the burden mentioned above, the enthusiasm of the teachers involved in the DLP has already been dampened. The teachers feel overburdened and think that their commitment is not appreciated enough. However, the teachers make several suggestions how the workload of the DLP could be reduced:

- Several teachers indicate that it would be helpful to introduce a weekly paid hour for subject and native speaker teachers in which teaching matters can be discussed.
- Teachers would also welcome better opportunities for networking, such as seminars for DLP teachers organised by The Vienna Board of

Education (cf. chapter 4.3). In such meetings teaching ideas and materials could be produced and shared.

- The launch of a website with thematically ordered links, references, materials for teaching and vocabulary lists, is requested by DLP teachers.
- Students should ideally also have bilingual textbooks. These could be purchased by parents or provided by the school library.

In conclusion, DLP teachers enjoy numerous aspects of teaching in the programme. Their enthusiasm for the programme is, however, considerably dampened by diverse challenges they have to face. It is particularly the increased workload which poses the main problem for DLP teachers. Thus, it is recommendable to reduce the teachers' burden in order to ensure that their strong commitment is maintained.

8. Team Teaching

The difference between regular lessons and DLP lessons lies in the fact that the latter are taught by a subject *and* a native speaker teacher. The miscellaneous facets of team teaching are discussed in this chapter: Firstly, the problems and demands teachers have to cope with are presented, followed by a description of how DLP lessons are prepared and carried out. Next, role allocations between the co-teachers will be analysed and, finally, the advantages of team teaching from the teachers' point of view will be discussed.

8.1. Team Teaching: A Challenge for Teachers

DLP teachers point out that team teaching requires intensive planning and preparation which has proved to be a rather challenging and time-consuming task.

First of all, effective team teaching necessitates clear arrangements among the team members: Both subject and native speaker teacher need to know who is in charge for which parts of the lesson beforehand. All teachers state that lesson planning is carried out in spare lessons and breaks in-between classes.⁵⁰ Even if the teachers prepare their parts independently, subject teachers consider it to be inevitable to discuss the most important facts of the topic which will be taught with the native speaker. Moreover, the respective chapters of the coursebook which will be covered are specified. Thus, careful lesson planning is absolutely necessary for two reasons: Firstly, to ensure that the co-teachers do not have to negotiate their scope of duties in class. Secondly, to avoid that the two teachers are presenting contradicting facts, which would inevitably confuse the students.

Another extra demand is imposed on the teachers: In contrast to their usual teaching situation in which they are the only teacher in the classroom, in the

⁵⁰ Cf. chapters 7.5. and 11.2. in which a possible solution to this problem is discussed, i.e. a paid planning hour for co-teachers to organise and prepare their lessons.

DLP context they have to cooperate with a partner teacher. In order to create a lesson with well-integrated German and English parts, it is of major importance that the two teachers adapt to the team teaching situation. One teacher reports that she has to set herself stricter time frames during team teaching lessons to ensure that the native speaker teacher has enough time to present the core facts in English. Consequently, there are situations in which the teachers are not able to alter the lesson spontaneously according to the needs of the students, that is to say, they are not as flexible as they are in regular lessons.

Almost all of the teachers indicate that such a close collaboration is only successful if the colleagues like each other. Moreover, several teachers anticipated difficulties before working with their team partner. However, these concerns were dispelled. Another anticipated problem which did not occur concerns the language barrier between the two teachers. Especially the biology teacher, who worried about her English competence, was scared that the communication with the native speaker could be an obstacle. The English teachers also indicate that communicating with a native speaker who has a strong accent can be challenging.

Although the native speakers' contribution is regarded as enriching, the subject teachers' workload is not reduced. On the contrary, team teaching is a rather demanding situation for subject teachers as they have to focus on various aspects: They have to teach the class and simultaneously cooperate with the native speaker teacher to ensure the lesson's progress. Additionally, after handing over to their partner teacher, the subject teacher cannot just 'sit back', but has to stay focussed during the English lesson parts.

Shifting the focus from subject to native speaker teacher, it can be observed that the native speaker teachers' most challenging task is possibly that they have to study relatively large amounts of subject knowledge.⁵¹ This is due to the fact that the native speaker is not only meant to function as a model of authentic English language use, but also teaches various topics in subjects

⁵¹ Note that the subjects taught within the *Dual Language Programme* range from biology, geography, mathematics to arts and musical education. Therefore, the native speakers have to expand their knowledge in various fields.

such as geography or biology. Frequently, the native speaker teachers need to rely on their colleagues' expertise when asking for explanations regarding subject content. In response to the high demands imposed by the DLP, one of the native speaker teachers indicates that she wants to expand her knowledge in didactics and methodology.⁵²

8.2. Integrating the Foreign Language & the Native Speaker

Most of the time the DLP lessons are divided into a German part in which the core facts are presented, followed by an English section with the native speaker teacher summarising the most important aspects. Usually the subject teacher introduces a new topic in one lesson, followed by a revision lesson in English with the native speaker. Technical vocabulary is paraphrased and if necessary translated into German. In contrast to abstract topics, descriptive ones are occasionally directly introduced in English.

One can observe that the KMS teachers are very concerned not to overtax their students with the demands imposed by DLP lessons. If necessary, the teachers divide the class into an advanced and a basic group to ensure that all students grasp the core facts of the topic in both languages.

When preparing for DLP lessons, subject teachers focus on learning technical vocabulary in English, whereas native speaker teachers study the subject matter. The native speakers describe their preparation as a three-step process: Firstly, they carefully research the new topic. Secondly, they look up technical vocabulary. In the third step, they try to simplify the facts in order to make them more accessible for students.

In this context one particular difficulty arises: The native speaker frequently has to translate coursebook chapters into English in order to be prepared for subject lessons. This is not only a very exhausting, but also a rather time-consuming task.

The teachers of both schools make an effort to keep DLP lessons interesting in order to make foreign language learning an exciting experience for the

⁵² Cf. chapter 11.2., where the necessity to introduce a training course for the DLP native speaker teachers is discussed.

students. The DLP class occasionally goes on excursions, for instance they visit museums where they have to fulfil certain tasks in English. Sometimes English-speaking guest lecturers are invited. For example, the DLP class watched a slide show with pictures of the rainforest presented by an external native speaker. Additionally, the students have plenty of opportunities to be creative: For instance, when singing English songs or playing language games.

8.3. Role Allocation in the Team Teaching Situation

It has already been indicated above, that the co-teachers are allocated to different roles during team teaching lessons. Apart from this role allocation, areas of responsibility have also been investigated.

The biology teacher, who was concerned beforehand about her English competence, reports that her insecurities vanished when she accepted that the responsibility for the foreign language lies with the native speaker teacher. As soon as she acknowledged her partner teacher as the foreign language expert and also did so openly in front of students, she was no longer worried about her English. Consequently, there is a clear role allocation in this particular team: The subject teacher is responsible for the lessons' content and progress, whereas the native speaker teacher is in charge of the English language. During the interview, the biology teacher concludes that the first DLP year's success was achieved through this clear role allocation and the effective teamwork resulting from it.

If necessary, native speaker teachers do not only teach English to the students, but also help subject teachers to improve their foreign language skills. If the subject teachers accept to be occasionally corrected in front of the students, they slip into the role of a learner. Through this close collaboration native speaker teachers, conversely, also improve their German. As a matter of fact, one of the teachers states that all the parties involved in a DLP class are "in the same boat", that is to say, they are all learners. Consequently, the atmosphere in the DLP class can be described

as “considerate” and “friendly”. In other words, subject and native speaker teacher as well as students pull together and are thus involved in a collective learning process. Therefore, the students consider themselves as equal members of the team.

As it has already been discussed in chapter 6.4., the native speaker teacher in the KMS could only be integrated once a week in the DLP class. Among other areas, the role allocation in the team teaching situation was also affected by this compromise. Since the native speaker attends the DLP class only once a week, the subject teachers clearly have more responsibilities. Both subject teachers of the KMS try to increase their students’ foreign language input by a regular use of English as a medium of instruction when the native speaker is not present.

When analysing the role allocation in the KMS, the following conclusions can be drawn: The subject teachers need to give their colleague specific information on lesson content as well as on the students’ level. Since the native speaker teaches the DLP class no more than once a week, she finds it hard to evaluate her students’ English skills.

Regarding the relationship between native speaker teacher and students, further observations can be made: Due to the fact that the subject teachers frequently use English as a medium of instruction to compensate for the missing native speaker lessons, the KMS students do not acknowledge the native speaker teacher as the language expert. Moreover, the KMS students are not as fond of the native speaker as their AHS counterparts appear to be – which is possibly a direct consequence of the reduced semester hours.

The native speaker teacher, on the other hand, indicates that if she had more responsibility, she would be less dependent on her colleagues. She also states that it would make her feel less replaceable, if she was in charge of the English lesson parts. Moreover, she hopes that in the future she will be teaching the DLP class more than once a week which will certainly foster a good teacher-student relationship.

At this point it has to be mentioned that the native speaker teacher appreciates the teamwork with her colleagues. Her insecurities presumably root in the blurred role allocation. However, the subject teachers have only taken on the main responsibility in DLP lessons because of the organisational problems mentioned above. The fact that the two subject teachers are very experienced in using English as a medium of instruction can therefore be seen as an advantage as they try to compensate for missing lessons with the native speaker teacher.

When planning the schedules of future DLP classes it is thus advisable to ensure that the native speaker teachers attend the DLP class three times per week. Moreover, it would also be advantageous to assign more responsibility to the native speaker teachers by defining the scope of their work. For the students, the native speakers are role model for authentic pronunciation and language use and the fact that these teachers are not fluent in German should animate students to use English.

Apart from being a role model for authentic language use, the native speaker teacher is also a cultural representative. Several teachers report that references to the native speaker's homeland are occasionally made during DLP lessons. Frequently, these cultural references are initiated by students' questions. Sometimes the native speakers share anecdotes with the class, for instance, they point out cultural differences before holidays. A teacher who did not consider this cultural dimension beforehand points out that this aspect opens up new possibilities and thus should be explored in future DLP classes. One native speaker teacher considers his cultural anecdotes to be a "treat" for the class and thinks that talking about his culture allows him to establish a good rapport with the students. Both native speakers agree that their cultural background is always influencing their teaching, directly or indirectly.

8.4. The Advantages of Team Teaching

The fact that co-teachers inevitably improve their English skills in their cooperation with the native speaker has already been identified as an advantage of team teaching. However, the team teaching mode offers further benefits for all of the parties involved.

Since team teaching causes considerable variation, students find it easier to follow the lesson. Students also have to shift their attention from one teacher to the other in the course of a DLP lesson. Consequently, their concentration is constantly revived. Moreover, having a second teacher is regarded as motivating for pupils: Especially the AHS students, who see their native speaker teacher very often, are rather fond of him and enjoy talking to him in English.

Turning to the subject teachers' perspective on team teaching, all of them emphasise that they appreciate the cooperation with their co-teachers and consider them as enriching. For instance, the native speakers' authentic pronunciation is particularly valued. Furthermore, the fact that two teachers look after the class is also considered as advantageous, since it allows the teachers to deal with individual students' problems. In other words, team teaching can not only make classroom management easier, it can also be beneficial for the lesson's flow.

9. Students in the DLP

9.1. How Teachers evaluate the Students' Learning Progress

An important aspect of this study was the evaluation of the students' progress. Since the programme was still in its first year, it was too early to compare the DLP students' competence in English with that of their peers in regular classes. Therefore, questionnaires and interviews were used to gain impressions of teachers, parents and pupils to investigate various aspects of learning in the *Dual Language Programme*. This chapter focuses on the teachers' view.⁵³

As has already been mentioned above, DLP teachers want to achieve two principal aims: Firstly, they want to improve the pupils' English language competence, especially in subject-specific areas. Secondly, they strive to reduce their students' foreign language anxiety. These goals were already partly accomplished in the programme's first year. The DLP teachers report that they have noticed several positive developments. For example, students seem to be more open towards the foreign language and new words in both German and English seem to be acquired without much effort. Moreover, students speak English of their own accord. One teacher even reports that students in the DLP have a larger vocabulary in English than pupils of higher forms, who attend regular classes. This impression is strengthened by observations of parents who report that their child in the DLP is better in English than older siblings.

Other teachers observe that DLP students develop problem solving skills to cope with language difficulties earlier than their peers in regular classes. Rather than getting hung-up on every word which they do not understand, they try to grasp the main ideas by using several strategies. Furthermore, teachers claim that students do not worry but make use of code-switching if they cannot express themselves in English during DLP lessons. Most of the teachers also point out that the DLP students are very proud of their English knowledge and consider themselves to be something 'special'. This becomes

⁵³ Cf. chapter 10.4. for the parents' evaluation of their children's language learning.

obvious on their field trips, for instance, when the pupils talk loudly to the native speaker teacher in public in order to demonstrate their English skills.

These and other observations suggest that the DLP reduces anxieties to talk in a foreign language and boosts children's language competence. Especially the knowledge of subject-related vocabulary in English seems to be improved. Indeed, several teachers report that DLP students revise the content of previous lessons in English without any difficulty.

The teachers attribute this success to the fact that students are exposed to English regularly, but their foreign language competence in DLP subjects is not graded.⁵⁴ Moreover, several teachers point out that students are motivated to talk in English, since they cannot use German to communicate with the native speaker teacher. Furthermore, the teachers are convinced that due to the great variation in teaching methods, students enjoy the DLP very much.

Students do not only improve their language competence in the DLP, but also expand their subject-specific knowledge. Before the beginning of the programme, two teachers worried that content knowledge could be neglected. However, their fears have been dispelled. Although the DLP requires a more careful selection of content, the core facts of each subject can still be conveyed. Since the curriculum allows teachers to be flexible when selecting their topics, this kind of teaching conforms to regulations.

One teacher also emphasises that it is quality not quantity that counts. She reports, for example, that DLP students seem to find it easier to understand new content and to retain new facts in memory. She attributes this positive effect to frequent revisions of content in English *and* German. Furthermore, she observes that students particularly remember anecdotes of their "popular" native speaker teacher. The pupils' attention also seems to be revived in DLP lessons, because teachers take turns during team teaching.

A teacher who was sceptic before the start of the programme, reports that the content knowledge of DLP students is better than expected. After all,

⁵⁴ Cf. chapter 7.1 for teachers' reflections on teaching objectives and the reasons why the DLP can help to achieve these goals.

students know the subjects' core facts and can communicate them in German as well as in English.

Despite these positive observations, some critical comments concerning the learning progress of DLP students have been voiced. For example, one teacher in the AHS is worried that some students are still inhibited because they are afraid to make mistakes when talking in English. Therefore, teachers try to encourage quiet students to use English in DLP lessons, even if they do not participate voluntarily. In such cases the teachers certainly support pupils in formulating their sentences.

In the KMS, on the other hand, worries that pupils could be overtaxed have been expressed. These fears existed from the beginning of the programme and, unfortunately, could not be allayed completely. For instance, one teacher reports that at the beginning of the school year some pupils were anxious that the DLP is too demanding for them. This teacher also observes that some students are certainly pushed to their limits as far as their ability to grasp new content in DLP lessons is concerned. Since already one bilingual lesson appears to be very exhausting for these pupils, the teacher recommends that there should only be one DLP lesson a day. Moreover, several teachers are of the opinion that smaller student groups and the possibility to attend optional bilingual subjects would improve the learning outcome in the DLP.

In conclusion, the teachers mainly report positive effects of the DLP on the students' learning outcome. The language proficiency of students is improved and contrary to initial fears, content knowledge does not seem to fall by the wayside. However, anxieties to talk in the foreign language could not yet be overcome completely and some students seem to be overtaxed.

9.2. Students' Attitude towards the English Language

According to DLP teachers, students participating in the programme hardly show any inhibitions when it comes to talking in the foreign language. In addition, the pupils' language competence seems to improve considerably. This chapter complements the teachers' perspective by the students' view on language learning in the DLP.

When investigating the pupils' opinion on English, predominantly positive attitudes towards the foreign language can be observed. When we asked the students in an open question to name positive and negative aspects of the English language, the following results were obtained: 55 times students mention positive features, whereas only 26 answers are negative. The figures on the next page specify the students' answers.

As figure 3 reveals, the most frequent student answer regarding their favourite feature of English refers to pronunciation, which is mentioned 15 times and described as "cool" and "funny". 10 students could not decide on one particular aspect of English and report to like "everything" about the foreign language. 9 students even list English grammar and spelling among their favourite features of English and describe these as "easy".

On the other hand, figure 4 shows that 6 children consider English grammar, spelling and text production as very difficult. 5 times English is referred to as "complicated". Equally often the English pronunciation and more generally talking in the foreign language are considered as difficult. 5 students also complain about the great effort required for succeeding in the DLP. Thus, it can be observed that not all students are enthusiastic about English. Still, a positive attitude towards the foreign language and especially the pronunciation predominates. The popularity of the English pronunciation can partly be related to the native speaker teacher.

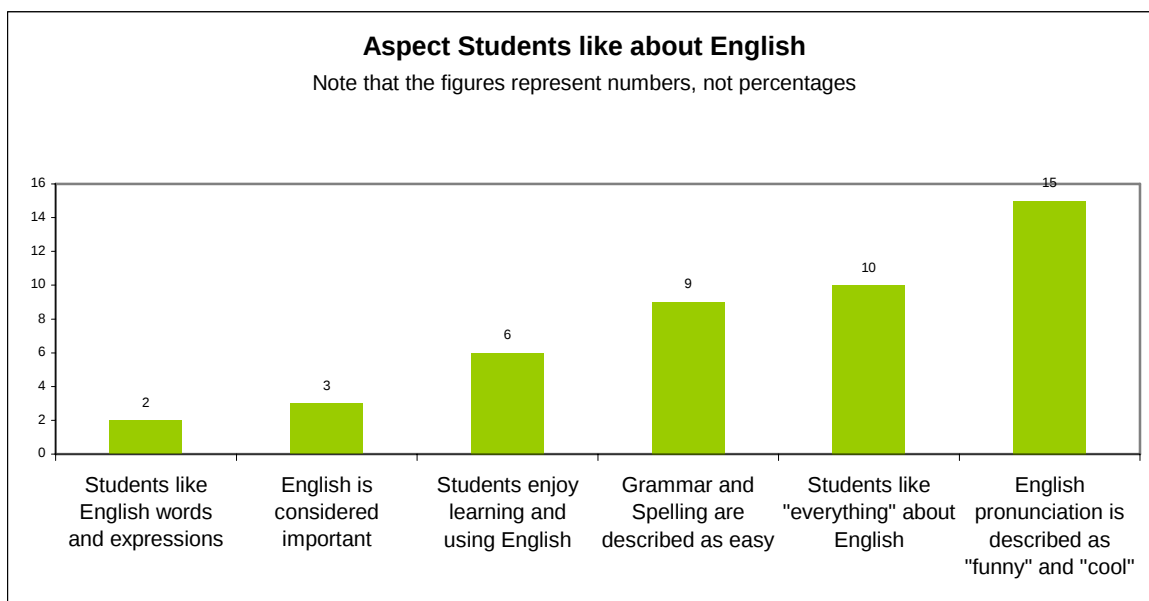


Fig.3: Aspects Students like about English

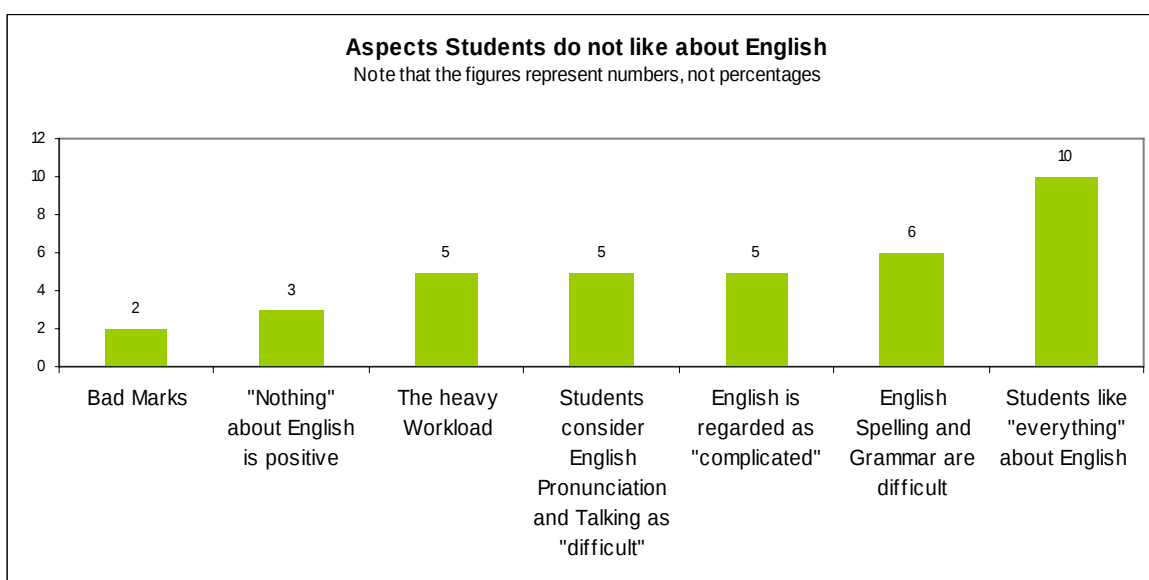


Fig.4: Aspects Students do not like about English

Talking in English is popular among the majority of DLP students. Figure 5 below reveals that 50% of all pupils enjoy participating in English during bilingual lessons. An additional 31.8% have a neutral attitude. Only 6 pupils dislike speaking English in the DLP. Thus, most students like talking in English during content lessons. Surprisingly, pupils find it more enjoyable to talk in the foreign language in their regular English lessons. As figure 6 on the following page shows, an impressive number of students (81.8%) enjoy speaking in their English lessons very much.

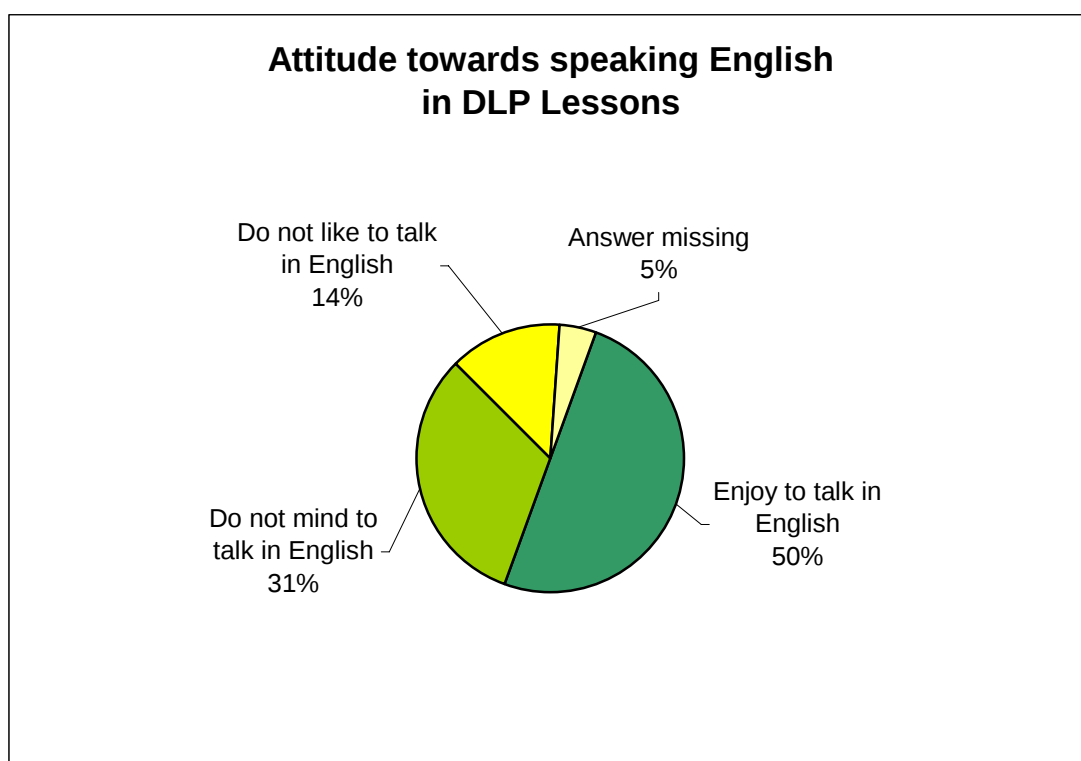


Fig.5: Attitude towards speaking English in DLP Lessons

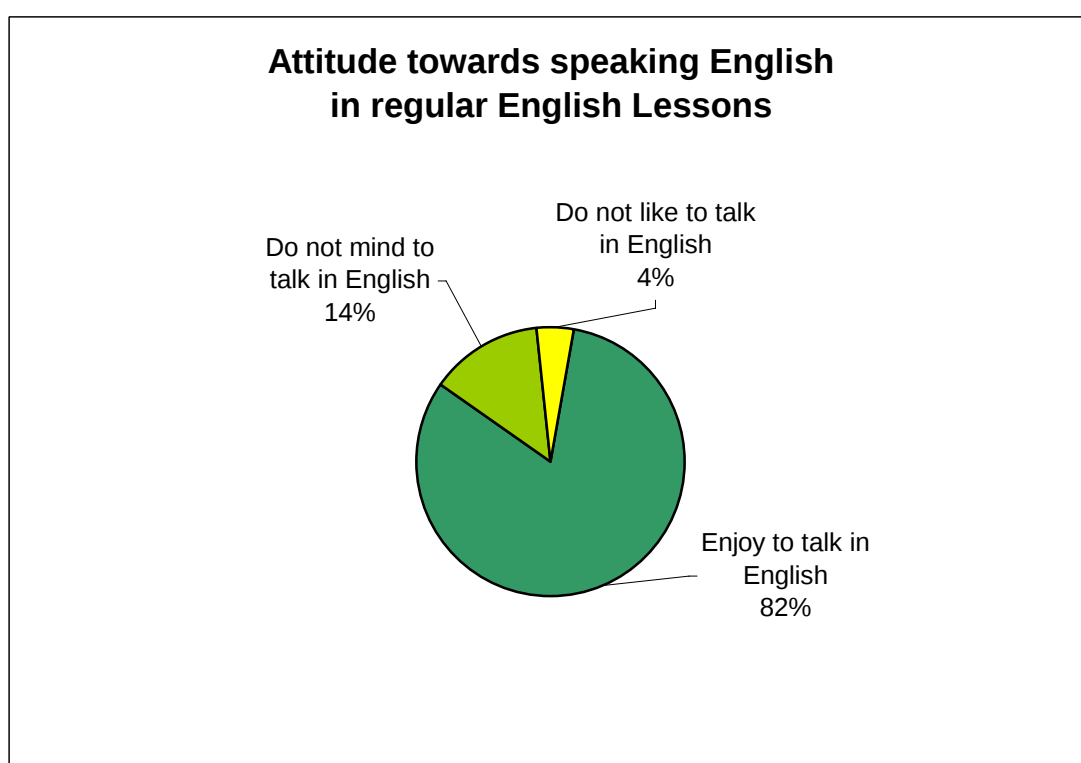


Fig.6: Attitude towards speaking English in regular English Lessons

The reason for the students' preference to use the foreign language in their regular English lessons could be related to the great popularity of their English teachers. These are acknowledged repeatedly in the questionnaires. Another possible explanation could be that students feel more pressure during English content lessons, because they think they have to pay attention to content *and* language. Apparently, students seem to be rather ambitious and try to avoid mistakes. This impression is reinforced by a teacher's comment and is strengthened by several students' answers. For example, as much as 47.7% of all students state that occasionally they do not raise their hand, because they do not know how to formulate their answers in English. However, at this point it is important to note that only occasionally students are 'speechless'. The replies to another question indeed confirm that DLP students are rarely afraid to talk in English, as 54.4% reply that they do not feel inhibited to speak in English at all.

When splitting the students into different groups and classifying them according to their sex and school, the following picture emerges: More girls than boys seem to like talking in English in DLP lessons: While 58.3% of the girls enjoy talking in the foreign language, only 40% of the boys do. Furthermore, 55% of the schoolboys state that sometimes they feel inhibited in their participation because they are not able to say it in English. Among their female peers, only 41.7% encounter this problem.

After a comparison of the two schools, the following observations can be made: 60.9% of the students attending the KMS state that they sometimes do not raise their hand, because of a lack in English vocabulary. When combining the answers of both schools to this question, the average lies at 47.7%, therefore the problem seems to be more present in the KMS than in the AHS. This result could be related to the fact that in the KMS no official registration procedure for the DLP took place. It is also possible that the students in the KMS feel less secure in English, because of the small number of lessons with the native speaker teacher. However, in the KMS 82.6% of all students have at least a neutral attitude towards speaking in English during

DLP lessons. 43.5% of all KMS students even state that they enjoy talking in English very much.

In conclusion, the majority of students seem to have a positive attitude towards speaking in English. Nevertheless, a great variety of opinions regarding the English language exists. For instance, some students describe English as “complicated”, while others state that they like “everything” about it. Comparisons between different groups of students indicate that girls and students of the AHS enjoy talking in English more than their peers.

9.3. Students' Satisfaction with the DLP

To assess the satisfaction of the students with the DLP, we asked them about their attitude towards various aspects of the programme. For example, students were encouraged to express their opinion on team teaching or the quantity of bilingual lessons as well as state what they like about the programme. The students' replies are presented in this section.

Asked whether they prefer the German or English parts of their DLP lessons, 63.6% of the students report that they enjoy the sections in English at least as much as those in German. 22.7% of all the students, most of them AHS students, even prefer the English lesson parts.

Furthermore, with 56.8% of all students the majority are satisfied with the quantity of bilingual lessons. 6 students (13.6%), 5 of whom attend the AHS, even want more DLP lessons. However, 12 pupils (27.2%) would prefer fewer bilingual lessons. There are more boys than girls among these students. Indeed, 40% of the male pupils - in contrast to 16.7% of the girls - want fewer DLP lessons.

Regarding the team teaching, the majority of students are content with this aspect of the DLP. 52.3% of DLP students report that they enjoy team teaching very much and 38.6% have a neutral attitude. More girls (15 of 24) than boys (8 of 20) express their enthusiasm towards this mode of teaching. Whereas in the KMS as much as 62.5% state that they like team teaching

very much, most of their peers in the AHS (52.4%) adopt a neutral position. The difference between the two schools could be explained by the fact that the KMS teachers were more experienced in team teaching than their colleagues in the AHS.

When asked which teacher receives more attention during team teaching, 56.8% report that they equally concentrate on subject and native speaker teacher. However, a quarter of the students focus on the subject teacher and 15.9% state that they pay more attention to the native speaker. If the students are correct in their self-assessment, more boys (40%) than girls (12.5%) focus on the subject teacher.

When investigating the students' satisfaction with the DLP, the impression arises that the majority of children have a positive attitude towards the programme. However, this positive first impression suffers when pupils' replies regarding their comprehension are taken into account.

On the one hand, 45.5% of all students state that they are able to follow English and German lesson parts equally well. In the AHS even 57.1% give this answer. On the other hand, the majority of the students (54.5%) report that they find it easier to understand the lessons in German. Nevertheless, it has already been mentioned above that most of the children enjoy talking in English in the bilingual lessons. Consequently, problems of comprehension do not seem to have a direct impact on the students' attitude towards speaking English. This observation indicates that students are not frustrated when they do not understand every single word.

The remainder of this chapter concentrates on aspects of the DLP which students consider as especially enjoyable. Figure 7 on the subsequent page shows that numerous students like the increased use of the English language in the DLP. This again suggests that the popularity of English does not suffer, even if problems of comprehension and production occur. Indeed, the extended use of English in the DLP is positively mentioned 14 times by students. Another 10 students report that they especially like it when content is taught in English. The teaching materials and methods are also popular among the pupils (6 replies). Moreover, the native speaker teacher is

mentioned 4 times as a positive aspect. Similarly, 4 students talk about their pleasure when learning in the DLP. Finally, 3 students state that they enjoy the great variety of topics presented in DLP lessons.

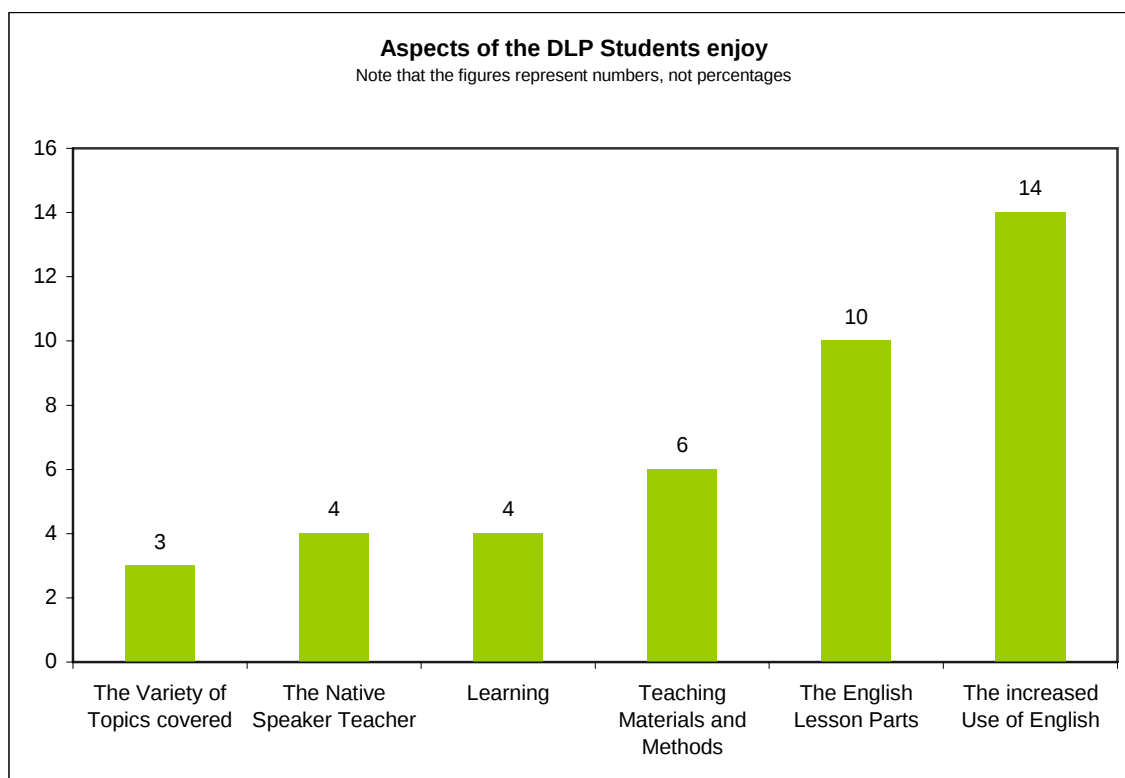


Fig.7: Aspects of the DLP Students enjoy

We asked the students of both schools about their favourite aspect of the DLP. While the AHS students see the native speaker teacher as the highlight of the programme, the KMS students emphasise that DLP lessons are “fun”.

On the whole, students seem to be satisfied with the DLP. The majority of them are content with both the team teaching and the quantity of bilingual lessons. Students report that they like English and enjoy their DLP lessons. Moreover, the native speaker teacher is often seen as a positive feature of the programme. However, some children would prefer fewer DLP lessons and find it easier to follow the German lesson parts. Therefore, the pupils' opinions on the programme differ.

9.4. Students' Problems in the DLP

In preceding chapters several problems of DLP students have already been hinted at. For example, students occasionally do not participate during English lesson parts, because they lack in vocabulary. Furthermore, some students have comprehension difficulties when being taught in English. An analysis of the students' answers has revealed that 36.6% have both problems and thus seem to experience English as a barrier to learning.

The impression that the extended use of English poses a problem to some students is strengthened by the pupils' answers to several questions. Asked to identify difficulties they face in the DLP, the most frequent student answer (13 times) refers to comprehension problems and difficulties with expressing themselves in English were mentioned 7 times.

In their response to the question regarding negative aspects of the DLP, students again point out that they experience comprehension difficulties (7 times). Since 8 pupils state that they feel overtaxed, this is the most common complaint. This feeling is, however, not specified in more detail. The native speaker teacher is also criticised: 5 KMS students evaluate their second teacher negatively.⁵⁵

In contrast to the negative aspects pointed out above, 12 students state that they do not encounter any problems in the DLP and 7 say that "everything" is good about the programme. These answers confirm the impression that a wide range of opinions exist among the students. While the extended use of English poses a problem for some, others enjoy the foreign language considerably. In sum, 24 pupils especially like the increased use of English in the DLP, whereas 15 students indicate that the foreign language is their greatest problem.

Regarding the students' attitude towards speaking in English, 50% state that they enjoy communicating in English. Moreover, 54.4% report that they do not have any inhibitions when talking in English. In contrast, 36.6% of the students mention that occasionally they lack in vocabulary or encounter

⁵⁵ Cf. chapter 8.3 for more details on the relationship between students and native speaker teacher.

comprehension difficulties. In conclusion, while the majority of DLP students like English, the extended use of the foreign language creates problems for about one third of them.

10. The Parents' Perspective

In this chapter the parents' view on the *Dual Language Programme* is presented in great detail. In subsequent sections the parents' motives for registering their child for the programme, their satisfaction with the DLP and their evaluation of their child's progress are discussed. When considering these aspects, a comprehensive picture of the parents' attitude towards the DLP is constructed.

10.1. Motives for Registration & Advantages of the DLP

In order to discover the parents' motives for registering their child to the DLP, we asked them to select from a set of pre-given answers, representing possible reasons. Since no official registration for the DLP was carried out in the KMS, this particular questionnaire item was slightly altered for parents of KMS students. These were given the same set of possible answers, but were asked to choose aspects which they see as advantages of the DLP. Despite the difference in question wording, a very similar picture emerged. The findings are displayed in figure 8 on the next page.

When looking at the results it becomes clear that the majority of parents have high expectations in the DLP. For instance, they hope that the programme will have a positive influence on their child's educational and occupational future. 85.3% of the parents think that the English competence acquired in the DLP will be very useful for their child's career. This aspect seems to be considered as the greatest advantage of the DLP. 68.2% think the programme will help their children in the course of their education. Furthermore, 51.2% of the parents expect that the DLP is a good preparation if their child wants to study or work abroad.

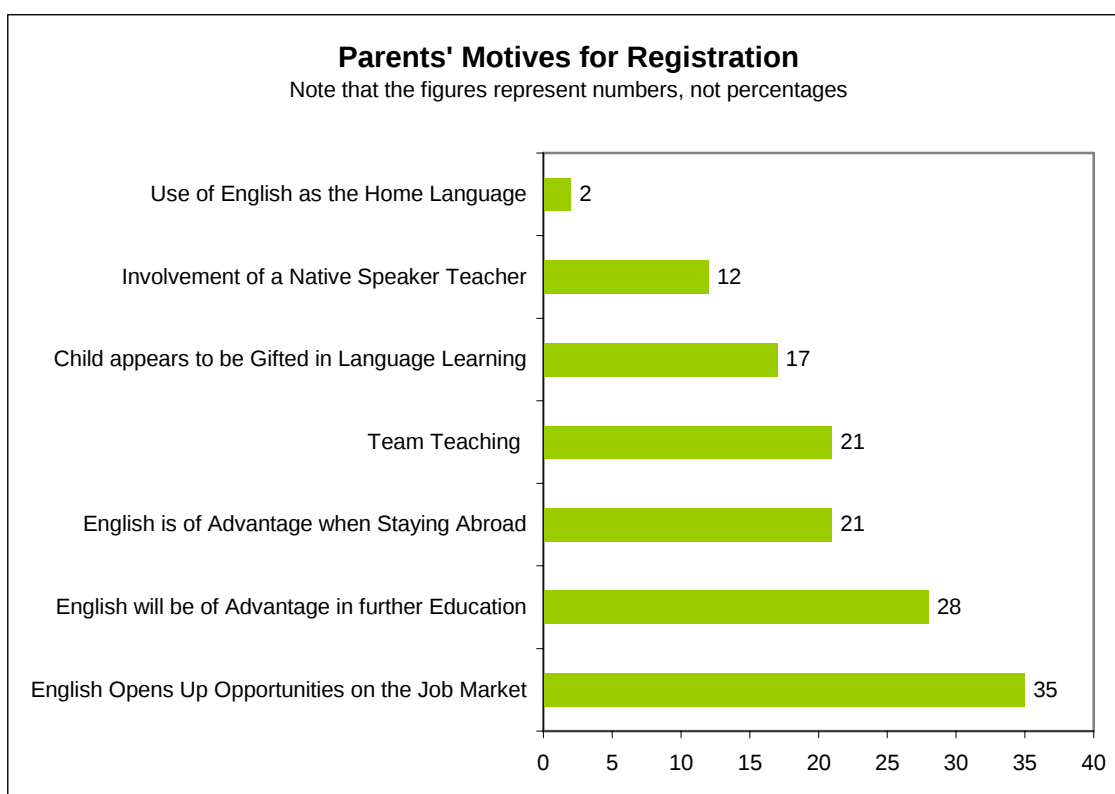


Fig.8: Parents' Motives for Registration

Due to the advantages expected in education and occupation, parents hope that that the DLP will provide their child with a better social status in the future. Additionally, 41.4% of the parents believe that the programme will have a positive effect on their child's linguistic talent.

Aspects of teaching which are specific for the DLP are also seen as positive. For example, 51.2% of the parents emphasise the significance of team teaching. Contrary to expectation, only 29.2% of the parents consider the native speaker teacher as an important feature of the DLP. Surprisingly, the native speaker teacher is not particularly important to the parents as only one pre-given answer is chosen less often, namely the option that English is spoken at home. Thus, for two thirds of the parents the incorporation of a native speaker teacher is not a determining factor of the DLP. This could imply that parents consider Austrian teachers as competent in implementing CLIL teaching – with or without the support of a native speaker teacher. It is also possible that those parents who chose the pre-given answer “because my child is taught by two teachers” felt that this reply already includes their appreciation of the native speaker.

Although the parents of the two schools do not differ considerably in their answers, team teaching seems to be more popular in the KMS. 33.3% of the parents with a child in the AHS mention team teaching as a motive for registration. In the KMS as much as 65.2% of the parents consider team teaching as an advantage of the DLP. There are several possible explanations for this difference. Firstly, team teaching is certainly considered to be a positive aspect of the DLP, but may not be a primary reason for registration. Secondly, the parents of KMS students possibly receive team teaching with more enthusiasm than those of AHS students. This conclusion is supported by questionnaire replies of KMS students, who seem to have a very positive attitude towards team teaching.⁵⁶ However, attempts to explain these results of the parents' questionnaires remain speculative.

In conclusion, the analysis of the questionnaires has revealed that parents expect the DLP to be advantageous for their child's future education and occupation. Parents also hope that the programme will foster their child's linguistic talent. Moreover, the implementation of team teaching is also regarded as an advantage. It is rather surprising that the participation of a native speaker teacher is not appreciated as much as the researchers of the study anticipated beforehand.

⁵⁶ Cf. chapter 9.3. for a discussion of the students' attitude towards team teaching.

10.2. The Parents' Attitude towards the English Language

In order to understand a child's language development properly, other aspects than just the school environment have to be taken into consideration. For example, the parents' attitude towards learning languages and their foreign language competence are factors that can influence a child's language development. Moreover, investigating the parents' language background helps to assess to which extent students have the opportunity to use English at home.

An analysis of the parents' language background has revealed the following facts: Apart from 2 parents of KMS students, each father and mother of a DLP student speaks at least one foreign language. 78% of all parents are competent in English, with 68.3% estimating that they have achieved at least an intermediate level in the target language. 7 parents (17.1%) even point out that their English skills are advanced. When comparing the parents' English knowledge, differences between the schools become apparent. While only one parent of an AHS student cannot speak English, 30,4% of parents with a child in the KMS (i.e. 7 respondents) are not competent in English at all.

The parents were also asked about their attitude towards English and the role that the foreign language has in their life. The answers show that 90.2% of the parents consider English as important. About 40% use English while on vacation. Equally many report to have friends and relatives with whom they speak English. 40% of the parents also have English books and movies at home. Nevertheless, one third of the parents state that they hardly ever encounter English in their everyday life. Among these are 5 parents of AHS students and 9 parents with a child in the KMS. These results show that students experience foreign language use as something natural and can to a certain extent rely on their parents' English skills. Moreover, they already realise that English is regarded as an important language in their family.

When considering the parents' English competence, it becomes clear that the AHS students are in an advantageous position. Since their parents have a better knowledge of English than most of the KMS students' parents, they have more opportunities to use the target language.

10.3. The Parents' Satisfaction with the DLP

To evaluate the parents' satisfaction with the DLP, we asked them about their opinion on several aspects of the programme. Moreover, we invited the parents to tell anecdotes about their children's reports about DLP lessons. It was thus assumed that the students' attitude towards the programme influences that of their parents.

Overall, the parents' answers show that they hold a very positive opinion of the DLP and apparently have great trust in the programme. Indeed, only 4 parents express worries when asked to name possible fears related to the DLP. These parents mainly seem to be anxious that their child could be overtaxed by the programme. In related questions, the parents' trust in the DLP becomes apparent. For example, when asked if any effects of the DLP on the child can be observed, no negative developments are reported. 36.1% of the parents (mainly those of KMS students) have not noticed any effects, neither positive nor negative ones. 63.8% have only observed positive developments in their child and attribute these to the DLP.

When having a closer look at the parents' observations, the following picture emerges: As figure 9 below shows, parents mainly notice positive effects on their child's language development. 14 parents report that their child improved considerably in English. 8 times parents attribute their child's increased interest in English to the programme. Furthermore, 7 parents think that due to the DLP, their child's foreign language anxiety has decreased.

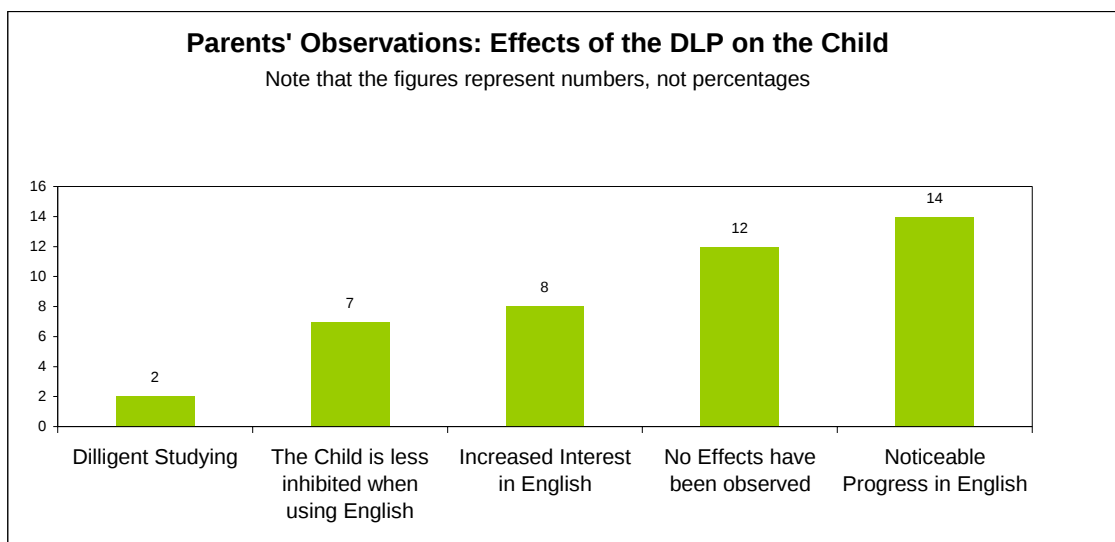


Fig.9: Parents' Observations: Effects of the DLP on the Child

The AHS parents, who had registered their child for the *Dual Language Programme*, were asked whether their expectations have been fulfilled. On the whole, their answers are very positive. For instance, they report about their child's growing interest in and enthusiasm for English. Moreover, they express great satisfaction with the programme. Only 2 out of 17 parents express slight disappointment, because they would have wished for more DLP lessons.

Most of the parents are convinced that their child likes being in a DLP class. According to 87.8% of the parents, their children think the DLP is "alright". 41.5% even think that their child is "enthusiastic" about the programme. Only 5 of the DLP students apparently do not talk a lot about the DLP, since their parents feel they cannot evaluate their child's attitude towards the programme at all.

With an open question, we invited the parents to share anecdotes about what their child reports about DLP lessons. The majority of answers (52.9%) show that most DLP students talk rather positively about the programme at home. Only 3 parents (8.8%) point out that their child's reports are predominantly negative. In 38.2% of the answers, both pleasant as well as unpleasant aspects of the DLP are mentioned. Among the answers which reflect a positive attitude towards the DLP, the child's enthusiasm for the DLP is mentioned 19 times. 6 parents note that the native speaker teacher is very

popular or that students enjoy team teaching lessons. 4 parents mention that their children like to talk about the content covered in the DLP lessons. This suggests that these children have a positive attitude towards learning in the DLP. However, 6 parents report that their child complains about difficulties in the comprehension of English as well as problems regarding text production in the target language.

When considering the responses above, it is not surprising that 80.4% of the parents are very satisfied about the quantity of DLP lessons and 6 parents would even welcome more CLIL lessons. The parents' satisfaction becomes most apparent when they are asked whether they would register their child for the DLP again. 39 out of 41 parents would certainly sign up their child for the *Dual Language Programme* again. One respondent did not answer this question and one parent is not convinced of the programme's benefits. In conclusion, even the parents of the KMS students, who did not deliberately choose the DLP, appreciate the programme's benefits.

10.4. The Parents' View on the Child's Language Development

To learn more about the students' language development in the DLP, the parents were asked to evaluate their child's attitude towards learning languages. The answers have revealed that 97.6% of all parents are convinced that their child is interested in languages. Two thirds (68.3%) even observe their child's great enthusiasm for languages. Only one DLP student apparently does not like learning languages very much. If the students' interest in learning languages is as strong as their parents report, this would suggest a great success of the DLP. However, the extent to which DLP students were already interested in languages before the start of the programme remains unknown.

It should be mentioned that primarily the parents of AHS children believe in their child's enthusiasm for languages. In the AHS 88.9% of the parents think that their child enjoys learning languages very much. In the KMS, on the other hand, only 52.5% of the parents give this answer.

Differences can also be observed in the parents' evaluation on how the DLP has influenced their child's interest in languages. While 88.9% of the parents of AHS students believe that their child's interest in English has grown, only 56.5% of the parents with a child in the KMS have made this observation.

There are several possible explanations to account for this divergence. For example, children, who are registered for a CLIL programme by their parents, are possibly more interested in languages than the average. Indeed, some parents of DLP students state that their child's linguistic talent was a decisive factor for them to choose the DLP. It is also possible that parents, who deliberately decide on bilingual education, carefully observe their child's language development. Finally, it could also be that the interest in languages of AHS pupils was boosted by the quantity of lessons with the native speaker teacher. The KMS students' interest in language learning could possibly not develop similarly well due to the reduced number of native speaker lessons. However, monocausal explanations should be avoided in this context. Moreover, it needs to be pointed out that the difference between the two schools is not statistically significant.

The parents were also asked to which extent their child is exposed to English outside of school. Despite the great interest in languages identified by the parents, 53.7% of DLP students do not seem to use English beyond doing their homework. However, according to the parents, 24.4% of the DLP students read English books and watch movies in the foreign language. Additionally, 14.6% of the pupils use the English language in other contexts. Regarding the students' use of English, further differences between the two schools can be observed. In the KMS, two thirds of the parents state that their child does not use English outside the school context. In the AHS, only a third of the parents have this impression.

In conclusion, the majority of parents seem to be convinced of their child's great interest in languages. This enthusiasm for language learning could be interpreted as an indicator for the success of the *Dual Language Programme*.

11. Conclusions

11.1. Core Findings of the Study

In this section the most important results of the evaluation study on the *Dual Language Programme* (DLP) are presented. Like the study itself, this chapter considers the different perspectives of the stakeholders involved in the DLP.

Stakeholder Perspective I: The Students

When investigating the students' attitude towards the DLP, a great range of opinions on the programme can be discovered. For example, the majority of students enjoy the various aspects of the DLP, especially the increased use of the English language. Some pupils, however, complain about comprehension difficulties and state that they sometimes lack in vocabulary. Surprisingly, the majority of students prefer talking in the target language during their regular English lessons rather than during their bilingual subject lessons. This result contradicts the common assumption about CLIL which claims that students are less inhibited when using a foreign language in subject lessons (c.f. chapter 3.1.).

Nevertheless, with AHS students reporting about their enthusiasm for the native speaker teacher and KMS pupils emphasising that DLP lessons are "fun", a great number of positive student opinions on the DLP have been voiced.

Stakeholder Perspective II: The Parents

The analysis of the parents' view on the DLP has revealed a very positive attitude towards the programme. The parents hardly ever express fears related to the programme and negative aspects of the DLP are only rarely mentioned. Several parents would even welcome a higher quantity of bilingual subject lessons which suggests great trust in the programme. Nearly all parents are convinced of their child's strong interest in learning languages. Especially those who registered their child for the programme attribute the increasing interest in languages to the positive influence of the DLP.

The results concerning the parents of DLP students also proved to be surprising: In contrast to the researchers' initial expectations, the involvement of a native speaker teacher does not seem to be a determining factor for choosing the DLP. Instead, parents register their child for the DLP because they expect the programme to be beneficial for their child's educational and occupational future.

Stakeholder Perspective III: The Teachers

As far as the DLP teachers are concerned, two main teaching objectives could be identified: Firstly, the DLP is aimed at decreasing students' foreign language anxiety. Secondly, the programme seeks to improve the students' competence in English, especially regarding subject-specific vocabulary. The teachers report that these objectives could partly be accomplished within the first year of the DLP. For example, the pupils' pride in their English skills can already be observed. Moreover, contrary to initial fears of some teachers, content knowledge does not fall by the wayside.

Although the teachers complain about the lack of appropriate materials and the heavy workload entailed by the DLP, they feel confirmed in their approach by the students' positive feedback.

Furthermore, teaching in the DLP, especially the team teaching method, is considered to be an interesting challenge. Team teaching is generally considered to be successful; especially the opportunity to deal with individual students' problems is regarded advantageous. Initial worries concerning team teaching have been dispelled. For example, some teachers feared that they could have problems in understanding the native speaker teacher or that difficulties on a personal level could occur. However, these worries vanished because of the positive experiences gained. Nevertheless, team teaching places great demands on DLP teachers: Among other things, detailed lesson planning is necessary, the teachers' spontaneity during lessons is reduced and the native speaker teacher has to learn considerable amounts of content in several subject areas.

An investigation of the role allocation in team teaching situations has revealed the following picture: Subject teachers are usually responsible for choosing and structuring the content. The native speaker teachers, on the other hand, are in charge of the target language. If the distribution of responsibilities within the team is not clear, feelings of insecurity arise in the native speaker teacher as well as in the students. Confusions in role allocation can occur, for example, if the quantity of DLP lessons with the native speaker teacher is reduced for organisational reasons. Both schools investigated had problems to integrate the native speaker teacher into their schedules. Consequently, the schools had to alter the programme's organisation.

11.2. Recommendations & Suggestions for Improvement

This chapter has a dual focus: Firstly, it aims to enumerate the problem areas that have been identified in the course of the evaluation study and, secondly, suggests solutions which could enhance the quality of the *Dual Language Programme*.

Problem Area I: Teacher Training

DLP teacher training is the first problem area which needs improvement. Due to the high demands the programme imposes on the teaching staff, it is advisable that both subject *and* native speaker teachers have the opportunity to improve their didactic and pedagogic skills by participating in teacher training courses. It is of major importance that the native speaker teachers also attend these courses for two reasons: On the one hand, they could take on more responsibility and thereby reduce the workload of the subject teachers. On the other, considering that not all native speakers are trained teachers, this would certainly improve the quality of their teaching.

Another teacher training related issue of equal importance needs to be pointed out: The majority of teachers express the wish for regular meetings with all of Vienna's DLP teachers to build up a network. This is indeed recommendable as it would not only allow teachers to exchange materials,

but also to share experiences. Ideally, this would go hand in hand with the launch of a DLP website where teachers could find useful links, materials and possibly also technical vocabulary subdivided into subject areas. This would certainly simplify and shorten the teachers' intensive preparatory work.

Problem Area II: Native Speaker Teachers

The second subject area which needs enhancement concerns the native speaker teachers. There are primarily two organisational aspects which need to be improved: Firstly, native speaker teachers should ideally work in only one school to make a trouble-free integration into the school's schedule possible. Secondly, The Vienna Board of Education should strive for a better payment for qualified and trained native speaker teachers. Ultimately, the *Dual Language Programme* would benefit from these changes in several ways: The native speaker teachers' motivation and commitment would be increased and, additionally, it would be easier for the schools to find competent staff.

Another recommendation can be made in this context: There is an urgent need for a weekly paid hour in which co-teachers can organise and plan their DLP lessons. Since subject and native speaker teacher are currently struggling to find the time to set up lesson plans and search for materials, this would also improve the programme's quality.

Problem Area III: Public Relations

The public relations of the *Dual Language Programme* also need improvement. DLP teachers point out that it would be very important to promote the programme's benefits. Indeed, better PR for the DLP could help to avoid certain problems. For instance, due to a lack of information, some parents were too late in registering their child for the orientation talks. If the DLP was promoted better, this problem could be avoided in the future.

In a first step public relations could be improved with the launch of a clearly structured website for parents and students. This website should provide information on aspects such as registration, the programme's benefits and important dates. Furthermore, The Vienna Board of Education should endeavour to make the label 'DLP' and its logo better known, for instance by

visibly attaching the logo on the buildings of the respective schools. Additionally, the DLP logo should also be printed in the school guide for Vienna to ensure that the schools involved can be easily identified. At this point it is important to stress that the PR work should not be a part of the teachers' area of responsibility, but has to be taken over by The Vienna Board of Education.

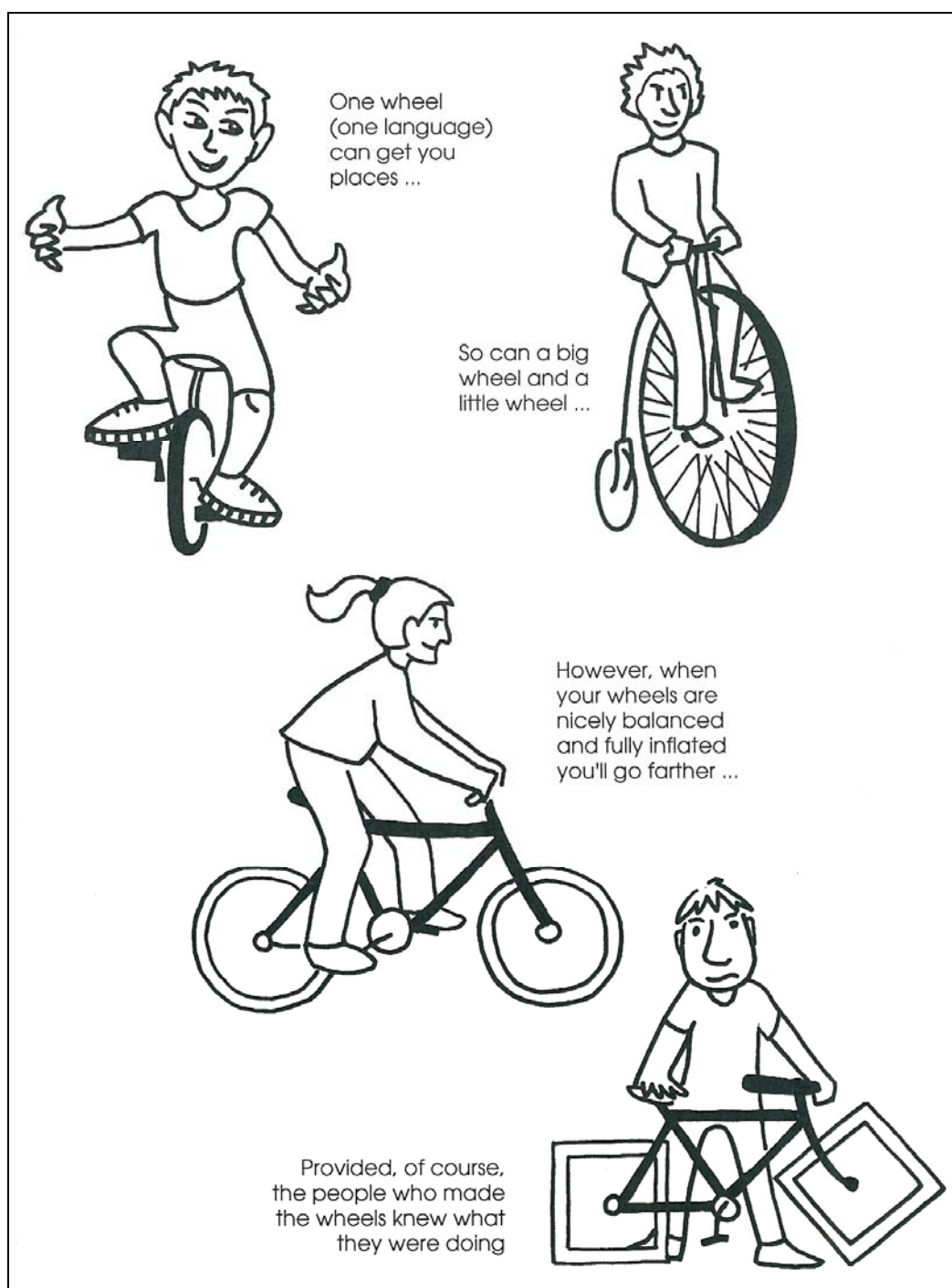


Fig. 10: Bilingual Education is like riding a Bicycle (Baker 2000: 3)

List of Figures & Tables

Figures

Fig. 1:	The many faces of CLIL.....	6
Fig. 2:	The Operation of the Affective Filter	18
Fig. 3:	Aspects Students like about English	72
Fig. 4:	Aspects Students do not like about English	72
Fig. 5:	Attitude towards speaking English in DLP Lessons	73
Fig. 6:	Attitude towards speaking English in regular English Lessons .	73
Fig. 7:	Aspects of the DLP Students enjoy.....	77
Fig. 8:	Parents' Motives for Registration	80
Fig. 9:	Parents' Observations: Effects of the DLP on the Child	84
Fig.10:	Bilingual Education is like riding a Bicycle	91

Tables

Table 1:	Why the name for the Viennese <i>Dual Language Programme</i> is misleading.....	9
Table 2:	Idealised competences required of a CLIL teacher.....	36

References

- Baetens Beardsmore, Hugo. 2007. "The working life perspective". In Marsh, David; Wolff, Dieter (eds.). *Diverse Contexts – Converging Goals: CLIL in Europe*. Frankfurt am Main; Wien (etc.): Lang, 27-31.
- Baker, Colin. 2000. *A Parents' and Teachers' Guide to Bilingualism*. (2nd ed.). Clevedon (etc.): Multilingual Matters.
- Baker, Colin. 2006. *Foundations of bilingual Education*. (4th ed.) Clevedon (etc.): Multilingual Matters.
- Beranek, Wilhelm; Weidinger, Walter. 2007. "Editorial". In *Erziehung und Unterricht: Österreichische Pädagogische Zeitschrift - Themenschwerpunkt: Multilinguale Schule* 3/4, 163-170.
- Brinton, Donna; Marguerite Ann Snow; Marjorie B. Wesche. 2008. *Content-based second language instruction*. New York: Newbury House.
- British Council. "Intrinsic Motivation". *British Council BBC Teaching English*. <http://www.teachingenglish.org.uk/think/knowledge-wiki/intrinsic-motivation> (29.8.2008)
- Bundesministerium für Kunst und Kultur. 2007. „Bundesgesetz vom 27. Juni 1984 über das Dienstrecht der Landeslehrer (Landeslehrer-Dienstrechtsgesetz - LDG 1984), zuletzt geändert durch BGBl. I Nr. 96/2007.“
4. ABSCHNITT: Dienstpflichten des Landeslehrers: Lehrverpflichtung: Arbeitszeit der Landeslehrer mit Ausnahme der Berufsschullehrer
§ 43 (1) Z 1
www.bmukk.gv.at/schulen/lehrdr/gesetze_verordnungen/ldg_01.xml
(14.9.2008)
- Bundesministerium für Kunst und Kultur. 2008. „Bundesgesetz über die Ordnung von Unterricht und Erziehung in den im Schulorganisationsgesetz geregelten Schulen (Schulunterrichtsgesetz 1986 - SchUG) BGBl. Nr. 472/1986 (WV), zuletzt geändert durch BGBl. I Nr. 117/2008 “
4. ABSCHNITT: Unterrichtsordnung: Unterrichtssprache: § 16 (3)
http://www.bmukk.gv.at/schulen/recht/gvo/schug_teil1.xml#16
(14.9.2008)
- Cohen, Louis; Manion, Lawrence; Morrison, Keith. 2001. *Research Methods in Education*. (5th ed.). London and New York: RoutledgeFalmer.
- Dalton-Puffer, Christiane. 2007. *Discourse in Content and Language Integrated Learning (CLIL) Classrooms*. Amsterdam (etc.): Benjamins.

Dalton-Puffer, Christiane; Ute Smit (eds.) 2007. *Empirical Perspectives on CLIL Classroom Discourse*. Frankfurt am Main: Peter Lang GmbH.

Darn, Steve. 2006. "Content and Language Integrated Learning (CLIL): A European Overview." *ERIC (ED490775)*.
http://eric.ed.gov/ERICDocs/data/ericdocs2/content_storage_01/00000000b/80/31/ba/30.pdf (24.6.2008).

Dörnyei, Zoltan. 2003. *Questionnaires in Second Language Research: Construction, Administration, and Processing*. Mahwah, NJ (etc.): Erlbaum.

Ellis, Rod. 1999. *Learning a second language through interaction*. Amsterdam (etc.): Benjamins.

European Commission (eds.). 1995. "White Paper on Education and Training Teaching and Learning towards the Learning Society". *EUROPEAN UNION DOCUMENTS*.
http://europa.eu/documents/comm/white_papers/pdf/com95_590_en.pdf (14.9.2008)

European Commission (eds.) 2003. "Commission Staff Working Document Implementation of the 'Education & Training 2010' programme. Supporting document for the draft joint interim report on the implementation of the detailed work programme on the follow-up of the objectives of education and training systems in Europe." *EUROPEAN COMMUNITIES*.
http://ec.europa.eu/education/policies/2010/doc/staff-work_en.pdf 2003b (1.9.2008)

European Commission (eds.) 2004. "Education & Training 2010: The Success of the Lisbon Strategy Hinges on Urgent Reforms. Joint interim report of the Council and the Commission on the implementation of the detailed work programme on the follow-up of the objectives of education and training systems in Europe." *EUROPEAN COMMUNITIES*.
http://ec.europa.eu/education/policies/2010/doc/jir_council_final.pdf 2004 (1.9.2008)

European Commission (eds.). Last updated 4.2.2008. "Chapter 14: Language Learning." *EUROPEAN COMMUNITIES*.
<http://europa.eu/languages/en/chapter/14> (16.8.2008)

Eurydice (eds.). 2006. "Content and Language Integrated Learning (CLIL) at School in Europe". *Directorate-General for Education and Culture*.
http://www.eurydice.org/ressources/eurydice/pdf/0_integral/071EN.pdf
(24.7.2008).

Eurydice (eds.). 2004/05. "Content and Language Integrate Learning (CLIL) at School in Europe. Austria. National description 2004/05".
http://www.pi-wien.at/themen/fremdsprachen/pdf/Laenderbericht_A.pdf
(24.7.2008).

Frigols-Martin Maria Jesús; David Marsh; John Naysmith. 2007.
"Competence-building for teachers of CLIL: vocational education." In
Marsh, David; Wolff, Dieter (eds.) *Diverse Contexts – Converging Goals: CLIL in Europe*. Frankfurt am Main; Wien (etc.): Lang, 33-46.

Gierlinger, Erwin M. 2007. "Modular CLIL in lower secondary education: some insights from a research project in Austria." In Dalton-Puffer, Christiane; Ute Smit (eds.). *Empirical Perspectives on CLIL Classroom Discourse*. Frankfurt am Main: Peter Lang GmbH, 79-118.

Gierlinger, Erwin; Hainschink, Verena; Spann, Harald. 2007. *Content and Language Integrated Learning (CLIL) auf der Sekundarstufe I: Entwicklung, Forschung und Praxis*. Linz: Universitätsverlag Rudolf Trauner.

Grabe, William; Stoller, Fredricka L. 1998. "Content-Based Instruction: Research Foundations". In Snow, Marguerite Ann; Brinton, Donna M. (eds.). *The Content-Based Classroom*. New York: Longman, 5-21.

Hilles, Sharon; Lynch, Dennis. 1998. „Culture as Content “. In Snow, Marguerite Ann; Brinton, Donna M. (eds.) *The Content-Based Classroom*. New York: Longman, 371-376.

Hymes, Dell. 1972. "On Communicative Competence." In Pride, John B.; Holmes, Janet (eds.). *Sociolinguistics: Selected Readings*. London (etc.): Penguin Books, 277-286.

Kaufmann, Dorit; Crandall, JoAnn. 2005. „Standards- and Content-Based Instruction: Transforming Language Education in Primary and Secondary Schools". In Kaufmann, Dorit; Crandall, JoAnn (eds.). *Content-Based Instruction in Primary and Secondary School Settings*. Teachers of English to Speakers of Other Languages (TESOL), 1-6.

Krashen, Stephen D. 1981. *Second Language Acquisition and Second Language Learning*.
<http://www.sdkrashen.com/index.php?cat=6> (28.8.2008)

Krashen, Stephen D.; Tracy D. Terrell. 1984. *The natural approach: language acquisition in the classroom*. Oxford (etc.): Pergamon Press.

Krashen, Stephen D. 1985. *The input hypothesis: issues and implications*. London (etc.): Longman.

Marsh, David. 2002. "CLIL-EMILE Report to the European Commission: CLIL/EMILE The European Dimension – Action, Trends and Foresight Potential" *Directorate-General for Education and Culture*.
http://ec.europa.eu/education/policies/lang/doc/david_marshall-report.pdf
(1.9.2008)

Mehisto, Peeter; Marsh, David; Frigols, Maria Jesús. 2008. *Uncovering CLIL: Content and Language Integrated Learning in bilingual and multilingual education*. Oxford: Macmillan Education.

Maljers, Anne; Marsh, David; Wolff, Dieter. 2007. *Windows on CLIL: Content and Language Integrated Learning in the European Spotlight*. The Hague (etc.): European Platform for Dutch Education (etc.).

Mayring, Philipp. 2005. „Qualitative Inhaltsanalyse.“ In Flick, Uwe (ed.) *Qualitative Sozialforschung. Eine Einführung*. Reinbeck bei Hamburg: Rowohlt, 279-283.

Mewald, Claudia; Prenner, Monika; Spenger, Jörg. 2004. „Englisch als Arbeitssprache (EAA) auf der Sekundarstufe 1: Eine qualitative Fallstudie & eine qualitativ – quantitative Vergleichsstudie.“
http://uevs.pabaden.ac.at/pdf/endbericht_eaa.pdf (19.8.2008)

Pädagogisches Institut Wien. „Short Description of the Institution”.
http://www.sequals.org/sequals_en/institutions/inst_a_pi_wien.htm
(19.8.2008)

Stadtschulrat für Wien. „Hauptschule / Kooperative Mittelschule (KMS)”.
<http://www.wien.gv.at/bildung/stadtschulrat/schulsystem/pflichtschulen/hauptschule.html> (19.8.2008)

Stadtschulrat für Wien. „Schultypen der allgemeinbildenden höheren Schulen (AHS).“
<http://www.wien.gv.at/bildung/stadtschulrat/schulsystem/ahs/schultypen.html> (19.8.2008)

Torres-Guzmán, María E. 2007. „Dual Language Programs: Key Features and Results“. In García, Ofelia; Baker, Colin (eds.). *Bilingual Education: An Introductory Reader*. Clevedon (etc.): Multilingual Matters, 50-63.

- Weatherford, H. Jarold. 1997. "Issues in the Teaching of Grammar in a Foreign Language". *ERIC (ED418581)*.
http://eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/15/65/54.pdf
- Widdowson, Henry G. 1979. "Directions in the Teaching Discourse." In: Brumfit, Christopher J.; Johnson, K. (eds.). *The Communicative Approach to Language Teaching*. Oxford (etc.): Oxford University Press, 49-60.
- Wiersma, William; Jurs, Stephen G. 2005. *Research Methods in Education: An Introduction*. (8th ed.). Boston, Mass. (etc.): Pearson A and B.
- Wolff, Dieter 2002. „On the importance of CLIL in the context of the debate on plurilingual education in the European Union". In Marsh, David. "CLIL-EMILE Report to the European Commission: CLIL/EMILE The European Dimension – Action, Trends and Foresight Potential", 44-48. *Directorate-General for Education and Culture*.
http://ec.europa.eu/education/policies/lang/doc/david_marshall-report.pdf
 (1.9.2008)
- Wolff, Dieter. 2007a. "Bilingualer Sachfachunterricht in Europa: Versuch eines systematischen Überblicks". *Fremdsprachen Lehren und Lernen: Themenschwerpunkt: Fremdsprache als Arbeitssprache in Schule und Studium* 36, 13-29.
- Wolff, Dieter. 2007b. „CLIL: Bridging the gap between school and working life". In Marsh, David; Wolff, Dieter (eds.). *Diverse Contexts – Converging Goals: CLIL in Europe*. Frankfurt am Main; Wien (etc.): Lang, 15-25.

References to Websites

CLIL Classroom Materials:

www.enchantedlearning.com

CLILCOM Networking for CLIL Teachers

<http://clilcom.stadia.fi/>

DLP Teacher Training Courses

<http://www.europabuero.ssr-wien.at/>

University of Jyväskylä in Finland:

<http://www.jyu.fi/en/>

List of related Approaches:

<http://content-english.org/>

Appendix

The research instruments which were used for the evaluation of the *Dual Language Programme* can be found on the following pages.

Questionnaires:

- DLP students
- Parents of DLP students

Guidelines for Interviews with the teaching staff:

- Interviews with subject teachers
- Interviews with native speaker teachers
- Interviews with head teachers

Fragebogen für DLP SchülerInnen 🌸

Hier gibt es nur richtige Antworten! Danke, dass du mitmachst!

1. Ich bin ein: ☐ MÄDCHEN ☐ BUB
2. Zuhause sprechen wir diese Sprache:
3.
4. Diese Sprachen spreche ich noch:
5. Bevor ich in diese Schule gekommen bin wusste ich, dass manche Fächer auf Englisch unterrichtet werden:
☐ ja ☐ nein
6. Wie gefällt es dir im DLP von 2 Lehrern gleichzeitig unterrichtet zu werden?


☐


☐


☐
7. Welchem Lehrer gibst du mehr Aufmerksamkeit in den DLP Stunden?
☐ dem Michael
☐ der Geo- oder Biolehrerin
☐ beiden gleich viel
8. Das finde ich in den DLP Stunden schwer:
.....
.....
9. Ich rede gerne Englisch in den DLP Stunden:


☐


☐


☐
10. Ich rede gerne Englisch in meiner normalen Englisch-Stunde:


☐


☐


☐

11. An der englischen Sprache...

... gefällt mir.....

... gefällt mir nicht

12. Kreuze an, was auf dich zutrifft! Du kannst auch mehrere Kreuze machen!

☐ In der normalen Englisch-Stunde habe ich Angst beim Reden Fehler zu machen.

☐ Im DLP Unterricht rede ich ganz locker in Englisch darauf los

☐ Im DLP Unterricht zeige ich manchmal nicht auf, weil ich es nicht auf Englisch sagen kann.

13. Welcher Unterricht gefällt dir besser?

☐ der Geo/Bio Unterricht auf Deutsch

☐ der Geo/Bio Unterricht auf Englisch

☐ beides gleich gut

14. Kreuze an, was auf dich zutrifft!

☐ Ich hätte gerne mehr Fächer auf Englisch

☐ Ich hätte gerne weniger Fächer auf Englisch

☐ Es ist gut so wie es ist

15. In den Geo/Bio Stunden, in denen auf Deutsch unterrichtet wird, kenne ich mich...

☐ ... besser aus

☐ ... schlechter aus

☐ ... gleich gut aus wie in den englischen Teilen

16. An den DLP Stunden gefällt mir...

... am Besten:

... überhaupt nicht:

Super, schon fertig! 😊 Danke!

Fragebogen für Eltern von DLP Schülern

Bitte machen Sie ein Kreuz vor jene Aussagen, die **für Sie** stimmen!
Manchmal bitten wir Sie, uns Ihre Meinung in einem kurzen Kommentar mitzuteilen.
Für uns ist jede Antwort eine richtige und wichtige Antwort! ☺

A.) Angaben zum Erziehungsberechtigten:

1. Ich bin...

- ☐ Mutter ☐ Vater ☐
- ☐ 20-30 Jahre alt ☐ 30-40 Jahre alt ☐ 40-60 Jahre alt

2. Letzte abgeschlossene Ausbildung:

- ☐ Hauptschule ☐ Lehre / Berufsbild. Schule ohne Matura
- ☐ Universität ☐ Kolleg / Lehrgang (z.B. med.tech. Dienst)
- ☐ Matura ☐ keine

3. Meine Erst- oder Muttersprache ist:

4. Weitere Sprachkenntnisse, die ich habe:

Sprache	sehr gut	gut	mittel	etwas
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐

5. Zuhause, in der Familie sprechen wir vor allem:

.....

.....

6. Bitte kreuzen Sie jene Aussagen an, die für Sie zutreffen.
Mehrere Antworten möglich:

- ☐ Ich habe im Alltag kaum mit Englisch zu tun
- ☐ Englisch ist mir egal
- ☐ Wir sprechen Englisch auf Reisen
- ☐ Ich komme aus einem englischsprachigen Land
- ☐ Ich habe englischsprachige Bekannte, Freunde oder Verwandte
- ☐ Ich spreche mit meinem Kind Englisch
- ☐ Wir haben englische Bücher oder Filme zuhause
- ☐ Ich halte Englisch für wichtig

B.) Angaben zu Ihrem Kind:

1. Interessiert sich Ihr Kind für Sprachen?

- ☐ ja ☐ eher ja ☐ eher nein ☐ nein

2. Verwendet ihr Kind außerhalb der Schule Englisch?

- ☐ nein, nicht über die Hausübung hinaus
- ☐ ja, mein Kind trifft englischsprachige Freunde
- ☐ ja, mein Kind verwendet englische Medien (Bücher, Filme, Spiele)
- ☐ ja, mein Kind

3. Seit mein Kind am DLP Programm teilnimmt...

- ☐ beschäftigt es sich mehr mit Englisch
- ☐ beschäftigt es sich weniger mit Englisch
- ☐ hat sich nichts verändert

C.) Angaben zum DLP Unterrichts Ihres Kindes:

1. Warum haben Sie Ihr Kind für die DLP Klasse angemeldet?
Mehrere Antworten möglich:
 - ☐ mein Kind ist sprachbegabt
 - ☐ wir sprechen zuhause Englisch
 - ☐ weil mein Kind in manchen Stunden von 2 Lehrern unterrichtet wird
 - ☐ bessere Chancen für den zukünftigen Berufsweg meines Kindes
 - ☐ bessere Voraussetzungen für Auslandsaufenthalte (Reisen, Au Pair, etc.)
 - ☐ Vorteile in der Weiterbildung (Studium, etc.)
 - ☐ die Mitwirkung einer Lehrperson, deren Muttersprache Englisch ist
 - ☐ Andere Gründe:

2. Den englischen Unterricht meines Kindes finde ich:
 - ☐ zu viel ☐ eher viel ☐ gerade richtig ☐ eher wenig ☐ zu wenig

3. Meine Erwartungen an das Dual Language Programme wurden erfüllt:
 - ☐ ja, weil.....
 - ☐ nein, weil.....

4. Glauben Sie, dass DLP Nachteile für ihr Kind haben könnte?
 - ☐ nein
 - ☐ ich befürchte, dass mein Kind den Stoff nicht versteht
 - ☐ ich befürchte, dass weniger Stoff behandelt wird
 - ☐ ich befürchte, dass mein Kind überfordert ist
 - ☐ ich befürchte,

5. Was berichtet Ihr Kind von seinem DLP Unterricht?
- ☐ mein Kind ist begeistert von DLP
 - ☐ meinem Kind gefällt DLP ganz gut
 - ☐ mein Kind erzählt kaum etwas über DLP
 - ☐ mein Kind beklagt sich manchmal über DLP

6. Bitte beschreiben Sie kurz, was Ihr Kind zuhause vom DLP Unterricht erzählt:

.....

.....

.....

.....

.....

7. Wenn ich noch einmal wählen könnte würde ich mein Kind wieder für DLP anmelden:

☐ ja ☐ nein

8. Gibt es bei Ihrem Kind irgendwelche positiven oder negativen Auswirkungen des Verstärkten englischen Unterrichts, die Ihnen aufgefallen sind?

.....

.....

.....

.....

8. Was ich noch anmerken möchte:

.....

.....

.....

Danke, dass Sie sich Zeit genommen haben! 😊

DLP Interviewleitfaden: Subject Teachers

Hintergrund

1. Wie lange sind Sie schon an der Schule?
2. Warum glauben Sie führt ihre Schule das DLP durch?
3. Wie sind Sie zum DLP Lehrer geworden?
4. Was interessiert Sie persönlich am DLP?
5. Wie wurden Sie auf das DLP vorbereitet?
6. Wie hat diese Vorbereitung konkret ausgesehen?
7. Was hören Sie von den Eltern zum DLP?
8. Was gefällt Ihnen daran in DLP Klassen zu unterrichten?
9. Was gefällt Ihnen nicht so sehr daran in DLP Klassen zu unterrichten?

Organisation

1. Wie war das DLP organisatorisch ursprünglich geplant?
2. Bitte beschreiben Sie die jetzige Organisation des DLP (die Abläufe, Meetings, (Zeit)Pläne, Verantwortlichkeiten usw.)
3. Wenn Sie reflektieren...was gelingt in der DLP Organisation gut, was gelingt nicht so gut?
4. Wie klar sind die Anforderungen an den DLP Unterricht seitens Stadtschulrat und Direktion?
5. Was davon ist hilfreich, was hinderlich?
6. Wie sollten DLP Klassen in der Zukunft organisiert sein?

Lehren, Unterrichtsgestaltung

1. Welche Erwartungen, Hoffnungen und Befürchtungen hatten Sie an den DLP Unterricht vor Beginn des Programms?
2. Welche Erwartungen haben sich erfüllt, welche nicht?
3. Welche Lernziele verfolgen Sie mit dem DLP Unterricht?
4. Warum denken Sie ist der DLP Unterricht für diese Lernziele besonders geeignet?
5. Wie versuchen Sie diese Lernziele konkret im Unterricht umzusetzen?
6. Was hat sich dabei beim Unterricht als gut bewährt, was als weniger gut?

7. Wie bereiten Sie sich auf eine Unterrichtsstunde mit Englisch als Unterrichtssprache vor?
8. In der Vorbereitung...was gelingt dabei gut, wo stoßen sie auf Probleme?
9. Welches Material verwenden Sie in den DLP Stunden?
Wie wird es eingesetzt?
10. Woher kommt es?
11. Was verändert sich am Unterrichten dadurch, dass der Unterricht teilweise in Englisch gehalten wird?
12. Wie halten Sie die Balance zwischen Sprache und Fach (Inhalt/Stoff) im DLP Unterricht?
13. Wie gelingt Ihnen das? Was gelingt besser, was schlechter?
14. In wiefern setzen Sie sich im Rahmen des DLP Unterricht mit der angloamerikanischen Kultur auseinander?

Team Teaching

1. Welche Anforderungen stellen sich an den Unterricht durch das Team teaching?
2. Wo, wann und wie oft treffen Sie sich um die DLP Stunden zu planen?
3. Wie arbeiten Sie mit Ihrem Partnerlehrer/Ihrer Partnerlehrerin zusammen?
4. Wie sehen Sie, als Fachlehrer, Ihre Rolle innerhalb einer DLP Stunde während des Team Teaching?
5. Was sind die Vorteile von Team Teaching (für Lehrer und Schüler)?
6. Welche Nachteile hat es?
7. Ganz allgemein, haben sie neue Möglichkeiten, neue Aspekte des DLP Unterrichts entdeckt, mit denen Sie vor Beginn nicht gerechnet hätten?
8. Wenn Sie alles noch einmal Revue passieren lassen... was sollte am Unterricht in Bezug auf das Team Teaching und Unterrichten im DLP geändert werden?

Lernen, Schülermotivation

1. Welche Hoffnungen und Befürchtungen hatten Sie in Bezug auf die Schülermotivation vor Beginn des Programms?
2. Welche haben sich erfüllt, welche nicht?
3. Wenn Sie sich die DLP Klasse vorstellen und eine Parallelklasse dazu denken, welche Unterschiede sehen Sie zwischen DLP Schüler und jenen aus anderen Klassen im Hinblick auf Schülermotivation?
4. Welche Unterschiede sehen Sie zwischen DLP Schüler und jenen aus anderen Klassen im Hinblick auf fachliche Leistung?
5. Welche Unterschiede sehen Sie zwischen DLP Schüler und jenen aus anderen Klassen im Hinblick auf den Umgang und den Gebrauch von Sprache allgemein (Deutsch und Englisch / schriftlich und mündlich)?
6. Welche Unterschiede sehen Sie zwischen DLP Schüler und jenen aus anderen Klassen im Hinblick auf die Einstellung zur englischen Sprache?
7. Sie haben jetzt ja schon sehr viele Vorteile, die sich für die Schüler ergeben, aufgezählt. Unter welchen Umständen könnten die Schüler noch besser lernen und wären noch mehr motiviert?
8. Abschließend noch eine Einschätzung: Was glauben Sie, wie gut muss man Englisch können, um im DLP gut unterrichten zu können?
9. Gibt es etwas, das Sie gerne gefragt worden wären?

DLP Interviewleitfaden: Native Speaker Teachers

Background

1. For how long are you living in Austria?
2. What is your professional background?
3. When did you start teaching?
4. Why did you choose to come to Austria as a language assistant?
5. What was your relation to the teaching profession beforehand?
6. How would you evaluate your German?

Team Teaching

1. How would you describe a typical DLP lesson?
2. What is your role in a DLP lesson?
3. How does your role differ from that of the subject teacher?
4. What are the advantages of team teaching?
5. Which disadvantages would you point out?
6. What are the special challenges of teaching in a bilingual environment?

The Students

1. Do you think that the students enjoy their DLP lessons?
2. What do you think do students especially like?
3. And what is it that they don't like?

Culture

1. Is it important for you to incorporate your own cultural background?
2. How do you do incorporate your cultural background?
3. How does your co-teacher feel about teaching Anglo-American culture?

Organisation

1. How is the DLP Programme organised within the school?
2. What do you experience as helpful?
3. What would you identify as an obstacle or hindrance?

Changes

1. What should be changed organisation-wise?
2. What should be changed regarding the teaching?

Interviewleitfaden: Direktorinnen

Hintergrund

1. Welche Schwerpunkte hat ihre Schule?
2. Warum führt ihre Schule das Dual Language Programme durch?
3. Was erwarten Sie sich für die Schule durch das DLP?
4. Welchen Stellenwert hat DLP in ihrer Schule?
5. Was soll für die Schüler durch das DLP erreicht werden, welche Ziele werden mit dem Programm verfolgt?
6. Warum glauben Sie ist das DLP zur Erreichung dieser Ziele geeignet?
7. Welche dieser Ziele sind ihrer Meinung nach bis jetzt erfüllt worden?
8. Welche Hoffnungen und Befürchtungen gab es vor Start des DLP seitens der Lehrerinnen? Was davon ist eingetroffen, was nicht?
9. Welche Hoffnungen und Befürchtungen gab es vor Start des DLP in Bezug auf die Schüler? Was davon ist eingetroffen, was nicht?
10. Was hören Sie von den Eltern zum DLP?

Organisation

1. Wie hat sich die Schule auf die Durchführung dieses Programms vorbereitet?
2. Bezüglich der Organisation des DLP, welche Befürchtungen hatten Sie vor Start des Programms?
3. Wie wurden die LehrerInnen für das DLP ausgewählt?
4. Wie sind Sie zum Native Speaker Teacher an ihrer Schule gekommen?
5. Beschreiben Sie bitte das Auswahlverfahren, das die Schüler durchlaufen müssen, um in die DLP Klasse aufgenommen zu werden!
6. Wie klar sind die Anweisungen in Bezug auf die Durchführung des Programms seitens des Stadtschulrats?
7. Wie war das DLP organisatorisch ursprünglich geplant?
8. Bitte beschreiben sie die Organisation des Programms wie es jetzt durchgeführt wird!
9. Was gelingt bei der DLP Organisation gut, was gelingt nicht so gut?
10. Wie sollten DLP Klassen in der Zukunft organisiert sein?

Lehrpersonal

1. Was hören Sie von den involvierten Lehrpersonen über das DLP?
2. Wie äußern sich die Lehrer Ihnen gegenüber hinsichtlich dem Zeitaufwand, der Zweisprachigkeit im Unterricht und der Vermittlung des Fachstoffs in der DLP Klasse?
3. Was hören Sie vom Native Speaker Teacher zum DLP?
4. Wie äußern sich andere Lehrpersonen, die nicht im DLP involviert sind zum Programm?
5. Was denken Sie sind die Anforderungen an das Lehrpersonal, die durch das DLP gestellt werden?
6. Was haben Ihnen die Lehrpersonen zur DLP Ausbildung erzählt?
7. Was würden Sie ändern wollen, um die Lehrer, sowohl den Native Speaker Lehrer als auch die Fachlehrerinnen, noch besser unterstützen zu können?

Barbara Julia Unterberger

Curriculum Vitae

Geburtsdatum, Ort

29. Juni 1981, Klagenfurt

Matura

Juni 2002 am BORG Wolfsberg (Kärnten)

Diplomstudium Anglistik und Amerikanistik

Okt. 2002 – Okt. 2008

- Nebenfach Komparatistik
- Schwerpunkt Spracherwerb und Sprachunterricht
- Teaching English for Specific Purposes
(TESP Certificate)

Studienbegleitende Tätigkeiten

Okt. 2002 – Feb. 2005

Diverse Nachhilfeinstitute: Lernhilfe in den Fächern Deutsch und Englisch für alle Schulstufen und -typen

Feb. 2007 – Dez. 2007

Stadtschulrat Wien: Evaluationsbeauftragte

Seit Feb. 2005

Lernquadrat Bildungsmanagement: Seniorlehrkraft