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implementation of CLIL in Austrian secondary schools”

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For hopeful teachers everywhere

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Abstract

English

Content and Language Integrated Learning, short CLIL, describes an educational approach focused on teaching content in a language other than the regular language of instruction. The concept is widely spread across Europe and various forms of CLIL are established in numerous Austrian schools. As the approach seems to lack attractiveness for teachers, this thesis investigates the benefits and difficulties of implementing and maintaining such a language programme by means of a case study concerned with a CLIL-like programme at an Austrian secondary school. The qualitative analysis of interviews conducted with five educators involved in the programme confirms many advantages and disadvantages identified in the literature, such as the students' enhanced language skills or the lack of resources, to provide both a positive and a negative aspect, and presents several suggestions for successfully maintaining a CLIL programme. The final part of this thesis introduces an action plan for secondary schools interested in implementing the approach. Altogether, the findings show that teacher collaboration and support are key to an efficiently running CLIL programme.

German

„Content and Language Integrated Learning“ (CLIL) beschreibt einen pädagogischen Ansatz, der das Lernen von Inhalt mit dem von Sprache verknüpft, da unterschiedliche Unterrichtsfächer auf einer zusätzlichen Sprache unterrichtet werden. Diese in Europa weit verbreitete Methode kann auch in österreichischen Bildungseinrichtungen in verschiedenen Formen gefunden werden. Da der Ansatz jedoch unter Lehrenden an Attraktivität verliert, untersucht diese Arbeit die Vorteile und Schwierigkeiten der Einführung und Instandhaltung solch eines Programms anhand einer Fallstudie zu einem CLIL-ähnlichen Programm an einem österreichischen Gymnasium. Die qualitative Analyse von Interviews mit fünf Lehrenden an dieser Schule bestätigt einige in der Fachliteratur präsentierte Vor- und Nachteile dieses Konzeptes, wie zum Beispiel die erhöhten Sprachkenntnisse der Lernenden oder den Mangel an Ressourcen für derartige Projekte, um jeweils einen positiven und negativen Aspekt zu

nennen, und bringt mehrere Vorschläge zur erfolgreichen Instandhaltung solch eines Programms hervor. Der letzte Teil dieser Arbeit zeigt einen Aktionsplan zur Einführung des Konzepts an Schulen der Sekundarstufe. Insgesamt zeigen die Forschungsergebnisse, dass die Zusammenarbeit und Unterstützung von Lehrpersonen die zentralen Elemente eines erfolgreichen CLIL-Programms darstellen.

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1. Introduction

Content and Language Integrated Learning (CLIL) is a widely known educational approach which is implemented on all levels of education in Europe. It encompasses the teaching of any subject, for example History or Geography, in an additional language. Research has shown that the language of instruction influences the learning process in various subjects across the curriculum, which is why bilingual education and all forms of CLIL have become an essential part of educational systems everywhere (Language Policy Division of the Ministry of Education, the Arts and Culture, and the Ministry of Science and Research 2008: 29). Despite several obstacles of different nature, CLIL has also gained popularity among parents, students, and many teachers in Austria.

Although a CLIL-like programme may offer students various advantages, numerous schools and educators are opposed to implementing such a programme due to the amount of organisational and institutional challenges involved in the process. Contrary to common perception, planning and conducting effective CLIL lessons, as well as successfully maintaining a CLIL programme not only comprises practical issues, such as finding suitable material, but goes deeper under the surface of a school's internal organisation, as well as a country's educational system.

Therefore, this thesis aims at identifying the most beneficial advantages CLIL-like programmes provide, and at detecting the main obstacles on the institutional as well as the practical level of teaching CLIL by conducting interviews with educators involved in such a programme. The collected interview data is connected to and compared with the findings of the literature review in order to create an action plan on how to efficiently implement the approach in secondary education. At the heart of this thesis lies the question why CLIL is not being implemented at more schools. In particular, the following research questions are to be investigated:

1. What are the implications of CLIL lessons in secondary education?
 - a. Which benefits can be detected?
 - b. Which drawbacks might be involved in the implementation of CLIL programmes?

2. Which are the most common institutional challenges of implementing CLIL programmes in secondary education?
3. What is needed to implement and maintain a successful CLIL programme?

In order to answer these research questions, a thorough literature review is conducted to determine the most crucial advantages and difficulties generated by the implementation of the approach established by researchers in the field (see section 2). The case study in the empirical part of this project then focuses on gathering practical insights from educators who are part of the CLIL-team at a grammar school in Vienna, Austria. The participants, who have voluntarily agreed to taking part in individual interviews, represent various stakeholder groups, namely the school management, programme coordination, content teaching, and language assistance. The qualitative data collection aims at investigating stakeholder beliefs concerning the opportunities and obstacles of the CLIL approach, and at portraying the educators' personal experience of working in the programme at site (see section 4). Following the analysis of the data conducted with MAXQDA, theory and practice are set in relation with one another by identifying similarities and differences between the literature and the participants' accounts in section 5. Additionally, some suggestions of how to improve and successfully maintain the CLIL-like programme under investigation generated by the interviews are presented. Lastly, the theoretical and empirical findings are used to create an action plan for Austrian secondary schools intending on implementing the concept as well.

2. Literature review

Content and Language Integrated Learning (CLIL) refers to a dual-focused approach in teaching, which combines the acquisition of both content and language knowledge. This implies that the subject matter is taught in an additional language instead of the one predominantly used in classes. Dalton-Puffer (2011: 183) points out that while this vehicular language may be any foreign or second language to the learners, English is the language most commonly chosen in CLIL settings.

According to Coyle, Hood and Marsh (2010: 1), one of the most crucial features of the CLIL approach is that the focus is neither on content or language as individual categories, but that both are interwoven and fused together. Mehisto, Marsh and Frigols (2008: 7) agree that CLIL enables a “fusion between content and language across subjects”, which fosters lifelong learning.

The following section presents the most relevant definitions of the approach. Subsequently, an overview of CLIL development, methodology and research is provided. Towards the end of this chapter, a particular focus is put on the benefits and drawbacks related to the implementation of CLIL in secondary education.

2.1. Defining CLIL

Since CLIL can take on various forms depending on its specific educational context, it is important to first present and compare several widely known and used definitions of the approach.

In 1994, the meaning of “Content and Language Integrated Learning” was newly defined “within the European context to describe and further design good practice as achieved in different types of school environment where teaching and learning take place in an additional language” (Coyle, Hood & Marsh 2010: 3). Such an additional language may be a foreign language for the learner, however, a second language or regional variants might also be used as vehicular language in a CLIL context (Coyle, Hood & Marsh 2010: 1). The key aspect in any CLIL setting is that the focus is neither solely on content knowledge, nor on language

skills, but rather to create a learning environment that accounts for both of these aspects. “[A]chieving this twofold aim calls for the development of a special approach to teaching in that the non-language subject is not taught *in* a foreign language but *with* and *through* a foreign language” (Eurydice 2006: 8, emphasis in original).

Taking these considerations into account, Mehisto, Marsh and Frigols (2008: 9) have developed a now widely used definition in which they describe CLIL as “a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language”. Coyle, Hood and Marsh (2010: 1) also take up that definition and provide further explanation by adding that CLIL is not to be understood as a new form of language or subject education, but rather an innovative model that “is closely related to and shares some elements of a range of educational practices”, referring to methods like immersion or bilingual education. Hence, the researchers point out that “CLIL is an educational approach in which various language-supportive methodologies are used which lead to a dual-focused form of instruction where attention is given both to the language and the content” (Coyle, Hood and Marsh (2010: 3). Accordingly, Maljers, Marsh and Wolff (2007: 8) present CLIL as a generic “umbrella” term, which refers to several educational approaches that make use of the same or similar methodologies. Likewise, Ivanova (2016: 78) presents the following definition provided by Eurydice (2006: 8): CLIL is “a generic term to describe all types of provision in which a second language (a foreign, regional or minority language and/or another official state language) is used to teach certain subjects in the curriculum other than the language lessons themselves.”

Although both aspects, content and language learning, have to be integrated in some way, definitions might vary according to the individual emphasis given to either one or both of them by the researcher, or, of course, by the educational context (Hemmi & Banegas 2021: 4). For example, Ball, Clegg and Kelly (2015: 1) provide a rather content-driven definition: “CLIL is related to all forms of education in which subjects are learned through L2 or through two languages simultaneously”. In contrast, Banegas (2020: 244) describes the language-driven CLIL practice in Argentina as follows: “CLIL lessons are in the hands of foreign language teachers while the emphasis is on language learning through school content”.

The definitions provided above already indicate that CLIL can be understood in a rather broad sense, leaving some room for interpretation and individual adaptation. Indeed, the CLIL

programmes at different institutions may vary considerably in several aspects, such as design, aims, organization or practical implementation, depending on the socio-political context. The next sections will go into further detail concerning the different forms and specific uses of CLIL by focusing on its development over time.

2.2. Development of CLIL

“Education in a language which is not the first language of the learner is as old as education itself.” (Coyle, Hood & Marsh 2010: 2)

In Europe, the term Content and Language Integrated Learning was coined in the 1990s and has since then been used to refer to educational practices that combine content and language learning (Dalton-Puffer, Hüttner & Llinares 2022: 1). The concept of teaching a subject in another language, however, can be dated way back. According to Mehisto, Marsh and Frigols (2008: 9), a form of CLIL was used to teach the Sumerians’ language and way of life to their conquerors, the Akkadians, in today’s Iraq some 5000 years ago. Coyle, Hood and Marsh (2010: 2) provide another example, namely the expansion of the Roman Empire into Greek territory, which was connected to the apprehension of not only the Greek language, but also of cultural knowledge. A crucial point in time regarding the development of CLIL is the so-called cognitive revolution in the 1950s, a response to behaviourism which concentrated on cognition and communication (Coyle, Hood and Marsh 2010: 2-3). More detailed information on the cognitive aspect of CLIL can be found below in chapter 2.3.2.

Throughout history, multilingualism has proven to be an asset and has therefore always been valued in education by many, particularly by the wealthy. The overarching goal is gaining fluency in another language and therefore having an advantage in one’s later professional career. One of the approaches similar to CLIL mentioned above, immersion, has its roots in precisely this aspiration. In 1965, some English-speaking members of the higher social class in Quebec, a majority French-speaking province in Canada, wanted their children to not only receive French language classes, but to be entirely educated in their second language (Mehisto, Marsh & Frigols 2008: 9-10). Although certain difficulties had to be faced initially, immersion programmes became more and more prevalent in other parts of the country, as well as beyond Canadian borders. Soon, with globalization and a new way of interconnectedness on the rise, similar methods like bilingual education were implemented in different parts of the world

(Mehisto, Marsh & Frigols 2008: 10). Likewise, further approaches aiming at connected learning, such as Language Across the Curriculum, share similarities with what is now identified as CLIL.

Over time, socio-cultural and constructivist theories on learning coined by the work of leading researchers such as Piaget or Vygotsky, and also new perspectives on integration, learner autonomy, language awareness and language-learning strategies further shaped educational theory and practice towards higher curricular applicability, motivation, and responsibility of the individual learner (Coyle, Hood & Marsh 2010: 3). Steadily, certain key features of CLIL were established until the term itself appeared in the mid 1990s. However, Dalton-Puffer, Hüttner and Llinares (2022: 5) argue that there are “two core conceptualisations, which implicitly have shaped CLIL practice and research over the last thirty years”. The first one refers to “a context for learning a foreign language” (Dalton-Puffer, Hüttner & Llinares 2022: 5), in which research mainly focuses on the language learning outcomes. On the other hand, CLIL is described “as an educational approach in its own right” (Coyle, Hood & Marsh 2010: 3), which combines content and language learning and teaching. Although these two conceptions of CLIL may intersect in some aspects, Dalton-Puffer, Hüttner and Llinares (2022: 7) point out that they have created a juxtaposition between CLIL as a context and CLIL as an approach in practice, but also in research. Apart from that, earlier research mainly concentrated on language learning outcomes, while more recent studies focus on language learning motivation (Dalton-Puffer, Hüttner & Llinares 2022: 8-10).

The complexity of working with such a dual-focused approach is described in several frameworks and models. The most significant ones among them, Coyle’s (2007) 4Cs model and the CLIL matrix, are presented in more detail in section 2.3.3. as part of the theoretical framework CLIL is based on. Before that, the connection of socio-constructivist learning theories and cognitive development to the approach is outlined.

2.3. Theoretical framework

“Whilst CLIL is flexible and can be adapted to different contexts, nonetheless, for the approach to be justifiable and sustainable, its theoretical basis must be rigorous and transparent in practice.” (Coyle, Hood & Marsh 2010: 1)

Globalization, further development, and adaptation of the approach according to different local and cultural contexts led to the now existing continuum of practices that can be considered CLIL, may it be a language teaching approach that aims at linking a foreign language to the general curriculum or an educational approach that focuses on teaching a subject in an additional language (Hemmi & Banegas 2021: 284). It is the way how integrative learning *through* an additional language creates a synergy between the two elements, that is essential. Therefore, this section is concerned with the theoretical frameworks that form the basis for content and language integrated learning.

The two key concepts all CLIL programmes are built on are Vygotsky's (1978) sociocultural theory, and cognitive development. Before these theories are described in more detail, it has to be pointed out that the crucial factor in every CLIL setting is the selected content. Generally, the range of topics and perspectives included in CLIL is rather flexible and "will depend on the context of the learning institution" (Coyle, Hood & Marsh 2010: 27-28). Thus, CLIL content cannot only be a regular discipline taken straight from the curriculum, but may also resemble interdisciplinary, cross-curricular project work, depending on several contextual factors such as the age of the learners, the given language support, teacher availability or the social environment (Coyle, Hood & Marsh 2010: 28).

2.3.1. Socio-constructivist theories

A fundamental question in CLIL is not only *what* is taught, but also *how* learning takes place (Coyle, Hood & Marsh 2010: 28). In general, socio-constructivist learning theories are learner-centred and encourage interactive learning (Coyle, Hood & Marsh 2010: 29).

Vygotsky's (1978) sociocultural theory is based on the idea that learning is a social process which is enabled by collaboration (Llinares, Morton & Whittaker 2012: 11). It introduces the so-called zone of proximal development, which is "the distance between the actual development level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers" (Vygotsky 1978: 80). Thus, knowledge and skills are developed by solving problems that are "challenging yet potentially within reach of individual learners on condition that appropriate support, scaffolding and guidance are provided" (Coyle, Hood & Marsh 2010: 29). Therefore, teachers act as a kind of mediators who help the learners develop their individual thinking by scaffolding content and encouraging promoting classroom

interactions, among peers as well as with teachers (Hemmi & Banegas 2021: 3). Such interactive and collaborative learning can only be successful and effective if students are cognitively engaged. Research shows, that higher levels of knowledge are achieved if learners are intellectually challenged, in that they are not solely asked to recall information, but rather transform ideas, or apply newly gained knowledge in different contexts (Coyle, Hood & Marsh 2010: 29).

2.3.2. Cognitive development

Regarding cognitive development, it is closely linked to strengthening one's critical thinking skills. Hemmi and Banegas (2021: 3) emphasise that in a CLIL setting, learners should be assisted in transitioning from lower-order thinking skills (LOTS), such as remembering, understanding and applying, to higher-order thinking skills (HOTS), which include analysing, evaluating and creating. In 1956, a Taxonomy on Educational Objectives, widely known as Bloom's taxonomy, presenting different thinking processes was published. Each of the six categories of thinking – Knowledge, Comprehension, Application, Analysis, Synthesis and Evaluation – contained several subcategories of skills and abilities. Anderson and Krathwohl (2001) revised the original model by adding a "Knowledge Dimension", which describes the different types of knowledge, to the already existing "Cognitive Process Dimension" (Coyle, Hood & Marsh 2010: 30; see table 1). Furthermore, in this new Taxonomy for Teaching, Learning and Assessment, the afore mentioned six categories were reformulated as verbs, more specifically gerunds, which emphasise the process learners go through.

The Cognitive Process Dimension	
<i>Lower-order processing</i>	
Remembering	Such as producing appropriate information from memory, e.g. • Recognizing • Recalling
Understanding	Meaning-making from experiences and resources, e.g. • Interpreting • Exemplifying • Classifying • Summarizing • Inferring • Comparing • Explaining
Applying	Such as using a procedure, e.g. • Executing • Implementing

<i>Higher-order processing</i>	
Analysing	Breaking down a concept into its parts and explaining how the parts relate to the whole, e.g. • Differentiating • Organizing • Attributing
Evaluating	Making critical judgements, e.g. • Checking • Critiquing
Creating	Putting together pieces to construct something new or recognizing components of a new structure, e.g. • Generating • Planning • Producing
The Knowledge Dimension	
Factual knowledge	Basic information, e.g. • Terminology • Specific details and elements
Conceptual knowledge	Relationships amongst pieces of a larger structure that make them part of the whole, e.g. • Knowledge of classifications and categories • Knowledge of principles and generalizations • Knowledge of theories, models and structures
Procedural knowledge	How to do something, e.g. • Knowledge of subject-specific skills and algorithms • Knowledge of subject techniques and methods • Knowledge of criteria for determining when to use appropriate procedures
Metacognitive knowledge	Knowledge of thinking in general and individual thinking in particular, e.g. • Strategic knowledge • Knowledge about cognitive tasks • Self-knowledge

Table 1: A Taxonomy for Teaching, Learning and Assessment (Adapted from Anderson & Krathwohl 2001: 67-68, in Coyle, Hood & Marsh 2010: 31)

Additionally, learning is in no way linear, but rather a cyclical process in which the students develop knowledge by repeatedly applying lower- and higher-order thinking skills (Hemmi & Banegas 2021: 3). Hemmi and Banegas (2021: 6) highlight that “[o]ne of the strongest features of CLIL is in the emphasis put on thinking and processing information/content rather than merely remembering and repeating”. The aim is for the students to learn how “to reason, to make informed choices and to respond creatively to challenges and opportunities” (Coyle, Hood & Marsh 2010: 30), in order to be prepared for future life decisions.

2.3.3. Conceptualisations

One of the most common conceptualisations referring to CLIL is Coyle's (2007) 4Cs Conceptual Framework, which

goes beyond considering subject matter and language as two separate elements but rather positions content in the 'knowledge for learning' domain (integrating content and cognition) and language, a culture-bound phenomenon, as a medium for learning (integrating communication and intercultural understanding) [and] [...] focuses on the interrelationship between content (subject matter), communication (language), cognition (learning and thinking) and culture (social awareness of self and 'otherness').
(Coyle 2007: 549-550)

The integrative nature of CLIL becomes apparent in this framework, which has been adapted and used by various researchers in the field. Mehisto, Marsh and Frigols (2008: 31), for example, present a version containing cognition, content, communication and community, whereas Coyle, Hood and Marsh (2010: 41) further developed Coyle's original model and continue to use the term culture instead of Mehisto, Marsh and Frigols' (2008) community.

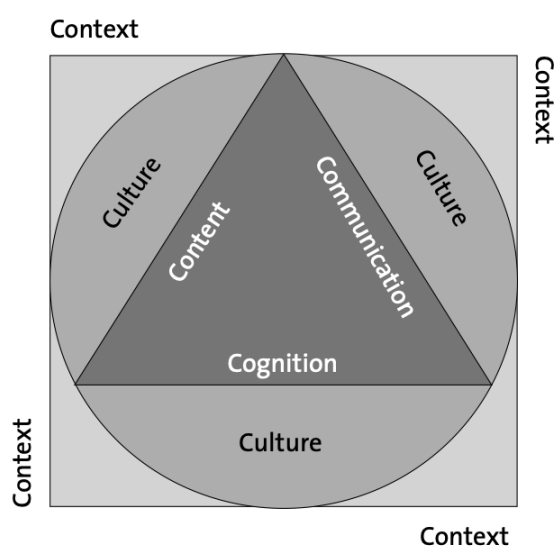


Figure 1: The 4Cs Framework (Coyle, Hood & Marsh 2010: 41)

Figure 1 shows content, cognition and communication in the centre of the framework, embedded in the cultural dimension, which also includes intercultural understanding (Coyle, Hood & Marsh 2010: 41). The supplementary factor of context surrounds the whole conceptualisation and highlights that content and language learning is always influenced by specific contextual factors. Hemmi and Banegas (2021: 6) also take a stance on the model and

include both culture and community. Moreover, they emphasise the interrelationship of the four equally important Cs.

Furthermore, the three dimensions of language learning in CLIL – language *of* learning, language *for* learning and language *through* learning – are visualised by the Language Triptych, a conceptual representation of the different types of linguistic demand in CLIL (Coyle, Hood & Marsh 2010: 36). The first category refers to language that is needed to understand and talk about core concepts of specific topics. Students apply language *for* learning in collaborative group or pair work, and the third dimension comprises the language “used in the interaction that takes place and refers to the dialogic activity that helps learners to think and co-construct new knowledge“ (Hemmi & Banegas 2021: 8).

Balancing linguistic and cognitive demands can be quite challenging for CLIL teachers. The CLIL Matrix (see below), created by Coyle, Hood and Marsh (2010) and based on Cummins’ model (1984), can be used as a tool to plan CLIL lessons in which learners are cognitively challenged on an appropriate language level. It consists of four quadrants, and the researchers note that the learning progress of individual learners can be followed and assisted by considering the matrix (Coyle, Hood & Marsh 2010: 43).

Cognitive demands	HIGH	2	3
	LOW	1	4
		LOW	HIGH
		Linguistic demands	

Figure 2: The CLIL Matrix (Coyle, Hood & Marsh 2010: 43)

2.4. Curricular forms of CLIL

“CLIL sees language as a vehicle through which content is learnt [...], its distinctiveness lies in that it integrates language and content along a continuum, in a flexible and dynamic way, without an implied preference for either.”

(Ivanova 2016: 78)

CLIL is a very flexible approach that must always be adapted to the specific environmental and contextual features of the particular educational setting. As Coyle, Hood and Marsh (2010: 14) emphasise, “one size does not fit all – there is no one model for CLIL”. In agreement with other researchers (e.g. Maljers, Marsh & Wolff 2007; Dalton-Puffer et al. 2014), Mehisto, Marsh and Frigols (2008: 12) note that CLIL can be used as an umbrella term, referring to many practices that may be implemented in different contexts on various levels of education, and which range from short- to long-term programmes as well as from low- to high-intensity exposure.

Banegas and Tavella (2021: 240) describe the range of possibilities “a continuum with two ends: CLIL as an educational approach and CLIL as a language learning approach”. Likewise, Ball, Clegg and Kelly (2015: 1-2) refer to a spectrum ranging from “hard” to “soft” CLIL, the first focusing on gaining content knowledge in lessons exclusively taught in the vehicular language, and the latter describing smaller-scale programmes, where meaning-oriented input, for instance concerning the culture, history or politics of the target language community, is incorporated in foreign language lessons. Content and language teachers commonly collaborate closely in this approach, which is also known as “modular CLIL” (Vogt 2013: 81). Due to the lack of language skills of many content teachers, a soft CLIL programme with CLIL being integrated in the curriculum of content subjects and the students being graded for their content knowledge is often preferred by schools (Ball, Clegg & Kelly 2015: 17). This way of including authentic language learning without too much pressure on language performance for both students and teachers stresses that CLIL is not meant to be a substitution of regular foreign language teaching, but rather complementary to it (Dalton-Puffer 2015).

How exactly a CLIL programme will be implemented depends first and foremost on two central aspects, the operating factors and the selected scale (Coyle, Hood & Marsh 2010: 14-15).

Said operating factors include

- teacher availability and collaboration,

- the language skills of teachers and students,
- the amount of time available for CLIL lessons,
- how language and content are integrated, for example whether there will be a preparatory language course,
- the consideration whether to connect the programme to an extra-curricular dimension and forming or becoming part of a collaboration with other schools, and
- assessment, which might focus on just one or both components, language and content.

Concerning the scale of a CLIL programme, Coyle, Hood and Marsh (2010: 15-16) distinguish two types of instruction through the vehicular language, either extensive or partial. Both models have a triple focus on language, content and cognition, however, while in the first model, “the vehicular language is used almost exclusively to introduce, summarize and revise topics, with very limited switches into the first language” (Coyle, Hood & Marsh 2010: 15), models with partial instruction in the additional language are often restricted by a time limit. Moreover, such CLIL lessons may be characterised by code-switching or translanguaging, which “refers to a systematic shift from one language to another for specific reasons” (Coyle, Hood & Marsh 2010: 16).

2.4.1. Curricular models

Coyle, Hood and Marsh (2010) examine numerous types of CLIL programmes on all educational levels. Due to the scope and focus of this research project, I will only include relevant considerations about CLIL at secondary level. Regarding secondary education, the authors note that more elaborated CLIL models may be implemented at this stage, as students might have already acquired some skills in the additional language (Coyle, Hood & Marsh 2010: 20). Furthermore, “[s]econdary-level students are increasingly motivated to use new technologies for communicating across languages and often borders” (Coyle, Hood & Marsh 2010: 20).

Especially in lower-secondary education, the “curriculum often provides a particularly suitable environment for the introduction of CLIL [whereas] [p]ressures of examinations tend to complicate higher-level curricula in secondary education” (Coyle, Hood & Marsh 2010: 22).

According to Coyle, Hood and Marsh (2010: 21-23), some of the most frequently employed models in secondary education are the following:

a. *Dual-school education*

This approach requires schools from different countries to work together online and complete a specific module or course in an additional CLIL language. Undoubtedly, this method needs considerable support and resources due to the international collaboration and use of virtual classrooms. The aim is often to achieve some kind of international certification, wherefore the focus is on formalized assessment.

b. *Bilingual education*

In this case, a large part of the curriculum is taught in the CLIL language. Earlier, bilingual education was often associated with higher social status and perceived elitist, as it frequently includes international certification.

c. *Interdisciplinary module approach*

An across-the-curriculum module regarding an international matter is taught in the additional language by several teachers of different disciplines. The approach is suitable for international partnerships between schools, using a rather widely spoken CLIL language. Assessment is mostly formative, often relying on portfolio work.

d. *Language-based projects*

Contrary to the aforementioned approaches, language-based projects are led by a language teacher. However, due to the combination of language learning and some specific content from another subject's curriculum, the collaboration with content teachers is required. International partnerships are often involved as well. This CLIL module serves as a means of authentic content learning and communicative language teaching. Learners are usually assessed formatively.

e. *Specific-domain vocational CLIL*

This last model is particularly relevant for vocational schools and the professional education sector. The CLIL language is used while working on practical skills in order to prepare the learners for their professional future. Language and content teachers ought to work together in tandem, so the teaching as well as the assessment is mostly bilingual and competence-based.

2.4.2. CLIL Language

Generally, any language can be chosen as the vehicular language in a CLIL setting. However, they “tend to be recruited from a small group of prestigious languages” (Dalton-Puffer 2011: 183). Moreover, English has claimed a particularly significant position as the world language,

influencing economies, societies and therefore also education. Dalton-Puffer, Hüttner and Llinares (2022: 4) point out that “[e]specially in times of economic crisis, English proficiency is expected of future employees”. The high value that is given to English as the world’s lingua franca is apparent in most European countries. Hemmi and Banegas (2021: 2) add that not only in Europe, but globally “English is the language most often studied in school”. Bärnthaler and Kelly (2021: 205) agree that “English is by far the most widely used foreign language in CLIL lessons, although some [...] colleges use Italian, Spanish and/or French too [...]”.

However, depending on the lingua-cultural background of a region, choosing English over another official or autochthonous language (for example Catalan in Spain), might pose a threat to such national tongues (Dalton-Puffer, Hüttner & Llinares 2022: 4). In Austria, as in most European contexts, good English skills are a valuable asset for one’s professional future. However, using the native tongue of one of the bordering countries for a CLIL programme would also be quite reasonable, considering that there already are several bilingual schools in the eastern regions of Burgenland that teach in German and Hungarian, for example. Altogether, the position and value of a language in a particular socio-cultural context can be decisive in the implementation as well as the success of a CLIL programme.

Lastly, I want to add a brief comment about the CLIL language in Anglophone countries. The abbreviation LOTE (Languages Other Than English) refers to Asian, European and heritage languages, which are favoured as vehicular languages in Australia, for example (Coyle, Hood & Marsh 2010: 9).

2.5. CLIL in Austria

In Austria, CLIL “essentially [is] subject teaching that includes elements of language awareness in its didactics” (Smit 2016: 83). In more detail,

Austrian CLIL is widely understood as bilingual teaching, where technical terms being introduced in both English and learner mother tongue languages is encouraged and accepted. Teachers actively encourage their students to participate in the verbalisation of lesson topics in English. In addition to subject-specific teaching objectives, CLIL fulfills linguistic aims via: considerable student-centered teaching (e.g. extended stages of group work in theory and lab sessions) and the use of specialised teaching materials; devoting particular attention to vocabulary, subject-specific discourse, and interaction; CLIL teachers frequently pursue these goals without recognising their linguistic nature. (Smit 2016: 83–84)

However, other sources contradict that generalisation and emphasise that CLIL and bilingual education are, in fact, not identical. The European Centre for Modern Languages (ECML), for example, states that in most CLIL settings, “the content of language learning is enriched by additional emphasis on providing stimulating content, whereas in bi- and plurilingual education the whole programme is designed to take place in two or more languages” (Council of Europe 2022).

Generally, the Austrian educational law leaves some room for individual adaptation of CLIL-related programmes, stating that

[...] die Schulbehörde erster Instanz [kann] auf Antrag des Schulleiters [...] die Verwendung einer lebenden Fremdsprache als Unterrichtssprache (Arbeitssprache) anordnen, wenn dies [...] zur besseren Ausbildung in Fremdsprachen zweckmäßig erscheint und dadurch die Zugänglichkeit der einzelnen Formen und Fachrichtungen der Schularten nicht beeinträchtigt wird. Diese Anordnung kann sich auch auf einzelne Klassen oder einzelne Unterrichtsgegenstände beziehen. [...]
(Schulunterrichtsgesetz (1986) §16 section 3)

This lack of specific guidelines can be seen as a clear advantage in terms of possibilities for schools, however, it has led to the development of so many varying forms of CLIL-like projects that they are, in some cases, difficult to categorize. Moreover, current data on how many schools implement such programmes, and to what extent, is scarce (Maljers, Marsh & Wolff (2007: 18).

As different settings ask for varying programme designs, there have evolved several CLIL-like approaches in Austria, which are included in some researchers’ definitions of CLIL, but are categorized as distinct educational models by others. Also, the acronym CLIL itself can often be found in tertiary education, concerning university students’ formation or in-service teacher training.

First of all, a version referred to as mini-CLIL has been developed to already include a foreign language in primary school on a daily basis (LEPP 2008: 30). Due to the research focus of this thesis being secondary education, I will not go into further detail of this form of CLIL.

One of the most common approaches worldwide is English as medium of instruction, short EMI. Macaro et al. (2018: 37) define EMI as “the use of the English language to teach academic subjects (other than English itself) in countries or jurisdictions where the first language of the

majority of the population is not English”. Pérez Cañado (2021: 170) points out that EMI is more commonly implemented in tertiary education, since its goals are less focused on language learning.

In Austria, the term “English als Arbeitssprache” (EAA), is often used to describe this approach. In some instances, it is also referred to as FAA (=Fremdsprache als Arbeitssprache), however, English is the language most frequently used.

Similarly, a so-called “Dual Language Programme” (DLP) may be implemented. In such settings, traditionally, students from two different L1 backgrounds are put together in a group that is taught in both those languages, in equal amounts of time. However, in Vienna, the Bildungsdirektion uses this term to refer to an educational context where mainly native German speaking learners are taught subject matter in the vehicular language for a previously determined period of time. In this case, lessons are primarily held by content teachers, who are assisted by language teachers or native speakers in some cases.

Another form of integrating language in other subjects is “English Across the Curriculum” (EAC), which promotes the development of language skills in as many subjects as possible, de facto in a cross-curricular way.

Coming back to the distinction between these programmes and bilingual education, the crucial difference besides the limited time devoted to teaching in the additional language in non-bilingual settings can be seen in the learners. In fact, students enrolled in DLP or EAA programmes in Austrian schools are predominantly German native speakers or German L2 speakers, whereas in truly bilingual schools, classes tend to consist of native speakers of two different languages in relatively equal numbers.

Considering this wide variety of CLIL-like programmes in Austria, the question arises how all of these forms coalesce with the national curricula. In fact, it stands out that the Austrian Ministry of Education only provides a minimum of information and guidelines. As a matter of fact, 14th amendment (14. SchOG-Novelle) to Austrian educational law allows every school a certain level of autonomy regarding the implementation of certain focal aspects. This means that a school can decide whether to implement a special focus, such as on foreign languages, natural sciences, art or sports, without any major hurdles from the board of education. Likewise, this freedom is granted to educational institutions regarding the implementation of CLIL. The only exception are vocational schools with a technical focus (Höhere Technische Lehranstalt, short HTL), where at least 72 hours of CLIL are obligatory from eleventh grade on since 2011 (Bärnthaler & Kelly 2021: 193). In 2019, the amount was reduced to 40 hours

for students of 13th grade, given the shorter school year and time needed for school leaving exams (Bärnthaler & Kelly 2021: 196). In HTLs, but also in other Austrian CLIL contexts, “CLIL lessons are usually timetabled as content lessons” (Dalton-Puffer 2011: 184), however, close collaboration with language teachers or, if available, native speaker assistants might be necessary for a successful execution.

There is a significant advantage for students enrolled in the teacher education programmes at Austrian universities, as they are required to study two (or more) subjects in order to start their professional career. Hence, future teachers have the possibility to become experts in a language as well as in a content subject, which makes them the ideal educators for a CLIL-like programme.

2.6. Aims and purposes

Certainly, CLIL in Austria is embedded in a larger context that extends to countries all over the world. Especially in the European Union, many member states offer similar programmes with a comparable organisation and the same overarching goals.

Although as a form of bilingual education CLIL is descendant of North American teaching models, such as the French immersion programmes and Content-based instruction (CBI), it is a distinctly European phenomenon as it is deeply rooted in the European Union policies and needs for plurilingualism and intercomprehension. (Ivanova 2016: 78)

The main objectives and purposes of the approach are summarized in this section of my thesis. First, relevant guidelines for Europe are discussed, followed by a list of reasons why CLIL-like programmes are usually implemented.

2.6.1. European guidelines

As mentioned before, one overarching goal of CLIL and bilingual teaching has always been the enhancement of language skills and intercultural communication. In 1976, the European Education Council created a list of “language-learning objectives and argued for the promotion of language teaching outside the traditional school systems” (Coyle, Hood & Marsh 2010: 8). Merely two years later, the European Commission proposed teaching through more than one language at schools, and in the following years, CLIL gained more and more importance in

European educational systems until its implementation throughout the entire European Union was recommended by the Council of Europe in 2005 (Coyle, Hood & Marsh 2010: 8).

The European Commission has been promoting their European multilingual policy, aiming at the promotion of economic advances and collaboration among EU countries, since the mid-1990s (Hemmi & Banegas 2021: 1). As a result of globalisation, not only language knowledge itself, but also integrated learning has become more important, since younger generations (Generation Y and Z) rely on more hands-on approaches, “as in ‘learn as you use, use as you learn’ – not ‘learn now, use later’” (Mehisto, Marsh & Frigols 2008: 11). Societies and lifestyles are changing quite rapidly nowadays. Thus, there is a need for the education system to adapt to the current socio-economic developments (Coyle, Hood & Marsh 2010: 10). An innovative approach such as CLIL offers a good framework to succeed in teaching and learning in modern times.

The dual focus of the approach has already been mentioned in previous sections (see sections 2.1. and 2.4.). Specifically, there are both language and content objectives to be achieved, however, there are programmes more driven to one or the other aspect, depending on the individual design and prerequisites of the particular setting. In general, it is about creating a balance and useful integration of both components in meaningful, student-centred tasks.

2.6.2. Reasons for implementing CLIL

From the very beginning, four major reasons for the interest in CLIL could be observed. First, foreign language competence; second, higher education entails socio-economic advantages for a country; third, more inclusion within and economic strength of the European Union; and fourth, the educational potential of integrating language and content (Coyle, Hood & Marsh 2010: 8).

Coyle, Hood and Marsh (2010: 17) describe the most common reasons for implementing a CLIL programme in more detail by listing five key areas (context, content, language, learning, and culture) and explaining how CLIL might be useful in these. Regarding the context of a programme, the main aims could be to prepare students for living in a globalized world, to access some kind of international certification, or to improve a school's profile. In terms of content, besides providing access to specific content knowledge, CLIL opens up new

perspectives, for example for future studies or professional development. Concerning the focus on language, CLIL students should gain high overall language skills in the target language, especially develop oral communication skills, increase their general language awareness, and become confident users of the vehicular language. Furthermore, student learning can be enhanced by increasing learner motivating through CLIL, making use of a variety of methods, and helping students develop useful learning strategies. The last aspect, culture, includes, for example, the development of intercultural awareness as well as communication and collaboration skills.

2.7. Benefits and opportunities

After having discussed the aims of CLIL, the benefits of the approach are now presented. At this point I want to mention that this section does not merely focus on opportunities for students, but also on how teachers and schools may profit from the implementation of a CLIL-like programme.

2.7.1. Students

Due to the dual focus of CLIL, benefits in both aspects content and language learning are often expected by proponents of the approach. In addition, there are various social and personal skills learners may develop when involved in a CLIL-like programme.

First, I want to focus on the advantages concerning the students' language abilities. Research stresses the "natural progression of language acquisition in CLIL" (Landau, Paraná & Siqueira 2021: 267). Taking into account the amount of additional time learners are exposed to the target language, naturally their language skills, particularly the receptive ones, that is listening and reading, as well as their vocabulary knowledge profit from CLIL (Dalton-Puffer 2007: 143). Research also shows that CLIL learners often outperform non-CLIL learners in accuracy tests (Lahuerta 2017: 6) and are more likely to take language risks (Mewald 2007: 162). Furthermore, Landau, Paraná and Siqueira (2021: 266) mention the positive effect CLIL-like programmes can have on students' fluency in the target language, potentially leading to additional benefits, such as an increase in communicative competence, confidence, executive function or clarity (see also Gómez 2016: 55). However, several researchers highlight that skills in the vehicular language do not automatically develop solely through increased exposure.

Despite early empirical research showing increased language proficiency of CLIL learners, the studies in question were criticised for methodological deficiencies and for not taking into consideration the student selection practices of the first CLIL programmes, which favoured already advanced and gifted learners (Dalton-Puffer, Hüttner & Llinares 2022: 8). Subsequent research with adapted methodologies reported similar results and, moreover, detected higher language proficiency gains in programmes that also included form-oriented activities, i.e., explicit attention to language (Dalton-Puffer, Hüttner & Llinares 2022: 8).

Furthermore, Pinner (2021: 23) points out that authenticity and creating a meaningful purpose for using the target language is not only one of the core principles of the approach, but also a major benefit. By using new language knowledge in an authentic context, learners may also develop further skills, such as critical thinking (see section 2.3.2.). In this respect, Landau, Paraná and Siqueira (2021: 266) mention the “bilingual advantage” which refers to the fact that certain “cognitive skills [are] better developed in bilingual minds”. In agreement, Wolff (2007: 22) claims that content might be processed more thoroughly when learned in a foreign language, as the comprehension of new knowledge poses a higher cognitive challenge for some students. Dale and Tanner (2012: 11) put it simply and corroborate that CLIL learners’ “brains work harder”. As a result, the demands put on the learners by CLIL may provide them with an advantage in language as well as content learning.

Various researchers, such as Landau, Paraná and Siqueira (2021: 268), further highlight the playful, hands-on learning of relevant topics in CLIL. Many students consider CLIL lessons to be more encouraging (Mehisto, Marsh & Frigols 2008: 21) and Pinner (2021: 24) corroborates that a purposeful use of new language knowledge can also have a motivating effect on students which further increases the possibility of more successful outcomes. Although the level of motivation is difficult to measure and may be strongly influenced by a variety of contextual factors, researchers tried to find its significance in CLIL, and studies, for example, by Lasagabaster (2011) or Doiz, Lasagabaster and Sierra (2014) showed that CLIL students were indeed more motivated to participate in lessons.

Raising learners’ intercultural awareness and developing knowledge about different cultures is another fundamental aim of the approach. Yang (2021:129) notes that, although cultural knowledge is one of the key elements of CLIL (see Coyle’s (2007) 4C Framework, section 2.3.3.), there has not been as much research as in the other three areas of the 4C Framework,

content, communication and cognition. However, some studies, for example Méndez García (2012) or Rodríguez and Puyal (2012), have explored the benefit of being able to appropriately interact with people of different cultural backgrounds. In addition, intercultural awareness is connected to the students' global mobility and citizenship. Coyle, Hood and Marsh (2010: 2) note that generally, a greater number of people has the possibility to access education in another language due to globalization. Several researchers (e.g. Landau, Paraná & Siqueira 2021: 265; Wolff 2007: 22) point out that learners may benefit from CLIL-like programmes in terms of gaining the ability to respect and adapt to different cultures, which is expected to go hand in hand with advantages on the job market, since bilingualism as well as cultural knowledge are valuable assets for their professional future. Experiencing and learning about another culture already turns out to be beneficial in earlier stages, that is during one's time at school. According to Yang (2021: 139), research conducted on the benefits of students accomplishing internships abroad shows an increased awareness of the competitiveness in the globalised job market, higher communication, critical thinking and collaboration skills, as well as the understanding of alternative perspectives on peoples and cultures in young adults. This is particularly relevant in the tourism sector, but can be expected in other industries as well (Yang 2021: 139). Therefore, introducing learners to different cultures and worldviews as part of a CLIL programme might also achieve the development of such competencies and characteristics.

2.7.2. Teachers

Apart from advantages for the students, teachers may also profit from the implementation of CLIL in terms of language gains. According to Gómez (2016: 54), many teachers perceive the CLIL programme to be assisting them in improving their own skills in the vehicular language, as teachers and students use it in a natural way which is quite motivating. Altogether, the professional as well as personal enrichment is highly valued by educators (Gómez 2016: 54).

Another central benefit is the close collaboration with colleagues. In addition to getting prompt advice on various issues, shared problems may be solved faster, and one is not on one's own making difficult decisions (Bacovsky 2019: 57). Moreover, by working together, content and language teachers are likely to learn from each other, as each party provides essential methodological background knowledge in order to conduct a successful CLIL lesson (Pavón Vázquez 2014: 123), so that new possibilities for their own teaching open up. Furthermore, professional exchange and the creation and preparation of useful material and CLIL lessons

among content teachers can be a chance for each of them to expand their individual repertoires. Likewise, cooperating language teachers can promote the students' learning of the target language, for example, by scaffolding, especially regarding certain linguistic patterns or functions of the L1 or L2 that resemble the ones of the vehicular language (Pavón Vázquez 2014: 123).

Lastly, it is needless to point out that the success of a CLIL programme is highly dependent on the effective collaboration of teachers (Méndez García & Pavón Vázquez 2012: 589) and occasionally assistant native speakers who provide additional language input, which is an additional valuable resource for the learners (Méndez García & Pavón Vázquez 2012: 578).

2.7.3. Schools

Besides the two actively participating parties, schools can also profit from the implementation of a CLIL programme. First of all, offering a programme with an additional focus on language makes a school stand out from others, and therefore might attract more families who are interested in high-quality education (Landau, Paraná & Siqueira 2021: 265). Generally, across all age groups, parents are often the driving factor in choosing a school for their children. Gómez' (2016: 54) study results corroborate that offering foreign-language-medium instruction can indeed cause an increase in student registrations. As many parents see a high social value in L2 medium instruction, they might prefer an institution which provides their offspring with the advantages mentioned above. This is particularly relevant for the private school sector, where the competitiveness is significantly higher than in public institutions (Landau, Paraná & Siqueira 2021: 265).

Another advantage concerns the programme design. Due to the versatility of the approach, schools can shape their CLIL programme to the individual needs of the teachers and students, as well as the particular prerequisites and available resources (e.g. Ball, Clegg & Kelly 2015: 2). This includes, for example, the integration into the curriculum, the availability of teachers and native speaker assistants, the options for assessment or the investment in teaching material.

2.8. Drawbacks

Being aware of the benefits CLIL bears for students, teachers and schools, one might ask why CLIL-like programmes are not offered at more institutions. In fact, despite the above-mentioned advantages, many schools do not consider CLIL to be worth implementing. This might be due to some major drawbacks encompassed in the implementation of such a programme. Therefore, this section introduces and discusses the most frequently encountered challenges faced when pursuing the CLIL approach. First, the most prominent obstacles of the planning period are pointed out, focusing on the general organization of a CLIL-like programme from the perspective of the school management, that is the principal or a CLIL coordinator. Subsequently, frequently occurring problems in the direct application of CLIL in the classroom will conclude this section on the theoretical considerations for implementing CLIL in secondary education.

2.8.1. Institutional challenges

Although it has been shown that schools can profit from CLIL in several ways, many institutions are opposed to its implementation due to various reasons. First and foremost, in Austria, the Ministry of Education, as well as each state's *Bildungsdirektion*, only provide vague and quite generally formulated guidelines, and has established minimal requirements for schools which plan on implementing CLIL. For this reason, such a programme could be started at any Austrian school, and there are numerous variants of how the approach may be carried out at different locations. As mentioned before, some might consider this as a definite advantage, however, the endless opportunities due to the lack of restrictions also contribute to the design of a CLIL-like programme being more demanding and potentially more time-consuming. Likewise, the scarcity of support entails a number of challenges concerning, for example, teacher education and training, availability of material, or testing and assessment of students' performances. The most frequently encountered issues in the literature are presented in the course of this chapter.

2.8.1.1. Cooperation with stakeholders

An essential aspect of establishing CLIL at an educational facility is the cooperation among all stakeholders. Ideally, a so-called CLIL coordinator, whose responsibility it is to officially run

the programme and organise everything related to it, is appointed by staff members. The school management and the CLIL coordinator are then not only required to successfully collaborate with each other, but also with all teachers involved. Furthermore, a major responsibility is the communication with parents and legal guardians, who frequently are the driving force behind the implementation of CLIL-like programmes at their children's schools. As discussed in an earlier section, in Austria the only official approval a school needs to employ CLIL is the one decided on by the so-called Schulgemeinschaftsausschuss (SGA), consisting of representatives of students, teachers and guardians. Therefore, the design of an appropriate syllabus and the determined goals may also, to a certain degree, be influenced by the parents' expectations of their offspring's education. Albeit maintaining a successful and appreciative relationship with parents can be challenging, one key aspect in this regard is certainly transparency.

2.8.1.2. Teachers

Another vital group of stakeholders are the teachers, without whom the realization of CLIL would not be possible. However, most educators do not feel properly prepared for employing the approach, nor do they feel their work is valued by educational authorities. To begin with, teachers are required to gain a thorough understanding of CLIL methodology, which is still not included in the curricula of most teacher education programmes in Austria. Due to the dual focus of the approach, "[...] parallels between general learning theories and second language acquisition (SLA) theories have to be harmonized in practice if both content and language learning are to be successfully achieved" (Coyle, Hood & Marsh 2010: 3). Consequently, educators ought to be appropriately trained before starting to apply this method in their lessons. Moreover, there is a lack of proper in-service teacher training. Instead of receiving suitable and effective guidance, many educators are just assigned to teach classes that are part of the CLIL programme at a school. Hence, many researchers (e.g. Gómez 2016: 60) advocate for more opportunities of professional development. As Sylvén (2013: 307) puts it, the "lack of qualified teachers is often a hindrance for CLIL to develop and amplified teacher qualifications would indeed help promote it". At this point it seems necessary to mention that it is common for teachers in Austria to be appointed to an institution by the board of education rather than to be selected directly by the head of school. Another reason why many educators do not feel equipped to teach CLIL are their insecurities regarding their own language skills as they are not comfortable talking, let alone teaching, in the vehicular language. This personal conflict and further implications for teaching, such as the design and use of CLIL material, are given

more consideration in a later section (2.8.2.). All in all, besides facing the lack of guidance and the language barrier, teachers already involved in CLIL-like programmes claim there are “no resources, no support, no recognition” (Gómez 2016 :58-59). To sum up, finding competent and motivated teachers to lead the CLIL programme can be considered one of the greatest challenges for the school management.

2.8.1.3. Funding

One fundamental aspect which stands in relation to all of the above-mentioned factors and drawbacks is funding. The time and effort invested in the organisation and design of a CLIL programme is only one part that is usually not compensated. Furthermore, suitable course books and other teaching material have to be provided. Additionally, teachers’ increased workload and more intense preparation and follow-up phases are rarely rewarded as well. In Austria, this might be due to the fact that there are no specific budgetary aids from the board of education, since CLIL is not obligatory in schools, with the exception of HTLs. Therefore, financing CLIL represents a long-term challenge for many facilities. While private schools might adjust the tuition fee accordingly, public institutions mostly rely on savings and donations.

2.8.1.4. Student selection

Although the approach is intended to appeal to all types of students, the financial issue might hinder some children from enrolling in a CLIL programme. Apart from the potential costs, a major reason why a lot of learners and their parents might not consider such a programme is the assumption that it would only benefit already advanced speakers of the vehicular language and that the comprehension of complex content in a foreign language might be too challenging. Despite the fact that the first models related to today’s CLIL were indeed designed for wealthy upper-class members of society, Gómez (2016: 55) highlights that nowadays the approach is no longer “elitist”, but rather aims at opening up opportunities for all students, regardless of their social background. In this regard, it is crucial to mention that each school has the liberty to create its own criteria for enrolment. Thus, various designs of entrance exams – ranging from rather strict written and oral examinations to the format of placement tests that cannot be failed and merely evaluate the learners’ language level – are to be expected. Mehisto, Marsh and Frigols (2008: 217-218) point out the benefits and consequences of three strategies of

admission, namely the first-come-first-served-principle, the lottery approach, and, of course, testing. Additionally, they note that potential candidates (and their parents) are often invited to an interview as part of the selection process (Mehisto, Marsh & Frigols 2008: 217). Lastly, the procedure is likely to depend on the capacities of the individual programme, as features like the maximum number of students per class or the number of available teachers are decisive. Yet again, such prerequisites may vary greatly according to the socio-political status of the school. Overall, the selection of CLIL students is another crucial phase.

2.8.1.5. Assessment

After admission, the actual work in the classroom begins. In chapter 2.8.2 the most common challenges on the practical level are presented. One aspect of teaching that has to be set before starting class, however, is concerning the assessment of students, which “is a difficult and sometimes contentious area amongst CLIL teachers” (Coyle, Hood & Marsh 2010: 112). Generally, the main objectives and goals of a CLIL programme discussed in section 2.6., which are based on the theoretical framework presented in chapter 2.3., are decisive in this regard since they serve as the foundation. As in any subject, assessment is shaped by *what* is taught in CLIL courses, in other words the content. However, the aspect of *how* it is taught, which in this case includes foreign language skills, cannot be overlooked. Consequently, the central question in CLIL assessment formulated by Coyle, Hood and Marsh (2010: 114) is: “Do we assess content, or language, or both?” Certainly, various interrelated follow-up questions arise in any context, for example referring to the assessment tools used, the social interaction and test formats employed, or the balance between summative and formative assessment. Based on this central dilemma of assessing content and/or language, Short (1993: 633) points out that it ought to be specifically determined in advance to what extent both aspects are being assessed.

In Austria, the focus is often put on assessing content knowledge first and foremost, however, “content may be understood by a learner, but she or he may not be able to express it sufficiently clearly if the language forms needed are not known, or if anxiety prevents it” (Coyle, Hood & Marsh 2010: 116). This is why it is recommended to use methods which assess content knowledge as directly as possible while avoiding heavy language use, for example in the form of true/false-activities, completing grids, or drawing diagrams (Coyle, Hood & Marsh 2010: 117). Furthermore, Short (1993: 633) suggests applying alternative methods of assessment, such as portfolios, journals, performance-based tests, or projects, which “allow better

demonstration of student knowledge”. Another option of assessing content is to elicit student answers in the school’s first language. However, apart from the high probability that the language usually used at school is not every learner’s first language, CLIL students might struggle with expressing their knowledge in yet another language since they have been made familiar with the content in the CLIL language and might lack specific vocabulary even in their first language (Coyle, Hood & Marsh 2010: 118). A last point to consider in terms of assessment, especially regarding upper secondary education, is standardized testing, which might not be possible in the vehicular language (Coyle, Hood & Marsh 2010: 119).

2.8.1.6. Maintenance of the programme

Along with student assessment, school managements also have to allow for evaluation and development of the CLIL programme as a whole. In contrast to assessment as described in the previous section,

[p]rogramme evaluation involves looking at a complete CLIL course or an aspect of it and making a judgment regarding its effectiveness, for example through collection of data on learners’ performance or attitudes. The distinction between assessment and evaluation is important, as each serves a different purpose. (Coyle, Hood & Marsh 2010: 112)

Continuous evaluation and adaption are essential for maintaining CLIL successfully. This means that it is not only a challenge for schools to establish a CLIL-like programme, but also to keep it interesting and rewarding for the students as well as teachers. In order for this to happen, the CLIL coordinator and/or school management are required to carefully consider the above-mentioned aspects and constantly work on the quality of CLIL lessons. Hence, CLIL teachers’ needs are to be re-evaluated regularly and attended to accordingly. In conclusion, the first steps necessary for implementing CLIL at a school have to be taken a long time before the first students are admitted to the programme and require a lot of effort, consideration and time. Likewise, the work on a CLIL-like syllabus constantly continues and, as in any teaching context, there is always room for improvement and further development.

2.8.2. Practical challenges

Finally, the last part of this literature review focusses on the challenges CLIL teachers frequently encounter in the classroom. Taking into consideration the information discussed thus far, it appears to be clear that the approach demands a significant amount of additional

work from everybody involved (Gómez 2016:57), particularly the educators who are directly responsible for the students' progress.

2.8.2.1. Integration

One of the main challenges in this regard is the integration of both content and language. The “inherent interdependency” (Nikula et al. 2016: 2) of these two concepts in the classroom context influences all class work from the planning period onwards. According to Schleppegrell (2004: 1), “[i]t is through language that school subjects are taught and through language that students' understanding of concepts is displayed and evaluated in school contexts.” In this sense, it is fundamental to understand the role language plays for content learning and therefore what type of language is to be employed as well as which socio-cultural factors influence the learning context. As Díaz Pérez, Fields and Marsh (2018: 178) put it, “[i]ntegration requires that the language itself becomes an integral element of learning”.

2.8.2.2. Language barrier

However, for many CLIL teachers, who are experts in their content subject, using the vehicular language to explain complex concepts and transmit their knowledge is a strenuous task, as in most cases they are non-native speakers of the CLIL language. Consequently, one commonly shared difficulty of students and teachers is the language used (Nikula et al. 2016: 6). Oftentimes, educators feel insecure about their own language skills (Gómez 2016: 57), wherefore they are likely to show some hesitancy about taking part in a CLIL-like programme. As a result, teachers spend a lot of time on personal development in addition to the already increased workload needed to prepare adequate and efficient lessons for their students. Additionally, this “requires close collaboration between content and language teachers and one of the important decisions for CLIL schools is how to realise such collaboration” (Nikula et al. 2016: 10-11). Altogether, this implies the urgent need for a suitable teacher education as well as further in-service training.

2.8.2.3. Teacher training and development

If educators were better prepared for the possibility of implementing CLIL in their future lessons, there would be less confusion about the approach and how to apply it. Dalton-Puffer

(2020) points out that teachers are confronted with many different CLIL realities, since every programme can be adapted to its specific educational context and the somewhat vague definitions of CLIL allow for diverse interpretations. Ioannu Georgiou (2012: 479) corroborates that educators might not know if what they are doing can indeed be labelled CLIL or not. Banegas (2012: 47) emphasises that “training teachers should be a priority [...], since [various] difficulties may be rooted in how teachers are prepared to respond to the new issues that CLIL seems to raise.” Nevertheless, obligatory courses on CLIL methodology are far from being included in standard curricula of teacher education programmes all over the world. However, it has become an option for students of some universities in Germany (Vázquez 2007: 102-103) and Italy (Hillyard 2011: 8-9) to attend additional CLIL teaching qualification courses. In Austria, the University of Vienna also offers their students of the English department some optional courses on the subject. In addition, there is the possibility to voluntarily take part in training courses for in-service teachers, which are, however, limited, and due to time restrictions, it is not possible for every educator who should attend such classes to actually find time for it. Consequently, many teachers involved in a CLIL programme have no suitable education and little chance of keeping up with the methodology of the approach. Yet they are the ones directly responsible for successful classes and student outcome.

2.8.2.4. Material

One major issue in this respect is the lack of appropriate material, especially when considering various age groups and school types (for example Coyle, Hood & Marsh 2010: 86; Banegas 2012: 48; Böwing 2013). Educators spend hours and hours preparing, adapting, translating and creating CLIL material in the vehicular language (Mehisto, Marsh & Frigols 2008: 22) despite not being trained in this language. Additionally, publishers have difficulties producing suitable course books due to the broad variety of implemented curricula in CLIL programmes (Ball, Kelly & Clegg 2015: 174). Moreover, course books used in countries where the target language is the first language could be too challenging for CLIL learners, as they might need more linguistic support concerning vocabulary, for example.

Thus, there is no official guideline educators can follow with regards to their lesson planning; they are merely left with a highly increased workload and little support. Ball (2018: 223) claims that there is “a lack of standardized guidelines that might enable CLIL teachers [...] to adapt and create materials, as well as to evaluate those that already exist, with reference to an easily-applicable set of criteria”. Such criteria have been identified by various researchers in the field,

for example Mehisto (2012: 17-2) who emphasises that CLIL material should target language and content goals, as well as learning skills, which include learner autonomy, critical thinking and cooperative learning. Besides, he stresses the importance of authenticity, transparency of learning objectives, scaffolding and the creation of a safe learning environment in CLIL classes (Mehisto 2012: 17-2). Overall, teachers can also look for general guidance from theoretical frameworks such as Coyle's (2007) 4C model.

2.8.2.5. Assessment and testing

The lack of guidelines is a recurring motive in several aspects of teaching in a CLIL setting, such as testing. The general issue of assessment in CLIL programmes has been discussed above in section 2.8.1.5. Altogether, educators are required to think about suitable assessment criteria and test formats while keeping in mind that both content and language should be part of the assessment. Without official standards however, this automatically creates a higher workload for teachers involved in CLIL.

2.8.2.6. Teacher cooperation

In order to overcome the challenges mentioned above and achieve the desired outcome, collaboration among teachers in the programme is key. As Ivanova (2016: 79) puts it, "CLIL as an interdisciplinary approach naturally entails teacher collaboration in preparation and teaching of the lesson, although only some of CLIL contexts are characterised by consistent team-teaching practices." The CLIL coordinator plays a fundamental role by setting and communicating clear principles and goals as well as by enabling opportunities for professional exchange among all colleagues involved. In terms of the language barrier (see section 2.8.2.2.) many educators face when teaching CLIL, assistance from native speakers and/or foreign language teachers is favourable and feasibly encouraging. Since many CLIL teachers start with little to no knowledge about the approach, and additionally do not always have time or capacities to take part in proper in-service teacher training, it is even of greater importance to collaborate with co-workers. However, many researchers in the field have found that "team teaching is one of the major drawbacks in CLIL" (Banegas 2012: 47; see also Coyle, Hood & Marsh 2010: 44; Mehisto, Marsh & Frigols 2008), since CLIL lesson preparations are usually more time-consuming, and it is even more challenging to find time for such collaboration as co-teachers with individual responsibilities on the side. Besides, "language and content

teachers should additionally negotiate their roles and plan their participation in the lesson” (Ivanova 2016: 80), which often results in educators having to rely on their intuition and experience. Nevertheless, Mehisto, Marsh and Frigols (2008: 22) note that once colleagues get used to the cooperation, there can be various advantages apart from the lightened workload, such as stress relief or certain personal and professional rewards.

3. Research design

As stated at the beginning of this thesis, the research design of a case study has been chosen to gather qualitative data concerning the actual implementation of a CLIL programme at an Austrian secondary school. Data has been collected by means of individual interviews with the programme coordinator, the principal, as well as several teachers at the research site. The following sections provide relevant theoretical input about qualitative research, including more detailed information about case studies and interviews. Furthermore, the programme under investigation and the participants are introduced.

3.1. Qualitative research

[...] Miles and Huberman (1994) assert that in some sense, all data are qualitative because they refer to 'essences of people, objects and situations' (p. 9); sometimes we convert our raw experiences of the social world into words [...], at other times into numbers [...]. (Dörnyei 2007: 25)

Every research project is characterized by the way data that is collected. Generally, there are three different approaches, from which investigators can choose the most suitable for their endeavour: quantitative studies, qualitative inquiries, or a mixed methods approach. Against popular belief, the difference between quantitative and qualitative research

signifies more than merely using figures versus non-quantitative data (such as open-ended interviews or natural data); instead, the dichotomy refers to several things at the same time: the general ideological orientation underlying the study, the method of data collection applied, the nature of the collected data, and the method of data analysis used to process the data and to obtain results. (Dörnyei 2007: 24)

Despite those distinctions, both approaches have been proven valuable and effective in scientific research. Depending on the perspective, from which a researcher chooses to look at their subject under investigation, each of the methods can provide meaningful insights. As Richards (2005: 36) puts it, “qualitative and quantitative data do not inhabit different worlds. They are different ways of recording observations of the same world“.

The type of research chosen for this thesis is the qualitative one, which “involves data collection procedures that result primarily in open-ended, non-numerical data which is then analysed primarily by non-statistical methods” (Dörnyei 2007: 24). The selected method of data collection is also one of the most typical examples of qualitative research (Dörnyei 2007: 24), namely via interviews which are recorded, transcribed and qualitatively analysed. For analysing the collected data, the programme MAXQDA (see section 3.3) has been used. Dörnyei (2007: 26) points out that coding is as important in qualitative as in quantitative research, however, there are two significant differences in how the categories are generated. To begin with, qualitative codes are verbal, i.e. textual descriptions, instead of numerical, and apart from that, the categories are rather flexible as they are not circumscribed in advance, but can be adapted and redetermined according to the findings discovered during the analysis (Dörnyei 2007: 26).

Several investigators in the field agree that composing one official and comprehensive definition of qualitative research is hardly feasible, since “[i]t has no theory or paradigm that is distinctly its own. ... Nor does qualitative research have a distinct set of methods or practices that are entirely its own” (Denzin & Lincoln 2005: 6-7 in Dörnyei 2007: 35). Despite the fact that there are numerous ways of conducting qualitative research, there have been determined several core features of the method. The first one relates to its emergent nature, meaning that every aspect of the investigation process is kept open and flexible in order for the researcher to react to any information and its meaning uncovered during the examination (Dörnyei 2007: 37). Furthermore, qualitative researchers work with a wide range of data, which is not limited to textual information but also includes images or audio(-visual) recordings, for example (Dörnyei 2007: 37-38). Additionally, qualitative research is characterized by being conducted in the natural setting of the phenomenon, by the participants providing an insider perspective, by a rather small sample size, and by its interpretative nature (Dörnyei 2007: 38), which refers to the investigator “essentially [being] the main ‘measurement device’ in the study” (Miles & Huberman 1994: 7). Some of the most salient strengths of the approach are, for instance, its

exploratory nature, the fact that it helps making sense of complex phenomena, the possibility to answer why-questions, and the broadened repertoire of possible interpretations (Dörnyei 2007: 39-40). Moreover, dynamic phenomena can be researched thoroughly in qualitative longitudinal studies, and another advantage is that the method allows for some flexibility when reacting to unforeseen developments in the research process (Dörnyei 2007: 40). Certainly, other aspects of the approach are considered weaknesses, such as the rather small sample size which allows little generalization of the results, or issues regarding the researcher's subjectivity or the lack of standardized methodology (Dörnyei 2007: 41). Likewise, scholars have claimed that qualitative research based on individual cases, besides being rather time-consuming, can lead to theories that are either too narrow or too complex (Dörnyei 2007: 42). Despite these reservations, according to Dörnyei (2007: 36), qualitative research methods are particularly useful in applied linguistics, since they allow the consideration of and focus on social, cultural, and other contextual factors, which have a significant impact on language acquisition as well as language use.

3.2. Data collection

To put it broadly, qualitative data tends to be bulky and messy.

(Dörnyei 2007: 125)

In contrast to quantitative inquiries, qualitative data collection and analysis are not always linear, but can be circular and overlap occasionally (Dörnyei 2007: 124). One frequent issue in qualitative data collection is filtering useful data, or even generating too much data, due to the fluid and open-ended design of the data collection tools (Dörnyei 2007: 125). Therefore, sampling is one of the most crucial aspects in this stage. Dörnyei (2007: 126) emphasises that it is essential to identify people with deep and wide-ranging knowledge of the subject of the investigation, so as to provide detailed and valuable insights into the phenomenon investigated. Consequently, it is not about finding as many participants as possible, but “[t]he point, though, is that a well-designed qualitative study usually requires a relatively small number of respondents to yield the saturated and rich data that is needed to understand even subtle meanings in the phenomenon under focus” (Dörnyei 2007: 127).

3.2.1. Case studies

[...] the case study is not a specific technique but rather a method of collecting and organizing data so as to maximize our understanding of the unitary character of the social being or object studied. (Dörnyei 2007: 152)

Simply put, case studies study the “particularity and complexity of a single case” (Stake 1995: ix). Dörnyei (2007: 151) explains that a case can be a person as well as an organisation, a community or a programme, and adds that “almost anything can serve as a case as long as it constitutes a single entity with clearly defined boundaries”. Although researchers frequently apply quantitative research instruments such as questionnaires in case studies, they are generally considered qualitative research because one specific case can never be generalized in a way data gathered in quantitative studies can (Dörnyei 2007: 152).

Naturally, the aim of a case study is to collect detailed information about one specific case, however, it has already been hinted at the fact that the results are not generalizable, which has led to intense discussions in the field (Dörnyei 2007: 153). Although researchers ought to maintain a critical view on conclusions of such studies, the potential of in-depth investigations, particularly those exploring unknown areas, forming or helping form theoretical models and principles (also known as analytic generalization) has been shown on numerous occasions (Dörnyei 2007: 153-154).

Lastly, it has to be mentioned that case studies have proven to be particularly valuable in applied linguistics, as the method is quite versatile, i.e. it can be used in various contexts with a wide range of participants (Dörnyei 2007: 154). According to van Lier (2005: 195), case studies have attained a unique position in research, since the majority of other common research methods do not allow for such a meticulous investigation of complex phenomena. This is particularly true for observing and analysing the development of the subject under investigation over time.

3.2.2. Interviews

As mentioned before, the chosen instrument of data collection is conducting interviews, which is one of the most versatile and therefore also most frequently used research instrument (Dörnyei 2007: 134). Typically, a qualitative expert interview resembles a somewhat structured

conversation between two professionals that aims at gathering descriptions of the phenomenon under investigation and interpreting meanings about it (Kvale 1996: 5-6). However, some specialised interview techniques, such as conducting focus group interviews, can be distinguished within qualitative research (Dörnyei 2007: 134).

For the purpose of this thesis, semi-structured interviews have been conducted with five people who are involved in the CLIL programme at the research site at different degrees (see section 3.5.). The strategy of choosing participants for this project is referred to as maximum variation sampling, in which “cases with markedly different forms of experience” are selected (Dörnyei 2007: 128). It has to be considered that the participants’ accounts, and therefore the results of the investigation, will vary depending on their personal memories, perceptions, and interpretations. Consequently, the findings of this case study will represent the way those particular individuals view the phenomenon under investigation (Dörnyei 2007: 27).

Regarding the interview guidelines, there are four different ones, as they have been adapted to each stakeholder group. The basic construct was the same for everybody, and there were several questions all the participants were asked. However, the principals’ interview did not primarily focus on how to conduct DLP lessons in practice, but rather on the position of the programme at school and how it affects the school itself. The interview with the DLP coordinator includes information about the reasons for, and the first steps of the implementation, as well as the organisational challenges of maintaining the programme in order to answer the second and third research questions (Which are the most common institutional challenges of implementing CLIL programmes in secondary education? What is needed to implement and maintain a successful CLIL programme?). The questions for the native speaker and content teachers were rather similar, so as to view the same phenomena from different perspectives. The interview with the language assistant was conducted in English, while the other four educators used German.

As mentioned before, the interview guidelines were all structured in the same way. At the beginning, each participant was asked some basic information about their position at the school and in the programme, as well as about their professional education and background. After enquiring some general information about the programme, the participants were asked about potential roadblocks and drawbacks of the DLP. The main challenges identified in the literature review, such as the lack of material, teacher training or legal guidelines, were discussed.

Subsequently, the interviewees conferred about the benefits for teachers, students, and the school. The questions were formulated to gather information about the implications, i.e. benefits and drawbacks, of CLIL lessons in secondary education (research question 1). However, all interviews also contained data about what is needed to implement and maintain a successful CLIL programme (research question 3). The interview guides can be found in the appendix.

Qualitative research interviews excel at providing insights in the participants' personal experience and individual narrative, which can be regarded as a major advantage for certain research designs, such as case studies. As the aim of this project is detecting opportunities but also obstacles of the implementation of CLIL at an Austrian secondary school, it was crucial to get the opinion of people who are and have been closely connected to a CLIL-like programme in order to find out which aspects could be improved to facilitate the process of establishing and maintaining such a programme. By conducting interviews, the participants had the chance to explicitly describe their experience in as much detail as needed. Altogether, qualitative research focuses on finding a higher-level meaning among the multiple meanings gathered from the data of the individual cases, what Dörnyei (2007: 27) calls a "meaning in the particular" strategy, as opposed to the "meaning in general" approach of quantitative research.

However, as mentioned before, Dörnyei (2007: 28) points out that in addition to the individual participants' subjectivity, which can be regarded an opportunity and simultaneously an obstacle itself, the researcher's own experience and sensitivity may significantly influence the investigation (see below in section 3.6.).

3.3. Data analysis

There is no particular moment when data analysis begins. (Stake 1995: 71)

According to Schreier (2014: 170), "[q]ualitative content analysis is a method for systematically describing the meaning of qualitative data". Researchers in the field agree that the method is characterized by diversity, as the data themselves as well as the approaches of how to examine them are indeed diverse (e.g. Dörnyei 2007, Ellis & Barkhuizen 2005, Punch 2014). Dörnyei (2007: 243) calls the qualitative data analysis process iterative, referring to the researcher constantly alternating between the collection, analysis, and interpretation of data.

Kuckartz (2019: 193) corroborates that the qualitative approach is applied differently in every case due to the uniqueness of the data as well as the research questions. Even though the procedure is systematic, Kuckartz (2019: 193) emphasises the high flexibility and adaptability offered to adjust to the particularities of each research project and the findings emerging during the investigation process. Altogether, the method is characterized by three core features, namely that it “reduces data, it is systematic, and it is flexible” (Schreier 2014: 170).

Accordingly, there are certain moves and patterns which can be found in most qualitative content analyses despite the above-mentioned variety of methods. As they are inherently language-based (Dörnyei 2007: 243) and focus on “the underlying deeper meaning of the data” (ibid. 246), the analysis takes place on the interpretative level. Ellis and Barkhuizen (2005: 259) have established the following fundamental stages in such a process: coding for themes, detecting any patterns, interpreting, and building theory. Before coding, however, the original audio recording has to be transcribed. Even though this process can be facilitated by technology, it can take a considerable amount of time and the reality of the interview situation can never be truly captured in the transcript, as many nonverbal aspects, such as facial expressions or gestures, inevitably get lost (Dörnyei 2007: 246).

The next – or rather first – step of the analysis, namely coding, is decisive for the further development of the research. Kuckartz (2019: 182), for example, points out that “categories are at the heart of the method [qualitative content analysis]” and Miles and Huberman (1994: 56) even go as far as stating that “[c]oding is analysis”. Some might refer to this move as labelling, since certain segments of the data are emphasized and labelled in order to be grouped according to concepts (Dörnyei 2007: 250). Ellis and Barkhuizen (2005: 253) describe it as the technique used to “reduc[e] huge amounts of text to manageable units for further analysis”, since “[w]ords have multiple and often ambiguous meanings. For them to be understood they need to be related to the linguistic as well as to the social context in which they appear” (ibid. 257). Therefore, the codes, which are typically verbal, ought to be precise and as straightforward as possible (Ellis & Barkhuizen 2005: 267). Research suggests two ways of creating categories. On the one hand, there is a deductive or concept-driven approach, and on the other hand, codes can be formed inductively, which is also known as the data-driven approach (Kuckartz 2019: 184-185). Regarding this, Schreier (2014: 176) recommends a combination of both types of categories in order to produce an accurate representation of the material.

The iterative nature of qualitative analyses is particularly prominent in this stage of the process, as codes are usually repeatedly redefined or restructured (Dörnyei 2007: 251, Kuckartz 2019: 186, Schreier 2014: 171). The software used for coding in this project is MAXQDA. Apart from saving a considerable amount of time, computer-aided qualitative data analysis bears several other advantages for the researcher, for example, extensive storage capacities or easy indexing options (Dörnyei 2007: 263-265). After coding, revisiting and structuring the data (while already making initial interpretations about it), the researcher's final interpretations present the outcomes of the analysis.

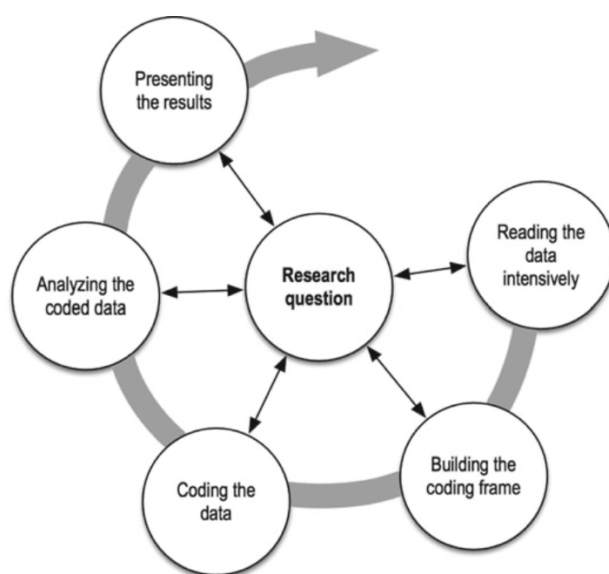


Figure 3: The five phases of qualitative content analysis (Kuckartz 2019: 186)

In order to provide further insight into which data has been collected and analysed, the CLIL programme under investigation, the research site, that is the secondary school where the programme is implemented, as well as the educators interviewed are introduced in the following section.

3.4. The CLIL programme under investigation

The research project has been conducted at a secondary school in Vienna, Austria. It is a grammar school for students aged 10 to 18 and pupils graduate by taking the Matura, the standardized Austrian school leaving exam which enables them to enrol at university. Furthermore, it is important to mention that it is a state-accredited private school with public

status. Some might refer to such schools as charter schools, which means that they are partly funded by private institutions, while following and fulfilling national guidelines and standards. There is an annual fee per student and the admission process can be managed more closely by the school management than at public schools.

Every autumn, four classes of a maximum of 30 pupils each are opened at the school. Depending on the number of applicants, one or two of them are filled with students who have chosen the so-called Dual Language Programme (DLP), while the others are regular AHS classes. Among the school community, the DLP classes are also referred to as “Europaklassen” due to the focus on English and international communication.

The DLP features the use of English in several subjects, such as Geography, Biology, History or Music. In addition, the general curriculum is expanded by so-called “English Conversation” and “Project Work” lessons in lower secondary, as well as “Science” lessons in upper secondary for these classes. At the heart of the programme lies the co-teaching of content teachers, native speaker teachers, and English language teachers, as teachers of above-mentioned subjects are required to work together with a language assistant in about 50% of their lessons. For example, if there are two Biology lessons a week, one of them will be conducted in English, and by both the content teacher and the native speaker teacher together. Generally, the educators are quite flexible in how they arrange this collaboration, as there are no specific guidelines available. More information on those DLP lessons and the teachers’ cooperation can be found below in section 4.

The CLIL-like programme has been successfully implemented for more than 20 years already, having started with the first class in 2000/2001. Overall, there are 28 classes of around 27 students each at the school, and according to the CLIL coordinator at site, 12 of them are currently involved in the programme, adding up to about 300 pupils.

Students who apply for the DLP are not required to have a certain level of English, however, interest in languages and cultures, as well as high motivation are appreciated. As it is a charter school, there is an application procedure every future student has to go through, which is further explained in section 4.2.1.3. The programme starts in the students’ first year at school and continues for the rest of their time there. The number of lessons in English, i.e. held by or in collaboration with native speakers, may vary though, depending on how many subject lessons

a week are scheduled, as well as partly on the availability of native speaker teachers. On average, three to five content lessons a week are conducted in English. Additionally, there is one lesson of “English Conversation”, “Project Work” or “Science” (depending on the grade) with a native speaker on the timetable of the DLP classes. Moreover, DLP students get to enjoy special projects, such as English theatre workshops, and are encouraged to gain internationally acknowledged language certificates, such as the Cambridge Advanced Certificate in twelfth grade.

3.5. Participants

The people responsible for the outcome of the programme are certainly the educators involved. Therefore, the interview participants are part of the teaching staff at said Viennese grammar school. Most importantly, the CLIL coordinator who teaches English and Geography may provide essential information about the organization of the programme, as she has been involved since the very first steps of its implementation in the year 2000. As an experienced English language teacher, she might share valuable knowledge about how to effectively combine language and content in CLIL lessons. This school year, she teaches two DLP classes in English, and six in Geography.

Furthermore, two content teachers have participated and talked about the benefits and obstacles from their point of view. One of these educators has been teaching History as part of the programme for nine years, while the other one just started teaching at the beginning of the current school year, which was about seven months before the conduction of the interview. The latter teaches Biology in the DLP, and while the History teacher specifically applied for a position at a school offering a CLIL-like programme, she didn’t have much knowledge about this strand before starting to work at this school. Currently, she teaches two DLP classes, while there is only one DLP lesson on the History teacher’s timetable this year.

Another key stakeholder group are the native speaker assistants, which is why an interview with one of the four native speakers at the school was scheduled. This native speaker has also been teaching at this school for twelve years and her sharing her experience is a decisive part of the data collection process. Generally, the language assistants are officially not required to have a teaching degree, however, all of them have a pedagogical background. Besides the interviewed native speaker, another language assistant, who has been involved in the

programme since its beginnings in 2000, has a degree in education, which is why those two are allowed to teach, for example the “English Conversation” lessons, on their own. In Austria, the position and legal situation of native speaker teachers is somewhat uncertain, an issue that is discussed in more detail in section 4.

Additionally, an interview with the principal, an English teacher herself, has been conducted in order to get an insight into the school management’s perspective as well. The headmaster at the time the programme was first established retired several years ago, and his successor is not in office anymore either. However, some teachers have been working at the school since before the programme’s implementation, including the interviewed coordinator. The current principal has taught DLP students in English, as she worked as a full-time language teacher at the school for several years before becoming headmistress.

Thus, as many different angles as possible are included in the data collection, aiming at presenting the programme in an authentic and legitimate way. While the programme coordinator has the most insight into its design and organisation, she has also been teaching DLP students in Geography and English for almost 20 years, considering some years of maternity leave. On the contrary, the principal is in some kind of bystander position, as she represents the programme and is partly responsible for it, but does not actively work together with native speaker assistants anymore. The interviewed content teachers, on the other hand, share this experience, without being preoccupied with organisational or institutional challenges like the coordinator. The History teacher is already quite experienced and CLIL has been influencing her career significantly, whereas the Biology teacher didn’t have any particular preparation for her first year teaching in the DLP. Lastly, the native speaker teacher knows the programme, the school, as well as the teachers and students involved very well due to spending more than ten years working there. Additionally, she acquired a teaching degree in the UK, and has gained some previous teaching experience in Great Britain and Austria. Schreier (2014: 175) emphasises the importance of “select[ing] the material so that it reflects the full diversity of data sources. If the data consist of interviews with different stakeholder groups, at least one interview from each group should be selected”. Due to the scope of this project, I decided to conduct five interviews with the educators presented above, who are involved in the CLIL-like programme to different degrees and who have a variety of professional backgrounds.

3.6. The role of the researcher

Before presenting the analysis of the collected interview data, one important aspect has to be drawn attention to. In accordance with good scientific practice, the position of the researcher in this project has to be determined and stated explicitly at this point. Although I have been working at the school under investigation for almost two years now, the neutrality of the researcher is given in so far as I am not part of the programme in question and do not teach any CLIL lessons. However, the majority of my students are attending an “Europaklasse” and I so frequently get to witness some of the developments and effects of the programme. Furthermore, as an English language teacher, I occasionally discuss lesson contents or sporadically share material with CLIL content teachers.

In regard to conducting the interviews for this research project, the neutrality of the researcher is a central aspect of guaranteeing good scientific practice. Dörnyei (2007: 141) emphasizes that the researcher’s neutrality is indeed essential when using interviews as the instrument of data collection. Hence, it is central for the interviewer to avoid any personal bias (Dörnyei 2007: 142) and to provide a space for the respondents to share their opinions and beliefs without any judgement. However, Fontana and Frey (2005: 696), for example, point out that the neutrality researchers ought to aim at is “largely mythical” since the interview setting can never be completely neutral. Moreover, interviewees might want to present themselves in a way that is perceived more positively by society, a phenomenon which researchers refer to as “social desirability bias” (Dörnyei 2007: 142). Consequently, Dörnyei (2007: 142) argues that “some delicate balancing act is needed here between non-judgemental neutrality and empathetic understanding and approval“. Due to the anonymization of the participants as well as the school under investigation, this project aims at providing an authentic representation of the programme, relying on the honest opinions and feelings of the interviewed educators.

4. Findings

This section is concerned with presenting the data gathered in the interviews. One of the main aims of the subsequent chapter (5. Discussion) is to compare the benefits and drawbacks of CLIL suggested by the literature with the interview data. Furthermore, potential solutions for

difficulties at the research site are discussed, and lastly, an action plan for implementing a CLIL programme at an Austrian secondary school is introduced.

Quotes from the interviews are used in the presentation of the findings, however, in order to ensure the participants' anonymity, the following abbreviations are used to refer to their statements:

<i>Abbr.</i>	<i>Position</i>	<i>DLP subjects</i>
P	Principal	English
CC	CLIL coordinator	English, Geography
N	Native speaker teacher	Music, History, Psychology & Philosophy
CT1	Content teacher 1	History
CT2	Content teacher 2	Biology

Table 2: List of participants and abbreviations used

4.1. Benefits

First of all, the positive aspects of the DLP identified by the interview participants are presented. In the following, benefits for students, teachers, and the school itself are described.

4.1.1. Benefits for students

To begin with, potential profits for the learners are outlined, since the students are, of course, in the centre of attention of every educational approach. The benefits are categorized into language development and further competencies, such as soft skills.

4.1.1.1. Language skills

All interview participants agreed that the students taking part in the DLP gain valuable language skills. The native speaker teacher, for example, notes that “they’re English is excellent and the English does improve dramatically from when they start in the programme to when they finish. And I guess it's not just everyday, colloquial kind of English, it's subject related English that they’re learning” (N 66). The principal also claims that

die Schülerinnen bauen einfach massiv einen [...] sehr großen Wortschatz in ganz vielen Fachbereichen auf, [...] so spezifischer Wortschatz. Und die sprechen einfach diese Sprache ganz geläufig fließend auf einem extrem hohen Niveau. Die machen in der siebten Klasse das Cambridge Certificate, also das Advanced Certificate, eines unter dem Proficiency. Und die schließen das alle mit A ab, das heißt die [...] tun sich natürlich in jeder englischsprachigen Situation sehr leicht [...]. [A]lso bei uns hat man sonst auch ausgezeichneten Englischunterricht, aber das sind einfach Bereiche, die kann man so nicht abdecken. Also ich denke, das ist der größte Zugewinn. (P 48)

This language proficiency is then, of course, shown in standardized testing. As the headmistress emphasises, “ich seh’ dann später bei den Maturaergebnissen oder bei der IKM Plus, [...] ja die schneiden natürlich in Englisch so viel weiter oben ab“ (P 58). The programme coordinator corroborates all that, adding that “die Sprachkenntnisse sind sicher die Hauptmotivation“ (CC 76) and providing an example of the students’ success: “In meiner letzten Matura habe ich glaube ich... zwei Zweier oder so etwas gehabt, und sonst lauter Sehr Gut oder so. Ja, also die sind wirklich brilliant“ (CC 76). Likewise, another teacher states that “die haben einfach ein Sprachniveau, das ist weit über den Klassen, die nicht im DLP Programm sind. Also, also seit der standardisierten Reifeprüfung haben wir nur mehr Sehr Gut und Gut eben in diesen E Klassen, bei der Englisch Matura“ (CT1 87). The newest member of the DLP team shares that “ich bin erstaunt gewesen am Anfang des Schuljahres wie gut die Englischkenntnisse schon in der zweiten Klasse sind“ (CT2 87).

Furthermore, having lessons in English might benefit non-German natives.

[N]achdem in unserer Schule auch sehr viele Kinder sind, die nicht Deutsch als Muttersprache haben, ist für sie so ein DLP Programm sehr angenehm [...]. [D]ann fällt es den Kindern da oft leichter, sich am Unterricht zu beteiligen, weil sie sich im Englischen wohler fühlen, also [...] da ist es dann manchmal schon so, dass manche Kinder aufblühen, wenn die Stunde auf Englisch ist. (CT2 87)

When asked about potential advantages for the students’ future, the educators agree that their increased language skills would definitely be an asset, especially if one aimed at pursuing studies in English or a career in an international company (P 48, N76, CT2 101). The programme coordinator points out,

dass sie einfach noch besser Englisch können als alle anderen die maturieren in Österreich. Also, das ist ein Vorteil heutzutage, also es gehen einige immer wieder in den englischsprachigen Bereich. Also nach England, oder in die USA, oder nach Schottland zum Studium. Das ist in der Regel kein Problem. Und natürlich, wenn die in einem internationalen

Konzernen oder irgendwas tätig sind, da ist das Englisch für sie einfach kein Problem mehr. (CC 78)

In addition to the large topic-specific vocabulary, “they would have learned to... [...] communicate in two languages. It's natural for them, it's not a big deal” (N 76).

4.1.1.2. Non-language skills

Apparently, the students are not afraid at all to speak or read in English, which is why they talk a lot more in the foreign language (“Die Kinder haben keine Scheu, auf Englisch zu reden, damit reden sie natürlich auch viel mehr [...] Sie haben überhaupt keine Scheu, was vorzulesen“ CC 76). According to the native speaker teacher, “they are pretty confident, too” (N 66).

Apart from language skills, the students are also likely to develop other competencies, for example flexibility. “Also die lernen natürlich flexibel zu reagieren, mit unterschiedlichen Inhalten zusammenzuarbeiten, [und] Dinge aus unterschiedlichen Sichtweisen zu sehen“ (CT1 95). In agreement, the native speaker teacher states,

they have to be more flexible because they are being taught in English and in German. They have two different teachers in the classroom at the same time. So, they have to get used to different styles. They also have different native speakers in different subjects. So again, they have to get used to different accents because some of us, we come from all different places, so America, Canada, Britain, whatever. So, this is something that [...] definitely fosters flexibility. [...] And maybe a bigger worldview in general terms, because they're being taught by people from different cultural backgrounds. It's not just language. [...] [S]o, different ways of viewing the world. But also different styles of teaching. (N 68)

Corroboratively, a colleague adds,

also ich glaube, dass man im DLP Unterricht Fähigkeiten stärkt, die kann man auch im Fachunterricht stärken. Es passiert nur irgendwie im DLP Unterricht automatisch-er. Also gerade diese Multiperspektivität glaube ich, dass man halt sich Dinge aus unterschiedlichen Sach- Sichtweisen anschaut, dass man für unterschiedliche Begrifflichkeiten unterschiedliche Wörter kennt und unterschiedliche Denkstrukturen hat. Also ich glaube, dass ist vielseitiger und dieses Vielschichtige ist schon ein großer Vorteil abseits der Sprachkenntnisse. (CT1 89)

Related to this, another teacher points out that students are likely to excel at connecting thoughts in two languages (“das verknüpfende Denken auf Englisch und Deutsch” CT2 103).

Likewise, DLP students seem to develop analytical skills rather quickly. As the programme coordinator emphasizes,

zum Beispiel von Geografie her: Sie können Dinge viel besser analysieren, [...] also sie können easy durch einen sehr schwierigen Text einen roten Faden finden und wissen, worum es da geht, auch wenn sie das nicht verstehen. [...] Und auch bei statistischem Material oder so irgendwelchen Tabellen oder Grafiken oder sowas, weil man das halt einfach anders übt und anders macht als im Geografieunterricht auf Deutsch, wo es um die Muttersprache geht. Da weist man viel mehr auf Dinge hin und führt sie so Stück für Stück zu dieser Analyse hin. (CC 76)

In addition, the native speaker teacher points out that, in her opinion, “it's very beneficial to have two teachers in a class [...] [because] while the teacher [...] is at the front giving instructions, I can go around and help [struggling students] out” (N 58). Moreover,

something that's also good – I think – for them, is that if they have a teacher they don't like or a teacher that's difficult to understand, sometimes I think we can kind of cover a little bit for these things, or we can repeat something in English that subject teachers said either in English unclearly or German unclearly. (N 70)

Furthermore, a teacher feels like the interest in student exchange programmes is higher in the DLP classes than in regular ones, which, however, could be due to the socioeconomic background of many pupils in those “Europaklassen”.

[...] ich hab[e] das Gefühl, der internationale Austausch ist ein bisschen höher. Also die Wahrscheinlichkeit, dass Schüler [...] irgendwelche Austauschprogramme in Anspruch nehmen, ist höher als in anderen Klassen. Es kann aber auch sein, dass das daran liegt, dass die Kinder, die in diesen Klassen sitzen, einen bissi einen anderen sozioökonomischen Background normalerweise haben als die Schüler*innen in den anderen Klassen. Aber man sieht, dass dieses Austauschthema höher ist in den E Klassen. CT1 97)

In regard to such international relationships, the native speaker teacher adds that in CLIL or bilingual teaching settings,

even on a private level, it helps them. They make friends with people from all different places [...], nationalities and backgrounds. That makes life more interesting for them, it broadens their horizons. And [the German speakers] can benefit from [...] the English speakers and vice versa. (N 78)

Another positive aspect that originated in the DLP classes are certain team-building activities the students get to take part in, as for example a short trip at the beginning of the first school year, a week-long theatre workshop with British actors in their second year at school, or a trip to England in eight grade (CC 76).

4.1.2. Benefits for teachers

Undoubtedly, the CLIL-like programme also offers several benefits for the educators involved. Below, the aspects the interviewed teachers value and enjoy most about working in the DLP are presented.

4.1.2.1. Motivated students

In addition, all of the interviewed teachers stated that the students in the DLP programme are generally motivated to learn and participate in lessons, which contributes to teaching being quite pleasant, in their opinion. As the CLIL coordinator, for example, claims,

sie sind eigentlich eh immer alle wahnsinnig bemüht, weil [...] es sind Kinder, die [...] gehen durch den Aufnahmeprozess, wollen unbedingt in diese Englischklasse, sind hochmotiviert für diese Englischklasse – manchmal so hoch, dass man sie schon bremsen muss. [...] Also das sind eben meistens Kinder die dann auch sehr, sehr interessiert sind, viel wissen, und mittun. (CC 52)

The native speaker teacher confirms that “in general terms, I would say it [the motivation] is pretty high. They generally like lessons in English” (N 70) and “generally, the students are very confident and pretty motivated, and definitely motivated as far as language speaking is concerned” (N 72). Consequently, educators might also be more motivated to teach those classes, as

man hat durchwegs [...] mit motivierten, interessierten Schülern zu tun und das ist schon angenehm weil man auch wirklich unterrichten kann und nicht dauernd nur disziplinieren muss, oder nicht dauernd nur motivieren muss, sondern wenn da einfach eine Grundfreude da ist, wenn man die Klasse betritt und loslegen kann. (CC 80)

However, one of the teachers makes a valid point in stating that she cannot truly assess if the students’ motivation is different in regular or DLP lessons.

Zeigt sich die Motivation im DLP Unterricht anders als in anderen Stunden? [...] Das kann ich zu wenig sagen, weil ich die wenigsten Klassen in beiden Fächern unterrichte. Also ich kenne ja manche Klassen nur aus dem DLP Kontext. [...] Aber sonst würde ich sagen, dass sich die Motivation sehr ähnlich zeigt, also dass die halt aufzeigen, dass sie mitmachen, dass die, keine Ahnung, eigene Ideen präsentieren. Ich glaube, dass die Motivation sich ähnlich zeigt. CT1 73

Additionally, another teacher claims that the motivation might vary depending on which teachers work together.

Es ist auch immer ein bisschen abhängig vom Lehrerteam mit dem ich im Unterricht bin. Prinzipiell bei sehr pädagogisch erfahrenen Personen ist es eben so, dass die Motivation sehr leicht da ist, und auch gefördert werden kann weil sich die Kinder natürlich auch durch diverse pädagogische Hilfsmittel leichter im Unterricht begeistern lassen können. In den Stunden wo diese Native Person eben noch nicht so erfahren ist, ist es eben ein bisschen schwieriger für die Kinder, dem Ganzen zu folgen. (CT2 97)

4.1.2.2. Lesson content

Regarding the lesson content, the interviewed teachers claim that it is definitely possible to integrate the language aspect in many modules, and that several curricular topics allow for the combination of language and content. For example, the History teacher notes that “ich glaube es gibt in jedem meiner Module Überschneidungen“ (CT 39). In the case of Biology,

[g]erade wo die Kinder Bezug zum Alltag haben, also das Thema Tiere bietet sich immer super an, weil da wird ja auch im Englischunterricht Vokabular dazu durchgemacht. Also das ist super, vor allem kennen sie das teilweise auch aus Filmen und Serien, dass sie da teilweise die ganzen Begriffe eh schon auf Englisch können. (CT2 42)

Also, “genetics geht gut, da sind nämlich so ... also in manchen Themen sind die englischen Fachbegriffe den lateinischen sehr nahe, da verbindet sich es wieder“ (CT2 44).

Furthermore, teachers tend to have rather high expectations regarding the learners’ capabilities. In general, a quite rapid progress during DLP lessons is anticipated, taking into consideration that “die Englischklassen bei uns [sind] Klassen, die meistens die leistungsstärkeren Klassen sind, das heißt es geht auf der anderen Seite in den Klassen vielleicht mehr weiter“ (CT1 34). Consequently, teachers might not be required to revise lesson content multiple times until it is understood by all students.

4.1.2.3. English language classes

Besides the content lessons, English language teachers might also enjoy teaching in the DLP classes, as the students’ language level enables the group to work on more elaborated language tasks. The principal reveals,

[...] vom Englischen her ist es einfach spannend, herausfordernd. [...] [I]ch habe es immer genossen, weil man kann auf einem anderen Niveau Englisch unterrichten wenn man

Native Speaker drin sitzen hat in den Gruppen, oder so Semi-Natives, die aber auf sehr hohem Niveau sind. Also ich habe das in der Unterstufe immer sehr genossen, weil man da recht lässige [...] und [...] relativ rasch sehr nette Sachen machen kann mit ihnen. Und sehr viel Kreatives [...]. Und in der Oberstufe kann man halt sehr viel Literatur mit ihnen machen, das ist auch spannend. (P 50)

Speaking from her experience as an English teacher as well, the programme coordinator mentions, “es ist auch für uns [...] als Englischlehrer natürlich immer ganz interessant, wenn man dann auch vor allem in der Oberstufe dann schwierigere Dinge auch auf Englisch vorbereitet“ (CC 80).

In addition to regular English language lessons, the DLP students have an extra weekly English lesson for more creative work. This supplementary lesson is called “English Conversation” for 5th and 6th grade and “Project Work” for 7th and 8th grade. These lessons are held by native speakers or English language teachers. As the principal remembers, “die Project Work Stunden finde ich eigentlich eine sehr nette Sache weil man eigentlich komplette Freiheit hat und die sehr gut nutzen kann. [...] ich hab es genossen, dass es so frei war eigentlich, in dem was man tun kann um die Sprache zu intensivieren“ (P 14).

4.1.2.4. Language skills

Certainly, CLIL lessons also provide an opportunity for content teachers to improve their own language skills. According to the native speaker teacher, “those who are keen to practise their English, [...] for them it's an opportunity to practise their English. And they learn a lot from hearing us speak English“ (N 58). The History teacher points out that she feels

relativ kompetent in Kommunikation mit den Schülerinnen und Schülern, meine Rechtschreibung auf Englisch ist aber eine Katastrophe. Und für eine Historikerin ist das ganz furchtbar, meine [...] Verwendung von Zeiten im Englischen... jenseitig! Also ... der Größte Punkt für mich ist, dass es mir Selbstvertrauen gibt wenn die Native Speakerin drinnen ist. Weil ich einfach weiß, okay ich kann diesen ganzen sprachlichen Bereich, das kann ich auslassen, das kann ich abgeben, die machen das kompetent. (CT1 71)

Overall, although the language barrier may be considered an obstacle by some educators (see section 4.2.2.2. below), it represents an opportunity at the same time. The principal imagines that it is “für jemanden, der jetzt nicht Anglist ist, dann einfach auch spannend, die Sprache für sich zu verbessern“ (P 50) when they teach their subject in English.

4.1.2.5. *A matter of perspective*

Furthermore, it is

auch ein Riesenvorteil, dass du gerade wenn du so Geschichte unterrichtest und ganz viel perspektivisch auch unterrichtest, weil wir sprechen immer so von einer europ-zentristischen Perspektive, abgleichen kannst. Wie ist denn das gelernt worden in Amerika, wie ist das gelehrt worden oder wird das gelehrt in Großbritannien? Also einfach diese Multiperspektivität die wir im Unterricht haben ist glaub ich ein großer Vorteil. (CT1 71)

From the native speaker's point of view, she reveals that

my husband says I'm being educated. [laughs] Because [...] the History teaching and the Geography teaching in England was so bad and now I'm learning things that I've never learned. And this is really true. I've learned a lot about a whole lot of other subjects. Which is really interesting. I get to know a wide spectrum of subjects, but also teachers in the school. So I get to work with different people, different teachers, see all different teaching styles, get a lot of ideas from seeing these different teachers. (N 58)

4.1.2.6. *Team-teaching*

Working in a team is seen as a resource by content as well as native speaker teachers. There are "irre viele Vorteile. Also [...] gerade in Klassen die ein bissi unruhig sind, ist das ein Riesenvorteil wenn man zu zweit drinnen ist" (CT1 71). Moreover, it is "für mich von Vorteil wenn es im Team gut funktioniert, dass ich mich auf eine zweite Person verlassen kann. Und [...] die Kinder haben eine bessere Betreuung weil [...] zwei Lehrpersonen im Raum sind" (CT2 73). This is also why different group constellations can be tested and the class community may be strengthened in those DLP lessons ("Ja, durch das, dass man eben zu zweit im Raum steht, kann man eben gewisse Gruppenkonstellationen immer ein bisschen anders fördern als im Regelunterricht, [...] und [...] auch die Klassengemeinschaft besser stärken" CT2 105). It may even save some time resources, as the native speakers

schreiben auch keine Mitarbeit auf, das mache ich. Das ist auch sehr praktisch, wenn die Zusammenarbeit gut funktioniert. Weil dann kann ich in dieser englischen Stunde sehr gut die Mitarbeit dokumentieren, auch schon während der Stunde. Das vereinfacht die Arbeit dann natürlich. (CT2 69)

The programme coordinator sums up those benefits, stating that it is

sehr angenehm wenn ein Native Speaker mit in der Klasse ist, weil man einfach auch einzelne Sequenzen im Unterricht dem Native Speaker übertragen kann. Zum Beispiel wenn der die Wiederholung macht oder so etwas, und da hat man als Lehrer eigentlich einmal die Möglichkeit, auch von einer Metaebene auf Klasse und auf die Leistungen der Schüler zu

schauen. [...] oder auch beim Erarbeiten von manchen Materialien [...] ist es einfach hilfreich, wenn eine zweite Person in der Klasse ist. Wenn die etwas selbstständig machen müssen und es gibt von fünf Leuten eine Frage, dann kommen die halt schneller dran, wenn zwei Lehrer durchgehen als wenn nur ein Lehrer durchgeht. Und das erhöht einfach die Geschwindigkeit, auch im Unterricht. Jetzt nicht, dass ich unbedingt mehr weiterbringen will, aber dass man solche Leerläufe, wie eben aufzeigen und warten, bis endlich jemand daher kommt, einfach kürzer halten kann. Und das ist glaube ich [...] ein großer Vorteil wenn einfach eine zweite Lehrperson in der Klasse ist. Finde ich unbestritten. (CC 80)

4.1.2.7. Personal development and relationships

Since there is little structure and few guidelines as to how to approach and conduct those DLP lessons, educators are mostly required to be quite flexible. However, due to this lack of official regulations or directions, every team of teachers can find their own way of working together (“Es gibt keine Struktur. Das ist auf einer Seite gut, weil jeder kann sich dann ausleben, kann sich da manövrieren wie er/sie will“ CT1 83). The native speaker teacher claims that

if it works well, it has a big advantage. Especially, I have to say, if both teachers understand both languages, which is not always the case. But because I understand German too, sometimes [...] if the teacher's doing anything in German or she explains something in German or they quickly do a German activity in between - then I can understand that, so I can build on that. She [...] or he doesn't have to explain to me, in the middle of what's just happened. (N 58)

It is also mentioned that native speaker teachers with more experience are appreciated by content teachers, as with “den erfahrenen Natives, da kann ich mich eigentlich sehr zurücklehnen und die ganze Stunde passiert auf Englisch“ (CT2 67). Corroborating this, the interviewed native speaker teacher notes, “for the subject teachers it's beneficial because it does - I hope in the best case, if it's not too stressful for them - it gives them a little bit of a break. That they can take a little bit of a back seat in the class. Some choose not to. It depends on the relationship and personality“ (N 58). Adding to this personal aspect of collaborative teaching, working together with the same people for a longer period of time is regarded highly by the interviewed educators (CT1 62-63).

Another skill which is also fostered in teachers, is spontaneity. As the Biology teacher indicates, “von mir persönlich [wird] Spontanität gefordert. Weil wenn eben jetzt auf Englisch irgendwas nicht verstanden wird, dann muss ich halt entweder auf Englisch gut reagieren

können oder das ganze ins Deutsche ummünzen und umdenken, damit die Kinder das [...] verstehen können“ (CT2 91).

Altogether, one of the interviewees summarises that “das muss ich sagen, [es] ist ein irre schönes Arbeiten. Also es validiert sich sicher auch, dass man mit Kolleg*innen zusammenarbeiten kann, also dieser Luxus des Teamteachings ist eine Validierung, und es ist einfach ein nettes Arbeiten auch mit den Schüler*innen“ (CT1 77).

4.1.3. Benefits for the school

Lastly, the school itself profits from offering this CLIL-like programme in some ways. Taking the status as charter school into consideration, the programme is likely to raise the interest and attend to the needs of the target group, that is students and parents interested in language learning.

4.1.3.1. Interest

One of the main benefits of the programme for the school as an institution is definitely that it attracts students and their families (“Ja das ist einfach ein USP kann man sagen, weil es ist natürlich ein Anziehungspunkt” (P 52). Therefore, student applications tend to be relatively high for these “Europaklassen”. The principal elaborates that “es wird einfach so gut angenommen auch und das Interesse ist so groß“ (P 18). The programme coordinator agrees that it is “ein ziemlicher Unique Selling Point, würde ich sagen, also ein richtiger USP. [...] Manche sehr sehr gute Schüler hätten wir nicht, wenn wir das Programm nicht hätten, das glaube ich schon“ (CC 82). It has to be kept in mind that it is a charter school, and due to the fact that it is partly private, all students who enrol have to go through a certain application process (for more information on student selection, see section 4.2.1.3.). However, it has to be pointed out that this process is the same for all future students, regardless of them choosing the regular or the DLP class.

4.1.3.2. Fulfilment of educational goals

Apart from the high interest and number of student applications, one of the educational goals set by the school, Begabungs- und Begabtenförderung, is realised by the programme.

According to the principal, it is “Teil der Begabungsförderung, also einfach eine Möglichkeit für jene Schüler*innen die einfach mehr leisten wollen oder mehr leisten können [...] dort gut gefordert [zu] werden“ (P 18). Likewise, the coordinator thinks that

es das Spektrum ausmacht, dass wir einfach in dem Bereich etwas bieten, wo interessierte oder interessierte und begabte, besonders begabte Schüler einfach noch einmal eine Möglichkeit [haben], da noch intensiver an Dinge... herangeführt zu werden, noch intensiveren Unterricht zu haben, noch mehr zu machen, noch besser eine Sprache zu lernen. [...] Und dass man halt jene Schüler, [...] denen sonst vielleicht in einem normalen Setting leicht langweilig werden würde, in solchen Klassen wirklich fordern und herausfordern kann. (CC 84)

4.1.3.3. Institutionalization

Another strength of this specific programme is that it has been employed for over 20 years already. Hence, everybody who has been at the school for more than a year, including content teachers, language assistants and students, is familiar with the programme and the way it is implemented. This, of course, facilitates the work of the educators involved. In particular, an interviewee points out that there are two major strengths of the DLP at the research site.

Also die erste ist sicher, dass es engagierte Leute sind, die das Ganze unterrichten. Also das hängt sicher an der Einzelperson und [...] die große Stärke auch bei uns ist, dass wir Native Speaker [...] haben, [...] die schon sehr sehr lange am Standort sind, die Klassen sehr gut kennen und deswegen sehr gut eingespielt sind mit anderen Lehrerinnen und Lehrern. (CT1 99)

Apart from having motivated staff involved in the project, she emphasises that

es ist schon ritualisiert einfach bei uns. Also es rennt einfach schon, es wird nicht in Frage gestellt, es gibt ein paar Materialien die irgendwo herumkugeln, die Schüler*innen kennen das schon [...]. Also ich glaube, [...] [der] Institutionalisierungsgrad den wir schon haben, [...] ist eine Stärke. (CT1 99)

Overall, the fact that the school as well as the programme is rather popular among students and parents also influences the way it is run and maintained.

4.2. Drawbacks

On the other hand, schools implementing and running a successful CLIL-like programme are faced with several drawbacks on various levels. Obstacles might occur at any point, may it be at the very beginning or some time along the way. This section presents (a) difficulties likely to be encountered before and during the implementation of such a programme, (b) drawbacks

for educators involved in the programme, (c) obstacles DLP students might be confronted with, and (d) complications that might occur while maintaining the programme long-term.

4.2.1. Implementation

One thing that the coordinator mentions as being fundamental when a CLIL programme is to be implemented at a school, is the support of the staff.

Also grundsätzlich wenn ich einen Schulschwerpunkt setze, wäre es einfach sehr, sehr vorteilhaft wenn die ganze Schule da mitzieht. [...] Und ich glaube, es ist hilfreich, wenn sozusagen der Lehrkörper dahintersteht und [...] [es] ist sicher sinnvoll, vorab zu klären, ob irgendwelche Unterstützungen von Seiten des Bildungsministeriums, also jetzt Stunden, Native Speaker zum Beispiel oder sowas [zur Verfügung stehen]. [...] Also, ja, bei der Einführung denke ich mal, sozusagen wie bei jeder Schulentwicklungs-Geschichte: Je mehr Leute an Bord sind, desto mehr Chancen auf Erfolg hat das Ganze. Weil wenn es torpediert wird von innen, dann hat es keine Zukunftsaussichten, also das passt einfach nicht, also das muss man sich gut überlegen, wie man sowas macht. (CC 66)

4.2.1.1. Legal guidelines

Concerning official guidelines, the principal and coordinator agree that “da gibt es wenig” (P 32). Taking into consideration that the programme at this school was implemented over twenty years ago in 2000, the coordinator recalls that “da hat es keine offiziellen Richtlinien gegeben” (CC 38), which is why they worked together with the then responsible school quality manager – back then the official title was “Landesschulinspektorin” – in order to establish some specifications regarding the organization of and procedures within this DLP.

[A]ufgrund dieser Informationen, die wir damals bekommen haben, laufen viele Dinge immer noch. [...] da hat’s nichts Neues gegeben und das ist halt so bei uns, bei dem Programm. Aber wie gesagt, ursprünglich haben wir diese Dinge, vor allem was Leistungsbeurteilung und Anforderungen angeht, mit der Landesschulinspektorin damals [festgelegt]. (CC38)

4.2.1.2. Finding staff

Besides creating some guidelines as to how the programme should be run and how such DLP lessons should or could be implemented, finding educators who then teach those classes is, by all means, fundamental.

On the one hand, content teachers who are willing to work with a native speaker and prepare lessons in English are needed. The principal explains,

also prinzipiell immer wenn ich [...] Sachen ausschreibe über die Bildungsdirektion, schreibe ich immer [DLP oder CLIL dazu]. Es gab dann auch mal eine Welle vor 5-6 Jahren wo eine ganze Gruppe von [...] bestehenden Lehrer*innen [...] die CLIL Ausbildung gemacht ha[t] und es wird auch jetzt wieder quasi eine Offensive kommen. Also beim Vorstellungsgespräch frage ich das natürlich oder sag ich dann dazu: '[...] können Sie sich auch vorstellen [Ihr Fach] auf Englisch zu unterrichten?' Und denen lege ich dann natürlich auch ans Herz, die CLIL Ausbildung zu machen. (P 28)

The programme coordinator recalls that they started with only a few teachers of different subjects and gradually expanded the team every year. Therefore, the decision of which subjects were chosen for the programme was dependent on teacher availability. "[A]m Anfang war [das Kriterium] sicher auch Lehrpersonen, weil wir davon ausgegangen sind, wenn wir das mit einem Jahrgang machen, dann sollten die halt Sachlehrer haben, die auch englisch können. Weil es einfach leichter ist, wenn man halt variabler ist" (CC 42). Today, this is still true, as "[f]rüher hatten wir mal Chemie, das haben wir jetzt auch nicht mehr weil eine Kollege gewechselt hat, also das ist immer sehr abhängig von den Lehrkräften, und es hat sich natürlich in 20 Jahren [...] viel getan. Also das wechselt manchmal" (CC 28). This is why the school management agreed that teachers who "mit Sachfächern angestellt werden, sollten schon so weit Englisch können, dass man sie auch einsetzen kann. Weil es wird sonst wahnsinnig schwierig von der Lehrfächerverteilung, und vom Stundenplan in weiterer Folge" (CC 22).

In terms of hiring new staff, the coordinator confirms that

Kollegen auch entsprechend schon beim Bewerbungsgespräch informiert und auch gefragt [werden], ob sie sich das vorstellen können und ob man sie einsetzen kann [...] Weil man muss irgendwann einmal mehr als eine Person haben, die das unterrichten kann, logischerweise. Und das ist halt nicht immer ein Anglist, der zur Verfügung steht mit diesem Sachfach. (CC 44)

However, there also seems to be a chance of miscommunication, since

the question that teachers get asked when they are asked if they are willing to teach in the CLIL programme is, "Are you willing to teach in English?" which I think is the wrong question because it should be the native speakers that teach in and speak English. And they could carry on, as far as I understand CLIL, they should be speaking German. And they can speak German even when they're with the English teacher in the class. (N 58)

Consequently, it is necessary to provide a clear role description from the very beginning.

On the other hand, it is essential to find native speakers who are able to handle this pedagogical challenge, which is “ist ein bisschen kompliziert“ (CC 46). The native speaker teachers employed by the school are on different contracts, as the lesson contingent given by the Bildungsdirektion (Board of Education) is quite limited (CC 46). Therefore, native speakers are also contracted privately at this charter school (CC 46). Finding suitable candidates for these positions can be challenging, as the principal notes, “[d]ie größte Herausforderung für uns derzeit ist die Fluktuation bei Native Speakern, beziehungsweise [...] die Nachfolge gut zu besetzen“ (P 42). Mostly, people already involved in the programme have “genetzwerkt, und gefragt, geschaut, wo wer jemanden kennen würde, der die entsprechende Ausbildung hat und der auch bereit wäre und so weiter“ (CC 46) to fill open spots. One of the main problems is

dass viele Englisch-Muttersprachen-Sprecher der Meinung sind, nur weil sie Englisch-Muttersprachen-Sprecher sind, qualifiziert sie das dazu, dass sie in einer Schule den Kindern irgendwas beibringen [...] Das ist aber leider nicht so, wie wir alle wissen, weil da gehört schon ein bissi mehr dazu, wie nur eine Sprache sprechen, um [...] Unterricht vernünftig zu machen. (CC 48)

In several instances throughout the interviews, it has been pointed out that the educators’ previous experience, subject teachers’ and native speakers’ alike, is a crucial factor influencing the outcome of the DLP lessons. What makes the collaboration with language assistants difficult for content teachers, is the fact that they are “nicht fachlich geprüft, das heißt in Biologie habe ich eine Person mit, die [...] [zwar Biologie-] Unterricht hatte, aber keine Ahnung mehr davon hat“ (CT2 85). Additionally, “gibt es auch [...] Natives die [...] nicht mal pädagogische Ausbildungen haben, das [...] ist manchmal ein bisschen schwierig im Unterricht dann auch umzusetzen, weil eben manche Basics, die eben wichtig sind für das Unterrichten, fehlen“ (CT2 85). The search for well-suited native speaker teachers appears to be a major drawback, as

I do not understand how the people are chosen that are chosen. [...] I think before these native speakers were even employed, it would be good idea [...] for them maybe to have to teach something and to be observed. Because these are people who don't have to have any kind of qualification. And also, they definitely need support because we get new people in and there are often a lot of complaints about these new people. But they've been given no training, no support whatsoever. (N 64)

Besides, the lack of clarity on official guidelines may be an obstacle in this process as well, because

there's no reference to us even in the Austrian law [...] our native speaker position is very, very unclear. I know the Austrian teachers' position, the subject teachers', as far as the DLP programme, is unclear too. But at least they are all employed by Bildungsdirektion and they [...] are within a system, but we are not. (N 62)

4.2.1.3. Student selection

Another aspect of the implementation of a CLIL programme is the student selection. As a charter school, any child who wants to attend has to go through a certain application process. The principal explains,

also prinzipiell müssen ja alle Schüler*innen die bei uns einen Schulplatz haben möchten, oder einen Schulplatz bekommen, ein gewisses Anmeldeprozedere oder Voranmeldungsprozedere durchlaufen. Das fängt an mit einem Gespräch in der Direktion und dann [...] in Folge davon ein Orientierungsgespräch. Und bei der Voranmeldung in der Direktion entscheiden sie sich dann schon: wollen sie in die DLP Klasse oder wollen sie in die Gymnasiums-klasse und [...] das Orientierungsgespräch in der Gymnasiums-klasse und Europaklasse oder DLP Klasse ist prinzipiell sag ich einmal gleich. Der Unterschied ist nur, dass die die in die DLP Klasse gehen, [...] bei dem Text den sie schreiben, können sie entscheiden ob sie den auf Deutsch oder auf Englisch schreiben, und es ist dann in dem Orientierungsgespräch das ist ja dann mündlich, da sind einfach Teile wo die Lehrer*innen so ein bisschen abklopfen auch einerseits wie ist die [...] Affinität zu Sprachen prinzipiell, Sprachtalentierung und Vorkenntnisse Englisch. (P 24)

The programme coordinator confirms that

der Zulassungsprozess ist ein zweigeteilter. Zuerst geht es zur Direktorin, zum allgemeinen Kennenlernen, zur grundsätzlichen Zulassung. Und dann bekommen sie nach diesem ersten Gespräch einen Termin für Aufnahmegespräch bei uns. Und, das ist so organisiert, dass sie zuerst einen ganz kurzen schriftlichen Teil haben und dann einen mündlichen Teil, wo wir in dem Fall ohne Eltern, zwei Kinder gemeinsam mit zwei Lehrern in einem Raum haben und [...] [m]an versucht einfach, die Kinder kennenzulernen und ihre Kapazität ein bissl abzuschätzen und ihre Interessen ein bissl abzuklopfen [...]. Und danach gibt es dann eben eine Zu- oder eine Absage. (CC 56)

So, apart from a general interest in learning and languages, there are no particular requirements for the students who want to take part in the programme. The coordinator clarifies that there are merely

grundsätzliche Voraussetzungen, die es auch fürs Gymnasium ganz allgemein gibt. [...] Wir haben sehr viele Bewerbungen, also Zeugnisnoten sind sicher ein Thema [...]. Und

grundsätzliches Interesse, [...] Da kann jeder sich frei entscheiden, ob er jetzt in eine Deutschklasse gehen möchte, [...] oder ob er sozusagen in diesem Englisch-Programm einsteigen möchte. (CC 58)

4.2.2. Drawbacks for teachers

Moreover, the educators, who are at the heart of the programme, might face the following challenges mentioned by the participants.

4.2.2.1. Teacher education & training

By the time suitable educators are chosen and hired for the programme, their professional development and training are to be addressed. The content teachers involved in the programme under investigation claim to not have had any preparation and only little instruction as to how the DLP lessons ought to be held. When asked how they were prepared, the History teacher states, “Gar nicht. Null Vorbereitung“ (CT1 22), and adds that there are unclear directions “so zwischen Tür und Angel, ja man macht ungefähr das und das, aber sonst gibt es keine Einschulung“ (CT1 83). Similarly, the Biology teacher recalls, “Ich habe mit meiner Mentorin aus dem ersten Dienstjahr im Zuge des Unterrichtseinstieges [...] darüber gesprochen und sie hat mir halt grob gesagt, wie das Ganze ablaufen kann. Und von der [...] DLP Koordinatorin habe ich ein englisches Schulbuch über Biologie bekommen“ (CT2 26). Likewise, “there was very, very little preparation” (N 36) for the native speaker teacher.

Additionally, all interviewees who were asked whether CLIL was part of their teacher education negated this question (CT1 24, CT2 28, N 38). However, one content teacher mentions that “ich habe als Studentin ein Jahr als Sprachassistentin in Großbritannien unterrichtet, das heißt ich habe ein bisschen Gefühl für [...] Fremdsprachenunterricht und Fachunterricht in einer anderen Sprache“ (CT1 24). Moreover, she attended some “Fortbildungen, ich habe den CLIL Hochschullehrgang gemacht an der PH Wien und [...] über die Uni gibt’s ganz gute Lehrveranstaltungen zu CLIL“ (CT1 26). The native speaker teacher shares this experience, as she

had no preparation beforehand. Since I was starting, what I have done, is a CLIL Lehrgang with one of the other native speaker teachers and a couple of the subject teachers. We did a programme which [...] I think [...] lasted for two years. And it was the programme that a lot of teachers do now. But it was apparently a lot better back then. [It] was okay. (N 36)

This CLIL Lehrgang the educators are referring to is also mentioned by the principal, who points out that “[e]s gab dann auch mal eine Welle vor 5-6 Jahren wo eine ganze Gruppe von [...] bestehenden Lehrer*innen [...] die CLIL Ausbildung gemacht haben und es wird auch jetzt wieder quasi eine Offensive kommen“ (P 28).

Generally, the interviewed teachers show interest in taking part in further courses or special training programmes for CLIL. In particular, the less experienced content teacher states that she would like to attend such seminars “weil es natürlich das Unterrichten mit CLIL vereinfachen würde. Und das Vorbereiten“ (CT2 32). The History teacher notes that she is “[g]rundsätzlich schon [interessiert]. Ich würde den Lehrgang nicht nochmal machen, ich würde ihn auch nicht empfehlen weil ich ihn nicht gut gefunden hab. Aber durchaus schon, ja“ (CT1 28). The native speaker teacher adds that “I definitely think it would be useful. For me and for the subject teachers, I think it's really important that both do it and not just one or the other“ (N 40). Related to the language assistants' education, a teacher mentions that “pädagogisch und fachlich ausgebildete Natives“ (CT2 113) would contribute to keeping the programme successfully going long-term.

To sum that up, many educators are not prepared to teach CLIL because the approach is not part of their training. Although there is the possibility for further development, the offered courses are limited, time-consuming, and often do not cover what the teachers need. Despite the – more or less beneficial – training the interviewees have had, it is mentioned that, among other things, the programme “could [be] improve[d] [...] by training teachers“ (N 84). The native speaker elaborates,

in an ideal world, I think, the programme would involve some kind of training for new teachers coming into the programme, some kind of time created, space created for exchange between teachers, between subject teachers, between native speakers and subject teachers. Some kind of, maybe, observing each others' lessons. Also for the new native speaker teachers that come in. (N64)

In agreement, the History teacher emphasizes, “[u]nd dann glaube ich, dass es eine Fort- und Weiterbildung braucht. Also [...], dass es sinnvoll wäre, wenn die Fachlehrer*innen und die Native Speaker*innen regelmäßig Fortbildungsveranstaltungen besuchen würden“ (CT1 103).

4.2.2.2. *Language barrier*

Attending appropriate courses for educators to prepare themselves for teaching CLIL might help on several levels. One area that may represent a major obstacle for many content teachers, is their own level of the CLIL language, in this case English. One of the content teachers interviewed claims that for her, the biggest challenge of teaching in the DLP is the language barrier

weil ich [das Ganze] ja nur auf Deutsch gelernt hab und ich möchte ihnen ja keine falschen Fachbegriffe beibringen. Und gerade in Biologie ist es ja auch eine präzise Fachsprache und gerade da muss man dann aufpassen, dass die Übersetzungen zusammenstimmen. (CT2 83)

She further elaborates that it is

für mich manchmal schwierig weil ich selber die Begriffe nicht auf Englisch gelernt hab und teilweise auch selber bei der Aussprache nicht immer hundertprozentig [...] sicher bin, dass ich das richtig ausspreche. Gerade beim Fachvokabular ist das manchmal ein Thema. Ich meine, ich verstehe schriftlich halt alles, aber mit den Kindern das mündlich durchzumachen ist halt nochmal was anderes. Es ist auch immer abhängig, manchmal bespreche ich das vorab, aber meistens ist es eben so, dass hauptsächlich ja die Natives die Stunde halten sollten. Aber ich muss dann trotzdem verstehen was gesagt wird und wie ich die Wörter richtig ausspreche, wenn ich dann was auf Englisch sage. Das ist dann manchmal schon eine Challenge. (CT2 75)

Coming from a different background, the History teacher explains,

ich bin auch im universitären Bereich tätig und habe auch im universitären Bereich Seminare und Lehrveranstaltungen auf Englisch. Wenn ich in der Schule eine Stunde auf Englisch halte, ist das für mich überhaupt kein Problem. Da fühle ich mich davon auch nicht gestresst. Weil ich aber auch überhaupt kein Problem damit habe, einen Fehler zu machen und weil meine Schüler das auch wissen, und für die das auch kein Problem ist. (CT1 73)

As mentioned in an earlier section (4.1.2.4.), she feels “relativ kompetent in Kommunikation mit den Schülerinnen und Schülern, meine Rechtschreibung auf Englisch ist aber eine Katastrophe“ (CT1 71). Despite this attitude and creating a classroom culture where mistakes are allowed, the teacher admits that “das Problem ist immer wenn ich was vorbereite, brauche ich doppelt so lange um auf Englisch was vorzubereiten“ (CT1 69). In regard to the preparation of English lessons, the Biology teacher agrees that “die Vorbereitung auf Englisch ist manchmal eine Herausforderung“ (CT2 71), and the native speaker also claims that “it’s very difficult often, for subject teachers to prepare in a foreign language. They can’t access [...] the level of language needed. And it takes them of course far longer, because they’ve got to read all this material in a foreign language“ (N 46).

Being an English and Geography teacher, the programme coordinator often continues teaching in English without a native speaker present. However, she clarifies that

das ist sicher, weil ich Englisch geprüft bin. Also in einer Sprache, die ich einfach nur so zum Spaß sprechen würde, würde ich auch nicht unterrichten wollen. Also ich verstehe das durchwegs, dass da der Wunsch da ist, dass der Native Speaker mit geht, also das ist sicher das einzig Sinnvolle. (CC 42)

In her opinion, teaching a content subject in the DLP as an English language teacher can be seen as an advantage

[w]eil ich vom Sprachlichen her einfach auch eine Stunde auf Englisch bewältigen kann, ohne dass ein Native Speaker dabei ist. Das heißt, ich kann das je nach Thema dann halt einfach alleine weitermachen, und dann wieder mit dem Native Speaker, dann mal wieder alleine [...]. Und das erlaubt mir einfach [...] ein bisschen mehr Flexibilität. (CC 50)

In regard to making teaching in a particular language topic-dependent, the Biology teacher adds that “manche Themen sind halt von den Fachbegriffen so unterschiedlich zum Deutschen, dass sich das ... nicht immer anbietet auf beiden Sprachen zu machen“ (CT2 38).

[A]lso in manchen Themen sind die englischen Fachbegriffe den lateinischen sehr nahe, da verbindet sich es wieder. Aber manchmal führt das dazu, dass wenn sie ähnlich aber nicht ganz gleich sind, dass das die Kinder verwirrt. Und vor allem bei manchen Themen ist es halt so, dass man die im Lehrplan eigentlich nur streift, und gerade der ersten Klasse brauchen sie das aber noch, dass man das nochmal deutlich auf Deutsch wiederholt. Und das würde dann manchmal zu viel Zeit aufbrauchen. Und deswegen entscheide ich mich dann manchmal dafür, das nur auf Deutsch zu machen. (CT2 44)

4.2.2.3. Integration of content and language

Although DLP lessons can be adapted quite well to the Austrian curricula in general (CC 40), there are also some drawbacks concerning the lesson content, since language and culture should also be integrated to some extent. This means that “man einfach auch im Stoff weniger schnell weiterkommt. Weil man ja auch zusätzlich ein bisschen Kulturvermittlung machen will und Sprachvermittlung“ (CT1 34). In the History teacher’s opinion, the main difficulty is not finding a suitable topic for the lessons in English, but rather the integration of meaningful language content. She states,

ich glaube es gibt in jedem meiner Module Überschneidungen, und in der 4. Klasse unterrichte ich gerade [...] Phasen des Holocaust - das kann man natürlich aus einer Österreich-Perspektive betrachten, das kann man aber auch aus einer internationalen Perspektive

betrachten. Je zeitgeschichtlicher das ist das, desto einfacher ist das glaub ich. [...] wo ich mir schwerer tue ist so grammatikalische Strukturen und Sprachstrukturen [zu integrieren]. [...] Also alles was über Vokabeln hinausgeht, fällt mir schwer dann irgendwie mit dem Lehrplan zu vereinen. (CT1 39)

Altogether, she tries to always choose topics that fit the DLP context, for example,

gerade in Geschichte, wenn ich irgendwie Themen hab wo ich auswählen kann, [...] „Will ich jetzt mehr französische Revolution unterrichten oder mehr amerikanische Revolution?“, werde ich in einer E Klasse eher die amerikanische Revolution ausführlicher unterrichten, weil's halt mehr Originalquellen auf Englisch gibt, als jetzt in einer anderen Klasse. (CT1 34)

Difficulties arise

in meinem Fach jetzt, in Geschichte – wenn der Fokus ganz stark Österreich ist. Weil [dann] gibt es meistens wenig englischsprachige Quellen und [...] ich fang nicht an irgendwas das ich auf Deutsch habe, auf Englisch zu übersetzen. Also ich versuch halt schon in den CLIL Stunden tatsächlich dann Quellen zu nehmen die im Original auf Englisch sind oder Inhalte zu bearbeiten die im Original auf Englisch sind. Konkret in der achten Klasse macht man Recht und Rechtsbildung in Österreich, das wird dann irgendwann mal schwierig. [...] wenn man jetzt über das österreichische Strafgesetzbuch spricht oder das deutsche Jugendschutzgesetz, und das soll man dann [auf] Englisch machen, das ist dann sinnbefreit. (CT1 41)

Contrary to this, the Biology teacher states that “in den ersten Klassen verwende ich die Texte aus dem Schulbuch und übersetze die einfach weil es für die Kinder dann leichter ist, das auch auf Deutsch zu verstehen“ (CT2 51).

Referring back to the difficulty of integrating language, the teacher admits that “ich weiß ja wie man es in der Theorie machen soll und ich kann sagen: ich mache Praxis nicht immer so“ (CT1 43). Usually, her DLP lessons start with some vocabulary work, and if there is any language assistance needed while working on the actual content of the lesson, the native speaker teacher comes in and discusses difficult vocabulary or language structures (CT1 43). Similarly, the Biology teacher “probier[t] immer Vokabellisten zu machen für die Kinder, dass sie [...] die Fachbegriffe merken können, und wenn wir was lesen, dass wir das nochmal in eigenen Worten zusammenfassen. Fürs bessere Verständnis“ (CT2 47). However,

[w]as ich nicht, leider nicht, mache, [...] ich überlege mir jetzt nicht im Vorfeld: Ok in dieser Einheit brauche ich viele [...] if- Sätze oder [...] besondere Formen in der *past tense*, und erkläre das irgendwie vorneweg. [...] Und was wir viel zu wenig tun, was wir versuchen zu machen, [...] wär[e] so Scaffolding [...], wo man den Schülerinnen und Schülern irgendwie mehr Strukturen in die Hand gibt um ihre Sprache zu nutzen. Das weiß ich, das kenne ich alles aus der Theorie – in der Praxis, da bringt man das viel weniger unter einfach. (CT1 43)

As language assistant, one gets to experience many different teaching styles, and concerning the integration of language elements, the interviewed native speaker claims,

I would say it depends very much on the teacher. I think teachers whose second subject is a language, especially a foreign language, tend to be more aware of language. And they are the ones [...] who are more likely to prepare [...] a language activity or something [...] as a preparation [...]. But, then again, [...] [s]ome teachers are not even aware of it, I would say. Language teachers usually are, but it's also a time thing. And so, in general, my experience has been now after 12 years, that teachers, when they start in the programme, they prepare language exercises, those who are aware of language. And then, after a bit, it kind of gets too busy and then they stop doing that. And then, [...] they sort of rely on me just to check that the students know and get the vocabulary. But I don't think this is a conscious decision. I think it's just the time pressure. So they tend to stop doing that. So, I would say relatively little focus is put on the language. But I also have to say that in our school, the level of language is very high, so in upper secondary most students wouldn't even need it anyway because their level of language is good enough. But in the lower school they would. (N 42)

4.2.2.4. Lesson preparation

The additional effort put into lesson preparations has already been mentioned above (see “language barrier”). Teachers are predominantly struggling with the different language levels and the limited time resources, “weil [...] die DLP Stunden mehr Zeit in der Vorbereitung in Anspruch nehmen“ (CT1 34). Furthermore, the interviewees agree on the lack of material being one of the main drawbacks when preparing CLIL lessons (see section 4.2.4.1 below). “[A]m Material mangelt es halt. Das Material ist Selbsterstellung und das ist einfach unglaublich viel Arbeit und braucht unglaublich viel Zeit“ (CC 40). In particular,

sind auch die Kollegen, die also nicht von einer Fremdsprachendidaktik herauskommen in den ersten Klassen einfach... überfordert damit, sage ich, dass sie ein Material so aufbereiten, dass das wirklich für manche, die kaum Englisch gehabt haben davor, gut bewältigbar ist (CC 74).

The Biology teacher provides an example by pointing out that

gerade in Biologie ist es ja auch eine präzise Fachsprache und gerade da muss man dann aufpassen, dass die Übersetzungen zusammenstimmen. Das heißt ich muss auch immer die Materialien korrigieren und kontrollieren. Also der Vorbereitungsaufwand ist schon deutlich höher als in deutschen Stunden. (CT2 83)

The History teacher further claims that

es gibt überhaupt keine Zeitressourcen. Auch keine bezahlten Zeitressourcen, weder für mich noch für die Native Speaker. Irgendwas irgendwo gemeinsam vorzubereiten, dafür ist in

der Regel der Informationsfluss in den 3 Minuten am Gang bis man in die Klasse geht. So wird Unterricht vorbereitet. (CT1 63)

In agreement, the native speaker teacher explains that

often, working with another teacher in practise is more stressful than teaching on your own. And I totally understand that. Because you've got to be prepared more early, especially as the subject teacher is responsible for the preparation. So, they need to prepare early, they need to pass the preparation on to us. We need to understand it. Ideally, in an ideal world, this would involve a lot of backwards and forwards beforehand, us correcting their materials, their worksheets or whatever, discussing it beforehand. But this doesn't happen in real life. (N 54)

Therefore, the lack of resources is considered a major obstacle. A teacher points out,

das Problem ist immer wenn ich was vorbereite, brauche ich doppelt so lange um auf Englisch was vorzubereiten, und dann habe ich eine konkrete Vorstellung davon, wie das sein soll. Das entspricht dann vielleicht nicht notwendigerweise dem Unterrichtstil der Native Speaker [...]. Die oder derjenige setzt sich mit den Materialien nie so intensiv auseinander wie das ist wenn man das selbst vorbereitet, weil die ja auch keine Zeit dafür haben. Das heißt da geht dann immer was vom Inhalt verloren [...]. (CT1 69).

In regard to lesson preparations, the native speaker teacher agrees that “of course, it would be a lot better if there was time made available for preparation together“ (N 60). However, she also admits that

of course, it makes my work a lot more pleasant not having to prepare. But I don't think it really makes logical sense. Because it's very difficult often, for subject teachers to prepare in a foreign language. [...] sometimes there are new teachers or [...] teachers who are very insecure because they've been kind of pushed into the programme, so then I sometimes prepare things for them. (N 46)

When asked about the biggest challenge of teaching in the DLP, the History teacher names

das enge Zeitkorsett in der Zusammenarbeit mit den Native Speaker*innen. Und das frustriert mich einfach schon manchmal, dass die wenig greifbar sind und das die wenig [...] beitragen, in der Vorbereitung. Ich versteh[e] es aber total. Ich weiß, die kriegen dafür keinen Cent. Ich würde das genauso machen. (CT1 79)

How crucial the cooperation with the native speaker teacher is, is also pointed out by another teacher. Particularly regarding lesson preparations, she states,

[es] kommt immer drauf an, mit wem ich zusammenarbeite. Mit einer Person, da muss ich immer sehr genau vorbereiten und sehr genau schreiben was ist alles zu sagen und [...] zu machen. Das bedeutet schon sehr viel mehr Aufwand, aber ich arbeite auch mit einer weiteren Person zusammen, die da schon sehr viel Erfahrung hat. Da reicht es oft, wenn ich [...] eine halbe Stunde vorher sage: Wir machen das und das Thema, hier ist diese Abbildung, die möchte

ich, dass du bitte mit den Kindern durchbesprichst. Und das funktioniert auch. Es ist immer sehr abhängig von den Vorkenntnissen der DLP Natives. (CT2 65)

The experience and previous knowledge of the native speaker assistant seems to be relevant not only concerning the preparation of material for the learners, but also the educator's own subject knowledge. Apart from helping the students with language matters, the native speakers still need to understand the content as well. Since they usually do or did not study any of the subjects they are faced with during the DLP lessons, a content teacher claims that

da haben wir teilweise in den 1., 2. Klassen schon Probleme, dass die Native Person nicht am selben Niveau ist wie die Schülerinnen und Schüler, und ich eigentlich diese Native Person zuerst noch einschulen müsste, was das ganze Fachliche bedeutet. Ich muss dann immer Zusatzmaterialien für diese Person bereitstellen, damit sie sich auch einlesen kann, was natürlich für mich viel mehr Vorbereitung bedeutet. (CT2 85)

Altogether, it seems to be a challenge for both content teachers and native speakers to find a good way of preparing lessons. On the one hand, subject teachers need more time to find and adapt suitable material, on the other hand, the natives need to be filled in about the content of a lesson while officially not being responsible for any preparation. The interviewed native speaker teacher describes the dilemma as follows.

Well, I prefer not to be sent the material like, the night before, without a lesson plan. Because [...] by now - I've done these subjects so many times that I kind of know it - and what should I do with it the night before? If I don't have a lesson plan, I don't know what I'm supposed to be doing. And that's what usually happens. We get sent material, but not lesson plans. But I'd also prefer not to be sent a lesson plan the night before, because there's not enough time to prepare. Most people don't send lesson plans. A couple of very keen colleagues do. And a couple of these colleagues also get me involved in the preparation, and I have to say that the quality of lessons is a lot better when we kind of share the preparation. And [...] if you've been part of the planning, I think you're, of course, you're much better equipped to implement a plan and to teach. (N 54)

Corroborating this, a content teacher shares that

man sieht die wenigen Stunden die gehalten werden wenn Native Speaker*innen selber was vorbereiten oder was vorbereiten was ich dann im Nachhinein noch mal nachbereite, das sind die guten Stunden. Also das größte Potenzial, die größte Hürde, ist halt dass die irgendwie immer nur so einen kleinen Einblick haben, sowohl inhaltlich als auch methodisch. (CT1 69)

4.2.2.5. *During lessons*

Further information on how teacher collaboration might be difficult not only before lessons, but in general, can be drawn from section 4.2.3.2. below. One aspect that might be problematic while conducting DLP lessons, is related to the students' abilities and behaviour. As the programme coordinator points out,

[w]as wir natürlich haben ist, dass [...] besonders wie wir nur eine Englischklasse hatten natürlich, das waren ja wirklich begrenzte Plätze dann, sehr viele Kinder im... ich würde mal sagen im oberen Spektrum der Normalbegabung wenn nicht auch deutlich mehr [sind]. Die sind natürlich eine Herausforderung, was auch ihre Unruhe manchmal angeht und ähnliches, also die müssen ununterbrochen beschäftigt sein irgendwie. Und sind natürlich auch nicht immer sehr [...] teamfähig [...]. (CC 76)

She continues that

das ist recht schwierig, aber die Hauptschwierigkeit ist glaube ich einfach, dass man oft so ganz ganz leistungsstarke Klassen hat und dann muss man wirklich schauen, dass die, die nicht ganz so leistungsstark sind, nicht unter wahnsinnigen Druck geraten. Von den Leistungsstarken ein bisschen Druck wegnehmen, und die muss man beschäftigen, beschäftigen, beschäftigen. Das ist natürlich nicht immer ganz einfach in den Stunden. (CC 76)

4.2.2.6. *Assessment*

Another issue to consider in the DLP is assessment. As the students graduate from the school by taking the Austrian Matura, a standardised school-leaving exam, and do not work toward any international degree, the learners in the "Europaklassen" aim at accomplishing the same goal as all other Austrian learners (CC 52). For lessons of all years, this means that marks are given according to official Austrian standards, and learners are to be graded for their subject rather than language knowledge. "[D]er Schwerpunkt liegt [...] am Fach und nicht am Englischen" (CC 52). According to a content teacher, "[gibt es] auch im Deutschen keinen Punkteabzug für Vokabelfehler oder Rechtschreibfehler und Grammatikfehler, das heißt es wird auch im Englischen nicht bewertet. So lange ich verstehen kann, was das Wort bedeuten soll, passt das" (CT2 61). The coordinator further explains that

[w]ir handhaben es so, dass sprachliche Mängel nicht gewertet werden [...]. Manche Kollegen handhaben es so, dass ihnen das ganz egal ist, ob [die Schüler*innen] auf Englisch oder Deutsch antworten. Mir ist es nicht egal. Ich mache es so, also wenn ich eine Frage auf Englisch stelle, [...] dann erwarte ich da eine englische Antwort. Weil das ist dann natürlich zum Material, das auch auf Englisch erarbeitet wurde. Wo es ihnen dann eh meistens leichter fällt, als wenn sie es erst übersetzen müssten. Ah, wenn sie das nicht hinbekommen, können sie auch auf Deutsch was hinschreiben [...]. (CC 52)

Similarly, the History teacher states,

[w]ir bewerten überhaupt nicht wie die im DLP tun. Wir haben keine Note, wobei ich sagen muss, dass es wahrscheinlich sinnvoll wäre, dass die E Klassen auch eine Note kriegen für ihre Leistungen im DLP Bereich. Das heißt ich beurteile tatsächlich nur die Fachnote. Die Leistungsbeurteilung in Geschichte schaut so aus: wir haben alle paar Stunden eine schriftliche Leistungsüberprüfung wo die Fragen auf Deutsch und auf Englisch formuliert sind und die Schülerinnen und Schüler entscheiden können, in welcher Sprache sie die Frage beantworten wollen. Sie können auch mischen, ihre Sprachen innerhalb einer Beantwortung. Mir geht es wirklich nur darum dass der Content halt da ist. (CT1 49)

In agreement, the Biology teacher gives her students choices.

[I]ch stelle den Kindern immer frei. Ich mach[e] immer mündliche Stundenwiederholungen zu Beginn der Stunde und [...] wenn die Kinder möchten, dann können sie die gern auf Englisch halten. Da spreche auch ich dann mit ihnen Englisch oder stelle die Frage in beiden Sprachen. Und [...] beim Test stelle ich die Fragen, die wir auf Englisch gemacht haben, auf Englisch und auf Deutsch. Und auch dort steht es ihnen frei, wie sie da antworten. Aber wenn Sie auf Englisch antworten, dann nur in ganzen Sätzen und alles auf Englisch. (CT2 59)

Having seen many different teachers' practices, the native speaker teacher sums up that the learners

are not really assessed in a different way than they would be in [...] a non-DLP class. But [...] they'll have written or spoken revision in English. They will do a check-up in English, or written revisions of definitions of terms in English [...]. I think what most colleagues do is, they have one or two questions in English and [...] - again, it's not very standardised - the colleagues decide whether the students have to reply in English or whether it's okay for them to answer in German as well. So, but some colleagues do insist that they answer in English. I think most colleagues [...] [are] assessing content, not language, as far as I know. But then again, there is a lot of freedom as far as I know, and colleagues basically decide themselves what exactly they are assessing. (N 48)

Concerning the involvement of the native speaker assistant in the assessment procedure, a teacher states, "also die Natives bewerten gar nichts. Die schreiben auch keine Mitarbeit auf, das mache ich" (CT2 69). The native speaker teacher confirms that "[i]t's not really any of my business" (N 48). Moreover, usually there is little to no time to discuss or revise anything that happened during the lesson afterwards. "Also die Nachbereitung ist tatsächlich die Reflexion die wir haben in den 5 Minuten in denen wir wieder zurück ins Lehrerzimmer gehen. [...] [E]s gibt überhaupt keine Ressourcen dafür" (CT1 67). However, there have been exceptional instances when the native speaker was asked to contribute to the marking, as

we have done things like, in order for students to get [...] extra class points or something, they can write an essay in English or a short text or a summary or something. And then sometimes, even though I'm officially not supposed to do the marking, then I actually do the marking. And they do get some kind of plus/minus/Welle [...] for the level of English as well as the content, but this is pretty unusual. (N 48)

4.2.3. Drawbacks for students

Ultimately, in order to display as many perspectives as possible, some aspects of the DLP that might affect students negatively are described in this last section of the analysis.

4.2.3.1. During lessons

Concerning the DLP lessons directly, a teacher points out that, on the one hand, a certain extent of flexibility is also required from the learners, since they have to adapt to two teachers being in the room every other lesson (CT1 91). Additionally, they have different native speaker teachers in each subject, which means that they are confronted with various accents as well as teaching styles. On the other hand,

merke ich schon, also wenn die natürlich sprachlich schwächer sind, dass sie sich dann auch im Fach weniger leicht tun. In Geschichte führt das tatsächlich manchmal dazu, dass Schülerinnen und Schüler die Geschichte total gern mögen, dann phasenweise einfach aussteigen weil sie sagen, ‚das ist mir zu anstrengend‘. [...] Also da kann man bei in paar sehen, dass die dann generell am Fach Interesse verlieren. Das ist oft so eine Schwierigkeit in der vierten, sag ich jetzt einmal. Weil in der dritten ist alles wirklich noch so total spielerisch, Geschichte haben sie erst ab der zweiten, und in der vierten werden die Themen aber sprachlich komplexer und dann sind sie in der Pubertät und es ist sowieso alles irgendwie zack. Also das ist so der Moment, wo man ein bissi aufpassen muss, dass man sie nicht verliert. Weil sie halt sprachlich schnell frustriert sind. (CT1 91)

Particularly, when listening to a less experienced native speaker assistant,

ist es eben ein bisschen schwieriger für die Kinder, dem Ganzen zu folgen, weil ich auch teilweise das Gefühl hab[e], dass sie sich schwertun, den Native Personen zu folgen. Und da muss ich dann schon viel eingreifen, also da ist dann wirklich auch teilweise was auf Deutsch dabei. (CT2 97)

In regard to such language difficulties, the History teacher adds that “es gibt Schüler*innen die haben Angst davor, in der Fremdsprachen was zu sagen, die melden sich dann bei mir zum

Beispiel wenn es darum geht, was vorzulesen“ (CT1 93). Her colleague agrees that “bei manchen Kindern, gerade in der ersten Klasse, [ist es] noch so, dass sie hin und wieder eher Angst haben, was auf Englisch sagen und Angst haben, etwas Falsches zu sagen. Aber [...] im [Laufe] des Schuljahres [...] ist es bis jetzt besser geworden“ (CT2 87).

Another language-related challenge is switching between two languages and connecting ideas in both.

[B]ei manchen Themen merken sie sich dann nur die englischen Begriffe und wenn man dann später was auf deutsch macht, ist es dann für sie schon teilweise ein bisschen schwierig, dem dann auch gut folgen zu können. Eben wenn die Fachbegriffe auf Deutsch und Englisch sehr unterschiedlich sind. (CT2 93)

The teacher thinks that one of the biggest difficulties for some learners is

dass sie zwischen dem Englischen und Deutschen eben dann immer wieder switchen müssen. Und eben auch da alles mitzubekommen, weil da wechseln wir dann schon oft das Thema, oder wenn noch eine Frage zwischendurch auftaucht... Das ist dann für die Kinder natürlich schon auch anstrengend. (CT2 99)

4.2.3.2. School community

One possible difficulty, or rather negative development, concerning the whole school environment is that there is a chance of DLP students feeling superior or more supported and appreciated in some way than pupils attending non-DLP classes. Therefore, schools have to “aufpassen, dass da nicht eine Zweiklassengesellschaft entsteht [...], [d]ass die Gymnasiumsklasse dadurch nicht abgewertet wird, weil so ist es ja nicht“ (P 58). The headmistress shares that in the past, “ist dieses Bild entstanden und eine Zeit lang war auch das Gefühl in manchen Klassen: ,Ja die E-Klasse, die DLP Klasse, ist eh klar, dass die das dürfen und wir nicht.““ (P 58). Thus, she emphasises that schools have to be rather attentive and clarify the students’ equality, as the application procedure is the same for all learners, regardless of them taking part in the CLIL programme or not (P 58).

4.2.4. Maintenance

Once a CLIL programme is running, the challenge of maintaining and further developing it presents itself to the school management, as well as to the educators involved. In fact, several issues that have already been mentioned above might be difficult to handle in the long run. One

of the most frequently mentioned drawbacks, the lack of CLIL material, is not only an initial challenge, but a constant concern of teachers in the programme. Furthermore, various aspects of teacher collaboration need development and are always relevant. Other challenges of maintaining the programme in high quality are its funding or the collaboration with all stakeholders, for example. In the following, the interviewees opinions on such obstacle are outlined.

4.2.4.1. Material

As mentioned above, finding appropriate material is one of the greatest challenges for teachers in the DLP. The programme coordinator explains,

das ist nicht ganz einfach. Es gibt zwar mittlerweile im Vergleich zu wie wir begonnen haben, einige Schulbücher [...] die man verwenden kann. Und klarerweise gibt es englische Bücher, aber das ist halt nicht dem Lehrplan angepasst. Also muss man sich Dinge eben zusammensuchen, beziehungsweise das dann natürlich noch aufbereiten, weil nur einfach aus einem englischen Buch kopieren ist ein bisschen wenig, und das ist ein bisschen schwer dann für die Kinder, vor allem in der ersten, 2., 3. Klasse. Danach ist es eigentlich kein Problem mehr, weil in der vierten [Klasse] können die meisten schon wirklich brillant Englisch. Aber in der 1., 2. ist es ein Problem und da muss man halt dann schon mit entsprechenden von der Englisch-Lehrer-Seite kommenden Fremdsprachen-Übungen, also Methodik und Didaktik, einfach dann Entsprechendes so aufbereiten, dass das auch für die Schüler gut bewältigbar ist, und gut im Kopf hängen bleibt. Weil sonst ist es einfach zu schwer. [...] Und es ist einfach viel Arbeit, weil man die Texte vereinfachen muss, weil man es vorentlasten muss, weil man irgendwelche Übungen dazu erfinden muss, die hinterher dann irgendwie noch einmal zum Wiederholen genutzt werden können und so weiter und so fort. Und weil am Anfang auch das schriftliche Antworten [...] einfach nicht [für alle Schüler*innen] möglich ist. [...] Und [...] wir suchen an Material, was man nehmen könnte und wie das passen würde. Zu schauen, wie das dann in den österreichischen Lehrplan reinpasst und [...] so weiter. Also es ist schon nicht ganz leicht, [...] das ist schon Aufwand. (CC 60)

The other content teachers agree that there are only few coursebooks that can be used.

[A]aufgrund meiner Auslandsaufenthalte habe ich ein paar englischsprachige Schulbücher, also Schulbücher aus Großbritannien die aber, je jünger die Schülerinnen und Schüler sind und je geringer deren Sprachlevel ist, desto weniger kann man die eins-zu-eins einsetzen weil die halt zu schwierig sind. Es gibt ganz wenig wirklich gutes CLIL-Material, jetzt aus unserer Perspektive, aus der österreichischen Perspektive, gerade für den Geschichteunterricht. Das heißt 90% der Dinge erstelle ich selbst oder erstelle ich mit der Native Speakerin in Kombination. (CT1 47)

The Biology teacher states,

in den ersten Klassen verwende ich die Texte aus dem Schulbuch und übersetze die einfach weil es für die Kinder dann leichter ist, das auch auf Deutsch zu verstehen. Aber so habe ich jetzt keine weiteren Materialien. Meistens suche ich mir englisches passendes Material aus dem Internet, gerade Abbildungen. Aber wir haben jetzt nicht besonders viele Schulbücher oder generell englische Schulbücher am Standort. (CT2 51)

Although the native speaker teacher is officially not required to prepare material, she occasionally assists content teachers and knows that “some of them use textbooks from English speaking countries [...] [but] the majority of the material is [probably] taken from the internet and from various websites in English” (N 44).

Apart from that, the Geography teachers is not completely discouraged by the lack of material, as she loves creating worksheets. “[D]as macht mir wirklich Spaß, wunderschöne Arbeitsblätter zu erstellen, und da habe ich ganz viele Möglichkeiten [...] weil es ja eh kaum Materialien gibt in dem Programm“ (CC 80). Additionally, the educators in the programme try to exchange materials they have found and used with their colleagues. “Also mit Fachkolleginnen [...] tausche ich mich manchmal aus, wie sie das angehen oder ob sie Material haben. Den Großteil erstelle ich aber trotzdem selber“ (CT2 65).

Grundsätzlich gibt es einen relativ intensiven Austausch unter den Fachlehrer*innen die im DLP Programm arbeiten. Innerhalb der Fächer, weil’s eben so wenig Material gibt, das heißt wir schauen schon wenn jemand irgendwas Ordentliches gefunden hat oder zusammengestellt hat, dass es da einen guten Austausch gibt. (CT1 59)

Ultimately, when asked what is needed to maintain the programme in good quality, a teacher mentions “besseres Vorbereitungsmaterial” (CT2 113).

4.2.4.2. Teacher collaboration

The cooperation of educators is probably the single most important aspect of working in the DLP. Particularly in regard to the above mentioned aspects of lesson preparation and material, but teachers also need to rely on each other during and after lessons. Therefore, they are required “dass sie sich unterstützen, [...] fachlich [...] austauschen und [...] [sich gegenseitig als Ressourcen nutzen]. Die Native Speaker und die Fachlehrer müssen sehr eng zusammenarbeiten“ (P 36). Concerning the native speaker assistants, the headmistress states that they are “unterstellt in Anführungszeichen der Koordinatorin des Programms“ (P 40) who, among other things, is involved in working out a timetable for them at the beginning of the schoolyear. “Sie fragt natürlich ab, wer mit wem gern im Team arbeitet, weil das einfach Sinn

macht, und versucht es dann einmal so einzuteilen und gibt es dann den Stundenplanern weiter“ (P 40). Moreover, for working

mit dem Native Speaker ist natürlich auch eine Offenheit der Kollegen die nicht Englisch geprüft sind [gefragt], weil man muss sich einmal hinstellen in einer Sprache, in der man weiß, dass man Fehler macht, und wo man auch weiß, dass manche Schüler in der Klasse das mitkriegen, [...]. Also [...] das ist schon bewundernswert, da gehört schon was dazu. Und auch, dass man mit dem Native Speaker entsprechend zusammenarbeitet. Also, da auch durchwegs um Hilfe bittet, wenn man Hilfe braucht, zum Beispiel beim Korrigieren von irgendetwas oder beim Erstellen von Testfragen. (CC 74)

It has been pointed out in the previous section that the educators indeed exchange materials and experiences, which “ist hilfreich, wenn [...] man auch Dinge miteinander teilt, in Form von Materialien und ähnliches, weil es ist völlig sinnlos, wenn das jeder neu erfindet“ (CC 74).

Grundsätzlich gibt es einen relativ intensiven Austausch unter den Fachlehrer*innen die im DLP Programm arbeiten. [...] Es ist aber nicht so, dass wir irgendwie Stunden gemeinsam planen würden oder Projekte gemeinsam planen. [...] [D]as liegt aber nicht am DLP Programm, sondern allgemein [daran,] dass es wenig Raum [dafür] gibt im Schulalltag. (CT1 59)

However helpful such exchange may be, according to the interviewed teachers, it is still a challenge to be dependent on another person in preparing and conducting a lesson.

[D]er Hauptschwerpunkt in der Planung liegt dann mit den Native Speaker*innen, und da habe ich die Erfahrung über die Jahre gemacht, dass es ganz stark davon abhängt mit wem man zusammenarbeitet und auch ganz stark abhängt wie der Stundenplan ist. Also es gibt Native Speaker*innen mit denen habe ich sehr viel zusammengearbeitet und da funktioniert die Zusammenarbeit sehr [...] unkompliziert... Man macht sich halt irgendwie gegenseitig weniger aus, weil man den gegenseitigen Unterrichtstil schon kennt [...]. Und je nachdem wie selbstständig Native Speaker*innen sind, ist auch tatsächlich weniger Planungsarbeit notwendig. (CT1 59-61)

The idea that the amount of effort and time put into a lesson is highly dependent on who one works with is coherent throughout all of the conducted interviews with the content teachers and the native speaker (see also section 4.2.2.4.). While experienced native speaker teachers often facilitate the lessons and the collaboration is considered rather unproblematic, the greater challenge seems to be working with less experienced native speaker assistants. The History teacher shares that

ich nämlich auch schon die Erfahrung mit Native Speakern*innen gemacht habe, die sehr wenig Eigeninitiative zeigen und [...] auch wenig Unterrichtserfahrung haben. Und mit denen ist es dann ganz schwierig manchmal, denen dann zu erklären, wie man gemeinsam die

Lernziele erreichen kann. Also das fühlt sich dann schon manchmal wie Stille Post an [...] wenn ich mir zuerst überlege: Wie mach[e] ich was? Wie bereite ich vor? Dann erkläre ich das ihm oder ihr ewig lang, dafür dass es im Unterricht dann nur halb so umgesetzt wird wie ich mir das vorgestellt habe, und man dann erst recht wieder hinten nach ist und länger mit den Schüler*innen daran arbeiten muss. (CT1 61)

On the other hand, the language assistants also need to adapt to their colleagues' teaching styles each lesson. When asked about her role in the DLP lessons, the native speaker teacher explains that

the teachers are officially responsible for the preparation. So, [...] I'm kind of the person who implements what the teachers have prepared. I mean, some teachers implement a lot of it themselves. And other teachers hardly say anything and I do the whole lesson. So, it really varies greatly from teacher to teacher. (N 32)

From the native speaker's perspective, she shares that "the way I have learned to manage the whole thing is [...] not to be too pushy. And not even to have too many ideas. Because – and I do really understand this, this is not a criticism of the subject teachers – [...] some of them are really keen to do this, but some of them aren't" (N 54). She further adds that "[e]verybody is very friendly. But everybody is very busy" (N 54). Due to the aforementioned difficulties of being prepared for lessons (see section 4.2.2.4.), "what often happens in practise is: we get sent preparation the night before, an hour before, 10 minutes before, on the way to the classroom" (N 54). Although there are some exceptions when the native speaker teacher is involved in the preparation, "most of the time [...] it's all quite spontaneous in the classroom. But [...] I've of kind of learned that it's better to not have too many ideas, because it's just overwhelming for [the teachers]" (N54).

In regard of collaborating with other colleagues, particularly with English language teachers, the interviewee points out that "we all know each other and we talk to each other and they often ask us their language questions. But we don't work with them" (N 54). The language assistants also "don't actually work in lessons together very much" (N 54) with other natives, except for the "English Conversation" classes.

So, these conversation classes that we teach, they are split in half. And in the first and second grade, both halves are taught by a native speaker [...]. And these are running parallel, so occasionally we'll put the classes together. Or we will help each other out if one of us is sick. And sometimes we've got good ideas, or we want to try out a game that you need more people for or something, then we will put the classes together. That's nice because it feels like

you actually have a little bit of input from somebody else. Otherwise, there's very little input. (N 54)

With regard to the native speakers' experience, it has to be taken into consideration that they are required to teach content they have not studied. Therefore, when working with less experienced language assistants, "muss ich schon noch [...] sehr [...] aufpassen, ob fachlich [...] alles korrekt ist und ob die Kinder dann [...] auch wirklich keine Fragen haben, die auf Englisch eben nicht verstanden [wurden]" (CT2 67).

Ideally, the native speakers should be able to act independently, and it would be important

[d]ass sie für die Schülerinnen und Schüler greifbar sind. Also ich habe unterrichtet jetzt schon mit Leuten, die die sich ganz flexibel im Raum bewegen und wirklich Ansprechpersonen sind. Ich habe aber auch mit Leuten gearbeitet, die sind vorne gesessen und halt darauf gewartet haben, dass ich sie [...] instruiert hätte. (CT1 65)

Hence, to avoid any miscommunication, there should be clear role descriptions that clarify "Was sind meine Aufgaben und was sind Aufgaben der Native Speaker?" (CT1 85). The content teacher believes "dass es Empfehlungen braucht. Wie kann man gut zusammenarbeiten, gerade mit Kolleginnen und Kollegen die noch jünger sind, noch nicht so viel Erfahrung haben auch in dem Bereich?" (CT1 85).

Overall, the most difficult aspects of team-teaching named in the interviews again refer to the different personalities of the educators. The Biology teacher identifies "dass jeder einen verschiedenen Unterrichtsstil hat" (CT2 71) as her biggest drawback in teacher collaboration. However, she adds that "die meisten Natives da sehr flexibel sind" (CT2 71). The native speaker teacher herself states that for her,

probably the most difficult aspect in this school, because the colleagues are all really nice, so it's not on a personal level or anything, is discipline. Because [...] different teachers have different standards. And because we also teach on our own, the students know us, how we are on our own. And then, basically [...] I feel like we can't override the subject teacher. And so, if they are a lot less strict than we are, then I find that awkward. [...] And the subject teacher[s] [...] do all the prep and they do all the marking and it's their class, they are the ones that are responsible. So, I don't feel that I can be 100% myself. So that's probably the most tricky thing. (N 56)

To sum that up, the cooperation of educators is definitely seen as a difficulty on various levels. One striking factor is the personal relationship with the teacher one works with, as their

characteristics and teaching style have crucial impact on how the lesson goes. In order to get a clearer picture of how a DLP lesson could or should be conducted and what the responsibilities of both content teacher and language assistant are, recommendations, guidelines and role descriptions are needed. Furthermore, the lack of time to discuss the content before and after the lesson is an obstacle for educators in the DLP. “[O]f course, it would be a lot better if there was time made available for preparation together. And also, just to get together“ (N 60). The interviewee suggests occasional meetings for native speakers and DLP subject teachers, “within subject groups, so the History teachers and the Geography teachers and so on, with or without the native speakers, [for] sharing materials” (N 60), for example. Such allocated time for discussing lessons would be appreciated by the teachers. First and foremost for preparing lessons and sharing material, however, “eine Nachbereitung mit zusammensetzen und irgendwas aufschreiben gibt’s [auch] nicht“ (CT2 69). The principal mentions that “[e]s gab mal am Anfang so ‚Thinktanks‘ zu DLP, da haben wir uns einmal im Semester getroffen. Aber [...] inzwischen läuft halt sehr routiniert“ (P 38). Nevertheless, the findings show that teachers in the programme would probably appreciate such opportunities. The headmistress also considers reintroducing this concept, as she declares, “[a]ber es ist die Frage ob das nicht wieder gut wäre [...], weil natürlich auch viele Neue dabei sind, gewisse Dinge mal wieder zu klären“ (P 38).

4.2.4.3. *Collaboration with parents*

Another crucial cooperation is the one with legal guardians of the students enrolled in the DLP. Parents are often the driving force behind such programmes and it has been mentioned earlier that the DLP at site is quite popular (see section 4.1.3.). The principal states that the collaboration and communication with legal guardians works “[s]ehr gut. [...] es gibt ja eine Lehrperson die dafür verantwortlich ist“ (P 34). She further explains,

da ist der Kontakt [...] halt einmal oder zweimal jährlich wenn dieser Betrag eingehoben wird und wo dann quasi kommuniziert wird [...], wofür der gebraucht wird. Und [...] das war’s eigentlich. Aber das ist einfach auch, glaub ich, weil es so routiniert läuft und ja, wenn’s Beschwerden gäbe, dann ist auch immer natürlich diese Person mit mir gemeinsam involviert. (P 34)

The content teachers all agree that there is generally very little communication with parents and guardians. They state, “[i]ch habe mit den Eltern überhaupt keinen Kontakt nur im Bereich DLP. Also wenn ich mit den Eltern Kontakt habe, geht es um Geschichte“ (CT1 55) and “da

gibt es eigentlich kaum Fragen. Eltern haben wenn dann eher generelle Fragen zum Unterricht, aber jetzt kaum bezogen auf DLP“ (CT2 63). Similarly, the native speaker teacher points out,

I personally don't have much communication with them. They're usually not too interested in speaking to me because I don't give grades. But they do come to... I do go to parents evenings and if they want to come and talk to me, they can sort of do, but it's usually just the parents of students in the first and second grades. [...] I think as far as the programme runs, parents come to open days, find out about the programme, look on the internet. (N 50)

The programme coordinator claims that communication with parents of DLP students works “[s]o wie in anderen Klassen auch. [...] Ganz normal“ (CC 54).

However, the native speaker teacher mentions that “something that often causes problems is that our programme“ (N 50) is not a bilingual programme, and

a big difference between the bilingual programme and a DLP programme is that in the bilingual programme, children are [...] put into groups according to their native language, so English or German, whichever language is strongest, and then they are taught in that language. They learn [...] their mother tongue. [...] So, we have quite a lot of students who come here from bilingual primary schools and the parents expect that that is going to continue. And then it causes problems with parents, so they complain, they don't like it. And, of course, the children get usually very bored. Sometimes these are children that are from native speaker families. And even if they're not, usually their level of English is very high. So, they get frustrated. And, of course, they've never ever had to do language exercises like the MORE! books, you know, learning all the tenses and everything. They haven't met language like that, so it causes a lot of frustration. And I think that this needs to be pointed out to parents. Especially if a parent has had a child in a bilingual system, this needs to be made very clear to them before they come to the school. Because we do get those kinds of complaints from parents. (N 50)

Providing further insight, she adds that

it's mainly the English teachers that get the complaints. And it is really not fair on the English teachers, because ... they don't even have anything to do with the programme, per se. [...] And [...] in our school's [...] foreign language lessons, the students are put into two groups. So it's usually the parents of the students in the more advanced group. And these teachers - and this has been a pattern that has gone on for years - they almost guarantee that they will get complaints. And that is not good and I think the problem there is because of the communication with the parents before the children even come to the school. (N 52)

Of course, this is not the case with every family, however,

a lot of colleagues [...] actually find the DLP students annoying, because they're a little bit opinionated sometimes and they're not reticent about giving their opinion. The parents are similar. But personally, but this is probably because I'm one of those parents myself, I just think we sometimes have a different understanding of the role of a parent and a teacher. (N 72)

4.2.4.4. Funding

A further potential obstacle of maintaining a successful CLIL programme is its funding. In this case, there are “Elternbeiträge die wir einheben dazu, mit denen wir auch die Native Speaker finanzieren oder Zusatzmaterialien“ (P 34). Responsible for the finances is the programme coordinator. “Die wickelt das auch ab, die stellt die Honorarnoten [aus,] [...] beziehungsweise [...] eine DLP Lehrerin ist ja über die Bildungsdirektion [angestellt] und eine DLP Lehrerin hat einen Erziehvertrag mit Schulstiftung, da läuft die Abrechnung dort ab“ (P 40).

Regarding the payment of content teachers, there is no extra validation. “Das wird nicht validiert... Also ich bekom[m]e keine Zusatzleistungen“ (CT2 77). “As far as I know, it's not [validated]. Definitely not financially [...]. And definitely not in time, which is a big complaint of a lot of people” (N60).

In order to improve, or at least maintain the programme successfully, a teacher claims that “Ressourcen ist der nächste Bereich, wo es Eigenes braucht. Man muss in irgendeiner Form die Native Speaker finanzieren auch“ (CT1 103).

Wenn man dafür dann auch noch als Lehrperson, die den Unterricht vorbereitet, natürlich dann auch noch ein bisschen bezahlt oder irgendwie anders, ich sag es jetzt unter Anführungszeichen belohnt wird, wär das natürlich auch schön, aber in der Form gibt es ja leider noch [nichts]. (CT2 113)

The native speaker teacher agrees and adds that the work of the educators could be facilitated with “better pay and with paying somebody to run the programme as well as who has time to run it“ (N 84).

It becomes apparent that “there is no extra reward for teaching the programme in any way“ (N60). This means “dass halt so viel auf der persönlichen Eben auch läuft. Weil eben nicht finanziert werden kann“ (CT1 105).

4.2.4.5. Logistical difficulties

Another obstacle is mentioned by the principal, who explains that there are usually four classes that run parallel during lower secondary, but only three in upper secondary. Therefore, new

student constellations need to be formed to fill the three classes equally. The issue at hand with the DLP students is

dieser Übertritt in die Oberstufe und wenn wir dann 2 [DLP] Klassen behalten. Das ist einfach dann ressourcenmäßig eine Herausforderung, weil wir ja von der vierten auf die fünfte Klasse von 4 Klassen auf 3 reduzieren. Das heißt [...] – nachdem die Verbleibequote in der DLP Klasse grösser ist – müssen wir oft eine Gymnasiums-klasse dann auf die DLP [...] Klassen aufteilen. (P 46)

Consequently, since the non-DLP students do not attend any lessons joined by native speaker teachers, they need to be taught separately, although they are part of the same class as some DLP students. Hence, there are more teachers required, which might pose a challenge for planning the timetables.

4.2.4.6. What does the programme need?

One major obstacle mentioned by the content teachers and native speaker is that

die Rollenbeschreibung ist unklar. [...] Es gibt keine konkrete Darlegung ‚Was macht ein Native Speaker/eine Native Speakerin und was macht ein Fachlehrer/Fachlehrerin‘. Also es gibt so zwischen Tür und Angel, ja man macht ungefähr das und das, aber sonst gibt es keine Einschulung, es gibt keine Rollenbeschreibung. Also es gibt [...] keine Struktur. Das ist auf einer Seite gut, weil jeder kann sich dann ausleben, kann sich da manövrieren wie er/sie will. Auf der anderen Seite, [kann man] aber auch nicht [...] sagen: ‚Und darauf einigen wir uns jetzt‘. (CT1 83)

In agreement, the native speaker teacher claims, “everything is done in a very addling way, so there is not much structure at all, there are no job descriptions. Not for the native speakers and not for the subject teachers“ (N 62). Besides, the natives’ official position is unclear, as “we are all on different contracts. So, [...] [t]here's no real point of reference. As far as I know, [...] there's no reference to us even in the Austrian law. [...] So, [...] we get a lot of contradictory information“ (N 62). Therefore, the language assistant notes that “it would be excellent if especially the position of native speaker teachers could be clarified, legally” (N 86).

Since there are so many different forms of how CLIL is carried out at different schools, and there is no official description given by the Ministry of Education either, the real obstacle is figuring out who is responsible for what before, during and after class. The native speaker teacher notes that the way most DLP lessons are conducted at the school “is not what we

learned on our CLIL training“ (N 58). However, it has to be considered that, theoretically, the CLIL approach allows for some flexibility in its implementation.

Another issue that has come up in the interviews is that, while there is no extra payment or any kind of validation for the additional effort put into the DLP lessons, there is also little appreciation for the teachers' work.

Also es gibt überhaupt keine Abgeltung wenn man das in irgendeiner Form macht. [...] Dank und Anerkennung vielleicht, bestenfalls. Und auch das ist variabel. Ich glaube wenn man nicht selbst ein bisschen Dank und Anerkennung einfordert, gibt es nicht mega viel Dank und Anerkennung. (CT1 77)

However, this not only refers to the subject teachers' work, but also to the native speaker teachers' contributions. Again, there is only very limited time available to the team-teacher to coordinate and discuss the lesson content, and the language assistants are neither required to prepare anything nor get paid for such tasks. Yet, a teacher believes that “dass ist das größte Verbesserungspotenzial, wenn die mehr Verantwortung tragen, die Native Speaker*innen. Wenn die eben nicht nur drinnen sind und halt meine Rechtschreibfehler ausbessern“ (CT1 79). In relation to this, it is pointed out that “der Punkt der Wertschätzung gegenüber der Native Speaker, das wäre noch ein wichtiger“ (CT1 105). The teacher further describes,

also ich sehe bei uns am Standort, und ich vermute, dass es überall so ist, dass halt so viel auf der persönlichen Ebene auch läuft. Weil eben nicht finanziert werden kann und ich erkenne schon einen hohen Frustrationsgrad, wenn diese Wertschätzung dann halt einfach nicht von allen Ebenen getragen wird. Und das ist glaube ich so ein organisatorischer Aspekt, dass vielleicht manchmal übersehen wird, wie wichtig diese zwischenmenschlichen und persönlichen Dinge sind. (CT1 105)

In addition, to ensure a successful future of the programme, it needs “auf jeden Fall einmal Bekenntnis zu diesem Programm von Seiten der Leitung dieser Schule. Also da muss jemand stehen der sagt, das ist wichtig, da [wollen wir] Ressourcen investieren“ CT1 103). Although “there is somebody who is officially running the DLP programme, [...] [who] pays teachers and organises the timetable, [she] otherwise doesn't really do anything” (N 64). Consequently, not only the content teachers' and language assistants' role is unclear, but also what is expected from the coordinator of the programme. It has been mentioned that her main responsibilities concern the finances, the timetables, and hiring native speakers. Apparently, the latter

represents the biggest challenge, as suitable native speakers with the desired professional education are hardly found. “So, I think this would all be helped if there was somebody really running the programme. But I understand, if the person is not getting paid more to run the programme and there's no time being assigned for extra time, then how should this happen?” (N 64). The coordinator herself describes that it is, in fact, constant work to keep the programme running. Considering the lack of time and financial resources, she believes that

[es] liegt sehr viel an den Personen, die da teilnehmen. Also, wenn die das halbherzig machen oder auch wenn die Organisation halbherzig gemacht wird, dann ist das nicht günstig. [...] Man muss bereit sein, das immer wieder zu evaluieren, [...] immer wieder Anpassungen vornehmen, die notwendig sind. Und immer wieder auch sozusagen abfragen, was Schüler, was Eltern sich erwarten. [...] das ist glaube ich die größte Herausforderung (CC 68)

Undermining the last part of this statement, it is also mentioned that “in order for a programme to run well, it needs to be led well” (N 64). Additionally, what is crucial for the programme to succeed, “sind die entsprechenden Ressourcen in Form von Lehrern, die bereit sind, beziehungsweise das auch können und wollen, und auch die Arbeit investieren wollen” (CC 68). Furthermore, the school needs to develop a concept of “wie sich das Ganze weiterentwickelt in den nächsten Jahren” (CT1 103), because

[i]ch glaube es gibt keine Vision für das DLP Programm bei uns an der Schule. Das würde ich sagen ist die Schwäche. Wir navigieren natürlich in diesen ganzen Dingen die ich vorher gesagt habe, Zeit und Zusammenarbeit und so weiter. Aber ich hab[e] wirklich das Gefühl, es gibt keine Vision. [...] [I]ch habe nicht das Gefühl, dass es weiterentwickelt wird. Ich habe das Gefühl, dass hat sich einmal jemand gut überlegt, das läuft, aber ... jetzt bin ich schon fast 10 Jahre hier am Standort, es gibt überhaupt keine Weiterentwicklung. (CT1 101)

Nevertheless, the educators see a lot of potential in the programme.

I think the quality could be far higher than it is [...]. But if we wanted to improve the quality, we could improve it by training teachers, allowing time, improving pay. So, teaching in the programme, being reimbursed with preparation time, with better pay and with paying somebody to run the programme as well as who has time to run it. (N 84)

To conclude this chapter, the above mentioned suggestions for improvement relate to the specific programme at site. Based on the findings presented in this chapter, the following part of this thesis discusses similarities between the interview data and the theoretical input outlined in the literature review. In addition, an action plan of how to implement a CLIL-like programme at an Austrian secondary school is introduced.

5. Discussion

After the presentation of the findings, the main results concerning benefits and drawbacks of CLIL-like programmes identified in the collected data is set in comparison to the theoretical ideas described in chapter 2. Subsequently, potential solutions for the main problems at hand, and suggestions for improvement of the DLP under investigation are presented. Ultimately, an action plan listing the essential steps of and recommendations for implementing a CLIL-like programme at an Austrian secondary school is introduced.

5.1. *Theory vs. practice*

First of all, the implementation and development of the Dual Language Programme at site was indeed based on the operating factors mentioned by Coyle, Hood and Marsh (2010: 14-15; see section 2.4.). As for many similar programmes in Austria and Europe in general, the selected CLIL language is English (Bärnthaler and Kelly 2021: 205; see section 2.4.2.). The interview data shows that all five areas which are providing reasons for introducing a CLIL programme (context, content, language, learning, and culture) according to Coyle, Hood and Marsh (2010: 17; see section 2.6.2.) play a role in the programme under investigation. In particular, the context goals are to prepare students for their future in a globalized world, for them to pass the internationally acknowledged Cambridge Advanced Certificate, and to have an attractive and interesting school profile. Moreover, the DLP lessons ought to enhance the learners' content knowledge in a way that they can use it for future endeavours or career opportunities, and their language skills, particularly regarding spoken communication, vocabulary range, and language awareness. Additionally, the development of learning strategies and adaptability, as well as intercultural awareness and collaboration skills are aims of the DLP at site.

Regarding benefits of the CLIL approach, several of the above mentioned goals seem to be reached by the DLP under investigation. First and foremost, researchers and educators are in agreement about the lexical advantages for students. The language skills of the learners involved in a CLIL-like programme are said to develop considerably and fast (see section 4.1.1.1.). Also, students learn to see things from different perspectives, which increases their intercultural awareness and broadens their horizon (see sections 4.1.1.2. and 4.1.2.5.). According to the literature, educators also gain language knowledge and perceive CLIL lessons as enriching (see section 2.7.2.; e.g. Gómez 2016: 54). Although teacher collaboration is

presented as a great opportunity by researchers, the interviewed educators also see an obstacle in some aspects of working so closely together with another teacher (see section 4.2.4.2.). However, there is no doubt that a successful CLIL lesson depends in this cooperation.

The positive effects of offering a CLIL-like programme on the school itself which are presented by the literature (see section 2.7.3.) are indeed corroborated by the participants, as the principal and programme coordinator state that many families show interest in the charter school due to the programme, and student registration is rather high (see section 4.1.3.).

The versatility of the approach, which is described as advantageous in most researchers' works (see section 2.7.3.), is again seen as opportunity and obstacle at the same time by the educators at site. In terms of programme design and organisation, it can be facilitating not having too many restrictions, however, the lack of guidelines may easily lead to many grey areas, ambiguity, and uncertainty (see sections 2.5., 4.2.1.1.). In particular, the staff involved in the DLP under investigation wish for a clearer role description and recommendations on how to share the workload efficiently (see sections 4.2.2.4., 4.2.4.2., 4.2.4.6.).

The difficulties teachers face according to the literature have generally been confirmed by the interviewees. First, there is a need for specific education and training on CLIL, focusing on the methodology as well as language insecurities of content teachers (see sections 2.8.1.2., 2.8.2.2., 2.8.2.3., 4.2.2.). Second, apart from their individual language difficulties, the integration of suitable language material in content lessons is a practical challenge for subject teachers (see sections 2.8.2.1., 4.2.2.3.). Although various skills and competencies should be practised, in reality, there are mostly vocabulary activities featured in the DLP lessons due to several reasons. Another major obstacle is the lack of suitable material (see sections 2.8.2.4., 4.2.4.1.), and consequently the time and effort put into creating level-appropriate tasks and designing worksheets. This ties in with the preparation of lessons in general, for which the collaboration between content teachers and language assistants is fundamental in theory, but challenging in practice (see sections 2.8.2.6., 4.2.2.4., 4.2.4.2.). The interviews also reveal that the cooperation during lessons is crucial as well, and that the individual characteristics and teaching style of the educators influence the success of the DLP lessons (see sections 4.2.2.5., 4.1.4.2.).

Even though numerous drawbacks were identified in both the literature and the interviews, there can also be detected some differences. Despite the theoretical input on testing and

assessment in CLIL programmes, which may be problematic due to the lack of official guidelines, the teachers at the research site have found their own efficient ways of assessing their students (see sections 2.8.2.5., 4.2.2.6.). Furthermore, the programme at the charter school is funded by yearly fees which are paid by the parents (see section 4.2.4.4.). This corroborates what has been stated in section 2.8.1.3., namely that private schools might have a benefit in that respect. Similarly, student selection for the DLP seems to be quite a manageable task at this school, as there is a general admission process every student has to go through before enrolling (see section 4.2.1.3.). It has been emphasised that there is no additional language task for future DLP students, in order to guarantee the equal treatment of all pupils. A final difference worth mentioning is the fact that researchers suggest constant evaluation of the CLIL programme (see section 2.8.1.6.), and while the interviewees agree on its importance, it is claimed that in practice, there are not enough resources and time to execute such evaluations (see section 4.2.4.6.).

5.2. Suggestions for improvement

Having identified the main problem areas of the DLP under investigation, the following key aspects are in need of further development:

- Role descriptions and recommendations on the distribution of tasks
- Allowing time for shared preparations
- Appreciation of the educators' work

Due to the lack of official and national standards, both content teachers and native speaker teachers would be assisted in knowing what exactly is expected of them when teaching in the DLP. Therefore, school-internal recommendations on how to distribute tasks before and during the lessons might create some clarity, especially for new staff. The institutionalization of the programme under investigation can be seen as advantage and disadvantage at the same time, because, on the one hand, most teachers involved know what they are doing as the programme has been run for such a long time. However, on the other hand, some of the original ideas and approaches might have been lost due to changing staff and methods. Hence, some more specific guidelines, as well as clear communication and regular exchange among the CLIL team is required to further promote successful lessons.

Moreover, teacher collaboration is one of the most crucial elements in regard to the DLP. According to the interview participants, the personal relationship with co-teachers matters considerably. In order to support the cooperation between educators, it would be helpful to provide the time and space for some shared lesson preparations. Since there are no additional financial resources available, such preparation lessons need to be scheduled efficiently and conducted as teacher-friendly as possible. In any case, the commitment of each educator is fundamental for an effective collaboration with colleagues.

Consequently, the staff and their additional work put into the success of the programme needs to be appreciated by leading parties. As there is no supplementary financial validation of the extra time spent on lesson preparations and the creation of material, their effort requires a different type of recognition. After all, the teachers involved are the heart of this programme.

5.3. Action plan: How to implement CLIL

Finally, the last part of this chapter presents the necessary steps and some recommendation to successfully implement a CLIL-like programme at an Austrian secondary school. Information is drawn from the literature review (section 2), as well as the collected interview data (section 4).

1. Research and organisational specifics

First of all, there has to be conducted some research on which forms of CLIL are possible, and which legal or official guidelines the school has to follow. Depending on said operating factors (see section 2.4.), that is the specific prerequisites and resources available at the school in question, the scale and design of the future programme can be chosen.

2. Involving colleagues

Next, it is essential to find support from other teachers and raise their interest in the project. At best, educators share ideas, assist in organising, and plan on joining the CLIL team.

3. Establishing guidelines

Gradually, the programme design should be determined. This includes, for example, the way lessons are to be organised and planned, which content should be covered, how language is to be integrated, and how students might be assessed. Furthermore, deciding

on some general instructions and recommendations for team-teaching and collaborative work among subject teachers and native speaker teachers is crucial.

4. *Job descriptions*

How educators are to work together in the programme is decisive. Therefore, well-defined role descriptions for both content teachers and language assistants are needed. Everybody ought to know which tasks they are responsible for and what is expected from them.

5. *Finding staff*

As soon as it has been established what exactly the educators are supposed to do, interested and motivated teachers need to be recruited. Both subject teachers and native speakers have to be made aware of the challenges and opportunities of working in such a programme. Moreover, there should be the chance for future members of the CLIL team to observe some lessons, and to get to know the teachers they might work with. At best, teachers applying for the job already have some kind of experience with CLIL, for instance in the form of a completed seminar. In any case, teacher education and training towards more knowledge of CLIL methodology ought to be fostered and encouraged. Additionally, somewhat regular peer observations of lessons, as well as frequent exchange among the staff, would be beneficial once the programme is running. Consistent evaluations, feedback and further training enable the programme to successfully develop long-term.

6. *Student selection*

Contrary to hiring educators, recruiting students for the programme might not be as challenging. Generally, every learner interested ought to be able to enrol for the programme, regardless of their previous (language) knowledge. However, in the long run, it is essential that all students at the school are treated equally. Pupils need to understand – and clearly see – that CLIL learners are not receiving any special privileges or different treatment. In other words, a supportive, fair, and transparent school culture is pertinent.

7. *Teacher collaboration*

The educators' work is at the heart of every CLIL-like programme. Hence, fostering their collaboration is crucial for the success of such a project. First of all, an understanding of the aforementioned job descriptions is required in order for subject teachers and language assistants to know about their tasks and duties.

Frequent exchanges and effective communication among the staff are to be promoted, particularly in terms of facilitating lesson preparations. On the one hand, teachers need more time resources to (collaboratively) create lesson plans, and on the other hand, suitable CLIL material is necessary.

Due to the lack of level-appropriate course books, many teachers spend a lot of time creating their own CLIL material, such as worksheets or presentations. Some kind of network, for example a platform, for sharing those resources might facilitate lesson preparations.

Furthermore, the teachers ought to agree on the treatment of students, in particular in case any (disciplinary) issues arise. Clear classroom rules, which are reinforced by both educators in the room, have to be established.

In regard to the pupils, one long-term goal of the educators' collaborative work in the classroom should be supporting weaker language learners. Having two teachers in one class is a great opportunity to provide additional and more individualised assistance.

8. *Appreciation and support*

Working in a team, as well as putting in a considerable amount of time and effort into planning CLIL lessons, present real challenges on several levels for both content teachers and native speaker assistants. Thus, their work deserves to be properly appreciated.

6. Conclusion

In conclusion, there are numerous advantages CLIL offers schools, students, and teachers. The most significant one for the school itself would be the increasing popularity of the institution, leading to higher numbers of applicants, which is specifically relevant for private and charter schools. Moreover, the enhanced language skills, as well as soft skills, such as teamwork or flexibility are fostered in learners. Lastly, content teachers benefit from a range of opportunities, such as improving their own language skills, broadening their horizon, and profiting from the advantages of having a second educator in the classroom. The language assistants involved in CLIL lessons also gain valuable insights in various subjects and teaching styles, which might increase their content, but also their pedagogical knowledge.

However, all stakeholders are faced with a number of challenges as well. First of all, there is a lack of clear guidelines concerning the programme design and the position of native speaker teachers in Austria. Apart from that, finding motivated and well-trained educators who are willing to put in the additional effort required to prepare and conduct effective CLIL lessons in a team has been identified as difficult. On the contrary, the empirical findings show that selecting students for such a programme is not necessarily problematic. Regarding the learners, some might have difficulties adapting to the use of two languages in one subject or the variety of teaching styles they are confronted with. This also concerns content teachers and language assistants, as they are required to work together with many different people. In addition to the fact that there are only loose recommendations on how to collaboratively plan and conduct CLIL lessons, there are also little resources in terms of preparation time, suitable material, and validation. Besides, more focused teacher training is required, especially concerning language skills, as the language barrier presents a fundamental obstacle for content teachers who are or are to be involved in a CLIL-like programme.

The results of the case study indicate several possibilities of improving the programme under investigation. Three of the above-mentioned drawbacks show particular potential in this respect. First, establishing more detailed guidelines and role descriptions for content teachers and native speaker teachers. Second, allowing more time for educators to prepare lessons and coordinate with their colleagues, and third, explicitly appreciating their work and efforts.

In order to answer the third research question (What is needed to implement and maintain a successful CLIL programme?), an action plan describing eight fundamental aspects of establishing an efficient language programme has been presented in the previous section. One of the main findings is that the success of such CLIL lessons is highly dependent on the individual personalities and relationship of the collaborating educators. Therefore, strengthening the communication and regular exchange among colleagues, as well as providing them with clear role descriptions and transparency are all key elements of a successful language programme.

Certainly, there are some limitations to this research, as any case study represents a phenomenon only in one particular context. Changing factors like the location, the socio-economic background of the learners, or the individual experience of the educators might lead to varying results. Additionally, in this case there have been conducted no more than five interviews due to the scope of this Master's thesis.

To conclude, supporting motivated teachers and fostering clear communication among all stakeholders are the key ingredients of running an efficient CLIL programme. In spite of several potential challenges the implementation of such a programme entails, the outcome for students, teachers, and schools is definitely promising.

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9. Appendix

9.1. Interview guidelines

9.1.1. School management

Guten Tag und vielen Dank für Ihre Teilnahme an diesem Interview.

Heute geht es um das CLIL-Programm unserer Schule, auch bekannt als Dual Language Programme, oder kurz DLP, welches den Schüler:innen einen teilweise zweisprachigen Unterricht auf Englisch und Deutsch in gewissen Fächern ermöglicht.

Zu Beginn des Interviews hätte ich ein paar allgemeine Fragen zu Ihrer Person und Ihrer Position im Programm und an der Schule.

1. Seit wann arbeiten Sie schon an dieser Schule?
2. Seit wann tragen Sie das Amt der Schulleitung?
3. Seit wann gibt es das Dual Language Programme der Schule?
4. Haben Sie jemals selbst im DLP an der Schule unterrichtet?
 - a. Wenn ja, wie viele Stunden und welche Fächer?
5. Gut, dann kommen wir nun zum Programm selbst. Als Sie Schulleitung wurden, war das Programm bereits seit einiger Zeit voll im Gange. War es für Sie immer klar, das Programm beizubehalten? Warum?
6. Wie viele Klassen und Schüler:innen sind heute ungefähr im Programm involviert?
7. Wie verläuft der Zulassungsprozess zum Programm für Schüler:innen?
8. Wie wird entschieden, welche Fächer im DLP unterrichtet werden?
9. Wie werden neue Lehrpersonen für das Programm engagiert?
10. Kommen wir nun zu den potenziellen Herausforderungen des DLPs. Welche offiziellen und rechtlichen Richtlinien gibt es für eine Schule zu beachten, an der ein CLIL bzw. Dual Language-Programm angeboten wird?
11. Wie verläuft die Zusammenarbeit und Kommunikation mit den Erziehungsberechtigten?
12. Apropos Zusammenarbeit. Im DLP arbeiten Lehrpersonen häufig im Team mit anderen Lehrpersonen oder Sprachassistent:innen. Wie sollte die Zusammenarbeit unter Kolleg:innen idealerweise aussehen?
 - a. Wie wird die erfolgreiche Zusammenarbeit von Kolleg:innen an der Schule gefördert?
 - b. Wie verläuft die Zusammenarbeit mit Sprachassistent:innen aus organisatorischer Sicht?
13. Was stellt Ihrer Meinung nach die größte Herausforderung bei der Instandhaltung eines erfolgreichen DLPs dar?
14. Gibt es noch weitere problematische Aspekte bezüglich der Umsetzung des Programms?
15. Kommen wir nun zu den positiven Aspekten des DLPs. Welche Vorteile gibt es für Schüler:innen die am DLP teilnehmen, zum Beispiel für ihre Zukunft?
16. Welche Vorteile bringt der DLP-Unterricht für Lehrpersonen?

17. Und zuletzt: Welche Vorteile hat das Angebot eines DLPs für die Schule (als Institution)?
18. Eine letzte Frage hätte ich noch: Was ist für Sie der wichtigste Grund dafür, das Programm beizubehalten?
19. Wir sind nun am Ende des Interviews angelangt. Bevor ich mich verabschiede, wollte ich Sie noch fragen, ob es etwas zum Programm gibt, das bis jetzt nicht angesprochen wurde und Sie noch teilen möchten.

9.1.2. CLIL coordinator

Hallo und vielen Dank für deine Teilnahme an diesem Interview.

Heute geht es also um das CLIL-Programm unserer Schule, auch bekannt als Dual Language Programme (kurz DLP), welches den Schüler:innen einen teilweise zweisprachigen Unterricht auf Englisch und Deutsch in gewissen Fächern ermöglicht.

Zu Beginn des Interviews hätte ich ein paar allgemeine Fragen zu dir und deiner Position im Programm und an der Schule.

1. Welches Fach/welche Fächer unterrichtest du?
2. Wie lange unterrichtest du schon?
3. Seit wann unterrichtest du schon an dieser Schule?
4. Seit wann unterrichtest du im DLP der Schule?
5. Seit wann bist du als Leiterin des Programms verantwortlich dafür?
6. Welche Fächer unterrichtest du als Teil des DLP?
7. Wie viele „traditionelle“ und wie viele DLP-Stunden unterrichtest du pro Woche?
8. Gut, dann kommen wir nun zum Programm selbst. Wie kam es dazu, dass das DLP an der Schule angeboten wurde? (Beweggründe, Motivation etc.)
9. Wann wurden erste Pläne geschmiedet und welcher war der erste Europaklassen-Jahrgang?
10. Welche Fächer sind vom DLP betroffen?
11. Wie viele Lehrpersonen waren zu Beginn im Programm involviert?
 - a. Wie viele sind es jetzt? (Content teacher/native speaker)
12. Wie viele Klassen und Schüler:innen sind heute im Programm involviert?
13. Wie verläuft der Zulassungsprozess zum Programm für Schüler:innen?
14. Kommen wir nun zu den potenziellen Herausforderungen vom DLP. Welche offiziellen und rechtlichen Richtlinien gibt es für eine Schule zu beachten, wenn ein CLIL-Programm eingeführt werden soll?
15. Wie lässt sich das DLP mit dem Lehrplan, beziehungsweise mit den Zielen des Lehrplans, vereinbaren?
16. Wie wird entschieden, welche Fächer im DLP angeboten werden?
17. Wie werden neue Lehrpersonen für das Programm engagiert?
18. Glaubst du, dass Lehrpersonen die wie du neben einem DLP-Fach auch Englisch unterrichten einen Vorteil für das DLP haben? Warum?
19. Wie sollen die Leistungen der Schüler:innen im DLP-Unterricht bewertet werden?
20. Woher kommt das Material, welches im DLP-Unterricht verwendet wird?
21. Wie verläuft die Zusammenarbeit und Kommunikation mit den Erziehungsberechtigten?

22. Apropos Zusammenarbeit. Im DLP arbeiten Lehrpersonen häufig im Team mit anderen Lehrpersonen oder Sprachassistent:innen. Wie sollte die Zusammenarbeit unter Kolleg:innen idealerweise aussehen?
 - a. Wie wird die erfolgreiche Zusammenarbeit von Kolleg:innen an der Schule gefördert?
 - b. Wie verläuft die Zusammenarbeit mit Sprachassistent:innen aus organisatorischer Sicht?
23. Wie wird das Programm finanziert?
24. Was siehst du als die größte Herausforderung bei der Einführung eines DLPs?
25. Und was stellt deiner Meinung nach die größte Herausforderung bei der Instandhaltung eines erfolgreichen Programms dar?
26. Kommen wir nun zu den positiven Aspekten des DLPs. Abgesehen von den Sprachkenntnissen, welche Fähigkeiten werden im DLP-Unterricht gestärkt?
27. Welche Vorteile können Schüler:innen durch die Teilnahme am DLP in der Zukunft haben?
28. Welche Vorteile bringt der DLP-Unterricht für Lehrpersonen?
29. Welche Vorteile hat das Angebot eines DLPs für die Schule (als Institution)?
30. Was ist für dich der wichtigste Grund, das Programm beizubehalten?
31. Wir kommen nun zum Ende des Interviews. Bevor ich mich verabschiede, wollte ich dich noch fragen, ob es etwas zum DLP gibt, das bis jetzt nicht angesprochen wurde und du noch teilen möchtest.

9.1.3. Content teachers

Heute geht es also um das CLIL-Programm unserer Schule, auch bekannt als Dual Language Programme, kurz DLP, welches den Schüler:innen einen teilweise zweisprachigen Unterricht auf Englisch und Deutsch in gewissen Fächern ermöglicht.

Zu Beginn des Interviews hätte ich ein paar allgemeine Fragen zu dir und deiner Position im Programm und an der Schule.

1. Welches Fach/welche Fächer unterrichtest du?
 - a. Hast du diese Fächer auch studiert?
2. Wie lange unterrichtest du schon?
3. Seit wann unterrichtest du schon an dieser Schule?
4. Seit wann unterrichtest du im DLP-Programm der Schule?
5. Welche Fächer unterrichtest du als Teil des DLP-Programms?
6. Wie würdest du deine eigenen Englischkenntnisse einschätzen?
7. Wie viele „traditionelle“ und wie viele DLP-Stunden unterrichtest du pro Woche?
8. Wie kam es dazu, dass du Teil des DLP-Teams wurdest?
9. Wie wurdest du darauf vorbereitet im DLP zu unterrichten?
 - a. War CLIL oder DLP in deine Ausbildung zur Lehrkraft inkludiert? Wenn ja, in welcher Art?
 - b. Hast du im Laufe deiner Dienstzeit je an Fortbildungen, Seminaren oder ähnlichem teilgenommen?

- c. Wärest du interessiert daran, (weitere) Fortbildungen zu CLIL bzw. zum DLP zu besuchen?
10. Was sind für dich die Ziele das DLP?
 11. Kommen wir nun zu den potenziellen Herausforderungen vom DLP. Wie lässt sich das DLP mit dem Lehrplan, beziehungsweise mit den Zielen des Lehrplans in deinem Fach, vereinbaren?
 - a. Wo gibt es Überlappungen bzw. Übereinstimmungen, d.h. wo besteht eine gute Anpassungsmöglichkeit in deinem Fach?
 - b. In welchen Bereichen, oder auch bei welchen Themen, ist es schwierig dein Fach mit dem DLP zu vereinen?
 12. Wie werden Inhalt und Sprache/Content and Language in deinem Unterricht normalerweise integriert?
 13. Woher kommt das Material, welches in deinem Unterricht verwendet wird?
 14. Wie werden die Leistungen der Schüler:innen im DLP-Unterricht bewertet?
 15. Wie verläuft die Zusammenarbeit und Kommunikation mit den Erziehungsberechtigten?
 16. Apropos Zusammenarbeit. Bei CLIL/DLP arbeitet man häufig im Team mit anderen Lehrpersonen. Wie sieht die Zusammenarbeit mit Kolleg:innen bei dir aus?
 - a. => Stundenvorbereitung, Material
 - b. => Stundenablauf
 - c. => Nachbereitung, Benotung
 - d. Was sind für dich die schwierigsten Aspekte bei der Zusammenarbeit mit Kolleg:innen?
 - e. Welche Vorteile hat deiner Meinung nach das Unterrichten im Team?
 17. Ein weiterer relevanter Punkt bezieht sich auf die Sprachkenntnisse. Für mein Projekt sind jedoch nicht die Kenntnisse der Schüler:innen, sondern die der Lehrpersonen relevant. Wie fühlst du dich dabei, auf einer Fremdsprache zu unterrichten?
 18. Viele der bereits genannten Punkte deuten darauf hin, dass der DLP-Unterricht viel Arbeit für eine Lehrperson bedeutet. Wie wird die zusätzliche Arbeit der Lehrpersonen validiert?
 19. Was siehst du als die größte Herausforderung beim Unterrichten im DLP?
 20. Welche anderen Schwierigkeiten könnten noch aufkommen?
 21. Kommen wir nun zu den positiven Aspekten vom DLP. Wie nimmst du die Entwicklung der Sprachkenntnisse deiner DLP-Schüler:innen wahr?
 22. Abgesehen von den Sprachkenntnissen, welche anderen Fähigkeiten werden im DLP-Unterricht gestärkt?
 23. Wo liegen deiner Meinung nach die Schwierigkeiten für die Schüler:innen?
 24. Wie zeigt sich die Motivation der Schüler:innen im CLI-Unterricht?
 25. Welche Vorteile in der Zukunft können Schüler:innen durch die Teilnahme am DLP-Programm haben?
 26. Welche weiteren Vorteile hat das DLP?
 27. Gibt es Nachteile, die wir bis jetzt noch nicht angesprochen haben?
 28. Was sind deiner Meinung nach die Stärken des DLP an unserer Schule?
 29. Was sind deiner Meinung nach die Schwächen des DLP an unserer Schule?
 30. Was braucht es, damit unser DLP langfristig in guter Qualität bestehen bleiben kann?

31. Wir kommen nun zum Ende des Interviews. Bevor ich mich verabschiede, wollte ich dich noch fragen, ob es etwas zum DLP gibt, das bis jetzt nicht angesprochen wurde und du noch teilen möchtest.

9.1.4. Native speaker teacher

So, today we will talk about the CLIL/dual language programme, DLP in short, at our school. To begin with, I would like to ask you some general questions about yourself and your position in the programme as well as at school.

1. Which subject/subjects do you teach?
 - a. Did you study these subjects at university?
2. How long have you been teaching in general?
3. Since when have you been working at this school?
4. Since when have you been teaching as a part of the DLP?
5. Which subjects do you teach in the DLP?
6. How many DLP lessons do you teach a week?
 - a. Do you also teach traditional lessons? If yes, how many a week?
7. And finally, as you work as an English native speaker in Austria: How would you describe your own German skills?
8. How did you become part of the DLP team?
9. What is your role in the DLP lessons that you co-teach?
10. How were you prepared to teach in the DLP?
 - a. Was CLIL or the DLP part of your studies? If yes, in what way was it included?
 - b. Have you ever taken any seminars or further education classes about CLIL during your time as an in-service teacher?
 - c. Would you be interested in attending (further) seminars or courses about CLIL?
11. Now let's move on with potential roadblocks and difficulties of the DLP. First of all, how are the two aspects content and language integrated into your lessons?
12. Where do you get the material you use in your DLP classes?
13. How are students assessed?
14. How would you say the cooperation and communication with parents and legal guardians works?
15. Speaking of cooperation, the DLP often requires working together with other teachers or educators. How would you describe your collaboration with colleagues?
 - ⇒ Preparation, material
 - ⇒ during the lesson
 - ⇒ after the lesson, assessment
 - b. What is the most difficult aspect of working and teaching in a team for you?
 - c. Which advantages does teaching in a team have in your opinion?
16. Many of the discussed issues indicate that the DLP creates additional work for educators. How is this additional effort and time validated?
17. What would you say is the biggest challenge of teaching in the DLP?
18. Can you think of any other difficulties we haven't discussed yet?

19. Now let's focus on the positive aspects of the DLP. How would you describe the development of language skills in your DLP students?
20. Apart from language skills, which other skills are fostered in the DLP?
21. How do your DLP students show their motivation?
 - a. What about demotivation or non-motivation?
22. Which advantages could the students have in the future due to having taken part in the DLP?
23. Which other benefits of the DLP can you think of?

24. In your opinion, what are the strengths of the DLP at our school?
25. What would you say are the weaknesses of our DLP?
26. How can the DLP be successfully maintained on a long-term basis? / What is needed to keep up the programme in good quality?

27. We are now coming to the end of the interview. Before I say goodbye, I wanted to ask if there is anything else about the DLP you would like to share because it hasn't been mentioned yet?

9.2. Form of consent (case study)

Masterarbeit: *Balancing opportunities and obstacles – The implementation of CLIL in Austrian secondary schools*

Liebe Kolleg:innen,

Im Rahmen meiner Abschlussarbeit für den angestrebten akademischen Grad *Master of Education* führe ich eine Fallstudie über das zweisprachige Programm an unserer Schule durch. Das Ziel der Studie ist es, einen Einblick in die Organisation, die Vorteile, aber auch die Herausforderungen eines sogenannten CLIL (Content and Language Integrated Learning) Programms, welches oft auch – wie bei uns an der Schule – Dual Language Programm (DLP) genannt wird, zu bekommen.

Dafür werden Einzelinterviews mit involvierten Lehrpersonen, sowie mit der Schulleitung geführt. Für die Dauer der Gespräche veranschlage ich 30-60 Minuten. Die Gespräche werden als Tondatei aufgezeichnet um danach transkribiert und sinngemäß analysiert werden zu können. Die Interviews können auf Deutsch oder Englisch geführt werden. Die dabei erhobenen Daten und der Schulstandort werden anonymisiert und vertraulich behandelt, sodass die Privatsphäre der teilnehmenden Personen so weit wie möglich gewährleistet ist. Die Daten bleiben in meinem Besitz, werden ausschließlich zum Zweck dieser Arbeit genutzt und spätestens ein Jahr nach Approbierung der Arbeit vernichtet. Die Ergebnisse des Forschungsprojekts werden den Teilnehmer:innen anschließend gerne zur Verfügung gestellt.

Für Rückfragen stehe ich sowohl per E-Mail (a01630544@unet.univie.ac.at) als auch persönlich gerne zur Verfügung.

Ich bedanke mich bereits im Voraus für Eure Teilnahme und die Zusammenarbeit,

Theresa Schlögl

Zustimmungserklärung – Projekt zur Implementation des DLP

Name:

- ☐ Ich bin damit einverstanden, bei dem Projekt in Form eines Interviews teilzunehmen.
- ☐ Ich wurde darüber informiert, dass meine Teilnahme freiwillig ist und meine Aussagen anonymisiert werden.

Ort & Datum:

Unterschrift: