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TABLE OF CONTENTS

1 Introduction 1

2 Literature review 2

2.1 What is CLIL? 2

2.2 CLIL in Austria 7

2.3 Introducing a CLIL programme 10

3 Managing the introduction of CLIL 16

3.1 Research and methodology 16

3.2 The research site 20

3.2.1 The school 20

3.2.2 The CLIL team 22

3.2.3 The students 24

3.2.4 Best-practice schools 27

3.3 Introducing a CLIL programme at the research site 29

4 Challenges in the introduction of CLIL at the research site 30

4.1 Planning for a multilingual student population 30

4.1.1 Multilingualism at best-practice schools 31

4.1.2 Linguistic profile at the research school 32

4.1.3 Designing a CLIL programme for multilingual students 38

4.2. "Elitist" CLIL: towards more inclusive practices 42

4.3 Choosing a programme structure and methodology that works for your team and your student group 46

4.4 Procuring and designing CLIL materials 50

4.5 Assessment strategies for CLIL 53

4.6 Making a team work: dividing responsibilities and creating opportunities for collaboration 57

4.7 Quality management: planning for the long-term survival of a CLIL programme 61

5 Planning for the future 63

5.1 Plans for this CLIL class 63

5.2 Plans for future CLIL classes 67

6 Reflections **68**
6.1 Lessons from the introduction of this programme 68
6.2 Checklist: introducing a CLIL programme in Austria 69

6 Conclusion **72**

7 References **74**

8 Appendix **81**

1 Introduction

Content and language integrated learning (CLIL) is increasingly adopted at Austrian schools, with educators, parents and even students realising that the answer to a globalised economy is to promote student proficiency in the world's lingua franca, English. While CLIL is lauded for being a time-saving measure to facilitate the development of foreign language skills in a meaningful, authentic and content-based way, the lack of international and national guidelines has led to the implementation of various approaches in different countries, regions and individual schools. This leaves educators increasingly confused both over the specific characteristics of CLIL and over which bilingual approaches might qualify as CLIL, which makes the task of introducing a CLIL programme even more challenging.

This thesis follows the process of introducing such a programme at an Austrian school, und uses methods from accompanying research (*Begleitforschung*) to document and guide the procedure, and to provide the theoretical foundation for addressing a number of general and school-internal issues in the introduction of CLIL at the research site. The study will review literature on definitions and characteristics of the CLIL approach, the status of CLIL in Austria, and on the different stages of introducing a CLIL programme. It will then identify and discuss seven core challenges faced by the research school, such as planning for a multilingual student population, avoiding bias towards students with higher socio-economic status and better academic performance, designing a programme structure and methodological approach tailored to the needs and facilities of the school and its student population, procuring and creating high-quality CLIL materials, devising fair and integrative assessment strategies, planning for effective teamwork and close teacher collaboration, and implementing measures of quality control. The thesis will then discuss the research school's implementation plan for CLIL and its plans for the future of the project, before reflecting firstly on the conditions of institutional CLIL support in Austria and then on the lessons future CLIL initiators might learn from the introduction process at the research site. Finally, a checklist for educators seeking to implement a CLIL programme in Austria will be provided.

2 Literature review

2.1 What is CLIL?

While bilingual education is not exactly a new idea and has been practiced since ancient times, the term CLIL (*content and language integrated learning*) first appeared in Europe in the 1990s (Mehisto, Marsh & Frigols 2008: 9). Since then, it has become popular in many European countries and is increasingly adopted in other places, for example in South America (Ball, Clegg & Kelly 2015: 1). In general terms, CLIL refers to an integration of content subject and foreign language methodology; more precisely, this means that CLIL "is a way of teaching and learning subjects in a second language (L2)" (Ball, Clegg & Kelly 2015: 1), during which "content goals are supported by language goals" (Mehisto, Marsh & Frigols 2008: 11). In practice, CLIL often takes the shape of L2-medium content lessons during which students receive additional language support, whereas the "cognitive challenge of subject learning" (Ball, Clegg & Kelly 2015: 4) is not reduced. Additional support is often given in the form of scaffolding, meaning a support of the "co-construction of knowledge by offering cognitive orientation and providing cognitive-linguistic means and methods" (Thürmann 2013: 237). Scaffolding builds on students' prior knowledge, interests and experiences and aims to repackage new information in a more learner-friendly way (Mehisto, Marsh & Frigols 2008: 29), while also serving to clarify the linguistic requirements of a CLIL task (Thürmann 2013: 240). Concrete linguistic scaffolding measures in CLIL might take the shape of word banks, terminology definitions or phrases students might use to master the language aspect of certain CLIL activities.

One of the main benefits of CLIL is its versatility: CLIL as a set of methods is developed from the bottom up, which allows individual schools, regions and countries to adapt it according to their own needs (Ball, Clegg & Kelly 2015: 2). The downside of this success is that CLIL has become some sort of umbrella term (Mehisto, Marsh & Frigols 2008: 12), leaving educators confused over which approaches would actually qualify as CLIL and which would not (Ioannu-Georgiou 2012: 479). Ball, Clegg and Kelly (2015: 10-11) define CLIL as a programme that covers a limited number of subjects instead of large parts of the curriculum, tends to be self-selecting rather than authority-imposed, and involves learners that already have a basic command of the CLIL language when entering the programme. By this definition, CLIL is clearly distinct from the far more extensive immersion and bilingual education programmes (Ball, Clegg & Kelly 2015: 7-8), and also differs from minority

education in that it mainly addresses majority learners and offers more structured language support (Ball, Clegg & Kelly 2015: 7-8). Another main difference is that "CLIL allows for low- to high-intensity exposure to teaching/learning through a second language" (Mehisto, Marsh & Frigols 2008: 12), which makes it relatively easy for individual schools to set up a CLIL programme, whereas programmes like bilingual education rely more on external support (compare Ball, Clegg & Kelly 2015: 11). This relative autonomy leaves schools with the flexibility to design courses differing in intensity, which culminates in programmes on a spectrum from "hard" to "soft" CLIL (Ball, Clegg & Kelly 2015: 1-2). Hard CLIL refers to courses that emphasise the content aspect, are taught by content teachers, and in which all lessons in the subject are taught in the CLIL language for the duration of a whole school year or longer (Ball, Clegg & Kelly 2015: 1-2). Soft CLIL, also referred to as "modular CLIL" (Vogt 2013: 81), is a less extensive programme in which CLIL and regular L1-medium lessons alternate and which is often characterised by a close collaboration of content and language teachers (Ball, Clegg & Kelly 2015: 2). Where hard CLIL prioritises the acquisition of subject knowledge (Ball, Clegg & Kelly 2015: 5), soft CLIL also highlights language development, and this additional emphasis on L2 fluency is often the reason these programmes are offered in the first place (Ball, Clegg & Kelly 2015: 17). Since students can rely on both L2-medium and regular lessons in the L1 to learn content and because careful preparation can to some extent compensate for a lack of teacher L2-fluency, soft CLIL programmes present a lower risk for schools (Ball, Clegg & Kelly 2015: 17). This might explain why soft CLIL is the more popular choice in numerous countries, such as Germany for instance (Vogt 2013: 81). Despite the emphasis these programmes place on language development, CLIL occupies the space of a content subject in the curriculum, and students receive grades for their content instead of for their language performance (Dalton-Puffer 2015). This decision emphasises the position of CLIL as an addition to, not a replacement of, regular foreign language teaching (Dalton-Puffer 2015).

While the differentiation between soft and hard CLIL refers to differences in the structure of a CLIL programme, researchers have also identified different conceptions of CLIL methodology. Central to all of these definitions of CLIL is the integration of content and language teaching methodologies, which is then complemented by a number of other concepts. An additional constituent that is frequently used in conceptions of CLIL methodology is in the broadest sense linked to the cognitive processes students engage in when working with CLIL, like the third "CLIL foundation piece" (2008: 11) identified by Mehisto, Marsh and Frigols: here the development of learning skills receives a special focus

alongside language learning and content learning. This emphasis on learning strategies is supposed to help students cope with the added cognitive load of CLIL while also preparing them to continue working with the CLIL language once they graduate (Mehisto, Marsh & Frigols 2008: 12). In Ball, Clegg and Kelly's model, CLIL is founded on three different concepts as well, with content and language goals being linked by the similar concept of "skills used to work on the concepts (procedures)" (2015: 52). A third framework suggested by Coyle (2007: 550) "focuses on the interrelationship between content (subject matter), communication (language), cognition (learning and thinking) and culture (social awareness of self and 'otherness')" and is commonly referred to as the "4 Cs". While the third constituent in Coyle's model, cognition, could be seen as related to the cognitive processes highlighted in the other two models, her fourth C, culture, adds an important dimension to CLIL teaching methodology. Coyle (2007: 551) argues that culture and intercultural understanding cannot be overlooked especially when teaching non-native speakers of the vehicular language, as they are crucial in making sense of meaningful CLIL tasks and the authentic language they are presented in. Therefore, the 4 C's framework is often understood as a starting point for CLIL lesson planning.

While it is self-explanatory that planning a CLIL lesson should involve both the content and the language dimension (compare Meyer 2010: 24), the effectiveness of the CLIL method is significantly enhanced when paying attention to the cognitive processes and language skills involved in CLIL rather than assuming that a sufficient amount of meaningful input will naturally lead to increased L2 performances (compare Dalton-Puffer 2015). Since content teachers are seldom equipped to specifically target higher level language skills the same way language teachers are, Dalton-Puffer (2015: 6) suggests looking for the intersections between the didactical traditions of both content and foreign language teaching. Cognitive discourse functions (CDFs) are such an intersection: CDFs are the patterns created by the recurrent requirements of dealing with content knowledge, for the purpose of learning it, representing it and communicating about it (Dalton-Puffer 2015), and lend themselves to "language-aware content teaching" (Dalton-Puffer 2017: 162). The CDF construct has seven types of functions, namely classify, define, describe, evaluate, explain, explore, report (Dalton-Puffer 2015), and these functions can serve a reference point when designing language-aware content tasks for a CLIL lesson. Thürmann (2013: 241) believes that the activation of CDFs is an integral part of scaffolding in CLIL as well.

A related concept is cognitive academic language proficiency (CALP). On the other end of the spectrum from basic interpersonal communicative skills (BICS), CALP refers to the more cognitively demanding language structures used in academic settings (Lorenzo and Rodríguez 2014: 64), in activities like writing an essay, discussing an academic text, or any type of task that involves CDFs. CALP as higher cognitive skills are usually developed when a student is taught in their first language, but are transferred to a student's L2, with students who have developed high CALP having a significant advantage when learning in an L2 (Ball, Clegg & Kelly 2015: 13). While that does mean that students with high CALP skills have a head start when beginning CLIL, CLIL also has the potential to foster "the development of a wider range of tasks and activities to engage the higher cognitive skills" (Ball, Clegg & Kelly 2015: 47), thus potentially stimulating an increase in CALP among CLIL students. A study by Lorenzo and Rodríguez (2014: 70) corroborates this assumption, with the researchers reporting a "consolidation of CALP [..] in terms of syntactic and lexical complexity and variation" among Spanish CLIL students between grades nine and twelve.

Apart from promoting the development of CALP skills, CLIL has been shown to have a large number of additional benefits. CLIL students frequently outperform their non-CLIL peers in vocabulary (Sylvén & Ohlander 2014: 92) and accuracy tests (Lahuerta 2017: 6) and have been shown to have a larger willingness to take language risks and achieve near native-like pronunciation (Mewald 2007: 162, 168). CLIL students have sometimes even come ahead of non-CLIL students in content knowledge tests (Mehisto, Marsh & Frigols 2008: 20), although the role of CLIL as a factor in improved content performance is contested (Fernández-Sanjurjo, Fernández-Costales & Arias Blanco 2019: 668). Some students find CLIL lessons more motivating (Mehisto, Marsh & Frigols 2008: 21), while parents perceive L2-medium teaching as having a higher social value compared to traditional programmes (Ball, Clegg & Kelly 2015: 11). For teachers, the increase in target language exposure in a rather time-saving manner (Dalton-Puffer & Smit 2007: 8) is a strong argument for CLIL, and many teachers understand CLIL as a chance to use transparent, student-centred methodology that benefits higher- and lower-achieving students alike (Feick 2013: 369). At the same time, studies have shown that academically gifted students do benefit more from CLIL than their lower-achieving peers (Mewald 2007: 168), and there is a general feeling that the effectiveness of CLIL could be improved by more favourable teaching conditions. Mewald (2007: 170) suggests carefully educating CLIL teachers and providing them with the support of native speaker assistants, while Königs (2013a: 51) proposes establishing a national or European centre for the collection and supply of CLIL materials.

There is, in fact, very little cohesion when it comes to CLIL programmes in different European countries. A fully functional European CLIL centre as envisioned by Königs (2013a: 51) does not yet exist, and national programmes differ greatly in terms of CLIL teacher education, school autonomy and legislation by educational authorities. While the EU commission has embraced CLIL in its 2004 to 2006 action plan as a way to reach foreign language teaching goals, and has called for CLIL to be included in national teacher education curricula (Königs 2013a: 47-48), the implementation of the commission's propositions is very much up to the individual EU member states. In the Netherlands, a governmental agency, the EP-Nuffic, is in charge of supervising and coordinating all bilingual programmes in Dutch schools, and monitors whether schools meet its Standards of Bilingual Education (van Kampen et a. 2017: 4). Interestingly, most CLIL programmes are not financed by EP-Nuffic but through a yearly contribution parents are asked to make (van Kampen et a. 2017: 4). Most Dutch CLIL teachers do not have a background in language teaching nor are they trained in CLIL pedagogy before starting their teaching career, however, they frequently receive CLIL language courses and in-service CLIL training (van Kampen et a. 2017: 4-6). English is the most common CLIL language and is offered by most of the 120 bilingual programmes in the Netherlands (van Kampen et a. 2017: 3-4).

CLIL is equally popular but far less regulated in Spain, where 17 autonomous regions and two autonomous cities have their own approaches to CLIL (Ruiz de Zarobe & Lasagabaster 2010: ix). In many of these regions, schools are supported by local educational authorities when implementing a CLIL programme; this is not only the case in monolingual, Spanish-speaking communities but also in regions where bilingual education in both Spanish and a minority language is the norm, for example in the Basque country and in Catalonia (Ruiz de Zarobe & Lasagabaster 2010: x-xi). While some form of CLIL language and CLIL methodology education for teachers is offered in all of these regional models, the intensity and quality of these measures vary greatly between regions (Ruiz de Zarobe & Lasagabaster 2010: xi-xii).

In Germany, CLIL programmes differ slightly between federal states as there are no nationwide guidelines (Rumlich 2015: 56). The majority of schools opt to offer a modular or soft CLIL programme (Vogt 2013: 81), and in most of these programmes, English is the CLIL language of choice (Krechel 2013: 75). German teachers generally acquire a dual qualification in two subjects (Ohlberger & Wegner 2018: 48) and there is a clear preference for CLIL teachers who have studied both the CLIL language and the content subject (Rumlich 2015: 58). As a downside, qualified teaching staff is often only available for a few selected content

subjects, as teacher education students tend to prefer combining foreign languages with social sciences (Rumlich 2015: 58). Recently, some content teachers have started to take C1 or C2 language classes to compensate for not having studied the CLIL language, although this is by no means compulsory (Rumlich 2015: 58). Specialised teacher training modules on bilingual teaching are rarely available, and only at select universities (Ohlberger & Wegner 2018: 48). Teachers do not need to have completed these modules to qualify as CLIL teachers and it is assumed that a large number of German CLIL teachers have not received any CLIL methodology training (Rumlich 2015: 58-59). This situation is slowly improving, the way being led by the University of Wuppertal where a MEd degree on "*Bilingualer Unterricht*"[1] has recently been established (Rumlich 2015: 58).

2.2 CLIL in Austria

The Austrian education system is extremely diversified and encompasses a variety of different school types. Education is compulsory for students aged 6 to 15, or for a total of 9 years (OeAD 2019: Das österreichische Bildungssystem. Students aged 6 to 10 attend four years of a comprehensive primary school before completing an additional four years of education at either a Neue Mittelschule (NMS) or in the lower secondary level of an Allgemeinbildende Höhere Schule (AHS) (OeAD 2019: Das österreichische Bildungssystem). While NMS are a comprehensive school type, AHS schools can decide which children they admit and often base this decision on the grades students received in their last year of primary school. After lower secondary level education, Austrian students have to complete at least one additional year of compulsory education and are again confronted with a choice of different school types. They can continue their general education with an additional four years at an AHS upper secondary level and graduate with the Matura[2], start an apprenticeship and finish their education with a specified number of modules at a trade school, complete their compulsory ninth year of education at a prevocational school (Polytechnische Schule) before joining the workforce, or transfer to a Berufsbildende Höhere Schule (BHS) (OeAD 2019: Das österreichische Bildungssystem). BHS schools offer five additional years of education, end with Matura examinations, and offer a combination of general education and specialised training in different vocations, with the most common types of BHS specialising in technical

[1] Translation: bilingual education
[2] Austrian leaving certificate, comparable with a high school diploma (US) or A-levels (UK). The Matura qualifies students to continue their studies at a university.

fields (Höhere Technische Lehranstalt or HTL), business and trade (Handelsakademie or HAK), or tourism, fashion, agriculture and early childhood pedagogy (OeAD 2019: Das österreichische Bildungssystem). Some BHS also offer programmes only spanning three years of education, which include the vocational training but do not end with a Matura qualification. A large number of Austrian schools of all types are private schools, and every tenth student attended a private school in 2017 (Wien ORF.at 2017). Many of these schools are denominational, with the Catholic church being the largest non-governmental operator of schools (Wien ORF.at 2017). While most private schools charge tuition fees, these fees are comparably low in comparison with private schools in other countries: this is due to many private schools being so-called charter schools, meaning that they are co-financed by the state and can lower their tuition fees accordingly (BMBWF 2019: Privatschulgesetz § 17). If that is the case, teachers are often employed and paid by the Ministry of Education, while the school building and other resources are financed by the private school operator.

Austrian schools of all school types started to adopt CLIL in the early 1990s when the Ministry of Education ran a *Fremdsprachenoffensive*[3] campaign which provided the legislative background for teaching about content in a foreign language (Gierlinger 2007: 79). In more recent years, the 14th amendment to Austrian educational law further anchors the option of CLIL in school curricula, granting individual schools the autonomy to introduce a CLIL programme (Szymanek 2013: 16). This applies to all levels and school types except for HTLs (see below). The curricula are quite flexible in this respect and leave the schools a lot of choice when it comes to creating a course structure; the only stipulation is that if "[w]ird „Content and Language Integrated Learning – CLIL" eingesetzt, so sind Sprache und Ausmaß der Wochenstunden festzulegen"[4] (BMBWF 2018: Lehrpläne – allgemeinbildende höhere Schulen). The CLIL language and extent of CLIL lessons are determined in a petition to the SGA[5] committee: if the committee votes to approve the CLIL petition, the CLIL programme as agreed upon can commence. The flexibility granted by this approach allows schools to implement tailor-made CLIL programmes that meet the needs of a school, its student population, and its teachers, and to structure the programme according to available resources and individual learning goals (Gierlinger 2007: 79). CLIL projects therefore vary significantly

[3] Translation: "push for foreign languages"

[4] Translation: If "Content and Language Integrated Learning – CLIL" is employed, the language and extent of hours per week need to be determined".

[5] The SGA is a governing board for an individual school and consists of three elected student representatives, three elected teacher representatives and three elected parent representatives. Each member of the SGA has one vote. The SGA committee is headed by the school's headmaster or headmistress.

in intensity and duration and can take the shape of anything between hard CLIL programmes and occasional CLIL modules (Gierlinger 2007: 79). While having the autonomy to design a locally appropriate programme could be considered a definite advantage for schools, the lack of more definite guidelines means that a large number of CLIL programmes originate in "grassroots activities" (compare Dalton-Puffer 2011: 184) with very little guidance from policy makers. Educators wishing to implement a CLIL programme at their school can also hope for very little methodological support by teacher training institutions or universities (Gierlinger 2007: 80), which makes setting up a CLIL programme even more of an effort. In most Austrian schools, CLIL therefore remains "a voluntary enterprise driven mostly by individual teachers' motivation" (Gierlinger 2007: 80).

The opposite is true for upper secondary colleges of crafts and technology (HTLs), where CLIL has been mandatory since 2011. This a rather unique approach, as the CLIL HTL model appears to be one of the very few CLIL programmes world-wide that is compulsory for both teachers and students (Smit & Finker 2016: 4). CLIL programmes at HTLs have to follow a set of regulations specified in the HTL curriculum, which states that English is the primary CLIL language and 72 CLIL lessons per school year have to be taught in grades 11, 12 and 13, while the same amount of CLIL lessons is recommended in grades 9 and 10 (Smit & Finker 2016: 2-4). The distribution of these CLIL lessons over individual subjects is decided by the school and has to be approved by the SGA (Smit & Finker 2016: 4). This obligation together with the experience that CLIL and CLIL teacher training are not necessarily designed for the highly specialised usage in technical schools sometimes leads to negative attitudes towards CLIL among HTL teachers, which are exacerbated by concerns over the quality of CLIL teaching if teachers feel they do not meet the basic language requirements (compare Smit & Finker 2016: 43-44, 48). A national CLIL working group serves as a form of external quality control and offers some support to CLIL programmes at HTLs (Ball, Kelly & Clegg 2015: 261), although many CLIL teachers would wish for more help from pedagogical authorities (Smit & Finker 2016: 68). In their large-scale study on compulsory CLIL in Austria, Smit and Finker (2016: 69) therefore propose the establishment of CLIL centres at individual schools which formulate the language requirements for each technological department, design CLIL action plans for each department according to the qualification and availability of teachers and the possibilities for cooperation with language teachers, and calculate the need for further teacher language and CLIL methodology and student language training. These recommendations do not only serve to evaluate the need for support but could also form the baseline for school-internal measures of quality control. In that capacity, Smit

and Finker's suggestions might prove useful for non-HTL schools as well, since no external means of monitoring the quality of a CLIL programme are available to such schools.

In Vienna, CLIL, sometimes referred to as Dual Language Programme (DLP), is offered at all school types and levels and at 39 schools in total (Stadtschulrat 2019: DLP Schulen); this number excludes HTLs, which run a compulsory CLIL programme. The data for other parts of Austria is less conclusive, although a study by Gierlinger (2007: 85) found that at the time of the study, only 1,3 % of teachers in Upper Austria were involved in a CLIL project. Out of these 1,3 %, 85 % were English teachers (Gierlinger 2007: 87), which can to some extent be traced back to a particularity of the Austrian teacher education system: much like their German counterparts, Austrian teacher education students are educated in two or more different subjects (StudienServiceCenter LehrerInnenbildung 2019: Studienangebot). Subjects like Geography, History and Biology are often paired with a qualification in foreign language teaching, which makes such teachers obvious candidates for a CLIL programme and promotes the popularity of these content subjects in CLIL programmes (compare Gierlinger 2007: 85, 102). Despite this fortunate side effect of dual qualification, the Austrian teacher education system does little to specifically educate teachers on CLIL and other bilingual methodologies. If CLIL courses are offered, they are mainly targeted at future English teachers, and often only come up as electives (Universität Wien 2016: Teilcurriculum für das Unterrichtsfach Englisch). Teacher education students of other subjects are not usually introduced to CLIL over the course of their studies, although active teachers have the option of attending a further education course on CLIL methodology at a college of education (PH)[6]. These courses can vary in length and intensity from a short seminar over the course of a few days to a two-semester course. They often take a practical approach and focus on supporting teachers with designing materials for their own CLIL lessons (PH Wien 2016: CLIL Lehrgang). Further education measures need to be approved by a school's headmaster or headmistress and are financed by the school; sending a teacher to a CLIL further education seminar is often the first formal step an Austrian school takes when introducing a CLIL programme.

2.3 Introducing a CLIL programme

It is often a long way from a teacher's or school administrator's initial interest in CLIL to the

[6] PH is short for *Pädagogische Hochschule* and refers to a college specialised on primary and lower secondary school education. PHs also offer further education courses on a variety of topics for active teachers.

implementation of a CLIL programme, and educators need to follow certain steps to bring a CLIL project on its way. The stages in the implementation of a CLIL programme suggested in this chapter will not apply to the unique conditions in every individual school nor will they need to be followed chronologically, but they offer helpful guidelines as to what is to be expected when starting a CLIL project.

Reading up on CLIL

CLIL programmes are often initiated by individual teachers or by school administrators who become interested in CLIL and then spread their interest to other members of staff. Since initiators are likely to be confronted with questions and concerns from their colleagues (compare Mehisto, Marsh & Frigols 2008: 20), being equipped with facts and an in-depth understanding of CLIL practices is a definite advantage. A study by Pena Díaz and Porto Requejo (2008: 158) found that 40% of active CLIL teachers in the Madrid municipality felt that their understanding of bilingual methodology was lacking, which could be considered an added stress factor. Gathering information on CLIL and CLIL methodologies beforehand might help circumvent such issues and allow for a smoother run once the programme is established. *Uncovering CLIL: content and language integrated learning in bilingual and multilingual education* (2008) by Peeter Mehisto, David Marsh and María Jesús Frigols and *Putting CLIL into practice* (2015) by Phil Ball, Keith Kelly and John Clegg have proved to be invaluable in the writing of this thesis and might be a good starting point for educators interested in CLIL.

Finding CLIL teachers

Since a CLIL programme is largely carried out by the teachers who conduct CLIL lessons, finding suitable CLIL teachers and convincing them of the concept is a vital step. As teacher training institutions in many countries are lagging behind in training future teachers for CLIL, qualified teachers might not be immediately available at any given school (Mehisto, Marsh & Frigols 2008: 21). CLIL teachers need to be well-versed not only in the content subject, but also sufficiently fluent in the “subject-specific and general academic aspects” (Ball, Clegg & Kelly 2015: 251) of the CLIL language. If the CLIL language is English or another widely used foreign language, chances are that such teachers are already employed at the school and might be convinced to join the programme, perhaps with a little encouragement in the form of

a language refresher course (Mehisto, Marsh & Frigols 2008: 21) or CLIL methodology training. It is therefore advisable to start by surveying the CLIL language skills of suitable candidates (Mehisto, Marsh & Frigols 2008: 21). It is also important to ensure that teachers voluntarily participate in the CLIL programme, as pressure from above can lead to resentment and negatively impacts the success of a programme (Ball, Kelly & Clegg 2015: 259). If not enough qualified and willing teachers are available at the school, Mehisto, Marsh and Frigols (2008: 21-22) suggest establishing ties with nearby teacher training institutions, both to make them aware of the school's staffing needs and to encourage teacher education students with higher level proficiency in the CLIL language to do their teaching practice at one's school.

Once a sufficient number of suitable CLIL teachers have been recruited, the next challenge is to keep them satisfied and willing to continue with the programme. As Ball, Clegg and Kelly (2015: 259) put it, "[a] teacher who is both good at teaching the subject and good at doing so in L2 is very valuable to a school", and CLIL teachers need to feel appreciated for taking on an extra workload. Teachers are more likely to experience long-term satisfaction with a CLIL programme if they feel they are up to the challenges of CLIL, which can be ensured by providing CLIL teacher training and offering in-programme support (Mehisto, Marsh & Frigols 2008: 22). It is also crucial that administrators listen to their concerns and at least try to provide the additional resources they request (Ball, Kelly & Clegg 2015: 259), while also helping to foster CLIL teacher collaboration. Cooperating with other CLIL teachers is a vital element of support for CLIL teachers, and has been found to "relieve stress, save time and bring considerable personal and professional rewards" (Mehisto, Marsh & Frigols 2008: 22). Administrators can promote collaborative efforts by freeing up time for CLIL teachers to meet (Mehisto, Marsh & Frigols 2008: 23).

Gaining the support of administrators

It is ultimately the school administrators who decide whether a CLIL programme is viable or not, so convincing them of the merits of CLIL is crucial. This step often happens parallel to gaining the support of teachers; in some cases, a school's administration is the driving force behind the introduction of a CLIL programme (Ball, Kelly & Clegg 2015: 258). In many countries, a CLIL programme has to be authorised by education authorities, and more often than not it is a school's headmistress or headmaster that can effectuate such an authorisation (Ball, Kelly & Clegg 2015: 258). It is therefore advisable for administrators to develop a good

understanding of CLIL methodology and to know at least the basics of the CLIL language (Mehisto, Marsh & Frigols 2008: 23).

Deciding on a course structure

Once the school administration and an adequate number of prospective CLIL teachers support a CLIL proposal, a school needs to decide on a course structure for its CLIL programme (Ball, Clegg & Kelly 2015: 247). A good starting point is to determine which subject or subjects could be taught using CLIL methodology at a particular school, which often leads to rather practical considerations. Many schools settle on subjects taught be teachers with suitable CLIL language skills or choose subjects where bilingual competences might prove to be an advantage for graduates (Ball, Clegg & Kelly 2015: 247). This choice might also be influenced by whether off-the-shelf CLIL materials are available for a certain subject or a subject seems particularly suitable for CLIL (Ball, Clegg & Kelly 2015: 247). Once a school has settled on a number of CLIL subjects, the length and intensity of the programme has to be specified (Ball, Clegg & Kelly 2015: 248) The main choice is often made between a hard and a soft CLIL approach, with soft CLIL posing a significantly lower risk in terms of student achievement, teacher workload and cost effectiveness (Ball, Clegg & Kelly 2015: 248). Once the parameters of the CLIL programme have been determined, it is advisable to create a development plan in which the aims of the programme, the resources dedicated to it and the obligations of the involved parties are set out (Ball, Kelly & Clegg 2015: 262). It might even be prudent to contractually agree on the individual responsibilities of those involved in the CLIL project (Ball, Kelly & Clegg 2015: 262).

Choosing CLIL students

Another consideration a school has to make when designing a CLIL course structure is the number of students it wants to involve and how these students will be admitted into the CLIL programme. Here, a good first step would be to decide which age group the CLIL programme is designed for and whether student language ability should be a factor in selecting CLIL students (Ball, Clegg & Kelly 2015: 247). While some schools may prefer to admit only academically successful students into oftentimes challenging CLIL programmes, Mehisto, Marsh and Frigols (2008: 23) warn that doing so might create tension within a school and lead to inherently elitist programmes. They suggest admitting students into a CLIL programme on

a first come, first served basis, stressing that research has shown that CLIL is beneficial to students of all levels of ability (Mehisto, Marsh & Frigols 2008: 23). Both ability-based and selection procedures dependent on the time of registration are common at European schools; what is important with both alternatives is that the ultimate choice of entering a CLIL programme lies with the students, regardless of the preferences of parents and teachers (Ball, Kelly & Clegg 2015: 259).

Budgeting for CLIL

Once the general framework of a CLIL programme has been determined, schools often turn to concerns like budgeting. While smaller-scale CLIL programmes can work successfully on very small budgets, dedicating additional resources to a programme can make a big difference. Mehisto, Marsh and Frigols (2008: 23), however, warn of overspending: big CLIL budgets might create resentment and lead to a decrease in the support of non-CLIL colleagues. This is especially true if the funds for CLIL resources are diverted from somewhere else.

Communicating with parents

In some cases, parents are the initiators of a CLIL project, in others, it is the school that is behind the introduction of a CLIL programme and needs to communicate its merits to oftentimes sceptical parents (Ball, Kelly & Clegg 2015: 259). In both cases, establishing a rapport and good lines of communication with parents is vital (Ball, Kelly & Clegg 2015: 259), especially since parents often play a crucial role in registering students for CLIL programmes. If a CLIL programme does not have the support of parents, it will likely fail to thrive. While providing information and scientific evidence on the benefits of CLIL might help dispel some parents' doubts, it is essential that parents have room to voice their concerns (Mehisto, Marsh & Frigols 2008: 21). A good opportunity to do so is during a school meeting, especially if it is specifically dedicated to the discussion of CLIL (Mehisto, Marsh & Frigols 2008: 21). Such a meeting might be even more successful if the school invites parents of CLIL students at other schools, CLIL researchers and representatives of education authorities, who can then function as CLIL experts and respond to the concerns of parents (Mehisto, Marsh & Frigols 2008: 21).

Implementing measures of quality control

After a CLIL programme has been designed and has gained the support of all stakeholders, many schools enter the stage of long-term planning. An important step at this stage is to implement measures of quality control. These measures will differ from programme to programme, seeing as different aims and objectives call for different criteria of measurement (Ball, Kelly & Clegg 2015: 260). Another factor is whether quality control is conducted by external parties like education authorities or within the school (Ball, Kelly & Clegg 2015: 260). External inspection agencies are still rare in European countries, largely due to the fact that CLIL standards have proven hard to define and education authorities often lack the CLIL expertise necessary to do so (Ball, Kelly & Clegg 2015: 260). In Austria, where CLIL is mandatory at technical high schools (HTLs), a school's CLIL coordinator reports to their respective regional representative on the Bundes-AG CLIL, a national CLIL working group (Ball, Kelly & Clegg 2015: 261). This national working group collects data on the implementation of CLIL at Austrian HTLs and offers support with developing CLIL projects in further education (Ball, Kelly & Clegg 2015: 261).

Where no external inspection is available, schools have to exclusively rely on their own data and create their own CLIL standards. These standards may focus on areas like levels of subject achievement, levels of learner language ability, effectiveness of materials, levels of teacher language ability, levels of teacher CLIL pedagogy, admittance into the programme, and others, and should ideally "include targets against which achievement in the programme is measured." (Ball, Kelly & Clegg 2015: 261). In order to develop sound evaluation tools, a school needs the expertise necessary to judge the achievement of standards and staff who can conduct measures of quality control (Ball, Kelly & Clegg 2015: 261). Expertise is at present often only achieved through experience, and at many schools, the experts currently monitoring the achievement of CLIL goals are the CLIL teachers themselves (Ball, Kelly & Clegg 2015: 262). In this case, effective measures could be taking notes on lesson aims and objectives and sitting in on each other's CLIL classes. A next step would be establishing a CLIL committee at the school, ideally consisting of a school administration member and two or three members of staff, with both CLIL and language teachers accounted for (Ball, Kelly & Clegg 2015: 262). This committee could design a CLIL development plan and monitor the school's progress within that plan at a number of meetings throughout the year (Ball, Kelly & Clegg 2015: 262).

Considering the legalities

The legal and curricular requirements for setting up a CLIL programme may vary in different education systems, and it is important not to lose sight of them. In Austria, CLIL is mandatory at all technical high schools (HTL). Innovations in the school autonomy law allow other vocational high schools, general education secondary schools (AHS), and schools offering part of the compulsory nine years of education, like primary schools, comprehensive middle schools (NMS) and prevocational schools (Polytechnische Schulen), the option of introducing a CLIL programme.

3 Managing the introduction of CLIL

3.1 Research and methodology

This project is an instrumental case study with the dual purpose of aiding, following and guiding the introduction of a CLIL programme at a Viennese school and of presenting these proceedings in a manner that is informative to other educators seeking to establish a similar programme in the future. The project is therefore aimed at two audiences, the team of CLIL teachers at the research site and at other teachers or educators that later want to follow their example. These two aims situate the project in the field of pilot project research (*Modellversuchsforschung*), which as a field of scientific practice emphasises the exemplary character of a case study while in some cases also developing ideas and solutions that apply to the concrete situation at the research site (Sloane 2006: 258-259). This thesis uses methods from accompanying research (*Begleitforschung*), which as a subfield of pilot project research connects the two aims of this project by lending scientific support and guidance to the intermediaries of a project while also generating knowledge about a specific situation that is of interest to the general public (Chollet & Hagemann 2003: 186). Developed in Germany in the 1970s, *Begleitforschung* is understood as a scientific consultation service that guides the implementation of new methodologies, often at educational institutions (Wolter 2017). At the beginning of such a project, a contracting authority like a national educational institution tasks a researcher or a team of researchers with examining, guiding and evaluating an intervention, such as the adoption of an innovative approach or methodology (Bortz & Döring 2006: 99). Depending on the nature of the project, *Begleitforschung* can take a distanced, an intervening, or a responsive approach, with a distanced approach aiming at documenting and evaluating

activities in the pilot project, while the goal of an intervening approach is to modify and reorganise processes of an educational practice (Sloane 2006: 660). A responsive approach combines both of these goals, and is therefore adopted in this thesis (compare Sloane 2006: 660) to both aid the intermediaries – in this case the CLIL teachers at the research site – with the task of implementing CLIL at their school and to prepare the data from the case study in a way that is useful to educators facing a similar task in the future.

A project conducted in the tradition of *Begleitforschung* typically develops over three different stages: the development of a research concept, the conduction of the pilot project, and the interpretation of the results and their transfer into wider processes of knowledge production (Sloane 2006: 659).

Project stages		
Development of a research concept	*Conduction of the pilot project*	*Evaluation*
3 meetings with CLIL team	interviews	reflecting on the introduction process at the research site
literature review	literature review	developing guidelines for other Austrian educators

Table 1

Over these stages, Begleitforschung can take on different roles, such as following, documenting, and guiding the pilot project (compare Schemme 2003: 31). The focus in this thesis lies firstly on guiding the introduction process at the research site by helping to provide the theoretical foundation for the school's action plan. Secondly, it aims to follow and document this process to create a best-practice model that may guide other educators. At the first stage, the researcher conducts a series of meetings with the intermediaries in which concrete problems are identified and discussed (Sloane 2006: 659). In the case of this study, these include general and school-specific challenges related to the introduction of CLIL, such as planning for a multilingual student population, avoiding bias towards students with higher socio-economic status and better academic performance, designing a programme structure and methodological approach tailored to the needs and facilities of the school and its student population, procuring and creating high-quality CLIL materials, devising fair and integrative assessment strategies, planning for effective teamwork and close teacher collaboration, and implementing measures of quality control. In a second step, the researcher reviews the available literature on these topics to develop a theoretical framework for the study and for the

pilot project as a whole (compare Bortz & Döring 2006: 109). During the second stage, the actual conduction of the pilot project, the researcher evaluates the measures taken by the intermediaries and recommends strategies to ensure the success of the pilot project (Sloane 2006: 662). In this thesis, the researcher conducted a series of interviews with the CLIL teachers and the headmaster at the research site in order to gain a deeper understanding of the school's action plan. The researcher also interviewed two CLIL coordinators at best-practice CLIL schools and followed up on the issues raised in the interviews via a more detailed literature review in order to give sound, theory- and practice-based recommendations for action. At the last stage, the data gathered in the second stage is evaluated and interpreted, and subsequently processed and made available to the wider research community (compare Sloane 2006: 659). In this thesis, the findings are used as an example to highlight the general and specific challenges educators are faced with when aiming to introduce a CLIL programme in an Austrian school. The researcher will also reflect upon the obstacles and drawbacks faced by the CLIL team at the research site and on how the Austrian education system itself might impede or support the introduction of a CLIL programme. These observations will be used to provide a checklist for introducing a CLIL programme aimed at other educators in Austria.

Data on the CLIL introduction process at the research site was gathered via a mixed methods investigation which combined both quantitative and qualitative techniques (compare Dörnyei 2007: 303).

Instrumentation table				
Qualitative				**Quantitavive**
Meetings	*Interviews*			*Questionnaire with open questions*
CLIL teachers	CLIL teachers	Headmaster	Best-practice school CLIL coordinators	Students
3	4	1	2	16
1 meeting at university with the CLIL coordinators at the research site and the author's supervisor	1 live, 3 written interviews	1 live interview	3 written interviews	16 written questionnaires

1 meeting at the research site with the CLIL coordinators 1 meeting at the research site with the entire CLIL team				

Table 2

The researcher met with members of the school's CLIL team at various stages during the introduction process, both at the English department at the University of Vienna and at the school on three separate occasions. During these meetings, the teachers elaborated on their plans for a CLIL programme and pointed out the areas in which they wished for a deeper theoretical understanding. From these discussions emerged a number of issues the teachers deemed as especially challenging when introducing a CLIL programme at their school, and it was agreed that the study should focus on these challenges. These issues included planning for a multilingual student population, avoiding bias towards students with higher socio-economic status and better academic performance, designing a programme structure and methodological approach tailored to the needs and facilities of the school and its student population, procuring and creating high-quality CLIL materials, devising fair and integrative assessment strategies, planning for effective teamwork and close teacher collaboration, and implementing measures of quality control. Some of these focal points were suggested by the teachers themselves and some of them emerged from a gap in their planning and were proposed by the researcher. To investigate these challenges, the researcher reviewed the available literature on the subjects at hand and prepared a series of structured interview questions specifically targeting them. This was done in order to understand where the teachers stood in the planning process and to highlight the necessary steps in the introduction procedure for other educators. A second series of interview questions was prepared for CLIL teachers at two best-practice schools with already established CLIL programmes, in which the CLIL coordinators were asked to share their views on what the teachers at the research site deemed as especially challenging. Finally, a third set of interview questions was formulated for the headmaster at the research school, who gave his perspective on the introduction process and on the CLIL project at his school. Due to scheduling issues, only the interviews with the headmaster and with one of the school's CLIL teachers could be conducted face to face and were audio-recorded; the other five interviews were carried out via e-mail, thus

resembling open-ended questions on a quantitative questionnaire. However, the same interview guides were used for all of the school's CLIL teachers, who consequently answered all of the same questions. To distinguish between live interviews and interviews conducted via e-mail, the abbreviations [LI] for live interview and [EI] for e-mail interview are used throughout this thesis. As most of the participants were not EFL teachers, all interviewees were given the choice to conduct the interview in either German or English to lower their performance anxiety and elicit more eloquent and natural responses. All interviewees but one of the best-practice school teachers decided to conduct the interview in German. The interviews where then transcribed and underwent a qualitative content analysis (compare Dörnyei 2007: 45). This process involved colour-coding the transcripts and labelling significant passages under descriptive labels, before clustering these labels together to reveal broader ideas and emerging patterns. The analysis was also accompanied by the writing of memos in which the researcher reflected on emerging ideas and patterns. To protect the anonymity of the interviewees, pseudonyms will be used throughout this thesis.

One of the main concerns the CLIL teachers were confronted with was whether their multilingual student group was ready to be taught about content in yet another foreign language. To determine how big of an issue this might turn out to be and to assess which languages were even spoken by the students involved in the pilot CLIL programme, the students received a quantitative questionnaire with six open-ended questions pertaining to their language usage in and out of school. The questionnaire was in German and was answered electronically in one of Mr Mathias Licht's[7] mathematics lessons. Mr Licht volunteered to develop a digital quiz from the questions provided by the researcher and to oversee the answering of this questionnaire. He then compiled a Microsoft Excel file with the students' answers and made it available to the researcher. This data was statistically analysed and interpreted (see section 4.1.2).

3.2 The research site

3.2.1 The school

The research site is a privately owned and state-subsidised HAK in a central district of Vienna and offers the services of a vocational secondary school with a focus on business. Tuition

[7] pseudonym

costs € 1.680 a year[8] for a five-year programme that ends with students taking their Matura exams. Most students are between fourteen and nineteen years old. While the school's website is undoubtedly informative, a lot of the information relevant for this study was volunteered by the school's headmaster Mr Anton Parr[9]. He explains that his school is part of private school network with almost 4.000 students at six locations, one of them in Mödling in Lower Austria and five in Vienna. 480 of these students attend his school and are taught by 52 teachers, all of whom are employed and paid by the Austrian government. The school network finances the school building. A large number of the 52 teachers are "*Teilzeitkräfte. Eben Mütter und auch Lehrkräfte, die nebenbei andere Jobs ausüben, zum Beispiel, als Psychotherapeuten"* ("employed part-time. Like mothers or teachers working at second jobs, for example as psychotherapists"). The school offers *"drei Schwerpunkte, klassisches HAK-Programm und dann können sich die Schüler vertiefen"* ("three educational tracks, traditional HAK-subjects and then students can choose a focus"). These three tracks are:

> *Einer ist Finanz- und Risikomanagement, das ist so klassisch HAK, hätte ich mir gedacht. Dann ein zweiter, der so klassisch HAK ist, ist Entrepreneurship, da geht's um Unternehmertum und wie wird man selbstständig im weitesten Sinne, das wird sehr, sehr gerne genommen […]. Und die dritte Schiene, die mir persönlich auch sehr wichtig ist, ist die Ökoschiene, das ist ökologisch orientierte Unternehmensführung, das ist sicher der kleinste*
>
> ("One is finance and risk management, I would think that is a traditional HAK track. A second track that is common for HAKs is entrepreneurship, this is about being an entrepreneur or how to be self-employed in the widest sense, which is very very popular with students […]. And the third track, which is very important to me personally, is the ecological track, environmentally conscious management, that is certainly the smallest track").
>
> [live interview (LI) AP]

Mr Parr characterises his school as a small, personal, practice-oriented and multilingual school and emphasises the importance of teaching multiple foreign languages like

> *Englisch logischerweise verpflichtend als erste lebende Fremdsprache, und dann noch Französisch, Italienisch und Spanisch als zweite lebende Fremdsprache.*

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[8] This information was taken from the school's website, which will not be cited to protect the school's anonymity.
[9] pseudonym

> ("English is naturally compulsory as the first modern foreign language and then French, Italian and Spanish as second modern foreign languages.")
>
> [LI AP]

He is convinced that CLIL and its emphasis on active language competence fits perfectly into the school's mission statement and sees it as *"ein weiterer Mosaikstein, der meine Schule bunter, interessanter, attraktiver macht."* ("another piece in the jigsaw that makes my school more colourful, more interesting and more attractive"). He also hopes that offering CLIL will give his school an advantage over competitors, especially in the competition for good students:

> *Natürlich ist Wien ein großer Markt, das ist keine Frage, aber natürlich die Konkurrenz schläft nicht, und da muss man sich ein bisschen positionieren [...] ich glaub, dass man mit solchen Programmen bewusst Schülerinnen und Schüler der AHS ansprechen kann.*
>
> ("Vienna is a big market, no question, but our competitors never sleep and you have to position yourself […] I think that you can deliberately attract AHS students with such programmes.")
>
> [LI AP]

3.2.2 The CLIL team

The CLIL team at the research site consists of four teachers: Anna Franz[10], Mathias Licht, Kathrin Haase[11] and Emil Zanger[12].

The CLIL team				
	Anna Franz	Mathias Licht	Kathrin Haase	Emil Zanger
Subjects	Business Law, Economics & Law, English, Business Behaviour, History	Mathematics, German	Finance and Risk Management, other business subjects	Natural Sciences
CLIL subjects	Business Law	Mathematics	Finance and Risk Management	Biology
Special functions	CLIL coordinator	CLIL coordinator	head teacher of	

[10] pseudonym
[11] pseudonym
[12] pseudonym

			the CLIL pilot class	
Occupational history	earned a degree in law and was employed at a bank	used to be head of controlling at a private company	used to work in the private sector, background in business management	works as a psychotherapist

Table 3

Ms Franz earned a degree in law before becoming an English and History teacher. She now teaches Business Law, Economics & Law, and English at the research site. The CLIL class is her only English class. She will also teach them in *"Business Behaviour, das ist auch noch ein Fach, das auf Englisch unterrichtet wird"* ("Business Behaviour, which is another subject taught in English"). Ms Franz became interested in CLIL at university, where she took a seminar with a well-known CLIL researcher and instantly liked the idea: *"die Idee hat mir damals schon gut gefallen"*.

Mr Licht teaches Mathematics and is not currently teaching his second subject German. According to the headmaster, Mr Licht started his career as head of controlling at a well-known and large Austrian company where he spoke a lot of English, which is why he is so eager to try CLIL. His colleague Ms Franz recalls the situation:

> *unser Mathematiklehrer, der Mathias Licht, der sich auch sehr interessiert für Englisch, [...] der ist dann auf mich zugekommen, ob wir nicht gemeinsam an unserer Schule das Projekt CLIL starten wollen. Da war ich gleich Feuer und Flamme. Dann haben wir das Ganze begonnen.*
>
> ("our mathematics teacher Mathias Licht, who is also very interested in English, approached me and asked me if I wanted to start a CLIL project together at our school. I was all for it immediately. Then we started the whole thing.")
>
> (LI AF]

The two teachers set the CLIL project in motion and brought their colleagues on board. They share the position of CLIL coordinator ("CLIL Kustodiat") and receive a small renumeration for their efforts.

Ms Haase teaches Finance and Risk Management and business subjects and is the head teacher of the CLIL class and their Business Administration teacher. She says:

"Da ich früher in meinem vorigen Beruf oft Englisch benutzt habe, war ich begeistert, dass meine Klasse [für das CLIL-Programm] ausgewählt wurde, und habe sofort zugesagt, mitzumachen."

(As I used English a lot in my former job, I was enthusiastic about my class being chosen for the CLIL programme and immediately agreed to take part.")

(e-mail interview (EI) KH]

Mr Zanger teaches Natural Sciences at the research site. He also has a background in psychotherapy and runs his own practice, which the headmaster seems keen on enabling through part-time teaching positions. Mr Zanger will teach CLIL lessons in Biology and joined the CLIL team because

Ich wurde gefragt. Hauptsächlich die Art und Weise, wie ich persönlich angesprochen und ermuntert worden bin. Ich fühle mich in diesem Team wohl

("I was asked. Largely due to the way I was personally addressed and encouraged. I feel comfortable with the team")

(EI EZ]

His colleagues feel similarly and cite working as a team as one of the largest advantages of the CLIL project so far. For Ms Franz, *"[ist] die Zusammenarbeit mit den Kollegen einfach so schön"* ("collaborating with colleagues is just so nice") and offers a welcome reprieve from being a *" Einzelkämpfer [der] für sich seine Stunde [plant]"* ("lone fighter planning their own lesson by themselves". She hopes that this argument will convince even more of her colleagues to join the CLIL team due to their efforts to advertise it as much as possible in the following school year.

3.2.3 The students

The CLIL pilot class is an 11th grade class in the general HAK strand and consists of 22 students, 14 of whom are male. Like the general student population at the research school, many of the CLIL students have a non-Austrian background. Headmaster Mr Parr emphasises the role of diversity at his school:

Wir haben halt ganz viele Nationen, also Migrationshintergrund ist natürlich in allen berufsbildenden Schulen in Wien ein ganz großes Thema, auch bei uns. Und wir haben ganz

viele Nationen, Hautfarben, Religionen, und es passiert nichts [...]. Also es ist ein gutes Auskommen miteinander

("Well, we have a lot of different nations, a migration background is of course a big topic in all vocational schools in Vienna, in our school too. And we have a lot of different nations, skin colours, religions, and nothing happens […] Everyone gets along well")

(LI AP]

He seems keen to highlight the fact that his students are on good terms with each other despite their differences, which could probably be taken as a response to the prejudices a school with a high number of students with migrant backgrounds faces. He suspects the positive atmosphere is due to the small size of the school and its emphasis on personal connections:

ich glaub schon, dass das dem geschuldet ist, dass wir ein kleines Haus sind und wir die Schülerinnen und Schüler wirklich alle persönlich kennen.

(LI AP]

He also addresses the issue of multilingualism at his school, which often carries negative connotations due to an abundance of sensational media reports on increasing numbers of Viennese students whose first language is not German. He states that:

Sprachen sind ein ganz, ganz wichtiges Thema, ganz viele Schüler haben Deutsch nicht als Erstsprache, das ist Multikulti, das kann Türkisch sein, das kann Serbisch sein, das kann aber auch Französisch sein, das kann auch Englisch sein, das haben wir auch im Haus.

("Languages are a very very important topic, a lot of students don't have German as their first language. It's multicultural, it can be Turkish, it can be Serbian, but it can also be French, it can also be English, we have that too in our school.")

(LI AP]

The CLIL pilot students seem to confirm Mr Parr's characterisation of the school as multicultural and multilingual, with Mr Licht describing them as *"[e]ine engagierte Klasse, die aus vielen verschiedenen Kulturen zusammengesetzt ist"* ("a motivated class where a lot of different cultures are present") and Mr Franz referring to them as an *"inhomogene Klasse, was jetzt die Sprache betrifft"* ("inhomogeneous class when it comes to language"). Their assessment is effectively proven by the data from the language profile survey, which revealed that out of the 16 students who participated in the survey, only one student has German as their first language (see section 4.1.2 below). According to the survey, a total of 13 different languages is spoken among the CLIL pilot students, eight of which are not taught at the

research site. While Ms Franz thinks that *“es ist ein großes Plus von [den] Schülern, dass sie zweisprachig aufwachsen*“ (“it is a big advantage for our students to grow up bilingually“), she does demur that the students’ proficiency in the majority language German and in English as the international lingua franca is varied, and often not at the level she would wish for:

> *da gibt’s noch viel an Potenzial. Noch viel an Möglichkeiten für die, sich zu verbessern. In Englisch und in Deutsch.*
>
> (“there is a lot of potential, still. A lot of space for them to improve. In English and in German”).
>
> [LI AF]

The multilingual background of the students is, however, not perceived as a major issue or difficulty by the CLIL teachers, and all of them seem to enjoy working with them:

> *Insgesamt ist die Klasse sehr motiviert, Leistungen zu bringen. Eigenverantwortung, Witz und Humor, Neckereien, starke und unabhängige Persönlichkeiten sind weitere Stichworte.*
>
> (“All in all, the class is very motivated to perform well. Individual responsibility, jokes, humour, teasing and strong and independent personalities are other key words.”)
>
> [EI EZ]

Ms Haase would also describe them as a *“angenehme Klasse”* (“pleasant class”), even though her assessment has nothing to do with the academic performance of her students: *“[d]as Leistungsniveau ist heterogen und durchschnittlich”* (“the proficiency levels are heterogeneous and average”). As the class’s head teacher, she also perceives additional challenges with the formation of the student group that the researcher had not foreseen:

> *Es gibt weniger Mädchen als Jungs. Leider wird das Klischee manchmal erfüllt, dass die Buben sich aktiver bzw. lauter am Unterricht beteiligen. [...] Als Herausforderung ist [auch] die relativ große Altersspanne zu sehen.*
>
> (“There are fewer girls than boys. Unfortunately, the cliché that boys participate more actively or rather more loudly during class is sometimes true for this group. […] The relatively large age range could also be seen as a challenge.”)
>
> [EI KH]

Nevertheless, Ms Haase is confident that she will be able to address these issues in her CLIL lessons, especially since the students seem enthusiastic about participating in the CLIL pilot:

Die Klasse lässt sich […] gut motivieren und arbeitet mit. Die Nachricht, dass sie CLIL haben werden, haben sie gut aufgenommen und freuen sich schon.

("The class is easy to motivate and participates during lessons. The announcement that they will be having CLIL was received well and they are excited already.")

[EI KH]

Ms Franz shares this impression, stating that *"sie [haben] sich sehr gefreut"* ("they were very excited") about participating in the CLIL programme. She adds that for students *"die sehr gut in Englisch sind und in Deutsch eher Schwächen haben"* ("who are very good at English but not as proficient in German"), CLIL is

eine Chance ist, in den Nebenfächern zu zeigen dass sie eigentlich mehr draufhaben als sie sonst zeigen können.

("a chance to show that they are more competent at content subjects than they can usually show")

[LI AF]

3.2.4 Best-practice schools

Experience is often a helpful guide when starting something new, which is why the researcher turned to the coordinators of already established CLIL programmes for advice. Bert Plangger[13] and Sabine Untermaier[14], respectively teaching at Viennese AHS and HAK schools, kindly agreed to share the particulars of their respective CLIL programmes with the CLIL team at the research school. Mr Plangger is an English and Geography teacher at Catholic private school in a central district of Vienna. The school charges a tuition fee of € 162 ten times a year[15]. He has also taught further education CLIL courses for teachers at Austrian colleges of education (PH) and CLIL courses for teacher education students at the English department at the University of Vienna. Ms Untermaier teaches Business Administration and Business Behaviour at a public HAK in the eleventh district, traditionally a working-class area and popular with immigrants. She has studied in the US and worked at a private London company for two years.

[13] pseudonym
[14] pseudonym
[15] This information is taken from the school's website, which will not be cited to protect the school's anonymity.

The programme at Mr Plangger's school is operated under the name DLP (Dual Language Programme) and is offered from grade 5 to 8, meaning that CLIL students at this school are between ten and fourteen years old. It focuses on the promotion of "*CALPS and a maximum amount of immersion"*. Mr Plangger states that *"[e]very DLP class is taught 3 subjects partially in English. Usually, 50 % of these lessons are in English."*, and seems proud of the fact that *"13 teachers are teaching CLIL at [his] school [and that] 12 of them have received training at the PH."*. The programme is limited *"to 25 students per year"* and has an entrance exam, although *"the threshold is kept rather low"*:

> *For instance, I ask students to use picture [sic] to make up a story, I ask them about hobbies, their reading habits and if they have learnt something in English already.*
>
> [EI BP]

This puts the school in a favourable position where CLIL students, or their parents, have actively chosen to participate in the CLIL programme and bring that motivation into the classroom. The programme also has the advantage of financial resources being assigned to it, like *a "native speaker [...] teach[ing] in year 1 to 3"*; this native speaker of English functions as a co-teacher and has a permanent contract with the school. Mr Plangger is also negotiating with the headmaster over the dedication of *"one lesson per week [to] team meetings"*. This attention to the CLIL programme also extends to the school's website, where it is displayed prominently.

The CLIL programme at the HAK where Ms Untermaier teaches is much smaller: Ms Untermaier is currently the only CLIL teacher at her school, although there are *"interessierte KollegInnen, allerdings mit anderen Unterichtsfächern."* ("interested colleagues, albeit with different subjects"). The school does employ native speaker assistants, most of them language students from English-speaking countries, but they are not assigned to CLIL lessons. It is therefore even more impressive that Ms Untermaier manages to teach CLIL lessons to all of her business administration classes, which consist of around 50 students. She also uses CLIL methodology in her business behaviour lessons, which is a compulsory subject for all 11th grade students and currently involves around 85 students. The school administration praises CLIL on the school's website[16] and Ms Untermaier seems to genuinely enjoy her CLIL lessons and does not appear concerned by the fact that she has been singlehandedly running the programme since the academic year 2015/2016. Rather than aim for the maximum effect that a larger CLIL programme involving many teachers might have, she seems content with

[16] Not cited here to protect the school's anonymity.

understanding CLIL as an extension of her teaching methodology and likes to use it for the *"Zusammenfassen bereits bekannter Kapitel"* ("summarising of previously discussed chapters").

By comparing these two very different CLIL programmes, it becomes clear that formulating aims which match the individual capacity of the people involved is vital for ensuring the success of a CLIL programme. The two programmes are working with different amounts of human and financial resources and will therefore have different impacts, but both programmes are viewed very positively by their coordinators and are reported to have an advantageous effect on their students. The respective CLIL coordinators also reported their experiences with other CLIL-related challenges, which will be discussed in section 4 below.

3.3 Introducing a CLIL programme at the research site

According to Ms Franz, the first step after her and Mr Licht discovered their shared interest in CLIL was to approach the headmaster with their idea:

> *Der erste Schritt war natürlich, dass wir den Direktor davon überzeugen mussten, dass CLIL großartig ist. Nachdem das in der HAK ja freiwillig ist, jede Schule kann entscheiden ob sie CLIL einführen will oder nicht, war das natürlich eine tolle Möglichkeit für uns, und der Direktor war auch gleich einverstanden damit. Er hat nur gemeint, es ist ganz wichtig, dass die Fachlehrer, die involviert sind, das auf freiwilliger Basis tun können.*
>
> ("The first step was, of course, to convince the headmaster that CLIL is great. Since that is voluntary and every HAK can decide whether it wants to introduce CLIL or not, this was a great opportunity for us, and he was immediately on board. He only said that it was very important to him that the content teachers joining the programme did so on a voluntary basis")

[LI AF]

Afterwards, she and Mr Licht attended a two-day CLIL seminar at a university college of teacher education (PH) in Lower Austria, where they created *"CLIL-Übungen für Mathematik […] gemeinsam"* ("CLIL tasks for Mathematics together") and enquired about the *"rechtlichen Rahmenbedingungen"* ("legal parameters"):

> *Dort wurde uns dann auch gesagt, dass man diesen SGA-Beschluss braucht, damit klar ist, dass die ganze Schule dahintersteht, und den haben der Mathias [Licht] und ich dann herbeigeführt.*

Wir haben dann ein Papier [für den Antrag] konzipiert, dass hat der Direktor, der ja davon überzeugt war, mit in den SGA genommen und da gab's dann auch überhaupt keine Diskussion

("We were told that we needed an SGA ruling to make clear that the entire school is behind the project, and Mathias [Licht] and I brought that about. We wrote a paper [for the application], and the headmaster, who was on board, took it to the SGA meeting and everyone was in favour")

[LI AF]

In this application to the SGA, the CLIL team teachers explained the basics of CLIL methodology, briefly described the envisioned programme, and committed themselves to teaching ten CLIL lessons per teacher over the course of the next school year. Ms Franz adds that she thinks *"[e]s ist super, dass die Auflagen da so niedrig gehalten sind"* ("it is great that the legal requirements are kept so low"), which simplified the introduction process and their workload.

4 Challenges in the introduction of CLIL at the research site

4.1 Planning for a multilingual student population

Due to the added cognitive strain CLIL places on learners, the ideal CLIL student is often imagined as not additionally struggling with learning issues that could in any way impede their capacity to take on an extra challenge in the form of CLIL (compare Gierlinger 2007: 94). As a consequence, CLIL programmes are often designed for native speakers of the majority language rather than for immigrant students in need of additional support with the majority language (Dalton-Puffer 2017: 155). In such a linguistically homogeneous classroom, the CLIL teacher can use translanguaging with the majority language as an additional scaffolding tool (Dalton-Puffer 2017: 158), or simply as a means of clarifying or specifying certain issues (Gierlinger 2007: 107). While it is by no means indispensable in successfully delivering a CLIL lesson, having the option of resorting to a commonly understood language certainly makes a CLIL teacher's demanding job a little easier. Students whose first language happens to be a country's majority language and the language they received their primary education in also have an increased chance of having developed the CALP skills necessary to cope with the challenges of CLIL (compare Ball, Kelly & Clegg 2015: 13), while students with insufficient language and CALP skills might find this cognitive

load too heavy. Minority students are indeed often reported to struggle with the majority language and, as a result, with various other subjects; if these students are then considered for a CLIL programme, the concern of educators regularly culminates in the question "If a pupil's German language proficiency is limited or non-existing, how should he or she manage in a foreign language?" (Gierlinger 2007: 94).

What is frequently forgotten when asking this question is that these students are already managing, albeit with varying success, to hold their own when learning about content in a second language. In many major cities, the ideal homogeneous classroom simply does not exist, and is instead replaced by a group that speaks a wealth of different languages and has varying degrees of competence in the majority language. That is certainly true for Vienna, with the Austrian integration report for 2019 finding that for 52% of Viennese students, German is not the preferred language for everyday use (Expertenrat für Integration 2019: 30). That does not mean that these student groups are unsuitable for CLIL programmes: it is rather the traditional CLIL programmes that are unsuitable for them and need to be adapted to fit their needs. In concrete terms, this means that CLIL teachers will have to deal with the decreased usefulness of the majority language as a scaffolding tool, as it cannot always be expected that minority students have access to specialised vocabulary knowledge in the majority language. It seems likely that CLIL teachers, usually delivering their content lessons to the very same students in the majority language, are already aware of these gaps in knowledge and have been successfully devising and employing strategies to compensate for them. If they are able to transfer the same methods to their CLIL teaching, the elimination of the majority language as an additional scaffolding tool should not have a negative impact on the success of a CLIL programme. The lack of sufficiently developed CALP skills, however, remains an issue affecting not only CLIL, but also the general academic performance of many minority learners, and cannot be as easily compensated for. Supporting these students "require[s] the use of specific didactical and methodological teaching strategies (Königs 2013b: 35)" that take the linguistic deficiencies of the learners into account and offer them additional support with the majority language.

4.1.1 Multilingualism at best-practice schools

Viennese schools that already run successful CLIL programmes report differing degrees of multilingualism among their CLIL students and adjust the level of extra language support

according to their students' competence. At Mr Plangger's AHS, prospective CLIL students undergo an interview process:

> *Students who wish to attend our DLP class need to participate in an interview where I try to get an impression of the respective student's language skills and interest in language respectively. There are no formal requirements and the threshold is kept rather low. For instance, I ask students to use picture [sic] to make up a story, I ask them about hobbies, their reading habits and if they have learnt something in English already.*
>
> [EI BP]

This is done to assess students' language skills and to estimate their capacity to keep up with the demands of the CLIL programme. The CLIL programme is limited *"to 25 students per year"*. Although the threshold for being admitted into the programme is purposefully kept very low, this pre-selection partnered with the fact that the school's student population is rather homogeneously Austrian and middle class leads to a lower degree of CLIL student multilingualism than in comparable programmes in other Viennese schools. Even though *"[m]ost of [their] students speak German rather fluently"*, Mr Plangger and his team pre-emptively *"scaffold key words or concepts using pictures or explanations which match the students' language skills"*. He adds that teaching more complex matters in English is comparatively easy because their CLIL students are *"cognitively strong"*; this could be interpreted as them having a good command of CALP skills even if not all students have the German language competences to match.

Ms Untermaier, who teaches at a school with a high number of students that are non-native speakers of German, does not seem to perceive her CLIL students' German language skills as an impediment to her CLIL lessons. She states that teaching CLIL to non-native speakers of the majority language *"ist nicht unbedingt mehr Herausforderung als bei SchülerInnen mit Erstsprache Deutsch"* ("is not necessarily more of a challenge than with students that have German as their first language").

4.1.2 Linguistic profile at the research school

The linguistic profile at the research school most closely resembles the one of Ms Untermaier's HAK, with a high degree of migrational multilingualism and varying degrees of German language skills among the general student population. The same is true for the CLIL pilot class, where only one student has *"zwei österreichische Elternteile und damit Deutsch*

als Muttersprache” (“both parents are Austrian nationals and therefore has German as a first language”). The other 21 students speak a number of different L1s, most of them either Turkish or Serbian. Mr Licht volunteered to conduct a linguistic profile survey with the CLIL class in which students answered questions regarding their language use that the researcher had prepared in advance. This survey was taken by 16 students – the remaining six students were absent the day of the survey - and contained six basic questions, all of which were asked and answered in the school language German, as the students were used to. The students were asked which languages they spoke in general, which language or languages they spoke at home and with whom, which language or languages they spoke in public to which family member, which language or languages they spoke with their friends, which language or languages they spoke during school breaks and ultimately, which language they spoke most often.

For the first question, *“Welche Sprache(n) sprichst du?“* (“Which language(s) do you speak?”), the students indicated a total of 13 different languages, each student listing between two and five languages. For many participants, these included the foreign languages taught at the research site, namely English, Spanish, French and Italian. All 16 students declared German as a language they spoke, and 15 of them indicated English. The remaining languages the participants mentioned were Turkish, Serbian/Croatian, Albanian, Romanian, Russian, Bulgarian, Polish and Hebrew. For ten of the participants, German was the first language stated, while the other six listed either Bulgarian, English, Serbian, Turkish, Albanian or Romanian first. The frequency the languages were mentioned with is illustrated by table 1 below:

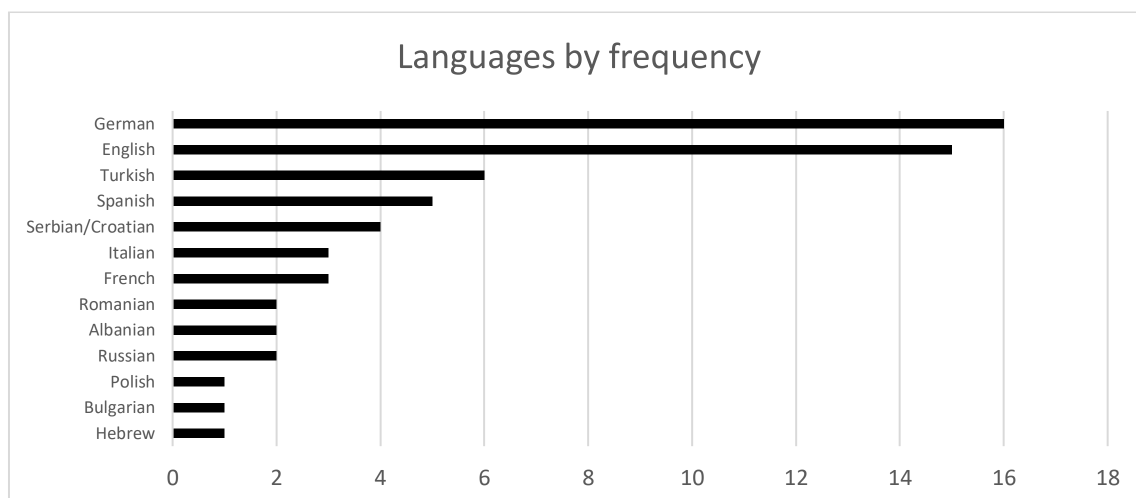

Table 4

As indicated in table 4, Turkish and Serbian/Croatian are the two most common migrational languages among the CLIL students, which corresponds with Ms Franz's assumption. In addition to these two, the students bring a linguistic repertoire of six more languages to school, including Albanian, Romanian, Russian, Bulgarian, Hebrew, and Polish.

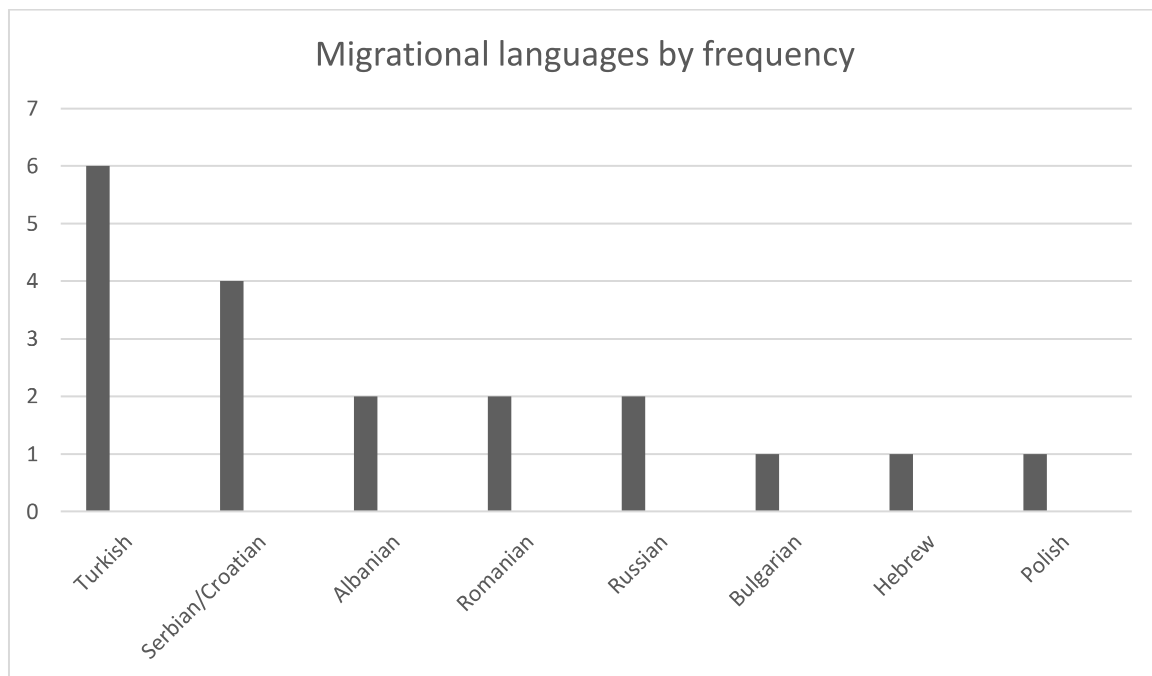

Table 5

Question 2, *"Welche Sprache(n) sprichst du mit deiner Familie zu Hause? Wenn mehrere Sprachen: Mit wem sprichst du welche Sprache zu Hause?"* ("Which language(s) do you speak with your family at home? If multiple, who do you speak which language with?") then revealed in which contexts the participants speak these languages at home. 12 of the students speak more than one language at home, and four of them even indicated that they switched between three different languages. Ten of the 12 students that speak more than one language at home speak different languages to different family members, with many of them indicating that they spoke German with their siblings and additional languages with parents or guardians. These findings also suggest that some of the participants have multinational and multilingual backgrounds, with both parents and grandparents having immigrated to Austria from different countries or an immigrant parent being married to a German-speaking partner.

The answers to question 3, *"Welche Sprache(n) sprichst du mit deiner Familie in der Öffentlichkeit? Wenn mehrere Sprachen: Mit wem sprichst du welche Sprache in der Öffentlichkeit?"* ("Which language(s) do you speak with your family in public? If multiple, who do you speak which language with?") largely corresponded with the answers to question

2. Students that speak only one language at home will also speak that language in public, even though the findings showed that families that switch between a dominant and a secondary language at home will focus on the dominant language in public. If the participants speak different languages to different family members at home, they also indicated that they spoke the same languages to the same family members in public.

Question 4, *"Welche Sprache(n) sprichst du mit deinen Freunden und Freundinnen?"* ("Which language(s) do you speak with your friends?") yielded different results. While the students speak a number of heritage languages with their family members, they seem to favour German among their friend groups, with all 16 students indicating German as a language they speak to their peers. For all but two participants, German was the first language mentioned, and five students exclusively speak German with their friends even if they have different family languages at their disposal. Seven participants use English in communication with their friends, with Turkish coming second at four mentions and Serbian/Croatian third at three mentions. Russian and Albanian were both listed twice, while Hebrew and Bulgarian are both used with friends by one student each.

A similar pattern emerges from the answers to question 5, *"Welche Sprache(n) sprichst du in den Pausen in der Schule?"* ("Which language(s) do you speak during school breaks?"). For all but one participant, German is the first language mentioned, and 12 out of 16 students indicated they only spoke German during school breaks. Two students also speak Turkish during break, and two others additionally switch between English and Serbian/Croatian.

German is equally favoured when it comes to question 6, *"Welche Sprache sprichst du am häufigsten?"* ("Which language do you speak most often?"). Out of eleven students who indicated only one language, nine felt that German was the language they used most often, while the remaining two referred to Turkish as their main language. Out of the five students that listed multiple languages, two felt they used English and German equally, one listed both German and Turkish and one mentioned both German and Serbian/Croatian. One student indicated they spoke German, Serbian/Croatian and English to the same degree.

As indicated by these findings, the future CLIL students have considerable linguistic potential. With as many as 13 different languages present in the backs of their minds and teachers, peers, friends and family members belonging to several different speech groups, these students code-switch between up to five different languages multiple times a day. The school language German is a second or foreign language to 15 of these students, meaning that

the vast majority of them are already learning about content in a language that is not their L1. However, according to their self-assessment, German is a dominant language for almost all of these students, and is a preferred tool of communication with friends, peers and sometimes even siblings. Among this student group, German has the status of a lingua franca, and the students are well-versed in negotiating meaning with speakers from different linguistic backgrounds. English is a popular language of communication too, especially among the students' friend groups. It seems reasonable to expect that these students who are so used to active foreign language usage will take to English as a medium to solve content-based tasks rather easily.

That is not to say, however, that all students have the same levels of competence in the different languages they speak. Ms Franz reports that her students' family background plays an important role in how adept they are in German, and that it definitely affects the students' German language skills if they spend most of their summer holidays in their parents' country of birth:

> *ich [hab] einige Mädels die eher so einen türkischen Hintergrund haben, wo man merkt, dass die wirklich in den Ferien auch viel in die Türkei geschickt werden, und da ist es in Deutsch teilweise schon sehr schwierig, glaub ich.*
>
> ("I [have] a few girls with a Turkish background where you really notice that they are often sent to Turkey over the holidays, and I think German is sometimes quite difficult for them")

[LI AF]

For these students, German is often a bigger challenge than *"man an einer österreichischen Schule eigentlich erwarten würde"* ("you would expect at an Austrian school"), especially when considering that the majority of these students were born in Austria. Other students in the CLIL pilot class are more recent immigrants and received large parts of their primary education in their countries of birth and in their L1:

> *Aber es gibt einige [SchülerInnen], vor allem Serben, die sehr sehr gut in Englisch sind, in Serbien dürften die das irgendwie sehr stark fördern, schon in der Volksschule, wie mir ein Schüler erzählt hat.*
>
> ("There are a few students, mostly Serbians, who are very very good at English. They seem to promote that a lot in Serbia, in primary school even, as a student told me.")

[LI AF]

Many of her Serbian-speaking students who are *“sehr gut in Englisch […] und in Deutsch eher Schwächen haben, waren überhaupt ganz glücklich“* (very good at English but have their weaknesses at German were very happy”) when they learned that they would be having CLIL lessons in English. The downside of this is that few of her students reach the same levels of German native speakers of the same age would and are often unfamiliar with more formal or specialised German vocabulary. Thinking of her Law students, Ms Franz says:

> *Wenn ich meine Schüler in der [zwölften] Klasse erlebe, die wissen nicht, dass es heißt: „Ich bringe eine Klage ein“, das ist eine Fachsprache, die sie lernen müssen. Und ich vermute, dass ich, wie ich siebzehn, war durchaus gewusst habe, dass es heißt, dass man „eine Klage einbringt“, einfach, weil sich das aus meinem täglichen Leben ergeben hat, dass man sowas weiß.*
>
> (“When I witness my [12th] grade students who don’t know that it’s called “I file a lawsuit”, that’s specialised vocabulary they need to know. And I guess when I was 17, I did know it was called “to file a lawsuit”, just because that came up in my everyday life.”)
>
> [LI AF]

This presents a challenge in Ms Franz’s Law lessons where she often asks her students to read Austrian broadsheet newspaper articles:

> *In Recht müssen sie bei mir dann auch Standard[17] lesen, da sagen sie die [Artikel] lesen sie nicht, weil die sind ihnen zu schwer, zu anstrengend. Es ist ein großes Ziel von mir, am Ende dieses Schuljahres verstehen sie diese Artikel*
>
> (“In Law I also have them read the Standard and they say they don’t read those articles, they are too difficult for them, too much effort. It’s a big goal of mine, at the end of the school year they’ll understand these articles”)
>
> [LI AF]

Since not all of the students had the chance to receive an education in their L1, Ms Franz is also unsure at which level their first language skills would be:

> *ich weiß ja auch nicht, wie gut sie die eigene Sprache dann können, ob das so ist, dass sie zum Beispiel auch Aufsätze schreiben können, ob sie überhaupt ihre eigene Sprache schreiben können. […] das wird auch unterschiedlich sein […] kommt drauf an, ob sie in Österreich geboren worden sind und einfach nur die Muttersprache als Familiensprache sprechen. Oder ob sie […] im Schulsystem waren in ihrer eigenen Sprache.*

---

[17] *Der Standard* is an Austrian quality newspaper.

("I don't know either how well they can then speak their own language, if it's like where they can write essays for example, if they can write their own language at all. […] that will be different too […] depending on whether they were born in Austria and just speak their first language as a family language. Or if they were in a school system where their first language was spoken.")

[LI AF]

This could also mean that not all students had the opportunity to develop higher level thinking skills such as analysis, synthesis and evaluation without the impediment of having to perform related tasks in a foreign language, which could then hinder the development of CALP skills. It has been suggested that language insufficiency and poor CALP skills are often at the root of learning difficulties (compare Grigorenko 2005: 4), and Ms Franz's observations about her students seem to confirm this. To help her students with the burden of a foreign language, Ms Franz employs strategies like telling them to *"alle Wörter anstreichen die sie nicht kennen, das sind dann oft nicht nur rechtliche Fachbegriffe, sondern oft auch Sachen wie ‚Zuwachsrate'"* ("mark any words they don't know, often that's not just specialised legal terms but also things like 'growth rate'). She also reports that some of her fellow business teachers have their students keep *"einer Art Vokabelheft, damit [sie] mal die Fachsprache erlernen, die erforderlich ist, um sich in diesem Fach auf Deutsch auch ausdrücken zu können"* ("a kind of vocabulary log so that [they] learn the special language they need to express themselves in German in this subject").

4.1.3 Designing a CLIL programme for multilingual students

The task of the CLIL team at the research site is to now transfer the support strategies used in their German-medium lessons, like working with vocabulary logs or having students mark unknown words, to their CLIL teaching. The school has already tried to implement a more holistic solution to some of their students' poorly developed CALP skills, briefly offering Bosnian /Croatian/Serbian heritage language lessons but discontinuing the programme due to a lack of student interest. Headmaster Mr Parr explains:

Früher hatten wir auch noch BKS, also Bosnisch/Kroatisch/Serbisch, im Programm, das wurde ganz, ganz schlecht angenommen. Das waren nur so kleine Grüppchen, das haben wir dann

irgendwie aus Wirtschaftlichkeitsgründen einstellen müssen, interessanterweise. Das wurde gar nicht gern genommen.

("We used to have BCS, meaning Bosnian/Croatian/Serbian in our programme, that wasn't received well at all. There were only very small groups, so we had to discontinue it due to lack of economic viability, interestingly. Students didn't like to sign up for it at all.")

[LI AP]

Ms Franz laments this loss of a chance for BCS-speaking students to build CALP skills in their first language, stating that:

Ich würde es ja sehr wichtig finden, dass sie ihre Muttersprache auch so lernen, wie wir halt Deutsch in der Schule lernen, weil man dann auch merkt, dass es auch mühsam [für sie] ist, die eigene Sprache wirklich gut zu beherrschen.

("I would indeed find it very important for them to learn their first language the way we learn German at school. Because you do notice that it is difficult for them to really master their own language.")

The lack of highly developed CALP skills will certainly be a challenge in CLIL lessons as well, and affected students will need to receive additional support to perform CLIL tasks successfully. In a study by Grigorenko (2005: 63), support focused on the development of CALP skills: low-achieving students in an Ohio middle school received additional instruction in five cognitive strategies, including activating prior knowledge, using imagery, predicting, inferencing, and summarising. Many of these students were second language speakers of English. Grigorenko suggested that such students might also benefit from vocabulary lessons on academic or formal registers in English as these vocabulary items are often used in standardised tests (2005: 3). The participants that underwent Grigorenko's small-scale intervention programme were able to improve their performance on standardised reading tests (2005: 68), which suggests that similar measures might help the second language learners of German at the research site. Ideally, such efforts could also be applied in subjects where the German majority language is also the medium of instruction, and Ms Franz is indeed in in favour of incorporating CLIL methodology into German-medium lessons:

das ist, was das bei uns auch noch dazukommt, dass CLIL eigentlich auch auf Deutsch ein großer Punkt wäre. Also Verschränkung von Sachfach und Sprachunterricht auf Deutsch.

("that's also an issue at our school, that CLIL would actually be an important point in German, too. Like a combination of content and foreign language teaching in German.")

[LI AF]

The vocabulary work she does with her students in her German-medium content lessons is a step in this direction and helps raise awareness of language-specific particularities and academic language functions. The school has yet to explore more explicitly CALP-based support strategies, but has the perfect opportunity to do so over the course of the CLIL programme: content-specific tasks automatically require the students to develop and use higher level thinking skills and the cognitive discourse functions (CDF) that naturally emerge at the intersection of content and abstract thinking (Dalton-Puffer 2015). CLIL teaching can address all seven different cognitive discourse functions, namely classify, define, describe, evaluate, explain, explore and report (Dalton-Puffer 2015), thus helping students build content knowledge, language competence and CALP skills. Students who have little experience with such tasks or lack the vocabulary to perform them in a foreign language could benefit from basic scaffolding measures such as word banks listing terms associated with each CDF, sample texts and very clear instructions. It might also be necessary to go through the requirements of the different CDF task forms again and allow the students to practice them in a safe environment. The CLIL teachers hope that CLIL will help provide such an environment, with Ms Haase stating:

Die SchülerInnen haben die Möglichkeit Englisch anzuwenden, ohne beurteilt zu werden. Für SchülerInnen, die vielleicht eine Hemmschwelle haben zu sprechen, ist es eine gute Möglichkeit in einem Rahmen außerhalb des Englischunterrichts zu sprechen.

("The students have the chance to use English without being graded on it. For students who might be afraid to speak otherwise, this is a good opportunity to speak outside of their English lessons.")

[EI KH]

Confronted with concerns that students with underdeveloped majority language skills would be overwhelmed by the additional language in CLIL lessons, Ms Haase counters

Ich denke, dass gerade hier der CLIL-Unterricht ein Vorteil ist, da es für alle eine Fremdsprache ist.

("I think that CLIL teaching is an advantage here, because it is a foreign language for everyone.")

[EI KH]

Ms Franz adds

Auch wenn sie in der Pause alle unterschiedliche Sprachen sprechen, haben sie zu Englisch alle die gleiche Hürde, weil es für alle die Fremdsprache ist. Und das ist, was es dann in dem Sinn auch wieder einfacher macht.

("Even though they are all speaking different languages during break, they all face the same challenges with English because it is a foreign language for all of them. And that is what also makes it easier, in a sense.")

[LI AF]

This rather positive outlook on what many other teachers would perceive as an added difficulty (compare Gierlinger 2007: 94) also means reframing student multilingualism as something positive rather than as a problem teachers have to deal with. Ms Franz thinks *"es ist ein großes Plus von [den] Schülern, dass sie zweisprachig aufwachsen"* ("it is a great advantage for [the] students to grow up bilingually") and would like to see their bilingualism used more often in and outside of school. She is aware of the fact that German is not a first language for most of her students, but adapts her teaching accordingly instead of placing the responsibility of being able to follow regular German-medium lessons on the students:

die Lehrer [in meiner alten Schule] haben sich stark darauf verlassen, dass wir wissen, was zum Beispiel ein past participle ist, weil wir das auch auf Deutsch gelernt haben. Meinen Schülern muss ich das halt jedes Mal wieder näherbringen und sie daran erinnern, was das alles ist. Also diese Fachsprache, die man dann entwickelt, was jetzt Grammatik betrifft zum Beispiel, da weiß ich, dass ich mich auf sehr wenig verlassen kann. Das ist etwas, was immer wieder wiederholt werden muss mit meinen Schülern

("the teachers [in my old school] heavily relied on the assumption that we knew what a past participle is, for example, because we had also learned that in German. I always have to re-familiarise my students with that and remind them what that is. Like the special language you develop in terms of grammar, for example, I know that I can't rely on much there. That's something that always has to be repeated with my students.")

[LI AF]

In her regular English lessons, she has also almost entirely given up on using German as a translanguaging tool:

> *Ich unterrichte komplett auf Englisch, ich verwende in seltensten Fällen mal eine deutsche Übersetzung [...] Ich glaube dadurch, dass [...] gar nicht so viel Bezug nimmt zur Muttersprache oder zu einer Sprache, die man als Muttersprache annimmt, wie Deutsch hier in Österreich, fällt diese Hürde dann auch ein bisschen.*
>
> ("I teach entirely in English, only in the rarest cases will I use a German translation […] I think if you don't reference the first language as much, or a language you would assume is a first language, like German here in Austria, you decrease the difficulty a little.")
>
> [LI AF]

Translanguaging with the majority language to provide an additional scaffolding tool is often cited as an advantage of teaching CLIL in a linguistically homogeneous classroom (Dalton-Puffer 2016: 14), but it could be argued that teachers who do not rely on translanguaging in their regular lessons will not miss it during CLIL lessons either if this benefits their student group. Giving up this slight advantage might also be compensated for by the fact that multilingual students are already used to switching between different languages multiple times a day. They will likely have received a large part of their content lessons in a foreign language, which might make it easier for them to adapt to CLIL. A CLIL programme aimed at non-native speakers of the majority language will have to differ methodologically from a more traditional CLIL programme with majority learners in mind; the assumption that there will also be a difference in quality, however, might just be proven wrong by the careful planning of the CLIL teachers at the research site.

4.2. "Elitist" CLIL: towards more inclusive practices

CLIL often stands accused of being an elitist approach aimed at the wealthiest or most gifted students (compare Mehisto 2007: 63), and this reproach does not seem entirely unfounded. There is a historical component to this critique, with Mehisto, Marsh and Frigols (2008: 9) noting that the idea of bilingual education being beneficial to students is not exactly new: the European upper classes have always had access to it while students from other socio-economic backgrounds have traditionally been excluded from such programmes. In its CLIL

proposal, the EU commission aims to change that, "explicitly stat[ing] that disadvantaged students will also benefit from this method" (Königs 2013a: 47-48). Privilege, however, seems hard to shake: a recent study in French-speaking Belgium, for example, found that a student's chance to be enrolled in a CLIL programme increased significantly if their mother had received higher education and if the student him- or herself had been academically successful before entering the programme (van Mensel et al. 2019: 7). These two factors often coincide, as a favourable domestic learning environment has been found to directly impact a student's academic performance (Rumlich 2013: 198) and parents with a higher level of education are often more likely to have the financial and personal means to provide such a learning environment. The exclusion of students with lower socio-economic status (SES) is not necessarily purposeful and countries like Belgium have governmental measures in place that prohibit official selection processes and should technically ensure that students are admitted to CLIL programmes on a strict first-come-first-served basis; however, Belgian schools do compete for academically gifted students, and innovative teaching methods like CLIL are what draws them in (van Mensel et al. 2019: 10).

A similar phenomenon can be observed across Europe, with high-SES parents and students calling for the introduction of CLIL programmes and schools in turn offering them to these privileged students (Ball, Kelly and Clegg 2015: 14). CLIL tends to be particularly attractive to parents for whom the quality of their children's education is a primary concern (Dalton-Puffer 2016: 16) and who have the resources to invest in it. Recent efforts such as *CLIL for All: Attention to Diversity Bilingual Education*, an international Erasmus+ project conducted by the University of Jaén, the University of Edinburgh, the University of Calabria, the University of Jyväskylä, the University of Vienna, the University of Münster, and the Córdoba Teacher Training Center (Dalton-Puffer et al. 2021), aim to make CLIL accessible for minority and low-SES as well as for less academically-gifted students. Such measures are long overdue in Austria, where CLIL programmes are often not as inclusive as they could be. Even though Austrian public schools are increasingly offering CLIL programmes as well, CLIL is often found at private schools, too, and students at both public and private schools often have to undergo some sort of selection procedure to be admitted into these programmes. If these programmes then select CLIL students based on their academic performance, they run in danger of being biased towards high SES children: "family social background and income influence school achievement indirectly, via parental effort" (De Fraja, Oliveira and Zanchi 2010: 594) like reading to children or being able to afford tutoring, which positively affects academic performance. Since these students will then start a CLIL programme with a

linguistic or cognitive advantage over their peers, their development of English proficiency cannot be attributed solely to CLIL (compare Verspoor, de Bot and Xu 2015: 23). The lack of these advantages does not make students from lower SES families unsuitable for CLIL programmes, but they often need additional support to succeed (Ball, Kelly and Clegg 2015: 13-14).

Unfortunately, additional support for CLIL students often comes with a price tag. In many Austrian CIL programmes, CLIL teachers co-teach with native speaker assistants who can help learners grasp the nuances of the target language, especially in content-specific contexts. Yet those native speaker assistants need to be paid as well and not all schools can afford them. At Mr Plangger's AHS, a *"native speaker only teaches in year 1 to 3"* of the CLIL programme, and *"since the board of education does not provide nearly enough resources and money"*, the school has to *"draw most of [its] native speaker lessons from [its] general pool of lessons[18]"*. The CLIL programme at Ms Untermaier's HAK is not supported by native speaker assistants at all, even though the school does employ native speaker assistants. Here it needs to be considered that Mr Plangger's AHS is a private school with a well-established CLIL programme, while the CLIL programme at Ms Untermaier's public HAK is still very much a one-woman effort and only now gaining traction. It is telling that not even a private school such as Mr Plangger's is able to provide the financial and personnel support he as the CLIL coordinator feels the programme would need; the fact that students who would most need additional learning support often go to schools that are less likely able to afford it further exacerbates the divide between high and low SES students in regard to their academic performance.

It is therefore often up to individual teachers and not to the school system as a whole to counteract this disadvantaging development and to give additional support to students from low SES backgrounds. This is especially true for CLIL programmes, which by design are more likely built on the efforts of small teacher groups rather than initiated from above. At her school, Ms Untermaier struggles with individually supporting students with different levels of ability:

> *Teilweise wird versucht, den besseren SchülerInnen andere Arbeitsblätter zu geben. Das wird aber gar nicht gut angenommen […], die guten SchülerInnen sehen dies oft als Bestrafung dafür, dass sie gut sind.*

[18] Werteinheiten

("Higher-achieving students will sometimes be given different worksheets. But this is not received well at all, the better students often see this as a punishment for performing well".)

[EI SU]

Mr Plangger's AHS seems to have a more homogeneous student population in terms of academic performance and does not provide different materials for different achievement groups. He feels that the lower-SES students in his CLIL programme do no not struggle as much with their actual schoolwork as they do with "*things like having their materials organised, accepting basic rules, or being socially empathic"*. Most of these issues are easily resolved, but in *"severe cases"*, teachers have access to additional support by the school's *"social workers and [their] psychologist"*. Despite these experiences, it appears that students at Mr Plangger's school generally tend to come from high SES families and that students from more disadvantaged backgrounds are rather an exception at this school.

Ms Franz suggests that the research school is a *"klassische Aufsteigerschule"* ("typically a school that promotes social mobility") and adds that many of her students will be the first in their family to receive a Matura qualification. She explains that

ich glaub auch, dass das was das Englischniveau oder auch Biologie betrifft aus bildungsnäheren Schichten stammende Schüler von den Eltern viel mehr Hilfe bekommen würden, weil das ja auch was ist was sich die Eltern erst wieder erlernen müssten

("I do think that in terms of their English proficiency or also in biology, students from families with a higher educational level would receive much more help from their parents, because that is something parents would need to re-learn themselves")

[LI AF]

but emphasises that parental support does not play such an important role in upper secondary education: *"ich glaub nicht dass das in der Oberstufe so eine große Auswirkung hat"*.

Ms Haase agrees, but adds that the CLIL students at the research site seem to come from rather homogeneous SES backgrounds:

Ich würde behaupten, die [Klasse] hat eine ähnliche soziale Herkunft, wenn man diese an Beruf, Einkommen und Bildungsabschlüsse der Eltern festmachen will.

("I would suggest the class has a similar social background, if you were to define this according to their parents' jobs, income and education levels")

[EI KH]

While these statements suggest that the CLIL students have a largely homogeneous SES status and receive similar – if generally low - levels of domestic support, their academic performance does differ. Ms Haase refers to her students' performance as *"heterogeneous and average"*, demurring that preparing effective CLIL lessons might prove challenging *"da einige wenige SchülerInnen sehr gut Englisch sprechen und einige eben nicht"* ("because a few students speak very good English and others do not"). She plans to *"verschiedene Methoden einzusetzen, um möglichst viele Lernzugänge zu schaffen"* ("use different methods to create a maximum amount of approaches to learning"). Ms Franz as the class's English teacher is keenly aware of the different language levels of her students and aims to help her colleagues by specifically targeting difficult language items prior to CLIL modules: *"es muss immer der Englischlehrer als Supportstelle zur Verfügung stehen"* ("the English teacher always has to be available as a support"). These plans are in line with a study by Grandinetti, Langellotti and Ting (2013: 372), which suggests adopting a language-aware content teaching approach and using more student-centred methodology to engage with a heterogeneous student group. While the CLIL team has not yet decided on any common strategies for dealing with heterogeneous student performances, Ms Haase and Ms Franz seem to be on the right track, with their teaching methods serving as a possible example for their colleagues.

4.3 Choosing a programme structure and methodology that works for your team and your student group

As mentioned above (see section 2.1), there are several approaches to the organisation of a CLIL programme: "hard" CLIL, an intensive, content-focused course where all lessons in a subject are taught in the CLIL language for a whole school year or longer, and "soft" CLIL, a programme with both CLIL language and L1-medium lessons in which language development is highlighted as well, and in which CLIL sequences are often organised in a modular, cross-curricular way (Ball, Clegg & Kelly 2015: 1-2). Krechel (2013: 75) also distinguishes between additive programmes in which content teachers are supported by native speaker assistants, and integrative programmes where one teacher is responsible for teaching content in the CLIL language. Since CLIL programmes in Austria are not bound by any strict curricular guidelines and are often developed within individual schools rather than from above, educators are quite flexible when devising a structure for their CLIL programme and can choose the approach that best fits their school's needs (Gierlinger 2007: 79). At the same time, the lack of guidelines complicates the planning process, as it requires each individual

school to design its CLIL programme from scratch (Dalton-Puffer et al. 2008: 4). Ball, Clegg and Kelly (2015: 18) advise to carefully deliberate the structure of a project, as “CLIL programmes work better if they are planned”. At the very start of the planning phase, administrative concerns like funding, entry requirements and the qualification of and collaboration between teachers need to be considered (Ball, Clegg & Kelly 2015: 18), while also contemplating the time-span of a project, possible CLIL subjects, and the levels of cognitive and linguistic difficulty of the programme (Pavón Vázquez 2014: 117). Financial and human resources as well as student achievement goals are often at the heart of such considerations. Pavón Vázquez (2014: 117) suggests starting with “a careful screening of the linguistic and methodological competence of the human resources available”, which should involve appraising teachers’ CLIL language skills and their confidence in being able to deliver effective content lessons in a foreign language (Ball, Clegg & Kelly 2015: 15). In countries where teachers receive a dual qualification in two different subjects, a preference for teachers that are both content and foreign language teachers of the CLIL language has emerged (Feick 2013: 369), which can sometimes limit the range of suitable CLIL subjects to those that are taught by qualified teachers. Since successful CLIL programmes rely on the collaboration between content and language teachers (see section 4.6 below), prospective CLIL teachers also need to show a willingness to cooperate with others (Ball, Clegg & Kelly 2015: 18). Teacher characteristics therefore often determine which approaches to a CLIL programme can be realised effectively at an individual school, and a lower number of appropriate teaching staff and subjects will need to result in a limiting of the scope of a programme.

Another consideration that should be made when planning a CLIL programme is towards its goals. This starts by deciding on a foreign language that should be promoted by the project: while most CLIL programmes use English as a vehicular language, this is by no means mandatory (Dalton-Puffer 2017: 155), and other languages such as French have been successfully employed in CLIL approaches (Krechel 2013: 75). It is also advisable to define content and language learning objectives for CLIL students and to determine how intensive a CLIL programme would need to be to enable students to achieve these goals. A soft CLIL programme offers students the chance to compensate for the content they might have missed during CLIL lessons in regular L1-medium lessons, and therefore poses a lower risk for schools (Ball, Clegg & Kelly 2015: 17). A hard CLIL programme is a higher risk enterprise but has the potential to lead to higher language gains; in some countries, graduating from such

programmes might even qualify students to study at English-speaking universities without taking additional language exams (compare Krechel 2013: 75-76).

Once a school has decided on the general aspects of its CLIL programme, its attention should move to the implementation of the programme in practice. This includes engaging with CLIL methodology, which can differ considerably from traditional teaching methods and requires teachers to rethink their classroom practices (Ball, Clegg & Kelly 2015: 31-32). CLIL relies on conceptual sequencing (Ball, Clegg & Kelly 2015: 32), as it often deals with larger themes that are viewed from different angles, like in Coyle's 4 C's model. Such topics also lend themselves to interdisciplinary work, which leads to teachers collaborating on cross-curricular projects and enables students to engage in authentic, meaningful and interactive work (Mehisto, Marsh & Frigols 2008: 116). Content teachers might find themselves confronted with CDF and CALP requirements for the first time and in need of the help of their language teacher colleagues to face the additional linguistic challenges CLIL places on their teaching (Mehisto, Marsh & Frigols 2008: 11), while language teachers "must […] deal with a sudden importation of real thematic content" (Ball, Clegg & Kelly 2015: 32). With these new tasks arising, teachers need to learn how to work together with colleagues from their own and vastly different fields, which requires a reorientation away from teacher autonomy and independence (see section 4.6 below). At the same time, there is also a need to recruit and work with new CLIL teachers to guarantee the continued survival of a CLIL programme (compare Mehisto, Marsh & Frigols 2008: 20).

At the best-practice schools, the availability of qualified teachers has affected the scope of the CLIL programmes and therefore also the goals students can realistically achieve within these projects. Mr Plangger is one of thirteen CLIL teachers at his school, which affords the school the opportunity to be *"more flexible in terms of subjects [they] can offer"* and to opt for a more intensive CLIL programme where *"[e]very DLP class is taught 3 subjects partially in English"* and where *"50 % of these lessons are in English"*. His team enjoys the flexibility of a modular CLIL approach, which allows them *"to organise cross-curricular projects as often as possible"* and to *"pool [CLIL] lessons for relevant projects"*. They also *"try to promote CALPS and a maximum amount of immersion"*. Considering that Ms Untermaier coordinates a much smaller CLIL programme, her goals are less ambitious: she mainly uses CLIL to summarise chapters the class has previously worked on, a task she describes as *"context embedded and cognitively undemanding"*. Since she is the only CLIL teacher at her school, the programme is limited to the subjects she teaches, Business Administration and Business

Behaviour, and she receives no support from language or other content teachers. This places the responsibility for effectively applying CLIL methodology solely on her and prevents her from implementing CLIL methods like cross-curricular projects.

Ms Franz and Mr Licht, who coordinate the CLIL programme at the research site, too prefer the soft CLIL approach, which they think is particularly suitable for their school where the CLIL programme "*stark auf der Freiwilligkeit der Lehrer beruht"* ("relies heavily on teachers volunteering") [LI AF].

According to Mr Licht, they are planning a *"Soft Launch in […] 3 bzw. 4 Fächern"* ("soft launch in 3 or 4 subjects") and are aiming to provide a positive experience for the teachers who volunteered for the CLIL pilot, so that they

> *dann auch durch ihre positiven Erfahrungen, die sie […] im Lehrerzimmer weitergeben, werden die Hemmschwelle da auch ein bisschen senken für die anderen Lehrer da mitzumachen, damit sich das dann möglichst in der Schule verbreitet.*
>
> ("share their positive experiences in the teachers' room and lower the self-consciousness of the other teachers so that they join the programme and spread CLIL as much as possible throughout the school")
>
> [LI AF]

This would leave them with the option to expand and intensify their CLIL programme in the years to come. The CLIL team also looks favourably towards the option of offering CLIL modules and is already planning to collaborate on cross-curricular projects: in a meeting with the whole team, they shared plans to offer CLIL lessons on environmental topics in all CLIL subjects during the school's environment week. In line with CLIL methodology, the teachers aim to use more student-centred approaches, with Mr Zanger aiming to help students process the increased cognitive load of CLIL with *"unterstützende Medien (Texte, Audio/Video)"* ("supporting media [like] texts, audio and video files"). They are planning to build their CLIL lessons around the materials they design and use. Since the school does not currently assign any native speaker assistants to the CLIL programme, a lot of the methodological support needed to design effective CLIL materials and lessons will be provided by the English teacher Ms Franz, who aims to act as a *"Ressource [für ihre] Fachkollegen"* ("a resource for her content teacher colleagues").

4.4 Procuring and designing CLIL materials

The lack of ready-made CLIL materials is often a major concern for educators seeking to introduce a CLIL programme and often remains an issue even after a programme is established. That there is indeed a shortage of CLIL course books and other materials is well documented (Böwing 2013; Gondoavá 2015), which has the unfortunate consequence of "teachers often spend[ing] considerable time developing and/or adapting existing learning resources" (Mehisto et al. 2008: 22). In a study by Gierlinger (2007: 92), all interviewed teachers agreed that CLIL had drastically increased their workload, with 53% citing the lack of materials as the most difficult aspect of teaching CLIL. While authors like Böwing (2013: 195) have noted a rise in the publication of German CLIL course books in recent years, the fact that a large proportion of these publications focus on popular CLIL subjects like geography, history, and biology and are even then not available for every grade and school type still means that a large number of CLIL teachers will have to design their CLIL materials themselves. The same is true for Austria, where course book publishers like Veritas do offer some off-the-shelf "CLIL Modules" but not in a sufficiently comprehensive way to meet the demands of the market, thus leaving CLIL teachers with the responsibility of creating the materials needed by themselves. Since there is no national or European network that collects these self-designed materials and makes them available to other CLIL teachers (compare Königs 2013a: 51), this situation is unlikely to change.

Our best-practice school teachers do in fact create a large part of their CLIL materials themselves, with Mr Plangger stating that most materials are created by the school's CLIL team. A *"native speaker [who] [...] provides materials from English books/websites"* helps lessen the workload of Mr Plangger and his team, but as these materials still need to be *"didactically adapted"*, a considerable amount of work is still needed to get them ready for use. Ms Untermaier too primarily uses self-designed materials but also obtains some of her worksheets online from sources like *"[the] BBC [and the] British Council"*. She is also able to reuse and adapt materials from the further education CLIL course she took at a PH and from her *"Auslandsstudium in den USA und [ihrer] zweijährigen Berufstätigkeit in London"* ("studies abroad in the US and [her] two years of working in London"). Despite these well-working strategies to procure materials for her CLIL lessons, she stresses that preparing a CLIL lesson involves far more work than a regular lesson: *"Selbstverständlich ist der Arbeitsaufwand zur Vorbereitung [einer CLIL-Stunde] wesentlich höher!"*. Mr Plangger

agrees with her but adds that *"the output is usually far more effective and outcome-oriented than most coursebooks on the Austrian market*", thus making the effort worthwhile.

The CLIL teachers at the research site too seem resigned to the prospect of spending a considerable amount of time adapting or designing CLIL materials:

> *Es gibt im [Betriebswirtschaftsb]uch englische Beispiele, somit haben die SchülerInnen den Vorteil, betriebswirtschaftliche Vokabel bereits gesammelt im Buch zu haben, diese werde ich sicher nutzen. Zusätzlich greife ich auf englische Übungsbücher zurück und kann, wenn es die Themengebiete zulassen, Problemstellungen aus meiner beruflichen Praxis einsetzen. Die Vorbereitung wird aber sicher um einiges länger dauern, da eben der sprachliche Aspekt hinzukommt.*
>
> ("There are English exercises in the business administration course book, so the students have the advantage of already having a collection of business-specific vocabulary in their course book, I will definitely use that. Additionally I can fall back on English course books, and if it works out topic-wise, I can also use examples from my former career. But the preparation will definitely take a lot longer, because of the added language aspect.")
>
> [EI KH]

Mr Zanger, who fosters the *"Hoffnung, das eigene Englisch zu verbessern"* ("hope to improve his own English") and expressed feeling insecure about his language proficiency, emphasises the perks of spending more time on the preparation of a CLIL lesson. This helps him feel better prepared to meet the additional challenge of teaching in a foreign language:

> *Ich werde sicher viel mehr Zeit für die Planung und Vorbereitung brauchen. Vermutlich werde ich vieles selbst erstellen, so bekomme ich Sicherheit für die konkrete spontane Situation.*
>
> ("I will definitely need more time to plan and prepare. I will probably create a lot myself, that way I will feel more secure in a concrete spontaneous situation.")
>
> [EI EZ]

CLIL has indeed been found to increase the language competence of non-language teachers (Gierlinger 2007: 90), while a well-prepared CLIL lesson actually can help "counterbalance a certain lack of fluency" (Ball, Kelly & Clegg 2015: 15). Mr Zanger's intuition has certainly led him in the right direction.

What the CLIL teachers at the research site seemed uncertain about, however, was how to actually design good CLIL materials. This is especially true for Ms Haase and Mr Zanger who

had not yet attended the CLIL further education seminar at the start of the CLIL pilot year. Mr Licht and Ms Franz did report that their CLIL seminar dedicated a substantial amount of time to helping the teachers design their first CLIL materials, doing so seemed incredibly time-consuming and there is still room for improvement when it comes to efficiency. This is in no small part due to

> 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.
>
> (Ball 2018: 223)

Several researchers have therefore set out to define the characteristics of effective CLIL materials. Hallet (2013: 203) emphasises that CLIL materials need to connect content knowledge with subject-specific terms and categories, while stimulating cognitive construction rather than promoting mere reproduction. Mehisto (2012: 17-24) proposes ten principles for producing high-quality CLIL materials:

- quality CLIL materials make the aims and objectives of a task visible to students so that students have a clear idea of how they are progressing towards these goals. These learning aims should take the dimensions of language, content, and learning skills into account and can be formulated along the lines of "You will be able to summarise other students' ideas."
- Materials should also "systematically foster academic language proficiency" (Mehisto 2012: 18), which can be achieved by drawing attention to subject-specific vocabulary, characteristics of scientific language, and to the CDFs used in content-specific tasks.
- This also leads to the development of learning skills and in turn to "learner autonomy" (Mehisto 2012: 19), while also promoting "critical thinking" (2012: 23).
- CLIL materials should also "foster cooperative learning" (Mehisto 2012: 21), for example through the inclusion of "peer feedback" (2012: 20).
- "[I]ncorporating authentic language and authentic language use" (Mehisto 2012: 22) helps to "make learning meaningful" (2012: 25), while combining authentic language that is slightly above the students' level of proficiency with effective scaffolding measures helps students improve their language competence in a meaningful way (2012: 24).
- Lastly, CLIL teachers should also aim to create a "safe learning environment" (Mehisto 2012: 20) by taking diversity and inclusion into account and avoiding any

tasks that could embarrass students. It is also advisable to allow for real-time student feedback on CLIL tasks so that teachers can suggest appropriate coping strategies for difficult activities and revise them if need be (Mehisto 2012: 20).

Ball (2018: 227) draws on Mehisto's principles, emphasising the usage of illustrations such as charts, diagrams, mind-maps, graphs, and tables as immensely beneficial scaffolding measures that help students understand the interrelations between pieces of information without increasing the cognitive and linguistic load. These and other visual design choices like pictures are especially helpful when working with younger students and can be used for practical tasks like "hierarchical organization, categorization, sequencing, staging, naming, and matching" (Ball 2018: 225).

Meyer (2010) proposes a different model, the CLIL pyramid, which is based on Coyle's 4 C's. In this approach, any planning efforts start with the choice of content-specific topic, which is then followed by choosing task-appropriate media. The choice of media is accompanied by deciding which study skills a sequence should focus on and by providing scaffolding measures that help students process the task input. As a next step, the actual activity is designed with the two C's cognition (higher-order thinking skills) and communication (language) in mind; at this stage, a medium for student output, like a poster, a presentation, a map, etc., needs to be decided upon so as to incorporate appropriate output-scaffolding measures like useful phrases. The last step is called "CLIL workout" (Meyer 2010: 25) and includes reviewing the task design for key content and language elements. While the CLIL pyramid addresses the same basic considerations as Mehisto's principles, it is specifically designed to incorporate all of Doyle's 4 C's of content, communication, cognition and culture while taking into account that including all four them might only be possible over a sequence of lessons on the same topic (Meyer 2010: 25). The CLIL pyramid is therefore especially suitable for designing an interdisciplinary CLIL project (Meyer 2010: 25-26).

4.5 Assessment strategies for CLIL

CLIL is time-tabled and assessed as a content subject (Dalton-Puffer 2017: 155); the Austrian curriculum is quite clear in this respect and agreement rates for only assessing the content dimension in CLIL courses are high among Austrian teachers. These views are widely shared by the interview partners in this study, with best-practice school CLIL coordinator Mr Plangger emphasising that *"[o]f course, only content is graded and language mistakes do not*

lower the respective grade". Ms Untermaier, CLIL coordinator at another best-practice school, equally stresses that *"besonders darauf geachtet wird, dass die Sprachkompetenz nicht in die Note miteinfließt"* ("particular care is taken to ensure that language competence does not affect grading"). The CLIL teachers at the research site seem to follow this line of thinking:

> *wegen der Beurteilung brauche ich mir keine Sorgen zu machen, weil die Fremdsprache [...] ausgenommen [ist].*
>
> ("I don't need to be concerned about grading because the CLIL language [is] exempt")
>
> [EI EZ]

> *Also es ist klar, für die Fächer steht der Fachinhalt im Vordergrund, und es wird ja teilweise auch schwer sein zu beurteilen ob das jetzt gutes oder schlechtes Englisch ist was die Schüler da abliefern. Wichtig ist, dass sie einfach in der Sprache kommunizieren, das heißt, es wird der Inhalt im Vordergrund stehen und jetzt nicht die sprachliche Ausdrucksfähigkeit.*
>
> ("It's clear that in the content subjects, content knowledge will be the focus, and to some extent it will be difficult to decide whether the students are producing good or bad English. It's important that they just communicate in the language, that means the content will be the focus and not linguistic eloquence")
>
> [LI AF]

The Austrian CLIL teachers in a study by Hönig (2009: 74) held similar views, believing with absolute certainty that language performance did in no way influence their grading. This belief was proven wrong, with Hönig's observations (2009: 95) revealing that students with better language performances regularly outperformed their less eloquent peers, despite both groups showing the same level of content knowledge. The teachers let themselves be deluded by their students' eloquence, and with no objective parameters for grading language performance, "language became the decisive factor in fixing the grades the students were given" (Hönig 2009: 95).

Being fooled by a show of great linguistic ability, however, is not a new phenomenon, and research suggests that it is virtually impossible and often not even desirable to fully separate the assessment of language and content (Diehr 2013: 212). As Mohan, Leung and Slater (2010: 218) argue, "language and content are integrated" in any task type students may encounter, and teachers are always confronted with the way content knowledge is verbalised.

In CLIL, where language is not only the medium but also one of the learning objectives, this integration is compounded (Wewer 2013: 80) and can have very real effects on students' content performances: lower language proficiency might inhibit students when articulating their content knowledge, leading to lower grades (Gablasova 2014: 151).

There are four different approaches to solving the language problem in CLIL testing: first, testing in the CLIL language, an option often preferred by students but sometimes found lacking by teachers who find it hard to determine whether the cause of a low performance is insufficient content knowledge or poor language skills (Gablasova 2014: 152). A second option would be testing in the majority language, which might seem fairer at first but has the unfortunate drawback of students not knowing subject-specific terms in the L1 or otherwise failing to retrieve knowledge learned in the L2 (Gablasova 2014: 152). In the context of this study, this approach seems even less promising, as the overwhelming majority of CLIL students has a different L1 than the school language German. A third alternative would be to allow what Gablasova (2014: 152) calls "translanguaging", using a mixture of both L1 and CLIL language to demonstrate that a student possesses the necessary content knowledge. The final approach would be giving students a choice over which language they want to be tested in (Gablasova 2014: 152), the route de facto taken in Austria, as the curriculum states that students cannot be forced to answer exam questions in a foreign language (Hönig 2009: 64). With soft and modular CLIL programmes prevailing, exams tend to follow the language of instruction: what was taught in the CLIL language will usually be tested in English (Hönig 2009: 64). While students technically have the choice of taking these exams in German, this option is hardly ever taken (Hönig 2009: 93), as students seem to find it easier to retrieve knowledge in the language the content was learned in. The research school plans to follow this approach:

> *ich glaub, dass auf jeden Fall einzelne Maturafragen auf Englisch sind, und dass sie dann wählen können, ob sie die englische oder die deutsche Variante wählen.*
>
> ("I think some Matura questions will definitely be in English, and they will be able to choose between the English and the German version")
>
> [LI AF]

While this option seems fairest to students, it still does not account for the language dimension. Leal (2016: 298) emphasises the importance of a dual-assessment approach, which would allow teachers to diagnose whether it is the acquisition of content knowledge or insufficient language proficiency that is interfering with their students' learning, and to

intervene accordingly. That way, she argues, CLIL could actually "afford foreign language learning beyond incidental language gains" (Leal 2016: 310). Designing such tests, however, is not an easy task, especially for CLIL teachers who are not trained language teachers and who often do not have access to predetermined language goals or CLIL curricula (Wewer 2013: 79). Leal (2016: 298) has therefore designed a CLIL matrix CLIL on which teachers can base their integrated assessment of content and language:

<table>
<tr><td rowspan="2">Content Demands - Knowledge structure</td><td>High</td><td>Principles/relationships
Relationship between concepts – principles-processes - routines</td><td>Quadrant I
Defining
Identifying
Classifying
Describing...</td><td>Quadrant II
Applying
Explaining
Comparing
Analyzing...</td></tr>
<tr><td>Low</td><td>Concepts/classification
What? – Where? – Who? - When?</td><td>Quadrant III
Defining
Identifying
Classifying
Describing...</td><td>Quadrant IV
Applying
Explaining
Comparing
Analyzing...</td></tr>
<tr><td colspan="3" rowspan="2"></td><td>Lower-order Thinking skills / CALP functions</td><td>Higher-order Thinking skills / CALP functions</td></tr>
<tr><td colspan="2">Language Demands</td></tr>
</table>

Table 6 (Leal 2016: 298)

The four quadrants highlight the connections between content and language demands and allow teachers to consider the difficulty of test items in both dimensions (Leal 2016: 299, 310). The grid is designed as a tool for test design and should be completed with definitions of the content and language goals in each test, consistent criteria to measure performance against these goals, and valid test items attributed to the quadrants accordingly (Leal 2016: 310). Leal (2016: 301) notes that the linguistic demands of a test are likely to increase according to its content demands, as learning about more complex concepts calls for equally evolved language for working with and discussing such topics. Anticipating and evaluating these language needs might prove particularly challenging for content teachers though, which makes it difficult to apply Leal's model in practice. In Austria, the curriculum focuses on the content goals of CLIL and does not consider language objectives (Hönig 2009: 102), and there are no official guidelines available for how to incorporate feedback on language progress and how to "help students to get due credit for the knowledge and skills they demonstrate." (Hönig 2009: 103). In the long-term, integrated assessment of content and language should be incorporated into CLIL teacher training so as to sensitise CLIL teachers to language objectives and how to assess them; while this seems far off now, there are few short-term solutions that could be employed at Austrian CLIL schools. In many programmes,

content teachers are supported by native speaker assistants who, especially if they have also received some sort of language training, could help to formulate language learning objectives and criteria to measure progress against, both while designing and while conducting a test. In a smaller capacity, the same role might be taken on by an English teacher cooperating with CLIL content teachers. Ms Franz seems open to such an arrangement:

> *könnte man das Ganze dann auch so anlegen dass sie in Biologie eine Grafik beschreiben, und mir dann noch die Grafikbeschreibungen zukommen und ich das auch anschauen kann.*
>
> ("we could organise the programme so that they are describing a chart in Biology, and then afterwards I get to look at their descriptions too")
>
> [LI AF]

Another way of dealing with this issue would be to create more opportunities for peer feedback, as students tend to correct each other's language performances where teachers might not (compare Hönig 2009: 94). Peer assessment also gives students the chance to be involved in the definition of criteria for assessment (O'Dwyer & de Boer 2015: 402) and helps provide continuous and constructive feedback on the achievement of both content and language goals (Mehisto 2012: 20).

4.6 Making a team work: dividing responsibilities and creating opportunities for collaboration

Teaching as a profession relies heavily on the autonomy and independence of teachers, making the way towards collaborative problem-solving and cooperation between teachers ~~a~~ long and unnecessarily hard one (Chopey-Paquet 2015: 45-46). This is a regrettable side effect of the otherwise appreciated autonomy of teachers, as collaborating with fellow teachers has many benefits:

> *Ich glaub auch, dass ganz viel Energie verloren geht weil jeder für sich selbst Probleme löst die man vielleicht gemeinsam besser lösen könnte, oder wo ein Kollege für sich eigentlich schon eine Lösung gefunden hat die viel einfacher wär.*
>
> ("I also think that a lot of energy is lost on trying to solve problems on your own that might be solved more efficiently together, or where a colleague has actually already found a solution that is much easier")
>
> [LI AF]

In CLIL, the importance of collaborating is compounded, as the aspect of integration of content and language quite naturally calls for a cooperation between experts in both domains. Yet it is not only content and language teachers whose cooperation ensures the implementation of effective CLIL practices: while such collaborations are undoubtedly among the most fruitful, content teachers cooperating with other content teachers, as well as language teachers working together with other language teachers, can bring a number of benefits to a CLIL programme (Pavón Vázquez 2014: 123). The advice of language teachers regarding the promotion of CALP skills, the use of linguistic strategies that are necessary to work with content in a foreign language, and the methodology needed to develop them is crucial in helping content teachers create CLIL lessons that truly integrate content and language teaching methodology (Pavón Vázquez 2014: 123). As for content teachers collaborating with each other, the consultation between several such teachers may yield exciting projects such as cross-curricular modules looking at the same topic from the viewpoints of different subjects, while agreeing on common methodological strategies might help students navigate a CLIL programme more easily (Pavón Vázquez 2014: 123). Language teachers working with other language teachers can help pre-construct important scaffolding measures, as linguistic patterns and functions taught in L1 language classes can serve as a gateway to promote a deeper understanding of similar patterns and functions in the CLIL language (Pavón Vázquez 2014: 123). Finally, many schools employ native speaker assistants who support content teachers with the linguistic requirements of teaching CLIL, which "greatly contributes to increasing the quantity and quality of the language support necessary in conditions where exposure to the language is limited." (Méndez García & Pavón Vázquez 2012: 578).

It is therefore not surprising that collaboration is seen as the key to an effective CLIL programme that successfully integrates both content and language goals (Méndez García & Pavón Vázquez 2012: 589; Julían-de-Vega & Fonseca-Mora 2017: 184). It will, however, only reach its fullest potential in favourable conditions where all teachers view the cooperation positively (Chopey-Paquet 2015: 197) and where the school administration provides a space for them to cooperate, for example by arranging the CLIL teachers' schedules in a way that allows for team meetings (Pavón Vázquez 2014: 117). A CLIL coordinator plays a vital role in creating such conditions. Often a foreign language teacher (compare Julían-de-Vega & Fonseca-Mora 2017: 186), the CLIL coordinator is in charge of organising and supervising the work of the CLIL team, while also acting as a spokesperson for the school's CLIL programme in front of the school administration, parents, and local

educational authorities. The coordinator mediates the collaboration between teachers involved in the CLIL programme, suggests methodological approaches to the team, and is ultimately responsible for supervising the creation of CLIL materials (Julían-de-Vega & Fonseca-Mora 2017: 192, 197), while also assigning responsibilities to team members, organising team meetings, and assuming responsibility for devising common assessment schemes (Pavón Vázquez 2014: 117-118).

At the best-practice schools, the role of coordinator is filled respectively by Mr Plangger and Ms Untermaier. Mr Plangger, who is both a language and content teacher and teaches CLIL lessons in Geography, is in charge of coordinating the efforts of thirteen CLIL teachers and one native speaker assistant. He is also responsible for recruiting additional CLIL teachers and organises further education CLIL training at a university college of teacher education for "*2 teachers per year in order to be more flexible in terms of subjects [they] can offer"*. He and his colleagues "*try to organise cross-curricular projects as often as possible"*, which translates to two or three projects a year; they have no fixed timeslots for team meetings, although Mr Plangger has *"been trying to convince [his] boss to give [them] one lesson per week for team meetings".* As the only CLIL teacher at her school, Ms Untermaier fulfils the representative functions of a CLIL coordinator, but lacks team members between whom she could initiate and mediate collaborations. She is, however, in the process of recruiting *"interessierte KollegInnen"* ("interested colleagues") for the CLIL programme.

At the research site, the role of CLIL coordinator is shared by Ms Franz and Mr Licht and is therefore already a collaboration between language and content teachers. Ms Franz and Mr Licht are remunerated for their efforts and share the "CLIL Kustodiat"[19], and have assumed responsibility for organising the CLIL programme from the bottom up. They recruited their colleagues:

> *Grundsätzlich waren es Fr. Franz und Hr. Licht, die mich zu CLIL brachten.*
>
> ("Ms Franz and Mr Licht were the ones who originally introduced me to CLIL")
>
> [EI KH]

> *Ich wurde gefragt. Hauptsächlich die Art und Weise, wie ich persönlich angesprochen und ermuntert worden bin.*

[1919] Additional to their roles as teachers, Austrian teachers can be employed as custodians at their school, fulfilling additional functions such as librarians, head of subject unit (e.g. foreign languages).

("I was asked. Mainly the way I was personally addressed and encouraged.")

[EI EZ]

Ms Franz and Mr Licht also approached the headmaster and took care to fulfil the legal requirements of introducing a CLIL programme. It seems that they have split the responsibilities of a CLIL coordinator, with Mr Licht tending to administrative concerns like coordinating the communication between team members and quality management (see below) while Ms Franz provides linguistic and methodological support:

nachdem ich die Fremdsprache unterrichte werde ich als Ressource meinen Fachkollegen zur Verfügung stehen.

("since I'm teaching the CLIL language I will be acting as a resource for my content teacher colleagues")

dass ich dann ein bisschen […] scaffolding mache, zum Beispiel word banks zur Verfügung stelle. Dass ich dann versuch, wenn zum Beispiel die Aufgaben in Biologie stark an der Auswertung von irgendwelchen Daten hängen, wenn sie zum Beispiel irgendwelche Graphen besprechen wie sich was entwickelt, dass ich dafür dann das Vokabular zur Verfügung stelle.

("that I will do a bit of scaffolding, like providing word banks. That I will try, for example when the biology tasks are heavily dependent on interpreting graphs, when they are discussing graphs and how they develop, that I will provide the vocabulary for that")

ich werd auch sehr stark dann auf Englischschulbücher zurückgreifen und den Kollegen zeigen, was die englischen Schulbücher hergeben

("I will also strongly rely on the English course books and show my colleagues what they can do with them")

[LI AF]

According to Ms Haase and Mr Zanger, Mr Licht was responsible for *"[d]ie rechtliche Einführung, also die Beantragung bei der Schulleitung"* ("the official introduction, meaning the official application with the headmaster") and *"hat 'Teams' erstellt"* ("has created 'Teams'"), the digital platform the CLIL team uses to communicate. Ms Franz states that her and Mr Licht *"haben unsere Seminarunterlagen in diesem Microsoft Teams gespeichert"* ("have saved the materials from their further education seminar on this Microsoft Teams platform") and continue to use the platform to share files and communicate with the CLIL

team. In addition to digital communication, the CLIL team has been meeting at irregular intervals prior to the start of the pilot CLIL project to discuss administrative issues and introduce methodological practices to team members who have not completed CLIL training yet. The team aims to meet more regularly once the programme has commenced.

4.7 Quality management: planning for the long-term survival of a CLIL programme

As discussed in section 2 above, the monitoring and evaluation of the quality of a CLIL programme have yet to be standardised (Ball, Kelly & Clegg 2015: 260). While some European countries, like the Netherlands, have established a set of CLIL standards and an external agency that monitors their implementation (van Kampen et a. 2017: 4), Austria lags behind in this respect, with only HTL schools having access to external support for evaluating the quality of a CLIL programme (Ball, Kelly & Clegg 2015: 261). All other CLIL schools, including the research site, have to rely on school-internal measures of quality control. They can hope for little help from educational authorities with this task: while Austrian schools have been legally required to follow a set of educational standards for foreign language teaching since 2009 (Horak et al 2010: 28), no such standards have yet been formulated for CLIL teaching.

At the research site, concerns over controlling the quality of the CLIL programme were addressed by Mr Licht, who asked about useful measures of quality control in the first meeting with the researcher at the school. Measures such as documenting each CLIL lesson, regular meetings, and observing each other's lessons were discussed, and came up again during the interviews:

> *Wir werden uns schon regelmäßig treffen um zu besprechen…also am Anfang müssen wir besprechen wie genau es jetzt umgesetzt werden soll, dann glaub ich, nach den ersten Stunden, wird jeder froh sein, wenn er mit den Kollegen darüber sprechen kann wie es gelaufen ist, was man besser machen kann. Also da wollen wir schon so Schleifen machen. Wir haben auch überlegt ob wir uns gegenseitig ein bisschen besuchen sollen im CLIL-Unterricht damit wir uns gegenseitig Feedback geben können.*
>
> ("We will meet regularly to discuss….well, at the beginning we will need to discuss how exactly we will implement everything, and I think that after the first lessons, everyone will be happy if they get to discuss with the colleagues how it went and what could have been done

better. We want to organise some sort of feedback loop: We are also considering sitting in on each other's CLIL lessons so that we can give each other feedback")

[LI AF]

Similar measures are taken at Mr Plangger's AHS, where *"team meeting[s] [are held] once or twice a year"*, teachers *"regularly exchange ideas and materials"*, and give each other *"feedback on worksheets"*. This is in concordance with suggestions made by the literature: Ball, Kelly and Clegg (2015: 262) propose devising a CLIL development plan and monitoring the school's progress within that plan at a number of meetings throughout the school year, which is similar to what Ms Franz mentioned they would be doing. This would be an important step towards setting the CLIL programme up for success and ensuring that it survives beyond the pilot year. When it comes to monitoring and evaluating teacher performance during CLIL lessons, the school does not currently employ anyone with enough understanding of CLIL methodology to carry out these investigations who is not already involved in the CLIL programme themselves; any such measures will therefore have to be processed team-internally. Since "[t]his requires a degree of trust amongst the teachers" and could easily lead to discord within the team, Ball, Kelly and Clegg (2015: 262) suggest establishing a formal structure for evaluating the quality of the CLIL programme. A way to do so would be formulating a set of standards or criteria for effective CLIL teaching, which will differ between CLIL programmes according to the needs and goals of individual schools (Ball, Kelly & Clegg 2015: 260). A model that could be adapted for this purpose was proposed by de Graaff et al (2007), and includes five characteristics of effective CLIL teacher performance along with several descriptors:

Teacher facilitates exposure to input at a (minimally) challenging level	**Teacher facilitates meaning-focussed processing**	**Teacher facilitates form-focussed processing**
text selection in advance	stimulating meaning identification	facilitating noticing of problematic and relevant language forms
text adaptation in advance	checking meaning identification	providing examples of correct and relevant language forms
adaptation of teacher talk in advance	emphasising correct and relevant identifications of meaning	correcting use of problematic and relevant language forms
text adaptation during teaching	exercises on correct and relevant identifications of meaning	explaining problematic and relevant language forms, e.g. by giving rules
fine-tuning of teacher talk		having pupils give peer feedback

Teacher facilitates opportunities for output production	Teacher facilitates the use of strategies
asking for reactions	eliciting receptive compensation strategies
asking for interaction	eliciting productive compensation strategies
letting students communicate	eliciting reflection on strategy use
stimulating the use of the target language	scaffolding strategy use
providing feedback, focusing on corrected output	
organising written practice	

Table 7 (compare de Graaff et al 2007: 607-610)

The descriptors refer to the ability of CLIL teachers to scaffold language and content of both materials and teacher talk (de Graaff 2007: 607), to aid and facilitate the processing of meaning and language forms (2007: 608-609), to create opportunities for functional output while also promoting L2-medium interactions between the students (2007: 609), and to guide the use of receptive and productive strategies to compensate for comprehension and communication gaps (2007: 610). If used as an observation tool for CLIL lessons, this model allows evaluators to compare the teacher's performance with the indicators for qualitative CLIL teaching; it is noted that not all descriptors will be present in every single CLIL lesson (de Graaf et al 2007: 612), and different school contexts might call for an adaptation of the descriptors. At the research site, de Graaff et al.'s list could be understood as more of an orientation tool towards quality CLIL teaching rather than as an ultimate evaluation model, and could provide some guidance for formulating a school-internal set of criteria tailored to the school's own needs and goals. A similar set of descriptors could be used to document each teacher's CLIL lessons, which is a task likely to be carried out by the individual teachers themselves. Together with regular team meetings to monitor the implementation of the school's CLIL action plan, the peer-observation and self-documentation of CLIL lessons should help ensure that the CLIL team meets its quality goals, clearing the way for a successful continuation of the programme beyond the pilot year.

5 Planning for the future

5.1 Plans for this CLIL class

In the interviews, the teachers' primary focus was on their students and on how they would benefit from the programme:

Mein Ziel ist es, dass der CLIL-Unterricht den konventionellen Unterricht bereichert. Die SchülerInnen sollen das Projekt als positiv und sinnvoll wahrnehmen.

("My goal is to enrich my regular lessons with CLIL. I want the students to view the project as positive and meaningful").

[EI KH]

Ich möchte, dass meine CLIL-Stunden als solche gelingen, d.h. dass sie in guter Erinnerung bleiben, weil gute (CLIL-spezifische) Lernerfahrungen gemacht werden konnten.

("I want my CLIL lessons to be a success, meaning that the students have good memories of them because they had a good (CLIL-specific) learning experience".)

[EI EZ]

In addition to providing such a stimulating learning experience, the CLIL teachers also want to create a safe learning environment in which the students feel confident enough to experiment with the foreign language:

[u]nser Ziel ist […], Schüler aus unterschiedlichen Perspektiven kennenzulernen, und ihnen zu ermöglichen, dass sie ungehemmt ihre Englischkenntnisse ausleben können.

("our goal is to get to know our students from different perspectives and to enable them practice their English language skills without inhibitions")

[LI AF]

Mr Zanger agrees, adding that

[d]adurch, dass Englisch auch von ‚Nicht-Profis' im Schulbetrieb unbeschwert verwendet wird, soll [es] Schülerinnen und Schülern […] leichter gemacht werden, das auch zu tun und zu probieren.

("because 'non-professionals' will also use English in an untroubled way at school, it should be easier for students to do and try the same.")

[EI EZ]

These goals were also reflected in more immediate concerns such as lesson planning, the teachers' primary tool of working towards an enriching CLIL experience. Mr Zanger wants to use *"unterstützende Medien (Texte, Audio/Video)"* ("supporting media (texts, audio/video)") to enrich his CLIL lessons, while Ms Franz is preparing topics for interdisciplinary projects:

ich hab da jetzt schon eine Übersicht gemacht über den Englischlehrplan die sich die anderen Lehrer anschauen können und schauen können, welche Themen sie da einbringen wollen, damit wir dann gleichzeitig auch so ein bisschen fächerübergreifend dran arbeiten können. Ein Thema nächstes Jahr bei mir in Englisch ist […] Umwelt, und das würd sich extrem anbieten, dass man da eine Kooperation mit dem Biologen macht.

("I have already created an overview of the English curriculum that the other teachers can look at and see which topics they want to add, so that we can do some interdisciplinary work. One of my topics in English next year is the environment, that practically offers itself for a cooperation with the biology teacher.")

[LI AF]

Mr Licht looks to the future, hoping that his CLIL lessons will prove to be a *"Schlüssel zu mehr Verständnis im Miteinander"* ("key to a deeper understanding in togetherness"). He states that:

Der Unterricht wird internationalisiert und den [Schülerinnen und Schülern] wird mehr Sprachkompetenz und mehr Fachkompetenz mitgegeben

("Education becomes internationalised und the students gain more language competence and more content competence")

[EI ML]

If Mr Licht's hopes are realised, his CLIL lessons could also help prepare his students for a globalised economy in which English is the main lingua franca. In this market, content meaning has to be negotiated between a number of people for whom English is a foreign language, which as an experience is simulated in the CLIL classroom.

Regarding their own expectations for the programme, several teachers expressed that they hoped for a continuation of their close collaboration. Ms Franz finds *"die Zusammenarbeit mit den Kollegen einfach so schön"* ("working together with her colleagues just so nice"), adding that finding solutions as a team is more fruitful and timesaving than working alone. The teachers want to continue supporting each other by *"[einander] besuchen […] im CLIL-Unterricht damit wir uns gegenseitig Feedback geben können"* ("sitting in on each other's lessons to give feedback to each other") and by working on interdisciplinary projects. As the class's English teacher, Ms Franz is a driving force behind these efforts: *"die Schüler kriegen dann von mir in Englisch den Fachinput auf Englisch, also die notwendigen Vokabeln"* ("the students will get some content input during my English lessons, like topic-specific

vocabulary"). This would also help with the scaffolding in the actual CLIL lesson and also has the added benefit of providing the students with authentic vocabulary that is useful when solving content-related problems, potentially increasing student interest during the vocabulary sessions as well. During the meetings with the researcher, the CLIL teachers seemed positive that a number of topics would lend themselves to interdisciplinary collaboration. There has even been talk of including project work enveloping all CLIL subjects into the curriculum, maybe in the form of an "environment week" during which English, business education, biology and even mathematics lessons revolve around different aspects of environmental protection. Such a project would not only make sense in terms of successful CLIL teaching but would also reflect the school's focus on sustainable entrepreneurship.

The CLIL team will definitely have time for interdisciplinary projects and other CLIL activities, as the school plans to continue CLIL teaching in the pilot class right until they graduate in three years. Headmaster Mr Parr says:

> *Wir probieren das [...] mit einer Klasse, und wir hätten dann gern, dass es durchgängig ist bis zu[m] [Maturajahr].*
>
> ("We're trying that with one class and would like it to be continuous until [senior year]")
>
> [LI AP]

Both Mr Parr and Ms Franz expressed the wish to round out three years of CLIL by offering the students to answer certain content-subject Matura questions in English rather than in German:

> *ich glaub, dass auf jeden Fall einzelne Maturafragen auf Englisch sind, und dass sie dann wählen können, ob sie die englische oder die deutsche Variante wählen.*
>
> ("I think that some Matura questions will definitely be in English and that they will be able to choose between an English and a German option.")
>
> [LI AF]

Given the time frame, there are no concrete plans for CLIL Matura questions yet, but it seems likely that topics taught in English will also be tested in English. This way, students could avoid having to translate content learned in English to German. Ms Franz also pointed out that

> *sich einige Schüler sehr darüber freuen werden wenn sie die Matura mehr auf Englisch als auf Deutsch ablegen können.*

("some students would be very happy if they could take more of the Matura exams in English rather than German.")

[LI AF]

This likely applies to students who were not born in Austria and still feel more confident speaking English rather than German. Receiving some exam questions in English could therefore help ease the added pressure of language performance and allow these students to focus on the content they are actually being tested on.

5.2 Plans for future CLIL classes

While all CLIL teachers hope that the programme will continue next year with another 11th grade class, they are aware that this continuation of the programme will depend more on the colleagues teaching the next class than on them. They see it as their responsibility to lead by example and convince other teachers at the school to get involved in the CLIL programme:

jetzt müssen wir schauen, dass wir im nächsten Schuljahr möglichst viel Werbung dafür machen, damit dann der nächste Englischlehrer, der die nächste Klasse führt, sagt, er lässt sich auch auf das Projekt ein. Man muss immer die Englischlehrer ins Boot holen und dann schauen, welche Fachlehrer man dazugewinnen kann.

("now we have to take care to advertise the programme as much as possible over the next school year, so that the next English teacher who teaches the next class also agrees to join the project. You always have the get the English teacher on board first and then see which content teachers can be convinced, too.")

[LI AF]

Headmaster Mr Parr hopes that the CLIL teachers' efforts at recruiting more CLIL teachers are successful, since he plans to further expand the project:

wenn das erste Jahr erfolgreich war, würden wir dann im nächsten Jahr mit der nächsten Klasse beginnen. Also das wär so Ziel, dass man dann immer eine Klasse, also wir haben immer zwei bis drei HAK-Klassen parallel, und es wäre schön, wenn wir dann eine CLIL-Klasse quasi hätten, pro Jahrgang hinauf bis zur Matura.

("if the first year is successful, we would like to start with the next class next year. The goal would be to always have one class, out of three HAK classes per year, it would be nice to have one CLIL class per year, from 11th grade until the Matura")

[LI AP]

If the programme continues to be successful, he would like to adapt the entrance procedure so that new students could opt for the CLIL strand upon registering at the school. Depending on student interest, he either considers offering one CLIL class per year or limiting CLIL to *"gewisse Gegenstände oder Unterrichtssequenzen, die man über einen Jahrgang gemeinsam führt"* ("certain subjects or teaching sequences offered to all students in a particular year"). He is open to adapting the CLIL action plan after the pilot year, but is *"überzeugt davon, dass der Plan gut ist, und [...] geh[t] auch davon aus, dass er umgesetzt werden kann"* ("convinced that the plan is good and thinks that it will be possible to implement it").

6 Reflections

6.1 Lessons from the introduction of this programme

While the CLIL team has devised a detailed, well-structured plan for the implementation of the CLIL programme, some issues will have to be addressed in more detail at the beginning of the CLIL pilot year. Some team members do not yet feel secure in their understanding of CLIL methodology:

> *Ich bin mir bewusst, dass mein Verständnis von CLIL sehr rudimentär ist. Ich habe das meiste aus dem gemeinsamen Meeting und kürzeren Gesprächen mit Anna [Franz]. Nur oberflächlich habe ich mich mit den digital zugänglichen Informationen auseinandergesetzt.*
>
> ("I'm aware that I only have a rudimentary understanding of CLIL. Most of what I know comes from the team meeting and from short discussions with Anna [Franz]. I've only dealt with the information available online in a superficial way")

[EI EZ]

While such concerns would usually be addressed in the CLIL teacher training seminar, scheduling issues prevented Mr Zanger and Ms Haase from attending the seminar before the beginning of the CLIL pilot year; they are now registered for a seminar before Christmas, but might have felt better prepared if their CLIL training had been sooner. Other problems include a lack of consensus on assessment and grading strategies, which Mr Licht plans to have *"Anfang des Schuljahres geklärt"* ("worked out at the beginning of the school year"), and an unfinished action plan for teacher collaboration:

Ich vermute, dass aus Zeit- und Planungsgründen die Bereiche der einzelnen Fächer weniger koordiniert werden als gewünscht.

("I suspect that due to time and planning issues, the individual subject fields will be less coordinated than we would have wished")

[EI EZ]

While there is no reason to suspect that these issues will hinder the implementation of CLIL at the research site, handling them at the planning stage rather than during the introduction process might have resulted in a more solid action plan, which could have simplified the process.

On a national level, the implementation of several measures would have made the job of the CLIL teachers at the research site far easier: as discussed at length throughout this thesis, Austria has almost no official support structure that could provide implementation guidelines, CLIL materials, and external quality evaluation to prospective CLIL schools, especially if those schools are not HTLs. If such support measures were available, educators involved in the introduction of a CLIL programme could forego hours of research into CLIL methodology and of painstakingly comparing solutions employed at other schools, and could instead focus on their actual job, delivering holistic and well-planned CLIL lessons. Thus, if encouraging the spread of CLIL at Austrian schools is to remain an educational goal, establishing a national centre for the coordination of CLIL is long overdue. Schools might also benefit from additional funding for the implementation of innovative methodologies, which might enable administrators to send more prospective CLIL teachers on further education seminars and to set up small CLIL libraries with CLIL coursebooks and research literature. Finally, universities and teacher training institutions need to recognise the importance of CLIL by making more CLIL courses available or even mandatory.

6.2 Checklist: introducing a CLIL programme in Austria

Since the Austrian school system has rather flexible regulations for the implementation of a CLIL programme at non-HTL schools, most of the guidelines suggested in section 2.3 will apply to an Austrian context.

Reading up on CLIL

There is a definite lack of official guidelines on how to best design, structure and implement a CLIL programme at an Austrian school, and the initiators of a programme will need a profound enough understanding of CLIL methodology and related administrative issues to do that job without much support from above. A general starting point for reading up on CLIL would be *Uncovering CLIL: content and language integrated learning in bilingual and multilingual education* (2008) by Peeter Mehisto, David Marsh and María Jesús Frigols and *Putting CLIL into practice* (2015) by Phil Ball, Keith Kelly and John Clegg. If English is still an issue for some team members at this point in the introduction process, *Handbuch Bilingualer Unterricht. Content and Language Integrated Learning* (2013), edited by Wolfgang Hallet and Frank Königs, is a good German-language alternative.

Finding CLIL teachers

Due to the dual qualification in the Austrian teacher education system, chances are high that teachers who are both qualified language and content teachers are already employed at the school. If the CLIL language is to be English, many Austrian content teachers are likely to already possess the language skills needed to teach CLIL lessons, especially if they can be ensured that support from an English language teacher will be available throughout the process. At HAKs or other vocational schools, some teachers might have already worked with the CLIL language at some point in their occupational history, which might make the prospect of teaching in another language less intimidating to them. Other teachers might be encouraged to take on the challenge of CLIL if the school administration helps organise language refresher courses for them or offers to finance the attending of CLIL teacher training.

Gaining the support of administrators

In Austria, a school's headmaster or headmistress and other administrative staff enjoy a great deal of autonomy when it comes to implementing innovative teaching methods and projects. Like the headmaster at the research site, they might be easily convinced of the merits of CLIL as long as initiators can assure them that establishing a CLIL programme will not require substantial financial investments or lead to discord among the staff.

Deciding on a course structure

Deciding on a course structure is an especially important step in the Austrian context, as the basic structure of a CLIL programme needs to be outlined in the application to the SGA. This outline should include the general scope of a CLIL programme, the number of CLIL lessons per school year, and the CLIL subjects the team has decided upon, and should mention the names of the involved teachers while also listing their individual responsibilities. In the proposal written by the CLIL teachers at the research site, each member of the CLIL team legally committed themselves to teaching ten CLIL lessons over the course of the CLIL pilot year.

Choosing CLIL students

As demonstrated in this thesis, it is not only German native speakers and students with higher academic performances and domestic learning support levels that make suitable CLIL students, and CLIL has been successfully implemented in more diverse school contexts, one of the best-practice schools highlighted in this study among them. It is therefore not necessary to establish rigorous selection procedures for CLIL students, and admittance on a simple first-come first-served basis might be the better choice if the goal is to provide an inclusive learning experience. At the research site, the CLIL pilot class was chosen by the CLIL team due to staff and organisational considerations, although it is planned to switch to a student-self-selecting process in the future.

Budgeting for CLIL

Austrian schools do not usually have large budgets to invest in innovative teaching approaches, which makes working cost-effectively a necessity. Administrators will be more likely to agree to an initial proposal if the CLIL programme envisioned does not require any larger investments on their part. If a programme is established and running well, adjustments to a CLIL budget might still be discussed: this is the case at one of the best-practice schools highlighted in this thesis, where the CLIL coordinator is currently negotiating the dedication of one hour per week of paid teacher time for CLIL team meetings.

Communicating with parents

At most Austrian schools, a committee of elected parent representatives votes alongside teacher and student representatives on every major school decision and is often involved in various school activities. This parent committee often consists of parents dedicated to providing the best education to their and other children and is therefore a good first contact point when communicating the merits of CLIL to the parents at the school. CLIL could also be presented at the annual parent teacher conference, or at meeting dedicated entirely to CLIL. Both options provide a forum for parents to ask CLIL-related questions and to voice their concerns.

Implementing measures of quality control

As detailed in section 2.7 above, Austrian schools, with the exception of HTLs, cannot hope for external help with implementing measures of quality control and will therefore have to establish their own set of criteria to measure levels of subject achievement, levels of learner language ability, effectiveness of materials, levels of teacher language ability and levels of teacher CLIL pedagogy against. While these standards should be formulated prior to the introduction of a CLIL programme, it is likely that the CLIL teachers in charge of quality control will find it necessary to adapt these standards as they become more experienced.

Considering the legalities

With the exception of HTLs, where CLIL is mandatory, a provision for voluntarily establishing a CLIL programme is made in the curricula of all Austrian school types. The legal requirements are purposefully kept low, and a CLIL team only needs to formulate an application detailing the structure, the planned amount of CLIL lessons, and the involved teachers and subjects to be approved by the SGA.

6 Conclusion

Established in the 1990s, CLIL has since become a popular approach in European schools and worldwide. Efforts to coordinate CLIL programmes on an international level are sparse, and CLIL programmes differ greatly between countries and even between individual schools. In

Austria, where the education system is greatly diversified to begin with, these differences are particularly pronounced: where HTL schools are obligated to run CLIL programmes and both teachers and students are pressured by educational authorities to participate in these programmes, other Austrian school types have a rather loosely defined option of establishing a CLIL programme. Apart from this curricular provision, non-HTL schools can hope for little support from the Ministry of Education or teacher training institutions when it comes to guidelines for the implementation of CLIL, the supply of CLIL materials, or external measures of monitoring the quality of a programme. As a result, initiators of CLIL programmes face an immense workload when trying to structure a CLIL programme at their school and devising a plan for its implementation.

The novice CLIL team at the research site was in a similar situation and sought help to navigate the abundance of research literature on CLIL, the multitude of structural options, and the challenge of designing a programme tailored to an unusual group of CLIL learners. In the tradition of *Begleitforschung*, the researcher documented and guided the CLIL introduction process at the research site and provided the theoretical foundation the team needed to find the best solutions for their student group and staff. Together with the CLIL team teachers, the researcher identified seven core challenges, such as planning for a multilingual and socially diverse student population, designing a structure and methodological approach suited to the programme, dividing responsibilities among the team of CLIL teachers while promoting collaboration, implementing measures of quality control, and considering issues such as the production of CLIL materials and deciding on methods of assessment. These challenges were considered from a theoretical perspective, through the review of Austrian best-practice school examples and by the CLIL teachers at the research site themselves, who voiced their considerations on these issues and plans for dealing with them in a series of qualitative interviews. This resulted not only in potential approaches and solutions to dealing with these challenges at the research site, but also in a checklist for educators seeking to implement a CLIL programme in the future, who will now look to the research site as a best-practice example. Further research on the CLIL implementation stages at the research site and an evaluation of the programme after the pilot year might lead to more insight on successful CLIL practices in Austria and help to further establish the research site as a leading school in CLIL methodology.

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8 Appendix

Kurzbericht zur Einführung von CLIL am Forschungsstandort

Content and Language Integrated Learning (CLIL) ist ein methodologischer Ansatz für verschränkten Sachfach- und Fremdsprachunterricht, und bezieht sich auf eine Unterrichtsform in der ein Sachfach auf einer Fremdsprache und mithilfe von fremdsprachdidaktischen Methoden unterrichtet wird (Ball, Clegg & Kelly 2015: 1). Das hat den Vorteil, dass Schülerinnen und Schüler ohne zusätzlichen Zeitaufwand mehr Kontakt mit der Fremdsprache haben (Dalton-Puffer & Smit 2007: 8) und dadurch auch im Fremdsprachunterricht bessere Leistungen erzielen können (Mewald 2007: 155, 160). Durch die schülerzentrierte Methodik, die von vielen Schülerinnen und Schülern als besonders motivierend wahrgenommen wird, können teils sogar bessere Ergebnisse im Sachfach erreicht werden (Mehisto, Marsh & Frigols 2008: 20-21).

Aus diesen Gründen hat sich ein Team aus Lehrkräften am Forschungsstandort dazu entschlossen, mit dem Schuljahr 2019/2020 ein CLIL-Pilotprojekt zu etablieren. Das für diesen Zweck entworfene CLIL-Programm soll an einer Wiener HAK entstehen und involviert vier Lehrkräfte, die Fächer Mathematik, Naturwissenschaft, Finanz- und Risikomanagement, Business Behavior und Wirtschaftsrecht, und eine 3. HAK-Klasse bestehend aus 22 Schülerinnen und Schülern. Zur Qualitätssicherung des Projektes wurde eine Kooperation mit dem Institut für Anglistik und Amerikanistik an der Universität Wien und mit einer Lehramtsstudentin eingegangen, die im Zuge des Projektes ihre Diplomarbeit verfasste. Es wurde mit Methoden aus der Begleitforschung gearbeitet, einem Zugang, der sich als wissenschaftlicher Beratungsservice versteht und die Implementierung von neuen Methoden an Bildungseinrichtungen begleitet (Wolter 2017). Gemäß den Methoden der Begleitforschung wurde der CLIL-Einführungsprozess am Forschungsstandort begleitet, dokumentiert und theoriebezogen angeleitet (Schemme 2003: 31). Zu diesem Zweck wurden sieben für den Schulstandort relevante Themenschwerpunkte gemeinsam mit den CLIL-Lehrkräften identifiziert und im Zuge der Diplomarbeit erarbeitet:

- die Planung eines CLIL-Programmes für eine migrationsbedingt mehrsprachige SchülerInnenpopulation;
- die Vermeidung eines elitär geprägten Programmes das leistungsstarke Schülerinnen und Schüler aus bildungsnahen Haushalten bevorzugt;

- die Erstellung einer Programmstruktur die auf den Schulstandort, die ansässige SchülerInnenpopulation und auf das Kollegium zugeschnitten ist;
- die Beschaffung und Erstellung von qualitätsvollen Materialien für den CLIL-Unterricht;
- die Schaffung von fairen Bewertungs- und Benotungskonzepten für den CLIL-Unterricht;
- Strategien für die effektive Kollaboration zwischen CLIL-Lehrkräften;
- Maßnahmen zur Qualitätssicherung.

Um diese Themenschwerpunkte für die Umsetzung eines erfolgreichen CLIL-Programms am Forschungsstandort aufzubereiten, wurde eine Reihe von fokussierten Interviews mit den CLIL-Lehrkräften und dem Direktor am Forschungsstandort und mit zwei CLIL-KoordinatorInnen an Wiener *best-practice* Schulen geführt. Zusätzlich wurde Forschungsliteratur rezensiert und ein Fragebogen zum Sprachprofil der Schülerinnen und Schüler ausgegeben. Das Resultat ist nicht nur ein theorie- und beispielbezogener Vorschlag zum Umgang mit den identifizierten Herausforderungen am Forschungsstandort, sondern auch ein Handlungsleitfaden für die zukünftigen Initiatorinnen und Initiatoren von CLIL-Programmen an anderen Schulen. Dadurch sichert der Forschungsstandort nicht nur den größtmöglichen Erfolg des eigenen CLIL-Programmes, sondern etabliert sich auch selbst als *best-practice* CLIL-Schule.

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Abstract auf Englisch

Content and language integrated learning (CLIL) combines content subject and foreign language methodology and is increasingly adopted at Austrian schools. Using methods from accompanying research (*Begleitforschung*), this paper follows the introduction of a CLIL programme at a vocational secondary school with a focus on business education (HAK), documents this process, and offers theory-based guidance on seven core challenges faced by the school. These challenges were identified in cooperation with CLIL teachers at the school and include planning for a multilingual student population, avoiding bias towards students with higher socio-economic status and better academic performance, designing a programme structure and methodological approach tailored to the needs and facilities of the school and its student population, procuring and creating high-quality CLIL materials, devising fair and integrative assessment strategies, planning for effective teamwork and close teacher collaboration, and implementing measures of quality control. These issues are evaluated from a theoretical perspective and through the review of Austrian best-practice examples before discussing strategies for action, thus proving that CLIL is not only suitable for elite students but can successfully be adapted to fit the needs of a more diverse student population. To aid the introduction of a similar programme at other Austrian schools, the planning measures taken at the research site will be summarised in a guideline for planning a CLIL programme.

Keywords: CLIL, foreign language teaching, content teaching, school development

Abstract auf Deutsch

Content and Language Integrated Learning (CLIL) vereint Methoden aus der Sachfach- und Fremdsprachdidaktik und wird zunehmend an österreichischen Schulen eingesetzt. Diese Arbeit setzt Begleitforschungsmethoden ein um den CLIL-Einführungsprozess an einer berufsbildenden höheren Schule mit wirtschaftlichem Schwerpunkt (HAK) zu begleiten, zu dokumentieren, und theoriebezogen anzuleiten. Der Fokus liegt dabei auf sieben für den Schulstandort relevanten Themenschwerpunkten die gemeinsam mit den CLIL-Lehrkräften identifiziert wurden: die Planung eines CLIL-Programmes für eine multilinguale SchülerInnenpopulation, die Vermeidung eines elitär geprägten Programmes das leistungsstarke Schülerinnen und Schüler aus bildungsnahen Haushalten bevorzugt, die Erstellung einer Programmstruktur die auf den Schulstandort, die ansässige SchülerInnenpopulation und auf das Kollegium zugeschnitten ist, die Beschaffung und

Erstellung von qualitätsvollen Materialien für den CLIL-Unterricht, die Schaffung von fairen Bewertungs- und Benotungskonzepten, Strategien für die effektive Kollaboration zwischen CLIL-Lehrkräften, und Maßnahmen zur Qualitätssicherung. Diese Themen werden theorienbezogen und im Gespräch mit *best-practice* CLIL-KoordinatorInnen beleuchtet bevor davon ausgehend Handlungsstrategien für den Schulstandort erarbeitet werden. Dadurch wird bewiesen, dass CLIL nicht nur für eine SchülerInnenelite geeignet sondern auch für eine diverse SchülerInnenpopulation adaptierbar ist. Um die Einführung eines ähnlichen Programmes an anderen österreichischen Schulen zu unterstützen werden die am Forschungsstandort gesetzten Planungsmaßnahmen in einem Handlungsleitfaden für die Planung eines CLIL-Programmes zusammengefasst.

Schlagworte: CLIL, Fremdsprachdidaktik, Sachfachdidaktik, Schulentwicklung