

Freie Universität Berlin
Institut für Englische Philologie
Fachdidaktik Englisch
Lehrmasterstudiengang 60 LP

Master Thesis

Content and Language Integrated Learning: an Empirical Study of its Benefits and Risks according to Students and Parents

1. Prüfer/in: Prof. Dr. Michaela Sambanis
2. Prüfer/in: Prof. Dr. Andrew James Johnston

Submitted by Katerina Mihova
September 2011

Table of Contents

| | | |
|----------|--|-----------|
| 1 | Introduction | 1 |
| 2 | Content and Language Integrated Learning | 3 |
| 2.1 | Definition of the term | 3 |
| 2.2 | Why CLIL? | 4 |
| 2.3 | Historical and current development of CLIL in Germany | 5 |
| 2.4 | Implementation of CLIL in Germany: curricula and choice of subjects | 7 |
| 2.5 | Methodological framework for CLIL and further implementation issues..... | 10 |
| 2.6 | Development of CLIL in an European context | 12 |
| 3 | Neuroscientific Implications for CLIL | 14 |
| 3.1 | Structure and functions of the human brain..... | 14 |
| 3.2 | A brain-aware approach to a CLIL lesson in political education | 17 |
| 4 | Empirical Study of Students' and Parents' Perceptions of CLIL | 19 |
| 4.1 | Research question | 19 |
| 4.2 | Research instrument..... | 20 |
| 4.3 | Sample..... | 21 |
| 4.4 | Results, evaluation and discussion..... | 23 |
| 4.4.1 | Students' perception of CLIL | 23 |
| 4.4.2 | Parents' perspective on CLIL | 36 |
| 5 | Conclusion..... | 42 |
| 6 | References | 45 |
| 7 | Appendix 1 | 52 |
| 8 | Appendix 2 | 55 |
| 9 | Appendix 3 | 60 |

List of Tables

| | |
|---|----|
| Table 1: Number of schools implementing CLIL (German-English) | 6 |
| Table 2: Distribution of students by school year..... | 22 |
| Table 3: Distribution of English and CLIL lessons per week | 22 |
| Table 4: Significance calculation for students' responses (Item 13)..... | 26 |
| Table 5: Significance calculation for students' responses (Item 1)..... | 28 |
| Table 6: Significance calculation for students' responses (Item 9)..... | 28 |
| Table 7: Significance calculation for students' responses (Item 3)..... | 29 |
| Table 8: Significance calculation for students' responses (Item 10)..... | 30 |
| Table 9: Significance calculation for students' responses (Item 12)..... | 31 |
| Table 10: Significance calculation for students' responses (Item 11)..... | 32 |
| Table 11: Significance calculation for parents' and students' responses (Items 6 / 13)..... | 40 |
| Table 12: Significance calculation for parents' and students' responses (Items 8 / 11)..... | 41 |

List of Figures

| | |
|--|----|
| Figure 1: Responses concerning reasons for choosing CLIL (Item 5) | 23 |
| Figure 2: Responses concerning stays in an English-speaking country (Item 4) | 24 |
| Figure 3: Responses reflecting students' wish to have more CLIL subjects (Item 2)..... | 24 |
| Figure 4: Responses reflecting the desire to opt out of CLIL (Item 14) | 25 |
| Figure 5: Responses concerning plans to have A-Level political education (Item 15)..... | 25 |
| Figure 6: Responses referring to the impact of CLIL on speaking skills (Item 13) | 26 |
| Figure 7: Responses referring to the language learning outcomes of CLIL (Item 8)..... | 27 |
| Figure 8: Responses regarding the perception of CLIL vs. non-CLIL (Item 1)..... | 27 |
| Figure 9: Responses referring to the subject learning outcomes of CLIL vs. non-CLIL (Item 9) | 28 |
| Figure 10: Responses referring to participation in discussions in CLIL vs. non-CLIL (Item 3) | 29 |
| Figure 11: Responses referring to the use of textbooks in CLIL vs. non-CLIL (Item 10)..... | 30 |
| Figure 12: Responses referring to CLIL tests vs. non-CLIL (Item 12)..... | 31 |
| Figure 13: Responses referring to homework in CLIL vs. non-CLIL (Item 11)..... | 31 |

| | |
|--|----|
| Figure 14: Responses referring to grades in English in secondary school (Item 7) | 32 |
| Figure 15: Responses concerning the effect of CLIL on the interest in other countries (Item 17) | 33 |
| Figure 16: Responses about the impact of CLIL on interest in English books / media (Item 16) | 33 |
| Figure 17: Responses referring to parents' proficiency in English (Item 2) | 37 |
| Figure 18: Responses referring to languages spoken in the family (Item 3)..... | 37 |
| Figure 19: Responses referring to parents' education and professional qualification (Item 4)..... | 38 |
| Figure 20: Responses concerning the reasons for parental support of CLIL (Item 1) | 38 |
| Figure 21: Responses as to whether parents would recommend CLIL (Item 10) | 39 |
| Figure 22: Responses referring to parental support if children want to opt out of CLIL (Item 5)..... | 39 |
| Figure 23: Responses concerning parents' wish for more subjects covered by CLIL (Item 7) | 40 |
| Figure 24: Responses referring to the effect of CLIL on children's conversational skills (Item 6)..... | 40 |
| Figure 25: Responses referring to homework in CLIL vs. non-CLIL (Item 8)..... | 41 |
| Figure 26: Responses referring to children's interest in English books and media (Item 9)..... | 41 |
| Figure 27: Responses referring to free-time activities related to English (Item 12) | 42 |

1 Introduction

“Get two for the price of one.” No matter whether this advertisement decorates the front of the local supermarket or a big department store, it attracts the consumers’ attention. Who does not love getting two for the price of one? Cosmetics, shoes, clothes, often but not always the deal is worth it. The same commercial slogan has been employed to advertise bilingual education. Indeed, in accordance with the principles of market economy, the demand for this tuition method has increased enormously, causing in turn its boom. It remains to be seen whether bilingual education will pay off in the long run.

In the recent years the primary goal of various educational measures at the European level has been the development of linguistic competence as well as skills for cross-cultural communication. Today, young people across Europe are stronger than ever before aware of their role as “players in the continental game.”¹ At both national and international levels different regulations and agreements provide a framework for innovative and flexible forms of foreign language learning. Accordingly research in the field of bilingual learning has increased to get new insights in its working principles.²

In Germany, however, the euphoria subsides perceptibly when theory is to be put into practice. Across the federal states there are no coordinated curricula to enable schools to use the full potential of bilingual learning as regards the parallel development of linguistic and subject competence.³ Teacher training and teaching materials are another pressing issue to be handled by the educational authorities. Despite various recommendations at national and European levels implementation measures lack consistency.

This paper makes no claim to be an exhaustive and systematic survey of the benefits and risks of bilingual education. It is an examination of possible advantages and disadvantages from the perspective of those who are directly involved in it, namely students and parents. While research results on the effect of bilingual education on subject learning in respect of coverage and depth are controversial, there is no doubt about the positive language outcomes.⁴ A survey on the language outcomes of bilingual learning, carried out on behalf of the Conference of the Ministers of Education, tested students who had been involved with this method and students who had not experienced bilingual learning. Both groups had

¹ Bach (2010), p. 10.

² For a survey of publications see Bach / Niemeier (2010).

³ See Bonnet (2004), p. 23.

⁴ See Dalton-Puffer (2007a), p. 4.

comparable socio-economic and educational background, general performance in German and basic cognitive skills. The results demonstrated that regarding their competence in English, students exposed to bilingual learning were ahead of their monolingual peers.⁵ Furthermore, this approach caters particularly for the needs of average students who manage to improve their language competence.⁶ Therefore, a generally positive perspective on bilingual learning is expected from both students and parents. It is inevitable though that their personal experience with this approach may cause certain reservations concerning different aspects of bilingual learning such as impairment of subject learning, additional time for preparation, difficulties to perform tests, and participate in discussions.

The paper approaches bilingual learning from a neuroscientific perspective. Insights about the processing of information by the adolescent brain are considered to be crucial to recognize the benefits and risks of bilingual learning. Certain areas of brain research such as memory formation, executive control, fear, and motivation seem to have clear implications for the joint use of language and content learning.⁷

The aim of Chapter I is to find its way through the jungle of definitions and different approaches to bilingual learning. It introduces the term Content and Language Integrated Learning (CLIL) as an “umbrella term” for this tuition method.⁸ This chapter traces the historical and the current development of CLIL in Germany. It discusses some of the issues that are currently subject of debate, and most particularly the questions surrounding the implementation of CLIL in German schools, such as the curriculum provisions or the subjects included in CLIL. It addresses the issue of a comprehensive methodological framework for CLIL. The overview goes beyond the national level to regard the role of CLIL in an European context.

Chapter II considers CLIL from the perspective of neuroscience. It provides a short description of certain brain structures and their functions, whereby it focuses on the development of the adolescent brain. The basic argument is that findings in this area of neuroscience may well contribute to make full use of the potential and minimize the risks of CLIL. This chapter contains an example for a brain-aware lesson in political education as part of CLIL.

⁵ See DESI (2006), p. 60.

⁶ See Dalton-Puffer (2007a), p. 5.

⁷ See Ting (2010), p. 4.

⁸ Keßler / Plessner (2011), p. 177.

Chapter III presents the results of an empirical study of students' and parents' views on CLIL. Students' perception of the strengths and weaknesses of CLIL is considered important, especially in the light of neuroscientific research. Additionally, the study focuses on parents' views on CLIL and more particularly on how they perceive their children's experience with it, for parental support and encouragement are crucial to enhance learning, too.⁹ Chapter III outlines the research question and provides a description of the sample as well as the research instrument. At the end the collected data is presented and evaluated.

Chapter IV gives an outlook to the future with particular reference to the results of the study.

2 Content and Language Integrated Learning

2.1 Definition of the term

As Christiane Dalton-Puffer points out bilingual education is not a completely new phenomenon. In fact, its longstanding tradition reached far back to the middle ages, when Latin was used as a medium of instruction. In the nineteenth century, however, in state-funded schools there was a strong orientation towards monolingual education.¹⁰ This tradition continued after World War II throughout the Cold War. The fall of the Berlin Wall, however, had radically changed the world community. Over the last twenty years European policies towards cooperation and unification as well as globalization and growing mobility in a larger context, have increased the demand for people who are able to face the challenges of international communication.

Bilingual learning in all its different forms makes it difficult to find a single systematic definition. A website providing information on the integration of content and language learning lists forty-five terms used world-wide, such as for instance Content-based Language Teaching, English across the Curriculum, English-Sensitive Content Teaching, etc.¹¹ Wendy Arnold calls this approach a "chameleon with a different meaning to different context."¹² Edgar Otten and Manfred Wildhage compare it to an amoeba "transparent but without clear profile."¹³ Notwithstanding the different labels, all these tuition methods are linked by one

⁹ See Chambers (2000), p. 49.

¹⁰ See Dalton-Puffer (2007), p. 1ff.

¹¹ See <http://www.content-english.org>.

¹² Arnold (2010), p. 227.

¹³ Otten / Wildhage (2003), p. 13.

common feature "an additional language, thus not usually the first language of the learners involved, is used as a medium in the teaching and learning of non-language content."¹⁴

The German education system employs the term "Bilingualer Sachfachunterricht" which is regarded as the German equivalent of CLIL.¹⁵ In a resolution of the Conference of the Ministers of Education, CLIL is defined as a teaching approach where parts of a subject are taught in a foreign language.¹⁶ Jorg Keßler and Anja Plesser refer to CLIL "whenever one subject, but less than 50% of all the subjects are taught in the target language."¹⁷ This definition of the term allows a clear distinction between CLIL and other forms of bilingual education as for instance immersion. Since the 1990s CLIL is the official term in the European discourse on bilingual learning:

It seeks to develop proficiency in both the non-language subject and the language in which this is taught, attaching the same importance to each. Furthermore, achieving this twofold aim calls for the development of a special approach to teaching in that the non-language subject is not taught in a foreign language but with and through a foreign language.¹⁸

This definition emphasizes two aspects of CLIL: the importance of the target language as a tool in the teaching process rather than an aim to be achieved, and the complementary role of language and subject learning. In this context David Marsh argues that "teaching in English can easily lead to language problems. Teaching through English can unleash language potential."¹⁹

2.2 Why CLIL?

Dalton-Puffer and Ute Smit base their analysis of CLIL on the distinction between a psycholinguistic approach, which focuses on language as an individual cognitive achievement, and an approach to language as a socially distributed phenomenon.²⁰ From a psycholinguistic perspective CLIL, in contrast with traditional foreign language teaching, creates a more natural learning environment. Learning about geography, history, and politics gives meaning to foreign language learning. Furthermore, CLIL creates "a rich learning environment through the discussions of relevant topics and the provision of authentic texts

¹⁴ CLIL Compendium.

¹⁵ Keßler / Plesser (2011), p. 177.

¹⁶ See Beschluss der KMK (2006), p. 7

¹⁷ Keßler / Plesser (2011), p. 177.

¹⁸ CLIL at School in Europe. Eyredice 2006, p. 7.

¹⁹ Marsh (2005).

²⁰ See Dalton-Puffer / Smit (2007), p. 10.

and materials.”²¹ Thus, it is perceived as interesting and motivating. CLIL also enables meaningful communication, which is the central principle of the communicative approach in foreign language teaching. Other benefits that are associated with CLIL are the higher exposure to the target language as well as its ability to reduce the anxiety experienced by learners.²²

Keßler and Plesser use their observation of a sample geography lesson to outline some general principles of CLIL. According to them, CLIL draws heavily on students’ previous experience and prior knowledge of a specific topic. They argue further that within the CLIL framework language learning acquires an immediate relevance as learners become aware that language “is a means to an end, rather an end in itself.”²³ The task-based approach is another resource that is integrated within the CLIL methodology. Task performance is conducted in such a way so that it can initiate the negotiation of meaning and content.²⁴

The approach to language as a socially distributed phenomenon puts a special emphasis on the CLIL classroom as a social setting. The classroom is an isolated place where participants take on various roles. It fulfills different purposes and obeys specific discourse rules.²⁵ The CLIL classroom allows learners to “co-construct together with other participants the social practices through which learning can take place.”²⁶

A further benefit associated with CLIL is the development of intercultural competence. The goal of intercultural learning is to enable learners to modify or even get rid of already existing notions and take on a new perspective on the foreign culture. In this process students are also encouraged to reflect critically on their own identity and expand their world view. The CLIL classroom is just the right place where learners may encounter “otherness” and achieve this genuine change of perspective.

2.3 Historical and current development of CLIL in Germany

The origin of CLIL in Germany can be traced back to the 1960s. Although today English is the most popular language within CLIL, the emergence of this approach is not related to it. In 1963 France and Germany signed the Elysée Treaty which contained provisions for increased

²¹ Keßler / Plesser (2011), p. 182.

²² See Dalton-Puffer / Smit (2007), p. 8.

²³ See Keßler / Plesser (2011), p. 180.

²⁴ Ibid., p. 181.

²⁵ See Dalton-Puffer / Smit (2007), p. 10.

²⁶ Ibid., p. 10.

cooperation in the sphere of education. Thus, the first German-French schools implemented the principles of CLIL to teach subject contents through French. Similarly, the boom of German-English sections in the early 1990s was a result from the Maastricht Treaty, which represented a new stage in the European integration. As a result English as a working language of the European Union had gained in importance.

Table 1: Number of schools implementing CLIL (German-English)²⁷

| Länder | Gymnasien | | | Gesamtschulen | | | Realschulen | | | Grundschulen | | |
|--------|-----------|------|------|---------------|------|------|-------------|------|-------|--------------|------|------|
| | 1993 | 1998 | 2005 | 1993 | 1998 | 2005 | 1993 | 1998 | 2005 | 1993 | 1998 | 2005 |
| BB | - | 1 | 5 | - | 4 | - | - | - | - | - | - | - |
| BE | 2 | 3 | 7 | - | 2 | 16 | - | 3 | 7 | - | 2 | 2 |
| BW | 5 | 13 | 37 | - | - | - | - | - | - | - | - | - |
| BY | - | 15 | 52 | - | - | - | - | 19 | k. A. | - | - | - |
| HB | 4 | 9 | 11 | - | - | - | - | - | 1 | - | - | - |
| HE | 1 | 7 | 21 | 1 | 11 | 25 | - | 6 | 11 | - | - | - |
| HH | 5 | 5 | 10 | - | - | - | - | - | - | - | - | 3 |
| MV | - | - | - | - | - | - | - | - | - | - | - | - |
| NI | 17 | 31 | 64 | 1 | 1 | 5 | - | 1 | - | - | - | - |
| NW | 33 | 55 | 85 | 6 | 13 | 24 | 27 | 29 | 42 | - | - | - |
| RP | 9 | 14 | 19 | - | - | - | 3 | 3 | 4 | - | - | - |
| SH | 5 | 15 | 20 | - | - | 1 | 4 | 5 | 5 | - | - | - |
| SL | - | - | 4 | - | - | - | - | - | - | - | - | - |
| SN | - | 1 | 3 | - | - | - | - | - | - | - | - | - |
| ST | - | 2 | 11 | - | - | - | - | - | - | - | - | - |
| TH | - | 3 | 3 | - | - | - | - | - | - | - | - | - |
| Gesamt | 81 | 172 | 349 | 8 | 27 | 75 | 34 | 66 | 70 | - | 2 | 5 |

The figures clearly show that the number of schools implementing CLIL doubled between 1993, when the Maastricht Treaty entered into force, and 1998. The boom of CLIL between 1998 and 2005 was due to the changing political, economic, and social realities.

North-Rhein-Westphalia has the longest experience with CLIL. It is still the most active practitioner of this method but also the most populous federal state. CLIL is a common practice in Niedersachsen, Bavaria, and Baden-Württemberg.

The lack of a longstanding tradition in the former East German federal states accounts for the low number of schools implementing CLIL. Besides, various economic factors must be taken

²⁷ Werner (2009), p. 26.

into consideration, too. The amount of resources that are invested into CLIL varies considerably across Germany. Bavaria, Hamburg, and Baden-Württemberg, for instance, are among the most affluent federal states. In this context Berlin can be regarded as a special case. Its status during the Cold War and current role of a multicultural metropolis has had an important impact on educational policies. Through the implementation of CLIL at comprehensive (Gesamtschulen) and secondary schools (Realschulen), Berlin has made CLIL accessible to a broader spectrum of students, proving that it is not a tuition method aimed exclusively at particularly talented audience. This tendency can be observed also in North-Rhein-Westphalia, Niedersachsen, Hessen, and Schleswig-Holstein. Undoubtedly, the establishment of CLIL sections at types of schools other than Gymnasium is an argument against the claim that CLIL is elitist. Nevertheless, the number of Gymnasien implementing CLIL exceeds by large those of other types of schools.

Except for Berlin, Hamburg, and currently Rheinland-Pfalz²⁸, CLIL has not been introduced at primary level although the Action Plan of the EU Commission includes CLIL development in primary schools. Research into second language learning also indicates the benefits of introducing languages to children at an early age.²⁹

The number of schools currently implementing CLIL in English and other languages suggests that CLIL has proved to be not simply a trend but a constant part of the curricula across the federal states. Needless to say, the strong interest and the demand for more CLIL opportunities in the context of changing economic and social realities are going to push the figures upwards in the future.

2.4 Implementation of CLIL in Germany: curricula and choice of subjects

Given the autonomy of the German federal states in educational policies, the implementation of CLIL varies considerably all over the country. Most often CLIL is a part of the mainstream school provisions, but it also may be implemented in different modules and projects for a short span of time. These variations influence, in turn the organization, the curriculum, and the choice of subjects.

The stage when students enter CLIL depends on the type of school. In general, during the first two years, no subjects are taught bilingually, but foreign language teaching is more intensive. In year three, two bilingual subjects are introduced. The most common combination is that of

²⁸ See Bildungsserver Rheinland-Pfalz.

²⁹ See EUCLID Project (2008), p. 2.

geography and history. Additionally, political education is covered by CLIL in the upper grades of secondary education.³⁰ As already mentioned the number and the choice of subjects, the exact stage when they are introduced as well as the number of English lessons are not consistent throughout the federal states.

On the national level various recommendations and guidelines are provided to ensure that the objectives and principles of CLIL are properly implemented.³¹ North-Rhein-Westphalia and Rheinland-Pfalz have developed specific curriculum provisions. According to them, CLIL is supposed to fulfill the requirements of the subject curriculum in respect of its objectives, contents, and methods. Specific terminology should be introduced in both the native and target language since students are expected to apply the contents of the subject in both languages. The recommendations also point to the discrepancy between learners' cognitive and linguistic abilities which should be taken into account by the teacher. The notion of intercultural competence figures prominently, too. A further task of CLIL is to promote language skills such as the ability to describe, explain, and evaluate various subject matters as well as subject-specific study skills, as for instance the work with graphs and tables, picture analysis, etc. Special attention is also paid to textual work.³²

Another issue concerning the implementation of CLIL is the choice of subjects. CLIL is applicable to almost any subject from the fields of science and humanities as well as arts, music, and physical education.³³ The benefit of CLIL is that it provides opportunities to study content through different perspectives as well as an access to subject-specific target language terminology, thus preparing learners for their future studies and working life. CLIL also contributes to the development of individual learning strategies and promotes diverse methods and forms of classroom practices.³⁴

Geography and history are the most popular subjects within the framework of CLIL.³⁵ Geography is very often the first subject to be taught bilingually. The subject matter aids to bridge the gap between cognitive and language abilities. For this purpose topics that are concrete and lend themselves to visualization are introduced at the beginning. These are followed by more complex subject matter which goes beyond simple description and requires

³⁰ See *Ausführungsvorschriften für bilingualen Unterricht Berlin* (2008).

³¹ See *Beschlüsse der KMK* (2006), p. 19.

³² See Wolf (2007).

³³ See *Realschule. Bildung in Baden-Württemberg* (2006), pp. 16-18.

³⁴ See *CLIL Compendium. CLIL Dimensions and Focuses*.

³⁵ See Bonnet (2004), p. 17.

analytical thinking and problem-solving abilities. This approach, however, demands a parallel progression in the development of the language skills: starting from simple, specific structures and moving towards more abstract and complex notions. Additionally, the CLIL approach to geography promotes an attitude of tolerance, curiosity, and openness.³⁶

A further very popular subject involved in CLIL is history. The use of authentic material modifies and complements the national perspective on certain historical events.³⁷ An excellent example in this context provides a CLIL history lesson on World War II, where students work with an original document called “How to do with German Civilians”, which is an information bulletin for British soldiers printed in 1945. By means of this authentic piece students face a new perspective on German history. The self-perception and the perception by the others raise questions about German identity and help to account for British-German stereotypes.³⁸

Biology, physics, and chemistry account for 11% of the total amount of subjects taught bilingually. These subjects are most widespread in Niedersachsen, Bremen, and Hamburg.³⁹ It should be noted, however, that the limited popularity of natural science within CLIL is due to the fact that in some federal states prospective teachers cannot opt for the combination of subjects from the natural science and a foreign language.⁴⁰

Proponents of the CLIL approach to biology point out the role of English as a global language of science as well as its advantages for future academic studies and professional careers. A further argument in favour of biology is that very often the same terminology of Latin or Greek origin with different pronunciation is used in both German and English. Besides, learners can benefit from the Anglo-American scientific discourse which has very strong communicative elements. Additionally, biology lessons address issues such as bioethics and environmental protection which can be viewed from a different perspective enabling learners to exercise critical judgment.⁴¹

Despite its clear benefits physical education is not very common within the CLIL approach. As a monolingual subject it is generally well accepted and a welcome change in school routine. Physical education has the advantage that students can perform without any pressure

³⁶ See Haupt / Biedestädt (2003), pp. 46 ff.

³⁷ See Wildhage (2003), p. 77.

³⁸ Ibid., p. 88.

³⁹ See Bonnet (2004), p. 18.

⁴⁰ Ibid., p. 18.

⁴¹ See Richter / Zimmermann (2003), pp. 117-118.

since grades do not play any significant role. It usually takes place outside the classroom in a gym or a playground, thus enabling more intensive social interaction. The emphasis lies on giving instructions, describing and analyzing movements, developing and evaluating rules and tactics. Students simultaneously master tactical tasks and physical activities by using both German and English.⁴²

Religion has been a rarity in the CLIL classroom. And yet, it could also benefit from the joint use of English and German. If a specific matter is considered too personal, through the use of the foreign language certain distancing is possible. Religion taught bilingually facilitates the promotion of universal values and morality, and complements the very strong German perspective on religion.⁴³

To sum up, despite efforts made at the national level, curricular provisions for CLIL vary considerably across the federal states. Obviously, the potential of certain subjects from the school curriculum for CLIL is considerable. Unfortunately, this wide spectrum of subjects has not been fully exploited.

2.5 Methodological framework for CLIL and further implementation issues

Simultaneously with CLIL's growing popularity the debate on methodology issues is gaining momentum. Gerhard Bach argues that on the one hand, CLIL theory and methodology are strongly influenced even dominated by foreign language didactics.⁴⁴ On the other hand, CLIL is supposed to meet the requirements of the subject curriculum, and is thus torn between these two sides. Currently, efforts have been made towards developing single methodology to be applied solely by CLIL. However, no clear results are yet available. Hence, schools often face various hindrances to implement CLIL provisions in practice. In fact, as Do Coyle observes "CLIL is at a dangerous moment: being applied with few guidelines CLIL risks evolving into time-consuming but ineffective and thus frustrating experiences for otherwise eager teachers."⁴⁵

Bach outlines three different models of language and content teaching. According to him CLIL, which he calls an integrative model, proves to reach the highest degree of integration of language and subject content.⁴⁶ He claims, however, that for various reasons, such as

⁴² See Nietsch / Vollrath (2003), pp. 148-149.

⁴³ See Pirner (2007), p. 44.

⁴⁴ See Bach (2010), p. 12.

⁴⁵ Quoted by Ting (2010), p. 13.

⁴⁶ See Bach (2010), p. 13.

methodological or organizational difficulties, CLIL is not the most wide-spread form across Germany. According to Bach schools apply a linear model. Its most characteristic feature is that there is a linear progression from foreign language teaching to subject teaching. Language teaching has the function to prepare students for the subject learning in the target language. Within this approach language and subject learning have by no means complementary function.⁴⁷

A new perspective in the discussion on CLIL methodology has been brought forward by Wolfgang Butzkamm. He argues in favour of a pendulum model.⁴⁸ In this model the pendulum stays as long as necessary on the side where content information is delivered and knowledge transfer takes place, then it swings to the language-related side for a while, and then back to the subject-related side. Thus, language slots alternate with subject learning spans. Swinging between these two sides is, according to Butzkamm, is the ideal approach to CLIL. Moreover, it does not require new methodology but a specific focus to bring foreign language and subject teaching methods together.⁴⁹

A further important issue related to CLIL is the qualification of teachers. Ideally, a CLIL teacher should be trained in both subject and foreign language. This, however, is not always the case. Often foreign language teachers who may not be familiar with the methodology of the subject or subject teachers who may not possess sufficient language proficiency are involved in CLIL.⁵⁰

According to the resolution of the Conference of the Ministers of Education, teachers' qualification includes general linguistic competence as well as subject specific language skills. Additionally, an expertise in foreign language didactics and content-based language teaching is required. Further specific competences refer to intercultural learning, error correction, and the development and choice of teaching material. CLIL teachers should be able to provide language and methodological support and be aware of the role of the mother tongue in the CLIL classroom.⁵¹

At the early stages CLIL has encountered considerable difficulties in respect of teaching materials. Over the last few years, through more active involvement of different publishing houses the situation has improved and there are textbooks for the most wide-spread

⁴⁷ Ibid., p. 12.

⁴⁸ See Butzkamm (2010), p. 95.

⁴⁹ See *ibid.*, p. 95.

⁵⁰ See CLIL/EMILE (2002), p. 79.

⁵¹ See Beschluss der KMK (2006), p. 21.

combinations of subjects and languages. Nevertheless, there is still a need for a greater variety of suitable CLIL material. Furthermore, as Teresa Ting points out “CLIL material should be more than reading-comprehension exercises in which content has been dramatically simplified.”⁵²

The role of the mother tongue is another key point in the context of CLIL. Quite often misused, the latter has been banned from the foreign language classroom.⁵³ Within the framework of CLIL, however, as the German term “Bilingualer Sachunterricht” suggests, it is even desirable to be used. Butzkamm acknowledges its essential positive effect on learning. CLIL provisions by the Ministry of Education of North-Rhein-Westphalia also recommend that specific terminology as well as phrases and collocations shall be introduced in both German and English. Butzkamm claims that a compact, integrated into the learning process mother tongue language support may have a positive influence on bilingual learning. In this context he makes several suggestions concerning the implementation of CLIL. Butzkamm recommends the use of a textbook in the mother tongue at home. He also argues that students shall have the chance to opt out of CLIL at the end of the school year, so that subject learning in German and English alternates. Further CLIL shall cover more than two subjects: the more intensive CLIL as regards the number of subjects covered the better.⁵⁴

Another vague issue concerning CLIL is the evaluation of students’ performance. Teachers face the problem of correcting both language and content errors. However, there are no clear guidelines how to strike the right balance. Although the Conference of the Ministers of Education emphasizes subject knowledge as essential criterion⁵⁵, in Berlin for instance there are recommendations that the linguistic accuracy should be adequately taken into account, too.⁵⁶

The lack of clearly defined methodological framework, appropriate teachers’ qualification and consistent implementation guidelines threaten to undermine the principles of CLIL running the risk to compromise it. The responsibility to take necessary measures lies with the educational authorities.

2.6 Development of CLIL in an European context

⁵² Ting (2010), p. 13.

⁵³ See Butzkamm (2010), p. 91.

⁵⁴ Ibid., p. 97ff.

⁵⁵ See Beschluss der KMK (2006), p. 19.

⁵⁶ See AV bilingualer Unterricht (2010), p. 3.

CLIL has become a priority concern in the European education debate thus leading to an increase in EU initiatives in this field. These measures have been triggered by the desire to make young people more effectively prepared for the multilingual and cultural requirements of a globalized world.

The Action Plan to promote language learning and language diversity developed by the European Commission regards CLIL as an effective approach to bring language and content learning together. It addresses key issues as CLIL's ability to motivate and give meaning to learning. This tuition method lends itself to the special needs of young learners and exercises a beneficial influence on both language and subject learning.⁵⁷

The Eurydice Report from 2006, as part of the Action Plan, has been so far the most comprehensive survey of the position of CLIL in the education systems across Europe. The report focused on various implementation issues. Its findings showed that CLIL had been applied in different forms throughout schools in Europe. The survey addressed the fact that CLIL had not been implemented on a broad scale and that, in some countries, developments in the field occurred mainly in the big cities.⁵⁸ According to the survey, the evaluation of student performance and CLIL methodologies across the member states had proved very encouraging.⁵⁹

The report indicated that teachers' qualification was a key issue in most countries. There had been a strong demand for teacher training programs specially devised for this approach.

As far as the choice of subjects was concerned the survey revealed that the most frequently targeted subjects were mathematics, the natural sciences, geography, history, and economics. A matter of concern, however, should be the finding that the subject-content learning was sometimes a secondary consideration. The evaluation of the CLIL provisions made clear that there was a "general tendency that national recommendations tend to attach greater importance to the language proficiency."⁶⁰

Although the survey had demonstrated the predominance of English as a target language other foreign languages, such as French, German, Spanish or Italian were involved in CLIL, too. Additionally, in some of the member states where more than one official language or regional and minority languages were spoken CLIL had also been implemented in these languages.

⁵⁷ See An Action Plan 2004–2006, p. 8.

⁵⁸ See Eurydice Report (2006), p. 56.

⁵⁹ *Ibid.*, p. 57.

⁶⁰ *Ibid.*, p. 56.

To sum up, despite variations in the implementation and development of CLIL, the efforts at European levels have increased to create a single educational framework for this approach.

3 Neuroscientific Implications for CLIL

3.1 Structure and functions of the human brain

There is a broad agreement on the beneficial effect of CLIL on language learning outcomes. Furthermore, as Ting argues this tuition method has the chance to renovate twenty-first century education.⁶¹ According to her, the clue to this fundamental change gives neuroscience and more particularly insights into how the brain processes information and learns. The crucial point in this context is that CLIL, as the name implies, shifts the focus from teaching to learning through a foreign language. This is where knowledge about brain functions in manifold ways may contribute to inform CLIL practices.

Findings of neuroscience have provided a new perspective on the development of the adolescent brain which contrary to earlier assumptions continues into the early 20s.⁶² Moreover, during this period it undergoes enormous changes. The brain cells are affected by this process, too. A neuron consists of a cell body, an axon, and dendrites. The axon stems from the cell body and many tiny branches extend from the axon before it ends at nerve terminals. Dendrites also sprout from the cell body and establish connections with other neurons thus creating a dense network. Synapses are the point where neural communication occurs. Signals flow down an axon to cross the synapse to other neurons, allowing neurons to transmit information among each other.⁶³ During puberty, these brain connections are subjected to the processes of blossoming and pruning.⁶⁴ Throughout a growth spurt of certain brain regions there is an increased growth or blossoming of the dendritic branches. The synaptic connections undergo the same changes. This very intensive development of synapses creates great potential for the brain; however, at the same time impairs its efficiency. The connections that are active survive, whereas those which are less active or not used at all are lost. The pruning of branches follows the principle use it or lose it. As a result, the number of connections diminishes so that those that remain are stronger and more reliable.

⁶¹ See Ting (2011), p. 314.

⁶² See Society for Neuroscience (2008), p. 14.

⁶³ *Ibid.*, p. 6.

⁶⁴ See Walsh (2004), p. 33.

Another transformation that occurs during puberty concerning neurons is myelination. This is the process by which the axons, which are involved in transmitting information between neurons, are covered by lipid substance called myelin. This layer speeds up the neural communication in these areas. The process of myelination starts around birth and progress from the back of the brain to the front. This means that the frontal regions which are responsible for major functions such as judgment and impulse control are the last to be affected by myelination.⁶⁵

One of these frontal regions is the prefrontal cortex. It is the executive-center of the brain. The prefrontal cortex is responsible for the executive control which is considered to be the most complex and highest level of cognitive processing.⁶⁶ This function of the brain is related to the ability to plan and determine the consequences of one's actions. Damages of the prefrontal cortex cause considerable personality changes that lead in turn to socially unacceptable outcomes. The ability to learn and consciously remember everyday facts and events is called declarative memory. Information initially enters working memory which is the transient form of declarative memory. Working memory is managed mainly by the prefrontal cortex. It is activated when people maintain and manipulate memories.⁶⁷

The prefrontal cortex also controls and regulates the emotions triggered by the limbic system. This region of the brain allows people to suppress disturbing memories and thoughts, and inhibits the amygdala thus signalling that no danger is available.⁶⁸

Several areas of the brain can have gratifying effects when activated. One of them is the medial forebrain bundle which originates in subcortical structures and is connected to the prefrontal cortex. This is an example how more primitive parts of the brain, which are responsible for emotional and physiological homeostasis, influence the more developed prefrontal cortex.⁶⁹

A study of the limbic system provides further useful insights into understanding the attitude of adolescent learners. This part of the brain is the centre of emotions. It is the place where affective actions arise in response to various stimuli. An important part of the limbic system is the amygdala. This is a small almond-shaped structure responsible for identification of danger and decoding of emotions. Upon activation it causes fear and anxiety which lead to a reaction

⁶⁵ See Society for Neuroscience (2008), p. 14.

⁶⁶ Ting (2010), p. 8.

⁶⁷ See Society for Neuroscience (2008), p. 22.

⁶⁸ *Ibid.*, p. 43.

⁶⁹ Ting (2010), p. 10.

described as fight-or-flight. The limbic system is also involved in memory formation. One of its parts the hippocampus, is responsible for consolidating new memories.

Research shows that during adolescence, the parts of the brain that are responsible for expressing emotions are better developed than the regions of the brain that control impulses and are responsible for careful decision-making. In the prefrontal cortex, for instance, the volume of grey matter, composed of cell bodies and dendrites, diminishes during puberty thus making it less active.⁷⁰ These changes account for the extreme risk-taking behaviour and mood swings.

The development of the brain that occurs and continues throughout adolescence provides clues to the understanding of teenage behaviour especially concerning learning, and thus useful insights into how to apply the CLIL methodology accordingly. Indeed, CLIL has the potential to cater for the needs of the maturing brain better than foreign language teaching has ever done. According to Ting, CLIL provides opportunities to strike a balance among “the edgy amygdala, the contemplating pre-frontal cortex and even the motivating median forebrain bundle.”⁷¹ Similarly, Dalton-Puffer points out that creativity, risk-taking, emotive and affective outcomes are positively influenced by CLIL.⁷²

In this context a brain-aware learning environment is crucial for the efficient functioning of CLIL.⁷³ The ideal learning state is achieved when the prefrontal cortex is “adequately motivated - the medial forebrain bundle should be ON because something gratifying is happening”, the amygdala in turn shall be calmed down.⁷⁴ Ting claims that CLIL provides exactly this kind of motivation by making “learners use the foreign language to obtain content information and construct understandings.”⁷⁵ This tuition method enables learners to use their language skills now, rather than acquire them now with the vague perspective to use them later. Moreover, while the foreign language classroom forces students in a situation, where unnatural and often awkward communication takes place, the CLIL approach enables students to use language knowledge to carry out tasks “that led to ‘real’ results and outcomes.”⁷⁶ In a way CLIL tricks students to use the language. Actually, it is CLIL that “elicits language from

⁷⁰ See Wietasch (2007), p. 127.

⁷¹ Ibid, p. 96.

⁷² Dalton-Puffer (2007a), p. 5

⁷³ Ting (2010), p. 11.

⁷⁴ Ibid., p. 10.

⁷⁵ Ibid, p. 12.

⁷⁶ Gierlinger (2007), p. 103.

the learner, not the teacher.”⁷⁷ CLIL makes learners actively use the target language in order to access information and gain understanding of concepts rather than be passive receivers of information.

And yet, CLIL is not a cure-all for the problems of language learning. This approach does not always trigger delight in the adolescent brain. A teacher, who delivers a lecture full of factual information in a foreign language, may well have a detrimental effect on motivation. Moreover “the damage caused by unpleasant learning contexts upon the developing adolescent brain may be deeper and more far-reaching than we would like to imagine.”⁷⁸ Therefore, it is of particular importance to find a way to create an appropriate brain-compatible learning environment.⁷⁹ One important aspect of CLIL in respect of the topic learners are dealing with is novelty. Curiosity makes students eager to investigate the content, whereby they depend on language knowledge to construct meaning. An enjoyable input as well as its straightforward relevance contributes to spark the interest of the learners. The level of difficulty also plays an important role. A CLIL task should pose appropriate challenging goals for the students. Especially for adolescent learners the element of “coolness” guarantees more active involvement with the topic.⁸⁰ Additionally, creating a non-threatening and supportive CLIL classroom is crucial to make students feel comfortable and learn efficiently.⁸¹ It should be noted that such approach to CLIL requires new classroom dynamics. According to Ting the focus moves from the teacher towards more “student-centered learning context.”⁸²

Facts about how adolescent brain works shall be interwoven in CLIL in such a way as to allow it to deliver all its benefits while simultaneously minimizing its risks.

3.2 A brain-aware approach to a CLIL lesson in political education

This section outlines some of the challenges that a teacher may face when teaching political education as part of CLIL. It also provides examples how certain inconveniences can be avoided.

⁷⁷ Ting (2010), p. 5.

⁷⁸ Ibid, p. 11.

⁷⁹ Ibid.,p. 11.

⁸⁰ Ibid.,p. 11.

⁸¹ See Wingate (2003), p. 17.

⁸² Ting (2011a), p. 79.

A CLIL lesson in political education that is based on overloading students with facts about political institutions and their functions, different conflicts, political actors, and power relations is definitely never going to set the classroom in a state of excitement. However, a brain-aware approach may open up a whole set of new possibilities for both language and subject learning. Happy Slapping is a relatively new phenomenon that falls within the scope of different thematic fields of the subject curriculum for the 7th or 8th grade, such as media and communication, youth and politics, human rights, etc.⁸³

The aim of the lesson is to make students aware that Happy Slapping is illegal and punishable under German Criminal Law. For this purpose students have to be made familiar with different paragraphs relevant for this kind of offence. In order to awake the students' interest a scene from a film about Happy Slapping is shown.⁸⁴ Students shall not have any difficulties to share their impressions from it as the task does not go beyond mere description where past simple tense and verbs such as push, hit, film the fighting, etc. are used. Such introduction is enjoyable, even "cool" and it sparks curiosity.

An important issue related to Happy Slapping is the violation of human dignity and thus of Article 1 of the German Constitution. Needless to say, merely an outline of the effect of Happy Slapping on human dignity is not going to enable students to understand this complex and pretty much abstract aspect. Instead, creating a tableau where students can take on the role of the victim and feel the humiliation may be much more helpful.

The phase, however, when students get familiar with the legal basis may very quickly extinguish the interest of the learners and set their amygdala into a state of alarm. On the one hand, the students are keen to find out what the legal consequences of Happy Slapping are. On the other hand, the complex language and specific terminology can turn into a rather frustrating experience. This obstacle can be evaded by making use of an exercise which is based on puzzle-solving (see Appendix 1). Ting points out that "solving puzzles is gratifying, instigating, therefore motivation to approach the topic."⁸⁵ Furthermore, doing puzzles as well as drawing, pictures maps, and diagrams are among students' most liked activities in the foreign language classroom.⁸⁶

⁸³ Berliner Rahmenlehrplan Sozialkunde Sek.1, pp. 25ff.

⁸⁴ Abseits, URL: http://www.youtube.com/watch?v=z_6AdoHn4EU.

⁸⁵ See Ting (2010), p. 12.

⁸⁶ See Chambers (2000), p. 50.

In order to complete the task students have to use their knowledge of English. The underlying principle is that students are required to scaffold upon their knowledge of grammar and syntax to reconstruct information.⁸⁷ By means of this process "learners automatically gain content knowledge."⁸⁸ Contrary to the assumption that it is difficult if not impossible to deal with a complex law subject matter introduced in foreign language, by solving the puzzle students acquire the needed information.

In the CLIL classroom students are assigned a much more active role as they are not mere recipients of information but have to work out the content themselves. Instead of being scared by the sophisticated legal terminology students are challenged to solve the puzzle and are keen to come forward with a solution. Additionally, visualization helps them to match the different descriptions to a paragraph from the Criminal Law. The German equivalents of the law sections are also provided, so that students have to figure out where they fit in. Thus applied, CLIL allows an integration of content and language learning. The difference between CLIL and teaching a subject in a foreign language also becomes apparent.

4 Empirical Study of Students' and Parents' Perceptions of CLIL

4.1 Research question

Comparisons between CLIL and non-CLIL learners and especially generalizations of the influence of CLIL on their language performance are risky, given the fact that students who are enrolled in bilingual branches are very often required to meet certain admission criteria and thus undergo a selection procedure.

The positive effect of CLIL on language learning outcomes has been confirmed in various empirical studies.⁸⁹ Surveys, however, of students' perception of CLIL are much scarce. Sylvia Fehling has dealt with attitudes towards English of CLIL and non-CLIL students within the affective domain of Language Awareness. The results reveal that CLIL students' motivation and interest in English are stronger than those of their non-CLIL peers.⁹⁰

Christiane Meyer has conducted a survey of students' perception and evaluation of geography as part of the CLIL approach in comparison to conventional geography lessons. The data

⁸⁷ Ting (2010), p. 12.

⁸⁸ Ting (2011a), p. 81.

⁸⁹ See Dalton-Puffer (2007a), pp. 4-5.

⁹⁰ See Fehling (2005), p. 196.

shows that the number of students who regard CLIL as more difficult diminishes in the upper grades. The positive evaluation of CLIL also increases throughout the grades.⁹¹

Judith Dauster has examined the acceptance of CLIL by students and parents at different types of schools in Saarland, with the result that they are both satisfied with the current situation and no radical changes are required.⁹²

The aim of this study is to explore students' and parents' views of CLIL. While students' perspective on CLIL makes it possible to identify certain benefits and risks of this approach it also provides clues to students' needs which may help to inform CLIL practices. Surveying parents' views is deemed to be relevant because as Gary Chambers points out the importance of parental influence on performance in the classroom should not be underestimated.⁹³ Parents not only provide help and support for their children but also affect them with their own attitudes towards learning. John Hattie focuses on the teacher as the greatest source of variance in respect of student achievement. Home effects related to the level of expectation and encouragement by parents to a lesser extent though are relevant for learning, too.⁹⁴ A comparison of parents' and students' perspectives has been carried in order to ascertain similarities and differences between their views. The following hypothesis will be tested:

Hypothesis I: Students' perception of CLIL is not consistent. It varies significantly across the grades so that the students in the upper grades associate more benefits than difficulties with CLIL.

Hypothesis II: Parents and students acknowledge the positive effect of CLIL on speaking skills.

4.2 Research instrument

The study employed a quantitative method to test the above mentioned hypothesis. Descriptive statistics were used to present the distribution of the sample. Additionally, the results of the four groups were compared with the help of a t-test to prove whether the means were statistically different. The significance level was $p = 0.05$. Responses were evaluated on a three point rating scale, from 3 (easier, more often, more), 2 (equally easy / difficult, the same) to 1 (more difficult, more seldom, less). The means of grades 9 and 10 were tested for differences within the lower grades. The t-test was carried out with grades 11 and 12 to look

⁹¹ See Meyer (2002), p. 221.

⁹² See Dauster (2004), p. 165.

⁹³ See Chambers (1999), p. 83.

⁹⁴ See Hattie (2003), p. 3.

for differences within the upper grades. Additionally, the means of the 9th and 10th graders were added up and compared to those of the 11th and 12th graders.

The students' questionnaire contained 17 items. These items were divided into several categories. Students' motivation to enroll in the bilingual section was determined in respect of the relevance of English, the emotive factor "English is fun", and parental pressure (item 5). Item 4 "A stay in an English-speaking country" fell within the scope of this category, too. Students' interest in CLIL was addressed by item 2 "Desire to include more subjects in CLIL", item 14 "Desire to opt out of CLIL if possible" and "I will have A-Level political education." Students' perception of CLIL as compared to non-CLIL was determined by item 1 "Difficulty of CLIL as compared to non-CLIL". Further aspects of CLIL were ascertained by item 3 "Participation in discussions", item 8 "General knowledge of English", item 9 "Subject learning", items 10, 11, 12 referred respectively to textbooks, homework and tests within the framework of CLIL. Item 13 investigated the influence of CLIL on students' conversational skills. Students were asked about their grades in English from elementary school and after having changed to secondary school (items 6 and 7). The impact of CLIL on general interest in English books and media and foreign cultures and people were determined by items 16 and 17.

The reasons underlying the parental choice of CLIL were examined by item 1. Parents also provided information about their language competence in English and other foreign languages (item 2), the languages spoken in the family (item 3) as well as professional qualification and employment (items 4 and 11). The category satisfaction with CLIL included the following items: item 5 "I would support my child to opt out of CLIL", item 7 "If possible I wish more subjects covered by CLIL" and item 10 "I would recommend CLIL to other parents." Parents also answered questions about how they perceive their children's experience with CLIL concerning homework (item 8), the impact of CLIL on children's conversational skills (item 6), and the interest in English books and media (item 9). Family leisure-time activities that involved English were addressed by item 12.

Both questionnaires had a space for comments. These will be analyzed in the next section as they are considered to provide useful insights into various issues concerning CLIL.

4.3 Sample

For this study a not representative convenience sample was used. All CLIL students who were present took part in the data collection. Thus, no generalization about larger population was

possible. The goal of this survey was rather to ascertain specific tendencies in the perception of CLIL.

Respondents in this study were CLIL students (n 58) and their parents (n 23). Parents' questionnaires were handed out to all students. The response rate of parents, except for grades 9 and 10, was very low. For this reason only the questionnaires of parents of grade 9 and 10 students were evaluated. However, no conclusions should be made about lack of interest by the rest of the parents, because many of the students mentioned that their parents had completed the questionnaire but they had forgotten to return it.

Table 2: Distribution of students by school year

| School Year | Grade 9 | Grade 10 | Grade 11 | Grade 12 |
|-------------|---------|----------|----------|----------|
| N | 20 | 13 | 11 | 14 |

The distribution of male (48%) and female students (52%) was almost equal. This distribution remained constant throughout the grades. Given that CLIL started in grade 9, students in grade 7 and 8 did not participate. The data collection took place in June 2011 so that final-year students were not available.

The research was carried out in a secondary school in Berlin. Unlike other socially weak areas, in this part of the city social inequalities and conflicts are rather an exception. It also has the lowest number of welfare recipients.

To enroll in the CLIL section students were required to fulfill certain admission criteria: an average grade in English from elementary school has to be at least two and in mathematics and German at least three.

In grades 7 and 8 no subjects were taught bilingually. However, students had four extra English lessons per week plus two regular lessons. Geography and history were introduced in grade 9. Additionally, students had to opt either for a cultural studies / English literature course or Europe-Project. In grade 11 there were three CLIL lessons in geography / history plus regular English classes. Political education was introduced in grade 12 and continued throughout grade 13. Students took political education as an examination subject for their A-Levels.

Table 3: Distribution of English and CLIL lessons per week

| Grade | 9 | 10 | 11 | 12 |
|---------|----|----|----|----|
| Lessons | 10 | 10 | 8 | 9 |

Students who had completed the whole course of CLIL were awarded the excellence label of plurilingual, European and international competences CERTILINGUA. This certificate facilitates access to universities abroad and to the international world of business.⁹⁵

4.4 Results, evaluation and discussion

4.4.1 Students' perception of CLIL

Results concerning the choice of the CLIL section showed that extrinsic motivation slightly prevailed throughout the grades. In total, 71% of the students hoped that proficiency in English was a key to a successful career and an advantage for their university studies. Parental pressure was reported by 20% of the students. 62% of the participants considered English fun. Various other reasons were mentioned, too. For instance, 4 students referred to their nationality as a reason to choose the CLIL section: British (1 Student in grade 11), American (2 students in grades 11 and 12) and Kenyan (1 student in Grade 10). One respondent had lived for 6 years in the USA (Grade 9). Another participant wanted to spend at least one year in the USA, therefore he needed to improve his command of English. Improvement of their language skills was expected by two students. One participant hoped that CLIL would help her to preserve the already acquired English proficiency. "I am good at English" was mentioned thrice and "English is super" once. One student wanted to learn as many languages as possible and another one was motivated by the perspective to get a certificate. A further participant considered CLIL useful for her future.

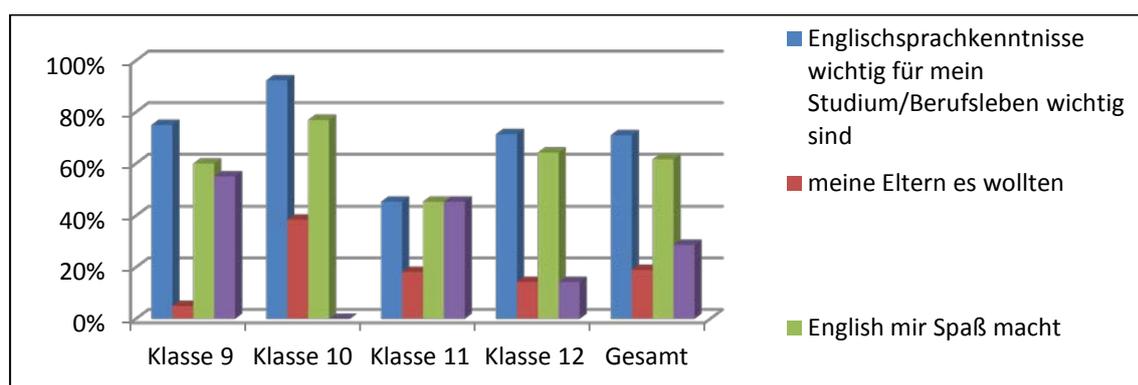


Figure 1: Responses concerning reasons for choosing CLIL (Item 5)⁹⁶

⁹⁵ See CERTILINGUA (2011).

⁹⁶ Multiple answers were possible

Regardless of the duration, 84% of the respondents had been in a country where English was spoken. In grade 9 were the most students (30%) who had spent a longer span of time abroad, in total only 17% of the participants had made this experience. In 55% of the cases, stays abroad had not exceeded one month. 12% of the respondents had spent up to 6 months and 16% had never travelled to an English-speaking country.

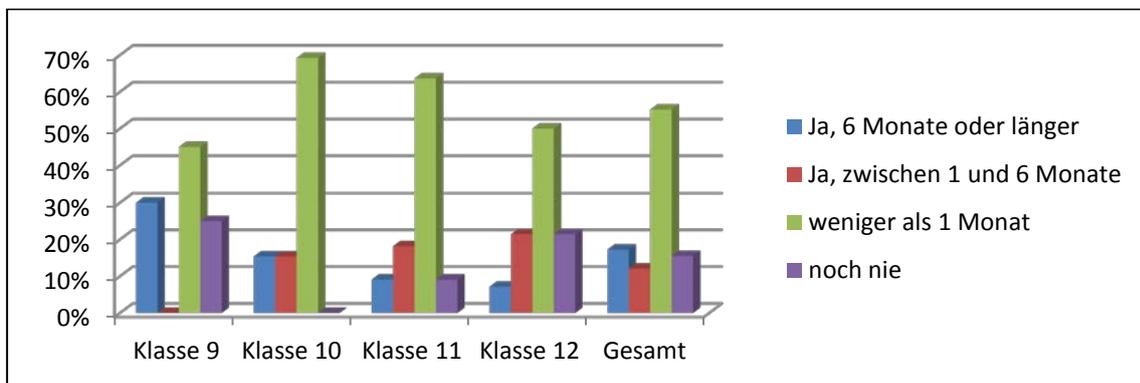


Figure 2: Responses concerning stays in an English-speaking country (Item 4)

The next three items were grouped together in one category pertaining to students' satisfaction with CLIL. No particular enthusiasm about having more subjects in CLIL was observed. Opinions were split in two: 52% of the respondents were satisfied with the current number of subjects and 48% wanted to have more. The views, though, diverged significantly across the grades. While 86% of the 12th graders were positive about further subjects, 77% and 73% of the students in grades 10 and 11 rejected the opportunity for a more intensive contact with CLIL. The most popular subjects were natural science: biology, chemistry, and physics, followed by music, arts, and physical education. Several times humanities were mentioned, too.

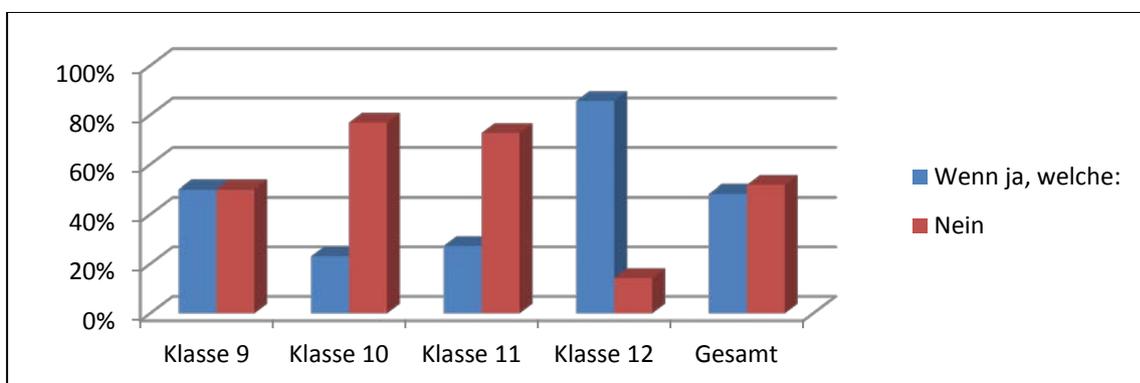


Figure 3: Responses reflecting students' wish to have more CLIL subjects (Item 2)

Students' responses to the hypothetical situation where they could opt out of CLIL differed considerably. While 77% of the 10th and 73% of the 11th graders were quite willing to seize the opportunity, 100% of students in grade 12th and 77% of the 9th graders did not want to make use of the option.

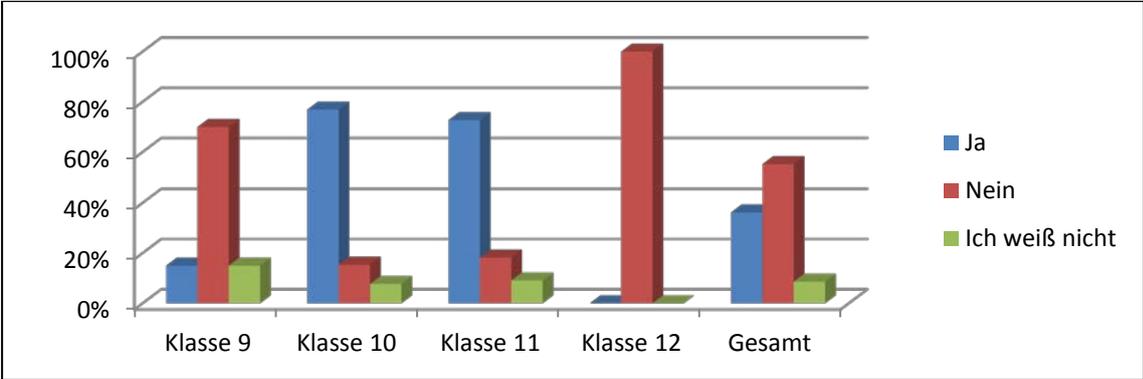


Figure 4: Responses reflecting the desire to opt out of CLIL (Item 14)

As far as students' intention to have A-Level political education was concerned, it was no surprise that 55% of the 9th graders were hesitant as they had just entered CLIL. In fact, for students in grade 12 political education as a 3rd or 4th examination subject was compulsory. It is interesting though that 46% of the 10th graders said that they would take political education for their A-Levels. The same held true for grade 11 where even 55% would choose political education. For comparison only, when given the hypothetical opportunity to opt out of CLIL 77 % and 73 % of the 10th and 11th graders wanted to make use of it.

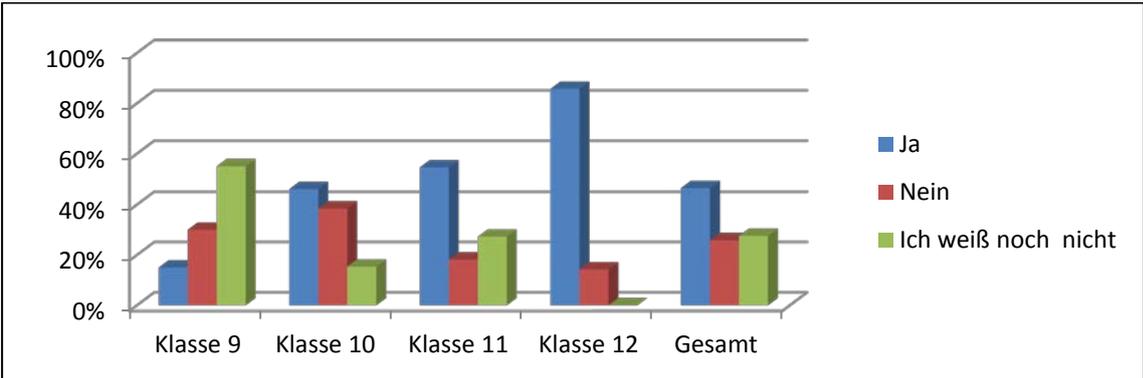


Figure 5: Responses concerning plans to have A-Level political education (Item 15)

The following items addressed students' perception of the influence of CLIL on language learning outcomes such as conversational skills in particular and language proficiency in general. It is all the more surprising that 85% of the 10th graders acknowledged the beneficial

effect of CLIL on their conversational skills. In total, 64% of the students mentioned the positive impact of CLIL and 34% did not associate any change with CLIL. A negative effect was reported by 3% of the students.

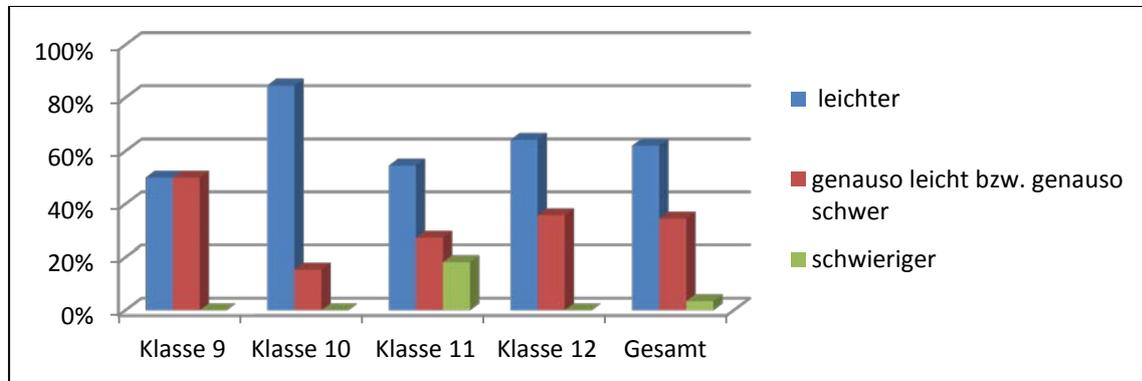


Figure 6: Responses referring to the impact of CLIL on speaking skills (Item 13)

The views on the effect of CLIL on speaking skills in grades 9 / 10 and 11 / 12 did not show any significant difference. The opinions though in the first group diverged significantly. Students in grade 10 reported a significantly stronger positive impact of CLIL on their communicative skills as compared to students in grade 9.

Table 4: Significance calculation for students' responses (Item 13)

| Item 13 | Grade | Mean | Significance |
|-----------------------------------|--------------------|------|--------------|
| Effect of CLIL on speaking skills | 9 | 2,5 | 0,02 |
| | 10 | 2,84 | |
| | 11 | 2,36 | 0,15 |
| | 12 | 2,64 | |
| | 9 & 10 vs. 11 & 12 | 2,63 | 0,22 |
| | 2,52 | | |

The majority of the students (71%) believed that CLIL helped them to improve their language skills. 22% of the respondents did not attribute any effect to CLIL. Again, consistent with the results from the previous item exactly the same percentage of 10th graders (85%) reported an improvement. In grade 11, however, 27% of the students perceived a negative effect of CLIL on their language skills.

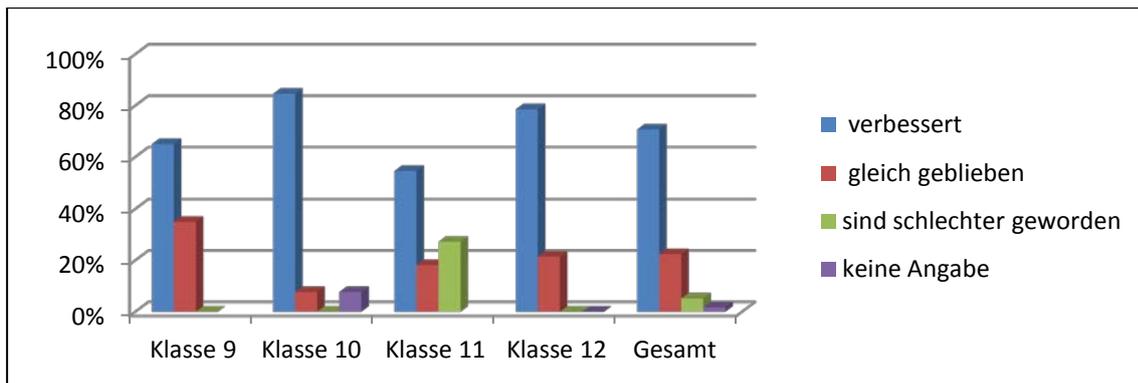


Figure 7: Responses referring to the language learning outcomes of CLIL (Item 8)

The items listed below examined students' perception of CLIL as compared to non-CLIL in terms of subject learning, participation in discussions, tests, homework, and textbooks. The majority of students (57%) did not consider that CLIL demanded from them more than non-CLIL. The number of students (21%) who regarded CLIL as easier was almost equal to those (22%) who deemed it more difficult than non-CLIL. However, 38% of the 10th graders mentioned that they encountered difficulties with CLIL. These responses might partially account for the desire to opt out or the unwillingness to have more subjects covered by CLIL. The highest percentage of students regarding CLIL as easier than non-CLIL was in grade 12 (29%).

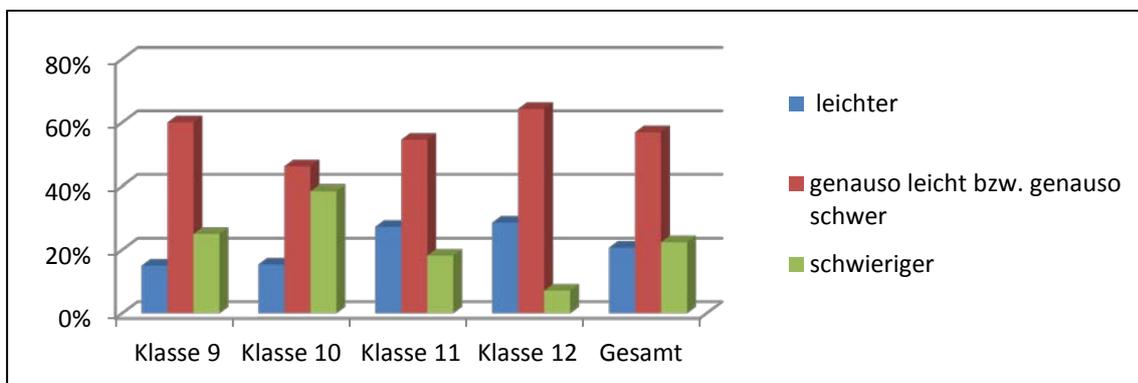


Figure 8: Responses regarding the perception of CLIL vs. non-CLIL (Item 1)

As far as the perception of CLIL was concerned the significance calculation confirmed the tendencies that were observed in the frequency distribution. Significant differences were found between lower and upper grade students.

Table 5: Significance calculation for students' responses (Item 1)

| Item 1 | Grade | Mean | Significance |
|--|--------------------|------|--------------|
| Difficulty of CLIL as compared to non-CLIL | 9 | 1,9 | 0,3 |
| | 10 | 1,76 | |
| | 11 | 2,09 | 0,32 |
| | 12 | 2,21 | |
| | 9 & 10 vs. 11 & 12 | 1,84 | 0,04 |
| | 2,16 | | |

In fact, concerns that CLIL impaired subject learning could not be confirmed. 53% of the students said that they learned about the subject as much as in non-CLIL classes. 26% of the respondents learned less and 21% of the participants claimed to learn more. However, the opinions differed throughout the grades. 46% of the students in grade 10 stated that they learned less, followed by 35% of the 9th graders. At the same time, the most students (31%) who reported better subject learning outcomes were in grade 10.

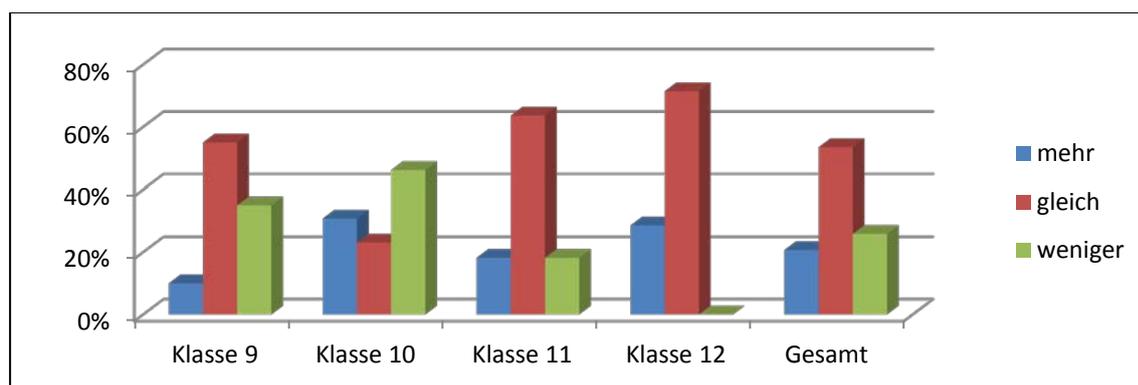


Figure 9: Responses referring to the subject learning outcomes of CLIL vs. non-CLIL (Item 9)

Corresponding to the general perception of CLIL as compared to monolingual learning, students in the upper grades had significantly more positive view on the effect of CLIL on subject learning than lower grade students.

Table 6: Significance calculation for students' responses (Item 9)

| Item 9 | Grade | Mean | Significance |
|--------------------------|--------------------|------|--------------|
| Subject learning in CLIL | 9 | 1,75 | 0,36 |
| | 10 | 1,84 | |
| | 11 | 2 | 0,1 |
| | 12 | 2,28 | |
| | 9 & 10 vs. 11 & 12 | 1,78 | 0,02 |
| | 2,16 | | |

The participation in discussion for 50% of the respondents was not hampered by CLIL and 28% of the students were even more active. Despite the overall positive experience with CLIL the results showed that students in the different grades associated certain inconveniences with it. 38% of the 10th and 30% of the 9th graders said, for instance, that they participated less often in discussions as compared to non-CLIL. By contrast, 36% of the 12th graders mentioned that they were more active.

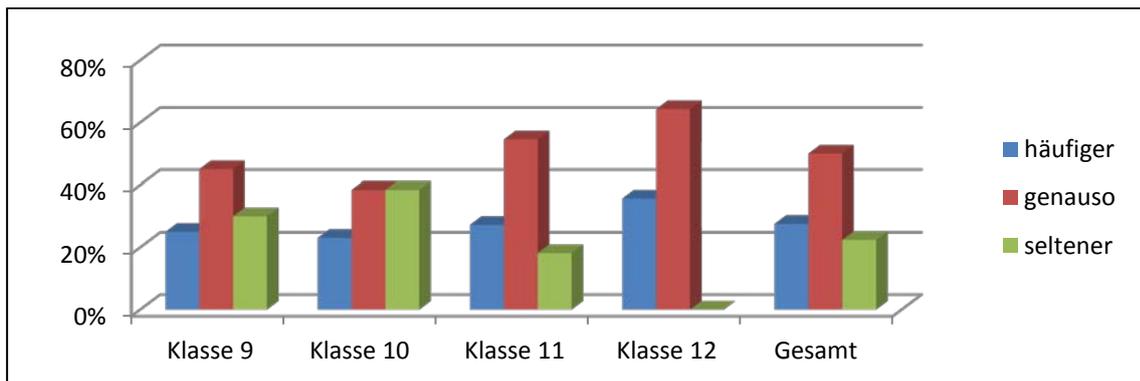


Figure 10: Responses referring to participation in discussions in CLIL vs. non-CLIL (Item 3)

Similarly, there was statistical difference between the responses of lower and upper grade students in respect of their participation in discussions. Students in grades 11 and 12 were significantly more active in discussions than students in grades 10 and 11.

Table 7: Significance calculation for students' responses (Item 3)

| Item 3 | Grade | Mean | Significance |
|--------------------------------------|--------------------|------|--------------|
| Participation in discussions in CLIL | 9 | 1,95 | 0,35 |
| | 10 | 1,84 | |
| | 11 | 2,09 | 0,14 |
| | 12 | 2,35 | |
| | 9 & 10 vs. 11 & 12 | 1,9 | 2,24 |

Asked about the use of CLIL textbooks 55% of the students did not mention any particular difficulties to work with them. For 28% of the learners their usage was even easier. Difficulties were experienced by 17% of the students. 23% of the 10th graders and 27% of the 11th graders considered the work with CLIL textbooks to be more difficult than with non-CLIL textbooks. Simultaneously, the highest percentage of students who stated that work with CLIL textbooks was easier (36%) was in grade 11.

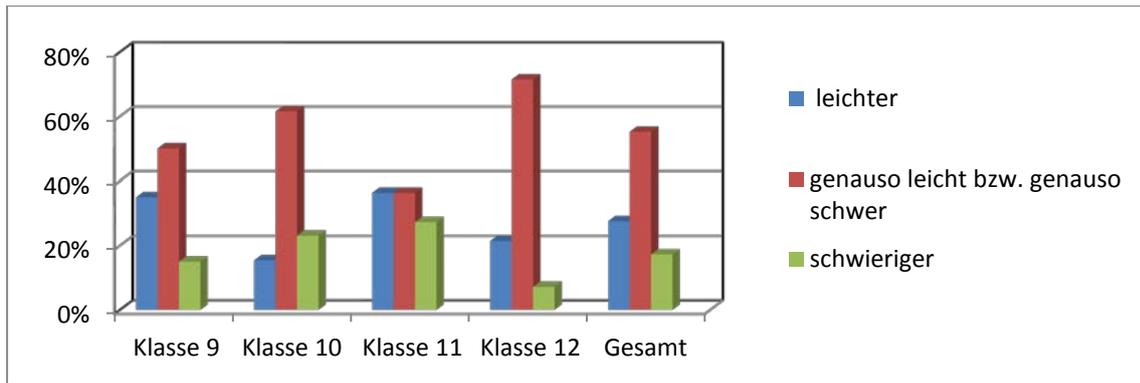


Figure 11: Responses referring to the use of textbooks in CLIL vs. non-CLIL (Item 10)

As far as the use of CLIL textbooks was concerned no significant difference could be observed between lower and upper grade students.

Table 8: Significance calculation for students' responses (Item 10)

| Item 10 | Grade | Mean | Significance |
|-------------------|--------------------|------|--------------|
| Textbooks in CLIL | 9 | 2,2 | 0,13 |
| | 10 | 1,92 | |
| | 11 | 2,09 | 0,43 |
| | 12 | 2,14 | |
| | 9 & 10 vs. 11 & 12 | 2,09 | 0,44 |

In respect of performing CLIL tests, 45% of the participants did not have any trouble. Moreover, 36% of the respondents considered them easier. For 19% of the students taking CLIL tests was related to more difficulties than monolingual tests. Students in grade 9 had the most problems with CLIL tests. A possible explanation provided a respondent who commented that while German was very intensively used in the CLIL classroom, the tests they had were in English.

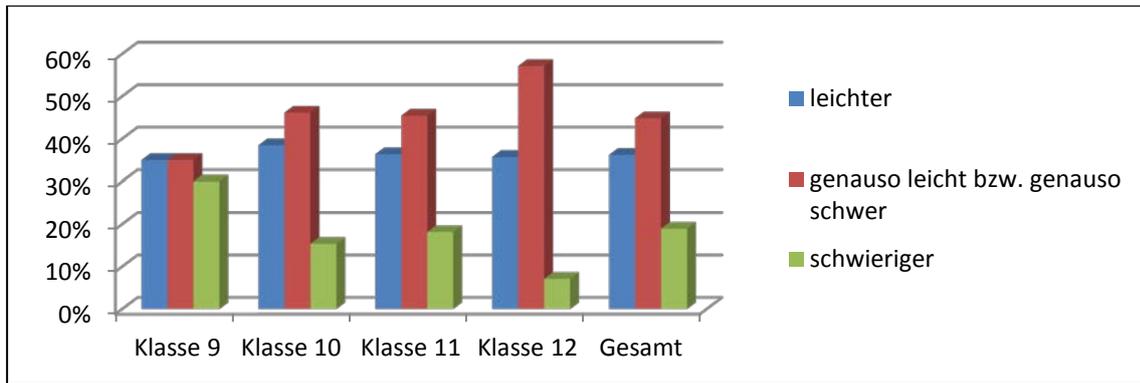


Figure 12: Responses referring to CLIL tests vs. non-CLIL (Item 12)

The perceptions of tests in CLIL did not differ significantly between the two groups. The mean of students in grade 12 showed that they held the most positive view of CLIL tests.

Table 9: Significance calculation for students' responses (Item 12)

| Item 12 | Grade | Mean | Significance |
|---------------|--------------------|-------------|--------------|
| Tests in CLIL | 9 | 2,05 | 0,26 |
| | 10 | 2,23 | |
| | 11 | 2,18 | 0,36 |
| | 12 | 2,28 | |
| | 9 & 10 vs. 11 & 12 | 2,12 / 2,24 | 0,27 |

For 62% of the students CLIL homework did not require any additional effort. 24% of the respondents regarded it as easier and only 14% said that CLIL homework was more difficult. Students in grade 10 and 11 had the least difficulties.

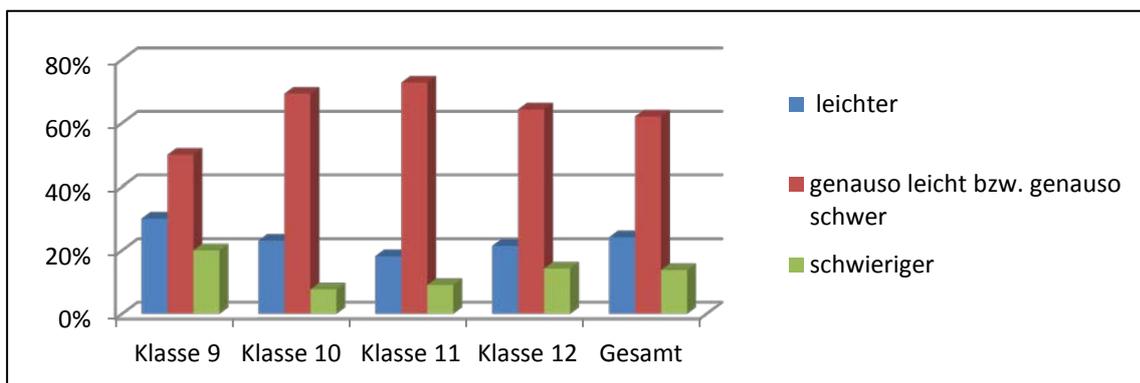


Figure 13: Responses referring to homework in CLIL vs. non-CLIL (Item 11)

As far as homework in CLIL was concerned no significant difference could be observed between lower and upper grade students.

Table 10: Significance calculation for students' responses (Item 11)

| Item 11 | Grade | Mean | Significance |
|---------------------|-----------------------|--------------|--------------|
| Homework in CLIL | 9 | 2,1 | 0,41 |
| | 10 | 2,15 | |
| | 11 | 2,09 | 0,47 |
| | 12 | 2,07 | |
| | 9 & 10 vs. 11 & 12 | 2,12 2,08 | 0,4 |

In 55% of the cases students responded that after having changed to secondary school their grades in English remained the same. 22% of the students reported better grades in English and exactly the same number worse. In grade 11 were the most students who reported a negative development. The strongest improvement could be observed in grade 10 (38%). Furthermore, 10th graders had achieved an excellent GCSE⁹⁷ grade average of 1,2 in English. However, it is neither particularly meaningful nor fair to compare GCSE results of CLIL students with that of their non-CLIL counterparts since as already mentioned CLIL students had undergone a selection process. Therefore, the better performance of CLIL students should not be automatically attributed to the beneficial effect of CLIL on language learning outcomes.

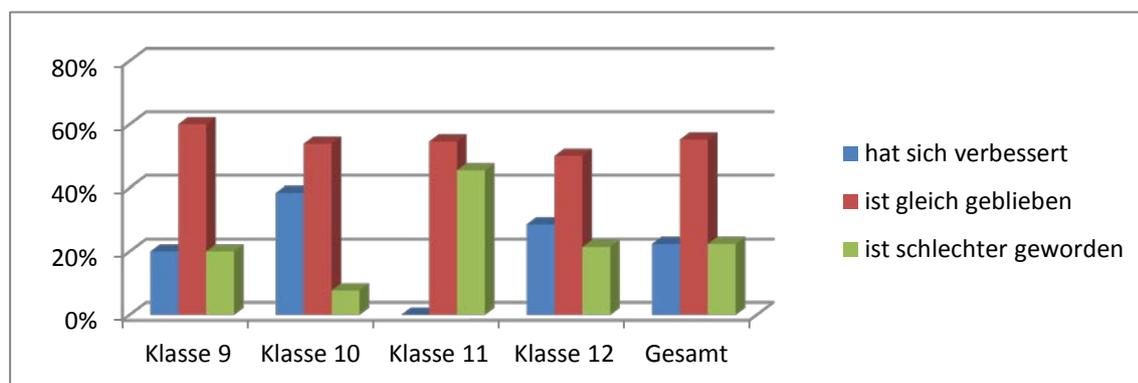


Figure 14: Responses referring to grades in English in secondary school (Item 7)

Except for students in grade 12, no clear positive effect of CLIL was observed regarding the non-linguistic outcomes of CLIL, namely students' attitudes towards other nationalities, countries, and cultures. Most students found it difficult to assess the influence of CLIL on their cultural competence.

⁹⁷ Mittlerer Schulabschluss (MSA)

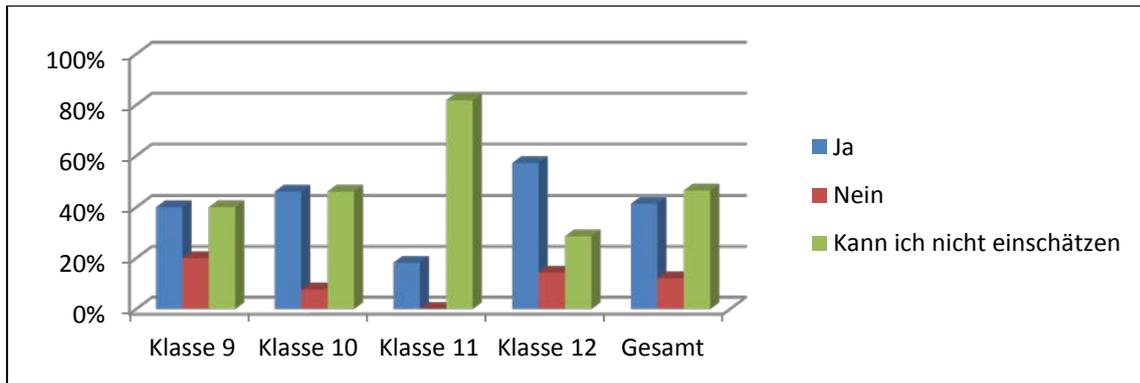


Figure 15: Responses concerning the effect of CLIL on the interest in other countries (Item 17)

The majority of students associated their growing interest in English-language books, films and media with CLIL. The strongest influence was reported by the 12th graders (86%).

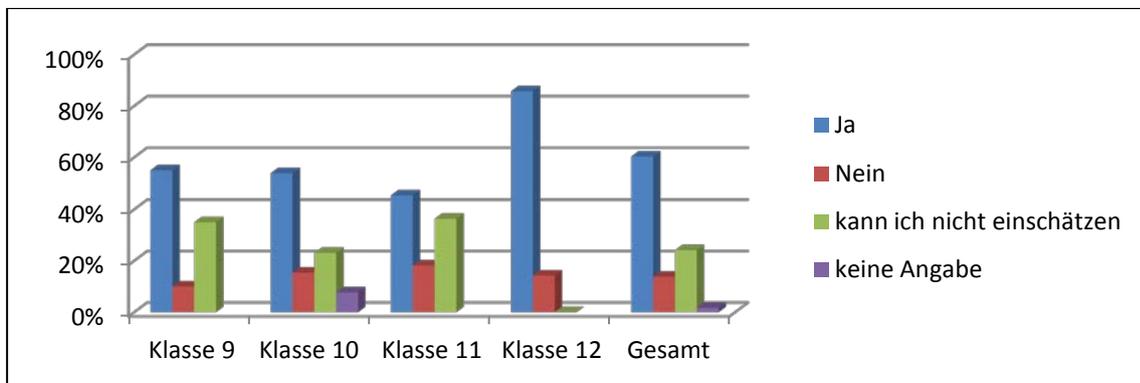


Figure 16: Responses about the impact of CLIL on interest in English books / media (Item 16)

The comments made by the students in the different grades were particularly useful and informative regarding their perception of CLIL. A comment by a female respondent addressed the implementation of CLIL in grade 9: „Ich empfinde die Tests in Englisch als sehr leicht, aber die History Geography-Tests sind relativ schwer, weil der Unterricht meißt auf Deutsch ist, aber die Tests auf englisch.“⁹⁸ No matter what the benefits of CLIL in theory are: if CLIL is not adequately put into practice this approach to language and content learning can neither function properly nor deliver the expected outcomes.

The next comment highlighted a further problem. On the one hand, some students due to a longer stay in an English-speaking country had less difficulty with CLIL. On the other hand they set higher expectations on it. A female participant in grade 9 commented: „Der Englische Fachunterricht, fällt für mich sehr leicht, da ich in Amerika aufgewachsen bin. Deshalb würde ich mich sehr freuen, wenn Englisch unterrichtet anspruchvoller wäre.“

⁹⁸ Students' orthography has not been changed.

A male respondent referred to his attachment to English. Positive attitude towards English together with high English proficiency are the best prerequisite for CLIL: „Ich spreche fast perfectes Deutsch, aufgrund meiner deutschen Eltern, jedoch ist Englisch ein riesiger Teil meines Lebens und spreche es wie eine zweite muttersprache.“

Undoubtedly, the CLIL should stick to the subject curriculum, but it is also crucial to cater for the extracurricular interests of the students. A student in grade 9 expected more support from the CLIL teacher concerning an exchange year: „Ich wünsche mir mehr Unterstützung von der Bilingualenlehrern zum Thema Austauschjahr.“ Despite time pressure the CLIL teacher shall take the time and provide assistance and advice. Such topics may also be integrated within CLIL and give students a chance to carry out their own research and come up with useful information.

A student in grade Grade 11 commented that he opted out of CLIL. Unfortunately he did not explain why „Ich habe Englisch bilingual abgewählt.“ In contrast, an advocate of CLIL exclaimed: „Bilingual lohnt sich!“

It can only be speculated whether the following lines were a call for more intensive CLIL: „Ich bin erst seit der 11. Klasse an dieser Schule⁹⁹ und war vorher auf einer Schule, die noch intensiver bilinguale Unterricht hat.“

A student in grade 12 pointed to the potential of CLIL to improve language learning outcomes: „Wenn man mehr als nur ein Fach englisch hat, wie z.B. Erdkunde, Geschichte zusätzlich erweitert sich das Vokabular stark.“

The comment below addressed an issue which was mentioned before, namely the selection of CLIL students: „Bilingualer Fachunterricht ist auch deshalb sehr gut, da meist die besseren Schüler in diesen Kursen sind.“

Another 12th grader pointed to the different performance of CLIL students and their non-CLIL counterparts. He also focused on the general positive effect of CLIL: “Der Leistungsunterschied zwischen „Bilis“ und nicht „Bilis“(außer die, die im Ausland waren) ist erkennbar. Bilingual hilft.“

The next comment emphasizes organizational issues which had made students opt out of CLIL: “Nicht wie die anderen in Kurs bin ich nicht „Bili“, seit Anfang der 11. Klasse habe ich diesen Zug abgewählt. Meine Gründe dafür waren allerdings nicht, dass ich überfordert gewesen war, es lag an den Kursen, die ich belegen wollte-sie aber nicht hätte belegen können als Bili.“ This student also addressed the discrepancy between cognitive abilities and

⁹⁹ The name of the school has been removed for the purpose of anonymisation.

language skills.¹⁰⁰ This leads to the problem that students know what they want to say but they cannot do it in the foreign language: "Einzig Schwierigkeiten in Unterricht waren nur die Vokabeln zu finden wenn es um Meldungen ging."

In summary, the impression was that the majority of students adopted a general positive outlook of CLIL as a tool to promote language learning. For most of them English language was a key to successful careers as well as university studies and therefore a reason to choose the CLIL section. However, it becomes evident that the perception of CLIL differs across the grades, thus the risks and benefits that are associated with it also vary significantly.

The students in grade 9 had one year of CLIL by the time of the survey. They were the largest group that took part in the data collection. It should be mentioned that the number of students diminished as they had been allowed to opt out of CLIL at different stages. This fact, had not anything to do with CLIL necessarily but also with students' decision to do A-Levels or leave school after grade 10 as well as with organizational problems. One-third of the 9th graders had a longer stay in an English-speaking country which might partially account for the positive perception of CLIL. While these students perceived CLIL as easier they placed high demands on CLIL. However, some reservations were observed, too. The results showed that for about one-third of the students CLIL impaired subject learning. The lack of subject-specific study skills and individual learning strategies might account for this initial difficulty. Additionally, tests were experienced as more difficult and participation in discussions as less active by about one-third of the students.

Similarly, grade 10 students admitted to encounter more difficulties with CLIL as compared to non-CLIL. A further weakness that was identified in the responses was the reluctance to participate in discussions. According to them, CLIL impaired subject learning. The tendency towards negative perception of subject learning outcomes that was observed in grades 9 and 10 confirms reservations that had been expressed before.¹⁰¹ Ten out of thirteen students would opt out of CLIL if possible. At the same time 6 of them plan to take A-Level political education as an examination subject. Parental pressure or puberty mood swings may account for these results. Very much in accordance with research findings language learning outcomes of CLIL were regarded as positive: both communicative skills and general English knowledge had improved. Nevertheless, 10th graders lacked motivation to have more subjects covered by CLIL.

¹⁰⁰ See Dielmann (2009), p. 81.

¹⁰¹ Dalton-Puffer (2007a), p. 4.

In grade 11, the difficulties associated with CLIL were less than in grades 9 and 10. The majority of the students acknowledged the positive impact of CLIL on English. Yet, there were also reservations concerning CLIL language learning outcomes. Additionally, certain difficulties were associated with CLIL such as the work with CLIL textbooks. The reluctance to have more subjects covered by CLIL and the desire to opt out expressed by most students suggested little enthusiasm about CLIL.

After four years of CLIL experience the 12th graders drew a positive balance. This tendency was not surprising, for these students were pursuing their A-levels and were considered by teachers as particularly high-achieving.

However, it is regrettable that despite intensive contacts and exchange with students from all over Europe within the Europe-Project the majority of students, except for the 12th graders, could not associate CLIL with an increased interest in other people and cultures. It appeared that CLIL did not contribute to the role of English as a means to promote communication across cultures. According to most students their interest in English-language books and media had increased, however, this development might well be attributed to the general popularity of the new media and an easier access to the Internet.

4.4.2 Parents' perspective on CLIL

Having dealt with students' views this section focuses on parents' perspective on CLIL. The following items provide information about the socio-economic, linguistic and educational background of the parents for they are considered to influence parental attitude towards foreign language learning and learning in general.¹⁰²

The results showed that as far as their language proficiency was concerned 22 % of the parents had basic knowledge of English and 43% average communicative skills. Only 22% of the respondents were fluent in English. 13% of the respondents did not speak English at all. 39% of the parents spoke other languages such as French, Polish, and Greek. No parent had English as L1. It should be mentioned, however, that the questionnaires were all completed by mothers, thus there is no information about the other parent.

¹⁰² See Chambers(1999), p. 83

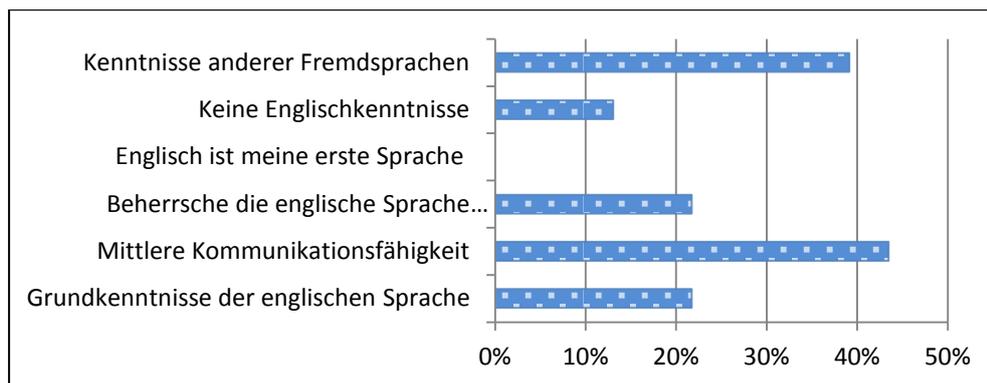


Figure 17: Responses referring to parents' proficiency in English (Item 2)

In 65% of the cases students were raised monolingually. In 30% of the families, German and other languages such as English (four times), Greek (twice), French and Arabic (once) were spoken. In one family Polish was spoken only (4%).

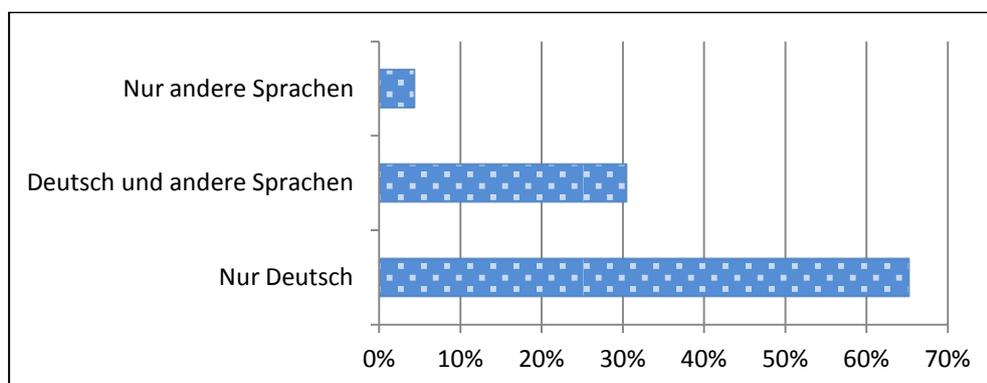


Figure 18: Responses referring to languages spoken in the family (Item 3)

Asked about their education and professional qualification 35% of the parents reported that they possessed a GCSE.¹⁰³ 35% of the respondents had a vocational qualification, 13% had done A-Levels and 39% of the parents had a university degree. One parent had a PhD. 9% reported other qualification such as special professional studies.

Research had indicated a connection between socio-economic status and language-learning attitudes.¹⁰⁴ In this context it should be mentioned that the area where the school is located and the students live has the highest income per capita in Berlin.¹⁰⁵ This tendency was confirmed by the survey too. In 78% of the families both parents were employed. The percentage of the students, who were abroad regardless of the duration of their stay, provided

¹⁰³ General Certificate of Secondary Education (MSA)

¹⁰⁴ See Gayton (2010), pp. 17 ff.

¹⁰⁵ See Berliner Einkommensentwicklung 2006.

clues for the socio-economic status of the parents. In total, 84% of the students had been to an English-speaking country.

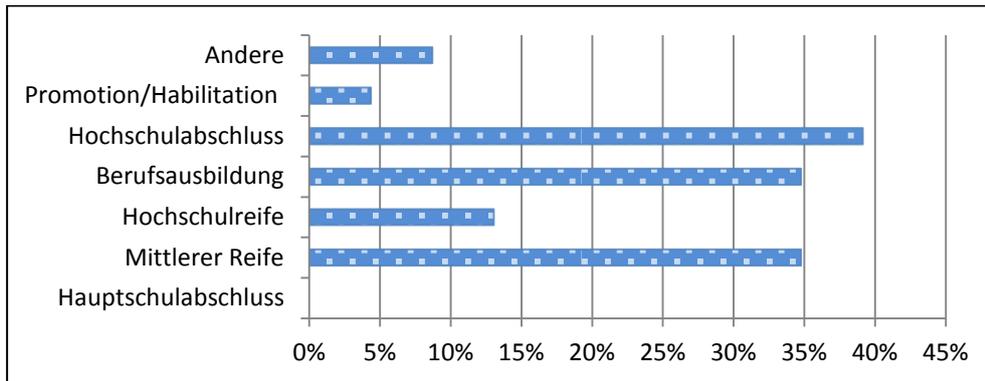


Figure 19: Responses referring to parents' education and professional qualification (Item 4)

Similarly to students, parents were addressed to get insights into their motivation for choosing the CLIL section. 87% of the parents considered English knowledge an advantage for future professional careers and university studies. Yet, the fact that their children had fun with English was also given priority by 70% of the parents. CLIL as a tool to promote language learning in addition to English as a Foreign Language was appreciated by 43%. One mother mentioned the nationality of the father, who was English and another parent hoped that her daughter would preserve already acquired knowledge of English. Likewise, 84% of the 9th and 10th graders considered CLIL an advantage for their professional careers and studies and 68% had fun with English.

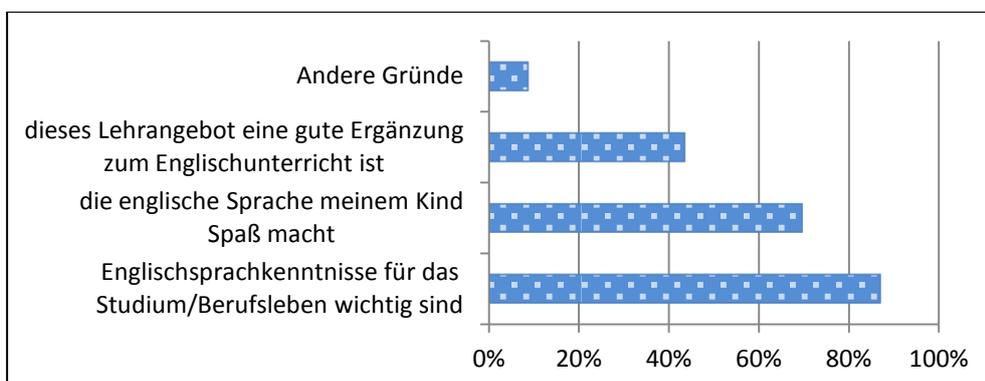


Figure 20: Responses concerning the reasons for parental support of CLIL (Item 1)

The following three items examined parents' acceptance of CLIL. Asked about whether they were going to recommend CLIL, 100% of the parents gave a positive answer. It was very encouraging that despite the different intensity of approval no negative attitude towards CLIL in general could be discerned.

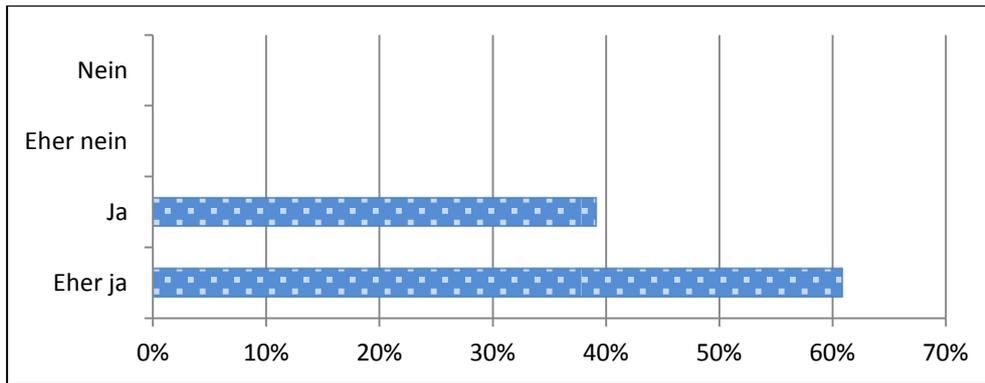


Figure 21: Responses as to whether parents would recommend CLIL (Item 10)

The majority of the parents (55%) would not support their children if they wanted to opt out of CLIL. It could only be speculated whether this lack of understanding had to do with the parents' firm conviction in the advantages of CLIL. 22% of the respondents would accept the decision of their children. Exactly the same number of parents was undecided on this issue.

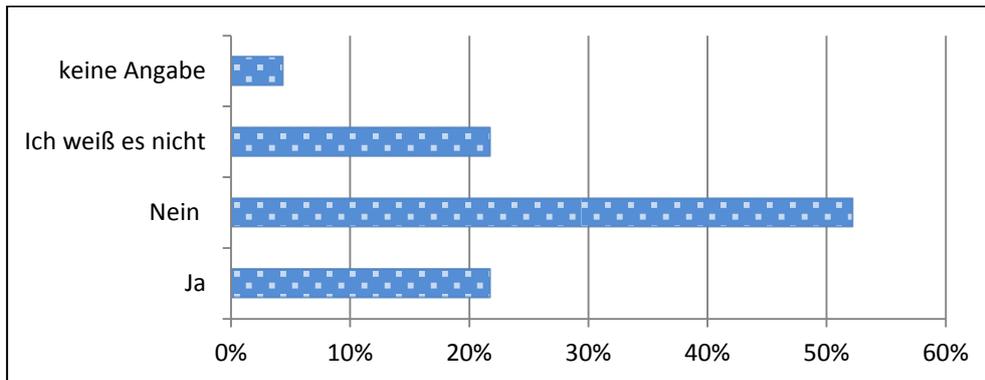


Figure 22: Responses referring to parental support if children want to opt out of CLIL (Item 5)

Contrary to the expectation that the majority of the parents would take the opportunity for more subjects covered by CLIL, and thus more extensive exposure to English, the opinions diverged in two opposite directions. Less than half of the parents (48%) would like to have additional subjects included in CLIL and a slightly smaller percentage did not want to change the current number (43%). 9% did not respond to the question. Among the subjects most popular were biology and chemistry. Two parents wanted all subjects covered by CLIL.

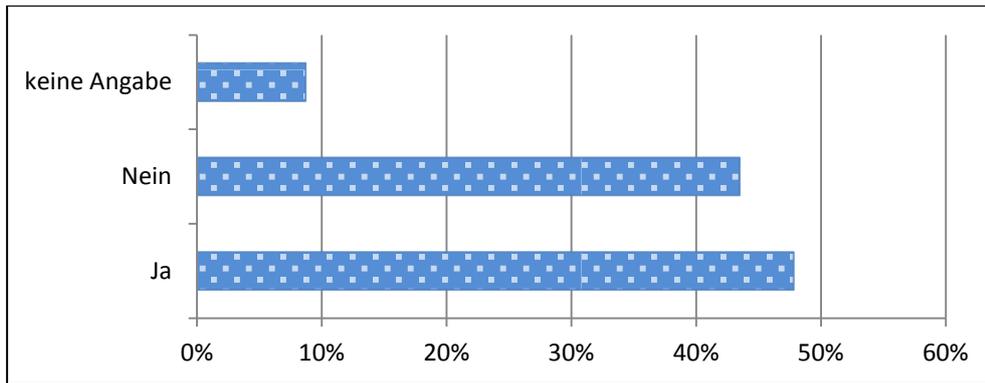


Figure 23: Responses concerning parents' wish for more subjects covered by CLIL (Item 7)

Parents' perception of the language learning outcomes of CLIL was positive. 57% of the parents confirmed that the communicative skills of their children had improved after having started CLIL. For 38% of the respondents there was no change. One parent reported a negative effect (4%).

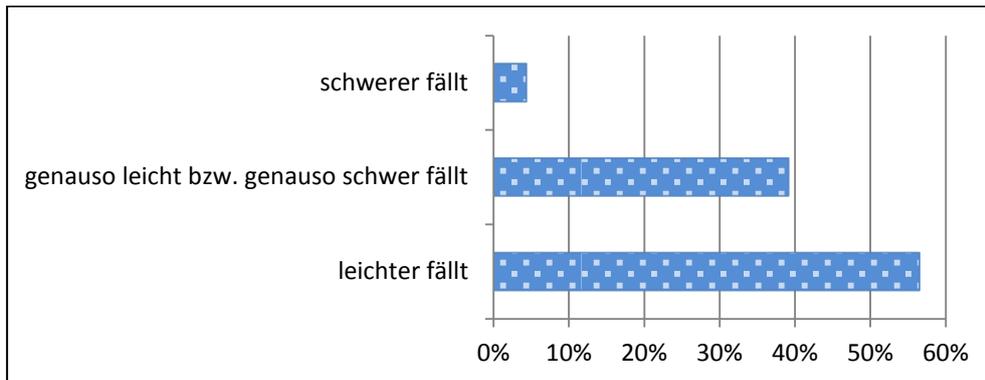


Figure 24: Responses referring to the effect of CLIL on children's conversational skills (Item 6)

No statistically significant difference could be found between parents' and students' perception of CLIL as regard of its language outcomes.

Table 11: Significance calculation for parents' and students' responses (Items 6 / 13)

| Items 6 / 13 | Grade | Mean | Significance |
|-----------------------------------|----------|------|--------------|
| Effect of CLIL on speaking skills | Parents | 2,52 | 0,22 |
| | Students | 2,63 | |

The majority of the parents had the impression that homework in CLIL as compared to non-CLIL did not require extra efforts from their children. 30% of the parents thought CLIL homework was even easier. Only 9% of the respondents considered it more difficult.

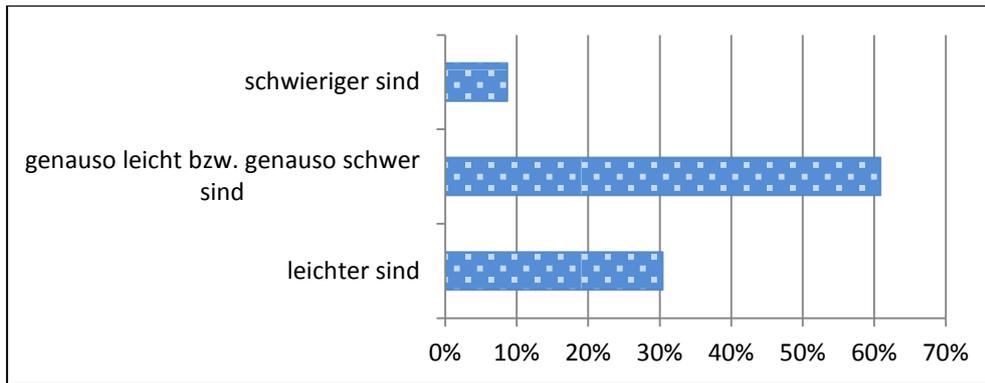


Figure 25: Responses referring to homework in CLIL vs. non-CLIL (Item 8)

Similarly, no statistically significant difference between parents' and students' perception concerning homework in CLIL could be found.

Table 12: Significance calculation for parents' and students' responses (Items 8 / 11)

| Items 8 / 11 | Grade | Mean | Significance |
|------------------|----------|------|--------------|
| Homework in CLIL | Parents | 2,21 | 0,29 |
| | Students | 2,12 | |

The majority of parents confirmed the growing interest of their children in English-language books, films and media (57%). In 17% of the cases no effect was noticed and 26% of the parents could not say whether this was the case or not.

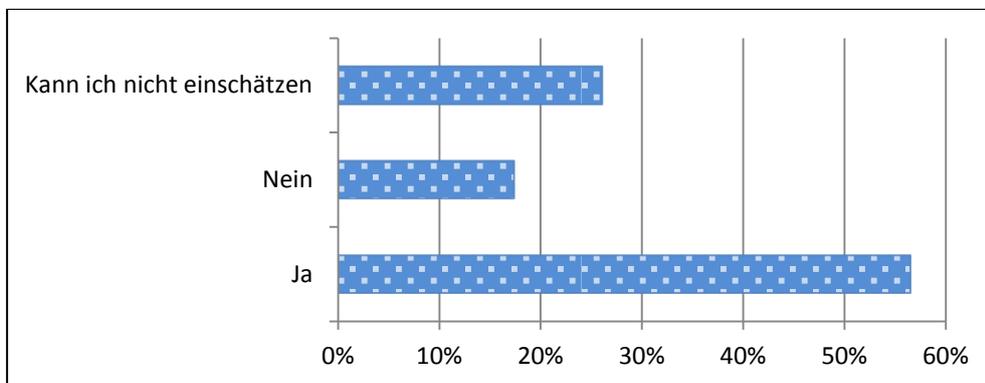


Figure 26: Responses referring to children's interest in English books and media (Item 9)

Parental involvement in the form of free-time activities that included contact with English was not very strong. In 43 % of the families this happened often. 39% of the parents enjoyed seldom such activities with their children and for 17% these were not on the program at all.

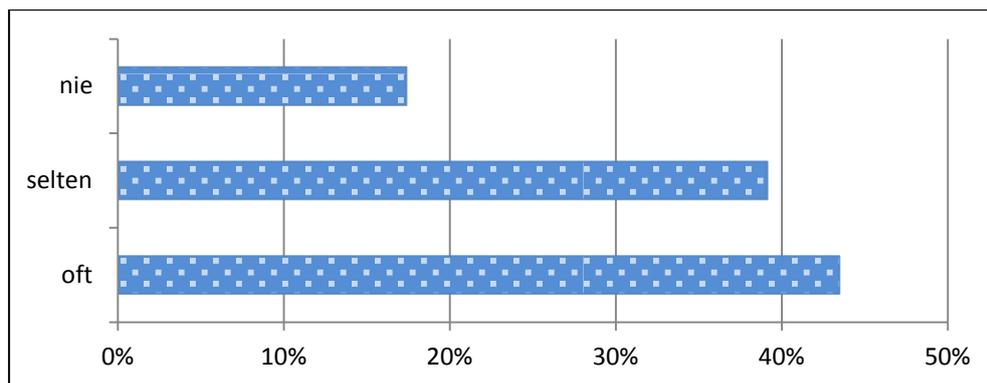


Figure 27: Responses referring to free-time activities related to English (Item 12)

The comments made by the parents revealed that most of them associated CLIL linguistic outcomes with better chances for professional career and studies. Hopes that CLIL would help their children to improve and expand their knowledge of English were expressed, too. Parents' comments, however, focused on the importance of English for utilitarian purposes. Only two parents pointed to the potential of CLIL to promote interest and openness towards other cultures and people. For one parent it was important that her child would further had fun with English and another one hoped that by means of CLIL language learning would remain enjoyable.

5 Conclusion

CLIL as a flexible form of subject and foreign language learning has been praised on various grounds. Above all it provides a framework where language learning acquires a purpose. Unlike the forced and artificial communicative situation in the foreign language classroom, CLIL enables a meaningful interaction between learners and teachers, as well as among learners themselves. Moreover, CLIL reduces inhibitions and anxiety to use the foreign language.¹⁰⁶ Additionally, it engages students in a process of active learning whereby they use language to construct knowledge rather than be passive recipients of information.¹⁰⁷ The use of authentic material and the exploration of various subject matters make CLIL interesting and motivating. Surveys on language learning outcomes have proven the beneficial effect of CLIL. More controversial are, however, results on the issue of subject learning. While tendencies towards simplification and reduction of the subject content have been observed,

¹⁰⁶ See Dalton-Puffer (2007a), p. 4.

¹⁰⁷ See Ting (2010), p. 12.

there are also indications about the positive effect of CLIL on subject learning. According to Dalton-Puffer, CLIL students show high persistence and tolerance of frustration when working on a task.¹⁰⁸ These controversies were reflected to a different extent in the perception of CLIL by the participants in the current survey. It showed that students regarded CLIL as a tool to promote English knowledge, which in turn was considered an advantage for the future. They did not forget to mention though that they had fun with English or were good at it. The data confirmed that the benefits resulting from CLIL outweighed the disadvantages that were linked to it. Overall students perceived the influence of CLIL on language learning outcomes as positive. They regarded subject learning as satisfactory, too. The perception of CLIL varied across the grades and in some of the cases there were significant differences between lower and upper grade students, as for instance the difficulty of CLIL as compared to non-CLIL, participation in discussions and subject learning.

Notwithstanding of parents' positive attitude towards CLIL, critical voices were raised, too. It appeared that while parents appreciated the principles of CLIL and were aware of its benefits, they had doubts concerning the implementation measures taken by the school. Some parents made remarks about the quality of CLIL, especially in regard of the teachers' command of English. This issue had been addressed earlier in this paper and identified as one of the main barriers to the successful implementation of CLIL.

From a neuroscientific perspective CLIL is a ground-breaking approach to both subject and language learning. Indeed, it appears that CLIL is able to cater for the needs of the maturing brain better than foreign language teaching has ever done, thus promising a far-reaching effect on a larger number of learners. However, reservations have been expressed about the overeager transfer of neuroscience findings to education.¹⁰⁹ The need exists therefore to evaluate the effect of brain compatible learning environment on CLIL learners in order to make the assumptions theoretically sound.

The multitude of advantages that CLIL offers as a tool to promote language learning has made it an important issue at both national and European levels. European authorities regard CLIL as a powerful means in achieving the goal to create a multilingual Europe. Various guidelines and recommendations have been issued to facilitate the implementation of CLIL. And yet, problems such as the lack of clear methodological framework, adequate measures for teacher training and recruitment threaten to undermine the principles of CLIL. German

¹⁰⁸ See Dalton-Puffer (2007a), p. 4.

¹⁰⁹ Ting (2010), p. 14.

educational authorities face the challenge to overcome these difficulties in order to make use of the actual potential of CLIL.

And finally to go back to the “Get two for the price of one” slogan it seems that for both parents and students the deal is worth it. Despite some complaints CLIL is by no means a faulty product to be returned to the producer.

6 References

- Arnold, Wendy (2010): Where is CLIL taking us?, In: *Puls* 33, 227-333. URL: http://www.dialnet.unirioja.es/servlet/fichero_articulo?codigo=3311607&orden=0 (Retrieved July 12, 2011)
- Ausführungsvorschriften für bilingualen Unterricht an weiterführenden allgemein bildenden Schulen in Berlin, vom 22. August 2008, geändert am 28. August 2010. URL: http://www.berlin.de/imperia/md/content/senbildung/rechtsvorschriften/av_bilingualer_unterricht.pdf?start&ts=1285242323&file=av_bilingualer_unterricht.pdf (Retrieved July 14, 2011)
- Bach, Gerhard (2010): Bilingualer Unterricht: Lernen-Lehren-Forschen, In: Bach, G. / Niemeier, S. (Hrsg.): *Bilingualer Unterricht, Grundlagen, Methoden, Perspektiven* (5. überarbeitete und erweiterte Auflage), Frankfurt am Main: Peter Lang Internationaler Verlag der Wissenschaften, 9-22.
- Berliner Einkommensentwicklung 2005. URL: <http://www.berliner-mieterverein.de/magazin/online/mm0405/040519.htm> (Retrieved 11 July, 2011)
- Bildungsportal Schulministerium NRW Bilingualer Unterricht in Nordrhein-Westfalen. URL: <http://www.schulministerium.nrw.de/BP/Unterricht/Faecher/BilingualerUnterricht/index.html> (Retrieved July 11, 2011)
- Bildungsserver Rheinland-Pfalz: Grundschulen mit zweisprachigem Unterricht. URL: <http://grundschule.bildung-rp.de/lernbereiche/fremdsprachen/grundschulen-mit-zweisprachigem-unterricht.html> (Retrieved July 24, 2011)
- Bonnet, Andreas (2004): Didaktiken im Dialog-für eine interaktive Didaktik des bilingualen Unterrichts, In: Bonnet, A. / Breidbach, S. (Hrsg.): *Didaktiken im Dialog. Konzepte des Lehrens und Wege des Lernens im bilingualen Sachfachunterricht*. Frankfurt am Main: Peter Lang Internationaler Verlag der Wissenschaften, 13-27.

- Butzkamm, Wolfgang (2010): Über die planvolle Mitbenutzung der Muttersprache im bilingualen Sachfachunterricht, In: Bach, G. / Niemeier, S. (Hrsg.): *Bilingualer Unterricht. Grundlagen, Methoden Perspektiven*. Frankfurt am Main: Lang Internationaler Verlag der Wissenschaften, 91-107.
- Chambers, Gary N. (1999): *Motivating Language Learners*. Clevedon: Multilingual Matters.
- Chambers, Gary (2000): Motivation and the Learners of Modern Languages, In: Green, Simon (Ed.): *New Perspectives on Teaching and Learning Modern Languages*. Modern Languages in Practice 13. Clevedon: Multilingual Matters, 46-76.
- CLIL Compendium. URL: <http://www.clilcompendium.com/> (Retrieved August 11, 2011).
- Dalton-Puffer, Christiane (2007): *Discourse in Content and Language Integrated Learning (CLIL) classroom*. Amsterdam: John Benjamin Publishing Company.
- Dalton-Puffer, Christiane (2007a): Outcomes and processes in Content and Language Integrated Learning (CLIL): current research from Europe, To appear in: Delanoy, W / Volkman, L. (Eds.): *Future Perspectives for English Language Teaching*. Heidelberg: Carl Winter Universitätsverlag.
URL:<http://www.univie.ac.at/Anglistik/Dalton/SEW07/CLIL%20research%20overview%20article.pdf> (Retrieved July 28, 2011)
- Dalton- Puffer, Christiane / Smit, Ute (Eds.) (2007): *Empirical perspectives on CLIL classroom discourse*. Frankfurt am Main: Peter Lang Verlag der Wissenschaften.
- Dauster, Judith (2004): Bilingualer Unterricht an verschiedenen Schulformen und seine Akzeptanz bei Schülern und Eltern, In: Neusprachliche Mitteilungen aus Wissenschaft und Praxis (NM), 57/3, 156-167.
- DESI-Konsortium (Hrsg.) (2006): Unterricht und Kompetenzerwerb in Deutsch und Englisch: Zentrale Befunde der Studie Deutsch-Englisch-Schülerleistungen-International

(DESI), Deutsches Institut für Internationale Pädagogische Forschung, Frankfurt am Main. URL: <http://www.dipf.de/desi/> (Retrieved July 12, 2011)

Dielmann, Susanne (2009): Integriertes Sach-Sprachlernen im bilingualen Geschichtsunterricht: Analysen von Klausurtexten, In Caspari, D. / Hallet, W. et al. (Hrsg.): *Bilinguale Unterricht macht Schule*, (2. Auflage), Frankfurt am Main: Peter Lang Internationaler Verlag der Wissenschaften, 81-95.

Directorate-General for Education and Culture (2006): Content and Language Integrated Learning (CLIL) at School in Europe. Brussels: Eurydice, European Unit. URL: <http://www.eurydice.org> (Retrieved July 14, 2011)

Education and Culture DG (2008): Lifelong Learning Programme. EUCLID-APPC European CLIL in Development.
URL:<http://primaryclil.org/project%20outcomes/WP9/CLIL%20e.publication.pdf>
(Retrieved August 4, 2011)

European Commission: Promoting language learning and linguistic diversity. An Action Plan 2004 – 2006. URL:
<http://eurlex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2003:0449:FIN:EN:PDF>
(Retrieved July 18, 2011)

Fehling, Sylvia (2005): *Language Awareness und bilingualer Unterricht. Eine comparative Studie*. Frankfurt am Main: Peter Lang Europäischer Verlag der Wissenschaften.

Gayton, Angela (2010): Socioeconomic Status and Language-Learning Motivation: to what extent does the former influence the latter?, In: *Scottish Languages Review*, 22, 17-28.
URL: http://www.strath.ac.uk/media/faculties/hass/scilt/slr/issues/22/3_Gayton_-_Socioeconomic_Status_ML.pdf (Retrieved July 22, 2011)

Gierlinger, Erwin M. (2007): Modular CLIL in lower secondary education: some insights from a research project in Austria, In: Dalton- Puffer, C. / Smit U., (Eds.): *Empirical*

perspectives on CLIL classroom discourse. Frankfurt am Main: Peter Lang Internationaler Verlag der Wissenschaften, 79-118.

Hattie, John (2003): Teachers Make a Difference. What is the research evidence? Paper presented at the Australian Council for Educational Research Annual Conference on Building Teacher Quality. Melbourne.
URL:http://www.acer.edu.au/documents/Hattie_TeachersMakeADifference.pdf
(Retrieved July 20, 2011)

Haupt, Dieter / Biederstädt Wolfgang (2003): Geography. Methoden und Medien im bilingualen Geographieunterricht, In: Wildhage, M. / Otten, E. (Hrsg.): *Praxis des bilingualen Unterrichts*. Berlin: Cornelsen, 46-76.

Kessler, Jorg-U. / Plesser, Anja (2011): *Teaching Grammar*. Paderborn: Verlag Ferdinand Schöningh.

Marsh, David (2002): CLIL/EMILE The European Dimension. Action, Trends and Foresight Potential. URL: http://ec.europa.eu/education/languages/pdf/doc491_en.pdf (Retrieved August 3, 2011)

Marsh, David (2005): Adding language without taking away. Guardian Weekly, 8 April.
URL: <http://www.guardian.co.uk/guardianweekly/story/0,12674,1464367,00.html>
(Retrieved July 20, 2011).

Meyer, Christiane (2002): Wie sehen Schülerinnen und Schüler in der Mittelstufe den Bilingualen Unterricht? Empirische Ergebnisse einer Studie an Gymnasien in Rheinland Pfalz, In: Breidbach, S. / Bach, G. / Wolff, D. (Hrsg.): *Bilingualer Sachfachunterricht. Didaktik, Lehrer-/ Lernerforschung und Bildungspolitik zwischen Theorie und Empirie*. Frankfurt am Main: Peter Lang Europäischer Verlag der Wissenschaften, 207-221.

Ministerium für Kultus, Jugend und Sport Baden-Württemberg (Hrsg.) (2006): *Realschule. Bildung in Baden-Württemberg. Bilingualer Unterricht*. URL: <http://www.schule->

- bw.de/schularten/realschule/publikationen/handreichungbil.pdf (Retrieved July 29, 2011)
- Nietsch, Petra / Vollrath, Rolf (2003): Physical Education. Sprachlernpotenzial im bilingualen Sportunterricht, In: Wildhage, M. / Otten, E. (Hrsg.): *Praxis des bilingualen Unterrichts*. Berlin: Cornelsen, 147-169.
- Otten, Edgar / Wildhage, Manfred (2003): Content and Language Integrated Learning. Eckpunkte einer "kleinen" Didaktik des bilingualen Sachfachunterrichts, In: Wildhage, M. / Otten, E. (Hrsg.): *Praxis des bilingualen Unterrichts*. Berlin: Cornelsen, 12-41.
- Pirner, Manfred L. (2007): Empirische Unterrichtsforschung zum bilingualen Religionsunterricht und Konsequenzen für den ‚normalen‘ Religionsunterricht. *Theo-Web. Zeitschrift für Religionspädagogik* 6/2, 42-52. URL:<http://www.theo-web.de/zeitschrift/ausgabe-2007-02/7.pdf> (Retrieved July 12, 2011)
- Richter, Renate / Zimmermann, Marianne (2003): Biology. Und es geht doch: Naturwissenschaftlicher Unterricht auf Englisch, In: Wildhage, M. / Otten, E. (Hrsg.): *Praxis des bilingualen Unterrichts*. Berlin: Cornelsen, 116-146.
- Sekretariat der ständigen Konferenz der Kultusminister der Länder in der Bundesrepublik Deutschland (Hrsg.) (2006): „Konzepte für den bilingualen Unterricht – Erfahrungsbericht und Vorschläge zur Weiterentwicklung“. URL: http://www.kmk.org/fileadmin/veroeffentlichungen_beschluesse/2006/2006_04_10-Konzepte-bilingualer-Unterricht.pdf (Retrieved August 2, 2011)
- Senatsverwaltung für Bildung, Jugend und Sport Berlin (2006): Rahmenlehrplan für die Sekundarstufe I–Sozialkunde. URL: http://www.berlin.de/imperia/md/content/senbildung/schulorganisation/lehrplaene/sek1_sozialkunde.pdf?start&ts=1245159489&file=sek1_sozialkunde.pdf (Retrieved August 3, 2011)

Society for Neuroscience (2008): Brain Facts. A Primer on the Brain and Nervous System.
URL: http://www.sfn.org/skins/main/pdf/brainfacts/2008/brain_facts.pdf (Retrieved July 24, 2011)

The CertiLingua Label of Excellence for Plurilingual, European and International Competences. URL:
http://www.schulministerium.nrw.de/BP/Unterricht/Faecher/Fremdsprachen/CertiLingua/Certilingua/FlyerCertiLingua_engl.pdf (Retrieved August 9, 2011)

Ting, Yen-Ling Teresa (2010): CLIL appeals to how the brain likes its information: examples from CLIL-(Neuro)Science, In: *International CLIL Research Journal* 1/3, 1–18. URL: <http://www.icrj.eu/13-73> (Retrieved July 17, 2011)

Ting, Yen-Ling Teresa (2011): CLIL... not only not immersion but also more than that, In: *ELT Journal* 65/3, 314-317. URL: <http://elt.oxfordjournals.org> (Retrieved August 5, 2011) (Retrieved July 17, 2011)

Ting, Yen-Ling Teresa (2011a): CLIL and Neuroscience: How are they related?, In: de Zarobe Y. / Sierra, J. M. et al. (Eds.) *Content and Foreign Language Integrated Learning. Contributions to Multilingualism in European Contexts*. Bern: Peter Lang International Academic Publishers.

Walsh, David (2004): *Why Do They Act that Way?* New York: Free Press

Werner, Bettina (2009): Entwicklung und aktuelle Zahlen bilingualen Unterrichts in Deutschland und Berlin, In Caspari, D. / Hallet, W. et al. (Hrsg.): *Bilinguale Unterricht macht Schule*, (2. Auflage), Frankfurt am Main: Peter Lang Internationaler Verlag der Wissenschaften, 19-40.

Wietasch, Anne-Katharina (2007): Jugend, Körper und Emotion. Eine Schnittmenge aus neurobiologischer Sicht, In: *Diskurs Kindheits- und Jugendforschung* 2, 123-139. URL: http://www.pedocs.de/volltexte/2009/1014/pdf/Wietasch_Jugend_Koerper_Diskurs_2007_2_D.pdf (Retrieved August 7, 2011)

Wingate, Jim (2003): Happy Crocodiles, Happy Monkeys, In: *Fremdsprachen Frühbeginn 2*, 17-18.

Wildhage, Manfred (2003): History. Integration fachlichen und fremdsprachlichen Lernens im bilingualen Geschichtsunterricht, In: Wildhage, M. / Otten, E. (Hrsg.): *Praxis des bilingualen Unterrichts*. Berlin: Cornelsen, 77-115.

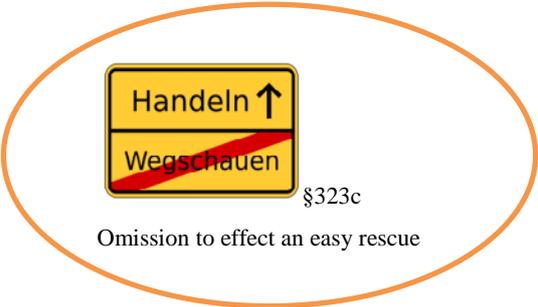
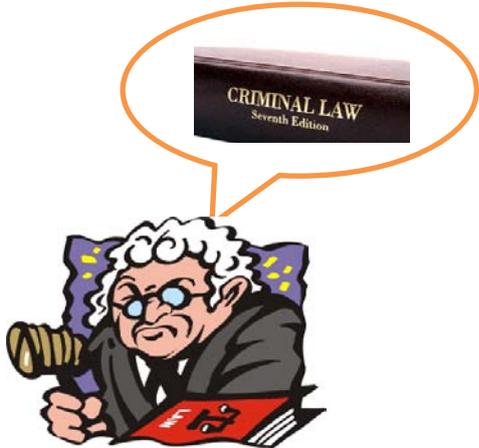
Wolf, Dieter (2007): The History and Current Situation of Bilingual Instruction in Germany.
URL: <http://www.goethe.de/ges/spa/dos/ifs/cdl/en2747735.htm> (Retrieved July 27 2011)

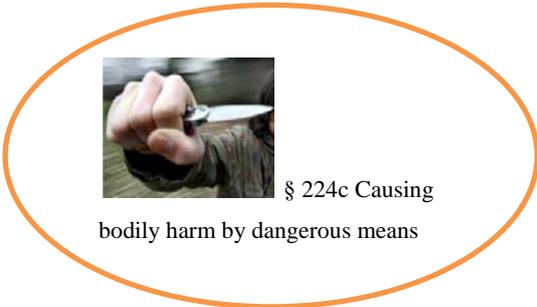
7 Appendix 1

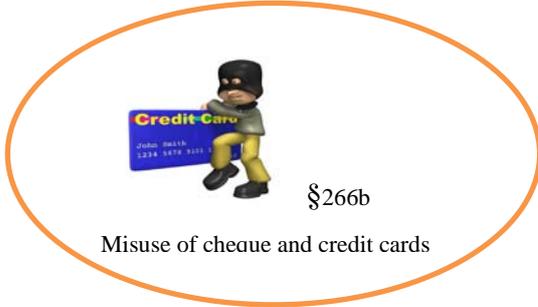
Exercise I. Match the sections to form complete sentences.

| | |
|--|---|
| 1. Persons who are younger than ... | ...attack or otherwise damage the health of another person. |
| 2. "Youth" is a person who... | ...weapons or other instruments to attack another person is punishable. |
| 3. Every person who... | ...accident. |
| 4. It is punishable to... | ... shows pictures where cruelty is depicted shall be punished. |
| 5. People shall give aid throughout an ... | ... fourteen are considered to act without guilt. |
| 6. The use of dangerous... | ...has already reached the age of fourteen but not eighteen. |

Exercise II. Four of the sentences from Exercise I can be matched to a paragraph from the German Criminal Law. Write the sentence under the bubbles.

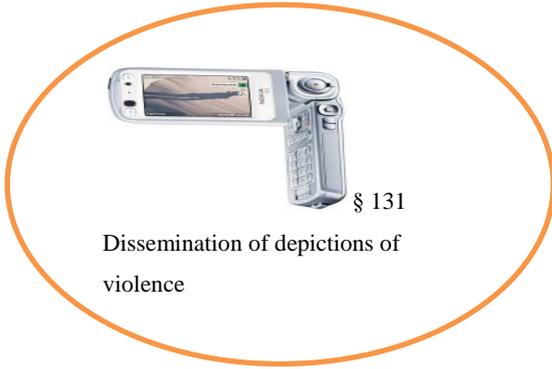












Exercise III . Match the German terms to the sections above: Körperverletzung, gefährliche Körperverletzung, unterlassene Hilfeleistung, Gewaltdarstellung und Verbreitung.

8 Appendix 2

Distribution of students' responses

| Item 1 | Klasse 9 | Klasse 10 | Klasse 11 | Klasse 12 | Gesamt |
|------------------------------------|----------|-----------|-----------|-----------|--------|
| Leichter | 15% | 15% | 27% | 29% | 21% |
| genauso leicht bzw. genauso schwer | 60% | 46% | 55% | 64% | 57% |
| Schwieriger | 25% | 38% | 18% | 7% | 22% |

| Item 2 | Klasse 9 | Klasse 10 | Klasse 11 | Klasse 12 | Gesamt |
|------------------|----------|-----------|-----------|-----------|--------|
| Wenn ja, welche: | 50% | 23% | 27% | 86% | 48% |
| Nein | 50% | 77% | 73% | 14% | 52% |

| Item 3 | Klasse 9 | Klasse 10 | Klasse 11 | Klasse 12 | Gesamt |
|----------|----------|-----------|-----------|-----------|--------|
| Häufiger | 25% | 23% | 27% | 36% | 28% |
| genauso | 45% | 38% | 55% | 64% | 50% |
| Seltener | 30% | 38% | 18% | 0% | 22% |

| Item 4 | Klasse 9 | Klasse 10 | Klasse 11 | Klasse 12 | Gesamt |
|-----------------------------|----------|-----------|-----------|-----------|--------|
| Ja, 6 Monate oder länger | 30% | 15% | 9% | 7% | 17% |
| Ja, zwischen 1 und 6 Monate | 0% | 15% | 18% | 21% | 12% |
| weniger als 1 Monat | 45% | 69% | 64% | 50% | 55% |
| noch nie | 25% | 0% | 9% | 21% | 16% |

| Item 5 | Klasse 9 | Klasse 10 | Klasse 11 | Klasse 12 | Gesamt |
|--|----------|-----------|-----------|-----------|--------|
| Englischsprachkenntnisse für mein Studium/Berufsleben wichtig sind | 75% | 92% | 45% | 71% | 71% |
| meine Eltern es wollten | 5% | 38% | 18% | 14% | 19% |
| English mir Spaß macht | 60% | 77% | 45% | 64% | 62% |
| Andere Gründe | 55% | 0% | 45% | 14% | 29% |

| Item 6 | Klasse 9 | Klasse 10 | Klasse 11 | Klasse 12 | Gesamt |
|---------------------|----------|-----------|-----------|-----------|--------|
| Note 1,0 | 20% | 23% | 9% | 36% | 22% |
| Note 2,0 | 50% | 54% | 36% | 43% | 47% |
| Note 3,0 | 0% | 15% | 9% | 0% | 5% |
| Weiß ich nicht mehr | 30% | 8% | 45% | 21% | 26% |

| Item 7 | Klasse 9 | Klasse 10 | Klasse 11 | Klasse 12 | Gesamt |
|-------------------------|----------|-----------|-----------|-----------|--------|
| hat sich verbessert | 20% | 38% | 0% | 29% | 22% |
| ist gleich geblieben | 60% | 54% | 55% | 50% | 55% |
| ist schlechter geworden | 20% | 8% | 45% | 21% | 22% |

| Item 8 | Klasse 9 | Klasse 10 | Klasse 11 | Klasse 12 | Gesamt |
|--------------------------|----------|-----------|-----------|-----------|--------|
| Verbessert | 65% | 85% | 55% | 79% | 71% |
| gleich geblieben | 35% | 8% | 18% | 21% | 22% |
| sind schlechter geworden | 0% | 0% | 27% | 0% | 5% |
| keine Angabe | | 8% | | | 2% |

| Item 9 | Klasse 9 | Klasse 10 | Klasse 11 | Klasse 12 | Gesamt |
|---------|----------|-----------|-----------|-----------|--------|
| Mehr | 10% | 31% | 18% | 29% | 21% |
| Gleich | 55% | 23% | 64% | 71% | 53% |
| Weniger | 35% | 46% | 18% | 0% | 26% |

| Item 10 | Klasse 9 | Klasse 10 | Klasse 11 | Klasse 12 | Gesamt |
|------------------------------------|----------|-----------|-----------|-----------|--------|
| Leichter | 35% | 15% | 36% | 21% | 28% |
| genauso leicht bzw. genauso schwer | 50% | 62% | 36% | 71% | 55% |
| Schwieriger | 15% | 23% | 27% | 7% | 17% |

| Item 11 | Klasse 9 | Klasse 10 | Klasse 11 | Klasse 12 | Gesamt |
|------------------------------------|----------|-----------|-----------|-----------|--------|
| Leichter | 30% | 23% | 18% | 21% | 24% |
| genauso leicht bzw. genauso schwer | 50% | 69% | 73% | 64% | 62% |
| Schwieriger | 20% | 8% | 9% | 14% | 14% |

| Item 12 | Klasse 9 | Klasse 10 | Klasse 11 | Klasse 12 | Gesamt |
|------------------------------------|----------|-----------|-----------|-----------|--------|
| Leichter | 35% | 38% | 36% | 36% | 36% |
| genauso leicht bzw. genauso schwer | 35% | 46% | 45% | 57% | 45% |
| Schwieriger | 30% | 15% | 18% | 7% | 19% |

| Item 13 | Klasse 9 | Klasse 10 | Klasse 11 | Klasse 12 | Gesamt |
|------------------------------------|----------|-----------|-----------|-----------|--------|
| Leichter | 50% | 85% | 55% | 64% | 62% |
| genauso leicht bzw. genauso schwer | 50% | 15% | 27% | 36% | 34% |
| Schwieriger | 0% | 0% | 18% | 0% | 3% |

| Item 14 | Klasse 9 | Klasse 10 | Klasse 11 | Klasse 12 | Gesamt |
|----------------|----------|-----------|-----------|-----------|--------|
| Ja | 15% | 77% | 73% | 0% | 36% |
| Nein | 70% | 15% | 18% | 100% | 55% |
| Ich weiß nicht | 15% | 8% | 9% | 0% | 9% |

| Item 15 | Klasse 9 | Klasse 10 | Klasse 11 | Klasse 12 | Gesamt |
|---------------------|----------|-----------|-----------|-----------|--------|
| Ja | 15% | 46% | 55% | 86% | 47% |
| Nein | 30% | 38% | 18% | 14% | 26% |
| Ich weiß noch nicht | 55% | 15% | 27% | 0% | 28% |

| Item 16 | Klasse 9 | Klasse 10 | Klasse 11 | Klasse 12 | Gesamt |
|----------------------------|----------|-----------|-----------|-----------|--------|
| Ja | 55% | 54% | 45% | 86% | 60% |
| Nein | 10% | 15% | 18% | 14% | 14% |
| kann ich nicht einschätzen | 35% | 23% | 36% | 0% | 24% |
| keine Angabe | | 8% | | | 2% |

| Item 17 | Klasse 9 | Klasse 10 | Klasse 11 | Klasse 12 | Gesamt |
|----------------------------|----------|-----------|-----------|-----------|--------|
| Ja | 40% | 46% | 18% | 57% | 41% |
| Nein | 20% | 8% | 0% | 14% | 12% |
| Kann ich nicht einschätzen | 40% | 46% | 82% | 29% | 47% |

Distribution of parents' responses

| Item 1 | Gesamt |
|---|--------|
| Englischsprachkenntnisse für das Studium/Berufsleben wichtig sind | 87% |
| die englische Sprache meinem Kind Spaß macht | 70% |
| dieses Lehrangebot eine gute Ergänzung zum Englischunterricht ist | 43% |
| Andere Gründe | 9% |

| Item 2 | Gesamt |
|---|--------|
| Grundkenntnisse der englischen Sprache | 22% |
| Mittlere Kommunikationsfähigkeit | 43% |
| Beherrsche die englische Sprache fließend | 22% |
| Englisch ist meine erste Sprache | 0% |
| Keine Englischkenntnisse | 13% |
| Kenntnisse anderer Fremdsprachen | 39% |

| Item 3 | Gesamt |
|-----------------------------|--------|
| Nur Deutsch | 65% |
| Deutsch und andere Sprachen | 30% |
| Nur andere Sprachen | 4% |

| Item 4 | Gesamt |
|------------------------|--------|
| Hauptschulabschluss | 0% |
| Mittlerer Reife | 35% |
| Hochschulreife | 13% |
| Berufsausbildung | 35% |
| Hochschulabschluss | 39% |
| Promotion/Habilitation | 4% |
| Andere | 9% |

| Item 5 | Gesamt |
|-------------------|--------|
| Ja | 22% |
| Nein | 52% |
| Ich weiß es nicht | 22% |
| keine Angabe | 4% |

| Item 6 | Gesamt |
|--|--------|
| leichter fällt | 57% |
| genauso leicht bzw. genauso schwer fällt | 39% |
| schwerer fällt | 4% |

| Item 7 | Gesamt |
|--------------|--------|
| Ja | 48% |
| Nein | 43% |
| keine Angabe | 9% |

| Item 8 | Gesamt |
|---|--------|
| leichter sind | 30% |
| genauso leicht bzw. genauso schwer sind | 61% |
| schwieriger sind | 9% |

| Item 9 | Gesamt |
|----------------------------|--------|
| Ja | 57% |
| Nein | 17% |
| Kann ich nicht einschätzen | 26% |

| Item 10 | Gesamt |
|-----------|--------|
| Eher ja | 61% |
| Ja | 39% |
| Eher nein | 0% |
| Nein | 0% |

| Item 11 | Gesamt |
|---------|--------|
| Ja | 78% |
| Nein | 22% |

| Item 12 | Gesamt |
|---------|--------|
| Oft | 43% |
| Selten | 39% |
| Nie | 17% |

9 Appendix 3

Fragebogen zur Erhebung der Schülerakzeptanz des bilingualen Fachunterrichts

Bitte gebe hier zunächst Dein Geschlecht an:

- Männlich
- Weiblich

1. Im Vergleich zum Fachunterricht auf Deutsch ist bilingualer Fachunterricht für mich...

- leichter
- genauso leicht bzw. genauso schwer
- schwieriger

2. Wenn ich die Möglichkeit hätte, würde ich auch andere Fächer auf Englisch wählen

- Wenn ja, welche: _____
- Nein

3. Im Vergleich zum Fachunterricht auf Deutsch ist meine Teilnahme an Diskussionen im bilingualen Unterricht...

- häufiger
- genauso
- seltener

4. Warst Du bereits in einem englischsprachigen Land?

- Ja, 6 Monate oder länger
- Ja, zwischen 1 und 6 Monaten
- Weniger als 1 Monat

5. Ich habe den bilingualen Unterricht gewählt weil ...

(Hier kannst Du auch mehrere Antworten ankreuzen)

- Englischsprachkenntnisse wichtig für mein Studium/Berufsleben sind
- meine Eltern es wollten
- Englisch mir Spaß macht
- Andere Gründe: _____

6. Meine Englischnote in der 6.Klasse:

- 1
- 2
- 3
- Weiß ich nicht mehr

7. Meine Englischnote nach dem Wechsel zur Oberschule ...

- hat sich verbessert
- ist gleich geblieben
- ist schlechter geworden

8. Seit der Teilnahme am bilingualen Fachunterricht haben sich meine Englischkenntnisse...

- verbessert
- gleich geblieben
- sind schlechter geworden

9. Im Vergleich zum Fachunterricht auf Deutsch lerne ich über das Fach (History, Geography, Political education) im bilingualen Fachunterricht...

- mehr
- gleich
- weniger

10. Im Vergleich zum Fachunterricht auf Deutsch ist die Arbeit mit dem Lehrbuch im bilingualen Fachunterricht für mich ...

- leichter
- genauso leicht bzw. genauso schwer
- schwieriger

11. Im Vergleich zum deutschsprachigen Unterricht sind Hausaufgaben im bilingualen Fachunterricht für mich ...

- leichter
- genauso leicht bzw. schwer
- schwieriger

12. Tests im bilingualen Fachunterricht empfinde ich im Vergleich zu Tests im deutschsprachigen Unterricht als ...

- leichter
- genauso leicht bzw. schwer
- schwieriger

13. Seitdem ich am bilingualen Fachunterricht teilnehme fällt mir das Sprechen auf Englisch ...

- leichter
- genauso leicht bzw. genauso schwer
- schwerer

14. Wenn die Möglichkeit besteht, würde ich den bilingualen Fachunterricht abwählen.

- Ja
- Nein
- Ich weiß nicht
-

15. Ich werde Political education als Prüfungsfach wählen

- Ja
- Nein
- Ich weiß noch nicht

16. Seit der Teilnahme am bilingualen Fachunterricht ist mein Interesse an englischsprachigen Büchern, Filmen, Zeitschriften, Internetseiten und -foren gestiegen.

- Ja
- Nein
- Kann ich nicht einschätzen

17. Seit der Teilnahme am Europaprojekt/Landeskundeunterricht ist mein Interesse an fremden Ländern, deren Kulturen und Menschen gestiegen.

- Ja
- Nein
- Kann ich nicht einschätzen

Das möchte ich noch sagen:

Vielen Dank für die Mitarbeit!



Liebe Eltern der bilingualen Klassen,

im Rahmen meiner Master-Arbeit an der Freie Universität Berlin führe ich eine Erhebung der Eltern- und Schülerakzeptanz des bilingualen Fachunterrichts durch. Die Auswertung der Daten erfolgt anonym. Bitte geben Sie den ausgefüllten Fragebogen innerhalb der nächsten Tage wieder zurück. Für Ihre Mitwirkung möchte ich mich im Voraus bedanken und verbleibe mit freundlichen Grüßen

Katerina Mihova

Der Fragebogen wurde ausgefüllt von:

- Mutter
- Vatter

Einverständniserklärung:

- Ich bin damit einverstanden, dass die Daten in anonymisierter Form für Forschungszwecke verwendet werden.

Berlin, den _____

Unterschrift Erziehungsberechtigter

Fragebogen zur Erhebung der Elternakzeptanz des bilingualen Fachunterrichts

1. Ich befürworte die Teilnahme meines Kindes im bilingualen Fachunterricht, weil ...
(Mehrfache Antworten sind möglich)
 - Englischsprachkenntnisse für das Studium/Berufsleben wichtig sind
 - die englische Sprache meinem Kind Spaß macht
 - dieses Lehrangebot eine gute Ergänzung zum Englischunterricht ist
 - Andere Gründe: _____

2. Meine eigenen Englischkenntnisse schätze ich wie folgt ein:
 - Grundkenntnisse der englischen Sprache
 - Mittlere Kommunikationsfähigkeit
 - Beherrsche die englische Sprache fließend
 - Englisch ist meine erste Sprache
 - Keine Englischkenntnisse
 - Kenntnisse anderer Fremdsprachen: _____

3. Welche Sprache/ Sprachen werden in der Familie gesprochen?
 - Nur Deutsch
 - Deutsch und andere Sprachen, nämlich: _____
 - Nur andere Sprachen, nämlich: _____

4. Bitte kreuzen Sie hier Ihren höchsten Schul- bzw. Berufsabschluss an:
(Sie können mehrere Antworten ankreuzen)
 - Hauptschulabschluss
 - Mittlerer Reife
 - Hochschulreife
 - Berufsausbildung
 - Hochschulabschluss
 - Promotion/Habilitation
 - Andere: _____

5. Wenn mein Kind den Wunsch hätte, den bilingualen Fachunterricht abzuwählen, würde ich es unterstützen.
 - Ja
 - Nein
 - Ich weiß es nicht

6. Seit mein Kind am bilingualen Fachunterricht teilnimmt, habe ich den Eindruck, dass ihm das Sprechen auf Englisch ...
 - leichter fällt

- genauso leicht bzw. genauso schwer fällt
 - schwerer fällt
7. Wenn die Möglichkeit bestünde, würde ich die Ausweitung des bilingualen Fachunterrichts auf weitere Fächer befürworten.
- Wenn ja, auf welche: _____
 - Nein
8. Ich habe den Eindruck, dass die Hausaufgaben im bilingualen Fachunterricht für mein Kind ...
- leichter sind
 - genauso leicht bzw. genauso schwer sind
 - schwieriger sind
9. Seit der Teilnahme am bilingualen Fachunterricht ist das Interesse meines Kindes an englischsprachigen Büchern, Filmen, Zeitschriften, Internetseiten und -foren gestiegen.
- Ja
 - Nein
 - Kann ich nicht einschätzen
10. Würden Sie die Teilnahme am bilingualen Fachunterricht anderen Eltern und Schülern empfehlen?
- Eher ja
 - Ja
 - Eher nein
 - Nein
11. Sind beide Elternteile berufstätig?
- Ja
 - Nein
12. Wie oft unternehmen Sie Freizeitaktivitäten, die die Sprachkenntnissen ihres Kindes fördern (Film auf Englisch schauen, Kontakt mit englischsprachigen Freunde, Reisen mit englischsprachiger Verständigung vor Ort)
- oft
 - selten
 - nie

Welche Hoffnungen verbinden Sie mit der Teilnahme Ihres Kindes am bilingualen Fachunterricht?



Vielen Dank für die Mitarbeit!