Content and language integrated learning - BAfEP Linz

The study - Method

- **Qualitative study / Causal - Comparative study**
  - Work with existing classes
  - See whether one variable causes a change in another
    (Clil approach – language outcome)

- **Dependant variable**: language achievement

- **Independent variable**: CLIL method in PE-, Psychology-, and History- lessons over a period of 4 years
  - **Non-CLIL** will be defined as having a teacher presenting the same concepts and topics using the German language

Participants

- Control extraneous variables
  - Only females, 18 year olds
  - Same language background
  - Same English language teacher
- Control group: 39 students
- Experimental group: 30 students

→30 Clil and 39 non-Clil students

Method - Assessment

- English exam 4th grade – 100 minutes
  - Listening task
  - Reading task
  - Use of English task
  - Writing task

Comprehension competence

general language understanding

Writing competence

- Assessed by points – Cloze tests
- Writing task assessed by points using the Assessment Scale B2
- F- test (Variance) and T- Test (significance)

English test 1st grade

English exam 1st grade - Pretest

achieved average percentages of points and marks in the pre-test in Nov 2011					
	mark	points in percentages		mark	points in percentages
Clil Group 1	3,13	73%	non-Clil Group 1	3,13	71%
Clil Group 2	3,47	71%	non-Clil Group 2	3,46	71%
mean Clil	3,3	72%	mean non -Clil	3,295	71%

Table 8: Average percentages of achievable points and marks of the pre-test

Results English test 4th grade

2nd English Test

	2 READING - 1. Keeping it up (MCQ)			2 LISTENING - 1. A Taste of Fame			Use of English (tenses			LEAFLET - Parental partnership						Gesamtnote	
Type	16	%	ZN	17	%	ZN	48	%	ZN	TA	OL	LSR	LSA	40	ZN	121	GN
S 1	12	75,0	3	14	82,4	2	27	56,3	5	7	6	5	3	21	5	74	4
S 2	10	62,5	4	15	88,2	2	30	62,5	4	7	7	7	7	28	3	83	3
S 3	15	93,8	1	13	76,5	3	25	52,1	5	6	8	8	6	28	3	81	3
S 4	16	100,0	1	16	94,1	1	37	77,1	3	10	10	9	7	36	1	105	1
S 5	13	81,3	2	15	88,2	2	31	64,6	4	9	9	8	6	32	2	91	3
S 6	16	100,0	1	15	88,2	2	35	72,9	3	9	10	9	7	35	2	101	2
S 7	11	68,8	4	14	82,4	2	25	52,1	5	6	7	7	6	26	4	76	4
S 8	12	75,0	3	13	76,5	3	28	58,3	5	7	6	7	6	26	4	79	4
S 9	15	93,8	1	17	100,0	1	38	79,2	3	9	10	8	7	34	2	104	2
S 10	14	87,5	2	14	82,4	2	36	75,0	3	9	10	7	6	32	2	96	2
S 11	16	100,0	1	15	88,2	2	37	77,1	3	10	10	8	8	36	1	104	2
S 12	11	68,8	4	15	88,2	2	31	64,6	4	6	7	7	6	26	4	83	3
S 13	14	87,5	2	15	88,2	2	31	64,6	4	5	6	5	3	19	5	79	4
S 14	11	68,8	4	16	94,1	1	31	64,6	4	4	6	4	4	18	5	76	4
S 15	14	87,5	2	16	94,1	1	39	81,3	2	6	8	7	8	29	3	98	2
S 16	10	62,5	4	12	70,6	3	28	58,3	4	7	7	6	5	25	4	75	4
S 17	14	87,5	2	15	88,2	2	33	68,8	3	6	7	7	7	27	4	89	3
S 18	14	87,5	2	17	100,0	1	42	87,5	1	10	8	10	7	35	2	108	1
S 19	11	68,8	3	14	82,4	2	23	47,9	5	6	7	7	6	26	4	74	4
S 20	16	100,0	1	16	94,1	1	41	85,4	2	9	10	9	10	38	1	111	1
S 21	12	75,0	3	16	94,1	1	29	60,4	4	5	7	6	4	22	5	79	4

English test 4th grade

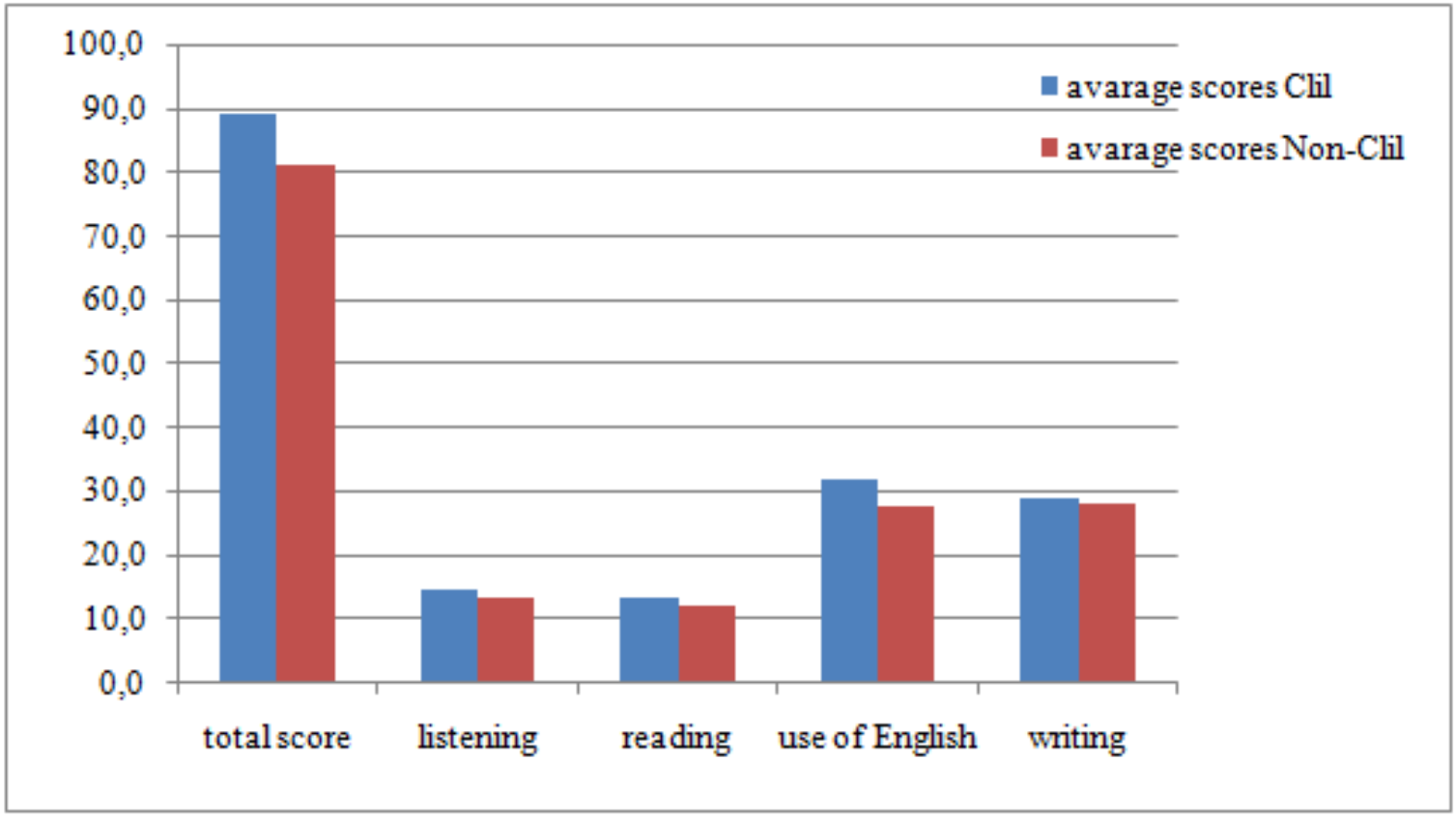
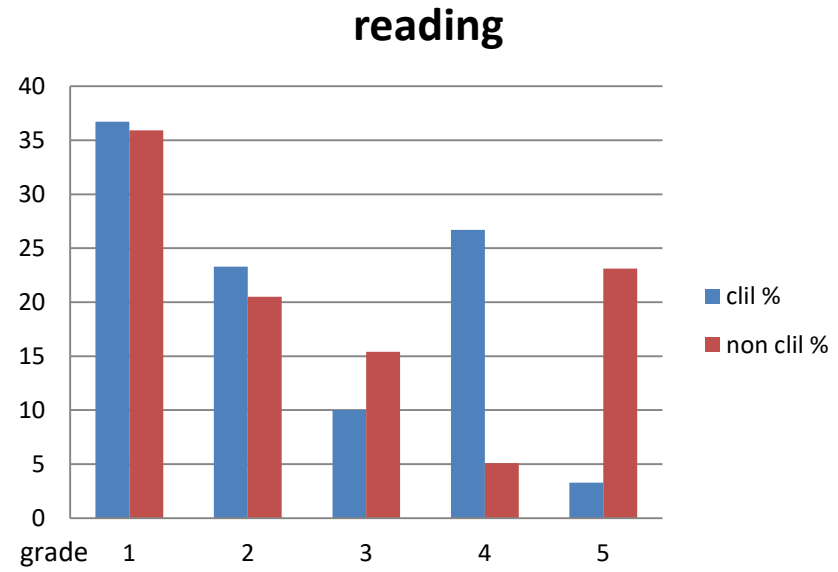
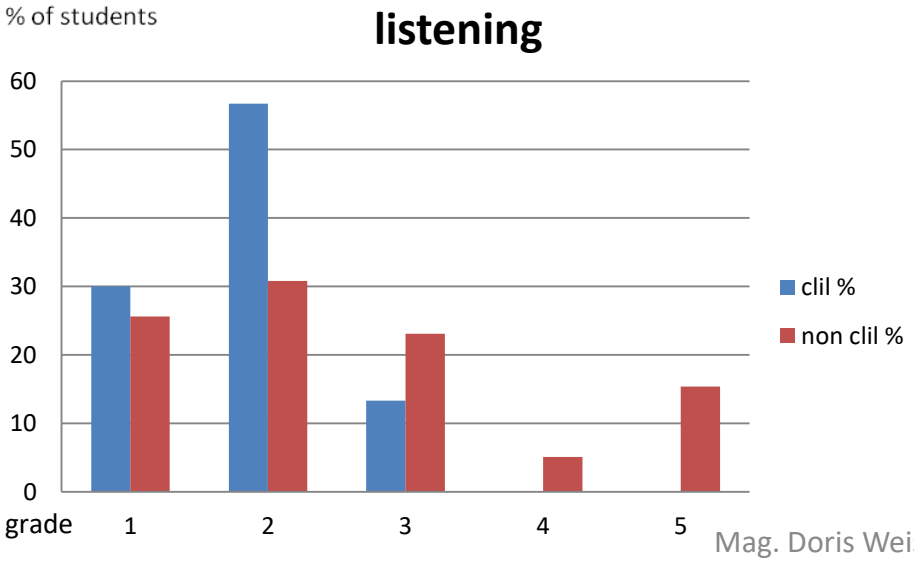


Figure 7: A summary of all achieved test scores including the sub-tests

Listening and Reading

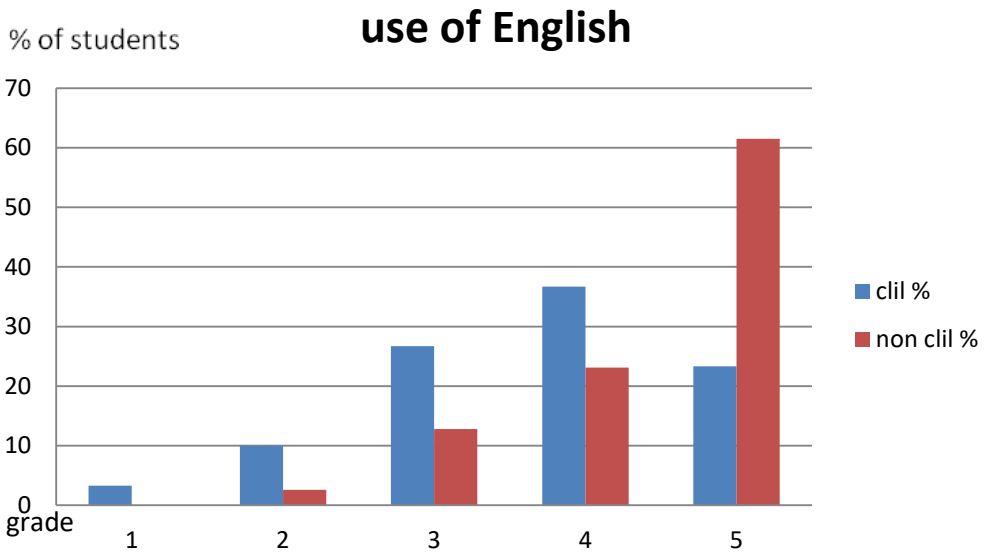


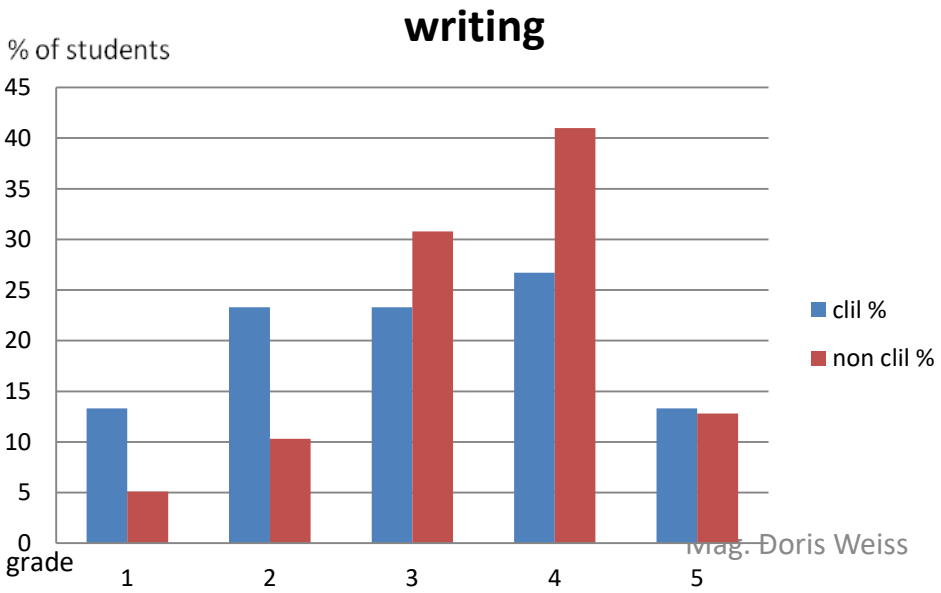


reading		
	clil %	non clil %
1	36,7	35,9
2	23,3	20,5
3	10	15,4
4	26,7	5,1
5	3,3	23,1

listening		
	clil %	non clil %
1	30	25,6
2	56,7	30,8
3	13,3	23,1
4	0	5,1
5	0	15,4

Use of English and Writing





use of English		
	clil %	non clil %
1	3,3	0
2	10	2,6
3	26,7	12,8
4	36,7	23,1
5	23,3	61,5

writing		
	clil %	non clil %
1	13,3	5,1
2	23,3	10,3
3	23,3	30,8
4	26,7	41
5	13,3	12,8

Data analyses & interpretation

- Listening - highly significant
- Reading - significant
- Use of English - highly significant
- Writing - not significant
- Total scores - highly significant

Limitation of the study

- Doesn´t speak to the external facts affecting
  - IQ of the students
  - Different L2 proficiency when entering BAfEP
  - Time spent on studying for the exam
    - Especially use of English task
- Only one school is considered here

Conclusion/ further Questions

- Clil - effects on the listening, reading and use of English skills, but no significant effects on writing skills
- Similar outcome HTL study (Jexenflixer, 2009)
- Other subjects taught with Clil method, native speaker vs subject teachers
- Male participants
- Subject outcome
- Quantitative study – Questionnaire “students attitude towards Clil”

“How future kindergarten teachers think about CLIL: Students’ opinions on CLIL in an Austrian vocational upper secondary school (BAfEP)”

Questionnaire

- The survey was administered on 2nd of Dec. 2016
- 130 questionnaires
- Analysed with SPSS (computer sofware)
- Seven different categories
- Each category consist of 4-6 items focusing on the same issue

categories

- Reasons for choosing Clil
- Personal opinions on Clil
- Language skills
- Content knowledge
- Classroom atmosphere
- Structure and organisation of the lessons
- Teacher – student – relationship

What motivates students to choose Clil?

Item No.	Item	highly irrelevant / not applicable (1)	rather irrelevant (2)	rather important (3)	highly important (4)	Median[7]
7	Parents	29.10%	28.20%	26.50%	16.20%	2
8	Friends	49.10%	29.30%	17.20%	4.30%	2
9	Siblings	80.00%	15.70%	4.30%	0.00%	1
10	Others' CLIL experiences	76.70%	13.80%	7.80%	1.70%	1
11	English as global language	1.70%	3.40%	38.50%	56.40%	4
12	Enthusiasm for English	4.30%	17.20%	44.00%	34.50%	3
13	Language improvement	1.70%	3.40%	21.40%	73.50%	4
14	As a personal challenge	17.10%	32.50%	32.50%	17.90%	3
15	Good grades in English before	19.70%	33.30%	28.20%	18.80%	2
16	Prior experiences with CLIL	80.30%	11.10%	6.80%	1.70%	1
17	Cool teachers	81.90%	13.80%	4.30%	0.00%	1

Students attitude towards Clil

(20) I think CLIL students are better prepared for their school leaving exams (Matura) than the non-CLIL parallel classes

(22) CLIL teaching is more fun than regular lessons

(30) I would like to have more CLIL lessons

(33) I like the alternation of German and English as a working language

(45) CLIL lessons are more exhausting than regular lessons

(47) I have to concentrate more in CLIL lessons to understand the topics

Item No.	strongly disagree (0)	rather disagree (1)	neither agree nor disagree (2)	rather agree (3)	strongly agree (4)	Median[9]
20	13.10%	12.30%	24.60%	20.80%	29.20%	**2.5**
22	16.90%	16.90%	39.20%	18.50%	8.50%	**2**
30	13.80%	18.50%	33.10%	19.20%	15.40%	**2**
33	4.60%	6.20%	19.20%	36.20%	33.80%	**3**
45	12.40%	11.60%	19.40%	41.10%	15.50%	**3**
47	7.00%	12.40%	10.90%	39.50%	30.20%	**3**

What do Learners like best and what would they improve about Clil?

What Students Like Best About CLIL		
category	**tokens**	**%**
increased vocabulary	39	30
general language competence	35	26.9
possibilities to use language	35	26.9
alternation German-English	21	16.2
communication skills	17	13.1
free choice of language used	14	10.8
atmosphere & structure	4	3.1
variety of situations	2	1.5
enjoyable challenge	2	1.5
enthusiastic teachers	2	1.5
more detailed content	1	0.8
Total	172	

Students' Suggestions for Improvement		
Category	**tokens**	**%**
more CLIL	30	23.1
better / slower explanations	25	19.2
bilingual material	15	11.5
teachers' language proficiency	12	9.2
better structured lessons	11	8.5
use of English not exclusively	8	6.2
different activities	6	4.6
more speaking	6	4.6
more motivating teachers	5	3.8
vocabulary lists	3	2.3
less CLIL in 1st grade	1	0.8
higher student involvement	1	0.8
Total	123	

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Effects on language proficiency

	rather agree	strongly agree
Clil makes it easier to talk to other people in English	43,80 %	19, 20 %
Clil makes me feel safer when communicating in English	40,80 %	19,20 %
Clil helps me to make myself understood in English spontaneously	39,30 %	21,50%
My English language skills have improved considerable through Clil	43,10 %	13,10 %

Effects on Content Knowledge

(19) English as the working language makes it more difficult to understand complicated topics

(24) In CLIL teaching less content knowledge can be conveyed, as English makes it more difficult

(35) CLIL classes cover the same amount of subject content as non-CLIL parallel classes

(37) I find it easy to explain CLIL content in German as well as English

(39) I can easily understand topics in CLIL lessons, even though they are explained in English

(43) I find it hard to learn something in English first and then having to explain it in German

- 63,8 % think it is harder to understand complicated topics
+ a similar number of students indicate that they can easily understand topics
+ more than 2/3 of the students think the same amount of content can be dealt with in Clil and regular classes

Effects on classroom atmosphere and Teacher-Student - Relationship

- Nearly 80% of students agree that they can always talk to their Clil teacher about things they do not understand.
- More than 60% of students disagreed with the following statements:
  - Speaking E during the lesson and making mistakes is embarrassing for me
  - In Clil lessons I rather dare ask questions

  → *This shows the majority of learners does not perceive Clil lessons to be different from regular lessons*

Learners´perception of the structural and organisational aspects of the lessons

Item No.	strongly disagree (0)	rather disagree (1)	neither agree nor disagree (2)	rather agree (3)	strongly agree (4)	Median
26	22.50%	18.60%	24.80%	25.60%	8.50%	2
28	8.50%	28.70%	47.30%	12.40%	3.10%	2
34	26.20%	24.60%	33.10%	13.10%	3.10%	1
36	4.60%	13.10%	36.90%	33.10%	12.30%	2
42	38.50%	20.00%	34.60%	6.90%	0.00%	1

(26) CLIL lessons are more diversified and varied than regular German lessons

(28) I think that CLIL lessons are particularly well organised and planned

(34) CLIL teaching often appears to me as chaotic and unstructured

(36) In CLIL lessons communication plays a more important role than in regular lessons

(42) I feel that I have more right to co-create the lessons in CLIL lessons than in regular lessons

Students´reflection

Table 11: Students' Responses to the Question "Would You Choose CLIL Again?"

Group	Yes	No
voluntary	84.5%	14.5%
involuntary	38.5%	61.5%

Table 12: Students' Responses to the Question "How Satisfied Are You With CLIL?"

Group	very satisfied	rather satisfied	rather unsatisfied	very unsatisfied
voluntary	22.2%	66.7%	10.3%	0.9%
involuntary	0%	61.5%	30.8%	7.7%

Conclusion

- S sind begeistert von Clil → weiter machen ☺
- Freiwilligkeit in der Wahl von Clil
- Bilinguales Material verwenden, erstellen
- Unterrichtsstoff langsam erabeiten und verständlich aufbereiten
- Mehr Abeitsblätter und Erklärungen (zweisprachig)
- Mehr “writing tasks” in den Unterricht einbauen
- Zusammenarbeit mit den EnglischlehrerInnen (Welche Tasks sind angebracht)
  - **Päd.:** physical development - **Englisch:** linking words & time connectors → Write a sumary about the physical development using different time connectors and linking words!