

CLIL at a Dutch secondary school

Between Expectations and Reality

“Do the best you can until you know better. Then when you know better, do better.”

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Introduction

"CLIL is very important in bilingual education. You will hear a lot about it" the teacher said to the intern who was just starting as a student in the U-TEAch program, doing an internship at one of the more than a hundred Dutch schools boasting bilingual education. Soon, however, as he was learning about Content and Language Integrated Learning and the guidelines of the European Platform, the intern started to wonder whether his school mentor and his teachers at U-TEAch were talking about the same thing. When he and two friends were paging through the research topics proposed by the different bilingual schools connected to U-TEAch, their minds lingered on the request of one of those schools,¹ which wanted to look at how they could improve the quality of CLIL in their lessons. The trainee teachers thought that perhaps the problem was not in what the teachers did, but in what they knew about CLIL and how they perceived CLIL.

Problem Statement

The request of School Z resulted from a visitation by four professionals on behalf of the Europees Platform in May 2012. In general, the visiting committee was rather positive about the quality of the bilingual department of the school (Visitation Report, 2012). However, the report of the committee shows some serious concerns as well. A few of the most glaring concerns include:

- Many used materials in lessons are direct translations from Dutch and there are no authentic English materials.
- Many subject teachers do not consider themselves to be language teachers, although they actually are exactly that. This is mostly expressed by the observed lack of form-focused processing in some lessons.
- The committee observed a clear lack of activities which stimulate the use of language by the pupils.

Because the Europees Platform concluded that School Z has been lagging behind in its use of CLIL in lessons, the school wanted to look into ways of improving the CLIL aspects of bilingual teaching. A question that precedes this, however, deals with the perception of CLIL by the different parties involved. Differences in perception may explain differences in expectations and the implementation of CLIL. Our research is focused on these differences that may exist between the formal expectations of the Europees Platform, the expectations of the school's management team, and the teachers who teach in the bilingual department at School Z.

We will compare the perception of the teachers with the expectations of the formal curriculum, which in the case of CLIL has been set by the Europees Platform, and base our recommendations on the results of our research.

¹ In order to ensure anonymity, we will refer to this school as 'School Z' throughout the document.

Relevance

The relevance of this research is threefold. In the first place, it serves a very practical relevance for School Z and in a wider context for Dutch bilingual schools in general. The school has asked us to find out why they were underachieving, and to come up with suggestions for improvement.

Bilingual education is already big in The Netherlands, and we expect that School Z is not the only school that faces problems in the process of integrating CLIL; other bilingual schools might have similar difficulties, or will encounter similar difficulties in the future. Bilingual schools can use our findings to avoid or address some of the issues this school is facing now.

Additionally, our study will contribute to the fast growing corpus of studies about CLIL. The topic has been much studied over the last fifteen years, but from all these studies it becomes clear that there is a big demand for more insight in how CLIL works in practice (Pérez-Cañado, 2012; Aguilar & Rodríguez, 2011; Lasagabaster & de Zarobe, 2010)

Finally, this research is of great relevance for its authors. All three authors are trained in bilingual and international education and might be working in bilingual education in the future. It is likely that we will become 'CLIL-experts' in our schools, who could contribute to the quality of education. To be able to do that, insight in the perception of CLIL of other teachers and administrators will be very helpful.

Theoretical Framework

Definitions

CLIL stands for *content and language integrated learning*. CLIL refers to a holistic way of teaching and learning languages. Theories about CLIL include such diverse topics as intercultural communication, classroom practice, and active participation from learners, acquiring knowledge and skills, and developing research tools for learners (Coyle, Hood, & Marsh, 2010). For this article, we will use the formal definition by the Europees Platform which is outlined in this Theoretical Framework.

We based our research on the curricular model of Jan van den Akker, and compared the expectations and perceptions of CLIL and bilingual education on multiple curricular levels. The three levels as outlined by van den Akker (1998, pp. 421-422), include:

1. formal curriculum (“the vision elaborated by a curriculum document”)
2. perceived curriculum (“the curriculum as perceived by its users (usually teachers)”)
3. attained curriculum
 - a. experiential curriculum (“learning experience as perceived by learners”)
 - b. learned curriculum (“resulting learning outcomes of learners”).

This research will focus on comparing the expectations pertaining to CLIL in the classroom of various actors on the first two levels. This has been decided because the question with which we started our research was very much focused on the perception and implementation of CLIL by teachers at school – i.e. van den Akker's second level. In order to answer our research question, making a comparison between the formal and perceived curriculum will be very useful. To compare these levels will show us to what extent teachers and administrators at School Z are in line with what is expected of them according to the formal curriculum. The perception of the learners and their outcomes is not so much an issue for this research since we do not expect it will add any extra insight to the problem of how the administrators and teachers view CLIL implementation.

The Formal Curriculum

When it comes to CLIL, the formal curriculum for Dutch bilingual schools has been set by the Europees Platform – the formal Dutch organization to support and stimulate internationalization in education. The bilingual education standards have been published on the Europees Platform's website². In addition, we have incorporated the competence profile for a bilingual teacher, which is published on the Europees Platform's Website too³. In this document, the Europees Platform has clearly described what can be expected from a teacher in bilingual education. Finally, in our analysis of the formal curriculum we have also incorporated the page on CLIL⁴ that has been published on the Europees Platform's website.

Next to the Europees Platform, the European Commission (which has no jurisdiction over Dutch schools) has been involved with CLIL for over ten years. In 2002 the Commission published a report about the state of CLIL in Europe at that moment (Marsh, 2002). This report sets clear pan-European guidelines for CLIL practice, guidelines which are most certainly known and supported by the Europees Platform.

To analyze the teacher's and administrators' perception of CLIL, we have used six categories:

- A. The definition of CLIL
- B. Aims of CLIL
- C. CLIL activities
- D. Support
- E. Expectations
- F. Perceptions of management

² TIO-Standards: <http://www.europeesplatform.nl/sf.mcgi?2626> (accessed June 19th 2013)

³ Competence Profile: <http://www.europeesplatform.nl/sf.mcgi?2680&cat=> (accessed June 19th 2013)

⁴ CLIL overview: <http://www.europeesplatform.nl/sf.mcgi?3916> (accessed June 19th 2013)

In order to make a valid comparison between the formal and perceived curriculum, the first three categories are defined as variables to analyze the formal curriculum as set by the Europees Platform. The last three categories focus on specific expectations and perceptions of individual teachers, and were included as variables based on recommendations from Mehisto & Asser (2007). For a full overview of the variables, cf. Methodology.

A. The Definition of CLIL

The Europees Platform makes it clear that CLIL is a method for language learning. Building a vocabulary in a second language and developing communication skills are equally important in CLIL. In this definition the focus is very much on language learning through other, non-language, subjects. The Europees Platform gives the following definition of the term CLIL:

“Content and Language Integrated Learning is the didactic method behind bilingual education. This method is based on the fact that language processing doesn’t only occur in the language subjects, but also in the business, science and creative subjects. By giving all of the subjects in these areas in a foreign language outside of the language classes, students work on not only overall vocabulary but also general communication skills.” (Europees Platform: CLIL)

B. Aims of CLIL

Closely connected to the question *what* CLIL is (definition), is the question *why* to do CLIL. The Europees Platform has clearly described the aim of CLIL on their website (Europees Platform: CLIL):

Aims of CLIL (Europees Platform)

1. Generating intercultural knowledge and mutual understanding;
2. Developing intercultural communication skills;
3. Improving both active and passive language skills;
4. Offering the opportunity to study subject matters from various (international) perspectives;
5. More language training without making extra hours at school;
6. Adding an extra dimension to existing subjects without overruling those;
7. Diversity in teaching methods;
8. Improving pupil's motivation by acknowledging their language skills.

In their competence profile of a bilingual teacher, the same aims have been formulated in a different way (translated from Dutch): language and subject knowledge, meaningful interaction, development of cognitive skills, and development of intercultural knowledge and skills, among others (Europees Platform).

Although the list of aims from the European Commission is quite a bit longer and contains more detail than the list from the Europees Platform in the Netherlands, it becomes clear that both see multiple purposes for doing CLIL. A full overview of aims of CLIL according to the European commission can be found in appendix C. Overall, we can summarize that the Europees Platform and European Commission both stress these aims of CLIL:

- Supporting intercultural/international communication and understanding;
- Supporting the learning of an additional language;
- Including diverse methods and activities in class and supporting learner's motivation.

C. CLIL Activities

This section focusses on how CLIL should be implemented in education. The Europees Platform states that a teacher in bilingual education should develop a curriculum incorporating the aims of CLIL; s/he should know how CLIL is important in his/her subject (Europees Platform).

Some of the main elements of the competencies of a bilingual teacher include:

- *Supporting the learning of an additional language (focus on input): a teacher in bilingual education must select and adapt a variety of authentic meaningful resources, with an eye for the international perspective.*
- *Supporting the learning of an additional language (focus on output): a teacher in bilingual education must support output and interaction, and stimulates a variety of language learning strategies.*
- *International and intercultural communication and understanding: a teacher in bilingual education must support and stimulate international communication and intercultural skills. The teacher collaborates with other teachers in school.*

Again, the expectations of the Europees Platform and the European Commission show many similarities. Both organizations stress the importance of interdisciplinary work, providing input, selecting and adapting materials, and facilitating for output and feedback. The main difference might be that the Europees Platform puts more focus on supporting intercultural communication.

Support, Expectations, Perceptions

The research of Mehisto & Asser (2007) emphasizes the importance of these three categories when implementing CLIL curriculums. Furthermore, Verschut & Bakker (2010) emphasize the importance of exact goals and clear communication between teachers and administrators when implementing a curriculum.

D. Support

The *support* category refers to the ways teachers could be supported in developing and improving their CLIL skills. This could refer to support coming from within the school, such as from colleagues or to support coming from outside the school, such as training by an outside expert. The support category gives the researchers insight into how teachers feel they are supported in terms of CLIL at the school and what they find useful or not regarding trainings and support.

E. Expectations

The *expectations* category deals with how respondents perceive what is expected from them, both in terms of what they think management expects of them and how they perceive what the Europees Platform expect in terms of the level of their students. We chose to examine expectations because it will

give us insight into the similarities and differences between the expectations of the actors at various levels (Europees Platform, administrators, and teachers) and help us to answer the research question.

F. Perceptions

The *perceptions* category deals with how teachers perceive their own CLIL skills and that of others at school. It will allow us to see how well respondents feel they or their colleagues are doing and why, and compare this to how much they know about the definitions and aims of CLIL. The *expectations* category refers to the expectations of an actor towards another, while *perception* refers to how well one actor feels that he or a colleague is performing.

Literature Review

CLIL has been a hot topic for research for a number of years now. Especially the *International Journal of Bilingual Education and Bilingualism* has focused a lot on CLIL. In 2008, Christiane Dalton-Puffer for the first time attempted to write a historiography of CLIL (Dalton-Puffer, 2008). Since that first historiography, research on CLIL kept on focusing on the practice of CLIL in classrooms: how teachers incorporate CLIL in their lessons. A second main line of inquiry has been the effectiveness of CLIL: do learners actually learn a second language better through CLIL lessons and to what extent does the first language, or do other subjects, suffer from the incorporation of CLIL into the curriculum (Pérez-Cañado, 2012; Dalton-Puffer, 2011)

Yet, there is a clear demand for more research on the perception and needs of teachers regarding CLIL as mentioned by Pérez-Cañado (2012), Lasagabaster & Ruiz de Zarobe (2010) and Aguilar & Rodriguez (2007).

Only one research carried out so far, has focused on the perception of CLIL by both teachers and administrators in an Estonian bilingual school. In their study, Mehisto and Asser (2007) have interviewed parents, teachers and administrators about their perspectives of CLIL. Almost all teachers stated that they needed training, such as courses, to become good CLIL teachers. Mehisto and Asser indicate that formal lesson observations and feedback are important instruments to improve the quality of CLIL lessons. From interviews with school managers, it became clear that managers think that they do not have the sufficient knowledge to lead or start CLIL programs at schools.

In a Dutch context, Verschut and Bakker (2010) have researched the implementation of a new, more coherent curriculum in mathematics. The authors' advice is to make very clear for teachers what the exact goals are in a new, coherent curriculum. This is an important notion for this research, since finding out to what extent teachers and administrators are aware of the aims of CLIL is one of our main questions.

To conclude this chapter, we can say that not much research on the perception of CLIL by teachers and administrators has been done. The only research about this topic, by Mehisto and Asser (2007), shows

that both teachers and administrators felt a lack of knowledge about CLIL, while they were already working in a CLIL setting. There is a clear gap in the research on this topic which we hope to fill.

Research Function

This research will help to clarify the perceptions and expectations of CLIL by different parties involved and consequently identify causes of inefficiencies in the implementation of CLIL at the target school. Through this, we will be able to suggest ways to improve the implementation of CLIL at School Z and other bilingual schools. Therefore, the function of this research is to determine where any miscommunications lie concerning CLIL expectations, and with further analysis we will be able to advise the school on how to proceed to improve CLIL implementation in the classroom. We hope that our research will contribute to the research concerning CLIL, and add a new dimension to how the perceptions and expectations of different actors play a role in bilingual education.

Research Aims and Questions

Our research will focus on the expectations of multiple actors regarding CLIL, and their perceptions and expectations on how CLIL is implemented at School Z. To determine the perceptions of the CLIL-lessons we will use a model designed by Jan van den Akker (1998). For this research we will focus on the first two levels of this model (the formal curriculum and the perceived curriculum).

Our **main research question** therefore is: *how is CLIL perceived in the lower secondary school at School Z (both by teachers and administrators), and how does this compare to each other and the formal curriculum as described by the Europees Platform?*

In order to answer this question we will need to answer two sub-questions.

Sub-question 1: “What are the expectations of the school administration and teachers regarding CLIL, and how does this compare to the formal curriculum as described by the Europees Platform?”

Sub-question 2: “What are the differences in expectations regarding proper CLIL implementation between school administrators and teachers?”

Hypothesis

It is our hypothesis that there are differences in the perceptions different parties involved in bilingual teaching have about CLIL and that these differences contribute to an inefficient implementation of CLIL learning in schools. A similar outcome was found in Mehisto and Asser’s (2007) study. Based on our literature review and theoretical framework, we expect that these differences can be grouped into two categories: 1) misconceptions by both administrators and teachers about the definitions/aims of CLIL and the Europees Platform’s view on how to carry this out in a classroom, and 2) differences in expectations between the management team and the teachers as to what proper CLIL implementation means.

Methodology

Sample

Our sample for this research includes members of the administration and teachers at School Z. In total we interviewed two members of the administration and eight teachers. Respondents are designated by a code beginning with T or A, and then a number (T1 is teacher 1). The breakdown of the interviewees is as follows.

The first administrator is the location director for the lower secondary school (ages 11-14). He has eight years of experience as location director, and has worked at School Z since 1980. He taught history and geography for 25 years and has been the location director for the past 8 years. The second administrator has been in teaching for 22 years and is currently the team leader for the bilingual department at the lower secondary location. She just began this position and has been team leader for less than 6 months. She taught Dutch previously, and has been at School Z for 10 years. The fact that she has only been involved with bilingual education for less than six months, might affect the outcomes of this research (cf. Discussion).

We also interviewed eight teachers, from different subject areas and year levels, but most taught only in the lower secondary school. We selected the teachers by requesting interviews with the team leader and sending emails to the entire bilingual team, but we only got eight responses, so the sample of teachers is relatively small, and not too varied in terms of age, subject, or experience. This is a limitation to our sample selection and will be discussed further in the discussion. An overview of the respondents can be found in Table 1 below.

Table 1: Overview of respondents

Table 1: Overview of Respondents					
Code#	Years in bilingual	Years in Teaching	Years at this school	Age	Subject
T1	6	11	6	30+	PE
T2	10	15	14	41	Geography
T3	1	1	1	27	Biology
T4	9 (4 in UK)	24	5	59	Physics/Science
T5	11	30	30	50+	Physics
T6	11	14	14	35	History
T7	11	25	25	51	English
T8	11	30	20+	54	English
A1		25 (8 years mgmt.)	33	50+	Geo/History
A2	0.5	22	10	45+	Dutch

The sample of teachers we interviewed includes eight teachers: five male, three female. Teachers T2, T5 and T6 have been involved in the bilingual education program at School Z (almost) since its start in 2003. Teacher T4 has spent four years at School Z in the bilingual department, and further, she worked for five years in the UK. Teacher T2 has been with the bilingual at School Z for 10 years and has spent time in the United Kingdom. Teacher T3 was the youngest and least experienced teacher, yet he has had a more extensive training in CLIL than the other interviewed teachers. He was a member of the U-TEAch teacher training program at Utrecht University in 2012, and has previously spent time in both Australia and South Africa.

Variables

In order to examine how teachers and administrators perceive CLIL we wanted to examine 1) how they define CLIL, 2) how they view the aims of CLIL, 3) how they perceive CLIL activities, 4) how they perceive ways to support the development of CLIL skills, 5) what they think is expected in terms of CLIL and 6) how they perceive the CLIL skills of themselves and colleagues. Understanding how teachers and managers perceive these aspects would allow us to draw conclusions and make suggestions for further development at the school.

Data Collection and Analysis

Data Collection

To answer our research questions, we used multiple data sources to acquire our data. We will interview a number of administrators and teachers and refer to official documents on the topic of CLIL. Using these interviews and other data sources, we will be able to determine what the expectations of the administration and teachers are. We chose interviews as the data collection method because they provide more detailed descriptions of the perceptions and expectations of respondents than e.g. questionnaires.

Our interviews for this research were semi-structured and the same interview scheme was followed by all interviewers, to increase the reliability of the data. We used the same interview scheme for both administrators and teachers. This scheme can be found in Appendix A. The questions were slightly adjusted for the administrators and teachers, especially with respect to the wording of questions relating to expectations. We piloted the interview with each other to make sure questions were clear, as well as with a teacher as a pilot interview. We addressed inconsistencies or unclear questions and updated the final interview scheme, which was used in subsequent interviews. Two researchers were present for each interview, with one researcher asking the questions and the other taking notes. Furthermore, all interviews were recorded for increased reliability.

Data Analysis

Before analysis, all interviews were transcribed exactly, and researchers who had not been present at an interview transcribed those interviews in order to get an outsiders perspective, and hear the interview. In order to analyze the interviews and quantize the data, we developed an interview coding scheme along the lines proposed by Saldaña (2009) which can be found in Appendix B. In order to develop the coding scheme we first transcribed all of the interviews and worked together to pick out important

aspects we wanted to include in our coding. The aspects that emerged became the variables used to answer the research question. These variables include: Definitions of CLIL, Aims of CLIL, CLIL activities, Support, Expectations, and Perceptions (of the teacher or manager).

The first two categories, Definitions and Aims, were based on our literature review and theoretical framework: the *definitions* and *aims* provided by the Europees Platform. We based our codes and sub codes on this framework to increase reliability for this and further studies, as these terms are well entrenched in the bilingual landscape. The codes and sub codes in the CLIL *activities* theme are based on the observation tool proposed in the article by De Graaf, Koopman, Anikina, & Westhoff (2007), and break down different input and output activities.

The codes in the final three categories (*support*, *expectations*, and *perceptions*) were based on the research of Mehisto and Asser (2007), and Verschut & Bakker (2010), while sub codes were based on responses we got from the interviewees. Using these well-developed models as a backbone for our coding scheme increases reliability for both our study and further studies and grounds our instruments in established theory. It also helps us to compare interviewee responses with the formal curriculum; e.g. the expectations from the Europees Platform.

We unitized the coding process, as suggested by Denscombe (2007), and chose each sentence to be one unit. To improve inter-rater reliability, we each coded one interview together with the coding scheme, and agreed upon the unitization of the interviews. This also helped us to devise a more concise and specific coding scheme. If we were unsure of a code, we would highlight it to be checked by the other researchers. After all interviews were coded, the researches compiled an overall code totals table (Appendix C) in order to organize the codes for analysis and presentation. In the results section, certain data are presented in both tables and by quotes to give a clearer overview of the responses (categories B,C,D), while only quotes are used to present the data from other categories (A, E, F). We chose to present the data in these ways because categories B,C,D contain more pre-defined sub codes, while categories A, E, F are more open ended, and better represented with quotes.

To answer the research question we compared the codes and responses from the administrators and teachers with both each other and the aims outlined in our theoretical framework. We were able to compare these responses on the first two levels of van den Akker in order to answer the research sub-questions, and advise School Z on ways to improve the situation.

Results

For this section, our results are broken down into the key themes we used for the interview coding process.

A. Definitions of CLIL

A comparison of this category's codes makes clear that both administrators and teachers give very similar definitions of CLIL: CLIL means teaching a language besides their own subjects. All interviewed teachers who do not teach English, explain that being a CLIL teacher makes them a teacher of English too. The common theme among responds was similar to this quote from one of the teachers:

“Well, it [CLIL] means that besides being a subject teacher I'm a language teacher as well, basically.”

One of the administrators said:

“I think it [CLIL] is teaching a subject in a foreign language. So focusing on both subject and language skills. That's how I view it.”

However, the fact that CLIL is also a method for stimulating communication skills – as clearly stated by the Europees Platform – is not mentioned by any of the teachers or administrators.

B. Aims of CLIL

The responses (sub codes) are summarized according to the number of references made to the aims of each category in Table 2.

Table 2: Interview responses concerning the aims of CLIL as outlined by the Europees Platform.

References to aims of CLIL								
	B1 <i>Generating intercultural knowledge and mutual understanding</i>	B2 <i>Developing intercultural communication skills</i>	B3 <i>Improving active and passive language skills</i>	B4 <i>Offering the opportunity to study subject matters from various perspectives</i>	B5 <i>More language training without making extra hours at school</i>	B6 <i>Adding an extra dimension to existing subjects</i>	B7 <i>More diversity in teaching methods</i>	B8 <i>Improving pupil's motivation by acknowledging their language skills</i>
T1	3		3					
T2			1		1			
T3			4					
T4			2					
T5			2					
T6			1					
T7	1		3		1			
T8	6		3		3			
A1			1		1			
A2	2	1	1		2			
Total	12	1	21	0	8	0	0	0

Both teachers and administrators refer almost only to aim B3 with some referencing B1 and B5. Although teachers point out that they are not sure what the exact aims of CLIL are, most refer to the fact that the aim is to improve the pupil's level of English. However, hardly any teacher mentions the aims related to the second component of CLIL, the improvement of the pupil's intercultural and international communication skills. Two of the three teachers who do mention the intercultural aspect, are those who are involved in the English IB Program. Comparing the results of teachers and administrators, both groups cited the aim of improving the language skills of pupils as the main aim of CLIL. At the same time only three of the eight teachers and one of the administrators mentioned any of the intercultural aims. Due to the small sample, it is hard to draw any concrete conclusions from this. However, the fact that a relatively small amount of the respondents referred to these intercultural aims indicates that these are not seen as the main purpose of CLIL. A further four of the eight aims on the list of the European platform are not mentioned at all.

C. Activities

Teacher responses regarding CLIL activities as outlined in the observation tool of De Graaf *et al* (2008) can be seen in Table 3 below. References to a particular category do not indicate that teachers necessarily practice these activities.

Table 3: Interview responses concerning CLIL activities according to the observation tool of De Graaf *et al.* (2008).

CLIL activities					
References to CLIL activities according to the main categories of the observation tool of De Graaf <i>et al</i> (2008).					
	C1 <i>Teacher facilitates exposure to input at a (minimally) challenging level.</i>	C2 <i>Teacher facilitates meaning-focused processing.</i>	C3 <i>Teacher facilitates form-focused processing.</i>	C4 <i>Teacher facilitates opportunities for output production.</i>	C5 <i>Teacher facilitates the use of strategies.</i>
T1		7		18	
T2	2	5		12	
T3	14	3		16	
T4	4	18	1	12	
T5	6	1	1	20	
T6	4	1	2	11	
T7	5	2		10	
T8	4	2		3	
A1				1	
A2	1	2		4	
Total	40	41	4	107	0

Specific activities relating to the facilitation of the production of output (C4) dominate the thinking of teachers when it comes to CLIL activities. There is also a much stronger emphasis on meaning focused processing (C2) than on form focused processing (C3), while no teachers clearly referred to activities that facilitate the use of strategies (C5). Among administrators, one of them only mentioned output production (C4), while the other refers to C4 more often than C1 and C2. The administrators did not speak much about specific CLIL activities at all.

From our interviews, it was clear that teachers are very aware of the output component (C4) of CLIL. As shown in the table of responses above, teachers mention activities involving output production more

than half the time. Activities to *stimulate the production of output* dominate the responses by the teachers. These activities include activities such as asking students to do presentations in class and were classified as initiatives to stimulate the use of the target language. One teacher describes an activity which utilizes both input and output:

"I use laptops when they need to prep presentations we do media & mass communication. and now they are looking at a website about ad techniques and they need to find an ad themselves, analyze the ad using the techniques, and focus on language and present that to class."

These activities included feedback on both spoken and written output. At least three teachers mentioned the use of different colored pens to distinguish the correction of language and content in their feedback on the written work of students. Another teacher uses a category in a rubric to give feedback on language use.

"I'll do it with a green pen and sometimes I just put a thing under it so they know something is wrong and if they don't understand it they can come see me."

Teachers further mentioned *facilitating written output* which includes producing a written assignment on a sports topic in PE and writing a poem in biology. We have, however, not come across clear references to activities aimed at the structuring of written output.

All teachers mention activities aimed at exposure to input (C1) and meaning focused processing (C2), yet sparsely. T3 (a former student of U-TEAch) refers to providing input far more than other teachers, and is the only one to mention the adaptation of input texts to suit the students level. Another teacher affirms that the activities and handouts he gives are direct translations of what he uses in Dutch classes, which seems to indicate an unawareness of the need to adapt input texts in advance. T4 refers to meaning focused processing far more than other teachers, citing activity examples such as providing scaffolding questions or worksheets.

The category regarding form focused processing was not mentioned very often, and most instances related to correcting written assignments. We can say, therefore, that when they talk about CLIL activities, teachers mostly refer to exposure to language and asking output in the aimed language; in other words: they try to make their pupils use the English language as much as possible. Besides, they refer often to meaning-focused processing and hardly to form-focused processing. They do not refer to strategies etc. at all.

D. Support

The breakdown of teacher responses can be seen in Table 4 below:

Table 4: Interview responses concerning support

	D1 External Support <i>Courses, Exchange</i>	D2 Internal Support <i>Fellow Teachers, Observations</i>
T1	8	2
T2	10	5
T3	6	3
T4	6	3
T5	6	2
T6	7	2
T7	11	5
T8	5	11
A1	5	4
A2	9	4
Total	73	41

Almost all of the teachers attended CLIL workshops organized by the school, but some as far back as five to ten years ago. The administrators view these trainings as very important, while teachers show a more ambivalent attitude towards support. Four of the eight teachers viewed these extra trainings as positive additions to their professional development, while three teachers viewed the trainings as sub-par, or not good enough. Teachers agree that if training is being organized, the administrators should listen to their needs.

In addition to workshops, another form of external support involves the facilitation of exchanges for teachers to Britain for example. Teachers who mention these exchange programs do appreciate them, since it gives them an opportunity to be immersed in the English language. One teacher said:

*'I always think that my English is still not good enough. So what I really want to do is work for a few months or a half year in England to **really** improve my English.'*

Perhaps even more interesting is the fact that teachers speak much more about external support – courses, training days et cetera – than possibilities for support within the school. With regard to internal support, a number of teachers refer to a closer cooperation between the subject and English teachers. This happened in the past, when English teachers supported subject teachers by e.g. helping with grammar. Only one of the teachers mentioned internal support with respect to CLIL skills. His suggestions include teachers giving each other feedback and making each other aware about CLIL activities they can incorporate into their lessons.

'I think the quality is there, people do not always realize they're doing something that's CLIL. And because they don't realize it, they can't really structure it and do it all the time. When someone tells them 'this is great because this and this' they might think "wow but that's easy". And then you get a more structured view how you can do CLIL'

E. Expectations

This category is quite broad, dealing with: 1) expectations concerning the level of students, 2) expectations concerning classroom practices and 3) external expectations.

Regarding the first sub-category, the level of students, none of the teachers or administrators knew what was formally expected of them by the Europees Platform. However, teachers were aware that at

the end of year three, the students would need to take the 5 vwo English exam. All teachers are also familiar with the 'ABC-system of bilingual attitude'⁵.

The second category of expected classroom activities was not mentioned very often by teachers or management. As stated before, all of the teachers and management are on the same page concerning the use of only English in the classroom, and the bilingual attitude grading system, but beyond that there is a large disconnect between what is formally expected (and considered good practice) by the Europees Platform.

In the third category, external expectations, teachers are unaware of external expectations regarding CLIL, e.g. from the European Platform. The interviews with the administrators showed similar patterns. For example, neither the teachers nor administrators were familiar with the Common European Framework of Reference levels.

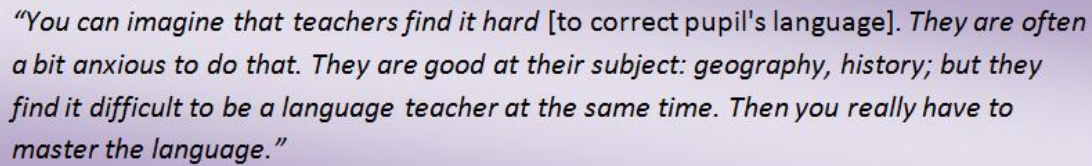
'The team leaders especially will expect us as teachers of English to just speak English all the time and sure that we fit the requirements for the IB. [...] The management above that doesn't know what's going on. And I don't know what they expect.'

In sum, we can say that teachers are very unsure about what both the formal curriculum and the administrators expect from them in terms of CLIL. In that sense, the quote above is exemplary.

⁵ The 'ABC-system for bilingual attitude' is one of the core norms in the bilingual department of School Z. According to this system, pupils get a mark for simply using English: when they speak English almost all the time, they get an A; when they sometimes have to be asked to speak English instead of Dutch, they get a B; and when the use of English is insufficient, they get a C. Too many C's can lead to exclusion from the bilingual department. From now, we will refer to it simply as The ABC-system.

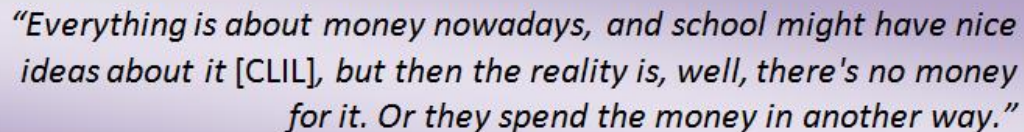
F. Perception of quality of education

Teachers are in general rather satisfied with their own functioning as CLIL teachers. They do mention the fact that there is always room for improvement. Talking about each other, most teachers can mention very good CLIL practitioners, but some teachers are also a bit more hesitant about e.g. the English proficiency of their colleagues. The administrators are positive about the quality of their team, but they do acknowledge that for some teachers it is still hard to take up the role of a language teacher. One of the administrators said:



"You can imagine that teachers find it hard [to correct pupil's language]. They are often a bit anxious to do that. They are good at their subject: geography, history; but they find it difficult to be a language teacher at the same time. Then you really have to master the language."

The other way round, most interviewed teachers are not very positive about the role their managers played over the last couple of years; many teachers give the impression that the administrators had other priorities than enhancing the quality of CLIL at School Z. However, they do hope that the new management team that started this year will be able to make a change. This quote from one of the teachers is exemplary:



"Everything is about money nowadays, and school might have nice ideas about it [CLIL], but then the reality is, well, there's no money for it. Or they spend the money in another way."

Conclusions

We started this research with the hypothesis that there are differences in the perceptions different parties involved in bilingual teaching have about CLIL and that these differences contribute to an inefficient implementation of CLIL at School Z. We expected that these differences could be grouped into two categories: 1) misconceptions about the definitions/aims of CLIL and the Europees Platform's view on how to carry this out in a classroom, and 2) differences in expectations between the management team and the teachers as to what proper CLIL implementation means.

A comparison between the formal curriculum and the perceived curriculum shows that on a number of levels these predicted differences exist indeed. This becomes clear when we look at the definition and the aims of CLIL. The formal curriculum clearly stresses the importance of CLIL both as a method for language learning and a method to improve intercultural communication skills, but the perceivers of the curriculum only refer to CLIL as a method for language learning. A common misconception among teachers at School Z is that being a good CLIL teacher means ensuring you and your students only speak English. In that sense, they follow very much the older definition of the European Commission. The European Commission defined CLIL purely as a method for language learning. The formal curriculum as outlined by the Europees Platform, however, is much more demanding: the idea of scaffolding student knowledge using CLIL theories and activities, and stimulating intercultural communication skills, are cornerstones of the bilingual education philosophy. Administrators show the same misconceptions.

The same difference between the formal and perceived curriculum is shown when we look more closely at CLIL activities. Teachers mainly implement CLIL by stimulating output in class. Besides, their CLIL activities are mostly focused on processing the meaning of words, since this side of CLIL activities is most connected to their subject. Other, more engaging, activities are hardly mentioned by the teachers. Most interviewed teachers have made clear that they basically teach their subject through the English language. In other words: teachers perceive CLIL rather as an immersion program than as a program that requires specific activities.

The immersion of pupils into the English language is a vital part of the school culture at School Z. In the interviews, many teachers mention the 'ABC-system'. This system seems to be very ingrained at school and shows that CLIL is to a large extent implemented in school. However, this immersion program is only one side of CLIL. The formal curriculum clearly demands more activities really focused on active language acquisition and stimulating intercultural communication skills. Administrators acknowledge the fact that it is difficult to be a language teacher besides a subject teacher. Some of the interviewed teachers state that they should not be regarded as language teachers, yet this is exactly what the Europees Platform demands from them!

When we look at the expectations teachers and administrators have of CLIL, we can conclude that both parties do not have a clear picture of what the Europees Platform expects from them. Moreover, teachers mention that they do not have a good idea of the expectations of their managers.

Furthermore, we have observed differences between administrators and teachers when it came to support. Administrators are very enthusiastic about courses and other forms of training from external parties, while for teachers it is a grey area. Some teachers do show a clear demand for external support, while others are less enthusiastic about external courses. When talking about support, teachers hardly mention the fact that they could also be able to support each other. They speak a lot about external training, courses, etc., but peer support or support of the management team does not seem to be part of the school culture.

To conclude we can say that our hypothesis turned out to be mostly correct. As we had expected, there are many differences between the formal curriculum as set by the Europees Platform, and the curriculum as it is perceived by teachers and administrators at School Z. These differences are most clearly visible when we compare the aims of CLIL according to Europees Platform on the one hand and teachers and administrators on the other, and when we look at their views on CLIL activities in class. A less sharp difference than we had expected is visible between the curriculum as it is perceived by teachers and by administrators. These two groups show to quite a large extent the same vision on CLIL; i.e. they show mostly the same black spots in their knowledge. Only in their vision on support the administrators and teachers show clearly different conceptions.

Discussion

As shown in the conclusions, teachers and administrators are not sure about the expectations of the Europees Platform and teachers do not know what their management team expects from them in terms of CLIL. In that sense, the findings of our research are in line with earlier studies on CLIL, in which teachers have the impression that administrators have no idea what they are doing on a daily basis (Dalton-Puffer, 2007; Mehisto & Asser, 2007). Moreover, earlier research on the implementation of a (new) curriculum clearly shows that a lack of knowledge about the curriculum makes it very hard to implement that curriculum in a proper way (Verschut & Bakker, 2010; Bantwini, 2010; Shkedi, 2009; Mehisto & Asser, 2007). This same principle seems to be the case at School Z: teachers and administrators have little insight into the aims of CLIL and the expectations of the formal curriculum, and therefore implementing that curriculum turns out to be difficult.

Apart from the expectation that only English must be spoken in class, there is no further elaboration as to what this actually means. As we have heard from numerous actors at the school, there is not enough done by management to not only explicitly express their expectations of what should be done in class, but also follow up and ensure that these expectations are carried out. For example, a teacher mentions that they have not been observed formally for many years. They acknowledge the fact that observations and debriefings of lessons could contribute to a clearer picture of what the administrators' expectations are.

One of the aims of CLIL that is very much stressed by the Europees Platform but hardly mentioned by teachers and administrators is the stimulation of intercultural communication skills. We must stress that

this does not mean that School Z neglects intercultural awareness and internationalization altogether. On the contrary, the school's activities focused on European and International Orientation (EIO) were praised by the last visiting committee from the Europees Platform (Visitation Report, 2012). However, it seems that teachers and administrators at School Z see internationalization and CLIL as separate parts of bilingual education, whereas according to the Europees Platform these are much more interrelated.

An item that has been discussed very much is training for CLIL. Teachers are for various reasons rather hesitant about courses organized in the past. In their opinion, these were either too time consuming, the level was too low, the ideas expressed in the course did not appeal to them and/or the course was too expensive to organize. In their opinion on courses, the teachers at School Z have quite a different attitude from Estonian teachers who were interviewed about exactly the same issue (Mehisto & Asser, 2007). These expressed a very clear demand for extra training in order to become better CLIL practitioners. However, the fact that extra training is perceived as too time consuming is very much in line with what previous research has shown (Bantwini, 2010; Mehisto & Asser, 2007)

Furthermore, it should be stressed that there was a recent change of management while our study was underway; the current team leader had only been in charge for a few months. This transition period has an impact on the responses due to miscommunications that are inherent in any transition period. Moreover, this team leader had never worked in bilingual education before. This might be one of the explanations of why the interviewed administrators showed a rather limited knowledge about CLIL. Another point that must be taken into account is that many of the remarks teachers made about their managers might actually be about the previous and not the current team leader.

For further studies, we feel that our instruments are reliable for any schools wishing to further study the expectations and perceptions of CLIL among teachers and administrators. We based the instruments on models and definitions outlined by the Europees Platform and previous research. The fact that they are anchored in this prior research makes them a valuable tool for any further studies which have similar aims.

As a final note, we would like to comment on the validity and reliability of this research, as well as its generalizability. Due to time constraints, we could not use as many data sources as we would have liked to triangulate and support our data. Ideally we would have also carried out classroom observations and compared these with teacher and administrator responses to get a better picture of how teachers were implementing CLIL in the classrooms. Another drawback was the fact that we had a small sample of teachers, and that all interviewed teachers had volunteered to be interviewed. It is not unlikely that those teachers who volunteered to be interviewed, are the teachers who are more confident about their CLIL skills, e.g. because they had more training than their colleagues. Interviews with teachers who are less confident might have given different results. Moreover, we have mostly spoken with teachers who work at the bilingual department of School Z for many years. From the eight teachers we interviewed, five have worked in bilingual education for ten or eleven years. This is not representative for the whole bilingual team; there are younger teachers who haven't worked in bilingual education for

so many years yet. It is also likely that teachers who have worked in bilingual education for so many years know more about CLIL than their colleagues who are relatively new to bilingual education. Therefore the results are generalizable to other situations when it is taken into account that only this specific sample was interviewed, and that the context of this research included a very new bilingual team leader. In terms of reliability, we feel that our research instruments, while based on grounded literature, can be improved, especially for different contexts/situations. The categories of *support*, *expectations* and *perceptions* can be made more concrete to be applied in future research.

Recommendations

In our opinion, a first step to improve the quality of CLIL at School Z would be to clearly establish the aims of CLIL, and what should be expected from all parties involved. It is clear from our conclusions that there is no set protocol for the implementation of CLIL, or CLIL activities at School Z. On the other hand, the culture of only speaking English in the bilingual department is thoroughly entrenched in the school culture by the use of the 'ABC'-system.⁶ The fact that this 'ABC-system' works so well, can be explained from the fact that there are very clear guidelines for teachers about this system. Everyone in school does know the rules of the 'ABC-system', simply because the rules are clearly set and everyone has them on paper. Therefore, we would suggest that if similar guidelines were set in place for CLIL, it could drastically increase the amount of CLIL activities that are implemented in the classroom. Part of these guidelines should be an explanation of what CLIL is and what the aims of CLIL are. The guidelines should also describe what can be expected from both administrators and teachers.

In these guidelines, special attention should be paid to the implementation of CLIL. As we have found, some teachers already use CLIL without knowing it. A good description of what classroom practice contributes to the implementation of CLIL will give teachers a better idea of what is expected from them. Conversely, the same guidelines for CLIL practice could be used by the administrators to observe lessons, in order to support teachers. We recommend that these guidelines are based on the observation tool from de Graaf, Koopman, Anikina, & Westhoff (2007) to ensure everything is covered in terms of proper input, output, scaffolding techniques, and feedback.

In terms of support, we would recommend to make better use of the knowledge and experience that is present in school. Administrators do acknowledge this potential. Teachers also mention the fact that some of their colleagues make very good examples of CLIL teachers. It is a pity that there are currently no programs in which these teachers could share their knowledge and experience. Moreover, research has shown that in order to properly support teacher development, *learning in school* is a vital. Lieberman (1995) argued that schools that only focus on courses and conferences for teacher development create "a limited conception of teacher learning". According to her, teachers develop themselves much more if courses et cetera are combined with opportunities for learning in school, such

⁶ Cf. Footnote 5.

as peer coaching. We would therefore recommend School Z to start a program of peer feedback amongst teachers, led by more experienced CLIL practitioners. The English department could be involved more in the process of improving CLIL at School Z too. Teachers of English could work with other teachers on their English proficiency, check language in tests, et cetera. This is one of the demands of the Europees Platform as well (Visitation Report, 2012). Such a support system existed up until circa six years ago, and probably teachers who participated in that program will be able to start it again – if they get the time and money to do so.

For further studies and research in this area, we think it would be good to repeat a similar study with a larger and more diverse group of participating teachers. It would especially be good to interview teachers who do not volunteer for being interviewed, and interview teachers who have less experience in bilingual education. As stated before, the perception of daily practitioners on CLIL has hardly been researched yet and we think that the outcomes of this study justify more in-depth research into this topic.

Reflections

Working as a group of three people has its share of frustrations. In order to work effectively and efficiently, the group's goals and tasks must be succinctly outlined and doled out. Much like the topic of our research, expectations need to be clear, and deadlines need to be met. For future research projects, some points of improvement would be to carefully plan a more structured interview set up to ensure greater reliability. Planning ahead is very important, and while in this situation we felt we did our best to that end, one must always take into account the plans and timing of others. Perhaps a school won't respond, or interviewees are too busy. It's important to have a backup plan in place. Additionally, the authors found it very helpful to proofread other members' sections when it came time to cut words for the article. In sum, the experience was very enriching and enjoyable, and will hopefully give us the skills to conduct action research during our future teaching careers.

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Appendix A

Interview Scheme

Interview teacher CLIL

The interview questions are divided in three categories. In each category, we try to answer one broader question:

Category 1: What does the teacher know about CLIL?

Category 2: What is good CLIL teaching, according to the teacher?

Category 3: To what extent is the teacher a good CLIL teacher?

At the start of the interview, ask a few general questions in order to get an overview of who the teacher is

1. What is your name?
2. What is your age (if want to tell)?
3. What is your native language?
4. When and where have you learned English?
5. What is your subject?
6. Are you a 'eerstegraads' or 'tweedegraads' teacher?
7. At which institute did you do your teacher training?
8. How many years of teaching expertise do you have?
9. How many of these are in bilingual education?
10. Why did you decide to start teaching in the bilingual department of School Z?
11. How many years have you taught at School Z?

Now give a very short explanation of our research. We want to find out what teachers know about CLIL, and how they implement CLIL in their lessons. However, try not to 'give away' too much! Teachers should not be influenced, or have too much of an idea of what we are looking for in the interview.

Category 1

1. Do you know what the term 'CLIL' means?
 - a. If so, could you try to explain what it means in your own words?

If the teacher has absolutely no idea what CLIL is, explain it very briefly. Be strictly to the point, again, we do not want to influence the teacher at this stage. If the teacher had never heard about the term CLIL, ask next questions more in general about language learning through their subject.

2. How have you learned about CLIL?
 - a. Have you ever learned about CLIL in a course?
 - ai. If yes, what courses? What do you remember of these?
 - b. Were you ever trained in school about CLIL?
 - bi. If yes, how? By who? What do you remember about those trainings?
3. Do you know what the philosophy is behind CLIL?
 - a. Why is CLIL part of bilingual education?
4. How is CLIL part of teaching in your subject?
5. Do you think that CLIL is an important part of bilingual education?
 - a. Why (not)?

Category 2

1. How much attention do you think the development of (subject specific) language should have in your lessons?
 - a. Do you think that CLIL should be part of every lesson in bilingual education?
2. Now we are talking about CLIL, how would you describe your role as a language teacher?
3. What do you think that the head teacher/head of bilingual education of School Z expects from you, in terms of language teaching?
 - a. Do you think that this is a reasonable demand?
4. What do you think that your pupils expect from you, in this respect?
 - a. How reasonable is their demand?
5. Can you think of any teachers at this school who are good CLIL teachers?
 - a. What do these people do that makes them good?

Category 3

1. Which language aims do you have for your pupils in your subject?
2. Do you consciously try to include CLIL/language learning activities in your lessons?

- a. Can you give some examples of activities you use that help your pupils to develop (subject specific) language?
 - b. What sort of materials do you use? Text/video etc.
 - c. How do you adapt texts in such a way that they are suitable for the language level of your pupils?
3. Are you motivated to implement CLIL activities in your lessons?
- a. Why (not)?
4. Do you think the school does enough to motivate you as a CLIL teacher?
- a. If not, what should they do?
 - b. If yes, is this because you do not need any motivation from school, or because they motivate you in a good way?
5. Do you think that you have the skills to be a good CLIL teacher?
- a. Why (not)?
6. What does the school do to train you as a CLIL teacher?
- a. Is this too little, too much or just enough?

This is the end of the interview. Give teacher opportunity to say some last words, add things, or address items that according to him/her are not touched upon and should be mentioned.

Appendix B

Interview Coding Scheme

+ = positive mention

- negative mention

? = we are not too sure how to interpret it.

background of teachers

- subject
- years at school
- years of bilingual

A. How CLIL is perceived.

Definitions

(We still need to come up with a few essential points we are looking for in the definitions teachers give)

B. Aims of CLIL (from website of European platform)

B.1 opbouw van **interculturele kennis en begrip**

B.2 ontwikkeling van **interculturele communicatievaardigheden**

B.3 verbetering van zowel **actieve** als **passieve taalvaardigheden**

B.4 mogelijkheid tot bestuderen van de stof vanuit verschillende (internationale) perspectieven

B. 5 meer contact met de doeltaal zonder dat er extra uren ingezet worden

B.6 voegt een extra dimensie toe aan de bestaande vakken, zonder met ze te concurreren

B.7 diversiteit binnen de lesmethodes in de klas

B.8 verbeterde motivatie van de leerling door extra bevestiging van taalvaardigheden

C. CLIL activities

I encountered the following categories used in the article of de Graaf, Koopman et al. I do not expect that we will see all of them back in the answers of the teachers, but it may be interesting, especially since this is an observation tool being proposed already in 2007 and I suspect the tool being used during observations at a school, such as the observation that led to School Z being classified as lagging behind in CLIL.

C1 Teacher facilitates exposure to input at a (minimally) challenging level

- 1.1. text selection in advance
- 1.2. text adaptation in advance
- 1.3. adaptation of teacher talk in advance

- 1.4. text adaptation during teaching
- 1.5. fine-tuning of teacher talk

C2 Teacher facilitates **meaning-focused** processing

- 2.1. stimulating meaning identification
- 2.2. checking meaning identification
- 2.3. emphasising correct and relevant identifications of meaning
- 2.4. exercises on correct and relevant identifications of meaning

C3 Teacher facilitates **form-focused** processing

- 3.1. facilitating noticing of problematic and relevant language forms
- 3.2. providing examples of correct and relevant language forms
- 3.3. correcting use of problematic and relevant language forms
- 3.4. explaining problematic and relevant language forms, e.g. by giving rules
- 3.5. having pupils give peer feedback

C4 Teacher facilitates opportunities for output production

- 4.1. asking for reactions
- 4.2. asking for interaction
- 4.3. letting students communicate
- 4.4. stimulating the use of the target language
- 4.5. providing feedback, focusing on corrected output
- 4.6. organising written practice

- 4.7 spoken output not otherwise specified (added by us)

C5 Teacher facilitates the use of strategies

- 5.1. eliciting receptive compensation strategies
- 5.2. eliciting productive compensation strategies
- 5.3. eliciting reflection on strategy use
- 5.4. scaffolding strategy use

D. Support

- D1. External Training (training provided by parties outside school)
 - D1.1 University
 - D1.2 Courses/training
 - D1.3 Exchange
- D2. Internal training (training provided by parties inside school)
 - D2. 1 Lesson observations

D2.2. English teachers

D2.3 Fellow subject teachers

E. Expectations of the school

E.1 Level of students

E.2 Classroom practices

E.3 Students' expectations (expectations of the students)

E.4 External Expectations

F. perception of quality of CLIL education

F1 self perception as a CLIL teacher

F2 perception of other teachers

F3 Perception of how good management is doing

Appendix C

Code totals chart

ID #	A	B								C					D		E				F		
		B1	B2	B3	B4	B5	B6	B7	B8	C1	C2	C3	C4	C5	D1	D2	E1	E2	E3	E4	F1	F2	F3
T1	5	3		3							7		18 (2-)		8 (4+, 1-)	2 (1-)	2	3	2 (1-)	3	3 (1-)	3	
T2	5			1		1				2 (1-)	5		12 (1+, 5-)		10 (3+,3 -)	5 (1-)	3	3	3		4 (3+)	2	3 (2-)
T3	2			4						14	3		16		6 (2-)	3 D2. 3	2	2 (1-)	1		4 (2+)	5 (2+, 1-)	1
T4	4			2						4	18	1	12		6	3 (2-)	8 (7 -)	2-	1		4		
T5	6			2						6 (3-)	1	1	20 (1-)		6 (1+)	2	8 (1 -)		1				1
T6	5			1						4	1	2	11		7 (3-)	2 (1-)	1	2(1-)	3		4	1	
T7	3	1		3		1				5	2		10		11 (2+,2 -)	5	6 (3 -)					7 (7-)	5 (5-)
T8	2	6		3		3				4	2		3		5	11 (1+)	4	1					7 4+,3-
ID #																							
A1	2			1		1							1		5	4	3	9	1	2		3	4
A2	5	2 (1-)	1	1		2				1	2		4		9 (2+)	4 (1+)	2					5	1

Appendix D

Aims of CLIL according to the European Commission. Based on Marsh (2002).

The Cultural Dimension:

- a. Building intercultural knowledge and understanding
- b. Developing intercultural communication skills
- c. Learning about specific neighboring countries/regions and/or minority groups
- d. Introducing the wider cultural context

The Environment Dimension:

- a. Preparing for internationalization, specifically EU integration
- b. Accessing International Certification
- c. Enhancing school profile

The Language Dimension:

- a. Improving overall target language competence
- b. Developing oral communication skills
- c. Deepening awareness of both mother tongue and target language
- d. Developing multilingual interests and attitudes
- e. Introducing a target language

The Content Dimension:

- a. Providing opportunities to study content through different perspectives
- b. Accessing subject-specific target language terminology
- c. Preparing for future studies and/or working life

The Learning Dimension:

- a. Complementing individual learning strategies
- b. Diversifying methods & forms of classroom practice
- c. Increasing learner motivation