CHAPTER ONE
INTRODUCTION

1.1 Overview

This chapter introduces the present study by first defining CLIL (Content and Language Integrated Learning) and describing its origin. It then situates the study within the EFL context where the data was collected before identifying the purpose of the study. The chapter then presents the research questions, the methodology of the study and the significance of the thesis.

1.2. Introduction

Globalisation and internationalisation are making increasing demands on the foreign language skills of European citizens. In reaction to this, a trend has emerged in schools throughout Europe to use English (and other foreign languages) as a medium of instruction, not as an elitist project but also in mainstream education. In these so-called CLIL (Content and Language Integrated Learning) classes a language other than the L1 of the students is used in teaching a non-language subject matter, the aim being to increase the students exposure to the language and to create a motivating, low-anxiety environment in which attention is paid to the message conveyed rather than the accuracy of the linguistic forms used. In this way the language competence of the students is to be enhanced and they are to be better prepared for life and work in a globalised society and economy, where English, in particular, dominates as the Lingua Franca of today's business world. While the basic idea underlying Content and Language Integrated Learning, i.e. to provide students with more language input and thus to further their language proficiency, seems compelling, the question arises to what extent increased exposure translates into tangible improvements in the quality of language output

and what aspects of language proficiency aremost likely to be affected. The main aim of this study is to investigate the impact of CLIL provision on the language output produced by students in EFL classroom. The study will give a short overview for the underlying concept of CLIL and its implication in EFL practice .

The main idea of thisresearch is to presentContent and Language Integrated Learning as a new and innovative method of teaching a foreign language (especially English) through other subjects and mainly through this approach. The main aim of this work is to find out if and how often this method is being used in schools and also to look at advantages and disadvantages when applying Content and Language Integrated Learning into the lessons.

The theoretical part focuses on what is CLIL including some variations of this approach, and problems in its practice according to variable sources of literature. Also some key features of this approach methodology are included: what is the role of language, communication, and culture in CLIL and how important are cognitive and learning skills.

The practical part is based on a survey carried out through questionnaires and classroom observation: aimed to reveal how CLIL is being used in schools..In the theoretical part the study will focus on the advantages of CLIL as well as the disadvantages. Also the differences between this approach and other similar approaches will be discussed. Both the questionnaires and classroom observation were completely anonymous and designed to get some general data such as: language development, teachers and learners attitudes towards this approach, teachers methodological approaches as well as motivating and demotivating factors that influence CLIL implementation.

Content and Language Integrated Learning represents a teaching method that brings inconsiderable advantages and innovations not only into the teaching language but also into non-language subjects. The main aim of the Content and Language Integrated Learning is to progress teaching strategy, learners' critical thinking, creativity and key competences as well. There are many advantages of CLIL e.g. working with real content used in everyday life, rising of the possibility of assertion on the work trade, preparation for higher education and rising of professional qualification of the teacher etc.

Theoretical part of this research will focus on the characteristic of this method. First of all, the definition and the development of the approach and its consequences will be presented. Furthermore, the thesis will aim at benefits of the mentioned approach not only for learners but also for teachers and schools. After that the role of the subject and language teachers will be discussed. Furthermore, the main part of the thesis follows. Firstly, the thesis will concentrate on the methodology of CLIL for example the availability of materials, their usage and suitability for different subjects. Secondly, it will focus on planning a CLIL lesson mainly on the structure of a successful CLIL lesson and classroom interaction.

The practical part of the thesis will focus on teaching biology and geography through the CLIL method. At first, experience with teaching biology through the CLIL method at different schools will be mentioned. The practical part of the thesis consists of questionnaire-based on learner's and teacher's attitudes towards the phenomena of Content and Language Integrated Learning that comprise the second volume of the practical part.

The main aim of the research lies in finding out if the respondent biology and geography teachers are aware of this method and if they have any

experience with teaching biology through the method. Another aim focuses on getting to know if the schools plan to implement the CLIL method. I also want to discover if the teachers from different secondary schools find the method beneficial. Finally, I am interested in the teachers' view on appropriateness of teaching geography and biology through the CLIL method.

1.3 Statement of the Problem

To implement CLIL programmes effectively, research is needed before any implementation of the program begins (Butler, 2005). Yet, there are no current studies conducted to investigate the long term impact of this approach on students' learning L2, content subjects and their L1 development in the Sudanese context. Indeed, previous research studies have focused on CLIL programmes that have been done mostly in Europe, in addition to others conducted in other non-Arab countries. Few studies have focused on the Middle East region and even less in the Arab Gulf (El Zarka, Doublesin, Yilmaz, 2011; Gallagher, 2011). The aim of the present study is to help close this gap.

The current state of EFL practice requires innovations inside the classroom thus, to implement appropriate input and influential interaction in order to fill the gap in the learners appropriateness which is regarded as a prior demand to be addressed both through language and subject content. Also to reduce the drawbacks resulted from classroom insufficient exposure in EFL practice to drive a circular which is known as content and language integrated learning.. The study also measures the values and approaches which enhance the integration of language and content and their impact on teaching and learning in EFL classroom.

The fact that the CLIL approach succeeds in achieving a set of desired outcomes in some countries is insufficient to predict that it will succeed

everywhere as the outcomes of any bilingual program may vary according to a variety of contextual factors (Genessee, 2015).

Furthermore, CLIL opponents warned against the impact of a CLIL approach on the development of the first language, as it may lead to a subtractive model of bilingualism rather than an additive one (Baker, 2011). They also believe that teaching content in L2 may negatively impact content acquisition as students do not have enough mastery of L2 to be able to acquire knowledge in it. Thus, it is important to keep in mind that a successful implementation of teaching and learning thisapproach demands a balance between the two languages, L1 and L2, in curriculum and school culture (Swain and Johnson, 1997). In this respect the study will measure the validity of Content and Language Integrated Learning in EFL classroom, The present research investigates how the particular implementation of CLIL interacts with the specific context in achieving the desired goals of a bilingual educational system. Specifically, it aims to answer the following questions:

1.4 . Objectives of the study

The aim of this thesis is to present and analyse the changes which take place in classroom in secondary education. The theme of the thesis is "Qualitative evaluation of Content and Language Integrated Learning in secondary education" but the word "evaluation" does not mean assessment. The purpose of this thesis is not to assess Content and Language Integrated Learning but to describe it.

A further aim of this study is to raise teachers' awareness of certain changes which occur in the CLIL classroom, and consequently, to help them understand the process of Content and Language Integrated Learning.

1.5 Significance of the Research

The significance of the present study lies in its focus on EFL context which has a different set of factors compared to other areas reported in the literature. Its findings may benefit educators who currently apply CLIL in EFL classroom as well as those who plan to adopt this approach in their education system later. The results may either support stakeholders' implementation of this in public and private schools in the or they may elucidate concerns that need to be considered before applying the CLIL . Findings from teachers' perspectives towards implementing such programmes may elucidate the type of opportunities and challenges encountered by these teachers in promoting learning of both subject content and language. By knowing this information, stakeholders will be able to evaluate the objectively.

1.6. Research Questions

To what extent does CLIL approach enhance L2 development?

What is CLIL's effect on students' learning of content in L2 CLIL schools?

How much do learners and teachers resort to their L1 and in what context?

Does CLIL approach motivate both learners and teachers?

How do teachers conceptualize the content and language intenerated learning approach?

1.7. Research Methodology

For collecting data about the current research problem two types of method will be adopted:

a- A questionnaire will be addressed to the learners

b- A question to teachers who teach English through other subject

Classroom observation.

1.8 Limitations of the study

As Guba and Lincoln (1994) point out, "no construction is or can be incontrovertibly right" (P.108). Researching how human beings behave and act requires the use of multiple methods and different assumptions for explaining individual and social activities. The dynamics of classrooms and schools are complex. Understanding why teachers do what they do, why students behave as they do and the forces which influence their interactions are open to interpretation (Pring, 2000). The methodological choices used in this study to identify and understand these factors have inherent limitations.

For this research, the following aspects of the study need to be considered insofar as they may constitute limitations of the study:

a. Lack of sample selectivity for semi-structured interviews

Sampling for the semi-structured interviews sought to ensure a broad range of participants. Consequently, it included education policy-makers, Bhutanese and expatriate education specialists, Bhutanese and expatriate private sector employers, expatriate academics, expatriate teachers and technical specialists.

For carrying out the semi-structured interviews, the study could have benefited from more selectivity in two ways. First, a diverse range of participants was particularly useful for understanding perceptions of students' and teachers' knnowledge of prctising Content and Language Integrated Learning. However, participant diversity was less instructive on technical and professional issues of teaching and learning and for gaining a better understanding of teachers' methodological choices.

Second, for addressing the research question concerning conceptualizing subject content and language intrgrated learning approach. This could have more efficiently ring-fenced issues of classroom practice and helped me to better understand and clarify teachers' thinking about their daily methodological choices.

b. Lack of more extensive classroom observations at varying levels of education

The eight classroom observations that were conducted specifically targeted different levels of education (i.e. grades 10), plus a mix of English and subject classes (i.e. social studies, integrated science, geography, history and physics). However, it may have been more informative to conduct observations in a larger number of classes and to have included observations at (grades 11 and 12).

In addition to ensuring the availability of more comparable data, it would also have been useful to examine: (i) whether higher student English proficiency impacts teachers' choices around teaching methods which, in turn, may support language; and (ii) whether teachers are inclined to engage in more frequent use of communicative and collaborative activities with higher English proficiency students.

1-1-7- Structure of the Thesis

This chapter has provided the background, the purpose, the significance of this study. Chapter two presents the theoretical framework by reviewing literature concerning the definition of the term CLIL showing its benefits drawbacks examined the impact of this approach on learners' proficiency in L1 and L2, besides the understanding of content subjects. Chapter two also reviews work on teachers' perspectives towards the use of CLIL. Chapter three presents the methodology of the study including two questionnaires for learner and teachers, observation sheet with a description of the school context , the subjects, the research instruments

used in collecting the data and the scope of analyzing the data. Chapter 4 reports the data presentation analysis and discussion of findings from classroom observation and learners and teachers' questionnaires. Chapter five draws conclusions of the study, and provides suggestions for further research.

1.7 Summary of the Chapter

This first chapter has introduced the present study to the reader by presenting the background, rationale and aim of the study. It has also illustrated the problem of the study and offered a reflection on the significance of the current research. Technical information, such as the description of the location of the study and the structure of the thesis, has also been presented. A review of the literature which relates to the main topic under investigation in this thesis is presented in the next chapter.

CHAPTER TWO

LITERATURE REVIEW

2.1 Content and Language Integrated Learning

2.1.1 Origins, Definitions and Critique of CLIL

From 1990s onwards, the impact of the European socio-economic integration led to the need for proficiency in international languages (Hunt, 2011). Within Europe, there was continuous emphasis on learners leaving school to have developed communicative competence in their L1 and two community languages (Marsh, 2003). However, Marsh (2002, p.603 cited in Graaf et al, 2007) found that the gap existing between foreign language curriculum as well as outcomes with reference to language attainment by learners still had to be overcome. Hence, the European Commission developed an Action Plan promoting language proficiency and diversity to enable all European students to demonstrate fluency in two different European languages other than their L1, which came to be known as the "MT+2 formula" (Marsh, 2003 in Graaf et al. 2007). It was expected that this would lead to shared understandings as well as a recognition of how diverse the European models were (Coyle, 2007, p.554) and to promote greater pluralingualism with a view to economic competitiveness at a global level (Graaf et al, 2007, p.603) Various practical methodologies for language teaching and learning were launched to promote language learning and improve language pedagogy (Marsh, 2003). These experiments emphasised parallel focus on meaning and form to encourage greater practice in the language amongst learners (Marsh, 2002). Baker (1993 cited in Graaf et al. 2007) and Genesee (1987 cited in Graaf et al. 2007) state that effective language learning required interaction based on authentic and meaningful input with functional

efficacy. Thus, in providing extra opportunities for learners to have exposure to functional environment for language learning, a dua lfocused learning environment was implemented (Marsh, 2005 cited in Graaf et al. 2007). The success of this approach to teaching and learning on a global scale

propelled its adoption within European mainstream education (in Graaf et al. 2007).

This approach came to be known as CLIL. The European Network of Administrators, Researchers and Practitioners (EUROCLIC) adopted the term CLIL in 1990s (Coyle, 2008, p.2) to refer to the use of a foreign language to teach a content subject wherein the language and subject share a joint role (Marsh, 2002, p.58). The adoption of this term positioned CLIL alongside the other approaches, for instance Content Based Instruction (CBI), Bilingual Teaching, Dual Language Programmes, English Across the Curriculum and Bilingualism, (Dalton-Puffer, 2007). Coyle (2007) explains that whilst there are many elements shared with such approaches, the uniqueness of CLIL lies in an integrated approach, wherein language teaching/ learning, or content teaching/ learning is equally prioritised. The 2006 Eurydice Survey, *Content and Language Integrated Learning (CLIL) atSchool in Europe,* analysed CLIL s across 30 different European countries, finding that terminology varied according to the emphasis placed on the subject or the CLIL language (Lasagabaster, 2008). Grin (2005), indicates that there are over 200 CLIL-led s varying according to age, linguistic levels, duration, compulsory status and intensity (Coyle, 2007). Clegg (2003) distinguishes between CLIL wherein the focus is on language development and CLIL wherein the focus is on the subject by outlining fourteen criteria for profiling the type of CLIL used in a (Coyle, 2007, p.

545). She claims that these criteria must be taken into account before making any judgment about different CLIL models (Coyle, 2007). In the CLIL Compendium, the European models are characterised according to where they are located according to the choice of language, learner age and level of proficiency (Coyle, 2007, p.546). The compendium also identified five important dimensions related to culture and environment in addition to others within CLIL as implemented in Europe. Each of these dimensions is considered in relation to three the age of the learners, social and linguistic environment, and familiarity with CLIL (Pinkly, 2010). These dimensions lead to a diverse range of CLIL s. Nikula (1997) stresses that the sociocultural settings and educational policies in each country affect the way CLIL is realised. Thus, there is no single blueprint for this approach to teaching, open to application in different contexts (Nikula, 1997). Coyle (2002, p.546) notes that CLIL, which emerged as a way to address the complex cultural and linguistic ecologies confronting European communities locally and globally, is pivotal to accommodating such diversity of forms. Coyle (2008) asserts that such flexibility can be considered both positively and negatively. The strength of teaching content and language together (Coyle, 2007). However, he cautions that this needs to be aligned to clear aims and outcomes for the project (Coyle, 2007, p.546). In the late 1990s, a variety of studies in CLIL contexts began to be published. Such studies established a quantitative evidence base for CLIL and classroom inquiry, demonstrating that in certain conditions and under specific settings, CLIL enhances learners' risk-taking and confidence and develops their problem solving skills, improves their linguistic competence and vocabulary as well as grammatical awareness. It was also found that CLIL motivates learners and encourages their independence, develops their study skills and improves L1 literacy (Coyle, 2007 in Hunt, 2011). Furthermore, Krashen

(cited in Hunt, 2011) noted that learners acquire language more naturally through immersion entailed in learning content and language together (Hunt, 2011). Researchers such as Hood and Tobutt (2009) have come to believe that CLIL helps to promote natural language use amongst learners rather than restricting them to word-level usage and rudimentary topics (Hunt, 2011, p.367)

2.1.2 Content and Language Integrated Learning (CLIL)

I will start by discussing what the term CLIL actually means and how it is realised within the different educational contexts. Coyle, Hood & Marsh (2010) created a framework for CLIL, the so called 4 Cs framework, which I will present and use as the basis to discuss positive assumptions about CLIL before turning to problems and critiques of the approach. The literature and research findings on which I am basing my discussions are from within Europe and show examples from different educational contexts. As my research is based within the English educational system, I will finish this chapter by looking more closely at the situation of CLIL in England.

2.1.3 Defining the Terms

Content and Language Integrated Learning comes in many forms and shapes and also in many different names across Europe. In France, it is widely known as *Enseignement d´une Matière par I´Intégration d´une Langue Etrangère(EMILE)* (Marsh, 2002, p. 58) which roughly translates as *instruction of asubject through the integration with a foreign language* (own translation). In Italy, the term most commonly used is *insegnamento veicolare* (= vehicular teaching) (Goris, 2009, p. 32) while the Dutch speak of *tweetalig onderwijs*which translates as bilingual education (Goris, 2009, p. 30). In Germany the term *bilingualer Sachfachunterricht*

(= bilingual content lessons, own translation) is mainly used in the academic literature (See for example Hallet, 1998). The term CLIL has been adopted in the English language and internationally because it seems to describe the approach more accurately than terms like bilingual education as it puts language and content on a continuum without favouring either (Marsh, 2002, p. 58). What unites all those different descriptive terms is the underlying concept of teaching content by using a foreign language. However, there is disagreement on how narrowly to define the term when it comes to the actual how, where and when of CLIL. Eurydice, the network on education systems and policies in Europe, defines CLIL as a generic term to describe all type of provision in which a second language (a foreign language, regional or minority language and/or another official state language) is used to teach certain subjects in the curriculum other than languages lessons themselves. (Eurydice, 2006, p. 8) This definition sees CLIL happening outside language lessons within the teaching time of a subject which is not a language class. This has the big advantage of increasing the students' actual contact time with the foreign language within an already crowded curriculum (Lasagabaster & Sierra, 2010, p. 367). Mephisto, Marsh, & Frigols (2008, p. 9) define the term more openly as "a dualfocused approach in which an additional language is used for the learning and teaching of both content and language." This definition does not specifically state that CLIL has to happen outside language lessons. Within a British context, CLIL is regarded as equally open. The *CLIL National Statement andGuidelines* define the term as a pedagogic approach in which language and subject area content are learnt in combination. The generic term describes any learning activity where language is used as a tool to develop new learning from a subject area or theme. (Coyle, Holmes, & King, 2009, p. 6). This definition states that

any learning activity can be regarded as CLIL, as long as a foreign language is used to access some form of content. It seems that the more openly CLIL is defined, the easier it can be put into practice. However, the openness of the concept also bears the danger of de-valuing the approach by letting anything pass as CLIL. Mehisto et al. (2008, p. 13) present a list of 13 varying types of CLIL. The different forms are shown on a continuum ranging from short-term, low-intensity exposure to a high-intensity, long-term . The term CLIL functions as a flexible and "generic umbrella term" (Marsh, 2002, p. 58) to cover all those different shapes. The list is also by no means conclusive. Lorenzo (2007, p. 503) goes so far as to suggest the term covers about 3000 variables of practice, possibly taking different language and content combinations as well as different organisational forms into account. However, within this openness and flexibility of the term one has to bear in mind that "flexibility is not to be mistaken for an 'anything goes' approach" (Coyle et al., 2010, p. 49). In the following I will therefore look more closely at what effective CLIL really means.

CLIL is a pedagogical approach that provides a more suitable environment for learning (Casal 2008). It was designed originally in order to improve English language proficiency, but to develop that skill in a content class, rather than English class, and specifically in potential problematic areas. According to Yassim et al (2010:47), CLIL "is an overarching term covering a wide range of educational approaches from immersion, bilingual, multicultural education, language showers, to enriched language programmes." They continue (p.48) by stating, "it provides opportunities to study content through different perspectives, to access subject-specific target language terminology, and to prepare for future studies or working life." In my classroom, the language is one that

is not spoken locally; students have contact with it in formal instruction situations, however upon graduation and entering the work force, most likely, it will be a requirement. The teaching staff at this college includes native speakers of the language of instruction, though not always. These teachers are often specialists in their own field, rather than language teaching, and the key difference is that the students are learning content while learning the second language. Often the content leads the curriculum rather than the language skills required to acquire the concepts, and the content is always the primary focus of the curriculum in this type of approach.

Content-based instruction and immersion programmes were forerunners, where the integration of content and L2 provides the basis for meaningful and contextualized activities that increase interest and encourage second-language students. CLIL evolved to include more, however, focusing on the overlap between L2 and the content subject as well as engaging the students cognitively so they connect with the subject manner in a way that promotes learning beyond the more traditional method.

2. 1.4 Content-Based Instruction

"Content-Based Instruction (CBI) is designed to provide second-language learners instruction in content and language. Historically, the word *content* has changed its meaning in language teaching. Content used to refer to the methods of grammar-translation, audio-lingual methodology and vocabulary or sound patterns in dialog form. Recently, content is interpreted as the use of subject matter as a vehicle for second or foreign language teaching/learning." suggests Wikipedia (2013) website. In my opinion, content-based instruction is a great tool in foreign language teaching and CLIL is another step in development of foreign language

teaching as a new and innovative method logically responding to all demands of modern teaching and learning.

1.4 European point of view

According to The Education, Audiovisual and Culture Executive Agency (EACEA) (2013) website, which is a part of European Commission, this kind of approach (Content and Language Integrated Learning approach) has been identified as very important, because: "It can provide effective opportunities for pupils to use their new language skills now, rather than learn them now for use later. It opens doors on languages for a broader range of learners, nurturing self-confidence in young learners and It provides exposure to the language without requiring extra time in the curriculum,..." It is highly suggested that this approach method can motivate learners, because they can see clearly why they should study this and that, also this approach can help them in order to test their new gained knowledge, vocabulary and skills in English and to improve their' communication skills. The learning process becomes more meaningful and enjoyable.

"Content and Language Integrated Learning involves teaching a curricular subject through the medium of a language other than that normally used. The subject can be entirely unrelated to language learning, such as history lessons being taught in English in a school in Spain. CLIL is taking place and has been found to be effective in all sectors of education from primary through to adult and higher education." claims European Commission (2013a) webpage. I agree with this statements but when looking at the RVP (Framework Educational s) issued

Also "Educational s shall specify, in particular, the concrete objectives, form, length and compulsory content of education, both general and vocational, in accordance with the focus of a particular educational area,

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its organisation, professional profile, etc...” determines the ACT No. 561/2004 according to The Ministry (2013)

The National Centre for Languages-CILT (2013) website specifies it: “CLIL aims to introduce students to new ideas and concepts in traditional curriculum subjects (often the humanities), using the foreign language as the medium of communication - in other words, to enhance the pupils' learning experience by exploiting the synergies between the two subjects.”

A similar description of the phenomena can be found at OneStopEnglish (2013) website:” It refers to teaching subjects such as science, history and geography to students through a foreign language. This can be by the English teacher using cross-curricular content or the subject teacher using English as the language of instruction. Both methods result in the simultaneous learning of content and English.” In other words “Content and Language Integrated Learning strategy, above all, involves using a language that is not a student's native language as a medium of instruction and learning for primary, secondary and/or vocational-level subjects such as maths, science, art or business.” finishes Mehisto (2008, P. 11)

It is highly suggested that the teacher should not be any foreign language teacher but also a teacher who specializes in other subjects such as biology, history or geography, ideally with more specializations. “Teachers working with this approach are specialists in their own discipline rather than traditional language teachers. They are usually fluent speakers of the target language, bilingual or native speakers The key issue is that the learner is gaining new knowledge about the 'non-language' subject while encountering, using and learning the foreign language.” describes One Stop English (2013) website. On the contrary, the problem is that the teacher must be competent enough to be able to

teach both in that language and the content subject in that foreign language, in my own opinion. Finally, British Council's website (2013b) – TeachingEnglish - summarises this topic as: "Content and Language Integrated Learning, is where a subject is taught in the target language rather than the first language of the learners. In classes, tasks are designed to allow students to focus on and learn to use the new language as they learn the new subject content." When in the classroom, "The materials are often characterised by lots of visual support for meaning, to allow low language level students to access high level content. The materials allow the students to focus on the language they need to learn about that particular subject in English. The choice of language focussed on is determined by the demands of the subject." adds TeachingEnglish (2013b) website.

accent is impossible to understand and (9 points) when it is extremely easy to understand. The assessment is done by five native speakers of British English, which, as they note, raises the question regarding the reliability of the assessment tool. But they state that the inter-judge correlation test is significant but not with all aspects. The study reports high correlation among judges when it comes to intelligibility but when it comes to degree of the foreign accent or the irritation it causes, the inter-judges correlation results are not significant.

The study concludes that despite the difference among judges with regard to the degree of foreign accent as well as degree of irritation, the general results indicates that the students who had more exposure to the target language via L2 content-based instructions have more intelligible foreign accent than their counterpart who had only traditional EF classes.Based on the previous discussion, we can conclude that though CLIL is considered as a more natural and economic environment for language

learning than the traditional EFL classroom, it still has its own requirements that are not necessarily required in the EFL classroom. Those requirements include a specific level of the target language upon which teachers can build. It also requires some learning skills such as the ability to justify and explain in the target language.

2.1.5 The Variations of CLIL

CLIL can be described as an approach, a meaning-focused learning method, an umbrella term /for/ bilingual education situation or an educational approach.

This approach can be seen as an umbrella term converting many different educational approaches together: (eg. Immersion, bilingual education, multilingual education, "What is new about CLIL is that it synthesises and provides a flexible way of applying the knowledge learnt from these various approaches." summarises Mehisto (2008, p. 12) According to many authors, there are many types of -style activities that can be done in the classroom and among schools such as: language showers, students exchanges, local or international projects, CLIL camps, work-study abroad or family stays. There are also various language immersions. For instance, "language showers are primarily intended for students aged between four and ten years old, who receive between 30 minutes and one hour of exposure per day. This includes the use of games, songs, many visuals, realia, handling of objects and movement. Teachers usually speak almost entirely in the language." argues Mehisto (2008, p. 13) In summer, there can be CLIL camps organized as well as international projects through the school year but even the very young children can take part in "total early immersion" which can take place in kindergarten.

There are, of course, many different key concepts and models of Content and Language Integrated Learning. It can be used as a term to cover a

range of teaching models and situational contexts: "Some schools teach topics from the curriculum as a part of a language course. This is called soft model. Other schools teach partial immersion s where almost half the curriculum is taught in the target language. This is called hard CLIL. Mid-way between these models, some schools teach a modular where a subject such as science or art is taught for a certain number of hours in the target language." describes Bentley (2010, p. 6) So there are three approaches towards CLIL practice in schools today: "language-led, subject-led and partial immersion." according to Bentley (2010, p. 6)

CLIL is often " referred to as having '4 Cs' as component: content, communication, cognition and culture." defines Bentley (2010, p. 7) "The 4Cs integrates four contextualized building blocks: content (subject matter), communication (language learning and using), cognition (learning and thinking processes) and culture (developing intercultural understanding and global citizenship)." writes Coyle (2010, p. 41) When integrating all four components together then we can call it as perfect and full lesson plan. The following text focuses on problems in practise which can be found when practising lesson at school during the teaching practice.

2.2.1 Problems in CLIL Practice

The first might be the difficulty to understand the concept of CLIL teaching. "It is hard for an English speaker to conceive of learning another language like German, let alone science or some other subject in those foreign languages. " refers Mehisto (2008, p. 20) This fact also mean that it must be a teacher of some foreign language who is able to teach content subject in foreign language rather than teacher who is only speaker of mother tongue only. "In fact, students perform as well as or even outperform non-CLIL students in terms of learning content. Academic results reflecting testing in a wide variety of subjects show that

students generally achieve the same or better results when studying in a second language. This is partly because the students develop metalinguistic awareness." continues Mehisto (2008, p. 20) This might mean that teaching is not an obstacle to common, usual, classical and traditional way of language teaching. We can find many multilingual nations –Luxembourg, Switzerland- where second language learning is a natural process and is not an obstacle for pupils.

Another issue is "the shortage of CLIL teachers..Teacher training institutions in many countries do not yet specifically prepare teachers for implementing the .The staffing issue is not only tied to finding suitable teachers, but to keeping them." explains Mehisto (2008, p. 21-22) According to my own personal experience from Faculty of Education at my university and from my teaching practice from Brno and Olomouc primary schools, we have been told what is CLIL, how the lesson should look like, and how to teach in CLIL theoretically, but it was not possible to see it in practice because primary school teachers do not know what is CLIL nor how they could teach in CLIL or they do know it but they do not use CLIL at all. All this is because of shortage of time, materials, preparation needed and lack of motivation among pupils from classrooms. It is possible that this approach can take place more often at secondary school level where students are older and teachers are more experienced so as to have opportunity to test and try new and innovative approaches towards teaching foreign languages. My teaching practice was a great chance to apply CLIL to common content lesson using English language as a mean of communication. The practical part of this work is focusing on this but, shortly said, I have encountered some great misunderstanding and surprising outcomes when using CLIL method in teaching other subject . As a matter of fact this required more time preparation, learning vocabulary connected with the topic beforehand and

as a sample CLIL lesson of other subjects will show there are more difficulties to overcome than expected. The next problem can be bigger workload for teachers as well as the shortage of suitable materials. Teaching in CLIL requires more preparation time and greater co-operation among teachers as my research among teachers shows. This statements confirms my worries that almost all materials must be created by the teacher himself or herself which postpones putting things into practice. A good idea would be to create some special 'ready-made materials' for lessons according to subjects concerned for teachers on the Internet. This would finally save a lot of time for teachers on basis that every teacher could upload some her or his own materials in order to be able to download some other CLIL materials from other teachers for exchange.

To continue, Deller (2007, p. 7-8) names "some problems for both the teacher and the learners .we often hear cries such as these: It is so difficult for me to explain in English, my students do not like listening to English, my students find it hard to read in English /or/ I have to write most of my own materials. /because/ the book I have got is so boring." Finally, it is necessary for teachers and non-CLIL teachers co-operate, because they are better motivated to enrich their own personal lives and goals in foreign language teaching and to build a better and friendlier learning environment for pupils.

2.2.2 Why CLIL?

This partis focusing on the reasons why CLIL should take place in foreign language teaching as a new and innovative way of integrating language and content subject into each other in order to improve and modernize how, for instance, English is being taught and learnt nowadays in our multicultural and fast changing society of today.

With the expansion of the European Union, diversity of languages and the need for communication among nations, people and cultures, It can be seen as central issue. Language learning becomes more and more important when considering increased contacts between countries, more frequent travel, business trips and work or study requirements. Europeans should study minimum of two foreign languages because there will be an increase in the need for communicative skills in a second or third language.

The advantages of CLIL according to Teaching english (2013c) are: "CLIL helps to: introduce the wider cultural context, prepare for internationalisation, improve overall and specific language competence, prepare for future studies and / or working life, develop multilingual interests and attitudes and increase learner motivation." Furthermore, to explain how CLIL works, we must understand that the core of CLIL is that content subjects are taught by teachers and learnt in a language which is not actually the mother tongue of the students. This is what we have said but there are also other specifications: "Learning is improved through increased motivation and the study of natural language seen in context. When learners are interested in a topic they are motivated to acquire language to communicate, knowledge of the language becomes the means of learning content and language is seen in real-life situations in which students can acquire the language." says Teachingenglish (2013c). However, it is obvious that Content and Language Integrated Learning is long-term process. "Students become academically proficient in English after 5-7 years in a good bilingual and fluency is more important than accuracy and errors are a natural part of language learning. Learners develop fluency in English by using English to communicate for a variety of purposes." finishes Teachingenglish (2013c). To contrast, CLIL is very time-demanding activity which required a lot of extra time

for teachers, more time for preparation and uneasy start but learners are highly motivated and they know that they study for purpose and in specific contexts and situations.

By the 1990s, increased globalisation was fostering greater linguistic requests on mainstream education, from the nursery and primary level through to institutions of higher education and universities. In our Europe today, there is an aim to improve and intensify language-learning opportunities for all kids, pupils and young people in order to increase competitiveness and European cohesion. This circumstances can see this approach as an innovative methodology that helps to react to all demands on English as a lingua franca. Globalization has made deep impacts on our society and the world is becoming interconnected more and more in many unseen ways. New technologies are changing our everyday life and it is facilitating the exchange of information and knowledge. We do not see all the circumstances of this effects yet. Our world is quickly becoming a really mixed global village. This, of course, must have an impact on how teachers teach and where they get information from what they really teach because the teacher is not the only source of information as it has been many centuries before. In this respect, integrated learning is nowadays viewed as a modern form of education which is designed to better educate the learner with knowledge and skills that are suitable for the global age era.

Using CLIL as new and innovative way of learning, putting together content and language integrated learning, shows many benefits in English language learning in class including these: it "builds intercultural knowledge and understanding, develops intercultural communication skills, improves language competence and oral communication skills, develops multilingual interests and attitudes, provides opportunities to study content through different perspectives, allows learners more contact

with the target language, does not require extra teaching hours, complements other subjects rather than competes with them, diversifies methods and forms of classroom practice, increases learners' motivation and confidence in both the language and the subject being taught." summarises and persuades European Commission (2013a) webpage.

Now we are going to concentrate on how lessons might appear to learners and educators, we can find a description of the situation here: "CLIL classrooms are not typical language classrooms in the sense that language is neither the designated subject nor the content of the interaction, but the medium through which other content is transported." expresses Dalton-Puffer (2007, p. 3)

When concerned about how does this approach benefit pupils, there are certain advantages for pupils: "Although it may take a while for pupils to acclimatise to the challenges of CLIL, once they are familiar with the new way of working, demonstrably increased motivation and focus make it possible (and likely) that they will progress at faster-than-usual rates in the content subject, providing that the principles of CLIL teaching are borne in mind during planning and delivery. Research indicates there should be no detrimental effects for the CLIL pupils." persuades CILT (2013) website. And also CLIL supports the full development of all learners. Its highest goal is to guide pupils towards becoming really motivated, bilingual or multilingual independent learners. There is no reason why one should not agree with the statements mentioned above.

Furthermore, it can definitely develop foreign language ability even more effectively than any other conventional foreign language teaching. It can prepare learners for future study in English and for the workplace where they will need to operate also in English. Yes, this is one of the reasons for CLIL to be applicable at school. Another advantage for language teachers can be that the content is ready-made. They know what they will

learn and why. In this fact, the students are more motivated when they are learning through English something that is part of their everyday life and experience.

"What CLIL can offer to youngsters of any age, is a more natural situation for language development which builds on other forms of learning. This natural use of language can boost a youngster's motivation and hunger towards learning languages." expresses CLIL Compendium (2013a) website. According to European Commission (2013b) website, learning at least two foreign languages is necessary for future development of Europe and, "It is already taking place in several European schools and has been found to be effective in all sectors of education from primary through to adult and higher education. Its success has been growing over the past 10 years and continues to do so." Deller (2007, p. 3) believes that "the belief underlying Content and Language Integrated Learning is that teaching subjects through English provides a better preparation for professional life than teaching English as a subject empty of content." When reading all the statements above and using all sources available, one cannot find any reason for not using and testing CLIL at any school. Nearly all the sources were positive about CLIL and it was difficult for me to find any negative experience or suggestion concerning this approach. My practical part deals with the practical application of CLIL during the teaching and school and uses teacher's experience with CLIL so I hope that we could see some negative aspects of CLIL teaching experience.

2.2. 3. CLIL in European Context

This part deals with CLIL connected with European prospects and why European Union and European institutions are in favour of this approach and why they are promoting and supporting it as much as possible according to sources available.

There are many projects building CLIL resources for language learning in European context for example E-CLIL: "E-CLIL is European Union funded project to develop and build resources and a resource centre for the use of Content Language Integrated Learning. It focuses on language learning, learning strategies, multilingualism and multiculturalism. It has already been established as a valuable approach to both teaching foreign languages and specific subjects. The project is being completed over 3 years and includes partners with a wide-experience of how to create content and the issues around CLIL." introduces European Resource Center (2013) website. There are more projects focusing on language learning such as "Language in Content Instruction" (LICI), aimed at enhancing the language part of the context." claims European Commission (2013b) website.

"In the European context at least, classrooms are widely seen as a kind of language bath which encourages naturalistic language learning and enhances the development of communicative competence." adds Dalton-Puffer (2007, P. 3) It would be interesting to see and compare different CLIL classrooms around the Europe in order to enrich our own CLIL classrooms in our home country.

The British Council also describes the CLIL situation in the United Kingdom:" In the UK the incentive comes from the Content and Language Integration Project (CLIP) hosted by CILT, (the National Centre for Languages) which is the UK government's centre of expertise on languages. CILT monitors a number of projects covering the 7-16 age range and involving innovations in language teaching such as the integration of French into the primary curriculum. Other research is based at the University of Nottingham, while teacher training and development courses in CLIL are available through NILE (the Norwich Institute for Language Education)." explains British Council website (2013a).

When concerning the future of CLIL, British Council (2013a) advises: "There is no doubt that learning a language and learning through a language are concurrent processes, but implementing this requires a rethink of the traditional concepts of the language classroom and the language teacher." One of the obstacles may be that "most current s are experimental. There are few sound research-based empirical studies, while CLIL-type bilingual s are mainly seen to be marketable products in the private sector." adds British Council (2013a). Also if the teacher is not open-minded and prepared for changes in conventional foreign language classroom teaching then CLIL can stay only as an experimental stage of development in teaching process and then it depends totally on teacher to start, plan, prepare, perform, and evaluate and analyze lesson plans and classrooms at school.

2.2.4 A Framework for CLIL

As mentioned above, CLIL is a flexible approach that can be applied in various ways. However, there is a needs to follow certain rules in order to ensure high quality CLIL provision. What unites all different forms of this approach is the integration of language learning and content learning, what Mehisto et al. (2008, P. 11) call "the essence of CLIL." Both parts, language and content, have to be present during a lesson or course, even if at times the focus might lie more on either content or language learning. However, if this is not the case and one component is missing completely, it would no longer qualify as CLIL (Marsh, 2002, p. 17). But there is more to this approach than just language and content. Coyle et al. (2010) suggest a framework consisting of four building blocks which they call *the 4 CsFramework*.

As there is consensus that CLIL is first and foremost a content-driven approach (Coyle et al., 2010; Eurydice, 2006; Lorenzo, 2007), they name *Content* as the first building block featuring the actual subject matter that is taught. *Communication* describes the learning and using of language while *Cognition* stresses the importance of learning and thinking processes. All this should be embedded in a rich cultural background with *Culture* being the last building block . In the following, I will look in more detail at each of the four building blocks to further illustrate what they include and what educational benefits can be drawn from each. For this purpose I will discuss current literature and research findings in the field that are relevant within the different components. It is interesting to note, though, that CLIL is a practical approach which has originally been born out of a dissatisfaction with traditional forms of language learning and teaching. Marsh (2002, P. 11) calls CLIL "a pragmatic European solution to a European need" in times where language skills become more and more important on a European and on a global market. However, I will show in the following that language learning is not and should not be regarded as the only rationale for using the CLIL approach.

2.2.5. Content

Only looking at the benefits for language learning does not do the CLIL approach justice. CLIL is often seen as belonging to the area of language teaching (Lucietto, 2009, p. 118) and runs the danger of being misunderstood as a mere tool to learn foreign languages. This view could actually be misleading and damaging for the future of CLIL as it would be hard to legitimize CLIL with regard to other subjects if language learning was prioritised over the actual content learning (Thürmann, 2005, p. 76). Practitioners, therefore, have to be careful that CLIL is not simply a disguise for additional language lessons. On the other hand, it

does not mean that content teaching is simply translated into a foreign language either (Coyle et al., 2010, p. 27). Ideally, there should be a fusion of content and language learning which exploits and mixes good practice from different educational contexts and delivers education in a holistic way (Coyle et al., 2010, p. 1). Quote in original language: "Wer den Fachunterricht unter das Primat des Fremdsprachenerwerbs stellt und den prinzipiellen eigenen Anspruch des Fachunterrichts schmälert, wird unter den gegebenen institutionellen Bedingungen die quantitative Erweiterung bilingualer Bildungsgänge gefährden," (Thürmann, 2005: 76).

In this way, it does not just facilitate language learning but it supporters believe that the content learning also benefits from the this approach. In the literature, this is referred to as added value4 (Hallet, 1998; Marsh, 2002). But what does this added value look like in practice? First of all, by using a foreign language a different perspective is used which can give more depth to a topic (Marsh, 2002, p. 68/69). Coyle et al. (2010, p.10) reckon that learning content in a foreign language opens up "different thinking horizons and pathways" and by so doing helps "to stimulate cognitive flexibility." Those are important skills which can help our students in a globalised world where one has to understand and adapt to different cultures and conventions all the time.

A further benefit for content learning is also that the teacher has to present the topic more slowly and break it down into its essential parts to make it more accessible in the foreign language. This can help students to follow better and fully grasp the topic (Bonnet, Breidbach, & Hallet, 2003, p. 188). Vollmer (2002, P. 68) argues that students have to

concentrate more when being taught through a foreign language and that this has the effect of a deeper cognitive engagement which helps the actual learning process. A certain distance to the topic when using the foreign language is another feature that can be beneficial to the learning process. Using the foreign language can feel like acting a part which can help to get through activities that one would usually feel uncomfortable with, for example in drama classes. In addition, this also offers new ways of reflecting on one's own behaviour and one's own view points. Rottmann (2006, P. 226) calls this "a self-reflexive relationship to the own reality (own translation). Research focussing on content learning tends to investigate whether the content learning is impeded when being taught through a foreign language. This addresses one problem that CLIL teachers often face, a discrepancy between their students' cognitive ability and their linguistic level (Coyle et al., 2010, P.35). This aspect is often taken up by critics who believe that students learning a In the German literature this is referred to as *Bilingualer Mehrwert.* Original citation in German: "ein selbstreflexives Verhältnis zur eigenen Wirklichkeit." subject through a foreign language cannot possibly learn as much as students who study in their mother tongue (Mehisto et al., 2008). Infante, Benvenuto, & Lastrucci (2009) address those problems with their research. They based their study on interviews and questionnaires with experienced CLIL teachers and their views on the approach. According to the participating teachers, students often struggle to express themselves fully in the target language because of their lower linguistic competence. However, regarding the actual content learning, they found that the learning can be slower at the beginning but that with the passing of time students will catch up and reach astonishing results in the subject as well (Infante et al., 2009, P. 161). Lucietto (2008) examined in her research the progress in content and languagelearning of

CLIL students in Italy over a two year period. She monitored eight geography classes, two maths classes and one offset printing class who were taught through English and two geography classes who were taught by using German. Looking at her results regarding content learning, she found that content learning had been very successful in geography and offset printing taught through English and relatively successful in geography taught through German. Limited success was documented in maths taught through English, although institutional and organisational constraints are given as the reasons for the lack of success (Lucietto, 2008, p. 90). Nevertheless, it is an interesting finding that leads to the question whether some subjects might be more suitable for CLIL than others due to their nature and subject specific methodology. Generally, one can say that it is still highly contested whether the same amount of content can be learnt through CLIL. Though, it could also be argued that this is simply the wrong question to ask. The CLIL learning experience is different from traditional forms of learning. The actual amount of content might be smaller but the learning might be more effective as it deals with the content on a deeper level. Lorenzo (2007, p. 505) points out that unsuccessful CLIL often has the problem of failing to make the input comprehensible to the learners. This is hardly surprising as making the content comprehensible to the learners is a key skill not just in CLIL but in traditional learning in the mother tongue as well. CLIL faces the additional difficulty of using the foreign language and CLIL teachers have to find ways to overcome this problem and to make the content accessible to their students.

Placing CLIL within broader learning theory, one could argue that content learning in the CLIL approach actually has an advantage over traditional forms of content learning: namely the focus on language as

well as on content. Within sociocultural theory, which has been influenced highly by the psychologist Vygotsky, language is seen as a "tool for thought" (Mitchell & Myles, 1998). In his work on the development of thinking, Vygotsky (1931) looks into how adolescents acquire concepts and stresses the interconnectedness between content and form: Concepts cannot exist without words and thinking in concepts is not possible outside verbal thinking, and the new, essential, central feature of the entire process is the specific use of words and the functional application of signs as means for concept formation. (Vygotsky, 1931, p. 213) If learning of any new content always also means the learning of new words and language, then the integration of content and language learning is a logical conclusion. CLIL makes the transfer between language and content which traditional learning in the mother tongue might fail to do. As a consequence, CLIL could be argued to be an advanced way of teaching content as it gives more support to acquire the necessary language to comprehend the content. Support for this hypothesis can be found in Lucietto's (2008, p. 90) study where some of the geography teachers who were part of a CLIL project then incorporated the methodological CLIL framework into their traditional geography classes.

2.6.2. Communication

One of the most common benefits is the assumption that CLIL students are more confident in the use of the foreign language and can speak more spontaneously and fluently about a greater range of topics than their non-CLIL peers (Vollmer, 2002, P. 56). Confirmation for this assumption can be found in the study of Ruiz de Zarobe (2008) as well as in the study of Lorenzo, Casal, & Moore (2009). Ruiz de Zarobe's study compares the speaking skills of CLIL and non-CLIL students in Spain. The results after

a speech production test showed that CLIL students outperformed their non-CLIL peers as they show a greater lexical richness and generally a higher linguistic level (Ruiz de Zarobe, 2008, p.69). Lorenzo et al. found that CLIL learners generally have a significantly higher linguistic competence compared to their non-CLIL peers, and that after only 1 years of CLIL (Lorenzo et al., 2009, p. 427). However, an increase in linguistic competence seems an obvious benefit of CLIL due to a higher exposure to the foreign language. The study of Vàrkuti (2010) is more interesting in that it suggests CLIL to be the more effective way to learn foreign languages as well. Vàrkuti compared CLIL students with students who took part in an intensive language course where the exposure times to the foreign language were similar for both groups. But even in this set-up the CLIL students performed better with their test results being on average 24% higher than those of the students who took part in the traditional foreign language course (Várkuti, 2010, p. 75). Somehow CLIL seems to be the more successful way for second language acquisition. But what features of CLIL actually make the approach so effective for language learning? An answer can be found within literature on communicative approaches to language teaching. Within CLIL, language is learnt for use and for a real purpose which is key for effective language learning according to Brumfit (1979, p. 189): If language is being learnt for use, then new language must be directly associated with use. And use implies more than simply more or less meaningful language functions in the classroom: ideally the language used should have a specifiable cognitive and affective relationship with the learner-users. The old question what learners use the language for, what subject matter is appropriate, takes on a new urgency. Although his work is over thirty years old, his point is still valid and particularly applicable to CLIL. Brumfit hints at the struggle to make learning situations in the classroom

real by finding appropriate content that the learners can relate to. However, as Goris (2009, p. 29) argues, CLIL is actually one step further than the communicative approach. It does not have to simulate real-life situations because it is already real. What makes CLIL so effective for language learning is its authentic use of the foreign language as it is used for a real purpose, namely the learning of content, a benefit which is highlighted frequently within literature on CLIL (Coyle et al., 2010; Eurydice, 2006; Mehisto et al., 2008; Várkuti, 2010).

2.2.7 Cognition

The learning and thinking processes in CLIL are over-shadowed by a mismatch between the learners' cognitive and linguistic abilities. The students can be confronted by complex concepts which they are able to grasp cognitively but they might lack the linguistic means to express their understanding.

Cummins (1984) conceptualises language proficiency in communicative activities along two continuums, one describing the range of contextual support and the other describing the degree of cognitive involvement. To fit a CLIL context, Coyle et al. change the continuums to cognitive demands and linguistic demands (See figure 2). Quadrant 1 is to be avoided as the cognitive engagement would be too low for learning to take place. Teachers need to attempt to operate within quadrant 2, and gradually move towards quadrant by giving appropriate support to foster language development. Quadrant 4 is only useful when focussing on difficult linguistic structures that are relevant for future content learning. Student-centred forms of learning are mentioned in the CLIL literature as the desirable way of learning in CLIL because they are more suitable for the CLIL challenge. As mentioned in 2.1.2.1, one of the added values of

CLIL is that learners have to concentrate more when accessing the content through the foreign language which can result in deeper forms of learning. Being actively engaged in their own learning is key in this process which is given by using student-centred approaches. Lorenzo (2007) and Lucietto (2008) name taskbased learning including problem solving and co-operative tasks as a favourable form of teaching and learning in the CLIL classroom while Wolff (2002, p. 48) describes the CLIL classroom as a "learning laboratory" where students and teachers work jointly together in cross-curricular projects. Support for this ideal of the CLIL classroom can be found in the research of Dalton-Puffer, Hüttner, Schindelegger, & Smit (2009). They investigated what CLIL students in Austrian vocational colleges think about the approach. The students generally found the course useful and witnessed a change in the teacher-student relationship with the teacher allowing for more equality and diversity in the classroom. Students perceived CLIL to be responsible for a higher level of student activation while the responsibility for the learning process was shared between teachers and students. The following student voice illustrates perfectly how this higher student activation enhances the learning process: "I prefer CLIL because through working things out yourself you remember a good deal more" (Dalton-Puffer et al., 2009, p. 24). The quoted student highlights the effectiveness of CLIL but also shows that non-CLIL subjects seem to lack this higher student engagement. The student enjoys CLIL because it is different and features more student-centred learning. This would make CLIL a modern educational approach that also shows the weaknesses of more traditional forms of learning which still seem to be common. This thought leads Wolff to argue that "the true pedagogical potential of CLIL does not lie in the promotion of foreign language learning alone but in the power it exerts to change our encrusted educational structures" (Wolff, 2002, p.

48). Maybe CLIL can help to transform outdated educational structures to make them more student-friendly.

2.2.8 Culture

It is widely assumed that CLIL offers multiple opportunities for intercultural learning (Coyle et al., 2010; Otten & Wildhage, 2003; Sudhoff, 2010). According to Sudhoff (2010) this comes down to the connectedness between language and culture. In the CLIL classroom, students experience the foreign language in "a content-based way which opens the doors to intercultural learning processes" (Sudhoff, 2010, p. 32). Key in those learning processes is the analysis of foreign viewpoints in comparison with the own cultural background. In the *CLIL National Statement and Guidelines* (Coyle et al., 2009, p. 14) this is referred to as "learning content through another cultural lens." Sudhoff (2010, p. 33) regards the foreign language as a "stepping stone" in this

process to open up different perspectives that would not be there in a monolingual setting. He presents an example which is often used to demonstrate this within an English-German context: The term *barbarianinvasion* has the German equivalent of *Völkerwanderung* which literally translates as *migration of peoples*. In a CLIL history lesson the students would now analyse and contrast these different terms which would open up different perspectives on the same historical event and therefore enrich the learning process.

According to Harrop (2012, P. 66), the use of the foreign language in itself is part of the intercultural learning process as it can change the students' worldview. Otten & Wildhage (2003, p. 36) argue along the same line in that the cultural learning goes much deeper. Apart from additional international topics and multiple perspectives on the content

they believe that CLIL can foster empathy, tolerance and the ability to deal with differences. Through the intercultural learning experience CLIL students accept that there is more than one way of doing and of looking at things. Furthermore, they believe that CLIL helps to build up the ability for intercultural communication which is an ability with growing importance in our globalised world. Coyle et al. (2010, p. 158) predict that those intercultural competencies will become more and more important in the future as we are constantly in contact with other cultures, either abroad or in our own country. Sudhoff (2010, p. 36) agrees with this assumption and sees the "fostering[of intercultural communicative competence as]one of the challenges facing education in the globalised world of the 21st century." CLIL could help with this challenge and might be the right tool to offer more intercultural learning opportunities to our children.

2.3.1 Features of CLIL methodology

This chapter focuses on key issues of CLIL methodology and what is in the centre when thinking about CLIL. According to Mehisto (2008, P. 29) there are five important points to consider when talking about features of CLIL methodology: "multiple focus, safe and enriching learning environment, authenticity, active learning and scaffolding."

Here, we are going to look at them closely: some examples of multiple focus are: "supporting language learning in content classes, supporting content learning in language classes, integrating several subjects, organizing learning through cross-curricular themes and projects." names Mehisto (2008, p. 29)

The second and the third point (safe and enriching learning environment, authenticity) means: „guiding access to authentic learning materials and environments, authenticity –making a regular connection between

learning and the students' lives, using current materials from the media and other sources." essays Mehisto (2008, p. 29)

An active learning means that students are actually communicating more than the teacher is, students help to set content what will be taught in the class, as well as language and learning skills outcomes are concerned , also peer co-operation work is important and in this case, all teachers should be acting as facilitators.

To summarize, "scaffolding /means/ building on a student's existing knowledge, skills, attitudes, interests and experience, repacking information in user-friendly ways, responding to different learning styles /and/ fostering creative and critical thinking." suggests Mehisto (2008, p. 29) Putting all those conditions together, teachers should be aware of all possible circumstances, outcomes and results and they should know now how an ideal CLIL sample lesson plan could appeal.

Also Dalton-Puffer (2007, p. 3) shows an interesting opinion concerning CLIL: It is the ultimate dream of Communicative Language Teaching and Task Based Learning rolled into one: there is no need to design individual tasks in order to foster goal-directed linguistic activity with a focus on meaning above form, since CLIL itself is one huge task which ensures the use of the foreign language for 'authentic communication'."

I would like to define what is Communicative Language Teaching in my own personal opinion: it is a method which uses authentic language and wants students to do some meaningful tasks such as visiting a dentist, starting an interview or calling customer help, etc....and it is all in the target language. Very common is a role-play in this context. The importance is put into the outcome and not on accuracy of the language. Task-based language learning (TBLL), also known as task-based language teaching (TBLT) or task-based instruction (TBI) can be considered a branch of Communicative Language Teaching (CLT).

For Communicative language teaching (CLT), or the communicative approach, the meaning and the goal of the study is important. It uses some interactive points in communication as role-play, games, interviews, pair work or information gaps.

Now returning to CLIL: "In teaching a subject through a foreign language the methodology is different. As the subject dictates the language demands, we have to analyse the language demands of a given lesson and give the learners the language support they need. Learners will need help in the areas of lexis, cognitive functions and study skills." explains Deller (2007, P. 9) As there are not many books concerning methodology of CLIL, how to teach in CLIL, this book, written by Deller, suggests some ideas how a CLIL lesson should look like.

"It is clear that in CLIL we have to include more strategies to supports understanding and learning. One such strategy would be to use visuals such as pictures, charts and diagrams. There also needs to be a lot of repetition and consolidation." is convinced Deller (2007, p. 9) This requires more time for preparation and is rather time-consuming. The next question whether the mother tongue can be used arises. However, „There is no reason to abandon the use of mother tongue where it can be used as a support and learning tool. " continues Deller (2007, p. 9) It is suggested that mother tongue can be used as little as possible depending, of course, on age, skills, knowledge and communicative ability of students involved. But assessment must be a big problem for CLIL as teachers told me when doing a survey about this. If the teacher is not able to assess and reflect his or her own CLIL lessons then we cannot see any outcomes and ideas for improvement in the future.

It is required that learners are active partners in developing their potential when gaining knowledge and skills as well as problem solving and innovation or other mental processes during CLIL classroom practice.

Secondly, another important point is that the teacher is not only the donor of knowledge but becomes the facilitator instead. The teacher offers cooperation and establishes good working environment in the classroom. The following part focuses on the role of language, the role of communication skills, the role of culture and cognitive skills in CLIL.

2.3.2 The role of language in CLIL

The role of language is very important in CLIL, this means that "CLIL teachers and learners need knowledge of the language of their curricular subject. Learners need to know the 'content-obligatory language'. This is the vocabulary, grammatical structures and functional language for specific subjects. Learners require this language to be able to understand the subject and communicate ideas." puts Bentley (2010, P. 11) For example, in this approach concerning subjects of secondary schools, the pupils should be familiar with words such as: citizenship, state, politics, anthem, flag, constitution, vote, general election, polling station, Chamber of Deputies, Senate, civil rights, the law, Prime Minister, inauguration, etc. , with verbs such as: to vote, to elect, to resign, to appoint, to nominate, etc. because those are necessary words to know when talking about content lesson.

Moreover, "CLIL tests knowledge of grammatical structures and functional language used across the curriculum but it does not test knowledge of subject-specific vocabulary. CLIL gives learners opportunities to develop linguistic abilities during lessons, and this includes acquisition of vocabulary and grammar. " says Bentley (2010, P. 11) But more importantly, "the focus of lesson is on understanding subject content, not on grammatical structures." emphasis Bentley (2010, P. 11) Grammatical structures should be practised during English lessons and time should not be wasted on this in any CLIL lesson. Because if students do not understand the subject content the whole lesson is useless.

Interestingly, "research in classrooms shows that most teachers do not teach grammar during content teaching because content and language are integrated." closes Bentley (2010, P. 11)

2.3.4 The role of communication skills in CLIL

"Learners need to develop communication skills for the curricular subjects. They need to express and interpret facts, data, thoughts and feelings, both in writing as well as orally. Communication skills are important for expressing ideas about subject content and to help learners work well together." refers Bentley (2010, p. 16) In practice, it can mean ability to express themselves such as giving examples, describing a process, expressing different conditions or describing trends.

There was an interesting on-line debate on how much culture is involved in CLIL: "I disagree that culture has a central role in CLIL, or even shares an equal role to the other pillars of CLIL, namely language and content. It may be an extra, but isn't generic CLIL methodology." discusses Factworld website (2013). It is highly agreeable that „by promoting the inclusion of plurilingualism/ cultureless in content, we pass on skills and positive attitudes for the business of living in a diverse and dynamic world. In this way, 'we do culture' (as opposed to teaching culture as one would teach/objectify content)." adds Factworld website (2013). Although, in case of English which is connected to many cultures ((British, North American, Australian, Indian, etc...), we should remember that every language has always its own cultural dimension. In my opinion, culture should not be forced into CLIL unnaturally as some content subjects do not provide a space for culture in CLIL at all (like in biology) when others suggest a great influence of culture in CLIL (such as history).

2.3.3 Cognitive skills

" Cognitive skills or thinking skills are the processes our brain use when we think and learn. Learners progress from information processing or concrete thinking skills, such as identifying or organising information (the what, when, where, which, who, and how many -questions), to abstract thinking, such as reasoning and hypothesising (the why and what if questions). Other examples of thinking skills are: creative thinking and synthesis, /and/ evaluation skills." summarises Bentley (2010, p. 20) This is very useful and practical for everyday life and this is one of the key issues which should be learnt at school from early ages. The youngster should be able to find the information on the Internet, such as timetables, prices, offers, planning route using maps, searching for opening hours of the offices, using Internet banking, an interactive communication, email, Skype, social networking and on-line learning resources, etc,... In some areas, pupils are much better equipped in this then the adults or teachers. Also a critical thinking and creative thinking and synthesis are important together with evaluation skills and ability to learn new information and knowledge. From my personal experience, people will need to know how to learn for themselves...

To express it in detail, in fact, this can be identifying, ordering, defining, comparing, contrasting, dividing, classifying, predicting, reasoning, creative thinking or evaluating. Students should use words as: label, recall, relate, spell, tell, recognize, identify, list, locate, match, name, order, organize, sequence, put, place, define, explain, outline, show, translate, compare, contrast, distinguish, investigate, divide, separate, share, classify, categorise, predict, guess, suggest, decide, imagine, suppose, choose, conclude, decide, explain, justify, recommend, solve, rate, judge, assess, produce and others.

To sum up, the highest goal of CLIL should be that students have developed cognitive academic language proficiency (CALP) to be able to study the curriculum subjects in a foreign language which will help them in the future study and career. Then they will not have difficulties to study anything anywhere around the world, they will have no problem to hold business meetings in English or to communicate with the boss or to deal with a customer.

Apart from cognitive and communication skills mentioned above, there are other aspects to consider: in school, students need to develop positive attitudes towards learning skills and strategies. This can be applied across the subjects. Some of the examples of learning skills can include: cooperation, drafting, editing, estimating, measuring, guessing, organizing and locating information as well as planning, recording, reviewing or scanning, skimming the text or solving problems. Those are real useful learning skills for life which should be taught in modern school. In CLIL, this is the challenge: to developing learning skills in a non-native language. To summarize, it can be considered as a challenge for pupils as well as teachers and both groups can clearly benefit from it. One of the final chapters of this work searches for benefits of CLIL as we are concentrating on benefits of this approach in the following text.

2.4.1 Benefits of CLIL

This part of the work focuses on all possible benefits and advantages of CLIL and why CLIL should take place in school. "It aims to introduce learners to new concepts through studying the curriculum in a non-native language, improve learners' production of the language of curricular subjects, improve learners' performance in both curricular subjects and the target language, increase learners' confidence in the target language and the L1," and" encourage stronger links with values of community and citizenship." says Bentley (2010, P. 5)

It is going to be very interesting to look at advantages and disadvantages from teaching practice derived from teachers of my case study. They are going to answer some questions of planning, preparation, practice and evaluation of lesson according to their experience from some real CLIL teaching. Furthermore, "CLIL not only promotes linguistic competence, it also serves to stimulate cognitive flexibility. Different thinking horizons and pathways which result from CLIL, and the effective constructivist educational practice it promotes, can also have an impact on conceptualisation, enriching the understanding of concepts..." promotes Coyle (2010, p. 10-11) One of the key issues, when talking about this approach, must be motivation. All students and teachers should be motivated to use CLIL as an innovative method which is going to be used in their school. „Motivation is also an issue. We have already highlighted the importance of authenticity and relevance as key to successful learning. It is challenging for language teachers to achieve appropriate levels of authenticity in the classroom." speculates Coyle (2010, P. 11) and through CLIL we can achieve this.

Also according to research "that compared with learners who study English in ELT classes, most learners who start CLIL in primary schools are, by the time they finish primary school education: more confident using the target language as well as their L1, more sensitive to vocabulary and ideas presented in the target language and in the L1, they reach higher levels of English than those reached in ELT courses." counts Bentley (2010, P. 5) The students are also more motivated (to study more or to improve language skills) and they study the language for some meaningful purpose rather than for its own sake, as suggested by other authors.

2.4.2 Planning a CLIL lesson

Before planning a lesson we need to distinguish our contexts and teaching goals. It is necessary to identify the content of the subject and all skills which learners will be taught. It is suggested that the learning outcomes will be used in order to show the learner what he or she should know, should be able to do and should explain, should define and should use and so on. According to Bentley (2010, P. 30) "Learning outcomes can be wide or narrow but they need to be achievable and measurable." For example: In CLIL, all learners should know that the most important law of the state is the constitution, then other laws, directives and so on. For instance, the pupils should be able to identify the main points of the L1 constitution, and be aware of all consequences that influence politics, courts, law, institutions, decision making processes and law making process, etc,... "There are many advantages of using learning outcomes. For teachers: they help describe courses clearly, they provide continuity, they focus on whole class, group and individual needs, they guide to design tasks, they can be used as a checklist for feedback, they make assessment clear. For learners: they show what should be achieved, they help learners to have goals so they can check process," shows Bentley (2010, P. 30) Most of the statements we can agree on.

Finally, "when planning we also need to consider the following questions: What are my teaching aims? What will the learner know and be able to do at the end of the lesson which they did not know or could not do before the lesson? What subject content will the learner revisit and what will be new? What communication will take place? Which thinking and learning skills will be developed? What tasks will learners do? Which materials and resources will be provided? How will learning be evaluated?" predicts Bentley (2010, P. 31) According to my personal opinion, this is very important part of the planning process and the most

important are assessment and evaluation of CLIL lesson after the teacher finished it. The teacher must look back at the CLIL lesson and critically assess if the lesson was successful or unsuccessful and why, what could be done better next time, what needs improving and what suggestions can be taken as useful.

In educational reality, some CLIL programmes can be created according to a key competences. These are the knowledge, skills, and attitudes for learning: problem solving, looking for solutions, setting cooperation, etc. For instance: communicative competence means that the student can express information clearly and interpret data in writing or speaking. Linguistic competence enables pupil to use language effectively and to observe and to work with words and sentences. Mathematical competence suggests that the children can solve and reason all different kinds of mathematical problems and social competence shows that kids can cooperate with each other or/and are able to understand social contexts in everyday life situations. Also problem solving competence shows that students are able to solve issues quickly, effectively and in most easy way in order to archive solutions of common everyday life situations.

This is just the outline for some aims, suggestions and advices when planning an affective and useful CLIL lesson plan.

2.5.1 The CLIL learner

"In CLIL, the learner's role as a foreign language learner and as a content learner merge" (Wolff, 2007 ,P 19). This means that the learner acquires content subject and a new language at the same time. Wolff (2007.P. 19) compares this process to first language acquisition when a child learns a new language together with the underlying concepts. In second language learning the learner acquires the concepts through a second language. In CLIL the more complex the content is, the more advanced language skills

are required. Although content and language learning are parallel processes in classroom, there is a view that content of the content subject can serve as a kind of scaffold for the language learning process. A lot of parents worry that their children who learn subjects in a foreign language may have problems. When looking at the classroom which will be fully presented in the empirical part of the thesis this view is not true. In most cases "the learner processes the content more deeply whereas the mother-tongue learner processes the content in a more shallow way".

It should be also mentioned that the learner develops a type of linguistic proficiency "which is characterized to a large extent by speech acts which belong to formal language registers" (Marsh & Wolff, 2007: 20). The learners acquire a high linguistic proficiency due to the constant focus on the development of reading and writing skills. This high linguistic proficiency can be very beneficial in their future lives. High linguistic proficiency is especially valued in working life.

In addition to it, CLIL learners develop a kind of academic competence. Cummins (1987: 57-73) calls it *Cognitive Academic Language Proficiency (CALP).* According to Cummins "learner use of language related to academic and not to everyday content makes the learner develop a type of linguistic proficiency which is characterized to a large extent by speech acts which belong to formal language registers" (Cummins, 1987,P. 57).

As far as content is concerned, in many cases, it is a complex one however, learners prefer to work with this kind of content because "they are able to identify with it" (Wolff, 2007,P. 20). The learners can easily identify with the content which makes them more involved and motivated.

The next feature of the CLIL learner is that during the process of learning he/she becomes more aware of the language. According to van Lier

(1995), "Language awareness can be defined as an understanding of the human faculty of language and its role in thinking, learning and social life. It includes an awareness of power and control through language, and of the intricate relationships between language and culture" (van Lier, 1995: 11). James 2 Lamsfuß-Schenk (2002: 191-206). As a result the CLIL learner in comparison to the mother-tongue learner is more successful at school. and Garrett (1991: 3-20) distinguish between five domains as far as language awareness is concerned: cognitive domain, performance domain, affective domain, social domain and power domain. Due to the fact that language awareness is very important in CLIL, all the domains are to be presented in the following part. Additionally, a brief description of the CLIL learner with respect to each domain is going to be provided.

According to James and Garrett (1991: 8) the **cognitive domain** includes the development of an awareness for patterns, contrasts, categories, rules and systems. This domain is very well developed in CLIL learners. As they are considered to be bilinguals, it can be stated that " learners have a high cognitive sensitivity for language structure which helps them in learning languages" (Wolff: 2007,P. 9).

The **performance domain** which comprises an awareness for language processing and for language learning is also well developed in CLIL learners. According to Cummins (1984), bilinguals have a highly developed capacity for language processing in all its forms. The same can be said about learners who are able to participate in conversation in both languages.

The **affective domain** which relates to the development of attitudes, attention, curiosity, interests and esthetical feelings is also highly developed in CLIL learners. They develop positive attitudes, curiosity

and interest to a very high degree which helps them to learn languages and content easily.

The **social domain** which relates to the development of an understanding for other languages, a tolerance for minorities and their languages seems to be well developed in CLIL learners. Some of them often live simultaneously in two cultures – the family culture and the culture of the environment. Unfortunately, there is still not much research with respect to the development of tolerance in CLIL learners.

The **power domain** which relates to the ability of understanding language with respect to its potential to influence and manipulate others, this domain has not played a role in research on bilinguals or CLIL learners (Wolff, 2007a: 10). What is known is that the learners acquire an understanding of the language potential and they are able to use this potential in order to understand in what way others can be influenced or manipulated. CLIL learners who are often classified as bilinguals seems to have a highly developed potential for language learning which they can use with a greater degree of flexibility in instructed language learning situations.

To sum up, CLIL learners in general are better language learners because they process the foreign language more deeply and learn it more proficiently. They are also better content learners, because they process content more deeply on the foreign language and finally, they are well prepared for their future professions.

2.5.3 The CLIL teacher

Teacher quality and teacher competence are concepts that are often referred to and frequently applied in different educational contexts. Whitty (1996: 89-90) identifies two sets of qualities that characterise a successful professional teacher: professional characteristics and professional competences. Professional characteristics include

professional values, personal and professional development, communication and relationships as well as synthesis and application. Professional competences include knowledge and understanding of learners and their learning, subject knowledge, curriculum, the education system and the teacher's role. Professional competences also entail skills such as subject application, classroom methodology, classroom management, assessment and recording and undertaking a wider role. Medley (1982: 1345-1352) distinguishes between three dimensions of teacher quality: teacher effectiveness (the degree to which a teacher achieves desired effects upon students), teacher competence (the extent to which a teacher has the knowledge and skills) and teacher performance (how a teacher behaves in the process of teaching).

CLIL type provision requires of the teachers responsible for it – and this is their common attribute – the ability to teach one or more subjects in the curriculum in a language other than the usual language of instruction and what is more teach that language itself (Eurydice, 2006: 41).

Teachers involved in CLIL recognize the need to change established needs which might be used in the L1 when teaching the same content in L2. What is evident is that a professional teacher will recognize that the CLIL context means that it is not only the teacher's linguistic competence which is of importance, but also that of the learners. This leads directly to the notion of methodological shift. The main characteristic of this shift lies in the movement from teacher-centred to learner-centred methods.

It is also very important for those teachers who know that their linguistic skills are limited to adapt their content and methods accordingly. According to Marsh (2001: 78), this is where code-switching and preparation become crucial. It is very important to remember that being able to use a L2 does not mean being able to teach in that L2 in a given

situation (Hall, 2001: 120). If a CLIL teacher is to teach extensively in the L2 it is essential that she/he has sufficient command of the language. Marsh (2001: 78-80) outlines the 'idealised competencies' required of a CLIL teacher:

a). LANGUAGE/COMMUNICATION

• sufficient target language knowledge and pragmatic skills for CLIL.

• sufficient knowledge of the language used.

b). THEORY

• comprehension of the differences and similarities between the concepts of language learning and language acquisition.

c). METHODOLOGY

• ability to identify linguistic difficulties.

• ability to use communication/interaction methods that facilitate the understanding of meaning.

• ability to use strategies (e.g. repetition, echoing etc…) for correction and for modelling good language usage.

• ability to use dual-focussed activities which simultaneously cater for language and subject aspects.

d). THE LEARNING ENVIRONMENT

• ability to work with learners of diverse linguistic/cultural backgrounds.

e). MATERIALS DEVELOPMENT

• ability to adapt and exploit materials

• ability to select complementary materials on a given topic.

f). ASSESSMENT

• ability to develop and implement evaluation and assessment tools.

One of the most important abilities of the CLIL teacher is second language competence. Andrews (1999: 163) argues, that the teacher of a language, like any educated user of that language, undoubtedly needs

levels of implicit and explicit knowledge of grammar which will facilitate effective communication. At the same time, however: 'effective L2 teaching requires of the teacher more than just the possession of such knowledge and the ability to draw upon it for communicative purposes. The L2 teacher also needs to reflect upon that knowledge and ability, and upon his/her knowledge of the underlying systems of the language, in order to ensure that the learners receive maximally useful input for learning' (Andrews, 1999: 163).

To be able to use a L2 should not be automatically equated with "being able to teach in that language in a given situation" (Marsh & Marsland, 1999b: 45). Teaching in CLIL demands much more than the ability to speak or listen in a language. Whether one is dealing with native or non-native speakers of a given language, the key question of linguistic competence for the teaching context remains a key issue. Good linguistic skills in the target language are necessary. According to Marsh and Marsland (Marsh & Marsland, 1999b: 45), teachers who use CLIL need to be linguistically aware, possessing insight into how language functions, in addition to being able to use the language as a tool in the classroom. What is very important is that those teachers who know their linguistic skills are limited need to adapt their content and methods. In fact, "this is where code-switching and preparation become crucial" (Marsh & Marsland, 1999b: 45). It is also reasonable to suggest that teachers with more limited linguistic skills have to pay more attention to lesson planning in order to feel more confident.

Generally speaking, CLIL teachers need to be simultaneously language and content teachers. The emphasis may be more towards one of these than the other, depending on the teacher competences but nonetheless "dual-interest and dual-ability, if not dual-qualification, appear to be highly desirable" (Marsh & Marsland, 1999b: 38).

According to Eurydice in the CLIL type provision teachers are specialists in one or more non-language subjects or have two areas of specialisation, one in a language subject and the other in a non-language subject. However, there are countries in which the teachers do not have dual education and therefore they need to provide a certified evidence of particular skills (Eurydice, 2006: 41). None of the diplomas or certificates required relates to CLIL type provision as such, or more specifically to particular aspects of its teaching principles and methodology.

2.6.1 Language aspects in CLIL

When describing language learning Ellis (1985: 9-20) provides the following assumptions:

a). Language learning is an activity in which a learner employs a set of cognitive strategies in order to acquire linguistic knowledge.

b). Language learning is usually not a conscious process, the language learner is not always fully aware of what he is doing.

c). Language learning does not seem to be different for a first and a second language. Comprehension, retention and automatization are necessary steps in the learning process.

According to Krashen (1982) language acquisition takes place on a subconscious level. The reason why it happens is that "the learner is focussed upon the content" (Krashen, 1982: 26).

As it is noticed by Grabe and Stoller (1997: 6), one of the main theories concerning second language acquisition which became a basic theory of Content and Language Integrated Learning (CLIL) is Krashen's *Monitor Model* theory. According to this theory (Krashen, 1981; 1982; 1985) learners acquire a language by understanding language that contains structures somewhat beyond their current level of competence (i+1). This is done with the help of context or extra-linguistic information. When input is understood and when there is enough of it, i+1 will be provided

automatically. According to Krashen's theory, one of the main arguments for using a foreign language in content teaching is to create a natural environment for second language acquisition by gradual increase of comprehensible input. In this way, the *Monitor Model* became a theoretical basis for content-based teaching. Content-based teaching provides learners with the possibility to acquire both language and content information (Brinton, Snow & Wesche, 1989: 1-14). Additionally, content which learners acquire in a foreign language is connected with their individual and educational needs, which makes second language acquisition more effective and motivating (Snow, Met & Genesee, 1989: 201-217).

According to Marsh and Marsland (1999b) "language is a tool for everyday use. The CLIL pupils learn by integrating both content and language learning. It's a more natural way and truer to real life" (Marsh & Marsland, 1999b: 78). A basic idea of many activities is that pupils learn an additional language and at the same time they use it as a tool for learning. In this situation, the language is not learnt for its own sake, but is an additional value in the learning context.

According to Marsh & Marsland (1999,P 81), CLIL has a positive impact on the learners' interest and willingness to acquire and learn the target language.

Another interesting point which should be emphasized here is the claim of some practitioners who have noticed that even low level exposure to it also has an influence on the development of the target language (Marsh & Marsland, 1999, P81). "Small-scale exposure can boost self-confidence, whereas longer exposure would be required to achieve more tangible outcomes such as vocabulary acquisition or pragmatic skills" (Marsh, Marsland & Nikula, 1997: 42).

Having discussed the language in CLIL, it is worth looking at the definition of language use provided by the Common European Framework of Reference for Languages due to the fact that most of the analysis provided in the empirical part will be based on this framework. The following definition can be found "language use, embracing language learning, comprises the actions performed by persons who as individuals and as social agents develop a range of competences, both general and in particular communicative language competences. They draw on the competences at their disposal in various contexts under various conditions and under various constraints to engage in language activities involving language processes to produce and/or receive texts in relation to themes in specific domains, activating those strategies which seem most appropriate for carrying out the tasks to be accomplished. The monitoring of these actions by the participants leads to the reinforcement or modification of their competences" (Council of Europe, 2001: 9). According to this definition, the main aim of language use is to develop language competences by providing the learners with specific themes (content), which perfectly suits the definition of Content and Language Integrated Learning (CLIL).

2.6.2. The use of L1 (code-switching)

The possible impact of CLIL on the mother tongue development of learners is an issue which should be discussed. Unfortunately, there is little research on first language development in CLIL. Research on immersion suggests that in case of younger pupils, first language development does not suffer but it may slow down a little during the early years (Giauque & Ely, 1990: 180). At primary level both the mother tongue and target language are often used interchangeably, especially when new concepts are introduced. Marsh also points out that "a basic premise in many schools is that teaching in the target language should not

be at the expense of development of the first language" (Marsh& Marsland, 1999,P 82). The term CLIL may create an image that all instruction in a given course should take place in the target language. A key development issue relates to how the use of different languages can be manipulated within the classroom. In fact, the CLIL teachers should pay attention to first language development adapting their methods of teaching. If the CLIL teachers are not paying attention to the needs of their learners concerning the use of the first language then problems may arise. Wong-Fillmore (1991: 323-346) points out to problems which arise when the same content is taught in one language and then immediately translated into another. The CLIL learners may not be fully involved in the whole learning process, they would rather focus on one language at the expense of the other. Wong-Fillmore (1991: 323-346) also says that using the target language and the first language for different functions is the best idea.

Swain & Lapkin (1982: 37) talk about research on immersion in North America. They argue that "CLIL can increase the child's meta-knowledge of language and communication" (Swain & Lapkin, 1982: 37). In other words, by using an additional language as a tool, the child is able to notice how the first language functions in human communication.

A lot of CLIL teachers observe that if a given language is used as a tool, the learners become more aware of its communicative function.

Marsh (Marsh & Marsland, 1999b: 83) describes a study which was based on interviews with parents. This study revealed that the CLIL learners had become more interested in the structures of the first language. This was seen as a result of the learners having had the opportunity to actively compare it to the target language. According to Wolff (2005: 18) CLIL lessons should not be monolingual. The use of L1 during the CLIL lessons may help CLIL learners in widening their

content knowledge. Iluk (2000: 62) points out that there is no rational explanation why the mother tongue should not be used during language classes. Skinner (1985: 383) recommends using the mother tongue during the language classes because it helps in connecting thoughts and words. The use of only L2 during the classes may create a certain kind of barrier which would have a negative impact on cognitive development.

The successful implementation of CLIL involves a range of professionals, namely, the subject teacher, target language teachers, first language teacher and in some cases the teacher of additional foreign languages. As Marsh and Marsland (Marsh & Marsland, 1999b: 51) point out, all these professionals should synchronise their work in which the content, the first language and target language development are the most important issues. By definition, CLIL is about promoting plurilingualism.

The discussion about the use of L1 during the CLIL classes leads to a very important term, namely *code-switching*.

According to Hoffman (1991) "*code-switching* involves the alternate use of two languages or linguistic varieties within the same utterance or during the same conversation" (Hoffmann, 1991: 110). A more descriptive definition of code-switching is provided by Nilep (2006), who defines code-switching as "the practice of selecting or altering linguistic elements so as to contextualize talk in interaction. This contextualization may relate to local discourse practices, such as turn selection or various forms of bracketing, or it may make relevant information beyond the current exchange, including knowledge of society and diverse identities" (Nilep, 2006: 4). One of the main functions of code switching is to teach the learners the foreign language in question, and since their proficiency in this language is incomplete, the teacher feels it necessary to use the first language in order to make his or her learners understand certain concepts.

Several explanations for code-switching in the second language classroom may be relevant to the CLIL classroom (Flyman-Mattsson & Burenhult, 1999: 59-72):

a). *Linguistic insecurity*, e.g. the difficulty teachers/learners experience in relating new concepts (Merritt et al.,1992: 112-113);

b). *Topic switch*, i.e. when the teacher/learner switches code according to the topic;

c). *Affective functions*, e.g. spontaneous expression of emotions and emotional understanding in discourse with students;

d). *Socialising functions*, i.e. when teachers turn to the students' first language to signal friendship and solidarity (Merritt et al., 1992: 112-113);

e). *Repetitive functions*, i.e. when teachers convey the same message in both languages for clarity;

The *linguistic insecurity* code switching is very often observable in the CLIL classroom both between the learners and the teachers due to the lack of confidence in explaining new concepts.

The *topic switch* can be observed when some grammar instructions are given to the learners or when particularly difficult topics are discussed by the learners. A probable explanation for this is the fact that the proficiency of the CLIL learners is not developed enough to include terms necessary in grammar instruction. Most teachers believe that the first language is a necessary means of explaining rules and structures of the foreign language (Marsh et al, 2008).

The *affective switch* can be observed both in a language classroom and in a CLIL classroom.

"A common reason for the use of this kind of code switching is that it is easier both for the teachers and the learners to express feelings in their mother tongue" (Eldridge, 1996: 308). With this in mind, it is not

surprising that the teacher's or learners mother tongue is used for affective reasons also in the classroom.

The *socializing switch* is closely related to the affective switch and can be both observed in a language classroom and in classroom. It is often used when the teacher or the learner wants to signal friendship or solidarity. In classroom it is often used in order to create positive attitude towards certain tasks which may seem difficult.

The *repetitive switch* is more often observed in a CLIL classroom than in a language classroom due to the difficulty of tasks as well as concepts discussed. One of the main reasons for teacher code switching to the L1 of the learners is to make the learners understand the utterances. In most cases code switching is used as a repetition of the previously uttered sentences. The repetition in L1 can be either partial or full and it is often expanded with further information.

One of the big problems concerning switching is that the reasons for this phenomena are clear but it still cannot be explained why a particular switch-point is chosen. Gumperz and Hernandez-Chavez (1975: 155) observed that this switch changes sometimes in the middle of a sentence and it is not only connected with particular words. This observation led to another phenomena called *code-mixing.* According to Grumperz and Hernandez-Chavez (1975) "*code-mixing* is the embedding of various linguistic units such as affixes (bound morphemes), words (unbound morphemes), phrases and clauses from a co-operative activity where the participants, in order to infer what is intended, must reconcile what they hear with what they understand"(Grumperz and Hernandez-Chavez (1975: 155). Unlike borrowing, which is generally limited to lexical units "code-mixing transfers elements of all linguistic levels and units ranging from a lexical item to a sentence, so that it is not always easy to distinguish code-mixing from code-switching" (Hamers & Blanc, 1989:

152). Like in every language classroom, code-mixing is also present in the CLIL classroom. It is a natural and purposeful phenomena which facilities both communication and learning.

To sum up, in the CLIL classroom, teachers appear to try and use the L2 as often as possible. However, teaching a course as CLIL does not mean that a teacher should use the target language only. The L2 should not become a linguistic burden for the learner. If the situation demands that a switch from the L2 to the L1 is required, then it should be done. According to Marsh & Marsland (1999b), if learners are forced to use the L2 only, especially in cases in which they need to use their mother tongue, problems may occur. In fact, CLIL offers choice, two languages may be used and as a result the CLIL classroom may be natural and positive. The extent to which L2 and L1 are used depends on the aims and CLIL approach adopted. "It is useful to consider the L1/L2 ratio of 75%/25% as a minimum starting point for CLIL. This is very low in terms of L2 usage, but it allows for teachers to see CLIL as means of enriching rather than constraining the learning context" (Marsh & Marsland, 1999b: 51). In other words, the CLIL teachers need to gradually reduce the use of L1 during the CLIL lessons but should not abandon it completely as it may be a very useful tool.

2.7.1. Attitudinal aspects and motivation

There is much discussion about the global spread of English as a medium of education. There have been major achievements over the last twenty years in how to teach English as a second/foreign language. Some approaches to subject teaching have developed radically, others less so. This is also the case with how teachers teach, how learners learn and what their attitude towards teaching and learning is. Motivation is extremely important in bilingual education and what is more, it is strongly related to

attitude. If the learners are highly motivated their attitude towards bilingual education will be positive. One of the major pedagogic issues is how to keep students motivated and challenged by their learning.

In the following chapters attitude and motivation of learners and teachers will be discussed with reference to the CLIL classroom.

2.7.2 Attitudinal aspects (learners and teachers)

Attitude can be defined as a set of beliefs developed in a due course of time in a given sociocultural setting. In fact a positive attitude facilitates learning. If the learner is reluctant to learn or he/she does not have a positive attitude, he/she does not produce any result. Language learning is effected by the attitude and motivation. Motivated and demotivated learners have different perceptions of their class, teacher and curriculum. Their perceptions are responsible for their attitudes. An individual's perception of the class, the teacher, peer group, syllabus and his/her awareness for future needs effect his/her attitude to language learning.

Attitude towards bilingual education and motivation are very important affective variables to consider in the CLIL classroom. Grosjean (1999) claims that in most cases learners who are able to speak a foreign language fluently "appreciate being able to communicate with people from different linguistic and cultural backgrounds, others feel they have different perspective on life" (Grosjean, 1999: 287). Gardner (1985: 34) emphasizes attitude towards learning situation. In the context of a language classroom or a CLIL classroom the learning situation could include variables such as the teacher, the textbook, classroom activities, classmates and so forth. The learner's attitudes toward these variables will influence the learner's core motivation as well as the learner's orientation. Positive attitudes toward the learning situation will likely produce greater enjoyment in the study of the language, desire to learn the language, and effort expended in learning the language. There are a

few reasons why positive attitude towards CLIL is so important. Firstly, CLIL itself is a very demanding approach due to its dual aspects. It is content and language which should be focused on and as a result of that learners should develop a positive attitude towards the language and the content subject. A problem may occur when a learner has a positive attitude towards the language and a negative one towards the content subject or vice versa. Secondly, This approach demands more involvement on the part of the learner and also the teacher. The learners need more time to "digest" the content in a foreign language and the teachers need more time to prepare the materials. In order to work with a content in a foreign language both the learners and the teachers need to have a positive attitude towards CLIL. Thirdly, it provides the learners with more possibilities for the future. By knowing the language very well and possessing the content specific knowledge in a foreign language the learners have better chances providing their attitude remains positive. Finally, the learners have access to many materials which are written in a foreign language. One of the most important factors which may have an impact on the learners' attitude towards CLIL is the teacher. The learners want a teacher who can motivate them to speak more and more in the classroom and teach them how to use language outside the classroom. The CLIL learners do not only want to know subject-specific language, they also want to know everyday language. Additionally, they want their teacher to be good at English and capable of correcting their mistakes without hurting their ego or without accusing them of inferior knowledge of English. They want their teacher to create an informal environment in the class where they can learn with fun. The teacher should remember about his/her role as a facilitator, rather than a controller. He/she should accept learners' mistakes in the language as a necessary part of the language learning. He/she should help and motivate students to use more

and more language in their daily life. Learners learning outcomes are influenced by the interpretation of teachers' interpersonal behaviour. If the learners believe that the teacher is associated with them and their learning outcome, the teacher empathizes with them, understands their problems, they react positively and this factor contributes to their motivation level in the classroom. If the above conditions are

fulfilled in the classroom, the learners are likely to have a positive attitude towards CLIL.

2.7.3. Motivation (learners and teachers)

Motivation is another important affective variable to consider in classroom. Motivation, refers to the driving force in any situation. In the socio-educational model, motivation to learn the second language or a subject in the L2 is viewed as requiring three elements. First, the motivated individual expends effort to learn the language. That is, there is a persistent and consistent attempt to learn the material by doing homework, by seeking out opportunities to learn more, by doing extra work, etc. Second, the motivated individual wants to achieve the goal. Such an individual will express the desire to succeed, and will strive to achieve success. Third, the motivated individual will enjoy the task of learning the language. Such an individual will say that it is fun, a challenge, and enjoyable, even though at times enthusiasm may be less than at other times (Gardner, 1995: 23). Motivation is also examined in terms of the intrinsic and extrinsic motives of the learner. Gardner refers to this as the learner's orientation. He calls them integrative and instrumental.

Integrative orientation refers to a learner's desire to learn more about the cultural community of the target language or to assimilate to some degree in the target community. Integrative orientation refers to a desire to increase the affiliation with the target community.

Instrumental orientation refers to learners' desires to learn the language in order to accomplish some non-interpersonal purpose such as to pass an exam or to advance a career. These orientations are part of the learner's motivation at the goal level and affect the learner's core motivation. In other words, those who learn for their own self-perceived needs and goals are intrinsically motivated and those who pursue a goal only to receive an external reward from someone else are extrinsically motivated (Brown, 2007: 168). Probably the majority of learners is intrinsically motivated. They already have a very good command of L2 and they are often motivated by dreams of being able to speak the language like a native-speaker. At the beginning of the CLIL course they are very excited about learning subjects in the foreign language but they are unaware of the demands that will be placed on them. "Many of the teachers made the observation that although the learners are initially very enthusiastic about learning subjects in a foreign language, their enthusiasm wanes before the end of the first year" (Gardner, 2002: 161). Some of the teachers felt that this could be due to the difficulty of certain subjects being taught in a foreign language, others felt that it could be due to the fact that some of the learners were put into the CLIL classroom because of the peer or parental pressure. When students are studying subjects in a foreign language, they have a number of duties and responsibilities. First and foremost, they must pass the course. In addition, however, they must acquire the content of the subject (biology, geography, history etc), the language content (vocabulary, grammar and the like); they must acquire language skills (oral production, aural comprehension); they must develop some degree of automaticity and fluency with their handling of the content in L2; and ultimately, they must develop some degree of willingness to use the language outside of the classroom. This is no small set of requirements. Thus, it is proposed that teachers can help the content

and language learning process by motivating their learners. Dörnyei (2001: 512-523) presents a set of four principles that he considers important in this concept of motivation. They are:

• Creating the basic motivational conditions

• Generating student motivation

• Maintaining and protecting motivation

• Encouraging positive self-evaluation

In my opinion, the CLIL learners should be provided with the basis motivational conditions from the very beginning of their bilingual education. They should be clearly aware what benefits they can get from the classroom e.g. second language development, better possibilities in the future etc. Apart from that, their motivation should be generated and protected which can be done by the teachers by designing interesting materials, awarding the   learners and creating a positive learning environment. The teachers should also encourage positive self-evaluation by providing the CLIL learners with Language Portfolios. On the basis of the Language Portfolio, the   learners will be able to see how much progress they have made and what is more they will feel responsible for their learning. Additionally, teachers, curriculum planners, materials writers and teacher educators need to work together to find the right content and tasks which provide suitable levels of motivation and challenge together with appropriate forms of scaffolding or support to allow such challenges to be met (Brewster, 1999: 83-95). CLIL supports the holistic development of learners who may become motivated, capable, bilingual and independent learners.

2.8.1. Methodological approach

As societies are constantly transforming and new communities and identities emerge teachers are required to adjust their instructional

practices to the reality of multilingualism in their classrooms. "Teachers must be seen as central stakeholders in the education process and this implies viewing their practical knowledge and notions as a broad pool of resources they will employ in the classroom" (Dooly, 2008: 15). Blanton (1992) claims that "a whole language approach – text-based and student-centred – is a viable alternative to various models" (Blanton, 1992: 285). For many years methodological aspects in the case of CLIL were neglected. The CLIL classroom looked like a traditional teacher-centred language or content subject classroom but the content of the content subject replaced the traditional content of the language classroom (Marsh, 2001: 32). The situation has changed in recent years and a specific CLIL methodology is in the state of development. Reading and reading skills are regarded as very important in the CLIL classroom – learners work with documents and other sources in order to acquire knowledge in the content subject. According to Marsh & Marsland (1999b: 41), a specific CLIL methodology has to take into account the promotion of reading skills as they often decide on the students' success or failure. Wolff (2005) claims that "the focus on processing strategies in the CLIL classroom is characteristic of a new methodological approach which is both language and content based" (Wolff, 2005: 10). In fact, learners read texts in order to acquire knowledge in the content subject.

As long as productive skills are concerned, in the CLIL classroom writing skills are considered to be very significant (Wolff, 2005: 10). Learners are asked to compose reports, write down definitions, compile results of observations etc. "Content subject language competence is to a large extent text competence so writing skills cannot be neglected in a CLIL methodology"4(Portmann-Tselikas, 2002: 13-43).

However, the most important thing is the integration of content and language in classroom. Marsh, Marsland and Stenberg (2001) point out

to the content of the content subject which "is in the centre of the learning-teaching process" (Marsh, Marsland and Stenberg, 2001: 28). Wolff (2005) adds that "in order to deal with the content in the foreign language learners have to acquire both knowledge and skills which are necessary to manipulate this content". (Wolff, 2005: 10). Whereas Crystal (2007) claims that "the relationship between content and language requires a comprehensive frame of reference in which the theories, methods and findings of various professional domains dealing with language are interrelated" (Crystal, 2007: 31). In other words, ideas from foreign language teaching need to be linked to the content teaching.

When introducing CLIL, teachers believed that learners should be provided with LSP or ESP terminology in a foreign language. Nowadays, the attitude has changed. In CLIL one should begin by providing more general content-subject oriented terminology and should then slowly move towards more and more specific vocabulary (Krechel & Wolff, 1995: 95-112). The next aspect which should be emphasized here while talking about the CLIL methodology is linked to discourse skills. According to Thürmann (1999: 75-96), discourse skills in a CLIL classroom should be analysed as consisting of two sets:

- general functional set i.e. speech acts such as *identify, classify, define, describe, explain, conclude, argue* etc.
- more specific sets which differ according to content subjects or groups of subjects e.g. *making inductions, stating laws, describing states and processes, working with graphs, diagrams, tables etc.*

    The discourse skills belonging to the general functional set should be paid attention to during all CLIL content lessons as the ability to define, describe or classify certain concepts may be needed during geography, biology, mathematics or other content subjects.

As far as the discourse skills belonging to the specific set are concerned, it is advisable to pay attention to particular skills in reference to the CLIL content subjects e.g. working with graphs or diagrams can be practised during mathematics, the ability to describe states or processes can be focused on during geography or chemistry etc. The aim of this division is to classify discourse skills and make them useful in the CLIL classroom.

Taking into consideration the language-oriented methodological aspect, in comparison to the traditional language classroom where the foreign language is used as often as possible in classroom, it is also useful to work with first language materials. Wolff argues that "methodologically, the classroom should not be characterized by monolingualism but by functional bilingualism" (Wolff, 2005: 11). What is meant by *functional bilingualism* is the use of the mother tongue and mother tongue materials when necessary e.g. using Arabic when discussing aspects related to the study of history. This approach is quite new and very different from the traditional approach to language teaching where the use of a foreign language is obligatory.

The last but not least of aspects linked to methodology in the classroom are co-operative and experiential learning. Co-operative learning is also very important in the classroom. According to Marsh (1999b), "co-operative learning refers to means by which learners and teachers alike facilitate learning through methods in which people actively help each other in the learning process. The focus is to develop social, academic and communication skills as an integral part of the subject learning process" (Marsh & Marsland, 1999b: 39). It is not always easy to engage learners in certain types of co-operative method because some of them will be reluctant to use the L2 with their classmates. As has been pointed out by Genesee (1987: 26), the CLIL teacher should use different kinds of non-threatening co-operative methods especially at the start of the course

to help learners build up enough self-confidence to actively speak in the L2. What is more, the learners should be aware of the reasons why they study content in a foreign language. Finally, when the group activity involves more than five or six people, then some of them may adopt "passive communication roles" (Marsh & Marsland, 1999b: 40).

Experiential learning also plays an important role in the learning process in CLIL. Learning by doing is very popular in subjects such as physics, biology or chemistry. Some CLIL teachers argue that by definition, learning through a foreign language is a form of experiential learning for learners (Hauptman, Wesche & Ready, 1988: 437). The opportunity offered in some of the CLIL contexts to intensively use the L2 with learners from schools in other countries is another form of experiential learning opportunity. All in all, one of the most significant outcomes of the CLIL experience is gaining more self-confidence in using the L2.

To sum up, the following core methodological aspects as provided by Mehisto, Marsh & Frigols (2008: 29) should be paid attention to in the CLIL classroom:

Multiple focus

- supporting language learning in content classes
- supporting content learning in language classes
- integrating several subjects
- organizing learning through cross-curricular themes and projects
- supporting reflection on the learning process

Safe and enriching learning environment

- using routine activities and discourse
- displaying language and content throughout the classroom
- building learner confidence to experiment with language and content
- using classroom learning centres
- guiding access to authentic learning materials and environments

• increasing learner language awareness

Authenticity

• letting the learners ask for the language help they need

• maximizing the accommodation of learners interests

• making a regular connection between learning and learners' lives

• connecting with other speakers of the CLIL language

• using current materials from the media and other sources

Active learning

• learners communicating more than the teachers

• learners helping set content, language and learning skills outcomes

• learners evaluating progress in achieving learning outcomes

• favouring peer co-operative work

• negotiating the meaning of language and content with learners

• teachers acting as facilitators

Scaffolding

• building on learner's existing knowledge, skills, attitudes, interests and experience

• repackaging information in user-friendly ways

• responding to different learning styles

• fostering creative and critical thinking

• challenging learners to take another step forward and not just coast in comfort

Co-operation

• planning courses/lessons/themes in co-operation with CLIL and non-CLIL teachers

• involving parents in learning about CLIL and how to support learners

• involving the local community, authorities and employers

The above mentioned core methodological aspects, which are learner-centred aspects, support the holistic development of learners. Multiple focus helps them in concentrating simultaneously both on content and language. Safe and enriching environments help in building up self-confidence and getting rid of inhibitions which might be connected with a new learning environment. Authenticity of learning material as well as authenticity of tasks used in classroom is extremely important. It helps the learners to apply the knowledge gained in classroom to everyday life situations. According to Little, Devitt & Singleton (1994) "authentic texts have far greater potential as they have been written for a communicative purpose and as such they are more interesting than texts which have been invented to illustrate the usage of some feature of the target language" (Little, Devitt & Singleton, 1994: 24). In the case of active learning, the learners must have a feeling that they are active and independent participants in a CLIL classroom (Krueger & Ryan, 1993: 96). Active participation increases motivation and what is more, makes lessons more interesting. The role of a CLIL teacher is to stimulate the learning process. It can be also done by responding to different learning styles, building on learner's existing knowledge as well as by fostering creative and critical thinking. The CLIL learners should have a feeling that they are in the centre of the lesson. Finally, co-operation with other CLIL and non-CLIL teachers, parents and the local authorities may facilitate the CLIL teachers' work. It should be borne in mind that the main aim of the above mentioned methodological aspects is to help the learners become independent learners who will have sufficient content and language knowledge. What is more, these aspects are supposed to guide the learners towards becoming motivated learners who will look for opportunities to become successful not only in education but also in communication with people coming from other cultural backgrounds.

2.8.2. Classroom interaction

Relationships between learners and teachers are more formal and remote in some educational sectors than others. Crandall and Tucker (1990: 187-200) claim than such a social distance is often due to course subject matter, the atmosphere at school and the attitude of individual teachers towards learners. In CLIL, the teacher may recognize that by teaching in a L2 he/she may be in a slightly disadvantageous position. This may be due to reduced personality syndrome or to the demand of being a good teacher. The notion of reduced personality refers to "a condition in which a person feels constrained when communicating in a language other than the mother tongue" (Appel & Muysken, 1988: 46). What is more, in some schools, teachers report that they feel more dull or boring when teaching in the L2 because they "can't be themselves" (Marsh & Marsland, 1999b: 34). Additionally, they avoid being humorous because of L2 constraints and as a result they are perceived by the learners as very strict and serious people. In fact, CLIL can be seen as a positive action. Fruhauf, Coyle and Christ (1996) claim that CLIL is a positive action as it brings the learners together and helps to prepare them for more intensive team-work skills and cooperation later in their courses. In the CLIL context the teachers also need to show and communicate with the learners in a greater range of ways in order to support their learning. It can be said that CLIL facilitates movement towards learners adopting a more adult-adult relationship with the teacher who becomes a professional facilitator. In some schools where CLIL has been introduced, little shift in the learner-teacher relationship can be noticed. The teachers rely on lecture methods and they do not try to be in close relationship with their learners. "If the CLIL context remains a classic adult-learner environment, in which the adult is the one who knows and the one who provides, with the learners in the role of passive recipients, then there are various variables which can

upset the learning climate" (Marsh & Marsland, 1999b: 35). In fact, shifting the style towards *shared experience* or *adult-adult* help to cope with certain problems which may appear in the CLIL classroom.

Interaction in the classroom is not random. The matter of who speaks and when is often governed by certain regulations. According to Hall and Walsh (2002) "classroom interaction takes on an especially significant role in that it is both the medium through which learning is realized and an object of pedagogical attention" (Hall & Walsh, 2002: 186-203). Through interaction either with a teacher or another learner, the learners create mutual understanding of their roles and relationships (Faerch & Kasper, 1983: 34). In other words, relationship and interaction is closely related. Interaction between the teacher and the learners as well as the learners themselves is very crucial in the CLIL classroom as in any classroom.

Van Lier (1988: 94-120) established an interaction framework which is to be adopted by the researcher in the empirical part of the thesis. Van Lier (1988: 94-120) distinguishes four basic types of classroom interaction:

a). the teacher has no control over the topic and the activity;

b). the teacher controls the topic but not the activity;

c). the teacher controls the topic and the activity;

d). the teacher controls the activity but not the topic;

In a further development of this framework, van Lier (1991: 48-64) adds another dimension, namely the function that the language serves. He distinguishes three types of function:

a). *ideational* (telling people facts or experiences);

b). *interpersonal* (working on relationships with people);

c). *textual* (signaling connections and boundaries, clarifying, summarizing and revising);

2.9.2 The previous Studies

Simon Gill Study: Teaching English Through Civics (CLIL Approach)

This diploma project explores the topic of CLIL (Content and Language Integrated Learning), in other words teaching other subjects such as geography, history or civics in other language (usually English) among primary and secondary school teachers in the Czech Republic, and how much and how often CLIL is actually used at lower secondary schools or high schools in Brno and around Brno. The theoretical part describes what CLIL is, why CLIL should be used in teaching practice and also it shows many variations of CLIL. The practical part focuses on advantages and disadvantages when applying CLIL during lessons and asks teachers who use CLIL what are benefits and negative aspects of this method according to their opinion. There are two types of questionnaires: the first questionnaire examines teachers' attitude towards CLIL, if CLIL is used at all and whether it is possible to use CLIL (quantitative study) and the second questionnaire (qualitative –case –study) tries to find out advantages and disadvantages when applying CLIL during lessons. The aim of this diploma project is to present whether it is possible to use CLIL at all and if so how much, how often and with what results. The aim is also to see how many teachers know this approach, how many of them actually use it and how many think it is possible to apply CLIL in their teaching.

The main purpose of this work was to find out how much and how often CLIL is actually used among primary and secondary school teachers. The questionnaires asked if they have known what CLIL is or might be, where they have heard it from, whether they have used CLIL in their lessons, if they think that it would have been possible to use CLIL according to their

situation and why they think that it would have not been possible to use CLIL and why.

To sum up, all the results show that quite a lot of teachers know what CLIL is and they have heard it from university or workshops but only minority of them use it. There is also big group of teachers who do not know what CLIL is and they have never heard it before which is quite worrying. However, teachers who met term CLIL and know what it is, they are quite optimistic: three fourths of them think that it is possible to use CLIL and the biggest obstacle is not enough time and experience for CLIL. Another reason for not applying CLIL was lack of suitable CLIL materials or not good enough cooperation among teachers. The Czech schools are not generally prepared for CLIL because conditions for English teachers are not very good at the moment. In order to improve English in our schools, most of teachers agree on better salary for teachers as a tool and a solution for Czech educational system. Finally, some great support from other teachers, parents and even the headmaster is needed for applying CLIL into the lessons and then not only pupils will benefit from this new method.

The study of Eva Olsson: On The Impact of Extramural English and CLIL Approach

In this thesis, the possible impact of English encountered and used in two different contexts – in content and language integrated learning (CLIL) andthrough extramural English (EE) – on students' writing proficiency is investigated. More specifically, students' vocabulary use when writing differenttext types is explored; in particular, attention is drawn to progress inproductive academic vocabulary. Three empirical studies were conducted: across-sectional study involving 37 students in grade 9 (aged 15–16), and twolongitudinal studies, involving 230 students (146 CLIL/84 non-CLIL) inupper secondary school in Sweden. The nature and

frequency of students' useof EE were investigated using two different surveys. Students' texts, coveringdifferent registers, were analysed, mainly by corpus-based methods. In thecross sectional study, the focus of text analyses was on register variation,

whereas students' use of academic vocabulary was analysed in the longitudinalstudies. Findings suggest that effects of EE may be greater at lowerproficiency levels than at higher. The results also indicated that registervariation was greater among those students in grade 9 who frequently usedEnglish in their spare time than among those with infrequent exposure to EE.At upper secondary level, the frequency of EE correlated with productiveacademic vocabulary only in the first year; for progress over time, highexposure to EE did not predict a more positive development. CLIL studentsused academic vocabulary to a larger extent than non-CLIL students alreadywhen they started their CLIL education, but they did not progress more; thegap between CLIL and non-CLIL students did not widen over three years.

2.10.2 Summary of the chapter

This chapter presented the theoretical phase of the study. It discussed the general concepts of Contented and Language Integrated Learning, its origins, its definitions and its methodology. Also it shed light on the previous studies with brief description to their methodology and key findings.

Chapter Three
Research Methodology

3.1 Introduction

The previous chapters had a clearly theoretical focus and sought to show the theoretical aspects of Content and Language Integrated Learning . An attempt was made to highlight the importance of integrating language and content and to show the key issues of implementing CLIL in secondary education. The study adopted a descriptive analytical methodology to gather data through implying questionnaires for both teachers and learners. The main purpose of this part, on the other hand, is to present, discuss and evaluate the findings of a qualitative study aimed at investigating the changes in language education in a CLIL classroom which are related to the language development of the learners, to the processing of content, to the learning environment and to the learners' and teachers' attitude and motivation.

3.2. The main study

The subjects in the study were learners who studied n a bilingual classroom as well as their teachers from a secondary schools. The study being of a descriptive-exploratory nature, there were no specific criteria on the basis of which the schools were selected. The only factors that were taken into account were the presence of a bilingual class in the school as well as the willingness on the part of the schools and the teachers to participate in this research. Surprisingly, it is the latter factor that turned out to be the most problematic as international Secondary Schools where bilingual classes are present refused to allow the researcher to observe the lessons or even to make response to the questionnaire addressed to both learner and teachers, which made the whole data collection process extremely difficult. Finally, Kibeida

International School allowed the researcher to distribute the questionnaire to both learners and teachers and to observe the lessons and collect the data through the period of second semester, also Comboni allowed the researcher to do the same thing. Alqabas International School Alsalam Evangelic School allowed the researcher just to distribute the questionnaire and to observe lessons. Unfortunately, there was no permission given as far as recording the lessons is concerned so the researcher has to use other instruments and methods of data collection. At the very beginning, the researcher wanted to observe all the bilingual classes but it turned out to be impossible due to the schools procedures.. As a result, the researcher decided to concentrate on one bilingual class

3.3. Instruments of data collection

Four different instruments of data collection were used for the purposes of this study with a eye to getting multiple perspectives of the phenomena under investigation and thus examining them in a comprehensive and objective manner. They included:

a). questionnaires distributed among both the learners and the teachers;

b). observation of regularly scheduled lessons;

c). the analysis of tests written by the learners;

The choice of the instruments as well as their relatively unobtrusive application were intended to minimize intervention in classroom proceedings and capture certain processes as they naturally occurred in the classroom. The researcher strongly believes that only a qualitative study which is "synthetic or holistic and requires little or no manipulation of the research environment" (Seliger and Shohamy, 1989: 119) can focus on a thorough description of the investigated phenomena in comparison to the quantitative study where "manipulation and control become important measures of both internal and external validity" (Seliger and Shohamy, 1989: 118). The five instruments as well as data

collection procedures utilized for the purpose of this project are discussed below.

3.3.1. Questionnaires

. The researcher hoped that this method of data collection would provide the researcher with information about phenomena that might not be directly observable in the classroom. Additionally, the researcher hoped to elicit the respondents' beliefs and preferences concerning classroom proceedings. The researcher is aware that some of the responses may not be reliable due to the fact that some participants still thought that their answers might be shown to their teachers but still the questionnaires administered for the purpose of this study proved to be invaluable and supplied the researcher with a large amount of useful information. The full copies of the learner and teacher questionnaires are available in Appendix: parts 1-2.

a). Questionnaires for the learners

This questionnaire formed of four parts and it was administered to the learners throughout the school year. One of them was administered in

a).The first question   concerned   with attitude towards bilingual education.

One open-ended question was included in this part of th questionnaire, namely: *What do you think about learning subjects in a foreign language? Please, express your opinion in three to five sentences paying attention to the advantages and disadvantages of learning subjects in a foreign language.* (Appendix: 1   part 1). The aim of this questionnaire was to find out the learners' attitude towards learning subjects in a foreign language as well as to find out whether this attitude stand on a solid ground.

b).part one of the questionnaire concerned with the use of L1 during the CLIL classes.

The questionnaire consisted of highly specific questions with a limited set of answers concerning the use of L1 in the classroom where subjects are taught in a foreign language (Appendix:1 part 1). The aim of this section was to find out what the learners' attitude towards using Arabic in the classroom where subjects are taught in a foreign language is. it consisted of close-ended questions. The researcher asked These questions were administered due to the fact that it was very difficult to observe the learners' attitude.

c).Part two: motivation

It consisted of both highly specific questions with a limited set of answers and a few open-ended questions (Appendix:1 part 2). The aim of this part was to find out what the motivating factors are in case of learning subjects in a foreign language and what kind of motivation (intrinsic vs. extrinsic) plays a more important role. The learners' motivating factors could not be observed during the lessons so that is why the researcher decided to administer the above mentioned questionnaire.

d). Part three dealt with second language development

It was mainly consisted of open-ended questions concerning the second language development of the learners (Appendix:1 part 3). The aim of this section was to find out what the learners' think about their second language development throughout the whole school year and to compare it with the data based on the observations and test analysis concerning the second language development in the CLIL classroom..

The questionnaire was administered by the researcher with great help from the teachers who allowed the researcher to distribute the questionnaires, fill them in and collect them during the lesson.

b). Questionnaires for the teachers

There questionnaire administered to the teachers consisted of four parts and it was distributed at the end of the second semester of the school year.

a).Part one concerned with attitude towards bilingual education

The questionnaire consisted of one open-ended question, namely: *What do you think about teaching subjects in a foreign language? Please, express your opinion in three to five sentences paying attention to the advantages and disadvantages of teaching subjects in a foreign language* (Appendix: 2 part 1). The aim of this questionnaire was to find out the teachers' opinion about teaching subjects in a foreign language.

b).Part two the questionnaire has to do with the use of L1 during the CLIL classes

The questionnaire consisted of highly specific close-ended questions with a limited set of answers concerning the use of L1 during the lessons (Appendix:2 part 2). The aim of this questionnaire was to find out what the teachers think about using L1 during the lessons generally taught in English and in which teaching situations L1 is necessary.

c). Part three was about motivation

This part of the questionnaire consisted of two open-ended questions, namely: *What are the motivating factors as far as teaching in a bilingual classroom is concerned* and *what are the de-motivating factors?* (Appendix: 2part 3). The aim of the questionnaire was to find out what the motivating and de-motivating factors for the teachers in bilingual teaching are..

d) Part four focused consisted of sixteen itms concerning classroom interaction (Appendix:2- part 4)

The questionnaire was distributed by the researcher and the teachers were given a few days to fill them in. Three teachers filled in the

questionnaires: a geography teacher, biology teacher, chemistry teacher , history teacher, physics teacher and a maths teacher. All questionnaires were returned to the researcher.

3.3.2. Observation sheets

In order to further validate the data as well as to gain another perspective on certain aspects present in the CLIL,the researcher used observation sheet to add depth to methods of data collection.

"Observation is more than a mechanical process to be gone through; it is a commitment to apply the full range of our perceptual and analytic skills as intensely and extensively as we are able, in the pursuit of understanding" (Wolcott, 1994: 156). The researcher decided to use observation because he wanted to observe and analyse the process of language education which occur in the CLIL classroom. The researcher was not allowed to record the lessons which is why he decided to observe the lessons and invent an observation instrument (observation sheet) that would help him to record either very narrowly defined data such as a specific language act or a particular language form, or more general kinds of language learning activity such as group work or pair work. Two separate observation sheets were prepared (one for the learners and one for the teacher) (Appendix:3 part 1). The learners' observation sheet was divided into the following parts: the stage of the lesson, the development of target language abilities (speaking, writing, listening and reading), the development of grammar, pronunciation and vocabulary, the use of L1, content management, language difficulties, problems and my own comments (Appendix:3 part 1). The teacher's observation sheet was divided into the following parts: the stage of the lesson, the methods of teaching , the teacher methodological approach, the interaction between the teacher and the learner, the use of L1, error correction, evaluation of content, teaching materials used, problems and my own comments

(Appendix:3 part 1). Each observation sheet had additional information such as the subject taught, the number of learners present, the teacher, the date and the classroom setting. The researcher was present during all lessons taught in English, which enabled him to observe the ongoing interaction and make some notes on some of its most interesting aspects. In fact, direct observation proved to be very useful in augmenting the data concerning teacher-learner interaction, learner-teacher interaction, learner-learner interaction, the use of L1 by the learners and by the teachers, the methods of teaching used by the teachers, the teaching materials used and the classroom setting. The data concerning the development of language target abilities, the development of grammar and vocabulary, content management, evaluation of content, language difficulties and error correction, attitudes and motivation had to be supported by the questionnaires.

3.3.3. Tests' analysis

The area of research concerned learner's ability to acquire both language and content.The researcher apart from observing the participants, decided to analyse the learners' written work. For the purpose of this study, the researcher was allowed to view the tests conducted in the 2nd grade in bilingual geography, biology in Comboni secondary school only .While analysing the tests the researcher focused on the scores the student obtained in both subjects as well the content of the tests,

3.4. Categories of data analysis

To provide adequate analysis of data , the researcher had to concentrate on certain categories related to the language development of the learners, to the processing of content, to the learning environment and to the learners' and teachers' attitude and motivation. In the following sections all the categories will be presented and discussed. There are four main categories: language aspects, content aspects, learning environment,

attitudinal aspects and motivation. These four main categories were divided into sub-categories. Additionally, the researcher collected some general information which consisted of the information concerning the date of the lesson, the time of the day, the subject being taught, the topic of the lesson and the number of learners present. General information on the class is important because the main question of the study, as mentioned previously, concerns the changes in language education which occur in the CLIL classroom and as a result the information collected helped the researcher to organize the data according to the time and the lesson being taught. The other information included here helped the researcher to analyse the data e.g. the topic of the lesson or the number of the learners could influence the learners' output. The researcher collected the data through observation.

3.4.1. Language aspects

This category was divided into two sub-categories: Second language development and the use of L1 in the CLIL classroom. While analysing the changes which occurred in the CLIL classroom, language whether it is the second language or the use of the first is an extremely important category. It should be pointed out once again that CLIL means Content and **Language** Integrated Learning.

a). Second language development

This sub-category was also divided into two other smaller sub-categories, namely: skills development, grammatical and lexical development, pronunciation. The researcher decided to divide these sub-categories because they fall into different groups. When analysing speaking, writing, listening and reading we are talking about analysing particular language abilities. These four abilities fit into two dimensions: receptive and productive skills, oracy and literacy (Baker, 2006: 7). Additionally, "there are skills within skills" (Baker, 2006: 7), traditionally listed as:

pronunciation, extent of vocabulary, correctness of grammar, the ability to convey exact meanings in different situations and variations in style. To put it simply, grammar, vocabulary or pronunciation can be analysed within these above mentioned language abilities.

b). The use of L1 (code-switching)

Code-switching was examined through observations which serve as a basis for a detailed analysis of the patterns of code-switching between English and Arabic exhibited by the three teachers and the learners in the CLIL classroom. The reason why the researcher decided to establish a separate category concerning the use of L1 (code-switching) was that a quick glance at the CLIL classroom interaction revealed rate of using code-switching in the teachers' interaction with their learners, learners' interaction with their teachers as well as in the learners' interaction with other learners. Several instances of code-switching were identified: linguistic switch (explanation of difficult vocabulary), topic switch (explaining complex ideas), affective switch (emotional, spontaneous reactions), socialising switch (reactions signaling friendship), clarity switch (repetition of the same message). During the observations the researcher investigated code-switching as far as the teachers' interaction with their learners, learners' interaction with their teachers and the learners' interaction with other learners are considered.

3.4.2. Content aspects

The next category concerns the content aspects in the CLIL classroom. This category was the most problematic one as there have not been any tools established as far as the evaluation of content is concerned. As a result, the researcher decided to present the data concerning content in a quantitative way by investigating the CLIL learners' marks which they received at the end of the schoo year in the following bilingual subjects: geography and biology. Then the researcher decided to analyse the marks

and look at the changes in the content knowledge within one bilingual subject and between the bilingual subjects paying careful attention to different factors which could influence the CLIL learners' performance in a particular bilingual subject. In addition to it, some data was collected from the questionnaires (Appendix: part 5). The CLIL learners were asked to give their opinion on particular subjects taught through English. The researcher wanted find out which bilingual subjects the CLIL learners considered to be difficult or easy and why.

3.4.3. Learning environment aspects

As far as the learning environment is concerned, the researcher established a few sub-categories: interaction, the teacher's methodological approach, evaluation, materials used and the classroom setting. In the following part all the sub-categories concerning learning environment will be presented in more detail.

a). Classroom interaction

Interaction presupposes personal involvement and the taking of initiative in some way. On the basis of the observations the researcher decided to analyse the interaction between the teacher and the learners, the learners and the teacher and between the learners themselves in terms of the different ways in which they participate. Due to the broad frameworks which have been developed through many studies of interaction in the language classroom, the researcher decided to concentrate only on some of them. The researcher decided to adopt van Lier's (1988: 94-120) framework in which he distinguishes four basic types of classroom interaction, according to whether the teacher controls the topic (i.e. what is talked about), and the activity (i.e. the way the topic is talked about). According to van Lier (1988: 94-120) type 1 occurs when the teacher controls neither topic nor activity (e.g. small talk). In type 2 the teacher controls the topic but not the activity (e.g. giving instructions). Type 3

involves teacher control of both topic and activity (e.g. eliciting answers) and in type 4 the teacher controls the activity but not the topic (e.g. small group work). In a further development of this framework, van Lier (1991: 48-64) adds another dimension, namely the function that the language serves. He distinguishes three types of function: ideational (telling people facts or experiences), interpersonal (working on relationships with people) and textual (signaling connections and boundaries, clarifying, summarizing and revising) (van Lier, 1991: 155-170). Adopting the above mentioned types of interaction described by van Lier (1988 & 1991), the researcher decided to analyse the changes in interaction which occurred in particular in geography and biology CLIL classrooms throughout the whole school year.

b). The teacher's methodological approach

The next category is concerned with the teacher's methodological approach. On the basis of the observations, the researcher described and analysed qualitatively the changes in methods of teaching used by particular teachers during the subject lessons taught in English. The researcher did not classify these methods into different sub-categories but described and analysed them according to the subjects observed (i.e. geography and biology). The researcher believed that presenting the data concerning the methods of teaching according to the subjects observed would be more logical and clear.

c). Learner's evaluation

Evaluation, together with its overall effectiveness in providing the learners with some feedback on the part of the teacher was investigated qualitatively. The analysis was based on the researcher's observations. It focused, among other things, on describing the different methods of evaluating the learners in the CLIL classroom as well as on the effectiveness of the methods used. As in the previous sub-category, the

researcher investigated the methods of evaluating the learners within the content subjects being taught in English.

d). Teaching materials

This category was investigated in terms of the materials used during the CLIL lessons such as course books, texts, handouts, vocabulary lists, visual aids, multimedia and realia. The researcher observed each lesson and noted down what kind of materials were used, at what stage of the lesson and what was their purpose. Teaching materials are extremely important as they have impact on many aspects such as learning, motivation and interaction. In a CLIL classroom where the CLIL learners are expected to learn difficult subject concepts in a foreign language attractiveness and variety of the teaching materials becomes even more crucial.

e). Classroom setting

Classroom setting which can be linked to the term proxemics is also an important category as far as the learning environment is concerned. Due to the fact that classroom setting can have an influence on the quality of teaching and learning in the CLIL classroom, the researcher decided to examine it carefully. All the data concerning the classroom setting (the size of the classroom, the arrangement of furniture, subject-related objects as well as the equipment) was based on the researcher's observations.

3.4.4. Attitudinal aspects and motivation

Last but not least is the category concerning attitudinal aspects and motivation investigated on the basis of questionnaires distributed among the CLIL learners and the CLIL teachers. This category was divided into two separate sub-categories: attitudinal aspects and motivation, respectively and in the following part these two sub-categories will be discussed in more detail:

a). Attitudinal aspects

Based on questionnaires distributed among the CLIL learners and the CLIL teachers, the researcher tried to analyse and discuss the changes in attitude towards CLIL and towards the use of L1 in the CLIL classroom. The reason why the researcher decided to investigate the attitudinal aspects is that they may have an extremely important positive or negative impact on the process of learning or teaching in the CLIL classroom where integrating content and language requires more effort on the part of the learners and the teachers. As far as attitude towards CLIL is concerned three questionnaires were distributed among the learners and the teachers throughout the school year: (Appendix: parts 1 &2). The aim of the questionnaires was to find out the learners' and the teachers' attitude towards CLIL.

Additionally, It comprising close-ended questions concerning the attitude towards using Arabic in the CLIL classroom.

b). Motivation

Motivation is importantly related to the previously mentioned sub-category as it also strongly correlates with measures of achievement.

It is an affective variable in the sense that it is defined in terms of feelings and attitudes and that is why it is very difficult to observe. Bearing in mind the importance of motivation in learning and teaching a second language as well as any kind of subject, the researcher decided to conduct a questionnaire The aim of this part of the questionnaire was to find out what the motivating factors were in case of learning and teaching subjects in a foreign language and what kind of motivation (intrinsic vs. extrinsic) paid a more important role (Appendix: parts 4 & 8). Additionally, the researcher tried to find out the respondents opinions' as far as motivation of the CLIL learners is concerned. The questions were both open-ended

and close-ended as described in the previous chapter of this part of the study.

It should also be made clear that since not all of the categories and sub-categories were equally relevant to the particular lessons, some of them were ignored in the corresponding analysis. Another important comment is that data collected through observations and tests' analysis was supported by questionnaires for both CLIL teachers and learners.

In the next few chapters of this empirical part, a qualitative analysis of the data will be provided.

3.4.. Course of the study

The research was conducted in a period of one school year (from January to February 2018). The researcher took part in Eight bilingual lessons per week (geography and biology). All lessons obsereved were in second grade to in Comboni Secondary School and Kibeida International School. During the lessons observed the researcher used observation sheets (Appendix:3) and noted down all the necessary information according

3.5 Reliability and validity

Reliability refers to the degree to which an approach to measuring something renders consistent results (Postlethwaite, 2005). Golafshani (2003) describes reliability as the ability to have a stable measure of something which gives similar and repeatable results. Reliability also refers to the extent to which measurement instruments are free from error and is an indication of consistency between two or more measures of the same thing (Mertons, 1998). According to Cohen et al. (2000), in conducting quantitative research, reliability is synonymous with consistency and replicability over time across instruments and groups of participants. However, as Golafshani (2003) notes in explaining the distinction between measures of reliability and validity:

Although the researcher may be able to prove research instrument repeatability and internal consistency, and, therefore reliability, the instrument may itself not be valid. (p.599)

This refers to the difference between a measure being replicable, that is, if it is reliable, and the extent to which it is truthful, that is, if it is valid.

A test or measure has validity is when a measurement approach measures what it is intended to measure (Postlethwaite, 2005). Validity is generally concerned with the extent to which researchers are observing or measuring what they think or wish they are measuring (Punch, 1998). Cohen et al. (2011) state that in qualitative research, validity is addressed through honesty, richness, authenticity, depth, scope subjectivity, strength of feeling, captured uniqueness and through idiographic statements. It is further supported by the nature of participants approached, the extent of triangulation and the disinterestedness or objectivity of the researcher (Cohen and Manion, 2000). Cohen et al. (2000) further observe that the most straight-forward way of ensuring greater validity in qualitative research is to minimize the various possible forms of bias, including: (i) characteristics of the interviewer; (ii) characteristics of the participant; and (iii) the substantive content of questions. Broadly, this study attempted to enhance the validity of the instruments used by adhering to the above-mentioned features.

In addressing trustworthiness in an inquiry, the aim is to support the argument that the inquiry's findings are "worth paying attention to" (Lincoln and Guba, 1985, p.290). To achieve trustworthiness of the data and their analysis in the present study, triangulation was employed as a means of comparing data from different sources (Elliot, 1991). Patton (2002) supports the use of triangulation, noting that, "triangulation strengthens a study by combining methods. This can mean using several kinds of methods or data" (p.247). Huberman and Miles (1994)

emphasize the importance of triangulation for improving the reliability and validity of qualitative research. They note that triangulation has two aspects in social science research: (i) as a 'mode of enquiry' for verification, "by self-consciously setting out to collect and double check findings, using multiple sources and modes of evidence"; and (ii) for ensuring that understandings or perceptions are more generalisable if they appear in more than one source (p.88). Both these approaches were used in this study by utilizing different data collection methods and a range of sources within each method.

3.7 Summary

This chapter has described the design of the research, the methods adopted and procedures for collecting and analyzing the data. It outlined the study's ontological and epistemological approach. It outlined the data collection methods and tools used for the research. It discussed the specific data collection strategies and format used and how the data were analyzed and interpreted. It described how data were triangulated to generate meaning within and between data collection approaches. Finally, it addressed issues of validity, reliability and ethical considerations, and discussed the limitations of the study.

The next chapter presents the discussion and analysis of the main study.