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Stakeholders' perceptions on implementing CLIL at the primary school level in Styria.

A case study.

Since the 1970s, enormous changes in language education have resulted in the development of many new teaching approaches. One of the latest acronyms to join the field of English Language Teaching is CLIL: Content and Language Integrated Learning. The CLIL concept is an approach that continues to gain popularity. Since 1998, foreign language education has been a compulsory part of the Austrian national curriculum for primary schools. The new primary school curriculum, implemented in 2003, suggests that teaching English is meant to happen in a content-embedded and cross-curricular way – in short, via CLIL, in each Austrian primary school classroom at key stage I. The curriculum declares that the process of teaching a foreign language has to occur through all subjects (except German) such as science, music, physical education, art and math, without reducing the content.

The success of CLIL projects depends largely on the attitudes and reactions of stakeholders involved such as teachers, school leaders, and, of course, the pupils themselves. Whilst the perspectives of CLIL stakeholders at secondary school level have been partially researched (Alonso et al. 2008; Yassin et al. 2009; Wegner 2012; Diaz & Levy 2012), there has been limited research on the perspectives of primary school stakeholders. Such research would be vital in generating insights into issues that are important for successful implementation of CLIL at this level. In order to examine the perceptions of the major stakeholders involved in the implementation of a CLIL project at a primary school in Styria, a mixed methods research design will be used involving focus group interviews, one-on-one interviews and questionnaires in a sequential and exploratory way.

Key words: CLIL, perceptions, stakeholders, primary school