THE SUBJECTIVE WELL-BEING OF CLIL TEACHERS IN AUSTRIA

FINAL REPORT

PROJECT NUMBER: 17136
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MARCH 2017

The first stages of the project primarily involved working with and exploring the existent literature. To begin with, we established two core working groups and distributed specific tasks. We began a process of gathering and sharing literature amongst the team (focus on CLIL/focus on professional well-being).

Based on the literature, we formulated working definitions of CLIL for the specific teachings contexts that we were planning on examining in Austria. In addition, the literature was mined to generate a working definition of well-being in the context of language teachers and specifically CLIL teachers. These enabled us to construct an interview protocol, which was developed and refined over the following month.

We also began the process of sourcing questionnaires to use for the interviews and the survey that was planned for the end of the year. In March, we also wrote and submitted an abstract for a book chapter about the pilot study (see Output List)

APRIL 2017

In April, we began preparation for the ÖGSD symposium in Vienna by writing and submitting an abstract outlining the project. The interview protocol was finalised and dates were arranged with volunteers for the pilot interviews. Initial interviews for the pilot study were held at the end of April and through the start of May.
MAY 2017
On 19th May, the project was presented at the ÖGSD symposium as a poster by the primary investigator (see Output List). In May, the interviews were transcribed, anonymised and prepared for coding.

JUNE 2017 – JULY 2017
In June, the pilot study interview data (6 interviews with secondary CLIL teachers) were coded by the core team members. Furthermore, a list of Austrian schools (primary and secondary) and tertiary institutions that offer lessons and courses in English was compiled to facilitate contacting interviewees for the main study.

AUGUST 2017 - SEPTEMBER 2017
In August, a preliminary analysis of the pilot study data was conducted to inform the development of the questionnaire. Alongside CLIL-specific questions, which were shaped by the responses in the pilot data, a number of survey tools in connection to professional and subjective well-being were sourced and adapted to fit our research aim. The first draft of the questionnaire then underwent multiple reviews over the following months until a preliminary version of the survey for secondary school teachers was developed.

Furthermore, a theoretical article inspired by the project with the title: “The cognitive-linguistic turn in CLIL: unfolding integration” (Reitbauer et al., 2018) was published by members of the extended team under leadership of Ao. Univ.-Prof Reitbauer.

In September, the nationwide main study was initiated by contacting teachers in all three sectors of education and asking them to share their experiences with us in approximately one-hour interviews. Dates and places were decided upon with respondents and interviews were scheduled to start the following month. Based on the response rate, modifications were made to the original sampling strategy.

NOVEMBER 2017 - DECEMBER 2017
In November and December, the interviews for the main study (N = 30) were conducted by the research team, both in person and via video-call on Skype. It was not feasible for practical reasons to go to do all the interviews in person. The data quality was not compromised by doing them online, if anything enhanced. Teachers in all sectors were interviewed based on slightly modified versions of the interview guideline that has already been tried and tested in the pilot phase of the study.

The preliminary version of the questionnaire was adapted for use in the primary and tertiary sector, utilising the insights gained from the interviews with primary teachers and tertiary instructors.

Furthermore, the code list of the analysed pilot data was reduced and refined to highlight emerging themes reported on in a book chapter “The Thrills and IIs of CLIL” for the edited collection Language teaching: An emotional rollercoaster (Gkonou et al. in preparation – Multilingual Matters) written by the core team plus a colleague from the department, Mag. Anita Lämmerer (see Output List)
JANUARY 2018 – FEBRUARY 2018

In January, the writing process of the book chapter “The Thrills and Ills of CLIL” was finalised and submitted to the editors for review.

Moreover, the preliminary questionnaire versions were put through several test runs and optimised based on feedback and the latest insights gained from recent interviews. The finalised versions were then translated into German and, after deciding on the survey tool Google Forms, transformed into six online questionnaires, including both the German and English versions for all three educational sectors with specialist help from technical support.

MARCH 2018 – MAY 2018

Before Easter, all six versions of the online questionnaire were released and distributed by the extended team to ensure maximum range and a high number of participants across Austria. Possible participants were contacted personally by the team as well as through national agencies and invited to complete the survey. The surveys generated a sample of 342 respondents across all levels. All questionnaires were closed by June.

The transcription of the main study interviews continued throughout April and May. All data was transcribed and prepared for coding.

JUNE 2018 – JULY 2018

Due to the wealth of data, coding was allocated to expert groups within the research team, which focused on either the primary, secondary, or tertiary sector. For all sectors, several waves of coding were conducted and analysed for aspects of CLIL teacher wellbeing. Furthermore, all survey data was cleaned and prepared for analysis.

Practical preparations for the end-of-project conference event in December took place. The research team decided on a preliminary format of the event, which included a guest speaker as well as a number of workshops based on the project findings.

From June 18 to June 20 Dr. Margit Reitbauer, Dr. Ulla Fürstenberg, and Mag. Petra Kletzenbauer presented aspects of the tertiary study findings at the international conference Exploring Language Education (ELE): Global and Local Perspectives at Stockholm University. The presentation was titled Reframing CLIL: How a cognitive-linguistic turn may unfold integration (see Output List).

At PLL3 – Stretching Boundaries Conference in Japan, the primary investigator, Univ.-Prof. Dr. Sarah Mercer, presented the findings of our pilot study and outlined the main study (see Output list).

AUGUST 2018 – NOVEMBER 2018

The following months were dedicated to transforming our analysed sets of qualitative data into to a number of articles for each sector (primary, secondary, tertiary). The expert groups decided on
methodology and focus of their respective articles and continued working with the data. In a further step, the Initial analysis of survey data was conducted via SPSS.

The plans for the end-of-project event were finalised, including four workshops on CLIL and teacher wellbeing, an opening talk by the primary researcher, Univ.-Prof. Dr. Sarah Mercer, and the ÖNB core team, a concluding plenary by Univ.-Prof. Dr. Ute Smit (University of Vienna) (see Output list) as well as a separate poster presentation.

On November 24, Univ-Prof. Dr. Sarah Mercer presented aspects of our data at her plenary “Colouring the rainbow of teacher emotions for wellbeing” at the international workshop at King’s College London, which focused on examining the role of emotions both in- and outside the language classroom.

**DECEMBER 2018 – PROJECT-END 2019**

The first outputs from the ongoing writing process include one paper for each qualitative data set, analysing CLIL teacher wellbeing in Austria, which have all been submitted to international journals for review (see Output list).

During this period, the analysis of the survey data continues, in which the data has been prepared for the forthcoming chapter in the edited collection: *The psychological experience of integrating language and content* as well as a comparative chapter (see Output list).

The end-of project event took place on December 1 2018.

The work with the generated data, both qualitative and quantitative, continues to be prepared as articles submitted for review and further projects are in preparation (see In Preparation). Moreover, the research team continues with revising the already submitted articles according to reviewers’ comments.
Abstract:

In this talk, we present an on-going, exploratory mixed-methods study investigating the subjective well-being (SWB) of CLIL teachers in Austria at the primary, secondary, and tertiary levels, which is funded by the ÖNB and conducted at the University of Graz. The ad hoc implementation of CLIL in Austria might threaten the SWB of CLIL teachers, by compromising their self-efficacy and causing identity ambiguity and teacher anxiety (Aiello et al. 2015, Pappa et al. 2017). The study aims to achieve greater understanding of the factors contributing to CLIL teachers’ SWB and the contextual factors which may detract from it, in order to shed light on why CLIL teachers either ‘flourish’ or ‘flounder’ in their professional lives.

As the lines between teachers’ professional and personal lives are often blurred (Day & Gu, 2010), a holistic approach to their SWB is necessary. Thus, for the pilot phase of the study, we take an ecological perspective to explore the experiences of CLIL teachers within their professional roles and within other domains in their wider lives, which they perceive as relevant. Through semi-structured interviews, participants express their perspectives and opinions of being CLIL teachers. We conclude by discussing possible implications for CLIL teachers, pre-service and in-service training, and policy makers.
**MAY 2018**

**Book chapter: “The Thrills and Ills of CLIL”**

The book chapter “The Thrills and Ills of CLIL” was successfully submitted to be published in the edited collection *Language teaching: An emotional rollercoaster* (Gkonou et al. in preparation – Multilingual Matters). The article was written by the core team (Dr. Sarah Mercer, MMag. Nicole Hofstadler, Kyle Talbot, MA) and Mag. Anita Lämmerer and presents a thorough analysis of the positive and negative factors that influence CLIL teachers’ wellbeing based on the ÖNB project pilot study findings.

**Abstract:**

In this chapter, we will report on an exploratory, qualitative study investigating the subjective well-being (SWB) of secondary school CLIL teachers in Austria. The aim of this study is to better understand the factors, which contribute to CLIL teachers either ‘flourishing’ or ‘floundering’ in their professional roles (Pecore & Bohan, 2012). It has been found that CLIL teachers can suffer from anxiety, low self-efficacy and identity ambiguity (Aiello et al. 2015, Pappa et al. 2017); all of which can threaten their professional well-being. However, some other teachers thrive in the CLIL setting seeing it as an exciting opportunity for growth and positive teacher-learner relationships (Pappa et al. 2017).

Typically, there is much overlap between teachers’ professional and personal lives implying the importance of taking a holistic perspective on their SWB. For this reason, we have chosen to adopt an ecological perspective examining CLIL teachers’ experiences within their professional roles as well as other domains they perceive as relevant in their wider lives. Through a series of semi-structured interviews, teachers report on their experiences and perspectives of being a CLIL teacher. The data are analysed in a grounded manner in line with the exploratory nature of this study. The findings cast light on the psychological, social and contextual capital that CLIL teachers can draw on to ensure they thrive in these roles as well as the factors which can threaten this. The chapter concludes with a discussion of the implications of these findings for CLIL teachers, pre- and in-service training, and policy makers.

**References**


**Presentation of the pilot study findings at the PLL3 – Stretching Boundaries Conference in Tokyo, Japan by Univ.-Prof. Dr. Sarah Mercer and Colleagues.**

**Presentation: The subjective wellbeing of CLIL teachers in Austria**

**Abstract:**

In this talk, I will report on qualitative research conducted by my team and I into the subjective well-being (SWB) of CLIL teachers in Austria working in the primary, secondary and tertiary sectors. These data represent the first phase of a larger study funded by the Austrian national bank (ÖNB). The aim of this study is to better understand the factors, which contribute to CLIL teachers either ‘flourishing’ or ‘floundering’ in their professional roles. It has been found that CLIL teachers can suffer from anxiety, low self-efficacy and identity ambiguity (e.g., Aiello et al. 2015, Pappa et al. 2017); all of which can threaten their professional well-being. However, other teachers thrive in the CLIL setting seeing it as an exciting opportunity for growth and positive teacher-learner relationships (Pappa et al. 2017). Through a series of semi-structured interviews, teachers report on their experiences and perspectives of being a CLIL teacher in their specific setting. The data are analysed in a grounded manner in line with the exploratory nature of this study. The findings cast light on the psychological, social and contextual capital these teachers draw on to ensure they thrive in these roles as well as the factors which threaten this.

**JULY 2018**

**Article: Towards a Cognitive-Linguistic Turn in CLIL: Unfolding Integration**

**Authors:** Dr. Margit Reitbauer, Dr. Ulla Fürstenberg, Mag. Petra Kletzenbauer, Dr. Karoline Marko

The article was published in the Latin American Journal of Content & Language Integrated Learning

**Abstract:**

The aim of this paper is to unfold the process of integration in CLIL by describing the role of the cognitive processes involved in the construction of knowledge. While there has been extensive research of various aspects of CLIL, the actual process of integration of content and language has largely been neglected. Therefore, this paper argues that the role of language in building knowledge has to be stressed further and made transparent to CLIL practitioners, particularly in “hard” versions of CLIL. Raising teachers’ awareness of the epistemic function of language and drawing their attention to the human cognitive architecture can help them achieve a higher level of understanding of the process of integration of content and language. Using the example of a task taken from a training course for CLIL teachers, this paper describes how a focus on the cognitive architecture of learners can improve the integration of content and language in CLIL.
Presentation: Re-framing CLIL: How a cognitive-linguistic turn may unfold integration

Abstract:

Initially introduced as the perfect approach to foster foreign language development and content knowledge at the same time, Content and Language Integrated Learning (CLIL) has experienced some ups and downs not only in empirical research, but also in classroom practice. Although empirical research to date has been informed by various linguistic theories, most notably sociolinguistic models, classroom discourse and systematic functional linguistics (see Llinares & Morton, 2017), content teachers in higher education still stress content knowledge as the major aim of their classroom discourse, thus failing to see the pivotal role language plays in this context.

Since 'the existence and stability of content separate from language is an illusion' (Byrnes, 2005 quoted in Nikula & Dafouz, 2016) and 'an understanding of CLIL as fusion implies a multiperspectival view on both language and content, which, taken together, should help us understand the fusion of language and content' (Dalton-Puffer et al., 2010: 289), unfolding integration may be the key to enhancing the original concept of CLIL further and thus unravelling the complexity of integration.

In our paper we argue that integration is the key to successful CLIL and that a turn to cognitive linguistic theories may make the I in CLIL eventually more visible. For this purpose, we have to make this linguistic dimension of knowledge building explicit and transparent to teachers by drawing their attention to the human cognitive architecture.

References


Abstract:

Based on insights gained from the ÖNB-funded project examining CLIL teachers’ wellbeing, this highly practical workshop looks at the implications for teachers’ professional work satisfaction and overall wellbeing. The workshop will briefly outline the study and key findings. We will then move to discuss how teachers can regulate their wellbeing in terms of reducing negative emotions and stress, promoting positive emotions, and managing time and work/life balance. Teachers are the key to effective teaching. As Bajorek et al. (2014, p. 6) explain, a “teacher with high job satisfaction, positive morale and who is healthy should be more likely to teach lessons which are creative, challenging and effective”. Therefore, attending to teacher wellbeing is not an indulgent luxury but the foundation of good practice. This workshop should inspire educators in all teaching contexts to reflect on their physical and mental health, not just because they are worth it but because their learners and colleagues will also benefit when they do.
NOVEMBER 2018

**Article:** "Flourishing or floundering? Factors contributing to CLIL primary teachers’ wellbeing"

**Authors:** Dr. Marie-Theres Gruber, MMag. Nicole Hofstadler, Mag. Anita Lämmerer, Dr. Sarah Mercer

The article was submitted to the *Journal of Immersion and Content-Based Language Education* and is currently under review.

**Abstract:**

Recent work on CLIL in primary education has shown how demanding this can be for teachers. To better understand the nature of these challenges and their potential impact on teacher wellbeing, this study investigated the situation of CLIL primary teachers in Austria. Data were collected via in-depth interviews and coded in an inductive manner using QCAmap software. The analysis of the data revealed that despite considerable individual variation in terms of how CLIL was put into practice, all the teachers’ wellbeing appeared to be threatened by a lack of teaching material, negative public perception of teachers generally, low societal appreciation of primary teachers specifically, and language-related challenges in teaching CLIL. In contrast, the teachers’ relationships with their students and their conviction in the CLIL approach seemed to contribute positively to their sense of wellbeing in their professional roles.

NOVEMBER 2018

**Talk and Workshop by Dr. Sarah Mercer at Kings College in London: The Role of Emotions in Foreign Language Learning and Teaching.**

**Plenary:** Colouring the rainbow of teacher emotions for wellbeing

**Abstract:**

Teaching and learning are inherently emotional. While a considerable body of research has addressed the nature of learner emotions, the emotional world of language teachers remains woefully underexplored. Yet, we know that teacher emotions can be absolutely defining for themselves and their learners through processes of contagion, and vice versa. The focus of this talk is on teacher emotional wellbeing. For teachers to be able to teach to the best of their abilities, they need to be in the best possible state of mind. The key to this is their sense of wellbeing and job satisfaction. In this talk, we discuss what these constructs mean and what factors contribute to them. We focus on the full range of emotions that teachers experience in their professional roles – the stresses, the frustrations but also the uplifts and joys. We consider how teachers can regulate their emotions managing the emotions that threaten wellbeing and savouring those which promote it. The talk will report on research and link to practical examples giving participants the opportunities to reflect and discuss their own personal experiences in relation to emotional wellbeing and self-regulation. All teaching involves sunny days and rainy days. It is hoped this talk will help participants to find ways to manage the balance and colouring of their own emotional rainbows as educators.
DECEMBER 1 2018

End-Of-Project Event:
CLIL Teacher Wellbeing (Symposium)

The conference “CLIL Teacher Wellbeing” was held at the University of Graz and was sponsored by the mayor of Graz. 50 Austrian teachers from the tertiary, secondary, and primary sector, as well as representatives from the ministry of education and from the Mayor’s office attended the event.

Introductory Lecture:
The Subjective Wellbeing of CLIL Teachers in Austria (Dr. Sarah Mercer, MMag. Nicole Hofstadler & Kyle Talbot, MA)

The symposium started with a presentation of the findings of the nationwide study funded by the ÖNB to investigate CLIL teacher’s wellbeing across a range of educational settings (primary, secondary and tertiary) throughout Austria.

Workshops:
After the thorough presentation of the data and findings of the ÖNB project, four workshops that were based on the findings of the ÖNB study were held on CLIL and wellbeing:

- Workshop A1: CLIL Teacher Professional Wellbeing (Dr. Sarah Mercer)
- Workshop B1: Activating Learners’ Cognitive Potential in CLIL (Dr. Margit Reitbauer, Dr. Ulla Fürstenberg & Mag. Petra Kletzenbauer)
- Workshop A2: Work-life Balance for CLIL Teachers (Kyle Talbot, MA & Sonja Babic, MA)

Plenary:
The event was concluded by guest speaker Dr. Ute Smit from the University of Vienna, whose plenary “CLIL@HTL” addressed classroom practices and stakeholder beliefs with regards to Content and Language Integrated Learning at vocational schools.
# Schedule: CLIL Teacher Wellbeing

**Saturday 1st December, 10:00-16.00** (Heinrichstraße 36, 8010 Graz)

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| 10.00 - 10.15 | **Welcome & Introduction**  
Representative of Mayor Siegfried Nagl (Stadt Graz)  
& Sarah Mercer  
(HS 11.01) |
| 10.15 - 11.00 | **The Subjective Wellbeing of CLIL Teachers in Austria**  
Opening Plenary by Mercer et al.  
(HS 11.01) |
|             | **Coffee Break**  
11.00 – 11.30, Ground Floor |
| 11.30 - 12.30 | **WORKSHOP**  
(SR 11.11)  
CLIL Teacher Professional Wellbeing  
*Sarah Mercer*  
**WORKSHOP**  
(SR 11.13)  
Activating Learners’ Cognitive Potential in CLIL  
*Margit Reitbauer, Ulla Fürstenberg & Petra Kletzenbauer* |
|             | **Lunch Break**  
12.30 – 14.00, Ground Floor |
| 14.00 - 15.00 | **WORKSHOP**  
(SR 11.11)  
Work-life Balance for CLIL Teachers  
*Kyle Talbot & Sorja Babić*  
**WORKSHOP**  
(SR 11.13)  
Hands-on Exercises for Your CLIL Classroom  
*Nicole Hofstadler, Anita Lämmerer & Pia Oberdorfer* |
| 15.10 - 16.00 | **CLIL@HTL: Classroom Practices and Stakeholder Beliefs**  
Closing Plenary by Ute Smit  
(HS 11.01) |
JANUARY 2019

Article: “Teaching is therapy for me”. The subjective wellbeing of Austrian CLIL teachers in higher education: balancing challenges and resources

Authors: Dr. Ulla Fürstenberg, Dr. Margit Reitbauer, Mag. Petra Kletzenbauer, Dr. Karoline Marko, Kyle Talbot, MA, Dr. Sarah Mercer

The article was submitted to the Special Issue of TESL Canada Journal and is currently under review.

Abstract:

Research surrounding on teacher wellbeing has quite recently generated considerable interest in the field of teacher psychology. Even though extensive research has already been done on teacher stress and burnout, insights into investigations of the subjective wellbeing of CLIL teachers remain relatively scarce. With regard to wellbeing, Austrian CLIL teachers are an interesting body of research because they are non-language specialists who have to teach one or more subjects in a language other than their mother tongue, by ideally integrating subject and language learning at the same time. In higher education, this new role has been met with quite mixed feelings since this approach was introduced with high expectations but little support. Hence, little is known about how the psychological state of these CLIL teachers has elevated and developed. It is therefore worth investigating whether teachers in tertiary education flounder or flourish in their role as CLIL teachers, and which factors appear to diminish or enhance their wellbeing. Based on a nation-wide study on the subjective wellbeing of Austrian CLIL teachers, data for this paper were generated from ten semi-structured interviews in which CLIL teachers discussed their ability to cope with the spate of new tasks and to remain optimistic despite the emotional and social demands they have to face. The findings suggest a combined Interactive Balance Model for Managing Wellbeing which should offer a feasible avenue to explore the individual’s positive psychological resources such as emotional management strategies and self-care practices to restore wellbeing once it is imbalanced.

FEBRUARY 2019

Article: “The Ecology of CLIL Teachers in Austria – An ecological perspective on CLIL teachers’ wellbeing”

Authors: MMag. Nicole Hofstadler, Dr. Sarah Mercer, Mag. Anita Lämmerer, Mag. Pia Oberdorfer, Sonja Babic, MA

The article was submitted to the Innovation in Language Learning and Teaching Journal and is currently under review.

Abstract:

In this article, we will report on an exploratory, qualitative study investigating the professional subjective well-being (SWB) of secondary school Content and Language Integrated Learning (CLIL) teachers in Austria from an ecological perspective. The aim is to better understand how the wellbeing of these teachers is shaped by different levels of their ecology and their multidirectional dynamics.

The implementation and teaching of CLIL is a multifaceted and dynamic process that cannot be viewed in isolation from a multitude of interlacing factors which directly shape teacher wellbeing. For this
reason, we propose a new model of CLIL teachers’ ecology, based on Bronfenbrenner’s ecological systems theory (2009), that allows us to analyse the multi- and unidirectional relationships of CLIL teachers’ experiences within their professional roles that interact within a specific ecological system and, thus, mould CLIL teacher wellbeing.

The data this model was developed on was gathered in a series of semi-structured interviews with Austrian teachers, who report on their experiences and perspectives of teaching CLIL. Altogether, three sequential stages of coding were applied, following a Grounded Theory approach. The findings cast light on how CLIL teacher wellbeing is shaped by a complex dynamic system that is defined by different layers of their ecology. The article concludes with a discussion of the implications of these findings for CLIL teachers, both personally and professionally, as well as education-policy makers.

**Keywords:** CLIL; wellbeing; SWB; ecology; ecological systems; language teaching
IN PROGRESS:

SINCE JUNE 2018

Edited collection: The psychological experience of integrating language and content: Teacher and learner perspectives

Editors: Kyle Talbot, MA, Dr. Sarah Mercer, Dr. Marie-Theres Gruber, & Dr. Rieko Nishida

Predicted timetable: The first drafts will be delivered by the individual authors on April 30th, 2019. Final versions of the chapters will be sent to the editors on June 30th, 2019. From there, we anticipate being able to submit the manuscript on November 1st, 2019.

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Since June 2018

**Book Chapter:** Comparatively speaking: CLIL teacher well-being at the primary, secondary, and tertiary levels in Austria

**Authors:** Kyle Talbot, MA, MMag. Nicole Hofstadler, Dr. Sarah Mercer, Mag. Anita Lämmerer & Dr. Marie-Theres Gruber, Dr. Gianna Hessel

The chapter will be published in the edited collection *The psychological experience of integrating language and content: Teacher and learner perspectives.*

**Abstract:**

This chapter reports on a mixed methods study that investigated the well-being of Content and Language Integrated Learning (CLIL) teachers in Austria at the primary, secondary and tertiary levels. The aim of study was to arrive at a more nuanced understanding of the social, contextual, and individual factors which affect how CLIL teachers in Austria experience their roles as CLIL teachers and how this affects their well-being. Drawing on interview and survey data, the study revealed CLIL teachers’ experiences, attitudes and beliefs about their contexts, roles and responsibilities as CLIL educators. Specifically, this chapter examines the similarities and differences among the experiences of CLIL teachers at the various educational levels. While many of the beliefs and convictions of CLIL teachers were comparable at all levels, important differences between levels were observed including differences in the availability of suitable teaching materials, how teachers defined and operationalized CLIL in their own teaching, and their respective motivations for teaching in or through English. Though many of the factors contributing to CLIL teachers’ well-being were also comparable among levels, the results indicate that the well-being of the CLIL teachers at the secondary level may be most at risk.
Presentation of tertiary data at the “EMI Practices in Europe” conference at the University of Copenhagen, Denmark by Dr. Margit Reitbauer, Dr. Ulla Fürstenberg, Mag. Petra Kletzenbauer:

The conference aims to provide a forum for discussion among academics, teacher trainers, EMI teachers, curriculum developers and policy makers interested in the field of English-medium instruction.

Presentation: BALANCING CONTENT AND LANGUAGE IN EMI: COGNITIVE LOAD THEORY AND TEACHER TRAINING

Abstract:
Recent research (among others Nikula et al., 2016; Dalton-Puffer et al., 2010) in EMI has led to new thinking about the interplay of content and language in higher education. In line with Ball (2016) we agree that language and content cannot be seen as two domains merely coexisting side by side, but that instead, integration needs to be addressed more closely. Moreover, language sensitivity needs to be fostered in EMI teachers in order to facilitate the learning of content and language. In other words, if “the existence and stability of content separate from language is an illusion” (Byrnes, 2005, p. 280) and “an understanding of CLIL as fusion implies a multiperspectival view on both language and content [...]” (Dalton-Puffer et al., 2010, p. 289), EMI teacher training has to bridge this particular gap by acknowledging that both language and content are equal drivers of the development of subject knowledge.

In higher education, the learning environment is particularly challenging as the complexity of the subject and the simultaneous use of a foreign language increase the cognitive load in teachers and students alike. To reduce the cognitive load in such teaching situations, our talk introduces a framework for teacher training based on cognitive linguistic theories. We believe that this may encourage EMI teachers to see language as a transversal element which unites cognition, content and language. By applying our framework, we hope that EMI teachers do not only start to re-think their methodological range, but also begin to see language as an asset for successful learning and teaching.

References


OCTOBER 15- OCTOBER 18 2019

Presentation of tertiary data at the ICLHE 2019: Multilingualism and Multimodality in Higher Education at the Universitat Jaume 1 in Castellón, Spain by Dr. Margit Reitbauer, Dr. Ulla Fürstenberg, Mag. Petra Kletzenbauer:

The abstract has been submitted and is currently under review.

Presentation: The Art of the Possible: CLIL teachers in tertiary education explore the faultlines in content and language integration

Abstract:

Given the fact that language, whether L1 or L2, is of paramount importance when it comes to content learning, it can be argued that the efficacy of ICLHE is at risk as long as content teachers do not acknowledge the (foreign) language dimension of their teaching properly. Arguably, the dual-focused educational concept promoted by CLIL (Content and Language Integrated Learning) advocated years ago has experienced setbacks among tertiary Austrian ICLHE teachers since - from their point of view - language often takes a secondary role.

In our talk, we will share findings of an empirical study[2] on the Subjective Well-being (SWB) of 10 tertiary ICLHE teachers in Austria that shed light on the links between the teachers' SWB and their understanding of language. In fact, these teachers very often overlook the impact of a foreign language on their teaching and consequently fail to see the full potential of integration (i.e. language is a prerequisite for content learning).

It has been shown before that this limited understanding of language is rooted in various contextual factors, such as almost non-existent institutional guidelines on ICLHE, a lack of foreign language training opportunities and the absence of academic discussions while implementing the concept of CLIL. In addition to these factors, the findings of our study indicate that content teachers’ perceptions of their SWB can also be a source of useful information on why they tend not to push their boundaries when it comes to engaging with knowledge about language and how language is used and learned in the context of their respective subjects. Finally, we will address the implications of our findings for the concept of the integration of content and language in tertiary education.

[1] Findings are part of a nationwide study funded by the ÖNB to investigate CLIL teachers’ wellbeing across a range of educational settings (primary, secondary and tertiary) throughout Austria; 17136
IN PREPARATION:

- **Book chapter:** A paper on the identities of tertiary-level CLIL teachers from a complexity perspective to be included in an edited collection on multilingual identities to be published by Cambridge University Press.

- **Special Issue Journal:** *Journal for the Psychology of Language Learning (JPLL) – The Psychology of learning and teaching content and language*

  (Edited by Kyle Talbot, MA, Dr. Marie-Theres Gruber, Dr. Rieko Nishida)

  Special Issue for the *Journal for the Psychology of Language Learning*
  **The Psychology of learning and teaching content and language**
  Kyle Talbot, Marie-Theres Gruber, Rieko Nishida
  Article 1: Introduction to the special issue
  Kyle Talbot, Marie-Theres Gruber, & Rieko Nishida
  Article 2: CLIL challenges: Secondary school CLIL teachers’ voices and experienced agency in three European contexts
  Kristiina Skyttä
  Article 3: Learner independence, teacher independence – An eagle-eye vie for CLIL settings and beyond
  Yolanda Ruiz de Zarobe & Simone Smala
  Article 4: Teaching approaches in CLIL and non-CLIL learning environments in Italy: A study based on the vignette experiment methodology
  Simone Viridà & Dieter Wolff
  Article 5: Lecturers’ appraisals of the use of English as a lingua franca in higher education settings
  Natasha Nashaat Sobhy & Davinia Sánchez García
  Article 6: The well-being and job satisfaction of secondary CLIL and tertiary EMI teachers
  Kyle Talbot, Sarah Mercer, & Nicole Hofstadler
  Article 7: Teacher beliefs about challenges and opportunities of integrative language and content teaching: The SIOP example
  Nihat Poylat & Laura Mahalingappa
  Article 8: Becoming a bilingual class teacher: Experiencing and making sense through two languages in teacher education
  Maria Rushton-Lyghty & Josephine Moate

- **Journal article** (to be published in the Special Issue of JPLL) “The wellbeing and job satisfaction of secondary CLIL & tertiary EMI teachers”: The main-focus will be on survey data with qualitative data to illustrate the findings, May 30th is the deadline for the first-draft. **(Authors: Dr. Sarah Mercer, Kyle Talbot, MA, MMag. Nicole Hofstadler, Dr. Gianna Hessel, Dr. Marie-Theres Gruber)**

- **Journal article:** Identities and roles of tertiary-level CLIL teachers. **(Authors: Kyle Talbot, MA, Dr. Jun Jin and Dr. Sarah Mercer)**

- **Journal article:** Motives, Beliefs and Practices of Secondary CLIL & tertiary EMI teachers
  The article will be informed by the survey as well as use the qualitative data as support

- **Journal article:** Implementation of CLIL as innovation: Stakeholder perspectives