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EUROSYSTEM

KARL-FRANZENS-UNIVERSITÄT GRAZ
UNIVERSITY OF GRAZ



THE SUBJECTIVE WELLBEING OF CLIL TEACHERS IN AUSTRIA



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Aims

To investigate professional wellbeing of CLIL teachers in Austria
across educational settings

To understand factors which appear to contribute to CLIL
teachers 'floundering' or 'flourishing' in their professional roles

Discussion

What would you predict are some of the factors which affect whether a CLIL teachers flourishes or flounders in their professional role?



Key drives behind study

Huge popularity of CLIL in Austria

Relatively little about teacher perspective on CLIL

(for exceptions see: Doiz & Lasagabaster, 2018; Hüttner, Dalton-Puffer & Smit, 2013)

Little comparative work across settings (Primary, secondary, tertiary)

Lack of research into teacher psychology per se

Background

“CLIL has recently become something of a cult movement”

(Alan Maley in forward to Deller & Price, 2013)

Conflicting feedback about teachers in CLIL roles

*CLIL teachers can suffer threats to wellbeing from anxiety, low self-efficacy,
& identity ambiguity (Aiello et al., 2015; Moate, 2011; Pappa et al., 2017)*

*Yet other CLIL teachers see it as an exciting opportunity for growth, fits
beliefs, and positive relationships with students*

(Dafouz, Hüttner & Smit, 2016; Pappa et al., 2017)

Context of CLIL in Austria

CLIL in Austria used as umbrella term for content subjects taught in L2 incl. EMI

CLIL very popular in Austria – No national statistics but in HTL curriculum.
Estimates up to 75% secondary schools (Dalton-Puffer, 2015)

Austrian secondary teachers teach two subjects: Special situation

Implementation of CLIL in Austria does not follow a uniform pattern at any level
– ad hoc character in all settings (although see BHS)

Teacher professional wellbeing

Subjective Wellbeing (SWB) – “positive affect, lack of negative affect, and life satisfaction”
(Diener et al., 2003).

70% of teachers and lecturers say their health suffered because of their job
(Lovewell, 2012, p. 46)

Positive teacher wellbeing reduces risk of burnout and attrition
(Cenkseven-Önder & Sari, 2009; Milfont et al., 2008; Parker et al., 2012)

Teacher wellbeing core contributory factor to teacher effectiveness & learner achievement
(Barber & Mourshed, 2007; Caprara et al., 2006)

Reflecting on your professional wellbeing

- How explicitly do you attend to your own wellbeing?
- What do you think affects your wellbeing in the workplace?



Image: Pixabay

Overall study design

Sequential mixed method

Exploratory semi-structured interviews followed by nationwide online survey

Analysis of each educational level separately then comparative work (ongoing)

Began with pilot interviews at secondary level

Caveat – participants were all volunteers

Summary of data collected

In total: Interviews (N = 35); Survey (N = 352); Interview corpus 223733 words

Primary

- 6 Interviews
- 10 questionnaires responses

Secondary

- 22 interviews (12 AHS, 10 BHS)
- 123 questionnaire responses

Tertiary

- 10 interviews
- 219 questionnaire responses

Data analysis

- Individual vignettes for each participant
- Interviews analysed line-by-line using Atlas.ti
- Coding done by each researcher in turn building on previous code list
- Multiple rounds of coding and recoding until saturation point reached (Charmaz, 2006)
- Survey data prepared and being analysed in SPSS (ongoing)

Findings primary

Positive Factors

- General passion for CLIL
- CLIL was experienced as “fun”
- Relationship with students
- Teaching environment incl. own classroom
- Autonomy to design own schedule / flexibility

Negative Factors

- Generally high workload and preparation
- Language anxiety (L1 / Lx)
- Lack of administrative support
- Lack of appreciation
- Pressure of transition for secondary
- Parents as a stress factor

Findings secondary

Positive Factors

- Code Switching
- CLIL methodology
- Sense of personal growth
- Positive feedback students
- Good work relationships

Negative Factors

- Matura in CLIL subjects
- Spill-over into private lives
- Status of teachers in society
- Parental pressure

Ambiguous Factors

- Ad hoc implementation
- CLIL materials
- Teacher autonomy

Findings secondary

AHS and BHS

AHS

- Autonomous implementation: lack of structure and uniform guidelines
- CLIL subjects often lack material
- Code switching as natural part of CLIL
- Motivation: CLIL improves English
- Teacher identity

BHS

- Regulated implementation: lack of structure and uniform guidelines
- Discipline in English → Materials exist
- Code switching as natural part of CLIL
- Motivation: CLIL improves job prospects
- Professional identity

Findings tertiary

Positive Factors

- Career satisfaction
- Perceive prestige in role(s)
- Carefree attitude towards use of English
- No sense of responsibility for students language learning
- English natural in professional contexts

Negative Factors

- Higher workload at first
- High energy costs of speaking English
- Only 4 of 10 tertiary teachers “volunteered”

Ambiguous Factors

- Highly integrated lives
- Fulfilling multiple roles

Preliminary survey results

Demographic	Tertiary	Secondary
# total responses	219	123
Gender	Female: 54.5% Male: 44.7% Prefer not to answer: .08%	Male: 53.4% Female: 45.2% Prefer not to answer: 1.4%
Age	24 or younger: .05% 25-34: 20.1% 35-44: 30.6% 45-54: 30.1% 55-64: 18.7% 65-74: 0%	24 or younger: 2.4% 25-34: 1.6% 35-44: 21.1% 45-54: 19.5% 55-64: 30.1% 65-74: 24.4%
Years of Experience	1-3: 17.8% 4-6: 11% 7-18: 42.9% 19-31: 21% 32-40: 5% 41 or more years: 2.3%	1-3: 17.1% 4-6: 10.6% 7-18: 36.6% 19-31: 25.2% 32-40: 9.8% 41 or more years: .08%
L1(s)	German: 70.8% English: 12.4% Other: 16.8% (n = 16 total) Bilingual: 3.2%	German: 95.1% English: 2.4% Other: 2.4%

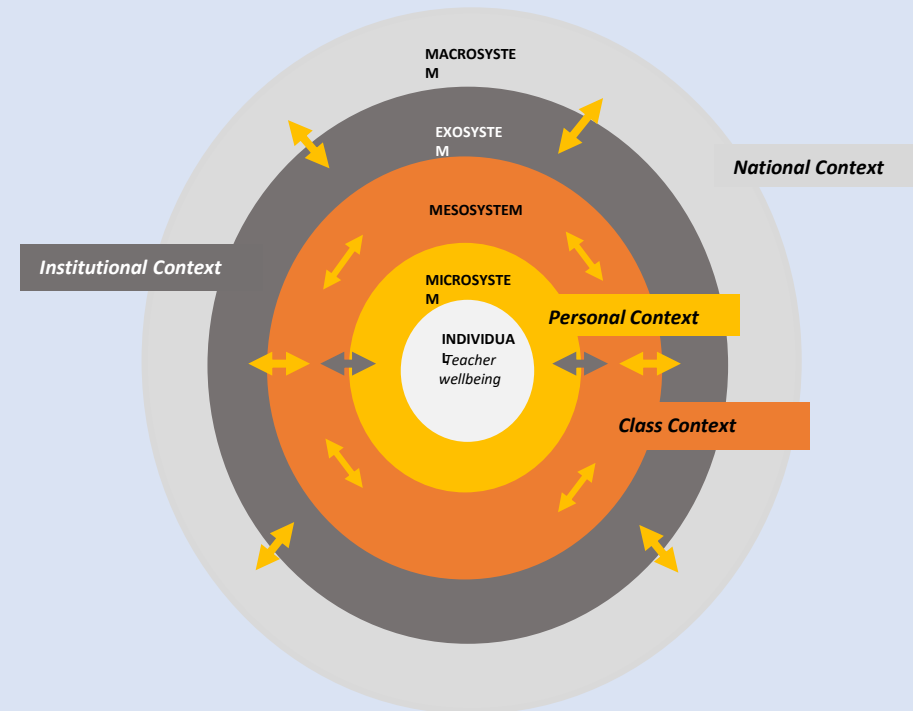
Question	Scale	Tertiary	Secondary	p-value
While teaching CLIL, how often do you feel positive?	Likert: 0-10 0 = Never 10 = Always	Mean: 7.88	Mean: 7.14	P<.01
While teaching CLIL, how often do you feel anxious or nervous?	Likert: 0-10 0 = Never 10 = Always	Mean: 2.49	Mean: 2.47	Not significant
How often do you achieve the important CLIL-related work goals you have set for yourself?	Likert: 0-10 0 = Never 10 = Always	Mean: 7.66	Mean: 6.53	P<.01
To what extent do you feel that your CLIL teaching is valuable and worthwhile?	Likert: 0-10 0 = Not at all 10 = Completely	Mean: 8.42	Mean: 7.06	P<.01
How satisfied are you with your relationships with CLIL colleagues?	Likert: 0-10 0 = Not at all 10 = Completely	Mean: 7.69	Mean: 6.89	P<.01
To what extent do you feel excited and interested by your CLIL teaching?	Likert: 0-10 0 = Not at all 10 = Completely	Mean: 7.28	Mean: 6.81	Approaching significance
In sum, how happy would you say you are with your CLIL teaching?	Likert: 0-10 0 = Not at all 10 = Completely	Mean: 7.79	Mean 6.85	P<.01

Question	Scale	Tertiary	Secondary	p-value
Teaching courses CLIL generally involves more work than teaching in other courses.	Likert: 1-7 1 = Strongly disagree 7 = Strongly agree	Mean: 3.79	Mean: 5.86	p<.01
I find that teaching CLIL has contributed negatively to my work-life balance.	Likert: 1-7 1 = Strongly disagree 7 = Strongly agree	Mean: 1.95	Mean: 2.73	p<.01
Teaching CLIL has generally enriched my professional life.	Likert: 1-7 1 = Strongly disagree 7 = Strongly agree	Mean: 5.34	Mean: 5.21	p<.05
I am free to decide how much English to use in my CLIL classes.	Likert: 1-7 1 = Strongly disagree 7 = Strongly agree	Mean: 3.38	Mean: 6.07	p<.01
My teaching approach is the same in my CLIL courses as it is in my other subjects.	Likert: 1-7 1 = Strongly disagree 7 = Strongly agree	Mean: 5.80	Mean: 4.91	p<.01
If I could live my life over, I would change almost nothing about my career path.	Likert: 1-7 1 = Strongly disagree 7 = Strongly agree	Mean: 4.69	Mean 5.08	p<.05
I have received adequate training to be a CLIL teacher.	Likert: 1-7 1 = Strongly disagree 7 = Strongly agree	Mean: 4.46	Mean 3.78	p<.05

In sum

CLIL teachers' wellbeing and influential factors part of a larger ecology –

Individual wellbeing is affected by issues at societal, national, institutional and classroom level



What we've learned so far:

- Ad hoc implementation of CLIL + and -
- Personal conviction and attitudes towards CLIL affect wellbeing positively when aligned
 - CLIL provides an opportunity for personal and professional growth
- Difference between AHS and BHS/Tertiary in perception of the purpose of CLIL
 - Material design - creativity and autonomy
 - Work-life balance for teachers is relative 😊



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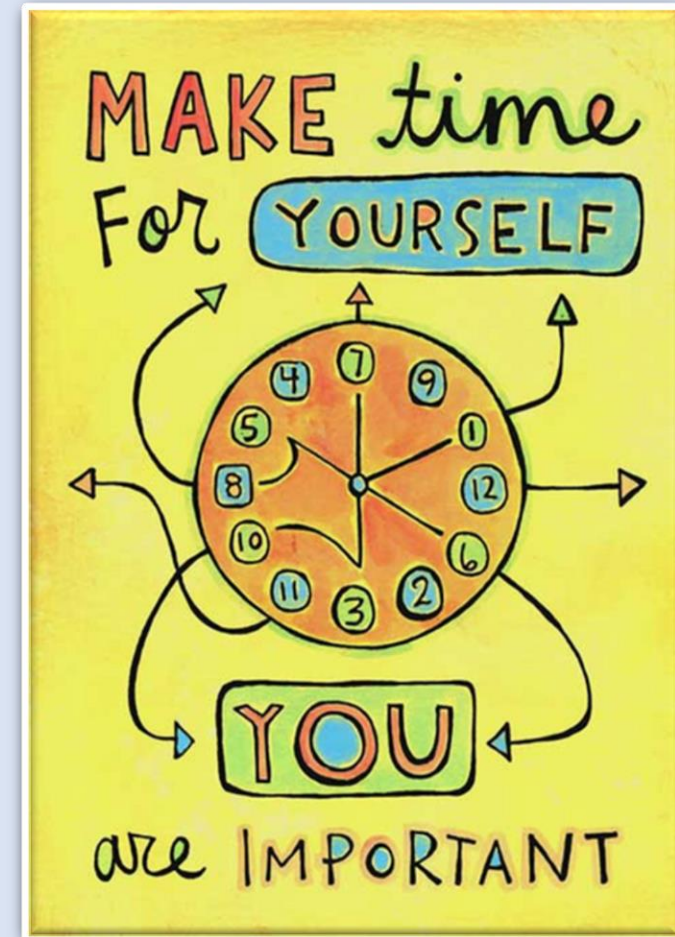


*Did these factors fit
with your initial
thoughts?*



Self-compassion is simply giving the same kindness to ourselves that we would give to others.

- Christopher Germer





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Thank you



If you wish to know more about our project, please feel free to email:

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