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<http://hdl.handle.net/1887/77223>

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Title: What's CLIL about bilingual education? A window on Content and Language Integrated Learning pedagogies

Issue Date: 2019-09-05

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Appendices





Appendix 1. Background variables considered for CLIL teachers only (chapter 4)

Variable	CLIL teachers(%) (N=218)
Years CLIL teaching experience	
0-2	22.4
3-5	26.8
6-10	28.8
11 or more	22
Hours per week teaching CLIL classes	
1-2	10.8
3-4	16
5-6	19.3
7-8	16
9-10	9
11 or more	28.3
Currently teach regular and CLIL classes?	
Yes	71.2
No	28.8
How became a CLIL teacher?	
Applied for a job	22.9
Asked to teach in the CLIL section	15.4
Invited by school management	52.3
Other	9.3
Completed a university Master CLIL program?	
Yes	15.1
No	84.9
Completed a University of Applied Sciences CLIL program?	
Yes	3.2
No	96.8
Followed CLIL training at school?	
Yes	55
No	45
Followed CLIL training by external institute?	
Yes	46.3
No	53.7
Native English speaker?	
Yes	18.5
No	81.5

Variable	CLIL teachers(%) (N=218)
Multi-lingual background?	
Yes	17
No	83
Highest formal certified level of English?	
C2 CEFR	44.2
C1 CEFR	15.9
Qualified English teacher	24.5
No formal qualification	15.4
Speaking ability	
Poor	0
Below average	1
Average	14.8
Good	33
Excellent	51.2
Listening ability	
Poor	0
Below average	0
Average	9.1
Good	34
Excellent	56.9
Reading ability	
Poor	0
Below average	1.4
Average	9.7
Good	25.1
Excellent	63.8
Writing ability	
Poor	0.5
Below average	4.8
Average	23.6
Good	38.5
Excellent	32.7

Appendix 2. Factor loadings of the Pattern Matrix based on Principal Component Analysis with Oblique Rotation for 28 items of the *CLIL-Q* (N = 296) (chapter 4)

Item	Literacies	Language	Scaffolding	Input
1. Helping students to recognize common <i>text structures</i> relevant to the subject.	.68			
2. Providing students with tasks in which they learn to apply reading strategies.	.68			
3. Helping students to recognize <i>text features</i> specific to a subject.	.61			
4. Providing students with tools that help direct their attention to what is important in information sources.	.60			
5. Helping students to notice the purpose for which subject-specific <i>text types</i> are written.	.60			
6. Providing students with feedback about the fluency of their language.		-.76		
7. Providing students with feedback to produce more accurate forms of spoken language.		-.71		
8. Encouraging students to provide feedback about <i>language</i> on their own and others' work.		-.70		
9. Formulating <i>language</i> goals when planning lessons.		-.69		
10. Activating students' prior language knowledge about a topic.		-.60		
11. Grading students' language use in oral assignments.		-.58		
12. Providing students with speaking scaffolds when setting speaking tasks.		-.58		
13. Urging students to only use the language of instruction in class.		-.54		

Item	Literacies	Language	Scaffolding	Input
14. Working together with English teachers when preparing lessons.		-.49		
15. Asking students to explain their reasoning.			.74	
16. Using different kinds of questioning to help students understand content.			.60	
17. Providing students with tools that help them to organize, understand and record what they observe.			.52	
18. Activating students' prior <i>content</i> knowledge about a topic.			.50	
19. Making use of body language while teaching to enhance student understanding.			.48	
20. Providing students with tasks that help them to use subject-specific terms that are key for a lesson.			.48	
21. Asking students to change content from one form into another.			.40	
22. Selecting authentic materials for my lessons.				.73
23. Creating my own lesson materials.				.72
24. Providing students with different kinds of content.				.71
25. Using different types of assessments.				.63
26. Drawing links between study content and local and global issues.				.53
27. Using visual aids while teaching.		.38		.53
28. Providing students with input from a range of perspectives.				.53

Note: Factor loading <.3 are not shown.



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