

Unterberger, Barbara. 2008. *CLIL Programmes in Theory & Practice: Benefits, Objectives and Challenges of CLIL & an Evaluation of 'The Dual Language Programme'*. MA Thesis, University of Vienna.

Abstract

The fact that today's world is rapidly turning into a mixed global village does not only shape society at large, but also transforms educational systems. Since life in a mixed society inevitably influences teaching and learning, a new educational approach emerged with the aim to equip students with skills necessary to study and work in a globalised world. *Content and Language Integrated Learning* (CLIL) is answering the call of the global age as it prepares learners with integrated education for the demands of an integrated society (Mehisto et al. 2008: 10/11). In CLIL classrooms content subjects are taught through a foreign language which neutralises the traditional separation of content and language teaching.

In order to provide an overall picture of CLIL education, this diploma thesis does not only offer an exhaustive definition of the approach, but also identifies similarities and differences between CLIL and related approaches. Moreover, it traces the historical roots of bilingual education and examines various socio-political developments which fostered the introduction of CLIL programmes. Additionally, the rationales for the approach receive special attention as CLIL teaching is regarded to reduce foreign language anxiety, increase motivation and provide learners with a naturalistic learning environment. Although the approach offers a broad spectrum of advantages, there are potential difficulties regarding the successful implementation of CLIL programmes. These obstacles and challenges are also discussed.

The second part of the thesis adds findings to the growing body of CLIL research by presenting the results of an evaluation study on a CLIL programme in Vienna called *Dual Language Programme* (DLP). The study was commissioned by the Vienna Board of Education and its aim was to capture the impressions, attitudes and experiences of the stakeholders involved. Therefore, interviews were conducted with principals, native speaker teachers and subject teachers. Additionally, questionnaires were filled in by students and their parents. An analysis of the qualitative and quantitative data provided illuminating insights into various aspects of the programme and thus revealed benefits, objectives and challenges for organisers, teachers, students and parents.

In sum, this thesis does not only present an overview of the historical and theoretical background of CLIL education, but also provides an empirical perspective upon it. By cross-linking the theoretical framework with the empirical findings, a comprehensive picture of CLIL education emerges.