



Using CLIL to support teacher language awareness in the Irish language in English-medium primary schools: An analysis of the impact on second language teaching and learning competency.

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Abstract

Title: Using CLIL to support teacher language awareness in the Irish language in English-medium primary schools: An analysis of the impact on second language teaching and learning competency.

This study sought to examine CLIL as a mechanism to enhance teacher language awareness (TLA) in English-medium schools in the Republic of Ireland. The potential of this enhancement of TLA is to support teachers' own language proficiency together with their second language teaching and learning competency. The benefits of a CLIL approach for the learner have been clearly established across international research including studies undertaken by Fernandez-Fontecha (2014); Dalton-Puffer (2007, 2008); De Diezmas (2016); Gierlinger and Wagner (2016); Harris and Ó Duibhir (2011) and Morton (2015). The benefits of employing a CLIL approach are less clear for teachers. This is not only a deficit in current research but also a significant missed prospect in the exploration and promotion of CLIL and its associated opportunities for the development of successful language teacher identity as well as related improvements in second language learning classroom practice overall.

The research aims of this study were realised through the application of a pragmatic lens employing a case study research design to explore the coupling of CLIL with the Irish language and the subsequent implementation efforts in primary classrooms in the Republic of Ireland. Five primary school teachers' interactions with CLIL were documented. A mixed methods approach was utilised to collect data and included the use of self-assessments, formal assessments, focus groups and reflective exercises to chart the journey of participants as they engaged with CLIL approaches in their classrooms. Participant-informed perspectives provided a context as to what the impact of employing a CLIL approach was for the teacher as well as what is achievable for Irish language CLIL-based teaching and learning within the English-medium school context.

Five distinct themes emerged from the data collected from this study. The first three themes explored the influence of employing CLIL in the classroom on teachers' own language self-efficacy as well as their professional beliefs. The final two themes explored firstly the essential knowledge base that is required by teachers to successfully implement CLIL practices before finally discussing the needs as well as the opportunities to support the development of this essential knowledge base across the micro-, meso- and macro-levels of a teacher's ecosystem.

Conclusions supported a series of recommendations grounded in achievable and realistic proposals that are based on the informed perspectives of participants of this study. The advantage of employing a CLIL approach to the development of appropriate teacher language awareness is clear. Benefits of employing a CLIL approach include a positive influence on teachers' language self-efficacy as well as a strengthening of professional identity emergent from the enhancement of teachers' professional beliefs which support improved language classroom practices. The possibilities for CLIL implementation across the primary school system are grounded within the participant-informed perspectives collated from this study. A host of current education processes currently in use by schools in the Republic of Ireland are opportune for the support of CLIL implementation on a larger scale, the result of which would undoubtedly support improved Irish language teaching and learning experiences together with learner outcomes.

Declaration

I hereby declare that:

This thesis is my own work. All quotations from other sources are duly acknowledged and referenced. This document as a whole is not the same as any that I have previously submitted or am currently submitting, whether in published or unpublished form, for a degree, diploma, or similar qualification at any university or third level institution. I am the author of this thesis.

Signature: *Pádraig Fahey*

Date: 03/06/2021

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List of Abbreviations

Content and Language Integrated Learning (CLIL)
Initial Teacher Education programmes (ITE)
National Council for Curriculum and Assessment (NCCA)
Organisation for Economic Co-operation and Development (OECD)
Department of Education and Skills (DES)
Department of Education (DE) *as of a 2020 Government of Ireland reorganisation of departments*
Newly qualified teacher (NQT)
Irish National Teachers' Organisation (INTO)
Second language (L2)
European Language Portfolio (ELP)
European Portfolio for Student Teachers of Languages (EPOSTL)
Common European Framework of Reference for Languages (CEFR)
Teacher language awareness (TLA)
Professional development (PD)
Subject-matter knowledge (SMK)
Willingness to initiate communication (WTC)
Foreign language anxiety (FLA)
Content-based language instruction (CBI)

CHAPTER ONE: INTRODUCTION

'Irish was taught to a good or very good standard in only half of the primary classrooms inspected, and that in a third of classrooms, Irish was taught through the medium of English. Pupils in just over half of lessons were able to express themselves satisfactorily in Irish'

Government of Ireland (2010: 11)

1.1 CONTEXT

Within its most recent history the Irish language finds itself as a second language (L2) for a majority of its teachers and learners. Irish has been one of the core subjects of the Irish primary school system since the foundation of the State. It has historically, and presently, a turbulent relationship with the education system with some positive aspects but also numerous challenges to the use and promotion of the language by teachers and pupils.

Within initial teacher education programmes (ITE) at present, Nic Eoin (2016) identifies several opportunities to strengthen teacher language competency as well as challenges to teacher competency development including:

- the need to effectively link professional Irish language courses and pedagogy courses which are properly weighted with academic credits as opposed to being linked to various other elements of the ITE programme
- the lack of an Irish language syllabus that involves learner awareness, involvement and autonomy.

With regard to practising teachers, the *National Council for Curriculum and Assessment*¹ (NCCA) (2008b: 151) notes that 'teachers' own lack of interest and competence in Gaeilge [the Irish language]' is one of the key language challenges that has resulted in negative language attitudes overall. This report highlights teachers who are unsure of how to support:

¹ The NCCA is a statutory body of the Department of Education of the Republic of Ireland who advise the Minister for Education on:

- curriculum and assessment for early childhood education, primary and post-primary schools
- assessment procedures used in schools and examinations on subjects which are part of the school curriculum of the Republic of Ireland.

- children’s lack of confidence in speaking the Irish language, which was reflected in their reluctance to speak it aloud
- children who do not have English or Irish as a first language
- opportunities for all children to practise and develop their speaking skills
- the needs of children with speech and language difficulties
- the needs of children who come to school with limited English vocabulary
- the precise use of language areas such as sentence structure, pronunciation, and inter-language skills
- the area of grammar
- children’s underdeveloped language skills.

The culmination of challenges is summarised in the most recent *Chief Inspector’s Report* (2013) & (2018).

Aspect of Teaching & Learning Observed	Period (2010 – 2012)	Period (2013 – 2016)
The quality of learning	24% less than satisfactory	26% less than satisfactory
Pupils have an opportunity to learn from talk and discussion	22% are less than satisfactory	23% are less than satisfactory
Appropriate teaching approaches used	20% less than satisfactory	22% less than satisfactory
Appropriate assessments are used	35% less than satisfactory	35% less than satisfactory

Table 1.1 Summary of findings of the *Chief Inspector’s Report* (2013) & (2018)

The above illustrates a steady decline in teaching and learning practices in relation to the Irish language over a significant period of time within the primary education sector. Despite this noticeable decline in classroom practices, the education context within which the Irish language is operating at present continues to evolve. The Department of Education has implemented significant recent education policy and strategy in support of the revitalisation of the language including through the discrete education goals of

the *20 Year Strategy for the Irish Language*² (2010). Content and language integrated learning (CLIL) has been identified as a basis for achieving partial immersion in English-medium schools in the Republic of Ireland. The enactment of several CLIL initiatives demonstrates the centrality of its position in Department of Education Irish language developments going forward. Coyle et al. (2010: 1) define CLIL as:

'A dual focused educational approach in which an additional language is used for the learning and teaching of both content and language. That is, in the teaching and learning process, there is a focus not only on content, and not only on language. Each is interwoven, even if the emphasis is greater on one or the other at a given time.'

CLIL approaches to language teaching and learning are effectively embedded within education systems internationally and while its use in the Irish education system has been limited to date, its presence has been expanding in recent years to the point where it now occupies a space within the integrated language curriculum, *Primary Language Curriculum* (2019), of primary schools in the Republic of Ireland today. The implementation of CLIL is in its infancy in relation to the Irish language, however. Some scholars (e.g., Ní Chróinín et al., 2016; Ó Ceallaigh et al., 2017) have explored opportunities in CLIL implementation in the Irish context. There are nonetheless challenges to successful CLIL implementation identified in this research also, most notably in relation to the language competencies of teachers and the associated potential barriers to successful practices therein. Notwithstanding these challenges, the benefits of a CLIL approach to language teaching and learning are internationally regarded and have resulted in almost all countries within the European Union adopting CLIL approaches. The core aim of this research is the examination of CLIL as a mechanism to enhance teacher language awareness³ (TLA) in English-medium schools in the Republic of Ireland. This enhancement of TLA has the potential to support

² *The 20-Year Strategy for the Irish Language 2010-2030 was published in 2010. It lays down the Irish Government's strategy for the promotion of the Irish language across a number of broad themes including:*

- *increasing the knowledge of the Irish language*
- *creating opportunities for the use of the Irish language*
- *fostering positive attitudes towards its use.*

A content and language integrated learning (CLIL) approach to Irish language teaching and learning is identified within the strategy as a key education goal to provide partial immersion to English-medium schools in the Republic of Ireland.

³ *Andrews and Svalbery (2017) describe teacher language awareness as a teacher's cognition (knowledge and viewpoints) about language in general as well as more specifically relating to the language they teach.*

teachers' own language proficiency together with their language teaching and learning competency that could potentially combat several of the issues facing the Irish language today.

1.1.1 HISTORICAL CONTEXT OF THE IRISH LANGUAGE

A contextualisation of the Irish language, its history as well as the current space within which it operates is necessary to provide a deeper understanding of not only the challenges the language has faced but also to provide a background to current efforts at supporting the language today. *Údarás na Gaeltachta* (2021⁴) describes the Irish language is one of the oldest written and historical languages in the world. It has a rich history as well as a tragic one. A brief historical context is first presented here which charts major milestones, policy changes and challenges for the language over the past approximately two centuries. This is followed by an education-specific focus to provide a clear perspective for the purposes of this study.

The Irish language belongs to the Celtic branch of the Indo-European languages and is thought to have been introduced by the invading Gaels in about 300 BC (Ó Siadhail, 1989). Subsequently this Gaelic language extended to Scotland and the Isle of Man and now the term Gaelic may be used to encompass all three languages. Up until the 16th century, Irish was the most common language in Ireland; however, following the suppression of the Irish aristocracy and the social and literacy influences of the English colonists in the 17th century, English began to dominate (O' Siadhail, 1989). The decline of the Irish language was further increased by The Great Famine (1845-49) which led to death and subsequent emigration of the poorer rural classes, particularly from regions officially recognised for having Irish as the majority language, known as the Gaeltacht. With the increase in prestige gained by English due to its association with prosperity, employment and progress and the perceived association between the Irish language and poverty and economic deprivation, the growth of the English language after 1800 was rapid. This was amplified by the establishment of English-based primary schools in 1831, where the Irish language was excluded from the curriculum, even banned as a means of instruction for children who had no English. Therefore by 1900, 90% of the

⁴ *Údarás na Gaeltachta* (2021) <https://udaras.ie/en/our-language-the-gaeltacht/history-of-the-irish-language/> accessed 18/04/2021

population spoke only English, and the remaining 10% were bilingual. Figure 1.1 highlights the rapid decrease in Irish-speaking areas in Ireland from 1851 to 2011.

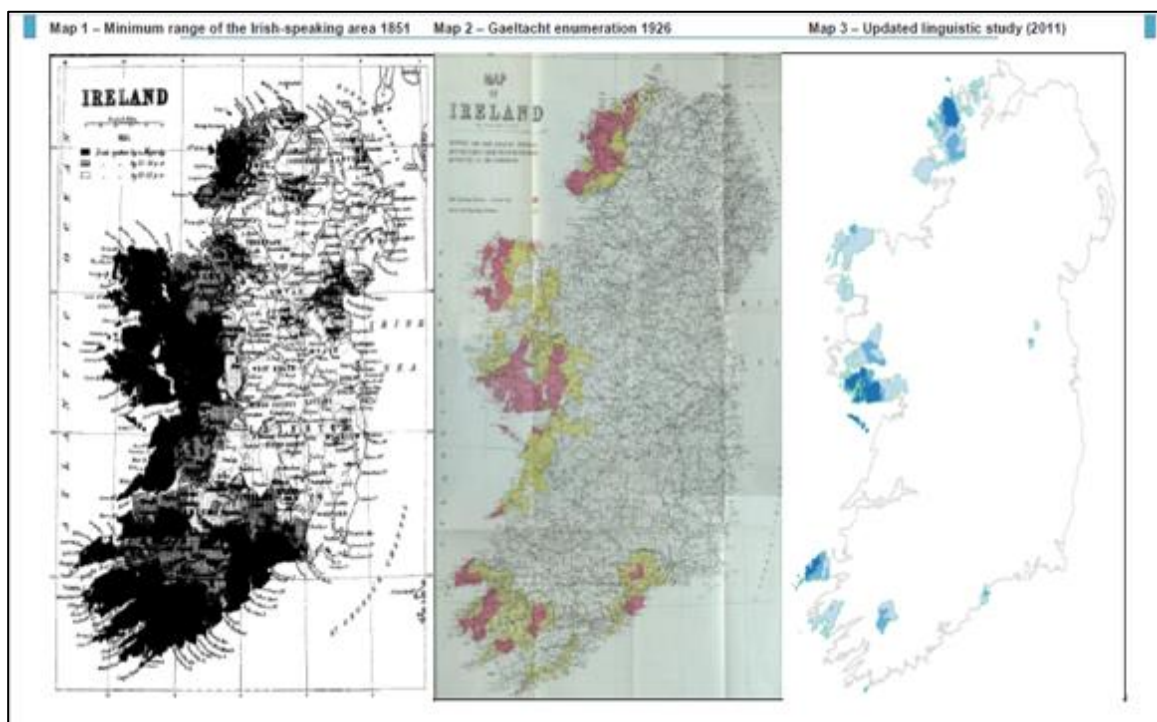


Figure 1.1 Range of Irish-speaking areas in Ireland, 1851 – 2011, Oireachtas (2016)

The most recent *Census 2016* (2016⁵) of the Republic of Ireland portrays a positive context for the Irish language at present with 1,761,420 people reporting they could speak the language. However, a deeper analysis of this figure shows that of the 1,761,420 persons who answered yes to being able to speak Irish, 418,420 stated they never spoke the language, while a further 558,608 indicated they only spoke it within the education system. Of the remaining number, 586,535 people reported they spoke Irish less often than weekly, 111,473 spoke weekly while just 73,803 persons spoke Irish daily. There has been significant efforts on a national level to bolster the language and support its accessibility and promote its use throughout the Republic of Ireland. These efforts include the establishment of the Irish language as the first national language of the Republic of Ireland, as established in *Bunreacht na Éireann* [Constitution of Ireland] (1937). Its status as the first language of the country has resulted in the creation of Government language legislation and language policy as well

5

<http://www.cso.ie/en/media/csoie/newsevents/documents/pressreleases/2017/prCensussummarypart1.pdf>
Accessed 18/04/2021

as the establishment of language development agencies over the past century and beyond. A timeline of the Irish language exploring the period 1845 – present is outlined in Appendix A and provides a comprehensive account of these developments in support of the language.

While significant resources and efforts have been employed to support the Irish language as a living language today, census figures clearly present a need for action to revitalise efforts at increasing both the number of Irish language users as well as the frequency of everyday use of the language. Within the education context, while challenges persist, efforts to support the Irish language are no less numerous.

1.1.2 EDUCATIONAL CONTEXT FOR THE IRISH LANGUAGE

The teaching of L2 languages has been a feature of the Irish primary curriculum since the foundation of the State. The recognition of the Irish language as the first national language of the State is enshrined in *Bunreacht na hÉireann* (Article 8[1]: 1937). It nevertheless finds itself as an L2 language for the majority of the population since the Irish Famine and mass emigrations in the mid/late-nineteenth century.

The national school system was established in Ireland in 1831 and with it came the introduction of a curriculum which gave no mention to the Irish language or its usage. It was not until 1904 that a bilingual education programme was introduced for Irish speaking areas that the language was introduced in the education system. With the establishment of the Irish Free State, and subsequently the Republic of Ireland in 1937, the Irish language was given official recognition as the first national language of the State. Developments within the education system stemmed from this recognition; however, it was not until the publication of the *Education Act 1998* that the Irish language was given significant legal standing within the education system. The act set out obligations for state education bodies to contribute to the maintenance and promotion of the language. While elements of CLIL have existing in Irish language education policy for decades, it has only in recent years been given formal recognition as a unique and potentially innovative language teaching and learning approach. This stemmed from the education goals of the *20 Year Strategy*, already outlined. The identification of CLIL as an ‘effective way to increase exposure to Irish by creating authentic contexts for children to use the language’, *Primary Language Curriculum*

(2019: 41), has only just begun a long journey of exploration for Irish language teaching and learning. A comprehensive timeline of Irish language policy development within the education system is outlined in Appendix A.

1.2 RATIONALE OF THIS STUDY

With the publication of the *20 Year Strategy for the Irish Language 2010 – 2030* (2010) has come a significant period of positive initiatives being undertaken to reinvigorate efforts to improve learning experiences and learner outcomes in relation to the Irish language. Its ambitious goals for the Irish language across thirteen objectives encompass Government legislation, public services, supports for Irish speaking communities as well as Irish in the education system contrast to the current environment within which the Irish language operates. Education objectives include the expansion of innovative approaches to teaching and learning of the Irish language to include partial immersion opportunities in English-medium schools. This objective in particular has been developed against a challenging backdrop. The *Harris Report* (2007) found a marked decline in teachers' confidence with almost 25% of teachers in English-medium schools rating their own standards of spoken Irish as weak. Together with this worrying statistic is the decline in Irish language learning experiences detailed in two most recent *Chief Inspectorate's Reports* covering periods 2010-2012 and 2013-2016.

While the current education context of the Irish language is challenging, the recent focus on CLIL and its exciting applications for a renewed vigour for Irish language teaching and learning is an area of significant research interest at present. The finalisation of a new language curriculum has put a focus on the integration and cross-language skills of English and Irish for primary school pupils. The *Primary Language Curriculum* (2019) provides a refreshing focus on Irish language learning from a learning outcomes perspective. Within this curriculum, the use of a CLIL approach has been identified as one of several key principles of successful language learning. The *20 Year Strategy's* education objective of offering partial immersion to pupils as well as the identification of CLIL as a key principle of successful L2 practice has undoubtedly brought attention to CLIL processes. Coupled with this new curriculum development, the Department of Education has initiated a *CLIL project* (2019) as an initial step to achieving partial immersion in English-medium schools. While this focus on CLIL is to be welcomed, especially given the internationally recognised benefits of such an

approach, further explored in chapter two, to pupil language learning experiences, the Irish language CLIL journey has just begun to explore CLIL and its potential for the Irish language. CLIL studies undertaken internationally demonstrate successes in language teaching and learning, De Diasmez (2016), Gierlinger and Wagner (2016) and Tedick and Cammarata (2012). This research seeks to provide a deeper analysis of CLIL within the unique context of the Irish language. Specifically, this research sets out to explore its possible benefits for the teacher and, in particular, its potential to develop and progress TLA and associated target language proficiency as well as language teaching and learning competency in support of successful Irish language classroom experiences.

1.2.1 PERSONAL RATIONALE FOR THIS STUDY

Personal investment in the subject of CLIL comes from a lifelong interest and affinity for the Irish language as well as a desire to continually improve my own Irish language proficiency together with my language teaching and learning skills overall. I have always had an interest in innovation in Irish language curriculum provision. I have continually sought to hold the Irish language at the centre of my classroom practices and to provide a supportive atmosphere where pupil language skills could develop. This has included experimentation with Irish language teaching including using aspects of CLIL provision (admittedly without having a full professional knowledge of CLIL at the time). In relation to my own language skills, the Irish language has been a second language for me throughout my education. I believe that while a process of exploring the opportunities within CLIL provision has begun in the Irish education sphere, there is a journey ahead that, if successfully taken, could lead to improved Irish language access and opportunities for both teachers and pupils.

1.3 AIM OF THIS STUDY AND RESEARCH QUESTION

Building from this rationale, the aim of this study is the examination of CLIL as a mechanism to support and enhance TLA in English-medium schools in the Republic of Ireland. The potential of this enhancement of TLA is the progression of teachers' own language proficiency together with their language teaching and learning competency. The benefits of a CLIL approach for the learner, as will be presented in the literature review further on, are clear. This study aims to analyse the benefits of CLIL more

deeply for the teacher in order to support a renewed focus and innovation in Irish language teaching and learning.

The central research question that grounds the aim of this study presented a comprehensive proposal to capture this analysis of CLIL in the Irish primary school context.

How does the adoption of a CLIL approach influence teachers' language awareness and subsequent Irish language teaching and learning competence in English-medium primary schools in the Republic of Ireland?

A series of embedded questions emerged in support of the exploration of this core research question. These embedded questions explore a contextualised rationale for the implementation of CLIL approaches while at the same time support the construction of a deeper understanding of opportunities as well as challenges of implementing a CLIL approach in English-medium primary schools in the Republic of Ireland.

- *What is the impact of employing a CLIL-based approach in the primary classroom on teachers' own Irish language proficiency?*
- *What is the impact of employing a CLIL-based approach on teachers' competence in Irish language teaching and learning?*
- *What CLIL professional knowledge is needed by primary school teachers to support their efforts in implementing CLIL in the English-medium classroom?*
- *What opportunities are present to support teachers in their efforts to implement CLIL approaches in support of successful language teaching and learning practices?*

These embedded questions combine to provide a scaffold for this study and its analysis of the impact of CLIL itself on teachers' own L2 teacher identity as well as their language awareness from a participant-informed perspective.

1.4 SUMMARY OF RESEARCH STRATEGY

The research aims of this study were explored through the application of a pragmatic lens employing a multiple case study research design to explore CLIL efforts in context. Five primary school teachers' interactions with CLIL were documented through data collection and analysis. A mixed methods approach was utilised to collect data and included self-assessments, formal assessments, focus groups and reflective exercises. This data collection was conducted pre- and post- a CLIL intervention exploration as well as semi-continuously during the CLIL intervention itself. Through this case study approach, participants' informed perspective further outlined what is achievable for Irish language CLIL-based teaching and learning provision within the English-medium school context. This thesis provides a detailed account of the outcomes of this study, firstly exploring key theory behind the construct of the CLIL and the L2 teacher and then moving to an account of the research design, data collection and analysis. Finally, conclusions and recommendations on the outcome of this study are provided.

1.5 THESIS STRUCTURE

The literature review is outlined across chapter two and three. Chapter two provides a refinement of the definition of CLIL already outlined above. A strong rationale for CLIL is established with its positive benefits for both the learner as well as the teacher presented. The latter part of this chapter then unpacks CLIL further. It identifies core pedagogical principles of CLIL (as well as key considerations of CLIL and science in support of the intervention phase of the project). Finally, this review of CLIL literature provides several CLIL quality assurance tools supportive of the research design. Chapter three moves to a focus on the teacher. It first outlines the current landscape of teacher identity and specifically L2 teacher identity. A viable framework to support the exploration of L2 teacher identity is established and employed to demonstrate how successful L2 teacher identity supports language teaching and learning through the establishment of successful teacher language awareness that supports teacher competency in the CLIL classroom.

Following this is the research design outlined in chapter four. The research process of this study centres around a case study analysis of teacher language proficiency and language classroom competency. A pragmatic paradigm shapes the exploration of embedded questions, the study charting the journey of five participants, primary school teachers working within English-medium schools in the Republic of Ireland, as they set out to establish and embed a CLIL-based approach in their classrooms via the teaching of science through the medium of the Irish language (through an expansive intervention period). The employment of CLIL approaches is monitored throughout to both ascertain any resultant influences on participants themselves as well as to provide an account of what is achievable within the CLIL sphere to support innovative Irish language teaching and learning.

Chapter five and six present the data that emerged from this study. Distinct but interrelated themes emerge from the data. Chapter five focuses on the participants and their journeys as L2 teachers. Self-efficacy and belief systems are discussed, concepts closely linked to successful professional identity formation. Chapter six then explores knowledge and conceptual changes that emerged for participants in relation to their practices. This chapter concludes with a participant-informed perspective as to how this knowledge base can be supported to bring about conceptual change in support of overall CLIL and language classroom practice. The exploration of these themes provides a robust rationale for the implementation of CLIL within the Irish primary school system given its many benefits.

Chapter seven provides a conclusion of the study and sets out a series of recommendations that emerge from the data analysis that are grounded in achievable and realistic proposals that are based on the informed perspectives of participants of this study. Across the embedded questions a series of conclusions are underscored. The advantages of employing a CLIL approach to teachers' own language awareness are clear with benefits including a positive influence on language competency and awareness leading to overall enhanced language teacher identity and subsequent classroom practices. The possibilities for CLIL implementation across the primary school system are also identified with a host of current education processes currently in use by schools in the Republic of Ireland opportune for the support of CLIL implementation on a larger scale in support of improved Irish language teaching and learning experiences and outcomes.

CHAPTER TWO: WHAT IS CONTENT AND LANGUAGE INTEGRATED LEARNING (CLIL)?

Given the centrality of CLIL to the education goals of the *20 Year Strategy for the Irish Language* (2010), this chapter is dedicated to an exploration of CLIL as a discrete and distinct teaching and learning approach. The historical context of CLIL is first established before progressing to its use in both the international and national context. After this contextualisation, a more in-depth focus on CLIL theory and practice (including CLIL in the science classroom) is presented to provide a broad and informed account of key intricacies of the approach.

2.1 DEFINING CLIL

Language immersion programmes have been highly prized as educational approaches since the publication of Peal and Lambert's (1962, cited in Ouazizi, 2016) study which shows that bilingual pupils achieve higher scores on verbal and non-verbal testing compared to monolingual pupils. Language programmes became numerous, and this variety is evident throughout the research literature. Figure 2.1 presents language immersion programmes on a continuum in terms of aims and focus.

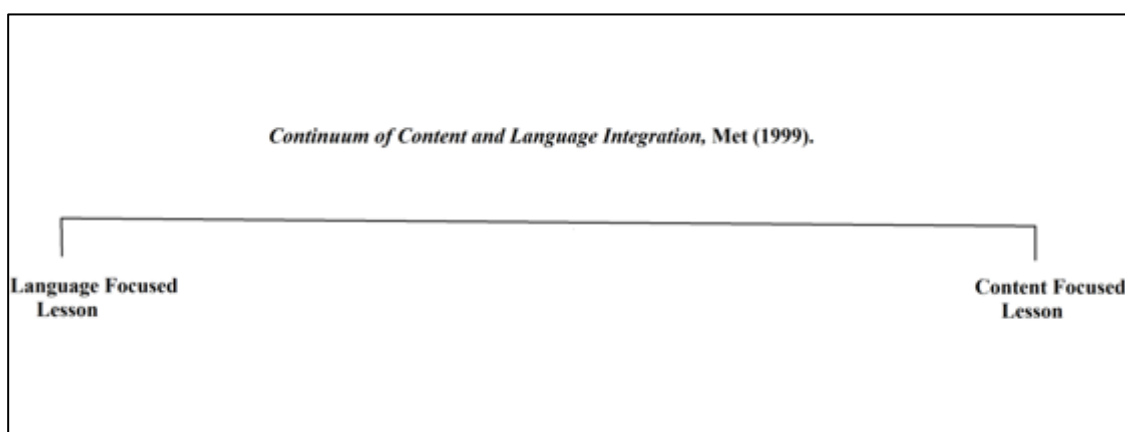


Figure 2.1 The Language Learning Continuum

Ó Ceallaigh (2017) further identifies subsections of the continuum presented, further adapting Met (1999) to present and compare the various approaches to second language

(L2) teaching and learning. Figure 2.2 further arranges each of these language approaches on the continuum.

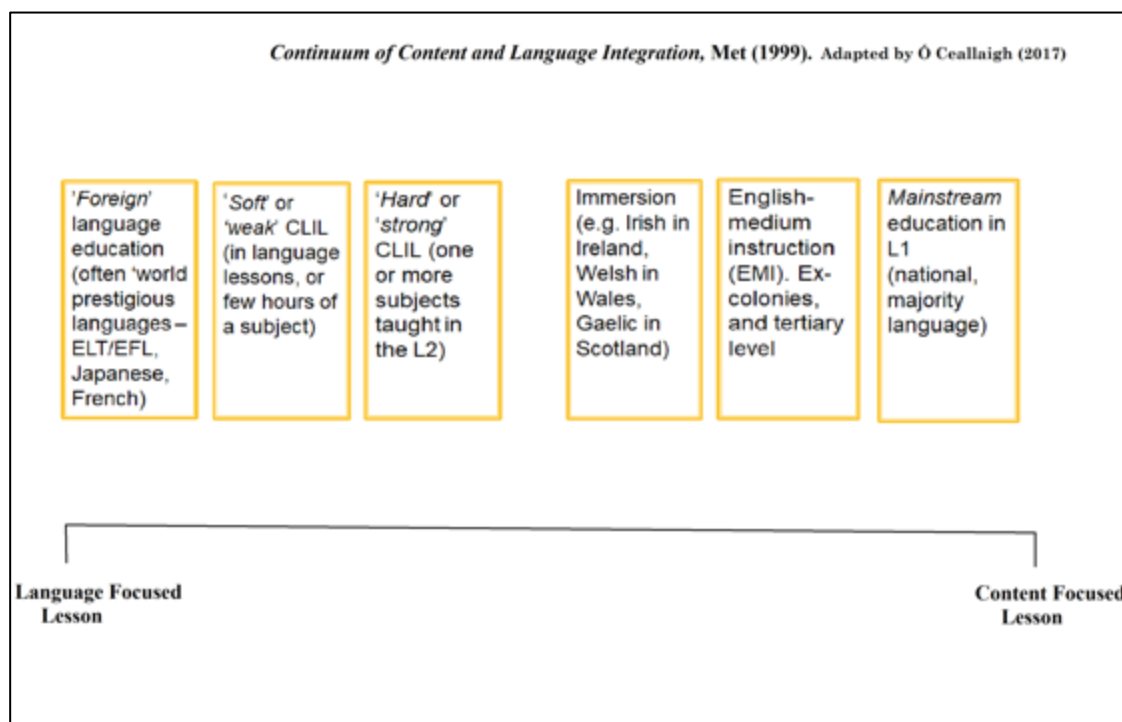


Figure 2.2 Continuum of Content and Language Integration

Within the language learning continuum is the focus on either extreme of language or content. Language-focused learning is supported by solid language learning objects with a focus on vocabulary, grammar, and discourse. Content is merely a practice of these language skills. Content-focused learning is the opposite of this, with little focus on language development objectives or providing development of key language skills but rather expanding knowledge on select subject content. Since the early 1990s the European Union (EU)'s focus to achieving its stated language skills aims relies on a CLIL approach. As already discussed, Coyle et al. (2010: 1) define CLIL as:

'A dual focused educational approach in which an additional language is used for the learning and teaching of both content and language. That is, in the teaching and learning process, there is a focus not only on content, and not only on language. Each is interwoven, even if the emphasis is greater on one or the other at a given time.'

This definition of CLIL is universally accepted, used, and furthered by numerous researchers. Marsh and Martín (2012) describe CLIL as a knowledge triangle of integrated education, research, and innovation where content and language goals are

pursued within an understanding of pupil cognition. Figure 2.3 positions CLIL on the language learning continuum, discussed previously, in line with the above definitions. Neither content nor language takes precedence in CLIL programmes but rather are dually and equally emphasised.

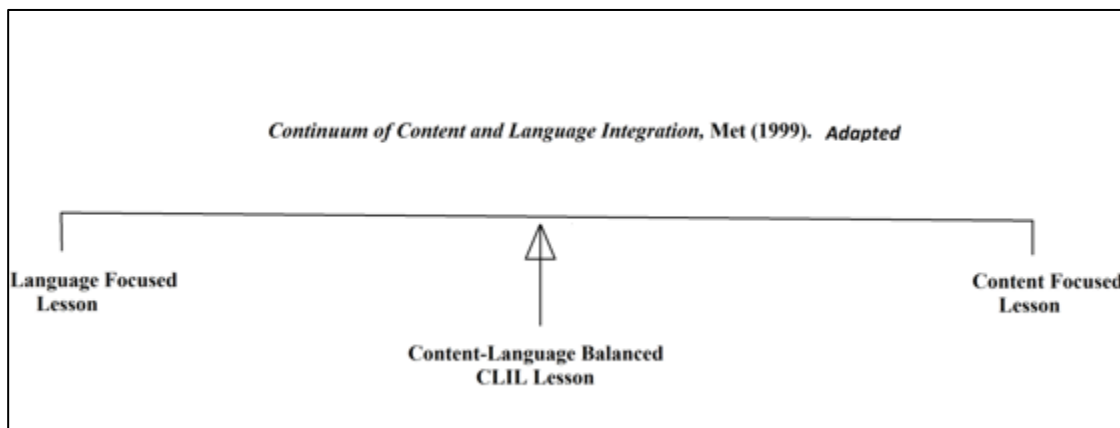


Figure 2.3 CLIL on the Language Learning Continuum

Tedick and Cammarata (2012) and Ruiz de Zarobe and Jiménez Catalán (2009) explore how CLIL was conceived out of its compatibility with EU language policies and multilingualism as well as the EU’s call for plurilingualism and globalisation within *The Knowledge Age*. Eurydice (2006) advocates for CLIL in that it fulfils these two language objectives. Pérez Cañado (2012) emphasised the push of CLIL in Europe due to reactive reasons although Pérez Cañado (2016) later further identified CLIL as the proactive approach to the EU’s presented language challenges.

2.1.1 CONTENT AND LANGUAGE INTEGRATED LEARNING v CONTENT-BASED INSTRUCTION

CLIL is not a new phenomenon but rather has roots in language immersion programmes of North America and, in particular, Canadian immersion programmes of the 1960s. Pérez Cañado (2012) highlights that despite this the advantages and disadvantages of bilingualism in North America cannot be simply transposed to the European context given that CLIL is very much setting specific. Despite this it is recognised that CLIL is closely linked to content-based language teaching and immersion programmes and, in particular, Content-Based Language Instruction (CBI). Both CLIL and CBI are often found to be interchangeable in research and exploration throughout the literature while others argue that the two are distinct approaches to language and content learning which

give rise to very different learning experiences and outcomes. Banegas (2016) highlights the lack of conceptual clarity for both CLIL and CBI as distinct programmes as adding to this ambiguity. A comprehensive overview of their individual and collective attributes is needed before fully investigating CLIL as a language learning approach to clarify this confusion in the literature and ensure a focused approach to critically reviewing CLIL as the central approach for this research, especially given that CLIL is identified as a European phenomenon and that this research is taking place within a European (Irish) context.

Various definitions are available for both CLIL and CBI. Cenoz (2015: 22) cites their common characteristic in that ‘they use non-linguistic content as a vehicle for promoting L2 proficiency.’ CBI and CLIL programmes share several essential properties:

- a second or additional language is used as the medium of instruction
- they aim at multilingualism, pluralism, and enrichment and not at assimilation
- most programmes are aimed at children who have the majority language as their first language (L1).

Finally, both CLIL and CBI share fundamental theoretical and philosophical underpinnings of language and content integration (Tedick and Cammarata 2012).

While CBI and CLIL may share similar philosophical and theoretical underpinnings, some CLIL researchers insist that CLIL is different from CBI as:

“CLIL espouses a stronger integration between language and content than has been observed in some CBI programs”

(Tedick and Cammarata, 2012: 29)

Further differentiation between the two language learning approaches would seem to be the geographical usage i.e., CLIL in a European context and CBI in a North American context. This latter over-generalisation of these two approaches ignores the complex systems of each as well as their historical development and individual and unique characteristics.

Cenoz (2015) explores CBI as a programme of concurrent study of language and subject-matter with the form and sequence of the language decided by content material with origins in Canadian immersion programmes. There are numerous forms of CBI in use across various education settings. It is often referred to as a form of immersion. In

terms of curriculum, CBI can refer to total immersion or simple content-based themes in language classes. McDougald (2015) describes CBI as focusing upon language for specific purposes. CBI may be found at several points on the content and language integration continuum outlined in figure 2.2, above. Opposite to this, as previously stated, and founded within the European context, CLIL is a dual-focused approach to learning an additional language where the focus is on both the content and language simultaneously.

Beyond these varied definitions of CLIL and CBI, there are marked similarities and differences in these approaches to language integration. Tedick and Cammarata (2012) outline these nuances to include:

- CBI being the genesis of localised language immersion in Canada while CLIL is identified as being born out of Europe's search for plurilingualism and social cohesion, as outlined previously. In general, both systems emerged from very different contexts and different *modus operandi*
- CLIL programmes are now more widely used around the world than CBI programmes
- CLIL has experienced greater government support and research than CBI
- CLIL, at its core, is recognised as promoting a stronger integration of language and content than similar CBI programmes.

Further individual characteristics associated with CLIL include its primary use for foreign as opposed to second languages. Additional to this, CLIL teachers are usually non-native language speakers and CLIL is predominantly employed in second level education settings. It should be noted that Cenoz (2015) outlines the problematic nature of these characteristics including the problematic nature of justifying the exclusion of second languages generally especially given the successful approaches taken within the Basque region (and employing CLIL with an L2), the lack of reasonable justification to separate the skill and competence of native and non-native language teachers and the successful CLIL programmes in place in early and primary education settings that negate the views of CLIL being a second level language programme.

The differences in CLIL and CBI have a limited impact on the essential properties found in both CLIL and CBI as outlined by Cenoz (2015) including:

- the basic idea of the integration of language and content

- the aims of both to develop the majority and minority language of the learner
- the aim of pluralism as opposed to assimilation of the learner.

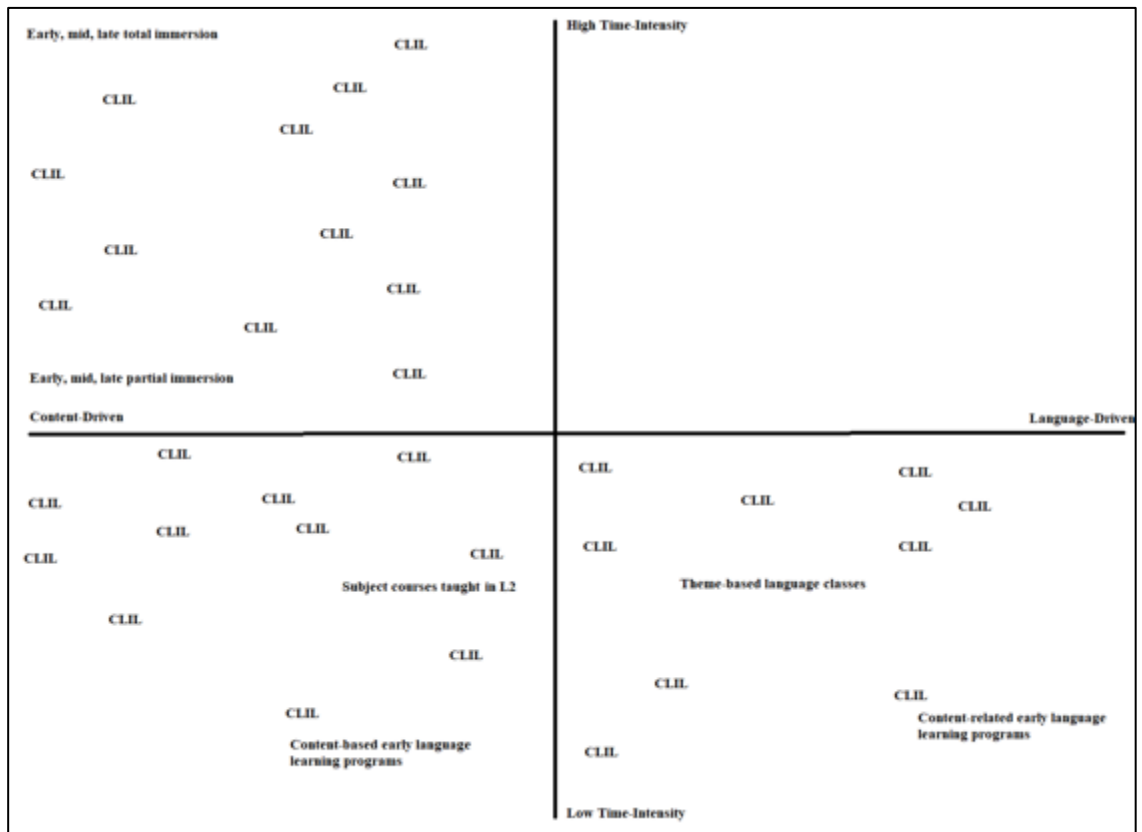
Coyle et al. (2010), Dalton-Puffer (2007) and Van de Craen and Surmont (2017) consider CLIL and CBI characteristically interchangeable for the most part and while there are individual characteristics with both realities, for the purposes of this research and clarity in terminology, CLIL, as the European reality, will be used, while at the same time recognising the interchangeable nature of these content and language integrated approaches.

2.1.2 THEORETICAL FRAMEWORKS FOR CLIL PROGRAMMES AND PROGRAMME TYPES

CLIL has numerous frameworks and approaches across a broad spectrum of literature. Coyle et al. (2010) and Mehisto and Asser (2007) cite CLIL as an immersion-based programme while Lasagabaster and Sierra (2009) and Seikkula-Leino (2007) describe CLIL as a unique entity in its own right. Tedick and Cammarata (2012), in agreement with the latter positioning of CLIL as a unique language teaching and learning approach, situate it within its own category of language teaching due to the significant range of frameworks that exist under the CLIL umbrella term, highlighted in figure 2.4. Navés (2009) outlines four parameters or conditions for the development of adequate CLIL frameworks including:

- utmost respect for the learner's culture and L1
- requirement for teachers of CLIL to be bilingual or multilingual
- integration and contextualisation of the target language in the classroom
- careful planning of materials and assessments for the CLIL classroom.

Met (1999), explored previously, provides a simplified outline of the vast continuum of CLIL programmes to be found. A combination of Met (1999) and Cummins (1982), both cited in Tedick and Cammarata (2012), provides an alternative representation of this variance that highlights no less the range of CLIL programmes on offer at present. Figure 2.4 outlines these approaches to content and language integration.



***Adapted from Met (1999) and Cummins (1982), cited in Tedick and Cammarata (2012)**

Figure 2.4 Range of content and language integrated programmes*

Within the three quadrants occupied by various frameworks of CLIL education several distinctive characteristics of the CLIL framework are evident. Content driven; high time-intensity programmes use the L2 as the medium of teaching for at least 50% of all instructional time. Content driven; low time-intensity programmes use the L2 as a medium of teaching for less than 50% of overall instructional time. Teachers often make use of the L1 to ensure pupil comprehension. Language-driven, low time-intensive programmes incorporate content from the regular curriculum but may or may not be at the grade level of the learner. Tedick and Cammarata (2012) stipulate that regardless of how content or language may dominate, CLIL scholars in general have argued that it is never at the exclusion or expense of the other, a key feature of the integrative framework of successful CLIL programmes. Other key features of CLIL programmes, identified by Tedick and Cammarata (2012), include additive bilingualism, biliteracy, academic achievement, cultural sensitivity goals as well as the further goals of developing cognitive and social skills and habits required for the ever-changing world.

Further exploration of the influences of employing CLIL approaches provides a clear rationale for CLIL investment.

2.2 A RATIONALE FOR CLIL

A strong rationale for CLIL is found across the literature. Navés (2009: 25) advocates for CLIL as the naturalistic language learning approach that provides positivity and purpose for language use in the classroom while greatly increasing L2 exposure. Marsh and Martín (2012) support CLIL as providing for a diversification of classroom practices, building intercultural knowledge, increasing learner motivation, adding value to the learning of content and finally, preparing learners for future work/study roles in a meaningful way.

2.2.1 BENEFITS OF CLIL

The key benefits (and indeed challenges) of CLIL emerge from the increased cognitive aspects for both teachers and learners within CLIL classrooms. CLIL is seen as having an overall positive impact on language teaching and learning and can be a source of professional satisfaction to teachers engaging with CLIL programmes due to their complexity in nature. It is these beliefs including the various roles of the teacher that are particularly powerful in creating and implementing successful CLIL programmes. Gebhard and Oprandy (1999, cited in Vitchenko, 2017) explore the relationship between these beliefs where teacher skill, awareness and overall teacher identity are supported and enhanced through teachers' constant critical reflection on goals, actions and outcomes of their teaching and learning.

Ouazizi (2016: 129) summaries the benefits of a CLIL educational approach across four broad themes:

- cognitive; subject-matter learning and language learning reciprocally benefit each other (also cited by the European Commission, 2008 cited in Guillamón-Suesta and Renau Renau, 2015)
- psychological; CLIL structures create highly motivational learning atmospheres
- structural; CLIL allows a restructuring and adaptation for overburdened curriculum and a refresh through new methodologies
- social; CLIL fosters a plurilinguistic society.

These four areas provide a broad landscape of CLIL spheres of influence. For the purposes of this study, a focus on the influences of CLIL on learners as well as on teachers provides a more defined and contextualised overview of CLIL that supports the research aims of this study, exploring the influences of the practical application of CLIL in the Irish primary school context.

CLIL: Benefits for Learners

CLIL research has tended to focus on learning outcomes, looking mainly at the different linguistic areas and competencies (Dalton-Puffer 2008; Ruiz de Zarobe 2011; Sylvén 2004, Wode, Petra, Angelika, Kai-Uwe and Maike, 1996, all cited in De Diasmez, 2016), at content-learning outcomes (Bonnet and Breidbach 2004; Ziegelwagner, 2007) and also at pedagogical practice (Dalton-Puffer, 2011). For the CLIL-immersed language learner, the positive findings across each of these areas equates to a largely positive impact on learning experiences and resultant learner outcomes. Dale and Tanner (2012) set out a broad range of benefits of CLIL for the learner including increased motivation, communicative skills, and cognitive skills. Guillamón-Suesta and Renau Renau (2015) echo some of these benefits in advocating how CLIL programmes improve the lexical knowledge, oral and written proficiency, learner motivation and attention and reading comprehension.

De Diasmez (2016) suggests:

- CLIL pupils have a significantly higher mastery of foreign language compared to their non-CLIL counterparts through more exposure to the foreign language, including higher quality and naturalistic exposure
- CLIL provides an aim for the language and contributes to increased learner motivation through providing a safer learning environment which helps to reduce anxiety towards the language
- CLIL learners also benefit from a double cognitive effort of learning content through a foreign language, a key benefit of CLIL programmes, also recognised by Jäppinen (2005, cited in Tedick and Cammarata, 2012).

When compared to non-CLIL pupils, CLIL pupils' language skills far exceeded their non-CLIL counterparts for a variety of language skills. Table 2.1 provides an overview of the various aspects of language that is bolstered by CLIL programmes while also identifying areas where CLIL programmes have limited impact when compared to

native speakers. Finally, an outline of language competencies unaffected by CLIL is also included.

CLIL pupil strengths	CLIL pupil deficiencies compared to native language speakers	Language competencies unaffected by CLIL
<p>Receptive skills <i>(receptive skills are listening and reading, because learners do not need to produce language to do these, they receive and understand it)</i></p> <p><i>Fernandez-Fontecha (2014); Dalton-Puffer (2007, 2008); Jiménez Catalán and Ruiz de Zarobe (2011)</i></p>	<p>Grammatical accuracy and complexity</p> <p><i>Harley (1990, cited in Tedick and Cammarata, 2012)</i></p>	<p>Syntax <i>(rules, principles, and processes that govern the structure of sentences in a given language)</i></p> <p><i>Dalton-Puffer (2007, 2008)</i></p>
<p>Vocabulary <i>(Including receptive vocabulary)</i></p> <p><i>Fernandez-Fontecha (2014); Dalton-Puffer (2007, 2008); Morton (2015); Gierlinger and Wagner (2016)</i></p>	<p>Lexical specificity <i>(knowledge on how words ought to sound and is highly related with phonological awareness)</i></p> <p><i>Harley (1992, cited in Tedick and Cammarata, 2012)</i></p>	<p>Writing</p> <p><i>Dalton-Puffer (2007, 2008); De Diezmas (2016)</i></p>
<p>Morphology <i>(the study of words, how they are formed, and their relationship to other words in the same language i.e., the structure of words and parts of words, including stems, root words, prefixes, and suffixes)</i></p> <p><i>Dalton-Puffer (2007, 2008)</i></p>	<p>Sociolinguistic appropriateness</p> <p><i>González Gándara (2015); Pérez Cañado (2012)</i></p>	<p>Informal language</p> <p><i>Dalton-Puffer (2007, 2008); Ruiz de Zarobe (2011)</i></p>
<p>Creativity</p> <p><i>Dalton-Puffer (2007, 2008)</i></p>		<p>Pronunciation</p> <p><i>Dalton-Puffer (2007, 2008); Ruiz de Zarobe (2011)</i></p>

<p>Fluency</p> <p><i>Dalton-Puffer (2007, 2008)</i></p>		<p>Pragmatics <i>(conversational implicature which is a process in which the speaker implies, and a listener infers)</i></p> <p><i>Dalton-Puffer (2007, 2008)</i></p>
<p>Syntax</p> <p><i>Ruiz de Zarobe (2011)</i></p>		
<p>Language Quantity</p> <p><i>Fernandez-Fontecha (2014)</i></p>		<p>Productive vocabulary</p> <p><i>Ruiz de Zarobe (2011); Morton (2015)</i></p>
<p>Reading</p> <p><i>Ruiz de Zarobe (2011)</i></p>		<p>Aspects of writing including accuracy and discourse skills</p> <p><i>Ruiz de Zarobe (2011)</i></p>
<p>Speaking (fluency) (including conversational proficiency)</p> <p><i>Ruiz de Zarobe (2011)</i></p>		<p>Degree of foreign accent</p> <p><i>González Gándara (2015); Pérez Cañado (2012)</i></p>
<p>Writing (fluency, lexical and syntactic complexity) <i>(Lexical: a basic lexical unit of a language consisting of one word or several words, the elements of which do not separately convey the meaning of the whole)</i></p> <p><i>Ruiz de Zarobe (2011)</i></p>		
<p>Emotive and affective outcomes</p> <p><i>Dalton-Puffer (2007, 2008, 2011)</i></p>		
<p>Oral production</p> <p><i>González Gándara (2015); Pérez Cañado (2012)</i></p>		

Morphosyntactic structures <i>(a combination of morphology which is the study of word formation and syntax which is the study of how words are combined into larger unit such as phrase and sentence)</i> <i>Dalton-Puffer (2011)</i>		
Self-confidence <i>Dalton-Puffer (2008)</i>		

Table 2.1 The impact of CLIL on the language learner

Table 2.1 highlights not only the significant benefits of CLIL programmes for the language learner when compared to their non-CLIL counterparts but also identifies areas that are undeveloped for the CLIL learner when compared to native speaker counterparts. The benefit to writing skills as an area of language is shown to have conflicting viewpoints within research. Yet given the integrated nature of language skills and usage and language learning within the CLIL approach, it can be argued that the CLIL pupil's writing skills will be highly impacted and influenced in a positive way given the numerous other positive impacts on the language learning of the CLIL pupil. Listening skills are a further area impacted by the success of CLIL. However, it takes longer to attain proficiency in listening than reading skills. Zhyrun (2016) highlights the need to complement CLIL approaches with specific listening comprehension strategies for the learner. Tedick and Cammarata (2012) identify other less significant implications of CLIL approaches to learner language use including the limiting of code-switching or borrowings for the CLIL pupil, whereby the learner uses a word from the L1. CLIL learners instead opted for coinage or adaptation of an L1 word to take on the L2 morphology. In relation to this study, a weakness of the above table 2.1 includes the fact that most research has been carried out on second level education programmes whereas the research focus of this project will be at the primary education level. Then again, the benefits of primary level CLIL programmes can only be seen after some years of instruction. De Diezmas (2016) argues the need for further research given most of the current research available has been carried out on second level pupils with little results readily available to explore the positive impacts on younger learners. De Diezmas' (2016) study on the implications of CLIL for younger learners (within primary level education systems) shows that CLIL pupils only significantly outperformed their non-

CLIL counterparts in oral interaction and, in particular, spoken production and interaction. Oral comprehension was significantly less impacted by a CLIL approach. Several aspects of listening were also positively impacted upon including comprehension and identification of details.

Within the '*CLIL pupil deficiencies compared to native language speakers*' and '*Language competencies unaffected by CLIL*' categories of table 2.1, areas of deficiency and areas not clearly impacted by CLIL are presented. These two groupings share deficiencies found across all bilingual education which Lyster (2004), Pérez Cañado (2012) and Wolff (2009, cited in Marsh and Martín, 2012) attribute to a lack of sufficient focus on form within CLIL teaching and learning. Dalton-Puffer (2007) puts forward the emphasis on meaning as opposed to form as a positive rationale for CLIL and its positivity for L2 learning. The focus on form, to be further explored, is a necessary component of CLIL pedagogy to ensure language is experienced effectively. Mohan and van Naerssen (1997: 2, cited in Coyle, 2007) summarise this need in stating that 'language is a matter of meaning and form'.

A final benefit of CLIL programmes not linked to specific language skills but arguably of central importance to developing pupil language competency is motivation. Pupil attitude toward languages is of central importance. Arribas (2016) identifies pupils as being more highly motivated towards language classes that are communicative in nature rather than grammar-focused lessons. CLIL is a natural vehicle to convey this higher level of motivation due to its communicative approaches and varied methodologies. Fernandez-Fontecha (2014) further outlines the implicit element of motivation in CLIL approaches for the learner. Overall, research highlighted by Admiral et al. (2005), Sylvén (2006) and Huttner and Rieder-Bunemann (2007) all cited by Arribas (2016) show CLIL learners as more highly motivated than non-CLIL learners towards language learning. There are clear benefits for the language learner along with numerous challenges to implementing CLIL. For the CLIL teacher the benefits and challenges of using CLIL practices are also evident in research already undertaken.

CLIL: Impact on the Teacher

CLIL use also includes a range of benefits for the teacher. Opportunities include the ability to view the curriculum as an organic, interwoven phenomenon with opportunities for a transfer of curricular and pedagogical skills across subject areas as well as the increased opportunities for sharing and collaboration between subject specialists and interest areas for teachers. Smala (2015) identifies teacher metacognitive awareness⁶ as increased through use of CLIL approaches given the peripheral language learning processes and intentional language learning sequences. Teachers are also able to reflect on their own language learning experiences and use this as a resource for supporting learner cognitive engagement within language teaching and learning.

Notwithstanding the opportunities in CLIL, the challenges are no less numerous, especially given that most teachers view themselves as content teachers primarily, Bovellan (2014, cited in Nikula, 2015), Dalton-Puffer (2011), Day and Shapson (1996, cited in Domke, 2015) and Morton (2016). Löffström and Poom-Valickis (2013) describes the danger of language teaching becoming a transmission of information as a result as opposed to teachers taking into account both prior learning as well as individual learner needs in the target language. Professional development (PD), especially in language teaching skills and CLIL theory, is a critical need of the CLIL teacher, identified by Morton (2016). During the course of PD provision with teachers who were less satisfied with their decision to become CLIL teachers, Tedick and Cammarata (2012) found an overall motivational state that could damage CLIL success. Difficulties, identified by Guillamón-Suesta and Renau Renau (2015) and Tedick and Cammarata (2012), for teachers include mastery of the specific content vocabulary for non-native language teachers, the L2 skills of the learner and the implementation of appropriate materials and methodologies for successful CLIL implementation. Table 2.2 describes CLIL benefits, needs, and challenges for teachers.

⁶ *Metacognitive awareness is awareness of one's thinking and the strategies one is using to carry out a task at any given time.*

Benefits of CLIL for the teacher	CLIL teacher deficiencies (other than language skills)	Language competencies needed by CLIL teachers
Metacognitive awareness <i>Smala (2015)</i>	Training and support both internally and externally/targeted PD <i>Wiesemes (2009, cited in Ruiz de Zarobe and Jiménez Catalán, 2009); Tedick and Cammarata (2012); Smala (2015)</i>	Specific content vocabulary in L2 <i>Guillamón-Suesta and Renau Renau (2015) and Tedick and Cammarata (2012); Guillamon-Suesta and Renau Renau (2015)</i>
Improved Teacher Discourse <i>Spratt (2017)</i>		
Allows teachers to view the curriculum as organic and interconnected <i>Wiesemes (2009, cited in Ruiz de Zarobe and Jiménez Catalán, 2009)</i>	Assessment techniques in CLIL <i>Hasselgreen et al. (2011)</i>	Ability to articulate language objectives <i>Bigelow (2010, cited in Tedick and Cammarata, 2012)</i>
Increase in communication of ideas across school departments <i>Wiesemes (2009, cited in Ruiz de Zarobe and Jiménez Catalán, 2009); Guillamon-Suesta and Renau Renau (2015)</i>	CLIL pedagogies; the ability to create content-driven and language focused tasks to optimise linguistic output <i>Dalton-Puffer (2007); Ó Ceallaigh et al. (2017); Ní Chróinín et al. (2016)</i>	Lack of metalinguistic knowledge <i>Bigelow (2010, cited in Tedick and Cammarata, 2012)</i>
Allows content and language teachers to enrich their pedagogical store from the opposite practice <i>Wiesemes (2009, cited in Ruiz de Zarobe and Jiménez Catalán, 2009)</i>	Pupil language needs <i>Bigelow (2010, cited in Tedick and Cammarata, 2012); McDougald (2015)</i>	Fluency and general ability including cognitive academic language, pronunciation, and improvisation <i>Pérez Cañado (2016); Guillamon-Suesta and Renau Renau (2015)</i>
	Difficulties with incorporating content and language objectives <i>Tedick and Cammarata (2012); Ó Ceallaigh et al. (2017); Ní Chróinín et al. (2016)</i>	

An increase in L2 competence and confidence <i>Ó Ceallaigh et al. (2017)</i>	Developing CLIL materials <i>Bigelow (2010, cited in Tedick and Cammarata, 2012); McDougald (2015)</i>	
	Language learning strategies <i>Smala (2015)</i>	

Table 2.2 The Impact of CLIL for the teacher

As can be seen from the summary provided in table 2.2, the impact of CLIL on teachers requires further research to provide a comprehensive overview of the subject. Tedick and Cammarata (2012) state that there is limited research on teachers' experiences of content-language teaching programmes. Teachers are the ultimate decision makers as to what enters the classroom nevertheless their identity is misrepresented in terms of CLIL teaching. To understand the nature of CLIL more clearly and how it is employed by the teacher in the classroom, an overview of the frameworks of CLIL is needed to understand the theoretical frameworks of CLIL for practice and what is expected of the teacher as CLIL can only be defined by context.

2.2.2 RESEARCHER DOUBTS SURROUNDING CLIL

While investigations show very positive results in terms of language learning (Dalton-Puffer 2007; Isidro 2010; Klippel 2003; Lasagabaster 2008; Navés and Victori, 2010; Nikula, 2005; Zydatiss 2007), some studies show detrimental effects on content learning and are not equally encouraging (Marsh, Hau and Kong 2000; Sylvén, 2004; Yip, Cheung and Tsang 2003). Bruton (2013) sees the flexible nature of CLIL as a vagueness within the programme that masks potential weaknesses. Within language use in a CLIL programme, Gierlinger (2017), March et al. (2000), and Varkuti (2010, all cited within Bruton, 2013) deem that pupils need a certain language threshold to be able to cope with CLIL and therefore CLIL is problematic in lower education levels. This learner competence also has the potential to create CLIL-based caste systems in schools, as suggested by Bruton (2011), where teachers are reluctant to introduce CLIL to the lower achieving streams within schools. Van de Craen and Surmont (2017) further identify language issues within the use of CLIL including the impact of foreign language use on

achieving clear and objective thinking and learning. CLIL is described as counter intuitive. Finally, Morton (2016) and Bruton (2013) explore the negatives of CLIL on the teacher that include a lack of integration skills and knowledge by the teacher as well as poor language development and poor motivation that can lead to significant damage to both content and language learning for the pupil. Within CLIL research in the Irish language context, Ní Chróinín et al. (2016: 547) urge caution when exploring CLIL implementation. Research results from their study suggested the content subject was negatively impacted by CLIL efforts:

'PE [Physical Education] learning was certainly restricted by participation through a second language. Caution is recommended on embracing integrated approaches, such as CLIL...careful planning by teachers who have the knowledge and pedagogical skills to balance language and content learning may create the possibility of a balanced and complementary approach...a considered approach is recommended to avoid the risk that content areas... become a secondary concern...'

Despite the range of concerns presented here including vagueness of CLIL, the potential negative impact on the content subject and the language demands CLIL places on the learner, the benefits of CLIL are clear and where these concerns are successfully monitored, teachers can be successfully supported to ensure effective CLIL practices. These concerns do not necessarily present a cause for concern for the rationale of CLIL implementation but rather provide a mapping of the potential pitfalls to be considered in any CLIL journey. Their identification here provides an added robustness for the research design of this study.

Before drawing conclusions on defining CLIL for the purposes of this study, a final exploration of CLIL in practice across European countries as well as in the Republic of Ireland provides practical grounding to the attempts presented here at defining CLIL.

2.3 CURRENT CLIL PRACTICES IN EUROPE

Given that Europe is recognised as the birthplace of CLIL as a language learning process as well as the European Commission's call to embed CLIL across European school systems and the ensuing supports that CLIL enjoyed from EU level, an overview of CLIL across the 28 EU member (and former member) states most appropriately outlines the basic structures of CLIL that exist. Table 2.3 provides an outline of CLIL across the EU. Eurydice's (2017) *Key Data on Teaching Languages at School in*

*Europe*⁷ explores again the haphazard approaches to L2 teaching and specifically approaches to CLIL used across the EU and the United Kingdom. Table 2.3 outlines a sample of the countries in the EU employing CLIL as well as the competency frameworks, assessment of qualifications and competence levels required by CLIL teachers.

⁷ When review of this document took place the United Kingdom was a member state of the EU. The discussion presented retains an overview of data on the United Kingdom for comparative purposes given the continued close ties (including educational ties) of the Republic of Ireland and the United Kingdom.

Table 2.3 An overview of CLIL across the European Union 27 member states and the United Kingdom, Eurydice (2017)

Country	Teacher type for primary teachers of foreign languages	CLIL provision	CLIL qualification needed	Use of CEFR ⁸ for teacher qualification	Level of CEFR required	Pupil testing to access CLIL course	CLIL used for foreign language acquisition <u>OR</u> non-territorial <u>OR</u> minority language	CLIL used for regional minority <u>and</u> foreign language acquisition	CLIL used for state <u>and</u> foreign language acquisition	CLIL used to target a state language	Structured CLIL is available across all school levels at some stage
Belgium	Generalist/specialist combination	✓	✓	✓	C1	✓			✓		
Bulgaria	Generalist/specialist combination	✓	✓	✓	B2		✓				
Czech Rep.	Generalist/specialist combination	✓	✓	✓	C1			✓			
Denmark	Semi-specialist	✓	✓				✓				
Germany	Generalist/specialist combination	✓						✓			
Estonia	Semi-specialist	✓						✓			

⁸ The Common European Framework of Reference for Languages (CEFR): The Common European Framework of Reference for Languages (CEFR) is an international standard for describing language ability. It describes language ability on a six-point scale, from A1 for beginners, up to C2 for those who have mastered a language. An outline of the CEFR is available in Appendix B.

Ireland	No recommendation	✓								✓	
Greece	No recommendation	✗									
Spain	Specialist	✓	✓	✓	B2	✓		✓			
France	Specialist	✓	✓			✓		✓			
Croatia	Generalist	✓					✓				
Italy	Specialist	✓	✓	✓	C1			✓			✓
Cyprus	Generalist	✓					✓				✓
Latvia	Specialist	✓						✓			
Lithuania	Generalist/ specialist combination	✓						✓			
Luxem.	specialist	✓								✓	✓
Hungary	Combination generalist/ specialist	✓	✓					✓			
Malta	Specialist	✓								✓	✓
Nether.	Generalist	✓					✓				
Austria	Semi- specialist/ specialist	✓						✓			✓
Poland	Specialist	✓	✓	✓	B2	✓		✓			
Portugal	Generalist	✓				✓	✓				
Romania	Generalist	✓	✓			✓	✓				
Slovenia	Generalist	✓					✓				

Slovakia	Generalist/ specialist combination	✓	✓			✓		✓			
Finland*	Specialist	✓					✓				
Sweden	Specialist	✓						✓			
UK	Generalist/ specialist combination	✓					✓				

*Finland uses CLIL to target ALL three language types

A comprehensive overview of the state of language teaching and CLIL implementation across the EU and the United Kingdom confirms the variable nature of provision outlined in table 2.3. A disjointed approach to CLIL on a European level is evident from the presented sample. This table, however, also showcases the unique strengths of CLIL described by Coyle et al. (2010) as its transferability across continents, countries, and school types as well as its central position in best practice in education in the present day.

Language teaching and learning across the EU is varied with numerous approaches, qualifications, teacher types and languages targeted. CLIL is identified as enjoying particular support from the EU for several years and especially since the call to embed CLIL as an approach to language teaching and learning across the EU by the European Council (2005). De Diezmas (2016) emphasises the importance of CLIL to the EU from its role in helping to build a cohesive and integrated European identity within the EU. Eurydice (2017) highlights how in almost all European countries; English is the foreign language learnt by most pupils during primary and secondary education. English is a mandatory foreign language in nearly all education systems that stipulate a particular foreign language that all pupils must study, that is, in almost half of the European countries studied.

In 2014, within the then EU 28, virtually all pupils studied English during the entire period of lower secondary education. While the proportion was lower in primary education, in some countries foreign language learning is not part of the curriculum during the first years of compulsory schooling. French is the second most learnt foreign language in European countries. German is the third most learnt foreign language.

Most European countries put less emphasis on Spanish compared to English, French or German. No European country specifies Spanish as a compulsory foreign language for all pupils and only two countries (Malta and Sweden) require the opportunity to learn Spanish but these are not found in the primary level. Few children learn Spanish in primary level.

Almost all European countries have schools providing some form of CLIL provision. Not all countries have introduced it across entire school systems. CLIL provision exists

across all school levels yet this is no indication that CLIL provision is more concentrated in any particular level.

Eurydice (2017) identifies teacher education and qualifications as the greatest barriers to CLIL implementation centring around a lack of methodology skills to teach a non-linguistic subject through the medium of a foreign language. Commonalities emerge from countries that do employ CLIL including a majority requiring a level of proficiency through recognised qualifications, while the prevalence of the Common European Framework of Reference for Languages (CEFR) as a commonly used proficiency test is reassuring as to the merits and suitability of the CEFR as a proficiency framework. Finally, it could be suggested CLIL itself as an approach to L2 teaching and learning is experiencing significant levels of success given its uptake by so many countries across the EU. Table 2.3 also gives a brief insight into the Irish context while highlighting the lack of pace Ireland is experiencing in the use of CLIL.

2.4 CLIL IN IRELAND: PERILS AND POSSIBILITIES

Language teaching has been an important and central feature of the Irish primary curriculum since the foundation of the State and the inclusion of the Irish language as the first official state language in *Bunreacht na hÉireann* (Irish Constitution) and as a core subject within the primary school system. Gallagher and Leahy (2014, cited in Cenoz and Ruiz de Zarobe, 2015) refer to two distinct immersion programmes within Ireland, namely, immersion by design and immersion by default. Immersion by design includes English L1 pupils in immersion programmes to learn Irish as an L2 while immersion by default recognises Ireland's rapidly growing immigrant population who find themselves attending the Irish education system without opportunities to practice their L1 and instead find themselves being immersed in English L1 schooling.

Language immersion features across the Irish education system in a range of formats. Immersion by design settings at the primary level involve a system of schools, *Gaelscoil* (Irish school), where the Irish language is the sole medium of instruction from initial infant (entry) classes with English as a medium of instruction only being used for the study of the English language. Given the close relationship between language immersion and CLIL aspects elements previously explored, some insight into the use of CLIL within the English L1 schools is found in the Irish context. Harris and Ó Duibhir (2011) identify basic explorations of CLIL within the Irish context, highlighting the

successes of CLIL as an approach to teaching the Irish language but also note the limitations of this collective research and the resultant limitations of data on CLIL opportunities, strengths, and weaknesses specific to the Irish language context.

CLIL has been advocated across the school curriculum in Ireland through various Department of Education reviews on the teaching and learning of the Irish language, e.g., Inspectorate (2007). CLIL is also a central pillar of the education goals for the Irish language within the *20-Year Strategy for the Irish Language 2010-2030* as described by Government of Ireland (2010). Several research pieces on the teaching and learning of the Irish language include calls from Harris and Ó Duibhir (2011) to implement CLIL as a successful teaching and learning approach to language. This has culminated in the recommendations within the finalised *Primary Language Curriculum* (2019) and the call by NCCA (2016) to utilise CLIL for the successful propagation of Irish throughout the curriculum. Several challenges exist to this including the glaring absences of research on teaching and learning strategies for the Irish context, as identified by Harris and Ó Duibhir (2011), as well as the lack of research on pedagogical tools or theoretical constructs within the Irish context, as noted by Ó Ceallaigh et al. (2017). Within ITE programmes the course reviews carried out by Teaching Council (2013a-f, 2014a-e, 2016 a-b) highlight a lack of CLIL programmes in teacher education programmes across all programme providers.

CLIL within the Irish context is limited in its potential success due to a significant number of additional areas of deficiency in its implementation. Ó Ceallaigh et al. (2017) identify some key deficiencies including:

- a failure to realise a pedagogy for optimal integration within the Irish context
- a failure to understand the content-language balance for Irish teachers and learners.

Ó Ceallaigh and Ní Dhonnabháin (2015) summarise the overall potential pitfall for implementing successful CLIL in the Irish context in that the bank of CLIL knowledge and research already available does not enable a full realisation of CLIL in Ireland due to the unique historical, social, cultural, and educational differences associated with our national language in comparison to the languages employed by CLIL within the wider European context.

Within the Irish context CLIL is not actively employed as a pedagogical tool despite international recognition of its success. Historically, in addition to L2 teaching and learning of the Irish language, the Irish primary system has embraced other European languages also. The NCCA's *Pilot Project on Modern Languages* in the Primary School was initiated in 1997, when schools were invited to become involved in the introduction of one of four languages: French, German, Spanish or Italian. Small scale pilot projects of language awareness, CLIL and networking of teachers at local level were also established. These pilots not only provide an outline for future language initiatives but also useful points of reference for curriculum development and PD in language development for teachers. The results of these pilots are laid out in NCCA's feasibility report and curriculum reviews. NCCA's (2005) feasibility report identified teacher competence and the implications of PD for teachers as the 'prime gatekeepers' of the initiative as potential challenges for successful L2 teaching. NCCA (2008a: 68) identified two possible 'teacher-types of L2 teaching' including school-based teachers and visiting teachers. Both frameworks present challenges and include teachers;

- lacking the necessary proficiency to teach a modern language
- having difficulties in teaching through the target language
- lacking knowledge about language teaching methodologies including language awareness and CLIL
- reluctant to teach a modern language
- unfamiliar with the contents of the *Primary School Curriculum* (1999) and
- experiencing difficulties in implementing a CLIL approach
- having limited awareness of integration opportunities across the curriculum as well as limited language awareness.

These difficulties experienced in small scale French, German, Spanish or Italian language projects are not directly comparable to an Irish language-based CLIL project given the daily lived Irish language teaching and learning context experienced by primary school teachers. These projects clarify general language teaching and learning difficulties encountered by primary school teachers that provide valuable guidance for this study.

While it is difficult to compare these foreign language challenges with the challenges faced by the Irish language as an L2, these challenges provide some account for Irish language-based CLIL in the Irish primary education setting, and, in particular, for the use of CLIL through the Irish language in classrooms today. Teacher Irish language

proficiency, as already highlighted, is in decline. From the Teaching Council reports (2013a-f, 2014a-e, 2016 a&b) on ITE providers CLIL modules are non-existent, underdeveloped or unclear in their content. For practising teachers there are limited PD opportunities available in CLIL outside of an overly brief support material document from the NCCA as well as an outline page in the *Primary Language Curriculum* (2019) on CLIL as a teaching approach. There are some positives to be found within the Irish context on CLIL. There is recognition by the Teaching Council reviews on ITE providers of the need to improve CLIL across the teacher education system. The *Primary Language Curriculum* (2019: 8) recognises the ‘integrated’ nature of language which allows for a fostering of TLA for the teacher, one of the key competencies of successful CLIL implementation. Finally, the curriculum itself is based on a communicative approach for the learner that also encourages an understanding of language. This is achieved through the three elements of the curriculum: communication, understanding the content and structure of the language and exploring and using language. There is a platform for CLIL development through the most recent Irish language initiatives previously explored including the *20 Year Strategy for the Irish Language 2010-2030* (2010), *Primary Language Curriculum* (2019) as well as the *CLIL project* (2019).

2.5 CONCLUSIONS ON SITUATING CLIL

CLIL is undertaken across Europe and on a small scale within the Irish context. It undoubtedly has links to CBI but is a unique and valid language teaching and learning process. A definition of CLIL is still somewhat elusive given its variance in approaches, described as a vagueness, and identified as a potential weakness by Bruton (2013). However, a strong rationale for CLIL has also been presented within the above discussion. Its positive benefits for both the learner as well as the teacher are clear. There are pitfalls in CLIL implementation, however, the early recognition of these within this review provides an additional level of robustness for the research design going forward.

The need to further explore several aspects of CLIL emerge from these efforts to define it. Research by Bovellan (2014, cited in Nikula, 2015), Dalton-Puffer (2011), Day and Shapson (1996, cited in Domke, 2015) and Morton (2016) concludes that integrated content and language teachers see themselves primarily as content teachers with

language being ambivalent at best. This limited L2 teacher identity poses a risk to successful CLIL implementation especially if teacher competency is not developed. Indeed, where a successful knowledge base can be created, Cammarata and Tedick (2012) propose that the balancing of content and knowledge in relation to language teacher and learning may involve the emergence of a new teacher identity. The second issue around the defining of CLIL is the variance in approaches demonstrated. To support the appropriate development of teacher identity and competency in CLIL for this study, a further analysis of CLIL is needed to provide a framework for uniform and progressive implementation in support of the participants of this study.

2.6 EXPLORING THE ‘NUTS AND BOLTS’ OF CLIL

CLIL is viewed as a dual-edge sword; with teachers experiencing challenges as well as great professional satisfaction in its implementation. Vitchenko (2017), Guillamón-Suesta and Renau Renau (2015), Pérez Cañado (2015), McDougald (2015), Guadamillas Gómez (2017) and Tedick and Cammarata (2012) highlight positive teacher attitudes towards CLIL education, although a significant majority of teachers felt they were not confident or prepared to undertake CLIL approaches. The first considerations are the key principles of CLIL. Core CLIL language processes as well as key pedagogical concepts are detailed. This exploration provides a further refining of CLIL in support of a clearer direction for this study’s research design. Current frameworks of CLIL are then presented together with the proposed framework for this study. Finally, the competencies and PD requirements for the successful CLIL teacher are considered together with the principles for combining CLIL and the primary science curriculum in support of the intervention to be used by participants of this study.

2.6.1 PRINCIPLES OF CLIL

An exploration of key principles of CLIL provides a deeper analysis of CLIL, the variety of approaches to CLIL implementation and highlights the most successful pathway for this study. These core principles first consider language identification and development in CLIL classrooms before then providing an account of the key pedagogical principles for successful CLIL.

CLIL and Language

Pérez Cañado (2016) identifies a variety of language skill needs across CLIL including interpersonal social language, awareness of cognitive academic language and pronunciation and improvisation for the classroom. The pressures of these various language demands of CLIL are not only experienced by the learner but also the teacher in the CLIL classroom.

For teachers, as they encounter CLIL, linguistic and intercultural competencies are recognised as areas of significant deficiency. Lorenzo (2005, cited in Spratt, 2017) suggests that teachers should not only seek update their linguistic knowledge but also linguistic sensitivity. This would empower them to adapt language content as well as their teaching pedagogy to the learners' needs. These adaptation skills encompass teacher language awareness (TLA), as outlined in the next chapter where the teacher and teacher identity is more fully explored. Where TLA is successfully developed teachers have the sufficiently developed language confidence which further supports language competence. Teachers' overall classroom practices are reinforced through appropriate subject-matter knowledge coupled with pedagogical content knowledge and an enhanced awareness of learner needs. These together with effective metacognitive reflective practices support teachers in the progression of their own as well as learners' linguistic experiences on an ongoing and developmental basis.

For the learner the CLIL classroom contains vast language needs. Snow et al. (1989, cited in Ó Ceallaigh et al., 2018 and Cammarata and Tedick, 2012) and Domke (2015) highlight the eternal need of the CLIL teacher to identify content-obligatory and content-compatible language objectives⁹ for successful CLIL operation. The language needs of the CLIL classroom, outlined by Spratt (2017), Smala (2015) and Roessingh and Hetty (2006), can be effectively summarised into two categories, BICS and CALP. BICS involves the development of conversational fluency (Basic Interpersonal Communicative Skills) in the language, while CALP describes the use of language in decontextualised academic situations (Cognitive Academic Language Proficiency).

⁹ *Content-Obligatory Language Objectives: language content and language objectives that are essential for learning the language*
Content-Compatible Language Objectives: additional language that can be incorporated into the lesson to further language acquisition

Figure 2.5 explores the acquisition of BICS and CALP for the learner and where this language acquisition lies in relation to context and cognitive demands.

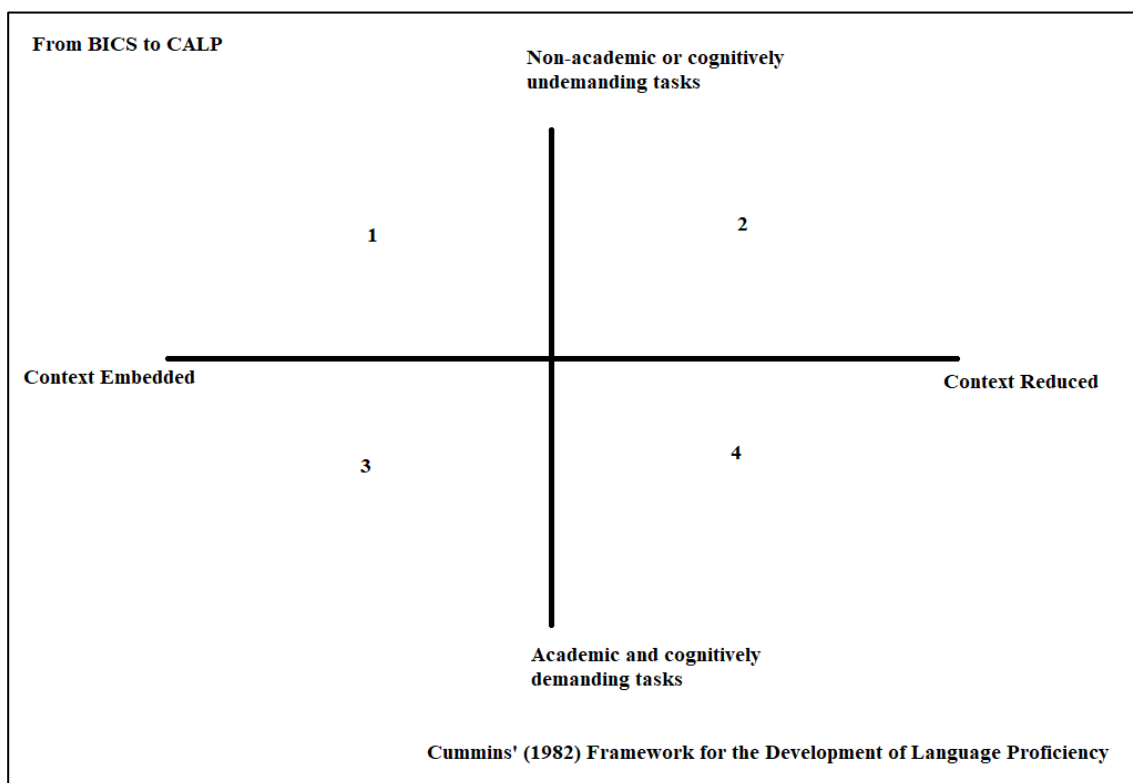


Figure 2.5 A framework for language proficiency

Cummins' (1982, cited in Roessingh and Hetty, 2016) provides a visual representation of the complexities of language proficiency across BICS and CALP. Quadrants one and two represent BICS, the language of the present and lived experiences. Quadrant three is a transitional quadrant for language learning while quadrant four includes CALP in its fullest with the learner acquiring significant competence. Bertaux et al. (2009) and Marsh and Martín (2012) set further language competencies, outside of BICS and CALP, for the successful CLIL teacher including the language of:

- classroom management
- teaching
- learning in classroom activities
- promotion of their own and learner language awareness.

As an alternative to the BICS/CALP approach to outlining language registers, Coyle (2006, cited in Spratt, 2017) suggests three language types that combine to present the

variance of language needed for successful knowledge acquisition within the CLIL classroom. These include a myriad of language contexts that successfully includes the language needs of the CLIL classroom previously outlined. Figure 2.6 outlines the *Language Triptych* developed by Coyle et al. (2010) that allows for effective language input and planning by the teacher and enables successful language acquisition for the learner.

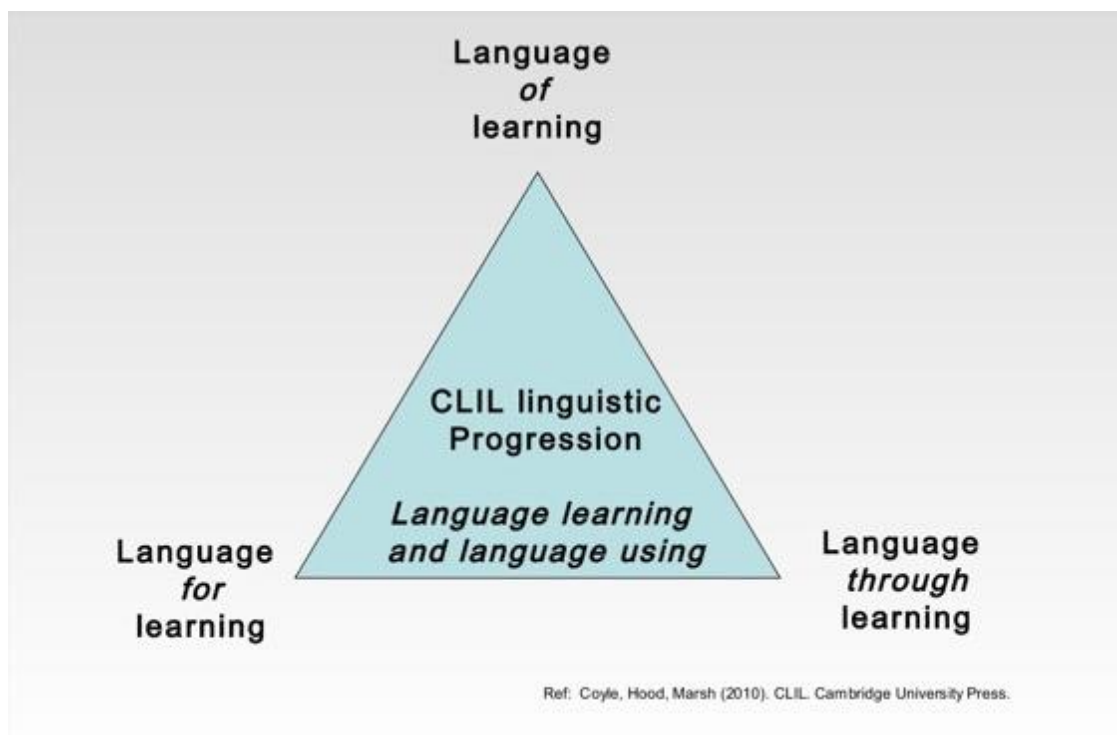


Figure 2.6 Language for the CLIL classroom: The Language Triptych

Language of learning refers to the language needs to access basic concepts relating to the subject topic including subject specific vocabulary, fixed expressions, and subject typical grammar. Language for learning is the enabling language of the classroom and includes language for the teacher to conduct the classroom and the learner to work with learning skills, i.e., co-operative work, questioning etc. Finally, language through learning is the language that allows for learning, thinking and acquisition of new knowledge as well as progression of language learning.

A final alternative take on the language needs for subjects is that of Beck et al. (2002, cited in Nikula, 2015). The *Three Tier Framework*, presented in figure 2.7 identifies three groupings of language needed for vocabulary development in the classroom.

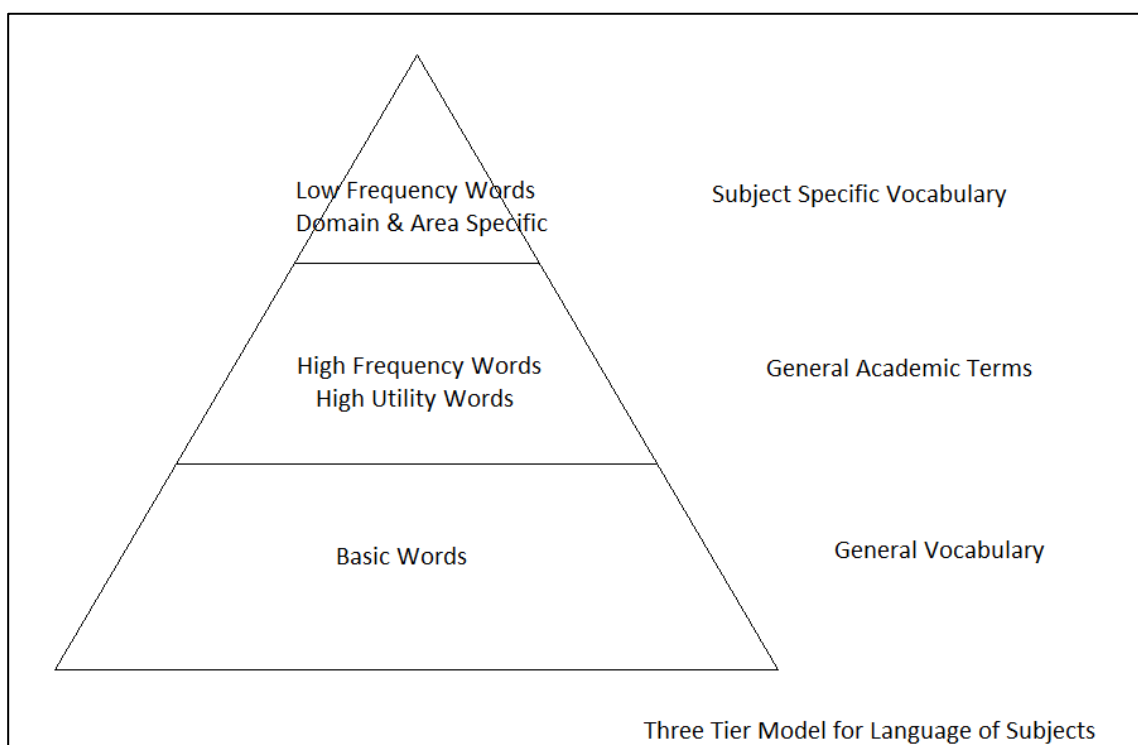


Figure 2.7 Three Tier Framework for language of subjects, Beck et al. (2002, cited in Nikula, 2015)

This framework supports the assumptions on language needs identified in the Language Triptych and has many similarities with this framework to that end. However, the *Three Tier Framework* is a vocabulary exploration tool rather than a framework for language development within the CLIL setting. Llinares et al. (2012) propose an alternative framework for language roles within the CLIL classroom. Figure 2.8 outlines the *Three-Part Framework* for mapping the roles of language within the CLIL classroom.

SUBJECT LITERACIES		CLASSROOM INTERACTIONS		LANGUAGE DEVELOPMENT
GENRE	A S S E S S	Instructional and Regulative registers (focus) Communicative systems (approach)	A S S E S M E N T	Expressing ideational meanings (key concepts and understandings) Expressing interpersonal meanings (social relationships, attitudes) Expressing textual meanings (moving from more spoken to written forms of language)
REGISTER		Interactional patterns and Scaffolding (action)		

Figure 2.8 Three-Part Framework

The *Three-Part Framework* is a similar convention to Coyle’s (2010) approach to the language needs of the CLIL classroom. Both the *Three Tier Framework* and the *Three-Part Framework* are useful points of concurrence as to the various demands of the language areas set out in the *Language Triptych*.

Following exploration of the three presented frameworks for language planning, this study utilised the approach of the *Language Triptych* due to:

- its construction for CLIL specifically. The *Three Tier Framework* is not designed specifically to map language needs but rather chart vocabulary
- it employs effective as well as readily accessible terminology for the already complex nature of CLIL language needs. In comparison to *BICS/CALP* or the *Three-Part Framework*, due to the integrative nature of the *Language Triptych*, according to Spratt (2017), the teaching/ learning of one supports the teaching/learning of the others.

Finally, the *Three-Part Framework* contains distinct elements of language needs of the classroom dependant on discrete integration whereas the *Language Triptych* represents the integration of cognitively demanding content with language learning and use in an easily plannable manner and is the most accessible of the three frameworks and most suitable for use in this study. Following identification of the language needs for the CLIL classroom, the development of this language through effective classroom practice is a necessary next step. CLIL pedagogical approaches are no less complex than the language needs they attend to.

CLIL Pedagogy

Ouazizi (2016) outlines five underlying learning mechanisms of CLIL education that provide the basis for CLIL approaches in any successful CLIL classroom. These include:

- principle of repetition; learners generally revisit the same curriculum they have already covered in their mother tongue allowing for enhanced memorisation
- principle of transfer; the knowledge of one setting may help to facilitate the learning of another
- principle of addition; the more the learner learns a new language the easier it is for them to learn another language
- principle of enhanced cognitive development; pupils' pragmatic language and mother tongue knowledge are enhanced through CLIL education
- principle of brain stimulation or learning a low-level activity (learning in a foreign language); supports the eventual achievement of scaffolded and incrementally developed higher-level brain sophistication.

In addition to these guiding principles is the overarching concern of developing conceptualisation of content-and-language integration, identified by Dalton-Puffer et al. (2018), which works to ensure a balanced pedagogy linked to both language education and the content aspect of the lesson.

To achieve these ideals, the pedagogical skill of the teacher is paramount. Nikula et al. (2012, cited in Spratt, 2017) advise that whatever the pedagogical approach, achievements in the CLIL classroom are more where learner-centred methods are utilised. Several core pedagogical approaches, identified by De Diezmas (2016) include mental construction, scaffolding, lower and higher order thinking skill development,

pupil-centred learning and focus on diversity and multiple intelligences. Spratt (2017) supposes that there is no one fixed CLIL pedagogy but rather a set of core principles. Figure 2.9 presents an interpretation of these core principles.

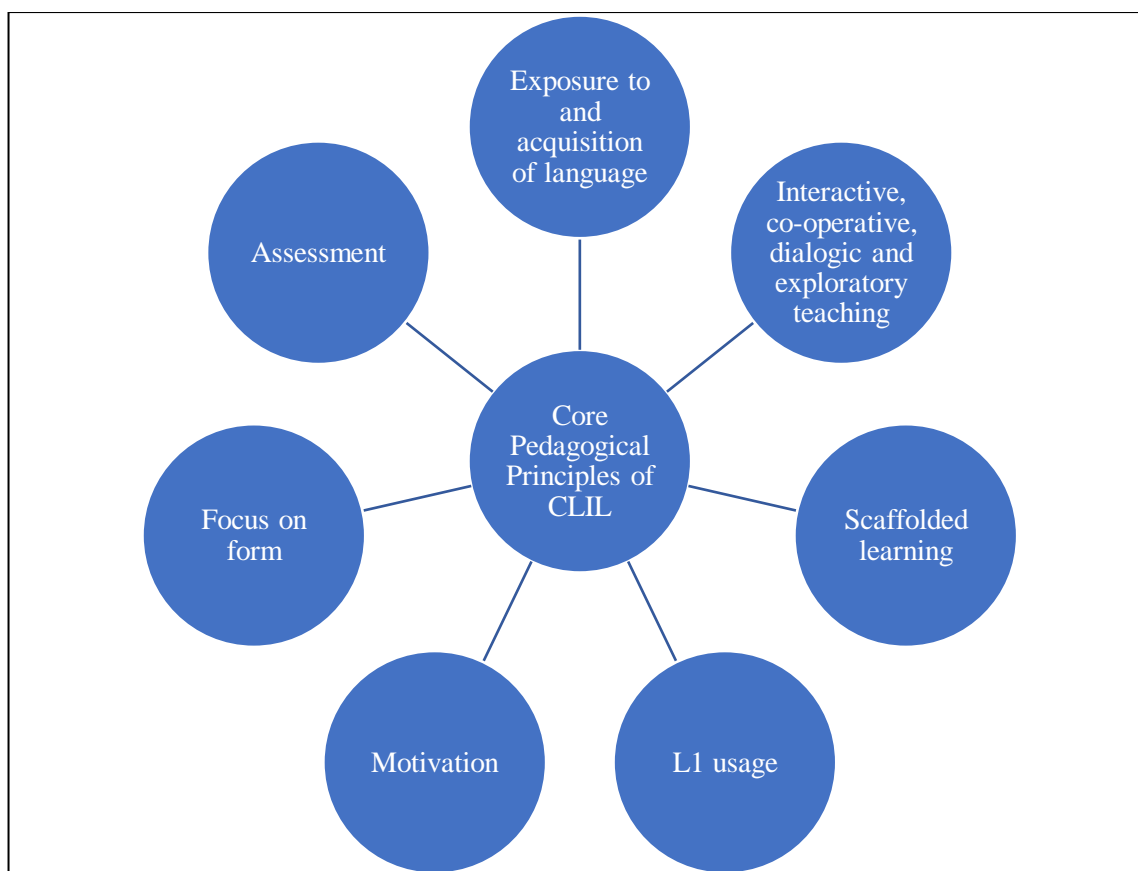


Figure 2.9 Core Pedagogical Principles for CLIL, adapted from Spratt (2017)

Exposure to and acquisition of language

Marsh and Martín (2012) notes that language exposure in CLIL is not correlated to a maximum exposure idea where pupils learn by osmosis. Cammarata and Haley (2018) determine that language learning by osmosis yields underdeveloped language proficiency and a lack of grammatical accuracy. Quantity does not compete with high quality language input by the teacher that complementarily supports language output by the pupil¹⁰. Krashen (1982, cited in Spratt, 2017) highlights comprehensible input¹¹ that is just above the level of the learner as a key language exposure for successful CLIL

¹⁰ *Language input and output: input is the language data which the learner is exposed to while output is the spoken or written piece of information produced by the learner using the second language*

¹¹ *Comprehensible input: language input that can be understood by listeners despite them not understanding all the words and structures in it i.e., just above their current level of competence*

learners. The collective works of Ellis (2015), Nation (2013) and Wilkins (1972) proposes that communication should be served by the teaching of lexis and grammar and that language learning should be about learning to perform real world communicative tasks through a range of high frequency L2 chunks and constructions. Spratt (2017) identifies the need for a balance of teacher input to ensure the promotion of pupil interests first and foremost. Teacher talk should emphasis topic elaboration; include various language functions, a variety of question types, rich vocabulary, and correction (either implicitly or explicitly). Careful planning for acquisition through communicative functions as described by Tedick (2002) who draws on the work of Finocchiaro and Brumfit, (1983) and communicative activities are needed to ensure exposure is rich and meaningful to the content and keep the pupil at the centre of language outcomes.

Motivation

Gardner (1985) first described integrative motivation or the desire to fit into a community as the central motivational factor for L2 learners. This has evolved significantly over the proceeding decades as described by Boo et al. (2015) to where motivation has become a sociocultural phenomenon where a temporal dimension of motivation also puts it in a constant state of flux for the learner as motivation peaks and troughs over time. Motivation is an important driving force to sustaining L2 learning goals. Dörnyei (2001) describes L2 motivation as a function of learners' perceptions and attitudes towards the L2 as well as linguistic self-confidence. Boo et al. (2015) and Dörnyei and Al-Hoorie (2017) explore motivation and language learning and the importance of their interconnected relationship. The *L2 Motivational Self System* helps to ensure effective goal setting not only for content learning but also for language learning.

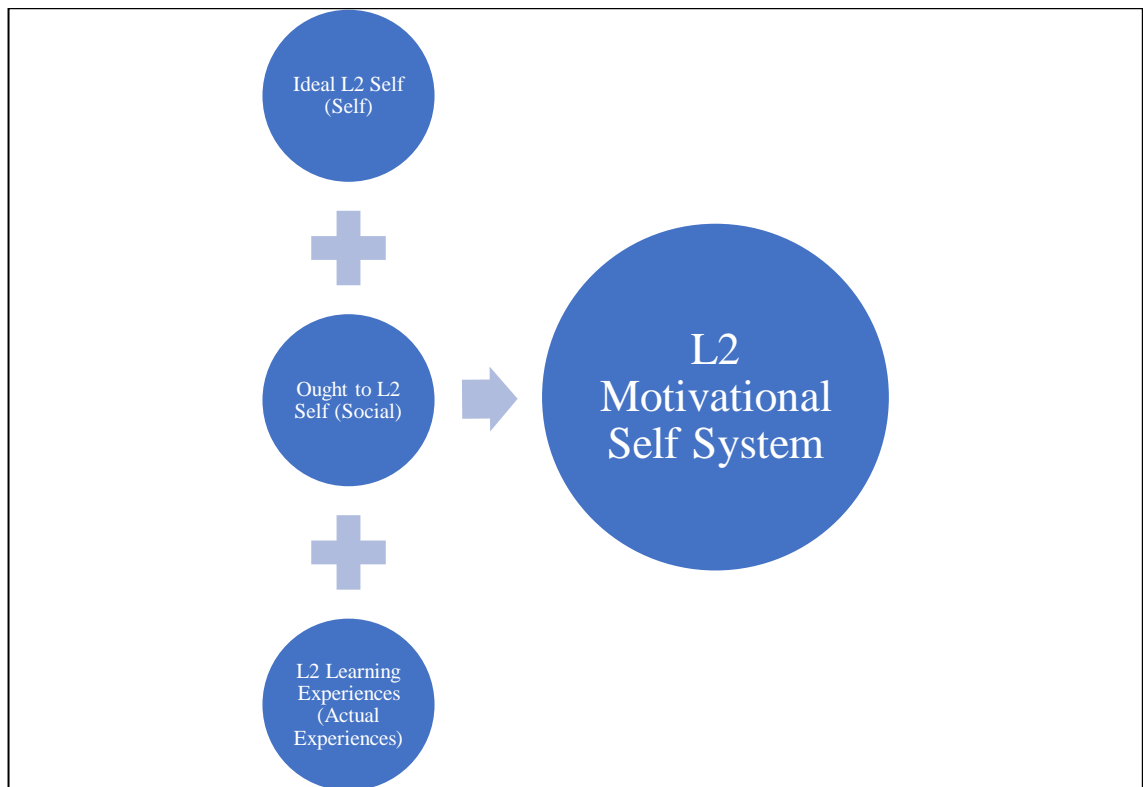


Figure 2.10 L2 Motivational Self System

The Ideal L2 Self is rooted in the kind of L2 user one wants to be. The Ought to L2 Self is a meeting of others' expectations. It is an imported image for the L2 learner. Finally, the L2 Learning Experiences include social interactions with the teacher and peers as well as classroom learning and curriculum. While the teacher can only guide the Ideal L2 Self, the Ought to L2 Self can be shaped through effective planning and goal setting for the learner through successful L2 experiences within the successful language classroom. There is a clear need for effective language objectives and pedagogies for a successful CLIL classroom. Critics of the *L2 Motivation Self System*, such as Henry (2015, cited in Dörnyei, 2017), identify weaknesses in this framework for L2 learning including its focus on learning one as opposed to multiple L2s as well as its limiting of the *Self Image* needs (wherein constantly competing with multiple L2 identities are ignored). While the *L2 Motivational Self System* is not without its detractors it is a valuable addition for CLIL efforts that strives for continuous learner motivation development across CLIL implementation.

Scaffolded learning for language

Scaffolding is seen as vital to support the dual demands of language and content learning. Spratt (2017) and Smala (2015) identify scaffolding as providing temporary support for the learner to make learning goals more attainable. Activation of prior knowledge is essential. Xu and Harfitt (2019) see scaffolding choices as a reflection of teachers' awareness of language use in classrooms. Specific strategies include

- mediation (between colloquial, common language and more specialist, academic language)
- probing for expansion of learning space are the outcomes of teachers' understanding of learners' language levels, especially related to the content subject
- translating addresses teachers' awareness about students' linguistic difficulties
- evoking students' discussions
- encouraging students' reformulation of expressions
- withholding scaffolding.

Successful scaffolding makes significant demands of the linguistic skill of the teacher through their need to recognise and support the various language elements and difficulties of the learner they may encounter. Developed TLA skills of the teacher are paramount in identifying the needs of the learner. Immediate language scaffolding entails several forms across dialogue and feedback. This dialogue and feedback, according to Lyster and Mori (2006), needs to be highly structured and systematically planned to be of benefit to learning.

Feedback, according to Llinares et al. (2012), supports an encouragement of pupil participation and extended language production efforts. Feedback can be in the form of explicit correction, recasts, and prompts¹² (that push the learner to self-repair mistakes). Recasts are the dominant form of feedback that can be undertaken by the teacher or peers in an oral or written capacity to draw attention to correct form without impacting on the communicative orientation of the lesson.

¹² *Explicit correction: the teacher explicitly highlights the correct/incorrect form*
Recasts: the teacher gives the correct form immediately after the pupil's incorrect form
Prompts: the teacher supports through continual seeking of form and meaning through questioning, prompting of pupil etc.

Other successful examples of scaffolding include breaking tasks up into smaller tasks and sequencing the subtasks appropriately, using visual and graphic organisers, giving learners a (bilingual) glossary of key terms, providing a framework text (spoken or written), using language frames to support writing or speaking activities, providing emerging language to learners as they, for example, answer questions or take part in discussions, demonstrating an activity prior to asking pupils to do something, and doing a warm up to engage learners' schemata.

The design and creation of contextually sensitive resources and materials for scaffolding use in the CLIL classroom is a complex organisation. Within CLIL material creation, Moore and Lorenzo (2007) stress that materials should be adapted and not merely simplified so as to maintain appropriate language and/or content input level. The lack of appropriately contextualised materials for CLIL is a significant barrier for its planning and implementation by teachers. Cinganotto (2016) and López-Medina (2016) highlight how it is often difficult to source material with relevant and balanced content and language due to teaching material being primarily designed for native speakers of languages.

These challenges with CLIL materials prove significant needs for pupils involved in CLIL programmes as identified by Zhyrun (2016). These challenges also involve an aspect of learner motivation within CLIL revolving around the provision of high quality CLIL materials which have a connection to the lives, community and target learning of the learner while avoiding stereotypes.

Banegas (2016) stresses that CLIL materials need to be developed socially and through an evolution from lower-order thinking skills such as describing, to higher-order thinking skills such as evaluating. Mehisto (2012: 17) provides a reference list for teacher preparation of CLIL materials in which they should:

Resource design goal	Implications
Make learning intentions and processes visible to the learner	<i>The lesson goals and success criteria need to be outlined to pupils to allow a shared learning journey and a goal-orientated approach for pupils. Within the Irish language learning context at present NCCA (2015) has called for such shared learning outcomes titled intinní foghlama (learning</i>

	<i>intentions) and critéir ratha (success criteria).</i>
Foster academic language proficiency	<i>This includes language that is crucial to the subject-content and the work of school.</i>
Foster learner skills and autonomy	<i>Learner autonomy improves motivation for learning and reduces dependence on the teacher to scaffold every situation. Pupils learn to apply language and comprehension skills to unfamiliar situations.</i>
Create a safe and cooperative learning environment	<i>Language anxiety for the learner needs to be kept to a minimum to ensure motivation for learning is maximised.</i>
Incorporate authentic language and language use	<i>Learning through context is more effective than isolated learning experiences, especially in focus on form scenarios.</i>
Foster critical thinking	<i>Critical thinking is on the higher cognitive domain of Bloom's taxonomy. These skills support language, content, and literacy development for the learner.</i>
Foster cognitive fluency	<i>Teacher scaffolding and support ensure learning is within the ZPD¹³ of the pupil that enables cognitive development and fluency.</i>
Make learning meaningful	<i>This is linked to authentic language learning with meaningful learning giving purpose to the language learned.</i>
Include formative assessment	<i>Formative assessment improves learner language skills through feedback, self-assessment, and peer-assessment. Pupils gain a greater understanding of their current level of ability as well as their learning journey ahead and can use this understanding for goal setting and to identify areas of need for themselves.</i>

Table 2.4 Reference list for the preparation of CLIL materials, adapted from Mehisto (2012)

¹³ *The zone of proximal development, or ZPD, is the range of abilities a pupil can perform with the guidance of an expert (or teacher), but cannot yet perform on their own.*

Interactive, co-operative, dialogic and exploratory teaching of language

Freire (1972, cited in Coyle et al., 2010) states that without dialogue there is no communication and without communication there is no real learning. Dialogue includes cooperation between the teacher and learner in verbal and social construction of the language learning. Serra (2007) further adds key language negotiation skills necessary to support and further pupil comprehension and usability. Repairs, recasts, rephrasing, and codeswitching are skills needing to be developed by the teacher and to be passed on to the pupil in turn to successfully engage in L2 communication.

- repairs involve the learner recognising a self-error and repeating what has been said with some form of correction
- recasts are a reformulation of a learner's inaccurate output into a target-based form
- rephrasing can involve clarification requests that subsequently encourage the learner to rephrase their output
- code-switching involves the learner switching between multiple languages as they attempt to negotiate the language and communicate meaning.

These language negotiation skills emerge from successful corrective teacher feedback. Nassaji and Kartchava (2017) stress the crucial role of feedback in helping the learner to construct correct representation of the L2. It is a problem solving and hypothesis focus for the learner that further adds to the exploratory teaching of the L2. Black and William (1998, cited in Coyle et al., 2010) suggest successful feedback requires recognition of the desired goal, evidence of one's present position and understanding of how to close the gap between the two. Spratt (2017) identifies successful feedback as including:

- a reinforcement of accurate oral production as well as content
- the promotion of active pupil involvement in the language
- a focusing of pupil attention to linguistic form.

Little (2009) states that for feedback to be highly effective the learner must be able to notice and be motivated to engage, it should be received in a way that they can organise and explore it, and ultimately interpreted with sufficient self-awareness for it to be understood and integrated into their work.

Focus on form of language

The deliberate focus of form by the teacher (where learners are progressively made aware of the grammatical features that they are already able to use communicatively) provides language aims while at the same time provides a framework of the language to the learner. Llinares et al. (2012) describe the process as teachers using their awareness of the way the language of a particular subject is structured and using that knowledge to create moments in their teaching where they can effectively bring these structures to the attention of pupils. Spratt (2017) suggests such an approach maintains the communicative approach to language learning found in CLIL lessons and ensures the content-language balance of the lesson is not consumed by an overt focus on language structures. Hüttner et al. (2013) sees a specific focus on explicit language aims as a damaging input on the relaxed atmosphere and positive feeling for the L2 generated by CLIL.

Detractors of this approach call for more directed teaching on language form than that provided by a focus on form. Edelenbos et al. (2006, cited in Harris and Ó Duibhir, 2011:66) argue that:

'if pupils are to acquire a flexible command of the target language, it is useful to alternate between talk activities focused on confident, fluent expression and those more focused on accuracy of form and meaning; and also, between activities requiring spontaneous performance and those where performance can be planned and prepared.'

Complementary to this is Lyster's (2004) argument that form assists the learner with grammatical accuracy, an area identified as lacking in proficiency when compared to native speaker counterparts. Lyster (2007) advocates that exclusively incidental form on L2 is too brief to convey grammar sub-systems. Lyster (2014) calls for an integration of form and meaning to maximise L2 learning.

While there are arguments for and against the focus on form within CLIL programmes, there are clear knowledge demands placed on teachers that may be of issue, particularly where identity leanings as primarily content teachers, according to Lyster (2014), result in L2 proficiency challenges at times. A clear pathway for focus on form as an approach is needed to support teacher competency. Lyster (2007) suggests a balanced focus on meaning and form within the CLIL classroom. Focus on form includes planned incidental activities focusing on linguistic form and embedded in the communicative context. They are not stand-alone grammar lessons but need to be introduced and

learned in context. Reactive focus on form is in response to learner's knowledge and takes the form of dialogue and feedback as discussed previously under scaffolded learning. Proactive focus on form involves pre-planned instruction that enables pupils to notice and use L2 features. Lyster (2007) presents form-focused instructional options, as outlined in figure 2.11.

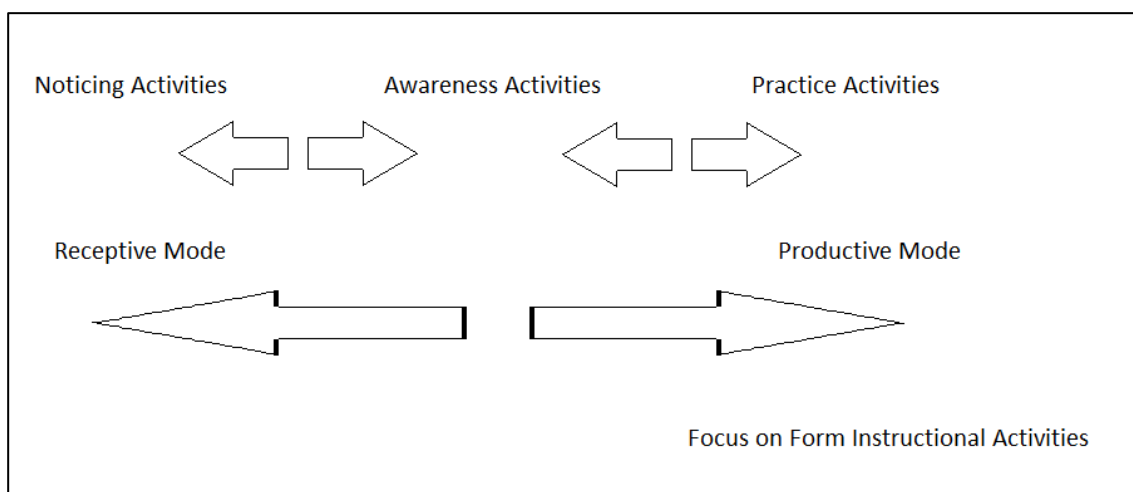


Figure 2.11 Focus on Form Instruction, Lyster (2004)

Activities that promote a focus on form are classified into three distinct groupings that are developmental in nature. These three groupings of activities range from pupil reception of language skills to pupil production of language skills. Tedick and Young (2018) and Cammarata (2016) explore these activities in terms of noticing, awareness, and practice. Noticing activities are catalysts for drawing pupil attention and include classifying, identifying, and reading of related texts. Awareness activities are used to consolidate rule-based declaratives and include compare and contrasting, creating, and grouping activities. Finally, practice activities provide opportunities to proceduralise form and include peer work, recall and association and assigning activities.

In deciding what form focus is needed, the works of Harley (1993) and Ó Duibhir (2009), both cited in Ó Ceallaigh (2016), identify the areas of importance to include:

- features of L2 that differ from the L1
- irregular L2 input
- features that don't carry a heavy communicative load i.e., may be missed in a purely meaning-based approach.

Lyster (2004) and Lyster (2014) cite advantages of this counterbalanced approach to encompass successful context-centred focus on form, providing a balance between implicit and explicit language features that improves aspects of language lacking in bilingual pupils as well as including an improvement cognitively in the procedural-declarative memory systems where rule-based declaratives become proceduralised (speeding up memory access and usage). This recursive interplay between the two memory systems strengthens memory and facilitates access to learning.

Assessment

Tedick and Cammarata's (2012) review of content and language-based learning programmes demonstrate a glaring absence of assessment research in the CLIL space. Where it is present, the development of assessment tools within CLIL has, according to Troyan et al. et al. (2017), almost exclusively focused on assessment of language skills with little regard for content assessment. Coyle et al. (2010), in contrast to this, determine that assessment practices in CLIL primarily focus on content. Regardless of the assessment focus, Llinares et al. (2012) suggest that it is of importance for teachers' practice not to assess pupils language skills that have nothing to do with the ways they have been using the language in the learning on particular subject content. To do so would not meet the needs of the CLIL classroom at any level.

Numerous studies explored by Troyan et al. (2017) identify the need for assessment in CLIL to include both language and content (Gottlieb (1999), Mohan (1986), Morgan (2006), Short (1999), and Stoller (2004). The need for combined content and language assessment is a complex process, however. Mohan (1986, cited in Troyan et al., 2017) recognises the difficulties of assessing both content and language since language is intertwined with content within all lessons. Teachers' tendencies to hold content at the core when planning assessment techniques, as identified by Tedick and Cammarata (2006), is a hindrance to successful language assessment and progression. While not an ideal context, the issue of L2 teachers identifying first and foremost as content teachers, explored previously, is a probable cause of this practice. A review of assessment practices for CLIL purposes is warranted.

Within the assessment continuum itself there are numerous ways of using and implementing assessment. Assessment processes described by Coyle et al. (2010) range

from formative assessment to summative assessment. Formative assessment has the aim of being diagnostic to allow the teacher to impact the next learning steps of the pupil. It can also be format for the teacher who can alter planned learning mid-lesson to enable appropriate pupil comprehension and understanding. Summative assessment is a judgement on the capability of the learner at a given point. It relates to end-of-unit or results, formal testing, and feedback on achievement of learning outcomes. Within this dichotomy of assessment, formative assessment is favoured within language learning research. Summative assessment is seen as a demotivator to learners according to Dweck (1986) and Sadler (1989, both cited in Coyle et al. (2010)). The implementation of formative assessment by its very nature on the other hand allows a sharing of information, peer collaboration and feedback that is sensitive to motivation and self-esteem. It could be argued that formative assessment is an important component of Teacher Language Awareness, previously discussed, with formative assessment skills for the teacher being an important aspect of their L2 teacher identity that contributes to successful classroom practice.

A second dichotomy within assessment approaches is that of Assessment for Learning (AfL) and Assessment of Learning (AoL). Both terms are associated with formative and summative assessment strategies respectively, according the NCCA (2007) both extend the potential of these forms of assessment. The NCCA's (2007) Assessment Fan provides a continuum of assessment techniques spread out across the formative/AFL to summative AoL range and is presented in Figure 2.12.

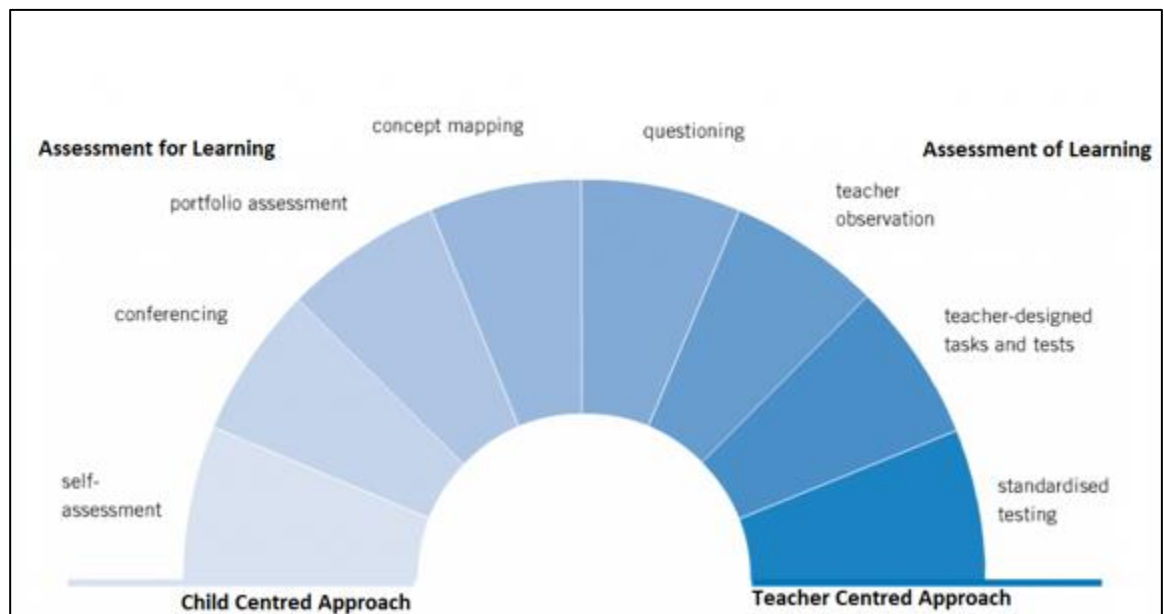


Figure 2.12 Assessment Fan, NCCA (2007)

AfL according to Basse (2018) and NCCA (2007) has significant benefits for the learner including:

- raising pupil awareness
- allowing pupil reflection
- allowing teacher reflection
- enables assessing of knowledge/self-understanding
- assists in advancing personal learning.

AfL is seen as a pupil-centred approach with the teacher as mediator. Motivation is a key component within these approaches as the pupil seeks to improve self-learning through clearly presented goals. Basse (2018) highlights how AfL techniques specifically coincide with observable motivational techniques. Motivation is in turn boosted by AfL as self and peer assessment allows a recognition of good work by the pupil themselves. AoL, as described by NCCA (2007), involves more medium to long-term goals for the learner. It is a useful form of assessment but can be limited when a grade or score is the only form of feedback received.

For assessment in CLIL Coyle et al. (2010) suggest a liberal use of AfL strategies while AoL strategies are used systematically but not as often. The liberal use of AfL techniques also allows a fulfilment of motivational objectives, previously explored, through the coinciding of AfL with observable motivational strategies according to

Basse (2018). Self-assessment provides a recognition of good work by the pupil. It is also a motivational strategy that enables reflection on criteria and a raising of pupil self-efficacy through the processes in mapping out achievable goals within lessons. Coyle et al. (2010) highlight the need for self-assessment to be linked to clear learning objectives. In addition, teacher questioning, as part of AfL, plays an important role in providing an opportunity for pupils to open up their learning as part of a co-constructed discourse with their teacher. Basse and Peña (2020) determine that a variety of question types support complex responses on the part of the learner and offer support for the development of learner agency as well as reflection. Dalton-Puffer (2007) explores five distinct question types in support of classroom practices including:

- questioning for facts
- questioning for explanation
- questioning for pupils to justify/reason
- questioning to show opinion
- metacognitive questioning which produces extended dialogue by pupils.

In deciding what to assess within the CLIL classroom teachers need to be aware of the purpose of assessment to ensure content or language or a mix of the two are assessed appropriately as opposed to interfering with one another i.e., does the pupil have the content but not the language to present it and vice versa.

The CEFR has been identified by Westhoff (2007) and Hasselgreen (2011) as a means of assisting assessment in CLIL. The CEFR is limited in its usage given that the authors of the CEFR were not specific about its classroom usage and that it is primarily a language proficiency assessment and doesn't provide for content assessment. Despite further research being needed on its effectiveness as an assessment tool, the CEFR's usefulness is well established in practices across the EU. The project *Assessment of Young Learner Literacy Linked to the Common European Framework of Reference for Languages (AYLLIT)* (Hasselgreen, 2011) employs the CEFR to provide grade descriptors for written language skills across the CEFR levels and includes research on in-between levels. Table 2.5 presents these descriptors.

Level	Overall structure and range of information	Sentence structure and grammatical accuracy	Vocabulary and choice of phrase	Malformed words and punctuation
Approaching A1	Makes an attempt to write some words and phrases but needs support or a framework to do this correctly.			
A1	Can write a small number of very familiar or copied words and phrases and very simple (pre-learnt) sentence patterns, usually in an easily recognisable way.			
A1/A2	Can adapt and build on a few learnt patterns to make a series of short and simple sentences.	Can use some words which may resemble L1, but on the whole the message is recognisable to a reader who does not know the L1.		

Table 2.5 Examples of descriptors for writing from AYLLIT Project, Hasselgreen (2011)

While these descriptors only cover written language skills, the European Centre for Modern Languages' project '*Can Do*' (Hasselgreen, 2005) is based around a series of Can Do statements that allow teachers to assess learning across the CEFR levels as well as allow self and peer assessment across levels. Table 2.6 provides a sample of the Can Do assessments for oral language skills.

Level	Can Do Statements
A1	<ol style="list-style-type: none"> 1. I can understand simple greetings, like hello, goodbye, good morning, etc. 2. I can understand simple words and phrases, like excuse me, sorry, thank you, etc. 3. I can understand simple classroom instructions, like stand up, come here, open the book, etc.
A2	<ol style="list-style-type: none"> 1. I can understand what people say to me about everyday things if they speak slowly and clearly and are helpful. 2. I can understand and follow instructions, like how to do something. 3. I can understand and follow directions, like how to get somewhere.

Table 2.6 'Can Do' statements exemplar on language ability

While neither the AYLLIT nor '*Can Do*' assessments are specifically designed for use in CLIL programmes, they offer a useful springboard for opportunities to use the CEFR to enable the teacher to determine the ability level of their pupils and allow meaningful AfL and AoL goals to be created and explored through CLIL pedagogies. An example of the use of the CEFR to create specific CLIL competencies is used by Dale and

Tanner (2012:83) to create specific language aims for the teaching of science content through a CLIL approach. Shaw (2020) supports this idea of using the CEFR to create clarity around the content and language learning outcomes in the CLIL classroom.

Table 2.7 provides examples of these descriptors.

Level	Speaking Aim
A1	Learners can name the parts of the flower in a class quiz
A2	Learners can give instructions on how to carry out an experiment on surface tension
	Writing Aim
A1	Learners can label a diagram of a simple electric circuit in an instruction booklet
A2	Learners can write instructions for an experiment on solids, liquids and gases for their classmates.

Table 2.7 Sample CEFR use for language goals

Within the Irish language context for assessment, the finalised *Primary Languages Curriculum* (2019) features a similarly structured descriptor of ability and competence. Although not directly linked to the CEFR, it again provides a springboard for learning outcomes that is incrementally based and within which AfL and AoL techniques can be applied. Within this curriculum is the notion of a progression continuum across several developmental milestones in language skills for oral language, reading and writing skills.

Outside of the use of the CEFR there are several other AfL techniques that are particularly suitable to the CLIL classroom as identified by Coyle et al. (2010), Dale and Tanner (2012) and Basse (2018) including:

- WALT/WILF¹⁴ to identify and share learning goals with pupils
- peer or self-assessment through language clinics facilitated by the teacher
- effective teacher feedback, as outlined previously in section 2.6.1
- reflection facilitated by the teacher portfolio assessment, conferencing etc.
- success criteria should be clear and familiar to learners
- content knowledge should be assessed using the simplest form of language to ensure language barriers do not become barriers to content assessment
- language knowledge should be in its real form i.e., a mixture of form and meaning.

¹⁴ WALT – We Are Learning To = the learning intention
WILF – What I Am Looking For = the success criteria

Basse (2018) summarises that one of the main tasks of CLIL is to create dialogue and discourse to improve language competence and skills. A pupil-focused formative assessment approach in the CLIL classroom greatly supports the realisation of this summation.

L1 usage

A deficiency in the research on CLIL language is the invisible nature of the role of the L1. Bruton (2011) supposes one of the contrary outcomes of CLIL is the pupils reverting to L1 to understand difficult content and learning, especially when in peer groups. Van de Craen and Surmont (2017) disagree with this negative assumption of L1, instead supporting the use of the L1 as a valuable pedagogical approach to maintaining low anxiety levels around the L2 as it allows gaps in pupil knowledge and understanding to be filled. Cammarata and Tedick (2012: 254) highlight numerous sources in support of L1 use including its benefits for:

- dealing with cognitively demanding content, Trunbull (1997) and Cohen (1994)
- sequencing, understanding, task management, vocabulary and grammar and off-task communication, Lapkin (2000)
- translanguaging¹⁵ to check for understanding, Garcia (2009), Vazquez and Ordanez (2018).

Transferable skills and the L1 of the learner provide the basis for further language acquisition of the learner while CLIL also strengthens the L1 command of the learner as recognised by the European Commission (2008, cited in Guillamón-Suesta and Renau Renau, 2015). Ruiz de Zarobe (2018) agrees with this approach to connecting languages stating that raising the awareness of the interconnectedness of languages allows pupils to engage more actively and autonomously into the future. Saito (2020) determines that a common thread across CLIL research is the discouragement of L1 use. Cammarata and Tedick (2012), despite proposing its advantages, determine that the use of the L1 should not be actively encouraged as it can substitute for rather than support L2. Vazquez and Ordanez (2018) identify L1 as being used to clarify meaning, ask for help and in dealing with peers. These activities are real communicative opportunities for the

¹⁵ *Translanguaging: the use of/the integration of multiple languages in the same speech event or linguistic context to communicate and explore meaning. Translanguaging is desirable and recommended in CLIL (Coyle et al., 2010) and CLIL-like settings (Karlsson, et al., 2018).*

L2 that are lost when pupils revert to the L1. The role of the teacher in supporting and promoting the use of the L2 is paramount. Again, given that according to Morton (2016) and Day and Shapson (1996, cited in Domke, 2015) CLIL teachers in the majority identify as content teachers rather than language teachers, their skill set in ensuring the competent use of the L1 in the classroom to avoid it becoming a substitute for L2 would be a natural area of need.

2.6.2 QUALITY ASSURANCE IN CLIL

Given the complexities of CLIL language demands as well as pedagogical approaches explored in this section, a final element of quality assurance to support the realisation of effective practices outlined in this section of the review is prudent and opportune. The content and language dual focus of CLIL should be always to the fore of teacher material planning.

The literature search identified several standalone tools that could potentially provide a quality assurance element as well as an additional level of robustness of support for the research design. These include:

- the CLIL matrix
- the Hierarchy of Task Types
- an adaptation of Bloom's Taxonomy for Language Learning.

The CLIL Matrix, presented in figure 2.13 provides a useful tool of reference for the development of CLIL lessons and CLIL materials that include, according to Coyle et al. (2010), a suitable mix of cognitively and linguistically demanding elements for the learner within the appropriate material level or at the appropriate stage of the lesson.

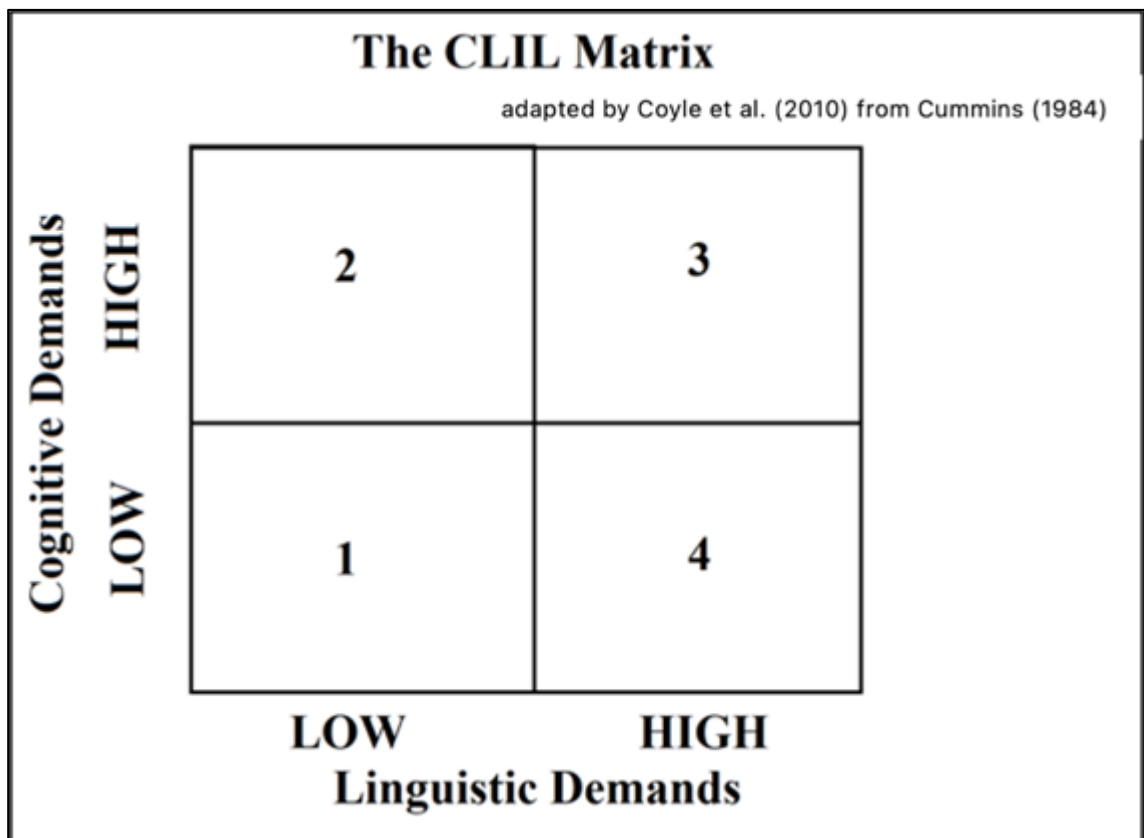


Figure 2.13 The CLIL Matrix

Within the CLIL Matrix materials or content should be focused on quadrant one initially to ensure learner confidence in meeting the language and content of the lesson. The trajectory of learning moves to quadrant two with cognitive demands on the learning moving from low to high. Finally, the materials or content should peak in quadrant three where cognitive and language demands are in the high range and thereby creating real and significant content and language learning for the learner. Cammarata (2010, cited in Ní Chróinín et al., 2016) emphasises the need to help teachers plan appropriate lessons that balance authentic language experiences and with relevant subject content. The CLIL Matrix is a viable aid to this end. Cinganotto (2016) identifies the summative benefits of the CLIL Matrix in that it allows the teacher a tool for self-awareness and metacognitive reflection concerning the skills and competencies of a particular resource or lesson.

Additional supports to the CLIL Matrix to ensure appropriate pitch and pace of CLIL materials is provided by Coyle et al. (2010) and Anderson and Krathwohl (2001). A hierarchy of tasks within CLIL that is based on *Bloom's Taxonomy* (1956) is used to

ensure appropriate learning development along the ZPD of the learner. These task types may be further supported using an adaptation of Bloom's taxonomy (1954) to meet the specific needs of language learners

Tasks, according to Piccardo et al. (2011) can be broken down into pre-communicative, communicative, and meaningful communicative task. These are highlighted in figure 2.14 which explores the various task types with a range of increasing complexity.

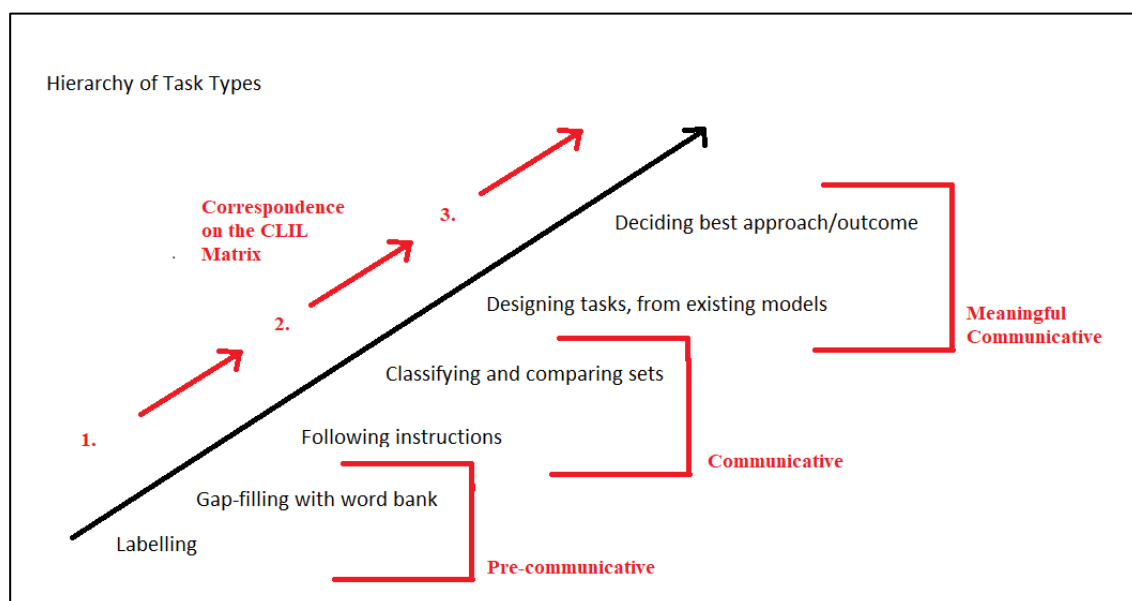


Figure 2.14 Hierarchy of Task Types, Coyle et al. (2010: 100)

This task type arrangement allows the teacher to increase cognitive challenges for the pupil in a structured manner while not presenting activities out of the reach of the learner and so maintaining realistic goals for the pupil while also ensuring a comfortable learning atmosphere where the pupil can engage with and maintain motivation for the L2. Piccardo et al. (2011) highlight the increased risk for teachers when the task is more difficult; however, the rewards of success for the teacher and the learner can also be highly motivating in terms of learning and new knowledge.

A final further useful framework is an adaptation of *Bloom's Taxonomy* (1954) to meet the specific needs of language learners. Anderson and Krathwohl (2001) present a revised taxonomy of lower and higher order skills that can be used to provide a balanced CLIL programme of content and language learning. Figure 2.15 lays out each level of the revised taxonomy.

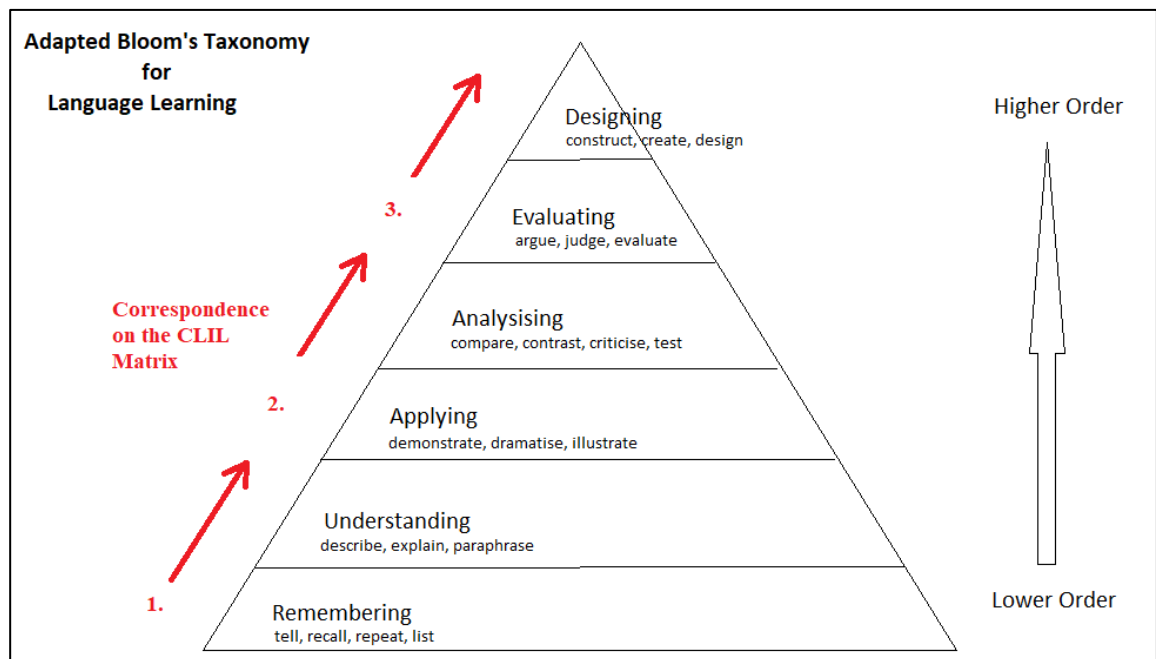


Figure 2.15 Bloom's Taxonomy, adapted by Anderson and Krathwohl (2001)

This adapted *Bloom's Taxonomy* allows for a focus on increasing cognitive demands in both content and language. Dale and Turner (2012) describe it as a useful framework for developing tasks and questions within CLIL classrooms to advance pupil learning. While the CLIL Matrix is a useful reference point for development of linguistic and cognitive tasks at an appropriate level, the hierarchy of tasks and adapted taxonomy further serves to strengthen these tasks through effective ordering of skills to be developed.

The use of these collective quality assurance structures combined with the core pedagogical principles for CLIL, adapted from Spratt (2017) as well as the reference list for the preparation of CLIL materials, adapted from Mehisto (2012), ensures the complex process of organising CLIL activities can be successfully navigated and pitched appropriately within the ZPD of the learner. Learning experiences are properly formed to ensure learners are motivated to carry out the tasks through meaningful and achievable activities, learning and tasks.

The complexity of CLIL processes demonstrated here and in previous sections provides a clear rationale for the need to identify a successful framework for CLIL implementation that supports both the teacher's understanding of CLIL as a unique and valid teaching and learning approach. As well as this conceptual awareness is the need

for a framework that supports teachers in their practical application of CLIL in the classroom. The review of literature moves next to identify such a framework.

2.6.3 CLIL FRAMEWORKS IN USE

The expansive range of CLIL programmes within research at present has produced an array of potentially suitable CLIL frameworks. Several proposed frameworks that emerge from the literature are first presented and although not designed specifically as a framework in support of CLIL classroom implementation, they have worthwhile features that merit their inclusion in this review. Following these proposed frameworks is a review of four discretely designed CLIL frameworks. Each is discussed and analysed according to their potential to advance CLIL conceptual awareness and pedagogical practice for the teacher. Frameworks include:

- CKT/CLKT framework
- I-PCK framework
- 4C's framework
- Penta-Pie framework
- SALT framework
- Integrated Content-Language-Literacy framework.

These six frameworks provide a collective overview of the main theories behind CLIL pedagogy, planning and proficiency skills (for both content and language) needed by the successful CLIL teacher. Each is considered here to identify a suitable CLIL framework in support of the aims and research design of this study.

Content Knowledge for Teaching/Content Language Knowledge for Teaching (CKT/CLKT) framework

Pedagogical Content Knowledge (PCK) emerges from the works of Shulman (1987). Morton (2016), however, cites criticism of Shulman's original definition of PCK as too vague a description that lacks specificity as to what this knowledge may entail as well as how teachers might develop this knowledge. While neither the CKT/CLKT framework, proposed from the combined works of Ball et al. (2008) and Morton (2016), nor the Integration-Pedagogical Content Knowledge framework (I-PCK), based on Troyen et al. (2017), are CLIL-specific designed frameworks, they do result in a

comprehensive analysis of what PCK entails for the CLIL classroom that may support teachers' efforts.

Morton (2016) builds on the work of Ball et al. (2008) who originally produced a detailing of Shulman's pedagogical content knowledge, renaming the concept content knowledge for teaching (CKT). CKT involves four elements working in unison to ensure the teacher has subject-matter knowledge and pedagogical content knowledge. These elements include:

- Common Content Knowledge: common knowledge of the subject matter, tasks etc.
- Specific Content Knowledge: specific teacher knowledge to unpack, explain, justify, etc.
- Knowledge of Content and Pupils: knowing about pupils, potential points of confusion, predicting interests, motivation, assigning tasks etc.
- Knowledge of Content and Teaching: designing instructional features and intervening in productive ways.

Morton (2016) further adapts this CKT framework to service language teaching and produces the language content knowledge for teaching (LCKT). Again, four elements work in unison to ensure the teacher has subject matter knowledge and pedagogical content knowledge. These elements include:

- Common Language Knowledge: common knowledge of the language across reading, writing, listening, and speaking skills
- Specific Language Knowledge: specific technical knowledge of the language to unpack, explain, justify, etc.
- Knowledge of Language and Pupils: knowing about pupils and languages, potential points of confusion, predicting interests, motivation, assigning language tasks etc.
- Knowledge of Language and Teaching: designing instructional features for language learning and intervening in productive ways to scaffold language learning.

A proposed combination of these two frameworks produces a useful competencies framework for CLIL teachers that would ensure a knowledge of content as well as a knowledge of language for the classroom. Figure 2.16 outlines this combination.

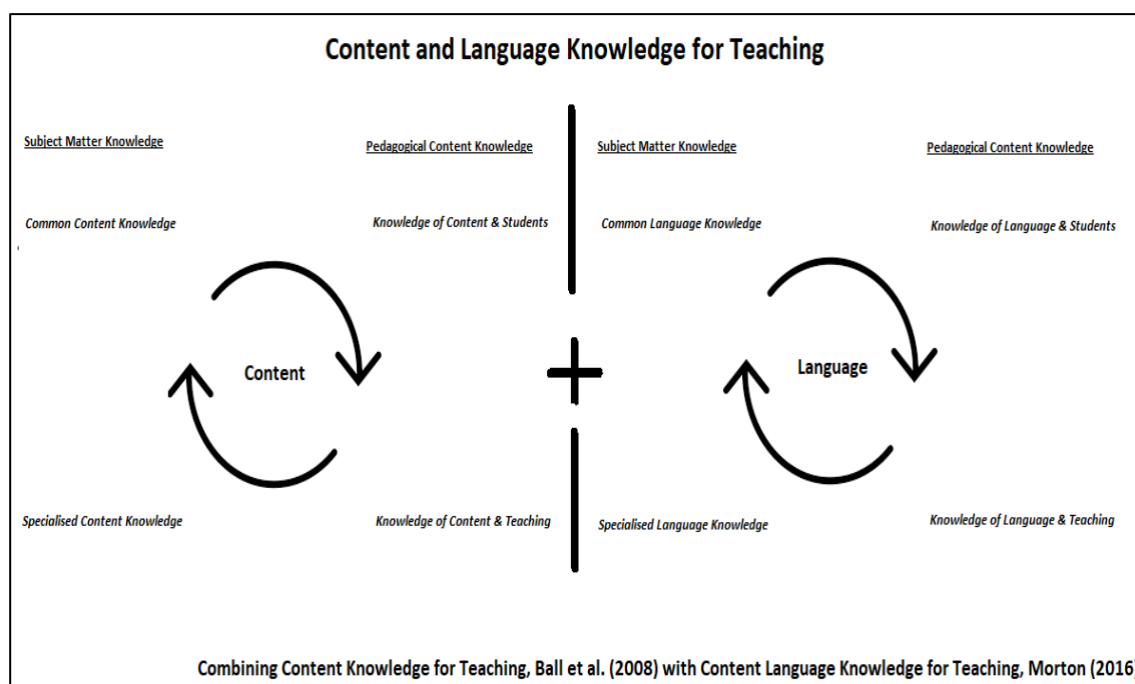


Figure 2.16 CKT/CLKT framework

While combining CKT and CLKT results in the creation of a framework based on the skills needed for the CLIL teacher to successfully implement a CLIL approach in the classroom, it presents an overly complex picture of knowledge for CLIL teaching that lacks detail on the core pedagogical processes outlined previously that are needed for successful CLIL implementation. Also, due to its nature as a combination of two separate constructs for teacher knowledge, it risks becoming a ‘wish list of competencies’, a description and criticism of several CLIL competencies that is identified by Morton (2016: 164). The usefulness of this proposed framework lies within opportunities for reflective processes in CLIL support programmes for teachers wherein the competencies described provide a useful breakdown of knowledge needed across both content and language for successful teaching and learning.

I-PCK framework

An alternative and condensed system of pedagogical content knowledge that attempts to provide a framework for CLIL is the I-PCK framework for language teaching and learning, suggested by Troyen et al. (2017). This framework further builds upon the Pedagogical Content Knowledge (PCK) work of Shulman (1987, cited in Meredith,

1995) and Johnston and Goettsch (2000, cited in Troyen at al., 2017). Figure 2.17 sets out the framework of this framework.

Developed from Shulman's work (1986,1987), this framework is defined in terms of the interaction of different knowledge domains as seen in the below figure 2.17.

- content knowledge of language used as a medium of instruction (CK-L)
- content knowledge of the curriculum area (CK-C)
- pedagogical knowledge (PK)-knowledge about the teaching and learning processes, practices and strategies
- the interaction between CK-L and CK-C (CK-L/C)
- language pedagogical content knowledge (PCK-L) -the interaction of PK and CK-L, (f) curriculum area pedagogical content knowledge (PCK-C) -the interaction of PK and CK-C.

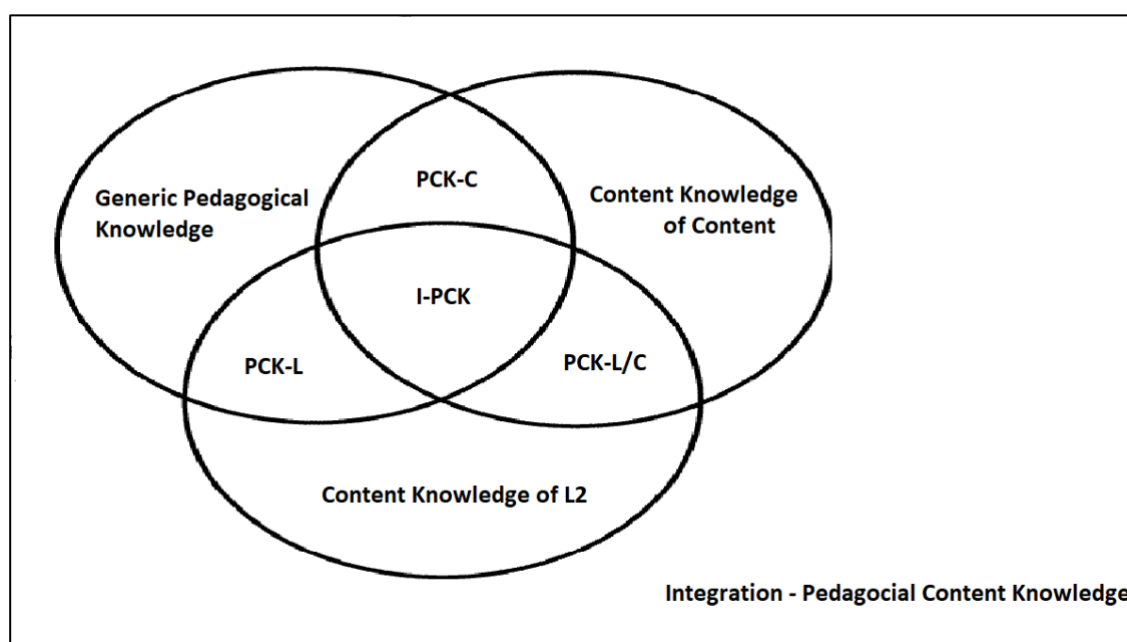


Figure 2.17 I-PCK framework, adapted from Troyen at al. (2017)

While this framework was generated for PCK and CBI, it can arguably be used as a CLIL framework also given the similarities between CLIL and CBI presented previously. Within this framework, the generic pedagogical knowledge includes teaching and learning skills needed by the teacher. Content knowledge of L2 includes the knowledge of the L2 to be taught including grammar, lexicon, etc. Content knowledge of content includes all other content knowledge apart from the L2. The

overlapping of these three areas as well as their combining or integration in the centre of the framework allows for pedagogical content knowledge for content (PCK-C) and language (PCK-L) to be further developed as well as pedagogical content knowledge for language and content (PCK-L/C). PCK-L/C includes knowledge of the specific academic language associated with key concepts of the subject being studied. When these areas are combined successfully an integrated approach to language and content is achieved (I-PCK). This allows the teacher to teach language through content or to teach content while teaching language.

While this proposed framework provides for a balance of content and language skill development for the teacher, like the CKT/CLKT Framework, the I-PCK framework presents an overly complex process of interrelated language and content knowledge that combine to produce a list of competencies with little reference to practical classroom application of CLIL. Again, this framework could provide a useful template for the development of a comprehensive CLIL support programmes for teachers through its identification of the professional knowledge base necessary for CLIL teaching. However, for practical use within this study it provides limited support in terms of planning, implementation, and review of CLIL implementation for day-to-day application. Following these proposals are four frameworks that are designed specifically for CLIL implementation. Approaches are varied but each provides a strong framework in support of CLIL teachers.

4C's framework

Coyle et al. (2010) argue that CLIL complexities leads to a requirement to focus teaching and learning practices. This is achieved through the 4C's framework presented next.

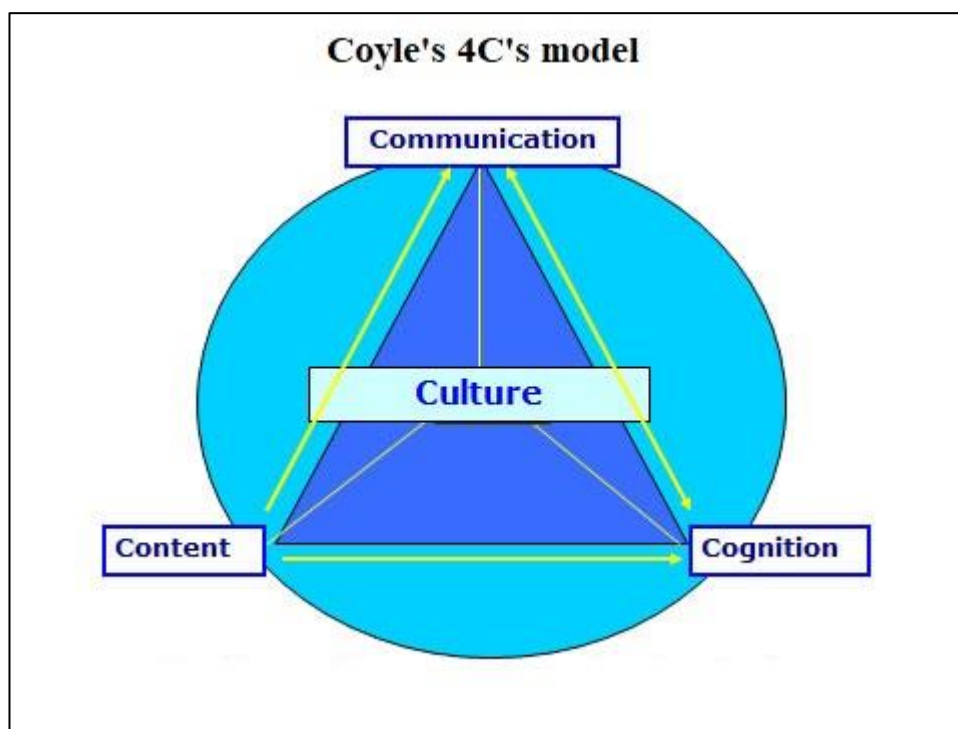


Figure 2.18 Coyle's 4C's framework for CLIL classroom practices

Content is the main driver of the other C's presented although the 4C's are integrated so that the teaching and learning of one supports that of the others. Spratt (2017) identifies language exposure as the required enabler for culture, community, and cognition skills. Smala (2015) discusses the 4C's individual areas and further breaks each C into component parts.

- Communication – linguistic and content alignment
- Content – scaffolding of teaching materials by the teacher
- Cognitive – awareness of the learner's needs
- Culture – the use of intercultural learning within the CLIL lesson.

The 4C's framework provides a comprehensive account of language and content development that supports teachers' practice in successful CLIL implementation. The

breakdown of CLIL into components simplifies the processes of CLIL and provide a blueprint for practical classroom application.

Within these four aspects, the development of culture as a component is argued as a non-necessary task in some instances and an element that overly complicates the already complex process that is successful CLIL. Liddicoat and Scarino (2013, cited in Smala, 2015) in critique of this framework suggest that nonlanguage content does not lend to culture development and as such is not necessary e.g., culture may be excluded entirely from the teaching of language through maths or science. The findings of Nikula (2015) further support the view of specific culture development within a CLIL framework as a non-essential element. Sudhoff (2010, cited in Smala, 2015) stresses, however, that such a stance as a missed opportunity given the fact that the merging of foreign language content with subject content provides an ideal atmosphere for intercultural learning.

Bernaus et al. (2011) in exploring the ConBat+ project of promoting an awareness of languages, cultures, plurilingualism and pluriculturalism propose that where content, tasks and language learning strategies are successfully interlinked and surrounded by proper attitudes to the promoted ‘awareness’, culture and its associates flourish. Figure 2.19 outlines the positioning of this ‘awareness’ or ConBat+ within CLIL programmes.

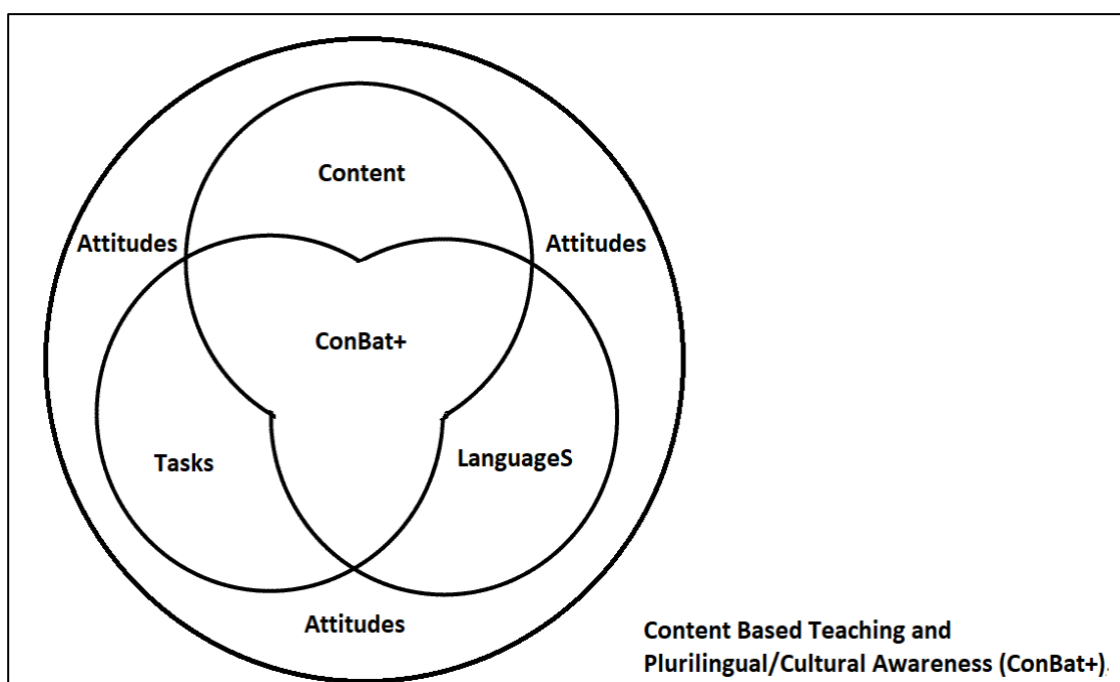


Figure 2.19 ConBat+ European project

This exploration of CLIL proposes that culture permeates CLIL's conceptual frameworks. It is a recognition of the diversity and dynamism within a CLIL framework that fundamentally characterises culture itself. This exploration of culture is embedded into an 'awareness'. It enables culture to be a part of any CLIL lesson and is in contradiction to the suggestion that nonlanguage content does not lend to culture development.

Given the ability to embed culture into the CLIL framework without the need for discrete development on the part of the teacher, the specific culture element of the 4C's framework contributes to the presentation of an overly complicated CLIL framework. The unfamiliarity of participants of this study in relation to CLIL process calls for a more streamlined framework that limited the burdens of teachers in their efforts to implement CLIL successfully.

Penta-Pie framework

Westhoff (2004) presents the Penta-pie framework that supposes that rich L2 input is a crucial prerequisite to successful L2 learning. Westhoff (2004) argues for a balanced combination of a content-oriented process (language meaning) as well as a form-orientated process (language use). This provides a balance of understanding of content as well as linguistic structures, a core principle of any proposed CLIL endeavour. This echoes the calls of Lyster (2004) in relation to a balanced emphasis on form and meaning focus in language teaching and learning.

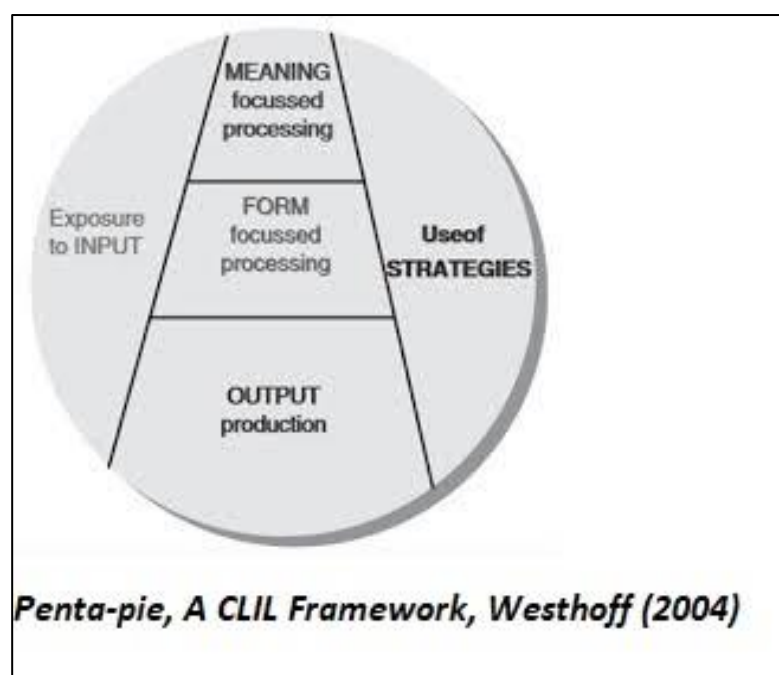


Figure 2.20 Penta-pie framework

The five components of the Penta-pie reflect fragments that combine to form a successful CLIL framework, each containing areas of teaching and learning to be facilitated by the teacher and are explored by de Graff et al. (2007) in greater detail. Exposure to input is at a minimally challenging level and is reflective of the stimulation of the ZPD of the learner. The teacher selects, adapts, and scaffolds materials that enable the learner to interact successfully with language and content. A combination of meaning and form focused processing by the learner which is again facilitated by the teacher allows for effective output production by the learner. Meaning focused processes include encouraging and facilitating learners to request new vocabulary,

check meaning, use explicit and illicit feedback and practice through language skills across reading, writing and oral production. Form focused processing is again facilitated by the teacher using examples, recasts, confirmation and clarification checks and requests and giving feedback (both teacher and peer led). Teachers facilitate output production through working in a variety of interactive formats during lessons, using creative oral and written productions, encouragement of L2 use and providing feedback and engaging in peer feedback. Finally, the use of strategies further supports output production and, in particular, problems in language comprehension and production through encouraging compensation strategies as well as teachers scaffolding strategy use as needed.

While the Penta-Pie framework provides a clear pathway for language development and details the steps needed for successful language acquisition from teacher input through to learner output, there is a definite gap in relation to content. This imbalance between language and content focus within this framework goes against core principles of CLIL and could easily lead to a focus on language development to the detriment of the content subject, a danger of CLIL development already highlighted from the review of the work of Ní Chróinín et al. (2016). This framework has significant advantages in clearly mapping the language learning route for the teacher; however, its relative weaknesses in relation to the content element of the CLIL lesson poses a risk for this study, especially given the inexperience of participants in relation to CLIL implementation.

SALT framework

Gierlinger (2017: 188) describes SALT as a language-aware pedagogical framework for teaching of CLIL. SALT as a framework allows for specific, planned methodology between specific implicit¹⁶ and explicit¹⁷ language learning as can be seen across the four language areas of the framework.

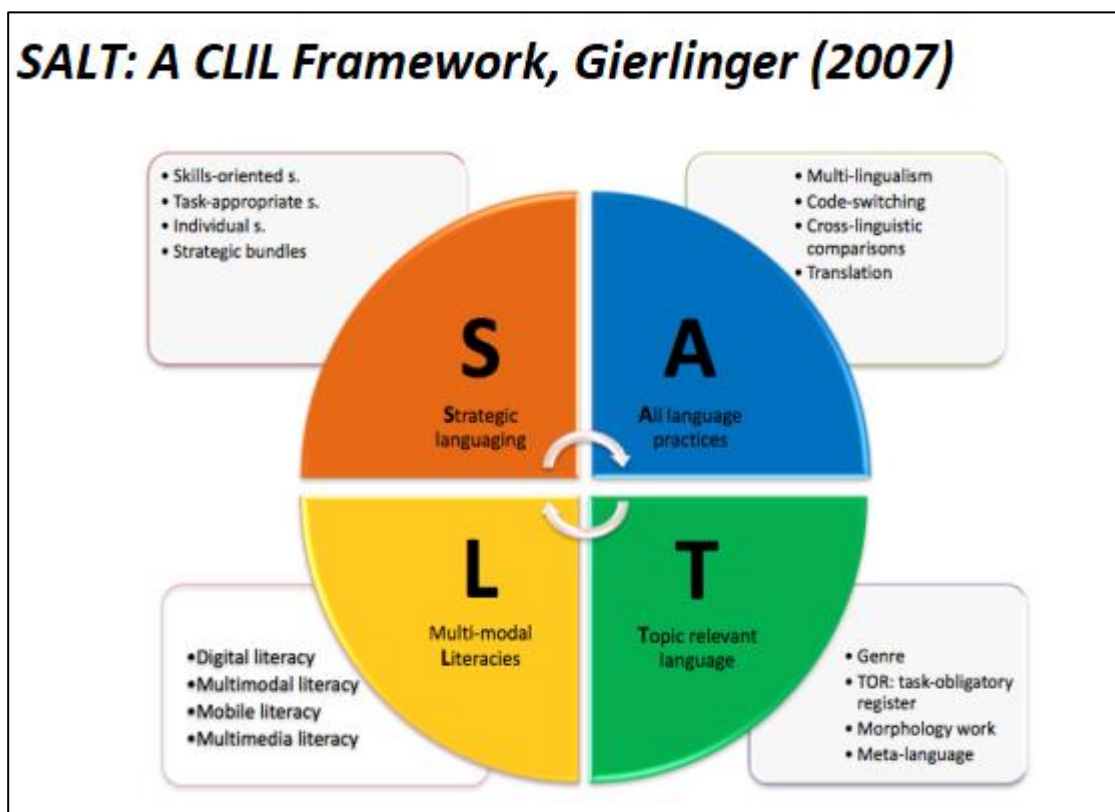


Figure 2.21 SALT framework

SALT's initial dimension 'S' focuses on the teaching and learning of content through strategic languaging (language learning strategies) in the CLIL classroom.

These include:

- reading skills: word inferencing and text organising and summarising strategies
- listening skills: note-taking and cooperative listening strategies i.e., peer work
- writing skills: how best to write a subject/task specific text type (text genre)
- speaking skills: presentations, interviewing and argumentative strategies.

¹⁶ *Implicit language learning: where the learner is unaware they are in a state of learning*

¹⁷ *Explicit language learning: where the learner makes a conscious and deliberate attempt to master new material, gain a new skill or solve a problem*

The second dimension 'A' overviews the use of all languages available in the classroom for the benefits of CLIL. Strategies for use of all language include the use of bilingual texts, compare and contrast activities and the use of translation to name a few. Code-switching and the strategic use of the L1 by the teacher and the pupil can also be of benefit in the classroom according to Laufer and Nation (2012, cited in Gierlinger, 2017). The third dimension 'L' considers the different literacies of knowledge representation and meaning-making in CLIL. According to Hockly et al. (2013, cited in Gierlinger, 2017) literacy and language are interconnected because all literacies are involved with the communication of meaning. Multimodal learning is a combination of textual, visual, and action-focused sources of information, activities, and tasks that advance the language opportunities of the learner. The final dimension 'T' focuses on the topic-relevant language in CLIL which encompasses the target language and its crucial role in the learning of subject knowledge. Its main emphasis is on motivation by the CLIL teacher to develop pupils' academic target language awareness. Gierlinger (2017: 204) states that 'SALT emphasises that an explicit teaching of this language of schooling will benefit the learning and understanding of subject content.'

As with the Penta-pie framework, the SALT framework provides a clear pathway for language development and details various strategies as well as the use of genres all in support of successful language acquisition from teacher to learner. Again, however, there is a definite gap in relation to content learning. Again, this relative weaknesses in relation to the content element of a CLIL lesson poses a risk for this study and its participants.

Content-Language-Literacy Integration (CLLI) framework

The final framework to be explored echoes the language development approaches of Penta-pie and SALT frameworks and includes specific language and literacy explorations for content and language learning. Cammarata (2016b) explores a Content-Language-Literacy Integration (CLLI) framework that is proposed specifically for CBI instruction. This framework encompasses four distinct parts that combine to create a set of clear educational outcomes for curriculum planning in CBI. Figure 2.22 outlines this framework.

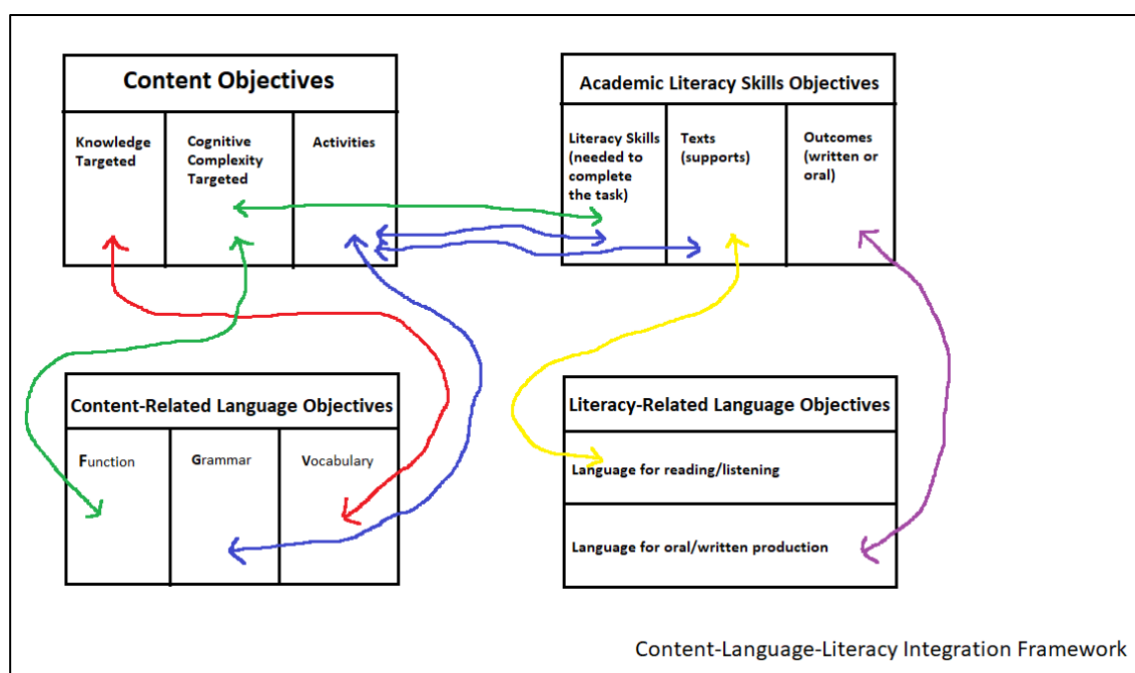


Figure 2.22 CLLI framework, Cammarata (2016b)

The CLLI framework provides a scaffold for detailed content objectives, a guide for targeting of key literacy skills and assistance to teachers to identify key language implications stemming from these content and literacy objectives. Content knowledge, language and academic literacy skills are not taught in isolation but rather in an interconnected way as can be seen in the above figure 2.22.

Content objectives are specific to the knowledge and understanding to be targeted in the lesson. The knowledge targeted includes concepts and understanding sought by the teacher. Cognitive complexity targeted is linked to Bloom's taxonomy and the degree of

cognitive engagement within the lesson. Activities refer to what the pupil will undertake to learn and understand lesson content.

Content-related language objectives focus on three key areas that cover a focus on form, the language needed by the pupil to interact with targeted concepts and the language needed to complete the task. Function refers to what pupils will do with the language and is linked to cognitive complexity to be undertaken. Grammar refers to form and is achieved through cognitive complexity but also activities to be undertaken. Vocabulary is the lexicon to be developed and is linked to the concepts and understanding within the content objectives.

Academic literacy skills include academic reading, writing, and speaking skills. Literacy skills are those required to complete a task and is again directly related to cognitive complexity and activity. Text refers to all support materials and is linked to language for reading/listening under the literacy-related language activities. This includes the vocabulary and grammar needed for text interaction. Outcomes include a written or oral production to show evidence of understanding by the learner. It is linked to language for oral/written production and includes vocabulary and grammar needed in the creation of texts. These final links to vocabulary and grammar highlight a focus on form within this framework as well as a traditional focus on meaning.

The CLLI framework's discrete treatment of content as well as language ensures a balanced approach to the development of both. Its call for specific objectives for learning areas covers a multitude of concepts for CLIL lesson development. It is this comprehensive nature, however, that proves its greatest barrier also. The CLLI framework is a complex framework that seeks to support an already complex process of CLIL implementation. While undoubtedly a valid and valuable framework in support of CLIL implementation, its complexity may prove a challenge for novice CLIL practitioners and as such it could prove conceptually burdensome to the participants of this study.

The above six frameworks for CLIL (both proposed and actual) highlight what Coyle (2007) describes as the lack of cohesion around CLIL pedagogies, frameworks, and constituent dimensions. This lack of cohesion contributes to the wide range of methods, materials, and curriculum organisation around CLIL implementation. Table 2.8

summarises the main components of the previously presented frameworks as well as the various gaps in relation to core CLIL principles and pedagogical approaches that are explored prior to this framework review.

Table 2.8 Overview of features of actual and proposed CLIL frameworks

FRAMEWORK	Language Focus	Content Focus	Focus on Meaning	Focus on Form*	Cultural Objectives*	Language Learning Strategies	Motivational Awareness*	Organised for Curriculum Planning	Cognitive Objectives/ Development	Assessment Strategies*
<i>4C's</i>	✓	✓	✓	✗	✓	✓	✗	✓	✓	✗
<i>CKT/CLKT</i>	✓	✓	unclear	unclear	✗	✓	✗	✗	✓	✗
<i>I-PCK</i>	✓	✓	unclear	unclear	✗	✓	✗	✗	✓	✗
<i>Penta-pie</i>	✓	✗	✓	✓	✗	✓	unclear	✗	✓	✗
<i>SALT</i>	✓	✗	✓	✓	✗	✓	✓	unclear	✓	✗
<i>CLLI</i>	✓	✓	✓	✓	✗	✓	✓	✓	✓	✗

*Specific outlining of same

Table 2.8 provides a clear overview of the common traits as well as the discrepancies and gaps in CLIL knowledge development across all six frameworks explored. A central feature of the 4C's framework, culture, is removed as a specific feature in the remaining frameworks. Culture can arguably be seen as an embedded process in the remaining frameworks. Given the already identified risks of burdening the teacher with an ever increasing list of CLIL competencies, it is reasonable and justifiable to embed rather than have specifically planned for cultural aspects and instead acknowledge the approach of the Combat+ project outlined, fostering an awareness and positive influence on pupil L2 perceptions throughout the CLIL process. In addition to the absence of culture in almost all frameworks, are several additional core pedagogical principles of CLIL as explored earlier. Pupil language motivation as well as assessment in CLIL, are either overly implied in frameworks or simply ignored outright. Frameworks instead favour a focus on pedagogical content and language learning. While such a focus is supportive at identifying teaching and learning content, the final additional gap in frameworks explored is that of support for curriculum planning with only the 4C's and CLLI frameworks specially forming learning outcomes. While each framework explored has significant strengths that support CLIL implementation efforts, each framework assumes a significant level of CLIL professional knowledge and a strong L2 teacher identity, elements not specially found within Irish primary teachers at present, given that many Irish primary school teachers have either not begun or have just started on their CLIL journey. An adapted framework is required that specifically provides practical support and guidance for CLIL development for the Irish primary teacher.

2.6.4 A NEW FRAMEWORK FOR CLIL

In exploring the features of the CLIL frameworks presented, the *Content-Communication-Cognition-Assessment Framework* presented in figure 2.23 is proposed as a viable framework for teacher planning and implementation of CLIL in the classroom in a clear and concise format.

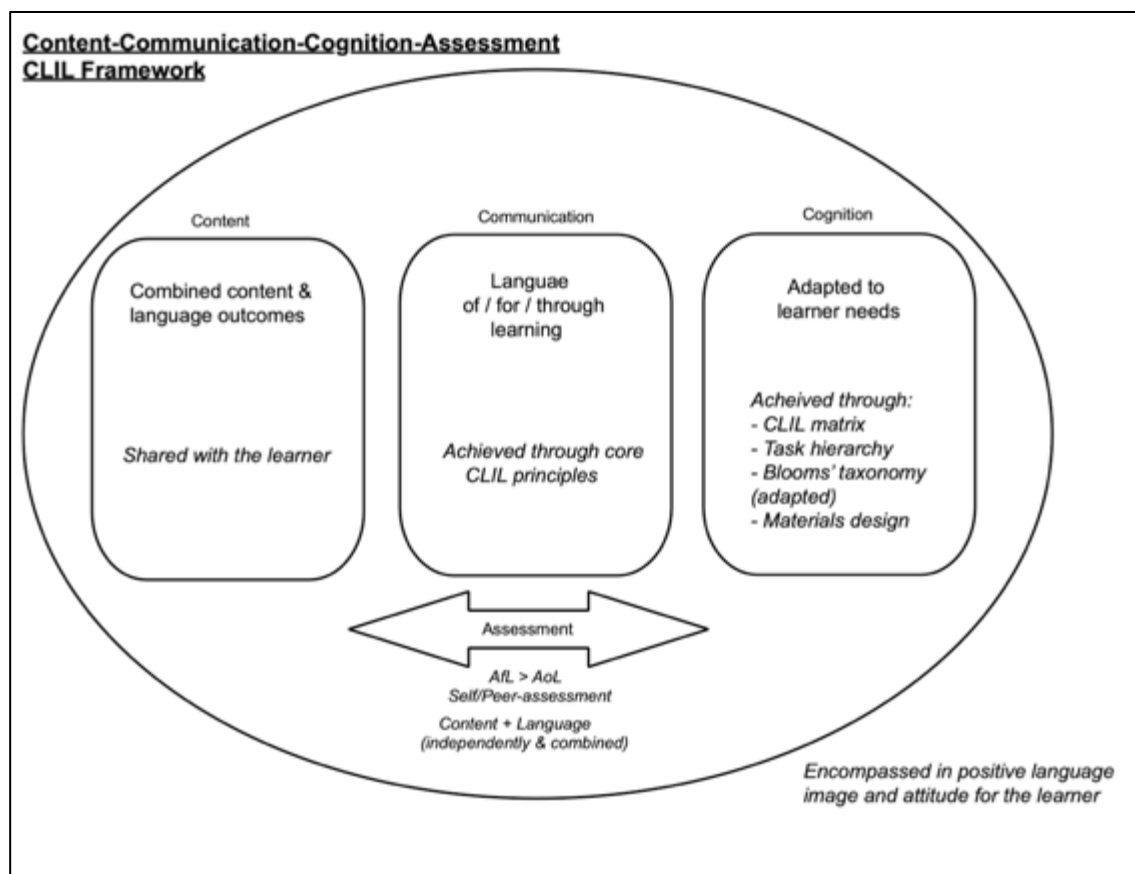


Figure 2.23 A new framework for CLIL – Content, Communication, Cognition, Assessment (CCCA) framework

Three original concepts of the 4C's framework are employed as a core of this framework. Content calls for specific content and language objectives that are a combination of the two to ensure a balance of content and language skills within the CLIL lesson, a core principle of CLIL. This is to counter Mehisto's (2008) research finding that CLIL teachers were not systematically stating both content and language objectives and further presumption that this is likely applied by CLIL teachers in the majority. This combining of language and content objectives is also an echo of the CLLI framework within which specific content and language are identified in the

learning objectives. Communication uses the framework of language of/for/through learning but additionally highlights core CLIL pedagogical approaches to combining content and language for effective teacher guidance. The specific addition of the core pedagogical skills responds to the call by Tedick and Young (2018) to develop teacher awareness to development skills for language, with particular reference to form. Cognition focuses on learner needs and employs content and language controls for the teacher to effectively plan graded learning opportunities with content and language and to construct quality CLIL materials, areas of significant need for teachers implementing CLIL programmes, as identified by Morton (2016). Assessment is across all three areas and proposes Assessment for Learning as the prominent form of assessment across Content, Communication and Cognition. The overarching aim of the framework is to provide meaningful learning opportunities in the L2 for the learner and enable them to self-assess their progress and chart their learning goals for themselves. This allows for greater L2 ownership and interest/enthusiasm for the learner. With the establishment of this framework as a viable support structure for participants of this study in their efforts to implement CLIL, the final element of the review on CLIL implementation discusses key competencies needed by teachers to support a successful development of identity as language teachers. This final section also provides a basis for PD opportunities to be structured for this study.

2.6.5 KEY TEACHER COMPETENCIES IN SUPPORT OF SUCCESSFUL CLIL IMPLEMENTATION

As is evident from the exploration of CLIL frameworks and associated pedagogical exploration, CLIL as an approach to L2 teaching and learning is a vast phenomenon that creates specific needs for the teacher to ensure its successful application. *The Profile Report*, cited in Pérez Cañado (2016) outlines major obstacles to teacher CLIL uptake including:

- aptitude of teachers and learners in the L2
- lack of metalinguistic knowledge of the L2
- the specificity of vocabulary
- the combination of linguistic and content difficulties
- the absences of methodology preparation
- lack of planning time and appropriate materials

- limited PD and conceptual knowledge of CLIL and balancing content and language learning.

The successful development of teachers' competency in CLIL is required to counter these barriers. CLIL as a language teaching approach has its own set of competency requirements in order for it to be employed effectively. With CLIL teachers need an integrated knowledge of subject, language and pedagogy, it is this very integrative nature that can be one of the greatest challenges for teachers of CLIL. Bertaux et al. (2009) produced a list of macro-competencies essential for successful CLIL teaching. These are split into two complementary facets, namely; competencies underpinning CLIL and competencies for setting CLIL in motion. These are outlined in table 2.9.

Competencies underpinning CLIL	Competencies for setting CLIL in motion
Programme parameters	Integration
CLIL policy	Implementation
Language competencies for teaching CLIL	Second Language Acquisition
Course development	Interculturality
Partnerships in supporting pupil learning	Learning environment management
	Learner focus in the CLIL environment
	Learning skills focus in CLIL
	Learning assessment in CLIL
	Life-long learning frameworkling
	Innovative teaching and learning approaches

Table 2.9 Macro-competencies essential for successful CLIL (Bertaux et al., 2009)

The *European Centre for Modern Languages* (ECML, 2011) produced a condensed list of these broad or macro-competencies for teachers of CLIL to include:

- content subject knowledge
- L2 knowledge
- teaching and learning best practice knowledge
- integration abilities of the previous three competencies
- integration ability of CLIL within the education setting.

A final competency list is produced by Spratt (2017) and includes specific competencies for language teaching and learning for the CLIL teacher. Spratt (2017: 46-48) identifies

specific competencies in relation to integration of CLIL within the education setting including the ability to:

- scaffold learning of language, subject and thinking skills
- teach thinking and language skills to the learner
- develop one's own and assist learners develop BICS and CALP
- act as the central input giver by providing comprehensible input for the learner.

While there is a marked difference in the competencies lists explored, there are commonalities running throughout that can be compiled to produce a robust competency basis for successful CLIL teachers.

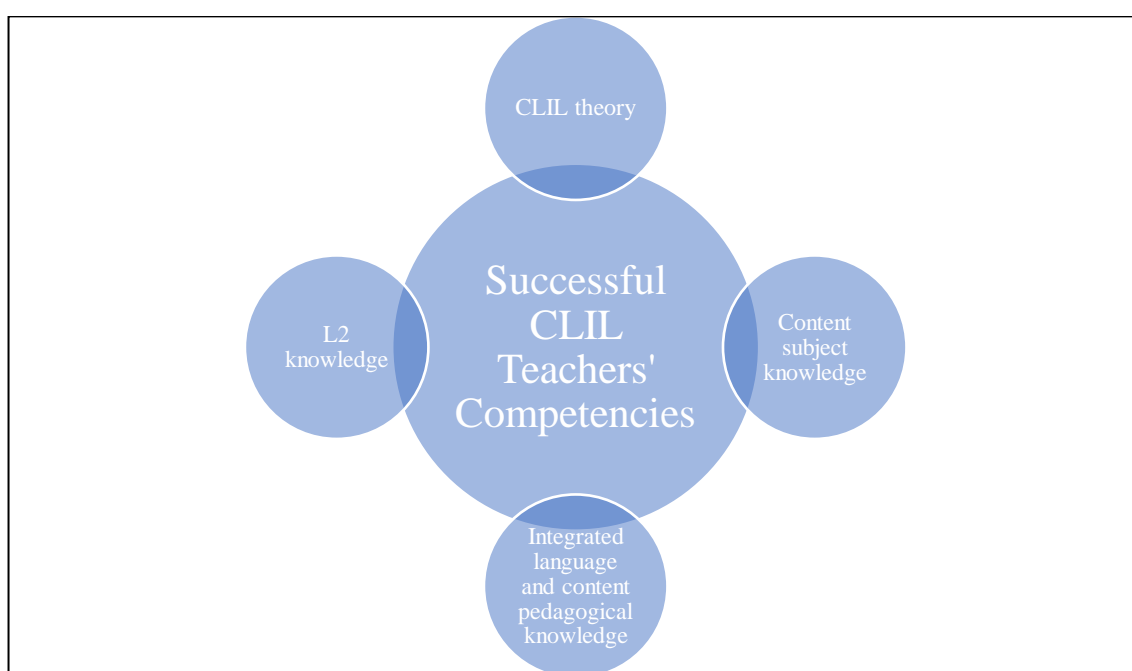


Figure 2.24 Core competencies for CLIL teachers, adapted from Bertaux et al. (2009), ECML (2011) and Spratt (2017)

Within the explored competency lists is the danger of overburdening the teacher. Morton (2016:164) describes a current criticism of CLIL teacher preparation and CLIL competencies in that they appear as an ever increasing wish list of competencies, and can be a burden in reality. The presented core competencies for successful CLIL teachers, adapted from Bertaux et al. (2009), ECML (2011) and Spratt (2017) achieve a refined list that seeks to provide direction without overburdening teachers with seemingly endless competency demands. Key to progressing the core competencies

identified here is the successful formation of L2 teacher identity, self-efficacy and motivation.

Motivation is a critical challenge to successful teacher engagement with CLIL. Where teacher investment in the innovativeness of CLIL approaches is developed, as described by Breidbach and Medina-Suárez (2016), they are given participation and freedom of action that supports PD. Further factors of successful teacher investment in CLIL approaches include collaborative opportunities and, in particular, peer-collaborative opportunities. This need for collaboration is identified as emerging from teachers' ideas about overcoming their own language teaching and learning limitations within peer learning settings.

The design of a supportive PD programme to support CLIL teachers as they endeavour to implement CLIL is as demanding a process as the identification of key competencies. Sachs (2016) explores PD as two parts; functional and attitudinal. Attitudes are an important aspect of successful language teaching and CLIL operation, specifically in relation to the Irish language, and NCCA's (2007) review of how attitudes can hinder teacher development have negatively impacted the successful teaching and learning of the Irish language in the past. Functional development, while improving teacher practice, is limited in concepts of teaching and being a teacher. It is through a combination of attitudinal development that collaboration, orientation and authentic professional learning takes place. Abad (2013) further points to the fact that it is the skills teachers lack that they shy away from most, teachers can also tend to favour organisational skills over pragmatic skills in language teaching and learning efforts. This is an area that needs to be addressed in any PD programme for CLIL teachers to ensure a successful development of competency. Finally, Kelly and Grenfell (2017), Bastos and Sa (2015) and Abad (2013) identify reflection on knowledge as a core aspect of PD for language teachers. Becoming and staying a teacher through the development of supportive L2 teacher identity is a multifaceted approach which involves, according to Graham and Phelps (2003), knowing increasing demands and expectations around what knowledge and PD is needed.

The collected works of Guadamillas Gómez (2017: 44), together with Gierlinger (2017¹⁸) and Marsh and Martín (2012), provide an outline of suggested course content for any successful CLIL qualification that should include;

- CLIL as a concept
- policy and rationale for CLIL
- CLIL in context
- CLIL and planning
- CLIL and language
- CLIL pedagogy
- reflective practices.

Overall the successful CLIL teacher needs successful teacher language awareness as identified by Spratt (2017), Morton (2015) and Smala (2015), which at its core provides teachers with the linguistic skill and sensitivity to adapt and develop teaching procedures that benefit the specific language needs of the learner. This content provides a PD structure that is not only complementary of the presented literature of this review but also provides a PD structure that comprehensively prepares the teacher to operate CLIL while also meeting the skills and knowledge needs of the teacher. This proposal for PD structure provides a viable format for participant formation in CLIL for this study that will be further considered in the research design.

2.7 COMBINING CLIL AND THE SCIENCE CURRICULUM IN IRISH PRIMARY SCHOOL SETTINGS

Before concluding this review of CLIL and its core elements, it is necessary to explore the essential knowledge base needed for the successful teaching of science as a grounding to support the science CLIL classroom. This emerges from the curriculum itself while an account of the international context is also provided. Following this, the current context of the teaching of science in English-medium primary schools in Ireland is explored. Finally, the principles of CLIL and science teaching are explored to provide an account of underlying principles that contributed to the overall design of the scheme of work undertaken by participants during the intervention phase of this project.

¹⁸ <https://C.L.I.L.ingmesoftly.wordpress.com/C.L.I.L.-teachers-tl-competence/> access 04/11/2017

2.7.1 WHAT DOES EFFECTIVE SCIENCE TEACHING LOOK LIKE?

An essential knowledge based for the successful science teacher emerges from the *Primary Science Curriculum: Teacher Guidelines* (1999b). Clear methods and approaches are laid out for the teaching and learning of science in the primary school classroom via the *Teacher Guidelines* (1999b: 52-54). These approaches set out to create a learning environment where:

- *'children's ideas are the starting point for science activities*
- *practical activity is encouraged*
- *links with the environment are fostered*
- *children can apply scientific concepts to everyday situations*
- *children have an opportunity to work together, share ideas and communicate their findings.'*

The methodologies and approaches chosen by the teacher should accommodate the different learning styles to empower pupils to:

- problem solve
- pose questions
- use own ideas as a basis for activities.

All the while, the overarching principles are the provision of practical work in science through an investigative as well as a teacher-directed approach.

This is echoed in the curriculum review of science conducted by the Inspectorate (2008) where best practice is called for within which:

'Children should be enabled to design and conduct their own investigations and to complete open-ended problem-solving tasks'

Science in the Primary School: Inspectorate Evaluation Studies (2008: 44)

International research on appropriate methodological approaches to the successful teaching and learning of science provide a further account of what constitutes successful methodological provision for the learner. Fitzgerald & Smith (2016) detail an approach to science teaching and learning where inquiry-based learning is used to effectively engage pupils. Nhlengethwa et al. (2021), in support of an inquiry-based approach, discuss its potential to empower the learner to challenge naïve ideas and instead promote conceptual understandings, skills as well as the development of scientific

attitudes. Methodologies should support a broader view of teaching science than merely knowledge acquisition. The *Swedish National Agency for Education*, as described by Walan & Chang Rundgren (2014), cite a need for science to be provided in a manner that supports the delivery of the science curriculum through experimentation, discussion and play to provide a pupil-centred approach to learning. This approach is embedded in feedback through assessment that helps the learner to a greater scientific understanding overall.

Teachers, as echoed in the principles of teaching and learning outlined in the Irish science curriculum, should ensure that science is about ideas, innovations and actions, embedded in the everyday context. This encourages pupils to construct new ideas, share new thinking, and challenge as well as generate new ideas and understandings.

2.7.2 PRIMARY SCIENCE CURRICULUM: THE IRISH PRIMARY SCHOOL CONTEXT AND OPPORTUNITIES IN SUPPORT OF CLIL

The *Primary Science Curriculum* (1999a) is one of eleven curricular areas that form the *Primary School Curriculum* in Ireland at present. DES (1999) lays out time allocations for curricular areas with science education allocated 1 hour per week in primary schools as part of an overall allocation of 3 hours per week for *Social, Environmental and Scientific Education* (45min. and 2hr. 15min. respectively in infant classes). This allocation is more or less maintained in the proposed time allocations of the draft *Primary Curriculum Framework*¹⁹ published by the NCCA (2020).

The *Primary Science Curriculum* (1999a: 6) describes the provision of science education based on the principle of:

‘...investigations children’s natural curiosity ...and they are equipped with the strategies and processes to develop scientific ideas and concepts’.

This is further echoed in the draft *Primary Curriculum Framework* (2020: 13) wherein is described the need for opportunities for children to:

‘...experience opportunities to generate new ideas or solutions as part of a design process and through playful experimentation and investigation...’

¹⁹ The draft *Primary Curriculum Framework* (2020) sets out the proposed purpose, structure and content of the next curriculum for primary schools in the Republic of Ireland.

The curriculum is set out across a number of skills as well as content areas. Learner skills to be developed involve ‘working scientifically’ and ‘designing and making’. The curriculum envisages these skills to be developed as content of the various strands is worked through. These strands include:

- Living things
- Energy and forces
- Materials
- Environmental awareness and care.

With reference to CLIL, while the content of the science curriculum is clear, the central role of language is also evident. This strongly supports opportunities in CLIL. The *Primary School Curriculum Introduction* (1999:15) sees language as having:

‘... a vital role to play in children’s development. Much learning takes place through the interaction of language and experience. Language helps the child to clarify and interpret experience, to acquire new concepts, and to add depth to concepts already grasped.’

These opportunities for a CLIL-focused education provision are further supported by the highly integrative nature of the curriculum, as proposed by DES (1999), as well as mostly recently by recent primary curriculum developments in Ireland through the identification of CLIL as one of the core L2 language teaching and learning features as called for by the *Primary Language Curriculum* (2019). Within the science curriculum itself broad objective lend not only to specific content objectives but also strongly feature language objectives that combine to lend themselves to CLIL opportunities in the classroom. The opportunities within language objectives that emerge from these broad science curriculum objectives are presented below.

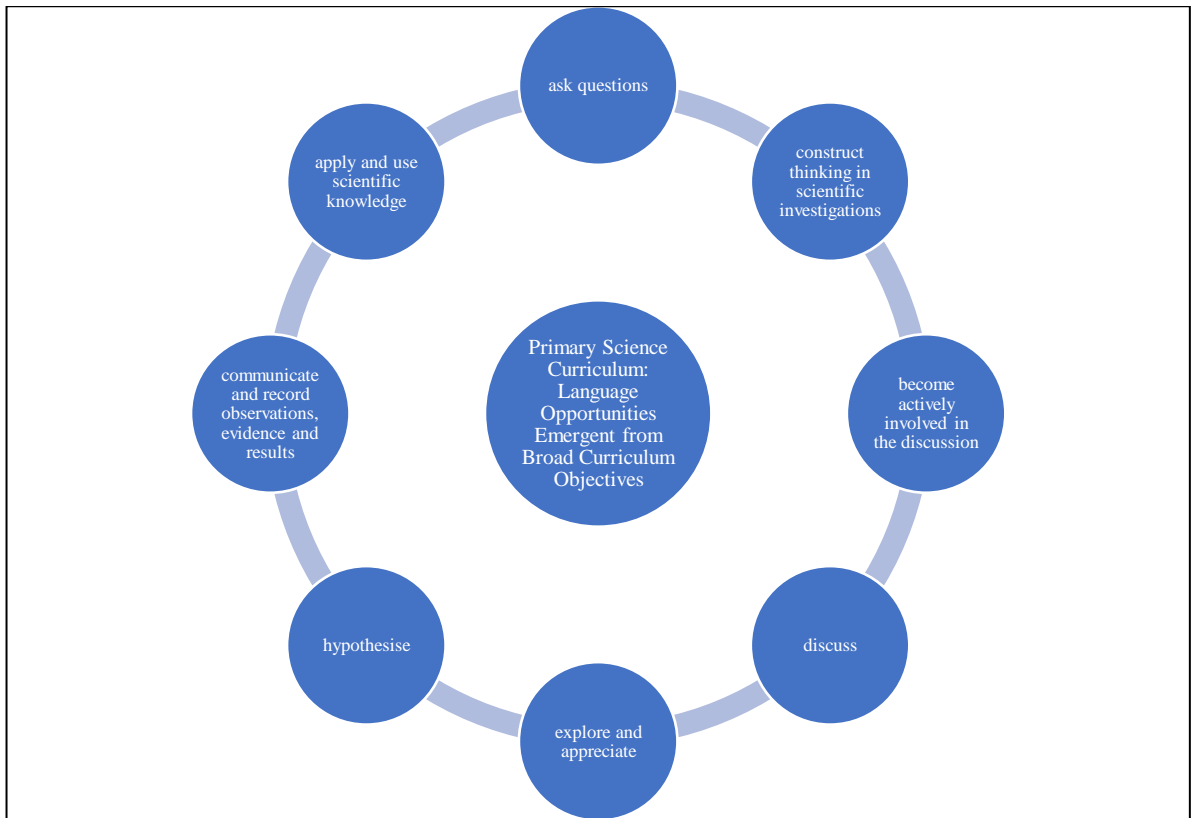


Figure 2.25 Language objectives emerging from the broad objectives of the *Primary Science Curriculum* in support of CLIL classroom opportunities

2.7.3 INTERNATIONAL RESEARCH ON CLIL AND SCIENCE CONSIDERATIONS

While CLIL opportunities present within the *Primary School Curriculum* (1999) and proposed *Primary Curriculum Framework* (2020), there is little current research on CLIL and science within the Irish context. To ensure a critical account of the principles to be employed in this project, a review of the international context of considerations was undertaken.

He and Lin's (2019) discussion and semblance of science as a foreign language in its own right highlights the difficulties that can be encountered with two vastly different languages (the target CLIL language as well as the language of science) integrated in CLIL efforts in the science classroom. International research on these difficulties present the following solutions that impacted the research design of this project and provided practical guiding principles for the CLIL scheme of work to be used by participants during the intervention phase. These principles include:

- The use of thematic pattern theory (Lemke, 1990) to provide a repetition across lessons with variation for language and content to be introduced in the CLIL science classroom. This ‘theme weaving’, as described by He and Lin (2019: 264) provides linkage or recycling of language and content between learning in different lessons. This use of relationships between meanings from different thematic patterns (Lin, 2016, cited in He and Lin, 2019) enables a communication of language and content ideas across a scheme of work. Such an approach supports the cognitive demands placed on the learner as well as works to provide a familiarity of language and content for the L2 teacher who may find themselves in unfamiliar territory.
- Building on this notion of science as a foreign language in its own right, Piacentini et al. (2019) see science as nobody’s language (neither that of the L2 teacher or learner). In this instance, teachers need to be supported to go beyond the direct language to make use of other semiotic modes that occur in science. The linguistic pressures experienced by both teachers and pupils can be lessened through this scaffolding. The cognitive demands of classifying, describing, evaluating, etc. are practiced in a multitude of language and content accessible and comprehensible manners that enable both teacher and learner access to science genres and literacies.
- The use of ‘bridging strategies’, as described by Axelsson and Jakobson (2020: 308) offers another scaffold for learners in the CLIL science classroom. The importance of a rich variety of resources (visuals, gestures, bodily action, artefacts, models, reading and writing) provides a high alteration of different activities that afford both repetition and support meaning-making that empowers learners to manage and accomplish tasks even given varied language proficiency.

This international CLIL research together with the Irish *Primary School Curriculum* (1999) principles, presented above, and the quality assurance mechanisms (section 2.6.2) combine to provide guiding principles for the scheme of work that was central to participant implementation of CLIL in this study. Further exploration of this scheme of work is detailed in chapter four’s presentation of the overall methodology of this project.

2.8 CONCLUSIONS ON UNPACKING CLIL

This chapter has provided a sharp focus on CLIL in support of a greater understanding of its potential in relation to the aims of this study in advancing TLA and overall classroom practice and language learning success. The theoretical foundations coupled with the exploration of the benefits of CLIL to language teaching and learning provide a strong rationale for its use. This exploration has countered the vagueness of CLIL, as found by Bruton (2013). Together with the identified advantages of CLIL, its potential pitfalls have also been outlined and explored to ensure a robust critical analysis of CLIL.

Following this is the identification of core pedagogical principles of CLIL in support of effectively scaffolded language exposure that provides suitable motivation to the learner as well as realistic contexts for the learner to experience language successes. To support the successful application of CLIL for the Irish primary school classroom several CLIL quality assurance tools supportive of teachers' CLIL endeavours were subsequently identified to support pedagogical success.

The review then moved to an exploration of CLIL frameworks in pursuit of a support structure for CLIL lesson plan design and classroom practice. The creation of the CCCA framework builds on the strengths revealed within the frameworks reviewed while also providing a clear and concise framework for the novice CLIL teachers of this study.

Finally, the core CLIL competencies as well as the essential science teaching and learning knowledge base needed by teachers were considered. These further supported the overall consideration of the PD requirements for the successful CLIL teacher. These competencies provide a basis for successful science/CLIL integration as well as successful PD design in relation to CLIL knowledge development for participants of this study.

The focus of the literature review now moves to the teacher with the next chapter detailing teacher identity and establishing a comprehensive account of teacher language awareness before finally bringing these concepts together to provide a theoretical

background to successful CLIL implementation and teacher language teaching and learning skillset growth.

CHAPTER THREE: SECOND LANGUAGE TEACHER IDENTITY AND THE LINKS TO TEACHER LANGUAGE AWARENESS

3.1 AN INTRODUCTION TO TEACHER IDENTITY

In achieving the core aim of this research, namely the examination of CLIL as a mechanism to enhance teacher language awareness (TLA) in English-medium schools in the Republic of Ireland, inevitable the notion of language teacher identity as a core concept of concern emerges. TLA has featured throughout the review of CLIL presented in chapter two, previously. He and Lin (2018) determine that where CLIL TLA specifically can be enhanced, the development of competencies and overall teacher identity is facilitated. Specific to this study and to explore the impact of CLIL on TLA in the Irish language context of Irish primary schools, language teacher identity (and specifically second language (L2) teacher identity) is explored over the following sections. An enhancement of TLA has the potential to lead to an uplifting and empowering of teachers' professional identity across their beliefs, knowledge, agency as successful L2 teachers.

Identity for teachers is a dynamic and continually evolving process according to Flores and Day (2006), with identity emanating from a variety of sources as the teacher progresses through their career. Identity emerges from pre-teacher education notions of beliefs and concepts of a good teacher (Lortie, 1975, Sugrue, 1997, cited in O'Keeffe and Sherritt, 2021), the interaction between teacher agency and contextual structures (O'Keeffe and Sherritt, 2021), and the socially and culturally constructed self formed through lived experiences as well as discrete time spent communicating about said experiences (Leavey et al., 2020). Teacher identity, learning and beliefs, according to Barcelos et al. (2021), are inseparable. With identity entwined with these multitude sources, it is often a challenge to move teachers through identity formation based on their learned histories and associated identity features to a space where identity is reflected upon and continually refined in support of successful teaching practices and learning outcomes. This difficulty emerges from the complex interactions of teacher beliefs, knowledge and agency that interact with overall identity formation. What does

belief, knowledge and agency look like in relation to identity formation for the successful L2 teacher?

Beliefs

Barcelos (2015: 72) describe beliefs as being ‘at the core of’ identity. Horgen & Gardiner-Hyland (2019) include beliefs about self-as-teacher as well as about teaching and learning within the sphere of teachers’ personal beliefs. Teacher beliefs are based on understandings of what the individual hopes or accepts to be true (Löfström and Poom-Valickis, 2013) and can often be based on personal schooling experiences. Barcelos et al. (2021) describe how beliefs have been directly linked in multiple studies to teacher classroom decisions and ultimately classroom practices. Horgen & Gardiner-Hyland (2019) sees the overarching determination of a teacher’s beliefs as the screening of new information which is then filtered into one’s professional knowledge base. Beliefs, according to Curwood (2014), continually shape pedagogy and professional identity. Closely related to beliefs is self-efficacy. According to Bandura (1993), self-efficacy determines how people feel, think, behave and motivate themselves . Individuals with a strong sense of self-efficacy can view difficult tasks as challenges and try to deal with the difficult tasks rather than avoid them. According to Bandura (1993), self-efficacy is mainly about teachers’ beliefs in how they can motivate themselves in promoting students’ learning.

Agency

Closely linked to beliefs is the concept of agency, or, as Biesta et al. (2015) describe, the active contribution that teachers can make in shaping their work as well as the overall quality of education provision for the learner. Agency is highly dependent on personal beliefs as well as the professional knowledge and skills that teachers bring to the fore while similar to beliefs, it is shaped by past influences as well as present contexts and future orientations teachers find themselves operating within. Agency can exist in many forms including, as suggested by Pappa et al. (2019), pedagogical agency which enables teachers to manage classroom decision making, relational agency which reflects collegial relationships and social-cultural agency which goes beyond the immediate classroom and includes interaction with parents and the wider education system. These all culminate to produce professional agency for the teacher through these many facets. Agency is entwined with what Peltoniemi and Bergroth (2020: 2) title ‘socialisation’, that is the internalisation of the norms, values and language that

teachers encounter. As these norms combine to incorporate teacher beliefs and agency, overall professional identity is continually shaped and transformed also. The successful professional identity, which is entwined with agency and power, is, as Barcelos (2015) describes, crucial to teacher motivation and overall success as a practitioner. This incorporation of beliefs and agency has an associated connection to overall professional knowledge and competency of the teacher. This professional knowledge is another significant factor in the overall identity formulation process.

Knowledge

Ruohotie-Lyhty (2015) describes the implied identity changes that can occur mainly from changes in teacher knowledge. Knowledge, and in particular, conceptual knowledge for the L2 teacher, is as significant as beliefs and successful L2 teacher identity. Nagamine et al. (2018) compares the past and present definitions of teacher knowledge in general. They provide a descriptive comparison of how teacher knowledge was once thought of as extrinsic and quantifiable knowledge that is now seen as an internal, socially constructed and experiential process. This social construct of knowledge details an accumulation of experience that shape teacher competency. McNeill (2018) lists fluent language command, knowledge about the language and pedagogical content knowledge as chief knowledge types of concern for the L2 teacher. However, there can be a marked difference between possessing knowledge and skills and being able to use them well. Even if people have the same knowledge and skills, they may perform differently, depending on their self-efficacy (Bandura, 1993). The influence of self-efficacy throughout beliefs, agency and knowledge leads to a final element of note for exploration in relation to identity formation, namely emotions and the impact they can have on the fostering of a successful identity.

Emotions

The ‘elephant in the room’, as described by Swain (2013), are teacher emotions. Zembylas and Michalinos (2003) determine that teacher identity is based on the above explored factors but it is emotions that can be sites of resistance for self-transformation for the teacher. Both Barcelos and Ruohotie-Lyhty (2018) and Lemarchand-Chauvin and Tardieu (2018) see that emotions must play a part in the processes of experimenting, sharing, analysing, learning and change on behalf of the teacher. Lee and Lew (2001, cited in Xu, 2018) see emotions as particularly relevant to L2 teacher identity given the significant impact and hold they can have on teachers whether they be

positive or negative in tone. Above the previous factors explored in relation to identity formation, Meyer et al. (2018) sees a teacher's emotional state and overall self-efficacy as a substantial predictor of learner achievement. The influence of emotions is most acute in the context of this study where the majority of Irish primary school teachers are L2 teachers of the Irish language. With the Irish language not a native tongue for these teachers, anxiety and unease in using the language, as seen in section 1.1 of the introductory chapter to this study, can be detrimental to classroom practices and learner successes.

As this introduction demonstrates, the concept of teacher identity, not to mention L2 teacher identity, is a multi-layered, complex and dynamic phenomenon. To better outline identity, and before exploring the associated links with TLA (central to this study), a number of building blocks of knowledge are needed. The following sections first provide an exploration of the key theory of teacher identity before further discerning specific L2 teacher identity. Finally, associated close links to TLA are explored in support a clearer picture of the landscape of Irish primary teacher environments and context within which the aims of this study are to be explored.

3.2 ESTABLISHING A CONTEXT FOR SECOND LANGUAGE TEACHER IDENTITY AND COMPETENCY

Within this first section of the literature review, a historical context of language teaching and learning is first provided. A framework to explore general teacher identity is then established and the interdependence of teacher identity and competency is established. The focus then turns to L2 teacher identity and TLA specifically with an adapted framework for L2 teacher identity exploration established. Finally, L2 teacher competency is presented with an international as well as an Irish context established. This section provides a clearer understanding of successful L2 teacher identity and the practices as well as pressures that are exerted on language teachers as they attempt to build L2 skills in their pupils. This understanding contextualises L2 teacher identity and TLA within the Irish primary school classroom where for this study a CLIL approach is implemented. It allows the analysis of CLIL and its influences on progressing L2 teacher identity and TLA in this context.

3.2.1 EXPLORING THE EVOLUTION OF SECOND LANGUAGE TEACHING AND LEARNING

Internationally, language teaching has undergone significant evolution following significant research in the most recent decades. Historically the role of the language teacher was to provide for language competence such as that set out by Chomsky (1965) to include grammar error free language ability for the language learner, the *Grammar-Translation method*. Since this viewpoint among others was put forward, the paradigm of language teaching has changed. This evolution included Hymes (1974, cited in Long and Doughty, 2009) who explored the communicative competency aims of language learning. Gumprez (1982, cited in Long and Doughty, 2009) further examined the use of language across social and cultural influences. Language teaching moved from a positivistic or quantitative viewpoint where language skills are wholly quantifiable, to an interpretative/situated or socially constructed viewpoint where language skills are developed through ideas, discourses, and experiences. The history of language as a social construct can be found in various theories including those of Bruner and scaffolding, Piaget’s cognitive development framework and Vygotsky’s zones of proximal development. Table 3.1 presents a timeline of the main second language acquisition (SLA) theories.

Theorist	Theory	Meaning
Brooks (1960)	Behaviourist <i>imitation and exposure to positive reinforcement are needed in order to acquire language</i>	Learning language from other human role frameworks through a process involving imitation, rewards, and practice. Problem solving is not a feature.
Frawley and Lantolf (1985) <i>Further examples: Kozulin (1990); van der Veer and Valsiner (1991); Wertsch (1985)</i>	Socio-cultural <i>Language learning is a social process</i>	Emerged from the early 20 th century works of Vygotsky. L2 learners gain proficiency when they interact with more advanced speakers of the language, for example, teachers and peers. Language learning, acquisition, use and development can only be defined by the social context. Scaffolding structures such as employing supportive frameworks, repetition, and linguistic simplification used by more proficient speakers.

<p>Krashen (1985, 1994)</p>	<p>Language development is a naturally occurring phenomenon.</p>	<p>A distinction between language acquisition and language learning is central to SLA.</p> <p>Acquisition is more important to language development than learning. Competence is developed through acquisition. This results in language fluency.</p> <p>Comprehensible input²⁰ in low anxiety situations supports successful SLA. Only one-way input is needed.</p>
<p>Dixon-Krauss (1996). Gavelek and Raphael (1996); Lapp (2000)</p>	<p>Constructivist: <i>Language learning is constructed by the learner through active participation</i></p>	<p>Two one-way comprehensible input is required for SLA.</p> <p>Scaffolding theory referred to as <i>i+1</i>. It is a similar notion to Vygotsky's (1965) "zone of proximal development²¹" and further related to cognitive learning theories.</p> <p>Constructivist philosophy in which learners are seen as constructors of their own knowledge through active participation in the learning process</p>
<p>Swain (1985); Pica (1994); Long (1995); Lightbrown and Spada (1999)</p>	<p>Socio-constructivist <i>Language is learned through a negotiation of social interactions for meaning</i></p>	<p>Learners engage in meaningful activities they are compelled to 'negotiate for meaning²², ' that is, to express and clarify their intentions, thoughts, opinions, ... arrive at a mutual understanding... learners are working together to accomplish a particular goal.</p>

²⁰ *Comprehensible input in language teaching and learning refers to language input that can be understood by pupils even though not all the words and structures may be understood. The one-way refers to input coming from the teacher but not being reciprocated by the pupil.*

²¹ *The zone of proximal development, or ZPD, is the range of abilities a pupil can perform with the guidance of an expert (or teacher), but cannot yet perform on their own.*

²² *Negotiate for meaning is an L2 learning process where pupils attempt to develop a clear understanding of each other. Asking for clarification, rephrasing, and confirming understanding are strategies to support negotiation for meaning.*

Swain (1995a&b)	Cognitive/Developmental: comprehensible output hypothesis ²³ <i>the need to produce language in order to acquire it</i>	Output is also critical and hypothesises that it serves four primary functions in SLA: 1) enhances fluency. 2) creates awareness of language knowledge gaps. 3) provides opportunities to experiment with language forms and structures; and 4) obtains feedback from others about language use
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Table 3.1 A brief overview of SLA learning theories

Within some of the more contemporary research on language learning, Coyle et al. (2010) identify the areas of multiple intelligences (Gardner, 1983), integration (Ackerman, 1996), learner autonomy (Holec, 1981; Gredler, 1997; Kuhla, 2000; Wertsch, 1997), language awareness (Hawkins, 1984) and language-learning strategies (Oxford, 1990) as significant influences on language approaches on curriculum, methodology and learning environment today. The theories on language learning, as seen in table 3.1, involving cognitive/developmental perspectives are explored in various research including DeKeyser (1998, 2001) and Segalowitz (2003). Cammarata (2016a) most recently calls for a further need of change in language education to engage learners cognitively and connect with their lived experiences to find more effective ways of engaging learners in languages. A further final consideration for language teaching and learning theory in the present day is the evolution of language learning for economic and social cohesion. This element not only impacts on the rationale for language learning approaches in use today but also provides a further context for the development of CLIL as a distinct and valid language teaching and learning approach in its own right.

3.2.2 LANGUAGE LEARNING FOR ECONOMIC AND SOCIAL COHESION

Coyle et al. (2010) explore the new age of globalisation, termed *The Knowledge Age*, that is experienced around the world at present. As the world gets smaller, language is a key factor in the successful integration of global systems. Integration, convergence, and

²³ *The comprehensible output hypothesis describes how learning takes place when pupils encounter a gap in their L2 knowledge. By noticing (or being supported to notice) this gap, learners becomes aware of it and may be able to modify their output so that they learn something new about the language.*

participation are three key areas of *The Knowledge Age* with successful language skills as an emerging key to success in and across these areas. Giddens (1999, cited in Coyle et al., 2010) espouses that this increased pace in language demands is brought about by globalisation with improved access to language learning and learning methodologies now crucial to community success.

Within the European Union (EU) (and formerly European Economic Community), there has been a recognition of the importance and influence of language learning in achieving similar themes of integration, convergence, and participation across the European project to promote interaction and mobility in Europe as well as social cohesion and integration. The Council of Europe (2006) views language skills as an integral part of the social and political process in multilingual Europe and its collective states. Table 3.2 provides an outline of the key dates and events in the area of language promotion and development in the European context and, in particular, with regards multilingualism, where numerous languages co-exist across Europe, and plurilingualism, where European citizens have the competence to access and use other languages.

Year	Event
1959	<p>First intergovernmental conference on European co-operation in language learning</p> <p><i>A conference of senior education officials with the participation of the Council of Europe proposed a programme of co-operation in education with one of the main points involving language studies</i></p>
1963	<p>First major project on language teaching</p> <p><i>One of the core aims was to promote research and experiments designed to enable teachers to obtain the necessary training to implement effective modern language teaching</i></p>
1975	<p>Threshold Level specification published</p> <p><i>The Threshold Level framework listed situations where learners would need to use the language and what they would be called upon to do with language in those situations. This was across six categories:</i></p> <ul style="list-style-type: none"> • <i>Imparting and seeking factual information</i> • <i>Expressing and finding out attitudes</i> • <i>Getting things done (suasion)</i> • <i>Socialising</i> • <i>Structuring discourse</i> • <i>Communication repair.</i>

1980's	<p>Member states join intergovernmental projects</p> <p><i>Project 12 was a particular success of the Council of Europe's promotion of modern languages. Initiated in the eighties the principle aim of the Council's Project 12 was learning and teaching modern languages for communication. A series of 37 international workshops for teacher trainers was held in 15 countries between 1984 and 1987 alone.</i></p>
1994	<p>European Centre for Modern Languages is founded</p> <p><i>Article 1 of the Statutes defined the functions of the Centre as to:</i></p> <ul style="list-style-type: none"> • <i>provide training for teacher trainers, authors of textbooks and experts in the area of the development of curricula, educational standards, and methods of evaluation</i> • <i>bring together researchers and educational policy makers from all over Europe</i> • <i>facilitate exchanges of information on innovation and research in the field of the learning and teaching of modern languages</i> • <i>set up a documentation centre providing specialists and multipliers with a wide range of teaching aids and with the results of research.</i>
2001	<p>European Year of Languages is held</p> <ul style="list-style-type: none"> • European Common Framework of Reference for Languages (CEFR²⁴) is launched <p><i>An international standard for describing language ability</i></p> <ul style="list-style-type: none"> • European Language Portfolio is launched <p><i>This includes three parts:</i> <i>Passport: recording formal qualifications as well as the holder's own assessment of his or her language proficiency, based usually on the self-evaluation grid in the CEFR.</i> <i>Language Biography; describing language proficiency (using guided self-assessment) and all significant language and cultural experiences in as wide a range of language as possible.</i> <i>Dossier; containing samples of the learner's own work (e.g., projects, stories, reports on visits and exchanges, etc.)</i></p> <ul style="list-style-type: none"> • European Day of Languages is declared an annual event
2005	<p>European Council calls for CLIL to be adopted throughout the entire European Union as a major educational and language initiative – <i>Resolution 69.</i></p>

Table 3.2 Key dates in language initiatives across the European Union, adaptation of Trim (2007) and Coyle et al. (2010)

²⁴ CEFR: <https://www.coe.int/en/web/common-european-framework-reference-languages/level-descriptions> accessed 28/04/2019 An outline of the CEFR as well as the CEFR and the Irish language is available in Appendix B

Coyle et al. (2010) outline how since 1984 the European Parliament identified weaknesses in language education as well as the need to identify new approaches to language teaching and learning to ensure the values of social cohesion and integration were successful across the EU. The significant developments in languages across the EU, outlined in table 3.2, not only show the dedication of the EU to fulfilling its language cohesion aims but also provides an overview of the framework designed to achieve these aims i.e., CLIL programmes.

The next section first establishes a viable framework for exploring L2 teacher identity before then employing this framework to the Irish primary teacher. This provides a deeper contextualisation of language teaching and learning processes as well as spheres of influence within which Irish primary teachers operate. This deeper contextualisation provides theoretical grounding for the research design and overall results and conclusions of this study.

3.3 ESTABLISHING A FRAMEWORK TO EXPLORE TEACHER IDENTITY

This section of the literature review attempts to explore Irish primary teachers' L2 teacher identity. Identity, as described by Sachs (2005, cited in Curwood, 2014) provides a framework that guides teachers' thoughts, beliefs and actions. Its composition, involving and advancing teacher beliefs, agency and knowledge make successful identity formation central to successful classroom practice and overall learner achievement. As such, the identification of a framework to explore the concept of identity was an important stepping stone in the development a contextualisation of the aims of this study. The next sections firstly explore general teacher identity frameworks to provide a viable framework for further exploration and realisation of a framework to explore L2 teacher identity. This allowed for the creation of an overview of the landscape of identity for L2 teacher firstly in the international and then more specifically relating to the Irish primary school setting.

The general concept of identity has several different meanings across the literature. Wenger (1998) examines teacher identity in terms of lived experience in a community

of practice (*Vygotskian tradition*²⁵) where identity is a display of competence. Within this community of practice is the concept presented by Lave and Wenger (1991, cited in Kanno and Stuart, 2011) where learning-in-practice (or learning through working) within these communities allows for a development of identities-in-practice (identity formation through immediate work interactions). A mutually beneficial relationship between identity and practice enables the person to reach the telos or purpose of the pursued identity. In comparison to this is Helms (1998) who considers identity as a sense of self (*Ericksonian tradition*²⁶). This sense of self as identity can be seen as early as Mead (1934, cited in Beijaard et al. (2004) where self originates from social contexts within which communication with others enables an assuming of roles in relation to actions of others and one's own actions. Kirby (1991, cited in Beijaard et al., 2004) further explores self as the narrative or life story of the teacher where again reflection is an important element allowing the teacher to explore and develop their own story.

The common thread identified by Beauchamp and Thomas (2009) between the various meanings is the idea that identity is not a fixed attribute of a person. Identity is a dynamic relational phenomenon that shifts over time under the influence of a range of factors. Flores and Day (2006) identifies these factors to include personal, social and cognitive responses to relationships and encounters. Further to this is Chong (2011: 21) who identifies a dual aspect to identity that includes personal and professional elements with personal identity entailing that which 'makes you similar to yourself and different from others' with professional identity being 'the dimensions that reflect social and policy expectations'. Beijaard et al. (2004) suggest the professional identity as an integration of the personal and professional side of the teacher from the onset. It is this professional identity that stands at the core of the profession and which, according to Beauchamp and Thomas (2009: 178), allows teachers to construct a set of 'how to be' ideas. It further provides teachers with the ability to 'cope with instances of change' within their workplace environment according to Beijaard et al. (2004: 115). The relational phenomenon of the personal and professional emerges from the need for dialogue within self and with others, a reflective practice. This allows, what Leijen and Kullasepp (2013) identify as, a binding of knowledge, experiences and opportunities for understanding of the two aspects, personal and professional, as a whole identity. Lipka

²⁵ *Vygotskian framework is a sociological/anthropological tradition where identity is formed between interactions between the individual and the culture or setting around them.*

²⁶ *Eriksonian framework is a psychological/philosophical tradition where identity is formed by processes centred on the individual and their self-reflections.*

and Brinthaupt (1999: 2) further recognise the importance of the combination of these personal and professional identities for the development of teacher identity as a whole. These two aspects are ‘not mutually exclusive’ but rather combine to produce the teacher.

Beauchamp and Thomas (2009) summarise the importance of identity for teachers in terms of self and others to include enabling:

- an integration of a range of influences for personal development and professional development
- an organisational element to explain, justify and make sense of self in relation to others.

Key influences on teacher identity recognised by Flores and Day (2006) include pre-teaching identity, past influences, contexts of teaching and a reshaping of identity over time. Sachs (2003, cited in Hall et al. 2012) provides an additional key influence on teacher identity formation, cultures of practice²⁷ that are traditional and newly emerging, and highlights the complex system of perceptions, both self and expected, that are coupled with this culture of practice.

Key difficulties in relation to teacher identity as portrayed by Beauchamp and Thomas (2009) include the dynamic nature of identity already discussed as well as the difficulty in discerning between emotional identity, identity and self and expressions of identity as various points in times during one’s professional career. Given the complex nature of teacher identity a framework is needed to successfully explore it successfully as a phenomenon.

3.3.1 A REVIEW OF TEACHER IDENTITY FRAMEWORKS

Much research has been conducted on various facets of teacher identity including Beauchamp and Thomas (2009), Burri et al. (2017), Song (2016), Wernicke (2018) and Wolff and De Costa (2017). Teacher identity contributes to practice. Changes in identity cause a change in teaching style and action. A framework of exploring teacher identity is a necessary requirement to enable effective analysis and understanding of this dynamic process for the professional. To identify the most suitable framework for this

²⁷ *Cultures of practice* references the traditional and customary practices of a group that forms particular aspects of identity.

task, a comparative of *Four Ways to View Identity*, Gee (2000), *A Story to Live By*, Tsui (2007), and *Doing Teacher Identity Work*, Clarke (2009) are explored and contrasted to provide a critical overview of current teacher identity theory.

Gee (2001) offers a perspective for viewing identity as a phenomenon within which four individual (but combinable) aspects of identity, as presented in figure 3.1, through which identity and its sources can be explored.

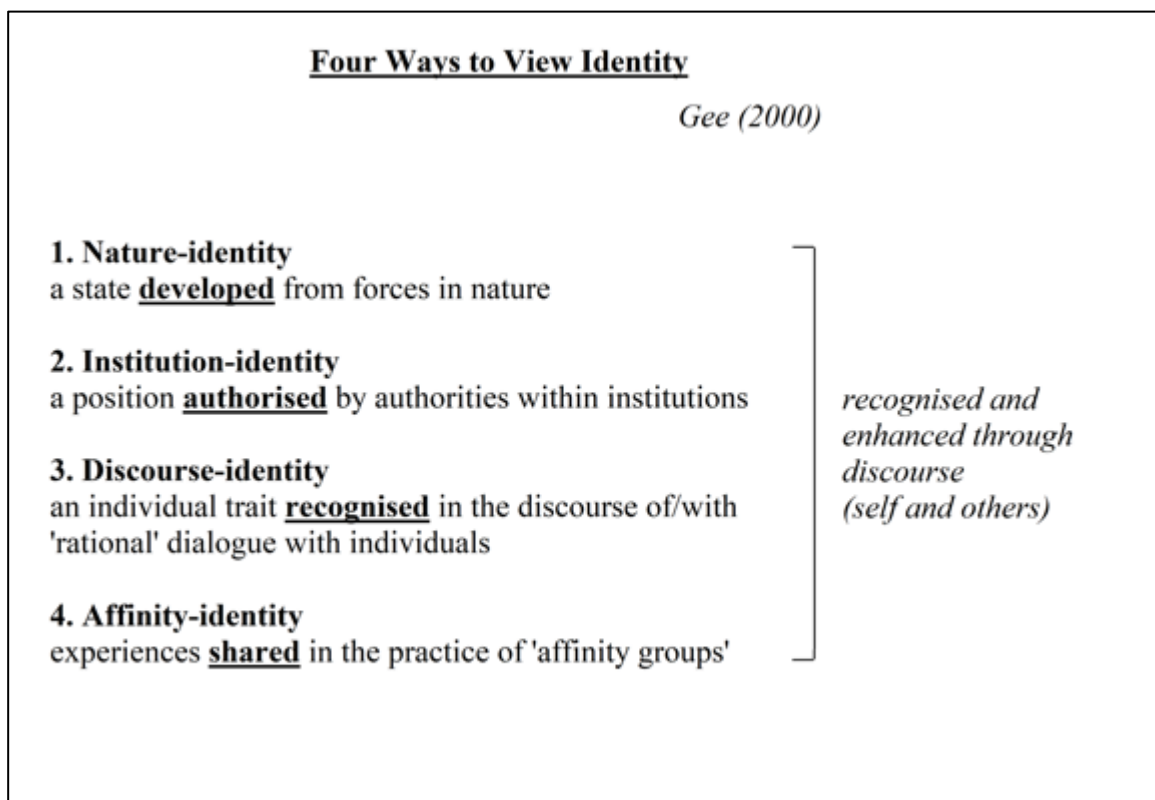


Figure 3.1 Four Ways to View Identity

While Gee's (2001) framework is not specifically for teacher identity it is a suggested framework for educational research and as such has merits. In this framework identity may be viewed in one or more of four ways. Sources of identity are explored including natural, institutional, self-discourse and affinity or shared practice sources of identity. This framework for exploration allows for both self and community sources of identity to be explored with each being specifically linked to discourse and reflection to recognise and enhance one's understanding of identity across each of the four sources outlined. Several deficiencies can be identified in this framework, however, including a lack of significant detail in relation to emotional identity. Additionally the stages of

development of teacher identity from initial teacher education (ITE) programme entry to mature teacher are not realised within this framework. The processes of engagement, imagination and alignment are unclear in their development of the teacher.

A comparable framework that is specifically associated with teacher professional identity is explored by Tsui (2007: 658) as a 'story to live by' for the teacher. This framework is presented in figure 3.2.

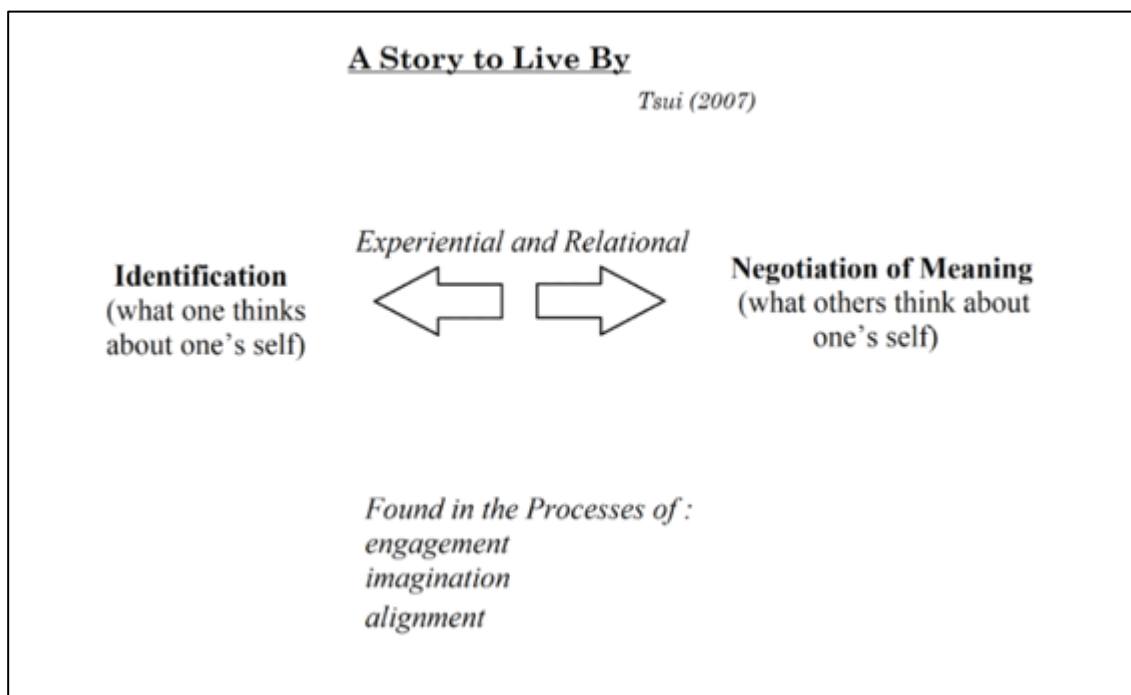


Figure 3.2 A Story to Live By

Tsui (2007) explores Wenger's (1998) identity formation processes. Identity, and in turn confidence, is a dual process of identification (what one thinks about one's self) and negotiation of meaning (what others think about one's self). It is both relational and experiential. Various frameworks of belonging add to the identity of the individual including;

- engagement
- imagination
- alignment²⁸.

²⁸ *Engagement (or investing oneself in what we do)*
Imagination (or investing in the world beyond one's own practice)
Alignment (or one's identity becomes the identity of the institution)

In applying these frameworks to the teacher, it could be argued that the identity formation process is found in their interactions within the local school environment (engagement), wider society (imagination) and regulatory bodies (alignment) respectively, there is a lack of research on this within the Irish context specifically. Tsui's (2007) framework echoes that described by Deci (1995, cited in Little 2009) in which three fundamental socio-psychological needs are identified including autonomy, feeling competent and being assured of a relatedness to others. As the teacher's identity becomes more associated with their community, their competency and confidence become linked to membership. Tsui (2007) summarises the inter-relational nature of teacher competence and confidence by stating that individual recognition of competence valued by their community²⁹ allows an identity to be not only bolstered by external recognition of competencies but also by an internal recognition of competencies and a boosting of confidence in such competencies. Tsui's framework acknowledges both lines of thought on identity (self and community sources of identity) and recognises the interrelatedness of self and community in development of teacher identity. Again deficiencies in this framework include a lack of emotional identity exploration and the continuum of teacher identity development from novice to mature teacher.

A final framework to be explored as part of this review is that of Clarke (2009) who discusses the various contributors to research on teacher identity and emotive states including Alsup (2006), Day et al. (2006), Goodson and Sikes (2001), MacLure (1993), Mitchell and Weber (1999), Reid and Santoro (2006) and Søreide (2006) as well as work on teachers' praxis³⁰ such as Britzman (1991), Britzman (1994), Brown and McNamara (2005), Danielewicz (2001), Geijsel and Meijers (2005), Miller Marsh (2003), Phillips (2002) and Santoro (1997) to provide not only a useful bibliography of recent works on teacher identity but to compose a framework of *'Doing Work on Teacher Identity'*, as outlined in figure 3.3.

²⁹ *In the case of teachers their community can be the Teaching Council or other such professional regulatory body for teachers.*

³⁰ *Teachers' praxis: the acquisition of the academic skillset, pedagogical skillset, subject-specific content knowledge, etc. that enables the participant in the role of a teacher*

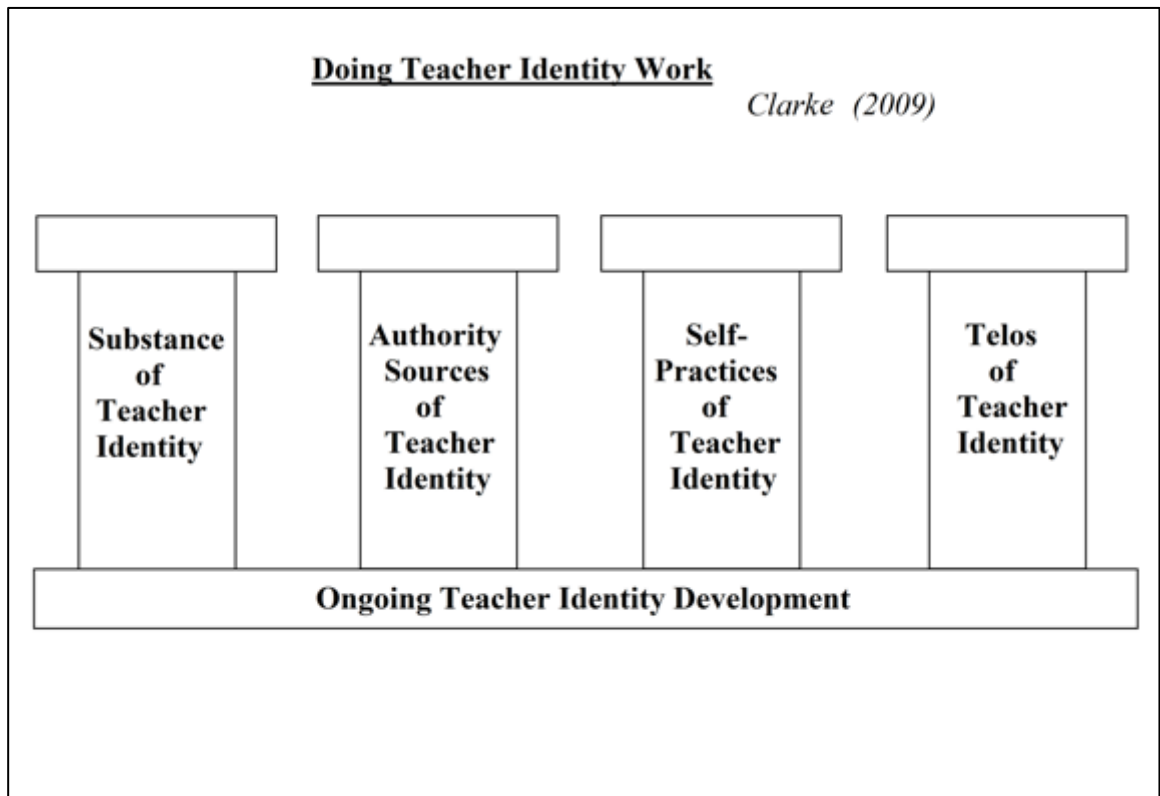


Figure 3.3 Doing Teacher Identity Work framework

Clarke (2009) uses Foucault's (1983) four axes of ethics to elaborate a framework for thinking about teacher identity as ethical self-formation. Within this framework teacher identity is broken down into four areas that are interconnected and influential on one another as the teacher progresses through their career. Substance of teacher identity includes one's own practices learned from a variety of sources including their own time as a learner and within ITE programmes. Authority sources include regulatory bodies such as a Teaching Council, Governmental Department of Education, union etc. Self-practices of teacher identity include professional development (PD) and reflection to support and enhance teacher identity formation. Finally, the end goal of teacher identity formation or the telos of teacher identity is presented as part of ongoing teacher identity formation. MacLure (2003, cited in Clarke 2009) describes teacher identity as becoming but not ever fully getting there in terms of full professional identity. It is a continuously evolving phenomenon. This framework provides a useful tool of reference to explore this notion of teacher identity from novice to the established but ever evolving teacher and includes various aspects of the teacher environment that may impact the teacher's identity formation from their own educational experience to training and the workplace environment. Finally, as with the previous two presented

frameworks, an area that is deficient in significant detail on this framework is that of emotional identity.

The frameworks for Gee (2001), Tsui (2007) and Clarke (2009), while different in their approach, share common elements when explored in-depth including:

- acknowledgement of a variety of sources of identity, both personal and professional
- the combining of two main thoughts on identity development, both self-based identity development and community-based identity development
- the dynamic nature of teacher identity development
- the importance of reflection in identity development and progression.

Each of the three presented frameworks also specifically lack an exploration of emotion on identity development, an element both Beauchamp and Thomas (2009) and Wolff and De Costa (2017) determine to be of significant importance in teachers' identity, agency and power.

Drawing from this review of the frameworks, Clarke's (2009) outline was the more prudent to adapt and further expand with the inclusion of emotional identity and specific reflective practice formation. These inclusions in turn summarise the core concepts needed for an exploration of identity that encompasses the teacher's competence and confidence as a professional. A number of aspects place Clarke's framework as the most viable for adaptation for this study including:

- being grounded the robust theory basis of the work of Foucault (1983)
- specifically dealing with teacher identity formation as opposed to both Gee's (2001) and Tsui's (2007) more general approach to the subject matter.

Clarke's (2009) framework also provides opportunities to explore teacher identity at various points in the career of the teacher as opposed to the limiting two processes of Tsui's (2007) framework. A further opportunity to explore identity more in-depth is presented when working four areas as opposed to the two of Tsui's (2007) framework.

While Clarke's (2009) framework lacks an awareness of emotional identity (similarly to the two other frameworks explored), there is scope for exploration of emotional identity sources, influences and implications across each of the four pillars. The adapted framework for exploring teacher identity is presented in figure 3.4.

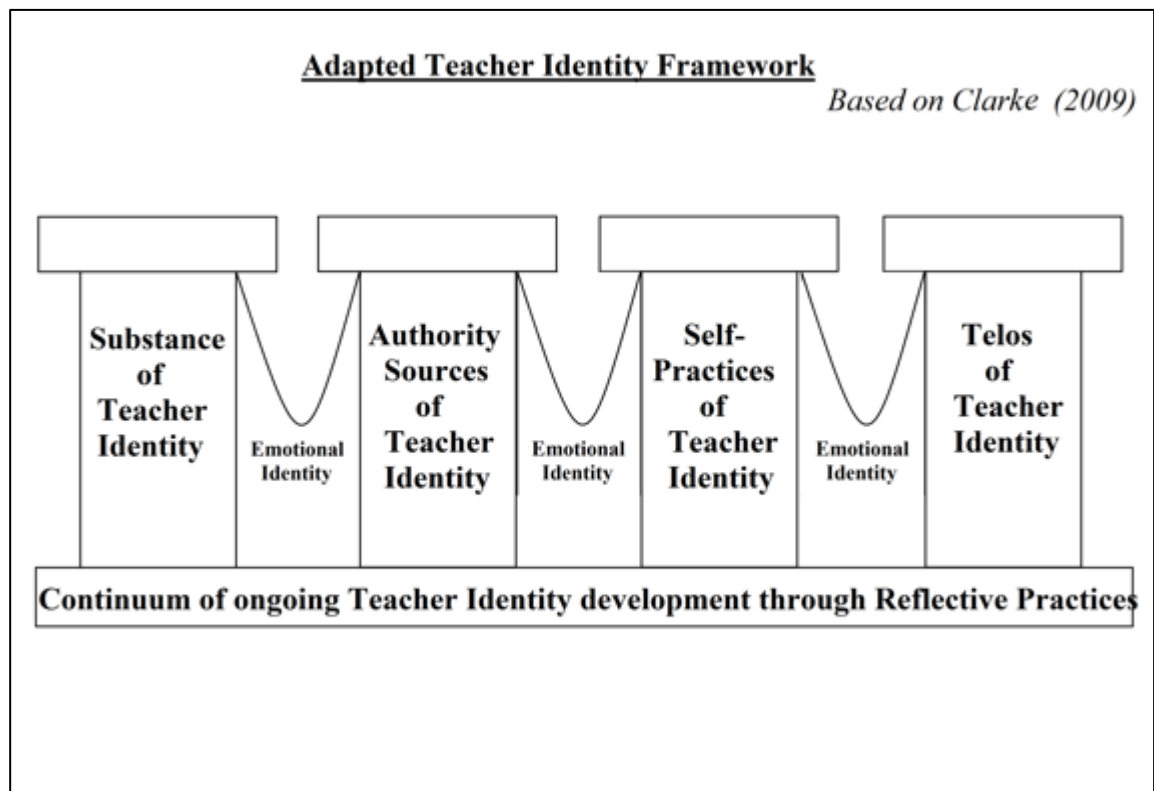


Figure 3.4 A framework for exploring teacher identity

This *Adapted Framework for Exploring Teacher Identity* entails the four sources of identity identified by Clarke (2009) with emotional identity interwoven at each point, emotions being linked to identity sources, agency and power, as outlined by Wolff and De Costa (2017). Ongoing teacher identity formation is presented as a continuum to support the dynamic nature of teacher identity, identified by Beauchamp and Thomas (2009), Flores and Day (2006) and Chong (2011). It is a process that is dynamic and continually evolving. Finally, successful reflection enables a mapping, planning and improvement of teacher competence, a display of successful teacher identity according to the principles of Wenger (1998).

The above presented framework allows a comprehensive exploration of teacher identity at various stages in self and community development in terms of personal and professional development. An analysis of each pillar of this framework reveals the benefits of employing this framework resultant from its comprehensive account of teacher identity development. Each of these aspects feed into a teacher's beliefs, agency (in its many facets) and professional knowledge. The combined effect being the evolution of a professional identity.

Substance of Teacher Identity

Lortie (1975, cited in Buchanan 2015) describes the *Substance of Teacher Identity* as when teachers construct a self that is in part composed of their own educational experiences, an ‘apprenticeship of observation’ that creates an image of teaching in the mind of the teacher even before they begin their ITE journey. Buchanan (2015) highlights a struggle in identity resulting from these early stages of formation especially for modern day teachers who are expected to be progressive and constructivist but whose own observations and experiences of practices in their own time in school may have been completely the opposite of these concepts. These various experiences invariably influence a teacher’s beliefs or personally held truths (Richards, 2003, cited in Löffström and Poom-Valickis, 2013) and enable teachers to attach values to their own experiences. These beliefs in turn play a role in practicing teachers’ classroom decisions.

Authority Sources of Teacher Identity

Authority Sources of Teacher Identity such as colleges of ITE, teaching councils, departments of education and teaching unions add to the substance of teacher identity through policy, procedure and expectation. Friesen and Besley (2013) see this formalisation of identity as a development of a professional identity that includes and promotes an educational philosophy, decision making, well-being and effectiveness in the teacher. It can be a difficult process to enshrine a clear and coherent definition of the teacher’s professional identity within professional standards due to an ever shifting and dynamic process as well as the influences the local, regional and national context can have on its formation. Leijen and Kullasepp (2013) see professionalism occurring within these socio-cultural contexts and recommend the requirement for continuous review of professional standards to ensure appropriate teacher identity development according to the evolving work environment of the teacher.

Self-Practices of Teacher Identity

Sachs (2016) describes teacher professionalism as being continuously shaped by external environments. Increased accountability and regulation are constantly changing

discourse on the profession. The individual schools and the cultures found in them are another major source of identity formation for the teacher. Moore-Johnson (2004, cited in Conway et al., 2013) identifies three professional cultures that can shape a Newly Qualified Teacher's (NQT's) early, and in turn career long, professional development (PD). These three professional cultures include:

- novice-orientated professional culture
- experienced/veteran-orientated professional culture
- integrated professional culture.

These professional cultures exist in schools and result in either giving value to the NQT voice, the voice of the established teacher leading and/or the integration of novice and established voice to create a shared culture of learning. Teachers' interactions within *Authority Sources* as well as *Self-Practices of Teacher Identity* can impact professional agency in a multitude of ways as they seek to negotiate their environments with pedagogical agency, relational agency as well as socio-cultural agency (Pappa et al., 2019) all impacted.

MacLure (2003: 131, cited in Clarke, 2009: 187) discusses teacher identity as 'becoming but not ever fully there.' This is a simplification of Foucault's (1997: 237) 'historical ontology of ourselves' where a critical awareness of the limits that condition the teacher allows identity to be continually advanced as opposed to relying on predetermined concepts and confines. Arvaja (2016) promotes this as a core need of identity formation. Ensuring a professional understanding of personal and contextual factors determine teachers' perceptions and understanding of themselves as professionals. Within this understanding of personal and professional is the culmination of the imagined identity stemming from *Substance of Teacher Identity* as well as the practised identity stemming from *Authority Sources of Teacher Identity* and *Self-Practices of Teacher Identity*.

Additional Factors to Self-Practices: Imagined and practised identities

Linked to Lave and Wenger's (1991) theories of learning, imagined and practised identities are a significant aspect of teacher identity formation. Learning is initiated upon entry to a community, first peripherally, or imagined, and then fully, or practised. Anderson (1991) and Wenger (1998) provide a further explanation of these states of imagined versus practised identities whereby initially knowledge about the community is limited or imagined. In addition to this is the perception of one belonging to the

community. This perception then turns into reality or practice of the community. Finally, the communities' practices become more fully known and understood. Research undertaken by Norton (2000) outlines the imagined identity on the individual learner while Kanno (2003) focuses on institutional visions and the impact these imagined identities have on identity overall. Imagined identities of NQT's can be very different to identities-in-practice of established teachers. Indeed, where teachers are unable to combine expectation and classroom reality, 'praxis shock', as described by Ruohotie-Lyky (2013) or 'reality shock' as described by Veenman (1984, cited in Kitade, 2014: 58) is the result. This identity clash, as described by O'Keeffe and Sherritt (2021), demonstrates the centrality of beliefs as well as agency for the teacher. A successful identity-in-practice is needed to form a successful teacher identity. Lampert (2009) outlines the practiced knowledge required to enable a professional identity as a teacher. This knowledge includes adopting a teacher identity, being accepted as a teacher and, finally, taking on the common languages, values and tools of being a teacher. Rehearsal of these features allows the novice teacher to use the routine as a support for making more complex interactions in their everyday professional roles. Wenger (1998) highlights the importance of these shared practices in the development of an occupational or professional identity. This rehearsal also acts as a viable control for limiting praxis shock and the associated negative emotional identity and resultant negative teacher identity.

Telos of Teacher Identity

This rehearsal allows for the development of the final element of Clarke's (2009) framework, an exploration of the *Telos of Teacher Identity*. This is achieved as teachers become active agents in their own identity formation as well as their striving for an ideal. A 'theory of practice' articulated by van Lier (1996, cited in Coyle et al., 2010) is achieved whereby the teacher's implicit knowledge becomes explicit. Their own professional beliefs culminated through the previous three aspects of identity provide the starting point for this practice. They are working within Wenger's (1998) professional learning community where teaching and learning are an integrated whole. Working within this professional identity, Zembylas and Michalinos (2003) describe emotions as the practices that prescribe what teachers should do to conform to professional standards. Complementary to these four pillars, emotional identity as well as reflective practices are both glaring absences in Clarke's (2009) framework of

teacher identity and a final element added to this *Adapted Framework for Exploring Teacher Identity*. These two concepts are explored in addition to the four pillars presented here to provide a comprehensive account of identity sources overall.

Teacher Emotional Identity

Teacher identity as a phenomenon is shaped by the socio-cultural conditions and discourse around the teaching profession. Teacher identity is represented, according to Ruohotie-Lytky (2013), by the professional's rational and emotional responses as well as self-efficacy in relation to professional knowledge and training. Bergil and Saricoban (2017) identifies self-efficacy as a key factor in human competence. Studies undertaken by several scholars (Bandura, 1997; Maddux, 1995; Schwarzer, 1993, cited in Bergil and Saricoban, 2017) identify the importance of self-efficacy and associated confidence and competence in one's abilities. Bandura's (1997, cited in Bergil and Saricoban, 2017) description of self-efficacy describes the pressures, positive and negative, that may be placed on teachers during their professional lives. Ryan and Deci's (2000) *Self-Determination Theory* further adds a further level to emotional identity and overall teacher identity formation. It encompasses a need for motivation that unlocks competence, relatedness and autonomy for the teacher.

Studies outlined by Zembylas and Michalinos (2003) and Wolff and De Costa (2017); including Alsup (2006), Hargreaves (2001), Kelchtermans (2005) and Pavlenko (2013), highlight the importance of exploring the complex emotional context of the teaching profession in order to support the formation of a comprehensive account of teacher identity. Emotions are an internal agent that help shape outward identity of the teacher, expected or otherwise. A change in circumstance such as a new school setting can change teacher emotion i.e., levels of confidence upon joining a new setting will invariably impact on a teacher's outward identity and overall teaching strategies and methodologies. Is it no surprise that self-efficacy and teacher motivation are central pillars of teacher competency. Burri et al.'s (2017) study indicates that identity formation is closely linked to self-confidence, with this self-confidence increasing as pedagogical skill is further acquired. Emotional identity, as explored by Dewaele et al. (2008) and Song (2016), should be included in a deeper examination of teacher identity.

The Importance of Reflective Practices

Hall et al. (2012) view identity as an interpretative lens through which the teacher can view themselves and at the same time how they are viewed by others and the world. To counter some of the challenges of teacher identity formation, reflective practices are needed as identified by Beijaard et al. (2004), Beauchamp and Thomas (2009), Kitade (2014), Schön (1983), Tedick and Young (2018) and Wernicke (2018). This reflective process is an important element of professional identity formation whereby teachers are provided with what Lampert (2009) describes as adaptive knowledge. It is through constant reflection that, according to Bailey et al. (2001, cited in Nagamine et al., 2018), teachers are enabled to raise their awareness of their beliefs as well as their classroom practices. Teachers are enabled to negotiate new discoveries and knowledge, proof identities and transform themselves from learner to teacher. Kitade (2014) calls for a combination of self-reflection, as described by Freeman (2002), Miller (2007) and Richards (1996), and peer reflection, as described by Johnson (2000) and Müller-Hartmann (2006), to achieve this reflective practice. Reflective practices enable teacher development across the five areas of identity formation already presented with critical self reflection allowing, according to Wernicke (2018: 4), a ‘new sense of professional agency and legitimacy’ as a teacher. The teacher, through identity-in-practice, is enabled to combine personal and professional identities as well as contextual factors that shape their teacher identity from experiences both inside and outside the classroom. Beauchamp and Thomas (2009) suggest the successful application of reflection allows teachers to be more in tune with their self, enables a planning of goals and methods as well as identity and self.

As teacher identity is developed and shaped, teachers becomes more aware of their strengths as well as areas for development. Identity development involves a complex process based on not only their confidence as a teacher but also their competence. Lemarchand-Chauvin and Tardieu (2018) see awareness of one’s self as key to teachers using their emotions as well as their beliefs, power and agency to bring about a reduction in feelings of personal inadequencies and powerlessness in educational contexts. Competency can be impacted positively or negatively as teachers’ identity develops. Teacher competency, central to the establishment of successful teacher identity, is presented in the next section.

3.3.2 THE LINK BETWEEN TEACHER IDENTITY AND TEACHER COMPETENCY

Burri et al. (2017) explores the relationship between confidence and competence of the teacher proposing that both are interlinked and reliant on one's own identity as a teacher. Confidence and competence of the teacher can be identified across the adapted framework for exploring teacher identity, as outlined in figure 3.4. Confidence provides the basis for the *Substance of Teacher Identity*, giving confidence to individuals as they experience their 'apprenticeship of observation' and the creation of their image of teaching even before they begin their ITE journey. This confidence is closely linked to competence not only within this initial stage of teacher identity but also across the other three pillars as well as the overlapping elements of the identity framework; namely authority sources, self-practices, emotional identity, reflective practices and finally the telos of teacher identity. These various elements of teacher identity development shape and influence teacher confidence and competence as they operate within each.

A discrete analysis of competency provides a further insight into identity concepts for teachers. This was achieved through an exploration of the individual but interdependent components of confidence, described by Oxford (2017³¹) as 'the feeling or belief that one can have faith in or rely on someone or something' as well as competence, described by Oxford (2017³²) as 'the ability to do something successfully or efficiently'.

Primary teacher competency is increasingly becoming a matter of greater importance for a profession that passes on knowledge and skills to younger generations. As teacher competency comes to the fore more so *Authority Sources of Identity* play a greater role in shaping teacher identity through increased regulation through competency frameworks. These frameworks lend support to other areas of identity formation including providing a platform for the evolution of *Self-Practices* for the teacher as well as *Reflective Practices*. This is evident in the increased interest in *Organisation for Economic Co-operation and Development* (OECD) reports as well as the country league tables in TIMSS/PEARLS/PISA³³. According to Caena (2014a: 2):

³¹ <https://en.oxforddictionaries.com/definition/confidence> accessed 29/11/2017

³² <https://en.oxforddictionaries.com/definition/competence> accessed 29/11/2017

³³ TIMSS: Trends in International Mathematics and Science Study (TIMSS) is a series of international assessments of the mathematics and science knowledge of students around the world. PIRLS: Progress in International Reading Literacy Study (PIRLS) is an international study of fourth class pupils' reading literacy which takes place every five years. Both TIMSS and PIRLS are a product of research by the

'pupils need subject knowledge as well as a wide range of skills and attitudes including communication and collaboration skills, the ability to solve problems and make decisions, creativity, critical thinking and positive attitudes towards learning to be able to become successful learners in the modern world. Teachers need a mastery of these skill sets themselves in order to transmit them successfully. Perceptions of competence as well as actual competence are central factors'.

Several researchers indicate that the competency of a teacher is undoubtedly linked to their confidence in knowledge, skill and ability as a teacher also. Tsui (2003) identifies this linkage as an overlap between 'beliefs and knowledge'. Hatton and Smith (2005, cited in Mirici and Hergüner 2015) state that the best teachers are those who realise how much they still have to learn about the teaching profession and their own professional capacity. The identity and competency of the teacher and their skills in teaching are integrated and dependent on one another. Both identity and competency, according to Choi and Lee (2016), have an overall profound influence on pedagogical practice and conceptions of teaching and learning overall.

The identity of the teacher as a professional (including both their perceived and actual professional competency) is vulnerable to negative inputs on their confidence as a result of their interrelatedness. Perceived as well as actual competencies can be impacted with teacher identity transformation emerging from the multitude of identity sources outlined in the framework. Meyer et al. (2018) describe how learner achievement can be substantially predicted according to teachers' own self-efficacy and self-worth as practitioners. In addition to this, Zembylas (2005, cited in Song, 2016) and Lasky (2015, cited in Song, 2016) explore how the profession can be isolating when teachers perceive they are not where they are supposed to be at. These vulnerabilities to identity can also prove to be a source of change for teachers and feed into *Self-Practices* as well as *Emotional Identity* and *Reflective Practices*. A knowledge of realities and alternatives of one's competencies can be transformative for the teacher. Its constant dynamism results in an ever changing *Telos of Teacher Identity*.

The importance of teacher confidence in their professional capacities is undoubtedly evident. In spite of this teacher competency frameworks in general do not directly deal with confidence with teacher identity formation. In exploring competency goals for

International Study Centre located at Boston College's Lynch School of Education. PISA: Programme for International Student Assessment (PISA) is a triennial international survey which aims to evaluate education systems worldwide by testing the skills and knowledge of 15-year-old pupils. PISA is a product of research by the OECD.

teachers internationally, the use of competency scales is commonplace. From the review of these competency frameworks, two standards for competency pathways can be achieved overall; skills based standards or codes of practice and principles. A sample of international competency frameworks is provided in table 3.3 as well as an outline of competency areas.

Country and reference	Relevance of context to this study	Outline of competency framework
Scotland: <i>The General Teaching Council for Scotland (2006)</i>	Neighbouring jurisdiction; Teaching Council established since 1960s; English speaking with L2 languages	The Standard for Full Registration <ul style="list-style-type: none"> • professional knowledge and understanding • professional skills and attributes • professional values and personal commitment.
England <i>Professional Standards for Teachers in England (2007)</i>	Neighbouring jurisdiction; influential role on Irish policy since the foundation of the National School System in Ireland; high average achiever in TIMMS/PIRLS/PISA	Professional standards are across three areas: <ul style="list-style-type: none"> • professional attributes • professional knowledge and understanding • professional skills.
The Netherlands: <i>Caena (2014)</i>	Provides a European context, high average achiever in TIMMS/PIRLS/PISA	Four professional roles of the teacher: <ul style="list-style-type: none"> • interpersonal role • pedagogical role • organisational role • the role of an expert in subject matter and teaching methods.
New Zealand: Education Council (2017)	Similar population to Ireland; English speaking with L2 languages, heavily influenced by OECD advice on education, high achiever in TIMMS/PIRLS/PISA	Graduating Teacher Standards: <ul style="list-style-type: none"> • professional knowledge • professional practice • professional values and relationships.
Finland: <i>Ministry of Culture and Education (2016)</i>	Leader internationally in education, heavily influenced by OECD advice on education, high achiever in TIMMS/PIRLS/PISA	<ul style="list-style-type: none"> • no national evaluation or registration of teachers takes place • regular in-service education and the opportunity for further education. The parties responsible for the in-service education of teaching staff are the teachers themselves and their employers, most commonly municipalities.

Table 3.3 Primary teacher competency frameworks around the world

Each of the presented competency frameworks identify skills and knowledge for the successful teacher while also detailing other discrete aspects including professional values as a teacher as well as professional relationships. These frameworks lack specific reference to other significant factors of identity relating to successful competency as a teacher. While there are some examples of professional cultures in support of *Self-Practices of Identity*, there is an absence of *Reflective Practices* which limits the scope and opportunity for development of the other strands of identity through a knowledge of realities and alternatives, as described previously. The application of the identity framework to the Irish education context provides a basis for exploration of teacher identity formation as well as the identification of the various agencies within education in the Republic of Ireland.

3.3.3 TEACHER IDENTITY AND TEACHER COMPETENCY IN THE REPUBLIC OF IRELAND

The Teaching Council (2012: 4) recognises the importance of teacher confidence and competence across the teacher's professional role 'since the education system reaches into virtually every home in the country, and affects so many so deeply'.

The importance of teacher identity can be seen in the Irish context in both historical and current publications. Department of Education and Skills (DES) (1992, 1995) describe teaching as a highly esteemed profession in Ireland. This view not only shapes the attractiveness of the job to potential candidates for ITE programmes but also set expectations of candidates entering the profession. This high regard is seen right up to the current period with the *Sahlberg International Review on ITE* (2012, cited in Teaching Council 2016c) noting the high caliber of ITE applicants found in Ireland. Primary Education Committee (2006) describes ITE students' substance of primary teaching as involving a dynamic and important role within Irish society. This high regard of the professional has influenced teachers' *Substance of Teacher Identity* in the Irish education context and has undoubtedly set a high standard in the pre-identity of ITE applicants over the years.

Teacher competency and expectation of such has traditionally been high in the Republic of Ireland. The Teaching Council (2009) reports the general public as having a high or very high level of trust of teachers, with an overwhelming majority classing teaching as medium to very complex in nature. Entry to ITE programmes has habitually attracted

the highest calibre of students given that these courses generally have had high Central Applications Office college entry point requirements. In the 2018 academic year requirements outlined by cao.ie³⁴ students seeking places in ITE programmes needed to score a minimum of approximately 79% of the maximum 625 points available for sitting the Leaving Certificate examination while not all pupils achieving this score were even guaranteed a place on an ITE programme. In addition to the need to score high points from the Leaving Certificate³⁵ examination, minimum scoring across certain subjects is another factor for entrants. This has most recently been reviewed by the DES (2021³⁶). Table 3.4 outlines the review and raising of competency levels of student intake into ITE courses from 2018 onwards. The raising of initial applicants' competencies is a positive for overall teacher competence profiles. Despite this; it is limited in its achievements in relation to competencies in the Irish language which is one of the main focuses of this study. Using the Technical Working group's (2015) projections for 2019 as an example, 1,948 teachers will be newly qualified out of a total workforce of 35,433. The impact of raising initial applicant competence requirements impacts on only 5.5% of the overall teaching workforce.

³⁴ <http://www2.cao.ie/points/18.php> accessed 30/04/2021

³⁵ *'The Leaving Certificate (Established) programme offers pupils a broad and balanced education while allowing for some specialisation. The certificate is used for the purposes of selection into further education, employment, training and higher education. The examination is the terminal examination of post-primary education. It is held at the end of the Senior Cycle in post-primary schools. The Senior Cycle caters for pupils in the 15 to 18 year old age group. The majority of candidates who sit for the examinations are recognised pupils in post-primary schools, are 17 or 18 years of age and have completed 5 or 6 years of post-primary education.'* Source:

<https://www.examinations.ie/?l=enandmc=caandsc=sb> accessed 02/01/2018

³⁶ <https://www.education.ie/en/Education-Staff/Information/-New-Teachers/-Initial-Teacher-Education-ITE-Primary.html> accessed 30/04/2021

Subject	2018		2019 onwards	
Irish	Grade*	%	Grade*	%
	H5	50<60	H4	60<70
English	O5	50<60	O4	60<70
	or		or	
	H7	30<40	H7	30<40
Maths	O6	40<50	O4	60<70
	or		or	
	H7	30<40	H7	30<40
* <i>Explanatory note: The Leaving Certificate examination is graded according to the type of examination paper (higher level or ordinary level) and across eight achievable grade outcomes from H1(higher level paper)/O1(ordinary level paper) (90-100%) to H8/O8 (0-30%).</i>				

Table 3.4 Minimum entry standards to programmes of primary ITE for Leaving Certificate candidates

ITE programmes themselves are now highly regulated and accredited by the Teaching Council under the powers of the Teaching Council Acts (2001-2016: 2001: 4 [38]). The Teaching Council reviews ITE programme content and provides accreditation of standards every five years or as warranted.

Emergent from *Authority Sources* is a clear expectation of the teacher that directly impacts identity formation. The establishment of the Teaching Council provided a central authority source on the definition of the teaching profession. This identity is shaped by the expectations of a *Code of Professional Conduct for Teachers* (2016). One of several objectives of the Teaching Council is the promotion of teaching as a profession (Teaching Council Act 7(2)(a)). This includes advancing professional identity, duties and obligations for its members.

Upon graduation several other *Authority Sources* influence and shape teacher identity in the Republic of Ireland. A system of induction, via *Droichead*³⁷, continues to support the competency development of NQTs. The development of the *Cosán* (2016)³⁸

³⁷ *Droichead: an integrated professional induction framework for newly qualified teachers used in the Republic of Ireland and regulated by the Teaching Council of Ireland.*

³⁸ *Cosán: Cosán is the National Framework for Teachers' Learning which has been developed by the Teaching Council. It recognises that teachers are already committed to their professional learning and*

framework adds a further layer of ensuring competency and upskilling, as needed, of the primary teacher. Finally, the *Looking at Our School 2016: A Quality Framework for Primary Schools* by the Inspectorate (2016c) outlines further competency markers for the primary school teacher in *Statements of Practice – Teaching and Learning. Looking at Our Schools* (2016) provides a comparable competency framework for teachers within the Republic of Ireland context.

Country and reference	Outline of competency framework
Republic of Ireland: <i>Inspectorate (2016)</i>	Four statements of practice: <ul style="list-style-type: none"> • Learner outcomes • Learner experiences • Teacher’s individual practice • Teacher’s collective/collaborative practice

Table 3.5 Primary teacher competency framework in use in the Republic of Ireland

This framework provides an account of not only skills and knowledge but also details practice around self-reflection and collaboration that supports the development of individuals as well as school cultures respectively. While these identity sources provide a measurable framework of quality within the teaching profession, a downside of these elements, as seen by Mooney Simmie and Moles (2019), is the erosion of teacher autonomy by these imposed standards. While the result of this imposition is unclear in terms of teacher identity formation and advancement it is still worth bearing in mind when exploring teacher identity in the Irish primary school context at present.

A final element of identity formation emerges from the primary teacher union, *Irish National Teachers’ Organisation* (INTO). This teachers’ union, as an *Authority Source* provides another lens within which the teaching profession can be viewed wherein the INTO (2006), describes the function of the teacher as instructional, custodial, inspirational, disciplinary and holistic.

The organisation and structures explored here account for the major authority sources of teacher identity in Ireland. They shape self-practices of teacher identity through

seeks to provide reassurance to the profession and the public that teachers are engaging in life-long learning.

guidelines, policy stances as well as guidance statements on what the teaching profession entails. Despite the expansive collection of identity formation sources, deficits in the Irish context still persist. Research specifically on telos of teacher identity and emotional identity is limited within the Irish context. Nevertheless, Inspectorate (2005: 51) summarises the current teacher competencies found in Ireland that encompasses the four areas of Clarke's (2009) framework as well as including aspects of emotional identity requisites when describing teaching as:

'...a complex activity that demands a high level of knowledge and a wide range of pedagogical skills and personal attributes... understand how children learn and develop... contribute to the holistic development of each child... have a sound conceptual and practical understanding ...able to present learning activities in a structured way...motivate pupils and sustain their engagement in learning by designing lessons that are varied, interesting, and challenging.... able to adjust their teaching to the needs of individual pupils... analyse their practice...use this information to influence their future teaching activities...'

Having established a viable framework to explore teacher identity and subsequently applying this framework to support the realisation of the importance of teacher identity and its interrelatedness with teacher confidence and competence, the second part of this analysis of teacher identity moves to the L2 teacher identity in support of this study. The application of the adapted framework, presented previously, allowed for the creation of an overview of the landscape of identity for the L2 teacher firstly in the international and then more specifically relating to the Irish primary school setting. This contextualisation provided a sound theory base for the research design and overall data analysis and recommendations that emerged from this study.

3.4 SECOND LANGUAGE TEACHER IDENTITY

Johnson (2006: 238) provides an overview of the changes in thinking that have taken place in L2 teaching and learning. A major paradigm shift has been observed in the past four decades with moves from a behavioural and positivistic paradigm of language teaching and learning to that of a cognitive social construct, namely; an interpretative or situated paradigm.

Following Vygotsky's (1978, cited in Johnston, 2006) sociocultural line of thinking human learning is now recognised as more of a dynamic social construct. Wolff and De Costa (2017) describe language teaching as a sociocultural activity. This marks a move away from the more traditional didactic approach where learning was seen as a process

internal to the mind of the learner. Teachers are now viewed as facilitators of pupil learner with knowledge entailing lived as well as social practices. Donato and Adeir-Hauch (1992, cited in Luk and Wong, 2010: 30) further Vygotsky's work on cognitive growth to coin the term 'proleptic instruction' where the novice (learner) is involved in the search for the solution to the problem. In this way knowledge is co-constructed and requires a shared contextual understanding. Scaffolding as a pedagogical concept is an adept practice for this sharing. This description of learning mirrors the work of Lave and Wenger (1991) and Wenger (1998) with communities of practice wherein knowledge is constructed through the knowledge of the community.

3.4.1 EXPLORING THE CONTEXT OF SECOND LANGUAGE TEACHER IDENTITY

This change from a behaviourist to a social constructivist paradigm in language teaching and learning impacts on the identity of the L2 teacher as well as the unique skill set needed by the L2 teacher for successful teaching and learning practices. Choi and Lee (2016) and Burri et al. (2017) summarise the importance of successful L2 teacher identity in defining how perceptions of self as an L2 teacher have the greatest impact on teacher ability and motivation and in turn learner ability and motivation. Employing the adapted framework for teacher identity which has been successfully employed to analyse general teacher identity previously, the landscape of L2 teacher can be created. This further application of the adapted teacher identity framework provides for the effective exploration of the L2 teacher identity within a deeper contextualisation of L2 teachers and their lived experiences in the Irish primary school. This deeper contextualisation achieved here was of significance for the design implications as well as the data analysis and conclusions that are drawn from this study.

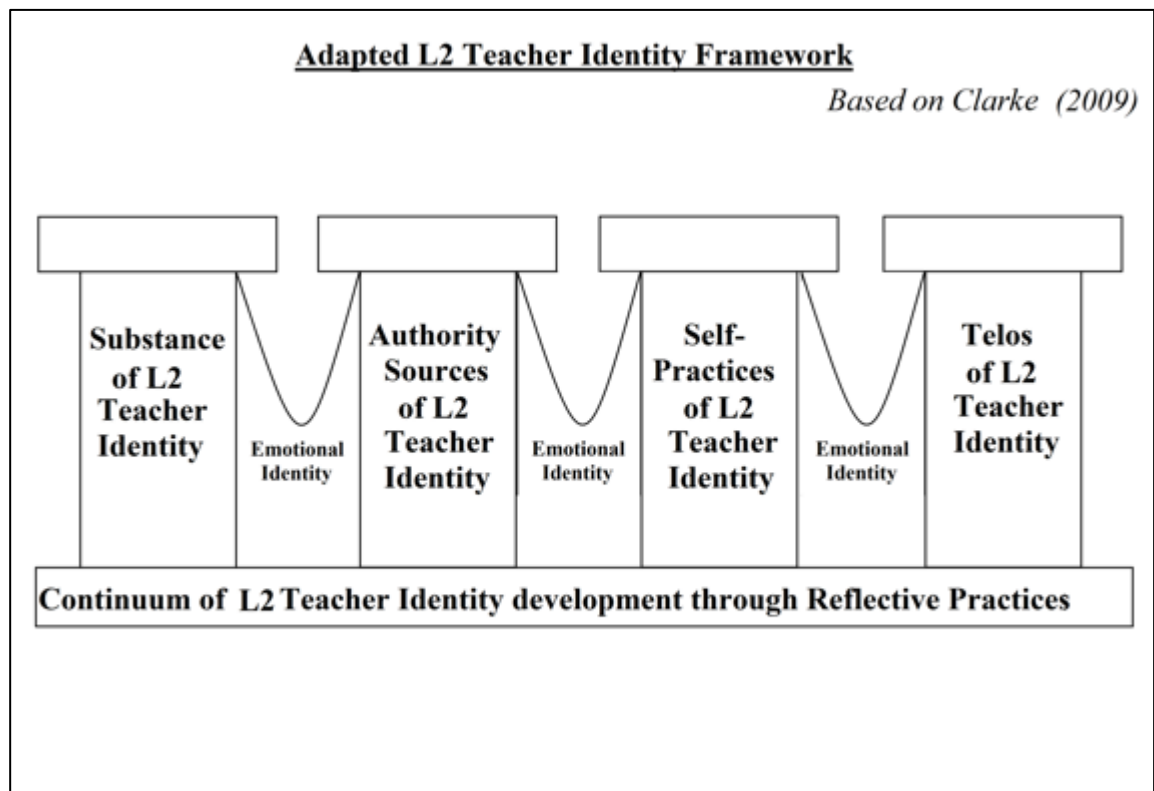


Figure 3.5 L2 Teacher Identity Framework

L2 teacher identity can be viewed as a significant and independent phenomenon from teacher identity that has a significant impact on the practices of the L2 teacher. The sociocultural approach to L2 teaching, as outlined above, and in turn L2 teacher identity, as described by Kitade (2014) highlights the contextual and social elements of significance in L2 teacher identity formation. The adapted framework for L2 teacher identity recognises this social context across each of the four areas as well as in emotional identity formation. Costa and Norton (2017) and Kitade (2014) highlight the significance of L2 teacher identity itself even over the basic knowledge of language teaching. The traditional content knowledge and procedural knowledge is not enough for the successful L2 teacher identity. An understanding of the L2 teacher identity within the adapted L2 teacher identity framework is needed.

Substance of L2 Teacher Identity

Substance of Teacher Identity for L2 teachers can invariably emerge from beliefs created by their own classroom experiences and observations; how they were taught L2 languages themselves. This notion is supported by the ideas of Lorte (1975) where an

‘apprenticeship of observation’, explored previously, impacts on the conceptions of teacher identity. This ‘apprenticeship’ provides an internal perception of what the L2 teacher’s identity is for the ITE entrant and NQT as well as providing a fallback for the overwhelmed NQT if ‘praxis shock’, explored previously, were to occur. Mayer (1999, cited in Walkington, 2005) relates confidence as an L2 teacher to this early stage of formation, highlighting not only the interwoven factors of emotional identity again but also the fact that core beliefs and experiences as an L2 teacher are built upon through this apprenticeship of observation. Fraga-Cañadas (2010) additionally calls for a reculturing of ITE programmes to encourage learning communities to support a reimagining of L2 teacher identities so that feelings of deficiency (further explored in emotional identity below) can be negated for ITE participants/NQTs.

Authority Sources of L2 Teacher Identity

Authority Sources of Teacher Identity in L2 teachers include minimum standards set by government departments, teaching councils as well as varying methodological beliefs internationally. Costa and Norton (2017), Li (2017) and Fraga-Cañadas (2010) identify native speaker bias as an additional example of a perceived authority source impacting on L2 teacher identity. Song (2016: 635) coins the term ‘linguistic imperialism’ in describing native versus non-native thoughts. Within this concept is the notion that native speakers are more effective L2 teachers than non-native L2 teachers. This not only impacts perceived competence but also confidence of the non-native L2 teacher. A solution to the reliance on the idealised native speaker notion of language expertise is promulgated by Wernicke (2018) who states that the Common European Framework of Reference for Languages (CEFR)³⁹ can be used as an alternative to comparisons on native speaker ability. This not only allows the L2 teacher to use the CEFR as an authority source on their own L2 abilities. The use of the CEFR empowers L2 teachers to plan, measure progress and refine language development goals for themselves as reflective practice. Pavlenko (2003, cited in Wernicke, 2018) summarises the issues of overreliance on the native-speaker as authority source framework in that out of this non-native speaker/L2 learner image, membership of the professional community can be restricted for the non-native teacher. Self-practices and the resultant need for self-reflection will be further outlined in the next section.

³⁹ *An outline of the CEFR is available in appendix B.*

Self-Practices of L2 Teacher Identity

Self-Practices of Teacher Identity are a vital aspect of L2 teacher identity. Pennington and Richards (2016) describe L2 teacher identity as a self-image and self-awareness. This reflective nature again highlights the need for effective tools in support of L2 teacher reflection. Within a European context, this has resulted in the creation of the European Language Portfolio (ELP), European Portfolio for Student Teachers of Languages (EPOSTL) and the CEFR by the Council of Europe.

- The ELP outlined by Little (2009) incorporates a language passport, language biography and dossier for the learner that also provides teachers with the ability to effectively monitor, assist and present L2 learning. Harris and Ó Duibhir (2011) describes the ELP as a useful reflective and recording tool for learning that produces increased motivation and learner autonomy.
- Building on this is EPOSTL described by Bergil and Saricoban (2017) and Mirici and Hergüner (2015) as a tool for initial teacher formation that encourages autonomous teacher professionalism and a pathway for identifying own strengths and weaknesses in terms of teaching and learning. Both the ELP and EPOSTL use a series of ‘can-do’ statements to allow an examination of competence and confidence based on the CEFR scale.
- The CEFR itself can be additionally used as described by Wernicke (2018) to enable teachers to explore their self-image and self-awareness of their language skills through the quantifiable source of CEFR. North (2011) cites one of the main detractors of the ELP in particular is that its heavy format which limits its attractiveness and uptake for potential users.

A glaring absence in the development of portfolios for teaching and learning is the lack of a professional portfolio for established teachers. Miller et al. (2017) argues the importance of these reflective tools given the L2 teachers need for a persistent critical engagement with the work of self-formation as a lifelong language learner or advanced language learner, as described by Machide (2016). This could be identified as particularly relevant for the non-native L2 teacher who is already battling against native bias and associated cultural difficulties.

Telos of L2 Teacher Identity

The *Telos of Teacher Identity* for L2 teachers is arguably the most significant aspect of L2 teacher identity. Pennington and Richards (2016: 6) highlight that not only are skills and knowledge important components of effective L2 teachers but also as important is ‘what it means’ to be a L2 teacher. Costa and Norton (2017) support this finding even suggesting that L2 teacher identity may be more important than knowledge about language teaching. Wolff and De Costa (2017) and Pennington and Richards (2016) explore how L2 teacher identity is not fixed but socially constructed and shaped by the experiences of the L2 teacher as described in the previous three sections of L2 teacher identity. Emotional identity is a common thread across all four levels of L2 teacher identity as seen early in teacher identity exploration. Wolff and De Costa (2017) describe how language teaching and learning is an emotionally driven process.

L2 Teacher Emotional Identity

The context of the L2 teacher, both imagined (early preconceptions) and actual working environment, results in positive and negative emotions around confidence and competence as an L2 teacher. These emotions and the success or failure as an L2 teacher are linked to the four areas of the adapted L2 teacher identity framework. Teachers’ beliefs and associated emotions linked to past negative experiences of one’s own schooling can derive, as Barcelos and Ruohotie-Lyhty (2018) describe, an emotionally unstable and authoritarian language teaching style.

The L2 identity framework provides a mechanism of support for dealing with positive and negative emotions of L2 teacher identity as well as self-efficacy and motivation as seen in Ryan and Deci’s (2000) *Self-Determination Theory Continuum*, discussed previously. Support is achieved through reflection and collaboration for the L2 teacher, called for by Wolff and De Costa (2017). Finally, Bruton (2013) highlights the importance of motivation for the L2 teacher, describing the potential for damage to the language lesson by the poorly motivated teacher due to improper implementation of teaching and learning aspects.

Similar to previous discussions, and as highlighted in this discussion using the adapted L2 teacher identity framework, as L2 teacher identity is developed and shaped, teachers

become more aware of their language strengths as well as areas for development. Developing teacher identity calls for, as described by Ruohotie-Lyhty (2015: 200), a ‘readiness’ and ‘openness’ on the part of the teacher that enables a more sensitive approach to language teaching and learning as a result. Teacher language confidence and competence are core elements of successful L2 teacher identity; however, as suggested by both Costa and Norton (2017) and Kitade (2014) already, overall competency as an L2 teacher is more than a teacher’s language competency. Reflection, as described by Nagamine et al. (2018) provides space for teachers to critically analyse their beliefs and practices. Horgan and Gardiner-Hyland (2019) see reflection as the room for teachers’ personal epistemologies to evolve. Teacher language awareness (TLA) emerges as a core element for successful reflection on and progression of L2 teacher identity and competency.

3.5 TEACHER LANGUAGE AWARENESS: ITS CONTRIBUTION TO SECOND LANGUAGE TEACHER IDENTITY

The potential of TLA in relation to how a language is instructed, organised and learnt is proposed by Xu and Harfitt (2019). TLA provides teachers with agency through a deeper understanding of their beliefs, practices and classroom/learner outputs. Lindahl et al. (2013) sees TLA as providing an opportunity for teacher skillsets to become operationalised and more fully comprehensible. TLA, as Lindahl (2019) describes, is the ‘conceptualisation of the teacher’s knowledge base’.

Teacher identity and TLA are intertwined. Successful development of TLA for the L2 teacher adds greatly to the establishment of successful L2 teacher identity through the development of L2 teacher competency. At the same time, Xu and Harfitt (2019) suggest TLA can be enhanced as the teacher shifts across and builds successful identity notions. Spratt (2017: 53) effectively summarises the strengths of TLA including:

- allowing the teacher to engage with language issues prior to classroom encounters
- creating confidence for the teacher in their own grammar knowledge and communicative ability, and in assuming responsibility for shaping the language in the lesson
- giving the teacher information for pre-lesson reflections about language-related issues, and assists with future preparation

- acting as a bridge between the language of materials and learners and salient key features of grammar
- illuminating the content/pitfalls of materials
- allowing the teacher to filter their classroom output (spoken and written) to ensure that it is structurally accurate, functionally appropriate, clearly expressed and pitched at the learners' level
- filtering learner output (as appropriate in the context of form focused activity)
- allowing the teacher to operate a real time filter in class
- enabling the teacher to employ metalanguage (a form of communication or set of terms used for the study of another language) to support learning.

TLA, while central to overall competence, also entails risks to L2 teachers. Increased TLA, according to Andrews (2001), impacts teacher behaviour including questioning of ability to plan, identify pupil errors etc. Andrews (2003) expresses teachers' concerns regarding subject-matter knowledge (SMK) when they are benchmarked against minimum standards. Furthermore, according to Llurda (2010) certain aspects of language learning can be too onerous to utilise TLA including grammar where teacher and pupil perceptions and demands of minimum scoring in testing can impact on the integration of grammar and communicative practice. Andrews (2003) additionally cites potential conflict between the L1 of pupils and the L2 of the teacher where TLA is inappropriately employed e.g., where the teacher's knowledge is based on L2 proficiency but the learner's knowledge is based on L1 conceptions of language. Finally, according to Li (2017), when teachers knowingly fail to or are unable to capitalise on the local culture and language, this can lead to low self-esteem as an L2 teacher and high L2 anxiety levels. While there are notable drawbacks to increased TLA, particularly for teacher confidence, Spratt (2017: 53) cites a failure to utilise TLA as resulting in:

- failure to anticipate learning problems
- inability to plan/pitch lessons
- inability to interpret/adapt materials
- inability to deal with errors/field learner queries
- general failure to earn learner confidence.

Given its importance to L2 teacher identity (as well as its centrality to the aims of this research project), an outline of the specifics of TLA as a concept is needed to support its eventual analysis. This unpacking is presented in the next section.

3.5.1 UNPACKING TEACHER LANGUAGE AWARENESS IN EXPLORING SECOND LANGUAGE TEACHER IDENTITY AND COMPETENCY

Historically, and as outlined by Chomsky (1965), language competency was seen as grammar error free language ability. A significant evolution of understanding and advancement of language teaching and learning has taken place since. L2 teachers no longer need mere language proficiency and SMK to be effective teachers. Specific competencies identified by Andrews (2001, 2003), Pomphrey and Burley (2009) and Shulman (1986, 1987) include a combined proficiency, linguistic knowledge and pedagogical knowledge. As a result, TLA as a concept comes to the fore.

As the paradigm of language teaching changed from a positivistic viewpoint to an interpretative or situated viewpoint, the notion of TLA emerges in discussing the successful teaching and learning of L2. It involves the teacher's and learner's own language ability and needs. TLA has been explored and defined by numerous academics since the paradigm shift in language teaching and learning. Lorenzo (2005: 71, cited in Spratt, 2017) puts forward a rationale for TLA:

“The[L2] teacher ... should not only update his linguistic knowledge to a standard and recognised level of fluency but should develop a different linguistic sensitivity to be able to adapt the contents to the new language and develop teaching procedures that make it possible for the pupil to learn.”

At its core TLA contains various elements of language teaching and learning summarised by Andrews (2003) including:

- SMK and proficiency
- an awareness of language needs from the learner's perspective
- metacognitive (awareness of one's own knowledge) reflection.

In TLA language content and the medium of instruction are intertwined. In addition to these competency skills of the L2 teacher, TLA can be further connected to L2 teacher confidence in that it creates an opportunity to foster the needs of the L2 teacher on all levels, as outlined by Andrews (2006) and Pomphrey and Burley (2009), ranging from linguistic and pedagogical proficiency to effective teacher reflection and development in these areas. Figure 3.6 explores the concept of TLA along two avenues of teacher confidence and teacher competence. Core components of both confidence and competence are further detailed to provide a deeper consideration of key concepts.

Finally, an outline of the strengths of successful TLA for the teacher is detailed before issues surrounding TLA development for consideration are presented.

Teacher Language Awareness

Teacher Confidence

Willingness to Communicate

- composed of all interactions in L2 including intention to communicate

Foreign Language Anxiety

- an important factor in Willingness to Communicate
- decides user's extent of L2 usage

LOW anxiety and HIGH self-perception of L2 competence results in HIGH Willingness to Communicate

HIGH anxiety and LOW self-perception of L2 competence results in LOW Willingness to Communicate

Teacher Competence

Subject-Matter Knowledge and Pedagogical Content Knowledge

- communicative language ability of the teacher is as important as their actual proficiency

An AWARENESS of language needs from the learner's perspective

- knowledge of declarative and procedural memory and their implications for teaching and learning an L2

Metacognitive reflection

- The ability to recognise and update one's own linguistic knowledge and develop a linguistic sensitivity to adapt L2 content and one's own teaching pedagogies

Strengths of Teacher Language Awareness

- Engage with language issues prior to encountering them in the classroom
- Create confidence for the teacher
- Gives the teacher information for pre-lesson reflections
- Acts as a bridge between the language content of the materials and the learner
- Filters the teaching content
- Allows a filtering of classroom and learner output
- Enables the teacher to operate a filter in real time
- Empowers the teacher to employ metalanguage

Issues of Teacher Language Awareness

- Can impact teacher confidence through over-reflection
- Certain aspects of language learning can prove overly onerous in utilising
- Can be a source of conflict between the teacher's and learner's language
- Can highlight teachers' language inability

Figure 3.6 Summary of teacher language awareness components

While much research outlines TLA across components of competence alone, the summary of TLA presented above (and used as the framework of exploration for this study) includes both competency as well as confidence in exploring awareness. The modified identity framework and the inclusion of emotion not merely justifies but demands the inclusion of confidence and the emotional impact of such on classroom practices and learner successes. This is supported by the works of Xu (2018) who describes emotion as a functional component of L2 teachers' cognitive development. Confidence is even presented before competence in this analysis of TLA given the primacy of emotion, self-efficacy and one's own language confidence in classroom practices demonstrated by present research (Barcelos and Ruohotie-Lyhty, 2019; Lemarchand-Chauvin and Tardieu, 2018; Nagamine et al., 2018; Zembylas, 2003 and Zembylas, 2005). The successful development of TLA as a core element of L2 teacher competency, directly influences the development of successful L2 teacher identity. Several components of TLA provided above link directly to the adapted framework for the exploration of L2 teacher identity. Each component is further detailed below to provide an account of their influence on the L2 teacher.

TLA and Confidence - Willingness to Communicate

In exploring language teaching approaches Baker and Lottie (2016) and Martin (2014) identify issues around self-confidence and self-efficacy, concepts directly linked to several elements of the adapted L2 identity framework including *Substance*, *Self-Practices* and *Emotional* as well as *Reflective Practices*. In both the case of self-confidence and self-efficacy, actual language proficiency is not as important to confidence as self-perception of proficiency. This is in contrast to Choi and Lee (2016) who identify language proficiency and self-efficacy as interdependent. It is difficult to explore the relationship between self-efficacy and competence in language teaching as competence and confidence across both linguistic proficiency and pedagogical competence are difficult to track. One method for undertaking this exploration is the charting of willingness to initiate communication (WTC) of the teacher.

MacIntyre et al.(1998) identify WTC as being composed of all interactions in the L2 with even intention to communicate seen as a form of WTC. MacIntyre and Doucette (2010) provide a further refined definition of WTC as the readiness to speak in L2 at a given moment and sees WTC as the final step to initiating L2 communication. Aiello et

al. (2015) assert that within this complex interaction actual competence might impact communication, although perception will determine the choice of whether to communicate or not. This singular statement highlights the impact and importance of confidence in WTC

Much of the literature on WTC derives from studies of language learners i.e., pupils. In spite of this, core concepts of the research undertaken on WTC can be applied to L2 teachers as they themselves have been and continue to be L2 learners. Their daily interactions with the L2, their self-perceived confidence and graded competence in L2, their PD in such and their continued need to upskill in L2 proficiencies and pedagogies make them language learners. Horwitz et al. (1986) stipulate that non-native language teachers in particular, should be treated as advanced language learners in the field of second language acquisition.

As well as heightened awareness that emerges from metacognition, several other factors have been identified as impacting WTC for the teacher. Laheurta (2014) references six factors including:

- self-perceived communicative competence
- personality
- anxiety
- motivation
- the importance of the L2
- learning context.

For language teachers, self-perception and confidence, as investigated by MacIntyre and Doucette (2010) and Viáfara (2011), impact their WTC in a significant way. Self-perception of competence (which in turn feeds into confidence) in particular, has been identified as early as McCrosky (1986) where a strong correlation between perceived communicative competence and WTC was identified.

Aiello et al. (2015), Dewaele et al. (2008), Ghanbarpour et al. (2016), MacIntyre et al. (1998) and Zarrinabidi (2014) suppose WTC as an important aspect of L2 teacher confidence in particular, as the WTC of the teacher instils WTC in the learner. The role of the teacher in WTC is to create an inviting atmosphere framed by their own language skills and WTC. Given the scale of identified associations between self-perception of competence and anxiety as factors impacting WTC, it can be deduced that:

- high anxiety + low self-perception of L2 competence = low WTC
- low anxiety + high self-perception of L2 competence = high WTC

Out of self-perception and confidence, anxiety can closely follow and impact WTC in certain circumstances. Anxiety, in particular, can be ignored for the L2 teacher due to the assumption of teachers are experts of the subject matter they teach. This is evident in the extreme in Asian L2 education studies where the expert status of the teacher is unquestionable, as seen in the research of Li (2017). Anxiety is identifiable as the final component of teacher confidence in relation to overall TLA. It decides teacher and learner use of the L2 and as such is an integral aspect of self-awareness needed by the teacher to complement their overall skills and classroom practice. What does this anxiety look like for the teacher?

TLA and Confidence - Foreign Language Anxiety

Closely linked to WTC for the teacher and emerging again from an increased awareness of their own language skills is foreign language anxiety (FLA) for the teacher. This FLA is linked to self-perception and confidence and again is found within several elements of the adapted L2 identity framework similar to WTC. FLA can also be found within *Authority Sources* and, in particular, language competency frameworks as well as local (in-school) language encounters, can both influence teachers' self-identity sense. Tum (2015) cites two pathways for FLA, namely;

- a transfer from other anxiety types
- situation specific anxiety.

In the latter FLA is specific to the language acquisition context. Further investigation by Dewaele et al. (2008) links FLA to experiences, perceptions and competence in L2. FLA by association has a significant impact on successful L2 acquisition and proficiency for the teacher (as both teacher and language learner themselves).

Merc (2011) suggests that the use of the L2, modifying the L2 for learner understanding and giving instructions in the L2 are the prime sources of L2 anxiety for the teacher. Copland et al. (2014) and Machide (2016) corroborate Merc's (2011) findings adding supplementary elements namely: anxiety around teaching in L2 and lack of training in L2 methodologies, high expectations for oral performance and self-perceived inferiority when comparing oneself to native speaker teachers. Finally, notions of the *Native Speaker Framework* outlined by Fraga-Cañadas (2010) and Tsui (2007) and issues of superiority and inferiority also play their part in diminishing teacher L2 confidence through increasing teacher anxiety. Song (2016) and Wernicke (2018) research the notion of native speakers as more effective L2 teachers than non-native L2 teacher, a perception which impacts not only competence but also confidence of the non-native L2 teacher.

Webster and Valeo (2011: 106) propose that 'perceptions of self-efficacy may be the most accurate predictors of classroom behaviour.' The more teachers feel unprepared in dealing with their L2 learners' needs the more their competence and confidence is impacted. Fraga-Cañadas (2010) identifies this deficiency in training even in ITE programmes. This should be a major source of concern for ITE as a culture of anxiety towards L2 teaching is evident from the onset of one's career. While there is a lack of research in this area, Choi and Lee (2016), Fraga-Cañadas (2010) and Webster and Valeo (2011) recognise the need to reimagine teachers' identities and in turn their confidence and competence in their language skills to avoid issues of self-efficacy from an early onset.

In dealing with FLA:

- WTC can be a hindering or empowering tool for dealing with anxieties the readiness, motivation and self-perception of ability associated with WTC can limit or expand FLA of the speaker
- self-efficacy of the teacher is an central pillar of competence and confidence Choi and Lee (2016) recognise self-efficacy as impacting teacher goals, investment, courses of action, motivation, aspiration, persistence, emotion
- PD has been identified as a key aspect of improving teacher confidence in language abilities.

As the teacher becomes more aware of their own linguistic skill, Andrews (2001) highlights how a heightened self-language awareness can either positively or negatively impact on their behaviours i.e., the more mistakes they can recognise in their own and their pupils' work the less perceived competence and confidence in themselves they have. Confidence constitutes successful TLA, both pedagogical and language proficiency and feeds into teachers' self-efficacy and overall L2 teacher identity. As seen in the exploration of general teacher identity, confidence is directly linked to competence, and within L2 teacher identity, and TLA especially, this interdependent nature is no less evident.

TLA and Competence – Subject-Matter Knowledge and Pedagogical Content Knowledge

Luk and Wong (2010) explore how prior to TLA language awareness, language teaching and learning theory typically focused on the transmission of knowledge without awareness of the implications for learners. It should be acknowledged that elements of this thinking are still active in L2 teaching today. Li (2017) points to teacher proficiency as the main basis for teacher competency in Asia. Alternative to this is the view that a different type of knowledge is needed for successful L2 teaching. Andrews (2003) identifies the need for two specific components of knowledge needed by the successful L2 teacher, namely; SMK and language proficiency. Shulman (1986, 1987) introduced the notion of pedagogical content knowledge (PCK) which saw the teacher transform content into pedagogically powerful forms that aid learners. Similar to this is Tsui (2003) who explores a situated teacher knowledge that integrates teacher concepts and knowledge to provide for learners. Finally to this mix, Andrews (2001, 2003) identifies the communicative language ability (CLA) of the teacher as being as important as their language proficiency. These depictions are further compounded by Day and Shapson (1996), Fortune et al. (2008), Freeman et al. (2005), Lyster (2007) and Snow (1990), all cited in Ó Ceallaigh et al. (2018) who acknowledge that immersion teachers (and arguably by association L2 teachers) require a particular knowledge base and pedagogical skill set.

These calls demanding various forms of knowledge requirements prove difficult to chart effectively. Ó Ceallaigh et al. (2018) present a conceptualisation of the required knowledge for teaching in an immersion setting where subject and language knowledge needs are combined. This is presented in table 3.6, below.

TEACHER KNOWLEDGE					
SUBJECT-MATTER KNOWLEDGE			PEDAGOGICAL CONTENT KNOWLEDGE		
Common Content Knowledge	Specialised Content Knowledge	Knowledge of the Subject Area and Language	Knowledge of Content and Pupils	Knowledge of Content and Teaching Approaches (Subject and Language)	Knowledge of Content and Curriculum (Subject and Language)

Table 3.6 Conceptualisation of knowledge needed for successful TLA, adapted by Ó Ceallaigh et al. (2018)

Within this knowledge outline, SMK includes a general knowledge of the curricular areas as well as specialised knowledge about the subject area and language to be taught. PCK refers to the teaching and learning processes, strategies that best suit learners, the subject and language. This conceptualisation provides a coherent framework of the complex knowledge demands useful for establishing effective L2 teaching also. These competence requirements collectively influence a range of L2 teacher identity elements and their successful formation including *Substance*, and teachers' early competency development as well as *Self-Practices* and *Reflective Practices* as teachers navigate the knowledge required to support successful practice as an L2 teacher. The successful acquisition of this skillset facilitates the second aspect of TLA and competence, the effective bridging of learner needs and again follows these L2 identity elements of the adapted L2 teacher identity framework.

TLA and Competence - An awareness of language needs from the learner's perspective

The linguistically aware teacher has a significant impact on struggling pupils. From the initial training of L2 teachers, as discussed in Llorca (2010), there is a need for early adaptation of TLA to develop teachers as language users and analysts. The needed skills presented by Lyster (2007) include:

- mastery of key instructional strategies
- ensuring comprehensible L2 input
- maximising L2 output opportunities for learners.

Kramsch (2006) and Luk and Wong (2010) propose an additional dimension of need that evolves from sociocultural aspects of TLA and include a call for the awareness of the dynamic and contextually variable process of learners also.

Finally to this skillset is the need for knowledge of memory systems and their implications for L2 teachers and their learners.

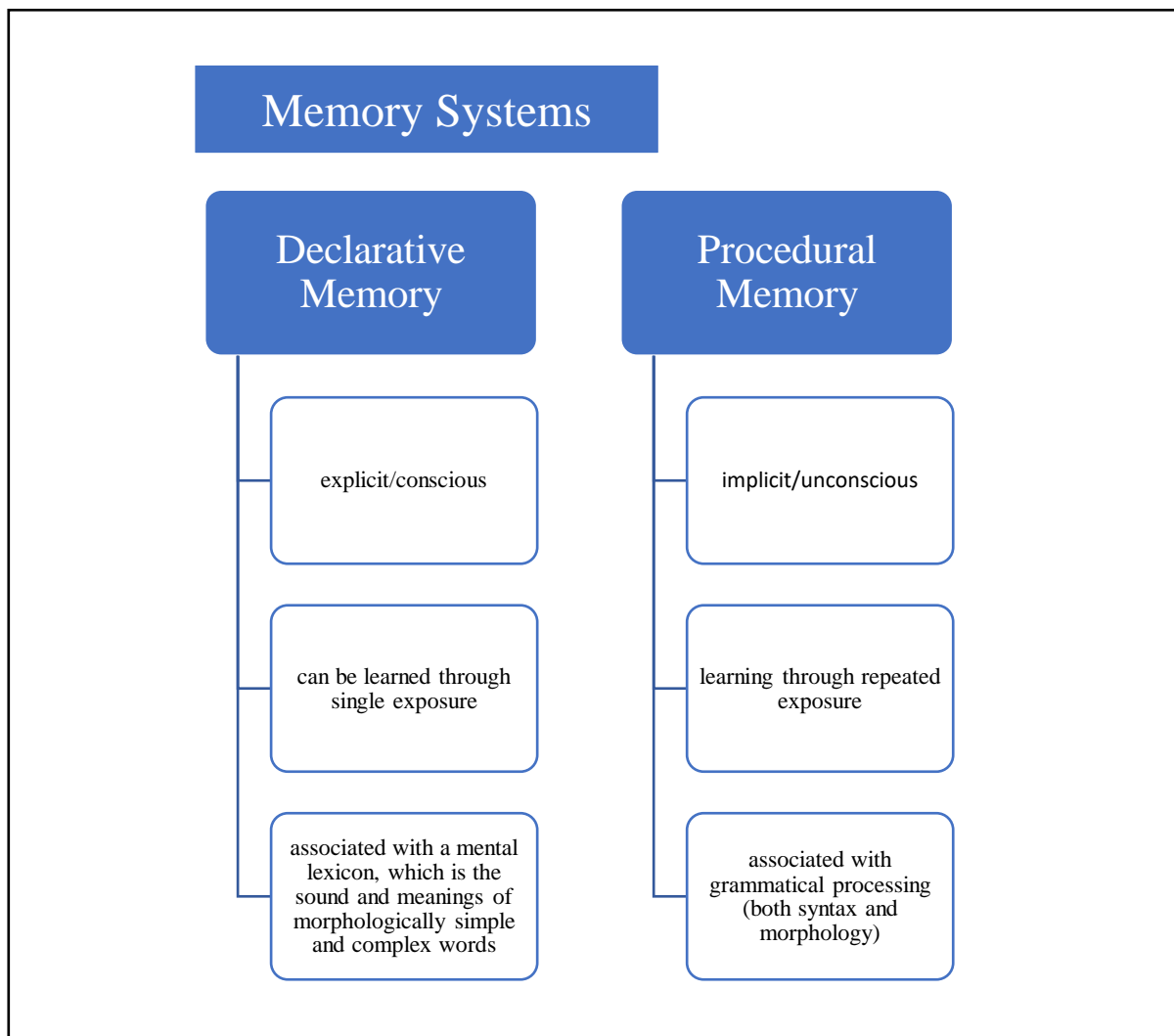


Figure 3.7 Memory systems and their implications for L2 learning

Ferman et al. (2009) and Ullman and Lovelett (2016) define these working memories as explicit or conscious, semantic and episodic (declarative) and implicit or non-conscious (procedural) in nature. Whether these two memory systems are independent of one another or merely dichotomous in nature is highly debateable at present. Language learning and language use are based on these two cognitive processes where the declarative houses a mental dictionary while the procedural houses grammatical as well as underlying compositional rules.

Classroom practice is impacted by these memory systems and their operation. Ullman and Lovelett (2016) provide an overview of several pedagogical approaches to working with these memory systems including:

- spaced repetition (time gaps between repeated exposure)

- retrieval practice (retrieving learned information instead of restudying it)
- deep encoding (engaging in semantically rich processing as opposed to surface level processing)
- gesture-based learning (contextually appropriate gestures)
- mnemonic strategies (mentally mapping to-be-learned material).

While an improved understanding of memory systems enables teachers to meet the needs of their pupils to a greater degree, it is recognised that there are limitations to the research on these approaches. Additionally, the learning context will impact the memory used by learners, for example, explicit instruction will only use the declarative memory to the expense of the procedural memory as explicit knowledge is only found in the declarative memory. Finally, declarative memory improves in late childhood, plateauing in adolescence and early adulthood and declines thereafter whereas procedural is more robust throughout life. These characteristics are explored in relation to the effectiveness of the strategies for working with these two memory types across various age profiles.

Despite these limitations, an improved understanding of memory systems nevertheless provides a useful reference point for memory knowledge and the pedagogical direction needed to successfully meet pupil needs.

The final area of competence within TLA is the ability to recognise and update one's own linguistic knowledge and develop a linguistic sensitivity to enable adaptation of L2 content and pedagogies for the benefit of pupils. This awareness takes the form of metacognition for the teacher.

Competence - Metacognitive reflection

Metacognitive reflection is, according to Andrews (2001), the ability to recognise and update one's own linguistic knowledge and to develop a linguistic sensitivity to adapt L2 content and one's own teaching pedagogies for the benefit of learners. It is the final component of significant importance to the language aware teacher and is a central element to the L2 identity aspects of *Self-Practices* as well as *Reflective Practices* for the successful L2 teacher. Metacognitive reflection is a precondition of the previous two

aspects of TLA outlined, in that it enables an analysis of language need from the learner's perspective more fully.

Critical self-reflection, as Wernicke (2018: 4) describes, allows a 'new sense of professional agency and legitimacy' for the teacher. Beauchamp and Thomas (2009) explore reflection as being contemplative and anticipatory in nature which enables planning and analysis of teaching goals/methods as well as an ability to plan and analyse identity and self. Kitade (2014) strongly advocates the reflective process for teacher development in that it allows integration of new discoveries and knowledge for the teacher. It is an identity forming component for the teacher with metacognition allowing what Lave and Wenger (1991) coin 'learning-in-practice' within which the teacher learns to become. It is not only a display of competence, as described by Wenger (1998), but also key to future teacher learning and development as described by Schön (1983). Heightened metacognitive awareness bridges the void between the novice and expert L2 teacher and heightens agency and legitimacy through enabling a combination of theory and practice.

3.6 TEACHER LANGUAGE AWARENESS AND ITS IMPORTANCE FOR CLIL TEACHER IDENTITY FOR THE SECOND LANGUAGE TEACHER

As seen in chapter two, CLIL requires the language teacher to be content aware and vice versa. While this is an ideal state of professionalism, the already discussed prevalence of teachers primarily identifying as content rather than language teachers causes significant issues for the success of the CLIL classroom. Well-developed TLA not only enables teachers to be more reflective of their language skills (both in terms of language confidence as well as language competence) but also, as He and Lin (2018) suggest, provides a bridge between one's own language proficiency, SMK and beliefs, learner knowledge and PCK for the teacher. Teachers' awareness of the relationship between language and learning not only impacts their own language use and analysis of same but also their ways of approaching teaching in the successful CLIL classroom. Where teachers can reflect on their classroom practices as well as their PD needs, a unique form of CLIL TLA can be successfully developed that supports effective classroom practices and learner outcomes. An example of the need for TLA in the CLIL classroom stems from the research of Xu and Harfitt (2019: 229) in which the importance of TLA for successful scaffolding is presented.


























‘The teachers’ awareness of language from the perspectives of learners and learning can direct teachers to optimise how, when and to whom scaffolding is provided. In this sense, the reflective relationship between TLA and scaffolding strategies revolves around the needs of learners and learning.’

To determine the specific supports needed to foster this notion of CLIL TLA development, it is again useful to first explore the general L2 context before finalising the programme of professional development that was used in this project.

3.7 INTERNATIONAL LANDSCAPE OF SECOND LANGUAGE TEACHER DEVELOPMENT

The exploration of L2 teacher identity outlined here provides an account of a complex and dynamic process that is ever progressing and developing throughout the career of the L2 teacher. A similarly complex and diverse array of approaches in support of successful L2 identity development is no less evident in reviewing present international support structures. A significant international theme highlighted within the European context by Eurydice (2012) is the lack of qualified L2 teachers across the EU. This is a major concern of governments at present. The L2 language teaching support processes around the world are vastly different from country to country. Some have taken to employing frameworks of competency with in-career support opportunities; others have attempted to stem the negative inflow of applicants with limited language competency into ITE programmes through the employment of language competency tests with minimum scoring requirements. A significant problem with such variance at present is the inability to ensure teachers have effective subject-knowledge and teaching methodology proficiency. Table 3.7 provides an overview of the main L2 languages teaching features from several countries.

Table 3.7 International context of supports for L2 teacher development

Country (Language)	Summary of L2 supports	Recognises TLA	Recognises Cultural Significance of L2	Has PD scheme	Has teacher immersion scheme	Has teacher proficiency assessment
Canada (Languages in General)	Recognition of the need for a broad set of language competencies by the teacher in order to be successful in practice. Teachers need command of two registers: Formal academic language and Informal language for effective communication. Cultural transmission of the L2 is recognised as allowing for an L2 identity to be formed.					
Canada (French)	Francophone liaison officers support and promote the French language. Social media based PD programmes are in development for teacher support.					
Wales	‘Athrawan Bo’ or itinerant teachers visit schools and provide language services. A sabbatical scheme ‘Un, Dau, Tru – Hwyl A Sbri’ is in place for teachers who wish to improve their language competency. Significantly, this does not include pedagogical practices.					
Spain (Basque)	Teachers can take up to three years sabbatical as paid students of Basque. There is also an in-service programme, IRALE for teacher pedagogical skills.					
Spain (Catalan)	Student teachers are competent to teach in both Spanish and Catalan from their base degree. Resources appropriate to the teaching of and in Catalan are readily available. Servici d’Ensenyamenten Llengues is a support centre for L2 works.					

Scotland (Scots-Gaelic)	Language supports are centred in primary schools. Bord na Gaidhlig organises Thig rem Theisgasc to support the recruitment of Gaelic-medium teachers.					
USA (Hawaiian)	Certification in Hawaiian immersion is needed before securing tenure in such a setting.					
New Zealand (Maori)	Pre-service and in-service is available on both language proficiency and cultural awareness. Qualifications in immersion teaching including language proficiency, pedagogy and cultural awareness are available.					
Finland (Swedish)	Swedish Universities offer ITE programmes through Swedish-medium with placements of practice in Swedish-medium schools.			unclear		

The variety of approaches for supporting competency of L2 teachers shows not only the priorities of the various education systems around the world but also provides a useful account of various responses to L2 teacher development that can be implemented. The central role of TLA in successful L2 teacher identity is almost universally recognised while the inclusion of cultural significance of the language gives purpose and rationale for the study of the L2 which gives significance and meaning to the L2 teacher themselves. Opportunities for PD as well as language immersion are recognised factors for teacher competency development within almost all contexts presented. The limited attention given to teacher proficiency assessments supports the earlier established findings of Costa and Norton (2017) and Kitade (2014). As discussed previously, both agree that the significance of L2 teacher identity itself over the L2 teachers' language proficiency justifies a focus of efforts at L2 competency development elsewhere. The final section of this review of L2 teacher identity focuses on the Irish context to provide an account of the context within which L2 teachers operate at present before using the adapted framework to chart the current landscape of L2 teacher identity in the Republic of Ireland.

3.7.1 L2 TEACHER IDENTITY IN THE REPUBLIC OF IRELAND: THE IMPLICATIONS FOR CLIL TEACHER LANGUAGE AWARENESS EXPLORATION

Within the Irish context the primary school teacher teaches across eleven subject areas and as such has a subject and L2 teacher identity combined. The lack of a specific and individualised formation of L2 teacher identity for ITE students, as identified by Nic Eoin (2016), is one of the more pressing weakness of ITE programmes as well as the teacher competency frameworks explored. Within the L2 teaching of the Irish language challenges to the successful teaching and learning of Irish are evident in particular in relation to proficiency, teacher attitudes, ability and confidence in their language skills and general treatment of the Irish language as an L2. The Government of Ireland (2010: 11) strategy for the Irish language, *20-Year Strategy for the Irish Language*, out of which it is hoped to create a competent and confident Irish L2 teacher at primary level who is able to increasingly offer parts of the primary school curriculum through the medium of Irish (CLIL). The current climate for Irish language teaching and learning, as outlined in chapter one already, is a challenging climate for the language and for successful L2 identity formation overall.

The Inspectorate (2018) highlights issues around teaching and learning with a marked deterioration in the evaluation of teaching and learning of Irish at present in comparison to the previous *Chief Inspector's Report* published by the Inspectorate (2013) with unsatisfactory lessons across the teaching of Irish going from 24% unsatisfactory observed lessons to 26% unsatisfactory observed lessons as described in the most recent report.

These observations correlate with research outlined by the NCCA (2008b) where teachers' limited use of the Irish language when teaching the language marks a clear challenge for the learner in experiencing a significant role-framework in the language. NCCA (2008b) highlights additional key challenges to teacher competency in Irish as being teachers' negative attitudes as well as own lack of interest as well as competence in Irish together with a limited use of the Irish language in everyday school life. Further highlighting the importance of appropriate teacher PCK is Darmody and Daly's (2015) study on attitudes of teachers towards the Irish language. This study demonstrates the impacts of proficiency on teacher competence and confidence in teaching the language. It found that teachers in Gaelscoilenna are more likely to employ active learning methodologies in their daily practices. The implications of this approach include a more positive pupil and teacher attitude to the language compared to their English-medium taught/teaching counterparts. It is clear that primary school teachers operating in English-medium schools in the Republic of Ireland have difficulties in identifying as successful L2 teachers at present. The impact of this challenging environment is outlined in table 3.8.

Teaching and Learning Aspect	Percentage of unsatisfactory lessons
Development of pupil learning	24%
Use of appropriate teaching strategies	22%
Pupil opportunities for talk and discussion	23%
Pupil opportunities for collaborative work	46%

**Table 3.8 Overview of teaching and learning of Irish as an L2 in primary schools
(compiled from Inspectorate, 2018)**

The application of the adapted L2 framework provides a detailed analysis of the L2 teacher identity of primary school teachers in English-medium schools in the Republic of Ireland. This framework further assists in contextualising L2 encounters for Irish primary school teachers at present. This contextualisation provided a useful theoretical account of L2 teacher identity that warranted consideration in the research design and support elements of the intervention period of this study. This aided in the countering as well as analysis of key features of Irish language teaching and learning encountered by primary school teachers in their implementation of CLIL in this study. Table 3.9 presents the L2 teacher identity within the Irish context. A more detailed table is presented in Appendix C.

Table 3.9 Outlining L2 teacher identity for Irish language teachers

<i>Identity Descriptors</i>	<i>Irish Context</i>
Substance of Teacher Identity	<p>Irish language skills and language pedagogy feature in ITE programme syllabi</p> <p>Proficiency in Irish is one of the main requirements for entry into ITE programmes</p> <p>Primary teachers trained abroad need to demonstrate Irish language competence through formal examination</p> <p>No review of language skills/competencies once registered with the Teaching Council of Ireland</p>
Authority Sources of Teacher Identity	<p>The Teaching Council sets out Irish language requirements</p> <p>Statutory and non-statutory bodies set out standards and expectations for Irish-medium schools</p> <p>The Inspectorate observe and evaluate teaching and learning</p>
Self-Practices of Teacher Identity	<p>Reflective practices in relation to L2 teacher identity for primary school teachers are limited and non-statutory</p>
Telos of Teacher Identity	<p>The Inspectorate (2018) does not illustrate an overly successful situation regarding the teaching and learning or ability at present</p> <p>The ideal of Irish language primary teacher proficiency is currently being directed by the Teaching Council</p>
Emotional Identity	<p>Council of Europe (2007) and Harris (2007, cited in Government of Ireland (2010: 11) identifies a ‘marked decline in teachers’ confidence</p>

While there are opportunities within each element of L2 identity formation explored, there are also significant confidence and competence challenges ranging from teachers' own Irish language encounter to their Irish language teaching and learning efforts. This contextualisation of L2 teacher identity in the Irish context highlights again the challenging climate within which the Irish language operates at present; however, it also provides a useful reflection for the design of this study. What does this mean for the TLA development of participants of this study and the professional development to be offered during the implementation phase of this project?

3.8 PRINCIPLES OF PROFESSIONAL DEVELOPMENT IN SUPPORT OF CLIL IDENTITY AND CLIL TEACHER LANGUAGE AWARENESS DEVELOPMENT

Based on the work of He and Lin (2018), to trigger an identity transformation on the part of the CLIL teacher, the following areas need to be targeted and developed:

- Language proficiency
- Teacher knowledge
- Teacher beliefs
- Knowledge of learners
- PCK basics (as per Shulman, 1987).

Both this chapter and the previous exploration of CLIL itself, outlined in chapter two, outline the variety of supports needed by participants during the intervention phase of this project. From a purely theoretical account of CLIL and science implementation, the declarative knowledge needed, as outlined during the review of core professional competencies in section 2.6.5, provides a syllabus for PD sessions. This knowledge provides for increased professional and pedagogical agency for participants that enables the participants as teachers to perform, with confidence and competence, teacher-in-role decision making in relation to classroom practice and pupil learning. Coupled with this are the structures for reflection and CLIL professional identity and CLIL TLA development that are needed to enable participants to move from a declarative knowledge of CLIL to a practical knowledge that goes deeper into the classroom application and reflection on practice to support a holistic development of successful CLIL implementation and teacher CLIL self-identity: TLA and skill development.

Pappa et al. (2019) suggests that CLIL teacher identity is not entirely self-nourishing but rather a concept that, like all teacher identity formation, is a social construct where the need for collegiality and the support offered by discussion and community is key. These relationships and experiences in the classroom provide a platform for discourse on relational agency and a further development of teacher knowledge. These reflections on the practical applications (and challengers) encountered by teachers in their CLIL implementation efforts provide important access to overall CLIL TLA development through what Wright (2002, cited in He and Lin, 2018) describes as a dynamic and dialogic assortment of collective co-learning activities for the teacher. According to He and Lin (2018) this facilitates a development of competencies and a transformation of teacher identity as successful CLIL teachers.

The overarching principles of the PD to be provided to participants involves an integrated approach to language proficiency and CLIL knowledge building as well as a collaborative and reflective process that supports successful CLIL TLA development. Bearing in mind the needs presented here in relation to successfully shaping PD in support of the participants of this study, the following marks the approach to PD offered within this project:

- An integrated approach to language and content development is key to ensure a comprehensive understanding of the need to get a balance between CLIL conceptual knowledge as well as language proficiency. Language proficiency alone, as previously explored, does not result in enhanced classroom experiences while the development of declarative CLIL knowledge alone does not support the language issues that the participants (non-native L2 teachers of the Irish language) may encounter. CLIL content knowledge is based on the core competencies for CLIL teachers, adapted from Bertaux et al. (2009), ECML (2011) and Spratt (2017) as presented in chapter two, previously.
- PD provision is designed to answer the calls of He and Lin (2018) who suggest any PD provision for successful CLIL TLA development needs to be rooted in a collaborative, dynamic and dialogic process for teacher self-development.
- A culture of self-reflection, as discussed by McNeill (2018), is meaningful to both encourage and support an increased awareness of participants as they explore their own language competency as well as their classroom language use.

- The PD sessions themselves are an important feature in developing and strengthening participants relational agency. The structuring of a sustained model of support provides access to collegial supports and an overall learning community as described by Wiliam (2007).

As a result of this exploration of teacher identity and specifically what is needed for the development of CLIL TLA and successful CLIL practices, the PD sessions that form the intervention phase of this study can be summarily described through the observations of Curwood (2014). Traditional professional development is often ineffective at engaging teachers as learners, promoting critical reflection, or encouraging new understandings about content and pedagogy and does not allow space for teachers' narratives. Darling-Hammond and Sykes (1999: 134, cited in Curwood, 2014)) explain that teacher learning needs to be conceptualised as a social process that:

‘...promotes sustained interaction; emphasises substantive school-related issues; relies on internal expertise; expects teachers to be active participants; emphasises the why as well as the how of teaching; articulates a theoretical research base; and anticipates that lasting change will be a slow process.’

This intervention phase and associated PD provided is further detailed within the methodology chapter of this study and provides an outline of the syllabus as well as supports provided to participants to aid in a detailing of their narrative encounters with CLIL and its associated impact of the TLA development.

3.9 CONCLUSIONS ON SECOND LANGUAGE TEACHER IDENTITY AND THE CENTRALITY OF TEACHER LANGUAGE AWARENESS

Within this review of teacher identity was the establishment of a viable framework to support the exploration of firstly general teacher identity and then specifically L2 teacher identity. This exploration demonstrates how successful L2 teacher identity supports language teaching and learning through the establishment of TLA that supports teacher competency in the language classroom. Applying the successfully adapted framework for L2 teacher identity that emerged from this section of the overall literature review of this study, it was possible to construct a context for the Irish language and Irish language teachers that grounds the efforts of this study. The opportunities within the Irish context including language proficiency requirements,

support frameworks, and theoretical leanings of authority sources on the Irish language provide a starting point for the research design while also highlighting the pressures exerted on L2 teachers in the Irish language classrooms as they attempt to build L2 skills in their pupils. These pressures provide further theoretical grounding for the research design and support to efforts to establish a robust support structure for L2 teacher identity and TLA development in participants of this study in support of successful CLIL implementation. Building on the theoretical underpinnings explored in this and the previous chapter, the methodology of this study is outlined in chapter four, presented next.

CHAPTER FOUR: METHODOLOGY

4.1 INTRODUCTION

The research question that grounded the aims of this study sought to examine content and language integrated learning (CLIL) as a potential mechanism to enhance teacher language awareness (TLA) in English-medium schools in the Republic of Ireland. This enhancement of TLA has the potential to produce an enhancement of teachers' own language proficiency together with their language teaching and learning competency that together has the potential to combat the issues facing the Irish language at present.

How does the adoption of a CLIL approach influence teachers' language awareness and subsequent Irish language teaching and learning competence in English-medium primary schools in the Republic of Ireland?

The embedded questions that emerged in support of the exploration of the core research question are outlined below. These embedded questions provide a rationale for the implementation of CLIL approaches in the Irish primary school context. At the same time they supported the construction of a deeper understanding of opportunities as well as challenges of implementing a CLIL approach in the Irish primary school context.

- *What is the impact of employing a CLIL-based approach in the primary classroom on teachers' own Irish language proficiency?*
- *What is the impact of employing a CLIL-based approach on teachers' competence in Irish language teaching and learning?*
- *What CLIL professional knowledge is needed by primary school teachers to support their efforts in implementing CLIL in the English-medium classroom?*
- *What opportunities are present to support teachers in their efforts to implement CLIL approaches in support of successful language teaching and learning practices?*

Primary school teachers and classrooms in the Irish educational landscape provide the content and context for these aims to be explored. Having identified the research aims, this study conducted an extensive literature review into the field of CLIL.

The research design presented in this chapter was developed to investigate the research aims. This chapter sets out the research design by initially exploring the research paradigm most suited to achieving the research aims as well as the resultant methodological approaches to be taken. The proposed three phases of research are then presented and validated. An analysis of quantitative, qualitative and mixed methods approaches is provided to provide a robust defence of the chosen methodologies. The data collection and analysis processes are outlined and, finally, validity, generalisability and reliability as well as limitations for this study are presented for consideration.

4.2 RESEARCH PARADIGM

Exploring the research questions centred within this study involved a pragmatic worldview, as described by Paul (2005), in which pragmatism is a method modelled on scientific practice, where knowledge guides activity and where knowledge is advanced or halted based on how activity confirms or disconfirms it. Pragmatism has historic origins in the United States with leanings from German philosophical sources in which, according to Hammersley (2012), the practical meanings of concepts are important not only for their use but also in how they represent reality. Kivunja and Kuyini (2017: 35) describes pragmatism as a ‘more practical and pluralistic approach that could allow a combination of methods that in conjunction could shed light on the actual behaviour of participants, the beliefs that stand behind those behaviours and the consequences that are likely to follow from different behaviours.’ Creswell (2009) summarises pragmatics as a problem-centred, real world practice orientated paradigm that draws liberally from qualitative and quantitative methodologies to focus on the research problem and then utilise a variety of methods to understand and derive knowledge about the problem. Pragmatism as a worldview has several advantages including, as suggested by Priss (2015), the ability to emphasise cognitive processes and the social-collaborative nature of knowledge generation. Lukenchuk and Kolich (2013) highlight pragmatism’s strong connection with an empirical-analytical paradigm as well as explore its tentative connections with both interpretive and critical paradigms. It can be seen to offer the best

connection or utilisation of multiple stances. The nature of the multiple connections of pragmatism is also highlighted as one of its greatest flaws by its critics. Badley (2003) points out that indeed pragmatism does not offer a specific method for the conduct of educational research. Kalolo (2015) further demonstrates the limitations of pragmatism, describing it as reducing ideas to a doctrine of pure expediency and using an ad-hoc approach to conducting research.

Despite its criticisms, pragmatism was chosen as the worldview to shape this study. The research framework was around a pragmatic design in support of the exploration of the influence of a CLIL approach on teacher language competence and associated language teacher identity and language awareness that emerged. The varied research approaches within the paradigm were supportive of one another in that they merged to give an overview of the nature of the language teaching and learning themes explored, already outlined in the literature review. Pragmatists, according to Badley (2003), see no point in making one form of inquiry any more important or valuable than any other since they are all ways of helping us to cope with aspects of the world. This is supported by the work of Poni (2014) who concludes that these different perspectives of research can be considered more as complementing rather than contradicting each other.

It was useful to examine how this premise translated into research practice and therefore how it has influenced the research design. The selected paradigm had a number of implications for the research philosophies and framework which shaped the overall research design including ontology, epistemology and methodology.

4.2.1 THE ONTOLOGY OF PRAGMATISM

The nature of ontology of the pragmatic approach, outlined by Mertens (2015), takes the lens of a single worldview in which individuals have each their own separate interpretation of that view. The core focus of this study, the exploration of the influence of a CLIL approach on teacher competency in L2 use in teaching and learning, acknowledges the very real nature of these concepts for the teacher. The literature review, and in particular, the adapted framework for exploring L2 Teacher Identity, as laid out in section 3.4, highlights the very nature of competency and TLA and the role these concepts have in creating and sustaining successful L2 teacher identity. Using a

pragmatic approach, this research leans towards a nominalist viewpoint⁴⁰ and sought to explore the experiences of participants together with their overall identity as L2 teachers, impacted through a development of their TLA as they engage in CLIL practices. While a realist ontological stance could be employed to explore the notions of confidence and competence independent of the individual teachers, this study employs a more nominalist ontological stance which allows for a greater recognition of the multiplicity of the purposes and concepts of confidence and competence for the participants in this study.

4.2.2 THE AXIOLOGY OF PRAGMATISM

According to Mertens (2015) the axiology of pragmatism involves the overall goal of gaining knowledge in the pursuit of the desired ends via gaining understandings from various points of view/various participants. It is what Kivunja and Kuyini (2015) describe as a value-laden axiology where research is conducted for the benefit of people. It is this values-based ideal that is central to this research design, the creation of knowledge around CLIL usage in order that this knowledge might be explored and improved for the benefit of the teacher and pupil. This was achieved through the combining of qualitative case study and quantitative analysis across a multiple case-study research design. This allowed for what Merriam (1998) describes as different rhetoric to persuade trustworthiness.

4.2.3 EPISTEMOLOGY OF PRAGMATISM

The pragmatic methodologies that shape this research design are governed by the epistemological views that the research should work within communities to learn about the way each person interacts with and experiences the phenomenon. Researchers do not distance themselves but rather, according to Mertens (2015), insert themselves in as much as possible into the research context. This interpretivist pragmatic approach allows access to reality through social constructs, language and shared meaning within a community. The epistemology of the pragmatic paradigm for exploring the central aims of this study is influenced by the previously outlined ontological philosophy identified

⁴⁰ The nominalist viewpoint is one wherein reality is only made up of particular items. In this research, as described in chapter three, the reality of teacher identity explored in this research entails detailing aspects including teacher beliefs, agency, knowledge and emotions.

in which the epistemology leans towards a working together to create lines of knowledge through joint projects or joint action by participants. Interaction and cooperation, or relational epistemology, as described by Kivunja and Kuyini (2017), occur across various times, contexts and cultures (school cultures) are core features of this pragmatic research design. This enabled the researcher to decipher what is real in relation to teacher experience of CLIL through participants' narrative account of their expanding TLA as they pursue CLIL practices in their classrooms.

4.2.4 IMPLICATIONS OF THE PARADIGM FOR THIS RESEARCH DESIGN

Given that the research design followed a pragmatic approach, several influences clearly shaped the overall research design. The methodologies chosen reflect an observational framework of a group of teachers that experience the same research process from a multitude of perspectives. Specifically, the methods used provided what Kivunja and Kuyini (2017) see as a 'what works' approach that is best suited to the purpose of the study. The research design detailed the best approaches to gaining knowledge using every method that helps that knowledge discovery, in this instance a multiple case study design employing and design based research elements. Useful points of connection between each participant were needed with emphasis on action, and a what-works approach to said action. The chosen courses of action allowed the researcher to work within a learning community to determine the appropriateness of these actions and to study these from a multitude of ways.

4.2.5 ALTERNATIVE PARADIGMS

Several alternative paradigms were considered for this research design. Cohen et al. (2005), Creswell (2009), Green et al. (2006), Hammersley (2012), Kivunja and Kuyini (2017) and Mertens (2015) explore several paradigms in detail. The significance and limitation of these alternatives for the aims of this study are outlined next.

Paradigm	Significance for this study	Limitations for this study
Postpositivist	The combining of theory and data makes for strong validity and reliability in exploring teacher language confidence and competence as well as exploring the most significant methodologies for the the Irish language context.	Observations are a central component of this worldview; however, given the nature of this study and personal researcher restrictions, such detailed observation was impossible.
Constructivist	The social aspects of this worldview allow for an exploration of personal experiences, the impact of the setting and social context on teacher language confidence and competence.	The predominantly qualitative methods of this paradigm limit the charting of language confidence and competence of the teacher as they progress. Priss (2015) highlights this fault in the constructivist stance where a rigid, non-negotiable nature is the norm. This was, however, in conflict with the complex nature that is confidence and competence.
Participatory/ Transformative	Has an empowerment worldview and aim which is a central aim of this study i.e., the raising of teacher language confidence and competence.	Primarily a change based agenda of research that focuses on the marginalised and disenfranchised. While a change in L2 teaching and learning practices was sought in this study, the participants were representative of a majority of primary school teachers in the Republic of Ireland as opposed to a marginalised group within the education system.

Table 4.1 Other world views

4.3 SETTING THE GROUNDWORK: ESTABLISHING THE SAMPLE

The nature of this study did not allow for collection of data from the total population of teachers. Instead, it relied on sampling, as described by Cohen et al. (2005), to provide a basis for research which incorporated convenience and purposive sampling. The convenience was based mainly on geographic location in order to ensure participants were not overburdened with travel for professional development (PD) sessions. The purposive element specified that only teachers in scoileanna T2 (English-medium

schools) were included in the study so that the Irish language would be a second language for teachers. The overarching aim of this study was to explore the influences of using a CLIL-based approach on teacher language awareness and subsequent Irish language teaching and learning in English-medium primary schools in the Republic of Ireland.

When the potential sample size of teachers is compared to the actual sample of five participants in this study, the study itself cannot be seen as providing a representational analysis of the impact of CLIL in its entirety. Rather the sample is a generalisation of a variety of contexts and experiences of a small cohort of teachers. Using the sample it was then hoped of this study to provide an insight into the influence of CLIL on a small cohort that can be generalised through in-depth analysis of its use and function in the classroom.

Participant recruitment involved a number of steps. An initial information note was put out to principal teachers for dissemination to senior class teachers (5th/6th class - single stream or mixed classes) in their schools. A total of 19 expressions of interest were received from schools across counties Clare, Kildare, Laois, Offaly and Tipperary. The primary background requirements for the participants, as outlined in the selection criteria below, table 4.2, included teachers who held full registration with the Teaching Council of Ireland (to ensure they met the Irish language competency requirements – a minimum competency held by all Irish primary school teachers) while participants were also all L2 learners of the Irish language and had not taught previously in a *gaelscoil* (Irish-medium school). Following expressions of interest to participate in the study, participation was limited to 5 to ensure oversaturation of data didn't occur given that the researcher was working alone on this data-rich study. This sampling size was ample for the chosen methodologies, according to Mertens (2015: 344). To determine the 5 participants, the below, table 4.2, 'school type' selection criteria were additionally devised to ensure integrity of the sample as well as to ensure access to contextually diverse learning spaces to support the generalisability of final results.

<u>Selection Criteria</u>	
<u>Class Level for Scheme of Work:</u> 5 th /6 th single stream or combined	
Teacher Background	School type
Full Teacher Council Registration	Urban/Rural
English-medium Learners	English-medium school
Teaching in English-medium Schools	Operating under any patronage body (through English)

Table 4.2 Sample selection criteria

As with all cross sectional studies, selection bias was a risk. Sampling was done by convenience with no randomisation, thus increasing the risk of selection bias. This bias is further explored in the ethics section below.

Participants' responsibilities within this study included:

- teaching a scheme of work of science through the medium of Irish using CLIL approaches
- participating in a teacher learning community through collaborative lesson plan reflection, sharing of children's work samples (anonymised for ethical/data protection purposes) and best practice approaches as well as contributing to generating a resource bank of appropriate CLIL materials
- attending three PD seminars throughout the year
- sitting a language competency (TEG syllabus-based⁴¹) exam and language use confidence exam (pre and post intervention)
- participating in a series of semi-structured interviews
- participating in language development reflective discussions.

⁴¹ Teastas Eorpach na Gaeilge (TEG) - CEFR Irish language-based syllabus and proficiency exam. Appendix B details TEG and the CEFR while Appendix G outlines the TEG-based exams conducted as part of this study.

4.4 GAINING INSIGHT: THE RESEARCH DESIGN

The study was divided into three phases that run across a multiple case study design. The research was framed within the embedded questions of this study outlined previously with areas of enquiry focusing on:

- teachers' own Irish language proficiency and the influence of CLIL
- teachers' competence in Irish language teaching and learning and the influence of CLIL
- CLIL professional knowledge of primary school teachers
- implementing CLIL approaches in support of successful language teaching and learning practices.

Each of the three phases of this study employed its own strategy to gather, analyse and interpret data to allow a successful exploration of the four areas of enquiry. Each area of enquiry drew on data collected from one or more of the phases to determine results and provide a basis for recommendations as laid out in the concluding chapter of this thesis. Figure 4.1 specifies the strategies used to explore each phase.

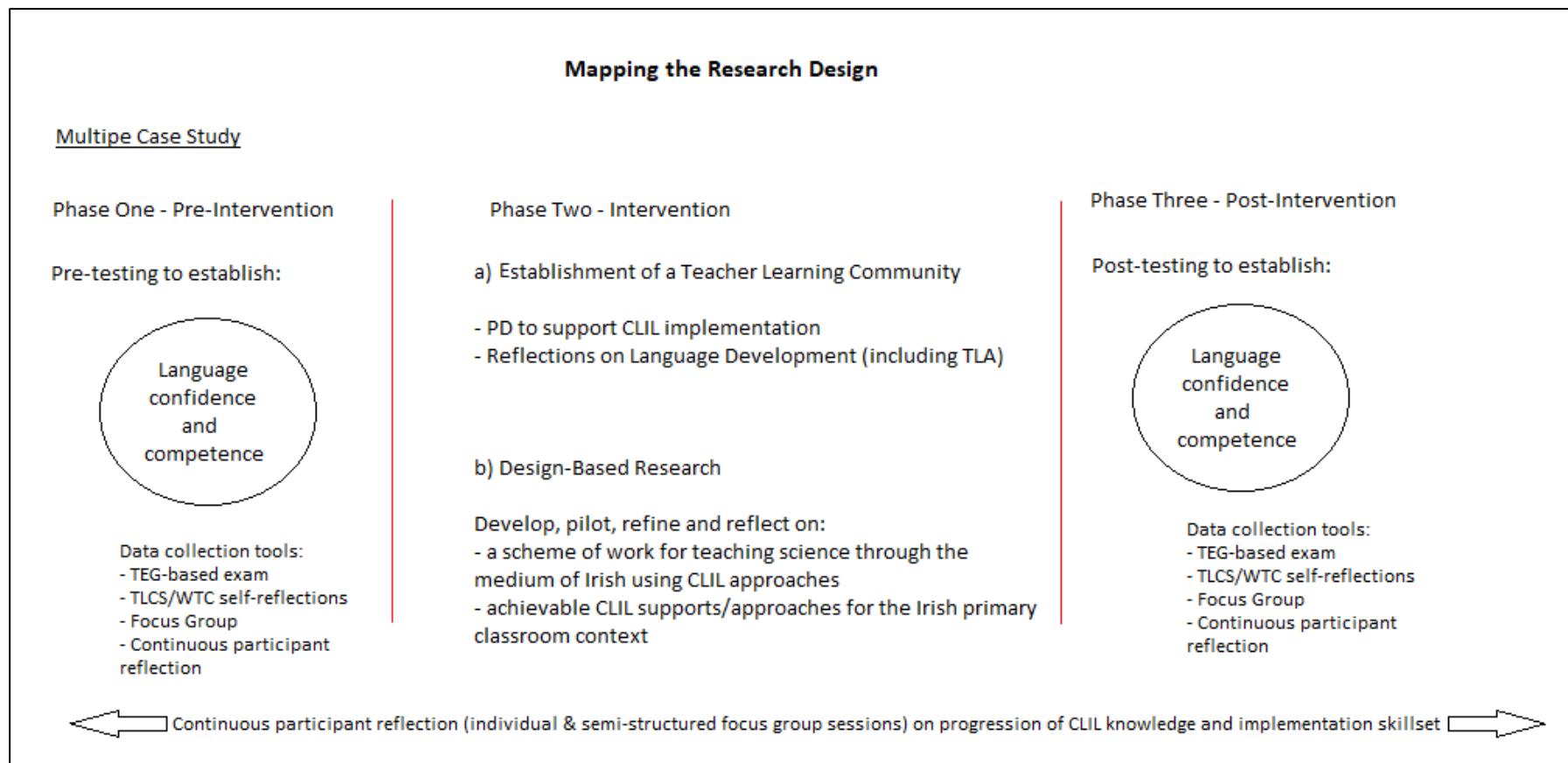


Figure 4.1 Research strategies across the three phases of the study

The research occurred over three phases in all.

4.4.1 PHASE ONE: ESTABLISHING A BASE FOR THE CASE STUDY

Phase one sought the establishment of participants' own Irish language proficiency (including language teaching and learning and TLA) while initial reflective practices also established CLIL professional knowledge of participants. This provided the foundation for a case study process.

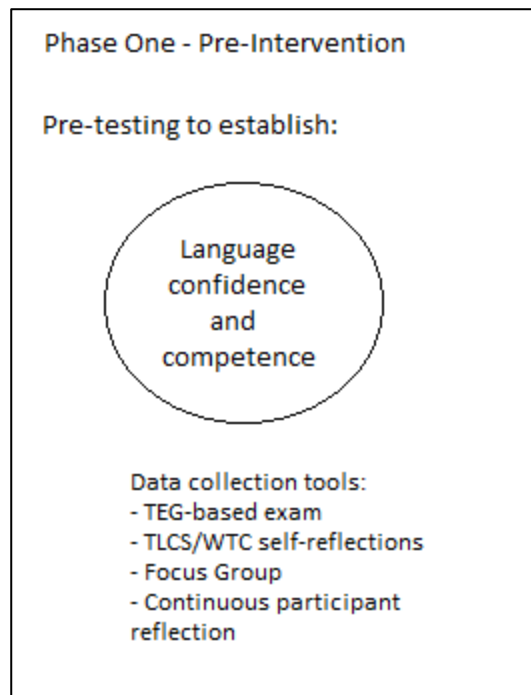


Figure 4.2 Phase One: Overview

A case study design was proposed as the most suitable research method. There are multiple definitions for unfolding case study. Yin (2009: 10) defines case study as 'an empirical enquiry into a phenomenon within the sphere of a real-world context, especially when the boundaries between the phenomenon and the context may not be clearly evident.' Cohen and Manion (1989, cited in Bassey, 1999) explore case study as the deep probing and intense analysis of a phenomenon. According to Creswell (2007: 73) 'case study research involves the study of an issue explored through one or more cases within a bounded system.' These particular definitions establish some proposed features of the notion of a case – a phenomenon in a real-life context, and one in which

the notion of boundaries may be somewhat blurred (Hinkel 2005: 23). Merriam (1998) describes case studies as containing three components:

- particularistic: focused on a particular phenomenon
- descriptive: end product of the case study is a rich description
- heuristic: the case study illuminates the understanding of the phenomenon.

Table 4.3 presents some of the merits and challenges associated with the case study method.

Approach	Merit(s)	Challenge(s)
Case study	<ul style="list-style-type: none"> • Explores a particular phenomenon in-depth • Allows for an exploration of complex social interactions 	<ul style="list-style-type: none"> • Involves significant time on the part of the researcher • Significantly limited by the integrity of the researcher

Table 4.3 Exploring case study

While case study has its merits, there are also critics of the approach. Yin (2009: 14), a major proponent of case study, acknowledges the need to ensure rigorousness in research design as well as the concerns of those who suggest case studies are ‘too long and result in massive unreadable documents.’ Atkinson and Delamont (1985, cited in Bassey, 1999) further highlight issues with case study around the unit of analysis and how it can become distorted in the data flow. The methodological associations of pragmatism strengthen the viability of case study in this regard through the use of mixed methods to examine the phenomenon within the case from a multitude of angles.

The case study approach, with its groundings in the pragmatic worldview, encouraged - and indeed naturally facilitated - the use of data collection methods across a variety of approaches. Additional to this, as identified by Hinkel (2005: 23), case studies focus on context, change over time and specific groups; given this study took place over a significant period of time, a case study approach was seen to be the best approach to go about it. Further to this, the potential to investigate core areas of inquiry through a variety of tools, a case study approach, which could facilitate a broad examination of this critical issue, was particularly alluring.

In order to further ensure the appropriateness of the case study approach, however, alternative methods were also considered. A phenomenological approach was also identified as having potential to investigate this strand of the research. This approach involves exploring the meaning for several individuals of their lived experiences of a concept or phenomenon (Creswell 2007, Robson 2002). Phenomenological studies enable the researcher to identify what the participants' experiences are like as well as allowing them to understand and describe what happens to them from their own point of view (Creswell, 2007; Robson, 2002). Therefore, this approach may have been beneficial in gaining an insight into teachers' perspectives of their language confidence as well as additional complexities of TLA as a phenomenon. Case study, however, facilitates exploration of a phenomenon within its context using a variety of data sources (Baxter and Jack, 2008). This ensured that the evolving competencies and awareness as well as the L2 itself together with CLIL knowledge of participants were not explored with one tool but rather a variety of tools which allowed for the triangulation of data in support of enhanced validity and reliability. Green et al. (2006: 115) highlights how using triangulation in the case study context allows the researcher to establish converging lines of evidence to ensure findings are as robust as possible. This robust nature of the case study added to the rationale of its use with the research design.

Establishing Initial Participant Language Confidence

A pre-test was developed to provide a purely quantitative initial account of the landscape of participant language confidence. The pre-test used a combination of an adapted Foreign Language Classroom Anxiety Scale (FLCAS)⁴² referred to as the Teacher Language Confidence Scale (TLCS) as well as the Willingness to Communicate scale (WTC)⁴³ to provide this snapshot of language confidence according to an internationally recognised standard scale. A summary of the TLCS and WTC used

⁴² *The Foreign Languages Classroom Anxiety Scale (FLCAS) was originally developed by Horwitz et al. (1986). A modification of the original FLCAS has been used in several studies related to language teaching including by Pae and Misieng (2012) and Masuda (2010). The adaptability and versatility of the scale has been noted across the literature and it is these factors that mark the usability of the scale (originally designed for foreign languages) for this L2 study (the Irish language being an L2 for participants as well as learners). It is a Likert-style scale of language apprehension where one rates the level of anxiety felt across a range of language contexts.*

⁴³ *The Willingness to Communicate Scale (WTCS) was developed by McCroskey and Richmond (2013). It is a Likert-style scale of communicative opportunities and how comfortable one would be in speaking in these situations.*

are presented in Appendix D. A semi-structured focus group together with initial participant self-reflections on language confidence were then used to provide a qualitative point of reference for participant language confidence as they set out on their CLIL journey. Triangulation of confidence is provided in figure 4.3.

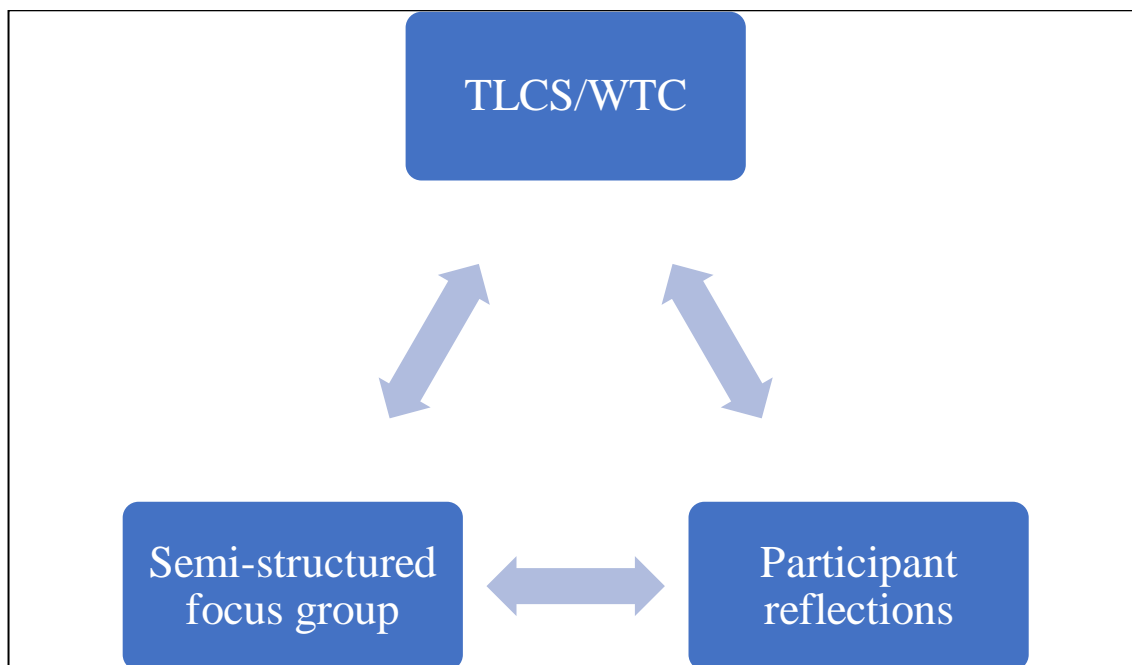


Figure 4.3 Triangulation of confidence within case study

Establishing Initial Participant Language Competence

Initially, participants were asked to self-assess language competence against the syllabus of the *Common European Framework of Reference for Languages* (CEFR) proficiency level descriptors. The framework of the CEFR syllabus used for this self-rating of Irish language proficiency is outlined in Appendix F. Complementary to this, a pre-test was developed using the CEFR Irish language-based Teastas Eorpach na Gaeilge (TEG) syllabus. This provided a useful basis of measuring teacher competence according to an internationally recognised standard scale. TEG, as outlined in Appendix B, is a nationally and internationally recognised qualification of Irish language competence. As with the previous establishment of the landscape of participant language confidence, the use of these assessments of competence provided a useful

initial qualitative account of overall participant language competence. A summary of the TEG exam papers used are presented in Appendix G.

Similar to the approach in exploring language confidence, a semi-structured focus group was then used together with participant self-reflection on the state of their language skills to provide a qualitative point of reference for participant language competence. Triangulation of competence is provided in figure 4.4.

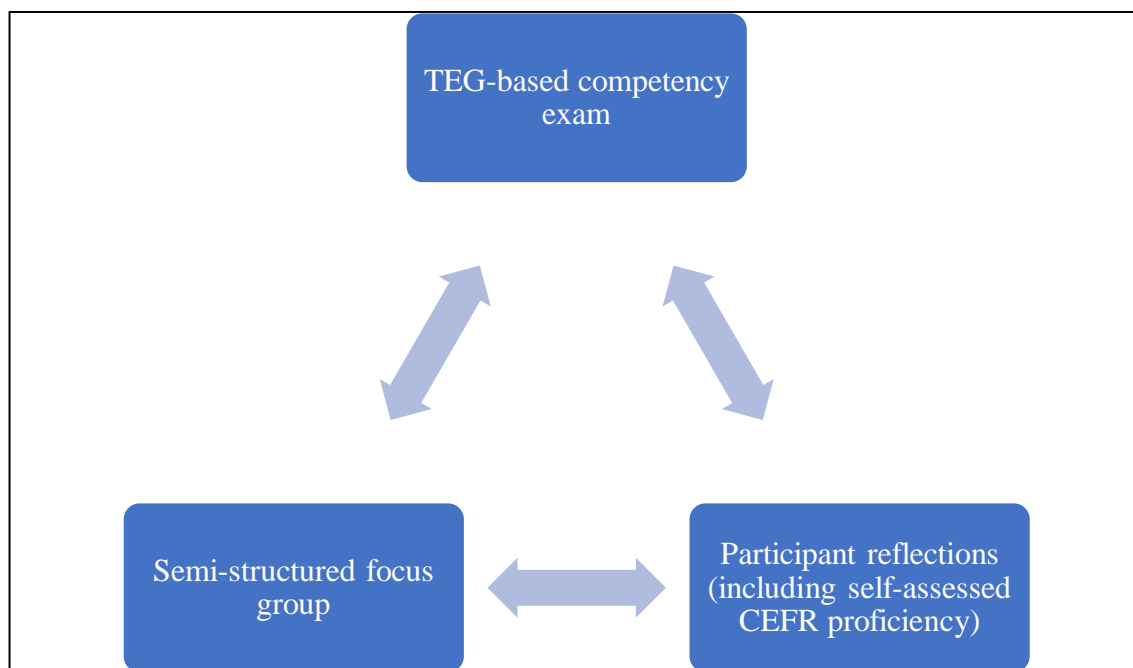


Figure 4.4 Triangulation of competence within case study

The triangulation within and between the strands and the data (both quantitative and qualitative) provided a valuable analytical tool for exploring the research aims. The validity and reliability of the qualitative data was ensured as a result of this triangulation and is discussed further on in this design.

Phase One Summary

Phase One – Pre-test

Quantitative analysis of participant language skills development using:

- CEFR self-rated language proficiency
- TEG-based exam
- TLCS reflective scale
- WTC reflective scale

Qualitative analysis of participant language skills development using:

- Semi-structured focus group
- Teacher Reflections (supported by the use of CEFR proficiency level descriptors)

These quantitative and qualitative data sources combined to provide a pre-intervention account of teacher language confidence and competence, as well as current identity and language awareness as an L2 teacher of the Irish language.

Following the establishment of baselines for participant language competency overall (through exploring both confidence and competence in one's own language skills as well as classroom practices) as well as the participants' foundations in CLIL theory and practice, the research design moved to the intervention phase (phase two).

4.4.2 PHASE TWO: AN INTERVENTION INVOLVING CLIL

Phase two involved implementing CLIL in participant classrooms. To successfully achieve this an intervention was needed to support participants in their efforts. The overall intervention design together with the processes of establishing a successful support model and CLIL lesson design are presented here. Finally, the role of the researcher in the intervention is considered.

- Intervention Design

The intervention itself involved the implementation of a CLIL scheme of work where the science curriculum was taught through the medium of Irish using CLIL approaches. A suitable model of professional support was needed that was both achievable and realistic for the Irish primary school context. The necessary supports to enable participants to undertake this teaching and learning task was twofold. The intervention

phase ran from September to March. The intervention design focused on two separate but complimentary processes that enabled participants to teach a CLIL scheme of work designed for the Irish primary classroom in a structured and supportive participant learning environment. The first of these two processes involved the establishment of a teacher learning community to support the PD requirements of participants as they set out on their CLIL journey. This was running in parallel to the design of the CLIL scheme of work itself that was used during the intervention period. A design-based research process was employed to create a bespoke CLIL piece tailored to the Irish primary classroom and Irish primary teacher. The unpacking of these processes, presented next, provides a fuller account of the scope of the study in its search for the influence of CLIL on TLA and overall classroom Irish language teaching and learning practices in the English-medium primary school.

- Intervention Processes

The two intervention processes presented here ran over the academic year from September to March. The establishment of the learning community was a necessary support to meet the PD needs of participants while the design of the scheme of work itself sought to create a suitably contextualised CLIL classroom approach to the teaching of science.

The establishment of a Teacher Learning Community in support of the Intervention Period

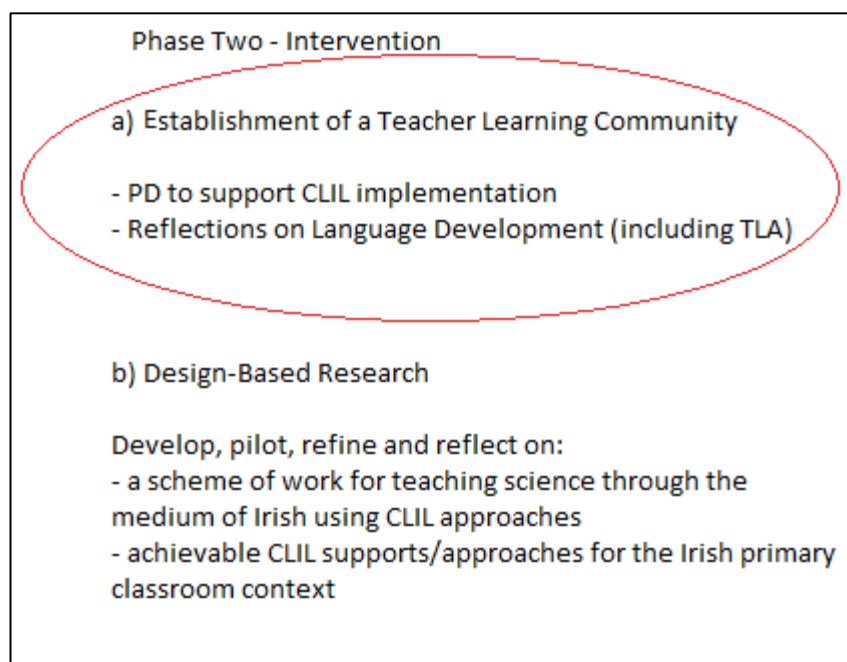


Figure 4.5 Phase two overview of the establishment of a teacher learning community in support of the intervention design

The establishment of a professional network had to include the specific criteria for successful CLIL TLA development that supported the strengthening of participants relational agency, as identified in section 3.8, previously, and included:

- being rooted in a collaborative, dynamic and dialogic process for teacher self-development (He and Lin, 2018)
- providing a culture of self-reflection (McNeill, 2018).

The PD model was designed around providing access to CLIL knowledge and practices as well as supporting participant language practices in an integrated manner. The model of support proposed for this design was achieved through the establishment of a teacher learning community, as described by Wiliam (2006). The learning community consisted of real-world meetings (a total of three PD seminars throughout the intervention phase) as well as virtually through the use of social media spaces via Google Drive, Twitter and WhatsApp. These virtual spaces provided a continuous connection point for participants to reflect on classroom/CLIL/learning processes, share best practice and seek advice and manage challenges respectively. The virtual space provided by the use

of social media platforms enabled participants to share ideas, discuss progress in teaching and learning as well as share thoughts as they progressed through the lesson content. The below table provides exemplars of participant reflections across each of the platforms.

Twitter Samples	WhatsApp Samples	Google Drive Samples
<i>Sharing Ideas</i>	<i>Sharing Progress</i>	<i>Sharing Thoughts</i>
<p>‘#clilgaeilge Language Triptych - Teanga don fhoghlaim, Teanga na foghlama agus Teanga de thoradh na foghlama’ [Language for learning, Language of learning, Language through learning] Participant E</p> <p>‘Bhí bogha báistí thuas sa spéir tráthnóna inniu. Is priosma é an braon báistí. 🌈 + 💧 = 🌈 #clilgaeilge’ [There was a rainbow in the sky this evening. A rain drop is a prism] Participant B</p> <p>‘Looking forward to starting block 2 and trying out some exciting experiments with the children! #clilgaeilge’ Participant A</p> <p>‘Looking forward to making the cadhnra líomanáide [lemon battery] as part of #clilgaeilge’ Participant C</p> <p>‘Teanglann.ie bain úsáid as’ [online dictionary – try it out] Participant D</p>	<p>‘...a blank worksheet for the children to label the eye might be handy...what does the little orange symbol mean again?’ Main group – Participant D</p> <p>‘...for the reflection, it’s great to be able to add to others thoughts...really easy to get the creative juices flowing!’ Main group – Participant E</p> <p>‘...if I’m honest too the lessons aren’t 100% in Irish but I’m really getting used to it now...the descriptive plans are a bible...I’ll get there!’ Main Group – Participant B</p> <p>‘FYI folks the water mirror one [experiment] was tricky to get today...have a plan B if the room is too bright...’ Main Group – Participant C</p> <p>‘...time to recharge the batteries guys....looking forward to getting back at it in the new year...has been hard work but worth it I think!’ Main Group – Participant A</p> <p>‘I’m going to try a block of it for the next fortnight...guys are really interested in what we’re covering at the mo...just gonna go with it!’ Main Group – Participant B</p> <p>‘I’m just in from parent teacher meetings and so many remarked on it [CLIL lessons]...I’m buzzing...hope</p>	<p>I started today with lesson 1 and there is a lot of content.... I am teaching the language and frasaí [phrases] first and by the end of the week I feel the children will have the vocabulary to do the Turgnamh. Participant A</p> <p>Good not as intimidating as lesson 1 ...or maybe that’s because we (the children and I) were more familiar with the content! Participant E</p> <p>Really enjoyed this lesson, we went through the vocabulary again and they really remembered it. They were quite good at re-telling how the eye works in their own words. Participant B</p> <p>Discussion on í and é and one of the children made the link with German and French nouns being male or female. Participant D</p> <p>The experiment and videos on the lungs the children will enjoy. It’s very visual and a good way to show children the effects of cigarettes on the lungs. Participant E</p> <p>I think the lungs lesson or the food pyramid lesson will generate a lot of interest because of the engaging</p>

	all is going well...chat next week.’ Main Group – Participant D	experiments linked with these lessons. Participant C
	‘I’m playing around with lesson objectives and writing my own...have you guys tried it?’ Critical friend grouping – Participant A	I think the lungs and the experiment with the cigarette will cause lots of debate and reaction! Participant D
	‘I’ve a grammatical issue...what tense is tugtar/glactar...I’ve tried Teanglann [online dictionary] but am struggling...’ Critical friend grouping – Participant B	The circuits were so hands on...I really didn’t get into that much detail in English! I couldn’t believe how enthusiastic the kids were...’ Participant B
	‘My focus has been drawn so much to the grammar and sentence structure and how I used to teach it...how do you find it?’ Critical friend grouping – Participant D	We have a little garden on the windowsills. They really have taken all the language in...’ Participant E

Table 4.4 Social media use in support of the teacher learning community

Data collected from virtual spaces of the teacher learning community was not used specifically within the exploration of TLA and the influence of CLIL on such. It did, however, provide a space to support participants in their engagement in the teacher learning community through collegiality and the provision of a comfortable space for learning and reflection. Twitter proved to be a challenging platform and was the least used due to unfamiliarity of several participants. The readily accessible functionality of WhatsApp and Google Drive held a greater appeal to participants given a greater ease of use overall. The suitability of social media to support teacher learning communities is discussed further in this chapter.

As discussed in section 3.8, the overarching principles of the PD to be provided to participants involved an integrated approach to language proficiency and CLIL knowledge building as well as a collaborative and reflective process that supported successful CLIL TLA development through the provision of a suitable space for participants to reflect on their CLIL classroom and overall learner progress as the intervention phase unfolded.

The core CLIL knowledge to be offered to participants emerged from the already discussed works of Guadamillas Gómez (2017), Gierlinger (2017) and Marsh and Martín (2012) and involved a syllabus of:

- CLIL as a concept
- policy and rationale for CLIL
- CLIL in context
- CLIL and planning
- CLIL and language
- CLIL pedagogy
- reflective practices.

To support participants in developing this theory into an effective CLIL skillset applicable to classroom practice, it was necessary to create a teacher learning community as described by Wiliam (2006). Wiliam's (2007) fundamental principle of teacher professional development involves content development (through direct instruction) followed by the process of change of teachers' classroom practice. To be successful, teacher professional development needs to concentrate on both content *and* process but, according to Reeves, McCall & MacGilchrist, (2001, cited in Wiliam, 2006) and Wilson & Berne (1999, cited in Wiliam, 2006), the content must come first.

To enable teachers to change their professional practice in support of furthering pupil attainment, Wiliam's (2006) model of PD entails two aspects. The content to be put to teachers involved five key strategies to bring about successful assessment for learning in the classroom, Wiliam & Leahy (2014: 3) suggesting that attention to classroom formative assessment 'can produce greater gains in achievement than any other change in what teachers do.' These strategies complimented the overall assessment strategy for the successful CLIL classroom as outlined in section 2.6.1 of the literature review and include:

- sharing the learning intentions and success criteria
- effective classroom discussions and tasks
- feedback
- pupils as owners of learning
- pupils as instructional resources for one another.

This focus on formative assessment approaches enabled participants to have an active and responsive approach to classroom practice as well as provided a window into emergent pupil needs, aspects wholly in line with the core pedagogical principles of CLIL while at the same time provided space for participants' language awareness development through an increased oversight of the overall language landscape of their respective CLIL classrooms as they put CLIL principles into practice.

Complementary to the content development, the process development used to create a teacher learning community involved Wiliam's (2006: 17) five key process components: 'choice, flexibility, small steps, accountability and support.'

Participants were afforded a range of learning experiences and methodological approaches within the CLIL scheme of work while they had the flexibility to adapt the learning to fit the context of their classrooms. Lessons within the scheme of work were built incrementally in both language and content while participants could modify their input while maintaining overall pupil output given the principles of theme-weaving and bridging strategies, key scheme of work design principles, as outlined in section 2.7.3. To support a small steps approach, the pace of introduction of CLIL theory and classroom practices was designed around the series of PD seminar days with opportunities for reflection, discussion and feedback on successes as well as challenges throughout these sessions as well as through the support group via social media platforms. These spaces together with the series of PD seminar days also provided for the final two aspects of the learning community: accountability, where participants discussed classroom decisions and overall progress with CLIL endeavours, as well as support, where the researcher acted as leader of the learning community while participants themselves were also involved in a collaboration on successes and again challenges in their CLIL journeys.

To support accurate data collection across learning community model, triangulation of qualitative data collected was employed.

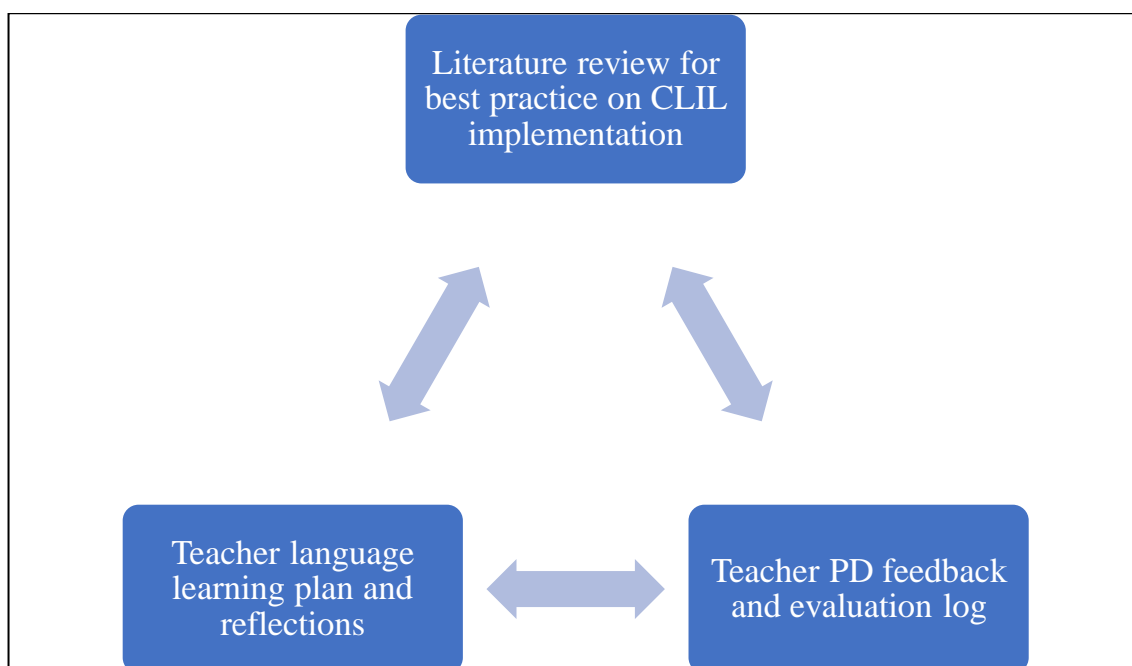


Figure 4.6 Triangulation of data in support of a model for professional development

This involved theoretical leanings from the literature review together with data from participant individual feedback on PD seminars as well as reflections emergent from the established learning community itself. The second aspect of the intervention period was the scheme of work to be taught during the intervention period. Operating in parallel to this professional development model, the scheme of work itself was created using a design-based research (DBR) approach that enabled a tailored scheme of work that progressively built upon language as well as participants' developing CLIL skills.

The Design of the Scheme of Work in support of the Intervention Period

The DBR element involved a process of development, piloting, refinement and reflection to produce an evidence-based CLIL scheme of work in support of the teaching of science through the medium of Irish. This process provided insight from participant informed perspectives into successful methodological approaches for use within CLIL for the Irish primary school context. DBR was proposed as the most suitable method to achieve this robust analysis of CLIL methodologies.

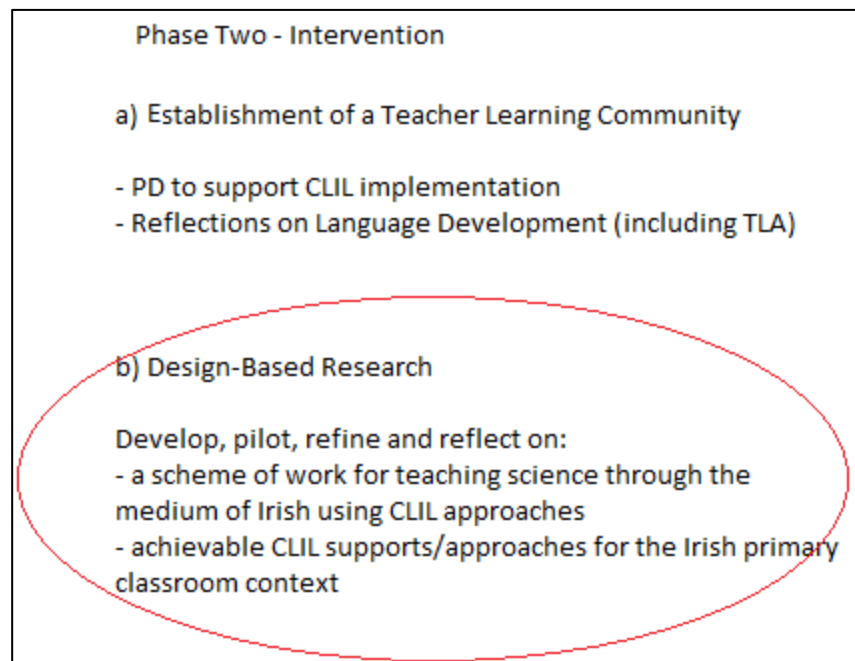


Figure 4.7 Phase two: The design of the scheme of work in support of the intervention period

DBR, as instigated by Brown (1992) and Collins (1992), is the study of learning in context through the cyclical design and successive study of methodologies. Wang and Hannafin (2005: 6) define DBR as:

‘...a systematic but flexible methodology aimed at improving educational practices through iterative analysis, design, development, and implementation, based on collaboration among researchers and practitioners in real-world settings, and leading to contextually-sensitive design principles and theories...’

Lehrer, and Schauble (2003, cited in Barab and Squire, 2004) further define DBR as containing both “engineering” particular forms of learning and systematically studying those forms of learning within the context so that they might be supported. Overall, DBR is, as Kucirkova (2016) describes, participatory, repetitive and collaborative in its methodology.

<i>Characteristics</i>	<i>Explanations</i>
Pragmatic	<ul style="list-style-type: none"> • Design-based research refines both theory and practice. • The value of theory is appraised by the extent to which principles inform and improve practice.
Grounded	<ul style="list-style-type: none"> • Design is theory-driven and grounded in relevant research, theory and practice. • Design is conducted in real-world settings and the design process is embedded in, and studied through, design-based research.
Interactive, iterative, and flexible	<ul style="list-style-type: none"> • Designers are involved in the design processes and work together with participants. • Processes are iterative cycle of analysis, design, implementation, and redesign. • Initial plan is usually insufficiently detailed so that designers can make deliberate changes when necessary.
Integrative	<ul style="list-style-type: none"> • Mixed research methods are used to maximize the credibility of ongoing research. • Methods vary during different phases as new needs and issues emerge and the focus of the research evolves. • Rigor is purposefully maintained and discipline applied appropriate to the development phase.
Contextual	<ul style="list-style-type: none"> • The research process, research findings, and changes from the initial plan are documented. • Research results are connected with the design process and the setting. • The content and depth of generated design principles varies. • Guidance for applying generated principles is needed.

Figure 4.8 The basic principles of DBR, as presented by Wang and Hannafin (2005)

Anderson and Shattuck (2012) describe DBR as having the following characteristics:

- it is situated in a real educational context
- it focuses on the design and testing of a significant intervention
- it adopts mixed-methods to provide better guidance for educational refinement
- it involves multiple iterations to reach the best design of intervention
- it promotes collaboration between researchers and practitioners.

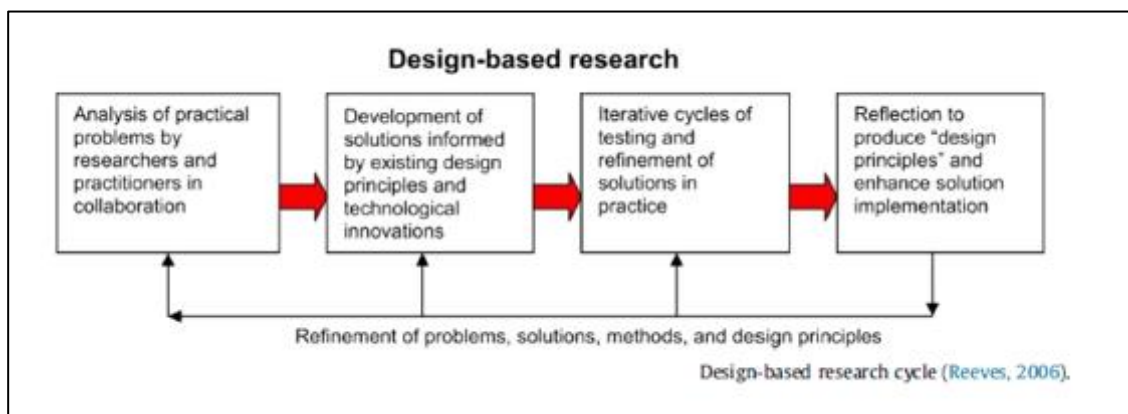


Figure 4.9 A framework for the DBR process

Reeves' (2006) DBR model describes several design research phases. Firstly, it starts with the examination of a significant weakness via collaboration between researchers and practitioners. DBR goes beyond designing and testing particular interventions. Interventions exemplify specific theoretical claims about teaching and learning and echo a commitment to understanding the relationships among theory, designed approaches and practice. Research on specific interventions can contribute to theories of learning and teaching, although this is not a prerequisite always.

According to Wang et al. (2014) the purpose of DBR is to increase the impact of educational research or theory and generate successful design principles. DBR can also be used to examine methodologies, and this appraisal can in turn be an opportunity to improve approaches to teaching and learning according to Forte (2009, cited in Li and Chu, 2018). Cobb et al. (2003, cited in Li and Chu, 2018) describes this methodology as highly interventionist which aims to investigate the possibilities of improvement by bringing about new forms of learning. In DBR both the strengths and weaknesses of interventions can be investigated and can be used as a starting point for the next cycle of revision. Lessons learned from any weaknesses can make the intervention better and more effective.

Several challenges to DBR also exist, however. The *Design-Based Research Collective* (2003) explores how DBR relies on techniques used in other research paradigms, including thick descriptive datasets, systematic analysis of data with carefully defined measures, and consensus building within the field around interpretations of data. This can be a challenge for its use. Validity of findings is often addressed by the participatory, repetitive and collaborative aspects typical of DBR which result in increasing triangulation of theory, design, practice, and measurement over time. Another challenge, identified by Wang and Hannafin (2005), can be the immaturity of methodologies initially with the result being that it can be difficult to justify effectiveness or indeed the need to abandon the current course of action. Context also needs to be taken into consideration when exploring methodological success or failure.

Despite its challenges, DBR was a successful model of intervention design for this study that allowed the intended outcomes of this DBR research design to be realised including:

- 1) to optimise the impact of the CLIL approaches on teachers' classroom competency
- 2) to identify the most appropriate methodologies for the the Irish language context CLIL classroom.

DBR, as the chosen approach for this phase of the research design, was further strengthened by its close relationship to the overarching worldview of pragmatism that shaped this research. The framework for DBR realises the epistemological leanings of pragmatism wherein research should work within communities to learn about the way each person interacts with and experiences the knowledge creation.

In order to further ensure the appropriateness of the DBR approach, alternative methods were also examined. Lesson study as an approach was also considered. Sonal and Fernandez (2004) see lesson study as about perfecting a single lesson. Lesson study involves collaborative planning, teaching and reflecting on classroom lessons and is, according to Groves et al. (2016) and Moss et al. (2015), a system of four steps:

- (1) goal setting/investigation
- (2) planning.
- (3) implementation and research lesson (involving peer observation)
- (4) debriefing/reflection.

It is teacher-directed since teachers determine how to explore their chosen goals and address pupil needs via an examination of their own practice. Lesson study is a shared opportunity for teachers to learn from one another. Lesson study practitioners are encouraged to explore and welcome constructive criticism to lead to more effective practice. Herein lies the issue of lesson study for this research design, namely time. Time for conducting lesson study will always be limited, according to Sonal and Fernandez (2004), and given the proposed time period of this research design, time for peer observation, time for release from class for participants to use peer observation and time for collaborative planning was limited.

DBR was ultimately the most suitable method to support the creation of the scheme of work itself as it involved some key features of lesson design, namely design-based

research cycles that produced usable, actionable, and adaptable lessons. A scheme of work was designed around the features of CLIL identified within the *Content-Communicative-Cognitive-Assessment* (CCCA) framework, outlined in section 2.6.4 of the literature review. Lesson plan creation contained the elements of this framework.

To support the research aims of successfully employing the DBR method, both quantitative and qualitative data were collected. This involved triangulated data from participant individual reflections as well as reflections emergent from the established learning community and pupil work samples.

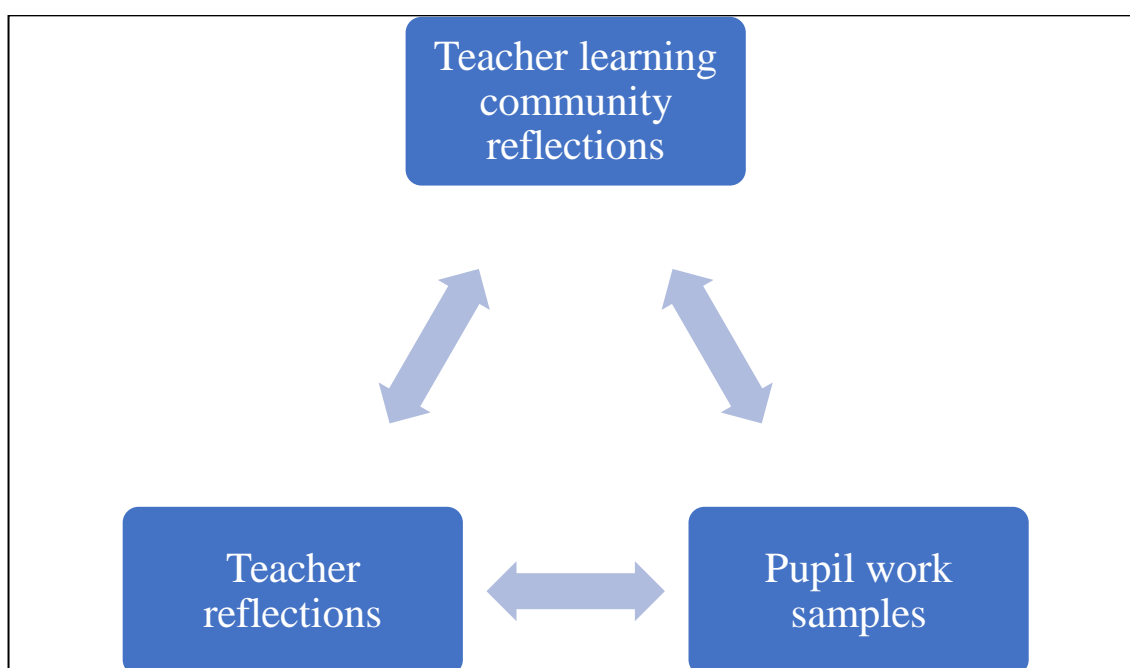


Figure 4.10 Triangulation of data within Design-Based Research

The first stage of the design-based research involved theoretical problems being identified by the researcher from knowledge gained from undertaking the literature review as well as the piloting phase of the initial lessons before greater rollout by participants themselves.

Quality assurance for the scheme of work was provided through the CLIL CCCA framework. This framework provided consistency both throughout lesson design as well as through constant focus on the core pedagogical principles for CLIL identified in section 2.6.1 of the literature review. In addition to this framework, the literature review

supported the construction of a screening tool to ensure core CLIL pedagogical principles were to the fore. Finally, participant reflections on lesson plans, as discussed above with sample of reflections outlined in Appendix K, provided a teacher informed perspective to lesson design. These reflections contributed not only to the DBR processes but also to the overall teacher learning community and were conducted in the virtual spaces created (specifically the Google Drive space). The quality assurance tools emerged directly from the literature as discussed in section 2.6.2 and included:

- The CLIL Matrix, adapted by Coyle et al. (2010 from Cummins,1984)
- Hierarchy of Task Types, Coyle et al. (2010)
- Bloom's Taxonomy (adapted)

as well as quality control measures of

- Mehisto (2012).

The resultant screening tool as well as worked examples of the CLIL Matrix, Hierarchy of Task Types and Bloom's Taxonomy are found in Appendix J.

A pilot scheme of several lessons was created entailing the various CLIL elements explored in the literature review of chapter two as well as the CLIL/science elements of section 2.7, previous, with a particular with a focus to:

- 'theme weaving' (He and Lin, 2019: 264) to provide familiarity through linkage and recycling of language and content
- appropriate scaffolding of language encountered, called for by Piacentini et al. (2019) , through a multitude of appropriate supports or 'bridging strategies' (Axelsson and Jakobson, 2020: 308).

A pilot of the lesson plans was undertaken to address any issues of clarity or misunderstanding associated with any specific questions or areas of study within the focus groups. Robson (2002) underlines the importance of piloting in order to understand and anticipate inevitable problems with data collection while Creswell (2007) recognises the refining process that comes about from piloting.

Piloting involved the researcher teaching four initial lessons to the chosen class level. A video analysis was conducted using the quality checklist summarised from the literature review to ensure best practice across the lessons.

Video analysis showed:

- lessons were well received by pupils
- language supports were needed to support pupil language (a number of pupils provided language samples after reflecting on what would be useful as a support – examples of these are presented in Appendix N and were included in resources in support of the overall scheme of work)
- pupils were reluctant initially to engage in any great level of communication with peers initially, this reluctance was overcome following the second and third lesson as pupils became more familiar with lesson structures (this was a significant finding for initial implementation that was highlighted to participants before they taught their first lesson to ensure persistence with the scheme of work as pupils overcame language reluctances)
- resources for language scaffolding provided clarity for pupils
- lesson content, pacing and delivery were appropriate for the chosen class level of the scheme of work.

Overall, the piloting demonstrated the suitability of the lesson design, the resources and supports detailed and the ability of pupils to successfully interact with language in the CLIL space.

In carrying out the pilot process for data collected from semi-structured focus groups, questions for semi-structured design were cross checked by a critical colleague for clarity, understanding and relevance. Proposed aims of each question were explored. Questions for semi-structured focus groups were deemed to provide sufficient clarity and structure after the process.

An initial block of lesson plans was then created based on an analysis of the strengths and weaknesses found within the initial piloted lessons. Implementation was then carried out by participants. This took place in four blocks of between 5 and 6 lessons each. Personal reflection, online teacher learning community reflections and pupil work samples were used to provide continuous analysis of ongoing lessons.

Lesson reflection was undertaken in a collaborative manner with participant discussions on lesson successes as well as challenges contributing to a continuous refinement process to improve lesson structure, organisation and methodologies. A sample of these discussions is detailed in Appendix K.

Language Reflections throughout the Intervention Phase

Further focus groups were conducted throughout the intervention phase to monitor confidence and competence development as participants became further engaged in CLIL practices. As with the pre-intervention phase, during the course of each focus group a standard questions schedule (semi-structured interview style) was followed to provide a comparative structure of sorts for the data collected. The sample question schedule is outlined in Appendix E. Again, self-reflection was also used throughout the intervention phase to explore teacher development of knowledge as they progressed through the use of CLIL in the classroom.

Phase Two Summary
<p>Phase Two - Interventions</p> <ul style="list-style-type: none">• The establishment of a teacher learning community to provide PD in support of the implementation of the CLIL scheme of work<ul style="list-style-type: none">▶ PD sessions on CLIL pedagogy▶ PD on ICT for CLIL▶ Teacher language learning reflections • Design-based research for lesson planning design<ul style="list-style-type: none">▶ Using online closed platform to reflect on lesson plan strengths/weaknesses▶ Creating samples of children’s work (anonymised for ethical/data protection purposes)/best practice through online closed platform▶ Participating in a teacher learning community through lesson plan quality analysis and via a support network through a closed communication app

The conclusion of the intervention phase was marked by the need to reexplore the concepts of language competency and overall CLIL knowledge (developed from participants proceeding through the intervention). It echoed the processes carried out in phase one and provided a comparative basis for pre- and post-intervention analysis.

4.4.4 PHASE THREE: CONCLUDING THE CASE STUDY

Phase three involved the post-intervention evaluation of participants' own Irish language proficiency (including language teaching and learning and TLA) and CLIL professional knowledge of participants as well as the impact of the intervention of these themes. These phases and their associated processes are further detailed and validated in the proceeding sections.

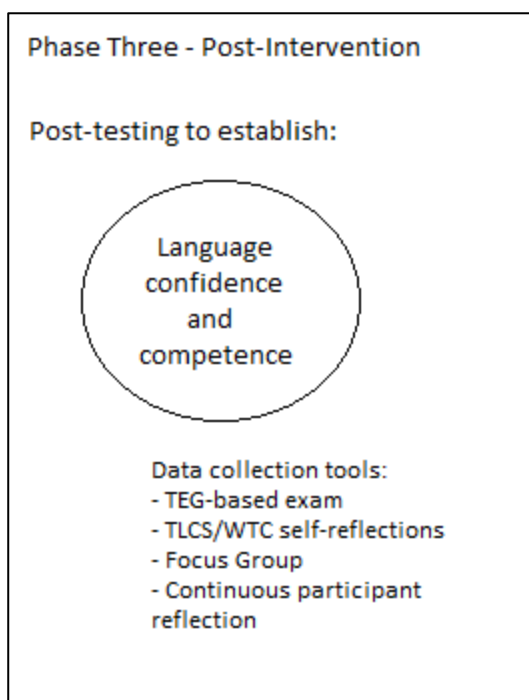


Figure 4.11 Phase Three: Overview

The final phase of this study sought an understanding of participant Irish language proficiency (including language teaching and learning and TLA) and CLIL professional knowledge after the intervention of Phase Two.

Triangulation was again used to create the dataset for the post-phase. Self-reflection was used summarily in phase three in order to explore teacher development of knowledge as they progressed through the use of CLIL in the classroom. To conclude data collection on participant language confidence development, a post-test using the TLCS and WTC tools was employed. To conclude language competence development data collection, a post-test using the Irish language-based TEG syllabus was employed while participants

again also self-assessing language competence against the CEFR syllabus. A final summative focus group on language confidence and competence was also conducted.

Monitoring of significant differences between the two mean scores of the quantitative pre- and post-intervention quantitative data sources was conducted while interview results from the focus group sessions as well as participant self-reflections allowed non-direct observational access to the environment. These data sources provided a triangulated narrative account of participant language confidence and competence development throughout their interactions with CLIL at various points throughout as well as at the conclusion of the project.

Phase Three Summary
<p>Phase Three – Post-test</p> <p>Quantitative Analysis of participant language skills development using:</p> <ul style="list-style-type: none"> • CEFR self-rated language proficiency • TEG-based exam • TLCS reflective scale • WTC reflective scale <p>Qualitative Analysis of participant language skills development using:</p> <ul style="list-style-type: none"> • Semi-structured focus groups • Teacher reflections (supported by the use of CEFR proficiency level descriptors) <p><i>These quantitative and qualitative data sources combined to provide a post-intervention account of teacher language confidence and competence as well as current identity and language awareness as an L2 teacher of the Irish language. This further enabled a comparison of the pre- and post- contexts of participants to provide an account of the influence of the CLIL intervention period on TLA and Irish language teaching and learning classroom practices and learning experiences, the core aim of this study.</i></p>

4.4.5 CONTINUOUS CHARTING OF CLIL CONCEPTUAL KNOWLEDGE AND SKILL DEVELOPMENT

Throughout each of the three phases of the research design, participants reflected on the progress of their CLIL knowledge and competency. This data emerged from a quantitative questionnaire (sample in Appendix L) conducted at three separate intervals

throughout the intervention phase, together with qualitative accounts of CLIL conceptual knowledge explored in semi-structured focus groups/individual reflections and from participant reflections post-PD onsite sessions. This provided a valuable point of reference for the overall aims of the study, the exploration of the impact of CLIL implementation on teachers' L2 teaching and learning competency. Participants' continuous reflections on their progression of CLIL practices ensured core CLIL pedagogical principles were to the fore. Integrating CLIL into their classroom practices highlighted the benefits to participants' own language competencies as well as their classroom practices. This continuous reflective process also highlighted obstacles as well as provided insights from participants' efforts. This created a wealth of data on CLIL implementation within the Irish primary school context from a participant-informed perspective.

CLIL Implementation Summary Across all Phases
<p>Quantitative analysis of development of participant CLIL conceptual knowledge and awareness:</p> <ul style="list-style-type: none"> • Self-rating reflections on CLIL conceptual knowledge and practical application (one reflective exercise completed in each phase to monitor participant understanding of CLIL concepts – used to guide PD planning also) <p>Qualitative analysis of development of participant CLIL conceptual knowledge and awareness:</p> <ul style="list-style-type: none"> • Semi-structured focus groups • Participant reflections on CLIL and own language development <p><i>This continuous reflection on CLIL and the implementation efforts of participants supported the analysis of the influence of the CLIL intervention period on TLA and Irish language teaching and learning classroom practices and learning experiences, the core aim of this study.</i></p>

4.4.6 THE ROLE OF THE RESEARCHER IN THE DESIGN

Within the research design, the researcher held several roles to both lead as well as facilitate participant participation and CLIL practices development. The researcher was the principal designer of the professional development seminar series as well as the scheme of work. A collaborative approach was fostered within these designs where participant feedback was sought at the end of each PD seminar to guide future session content as well as throughout the teaching of the CLIL scheme of work (through the

identification of successes and challenges encountered in CLIL implementation efforts). Participants were supported and encouraged to share and reflect on classroom practices via Twitter, WhatsApp and Google Drive with the researcher facilitating through the use of reflective questioning. The researcher’s overarching role within the intervention processes, outside of data controller, centred on the provision of accountability and support elements of the teacher learning community model, as described by Wiliam (2006: 18).

The conclusion of the three phases of the research design offered an account of the lived experiences of the participants as they encountered CLIL and their language skills (both on a personal as well as in a professional capacity) were put to the test. Data was collected from a variety of sources in each of the three phases.

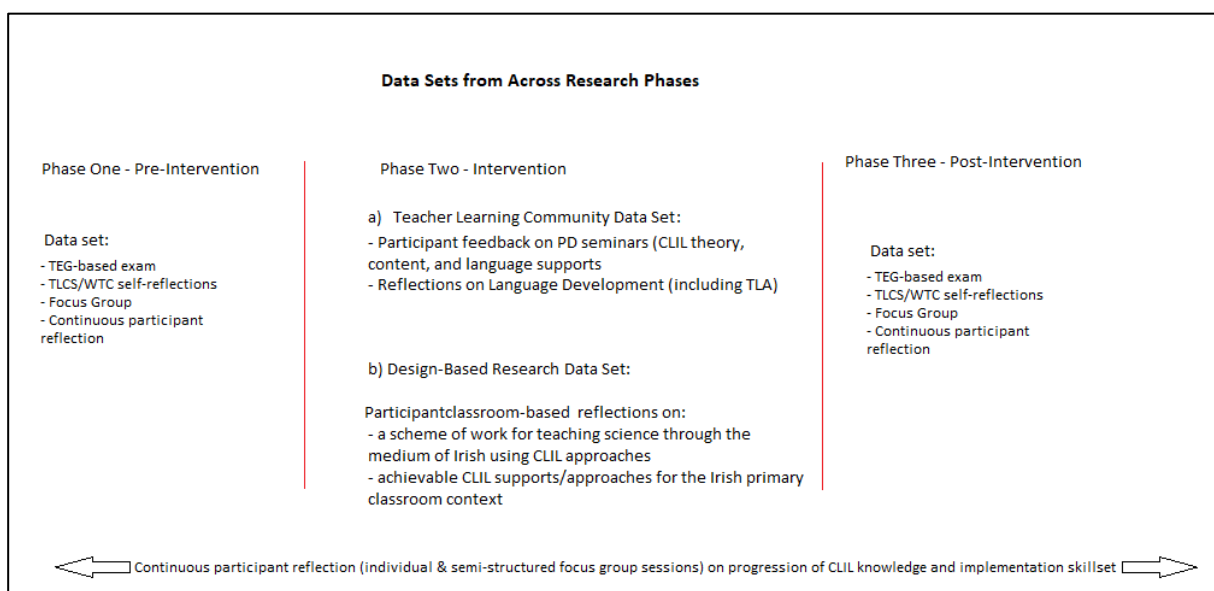


Figure 4.12 Overview of data sets

The data yielded from the three phases of the research design provided a narrative account of their development as successful users and teachers of the target language while also detailing the influences of employing a CLIL approach in the classroom. The highs and lows of this journey are documented in the qualitative data gathered. This story is further supported by the base provided by the quantitative data. Before the account of the data analysis that followed the three phases of the research design, the impact of the COVID-19 global pandemic as well as the suitability of the methods chosen to capture participants’ CLIL/language journey are presented.

4.5 THE IMPACT OF THE COVID-19 GLOBAL PANDEMIC ON THE RESEARCH DESIGN

On 12th March 2020 the Government of the Republic of Ireland announced that schools, colleges and childcare facilities were due to close temporarily as a result of the COVID-19 global pandemic. This eventually led to the long-term closure of education settings for the remainder of the academic year 2020/2021. This closure had an impact on the research design of this study. The following table outlines the core implications and amendments to the research design.

Initial Research Design	Amended Research Design
Participants would be provided with four PD sessions throughout the intervention period to support CLIL implementation.	Participants were provided with three PD sessions throughout the intervention period to support CLIL implementation.
Participants would teach a scheme of work entailing the teaching of Science through the medium of Irish using a CLIL approach. The scheme entailed 26 lessons in total spanning five themes.	Participants taught a scheme of work entailing the teaching of Science through the medium of Irish using a CLIL approach. Participants taught between 16 and 19 of 26 lessons in total before schools were closed due to the COVID-19 global pandemic.
The fourth PD session would involve participant collaboration to design CLIL lessons. This would provide additional insight into participant CLIL conceptual knowledge development as well as identify successes and areas for improvement in the structure of PD sessions.	Schools closed due to COVID-19 global pandemic. Fourth PD session and associated supports omitted from research design.
The fourth PD session would involve a focus on leadership in CLIL and seek to determine what supports are needed by both teachers and school leaders as successful leaders of CLIL.	Schools closed due to COVID-19 global pandemic. Fourth PD session and associated focus omitted from research design.
The fourth PD session was to provide a reflective space to participants to explore efforts at CLIL implementation after participant efforts to teaching the entire scheme of work involved in this study.	Final reflections were conducted via online communication platform. Participants reflected on efforts to implement the scheme of work, identified successes, shared challenges and provided an informed perspective as to further opportunities for CLIL implementation within the Irish primary school context.

Table 4.5 The impact of COVID-19 on the research design

While there were several implications for the research design, the overall research aims of this study were not significantly impacted as a result of the COVID-19 global pandemic. Much of the data collection, while concluding prematurely, was successfully conducted in the online space. Results were not significantly impacted and research questions were fully explorable regardless given the robust and continuous nature of data collection detailed in the original research design. Some areas of inquiry, including participant design of CLIL lessons and leadership in CLIL, were not achievable but overall their omission did not significantly impact the final design, data collection and results of this study.

4.6 ESTABLISHING SUITABILITY OF THE METHODOLOGY OF THE RESEARCH DESIGN

The selection of the most appropriate research methodology was a significant consideration during the construction of the research design. The choice of an adequate research methodology was heavily influenced by the pragmatic paradigm, and its philosophies. In preparing the research design for this study, it was necessary to consider and include quantitative, qualitative and mixed methods approaches. This overview ensured the chosen methodology not only aligned with the pragmatic paradigm but also allowed for researcher consideration of core aspects of quantitative and qualitative research methods to be combined effectively and to their mutual complement.

4.6.1 QUANTITATIVE V. QUALITATIVE V. MIXED METHODS

A quantitative approach to research is understood to be:

- close ended and relying on numeric data (Creswell, 2009)
- statistical and based on measuring and variables (Hart, 2005)
- collecting facts (Bell, 2014).

A qualitative approach to research is understood to be:

- open-ended with personal values (Creswell, 2009)
- the study of things in their natural setting (Creswell, 2007)

- the recognition and analysis of different perspectives (Flick, 2009)
- involve descriptive statistical data (Hart, 2005)
- inquiry to understand and explain the meaning of social phenomena in the natural setting (Merriman, 1998).

Poni (2014) notes that critics of a quantitative approach argue that this traditional approach is for ‘science only’ and is not invested in problem-solving, so the change agency remains dormant. In contrast to this, a solely qualitative approach can seem to lack scientific rigour and statistical data to support findings. A further noticeable critique of quantitative research methodology, described by Burke Johnson and Onwuegbuziea (2004), is that knowledge formed may be too abstract and overly broad for direct application to specific native situations, contexts, and individuals.

When all approaches were explored as to their research characteristics, it was clear that the ontological and epistemological leanings of the chosen pragmatic worldview did not align solely with qualitative or quantitative methodologies. The logical step was to explore the type of research to be carried out and in turn identify the most fitting approach to the research design. The nominalist ontological stance required a rigorous scientific analysis to ensure the reliability and validity of the research design. The epistemology of this study demanded an interpretation of the realities experienced by teachers in terms of language confidence and competence demands they experience on a daily basis. A qualitative insight into ‘real’ educational settings where language competency emerges (based in language awareness) was needed. On consideration, it was decided that in harmony with the chosen paradigm of the study, a mixture of quantitative and qualitative approaches, or a mixed methods methodological approach, lent itself most appropriately to the investigation. Burke Johnson and Onwuegbuziea (2004: 17) define mixed methods research as ‘the class of search where the researcher mixes or combines quantitative and quantitative research techniques, methods, approaches, concepts or language into a single study.’ This was to be the design framework for this study.

Mixed methods realised the achievement of the research goals by generating knowledge from diverse sources. Originating with Campbell and Fisk (1959), mixed methods, as described by Alexander (2006), attempt to legitimise the use of multiple approaches in

exploring research aims rather than restricting or constraining researchers' choices in methodological approach.

Mixed methods was chosen as the most appropriate to explore the overall aims of the research and to ensure a comprehensive overview of language confidence and competence of the teacher as well as capturing the added layers with language identity and awareness that were to emerge. This methodological approach allowed the research design to select, as Burke Johnson and Onwuegbuziea (2004) describe, a needs-based or contingency approach to research method and concept selection. The pragmatic worldview incorporated multiple methods that would best answer the research questions. The mixed methods approach is viewed as a complementary companion of the pragmatic worldview by Burke Johnson and Onwuegbuziea (2004), Creswell (2009) and Kivunja and Kuyini (2017). The research design used mixed methods for data collection, to address practical applications of ideas, and to emphasise the importance of the research problem as the context for conducting the research.

4.7 ENSURING SUITABILITY OF INDIVIDUAL METHODS USED ACROSS THE PHASES OF THE RESEARCH DESIGN

In order to ensure the appropriateness of any selected methods within the research design of each strand, quantitative and qualitative methods were examined in detail and critiqued. The chosen methods outlined in this section include a validation of:

- TEG-based competency exam and TLCS/WTC self-reflections
- semi-structured interviews V. focus groups
- reflective practices
- teacher learning community
- social media use.

4.7.1 SUITABILITY OF QUANTITATIVE APPROACHES TO THIS STUDY: TEG-BASED COMPETENCY EXAM and TLCS/WTC SELF-REFLECTIONS

Within the quantitative aspects of the three phases of research, a comparison of pre- and post- interventions was used to explore L2 teacher competency and TLA in relation to Irish language teaching and learning.

As outlined previously, a TEG-based assessment was arguably the most beneficial pre- and post intervention test of participant language competence given its formation on the CEFR international framework and its recognition by the Department of Education/Teaching Council of Ireland for the purposes language competency in admissions to ITE programmes in the Republic of Ireland.

In turning to the progression of participant language confidence throughout the course of the research phases, several quantitative measures were identified for use. Various scales have been employed to measure language confidence. This study drew on two different but complementary avenues of investigation that combined to provide a robust overview of confidence and its progression throughout the three phases of the research design. Participant language confidence was explored through both a measuring of participant foreign language anxiety (FLA) as well as a complementary charting of participant willingness to initiate communication (WTC).

The *Foreign Languages Classroom Anxiety Scale* (FLCAS) was originally developed by Horwitz et al. (1986). Pae and Misieng (2012) outline a comparison of modifications of the FLCAS in determining viable alterations. Modifications of this scale have been successfully used in studies including that of studies related to L2 language teaching in Japanese by Masuda (2010). These studies showed no major implications for altering the FLCAS to suit the needs of the learners being examined. For the purposes of this study, a modified FLCAS was a viable test for FLA of participants given the proven robust and readily modifiable nature. The adapted FLCAS, the *Teacher Language Confidence Scale* (TLCS) employed in this study is outlined in Appendix D.

Complementary to this exploration of FLA of participants, WTC was explored via the use of an unmodified Willingness to Communicate Scale (WTCS), developed by

McCroskey and Richmond (1985). This scale is based on a Likert-style scale of communicative opportunities and asked participants to rate how comfortable one would be in speaking in a variety of situations using the Irish language. This scale is outlined in Appendix D.

Berry (2007) confirms the ability to combine WTCS with other communicative sub-tests which allow a triangulation and greater validity of results for participant WTC. Both the modified TLCS and unmodified WTCS used in this study provided a contrasting but complementary approach to analysing progress of participant language confidence from phase one right through to phase three of the research design.

4.7.2 SUITABILITY OF QUALITATIVE APPROACHES TO THIS STUDY: COMBINING SEMI-STRUCTURED INTERVIEWS & FOCUS GROUPS

Within the qualitative approach were a number of research tools to choose from to allow the researcher access to participants and the site while also remembering the confines of the research design and researcher commitments during the research design. Table 4.6 sets out the merits and challenges for the interview approach as well as the focus group approach to data collection.

The Interview as a Qualitative Approach		
Approach	Merit(s)	Challenge(s)
Interview	<ul style="list-style-type: none"> • Consistent use of an interview guide increases comparability and exploration of the phenomenon from multiple viewpoints 	<ul style="list-style-type: none"> • Questioning order/style can be ad hoc at times while being overly confined reduces interviewee openness • Bias is difficult to rule out • Time-consuming
Focus Group	<ul style="list-style-type: none"> • Can take the form of group interviews or group discussions • Produces a shared group opinion that goes beyond individuals 	<ul style="list-style-type: none"> • Difficult to create similar conditions for comparison of different groups of people • Interviewer has significantly more

		<p>dynamics to consider and manage</p> <ul style="list-style-type: none"> • Difficult to follow up on individual views
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Flick (2009), Robson (2002), Creswell (2007 and 2009)

Table 4.6 The interview and the focus group as qualitative approaches

Robson (2002: 269) describes:

'interviewing as a research method typically involves you, as researcher, asking questions and, hopefully, receiving answers from the people you are interviewing.'

The selection of the most appropriate research methodology was a significant consideration during the formulation of this research design. While the above definition is the general structure and aim of the interview and focus group methods, many interview styles and techniques exist to diminish the challenges of each method. King (1994, cited in Robson, 2002: 271) describes the semi-structured interview as the qualitative research interview. Furthering this, Creswell (2007: 130) includes the semi-structured interview in a compendium of data collection approaches in qualitative research. The semi-structured interview is seen as a successful method of studying a phenomenon at length while avoiding, to a degree, researcher bias and keeping uniformity to the process. The focus group interview, specifically employing semi-structured interview techniques, was chosen as the most suitable for this research design for a number of reasons including:

- the challenge of holding individual interviews given the geographical dispersion of participants
- the inability of the researcher to carry out observations due to personal commitments and the geographical dispersion of participants
- the benefit of the focus group format to the learning community development during phase two of the research design when participants came together at PD sessions.

Given that the semi-structured interview basis – rather than the structured interview or the unstructured interview – played such an important role in the structuring of focus groups and the data collection process, it was necessary to ensure this method was indeed the most suitable from both a methodological and ethical viewpoint. Table 4.7

explores the merits of the semi-structured interview as opposed to the structured or unstructured interview for this research.

Merits of the Semi-Structured Interview versus the Structured/Unstructured Interview based on Flick (2009), Robson ((2002) Bell (2014) and Hart (2009)		
Semi-Structured Interview	Structured Interview	Unstructured Interview
Flexible in design with a freedom in sequencing of questions.	Response alternatives are generally pre-specified and standardised.	Categorised as non-standardised, open-ended and in-depth.
Freedom to talk about what is centrally important to the respondent as opposed to the interviewer.	Difficult to design the interview grid from the start to ensure depth and range are covered from the initial interview to the concluding one.	Data is random and time-consuming to analyse, especially for a small-scale study.

Table 4.7 Exploring the merits of the semi-structured interview in support of focus group approaches

In exploring the merits of the semi-structured interview as a method of enhancing the use of focus groups, it was clear that due to the structured nature (and ease of theory triangulation and data analysis for this study) as well as the ease of adaptation that this method of gathering participant informed perspective was most suited to this study.

A common interview schedule was employed to structure each focus group session, sessions being held with participants collectively at each of the three PD sessions as well as at the conclusion of the intervention period via an online platform. The common schedule employed to give structure to the focus groups is available in Appendix E. Valenzuela and Shrivastava (2009) describe this process as a general approach, that is, to allow the same general areas of information to be collected while keeping uniformity to the process. The semi-structured basis for the focus groups allowed the realisation of knowledge creation along the pragmatic worldview. The semi-structured interview basis to support the undertaking of focus groups with participants provided a sound platform for comparison and charting of progress of participant language skills and CLIL implementation given its uniformity of structure and questioning, as laid out by Patton (1980).

4.7.3 SUITABILITY OF QUALITATIVE APPROACHES TO THIS STUDY: REFLECTIVE PRACTICES

The works of Freeman (2002), Johnson (2000), Miller (2007) Müller-Hartmann (2006), Richards (1996), Wenger (1998) and Wernicke (2018) discuss the importance of self-reflection and peer reflection to allow an adaptive knowledge and sense of professional legitimacy for the teacher. The centrality of reflective practices is also evident in the construct of successful teacher identity as seen in the identity profile frameworks of Gee (2001), Tsui (2007) and Clarke (2009), outlined in the literature review. Sullivan et al. (2016) link good practice to an understanding of reflective practice, self-study and critical thinking. Reflection and reflective practice can allow:

- an enhanced PD (Van Manen, 1977, cited in Cotton, 2001: 512)
- linkage of theory and practice (Schön, 1987; Conway, 1994; Lauder, 1994, cited in Cotton, 2001: 512)
- promotion of critical thinking (Hahnemann, 1986, cited in Cotton, 2001: 512)
- greater self-awareness and understanding (Scanlan and Chernomas, 1997 cited in Cotton, 2001: 512)
- empowerment for practitioners (Carr and Kemmis, 1986, cited in Cotton, 2001: 512)
- promoted personal and social emancipation (Smyth, 1992, cited in Cotton, 2001: 512).

The use of reflective practices added undoubtable advantages to the research design, and in relation to the DBR element of phase two in particular. Reflection in DBR critiques - notably Barab and Squires (2004) - argue that if a researcher is intimately involved in the conceptualisation, design, development, implementation, and researching of a pedagogical approach, then ensuring that researchers can make credible and trustworthy assertions is a challenge. This is countered by the collective reflective practice that was embedded in the research design that entailed not only the perspectives of the researcher in the DBR process but also the informed perspectives of participants as they implemented the scheme of work.

A reflective practice framework, as suggested by Cohen et al. (2005) was employed to structure reflections and included four stages:

- description and interpretation of the existing structure/practice
- evaluation of legitimacy
- agenda for altering the agenda
- evaluation of alteration.

Several frameworks for reflective practices were used across the three phases of the research design to support ongoing development of supports, PD input and resources as well as to chart language skills progression and CLIL implementation efforts of participants. Examples of reflective templates as well as participant reflections themselves are presented in Appendix H & K, respectively.

4.7.4 SUITABILITY OF QUALITATIVE APPROACHES TO THIS STUDY: TEACHER LEARNING COMMUNITY

Building on these reflective practices, the natural progression was to the creation of a social network of professionals (among the participants themselves). Within the ‘teacher learning communities’ model, as suggested by Wiliam (2007), a framework is provided not only to bring about change in participants’ classroom practices in support of successful CLIL knowledge and skillset development, but also to create a reflective space for participants to operate within in a safe and secure manner as they navigate this change. Change and a redirect towards CLIL practices was co-constructed through the developing knowledge of the group.

Advantages of a teacher learning communities approach to reflection are clear. Chase (1985) identifies community relationship building and community-led initiatives as a source of advancing participant knowledge and skillset, key elements needed in any ever-evolving and awakening profession. Sullivan et al. (2016) suggest that a sharing approach to practice enables an endorsement of practice and an improvement from the opening up of practices. The process component of the teacher learning communities model enabled the community building within participants as they progressed through the intervention phase. Specific advantages of the teacher learning communities model to this project included its usefulness in answering the CLIL TLA development needs, identified by Pappa et al. (2019) as well as Wright (2002, cited in He and Lin, 2018).

These works conclude that successful CLIL TLA is a collective co-learning activity that

is nourished via a collegial and dynamic dialogue. This PD approach offered by the teacher learning community model supports this central need of CLIL TLA development in its process components, as described earlier.

Several critics of community-led learning such as that proposed by this model is common in literature. Illeris (2003) resents the focus on learning only within the professional community space and sees it as being to the detriment of individual learning. Kupferberg (2004, cited in Andrew et al., 2008) negates the establishment of a learning community stating that professional identity exists for teachers long before entering into a community. A final criticism of this approach is highlighted by Sullivan et al. (2016) who shares ethical concerns around the notion of learning communities that include the problems of participant confidentiality and the sharing of information on participants.

Despite its detractors, a teacher learning communities model entailed several benefits to this research design overall. The interaction and cooperation demanded by the epistemology of the pragmatic worldview was achievable through the use of this approach as a whole. A further rationale for the use of this model was its close links to the axiology of this study and the merits in gaining understandings from various points of view/various participants so as to benefit as many as possible from the knowledge gained. This accountability and support within the process element of this model was realised through the professional development seminars provided throughout the intervention phase as well as within the last qualitative approach in need of validation for this design: social media use.

4.7.5 SUITABILITY OF QUALITATIVE APPROACHES TO THIS STUDY: SOCIAL MEDIA USE

The importance of the concepts of reflective practice as well as the opportunities presenting within the space provided by the teacher learning communities model for professional development have been outlined throughout the literature review on the fostering of successful teacher identity while the previous two sections have described positives of these approaches for the overall research design. For this study the specific modes of reflection and establishing a successful learning community were reliant on ICT due to the geographical distances of participants in this study.

Using social media to create reflective experiences and a learning community has emerged in recent years as web systems become more dominant in the classroom overall as well as for specific pedagogical approaches. The use of social media practice in this manner can be problematic due to it often being misrepresented, misunderstood and underutilised by teachers according to Kent (2013) Macnamara (2010); Moreno et al. (2015); and Taylor and Kent (2010), all cited in Novakovich et al. (2017). However, social media can be a powerful tool when professionalised as such, as described by Novakovich et al. (2017). This professionalisation enables teachers to use these technologies both appropriately and strategically. Waycott et al. (2017) further explores the uses of social media describing a dual role of having an audience and being an audience which supports comparison with peers (peer reflection), which contribute to identity, professionalism and upskilling within the learning community. Goodyear et al. (2017) summarises the benefits of social media use for the teacher learning community model through its ability to connect teachers with facilitators (the researcher in the case of this study) who in turn can aid a teacher's longer term changing practice. These same facilitators can support the community-based approach to professional learning through pedagogical dialogue and modifications made to the curriculum, facilitated for the teachers by the development of each other's practice, and the practice of the community.

Despite the challenges of engaging with social media, it proved a powerful tool for teacher learning communities building and peer/self-reflection that was particularly suited to this study and its demands and as such it played an integral role in the research design, particularly for phase two. The use of social media enabled a virtual environment for participants that allowed a real time dispersal of and reflection on practice. The pragmatism approach to knowledge creation where knowledge guides activity and where knowledge is advanced or halted based on how activity confirms or disconfirms it was realised within the use of Social Media within this research design.

Within this study, a closed Twitter account was used to provide a common space for further work, examples of good practice and further methodological activities. This was also used as a platform for sharing ideas and resources by practitioners themselves. Google Drive was used as a space for development of ideas/lessons plans across the participants as well as a platform for reflection and peer review. Finally, a closed

WhatsApp group provided a reflective space and a platform for sharing ideas as well as challenges as they occurred in the classroom. Without the use of social media as an approach for this research design, the reflective practice would have entailed a singular reflection process without peer support while the formation of the teacher learning community and the sharing of ideas would have been limited to PD sessions.

Following on from this validation process in support of the research paradigm, methods and approaches, the sample was the next area for consideration in the overall research design.

4.8 ETHICAL CONSIDERATIONS

Bell (2014), Creswell (2009) and Hart (2009) identify ethics as encompassing the design, implementation and reporting of the research. The study was set out ethically using a scheme of work based on all three models of ethical consideration. At each stage of the research, the scheme of work was carried out with a view to being ethically sound. Professional standards were applied from the onset. An ethics approval form was first submitted to the MIREC⁴⁴ board outlining the general research design. Following this was the establishment of a personal code of ethics from which the research would be conducted, designed with the purpose of the research and specific questions to be answered by the study.

The design and implementation of the research ensured use of relevant literature, methodological partisanship, privacy and confidentiality for the sample as well as risk assessment where applicable. Site access requests from schools, participant information pages and informed consent were used to ensure appropriate permissions. Information and consent for adult participants/informed assent for pupil participants also ensured each knew the aims of the study and their roles and rights throughout. Particularly in the pilot study where direct pupil feedback was gathered, the right to withdraw was meticulously explained. Where pupil participants in a classroom situation chose not to participate for whatever reason, alternative arrangements for pupils for the lesson duration were arranged in consultation with the school. Outlines of all access/consent

⁴⁴ MIREC: The Mary Immaculate Research Ethics Committee (MIREC) has responsibility for all aspects of research ethics insofar as they relate to research projects carried out by MIC staff and MIC postgraduate researchers where the projects involve human participants.

letters are available in Appendix M. In working with the sample of participants, a code of ethics informing and protecting information provided by the sample was developed in line with Creswell (2009: 88) and Flick (2009: 37). A coding strategy was employed to provide anonymity to participants in the study. Access to site was facilitated via direct participant consent in relation to focus group participation.

During the course of the study itself, the ethical implications of sample anonymity were addressed. TEG/TLCS/WTC scorings were assigned individual identification codes to protect anonymity of results. During the course of the focus groups, an interview protocol was employed to ensure focus groups were operated within some degree of conformity and organisation to allow for validity of results. The focus groups were recorded and transcribed for analysis with protection for confidentiality amongst participants using a coding system as suggested by Creswell (2007 & 2009), Flick (2009) and Robson (2002). Patton (1980: 198) described the advantages of limiting bias through careful standardising of questions to give comparative and reliable data from the interviewee.

Considering the central role of the focus group as an observational tool within the study, and the role of the researcher in the facilitation of a teacher learning community, Creswell's (2009: 177) and Creswell's (2007: 159) suggestion of the use of a reflective diary to chart researcher bias and interference provided by this was undertaken. Finally, presentation, interpretation, confidentiality, attribution and the guarding against plagiarism were the foundations of the reporting of data, conclusions and recommendations of the study.

4.9 STORAGE OF MATERIALS

The collection, storage and use of data complied with current Data Protection legislation including abiding by the Data Protection Act 1988 and the Data Protection (Amendment) Act 2003 and the GDPR (2018).

All individuals who have access to the data collected from participants include:

- Pádraig Fahey (student/researcher)
- Dr. T.J. Ó Ceallaigh/Siobhán Ní Mhurchú (supervisors)
- Participants (to their own data only).

Data may be analysed or accessed by other researchers in the future. No existing data will be used outside of the scope or intent of the original project. Participants had access to their data as part of the research process at any stage of the process.

Any external examiner will not have access to the data from the research. External examiners may only access the research report. Participant data is stored on encrypted laptop and backed up on encrypted hard drive. Audio and video recordings were immediately transferred and encrypted to password-protected laptop/hard drive then deleted from the original recording device. There are no hardcopies of data. Recordings were then deleted immediately after transcription was completed.

In accordance with the MIC Record Retention Schedule all anonymised participant data is stored by the researcher indefinitely.

4.10 DATA COLLECTION TIMELINE AND PROCEDURES

The data collection period, starting with phase one, was originally designed to last for a one academic year but due to the implications of school closures as a result of the COVID-19 global pandemic, as outlined previously, this timeline was altered accordingly. Figure 4.13 and 4.14 provide the originally intended timeline of this study as well as an outline of the achieved timeline.

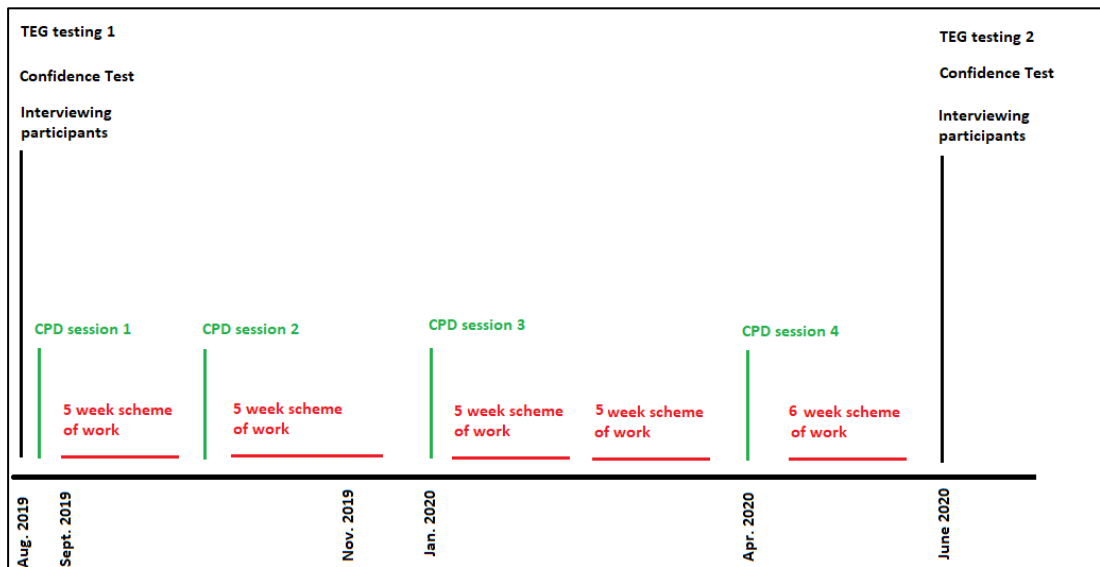


Figure 4.13 Originally Proposed Timeline of Research

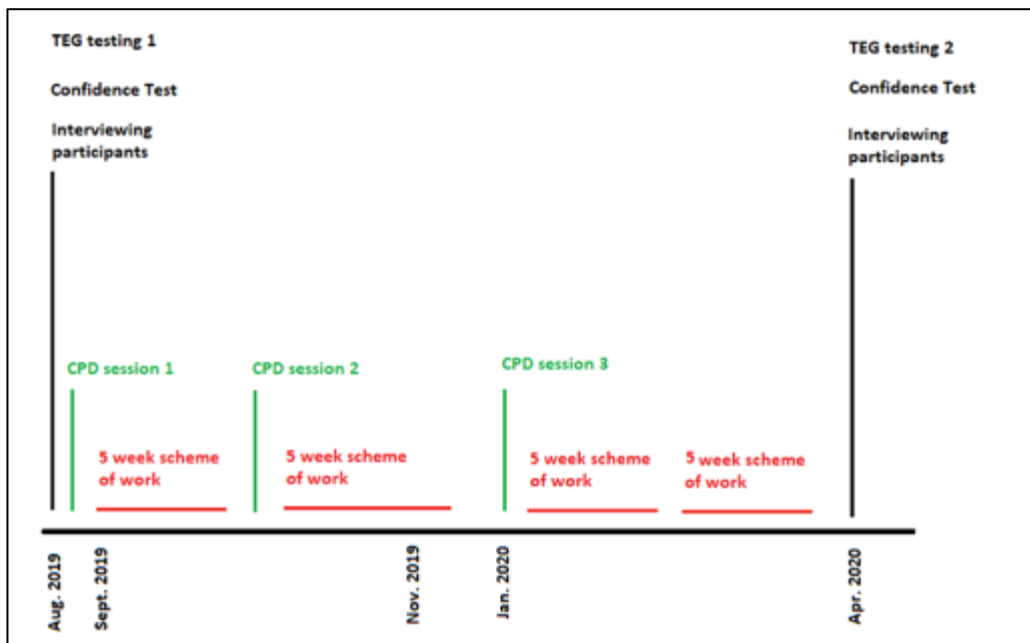


Figure 4.14 Altered Timeline of Research

As previously outlined, the data collection phase occurred over three phases, namely:

- phase one, the pre-testing phase where participant language competency and language awareness as well as CLIL professional knowledge were established

- the first element of phase two, the creation of a teacher learning community where a scheme of PD sought to provide knowledge of CLIL implementation and produce a language learning plan in support of successful language teaching
- the second element of phase two, the design-based research stage where a scheme of work for teaching science through the medium of Irish and an identification of successful methodologies were robustly designed, implemented and tested specifically for the the Irish language context
- phase three, the post-test phase where a summative analysis of participant language competency and language awareness as well as CLIL professional knowledge was conducted for pre-test comparison
- progression of participant CLIL conceptual knowledge and skill development was a continuous theme for monitoring across all three phases to explore the evolving influence of successful CLIL implementation on participant language awareness and classroom practices in relation to the teaching and learning of the Irish language.

Following the successful implementation of the altered timeline of research presented above, a sorting and subsequent analysis of the collected data from each phase was conducted.

4.11 DATA ANALYSIS

Across the three phases of this research design, several methods of data collection, as presented in the overview of the research design, section 4.4, were employed. To manage data collection and collation and to add to the reliability of data collection overall, key themes were created from the embedded questions of this research. These themes captured key areas of inquiry in and supported the construction of coherent and concise answers to each of the embedded questions.

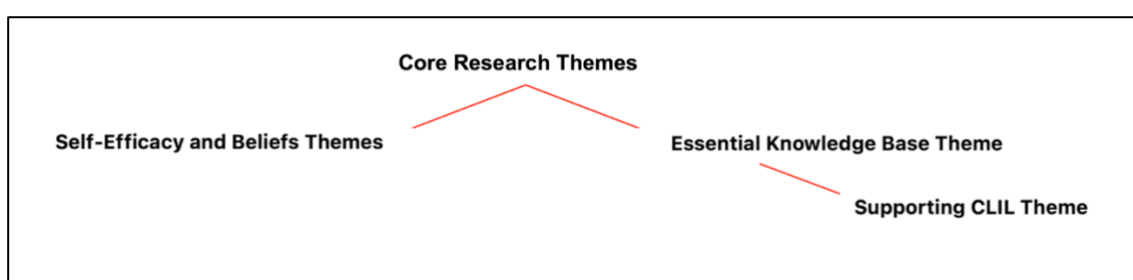


Figure 4.15 Core research themes to guide data collection and analysis

In shaping the analysis of data sets of the five participants, the words of Robson (2002: 473) in reference to case study analysis grounded the pragmatic roots of this study and the subsequent research design choices that featured in the structuring of the study to this point, ‘a case study in itself does not call for a particular approach to the analysis of the data which it produces...the major concern being to gain an understanding of whatever constitutes the case...’ As with the use of data collection methods employed, data analysis approaches were chosen for pragmatic clarity to best analyse and ascertain findings for this study. Triangulation, and specifically data triangulation, as described by Flick (2009), was used to explore, and analyse the results of different data sources used within and across each of the phases undertaken. This triangulation of data explored results from a variety of sources to explore but also validate findings of one data source with additional complementary data sources. The result of this analysis using triangulation was, as described by Denzin (1989, cited in Flick, 2009), the production of findings in support of the ‘soundest strategy of theory construction’.

4.11.1 ANALYSIS OF QUANTITATIVE DATA

Within the research design of this study, quantitative data sources included:

- TLCS self-rated language anxiety scale
- WTC self-rated language anxiety scale
- TEG-based language competency exam
- CEFR-based self-rated proficiency grading.

These data sources provided a purely quantitative account of participant Irish language skills including language confidence and language competence. Each was conducted pre- and post-intervention and provided a qualitative narrative of participants' language confidence and language competence at both periods in time. This pre- and post-intervention data analysis provided a mean and median measurement of participants' language and enabled quantifiable and generalisable conclusions following analysis. These are presented in Appendix P.

Coupled with this very direct data collection and analysis was the compilation and exploration of qualitative data sources. This qualitative data not only enabled a triangulation of the overall results of the quantitative data sets but also, as described by Bell (2014), an analysis of the impact of employing CLIL approaches based on informed perspectives derived from participants throughout this study. Additional to this, the informed perspective that emerged from the qualitative data collected provided a basis as to what is achievable for Irish language CLIL-based teaching and learning provision within the English-medium school context.

4.11.2 ANALYSIS OF QUALITATIVE DATA

The qualitative data gathered during this research this project was sizeable. Within the research design of this study, qualitative data sources included:

- participant focus groups conducted throughout the intervention period as well as at its conclusion (dual language development and CLIL development focus)
- participant reflective language diaries
- participant evaluation and feedback on the structure and nature of CLIL PD sessions provided throughout the intervention period

- DBR reflections which included collaborative CLIL lesson implementation and post-lesson reflections.

Samples of focus group qualitative data collected during the course of the intervention period are outlined in Appendix O.

A system of sorting and coding the files was devised to provide information regarding data type while safeguarding the anonymity of the informants by giving each a pseudonym. Using this system, different sets of data were stored in hardcopy including, individual lesson reflections, individual language achievement reflections, individual self-assessments, focus groups as well as periodic data from social media platforms (Google Drive, Twitter and WhatsApp).

These individual qualitative data sources were combined both collectively as well as with the previously mentioned quantitative data sources to provide a triangulated analysis of data corresponding to each of the themes used to formulate data analysis and presentation. Each qualitative data source was transcribed verbatim by the researcher and coded based on the central themes. Data analysis was conducted during data collection following an inductive method⁴⁵ of coding data from qualitative sources, as described by Altrichter et al. (1993: 124). The researcher made initial coding by reviewing all data of focus groups and participant reflections manually in an open-minded and context-sensitive manner, trying to avoid hasty conclusions by taking into consideration the sociocultural backgrounds of both the participants including their starting point with CLIL, the language demands placed upon them and finally their emergent needs as they endeavoured with implementing the CLIL scheme of work.

Coding data involved the creation of nodes. Full transcripts of the data coded at each node were printed and interrogated by the researcher. Units of analysis were created by manually attributing nodes to the transcribed qualitative data set. It was necessary to go through the various data sets several times to ensure consistency, refinement, and accuracy of coding.

The categories and codes emerged formed a description of their teaching and reflection throughout the intervention phase. Following the constant comparative method (Glaser

⁴⁵ *Inductive method of coding: categories are chosen during and after coding and reviewing the data i.e., categories are derived from the data*

& Strauss, 1967), the different data sources were then compared to classify, match and revise codes. The categories and codes were further associated with the key constructs in the literature review (e.g., TLA and identity, TLA development in CLIL, language competency and TLA/CLIL) until themes emerged to answer the embedded questions and overall research question. Based on the emergent codes out of the various data sets, the narrative of teacher language and CLIL encounters was developed from the data. This narrative provided an account of the participants' individual journeys that, combined, produce an insight into the impact of CLIL on successful TLA and associated identity as competent Irish language users both on a personal and professional level through a bolstering of confidence in one's language skills as well as an improved perceived as well as actual competence in the classroom.

Inductive Codes Overview

Self-Efficacy and Beliefs Themes	Essential Knowledge Base Theme	Supporting CLIL Theme	
<p><i>data analysis codes:</i></p> <ul style="list-style-type: none"> - improved WTC - language purpose - fear of observation - fear of evaluation - improved language affinity - communicative opportunities - communication apprehension - confidence bolstering - improved ability - affinity for upskilling - fear of upskilling - language upskilling - collegial support - language awareness - skills improvement - grammar challenges 	<ul style="list-style-type: none"> - grammar supports - grammar awareness - writing supports - vocabulary improvement - vocabulary in context - improved syntax - self-study motivation - contextualised language use - language support - planning support - motivation for target language - improved language self-efficacy - target language use - phonology 	<p><i>data analysis codes:</i></p> <ul style="list-style-type: none"> - purposful language use - pupil engagement - pupil language attitude - pupil language retention - pupil confidence - active learning - peer learning - scaffolding - contextualised learning - renewed grammar focus - target language use - contextualised teaching - integrated learning - questioning - differentiation - language supports - language exposure - language consolidation - assessment for learning - assessment of learning 	<p><i>data analysis codes:</i></p> <ul style="list-style-type: none"> - time for planning - resources - language supports - language confidence - pedagogical competence - lesson supports - initiative overload - combined initiatives - PD awareness - targeted PD - language - targeted PD - pedagogy - CLIL awareness - school support - collegial support - teacher engagement - teacher motivation - whole-school undertaking - leadership support - opportunity for reflection

Figure 4.16 An overview of inductive codes used for qualitative data analysis

The codes were used to provide context to the subthemes through direct referencing from transcripts. The final subthemes are presented in results in the next chapters (five and six) prior to discussion and conclusion on the research question central to this study. Given the scale of data collected, analysed and interpreted in this study, establishing the trustworthiness of the enquiry was closely linked to the data analysis and the findings.

4.12 ESTABLISHING TRUSTWORTHINESS: VALIDITY, GENERALISABILITY AND RELIABILITY

Validity⁴⁶, generalisability⁴⁷ and reliability⁴⁸ were central elements of consideration in each phase of the research design. Measures taken to protect the integrity of results and conclusions of this study included sample variety, reflective practices, triangulation of data collection as well as results and finally the use of an audit trail to support a transparent operating schedule across the phases of the research design.

- Given the significant proportion of qualitative data collected throughout this research study, validity was key to ensuring accuracy in data collection and analysis. Merriam (1998) explores not only validity but internal and external validity as a key component of successful qualitative data collection and analysis. Internal validity deals with specifically how findings match reality. Claiming success for an educational intervention can be difficult. Success equals certainty that an intervention resulted in learning. On the other hand, if success means being able to claim that an intervention could be effective in any setting, then it should be studied across a variety of settings in order to generalise. This research was spread out across five individual settings and so the ability to generalise across more than one setting added to the validity of the overall results.

⁴⁶ Validity: refers to the accuracy of a result, ‘adequately’ capturing the state of affairs, Robson (2002: 100).

⁴⁷ Generalisability: the extent to which the findings are more generally applicable, Robson (2002: 100).

⁴⁸ Reliability: the stability or consistency of assessments, Robson (2002: 101).

- Within reflective practices, Pike (2002) notes that teachers who are reflective practitioners often lack the confidence to share their reflections in a wider context because of doubts about its status as research. This emotional response to reflection can be claimed to invalidate research; however, a counter argument can be that validity is also damaged by a detached approach adopted by the observer who is not involved as a participant. To ensure researcher and participant bias was controlled, a reflective journal/reflective questioning charting external impacts and personal impacts that could have potentially distorted reflections on work was maintained.
- The sample of participants chosen to take part in this study represented what can be deemed the majority representation for primary school teachers in the Republic of Ireland at present in terms of their relationship with the Irish language (i.e., Irish as an L2) while the school types selected represented as varied a sample context as possible to ascertain results of the implementation of CLIL across a multitude of classroom settings (this assisted in identifying opportunities as well as challenges from a range of contexts). This enabled a representative sample from a known population (i.e., primary school teachers) and a further generalisation to that population via what Robson (2002: 101) describes as the usual rules of statistical inference⁴⁹.
- A series of triangulation features were employed in the design and analysis of data of this study. Merriam (1998) suggests triangulation as an important point of reference which stems from and strengthens not only reliability but also internal validity. Creswell (2009) advocates triangulation across multiple sources of data, long-term observation and peer observation. These approaches were used to ensure internal validity in the research design. In conjunction with this were elements of external validity, or the extent to which one study's findings can be applied to another study. This study was structured around five independent sites. This allowed for an exploration, combination and comparison of the outcomes in five unique and unrelated sites and so provided a fair overview of the processes and the challenges encountered across various sites. In

⁴⁹ Statistical inference: a process of drawing conclusions about an underlying population based on a sample or subset of the data. In most cases (as was the case with this study), it is not practical or possible to obtain all the measurements in a given population.

conjunction with these triangulation efforts, theory triangulation and methodological triangulation, were employed in data management. As outlined in Patton (1980), Denzin (1988, cited in Robson, 2002) and Denzin (1989, cited in Flick, 2009), theory triangulation, where used, allows ‘multiple perspectives and hypothesis’ to be compared and contrasted to assess their utility. Theory triangulation use in this study combined the multiple observances of the literature review and the study participants. The main theory of teacher language awareness and language teacher identity as well as that of CLIL was used to critically analyse and discuss the data collected across all three phases.

4.13 LIMITATIONS

While the research design of this study attempted to build as robust a process of research as achievable, there were limitations. The limitations of this study centre on sample size and composition as well as some commentary on the research and data collection methods, key themes that warrant further exploration. These limitations did not detract from the valid research design and worthwhile data that emerge during the study but are worth considering in support of future research design processes.

- The sample size was a limitation of the research design overall. To gain a more representational informed perspective of the implementation of CLIL and its influence on teachers’ own language skills, further study is needed on a much larger scale. A larger sample size is desirable for future studies to complement the findings of this study. The sample size should encompass definitive proportional representations from a wide pool of teachers who find themselves operating in rural, urban, DEIS band 1, DEIS band 2 and DEIS rural schools. This would allow increased opportunities to observe perspectives of teachers’ interactions with CLIL in a variety of school contexts, each of which deals with an array of other curricular and contextual issues that demand and divert teacher attention on a regular basis. Further to this, it would be worthwhile to analyse a representation of teachers from each of the initial teacher education programmes in Ireland as well as teachers who were trained abroad to explore the various degrees of language teacher identity and language teacher awareness (both in terms of general language as well as CLIL specific approaches) that have been

developed in initial teacher education programmes and how these aspects are impacted in establishing and using CLIL practices.

- An additional limitation related to the sample composition of this study. Future samples should include, in as far as possible, an expanded cohort of participants whose affinity for the Irish language includes a continuum ranging from positive to negative in terms of the proper place of the Irish language in the education system. The sample of participants who took part in this research all demonstrated a positive Irish language disposition from the onset. A comparative sample of Irish language resistant participants would further enable a critical analysis of CLIL and its perceived benefits for the teacher's own language skills and language teaching and learning practices from a range of contrasting perspectives. Including a cohort of teachers whose beliefs, agency and knowledge of the Irish language space which could be described as directly opposite to the sample of this study would enable a comprehensive comparison of these elements as well as of the overall influence on teacher identity and successful TLA development.
- The current study was not designed to directly observe and evaluate factors of classroom practice. The self-reporting by participants was a limitation to the research design as a result. While triangulation from multiple data sources as well as comparison of multiple perspectives were used to counter any potential impact of this limitation, the opportunity for researchers to conduct field-work in relation to the themes explored in this research design would provide valuable supportive evidence and further nuanced exploration of subthemes and other associated environmental factors as they occur in real time.
- In addition to these limitations, the impact of the COVID-19 global pandemic forced amendments to the overall research design and timeline. The study was unable to implement elements of the original design including the competency of participants in relation to design and implementation of self-crafted CLIL schemes of work. The empowerment of teachers as their CLIL subskills developed was not fully realised due to this redesign as well as the early conclusion of the intervention phase of the study.

While these limitations undoubtedly shaped findings and conclusions of this study, the robust research design presented in this chapter provides a strong defence of the chosen approaches and their validity and reliability overall. These limitations did not detrimentally impact the findings of this study but rather their realisation further supported the validity and reliability of the core findings and recommendations as a result.

4.14 SUMMARY AND CONCLUSION

This chapter provided a rationale favouring a pragmatic, mixed-methods research methodology and design for the study. It has stated the overall aim of the study and, in particular, the research questions, while also noting the limitations of the research design when the context of the study is taken into account. While the sample size of this study represents only a fraction of the actual sample available, the nature of the study and the need to effectively manage data from an array of sites contributed to a reduced sample size that could be successfully worked through, especially when taking the timeframe and limitations of this study into account. This overview of the research design provides a platform for the data collection and analysis in Chapters Five and Six and the conclusions and recommendations that follow.

CHAPTER FIVE: ALTERED TEACHER BELIEFS FOLLOWING THE ADOPTION OF A CLIL APPROACH

5.1 INTRODUCTION

This study has explored an undertaking of CLIL within the Irish primary school context. Its central aim was to answer:

How does the adoption of a CLIL approach influence teachers' language awareness and subsequent Irish language teaching and learning competence in English-medium primary schools in the Republic of Ireland?

The adoption of CLIL has been crafted through the research design presented in chapter four. This adoption has had an impact on participants own language skills together with their language awareness. The influence of adopting a CLIL approach has forced participants to reflect on their professional identities. Their classroom language teaching and learning practices emergent from this focus on identity is presented in this chapter.

A series of embedded questions emerged to support the exploration of the core research question. In seeking to answer the first two of these embedded questions, this chapter presents a narrative account of participants language experiences emergent from an analysis of the data collected from participants' CLIL implementation efforts. The embedded questions examined in this chapter included:

- *What is the impact of employing a CLIL-based approach in the primary classroom on teachers' own Irish language proficiency?*
- *What is the impact of employing a CLIL-based approach on teachers' competence in Irish language teaching and learning?*

The results are presented in an overall narrative form, a form suggested by Xu (2018) as probably most appropriate given the complex processes involved in exploring teachers'

perspectives. Through the use of such a narrative, Cohen (2010, cited in Curwood, 2014) suggests an examination of teachers' talk and discussion is enabled that provides an understanding of how teacher language awareness (TLA) and subsequent identity developed for participants as part of the overall dynamic processes they encountered on their CLIL journeys within this project. The qualitative results of the data analysis are presented using this narrative form and centre around participants beliefs and self-efficacy and how these elements evolved for participants as they implemented a CLIL-based approach in their classrooms. Such a journey relied heavily on participants' own language competence as well as their classroom practices while at the same time participants were also forced to re-evaluate these components and in turn themselves as successful language and content teachers. While quantitative data formed an important aspect of overall triangulation of results in support of the validity of this study, it is not presented in significant detail here to better maintain narrative flow and the overall presentation of the lived experiences of participants. It is fully detailed in Appendix P. The themes centred on belief and self-efficacy that emerged during the course of this narration of participants' journey in CLIL were threefold and included:

- improved self-efficacy in relation to one's own language skills
- beliefs around improved legitimacy as a successful language teacher
- beliefs around improved classroom practices as a successful language teacher.

5.2 IMPROVED SELF-EFFICACY IN RELATION TO ONE'S OWN LANGUAGE SKILLS

Qualitative statements reflected an improvement in participants' self-efficacy and the belief that their use of the Irish language within the classroom was improved as they encountered the realistic language situations presented by their CLIL undertakings. The narration starts with a qualitative account of a growing awareness of language confidence for participants and how CLIL implementation can improve said confidence. The narrative then moves to improved language self-efficacy which emerged from greater confidence and conviction for participants in relation to their own language skills together with participants noting a reduction in terms of language anxieties. This translated into an overall improved self-efficacy for participants. Overall, improved

language self-efficacy was seen by participants to improve their language skills in a number of areas while the data also suggests participants were encouraged to be more reflective of their language skills, a notion which brought about improved understanding of their own language position overall. A number of subthemes are used to present the narrative of self-efficacy emergent from the data.

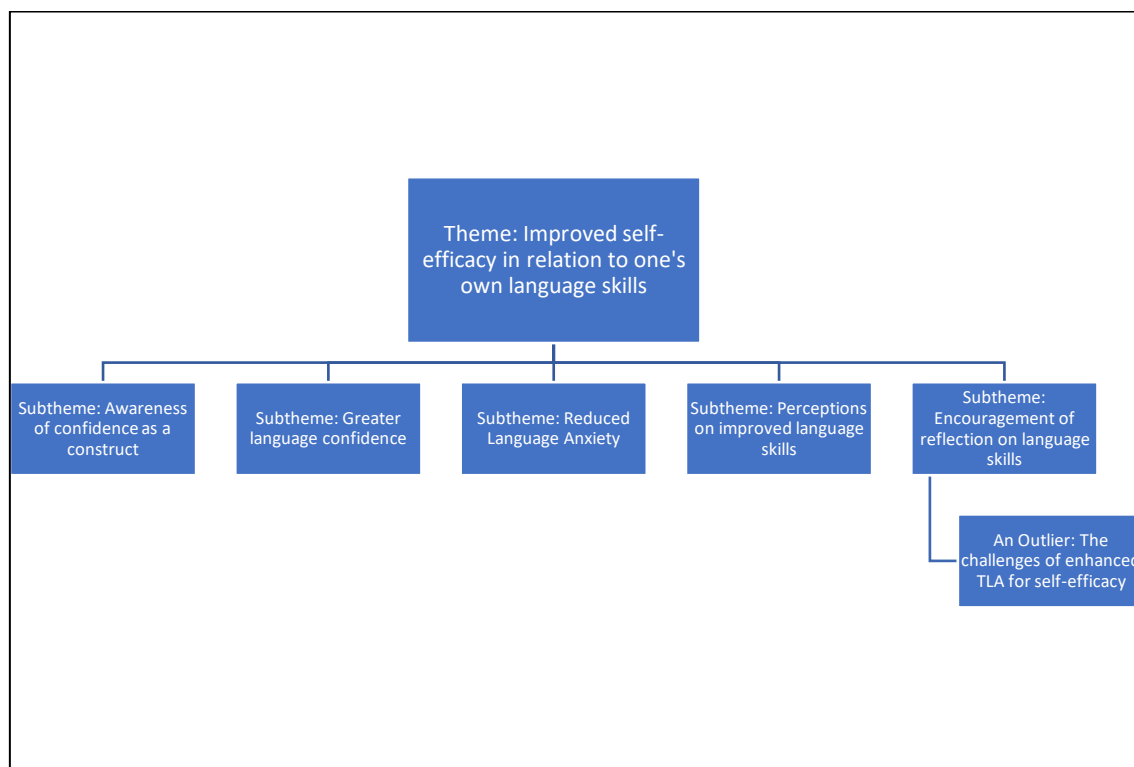


Figure 5.1 Overview of theme one: own language self-efficacy

5.2.1 SUBTHEME ONE: AWARENESS OF CONFIDENCE AS A CONSTRUCT

Discussions by participants suggest an awakening in relation to participants' awareness of language confidence, in particular as a construct with some insight provided into what implementing CLIL can mean for language confidence. This growth in awareness of language confidence development emerges from overall TLA development, as identified by Spratt (2017: 53) in discussions around the strengths of TLA. As teachers become more confident in their own language abilities through enhanced TLA, their own grammar knowledge and communicative ability as well as overall responsibility for shaping the language in the lesson is improved.

*If people are willing to prep [prepare] then definitely it will improve their own confidence.
Participant E (Focus Group 1)*

They lack self-confidence and interest in Gaeilge themselves.

Participant A (Focus Group 3)

...the lack of self-confidence with Gaeilge seems to be a stumbling block.

Participant E (Focus Group 3)

... I think having been through it [a programme of CLIL implementation] I think you'd be less fearful of teaching in front of a colleague.

Participant C (Focus Group 5)

...you're learning and giving it a go so it's a confidence boost...

Participant D (Focus Group 5)

Teachers will become more confident as they have to learn the new language too in order to deliver the lesson, therefore no-one is better/worse than another. It creates a chance for teachers to work together in delivering a lesson so again they are not worried about what other teachers are doing.

Participant A (Reflective Language Diary)

Irish becomes more natural for all ... make other teachers realise it is not as daunting as it seems...If we as teachers become more comfortable then we become more confident to give things a go.

Participant D (Reflective Language Diary)

As participants endeavoured to progress their CLIL efforts, their own language skills came more to the fore.

5.2.2 SUBTHEME TWO: GREATER LANGUAGE CONFIDENCE

The increased use of the Irish language as well as participants becoming more comfortable with their own language skills and the demands of the language itself emerged as they engaged with a CLIL approach in the classroom. A greater confidence in one's own language abilities was clearly evident in reflections. This is a significant benefit in support of a strong rationale for CLIL use that specifically relates to teachers' overall successful classroom practices. Webster and Valeo (2011: 106) propose that 'perceptions of self-efficacy [for the teacher] may be the most accurate predictors of classroom behaviour [and successful language teaching and learning outcomes].'

...we're not using it [Irish] in a formal way....it's more relaxed and enjoyable...it's a shame we don't have more of that...

Participant C (Focus group 4)

'I feel a lot more confident teaching my actual Gaeilge [Irish] lessons completely through Gaeilge [Irish] now as it has given me more confidence to do this. Although my confidence and language skills have improved thanks to implementing the CLIL project, I think I would still be very hesitant to speak Irish in both a formal and informal setting with other adults.'

Participant B (Reflective Language Diary)

Having the opportunity to speak solidly as Gaeilge [in Irish] for an hour has brought back my confidence and ability.

Participant E (Reflective language diary)

An improved sense of confidence is an important aspect to successful identity formation for teachers. A specific lack of self-confidence was identified as a ‘stumbling block’ for teachers, an aspect directly linked to increased language anxiety by Copland et al. (2014). This growth in participant self-efficacy relating to their own language skills at the same time resulted in a reported reduction in language anxieties for participants.

5.2.3 SUBTHEME THREE: REDUCED LANGUAGE ANXIETY

Participants descriptions around anxieties centred on phrases such as ‘more comfortable with...’, ‘more relaxed...’ and ‘...less nervous...’. The qualitative data demonstrates this reduction in overall participant language anxieties. The narratives presented specifically demonstrate a reduction in anxiety related to core sources of anxiety for the second language (L2) teacher, as identified by Merc (2011), including the use of L2, modifying L2 for learner understanding and giving instructions in L2.

Definitely getting more comfortable than where we were at the start. I wouldn't say completely but definitely improved.

Participant A (Focus Group 4)

I am definitely more relaxed as the lessons are going on and I feel I'm using Irish more naturally during the school day a focal here and there even with the teachers.

Participant D (Focus Group 1)

My confidence and skills have improved thanks to CLIL, I'm still a bit hesitant to speak Irish in both formal and informal settings with other adults but it's definitely improving for me...

Participant B (Reflective language diary)

Teaching science through the medium of Irish has certainly improved my language and I find I am less nervous as time goes by.

Participant D (Reflective Language Diary)

The improvements in participants’ overall self-efficacy in relation to language use translated into a variety of positives for the language classroom, as are presented with the final theme of this chapter.

In exploring some of the quantitative data surrounding participants’ own language skills, this improved confidence once again emerged. A comparison of participants’ self-assessed language proficiency against their formally measured actual proficiency level (both utilising the CEFR-based scale for Irish language proficiency) highlights the

significance of confidence in one's language skills as a significant factor in one's self-perceived language ability. The participants of this study had a low or low average willingness to communicate score coupled with a medium to high language anxiety score based on assessed scores while participants were also reluctant to give themselves a high proficiency level when self-assessing on the CEFR proficiency scale. This divergence presented between self-assessed and actual proficiency again demonstrated the findings of Harris' (2007), which highlighted a worsening self-perception of their own language competence by primary teachers in the Republic of Ireland. There is a clear requisite that professional development is needed to not only support implementing CLIL but to also support the development of the language skills of the teacher to ensure they are not only competent but also confident in their language abilities so that successful CLIL classroom implementation can be realised.

While not an aim of this study, it should be highlighted that this study demonstrates that the competency of participants was sufficient for successful implementation of a CLIL programme, even if participants deemed their own skills as less than the B2 proficiency level demanded by the Teaching Council of Ireland. Participants' reported successful implementation of the CLIL scheme of work while there was also evidence of a reduced demand for language supports as participants interacting with CLIL processes as the intervention period progressed. Undoubtedly, participant language confidence and competence increased in line with a marked decrease regarding supports and resources needed by participants. This was particularly evident in participants' diminished need for scripted materials to support CLIL lesson implementation. The initial two of the five blocks of the CLIL classroom programme were fully scripted for participants as a support. Prior to providing the fourth and fifth blocks, participants were asked to reflect on whether they required further scripts or not. Three of the five participants felt they no longer needed fully scripted lesson and only opted for supports around asking questions and general classroom management language. Upon reflection the two participants who wanted further scripted lessons were determined to use the scripts only as a 'crutch' as they settled back into the routine after an extended school holiday break.

*Although I am confident enough to teach without a script, a 'crutch' is always beneficial...'
Participant A (Questionnaire on the continued need for scripted lesson plans)*

*'I feel after the Christmas break I was out of practice and feel scripts would be of benefit as I had nearly forgotten how to formulate one [lesson] ...'
Participant E (Questionnaire on the continued need for scripted lesson plans)*

This overall improvement in language self-efficacy for participants emerged from an improvement in language skills as a direct result of the language learning opportunities emergent from CLIL implementation as well as the encouragement of participants to a more reflective language learning space where their language journey and language needs were explored.

5.2.4 SUBTHEME FOUR: PERCEPTIONS ON IMPROVING LANGUAGE SKILLS

Both quantitative and qualitative data highlight improved perceptions of participants' own language skills as they progressed through the intervention period. Quantitative data demonstrated a hesitation with certain language aspects including unfamiliarity with vocabulary and uncertainty around pronunciation which were established as the main sources of anxiety for participants within this strand. Unfamiliar vocabulary will be a feature of any Irish-language CLIL programme where the English-medium teacher may not necessarily have the subject-specific language register of the target content. This is a notable consideration for language support needs for teachers where CLIL approaches are being introduced.

Yes, it definitely can improve your own language simply because you are using more Irish.
Participant B (Focus group 1)

... finding I'm learning new verbs; I've heard them before yonks ago, but they've come back to me again now that I'm hearing them and using them again.
Participant D (Focus group 2)

We [teachers] are exposed to different language so that's the key [to improving our language].
Participant A (Focus group 4)

The vocabulary as well that you're picking up from each lesson I'd say I've learned hundreds.
Participant C (Focus group 5)

Specific language skills that emerged as improved, according to participants' perspectives, included an improved language knowledge in areas including grammar and syntax while participants' perspectives on the wider range of language skills also presented within this subtheme.

*My sentence structure is improving also due to consistently using repetitive phrases.
... Grammar, I know that grammar is my weakest area.*
Participant A (Reflective language diary)

Certainly, it has broadened my language vocabulary in an area/subject that I did not expect

...Grammar is something that I have always struggled with and tried to avoid...

Participant B (Reflective language diary)

I would like to improve my grammar most of all as I find vocabulary easier to grasp whereas I am always questioning my grammar.

Participant D (Reflective language diary)

I also feel that it [using CLIL approaches] has given me a comprehensive grammar revision. Definitely where urús are used and why.

Participant E (Reflective language diary)

The final focus group specifically provided a space for participants to rank their perceptions of improvements in language skills. Improvements were ranked from one to four and included:

1. Oral skills
2. Reading
3. Writing
4. Grammar.

Of note is the omission of aural skills. Participants did not reflect on or provide a ranking for their aural skills and associated improvements following the CLIL-based intervention period. While participants were directly challenged to identify the improvements, if any, of their language skills as the intervention period evolved, the structures used for this direct monitoring also encouraged greater self-reflection within participants that was evident from the qualitative data that emerged.

5.2.5 SUBTHEME FIVE: ENCOURAGEMENT OF REFLECTION ON LANGUAGE SKILLS

Participant reflections on the development of their own language skills provided a beneficial narrative of evolving skills as participants endeavoured with CLIL implementation. These reflective practices, as seen in the narrative presented here, demonstrate, as described by Nagamine et al. (2018), what happens when the space for teachers to critically analyse their beliefs and practices is provided. These reflections, as Horgan and Gardiner-Hyland (2019) suggest, provided room for participants' personal epistemologies to evolve both in terms of their own language skills as well as that of their classroom practices. They also highlight the limitations of declarative knowledge in particular when reflecting on their language and associated improvements experienced during the intervention period.

Researcher reflective diaries comment on participant complementary reviews of the CLIL-based intervention on their knowledge of ‘sentence structure’ and ‘grammar’ but also describe it as a ‘long road’ with numerous and persistent difficulties in mastering these aspects of the language. Qualitative responses from participants highlight some positive influences on the knowledge of syntax in particular. More so participant unfamiliarity with these language features is highlighted along with an inability or aversion of participants to comment on these features without researcher explanation of these terms during focus group sessions. Within reflective language diaries, these specific language terms do not feature with participants instead using the more generalised terms of ‘sentence structure’ and ‘grammar’ to convey a general but superficial reflection of the influence of a CLIL-based approach on their knowledge and awareness of these features.

Possibly your grammar because you're speaking more of it, you're more in tune with your grammar. It [grammar] requires a lot of work. It's all over the lesson plans but it's so hard to pick up consistently. I'm definitely speaking more now than ever and really trying to use all Irish to teach it [CLIL lessons].

Participant A (Focus group 5)

Probably the oral I'd be a bit more confident in that I suppose the grammar is to the bottom of the pile the grammar I have to cross check and double check it's not coming natural but definitely the oral and then reading and writing.

Participant B (Focus group 5)

Yeah, definitely oral and then reading, writing and grammar. I'd agree.... it's [CLIL approach] definitely improved my own speaking...

Participant D (Focus group 5)

At the same time, they were encouraged by their language encounters and had sought to address deficits in their language needs as the CLIL scheme of work progressed.

I find myself looking for phrases and vocabulary that are lesson common now because it's different when teaching eolaíocht now...I sit down that morning and write it down in my own way.

Participant E (Focus group 2)

My grammar is slowly but surely improving. It's a long road ahead with it [developing grammar awareness] ...

Participant C (Reflective language diary)

As demonstrated previously, confidence played a central role when reflecting on current language strengths and needs.

I have become more confident speaking Irish...improvements will come if I persist to speak the language...

Participant A (reflection on TEG-based proficiency examinations)

Confidence around the language has definitely improved...I am less conscious of making small mistakes when I speak Irish...

Participant C (reflection on TEG-based proficiency examinations)

As a concept, language proficiency and its development require significant time and input, both factors limited by the initial research design and then the early closure of schools due to the COVID-19 global pandemic which resulted in further reduction in the timescale of the study. Participant confidence is evident throughout reflections on perceived improvements. This not only contributes to improved TLA for participants but also an increase in confidence (and self-efficacy), foundations of language learning as identified in exploring language confidence development. This confidence is most clearly evident in the exploration of competence in oral skills where the comparison of participant CEFR-based self-ratings as well as positive feedback from participants in terms of both willingness and interest in participating in a formal TEG-based oral exam. This corroborates with a self-perceived improvement in participant oral proficiency above all other skill areas. While this was based on reflection and perception of participants primarily, it nevertheless again highlights an improvement in overall participant language self-efficacy and presents a valid and reliable account of participant language competence development emerging from the CLIL-based intervention period.

5.2.6 SUBTHEME SIX: THE CHALLENGES OF ENHANCED TEACHER LANGUAGE AWARENESS FOR SELF-EFFICACY

Before finally concluding this theme on language self-efficacy, an outlier in the quantitative data collected as part of the intervention process is worthy of note. The significance of the challenges of increased TLA in relation to participant language self-efficacy is highlighted within the quantitative results of both the TLCS and WTCS self-rated scores (outlined in Appendix P) of one participant in particular. This participant experienced a drop in their quantitative confidence and competence assessments from pre-intervention to post-intervention. Upon further reflection by participant C, the outlier results of their TLCS and WTCS scores emanate from an increase in their

language awareness and specifically their increased awareness of their own language skills as well as their language needs.

'I was disappointed in my original TEG score and it's made me very aware of where I am with my Irish...I find myself using much more Gaeilge neamhfhoirmiúil (informal Irish) throughout the day too, as confidence has gone up...It is still very much a work in progress but I feel I have improved in the grammar and written aspects. Although it has and will be slow, it is moving in the right direction.'

Participant C (Reflective Language Diary)

While there are undoubtedly significant advantages to improved TLA explored both in the literature review and presented within the findings of this and subsequent themes, the negative consequences of this improved awareness of language in terms of deficiencies is demonstrated here.

This finding is reflective of research conducted by Rodrigues (2015, cited in Barcelos et al., 2021). Within this study, the reciprocal interaction of participants' emotions and beliefs resulted in those with an initial higher language proficiency feeling pressurised to developing a higher language mastery as the project progressed. Equally, participants felt frustrated and demoralised because of their perceptions of not learning and progressing in the target language quick enough.

While there are undoubtedly significant advantages to improved TLA explored both in the literature review and presented within the findings of this and subsequent themes, the negative consequences of this improved awareness of language in terms of deficiencies is demonstrated here. These reflections on the participant's self-rated scores pre- and post-intervention are indicative of the findings of Li (2017) who suggests that when teachers knowingly fail to or are unable to capitalise on the target language, this can lead to low self-esteem as an L2 teacher and high L2 anxiety levels. This is a previously identified risk of improved TLA processes and a further challenge to teacher confidence that warrants consideration within the design of future supports for teachers implementing a successful CLIL programme. Although this increased awareness resultant from the implementation of a CLIL approach is a challenge to teacher language confidence, the risks of a failure to fully develop TLA, as identified by Thornbury (1997, cited in Spratt 2017), are greater. These risks include a failure to anticipate learning problems coupled with an inability to plan/pitch lessons,

interpret/adapt materials or deal with errors/field learner queries. Overall the failure to fully develop TLA results in a general failure by the teacher to earn learner confidence.

A CLIL approach provides not only the time, space and ‘purpose’, as described by participant C (Focus group 3) for language competency development for participants but also provides the confidence related to exploring metacognitive awareness for participants, not only in relation to their language competency but also in their language needs including vocabulary, language planning and deficiencies in their language content knowledge. This renewed competency fed into the next theme to be explored, that of legitimacy and the beliefs of participants surrounding their own legitimacy as successful L2 teachers.

5.3 BELIEFS AROUND IMPROVED LEGITIMACY AS A SUCCESSFUL LANGUAGE TEACHER

The second theme to emerge from the data centred around a renewed development of a sense of legitimacy for participants as language teachers. This naturally correlated to the growth in Irish language competency as seen in the first theme. This improved legitimacy can be seen to emanate from the improved language self-efficacy as well as overall language skills, complimentary and interdependent aspects of language teacher identity as described by Choi and Lee (2016). Legitimacy stemmed from several sources centred on an improved language capacity emergent from participants CLIL endeavours. Participants saw themselves as successful language users and facilitators, they became authority sources on the language and this resulted in improvements in their self-practices as will be discussed in the third and final theme, presented next. Legitimacy, as discussed here, centred around three subthemes for participants and included an increased motivation in their own language endeavours as well as a recognition of the acknowledgement of their successes in language teaching and learning from colleagues (brought about by CLIL implementation). This resulted in a raising of legitimacy as successful professional language teachers. The three subthemes presented in this section are presented below.

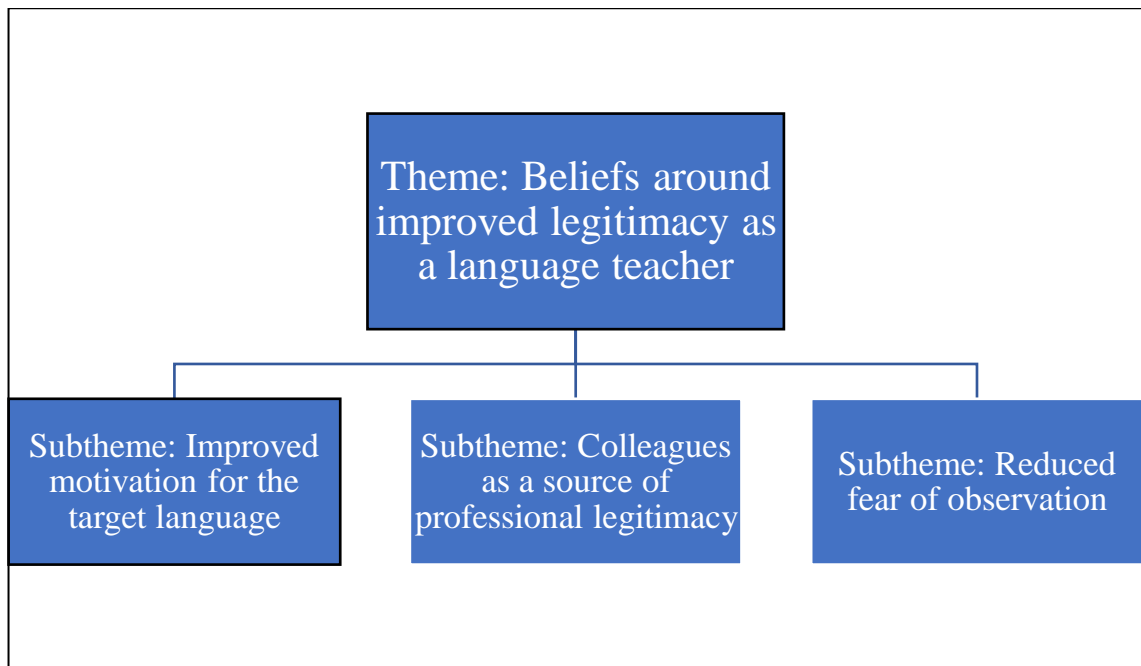


Figure 5.2 Overview of theme two: beliefs and legitimacy

5.3.1 SUBTHEME ONE: IMPROVED MOTIVATION FOR THE TARGET LANGUAGE

With the raising of language self-efficacy through increased confidence and reduced anxieties as well as the positive language skills developments that took place for participants during the course of their CLIL implementation, participants gained an improved motivation as successful language users as well as learners themselves.

I find I'm certainly learning more and like the kids I'm motivated to learn more.
Participant D (Focus group 1)

The general staff consensus to CLIL was neutral and negative in many cases. In a staff meeting today I was asked to talk about and demonstrate CLIL briefly for other teachers. Attitudes definitely began to change when they saw the level of Gaeilge, how it was presented and how engaged even as adults that they were.
Participant A (Focus Group 3)

I'm learning nonstop and my focus is drawn to the grammar and sentence structure.
Participant C (Focus group 3)

...it's made me want to improve my own Irish and want to do a bit more with it...
Participant C (Focus Group 4)

...using it in more context and a major increase in vocabulary for me I think I'm watching TG4 more and I do now watch a small bit once or twice a week and I'm getting keener and having more understanding of what's being said now.
Participant C (Focus Group 5)

for now, my learning continues with my teaching. I'm learning with the children!
Participant B (Reflective language diary)

*...I would love the opportunity to speak it more...this would help improve my standard...
Participant D (reflection on TEG-based proficiency examinations)*

This motivation provided an improvement in participants' attitudes to the Irish language as they experienced success in their own interactions with the language. In parallel to this was an improved awareness of their language abilities and needs and, similar to the first subtheme, a greater sense of comfort in acknowledging these needs as well as being able to work towards resolving them. These improvements contribute to a bolstering of teacher language use overall.

This positive impact on participant attitude to the Irish language is a significant development that heightened participant Irish language motivation as well as their Irish language confidence. These factors support language teacher emotional identity formation and subsequently further successful language teacher identity formation, as featured in the adapted framework for language teacher identity, outlined in the literature review. Echoes of the previously explored works of Ruohotie-Lyky (2013), Bergil and Saricoban (2017) (Bandura, 1997; Maddux, 1995; and Schwarzer, 1993, cited in Bergil and Saricoban, 2017) are connected to the first subtheme centring on self-efficacy as well as this subtheme with these works suggesting the importance of improved attitudes and self-efficacy of one's own language skills having a positive influence for teachers in relation to their professional standing. This subtheme is reminiscent also of Shulman's work (1986,1987). Undoubtedly, teacher competence improved as a direct result of this legitimisation for participants through improved language skills, language use and the development of successful classroom practices as well as the ability to self-identify and confidently plan for improvement where needed.

In general, unlike participant language confidence, language competence, as presented in the first subtheme, emerged more subtly overall throughout the study and while its associated growth and development is specifically mentioned by participants within participant reflective language diaries, maintained at various intervals throughout the intervention period, the phenomenon of competence was a complicated issue for participants to breakdown into composite elements. Discussions around competence, including attempts to identify the development of specific language skills required the researcher to give examples and elaborations to support teacher reflection. This, as already discussed in the first theme, not only highlights the lack of specific language

content knowledge (declarative knowledge) as well as TLA in relation to one's own competence within primary teachers at present but also confirmed the absence of and associated need for a dedicated reflective language tool or professional language portfolio for practising teachers, similar to that of the ELP⁵⁰ or EPSOTL⁵¹, outlined in the literature review. The introduction of such a reflective portfolio would provide teachers with a platform to plan and take ownership of their language professional development needs through the setting of self-prescribed evidence-based targets. This reflective portfolio would further enable teachers to track their progress across language skills (through this alignment with the CEFR). Keeping such a portfolio would enable CLIL teachers to set targets across skills aligned with the CEFR. Monitoring of teacher language progression is then achievable from observations/recording of practice as well as through peer feedback, as they implement CLIL practices in their classrooms. The improved target setting opportunities that emerge from such a portfolio provide a platform for successful monitoring of progress involving not only use of the Irish language in the classroom from a confidence stance but also a competence base with increased accuracy for the teacher in both their use of the language and their teaching of it. The usefulness of such tools is confirmed by the work of Machide (2016) and Miller et al. (2017) who argue for the need for these reflective tools given L2 teachers' need for a persistent critical engagement with the work of self-formation as lifelong language learners. Lampert (2009) argues that without such reflective opportunities teachers cannot successfully develop adaptive knowledge, central to TLA and the ability to adapt one's teaching processes to the specific needs of the audience.

5.3.2 SUBTHEME TWO: COLLEAGUES AS A SOURCE OF PROFESSIONAL LEGITIMACY

An important source of professional legitimacy, identified not only within the adapted framework of L2 teacher identity but also emergent from the narrative discourse of

⁵⁰ *The European Language Portfolio (ELP) was developed alongside the Common European Framework of Reference for Languages (CEFR). It is a personal document in which learners can record their language learning achievements and intercultural experiences, and set learning targets related to the CEFR competence descriptors.*

⁵¹ *The European Portfolio for Student Teachers of Languages (EPOSTL) is a document intended for students undergoing their initial teacher education which encourages them to reflect on the didactic knowledge and skills necessary to teach languages, helps them to assess their own didactic competences and enables them to monitor their progress and to record their experiences of teaching during the course of their teacher education.*

participants was that of colleagues and their affirmation of the practices undertaken by participants in CLIL implementation.

I'm definitely less fearful of teaching and interacting with a colleague through Irish...

Participant A (Focus group 5)

They [colleagues] were intrigued certainly there was an interest generated in doing it and what the children were capable of so that built up my confidence again certainly.

Participant B (Focus Group 5)

... I was in the middle of it and the SET walked into it, she'd listen for a while and they couldn't get over what the children were learning as well...it really helped me...

Participant D (Focus Group 5)

I think they [colleagues] were in awe of it [a CLIL approach] alright...

Participant E (Focus Group 5)

Self-reflections of participants on sharing CLIL practice and opening their classrooms to colleagues provided them with a 'new sense of professional agency and legitimacy' as successful L2 teachers (Wernicke, 2018: 4). The positive benefits to participants' CLIL efforts and overall professional standing that emerged from colleagues 'awe' of the programme in progress resulted in an improvement in participants' language self-efficacy and, anecdotally, improvement in participant confidence in their language teaching abilities also. This aspect echoes a type of peer reflection described by Johnson (2000) and Müller-Hartmann (2006) that further supported participants' sense of professional agency and legitimacy. In the case of this study the agency and legitimacy as confident and successful language teachers is increased for participants where colleagues are supportive of participant CLIL endeavours. This bolstering of confidence also positively impacted participant anxieties and provided a platform for more open learning experiences where the teacher was comfortable as an authority source within their own identity framework.

5.3.3 SUBTHEME THREE: REDUCED FEAR OF OBSERVATION

The improved legitimacy as successful and competent language users and language teachers that emerged from an improved language self-efficacy, as seen in theme one, as well as the improved motivation and improved overall beliefs in one's abilities as a language user and teacher provided a bolstering of participants' overall beliefs in their professional abilities. As a result, the narrative from participants demonstrates a clearer openness to an observation and somewhat sharing of practice where the legitimacy of

the participants' own practices have been elevated through the successful application of CLIL approaches.

Some of the content if I had [Department of Education Inspector] walking in there [into the classroom] I'm ok with the content now...but other stuff if I hadn't the content... to be observed I'm not sure...

Participant E (Focus Group 4)

...my principal walked in one day and I was teaching and I was still very nervous at that stage but your less conscious of it because she didn't have any of that scientific language anyway so like even if I did get it wrong, she couldn't say your wrong and so you do get more confident to get working on your vocab etc.

Participant A (Focus Group 5)

I was very comfortable to keep using Irish even when my principal walked in in the middle of a lesson...

Participant B (Focus group 5)

I am more confident in my own oral language ability [I'm] realising I'm not the only primary school teacher who feels they need to brush up and are worried about speaking as Gaeilge (in Irish) in front of my peers ...

Participant E (reflection on TEG-based proficiency examinations)

Participants were more confident but also more comfortable in demonstrating their Irish language usage in the classroom as well as informally and formally with colleagues following successes in the CLIL space. This new openness is evident within the quantitative data sources, presented in Appendix P and, in particular, the comparison of growth of participants' TLCS scores. Experiences of using the Irish language are enhanced for participants given the contextualised forms provided by the use of the CLIL approach. Language input is teacher-directed during lessons but also features indirectly when used as a communicative tool by both participants and pupils alike. While language accessibility may seem a novel and insignificant aspect of developing teacher language confidence, Baker (2016) and Martin (2014) suggest that actual language proficiency is not as important to confidence in language use as self-perception of proficiency in examining teacher language confidence. The mere increased accessibility of the language is a significant factor to participant confidence as a result.

The positive influence of a CLIL approach to participants' self-efficacy and legitimacy served to improve their interactions with and use of the Irish language. This confirmed the suitability of employing a CLIL approach to act as a vehicle for improved learner experiences within the target language as a result.

My confidence is also building as I see the children retaining the information which makes me more confident that they are benefitting from my teaching....
Participant B (Reflective Language Diary)

The final theme emergent from this narrative exploration of participants' CLIL journeys is that of their beliefs centring on their classroom practices overall and the improvements that have emerged from embedding CLIL approaches.

5.4 BELIEFS AROUND IMPROVED CLASSROOM PRACTICES AS A SUCCESSFUL LANGUAGE TEACHER

This final theme is that of a strong belief demonstrated by participants relating to an improvement in their classroom practices as a result of the CLIL journeys undertaken and the spotlight that was shone on their approaches to language teaching and learning as a result.

An initial factor to the beliefs around improved classroom practices is linked to the approaches to introducing CLIL to participants in the intervention phase of the project where participants explored new practices in a supportive collegial atmosphere within the teacher learning community model of professional development provided. The experimental nature of the implementation of a CLIL approach used within the intervention period of this study was described by participants as giving teachers the scope to identify language needs with pupils as they emerge. This experimental nature provided structure but also reassurance for teachers to take risks in developing their skillset initially.

...we're not using it [Irish] in a formal way....it's more relaxed and enjoyable...it's a shame we don't have more of that...

Participant C (Focus group 4)

...having a context [within CLIL] was very good....you could really jump in and use the language and you were focused in on that language and using it to get a point across...''

Participant B (Focus group 5)

...using it [Irish] more in context was a major advantage for my vocabulary and everything...even in other subjects

Participant C (Focus group 5)

It [CLIL] creates a real chance for teachers to work together through Irish...

Participant A (Reflective language diary)

My confidence and skills have improved thanks to CLIL, I'm still a bit hesitant to speak Irish in both formal and informal settings with other adults but it's definitely improving for me...

Participant B (Reflective language diary)

I find myself using much more informal Irish throughout the day, and I'm more confident with it...

Participant C (Reflective language diary)

Supported by the exploratory nature of the research design, the narrative of the qualitative data suggests several positive benefits to participant language in terms of own language skills development as well as teacher and learning approaches as a result of a CLIL approach in the classroom. These combine to create a positive progression of a variety of aspects of teacher language awareness aspects for participants that directly supported a successful teaching and learning approach in support of the Irish language.

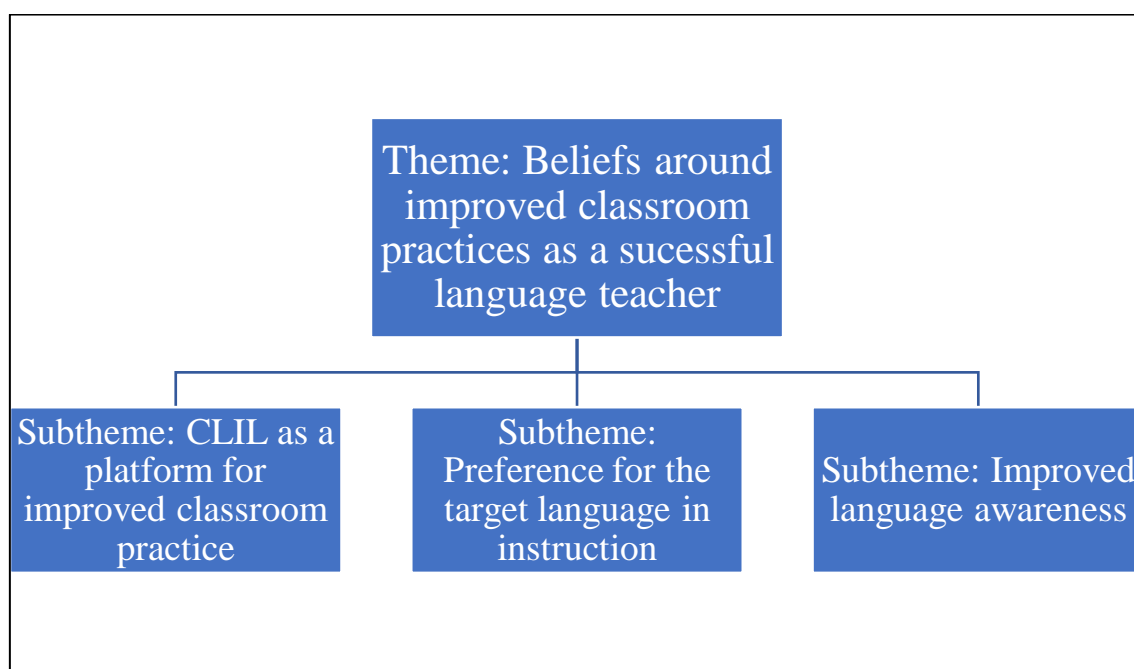


Figure 5.3 Overview of theme three: beliefs and classroom practices

5.4.1 SUBTHEME ONE: CLIL AS A PLATFORM FOR IMPROVED CLASSROOM PRACTICE

CLIL was identified by participants as a clear and beneficial platform for improving their overall classroom practices in relation to language teaching and learning.

I'm thinking about potential questions/answers in Irish and having to think also about the science element of the lesson. Completely different from 'tóg amach Béal Beo agus oscail leathanach...it is ideal for differentiation plus every child can experience success which is important

Participant A (Focus group 3)

It's perfect integration, a lot of teachers find Irish and Science difficult to teach as they're not confident in their own abilities, now they are planning one well-structured lesson a week rather than two.

Participant B (Focus group 3)

It would [using CLIL across more subject areas] and I think it would definitely give you more confidence also.

Participant D (Focus Group 5)

CLIL is definitely building my confidence in terms of my own awareness of how I explain things to the children in Irish. For example when they don't understand the first time, instead of just saying it in English, repeating it in a different way in Irish.

Participant C (Reflective Language Diary)

Yes definitelyI am not phased learning new scientific terminology any more ...it has certainly motivated me to think outside the box in all my teaching

Participant E (Reflective Language Diary)

...a genuine opportunity for two-way communication was provided. This is very encouraging for any teacher who has been used to teaching Irish in the traditional, very much teacher-led style...I actually find myself using much more Gaeilge neamhfoirmiúil [informal Irish] throughout the day...

Participant E (Reflective language diary)

The narrative contained within the qualitative data details how CLIL successfully and supportively challenges participants to develop their classroom approaches in a manner that was encouraging of their own growth as language users and teachers. Participant highlights of the CLIL programme included again the bolstering of language confidence for the teacher through making target language use a more enjoyable experience while also giving a context and a meaning or purpose not only for the teacher as well as between teachers but also for pupils.

...having a context [within CLIL] was very good....you could really jump in and use the language and you were focused in on that language and using it to get a point across...''

Participant B (Focus group 5)

...using it [Irish] more in context was a major advantage for my vocabulary and everything...even in other subjects

Participant C (Focus group 5)

...it [CLIL] provides a genuine opportunity for two-way communication....it's much more interesting to be talking to people for a purpose now...

Participant C (Reflective language diary)

Not having Irish as a standalone "different" language linking with English makes it a real living language.

Participant E (Reflective Language Diary)

This provision of meaningful communicative opportunities supported not only successful pupil language development but also resulted in a more challenging but overall gratifying environment for participants' own language to develop.

I find I'm certainly learning more and like the kids I'm motivated to learn more.
Participant D (Focus Group 1)

I see it's [CLIL] I'm having a go at it.'
Participant C (Focus Group 2)

I see its I'm having a go at it. I'm at it with the kids and I'm not as worried about having it right or wrong I'm having a go at it and if I'm not up to something I'm just oh lads leave it with me and I'll come back. It's not as formal with the Irish so it's a good change in that way.
Participant E (Focus Group 2)

I felt the chance to get to use Irish with the class when they're so interested in the content is the best confidence boost...
Participant A (Reflective language diary)

It's [CLIL] really great to just give more of a chance to do more Irish and with a captive audience that's interested! Evidently my class are benefitting from my give it go attitude too.'
Participant D (Reflective Language Diary)

'See the children actively engaged and motivated to learn I was energised by their excitement and motivation.'
Participant D (Reflective Language Diary)

'Give it a go" attitude'
Participant E (Reflective Language Diary)

As participants continued on their journeys in CLIL, motivation, as discussed in the previous theme, as well as overall attitude to the Irish language as a real communicative experience for teacher and pupil emerged. This resulted in greater use of the Irish language as the target CLIL language and again supported an improved overall language self-efficacy and legitimacy for participants as they experienced real communicative successes in their own language skills as well as language teaching and learning approaches.

5.4.2 SUBTHEME TWO: PREFERENCE FOR THE TARGET LANGUAGE DURING INSTRUCTION

This is to the extent that participants were more willing to use the target language in a wider range of contexts including using it in other subject areas as well as informally throughout the school day.

I would never have dared introduce such 'difficult' vocab(ulary) before and it has extended my vocab as well
Participant E (Focus group 3)

I suppose apart from the classroom and in a general observation I suppose using it [Irish language] in more context

Participant C (Focus group 5)

I actually find myself using much more Gaeilge neamhfhoirmiúil [informal Irish] throughout the day too, as confidence has gone up.

Participant B (Reflective Language Diary)

I find myself using much more informal Irish throughout the day, and I'm more confident with it...

Participant C (Reflective language diary)

This improvement is not only a success factor for perceived competence for participants but also directly links to the theme of language confidence with Cameron (2013, cited in Laheurta, 2014) and McCrosky (1986) identifying self-perceived communicative competence as one of six factors that significantly influence willingness to initiate communication for teachers. This significance is further magnified given the centrality of teacher willingness to initiate communication, identified by Aiello et al. (2015), Ghanbarpour et al. (2016), MacIntyre et al. (1998) and Zarrinabidi (2014). The teacher's role in modelling appropriate motivation for and use of the target language is central to enabling successful willingness to initiate communication for the pupil.

This greater affinity for participants to use the Irish language can also be associated with their emotive and resultant affective associations with the Irish language. Participant reflections on the influence of a CLIL approach demonstrated an improved and particularly positive experience of the language throughout the CLIL intervention period that results in an equally positive emotional and resultant affective interaction with the Irish language for participants. This improved emotional association for participants, again demonstrating the links with the previous theme of language confidence, resulted in an increased affinity for target language use in general.

The opportunities associated with improved emotive and affective language interactions emerging from the use of a CLIL-based approach in the classroom directly impact on successful teacher identity formation for participants, according to Zembylas and Michalinos (2003). These improvements in participant relationships with the target language invariably positively impact participants encounter with and use of the target language which in turn positively influences their overall teaching strategies and methodologies.

Participants' improved usage of informal and incidental Irish throughout the school day as a factor is directly linked to the previous theme of increased language self-efficacy of participants in relation to their language skills development as a result of the CLIL intervention period.

5.4.3 SUBTHEME THREE: IMPROVED LANGUAGE AWARENESS

From a specific language learning lens, participants were positively disposed to the influence of using a CLIL approach on their overall successes as teachers creating meaningful language learning experiences for pupils in their classrooms. This awareness was twofold and complimentary in nature. The first aspect involved an improved awareness of pupils language needs and capabilities:

It's definitely made me realise that the children are far more capable than I had given them credit for as Gaeilge [in Irish]! I would never have dared introduce such 'difficult' vocab(ulary) before

Participant E (Focus group 3)

This was suitably coupled with an improved awareness of what constituted a successful teaching approach to meet specific pupil language learning needs:

I feel a lot more confident teaching my actual Gaeilge lessons completely through Gaeilge now as it has given me more confidence to do this. I believed the children wouldn't understand me or get lost if I taught completely through Irish...

Participant B (Reflective Language Diary)

CLIL is definitely building my confidence in terms of my own awareness of how I explain things to the children in Irish. For example when they don't understand the first time, instead of just saying it in English, repeating it in a different way in Irish.

Participant C (Reflective Language Diary)

This successful development of such complimentary classroom language awareness was directly linked to participants' embedding of CLIL and the resultant improvements to participants language self-efficacy as well as their legitimacy as successful language teachers. This is echoed by the study of Darmody and Daly (2015) which showed that greater language competency in teachers in Irish-medium schools (where arguably teacher language self-efficacy and legitimacy would be high) equates to the employment of more active learning methodologies and a more positive learner experience overall in the classroom.

5.5 DISCUSSION

Leuchter et al. (2020) describe how teachers' professional competencies, beliefs about learning and teaching, their pedagogical content knowledge as well as teaching practices are mutually and dynamically entwined and affect pupils' classroom outcomes. This chapter set out to provide a narrative account of participants' experiences as they undertook a journey in CLIL. The embedded questions explored in this chapter were twofold.

- *What is the impact of employing a CLIL-based approach in the primary classroom on teachers' own Irish language proficiency?*
- *What is the impact of employing a CLIL-based approach on teachers' competence in Irish language teaching and learning?*

The exploration of these embedded questions entailed an examination of participants' language self-efficacy and beliefs about themselves as language learners and language teachers. This examination took account of the primary aims of this study, namely, the influence of a CLIL approach on participants' language awareness and subsequent Irish language teaching and learning competence.

The theme of self-efficacy that has emerged during the course of the CLIL intervention period, as described throughout this section, highlights how through an improvement in language self-efficacy teachers are enabled to reflect and improve upon their language skills and language teaching abilities through the provision of a structured and supportive CLIL programme.

This improvement in language self-efficacy together with a progression of beliefs about one's professional identity provided opportunities for participants, as language teachers, that encompassed several aspects of TLA and its importance not only for language teacher confidence but also competence, as described by Lorenzo (2005: 71, cited in Spratt, 2017):

'The[L2] teacher ... should not only update his linguistic knowledge to a standard and recognised level of fluency but should develop a different linguistic sensitivity to be able to adapt the contents to the new language and develop teaching procedures that make it possible for the student to learn.'

The positive affirmation of participants' beliefs around the Irish language that has emerged from the narrative detailed in this chapter is an important result on a number of levels. Lindahl et al. (2013) see teacher beliefs about language not only influencing pedagogical behaviours but also enabling teachers to reflect on their own language use, as seen within the subthemes presented. Participants became more empathetic to their pupils needs, core elements of improved awareness and overall enhanced classroom practice.

The central role of confidence in the advancement and empowerment of participant self-identity as successful language teachers is brought to the fore in this chapter. This improvement also empowers an emotional identity component as shown in participant feedback. This concept of emotional identity is inextricably linked to teacher confidence and successful identity formation, as explored by Song (2016). This importance of emotional identity formation in the creation of a successful language teacher identity is of significant consequence given its interwoven nature and influence across the four central pillars of the proposed teacher language identity framework based on the works of Clarke (2009).

Increased motivation for and access to professional development, centring on an improvement in language proficiency, is an important aspect identified by Burri et al. (2017) that emerged for participants through an increased confidence. This removes one of the biggest hurdles in professional development for language teachers, a lack of confidence in teacher language competence, as identified by Baker (2016) and Choi and Lee (2016).

In detailed confidence and competence subthemes emergent from the data, a vulnerability to an individual's professional capacity as a teacher exists in relation to negative inputs to their professional competency emanating from their overall language skills (in terms of perceived and actual competence). This intertwined nature is further encompassed with teachers' emotional identity formation including self-efficacy and motivation in terms of their language skills, as identified by Bergil and Saricoban (2017). This intertwined nature is best described by Tsui (2003, cited in Andres, 2013: 84) who sees the co-dependence of language confidence and language competence as an overlap in 'beliefs and knowledge' for the teacher.

As the quantitative data sets (Appendix P) demonstrated, while the CLIL-based intervention has resulted in limited discernible improvement in actual participant language skills that are necessarily measurable via the TEG-based assessment tool (i.e., aural, reading or writing and using language skills), there are several competency areas that have been developed for participants that are advantageous to the language teacher overall. Throughout the intervention period where a CLIL approach was employed, participants were enabled to (as similarly explored within the theme of language confidence) have a broader experiential use of their language skills and language teaching skills. The CLIL programme provided an opportunity for tailored supports for both language content knowledge as well as pedagogical content knowledge. The provision of such a structured and supportive CLIL programme further resulted in an improvement in language competence for teachers through exposure to a wider language register and the opportunity to utilise and be more creative with their language skills in the classroom.

Identified inhibitors to advancing teacher language confidence which warrant further emphasis in the future design of a successful CLIL programme include:

- issues relating to participant hesitation with certain language aspects including unfamiliarity with vocabulary and uncertainty around pronunciation, continuing anxieties centring on fear of evaluation which are significant ‘stumbling blocks’ for participant uptake of CLIL approaches to language teaching and learning
- the need for appropriate time and space for professional development to develop to meet the language needs of participants
- language awareness improvements for teachers embarking on implementation of CLIL also presents a danger of a heightened awareness of their own language skills and, in particular, their language limitations. This is a significant challenge for improving teacher confidence given the discussions of Baker (2016) and Choi and Lee (2016) who describe insufficient language proficiency (self-perceptions in the case of this strand) as being one of the biggest hurdles in interacting with professional development for language teachers.

Several further specific identified inhibitors to advancing teacher language competence which warrant further emphasis in the future design of a successful CLIL programme and include:

- the lack of a reflective tool (such as the ELP/EPOSTL) with which teachers can be provided a reflective platform that enables them to chart their language needs and language learning goals, reflections described by Wenger (1998) as essential to successful teacher identity formation. Biesta et al. (2019) suggest that the lack of opportunities for robust professional discourse, such as is the case at present, limits the opportunities for evolution of beliefs. This in turn limits, as Bailey et al. (2001, cited in Nagamine et al., 2018) suggest, the opportunity to reflect and raise awareness of one's own beliefs and practices as well as future goal setting and overall professional agency for the teacher
- the need to incorporate teacher language development (both from a competence stance but also in terms of language confidence) in the design of professional development for not only the successful development of CLIL by teachers but indeed for the initial uptake of a CLIL approach by teachers to be successful
- teachers limited awareness of language features and associated knowledge specifically in the areas of morphology, syntax, morphosyntactic structures and phonology and phonetics (particularly in relation to unfamiliar vocabulary); areas participants of this study continued to find a challenge in encountering.

Successes within the employment of a CLIL approach to language teaching and learning relate not only to teachers' own overall language competence but also successes for the CLIL classroom and within general language use by teachers also.

Successes within the employment of a CLIL approach to language teaching and learning relate not only to teachers' own overall language confidence but also successes for the CLIL classroom and within general language use by teachers also. These successes include:

- increased use of the target language by teachers both formally and informally given the improved language context, meaning and purpose for teachers

- improved self-efficacy in relation to participants' own language skills and the demands of the target language within a CLIL approach
- the importance of teacher language supports within a dedicated programme of CLIL implementation
- the affirmative influence of colleagues' 'awe' of CLIL implementation in improving participants' language confidence as well as associated collegial affirmation for a CLIL approach to language teaching and learning. This is reminiscent of Pappa et al. (2019), already discussed, who found that CLIL teacher identity is not entirely self-nourishing but rather requires affirmation through collegiality and a support network
- improvement in participant confidence in their language teaching abilities including teacher pedagogical knowledge and content knowledge of the Irish language
- an increased motivation as well as a more positive disposition towards the target language and self-improvements in the target language for participants as successful CLIL implementation skills are developed
- the importance of an exploratory nature in implementing a CLIL programme which provides a joint approach to language learning for both the teacher and pupils making the target language more 'accessible' all the while.

The 'learning-in-practice' opportunities afforded participants resultant from the intervention period enable, according to Schön (1983), progressive opportunities for teacher learning and development. These successes resulted in increased language content competence and included:

- the provision of a wider range of less common vocabulary and an increased awareness of syntax and grammar for teachers
- improvements in oral language competency including a broader and more purposeful use of the language both within the CLIL class and in the wider school setting which also links directly to language confidence for the teacher and their willingness to initiate communication (an important factor given the expectations on the teacher to model appropriate motivation for and use of the target language)

- positive perceptions of the influence of a CLIL-based approach to teachers' own language skills including aural, reading and writing and using language skills
- opportunities for advancement of creativity within the use of the target language including from a planning, integration and differentiation perspective.

The benefits of being able to identify linguistic structures as well as to understand how the language functions across content areas well enough to be able to explain it to pupils is, as Lucas et al. (2008, cited in Lindahl, 2019), a key component of developing teachers' language awareness as well as overall linguistic creativity in a highly responsive and adaptive classroom that supports enhanced learning outcomes.

These collective successes contribute to the teacher's overall self-efficacy, a concept described by Choi and Lee (2016) as central to teacher goals, investment, courses of action, motivation, aspiration, persistence, emotion, elements that more than compliment and provide a counter to the aforementioned challenges presented to language teacher confidence in implementing a CLIL approach to language teaching and learning.

The significance of these emerging findings posits several beneficial uses of a CLIL approach including as a possible method in support of:

- improving existing negative teacher attitudes to the Irish language, as described by NCCA (2008b)
- providing a vehicle for improving teacher motivation towards the teaching and learning of the Irish language
- bolstering teacher self-perceptions of their own Irish language skills, most recently described as negative by NCCA (2008b) and rated poor by 25% of respondents in a survey of teacher ratings of their language competency conducted by Harris (2007).

The proposal of Webster and Valeo (2011: 106) that 'perceptions of self-efficacy may be the most accurate predictors of classroom behaviour' would suggest that given the successes shown in this study of implementing a CLIL approach in improving teacher confidence in their own language skills as well as their language abilities, it would also be a platform for improved language teaching and learning within the classroom.

Leuchter et al. (2020) see beliefs about learning and teaching as core aspects of teachers' overall competencies. The benefits of a CLIL approach to participants' self-efficacy and beliefs are set to provide a bolstering to the Irish language and learner successes. It certainly provides a counter to some of the increasingly challenging teaching and learning conditions presented by the Inspectorate (2018) involving the evaluation of classroom practices within Irish primary classrooms.

These conclusions provide clarity as to the benefits of a CLIL approach for teachers' own language awareness and overall classroom language teaching and learning approaches across the three themes presented here. The narrative presented demonstrates the effectiveness of CLIL. It challenges teachers' own language skills while at the same time, emergent from this challenge, encourages reflection and development of awareness of one's own language abilities as well as one's classroom practices. Having identified the successes of implementing a CLIL approach on participants' language and practices, the next chapter seeks to explore the knowledge base needed in order for teachers to successfully implement a CLIL approach that they might reap the language rewards that ensue.

CHAPTER SIX: TEACHER KNOWLEDGE AND THE ADOPTION OF A CLIL APPROACH

6.1 INTRODUCTION

The previous chapter focused on the development of participants' beliefs in relation to competency both in a personal as well as a professional capacity, and the adoption of CLIL on these concepts. In parallel to this, the crafting of the research design providing contextualised insight into CLIL implementation within the Irish primary school space where Irish is a second language for both teacher and pupil. This insight provided an account of the knowledge base that is needed by teachers to successfully implement CLIL. This knowledge base is linked directly to participants' beliefs, agency and empowerment as successful practitioners in their own right. As Lee et al. (2016) state, beliefs play a central role in conceptual change⁵² for teachers. Beliefs, according to Horgen and Gardiner-Hyland (2019), screen new information and determine what will be incorporated into one's professional knowledge system. They impact how knowledge (and especially new knowledge) is used e.g., knowledge goals, self-assessment, motivation, systematic planning. This in turn supports further identity formation as second language (L2) teachers overall. This chapter presents a similar narrative thread as seen in chapter five, this time giving participant informed perspective into the knowledge based needed by Irish primary teachers as well as an account of how this knowledge based might be suitably introduced to support a change in overall practice to that of a successful CLIL approach for Irish language teaching and learning in English-medium primary schools in Ireland. The embedded questions that were at the centre of this narration included:

- *What CLIL professional knowledge is needed by primary school teachers to support their efforts in implementing CLIL in the English-medium classroom?*

⁵² Hewson (1992, cited in Reitano and Green, 2013) describes three broad interpretations of conceptual change for teachers. These include:

- the extinction of one idea for another
- an exchange of an idea for another
- an extension of an idea.

- *What opportunities are present to support teachers in their efforts to implement CLIL approaches in support of successful language teaching and learning practices?*

The data used to construct this narrative in exploring the first embedded question presented here is a combination of reflection on both personal CLIL conceptual knowledge and growth as well as reflections on ongoing classroom practices where CLIL theory was put into practice. The provision of new knowledge is directly linked to a reforming of successful identity for participants as competent L2 teachers as suggested by one line of thought on the interactions between knowledge and identity, described by Ruohotie-Lyhty (2016). This is echoed by Leuchter et al. (2020) who detail competency as entailing teachers' beliefs and pedagogical content knowledge about learning and teaching, their content knowledge and their instructional skills, significant elements of a teacher's knowledge base and contributing to overall professional identity. This new knowledge supports teachers beliefs and agency development as participants become active and purposeful actors within their own as well as wider education practice growth and development. The successful identification here of the CLIL knowledge base needed by teachers also plays a significant role in the development of appropriate teacher language awareness. The supporting of such knowledge acquisition lends to more linguistically sensitive CLIL teachers who can navigate, as described by Xu and Harfitt (2016), the linguistic and pedagogical needs of the language classroom. The second embedded question then builds on participants' CLIL journeys to provide a contextualised and informed perspective on pathways that might be used to support other teachers within the Irish primary school system as they undertake their own journeys in CLIL for the enhancement of Irish language teaching and learning provision.

6.2 ESSENTIAL KNOWLEDGE IN SUPPORT OF SUCCESSFUL CLIL PEDAGOGY

This theme seeks to identify aspects of successful practice as well as areas of need for the specific context of the Irish primary school classroom today. The core pedagogical principles for CLIL, outlined by Spratt (2017) and previously presented within the literature review, include opportunities for exposure and acquisition of the target

language through scaffolded learning that is interactive, co-operative, dialogic and exploratory with a focus on form and a specific plan for first language (L1) usage. The theme presented here creates a portrait of CLIL in action with participants from this study providing insights into what CLIL practices are beneficial, achievable and successful within the Irish English-medium primary school context. The overall rationale for this theme is the opportunity to construct, within the the Irish language context, what Dalton-Puffer (2018) summarises as, the development of conceptualisations of content-and-language integration within which there is a balanced pedagogy linked to both the target language of the lesson as well as the specific content aims of the overall subject being taught through a CLIL approach. This theme additionally provides an opportunity to visualise the pedagogical skillset needed by the Irish primary school teacher to ensure successful CLIL, with this construct achievable through an exploration of the interactions of teachers (the participants) within this study. Finally, this section presents the benefits of successfully utilising CLIL in the the Irish language context, highlighting advantages not only for teachers' classroom practice but also participants' perceptions of the advantages to pupils emanating from classroom practices and interactions with CLIL.

This theme encompasses four subthemes. The primary subtheme of pupil language motivation is the pinnacle objective of each of the three additional areas that cover language and communication, differentiation and assessment.

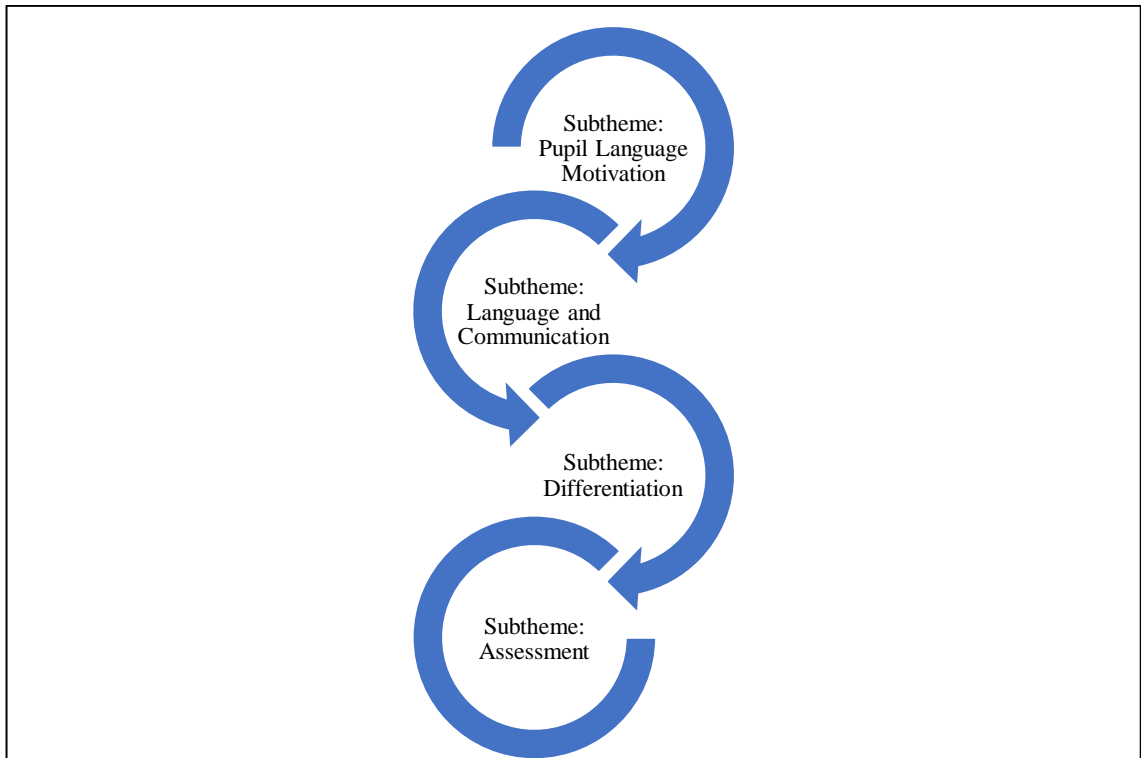


Figure 6.1 Overview of Essential Knowledge Areas

The remainder of this section first provides an account of pupil language motivation is first presented after which the remaining motivation-supportive subthemes are explored through an analysis of the perspectives of the participants in order that a holistic view of the various strategies based on practicing Irish primary school teachers' informed perspectives based on their interactions with CLIL pedagogies throughout the intervention period.

6.2.1 SUBTHEME ONE: PUPIL LANGUAGE MOTIVATION

The centrality of motivation for the pupil is of significant importance to successfully establishing a CLIL classroom. Bourns et al. (2020) considers the many classroom and other attention distractors as significant challenges for the modern day where pupils are not willing to be passive agents in learning. Csizér and Kormos (2009) in exploring the benefit of successful motivation describe the positive affective associations for the learner in relation to the target language. In constructing the phenomenon of motivation

emerging from this study participants were initially asked to consider core teaching and learning approaches within the successful CLIL classroom and to identify the three most fundamental approaches in their practice throughout the intervention period. From responses presented participants prioritise a clear need for effective scaffolding of language coupled with engaging and active pupil-centred tasks.

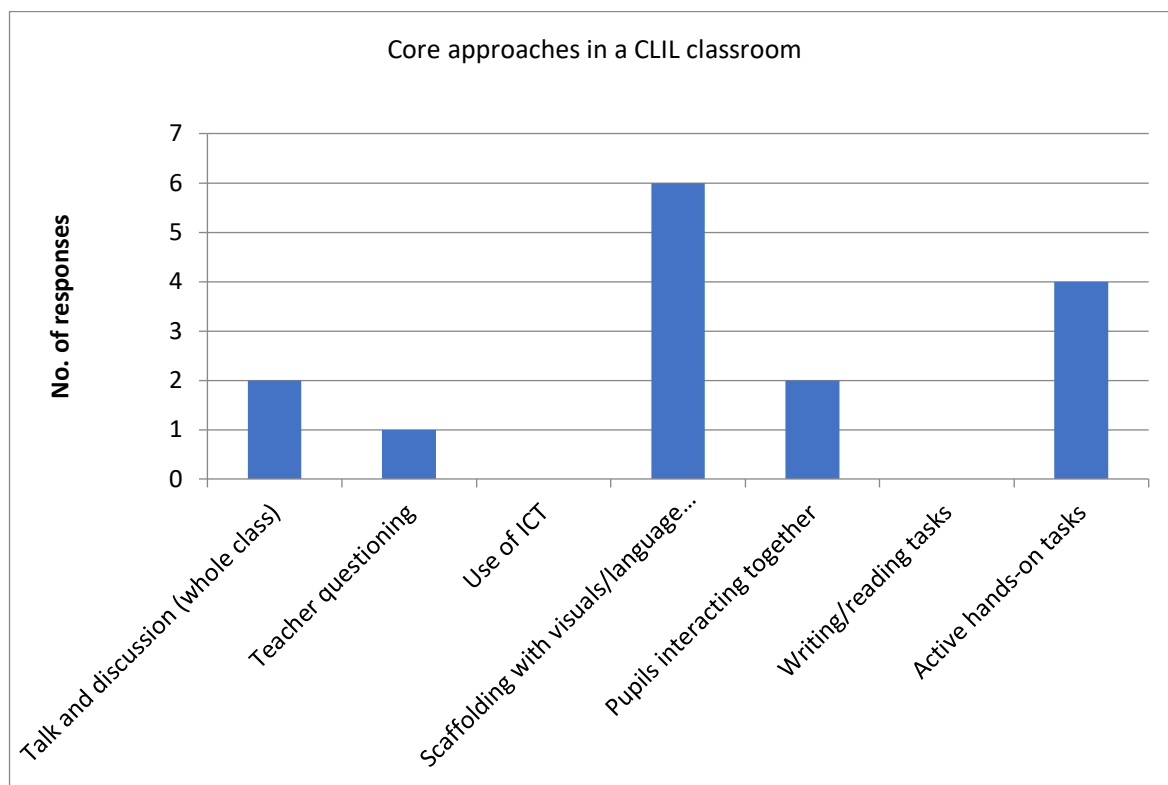


Table 6.1 Participant reflection on core methodologies in a CLIL classroom

The choice of these as core approaches is in line with the principles of Spratt (2017) while the benefits of these to pupil motivation are significant, as identified by Mehisto (2017). These approaches ensure high levels of pupil motivation and perseverance in the classroom. Qualitative data collected via participant focus groups detail not only the need for methodologies to be pupil-centred but also to be motivating to capture pupil interest. Where the centrality of motivation is prioritised, decreased learner dependence on the teacher (and resultant increased learner autonomy) as well as reduced language anxiety for the learner can be achieved. This can result in maximum language learning overall.

The most notable benefits garnered from focus groups held throughout the CLIL intervention period present participants' perspectives which revolve around improvements in pupil enjoyment of the language as well as greater pupil awareness and confidence in using the language for communicative purposes. Participants also found that a CLIL classroom made the language more inclusive and engaging to all pupil ability levels as they endeavoured to use the language to interact for purpose with peers. This improved motivation and resultant improved confidence in using the target language for communicative purposes stems from, according to Mehisto (2012), the improved skills of pupils in general in applying the target language to unfamiliar situations i.e., a transfer of language skills to suit the real communicative context within which pupils find themselves.

The children love it...they are retaining a lot more of it too as a result...

Participant B (Focus Group 1)

The children are really enjoying it.... were interested to know more...

D – Focus Group 1

'They [pupils] see a purpose in using the language outside of an Irish lesson...'

Participant D (Focus Group 3)

There's a chance in it [CLIL lessons] for meaningful communication...they're [pupils] chatting away and using Irish much more than say in September or October...'

Participant E (Focus Group 3)

Where motivation and confidence are positively impacted, this leads to greater overall pupil engagement. Participants described a more meaningful communication experience for pupils. Piccardo et al. (2011) suggest that where new knowledge acquisition was meaningful, the rewards of such success for the learner were highly motivating. This meaningful communication also resulted greater lesson anticipation and engagement by pupils. At the same time, pupil resistance reduced and improvements in opportunities to use the Irish language during lessons through the provision of contextual and varied language learning tasks and content increased.

My class are benefitting by a more give it a go attitude...

Participant D (Focus Group 1)

They [pupils] are learning Irish in a different form...in a fun way...they're active and engaged...

Participant B (Focus Group 4)

...it was a confidence thing, but they got into the swing of it a lot quicker alright...

Participant D (Focus Group Debrief on scheme of work)

Where the target language is encountered in meaningful communicative experiences the establishment of a real context and practicality for the language can be achieved. Participants found pupils demonstrated increased vocabulary retention and were able to link language from discrete Irish lessons to CLIL lessons for use in context. Pupils also proved to have a much more positive disposition to and pride in the Irish language resultant from CLIL practices, a benefit described by Dörnyei (2001) as of significant importance given that the origins of L2 motivation emanate from learner perceptions and attitudes towards the L2. Finally, as an aside, participants reported less resistance from parents in relation to Irish language learning with participants reporting pupils holding exemptions from the study of Irish enthusiastically taking part in CLIL lessons and engaging with their peers at an appropriate level.

...very positive from parents...so many remarked on the fact that children are learning science through Irish...children are going home unfazed by it[Irish language] ...

Participant D (Focus Group 3)

...they were resistant at the start and parents were too but not now, not at all...

Participant E (Focus Group 4)

The common thread throughout each of the responses exploring the benefits of a CLIL approach to language learning for pupils, as per the perceptions of participants in this study, highlights the significance of resultant improved language motivation and in turn pupil interaction with the language as a viable communicative approach, an interconnected relationship confirmed by Boo et al. (2015) and Dörnyei and Al-Hoorie (2017). Where suitably responsive approaches to teaching and learning are implemented, the benefits to the learner are undoubtedly positive in terms of improved language learning success. This benefit was also evident in relation to the content subject (Science in the case of this study). Participant reflections included benefits to their own preparation work, subject integration benefits as well as improved pupil affinity and motivation for the content subject.

Teacher Preparation:

...in my lessons I know now exactly what I want the children to learn...

Participant A (PD session debrief)

...I'm thinking about potential questions and answers in Irish and about how these are linking and coming from the science element of the lesson....it's completely different to the old 'take out your book and open page...

Participant A (Focus group 4)

...im really putting an emphasis on the technical language...it's made me think about how much I've really put an emphasis on the language development in other (English language-based) lessons...

Participant B (Focus group 4)

Subject Integration:

...it's [CLIL] perfect integration...it's easier for them [pupils] and us [teachers] to link and combine the subjects...

Participant B (Focus group 4)

...a lot of teachers find Irish and Science difficult to teach...the integration is really useful....they're not confident in their abilities...now we're planning well-structured lessons using CLIL...

Participant C (Focus group 4)

Pupil Affinity and Motivation:

...they've[pupils] made a real effort with it and Science is not a subject they're looking forward to every week where they probably weren't in the past if I'm honest...

Participant A (Focus group 2)

...mine [pupils] ask every day now are we doing Science...I nearly feel bad when I'm not ready for it now...they're enjoying it as much as PE or art now...it's really refreshing to see...

Participant E (Focus group 2)

...it's [CLIL] a real carrot for them now....they love doing science and trying out the experiments now...they're really trying to use Irish and it makes it all very real....it's made it more hands on for them in every way...

Participant D (Focus group 3)

The remainder of the subthemes presented here explore the various strategies of participants as they implemented CLIL. These provide a platform to further pupil language motivation through effectively structuring language and communication development through appropriately supportive differentiation and assessment techniques.

6.2.2 SUBTHEME TWO: LANGUAGE and COMMUNICATION

The need for successfully strategies in support of pupil language and communication development were clearly established prior to the intervention period. Researcher reflections from the trialling of CLIL lessons prior to the intervention period highlight the particular importance of pupil language motivation in relation to language use and communicating as well as the initial challenges associated with these two areas while initiating a CLIL approach. Within the trials of the CLIL scheme of work carried out by the researcher, pupils were unsure of their own language skills from the outset, were

reluctant to engage and contribute and displayed a general shyness around using their language skills to communicate in such an unfamiliar setting (a CLIL classroom where science was taught through the medium of the Irish language).

...very reluctant to participant ... offer answers...one said at feedback they didn't understand the lesson....were able to summarise main points in English...happy with themselves after that...

Researcher reflection from initial trial of CLIL lessons for intervention period

...a little more chatty this week...looking forward to looking at the eye again next week...they were very interested in the experiments...a few really trying to use the chat frame with their friends...

Researcher reflection from initial trial of CLIL lessons for intervention period

Need to make clear to guys that the first few lessons may be a struggle...need to keep motivated to stay going with the scheme...

Researcher reflection from initial trial of CLIL lessons for intervention period

(Researcher reflective diary 01/05/2019; 08/15/2019; 15/05/2019)

As the trial period progressed, pupils became much more engaged. The importance of motivating approaches was of particular importance during this period. A similar observation was experienced by several participants during the CLIL experiences of the intervention period with participants reporting the need for interesting and attractive lesson content that maintained attention and motivation levels for learners. Participant discussions centred on the importance of effective scaffolding coupled with active learning to ensure that pupil engagement with CLIL lessons was a positive and motivating experience for the learner.

....they [pupils] found it difficult but nevertheless they tried very hard to get into it...the give it a go attitude is lending itself...

Participant A (Focus Group 1)

...they [pupils] are getting used to the structure of the questions etc....they are open to new vocabulary...

Participant C (Focus Group 3)

...the child who was speaking the most didn't even have the most language....he was just the most enthusiastic with the lessons and everything...

Participant E (Focus Group 5)

These reflections highlight participants' identification of several central factors of successful CLIL application; active engagement, pupil language scaffolding and opportunities for a range of pupil-centred and pupil-initiated talk and discussion.

Active learning with a learner-centred focus is central to establishing pupil interest in a CLIL classroom, an environment that can be a challenge for pupils as their language skills and language confidence are pressed. Nikula et al. (2012, cited in Spratt, 2017)

and Smala (2015) emphasise the importance of an approach that espouses mental construction, lower and higher order thinking and a focus on multiple intelligences to capture pupil interests and inspire language use. This is echoed in the reflections of participants who see active learning approaches as central and incentivising to the promotion of successful pupil interaction with content and language in a meaningful and engaging manner.

Practical experiments seem to intrigue them [pupils] a bit more! They're an incentive for the language use.

Participant A (Focus Group 1)

Practical experiments they love you could show one or two, but kids love the practical ones, they really get them [pupils] talking.

Participant C (Focus Group 1)

...they [pupils] all wanted to know what the experiment was and what was going to be going on and the experiment was the carrot at the end of it really.

Participant D (Focus Group Debriefing on scheme of work)

The experiment and the active hands-on and fun of it...really was the carrot for the lessons...

Participant E (Focus Group debriefing on scheme of work)

Working in tandem with active learning approaches which laid the groundwork for retaining pupil attention, scaffolding of pupil language development and language use lent to the promotion of greater pupil confidence in their own language skills which in turn led to increased motivation to use the target language for meaningful communicative purposes. Tedick and Cammarata (2012) maintain successful scaffolding as of fundamental importance to supporting CLIL learners. Scaffolding not only provides for more attainable language for learners initially but also ensures the cognitive demands of the dual content and language learning approach of CLIL are realistic and manageable. Participants reflected on several approaches to scaffolding language including successfully introducing new vocabulary and creating a language environment in the classroom through the appropriate use of resources. Participants were asked to reflect on how best to introduce and support new vocabulary specifically. A variety of flashcard styles were used throughout the intervention period in creating a print rich environment and supporting pupil vocabulary development and reinforcement.

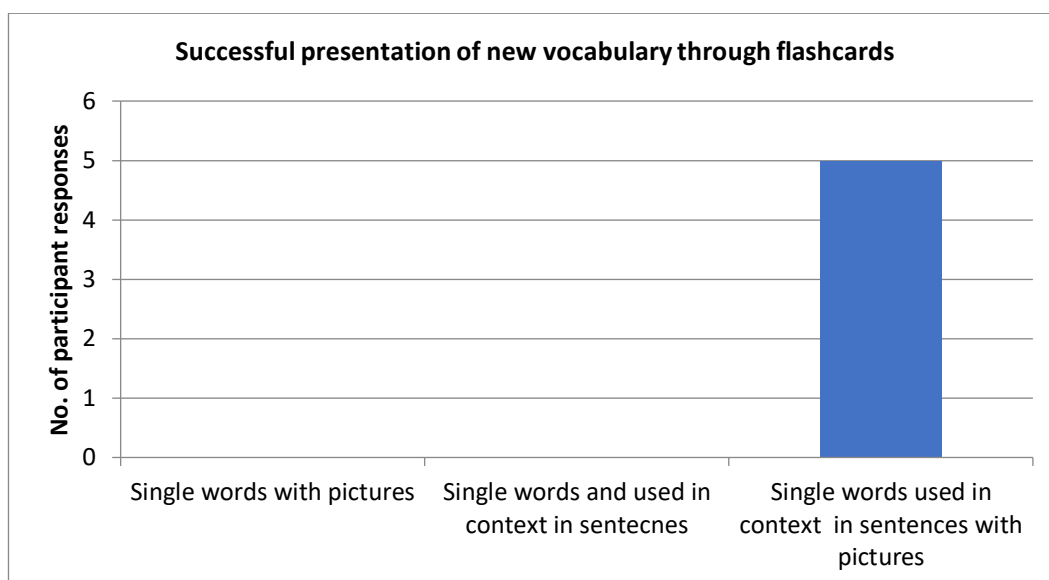


Table 6.2 Participant reflection on the successful use of flashcards for vocabulary introduction and reinforcement

Participant responses show that the most effective flashcard format included the use of supportive visual explanations coupled with the new vocabulary used within sentence exemplars to support pupil use of new vocabulary in context.

I do think having the word, picture and sentence works well having the three but and you can go back over the word to recap individually but I think really initially that they have the three is really important for their learning.

Participant A (Focus Group Debriefing on scheme of work)

Participant E in post-intervention reflections described the use of the contextualised flashcards as an effective ‘crutch’ to support language development as well as for language revision from lesson to lesson through the establishment of a vocabulary rich environment that links to the language and content of the CLIL-based lessons.

I’ve started putting up the posters and flashcards and I put up a new one before the next lesson, so they have the language in the room at all times.

Participant B (Focus Group 1)

Participants further reflected on the value of word walls to ensure targeted vocabulary was predominantly displayed and available in the classroom.

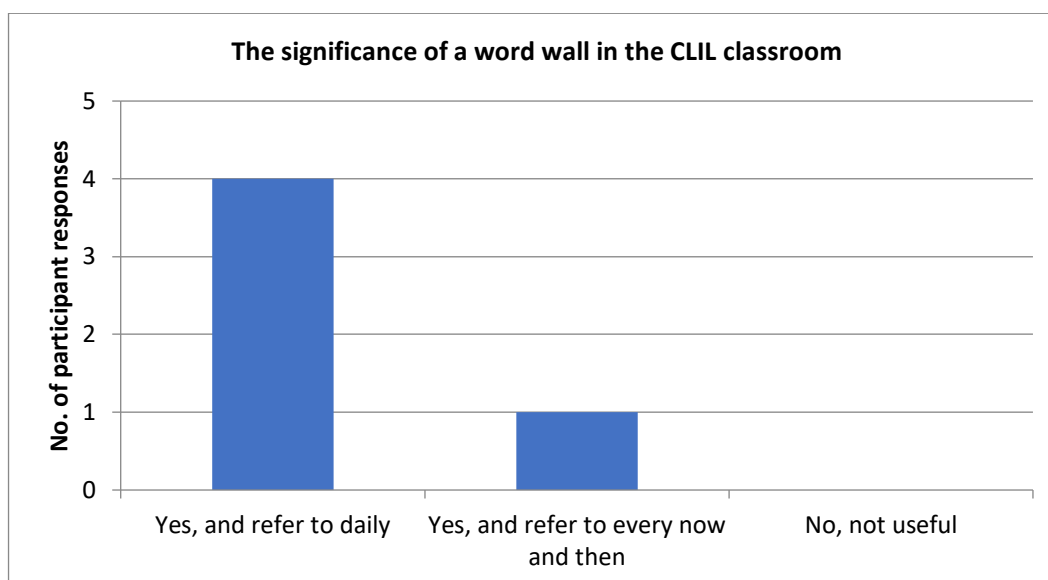


Table 6.3 Participant reflection on the successful use of word walls for vocabulary introduction and reinforcement

Participants maintained word walls and embedded their use into daily practice for the most part to introduce but also to consolidate learning for pupils. The continued use of word walls as a simplistic but effective means of keeping new vocabulary to the fore for pupil engagement as well as ease of referral and lends to a supportive language environment.

... introduce the language, do the experiments and then go back over the language again. So at least then they'd know the language. The repetition was good to focus and build on the language.

Participant A (Focus Group 4)

I'd use that [word wall] a lot as well to help bring on the language you know to go over that to restart the lesson, I'd use it as a crutch ... I'd definitely say having the words on the wall and reusing [them helped the pupils focus on the words]...

Participant E Focus Group (debrief on scheme of work)

...when you had it [vocabulary] on the wall and getting them to go over the language it builds up their own confidence as well so ya.

Participant A Focus Group (debriefing on scheme of work)

The use of appropriately supportive language input resources such as vocabulary in context and word walls provides a contextualised language overall for the learner, a significant challenge for the successful CLIL classroom as identified by Cinganotto (2016) and López-Medina (2016). Finally, additional reflections on language support during the final participant focus group confirm the successes of an incremental nature to language development throughout the scheme of work.

... I like the blocks I have to say because you kind of build from one lesson to the next, but you could do individual lessons as well, but I like the blocks. The building blocks.

Participant A (Focus Group debrief on scheme of work)

There's more of a sense of continuity also you're building on the language.

Participant B (Focus Group debrief on scheme of work)

... the blocks are definitely better...

Participant D (Focus Group debrief on scheme of work)

The importance of a balance of teacher language input and pupil language output also featured as an important language feature in scaffolding and providing language input, a feature highlighted in the research of Tedick and Cammarata (2012). Participants discussed the importance of opportunities for pupil interaction and language practice as opposed to an overly teacher-centred language approach.

You could easily go off and ... all teacher talk ... there is that danger but you have to give them [pupils] the chance ... you could easily fall into teacher talk.

Participant E (Focus Group debriefing on scheme of work)

This leads to the final area of language and communication for improved pupil language motivation, that of peer interaction for the pupil during CLIL-based lessons. Interaction with peers is not only a successful element of learning experiences in contributing to language motivation, as described by Dörnyei and Al-Hoorie (2017) but also enables peer collaboration on language formation through peer engagement and feedback.

There's always opportunities [for pupil talk] ... it [pupil interaction with one another] improved then after as it went on.

Participant A (Focus Group debriefing on scheme of work)

I think if you want the children to speak... you'll get them to speak in pair work anyway...they learn from their peers also though they're more likely to engage if their friends are and if they're in a group they're more likely to ask their peers rather than teacher as well.

Participant B (Focus Group debriefing on scheme of work)

Definitely the visuals make it important for the visual learners and they do really learn from their peers.

Participant C (Focus Group debriefing on scheme of work)

I thought the talk and discussion as a whole class was less intimidating and then they have the listening skills being developed while working with peers...

Participant D (Focus Group debriefing on scheme of work)

The repeated discourse of the importance of pupil-centred approaches in language and communication shows a realisation by participants that pupil language use and meaningful communication are key elements of successful CLIL. Lessons are not merely an exchange of information from teacher to pupil but rather a vehicle for both language and content knowledge development and as such an emphasis on pupil

language use in context is an important factor in lesson creation and delivery. The importance of language and communication leads to the next subtheme, that of differentiation. Successful approaches in differentiation ensure all pupils experience success in the CLIL classroom. This effective language and communication use is contingent on the teacher's ability to ensure all pupils can access the learning experiences in a meaningful way.

6.2.3 SUBTHEME THREE: DIFFERENTIATION

The increased cognitive demands of the CLIL classroom, while beneficial to pupils, can also be a significant hurdle for not only the learner as they absorb new knowledge but also for the teacher as they attempt to shape their teaching and learning to meet various pupil needs. Differentiation in CLIL requires a focus on particular elements of the lesson to ensure appropriate pitch and pace of both the language and content are maintained.

... the content [both language and subject] in your lessons [needs to be] at their level. Otherwise, it's false.... they're [pupils]engaged as a result of age-appropriate content....and not associating Irish with boring baby stuff.

Participant A (Focus Group 1)

Participant reflections demonstrate a clear understanding of the need to arrange tasks so as to allow increased cognitive challenges in a structured manner while not providing activities that are below the ability or out of reach of the learner. This ensures a comfortable but challenging atmosphere where pupils can experience real success through a developmental approach to tasks for both content and language learning. This developmental approach is achievable through a structuring of hierarchy of task types that range from low to high cognitive demand. Participants were asked to reflect on the significance of such an approach in suitably structuring CLIL-based activities.

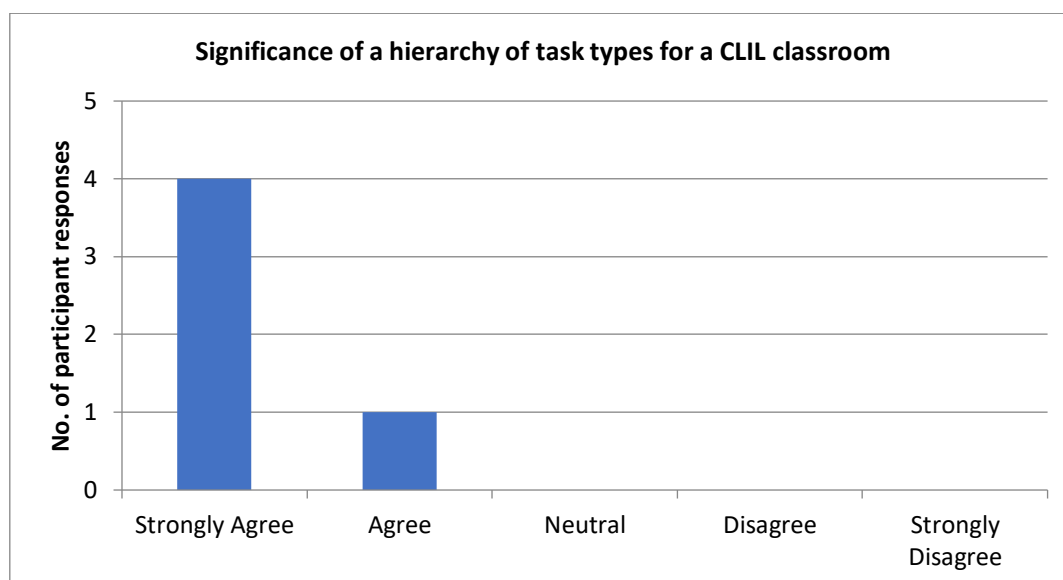


Table 6.4 Participant reflection on the importance of using a hierarchy of tasks⁵³ in the CLIL classroom

All participants either ‘agreed’ or ‘strongly agreed’ that the use of a hierarchy of task types, from the work of Coyle et al. (2010), was of significance for the successful CLIL classroom. This reflects the call of Banegas (2016) for an evolution from lower-order thinking skills such as describing, to higher-order thinking skills such as evaluating in CLIL tasks. The use of the hierarchy of task types not only provided a differentiation tool for participants but also encouraged participants to reflect on the variety of learning experiences available in lessons. The importance of a highly structured and effective approach to differentiation in the CLIL classroom is emphasised by participants.

... they were good [pitch and pace of lessons] I have to say....the structure suited the class [level]

Participant A (Focus Group debriefing on scheme of work)

I thought they [lesson plans] were well balanced I think there was a good mix [of approaches]

Participant C (Focus Group debriefing on scheme of work)

There were lots of ways for pupils to be involved from using the whiteboards to just writing and repeating vocabulary...

Participant D (Focus Group debriefing on scheme of work)

⁵³ *Hierarchy of Tasks: based on Bloom’s taxonomy (1954) to ensure tasks undertaken by pupils in a CLIL classroom as language and content incremental so that learning development is in line with the zone of proximal development (ZPD) of the learner.*

In further exploring differentiation needs and strategies within the CLIL classroom, participants reflected on the areas of priority for differentiation.

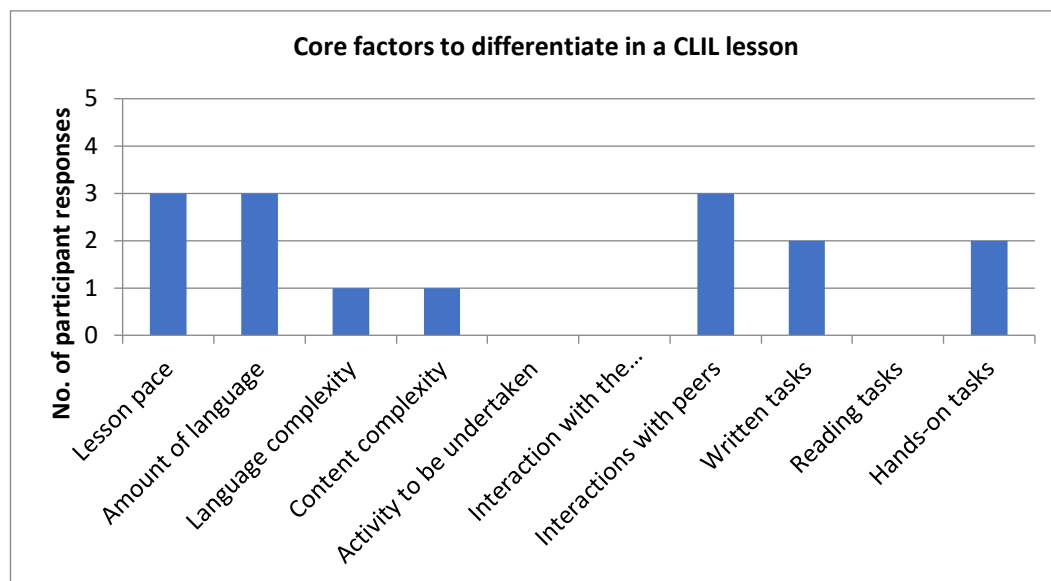


Table 6.5 Participant reflection on successful differentiation to support learning in the CLIL classroom

Interaction with peers, lesson pace and language quantity were the principal areas of need identified by participants in supporting pupil success in the CLIL classroom. These responses demonstrate an acute understanding of the definition of successful CLIL implementation by participants where the focus is on supporting pupil communication opportunities (in this case interactions with peers) as well as slowing or reducing the amount of language input rather than reducing the proficiency level of the language or content experienced by pupils. This is consistent with Base (2018), Dale and Tanner (2012), Moore and Lorenzo (2007, cited in Banegas, 2015) and McDougald (2015) who stress the importance of adaptation and adjustment for the needs and benefits of the student rather than just a mere simplification of input. These three areas are closely linked with a reduced lesson pace and language quantity providing cognitive space for pupils while supporting interactions with peers enables pupils to experience success and to consolidate their learning in a low pressure environment. This echoes the importance of a hierarchy of task types in constructing learning situations to provide meaningful and achievable learning.

...you don't want to turn the children off it...you want them to try to speak it naturally as best they can now...

Participant C (Focus Group 2)

...they are learning at their level but not beneath them....they can still talk with their friends and learn...

Participant B (Focus Group debriefing on scheme of work)

...there's still a purpose to it [the Irish language] when they're [pupils] learning and using it...and they can still learn new science too...

Participant E (Focus Group debriefing on scheme of work)

In arranging further supports for a CLIL classroom through utilising additional teacher resources within schools, participants were asked to reflect on and consider the viability of team-teaching for differentiation purposes.

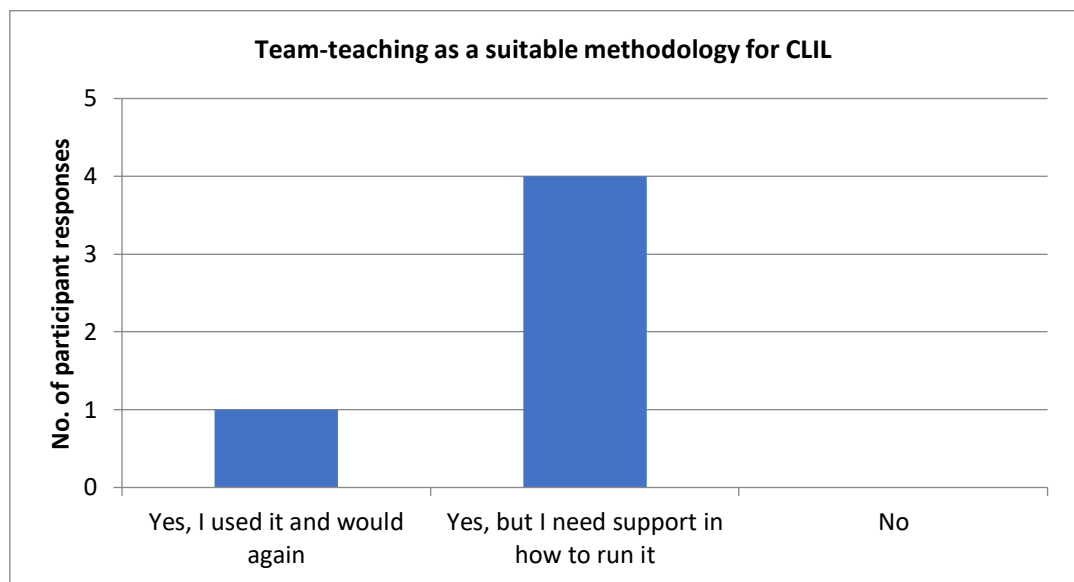


Table 6.6 Participant reflection on the use of team-teaching⁵⁴ as an appropriate methodology for the CLIL classroom

In organising lessons participants' held a mostly positive response to the use of team-teaching within the CLIL classroom. The need for further support and guidance was highlighted in this response while focus group discussions also emphasised the need for effective pupil language supports to ensure continued target language use in small groups where the language scaffolding of the teacher was not directly accessible. The importance of a whole-school uptake and equal prioritisation of team-teaching supports

⁵⁴ Team-teaching refers to any combination of two or more teachers cooperating in tandem e.g., parallel teaching, stations teaching, teacher and observer etc.

similar to literacy or numeracy team-teaching supports were other factors to consider for a supportive CLIL learning environment.

*... a lot of schools don't have the teacher to support it.
Participant A (Focus Group debriefing on scheme of work)*

*... really need more bodies on the group and its easier to have a teacher a station. And then when it comes to adults it's you need the adult with Irish.
Participant C (Focus Group debriefing on scheme of work)*

*... [used] prompts and questions I wanted them to use and answer and I kept referring back to them as prompts for them then...it's a resourcing issue I suppose...
Participant D (Focus Group debriefing on scheme of work)*

*...with the familiarity of it [CLIL] ...would be more willing to try it out [team-teaching]...
Participant E (Focus Group debriefing on scheme of work)*

A final area of reflection on differentiation for CLIL focused on pupil language ability and language difficulties. Participants were asked whether pupil language ability acted as a barrier to the effective use of some approaches in the CLIL classroom.

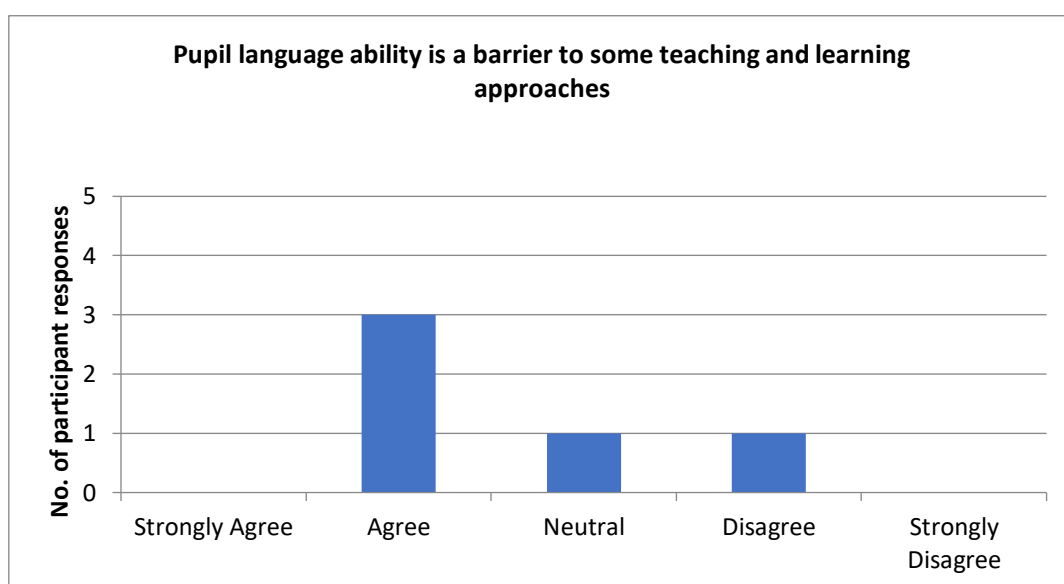


Table 6.7 Participant reflection on pupil language ability as a barrier to some approaches for the CLIL classroom

Most participants felt this was true to some extent although when explored in the concluding focus group it was noted that even though language barriers were a

challenge for pupil participation, a positive disposition was predominantly experienced, including with pupils who had exemptions⁵⁵ from the study of Irish.

It's a more inclusive approach, there's guys in my class now doing Irish who haven't done it before.... they have an exemption but are giving it a go and loving it...

Participant E (Focus Group 4)

I suppose I had two who were Irish exempt...work away through the groups at their own level they were doing the experiments / activities ...definitely more exposed to it throughout.

Participant C (Focus Group debriefing on scheme of work)

I suppose now I have a little one who doesn't do Irish, but ... would join in ...

Participant D (Focus Group debriefing on scheme of work)

Successful differentiation in the CLIL classroom enables greater access for pupils through challenging but suitable language and content. This leads to improved pupil motivation as learning is maintained in a real context at an appropriate pitch and pace. The final area for exploration, assessment within the CLIL space, entails similar challenges in how to successfully carry out assessment in a meaningful and supportive manner, especially where subtle language challenges can lead to potentially limiting barriers overall in monitoring pupil successes and identifying pupil needs.

6.2.4 SUBTHEME FOUR: ASSESSMENT

Assessment in CLIL centres on formative experiences for the most part. While specific research on assessment within the sphere of CLIL is limited, the literature review demonstrates a clear favouring of assessment for learning approaches that enables teachers to monitor progress in language and content learning that is proactive to the emergent needs of the learner. To initiate reflections on assessment practices within this study, participants were first asked to consider their preference of assessment techniques in relation to their monitoring of pupil progress in CLIL lessons.

⁵⁵ An exemption from the study of Irish means that a student attending a primary or post-primary school is not required to study Irish. There are certain limited circumstances whereby an exemption may be granted. The authority to grant an exemption has been delegated to school management. Source: Department of Education <https://www.education.ie/en/Parents/Information/Irish-Exemption/> (accessed 27/01/2021)

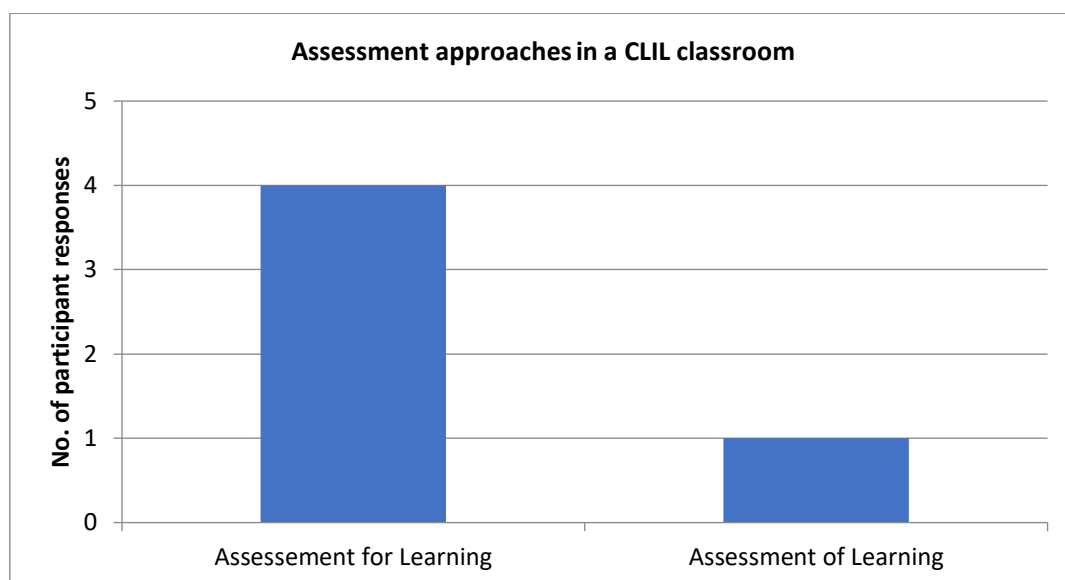


Table 6.8 Participant reflection on successful assessment approaches in the CLIL classroom

Responses showed an overwhelmingly agreement with assessment for learning as the most favourable approach to supporting CLIL processes. Participant preference for assessment for learning, echoed by Coyle et al. (2010), Tedick and Cammarata (2006) and Troyan et al. (2016), centres on the ability for the teacher to identify current and expanding pupil abilities as well as the ability to recognise emerging pupil needs as lessons evolve.

...definitely the assessment for learning; it's easier for them [pupils] to do it...
Participant A (Focus Group debriefing on scheme of work)

...the teaching does lend itself more to Assessment for Learning...
Participant E (Focus Group debriefing on scheme of work)

To further explore assessment techniques and to aid in identifying viable approaches for the CLIL classroom, participants reflected on some of the most suitably applicable assessment techniques to aid in pupil learning.

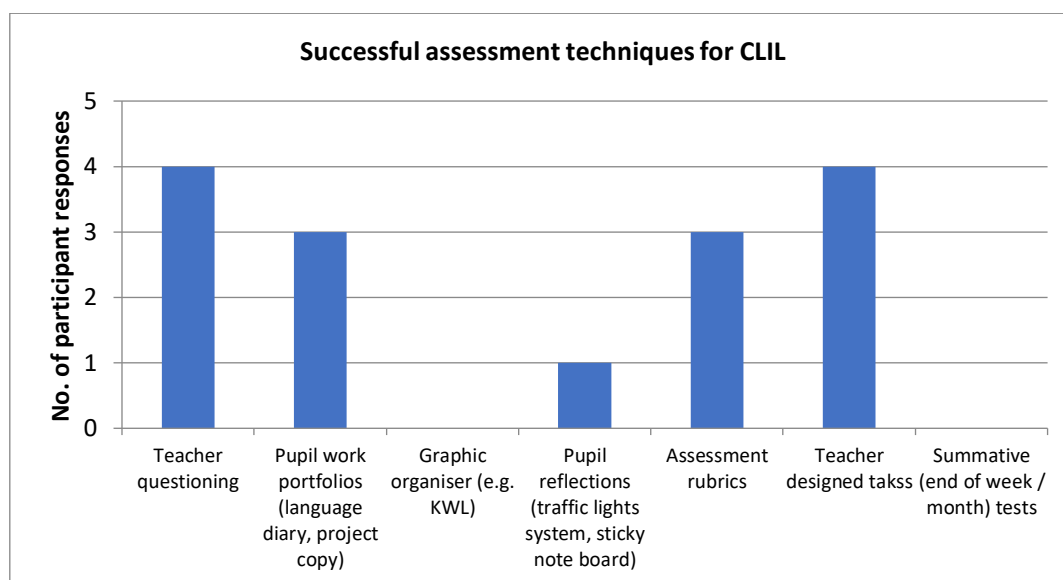


Table 6.9 Participant reflection on successful assessment strategies in the CLIL classroom

Examination of participant reflections on the range of assessment approaches suggests a preference for teacher-led assessment practices with teacher questioning, teacher-designed tasks, assessment rubrics and pupil work portfolios deemed the most useful practices. While these reflections weight heavily on teacher-led as opposed to pupil-led assessment, participants recognise the significance of assessment for learning in the CLIL classroom. This possibly stems from participants' increased awareness of the difficulties of limited language for pupils that could interfere with some assessment practices and the benefits of teacher-led assessment in overcoming this. The focus of these preferred assessment techniques, while teacher-led, still maintain an end goal of enabling pupils to develop according to their own proficiency and thus maintains a pupil-centred focus in assessment.

I suppose when I had and was writing up the work copies it [assessment for learning] was easier to build on it and see what they were up taking then from the lessons.

Participant B (Focus Group debriefing on scheme of work)

I suppose it's easier to establish a starting point and build on what they have.

Participant C (Focus Group debriefing on scheme of work)

...you can gauge yourself as to where they're [pupils] are at and that [in relation to language/content uptake]...

Participant E (Focus Group debriefing on scheme of work)

This is a subtle distinction to CLIL assessment practices that should be highlighted as an area for future professional development designs. An overemphasis on assessment of

learning can lead to a demotivation for learners where, according to Dweck (1986) and Sadler (1989, both cited in Coyle et al., 2010), a sometimes-minor language challenge can negate real language successes which are not always perceived by summative assessments.

The initial subtheme of motivation for pupils in practices in the CLIL classroom is also highlighted by participant reflections on assessment techniques encountered during the intervention period.

Sometimes with the written task they [pupils] need help; it's not that they don't have the language or can't do the task it's just that they have maybe a specific word or are afraid of it [the language] and they can't do the test then...

Participant B (Focus Group debriefing on scheme of work)

I had just started the copy and what they could uptake and remember...surprised as to what they remembered, and I just added it to the end of an Irish lesson or whatever ...even the weaker kids ... surprised at what they remembered because it was a low pressure or no pressure assessment...

Participant D (Focus Group debriefing on scheme of work)

The subtlety of assessment of learning and assessment for learning needed in any proficiency CLIL approach requires dedicated upskilling of teachers to ensure success. This specific development of assessment techniques for teachers implementing CLIL is called for by Hasselgreen et al. (2011). Embedded within this professional development is also the need for assessment-based motivational techniques, as described by Basse (2018), to ensure continued pupil persistence and success especially where language difficulties are experienced.

Where successful CLIL pedagogical strategies are identified and implemented, it is of benefit not only to the learner but also the teacher's own practice. It is a bolstering of identity as a competent practitioner for the teacher while it also invigorates the pupil as a successful learner. Additional qualitative reflections as well as a summation of participant perspectives of these benefits are outlined in Appendix R.

6.2.5 CONCLUSIONS ON ESSENTIAL KNOWLEDGE IN SUPPORT OF SUCCESSFUL CLIL PEDAGOGY

This section has explored the knowledge base needed by teachers of CLIL to support successful pedagogical strategies for an Irish language CLIL classroom in the English-medium primary school context. It includes knowledge of learners, pedagogical

knowledge, pedagogical content knowledge and subject-matter knowledge needed by teachers to be successful CLIL practitioners. It has provided a narrative of CLIL implementation that, through teacher-in-action reflection, provides an account of where knowledge gaps may exist within current Irish primary teachers CLIL concepts. Adoniou (2015) sees the filling of these knowledge gaps as central to successful professional identity formation for teachers. Where knowledge gaps exist and persist it can a challenge for teachers to be the kind of professional they wished to realise in themselves.

This section has also continued to highlight an increased language awareness for participants where knowledge needs are met. The resultant benefits to language teaching and learning approaches as CLIL are demonstrated within which an improvement in overall teacher practice is reflected. From data collected, several knowledge areas can be identified including:

- the centrality of approaches that support pupil motivation and perseverance with learning in CLIL lessons
- the need to provide a variety of communication opportunities for pupils that enables a context-driven use of target language and which highlights the communicative potential of the target language
- the importance of appropriate differentiation of lesson content that ensures neither language nor content is diminished below the appropriate level for the learner
- the need for prioritisation of assessment for learning (as well as the need for teacher development in assessment techniques) that is appropriately supported by the teacher to ensure pupil language barriers do not adversely impact or negate true pupil successes.

The pedagogical skillset needed by the Irish primary school teacher to ensure successful CLIL can be summarised as follows:

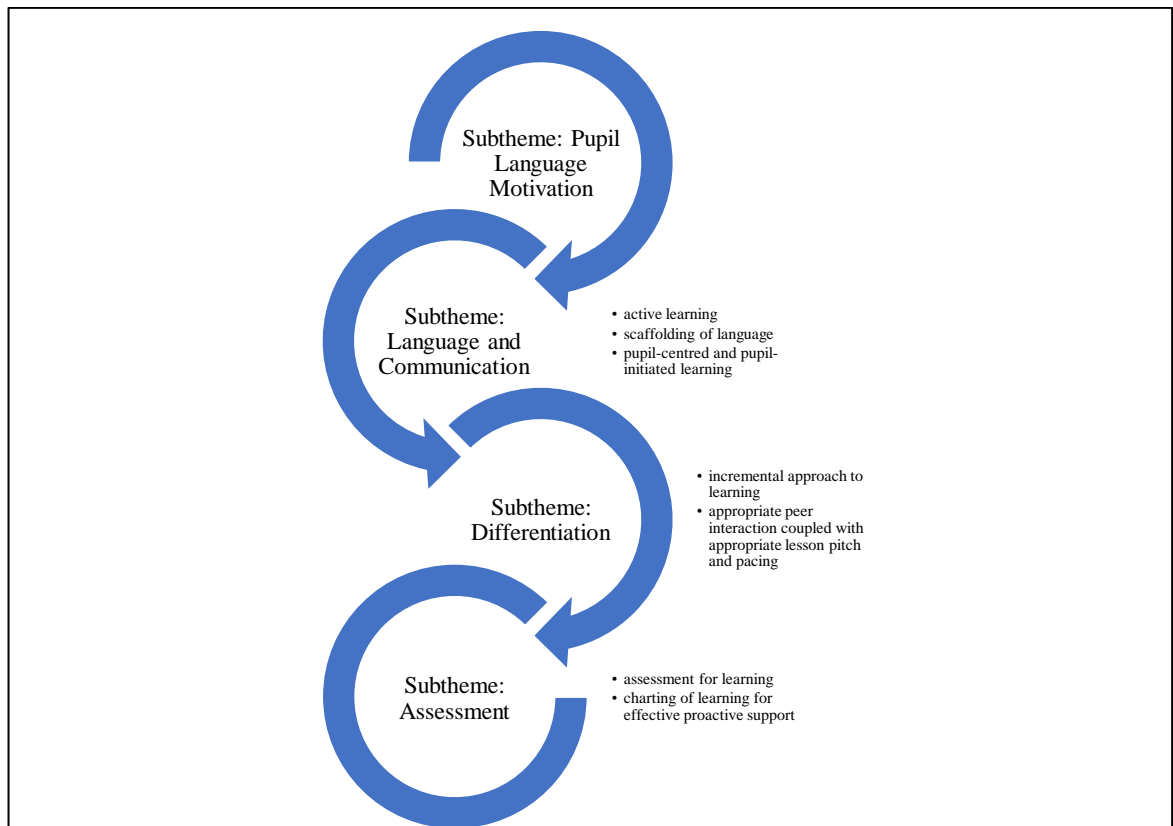


Figure 6.2 Pedagogical skillset needed by the Irish primary school teacher

A clear understanding of the importance of learner-centred methods results in participants having a stronger engagement with approaches, as described by Smala (2015). Out of this emanates the further development of improved teacher language awareness. This theme demonstrates increased participant awareness of pupil language needs as well as a development of language teacher skillset related to improved language awareness as participants interacted with and reflected upon the variety of approaches employed during the intervention period. This improved awareness of teaching and learning approaches for participants includes an increased understanding and an awakening in relation to the importance of:

- language barriers and how language issues can decide on methodologies and approaches that will be used including task types as well as differentiation and assessment needs

- providing a variety of communication opportunities that promotes pupil motivation in language use
- finding a balance of teacher input and student input/output during lessons.

Similar to what has been outlined in chapter five in relation to exploring evolving self-efficacy and beliefs of participants, an improvement in teacher language awareness has presented in the narrative presented here. Participants reflected on their knowledge and questioned their practices when utilising CLIL approaches. This brought about a conceptual change for them where, as described by Vosniadou (2004, cited in Reitano and Green, 2013), new ideas on language teaching and learning i.e., CLIL approaches, conflicted with and challenge participants' old approaches. The narrative echoes the works of Beauchamp and Thomas (2009) who suggest an increased knowledge as well as the provision of space for reflection, allows teachers to be more intune with their identity and self and enables them to more successfully choose approaches and set goals for the classroom. Where a CLIL approach is carefully structured and implemented with sustained support, participants have not only become more aware of their practices in relation to teaching and learning but also are more conscientious to create a positive atmosphere for target language use where they are reflective of their own use of the target language. The final theme analyses in greater detail the specific and sustained supports required by Irish primary school teachers to implement the successful pedagogical approaches identified within this theme and builds a rounded picture of needs as well as opportunities for successful CLIL implementation within the Irish primary school system.

6.3 SUPPORTING TEACHER CONCEPTUAL KNOWLEDGE OF CLIL IN THE ENGLISH-MEDIUM PRIMARY SCHOOL

The final theme explored in this study is that of pathways to supporting practitioners in CLIL within the Irish primary education context. Dierking and Fox (2012)

believe knowledge can enhance feelings of agency and self as a successful professional teacher. However, their study suggests that access to knowledge itself is not enough. Rather, they suggest that enhanced teacher knowledge in concert with support from various levels within the social context can create teachers with an increased self-efficacy and belief of autonomy and agency in their classrooms. This resultant empowerment of teachers supports their successful establishment of CLIL in their classrooms. Various obstacles can be encountered by teachers in their efforts to

establish successful CLIL practices, as seen extensively in the literature review with the work of Vitchenko (2017), Guillamón-Suesta and Renau Renau (2015), Pérez Cañado (2015), McDougald (2015), Guadamillas Góz (2017) and Tedick and Cammarata (2012) presenting an international perspective while the most recent work of Ní Chróinín et al. (2016) and Ó Ceallaigh et al. (2017) provide further insights from an Irish language perspective. The data presented in this theme provides an account of not only the teachers' needs, but also pathways readily available within the Irish education context at present that can be employed to support successful CLIL implementation. The needs and opportunities emerged from the informed perspectives of participants of this study, practicing teachers who are themselves embedded in the Irish primary school context on a daily basis.

This theme encompasses three subthemes. Borrowing from Bronfenbrenner's Ecology model (1977), each theme encompasses a wider sphere of influence on the teacher's work environment. The first two are directly occupied by the teacher, the microsystem being the immediate classroom environment while the mesosystem encompasses the whole school level. The third ecosystem, that of the macrosystem, while not directly occupied by the teacher, has a significant overall influence on both the mesosystem and microsystem. This interwoven structure, presented below, details the required supports, perceived by participants, as the various spheres of influence overlap. The overlapping nature of these subthemes, based on the ecology model, is presented below.

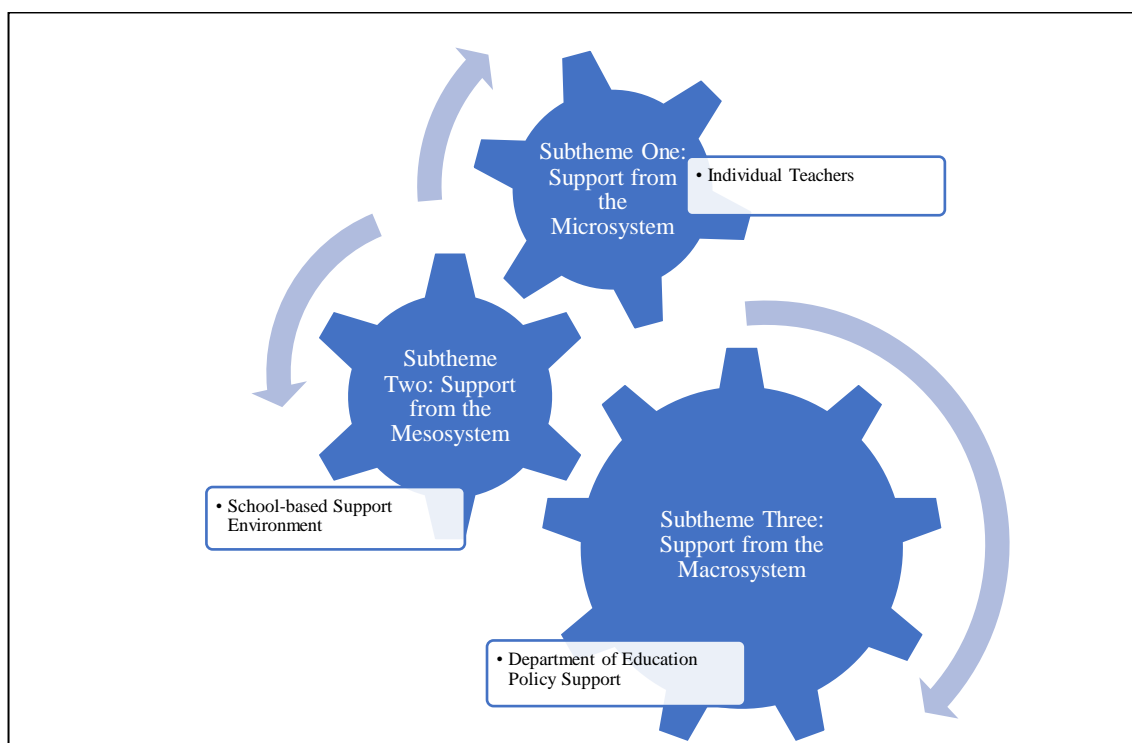


Figure 6.3 Successfully supporting CLIL implementation

The remainder of this section presents each distinct subtheme before drawing conclusions in support of the CLIL implementation overall.

6.3.1 SUBTHEME ONE: TEACHER SUPPORT: THE MICROSYSTEM

The first subtheme explores the individual teacher and his/her immediate working environment or microsystem. Nagamine et al. (2018) see knowledge as an internal concept, socially constructed but experiential to the individual. The microsystem is the basis for personal knowledge growth.

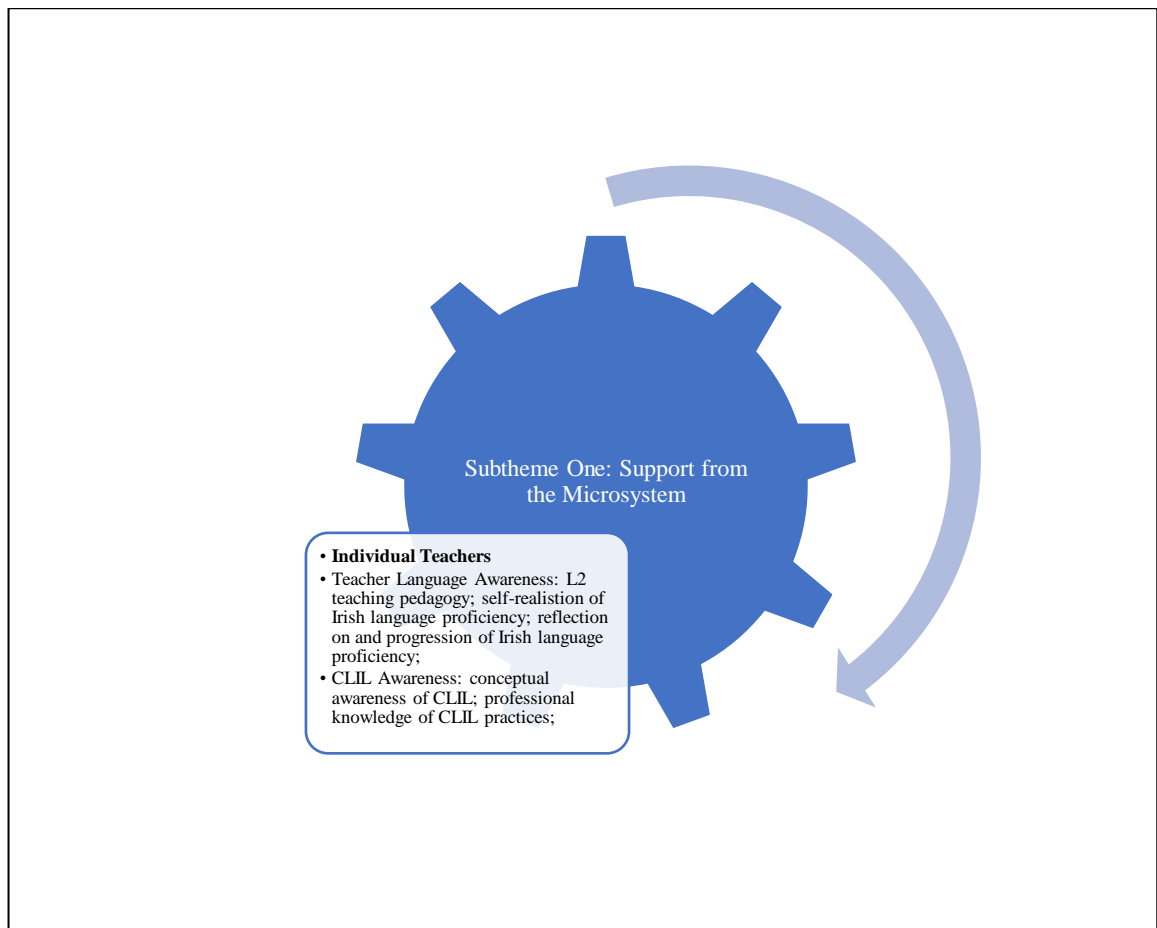


Figure 6.4 Successfully supporting CLIL implementation: The Microsystem

This theme outlines professional development (PD) needs of teachers in support of CLIL implementation. These include a need for greater language awareness as well as improved CLIL awareness in individual teachers. These combine to support the establishment of successful practices in CLIL classrooms. In supporting individual teachers in the microsystem, the establishment of appropriate PD provides a platform for empowerment that enables teachers to successfully develop CLIL approaches in their classrooms. At this level that support involves a development of both conceptual knowledge as well as pedagogical skill. This development helps to position teachers as successful CLIL practitioners.

Participant reflections in this study identify a more general need for improved teacher language awareness (TLA) and professional knowledge on successful language pedagogies. This is then followed by a need for a conceptual awareness of CLIL together with a professional knowledge of CLIL practices. An outline of each area is provided that demonstrate participant perceptions of each area of need.

Teacher Language Awareness

The previous theme has identified the essential knowledge base needed by teachers to engage with CLIL pedagogical strategies that support successful teaching and learning in the Irish primary school context. Before these strategies can be successfully implemented, a review of the landscape of TLA including the current state of professional knowledge of teachers in this regard is needed.

Three distinct but interrelated areas of need emerge in exploring TLA. Without these Irish primary teachers find themselves without a successful foundation for CLIL exploration. These areas include:

- self-realisation of Irish language proficiency
- second language teaching pedagogy
- reflection on and progression of Irish language proficiency.

TLA Foundation Area 1: Self-realisation of Irish language proficiency

The emergent positive inclination towards the Irish language has already been proven to be one of the significant benefits of a CLIL approach to teachers' own language confidence and competence. These successes in CLIL implementation have encouraged participants to be more perceptive to more discrete opportunities to support their own Irish language ability through the provision of short courses and immersion opportunities.

'I know there's options to go to the Gaeltacht [Irish speaking region] ...maybe you could do a week somewhere...'

Participant E (Focus group 4)

Following on from this, the second identified area for development of TLA overall focuses on a realisation of own language ability for the teacher. The range of factors in need of support include teachers' own language confidence and competence as well as a realisation of one's language pedagogy skills through professional reflection and self-actualisation of language skill. The need for supports around language confidence and language competence has been well documented in the themes of self-efficacy and beliefs presented earlier in chapter five. The development of a realisation of teacher own language ability is significant if successful CLIL development is to be realised.

Participants perceive this lack of self-realisation as significant stumbling blocks for CLIL uptake in schools.

...don't think any of our staff have shown an interest since but I don't think that's content related. They lack self-confidence and interest in Gaeilge themselves

Participant A (Focus group 3)

self-confidence with Gaeilge seems to be a stumbling block to trying to put CLIL into use...

Participant E (Focus group 3)

Even if you had the scientific language of a lesson / a topic ... could probably scaffold a lesson on your own but to have to go and draft a lesson without the language and that it's an awful lot of work and teachers aren't sure of that they actually have that ability...

Participant E (Focus group final debriefing on CLIL lessons)

TLA Foundation Area 2: Second language teaching pedagogy

The first area of need in relation to improved TLA overall is that of pedagogical knowledge in support of language teaching and learning. Participant reflections pre-intervention on their perceived ability to successfully plan for Irish language use by learners, presented below, highlight a general underdeveloped competence in more than half of participant responses.

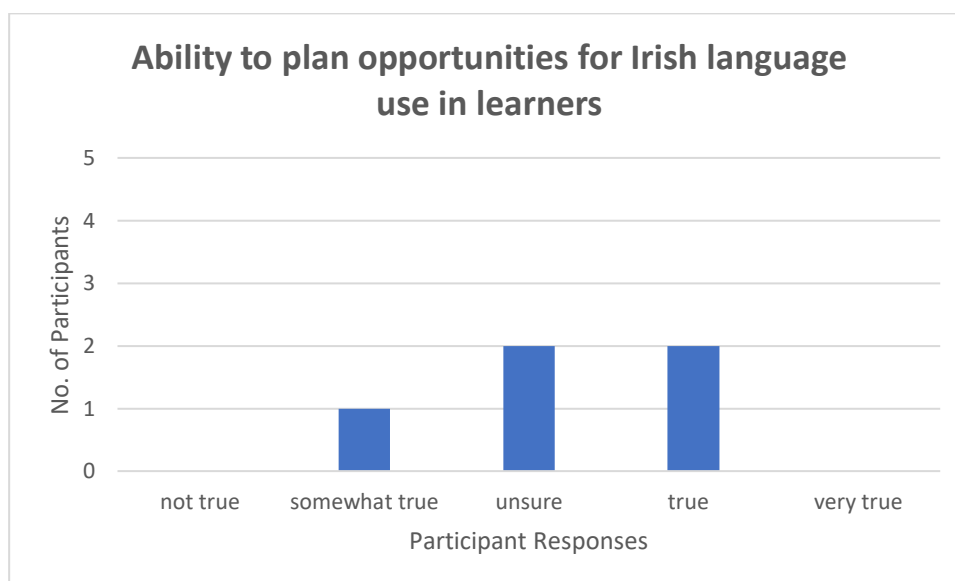


Table 6.10 Participant ability to plan for opportunities for Irish language use (pre-intervention participant reflections)

Further to this finding, participants again reflected on their competency, this time involving competency to facilitate Irish language use in the immediate classroom

environment. While participants are more comfortable with facilitating Irish language use in practice as opposed to planning for opportunities, these reflections still demonstrate limitations in terms of language pedagogical knowledge. The deficiencies in professional knowledge in current language provision present a challenge for future CLIL PD design given the unsure foundation for language teacher competence these results present.

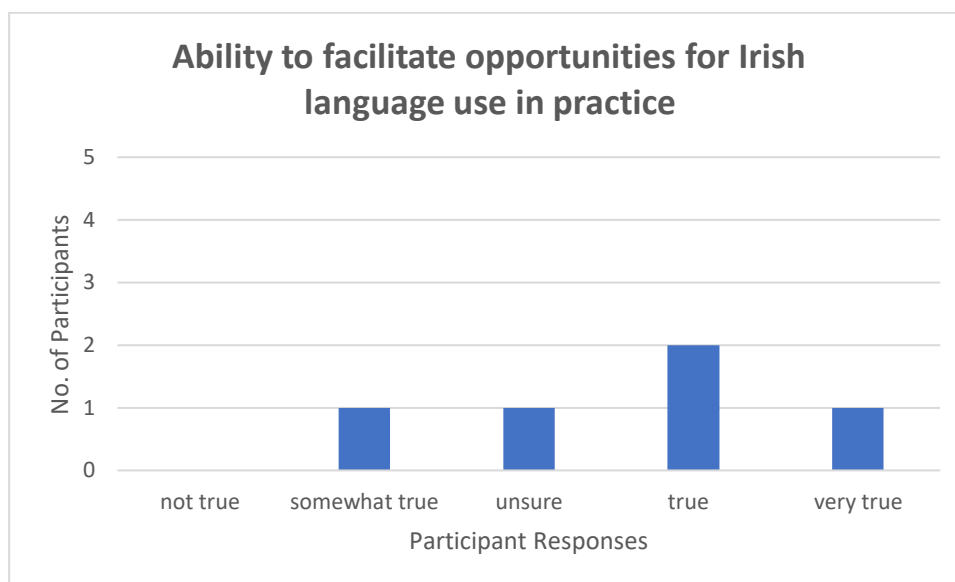


Table 6.11 Participant ability to facilitate opportunities for Irish language use in practice (pre-intervention participant reflections)

The reflections presented above demonstrate a marginally more positive disposition to participants in relation to facilitating learners' language use in practice as opposed to planning specifically for interactions. However, there is still a level of uncertainty for the majority of participants. Pedagogical knowledge reflected here echoes the NCCA's (2007a) study which found limited teacher engagement with suitably interactive teaching and learning approaches in the teaching of the Irish language in English-medium schools. Participants highlight a space within PD in CLIL-specific teaching and learning approaches for targeted subject-specific approaches to Irish language teaching and learning PD that emerges naturally from and is complemented by CLIL-based PD:

...one of the most useful things about the CPD days was the conversations about good practice for Irish in general in our classrooms...

Participant B (PD review final)

TLA Foundation Area 3: Reflection and progression of Irish language proficiency

The third area of need for improved TLA overall focuses on support structures for the continued evolution of teachers' own language proficiency. Pathways for the development of one's own language skills, including the provision of time and space for improved normalisation of Irish language use and the formulation of a reflective tool for teachers to plan and monitor progress provide a foundation to overall language development for teachers themselves. Again, participants recognised a space for combining CLIL conceptual PD with developing their own language skills throughout their reflections in reviewing PD content provided.

...there is definitely a space for learning and developing my own Gaeilge (Irish language) through me learning how to teach science (through Irish) ...

Participant E (PD review day 1)

...support for my own grammar, and even the terminology behind it would be really beneficial...

Participant D (PD review day 3)

Each of these three TLA aspects were undoubtedly empowered through participants efforts and interactions with CLIL processes throughout the intervention period.

Participant reflections detail this empowerment of TLA through CLIL.

It's giving teachers an opportunity to expand their own language and not get stuck teaching Irish the 'easy' way...'

(Participant B – focus group 4)

'CLIL has given me a much more adaptive style of teaching Irish....I feel that in certain areas....i now feel I could adapt using a CLIL approach...'

(Participant D – reflective language diary)

'it has made me revisit some basic principles to ensure I am teaching correctly...'

(Participant E – reflective language diary)

The fostering of TLA through these CLIL, as emerged from participant informed perceptions, entails a reciprocal nature entailing the support of CLIL awareness. It provides a sound platform that supports teachers' encounter with CLIL approaches. The fostering of an improved professional knowledge to general language teaching and learning as well as a nurturing of teachers' own language confidence and competence on an ongoing basis opens a space for CLIL as an approach to grow in turn. In relation to CLIL-specific approaches to language teaching and learning, the next section provides an account of participants' observations on barriers to CLIL implementation

and the specific need for improved awareness of CLIL as a concept as well as CLIL-specific pedagogical knowledge.

CLIL awareness

The essential knowledge base for successful CLIL implementation presented here focuses on two distinct areas of need. These areas include:

- a conceptual awareness of CLIL
- a professional knowledge of CLIL practices.

The combination successfully draws attention to CLIL as a unique and valuable language teaching and learning approach.

CLIL Foundation Area 1: Conceptual awareness of CLIL

The first aspect of this essential knowledge base, a conceptual awareness of CLIL, is the initial stage to implementation that needs to be unlocked for teachers to gain access to the CLIL classroom. In originally exploring this concept, participants were asked to reflect on their current knowledge of CLIL as a concept as well as its benefits as a teaching and learning approach. The results of these pre-intervention reflections, presented below, demonstrated a limited conceptual awareness of CLIL as a language teaching and learning approach in participants prior to the commencement of this study.

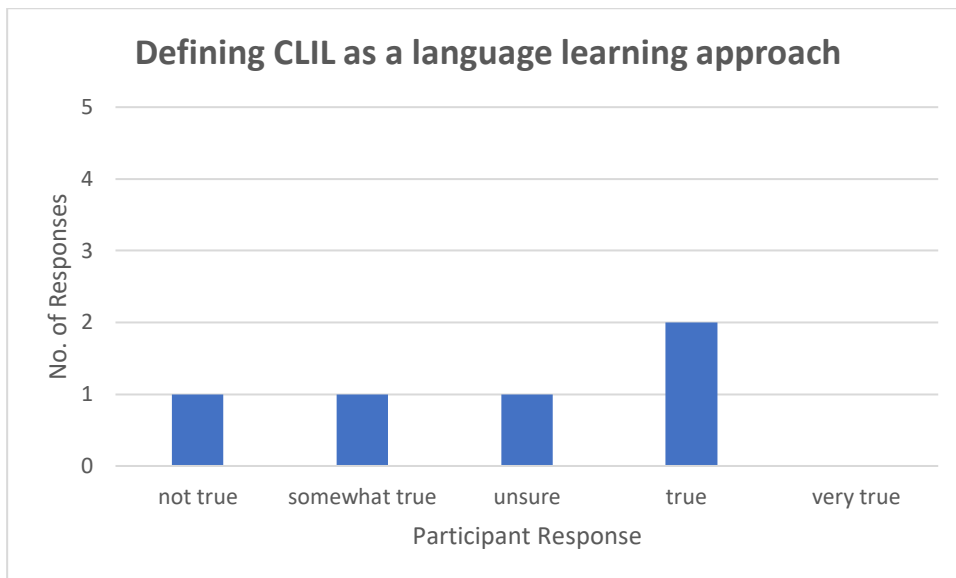


Table 6.12 Participant knowledge of CLIL as a language learning approach (pre-intervention participant reflections)

Most participants had a limited understanding of CLIL as an approach to language teaching and learning with only one participant's school having implemented CLIL prior to this study. When further reflection was encouraged by participants pre-intervention, results demonstrated a limited participant awareness of the benefits of CLIL as a successful language teaching and learning approach. This was also coupled with a lack of knowledge around structuring CLIL lessons to achieve a balance between content and language teaching, a central hallmark needed for successful CLIL.

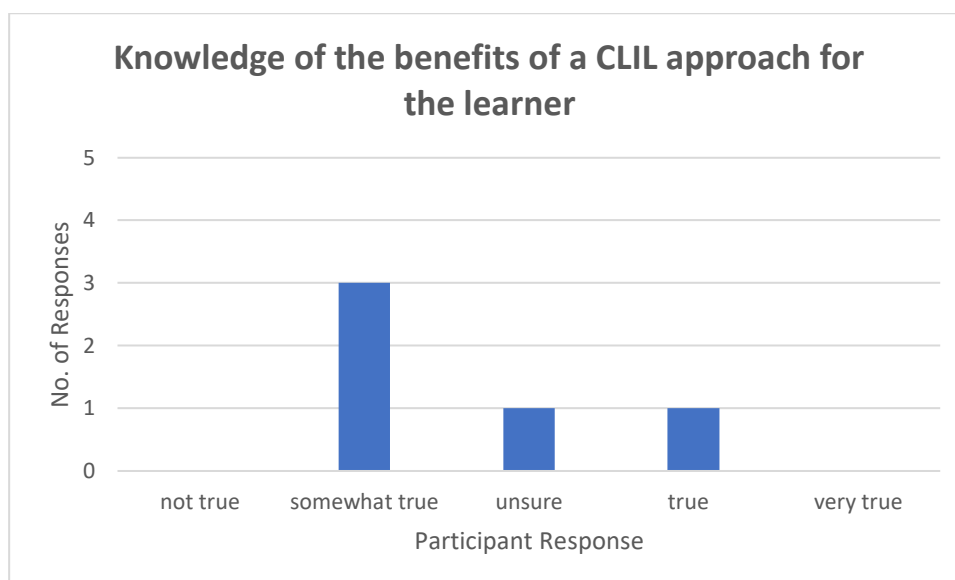


Table 6.13 Participant knowledge of the benefits of a CLIL approach (pre-intervention participant reflections)

Participants perceived opportunities within the Irish primary school curriculum at present for CLIL given that it features as an approach in *Curaclam na Bunscoile* (1999)⁵⁶ as well as the newly launched *Primary Language Curriculum* (2019), however, little development has occurred in the interim.

'You have to have a very good understanding of what CLIL is...'
Participant A (Focus group 5)

'It would definitely put someone off (even thinking about using CLIL) if you don't have a good understanding of what it's about...'
Participant B (Focus group 5)

'It (CLIL) needs to be unpacked...if someone had no experience it would be very daunting...'
Participant D (Focus group 5)

A lack of a clear direction or opportunity to focus on CLIL as an independent entity outside of the *Primary Language Curriculum* has resulted in CLIL existing in a state of obscurity for the most part.

I think that's a fault of the curriculum (Primary Language Curriculum, 2019) ...from day one they should have been emphasising the CLIL whereas now it's only coming to the fore...'
Participant A (Focus group 2)

⁵⁶ *Primary school curriculum for primary schools in the Republic of Ireland. It was launched in 1999 and includes eleven curricular areas, including the Irish language.*

...it's (CLIL as an approach) kind of just brushed over... its overload to be honest at the moment...

Participant B (Focus group 2)

CLIL Foundation Area 2: Professional knowledge of CLIL practices

In parallel to this limited conceptual knowledge of CLIL, a lack of professional knowledge of CLIL practices in relation to CLIL-specific approaches including an overall awareness of CLIL-specific approaches as well as an ability to:

- plan for a balance of language and content input
- scaffold language and content learning
- differentiate for language needs
- effectively assess language and content in the CLIL context.

The associated strengths of a CLIL approach are seen by participants of this study as a missed opportunity for its propagation within the education system from a grassroots level.

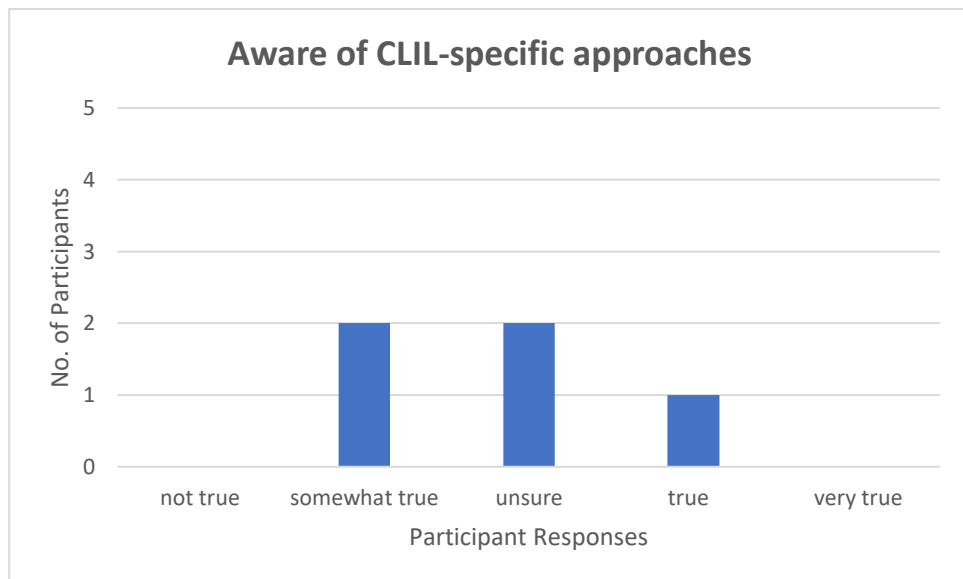


Table 6.14 Awareness of CLIL-specific approaches to language teaching and learning (pre-intervention participant reflections)

Responses in relation to awareness of CLIL-specific approaches demonstrate no awareness of CLIL as an approach for most participants with only one participant (who's school had explored CLIL implementation prior to the intervention) reported positive awareness and ability. In further analysing CLIL professional knowledge of

participants prior to the CLIL-based intervention period of this study, it is evident that participants had limited or no knowledge of core CLIL skills that support successful CLIL implementation.

...getting strategies to implement that show best ways to encourage language use through using CLIL...

Participant B (PD review day 2)

The time going through the 'nuts and bolts' of how to put a lesson together was really useful...

Participant C (PR review final)

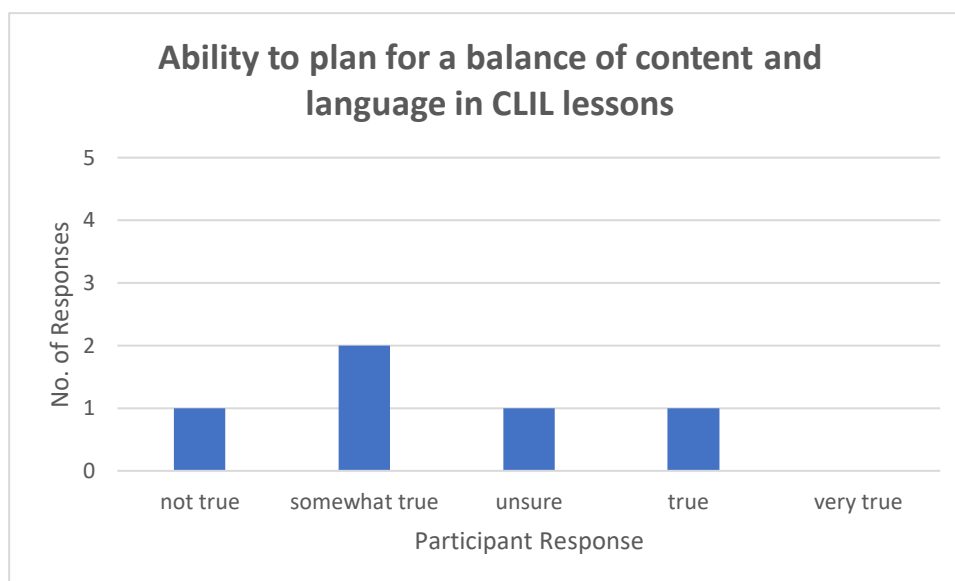


Table 6.15 Ability to balance language and content input in the CLIL classroom (pre-intervention participant reflections)

Most participant pre-intervention reflections demonstrate an inability of participants to plan for a balance of content and language focus in the creation of CLIL-based lessons. This skill entails one of the core principles of a CLIL approach, that of the successful input of both the target language and the specific subject content for any given lesson.

...would like more help with drawing up lessons myself – very much reliant on the lessons provided...

Participant B (PD review day 2)

...need more time (input) on how to form lessons...

Participant C (PD review day 2)

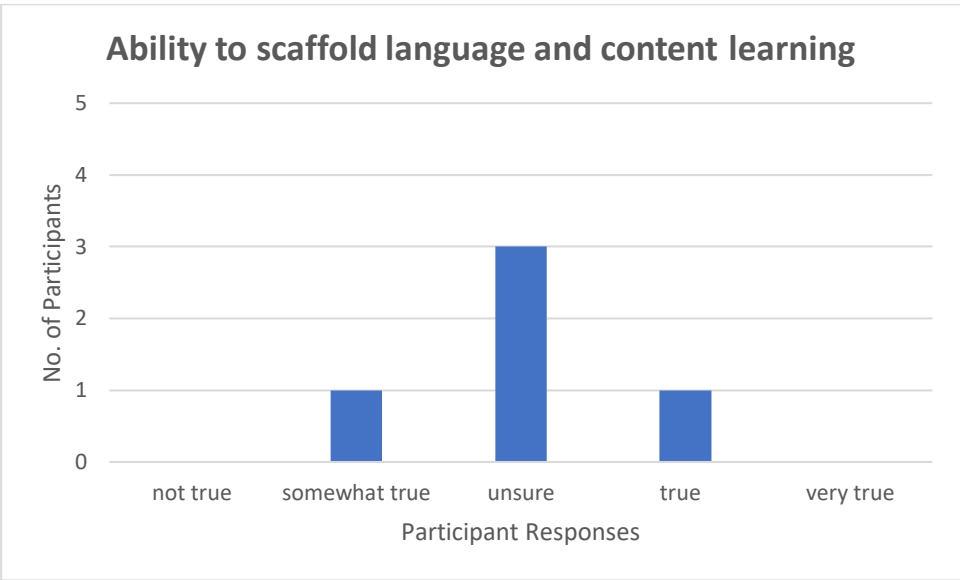


Table 6.16 Awareness of scaffolding techniques in CLIL (pre-intervention participant reflections)

A majority of participants reported they were unsure of how to successfully combine and scaffold language and content learning in support of pupil successes in the CLIL classroom, a key skill required by successful CLIL teachers, as identified by Morton (2018), to ensure neither aspect suffers as learners encounter CLIL approaches.

...being shown how to scaffold a lesson is really helpful...
Participant A (PD review day 2)

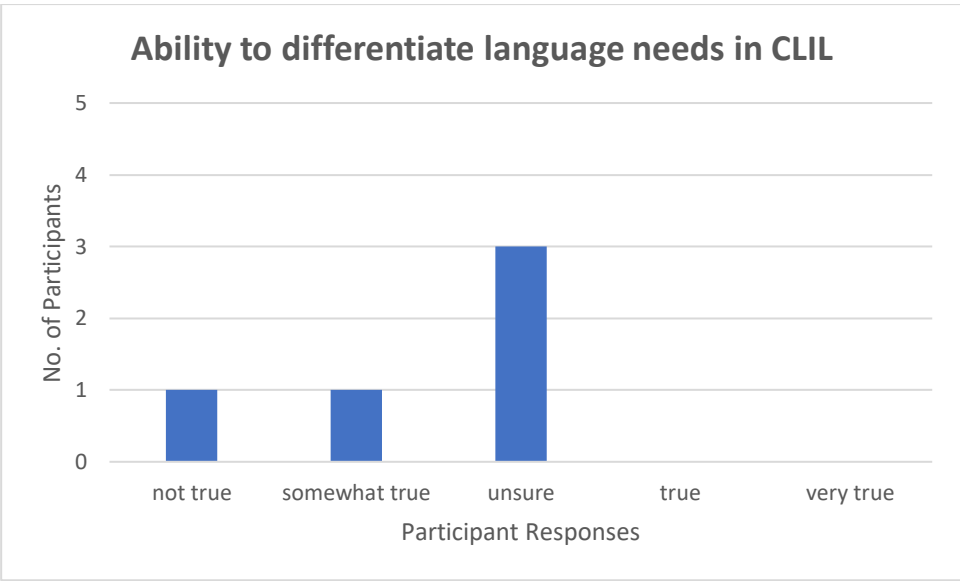


Table 6.17 Awareness of differentiation techniques in CLIL (pre-intervention participant reflections)

Further building on scaffolding of language and content, participants reported a lack of confidence overall in their ability to meaningfully differentiate the CLIL classroom for learners.

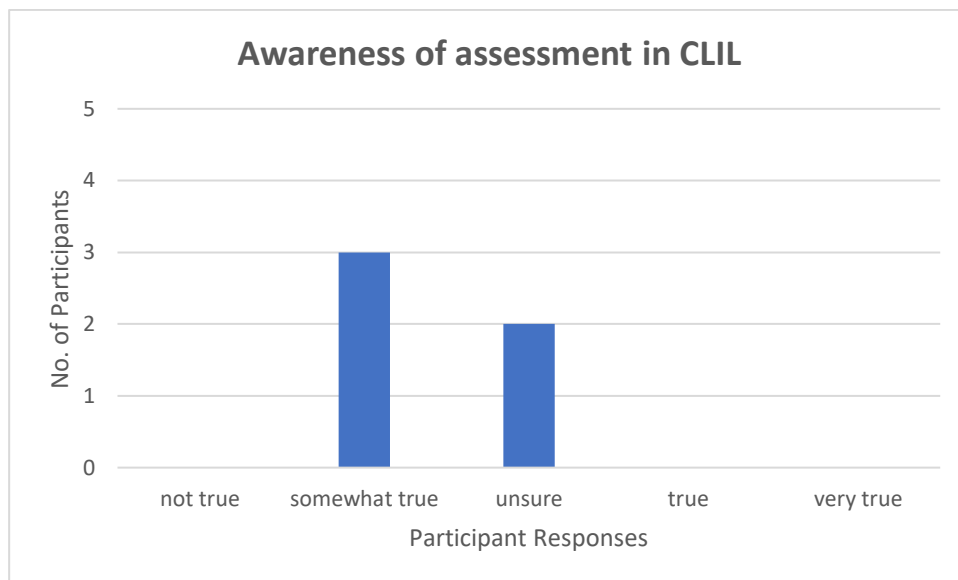


Table 6.18 Awareness of assessment techniques in CLIL (pre-intervention participant reflections)

Similar to differentiation knowledge in CLIL, assessment knowledge was reportedly underdeveloped in participants pre-intervention, again presenting a significant barrier to successful implementation of CLIL practices given that teachers would be unaware of how to appropriately measure successes in learning in the complex environment of the CLIL classroom. Participant reviews from PD in-service held during the intervention period highlight assessment techniques as the most useful content in several responses while also demonstrating the value participants place in developing this concept of practice.

Assessment area and the activities involved is the most useful content from today...
Participant A (PD review day 3)

I would like more detail on implementation of rubrics and self-assessment...
Participant B (PD review day 3)

Assessment tools have really opened my eyes...looking forward to using them in the classroom, especially the questions sheet...
Participant C (PD review day 3)

The five distinct aspects presented here collectively demonstrate the uncertainty as to pedagogical knowledge of CLIL for participants overall (apart from some experience of one participant which emerges from their school's previous explorations of CLIL). For teachers to experience success in CLIL, McDougald (2015) highlights a need for skills of adaptation and adjustment in order to best suit the needs of learners. The reflections presented above demonstrate a significant barrier in teacher skill-level in this regard. This need for CLIL-specific PD again features as a continuously emerging need in participant post-PD reflections.

The establishment of effective CLIL-based teaching and learning strategies not only positively influences the outcomes of the target language but also the subject-based skills, knowledge and attitudes being taught through the target language. As highlighted in the previous theme outlining the essential knowledge base in support of CLIL pedagogical strategies, it was found that where CLIL approaches are successfully employed by teachers, pupils are more engaged with the content material (the subject of Science). Teachers are also more acutely aware of the development and reinforcement of key concepts in the content material including vocabulary understanding and usage by pupils. This deeper engagement by both pupils and teachers results in more successful language development overall.

The next subtheme presented expands from the microsystem and moves to the mesosystem and explores teachers' immediate environment, the school. This subtheme emerged from qualitative data gathered from participants throughout as well as post-intervention and provides participants perspectives as to what is achievable and necessary to support their endeavours with establishing CLIL practices at this level.

6.3.2 SUBTHEME TWO: SCHOOL LEVEL SUPPORT: THE MESOSYSTEM

The second subtheme explores the mesosystem or organisational/institutional environment of the teacher.

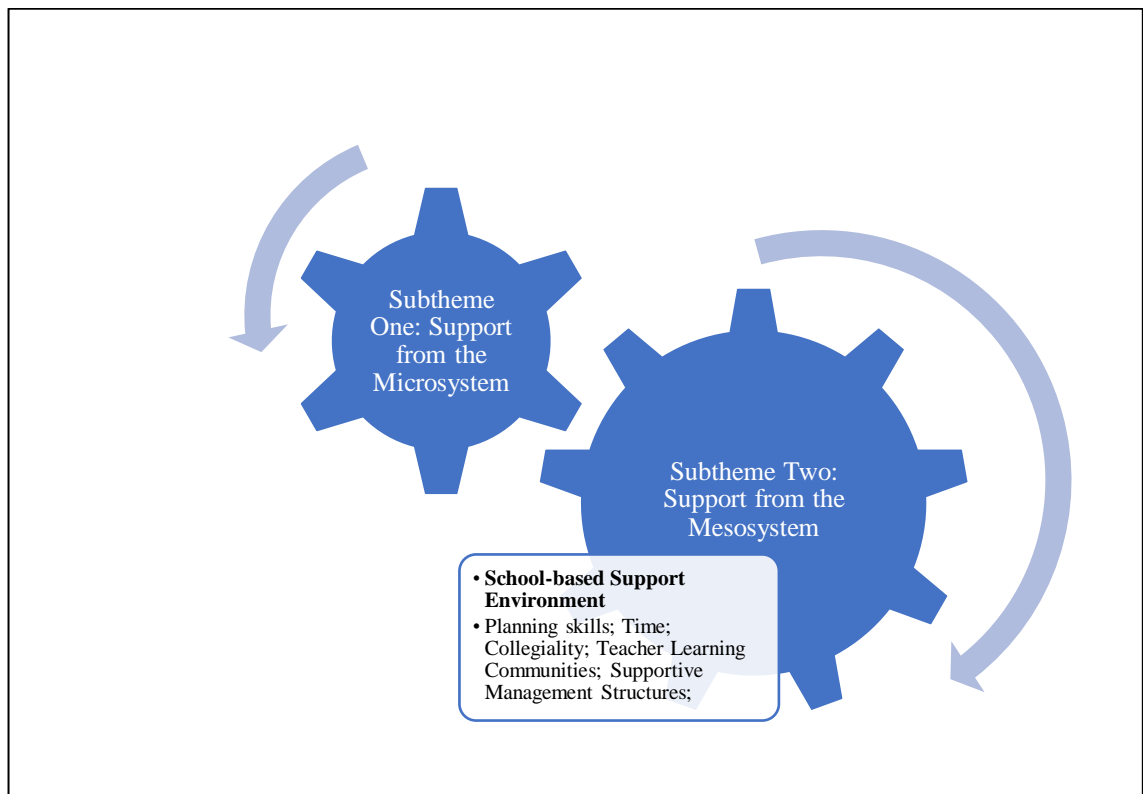


Figure 6.5 Successfully supporting CLIL implementation: The Mesosystem

The mesosystem entails structural as well as cultural attributes that the teacher finds themselves operating in. This subtheme identifies immediate supports needed at a whole-school level centring on a prioritisation of CLIL as a whole-school initiative to provide an immediate environment where CLIL can be successfully embedded. These include planning skills, time, collegiality, learning communities and supportive management structures. The establishment of a supportive environment in teachers' immediate places of work i.e., their school, is an important factor in fostering successful CLIL practices. Supports needed are varied and range from the material to the immaterial in nature. Participant perspectives on engaging with CLIL in their schools (for the majority of participants for the first time) allowed a 'blank-slate' approach to be

taken when reflecting on what was needed for teachers to successfully adopt CLIL in their classrooms.

Planning skills

The first aspect of support centred on organisational aspects including planning skills for teachers as well as resources in support of CLIL implementation. This centred around specific time and space for the development of appropriately supportive planning to guide CLIL lesson development.

Personally, I'm not sure about the level of preparation if I had to plan and prep myself...you have to find the time to do that...

Participant D (Focus group 1)

...it's more so the planning really...it would just take you so long to get to where you are confident in them [using plans]...

Participant B (Focus group 5)

Time

In parallel to this is the need for specific time and space for the design of appropriately supportive and usable resources. This is a particular challenge given the demands of tailoring requirements to meet the discrete language needs of learners while also ensuring suitable content levels to ensure appropriate learner engagement and motivation with material.

I don't think CLIL would get off the ground here at all without the resource bank. Even with the resources you have given, in the first lessons I felt very much outside my comfort zone...it's something that has to be managed...

Participant C (Focus group 1)

...if they are going to provide workshops for CLIL ... something meaningful so that you're equipped with resources as opposed to [too theoretical] ...'

Participant A (Focus group 5)

All of the resources we received were incredible...they were really needed....it made it so easy to focus on CLIL and get to teaching the lessons without being under pressure...

Participant E (PD final debrief)

'it's [CLIL] very specialised and it's more than just translating the book...if it's not tailored to the children's needs it doesn't work...'

Participant D (Focus group 5)

The provision of time and space for this work-intensive creation of resources is a significant challenge for schools. Cinganotto (2016) and López-Medina (2016) highlight how it is often difficult to source material with relevant and balanced content

and language due to teaching material being primarily designed for native speakers of languages. While Irish language resources are plentiful for primary level pupils, these are designed for full-immersion education settings or settings where pupils are native speakers of the Irish language. Within CLIL material creation, Moore and Lorenzo (2007, cited in Banegas, 2015) stresses that materials should be adapted and not simplified and so this bank of materials is of little practical use in a successful CLIL classroom. A lack of suitable provision has the potential to be a significant barrier to CLIL uptake by teachers given the intensive nature of crafting bespoke lessons and support materials suitable for the CLIL classroom while a concerted supportive whole-school approach with a prioritisation of resources, as outlined, provides a mechanism to overcome these barriers.

Collegiality

In addition to provision of time and space to develop resources, provision is needed to support exploration of CLIL through collegial structures which are positively disposed to CLIL implementation and which provide reflective spaces where opportunities but also challenges can be investigated. Sachs (2016), in exploring the provision of PD, espouses the value of positive attitude development as well as opportunities for improved practice through peer collaboration. This is an important support factor in challenging negative perceptions of teachers towards CLIL implementation through a development of positive dispositions to CLIL approaches at a whole-school level through collegial efforts and learning.

Positive whole-staff disposition to CLIL implementation surrounds the microsystem individual teachers find themselves operating in and shapes the organisational/institutional environment within which teachers nurture CLIL. Participant perspectives of colleague attitudes to CLIL highlight this need.

I was just sharing it in the staffroom and to say the reaction was negative was an understatement... if you [colleagues] could see it yourself it actually is a brilliant way...
Participant C (Focus group 2)

...general staff consensus to CLIL was neutral and negative in many cases.... attitudes definitely began to change when they saw the level of Gaeilge, how it was presented and how engaged even as adults that they were...
Participant A (Focus group 3)

Learning Communities

Identity formation, as described by Lave (1996, cited in Leavy et al., 2020), is a social process and becoming more knowledgeable skills is an aspect of participation in social practice. Supportive learning communities within schools provide beneficial opportunities for CLIL implementation. This type of forum which includes teacher peer collaboration, review and feedback enables a sharing, critique and discussion of CLIL efforts on a whole-school basis. The value of providing this specific time and space for teachers is evidenced from positive participant feedback on such provision provided during PD sessions that formed part of the research design of this study.

I really looked forward to...conversations about good practice for Irish in our classrooms...

Participant B (PD final review)

...the general discussion created among the group was excellent...the informal discussions...which are very hard to replicate online...

Participant C (PD final review)

...the pair work was practical and working together and in smaller groups kept me focused...

Participant D (PD final review)

...meeting like-minded teachers and sharing ideas...sharing our fears and realising I'm probably not as poor at Irish as I thought...

Participant E (PD final review)

In supporting the immediate in-school learning community, there is an opportunity to employ an online presence to expand links with other learning communities across a multitude of settings. Participants were positive regarding the use of online forums during the course of this study that provided 'examples of good practice' (participant B – PD final review) and allowed participants to 'see what other teachers are doing' (participant D – PD final).

Supportive management structures

The provision of time and space, already discussed, as well as a positive disposition towards CLIL needs to emerge from school management. A climate supportive of new initiatives, which fosters opportunities at staff meetings for teachers to present their experiences and encourages and empowers others in a supportive structure is paramount. Participants of this study perceive school leadership's role as that of support for CLIL experimentation as well as to provide direction to its rollout. Participants

perceived the support of management as an important acknowledgement of their efforts as well as a positive motivational factor in whole-school adoption of CLIL.

I think it would work if you were to assign maybe a Croke Park day to it and let them [teachers] off...

Participant A (Focus group 2)

...that [negativity] wasn't coming from principal or vice principal...they really supported it....so sign I'm here being given the time to be here...

C (focus group 2)

I know our principal is on board (with implementing CLIL), but it would be met with a lot of oh sure God we've enough to do ... they're (teaching staff) afraid of it.... they really have to assigned A or B posts (middle management post-holders) to it (CLIL)....to get it off the ground...

Participant B (Focus group 2)

...you'd [management] nearly have to say well right for the month of September 5th and 6th class are teaching this, as a school say yes to it (CLIL).

Participant E (Focus group 3)

Supportive management structures not only provide a prioritisation for CLIL as a school approach but also support the provision of the initial aspects of time and space whereby the importance of CLIL to school endeavours is recognised and valued as such. Bertaux et al. (2009) includes supportive management structures where partnerships in supporting pupil learning features as a key competency underpinning CLIL while learning environment management is a requisite for setting CLIL in motion.

The support structures explored in this subtheme are easily in the grasp of schools and are described by participants of this study as realistic and achievable. Without doubt, the informed perspective of participants gives substance to these opportunities for supportive school-based environments.

6.3.3 SUBTHEME THREE: STATE LEVEL SUPPORT: THE MACROSYSTEM

The final subtheme focuses on the macrosystem, a layer that, while not directly occupied by the teacher, impacts their macro and mesosystems immensely. The final subtheme presented encompasses both the microsystem and mesosystem and explores how national policy direction can support the individual teacher in their engagement with CLIL. This subtheme again emerged from qualitative data gathered from participants throughout as well as post-intervention and provides participants

perspectives as to what is achievable and necessary to support endeavours to introduce CLIL in an appropriately supportive manner.

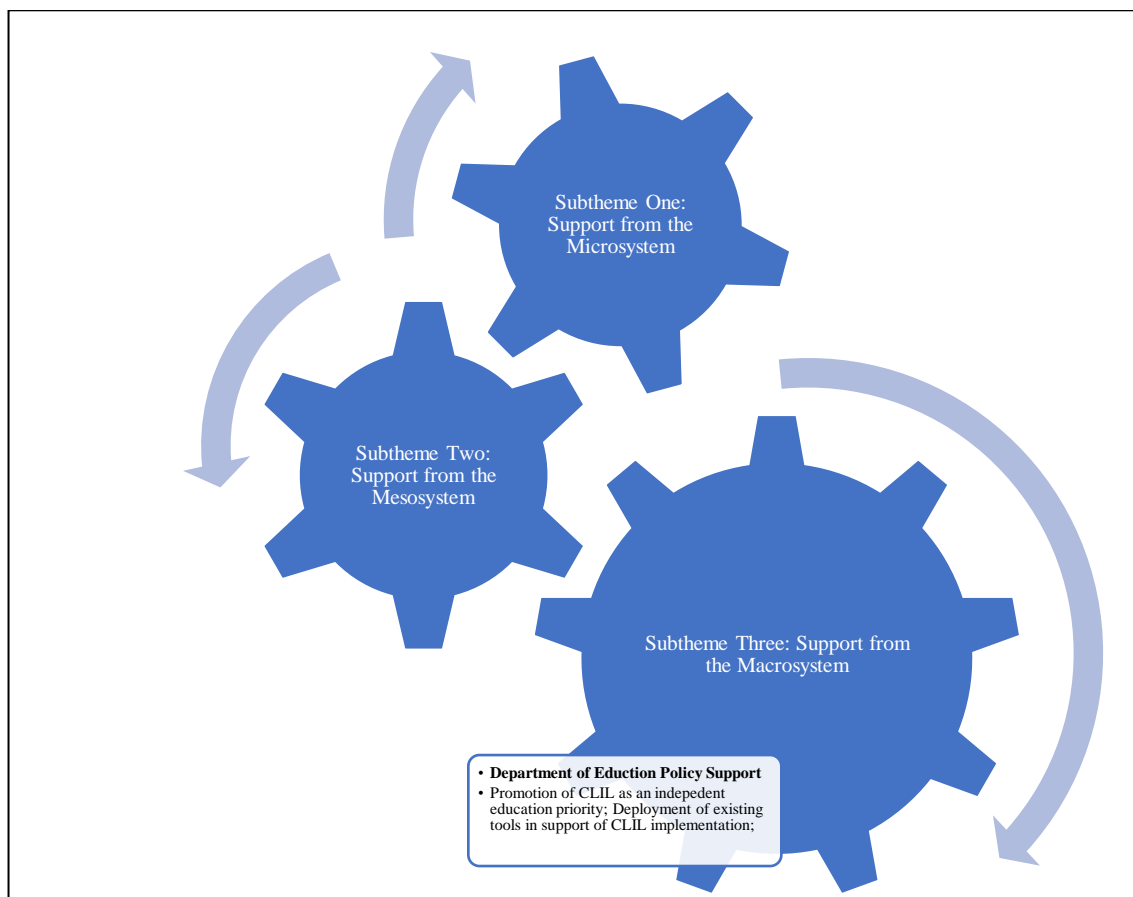


Figure 6.6 Successfully supporting CLIL implementation: The Macrosystem

This layer involves national policy in education and explores opportunities for the Professional Development Service for Teachers⁵⁷ (PDST) as well as opportunities for the Department of Education to support CLIL through a redirection of existing embedded school improvement tools. This subtheme presents system level opportunities from the Department of Education itself where CLIL might be supported. Education policy and curriculum is set at a national level in the Republic of Ireland with schools being provided with support structures as well as the autonomy to implementation thereafter. This final subtheme, emerging from the informed perspective of this study's

⁵⁷ The PDST is funded by the Teacher Education Section of the Department of Education and offers professional development to teachers and schools on a variety of curricular areas and national priorities in education.

participants highlights challenges as well as opportunities from a national education policy perspective in support of CLIL implementation.

Reprioritisation of CLIL as an independent education priority

The first challenge encompasses the Republic of Ireland's programme of curriculum change at present and includes the pace as well as the associated supports available to schools to support this change. Participants highlighted the need for curriculum space and breathing room for teachers to introduce CLIL as an approach to language teaching and learning. A hesitation in relation to initiative overload is predicted without laying the foundations to create an individual conceptual awareness of CLIL (as seen in subtheme one) and without creating supportive school environments where CLIL can be embedded (as seen in subtheme two). In addition to a lack of awareness and direction about CLIL and its strengths in relation to supporting the teacher and learner, the challenge emerges of perceptions of CLIL as another initiative on an already initiative-saturated educational context.

the new language curriculum as well and I think there's just so much going on and they're like ah Jesus another thing ah don't come near me with another thing again you know. And that's big like it's an overload.

Participant E (Focus group 2)

...there is an overwhelming feeling of being snowed under with initiatives – SSE (school self-evaluation), Digital Learning Plan (A component of the Government of Ireland's roadmap to help schools effectively embed digital technologies into teaching and learning), PLC (Primary Language Curriculum, 219) etc. etc. So, despite my optimism, it's taking a lot of energy to bring others along...

Participant D (Focus group 3)

Participants suggest CLIL needs to be recognised as an independent entity with unique strengths and opportunities. While there has been investigation with CLIL approaches from nationally set targets⁵⁸ and a CLIL project⁵⁹ that has emerged from the *20-Year Strategy for the Irish Language* (2010), CLIL finds itself competing with other curriculum reforms and areas of national priority including the *Numeracy and Literacy Strategy* (2011) and the *Digital Strategy for Schools* (2015) and most recently the

⁵⁸ A significant aim in Irish language education, as laid out by the *20-Year Strategy for Irish* (2010) is that all students in mainstream schools undertaking the Irish language as a core subject will be offered the experience of partial immersion education in other subjects.

⁵⁹ A three-year pilot currently being undertaken by schools in partnership with the Department of Education, using the CLIL approach. It will be developed in two phases. It opened to 22 starter schools and early years settings to take part from September 2019 with the number increasing as the project progresses.

launch of the *Draft Primary Curriculum Framework* (2020), and its potential has been eclipsed as a result.

Our recent language day (Department of Education provided professional development for implementation of Primary Language Curriculum, 2019) had no mention of CLIL only referred to it in passing as the new Chapter 6.

Participant C (Focus Group 3)

PLC [Primary Language Curriculum (2019) in-service] day next week so will wait and see. Brief mention of CLIL on Principal's PLC day (Department of Education provided professional development for implementation of Primary Language Curriculum, 2019) ...

Participant D (Focus group 3)

... facilitators (of professional development services) want to move on (where CLIL has been mentioned) so obviously they're not equipped with it yet...there wasn't any in-depth knowledge of it.... or where to start with it...

Participant A (Focus group 5)

we've been doing the new language curriculum I suppose we haven't gone into any particular detail about CLIL and the word needs to be spread ... an awful lot of people don't know about CLIL ... I know there's the CLIL project with schools, but people don't know where to start with CLIL...

Participant E (Focus group 5)

This perception that PD support services for teachers provided little input on CLIL as an approach is a significant barrier in need of review. Breidbach and Medina-Suárez (2016) show that teacher investment in CLIL approaches increases when they are sufficiently supported and so this is a priority area for development.

An opportunity is presented out of data for the development of appropriate support services to meet the needs in implementation of CLIL as determined by the informed perspectives of participants of this study. Participants suggest any PD offered should include exemplars of best practice to guide teachers in their efforts to implement CLIL in their classrooms, footnotes and exemplars would, according to participant E, demonstrate not only that 'yes this could be implemented, but also such provision would make CLIL implementation 'less scary for someone who never taught a CLIL lesson, it wouldn't turn them off trying'.

I would like more detail on developing lessons and implementing them in class, even videos of CLIL lessons being taught in classes with limited Irish

Participant B (PD review day 2)

...seeing what other teachers were doing on Twitter was helpful, in a larger setting I think it would be very valuable....

Participant C (PD final review)

...perhaps a video of a lesson being taught...I know there would be issues with this but it would be really valuable to see other classrooms...to see good practice in action...

Participant D (PD review final)

Utilisation of existing structures in support of CLIL implementation

Additional to the perceived limited PD support on offer is the need for supports for teachers own language skills to counter the challenges to TLA outlined above. In the area of support for teachers' own language needs as well as support for teaching and learning in a CLIL environment, participants highlighted the importance of in-lesson language supports and provided insight into these specific in-lesson supports which are needed.

I think the scripted lesson definitely help initially. As the scheme progresses, I notice I am less likely to glance at the script which is good. I guess you gradually begin to trust your own language skills.

Participant A (Focus group 1)

I would be lost without resources (teacher language supports) ... find myself going back over your schemes, plans and PowerPoints constantly.

Participant E (Focus group 1)

...a sheet outside of the lesson plan you can check you're covering the language rather than the lesson plan if you just had that sheet ... it would be so handy....

Participant D (Focus group 4)

In final reflections participants clearly articulate the most useful in-lesson language elements in support of their own language use and their immediate teaching and learning with language elements including exemplars of classroom management, subject-specific vocabulary in context, grammar structures in context as well as a highlighting of opportunities for improved language richness. Such a resource should be, as described by participant C, 'simple enough' so as not to 'turn people off' while at the same time a template in support of lesson content where:

...you know what (language-wise) you're putting into the lesson yourself...

Participant D (Focus group 5)

While the presented PD needs can be viewed as significant barriers to successful CLIL implementation, the provision of a structured PD programme for teachers can be a significant opportunity to develop all of these areas of need. A sustained and supportive programme of PD that targets the areas identified in this subtheme provides the foundation for growth in CLIL implantation through an empowerment of individual teachers. The success of this empowerment is seen through the interactions of participants throughout this study. Participants were encouraged to reflect on the

opportunities to develop CLIL in their own schools. Their improved CLIL conceptual knowledge as well as successful pedagogical approaches gave participants the confidence to expand on their exploration of CLIL in a wider context.

I would like more detail on planning a CLIL lesson from start to finish so I can show other members of staff how to do it...

Participant B (PD review 2)

I haven't discussed it too much with colleagues, but it will be on our next Croke Park that's coming up....I'm learning non-stop and I think they will too if they take it from me...

Participant C (Focus group 3)

In a staff meeting today I was asked to talk about and demonstrate CLIL briefly for other teachers...began to change when they saw the level of Gaeilge [Irish], how it was presented and how engaged even as adults they were...

Participant A (Focus group 3)

Participants of this study not only encountered challenges to their attempts to implement CLIL approaches but also many positives. The presented data demonstrates the importance of developing mentoring supports and collaboration between colleagues on CLIL implementation as an important empowerment tool for teachers as they develop their practices in CLIL. The confidence expressed by participants in sharing their knowledge and experiences at a school level may provide a suitable mechanism for the development of a PD programme based on a teacher learning community model facilitated by CLIL experienced practitioners. Although not fully realised in this study due to the required adaptation and early conclusion of the intervention period resultant from the global COVID-19 pandemic and subsequent school closures in the Republic of Ireland, the presented data provided a platform for further development.

The second challenge is providing a vehicle for dissemination of CLIL as a national priority. National policy could provide a platform for embedding CLIL into school culture. Participants suggest mechanisms, including *Looking At Our Schools (LAOS)* (2016) and the SSE process, are already in place to support the implementation of CLIL across the education system. A clear and concise framework of CLIL practice would provide a model for best practice in CLIL. Participants suggest the *LAOS* framework as a viable vehicle for promoting CLIL best practice. The benefits of basing it on this framework are school familiarity with the *LAOS* (2016) framework⁶⁰ and structuring to

⁶⁰ *LAOS (2016) is a quality framework for primary schools compiled by the Education Inspectorate following consultation with pupils, teachers, parents, school leaders, management bodies and other education professionals and a wide range of other bodies in the Republic of Ireland.*

date as well as the ability to adapt this framework to individual practice together with whole-school practice.

...the standards would need to be straight forward but if you have the statements of effective practice....it would give you an idea of, like...that yes...this could be implemented...

Participant A (Focus group 5)

...we're familiar with the layout and the different areas you need to look at from the original LAOS document...

Participant B (Focus group 5)

...the framework looks at what everyone should be doing, the whole school...and then it shows me what I need to do too...

Participant E (Focus group 5)

A final advantage of using the LAOS framework is its compatibility with the school self-evaluation (SSE)⁶¹ process and the familiarity of schools in crafting the SSE process around LAOS standards. The SSE process could be used to provide reflective commentary on where schools are in their CLIL journey while it also provides a process for goal setting and implementation to achieve the practice outlined by the LAOS-based framework.

.... if you could bring it (CLIL) in like the SSE (school self-evaluation) process and bring it in in small steps and maybe one lesson a term or something ...then it's the small steps and it'll gradually be implemented ...

Participant D (Focus group 2)

While participant informed perspectives are positively disposed to the prioritisation of CLIL within the education system, cautions emerged also. There is a need to ensure any implementation process is mindful of the current Irish language teaching and learning landscape that in which teachers find themselves operating at present. Any national framework requires clarity of design and exemplars of best practice that allow practitioners to:

...avoid too onerous a framework so that then when you're going back looking to see where I have achieved it (CLIL effective practice) really in my lesson...

Participant C (Final debrief- developing a framework)

⁶¹ School self-evaluation (SSE) in the Republic of Ireland is a collaborative, inclusive, and reflective process of internal school review. An evidence-based approach, it involves gathering information from a range of sources, and then making judgements. All of this with a view to bring about improvements in pupils' learning. Schools are well versed in the process to date and are entering their third period of SSE from September 2021.

Where a successful approach in the mesosystem is achieved that complements efforts within the microsystem (classroom level) and mesosystem (whole-school level), CLIL implementation is supported through the clarification of its unique strengths in individual awareness as well as through a reprioritisation within the immediate education priorities at whole-school level with resultant assignment of appropriate resources and attention to embedding CLIL as school culture.

6.3.4 CONCLUSIONS ON SUPPORTING TEACHER CONCEPTUAL KNOWLEDGE OF CLIL IN THE ENGLISH-MEDIUM PRIMARY SCHOOL

This final theme has explored how best the construct of CLIL might be firmly established in the English-medium primary school context through the informed perspectives of participants who have endeavoured to establish best practice in their own right. Their insights into challenges encountered, support needs as practising teachers and perspectives on opportunities already within the education system have enabled a compilation of the various levels of action needed to introduce and embed CLIL in the Irish education system.

From data collected, several levels of activity to aid successful CLIL rollout can be identified including:

- The individual teacher level (microsystem) where an improved teacher language awareness centring on teacher language awareness as well as CLIL awareness. TLA centres on second language teaching pedagogy, self-realisation of Irish language proficiency and reflection on and progression of Irish language proficiency. CLIL awareness includes a conceptual awareness of CLIL as well as a professional knowledge of CLIL practices
- The whole-school level (mesosystem) where the prioritisation of CLIL within school leadership and management results in a targeted prioritisation of school resources, development efforts and leadership direction to support CLIL implementation. Areas of importance include planning skills, time, collegiality, learning communities and supportive management structures
- The national level (macrosystem) where Department of Education policy and curriculum direction could be focused on a reprioritising of CLIL. The efforts of the professional development services could be further refocused to support

schools to utilise the mechanisms already available (LAOS, 2016/SSE) to embed CLIL in school culture.

The levels of activity to aid successful CLIL rollout can be summarised as follows:

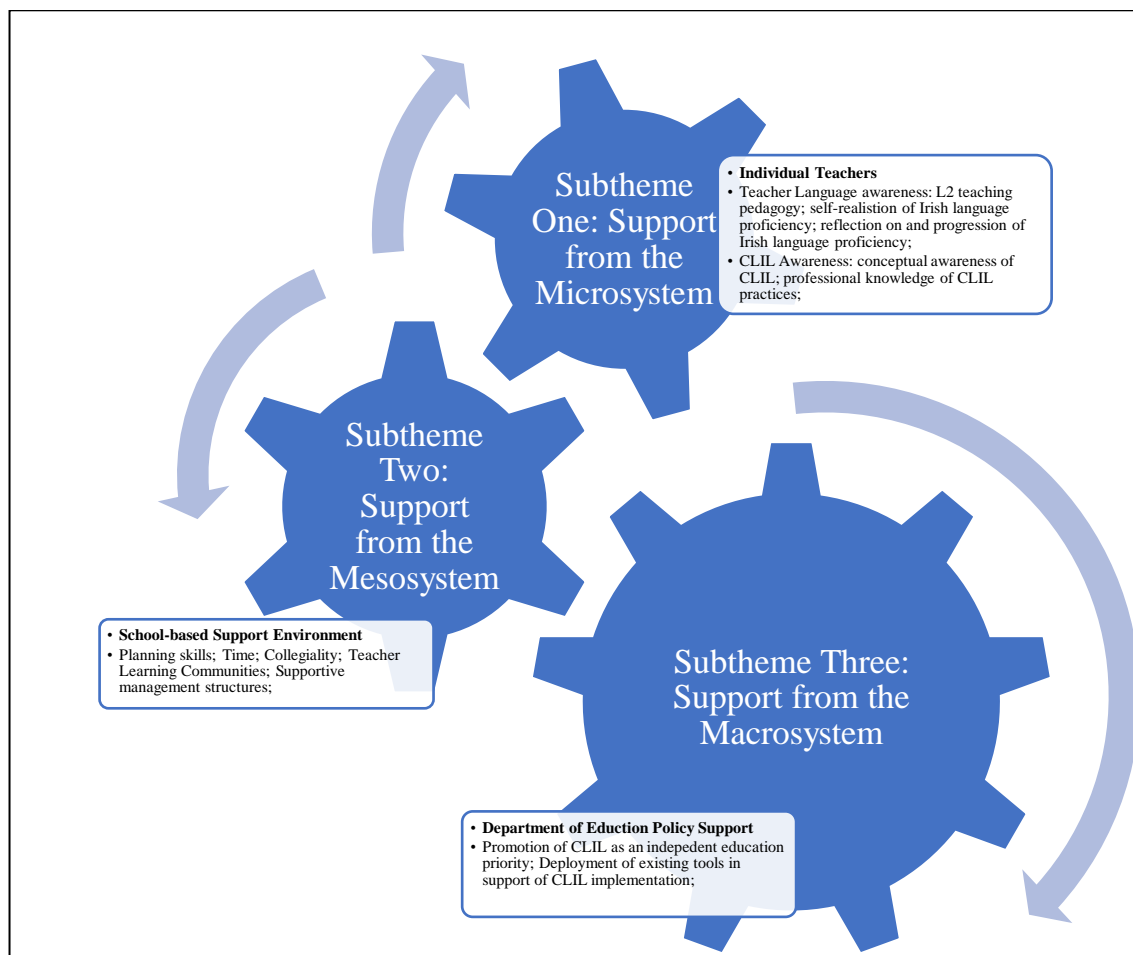


Figure 6.7 Successfully supporting CLIL implementation: Highlighting areas of need

This final theme analyses in greater detail the needs as well as opportunities around sustained supports required by Irish primary school teachers for CLIL implementation within the Irish primary school system. In support of the realisation of these needs and opportunities, the above framework provides a blueprint for the targeting of opportunities within the education system that enable a realisation of the needs identified.

6.4 CONCLUSIONS ON TEACHER KNOWLEDGE AND THE ADOPTION OF A CLIL APPROACH

Dierking and Fox (2012) state that teachers' knowledge, and the agency it gives them within their surrounds, determines in large part their level of efficacy. Teachers must feel confident in themselves as professionals. The knowledge base presented here, together with the teacher-informed perspectives (as presented by the participants themselves) provides a platform through which this knowledge can be supported to develop within teachers. Where self-efficacy, beliefs and knowledge, key predictors of successful teacher practice, according to Horgen and Gardiner-Hyland (2019) and Leuchter et al. (2020), are appropriately supported, high quality classroom practices experience and outcomes ensue. Each subtheme has provided an account of aspects of CLIL which explore the achievable pedagogical landscape within the Irish context but also presents an approach to achieving CLIL through targeted supports focusing the individual as well as whole-school and system level opportunities for development.

Following on from the CLIL journey presented across this and the previous chapter, the final aspect for consideration, the conclusions and recommendations of this study, are laid out in chapter seven.

CHAPTER SEVEN: RESEARCH CONCLUSIONS AND RECOMMENDATIONS

7.1 INTRODUCTION

Following on from the findings gathered in the previous chapters, this chapter sets out to draw together some of the salient features of the study. This chapter first sets out a reminder of the central research question of this study as well as the subsequent embedded questions that formed the basis of inquiry. Following on from this is a presentation of the core findings that emerged from the research themes as presented in chapter five and chapter six. Themes presented in chapter five focused on participant language self-efficacy and beliefs, as impacted by their implementation of a CLIL approach to language teaching and learning in their respective classrooms. Chapter six then moved to an exploration of the essential knowledge base needed by the participants of this study, a knowledge base that supported the growth of their professional identities as competent CLIL teachers. The latter part of this chapter also provided a participant-informed perspective as to how this essential knowledge base might be constructed within the Irish primary education system. Each embedded question is discussed in relation to the findings of these core themes. Implications for future research are then provided before finally the core recommendations that emerged from this study are presented for consideration.

The core aim of this research sought an examination of the potential of employing CLIL as a mechanism to enhance teacher language awareness (TLA) in English-medium schools in the Republic of Ireland. If successful, this enhancement of TLA could lead to an empowering of teachers' own language proficiency together with their language teaching and learning competency that could potentially combat the issues facing the Irish language across the education system at present. The core research question of this study was:

How does the adoption of a CLIL approach influence teachers' language awareness and subsequent Irish language teaching and learning competence in English-medium primary schools in the Republic of Ireland?

A series of embedded questions emerged to support the exploration of the core research question below. These embedded questions explored a rationale for the implementation of CLIL approaches in the Irish primary school context while at the same time supported the construction of a deeper understanding of the opportunities as well as the challenges of implementing a CLIL approach in the Irish primary school context.

- *What is the impact of employing a CLIL-based approach in the primary classroom on teachers' own Irish language proficiency?*
- *What is the impact of employing a CLIL-based approach on teachers' competence in Irish language teaching and learning?*
- *What CLIL professional knowledge is needed by primary school teachers to support their efforts in implementing CLIL in the English-medium classroom?*
- *What opportunities are present to support teachers in their efforts to implement CLIL approaches in support of successful language teaching and learning practices?*

In exploring these embedded questions, a pragmatic paradigm shaped the discussions that resulted. This study charted the journey of five participants using a multiple case study-based approach. Participants, primary school teachers working within English-medium schools in the Republic of Ireland, set out to establish and embed a CLIL-based approach in their classrooms through the teaching of science through the medium of the Irish language. Participating teachers' own language competency was established prior to the implementation of a scheme of CLIL lessons (including participants' own language proficiency as well as their language teaching and learning competence). During two school terms (approx. 17 weeks in total) participants then taught science using CLIL approaches through the medium of Irish. Teachers were initially provided with a scheme of work, resources and language and content supports to aid their efforts with the view that they would be enabled to realise the core aspects of the CLIL lesson and eventually gain competency in producing their own. This initial scheme of work was created using design-based research where lessons were created to meet the emerging needs of teachers and pupils as CLIL efforts evolved throughout the

intervention period. The influence of employing CLIL approaches was monitored throughout the intervention period through continuous participant professional reflection created by the establishment of a teacher learning community using various social media tools as well as onsite professional development sessions held at three intervals during the intervention phase. Finally, a debriefing and post-intervention exploration of participants' language proficiency (again both own language proficiency as well as language teaching and learning competency) was captured to provide a comparative pre- and post-intervention. This enabled a realisation of the impact of employing a CLIL approach on participants teacher language awareness as well as their overall identity as L2 teachers.

Much of the research on CLIL focuses on the benefits for the learner and has not considered the benefits of CLIL for teachers' own language skills nor their language teaching and learning approaches. This research adds to the international body of research on the influence of CLIL on teachers while further providing specific insight into CLIL implementation in the Irish language context. It has revealed the positive impact of CLIL implementation for the teacher themselves.

The data that emerged from this research design firstly presents a robust rationale for the implementation of CLIL. Following on from this rationale are the opportunities for supporting teachers awareness and identity growth to enhance the employment of a CLIL approach in the Irish education context.

7.2 CONCLUSIONS ON AREAS OF INQUIRY

The case study approach of this research provided an informed perspective as to what is achievable for Irish language CLIL-based teaching and learning provision within the English-medium school context. Before presenting the discussion of each embedded question, a summary of each of the themes of this study provides a collective account of participant CLIL interactions as a grounding to the proceeding embedded questions.

The first three themes centred on language self-efficacy and teacher beliefs (including professional identities and impacted classroom practices). These themes provided an account of participant language confidence and the associated influence of CLIL

implementation efforts on their evolving competency as language users in their own right as well as successful professional language teachers overall. Summary results provide a broad range of discussion points.

In terms of teachers' overall self-efficacy and beliefs around their own language skills as well as their belief in themselves as competent professionals, the use of a CLIL approach and the influences of it on these aspects of identity are numerous.

- Engagement in CLIL led to increased teacher language confidence and enhanced Irish language use
- Low language confidence levels influence willingness to engage with CLIL approaches and are a significant 'stumbling block' for teachers
- A CLIL-based approach positively influences a broad range of teachers' own language skills as well as their language creativity
- Underdeveloped teacher language awareness (TLA) inhibits successful teacher reflection on their own language needs and development
- Identity and validation as successful language teachers is enhanced where collegiality recognises, affirms, and supports CLIL endeavours
- Teachers' Irish language affinity and subsequent overall teaching strategies and methodologies are positively impacted by CLIL
- There is an absence of reflective language practices or supports to develop TLA for primary teachers at present.

This positive influence on one's self-efficacy and beliefs lends to a strengthening of classroom practice for teachers as they engage in success language teaching and learning supported by an improved awareness and identity.

- A CLIL approach provides improved metacognitive awareness, including a greater awareness of own language needs, for teachers

- A development of teachers' language content knowledge and pedagogical knowledge was generated/cultivated through CLIL
- Teachers were encouraged through their CLIL efforts to progress their reflective practices as well as their self-directed language learning as they endeavoured to provide communicative language opportunities in their CLIL classrooms
- Experimental CLIL implementation successfully supports teachers to explore language needs in a non-threatening atmosphere
- Competent modelling as well as a clear motivation for the Irish language is central to successful willingness to initiate communication for the pupil.

The fourth theme sought to identify an essential teacher knowledge base in support of successful CLIL classroom adoption achievable for the Irish primary school context. This theme emerged from teacher-informed perspectives detailed within the narratives gathered as participants implemented the CLIL scheme of work during the intervention phase of this study:

- Both successful conceptual and pedagogical knowledge for CLIL requires development of teachers' knowledge in planning for balanced language and content input, language and content integration processes and finally, differentiation and assessment strategies for the CLIL classroom
- Successful CLIL benefits pupil anticipation and enjoyment of the Irish language as well as improved pupil awareness and confidence in using the language
- The successful CLIL classroom ensures a more inclusive Irish language experience that is engaging to all pupil ability levels
- Informed CLIL conceptual as well as pedagogical knowledge is necessary to ensure pupil-motivating approaches are central to teacher practice

- Effective scaffolding coupled with active learning are core practices for a pupil-centred approach in CLIL learning experiences
- Successful differentiation produces suitable cognitive challenge through adaptation and adjustment of language and content input rather than merely simplification
- A primarily pupil-centred assessment for learning approach supports successful proactive monitoring of content and language development.

The fifth and final theme, again provided an informed perspective emergent from this study. This theme identified not only discrete needs for successful CLIL implementation but also opportunities within the Irish primary education system to support the successful introduction and progression of CLIL approaches in English-medium primary classrooms in the Republic of Ireland.

- To provide a foundation for CLIL, TLA development is needed to progress both teachers' own language skills as well as their pedagogical knowledge
- In-school supports needed to embed CLIL include planning skills, time & space for resource development, collegiality through successful learning communities and a prioritisation and promotion of professional development (PD) through a supportive school leadership
- The current perceived ambiguity of CLIL in curriculum and PD support services are barriers to CLIL awareness while dedicated supports for teachers' own proficiency in Irish language are further needed
- The *Looking at Our Schools* (LAOS) (2016) framework provides a familiar framework of reference that could be adapted to underpin CLIL best practice
- The school self-evaluation process provides a suitable familiar platform to support CLIL efforts.

The embedded questions presented below draw directly from the presented key findings of this study. They combine to present a rationale for CLIL as a beneficial endeavour for the education system.

7.2.1 WHAT IS THE IMPACT OF EMPLOYING A CLIL-BASED APPROACH IN THE PRIMARY CLASSROOM ON TEACHERS' OWN LANGUAGE PROFICIENCY?

The first embedded question sought to examine the impact of employing a CLIL-based approach in the primary classroom on teachers' own Irish language proficiency. As detailed in the findings of this study, the implementation of CLIL practices had a significant impact on participants' language confidence, as confirmed by both the TLCS and WTC self-assessment tools as well as qualitative data sources collected throughout the intervention period. The implementation of CLIL gave participants a greater sense of purposeful use and interaction with the Irish language. This further provided a basis for participants to be afforded increased opportunities to use the Irish language in the school day. This resulted in a greater sense of ease as well as self-assurance in using the Irish language and an improved assurance of their own language skills when interacting with colleagues using the Irish language. In parallel to this improved language confidence, participants' overall language competence saw an improvement across several language subskills resultant from efforts to implement CLIL and utilise Irish language structures to convey new learning. This positively impacted language subskills and included improved vocabulary specifically linked to the content explored in the CLIL classroom and a greater awareness of syntax and grammar structures resultant from exposure to new and increasingly dynamic language teaching and learning efforts. Participants also highlighted an improved oral language proficiency as they grappled with CLIL approaches and efforts to convey new language and new content that challenged their own skills and provided a purpose for them to challenge their own language skills on an ongoing and developing basis as they proceeded through the intervention period. These improvements in language confidence for participants of this study led participants to reflect on their language teaching and learning practices overall. This lends itself to the second embedded question of this study.

7.2.2 WHAT IS THE IMPACT OF EMPLOYING A CLIL-BASED APPROACH ON TEACHERS' COMPETENCY IN IRISH LANGUAGE TEACHING AND LEARNING?

The second embedded question sought to build on the exploration of CLIL implementation on teachers' own language skills and further identify the impact of employing a CLIL-based approach on teachers' competence in Irish language teaching and learning. Significant findings in relation to the positive influence of CLIL on teachers' own language skills emerged. The overarching themes, presented in chapter five, demonstrated the influence of implementing CLIL practices on teachers' language teaching and learning skills. The improvement in teachers' own language confidence lent itself to an increased motivation and more positive disposition towards the Irish language for participants. Participant use of the Irish language as the medium of instruction as well as incidentally throughout the school day and within other curricular areas increased as their own language skills improved. Further to these immediate classroom practices, participants were more open to reflecting on their practice and seeking PD opportunities for their language skills and classroom practices. Again, it was clear that participants' language teaching and learning practices were positively influenced by the introduction of CLIL approaches to their respective classrooms. Participant reflections highlighted increased opportunities for advancement of creativity within the use of the Irish language. As well as this improvement in Irish language teaching and learning practices, participants were enabled to contrast their current practices in relation to pupil language development across other curricular areas. CLIL approaches were used to bring to the fore and bolster first language development practices also. Undoubtedly, implementing CLIL as a language teaching and learning concept positively impacted participants' overall language teaching and learning competency. Their classroom skills in relation to planning, integration and differentiation of language acquisition benefitted from the reflective nature of the implementation of CLIL approaches. As a result, development of participants' language teaching and learning practices not only benefited Irish language learning experiences but also supported a development of language input and development practices for subject areas across the curriculum.

The previous two embedded questions present a strong rationale for the implementation of CLIL practices in the support of not only teachers' own language proficiency but also in the progression of their language teaching and learning classroom practices overall. As well as these core findings, further emerging from the research design are the secondary embedded questions that focus on opportunities to support the implementation of CLIL in the Irish primary school context.

7.2.3 WHAT CLIL PROFESSIONAL KNOWLEDGE IS NEEDED BY PRIMARY SCHOOL TEACHERS TO SUPPORT THEIR EFFORTS IN IMPLEMENTING CLIL IN THE ENGLISH-MEDIUM CLASSROOM?

The third embedded question sought to identify CLIL professional knowledge needed by primary school teachers to support their efforts in implementation of CLIL in the English-medium classroom. As presented in the literature review, CLIL implementation in Ireland is limited but progressing through a number of initiatives including its prioritisation in the *20 Year Strategy for the Irish Language* (2010), its inclusion as a key methodological approach in the *Primary Language Curriculum* (2019) and finally through the Department of Education's *CLIL project* (2019). Despite these advances in the promotion of CLIL practices, the results of this study demonstrate areas of significant need in the support of teachers' undertaking of CLIL practices. Teachers need to be supported to develop their language awareness from a general language teaching and learning viewpoint. An improved language awareness for teachers that focuses on one's own language abilities provides a realisation of teachers' abilities to implement CLIL approaches successfully. Coupled with the need to support teachers' confidence in their language abilities and therefore their ability to implement a CLIL programme, a strengthening of conceptual awareness of CLIL is needed. Data collected during this study demonstrates a lack of conceptual awareness of CLIL within Irish primary school teachers. CLIL-specific conceptual awareness needs include the need to provide a professional knowledge of CLIL as a concept to demonstrate its benefits to teachers' practice. In parallel to this is the need to develop a pedagogical skillset that supports teachers' ability to plan for a balanced language and content plan for the CLIL classroom that includes a practical knowledge of effective language scaffolding as well as CLIL-specific approaches

to differentiation and assessment in the CLIL space. Where this knowledge base is achieved, learner motivation for language acquisition is enhanced.

Finally, outside of these immediate language and CLIL professional knowledge needs, participant-informed perspectives presented in the discussion of data of this study identified a number of other areas of need for teachers as well as existing opportunities within the education system to support teachers in their efforts to implement CLIL.

7.2.4 WHAT OPPORTUNITIES ARE PRESENT TO SUPPORT TEACHERS IN THEIR EFFORTS TO IMPLEMENT CLIL APPROACHES IN SUPPORT OF SUCCESSFUL LANGUAGE TEACHING AND LEARNING PRACTICES?

This final embedded question provides a roadmap of opportunities that are grounded in what is realistic and achievable within the Irish education system and the education structures that teachers encounter on a daily basis.

Language support needs include the provision of immediate language supports as well as the provision of pathways for language development for teachers that focuses on both general language competence but also language specifics linked to curriculum areas targeted through CLIL approaches. Outside of these language supports, participant informed perspectives highlighted the importance of an exploratory nature in implementing a CLIL programme to provide a non-threatening environment where teachers are given the time, space, and creative control to explore CLIL practices. This together with a prioritisation of available school resources for the development of CLIL are important considerations in support of teachers' efforts. Participants also identified opportunities centring around existing development tools operating within the Irish education context including the use of learning communities in and between schools, the refocusing of in-school leadership and management to support the implementation of CLIL approaches as well as the prioritisation of CLIL on a system wide basis. Such an approach enables a refocusing of PD agencies as well as national priorities in school self-evaluation to support the implementation of CLIL. The core elements of this final embedded question are explored in their totality within the final recommendations of this study, presented below.

Before considering the recommendations that emerge from this why and how of CLIL provision in the Irish primary school system, the limitations of the research design are recognised and explored to acknowledge the boundaries of this study while also providing suggestions for further research in the area.

7.3 OPPORTUNITIES WITHIN FUTURE RESEARCH

- The range of language registers provided to participants in support of their CLIL-lesson development included general language for learning and language through learning as well as language structures based on word level grammar and sentence level grammar. While the TEG-based assessment was beneficial to providing a general analysis of participants' competency pre- and post-intervention, an analysis of the science-based subject-specific language register provided during the intervention period was not measurable by this language competency tool. It would be beneficial to future study design as well as complementary to the results of this study, to develop a language competency assessment aligned with the *Common European Framework of Reference for Languages*' levels that analyse the influence of CLIL approaches on teachers' subject-specific language range of the subject area being taught through CLIL (i.e., the disciplinary literacy specially relating to reading, writing, and communicating in the language of Science).
 - ⇒ A suggestion for research inquiry – how does the employment of CLIL approaches support teachers' disciplinary language and literacy awareness and development? – provides a basis for future research design.
- The timeframe of this study allowed an analysis of CLIL implementation and its associated impact on teachers' language skills and language teaching and learning practices over a period of two school terms (the Republic of Ireland's primary school system operates over three terms per school year). It would be beneficial for future studies to operate within an ethnographic-style study over a further extended period. Not only would this enable researchers to observe and directly interact with participants, but it would also provide longitudinal data in

support of the tracking of progress, development and outcomes over time and provide a comparative of the results of this study. This would also enable an analysis of the chronosystem of Bronfenbrenner's ecology model. This could include an analysis of teachers' evolving informed perspectives over a prolonged period. Several areas for consideration for future inclusion in such a longitudinal study come to the fore. Reflection on evolving practice in language teaching and learning across other curricular areas would provide greater depth of study. Another area for exploration could centre around the sustainability of CLIL approaches from year to year as teachers encounter a different range and ability level as classes progress through the school. Finally, such a longitudinal study would enable analysis of teacher processes of refining CLIL approaches, resources and overall provision as their professional knowledge and competence advances. The provision for exploration of the chronosystem would not only provide a comparative for the results of this study but would further aid in the identification of opportunities for sustained supports required at the three levels of the micro-, meso- and macrosystem of teachers' working environment.

- The design of this study focused on a singular curricular subject area, science, for CLIL provision. It had a particular focus in senior classes of primary schools. It would be beneficial to expand this limited scope of curriculum CLIL provision in future research designs. There are significant opportunities to explore the provision of CLIL across an expanded curriculum and throughout a variety of class levels not only to offer a comparison of the influence of using CLIL approaches across the range of curricular areas but also to provide a comparative platform for the benefits identified within this study. Such a comparative provides a platform to contrast the opportunities within each curricular subject area (resultant from the wide-ranging discrete language register of each curricular area).

⇒ It would be a worthwhile endeavour to explore – do some discipline areas advance teacher language awareness more than others when applying CLIL approaches?

Finally, it would also provide greater clarity as to the discrete demands of each subject area in terms of content, pedagogical knowledge and the subject-specific language range of each curricular area needed in the implementation of CLIL in each subject.

- ⇒ A useful reference for future enquiry might include – what are the common as well as subject-specific supports needed for CLIL employment across the full range of curricular areas?
- The implications for leadership needs were not explored due to the intervention period and PD opportunities concluding earlier than designed due to the global COVID-19 pandemic and the resultant school closure. Participants of this study highlighted the importance of collegiality and whole-school uptake of CLIL efforts. They further demonstrated an improved willingness to share practice and take on a leadership role as demonstrated in the results of theme five.
 - ⇒ It would be beneficial for future research to ascertain – what does leadership in CLIL encompass? - to identify opportunities as well as needs in relation to the development of leadership for CLIL implementation.
 - The literature review highlights significant research from a range of international studies on the benefits of CLIL approaches to pupil language acquisition. While not a direct aim of this study, it was possible to build a profile of participant perceptions of the benefits of a CLIL approach for pupil language learning, an outline of which is found in Appendix R. This included an exploration of key language skills as well as pupil affinity for the language through an improved sense of fun and engagement realised through CLIL processes. The inclusion of a further exploration of participant perceptions of the benefits of CLIL to the learner, from a uniquely Irish perspective would be welcome. Not only would such a design provide a comparative to the results of this study, but it would also greatly add to the international research already present while providing further insight into CLIL in the Irish primary education space also.
 - ⇒ A practical research question to guide this study could centre on pupil language uptake, use and progression – how does CLIL shape pupil attitude to second language learning?

A number of recommendations can be made in light of the findings of this study. The implementation of CLIL is not only a worthwhile endeavour for teachers and schools to undertake in support of establishing truly effective practices in the teaching and learning of the Irish language, but also an endeavour that is filled with opportunities for teachers’

own language awareness. The influence of CLIL approaches is far reaching and supports enhanced language acquisition in a holistic and purposeful manner for all involved in the process.

7.4 RECOMMENDATIONS

The following main recommendations are made considering the research outcomes and are divided into a rationale for implementing CLIL; an aspect that provides the critically constructed basis in support of establishing CLIL in the Irish primary school setting as well as the key considerations for supporting teachers implementing CLIL. Finally, an overview of opportunities that can be created within the education ecosystem to support teachers in their endeavours to pursue successful CLIL practices in their classrooms is considered.

7.4.1 A RATIONALE FOR CLIL

- The benefits of employing a CLIL approach clearly emerge from the findings of this study. The core research question in this study essentially sought to determine whether CLIL held benefits for the teacher in the same manner that it benefits the learner. In answering this question, a strong rationale emerges for CLIL with this study demonstrating how its implementation provides teachers with a platform to progress key skills not only in their own language proficiency but in turn their Irish language teaching and learning capacity also. The CLIL classroom provides a renewed sense of purpose and position of the target language within the lesson dynamic resulting in an awakening for the teacher in terms of their line of thought, pedagogical style, interaction with the learner and overall professional approach to classroom endeavours. The result of CLIL implementation is, as seen from the results of this study, an empowering of teachers as competent professionals through a development of their language awareness which in turn supports their identities as successful language teachers.

While this study was a small-scale exploration of CLIL and its potential in support of the primary school teacher and the progression of their professional identities, the

generalisability of the results provide a meaningful insight into the context and workings of the wider primary school system in the Republic of Ireland at present. The proceeding recommendations provide a roadmap of opportunities that serve to support teachers as competent professionals to develop their own language awareness and to subsequently strengthen their language teacher identities as they endeavour to embed CLIL in current practice.

7.4.2 KEY CONSIDERATIONS TO SUPPORT THE TEACHER

- With the introduction of the finalised *Primary Language Curriculum* (2019) and the ongoing PD in support of its rollout, it is opportune for individual teachers to reflect on their current language teaching and learning practices and analyse their current strengths as well as needs in terms of providing a personal account of their language awareness and the practices they use currently. A significant barrier to teachers' individual exploration of CLIL is a lack of conceptual awareness at present. In lieu of immediate dedicated professional supports, this study has generated an evidence-based resource for the implementation of CLIL approaches that provides a useful platform for teachers to explore CLIL in an individual capacity as they seek to progress their classroom practices. This resource will become available to all schools after the completion of this research. The project is to be funded by COGG⁶². A sample of this resource is available in Appendix I and includes:
 - Detailed and scripted incremental lesson plans for the teaching of science through Irish (suitable for senior primary school classes) that provide support for language, content differentiation and assessment CLIL-based strategies
 - Language supports and lesson resources for a multitude of classroom activities
 - Templates and scaffolds to guide the lesson planning process.

⁶² *An Chomhairle um Oideachas Gaeltachta agus Gaelscolaíochta (COGG) was established in 2002 under the provisions of Section 31 of the Education Act 1998. Its functions include:*

- *the planning and co-ordination of provision of textbooks and teaching resources through the medium of Irish*
- *advising on promotion of education through the medium of Irish in schools generally and in Irish-medium schools*
- *providing support services to Irish-medium schools; engaging in research*

Beginning this exploration of CLIL at an individual level would empower teachers according to the principles of *Cosán* (2016). From initial exploration and experimentation with CLIL in the immediate term, teachers would be enabled to reflect on and develop a personal development plan as autonomous professionals. This would position them to effectively access future PD that is directly relevant and tailored to their benefit.

- Reflection and reflective practices emerged as significant elements of teacher language awareness growth during this study. The supports for reflection in current practices were notably limited, however. The employment of language development reflective journaling (a readily available example presented in the literature review being the *European Portfolio for Student Teachers of Languages* [EPOSTL]) would assist with the development of teacher language awareness and contribute greatly to the promotion of reflection in support of language teacher identity. The Teaching Council's promotion of language development reflective journaling for both initial teacher education providers as well as practising teachers would further complement an expanded focus on language teacher identity formation and progression within Irish primary teachers. Such a promotion would support professional autonomy for teachers in developing language learning goals that are relevant to their school context and interactions with CLIL at any given time, as based on the principles of *Cosán* (2016). An exemplar of such a journal, based on the principles of ELP & EPOSTL, is provided in Appendix S. This exemplar provides reflective opportunities that include a self-reflection of current language skills, reflective goals for a language mentoring system as well as a repertoire of learning that ranges from vocabulary to syntax and grammar.
- Complimentary to the reflective space for one's own language skills, as provided within the deployment of an ELP/EPOSTL-type reflective journaling, there is potential for development of a framework to support reflection on one's language classroom approaches, and specifically CLIL-orientated approaches. Participants of this study highlighted the benefits of using existing support structures not only to avoid initiative overload but also given the added benefit of teachers' familiarity of use of these structures. A framework of effective

practice could be developed as a guide for teachers using the *Looking at our Schools* (LAOS) (2016) framework as a familiar reference basis. A sample of this adapted LAOS framework is below while a fully developed exemplar of employing the LAOS framework in support of reflection on CLIL practice is available in Appendix U. It outlines statements of effective practice across each of the four domains of learner outcomes, learner experiences, teachers' individual practice and teachers' collective/collaborative practice within teaching and learning. Coupled with these statements of effective practice are reflective questions to guide teachers in reflecting on their current practice as language teachers.

Learner Outcomes		
Standard	Statement of Effective Practice	Reflective Questions in support of SSE
Pupils enjoy their learning, are motivated to learn and expect to achieve as learners	<p>Pupils are engaged in active learning activities.</p> <p>Pupils are motivated to learn through activities that are meaningful and relevant.</p> <p>Pupils see themselves as language learners and this is demonstrated in their positive attitude towards the target language.</p>	<p>How are active learning activities structured to support language learning efforts?</p> <p>How are pupils encouraged in language learning in class and throughout the school?</p>

Table 7.1 Exemplar of adapting LAOS (2016) to support reflection on CLIL language practices

Coinciding with the need to support teachers' language competency, awareness and identity, the need to develop a CLIL-specific knowledge emerged during this study. To support the development of the essential knowledge base needed by teachers to successfully undertake CLIL in their own classrooms, several possibilities exist.

- If the debate on CLIL implementation is to be moved forward, a conceptualisation of CLIL needs to be developed across the teaching workforce.

It would be opportune for the Teaching Council to include specific reference to CLIL as a core element of initial teacher education (ITE) programmes in *Céim: Standards for Initial Teacher Education* (2020). Such an inclusion would ensure syllabi contain CLIL conceptual knowledge and teaching and learning approaches as core pedagogical foundations of language teaching and learning. This would progress professional knowledge as well as language awareness and in turn support a renewed focus on successful language identity for newly qualified teachers going forward. Complementary to these efforts, it would be beneficial for CLIL efforts were the Professional Development Service for Teachers (PDST) positioned to provide an expansion of targeted PD opportunities for teachers. CLIL needs to be recognised as an independent entity with distinct conceptual knowledge that requires increased awareness among teachers. As presented in the findings, participants of this study highlight the ambiguous nature of CLIL at present as it vies for attention as a worthwhile language teaching and learning approach within the PD offered in support of the rollout of the *Primary Language Curriculum* (2019). The provision of discrete CLIL-based PD would benefit from a sustained support model that would evolve with schools as they engage in developing their CLIL practices. Modules of study, identified from the exploration of key CLIL conceptual and pedagogical knowledge needs within this study, for both initial teacher education programmes and PD programmes should include at a minimum:

- Conceptual awareness of CLIL
- Language and communication for CLIL
- Differentiation in the CLIL classroom
- Assessment in the CLIL classroom
- Balancing language and content demand in CLIL planning

A significant further practical implication the PDST could facilitate would be the development of learning communities both within the school as well as between schools to share successful practice and problem solve challenges in a supportive learning environment. Teachers could be supported to develop CLIL practices in an incremental basis that expands their professional knowledge and practices in a supportive and reflective atmosphere that reflects the learning journey they are undertaking. Significant opportunities for the development of

practical supports exist with the current implementation of the *Primary Language Curriculum* (2019) providing a template for CLIL support provision. Practical supports could include exemplars of successful practice (including written and visual/video exemplars) that are practical and incremental in their approaches to allow teachers to build confidence in their practice. Language supports could be further provided to teachers to aid in their initial engagement with CLIL approaches to ensure teachers are not overburdened with the demands of balancing appropriate language and content in the initial stages of implementation. An exemplar of a range of language support templates successfully employed during the intervention period of this study is provided in Appendix T.

- To initiate the exploration of CLIL as well as to encourage peer collaboration within the reflective practices in support of one's own language awareness as well as classroom practices, the establishment of teacher learning communities, as utilised within this study, would be a valuable supportive space. As explored in the literature review and evident from this intervention of this study, the formation of a CLIL identity (and the realisation of the benefits to language awareness and professional identity evidenced from results presented) relies on social interactions with colleagues. The establishment of such a learning community model, either in-school or inter-school, would not only provide the space to deliver these essential processes but would also provide a combined mechanism of accountability and support (key elements of the teacher learning community model) needed to encourage and sustain interactions with CLIL through a celebration of successes as well as an acknowledgement and collaborative working through of challenges.

7.4.3 KEY OPPORTUNITIES AT A SYSTEM-WIDE LEVEL

This study explored the immediate environment of the participants and brought a contextualised focus on CLIL classroom endeavours. While not directly explored within the research design of this study, data collated provides significant insight into informed perceptions of the possibilities of supporting CLIL implementation to the advantage of teachers and their professional identity outside of the immediate classroom

environment. At a system wide level, several possible CLIL support pathways for consideration emerged during the course of the study.

- The possibility of further promotion of CLIL as a key policy area of the Department of Education would ensure its centrality to Irish language education policy and provision in the Republic of Ireland. Were CLIL to be defined as a national educational priority, it would be further opportune for the Department of Education to focus its inspection and PD services to both promote and support the implementation of CLIL within the school system going forward. This endeavour could be further supported through the creation of an action plan for CLIL implementation, guided by the *20 Year Strategy for the Irish Language* (2010), that builds on the results of the current worthwhile CLIL project being employed by the Department of Education. The results of this current project could be used to provide a basis for the further development of specific, measurable, and time-bound goals in support of CLIL adoption that build on the achievements already experienced in implementing CLIL. It would be further opportune to embed CLIL as a successful language teaching and learning approach in the successor strategy to *The National Strategy to Improve Literacy and Numeracy among Children and Young people 2011-2020* (2010). As shown by the results of this study, the identification and inclusion of CLIL as a successful language learning approach would underpin the development of successful pedagogical knowledge in support of the teaching and learning of languages for teachers within any successor strategy. The prioritisation of CLIL through these measures would help to curtail the ambiguity experienced by CLIL at present, as identified by participants of this study, as well as support its dissemination as a unique and worthwhile language teaching and learning approach that has the potential to benefit teacher language awareness and successful language teacher identity.

The establishment of CLIL as a national priority would undoubtedly filter through the efforts of the various structures and organisations of the Irish primary education system to support and shape teacher practice in their efforts to successfully establish CLIL in the teaching and learning of the Irish language.

- There is a defined benefit to the Department of Education prioritising the progression of Irish language skills in the education workforce. This could involve supports for teachers in developing their own general Irish language skills as well as for the development of subject-specific language registers in support of the implementation of CLIL approaches. The Teaching Council could further bolster these language development efforts through the promotion of an expanded emphasis on language teacher identity as well as the development of successful TLA for programmes of ITE. It would be beneficial to connect such an endeavour to the Gaeilge strand of the core elements of ITE programmes within *Céim: Standards for Initial Teacher Education (2020)*. Initial teacher education providers could employ language development reflective journaling such as the EPOSTL framework. To coincide with these efforts, the promotion of targeted schemes to provide ongoing language immersion opportunities for teachers throughout their career would be beneficial (the summer course scheme where primary teachers undergo short courses on various PD areas provides a suitable model of reference for such targeted immersion schemes). Such schemes would counter the deficits in relation to underdeveloped TLA and reflective practices identified in this study. It would also not only support teachers' own language skills but also their confidence and competence in expanding CLIL teaching and learning approaches.
- Results of this study identified significant needs for CLIL implementation that ranged from professional knowledge development and material resources to space for collaboration between staff. To support the establishment of support structures as well as inter-school and in-school collaborative structures, there is an opportunity to employ a seventh pillar to the existing *Schools Excellence Fund*⁶³ (SEF). Provision of support from the SEF model could include enabling schools to tailor their CLIL development, work collaboratively across a community of schools to share expertise, successes and challenges and provide opportunities for access to Third-level Institutes' expertise in CLIL

⁶³ *The Schools Excellence Fund (SEF) is an initiative in the current Programme for Government of the Government of the Republic of Ireland. It aims to encourage and recognise excellence and innovation in schools. The SEF operates across six distinct themes at present and provides supports to schools to partner together as well as with Third-level Institutes and other government departments and initiatives to pursue collaborative education projects. Schools are provided with funding and additional resources including substitute cover for teachers to pursue discrete project work as well as access to external advisors. Projects can span a number of years.*

development. The development of an SEF-CLIL pathway would support the establishment of clusters of excellence of CLIL across the country (based on a communities of practice model) that could be used for future development of CLIL practices in other schools thereafter.

- There is potential for the Inspectorate to develop a programme of support for the implementation of CLIL in schools using existing tools to the advantage of such efforts. It would be opportune to employ the school self-evaluation (SSE) framework to provide schools with a mechanism for reviewing existing Irish language teaching and learning opportunities. The Inspectorate are uniquely placed to develop an SSE advisory programme in support of the creation of CLIL-specific school improvement plans using the SSE process. As already outlined, the adapted LAOS framework in support of modelling effective CLIL practice is available in Appendix U. It outlines statements of effective practice across each of the four domains of learner outcomes, learner experiences, teachers' individual practice and teachers' collective/collaborative practice within teaching and learning. Coupled with these statements of effective practice are reflective questions to guide schools in reflecting on their current practice as well as to support efforts to establish a CLIL-specific SSE process going forward.
- At the school-based level, the adoption by school management of a whole-school approach to CLIL implementation would benefit rollout efforts. This could include the creation of specific responsibility within in-school management teams to coordinate CLIL efforts across the school. Opportunities for school leaders to show clear and prioritised investment in the process include a willingness to support staff through encouragement and prioritisation of PD offered, assignment of school development time and efforts to the implementation of CLIL, the establishment of a whole-school supportive atmosphere with the target of embedding CLIL practices and the encouragement of a sharing of successes as well as challenges as teachers incorporate CLIL into their practice. The SSE process provides school management with a familiar mechanism to produce an action plan for CLIL implementation. Clear goals should be set that build on current successful practice while also seeking to embed CLIL approaches in every classroom. To foster the centrality of CLIL

development as a school priority, this plan could be promoted among school staff at all levels as well as presented to parents and learners as a priority development area for the school. Finally, efforts could be strengthened through an annual review and reflection process with progress reports shared with the board of management and the school community. Again, the results of this study confirm that the use of familiar systems including the SSE process provides familiarity to schools and avoids a sense of initiative overload while the prioritisation of CLIL on a whole-school basis provides the collegiality needed to support efforts and legitimise as well as develop teachers' identity as successful practitioners.

7.5 PERSONAL LEARNING REFLECTION

This study has provided personal and professional learning and development on a broad range of levels. From first researching the theoretical and practical aspects of CLIL to creating, piloting and then upskilling and empowering other practitioners in the implementation of a CLIL-based scheme of work, the opportunities to expand my own knowledge of CLIL as a unique, beneficial, and worthwhile language teaching and learning approach are immeasurable.

As a former primary school teacher and leader, I consistently maintained an affinity for the Irish language and how best to instil the language in pupils. I am acutely aware of the demands on teachers in their daily interactions with pupils from a multitude of both curricular and non-curricular aspects. CLIL, as a language teaching and learning approach, not only provides an opportunity for a renewed and exciting focus on how we teach the Irish language but also how we interact with the language on a deeper level as we create successful language learning experiences in our classrooms. This research project has demonstrated for me that while significant effort is needed to support its rollout, CLIL is a viable and valuable mechanism for Irish language teaching and learning in English-medium schools that is achievable by primary school teachers.

As a researcher I have been able to develop and progress critical analysis skills for interpretation of both theory and raw data. I have been able to explore the transfer of knowledge from that of a theory basis into practice and functional classroom practice in

the pursuit of successful CLIL development. Finally, this study has provided me with greater insight into my own identity as a language practitioner and has encouraged me to reflect on and develop my own pedagogical knowledge base.

7.6 FINAL CONCLUSIONS

The opening chapter of this thesis highlighted the difficult context within which the Irish language finds itself operating at present. Challenges including teachers' own impacted language competency have significantly impacted classroom practices. Efforts to revitalise the teaching and learning of the Irish language are needed to strengthen the language going forward and to reverse the negative trends associated with language use today. This study set out to explore the concept of CLIL and its potential benefits as an innovative approach to supporting the teaching and learning of the Irish language in English-medium primary schools in the Republic of Ireland. The recommendations presented provide a realistic series of opportunities that, if achieved, would greatly support the teaching and learning of the Irish language through a renewed focus for teacher practice that would support the establishment of beneficial learning experiences for all primary school pupils. CLIL is the innovation the Irish language has been waiting for. It is the vehicle within which teacher language awareness and subsequent L2 teacher identity for primary school teachers in the Republic of Ireland can be improved. It is the mechanism for providing partial immersion opportunities in English-medium classrooms, as called for within the *20 Year Strategy for the Irish Language (2010)*. CLIL offers promising potential as the platform from which the Irish language can be launched as a viable and vibrant communicative means and it is through this realisation that the negative trends of daily Irish language use both within and outside of the education system can be finally reversed.

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APPENDICES

APPENDIX A: A TIMELINE OF THE IRISH LANGUAGE

Year	Irish Language Event
1831 Ó Ceallaigh & Ní Dhonnabháin (2015) Mercator (2016)	The national primary system was established in 1831 and a ban on teaching the Irish language was introduced. As explained by Ó hUallacháin (1994: 25), “from the outset, the officially accepted means in the national schools (1831) was to ban all use of Irish among school children and to punish infringement of the ban”. This policy was continued until the end of the 1870s. Corporal punishment was often used on children if they spoke in Irish at school and their teachers were penalised if they taught through the medium of Irish. It is often reported that parents gave their support to this policy, “the parents have never manifested any disposition that their children should cultivate Irish ... They have energetically demonstrated an anxiety that their children should know English” (Royal Commission of Inquiry into Primary Education – Ireland, 1890). The curriculum took no account of the Irish language, culture or literature.
1845-1849 Ó Ceallaigh & Ní Dhonnabháin (2015)	It is evident that the Great Famine (1845-49) and the subsequent death and emigration were one of the major factors which added to the decline of the Irish language. It is reported that there was a decline of two and a half million to the Irish population as a result of the death and emigration during 1846-1851
1851 O’Rourke (2011)	According to the 1851 census of population, the first to include a question on language, less than 5% returned themselves as monolingual speakers of Irish, the majority of whom were concentrated in peripheral areas.
1876-1893 Ó Ceallaigh & Ní Dhonnabháin (2015)	The end of the 19th century and the beginning of the 20th century saw the emergence of a Gaelic revival. Organisations such as <i>The Society for the Preservation of the Irish Language</i> , <i>The Gaelic League</i> and the <i>Gaelic Athletic Association</i> were at the forefront of the renaissance of the Irish language and culture.
1904 Oireachtas (2016)	There was a change in the education system in 1904 when permission was granted for the implementation of bilingual programmes in Irish-speaking areas.
1917 irishtimes.com (2017)	The first Irish-medium school (Gaelscoil) was founded by suffragist and nationalist Luíse Ghabhánach Ní Dhufaigh (also known as Louise Gavan Duffy) and Áine Nic Aodha with just a dozen students.

1921 Ó Ceallaigh & Ní Dhonnabháin (2015)	With the foundation of the Irish Free State immersion education was implemented as a compulsory system. The revival of the Irish language was the main objective of the Government's policy at the time.
1922 Mercator (2016)	The Conference on Primary Instruction had urgently sought measures to assist teachers to acquire proficiency in the Irish language.
1934 Ó Ceallaigh & Ní Dhonnabháin (2015)	The Department of Education approved the recommendation in the Conference's Second National Programme that all schoolteachers would teach through the medium of Irish in infant classes as well as teaching History, Geography, Music and Physical Education through Irish in other classes
1937 Govt. of Ireland (1937)	Bunreacht na hÉireann adopted by the people by plebiscite – Irish, as the national language, is recognised (Article 8) as the first official language. English is recognised as a second official language.
1956 Oireachtas (2016)	The contemporary Gaeltacht is statutorily defined as a geographical entity. Some areas are subsequently included, for example, Ráth Cairn and Baile Ghib, county Meath.
1960 Ó Ceallaigh & Ní Dhonnabháin (2015)	Teachers were granted permission to spend more time on oral Irish instead of teaching through the medium of Irish. A circular (0011/1960) was issued in January 1960 which explained to teachers that they had permission to implement this change if they considered that it would be more beneficial for their students.
1971 Craig (2007)	The first Irish-medium primary school was established in Northern Ireland in 1971.
1971 Dunne (2020)	A new curriculum for primary schools was launched. Ó Dubhghaill (1987) suggested that teachers did not receive sufficient training in how to implement the new curriculum in terms of developing appropriate teaching methodologies. Teachers had difficulty with the final step of saorchomhrá [free conversation] of the recommended teaching method.

1972 rte.ie (2018)	Raidió na Gaeltachta begins broadcasting.
1973 Oireachtas (2016)	No longer necessary to pass Irish in order to pass the Leaving Certificate examination.
1974 Oireachtas (2016)	End of the requirement for proficiency in the Irish language for those seeking employment in the Civil Service.
1985 Ó Laoire (2007)	Curriculum and Examinations Board (CEB) set out a blueprint in 1985 for the development and implementation of a new language curriculum. The document, entitled <i>Language in the Curriculum</i> , initiated a process of sustained curriculum review and renewal. Referring to outmoded curricula in Irish, the need for new syllabi was emphasised.
1993 Oireachtas (2016)	The government published guidelines prepared by <i>Bord na Gaeilge</i> (the then state body for the Irish language) on the services through the medium of Irish which were to be provided by the public service. These guidelines had no statutory basis nor was there any effective monitoring system to ensure that they would be implemented. Very few state bodies operated in accordance with them.
1996 tg4.ie (2018)	Establishment of the TG4 television station (as TnaG).
1998 Govt. of Ireland (1998)	Enactment of the <i>Education Act 1998</i> the objectives of which included contributing to the realisation of national policy and objectives in relation to the extension of bilingualism in Irish society and the achievement of a greater use of the Irish language at school and in the community; contributing to the maintenance of Irish as the primary community language in the Gaeltacht. The <i>Education Act</i> of 1998 contains several articles referencing the Irish language in education. They include a general obligation (Objects of the Act - (6)) on every person concerned in the implementation of the Act to contribute to: <ul style="list-style-type: none"> • The realisation of national policy and objectives in relation to the extension of bilingualism in Irish society and, in particular, the achievement of a greater use of the Irish language at school and in the community • To contribute to the maintenance of Irish as the primary community language in Gaeltacht areas • To promote the language and cultural needs of students having regard to the choices of their parents

<p>1998-1999</p> <p>Ó Ceallaigh & Ní Dhonnabháin (2015)</p>	<p>In the <i>Good Friday Agreement</i> of 1998, it was stated that a North/South Implementation body be established to promote the Irish language. <i>Foras na Gaeilge</i>, a cross-border, inter-governmental institution was established in 1999 to carry out this task. <i>Foras na Gaeilge's</i> main work is to facilitate and encourage the speaking and writing of Irish in public and private arenas in the Republic of Ireland and in Northern Ireland in accordance with part three of the <i>European Charter for Regional and Minority Languages</i>.</p>
<p>1999</p> <p>Dunne (2020)</p>	<p><i>Curaclam na Bunscoile</i> [Primary School Curriculum] (1999), a new curriculum for primary schools in the republic of Ireland is launched. Communicative Language Teaching was the main approach underpinning the Irish language curriculum. This approach focused on the use of the Irish language as a living language for communication.</p> <p>A CLIL approach (while not specifically termed so) is promoted through the integration of curricular areas with the Irish language.</p>
<p>2002</p> <p>Oireachtas (2016)</p>	<p>Publication of the <i>Gaeltacht Commission Report 2002</i> which highlighted the need to make linguistic data available to the State as part of the review process of the status of the Gaeltacht.</p>
<p>2002</p> <p>cogg.ie (2018)</p>	<p>An <i>Chomhairle um Oideachas Gaeltachta agus Gaelscolaíochta</i> (COGG) was established in 2002 under the provisions of Section 31 of the <i>Education Act 1998</i>. Its functions include:</p> <ul style="list-style-type: none"> • the planning and co-ordination of provision of textbooks and teaching resources through the medium of Irish • advising on promotion of education through the medium of Irish in schools generally and in Irish-medium schools • providing support services to Irish-medium schools; engaging in research.
<p>2003</p> <p>Government of Ireland (2003b)</p> <p>Walsh (2012)</p>	<p>Enactment of the <i>Official Languages Act 2003</i>. The Act seeks to give legislative effect, insofar as the delivery of public services through the medium of Irish is concerned, to Article 8 of Bunreacht na hÉireann which states that the Irish language as the national language is the first official language. The Act was intended to provide a framework for improvements in the delivery of public services through Irish over time. The act promotes the use of the Irish language for official purposes and illustrates the usefulness of including a governance approach in analysing language policy.</p>
<p>2004</p> <p>coimisineir.ie (2018)</p>	<p>Establishment of the <i>Office of An Coimisinéir Teanga</i> as provided for in the <i>Official Languages Act 2003</i>. The Office is a fully independent one. The duties are specified in sections 20 – 30 of the <i>Official Languages Act 2003</i>.</p>

2006 Govt. of Ireland (2006)	The Government publishes the <i>Statement on the Irish Language 2006</i> . The Statement affirms the Government's support for the development and preservation of the Irish language and the Gaeltacht and set out 13 policy objectives to that end.
2006 Oireachtas (2016)	Of the more than one and a half million Irish language speakers in the Republic of Ireland, less than 65,000 live in one of the officially designated Gaeltacht areas.
2007 Oireachtas (2016)	The Irish language gained recognition as an official working language of the EU in 2007. However, it was placed under what is known as 'derogation'. This has meant that the European institutions have not been obliged to provide full translation or interpretation services, as it does with the other 23 languages. Translation is only mandatory when it comes to co-decisions made by the European Parliament and the European Council.
2007 Harris (2007)	The <i>Harris Report</i> (July 2007) indicated that in English-medium and Gaeltacht primary schools, there was a fall of 36.1% and 40.5% respectively in the numbers of pupils achieving mastery in the development of listening, vocabulary and comprehension skills between 1985 and 2002. While a little over half of pupils mastered fluency of oral description and communication in 1985 in English medium schools, less than one third mastered them in 2002. The study also found a marked decline in teachers' confidence, with almost 25% of teachers in English-medium schools rating their own standards of spoken Irish as weak.
2010 Government of Ireland (2010)	Publication of the <i>20-Year Strategy for the Irish Language 2010-2030</i> . The Government's Strategy as set out in this document is organised around: <ul style="list-style-type: none"> • increasing the knowledge of the Irish language • creating opportunities for the use of the Irish language • fostering positive attitudes towards its use.
2011 cso.ie (2012)	The 2011 census report suggests that 38.7% of Irish people, aged 3 and over, (1.77 million) speak the Irish language. However, of the 1.77 million persons, only 1.8% (77,185) indicated that they spoke Irish on a daily basis outside of the education system (Census, 2011). One in four daily speakers (25.4%) were in the school-going ages of 3 to 18. Across the State overall, some 1,774,437 persons, 41.4% of the total population, returned themselves as Irish speakers. This figure includes 66,238 Gaeltacht residents representing 69.6% of the total Gaeltacht population of 96,628 persons.
2012 Government of Ireland (2012)	The <i>Gaeltacht Act 2012</i> provided for a new definition of the Gaeltacht and made amendments to the structure and functions of <i>Údarás na Gaeltachta</i> .

	The Act provides the statutory framework for the language-planning process. There are 26 Gaeltacht Language-Planning Areas (GLPAs) recognised under the Act. <i>Údarás na Gaeltachta</i> is responsible for supporting community organisations regarding the preparation and implementation of language plans in the GLPAs. <i>Údarás na Gaeltachta</i> has selected Lead Organisations to undertake the preparation of language plans in their own language-planning areas to preserve and strengthen the use of the Irish language in the Gaeltacht.
2013 The Teaching Council (2013)	A lengthening of initial teacher education Gaeltacht Placement (extended from one 3-week period to two 2-week periods) is introduced. As well as the changes to the Gaeltacht placement, provision for Irish is strengthened in general as part of the overall restructuring of initial teacher education programmes. ITE providers are encouraged to develop a common syllabus to be used by all Gaeltacht course providers that run Irish language courses for student teachers.
2015 NCCA (2015)	The NCCA published a draft <i>Primary Language Curriculum</i> . The new curriculum covers infants to second class and employs a learning outcomes-based approach. The curriculum is directed at both English and Irish and seeks to emphasise the use of languages to communicate as well to emphasise the cross-language skills to support teaching and learning in both languages. CLIL is identified as one of the key principles to successful second language learning within this curriculum. This directly links to one of the education goals of the <i>20-Year Strategy for the Irish Language 2010-2030</i> (2010).
Oireachtas (2016)	The <i>Council of the European Union</i> announced that it would draft a regulation that would increase the number of areas in which Irish language translation is required, with the aim of ending the derogation on a phased basis by the end of 2021.
2016 Oireachtas (2016) (Service, 2016)	The Programme for Partnership Government (2016: 146) focuses on the Irish language under three themes: 1. The 20-Year Strategy 2. The Gaeltacht – linguistically and economically 3. Irish as a full working language of the EU (i.e., ending derogations).
Department of Education (2016)	The Department of Education publishes the policy on Gaeltacht Education 2017 – 2022 The Policy on Gaeltacht Education 2017-2022 (sets out a comprehensive strategy for education in the Gaeltacht. The Policy is consistent with the Government’s <i>20-Year Strategy for the Irish Language 2010 - 2030</i> and is one of the Department’s commitments which was included in the <i>Action Plan for Education 2016–2019</i> . The central aim of the policy is to ensure the availability of a high quality and relevant Irish-medium education in Gaeltacht schools and, in this way, to support and encourage the use of Irish in Gaeltacht communities. A Gaeltacht Education Unit in the Department of Education is established with responsibility for overseeing and supporting the implementation of the <i>Policy on Gaeltacht Education 2017-2022</i> .

2016 cso.ie (2017)	The latest census report claimed that 39.8% or approximately 1.7 million people in the Republic of Ireland’s population could speak Irish, however, only a small proportion of the population 1.7% are reported to speak Irish outside of the educational system on a daily basis.
2018 Govt. of Ireland (2018)	The <i>Action Plan 2018-2022</i> for implementation of the <i>20-Year Strategy for the Irish Language 2010-2030</i> is published. It sets out in order to advance a number of key objectives and actions for implementation over 5 years in support of the <i>Strategy</i> and the language.
2019 Department of Education (2019)	<p>The Department of Education announces a pilot of CLIL in support of the teaching and learning of Irish in English-medium schools. The pilot will take a developmental approach over three years. A small number of English-medium schools and early years settings will work with the Department’s project team in year 1 to identify the resources and supports required for a wider roll-out of the approach in Year 2 and Year 3</p> <p>The education-related objectives set out in the <i>20-Year Strategy for the Irish language 2010-2030</i> and the associated <i>5-Year Action Plan 2018-2022</i> include the Department’s commitment to explore a Content and Language Integrated Learning (CLIL) approach to implementing partial immersion in the Irish language in schools and early years settings.</p>
2019 NCCA (2019)	<p>A finalised <i>Primary Language Curriculum</i> is published. It contains learning outcomes for both English and Irish and spans all class levels for primary school-aged pupils.</p> <p>This final curriculum draft again promotes CLIL as a key principle of children’s second language learning where CLIL is identified as an ‘effective way to increase exposure to the Irish language by creating authentic contexts for children to use the language’, <i>Primary Language Curriculum</i> (2019: 41).</p>

APPENDIX B: THE COMMON EUROPEAN FRAMEWORK OF REFERENCE FOR LANGUAGES (WITH ADDITIONAL REFERENCE TO THE IRISH LANGUAGE)

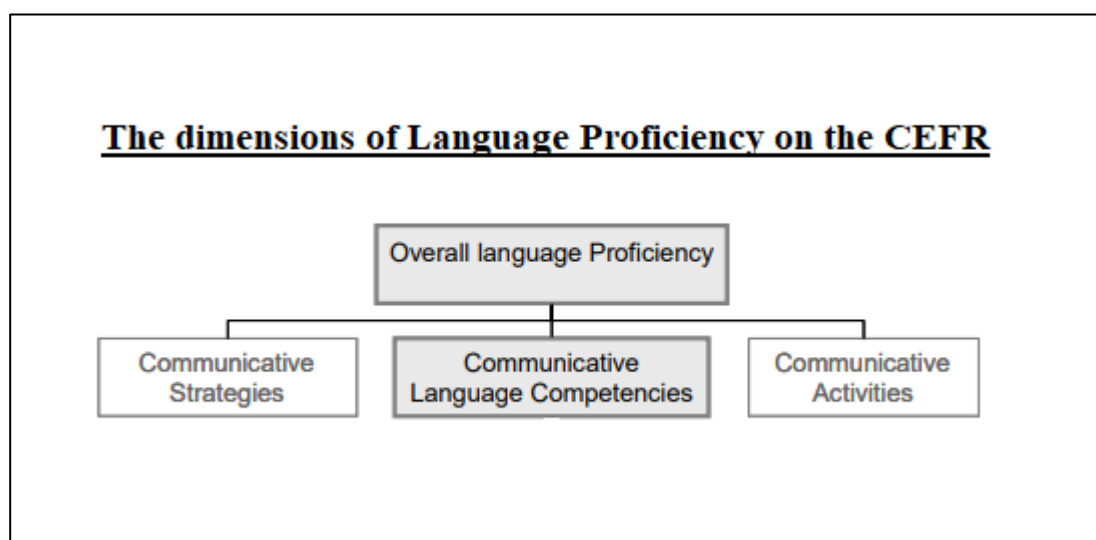
B.1 Outlining of the CEFR

'The Common European Framework provides a common basis for the elaboration of language syllabuses, curriculum guidelines, examinations, textbooks, etc. across Europe. It describes in a comprehensive way what language learners have to learn to do in order to use a language for communication and what knowledge and skills they have to develop so as to be able to act effectively. The description also covers the cultural context in which language is set. The Framework also defines levels of proficiency which allow learners' progress to be measured at each stage of learning and on a life-long basis.'

Council of Europe (2001: 1)

The CEFR is a move away from grammar-translation language competence to functional, notional and communicative approaches to languages across six proficiency levels ranging from A1 (beginner) to C2 (advanced). Sub-scales of the CEFR referring to this theoretical model have been created with each separate scale refers to particular aspects, elements, contexts, processes, etc. distinguished within the model. Developing competence in the target language is described in the scales mainly along two broad dimensions: the quantity dimension (the number of tasks persons can perform successfully by language use, in what number of contexts, in relation to what number of themes, domains etc.) and a quality dimension (how effectively and efficiently the persons can achieve their goals through language use. The quantity dimension includes competence around communicative activities while the qualitative refers to communicative language competencies. A third dimension, communicative strategies, provides implementation strategies for the other two dimensions. Figure A.1 outlines these dimensions.

Figure A.1 Dimensions of CEFR



Each branch can be subdivided into various components including:

Communicative Strategies

- Reception Spoken
- Reception Audio/Visual
- Reception Written
- Interaction Spoken
- Interaction Written
- Production Spoken

Communicative Language Competencies

- Linguistic Range
- Control
- Sociolinguistic
- Pragmatic

Communicative Activities

- Reception
- Working with Text

These dimensions have significant value for this research in that they provide a legitimate scale of reference for several aspects of CLIL methodological practice identified previously including scaffolding opportunities from communicative strategies, a focus on meaning/form opportunities through communicative language competencies and content and communicative functions opportunities through communicative activities.

Additional uses of the CEFR outside of simple language proficiency measurements are widely recognised. Sickinger (2014) further outlines the composition of the levels of the CEFR including its linguistic, sociolinguistic and pragmatic competencies in the language. North (2011) recognises the usefulness of CEFR as a tool to stimulate reflection on practices and to provide a common reference point for communication as well as a comparison tool for language qualifications. These features of the CEFR allow a measure of personal reflection by the teacher and provide a framework of comparison for several of the core features of teacher language awareness, outlined by Lorenzo (2005, cited in Spratt, 2017) and Andrews (2001). Carty (2014) describes it as an action-orientated approach to language learning that has a focus on communication and language outcomes over formal language knowledge. CEFR is used for a host of practical applications including proficiency course syllabi and examinations, higher level course materials, the ELP and the EPOSTLE, outlined previously, and as seen in Eurydice (2017) as a benchmark of language proficiency for CLIL implementation in a majority of EU member states. A final benefit of the CEFR, as already highlighted, is identified by Wernicke (2018) who identifies potential in the CEFR scale as a quantifiable method of creating meaningful improvement outcomes for the teacher in their own language proficiency without having to rely on native-speaker ability comparisons and the associated L2 teacher identity issues, already outlined, that this can create.

Dangers of CEFR are also outlined including the simplification of courses to suit certain levels and the rigidity of adoption rather than adaptation of levels that can lead to a damaging of course content and language learning. Further detractors of CEFR for these purposes, including Figueras (2012) and The Association of Language Teachers in

Europe (ALTE) (2002), decry the linkage of CEFR scales to examination levels as descriptors as critics report CEFR descriptors as unclear in parts with the CEFR scale itself not developed for specific languages but rather a plethora of languages found in the EU. Reference level descriptors are in development for more precision in languages and their proficiency levels. This work is ongoing and lengthy. Calls have been made for empirical longitudinal studies that focus on learners' proficiency development that can contribute to the refinement of the CEFR reference descriptors. While there are recognised detractors of CEFR as a valid and reliable tool for scaling language proficiency, it is a widely adopted framework across the EU with a host of countries employing the scale as a valid proficiency test for language teacher ITE programmes and other language teacher certifications. As such this research assumes its validity and reliability as it seeks to use the scale for a similar function in language teacher studies.

Cambridge (2011) recognises that CEFR is not an international standard but rather calls for alignment on the CEFR scale within reasoned explanation backed up by supportive evidence. ALTE's framework of 'Can Do' statements on language competence is a useful mechanism of 'reasoned explanation backed up by supportive evidence' called for by Cambridge (2011) with links to the CEFR scale and which can be employed as a useful verifier of the CEFR scale as its proficiency levels allow for diagnostic testing and act as a useful linguistic audit. While formal proficiency examinations have been developed using the CEFR scale, Kang and Kim (2012) and Jensen et al. (2011) suggest self-perception based on CEFR is valid while Kraemer and Zisenwine (1989), MacIntyre et al. (1998), and Onweugbuzie, Bailey, and Daley (2001) suggest incongruities between perceived and actual competence. Most recent research by Aiello et al. (2015) found that the difference between actual and self-assessed English proficiency was not statistically significant.

The usefulness of the CEFR scale is unquestionable and its application can be supported by the use of the ALTE scale to triangulate proficiency levels. The formal assessment or self-perceived aspects of its use remains an invalidated question, particularly in relation to self-prescribed competency in the Irish language. As a proficiency framework for this research, CEFR provides a useful and verifiable measure of teacher proficiency that can be employed as a useful pre and post assessment of teacher proficiency after a defined course of CLIL C.P.D. and application.

B2 CEFR and the Irish language

CEFR in itself is a useful reference tool for languages that has been used throughout the EU and even in the Irish education system with the development of *Teastas Eorpach na Gaeilge* (TEG) (2017) as a general language proficiency examination, one that is recognised as fulfilment of language requirements of the Department of Education and Skills and Teaching Council of Ireland. Ireland employs two additional routes to Irish language competency assessment for those trained as primary teachers outside of the state. Marino (2017a&b) outlines these two proficiency assessments. *Oiriúnú le hAghaidh Cáilíochta sa Ghaeilge* (OCG) is an assessment of competence in the Irish language and of competence to teach the Irish language for primary teachers who have obtained their primary teaching qualifications outside of the State. *An Scrúdú le hAghaidh Cáilíochta sa Ghaeilge* (SCG) is an Irish examination defined as an aptitude test. Both courses also mandate a period of time immersed in the Gaeltacht (Irish speaking community).

Carty (2014) outlines the advantages of TEG which when compared to the other two proficiency tests are numerous including; course syllabus that follows a detailed learning framework and a graded level of learning that formalises proficiency milestones while also allowing the learner to be self-reflective on action-orientated work and communication and language outcomes. There are some deficiencies identified in the use of CEFR in the Irish language including that it has focused primarily around the formal TEG examinations with no research to discern the effectiveness of the CEFR scale based on self-perceptions of the learner. A similar application of CEFR to Scots-Gaelic outlined by Carty (2014) was rejected with CEFR being perceived as overly detailed as a proficiency scale for adult learner. TEG has been seen as a success for the Irish language with the language learning framework providing high quality teaching and learning. The success of TEG is outlined by The Language Centre (2015) even at the B2 level where it is clear in that since this exam levels' inception in 2006 it went from 4 people sitting the exam to 188 people sitting the B2 proficiency exam by 2015.

While TEG provides a comprehensive proficiency framework and the B2 proficiency level is recognisable by the DE as a suitable proficiency level for ITE programme entry, the majority of entrants to ITE programmes don't rely on TEG as proof of proficiency but rather Leaving Certificate examination results with a syllabus not standardised by the CEFR framework. Neither the OCG or SCG syllabi are standardised along the CEFR either. This lack of a clear proficiency framework for Irish language competency for primary teachers as language teachers is a definite weakness in the language teacher identity of Irish primary school teachers in relation to the teaching and learning of the Irish language.

While it is unclear as to the reasoning behind this lack of competency frameworks for the Irish language among teachers of Irish, it may be attributable to the historical use of immersion education in the Irish language context recognised by Eurydice (2006) as dating from at least the 1920s in the Irish education system and a certain amount of 'taken-for-granted' language competencies of the teaching profession given the special situation of the Irish language within the Irish education system. Some advancement has been achieved in introducing specific competencies in Irish language teachers including:

- the recognition of the TEG examination at a B2 level for the Irish competency requirement of primary teachers trained abroad
- the requirement of a B2 standard of Irish based on CEFR for secondary school teachers
- B2 on CEFR as requirement for Irish-medium B. Ed. programme from September 2019 in Marino
- B2 on CEFR as requirement for M. Oid. san Oideachas Lán-Ghaeilge agus Gaeltachta (postgraduate programme with focus on CLIL/immersion)

APPENDIX C: L2 TEACHER IDENTITY IN THE REPUBLIC OF IRELAND

<u>L2 Teacher Identity (Irish Language Teachers)</u>		
<i>Identity Descriptors</i>	<i>Sources</i>	<i>Irish Context</i>
Substance of Teacher Identity	One's own practices How one was taught	<p>The majority of primary school teachers have received 8 years of primary education and 5/6 years of secondary education where the Irish language is taught as a core subject. Various scenarios of Irish language skills and language teaching skills operate in the teacher training colleges.</p> <p>Proficiency in the Irish language is one of the main requirements for entry into ITE programmes for primary school teachers as outlined in table 3.4, previous. A specific area of difficulty arising from Kelleghan et al. (2002, cited in Inspectorate, 2007) was the dissatisfaction of ITE providers with entrants' level of Irish proficiency upon starting ITE programmes. What is more a similar level of dissatisfaction was experienced by the DES in relation to newly qualified teachers who have undergone Irish language teaching and learning preparation in ITE courses.</p> <p>Primary teachers trained abroad need to demonstrate Irish language competence by sitting the SCG/OCG⁶⁴ or hold an B2 CEFR in the Irish language to become fully recognised teachers.</p> <p>Nic Eoin (2016) explores components of Irish on ITE programmes. While proficiency is still part of the course outcomes, positive language disposition and an element of positive L2 teacher identity formation, is also encouraged, conversely; the lack of a combination of competence and identity formation as a L2 teacher is one of several weaknesses currently identifiable in ITE programmes</p> <p>Lindsey (1975) outlines the historical L2 teacher formation for teachers in Ireland which involved pre-service training but no further career input thereafter. This is broadly</p>

⁶⁴ Primary teachers who obtain their teaching qualification outside of the Republic of Ireland are required to undertake the Irish Language Requirement in order to achieve full recognition as primary teachers within the Irish Republic. There are two options to gaining recognition. Teachers may choose to undertake the Scrúdú le hAghaidh Cáilíochta sa Ghaeilge (SCG – Aptitude Test) or they may choose to undertake Oiriúinú le hAghaidh Cáilíochta sa Ghaeilge (OCG – Adaptation Period and Assessment).

		<p>in line with modern day context unless self-directed improvement actions are taken. There is no review of language skills/competencies once registered with the Teaching Council of Ireland.</p> <p>The Teaching Council has also carried out a review of the ITE programme content offered. Several challenges and recommendations for improvement were identified including:</p> <ul style="list-style-type: none"> • emphasising the Irish language in the overall programme content • having clear module descriptors and aims for Gaeltacht placements • expansion of CLIL and immersion modules as content for student-teachers
Authority Sources of Teacher Identity	<p>Teaching regulatory body</p> <p>Language bodies</p>	<p>The Teaching Council sets out Irish language requirements for primary teachers.</p> <p>Primary teachers trained abroad need to demonstrate Irish language competence by sitting the SCG/OCG or hold a B2 level on the CEFR in the Irish language to become fully recognised teachers.</p> <p>Schools bodies such as An Foras Pátrúnachta, patrons of Irish-medium schools and the Department of Education and Skills set out standards and expectations for Irish-medium schools.</p> <p>The Inspectorate observe and evaluate teaching and learning across all curricular areas.</p> <p>Native speakers of Irish who make can be perceived as more effective L2 teachers due to ‘linguistic imperialism’.</p>
Self-Practices of Teacher Identity	<p>Reflective work</p> <p>Pre-career/In-career work</p>	<p>Reflective practices in relation to L2 teacher identity for primary school teachers are limited to minor uncredited courses for PD with a noticeable lack of a successful reflective tool such as ELP/EPOSTLE or the use of CEFR.</p>
Telos of Teacher Identity	<p>Ideal imagined identity</p>	<p>The Inspectorate (2018) does not illustrate an overly successful situation regarding the teaching and learning or ability and effectiveness of a large cohort of practicing teachers at present. In considering these findings the Inspectorate explored:</p> <ul style="list-style-type: none"> • teachers’ preparedness for lessons • teaching approaches employed

		<ul style="list-style-type: none"> • teacher-pupil interactions and how pupils are managed and organised during teaching and learning • assessment practices and their impact teaching and learning <p>The ideal of Irish language primary teacher proficiency is currently being shaped by the Teaching Council, with a raising of the proficiency standards and reviews of ITE programmes and their Irish language components.</p>
Emotional Identity expanding into TLA	<p>Competence</p> <p>Confidence</p> <p>Self-efficacy</p> <p>Self-image</p> <p>Self-awareness</p>	<p>Council of Europe (2007) and Harris (2007, cited in Government of Ireland (2010: 11) identifies the emotional impact that teacher confidence on the success of the programme including a ‘marked decline in teachers’ confidence, with almost 25% of teachers in English-medium schools rating their own standards of spoken Irish as weak.’</p> <p>Inspectorate (2018) highlights the results of this decline in teacher competence and confidence overall in that the latest <i>Chief Inspector’s Report</i> shows 28% of formally inspected the Irish language lessons in primary schools were deemed to be unsatisfactory in teaching and learning. The assessment tools used in these reports are unclear while they also lack specific analysis of teacher competence and confidence, yet the features of a lack of TLA acknowledgement including:</p> <ul style="list-style-type: none"> • proficiency and an understanding of subject matter • an understanding of pedagogical content knowledge • WTC using the Irish language as the main medium of instruction • FLA (where Irish is seen as a foreign language) for L2 teachers, decreasing self-confidence levels <p>overall undoubtedly impact on the effectiveness of language teaching within the Irish language context.</p> <p>While there is no specified assessment of teacher content knowledge by Inspectorate (2018), teacher content pedagogical knowledge has significant deficits across several areas. Of the lessons observed in incidental inspection⁶⁵ visits:</p>

⁶⁵ *Incidental inspections are evaluations of aspects of the work of a school under the normal conditions of a regular school day and are carried out by Department of Education Inspectors. Typically, they focus on*

		<ul style="list-style-type: none"> • 22% use unsatisfactory teaching approaches • 35% use unsatisfactory assessment strategies <p>These figures detail a significant lack of understanding of appropriate pedagogical approaches to language teaching and opportunities for child-centred communicative learning within the teaching and learning of Irish.</p>
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APPENDIX D: TLCS and WTC SCALES

Teacher Language Confidence Scale (TLCS)

Please answer the following questions by providing the number correspondent to the option that best describe your opinion.

- 1. Strongly Agree 2. Agree 3. Neither Agree nor Disagree 4. Disagree**
5. Strongly Disagree

Communication Apprehension (in class/with colleagues/with native speakers)

1. I never feel quite sure of myself when I am speaking through Irish with colleagues.
2. I start to panic when I have to speak without preparation in class.
3. I would not be nervous speaking the Irish language with native speakers.
4. I feel confident when I speak in Irish language classes.
5. I feel very self-conscious about speaking the Irish language in front of colleagues.
6. I get nervous and confused when I am speaking in my language class.
7. I get nervous when I don't understand every word a colleague says.
8. I would probably feel comfortable around native speakers of the Irish language.

Test Anxiety (cigire/peer observations)

1. I don't worry about making mistakes in teaching.
2. I am usually at ease during observations of my class.
3. I worry about the consequences of a department inspector visiting my Irish language class.
4. I am afraid that a department inspectors/colleague is ready to correct every mistake I make.
5. The more I explore the language rules, the more confused I get.

Fear of Negative Evaluation (from colleagues/department inspectors/in situations where the Irish language is used)

1. I tremble when I know that I'm going to be called on to converse.
2. I keep thinking that colleagues are better at languages than I am.
3. It embarrasses me to volunteer answers in situations with colleagues.
4. I get upset when I don't understand what the department inspector/a colleague is saying.
5. I can feel my heart pounding when I'm going to be called on in group situations.
6. I always feel that colleagues can speak Irish better than I do.
7. Colleagues collaboration moves so quickly I worry about getting left behind.
8. I am afraid that colleagues will laugh at me when I speak the Irish language.
9. I get nervous when asked questions by colleagues/the department inspector which I haven't prepared in advance.

Anxiety of Language Classes (professional development context/staff meetings etc.)

1. It frightens me when I don't understand what colleagues/instructors are saying in the Irish.
2. It wouldn't bother me at all to take more Irish language classes.
3. During language sessions, I find myself thinking about things that have nothing to do with the course.

4. I don't understand why some people get so upset over Irish language professional development.
5. In language sessions, I can get so nervous I forget things I know.
6. Even if I am well prepared for sessions, I feel anxious about it.
7. I often feel like not going to language sessions.
8. I don't feel pressure to prepare very well for professional development etc.
9. I feel more tense and nervous in Irish language professional development than other professional development sessions.
10. When I'm on my way to sessions, I feel very sure and relaxed.
11. I feel overwhelmed by the number of rules you have to learn to speak Irish.

Willingness to Initiate Communication

Directions: Below are 20 situations in which a person might choose to communicate or not to communicate through the medium of the Irish language. Presume you have completely free choice. Indicate the percentage of times you would choose to communicate in each type of situation. Indicate in the space at the left of the item what percent of the time you would choose to communicate. (0 = Never to 100 = Always)

- _____ 1. Talk with a service station attendant.
- _____ 2. Talk with a physician.
- _____ 3. Present a talk to a group of strangers.
- _____ 4. Talk with an acquaintance while standing in line.
- _____ 5. Talk with a salesperson in a store.
- _____ 6. Talk in a large meeting of friends.
- _____ 7. Talk with a police officer.
- _____ 8. Talk in a small group of strangers.
- _____ 9. Talk with a friend while standing in line.
- _____ 10. Talk with a waiter/waitress in a restaurant.
- _____ 11. Talk in a large meeting of acquaintances.
- _____ 12. Talk with a stranger while standing in line.
- _____ 13. Talk with a secretary.
- _____ 14. Present a talk to a group of friends.
- _____ 15. Talk in a small group of acquaintances.
- _____ 16. Talk with a garbage collector.
- _____ 17. Talk in a large meeting of strangers.
- _____ 18. Talk with a spouse (or girl/boyfriend).
- _____ 19. Talk in a small group of friends.
- _____ 20. Present a talk to a group of acquaintances.

Scoring:

Context-type sub-scores--

Group Discussion: Add scores for items 8, 15, and 19; then divide by 3.

Meetings: Add scores for items 6, 11, 17; then divide by 3.

Interpersonal: Add scores for items 4, 9, 12; then divide by 3.

Public Speaking: Add scores for items 3, 14, 20; then divide by 3.

Receiver-type sub-scores--

Stranger: Add scores for items 3, 8, 12, 17; then divide by 4.

Acquaintance: Add scores for items 4, 11, 15, 20; then divide by 4.

Friend: Add scores for items 6, 9, 14, 19; then divide by 4.

To compute the total WTC score, add the sub scores for stranger, acquaintance, and friend. Then divide by 3.

APPENDIX E: SAMPLE QUESTIONS FOR SEMI-STRUCTURED FOCUS GROUPS

Sample Questions for Semi-Structured Focus Groups

- How would you rate your current level of competence in the Irish language?
- How would you rate your current level of confidence in using the Irish language?
- Would you like to improve your current level of competence in the Irish language?
- Would you like to improve your current level of confidence in the Irish language?
- Do you feel confident when teaching an Irish language lesson?
- Do you feel fully prepared to teach an Irish language lesson?
- Would you seek peer support to teach an Irish language lesson?
- What aspects of the Irish language are you most comfortable with?
- What aspects of the Irish language are you least comfortable with?
- Would you seek professional development for your own Irish language skills?
- Would you seek support for your Irish language teaching ability?

Additional Sample Questions for Semi-Structured Focus Groups (*after initial session*)

- Has the use of CLIL impacted your Irish language skills?
- What Irish language skills are best supported through your use of CLIL?
- How has using CLIL approaches influenced your Irish language skills?
- How has using CLIL approaches influenced your Irish language teaching and learning approaches?
- How has using CLIL approaches supported other curricular areas in your classroom?
- Is it viable for teachers to use a CLIL approach?
- How does using a CLIL approach support learners in your classroom?
- How does using a CLIL approach benefit learners in your classroom?
- Are there negatives to using a CLIL approach?
- What supports do you think are needed to support teachers' use of CLIL?
- What language specific supports do you think are needed to support teachers' use of CLIL?

APPENDIX F: FRAMEWORK OF THE CEFR PROFICIENCY LEVELS FOR SELF-RATING OF IRISH LANGUAGE PROFICIENCY

Greille Féinmheasúnaithe (© Comhairle na hEorpa 2001)

	A1	A2	B1	B2	C1	C2	
T U I S C I N T	Éisteach	Tuigim focail a bhfuil taithí agam orthu agus roinnt frásaí an-bhunúsacha fúm féin, faoi teaghlaigh agus faoi na rudai atá thart timpeall orm nuair a labhraíonn daoine go mall soléir.	Tuigim na frásaí agus na focail is minice a úsáidtear agus a bhaineann leis na réimsí is mó a bhfuil dtuiscint acu le mo shaol féin (mar shampla, eolas an-bhunúsach fúm féin agus foin teaghlaigh, siopaóireacht, ceantar áitiúil, fostáilocht). Faighim éirim an scéil i dtreachtairachtai agus i bhfógraí atá soléir simplí.	Tuigim na príomhphointí in aon chaint sholéir chaighdeánach i dtuairimí agus i thagann anois go rialta i mo chuid oibre, ar scoil, Máilocht agus araile. Má labhraítear go measartha mall agus go soléir, tuigim an príomhphointe a bhaineann le go leor cúl raidió agus teilifíse mar gheall ar chúrsaí reatha nó ábhair a bhfuil spéis phearsanta nó spéis ghairmiúil agam féin iontu.	Tuigim cainteanna agus léachtaí fada agus is féidir liom fú amháin anghéinte casta a leanúint ar ábhair a bhfuil taithí éigin agam orthu. Tuigim mírchuid na gclár nuachtas agus cúrsaí reatha a fheicim ar an teilifí. Tuigim mírchuid na scannán a fheicim nuair is cénúint chaighdeánach a labhraítear iontu.	Tuigim píosaí fada cainte fú nuair nach mbíonn aon struchtúr soléir ag baint leo agus fú nuair nach ndéantar an gaoil léir rudaí éagsúla a shainniú. Tuigim cúlraí teilifíse agus scannán gan an t-omarca dua.	Ní bhíonn aon deacracht agam aon ghné den teanga labhartha a thuiscint, léir chaint bheo agus chaint chroítha, fú amháin nuair a labhraítear ar an luas is dual don chainteoir dúchais, fad is bhíonn deis agam dul i dtaili ar an mbias cainte.
	Léamh	Tuigim ainmneacha, focail agus abairtí an-simplí a bhfuil taithí agam orthu, mar shampla ar fhógraí agus ar phóstair nó i gcatálóga.	Is féidir liom téacsanna simplí an-ghearra a léamh. Is féidir liom eolas a aimsiú i ngnáthábhair ar nós fógraí, réamhseoláir, cúlra bhia agus cúlra ama má tá a fhios agam gur dócha go mbeidh an t-eolas le fáil iontu. Tuigim litreacha pearsanta fresin, máis litreacha gearra simplí iad.	Tuigim téacsanna nuair is gnáthfocóirí coitianta is mó atá iontu, nó focóirí a bhaineann le hobairt áirithe. Tuigim litreacha pearsanta a chuireann síos ar eachtair, ar mhóthúcháin agus ar mhíanta.	Is féidir liom ailt agus tuairicí a léamh ina gcuitear síos ar fhadhbanna na linne agus ina gcuireann scríbhneoirí dearcadh nó tuairimí ar leith in iúl. Tuigim an próis liteartha comhairseartha freisin.	Tuigim téacsanna fada casta, léir téacsanna faisnéise agus téacsanna liteartha agus tá tuiscint agam ar dhifreálacha stíle. Tuigim ailt mar gheall ar shainbhair agus treoracha teicniúla fada, fú má bhaineann siad le réimse éigin seachas mo réimse eolais féin.	Is féidir liom beagnach gach gné den teanga scríofa a léamh gan stró, fú amháin téacsanna teibit agus téacsanna a bhfuil struchtúr nó fríoch casta ag baint leo, cuir i gcois, léimheathair, ailt i dtuairimí sainbhair agus saothair liteartha.
L A B H A I R T	Idir-ghníomhaíocht labhartha	Is féidir liom idirghníomhú ar leibhéal an-simplí, fad is go mbíonn an duine eile sáchta rudaí a athrú nó a rá ar shíl eile ar luas níos moille agus cabhrú lomsa an rud atá mise ag iarraidh a rá a chur i bhfríochal. Is féidir liom ceisteanna simplí a fhiafraí agus a fhreagairt i dtuairimí riachtanas nó i dtuairimí ábhair a bhfuil seantaithí agam orthu.	Is féidir liom cumarsáid a dhéanamh agus má i mbun gnáth-threachtanna simplí agus eolais a mhalartú i dtuairimí ábhair agus gníomhaíochtaí a bhfuil taithí agam orthu. Is féidir liom déileáil le comhráite sóisialta nach maireann ach seal an-ghearr, cé nach gnách go dtuigim féin go leor chun an comhrá a choinneáil ar siúl.	Is féidir liom déileáil le bunús na ndálaí a d'fhéadfaid a bheith ann le liom dom bheith ag tairseal i gceantar a bhfuil an teanga á labhairt ann. Ní theastaíonn aon réamhshuíochán uaim le gur féidir liom dul i mbun comhrá ar ábhair a bhfuil taithí agam orthu, a bhfuil spéis phearsanta agam féin iontu nó a bhaineann leis an ngnáthshuíochán (mar shampla, an baighnach, obair, tairseal agus cúrsaí an lae).	Bíonn mo chuid cainte sách líofa agus sách spontáineach chun gur féidir liom idirghníomhú le cainteoirí dúchais go rialta. Is féidir liom a bheith rannpháirteach i bplé ar bair ar ábhair a bhfuil taithí agam orthu agus is féidir liom mo thuairimí féin a mhíniú agus a chosaint.	Is féidir liom mé féin a chur in iúl go líofa ríoch gan an chuma a bheith orm go bhfuil mé ag iarraidh rathanna cainte a thabhairt chun cuimhne. Is féidir liom an teanga a úsáid de réir mar a oireann i gcomhair cuspóirí sóisialta agus cuspóirí gairmiúla. Is féidir liom smaointe agus tuairimí a chur i bhfríochal go beacht agus cibé rud atá le rá agam féin a chur i gcomhrá le cainteoir eile.	Is furesta dom páirt a ghlacadh i gcomhrá nó i bplé ar bair agus tá eolas math agam ar chos cainte agus ar ghnáthghnathanna cainte. Is féidir liom mé féin a chur in iúl go líofa agus bíonnna caocháiseacha a chur i bhfríochal go beacht. Máis amhlaid a bhíonn fhadhb agam, is féidir liom bealach timpeall uirthi a aimsiú chomh héasca sin agus nach léir do dhaoine go raibh aon fhadhb riamh agam.
	Ginchumas labhartha	Is féidir liom frásaí agus abairtí simplí a úsáid chun cur síos ar an áit a bhfuil mé i mo chónaí agus ar dhaoine a bhfuil aithne agam orthu.	Is féidir liom srath frásaí agus abairtí a úsáid chun cur síos go simplí ar mo theaghlaigh agus ar dhaoine eile, ar dhálaí beatha, ar an oideachas a fuair mé, ar an bpost atá agam anois nó ar an bpost deianach a bhí agam.	Is féidir liom frásaí a cheangal le chéile ar shíl simplí d'fhonn cur síos ar eispéir agus ar eachtair, ar mo chuid míanta agus ar mo chuid uaimhíanta. Is féidir liom míniúcháin gearra a thabhairt ar thuairimí agus ar pheleananna. Is féidir liom píosaí leabhar nó scannán a léamh agus cur síos ar an gcaol a dtéann sé i bhfeidhm orm.	Is féidir liom míonchuntais sholéir a thabhairt ar raon leathan ábhair a bhaineann le mo réimse spéise féin. Is féidir liom mo dhearcadh ar ábhair éigin atá i módal na ndaoine a mhíniú agus na bunúis a i mbhúntáil a bhaineann le roghanna eile a áireamh.	Is féidir liom cur síos go mion agus go soléir ar ábhair chasta, fo-ábhair a fíi iteach, pointí áirithe a fhorbairt agus clárúcháin oiriúnach a chur leis an rud atá le rá agam.	Is féidir liom cur síos a thabhairt nó anghéinte a dhéanamh go soléir saorúideach i stíl a oireann don chomhrá agus mo chuid cainte a struchtúir go héifeachtach loighciúil ar shíl a chabhráilonn le daoine a bheadh ag éisteach liom pointí tábhachtacha a thabhairt faoi deara agus cuimhneamh orthu.
S C R Í O B H	Scríobh	Is féidir liom cártaí post gearr simplí a scríobh, mar shampla le beannachtal a chur chuig daoine agus má ar leathanta saois. Is féidir liom sonraí pearsanta fúm féin a threacadh síos ar fhoirmeacha, mar shampla m'ainm, náisiúntacht agus seoladh a scríobh ar fhoirm chláraithe óstáin.	Is féidir liom nótaí agus treachtairachtai gearra simplí a scríobh. Is féidir liom litir phearsanta an-simplí a scríobh, cuir i gcois ag gabháil bulochais le duine as rud éigin.	Is féidir liom téacs simplí a scríobh ar ábhair a bhfuil taithí agam orthu nó spéis phearsanta agam iontu. Is féidir liom litreacha pearsanta a scríobh ag cur síos ar eispéir agus ar an gcaol a dtéann rudaí i bhfeidhm orm.	Is féidir liom téacsanna eilíre mionsonraíacha a scríobh ar raon leathan ábhair ar spéis liom iad. Is féidir liom aiste nó tuairic a scríobh chun eolas a sheachadadh nó chun ciseanna a sholáthar i bhfabhar nó i gcoinne dearcadh áirithe. Is féidir liom litreacha a scríobh a léiríonn ón t-ionchar pearsanta a imríonn eachtair agus eispéir áirithe orm.	Is féidir liom mé féin a chur in iúl trí théacs soléir, dea-struchtúirálthe a scríobh ina gcuirim mo thuairimí in iúl i mdrán focal. Is féidir liom scríobh faoi ábhair chasta i litir, in aiste nó i dtuairic, agus béim a chur ar na ceisteanna is mó a bhaineann le hábhair, dar lomsa. Is féidir liom stíl a roghnú atá oiriúnach don té a léifidh é.	Is féidir liom téacs soléir soléite a scríobh i stíl oiriúnach. Is féidir liom litreacha, tuairicí nó ailt a scríobh ar ábhair chasta agus an téacs a struchtúir go héifeachtach loighciúil ar shíl a chabhráilonn le daoine a bheadh a léamh pointí tábhachtacha a thabhairt faoi deara agus cuimhneamh orthu. Is féidir liom achoimrí agus léimheasanna a scríobh ar shaothair ghairmiúla agus liteartha.

APPENDIX G: TEG-BASED PRE- AND POST-INTERVENTION LANGUAGE COMPETENCY EXAMINATION SAMPLE PAPERS

Both the pre- and post-intervention exam paper follow a similar layout and marking scheme. Paper sections include:

- cluastuiscint (aural comprehension)
- léamhthuiscint (reading comprehension)
- scrúdú scríbhneoireachta (writing exam).

Pre-intervention Exam Paper:

Cluastuiscint

Mír a hAon

Conas a bhí an lá nuair a thuirling siad ag an aerfort inné?

Cár bh as dó ó dhúchas?

Cad iad na radharcanna le feiceáil ar an dturas seo as a bhaint sé sult mhór?

Cén ceantar atá cosúil leis an gceantar seo?

Mír a Dó

Cé mhéad den phobal a bheadh ábalta a saol iomlán a chaitheamh trí mheán na Gaeilge sa Ghaeltacht?

Cár chuala sé an Ghaeilge taobh amuigh den seomra ranga don chéad uair?

Cad air a mbraitheann an teanga, dar leis?

Léamhthuisct

Léigh an t-alt thíos. Cé acu abairt (1.-6.) is fearr a dhéanann cur síos ar ábhar gach paragraif? Tá dhá abairt nach mbainfidh tú úsáid astu. Scríobh an litir cheart sa spás ag barr gach paragraif.

1. Caithfidh RTÉ athbhrandáil a dhéanamh ar Raidió na Gaeltachta chun dátheangachas a chur chun cinn.
2. Is plean tábhachtach é athbhrandáil RTÉ Raidió na Gaeltachta mar straitéis don todhcháí.
3. Ba mhaith leis an stáisiún freastal níos fearr a dhéanamh ar ábhair suime an phobail óig.
4. Tá dátheangachas tábhachtach do bhainistíocht an stáisiúin.
5. Tá comhall dualgais ag an stáisiún ag an gcéad dul síos don teanga Gaeilge ach amháin.
6. Tá níos mó taighde le déanamh sula dtarlaíonn aon phlean athbhrandála.

A.	
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Tá sé i gceist athbhrandáil a dhéanamh ar sheirbhís RTÉ Raidió na Gaeltachta as seo go ceann trí bliana féachaint le freastal ar phobal éisteachta na Gaeilge taobh amuigh den Ghaeltacht. Is cuid é de phlean straitéiseach an stáisiúin do na blianta 2014 go 2017 an athbhrandáil. Dúirt ceannaire RTÉ Raidió na Gaeltachta, Edel Ní Churraín, nach bhfuil sé i gceist ag an stáisiún a dhul i dtreo craoladh dátheangach.

B.	
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Is é an rud is mó uathu ná go ndéanfar freastal níos cuimsithí ar phobal na Gaeilge ar fud na tíre, ní amháin sa Ghaeltacht, ach lasmuigh de freisin, agus lena chois sin go ndéanfaí freastal níos fearr ar an aois óg, sin iad an dá rud is mó atá ann, agus luaitear freisin go bhfuil easpa acmhainní ann faoi láthair agus go mb'fhéidir go dtabharfar urraíocht isteach sa scéal chun é sin a chur ina cheart.

C.	
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I bhfianaise na dtagairtí don dátheangachas atá i dtuarascáil ghrúpa oibre RTÉ ar an Ghaeilge, cén tionchar a bheidh ag an phlean seo ar pholasaí craolta RnaG? Bhuel, níl dátheangachas luaite uair amháin i Straitéis RTÉ Raidió na Gaeltachta, agus níl baint ná páirt ná suim ag Raidió na Gaeltachta i ndátheangachas.

D.	
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Tá an cháipéis feicthe ag Nuacht TG4. Moltar go ndéanfaí forbairt ar pháirtíochtaí straitéiseacha mar a bheirtear orthu le hábhar breise a aimsiú agus a chothú agus le deiseanna bolscaireachta úra a fhorbairt.

Léigh an t-alt thíos. Roghnaigh an abairt (A-I) cheart le cur i ngach mbearna. Tá dhá abairt ann nach mbainfidh tú úsáid astu. Scríobh an litir cheart i ngach bearna thíos.

A chairde Gaeil, bhí an bóthar fada ach chabhraigh an duine le duine. Ghiorraigh duine an bóthar do dhuine eile. Spreag duine _____. Mhisnigh duine eile agus ghríosaiigh pobal a chéile. Uaireanta, ní raibh an bóthar chomh réidh sin. B'fhéidir gur chlis ar dhóchas daoine anseo agus ansiúd, ach ar feadh na slí, ó mhaidin_____, ó bhaile go baile, ó cheann ceann na tíre, bhí daoine ann agus pobal ann chun an ceann scribe a ghearradh dá chéile. Agus an ceann scribe sin bainte amach, is cúis áthais agus is cúis bhróid dúinn an deis seo a fháil comhghairdeas a dhéanamh le gach duine a ghlac páirt i Rith 2012.

Na luachanna a tháinig _____ le linn ár n-aistir eachtrúil a chuaigh go dtí an oileán álainn seo, an fhís, an aisling, an mórtas, an cur le cheile, an spiorad pobail, an spiorad meithle, an tsamhlaíocht, an féinmhisneach, sin iad na luachanna céanna a theastaíonn in Éirinn _____ 2012. Mar a chéile leis an mbata sealáíochta a iompraíodh anseo inniu, tharla sé riamh gur caidreamh daoine agus _____ pobail a chinntigh go gcuirfí ar aghaidh ár dteanga féin go dtí an chéad duine eile, go dtí an chéad ghlúin eile. Tá teachtaireacht shoiléir tugtha ag rannpháirtithe Rith 2012 dúinn – mairfidh ár dteanga bheo ach meas a bheith uirthi, orainn féin agus ar a chéile. Tá ceacht soiléir le foghlaim againn ó _____ Rith 2012 chomh maith – Is beag rud nach féidir linn a dhéanamh ach a bheith sásta dul ar aistear le chéile. Go raibh míle maith agaibh go léir.

- a) sa bhliain
- b) duine eile
- c) chun cinn
- d) go hoíche
- e) rannpháirtithe
- f) cur le chéile

Scríbhneoireacht agus Úsáid na Gaeilge

Scríobh alt d'iris ar cheann amháin de na hábhair thíos. Scríobh timpeall 100-120 focal.

**An lá is tábhachtaí i mo shaol
Nó
An tsaoire is spéisiúla a bhí agam riamh**

Tá seacht mbotún ann. Aimsigh gach botún. (scríobh an abairt)

Dá cuirfí ceist ort céard é Gaeltacht, is dócha go ndéarfá, bhuel, sin áit a labhraíonn an pobal Gaeilge. Agus dar ndóigh, sin é atá i ceist le Gaeltacht.

Ach má dhéanann tú iniúchadh níos doimhne ar an scéal, is dócha go mbeifeá ag súil gurb in ceantar ina labhraítear an pobal ar fad Gaeilge lena chéile i chuile ghné den saol. Agus ar ndóigh, feiceann tú an cheist ansin ar an bpointe, mar an té a bhfuil cleachtadh aige ar a bheith ina cónaí sa Ghaeltacht, nó go deimhin féin a bheith ag feidhmiú sa Ghaeltacht, nó a bheith fiú amháin ar cuairt sa Ghaeltacht, tuigeann tú nach Gaeilge ar fad atá ar fháil in aon ceantar Gaeltachta anois – ina bhfuil chuile cheantar go mór faoi bhrú an Bhéarla go háirid, agus go deimhin faoi brú ag teanga eile.

1.

2.

3.

4.

5.

6.

7.

Aistrigh na habairtí thíos go Gaeilge:

I forgot his name but my friend John reminded me of it before we met him.

“Would you have got the report finished before lunch?” “No, but I hope to have it finished before 10 o’clock tomorrow morning.”

The majority of people in Dublin city are unhappy because of all the concerts that are taking place there during the summer.

Post-intervention Exam Paper:

Cluastuiscint

Mír a hAon

Cad í faillí an chórais oideachas ó thaobh na gcanúintí de, dar le hAodh?

Roghnaigh na freagra(i) ceart(a):

- Níl béim ar na canúintí éagsúla
- Ní thuigeann daoine na canúintí
- Ní bhaineann daoine úsáid as na canúintí
- Níl daltaí tógtha leis na canúintí

Ar athraigh Aodh a chanúint near a d'fhreastail sé ar choláiste?

Conas atá daoine ag fáil taithí ar na canúintí éagsúla?

Mír a Dó

Cá dtéann Ben féin agus a dheirfiúracha ar scoil?

Cén fáth a bhfuil curiarracht surfála bainte amach aige?

Cén áit ar bhain sé an churiarracht amach?

Cén fáth ar tháinig Ben agus a theaghlach go hÉirinn?

Roghnaigh na freagra(i) ceart(a):

- Is maith leo aimsir na hÉireann
- Bhí siad ar a laethanta saoire ó scoil
- Bhí dúil ag an teaghlach le hÉireann
- Tá siad tógtha leis na tonnta móra a éiríonn ar chósta thiar

Léamhthuisct

Léigh an t-alt thíos. Cé acu abairt (1.-6.) is fearr a dhéanann cur síos ar ábhar gach paragraif? Tá dhá abairt nach mbainfidh tú úsáid astu. Scríobh an litir cheart sa spás ag barr gach paragraif.

1. Forbraíodh an bosca poist óna chéad dearadh agus iad ar thaobh an bhóthair.
2. Is píosa beag staire na tíre seo é an bosca poist.
3. Bunaíodh boscaí poist mar thoradh na méide daoine ag úsáid na seirbhíse poist.
4. Agus siombailí ríoga Shasanaorthu, ní raibh cáinainnéis ag an Rialtas na boscaí poist a athrú tar éis bhunú an Stáit.
5. Ní raibh éileamh mór ar an tseirbhís poist roimh bunú na mboscaí poist.
6. Agus siombailí ríoga Shasanaorthu, ní raibh cáinainnéis ag an Rialtas ach dath na mboscaí poist a athrú.

A.	
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Ba é an scríbhneoir cáiliúil Anthony Trollope a thug boscaí poist go hÉirinn ar dtús. Bhí sé i gceannas ar shuirbhéireacht d'Oifig an Phoist sa tír seo. Roimhe sin, ba ar 'iompróirí litreacha' a bhí an dualgas litreacha a dháileadh ar thithe. Bhíodh orthu teacht ag an teach agus fanacht nó go n-íocfaí iad. Nuair a tugadh isteach an 'Penny Post' agus gan ach 'pingin' le litir a chur sa bpost, tháinig fás ollmhór ar an éileamh ar an tseirbhís. Ba léir go raibh córas eile ag teastáil agus thángthas ar an smaoineamh boscaí a fheistiú ar fud na háite – bhí an córas sin i bhfeidhm cheana féin i dtíortha iasachta agus ag éirí leis.

B.	
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Deirtear gur tógadh an chéad bhosca litreacha in Éirinn ar thaobh an bhóthair sa mbliain 1855. Ina dhiaidh sin tosaíodh ag feistiú na mboscaí istigh i mballaí. Agus in 1879 cuireadh an chéad bhosca 'piléir' suas – ceann a raibh sé choirnéal air i dtosach- ach bhí fadhbanna leis sin – théadh na litreacha i bhfostú sna coirnéil. Cinn chruinne nó 'roundáilte' a tógadh ina dhiaidh sin.

C.	
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Go gairid tar éis bhunú an Stáit seo, chinn an Rialtas nua go gcuirfí péint uaine sa mhullach ar an bpéint dhearg a bhí ar na boscaí ar fud na tíre. Gach seans nach raibh an t-uafás airgid ag an Stát nua ag an am agus chinn siad ar 'réiteach Éireannach ar fhadhb Éireannach'. Bhí boscaí litreacha ar fud na tíre faoin am sin agus an-úsáid á baint astu ag an bpobal.

D.	
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Cad a tharlaíonn do na seanbhoscaí nuair a chuirtear as úsáid iad? Is amhlaidh a dhúntar an oscailt litreach. Ach tá an baol ann go dtitfidh siad as a chéile agus má tharlaíonn sin, beidh cuid dár stair imithe. Feicfidh tú corrcheann agus an bosca féin fágtha gan an doras – agus dealbh den Mhaighdean Mhuire b'fhéidir, curtha isteach ann mar altóir bheag sráide. An bhfuil aon phlean mór ag An Post chun fáil réidh leo?

Léigh an t-alt thíos. Roghnaigh an focal (A-F) ceart le cur i ngach mbearna. Tá dhá fhocal ann nach mbainfidh tú úsáid astu. Scríobh an litir cheart i ngach bearna thíos.

Tá geallta ag RTÉ i bplean nua _____ an Choimisinéara Teanga go gcráolfaidh siad breis is a cheithre oiread uaireanta an chloig i nGaeilge i mbliana. Fuarthas amach le linn imscrúdú a rinne an Coimisinéir Teanga Rónán Ó Domhnaill nach raibh ach 0.7% de sceideal iomlán teilifíse RTÉ in 2017 ina gcláir Ghaeilge agus d’ordaigh an Coimisinéir don chraoltóir _____.

I measc an ábhair a chraolfar ar RTÉ News Now beidh an tráchttaireacht Ghaeilge atá á ndéanamh le tamall de bhlianta ar chluichí móra na gcráobhacha peile agus iomána. Tá _____ ag RTÉ le TG4 maidir le hathchraoladh clár Gaeilge de chuid an stáisiúin sin. 20 uair an chloig a bheidh i gceist ansin, anuas ar na hathchraoltaí ar Ros na Rún a bhíonn le feiceáil anois maidin Sathairn ar RTÉ 1 mar chuid den phlean nua.

Ina _____ anuraidh, dúirt an Coimisinéir Teanga Rónán Ó Domhnaill gur fhág an líon “thar a bheith easnamhach” clár teilifíse Gaeilge a chraoltar ar RTÉ go bhfuil an craoltóir “ag sárú an Achta Craolacháin” agus “ar neamhréir le toil Thithe an Oireachtais”. Agus tús á chur aige inniu lena dhara téarma mar Choimisinéir Teanga, dúirt Rónán Ó Domhnaill le Tuairisc.ie go raibh an t-imscrúdú faoi RTÉ ar cheann de _____ atá déanta ag a oifig ó bunaíodh í.

Maidir leis an tréimhse _____, dúirt an Coimisinéir Teanga gurb é an rud is tábhachtaí ná go ndéanfaí Acht na dTeangacha Oifigiúla a láidriú.

- a) thuarascáil bhliantúil
- b) na himscrúduithe is tábhachtaí
- c) sé bliana amach romhainn
- d) socrú déanta chomh maith
- e) plean gnímh a ullmhú
- f) a chuir siad faoi bhráid

Scríbhneoireacht agus Úsáid na Gaeilge

Scríobh alt d'iris ar cheann amháin de na hábhair thíos. Scríobh timpeall 100-120 focal.

**'Is múinteoir mé agus is aoibhinn liom é!'
nó
Leabhar a léigh mé le déanaí**

Tá seacht mbotún ann. Aimsigh gach botún. (scríobh an abairt)

Chuir siopadóirí óga agus roinnt daoine níos sine a cuid ama ar fáil do ceannaire Fhianna Fáil inniu in ionad siopadóireachta, An Crescent, i Luimneach. Deir Micheál Martin nach bhfuil an feachtas diúltach atá ar bun ag Fhine Gael ag obair, agus go bhfuil go leor duine ag vótáil d’Fhine Gael go dtí seo ag rá leis-sean, go beidh siad ag vótáil d’Fhianna Fáil Dé Satharn.

Agus na daoine seo lena gcuid vótaí a chaitheamh faoi cheann cúig lá – an bhfuil baol ann nach dtacódh an pobal le Micheál Martin, mar gur mbaineann seisean le sheanréimeas Fhianna Fáil?

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

Aistrigh na habairtí thíos go Gaeilge:

I recognised that woman but I was not told her name until the end of last week.

“Would he travel to Australia if he didn’t find a job in Ireland?” “No, he would probably move to Dublin first.”

Although the exams were not hard in third year I got low marks because I had not attended many lectures.

APPENDIX H: PROFESSIONAL DEVELOPMENT FRAMEWORK AND REFLECTIVE FEEDBACK LOG

Aims and Objectives of CLIL PD sessions (In support of CLIL theory knowledge development)

Section 1: CLIL as a concept

- Understand what is CLIL, its history and development

Section 2: Policy and rationale for CLIL

- Understand the international and Irish policy context for CLIL
- Understand the rationale for a CLIL approach within the Irish context

Section 3: CLIL in context

- Analyse CLIL use in the Irish context in the past and presently
- Explore the benefits of a CLIL approach

Section 4: CLIL and planning

- Explore and interpret CLIL frameworks
- Plan a unit of study for CLIL

Section 5: CLIL and language

- Explore the various language types including BICS/CALP/Language of/for/through learning
- Connect content learning and language learning

Section 6: CLIL pedagogy

- Exploring scaffolded learning
- Understanding focus on form
- Planning for L1 language use
- Using interactive, co-operative, dialogic and exploratory teaching of language strategies
- Exploring teacher feedback

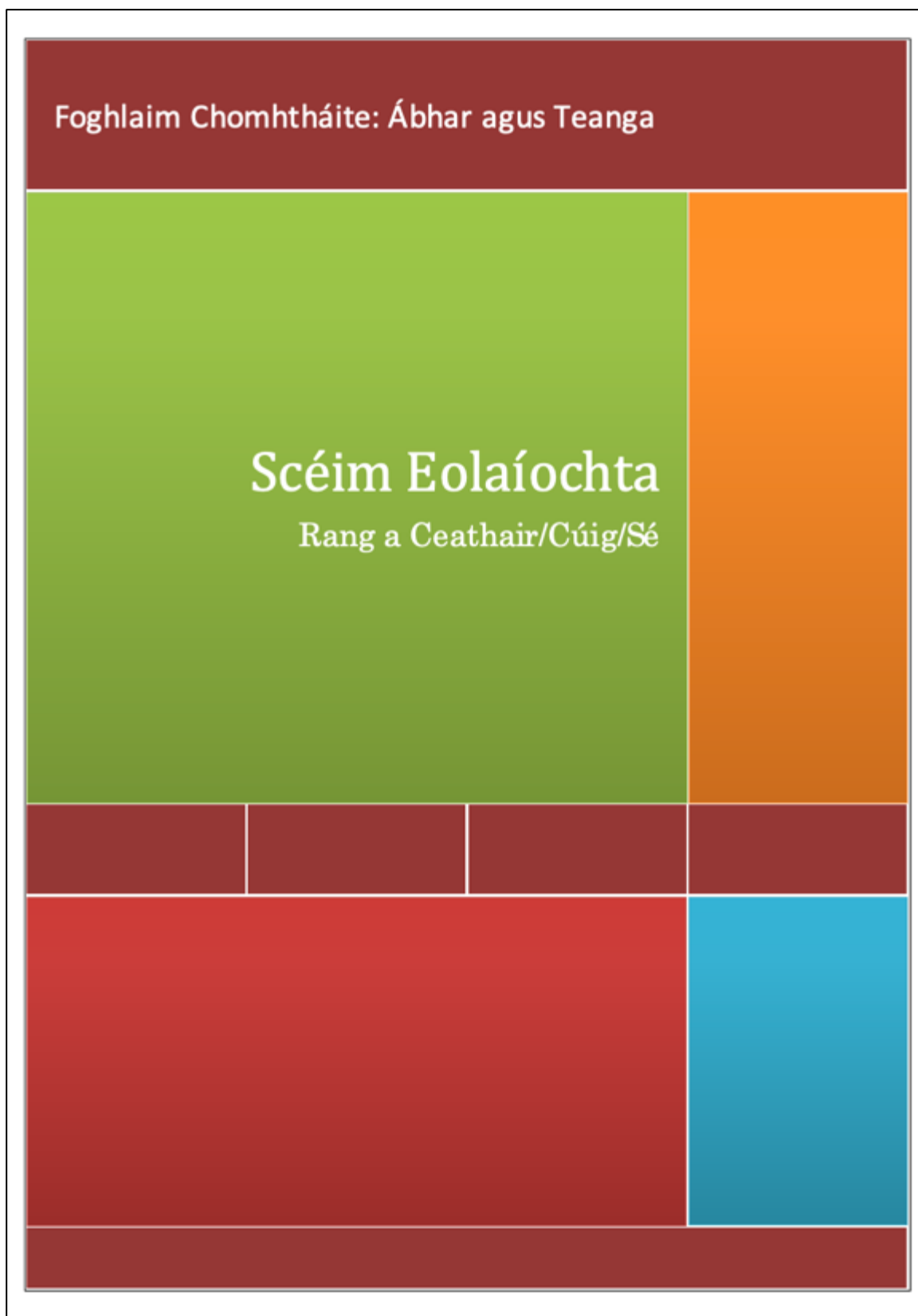
Section 7: Assessment

- Assessment of versus for learning
- Assessment strategies
- Assessing for language understanding
- Assessing for content understanding

Template – PD Session Reflection

CPD Session No.:	
Date:	
Most useful content explored today:	
I would like further development of:	
I would like to spend less time on:	
When I return to my class I am most looking forward to:	
My expectations for the next day include:	

APPENDIX I: SAMPLE OF THE CLIL SCHEME OF WORK FOR THE TEACHING OF SCIENCE THROUGH THE MEDIUM OF THE IRISH LANGUAGE



Clár	
Scéim na Bliana	0
Bloc a hAon	
Na Céadfaí.....	1
An tSúil (i).....	11
An tSúil (ii).....	25
Lionsaí.....	35
Lionsaí, Scátháin agus Solas	47
Solas	56
Bloc a Dó	
An Croí	65
Na Scamhóga (1).....	73
Na Scamhóga agus an Croí	80
Corp Folláin (1).....	88
Corp Folláin (2) – Pírimid an Bhia	96
Bloc a Trí	
Fuinneamh.....	103
Fuinneamh Leictreach	112
Ciorcaid	120
Seoltóirí agus Inslitheoirí.....	129
Leachtrachas agus Uisce.....	137
Bloc a Ceathair	
Codanna an phlanda & fótaisintéis	145
Planda, stáirse & ocsaigin.....	155
Conas a atáirgeann plandaí	164
Síolta.....	174
Is aoibhinn le plandaí solas.....	184
Bloc a Cúig	
Uisce	192
Timthriall an uisce	200
Dreachtheannas uisce	210
Uisce agus salann	218
Íonghlánadh uisce.....	226

Scéim na Bliana		
<i>Snáitheanna</i>	<i>Snáithaonaid</i>	<i>Ceachtanna</i>
Dúile Beo		
	An bheatha dhaonna	√
	Plandaí agus ainmhithe	√
Fuinneamh agus fórsaí		
	Solas	√
	Fuaim	
	Teas	
	Maighnéadas agus leictreachas	√
	Fórsaí	
Ábhair		
	Airíonna agus tréithe ábhar	√
	Ábhair agus athrú	√
Feasacht agus cúram imshaoil		
	Feasacht imshaoil	√
	Eolaíocht agus an t-imshaoil	√
	Cúram imshaoil	

FCÁT

Eolaíocht trí mheán na Gaeilge (T2) and Rang 5/6

Am: 40 nóiméad

Na Céadfaí

Ábhar

Aidhmeanna/Torthaí Foghlama
Ón gcuraclam eolaíochta/teanga na bunscoile

Ábhar

Snaith: Dúile beo

Snáithaonad: An bheatha dhaonna

- tuiscint shimplí a fhorbairt ar struchtúr cuid de phríomhbhaill inmheánacha an choirp (na céadfaí)

Scileanna:

Ag ceistiú

Ag breathnóireacht

Ag tuar

Ag imscrúdú agus ag tástáil

Ag anailísiú *ag sórtáil agus ag rangú; ag aithint patrún; ag léirmhíniú.*

Ag clárú agus ag cur in iúl

Teanga

Teanga ó Bhéal

5. Stór Focal

Úsáid a bhaint as réimse níos leithne de stór focal agus de fhrásaí i réimse seánraí

7. Iarratais, ceisteanna agus idirghníomhaithe

Réimse ceisteanna a chur agus a fhreagairt, idir oscailte, dhúnta agus treoir cheisteanna, ar mhaithe le cuspóirí éagsúla

Léitheoireacht

6. Stór Focal

Stór focal cuí a shealbhú chun tacú le tuiscint ar théacs go neamhspleách nó i bpáirt

Scribhneoireacht

3. Struchtúr abairte agus gnásanna cló

	<p>Úsáid a bhaint as struchtúr abairte, aimsirí cearta na mbriathra, agus nascfhocail ina gcuid scríbhneoireachta i seánraí éagsúla</p> <p>7. Stór Focal</p> <p>Teanga agus stór focal ábhartha a roghnú chun téacsanna a chruthú i réimse seánraí ar mhaithe le cuspóirí agus luchtanna éisteachta/léite éagsúla</p>
<p>Cuspóirí: <i>Ábhar and Teanga</i></p> <ul style="list-style-type: none"> - stór focal, frásaí agus eiseamláirí teanga ag baint leis na céadfaí a fhoghlaim, a thuiscint agus a úsáid - treoracha a thuiscint agus a leanúint ó thaobh na dturgnamh de - smacht a léiriú agus a chleachtadh ar an modh ordaitheach and an aimsir láithreach 	
<p>Gramadach:</p> <p>Fócas ar fhoirm: an modh ordaitheach (uatha and iolra) an aimsir láithreach (briathra rialta – an chéad réimniú/an dara réimniú) réamhfhocail: ó</p> <p>Ag tabhairt faoi deara: Gnáthchaint an tseomra (múinteoir ag tabhairt treoracha)</p> <p>Feasacht: Ag cruthú liosta de na briathra san aimsir láithreach, Ag déanamh cleachta: Treoracha na dturgnamh a léamh (modh ordaitheach) Leathanach oibre (dearadh an mhúinteora) a chríochnú (aimsir láithreach/réamhfhocail ‘ó’ a úsáid</p>	

<u>Cumarsáid</u>		
Feidhmeanna Teanga: <ul style="list-style-type: none"> • Treoracha a leanúint • Eolas a thabhairt agus a lorg 		
Eiseamláirí Teanga		
<u>Teanga na Foghlama</u>	<u>Teanga don Fhoghlaim</u>	<u>Teanga de thoradh na Foghlama</u>
<p>céadfa/na céadfaí: tá cúig chéadfa againn radharc + an tsúil (súile) boladh + an tsrón blas + an teanga tadhall + an lámh (lámha) fuaim + an chluas (cluasa)</p> <p>Is féidir liom __ a bholú le mo __.</p> <p>An modh ordaitheach -bígí ag éisteacht -féachaigí anseo (ordú a thabhairt do dhaoine)</p> <p>réamhfhocal simplí: ó ó + 'h' (ar chonsain)</p>	<p>céanna/éagsúil tá siad mar an gcéanna/tá siad éagsúil.</p> <p>An modh ordaitheach (ordú a thuiscint, m.sh. tagaigí)</p> <p>An aimsir láithreach: (<i>póstaer mar thaca ar an mballa</i>)</p> <p>Briathra rialta: <ul style="list-style-type: none"> • Céad réimniú (siolla amháin). -ann/-eann (patruín a aimsiú) • Dara réimniú (dhá shiolla); -aíonn/íonn </p>	<p>Ceisteanna a thuiscint agus a fhreagairt: Cá?; cad?; cé mhéad? Cad atá ar siúl sa phictiúr? Cé mhéad atá ann? (<i>póstaer mar thaca ar an mballa</i>)</p> <p>Ceapaim; ní cheapaim;</p> <p>Féidir: An féidir leat ____ a dhéanamh? Is féidir liom/Ní féidir liom An féidir leat ____ a ainmniú? An féidir leat ____ a fheiceáil/a chloisteáil/a bhlaiseadh/a bholú/a mhothú?</p> <p>Níl a fhios agam; (<i>mata boird mar thaca ag gach duine</i>)</p> <p>An t-urú:</p>

<p>ó + an = ón ó + sé = uaidh</p> <p>Stór focal: matáin cosa scamhóga</p> <p>Is féidir linn siúl leis na cosa. Is féidir linn bogadh leis na matáin. Is féidir linn snámh leis na lámha. Is féidir linn anáil a tharraingt leis na scamhóga.</p> <p>milis saillinn searbh géar citreas adhmafach féarúil miontas cumhra toraidh</p> <p>An bhfuil an blas/boladh céanna uaidh? An bhfuil an blas/boladh éagsúil uaidh? Tá an blas/boladh cosúil le _____ uaidh. Tá sé gan boladh/blas.</p>	<p>Frásaí chun cabhair a lorg: Ní thuigim Cén fáth? Conas a litríonn tú? An féidir leat é a rá arís? (go mall) An féidir leat é a mhíniú arís? Cad is brí le _____? Cad atá agam? Tá _____ uaim. <i>(mata boird mar thaca ag gach duine)</i></p>	<p>m-b; g-c; n-d; bh-f; n-g; b-p;</p> <p>Focail Ghníomhartha: bualadh bos in airde crom éirigh deas clé</p> <p>cosúil le tá sé cosúil le _____</p> <p>Na hUimhreacha Pearsanta: duine/beirt/triúr agus grúpaí a dhéanamh de na páistí</p>
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Cognaíocht

Straitéisí

rann
cur i láthair
athrá
luaschártaí (focail agus pictiúir ar chairt)
stór focal (focail and briathra)
obair bheirte (oscailte agus dúnta)
ceisteanna a chur mar mhíniú/ag lorg eolais
cluiche míme
líon na bearnaí
turgnaimh
múnlóireacht/múnlú
leabhar nótaí
leathanach oibre
ag caint is ag plé

Acmhainní

balla focail
balla na mbriathra
luaschártaí (focail and pictiúir)
cóipeanna de na turgnaimh
léaráidí
leathanach oibre
cur i láthair

Tús

Na Baill Choirp agus an Haka Gaelach

Taispeáin an corp don rang agus déan athbheithniú ar na baill choirp leo.



Taispeáin don rang foireann na Nua Shéalainne ag déanamh an haka.

Cuir ceisteanna ar an rang bunaithe ar an bpictiúr. Bíonn ar an múinteoir foclóir na bpáistí a mhúscailt.

Cuir focail ‘An Haka Gaelach’ ar an gelár bán. Léigh an rann agus múin na gníomhaíochtaí céim ar chéim.

Iarr ar an rang an rann a léamh agus na gníomhartha a dhéanamh.

An Haka Gaelach

Uillinn dheas, uillinn chlé,

Bualadh bos, bualadh bos.

Gualainn dheas, gualainn chlé,

Bualadh bos, bualadh bos.

Lámha ar na glúine.

Cromaigí, cromaigí.

Lámha in airde.

Éirigí! Éirigí!

Síos ar na glúine.

Lámha ar na cluasa.

Bualadh bos, bualadh bos.

Léimigí suas san aer!!!!

Forbairt



Stór focal a chruthú

Pléigh na baill choirp leis an rang. Cuir béim ar tascanna éagsúla a dhéanann na baill éagsúla. Déan gníomhartha más ghá mar scafall, m.sh. ‘is féidir linn siúl leis na cosa, an féidir libh siúl timpeall an tseomra?’ srl.



Pléigh na tascanna gur féidir leo a dhéanamh leis an gcluas, an tsrón, an teanga, an tsúil agus an lámh ach go háirithe. Tabhair an focal ‘céadfa’ don rang agus cuir ceisteanna ar an rang ar conas a nascann na céadfaí leis an gcorp.

Iarr orthu an stór focal nua a chur ina leabhair nótaí (céadfa, blas, boladh, tadhall, radharc, éisteacht).

Déan cleachtadh leis an rang ar conas cur síos ar na céadfaí a dhéanamh. Bain úsáid as an struchtúr ‘is féidir liom _____ a _____’ agus tabhair deiseanna dóibh comhrá beirte a dhéanamh.

Turgnamh a dhéanamh – Na Céadfaí (blas agus boladh) / Stór focal a shealbhú

Déan turgnamh a haon leis an rang.

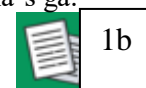
Turgnamh a hAon



Críoch

Leathanach oibre mar mheasúnú/achoirre

Déan achoimre ar na céadfaí agus a nasc leis na baill choirp. Iarr orthu úsáid a bhaint as foirm cheart an bhriathair. (Tá béim leis an briathar ceart a mheaitseáil le ball ceart an choirp.) Athbhreathnaigh rialacha an aimsir láithreach (gach lá) má’s gá.



Iarr ar an rang an leathanach oibre a chur isteach ina leabhair nótaí.

<p>Modhanna Múinte:</p> <p>An modh díreach (fearas)</p> <p>Modh na sraithe (sraith pictiúr)</p> <p>Modh na lánfhreagartha gníomhaí (geáitsí)</p> <p>An modh closlabhartha (athrá)</p> <p>An modh closamhairc (pictiúir)</p> <p>Modh na ráite (ráiteas)</p> <p>Gníomhaíochtaí iata</p> <p>Cur chuige faoi threoír an mhúinteora</p>	<p>Éagsúlacht Chumais:</p> <p>Múinteoir ag obair le páiste/grúpa agus ag múnlú ar na dturgnamh</p> <p>Abairtí struchtúracha</p> <p>Pictiúir mar mhíniú breise</p> <p>Cárta oibre athraithe</p>
<p>Comhtháthú le hábhair eile:</p> <p>OSPS: An corp</p> <p>Tíreolaíocht: An Nua-Shéalainn</p>	
<p>Nascanna Gaeilge:</p> <p>Stór focal:</p> <p>Na baill choirp</p> <p>Gramadach:</p> <p>An Aimsir Láithreach (gach lá); céad agus dara réimniú</p> <p>Réamhfocal 'ó'</p>	

<u>Measúnú</u>
Breathnóireacht an mhúinteora
Leathanach oibre (dearadh an mhúinteora)
Leabhair nótaí a líonadh isteach

FCÁT

Eolaíocht trí mheán na Gaeilge (T2) and Rang 5/6

Am: 40 nóiméad

An tSúil (i)

Ábhar

Aidhmeanna/Torthaí Foghlama

Ón gcuraclam eolaíochta/teanga na bunscoile (contanam dul chun cinn)

Ábhar

Snaith: Dúile beo

Snáithaonad: An bheatha dhaonna

- tuiscint shimplí a fhorbairt ar struchtúr cuid de phríomhbhaill inmheánacha an choirp (an tsúil)

Scileanna:

Ag ceistiú

Ag breathnóireacht

Ag imscrúdú agus ag tástáil

Ag meas agus ag tomhas

Ag clárú agus ag cur in iúl

Teanga

Teanga ó Bhéal

5. Stór Focal

Úsáid a bhaint as réimse níos leithne de stór focal agus de fhrásaí i réimse seánraí

7. Iarratais, ceisteanna agus idirghníomhuithe

Réimse ceisteanna a chur agus a fhreagairt, idir oscailte, dhúnta agus treoir cheisteanna, ar mhaithe le cuspóirí éagsúla

Léitheoireacht

6. Stór Focal

Stór focal cuí a shealbhú chun tacú le tuiscint ar théacs go neamhspleách nó i bpáirt

Scríbhneoireacht

3. Struchtúr abairte agus gnásanna cló

Úsáid a bhaint as struchtúr abairte, aimsirí cearta na mbriathra, agus nascfhocail ina gcuid scríbhneoireachta i seánraí éagsúla

7. Stór Focal

	<p>Teanga agus stór focal ábhartha a roghnú chun téacsanna a chruthú i réimse seánraí ar mhaithe le cuspóirí agus luchtanna éisteachta/léite éagsúla</p> <p>8. Freagairt agus intinn an údair Freagairt do théacs daoine eile chun tuiscint a léiriú</p>
<p><i>Cuspóirí: Ábhar and Teanga</i></p> <ul style="list-style-type: none"> - stór focal, frásaí agus eiseamláirí teanga ag baint leis an tsúil a fhoghlaim, a thuiscint agus a úsáid - treoracha a thuiscint agus a leanúint ó thaobh na dturgnamh - cumas cur síos ar radharc a thaispeáint 	
<p>Gramadach:</p> <p>Fócas ar fhoirm: an modh ordaitheach (uatha and iolra) an aimsir láithreach (briathra rialta – an chéad réimniú/an dara réimniú) aidiachtaí sealbhacha: ‘mo’ réamhfhocail: trí, chuig, le, ar an</p> <p>Ag tabhairt faoi deara: Gnáthchaint an tseomra (múinteoir ag tabhairt treoracha) Na réamhfhocail chearta a úsáid chun chur síos a dhéanamh</p> <p>Feasacht: Ag cruthú liosta de na briathra san aimsir láithreach Freagraí a thabhairt do cheisteanna curtha san aimsir láithreach</p> <p>Ag déanamh cleachta: Treoracha na dturgnamh a léamh (modh ordaitheach) Abairtí a chumadh le haidiacht sealbhach ‘mo’</p>	

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<u>Cumarsáid</u>		
Feidhmeanna Teanga: <ul style="list-style-type: none">• Treoracha a leanúint• Cumas a léiriú• Eolas a thabhairt agus a lorg		
Eiseamláirí Teanga		
<u>Teanga na Foghlama</u> an tsúil: mo/do shúil sa tsúil dath na súile (G.U.) na súile dath na súl (G.I.) an t-imreasc an mac imrisce an lionsa an choirne an matán fabhránach (na matáin fabhránacha) an reitine an néaróg optach an caochspota an inchinn B.N.: feic Feicim; an bhfeiceann tú?; Ní fheiceann; gach lá	<u>Teanga don Fhoghlaim</u> An aimsir láithreach a aithint Gníomhbhriathra: taitin, frithchaith, cruthaigh Taitníonn an ghrian. Frithchaithítear solas. Cruthaíonn sé pictiúr. Frásaí chun cabhair a lorg: Ní thuigim Cén fáth? Conas a litríonn tú? An féidir leat é a rá arís? (go mall) An féidir leat é a mhíniú arís? Cad is brí le ____? Cad atá agam? Tá _____ uaim. (<i>mata boird mar thaca ag gach duine</i>) Réamhfhocail:	<u>Teanga de thoradh na Foghlama</u> Ceisteanna a thuiscint agus a fhreagairt: Cá?; cad?; cé mhéad? Cad atá ar siúl sa phictiúr? Cé mhéad atá ann? (<i>póstaer mar thaca ar an mballa</i>) Bíonn orthu na bearnaí a líonadh. An féidir leat na bearnaí a líonadh. Líon na bearnaí. Féidir: An féidir leat ____ a dhéanamh? Is féidir liom/Ní féidir liom An féidir leat ____ a ainmniú? An t-urú: m-b; g-c; n-d; bh-f; n-g; b-p; cosúil le tá sé cosúil le ____

<p>An féidir leat é a fheiceáil? Feicimid lenár súile.</p> <p>An modh ordaitheach (ordú a thuiscint agus a thabhairt do dhaoine)</p> <p>réamhfhocal simplí: i + urú</p> <p>i bhfócas as fócas An bhfuil sé i bhfócas/as fócas. Tá/Níl.</p> <p>-Bíonn solas na ngréine ag taitneamh ar an úll -Frithchaithítear solas chun na súile -Téann an solas isteach tríd an mac imrisc -Cuireann an lionsa an solas i bhfócas ar an reitine -Cruthaíonn an reitine pictiúr cosúil le ceamara -Tógann an néaróg optach an pictiúr chun na hinchinne</p>	<p>trí chuig le ar an</p>	<p>iomarca/easpa + an tuiseal ginideach</p> <p>an copail: Is céadfa é ____. Tá a fhios agam/againn gur céadfa é _____.</p> <p>beag – níos lú mór – níos mó Éiríonn sé níos mó. Méadaíonn sé. Éiríonn sé níos lú. Laghdaíonn sé.</p>
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Cognaíocht

Straitéisí

cur i láthair
athrá
luaschártaí (focail agus pictiúir ar chairt)
stór focal (focail and briathra)
obair bheirte (oscailte agus dúnta)
ceisteanna a chur mar mhíniú/ag lorg eolais
líon na bearnaí
turgnaimh
múnlóireacht/múnlú
leabhar nótaí
leathanach oibre
ag caint is ag plé
A.U.F.

Acmhainní

balla focail
balla na mbriathra
luaschártaí (focail and pictiúir)
cóipeanna de na turgnaimh
léaráidí
leathanach oibre
cur i láthair

Tús

Dul Siar (ceisteanna / meaitseáil / scríobh)

Cuir ceisteanna ar an rang ag athbhreithniú ar na gcéadfaí éagsúla.

Cuir an greille thíos ar an gclár bán. Iarr ar daltaí éagsúla an briathar agus ball ceart an choirp a mheaitseáil :

a fheiceáil	meaitseáil ←————→	lámh
a bholú		srón
a chloisteáil		cluasa
a mhothú		súile
a bhlaiseadh		teanga

Cuir an greille thíos ar an gclár bán:

Iarr rang le	Is féidir liom <hr style="width: 100%; border: 1px solid black;"/> (ainmfhocal)	a fheiceáil	le mo* *mo + 'h'	lámh	ar an obair
		a bholú		srón	
		a chloisteáil		cluasa	
		a mhothú		súile	
		a bhlaiseadh		teanga	

chéile chun abairtí a chumadh agus a scríobh isteach ina gcóipleabhair eolaíochta.

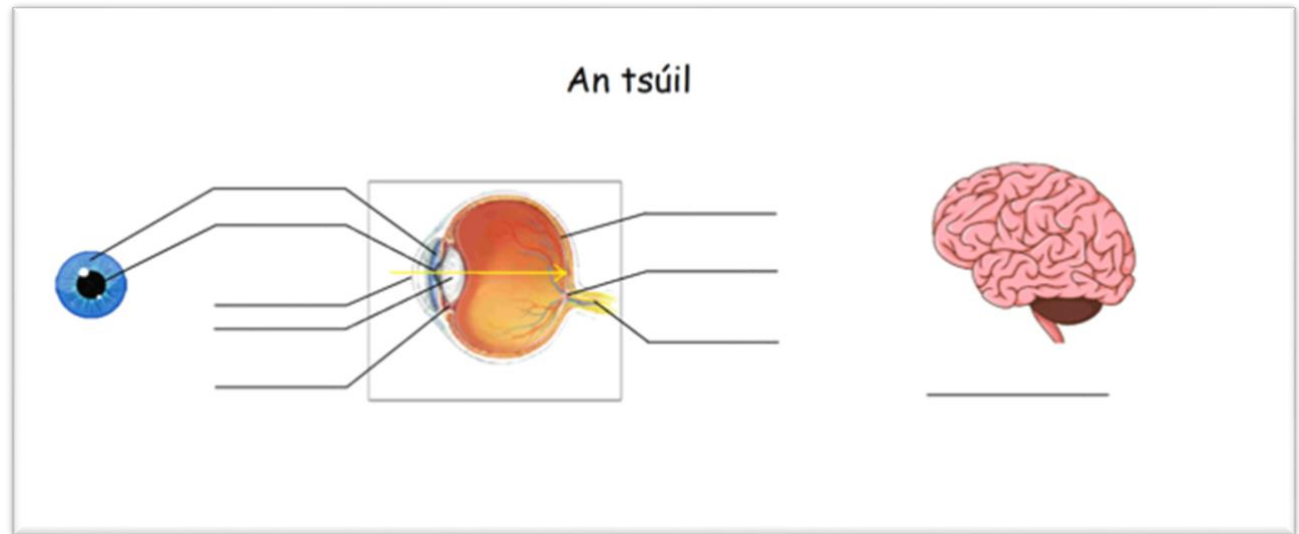
*carta oibre 2a mar éag. chum.

Stór Focal a Chruthú (an tsúil)

Taispeáin léaráid na súile don rang. Déan cleachtadh ar an bhfoclóir nua leis an rang ag athrá leis an múinteoir. Imir cluiche foclóra mar chleachtadh leis an rang.



Iarr ar an rang léaráid fholamh a líonadh isteach agus a chur ina leabhair nótaí.



Forbairt



A.U.F. a chruthú

Cruthaigh A.U.F. leis an rang. Taispeáin an greille thíos ar an gclár bán:

A Cad atá ar eolas agam faoi na súile?	U Cén t-eolas atá uaim?	F Cad atá foghlamtha agam?
Is céadfa é radharc. Feicimid lenár súile. Stór focal na súile.	Conas a oibríonn baill na súile? (<i>Cén tascanna atá acu?</i>)	

Stór Focail a Chruthú (briathra/foclóir nua)

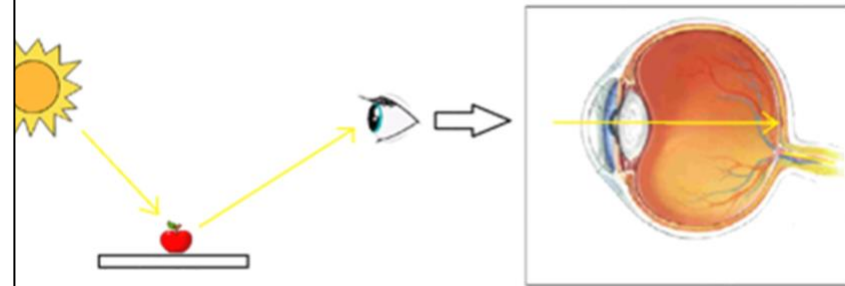
Cuir na luascháirtaí de na briathra/foclóir nua ar an gclár bán: taitin, frithchaith, cruthaigh, i bhfócas, as fócas. Léigh na luascháirtaí leis na daltaí ag déanamh athrá. Cuir ceisteanna ar an rang ag taispeáint eiseamláirí teanga an stóir focal nua.

Cúrsa Radhairc (ó bhéal le bearnaí a líonadh)

Taispeáin cúrsa radhairc don rang. Léigh na habairtí leis an rang ag déanamh athrá. Iarr ar dhaltaí aonair na habairtí a léamh ansin. Cuir ceisteanna ar an rang chun thuiscint a mheasúnú.



- Bíonn solas na gréine ag taitneamh ar an úll
- Frithchaithear solas chun na súile
- Téann an solas isteach tríd an mac imrisc
- Cuireann an lionsa an solas i bhfócas ar an reitine
- Cruthaíonn an reitine pictiúr cosúil le ceamara
- Tógann an néaróg optach an pictiúr chun an hinchinne



Taispeáin cúrsa radhairc arís le bearnaí. Iarr ar na daltaí bearnaí a líonadh agus an múinteoir ag léamh chun abairtí a chríochnú mar mheasúnú.



Turgnamh a Dó (feidhm an mac imrisc)

Déan turgnamh a dó leis an rang.



Turgnamh a Dó

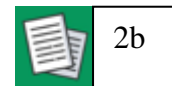




Críoch

Cúrsa Radhairc (Cur síos scríofa a chumadh mar mheasúnú)

Tabhair leathanach oibre don rang. Iarr orthu abairtí a scríobh chun cur síos a dhéanamh ar chúrsa radhairc.



A.U.F. a líonadh isteach

Fill ar ais chuig an greille AUF. Líon an roinn F le chéile ag cur ceisteanna ar an rang chun cur síos a dhéanamh ar thascanna baill na súile.

<p style="text-align: center;">A</p> <p style="text-align: center;">Cad atá ar eolas agam faoi na súile?</p>	<p style="text-align: center;">U</p> <p style="text-align: center;">Cén t-eolas atá uaim?</p>	<p style="text-align: center;">F</p> <p style="text-align: center;">Cad atá foghlamtha agam?</p>
<p>Is céadfa é radharc Feicimid lenár súile Stór focal súile</p>	<p>Cad a dhéanann baill na súile?</p>	
<p>Modhanna Múinte:</p> <p>An modh díreach (fearas) Modh na sraithe (sraith pictiúr) Modh na lánfhreagartha gníomhaí (geáitsí) An modh closlabhartha (athrá) An modh closamhairc (pictiúir) Modh na ráite (ráiteas) Gníomhaíochtaí iata Cur chuige faoi threoir an mhúinteora</p>	<p>Éagsúlacht Chumais:</p> <p>Múinteoir ag obair le páiste/grúpa agus ag múnlóireacht ar na turgnaimh</p> <p>Abairtí struchtúracha</p> <p>Pictiúir mar mhíniú breise</p> <p>Cárta oibre athraithe</p> <p>Tascanna éagsúla a thabhairt le scafall</p>	
<p>Comhtháthú le hábhair eile:</p> <p>Tíreolaíocht: An ghrian OSPS: Sláinte na súile</p>		
<p>Nascanna Gaeilge:</p> <p>Stór focal: Na baill choirp</p> <p>Gramadach: An Aimsir Láithreach (gach lá); céad agus dara réimniú An copail i + urú</p>		

Measúnú

A.U.F. mar achoimre ar fhoghlaim an cheachta

Breathnóireacht an mhúinteora

Leathanach oibre (dearadh an mhúinteora)

Leabhair nótaí a líonadh isteach

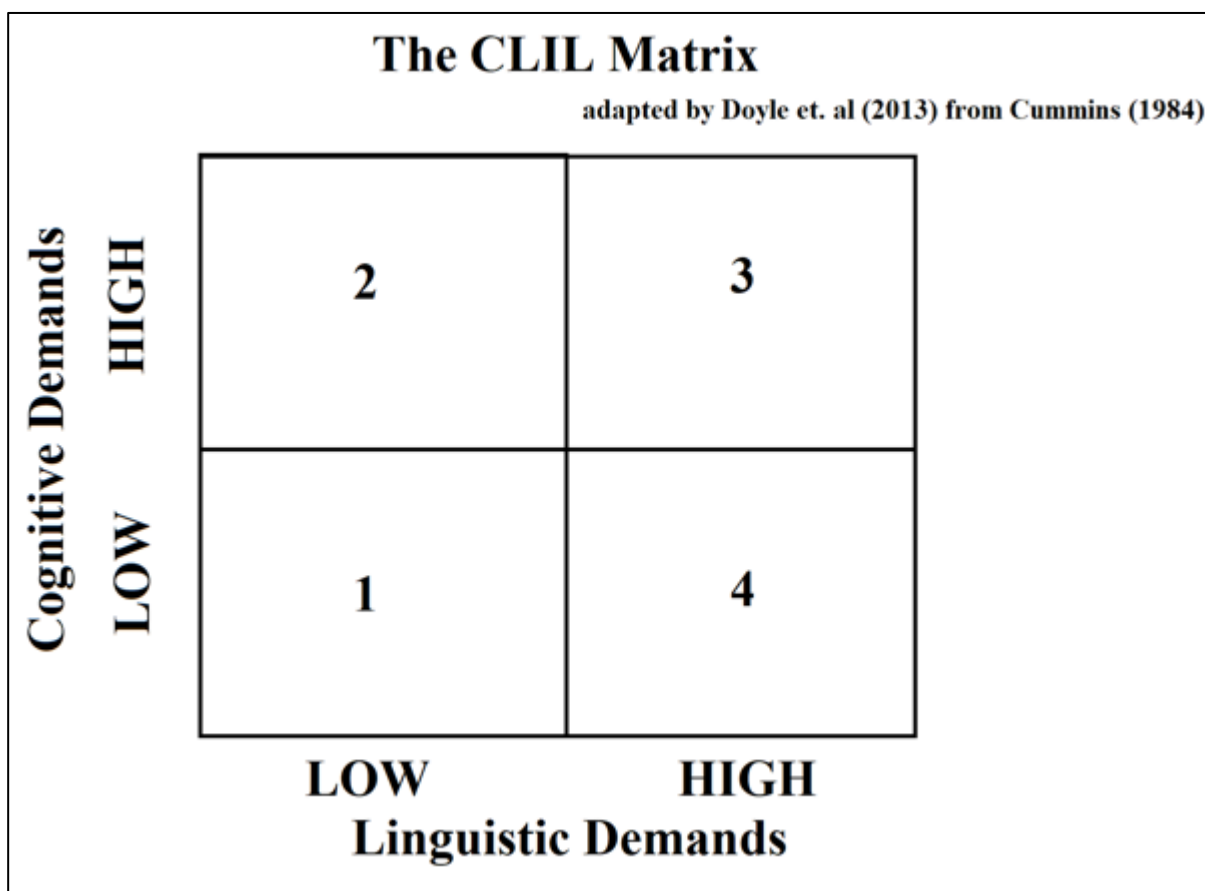
APPENDIX J: QUALITY ASSURANCE IN CLIL IMPLEMENTATION

Template J – Lesson Plan Quality Control/Lesson Reflection

Quality Descriptor	Evident in Lesson Plan	Successful in Lesson Implementation
Learning intentions and processes visible to the learner -including content and language objectives combined		
<i>Additional Notes:</i>		
Foster academic language proficiency -including single words and chunks -including focus on meaning/focus on form -including teacher feedback		
<i>Additional Notes:</i>		
Foster learner skills and autonomy		
<i>Additional Notes:</i>		
Appropriate scaffolding of language and content is evident		
<i>Additional Notes:</i>		
Create a safe and cooperative learning environment with interactive, co-operative, dialogic and exploratory teaching evident		
<i>Additional Notes:</i>		
Incorporate authentic language and language use		
<i>Additional Notes:</i>		
Foster critical thinking and cognitive fluency using the CLIL Matrix		
<i>Additional Notes:</i>		

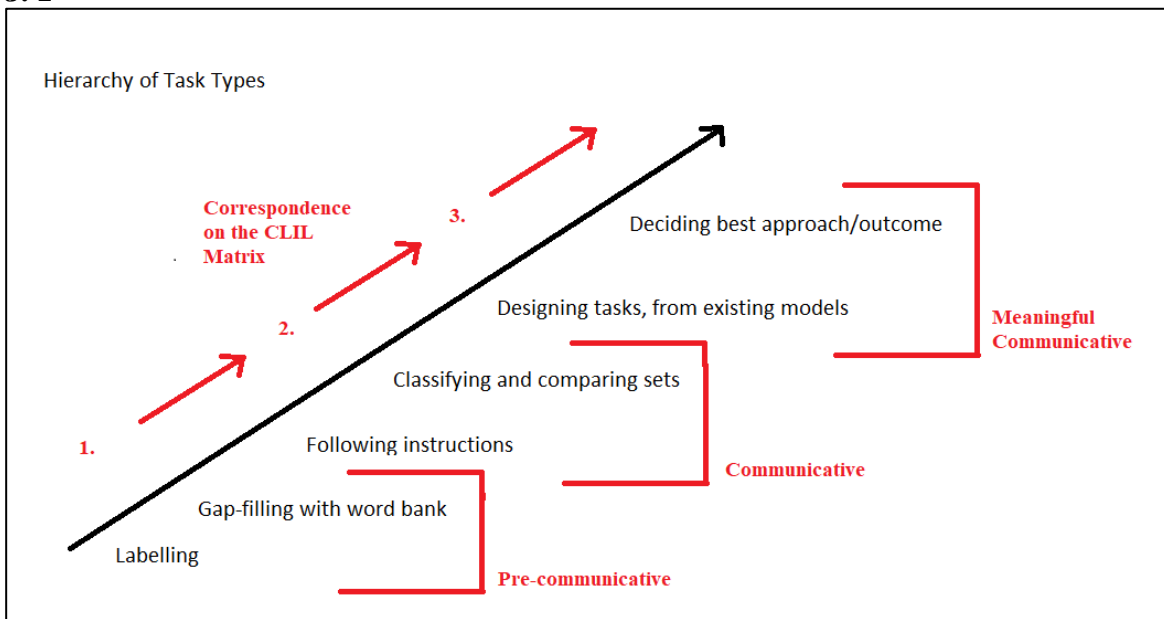
Tasks are based on a hierarchy		
<i>Additional Notes:</i>		
Make learning meaningful and accessible through scaffolding/modelling/differentiation		
<i>Additional Notes:</i>		
Include formative assessment dominated by AfL		
<i>Additional Notes:</i>		
Include language and content in assessment		
<i>Additional Notes:</i>		
L1 use is planned for		
<i>Additional Notes:</i>		
Teacher and Student reflection on outcomes is charted		
<i>Additional Notes:</i>		

Based on Spratt (2017), Coyle et al. (2010) and Mehisto and Asser (2007)



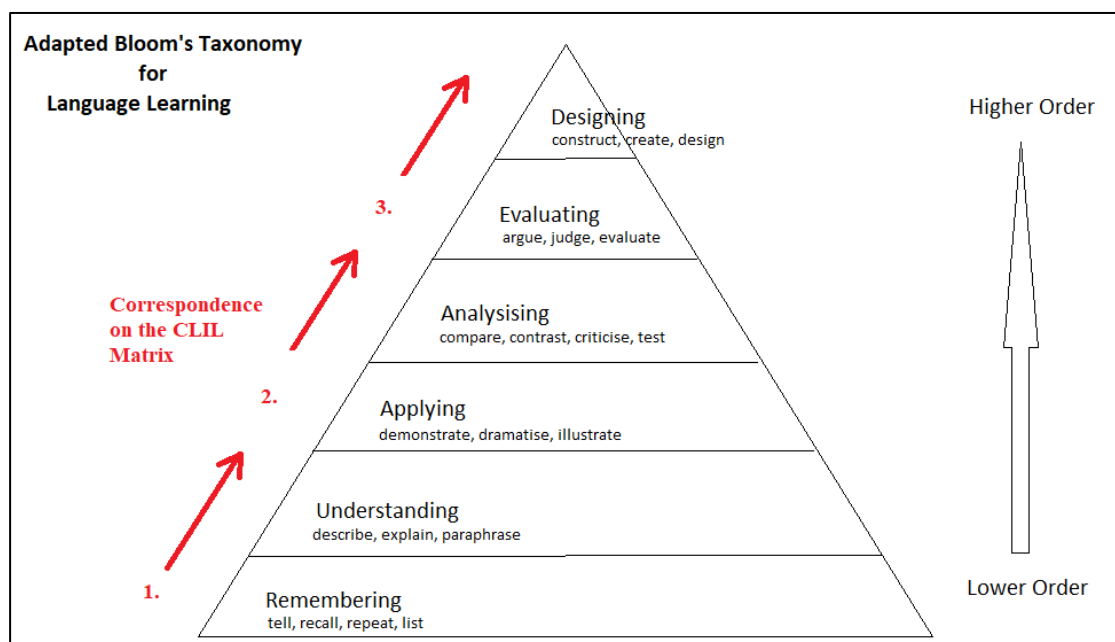
Tasks moved from cognitively and linguistically low to cognitively high-linguistically low to cognitively and linguistically high through the course of the scheme of work. J.1, The Hierarchy of Task Types, ensured suitability of tasks. J.2, Bloom's Taxonomy, ensured learner actions around the task are grounded in a similar approach.

J. 1



Task Type	Task Description
1. Pre-communicative	Labelling, Gap-filling, Bingo, Mind-mapping, Vocabulary Posters, KWL, Personal vocabulary file, Graphic organisers, Describe and draw, Sorting, Finish the sentence, Word wall, Academic word list, Word associations, Word puzzle, etc.
2. Communicative	Following instructions, Classifying/comparing sets, Ranking, Brainstorming, Odd one out, Giving instructions, Creating instructions, etc.
3. Meaningful Communicative	Designing tasks, Deciding best approach, Language frames (speaking, writing), Role play, Think-pair-share, Researching, Presenting, Information gaps, Word stories, etc.

J. 2



Taxonomy Level	Descriptor
Remembering	Tell, recall, repeat, list, recognise, label, match, select, spell
Understanding	Describe, explain, paraphrase, summarise, outline, relate, classify
Applying	Demonstrate, dramatise, illustrate, choose, interview, solve
Analysing	Compare, contrast, criticise, test, survey, categorise, dissect, discover
Evaluating	Argue, judge, evaluate, check, assess, decide, estimate, measure, rate, select
Designing	Construct, create, design, plan, compose, change, improve, predict, solve, combine
Leibhéal Tacsanomaíochta	Tuairiscíní
Cuimhneamh	Inis, athchuidh, déan athrá, liostaigh, aithin, lipéadaigh, meaitseáil, roghnaigh, litrigh
Tuiscint	Déan cur síos, mínigh, aithinis, achoimrigh, imlínigh, gaolaigh, aicmigh
Feidhmiú	léirigh, drámaigh, tarraing, roghnaigh, cuir agallamh ar, réitigh

Anailísiú	Déan comparáid idir, cuir i gcodarsnacht le, cáin, scrúdaigh, déan suirbhé ar, déan catagóiriú ar, aimisgh
Measúnú	Déan argóint, déan moltóireacht, measúnaigh, seiceáil, measúnaigh, beartaigh, tabhair meastachán ar, tomhas, grádaigh, roghnaigh
Dearadh	tóg, cruthaigh, ceap, plean, cum, athraigh, feabhsaigh, déan réamh-mheas, réitigh, comhaontaigh

APPENDIX K: PARTICIPANT LESSON PLAN REFLECTIONS (A SAMPLE)

Google Drive Responses to Support Lesson Creation

Participants reflected on the scheme of work to help inform future design. Reflections were varied to involve pre-teaching reflections as well as post-teaching reflections. Examples below:

Post-Teaching Reflections

These reflections centred around three questions:

- Level of content
- Successful elements
- Changes needed

Please post after each lesson to provide a debrief of lessons. Feel free to comment on how others viewed the lesson also. The aim of this space is to provide a learning community for supporting teaching and learning. Is féidir leat Gaeilge nó Béarla a úsáid. (You can use Irish or English)

Ceacht a hAon (Lesson One)

(Letters denote participant assigned IDs)

How did you find the level of the content?

B: I started today with lesson 1 and there is a lot of content..... I am teaching the language and frasaí first and by the end of the week I feel the children will have the vocabulary to do the Turgnamh.

C: I know it's a 40 minute lesson but I feel it could be my Irish for the week culminating in the turgnamh on Friday. I really couldn't get throw all the content in one lesson.

A: I will be interested to see what others think of the amount of content!

D: I was conscious of the amount within the first lesson. Even designing it initially the focus was going to be on one or other of the senses. I think it's most useful for practicing the 'an féidir leat ____' sentence structure.

E: I spent a lot of the first week teaching the vocabulary so a lot of my Irish lessons for the week was based around the senses. I feel I won't spend as much time going forward on the next lessons as a lot of the groundwork is done.

D: A lot of content. Ambitious to get it done in 40 minutes. Took 2 sessions to cover this. Completed the taste test today. Children are coping well with the vocabulary and children with exemptions in Gaeilge are very keen to participate.

I did find that children with exemptions didn't really see it as doing Irish. I've started doing the lessons myself as an after schools club and have two pupils coming who have Irish exemptions. A backdoor for Irish maybe?

C: I too was a bit overwhelmed at the content to get through in lesson 1. I have broken this up into more lessons. Children seemed to be a bit out of their depth with the vocabulary linked with the eye, as they were not familiar with some of these terms even in English. Resources very good!!

A: The first lesson was quite content heavy hence I decided to split it into two lessons. The visuals were invaluable as were the PowerPoint slides. The children relied heavily on all these aids for vocabulary. Confidence had really built on the second day and all the children were very enthusiastic and willing to participate. The worksheets were fantastic as they really helped consolidate the lessons.

I also, divided this lesson into two parts. The visuals and PowerPoint were excellent and contributed hugely. The Haka was also a big hit!

What was the most successful element of the lesson?

B: The PowerPoint is excellent mind you we only covered some of the slides so far.

D: There is a great variety of activities...
The PowerPoint and visuals.

A: The turgnamh was a major success in my classroom . All the children thoroughly enjoyed the experience. Overall the children responded very well to the lesson.

Is there anything in the lesson that needs to be changed?

A: No I felt lesson one was a great lesson. It was very long but I think it was a lesson which could be split in two easily enough.

C: Felt it was a long lesson but they were very engaged throughout. PowerPoint was excellent and they loved the turgnamh. I felt they didn't use as much language during the experiment as I would have liked but I'm sure that will come.

D: I think a general consensus for this lesson would be to split it in two or even three and use it as a confidence builder with repetition of vocab etc. The tasks are not daunting and so the emphasis can be put on the language in the first instance. As the lessons progress you should see a levelling out of content and language (CLIL matrix discussed on onsite)

Ceacht a Dó (Lesson Two)

How did you find the level of the content?

C: Good not as intimidating as lesson 1 ...or maybe that's because we (the children and I) were more familiar with the content!

B: I was surprised that they weren't challenged by labelling the parts of the eye as Gaeilge.

C: I had introduced verbs taitin etc and frasaí an iomarca/ easpa etc separately in an Irish lesson and they were part of their word study/ spellings and vocabulary for the week. So they were very familiar with them.

D: This was a really good lesson as the children felt they were learning really challenging science. They loved learning the new vocabulary and they were by no means intimidated by it.

B: It is suggested in several papers to use the discrete language to explore vocabulary that will be met in the CLIL lesson if the opportunities arise. I might develop this more in lesson plans for the next block of work.

A: Content was great, challenging at the beginning but the repetition helped them to become familiar with it. I started with the worksheet and was surprised how much language they remembered. It didn't bother them one bit learning the structure of the eye trí Gaeilge.

RESEARCHER: Great to hear!!!

E: Children really enjoyed this lesson and they found it relatively easy to label the eye. They recalled these specific words well when I recapped at the end of another day just for 5 minutes.

What was the most successful element of the lesson?

A: I think because the children were very familiar with the vocabulary they worked well in pairs on the turgnamh.

C: The Cluiche Kim and slides. It made everything very clear. The children really enjoyed the Turgnamh.

Is there anything in the lesson that needs to be changed?

A: Content manageable but again I did it over a couple of lessons! Not sure if that's what you want or should I just push/challenge the children and myself more.

B: I'd be very open to teaching lessons across a few days and breaking down the time for them. It can be daunting for everyone to face into an hour of science let alone an hour of science through Irish!

D: I rushed the experiment at the end and never got around to the worksheet. Although I think I'll do the sheets a few days afterwards as consolidation work.

E: I wouldn't be too worried about getting around to all worksheets etc. I was conscious I didn't want you to be lacking content but as long as you're happy there is communication and language practice as well as content learning I think it's working well.

D: I also wonder in terms of assessment could elements of this be added to the lesson? I'm conscious of listening all the time to the children and motivating them to use their phrases....I might try to get them to use the See Saw app to record their work as we complete the lessons.

RESEARCHER: We will look at assessment in greater detail in onsite 2, and, in particular, language rubrics to give you a quick and effective assessment technique. I love the idea of See Saw, it's a great way to build ICT in also!

APPENDIX L: REFLECTING ON CLIL CONCEPTUAL KNOWLEDGE DEVELOPMENT

Rate the following statements from 1 to 5;

1 = strongly disagree; 2 = disagree; 3 = unsure; 4 = agree; 5 = strongly agree

If you are unsure of a question rate it as a 3.

I can clearly define CLIL as a concept. *

	1	2	3	4	5	
strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	strongly agree

I can clearly outline the benefits of a CLIL approach for the learner. *

	1	2	3	4	5	
strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	strongly agree

I am conscious that opportunities for the use of Irish among pupils are planned. *

	1	2	3	4	5	
strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	strongly agree

I am conscious that opportunities for the use of Irish among pupils are facilitated in practice. *

	1	2	3	4	5	
strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	strongly agree

I can clearly differentiate the various language demands to plan a CLIL lesson. *

	1	2	3	4	5	
strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	strongly agree

I am aware of the most suitable methodologies for use with a CLIL lesson. *

	1	2	3	4	5	
strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	strongly agree

I am able to use a hierarchy of tasks to suitably scaffold a series of CLIL lessons. *

	1	2	3	4	5	
strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	strongly agree

I am comfortable with scaffolding/modelling of language and activities to ensure learner success within a CLIL lesson. *

	1	2	3	4	5	
strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	strongly agree

I can carefully plan for a balance of content and language in a CLIL lesson to ensure suitably demanding content and language tasks. *

	1	2	3	4	5	
strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	strongly agree

I can identify and use an array of suitable assessment techniques for a CLIL lesson. *

	1	2	3	4	5	
strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	strongly agree

I can identify a positive impact of CLIL on my own language skills through the use of a CLIL approach. *

	1	2	3	4	5	
strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	strongly agree

I reflect on and learn from my evolving CLIL practice. *

	1	2	3	4	5	
strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	strongly agree

Any other comments on your initial understanding and use of CLIL as an approach?

Long answer text

APPENDIX M: LETTERS OF CONSENT / ASSENT FOR SITE ACCESS



Pupil's Information Letter (Piloting of Lessons)

We are making a video for our College work. It's like a project you might do in school. Some people in our college are learning about ways of teaching children through Irish. So if you agree we would like to video you in your classroom while you do some activities with the rest of your friends. This video will help teachers to explore different ways of teaching Irish to children.

When you are being videoed there will be other children being videoed at the same time so that might make it easier. It's not like a test – there are no right or wrong answers. We will be doing some activities together and working through Irish.

If, when we are videoing, you want to stop talking or move away from the video to a table that is not being videoed that's okay. If you don't want to be videoed that's okay too. You can still take part in the activities we will be doing; we just won't video you.

The video tapes will only be seen by us, some people in the college who are learning to teach Irish and maybe some other people who want to make videos like this. We will not let anyone else see the video because those are our College's rules.

When people watch the videos we might talk about some of the things you have done in class. But we won't use your name so people won't know who you are.

If you have any worries after we make our video you can come talk to us or to your teacher or parents.

Informed Assent Form (pupil)

Learning Science through Irish



My name is _____. I am going to learn about science through Irish. I know that I don't have to do the activity if I don't want to. I know that whenever I feel like stopping that's okay and I don't have to say why I feel like stopping.

I know this isn't a test or an exam. I know that I am going to be video-taped doing the activity and I am ok for this to happen. I know that by doing the activity I am just helping out the people from Mary Immaculate College to help teachers find different ways to teach Irish to children.

Signed: _____
Participant (Pupil)

Signed: _____
Researcher

Parental/Guardian Information Letter

(Piloting of Lessons)



To Whom It May Concern,

Below is an outline of the intended research project:

What is the project about?

This study seeks to explore the teaching of science through Irish. Specifically it looks at a variety of ways we can increase the amount of Irish teachers and pupils use every day in school.

Who is undertaking it?

My name is Pádraig Fahey and I am a Postgraduate student attending Mary Immaculate College. I am presently completing a PhD by research in the Department of Language and Literacy Education under the supervision of Dr. T.J. Ó Ceallaigh and Siobhán Ní Mhurchú. The current study will form part of my thesis.

Why is it being undertaken?

Some of the central aims of the education goals for the Irish language within the *20-Year Strategy for the Irish Language 2010-2030* as described by Government of Ireland (2010) include teaching other curricular subjects through Irish. The use of Irish throughout all curricular subjects is also one of the key recommendations within the new *Primary Language Curriculum*.

This pilot study of lessons based on teaching science through Irish will allow researchers to identify opportunities and challenges to using this approach in the classroom before embarking on a much larger scale rollout of lessons.

What are the benefits of this research?

The benefits of this piloting stage within the overall research include:

- Identifying successful ways Irish can be taught to primary school children
- Identifying challenges, and opportunities to address these challenges, before a wide scale project is carried out

Overall this research project will allow:

- Irish to be taught across a wider range of curriculum subjects
- An increase in the amount of time spend by children learning and using the language in context

Exactly what is involved for the participant (time, location, etc.)

Participants will be involved in initial piloting of lessons. A pilot of sample lesson plans will be taught by the researcher to act as an initial quality control for the design-based research (lesson plan creation) element of the overall research project. A series of 4 science lessons will be taught through Irish. Lessons will range from 30 to 60 minutes. Lessons will be videoed to allow researchers to observe and reflect on what works well and what may cause challenges for teaching science lessons through Irish.

Right to withdraw

Your child's anonymity is assured and you are free to withdraw them from the experiment at any time without giving a reason and without consequence.

How will the information be used / disseminated?

The data from this piloting will be combined with that of the other participants in this section of the study and used to form the results section of my thesis. Summary data only will appear in the thesis; individual participant data will not be shown.

How will confidentiality be kept?

All information gathered will remain confidential and will not be released to any third party. A random ID number will be generated for each participant and it is this number rather than the participant's name which will be held with their data to maintain their anonymity.

What will happen to the data after research has been completed?

In accordance with the MIC Record Retention Schedule all research data will be stored indefinitely.

Contact details:

If at any time you have any queries / issues with regard to this study, my contact details are as follows:

Researcher Name: Pádraig Fahey

E-mail Address: padraig.fahey@mic.ul.ie

If you have concerns about this study and wish to contact someone independent, you may contact: MIREC Administrator, Research and Graduate School, Mary Immaculate College, South Circular Road, Limerick.

Telephone: 061-204980

E-mail: mirec@mic.ul.ie



Parent/Guardian Informed Consent Letter (Piloting of Lessons)

Parent/Guardian,

As outlined in the **parent/guardian information letter** this study seeks to explore the teaching of science through Irish. Specifically it looks at a variety of ways we can increase the amount of Irish teachers and pupils use every day in school.

The parent/guardian information letter should be read fully and carefully before consenting for your child to take part in and be videoed participating in the piloting of lessons to be used in this study at a later date.

Their anonymity is assured and you/they are free to withdraw from the piloting at any time. All information gathered will remain confidential and will not be released to any third party. In accordance with the MIC Record Retention Schedule all participant data will be stored indefinitely by the researcher.

Please read the following statements before signing the consent form.

- I have read and understood the **parent/guardian information letter**.
- I understand what the project is about, and what the results will be used for.
- I am fully aware of **all** of the procedures involving myself and my child, and of any **risks and benefits** associated with the study.
- I know that my permission and my child's participation is voluntary and that I/they can withdraw from the project at any stage without giving any reason.
- I am aware that my child will be videoing when they are being taught lessons by the researcher during the piloting of lessons and give consent for my child to be videoed.
- I am aware that my child's recordings will be kept confidential.

I consent to my child, _____, participating in this piloting phase.

Parent/Guardian:

Name (PRINTED):

Name (Signature):

Date:

Researcher:

Name (PRINTED):

Name (Signature):

Date:



Participant Information Letter

(Piloting of Semi-Structured Focus Group Questions)

To Whom It May Concern,

Below is an outline of the intended research project:

What is the project about?

This study seeks to explore and identify an improvement path for the competence and confidence of the Irish primary school teacher in relation to their own Irish language skills. Specifically it seeks to examine how the use of Content and Language Integrated Learning (CLIL) as an approach to teaching the Irish language might improve the teacher's own language skills. This involves the teaching of a curricular area (in this research project science) through the medium of Irish. The contextual use of the language is a proven benefit to language learners through the use of several similar models in Europe. There is limited study as to the benefits for the teacher in using this approach.

Who is undertaking it?

My name is Pádraig Fahey and I am a Postgraduate student attending Mary Immaculate College. I am presently completing a PhD by research in the Department of Language and Literacy Education under the supervision of Dr. T.J. Ó Ceallaigh and Siobhán Ní Mhurchú. The current study will form part of my thesis.

Why is it being undertaken?

This project is being undertaken to investigate whether the use of a Content and Language Integrated (CLIL) approach (with the Irish language) to teaching and learning can improve the competence and confidence of the teacher in their own Irish language skills.

CLIL is a dual focused approach to teaching and learning in which an additional language is used for the instruction of both content and language. Within this process, there is a focus not only on content, and not only on language. Each is given similar emphasis in instruction.

Within the Irish context, CLIL has been advocated across the school curriculum in Ireland through various Department of Education reviews on the teaching and learning of the Irish language. CLIL is also a central pillar of the education goals for the Irish language within the *20-Year Strategy for the Irish Language 2010-2030* as described by Government of Ireland (2010). Several research pieces on the teaching and learning of the Irish language include calls from Harris and Ó Duibhir (2011) to implement CLIL as a successful teaching and learning approach to language. This has culminated in the recommendations within the *Primary Language Curriculum* and the call by NCCA (2016) to utilise CLIL for the successful propagation of Irish throughout the

curriculum.

What are the benefits of this research?

In carrying out this research, it is hoped that the following can be studied in detail:

- *What is the impact of employing a CLIL-based approach in the primary classroom on teachers' own Irish language proficiency?*
- *What is the impact of employing a CLIL-based approach on teachers' competence in Irish language teaching and learning?*
- *What CLIL professional knowledge is needed by primary school teachers to support their efforts in implementing CLIL in the English-medium classroom?*
- *What opportunities are present to support teachers in their efforts to implement CLIL approaches in support of successful language teaching and learning practices?*

Exactly what is involved for the participant (time, location, etc.)

A pilot of the qualitative semi-structured focus group will be carried out as a quality control measure for conducting semi-structured focus groups in the main research project. Focus groups will take approximately one hour. Reflection on question understanding and relevance will also form part of the piloting phase and will be undertaken after each question is answered.

Right to withdraw

Your anonymity is assured and you are free to withdraw from the experiment at any time without giving a reason and without consequence.

How will the information be used / disseminated?

The data from your pilot focus group will be combined with that of the other participants in this study and used to form the results section of my thesis. Summary data only will appear in the thesis; individual participant data will not be shown.

How will confidentiality be kept?

All information gathered will remain confidential and will not be released to any third party. A random ID number will be generated for each participant and it is this number rather than the participant's name which will be held with their data to maintain their anonymity.

What will happen to the data after research has been completed?

In accordance with the MIC Record Retention Schedule all research data will be stored indefinitely by the researcher.

Contact details:

If at any time you have any queries / issues with regard to this study, my contact details are as follows:

Researcher Name: Pádraig Fahey

E-mail Address: padraig.fahey@mic.ul.ie

If you have concerns about this study and wish to contact someone independent, you may contact: MIREC Administrator, Research and Graduate School, Mary Immaculate College, South Circular Road, Limerick.
Telephone: 061-204980
E-mail: mirec@mic.ul.ie

Participant Information Letter

(Main Project)

To Whom It May Concern,



Below is an outline of the intended research project:

What is the project about?

This study seeks to explore and identify an improvement path for the competence and confidence of the Irish primary school teacher in relation to their own Irish language skills. Specifically it seeks to examine how the use of Content and Language Integrated Learning (CLIL) as an approach to teaching the Irish language might improve the teacher's own language skills. This involves the teaching of a curricular area (in this research project science) through the medium of Irish. The contextual use of the language is a proven benefit to language learners through the use of several similar models in Europe. There is limited study as to the benefits for the teacher in using this approach.

Who is undertaking it?

My name is Pádraig Fahey and I am a Postgraduate student attending Mary Immaculate College. I am presently completing a PhD by research in the Department of Language and Literacy Education under the supervision of Dr. T.J. Ó Ceallaigh and Siobhán Ní Mhurchú. The current study will form part of my thesis.

Why is it being undertaken?

This project is being undertaken to investigate whether the use of a Content and Language Integrated (CLIL) approach (with the Irish language) to teaching and learning can improve the competence and confidence of the teacher in their own Irish language skills.

CLIL is a dual focused approach to teaching and learning in which an additional language is used for the instruction of both content and language. Within this process, there is a focus not only on content, and not only on language. Each is given similar emphasis in instruction.

Within the Irish context, CLIL has been advocated across the school curriculum in Ireland through various Department of Education reviews on the teaching and learning of the Irish language. CLIL is also a central pillar of the education goals for the Irish language within the *20-Year Strategy for the Irish Language 2010-2030* as described by Government of Ireland (2010). Several research pieces on the teaching and learning of the Irish language include calls from Harris and Ó Duibhir (2011) to implement CLIL as a successful teaching and learning approach to language. This has culminated in the recommendations within the *Primary Language Curriculum* and the call by NCCA (2016) to utilise CLIL for the successful propagation of Irish throughout the curriculum.

What are the benefits of this research?

In carrying out this research, it is hoped that the following can be studied in detail:

- *What is the impact of employing a CLIL-based approach in the primary classroom on teachers' own Irish language proficiency?*
- *What is the impact of employing a CLIL-based approach on teachers' competence in Irish language teaching and learning?*
- *What CLIL professional knowledge is needed by primary school teachers to support their efforts in implementing CLIL in the English-medium classroom?*
- *What opportunities are present to support teachers in their efforts to implement CLIL approaches in support of successful language teaching and learning practices?*

Exactly what is involved for the participant (time, location, etc.)

This multiple case study research will incorporate research-based design principles across three phases of data collection. A pragmatic worldview is at the heart of this study and as such a mixed methods methodology will be utilized to collect data. This will allow research data to be drawn from a variety of collection tools and ensure validity and reliability of results through triangulation of data.

Three Phases of Research

The research methodology occurs across three phases; a pre-test, a design-based research intervention and a post-test. A case study analysis of competence and confidence will be carried out across the reflective/collaborative space in parallel with the intervention/design-based research through specific guided questioning/reflections of participants and researcher analysis of participant collaborative works.

Phase 1

The pre-test phase involves quantitative analysis of competence and confidence using modified internationally recognised tests for both. The qualitative analysis of competence and confidence involves semi-structured focus groups of participants. This testing/interviewing will be conducted in June 2019.

Phase 2

The intervention phase involves an intervention through Continuous Professional Development and implementation of CLIL lessons involving teaching science through the medium of Irish. This intervention maps competence while at the same time identifies opportunities for methodologies with CLIL for the Irish context. Self-reflection and a learning community will be formed through Digital Technologies. Twitter will be used as a support base for participants and will include support materials for lessons. Google Docs will be used to implement a collective design and review of lesson plans to be used across the intervention. Padlet will be used as a platform for sharing progress, reflections on opportunities and challenges and to create an online community between practitioners. This phase will last for one school year.

Phase 3

The post-test phase involves quantitative analysis of competence and confidence using modified internationally recognised tests for both. The qualitative analysis of competence and confidence involves semi-structured focus groups of participants. This testing/interviewing will be conducted in June 2020. Comparisons of pre- and

post- data will be analysed to explore the benefits of employing CLIL in the classroom.

Right to withdraw

Your anonymity is assured and you are free to withdraw from the experiment at any time without giving a reason and without consequence.

How will the information be used / disseminated?

The data from your experiment will be combined with that of the other participants in this study and used to form the results section of my thesis. Summary data only will appear in the thesis, individual participant data will not be shown.

How will confidentiality be kept?

All information gathered will remain confidential and will not be released to any third party. A random ID number will be generated for each participant and it is this number rather than the participant's name which will be held with their data to maintain their anonymity.

What will happen to the data after research has been completed?

In accordance with the MIC Record Retention Schedule all research data will be stored indefinitely by the researcher.

Contact details:

If at any time you have any queries / issues with regard to this study, my contact details are as follows:

Researcher Name: Pádraig Fahey

E-mail Address: padraig.fahey@mic.ul.ie

If you have concerns about this study and wish to contact someone independent, you may contact: MIREC Administrator, Research and Graduate School, Mary Immaculate College, South Circular Road, Limerick.

Telephone: 061-204980

E-mail: mirec@mic.ul.ie



Informed Consent Form (adult participant)

Dear Participant,

As outlined in the **participant information letter** the current study will investigate *How does the adoption of a CLIL approach influence teachers' language awareness and subsequent Irish language teaching and learning competence in English-medium primary schools in the Republic of Ireland?*

In carrying out the research, the following aims were studied in detail:

- *What is the impact of employing a CLIL-based approach in the primary classroom on teachers' own Irish language proficiency?*
- *What is the impact of employing a CLIL-based approach on teachers' competence in Irish language teaching and learning?*
- *What CLIL professional knowledge is needed by primary school teachers to support their efforts in implementing CLIL in the English-medium classroom?*
- *What opportunities are present to support teachers in their efforts to implement CLIL approaches in support of successful language teaching and learning practices?*

Details of what the project involves is contained in the **participant information letter**. The participant information letter should be read fully and carefully before consenting to take part in the project.

Your anonymity is assured and you are free to withdraw from the experiment at any time. All information gathered will remain confidential and will not be released to any third party. In accordance with the MIC Record Retention Schedule all participant data will be stored for the duration of the project plus three years at which time it will be destroyed. Anonymised research data may be held indefinitely or as required by the Researcher.

Please read the following statements before signing the consent form.

- I have read and understood the **participant information letter**.
- I understand what the project is about, and what the results will be used for.

- I am fully aware of **all** of the procedures involving myself, and of any **risks and benefits** associated with the study.
- I know that my participation is voluntary and that I can withdraw from the project at any stage without giving any reason.
- I am aware that my results will be kept confidential.

Participant:

Name (PRINTED):

Name (Signature):

Date:

Researcher:

Name (PRINTED):

Name (Signature):

Date:



Email to be circulated to request participation

Subject: Request for Participants for Study involving the Irish Language

To the Principal,

My name is Pádraig Fahey and I am a Postgraduate student attending Mary Immaculate College. I am presently completing a PhD by research in the Department of Language and Literacy Education under the supervision of Dr. T.J. Ó Ceallaigh and Siobhán Ní Mhurchú.

I am seeking teachers to participate in a study using a Content and Language Integrated Approach to teaching and learning. The current study will form part of my thesis. This involves the teaching of a curricular area (in this research project science) through the medium of Irish.

This project is being undertaken to investigate whether the use of a Content and Language Integrated (CLIL) approach (with the Irish language) to teaching and learning can improve the competence and confidence of the teacher in their own Irish language skills.

CLIL is a dual focused approach to teaching and learning in which an additional language is used for the instruction of both content and language. Within this process, there is a focus not only on content, and not only on language. Each is given similar emphasis in instruction.

Within the Irish context, CLIL has been advocated across the school curriculum in Ireland through various Department of Education reviews on the teaching and learning of the Irish language e.g., (Department of Education and Skills, 2007, 2011). CLIL is also a central pillar of the education goals for the Irish language within the *20-Year Strategy for the Irish Language 2010-2030* as described by Government of Ireland (2010). Several research pieces on the teaching and learning of the Irish language include calls from Harris and Ó Duibhir (2011) to implement CLIL as a successful teaching and learning approach to language. This has culminated in the recommendations within the *Primary Language Curriculum* and the call by NCCA (2016) to utilise CLIL for the successful propagation of Irish throughout the curriculum.

The contextual use of the language is a proven benefit to language learners through the use of several similar models in Europe. There is limited study as to the benefits for the teacher in using this approach. This project is being undertaken to investigate

whether the use of a CLIL approach (with the Irish language) to teaching and learning can improve the competence and confidence of the teacher in their own Irish language skills. According to numerous sources including the *Harris Report* (2006), the NCCA (2008) curriculum review documents and the *Chief Inspector's Report* (2018), teachers' competence and confidence in the Irish language is increasingly becoming a challenge for the successful teaching and learning of the Irish language to students.

I would appreciate if you could review this email with interested staff and contact me with an expression of interest.

Regards,



Board of Management Site Access Request (Pilot Project)

The Board of Management,
School X

This letter seeks to outline the proposed pilot project and requests site access for the pilot project to be conducted on the school grounds.

What is the project about?

This study seeks to explore and identify an improvement path for the competence and confidence of the Irish primary school teacher in relation to their own Irish language skills. Specifically it seeks to examine how the use of Content and Language Integrated Learning (CLIL) as an approach to teaching the Irish language might improve the teacher's own language skills. This involves the teaching of a curricular area (in this research project science) through the medium of Irish. The contextual use of the language is a proven benefit to language learners through the use of several similar models in Europe. There is limited study as to the benefits for the teacher in using this approach.

Who is undertaking it?

My name is Pádraig Fahey and I am a Postgraduate student attending Mary Immaculate College. I am presently completing a PhD by research in the Department of Language and Literacy Education under the supervision of Dr. T.J. Ó Ceallaigh and Siobhán Ní Mhurchú. The current study will form part of my thesis.

Why is it being undertaken?

This project is being undertaken to investigate whether the use of a Content and Language Integrated (CLIL) approach (with the Irish language) to teaching and learning can improve the competence and confidence of the teacher in their own Irish language skills.

CLIL is a dual focused approach to teaching and learning in which an additional language is used for the instruction of both content and language. Within this process, there is a focus not only on content, and not only on language. Each is given similar emphasis in instruction.

Within the Irish context, CLIL has been advocated across the school curriculum in Ireland through various Department of Education reviews on the teaching and learning of the Irish language. CLIL is also a central pillar of the education goals for the Irish language within the *20-Year Strategy for the Irish Language 2010-2030* as described by Government of Ireland (2010). Several research pieces on the teaching and learning

of the Irish language include calls from Harris and Ó Duibhir (2011) to implement CLIL as a successful teaching and learning approach to language. This has culminated in the recommendations within the *Primary Language Curriculum* and the call by NCCA (2016) to utilise CLIL for the successful propagation of Irish throughout the curriculum.

What are the benefits of this research?

In carrying out this research, it is hoped that the following can be studied in detail:

- *What is the impact of employing a CLIL-based approach in the primary classroom on teachers' own Irish language proficiency?*
- *What is the impact of employing a CLIL-based approach on teachers' competence in Irish language teaching and learning?*
- *What CLIL professional knowledge is needed by primary school teachers to support their efforts in implementing CLIL in the English-medium classroom?*
- *What opportunities are present to support teachers in their efforts to implement CLIL approaches in support of successful language teaching and learning practices?*

Exactly what is involved for the participant (time, location, etc.)

Pupils will be involved in initial piloting of lessons. A pilot of sample lesson plans will be taught by the researcher to act as an initial quality control for the design-based research (lesson plan creation) element of the overall research project. A series of 4 science lessons will be taught through Irish. Lessons will range from 30 to 60 minutes. Lessons will be videoed to allow researchers to observe and reflect on what works well and what may cause challenges for teaching science lessons through Irish.

Right to withdraw

Right to anonymity is assured and participants are free to withdraw from the experiment at any time without giving a reason and without consequence.

How will the information be used / disseminated?

The data from this pilot phase will be combined with that of the other participants in this study and used to form the results section of my thesis. Summary data only will appear in the thesis, individual participant data will not be shown.

How will confidentiality be kept?

All information gathered will remain confidential and will not be released to any third party. A random ID number will be generated for each participant and it is this number rather than the participant's name which will be held with their data to maintain their anonymity.

What will happen to the data after research has been completed?

In accordance with the MIC Record Retention Schedule all research data will be stored indefinitely by the researcher.

Contact details:

If at any time you have any queries / issues with regard to this study, my contact details are as follows:

Researcher Name: Pádraig Fahey

E-mail Address: padraig.fahey@mic.ul.ie

If you have concerns about this study and wish to contact someone independent, you may contact: MIREC Administrator, Research and Graduate School, Mary Immaculate College, South Circular Road, Limerick.

Telephone: 061-204980

E-mail: mirec@mic.ul.ie

Attached is a parent/guardian information letter, informed consent form, pupil participant information letter and pupil participant informed consent form.



**Principal/
Board of Management Site Access Request (Main Project)**

The Principal/
The Board of Management,
School X

This letter seeks to outline the proposed research project and requests site access for the research project to be conducted on the school grounds.

What is the project about?

This study seeks to explore and identify an improvement path for the competence and confidence of the Irish primary school teacher in relation to their own Irish language skills. Specifically it seeks to examine how the use of Content and Language Integrated Learning (CLIL) as an approach to teaching the Irish language might improve the teacher's own language skills. This involves the teaching of a curricular area (in this research project science) through the medium of Irish. The contextual use of the language is a proven benefit to language learners through the use of several similar models in Europe. There is limited study as to the benefits for the teacher in using this approach.

Who is undertaking it?

My name is Pádraig Fahey and I am a Postgraduate student attending Mary Immaculate College. I am presently completing a PhD by research in the Department of Language and Literacy Education under the supervision of Dr. T.J. Ó Ceallaigh and Siobhán Ní Mhurchú. The current study will form part of my thesis.

Why is it being undertaken?

This project is being undertaken to investigate whether the use of a Content and Language Integrated (CLIL) approach (with the Irish language) to teaching and learning can improve the competence and confidence of the teacher in their own Irish language skills.

CLIL is a dual focused approach to teaching and learning in which an additional language is used for the instruction of both content and language. Within this process, there is a focus not only on content, and not only on language. Each is given similar emphasis in instruction.

Within the Irish context, CLIL has been advocated across the school curriculum in Ireland through various Department of Education reviews on the teaching and learning

of the Irish language. CLIL is also a central pillar of the education goals for the Irish language within the *20-Year Strategy for the Irish Language 2010-2030* as described by Government of Ireland (2010). Several research pieces on the teaching and learning of the Irish language include calls from Harris and Ó Duibhir (2011) to implement CLIL as a successful teaching and learning approach to language. This has culminated in the recommendations within the *Primary Language Curriculum* and the call by NCCA (2016) to utilise CLIL for the successful propagation of Irish throughout the curriculum.

What are the benefits of this research?

In carrying out this research, it is hoped that the following can be studied in detail:

- *What is the impact of employing a CLIL-based approach in the primary classroom on teachers' own Irish language proficiency?*
- *What is the impact of employing a CLIL-based approach on teachers' competence in Irish language teaching and learning?*
- *What CLIL professional knowledge is needed by primary school teachers to support their efforts in implementing CLIL in the English-medium classroom?*
- *What opportunities are present to support teachers in their efforts to implement CLIL approaches in support of successful language teaching and learning practices?*

Exactly what is involved for the participant (time, location, etc.)

The research methodology occurs across three phases; a pre-test, a design-based research intervention and a post-test.

Phase 1

The pre-test phase involves quantitative analysis of competence and confidence using modified internationally recognised tests for both. The qualitative analysis of competence and confidence involves semi-structured focus groups of participants. This testing/interviewing will be conducted in June 2019.

Phase 2

The intervention phase involves an intervention through CPD and implementation of CLIL lessons involving teaching science through the medium of Irish. This intervention maps competence while at the same time identifies opportunities for methodologies with CLIL for the Irish context. Self-reflection and a learning community will be formed through ICT. Twitter will be used as a support base for participants and will include support materials for lessons. Google docs will be used to implement a collective design and review of lesson plans to be used across the intervention. Padlet will be used as a platform for sharing progress, reflections on opportunities and challenges and to create an online community between practitioners. This phase will last for one school year.

A case study analysis of confidence will be carried out across the reflective space in parallel with the intervention/design-based research through specific guided questioning to scaffold participants' reflective practices.

Phase 3

The post-test phase involves quantitative analysis of competence and confidence using modified internationally recognised tests for both. The qualitative analysis of competence and confidence involves semi-structured focus groups of participants. This testing/interviewing will be conducted in June 2020. Comparisons of pre- and post- data will be analysed to explore the benefits of employing CLIL in the classroom.

Right to withdraw

Right to anonymity is assured and participants are free to withdraw from the experiment at any time without giving a reason and without consequence.

How will the information be used / disseminated?

The data from this project will be combined with that of the other participants in this study and used to form the results section of my thesis. Summary data only will appear in the thesis, individual participant data will not be shown.

How will confidentiality be kept?

All information gathered will remain confidential and will not be released to any third party. A random ID number will be generated for each participant and it is this number rather than the participant's name which will be held with their data to maintain their anonymity.

What will happen to the data after research has been completed?

In accordance with the MIC Record Retention Schedule all research data will be stored indefinitely by the researcher.

Contact details:

If at any time you have any queries / issues with regard to this study, my contact details are as follows:

Researcher Name: Pádraig Fahey

E-mail Address: padraig.fahey@mic.ul.ie

If you have concerns about this study and wish to contact someone independent, you may contact: MIREC Administrator, Research and Graduate School, Mary Immaculate College, South Circular Road, Limerick.

Telephone: 061-204980

E-mail: mirec@mic.ul.ie

Attached is a participant information letter and participant informed consent form.



Board of Management/Principal Site Access Consent Form (Piloting of Lessons)

The Principal/
The Board of Management,
School X

This letter sets out to request consent for site access for the piloting of lessons to be conducted on the school grounds.

As outlined in the **Site Access Request** the current study will investigate how the use of Content and Language Integrated Learning (CLIL) can improve the competence and confidence of the teacher in their own Irish language skills?

In carrying out the research, the following aims were studied in detail:

- *What is the impact of employing a CLIL-based approach in the primary classroom on teachers' own Irish language proficiency?*
- *What is the impact of employing a CLIL-based approach on teachers' competence in Irish language teaching and learning?*
- *What CLIL professional knowledge is needed by primary school teachers to support their efforts in implementing CLIL in the English-medium classroom?*
- *What opportunities are present to support teachers in their efforts to implement CLIL approaches in support of successful language teaching and learning practices?*

Details of what the project involves is contained in the **Site Access Request**. This should be read fully and carefully before consenting to site access for the project.

Please read the following statements before signing the consent form.

- We have read and understood the **Site Access Request**.

- We understand what the project is about, and what the results will be used for.
- We are fully aware of **all** of the procedures involving our school, and of any **risks and benefits** associated with the study.
- We know that participation is voluntary and that participants can withdraw from the project at any stage without giving any reason.
- We are aware that results will be kept confidential.
- We consent to a series of 4 science lessons being taught through Irish. We consent to lessons being videoed to allow researchers to observe and reflect on what works well and what may cause challenges for teaching science lessons through Irish.

The Board of Management of School X consents to site access for the piloting of lessons to take place.

Chairperson
(On behalf of the Board of Management):

Researcher:

Name (PRINTED):

Name (PRINTED):

Name (Signature):

Name (Signature):

Date:

Date:



Board of Management Site Access Consent Form (Main Project)

The Principal/
The Board of Management,
School X

This letter sets out to request consent for site access for the research project to be conducted on the school grounds.

As outlined in the **Site Access Request** the current study will investigate how the use of Content and Language Integrated Learning (CLIL) can improve the competence and confidence of the teacher in their own Irish language skills?

In carrying out the research, the following aims were studied in detail:

- *What is the impact of employing a CLIL-based approach in the primary classroom on teachers' own Irish language proficiency?*
- *What is the impact of employing a CLIL-based approach on teachers' competence in Irish language teaching and learning?*
- *What CLIL professional knowledge is needed by primary school teachers to support their efforts in implementing CLIL in the English-medium classroom?*
- *What opportunities are present to support teachers in their efforts to implement CLIL approaches in support of successful language teaching and learning practices?*

Details of what the project involves is contained in the **Site Access Request**. This should be read fully and carefully before consenting to site access for the project.

Please read the following statements before signing the consent form.

- We have read and understood the **Site Access Request**.
- We understand what the project is about, and what the results will be used for.

- We are fully aware of **all** of the procedures involving our school, and of any **risks and benefits** associated with the study.
- We know that participation is voluntary and that participants can withdraw from the project at any stage without giving any reason.
- We are aware that results will be kept confidential.
- We consent to this research project, consisting of the science curriculum being taught through Irish, to take place in our school over the course of the coming academic year 2019/2020.

The Board of Management of School X consents to site access for the research project, as described, to take place.

Principal
(On behalf of the Board of Management):

Researcher:

Name (PRINTED):

Name (PRINTED):

Name (Signature):

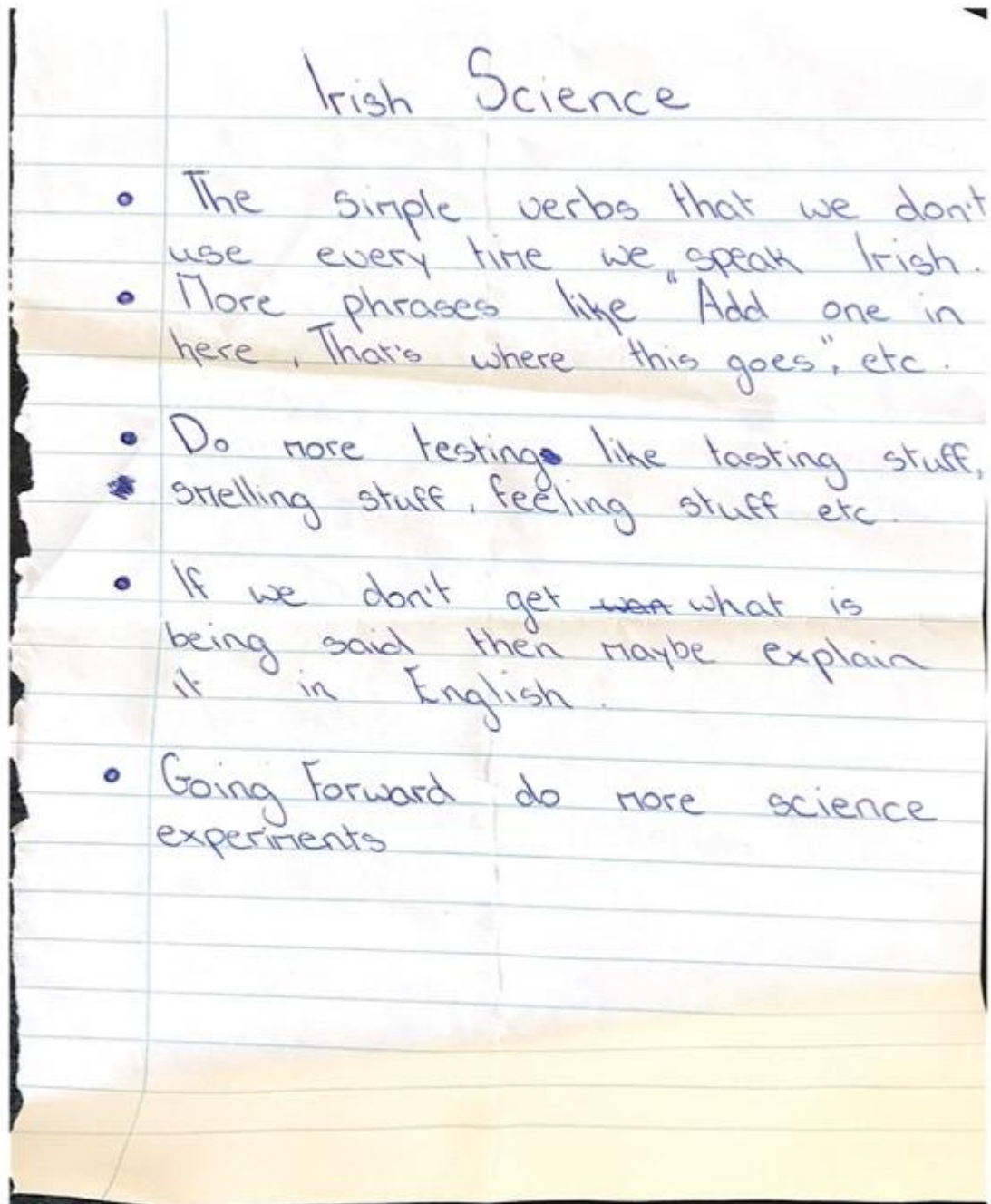
Name (Signature):

Date:













Date:

APPENDIX N: PUPIL REFLECTION ON LANGUAGE SUPPORTS FROM PILOT SCHEME

N.1 Pupil language needs reflection sample



N.2 Sample communicative language support tabletop mat

					
Is féidir liom	Ní féidir liom	An féidir leat?	Ní thuigim	Conas a litríonn tú...?	Cad is brí le ...?
					
Cén fáth?	Tá peann uaim	Tá ____ uaim	...é a rá arís?	...é a mhíniú arís?	b'fhéidir/ceapaim

APPENDIX O: SAMPLES OF FOCUS GROUP QUALITATIVE DATA

(Letters denote participant assigned IDs)

O.1 SAMPLE OF FOCUS GROUP 3 QUALITATIVE DATA

A: Even teaching it through Irish I suppose....my Irish lessons I would have always tried my best but now I'm a little bit more so even trying to teach my own Irish lessons completely through Irish because I can see what they can do now.....I was probably underestimating them and what they can do....like trying to act out everything like I was in first class. I'm like well ye got the eyes so surely to God they can get something like an stoirm or you know...

And is there any aspects, your own oral language skills or written skills or are there grammar points sticking out for you? Myself I'm becoming more accurate in the réamhfhocail just from having to have them accurate for ye.

C: I was kind of similar enough to that I was happy enough with the TEG in the listening and reading but then the written and grammar part didn't match up at all. I'm kind of looking at that now and it's slow progress but you know it's slow progress, it just highlighted for me it didn't match up with the and bearing in mind you're more cognisant of it. It just didn't match up with the reading and scoring at all.

I was the same myself it was my written and grammar pulled me way down.

B: I suppose we haven't had to write anything since college.

E: I think when we're teaching Irish it's the same Irish always. I find myself looking for phrases and vocabulary that are lesson common now because it's different when teaching eolaíocht now.

D: And you don't want to put too much of an emphasis on the grammar because you don't want to turn the children off it. You want them to try to speak it naturally as best they can without necessarily focusing on the grammar all the time. Well that's what I've been trying to get them to do in my teaching. And then you might incidentally, that's where the CLIL has come in or they have picked up things through the PowerPoints.

Do you think it's improved your level of competence in the language having to teach science through Irish?

A: Honestly I can't see the impact yet. It's way down the line.

C: I see its I'm having a go at it. I'm at it with the kids and I'm not as worried about having it right or wrong I'm having a go at it and if I'm not up to something I'm just oh lads leave it with me and I'll come back. It's not as formal with the Irish so it's a good change in that way.

E: But I think as well that what you said it is that new language so there's stuff that's still in our brains that have to come to the forefront and its giving me a chance to speak properly for an hour or so and not ah come on lads you know that word already. So ya I

think its bringing back an awful lot more of the Irish that's stored in there because it's not the same old Irish.

D: And verbs and finding I'm learning new verbs; I've heard them before yonks ago but they've come back to me again now that I'm hearing them and using them again. I'm not sticking with the traditional.

E: Like that work frithchaitear...I love the meaning of that word.

D: And they know that word now.

Are you confident in teaching the CLIL lessons?

E: Well it's scripted so it's great. I sit down that morning and write it down in my own way.

Do you think it's realistic, will it be picked up, and are people confident enough?

A: I don't think so...with the amount of preparation you need to do for it.

C: I was going to say that as well. If you have an interest in it yourself you will. I won't say I was annoyed by it but I kind of was will say with our three lessons and they went really well and I was just sharing it in the staffroom and to say the reaction was negative was an understatement, they gave it no hop at all and there's no way the vast majority of them were going to sit down and do any prep for it and no that's too wishy washy and that's no way to teach Irish at all. That wasn't coming from principal or vice principal but rather staff members in general and there's no thinking of it but if you could see it yourself it actually is a brilliant way.

E: Ya but if you think about the new language curriculum as well and I think there's just so much going on and they're like ah Jesus another thing ah don't come near me with another thing again you know. And that's big like it's an overload.

A: And I think that's a fault of the curriculum and you had a big book with all these methodologies and from day one they should have been emphasising the CLIL whereas now it's only coming to the fore and I think its we're a little ahead and maybe now with the in-service it'll be to the fore.

B: They won't it was mentioned only once at ours and it's kind of just brushed over.

E: We haven't had ours yet.

A: We brought it up do you know what I mean like so I think people are just saying don't be giving us more to doubt if they went with this first and then brought in your new language curriculum but its overload to be honest at the moment. And if they thought you had more prep you know if you didn't give us those packs they'd still be going around in the car.

B: And it's a lot more than you get out of other courses. It's the attractive feature.

C: It is because you come back and get bombarded with all other stuff.

E: I think it would work in our school if you assigned maybe a Croke park day to it and let them off and...Irish is my post so I think I'd have to sit down with them and say well will you go off and gather x and so on and I'd probably have to do the PowerPoints. But I know our principal is still on board but it would be met with a lot of oh sure God we've enough to do but it would have to just be like they're afraid of it. Like I've had a two week argument over Abair Liom but if I'm throwing this at them and like here's Abair Liom and off you go.

D: I think if you could bring it in like the SSE process and bring it in in small steps and maybe one lesson a term or something and just to get that vocabulary in heads then it's the small steps and it'll gradually be implemented so it's the small gradually steps.

O.2 SAMPLE OF FOCUS GROUP 5 QUALITATIVE DATA

Would you feel confident picking another curricular area and developing a scheme of work in another subject?

D: I suppose confidence wise I wouldn't mind any other but I would find daunting coming up with my own lessons and the language of for and through learning I would still find it daunting.

C: Yeah I suppose if you had a very focused lesson like geography you'd have the language etc. so with the structure and of how to do it it'd be confidence but it's the language and having to get all that together might still be a struggle.

B: Yeah it's more so the planning really it would just take so long to get to where you are confident I support.

Is there any supports you'd like from school, PDST, the department in implementing CLIL that would be of help going forward?

D: I suppose training for all staff and availability for all staff in CLIL and like I mentioned at our last meeting it would be great if there was a summer course with it to consolidate it all.

A: I think another point is that if they are going to provide workshops for CLIL that you're giving something meaningful so that you're equipped with resources as opposed to what you could do because sometimes you come away with resources.

C: And another thing is and maybe I've overlooked this but is there something to help with the pronunciation of words because sometimes I'd be conscious I'm pronouncing it wrong.

D: And you know with the way we've been doing the new language curriculum I suppose we haven't gone into any particular detail about CLIL and the word needs to be spread on CLIL and I'd say an awful lot of people don't know about CLIL its referred to in the chapter 6 and there's no big reference yet now maybe it will be down the road. I know there's the CLIL project with schools but I suppose is that a fair comment or?

E: Yeah I agree and even when you do mention it the facilitator wants to move on so obviously they're not equipped with it yet.

A: Yeah that's what came back from a lot of the PDST in-service was that it was brushed over and there wasn't any in-depth knowledge of it.

What would you think is the most comfortable aspect of language now as a result of CLIL?

B: Probably the oral I'd be a bit more confident in that I suppose the grammar is to the bottom of the pile the grammar I have to cross check and double check it's not coming natural but definitely the oral and then reading and writing.

D: Yeah definitely oral and then reading, writing and grammar.

E: Yeah I'd be the same as that now too.

D: The grammar is still the bottom of the pile unfortunately.

A: Requires a lot of work.

D: But yes if you're bringing it up incidentally and you know how you gave us I've certainly changed my teaching of the grammar and brought it up more incidentally also.

For your own language skills what would you pick as the one aspect that has improved for you greatly?

C: I suppose apart from the classroom and in a general observation I suppose using it in more context and a major increase in vocabulary for me I think I'm watching TG4 more and I do now watch a small bit once or twice a week and I'm getting keener and having more understanding of what's being said now.

D: There's been lots of improvements across the board really, it's just the way I teach Irish now has changed and I'm more focused on my structure and I'm thinking about what I'm teaching and trying to tie it into a grammar point. The learner outcomes have been more of a focus for me now I suppose.

O. 3 SAMPLE OF PARTICIPANT REFLECTIVE LANGUAGE DIARIES

Reflective Questions - 2

1. After completing the first block of teaching science through Irish are there any aspects of your own language skills that you think have definitely improved?

B: I feel a lot more confident teaching my actual Gaeilge lessons completely through Gaeilge now as it has given me more confidence to do this. I believed the children wouldn't understand me or get lost if I taught completely through Irish but now I realise they (and I!) are more able than I had given them credit for.

E: The more lessons I do, the more relaxed I am becoming. I struggle a bit with the new vocabulary but I was trying to be an expert and know it without looking. I wouldn't do that with English science lessons. I love getting the chance to do more Irish and with a captive group.

C: My grammar is slowly but surely improving.

B: Yes, it was clear from my TEG results that scríobh agus úsáid was an area for improvement. It is still very much a work in progress but I feel I have improved in the grammar and written aspects. Although it has and will be slow, it is moving in the right direction.

A: My confidence is definitely improving. My sentence structure is improving also due to consistently using repetitive phrases.

D: Confidence in using Irish more not just in the lesson but throughout the day.

Broadened my Irish verbs

"Give it a go" attitude

Draws my attention to grammar structures more and to draw and teach the children's attention to them.

A: Again that have learned and used scientific language that I wouldn't have known or acquired without CLIL

2. What benefits for teacher confidence in the Irish language do you see from using a CLIL approach?

D: Irish becomes more natural for all and if we can return to our schools and make other teachers realise it is not as daunting as it seems, then a whole school approach to immersing the children in Irish will naturally occur. If we as teachers become more comfortable then we become more confident to give things a go.

A: I feel that the chance to use Irish with the class when they are so interested in the content is the best confidence booster.

E: As they say practice makes perfect or in my opinion practice makes you more confidence in your own ability.

B: I see only benefits to teacher confidence. After the initial lessons of 'settling in' to it, a genuine opportunity for two-way communication was provided. This is very encouraging for any teacher who has been used to teaching Irish in the traditional, very much teacher-led style. I actually find myself using much more Gaeilge neamhfhoirmiúil throughout the day too, as confidence has gone up.

C: CLIL is definitely building my confidence in terms of my own awareness of how I explain things to the children in Irish. For example when they don't understand the first time, instead of just saying it in English, repeating it in a different way in Irish.

B: My confidence is also building as I see the children retaining the information which makes me more confident that they are benefitting from it.

D: New methodology through CLIL
See the children actively engaged and motivated to learn
I was energised by their excitement and motivation.

E: Not having Irish as a stand-alone "different" language linking with English makes it a real living language.

A: Teachers will become more confident as they have to learn the new language too in order to deliver the lesson, therefore no-one is better/worse than another. It creates a chance for teachers to work together in delivering a lesson so again they are not worried about what other teachers are doing.

APPENDIX P: AN ACCOUNT OF QUANTITATIVE RESULTS

Perspectives Emergent from the TLCS Quantitative Data

Starting with the first data source for triangulation of the phenomenon of language confidence in participants, a primarily quantitative construction of language confidence pre- and post-intervention is created. The first of two discrete assessments used to explore teacher language confidence is the Teacher Language Confidence Scale (TLCS) based on the Foreign Language Classroom Anxiety Scale (FLCAS) developed by Horwitz et al. (1986) and adapted for the purposes of this study. The assessment is divided into four strands and explored communication apprehension, fear of observation, fear of evaluation and fear of language upskilling. An overview of each strand is outlined in figure P1 with the full schedule of self-ratings available in Appendix D.

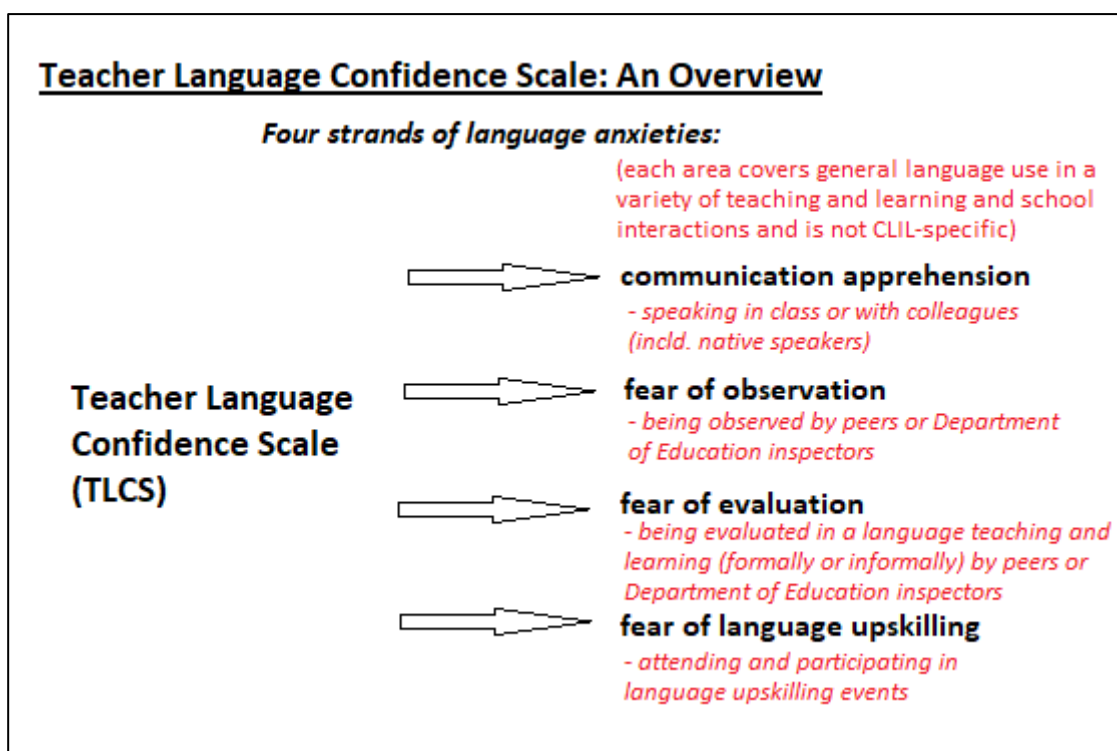


Figure P1 An overview of the Teacher Language Confidence Scale

Presenting the results of these pre- and post-intervention assessments over the following tables, the higher the self-rated anxiety score the higher the level of anxiety felt by the participant to the given context. The results of each of the four strands are outlined

below followed by an overall combined self-rated pre- and post-intervention anxiety score.

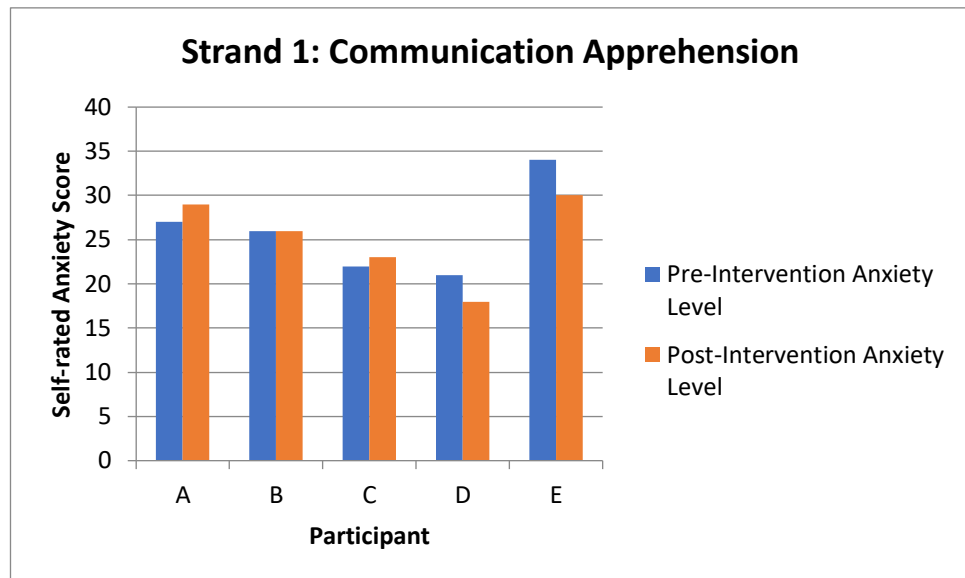


Table P1 A comparison of pre-intervention and post-intervention communication apprehension anxiety self-rated scores

A comparison of participants' fear of observation of language use in various contexts is outlined in strand 2.

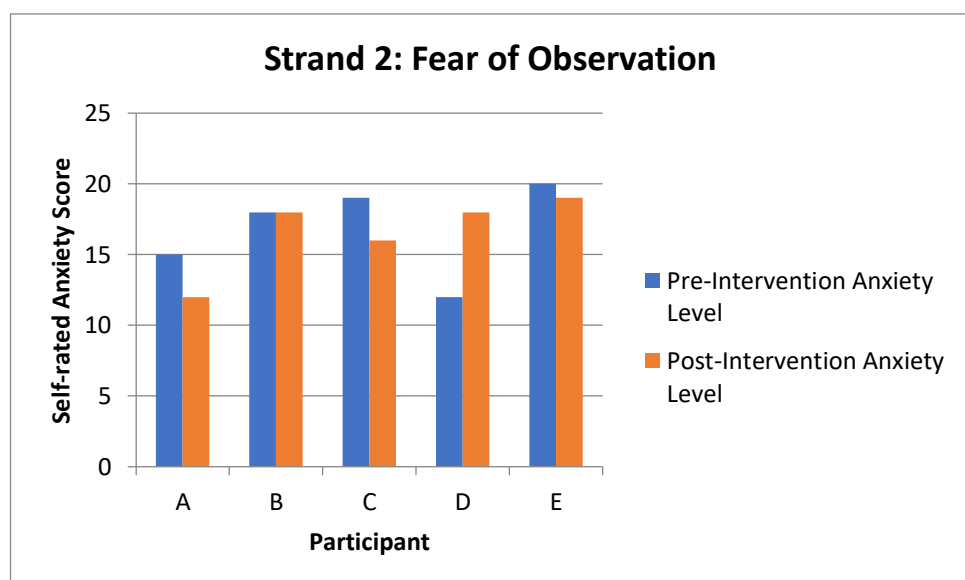


Table P2 A comparison of pre-intervention and post-intervention fear of observation anxiety self-rated scores

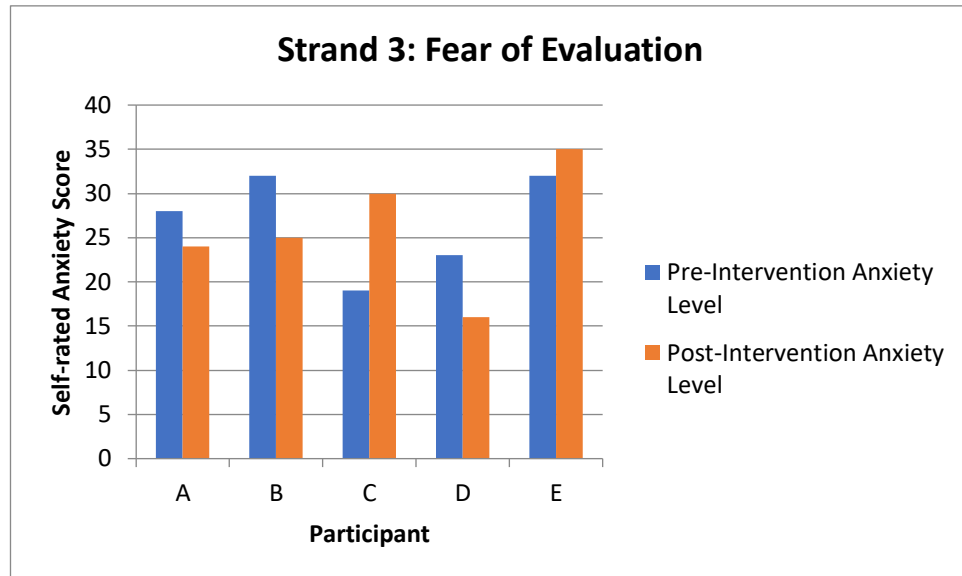


Table P3 A comparison of pre-intervention and post-intervention fear of evaluation anxiety self-rated scores

Strand 3 continues in a similar theme to strand 2 further encompassing participant fear of evaluation (both formal and informal) of their general language skills from both colleagues and Department of Education inspectors.

The final strand in exploring participant language anxieties centres on participant language fears in relation to language upskilling and focuses on interactions with instructors and colleagues when participating in general language continuous professional development.

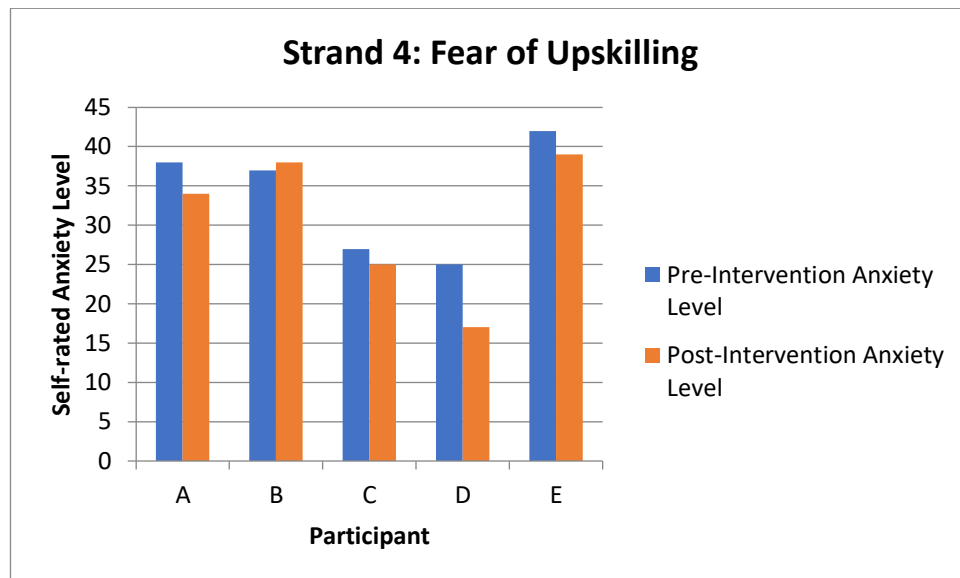


Table P4 A comparison of pre-intervention and post-intervention fear of upskilling anxiety self-rated scores

Across the four strands outlined in table P1 to P4 highlights a majority decrease in anxiety for participants in strand 2, 3 and 4 in particular. Across the four strands, the majority of results showed a decrease in self-rated anxiety levels following the intervention period. A small number of strands showed a rise in anxiety in some instances while a small number further reported a fixed self-rated anxiety level in pre- and post-intervention scores. All participants showed a decrease in anxiety in at least two of the four categories of the TLCS.

In reviewing the overall self-assessed anxiety levels of participants, presented below, four of the five participants recorded a reduction in language anxiety in post-intervention reflections compared to their pre-intervention reflections. One of the participants is an outlier within the overall scores with an increase in anxiety experienced in comparison to their pre-intervention rating.

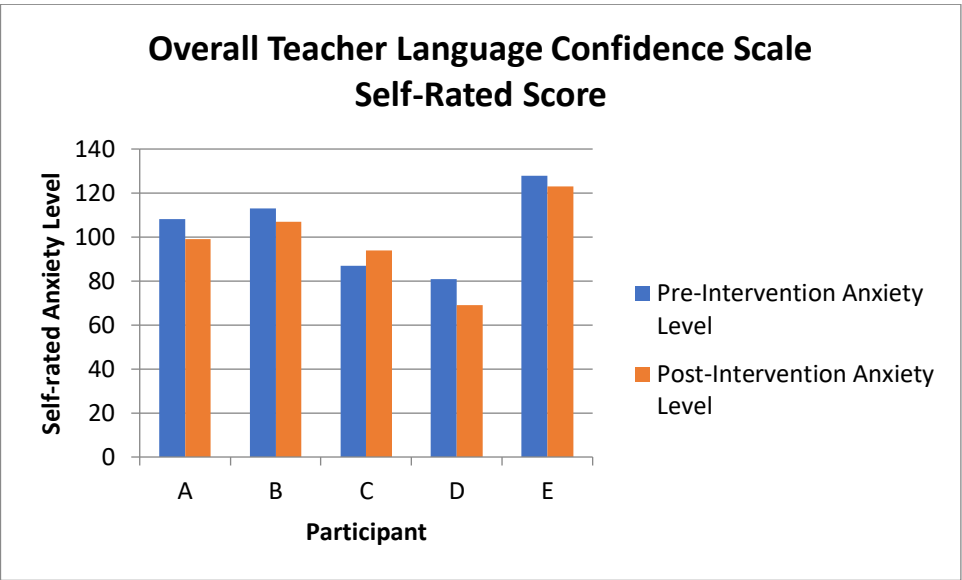


Table P5 A comparison of overall pre-intervention and post-intervention anxiety self-rated scores

The presented reductions in participant self-rated anxiety levels equates to a mean decrease of 8% and median decrease of 6.5% across the sample of four participants who described an overall reduction in anxiety.

Perspectives Emergent from the WTC Quantitative Data

The second of two discrete assessments used to explore teacher language confidence is a self-ratings scale of willingness to initiate communication (WTC), the Willingness to Communicate Scale (WTCS) developed by McCroskey and Richmond (2013). This self-assessment, used in parallel to the TLCS pre- and post-intervention, supports a further exploration and triangulation of participant language confidence and associated influences of a CLIL approach on said language confidence, this time engaging participants in self-reflection on their willingness to use the target language to initiate communication in a variety of contexts.

Again, participants self-reflected both pre- and post-intervention. The assessment is divided into two strands. An overview of each strand is outlined in figure P2 with the full schedule of self-ratings available in Appendix D.

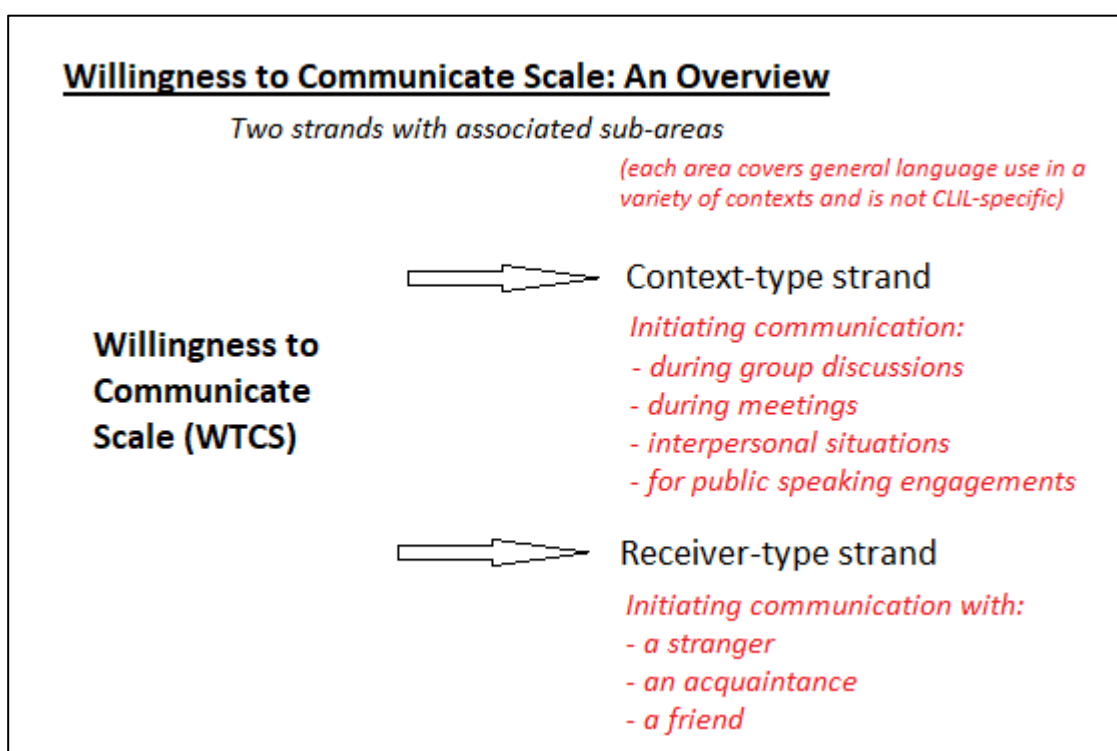


Figure P2 An overview of the Willingness to Initiate Communication Scale

The WTCS explored participant willingness to initiate communication across a variety of context types as well as a variety of interpersonal situations. Within this data set the higher the self-rating willingness score the higher the willingness of the participant to

initiate communication within the given context. The first section of the WTCS explores willingness to communicate across a variety of context-types and is presented below. Similarly to the analysis of the TLCS self-assessment data, qualitative data sources from participant reflective language diaries as well as participant focus groups provide a narrative of participant confidence development that emerged during the intervention period that serve to highlight the influence of a CLIL approach on participant language confidence across each strand.

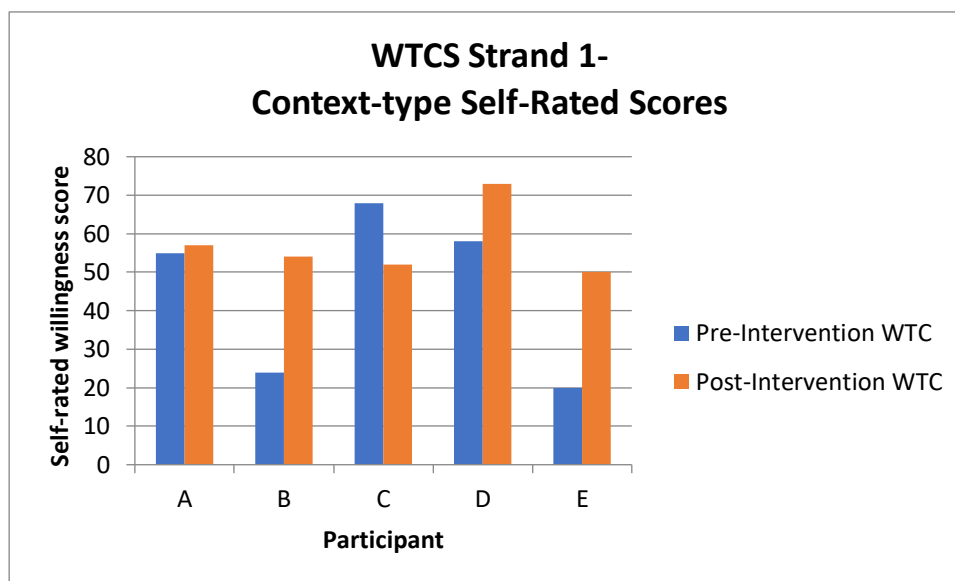


Table P6 A comparison of overall pre-intervention and post-intervention willingness to initiate communication self-rated scores (strand 1)

The second section of the WTCS explores willingness to communicate across a variety of interpersonal situations and is presented below. Again, a rise in the post-intervention self-rated score confirms a rise in participant willingness to initiate communication through the medium of Irish in the given receiver-type context.

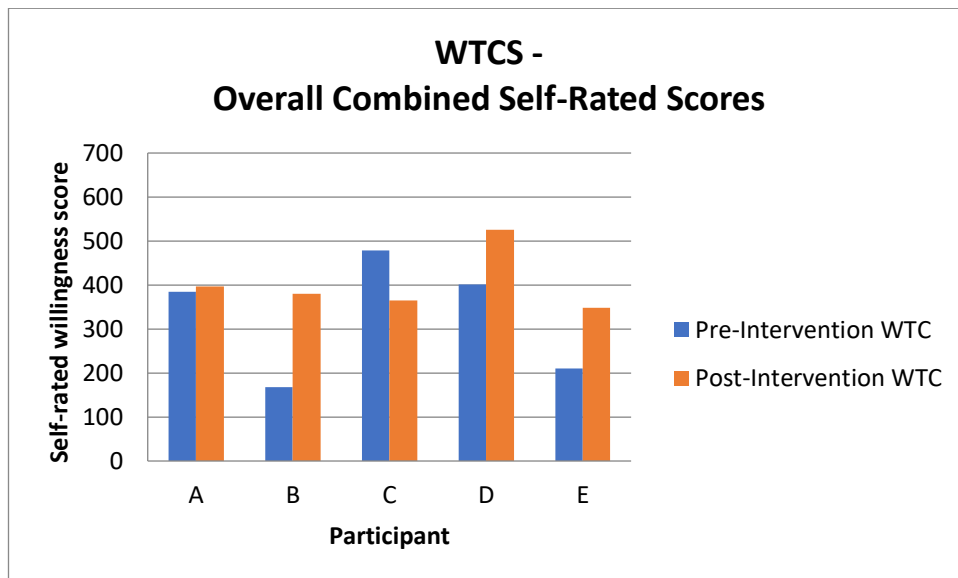


Table P7 A comparison of overall pre-intervention and post-intervention willingness to initiate communication self-rated scores (strand 1 and strand 2 combined)

Similarly to the results of the TLCS report on participant language anxieties, participant WTCS self-rated scores of four of the five participants rose, with three of the four experiencing significant rises in their overall willingness to initiate communication. Participant willingness to communication demonstrated a significant improvement in self-rated scores following the CLIL intervention period with a mean increase in self-reported willingness to initiate communication of 56% and a median increase of 48% within the four participants who reported an improvement in self-rated scores.

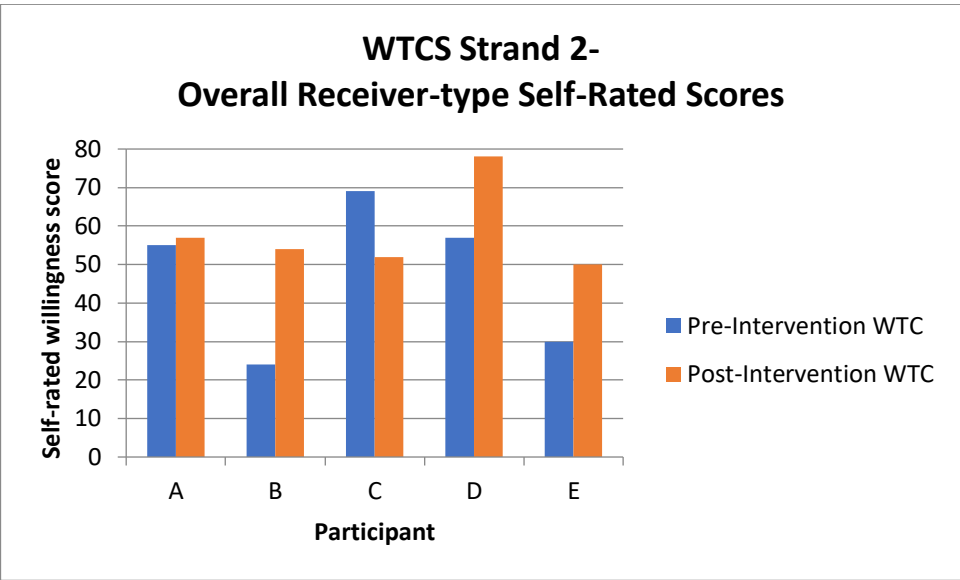


Table P8 A comparison of overall pre-intervention and post-intervention willingness to initiate communication self-rated scores (strand 2)

The overall comparative results outlined for strand 2 show a rise in the self-rated willingness to initiate communication score for four participants. One participant reported a drop in overall willingness levels in the pre- and post-intervention comparison.

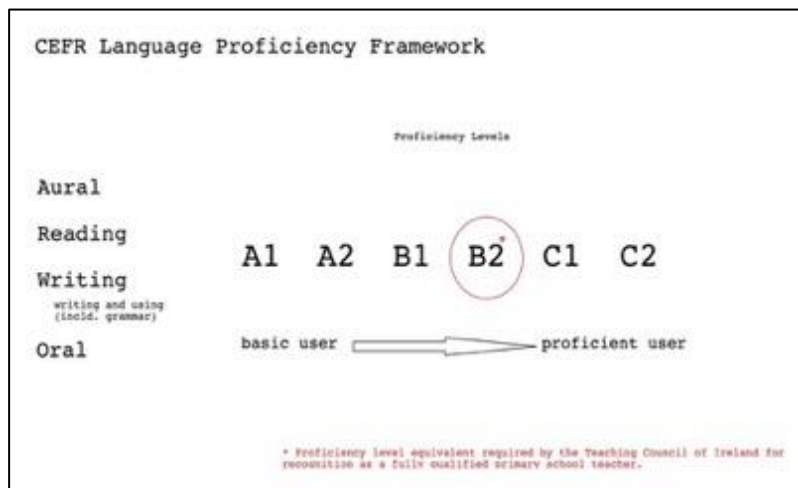
Perspectives Emergent from CEFR Self-Reflections Quantitative Data

This subtheme is structured to initially present participant CEFR-based perceived proficiency coupled with appropriate complementary reflections on associated influences of CLIL where present. Following this are several other areas outside of the key CEFR measured skills are also presented for consideration.

Participants did not have a knowledge of the CEFR levels prior to their initial self-assessment. The B2 proficiency level is the proficiency level (or equivalent) required by the Teaching Council⁶⁶ of Ireland for recognition as a fully qualified primary school teacher. As such all participants (as fully registered primary teachers) are deemed to be at this proficiency level at the least. Participant self-assessments detail a different proficiency level to this, however. An overview of both the CEFR framework as well as a summary of areas for reflection to aid participant inferences of the influence of a CLIL approach is presented to provide context before results are presented and analysed.

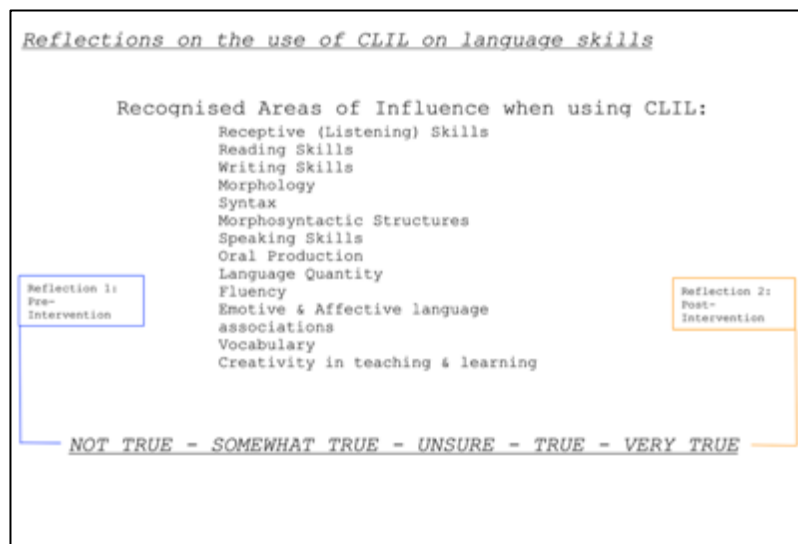
⁶⁶ *The Teaching Council is the professional standards body for the teaching profession, which promotes and regulates professional standards in teaching. It acts in the interests of the public good while upholding and enhancing standards in the teaching profession,* <https://www.teachingcouncil.ie/en/about-us/role-of-the-teaching-council/>, accessed 14/01/2021.

An overview of the CEFR language proficiency framework:



Participants self-rated their own proficiency levels through self-assessing in relation to the CEFR framework against the various language skills of aural skills, reading skills, writing and using language and oral skills. This was carried out both pre- and post-intervention before participants completed the formal TEG-based examination that explored actual proficiency.

Reflective tool to explore the impact of CLIL on specific language features:



Complementary to the CEFR is the data from participant reflections which provide insight into participant perceptions of the specific and immediate influence of a CLIL-based approach on participant language skills and language competency, the influence of which is not directly measurable using the CEFR of this theme or TEG-based examination of the second subthemes to be presented. The skills explored include those measured in the CEFR/TEG-based examination as well as a more detailed study of morphology, syntax and morphosyntactic structures, language quantity and fluency, vocabulary, creativity, and emotive and affective outcomes, each of which are positively impacted by a CLIL approach to language teaching and learning.

Having detailed both aspects of this theme, participant self-assessed proficiencies are presented pre- and post-intervention to provide a comparative of perceived proficiency following the intervention period. The results of each area of the CEFR as well as reflections on the influence of CLIL on these skills, including aural skills; reading skills; writing and using language and oral skills; are detailed as follows:

Aural Skills CEFR self-rated proficiency level					
	Participant A	Participant B	Participant C	Participant D	Participant E
Pre-intervention self-rating	B2	B1	B1	C1	A2/B1
Post-intervention self-rating	B2	B1	B1	B2/C1	A2

Table P9 Aural Language Skills CEFR self-rated proficiency level

In exploring participant self-perceived aural proficiency, three participants self-ratings remained the same while there was a minor negative adjustment of self-ratings for two participants. Overall, participant self-rated aural skills were maintained across the pre- and post-intervention reflections. Within participant language diary reflections and during focus group sessions, reflections and references to aural skills were glaringly absent among participants in terms of the influence of the intervention period. While participant CEFR-based perceived competence in relation to aural skill development is limited in terms of improvement, participants noted the positive influence of a CLIL-based approach on their receptive (listening) skills development is of note.

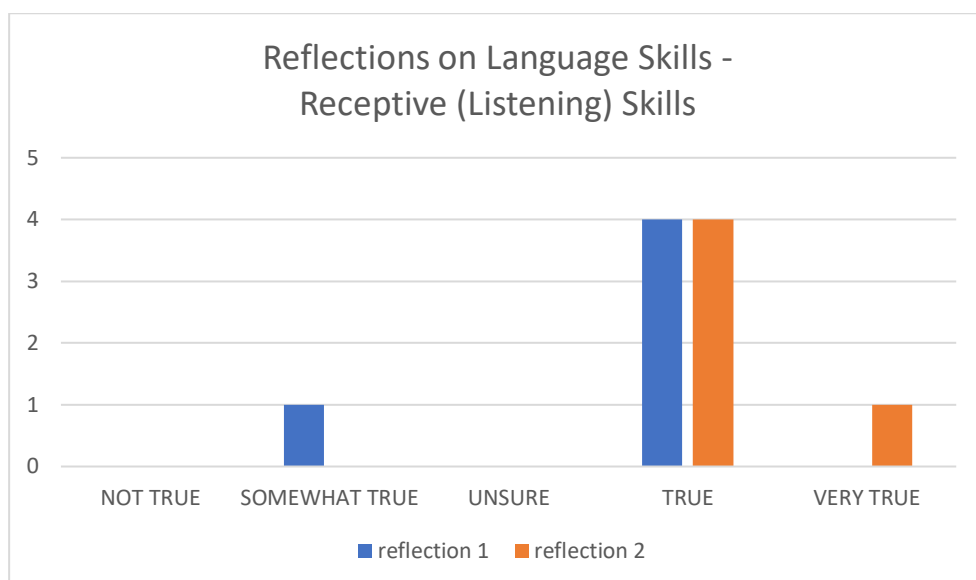


Table P10 The influence of a CLIL-based approach on receptive (listening) skills

Participant reflections demonstrate a positive disposition towards using a CLIL approach with participants rating as TRUE or VERY TRUE the positive influence of using a CLIL approach on the development of their receptive (listening) skills post-intervention.

Possible reasons for the absence of comment on aural skill development was the limited use of aural components in the CLIL-based intervention where only one of the five themes of the scheme of work utilised aural resources. Researcher reflections on the completion of the formal TEG-based proficiency assessments by participants also note the particular anxiety and difficulties of participants in relation to the aural component of the assessment and specifically where the exam material was in a range of *canúintí* (dialects) as required by the CEFR B2 proficiency level syllabus. This is a limitation of the design of the CLIL-scheme of work and provides an opportunity for increased use of a variety of aural teaching materials and supports in a range of *canúintí* (dialects) that would benefit not only the pupil but also the teacher.

Reading Skills CEFR self-rated proficiency level					
	Participant A	Participant B	Participant C	Participant D	Participant E
Pre-intervention self-rating	B2	B1	B1	B2	A2/B1
Post-intervention self-rating	B1	B1	B1	B2	B2

Table P11 Reading Skills CEFR self-rated proficiency level

An exploration of self-rated reading skill proficiency shows three participants' self-ratings remained the same pre- and post-intervention while there was a similar negative but, in this instance, also a positive minor adjustment to the self-rated proficiency levels of two participants.

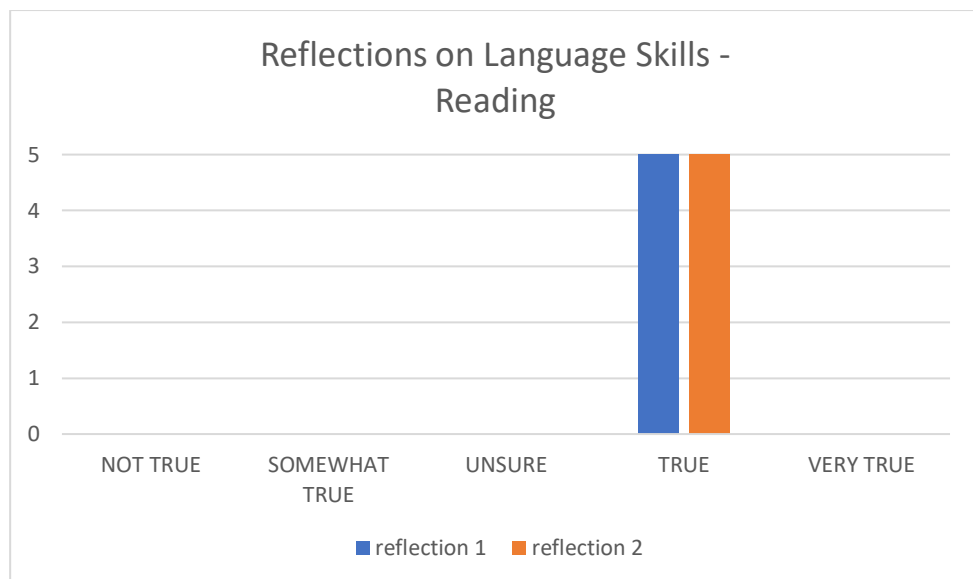


Table P12 The influence of a CLIL-based approach on reading skills

Similarly, to the previous skills presented, participant reflections on the influence of a CLIL-based approach on the development of their reading skills were positive. Pre- and post-intervention participant perception of the influence of a CLIL approach on reading skills development shows a consistent positive disposition from all participants towards such an approach in support of reading skill development.

Writing and Using Language CEFR self-rated proficiency level					
	Participant A	Participant B	Participant C	Participant D	Participant E
Pre-intervention self-rating	B1	B1	B1	B1/B2	A2/B1
Post-intervention self-rating	A2	C2	B1	B1	A2

Table P13 Writing and Using Language CEFR self-rated proficiency level

Within the area of writing and using language, one participant maintained similar pre- and post-intervention self-rated proficiency levels while a positive readjustment took place for one participant and a negative readjustment took place for three. In further exploring participant observations of the influence of a CLIL-based approach on their own writing skills, participants' perceptions were positive in relation to the impact of CLIL on the development of their writing skills.

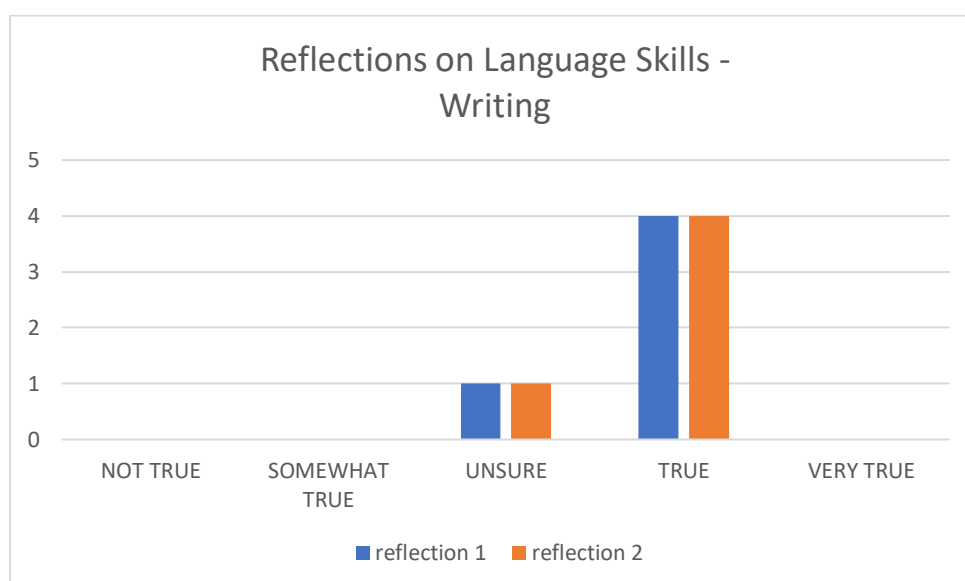


Table P14 The influence of a CLIL-based approach on writing skills

A majority of participants held a positive perception as to the influence of a CLIL approach on their own writing skills. However, the using language subskill which encompasses morphology, syntax and morphosyntactic structures is not as clear a process of reflection for participants within this skillset. These are further detailed in the

tables that follow to provide a further insight into participant reflections on their understandings of these language functions and features and the benefits of employing a CLIL approach to those understandings.

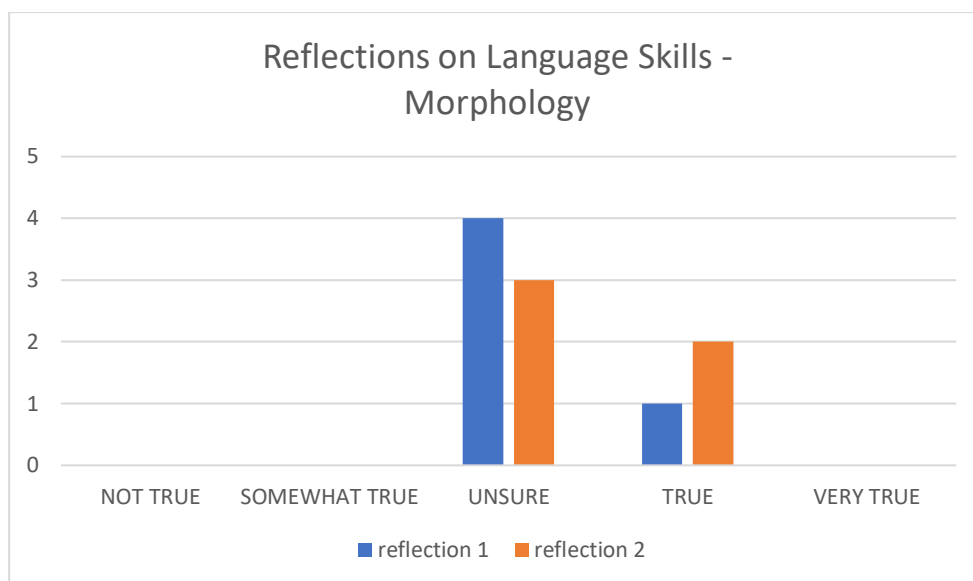


Table P15 The influence of a CLIL-based approach on knowledge of morphology⁶⁷

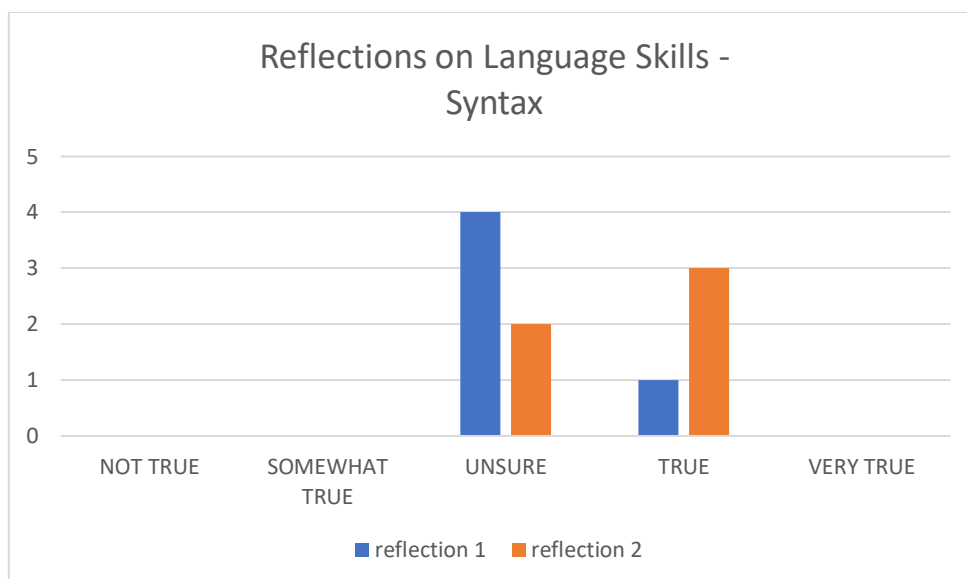


Table P16 The influence of a CLIL-based approach on knowledge of syntax⁶⁸

⁶⁷ Morphology is the study of words and their rules of formation.

⁶⁸ Syntax is the study of sentences and their rules of formation. The study of how words are combined into larger unit such as phrase and sentence.

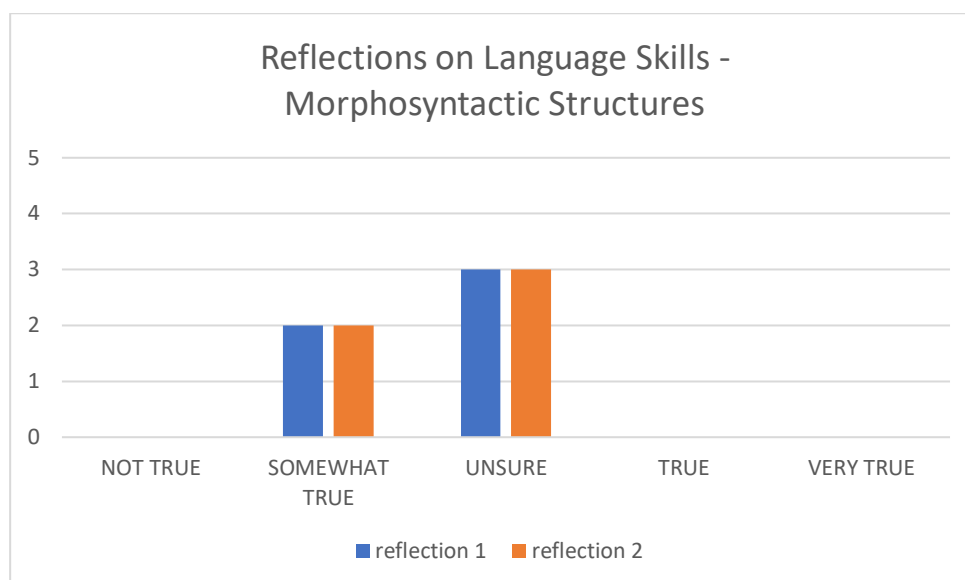


Table P17 The influence of a CLIL-based approach on knowledge of morphosyntactic structures⁶⁹

Within these discrete areas of language features and knowledge, a high proportion of responses centred on the UNSURE response for participants. This not only demonstrates the continued difficulties participants encountered within these areas of language use throughout the intervention period but also demonstrates how participants were UNSURE of the development of their own knowledge of these language features in general.

This may also account for the negative revision of three of the five participants in terms of their self-rated proficiency in writing and using language (found in theme one), a negative consequence of heightened participant awareness of their language deficiencies as they become more language aware.

The final skill area explored using the CEFR framework is that of oral skill. Again, participants provided self-rated scores pre- and post-intervention.

⁶⁹ *Morphosyntactic structures involves the combination of morphology and syntax. Crystal (1980: 234) gives illustration that the distinctions under the heading of number in nouns constitute a morphosyntactic category: on the one hand, number contrasts affect syntax (e.g., singular subject requiring a singular verb); on the other hand, they require morphological definition (e.g., add -s for plural).*

Oral Skills CEFR self-rated proficiency level					
	Participant A	Participant B	Participant C	Participant D	Participant E
Pre-intervention self-rating	A2/B1	B1	A2/B1	B1/B2	A2/B1
Post-intervention self-rating	B1	B2	B1	B2/C1	B1

Table P18 Oral Language Skills CEFR self-rated proficiency level

The self-rated proficiency of all five participants increased when pre-and post-intervention scores are presented. When contrasted to each of the other skillsets explored in the CEFR framework by participants, self-rated proficiency in relation to oral skills is the most improved language skill when pre- and post-intervention self-ratings are compared. This improvement is not only a success factor for perceived competence for participants but also directly links to the theme of language confidence with Cameron (2013, cited in Laheurta, 2014) and McCrosky (1986) identifying self-perceived communicative competence as one of six factors that significantly influence willingness to initiate communication for teachers. This significance is further magnified given the centrality of teacher willingness to initiate communication identified by Aiello et al. (2015), Ghanbarpour et al. (2016), MacIntyre et al. (1998) and Zarrinabidi (2014). The teacher's role in modelling appropriate motivation for and use of the target language is central to enabling successful willingness to initiate communication for the pupil.

In relation to oral skills, participants reflected positively to the impact of a CLIL approach on their own skills. Participants were asked to reflect on not only their speaking skills generally during lessons but also their specific oral production e.g., interactions and transactions with pupils.

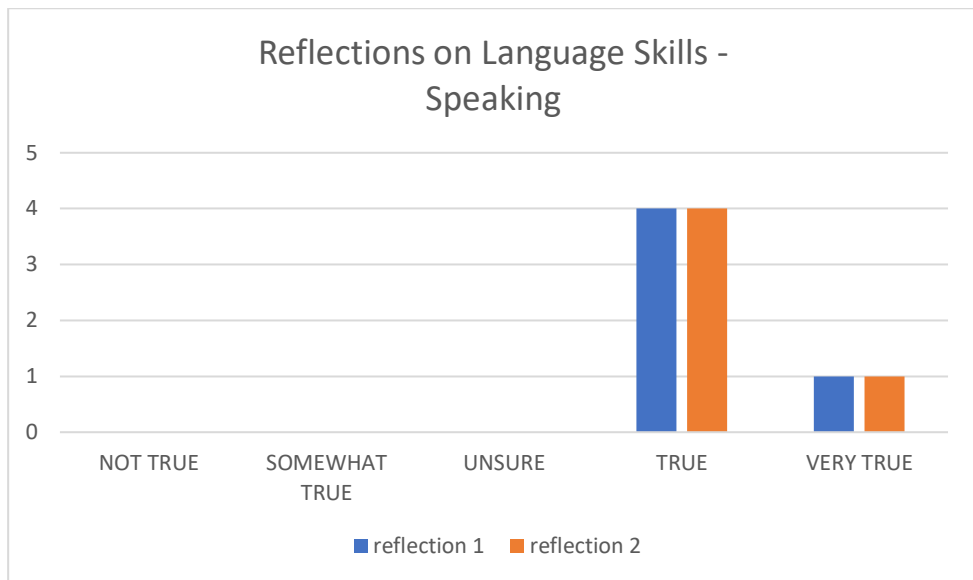


Table P19 The influence of a CLIL-based approach on speaking skills

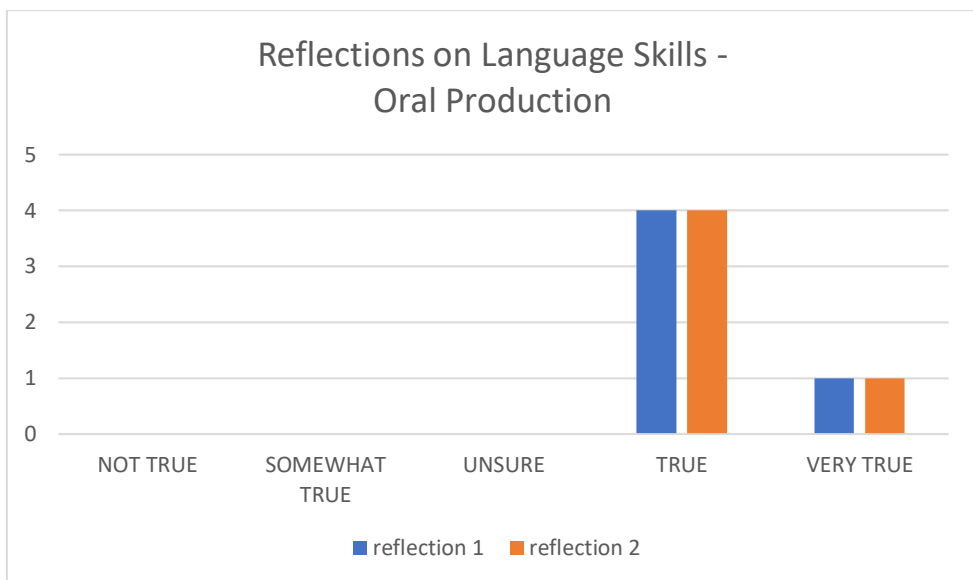


Table P20 The influence of a CLIL-based approach on oral production

Several further areas of competency emerge from the quantitative/qualitative data sources of this study not specifically associated with the areas of the CEFR framework.

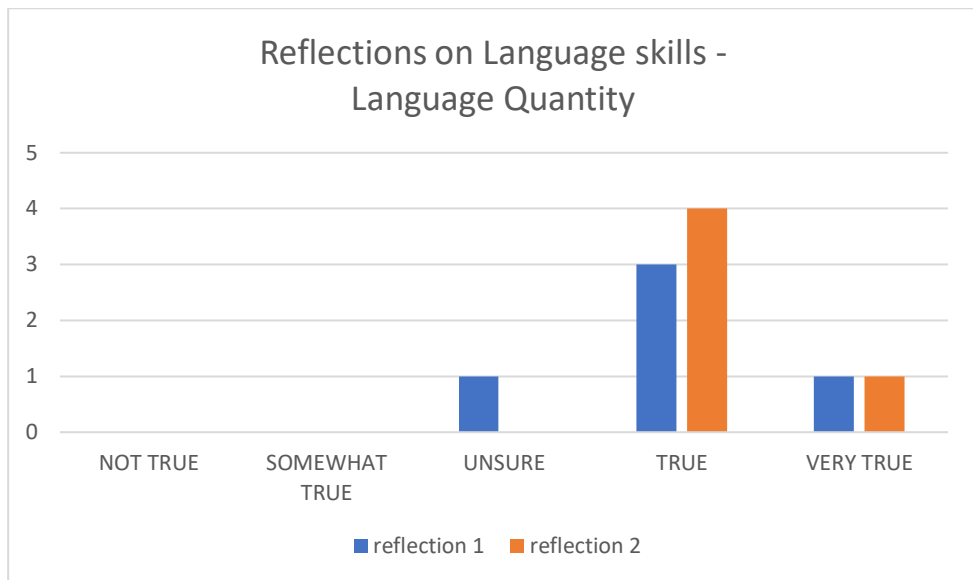


Table P21 The influence of a CLIL-based approach on language quantity

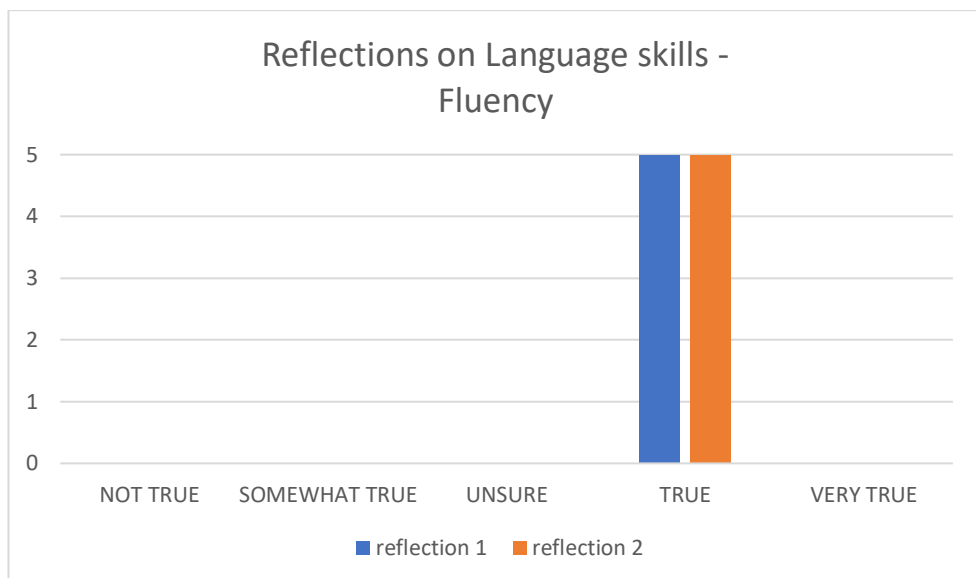


Table P22 The influence of a CLIL-based approach on fluency

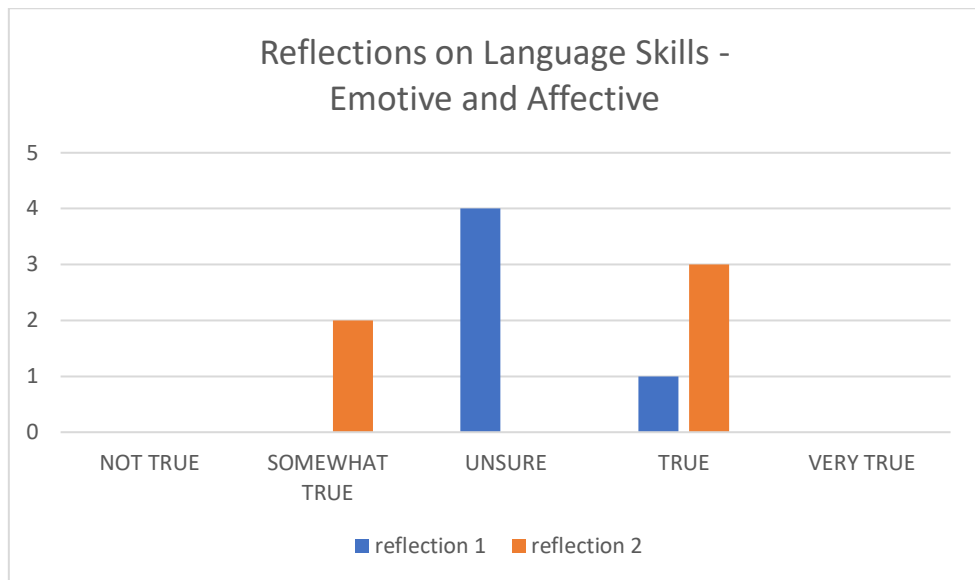


Table P23 The influence of a CLIL-based approach on emotive and affective outcomes in language use

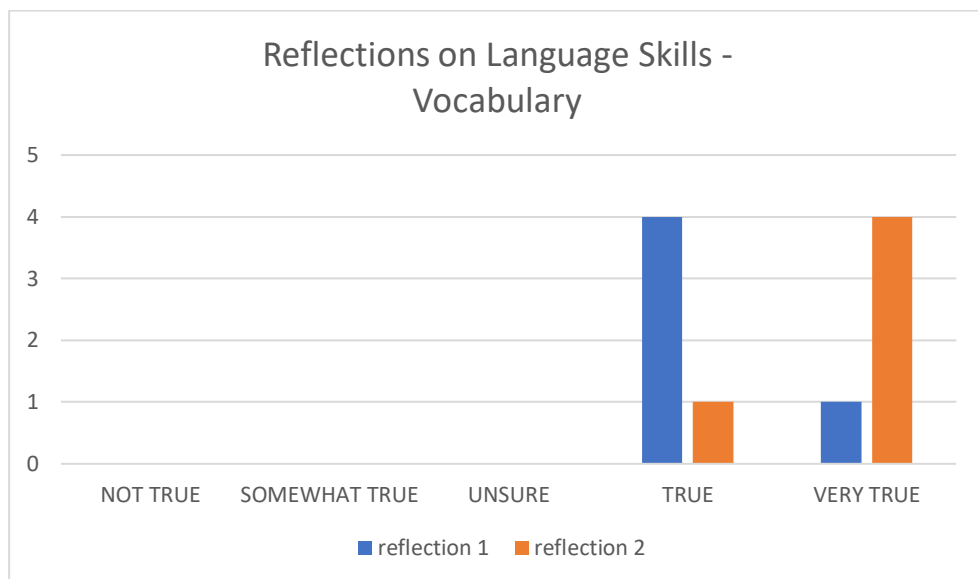


Table P24 The influence of a CLIL-based approach on vocabulary

The final area to emerge in this section is that of improved participant affinity with the Irish language in terms of creativity.

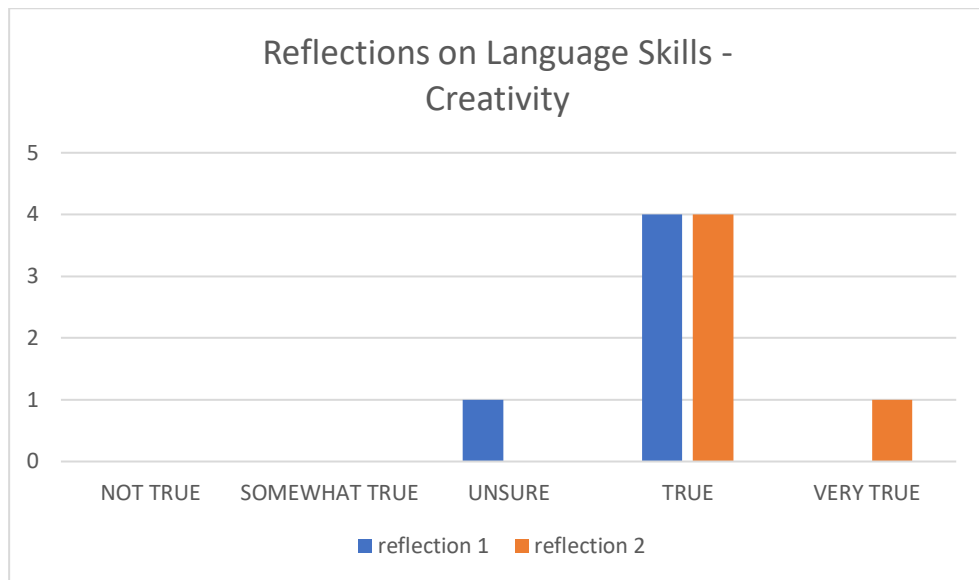


Table P25 The influence of a CLIL-based approach on creativity in language

The exploration of actual language proficiency provides a complementary and complete overview of competency development during this study. Participants completed a Teastas Eorpach na Gaeilge (TEG)-based language proficiency examination pitched at a B2 proficiency level, the competency level identified as the minimum proficiency required by the Teaching Council of Ireland (2019) to be registered as a primary teacher without conditions in Republic of Ireland. An overview of the components of this TEG-based assessment is provided below.

Teastas Eorpach na Gaeilge (TEG) based- Irish Language Proficiency Assessment		
Proficiency Level: B2		
Aural Component:	Reading Component:	Writing and Using Language Component:
2 listening activities (2 different Irish language dialects)	Clozed reading comprehension passage	Freewriting piece Grammar error identification Translation of text
Oral component was a reflective exercise only		

Figure P3 An Overview of the TEG-based Language Proficiency Assessment

The pre-intervention examination determined the proficiency of the participants prior to the intervention phase while the post-intervention examination provided a comparative result of teacher language competence following the intervention. Both tests examined participant aural language skills, reading comprehension skills and written language skills and language use. The oral component was a terminal reflective exercise only.

While the TEG-based assessment did not provide an examination of the proficiency of participants in terms of the specific language register of the CLIL lessons taught weekly during the intervention period, the lessons encompassed three language registers (language of, for and through learning⁷⁰), two of which entailed a more general language register as well as a weekly exploration of grammar features through a focus on form⁷¹ learning process. As such the scheme of CLIL work undertaken during the intervention period provided a significant platform for participant general language competency improvement as participants undertook CLIL-based teaching and learning activities. Given the wide range of opportunities for improved participant declarative and procedural knowledge of the Irish language (particularly through the language for

⁷⁰ *Language of learning: the specific language register of the subject area.*

Language for learning: general language needed to access learning and lesson content/participation.

Language through learning: language that emerges from the learning process (incidental).

⁷¹ *Focus on form: the presentation of prior selected language features where pupil attention is drawn to the specific form and the rationale for such. In the case of this study three methods were employed: noticing, awareness and practice activities.*

and language through learning opportunities encountered by participants in the scheme of CLIL work) , the TEG-based examination, in probing the general language proficiency of participants, is undoubtedly a useful tool that provides a universally recognised and reliable baseline for examining pre- and post-intervention proficiency improvements and associations in improved proficiency as a result of the CLIL-based scheme of work.

The combined pre- and post-intervention TEG-based examination results of participants (including aural language skills, reading comprehension skills and written language skills and language use) were as follows:

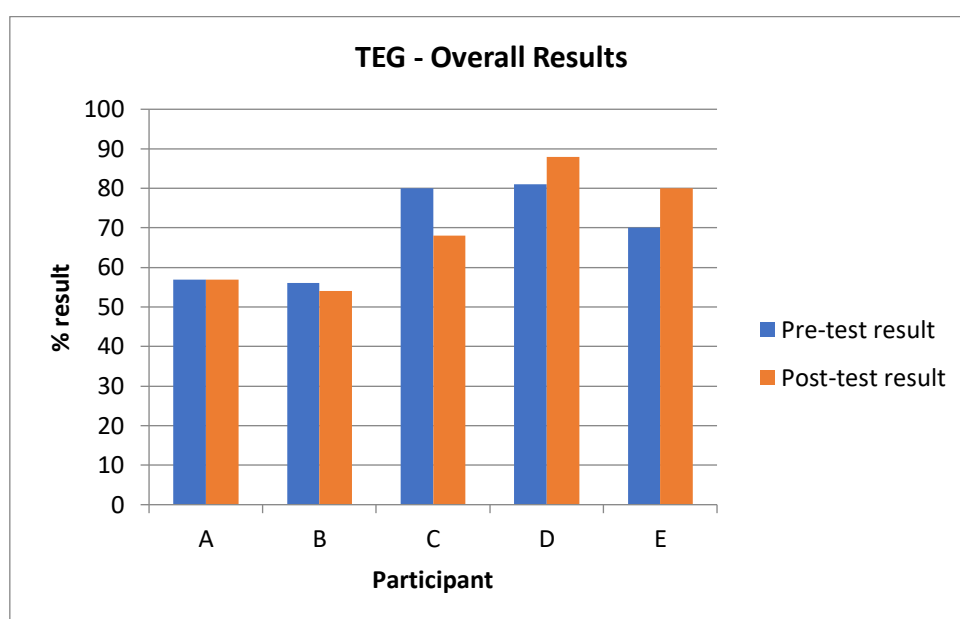


Table P26 A comparison of pre-intervention and post-intervention exam results

The pre-test and post-test results of each participant do not show a significant increase in overall language competence following the intervention period.

A review of the overall results of participant completion of the TEG-based language skill formal assessment indicates that of the five participants none advanced significantly in the assessed language skills of the TEG-based examination when pre- and post-intervention examination results are compared. One participant received the same results with two received marginally above and two scoring marginally below in the post-examination when compared to pre-examination results. All participants

received at least a pass mark confirming their proficiency to at least a B2 level on the CEFR framework.

Table P27 to table P29 present a further breakdown of the areas participants were examined in, namely, aural comprehension, reading comprehension and writing and using the language. Again, across all results no participant demonstrated a notable difference between their pre- and post-examination results outside of a marginal increase or decrease in exam scores. The three areas examined, aural language skills, reading comprehension skills and written language skills and language use, are further outlined in the following three graphs.

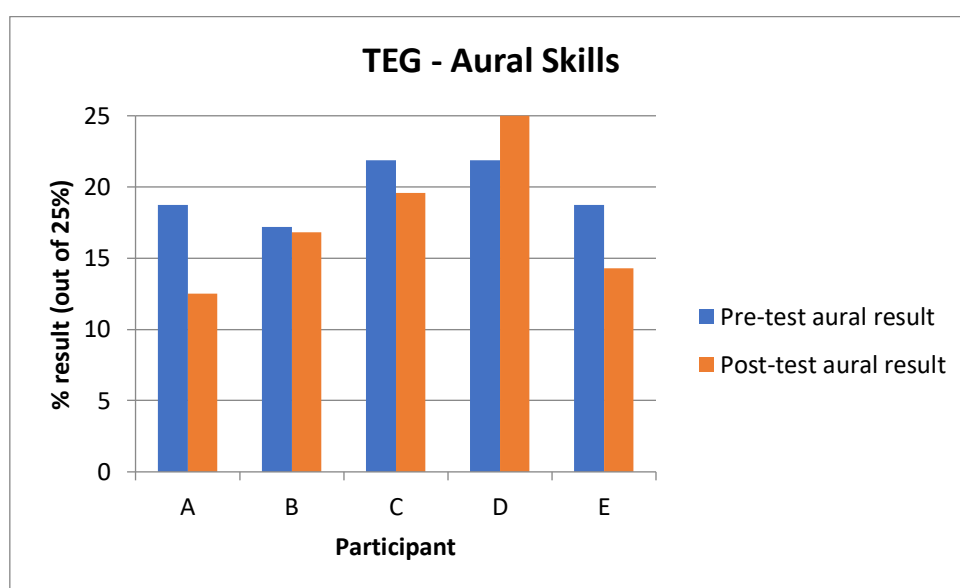


Table P27 A comparison of pre-intervention and post-intervention aural skills

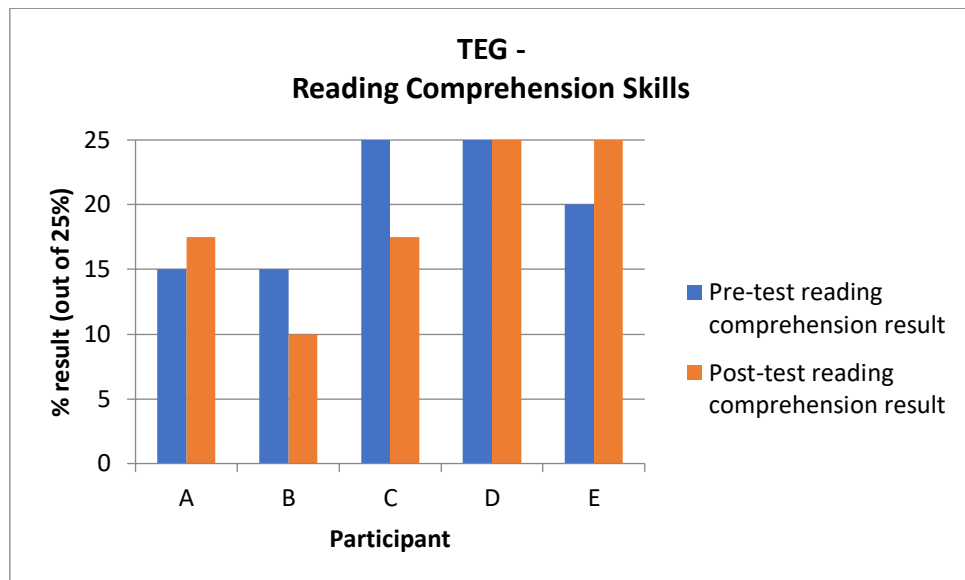


Table P28 A comparison of pre-intervention and post-intervention reading comprehension skills

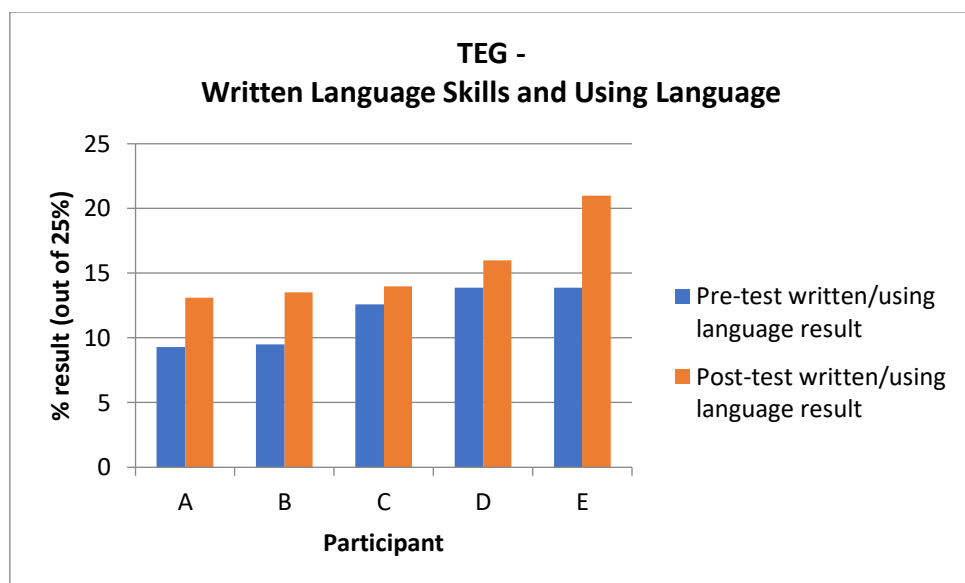


Table P29 A comparison of pre-intervention and post-intervention written language skills and using language

When each of the subskills are presented, a minimal improvement as well as a slight deterioration, in language competency is observed in the comparison of pre-test and post-test results of all participants. While participants were exposed to a wide range of language structures, features and functions while working with the CLIL scheme of

work during the intervention period, these results further reflect participants' mostly static perceived competency levels as outlined in the previous section.

As an aside to the main study, an opportunity within the study of the use of the CEFR proficiency scale is presented in the next appendix (Appendix Q) that adds to the debate surrounding the self-assessment versus formal assessment of one's language proficiency.

APPENDIX Q: VALIDITY OF SELF-ASSESSMENT IN RELATION TO THE CEFR LANGUAGE PROFICIENCY FRAMEWORK

As previously encountered in the literature review, a debate exists around the validity and reliability of self-rating on the CEFR proficiency scale when compared to actual measuring of said proficiency. This study provided the opportunity to add to this debate.

Explored earlier, Kang and Kim (2012) and Jensen et al. (2011) suggest self-perception based on CEFR provides valid language proficiency according to the CEFR syllabus. This is in contrast to the works of Kraemer and Zisenwine (1989), MacIntyre et al. (1998) and Onweugbuzie, Bailey, and Daley (2001) who suggest incongruities between perceived and actual competence when self-rated proficiency is compared to standardised testing of proficiency. Further adding to the debate is more recent research by Aiello et al. (2015) which found in a study of English language proficiency that the difference between actual and self-assessed proficiency was not statistically significant.

The use of the CEFR-based TEG exam coupled with a self-rated proficiency level based on the CEFR framework in both the pre- and post-intervention phase provided two instances of actual versus self-assessed proficiency that further adds to deliberations.

Participants were asked to self-assess in identifying their perceived level of competence on the CEFR scale given a series of descriptors of each level and corresponding language aspects. Participants were not aware of the CEFR scale or curriculum and had not sat an examination at any level prior to this assessment. The results of this are presented below.

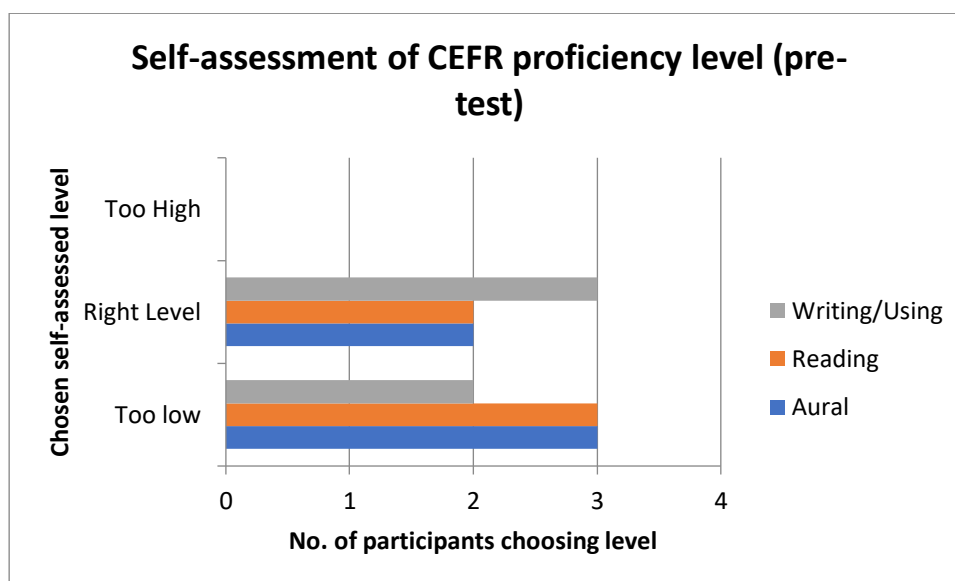


Table Q1 Overview of participant self-rated CEFR level (pre-test)

The pre-test of participant self-reflected proficiency of language competency was not entirely accurate with more than half of the language skill areas (across writing and using language, reading and aural skills) being too low in relation to actual proficiency levels when measured against participant results of the formal TEG-based assessment. Significant inaccuracies are present with participants rating their language abilities below their actual proficiency levels in just over half of responses. These inaccuracies were determined following participants' completion of the TEG-based examination. A

similar self-assessment was carried out prior to resitting a second TEG-based examination. This time participants had an understanding of the CEFR, were aware of the equivalent minimum requirements of the Teaching Council of Ireland in relation to recognition as a primary school teacher and had been advised of their results and proficiency level from their first sitting of the TEG-based examination.

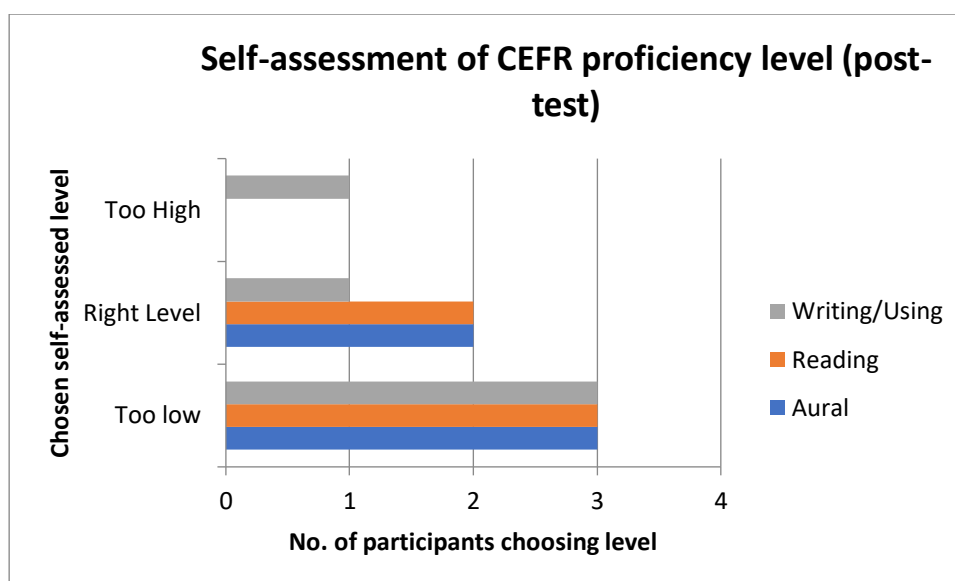


Table Q2 Overview of participant self-rated CEFR level (post-test)

Again, the results show inaccuracies in relation to the participants self-assessed proficiency levels with a significant number of self-assessed proficiency ratings still too low. Again, actual participant proficiency was verified by participants sitting a TEG-based examination.

Both the pre-intervention and post-intervention results, presented in table Q1 and table Q2 respectively, show the inconsistent and unsuitable nature of participant self-assessment on the CEFR rating scales as per the findings. Of the three areas examined in participants, aural skills, reading skills and writing and using language skills, half of the self-rated scores were below participant actual proficiency level. These inaccuracies continue into the post-intervention period (where participants were subsequently aware of the CEFR proficiency scale and had previously received a proficiency rating of B2 from their initial sitting of the TEG-based exam) where participants continued to reflect a lower self-rated than actual proficiency level.

APPENDIX R: ADDITIONAL QUALITATIVE REFLECTIONS ON THE BENEFITS TO IDENTIFYING SUCCESSFUL CLIL PEGAGOGICAL STRATEGIES

An analysis of participant interaction with the various approaches used in applying a CLIL-based scheme of work demonstrates an improved confidence and increasing awareness of language teaching approaches, as already highlighted within the first theme exploring language confidence. These developments are complementary to TLA development and the competency areas required (including L2 knowledge and teaching and learning best practice knowledge) for successful CLIL implementation as outlined by Bertaux et al. (2009) and ECML (2011).

Participants cited a general growing confidence in language teaching approaches as well as an opportunity to refresh teaching and learning approaches.

I see it [CLIL] as a genuine opportunity for two-way communication...its very encouraging for any teacher who would be stuck in the traditional, very much teacher-led style...'

Participant C – Focus Group 4

...the way I teach Irish now has changed for me...the learner outcomes have been more of a focus for me now I suppose...

Participant B – Focus Group 5

There is also noticeable feedback from participants on their more conscientious efforts to use the target language throughout the course of the intervention period.

I am definitely more relaxed as the lessons are going and I feel I'm using Irish more naturally during the school day...even with the teachers...

Participant D - Focus Group 2

...I've certainly changed how I teach a language and especially around grammar I try to bring it up more incidentally too and link it to a context...'

Participant D – Focus Group 5

This reflection on language teaching strategies was not confined to the discrete time assigned to Irish as a curricular area or CLIL lessons. Participant discourse highlighted a 'spill-over' to other curricular areas resulting in reflections on vocabulary and language teaching and learning across the curriculum.

It [teaching language and vocabulary] just more explicit now in my lessons...

Participant A – Focus Group 4

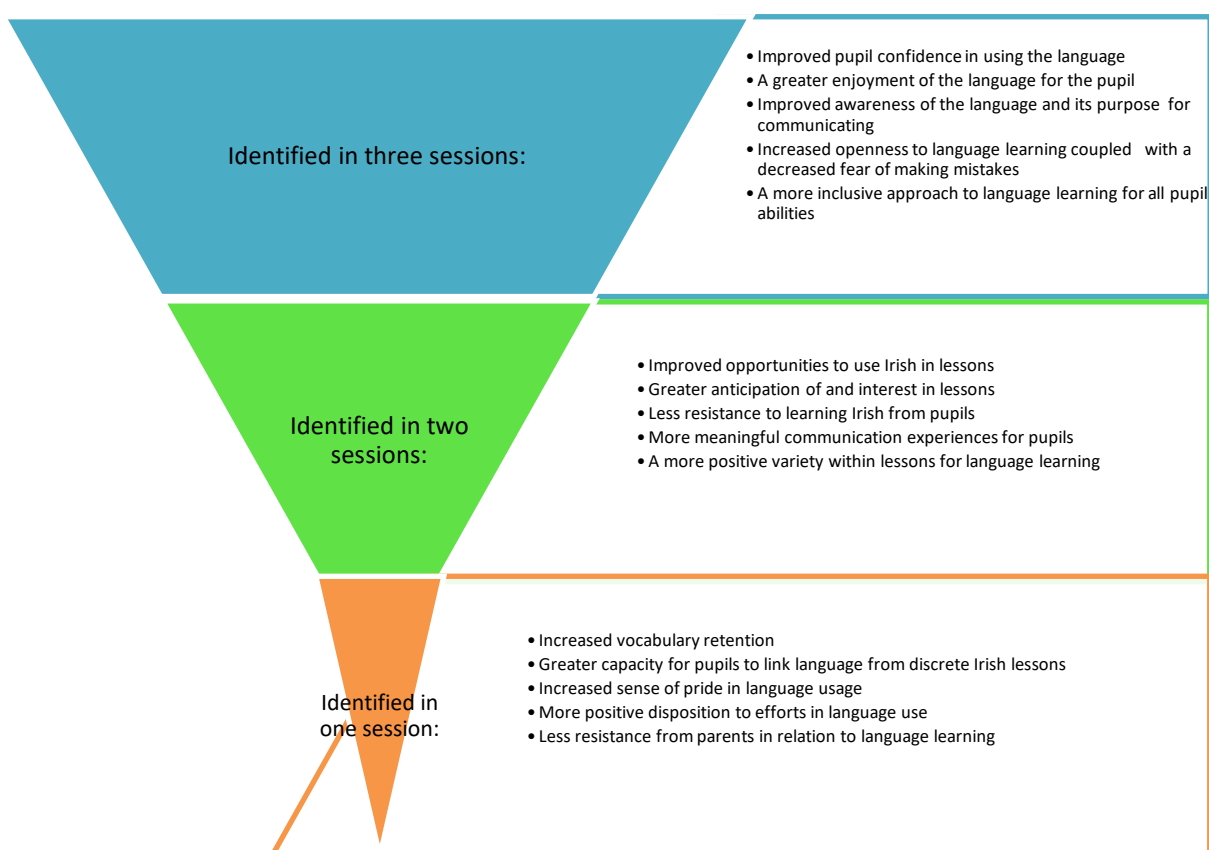
It [a CLIL approach] probably highlighted that my other lessons were so unstructured ... I should refocus more and make sure it's [language] consolidated more and it's not just for Irish, it's not it's for everything...

Participant C – Focus Group 4

I'm more aware of word study in all subjects now....

Participant D – Focus Group 4

The benefits of employing successful CLIL pedagogical strategies for the learner are no less profound. The professional development sessions of the intervention period provided a space for participants to collaborate on creating a series of posters of perceived benefits for the learner of a CLIL approach to language learning. Participants reflected on learner benefits during the second, fourth and fifth focus group. The collective result presented below not only highlight perspectives of practicing Irish primary school teachers on the positive influences of CLIL for their pupils but also further confirms the successes of the approaches explored in this study for the CLIL classroom. The presented results of this collaboration with responses are grouped into three levels encompassing perceived benefits consistently agreed upon across all three collaborations, encompassing two collaborations and, finally, those perceived benefits mention at least once across the three collaborations.



Perspectives from an Irish context: Benefits of a CLIL approach for primary school pupils

A central theme embedded across all levels is clearly that of improved pupil motivation and affinity for the target language.

...every child can experience success which is important for them and for them to use Irish [target language]...

Participant A – Focus Group 3

...pupils are using it and speaking positively about Irish...that wouldn't be the case normally

Participant D – Focus Group 3

Ouazizi (2016) states that CLIL structures create highly motivational learning atmospheres and it is evident from the above collation of participant responses that as successfully applied pedagogical approaches are employed by teachers, new learning opportunities are made more open and accessible for all.

**APPENDIX S: SAMPLES OF REFLECTIVE LEARNING LOGS FOR
TEACHER PERSONAL AND PROFESSIONAL LANGUAGE
DEVELOPMENT**

**Language development reflective journaling
(sample journal structure for practicing teachers)**

Labhairt agus Cluastuiscint

Speaking and Listening

Is féidir liom... <i>I can...</i>	Tá an scil agam <i>I have this skill</i>	Fós le forbairt <i>Still to be developed</i>
páirt ghníomhach a ghlacadh i ngnáthchomhrá ar gnáthluas a bhaineann le réimse leathan ábhar <i>take part in normal paced conversation on a range of topics</i>		
dioscúrsa agus argóintí comhleanúnacha a thuiscint <i>understand coherent discussions and arguments</i>		
eolas a mhalartú, a sheiceáil agus a dheimhniú <i>unpack, check and clarify information</i>		
dearcadh a chur in iúl <i>express an opinion</i>		
ábhar a chosaint le samplaí agus le hargóintí a bhaineann leis an t-ábhar <i>defend a topic with samples and linked arguments</i>		

Léamhthuisct

Reading Comprehension

Is féidir liom... <i>I can...</i>	Tá an scil agam <i>I have this skill</i>	Fós le forbairt <i>Still to be developed</i>
déileáil le go leor cineálacha téacsanna scríofa a bhaineann go díreach nó go hindíreach leis na topaicí <i>deal with a range of written texts linked directly or indirectly to the topics</i>		
na mórpointí i ngnáth-théacsanna a thuisct <i>understand the main points of ordinary texts</i>		
conclúidí agus impleachtaí téacsanna a thuisct <i>understand the conclusions and implications of texts</i>		

Scribhneoireacht

Writing

	Tá an scil agam <i>I have this skill</i>	Fós le forbairt <i>Still to be developed</i>
Tá a fhios agam conas litir fhoirmiúil nó neamhfhoirmiúil a scríobh <i>I know how to write a formal and informal letter</i>		
Tá smacht maith agam ar an ghramadach <i>I have a good control of grammar</i>		
Táim réasúnta cruinn maidir le litriú <i>I have reasonable spelling accuracy</i>		
Is féidir liom baint a úsáid as foclóir leathan a chuimsíonn formhór na dtopaicí ginearálta agus ábhair faoi leith <i>I can use broad range of vocabulary that includes the majority of general topics and subjects</i>		

Cruinneas na Gaeilge / Accuracy in Irish

Tá cruinneas uaim le... / <i>I need accuracy in ...</i>

MO FHOGHLAIM / MY LEARNING

Cad ba mhaith liom a fhoghlaim / <i>What I would like to learn</i>

Cad ba mhaith liom ón meantóir / <i>What I would like from the mentor</i>

Cad ba mhaith liom mé féin le déanamh / <i>What I would like myself to do</i>

Foghlaim / *Learning*

Is iad seo a leanas mo chuid straitéisí foghlama: / *the following are my learning strategies:*

(1 = straitéis is éifeachtaí 10 = straitéis is lú éifeachtach)

(*1 = most effective strategy 10 = least effective strategy*)

1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

Chun scríbhneoireacht a hullmhú déanaim: *To prepare writing I:*

Chun chur i láthair ós bhéal a hullmhú déanaim: *To prepare an oral presentation I:*

Dialann Foghlama / *Learning Log*

Dáta: Date:

I rith na seachtaine, d'fhoghlaim mé: *During the week I learned:*

Ábhair

Subject

Stór focal nua

New vocabulary

Teanga ó bhéal

Oral Language

Léitheoireacht

Reading

Scríbhneoireacht

Writing

Tá a fhios agam anois gur:

I now know that...

Fós le déanamh:

Still to do:

Torthaí foghlama eile:

Other Learning Objectives:

APPENDIX T: SAMPLE OF LANGUAGE SUPPORTS FOR TEACHERS TO SUPPORT CLIL IMPLEMENTATION

The below provides a worked exemplar of a template for in lesson language supports for teachers embarking on CLIL implementation. It is a worked example based on lesson 3 of the CLIL scheme of work used by participants during the intervention period of this study and provides participants with a range of language supports including:

- Subject specific vocabulary
- Grammar features
- Phonology to support presentation of unfamiliar word structures
- Classroom management supports
- Classroom language exemplars
- Language enrichment opportunities

Greille Teanga/Gramadaí an Mhúinteora

Ábhar: Eolaíocht

Snaith: Dúile beo

Snáithaonad: An bheatha dhaonna

Feidhmeanna Teanga:

- Eolas a thabhairt agus a lorg
- Dearcadh a léiriú agus a lorg

Stór Focal an Ábhair/ Téarmaíocht an ábhair	Gramadach	Foghraíocht	Teanga bhainistíochta
<p>An tsúil: An n-imreasc An mac imrisc An lionsa An choirne An matán fabhránach An reitine An néaróg optach An caochspota</p> <p>Méid a chur síos: Easpa, iomarca, níos mó, níos lú</p>	<p>Na hAidiachtaí Sealbhacha: mo; do; a</p> <p>An chéad + h; an dara; an tríú</p> <p>An t-urú: m-b; g-c; n-d; bh-f; n-g; b-p;</p> <p>réamhfhocail shimplí: ar + ‘h’ ar an + urú i + urú sa(n) + ‘h’</p>	<p>‘c’ leathan agus caol</p> <p>Mac (leathan) imrisc (caol)</p> <p>Fuaimeanna i bhfócas: siollaí -ma/tán fabh/rán/ach -iom/ar/ca</p>	<p>Ceapaim; ní cheapaim; An féidir leat ____ a dhéanamh?/Is féidir liom/Ní féidir liom; Níl a fhios agam;</p> <p>Ní thuigim Cén fáth? Conas a litríonn tú? An féidir leat é a rá arís? An féidir leat é a mhíniú arís? Cad is brí le ____? Cad atá agam? Tá _____ uaim</p>
<p>Eiseamláirí Teanga an Cheachta:</p> <p>Cad a dhéanann na baill súile? Is céadfa é radharc. Feicimid lenár súile. Conas a n-oibríonn an lionsa? Cuireann sé solas i bhfócas. Conas a n-oibríonn an néaróg optach? Tugann sé pictiúir chun na hinchinne.</p>		<p>Saibhreas Teanga:</p> <p>Aithníonn ciaróg eile bhí na súile sáite sa chluiche aige níor fhéad mé mo shúile a bhaint de Is mó do shúil ná do bholg</p>	

The below provides an alternative worked exemplar of a template for in lesson language supports for teachers embarking on CLIL implementation. It is a worked example of differentiation of questions that supports teacher language accuracy and while also providing an immediate differentiation of tasks support.

<p>Leibhéal a hAon Cad é seo?</p> <p>An féidir leat ____ a thaispeáint dom?</p> <p>An féidir leat ceann mar seo a fháil?</p> <p>Cad a rinne sé?</p> <p>Cén dath atá ar _____?</p> <p>Cad a fheiceann tú?</p> <p>An ____ é/í? (ainmfhocail)</p> <p>An bhfuil sé _____? (aidiachtaí)</p>	<p>Leibhéal a Dó Cad a tharla?</p> <p>Is _____ é. An féidir leat aon cheann eile a ainmniú?</p> <p>Cad atá ar siúl anseo?</p> <p>Cad atá sé ag déanamh?</p> <p>Cad a dhéanfaidh sé?</p> <p>An féidir leat ____ a fháil?</p> <p>Cé mhéad ____ (u.uatha) atá ann?</p> <p>Cé chomh minic is a tharlaíonn sé?</p>
<p>Leibhéal a Trí Conas atá siad mar an gcéanna?</p> <p>An bhfuil aon éagsúil eatarthu?</p> <p>An féidir leat an próiseas a mhíniú?</p> <p>Cad atá déanta againn faoi láthair?</p> <p>Cad é an chéad chéim eile?</p> <p>An féidir leat sainmhíniú a thabhairt dom?</p> <p>Cad é an cheann is fearr? Cén fáth?</p>	<p>Leibhéal a Ceathair Cad a dhéanfa leis an _____?</p> <p>Cad a tharlóidh?</p> <p>Cad a tharlódh?</p> <p>Cad a cheapann tú?</p> <p>Cad a tharlódh dó gcuirfeá ____?</p> <p>Cad a tharlódh mura gcuirfeá _____?</p> <p>Cén fáth a ndearna sé é sin?</p>

APPENDIX U: A FRAMEWORK TO SUPPORT EFFECTIVE CLASSROOM PRACTICE IN CLIL

A Framework* to Support Effective Classroom Practice in CLIL

**Based on Looking at our Schools (2016)*

Learner Outcomes		
Standard	Statement of Effective Practice in CLIL	Reflective Questions in support of SSE
Pupils enjoy their learning, are motivated to learn and expect to achieve as learners	<p>Pupils are engaged in active learning activities.</p> <p>Pupils are motivated to learn through activities that are meaningful and relevant.</p> <p>Pupils see themselves as language learners and this is demonstrated in their positive attitude towards the target language.</p>	<p>How are active learning activities structured to support language learning efforts?</p> <p>How are pupils encouraged in language learning in class and throughout the school?</p>
Pupils have the necessary knowledge, skills and attitudes required to understand themselves and their relationships	Pupils are supported to have a positive attitude towards their use of the target language.	<p>Do pupils willingly use the target language with peers / teachers / on the yard / in class at present?</p> <p>How are pupil attitudes to the target language positively developed?</p>
Pupils demonstrate the knowledge, skills and understanding required by the primary curriculum	<p>Pupil language skills and content skills are developed in a balanced approach.</p> <p>Pupils effectively develop their language knowledge, skills and understanding in accordance with the content objectives, learning outcomes, skills</p>	<p>Is there an equal emphasis on new language learning and new content learning in lessons?</p> <p>Are learning outcomes based on curriculum objectives that are at an appropriate class level?</p>

	<p>and concepts of the Primary School Curriculum.</p> <p>Pupils effectively develop their content knowledge, skills and understanding in accordance with the content objectives, learning outcomes, skills and concepts of the Primary School Curriculum.</p>	
Pupils achieve the stated learning objectives for the term and year	<p>Personalised feedback on language learning outcomes is shared with pupils.</p> <p>Personalised feedback on content learning outcomes is shared with pupils.</p> <p>Pupils take pride in their work and follow the guidance they receive to improve it.</p>	<p>How is feedback given to pupils at present?</p> <p>How is feedback structured to support clear and constructive progression for pupils?</p>
Learner Experiences		
Standard	Statement of Effective Practice in CLIL	Reflective Questions in support of SSE
Pupils engage purposefully in meaningful learning activities	<p>Pupils are provided with opportunities for authentic language use in a variety of contexts.</p> <p>Pupils are engaged in relevant and meaningful activities appropriate to their language ability and content level.</p> <p>Pupils can engage in independent language-based activities and/or independent content-based activities.</p>	<p>How are pupils supported to use the target language as a means to communicate with peers / with their teacher?</p> <p>How are pupil language needs identified by their teacher?</p>

	<p>Pupils can engage in collaborative language and/or content-based activities.</p> <p>An integrated and thematic approach provides the basis for meaningful learning activities.</p> <p>Pupils engage with the target language through a supportive atmosphere/environment.</p> <p>Learning experiences are provided through the target language.</p>	
<p>Pupils grow as learners through respectful interactions and experiences that are challenging and supportive</p>	<p>Pupil exposure to new language is developed incrementally.</p> <p>Appropriate scaffolding of language and content is central to teacher practice.</p> <p>Pupil language use/learning is supported through explicit corrective feedback as well as scaffolds and prompts.</p> <p>Pupils are afforded opportunities to collaborate with peers through reading, writing and oral activities and provided feedback across these areas.</p> <p>Content and language tasks assigned are based on pupil ability and provide a pathway for progression.</p>	<p>What scaffolds are in use to support pupil language use and development?</p> <p>How do teachers ensure language and content is based on pupil ability that supports progression in both?</p>
<p>Pupils reflect on their progress as learners and develop a sense of ownership of and</p>	<p>Pupils are encouraged to reflect on their own and others learning collaboratively through</p>	<p>What assessment strategies are used in class to by teachers?</p>

responsibility for their learning	regular opportunities for self-assessment and peer-assessment. Pupils are encouraged to reflect on learning through supportive teacher feedback.	What are pupils enabled to do with assessment feedback?
Pupils experience opportunities to develop the skills and attitudes necessary for lifelong learning	Pupils are active learners and are provided with opportunities to work through language and content tasks both independently as well as collaboratively.	How do teachers organise independent / collaborative tasks? What balance of independent and collaborative tasks is achieved?
Teachers' Individual Practice		
Standard	Statement of Effective Practice in CLIL	Reflective Questions in support of SSE
The teacher has the requisite subject knowledge, pedagogical knowledge and classroom management skills	Through the use of interactive, co-operative, dialogic and exploratory approaches teachers create a safe and cooperative learning environment. The use of discrete language time is linked to CLIL lessons and themes. A safe supportive environment is created through the provision of language modelling, the successful planning for pupil L1 use and the encouragement of pupil growth in L2 and language learning.	How do teachers reflect on learning experiences for progression opportunities? How do teachers reflect on integration and linkage when planning learning experiences?

<p>The teacher selects and uses planning, preparation and assessment practices that progress pupils' learning</p>	<p>Teachers plan for incremental language⁷² provision that is considerate of pupil language exposure and language needs that includes language of learning, language for learning and language through learning.</p> <p>Language use provides meaningful experiences for pupils.</p> <p>Learning intentions combine language and content elements that provide meaningful learning in both aspects.</p> <p>Assessment is incorporated into classroom instruction through successful feedback, identifies language needs and guides future language and content learning.</p> <p>Teachers assess content and language in a balanced approach.</p>	<p>How do teachers plan for and identify the language needs of a particular lesson?</p> <p>Are learning intentions shared with pupils and use to reflect on achievement of learning goals to conclude?</p>
<p>The teacher selects and uses teaching approaches appropriate to the learning objective and to pupils' learning needs</p>	<p>Learning is made meaningful and accessible through scaffolding, modelling and differentiation of activities.</p> <p>Tasks are based on a hierarchy of progression in support of incremental pupil learning.</p> <p>Active purposeful communication on the part of pupils in central to practice.</p>	<p>How are activities chosen, structured and adapted to suit the needs of pupils?</p> <p>How do teachers monitor progress to adjust scaffolding as needed?</p>

⁷² *Language is built upon from previous learning*

	<p>Scaffolding of pupil work features a combination of supports to aid pupil understanding of learning as well as appropriate pupil responses.</p> <p>Tasks are motivating in nature with tangible goals, relevant and real content and achievable progress.</p> <p>The target language is used as the language of instruction.</p>	
The teacher responds to individual learning needs and differentiates teaching and learning activities as necessary	<p>Teachers check for pupil comprehension, reflect on activities and differentiate to respond to the learning needs of the pupil.</p> <p>Teachers are mindful of assessment outcomes and whether language is a barrier to success.</p>	<p>How do teachers check for pupil comprehension?</p> <p>How are pupils supported to seek clarification as well as take risks in language use?</p>
Teachers' Collective/Collaborative Practice		
Standard	Statement of Effective Practice in CLIL	Reflective Questions in support of SSE
Teachers value and engage in professional development and professional collaboration	<p>Teachers have the appropriate content knowledge and language skill.</p> <p>Teachers engage in professional development to support effective classroom practices.</p>	<p>How are teachers supported to reflect on their classroom practice and learning needs?</p> <p>How are whole-school professional development needs identified / prioritised?</p>
Teachers work together to devise learning opportunities for pupils across and beyond the curriculum	Teachers work with other subject experts to devise language learning opportunities.	How are teachers encouraged to share expertise?

		What systems are in place for teachers to seek support and advice?
Teachers collectively develop and implement consistent and dependable formative and summative assessment practices	Teachers emphasise a balance of formative and summative assessment practices. Formative assessment practices are used to inform teacher practice and guide learner progression.	How do teachers employ formative assessment practices? How are teachers supported to interpret language assessment results in support of adapting their approaches?
Teachers contribute to building whole-staff capacity by sharing their expertise	Teachers share practice and expertise with colleagues formally and informally.	How is successful practice identified? How is successful practice disseminated on a whole-school basis?