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Preface

The inspection rapport of the European Platform gave me the opportunity to start this research and I want to thank Geert-Jan Nillesen for giving me the change to do this.

I could not have made this report though had it not been for the teachers and students, at the Stedelijk College Henegouwenlaan in Eindhoven, who helped me. Thank you for all the information you gave me.

Writing this report did not happen without guidance or struggle and for that I want to thank Frans Hermans (supervisor) and Michiel Brink.

Zanne de Visser
03 June 2011

Summary

During my LIO at the Stedelijk College in Eindhoven an inspection from the European Platform had shown that the amount target language usage was applied insufficiently. The school kept his bilingual certificate but needs to improve its educational system in regards to this before 2014, when the European Platform comes back for their next inspection.

A bilingual program is bound by the 'Landelijk Netwerk tto' to offer 50% of the subject taught at that school through English. These lessons need to make use of the English language for 100% of the time, pupils and teachers alike.

Now that the Stedelijk College has to focus its attention to the proper implementation of the target language in its bilingual classes this research was made to help the school understand where improvements need to be made. Who needs to improve, students or teachers? What needs to improve and how do we get there? The main question will be: How can we improve the application of the target language in bilingual education?

Four different data sets were collected to find the answer:

1. Pupil's survey
2. Teachers' survey
3. Observations
4. Interviews

After the results were analysed it showed that not only pupils or teachers were responsible but the organisation of the bilingual program too. The school did not have rules and/or regulations for the application of the target language and over the years the amount of used target language in classes started to shift.

In order to reach its goals before 2014, the Stedelijk College needs to set rules for the use of the target language by teachers and pupils. Teachers need to be stricter in regard to their own and their pupil's use of this target language and the pupils need to be made aware of the benefits regarding their language acquisition.

Introduction

Bilingual education in the Netherlands has grown a lot since its implementation in 1989. One school in 1989 is now more than 120 schools in 2011 among which are bilingual vwo, havo and even vmbo schools. This educational system aims at the development of an additional language and better understanding of (the importance of) internationalisation, which prepares pupils for University and/or working in international environments.

Stedelijk College Eindhoven has offered bilingual education for VWO since 1993 and HAVO since 2002. Every four years the bilingual program undergoes a visitation from the European Platform. This organisation visits lessons and talks to pupils and teachers about the developments and organisational matters that are presents at school. Depending on whether the European Platform's visitation rapport is positive the school may keep its 'bilingual' status for the next four years.

After a visitation in November 2010 the Stedelijk College Eindhoven passed the 'test' but the European Platform found that the bilingual lessons are not using the target language at an optimal level. Optimal being 50% of all the bilingual lessons, in which pupils are being taught through the English language, use this language for 100%, that it is spoken and used throughout the entire lesson.

Earlier research has shown that the implementation of the target language in order to learn an additional language has a lot of influence on the language acquisition process of a pupil. Nevertheless teachers and pupils are prone to fall back on their first language. The reason why this is happening is what the Stedelijk College wants researched.

This research was done by: using the literature I found, interviews with teachers and pupils, and questionnaires amongst teachers and pupils. As a final product a recommendation was made to the bilingual department along with tips for applying the target language more easily and effectively.

Main question:

"Why is the target language not optimally applied in the bilingual department and how could this problem be overcome?"

Sub-question:

- 1) Is a pupil's awareness of its own language skills realistic in regard to the usage of the target language?
- 2) What do pupils feel about using the target language outside of the classroom?
- 3) Who is responsible for the implementation of the recommendations made at the end of this research?
- 4) How can the problems in questions 2 and 3 be resolved?
- 5) Who is responsible for not using the target language?
- 6) What withholds pupils from using the target language adequately?
- 7) Why is it that the target language is not integrated as much as it is supposed to be?
- 8) How is the theory on language acquisition implemented in the bilingual program?

Chapter 1: Theoretical aspect

1.1 Bilingual education and its aims

1.1.1. What is bilingual education?

Bilingual education aims at two things: language acquisition and pupil internationalisation. The first is being taught by teaching a certain amount (50%) of all lessons through the use of the English language. Internationalisation is being covered by means of projects and cross-curricular activities. These two pillars shape the bilingual program in Dutch schools.

1.1.2. Short history of bilingual education

Bilingual education as we know it these days has been around in the Netherlands since 1989 and has developed ever since. This educational program is 'supervised' by the European Platform (EP). Since then more than 115 schools nationwide have welcomed the bilingual program into their school system, varying from vwo, havo and recently even vmbo.

As for the history of bilingual education we have to look at the United States where the bilingual educational program has its roots. The United States has been developing bilingual education since the colonial era (1839). During this period certain schools started to teach their pupils second languages for immigration and colonial purposes. English, French and Spanish were the dominant languages that were taught in the American classrooms. At first it was meant for foreign diplomats and university students but then for younger children as well. This created the 'sink or swim' classrooms where children went to in order to learn this second language. The 'sink and swim' refers to the fact that only the "better" pupils were able to follow these classes.

The first actual bilingual program came into existence around 1963 in Dade County, Florida due to the Cubans who had fled to Miami.

The rise of bilingual education in the Netherlands came because (Dutch) parents showed a certain interest in the international orientated education ("international georiënteerd onderwijs", IGO), which only a few pupils are allowed to follow, such as pupils whose parents work in an international business or environment. Schools started to react to this plea and this eventually turned into the development of bilingual education, anno 1989.

1.1.3. Differences between IGO and bilingual education:

1. Although bilingual education is meant for every pupil, IGO is only meant for Dutch pupils whose parents' work is internationally orientated.
2. English is only used during 50% of all subjects followed by bilingual pupils whereas this percentage is 100% at IGO.
3. The Dutch language is neglected at IGO schools but gets a lot of attention at a bilingual school.
4. At an IGO school pupils receive an International Baccalaureate at the end of their final school year whereas bilingual pupils receive a HAVO or VWO diploma plus an IB-certificate.

1.1.4 Bilingual standards

The Dutch bilingual program is based on a didactical method called content and language integrated learning (CLIL). CLIL relies on the idea that language acquisition is not only learned during language lessons but also during subject lessons in order to gain and broaden one's vocabulary and be educated by using the communicational skills.

The school itself creates a bilingual program but to ensure quality this program needs to meet certain standards provided by the national network for bilingual education (landelijk network tto), coordinated by the European Platform, which supervises the bilingual schools.

VWO standards:

- At the end of the 3rd year, pupils have reached the B2 level of the Common European Framework (CEF).
- Pupils will receive the Language A2 certificate of the International Baccalaureate at the end of their 6th
- The level of Dutch and knowledge may not deviate from the norm.

CEF levels and the language acquisition levels of the International Baccalaureate differ. A language A2 certificate is equals a B2/C1 level according to the CEF levels.

For HAVO pupils the gained level of English at the end of the third year has to be at least B1 and these pupils will receive a Language B higher level or A2 standard level of the International baccalaureate at the end of their fifth year.

1.1.5. Issues the bilingual program faces

Although bilingual education has come a long way since 1989, it still faces some difficulties regarding material. As there are no official books or methods to be used teachers have to create these things themselves or use bits and pieces they can find on the Internet. This takes a lot of time and creativity. Earlier research has already shown that an organised and usable method is needed for all bilingual subjects and has to be available for all bilingual schools.

As the school is allowed to fill the bilingual program as the school finds appropriate (as long as the standards are met), it gives a school more responsibility e.g. to guarantee 'good' education.

1.1.6. Target language in bilingual education

The success of bilingual education depends on the use of the target language. Implementations of the target language can be done "through" English or "in" English. Teaching "in" English without taking on the appropriate methodologies, or the language sensitive curricula that make the content manageable for pupils, works confusing and therefore a higher drop out rate is inevitable.

Teaching "through" English uses the language in order to learn content of subjects and vice versa learn the additional language. Using the target language in this way is a clear example of CLIL, a method used in most bilingual schools.

1.2 Content and Language Integrated Learning (CLIL)

If 'bilingual education' is the term then CLIL is the method. They are not the same thing, as many people believe them to be. CLIL stands for Content and Language Integrated Learning, which means that the content is learned through a (additional) language, as is the language that is learned through the content. E.g. while studying the history you are also learning the language because the language is the means to an end.

1.2.1. History of CLIL

Children going to school back in the Roman age, in order to study Latin, could only do so after having intensively studied Greek first. You were only to be considered 'good for a/the job' when you were conversant in both languages; when you were bilingual.

A Greek slave would spend hours and hours a day with young boys and girls in order for them to tackle the language and make it their own. Even private tutoring was available though only for the wealthiest and they mainly learned how to speak and write the language, not the two other skills.

However, the Romans were not the first to use a bilingual system. Nearly 3000 years earlier the Akkadians (now named Iraq) conquered the Sumerians and wanted to learn the Sumerians' local language in order to trade and communicate. Sumerian became the medium through which several subjects, taught at school, were instructed e.g. theology, botany and zoology.

We can see a difference between the Roman and the Akkadian teachings. The Romans often taught their pupils top-down, meaning that by letting them recite and dictate words, sentences and/or phrases, pupils would make the

language their own. The goal was to make them fluent in another language. The Akkadians taught the Sumerian language differently. Akkadian teachers supported the learning of Sumerian as well as the learning of the contents (theology, botany and zoology). Their goal was to let pupils learn a language while studying a content-based subject and vice versa. So pupils acquired their knowledge of the language by studying all sorts of subjects by using that language. This way of teaching has more to with the way CLIL is being taught over the last 20 years.

Research has shown that during the Middle Ages most of the people spoke multiple languages even though this was not being taught to them through structured teaching. It was learned in the same way one learns his/her native language by interacting with the people who spoke a certain language while trading or professional interest.

History has shown us that the usage and importance of a second or third language acquisition is a way of adapting ourselves to a new situation and it is not something we just recently found out about. It has been around for thousands of years. Every time people came in contact with each other, from another tribe or country they learned the language. The fact that this happened and is still happening works in favour of a bilingual educational system but the fact that evidence, that people only started to learn it when there was a need to, was also found might raise the question whether an entire educational system should be made in order to reach that goal.

1.2.2. Why implement CLIL?

1. CLIL offers pupils a more effective way of studying a language. Research has shown that pupils become more sensitive as to 'how' languages are learned and this is beneficial to both target language and their first language.

2. Pupil will develop more meta-cognitive awareness and so they are more involved in their own learning process. Metacognition focuses on the level of thinking & planning and involves active participation in these processes. Meta-cognitive awareness has an important role to play in the learning process because pupils with a high level of meta-cognitive knowledge can spot difficulties and blockage in a learning process more easily and can even evade them.

Teachers ask more interaction, input and active participation from their pupils and so 'create' pupils who are aware of their own, as well as of others' "can and can't do-s". This acquisition of meta-cognitive awareness in pupils develops due to the dual-focused system that CLIL uses.

1.2.3. Core features

The most apparent features CLIL has to offer can be divided into 5 main topics: (taken from '*uncovering CLIL*')

1. Multiple focus:
It focuses on language/content, cross-curricular themes and projects, reflection on learning process.
2. Safe and enriching learning environment
displaying language/content through classroom, increasing pupil language awareness, using routine activities and discourse.
3. Authenticity
Letting the pupils ask for the language help they need, connecting with a pupil's interests, internationalisation (contact with international pupils) and using up to date materials.
4. Active learning
The pupil communicates and the teacher guides the pupils regarding language and communication, peer and group work is encouraged.
5. Scaffolding
Stimulate creative and critical thinking, and building on a pupil's present knowledge and skills.

1.2.4. Aims of CLIL

CLIL aims at four goals, namely to focus on (1) content/subject vocabulary, to (2) develop appropriate communicating skills, to (3) develop cognitive skills (e.g. meta-cognition), and to (4) be more aware of culture and its differences.

Besides those four point CLIL also focuses on:

- Intercultural knowledge & understanding
- Developing intercultural communication skills
- Preparing for internationalisation, specifically European integration
- Improving overall target language competence
- Developing oral communication skills
- Deepening awareness of both mother tongue and target language
- Providing opportunities to study content through different perspectives
- Diversifying methods & forms of classroom practice.
- Increasing learner's motivation

1.2.5. The CLIL teacher

CLIL needs two different kinds of teachers; subject and language teachers, which a regular educational system obviously has too, but the difference lies in the role of those teachers.

A subject teacher teaching history for example cannot only focus on the content but also needs to spend a certain amount of time on the language, as the pupil learns the content through that additional language, meaning that a subject teacher also has a responsibility as a language guide.

Language stands at the centre of the entire educational system. A language teacher's role shifts somewhat when using CLIL. The language teacher needs to teach pupils the specific language and language skills they will need during a subject based lesson.

If a history teacher wants the pupils to write an essay on the Roman occupation in England, this has to have be communicated with the language teacher, as the pupils will have to be taught "how-to-write" an essay. This is why communication between subject and language teachers is very important when working with CLIL.

A newly qualified CLIL teachers needs to have the following two competences according to Vygotsky (1986):

1. Dealing with the content:
Good understanding of the content and needs to examine and analyse possible barriers pupils might face. The teacher needs to be able to minimise those barriers by adapting the subject matter and/or material so the pupils can manage the input.
2. Dealing with the learners and class management:
The teacher should know how pupils will be able to understand most of the input; by class work, individual work, pairs or group work. Keeping the pupils interested and motivated.

1.2.6. Target language in subject classes

The previous paragraphs have shown that CLIL's main idea is to learn an additional language through the content of subject-based studies. Therefore the target language is a very important aspect of CLIL and as seen in the section on the history of CLIL, additional languages were learned "through" the usage of the target language. Therefore the usage of target language is important for the success of bilingual education and will be discussed in the next sub-chapter.

1.3 Target language and its importance

Target language, also called second language acquisition (SLA) or additional language, has been discussed and moulded by professionals for over a hundred years. The development of SLA is constantly updated and people are researching a lot of aspects that are involved in this. All these theories make it quite difficult to get your head around things but it also teaches us that there is not a single best option of how to teach a second language.

1.3.1 History of second language acquisition

Although the history of CLIL already showed that the need to learn a new language has been around for ever, the study of how languages are learned is relatively new and started somewhere around the 17th century when Latin had been replaced by French, Italian and English. John Amos Comenius was one of the first to theorize about the way language is learned and created his own linguistically approach and school in order to re-introduce Latin as the lingua franca.

Europe firstly applied the study of modern language around the 18th century and pupils learned grammatical structures and translating sentences. Spoken activities were not regarded useful and pupils therefore had to memorise the things they learned.

The actual development of second language acquisition (SLA) regarding implementation in school systems only started to be discussed at the beginning of the 20th century when researchers found more effective ways to 'learn' or 'acquire' a new and additional language. These developments have still not made it into one grand linguistic approach, as the learning of languages has still not been fully understood. How does the brain develop linguistic skills? People learn in different and individual ways, one linguistic approach does not stand as a guarantee of success for each individual so a teacher needs a large scale of didactical skills.

1.3.2. Crucial elements of SLA

Stephen Krashen, a specialist in language development and acquisition, has developed five main components regarding a language learning process, which are:

1. Acquisition learning hypothesis
2. Monitor Hypothesis
3. Natural order Hypothesis
4. Input Hypothesis
5. Affective filter Hypothesis

Krashen clearly states that there is a difference between 'learning' and 'acquiring' linguistic knowledge (1) and that a pupil's ability to understand his own learning process, meta-cognition, is important to understand how he/she learns and acquires (2).

Then Krashen focuses on the order in which language is learned (3). There is a natural order to a lot of things and learning a new language is one of them. We glide from semantic learning to sentence structures and eventually the creation of our own sentences. This process is not bound to age but to the pupil's exposure to the target language and the amount of input. The latter meaning that a pupil will only learn new linguistic pieces when he/she is exposed to language that is new but not too difficult for him/her (4). This is called $i+1$, (input + one)

which explains that a pupil who begins the study of a language at step 1 will learn language from step 2.

The final and crucial point Krashen finds important are the external factors of language acquisition, namely motivation, self-confidence and anxiety. But these factors can also create what is known as an affective filter (5), which inhibits a pupil to acquire the actual information. Pupils who do not create an affective filter are more likely to be motivated, self-confident and relaxed and will have a higher chance of achieving the required level of a language faster.

1.3.3. The importance of target language in bilingual schools.

“Acquisition requires meaningful interaction in the target language – natural communication – in which speakers are concerned not with the form of their utterances but with the messages they are conveying and understanding.”

~ Stephen Krashen ~

Pupils following a bilingual program need to communicate in the second language with their teachers and classmates. In order to do so they need to know how to communicate and they need the knowledge of the language through which information is communicated. The language they learn has to be meaningful because being able to say ‘hello, my name is...’ will not get them very far in their bilingual career. These pupils need to be able to ask (for detailed information) on content or need to explain certain knowledge themselves. For this reason the amount of target language used in a classroom is of such a vast importance.

Lessons in which the target language is optimally used are the opportunities to get exposed to the language: sentence structure, intonation, pronunciation, fluency, etc. Their listening skills are being tested every time as a result of being taught by different teachers, with different backgrounds. Pupils have the opportunity to practice their linguistic skills and receive adequate feedback on it in order to further improve. These opportunities to use the language also create the change for genuine and meaningful conversations.

Because the instruction given during the lessons have to be comprehensible, the amount of input and manner in which it is given adds to the pupil’s understanding of language structures (Krashen) and meta-cognition.

The teacher’s use of the target language (when used correctly) functions as a role model from which pupils can learn and adapt their own language skills.

1.3.4. How is the target language implemented in bilingual schools.

The bilingual program in general (same as at the Stedelijk College Eindhoven) entails that 50% of the subjects taught are done so through the target language (English). The subjects taught in English are: arts, chemistry, physics, biology, geography, economics, physical education, drama, English, mathematics, history, music, social sciences and religious studies.

During the lessons the teacher as well as the pupils uses the target language the entire lesson and if wished, outside of the classroom. This means that English is spoken throughout the 50 minutes of a lesson and is the only language spoken then.

Bilingual schools often decide to use CLIL and this type of teaching requires a lot of target language usage from teachers and pupils. Teachers teach through the target language and pupils learn by means of using and listening to that language.

1.3.5. The actual implementation in Dutch bilingual schools.

During the European Platform (EP) visitation at the Stedelijk College Eindhoven, November 2010, it was found that the implementation of the target language in bilingual classes was not done adequately or optimally. The school has four years to put this right and to make sure that when the EP comes back they spot the improvement. But where should they start? Where does the problem lie? Is it the pupils, the teachers or the both of them?

At this point the teachers and pupils are expected to use the target language at all times (during lessons) but this, the EP found out, is not happening.

1.4 Conclusions

1.4.1 Bilingual education

Bilingual education aims at two things: language acquisition and pupil internationalisation. The first is being taught by teaching a certain amount (50%) of all lessons through the use of the English language. Internationalisation is being covered by means of projects and cross-curricular activities. These two pillars shape the bilingual program in Dutch schools.

1.4.2 History

Bilingual education as we know it these days has been around in the Netherlands since 1989 and has developed ever since. Yet the actual history of bilingual education reaches back thousands of years.

How the school fills their bilingual curricular is more or less up to the school but to ensure quality this program needs to meet certain standards provided by the national network for bilingual education (landelijk network tto), coordinated by the European Platform who also supervises the bilingual schools.

Although a lot has changed since its introduction to school in 1989 the bilingual program still faces some difficulties e.g. usable lesson materials.

1.4.3 Content Language Integrated Learning

CLIL is a method that bilingual schools often apply to their bilingual curricula. CLIL and bilingual education are not the same but add to each other. Like bilingual education CLIL has also been around for thousands of years. The Roman and the Greek were one of the first to apply it in their teachings.

CLIL aims for four goals, namely to focus on (1) content/subject vocabulary, to (2) develop appropriate communicating skills, to (3) develop cognitive skills (e.g. meta-cognition), and to (4) be more aware of culture and its differences.

The most apparent features CLIL has to offer can be divided into 5 main topics:

1. Multiple focus:
2. Safe and enriching learning environment
3. Authenticity
4. Active learning
5. Scaffolding

Teachers teaching in the bilingual program and using CLIL has two jobs: (1) Teaching their subject and (2) functioning as a language counsellor; subject teachers have to be able to explain linguistic aspects. Communication between subject and language teachers is very important.

1.4.4 Language acquisition

The usage of an additional language in the bilingual program has to do with the importance of second language acquisition. Stephen Krashen has developed five main components regarding a language learning process and function as the steps toward language acquisition.

1.4.5 Implementation

Pupils following a bilingual program need to communicate in the second language with their teachers and classmates. These pupils need to be able to ask (for detailed information) on content or need to explain certain knowledge themselves. For this reason the amount of target language used in a classroom is of such a vast importance. The teacher's correct usage of the target language functions as a role model for pupils.

During lessons teachers as well as the pupils use the target language for 100% during 50% of the total amount of subjects. Communication (e-mail), projects, lessons and workshops pupils attend all happen by using the target language, which for the Stedelijk College is English. The European platform inspects each bilingual school ones every four years in order to supervise its educational quality.

Chapter 2. Methodology

2.1 Research design

The goal of this research is to find the reason for the absence of the target language usage that teachers should use during lessons (at bilingual schools) at the Stedelijk College. In order to describe this lack of usage as objective and detailed as possible two surveys and several interviews were conducted amongst pupils and bilingual teachers. To conclude the research a few lessons were observed.

2.1.1 Summary on research

The surveys include questions about pupil and teacher experience regarding language skills and usage of the target language during lessons. By surveying both pupils and teachers alike the chance of subjective answers should become less of a validation issue. Interviews amongst pupils and teachers gave additional information regarding the topic 'target language in the classroom'. A better understanding of what pupils/teachers find important about the usage of the target language was collected by means of interviews with pupils and teachers. In order to complete the data collection and maximise the amount of data several lessons, taught through the target language, were observed and analysed using an observation questionnaire.

This chapter will:

- Discuss the data collection method
- Analyse the survey questions and conducted interviews
- Describe the experience of the observed lessons
- Include a reflection on the conducted research

The research is executed in four steps that contain; surveys, observations and interviews held and their results analysed (2.4).

Part 1: A first indication of pupil capability regarding the target language in relation to school results.

Part 2: Focuses on teachers and their experiences with target language in regard to pupils' language acquisition.

Part 3: Observing bilingual lessons will be held as a result of the returned surveys. While observing, a form is filled in focusing on the usage of target language of teacher and pupil.

Part 4: Interviewing pupils and teacher in regard to their opinion on the target language. Talking about the importance, implementation in class and future improvement.

Blank formats of the pupil survey, teacher survey and lesson observation formats can be found in the appendix (same order as mentioned above) and results are discussed in part 2.4 Analysis.

2.2 Research population and sampling

2.2.1 Research population

The research is done in the interest of all bilingual schools in the Netherlands, as each bilingual school must work according to the standards appointed by the European Platform, the results could be applicable to all bilingual schools.

2.2.2 Sampling

71 pupil surveys were handed out and 69 were returned.

For Part one 69 third year bilingual vwo pupils divided over 3 classes filled in the Pupil Survey (appendix 1). Part 2 included 2 bilingual subject teachers and 2 bilingual language teachers who received the teacher survey form out of which 2 teachers filled it in and returned it. Observations (Part 3) were done in 2 third years bilingual classes, 1 second year bilingual class and 2 first year bilingual classes and resulted in interviews (Part 4) conducted amongst 5 teachers having been observed and 3 teachers being interviewed outside of the classroom or conducted observations. As a result of part three 7 vwo pupils, were interviewed.

2.3 Data collection method

The research is based on four data sets in which surveys, observations and interviews were conducted. In the following paragraphs the data collection of these four data sets will be described.

2.3.1 Data set 1 Pupil survey

In order to execute part 1 surveys were used instead of e.g. interviews because:

1. personal interviews would consume a lot of time,
2. by letting the pupils fill in surveys a more representative result is gathered as the situations of each pupils at that moment was more or less the same, more representative than when results were gathered through personal interviews,
3. pupils get change to fill in the survey anonymously which is difficult when interviewed,
4. personal interviews are more exposed to subjective answering,
5. quantitative results were used instead of qualitative results.

A good reason for choosing interviews over surveys might be because of the response rate of the person that is been interviewed, that could be better when interviewed than when individually filled in.

The survey is based on a variety of questions regarding:

- Pupils' language skills,
- The pressure that pupils feel when needing to speak English,
- Their opinion on the use of target language outside of the classroom,
- Pupils' expectations on their own level of skill

This needs to shed light on the experiences of pupils regarding the target language in class.

2.3.1.1. Description of pupil survey questions

Question 1

With these questions pupils show their own opinions/thoughts regarding their own language skills (reading, speaking, writing, listening). The question is to be compared with the survey for teachers and their idea of the language skills of pupils. This question was measured by means of a Likert scale in which option 2 suggest a neutral response.

On a scale of 0 – 4 decide what you think your English skills are at this moment.

- 0. Very weak
- 1. Okay but could do better
- 2. Quite alright
- 3. Good
- 4. Excellent

I think my English-speaking skill rates a _____ at this moment

I think my English reading skill rates a _____ at this moment

I think my English writing skill rates a _____ at this moment

I think my English listening skill rates a _____ at this moment

Question 2

The teacher's expectation gives an idea of what the teacher thinks is an appropriate amount of English to use during a lesson. It tries to explain the question why English is not used all the time?

A 0-100 scale was used in order to quantify the outcome. By using a 0-100 scale pupils are not influenced by their feelings towards the number 0-10 as these are used for school grading. The Likert scale was not chosen for the same reason that the question of good or bad usage is not important it is the amount that is asked for.

*2. On a scale of 0% to 100%. How much English are you expected to use **during English lessons**?*

We have to speak English for ____%

Question 3

Pupils' experience with the use of language from the teacher gives an idea of the amount of English that the teacher finds sufficient. The questions could help answering sub-question 3.

*3. On a scale of 0% to 100%. How much English does your teacher speak **during English lessons?***

My teacher speaks English for ____%

Question 4

If pupils are not able to follow the teacher or the book because his main focus lies with understanding the language than that might stand in the way of actually applying the target language due to anxiety, stress or affective filter. The answer to this question should show whether it is something to consider being important to the pupils' comprehensive input strategy.

Because this question needs an easy/difficult answer a four-point scale was used so as to prevent neutrality.

*4. On a scale of 0 – 3. How difficult is it for you to speak English the **entire** lesson?*

Difficult

Quite difficult

Not that difficult

No problem

Question 5

Stedelijk College has asked itself whether the use of target language would improve when more specific rules (e.g. speaking English at all time when present in the 'new building') would be put into place. To see what pupils think about this idea question 5 was included. If pupils find it important to improve their language ability as much as possible this question would be answered with 'yes'.

*5. Do you think that teachers should speak English to pupils **outside of the classroom?***

Yes / No

Question 6

This question adds to question 5. If pupils are positive the implementation of such rules (like this question) the results and actual adaptation of the rule will be used more effectively. This question is a specified for the Stedelijk College.

6. Do you think it would help improve your English skills if:

You had to speak English all the time (to fellow bilingual pupils) for as long as you are present in the 'new-building'?

Yes / No

Question 7

For this question the pupils are asked to measure his own language skills to serious goals and exams. The amount of English the pupils have had plus their prediction regarding passing exams and lower school adds to the general overview of the pupils' capabilities.

7. Do you think you use the target language (English) enough in order to:

Pass your checkpoints exam	yes/no
Pass your Third year	yes/no
Survive in an English-speaking country	yes/no

2.3.1.2 Execution of the survey

The pupils' survey is the first to be filled in by third year pupils who have experienced nearly three years of bilingual education. For that reason these pupils are likely to be more aware of the teacher's expectation, their own language skills and the bilingual system applied in school. The surveys were distributed to mentors of the classes H3c H3d and H3f (Spring 2011). Mentors were asked to hand the surveys to the pupils and to have them filled during their mentor lesson, anonymously. From the 71 surveys handed out 69 were returned by the mentors. 3 surveys were not usable because they were not returned.

2.3.2 Data set 2 Teacher survey

To execute the teacher surveys (part 2) a survey instead of an interview was chosen for more or less the same reasons as for part 1.

1. personal interviews would consume a lot of time,
2. by letting the teachers fill surveys a more representative result is gathered. More representative than when results were gathered through personal interviews,
3. teachers get the chance to think about their answers thoroughly,
4. personal interviews are more exposed to subjective answering,
5. quantitative results instead of qualitative results.

The teachers survey is based on four questions regarding:

- teacher observations of pupils,
- teachers and pupils usage of the target language,
- the expectations of the teacher regarding pupil's language skills,
- teachers opinion of pupils language skills according to the common European framework (CEF).

2.3.2.1. Description of teacher survey questions

Question 1

Teachers are asked to give grades for the use of English in and outside of the classroom. This gives a clear view of what happens (regarding the target language) in/outside the class according to the teacher. That information can be compared with the opinion of pupils regarding the same question.

A 0-10 scale was used because teachers are used to this scale, when grading e.g. tests and they are less likely to refer to it in a negative way like pupils could.

1. Rating from 0 – 10.

What grade would you give:

your pupils for the use of English they use **during** your lessons?

for the use of English the pupils use **outside** of your lessons?

Question 2

According to the European Platform, bilingual teachers and pupils are expected to use the target language throughout the entire lesson. The European Platform visitation of November 2010 has shown that this percentage is not met. For that reason teachers are asked to grade their usage of the target language according to the standards of the European Platform; mentioned below the answers (* level of expectation).

2. The amount of English the pupils use in class is:

Lower than the level of expectation*
Equal to the Level of expectation*
Higher than the level of expectation*

*Level of expectation being: that pupils use the target language for 100% *in class!*

Question 3

As teachers are the ones who have first hand experiences with what goes on in classes (regarding the target language) it is important to know their opinion on new ideas regarding realisation of the two items mentioned in question 3.

3. Do you think it is realistic to expect:

a) Pupils to use English for 100% during class?	Yes / No
b) Pupils to use English for 100% during and outside of class?	Yes / No

Question 4

Teachers are asked to identify what percentage of the class has reached a sufficient level (B2) of the target language at the end of year 3 (C1 at the end of sixth year). The expectation of teachers' and pupils' opinion of their skill gives the possibility to see past the subjectivity of both parties.

By only giving them three percentages the teacher is lead to a more structured answer. Giving a percentage is not the issue here. The teacher is asked to assess what percentage of the class is up to B2 level. By going over the three options it guides and is meant to structure the teachers thought. "Has 60% of my class reached that percentage?"

4. Do you think that:

80% of the vwo pupils, at the end of their third year, have reached a B2 level?	Yes / No
60% of the vwo pupils, at the end of their third year, have reached a B2 level?	Yes / No
40% of the vwo pupils, at the end of their third year, have reached a B2 level?	Yes / No

According to Common European Framework B2 level would mean pupils are able to:

- Understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation.
- Interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party.
- Produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

2.3.2.3 Execution of the teacher survey

Teachers who filled in this survey are all teachers who know the school system and policy. All teachers have passed the Cambridge Proficiency test in the last five years. For this reason references to such levels could be included in the survey. A total of 4 Surveys were handed out of which 2 were returned meaning that not all the surveys could be used in the analysis part and will not be brought in consideration as a result.

The differences regarding data set 1 (Pupils survey) lies with in the target group. Teachers are asked to reflect more on the general class issues than on individual pupil matters as the opinion regarding a class is more important than an individual's, at this point in the research.

Pupils on the other hand are mostly asked question in which they reflect on their personal skills and their amount of classes of used target language in general. The general difference between both target groups (teachers and pupils) would refer to age and experience. Both groups are likely to be prone to subjectivity.

As some teachers mentioned that the answer to question 4 would, for their class, be even less than 40% the analysis on that question will reflect 40% or less instead of just 40%.

2.3.3 Date set 3 Observations

The observations were held after the data sets 1 + 2 were collected and analysed.

This observation form serves as additional research into the usage of the target language in classroom situations. Teachers and pupils were observed during these lessons. By doing these observations more specificity details could be found adding to the information gathered from the surveys.

The observation form focuses on actually visible usage of the target language during lessons. The questions (1 to 6 of both parties) function as a reflection to what was observed.

2.3.3.1 Description of the observation form

Observation points regarding the teacher

Question 1

To get a good idea of how strict teachers hold on to the target language their way of starting a lesson gives us a fair idea. Fair, because when a teacher is focused on using the target language adequately the beginning of a lesson is *the* moment to start it. It gives the pupils the knowledge of how we (the class + the teacher) handle language in our class, a class rule.

1. As soon as the teacher comes into the class he/she speaks English yes / no

Question 2

Instruction is an important part of the lesson and asks a great deal of energy from pupils and teachers. Regarding bilingual education the instruction part of the lesson is when pupils need to use the already present language knowledge in order to follow what is being explained. If instructions or other parts of the lesson do not make use of the target language and pupils have not gotten used to the fact that instruction is given in the target language, then we can not expect them to follow or use the language themselves. It is therefore important that instructions are given in English (target language).

2. The instruction during the lesson is being done in English	yes / no
---	----------

Question 3

When the usage of target language rule is applied accurately pupils (and teachers) are obliged to use that language throughout the lesson. While observing this is one of the interesting questions because if another language is used it is important to understand why that language is used instead of the target language. On the other hand, if this question is answered with a 'yes' then that could be an indication of that teachers feeling comfortable enough to teach entirely through the target language and that pupils are used to being taught and learn through this language. This, ultimately, would prove that the recommendation rapport of the European Platform should only focus on the teachers/pupils who this recommendation applies to, instead of the entire school.

3. The teacher expects the pupils to speak English the entire lesson yes / no
--

Question 4

Clear rules and regulations make sure the pupils (teenagers) know what to do and what to expect from the teacher and from themselves during lessons. A clear rule when neglecting the target language could help in this. Another option is to reward the usage of target language, but because more teachers make use of a rule that relates to a situation in which pupils neglect the usage of the target language, this way of formulating the question was more logical.

4. The teacher has clear rules for pupils who neglect the target language yes / no

Question 5 + 6

Both these questions aim for the same thing; the structure a teacher gives his/her pupils regarding the usage of target language. If a teacher uses the target language right from the beginning of the lesson it would only be reasonable to apply this at the end as well and even afterwards.

5. When the lesson finishes the teacher keeps talking English yes / no
6. When pupils have questions before or after class, these are answered in English. yes / no

Question 7

This relates back to question 1,2 and 3 and gives a percentage as to how much English was used during the lesson. Analysis of this amount could function as an answer to sub-question 2 and 3.

Overall percentage of spoken English during the lesson =
--

Question 8

When a teacher has to remind the class quite some times to keep using the target language, this might be an indication of pupils being either not used to using the language or it might indicate that something else is going on amongst the pupils and not the teachers.

Times the teacher has to correct the used language of pupils =
--

Question 9

This question is part of question 4 and elaborates how the teacher handles this issue. In this way it will become clear which approach works better for a class and individuals as others might lead to a better understanding thus recommendation in chapter 5.

The consequence of not speaking English or the positive response when pupils do speak English is:

Observation points regarding the pupil

Question 10

Besides the teacher, pupils should (ideally) also make use of the target language when entering class. Whether this is done or not gives an indication of the implementation of the class rule by pupils.

1. As soon as the pupils come in they speak English to the teacher. yes / no

Question 11

Speaking to a teacher in comparison with classmates could make a difference for pupils. Therefore question 2 is a repetition of question 1 in ways that both relate to the start of a lesson but focus on different target groups, namely pupils.

2. As soon as the pupils come in they speak English to their classmates yes / no

Question 12

This question is mostly focused on questions asked during the instruction phase when pupils get the chance to participate and revise the given instruction.

3. During the lesson pupils ask the teacher questions in English yes / no

Question 13

Again this question talks about the same aspect as question 3, but focuses on the pupil-pupil communication instead of the pupil-teacher communication.

4. During the lesson pupils speak English to each other.	yes / no
--	----------

Question 14

When pupils work individually there is a greater risk of them slipping back into their first language (L1). By observing the usage of target language during individual work gives an indication as to how tempted the pupils are. No specification for pupil-pupil or pupil-teacher communication was made.

5. While the class is working individually the target language is used all the time.	yes / no
--	----------

Question 15

The same function as question 5 but now focusing on the pupil. What do they use when class is over?

6. After class pupils with questions for the teacher ask questions in English	yes / no
---	----------

Question 16

Previous research, discussed in chapter 1, has shown that the use of an additional language helps pupils develop their skills better and faster. When lessons are taught in top-bottom approach pupils get this opportunity less often. A bottom-up approach is more suitable for these pupils and therefore the number of pupils using the language during class is important to register and taken into consideration.

Overall percentage the individual pupil has used the target language =
--

Question 17

By specifying question 16 an even better understanding can be achieved regarding the usage of target language by pupils.

Percentage/Number of pupils who used the target language more than once =

Additional questions regarding data set 4 will be explained and included in 2.3.4 Data set 4 interviews.

If possible: a Pupil's response

1. Why do pupils sometimes not use the English language? What is the reason for this?
2. What would it take for pupils to get them motivated enough so that they will speak English for 100% during lessons?

2.3.3.2 Execution of the observations

Executing the observations by means of yes/no questions leaves no room for speculations about the results. That is what data set 4 aims at more details. This observation only aims at objective observations. On forehand the teachers are only informed that both class and teacher are being observed. The less a teacher or the class knows about the aim of the observation, the better in the light of tainted evidence. The observation aims at knowledge about what goes on in the classroom in general, not when observed.

Per observation one entire lesson is observed, one lesson gives 50 minutes to observe. Shortly after the lesson the interview (data set 4) needs to be conducted. When a short term interview is not possible it could mean that valuable memories of that particular lesson might get lost or be blurred by subjective memories of another lesson which took place shortly after.

2.3.4 Data set 4 interviews

For this part 8 teachers and 7 pupils were interviewed. It contains conversations with teachers and pupils regarding the filled in surveys and observed lessons.

It focuses on the detailed descriptions and explanation of teachers/pupils. Each give additional information to the surveys or reflect on how they tackle target language in class. This part of the research is therefore completely subjective. By letting teachers and pupils explain the reasons for their actions a better understanding of the results can be obtained. If their actions are based on their ideas or knowledge of good teaching or for pupils their idea of good behaviour regarding school policy, it might explain why the research shows what it has shown after conducting part 1, 2 and 3.

All the interviews were done individually and not in the presence of third parties in order for the participant to be able to speak as freely as he/she wishes. Any names mentioned in the interviews were left out in regards to that person's privacy rights.

2.3.4.1 Description of the interviews

As mentioned in part 2.3.3.1 Description of the observation forms additional questions these will be explained here, as they were part of the interviews.

Pupil interviews

Additional question taken from the observation form described in part 2.3.3. After the lesson, and so the observation is finished and a pupil/the pupils is/are willing to cooperate, these two questions can be asked to shed more light on the reason for their actions.

Question 1

This question can only be asked when there are indeed signs of negligence of the target language during lessons. Pupils may explain the reason for doing so or might explain how the negligence developed/ came to be.

- | |
|---|
| 1. Why do pupils sometimes not use the English language? What is the reason for this? |
|---|

Question 2

After question one, pupils might be asked to come up with a possible solution (regarding the negligence of target language usage) for pupils in which they are encouraged to actual use of the target language.

- | |
|---|
| 2. What would it take for a pupil to get them motivated enough so that they do speak English for 100% during lessons? |
|---|

2.3.4.2. Execution of the interviews

Out of 5 lesson observations 7 pupils responded to the additional questions and gave usable responses. Right after the lesson had ended the pupils were asked to answer these questions in class.

Teacher interviews

Question 1

Through this question we come to understand a teacher's opinion on the importance of the target language, performed in his/her class. As a result these opinions could be combined with the recommendation.

1. How important is the actual pupil's usage of English, in your opinion?

Question 2

Because teachers have their own ideas on handling inappropriate behaviour it is interesting to see how these teachers tackle the neglect of English. When compared to other teachers it can help figure out what tactic works best for pupils.

2. What happens when pupils do not use English consistently?
--

Question 3

Before solving a problem it is probably better to have a look at the reason behind the problem. Why is the target language not used and what could be the reason for this? As teachers are the ones working with the pupils their opinion could help a lot in this field.

3. What could be the reason for the pupils not to speak English to each other?
--

2.3.4.3. Execution of the teacher interviews

Out of 5 observed teachers, 5 were asked for an interview and 5 of them responded. Besides the observed teachers 3 other bilingual teachers were interviewed regarding their experience with the topic. Those 3 teachers were asked the same questions.

2.4 Analyses

This part will describe how the data sets are being analysed. Each data set will separately be analysed and explained.

2.4.1. Analysis data set 1: pupil survey

Question with a direct relation to the main question of this research have been taken from data set 1 pupil survey question 2, 3, 4, 6 and 7. To these questions the following analysis has been applied.

Question 2 expectation of pupils TL usage

The teacher's expectation gives an idea of what the teacher thinks is an appropriate amount of English to use during a lesson.

1. Divide the results in groups of 5% (90%, 95%, etc.)
2. Visualize the number of pupils having answered within each percentage group (36 pupils answered 100%, 12 pupils answered 95%, etc.).
3. These results have been put in a graph.
4. An additional table including the graphs result was added.

Question 3 usage of the target language by teachers

Pupils' experience with the use of language from the teacher gives an idea of the amount of English that the teacher thinks to be sufficient.

1. Divide the results in groups of 2% (96%, 98%, etc.)
2. Visualize by counting the number of pupils having answered within each percentage group
3. These results have been put in a graph.
4. An additional table including the graphs result was added.

Question 4 level of difficulty regarding the target language

If pupils are not able to follow the teacher or the book because his main focus lies with understanding the language then that might stand in the way of actually applying the target language due to anxiety, stress or an affective filter.

1. Divide the results in groups: difficult, quite difficult, not that difficult, no problem.
2. Count the number of pupils having answered to each group
3. These results have been put in a graph.

Question 6 improving when spoken outside of the classroom

If pupils are positive the implementation of such rules (like this question) the results and actual adaptation of the rule will be used more effectively.

1. Divide the results in groups of 'yes' and 'no'
2. Count the number of pupils having answered to each group and divide over them between these two groups.
3. Put these results in a graph

Question 7 Are pupils, in their opinion, capable of passing specified tests

For this question the pupil is asked to measure his own language skills to serious goals and exams. The amount of English the pupils have had plus their prediction regarding passing exams and lower school adds to the general overview of the pupils' capabilities.

1. Divide the results in groups of 'yes' and 'no'
2. Count the number of pupils having answered to each group and divide over them between these two groups.
3. Put these results in three graphs (checkpoints exam, passing third year and surviving in foreign country).

Survey question relations

Question 1 and 4

To understand whether pupils who say that their personal language abilities are good also agree to having less difficulty understanding the target language usage in the classroom.

For this relation question 1 and question 4 have been analysed by comparing the average pupil's skill (very weak to excellent) to the level of difficulty (difficult to no problem) in question 4.

Question 6 and 4

To see the difference between the possible improvement of English when implementing the rule to use the target language throughout the 'new-building' vs. the level of difficulty that pupils have regarding the understanding of the target language.

The average difficulty level (question 4) was compared to the amount of 'yes'/'no' answers in question 6.

Question 6 and 1

Understanding how difficult it is for pupils to implement the use of target language outside of the classroom (in the 'new-building') might give us an idea of how realistic the implementation of target language usage outside of the classroom could be. Therefore question 6 and 1 were analyzed.

Question 2 and 5

The amount of English that is expected to be used by pupils vs. the idea of letting teacher apply the target language outside of the classroom as well as inside the classroom. The average yes/no answers were analyzed to visualize this.

Comparison between classes

The questions whether there are any significant differences between class results and the general results might say something about the individual classes as well. Analyses were done on:

- difficulties for using the target language
- use of the target language by teachers
- the expected amount of target language usage
- the average language skills of classes.

2.4.2. Analysis data set 2: teacher survey

This survey is meant to validate the results of data set 1 because of:

1. Pupils' possible blurred or subjective vision on their own level of English.
2. Subjective perspectives and/or observations from pupils and teachers towards their own implementation of the target language as well as the implementation of others.

To prevent these problems, teachers were asked to answer questions more or less the same as the pupil survey only then focused on the teacher's point of view. By combining this survey with the second survey (amongst bilingual teachers) the validity of the surveys can be compared.

Chapter 3 will show the answers given by the teachers and will explained the relation between data set 1 and 2 in detail.

2.4.3 Analysis data set 3: observations

The five lessons that were observed aimed for a qualitative result and functions as a validation of the results from data sets 1 and 2. The amount of yes/no answers were counted and transformed to percentages. All observations were analyzed for relationships between the behaviour of the teacher and the pupil regarding the target language.

2.4.4 Analysis data set 4: interviews

Data set 4 is a qualitative research and no analysis can be done. The results will be included in chapter 3 and shall be clarified there.

2.5 Validity

To ensure the validity of the research certain measures had to be taken namely:

1. The researcher chose to not only conduct interviews because that might suggest subjectivity from the researcher herself. Therefore a combination of surveys, observations and interviews were chosen.
2. Pupils were told that the surveys had to be filled in anonymously. This prevents pupils from giving preferred answers or from giving a certain answer out of fear of the consequences.
3. Data set 2 was done to function as a validation to data set 1 and to gather further information about target language usage from a teacher's perspective.
4. As a response to data set 1 and 2, personal observations were held to once more verified the validity of data sets 1 and 2.

However, the above measures do not entirely guarantee the validity. External factors such as personal feelings, a pupil's emotional status, a teacher's personal opinion regarding one or more pupil(s), etc. To minimise the changes of random answering the surveys were carefully checked on forehand.

Chapter 3. Results

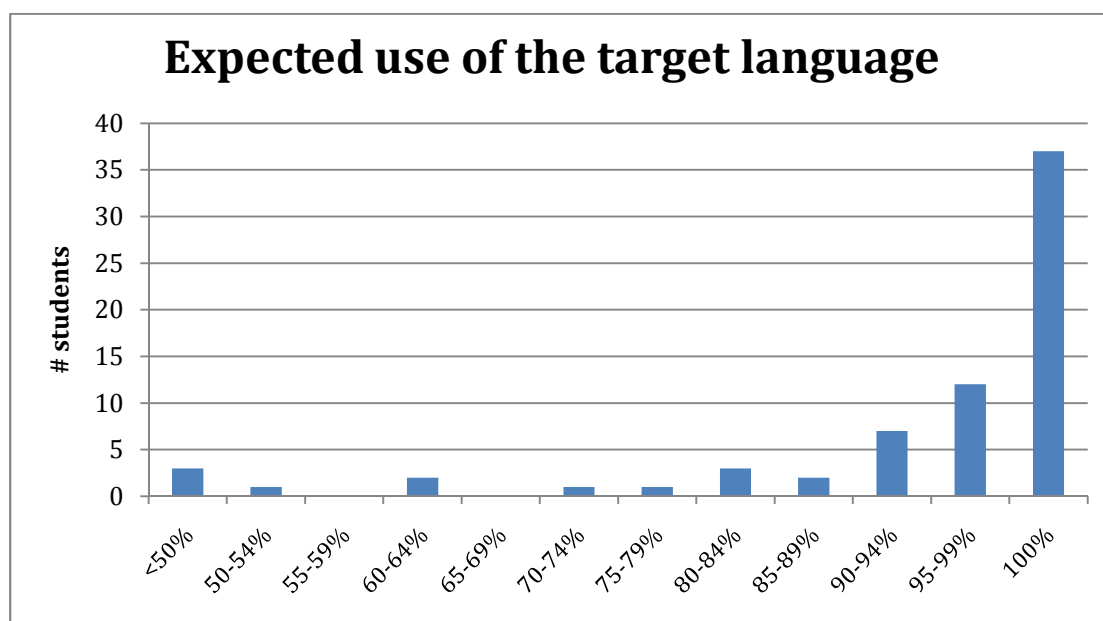
This chapter discusses the results collected from the data sets one to four. By including all the graphs and tables explained in the 2.4 analyses, the explanation of these results should be easier to understand.

3.1 Results data set 1: Pupil survey

This part of the report shows and explains the graphs and tables collected from data set 1 pupil survey. Each question analysed in the chapter '2 Analysis' will be discussed.

Question 2 expectations of pupils' TL usage

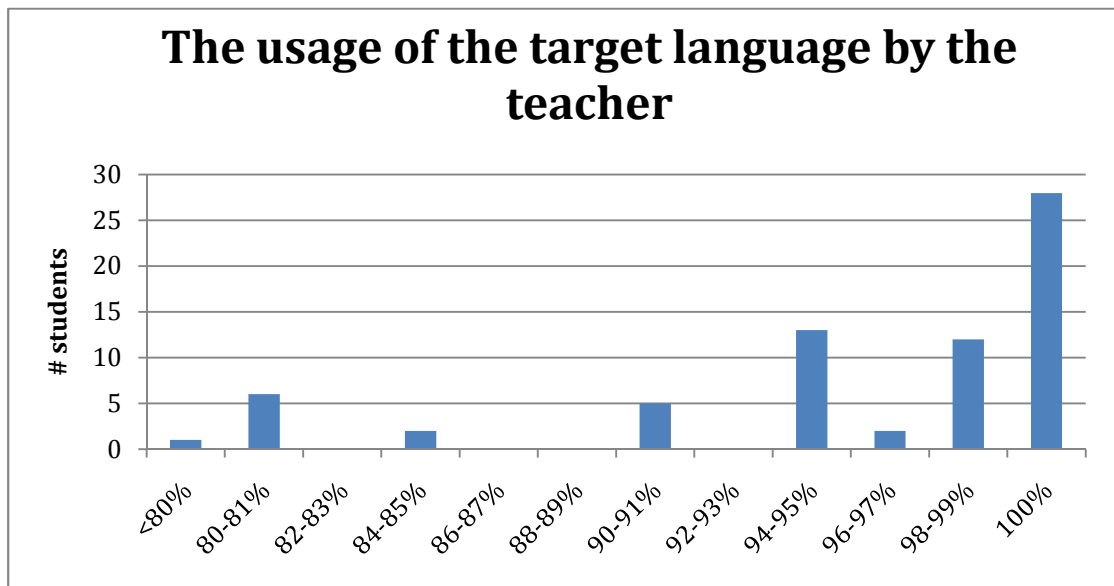
- 37 pupils say that the target language is expected to be used 100% of the time
- 19 pupils say that the target language only needs to be used 90%-99% of the time.
- 13 pupils says that the teacher only expects pupils to use 89% or less of the time using the target language.
- Of these 13 pupils 3 say that the teacher expects them to use the target language less than 50% of the time.
- 32 pupils out of 69 say that the teacher expects less than 100% of target language usage during lessons.



Categories	<50%	50-54%	55-59%	60-64%	65-69%	70-74%	75-79%	80-84%	85-89%	90-94%	95-99%	100%
Number of pupils	3	1	0	2	0	1	1	3	2	7	12	37

Question 3 usage of the target language by teachers

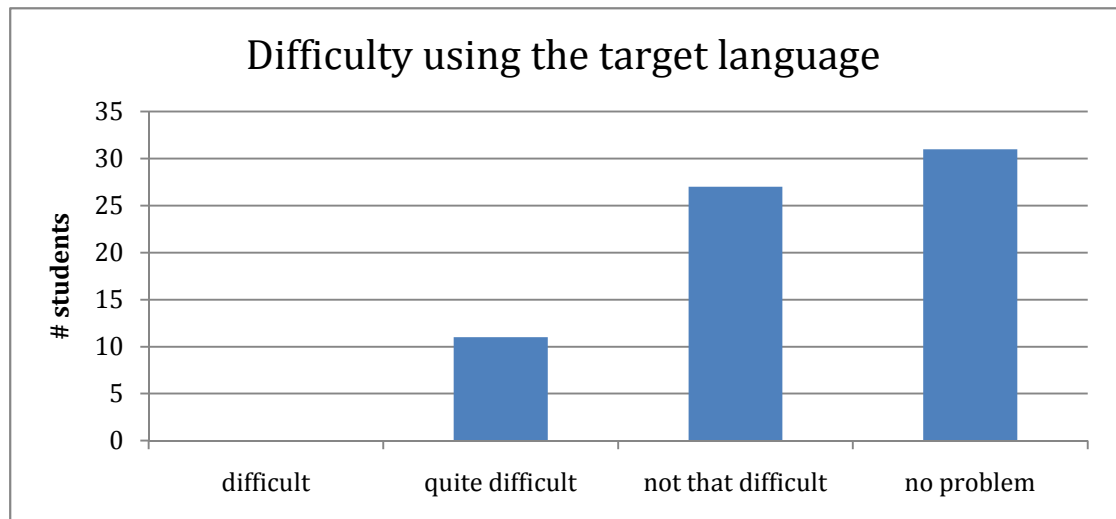
- 28 out of 69 pupils say that the teacher uses English 100% during lesson.
- 41 out of 69 pupils say that the teacher uses less than 100% of English during the lesson.
- 60 pupils say that teachers speak English for 90% or more of the time.
- 68 pupils say that teachers speak English for 80% or more of the time.
- 1 pupil says that teachers speak English less than 80% during lesson.



Categories	<80%	80-81%	82-83%	84-85%	86-87%	88-89%	90-91%	92-93%	94-95%	96-97%	98-99%	100%
N	1	6	0	2	0	0	5	0	13	2	12	28

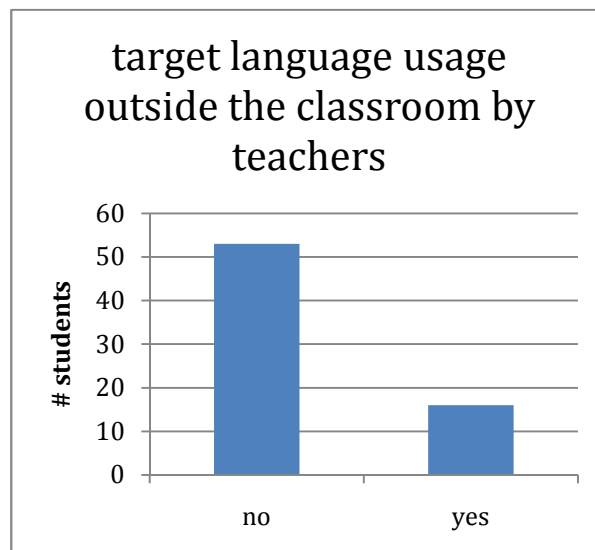
Question 4 level of difficulty regarding the target language

- no pupils find the level of English too difficult
- 31 pupils say that speaking English the entire lesson is not a problem.
- 38 pupils are divided between quite difficult and not that difficult.



Question 5 usage of target language outside of the classroom

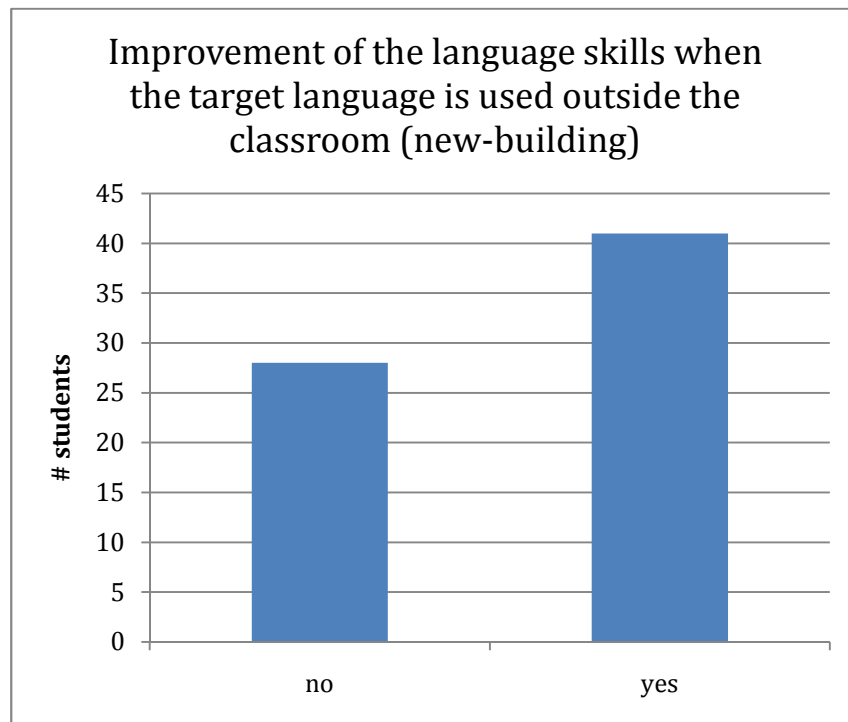
- 77% of the pupils do not think teachers should speak English outside of the classroom
- 23% believe this to be useful.



Should teachers speak the target language outside the classroom	
No	77%
Yes	23%

Question 6 improving when spoken outside of class

- 59% believe that his/her English would improve when used outside of the classroom
- 41% believe this not to happen when the target language has to be used outside of the classroom.

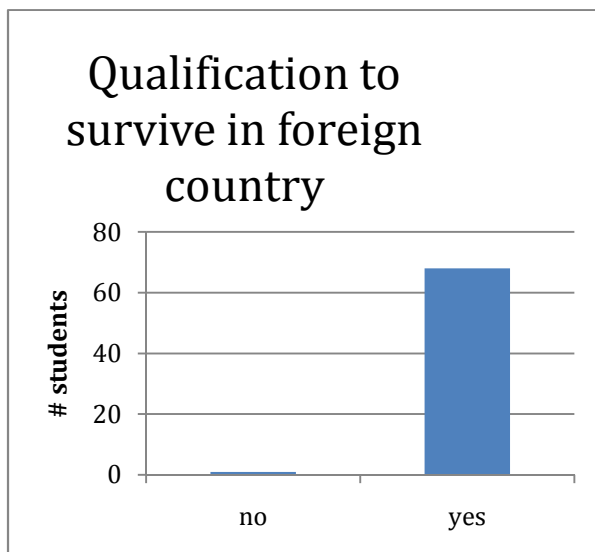
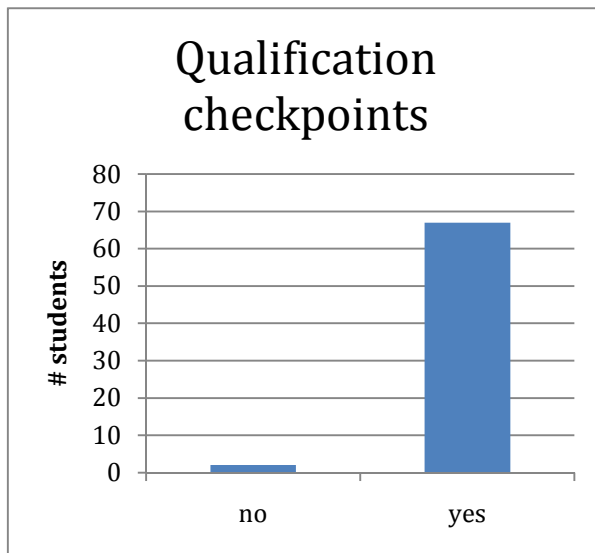


Improvement of the language skill
when the target language is used
outside the classroom (new-building)

No	41%
Yes	59%

Question 7 Are pupils, in their opinion, capable to pass specified tests

- 63 out of 69 pupils are sure to pass all three qualifications.
- only a very small number of pupils have uttered their doubts about passing the three qualifications.



3.1.1 Relation of data set 1: pupil survey

Possible question relations regarding data set 1 pupil survey will be discussed here. The N (=number of students) mentioned in the tables below represent the amount of pupils having answered the question forms.

Question 1 and 4

- 36 out of 69 pupils filled in that their general English skill is 'good'. These groups also score an average of 2,5 for question 4 meaning that this group doesn't have a problem with the use of the target language, in their opinion.
- 25 out of 69 pupils say that their general English skill is 'quite alright' and score a 'not that difficult' for question 4.
- 7 pupils feel their English skill is excellent but say that the level of difficulty lays between 'not that difficult' to 'no problem'.

General English Skills	Average difficulty with TL (4 point scale, from 0 to 3)	N
Very weak	-	0
Okay but could be better	1,0	1
Quite alright	2,1	25
Good	2,5	36
Excellent	2,4	7

Question 6 and 4

- 41 out of 69 pupils think that the usage of the target language outside of the classroom would improve their language skills and seem not to have that much difficulty with the language in general.
- the 28 pupils left say that they do not believe that their language skills would improve but also seem not to have that many problems with using the target language.

Expected improvement of English when talk TL outside classroom in new-building	Average difficulty with TL (4 point scale, from 0 to 3)	N
No	2,32	28
Yes	2,27	41

Question 6 and 1

- Most pupils, 41 out of 69, believe that their English skills will improve when used outside of the classroom.
- Both (yes and no) groups state that their English skills are a 2 'quite all right' to a 3 'good'.
- The group of 28 pupils voting 'NO' for usage of the target language outside of the classroom believe to have higher English skills than the 'YES' votes.

Expected improvement of English when using TL outside classroom in new-building	Average general English Skills (5 point scale, from 0 to 4)	N
No	2,82	28
Yes	2,63	41

Question 5 and 2

- 53 out of 69 pupils believe the teacher should not use the target language outside of the classroom.
- 16 out of 69 pupils believe that the teacher should use the target language outside of the classroom. This group believes that the usage of target language expected by the teacher lies between 95% and 99%.

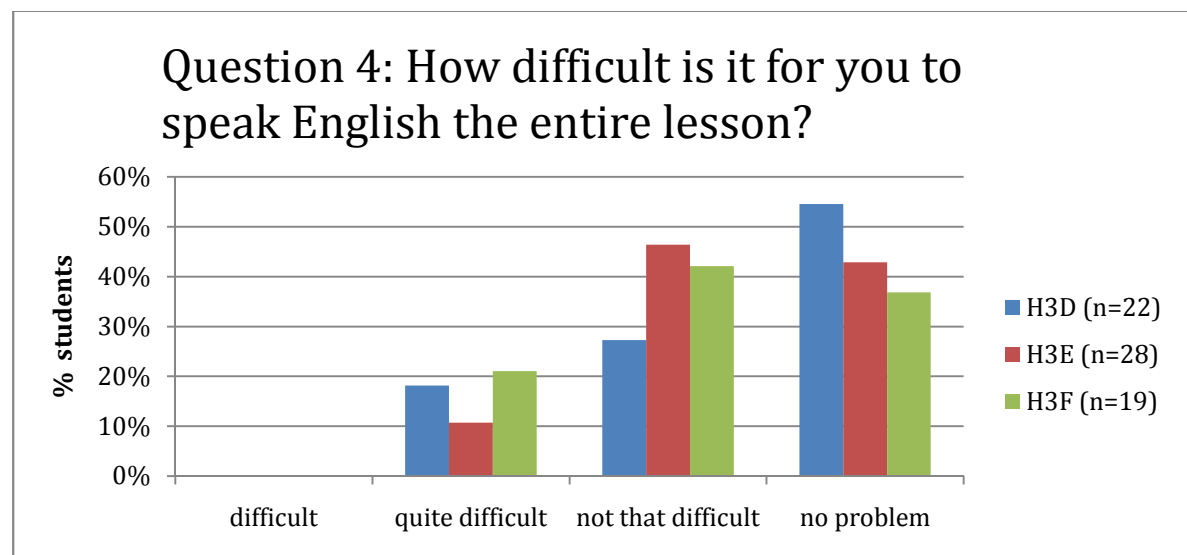
Teachers should speak English outside classroom	Average percentage of time expected to speak TL in class	N
No	90,23%	53
Yes	95,50%	16

3.1.2. Comparison between classes

These graphs describe whether there are any significant differences between the classes that participated in this research?

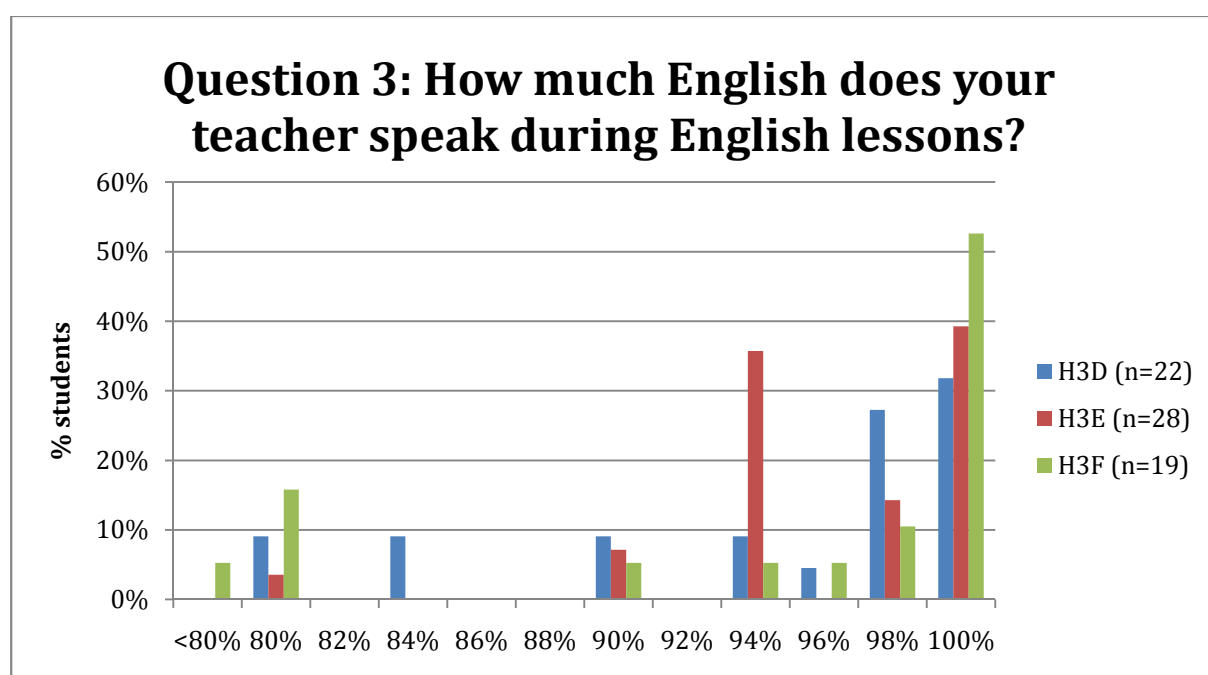
1. Difficulties TL: relative deviation (% of pupils per category)

This graph shows the three classes in which the survey question 4 was filled in. No class filled in 'difficult' and only a few pupils from H3E filled in 'quite difficult' (10%) which is the lowest amount for that category. What is prominent is that H3E scores the highest on 'not that difficult' (45%) and is more equally divided over the three categories than H3D that scores the highest on 'no problem' (54%) and the lowest on 'quite difficult' (19%).



2. Use of TL by teacher: relative deviation (% of pupils per category)

When separating the classes it can be seen that H3F finds that the teachers use the target language the most but also indicate that some use it less than 80% of the lesson whereas no other class rates the usage of target language by teachers that low. Only 3% of H3E mentions that some teachers might use the target language for only 80% of the time but score much higher between 90% and 100%. H3D is spread more equally over the entire line of percentages. Only 59% of H3D thinks that their teachers use the target language 98%-100% of the time. As can be seen in Appendix 3, no pupil mentioned the use of the target language being below 75%. 1 pupil points out that teachers use the target language for 75% of the time.

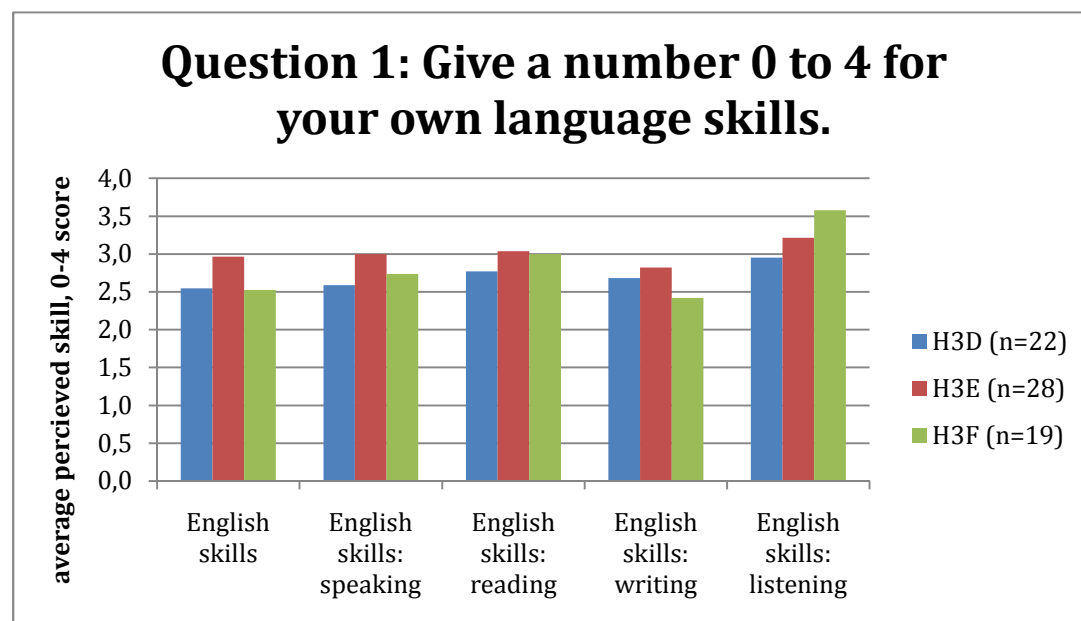


3. English skills: average score

The average language skill for all three classes lies between 2,5 and 3,0 meaning that all classes believe their average language skill to be 2 'quite alright' to 3 'good'. The highest score that can be found is filled in by H3F scores 3,6 on 'listening skill' but the lowest regarding the writing skill 2,4. H3D scores the lowest on all skills but especially the listening skill 2,9 (highest score 3,6) which shows either that this class has a better understanding of language skills or has a less confident in their own language abilities.

No pupil however believes his language skill to be 0 'very weak' and only a few answered 1 'okay but could be better'.

In general all three classes believe to have fairly good reading skills but not that great writing skills. Speaking scores more or less the same as the reading scores, which could be so because the pupils mostly use 'Reading' and 'Speaking' during lessons.



3.2 Results data set 2: teacher survey

Compared to pupils, the teachers do have quite the same ideas about the questions from their survey. All the questioned teachers believe that the amount of English used by the pupils is lower than the level of expectation. The same group also believes that only 40% or less of the pupils reach a B2 level by the end of their third year.

66% of the teachers think it is not realistic to expect the pupils to use the target language outside of the classroom for 100% but do believe it is realistic inside during the lesson.

The average mark teachers give the pupils for their use of the target language in class is a 6,5 (10 is the highest possible option). The average mark for the pupil's use of the target language outside of the classroom is put on a 3,6.

3.3 Results data set 3: observations

The observations regarding teachers and pupils were analysed and the table below shows the average percentages to each question.

Teacher:

Most prominent is that all observed teachers use the target language 100% for instruction and these five observed lessons show that the target language is used for 98% (average) of the time. 4 out of 5 teachers start and end their lessons in English and these 4 teachers stick to English when pupils have questions after class. An average of 6 times per lesson does a teacher need to correct a/the pupil(s) on their language usage.

	Totals yes	% Yes
1. As soon as the teacher comes into the class he/she speaks English	4	80%
2. The instruction during the lesson is being done in English	5	100%
3. The teacher expects the pupils to talk English the entire lesson	2	40%
4. The teacher has clear rules for pupils who neglect the target language	1	25%
5. When the lesson finishes the teacher keeps talking English	4	80%
6. When pupils have questions before or after class these are answered in English.	4	80%

Overall percentage of spoken English during the lesson: average = **98%**

Times the teacher has to correct the used language of pupils = **6 times per lesson**

Pupils:

60% of the pupils use the target language right from the beginning of the lesson and at the end of the lesson. When pupils ask the teacher a question during the lesson this happens by using the target language (100%). Pupils do not speak English amongst each other and only sporadically while working individually. An overall percentage of target language usage among pupils is 37%, which means that less than half of the pupils get to use the target language during the lesson once. 33% of which gets to use it more than once during that same lesson.

	Totals yes	% Yes
1. As soon as the pupils come in they speak English to the teacher.	3	60%
2. As soon as the pupils come in they speak English to their classmates	0	0%
3. During the lesson pupils ask the teacher a question in English	5	100%
4. During the lesson pupils talk English to each other.	0	0%
5. While the class is working individually the target language is used all the time.	0	0%
6. After class pupils with questions for the teacher do so in English	3	60%

Overall percentage the individual pupil has used the target language: average =
37%

Percentage/Number of pupils who used the target language more than once:
average = **33%**

3.4 Results data set 4: interviews

In general, 92% of the asked pupils say that speaking Dutch is easier than speaking the target language and therefore the amount of L1 usage scores higher than the use of the target language (L2). When asked what would be needed to help them overcome that problem they (9 out of 10) replied: 'by having to make use of English from the start in year one'. They individually agree that had they been forced to use the target language adequately from year 1 they would not have a problem with it now.

Teachers on the other hand do believe the usage of the target language in class is important and should be implemented a few months after having started year 1. Expecting them to speak English straight from the beginning of the year would not work as they do not have the ability to use the language but develop this over the first few months. After that most teachers believe that English should be the only language used in class. When pupils neglect the use of the target language they are spoken to by the teachers and in some cases teachers will call the parents. Other teachers prefer to give detention or extra homework and some even let the pupil prepare a song/rhyme to perform in class (in the target language).

When talking about the usage of target language outside of the classroom all teachers believe this not to work, as the pupils are not even using it properly in class let alone outside of the classroom 'who is going to make sure the pupils use it?'

Both pupils and teachers agree with each other that both parties should use the language fully yet both parties do not. The school does not have a rule for neglecting the target language and only a few teachers have created some sort of rule for their way of teaching. Yet pupils are the ones who need to remember each different approach.

The bilingual program lower school team leader pointed out that the not that strict appliance of the target language has been a result of changes in the bilingual department (teachers/management) that have taken place over the last couple of years. Another issue was the balance between the amount of pupils and experienced bilingual teachers.

The school wishes for every teacher to be qualified and capable to teach through and use the target language for a full 100% of the lesson time. A teacher's option to follow a course or study that prepares for teaching in a bilingual school is something to be considered. To make this happen the school wishes to come up with a clear rule regarding the use and negligence of the target language applicable for pupils and teachers alike.

Chapter 4. Discussion

The research has shown that several new questions materialized and new relations between data sets have been made. These new questions and relations will be discussed in the next few paragraphs.

4.1 Analysis of the sub-questions:

- 1) How is the theory on language acquisition implemented in the bilingual program?

Taking Krashen's hypothesis as an example for learning additional languages: Learning a language through content based subjects and vice versa can be visualised by looking at the progress pupils make in the four to five years they are educated in this way. The bilingual program uses an additional language to gain knowledge of content as well as language. Pupils start by absorbing the language spoken to them and teachers have the task to make this comprehensible for them. When absorbing starts to become easy, pupils become willing and open up to the possibility of producing this additional language themselves, by using small chunks of language. This process continuous and widens to a level where the use of the additional language happens freely and without it being too big a struggle. The time it takes for a pupil to go from absorbing to producing depends more or less on that individual. Looking at what Krashen explains in his five crucial elements of teaching a second language, we cannot literally see this process growing but we can measure the speed in which the language is acquired by comparing the pupil's present knowledge with his/her previous results.

In respond to the question a lot of theories and hypotheses exist on how to acquire languages best, one being better than the other. The implementation of language acquisition in a bilingual program exists of not one but multiple hypotheses and Krashen has a big influence regarding CLIL applied at the Stedelijk College.

- 2) Why is it that the target language is not integrated as much as it is supposed to be?

Two reasons for this problem could be identified:

1. Influence of a pupils L1
2. A "low" expectancy rate of the target language implementation by teachers

Data set 2: teacher survey shows: "All the questioned teachers believe that the amount of English used by the pupils is lower than the level of expectation". Also teachers pointed out that the amount of English used by the pupils could be graded as a 6,5 on a scale from 1 to 10.

It seems that pupils and teachers are aware of the fact that the target language needs to be used at all times, during a lesson. Yet, mostly, pupils neglect this fact. According to them this has to do with the influence of their L1 and the “low” expectancy rate of teachers regarding the use of the target language in the classroom (results of data set 1). Even though the results of data set 1 question 2 shows quite high percentages, for the expectancy rate from teachers regarding the use of target language, this still is not good enough when realising that, that amount should be a 100% in general.

3) What withholds pupils from using the target language adequately?

According to the pupils the negligence of the target language can exist due to the influence of their first language (L1). In addition the results of data set 1 question 3 shows that the teachers’ level of expectancy regarding the use of target language is not a full 100%, which it should be. Not expecting this percentage gives pupils the opportunity to start neglect it more and more.

4) How can the problem in questions 2 and 3 be resolved?

- School management needs to strengthen its rule on the implementation of the target language by having clear rules and regulations regarding the use of target language in the school.
- Teachers need to be made more aware of the benefits of the usage of the target language during their lessons and the teachers’ responsibilities of the expectations regarding the target language.
- Pupils would have to respond by using the target language as asked.

5) Who is responsible for not using the target language?

More than one party is responsible for not using the target language:

1. School management: data set 4 points out that the amount of changes regarding the bilingual department has resulted in the lack of strict appliance of the target language.
2. Teachers: Although responsible for the proper implementation of the target language some teachers are still not fully certified or qualified to teach through the target language.
3. Pupils: respond to what the teacher expects and says they should do. So when teachers are not being too strict on the use of target language then that is how they will respond.

Therefore they are in fact all separately responsible for the implementation of the target language to reach the level that it should have. The school management and the teachers need to consistently implement the rule that the target language is used as it should, 100% during 50% of all bilingual lessons. In graph 3.1.2 (Comparison between classes graph 2) we see that the consistent implementation clearly has not been the case so far, seeing the variable results in the graph.

- 6) Who is responsible for the implementation of the recommendations made at the end of this research?

At this point it is important that the school creates strict rules regarding the usage and negligence of the target language, which should be applied by all. The rule that English is used during all classes for 100% where needed and a rule that comes in action when rule 1 is not applied. Teachers on the other hand need to be able to be prepared for teaching in a bilingual department before actually starting to teach there. This research focuses on both parties as the both of them need to live up to the recommendation and will both benefit from it.

- 7) What do pupils feel about using the target language outside of the classroom?

It is known that when studying a language you have to make it your own so that it becomes natural to use it. Yet 41% of the pupils believe that using the target language outside of the classroom will not improve their personal language skills (reading, writing, speaking, listening). This is not uncommon but it does indicate that teachers should start to make pupils aware of this phenomenon.

- 8) Is a pupil's awareness of his/her own language skills realistic in regard to the usage of the target language?

Even though teachers point out that pupils' language skills by the end of year 3 are not developed enough to pass third year exams, the average language skill for all three classes, having filled in data set 1: pupil survey, lies between 2,5 and 3,0. This means that all classes believe their average language skill to be 2 'quite alright' to 3 'good'. Only a few pupils (3) say their language skill is not so good. According to teachers only 40% or less is capable of passing those tests. This could mean that pupils are 'slightly' optimistic about themselves.

Because pupils might be too positive towards their own capabilities regarding their English skills, teachers will have a tough job getting them motivated for using the target language adequately in order to acquire more language possibilities.

Chapter 5. Conclusion

5.1 Overall conclusion

The usage of target language is undeniably important for the success of bilingual education. After the inspection of the European Platform inspection of the level of education in the bilingual department of the Stedelijk College, it recommended that the school has to give more attention to the usage of the target language in classes. Because of this feedback the school wanted to understand why the amount of target language usage was not up to the level of expectation and so this research was made as a reflection on the present situation and a recommendation for the future. The main question of this research:

“Why is the target language not optimally applied in the bilingual department and how could this problem be overcome?”

Surveys amongst pupils and teachers had to shed light on the current situation of their target language usage. Lesson observations and interviews among pupils and teachers confirmed the surveys and added more depth to the results.

The final outcome of the research is that teachers as well as the school management, and finally also pupils, are responsible for the dropping rates of the application of the target language in bilingual classes over the last couple of years. Pupils feel that the influence of their first language (Dutch) and the teacher's individual expectation of the target language, are major factors for their negligence of the target language usage.

5.2 Recommendations

Recommendations specified for the bilingual vwo department of the Stedelijk College in Eindhoven are as follows:

- ✓ School management needs to strengthen its vision on the implementation of the target language by having:
 - Clear rules, that the target language is applied for 100% during bilingual lessons, and regulations regarding the use of target language in the school
 - Violations of these rules result in clearly stated consequence. Either this being a punishment or rewarding the student's attitude regarding the actual application of the target language for 100%.
- ✓ Teachers need to be prepared for teaching in a bilingual department before actually starting to teach there. This can be done through courses and/or studies, facilitated either internal or external.
- ✓ Teachers need to be made more aware of the benefits of the usage of the target language during their lessons
- ✓ The teacher needs to be made aware of the responsibilities he/she has regarding the target language.

- ✓ The usage of the target language by pupils should be monitored in order to measure the effect of the recommendations.
- ✓ The awareness regarding the implementation of CLIL in bilingual schools

In regard to other schools:

- ✓ They are made aware that the European Platform inspection puts a lot of emphasis on the actual implementation of the target language by teachers as well as pupils.
- ✓ They can now see how a target language should be applied in a bilingual program.
- ✓ This research functions as a recommendation to measure where their school stands in terms of implementation regarding target language usage by pupils and teachers of vwo.
- ✓ This research has been specifically made for the Stedelijk College in Eindhoven, The Netherlands. The recommendations stated earlier are therefore possibly not applicable to other schools.

In conclusion, a lot is still unclear and more research is needed. If the recommendations are implemented correctly the bilingual program could profit from it by pupils acquiring a higher level of English by the end of their sixth year. Therefore the pupils leave their secondary education well prepared for studies at either Universities or Dutch HBO schools where studying through the English language would no longer be a problem.

5.3 Further research

Several focus points remain unanswered such as:

1. The extent of the data sets to other classes (year 1 and 2 + havo).
2. The broadening of the research to other schools in The Netherlands and other countries.
3. The testing of the recommendations on its effectiveness.
4. Further research into the pupils' meta-cognitive awareness regarding their language acquisition process.
5. The investigation to methods in order to stimulate pupils' use of target language in and outside of the classroom.

5.4 Product and process

As a reflection on the product of the research and process the following points will be discussed.

5.4.1 Strong and weak points:

Strong points are:

- large sample result for data set 1
- combination of quantitative (data set 1 and 2) and qualitative (3 and 4) data sets: one verifies the other

Weak points:

- limited to only third year vwo pupils. I have not looked at the first and second years or the first at third years havo pupils. This could be a follow up research.
- the recommendations have not been tested at this point for their effectiveness.

5.4.2 Process

Working on this research has been fun and somewhat innovative and a new for me personally. I liked doing the surveys, observations and interviews as it made me feel useful. The large amount of pupil responses regarding data set 1 was great. Pupils were also quite interested in the research and its future implementation in the school.

Analysing the collected data was something I had never done before and therefore it was instructive. It worked out fine in the end but not without a struggle. Making the graphs and linking the questions together in order to draw a conclusion was not easy. If I had to do it a second time though, I think this would go be much easier.

For future references I think it would be wise to start the writing of the report sooner than I have done now. I got into trouble with my organisation when I found out about the amount of time I had left, before having to hand it in. An enormous amount of words had to be produced in a small amount of time.

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Appendix 1: survey third year pupil

1. On a scale of 0 – 4 decide what you think your English skills would be at this moment.

- 0. Very weak
- 1. Okay but could do better
- 2. Quite alright
- 3. Good
- 4. Excellent

I think my English-speaking skill rates a _____ at this moment

I think my English reading skill rates a _____ at this moment

I think my English writing skill rates a _____ at this moment

I think my English listening skill rates a _____ at this moment

2. On a scale of 0% to 100%. How much English are you expected to use **during English lessons?**

We have to talk English for ____%

3. On a scale of 0% to 100%. How much English does your teacher speak **during English lessons?**

My teacher talks English for ____%

4. On a scale of 0 – 3. How difficult is it for you to speak English the **entire** lesson?

- Difficult
- Quite difficult
- Not that difficult
- No problem

5. Do you think that teachers should speak English to pupils **outside of the classroom?**

Yes / No

6. Do you think it would help improve your English skills when:

You had to talk English all the time (to fellow bilingual pupils) for as long as you are present in the 'new-building'?

Yes / No

7. Do you think you use the target language (English) **enough** in order to:

- | | |
|--|--------|
| Pass your checkpoints exam | yes/no |
| Pass your Third year | yes/no |
| Survive in an English speaking country | yes/no |

Appendix 2 Data set 2 Teacher survey

Subject: _____

1. Rating from 0 – 10.

What grade would you give:

your pupils for the use of English they use **during** your lessons?

for the use of English the pupils use **outside** of your lessons?

2. The amount of English the pupil uses in class is:

Lower than the level of expectation*

Equal to the Level of expectation*

Higher than the level of expectation*

*Level of expectation being: that pupils use the target language for 100% in class!

3. Do you think it is realistic to expect:

a) Pupils to use English for 100% during class? Yes / No

b) Pupils to use English for 100% during and outside of class? Yes / No

Please only answer question 4 if you are a teachers having experiences with teaching third year bilingual pupils!

4. Do you think that:

80% of the vwo pupils, at the end of their third year, have reached a B2 level?

Yes / No

60% of the vwo pupils, at the end of their third year, have reached a B2 level?

Yes / No

40% of the vwo pupils, at the end of their third year, have reached a B2 level?

Yes / No

According to Common European Framework B2 level would mean pupils are able to:

- Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation.
- Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party.
- Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

Appendix 3 Data set 1 Results

	Class ¹	Q1 general (0- 4 ²)	Q1 speaking (0- 4 ²)	Q1 reading (0- 4 ²)	Q1 writing (0- 4 ²)	Q1 listening (0- 4 ²)	Q2 (%)	Q3 (%)	Q4 (0-3 ³)	Q5 (yes/no)	Q6 (yes/no)	Q7 checkpoints (yes/no)	Q7 third year (yes/no)	Q7 foreign country (yes/no)
1	1	2	3	3	2	3	60%	80%	3	No	No	Yes	Yes	Yes
2	1	3	3	4	3	4	90%	95%	2	No	No	Yes	Yes	Yes
3	1	3	3	3	4	4	100%	95%	2	No	No	Yes	Yes	Yes
4	1	3	3	3	3	3	85%	99%	3	No	Yes	Yes	Yes	Yes
5	1	2	3	3	2	2	100%	90%	1	No	Yes	Yes	Yes	Yes
6	1	4	4	4	4	4	99%	99%	3	Yes	Yes	Yes	Yes	Yes
7	1	3	2	3	3	3	40%	95%	2	No	Yes	Yes	Yes	Yes
8	1	3	2	4	3	4	100%	100%	2	No	No	Yes	Yes	Yes
9	1	3	2	3	4	3	100%	100%	3	No	Yes	Yes	Yes	Yes
10	1	3	3	3	2	3	100%	100%	3	No	No	Yes	Yes	Yes
11	1	4	4	4	4	4	100%	95%	2	Yes	Yes	Yes	Yes	Yes
12	1	2	3	1	2	2	100%	100%	3	No	Yes	Yes	Yes	Yes
13	1	4	4	3	3	4	95%	95%	2	Yes	Yes	Yes	Yes	Yes
14	1	3	3	3	3	3	100%	100%	3	Yes	No	Yes	Yes	Yes
15	1	3	2	4	3	3	90%	98%	2	No	No	Yes	Yes	Yes
16	1	4	4	4	3	4	100%	100%	3	No	No	Yes	Yes	Yes
17	1	3	4	2	3	2	30%	95%	2	No	Yes	Yes	Yes	Yes
18	1	2	1	3	2	3	85%	95%	1	Yes	Yes	Yes	Yes	Yes
19	1	3	3	3	3	3	100%	100%	2	No	No	Yes	Yes	Yes
20	1	3	4	3	2	4	20%	95%	1	No	No	Yes	Yes	Yes
21	1	3	3	3	3	3	100%	90%	3	No	No	Yes	Yes	Yes
22	1	4	4	4	3	4	90%	100%	3	Yes	Yes	Yes	Yes	Yes
23	1	2	2	2	2	3	95%	100%	2	Yes	Yes	Yes	Yes	Yes
24	1	3	3	3	3	3	99%	100%	2	No	Yes	Yes	No	Yes
25	1	2	3	2	1	3	100%	95%	2	Yes	Yes	Yes	Yes	Yes
26	1	3	3	3	3	4	100%	100%	3	Yes	Yes	Yes	Yes	Yes

	Class ¹	Q1 general (0- 4 ²)	Q1 speaking (0- 4 ²)	Q1 reading (0- 4 ²)	Q1 writing (0- 4 ²)	Q1 listening (0- 4 ²)	Q2 (%)	Q3 (%)	Q4 (0-3 ³)	Q5 (yes/no)	Q6 (yes/no)	Q7 checkpoints (yes/no)	Q7 third year (yes/no)	Q7 foreign country (yes/no)
27	1	3	3	2	3	2	100%	95%	2	Yes	Yes	Yes	Yes	Yes
28	1	3	3	3	3	3	98%	98%	3	No	No	Yes	Yes	Yes
29	0	3	3	3	3	4	100%	99%	3	Yes	Yes	Yes	Yes	Yes
30	0	2	1	2	2	1	50%	100%	2	No	No	Yes	Yes	Yes
31	0	2	1	2	3	1	90%	99%	3	No	Yes	Yes	Yes	Yes
32	0	3	4	4	3	3	100%	98%	2	No	Yes	Yes	Yes	Yes
33	0	3	3	3	4	3	75%	85%	3	No	No	Yes	Yes	Yes
34	0	3	3	3	3	4	98%	99%	2	No	Yes	Yes	Yes	Yes
35	0	2	1	1	2	3	100%	85%	3	Yes	No	Yes	Yes	Yes
36	0	2	3	2	1	3	99%	100%	3	No	No	Yes	Yes	Yes
37	0	2	2	2	2	3	90%	100%	3	No	No	Yes	Yes	Yes
38	0	4	3	4	4	3	100%	100%	1	No	No	Yes	Yes	Yes
39	0	3	3	3	3	4	80%	80%	3	No	Yes	Yes	Yes	Yes
40	0	2	3	3	2	3	90%	80%	2	No	No	Yes	Yes	Yes
41	0	2	1	2	3	3	100%	100%	1	No	Yes	Yes	Yes	Yes
42	0	3	3	4	3	2	100%	100%	3	No	No	Yes	Yes	Yes
43	0	3	3	4	3	4	95%	94%	3	No	Yes	Yes	Yes	Yes
44	0	3	4	3	3	4	95%	90%	2	No	Yes	Yes	Yes	Yes
45	0	2	1	3	2	3	100%	97%	1	No	Yes	Yes	Yes	Yes
46	0	2	2	3	2	3	60%	90%	2	No	Yes	No	Yes	No
47	0	2	2	1	2	1	100%	99%	1	No	No	Yes	Yes	Yes
48	0	3	3	2	4	3	98%	98%	3	No	Yes	Yes	Yes	Yes
49	0	3	4	4	3	4	100%	100%	3	No	No	Yes	Yes	Yes
50	0	2	4	3	2	3	100%	95%	3	No	Yes	Yes	Yes	Yes
51	2	2	3	1	2	4	100%	100%	2	No	No	Yes	Yes	Yes
52	2	3	3	4	3	3	100%	100%	3	No	Yes	Yes	Yes	Yes

	Class ¹	Q1 general (0- 4 ²)	Q1 speaking (0- 4 ²)	Q1 reading (0- 4 ²)	Q1 writing (0- 4 ²)	Q1 listening (0- 4 ²)	Q2 (%)	Q3 (%)	Q4 (0-3 ³)	Q5 (yes/no)	Q6 (yes/no)	Q7 checkpoints (yes/no)	Q7 third year (yes/no)	Q7 foreign country (yes/no)
53	2	2	2	3	3	3	100%	100%	1	No	Yes	Yes	Yes	Yes
54	2	1	1	1	1	2	100%	100%	1	No	Yes	Yes	Yes	Yes
55	2	3	3	3	3	3	100%	75%	3	No	No	Yes	Yes	Yes
56	2	2	3	3	2	4	98%	99%	2	Yes	Yes	Yes	Yes	Yes
57	2	2	4	2	2	4	100%	100%	3	Yes	Yes	Yes	No	Yes
58	2	2	2	2	2	4	96%	96%	2	Yes	Yes	Yes	Yes	Yes
59	2	2	2	3	2	4	80%	90%	1	No	Yes	No	Yes	Yes
60	2	2	3	3	2	4	100%	80%	3	No	Yes	Yes	Yes	Yes
61	2	3	3	4	2	4	80%	100%	2	No	Yes	Yes	Yes	Yes
62	2	3	4	4	3	4	100%	100%	3	No	Yes	Yes	Yes	Yes
63	2	2	2	3	3	3	100%	80%	2	No	Yes	Yes	Yes	Yes
64	2	3	2	2	3	4	90%	100%	2	No	No	Yes	Yes	Yes
65	2	3	2	3	2	3	70%	95%	2	Yes	Yes	Yes	Yes	Yes
66	2	3	3	4	2	4	100%	80%	1	No	Yes	Yes	Yes	Yes
67	2	3	3	4	3	4	100%	100%	2	No	No	Yes	Yes	Yes
68	2	4	4	4	3	4	100%	98%	3	No	No	Yes	Yes	Yes
69	2	3	3	4	3	3	100%	100%	3	No	No	Yes	Yes	Yes

¹ 0=H3D, 1=H3E, 2=H3F

² 0=very weak, 1=okay but could be better, 2=quite alright, 3=good, 4=excellent

³ 0=difficult, 1=quite difficult, 2=not that difficult, 3=no problem

Questions during lesson observation

1. As soon as the teacher comes in to the class he/she speaks English yes / no
2. The instruction during the lesson is being done in English yes / no
3. The teacher expects the pupils to talk English the entire lesson yes / no
4. The teacher has clear rules for pupils who neglect the target language yes / no
5. When the lesson finishes the teacher keeps talking English yes / no
6. When pupils have questions before or after class these are answered in English. yes / no

Times the teacher has to correct the used language of pupils =

.....

1. As soon as the pupils come in they speak English to the teacher. yes / no
2. As soon as the pupils come in they speak English to their classmates yes / no
3. During the lesson pupils ask question to the teacher in English yes / no
4. During the lesson pupils talk English to each other. yes / no
5. While the class is working individually the target language is used all the time. yes / no
6. After class pupils with questions for the teacher do so in English yes / no

Percentage/Number of pupils who used the target

language more than once =

3. Why do pupils sometimes not use the English language? What's the reason for this?
4. What would it take for a pupil to get them motivated enough so that they do speak English for 100% during lessons?

Appendix 5 Data set 3 Results

Observation number	1	2	3	4	5
1. As soon as the teacher comes in to the class he/she speaks English	Yes	Yes	Yes	Yes	No
2. The instruction during the lesson is being done in English	Yes	Yes	Yes	Yes	Yes
3. The teacher expects the pupils to talk English the entire lesson	Yes	-	No	Yes	No
4. The teacher has clear rules for pupils who neglect the target language	No	-	Yes	No	No
5. When the lesson finishes the teacher keeps talking English	Yes	Yes	Yes	Yes	No
6. When pupils have questions before or after class these are answered in English.	Yes	Yes	Yes	Yes	No
Overall percentage of spoken English during the lesson	100%	100%	100%	100%	90%
Times the teacher has to correct the used language of pupils	0	-	7	11	-
1. As soon as the pupils come in they speak English to the teacher.	Yes	No	Yes	Yes	No
2. As soon as the pupils come in they speak English to their classmates	No	No	No	No	No
3. During the lesson pupils ask question to the teacher in English	Yes	Yes	Yes	Yes	Yes
4. During the lesson pupils talk English to each other.	No	No	No	No	No
5. While the class is working individually the target language is used all the time.	No	No	No	No	No
6. After class pupils with questions for the teacher do so in English	Yes	No	Yes	Yes	No
Overall percentage the individual pupil has used the target language	60%	5%	20%	80%	20%
Percentage/Number of pupils who used the target language more than once	30%	10%	20%	70%	-
Class	H2E	H3D	H3E	H1A/C	H1K

Appendix 6 Data set 4 Interviews

Pupil

Date:

1. Why do pupils sometimes not use the English language? What is the reason for this?
 2. What would it take for a pupil to get them motivated enough so that they do speak English for 100% during lessons?
-

Teacher

Date:

Subject:

1. How important is the actual pupil's usage of English, in your opinion?
2. What happens when pupil ignore the usage of English consistently?
3. What could be the reason for the pupils not speaking English to each other?