

## Abstract

The present study aims to investigate students' English at a Swedish secondary school concerning their fluency. Hereby students who take part in SPRINT (*språk- och innehållsintegrerad inläring och undervisning*) will be compared with students who do not take part in this project.

The study focuses on oral fluency, which is measured in tone groups. It came out that students that take part in SPRINT programs have a higher amount of tone groups than students who do not take part in these programs. Therefore one can say they are more fluent in the language than other students

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## Bilingual Projects in Schools

How does the CLIL program influence the fluency of  
students?

A comparative study at the *Sannarpgymnasium* in Halmstad

Lisa Heuser

C-essay

Handledare: Christopher Allen

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## 1. Introduction

Today English is all over the world and affects us in our daily life. In non-English speaking countries English is the foreign language that is learnt first by children and also adults. Today's employers require more than just school English. The Education system tries therefore to find new strategies to make their students fit for the job market. One method, which is becoming more and more popular, is the method of CLIL (Content and language integrated learning). A subject that normally would be taught in the pupils' mother tongue is now taught in another language (here English). Throughout this method the input of English is much higher and reaches another level of proficiency.

In the following paper I will aim to investigate whether the English of pupils that take part in a CLIL-project can be compared with the English of pupils who do not take part in such a project. I will focus on the parameter of fluency.

The research questions can thus be defined as follows:

1. Do students that take part in CLIL have a better English?
2. Do CLIL students have the same fluency in English as non-CLIL students?

### *1.1 Theoretical background*

In the following sections one can read about the most important concepts of bilingual education. I will present 2 different programs and focus on the one that can be found in my research project.

Afterwards I am going to introduce the main aspects of fluency and their importance in language learning.

The theoretical background is necessary to understand the research and to show that the concepts that are used in practise have developed throughout different theoretical concepts.

## 1.2 CLIL/ SPRINT

*CLIL is an umbrella term that embraces any type of program where an additional language is used to teach non-linguistic content-matter to all the children in a school. It is always accompanied by explicit language instruction. Unlike other types of bilingual education, CLIL instruction does not take up a large amount of time in the curriculum, and it is often limited to one or two periods of instruction. (Garcia, 2008: 264)*

The abbreviation CLIL stands for Content and Language Integrated Learning or in French EMILE (*Enseignement d`une matière integree à une langue étrangere*). The term CLIL is used all over whole Europe since CLIL is a teaching form, which is promoted by the European Commission in Brussel. The first CLIL programs go back to the year 1843 but promotion by the EU started in 1990. It came up after the EU had decided that *all students should be fluent in their mother tongue + 2 languages in the future*. (Garcia, 2008:130). *CLIL protects the development of the first language, while exposing students to the second language* (Garcia, 2008:130). The advantage that students who take part in CLIL are aware of at least two languages makes this teaching form attractive. With reference to CLIL one has to be aware of the fact that a huge variety of definitions exist and the forms that are called for CLIL can therefore differ from each other and are hard to compare.

Since 2007 the commissioner Leonard Orban made the specific mandate to promote multilingualism in the EU. Because of the fact that there is no headquarter in the EU that takes care of language and education the Commission works informal with the language Policy Division of the Council of Europe. Part of the budget the Commission has is specifically for studies on language issues. Here some will go to studies of bilingual education, where CLIL is one part.

It can be said that CLIL is a teaching form that is suitable for a variety of ages. It starts in pre-school and goes up to adult education and vocational training. As

mentioned before CLIL is an acronym for Content and Language Integrated Learning and has at least 99 different designations for various types of bilingual education. In a many cases CLIL gets mixed up with the Canadian immersion concept, which is describes later in the paper. The difference between CLIL and immersion will be made clear. CLIL not only focuses on language but also on social-impact, therefore bringing about social and pedagogical changes. This is very important because CLIL is not a form of teaching that wants to make students bilingual or multilingual. CLIL focuses on education (Garcia, 2008: 211). This goal of CLIL can also be seen in the four 'C's' of CLIL, which have been developed by Coyle, 2002. He was looking for aspects and principles that can be found in CLIL programs and found the following four:

Content- the heart of CLIL is *successful content and subject learning and the acquisition of knowledge, skills, and understanding inherent to that discipline* (Garcia, 2008: 213).

Communication- the situation of language learning should be authentic and unrehearsed (Garcia, 2008: 213)

Cognition- *CLIL provides a setting for rich developing thinking skills in conjunction with BICS (basic interpersonal communication skills) and CALP (cognitive-academic language proficiency)* (Coyle, 2002 in Garcia, 2008: 213).

Culture/ citizenship- this element is fundamental for Coyle, because throughout new languages students are able to experience new cultures. They are *making citizenship a reality* (Coyle, 2002. In Garica, 2008: 213).

There is a much more that can be said about CLIL and how it works in its 99 different shapes, but this is not relevant for this paper and therefore I decided just to introduce the basics.

The following section describes CLIL in Sweden because the actual study takes place in this country. CLIL has the abbreviation SPRINT (språk- och innehållsintegrerad inläring och undervisning) in the Swedish Language. In

spring Nixon (1999) carried out a study of different CLIL-programs in Sweden including all types of school. The study was in collaboration with the *Swedish National Agency for Schools (skolverket)*. Its aim was to find out how many schools were using CLIL, and how successful these schools were and what different forms of CLIL they were using. Nixon started with an inventory of how many schools are already using CLIL and how many are planning to use it in the future. He also looked at what curricular subjects were involved with CLIL. That means in which subjects the teaching was in another language than Swedish. Another aspect he was looking at was the education of the teachers. Are all teachers subject- and language teachers or do they use their own knowledge of the language to teach? The last question Nixon was looking at was why schools were using the CLIL-method and in which way.

Of course are Nixon's results very individual and vary from school to school. But in general he found out that in 1999 4% of the primary schools and 20% of the secondary schools were using CLIL in one or the other way. The target language in these programs is English (75.5%) followed by German (8%) and French with (6%). The programs that are most affected by CLIL programs are the Social Science Program and the Natural Science Program. The majority of students that take part in these programs are students that have no migration background and have Swedish as their L1. Concerning teacher's education Nixon found out that around 42% at upper secondary level are qualified to teach the target language. *22% hold dual qualifications to teach the language in question and one or more school subjects* (Nixon, 1999:3).

I think it is not appropriate to go into more depth at this point, because the study of Nixon shows a lot of examples, which stand on their own and cannot be generalised. At the end of the paper there will be a comparison between my study and the one of Nixon. I will look at parallels and differences.



### *1.3 Immersion- a program within the bilingual education*

Within the bilingual education one can find different programs, which vary from each other in the way they focus on language. The Canadian-immersion program, which was mentioned before is often compared with the teaching method CLIL, but both methods have a different history and different goals they focus on.

The immersion program focuses on using a second or a foreign language as a medium of instructions. This is a method, which is not completely new but just has not had a name in the past. It has been the rule in formal education that a foreign language was medium of instructions (i.e. Latin, was and still is used in the field of religious education) (Johnson/Swain 1997:1). First since the 1960's the program is known as immersion and since then researches have been done.

The program is an outcome of an English-speaking parental initiative in Canada/Quebec. The official language is French but there are of course minorities that have English as their mother tongue. But even if the children have French at school it was not enough to survive in the economic world in Quebec. This world requires high proficiency of French and therefore the parents were concerned about their children's future. The parents prompted the problem to the local school board and asked to improve this situation. The parents themselves read about different bilingual programs and got in contact with the scholars of the McGill University. The result of this exchange was the immersion program as it is known today. It proposed that monolingual children should be instructed in French. The most important medium for instruction is the language through which the students will be taught. It was planned that of course the student's mother tongue would be excluded from this form of teaching (Johnson/Swain, 1997:2f).

The program spread until the 1970s and 80s over the whole Canada and the so-called "total immersion" (all subjects except the L1 are taught in the foreign language) was the most common form. One reason for the success of this

program were the good results the program has achieved from many different studies.

Core features of a prototypical immersion program

The following 8 features taken from Johnson and Swain (1997: 6ff) define what must be present to label the program as “immersion”.

The first and most important feature is the one, that the L2 is the medium of instruction. It distinguishes the immersion program from other bilingual programs. With this goes, that the program is based on the communicative approach. The second feature refers to the curriculum in the L2. The L2 should not hinder the fulfilment of the L1 curriculum even if the teaching methods have to be different than the way there are in L1. Feature three has the focus on the L1, which should not disappear in the school life. Students should still have classes in their mother tongue and it is also allowed to use the L1 as a medium besides the L2. The fourth feature formulates the aim of the immersion program, which is the additive bilingualism. That means that the students who take part in an immersion program have the same L1 proficiency like students who do not have studied throughout this program and additive have a high proficiency of the L2 the have studied throughout the program.

The last four features focus the environment of which the students are surrounded. The exposure to the L2 is largely confined to the classroom if one looks at prototypical immersion programs. The students enter the program with different levels of the L2. Therefore students, who want to take part in those programs, should be prepared with extra L2 lessons. The teachers on these programs are likely to have a bilingual teacher education or at least are have some knowledge of the L1 of their students and the L2, they are using as medium. That makes it easier for the students, because they can answer in their mother tongue if they do not feel confident. The last feature deals with the culture the students are surrounded by. In most of the cases the students live in their L1

culture and the L2 should therefore not be misused to teach a new culture to the students. They already have an intact culture they are living in.

These core features are just some orientation points to find out if a program can be called as immersion or not. It is as mentioned being prototypical and therefore we can find programs that include all and more of these features but one can also find programs that include only a few of these but are still immersion programs.

### 1.4 Fluency

During my literature review on fluency I recognized that it is not easy to define fluency and that it is a concept, which is difficult to measure quantitatively or qualitatively. In the following abstract I want to give an overview over different aspects of fluency and how linguists look at it.

Fluency is described as the “*ability to communicate with little hesitation. Fluency practise is intended to promote the use of language for real communication.*” (Davies/Pears, 2004:206). This definition includes the *real communication* aspect, which is very important in all definitions or descriptions concerning fluency. It is the most important aspect that differentiates fluency from accuracy.

Fillmore (1979) has an interesting perspective on fluency (in Brumfit, 1984 Communicative Methodology in Language Teaching). He discusses fluency with a reference to production and distinguishes between four different abilities. These abilities can be achieved by social communication and “*the maximal gifted wielder of language is somebody who has all of these abilities*” (Fillmore in Brumfit, 1984:54).

Abilities which Fillmore names:

1. ability to fill time with talk: the focus is here on the oral activity of the performer; he/ she should talk without significant pauses. The quality is not as important as the quantity.
2. ability to talk in coherent utterances: the focus is again on the oral activity, but not on quality only. The speaker also has to be aware of the coherence in his output. He should use logical and semantically transparent sentences.
3. ability to have appropriate things to say: Fillmore sets the focus again on oral output and thinks of the listener who should not be bored while the speaker is performing.
4. ability to be creative and imaginative: This is the only ability which does not only focus on speech. Creativity can also be performed while writing

something. Fillmore thinks of things like metaphor, varies of styles, punning, joking...

As already mentioned the abilities identified by Fillmore are more based on social communication than on linguistic skills. This shows that Fillmore connects the language and knowledge and does not see these two parts separated from each other.

An alternative view is that of Smith (1981) who says that language learning has four different stages, which built up on each other. First there is the presentation of new material for the learner, secondly the stage of explanation of the new material follows. The third stage is that the learner is asked to repeat the new material and the last stage is the transfer to other contexts by the learner (Smith, in Brumfit, 1984:55). Smith's argumentation does not only concern fluency but he states that a fluency-activity should be build up in these four stages. Of course is it also possible to build up accuracy-activities in accordance with this scheme.

At the end of his chapter Brumfit (Brumfit, 1984:56) identifies 5 important differences between traditional classroom activities and the natural language use.

1. In natural language use the speaker should be able to produce language and the reader/ listener should have understood the content
2. In natural language use the speaker/ writer should determined the context.
3. A spontaneous changing should be possible in natural language use.
4. The natural language use should show when a phrase ends, this can be shown by intonation and right pronunciation.
5. In natural language use the students should see their teacher more than a communicator then as a person that corrects their mistakes.

Brumfit points out these differences, because he states, that "*fluency, then, is to be regarded as natural language use, whether or not its results in native-speaker-like language comprehension or production*" (Brumfit, 1984:56).

There is a much more that can be said about fluency. Especially because almost every linguist has her/his own definition of what is meant by fluency. In my research study I decided to measure student's fluency on the basis of intonation. The methodology behind this measurement of student fluency will be described in the next chapter.

### 1.5 Intonation

As intonation one can describe the pitch of the voice, which can be falling or rising. According to Johansson "*Intonation is the most important and elusive aspect of pronunciation*" (Rönnerdahl, Johansson, 2005:112). To use the wrong intonation can have a huge effect, especially if one looks at tone-languages. Tone-language are languages "*where words alone can be distinguished by pitch*" (Rönnerdahl, Johansson, 2005:112). Swedish, Norwegian or Chinese are examples for tone-languages. Because English is not a tone-language Swedes have difficulties with the intonation in English. The English language is based on tone-groups; other names that can be found are tone-units, intonation groups or sense groups. I will stick to the word tone groups, because it appeared most often in the literature I used. A tone group consists in the average of 4-5 words in spontaneous speech. This is about a length of 2 seconds. One can find a simple physical reason, which makes us divide language into tone groups. The length is limited because tone groups are said in a single breath. Intonation markings specify which words are more prominent and they also indicate tone group boundaries. These boundaries can be identified by the pitch change in the nucleus. The nucleus that carries the nuclear tone is the most stressed syllable and in most cases the last syllable.

Intonational phonology is a wide and difficult topic, because it is hard to observe and researchers argue about different definitions. Robert Ladd (1996: Intonational phonology) comes up with his own definition but also discusses different views of other researches. Ladd's definition is very interesting because he includes more than just one aspect in his description of the term intonation. To show what is meant by a tone group I will give some examples taken from Rönnerdahl and Johansson (2005:113) of tone groups:

| When she came,| it was too late. |

| I don't like him,| actually. |

| You know,| she's very young. |

*“Intonation refers to the use of suprasegmental phonetic features to convey postlexical or sentence-level pragmatic meanings in a linguistically structured way. (Ladd, 1996:6). His key-points are supra-segmental features, sentence-level or linguistically structured. I will give a short description of each key point before I will go on with the IPO-theory.*

Supra-segmental phonetic features are features of fundamental frequency, intensity and duration, but even if this sounds like a clear definition so are there some researches that come up with another definition. One example is Lehiste (1970), who defines the supra-segmental features as features of pitch, stress and quantity. The question one has to ask now is if there is a relation between these two definitions. There can be made a relation if we go into more depth in this definition. One can say that there are three different properties; physical properties, psychophysical properties and phonetic properties. These properties can be connected to the definitions of Ladd and Lehiste. This because intensity, which is one fundamental feature in Ladd’s definition, is a physical property. Loudness is a property of psychophysicals<sup>1</sup> and stress belongs to the phonetic property. That is the way where one can see the parallels between these definitions.

Sentence-level or post-lexical features: This part of intonation is meant to *“convey meanings that apply to phrases or utterances as a whole”* (Ladd, 1996:7). Therefore it excludes features such as stress, accent and tone-features. In accordance with this definition intonational features are never involved in

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<sup>1</sup> The branch of psychology that deals with the relationships between physical stimuli and sensory response.

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signalling the pitch distinction, but of course do they interact with other intonational features.

From the perspective of linguistic structure, Ladd's definition emphasizes that "*intonational features are organised in terms of categorically distinct entities and relations*" (Ladd, 1996:8). Even if this part of definition excludes the paralinguistic features (physical parameters) there is still a relation between paralinguistic features and intonational features.

Since the mid 1960's the IPO-theory has developed from an original model of intonation of the Dutch language to a general theory of intonational structure for a lot more languages. "*The IPO tradition is in many ways the first to make a serious attempt to combine an abstract phonological level of description with a detailed account of this phonetic realisation of the phonological level*" (Ladd, 1996:14).

The different components Ladd discusses in his book are the phonological structure in the IPO, the phonetic realisation and the key theoretical assumptions of the IPO.

## 2. Methodology

The following chapter deals with the assumptions, the material and the methodology I used during my studies.

I describe briefly the students and their programs they are studying. Then I am focusing on the methodology I used while observing the student's language in the classroom.

### 2.1 *The students in the present-day study*

The study was carried out at a secondary school in Halmstad, in southwestern Sweden. It is based on foreign language learning and therefore I thought it is appropriated to go out in schools and observe how foreign language learning works.

Because I am focusing on the immersion model of language learning I had to find a school, which is using this model. I found an upper-secondary school (*gymnasium*) in Halmstad.

The school offers 7 different programs, which can be chosen by the 1200 students that attend *Sannarpgymnasium*. Depending on which program the students have chosen it can lead to a profession or to higher education that will say, that the students are allowed to start university or college.

It is hard to say how high the percentage of pupils is, that do not have Swedish as a mother tongue. The only way it can be measured is to look at all the students that attend the subject "mother tongue" (*modersmål*). This subject has to be offered by all Swedish schools for pupils that do not have Swedish as their L1 but want to study their mother tongue. By this way of calculating the percentage of pupils with other than Swedish is about 11% at Sannarpgymnasium. The estimated number of unknown cases is of course much higher, because not all students attend mother tongue courses. Besides this, Sannarpgymnasium has 3 preparation classes for foreign students, which come to Sweden and want to attend the upper-secondary-school.

I will specify the problem of mother tongue while describing the classes I was observing, because I in my opinion it is important to be aware of the pupils' mother tongue if it comes to research or teaching L2. It is important to define mother tongue because there is more than just one definition that exists. After reading about different definitions in *Teaching the Mother Tongue in a Multilingual Europe*, 2005 my conclusion is that I define mother tongue as the L1,

which counts as a child's first language in life. This also includes that a child can have two mother tongues if it learns two languages at the same time.

## 2.2 The IB students

In the following I am going to describe what is meant by an IB-student. I am also going to talk about the main differences between the IB-program and the other programs, but I will not go into depth because it is not my purpose to analyse the different programs offered in the Swedish upper-secondary school. I will then describe the IB class 10 in more depth, because this is the class I was observing.

The IB students at Sannarpsgymnasium are studying the International Baccalaureate Diploma Program. The diploma is accepted in most of the countries around the world and gives the students the opportunity to begin their university career wherever they want to. The program includes 5 different subject groups where the students have to choose at least one subject of each group. The 5 groups are language, individuals and societies, natural science, mathematics and computer science and arts. Included in the syllabus is also the extended essay, the course in theory of knowledge and the field of creativity, action and service. Besides that, the whole program is taught in English, except the subject Swedish. Here one can see that the program uses the immersion methodology in the English lesson, because the L2 is the medium of instruction. The other core features of the immersion program can also be found in the IB-class at Sannarp if one looks at the English lessons. In the other lessons, which are taught in English the CLIL method is used. I was only able to attend the English lesson and therefore all the following information are from these observations.

*“The aim of all IB programmes is to develop international minded people who, recognizing their common humanity and shared guardianship of the planet help to create a better, more peaceful world”<sup>2</sup>.* It is very interesting to read about the IB program and I think it is fascinating that this program works around the world. But because there is no more information needed for my study I will keep it by this general information.

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<sup>2</sup> What can I be? International Baccalaureate Organization, 2007:18

The class IB10, which I was observing under a period of four weeks at least 90 minutes per week, exists of 12 girls and 8 boys in the age between 15 and 16. The students are attending the upper-secondary school in the second year. All students speak fluent Swedish even if it is not always their mother tongue. In general one can say that the students are very motivated and like to go to school, the atmosphere in the classroom is very relaxed and the students speak only English as soon as they enter the classroom.

A big advantage for the students is that the English teacher is a native speaker from Canada. She is also the mentor in this class. The relationship between teacher and students is relaxed and the students like their teacher, which can be seen by the way they have fun in class.

Under my observation time the class was working with the book "The colour purple" by Alice Walker. The students had to read the book at home and each student did an oral presentation on a specific chapter. Hereby the students were sitting in a circle and the student who was presenting had the whole attention of the class. Most of the students were prepared for their oral presentation but even the two boys, which were not prepared, did the presentation and managed it very well. The classroom situation is structured and that means that only one student speaks at a time and the others are listening. The students guide the discussions and the teacher has more the function of a controller, who only comes in if she is needed.

Another aspect I want to mention is that the students come prepared to class, which meant that they had all their material with them and normally do not come late. All in all one can say that the students are much disciplined and take the lessons seriously.

### 2.3 The SPL-students

The abbreviation SPL stands for the Swedish expression “*Samhällsprogrammet med inriktning ledarskap*”. That can be translated as social studies with the focus on leadership. The students learn about different kinds of how to lead a group and how groups work together, further the program aims to give a wide perspective into the Swedish and the international society.

At the end of the program the students have the possibility to attend a Swedish university or college. In difference to the IB-program the SPL-program is not taught in English but the students have to attend English as a subject 180 minutes per week.

During my fourweeks observation I had the chance to observe the class SPL10 at the Sannarpgymnasium. The class consists of 26 students in the age of 15-18 where of 10 students are boys and 16 are girls. 6 students do not count Swedish as their first language. The English teacher is the same as the IB-class and the relation between students and teacher is very kind.

Compared to the IB-students the SPL-students switch more often into their mother tongue. One can also get the impression that the SPL-students do not take school as seriously as the IB-students because they come unprepared to class or too late. During my observation time the students were studying for the National Test in English and it seemed to me, that they were not as ambitious as one would expect it. This phenomenon could also be seen as the students were preparing for the listening test. It was hard for them to be quiet a certain time and to concentrate on what was said.

Besides this I was able to observe the oral national test in English. The students come in pairs and after they get their task they have 15 minutes to prepare themselves and discuss the given questions. After that they have their test, which is a form of discussion in front of the teacher. The students are supposed to

present their task to each other and to discuss it with each other. The teacher is just there to help out if the students cannot get on in the discussion.

Surprisingly the students were well prepared for the tests and spoke much more English as they did in the classroom. One could see that they are able to speak very good English if they have to. However one has to keep in mind that an exam situation is always different than the English lessons.



### 3. Results

In the following section I will present the results I got during my observation at *Sannarpgymnasium* in Halmstad.

I will first describe in what way I observed the IB and the SPL-class and what difficulties occurred.

After that I am going to describe my observation method in general and then I go into more depth by presenting the results of each group.

### 3.1 *The observation method*

Because it is very hard to measure fluency I decided as already mentioned to count tone groups. As one could read in the theoretical background a tone group consists in the average of 4-5 words in spontaneous speech, this is about a length of 2 seconds. The length is limited because tone groups are said in a single breath.

Before I started my observation I decided to count the breathtaking of the students by listening what they are saying in the English language. It is very important just to count the English utterances to obtain as clear a result as possible. I was very lucky because most of my observation time the students were doing oral presentation or they had their oral national test in English. Thus there was only one student speaking at the time, which made the observation much easier.

I was stopping the time the student would speak and parallel I was counting the breathtaking. I set myself a maximal time of 60 seconds, after that I was beginning new, even if most of the students spoke longer than 60 seconds. The result I got was the number of breathpauses in xx seconds. The number of breathtakings can be seen as the number of tone groups and the final result would be the number of tone groups in xx seconds.

The following examples help to understand the way of counting. The example is taken from the oral national test that the SPL-students had while I was observing them. The task was to discuss the importance of *facebook*, *myspace* and other Internet pages where people can promote themselves.

*It's like myspace – äh- like facebook – äh- you can see your friends- äh, yea-you can see how they feel – äh and what they do...*

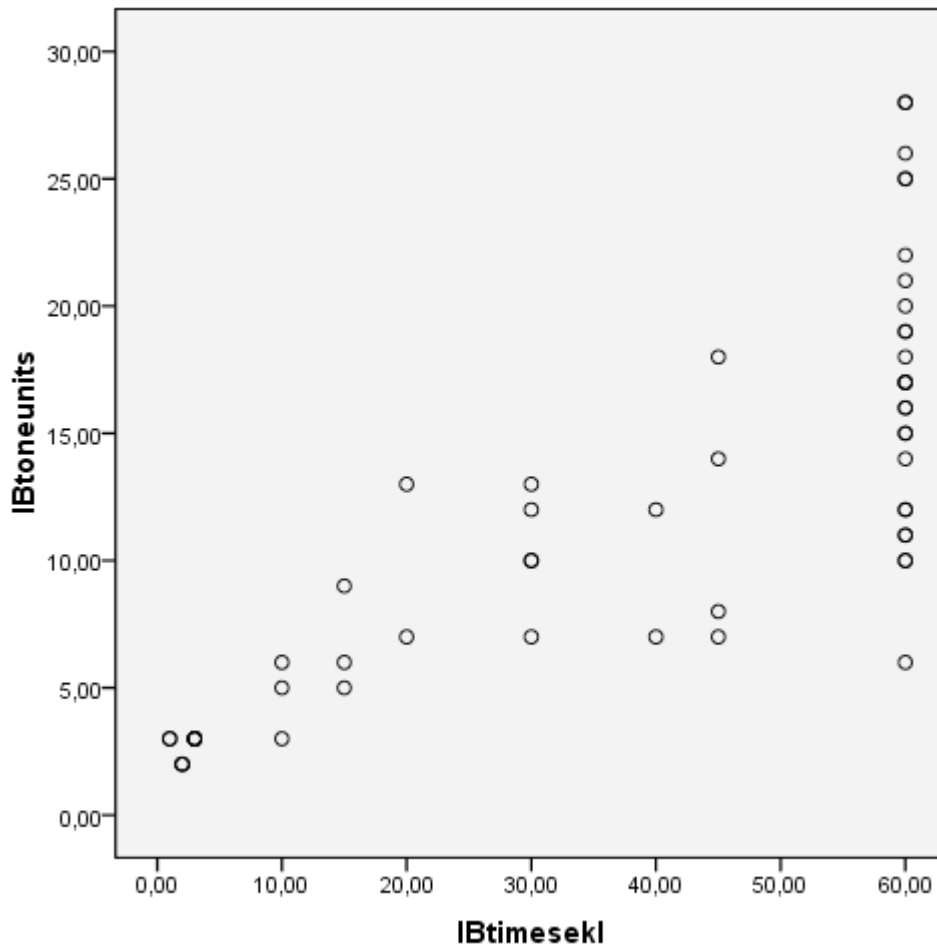
Here the amount of tone groups is 5. It was easy to count the tone groups in this example because there was a lot of hesitation and a lot of pauses. Therefore the pitches changed very often. Other examples show, that the pitch does not change very often because the hesitation is not so high like in this example. This

makes it hard in some cases. Sometimes it seems that students who do not hesitate so much, are less fluent because they have less tone groups. I tried to solve this problem by just counting the English utterances and not the hesitations. In the result one has to be aware of the fact that the difference between the two programs is actually bigger because in the SPL-class had much more hesitations as the IB-class.

The method includes of course more problems and to obtain a perfect result one has to expand the observation and may record the students while they are speaking. There are many more aspects that also influence the results and that I did not include in my studies. I will come back to this point at the end of the paper.

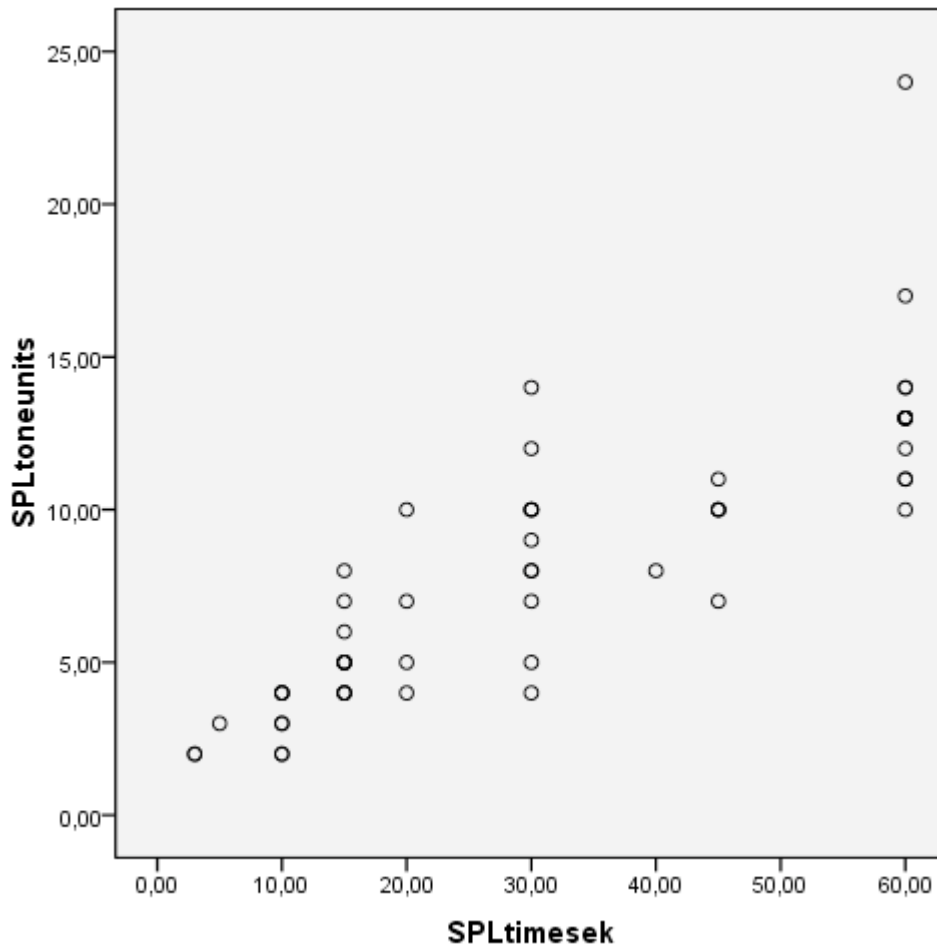
### 3.2 The IB-students

The following table shows the results of the IB class in my studies. One can see the time and the respective tone groups. As one can see in the table most of the students talked for 60 seconds and the tone groups they produce in this time varies from 7 till 28. But the most tone groups are between 15 and 25. One can see that the parts in the middle are spread out and differ from each other. One cannot see a linear graph, but one can see that there is coherence between the length of the seconds and the tone groups. The higher the amount of seconds is, the higher is also the amount of tone groups, which I had expected. If a student talks longer, the amount of utterance increases automatically. Just in the case of hesitation the amount of utterances stays low.



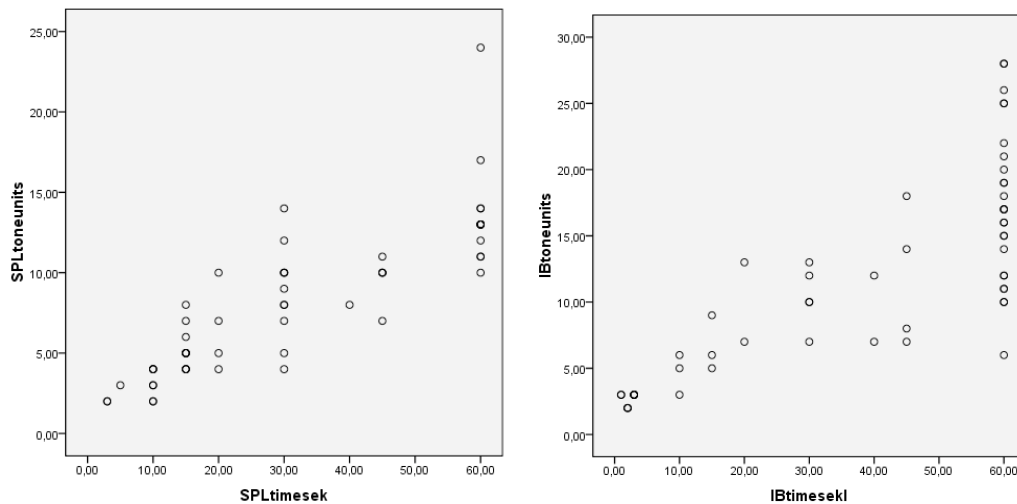
### 3.4 The SPL-students

The following table shows the results of the SPL-class in my studies. The measurements on the horizontal and vertical axes are the same as in the previous table. The time on the horizontal and the tone groups on the vertical axes. If one looks at this table one can see that the majority of the students talk for less than 30 seconds and therefore the amount of tone groups is not so high. It goes till 15 tone groups while taking during 30 seconds. However there is also a minority that speaks longer than 30 seconds and reaches 25 tone groups while speaking 60 seconds. As in the table before one cannot see a linear graph, but the tendency that the longer the students speak the higher is the amount of tone groups they reach.



## 4. Discussions

I will now analyze the different results that occur between the two groups and I will present hypothesis about the reasons for these differences.



While looking at the two tables one can already see from the beginning that there are differences. In the first table that represents the SPL-students the amount of tone groups at the time of 30 seconds is much higher than the amount of tone groups that one can see at the second table of the IB-students. The reason for this is that the SPL-students mostly talk 30 seconds only. Their sentence structure is not as complex as the sentence structure of the IB-students. Of course are they also students that reach talk more then 60 seconds and reach also a higher amount of tone groups as one can see in the diagram.

While looking at the second diagram one can see that the IB students talk longer than the SPL-students because the diagram shows more tone groups by the time of 60 seconds. If one imagines that the table can be divided in two parts, the first part would be from 0-30 and the second part from 30-60, one can say that the SPL-students are represented in the first part and the IB-students in the second

part. The diagram shows of course the whole class and therefore one can only state this result about the two parts in general.

Explanations for the differences in the two diagrams can only be on the basis of hypotheses, because I had not the time to do research in this field.

The first reason why it comes to such great differences between the two programs is that the groups of students have different backgrounds. The IB-students are in general more ambitious and focus more on their education. That is one reason why they choose to study IB. Many of these students have an academic background in their family and education is an important part of their life. Another reason, which of course is really important, is the fact that the IB-students have all their subjects in English and has therefore more input of the English language. Additionally one has to keep in mind, that the IB-class has fewer students than the SPL-class plus that in the IB-class there is only one student that has another mother tongue than Swedish. Other explanations for the results can be earlier experiences with the subject and maybe the teacher the students had in their former school. As I already mentioned was it not possible to take all this factors into my studies, but one has to keep in mind all these different factors that influence the students besides the school.

In the final step I will now look at Nixon's (1999) study and see if there are parallels between my results and his research. As I already mentioned, Nixon did a study on CLIL and his focus lay on the motives to use CLIL a school in Sweden has and what kind of teacher and students take part in CLIL projects. Even if his study is much more complex than my and covers whole Sweden there can be found parallels in the results. He found out that most the school offering SPRINT have the curriculum of the IB program, which is an international curriculum and requires that all subjects are taught in English. Also at *Sannarpgymnasium* the SPRINT-program is imbedded in the IB-program. The school uses the international curriculum instead of the national Swedish curriculum. Another parallel can be seen in the student and teacher profile. Most of the students that attend CLIL program have Swedish as their mother tongue. I could also see this

in my study, because in the IB-class there was one boy that did not have Swedish as his L1, but at the SPL-class there were 6 students that did not count Swedish as their L1. The teacher profile also shows parallels. Nixon found out that most of the teachers that teach in a CLIL program are native speakers and this can also be stated for classes at *Sannarpgymnasium*. The teacher was a native Canadian and taught both groups no matter if the students were taking part in the CLIL-program or not. Another important detail Nixon mentions is the fact that most of the CLIL-programs hold on over a certain time. In most cases a program goes over 3 years, this can also be said for the IB-program at *Sannarpgymnasium*. Surely most of the programs in Sweden range over a certain time, but this is not in all countries like this. It is just a coincidence that the programs at Swedish gymnasiums hold on over three years. The IB-students start off with a preparation year and then go into the Diploma phase, which last 2 years. In this time they have to fulfil the IB-curriculum, which I described earlier in my essay.

Nixon's study does not focus on the question if students that take part in CLIL-program have better English than students who do not take part in those programs. Therefore it is not possible to make parallels on this question.



## 5. Conclusion

As final words I want to say, that the study has proved my expectations I had before. Students that take part in CLIL have a higher amount of fluency than students that do not take part in a multilingual project. Of course one has to keep in mind all the factors, which I was not able to take care of because of insufficient time.

If one wants to do this study again, it might be useful to pick two different schools and to record the students so that one can count the tone groups more precisely than I did. It would be interesting to see if one comes to the same results as I did. Another aspect that would be interesting would be the aspect of accuracy. Do students that take part in CLIL programs have the same accuracy as the ones who do not take part in these programs? I did not have the chance to make this observation at the Sannarpgymnasium.

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