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Tracking The Implementation Of A Content And Language Integrated Learning Program: An Intrinsic Case Study

Bert Onno De Buck

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TRACKING THE IMPLEMENTATION OF A CONTENT AND LANGUAGE INTEGRATED LEARNING PROGRAM: AN INTRINSIC CASE STUDY

by

BERT ONNO DE BUCK

Under the Direction of John Murphy, PhD

ABSTRACT

English language education in Brazilian private school systems is undergoing changes. Several school systems have opted for the implementation of an American high school curriculum using a Content-based Instruction (CBI) or Content and Language Integrated Learning (CLIL) curricular framework within which students apply their language skills to learning subject specific academic content. High School International (HSI) is one of the providers of a CLIL curriculum. In this descriptive case study of the implementation of the HSI CLIL curriculum in a private boarding school in the Southeast of Brazil respective stakeholders were interviewed and their experiences have been described and analyzed. Certain critical aspects have been identified. Involvement of the school principal and administration is one of the key ingredients of a successful implementation. Planning the implementation months in advance, such as preparing the curriculum, course outlines, and schedules, training of teachers, staff, and academic coordinator, definitely eases the whole process.

INDEX WORDS: Content-based instruction, CBI, CLIL, CLIL Implementation
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by

BERT ONNO DE BUCK

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Georgia State University

2017
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by

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Committee: Gayle Nelson
           Ericson Friginal

Electronic Version Approved:

Office of Graduate Studies
College of Arts and Sciences
Georgia State University
August 2017
DEDICATION

Dedicated to my amazing wife, Lena, without whose encouragement and support
I would be unable to bring this to a completion.

In memory of my mom and dad who taught me to strive for the best.
ACKNOWLEDGEMENTS

I thank God for giving me life and sustaining me with His love, with whom “all things are possible.” I thank Dr. John Murphy, who during our first phone contact encouraged me to apply for an assistantship, which opened the door for me to start the program. I also thank Dr. Gayle Nelson and Dr. Ericson Friginal for having accepted to be on the committee and for their suggestions for improvement of the study. I thank Dr. Milton Torres for encouraging me to write my thesis. I thank the interviewees for their frankness and insight they shared with me, which made this study possible. I thank Dr. Ana Shäffer for reading the manuscript in the process of peer debriefing, and for her encouraging comments. And last, but definitely not least, I thank my wife for believing in me.
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1 INTRODUCTION

1.1 English Language Proficiency

According to the EF English First English Proficiency Index (EF EPI), classifying 72 countries from four regions worldwide, Europe, Asia, Latin America, the Middle East, and North Africa, based on test results of 950,000 participants, Brazil ranks number 40, placing it among the countries in the low English proficiency range (EF EPI, 2017). According to the survey by Catho, an online job-search company, only 24% of top executives and 58% of employees in managerial positions in national and multinational companies in Brazil were fluent in English (Equipe Pesquisa Salarial da Catho Online, 2006). This language gap negatively impacts hiring and promotion opportunities and also the amount of the monthly paycheck (Rodrigues, 2016). In their 2015 survey, Catho found that managers fluent in English earn 59.74% more than their colleagues who do not speak English at all (Equipe Pesquisa Salarial da Catho Online, 2015). Recruiting consultants affirm that the weakest point of Brazilians is their lack of English proficiency. Therefore, in order to land a good job with promising career opportunities, it is essential to be proficient in the English language (Redação, 2014).

A more recent Catho survey shows that only 3% of the Brazilian population speaks English fluently (Rodrigues, 2016). The reason for this is both cultural and educational, as most Brazilian do not see the study of a second language as a priority, and the Brazilian school systems, especially the public school system, offer only a very limited command of the English language (Redação, 2014). This lack of English language proficiency among high school and university graduates is largely due to language teachers, who, ill-prepared, are themselves victims of poor foreign language instruction in middle and high school. Many teachers are not
orally proficient in the spoken language, as the only criteria for being hired as foreign language (FL) teachers is that they hold a degree in Languages (*Letras*). They are not tested on their language skills and consequently they do not feel comfortable teaching the spoken language. In classrooms, they mainly focus on teaching grammar and vocabulary (Fragozo & Monawar, 2012). Another reason for high school graduates’ lack of English oral proficiency is due to class heterogeneity, class sizes (30-50 students), low motivation, and discipline issues. As a result, teachers have little opportunity to offer students oral skill practice (Fragozo & Monawar, 2012). Furthermore, Brazilian English as a foreign language (EFL) teachers usually deliver their classes in Portuguese, so the students have very limited exposure to spoken English in class, which for many students in public schools is often the only possible contact they could have with the target language (Teixeira de Almeida, 2012). Hence, the majority of high school graduates can barely conjugate the verb ‘to be’, let alone respond to simple questions or hold a conversation.

With the intention of helping to resolve this unfortunate situation and adapt to international trends in FL education, private general-education school systems are implementing content-based instruction (CBI) as it is primarily called in North America, or content and language integrated learning (CLIL), a term more commonly used throughout Europe, Asia, and South America.

### 1.2 Problem Statement

A considerable amount of research has shown student success in learning content in conjunction with the improvement of English language skills through CLIL approaches to teaching (Kennedy, 2006; Stoller, 2004; Dalton-Puffer, 2011; Grabe & Stoller, 1997; Lasagabaster, 2014; Rodger, 2006). Other studies have focused on the importance of teacher
training, e.g., language teachers receiving content-knowledge training both in the English language and in the subject-related academic content (Channa & Soomro, 2015; Dueñas, 2003; Lasagabaster, 2014; Schleppegrell, 2004; Stoller, 2004; Trube, 2012). Yet other studies have evidenced the importance of school-wide acceptance of the program and the necessary support from administrators, principals, and superintendents. Policies and professional development opportunities have to be in place in order to facilitate the implementation process (Trube, 2012).

However, minimal research attention has been directed toward the implementation process of CLIL as a whole and the possible hurdles school administrators, teachers, and students may have to overcome. Implementing CLIL demands a radical change in the way teachers teach academic content. Language teachers need to learn the conventions and teaching approach of the subject content to be taught. Research has shown that it is difficult to change teaching beliefs and practices of in-service teachers, as they need to be willing to adapt and modify their established teaching styles and persevere during the implementation and adaptation period (Bolitho, Carter, Hughes, Ivanic, Masuhara & Tomlinson, 2003). Students need to learn to become self-directed, intrinsically motivated students, willing to take up the new challenges (Dickenson, 1995; Wenden, 1998). This is especially true in the case of a CLIL program. They need to realize that the high demand for academic English proficiency requires extra time and effort on their side. Finally, policies need to be in place to make sure teachers and students alike feel supported in this new endeavor to make the CLIL implementation a success (Trube, 2012).

1.3 Personal Interest

In 1989 I started teaching English at a language school, which was affiliated with a community college in the southeast of Brazil. In that first year of language teaching I became
aware of the lack of English proficiency among the Brazilian population and the need of an English language teaching approach geared towards oral proficiency. After all, English proficiency is needed to be able to communicate efficiently with native and non-native English speakers. So, this became the focus of our (my wife and I) language teaching, and in 1990 we opened our own language school. In order to encourage the development of speaking proficiency, one of our strategies was to speak only English with the students, both inside and outside the classroom, as for many of the students we met this was their only opportunity to practice English. Partly as a result of our focus on student success in oral fluency, both parents and students were excited when they saw their progress.

In order to better serve students and to learn more about the field of Applied Linguistics, I entered the Applied Linguistics/English as a Second Language (AL/ESL) program at Georgia State University (GSU) in August 2000. In the summer of 2001 I was given the opportunity to teach English at the Intensive English Program (IEP) as a graduate teaching assistant (GTA). At that time, the IEP program’s curriculum was content based. In one of the classes I taught as a GTA, the intermediate level writing class, the content focused on social science. The premise for CBI at GSU’s IEP was that the ESL students needed to learn academic skills to prepare for undergraduate or graduate classes (Nelson & Burns, 2000; Carson, Chase, Gibson & Hargrove, 1992). In my writing class, students were to practice writing skills, such as writing short and long essay answers, and taking notes from academic lectures. One time, I invited a professor from the sociology department to give a lecture on poverty, which was the content topic we were studying about. In this lecture the students experienced what a college level lecture is like; a thirty-minute lecture packed with important information. During the lecture student practiced listening for cues of important facts and issues to remember and take notes on. This practical experience of using
academic content gave me deeper insight in, and appreciation for, this approach. It made sense to use academic content in teaching English language proficiency and academic literacy skills while equipping students to actively participate in mainstream college courses.

After graduation I started teaching English to Speakers of Other Languages (ESOL) classes at a high school in the greater Atlanta area where the course materials were also based on social sciences. At the high school, the challenge was to help non-native speakers of English develop essential linguistic and academic skills in order to be able to attend classes in the regular high school curriculum. Providing authentic academic content-based materials as a source of instruction was one way to assist them in developing those skills.

Returning to Brazil I started teaching English as a Foreign Language (EFL) classes for both HS and college students. I made suggestions about using CBI course materials, but other courses materials were adopted. The reason for not implementing CBI materials may have been the lack of awareness and training on the parts of curriculum developers and program administrators. Another reason may have been the lack of availability of such materials at that time. However, in the search for innovative ways to offer a more comprehensive English language program to the HS students, the High School International (HSI) program drew the attention and interest of the Language Institute director and the general campus director. Thus, when I heard about the possible HSI program implementation at the high school, I was intrigued and wanted to learn more about the implementation process. In order to do so, I decided to study the implementation process in depth.
1.4 High School International

High School International (HSI, pseudonym), an American based institution, offers an American HS diploma program especially geared towards HS students who are non-native speakers of English. Participating students can obtain American HS credits for the subjects they have successfully completed, and graduate with an American HSI Diploma (HSID). A special benefit of the HSID, which is accredited by the Maryland State Board of Education, is that students receive “… express entry to HSI partner universities, waiving the requirements for TOEFL and Scholastic Aptitude Test (SAT)” (HSI Introductory Pack, p. 3, see Appendix H).

During their four years of secondary education, students with a score of 350 on the paper and pencil TOEFL test (i.e., proficiency level B2 according to the foreign language proficiency standards of the European Community) take 2 Carnegie Units per year. A Carnegie Unit consists of 120 hours of content instruction.

The HSI program is a total immersion CBI/CLIL program where students are wholly taught in the target language (in this case English). The learning of subject matter (e.g. American History and American Government) is the main focus of the program, while their language acquisition of English is minimally assessed. Their performance in their use of spelling, punctuation, and grammar (SPAG) is valued at about ten percent of their grades. The remaining 90% focus on content and presentation. The students receive High School credits for the subjects in which they show proficiency.

The books used in teaching the American curricular content classes are commonly used in mainstream HS courses in the U.S.A., i.e. the book editors have prepared these materials for native English speakers to comply with the requirements of the American HS curricula. This means that the HSI program is based on authentic materials, which is one of the characteristics of
a CBI/CLIL program. In the *HSI Introductory Pack*, in the Curriculum section it is clearly stated that the HSI program is a CLIL program: “Qualified professionals utilize Content Integrated Learning (CLIL) in all phases of teaching to ensure subject oriented learning” (p. 2, see Appendix H).

The HSI model of CBI/CLIL is often referred to as a *one-way* immersion program since program participants are learning English but there are no native speakers of English present who are learning Portuguese. As the students start this program in high school it is also a *late* immersion program. In contrast, in an *early* immersion program students might start the CBI studies as early as Kindergarten or grade 1. In a *middle* immersion students might start in grade 4 or 5 (Swain & Lapkin, 2013).

CBI/CLIL offers students a unique opportunity to use their language skills in processing information in the foreign language so that their language skills become a tool to access subject matter information, while at the same time improving English language skills (Brinton, Snow & Wesche, 1989; Stoller, 1997; Met, 1999).

1.5 **Purpose of this Study**

In the study I focus on the implementation process of the HSI program in a private boarding school in the Southeast of Brazil. The implementation started with the initial teacher-training program, offered by HSI, which took place in the beginning of February 2016 over a period of two days. The high school program started in March 2016.

In order to illuminate how the implementation process is experienced by as many stakeholders as possible, the study aims at listening to the stories of the stakeholders, identifying and coding the data, grouping them into themes, and describing these themes as they emerge
from the coded data. Ultimately, my long-term intention is to aid future program implementations by providing strategies to more easily overcome possible implementation hurdles, and better prepare and support all stakeholders involved.

Thus, the aim of this qualitative case study is to describe the CLIL implementation process and to identify any possible implementation hurdles along with any related strategies stakeholders may have applied to overcome these hurdles.

1.6 The Research Questions

The research questions are:

(1) How is the implementation process experienced by the different stakeholders?

(2) What are the crucial and/or critical aspects of the implementation process?

(3) What strategies do stakeholders use to overcome any identified implementation hurdles?

2 LITERATURE REVIEW

In the literature review I focus on content-based instruction, adding to that classroom practices and strategies that can enhance students’ content and language learning experiences, namely project- or task-based instruction and learning strategies. Later I review the literature on important aspects of teacher training programs and curriculum development in preparation for the implementation of the CBI program.
2.1 Content Based Instruction

CBI has been around since 1965 when it was first introduced in Quebec in order to teach French, one of the two official languages in Canada, to young English speaking Canadians (Camarata, 2009; Dueñas, 2004; Swain & Lapkin, 2013). Different definitions have been proposed: “In a content-based approach, the activities of the language class are specific to the subject matter being taught, and are geared to stimulate students to think and learn through the use of the target language” (Brinton et al., 1989, 2). In other words, students use the target language (TL) as a tool to access content, so that the TL becomes a “vehicle through which subject matter content is learned rather than as the immediate object of study” (Brinton et al., 1989, 5), “while simultaneously becoming more knowledgeable citizens of the world” (Stoller, 1997, 29) due to their exposure to all kinds of content knowledge. Met (1999) defines CBI as “approaches to integrating language and content instruction” (p.3), thus connecting the language learning to the students’ cognitive and academic development (Snow, Met & Genesee 1989; Trube, 2012), since it provides the students with “a valid or meaningful reason for using the language they are learning” (Kennedy, 2006, 481; Snow et al., 1989).

Kennedy (2006) affirms, “almost all language skills are more easily acquired through natural language acquisition experiences” (p.478). “… natural language acquisition occurs in context, which is never learned divorced from meaning” (Tsai & Shang, 2010, 78). This is precisely what CBI attempts to accomplish through meaningful content.

Content in CBI is usually “… some kind of subject matter related to the students’ own academic curriculum in primary, secondary, or tertiary education” (Dueñas, 2004, 75). However, content does not necessarily need to “… be academic; it can include any topic, theme, or non-language issue of interest or importance to the learners” (Genesee, 1994, 3, cited in Dueñas,
2004, 75). The importance of interest is underlined by Garner, Alexander & Gullingham (1991) when they sum up the findings of different studies on interest and retention/learning, “these studies indicate that both children and adults understand and remember information better when asked to read about a topic of high interest, rather than about a topic of low interest. It seems unarguable, then, that teachers should present students with texts of high personal interest whenever possible” (p. 644). When the content is determined by an academic curriculum, introducing texts of high interest to students may not always be a straightforward task, but “teachers (can) enrich interactions within the learning environment by providing students with relevant experiences and with the substantial scaffolding that permits them to construct meaningful interpretations and assimilate new understandings” (Alexander, Kulikowich, & Jetton, 1994).

The concept of CBI is based on the premise that students need comprehensible input in a content rich environment (Kennedy, 2006; Rodgers, 2006). This content may at times be complex, but interaction with other students in learning tasks provides opportunities for clarification requests and negotiation of meaning (Pica, 1985; Mayo & Ibarrola, 2015), making complex content more comprehensible. Gass, Mackey & Ross-Feldman (2005) state, “conversational interaction can facilitate interlanguage development” (p. 575). In their study Gass et al. found that classroom interaction can be rich in negotiation of meaning, language related exchanges, and recasts, the latter being a form of interactional feedback which can help students notice a mishap in their communication, and adjust their output, so that second language development can take place (Gas et al., 2005; Mackey, 2006).

Grabe & Stoller (1997, 19-20) suggest seven strong rationales for CBI: “

1. Students are exposed to a considerable amount of language while learning content …
2. Students have many opportunities to attend to language, to use language, and to negotiate content through language in natural discourse contexts …
3. Students … have increased opportunities to use the content knowledge and expertise that they bring to class. …
4. Students are exposed to complex information and are involved in demanding activities which can lead to intrinsic motivation (learning is challenging and worth the effort) …
5. CBI supports … such learning approaches as cooperative learning, apprenticeship learning, experiential learning, and project-based learning. It also lends itself to strategy instruction and practice, as theme units naturally require and recycle important strategies across varying content and learning tasks.
6. CBI allows for greater flexibility and adaptability … teachers have many opportunities to adjust the class to complement the interests and needs of both teacher and student.
7. CBI lends itself to student-centered classroom activities … student involvement in topic and activity selection is increased.”

Since language is learned most effectively when used to communicate in social and academic contexts (Brinton et al., 1989; Bigelow & Ranney, 2005), which “usually stimulate students’ interest and engagement” (Iakovos, Iosif & Areti, 2011, 115), and where there is clearly a real identifiable meaning and purpose to the communication activity (Snow et al, 1989), “leading to enhanced student motivation” (Iakovos et al., 2011, 115), CBI provides a very promising environment for language acquisition.

Many different kinds of programs fit under the umbrella of CBI. Met (1999) has developed a continuum of CBI instruction by which these programs can be classified in order to understand the kind of focus of each program. On one extreme of the continuum there is the full immersion program in which the students are taught in the target language (TL) and the focus of the program is on content acquisition, not language acquisition, i.e. the students are tested on content knowledge only. On the other end of the continuum are the programs whose main focus is language acquisition while using content materials to expose students to meaningful forms of the TL in a setting that is as close to the reality of a content-focused classroom as possible. Students are tested on language acquisition only; content knowledge is not tested at all. Along the continuum there are different combinations of more or less focus on either content or language. The HSI program under study is an example of a full immersion program in which the focus is
on content. Another example of a CBI program with the focus on academic English language skills is the IEP program at GSU (Nelson & Burns, 2000).

Seeing that students are required to learn (new) content materials, read extensively authentic materials on the related topics being studied, interpret and evaluate the information contained in them, participate in group discussions, projects, and class presentations, and write (book) reports, they are exposed to current TL use in a realistic context while at the same time negotiating meaning in the TL (Brinton et al., 1989; Dalton-Puffer, 2011; Grabe & Stoller, 1997; Snow et al., 1989; Stoller, 1997; Rodgers, 2006), thus providing them with occasions of both input, through reading and listening, and output, through speaking and writing (Brinton et al., 1989; Stoller, 1997), while constructing content (Dalton-Puffer, 2011), and thereby “extending their knowledge at increasing levels of complexity” (Grabe & Stoller, 1997, 7).

Although research has shown many positive results in language acquisition in CBI programs (Kennedy, 2006; Stoller, 2004; Dalton-Puffer, 2011; Grabe & Stoller, 1997; Lasagabaster, 2014; Rodger, 2006) even when the main focus is not on language (Rodger, 2006), Snow et al. (1989) assert that “it is unlikely that desired levels of second/foreign language proficiency will emerge simply from the teaching of content through the second or foreign language” (p. 204). Swain (2001) goes a step further by affirming, “in an immersion-type setting where students are to learn the academic content of school through the medium of a second language, provision of input-rich, communicatively-oriented instruction is not enough for students to develop native speaker levels of proficiency in the second language” (p. 59). Therefore she proposes the use of collaborative tasks rather than communicative tasks. Communicative tasks mainly focus on meaning. Instead of only focusing the output produced in communicative tasks on meaning, which is related to content in CBI, in collaborative tasks
“students communicate about both language and content,” so “as they work to express content accurately, coherently and appropriately” (p. 60), they also focus on language forms. Rodger (2006) used a form-focused content-based approach in his study in order to analyze whether focus on form would contribute to improvement in both the students’ content knowledge and their production of linguistic forms. Students did not receive any formal grammar instruction. “Instead, linguistic forms and functions (were) dealt with when they (arose) or through specially constructed class activities, but always within the context of the classroom content” (Rodger, 2006, 365). The outcome of the study showed improvement in the students’ content knowledge as well as their ability to apply linguistic forms accurately to convey meaning. Therefore, students need not only opportunities to practice their productive skills in relation to meaning, but also instruction in how form is used in academic content to convey meaning.

In the seven rationales for CBI (Grabe & Stoller, 1997), mentioned above, reference is made to natural discourse contexts, negotiating content, demanding activities, cooperative learning, project-based learning, and strategy instruction and practice, among others. In order to successfully implement these aspects and conditions in the FL/CBI classroom providing opportunities for students to improve their language skills and content knowledge, one of the best approaches is an instructional environment where projects and tasks abound (Swain, 1998, 2001) and where students are instructed in the use of learning strategies (Brinton et al., 1989; Nosratinia, Ghavidel, & Zaker, 2015). Therefore, in the next two sections I will discuss the benefits of learning strategies and tasks.
2.2 Learning Strategies

What are learning strategies? “Learning strategies are processes which are consciously selected by learners and which may result in actions taken to enhance the learning or use of a second or foreign language through the storage, retention, recall, and application of information about that language” (Cohen, 1998a, 4, cited in Nosratinia et al., 2015, 1234). Cohen (2003) further defines language learning strategies as “conscious thoughts and behaviors used by learners with the explicit goal of improving their knowledge and understanding of a target language” (p. 2), and divides them into four subgroups, namely

“cognitive strategies for memorizing and manipulating target language structures, metacognitive strategies for managing and supervising strategy use, affective strategies for gauging emotional reactions to learning and for lowering anxieties, and social strategies for enhancing learning, such as cooperating with other learners and seeking to interact with native speakers” (ibid, p. 2, 3).

Cognitive strategies help students “manipulate the material to be learned or apply a specific technique to the learning task” (Rahimi & Katal, 2012, 74). Or as Flavell (1979) puts it, “Cognitive strategies are invoked to make cognitive progress; metacognitive strategies to monitor this progress” (p. 909).

“Metacognitive strategies oversee, direct and regulate the learning process,” involving “thinking about learning process, planning, monitoring, and evaluating learning” (Rahimi & Katal, 2012, 73). Or, as Anderson (2002) puts it, “metacognition can be defined simply as thinking about thinking” (p. 1). Students who apply metacognitive strategies “know what to do when they don't know what to do; that is, they have strategies for finding out or figuring out what they need to do” (ibid, p. 1). Anderson (2002) divides metacognition into five primary components:

“(1) preparing and planning for learning, (2) selecting and using learning strategies, (3) monitoring strategy use, (4) orchestrating various strategies, and (5) evaluating strategy use and learning” (p. 2). Anderson (2002) also affirms that the use of metacognitive strategies can “lead to more profound learning and improved performance” (p. 2).
According to Wenden (1998) metacognitive knowledge refers to information learners acquire about their learning, and is a prerequisite for self-regulation of learning. Metacognitive knowledge is classified as person knowledge, task knowledge, and strategic knowledge (Flavell, 1979; Ramini & Katal, 2012; Wenden, 1998).

“Person knowledge refers to knowledge a person has acquired about human factors that promote or inhibit learning; … how these factors apply to their own learning; … learner’s beliefs about their effectiveness as learners in general; … beliefs about their ability to achieve certain goals. Task knowledge … is about what the learner knows about the purpose of the task and how it will serve their learning needs; … the ability to distinguish the nature of the task; … the demands of the task – what skills are needed to perform the task. Strategic knowledge is the general knowledge about what tasks are, why they are useful, and when and where to use them” (Wenden, 1998, 518).

This knowledge may strongly effect students’ intrinsic motivation to participate in tasks. When students see themselves as capable of participating in a task, i.e. they have the necessary skills to complete it, and it suits their language goals, and it is sufficiently challenging, they are more willing to learn (Boekaerts, 1992; Dickenson, 1995; Wenden, 1995, 1998).

Affective strategies help students to monitor and adjust their feelings and emotions while engaging in language learning (Cohen, 2002). They are crucial for learning to happen, especially language learning. “Positive attitudes, self-esteem, and emotive involvement help to fire neural paths between many areas of the brain, and to achieve the multi-dimensional representation needed for deep processing of language” (Bolitho et al., 2003, 256).

Making students aware of their use repertoire of language learning strategies, showing them more different strategies, giving them the opportunity to learn them, test them, and select what works best for them in a given situation, they become more autonomous and self-directed learners (Yang, 1998; Little, 1995; Zhang, 2008). Learner training gives “equal recognition of both the strategies of learning and the knowledge that is essential to their operation” (Wenden, 1995, 192). When students acquire learning strategies and knowledge of how, when, and where to apply them, they are more confident in their potential to become autonomous learners (ibid).
Learner training helps “learners to come to terms with their strengths and weaknesses,” and “learn a language efficiently in ways which are compatible with their personalities” (Grimmo & Riley, 1995, 158).

Teaching students metacognitive strategies explicitly helps them focus on their learning process, thus providing them with tools to become self-directed learners (Nosratinia et al., 2015; Rahimi & Katal, 2012). Students who received this kind of training as an integral part of their CBI program showed greater improvements in their content and language abilities (Nosratinia et al., 2015; Kennedy, 2006).

2.3 Tasks

The main objective of CBI is that students “use the target language for genuinely communicative purposes … In this way the target language becomes, in the fullest possible sense, the medium of teaching and learning.” (Little, 1995, 179). Tasks lend themselves perfectly for both language and content learning and the use of cognitive and metacognitive strategies.

Tasks can either be stand-alone, or lead up to completing a project (Swain, 1998). “Tasks are problem posing activities; at the heart of a task, there is a learning problem or a communication problem or both … strategies are cognitive and/or communicative (mental) procedures deployed to deal with the problems posed by a task” (Wenden, 1995, 184). Tasks should provide opportunities for the learner to use language learning strategies and task knowledge to successfully complete the task (Wenden, 1995).

Nelson & Burns (2000), in their course titled Academic Writing for University Exams, the co-authors used academic tasks, such as “writing identification, short essay, and essay questions,” to practice the types of writing skills typically featured on in university exams, and
pedagogical tasks to “prepare students for the academic tasks,” such as “student-generated answers and questions, graphic organizers, and charts for academic language structures” (p. 137). Students were taught how to write and answer the aforementioned kind of questions and then practiced in pairs answering and evaluating each other’s questions.

While working on tasks students engage in collaborative conversation in order to jointly solve problems (Mayo & Ibarrola, 2015). In this kind of social interaction they can verbalize not only their difficulties in and/or comprehension of the process, the content, and the language forms needed to complete the task, but also the different learning strategies (Swain, 1998; 2001). This verbalization mediates students’ understanding of what is being said, and leads to building conceptual knowledge, which can be applied to solve related or different kinds of problems (Swain, 1998). The process of learning and applying cognitive and metacognitive strategies, verbalization, building conceptual knowledge, transferring this knowledge to new situations brings about self-directed learning and learner autonomy (Little, 1995; Wenden, 1995).

Considering the aforementioned importance of explicitly teaching different learning strategies in project- or task-based, content rich, student-centered instruction, teacher training is paramount.

2.4 Teacher Training

Teacher training is essential to obtain the desired outcomes of the CBI program, which are for students to acquire (a) the necessary content knowledge, and (b) the ability to express this knowledge using appropriate linguistic forms in the appropriate discourse register of the field of study at their age- and academic suitable level (Schleppegrell, 2004).
With respect to the immersion curriculum, Trube (2012) asserts it is “a systemic and integrated resource of subject and linguistic knowledge, arranged and presented in a highly technical and professional way” (p.20).

Channa & Soomro (2015), in their evaluation of CBI in regards to applicability in EFL settings, observed that CBI “generally requires teachers who are expert in both content and language domains” and “its implementation implies that robust teacher-training models, training material, and professional development opportunities be functionally present as they could facilitate practicing teachers’ successful instruction” (p. 16).

These concerns place a high call for thorough and efficient teacher training programs. Then, what are some aspects that we may expect to be existent in teacher-training programs? Research shows that teacher education programs should provide trainee language teachers (TLT) instruction in the following areas:

1. The importance of reflection, as it promotes critical thinking and higher-level knowledge (Schleppegrell, 2004) and language awareness (Andrews & McNeil, 2005), and it is key to adjusting TLT’s teaching practice (Göker, 2012). TLT’s should practice reflection on:
   - (i) their own language learning process identifying its influence on their teaching practice (Borg, 2005; Camarata, 2009), and
   - (ii) their teaching theory and beliefs by which they turn into more autonomous learners and teachers (Bolitho et al., 2003), willing to adapt and modify these beliefs and teaching concepts and consequently their classroom practices (Camarata, 2009; Wright, 2010; Göker, 2012; Lasagabaster, 2014).

2. How to handle unfamiliar subject matter (Stoller, 2004; Dueñas, 2003). Related to content in the total immersion setting is the fact that each subject matter has its own specific teaching tradition (Lasagabaster, 2014; Nelson & Burns, 2000), e.g. in history
and literature activities are shaped toward text comprehension and analysis, whereas in mathematics a problem-based methodology is predominant.

(3) How to ensure improvement of students’ linguistic command to (i) comprehend how content and meaning is construed through linguistic choices (grammar, form, syntax) thus enabling students to derive meaning from academic content (Trube, 2012; Mohan & van Naerssen, 1997, Crandall, 1998), and (ii) build their linguistic repertoire to participate in academic discourse specific to the content area (Swain, 2001; Mohan & van Naerssen, 1997). In order to attain these linguistic goals Schleppegrell (2004) proposes a form-focused approach to content teaching as meaning is conveyed through grammatical systems selected for specific social and cultural contexts (see also Bigelow & Ranney, 2005; Bigelow et al., 2006; Rodgers, 2006).

(4) How to implement a more constructivist teaching model using student-centered, theme-, project- or task-based approaches in which (new) cognitive and metacognitive strategies can be learned and applied (Schleppegrell, 2004), while offering students active participation in curricular choices and collaborative learning opportunities thus enhancing intrinsic motivation and learner autonomy (Little, 1995; Mayo & Ibarrola, 2015; Stoller & Grabe, 1997; Swain, 1998, 2001; Wenden, 1995; Yang, 1998; Zhang, 2008).

(5) How to employ systematic assessment to demonstrate (i) students’ language and content learning (Stoller & Grabe, 1997; Crandall, 1998) and (ii) program effectiveness (Stoller, 2004). Short (1993) advocates and explains how alternative assessment may help ESL/EFL learners to show their content and language learning progress providing an assessment matrix with different examples of assessment tools and their usage and how they can be modified to suit the individual teacher.
Experiential learning combined with reflection provides one of the most effective learning environments since it gives the learners the opportunity to experiment with the concepts and procedures being taught and review their own practices. Therefore a teacher-training program should model the above-mentioned features thus demonstrating how these features can be applied to the CBI learning environment (Wright, 2010).

2.5 Curriculum Implementation

Reflection is not only a key element in teacher training, but also in implementing a new curriculum. Göker (2012) submits a reflective leadership framework in which students, teachers, and principals all play an active role “in the design and implementation of ELT (English Language Teaching) innovations” (p. 1361). He suggests, “growth through reflection occurs when members of a group subject their personal beliefs about teaching and learning to a critical analysis, and thus take more responsibility for their actions” (p. 1355). Reflection then paves the way to learner autonomy, reflective teaching, and reflective leadership, which in turn leads to the enhancement of student motivation and classroom participation, teacher practices, and school management.

The HSI curriculum, which has been developed in the U.S.A., is a thorough and comprehensive program of study. Apart from focusing on the student acquisition of academic content and improvement of language skills, it also aims at building a learning community where higher order thinking skills are developed and applied by students and teachers alike. In order to accomplish these objectives the coordinators, principal, and general director and/or superintendent need to be directly involved, providing support before, during, and after the initial implementation process (J.Walker– pseudonym–personal communication, February 4, 2016).
3 RESEARCH METHODS

3.1 CONTEXT OF THE STUDY

The setting of the study is a private boarding school in the Southeast of Brazil. The school is part of a large private faith based school system with many Kindergarten – 12th grade (K-12) schools and several community colleges all over the country. The school is situated on a community college campus. The college offers seventeen undergraduate programs. This educational complex also offers student housing for both college students and middle and high school students in boys and girls dormitories. The total number of students who live on campus is close to 2000.

The school where the implementation of the HSI program took place offers a regular Brazilian K-12 program in the morning and the afternoon. There are two different groups of students; those who attend classes in the morning (655 students) and those who attend classes in the afternoon (318 students). The regular school day for the students is from 7:15 AM to 12:05 PM or from 1:20 to 6:00 PM. Students who study in the morning also have some regular Portuguese content classes in the afternoon, such as physical training, biology, or history. The afternoon group of students has all their classes only in the afternoon.

The school has adopted an optional (extra tuition) bilingual program for the morning K-8 group, offered in the afternoon five days a week, to give them a differentiated opportunity to start foreign language education early in life. 48 students participate in this program, which may signal that parents’ opinions about the importance of learning English are changing. Parents are delighted to see that their children understand and speak English. The rationale to start the
bilingual program at Kindergarten is that by the time students go to college, they will be fluent in English.

Since 2010, EFL classes have been organized in a different manner. Instead of receiving EFL education in their regular grades, the students from all HS grades take a placement test to identify their English proficiency level, and their EFL classes are then formed according to students’ proficiency levels. The class sizes are between 12 and 20 students. The goal of this reorganization was twofold. One goal was to circumvent the vast proficiency differences among the students who were participating in the program. A second goal was to improve the quality of both language instruction and student language learning. The original plan was to offer these EFL classes twice a week, but due to schedule conflicts students only receive one EFL class per week of 1.5 hours of duration. Unfortunately, this programmatic arrangement has backfired since experience with the program has shown that EFL classes that meet once a week are not very productive.

Another plan to increase the students’ desire to improve their FL proficiency was the implementation of student exchange programs for both HS and college students. Agreements were made with affiliated academies, colleges, and universities in the US and Europe offering 15-day and one-month educational and cultural trips, and a 6-month or one-year exchange program during which students can obtain HS and college credits at the oversees institutions. A real benefit is that these exchange programs are available for about the same tuition the Brazilian institution charges.

Eager to close the English proficiency gap among their HS graduates, the general campus administration looked into yet another option: Implementing an on-campus version of the HSI CLIL program. This program offers an American HS diploma for participating students who
successfully fulfill the requirements of seven American HS credits. Not only does the HSI CLIL program help improve the students’ language skills, but it also builds their cultural awareness and tolerance.

3.2 Philosophical Assumptions

In the study I am interested in the implementation process of the HSI program in the private boarding school in Southeast Brazil, and how the different stakeholders have experienced it. I also want to find out if there were any difficulties, implementation hurdles, which had to be overcome. And if so, how the stakeholders overcame them, what might have been the strategies they used?

To find answers to these questions, I opted for an intrinsic case study method. Therefore, the current investigation is the study of a single case with specific boundaries (Stake, 1995): the implementation of the HSI CLIL program in a private boarding high school in the Southeast of Brazil. Yin (1984) defines a case study in the following manner,

"a case study is an empirical inquiry that: investigates a contemporary phenomenon within its real-life context; when the boundaries between phenomenon and context are not clearly evident; and in which multiple sources of evidence are used" (p. 23).

The HSI program implementation is a contemporary phenomenon in that it happened during the year 2016. The boundaries between the HSI implementation and the context are not clearly evident; the program implementation took place in a specific context and cannot be separated from it. Multiple sources will be used to study the implementation process.

The case study is intrinsic in two ways. The first way is that I have an “intrinsic interest in this case” (Stake, 1995, p. 3). I want to learn more about this specific case of the HSI implementation process. “In all its particularity and ordinariness, this case itself is of interest” (Stake, 2008, p. 122) The second way is that in intrinsic case studies the responses to the
research questions will emerge from close and recursive analysis of stakeholders’ experiences (Creswell, 2015). In other words, the outcomes of the study lie within the researcher’s interpretation of the stakeholders’ experiences and views.

The study follows an interpretivist/constructivist paradigm. In the interpretivist paradigm the question of “what is there that can be known” (Lincoln & Guba, 2013, p. 37) is based on the ontological premise of relativism. “In the human sciences, entities are matters of definition; they only exist in the minds of the persons contemplating them” (Lincoln & Guba, 2013, p. 39). In relativism, reality is subjective and is different from person to person (Guba & Lincoln, 1994). Each individual constructs his or her own reality. In the study I am interested in how the stakeholders have experienced the HSI implementation process. I am trying to discover the underlying meaning they have given to their experience.

“Interpretive methodology is directed at understanding phenomenon from an individual’s perspective, investigating interaction among individuals as well as the historical and cultural contexts which people inhabit” (Creswell, 2009, p. 8). The case study is one example of interpretive methodology (Scotland, 2012).

Within the interpretive methodology, this intrinsic case study is approached from a social constructivist perspective. In constructivism the subjective views of the participants are important, as “individuals form their own realities” (Creswell, 2015, p. 41). These realities are distinct and multiple, but meaning is given to them through interaction with others; meaning is socially constructed (Creswell, 2003). Therefore it is important to obtain as detailed as possible information on the participants’ views on a certain situation or process (idem). These views can be obtained by means of interviews, observations, journal writings, and documents (Stake, 1995, 2008). In this study the data were gathered from interviews, classroom observations, and HSI
documentation. The collected data is then coded and the emerging themes are then used to reconstruct the participants’ reality (Creswell, 2015). In this process the researcher infers meaning to the data as objectively as possible. However, making inferences is a subjective process, and therefore the researcher’s biases may influence the coding and consequently the emerging themes. It is therefore standard practice for researchers to state their own values and biases in a study using an interpretive paradigm, so that readers will be aware of them (Yin, 1984). To further avoid the complicating factor of biases strongly influencing the study, a second coder is usually consulted during the data coding process (Stake, 1995). Validating findings in a qualitative study is operationalized, among other strategies, by member checking and peer debriefing (Stake, 1995; Creswell, 2003, 2015).

### 3.2.1 Personal values

I strongly believe in CBI in language education, as the content is realistic, challenging, interesting, and therefore motivating for the students. Participating in projects and similar learning experiences provide ample opportunities for the students to interact with classmates, while exploring and using language learning and communication strategies, and improving their oral and writing skills. Using language as a tool to gain access to academic or cultural knowledge is a strong motivator for students to continue their language learning, especially at the intermediate proficiency level, where many students easily give up language studies. My interest in and experience with CBI and my desire to gain deeper insight in the HSI CLIL program and its implementation prompted me to embark on this journey of discovery and investigation.

Participating in the program as Academic Writing teacher allowed me to have closer contact with the students, which enabled me to better comprehend their difficulties in relation to
their understanding and interpretation of academic English. I could also notice they were highly motivated by their progress not only in oral fluency but also in research practices and writing skills. These observations, however, did not prevent me from taking a critical stance towards the whole implementation process and how this was experienced by the different stakeholders. On the contrary, it made me more sensitive to concerns and flaws in the process. As a language learner and language teacher, I am concerned with the students’ progress in language proficiency, but also with their total wellbeing as a person. As a former language school director, I am concerned with the program quality offered to students, with regard to pedagogical materials, teachers’ competence, and physical space. In the case of teen students, on the one-hand parents’ satisfaction, and on the other hand their support of their child’s learning process, are of utmost importance.

3.2.2 Coders

A second coder is usually consulted during the data coding process. Studying this validating strategy, I encountered difficulties in face of which I refrained from consulting a second coder. As GSU is the primary university through which I undertook this study, approval by the Institutional Review Board (IRB) had to be obtained. Anyone given access to data generated in the study has to be in compliance with the GSU IRB requirements. The study was performed in Brazil, and therefore had to be approved by the Brazilian Ethics Committee (Plataforma Brasil) too. A second coder would need to fulfill the requirements of both institutions, which means that the second coder would have to be fluent in both English and Portuguese. Furthermore, this person would need to dispose of a considerable amount of time to meet the institutional requirements and to work on the data coding process. In my circle of
friends and acquaintances, those who meet these prerequisites are totally involved in academic and professional commitments. I therefore forbore from consulting a second coder.

### 3.2.3 Member checking

Member checking is used “to determine the accuracy of qualitative findings through taking the final report or specific descriptions or themes back to participants (members) and determining whether these participants feel that they are accurate” (Creswell, 2003, p. 196). Member checking or participant feedback can be done in different ways, such as presenting the findings to a focus group or to participants individually, and it can be conducted at different stages in the whole research process (Guba & Lincoln, 1989; Creswell, 2003). Guba & Lincoln (1989) affirm, “This is the single most crucial technique for establishing credibility” (p. 239). The aim is to make sure the actual words and underlying meanings, depending on which stage the member checking is being performed, of the interviewee have been accurately recorded or represented. During the interviews researchers can speak the words of the participants back to them to ensure they understood well what the participant said and, possibly, meant. Another option is when the researcher finished transcribing the interview, and shares this transcription with the interviewee for accuracy. Yet another way is to share the findings, either preliminary or final, with the participants. This can be the whole findings section, or sections of the findings where the interviewees’ specific contributions are located. The different options may provide different kinds of feedback; participants may, or may not, agree with their own words as in the transcriptions or in the way they have been represented in the findings, and/or they may offer complementary information (Carlson, 2010). These reactions, comments, and suggestions need to be taken into account in the final findings report.
3.2.4 Peer debriefing

Peer debriefing “involves locating a person who reviews and asks questions about the qualitative study so that the account will resonate with people other than the researcher” (Creswell, 2003, p. 196). This strategy is applied at the end of the study when the final draft is completed. The researcher has the opportunity to add, adapt, or review certain aspects or sections depending on the comments of the person who performed the peer debriefing.

3.3 Participants

Through the study of the implementation of the HSI CLIL curriculum in a private Southeastern Brazilian boarding high school I describe the implementation process and any possible hurdles that the respective stakeholders may have had to overcome and the strategies they have applied in this process. The stakeholders are the teachers and coordinators, the school administration, the international HSI director, and the students and their parents. In order to obtain as much information about the process as possible, the stakeholders were interviewed.

There were four language teachers who participated in the implementation of the CLIL program: two of them were responsible for teaching the content classes of American History and American Government. The other two participating teachers taught English language proficiency support classes. Two coordinators were actively involved in the implementation process, as well. The activities of the first coordinator was on the organizational side of the implementation, establishing and maintaining contact with HSI, making meeting appointments, setting training dates, and ensuring deadlines were met. Her assistant, who later became the local HSI academic coordinator, worked on the practical side of the implementation, organizing and holding meetings with teachers, and making sure that materials and other organizational issues were
addressed. She was also one of the ESL support class teachers. The school administrators, the K-12 school principal, the college general director, and the college academic director, each played their role in the implementation process according to their respective positions and responsibilities.

There were 26 students participating in the program. There were six 9\textsuperscript{th} graders, eight 10\textsuperscript{th} graders, nine 11\textsuperscript{th} graders, and three 12\textsuperscript{th} graders. Seven students were boarding students. Most students lived just outside the borders of the campus. However, there were a small number of students who lived in the surrounding towns and some traveled up to 40 kilometers to attend classes. Interviewing all students would be ideal, however, due to time constraints I selected a smaller number. In order to secure a good sample of the student body, I originally intended to form a focus group of nine students, almost one-third of the class. However, due to time and schedule conflicts I was able to form one group of four students and interviewed three other students separately. I selected students from the different grade levels to have a good representation of the student experiences. Dividing the number of students per grade level by three, I selected 2 students from 9\textsuperscript{th} grade, three from 10\textsuperscript{th} grade, 3 from 11\textsuperscript{th} grade, and one from 12\textsuperscript{th} grade. The selection process took place in the following manner: (1) the students were grouped according to their grade levels, (2) students’ names were written on paper slips which were folded, and (3) the right number of names was selected from each grade level (See Table 1).

<table>
<thead>
<tr>
<th>Grade</th>
<th>Total Number</th>
<th>Selected Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>9\textsuperscript{th} Grade</td>
<td>6 students</td>
<td>2 students</td>
</tr>
<tr>
<td>10\textsuperscript{th} Grade</td>
<td>8 students</td>
<td>3 students</td>
</tr>
<tr>
<td>11\textsuperscript{th} Grade</td>
<td>9 students</td>
<td>3 students</td>
</tr>
<tr>
<td>12\textsuperscript{th} Grade</td>
<td>3 students</td>
<td>1 student</td>
</tr>
</tbody>
</table>
Although an intrinsic case study does not require blind selection of participants, in fact the contrary is recommended, I opted for this procedure to obtain a balanced student perception of the implementation process, and because I did not know up front who would be a better informant above others. For the selection of the participants among the parents, I chose to work with the parents of the selected students. This decision facilitated the process of securing parent consent and student assent to participating in the study.

The recruitment of the interviewees was mostly done electronically. However, before sending the information and consent forms to the parents by e-mail, I talked to the selected students ahead of time, explained the objectives of the research and how the students could take part in the interviews, and asked them to discuss their possible participation with their parents. For any students and or parents who declined to participate for whatever reason, I respected their wishes, revisited the full list of possible participants, and other students were selected following the procedures mentioned above. Seven students and their parents responded positively to the invitation to participate in the study. Two students were indecisive and did not give me their final response until close to the end of the school year. Contacting two new candidates would mean that the interviews could only start when students were already on vacation, which would make contacting and interviewing them and their parents much more complicated. Therefore, seven students and their parents were interviewed. Due to the difficulty of obtaining student responses, the recruitment stage took much longer than was expected, which interfered with the original timeframe for data collection.

Abbreviations were used in order to identify the different stakeholders (see Table 2 and Table 3). In Table 2 a short description of each student is also presented; their grade level, their previous experience in an English speaking country, and their self-evaluated level of English
proficiency. Furthermore, in Table 2 the parents’ educational level is also provided to have a better understanding of their commitment to education. Only one parent does not have a college degree and three parents hold a doctorate degree.

<table>
<thead>
<tr>
<th>Students</th>
<th>Grade</th>
<th>Experience in English speaking country</th>
<th>English Proficiency (self-evaluated)</th>
<th>Parents</th>
<th>Schooling</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student 1</td>
<td>11th</td>
<td>Yes, tourism</td>
<td>Beginning</td>
<td>P1</td>
<td>Undergrad</td>
</tr>
<tr>
<td>Student 2</td>
<td>11th</td>
<td>No</td>
<td>Upper Intern.</td>
<td>P2</td>
<td>Pos-grad</td>
</tr>
<tr>
<td>Student 3</td>
<td>12th</td>
<td>Yes, 2 yrs. at school</td>
<td>Advanced</td>
<td>P3</td>
<td>PhD</td>
</tr>
<tr>
<td>Student 4</td>
<td>9th</td>
<td>Yes, 6 months, tourism</td>
<td>Intermediate</td>
<td>P4</td>
<td>PhD</td>
</tr>
<tr>
<td>Student 5</td>
<td>10th</td>
<td>Yes</td>
<td>Beginning</td>
<td>P5</td>
<td>PhD</td>
</tr>
<tr>
<td>Student 6</td>
<td>9th</td>
<td>Yes, 12 yrs., 6 yrs. home school and 6 months MS</td>
<td>Advanced</td>
<td>P6</td>
<td>Undergrad</td>
</tr>
<tr>
<td>Student 7</td>
<td>11th</td>
<td>Yes, tourism</td>
<td>Intermediate</td>
<td>P7</td>
<td>HS</td>
</tr>
</tbody>
</table>

The languages used in the interviews were both English and Portuguese. The language choice for the interviews was dependent on the language proficiency of the interviewees, and for those who are fluent in both languages the option was given to the interviewees. The interviews with the administrators, teachers, parents, three students, and one coordinator were performed in Portuguese, and the interviews with the group of four students, the second coordinator, and the
international HSI director were carried out in English. Normally, I only communicate with all the students in English, so the four students that were interviewed in the focus group decided to do the interview in English. Communication with the second coordinator is also usually in English, so her interview was performed in English too. The international HSI director speaks limited Portuguese, and therefore English was the logical choice.

3.4 Site Selection

The selection of the study site was motivated by the accessibility of the site and its stakeholders, as I have been working at the institution since January 2010, and I am personally involved in the project as one of the EFL support teachers. During the HSI program implementation process my attention was drawn to the fact that the program implementation at our school will be used as a model for other affiliate schools within the school system around the country. This certainly added to my interest to pursue this intrinsic case study.

3.5 Data Collection

As the research took place in Brazil it was necessary to meet the requirements of both the GSU Institutional Review Board (IRB) and the Brazilian Ethics Committee. Both final approvals were obtained by the end of September 2016. For the interviews, participating student selection was completed in the first week of October 2016. I contacted the students in person and sent the Parent Consent Form (See Appendix A), the Parental Permission Form (See Appendix C), and the Student Assent Form (see Appendix D) to the parents and waited for their responses. Several students declined to participate for a variety of different reasons. Consequently, alternative participating students were selected and contacted following the procedures mentioned above.
Before starting the data collection I obtained all the signed Consent and Assent forms. One focus group of four students was formed and interviewed. One student was interviewed individually and two other students were interviewed along with their mothers. Two parents were interviewed separately. All of the student/parent interviews took place at different times and days in a classroom at school. Three other parents were interviewed separately by phone.

I contacted the teachers, coordinators, teacher trainer, and administrators in person, explained to them the purpose of the study, and asked them to participate in the interview. The interviews of the teachers and teacher trainer took place in a classroom, and of the administrators in their respective offices. Before the interviews I also secured their signed Consent Forms (see Appendix B).

For all of the interviews I used a semi-structured interview protocol (See Appendix E). During the interviews I focused on how the different stages of the implementation process were experienced by the stakeholders, and how possible implementation hurdles were overcome. All interviews were audio recorded.

For the classroom observations, I contacted the local HSI academic coordinator and the teachers asking them for permission to use the classroom observation forms as a data source for the study. They all agreed, and signed the Classroom Observation Consent Form (Appendix F). The classroom observations were performed by the local HSI academic coordinator as partial fulfillment of the HSI teacher and CLIL program implementation evaluation. She observed the teachers in the last week of October 2016.
3.6 Data Analysis

The data consist of three sources, namely the audio recorded interviews of a selection of all the stakeholders, the teacher observation forms, and HSI documentation. The first step in the data analysis process was to transcribe the interviews in Word documents, which were then printed. The documents were read to get a first impression of their content. After that a second reading was done to start the coding process of the data. After reading, coding, rereading, and more coding, themes were identified that emerged from the coded data.

I used triangulation of my findings by analyzing, synthesizing, and comparing them from the different data sources, namely interviews, the classroom observations, and the HSI documents. Subsequently, I will present these findings and discuss their meanings and implications.

Member checking was performed by sharing the preliminary findings with representatives of the interviewees, so they could make sure the different viewpoints were appropriately rendered. The representatives were randomly selected in the following manner: 1) one student from each grade level, 2) one teacher, 3) one coordinator, 4) one administrator, and 5) two couples from among the parents. All the interviewees who participated in the process of member checking live on or near the campus, so that I could contact them in person. The preliminary findings, which were written in English, were translated to Portuguese. The students (S 1, 3, and 4), parents (P 1 and 4), and administrator (Admin 1) received the findings in Portuguese, and the teacher (T1) and coordinator (C2) received a copy in English. The copies of the findings were handed over in a brown closed envelope and the members were asked to read the document and verify if their views and experiences were well represented, and provide any comments or additional information that they deemed important or interesting or they had forgotten to
mention. The students and parents responded to me by a *WhatsApp* message, saying that they agreed with the report in that it represented well their experiences in the implementation process, and did not want to make any further comments. After that I received the envelope with the document from them. The teacher handed in the envelope with a comment saying that he agreed with the content of the document. The coordinator provided some comments regarding the wording of some findings, which I accepted and changed accordingly. Unfortunately, the administrator did not give me any feedback. I have the impression he has not had the time to read the document due to his extremely busy agenda.

After completing the thesis, Cresswell (2016) proposes a final validity strategy, namely peer debriefing. A colleague, who is a specialist in the field of Applied Linguistics and professor in the TESL (Teacher of English as a Second Language) program at the college, and was not involved in the HSI implementation, performed this peer debriefing. She sent her comments by email, saying that all the different thesis sections were coherent and well developed, and had supplied clear evidence in the findings and discussion sections:

> “Your work is very clear and logic in all details. I think the content of the findings is also clear and representing well the experiences in the implementation process. You have all the consents and assent documents. You made clear that you recognize the limitations of your research and justified the choices you made during the dissertation process.”

The study’s purpose is to identify and describe the implementation process and, as part of that description, to identify any possible implementation hurdles that the respective stakeholders may have had to overcome along with any related strategies they may have had to apply as part of the implementation process. As also introduced earlier, my research questions are:

1. How is the implementation process experienced by the different stakeholders?
2. What are the crucial and/or critical aspects of the implementation process?
3. What strategies do stakeholders use to overcome any identified implementation hurdles?
3.7 Timeline

Table 4 Timeline

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4 FINDINGS

4.1 Different Sources

Three sources were used to uncover the experience of the different stakeholders in the HSI program implementation. These sources were the interviews with representatives of the stakeholders, two classroom observations, one of each teacher, and HSI program documentation, which consisted of the Affiliate Operations Manual (AOM), the Teacher Induction Handbook (TIH), and the Teacher Induction Handbook Appendix (TIHA).
4.2 Interviews

After analyzing the transcripts of all the interviews with students, parents, teachers, and administrators, the following themes emerged: English is a Must, Teachers, Workload, Motivation, Communication, and Integration. I will present these themes in this order.

4.2.1 English is a must

The importance of the English language in a globalized market place was one of the motivational factors that administrators were in search of a program that would offer both English language proficiency and an intercultural experience.

“We’ve had certain initiatives … a bilingual school for the children, exchange programs at affiliate institutions in the US and Europe for a period of 4-6 months, in order to improve FL fluency and experience another culture. But we felt that this was still little … The question of English for our students is something of highest importance and very relevant, and it is within the competence of the school to prepare these young people for their future. Today, one doesn’t think about a young adult entering the work market without a total dominion of the English language in writing, conversation, and especially that they have spent at least a short period living this other culture. So, we as a college have the obligation and the responsibility to prepare the youth for practicing citizenship, for a career, focusing on the world context” (Admin 1).

Admin 3’s comment regarding this concern shows the school administration was actively looking for yet another option besides the bilingual school for children.

“The emphasis of the institution is to give an opportunity to the students to learn another language and become proficient. We cannot just offer a program for the small ones. We need to reach other students with this program. Then we thought of implementing HSI at our school” (Admin 3).

C1 was responsible for the initial contacts with HSI and after a series of negotiations,

“the costs were viable to implement the program in our school” (C1).

Parents and students, while giving their reasons for their participation in the program, also shared the view of the importance of English in academic and career opportunities.

“HSI gives us a diploma so it will be easier for us to study in the US. I want to study college in the US” (S3).

“Something special in my resume, so that when I want to get a job or study at a university this could be something special. HSI opens doors for me to study in another country” (S2).
“We didn’t want our son to lose his English fluency and at once he had shown interest in doing his undergraduate in the US, so HSI fulfilled these two desires” (P4).

“We want to form quality professionals who think independently and have conditions to look for opportunities by themselves, and we found this an opportunity for his future. To have an American HS diploma he could try something in the US and also grow in the way he thinks and views the world and improve his English” (P2).

“The last three decades have shown that English is important, not only for a better position but also for a better academic preparation. Many universities in Brazil offer their academic courses in English” (P1).

“An opportunity for our daughter to prepare her better for the future, for a master’s degree, as a person … to obtain a double diploma was interesting too” (P7).

“There was general excitement among the parents. It is difficult for students to get internships as Brazil is going through a financial crisis. Most parents understand the importance of this education and the second diploma, they hope, will set their kids above the average students when they apply for internships, having the English fluency and the second diploma in the selection process” (C2).

Due to this importance of the English language and the fact that the other initiatives mentioned above were also embraced by parents and students, the administration felt confident that the implementation of the HSI would be welcomed and adhered to by their constituents. Admin 1 explained,

“As we are living other experiences and processes facilitating the learning of other languages, we already had a favorable atmosphere to make this step, so it was no surprise to see all people embrace the new program.”

Students commented on their perceived improvement of their English language skills.

“I improved my English, got more experience and knowledge” (S2).

“I think I improved my English during the program” (S6).

4.2.2 Teachers

The following comments underscored one of the biggest challenges of implementing a CLIL program: English language teachers teaching academic content classes they are not certified in. It also shows that the administration was well aware of that.

“As this is not a language project per se, but a HS, a Brazilian teacher who is fluent in English and who already lived in an English speaking country, teaching content classes he is not certified in … this was for me one of the biggest challenges” (Admin 2).
“I think the biggest challenge in a project like this is to have qualified teachers to perform this task, and we, thank God, have at our school highly competent people and this very much facilitated the work. I believe that other schools who do not have teachers with this qualification will have major difficulties” (Admin 1).

This first challenge was faced by selecting and training the teachers. The selection of teachers was based on the HSI requirements, “the teachers have to hold a bachelor degree in any field and be fluent in English. The selection was made based on their curriculum and an oral test” (C1). The teachers explained:

“I studied two years in a public HS in the US. I graduated in Theology. Here I was working as a religious teacher. My experience in the US was very important for T2 and me” (T1).

“I graduated in International Relationships (IR), a program which was based on four pillars: History, Economy, Politics, and International Law. Especially the latter two gave me a strong basis to teach US Government in the HSI CLIL program, as they are fundamental to understand how the political system works around the world. Currently, I am studying Theology and will graduate at the end of this year. I studied English for many years and after graduating in IR, I lived in Canada and China, which also helped me further developing my English skills. I have been an English teacher for several years and I feel quite comfortable in a classroom” (T2).

“Who was interested could send an email with their curriculum and afterward the HSI academic coordinator for Brazil would contact us to do an online interview by Skype. After that the TT came for the training and they gave me this information; it’ll be you. There was no official communication” (T2).

“Mine was by phone. The same thing” (T1).

An initial phase of teacher training, which lasted two days, was held in the first week of February 2016. There were about eight possible candidates, almost all language teachers, present. Topics featured in the teacher training included the ins and outs of the HSI CLIL program; emphasis on the four core values of dignity, honor, respect, and integrity; various approaches to teaching ESL. The latter stressed higher order thinking skills, among other topics. Administrators, teachers, and coordinators mentioned different aspects of the training:

“This [academic] challenge was overcome by methodological orientations and materials, which were part of the teacher training” (Admin 2).

“The training was a day and a half … it was too much information in too little time. It was just a glance. It should have been at least 4 days. I think a couple of teachers there were completely lost, and it was way beyond them. It is a whole new approach to teaching” (C2).

“The training was the beginning of everything. We had no clue as to what and how it would be. It was a discovery. We didn’t have the slightest idea of what was going to happen. I found the training a bit difficult, as the time was very short, much shorter than what is normally done. It was an excess of
information, which made it even more difficult. Giving us all this info was very abstract. We basically had no time to practice” (T2).

“It was impossible to cover everything in the training because of the available time and contextualization. Even though the TT deals with schools all over the world, the situation in Brazil and how things work here are unique, so we had to contextualize what we received from the TT to our reality” (T1).

However, the teachers reported that both the TT and C2 provided them ample support so that eventually the teachers felt confident in being able to perform their duties. As T1 commented:

“It was after the training that we sat down with C2 reading the documents to see what was needed. We met with some other language teachers to see what would be important this year.”

“The importance of a strong coordination at the beginning of the program, at the beginning of a project that did not exist before. The teachers teach the classes. Without a strong support behind [them] the project tends to fail. C2 gave us this needed support. Without a doubt, this was essential” (T2).

The two content teachers are not certified in either American History or American Government. As a result, preparing the curriculum and the classes was a challenging endeavor.

“We decided what to teach. Nobody told me this or that is important to cover. We took the book, started reading and checking what is important; we ourselves made the selection” (T1).

“The difficulty arose in the logistics of the program implementation in regards to the organization of the classes … writing lesson plans, but there were very dedicated efforts to make sure that things went as smoothly as possible. The staff here at the school were not expected to be spoon-fed all the details as they have in Brazil for the HS – everything is outlined for them. They were accustomed to having a more open curriculum where they designed it in the way that they felt was best suited to their own knowledge, interests, and ability of the students” (TT).

What helped me in the beginning was taking the book and define what we had to teach: I am going to cover this, that, and the other chapters. That helped a lot. This is important in teaching any class, but especially to teach a class in English with contents that is not necessarily your field. … The book is big with many chapters and lots of information, so if you are not able to filter that, The chance to get lost is very big” (T2).

“Reading the book and preparing for classes, there were many words I would check the translation for, but in reality I had to see their context and then you have to take another text or a video to see another context behind the original context of the word in the history of the US. It was a process to learn the culture and what was being said about the history. This was a very important development for me, and a long process in preparing the classes. I felt I was a bridge between the academic content and the students, breaking down academic language into comprehensible English, thus facilitating the learning experience of the students” (T1).

All classes in English was not easy for the students, especially as their English language proficiency was not homogeneous. The teachers had to adapt their teaching to the students’ different proficiency levels.
“They were a little intimidated in the beginning because they were used to having English classes with their colleagues. Some had a better English proficiency level than others and the average was intermediate level. … There were very few advanced students. So, imagine, they are in a class studying the verb to be in present, past, and future and all of a sudden they all start to study US History and US Government in that language, … and the book is not adapted to intermediate English, it is prepared for native English speaking students” (T2).

“So it demands extra effort on our part to create this bridge between the student and the book. In the beginning it was a shock for the students and we couldn’t expect less than that. It was difficult” (T1).

“In an ideal model we would have leveled classes in terms of English proficiency, … as the teacher in the class explaining the content to all, you have to slow down for the weaker ones and you are afraid to lose the stronger ones along the way as they already understood it quickly. … It is not an ideal situation. But at the same time it’s an opportunity for the ones with more difficulty to make an extra effort. It’s a challenge for them” (T2).

As the semester progressed the teachers adapted their teaching approach, polishing up what they noticed was working well, and changing things up and making improvements where improvements were needed.

“I find the book particularly difficult to understand. I take videos to the students to understand the content. I give them the content as much broken down in comprehensible chunks as possible. I think it’s ok, but I do not develop in them the need to find it for themselves. But I don’t know how, especially for them to learn something alone, to do research” (T1).

“Any person adapts to what is easy and comfortable. Last semester when the students did not have the books yet, I started the class with three questions on the board. During the class these questions were answered. Students would copy the questions and answers. I would base my quizzes on these questions to stimulate the students to take notes. When their books arrived, I changed this approach little by little and did not give them the questions anymore. At the beginning of the second semester I asked the students for feedback and they all wanted the questions back, but I said ‘no, if you don’t understand I will explain, but you need to read.’ And it worked” (T2).

“We were putting in practice what we had learned and until the end of the first semester we understood what worked and what needed some change” (T1).

The teachers had access to the books as soon as they had been selected to teach, but the students only gained access to their books after the first weeks of the semester. During this period it was difficult for students to follow course content.

The teachers were pleased with the fact that during the classes and tutoring sessions the students were exceptionally engaged, not only discussing facts, but also defending their points of view about the American Government and History.

“Among the students some talents started to emerge naturally, not only linguistically speaking … topics arousing curiosity in their minds” (T2).
“Tutoring is quite cool too. When they have a clearer view of the topics, as the discussions are in Portuguese” (T1).

“During tutoring students open up and ask questions. This shows that the classes are developed for them to grow personally. They start to bring forward different opinions about the content and offer alternative solutions. The fact that there is this interest for these subjects that are normally not the students’ favorites, is quite significant for us. When I was in HS I did not have that kind of relationship with the teachers. I think it is very interesting for building their own views and thoughts” (T2).

One teacher mentioned that he challenged the students to think about why they were doing what they were doing?

“I think it is important to help them understand why they are doing this. It is good to have good grades, but there is more to it. There is always a moral lesson in all that is being done, so that they can understand a deeper lesson for their lives. In every class there has to be a ‘why are we doing this?’” (T1).

4.2.3 Workload

As HSI is an addition to the regular school curriculum, students spend more time in school with extra homework to do after school, resulting in considerably less leisure time. At the beginning of the first semester, administrators, parents, coordinators, and teachers were all somewhat apprehensive about how the students would cope with two to three afternoons of all-English classes and extra homework.

“‘The schedule is quite tiring … the curricular requirements have to be fulfilled and we are taking this very seriously’” (Admin 3).

“Being an American methodology, there is a higher degree of requirements than here in Brazil, especially that they need to write many pages and our Brazilian youth do not have that routine” (Admin 1).

“We talked to our son and explained it would be quite demanding. On Tuesdays he already has regular classes in the afternoon, so basically, Monday, Tuesday, and Wednesday afternoons would be taken up by classes” (P5).

When the classes started, I thought, I’ve got to get into the groove, and I started to adapt. But in the beginning I found everything quite different because I had school in the morning and the classes in the afternoon, so it was a lot for me and I was a bit lost” (S7).

“In the beginning it was quite demanding but after a while we adapted and got used to it, and in the end all went well” (S4).

“When he decided [to participate in the program] we told him that it would not be simple or easy – ‘it’s demanding, do you want it?’ We always tell our children to assume responsibility and continue till the
end. Sometimes he would come home and say, it’s a lot of work, I am not sure if I should have done this and then I show him the benefits” (P2).

“I was a bit hesitant because of the two afternoons that he would be busy, a time he would normally spend doing homework for the next day and preparing for tests for his regular classes. I thought it would be too heavy for him, but he very much wanted to do it, so we talked and he started” (P6).

Parents commented they discussed the workload issue with their children and together decided to give it a try. Several students sacrificed extracurricular activities, such as basketball training sessions or playing a second or third musical instrument, so that they could participate in the program. One student mentioned that if he weren’t participating in the program, he would probably be playing games or just hanging out with his friends.

“She reacted in a very positive way. She liked the teachers and the way the classes were administered. From the first day on she loved the program, and we gave her our support” (P7).

“I was a bit afraid of not being able to understand what they were going to say, not being able to follow things, but it was fun. Something new is usually cool and attractive. The first class was great because they were all speaking in English and I could understand all. I didn’t know my English was so good” (S7).

“If I was not in the HSI program I would probably be sleeping now. I use my time in a different way to know something different” (S3).

It is hard because I have no time for entertainment and something, but it is good we are learning something different” (S5).

“He has a really busy agenda because he loves sports and wants to participate in all that the school offers … So we had to adjust his schedule and he lost basketball trainings, which he loves, but he made certain compromises” (P2).

“We talked with him about the costs, and he dropped classes of one musical instrument in order to help pay for the HSI program” (P4).

“He had a lot of activities, he participated in the band and the orchestra, and so in the end he to let go of the piano classes and continued only with the cello” (P5).

With respect to the difficulty with the language and all-English classes, students’ responses were varied. Some students mentioned they had lived abroad and were familiar with all-English classes, and therefore had no problems with comprehension or class participation in English. Others, however, felt lost and were overwhelmed by the unfamiliar content of American
History and American Government classes, and academic English. But, after about a month, most reported that they had adjusted well to the new learning environment.

“English was difficult. I only studied English for two years. Listening was difficult for me in the beginning. But now it is easier. Writing is different in another language because we think in a language and we write in a different language, but as we get the classes the language improves” (S2).

“In the beginning it was a lot of work, but afterward it was good” (S4).

“In the first semester we were a bit apprehensive, to be able to follow, studying US History and Politics and learning English at the same time” (P7).

“As I was really enjoying the classes – when I like something I get encouraged and do my best – so I was going very well in the first semester. Quite a few people didn’t do well in the beginning as they didn’t manage to adapt very well, but afterward they improved” (S7).

“Well, he was born in the US, we lived there, and I did home-school until 7th grade and then he went to school for one semester. Then we moved back to Brazil. So, he didn’t have that many difficulties with English” (P6).

“I think it is easier than the normal HS. The teachers are very good, so they make it easier. It is cool when we read or watch movies about the History of the country; we can understand the formation of the country” (S3).

“It was easy for her. She had already studied English and spent time abroad, attending classes in English. She adapted well” (P3).

“For me in the first semester my grades were C and F and now I only get A’s” (S1).

One parent mentioned that his son and one of his son’s friends wanted to leave the program due to the initial difficulties, and also because most of their friends did not participate in the program. But, with encouragement from both parents and teachers, the young men continued and after two months they were happy with their decision and felt they had improved considerably in comprehension and class participation.

“The language was difficult in the beginning. (…) He suffered a lot. He didn’t understand very well – comparing himself with some students who understood things better, so he felt kind of discouraged. And, his friends did not enter the program, only one friend, so the two of them got discouraged and wanted to leave the program. Then we talked with his friends’ parents and together we decided not to allow them to quit. That worked, and it was good for them. That phase of discouragement passed and now they are really excited” (P5).

The two one-thousand-word essays for each subject were a struggle for most students. Both parents and students commented on the difficulty the students had with grammar, vocabulary, citations, references, and APA style formatting. In their regular high school classes
students rarely write essays, and when they do, they do not need to use in-text citations, nor do they need to show the sources they used. Both parents and students mentioned that the Academic Writing class helped a lot in improving their writing skills, which was evident in their second pair of essays.

“The writing was more difficult. The time we spend here, a lot of homework and essays, that is hard, but it is good in the end” (S1).

“The essays they need to write are extensive. He had more trouble with grammar, not with writing per se. He did the work and after that received the corrections – there was a table with symbols to show the different problems. But for him it was basically just one – verb tenses. I found it really cool because the teacher checked his work very well” (P4).

“The essays were kind of different too. At the regular school in the morning we do more sloppy work, but when we had to write the essay, it had to be this and that way and I got a bit confused leaving it for the last day. It was kind of difficult because we really had to do it” (S7).

“Perhaps Brazilian students were not able to manage something like essays for example. The HSI requirement is 2000 words. We had to lower that to 500 and then increase it each year … so that it would eventually become 2000 because the students in Brazil do not have the exposure to writing essays of that length in 9th grade” (TT).

4.2.4 Motivation

Several students mentioned that the English content classes were a better use of their time. Instead of just learning English as subject matter separated from any meaningful area of content, these students reported enjoying the experience of learning American History and Government while using and improving their English language skills. Students also felt more motivated as they were using English as a tool that provided them with access to other sources of knowledge.

“It is totally different from a regular English class. We don’t study the language, we just study the subjects and the language comes with it” (S1).

“It is hard to study a language because it doesn’t make sense, but when you study something that is important and meaningful for you, it is kind of a different approach because the language comes with it” (S2).

“I think to study just English it is boring. I prefer to study the different subjects. For me it was important to study more of the language too to understand the subjects” (S5).
“It is also better use of your time – with English class you only study English. In Government class we study Government and English at the same time, so it is a better use of our time” (S3).

Although several students commented it was difficult in the beginning, they gladly took up the challenge and adapted well to the different teaching styles and methodologies of their CLIL teachers.

“The way the classes are taught is different. We have simulations, the tests are different too. We divide the class and do something different … We don’t use the book much in class. When the teacher is teaching we don’t read the book” (S5).

“The method was very good. The teachers gave their best. They found a way to make us understand” (S4).

“Adequate support from the teachers” (P5).

“The program is excellent” (P3).

“The help the teachers gave all the time was really very good” (P6).

“The parents have loved the program since the beginning” (C1).

One parent mentioned that his daughter even improved her grades in her regular high school classes due to her motivation in obtaining a higher GPA score, as she would like to study in the U.S. Her improvement is all the more interesting since students’ GPAs are not considered to be all that important in Brazilian schools.

“She loved the program. She got more information about how to study abroad. … Getting good grades in HS is important concerning scholarships. And when she saw the question of scholarships she even got better grades, much better. Because of what she wants to do … she depends on scholarships” (P3).

The students especially liked the tutoring sessions in which they could ask questions and clear doubts in Portuguese. These procedures gave them the opportunity to better understand certain content and be better prepared for quizzes and tests. Students would take notes of concepts or information they did not understand during the regular HSI class and ask questions about these in the tutoring sessions.

“Tutoring is cool too. When they have a clearer understanding as it is more in Portuguese, they start asking questions and debating – what if it were like this or like that?” (T2).

“The other part of the program that has helped is tutoring. They have half an hour each week with each content teacher where they can ask questions in Portuguese. That has made a huge difference for those
who didn’t get it all in class. They highlight what they don’t understand because of the language obstacle … and come to the tutoring class and they ask in Portuguese and get answers in Portuguese, if they have to” (C2).

One student was offered extra individual English classes to keep up with the program and he made use of that in an impressive manner. He jumped from a C to an A in both his essay-writing and final grade.

“We do have a success story … he has learned and improved such considerable amount that you can see, with a lot of determination and support from the staff etc., he probably went up two levels. When he came in he was just barely an A1. Just last test he got an A” (C2).

The students’ enthusiasm was contagious. Parents were excited about the program too.

“The program is excellent” (P3).

“We are very happy with the program. We like it a lot … high quality” (P4).

“Everything was very good” (P2).

“I am satisfied, all of us. We took the decision together and we think we took the right decision” (P1).

The academic director mentioned that one parent commented about the success of the program with several friends, and some of them decided to enroll their daughters in the program in the second semester.

“One parent called me all excited about the program. He talked with friends, who decided to enroll their daughters for the second semester” (Admin 2).

“We have some parents who advertised the program. The parents are involved” (C1).

4.2.5 Communication

HSI is an American institution offering an American program in Brazil. Certain terms and concepts are unknown or unfamiliar to parents and students alike. The combination of a good Grade Point Average (GPA) and a high score on the Scholastic Aptitude Test (SAT) opens doors to top universities in the U.S. In Brazil, the student’s GPA is not an important factor when
applying to a Brazilian university, and the university entrance exam is applied in a different way. Since parents were unfamiliar with the roles GPA and SAT scores play in the U.S context, there was considerable confusion about them, which had to be clarified to parents’ satisfactions several times.

“They (parents) don’t understand they (students) need to go through an SAT test … and that they cannot go to a US college without the SAT exam. No matter if you have all the money to pay the whole year in advance, you have to have the SAT and the score is very important, as well as the GPA … I almost think you need to have a training session for the parents as part of the application process” (C2).

Also, the coordinator and teachers needed to explain the meaning and consequences of plagiarism and deadlines several times to some of the parents. When plagiarism is detected in students’ assignments, parents and students are informed about the grade, which is zero, on that assignment. When a deadline is not adhered to, there is a penalty of half a point per day, which is subtracted from the final grade for that assignment. Parents thought their children were being punished too severely, just because they did not adhere to citation rules, or had failed to hand in an assignment on time. The students had been informed about these consequences, but as deadlines are much more flexible in Brazil, students and some parents had trouble understanding that one can lose points for plagiarism and overdue assignments.

“You know very well that for Brazilians plagiarism is one thing. It means the same as in the US but in practice it just stays on paper. It is not really brought to daily life. We have a very loose interpretation of what plagiarism is and so as you know we had some problems with that, even well educated parents telling us that the word plagiarism for their child is too strong of a term even when they copied the whole essay, as we know very well. In the US there is no second-guessing. This is something the parents need to understand from the get go … Another problem is deadlines. Brazilian students are not used to real deadlines. They are used to extending deadlines or flexible deadlines” (C2).

“Copying is part of the culture. It is a problem and it is not acceptable. Plagiarism is difficult too. [Students] didn’t understand this idea of copying, but now they do. For their education it is being very useful. Writing 1000-word essays is difficult too. The culture of the other country allows us to learn their values too” (T1).

“… of an American school, the values are much more accentuated … I felt a little how it is there, taking the values much more in consideration” (S7).

“We study another culture and another way of thinking and with that the language and it’s more about the culture” (S1).
Another concern brought up by the teachers is the parent-teacher communication, commenting that parents in general are not involved enough with their child’s education in Brazil. This is true for both the regular high school program and for the HSI program. Few parents show up at parent-teacher meetings, which are held twice a semester, both in the regular high school and in the HSI program. If there were a closer relationship between parents and teachers, the parents could provide better support to their child, which would improve their child’s academic achievement and classroom participation. The teachers would like to have at least three parent-teacher meetings, and the importance of these meetings should be stressed when parents enroll their children. The first parent-teacher meeting provides a great opportunity for teachers to establish initial, positive contact with the parents, which is of vital importance for productive parent-teacher-student relationships.

“I see the parents talk among themselves and other people and not with us. I don’t know if the error is theirs or ours. I think it is ours for not having an open communication with the parents as is the parent-teacher meeting. We send information to the parents, but they don’t have this communication with the school” (T1).

“For some reason in Brazil … we look for communication with the parents, bring the parents to school, and we don’t have this here. So many times the parents don’t know what is happening at school because they don’t open our emails. … the parent-teacher meetings … the parents understand the objectives of the school … parent-teacher meeting: there is a meeting for general information and after that the parents go to each teacher individually to talk about their child … as they are minors, all they do depends on the parents; they need to give their authorization. The closer the friendship the teacher has with the parents, the better it is for the student. … [parent support] is like a teacher in the home or a parent in the classroom. But it is cultural in Brazil that parents don’t go after this, nor do the teachers. So, as it is part of the culture, we need to work on this” (T2).

“Another thing in the classes is that we need a better communication with the parents. … As a boarding school it is difficult to call all the parents for a meeting. The ideal would be to have 3 meetings a semester, one at the beginning, one midway, and then one at the end of the semester” (C2).

“We send a weekly report to the parents” (C1).

All stakeholders mentioned that the program implementation was a success, despite some rough spots at the start of the semester, such as the unfortunate event that student books were unavailable at the beginning of the semester, and the schedule adjustments during the first few weeks of school.
Several program details were unknown to the coordinators and teachers, who were learning about these as they went along, and therefore extra-curricular activities, fieldtrips, and other related activities had to be added to the schedule. Furthermore, special arrangements were made with parents of 11th and 12th graders to enable them to complete the whole program in a little more than one year. Summer camp classes in the U.S.A. were added to obtain credits for Fine Arts, Health, and American Literature. In order to complete the requirements for British Literature credits, students participated in a two-week trip to London for classes and cultural fieldtrips.

Parents and students, who were informed at the last minute about these changes, complained that they had to adjust their own schedules, and sometimes financial commitments, to these new situations.

“We did not receive all the information from the beginning. More information was missing, more basic support for the coordinators, which affected the teachers because they were creating everything from scratch. We suffered and continue to suffer because of that. Each week we were talking and discovering some more details, so we had to change and adjust. They should have sent a complete model ready … step by step … due to the situation here in Brazil. There are no coordinators [in the US]. It is the teacher and the director. The teacher is owner of what they do in the classroom. Here [in Brazil], the coordinator accompanies everything … working all the details. We didn’t get this. In the beginning yes, but then things were changing … ” (C1).

“We had to change many of the academic requirements of the classes … there were a few other tweaks we had to make in regards to the program. I think the changes were beneficial for the students because we want them to be successful and it was also helpful to the teachers because we want them to be supportive of the program” (TT).

“In the first semester, as we did not have the books in the beginning, I would start the class …” (T2).

“We got the book electronically. It is very good; it is interactive” (S1).

“First they told us that we would have a tablet so there would be lots of things electronically, but when the classes started it was not as much as I expected” (S4).

“I felt he was a little disappointed, not that much, but in class they were going to use tablets and then they didn’t anymore. At first they said they were [going to use tablets], but because of costs, to make it more accessible, and we think that was good …” (P4).

“The parents need to be well prepared financially. The program needs to be better shared with the parents. Financing this story was not easy. We also felt unfamiliarity on the part of the administration. After that things were adapting, but we perceived that certain things were not well known, but I understand
because all programs experience adaptations in the beginning. … If I had to start today, knowing of the possible flaws, I would put [my daughter] again” (P1).

“One of the difficulties is that things came very sudden as it was the first group that was adjusting. Suddenly there was a trip, [presented to us] at the last moment. Suddenly, the schedule changes and there was an extra class – the writing class. We had to adapt. I would be good if one knows more ahead of time. We understand that it is an adaptation on the part of the school … warn more ahead of time. He cannot go to London because he had already arranged for another trip” (P2).

“What I didn’t find it very pleasant in the whole process of the program is things happened last minute. … Then we had to do something and had to stay one day more at school, and as I am from another town, the [logistics] are difficult. My parents work. We can’t do things any time. There were many things like this. Now it is this – I needed to inform my parents – next week we already have to make a decision and have the money ready. I understand it was the first year for the program here at school, so the school is discovering how everything is working, experimenting, but I think a chronogram, a better programming with all the activities that they were going to offer and a program for our parents too. There are many things last-minute, you have to decide, this could be better made use of” (S7).

“We were not prepared for certain requirements. The summer camp trip was not possible at that moment. We as parents invest, but we could not do more to make this trip” (P7).

“We are going to improve the procedures, evaluation, training. For the next group we will not have the problems that we had this time” (Admin 2).

“Of course, we need to make every effort to improve” (Admin 1)

One parent explained that he would not have allowed his daughter to enter the program had he known about the two international trips right at the beginning of the program, due to the impact the trips had on his financial plan for that year.

“A she was in her last year of HS, in order to finish all classes there were two trips to the US and to London. This was not mentioned from the beginning. If I had known since the beginning, she would not have participated. I think it is an interesting program, but I was not informed from the beginning. I asked what the costs would be and I was only given the monthly tuition with everything included; only that. The first trip cost 11 thousand Reals (local currency) and the second one 11 thousand too. … this was very tight for us because we could not prepare ourselves properly. The program is excellent” (P3).

Another complaint parents mentioned was the difficulty they had in obtaining accurate information regarding some program specifics during the semester when contacting school secretaries or the local school coordinator, as the people they contacted seemed uninformed about the HSI program. One parent mentioned that in one occasion she eventually had to contact the teachers directly to obtain the desired information.

“We got to know by email – they sent emails to use to see the progress – now there will be this – we have received this contact … One difficulty that I felt as a mother was like this. For example, there was a week that he got ill and could not go to the classes, so I called the school to let them know and I wanted to
know what content he would miss as they were going to have a test the next week, so that he could study because he was only going to return that week. At the school they said you have to talk to the Language Institute, we don’t know. I called the Institute three times and nobody could inform what was going to be covered that week. I did not want to bother the teacher, but there was no other way. So, I think there should be a person that we can contact apart from the teacher; an administrative assistant specifically for HIS” (P4).

However, even with these challenges, all stakeholders, acknowledging that implementing a new program is a challenging endeavor, were very pleased with the program, and especially with the students’ achievements.

“Today the parents thank us because we gave a little more attention to the students not to give up. And the parents see that their children are managing … the parents are involved” (C1).

4.2.6 Integration

The initial contacts and preparation of the HSI program adoption was accomplished by the Language Institute (C1) under the supervision of Admin 1.

“The HSI [implementation] was well prepared at the Language Institute. … We sat down with C1 to [discuss] the issues of schedule, space, duration” (Admin 3).

One of the goals of an HSI program implementation is the integration of the host school and the HSI program. The TT mentioned this during the teacher training. This objective has not reached its full potential. In order to do this, the host school administration needs to be strongly involved in the decision making process, which was not exactly the case in the school. Therefore the integration process is a work in progress, and positive developments are taking place in that respect.

“The HSI program added to the school because for us it is a new experience. The impact will happen little by little. What we realized as a school is that we have to change the signs of the school because if we work as a school, we want it to be an international school, not only a typical Brazilian school, but also American. I have to do what it needs so that the school looks this way. We are already working on changing all the signs to Portuguese and English. The information has to be directed this way. This will impact the school … many schools come here to see what is happening here … it is our privilege that we have started … now we got to the point that we have to outline [the implementation] in more detail” (Admin 3).

“I would like the school to get involved a little more. They need to be involved more in all aspects; give more space to the HSI to participate as HSI students in some [programs]. Right from the beginning,
one of the things that was mentioned is that all people at the school should know, from the gatekeeper, the cleaners, the faculty, to the administration. I think this is still missing. … not all the students know [the program] exists” (C1).

“HSI would like to see the whole school having an American school spirit or life. That is going to take a while. Not everybody in the administration sees it in the same way … everybody has to buy into the idea. This is very important for everyone who is going to implement a program; you have got to sell the idea to the whole administration … here it wasn’t really sold to the local school principal … the orders just came from above. … she is the principal. It is her school, this is where things are happening and I felt that … barrier there. The parents would call the registrar or the reception … they would say things that were completely wrong because they were misinformed. So, that is something that went wrong right from the beginning, not including the school principal. I would have included the school principal, the registrar, the financial manager, the teachers … call them for one meeting and give them a nice presentation … and hear them out a bit. They were not listened to” (C2).

“Integration, not yet. We cannot impose in a school like that … the school has to be united. … I think for the other schools it will be [easier] because the coordinator of the school will be the coordinator of the HSI program” (T2).

“We are very happy because we are not only implementing a program but we are bringing a philosophy to the school with well defined criteria in which there are quite specific requirements and this will help our student even to develop in the subjects in our regular HS program. For sure, there are some difficulties in every start; to have an exclusive space with motivational [decoration] – this unfortunately we haven’t been able to put this ideal in practice, but it is going to happen” (Admin 1).

“The school itself will acquire more maturity in this [implementation] process always for the best of the process” (Admin 2).

“The process of the implementation was fairly smooth overall … I think every institution needs to make sure that they have a firm administrative policy and framework for such a program, so people know what their responsibilities are, what the expectations are, and what the expected outcome should be” (TT).

### 4.3 Classroom Observation

Both teachers were observed by the HSI academic coordinator during the last week of October 2016. The Classroom Observation Checklist (COC, see appendix H) includes the following rubrics: Class Structure (CS), Methods (M), Teacher-Student Interaction (TSI), and Content (C). For both teachers there are three written comments. For one teacher the comments are regarding CS, M, and TSI, and for the other teacher CS, M, and C.

**CS** - Day’s content was not clearly presented in the beginning, however, there was a good review of the previous day’s content, which set the context for the day’s lesson.

**M** - Although teacher was able to engage students, class appeared to lack planning which resulted in lack of critical thinking-related activities.
TSI - Teacher solicited student input but could’ve broadened selection of students within the less active group of students.

For the other teacher the comments were as follows:

CS – I would have preferred that the teacher had presented the day’s summarized content and end of day summary in written form (i.e. white board or handout).

M – Students were engaged for the most part, teacher has good rapport with different groups [of] students (video, projector, book, and handouts were used)

C – I wish more time was spent bringing learning experiences to students’ experiences, however, in spite of technical content, students seemed engaged and highly interested in learning more.

For one teacher the rubric was a balance between acceptable and excellent performance. The categories in which he received an acceptable evaluation were: Gives overview of day’s course content; Summarizes course content covered; Employs non-lecture style learning activities; Solicits students’ input; Involves a variety of students; Demonstrates awareness of individual student learning needs; Appears knowledgeable; Appears well organized; Explains concepts clearly.

The other teacher had four categories evaluated as acceptable, and the others were all evaluated as excellent. The four acceptable categories were: Gives overview of day’s course content; Summarizes course content covered; Demonstrates awareness of individual student learning needs; Relates concepts to students’ experience.

4.4 HSI Program Documentation

The fact that the HSI program offers the benefit of express entry to affiliate universities, waiving the requirement for TOEFL and SAT, must also have been a motivational factor for some of the students and parents to participate in the program.

“Students who successfully complete the HS graduation requirements earn a diploma that is accredited by the Maryland State Board of Education. HSI partner universities offer express entry to students who hold HSI diplomas, waiving the requirement for TOEFL and SAT” (HSI Introductory Pack, p. 3, see appendix H).
The AOM informs that a course description and lesson plans are needed to ensure quality instruction, and are developed by the teachers.

“A good course and lesson plan is necessary for all teachers. … A framework provides a good guide to lead the new as well as experienced teacher down the road to success. A framework gives the educator a map to follow that will be consistent. … Teachers need to be responsible for planning, preparation and classroom instruction. They do this by demonstrating knowledge of the subject content, understanding the students’ needs, setting goals, utilizing resources, designing instruction and assessing student learning” (AOM, p. 13, see Appendix I).

“Teachers have a key role of interpreting, developing, and delivering the programs offered by HSI. Teachers have to create their own program of study, ensuring that the curriculum experienced by students is aligned with the prescribed subject aims, objectives and content, and is adapted to the local context” (TIH. p. 19, see Appendix J)

To aid the teachers in developing the course description and course outline, models of each are provided in the TIHA. The AOM explains the importance of reflection and ongoing teacher training and learning opportunities for the teachers.

“Effective delivery of the curriculum requires teachers to be reflective practitioners who are critically self-aware of their own teaching and who model the thinking and approaches they expect of their students. Building teacher professionalism refers to the central responsibility that teachers have in the design and delivery of the program, which needs to be supported by ongoing professional development” (p. 15, see Appendix I).

HSI offers a unique opportunity to expose students to a different culture, stimulating an intercultural awareness, appreciation, and understanding among the students.

“Classroom and school displays should demonstrate a range of cultural and mixed gender role models. New and exciting initiatives should be offered to students to aid them in appreciating people from different societies and backgrounds. Current events should be studied from an intercultural and moral perspective. The differences in intercultural communication and perceptions will enable students to understand and modify their behavior and expectations. A high degree of intercultural competence should be expected from students to aid their understanding of human nature” (TIH. p. 13, see Appendix J).

HSI also fosters the use of learning strategies and skills, so that students become lifelong independent learners.

“[HSI] recognizes the importance of students developing independent learning strategies and skills that are transferable to new contexts. Students … do not merely acquire knowledge. The process of learning is applying and evaluating knowledge. … The [HSI] teaching and learning process supports the learner who develops the attributes of evaluation and reflection. A number of aims and objectives … are supported by lesson schemes, which require students to reflect on and to evaluate the knowledge claims they encounter and the methodologies they are learning. This approach to learning helps students develop an intuitive thinking strategy to become lifelong independent learners” (TIH. p. 29, see Appendix J)
The organization of the instructional time is crucial to promote the above-mentioned aims and objectives. One example is the structure provided in the TIH as an example of the Main Teaching Phase:

“This section addresses the key learning objectives and is teacher-led. The whole class moves at the same speed; Learning is assessed orally throughout the phase; A large part of the phase is interactive, both between teacher and pupils, and between pupils themselves; It is not didactic, with the teacher as deliverer and the pupils in receipt; It is important for the teacher to plan each part of the transition between each part of the phase carefully” (TIH. pp. 30 and 31, see Appendix J)

From the school evaluation criteria we notice that HSI is keen on the implementation of their value system in the school, among the students, teachers, and staff, and by means of displays.

“Philosophy and Objectives for HSI Program existence – Observe school décor for HSI posters, banners, and information … check for inclusion of HSI Journey to Excellence in lesson plans and teaching. Enquire of parents, teachers, and students on HSI philosophy and affiliate objectives” (TIHA, see Appendix K).

One of the core values advocated by HSI is Service and Leadership. Part of the curriculum is that students engage in community service.

“Students are nurtured to be individuals engaged in a life of service whether it is toward their peers, in their local community or for a global cause. [HSI] views service as an integral part of its diploma program, requiring 20 hours of community service per year of participation in the program …” (AOM, p. 6, see Appendix I).

Students are tested on their English proficiency level before they register for the program and, at the end of each semester once they are in the program.

“Language proficiency exam scores must be submitted prior to registering for any diploma course. … Students will take a similar test at the end of every semester to assess progress” (AOM p. 17, see Appendix I).
5 DISCUSSION

In this section, the research questions will be answered from the point of view of the different stakeholders, i.e. the issues, which specifically concern each group of stakeholders, and what strategies they used to solve them, will be discussed per group. The research questions are:

(1) How is the implementation process experienced by the different stakeholders?

(2) What are the crucial and/or critical aspects of the implementation process?

(3) What strategies do stakeholders use to overcome any identified implementation hurdles?

The importance of English has been evident in the motivation that has led to the implementation of the HSI program. Students, parents, administrators and coordinators all see the need of English proficiency in academic and career options. This has resulted in the program adherence by a large number of students.

The three members of the administration that have been interviewed were excited about the new program for high school students. They were immensely satisfied with the progress of the implementation process. The reactions they heard from parents were very positive.

Both the general director and academic director mentioned that implementing a new program is challenging and some adaptations had to take place during the process. For example, extra EFL classes for struggling students were added, which led to some schedule changes. The schedule changes were a hardship for parents who live further away from the school. Study abroad trips for 11th and 12th graders were added too, which were communicated to the parents at the last minute. The study abroad additions created some financial difficulties, as P3 commented, and inability to travel on the part of another student due to other previously arranged commitments, as P2 mentioned. Other implementation issues had to be dealt with too, and they
will be discussed when talking about other stakeholders. These adaptations and issues, however, did not negatively impact the overall success of the program, as every attempt was made to resolve them in a discreet and professional manner.

C1 was responsible for the preliminary contacts and the strategic planning of the teacher training and the implementation process. She had to wait for the final decision about the program selection. As a result, the teacher-training phase of the program implementation was too close to the beginning of the semester. This led to different concerns mentioned in the Findings section. As the school year in Brazil starts in February/March, the teacher training for the 2017 school year was held in the December 2016. Such a change provided teachers with more adequate planning time. The duration of the training has also been changed from 2 days to 4 days, so that there is sufficient time to cover all the subjects, to give opportunities to the teachers to get acquainted with the instructional materials, and to teach mini-lessons, which are then followed by feedback sessions. The subjects covered in the training have also been reduced for future trainings so that the trainers and teachers may focus on even more practical information and skills teachers need to fulfill their duties effectively.

Unfortunately, Admin 3 was not all that much involved in the program selection and implementation planning. Although she mentioned that from her perspective the implementation process was running smoothly, there were issues that could have been prevented. Had she been involved at an earlier stage, she could have added HSI extra-curricular activities and an HSI staff development program to the school calendar. She could also have provided support for the curriculum planning and creating a school-wide HSI atmosphere. As the implementation program will be a model for HSI implementations in other schools, she mentioned it was important to improve the HSI school spirit by decorating the classrooms, adding HSI signs at the
school entrances, and turn existing signs into bilingual signs. Some of these changes have already been put in place, while other details still need to be worked on. Earlier and fuller involvement of the school principal would have positively contributed to the implementation process.

C2, who also took care of the practical side of the implementation process, later became the HSI academic coordinator. Many of the implementation issues mentioned in the Findings were brought to her attention. Implementing a school spirit involving the whole school, which is one of the objectives of the HSI program, did not really take place. Only at the end of the second semester were the classrooms decorated with wall posters, creating an American atmosphere, and door signs in English were added to the two HSI classrooms. Attempts to resolve some of the communication difficulties parents mentioned have been addressed by providing C2 with an office and two part-time administrative assistants. The administrative assistants have been thoroughly trained to keep parents, students, and teachers well informed about the HSI program. Being present at the local school, C2 can provide better support to the teachers as well.

In order to better evaluate the English proficiency level of prospective students, a comprehensive placement test has been adopted, including an oral exam. This change in placement procedures will help to avoid the complication of low English proficiency level students entering the program. As a result, it is anticipated that students who enter the program will have a better chance of completing the program successfully. Testing students English proficiency at the end of each semester, a requirement of the HSI program, as mentioned in the AOM on page 17, has yet to be put in place.

Concerning certain less familiar American academic concepts, such as GPA and SAT, and more general academic concepts such as plagiarism and deadlines, a document has been prepared
explaining these concepts in detail. At registration, parents have the opportunity to read the document and ask for clarification when they have any doubts. Before signing the document, the HSI academic coordinator, or, in case of her absence, the administrative assistants, point out the importance of the above-mentioned concepts.

A teacher-training program cannot cover all the important topics in depth in four days, let alone in two days. A professional development program can deal with specific topics in depth according to the teachers’ needs during the year. The HSI program identifies this as an important support for building teacher professionalism (AOM, p. 15, Appendix M). One option is for the HSI coordinator to take responsibility for detecting these needs during the bi-weekly briefings held with the teachers, or through classroom observations.

The teaching approach recommended by HSI is more student-centered and project or task-based in nature (TIH, pp. 29-31). In the first few months of the program the content teachers tended to use more of a lecture-style when teaching. The coordinator encouraged them to use a more interactive approach and gave them examples of different strategies to enhance their teaching. The teachers successfully implemented a more student-centered approach later on in the semester. The fact that one teacher’s observation included acceptable in the areas, Employs non-lecture style learning activities; Solicits students’ input; Involves a variety of students; Demonstrates awareness of individual student learning needs, shows there is still room for improvement. Therefore, the teachers would certainly have benefitted from even more support such as a staff development day or afternoon dedicated to learning about different teaching techniques along with opportunities for practicing them. Thus, including a staff development program in the school calendar will be an excellent addition to the implementation process.
Teachers had to develop their own teaching plan. As they are not certified American History or American Government teachers, developing the course outline and course description was a daunting task for them. Even though examples of course descriptions and course outlines are provided in the TIHA, given sufficient planning time, the coordinator could have given the teachers more specific direction. To avoid teacher bewilderment, the coordinator has assisted language teachers, who have taught other content classes, with such support during the year.

Class preparation would at times take up to five hours. First the teachers needed to get acquainted with the content and then search for ways to best share it with the students. The textbook is full of resources, but they would also add information and activities found online. When the students were without the books in the beginning of the semester, teachers used videos and lectures to teach the content. After some time, the teachers were also more at ease having the students do group work and projects. Eventually, as they gained more experience in teaching the content classes, teachers would spend less time preparing for classes.

The language proficiency level was quite heterogeneous, which made teaching more difficult. However, low English proficiency students benefitted enormously from the tutoring sessions on Thursday afternoons. During these sessions, Portuguese was spoken to ask and answer questions. One of the lessons we have learned is that a better way to avoid the complication of a wide range of different English proficiency levels among students is to apply a comprehensive placement test and maintain a minimum proficiency level of B2.

In general, parents gave adequate support to their children. When some of the students wanted to drop out of the program, a serious conversation showing the benefits of the program, and encouraging words boosted their teens’ self-esteem and they continued in the program. Several parents mentioned the last-minute schedule changes or additional program requirements
(field trips and international trips) could have been avoided by timely sharing that information. However, parents handled these adaptations with understanding and goodwill. Despite the overall satisfaction among parents, not many participated in parent-teacher meetings, which were held twice a semester. They were excellent opportunities, though, to inform the parents about the students’ progress and clarify doubts in regards to program details. In order to attract more parents to these meetings, a guest-speaker could be invited to present a current topic of interest to all parents.

The last group of stakeholders is the students. Even though they were operating with the burden to succeed and to finish the semester with good grades, they all did very well. They mentioned that at the start of the school year their teachers had prepared different ice-breaking activities designed for them to get to know each other better. This helped them to get along well with all classmates, despite the grade level differences among them. In order to overcome the academic challenges, they made productive use of the tutoring sessions. These sessions were of vital importance for them to be able to perform well on quizzes and tests. Note-taking was a specially useful skill the teachers taught them. During their regular class they would take notes, and when they did not understand certain points brought up in class, they would ask for further explanations during tutoring. The Academic Writing class helped them successfully finish their essays by the due date. The class also helped them improve their study and writing skills, and learn to meet deadlines.

The community service hours were a struggle for some to complete, but eventually they learned to be resourceful in looking for opportunities to be of service to the community. Some students participated in teaching English to children in low socio-economic neighborhoods. On November 2\textsuperscript{nd}, the national day of the dead, several students went to the cemetery to pray with
people who were mourning their late loved ones. It is obvious they were creative in finding ways to fulfill the requirements.

6 IMPLICATIONS

Based on the findings and discussion of the study I would like to put forward recommendations to three groups among the stakeholders, namely to the community of parents, the teachers who will be working in future programs, and the learners who will be participating in the program.

6.1 The Community of Parents

The first step for parents who are considering their child’s participation in the program is to collect information about the program. This information should include general information about the whole program, such as the total duration of the program, in order to be able to make an informed decision about participating in the program. It is important to know the total number of courses in the program, the duration of each one, and what days of the week classes are scheduled. Added to that are the extra-curricular activities such as field trips and community service hours, and the time commitment they require. This information is especially important for transportation logistics and time management. Other important information is related to the course expectations, such as homework assignments, projects, and essays, so that parents understand the level of commitment that is expected from the student. Included among this list of must-know program particulars is the value of tuition and other possible expenses to plan the
financial commitment. The above mentioned information gathering is vital to avoid any misunderstanding or unexpected details one would not like to commit to.

The program is called a one-way bilingual program, also called a Content and Language Integrated Learning program. It is essential to understand the concepts upon which of the program is based. Students receive instruction in courses that are part of the American HS curriculum. English is not only the medium of instruction, but also all classroom interactions, including teacher-student and student-student interactions during activities, written assignments, and oral presentations are conducted in English. Students will use American course materials developed for native English speakers, so the texts are rich in vocabulary and concepts that are unknown to the students. That is the reason why a minimum of Intermediate English language proficiency is required to enter the program. Students with a lower English proficiency level will have many difficulties participating in the program. It is preferable they focus on improving their proficiency level first and then enter the program.

As this is an American program, students will also be exposed to the American culture and value system. Some of these values may be familiar to students, while others may be quite different. Some similar values may have a different meaning attached to them. Being exposed to a different culture prepares the students very well for the globalized work market, but can be confusing at times. Some of these concepts are plagiarism and deadlines. These are taken very seriously in American education. As students need to write research essays, they use information found in books, magazines, or on web pages. When they use this information either as direct quotes or summarized/paraphrased in their own words, acknowledgement has to be given to the authors or the source of that information. Citing sources is a basic and important concept in research essays. APA style formatting of the essay is one of several official formats of
compositions, and is used in the HSI program. GPA and the SAT are other acronyms every American student is familiar with. They are both important for students to enter universities in the US. The higher the scores the better the chances to enter top universities and/or qualify for scholarships. Thus, learning about these values and concepts will increase comprehension and smoothen the first semester adaptation process.

In order to establish a strong relationship among parents, students, and teachers, it is advised that parents attend the parent-teacher meetings and maintain regular contact with the teachers. At the parent-teacher meetings general but important program information is usually shared with the parents, after which they meet with the teacher(s) in private. The more the parents are involved in the learning process of their child, the better the class participation, behavior, and motivation of the students. During the semester parents and teachers should maintain contact in their preferred manner, for example by phone, email, or WhatsApp. This contact can help avoid or solve issues that may arise. The parent-teacher-student relationship is paramount for students’ success, especially in the HSI CLIL program.

It is also important to know who the program coordinator and the administrative assistant(s) are, and how they can be contacted. This information is essential, so that when parents contact the school, they know who they are talking to or where to find answers to their questions or doubts.

6.2 The Teachers

Participating in the HSI CLIL program is especially challenging for teachers. The program is mainly focused on content acquisition (90% of the grade), and in a much lesser degree on language acquisition (10% of the grade). However, the students participating in the program are
English language learners (ELLs) with an intermediate (preferably) proficiency level. Thus, teachers need to be highly qualified in three aspects: Fluency in the English language (C2 level according to the European standard of FL proficiency), Knowledgeable about the content, and Experienced in teaching ELLs. English language proficiency in all four language skills may seem an obvious requirement, however, as we are in a Brazilian setting, it is not so easy to find either content or language teachers with this level of proficiency. When the teacher does have this proficiency, my advice is: continue studying topics of either personal or professional interest. This will help maintain and improve your language proficiency. Content knowledge is expected of any teacher assuming the responsibility of teaching any subject. However, in a CLIL context, this may be more complex than we imagine. Certified content teachers have spent on average four years in college learning about their subject, about content specific and general educational practices. HSI CLIL teachers in the Brazilian context are usually English language teachers, either with a degree in language teaching, or with a degree in any other field and a few years of experience teaching a foreign or second language. As such, two of the prerequisites mentioned above, advanced English proficiency and experienced in teaching ELLs, are usually fulfilled. The main challenge then is the content knowledge. It is of vital importance to study not only the course content but also the teaching conventions of that field. Usually, basic information about conventions are given at the initial teacher training. However, it is advised to delve a little deeper into this before the beginning of classes. One way to discover field specifics is to talk with a content teacher at your school, or read about the field, and even participate, in an online forum. This will give the teacher an excellent head start.

In order for students to adapt well to the HSI CLIL program, special attention needs to be given to learning strategies and skills. As students will come across much new academic
vocabulary, they need strategies to learn new vocabulary in order to make sense of texts, graphs, and lectures. It is also necessary to teach them note-taking, listening, and reading skills. We cannot just assume they have acquired these skills just because they are students. The HSI program is rigorous and demanding, so learning skills and strategies will enable the students to be more efficient in their studies.

Nowadays student-centered approaches to teaching are valued above teacher-centered approaches. This is especially true for teenage learners. Exploring and experiencing with different student-centered classroom practices will enhance student participation and motivation, and hence, learning. There are many sources one can choose from, either in books or online. Advice can also be asked from more experienced teachers or the local academic coordinator.

Essay writing is a major part of the HSI curriculum as it accounts for about 25% of the final subject grade. Students write two essays for most of the subjects in the program. They need to fulfill certain requirements and meet APA style standards. It is important for the teachers to familiarize themselves with essay writing in general and these requirements in specific. Students have many difficulties grasping the concept of plagiarism and deadlines. Providing citation examples, practice in paraphrasing and summarizing skills will help the students tremendously. Being consistent with deadline drafts will also contribute to their assuming responsibilities. These skills are not only beneficial to them in school but also in their future careers.

The initial teacher-training program covers these above-mentioned topics, but further training is one of the policies of the HSI program. The SDP, mentioned in the discussion, is especially significant to support teachers in their daily educational activities, offering teachers ongoing learning opportunities to enlarge their repertoire of teaching methods (Channa & Soomro, 2015). The SDP could also be used to deepen the teachers’ knowledge of specific
content related pedagogies. Therefore I strongly recommend teachers sharing their concerns about any part of their teaching routine with the academic coordinator so that they can be addressed in a personal meeting, or be included in the SDP. Ideally, an SDP could be offered as daylong training sessions, or as an online program that teachers could access at their convenience. Such an online program might be structured with segments on different topics made available for teachers to complete by a certain deadline.

In order to increase the effectiveness of these learning experiences, journal writing has been identified as crucial with respect to the teachers’ willingness to put to use the newly acquired insights into teaching methodologies and approaches (Göker, 2012). Reflecting on our practices, and continual training is an essential part of the teacher profession.

6.3 The Learners

The HSI program is an excellent program that provides the students with the opportunity to use their English language skills as a tool to acquire not only academic content knowledge, but also a more in-depth understanding of American society. However, studying academic content in English requires at least an intermediate English proficiency level otherwise students will feel overwhelmed and lost due to the high linguistic demands of the program. Students will enjoy the experience of being able to apply their knowledge of the English language learning subjects that are part of the American HS curriculum.

Apart from the linguistic requirements, time management is another important skill to successfully complete program. The classes will take up two afternoons per week plus the added homework assignments. Thus, to obtain good grades in both the HSI program and the regular HS program, students need to stay on top of all the extra work. One of the components of the
program is that students need to write research essays. The skills needed to successfully write essays will be taught and practiced in the classes. The drafts need to be turned in by the stipulated deadlines, which may be a bit stressful in the beginning. This requires dedication and discipline. The efforts will result in increased English language proficiency and content knowledge, and a better understanding of the American culture.

7 LIMITATIONS

It is important to note two limitations to the study. Firstly, to avoid biases strongly influencing data analysis a second coder is usually consulted during the data coding process. Although I intended to work with such a collaborator for purposes of data analysis, I encountered several difficulties and was unable to do so.

Secondly, the study examined the implementation process of the HSI CLIL program in a private boarding school in southeast Brazil. The duration of the implementation process under study was one year; the first year of the HSI program in that particular school. The research data revealed certain implementation hurdles and how they were overcome by the stakeholders. The findings may have a certain bearing upon implementation processes in different contexts. However, qualitative case studies are usually not suited for generalizations due to their characteristic of studying one specific case.
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APPENDICES

Appendix A-Parents Informed Consent

Georgia State University.
Department of Applied Linguistics/ESL.
Parents Informed Consent.

Title: Tracking the Implementation of a Content and Language Integrated Learning (CLIL) Program.
Principal Investigator: John Murphy.
Student Principal Investigator: Bert O. de Buck.

I. Purpose:
You are invited to participate in a research study. The study investigates the implementation process of the High School International (HSI) CLIL program. The study team invites you to participate because your child is a student in this program. The study team will recruit a total of twenty-five participants. Participation will take 40 minutes of your time in one interview session. The interview will be in mid August. The study team may also select you to participate in a member checking session. In this session the study team will present the findings of the study. The interviewees will check whether the findings convey well the meaning of the interviews.

II. Procedures:
Participants will participate in one, possibly two interview sessions. Each session is 40 minutes long. These interviews are audio recorded. The first interview is in mid August. The second interview is in the last week of September. The interviews will happen in a classroom at the school or another location at your convenience.

III. Risks:
In this study, you will not have any more risks than you would in a normal day of life.

IV. Benefits:
Participation in this study may not benefit you personally. The study team wants to hear the experiences of the participants in the implementation of the CLIL program. Future implementations of the CLIL program may benefit from these experiences.

V. Voluntary Participation and Withdrawal:
Participation in research is voluntary. You do not have to be in this study. No one, including teachers and school administrators, can force you to participate in this study. If you decide to be in the study and change your mind, you have the right to drop out at any time. You may skip questions or stop participating at any time. Your decision will not impact in any way the grades of your child. It will not impact the way s/he is treated in the classes. It will not impact any benefits to which you or s/he are otherwise entitled.
VII. Confidentiality:
The study team will keep your records private to the extent allowed by law. John Murphy and Bert O. de Buck will have access to the information you provide. Two organizations at GSU may also have access to your information. These organizations overview the progress of the study. Your name will not appear on study records. The study team will use a study number instead of your name. Your name and study number are on the code sheet. The study team will store information you provide on a flash drive and on a laptop computer. A firewall and password protect the flash drive and the computer. The study team will store the code sheet separately from the data to protect privacy. The study team will present and publish the results. Your name and other facts will not appear in the results. The study team will not identify you personally. The study team will summarize the findings and report them in group-form. The study team will present the study to the study committee. Then the study team will delete the code sheet and the audio recording from the flash drive and the computer.

The interview is in the form of a focus group. So, there are other participants present at the time of the interview. The study team asks participants not to reveal what the group discussed. However, the researchers do not have complete control of the confidentiality of the data.

VIII. Contact Persons:
Contact John Murphy at 00-1-404-413-5193 or at jmmurphy@gsu.edu and Bert O. de Buck at 55-19-98361-6111 or at bertonnodebuck@gmail.com if you have questions, concerns, or complaints about this study. You can also call if you think the study has harmed you in any way. If you want to talk to someone who is not part of the study team, you can call Susan Vogtner. She works in the Georgia State University Office of Research Integrity. Her number is 00-1-404-413-3513. You can also send her an email - svogtner1@gsu.edu. You can talk about questions, concerns, offer input, obtain information, or suggestions about the study. You can also call Susan Vogtner if you have questions or concerns about your rights in this study.

IX. Copy of Consent Form to Participant:
We will give you a copy of this consent form to keep.

If you are willing to volunteer for this research and be audio recorded, please sign below.

____________________________________________  _____________________
Participant.                              Date

________________________________________
Principal Investigator or Researcher Obtaining Consent.  Date.
Appendix B-Informed Consent

Georgia State University.
Department of Applied Linguistics/ESL.
Informed Consent.

Title: Tracking the Implementation of a Content and Language Integrated Learning (CLIL) Program.
Principal Investigator: John Murphy.
Student Principal Investigator: Bert O. de Buck.

I. Purpose:
You are invited to participate in a research study. The study investigates the implementation process of the High School International (HSI) CLIL program. The study team invites you to participate because you are involved in the implementation process of this program. The study team will recruit a total of twenty-five participants. Participation will take 40 minutes of your time in one interview session. The interview will be in mid August. The study team may also select you to participate in a *member checking* session. In this session the study team will present the findings of the study. The interviewees will check whether the findings convey well the meaning of the interviews.

II. Procedures:
Participants will participate in one, possibly two interview sessions. Each session is 40 minutes long. These interviews are audio recorded. The first interview is in mid August. The second interview is in the last week of September. The interviews will happen in a classroom at the school or at another location at your convenience.

III. Risks:
In this study, you will not have any more risks than you would in a normal day of life.

IV. Benefits:
Participation in this study may not benefit you personally. The study team wants to hear the experiences of the participants in the implementation of the CLIL program. Future implementations of the CLIL program may benefit from these experiences.

V. Voluntary Participation and Withdrawal:
Participation in research is voluntary. You do not have to be in this study. No one can force you to participate in this study. If you decide to be in the study and change your mind, you have the right to drop out at any time. You may skip questions or stop participating at any time. Your decision will not impact any benefits to which you are otherwise entitled.

VII. Confidentiality:
The study team will keep your records private to the extent allowed by law. John Murphy and Bert O. de Buck will have access to the information you provide. Two organizations at GSU may
also have access to your information. These organizations overview the progress of the study. Your name will not appear on study records. The study team will use a study number instead of your name. Your name and study number are on the code sheet. The study team will store information you provide on a flash drive and on a laptop computer. A firewall and password protect the flash drive and the computer. The study team will store the code sheet separately from the data to protect privacy. The study team will present and publish the results. Your name and other facts will not appear in the results. The study team will not identify you personally. The study team will summarize the findings and report them in group-form. The study team will present the study to the study committee. Then the study team will delete the code sheet and the audio recording from the flash drive and the computer.

The interview is in the form of a focus group. So, there are other participants present at the time of the interview. The study team asks participants not to reveal what the group discussed. However, the researchers do not have complete control of the confidentiality of the data.

VIII. Contact Persons:
Contact John Murphy at 00-1-404-413-5193 or at jmmurphy@gsu.edu and Bert O. de Buck at 55-19-98361-6111 or at bertonnodebuck@gmail.com if you have questions, concerns, or complaints about this study. You can also call if you think the study has harmed you in any way. If you want to talk to someone who is not part of the study team, you can call Susan Vogtner. She works in the Georgia State University Office of Research Integrity. Her number is 00-1-404-413-3513. You can also send her an email - svogtner1@gsu.edu. You can talk about questions, concerns, offer input, obtain information, or suggestions about the study. You can also call Susan Vogtner if you have questions or concerns about your rights in this study.

IX. Copy of Consent Form to Participant:
We will give you a copy of this consent form to keep.

If you are willing to volunteer for this research and be audio recorded, please sign below.

____________________________________________.
Participant.

____________________________________________.
Principal Investigator or Researcher Obtaining Consent.
Appendix C-Parental Permission Form

Georgia State University
Department of Applied Linguistics/ESL
Parental Permission Form

Title: Tracking the Implementation of a Content and Language Integrated Learning (CLIL) Program
Principal Investigator: John Murphy
Student Principal Investigator: Bert O. de Buck

I. Purpose:
Your child is invited to participate in a research study. The study investigates the implementation process of the High School International (HSI) CLIL program. The study team invites your child to participate because s/he is a student in this program. The study team will recruit a total of twenty-five participants. Participation will take 40 minutes of your child’s time in one interview session. The interview will be in mid August. The study team may also select your child to participate in a member checking session. In this session the study team will present the findings of the study. The interviewees will check whether the findings convey well the meaning of the interviews.

II. Procedures:
Participants will participate in one, possibly two interview sessions. Each session is 40 minutes long. These interviews will be audio recorded. The first interview is in mid August. The second interview is in the last week of September. The interviews will happen in a classroom at the school or at another safe location.

III. Risks:
In this study, your child will not have any more risks than she / he would in a normal day of life.

IV. Benefits:
Participation in this study may not benefit your child personally. The study team wants to hear the experiences of the participants in the implementation of the CLIL program. Future implementations of the CLIL program may benefit from these experiences.

V. Voluntary Participation and Withdrawal:
Participation in research is voluntary. Your child does not have to be in this study. No one, including parents, teachers, and school administrators, can force your child to participate in this study. If your child decides to be in the study and changes his/her mind, he/she has the right to drop out at any time. Your child may skip questions or stop participating at any time. Your decision will not impact in any way the grades of your child. It will not impact the way s/he is treated in the classes. It will not impact any benefits to which he/ she is otherwise entitled.
VII. Confidentiality:
The study team will keep your child’s records private to the extent allowed by law. John Murphy and Bert O. de Buck will have access to the information your child provides. Two organizations at GSU may also have access to your information. These organizations overview the progress of the study. Your child’s name will not appear on study records. The study team will use a study number instead of your child’s name. Your child’s name and study number are on the code sheet. The study team will store information your child provides on a flash drive and on a laptop computer. A firewall and password protect the flash drive and computer. The study team will store the code sheet separately from the data to protect privacy. The study team will present and publish the results. Your child’s name and other facts will not appear in the results. The study team will not identify your child personally. The study team will summarize the findings and report them in group-form. The study team will present the study to the study committee. After this, the study team will delete the code sheet and the audio recording from the flash drive and the computer.

The interview is in the form of a focus group. So, there are other participants present at the time of the interview. The study team asks participants not to reveal what the group discussed. However, the researchers do not have complete control of the confidentiality of the data.

VIII. Contact Persons:
Contact John Murphy at 00-1-404-413-5193 or at jmmurphy@gsu.edu and Bert O. de Buck at 55-19-98361-6111 or at bertonnodebuck@gmail.com if you have questions, concerns, or complaints about this study. You can also call if you think you have been harmed by the study. If you want to talk to someone who is not part of the study team, you can call Susan Vogtner. She works in the Georgia State University Office of Research Integrity. Her number is 00-1-404-413-3513. You can also send her an email - svogtner1@gsu.edu. You can talk about questions, concerns, offer input, obtain information, or suggestions about the study. You can also call Susan Vogtner if you have questions or concerns about your rights in this study.

IX. Copy of Parental Permission Form:
We will give you a copy of this permission form to keep.

If you are willing to allow your child to volunteer for this research and be audio recorded, please sign below.

____________________________________________
Student (Full name)

____________________________________________.
Parent or Guardian. Date.

____________________________________________.
Principal Investigator or Researcher Obtaining Consent. Date.
Appendix D-Student Assent Form

My name is Bert de Buck. I am a student in the School of Arts and Sciences at Georgia State University. I am working with my professor, John Murphy, on a research study. We are asking you to be part of it.

A research study is when people like me collect a lot of information about a certain thing to find out more about it. This letter tells you about my study so you can decide if you want to be in it. Before you decide, you can talk about it with your parents or anyone else you like.

We are doing this study to find out more about the implementation process of the Griggs International Academy program. We’re inviting you to take part because you go to a school where we’re doing the study.

If you agree to be in the study and your parents say it’s okay, we will ask you to:
• Have an interview where I ask you about your experience in the Griggs program. The interview will be with eight (8) other students from your class. I will audiotape (record what we're saying) if you give permission. This will take about forty (40) minutes.
• Maybe participate in a second group interview to check if I included all the different points that were mentioned in the interviews.
• Let me observe you in your American Government and American History classes. If you agree, will observe these classes two times, once in the month of August and once in the month of September. I won't interrupt the classes.

Place and total time: The interview will be done in a classroom at school and will take about forty minutes. The class observation will be done during your regular American History and American Government classes, so it won't take any extra time.

Any benefits? Being in this study won’t change anything for you. But we hope that what we find out from this research will help in the implementation process of the program.

Any discomforts? You might get bored or tired and decide that you don’t want to finish the interview. If this happens, just tell us you want to stop.

Who will know? If we write up a report or give talks about this research, we won't use any real names of people who were in it. We will just talk about what we learned from all the results put together.

Do you have to participate? No, research is something you do only if you want to. Whether you decide to participate or not, it will have no effect on your grades at school. And if you agree, you can always change your mind later if you don't want to be in the study any more.
Questions?: You can ask questions about this study at any time, now or later. Feel free to contact me, Bert de Buck, at (19)98361-6111 or at bertonnodebuck@gmail.com or John Murphy at 00-1-404-413-5193 or at jmmurphy@gsu.edu. Or you can call Susan Vogtner. She works in the Georgia State University Office of Research Integrity. Her number is 00-1-404-413-3513. You can also send her an email - svogtner1@gsu.edu.

********************************************************************

STUDENT ASSENT

If you decide to participate, and your parents agree, we will give you a copy of this form to keep. That way you can look at it later if you want to.

If you would like to be in this research study, please sign your name on the line below.

________________________________________
Child's Name/Signature (printed or written by child) Date

________________________________________
Signature of Investigator/Person Obtaining Assent Date

********************************************************************

PERMISSION FOR INTERVIEWS

1. Researchers may audiotape me during the interview.
   Yes___ No___

________________________________________
Child's Name/Signature (printed or written by child) Date
Appendix E-Interview Protocol

Interview Protocol:
The implementing process of the HSI CLIL program.

Basic information:
Date: _____________________
Place: ____________________
Interviewer: _______________
Interviewee: ____________________________________
Position of interviewee: ___________________________
Recording/Storing information about interview: ______________________________

Introduction:
¢ Introduce yourself
¢ Discuss the purpose of the study
¢ Get informed consent signature
¢ Provide the structure of the interview (audio recording, taking notes)
¢ Ask if interviewee has questions
¢ Define any terms necessary

Interview content questions:

1. What has been your role in the training and/or implementation process? (ice-breaker)
   Probes: Tell me more. Can you explain?
2. How was the experience of the training? (for teachers/coordinators)
   Probes: Tell me more. Can you explain?
3. How did you learn about the HSI CLIL program? (for students and parents)
   Probes: Tell me more. Explain please.
4. How was the experience of the implementation?
   Probes: Tell me more. Can you explain? Can you talk a bit more about this?
5. How was the experience of the adaptation?
   Probes: Tell me more. Can you explain? Can you talk a bit more about this?

Closing instructions
¢ Thank the individual for participating
¢ Assure individual of confidentiality
¢ If needed, request further interviews
¢ If asked, comment on how interviewees will receive results of the study

Adapted from Creswell (2015, 132-133)
Appendix F-Teacher Classroom Observation Form

Georgia State University
Department of Applied Linguistics/ESL
Informed Consent
Teacher Classroom Observation Form

Title: Tracking the Implementation of a Content and Language Integrated Learning (CLIL) Program
Principal Investigator: John Murphy
Student Principal Investigator: Bert O. de Buck

I. Purpose:
You are invited to participate in a research study. The study investigates the implementation process of the High School International (HSI) CLIL program. The study team invites you to participate because you are involved in the implementation process of this program. Participation will not take any extra time. The study team hereby asks your permission to use the classroom observation forms, completed by the local HSI academic coordinator, in the study. She observed your class while you were teaching. Her observations are of interest to the study.

II. Procedures:
The classroom observation forms will be collected and analyzed by the study team. The information contained in the classroom observation forms will be used in the study.

III. Risks:
In this study, you will not have any more risks than you would in a normal day of life.

IV. Benefits:
Participation in this study may not benefit you personally. The study team wants to read about the classroom interactions of the students and teachers as part of the implementation of the CLIL program. Future implementations of the CLIL program may benefit from these experiences.

V. Voluntary Participation and Withdrawal:
Participation in research is voluntary. You do not have to be in this study. No one can force you to participate in this study. If you decide to be in the study and change your mind, you have the right to drop out at any time. You may withdraw your consent to use the classroom observation forms at any time. Your decision will not impact any benefits to which you are otherwise entitled.

VII. Confidentiality:
The study team will keep your records private to the extent allowed by law. John Murphy and Bert O. de Buck will have access to the information you provide. Two organizations at GSU may also have access to your information. These organizations overview the progress of the study. Your name will not appear on study records. The study team will use a study number instead of your name. Your name and study number are on the code sheet. The study team will store
information you provide on a flash drive and on a laptop computer. A firewall and password protect the flash drive and the computer. The study team will store the code sheet separately from the data to protect privacy. The study team will present and publish the results. Your name and other facts will not appear in the results. The study team will not identify you personally. The study team will summarize the findings and report them in group-form. The study team will present the study to the study committee. Then the study team will delete the code sheet and the audio recording from the flash drive and the computer.

VIII. Contact Persons:
Contact John Murphy at 00-1-404-413-5193 or at jmmurphy@gsu.edu and Bert O. de Buck at 55-19-98361-6111 or at bertonnodebuck@gmail.com if you have questions, concerns, or complaints about this study. You can also call if you think the study has harmed you in any way. If you want to talk to someone who is not part of the study team, you can call Susan Vogtner. She works in the Georgia State University Office of Research Integrity. Her number is 00-1-404-413-3513. You can also send her an email - svogtner1@gsu.edu. You can talk about questions, concerns, offer input, obtain information, or suggestions about the study. You can also call Susan Vogtner if you have questions or concerns about your rights in this study.

IX. Copy of Consent Form to Participant:
We will give you a copy of this consent form to keep.

If you are willing to participate in this research, and allow the use of the observation forms mentioned above, please sign below.

_________________________________________  ___________________
Participant (Teacher / Academic Coordinator)  Date

_________________________________________  _________
Principal Investigator or Researcher Obtaining Consent  Date
Appendix G-Classroom Observation Checklist

Classroom Observation Checklist

<table>
<thead>
<tr>
<th>Name</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Observed</td>
<td>Time</td>
</tr>
<tr>
<td>Observer</td>
<td>Department</td>
</tr>
</tbody>
</table>

*All items marked Not Observed must be explained in Comments*

### Class Structure

- Reviews previous day’s course content
- Gives overview of day’s course content
- Summarizes course content covered
- Directs student preparation for next class

### Comments

### Methods

- Provides well-designed materials
- Employs non-lecture learning activities
  - i.e. small group discussion, student-led activities
  - Invites class discussion
- Employs other tools/instructional aids
  - i.e. technology, computer, video, overheads
- Delivers well-planned lecture

### Comments

### Teacher-Student Interaction

- Solicits student input
- Involves a variety of students
- Demonstrates awareness of individual student learning needs

### Comments

### Content

- Appears knowledgeable
- Appears well organized
- Explains concepts clearly
- Relates concepts to students’ experience
- Selects learning experiences appropriate to level of learning

### Comments

### Other Comments

- Note either effective or ineffective teaching practices observed
- Attach additional pages if necessary

---

Observer Signature: ___________________________  Date: __________

Retrieved from: https://www.austincc.edu/hr/eval/procedures/ClassObservCheck.pdf
Appendix H – HSI Introductory Pack

History

began in 1909. The goal was to provide the benefits of an education to those unable to attend traditional schools. It is one of the oldest distance learning programs in the world.

By 1911 students represented nearly every state and province in North America, as well as 10 other countries. Today, more than 1,000,000 people have studied with the worldwide network of

Mission Statement

The nurturing faculty and staff of are committed to inspiring students to become seekers, affirmers and changers. will provide programs that are intercultural and based on the key values of Dignity, Honor, Respect and Integrity.

Accreditation

is accredited by multiple accreditation agencies in the USA. Our diplomas are preferred by the top universities and accepted worldwide as a trusted education provider.

Accreditations and Approvals

Academic

offers an academically challenging curriculum based on the university preparatory high school diploma of the USA. Each subject lesson is intercultural and blended with the national curriculum of the country where the program is taught. We use project-based assessments and call for learning experiences outside of the classroom. Our community service enhances global citizenship and our reflective lessons formulate critical thinking. utilizes standardized exams to ensure that every student is assessed at a high academic level.
Curriculum

The school has a flexible system of education from Pre-Kindergarten (age 3) to High School (age 18). Students may enrol for an entire grade or for individual subjects. This enables our education programs to be adaptable to benefit one student or an entire school. It maintains high scholastic standards. Qualified professionals utilize Content Integrated Learning (CLIL) in all phases of teaching to ensure subject-oriented learning.

Grades Pre K – 8

Two Elementary programs are available at the Elementary School level:

**Bilingual Pre K to Grade 5** – curriculum for English language acquisition with LEGO supplements is delivered bilingually.

**Bilingual for Grades K-5**

Each Bilingual program includes:

- All books and play sets
- Set up and supervised program implementation
- Three annual on-site training sessions
- Two annual teacher appraisals
- Access to educational resources available from
- High level consultation response time
- Exclusive parent & child bilingual camp access
- Exclusive bilingual teacher training access
- Cambridge English language acquisition modules
- LEGO education set
- WE DO LEGO software
- On-line resources
- Teacher’s lesson plans
- Five student books per level

**Diploma Grade 1 to 8** – A progressive bilingual study of core subjects.

**Required Elementary School subjects include:**

- History & Social Studies
- Language Arts & Geography
- Math & Science
- Art & Physical Education

Students who successfully complete their Elementary requirements will earn a diploma that is accredited by the Maryland State Board of Education.
Grades 9-12 High School

Our High School plan is available at three different levels:

Certificate – A maximum of three (3) subjects are offered in the English language to enhance the local curriculum.

Twin Track – A maximum of eight (8) subjects are offered in the English language, in addition to the local requirements to qualify for US high school diploma.

University Prep – A minimum of 25 subjects must be completed to qualify for the US high school diploma.

Students who successfully complete the High School graduation requirements earn a diploma that is accredited by the Maryland State Board of Education. Partner universities offer express entry to students who hold diplomas, waiving the requirement for TOEFL and SAT.

Required High School subjects include:

- World History
- U.S. Literature
- Fine Arts
- Health
- U.S. Government
- British Literature
- Computers
- Community Service

Optional High School electives include:

- Ethics
- Finance
- Modern Languages
- Aviation
- Photography

Our Credit System

The High School Diploma follows the internationally renowned academic credit system of Carnegie Units. The Carnegie Unit is the required measurement of education standards by U.S. Universities. These units provide universities the ability to compare students and the quality of education. These units are used as the basis for evaluating student entry into university and for determining student completion of course work and degrees.
Appendix I – Affiliate Operating Manual

Mission Statement

The mission is to provide educationally sound, values-based, guided independent study and distance education programs that build a foundation for service to God, church and society.

Core Values

Excellence
Each student is viewed as uniquely endowed with talents and abilities that are developed by providing a quality, academically rigorous education at all levels. Teachers encourage analytical and open thought processes enabling students to become independent and confident individuals in society.

Respect
Students are encouraged to uplift one another by demonstrating respect and consideration for all through learning that is student-centered and redemptive. Students are held to a high standard of dignity, honor and respect toward others. They are being prepared to be productive and moral citizens.

Global Citizens
Students develop an international mindset that will enable them to pursue their ambitions academically, professionally and socially. Teachers integrate a variety of opinions and cultural perspectives to current and historical events.

Service and Leadership
Students are nurtured to be individuals engaged in a life of service whether it is toward their peers, in their local community or for a global cause.

views service as an integral part of its diploma program, requiring 20 hours of community service per year of participation in the program valued and understand that they are part of a team by providing opportunities for constructive interaction and sharing of experiences.
Creating a Course Description and Lesson Plan

A good course and lesson plan is necessary for all teachers. Teaching is complex. Few beginning teachers had any type of internship that will help them in their first years of teaching. A framework provides a good guide to lead the new as well as experienced teacher down the road to success. A framework gives the educator a map to follow that will be consistent. It prevents meandering from the pathway of learning.

A course description puts a professional criterion into the process of teaching. Teaching could fall into a routine where teachers only teach what they felt inspired to teach and not what needs to be taught. This haphazard style of teaching would leave students partially educated.

Effective teaching is a science and an art. Spending time developing good lessons will promote both the creativity and the systematic styles of teaching the material necessary for students to have an excellent education.

Not all teachers are comfortable teaching the exact same way. A course description is not a checklist of teacher behaviors. It is a set of commonalities that show what specific actions a teacher should carry out in order to be professional and effective. Many resources are available from textbook companies and the Internet. The framework will:

- Help teachers plan for instruction and reflect on the next steps
- Help teachers interact with colleagues outside the classroom walls
- Help teachers communicate with parents and the community
- Help teachers organize the classroom material
- Help teachers reflect on student learning and plan improvements
- Help teachers interact with others in the educational environment

Teachers need to be responsible for planning, preparation and classroom instruction. They do this by demonstrating knowledge of the subject content, understanding the students' needs, setting goals, utilizing resources, designing instruction and assessing student learning.

Course Description (see Appendix E)

A copy of the course description for each course taught at the school must be granted approval from before the school year begins in order for the course to be accepted for credit. The principal and registrar will evaluate the descriptions and notify the school of approval of course or denial with required changes sent back for review. Each must include the following components:

- Name of the course, the instructor, the schedule (days of the week and number of minutes per class), credit, textbooks, course overview, course objectives, course outline, assessment, grading scale and classroom expectations.

How to Write a Lesson Plan (see Appendix F)

1. Review resources, textbooks, standards, etc.
2. Write out goals and objectives for that day/week
3. Determine how you will introduce the lesson (get students interested)
4. List the activities: Lecture, group work, assessment, discussion, etc.
5. List the supplies needed for the class
6. Script any key things that might be hard to recall during class
7. Explain how students will practice learning
8. Describe assessment (quiz, test, imbedded assessment, etc.)
Teacher Guidelines (cont.)

- Calculate and distribute grades honestly and confidentially
- Use discipline that guides a student to make positive change
- Maintain a character that can be a positive role model
- Live a healthy lifestyle (i.e. avoid smoking, drinking alcohol, drug use)
- Treat parents, students and colleagues with fairness and integrity
- Create an atmosphere of respect among colleagues and students
- Demonstrate respect for cultural and spiritual values
- Base decision making on the school mission and what is best for the student(s)
- Develop lessons that engage students and encourage mastery of subject
- Avoid conflict between professional work and private interests

POSSIBLE INTERVIEW QUESTIONS

- What are the most important things I should know about you, your life, your experiences?
- You have been hired as the newest member of our teaching team. In fewer than five minutes, how would you introduce yourself to a group of parents, students and teachers from our school?
- (Confirm how candidate's education, training and work experiences have qualified them for the new role.)
- Who has most influenced you to become an educator, and what qualities do you emulate?
- Describe for me a lesson you taught that went very well. Why did the lesson work so well?
- How did you use differentiation of abilities/ELL? (Role play)
- What methods of teaching, besides lecture/textbook, would you use to present material to your students?
- What if your students don’t understand a concept/language, how do you have a plan for remediation?
- How do you carry out that plan? (Role play)
- What would your previous employer or college advisor say were your greatest strengths for teaching, and what areas would they suggest were areas that need growth?
- Why do you want to change employer?
- If your greatest supporter was in the room with us today, what five words would he or she use to describe you as a person, a teacher or a colleague?
- What have you read lately that led you to change the way you teach?
- Explain in writing, in 100 words or fewer, your philosophy of teaching.
- What is your approach to classroom management and student discipline?
- Tell me about a difficult circumstance you handled.
- What action did you take? What were the results?
- What do you know about our school/country/environment and how will you manage the cultural change?
- What is your career plan and where will you be in five years?
- Is there anything you want us to know that we haven’t asked that might help us as we make our hiring decision?

TEACHER CERTIFICATIONS, CVS AND FACULTY REPORT

In order to be in compliance with accreditation policy, must have copies of all teachers’ CVs/resumes and certifications before school begins. This information is also to be entered on the faculty report spreadsheet for data analysis as well. All part-time and full-time faculty who are teaching any affiliate course or are employed as support staff during the school year must be included. Please note that all of the fields on the report are required for accreditation reports. Registrar will provide form spreadsheet. (See Appendix)

BUILDING TEACHER PROFESSIONALISM

Teachers have the key role of interpreting, developing and delivering the programs offered by . Teachers are able to create their own program of study, ensuring that the curriculum experienced by students is aligned with the prescribed subject aims, objectives and content, and is adapted to the local context. Effective delivery of the curriculum requires teachers to be reflective practitioners who are critically self-aware of their own teaching and who model the thinking and approaches they expect of their students. Building teacher professionalism refers to the central responsibility that teachers have in the design and delivery of the program, which needs to be supported by ongoing professional development.
Academic Policy Reports

GIA ENGLISH LANGUAGE PROFICIENCY ADMISSIONS POLICY

Admission
The exam score on any one of the language proficiency exams accepts for admission (TOEFL ITP, TOEFL IBT, MELAB, IELTS Academic, Stanford10, PTE Academic) will determine if a student is a full-time ESL student, a Language Bridge Program student or can start taking a full load of academic classes during his/her first semester of the U.S. High School Diploma program.

Regular Admission
Except for Dual Credit, Twin Track and other programs with higher language proficiency requirements, students may demonstrate sufficient language proficiency for regular admission to the High School Diploma program by scoring a minimum of 350 on the TOEFL (IBT 60, 4.5 IELTS, 60 MELAB, 40 PTE). Students may also demonstrate sufficient language proficiency by successfully completing the highest level of the supplementary courses, or by successfully completing the Language Bridge program.

Provisional Admission
Provisional admission may be offered to students who meet all other requirements for admissions, but have not yet obtained the required English language proficiency score. Students who have not submitted a language proficiency exam score prior to admission to an affiliate school may take the TOEFL ITP exam offered by the or one of the other accepted language proficiency exams at any other authorized testing center.

Language proficiency exam scores must be submitted prior to registering for any diploma course. All students who have language proficiency scores below the minimum requirements for admission to the program will take a placement test to determine which level of instruction within the affiliate school best meets their needs. Students will take a similar test at the end of every semester to assess progress.

Exchange Students
Students who attend as part of an exchange program partnership must demonstrate the same level of English language proficiency as all other non-native English speaking students. The exam score on the TOEFL or one of the other language proficiency exams accepts for admission will determine if an exchange student is a full-time ESL student, a Language Bridge program student or can start taking diploma classes at an affiliate school. (See Appendix for Language Bridge program outline)

ENROLLMENT REPORTS

Enrollment reports provide a record of courses for all students enrolled in each grade for the semester and are also required for accreditation purposes. These reports are due within two (2) weeks after the semester begins. Enrollment numbers will be verified with the affiliate school then sent to the finance department for charges to be applied.

The registrar will use these forms to enroll students into the Student Information System which generates a student ID number. This number will be added to the enrollment report and sent back to the affiliate to be used as the grade report at the end of the semester. Please use the legal name (as used on passport) on the enrollment report. Avoid using American names unless printed on passport. The names given will be used to print official documents such as transcripts and diplomas; therefore the student’s full legal name must be used. (See Appendix II)

GRADE REPORTS

Grade reports are the official record of student grades. These are due within two (2) weeks after the semester ends. Please make certain that all columns are completed on the form for accreditation purposes. If student is enrolled after the enrollment report has been sent to please include their information at the end of the grade report upon completion of the semester as well as on the enrollment roster for the next semester. Charges will be assessed with the enrollment roster of the 2nd semester. (See Appendix II)
Appendix J – Teacher Induction Handbook

Classroom and school displays should demonstrate a range of cultural and mixed gender role models. New and exciting initiatives should be offered to students to aid them in appreciating people from different societies and backgrounds. Current events should be studied from an intercultural and moral perspective. The differences in intercultural communication and perceptions will enable students to understand and modify their behaviour and expectations. A high degree of intercultural competence should be expected from students to aid their understanding of human nature.

A school community must model the values and behaviors associated with education for intercultural understanding. Intercultural education can be achieved in rich national as well as international settings. Intercultural education starts with the attitude an individual has towards themselves and others in their immediate environment. Students need to learn to understand themselves, what it means to be human, and to make sense of their place in an increasingly interdependent, globalized world. Intercultural learning, therefore, starts with self-awareness and encompasses the individual and the local/national and cultural setting of the school as well as exploring wider global perspectives.

Education for intercultural learning requires students to develop knowledge of different worldwide perspectives and to be able to critically reflect on why different perspectives exist. It is important that this consideration stems from a student’s understanding and appreciation of their own culture and nationality so that international understanding and cooperation supplement local and national allegiances. Understanding is not the same as acceptance of all practices. While the mission statement of [school] stresses that students should develop a mutual respect of world differences, the learner profile also emphasizes the importance of seeking knowledge, affirming the information gathered and changing the world to create a better environment.

Experiencing the World of

Founded in 1909, [organization] is one of the oldest US providers of international education programs. With a network of almost 8,000 schools and universities worldwide, it operates schools using an open curriculum in Africa, Asia, Europe, North America and South America.

Offers seven programs on four continents with academic and/or service credit given for the US Diploma or university. Our programs are for students aged from 6 (6 to 10 with parental escort) to 18 and operate year round.

Summer Camp

Enjoy activities, visit new places and make local friends while learning a language of your choice
- Asia - Hong Kong
- Europe - London
- North America - Atlanta, Boston, Chicago, New York and Orlando

Cultural Exchanges and Academic Year

Live with native language speakers and attend the local school whilst obtaining academic credit.
Designing a course of study which is appropriate to the independent needs of students is constantly looking at ways to improve access and to help schools to offer a range of educational programs. The ways in which schools can support access to educational programs is by building teacher professionalism.

**Building teacher professionalism**

Teachers have a key role of interpreting, developing and delivering the programs offered by ... Teachers have to create their own program of study, ensuring that the curriculum experienced by students is aligned with the prescribed subject aims, objectives and content, and is adapted to the local context. Effective delivery of the curriculum requires teachers to be reflective practitioners who are critically self-aware of their own teaching and who model the thinking and approaches they expect of their students. Building teacher professionalism refers to the central responsibility that teachers have in the design and delivery of the program, which needs to be supported by ongoing professional development.

In creating programs of study, a starting point is provided by subject guides and other teacher support material produced by ... beyond these, teachers are expected to consider and use a wide range of resources as well as develop their own. Teachers are uniquely placed to do this, as they know their students and the local context. Some course companions, resource materials are designed to support learning in specific subjects, but teaching to a textbook is inconsistent with the philosophy of the program.

Another aspect of creative teacher professionalism is the responsibility that teachers have to support the curriculum development and assessment. ... believes that the partnership between the organization, teachers and school administrators is fundamental to the continued success of its programs. All subjects and core components of our educational programs are regularly reviewed and developed by our team of experienced educators, some of whom also serve as teachers in ... Affiliate schools around the globe. One essential part of the curriculum evaluation and review process involves teachers responding to questionnaires so that, on one level, all teachers can be involved in curriculum review and development. Experienced teachers are encouraged to become involved in work beyond their school, through activities including examining, workshop leadership, curriculum development committee and participation in regional association work.

**Course Outlines**

The course outline is defined for purposes of Accreditation as a Departmental document, which is on file in the Departmental Office. It consists of the following items:

1. Title of course
2. Introduction
3. Information about the Curriculum
4. Course Objectives
5. Topical outline of the course content
Changers

They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others. They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development. They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment. They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

Learning how to learn

From its recognition of the importance of students developing independent learning strategies and skills that were transferable to new contexts. Students who are educated under the programs do not merely acquire knowledge. The process of learning is applying and evaluating knowledge. This is expressed in the Journey to Excellence.

Learning how to learn is integrated naturally into the curriculum. The teaching and learning process supports the learner who develops the attributes of evaluation and reflection. A number of aims and objectives identified in the various subject groups are supported by lesson schemes which require students to reflect on and to evaluate the knowledge claims they encounter and the methodologies they are learning. This approach to learning helps students develop an intuitive thinking strategy to become lifelong independent learners.

Learning Styles

1. The Dynamic Learner:
   - Tries things out
   - Not afraid to make mistakes
   - Enjoys variety
   - Looks for excitement
   - Unwilling to plan or check work
   - Poor time management

2. The Common Sense Learner:
   - Reads instructions carefully
   - Uses theory and practice
   - Works well on own
   - Not very imaginative
   - Good time management
3. **The Imaginative Learner:**

- Likes to see the whole picture
- Enjoys brainstorming
- Good listener
- Likes group work
- Tend to forget important details
- Easily distracted

4. **The Analytic Learner:**

- Well organised
- Logical in approach
- Applies theories to problems
- Dislikes group discussions
- Gets bogged down in details.

Styles of learner → Styles of teaching needed!

Do our own learning styles adversely influence our preferred teaching styles?

---

**Typical Lesson Structure**

The framework is based on 3 stages within every lesson.

1. **Starter**
2. **Main teaching phase**
3. **Conclusion**

**Starter**

- The aim of the starter is to get the group settled and focused (warm up the brain).
- Short tasks quizzes or ‘brain teasers’ are often useful ways of getting pupils thinking.
- Pupils should follow the same routines at the start of every lesson (e.g. coats off, work equipment and planners out, bags on the floor).
- The starter should review the last lesson and/or homework.
- It sets the aims for the lessons ahead.
- It’s not based on ‘hands up’.
- Teachers should avoid confrontations with difficult pupils wherever possible.
- H/W and key words should be written in planners.
- The starter should begin quickly and not overrun.

**Main Teaching Phase**

This section addresses the key learning objectives and is teacher-led.
- The whole class moves at the same speed
Learning is assessed orally throughout the phase.
Opportunities are provided for pupils to develop their skills in thinking and listening.
A large part of the phase is interactive, both between teacher and pupils, and between pupils themselves.
It is not didactic, with the teacher as deliverer and the pupils in receipt.
It is important for the teacher to plan each part of the transition between each part of the phase carefully.

There are a number of techniques, which make up the repertoire of strategies the teacher can employ;

**Teacher exposition / demonstration**
This technique will often start the main teaching phase
- It should employ a good range of resources
- Teachers should 'commentate' on their thinking when explaining or modelling
- New languages/spellings should be 'flagged up'
- Teaching should not be punctuated by questioning from pupils. Pupils should be concentrating on understanding what is happening, and on trying to remember what they have learnt
- It should be made clear that pupils will have a chance to ask questions at the end of each chunk of learning.

**Pair / group discussion work**
- This is a very good way of ensuring that all the pupils are engaged in the lesson, and provides excellent opportunities for pupils to think for themselves in a less pressurized setting than whole class questioning.
- It provides a good link between teacher exposition and structured whole class questioning or pupil demonstration.
- Clear time scales and expected outcomes need to be set by the teacher
- Teachers should not be worried about all pupils 'reporting back'. The main aim of this technique is to allow opportunities for all pupils to engage with the learning.

**Structured questioning**
This provides opportunities to develop understanding. Teachers should:
- Ensure a range of questions are asked from low to high order ('descriptive, reflective, speculative')
- Rarely use hands up. Much better to select a pupil to answer. This enables teachers to ensure pupils have had adequate 'thinking time', and means questions can be targeted to push more able pupils.
- Teachers should not be afraid to ask pupils a range of progressively more challenging questions.
- Teachers should not repeat a pupil's answer. This encourages pupils to mumble. If a pupil sits quiet he or she should be encouraged to repeat the question more audibly.
- If a pupil is reluctant to answer then give them time to respond. If this fails, then rephrase the question or ask another instead. Never move onto another pupil until you have gained a response and praised it.

**Pupil Demonstration**
This is perhaps the hardest technique to introduce, but one which can contribute the most to learning when successfully implemented. It is very dependent on the creation of the right
Appendix K – Teacher Induction Handbook Appendix

School Evaluation

The School Evaluation is conducted in accordance with the educational guidelines of and covers the following areas:

1. School Facilities - Physical building check: condition of paint, masonry, lights, electrical plugs, grounds, play area, cafeteria, classrooms, library, chemical storage, assembly hall, gymnasium, pool, offices, Wi-Fi access, school shop, parking for staff/parents, drop off/collection of students, security of perimeter and observation with cameras.

2. Health and Safety - Check provisions for disaster response such as fire, earthquake and school intrusion. Confirm local legislation and compliance on trips, child protection, signage and chemical storage. Observe cleaning, use of electrics and internet protection policy.

3. Sanitary Facilities - Inspect adult and student areas for air circulation, cleanliness, freshness, privacy, sanitary tissue, soap, hand drier, water leaks, water spills, window privacy, locks on stalls and waste bins.

4. Functions of School Administration - Confirm as per descriptions, invoke appraisal, question administration on function and request evidence of operative efforts.

5. School Enrollment - Confirm numbers equate to those registered with note if declining, steady or increasing enrollment. Request maximum capacity of school and observe class sizes are within policy. Observe promotional material for on/off campus, marketing strategy and request evidence of active marketing.

6. Home and School Functions - Observe newsletter, website, letters to parents, Parents’ Evening and Complaints policy/log. Meet with PTA officers to assess competency and enquire on progress of school. Check target setting is being utilized.

7. Philosophy and Objectives for Program existence - Observe school decor for posters, banners and information. View letters to parents for inclusive acknowledgement. Observe a minimum of two school assembly/homeroom periods per week, a minimum of three staff briefings per week. Check for inclusion of Journey to Excellence in lesson plans and teaching. Enquire of parents, teachers and students on philosophy and affiliate objectives.