**Appendix 1** Themes and sample comments

Table 4 Themes and sample comments in Q1

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| Q1 Literature / Language Arts  (Culture-specific | Content / Meaning) | Sample comment |
| Focus on culture(s) of English-Speaking World | I wrote down culture as well because it’s not only about the language, of course. [2TEB3] |
| Focus on literature | [When the English language is taught through other subjects, English lessons] would purely be looking at the literature side of it. [3TEB9] |

Table 5 Themes and sample comments in Q2

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| Q2 Language and communication  (Culture-specific | Language / Form) | Sample comment |
| Focus on general and academic English skills and strategies | Maybe it’s very rude that I say so, but grammar doesn’t really matter in year one. They need to be able to speak and understand and listen [2ST3] |
| Focus on language systems in a communicative context | And also focus on grammar, vocab, only integrated in real life language production, [not] …on grammar and vocab as something on its own [1TEB2] |
| Use a variety of course materials | Not just sticking to the course book alone, also looking at other sources of information for pupils. Now there are also a lot of teachers who stick to written material and make limited use of film clips and the like, which are also very useful [AS1] |
| Assess / give feedback on learner language in set tasks for English | One aspect .. is also stimulating feedback. That you don’t just hear what you did wrong, but also what you did right. [AC4] |

Table 6 Themes and sample comments in Q3

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| Q3 Content support  (Subject-specific | Content / Meaning) | Sample comment |
| Coach STs in CLIL pedagogical skills | So literally I ran to …my English teaching colleagues, “What am I going to do?” Because I don’t just have to be a history teacher, especially in the first year, in the first months I have to be a language teacher. But I’m not a language teacher and I don’t have the skills to be that. So just give me tips, give me information, what can I do? [3ST4] |
| Support and monitor nns-STs’ language skills | The subject teachers, they really need the English language teachers in order to produce their work in a proper way, so that there are no mistakes and that it also sounds English. [1ST1] |
| Formulate a language policy | Language policy is not so much dealing with students’ mistakes (but I think that English teachers should also have that approach). How do you deal with the kind of language you want and expect from students at a certain level? This is about language types and language forms, and a kind of accuracy, a kind of adequacy, these are all included, too. And all that together forms language policy. [AC2] |

Table 7 Themes and sample comments in Q4

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| --- | --- |
| Q4 Subject-specific language  (Subject-specific | Language / Form) | Sample comment |
| Focus on transferrable skills and strategies | Encourage pupils to apply the language-learning skills that they learn in English lessons and other languages, too….if we’re working with a vocab list with words that they learn in English, that they can apply the same sort of strategies in a subject. [3TEB11] |
| Focus on language systems in subject contexts | I worked with somebody in the geography lesson. [The pupils] were using the ‘ing’-form for the sun shining and stuff like that.…I walked in and said ‘okay, we’re going to really address something. What’s the present simple again? So what does the sun do? What do the waves do? Because I know you had that in your geography lesson last week. What was that again? Now you were all saying it was shining? No it’s not shining, it shines, no they’re not rolling, they roll.’ [3TEB8] |
| Use topics and materials in English lessons from subjects | I would love it, if I could give our English teachers pages out of all the text books of all the different subject teachers and use those texts as the basis for their teaching sometimes. [1ST2] |
| Prepare / assess / give feedback on language for subject tasks | …. offer support in tasks from other subjects carried out in English. To prepare for this, or give students time to prepare in your class and get feedback. [AC2] |
| Team teach | So for me what would be the ideal lesson, is that the English lessons, there would not be any English lessons, ok? Because they would have their subject lessons and the English teachers would then team-teach with the subject teacher. So the English lessons would be superfluous because they would learn all their English through their other subjects. [3TEB9] |