DIPLOMARBEIT

Titel der Diplomarbeit

„English as the medium of instruction in Psychology lessons – practicing CLIL in Psychology"

Verfasserin

Jennifer Denise Regitschnig

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Declaration of Authenticity

I confirm to have conceived and written this paper in English all by myself.
Quotations from other authors and any ideas borrowed and/or passages paraphrased
from the works of other authors are all clearly marked within the text and
acknowledged in the bibliographical references.

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Abstract

Content and language integrated learning (CLIL) – or the Austrian equivalent *Englisch als Arbeitssprache (EAA)* – is an approach to language teaching which combines content and language at the same time. By focusing rather on the content, students acquire the target language unconsciously. Learning a language through content does not only increase the students' motivation but it also improves the students' performances, both in language and content. A few Austrian school subjects are already taught through the medium of English and it is advisable for other subjects to follow this approach. Despite CLIL's advantages, schools and teachers still face impediments which detain their wish to integrate this approach into their school's curriculum.

This thesis demonstrates the possibility of combining the subject Psychology and CLIL, and it intends to explore possible benefits and obstructions. In order to test the hypotheses stated above, I carried out a teaching sequence in a seventh form of an academic secondary school in the suburban area of Vienna by means of exploring the students' reaction and willingness to participate in such a program.

The students' attitude towards CLIL Psychology is generally positive. During my research it became evident that the students' interest in Psychology as well as their concentration increased, mainly due to the use of different teaching techniques employed and partly due to use of English as the language of instruction. However, one of the drawbacks of teaching Psychology in any other language than the students' mother tongue is the fact that Psychology deals with rather abstract phenomena which might cause problems in comprehension and thus can interfere negatively with the learning process. Further issues raised in the field of CLIL Psychology will be discussed in the empirical part and in the curriculum analysis.

Notwithstanding all the advantages and disadvantages of a CLIL Psychology subject, the results of the thesis show that there is considerable interest and valuable outcome to integrate such a program into schools.

Abstract (English)

German summary

CV

1. Introduction

> The philosophy underlying the Austrian educational system is to equip young people with the knowledge and skills required for their future lives and jobs and to encourage life-long learning (Jantscher & Landsiedler 2000: 15).

This statement holds true for every subject taught in the Austrian school system whether it be a language or a science subject. Despite this good intention, the Austrian school system has been described as being antiquated and old-fashioned. Nevertheless, individual subjects try to adapt to the increasing demands.

The hypothesis that Austria has an antiquated school system is, to a great extent, supported by the results of the PISA[1] study in as much as Austria cannot score results that rank among the high positions. This raises the question on an inter-European level of how elaborated and modern the Austrian school system is. On that account, Austria needs to integrate some new, innovative concepts to be integrated into its existing school system. As language subjects for example try to meet these requests by actively incorporating the goals of the ‚Common European Frame of Reference'[2], which, among other concepts, also advocates multilingualism.

One possible system is an approach that is gaining more and more prosperity throughout Europe is *CLIL, Content and Language Integrated Learning*[3]. Its main goal is to combine any language besides the mother tongue and any content subject. The idea behind such a method did not originate in Europe but in North America where it proved a great success. Notwithstanding, the implementation in existing school systems is rather problematic and bound to require considerable financial aid that is often not granted. Research[4] has shown that despite difficulties faced, there is a growing community that acts in favor of it and

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[1] For more information see http://www.pisa-austria.at (26 April 2009).
[2] The Common European Frame of Reference (CEFR) "describes in a comprehensive way what language learners have to learn to do in order to use a language for communication and what knowledge and skills they have to develop so as to be able to act effectively" (http://www.coe.int/T/DG4/Linguistic/Source/Framework_EN.pdf : 1 - 26 April 2009) For a more detailed account please see (ibid.).
[3] Later referred to as CLIL.
[4] cf. Eurydice (2004/05), Oestrich & Grogger 1997, Abuja & Heindler 1998 and Nezbeda 2005.

promotes CLIL in Austria. Among them are various teachers from schools all over Austria. Some of them already teach their second subject in English or assist their colleagues who are either language teachers and need content assistance or vice verca. The subjects predominantly taught are History and Geography while other subjects are following gradually.

Up to now, there have been rather negative undertones with reference to the inclusion of CLIL in the teaching of the subject Psychology and Philosophy. I personally have been interested in combining English and Psychology since I graduated from secondary academic modern school an this interest has grown deeper during my studies. Clearly CLIL Psychology would be an obvious choice for effecting such a combination at schools. This, then, is the reason why I embarked on this thesis. I wanted to discover the potentiality of combining these two subjects, as reality shows that it is rarely taught in English.

After trying to give a consistent definition of and introduction to CLIL, which also comprises a brief description of its history and roots, the situation of CLIL in Austria is outlined. This is followed by the presentation of prerequisites that need to be fulfilled in order to implement such a program besides a basic outline of conceivable problems. The next chapter elaborates possible advantages and aims of adopting CLIL. The following section discusses issues of the teaching methodology. This part contains presentations of various underlying language learning theories as well as CLIL-related approaches and is concluded with an attempt of constituting a methodology of its own. The chapters thereafter deal with the subject Psychology and include its didactic principles and an analysis of the curriculum in order to discover suitable topics for CLIL. The last main section focuses on the practical part of this thesis, my own teaching project. It will include details about the choice of the topic, the setting and an in-depth reflection on my teaching. This is followed by the description of the survey I conducted and the presentation of the results.

2. CLIL definitions and roots

2.1 CLIL definition

Content and language integrated learning is defined as an educational approach that combines any content subject with a foreign language (Maljers 2007: 8). Instead of explicitly focusing on the language itself, it is used implicitly by adopting the language as a medium of instruction (van de Craen 2001: 6). Therefore, CLIL offers opportunities to allow youngsters to use another language naturally, in such a way that they soon forget about the language and only focus on the topic being learned (Marsh 2000: 6).

As outlined before, CLIL combines content learning and implicit language learning simultaneously (Maljers 2007: 8). An essential concept for CLIL is integration, which is twofold. Firstly, as already pointed out above, "language learning is included in content classes" (Mehisto 2008: 11). This comprises making use of strategies[5] such as graphs and experiments in order to enhance learning of content. Secondly, content learnt in the content subject is transferred into language classes. This ensures further understanding of special content vocabulary and terminology (ibid.). Darn (2006b: 2) outlines that CLIL is "a practical and sensible approach to both content and language learning" that further increases "intercultural understanding".

In spite of the fact that the definition of CLIL is rather clear, the concept per se is known under many synonyms[6].

2.2 CLIL related concepts

CLIL can be described as an umbrella-term for various bilingual school settings. In addition, it is a term that is being used internationally across Europe where it was also created. (Eurydice 2004/05, 4). While CLIL is used within the European

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[5] Chapter 6 deals with the methodology of CLIL in greater detail.
[6] The website www.content-english.org offers a long list of CLIL related terms (Dalton-Puffer 2008: 2).

Union, a great variety of related terms can be found within Europe as well as in the USA and Canada.

Englisch als Arbeitssprache (EAA) has long been the prominent term in Austrian school settings describing CLIL situations. A further discussion of this term can be found under section 'CLIL and related concepts' (3.1.). Content-oriented language learning (COLT) is an additional term that can be used when referring to CLIL, as well as English as a medium of instruction (EMI), Language across the Curriculum (LAC) and Teaching Content in a foreign language (TCFL) (Nezbeda 2005: 7).

Canadian and US-American definitions and programs are somewhat different from the European model. Canada is well known for its immersion program in which children are taught in the second official language[7] (cf. Dalton-Puffer 2008: 2). Immersion is a term that is also used in US-American school settings but content-based instruction[8] is a further term that "describe situations where second language competencies are developed through the teaching of curricular content" (ibid.)

2.3 CLIL roots

The term CLIL has been used since 1994 when it was created in Europe (Darn 2006: 2; Mehisto 2008: 9), although its practice is much older. 5000 years ago, in what is known as Iraq today, basic principles of modern CLIL were already practiced there as the conquerors wanted to learn the local language (Mehisto 2008: 9). A further example of teaching in a foreign language is Latin. Latin was widely used as the language of instruction in universities all over Europe up until the eighteenth century. (ibid.; Dalton-Puffer 2002: 6).

In terms of the situation outside of Europe, CLIL related immersion programs have existed for over 30 years regarding the situation outside of Europe. Canada

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[7] French is the second official language that is spoken in Canada.
[8] For a detailed description of content-based instruction, please see section 6.2.3.

in particular has expanded immersion programs in order to encourage bilingualism (Mehisto 2008: 9-10).

Globalization was one of the main reasons why Europe was in search of a language learning approach that improved the existing language classes. Increased language knowledge supports interconnection between individual states of Europe.

One can conclude that the reasons for the growth of CLIL are twofold. Firstly, traditional language teaching is not sufficient for the "linguistic demands" (Mehisto 2008: 10) one has to face in times of globalization. Secondly,

CLIL suits European aspirations of educating citizens capable of speaking, apart from their mother tongue, two community languages (Van de Craen 2002: 1)[9].

Based on these reasons, it can be concluded that "the vision of a bilingual and multilingual Europe is clear" (Darn 2006b: 1). Since the early beginning of CLIL, the concept has been extended and adapted in every European country to fit the needs of every European country.

3. CLIL in Austria

Foreign language teaching has been implemented in Austrian schools for many years. The importance of foreign language usage in every-day communication has grown enormously since the early eighties (Abuja 2007: 14) and the Federal Ministry for Education, Science and Culture established a "foreign language offensive" (Abuja 2007: 14), which assured the learning of at least one foreign language at lower secondary school and another one at upper secondary school (Abuja 2007: 14). As a result, the concept of CLIL was introduced at the outset of 1990 (Eurydice 2004/05: 4) and has gained great success ever since. As this

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[9] For more information see White Paper (1995).

concept is known under various synonyms, the definitions most commonly used in Austria[10] will be described.

Englisch als Arbeitssprache (EAA) is the equivalent Austrian term to CLIL. It is a project set up by the Centre for School Development. The group of professionals tries to integrate English as a medium of instruction into Austrian classrooms and focuses on the creation of material as well as on teacher education in regard to CLIL (Abuja 1996a: 24; Gierlinger 2002: 3). EAA refers to English that is used in teaching situations as the language for instruction in content subjects like History and Geography among others. The two main goals for this project are to offer the students the possibility to practice English outside of their language classrooms and to further reinforce the importance of English in international communication (Abuja 1996a: 24). This kind of setting can be used either throughout a whole school year or it can be implemented temporarily in individual subjects[11]. A frequently used synonym for EAA is the English term "English as a Medium of Instruction (EMI)".

English Across the Curriculum is an additional term that is associated with CLIL. Its perception ranges from including English language skills into other subjects over to a whole cross-curricular approach that is implemented in whole schools (Mewald 2004: 50 quoted in Eurydice 2004/05: 3). More precisely, this mostly refers to the integration of activities like keeping vocabulary lists (or information gap activities) that in some way combine a certain topic and English. Furthermore, it implies the possibility of integrating some English skills (e.g. clear focus on English writing) in any content subject other than the regular English lessons. The main difference between EAC and EAA is that EAA does not have an explicit focus on the raising of "cross-cultural-awareness" (ibid.) nor does it include a precise definition of the desired level of language proficiency.

A further term is the Dual Language Program (DLP). It is a program implemented in Viennese schools at the lower secondary education level. DLP shares the same principles as EAC (Eurydice 2004/05: 4) though there is a

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[10] It has to be pointed out that this thesis focuses on English as the language of instruction, but a very short outline of other languages used within CLIL settings is presented under 3.3.
[11] For more information regarding the legal situation in Austria, see next section 3.2.

difference in reputation. Teachers in Austria can do further training and qualify as DLP-teachers. Consequently, any content teacher who has completed this training is officially allowed to teach a DLP class, either assisting another content teacher or teaching his or her content subject in English. Every school that employs some DLP-qualified teachers are allowed to label themselves 'DLP-schools' (Eurydice 2004/05: 4,13).

3.1 Legal requirements

Generally, the language of instruction used in every subject, apart from foreign languages classrooms, is German, as is stipulated in the Austrian School Education Law. In order to enable a program like CLIL in Austrian schools, the following basis was provided:

> Darüber hinaus kann die Schulbehörde erster Instanz auf Antrag des Schulleiters [...] die Verwendung einer lebenden Fremdsprache als Unterrichtssprache (Arbeitssprache) anordnen, wenn dies wegen der Zahl von fremdsprachigen Personen, die sich in Österreich aufhalten, oder zur besseren Ausbildung in Fremdsprachen zweckmäßig erscheint und dadurch die allgemeine Zugänglichkeit der einzelnen Formen und Fachrichtungen der Schularten nicht beeinträchtigt wird. Diese Anordnung kann sich auch auf einzelne Klassen oder einzelne Unterrichtsgegenstände beziehen. Zwischenstaatliche Vereinbarungen bleiben davon unberührt. (§16/3 SchUG, BGBL. Nr. 767/1996)

In short, this raises the possibility of introducing a foreign language if sufficient foreign-language speakers suggest an establishment of this language or if its introduction leads to enrichment without neglecting other main areas of the school. This regulation is both valid for whole schools as well as for individual classes or subjects. Apart from these legal regulations, no admission requirements have to be met (Eurydice 2004/05: 7).

Based on the aforementioned legal paragraph, the following possibilities of using a foreign language are practicable:

- foreign language classes

- for autochthonous minorities (Croatian, Czech, Hungarian [...] and more)

- in any type of CLIL provision (cf. Abuja 2007: 14)

The following table illustrates the combinations possible:

Organisation and status of provision	Language status	Names of languages	ISCED level[12]
Mainstream school provision	1 state language + 1 non-indigenous language	German-English; German-French; German-Italian	1-3
	1 state language + 1 minority/regional language with official language status	German-Slovene; German-Croatian; German-Hungarian; German-Czech; German-Slovak	1-3
	1 state language + 1 minority language with official language status + 1 non-indigenous language	German-Slovene-English; German – Slovene-Italian	
	1 state laguage + 1 non-territorial language recognized as a minority language	German-Romany	1
Pilot projects	1 state language + 1 non indigenous language	German-English; German-French	1-3

Table 1: Possible language combinations in Austria (Abuja 2007: 15, Eurydice 2004/05: 5).

The term 'pilot project' used in this table is misleading since its meaning here solely includes some bilingual schools in Austria. It refers to the Vienna

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[12] ISCED refers to the International Standard Classification of Education and can be understood as follows:
Level 1 corresponds to primary education in Austria from 6- 10
Level 2 corresponds to lower secondary education (10-14)
Level 3 corresponds to upper scondary education (15-18/19)
For more information see Eurydice (2004/5: 60).

Bilingual Schooling (VBS) project that was founded in 1991. This project was followed by two more, one of which was established in Graz (Graz International Bilingual Schooling – GIBS) and the other one in Linz (Linz International School Auhof – LISA) (cf. Eurydice 2004/05: 10). Generally, the term pilot project refers to every provision in which CLIL is being introduced.

3.2 Forms and structures of CLIL in Austria

As previously indicated, the most common term for CLIL in Austria is EAA. This "use of English […] in teaching situation rang[e] from short projects to bilingual education throughout the whole school year" (Abuja 2007: 16). Currently, the situation in Austria is shaped by projects lasting a few lessons. In fact, one Austrian model of CLIL, developed by Abuja (1993: 12f and 1998: 79) includes four different types of implementation:

- <u>Type 1</u>: English as a medium of instruction is occasionally introduced in regular lessons. This type is suitable for trying out CLIL.
- <u>Type 2</u>: Certain skills will be implemented in interdisciplinary lessons in order to deepen and focus on them intensively (e.g. describing experiments).
- <u>Type 3</u>: English is mainly used in small projects that include optional subjects or courses for students that are interested as well as particularly gifted students.
- <u>Type 4</u>: English as a medium of instruction is aspired on a long-term basis in one or more subjects.

Since no legal regulation for the amount of CLIL classes in secondary schools exists and, as outlined before, the length of projects or implementation can differ, it depends on the school to which extent CLIL is introduced (Eurydice 2004/05: 8).

Other forms of implementing CLIL into Austrian schools are mentioned by Nezbeda (2005: 44ff):

1. The language teacher teaches her second subject in the same class and sometimes discusses certain topics in the foreign language
2. Content and language teacher employ team-teaching in the content subject
3. Interdisciplinary lessons
4. One or more content subjects are taught in a foreign language over a certain period of time
5. A newly introduced subject (e.g. Psychology is introduced in the seventh grade for the first time) at a certain school being taught in a foreign language

Generally, CLIL can be implemented in lower and upper secondary classes but according to research, it is more often applied in upper secondary classes (Abuja 1998: 76). The main reason for this is the students' advanced language knowledge and the possibility of using authentic materials. As Abuja (1998: 77) outlines, CLIL is more often introduced in so-called 'Neusprachliche Gymnasien' which might be due to increased motivation to learn foreign languages. There are no significant reasons, however, why CLIL cannot be incorporated into so-called ‚witschaftskundliche Realgymnasien' and be equally successful (ibid.). The practical part of this thesis was also undertaken in a "naturwissenschaftlichem Realigymnasium" and the results are discussed in section 10.7. Apart from an implementation in academic secondary schools, it is also possible to provide CLIL classes in so-called higher vocational schools (BHS) in which students receive a rather professional education.

Aside from the general implementation in institutions, some aspects specific to the Austrian educational system will be discussed.

CLIL in elective subjects (cf. Abuja 1998: 80)

Hardly any data is available on the distribution of CLIL in "Wahlpflichtfächern". This is due to the fact that some topics might be dealt with in English classes without official notice. Often content is taken from the subjects History, Geography or even Psychology and is included. Such subjects can be offered in English as a "Wahlpflichtfach". Generally, the implementation of English in such classes is quite fruitful as it is the conscious choice of students to take this

subject. Moreover, Wahlpflichfach courses do not usually contain a large group of students, making them ideal for CLIL.

CLIL in optional subjects (cf. Abuja 1998: 81)

It would be even more valuable to students to offer "unverbindliche Übungen" in English. In courses like this in which students do not get a grade, there is the possibility to have more informal interactions. At the same time, it is a solid starting point for one's future career insofar as students might be given the possibility to encounter academic writing. Abuja (ibid.) states that an optional subject like "Introduction to academic working" allows for English as a medium of instruction and thus offers a greater variety when preparing for studying.

CLIL in specialized papers ("Fachbereichsarbeiten") (cf. Abuja 1998: 81f)

The "Fachbereichsarbeit" could be a student's first chance to write an academic piece of topic-oriented written work in the English language in an academic way. It must be noted, that the composition of a Fachbereichsarbeit in English is often used in schools that offer CLIL for more than a year.

CLIL in the final oral examination ("mündlichen Reifeprüfung") (cf. Abuja 1998: 82)

If certain topics are taught in a foreign language in one of the classes of upper secondary, every student has the right to take his or her oral final exam in this foreign language.

3.3 Possible languages and subject focus

The aim of this thesis is to focus on mainstream education, especially the subject Psychology and the implementation of CLIL in Psychology teaching. A short discussion of the languages possible in CLIL settings will be given.

> English is by far the most popular CLIL target language in Austria, no doubt because of its significance as a lingua franca throughout the world. (Eurydice 2004/05: 6)

Apart from English, it is possible to use different target languages like French and Italian (Eurydice 2004/05: 8), though they are less widely used.

Although there is no statistical data available as to which subjects have used a foreign language as the medium of instruction, observation indicates that History, Biology and Geography are popular content subjects to be taught in English (Eurydice 2004/05: 7; Abuja 2007: 18). One of the main reasons seems to be the popular teaching combinations of English and Geography or English and History. Another reason is that there seems to be an inhibition threshold regarding teaching subjects like Physics or Chemistry through the medium of English (Abuja 1998: 77). However, every subject, apart from German and any other languages, can be taught in English. The choice of subject is therefore dependent on the teachers themselves and their respective schools (Abuja 2007: 18).

The Austrian project group that has been working on EAA since 1992 carried out a national survey to investigate how much EAA used within the Austrian school system[13]. One of their main outcomes, regarding subject choice was that EAA was most often used in humanities subjects, especially in History and Geography lessons, as already stated above. Psychology was also mentioned, but remains rather unaffected by EAA (Oestrich & Grogger 1997: 45). Nezbeda (2005: 31ff) provides newer figures on the use of EAA in Psychology and shows that the situation has not changed considerably. Her resreach has shown that only two Austrian schools offered English Psychology lessons in the schoolyear 2003/04 (ibid.). It should be noted, however, that the list presented does not provide further details on every school that is mentioned in the report. Some only present their usage of EAA or FsAA (Fremdsprachen als Arbeitssprachen).

It is generally acknowledged that being taught scientific subjects in English would be a useful tool for later studies at universities or in professions. Furthermore, creative subjects such as Music or Arts offer the possibility of employing English in a more natural and hands-on way. In order to extend the potential for teaching more subjects in English, one needs to train qualified

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[13] For more information see Oestrich & Grogger (1997).

teachers, both in the subject in question and, to a certain extent, in the target language (Abuja 1998: 78).

3.4 Teacher education

Every teacher employed at academic (AHS) or vocational secondary schools (BHS) have to graduate in his or her respective subjects (usually two) from a university. With regard to CLIL, no special training needs to be undergone in order to teach CLIL in schools. Consequently, mainly language teachers teach their second subject in English. Another frequently employed method is team teaching, that is to say partnering a subject teacher and a language teacher or a native speaker (Abuja 2007: 19).

The demands[14] of teaching; or knowing CLIL are relatively high, without making any difference if a class is taught by one or two teachers. Thus, as well as content knowledge, teachers need a well-founded language competence which should be trained and studied continuously. Hence, education and training are of great importance (Abuja 1998: 84).

Apart from the initial teacher training, in-service training is a further possibility for teachers to gain some qualifications. Even though this option exists, there are only a few Pedagogical Institutes and the University of Klagenfurt that offer seminars on CLIL. The focus of such seminars is on theory and further on reflection and assessing one's own teaching. Another way to qualify in CLIL is the Dual Language Program (DLP) that is offered by the Vienna Board of Education and which is organized in of individual workshops (cf. Abuja 2007: 19f).

3.5 CLIL materials

An analysis of the curriculum is helpful to find appropriate material and to determine aims of learning within the respective subject (Abuja 1998: 86) that

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[14] The requirements needed for a teacher to teach CLIL can be found under 4.1.

can and should be supported through the use of audiovisual materials (Abuja & Heindler 1995: 22) and an increased use of computers.

The selection of material is of great importance in CLIL settings, as they should be selected carefully and adapted to the student's level of language and their needs (Abuja & Heindler 1995: 22). In Austria, it is common to use teaching materials and books approved by the Ministery of Education and which are distributed free of charge to all students (Heindler & Abuja 1996: 26). Yet, this is rarely possible in CLIL settings, as the following points will illustrate.

I can be certain, that material produced for the purpose of CLIL are not available in great variety (Abuja & Heindler 1995: 22) Generally, as suggested by Abuja & Heindler, there is little guidance when selecting material. One of the major points in deciding on authentic material is the problem of language adequacy and professionality. On the one hand, material that is feasible in terms of language, does often not fit the level of proficiency, thus it might be too easy in terms of content. On the other hand, material that has been produced for native speakers of the respective age, is too cognitively demanding to deal with (ibid.; cf. Fruhauf 1996: 187f). That is one of the main reasons why foreign schoolbooks should never be used without reflection (ibid.). Additionally, one has to bear in mind that authentic materials often do not follow the order of content that one can find it in Austrian course books (Abuja 1998: 81). Furthermore, it can be pointed out that teachers often produce their own material.

The production of one's own teaching material is very time-consuming. Nevertheless, it has a positive outcome as hand-picked materials are appropriate for particular teaching sequences and adapted to the teacher's and class' needs. Furthermore, teachers produce a plethora of material which is often only created for personal use with their class and thus not made available to others. This is a waste of valuable resources and raises the question of why there is no real possibility to publish these materials to make them available for everyone.However, when producing one's own material, the teacher though has to aware of copyright laws (Abuja & Heindler 1995: 22).

3.6 Native speakers

A considerable aspect in CLIL classes is the employment of native speakers. The first assumption to be made is that native speakers enrich the classroom and make the classroom appear more realistic. In the following section it should be considered whether and to what extent native speakers are available, necessary and even beneficial.

Abuja (1996b: 12) differentiates between three types of native speakers. The first type is a student from a university of an English speaking country who has to spend a year in a German speaking country and who has had no methodological training whatsoever. The second group includes foreign language assistants who have specific qualifications and sometimes also professional knowledge and skills (ibid.). The third and last group are native speakers who are living in Austria but originate from English speaking countries (ibid.). The latter group is more profitable in the classroom as they have been settled for longer than the first two groups and usually have different expertise.

Generally, the assignment of a native speaker leads to an increased use of the target language within a more natural environment. Nevertheless, Marsh (2000: 13f) states that the best teachers are probably those that can speak both the target language and the mother tongue of the students owing to the fact that he or she can understand the difficulties the students might face.

Although native speaker (teachers) are enriching the (CLIL) classrooms, it is often the financial factor which determines whether to employ a native speaker (teacher) or not. This is of particular importance in mainstream education inasmuch as native speaker (teachers) get paid by the government and are thus restricted in their possibility to teach many lessons[15] (Eurydice 2004/05: 14). On account of that matter, the Parent Teacher Association pays for a native speaker (teacher) in some schools (ibid.). As a result "a pool of flying natives" (Abuja & Heindler 1993: 11) could be established in order to use them efficiently in more than one institution and to ensure a flexible assignment (ibid.).

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[15] The Austrian term used is ‚Werteinheiten' and refers to the value given to each subject depending on the workload (preparing and correcting tests etc.) that is attached to it.

4. Prerequisites

4.1 Teacher competences

As previously touched upon, a CLIL teacher should possess knowledge of language didactics as well as fundamental content knowledge in order to be able to carry out the lesson and help the students with content whenever required. Below, the required qualifications regarding the language, the content and the methodology will be outlined (Abuja 1998: 180).

The ability to teach a lesson in English is very complex and demanding and is one of the most important skills required in order to participate in a CLIL setting (ibid.). Furthermore, the ability to lead and engage in meaningful classroom conversation, as well as the ability to adapt or simplify authentic material for classroom purposes in order to work on them with the students are of great importance (ibid.). An additional component that is mentioned by Abuja (1998: 180) is pronunciation that resembles the standard variety of the language. Thus, it is important for a content teacher who does not have the target language as a second subject, to reflect continuously on the respective language (ibid.)

Regarding professional responsibility it has to be said that "ausreichend hohe Fachkompetenz" (Abuja 1998: 181) is required. A language teacher teaching his second subject, a content subject, in this language is the optimal situation. As this is not always the case, additional training in content areas is of great importance, as one has to deal with content in a foreign language (ibid.).

Both subject and content knowledge are of lesser importance when adopting team teaching. Certainly, both of the teachers should comply with the requirements but the language teacher or native speaker does not have to know as much content as the subject teacher. Conversely, the subject teacher does not have to be a fluent speaker of the foreign language used. In short, both teachers complement each other and therefore also the lesson (Abuja 1998: 181).

In terms of methodological dimensions, there are only a few additional competencies needed because every subject and language teacher already has methodological knowledge either in a content subject or a language subject

(ibid.). Since CLIL classes demand a focus on content and language, teachers should be able to do the following:

- select suitable topics for CLIL classrooms
- to focus on learning objectives while planning the lessons, during the lessons as well as when assessing the students
- to select appropriate material independently and adapt it, if necessary
- to analyze the language and content requirements for students and be able to adjust their planning to suit
- to incorporate a great variety of working techniques, learning structures and instruction techonologies
- to differentiate between individual students' abilities (cf. Abuja 1998: 182)

The underlying question that should be ever-present during initial CLIL phases, lesson planning and the lessons themselves concerns the linguistic and specialist aims. This question is very important in order to avoid excessive demands on both the linguistic or/and the specialist side (Abuja 1998: 182f).

4.2 Requirements for schools

It is not sufficient to have capable teachers that conform to the requirements needed for CLIL lessons. In addition, it is necessary for the school to fulfill certain requirements.

Everyone involved in such a project needs to be informed about the long-term intentions of such a program (Abuja 1993: 13). This further involves a sufficient annual plan ("Jahresplanung") for the upcoming year in order to assure efficient cooperation (ibid.).

Regarding materials, basic equipment that includes a variety of media, technical equipment, dictionaries and other learning aids are a must (Abuja 1993: 13f). This involves considerable financial means, which, I think, is often one of the main impediments why CLIL is not implemented into schools.

An additional point that needs to be considered is the benefit of native speakers. This issue has been already presented in section 3.6. From the perspective of the school it, is difficult to employ native speakers. One problem is the salary which is difficult to calculate due to their different working conditions. Native speakers who assist as language experts in CLIL classes cannot be regarded and paid as regular teachers financially. Apart from that, schools only have limited budgets and schools would need to balance their expenses in order to have the possibility of employing native speakers for CLIL provisions.

Cooperation with the regular language class is another issue that should be addressed. It is important insofar as linguistic difficulties arising in the CLIL sessions can be the focus of those lessons or lessons might be 'borrowed' if additional ones are required (Abuja 1993: 13f). In order to make this possible, close cooperation between teachers is desired and of great necessity (ibid.). Equally important is the time available to do so (ibid.). Moreover, it is to be hoped that this situation will evolve positively, as current situations show that teachers naturally work alone. They traditionally have sole responsibility for a class and the classroom is their domain.

Some other adjustments concern the size of classes. Smaller groups are advantageous because they enable teachers to concentrate on specific problems more thoroughly (ibid.). Furthermore, it is favorable to increase the number of lessons spent on CLIL because it usually goes hand in hand with increased workload (ibid.).

However, connected to almost all of the factors mentioned are impediments that obstruct the establishment of CLIL settings. These details are presented in the next section.

4.3 Possible problems in implementation

In general, many teachers, headmasters and headmistresses show great interest in CLIL but they also highlight the impediments they have to meet (Nezbeda 2005: 8). One of the main problems named is the absence of resources like native speakers. (ibid., Gierlinger 2002: 4). Probably the greatest impediment is

financial aid. Due to financial shortage, CLIL is hard to finance and therefore to include in most schools. Financial support in general is a sensitive topic in times like these and unfortunately one is not inclined to spend money that is short on projects like CLIL.

Apart from financial drawbacks, Gierlinger (2002: 4) lists two other aspects that were illustrated by headmasters and headmistresses who haven't incorporated CLIL yet:

- the absence of qualified teachers
- additional burden for teachers and students

One further aspect that is often mentioned is the shortage of materials (Mehisto 2008: 22). Owing to the fact, this again implies a greater workload for teachers because they have to create material on their own and Mehisto (ibid.) states

> It takes a conscious effort to set content, language and learning skills goals for every lesson and to develop activities that involve a maximum number of students at a given time.

5. Motivation for CLIL

As previously mentioned CLIL boosts motivation by connecting content and language. The fact that there is no explicit focus on the language itself guarantees for an increased drive to learn both the language and the content. In fact, students are more motivated to learn when they use these language skills to "to explore, write and speak about what they are learning" (Darn 2006: 2).

Additionally, Wolff (2007: 16) states that available CLIL data shows that CLIL learners are better motivated than their colleagues not enrolled in CLIL programs. To explore the manifold advantages of CLIL classes, an overview of these will be provided in the following section.

5.1 Advantages/benefits of CLIL

As discussed earlier, CLIL offers a range of advantages regarding the learning as well as the environment of the school.

Regarding the advantages of CLIL six main global advantages can be observed. These benefits are surveyed on the cultural, linguistic, content, educational, institutional, psychological level.

The first advantage can be seen on the cultural level, as CLIL often draws its focus on other cultures and therefore enhances the understanding of these. It can be concluded that while focusing on these points and incorporating them into a meaningful context, such classes provide for a natural way of learning about cultures, content and acquiring any additional language (Darn 2006: 3). Likewise, this factor is mentioned by the CLIL-Compedium, drawing attention to both the "develop[ment] of intercultural communication skills" (CLIL-Compendium) as well as the "prepar[ation] for internationalization" (ibid.).

Another advantage can be observed on a linguistic level, as

> CLIL not only improves overall target language competence, but also raises awareness of both mother tongue and target language while encouraging learners to develop plurilingual interests and attitudes (Darn 2006: 3).

Marsh and Langé (2002: 8) suggest that the linguistic possibility of speaking and thinking in more than one language is a considerable advantage, also for a future career. Relating to the content level, it can be noticed that CLIL classes "provide opportunities to study content through different perspectives" (CLIL Compendium). Furthermore, the focus on content allows for accessing and using terminology that is both subject-related and presented in the target language.

The third positive point of CLIL concerns the educational level because CLIL complements the students' learning skills and allows them to use these in a broader sense. What is more, CLIL offers the possibility of practicing diverse methods and forms within the classroom, which then accounts for increased learner motivation (CLIL-Compendium).

The fourth advantage refers to the institution employing CLIL. Such a program provides for a better reputation as well as for an international recognition of the institutions because this program prepares "their students for internationalization" (Darn 2006: 3).

Another, further advantage can be observed from a psychological perspective. One important aspect is the increased motivation that has been observed in various studies (e.g. Lasagabaster 2009). This motivational factor should not be underestimated. CLIL "foster[s] implicit and incidental learning by centering on meaning and communication" (Lasagabaster 2008: 32), which contributes positively to an increased motivation on the side of the learner. Apart from this affective dimension, using a foreign language to learn a content subject appeals to more than one intelligence[16] such as verbal-linguistic intelligence and naturalistic inteligence exemplify. When dealing with content in another language, it is likely that the linguistic intelligence is used as well as the other intelligences required for the different subjects, for example musical intelligence in Music lessons (Deller & Price 2007: 7).

Wolff (2007: 21) who discusses the advantages of a CLIL program and locates them in three main areas, as such a program will have a positive impact on the learner, the teacher and the school (cf. Wolff 2007: 21).

With regard to the learners' aforementioned benefits Wolff (2007: 21f) lists the following:

- CLIL learners are, in general, better language learners
- CLIL learners are often better content learners
- Preparation for working life is, in general, more efficient in CLIL classrooms than in traditional classrooms
- CLIL learners are, in general, well prepared for the exigencies of their future profession.

CLIL learners are generally more exposed to the target language than students learning English in traditional language classrooms. Moreover, students that are

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[16] For more information on *Multiple Intelligences*, see Gardner, 1996.

confronted with a content subject learnt through a foreign language process both, the content and the language on a deeper level. Consequently, CLIL students very much benefit from such a program (Wolff 2007: 21f)

As already mentioned, apart from the learning of the language, the learning of the content is also affected positively. Again, content is processed more deeply which leads to the "construct[ion] of more complex concepts and schemata" (ibid.). Since learning content in a foreign language is a greater challenge to students than learning in their mother language, learning requires greater cognitive efforts.

Wolff (2007: 22) argues that CLIL classes are a good preparation for working life because "teaching and learning in a CLIL classroom is comparable to real-life work" because students are faced with real-life tasks and challenges that they are likely to meet in their future careers. Furthermore, Wolff (ibid.) argues that "[students] become acquainted […] with the registers of a variety of academic subjects and learn to express themselves proficiently in these subjects". This is especially useful in academic secondary schools, as students are not trained for a specific profession. Implementing CLIL in such a setting thus will enable them to become acquainted with working life as well as academic language proficiency.

The last point that is mentioned by Wolff refers to the exigencies of students' future professions. Here, he points out that many important aspects relevant for working life can be learned. Among these, we find the possibility to work in a team, as well as working on problems autonomously and a great variety of presentation techniques, which resemble working life environments (Wolff 2007: 22). These can additionally be found in regular (language) classes but CLIL settings try to integrate these techniques more efficiently and more "naturally […] in an integrated way" (ibid.).

Not only students profit from the richness of CLIL classes but also teachers. One of the basic assumptions is that a language teacher will see the importance of content in connection to the learning process. As has already been outlined before, content that is "related to an academic subject or profession creates a high motivational potential in the learner and […] this will help him to use this

content as a scaffold for the language learning process" (ibid.). The same holds true for subject teachers who will see the significance of language in a learning process. Consequently,

> CLIL teachers are ahead of their colleagues who do not integrate content and language in their teaching (Wolff 2007: 23).

A further advantage to be named is that CLIL teachers become familiar with new methodological approaches within this context and they foster both group work, project work and autonomous learning.

A last benefit to mentioned is the fact that CLIL teachers are "supporters and promoters of a European and international school ethos" (Wolff 2007: 23.), which also contributes to a more positive image within the school setting itself. Moreover, anyone involved in the CLIL project can be regarded as a strong force to change the present school system. Therefore, they can be seen as educational reformers.

Regarding the benefits for the institution that implements CLIL, it can be observed that they generally have a higher reputation than institutions not employing it. Furthermore, offering CLIL classes contributes to the image of integration of teachers, referring to teachers that co-operate with each other.

Among vocational schools that offer CLIL, the "relations with local, national and international commerce and industries" (Wolff 2007: 24) are rather close. These connections help the students to make use of their professionalism and it helps the companies to know what they can expect and rely on.

5.2 Aims of CLIL

CLIL or EAA should contribute positively on the general aims of secondary schools. On this account, CLIL supports and increases intellectual skills, social competence and the capacity to act, as these are part of the aforementioned general aims (Abuja 1998: 76). In terms of language aims, the CLIL-Compendium further adds an "improve[ment] [of] overall target language competence[s]" which also includes the "develop[ment] [of] oral communication

skills". Regarding the content dimension, CLIL settings should provide lessons that allow the students to study and view the content "through different perspectives" (CLIL-Compendium). Moreover, CLIL lessons should introduce and focus on "subject-specific target language terminology" (ibid.). Moreover, students' understanding of the necessity of a foreign language should be made clear. Again, this should increase the students' motivation (Abuja 1998: 76) However, Dalton-Puffer (2008: 140) points out that "it is rather hard to obtain explicit statements about the exact goals pursued via CLIL".

Apart from content and language components of learning, some secondary aims are defined. These include "raising intercultural awareness" (Abuja 1998: 76) as well as preparing students for their future careers or studies (Abuja 2007: 18; Heindler & Abuja 1996: 18). As regards the cultural component, the CLIL-Compendium states that "intercultural communications skills" should be focused on as well as a profound "intercultural knowledge […] and understanding".

Abuja (2007: 21) points out that the aims of language learning within a CLIL classroom should not decline content learning. Basically,

> the methodology of teaching the subject matter and that of teaching a modern language should be combined in order to accommodate both aims: learning about the subject and improving the knowledge of a modern language at the same time (ibid.).

6. Methodology

Regarding CLIL as a teaching methodology in its own right it is difficult to find a methodology that only describes its theory and thus offers a fundamental basis for the teaching of CLIL. However, as one would expect, CLIL is based on a variety of methodologies as well as underlying principles of second language acquisition and learning.

In the following, I will discuss the underlying language learning theories and models that can be regarded as the common ground on which CLIL has been established. Furthermore, I will present some CLIL-related approaches and will then end with the attempt to find some principles for a CLIL methodology of its

own including some recent theories. To end this chapter, I will also comment on the use of languages within the classroom.

6.1 CLIL related language learning theories and underlying principles

The basis for the language learning theories discussed in this thesis are the theories presented in Dalton-Puffer (2002). They will be presented, as these can be considered fundamental theories in second language acquisition.

6.1.1   Krashen's monitor model[17]

Krashen's theory is set up of five hypotheses that have a considerable influence on language acquisition (cf. Mitchell & Miles 1998: 35):

1. The Acquisition-Learning Hypothesis[18]
2. The Monitor Hypothesis
3. The Natural Order Hypothesis
4. The Input Hypothesis
5. The Affective Filter Hypothesis

The one most important of these with regard to CLIL methodology is the Input- and the Affective Filter Hypothesis.

The main assumption is that a student who learns a language must be confronted with comprehensible input in order to make acquisition possible (Dalton-Puffer 2002: 7; Mitchell & Miles 1998: 38). This comprehensible input must always be beyond a learner's language competence, which has been stated as 'i+1'[19] (ibid.). This point was the focus of criticism because '+1' is somewhat vaguely defined and is very hard to transfer into practice. Nevertheless, Krashen points out that only this kind of input will lead to the next level of competence. If input is not

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[17] For more information on the matter see Krashen 1985.
[18] The acquisition-learning hypothesis differentiates between the two processes, acquisition and learning. Acquisition refers to a 'natural' process of acquiring a language. In short, in resembles the acquisition of a first language. Learning, on the other hand, is a more conscious process and enables the students to verbalize explicit knowledge of the language learned. For more information, see Krashen (1985).
[19] 'i' is referring to the student's language competence and '+1' is a certain value added (Dalton-Puffer 2002: 7).

challenging enough or too demanding, acquisition cannot occur (Mitchell & Miles 1998: 38). In order to assure acquisition, one has the possibility of adjusting material or content to meet the students' needs and thus to enhance acquisition (Dalton-Puffer 2002: 7). If sufficient input, corresponding to this definition is provided and "is also perceived as meaningful and relevant by the learner, acquisition will automatically follow" (ibid. 7f). One further point mentioned by Krashen is also in favor of CLIL. He states that comprehensible input should have its focus on meaning rather than on grammatical sequence (ibid.).

The second important point that influences language acquisition is the affective filter that "determines how receptive to comprehensible input a learner is going to be" (Mitchell & Miles 1998: 38). Students having positive emotions towards language learning itself will generally be "more open to the input, and it will strike 'deeper'" (Stevick 1976 referred to in Krashen, 1982: 31) Conversely, this means that negative emotions trigger the affective filter that interferes negatively with the learning process and consequently hinders language acquisition to occur.

A short remark should also be made about natural interaction that is very influential in language acquisition.

> Acquisition is the result of natural interaction with the language via meaningful communication, which sets in motion developmental processes (Mitchell & Miles 1998: 36).

Meaningful interaction is somewhat difficult to achieve in traditional language classrooms, even though it is possible. CLIL settings instead offer the possibility of practicing communication of this kind, which will eventually "trigger subconscious processes" (ibid.).

6.1.2 Long's Interaction hypothesis[20]

This theory can be regarded as an extension to Krashen's hypotheses (Mitchell & Miles 1998: 128). His assumption was that conversational adjustments happen

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[20] For more information on the theory see Long 1981, 1983 and 1985.

through "two-way interaction for creating learner-adequate comprehensible input" (Dalton-Puffer 2002: 8) in order to expand language acquisition. Active use of these conversational adjustments like models, recasts, expansions or reformulations (cf. ibid.) contributes to a learner's ability to use certain language structures. Furthermore, a vital part of this hypothesis is that grammatical errors should be corrected when occurring in order to avoid them in the future. This point is somewhat at odds with the concept of focus on meaning in CLIL settings.

For me, this fact implies that the teacher should focus on interaction with the students and also among the students themselves. Of course, repair work needs to be carried out by the teacher, from time to time.

6.1.3 Swain's Comprehensible Output Hypothesis[21]

In her theory, Swain highlights that it is not sufficient for students to be confronted with input but that they need to produce output as well. Students can only become fluent speakers of a language through the production of output (cf. Dalton-Puffer 2002: 8) Notwithstanding this evidence, meaningful and explicit output is rarely found in the EFL (English as a foreign language) classroom because hardly any opportunities to practice written language production are given. Dalton-Puffer (ibid.) further argues that

> only language production in the context of social interaction enables learners to try out their linguistic knowledge by testing hypotheses about the language and creating entrenchment of what they already know (Dalton-Puffer 2002: 8).

This is the point of view that CLIL fosters; students should be encouraged and motivated to use the target language as often as possible and also try out newly learned structures. Thus the students should be given enough room to practice language output.

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[21] For more information on the theory see Swain 1985, 1995.

6.1.4 Givon's Discourse Hypothesis

This hypothesis supports the view that students will only acquire parts of language that is used in discourse in which they participate (Dalton-Puffer 2002: 8). Consequently, this implies that students that are mainly involved in informal or formal classroom situations will only acquire this kind of language (ibid.).

In CLIL classes, acquisition of language stimulates explicit language learning because language learning is a cyclical and not a linear process (Darn 2006: 4). Additionally,

> CLIL facilitates the creation of a functional-notional syllabus, adding new language whilst recycling pr-existing [sic] knowledge (ibid.).

The functional-notional syllabus focuses on communicative language functions. In other words, this kind of syllabus concentrates on language and on the purposes for which it is used, as well as the meanings expressed by speakers of the language. As highlighted by Darn, CLIL supports and even facilitates this kind of syllabus because CLIL settings focus on language functions and avoid only classroom-situation English.

For CLIL, this indicates that teachers should be aware of their specific use of language and always bear in mind that the classroom is the students' main area of acquiring and learning a language.

6.1.5 Implicit vs. explicit learning

Another underlying assumption of CLIL is the differentiation between implicit versus explicit learning.

Implicit learning can be defined as an unguided learning process that is informal and of which the learner is not aware and which happens incidentally (cf. Rauto 2008: 23) The materials used are usually authentic and not modified (ibid.). Explicit learning on the other hand is a guided process that is intentional and usually happens in the language class (ibid.). Normally, materials used are generated for language classrooms to enhance language development (ibid.). DeKeyser (2005: 315) states that knowledge that is acquired implicitly usually

remains implicit while explicitly learned language functions tend to remain explicit. However, it is possible that explicit knowledge might become implicit and vice versa.

In CLIL, implicit language learning is being addressed since the focus of such lessons lies on obtaining content with the help of the language and not through concentrating on the language.

6.2 CLIL-related approaches

A selection of the most important approaches to FLT (Foreign language teaching) that can be regarded as being related to CLIL settings will be presented in the following. Herein, the focus lies on communicative language teaching, tasked-based teaching and content-based teaching.

6.2.1 Communicative language teaching[22]

The communicative approach is based on the assumption that "activities that involve real communication promote learning" (Richards & Rodgers 2001: 161). Furthermore, learning is encouraged when language is used in meaningful tasks (cf. Johnson 1982, referred to in ibid.). And a third underlying assumption claims that only meaningful language fosters language learning and development (ibid.). Apart from these, communicative language teaching supports the idea that students need communication, practicing communication actively that is, in order to develop sufficient communicative skills (ibid 162.). In short, lessons that are based on communicative language teaching clearly draw their focus on real communicative activities that enable students to engage in them (cf. ibid. 165). This point of view is shared and has been integrated into the 4C framework (see section 6.3.2).

Likewise, as Darn (2006: 3) illustrates, language should be presented, taught and practiced in a meaningful context for which CLIL offers the best preconditions.

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[22] For a more elaborate description of this approach see Richards & Rogers (2001: 153-177).

6.2.2 Task-based language teaching[23]

Task-based teaching is somewhat connected to communicative language teaching because they share some basic principles, among which one finds the importance of real communication and meaningful tasks. Task-based language teaching further implies that the focus often lies on the way of achieving the outcome rather than on the outcome itself (cf. Feez 1998: 17 referred to in ibid. 224). One can differentiate between two types of activities within a task-based setting. The first type resembles real-life tasks that students might face in reality and the second type serves a pedagogical purpose (Richards & Rodgers 2001: 224). Real-life tasks range from asking for the way and being able to ask questions over to more specific tasks that deal with the description of a certain process that is involved when experiencing stress, for example. For me, tasks that serve a pedagogical purpose are exercised that simply focus on the form of language and offer the possibility of practicing recently learned structures.

Instead of being based on theories of language, task-based language teaching rather has its origin in theories of learning. Thereby it supports the basic approach that tasks should provide for "the input and output processing necessary for language acquisition" (Richards & Rodgers 2001: 228). Furthermore, tasks that are authentic and show a link to reality promote learning insofar as they motivate the students to work more. Thus language learning becomes useful and applicable in real-life (ibid. 229).

6.2.3 Content-Based Instruction

This approach resembles CLIL the most with its definition that language teaching is achieved through the study of content and. Furthermore content-based instruction draws on Krashen's principle of acquisition of language (Richards & Rodgers 2001: 204). Content in this approach is referred to as "the substance or subject matter that we learn or communicate through language rather than on language used to convey it" (ibid.). Being also connected to communicative language teaching, content-based instruction is another approach that promotes real and meaningful communication. In fact, this means that the ideal content in

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[23] For a more elaborate description of this approach see Richards & Rogers (2001: 223-243).

useful communication to deal with is content that derives from outside the classroom and represents real-life. Consequently language learning per se becomes a secondary but not a minor goal of teaching (ibid. 204f).

Despite their various similarities, CBI and CLIL differ in some respects. The main difference is that CBI was developed for regular language classes in which the focus is still rather put on language than content. As a consequence, CBI can be considered a form of language teaching in which language is the main assessment criteria. In CLIL, on the other hand, the focus clearly lies on content which is also assessed (cf Clegg 2003 referred to in http://www.scribd.com/doc/3183323/clil-glossary2, 25 Mai 2009).

6.3 CLIL Methodology

Like many other methodological approaches, CLIL methodology is not intended to be a ready-to-follow guideline. In this section, I will endeavor to sum up some of the general didactic principles available.

6.3.1   General didactic principles in CLIL

> The theory behind CLIL has foundations in interdisciplinary/cross-curricular teaching which provides a meaningful way in which students can use knowledge learned in one context as a knowledge base in other contexts (Darn 2006: 2)

Thereby, it can be pointed out that many of the skills (see section 6.3.3) learnt are also transferable into other content areas and subjects. For example, reading skills can be employed with any content and as a consequence interdisciplinary teaching contributes positively to using, questioning and integrating a student's knowledge (Darn 2006: 2.)

The teacher should not forget that the students face a "double challenge" (ibid.) in CLIL classes. Abuja (2007: 21) states that "students are expected to process speech in a foreign language in order to take in new information". Consequently, many CLIL teachers employ the following strategies in their lessons, which also account for being the most important methodological principles. Teachers

- considerably reduce the speed of their presentation of their subject matter
- make use of smaller, easier understandable units
- utilize more visual representations of subject matter
- leave more time for repetition
- tolerate language mistakes in the process of learning
- simplify and modify content as much as they are allowed to (regarding the curriculum)
- employ methods from communicative language teaching
  (cf. Abuja 2007: 21)

In order to overcome the double challenge, it is advisable that students spend more time on actively exploring and working out content for themselves, rather than simply listening to their teachers and gaining knowledge and information passively (cf. Crowhurst 2006: 13). Thereby the roles of the student and the teacher change; the teacher is no longer the expert only but rather becomes a facilitator, assisting and tutoring his or her students. Likewise, the idea of "collaborative learning" (ibid.) is enhanced in CLIL settings (ibid.) because it offers enough space for acquiring certain knowledge and skills. What is more, it supports cooperation among students.

No curriculum for CLIL exists but rather it is embedded in the curricula of the content subjects. As indicated in the country report on Austria of Eurydice (2004/05: 8), "current curricula attach special importance to a project-oriented approach and 'hands-on' learning for all subject, alongside cross-curricular activities". Even though this statement sounds promising, reality shows that it has not been realized yet.

Apart from the above-mentioned points, CLIL classes "include[…] many aspects of language teaching methodology and […] [it] relies on the communicative language teaching tenet" (Darn 2006: 3). Therefore, one can find some aspects of ELT (English language teaching) in CLIL.

Language learning is based on "real life contexts" (Darn 2006: 4), independent from the students' surroundings where the language of instruction might not be spoken. It is important, that students feel that language learning is meaningful (Kolodziejska 2000: 11) Furthermore, language is used in meaningful

communication thus it resembles a natural way of learning a language can be compared to the acquisition of the mother tongue (Darn 2006b: 4). This supports the approach that "grammatical accuracy and errors are a natural part of language learning" (ibid.). These aspects contribute positively to the motivation to learn a foreign language, and along with some current trends of CLT, such as the preference for lexis over grammar and the higher importance of fluency over accuracy (ibid.), are predominant in CLIL classrooms. Darn (2006: 4) says that

> Learners are required to communicate content to each other, and skills are integrated with each other and with language input. Learner needs are of primary concern, and learning styles catered for in the variety of task types available.

6.3.2 The 4C framework

The so-called 4C[24] framework was developed by Coyle (1999 and 2007). The four terms included in this framework can be defined as follows:

- Content refers to the subject matter which can be understood as being more than acquiring certain knowledge and skills. In fact, it includes the learner who is supposed to construct his or her own environment including relevant knowledge and skills (Coyle 2007: 550).
- Cognition is defined by thinking processes that take place while acquiring new content and linguistic knowledge (ibid.)
- Communication refers to any communicating act within the classroom. The more possibilities a student gets to communicate and as a consequence internalize knowledge, the better.
- Culture stands at the core of the framework and is predominant in every aspect of CLIL lessons because it is always deeply connected to any kind of communication thus language represents culture (ibid. 551).

The following figure shows the interaction of the four main terms that constitute the framework.

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[24] The four Cs are referring to content, cognition, communication and cultural awareness.
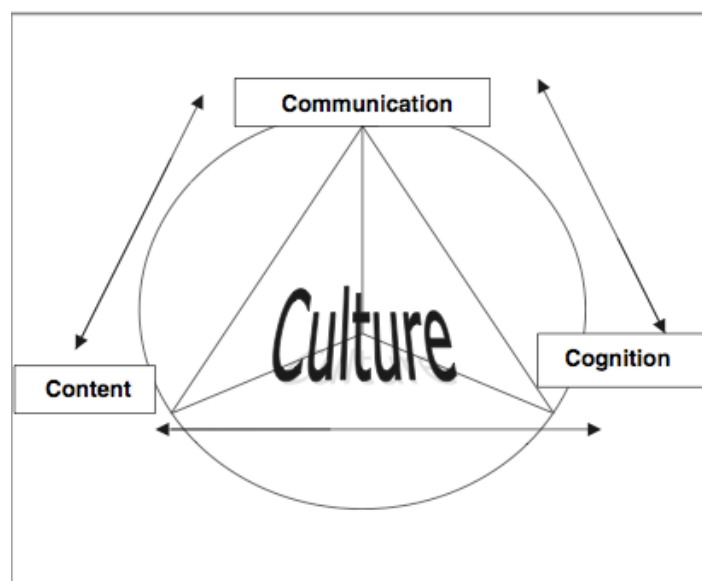
Figure 1 – The 4C framework (Coyle 2006 referred to in Coyle 2007: 551)

The main principle of the framework is to integrate content, cognition, communication and culture. What is more, it is argued that in order to create effective CLIL lessons, a student needs to understand the content, needs to be involved in cognitive processes, needs to interact with colleagues and needs to become aware of culture (ibid.).

Coyle points out that

> the framework goes beyond considering subject matter and language as two separate elements but rather positions content in the 'knowledge of the learning' domain (integrating content and cognition) and language, a culture-bound phenomenon, as a medium for learning (integrating communication and intercultural understanding) (Coyle 2007: 550).

In how far is the teacher of CLIL lessons concerned with the 4C framework? Primarily, the framework can be regarded as a tool for lesson planning. Coyle (1999: 59) states that "if [the four elements are] linked during the planning process, [they] have the potential to make a difference to what goes on in our classrooms".

Although the 4C framework offers a nice approach to new ways of CLIL lessons, it places higher demands on the teacher. However, if one is willing to invest this

time in preparing interesting CLIL lessons, it is worth the time spent as the students will benefit from it.

On a last account, it should be noted that the 4C framework is not a "'must do' approach" (Coyle 1999: 59). The more important aspects that count in terms of successful CLIL lessons are the participants of such a setting and how they "interrelate, interact and engage collaboratively with the business of co-constructing the learning environment" (ibid.).

6.3.3   The four skills[25] in the CLIL classroom

In 1998, Abuja (1998: 146) stated that the importance of skills in the language classroom rose and nowadays the teaching and deepening of the four skills is deeply connected to the curriculum of English (and other foreign languages). The question is in how far it is important or necessary to integrate the teaching of these within CLIL settings.

Basically, one can argue that the more experience and possibilities the students get, the better. Therefore, it is advantageous to integrate the four skills into CLIL classrooms. In my opinion the teacher should try to include a variety of exercises that activate various senses. It is generally advisable to create lessons in any subject that are varied in methods. Methodical approaches implemented in CLIL classes are rich in variety and range from teacher-oriented tasks to student-oriented exercises.

Apart from these four basic skills, the teacher can define more precise skills that can be focused, depending on the language level of the students and the respective linguistic situation (cf. Abuja 1998: 141). This holds particularly true for CLIL situations. Despite the four skills that should be developed in such settings it is crucial to specify special skills for the particular subject. In Psychology one can name the skills of introspection and reflection, among others. Abuja (1998: 144) advocates explicit focus on the four language skills because they help students to cope with the content more easily. These skills are always connected to "language exponents" (ibid.), which must be identified by

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[25] The four skills refer to the development of writing, speaking, listening and reading abilities in a foreign language.

the teacher and be made available for the students in order to develop them together (ibid.).

6.4 L1 and L2 in the classroom

Using the L2 thoroughly is probably the best approach but not always applicable. It is contingent on various factors, if the target language can be used entirely. One of these factors is of course the content; if it is easily manageable and understandable, the possibility of using only the L2 is very high since there are hardly any problems expected (Abuja 1993: 19). Another factor is the language level of the students that determines the use of language to a large extent. The same holds true for the amount of time that one has to deal with a certain topic (ibid.). If the content is too challenging or the language level of the class not sufficient enough, it will be rather useless to insist on the use of the target language throughout the whole class (ibid.).

The basic idea behind CLIL is to use the target language predominantly over any other language spoken in the classroom. Nonetheless, it is possible and even at the very beginning advisable to use the students' mother tongue as well. Abuja (1993: 18) states that it is justifiable to switch to the student's mother tongue in order to evoke communication and to counteract insecurities. Nevertheless, it is not advisable to switch frequently between the target language and the student's first language because it interferes with the students' processing capacity of the content and the language (ibid.). Furthermore, it has to be considered, that "the more time […] [the L1] occupies, the less exposure time the students will have to the L2" (Coonan 2007: 627). Abuja (1993: 19) claims that it is impossible to make assumptions about how often the students' L1 should be used in comparison to the time spent on the L2. In general, it is the teacher's intuition that can inform a reasonable decision about how often to use which language (ibid.). It is generally acknowledged that every teacher should be aware of the following points when using the students' L1:

- to which extent
- in which cases

- what is the intention
- in which way it should be used (cf. ibid.)

In sum, using the students' L1 should not be condemned without further thought. Nevertheless, it is the teacher who can choose the language that is best for the students at certain points in order to ensure understanding.

7. Didactic principles of psychology

After having discussed the methodology of CLIL and its underlying principles, it is equally important to consider the basic didactic principles of Psychology. As will become evident, Psychology and CLIL can be matched and actually share some basic assumptions.

This section gives a short outline of the subject's history first, and presents the Austrian curriculum for the subject Psychology (and Philosophy).

7.1 On the history of the subject

Although this thesis exclusively deals with the subject Psychology, it should be stressed that it is inseparable from Philosophy in the timetable of Austrian upper secondary schools. Neither of these can be studied without the other and both are taught in schools, mainly in secondary academic schools.

"Die Geschichte des Psychologieunterrichts [stellt] gleichzeitig die Entwicklung des Faches Philosophie dar" (Schönberg 1983: 7). Philosophy was introduced in the Austrian academic secondary schools in 1849 (cf. ibid. 8) which was referred to as "Philosophische Propädeutik" (ibid.) back then. After a while, it was noticed that students had difficulty with the subject matter of this discipline. As a result, lessons were raised from two to four per week. Despite the raise of hours per week, Philosophy had to fight for its existence many times throughout history. Due to the commitment of the minister holding office in 1894, Philosophy has been a fixed part of the Austrian school system ever since (ibid. 10f). What has changed is the amount of lessons taught and the fact that

Psychology has been introduced as a part of the former "Philosophische Propädeutik" (ibid. 7). At the very beginning of the introduction of Psychology, it was only taught to girls, which were eventually permitted to attend academic secondary schools (ibid. 15, 17). It was impossible to find the exact date when Psychology was introduced in academic secondary schools but today's situation shows that Psychology is taught for two lessons per week in the seventh grade and likewise, Philosophy is taught in the eigth grade for two lessons.

7.2 Aims of Psychology

The Austrian curriculum for Psychology is divided into four main parts that include:

- Bildungs- und Lehraufgabe[n]
- Beiträge zu den Bildungsbereichen
- Didaktische Grundsätze
- Lehrstoff
  (cf. Lehrplan AHS Psychology und Philosophie 2004: 1-3)

What is more, the first and the last section are further divided into Psychology and Philosophy.

First, I want to concentrate on the section "Beiträge zu den Bildungsbereichen" which states some general aims that should be included in Psycholoy. There is said that

> Alle Teilbereiche der Psychologie […] tragen dazu bei, sprachliche und kommunikative Prozesse zu fördern: persönliche und soziale Prozesse benennen; Emotionen und Motivationen differenziert ausdrücken; Gesprächsformen üben, Gesprächsfähigkeit vertiefen und konstruktives Feedback geben (Lehrplan AHS Psychologie und Philosophie 2004: 1).

Language and the ability to express oneself is of great importance and can also be included well into CLIL classes. In the paragraph on "Mensch und Gesellschaft" it says:

> Psychologie […] soll[…] die Schülerinnen und Schüler zur
> reflektierten Kenntnis der eigenen Person und der Mitmenschen
> führen sowie das Verständnis für die sozialen Formen des
> Zusammenlebens und deren Wandel fördern. Im Speziellen ist auf
> den Wandel des weiblichen und männlichen Selbstverständnisses
> Bezug zu nehmen. Weiters ist der gesellschaftsverändernde Einfluss
> der Medien zu berücksichtigen. Die Schülerinnen und Schüler sollen
> zu einer sachlichen Auseinandersetzung mit den Möglichkeiten
> verschiedener Medien angeregt werden und lernen, Daten zu
> selektieren und zu interpretieren. **Durch weltweite Kommunikation
> und Kooperation sollen interkulturelles Denken und Handeln
> ermöglicht werden** (Lehrplan AHS Psychologie und Philosophie
> 2004: 1).

Most of the points mentioned will be dealt with in my curriculum analysis. However, there is one important sentence in this paragraph which points out an essential idea that is deeply connected to the methodology of CLIL: Intercultural thinking and acting should be made possible. This statement either votes for implementing CLIL throughout the whole school year or for temporary use of English as a medium of instruction. Personally, I think that it is better to make use of CLIL only temporarily as some of the topics to be dealt with are really suitable and others are not. Though, I think that both possibilities are generally practicable.

With regard to "Bildungs- und Lehraufgabe[n]" the main aims include the students' understanding of experience and behavior in order to activate self-reflection and to assure for a better understanding of other people. Furthermore, students should become acquainted with therapeutic help and facilities.

7.3 Theoretical basis and methods of teaching Psychology

Psychology in general can be regarded as a vital part in everyday life, because it addresses and tries to explain many factors that influence and shape our lives. However, the field of Psychology has in the past tended to neglect consideration of how it could best be constructed in a school subject.

Despite this absence of didactic principles, one can find a very basic selection of rudimentary concepts that were particularly developed for the subject

Psychology. In principle, the accentuation of topics and methods employed is dependent on the teacher's preference (Engelbrecht 1990: 34). The same holds true for standpoints and the fields of research (ibid.). The teacher can present his or her own point of view but must provide the students with different perspectives (ibid.). Notwithstanding that the teacher is free in his or her choice of methods; conversation, discourse and dialogue should be focused on and used predominantly within the classroom (ibid.).

What is highlighted in the curriculum is the fact that Psychology (and also Philosophy) should always be linked to other subjects as well (Engelbrecht 1990: 34f), which has gained even more importance nowadays. This is a good starting point for introducing CLIL into the Psychology classroom. It is further accentuated to let students get involved actively by engaging them with experiments, project work and presentations (ibid. 34). Besides that, the teacher should try to arouse interest in reading about psychological (and philosophical) topics independently (ibid.).

Psychology lessons can contribute to speech training, media education and education in values. Moreover, students should be made aware of tolerance and should adopt a skeptical attitude (Engelbrecht 1990: 35) which is supported by the following argument:

> Der Wandel der geltenden Normen, Werte und Leitbilder aufgrund rascher Sozialprozesse macht es notwendig, dass der junge Mensch Grundlagen für die Selbstfindung und Weltorientierung erhält. Durch eine metaethische Reflexion kann ihm ein kritisches Rüstzeug für eine Wert und Normendiskussion gegeben werden (Engelbrecht 1990: 35).

Another important point is concerned with sensitive topics (e.g. bulimia) which are more often addressed than in any other subject. Topics like these should be dealt with with great care (Engelbrecht 1990: 36), particularly when there are some students among the class that are concerned with one or the other issue. It is even advisable to leave out certain content in order to avoid any exposure or humiliation. I think that this aspect depends on the respective class. If the teacher is confronted with class of sensitive students who would like to understand or help a classmate affected it could be of great benefit for the class and the person

affected. However, I should highlight that a talk with this person would be necessary in order to avoid discomfort.

What is strictly forbidden and should never be part of any lesson is any therapy (Engelbrecht 1990: 36). Generally, Psychology teachers are not qualified for any therapeutic undertaking and even if one holds a degree in this profession, it is not allowed to integrate it into the classroom.

In terms of using the media, it is generally advisable to make use of any beneficial material. Nevertheless, the teacher should carefully select the material to be used, as it can be difficult to find materials that are appropriate and suitable for use in the classroom. It is easier, however to find material that was produced in English that could be used, which accounts for a (temporary) use of CLIL. Importantly, the teacher should be able to understand the material him- or herself which might be an impediment why certain media might not be used.

The curriculum of Psychology does not include explicit guidance on teaching techniques which results in only one technique being applied within the classroom: the presentation of the subject matter by the teacher. Three factors appear to be responsible for this approach to Psychology teaching. Firstly, it must be considered that most Psychology teachers have been in the profession for a considerable length of time and are therefore not usually interested in employing new methods[26]. Secondly, the curriculum seems to be outdated as well and needs to be modernized in order to incorporate more up to date techniques and meet modern teaching standards. Thirdly, hardly any didactic support is available for Psychology in particular and this also plays a role in the lack of a variety in teaching methods.

Despite the aforementioned limitations on teaching methodologies, twelve possible techniques can be found in Seiffge-Krenke (1981). This paper will now present a very brief description of them. One technique mentioned is "inquiry training" (cf. Seiffge-Krenke 1981: 342-5). It is argued that questions are a useful tool in evoking the students' participation and in encouraging critical and

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[26] Due to the limited need of Psychology teachers, hardly any young teachers can follow and thus employ new methods.

creative thinking. Another technique is personalizing knowledge which refers to the construction of reference between acquired knowledge and personal experiences (ibid. 345-6). The third technique emphasizes complex thinking skills by employing different perspectives when dealing with individual topics. It is referred to as "Kontrastisierung" (ibid. 346-8). A fourth possible technique is the forming of analogy (cf. ibid 348-9). In short, forming analogy means comparing two or more aspects that share some compliance. A further technique refers to the realization of psychological experiments (ibid. 350-1). Unfortunately, class sizes and limitations on materials mean that it is not feasible to conduct many experiments in the Psychology classroom. Nevertheless, there are a few experiments that can easily be include, for example testing the students' study techniques. The fifth technique mentioned in Seiffge-Krenke (1981: 352-3) is "Games". Games focus on students' participation in role-plays and "as-if situations" (ibid.) in which students can adopt a different role and are given the possibility to reflect on other people's opinions and feelings. Another technique is "solving problems" (cf. ibid. 353-6). Here, any problems are dealt with in greater detail than in any other discipline because they should be treated by using the following skills: observing, classifying, compiling, comparing, specifying, systematizing and analyszing (cf. Kuhnert 1973 referred to in 1981: 355). "Neues entdecken" is Seiffge-Krenke's eighth technique and is a creative act that students should participate in while being confronted with problems. The challenge is to deal with them in a creative, unconventional but effective way (ibid. 356-60). A further technique highlighted by Seiffge-Krenke is called "assessing and evaluating" and focuses on expressing one's own feelings and opinions (ibid. 360-2). "Literature studies" is another technique. It involves the (individual) study of technical literature, however it is questionable whether reporting on these should be integrated into the classroom (ibid. 362-3). "Teacher talking and demonstration" too is labeled a teaching technique (ibid. 363-4). Despite being the most prominent technique applied, it is also one of the most controversial. Of course, students are required to listen and think while the teacher presents new subject matter but due to the rather passive role that is assigned to the students in this setting, it is likely that the opposite would happen and that students would lose interest and stop following what their teacher says. The last teaching technique mentioned is a "Wiederholungsquiz" (ibid. 364-7).

Seiffge-Krenke (1981: 364) points out the necessity of a "Wiederholungsphase" at the beginning of every lesson, as well as at the end. These oral check-ups do not always have to follow the same format. The teacher can divide the class into groups and find ways to let them compete against each other.

In sum, most of the considerations and techniques mentioned also hold true for other subjects. Nevertheless, I think that especially those points about topic choice and sensibility towards certain issues are of great importance within the Psychology classes because many of them are connected to personal viewpoints and might distract some students. Since it is the teacher's responsibility to raise the students' awareness in terms of tolerance towards other people and their opinions, he or she should be a role model for the students and act correspondingly.

7.4 Range of topics and textbooks in Psychology

The list of topics described in the curriculum for Psychology includes the following:

- Psychology as a science (discussion of methods and various subdomains)
- Perception
- Cognitive processes
- Social phenomena and structures of communication
- Motives in human actions
- Models of personality

Although these areas are mentioned in the curriculum, it is the teacher's choice to select certain theories and paradigms for each class and. Since Psychology is a discipline that allows for more than one theory to be true, it is either the coursebook that selects the individual topics or the teacher. It must be pointed out, though, that the teacher should always present a great variety of theories and viewpoints and not focus on only one.

If a teacher is given the possibility to use one of the few Psychology coursebooks for teaching, a pre-selection of topics has already been made. Certainly, the

teacher cannot discuss the whole range of the book and therefore, a further selection needs to be made, either by the teacher himself or the class in order to respond to students' wishes.

8. Curriculum Analysis

8.1 Criteria for selection

An important aspect in teaching CLIL is the analysis of the respective curriculum. It is important to find possible fields of application, as some topics are more suitable for CLIL classes than others.

For this reason the Zentrum for Schulentwicklung has developed a guideline on curriculum analysis stating eight fundamental questions that should be considered in curriculum analysis (cf. Abuja et al. 1995: 6f):

- Are there any Anglo-American aspects included in the curriculum?
- Is a native speaker available who can contribute with his or her subject knowledge?
- Are the students about to visit an English speaking country or a foreign country that uses English as the language for communication?
- Does EAA contribute to increase motivation in the respective subject?
- Will the acquired knowledge be of any relevance for the student's future professional life?
- Can the students master the selected domain of the curriculum regarding language?
- Is (authentic) material available?

Abuja and Heindler (1993: 21) present a variety of topics of various subjects one can deal with in CLIL classrooms. Apart from the already mentioned factors, they point out that topics that are suitable for interdisciplinary work and topics that can be split into German and English elements are most suitable for CLIL settings.

8.2 Curriculum analysis for Psychology

Before analyzing the curriculum of Psychology[27] according to the criteria outlined by Abuja et al. (1995) I will briefly comment on the ones above with focus on Psychology.

Considering the questions issues raised in section 8.1 (Criteria for selection), it can be concluded that only a few of them can be answered in favor of CLIL being introduced in Psychology. Unfortunately, Psychology is not a subject that could prepare the students well for an upcoming journey. The only implication I can think of would be dealing with prejudices one has towards the respective country; how prejudices developed and why. In my opinion it is important to become aware of (underlying) stereotypes in order to fight them. Psychology involves the explanations for the subconscious and conscious processes and decisions that are made with regard to stereotypes.

Concerning the native speaker, it is possible to employ an English-speaking psychologist although his or her knowledge might be limited due to his or her field of work that is usually very specific.

A great advantage is the fact that students have had at least six years of English when they encounter Psychology as a compulsory subject. Consequently, the linguistic challenge will not be too demanding. Certainly, (authentic) material might need to be adapted to fit the individual class' needs.

Regarding (authentic) material, it is rather difficult to find any. As it is with German material for Psychology, the Internet and books do not offer any helpful material to use. The Internet is not a reliable and useful resource in terms of valueable material (apart from some psychological test that can be done for fun) to be used in Psychology classes, neither in English nor in German. Books, especially when written in English, are often too cognitively demanding. Some textbooks written for native speakers that include some questions for further

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[27] I will only refer to the curriculum of Psychology [and Philosophy] for the compulsory subject, as the curriculum for the elective subject only highlights that the teacher should focus on intensifying the subject matter of the compulsory subject.

thinking are the only resource that serves as a valuable source. This downside of employing CLIL in Psychology lessons is one of the main reasons why hardly any schools offer such a program.

The question, if CLIL or EAA contributes to an increased motivation in Psychology is difficult to answer, since it very much depends on the class itself and therefore no general assumption can be made. In my teaching project I also tried to find an answer to this question and the outcomes are discussed in section 10.7.1.

The last question to be discussed is the one that needs most consideration. It deals with possible Anglo-American aspects in the respective curriculum. In order to answer that question, I will now present my outcome of the curriculum analysis. I included the individual subject matter that I think is mosty suitable to be taught in English.

I used the template created by Abuja et al. (1995: 55) and the results are presented in the table below.

Curriculum	Possible implementation	learning outcomes of EAA/CLIL
Aspekte der wissenschaftlichen Psychologie kennen lernen	As most of the famous experiments and research were carried out in English, these can be nicely integrated.	- extend/build up vocabulary in the field of experimentation and the possibility of transferring to scientific contexts - discover the linguistic structure of such a description
Psychologische Phänomene der Wahrnehmung erfassen		
1. subjektive Wahrnehmungswelt en und ihre Einflüsse auf das Zusammenleben	Trying to look at different cultures (US, England; Australia) and try to see Austria through their eyes and vice versa.	- extend the knowledge of cultural perception
Wahrnehmungsbeei nflussung und Wahrnehmungsverä nderung durch	Analyzing international newspaper articles or television news	- Provide students with language tools for critical assessment

Wahrnehmungsbeei nflussung und Wahrnehmungsverä nderung durch Medien	Analyzing international newspaper articles or television news	- Provide students with language tools for critical assessment - Focus on language used by media - Focus on the structure of newspaper articles
Kognitive Prozesse reflektieren		
Gedächtnismodelle und Lernstrategien, lerntheoretische Anwendungen	Try out different strategies for vocabulary learning	- Point out different strategies for vocabulary learning
Sprache und Denken	Focus on how languages are learnt	- Present theories on second language acquisition - Understand own language development better
Soziale Phänomene und Kommunikationsstrukturen erfassen		
Berücksichtigung kommunikativer Verhaltensweisen in Hinblick auf die Berufswelt	Try out professional communication and role-plays on job interviews. It offers also the possibility to focus on letters of application and curriculum vitas but should be accompanied by general English classes.	- Build up vocabulary for professional communication - Provide vocabulary and techniques for job interviews - Eventually focus on the genre of letters of application and CVs (together with English classroom)
Entstehung von Meinungen und Einstellungen,	Probably show one of the following movies: "On Power, Dissent and Racism: A	- Deal with the problematic of prejudices and

Table 2: Curriculum analysis

As all Austrian's curricula are 'Rahmenlehrpläne', the topics mentioned are rather limited in order to leave enough room for the teacher to increase focus on individual topics.

All in all, Psychology is a suitable subject to be taught in a foreign language.

9. The teaching project

In order to carry out this teaching project, I had to find a school that would allow me to teach four Psychology lessons in English. Eventually it turned out that I would get the possibility to teach in my former school under the supervision of my former Psychology teacher. I arranged to teach four subsequent Psychology lessons in a seventh form of this academic secondary school. The class I taught in belongs to a program, which has a focus on sciences.

The focus of my teaching was to investigate the change of the students' perspectives before being introduced to the concept of CLIL and after they had received a short "CLIL shower" (cf. Mehisto 2008: 13) themselves[28].

9.1 The setting

9.1.1 <u>The school</u>

The secondary academic school in a southern suburb near Vienna employs 75 teachers who teach 32 classes with aprproximately 814 pupils. Although the school competes against numerous schools that are located in its immediate vicinity, it always has too many students applying for a place because of its good reputation.

English is a compulsory subject starting in the first form with four lessons per week. From the third form onwards, English is taught three hours a week. Additionally, students have the possibility to take additional English courses by enrolling in an elective subject at upper secondary level. Moreover, the school offers the possibility to take the Cambridge First Certificate, as well as the Cambridge Advanced Certificate.

Psychology[29] is only compulsory in the seventh form, for two hours per week. Apart from that, Psychology can be chosen as an elective subject but only in the

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[28] My hypothesis on what to expect and the final results of the survey can be found under 10.5 and 10.7, respectively.
[29] Though it is combined with Philosophy, only Psychology will be mentioned here.

seventh form. Consequently, a student could have two additional lessons of Psychology.

To sum up, when a students studies Psychology as a compulsory subject he or she would have been studying English for at least six years.

9.2 The choice of topic

I had to decide on the topic for my teaching sequence without reference to the discussion of suitable topics in CLIL Psychology lessons. I did not want to corrupt my supervising teacher's planning for the year, thus I adopted her planning.

The next big topic the class would deal with was developmental psychology, which we both thought was convenient for being taught in English as the students can better relate to this than to a more abstract topic.

I was able to choose the subtopics myself, which is why I decided to start with an overview of developmental theories, as they had already partly dealt with Freud's theory when they worked on depth psychology.

9.3 The materials used

As hardly any material is available, all the materials I used had been specially created for my teaching project. Only one of the worksheets was taken from the internet and all the information, which was in German anyway, was deleted.

Generally, most of the worksheets display a table that needs to be filled in either in group work or pair work. The purpose of these worksheets was to make the students develop the subject matter by themselves. At the same time, they only had to deal with one aspect of the information and fill in the missing pieces later, mostly through the help of their peers. This saves time on the one hand and does not impose such a workload on the students.

Concerning the videos used, all of them were found on YouTube and simply extracted by using the browser Safari. Since YouTube saves its videos in a special format (*.flv) that cannot be played on every computer, I had to convert them using a free-of-charge program, Super © by eRightSoft in order to play them in the classroom.

All the worksheets are attached in the appendix.

9.4 Lesson Plans[30]

Before presenting a short outline of the individual lessons, I will shortly comment on the overall plan of the lessons.

Originally, I had planned four lessons dealing with four different topics of developmental psychology. The plan was to start with Erik Erikson, the second lesson should focus on aspects of Piaget's theory, one lesson was to be devoted to adolescence and adulthood and the last lesson should have dealt with gender differences. Due to the length of the first lesson, that almost expanded to two full lessons, I cut the whole sequence down to Erik Erikson and Jean Piaget. Consequently, I will only display the lesson plans that were actually carried out.

1st lesson:

The whole lesson plan is attached in the appendix and can be found under appendix section 13.3. The materials for this lesson can be found in section 13.4.

Time	Phase	Procedure	Interaction	Media
2 Min	-	Introduce myself and why I teach the following 4 lessons	Teacher talk	-
5 Min	Introduction	Introduction to developmental psychology	Teacher – class interaction	OHP
10 Min	Development	Introduction to Erik Erikson's stages (Co-operative listening) (cf.	Teacher – class interaction	Blackboard

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[30] The lesson plans are attached in the appendix. In order to get a basic overview, a short outline of each lesson is presented here.

		Deller&Price 2007: 23)	Pair-work	
8 Min		1. Important vocabulary 2. Put text in correct order 3. Fill in worksheet (cf. Deller&Price 2007: 28)	Group-work	Blackboard Worksheet Sheets with texts
15 Min		Presentation of each group	Group-work	Worksheet
8 Min	Assurance of results	2 Vocabulary exercises	Pair-work	Voc-worksheet
2 Min		Talk about lesson	Teacher – class interaction	-

Table 3 – Lesson plan of the first trial lesson

2nd lesson

The whole lesson plan is attached in the appendix and can be found under appendix section 13.5. The materials for this lesson can be found in section 13.6.

Time	Phase	Procedure	Interaction	Media
20 Min	Finishing work of last lesson	Filling in worksheet	Pair work	Worksheet
2 Min	Introduction	Introduction to cognitive development, input: picture on overhead slide	Teacher – class interaction	OHP projector OHP slide
10 Min		Vocabulary exercise – find your matching partner	Pair work	Slips of paper
18 Min	Development	Presentation of the 4 stages of Piaget's theory	Teacher – class interaction Individual work	beamer, USB-stick, overhead slides, overhead projector

Table 4 – Lesson plan of the second trial lesson

3rd lesson

The whole lesson plan is attached in the appendix and can be found under appendix section 13.7. The materials for this lesson can be found in section 13.8.

Time	Phase	Procedure	Interaction	Media
20 Min	Finishing work of last lesson	Showing videos to each of the stages and T gives some further input	Teacher – class interaction Individual work	beamer, USB-stick, overhead slides, overhead projector
10 Min	Development	Ss fill in worksheet using vocabulary that was presented last lesson	Pair work	worksheet OHP slide
10 Min	Repetition	Presentation of answer slide of first and second lesson in order to fill in missing information	Individual work	OHP slide, worksheet
10 Min	Assurance of results	Writing task	Individual work	Sheet of paper

Table 5 – Lesson plan of the third trial lesson

4th lesson

The whole lesson plan is attached in the appendix and can be found under appendix section 13.9. The worksheets for this lesson can be found in section 13.10.

Time	Phase	Procedure	Interaction	Media
3 Min	Repetition	Repetition of last lesson	Teacher and student talk	-
6 Min	Introduction	T shows introductory video - talking	Teacher – class interaction	Laptop Beamer
5 Min	Development	Short introduction to Piaget's theory	Teacher – class interaction	PPT Laptop Beamer
10 Min		Accomodation and Assimilation – Reading and speaking exercise (Read (only 5 words!)– discuss and then form circles and tell the others	Group-work	Small sheets of paper
15 Min		Together with T , Ss elaborate theory in greater detail	Pair-work	Worksheet PPT

11 Min	Test	Conducting the short test	Individual work	Test sheet

Table 6 – Lesson plan of the fourth trial lesson

9.5 Procedure

Before I was about to teach my first lesson, I visited and observed the class twice. I sat in one of their English lessons and listened, mainly because I wanted to get an impression about their English. Unfortunately, they were watching a video that day, so I heard them speaking very little, but I could get a basic picture of their level of English. I realized that their range of active vocabulary was not very elaborated but they were eager to participate and seemed to be quite attentive. The second lesson I observed was one of their Psychology lessons. Again, I could not observe very much of that lesson as one of the girls gave a presentation, which was very interesting and gave me the opportunity to observe the overall behavior of the class. Also, I handed out the first part of my questionnaire at the end of this lesson in order to gain insight into the students' perspectives *before* the CLIL experience. Additonally, the second questionnaire was handed out in my last trial lesson. In other words, the sequence of my project was handing out the first questionnaire, teach my four trial lessons and finally distribute the second questionnaire.

I had a look at the first questionnaires and realized that the class' opinion was divided, eleven of the students were looking forward to this teaching experience, whereas the other ten were not[31]. Knowing that, I taught my first lesson with great excitement on 21 March 2009.

Concerning the feedback[32], I was lucky to receive in-depth feedback after the first lesson from my supervising teacher who unfortunately fell ill after that. Consequently, I could not get any feedback on the second lesson and so I created a feedback sheet for another teacher that observed me – because of my

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[31] Cf. section 10.7 "Results of the survey".
[32] My own reflection and the feedback can both be found under 9.6.

supervising teacher's illness – with some guiding questions[33]. This questionnaire also helped my supervising teacher later to focus on certain aspects I asked her to.

9.5.1   Teaching schedule

I was given the opportunity to teach four lessons in a 7th form (11th grade), which does not have a focus on languages but rather on sciences. The following table illustrates the schedule for the trial lessons that I fortunately could fulfill, even though my supervising teacher fell ill. I was able to teach my second lesson under observation of another teacher.

Date	Time	Students present
21 March 2009	7:55 – 8:45	21
25 March 2009	7:55 – 8:45	21
28 March 2009	7:55 – 8:45	20
01 April 2009	7:55 – 8:45	19
01 April 2009	9:55 – 10:45	20

Table 7 – Teaching schedule

The first four lessons were my regular teaching lessons and I accepted the opportunity to make use of an additional lesson on 01 April 2009 in order to carry out the second part of my questionnaire. The lesson was also partly used to gain some feedback from the students.

9.6 Reflection on my teaching and comment of the teacher

The following section includes my reflections about the individual teaching sequences. Each description contains my thoughts on the students, my performance and the overall ipression I gained. I also included one of the comments I received from my supervising teacher immediately after I had held the lesson. Due to her timetable we could not discuss the other lessons in the

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[33] This questionnaire is added in the appendix 13.11.

same manner, but I gained some final feedback of her and the class as well, which is also included in section 9.8.

<u>Lesson 1: 21 March 2009</u>

Within the very first minutes I realized that almost every student was paying attention to my explanation of the project and they all seemed to be a bit excited too. At the beginning, when I presented an overview of developmental theories, I realized that the class was a bit shy, mainly because they had not yet dealt with this topic. Although they had already heard about one of the theorists, they were not familiar with his developmental stages. I quickly explained the individual theories and also referred to the following lessons, as we would be dealing with two of them later.

Although I wanted the students to do most of the work in order to profit most, I realized that this lesson was rather teacher-talk oriented, which might have been because the topic was new in connection with the foreign language. Nevertheless, I employed one exercise especially designed for content-based instruction (cf. Deller & Price 2007: 23) that focuses on input as well as on output. The students were required to listen, some of them had to take notes and after half of my speech they had to recall what they heard by talking to each other. The first round seemed to be pretty unproblematic, but I realized what I already expected, most of them were talking in German. I only found one group that was actually using English. During the second round, when the roles were reversed, not every pupil understood the task. They seemed to have misunderstood the instruction which resulted in the same students speaking for a second time. After I had pointed that out, everyone did as they were supposed to.

I already realized that I underestimated my lesson plan, which meant that I ran out of time. I thought, and my supervising teacher confirmed that this did not matter, as I had four lessons to fill with the topics I chose. We therefore started with the group-work, which was also adapted from Deller (2007: 28) in which they had to work out the individual stages of Erik Erikson's model. What I forgot to mention was that they had to present their outcome next time, so this was a surprise for the following lesson.

Concerning the class, since it was a rather small but long room, it was quite hard to walk around and assist people. It is especially hard to reach two tables at the back right side of the class. Thus, I could not interact with these students as much as I did with the others.

Comment of the teacher

I had the opportunity to speak with my supervising teacher directly after the lesson. What she positively highlighted was that the lesson was nicely prepared from a methodological point of view. She pointed out that it was good to have the overview of developmental psychology first and she liked that I visualized it well by using an overhead slide. But she added that she was not sure at the beginning whether I was giving them an overview or if I was going into more detail and she thought that the students had been a bit confused as well. After I finished with the slide, I mentioned that this served as an overview, thus she and the students realized my real intention of the slide. Furthermore, she said that it was good that I integrated the students in the stage of developing the subject matter. She also mentioned an incident that happened while I was speaking. While I was talking I forgot the verb that would fit into the sentence so I said: "I'm looking for the verb right now" and I received help from one student, providing me with a verb that I could use, which I did. My supervisor liked that I did not try to pretend knowing everything and she pointed out that it is very essential to be authentic as a teacher, which I was.

What I was personally interested in was the students' interest in the lesson and she confirmed that there had been interest since the beginning of the lesson. It only stagnated during the overview, possibly due to the aforementioned problem but grew again when the students worked on the task themselves.

Another important aspect that my supervising teacher mentioned was that this class always needs practical-oriented subject matter due to being a class with focus on sciences. This is a crucial factor in the students' evaluation, whether a lesson was interesting and successful or not.

I was really looking forward to teaching my second lesson but unfortunately my supervising teacher was ill. Nevertheless, she arranged for me to teach under the supervision of a substitute teacher. Although the setting was a bit different, I was quite relaxed before the lesson started, as I knew that I had plenty of material so that I would not run out of content. The students had to finish their group work from the last lesson for which I gave them five more minutes to complete. I walked through the class again to help them with vocabulary and filling in their worksheets. I also told them that they had to have a presentation on their outcome. This took longer than I expected which postponed everything else I had planned and I had to adapt my lessons. I wanted the individual groups to give a presentation on their outcomes while the others took notes. Of course, this did not work out very well, as most of the students presented rather quickly which made it impossible to take notes. In order to let them have all the information, I told them I would bring an overhead transparency with the correct answers on it to complete the worksheet. Furthermore, I did not have time to compare the vocabulary worksheet; it would have taken too much time. This is why I prepared a solution that I handed out after the groups made their presentations.

I then started with the new topic of cognitive development, the theory by Jean Piaget. I already told them that we would be watching some videos, which, I think, kept their interest again and they were looking forward to it. At the beginning of this topic I planned a vocabulary activity. Some students received a term and the others got a definition and they were assigned to their corresponding partner. The reason why I chose this activity was that I wanted a pre-teaching activity on the key vocabulary that would be important for the following exercises. In fact, it was a bit too difficult as hardly anyone found his or her partner. I think I reacted quite well to this and asked them to sit down again and asked the ones with the terms to read them out. Even then, hardly anyone raised their hands when they thought they had the corresponding definition. Therefore, I gave them hints, which helped. Again, this activity lasted longer than expected; this is why I only started with one of the four stages of Piaget's theory. We watched the video, which they enjoyed and talked about. I

also told them about this developmental stage and told them that we would continue next lesson, as the bell rang.

Lesson 3: 28 March 2009

My third lesson started with a review of the last lesson, as it was connected to this one. I was positively surprised that they could remember and define the keywords I gave them because I was not quite sure how far they could follow my lessons.

The following activity of watching the video went very well; the students seemed to like the videos and could also follow my further explanations on Piaget's stages. In order to assure that the students remembered what we discussed, I gave them another worksheet that needed to be filled in. Here, I also focused on key vocabulary again as I told them to include the ones that I showed on the overhead.

As I had promised them to provide the correct answers from the last lesson again, I realized that time was a bit short. However, I really wanted to include a writing exercise to see what they remembered from my previous lessons. I changed the plan of letting them correct their partner's text and told them to hand in the writing so that I could have a look at them.

Generally, I realized that the students seemed to feel more comfortable than at the beginning. They participated more and were more attached to the topics. Nevertheless, it has to be mentioned that, for the most part, only four or five students raised their hands while the others remained passive, although I got the impression that they followed my instructions, explanations, etc. At that time I realized that I would like to have more time to explain and especially to repeat more, as that would count for better understanding. Despite the fact that I already narrowed down the subject matter to be taught, I still realized that it was a bit too much and that CLIL lessons really needed more time than normal content classes. Particularly subjects like Psychology and Philosophy need more time as much of the content involved requires a profound understanding of the subject matter since it includes less hands-on content than Biology or Chemistry.

<u>Lesson 4: 01 April 2009</u>

This lesson was my favorite because I started being more confident and outgoing than before. Also, the class was quite active. My supervising teacher later pointed out that she usually gets less attention from the students than I did that day.

I started the lesson with a review of the last one and one student performed very well in recalling what we had done before. I actually wanted to ask other students as well but his summary was done so thoroughly that I did not want to interrupt him.

I began with my introduction to the topic and showed another video that raised much interest, again. This was followed by a short discussion and a theoretical input by me. I then handed it over to the students to work out the difference between two terms that were the main tasks of this lesson. I was really surprised that most of the students used English this time, after I had instructed them to discuss with their partners in English.

Filling in a worksheet with my help followed this activity. I created a solution on an overhead slide that the students copied. What I did, and what I especially liked, was that I continuously asked the students questions (e.g. "What could a child do when it sees a dog?") that they always tried to answer.

Furthermore I prepared a written test of the content I had taught before.

9.7 General comments on my teaching sequence

Looking back, I am really proud of my teaching sequence, also because I put much effort into it and gave my best.

At first, I was really nervous as to how it would turn out and whether the class would participate well. Before I taught my first lesson I had had a look at the first questionnaires and I was intimidated by the first impression, as it seemed to me that not many students were looking forward to this experiment. But it turned out differently.

Concerning the students' willingness and openness to my project I could not have had a better class. Although this class is generally rather passive, some students really showed interest and worked well. Apart from that, I had the impression that the others were mentally involved and followed my lessons, too[34].

What I had hoped to do was to include more activities that were suggested in Deller & Price (2007) but due to the limitation of time, I could only employ two.

To sum up, I came to the conclusion that an implementation like the one I did is suitable for teaching Psychology in English. The students were able to follow and studied the content appropriately and they seemed to recall more than in their regular lessons.

9.8 General feedback (supervising teacher and students)

The following results are based on the feedback questions I developed in order to get a clear picture of certain points I wanted to focus on. I did not only get my supervising teacher's comments but the individual questions were further discussed with the students in the lesson that was additionally held on April 1st. The method used to gather this kind of information was that my supervising teacher asked them the same questions that she had on her questionnaire.

One of my focuses lay on the students' behavior. It was of great interest for me in how far the teacher's and the students' perspective was different from mine. The teacher confirmed my suspicions and pointed out that the students were cooperative and curious but at the same time remained the same; as she saw it, they were not too overactive. The students' perspective differed a little bit; they saw themselves rather nervous and more reticent than normally. The reason named for that was the language barrier since some of the students could not express themselves very well in English. They also mentioned that they were more attentive than in their usual Psychology classes because it was harder to

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[34] For the students' and supervising teachers' impression see section 9.8 'Feedback (supervising teacher and students)'.

follow and if they did not listen for a while, then it was rather difficult to catch up.

What I was also interested in was whether my supervising teacher thought that the students had understood everything. She confirmed and explained it by telling me that I used repetition often, which ensured that the students could understand everything. The students mentioned that they had not understood all the content instantly but that I had been able to answer their questions adequately and had tried to explain it in a different way. Moreover, I had also made use of many illustrative examples.

The commitment of the students was another aspect I was interested in. In particular I was curious if the students who participated normally when instructed by their regular teacher also took part in my lesson or if some more students were engaged in the lessons. Both my supervising teacher and the students confirmed that the same students participated that also get involved in the regular lessons. It could be noticed that more girls cooperated in the class in comparison to the boys, even though there are fewer girls than boys in the class. Furthermore, it was pointed out that students predominantly answered my questions in full sentences, although the students perceived it differently. Their perception was that they only used individual words when answering.

A further point that raised my interest was the difficulty of the tasks implemented. Both sides affirmed that the tasks corresponded to the students' abilities and were appropriate with a slight tendency towards being easy. The same holds true for the speed of the lesson. It was appropriate and I could accommodate the students if needed. The students liked the videos I used and also my way of explaining in a comprehensible way. Further, they positively mentioned the short test[35] I did with them.

Another important aspect for me was content knowledge. I wanted to know if the students and the supervising teachers thought that I possessed content knowledge

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[35] I had arranged with the class teacher that only positive marks on the test would count to their overall grade but there would be no negative consequence for the ones who received a negative grade.

which they confirmed. The teacher also pointed out – after I asked her – that it did not matter that I used some assistance by having some notes at which I could look whenever required. The most important aspect was that I always shared eye contact with the students.

My last question was concerned with how I reacted to wrong answers given by the students since I always feel insecure in how to deal with them[36]. She told me that I always replied appreciating the students' opinion and that I further tried to connect their wrong answer to the correct one.

In sum I am content with the feedback and even though some points were perceived differently on my side, the observation generally resembled each other.

9.9 Comment on the writing exercise and the tests' results

It was important for me to include a writing exercise in one of my lessons. Unfortunately, most of the time spent on each lesson was filled with the acquisition of new knowledge and left no opportunity to implement a writing task. During the third lesson I realized that there was some spare time and decided to do the writing task then even though there was no time for the students to correct it themselves. Hence, I corrected them and was surprised by the outcome.

Eleven out of 20 students (one was ill) performed well or even very well on the task of writing about any of the topics we had dealt with before. What I realized, in terms of mistakes, was a tendency to make spelling mistakes (e.g. hit instead of hid, crysis instead of crisis). Only a few students did not perform very well, for example I received one text that was very short and did not contain any full sentences. I found out that the class' ability in terms of language performance was varied[37] and some of the texts I received were rather weak, whereas others were well written and contained hardly any mistakes. In general, the only

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[36] I only asked my teacher this kind of question.
[37] Some selected texts can be found in the appendix in section 13.13.

mistakes made were linguistic ones; there was nobody who performed weak in terms of content, about which I was very positively surprised.

At the end of my teaching project I decided to conduct a revision of the contents of the last classes. The revision, which was composed a written test in two versions of equal difficulty, was carried out in the last eight minutes of my very last teaching session. The results of the revisions were really good and I was pleased with the results. Eight out of the twenty participants scored a '+'[38] with one girl receiving 18 out of 18 points. The majority of the class scored a '~' and only one student received a '-'. In sum, I think that this is a really good outcome, especially when bearing the students' actual grades (see section 10.6) in mind. I have to admit that I do not know why they scored better results than they usually do. It might be connected to the motivational factor or the fun the students seemed to have experienced during my lessons. A further influence might have been the increased attention that was predominant during the classes and which affected the students' knowledge positively.

10. The survey[39]

10.1   Description of the survey

My survey is composed of two questionnaires one of which was handed out one lesson before the project started and the other was handed out after the teaching project.

The main goal of this was to gain an impression of the students' view on English psychology lessons before and after experiencing a sequence of their own. Besides gaining a before-after result, I also tried to focus on gender differences.

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[38] '+', '~' and '-' are being used in the Austrian grading system, mainly for short tests ("Wiederholungen"). '+' refers to good performance, '~' signifies a moderate performance and '-' is given for performances that are not sufficient.

[39] My survey was constructed and analyzed with the help of Dörnyei's book *Questionnaires in second language research* (2003) as well as *Research methods in education* (Cohen et. al. 2007).

10.2 Questionnaire design

The questionnaire[40] comprised three or two pages respectively. The first survey incorporates an introduction, providing information on

- who I am
- why I conduct the survey
- the anonymity of the results

Apart from this information, I included that there are no incorrect answers and that the students should answer honestly and according to how they feel. It was pointed out that any arising questions will be answered and I ended the introduction with thanking them for their participation.

The actual survey that was conducted before the four lessons was subdivided into three sections while the one that was handed out afterwards includes only one section[41]. The first subsection deals with general information about the students and contains questions about their gender and their last grades in Psychology and English. The second subsection includes two questions about techniques and methods used in their general Psychology lessons. The last subpart of the questionnaire was a Likert-scale with eleven (questionnaire 1[42]) or ten (questionnaire 2) statements. Instead of using the traditional five-point scale, I used a four-point scale in order to avoid indecisiveness and thus avoid unclear results.

Moreover, both questionnaires include (partly) open questions as well. Questionnaire 1 includes an item that focused on possible difficulties and features some room for comments, whereas questionnaire 2 also asked for the students' opinion on what they had learnt (linguistically and with regard to content).

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[40] The questionnaire was created in German in order secure understanding.
[41] The second questionnaire only focuses on the specific questions about English Psychology lessons since the other information hasn't changed.
[42] In the following the questionnaire that was used before the lessons will be referred to as questionnaire 1 and the questionnaire that was conducted after will be named questionnaire 2.

Mainly, I used yes/no items or multiple choice ones, beside the large table including the Likert-scales.

10.3 Processing details

The results of the survey were processed manually in an empty questionnaire. The reason for this choice was the rather small number of data I had so that there was no need to use complicated software to process and analyze. Nevertheless, I used *MS Excel* to put the outcome into tables in order to create graphs that fit the respective item.

As already mentioned, the questionnaire was constructed in German but was also translated for this thesis which can be found in the next section.

10.4 Items included

The following list shows the items that were included in the questionnaire. The list includes the German formulation and the English translation of the respective items as well as their number according to which I administered the whole questionnaire. What is more, it is highlighted if the item was used in questionnaire 1 or 2.

Item	Occurrence	Statement (German and English)
1	1	Ich bin neugierig wie Psychologie auf Englisch sein wird. – I am curious about Psychology in English.
1-2	2	Mir haben die Stunden auf Englisch gut gefallen – I liked the lessons that were held in English.
2	1	Ich habe keine Lust darauf, Psychologie auf Englisch zu haben – I do not fancy having Psychology in English.
3.1	1	Ich glaube ich werde mehr Spaß an Psychologie haben wenn es auf Englisch ist – I think I will have more fun if Psychology is taught in English.
3.2	2	Ich hatte mehr Spaß in den Stunden weil Psychologie auf Englisch war – I had more fun during the lessons because they were being held in English.
4.1	1	Ich glaube Psychologie auf Englisch wird anstrengend – I believe that Psychology in English will be exhausting.

4.2	2	Die englischen Psychologiestunden waren anstrengend – The English Psychology lessons were exhausting.
5.1	1	Ich glaube ich werde Probleme haben manche Sachen zu verstehen – I think I will have problems understanding some things.
5.2	2	Ich hatte Probleme dem englischen Psychologieunterricht zu folgen – I experienced some problems in following the English Psychology classes.
6.1	1	Ich glaube ich kann meine Leistung im Unterrichtsfach Englisch durch Psychologie auf Englisch verbessern – I think I can improve my performance in English through English Psychology lessons.
6.2	2	Ich glaube meine Leistungen in Englisch haben sich ein bisschen verbessert – I think my performance in English improved a little bit.
7.1	1	Ich glaube dass sich meine Mitarbeit verbessern wird, wenn ich Pychologie auf Englisch haben – I think my participation will improve when I experience Psychology in English.
7.2	2	Ich glaube dass sich meine Mitarbeit in Psychologie in den englischen Stunden verbessert hat – I think my participation elaborated during the English Psychology lessons.
8.1	1	Ich glaube, dass ich viele neue Vokabeln lernen muss – I believe I have to learn many new yords, new vocabulary.
8.2	2	Ich musste viele neue Vokabeln lernen – I had to learn many new words, new vocabulary.
9.1	1	Ich glaube ich muss mehr lernen wenn Psychologie auf Englisch ist – I think I will have to study more if Psychology is held in English.
9.2	2	Ich musste für die englischen Stunden mehr lernen als sonst – I had to study more for the English lessons than usual.
10.1/2	1&2	Ich glaube, dass es mir später helfen wird, wenn ich Psychologie auf Englisch habe – I think having Psychology in English will help me in the future.
11.1	1	Ich glaube die Arbeitsformen werden anders sein als im normalen Unterricht – I think the working methods will be different than in the normal classes.
11.2	2	Die Unterrichtstechniken waren anders als im regulären Unterricht – The techniques in the lessons were different than the ones in the regular classes.
12.1/2	1&2	Ich würde gerne an einem Psychologieunterricht auf Englisch teilnehmen – I would like to participate in English Psychology classes.
13.1	1	Ich glaube ich hätte große Schwierigkeiten wenn ich Psychologie auf Englisch hätte – I think would have great difficulties if I had Psycholgy in English.

13.2	2	Ich hatte einige Schwierigkeiten in den englischen Stunden – I had some difficulties in the English Psychology lessons.
14.1	1	Ich glaube dass ich bei Gruppenarbeiten folgende Sprachen verwenden werde – I think that I will use the following language in group-work
14.2	2	Bei Gruppenarbeiten habe ich folgende Sprachen verwendet – In group-work I used the following languages.

Table 8 – Items used in questionnaires

10.5 Hypotheses

Before conducting the survey I thought about possible outcomes for the items, especially those of the Likert-scale type and of three further questions.

Since my material was chosen carefully, adapted from sources that seemed to be too difficult or created by myself I generally expected no difficulties concerning the understanding of the subject matter. In terms of the students' attitude towards Psychology lessons and CLIL lessons, I expected a change.

My main hypothesis was that generally, the students' opinions will change slightly after four lessons of experiencing Psychology being taught through the medium of English. I do not expect a fundamental alteration, as the time of instruction was moderately short. Furthermore, I assumed that students generally have a positive affirmation towards English Psychology classes and therefore I expected some positive answers regarding hypothetical participation in such a program. A further hypothesis of mine was that students would mainly use German within any cooperative tasks.

In order to present my expectations in a more detailed manner, the list below will deal with my sub-hypotheses[43]. Generally, my hypotheses focus on the change of the students' opinions before and after they have experienced a series of CLIL lessons. Usually, my hypotheses allude to the items that were used in both questionnaires, which is highlighted in stating their corresponding

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[43] The hypotheses are listed according to their occurrence in the first and second questionnaire.

numbers. Sometimes I also included my hypothesis on gender differences within the respective item since I do not expect great differences in every item.

Item number	Hypothesis
1	Due to the difference that will be presented in my lessons I think that the students will be interested and curious about their upcoming lessons.
1-2	Students' opinions will be positive as various techniques will be used within the lessons and I will try to create a nice learning surrounding.
2	I expected the statement to be falsified as students will be stimulated in the lessons and a higher level of interest is noted.
3.1 and 3.2	Some students' opinions will change positively after the four lessons as I expect them to experience more fun than estimated before.
4.1 and 4.2	Some students will experience difficulty with the language and as a result will think that the CLIL lessons are hard. Due to my adaptation to their language level and abilities I expect to find a change in their opinions after the lessons.
5.1 and 5.2	I expect to find a positive change here as well. Students will worry about problems first and will then encounter that they had fewer problems than expected.
6.1 and 6.2	Some students might experience an improvement in their performance in English but generally I do not expect great differences between the answers given before and after the lessons because of the rather short time of exposure.
7.1 and 7.2	Only few students will show a difference here after the four lessons of CLIL teaching. I expect a change towards being less active within the classroom due to language barriers.
8.1 and 8.2	Students will think that they have to learn specialized vocabulary at first and I suppose that they will realize later that the vocabulary load was less than previously assumed. Moreover, I surmise that the boys will be more concerned with this topic.
9.1 and 9.2	Corresponding to the prior point, I guess that students will at first think that they will have to study more. Accordingly, I presume that their opinion will change. Furthermore, I anticipate the girls to be more pessimistic with regard to studying and hence I expect a greater change in the girls' perception.
10.1 and 10.2	Only a few students' opinions will be different after the input from the ones given at the beginning.

11.1 and 11.2	Many students will change their opinion after the four lessons as I tried to include activities suitable for content-based-instruction which differ from the typical ways of instruction employed in psychology lessons.
12.1 and 12.2	I expect the students to change their opinion in so far as more students would like to participate in such a program after having experienced it themselves.
13.1 and 13.2	Some students will believe that they might have some problems in understanding and following the lessons. I expect them to change their opinion in realizing that they had no or hardly any problems.
14.1 and 14.2	Many students will at first think that they will either use English or English and German. My assumption is that the result of the second questionnaire will show that both languages (mostly German) were used in group-work.

10.6   Samples

This subchapter presents the outcome of the questions that were raised in the section about general information about the students and their Psychology lessons.

	Questionnaire 1	Questionnaire 2
Sample size:	21	20
Female:	7	6
Male:	14	14

Table 9 - General information on the samples

The first questionnaire was distributed to every student of the 7C, whereas the second could only be handed out to 20 of the students, as one of the girls was ill. The distribution of gender, if measured in percent, is 33 : 67[44], 33% being female.

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[44] Since the 7th grade I taught is a Bundesrealgymnasium with focus on science, it is a common fact/feature that these classes have fewer girls than other classes.

Regarding the students' attitude[45] towards their interest in psychological topics outside the classroom, it can be observed that the majority was interested and only about a third (~35%) was not.
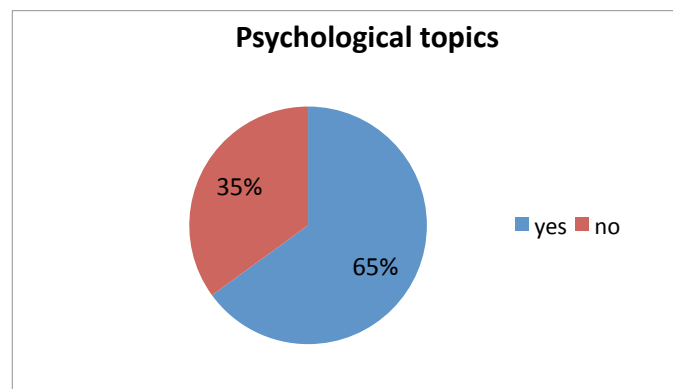
Figure 2 – Psychological topic

It is interesting to observe the distribution of gender with this question. All of the girls are interested in psychological topics, whereas about half (56%) of the boys are interested as well and the other half (46%) is not.

	yes	no
girls	7	0
boys	7	6
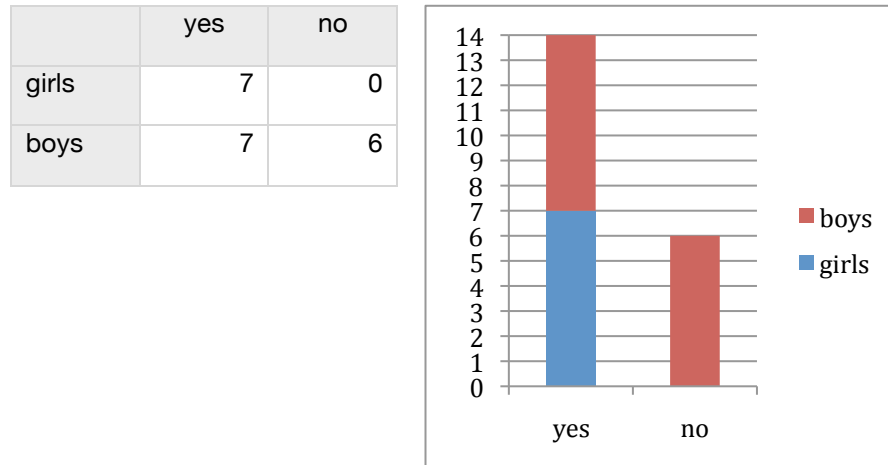
Figure 3 – psychological topic and gender differences

Despite the students' interest in psychological topics, it can be observed that the students' grades[46] show a somewhat different picture. About half of the class (~ 48%) only received a "genügend" in their last school report. With 3,85 being the

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[45] I received one questionnaire without an answer, thereby only 20 students count as the basis.
[46] Again, the basis for the interpretation of the grades in Psychology and English is only 20 because one of the boys will not be graded.

average grade in Psychology this result is rather poor, considering the fact that Psychology is not a main subject. Taking the teacher's opinion into account, this result is due to the students' absence of motivation to study adequately. In regard to gender differences, both gender show similar results apart from two boys having a "nicht genügend".

Grades in Psychology

	Sehr gut	Gut	Befriedigend	Genügend	Nicht genügend
boys	1	2	2	6	2
girls	1	1	1	4	0
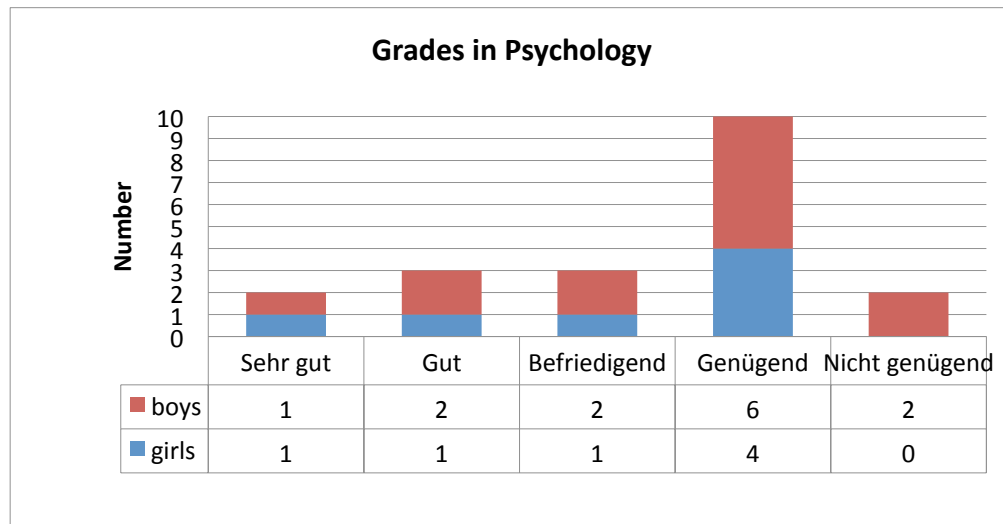
Figure 4 – Last grades in Psychology

Almost the same situation can be found in English; the most prominent grade is a "genügend" which one third (~ 33%) of the class were given in their last school report. Only one student got a 'sehr gut' while four students received a "nicht genügend". With reference to gender difference it can be observed that the girls perform slightly better.
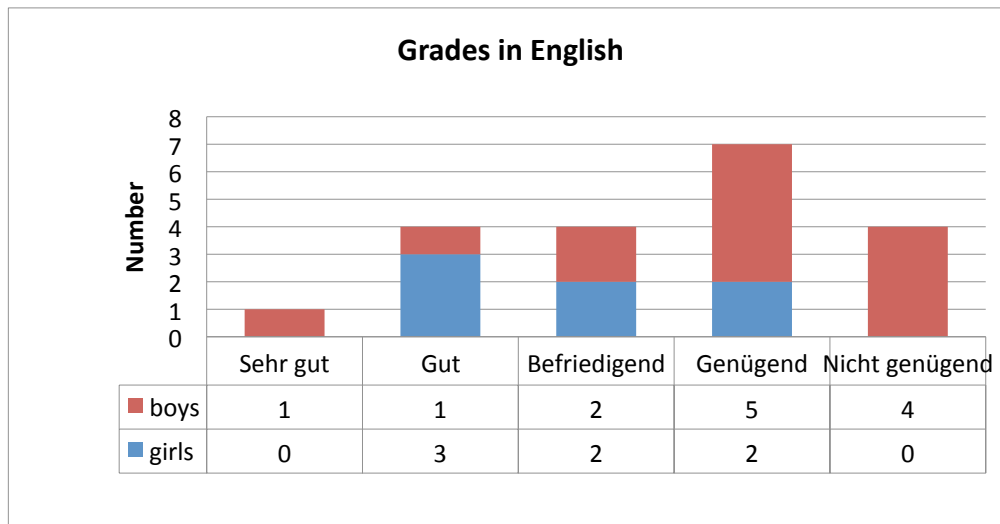
Figure 5 – Last Grades in English

	Sehr gut	Gut	Befriedigend	Genügend	Nicht genügend
■ boys	1	1	2	5	4
■ girls	0	3	2	2	0

The majority (~ 76%) of the students indicated no experience with CLIL lessons before. Only about a fourth of the students reported on prior experience. The subjects they named were Geography and Physics.

	yes	no
abs.	5	16
%	24	76
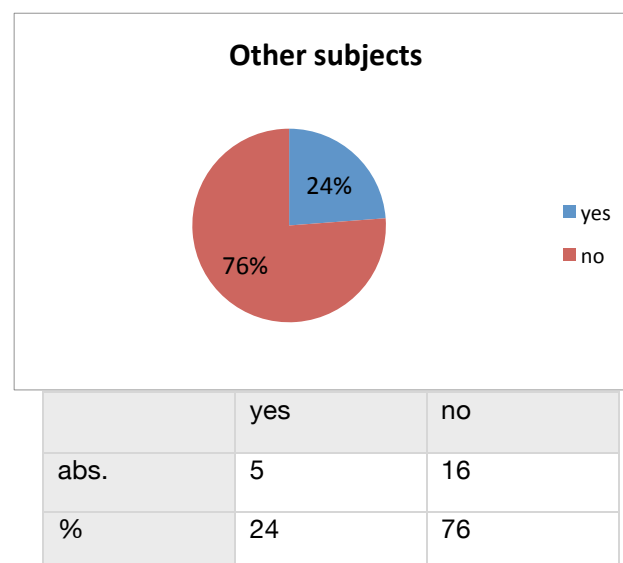
Figure 6 – Other subjects

Another part of the questionnaire dealt with information concerning the methods applied in the students' general Psychology lessons. I counted the answers which can be found in figure 7 below which displays the exact number of nomination since multiple answers were allowed. The results of the teaching techniques employed are:

- 'lecture' (Lehrervortrag)
- 'group-work' (Gruppenarbeit)

- 'individual work' (Einzelarbeit)
- 'presentations by students' (Schülerreferate)
- 'teacher-student-talk' (Lehrer/Schüler Gespräch)

'Working in pairs' (Partnerarbeit) and 'open learning' (offenes Lernen) were not ticked.
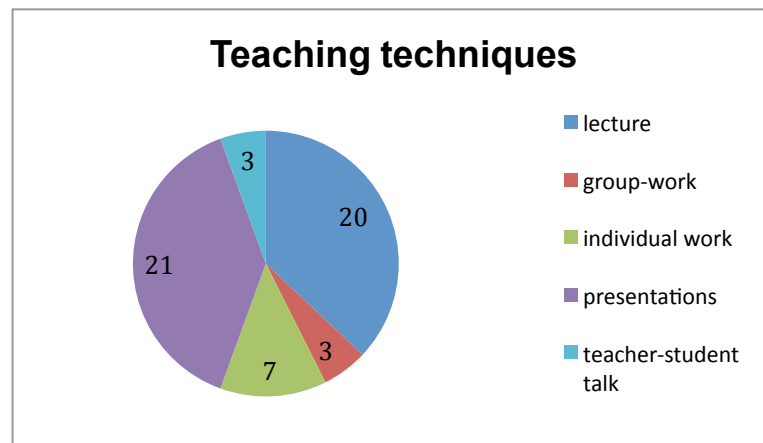
Figure 7 – Results of teaching techniques

In the second question concerning working techniques within the classroom every answer possible was ticked off, that includes

- 'noting down content' (Aufschreiben von Stoff)
- 'watching videos/listening to audio files' (Video/Audio ansehen/hören)
- 'reading' (Lesen)
- 'presentations' (Referate)
- 'much participation or discussions' (viel Mitarbeit oder Diskussionen)

Although every answer has been ticked off, it should be mentioned that 'watching videos/listening to audio files' was only named once. Below, the results are displayed in figure 8 and show the exact numbers. I also experienced, when I showed the videos, that this kind of medium is rarely used. This question also left some space for further comments and one of the students added 'listening to the teacher talking'.
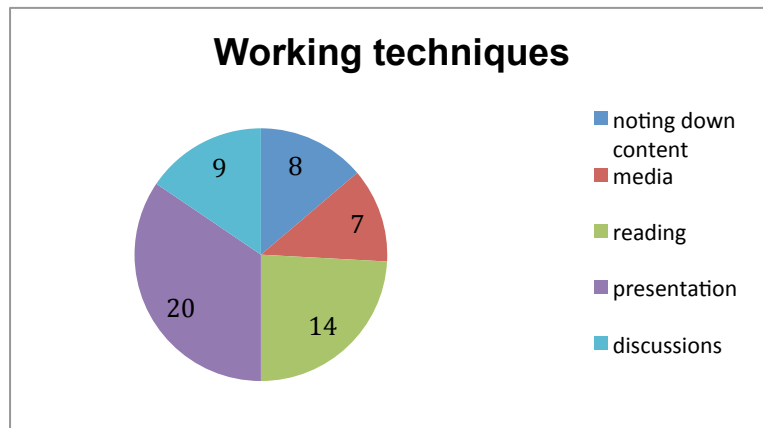
Figure 8 – Results of working techniques

10.7   Results of the survey

In the following, the results of the survey and my analysis will be presented. Most of the items occurred twice in questionnaires 1 and 2. Thus, mostly two results will be compared. Additionally, some items are also discussed regarding gender differences. The results of the open questions are appended after at the end of this section.

10.7.1 Closed questions

Item 1 – Curiosity about CLIL Psychology
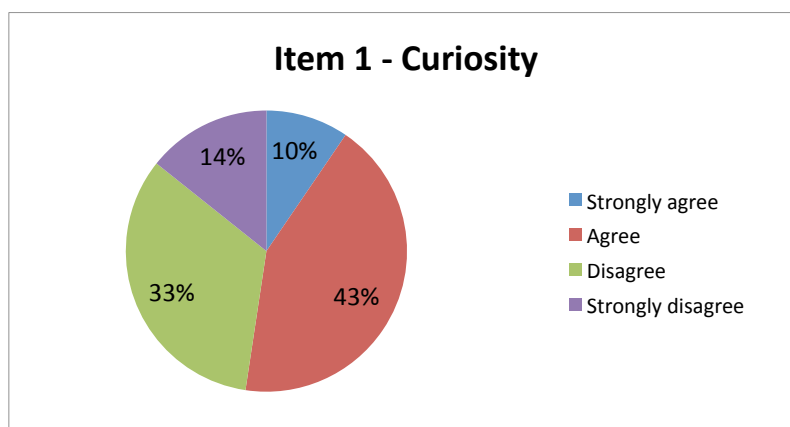
	Strongly agree	Agree	Disagree	Strongly disagree
abs.	2	9	7	3
%	10	43	33	14

Figure 9 – Item 1

The chart shows that the class was almost evenly split, one half (~ 53%) being curious about the following lesson and the other half (~ 47%) being less curious or not at all. Two or respectively three participants only took the extreme positions while most of the students only 'tended' towards one or the other opinion. Correspondingly my hypothesis was partly verified, as I expected the participants to be curious.

Item 1-2 – Likeness of English lessons

Figure 10 – Item 1-2

	Strongly agree	Agree	Disagree	Strongly disagree
abs	9	8	1	1
%	48	42	5	5
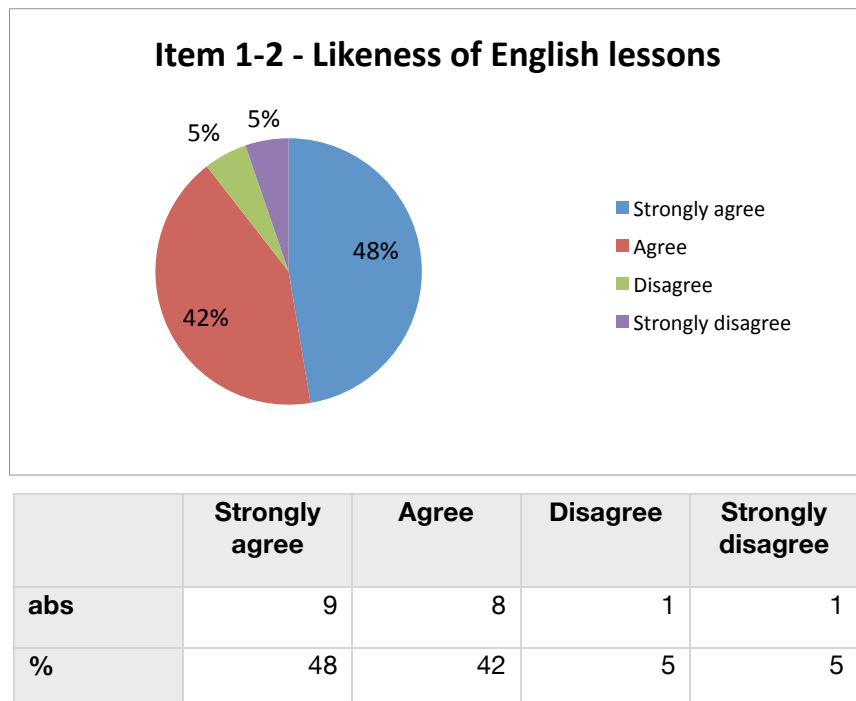
Before commenting on the results, I should note on the number, as only 19 out of 20 votes were counted. This is due to the fact that one student put her vote between "stimme eher zu" and "stimme eher nicht zu" in order to express a neutral opinion which I did not count for the analysis.

With this item, my hypothesis was verified completely. About 90% of the students expressed that they liked the CLIL lessons they had. Only 10% (=equals two students) opted for dislike. At this point it has to be mentioned that one questionnaire (ThLi[47]) showed a continuous strong disagreement in every item. It is questionable in how far his results are to be taken seriously[48]. As a result, his second questionnaire was not taken into consideration for my results.

Regarding the questionnaires of the students that voted for dislike, it is interesting that the boy that only gave negative feedback was not entirely averse to the idea of CLIL lessons. The other student was also male and did express dislike, also in the first questionnaire.

Item 2 – Not fancying CLIL Psychology

	Strongly agree	Agree	Disagree	Strongly disagree
abs	3	5	7	6
%	14	24	33	29
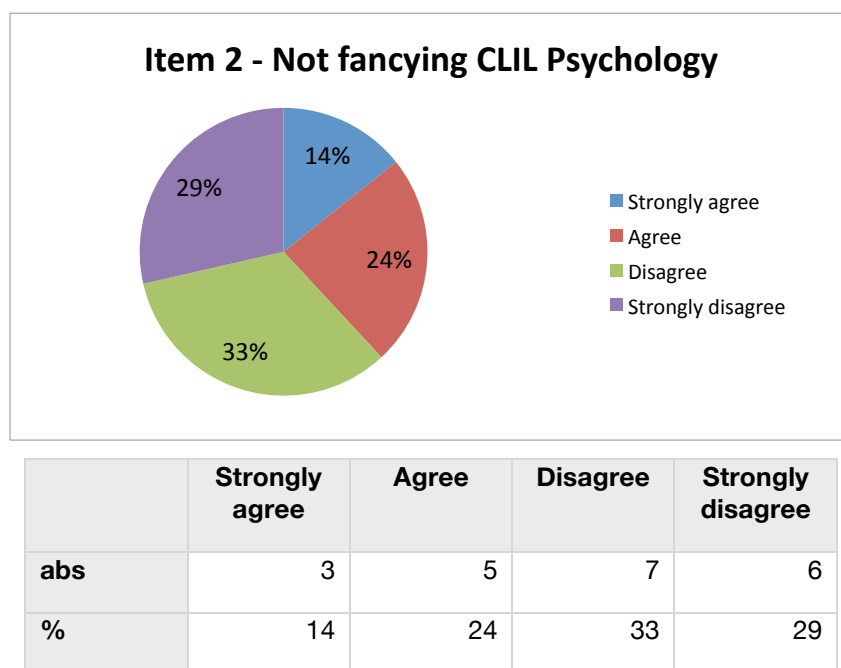
Figure 11 – Item 2

Although this item was supposed to be a reference question, the result is more diversified than the answers to item 1. Only three of the participants, less than a quarter of the whole class, opted for the statement to be true for them. Almost a

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[47] The code refers to the initials that the students had to fill in their questionnaires in order to allocate the individual questionnaires of both rounds.
[48] As his votes almost always were total disagreement, I assume that he did not read through the questionnaire and just ticked off the same option.

quarter tended towards verifying the statement, whereas almost three thirds (~ 62%) of the class did rather not (~ 33%) or did not agree (~ 29%) with the statement.

Generally speaking, my hypothesis for this item can be verified because the majority of the class (~ 62%) did not agree with the statement

Item 3.1 and 3.2

Item 3.1 - More fun

	Strongly agree	Agree	Disagree	Strongly disagree
boys	1	3	5	5
girls	0	2	2	3

Item 3.2 - More fun

	Strongly agree	Agree	Disagree	Strongly disagree
boys	1	7	5	0
girls	0	3	2	1
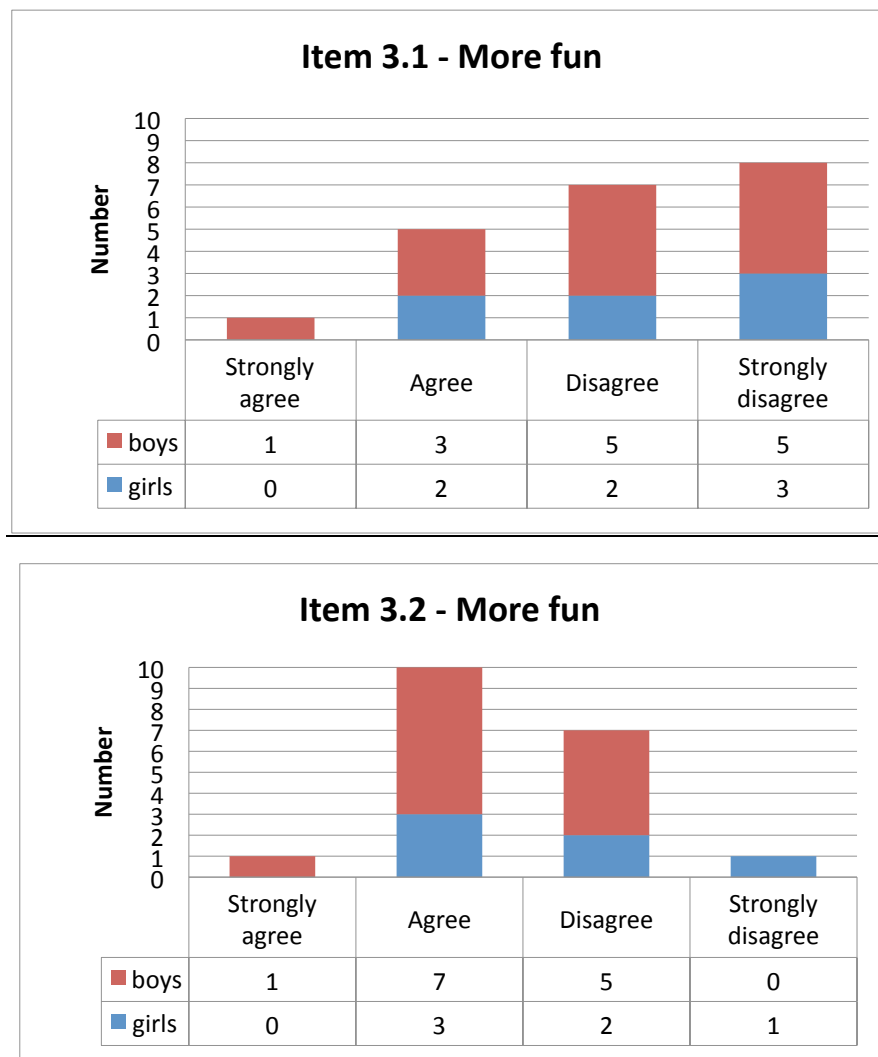
Figure 12 – Comparison of items 3.1 and 3.2

Regarding the first questionnaire, most students, almost three quarters (~ 71%) (strongly) disagreed with the statement of having more fun in Psychology lessons when held in English. Whereas only a small amount of students (~ 29%)

believed that they would have more fun in such a setting. Concerning gender, both boys and girls tend to disagree.

My hypothesis of regarding a change to the positive, meaning that more students will have more fun than expected is supported by the results if regarding the second graph. Although the opinions are equaled out more participants think that they had more fun than in their regular lessons. A significant change seemed to have happened within the boys. Five of them strongly disagreed with the statement first and after the CLIL lessons noone strongly disagreed while four of them agreed with the statement of item 3.2.

Investigating the individual questionnaires, all participants (MI, MaKo, OlSk, ChLa, ChKr) showing strong disagreement in the first one changed their opinion to either disagreement or agreement in the second questionnaire. The only vote on strong agreement was not by the same person, as one (AW) strongly agreed first and afterwards only agreed. The one (DaMa) who strongly agreed in the second questionnaire agreed first.

Item 4.1 and 4.2 - Exhaustion

	Strongly agree	Agree	Disagree	Strongly disagree
abs	5	11	4	1
%	24	52	19	5

Item 4.2 - English Psychology was exhausting
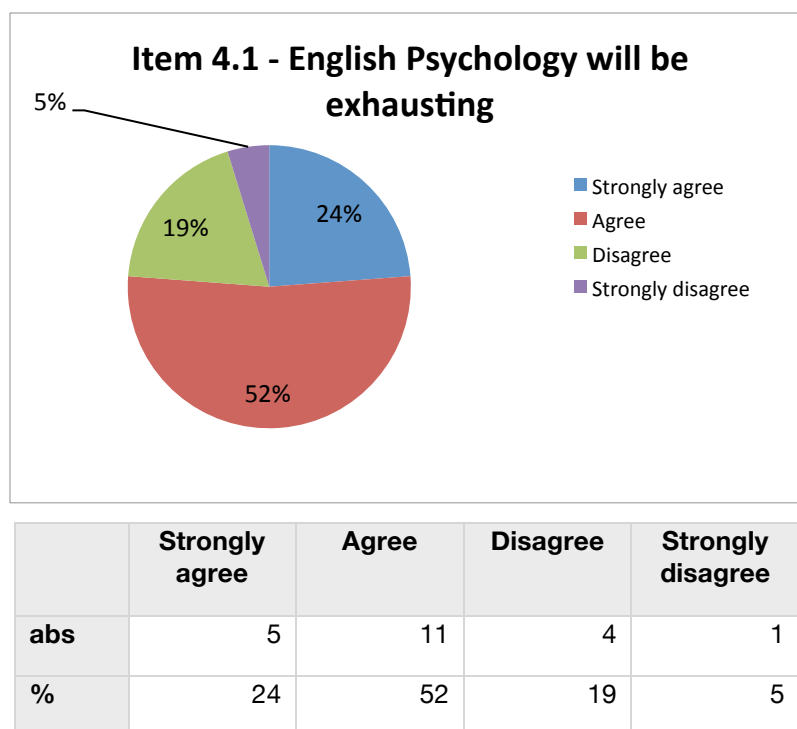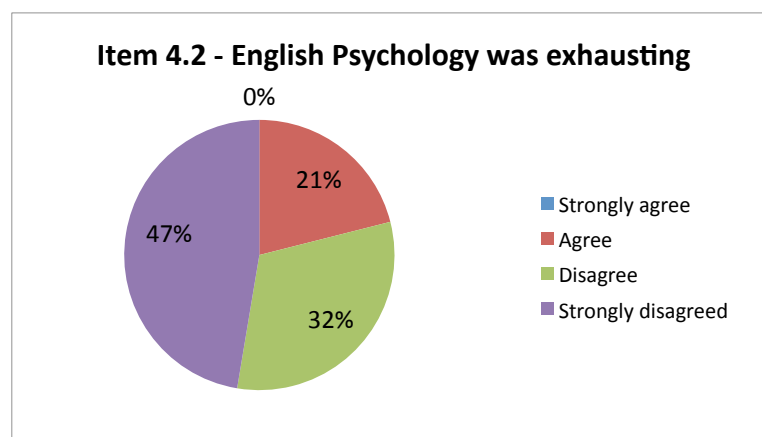
	Strongly agree	Agree	Disagree	Strongly disagree
abs	0	4	6	9
%	0	21	32	47

Figure 13 – Comparison of items 4.1 and 4.2

Obviously the results of these items are really interesting. Item 4.1 features a (strong) agreement range of three quarters (~ 24% and 52% respectively) and a (strong) disagreement range of one quarter (~ 19% and 5%). The results of item 4.2 show the opposite and therefore testify that the students did not feel overwhelmed by strenuous Psychology lessons. This means that only four students, or roughly 21% of the class thought that the CLIL lessons were hard while 15 students (59%) thought they were not. In sum, these results support my hypothesis.

Another point to be mentioned briefly, is the difference in gender. Here, I found no significant differences between the boys and the girls as their opinions seemed to be similar.

Item 5.1 and 5.2 – Comprehension problems

Item 5.1 - Comprehension problems expected

	Strongly agree	Agree	Disagree	Strongly disagree
boys	4	3	6	1
girls	0	4	2	1

Item 5.2 - Comprehension problems during the class

	Strongly agree	Agree	Disagree	Strongly disagree
boys	1	1	9	2
girls	0	0	3	3
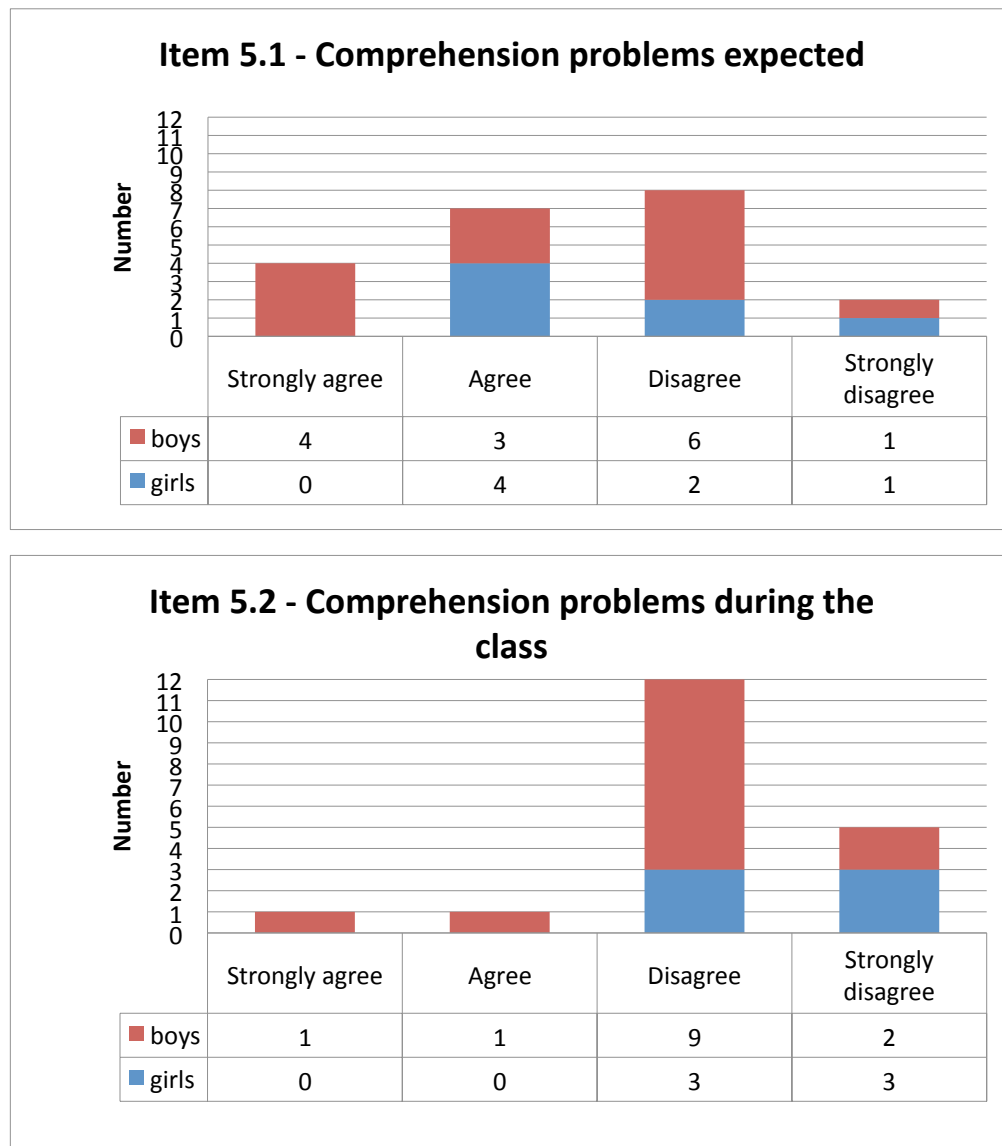
Figure 14 – Comparison of items 5.1 and 5.2

Item 5.1 shows a balanced picture with four male students totally agreeing with the statement, seven students agreeing and eight students disagreeing while only two totally disagree. This is balance of 52 : 48. The graph of item 5.2 clearly displays the great change in opinion. Only two students (strongly) agree with the statement, whereas the majority of the class (~ 90%) did not have problems to follow my Psychology lessons. Thus, my hypothesis is verified in terms that students had fewer problems than expected.

What is more, the results feature interesting gender differences. In the first questionnaire, no girl strongly agreed to the statement, however four boys did.

The result is even clearer when observing item 5.2. The girls' opinions only range from disagreement to total agreement while two boys opted for agreement. This result could be an indication for the assumption that girls are more apprehensive.

Item 6.1 and 6.2[49] - Improving performance

Item 6.1 - Improvement of performance

	Strongly agree	Agree	Disagree	Strongly disgree
abs	3	4	10	3
%	15	20	50	15

Item 6.2 - Improvement of performance

	Strongly agree	Agree	Disagree	Strongly disgree
abs	0	8	7	4
%	0	42	37	21
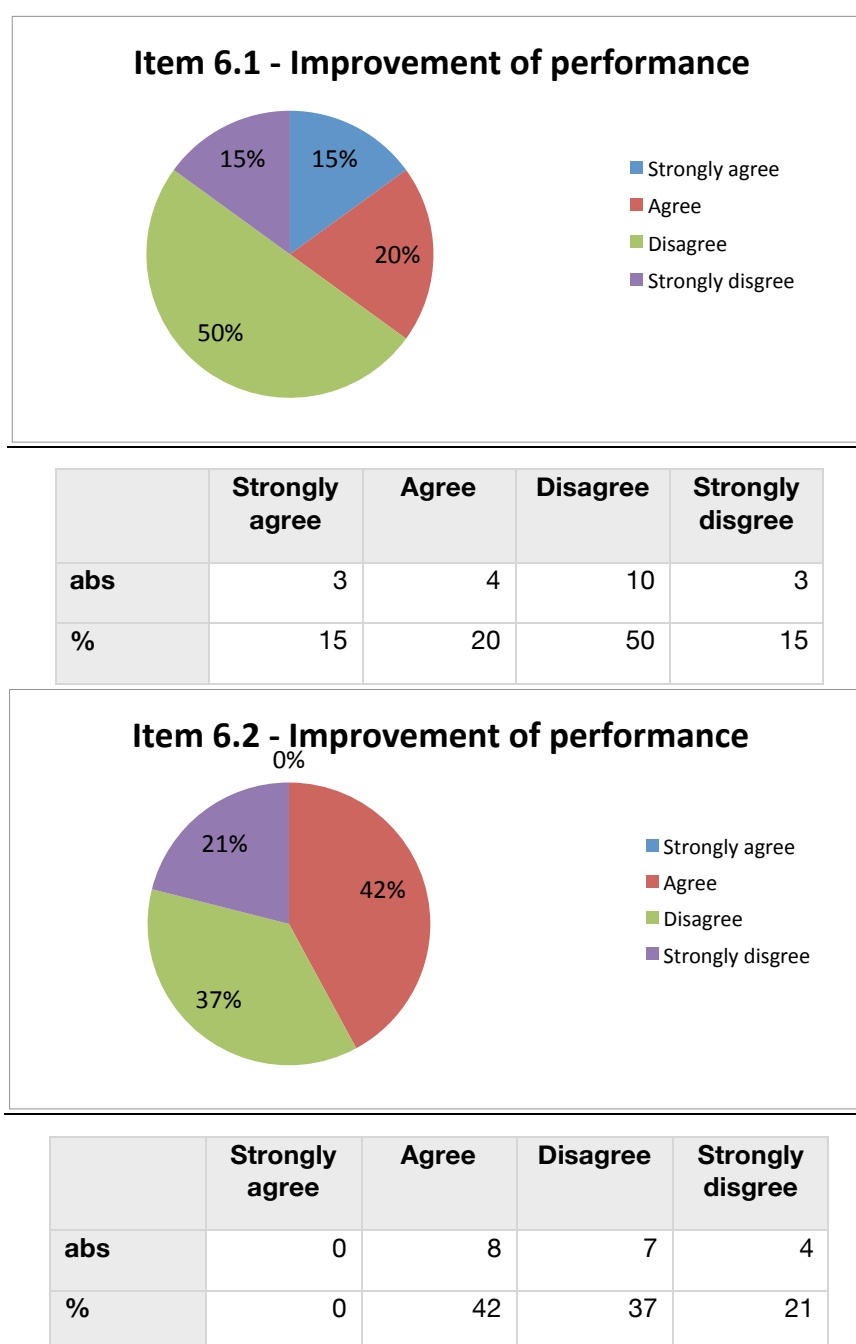
Figure 15 – Comparison of items 6.1 and 6.2

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[49] One student has not given his opinion on item 6.1 thus the total number of participants is 20 instead of 21.

Before experiencing a CLIL lesson, about a third of the class (seven students) thought that they would improve their performance in English but the majority of the class did not agree with that. As results show, the students' opinion did not change significantly after their four CLIL lessons. Still, eight students agreed with the statement while 12 did not. What is interesting, though, is that no participant strongly agreed with the statement after the CLIL sessions. I think that the reason for this result is that the time of CLIL instruction was too short in order to assure for a change in the students' performance in English. Correspondingly, my hypothesis is verified as I expected no great differences in the results of the two items.

Item 7.1 and 7.2[50] - Participation in class

Item 7.1 - Participation in class

	Strongly agree	Agree	Disagree	Strongly disagree
boys	3	2	6	3
girls	0	0	5	2

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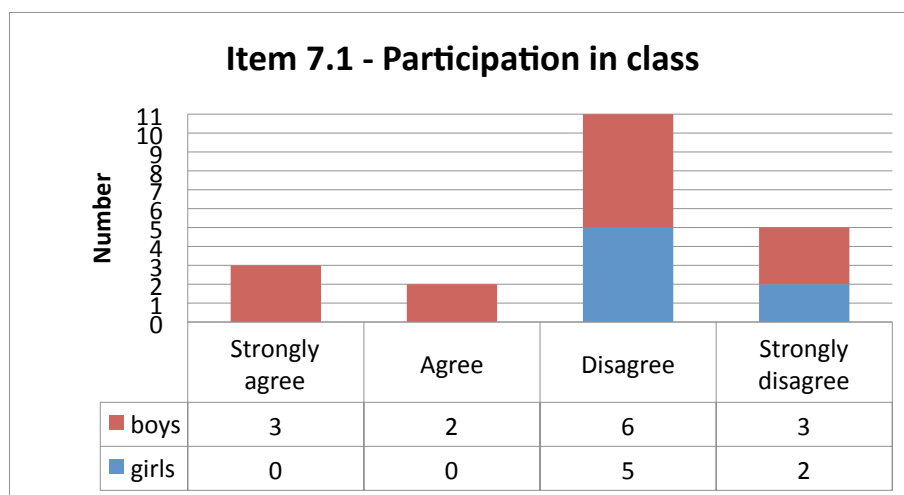
[50] The basis for item 7.2 are only 19 students because one of the girls put her vote between agree and disagree and therefore was not considered for analysis.

Item 7.2 - Participation in class

	Strongly agree	Agree	Disagree	Strongly disagree
■ boys	2	1	5	5
■ girls	0	1	2	2
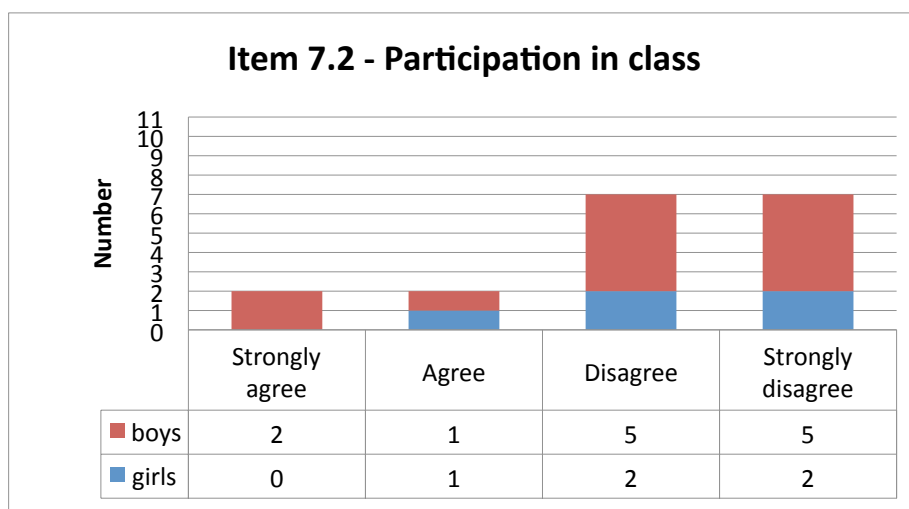
Figure 16 – Comparison of items 7.1 and 7.2

The students' viewpoint before experiencing CLIL is that the majority does not believe in a change of their participation during the lessons if they are held in English. Only five students believe that they might participate more when Psychology is being taught in English. It is interesting that only the girls share this perception and the girls rather do not believe in a change of contribution to the class.

The results received after the four CLIL lessons resemble the first one; instead of five participants (strongly) agreeing with the statement, only four agreed after the CLIL instructions. My assumption is that fewer students agreed with the statement because of the language barriers I already pointed out in my hypothesis and which prevented them to participate more.

In conclusion, only a few students' positions changed which tells me that they estimated their own behavior well. Furthermore, once again my hypothesis has been proven right.

Item 8.1 and 8.2 – New vocabulary

Item 8.1 - New vocabulary

	Strongly agree	Agree	Disagree	Strongly disagree
boys	4	5	3	2
girls	1	4	2	0

Item 8.2 - New vocabulary

	Strongly agree	Agree	Disagree	Strongly disagree
boys	2	5	5	2
girls	0	0	4	2
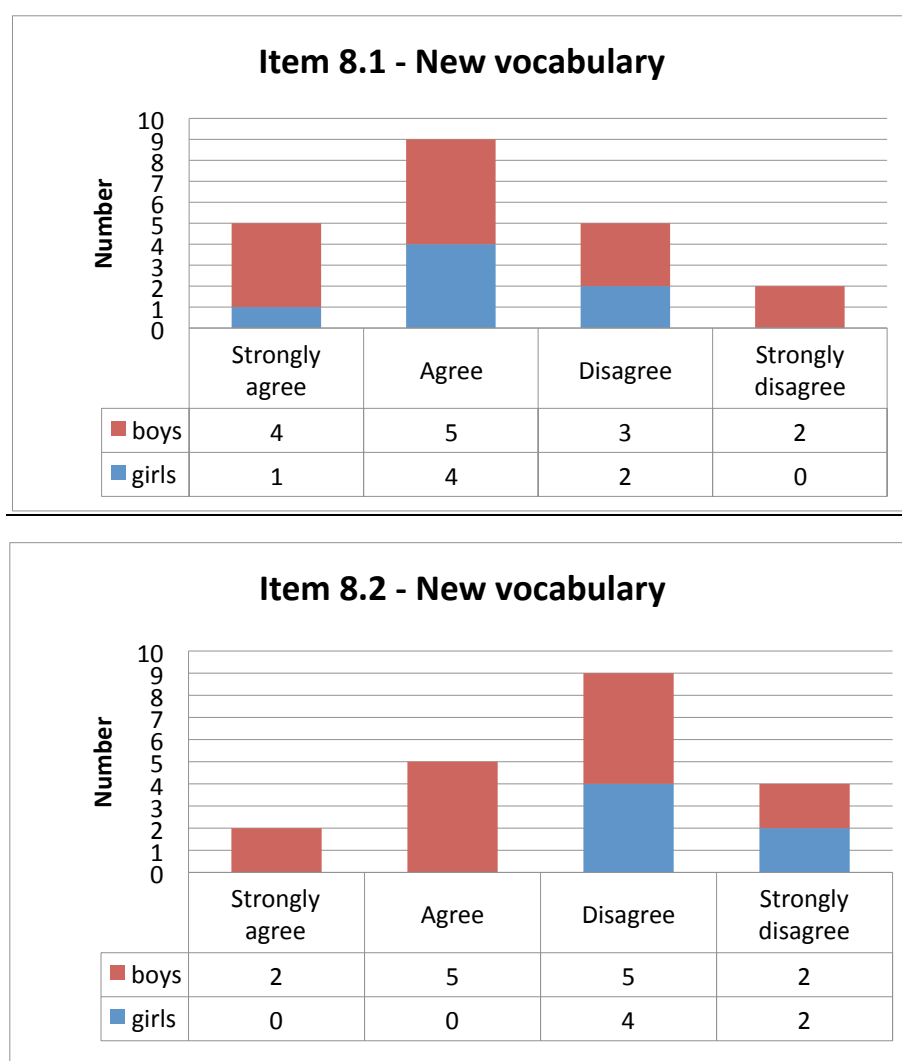
Figure 17 – Comparison of items 8.1 and 8.2

In terms of vocabulary learning, an interesting shift of viewpoints can be observed that verifies my hypothesis. Even my assumption about boys struggling a bit more was partly true.

At first, the majority of students, exactly two thirds (14 students) of the class (strongly) agreed with the statement of expecting to learn much new vocabulary. Only one third (seven students) did not believe that they would have to learn a great amount of vocabulary.

The results have significantly changed after the four lessons the participants experienced. Only seven were still of the opinion that they had to learn much new vocabulary while the majority of the class changed their mind and realized

that the vocabulary load was less than expected. Interestingly, only the boys still thought that they had to deal with much vocabulary.

<u>Item 9.1 and 9.2 – Studying more</u>

Item 9.1 - Studying more
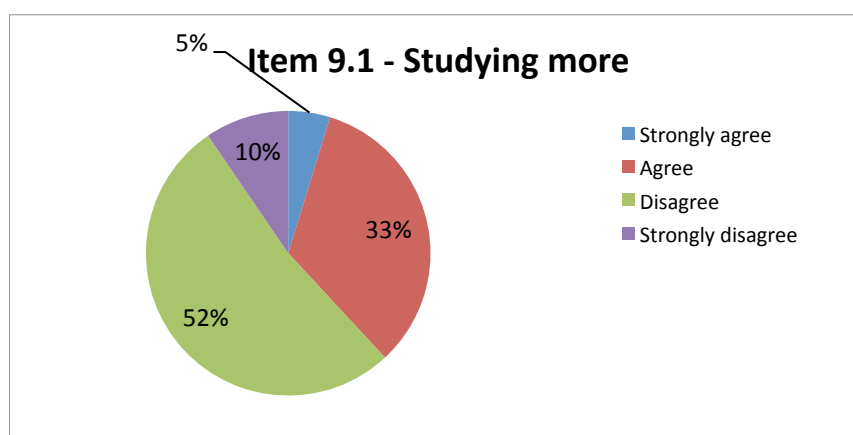
	Strongly agree	Agree	Disagree	Strongly disagree
abs	1	7	11	2
%	5	33	52	10

Item 9.2 - Studying more
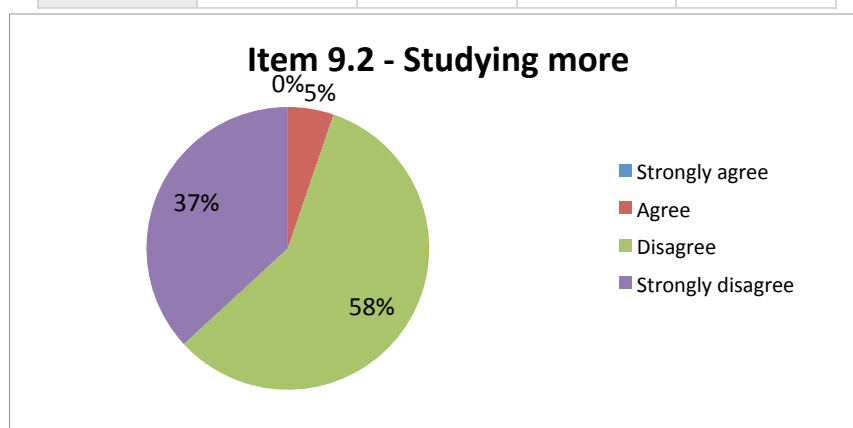
	Strongly agree	Agree	Disagree	Strongly disagree
abs	0	1	11	7
%	0	5	58	37

Figure 18 – Comparison of item 9.1 and 9.2

The pie chart of item 9.1 shows that about half of the class does not believe that they have/had to put more effort into learning than usually. Only one student (5%) strongly agreed with it and two students strongly disagreed.

Item 9.2 displays an interesting change, as no student thinks that he or she had to study more and the great majority of the class (95%) thinks that it was not necessary to study more for the Psychology lessons held in English.

My hypothesis predicted this phenomenon. I expected the students to think that Psychology being taught in English is more difficult and therefore requires more studying. As a matter of fact, students did not have to study more as I always tried to adapt to the students speed and their language level, which assures a better and easier understanding. The consequence was that students did not have to focus more on these Psychology lessons than on their regular ones. What I included in my hypothesis was a statement about the girls being more pessimistic towards learning before the lessons. Accordingly, I found that more girls agreed with the statement given in 9.1 and that after the lessons, girls' opinion changed towards being more positive. In other words, they had to study less hard than they had expected before.

Item 10.1 and 10.2 – Future career

Item 10.1 - Future career
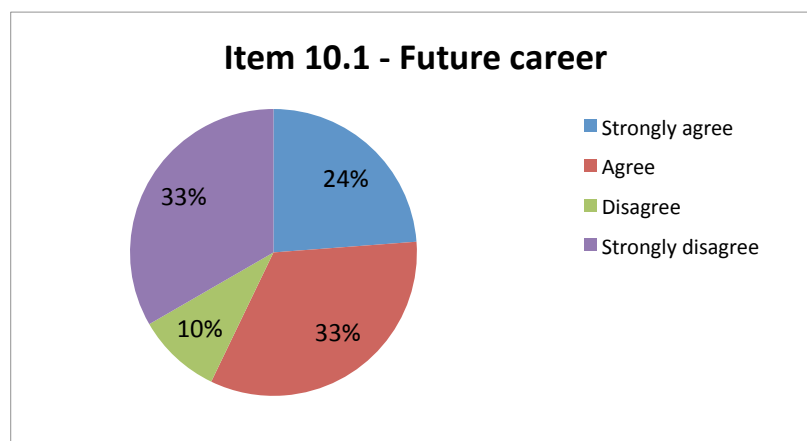
	Strongly agree	Agree	Disagree	Strongly disagree
abs	5	7	2	7
%	24	33	10	33
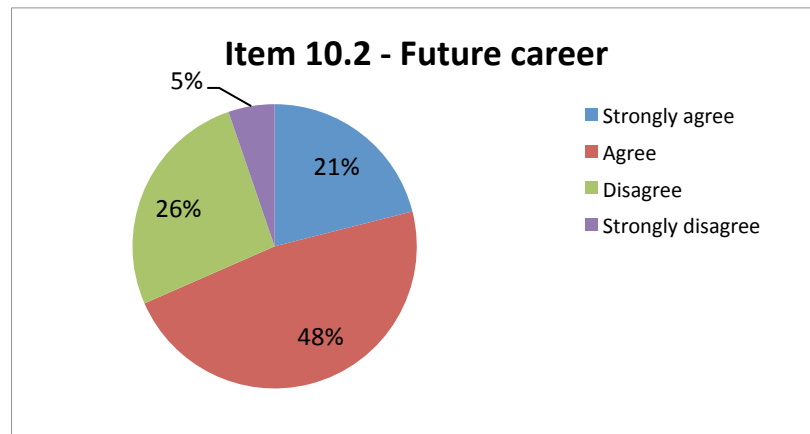
	Strongly agree	Agree	Disagree	Strongly disagree
abs	4	9	5	1
%	21	48	26	5

Figure 19 – Comparison of items 10.1 and 10.2

According to my hypothesis, only a few participants would change their viewpoint after the four lessons. My assumption was that experiencing psychology in English does not contribute to a change in opinion here. It was borne out by the results. The reason for this is that most students might think that English will not be essentially important if working as a psychologist later. Besides the additional language practice that is provided, learning Psychology through the medium of English will not be of great importance in later careers.

This opinion is shown in the results of both items. First, 24% (five students) of the class very much believed that English Psychology lessons might help them later in life and after the lessons the number of students reduced to 20% (four students). One third of the class respectively only agreed or strongly disagreed with the statement in item 10.1. The percentage of agreement rose from 33% (in item 10.1) to 48% in item 10.2. Consequently, a slight change happened here. The least answers were found in disagreement in item 10.1 with only two students (~ 10%) voting for it and one student checking strong disagreement in item 10.2.

Item 11.1 - Working methods

	Strongly agree	Agree	Disagree	Strongly disagree
abs	6	12	3	0
%	29	57	14	0

Item 11.2 - Working methods

	Strongly agree	Agree	Disagree	Strongly disagree
abs	12	5	1	1
%	63	27	5	5
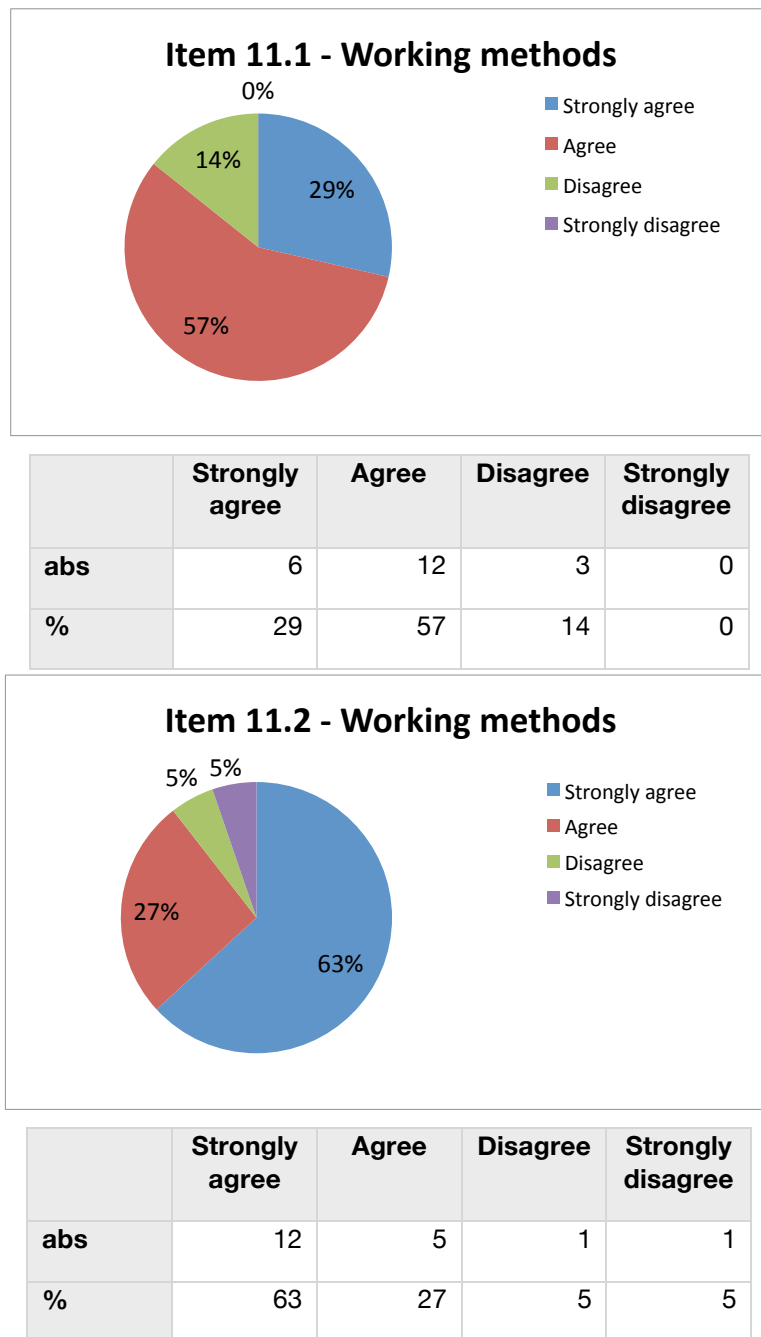
Figure 20 – Comparison of items 11.1 and 11.2

Regarding the results of these items it can be concluded that my hypothesis must be declared as partly falsified, which puzzles me a bit. Taking the students' and my supervision teacher's oral comments into consideration, they oppose the result given here. Both sides pointed out that the four lessons were different than their regular ones, also considering techniques employed. It has to be stressed that the oral feedback was given after they had filled in the questionnaire. It

might be the case that they had not thought thoroughly about the answer to that statement in their questionnaire.

Nevertheless, both items show a minor difference in the strong agreement category. First, 29% of the students strongly agreed and the result in item 11.2 shows that after the CLIL lessons, 63% of the students strongly agree. It is also crucial that no participant strongly disagrees with the statement first and only one student expressed disagreement in 11.2.

Item 12.1 and 12.2 – Participate in CLIL Psychology program

	yes	no
abs.	11	10
%	52	48

	yes	no
abs.	12	8
%	60	40
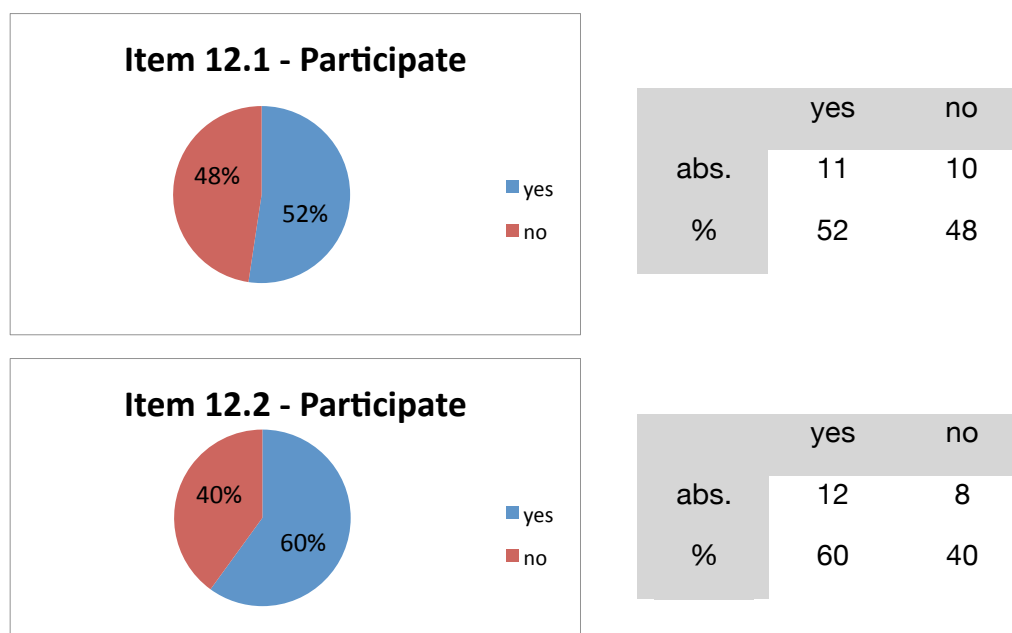
Figure 21 – Comparison of items 12.1 and 12.2

Obviously, there is no fundamental change in the results of these two items. First, a bit more than half of the class would like to participate in such a CLIL program that I tried out with them and the other half of the class (~ 48%) does not want to take part it in.

My expectation was that a considerable number of students would change their opinion after the four lessons of input because of possible improvement in language efficiency. In fact, only one student changed her mind because I only had 20 participants for item 11.2.

Item 13.1 - Difficulties

14%

86%

■ yes
■ no

	yes	no
abs.	3	18
%	14	86

Item 13.2 - Difficulties

25%

75%

■ yes
■ no

	yes	no
abs.	5	15
%	25	75
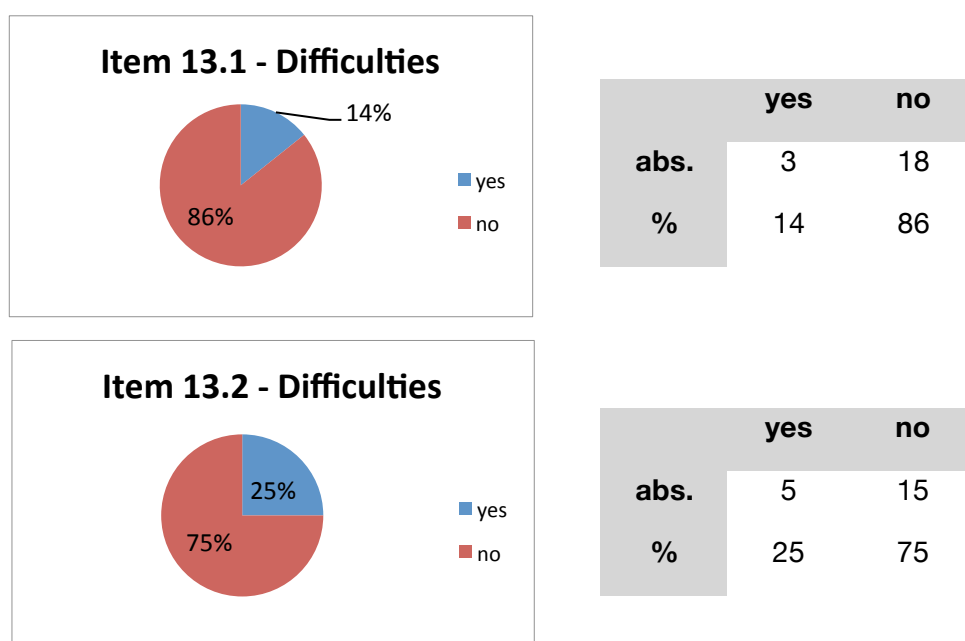
Figure 22 – Comparison of item 13.1 and 13.2

The result of these items is interesting, insofar as the opposite of what I had expected occurred.

My assumption was that fewer students would experience problems than expected before. In fact, this is proven wrong. At first, 14% of the students believed that they would have difficulties when experiencing CLIL lessons in Psychology. Students that thought so expressed the following fears[51]:

- Understanding content and the special vocabulary at the same time
- Psychology in general is difficult to deal with, if such difficult topics are taught in English it is even harder to understand them
- Vocabulary and comprehension

After the four lessons, the number rose to 25% of students that actually encountered problems within the lessons. Two of the three students that expressed fears maintained to their opinion. Apart from the fact that three additional students experienced some difficulties they did not think of before. They named:

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[51] Students expressed their fears in German and were translated by myself.

- Individual words, sometimes the teacher spoke too fast
- Understanding vocabulary, taking notes and comprehension of content simultaneously
- Could not follow (the content) and learn the vocabulary (in such a short time)
- Did not know what 'schema' was[52]
- It might have been better to hand out a vocabulary list that offers German and English instead of English definitions only.

In sum, most of the problems experienced and feared refer to vocabulary that needs to be mastered.

Item 14.1 and 14.2 – Group-work

Item 14.1 - Group-work

German
English
both

38%

62%

0%

	German	English	both
abs.	8	0	13
%	38	0	62

Item 14.2 - Group-work

German
English
both

10%

20%

70%

	German	English	both
abs.	2	4	14
%	10	20	70
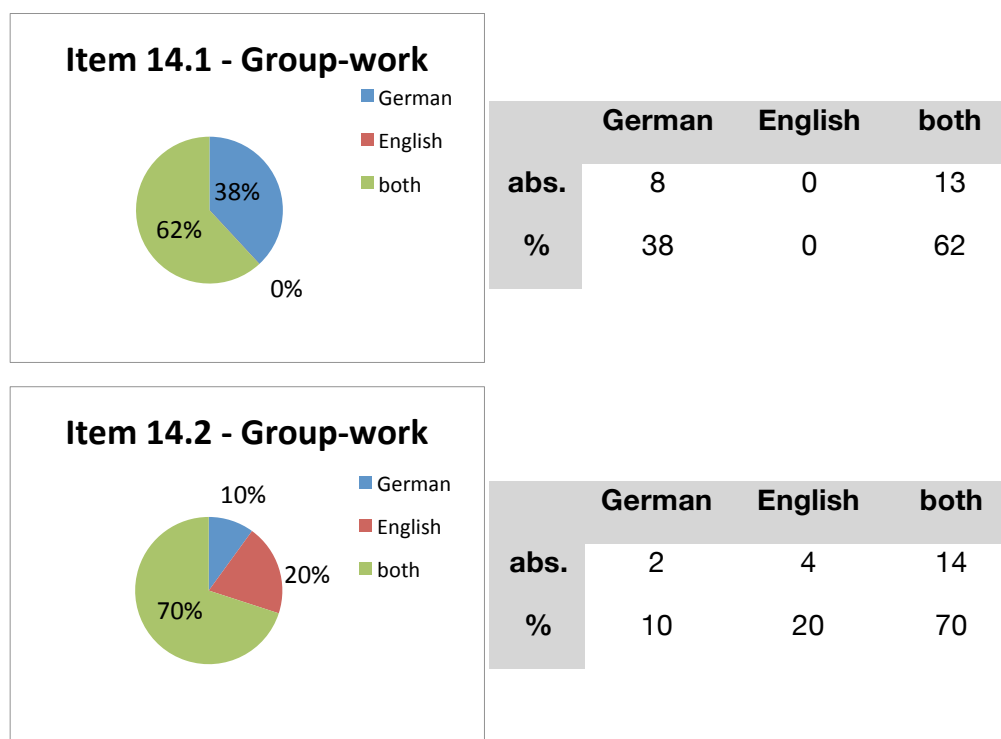
Figure 23 – Comparing items 14.1 and 14.2

The most striking result of the first questionnaire is the fact that English was not mentioned once. It is interesting that the participants believed that they would not

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[52] This refers to the last lesson I taught the class, in which I mentioned that 'schema', although pronounced differently, is the same in German.

use English for group work. I think this is due to their former experiences in their English classes. Usually the language chosen for working with colleagues is German. It is interesting, though, that four students (~ 20%) mainly used English in group work. These four students are one girl and three boys. From what I could observe during the lessons, this is accurate. There was one girl that was constantly using English and I presume that there were three boys that were also using English as their target language.

Regarding the users of the German language, it can be said that the number shrunk from eight students (~ 38%) thinking they would mainly use German to two students (~ 10%) that actually only spoke German during the lessons.

Most students (~ 62%), however, were of the opinion that they would use both languages. This was proven right according to the results of the survey, as even more participants indicated the use of English and German during group work.

10.7.2 Open questions

The first questionnaire

The questionnaire that was handed out before the four CLIL classes contained a section for comments. In total, seven students made a comment[53] and one of which were named by three students:

- Until now, Psychology is a subject that requires studying the content of the book which should be exactly reproduced in order to gain a positive grade. I hope the following lessons will be better.
- I think Psychology is not that interesting at the moment, but it might change if a different teacher taught it.
- It would be nice to have a list with vocabulary (this was mentioned three times)
- I lived in Texas for three years and I do not expect to have any problems in understanding the following lessons.

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[53] The comments were made in German but were translated to English by me to include in the thesis. This also holds true for the second questionnaire.

- It would be better to teach different, easier subjects in English (like history)

It is interesting that two students mentioned their teacher and slightly criticized her. I think it is necessary to regard the second questionnaire at this point and compare these comments to the ones given after the CLIL lessons. The second comment of the student who wrote about the way to get a positive grade is

- The lesson was taught pretty well – it definitely raised my interest.

For her, the CLIL lessons were enrichment and might have shown that Psychology can also be interesting.

The other student, whose comment mainly concerned the teacher commented like this:

- It was pretty interesting bearing in mind that I am actually not interested in Psychology lessons; it could have been less interesting.

This comment also demonstrates that my lessons even impressed some students who generally have a negative attitude towards the subject.

The point about vocabulary lists tells me that students were thinking thoroughly about the upcoming lessons and that they also expect certain things of the lessons, like being confronted with much new vocabulary.

I also liked the thought about teaching easier subjects than Psychology in English. I think that the students raised an interesting point. It is correct that Psychology is not the easiest subject because it includes much special terminology and some abstract theories that are sometimes not easy to follow. Yet it is generally possible to teach Psychology through the English language and even more difficult subjects like Physics are taught in English.

The second questionnaire

The second survey which was conducted after the four lessons of English input contained three open questions, one that asked for what was learned

linguistically, the other inquiry focused on the acquisition of the content. A third one left room for comments, again.

Generally, not every student filled in those questions, thus the answers are only a small representation of the class' opinion. I tried to group very similar answers into one, which is indicated in brackets.

The responses given for the question what has been learned linguistically are the following:

- Vocabulary, psychological terms (15 times)
- Only vocabulary that did not contribute to an expansion of my vocabulary knowledge of English
- Mostly technical terms, similar to the German ones
- Complicated psychological topics are understandable

The most common answer given was vocabulary of course. I did not expect anything else, since I did not focus on any other language points.

The answers given for what was learned regarding content are:

- Developmental psychology (10 times)
- Erikson, Piaget and Freud
- Erikson and others but I have already forgotten a bit
- What was presented
- Various theories of psychologists, crisis and phases, how they can be overcome and why they are existent

In general, these comments do not differ much from each other. What is more informative are the comments that were given:

- The lessons were so much easier and I liked them better because of the tools used and the way the lessons were taught
- It takes longer to understand everything because one has to learn all the technical words and their definitions
- Everything was explained well but it was hard to follow because I could not remember all of the new words

- It was pretty interesting bearing in mind that I am actually not interested in Psychology lessons; it could have been less interesting.
- Don't panic if only the same students raise their hands. This is how it always happens. Everyone waits for the others to say something.
- The lesson was taught pretty well – it definitely raised my interest.
- It is really useful to have further subject-matter specific instruction in English
- Is it possible to have lessons in Portuguese?
- It was great fun and I wish all the best for your diploma thesis

It was impossible to group all these different comments, as no comment resembled the other. Some of them are concerned with the lessons and the difficulties or successes experienced. Otherwise, most of these comments were rather personal and only referred to the individual student or were addressed to me.

11. Conclusion

In this thesis I have tried to consider the implementation of CLIL in the subject Psychology. Generally speaking, every student that is being taught through any CLIL provision reaps the benefits. Their eloquence in the respective language through which content is taught will be improved. Research[54] has shown that students who receive a CLIL education outperform their colleagues who receive a traditional education.

A further positive aspect[55] is the increased motivation which is obtained by such instruction. Critics, however, highlight the possible loss of content as CLIL content might be simplified and the pace of teaching might be slower. This could result in dealing with less subject matter than would otherwise be covered in regular classes.

As previously mentioned this thesis combined the concept of CLIL and the subject psychology. Unfortunately there are very few schools in Austria in which Psychology is taught in English even though the subject provides a good basis for the implementation of CLIL. It deals with many common topics which are particularly suitable for combining with English. However, Psychology also includes some topics of great difficulty, which could prove to be even harder to understand when taught in English. In the course of this thesis I have discovered that the didactics of Psychology and the methodology of CLIL concur. In terms of content, psychology includes a variety of topics that are appropriate for being taught in English. Despite these positive results, the reality is that Psychology is hardly taught in other languages. Unfortunately I could not gain insight into this aspect because it would go beyond the scope of this thesis. To make an educated guess I think that the main reason is the problem of subject combination. Not many teachers who teach English also teach Psychology. Furthermore, it is probably too time-consuming and too expensive to employ two teachers to teach Psychology in a team-teaching arrangement.

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[54] Cf. Lasagabaster, 2008.
[55] Cf. Lasagabaster, 2008.

In order to get results at first hand I conducted my own research in a secondary academic school. The results obtained mostly concur with my own expectations. The most important insight gained is that teaching Psychology in English is in fact possible and quite profitable. My research has shown that such lessons are beneficial for students and only cause minor problems in dealing with psychological concepts. In general, the students were able to comprehend the lessons, something which was also reflected in the test of the subject matter that was conducted.

The lessons taught were perceived well by the students. 90% of them indicated their satisfaction, though it is difficult to discover the main reason for that. It is not clear whether the new methods of instruction or the change of the teacher accounted for this reaction. It would be interesting to investigate this matter further. Moreover, it has to be stressed that the project was only realized in one class. Thus there is no juxtaposition with a control group available. Nevertheless, I am convinced that the result would not significantly deviate from results of different classes. This gap offers scope for further investigation.

Overall, it can be concluded that 65% of the study's participants would participate in such a program after having experienced it themselves. Even students that were not interested in Psychology at first could be convinced of the value of Psychology classes in English.

Investigating the motivation over a longer period in Psychology classes is a possible starting point for further research. Again, this would be a longt-term project because it would need to be conducted over a longer period of time. I could not focus on this aspect because of the rather limited scope of my thesis. Furthermore, one could also conduct research on the possibility of teaching Philosophy in English. I am certain that some of the results would look different as Philosophy follows diverging aims and most of the students perceive philosophy as being more difficult than Psychology. Nevertheless, it should be considered that due to foreign language, content might be less demanding and more straightforward.

At this point, I want to underline that there is considerable interest in CLIL from teachers as well as students students and I hope it will be integrated more in

schools. This particularly holds true for Psychology. I am glad to have had the chance to test my hypotheses in my own pilot project. Furthermore, I will continue to commit myself to this topic and will try to use any opportunity available to put CLIL into practice once I am a teacher.

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13. Appendix

- 13.1 – Questionnaire 1
- 13.2 – Questionnaire 2
- 13.3 – Lesson plan of lesson 1
- 13.4 – Materials lesson 1 (student texts, overhead slide, worksheet, vocabulary exercise)
- 13.5 – Lesson plan of lesson 2
- 13.6 – Materials lesson 2 (overhead slide, vocabulary exercise, worksheet)
- 13.7 – Lesson plan of lesson 3
- 13.8 – Materials lesson 3 (solution sheet)
- 13.9 – Lesson plan of lesson 4
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- 13.11 – Feedback sheet for supervising teacher
- 13.12 – Short test/revision group A
- 13.13 – Examples of the writing task

13.1 Questionnaire 1

Psychologieunterricht auf Englisch

Liebe SchülerInnen!

Ich bin eine Lehramtsstudentin an der Universität Wien und studiere Englisch, Psychologie und Philosophie. Im Rahmen meiner Diplomarbeit an der Universität Wien werde ich euch für 4 Stunden unterrichten. Bevor ich deine Klasse jedoch unterrichte, würde ich dich bitten mir folgende Fragen ehrlich zu beantworten. Die Ergebnisse dieser Befragung werden für meine Diplomarbeit ausgewertet und nur dafür verwendet und anonym behandelt. Dennoch würde ich dich bitten deine ‚Initialien' auf dem Bogen zu notieren, da es nach meiner Unterrichtseinheit eine weitere Befragung geben wird. Deine Initialien werden also nur dafür benötigt um deine zwei Bögen zuzuordnen. Es gibt keine ‚richtigen' oder ‚falschen' Antworten, also antworte einfach ehrlich und beantworte sie einfach sodass es für dich passt. Bei Fragen kannst du dich jederzeit an mich wenden.

Vielen Dank für deine Mithilfe!

Generelle Informationen zu deiner Person

Geschlecht: ☐ *weiblich* ☐ *männlich*
Interessierst du dich außerhalb deines Psychologieunterrichts für psychologische Themen? ☐ *ja* ☐ *nein*

Was war deine letzte Zeugnisnote im Psychologieunterricht?
☐ *1* ☐ *2* ☐ *3* ☐ *4*

Was war deine letzte Zeugnisnote im Englischunterricht?

☐ *1* ☐ *2* ☐ *3* ☐ *4* ☐ *5*

Hast du schon einmal ein anderes Unterrichtsfach (oder Teile dieses Faches) auf Englisch gehabt?
☐ *ja* ☐ *nein*

Fragen zu deinem normalen Psychologieunterricht

Welche Arbeitsformen werden in deinem Psychologieunterricht verwendet (Mehrfachantworten möglich):
☐ *Lehrervortrag* ☐ *Gruppenarbeit* ☐ *Partnerarbeit* ☐
Einzelarbeit
☐ *Offenes Lernen* ☐ *Schülerreferate* ☐ *Lehrer/Schüler Gespräch* ☐
_____

Welche Arbeitstechniken werden in deinem Unterricht verwendet (Mehrfachantworten möglich):

☐ *Aufschreiben von Stoff*   ☐ *Video/Audio ansehen/hören*   ☐ *Lesen*   ☐ *Referate*
☐ *viel Mitarbeit oder Diskussionen*   ☐ _____

Spezifische Fragen zu Psychologie auf Englisch

Normalerweise werden alle Sachfächer auf Deutsch unterrichtet, es gibt allerdings auch die Möglichkeit solche Fächer auf Englisch zu unterrichten. Die folgenden Fragen beziehen sich auf deine Einstellung dazu.

Aussage	Ich stimme ganz zu	Ich stimme eher zu	Ich stimme eher nicht zu	Ich stimme gar nicht zu
Ich bin neugierig wie Psychologie auf Englisch sein wird.				
Ich habe keine Lust darauf, Psychologie auf Englisch zu haben.				
Ich glaube ich werde mehr Spaß an Psychologie haben wenn es auf Englisch ist.				
Ich glaube Psychologie auf Englisch wird anstrengend.				
Ich glaube ich werde Probleme haben manche Sachen zu verstehen.				
Ich glaube ich kann meine Leistung im Unterrichtsfach Englisch durch Psychologie auf Englisch verbessern.				
Ich glaube dass sich meine Mitarbeit verbessern wird, wenn ich Psychologie auf Englisch habe.				
Ich glaube, dass ich viele neue Vokabeln lernen muss.				
Ich glaube ich muss mehr lernen wenn Psychologie auf Englisch ist.				
Ich glaube, dass es mir später helfen wird, wenn ich Psychologie auf Englisch habe.				
Ich glaube die Arbeitsformen werden anders sein als im normalen Psychologieunterricht..				

Ich würde gerne an einem Psychologieunterricht auf Englisch teilnehmen
☐ *ja* ☐ *nein*

Ich glaube ich hätte große Schwierigkeiten wenn ich Psychologie auf Englisch hätte:
☐ *ja* ☐ *nein*

→ wenn du die Frage mit ja beantwortet hast, schreibe bitte auf, wie die Schwierigkeiten aussehen könnten:

_____

Ich glaube dass ich bei Gruppenarbeit folgende Sprache/n verwenden werde:
☐ *Deutsch*   ☐ *Englisch*   ☐ *beides*

Kommentare:

Vielen Dank fürs Mitmachen!
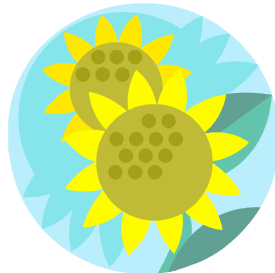
13.2   Questionnaire 2

Spezifische Fragen zu Psychologie auf Englisch

Aussage	Ich stimme ganz zu	Ich stimme eher zu	Ich stimme eher nicht zu	Ich stimme gar nicht zu
Mir haben die Stunden auf Englisch gut gefallen.				
Ich hatte mehr Spaß in den Stunden weil Psychologie auf Englisch war.				
Die englischen Psychologiestunden waren anstrengend.				
Ich hatte Probleme dem englischen Psychologieunterricht zu folgen.				
Ich glaube meine Leistungen in Englisch haben sich ein bisschen verbessert.				
Ich glaube, dass sich meine Mitarbeit in Psychologie in den englischen Stunden verbessert hat.				
Ich musste viele, neue Vokabeln lernen.				
Ich musste für die englischen Stunden mehr lernen als sonst.				
Ich glaube, dass es mir später helfen wird, wenn ich Psychologie auf Englisch habe.				
Die Unterrichtstechniken waren anders als im regulären Psychologieunterricht.				

Ich würde gerne an einem Psychologieunterricht auf Englisch teilnehmen
☐ *ja* ☐ *nein*

Ich hatte einige Schwierigkeiten in den englischen Stunden:
☐ *ja* ☐ *nein*
→ wenn du die Frage mit ja beantwortet hast, schreibe bitte auf, wie die Schwierigkeiten ausgesehen haben:

_____

_____

_____

_____

_____

Bei Gruppenarbeiten habe ich folgende Sprachen verwendet:
☐ *Deutsch*   ☐ *Englisch*   ☐ *beides*

Sprachlich habe ich folgendes gelernt:

Inhaltlich habe ich folgendes gelernt:

Kommentare:

Vielen Dank fürs Mitmachen!
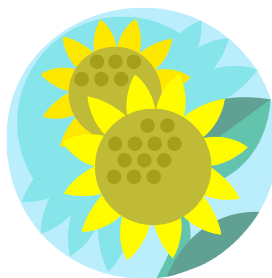
13.3 Lesson plan of lesson 1

Aims:

- students should be able to now three theorists on developmental psychology and should further be able to give a short outline
- students should be able to know the stages of Erikson's theory
- students should be familiar with the terminology used

Time	Phase	Procedure and comments	Interaction	Media
~ 2 min	-	Introduction of myself and why and how the following lessons will be taught	Teacher talk	-
~ 5 min	Introduction	Introduction to developmental psychology through input of the teacher. Presenting outline on an overhead slide, focusing on Freud, Piaget, Erikson	Teacher-class interaction	Overhead slide, Overhead projector
~ 10 min	Development	Introduction to Erik Erikson's stages, talk held by T - Class is being divided into two - One group is supposed to only listen and the other can note down things - T holds one part of speech - One student from group A and one student from group B talk about what T has said before, the one that was listening is supposed to talk, the other person assists with the notes - Group A and B change roles - T holds part two of speech - The two students talk to each other again	Teacher-class interaction Pair-work	pieces of paper
~ 8 min	Development	Handing out small slips of papers for group work and worksheets on Erikson's	Group-work	small slips of paper 2

		stages and vocabulary. Individual groups should first read the texts out loud and find the correct order. Afterwards, they shall fill in their stage into the worksheet and do the matching exercise with their terms.		worksheets
~ 8 min	Assurance of results	Each group presents their outcome and the others fill the information in their worksheet.	Group-work	worksheet

13.4   **Materials lesson 1**

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1. stage – Infancy (birth – 18 months)

The first stage (Infancy) is marked by the psychological crisis of trust vs. mistrust. To <u>develop</u> trust in yourself and in other people, the ego has to deal with that topic. The child has to learn that its mother is still there, even though it cannot see her. The balance of trust with <u>mistrust</u> depends very much on the quality of the

relationship to the mother.
Even though trust and mistrust are developed in this stage, it is still a process that is going on the whole life. If the child experiences negative <u>incidents</u> it may mistrust him- or herself and other people. For example, a person may hide

him- or herself from the outside world and be unable to form healthy and long-lasting relationships with others, or even themselves.
Consequently, the central task in this stage is to <u>receive</u> care and if this happens in a good way then there will be a positive outcome of trusting people and the environment.

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2. stage – <u>Toddler</u> (18 months – 3 years)

This stage is marked by the psychosocial crisis of autonomy vs. shame/doubt. This is the first time when the child tries to be independent and it is no longer dependent on other people (at least not as dependent as before). So, the child

is <u>striving for</u> autonomy in order to form its own identity. This is the first time, the child has the will to do so. Shame and doubt can occur* when there are problems in becoming independent. The strong will of a toddler may cause conflict between the child and
* happen

the <u>caretaker</u>. In order to search for autonomy in life, it is important that the parents or the caregiver understands the child's ambitions and supports it in a good way, by giving them some rules but not too many.

3. stage - Preschool (3 – 5 years)

The child is learning to deal with the world around him or her, learning basic skills and principles of physics like things fall to the ground, not up; round things roll etc. During this period children experience a <u>desire</u> to copy the adults around them and create stories with their

toys. They also begin to use that 'great' word for exploring the world—"WHY?" At this stage the child wants to begin and complete his or her own actions for a <u>purpose</u>. Guilt is a new emotion and it is confusing to the child. This then tells us about the two opposing pairs, initiative vs. guilt, because activities might include risk-taking behaviors

that then might cause <u>guilt</u>. Parents and <u>caretakers</u> have to find the right balance between giving young children enough space so that they get <u>confident</u> and a sense of purpose, but also protect them from danger and to show them the consequences of mistakes.

---

4. stage – School Age (6 – 12 years)

Children at this stage work hard at being responsible, being good and doing it right. Children understand the concepts of space and time, and <u>gain</u> better understanding of cause and effect and understand calendar time. At this stage, children are <u>eager</u> to learn and <u>accomplish</u>

more complex skills: reading, writing, telling time. Children might express their independence by being <u>disobedient</u>, talking back and being rebellious. Parents are no longer the complete authorities they once were, although they are still

important. The opposing pair of this stage is industry vs. inferiority*. Industry here refers to purposeful or meaningful activity. It's the development of competence and skills. A child who experiences the satisfaction of achievement - of anything positive - will manage this crisis successfully.

* the condition of being lower in status

5. stage – Adolescence (12 – 20 years)

The adolescent is concerned with how he or she appears to others. Therefore, the focus lies on what the adolescent does. Adolescence is a stage at which the individual is neither a child nor an adult, life is definitely getting more complex. The person tries to find his or her own identity, struggle with social interactions and with moral

issues. The task is to discover who they are as individuals separate from the family of origin and as members of a society. If the adolescent withdraws from this process, he or she might experience role confusion, which forms one of the two opposing pairs. The successful part of this stage is identity. Identity means essentially how a person sees him- or herself in relation to

their world. A significant task for us is to establish a philosophy of life and in this process we tend to think in terms of ideals, which are conflict free, rather than reality, which is not. In later stages of adolescence, the child develops a sense of sexual identity.

6. stage – Young adulthood (20 – 40 years)

Intimacy vs. Isolation, is emphasized around the ages of 20 to 40 years. At the start of this stage, young adults are still eager to blend their identities. Young adults are afraid of rejection; being turned down, their partners breaking up with them. They want to fit in. Erikson believes that

people are sometimes isolated due to intimacy. On the other hand, this stage is defined by intimacy. Young adults seek one or more companions and love. As they try to find satisfying relationships, primarily through marriage and friends, they generally also begin to

start a family. If negotiating this stage is successful, the person can experience intimacy on a deep level. If we're not successful, isolation and distance from others may occur.

7. stage – Middle Adultood (40 – 60)

The significant task is to keep culture alive and <u>transmit</u> values of the culture through the family and working to establish a stable environment. Strength comes through care of others and production of something that <u>contributes</u> positively to society, which Erikson calls

<u>generativity</u>. So when people are in this stage they often fear inactivity and meaninglessness. Own children leave the house, so the relationships or goals change, they may be faced with major life changes —the mid-life crisis— and struggle with finding new meanings and

purposes. If people don't get through this stage successfully, they can become self-absorbed* and <u>stagnate</u>. As a result, the two opposing pairs are generativity vs. stagnation.
* concentration with ones own emotions

8. stage – Late Adulthood (from 60 years onwards)

Erikson felt that much of life is preparing for the middle adulthood stage and the last stage is recovering* from it. Perhaps that is because as older adults, one can often look back on ones lives with happiness. Also with a feeling of having made a <u>contribution</u> to life, which is called <u>integrity</u> by Erikson. Strength comes from a <u>wisdom</u> that the world is very large and also accepting death as the completion of
* return to a normal state of health

life. Someone who can look back on good times with gladness, on hard times with self-respect, and on mistakes and regrets with forgiveness will find a new sense of integrity. On the opposite side of integrity, stands <u>despair</u>. Some adults may reach this stage at their experiences and <u>perceived</u>

failures. They may fear death as they struggle to find a purpose to their lives. The fundamental question is, "What kind of life have I lived?" A positive outcome of this crisis is achieved if the individual gains* a sense of fulfillment about life and feels united with him- or herself and with others.
* to get

Sources:

- http://en.wikipedia.org/wiki/Erikson%27s_stages_of_psychosocial_development

- http://www.businessballs.com/erik_erikson_psychosocial_theory.htm#erikson_psychosocial_theory_summary
- http://www.childdevelopmentinfo.com/development/erickson.shtml
- http://www.learningplaceonline.com/stages/organize/Erikson.htm

Developmental psychology is the scientific study of systematic psychological changes that occur in human beings over the course of the life span.

	Sigmund Freud	Jean Piaget	Erik Erikson
Name of theory	Psychosexual development	Theory of cognitive development	Erikson's stages of psychosocial development
Field of interest	Infants and children	Infants and children	entire life
Main topics	Psychosexual phases	Cognitive development	psychosocial development
Focus on	sexual development impact on neurosis	Mental representation	Cultural and social aspects and sexual development
Individual stages	1. Oral phase 2. Anal phase 3. Phallic phase 4. Latency Phase 5. Genital Phase	1. Sensorimotor period 2. Preoperational period 3. Concrete operational period 4. Formal operational period	1. Infancy 2. Toddler 3. Preschool 4. School Age 5. Adolsecence 6. Young adulthood 7. Middle adulthood 8. Late adulthood

Stage + Age	Psychosocial crisis	Central task	Positive outcome	How can the outcome be achieved?
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				

Vocabulary exercise – Erik Erikson's stages

Match the correct word from the box with their definition.

> To perceive   despair   wisdom   integrity   contribution   to   stagnate
> to transmit   to negotiate   companion   rejection   eager to
> to blend   intimacy   to establish   to withdraw   to struggle with
> disobedient   to accomplish   to gain   confident   caretaker   guilt
> purpose   desire   to strive for   to receive   incident   mistrust
> to develop

	come to realize or understand
	lack of trust - suspicion
	wanting to do or have sthg very much
	feeling sure about sthg
	the part played by a person or thing in bringing about a result or helping something to become better
	close familiarity or friendship
	no longer participate in an activity
	to win or get sthg
	an event or occurence
	form a harmonious combination
	make great efforts to achieve sthg
	quality of having experience
	achieve or complete successfully
	find a way over or through
	to get
	the reason for which sthg is done
	have difficulty handling sthg
	a person with whom one spends a lot of time with
	become less
	grow or cause to grow
	complete loss or abscence of hope
	feeling of having done sthg wrong
	refusing to obey rules
	the state of being whole and undivided
	a person that looks after others
	a strong feeling of wanting sthg
	to pass on from one person/place to another
	to set up something
	not to do something

Definitions taken from: Hornby, Albert Sydney. 2000. *Oxford advanced learner's dictionary*. Oxford: Oxford University Press.

13.5   Lesson plan of lesson 2

Aims:

- students should be able to use key vocabulary
- students should be familiar with Piaget's theory of cognitive development

Time	Phase	Procedure	Interaction	Media
20 Min	Finishing work of last lesson	Filling in worksheet of last lesson and presenting the outcome. Colleagues fill in missing information	Group-work	Worksheet
2 Min	Introduction	Introduction to cognitive development, input: picture on overhead slide	Teacher-class interaction	OHP projector OHP slide
10 Min		Students get slips of paper with term or definition. Students should find their corresponding partner and together come up with a sentence using the word. Followed by a presentation of the word and the sentence.	Pair-work	Slips of paper
18 Min	Development	Piaget's 4 stages: 1. Write down : 1st stage and the two things in boxes Tell them to take notes 2. Video (1:04) 3. Talk about video 4. Tell them more about the phase (briefly!) 5. Put what they found out under the correct box of word	Teacher-class interaction, Individual work	Beamer, USB-stick, overhead slides, overhead projector

13.6   Materials lesson 2

source: <http://corinet.org/mike/Logo/development.jpg>

Piaget's theory of cognitive development

1. Sensorimotor period	
2. Preoperational period	
3. Concrete operational period	
4. Formal operational period	

cognitive development	the description and explanation of how mental abilities develop.
object permanence	knowing that an object continues to exist even when it is out of sight, hearing or touch.
egocentric	a child's thinking is dominanted by ist own ideas. It understand other people's views.
conservation	the ability to understand that quantity does not change when an object is transformed.
sense	an faculty* by which a person perceives an external stimulus * ability
internal representation	a mental image
to lack something	the state of being without or not having enough of someting
to perform something	to carry out or accomplish
hypothetical	supposed but not necessarily true or real
skill	the ability to do something well + expertise
logical operation	an operation according to the rules of logic or a formal argument

Source: Hornby, Albert Sydney. 2000. *Oxford advanced learner's dictionary*. Oxford: Oxford University Press.

13.7 Lesson plan of lesson 3

Aims:

- students should be able to explain the stages of Piaget

Time	Phase	Procedure	Interaction	Media
20 Min	Finishing work of last lesson	**Stage 2:** 1. Write down phase 2. Watch the video (2:16) 3. Discuss what they say -> why did this happen? What are the children not able to do? 4. Tell them about the stage 5. Similarily take notes **Stage 3:** 1. Write down phase 2. Watch the video (0:56) 3. Discuss what was different 4. Tell them about phase 5. Should take notes **Stage 4:** 1. Write down phase 2. Watch the video (0:58) 3. Discuss what was different 4. Tell them about phase 5. Should take notes	Teacher-class ineraction Individual work	beamer, USB-stick, overhead slides, overhead projector
10 Min	Development	Vocab Exercise: Ss get a sheet of paper with the 4 stages on it and should fill in some key vocabulary they heard about before. + read out in class	Pair-work	worksheet OHP slide
10 Min	Repetition	Presentation of answer slide of first and second lesson in order to fill in missing information	Individual work	OHP slide, worksheet
10 Min	Assurance of results	Writing task	Individual work	Sheet of paper

13.8   Materials lesson 3

Stage/Age	Psychosocial crisis	Central task	Positive outcome	How can the outcome be achieved?
INFANCY (birth -18 months)	Trust vs. Mistrust	to receive care	trust other people	healthy relationship to mother
Toddler (18m – 3yrs)	Autonomy vs. Shame/Doubt	to become autonomous	autonomy in life	parents give space and some rules to develop
Preschool (3 – 5)	Initiative vs. Guilt	begin and complete actions	become confident in own actions	parents' protection
School Age (6 to 12)	Industry vs. Inferiority	actions are evaluated	live with success and failure	satisfaction of achievement
Adolescence (12 – 20)	Identity vs. Confusion	find one's own identity	full identity	try different things
Young adulthood (20 – 40)	Intimacy vs. Isolation	experience intimacy	to have a partner/family	not isolate from others
Middle adulthood (40 – 60)	Generativity vs. Stagnation	keep culture alive and transmit values	activities were meaningful	find new challenges
Late adulthood (60 – death)	Integrity vs. Despair	feel integrated	sense of fulfillment	think about former times

13. 9   Lesson plan for lesson 4

Aims:

- students should be able to know the difference between assimilation and accomodation
- students should be able to use terminology learnt

Time	Phase	Procedure	Interaction	Media
3 Min	Repetition	Repetition of last lesson	Teacher-student talk	-
6 Min	Introduction	T shows introductory video - talking	Teacher-class interaction	Laptop Beamer
5 Min	Development	Short introduction to Piaget's theory	Teacher – Class interaction	PPT Laptop Beamer
10 Min		Accomodation and Assimilation – Reading and speaking exercise (Read (only 5 words!)– discuss and then form circles and tell the others	Group-work	Small sheets of paper
15 Min		Together with T , Ss elaborate theory in greater detail	Pair-work	Worksheet PPT
11 Min	Test	Conducting the short test	Individual work	Test sheet

13.10   Materials lesson 4

Assimiliation

Assimilation refers to the process in which new experiences or information are integrated into an existing schema without changing any other part of it or the need of forming a new schema.

Young babies soon develop a schema for picking things up. If an infant has developed a schema for picking up a rattle, he or she may use the same schema – the same grasp – to pick up other subjects such as a toy car, a furry animal, and other small objects. This is the process of **assimilation**.
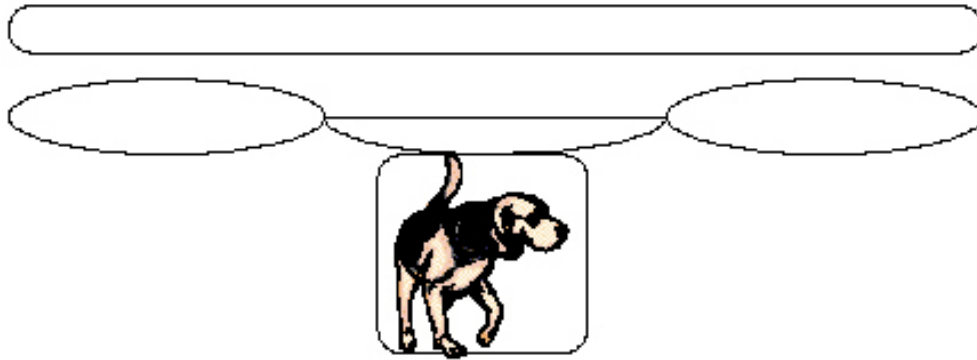
Accommodation

If the grasp of a baby is not good enough anymore, to pick up bigger objects for example, the existing schema will eventually change. This then is the second process that is called: **accommodation**.

Accommodation refers to the process in which new experiences or information cannot be integrated into an existing schema without either changing the schema in a fundamental way or creating a new schema.

Source:
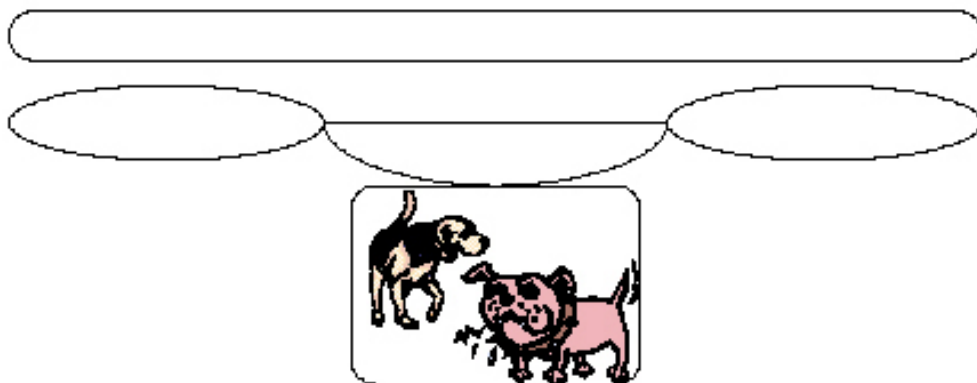Dwyer, Diana; Roberts, Craig. 2007. *Psychology for GCSE level.* East Sussex: Psychology Press.

Assimilation

Accomodation

Adapted from the following source: <http://arbeitsblaetter.stangl-taller.at/KOGNITIVEENTWICKLUNG/kognitivesschema.gif>

13.11 Feedback sheet for supervising teacher

FEEDBACKFRAGEBOGEN FÜR ‚BETREUUNGSLEHRER'

Es würde mir sehr helfen, wenn Sie diesen Zettel mit ihren Kommentaren und Beobachtungen ausfüllen.

1. **Wie haben sich Ihrer Meinung nach die SchülerInnen verhalten?**

2. **Hatten Sie den Eindruck, dass die SchülerInnen alles verstanden haben?**

3. Wie war die Mitarbeit der SchülerInnen? Haben sich die Schüler Innen gemeldet, die sich immer melden, auch im normalen Unterricht?

3a) Wie war die Geschlechterverteilung ?	3b) Wie sah die Mitarbeit aus? (ganze Sätze oder einzelne Wörter)

4. **Hatten Sie den Eindruck, dass die Aufgaben zu leicht oder zu schwer waren?**

5. **War das Tempo der Stunde angemessen, konnte ich mich anpassen?**

6. **Bin ich gut auf die Fragen der SchülerInnen eingegangen?**

7. **Konnte ich durch Fachwissen überzeugen?**

8. **Kommentare zur Vortragsweise**

9. **Raum für weitere Kommentare**

13.12 Revision/test group A + B

> ## A) Revision of the English introduction of <u>developmental psychology</u>

1. **Match the terms to their definition**

assimilation	having a close personal relationship with somebody
intimacy	feeling sure about one's own abilities and success
confident	include new concepts into existing schemes
to gain	the ability to do something well
skill	to win something

/5

2. **Fill in the correct words from the box – one word is not necessary for the text. Also, fill in which stage it is and the age affected (not in the box – and indicated by the dots '…').**

Industry vs. Inferiority	Integrity vs. Despair	doubt
abilities competence	social interactions	skills
encouraged		

……. stage _____   Age: ………………….

Through _____, children begin to develop a sense of pride in their accomplishments and _____.

Children who are _____ and commended by parents and teachers develop a feeling of _____ and belief in their _____. Those who receive little or no encouragement from parents, teachers, or peers will _____ their ability to be successful.

/9

3. **Write a short paragraph (~ *30 – 50 words*) explaining the following:**
   Piaget's PRE-OPERATIONAL STAGE
   Try to include and explain the following words:
   symbolic thought, egocentric

/6

1. Match the terms to their definition

accommodation	the powers that your body uses to get information
integrity	the process of adapting or adjusting to someone or something
guilt	the state of being whole and not divided
to accomplish	to succeed in doing or completing something
sense	the unhappy feelings caused by knowing or thinking that you have done something wrong

/5

2. Fill in the correct words from the box – one word is not necessary for the text. Also, fill in which stage it is and the age affected (not in the box – and indicated by the dots '…').

> Industry vs. Inferiority   Identity vs. Confusion   remain
>
> receive   adolescence   sense of self   insecure
>
> independence

……. stage _____   Age: ………………….

During _____, children are exploring their _____ and developing a sense of self. Those who _____ proper encouragement and reinforcement through personal exploration will emerge from this stage with a strong _____ and a feeling of independence and control. Those who _____ unsure of their beliefs and desires will be _____ and confused about themselves and the future.

/9

3. Write a short paragraph (~ *30 – 50 words*) explaining the following:
Piaget's PRE-OPERATIONAL STAGE
Try to include the following words:
symbolic thought, conservation

/6

13.13   Examples of the writing task

Sensorimotor period

A child in the sensorimotor period can't ~~reel~~ *think* logically. They can only think about what they see. If something in their environment changes they probably don't realise it. ✓

Short but okay!

---

phases   4TR, 7c

One of the faces of Erikson is the Young Adulthood (Is it written with a capital letter? I'm not sure, but logically, it should.) *yes :)* It deals with isolation and intimaccy — they *people* are looking for relationships, finding it most often in friends or even marriage. But on the other hand they fear rejection a lot, which hinders them. They want to achieve great closeness at this point.
Young adults are people between twenty and forty years.

Well done

Toddler

18 months - 2 years   *autonomy* authority vs shame & doubt

contrast doubt
child is striving for independence

positive outcome
child will become more independent

How can it be achieved?
some rules, but not pass the many

short but okay :)

Erik Erikson's "Preschool stage"

This stage concerns children between 3 and 5 years. Like in every stage of Erikson, there is a main psychological crisis. In this case, it's the one of "initiative vs. guilt". The child is learning, how the world works (e.g. basic physics). and it tends to ask questions with "WHY". It also experiences a new emotion: guilt.
The parents have to give their children enough space to develop but also show them that mistakes have consequences, so that the child is confident, and can also deal with guilt.

Well done!

Da Ma

K.D.

adolescence: This phase appears in between the age of 12 up to 20. In this stage you are neither a child nor an adult, so the aim is to find your identity, as a member of (the) society
It can be hard to find yourself without having any conflicts and problems with parents and other adults. But you should not get influenced in discovering yourself, to and be simply yourself as natural as possible

Well done!

Content and language integrated learning (CLIL) oder das österreichische Gegenstück *Englisch als Arbeitssprache (EAA)* ist ein Ansatz das Erlernen einer Fremdsprache durch ihre Anwendung in einem Sachfach zu fördern . Durch den Fokus auf den Sachinhalt erwerben die Schüler die Zielsprache unbewusst. Durch das Erlernen einer Sprache durch einen Sachinhalt soll nicht nur die Motivation der Schüler gesteigert sondern auch die Leistung der Schüler verbessert, sowohl in der Sprache als auch im Sachinhalt, werden. Einige österreichische Fächer werden bereits durch die englische Sprache unterrichtet und es ist empfehlenswert, dass auch andere Fächer diesem Ansatz folgen. Trotz dieser Vorteile von CLIL müssen Schulen und Lehrer immer noch Einschränkungen erleben, die ihren Wunsch diesen Ansatz in der jeweiligen Schule einzubetten, zurückhält.

Diese Diplomarbeit zeigt die Möglichkeiten auf, das Sachfach Psychologie und CLIL miteinander zu verbinden und beschäftigt sich mit der Erkundung der Nutzen und Hindernisse. Es wurde eine Unterrichtssequenz in einer siebten Klasse eines Gymnasiums in einem Wiener Vorort durchgeführt um die Reaktion der Schüler und ihre Bereitschaft für ein solches Projekt zu analysieren. Weiters sollten vorformulierte Hypothesen - welche ebenfalls im Zuge dieser Diplomarbeit betrachtet werden - getestet werden.

Die Einstellung der Schüler im Bezug auf CLIL Psychology ist generell positiv. Während meiner Forschung zeigte sich, dass sich das Interesse der Schüler in Psychology und ihre Konzentration gesteigert haben, hauptsächlich durch die Verwendung von den eingesetzten Unterrichtstechniken und teilweise auch durch die Verwendung von Englisch als Sprache von Anweisungen. Dennoch konnte als eines der Nachteile genannt werden, dass Psychologie, sofern in einer Fremdsprache unterrichtet negativ in dem Lernprozess eingreift, da Psychologie abstrakte Themen beinhaltet. Weitere Aspekte in dem Feld von CLIL Psychologie werden in dem empirischen Teil und in der Lehrplananalyse behandelt.

Trotz der Vor- und Nachteile von einem CLIL Psychologie Fach zeigen die Ergebnisse

dieser Diplomarbeit dass großes Interesse besteht und es wertvolle Resultate liefert, wenn ein solches Programm in Schulen eingesetzt wird.

Curriculum Vitae

Name:	**Jennifer Denise Regitschnig**
Nationalität:	Österreich
Geburtsdatum:	22.12.1984

AUSBILDUNG

Datum:	seit Wintersemester 2004
Bildungseinrichtung:	Universität Wien
Studienrichtung:	**Lehramtsstudium** Englisch, Psychologie und Philosophie
Zusatzqualifikation:	CerTESP – Certificate in Teaching English for Specific Purposes (ESP)
Schwerpunkte:	ESP, Klinische Psychologie

Datum:	1997-2004
Bildungseinrichtung:	Gymnasium Perchtoldsdorf
Abschluss:	Matura
Schwerpunkte:	Fächerübergreifende Matura Englisch, Psychologie

BERUFSERFAHRUNG

Datum:	2007-2009 (Sommermonate und Osterferien)
Funktion:	Englisch-Lehrerin/Betreuerin
Zuständigkeit:	Englisch unterrichten, Freizeitprogramm
Arbeitgeber:	Camps4You

Datum:	Juli 2006 bis Juni 2007
Funktion:	Nachhilfelehrerin
Zuständigkeit:	Englischer Nachhilfeunterricht
Arbeitgeber:	Lernquadrat Mödling

Datum:	2007-2009
Funktion:	private Nachhilfelehrerin
Zuständigkeit:	Englischer Nachhilfeunterricht

SPRACHKENNTNISSE:

Deutsch:	Muttersprache)
Englisch	C1
Französisch	A2