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Table of contents

	Page number
1. Introduction	1
2. The concept of CLIL	3
3. Goals, aims and benefits of CLIL	8
4. The implementation of CLIL in Austria	11
4.1. The extent of CLIL implementation at different school levels	12
4.2. Duration of CLIL- projects	12
4.3. Qualifications of the teacher	13
4.3.1. EPOSTL- descriptors	14
4.4. Criteria for CLIL- projects in Austria	18
4.5. The Austrian curriculum	19
4.6. The CEFR	21
4.6.1. Essential CEFR- descriptors	22
5. Teaching methodology in CLIL	24
5.1. The methodology of ‘EAA’ and CLIL	24
5.2. Communication and output	27
5.2.1. Student Talk	27
5.2.2. Writing	28
5.3. Reading authentic texts	28
5.3.1. Pre-reading phase	29
5.3.2. Post- reading phase: Applying information from texts and creating output	31
5.4. Post-tasks in general	33
5.5. The issue of text authenticity	34
6. CLIL- materials	37
6.1. Materials: Requirements and characteristics	37
6.2. Textbook analysis	41
6.3. Design features of textbooks	43
6.4. An overview of task- types in a range of CLIL- materials	47
6.5. Interaction formats in CLIL- materials	50
6.6. Analysis of British A-level books for Philosophy	52

7. Teaching Philosophy through English	56
7.1. The use of foreign textbooks in CLIL	57
7.2. CLIL and Philosophy	58
7.3. Criteria for choosing topics	61
7.3.1. Project done by Ditze (2007)	62
8. The didactic units on Hobbes and Locke	65
8.1. Description of the lesson plans	65
8.2. Design of the materials for the two didactic units and description of the authentic texts	75
8.3. Analysis of the activities used in the Philosophy CLIL- classroom	80
8.4. The interaction format used	80
9. Conclusion	82
10. Bibliography	84
11. Appendix	90

1. Introduction

As the philosopher Wittgenstein states, *"the limits of my language mean the limits of my world"* (InterQuest 2002). CLIL is a teaching approach which may be able to overcome this limitation, especially in the subject Philosophy. Enabling students to talk and do philosophy through and in a different language is a great opportunity to widen their linguistic and cognitive horizon.

The reason motivating this thesis is the given lack of CLIL- materials for Philosophy classes in Austria. It is a general concern of every subject teacher that there is not a great supply of CLIL- materials. "Teachers do try to get hold of books from the UK or the US but they find that the books are not CLIL books" (Baernthaler 2000-2016). It is the case that „the majority of CLIL teachers around the world are still working without the support of suitable published materials" (Georgiou 2012: 500). Frigols et al. (2008: 22) point out that "teachers often spend considerable time developing and/ or adapting existing learning resources". Otten and Wildhage (2003: 109) raise the same concern since according to them, teachers often need to invest time in looking for adequate materials. Furthermore, they argue that especially for "CLIL modules [...] that begin in late [...] secondary [...] finding appropriate materials is a particular challenge" (Frigols et al 2008: 22). This suggests that especially for Philosophy, which is taught in the latest secondary class in Austria, CLIL- materials are limited.

This thesis focuses on the implementation of CLIL in the Austrian Philosophy classroom. Two didactic sessions on two English philosophers will be designed. In order to create useful materials, CLIL- textbooks used in Austria for various content- subjects will be consulted. The aim is to extract information on tasks and activities and integrate these in the material design.

Furthermore, the aims, goals and benefits of CLIL will be examined. It will be investigated to what extent CLIL is used in Austria, both concerning the language level of the students and the amount of time spent for CLIL- sessions. Moreover, the requirements for teaching CLIL will be examined.

Criteria for developing and designing materials will be analysed as well. This will ensure that the materials follow specific criteria focusing e.g. on the design. Finally, two A- level books of Philosophy which are used in Great Britain will be investigated. It will be decided whether they could be used as textbooks in the Austrian CLIL- classroom.

The first chapter focuses on the concept of CLIL in general. It gives an overview of the 4Cs model and describes necessary competences required of the students. The second chapter focuses on the aims and benefits of CLIL, highlighting the opportunity for students to practice and apply their linguistic repertoire.

Chapter three discusses relevant aspects for the implementation of CLIL in Austria. The concept of CLIL is compared to the Austrian curriculum and it is investigated in how far CLIL is compatible with the Austrian demands. Furthermore, the role of the teacher is highlighted and relevant EPOSTL- descriptors are discussed. Moreover, necessary skills of the students are highlighted, mentioning also relevant CEFR- descriptors.

Chapter four concentrates on the general teaching methodology of CLIL. Since didactic sessions for Philosophy are designed at the end of this thesis, the methodology for this approach needs to be investigated. A major focus lies on reading authentic texts and the importance of pre-, while- and post- reading tasks. Since in total three authentic texts will be integrated in the didactic units, this chapter is highly relevant.

The next chapter focuses on available CLIL- materials in Austria for any subject. Several textbooks are analysed, including also two British A-level books. Particularly the design plays an essential role and is discussed in greater detail in this chapter. Moreover, CLIL- materials for several subjects are evaluated and task instructions are investigated. Furthermore, the interaction format is discussed. Particularly the CLIL- books for history are investigated in greater detail, since this subject is the most similar to Philosophy in terms of methodology and content.

Chapter seven introduces the concept of the didactic units designed for Philosophy. It introduces the reasons for choosing the philosophers John Locke and Thomas Hobbes. Furthermore, the Austrian curriculum for Philosophy is investigated, also in relation to the concept of CLIL. It is thus investigated in how far the subject Philosophy is suitable for CLIL- didactics.

The last chapter focuses on the discussion of the lesson plans. The activities integrated in the materials for Philosophy are analysed and compared to the results obtained in previous chapters, comparing the results concerning the social format and task instructions. Finally, a conclusion and a discussion follow.

2. The concept of CLIL

“CLIL is an abbreviation for Content and Language Integrated Learning. It is a way of teaching where subject content [...] is taught in another language” (Dale & Tanner 2012: 3). It is “an umbrella term that encompasses a variety of content and language- oriented models” (Fontecha 2012: 318). CLIL “is an educational approach to foreign language teaching in which the linguistic form ceases to be an end in itself and becomes the means to express non-linguistic contents” (Fontecha 2012: 317-18). It “refers to educational settings where a language other than the students’ mother tongue is used as medium of instruction” (Dalton-Puffer 2007: 1). Generally, “English is the language which dominates the scene” (Dalton-Puffer 2007: 1). Abuja and Heindler (1996: 17) agree by highlighting the language’s status as a *lingua franca*.

It is vital to stress that “subject teachers pay attention to both language and content in their lessons” (Dale & Tanner 2012: 5).

CLIL is also different from immersion, where learners learn all their subjects in another language and there is no focus on language in subject lessons, for example in an international school (Dale & Tanner 2012: 4).

It needs to be highlighted that “CLIL classrooms are not typical language classrooms” (Dalton- Puffer 2007: 3). The “language is [...] the medium through which other content is transported” (Dalton- Puffer 2007: 3). “CLIL itself [...] ensures the use of the foreign language for ‘authentic communication’” (Dalton- Puffer 2007: 3). Thus, there is a “rather passive notion of the language learning process” (Dalton- Puffer 2007: 3).

However, the *Eurydice* report states that “it seeks to develop proficiency in both the non-language subject and the language in which this is taught” (*Eurydice* 2006: 7). Also Lorenzo and Moore (2015: 335) share a similar view when they state that “CLIL [...] is an approach [...] revolving around the idea of language/ content symbiosis”. As a compromise, the following definition could be used: “CLIL is a dual-focussed [sic!] approach which involves subject teachers integrating [...] largely implicit L2 development with the [...] explicit content teaching of their areas” (Lorenzo & Moore 2015: 334). Thus, the focus is on the content but implicitly; as Dalton-Puffer (2007) already stated, the language is learned passively. All in all, “the subject dictates the language demands” (Deller & Price 2007: 9).

Different “terms are in use internationally and nationally” for CLIL, as e.g. “Content- Based- Instruction (CBI), [...] English Across the Curriculum, [...] Englisch als Arbeitssprache

EAA” (Dalton- Puffer 2007: 1). There are various sequences for CLIL instruction, since “the extent of its use may range from occasional foreign- language texts in individual subjects to covering the whole curriculum” (Dalton- Puffer 2007: 2). According to an illustration, CLIL serves “socio- cultural aims”, “language- related aims” and “educational aims” in Austria (Eurydice 2008: 23) “CLIL has become a major educational innovation which involves competence- building in language and communication *at the same time* as developing acquisition of knowledge and skills” (Maljiers et al. 2007: 8).

The most important aspects which ideally need to be covered in a CLIL- lesson are “communication”, “content”, “cognition” and “culture” (Coyle 1999:59). The model known as “[t]he 4Cs Conceptual Framework was developed in the 1990s by Coyle *et al.* (2010)” (Coyle 2015: 89). The term *content* “refers to the subject or theme of the learning in any curriculum” (Coyle 2015: 89). Thus, a CLIL- lesson focuses on topics relevant for the subject. *Cognition* includes “the level of thinking” (Coyle 2015: 90):

Planning for higher-order thinking [...] has not traditionally been in the repertoire of language teachers who have drawn extensively on Second Language Acquisition theories.

Coyle (2015: 90) argues that – in comparison to language teachers - “subject teachers may be familiar with concept formation and problem-solving” (Coyle 2015: 90). This suggests that CLIL- lessons ask students to activate their higher- order thinking skills. *Communication* refers to the language aspect since “it is language that cements meaning-making and understanding [...] to externalise and internalise understanding” (Coyle 2015: 90). Students need to have a particular repertoire of the foreign language in order to be able to discuss relevant topics and express their thoughts. Finally, *culture* does not only mean the “societal cultures [...] but in addition the academic culture associated with individual subjects” (Coyle 2015: 93). Thus, every field has its own culture, as e.g. the subject-specific terminology.

Generally, Coyle (2015: 96) sees the most essential role in CLIL in “empowering the learner to purposefully communicate” (Coyle 2015: 96). This can only be done if the content is meaningful, thus if students have the impression that discussing the content is relevant. CLIL- students experience authenticity because “in CLIL classrooms the language will always be ‘real’ in the sense that learners are involved in learning the content” (Lorenzo & Moore 2015: 337).

The 4Cs – Framework is essential for the CLIL- Pyramid:

The CLIL- Pyramid was designed to visually represent the idea that quality CLIL based on the tenets of the 4Cs- Framework can only be achieved when all of the four Cs are considered in lesson planning and materials construction (Meyer 2010: 23).

The CLIL- Pyramid is thus a model which encompasses the 4Cs- Framework. It can be argued that “[t]he true potential of the CLIL- Pyramid [...] is in the support it provides to establish and maintain connections between different subjects/ topics/ units” (Meyer 2010: 26). As the researcher states: “The CLIL- Pyramid is based on the 4Cs- Framework and was developed as an integrative planning tool for material writers and lesson planners” (Meyer 2010: 12). Moreover, Meyer (2010: 25) highlights the “multifocal lesson planning” since “content, communication, cognition and culture are inextricably linked”. For planning CLIL- lessons, it is thus necessary to apply the CLIL- Pyramid and thus also the 4Cs- Framework.

As already stated above, ideally, “[a]ll four areas should be promoted through CLIL” (Georgiou 2012: 499). However, Meyer (2010: 23) highlights an essential point:

It is important to understand, however, that all the quality principles [...] can hardly ever be incorporated in one single lesson.

Therefore, the researcher suggests that “[t]he specific needs of the content subject are [...] the starting point for material construction” (Meyer 2010: 23). The content of the subject taught through CLIL thus suggests which principles can or should be integrated in the lesson.

CLIL- students have the possibility to profit from “learning time within an authentic and communicative CLIL environment” (Kupetz & Wolin 2014: 13). As Breen (1985: 63) argues, it is necessary “to expose learners to authentic texts so that they may have immediate and direct contact with input data which reflect genuine communication in the target language” (Breen 1985: 63). As an example he states that “an authentic learning task in the language classroom will be one which requires the learners to communicate ideas and meanings” (Breen 1985: 66). This again is an “authentic *communication* task” (Breen 1985: 64). The researcher distinguishes between several “types of authenticity within language teaching”. There is the “[a]uthenticity of texts which we may use as input data for our learners”, the “[a]uthenticity of the learner’s own interpretation of such texts” and finally the “[a]uthenticity of the actual social situation of the language classroom” (Breen 1985: 68). Frigols et al. (2008: 107) agree by emphasising that “the work students do in school becomes more meaningful, authentic and relevant”. Tanner (2015: 13) detects another benefit: “If tasks are meaningful and relate to real life, learners will create more of their own links with what they already know”. Furthermore, “[i]f learners are actively involved in thinking about the content [...] they will reach a better understanding” (Tanner 2015: 13). Thus, “CLIL can

support language learning by creating opportunities for authentic, meaningful learning” (Georgiou 2012: 503).

In order to provide an authentic learning situation, “CLIL teachers depend on authentic materials” (Meyer 2010: 15). Abuja and Heindler (1994: 22) stress that teachers need to pay attention to the discrepancy between the adequacy of the content and the language when choosing authentic materials. This aspect will be discussed later in greater detail in this thesis, when it comes to selecting authentic texts.

Concerning the relationship between language and thinking as mentioned above, researchers summarise this aspect as the ‘reflecting competence’. Reflection is seen in combination with one’s own experience, i.e. making judgements by relating problems to particular experiences made or situations already encountered, and also to oneself being critical and rethinking problems. Frigols et al. (2008: 105) restate this point when they outline that the “CLIL approach involves an extra focus on student interest, peer co-operative work and the fostering of critical thinking, among other methodological strategies”.

The so-called “metacognitive strategies include higher order skills such as interaction and reflection” (Coyle 1999: 58). Generally, “new knowledge and skills develop through personal as well as co-operative reflection/ analysis (cognition) and through a communicative process (communication)” (Frigols et al. 2008: 30). Therefore, it is necessary for the students to exchange ideas so that the content “becomes more meaningful, authentic and relevant to their lives” (Frigols et al., 2008: 107).

Concerning the communicative tasks, “problem-solving activities” and “opportunities to develop collaborative skills” are useful in order for students “to gain confidence in presenting their own ideas and opinions” (Frigols et al. 2008: 107). It is believed that “by concentrating on solving problems that require critical thinking [...] students become more engaged and interested in learning” (Frigols et al. 2008: 107). It seems logical that tasks which require group members to find a solution or a compromise demand a higher amount of cognitive effort than activities asking students to present their ideas. Thus, CLIL should “promote critical and creative thought” (Mehisto 2012: 16).

Apart from focusing on students’ interests, it is also their personal life which plays a major role in CLIL. In order to establish an authentic situation, it is vital to form a “connection between learning and the students’ lives” (Frigols et al. 2008: 29). The term “scaffolding” expresses “building on a student’s existing knowledge, skills, attitudes, interests and

experience” (Frigols et al. 2008: 29). Thus, the aim clearly includes “focusing on the students themselves” (Frigols et al. 2008: 107). Meyer (2010: 22) agrees by stating that the teacher should ensure to “create connections with students’ attitudes, experience and knowledge”. Also Mehisto (2012: 16) shares a similar view when he highlights the importance of the “creation of links between intended learning, students’ lives, the community, and various school subjects”. Generally, it is assumed that “[i]f tasks are made meaningful and relate to real life, learners will create more of their own links with what they already know” (Tanner 2015: 13).

It is vital to point out “the essential role of language in shaping students’ thinking and learning” (Coyle 2015: 96). Therefore, knowing about language aspects and being able to express one’s thoughts is important. This interlinks with the cultural aspect – the individual terminology but also e.g. implicit opinions expressed in a text need to be detected. In sum, CLIL- students are “exposed to a situation calling for genuine communication” (Maljers et al. 2007: 9).

Culture is a major part of CLIL instruction. Every language is part of a specific culture – if not to say every culture has its own language. Rosenbrock (2009: 116) makes aware of this fact by stating that students should not only become aware of the foreign language, but also of the part culture and language play in their perception. Furthermore, students „need to become aware of the hidden cultural codes and the appropriate linguistic and non- linguistic means and strategies to address them” (Meyer 2010: 20). There is a link between language and reflection, or how people think. Meyer (2010: 20) is convinced that the following aspect is an essential factor of CLIL:

Looking at various topics from different cultural angles, realizing that other cultures tend to see things differently, have different values and beliefs, is one of the most valuable experiences that CLIL may offer. Studies comparing various CLIL- textbooks have shown that the cultural dimension has not been properly exploited yet” (Meyer 2010: 20).

Bosenius (2007: 139) agrees with this point by highlighting the importance of the “change of perspective”. According to the researcher, “bilingual teaching and learning always incorporate a change of perspective(s)” (Bosenius 2007: 139).

3. Goals, aims and benefits of CLIL

There are a number of goals which are expected to be reached by the implementation of CLIL. One of the main aims is to increase the language competence of English in terms of its use in subject- specific conditions (Abuja & Heindler 1996: 18). Further goals include “empowering learners to interact meaningfully and spontaneously” (Coyle 1999: 59). As Lorenzo and Moore (2015: 336) argue, “task- based approaches hold promise for CLIL” because “CLIL is also predicated on the idea of nurturing naturalistic acquisition through meaningful use”. Furthermore, it is tried to

develop students’ content knowledge and language skills so that they are able to comprehend, conceptualise, systemise, appreciate and contemplate facts and experiences (Mehisto 2012: 16).

This connects to the researcher’s next goal which is to “promote students’ sense of belonging and engagement as a citizen of their own country” (Mehisto 2012: 17). Another aim is to increase cultural awareness and understanding which can be supported by using authentic material (Abuja & Heindler 1996: 18). According to Abuja (2007: 17), “[t]he linguistic and educational aims of EAA are as follows”:

Increasing linguistic ability (including the subject matter), increasing reflection on the usefulness of the FL through use in the subject matter (increasing motivation), better preparation for the future, for professional careers and for social changes, improving the learner’s knowledge of and communicative competence in the FL, and equipping the learners with skills necessary to cope successfully with a variety of workplace-related settings in a FL.

Further aims are presented below. They are “goals formulated in the *CLIL-Compendium*” (c.f. Dalton- Puffer 2008: 3):

- *develop intercultural communication skills*
- *prepare for internationalisation*
- *provide opportunities to study content through different perspectives*
- *access subject- specific target language terminology*
- *improve overall target language competence*
- *develop oral communication skills*
- *diversify methods [...] of classroom practice*
- *increase learner motivation*

One major advantage of providing CLIL lessons is that “it addresses the need of plenty of practice in a foreign language, without increasing the number of dedicated language classes” (Dale & Tanner 2012: 11). Since no extra classes are added, the number of lessons does not

increase, but the provision of English does. Maljiers et al. (2007: 9) agree with this aspect when they claim that “CLIL enables language to be taught on a relatively intensive basis without claiming an excessive share of the school timetable”.

Furthermore, CLIL provides an advantage, since “languages are acquired most successfully when they are learned for communicative purposes in meaningful and significant social situations” (Meyer 2010: 17). García (2013: 51) differentiates between “language for learning” which is applied to “carry out classroom tasks” and “language through learning” which is used for “unpredictable language learning that may arise”. Thus, CLIL is “offering a more natural context for language development, which brings an immediacy, relevance, and added value to the process of language learning” (Maljiers et al. 2007: 9).

Generally, “CLIL students are equally, if not more successful, at learning a subject than students learning content subjects in L1” (Meyer 2010: 12). Dalton- Puffer (2008: 4) agrees by highlighting that “CLIL learners possess the same amount of content knowledge as their peers who were taught in the L1”.

A particular study conducted in Germany “shows that CLIL students are two years ahead”, compared to students profiting from “conventional foreign language classes” (Kupetz & Woltin 2014: 13). They have advanced skills in “text construction, listening and reading comprehension, grammar, writing and socio- pragmatic issues” (Kupetz & Woltin 2014: 13). Dalton- Puffer (2008: 6) reports similar observations by reporting that “CLIL learners possess larger vocabularies of technical and semi-technical terms and possibly also of general academic language” (Dalton- Puffer 2008: 6). Thus, “CLIL students can reach significantly higher levels of L2” (Dalton- Puffer 2008: 4). As Dalton- Puffer and Jexenflucker (2010: 181) stress, “CLIL students outperform their EFL- only peers both in general language ability and writing skills. This is in line with the observation that CLIL- students are showing a “greater general language ability and also greater awareness of the pragmatic demands of the task” (Dalton- Puffer & Jexenflucker 2010: 182).

A teacher of geography reported in an interview, that her aim in CLIL- lessons is to animate students to think critically and to work on their own; furthermore, they should become interested in what is happening in the world (Grangl 1994: 83). Moreover, the teacher highlights the essence of English and claims that it is the most important language in economics (Grangl 1994: 83). It is vital to note that the foreign language is the medium through which the content is transported in the bilingual geography lesson; and also the

medium through which the students express their subject knowledge and competence (Suhrmüller 2015: 104).

The success of CLIL may be explained as follows:

Through CLIL, learners develop an ability to understand a wide range of spoken and written language in both general and more specialised topics (Dale & Tanner 2012: 11).

4. The implementation of CLIL in Austria

Particularly due to the European Union and its growth, as well as internationality, CLIL is an interesting approach for the European Union since CLIL helps “to increase European cohesion and competitiveness” (Frigols et al 2008: 10). Since English is the *lingua franca*, being able to communicate effectively in this language is of greatest importance for international affairs. Therefore, the approach “is strongly supported by the European Commission” (Dalton- Puffer 2007: 45). Already “by 2004, 80% of the member states of the European Union provided some form of CLIL provision in mainstream education (*Eurydice* 2006 cited in: Dale & Tanner 2012: 11). One particular goal of the approach is to increase the chances of finding a job in Europe (Christ et al. 1996: 186)). As Bosenius (2007: 133) states:

Young adults are to be prepared for a Europe that is constantly growing together embodying social multilingualism as well as individual plurilingualism.

This seems to be possible since English is the main language used in European bilingual programs (Christ et al. 1996: 188).

Any subject can be taught in a foreign language in any class (Abuja & Heindler 1996: 20). According to an illustration in the *Eurydice* report, “[a]ny subject may be chosen for CLIL from among those on offer” in Austria (*Eurydice* 2008: 26). Generally, “geography, history and biology may be the most popular in this respect” (*Eurydice* 2008: 7). “It is assumed that the humanities area lends itself to the CLIL approach more readily than other parts of the curriculum” (Ullmann 1999: 99). However, the role of the teacher is most essential since “[t]he choice of subjects very much depends on the provision of qualified teachers and teaching materials” (Abuja 2007: 18)

There are various concepts which are applied in Austria showing great similarity to CLIL. The most commonly used method is “Englisch als Arbeitssprache” which can be translated as “English as a Medium of Instruction” (*Eurydice* 2006: 66). This is in fact considered to be CLIL (“CLIL is known under the term ‘Englisch als Arbeitssprache’ (EAA)” (Abuja 2007: 16). There is also the concept of “FsAA - Foreign Language as a Working Language” which does not exclusively focus on English (Dalton- Puffer 2007: 46). According to the *Eurydice-Report* (2008: 7), also this model is considered to be CLIL: It is “the Austrian model of CLIL at secondary level, known as *Fremdsprache als Arbeitssprache*”. Finally, there are the following concepts “English Across the Curriculum” and “Language across the curriculum” (*Eurydice* 2006: 66); again specifying on English or offering a different foreign language as

the language of instruction. According to Dalton- Puffer (2007: 46), English is “the lingua franca of international business and trade” which clearly suggests the language’s popularity in the school system.

4.1. The extent of CLIL implementation at different school-levels:

CLIL projects are implemented in various schools and at various school levels. Generally, “CLIL provision is offered at primary, lower secondary and upper secondary levels of education” (*Eurydice* 2008: 19). It is reported that the majority of CLIL projects (‘English as a working language’) are conducted in the upper secondary classes, which could be explained by the advanced English skills of the students and thus the possibility to use authentic materials (Abuja et al. 1998: 76). According to Dalton- Puffer (2007: 46), “[t]here is a reason to assume that at upper- secondary level [...] percentages are well above the 50% mark” (Dalton- Puffer 2007: 46). Generally, there is not enough data available since “no comprehensive survey of CLIL in Austria has been commissioned so far” (Dalton-Puffer et al. 2011: 196).

According to *Eurydice* (2004/05: 7), “no statistical data are available on the extent to which individual subjects are being taught in a language other than the language of instruction”. Furthermore, “[n]o data are available on the average number of years for which CLIL is provided. This is because all such activities are voluntary and depend on the resources of individual schools” (*Eurydice* 2004/05: 8). Abuja (2007: 18) agrees by stating that “[n]o national statistical data are available”. However, he states that “based on a survey carried out in 1997” “[o]n average about 15% of all Austrian Secondary schools provide a kind of CLIL instruction”, in “secondary academic schools about 27%” use CLIL (Abuja 2007: 18). Baerenthaler (2000-2016) highlights that “[a]t the universities, CLIL is offered more and more and the upper secondary schools will want to prepare students for this context”.

4.2. Duration of CLIL- projects:

Concerning the amount of time dedicated to CLIL in Austria it can be concluded that different researchers report different survey results. The majority, however, claims that the duration of a CLIL- sequence is flexible. Abuja & Heindler (1996: 18) point out that both the duration and the content may vary and that ‘English as a working language’ may be installed for certain sequences or throughout the whole school year. Thus, CLIL may be implemented “for

a limited time of the school year in one or more subjects, or throughout the whole school year” (Abuja 2007: 17). Particular topics which are relevant for the subject or for several subjects can be taught in the foreign language (Dreher & Hämmerling 2009: 150). Especially for shorter sequences, ‘English as a working language’ is used with the subjects psychology and philosophy (Abuja et.al 1998: 77). Some teachers also decide to use CLIL for a specific topic which lasts from two weeks up to several months (Abuja 1998a: 36). Generally, ‘English as a working language’ can be installed for a particular sequence in any subject in the upper secondary (Abuja et al. 1998: 79). “There is no minimum time allocation for CLIL, which again depends on the teaching staff responsible for provision” (*Eurydice* 2004/05: 8).

When Austrian AHS students take their finals at the end of grade twelve, they do not face any disadvantage concerning their oral exams. If a topic was taught in English, also the questions may be formulated in the foreign language (Abuja et al. 1998: 82). A particular law („§ 16/3 Schulunterrichtsgesetz“) is the legal basis (Abuja et al. 1998: 76). According to a survey, nearly all students decide to take their oral finals in English if the topic was covered in English during the lessons (Abuja et al. 1998: 82). It is important to state that the students are allowed to switch to their mother tongue during the examination, since only the content is relevant for the examination (Abuja et al. 1998: 82).

‘English as a working language’ is installed particularly in lessons which are not obligatory for every student, but also for shorter sequences in subjects with religion, psychology and philosophy being very popular (Abuja et al. 1998: 77). In a particular survey, 75 schools were asked whether they use a foreign language as a working language (‘FsAA’) - 52 schools answered accordingly and from these, 20 schools would use CLIL in 12th grade and six would apply it in psychology and philosophy (Abuja 1998a: 35). This aspect is interesting for the purpose of this thesis, since this statement implies that CLIL can be installed in the Austrian philosophy lesson. In this thesis, two didactic sessions on the philosophers John Locke and Thomas Hobbes will be designed.

4.3. Qualifications of the teacher:

The teachers who are willing to carry out CLIL- lessons do not need to complete a particular certificate. As stated in a *Eurydice* report, “[n]o additional formal qualifications are needed to work with CLIL” (*Eurydice* 2008: 10). According to an illustration shown in the report, CLIL- teachers in Austria only need to have „[t]he basic qualification(s) of a fully qualified

teacher (*Eurydice* 2006: 42). However, it is useful if the teacher is a language teacher as well, especially “a teacher of the CLIL target language” (*Eurydice* 2008: 10). Abuja and Grangl (1998: 181) agree with this statement by highlighting the advantage for a language teacher to teach his second subject in the foreign language. ‘English as a working language’ is mostly carried out by teachers who are teachers of a content subject and a language (Abuja & Heindler 1996: 22). Dreher and Hämmerling (2009: 151) agree when they state that “[a] teacher of English and a content subject or a teacher with a level of English above C1 according to the CEFR may teach ‘English as a working language’”. However, it is pointed out that for CLIL it is not enough to be a teacher of a foreign language and a subject; one should be familiar with this concept (Christ et al. 1996: 187). Generally, the most often studied combination of teachers at university is English in combination with history or geography (Abuja et al. 1998: 77). Therefore, the ideal teacher would possess the language and didactic skills and subject knowledge (Abuja & Grangl 1998: 180).

These skills are necessary for the teacher for various reasons. One of them is that he/ she is able to choose content areas which are adequate, and thus selecting and adapting materials is a necessary competence (Abuja & Grangl 1998: 182). For example, when deciding to read an authentic text in class, the teacher can judge which text is most adequate. This is necessary in order to ensure that authentic texts can be better prepared (Abuja & Grangl 1998: 180). Since reading texts in its original language is challenging for students, Abuja and Grangl (1998: 182) argue that the teacher should also have the competence to analyse the demand for the students and plan accordingly. Finally, the teacher should be equipped with a great repertoire of methods and also apply various working techniques (Abuja & Grangl 1998: 182).

4.3.1. EPOSTL- descriptors:

In order for the teacher to understand which principles are necessary for successful CLIL-lessons, the following EPOSTL- descriptors may give orientation. The most essential descriptor for the implementation of CLIL are probably the following:

Classroom Language (EPOSTL 2007: 43):

- I can conduct a lesson in the target language.
- I can use various strategies when learners do not understand the target language.
- I can encourage learners to use the target language in their activities.

Since this thesis insists on CLIL- teachers to be subject-teachers and language teachers, these descriptors should be a pre-requisite. The teacher should also be capable of the following:

The Role of the Language Teacher (EPOSTL 2007: 17)

- I can promote the value of benefits of language learning to learners, parents and others.
- I can appreciate and make use of the value added to the classroom environment by learners with diverse cultural backgrounds.
- I can draw on appropriate theories of language, learning, culture etc. and relevant research findings to guide my teaching.

These aspects ensure that the teacher is aware of the benefits concerning CLIL and is also aware of its concept. Concerning the requirements of the individual subject- curricula, the teacher needs to be capable of the following:

Curriculum (EPOSTL 2007: 15):

- I can understand the requirements set in national and local curricula.
- I can understand the principles formulated in relevant European documents (e.g. Common European Framework of Reference, European Language Portfolio).

This ensures that the teacher can plan accordingly and integrate CLIL- principles. In order to combine both, the curriculum and the CLIL- approach, specific aims need to be formulated.

This is done in the following way:

Identification of Learning Objectives (EPOSTL 2007: 34):

- I can identify curriculum requirements and set learning aims and objectives suited to my learners' needs and interests.
- I can plan specific learning objectives for individual lessons and/or for a period of teaching.
- I can set objectives which challenge learners to reach their full potential.

Here, two essential descriptors are mentioned: On the one hand, it is vital to address the potentials of the learners; on the other hand, however, the learners should be challenged. In order to give more details, the following descriptors are listed:

Aims and Needs (EPOSTL 2007: 16):

- I can understand the personal, intellectual and cultural value of learning other languages.
- I can take into account differing motivations for learning another language.
- I can take into account the cognitive needs of learners (problem solving, drive for communication, acquiring knowledge etc.).
- I can take into account the affective needs of learners (sense of achievement, enjoyment etc.).

Therefore, various aspects need to be considered. The motivation is one essential factor, but – as stated above – also cognitive and affective aspects need to be considered.

In order not to overwhelm the students, the CLIL- teacher needs to consider various aspects for the individual language skills:

Speaking/ Spoken Interaction (EPOSTL 2007: 21):

- I can create a supportive atmosphere that invites learners to take part in speaking activities.
- I can evaluate and select meaningful speaking and interactional activities to encourage learners of differing abilities to participate.
- I can evaluate and select meaningful speaking and interactional activities to encourage learners to express their opinions, identity, culture, etc.
- I can evaluate and select a range of meaningful speaking and interactional activities to develop fluency (discussion, role play, problem solving etc.).
- I can evaluate and select a variety of materials to stimulate speaking activities (visual aids, texts, authentic materials etc.).
- I can evaluate and select activities which help learners to participate in ongoing spoken exchanges (conversations, transactions etc.) and to initiate or respond to utterances appropriately.

Writing/ Written Interaction (EPOSTL 2007: 23):

- I can evaluate and select meaningful activities to encourage learners to develop their creative potential.
- I can evaluate and select a range of meaningful writing activities to help learners become aware of and use appropriate language for different text types (letters, stories, reports etc.).
- I can evaluate and select a variety of materials to stimulate writing (authentic materials, visual aids etc.).
- I can help learners to gather and share information for their writing tasks.
- I can help learners to plan and structure written texts (e.g. by using mind maps, outlines etc.).

Reading (EPOSTL 2007: 26):

- I can select texts appropriate to the needs, interests and language level of the learners.
- I can encourage learners to use their knowledge of a topic and their expectations about a text when reading.
- I can apply appropriate ways of reading a text in class (e.g. aloud, silently, in groups etc.).
- I can help learners to develop different strategies to cope with difficult or unknown vocabulary in a text.
- I can evaluate and select a variety of post-reading tasks to provide a bridge between reading and other skills.
- I can help learners to develop critical reading skills (reflection, interpretation, analysis etc.).

Vocabulary (EPOSTL 2007: 28):

- I can evaluate and select a variety of activities which help learners to learn vocabulary.

Particularly important for CLIL- lessons is the aspect of culture. Several descriptors from the EPOSTL are highly relevant for CLIL- teachers:

Culture (EPOSTL 2007: 29-30):

- I can evaluate and select a variety of texts, source materials and activities which awaken learners' interest in and help them to develop their knowledge and understanding of their own and the other language culture (cultural facts, events, attitudes and identity etc.).
- I can evaluate and select activities (role plays, simulated situations etc.) which help learners to develop their socio-cultural competence.
- I can evaluate and select a variety of texts and activities to make learners aware of the interrelationship between culture and language.
- I can identify and evaluate a range of coursebooks/ materials appropriate for the age, interests and the language level of the learners.
- I can select those texts and language activities from coursebooks appropriate for my learners.
- I can locate and select listening and reading materials appropriate for the needs of my learners from a variety of sources, such as literature, mass media and the Internet.
- I can design learning materials and activities appropriate for my learners.

Since integrating learner autonomy as well as homework exercises in CLIL- lessons is also relevant, the following descriptors also need to be taken into account:

Learner Autonomy (EPOSTL 2007: 45):

- I can evaluate and select a variety of activities which help learners to reflect on their existing knowledge and competences.

Homework (EPOSTL 2007: 46):

- I can evaluate and select tasks most suited to be carried out by learners at home.
- I can provide necessary support for learners in order for them to do homework independently and assist them with time management.

Considering all EPOSTL- descriptors, it can be argued once again that the ideal CLIL- teacher is a teacher who teaches a subject and a language. Especially English- teachers in Austria receive education on the EPOSTL, since it is extremely important for language classes. Without this special training, teachers might face difficulties with the requirements of the

EPOSTL. Even though a significant number of descriptors seem to be self-explanatory, explaining their meaning is often rather difficult. For example, the last descriptor mentioned above mentions the skill of a teacher to “provide necessary support for learners [...] to do homework independently”. This descriptor appears to be prerequisite for the success of the student since completing one’s assignment alone is expected to be done in every class. However, telling the student to work independently is not enough for this EPOSTL-descriptor. The teacher needs to be capable of guiding the student and in the end help the student to be able to do homework on his/ her own. How this could be done and possible strategies are not included in this descriptor. Therefore, training on how to use the EPOSTL seems to be absolutely essential.

As already stated above, the EPOSTL is designed for teaching languages. Since in this thesis materials are designed for a non- language subject, the question may arise whether the EPOSTL is indeed necessary. Generally, it can be argued that as soon as a foreign language is used as a language of instruction, the EPOSTL should be consulted. After all, the aim of CLIL is to actively use and acquire a language other than the mother- tongue. Therefore, strategies and methods used in a foreign language learning context can or even should be regarded as essential for CLIL as for typical language classes.

4.4. Criteria for CLIL- projects in Austria:

Teachers have a particular freedom concerning the choice to implement CLIL since they do not have to ask for permission for integrating shorter CLIL- sequences (Abuja & Heindler 1996: 20). This freedom, however, also includes particular responsibilities: They have the full responsibility to apply CLIL correctly.

CLIL teachers themselves are often in charge of translating the CLIL principles into adequate practice by planning and designing the CLIL syllabus as well as the activities or tasks through which CLIL is realized (Fontecha 2012: 318).

They thus have to choose adequate topics from the curriculum (Abuja & Heindler 1996: 25). *Eurydice* (2004/05, 8) highlights the following aspect:

[C]urrent curricula attach special importance to a project- oriented approach and ‘hands-on’ learning for all subjects, alongside cross-curricular activities, all of which lend themselves to CLIL- scenarios.

In order to cope with this demand, Abuja and Heindler (1996: 25) offer guidance and advice the teacher to ask him-/herself the following questions:

- *Does 'EAA' in general increase the motivation in the subject?*
- *Are there anglo-american connections in the curriculum?*
- *Is enough material available for this topic?*

The last question, however, can often only be answered negatively, since “[f]inding teaching materials geared to CLIL is not easy for schools” (Eurydice 2006: 52). Again, it needs to be emphasized that this given lack motivates this thesis; several didactic sessions are to be designed for a possible application in the philosophy classroom.

4.5. The Austrian curriculum:

Paragraph “§ 16/3 of the Austrian ‘Schulunterrichtsgesetz’ (School Education Act) provides the legal basis for CLIL (Abuja 2007: 16). Important to know, “CLIL is always used within the framework of the national curriculum” (Abuja 2007: 20). Thus, the “CLIL contents [...] are already dictated by an official curriculum” (Fontecha 2012: 318). It can be inferred that the Austrian curriculum in general supports the implementation of CLIL in different subjects since it covers several aspects which are in line with the principles of CLIL. Some of these principles are summarised below (BMB 2015c):

- *Taking into account the students' interests and lives*
- *Obtaining knowledge, developing competences and values*
- *Critical reflection and thinking for oneself*
- *Changes in society, particularly changes concerning culture*
- *Regional, Austrian and European identity*
- *Encountering different cultures in daily life*
- *Being aware of one's democratic voice opportunity and to participate in co-creation*
- *Develop competences for communicative and co-operative tasks*
- *Dealing with ethical and moral values*
- *Experiences of students*
- *Cross-curricular aspects*
- *To put oneself to the test in new situations*
- *Developing competences for judging and deciding*
- *Insight that language and culture influence one's view of the world and way of thinking*
- *Understanding for connections in society*
- *Insight that phenomena in society are constructed by human beings*
- *Foster abilities concerning criticizing, judging and making decisions*
- *Attempt explanations on a philosophical basis*
- *Deal with ethical questions and values in connection with human beings and the environment*
- *Develop connections to the students' pre-knowledge and experiences*

Several of these aspects will be mentioned in context with CLIL in the section “Teaching Philosophy through English”, showing the adequateness of CLIL for the demands of the Austrian curriculum regarding Philosophy. The general adequateness of CLIL for the Austrian curriculum is discussed in greater detail here:

In relation to the aims formulated in the *CLIL- Compendium* in the section above, the following goals are seen as mutual to the ones formulated in the general part of the Austrian curriculum:

Aims of CLIL	Aims of the Austrian curriculum
<i>develop intercultural communication skills</i>	<ul style="list-style-type: none"> - <i>Changes in society, particularly changes concerning culture</i> - <i>Encountering different cultures in daily life</i> - <i>Insight that language and culture influence one's view of the world and way of thinking</i>
<i>prepare for internationalisation</i>	<ul style="list-style-type: none"> - <i>Regional, Austrian and European identity</i> - <i>Being aware of one's democratic voice opportunity and to participate in co-creation</i>
<i>provide opportunities to study content through different perspectives</i>	<ul style="list-style-type: none"> - <i>Cross-curricular aspects</i> - <i>Critical reflection and thinking for oneself</i>
<i>access subject- specific target language terminology</i>	
<i>improve overall target language competence</i>	<ul style="list-style-type: none"> - <i>Obtaining knowledge, developing competences and values</i>
<i>develop oral communication skills</i>	<ul style="list-style-type: none"> - <i>Developing competences for judging and deciding</i> - <i>Foster abilities concerning criticizing, judging and making decisions</i> - <i>Develop competences for communicative and co-operative tasks</i> <p>Students should be able to respond and express themselves in conversations.</p>

<i>diversify methods [...] of classroom practice</i>	<ul style="list-style-type: none"> - <i>Develop competences for communicative and co-operative tasks</i> - <i>Deal with ethical and moral values</i>
<i>increase learner motivation</i>	<ul style="list-style-type: none"> - <i>Taking into account the students' interests and lives</i> - <i>Develop connections to the students' pre-knowledge and experiences</i> - <i>To put oneself to the test in new situations</i>

Table 1. Comparing the aims of CLIL and the Austrian curriculum

The table does not present an equivalent aim in the section “access subject- specific target language terminology” for the Austrian curriculum. This suggests that the terminology does not play an essential role in the Austrian curriculum. However, since subject-specific curricula are available, there is the possibility that this aim is formulated in those curricula. Therefore, when analysing the subject-specific curriculum for Philosophy, it will be investigated whether the aim concerning terminology is included there.

4.6. The CEFR:

Tanner (2015: 12) highlights the role of the CEFR as a manual to “rate how understandable input is for learners”. This framework states the skills and competences of the students according to their level of English. Often, teachers face problems in combining the content to be taught with the adequate level of English. One advice is given by the researcher: “If the input is too easy for learners, teachers can create tasks at a higher level or use a different skill on the CEFR” (Tanner 2015: 17). Generally, it is the practice of the teacher who ensures that texts and tasks will be a means of education (Krück & Loeser 2002: 24). Especially vital for CLIL- practice is the following: The CEFR “describes the competences necessary for communication” (Barbero et al. 2013: 1). Since without language and the necessary language skills it is hardly possible to interact with others, every CLIL- teacher needs to be aware of the language level of the learners. The CEFR provides supports since it is the “model of reference” for the “communicative approach” (Barbero et al. 2013: 2). The framework gives a clear idea on what the students are able to do according to their level of English. Generally, “the CEFR and CLIL can successfully be integrated” (Barbero et al. 2013: 7).

Since B2 is the level relevant in this thesis, the focus lies on the descriptors for this language level. According to the curriculum for English, students attending grade 12 are at a B2.level (BMB 2015a: 6). According to the Bm:uk (2008: 31), „B2 is the level at which the learner can begin to use the language to achieve more obviously academic or vocational goals“. This suggests that the implementation of CLIL in the Austrian Philosophy classroom provides great opportunities for the students to apply their English skills. Apart from fostering and expanding their linguistic knowledge on subject-specific content, also general ways of communication and cultural aspects of language can be learned. The students may experience various situations in which they aim at not just voicing their point of view, but also at convincing others. Already for these two different communicative goals, different linguistic elements are needed. It is assumed that 8th grade students already have the repertoire of language skills needed for communicative activities. CLIL in Philosophy can be seen as a platform where the learners are offered an additional setting for practicing these skills. For the construction of the lesson plans, the descriptors for the level B2 will be used.

4.6.1. Essential CEFR- descriptors:

Particularly essential for CLIL- lessons on a B2 language level are the following descriptors for the four language skills:

Speaking:

- “I can interact with a degree of fluency and spontaneity”. “I can take an active part in discussion in familiar contexts, accounting for and sustaining my views” (CEFR, 27)
- “I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options” (CEFR, 27).

Reading:

- “I can understand specialised articles outside my field, provided I can use a dictionary to confirm terminology” (CEFR, 231)
- “I can read many kinds of texts quite easily at different speeds and in different ways according to my purpose in reading and the type of text” (CEFR, 231)
- “I have a broad reading vocabulary, but I sometimes experience difficulty with less common words and phrases” (CEFR, 231)

Writing:

- “I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences” (CEFR, 27)
- “I can evaluate different ideas and solutions to a problem” (CEFR, 232)
- “I can synthesise information and arguments from a number of sources” (CEFR, 232)
- “I can construct a chain of reasoned argument” (CEFR, 232)
- “I can speculate about causes, consequences and hypothetical situations” (CEFR, 232)

Listening:

- “I can understand in detail what is said to me in the standard spoken language” (CEFR, 234)
- “I can understand the main ideas of complex speech on both concrete and abstract topics” (CEFR, 234)
- “I can follow extended speech and complex lines of argument” (CEFR, 234)

A significant amount of these descriptors will be integrated in the lesson plans for the didactic sessions. Since Austrian students are supposed to be solid speakers of the English language at the level B2 at their final exam, these descriptors can be seen as a pre-requisite for Austrian Philosophy CLIL- classrooms. In general, this upper- intermediate level of English makes the Philosophy classroom the ideal CLIL- classroom. Students attending grade 12 can reflect on the content-rich input on a wider basis, develop a deeper understanding of various philosophical problems and express themselves more meaningfully. Being able to “follow [...] complex lines of argument” (CEFR, 234) is necessary in order to be able to respond and present e.g. a different point of view. Thus, students at an upper- intermediate level of English are not only equipped with a richer repertoire of communication skills, but also of higher cognitive thinking skills.

5. Teaching methodology in CLIL

5.1. The methodology of ‘EAA’ and CLIL:

Concerning the methodology of CLIL, various experts share different views. According to two Austrian researchers, ‘English as a working language’ does not determine any fundamental new methodology (Abuja & Grangl 1998: 182). In general, “the methodology of teaching the subject matter and that of teaching a modern language should be combined” (Abuja 2007: 21). The content of the subject being taught is most important (Abuja & Grangl 1998: 183). However, Abuja et al. (1998: 83) note that if CLIL takes place for longer sequences, also linguistic aims are essential. Abuja (2007: 21) opts for a combination between “the methodology of teaching the subject matter and that of teaching a modern language”, which guarantees “learning about the subject and improving the knowledge of a modern language at the same time”.

It is important to observe that students have to use the language for input and output. “They are expected to process speech in a foreign language in order to take in new information” (Abuja 2007: 21).

Therefore, we believe that the teaching of the subject is at the centre of interest and that a modern European language is mainly used as a ‘tool’ or ‘vehicle’ to learn the subject (Abuja 2007: 21).

As Abuja and Heindler (1996: 17) highlight, the language is used as an instrument to work with subject- related content. Therefore, “most CLIL teachers [...] adopt as many useful methods from communicative language teaching as possible” (Abuja 2007: 21). This ensures that students receive support for communicating in a foreign language, i.e. that they are not overwhelmed with the subject and the language (Abuja & Grangl 1998: 183). Thus, the use of various methods is suggested, as e.g. pair work or group work (Abuja et al. 1998: 85). Since “[c]ross- curricular themes and projects usually require social, affective, cognitive and personal interactions with one’s surroundings [...] these themes and projects make learning more meaningful” (Frigols et al. 2008: 116). In other words, CLIL- students are surrounded by an authentic environment.

CLIL is carried out in the majority of cases by using a content-driven approach. As Georgiou (2012: 498) points out, “[a] content- driven approach is in line with CLIL’s definition as an approach in which other, non- language subjects are taught through foreign language“.

Furthermore, “the language aspect of a CLIL programme will also be content driven, in that it will be generated from the specific needs of the particular subject taught” (Georgiou 2012: 499). Thus, “the existing literature on CLIL pedagogy focuses on content- oriented models of CLIL” (Fontecha 2012: 318). As Frigols et al. (2008: 32) state, “more language is learnt when the focus on direct language teaching is reduced and the content teaching is increased”.

CLIL can also be seen as a cross-curricular approach since two school subjects are taught in the same lesson. “Cross- curricular themes and projects usually require social, affective, cognitive and personal interactions” (Frigols et al. 2008: 116). Furthermore, this approach is characterised by “transferring knowledge and skills among school subjects” (Frigols et al. 2008: 121). Dreher and Hämmerling (2009: 150) highlight the development of cross-curricular competences such as using media, presenting and reading. These competences can be/ are integrated in CLIL- lessons, as e.g. presenting results gained through group work or reading authentic texts.

Concerning the content of a CLIL lesson it needs to be pointed out that the language must not hinder the subject learning. Thus, „the subject curriculum should be covered adequately and not be comprised because instruction takes place through a foreign language” (Georgiou 2012: 499). Generally, “a CLIL programme needs to provide the same level of education and achievement in content as would L1 instruction” (Georgiou 2012: 501). In addition, it is not only the content that the students should learn in class, but there should also be “room for implicit language teaching, awareness raising etc.” (Fernández & Halbach 2009: 50).

Tennant (2009) is convinced that “a cognitive approach” is vital for CLIL, which “relies on building on learners’ existing knowledge, skills, interests and experience”. Furthermore, he insists on the importance of “an inductive approach to teaching and learning” (Tennant 2009). Particularly when “[r]eading texts”, it is suggested to “use activities that require learners to process the texts [...] in more detail” (Tennant 2009).

Coyle (2015: 86) argues that “for CLIL to be effective it ha[s] to be context- embedded and content-driven yet with specifically- determined target language outcomes”. Concerning the development of “CLIL programmes”, he states that “there was an increasing flexibility of length of programmes, language(s) targeted, the age and linguistic proficiency of the learners as well as the subject matter and content” (Coyle 2015: 87).

There are “principles underlying changes to pedagogic practices required for successful CLIL” (Coyle 2015: 88). One of them is “[t]he 4Cs Conceptual Framework” which “was

developed in the 1990s by Coyle *et.al.* (2010)” (Coyle 2015: 89). This model was explained in greater detail in the section “The concept of CLIL”. It is suggested that “[i]n a CLIL lesson, all four language skills should be combined” (*Tangient LLC* 2016). Moreover, “[u]sing various diverse methods is important for CLIL” (Hämmerle 2014-15).

Moreover, particular “methodological principles” for CLIL include the following (*Mymood* 2015): Using “defined and limited lexical forms, structures and functions” and “activities, materials, tools typical of foreign language teaching”. Furthermore, “listening and reading” should “precede and exceed in quantity oral and written production” and “non-verbal media such as images, mind- maps” should be included (*Mymood* 2015). In addition, “class organization” in order to “foster communication and collaboration” is vital (*Mymood* 2015). This suggests that different social settings should be integrated in the CLIL- lesson, e.g. pair work and group work.

Abuja (2007: 21) recommends similar essential aspects, particularly when he states that “most CLIL teachers [...] support their presentations by using visual stimuli”. This suggests that visuals are an essential part of CLIL- materials, which might be explained by the fact that images serve as an input as well as provide additional explanations to written text.

Abuja (2007: 21) further states the importance of providing “sufficient time for repetition” and “adopt[ing] as many useful methods from communicative language teaching as possible”. The last point can be related to the use of the EPOSTL since CLIL- teachers need to include methods focusing on language teaching. Clegg (2000- 2016) agrees to a certain extent when he raises awareness of the following aspect:

Learners in CLIL programmes are [...] learning basic language skills, academic language skills and new subject concepts all at the same time.

Thus, the students need to be able to “listen to and understand teachers talking about subjects”, “talk about subjects themselves”, “read subject textbooks” and “write about subjects” (Clegg 2000- 2016). Therefore, the students need to have solid language skills, otherwise they might not succeed in communicating their point.

Ball (2000- 2016) explains the “four basic types of activity” which “are applicable to [...] secondary [...] education: “Activities to enhance peer communication”, “[a]ctivities to help develop reading strategies”, “[a]ctivities to guide student production (oral and written)” and “[a]ctivities to engage higher cognitive skills”. In the next section, various input and output

activities will be investigated. The focus will be on reading activities and speaking as well as writing tasks.

5.2. Communication and output:

As known by language teachers, input and output are equally important and thus “CLIL tasks should be designed to promote opportunities for both input and output” (Lorenzo & Moore 2015: 337). Ideally, CLIL lessons help to “improve fluency, accuracy, and complexity of language production” (Meyer 2010: 17). However, generally “[f]luency is more important than accuracy” (*Tangient LLC* 2016). In order for this to be achieved, teachers “need to encourage learners to interact” and “to use activities which encourage them to think and speak and write” (Dale & Tanner 2012: 15). Furthermore, students “learn to use the target language to achieve their communicative goal in a variety of situations” (Dale & Tanner 2012: 11). When writing an essay and producing output, “they can experiment, be creative and make mistakes” (Dale & Tanner 2012: 12). Mehisto (2012: 16) agrees when he claims that students “communicate their understandings and opinions through speech and writing” (Mehisto 2012: 16). This suggests that writing as well as speaking activities are crucial in CLIL- lessons.

5.2.1 Student Talk:

Including time for classroom talk in CLIL- lessons is essential since “[t]he act of verbalizing helps students to come to know” (Crowhurst 1994: 133). Frigols et al. (2008: 105) agree by insisting on the fact that “there need to be plenty of opportunities for oral interaction”. “Talking helps students make the technical vocabulary of a discipline their own as they use that vocabulary in a variety of contexts” (Crowhurst 1994: 134).

The social format also plays an essential role. “The ability to speak effectively in large and small groups is an important life skill for students to acquire” (Crowhurst 1994: 133). Also, “[s]tudents who participate in discussion in large and small groups engage in more higher-level thinking” (Crowhurst 1994: 134). “Teachers can [...] create authentic communicative situations by providing such gaps and asking the students to fill them through cooperative interaction” (Meyer 2010: 18). For example, in political education “participating in a process of decision-making including the skills of communication and cooperation” is practiced (Bosenius 2007: 134). Thus, “communicating about content” and to “use it in conversation” is essential (Frigols et al. 2008: 105).

Moreover, a “wide variety of opportunities to develop all four language skills – listening, speaking, reading and writing” is recommended (Frigols et al. 2008: 108). Also “presenting their conclusions” is an important skill (Frigols et al. 2008: 108).

5.2.2. Writing:

Writing is an essential skill for language learning. Apart from practicing different text types, another advantage is offered by the writing process:

Students comprehend and remember material better when they engage in active processing of the text. Activities that require them to reformulate material in the text are very likely to increase retention (Crowhurst 1994: 195).

Therefore, CLIL is ideal since generally input often has to be converted into a different mode; e.g. creating a summary or a mind- map. As the researcher points out, “[o]ne activity that requires reformulating is summarizing” (Crowhurst 1994: 195). Deller and Price (2007: 59) agree by stating that “[a] number of activities can lead into a writing phase and most of them are a means of helping students to memorize and activate the input they have been given”. One activity which they suggest is to “write a summary of the text using exactly fifty words” (Deller & Price 2007: 84). Another possible task is “writing letters to a politician” (Frigols et al. 2008: 108). Since writing is often used as a post- task, further advantages are added: “The post- task phase encapsulates assessment of the process and evaluation of the product” (Lorenzo & Moore 2015: 337).

5.3. Reading authentic texts:

Research suggests that especially when authentic texts are used in CLIL- classes, students profit to a great extent. As Dale and Tanner (2012: 13) highlight, “[m]aterials in the target language may contain cultural information or attitudes which are new to the learners”.

“CLIL assumes that subject teachers are able to exploit opportunities for language learning. The best and most common opportunities arise through reading texts”
(*Tangient LLC* 2016).

In order to include reading texts and thus learn about linguistic and cultural aspects, CLIL- teachers also need to consider the importance of offering different tasks at different stages. Thus, including “pre-study, while- study and post- study activities” is vital (Ditze 2007: 162).

5.3.1. Pre-reading phase:

The pre-reading phase should “prepare students for reading by activating prior knowledge, setting a purpose, and sometimes [...] vocabulary development” (Crowhurst 1994: 190). Lorenzo and Moore (2015: 336) agree when they argue that “[t]he pre- task stage constitutes [...] setting the scene, whetting curiosity”. Thus the activities should lead into the text and set a context. Introducing new words before encountering them in a text may help the students to understand the text as a whole better while reading. Furthermore, also vocabulary work might wake the students’ interest and eagerness to discover the content of the text. As Crowhurst (1994: 190) points out, pre-reading tasks are essential for students since they are “introductory activities that acquaint them with [...] the text as a whole” (Crowhurst 1994: 187). Vocabulary practice is essential “so that students can manage a given reading” (Crowhurst, 1994: 185). The activities should “help students develop skills that will help them figure out the meanings of unfamiliar words” (Crowhurst 1994: 185). This suggests that vocabulary tasks should be discovery activities and that thus each student should have the possibility to discover the meaning of an unfamiliar word by him- or herself. In the design of the didactic units, writing down synonyms and antonyms also play an essential role. Frigols et al. (2008: 103) share a similar view when they state the importance of “[p]roviding students with the vocabulary [...] they need to manipulate the content”. Meyer (2010: 15) highlights the relation of text and vocabulary since the texts often “contain more lexical items than the students are familiar with”. It is necessary for the students to develop “the skill to infer the meaning of new words from the context” (Meyer 2010: 15). At the same time, the “[s]tudents need to lose their fear of unknown words and structures” (Meyer 2010: 15). This suggests that the learners should experience that they are able to handle new vocabulary on their own. For the researcher, the aim of reading should be to “understand the gist of what is being said even though they do not have complete understanding of the text” (Meyer 2010: 15).

In general, the teacher should “[c]reate new, active tasks to help learners recall and process ideas and vocabulary” (Tanner 2015: 15). Considering the design of the materials in this thesis, vocabulary tasks might not be as relevant due to the advanced level of English. However, Frigols et al. (2008: 104) point out that “[e]very subject has its own terminology”. The lexicon is without doubt essential for CLIL- students and they need to be aware of “everyday words used in a subject- specific way (e.g. *depression* in geography)” (Tanner 2015: 7). Crowhurst (1994: 184) highlights that “[s]uccess in learning a content area subject is heavily dependent on the student’s success in understanding and learning the terminology of the subject”. Therefore, subject- related terminology needs to be practiced, also in eighth

grades. After all, the students need to be capable of communicating using subject- related terms.

Further essential aspects for “CLIL classroom discourse concern language input, grammar and vocabulary instruction, feedback and error correction” (Dalton- Puffer 2002: 10). CLIL- teachers have to provide specific vocabulary in advance. Especially “aspects of language in their materials which cause learners difficulties” need to be dealt with (Dale & Tanner, 2012: 20). According to Frigols et al. (2008: 10), “content teachers need to support the learning of those parts of language knowledge that students are missing and that may be preventing them mastering the content”. In general, it is vital for the students to “[c]ompare new concepts with ones that learners already know” (Tanner 2015: 11).

Tanner (2015: 15) points out that the teacher should “carry out a short warm-up task linked to the topic of the input, to focus learners on the input”. She suggests to “[s]tart an activity, a task or a lesson with a controversial question” in order to “[s]timulate higher- order thinking skills” (Tanner 2015: 26). Such activities will be integrated in several lessons of the didactic units. Particularly regarding Philosophy, asking questions which generate various reactions and opinions is highly appreciated and valued in regard to the outcome of the lesson. Students should be encouraged to express their views and thus tasks which directly aim at evoking their response are perfectly suited for this subject. Generally, pre- tasks have the following purpose: “Establishing real- world/ community links” and “[i]ntroducing cultural aspects” (Lorenzo & Moore 2015: 342). Considering the goals of CLIL and the importance of culture in this context, it can be argued that pre-reading activities are an essential part in CLIL- lessons. Therefore, this phase will receive considerable attention when designing the didactic units. In sum, “[a]n initial pre-task will often gauge learner awareness of topics [...] previous knowledge should be elicited” (Lorenzo & Moore 2015: 339).

As Georgiou (2012: 501) states, „research shows that learners in CLIL programmes have an improved lexicon and higher writing and oral competence levels than their counterparts in traditional language classes“. Ziegelwagner (2007: 298-99) agrees by stating that students profiting from ‘EAA’ in history classes show a larger lexicon. These results suggest that CLIL is a more effective didactic approach concerning vocabulary development than the typical language class.

5.3.2. Post- reading phase: Applying information from texts and creating output

Output is necessary because “[s]tudents will learn the language by using it” (Frigols et al. 2008: 107). Language can be produced in an oral and written mode and both varieties should be practiced in the CLIL- classroom. Generally, it is the duty of the teacher to “[c]reate a wide variety of opportunities to develop all four language skills – listening, speaking, reading and writing” (Frigols et al. 2008: 108). Therefore, when having read a text, the information obtained should be applied by the students. As Crowhurst (1994: 191) states, “[t]hey need to be able to *interpret* and to *apply* what they read”. According to the researcher, “[a]ctivities aimed at application ask them to go beyond the information in the text; they may be asked to analyze, synthesize, apply, or evaluate” (Crowhurst 1994: 191).

A discussion offers the students the possibility to “develop collaborative skills and to gain confidence in presenting their own ideas and opinions to their peers” (Frigols et al. 2008: 107). Different writing tasks require the use of different linguistic formats, e.g. “if students are writing letters to a politician, they would be expected to use the appropriate level of language and to make realistic proposals for solving an issue of concern” (Frigols et al. 2008: 108). Another task would be “[c]onverting information from one mode of representation (a text) into another (map [...])” (Meyer 2010: 14). Crowhurst (1994: 195) agrees when he suggests the use of “[a]ctivities that require them to reformulate material in the text are very likely to increase retention”. Thus, “maps, diagrams” could be created by the students “to illustrate and clarify complex matters presented in a foreign language” (Meyer 2010: 14). Furthermore, particular skills such as “making inferences and drawing conclusions” should be practiced (Crowhurst 1994: 191). All these activities, namely giving presentations, writing an email, converting information into another mode and making inferences will be integrated in at least one lesson of the didactic units.

Different types of activities require the students to complete various tasks. Simpson and Morgan (1998: 172 cited in Abuja 1998b: 172) differentiate between various categories. The first category includes particular “[l]anguage of instruction for activities”:

- *Explain*
- *Write down*
- *Read*
- *Give reasons*
- *Look at*
- *Talk about*
- *Describe*

These task instructions require the students to explain subject matter which they might have read before. Also taking a closer look and describing e.g. illustrations count to this category. In the didactic units, reading authentic texts will play an essential role. One task will require the students to look at an illustration and describe which aspects from the written text they can find in the image. Furthermore, giving reasons for an argument will certainly play an essential role in the CLIL- Philosophy didactic unit.

The second category includes “[l]anguage related to interpreting evidence” (Simpson & Morgan cited in Abuja 1998b: 173):

- *In your view*
- *Suggest a reason*
- *Agree/ disagree*
- *What do you think?*

This category is particularly interesting for Philosophy, since the majority of tasks require the learners to express their point of view. Therefore, several of these task instructions will be integrated in each lesson of the didactic units.

The third category includes “[l]anguage related to source-interpretation process” (Simpson & Morgan cited in Abuja 1998b: 173):

- *Compare*
- *Contrast*

The students will be asked to compare the concept on the state of nature presented by Hobbes and by Locke. Furthermore, similarities between the Declaration of Independence and Locke’s concept should be detected.

Finally, the last category constitutes “[l]anguage related to imagining” is another category (Simpson & Morgan cited in Abuja 1998b: 173):

- *Imagine*
- *Write a story*
- *Make a diary entry*

Particularly the instruction “Imagine” will play an integral part of several lessons since the students will be asked to imagine society in various contexts. One task will be to imagine society without justice and the learners should reflect on the importance of freedom and justice.

Maley 1998 (cited in McGarh 2002: 113) suggests the following tasks:

- *Media transfer*: students translate the text into a different medium or format
- *Comparison/ contrast*”
- *Reformulation*: [...] (e.g. retelling a story, rewriting in a different style)
- *Interpretation*: students engage with the text on a personal level [...] or think about what questions they might wish to ask the author”
- *Creating text*: students use the text as a starting point for the creation of their own texts (e.g. [...] re-using words from the original text, using the same title for a new text)”

These activities are very similar to the above mentioned tasks by Simpson and Morgan. This suggests that particularly transferring information into a different mode, comparison and interpretation of texts are essential tasks. The use of these instructions will be analysed in the section “Including tasks from various CLIL- books”.

5.4. Post- tasks in general:

A post-task could be “[c]oncept- checking/ reinforcement” and “[c]reative extension” (Lorenzo & Moore 2015: 343). Completing this type of task successfully shows that the student has understood a particular concept. In the didactic units, creative extension is applied rather often, e.g. a role-play or the creation of an illustration. Further activities could be “debates, interviews, presentations” Lorenzo and Moore (2015: 342). Tanner (2015: 24) suggests similar tasks, for example “a debate”, “a role-play”, “a speech”, “an interview” and “a radio or television show”. Presentations and discussions will play a major role in the design of the didactic units since particularly in Philosophy it is essential to practice presenting and defending one’s point of view. Activities for “written output” include “an essay”, “a summary”, “a letter”, “an e-mail”, and “an article” (Tanner 2015: 29). In at least one lesson, an essay, a letter and an e-mail will be included as a writing task. Tasks focusing on “[r]esolving problems and presenting solutions”, “[c]omparing and evaluating”, “[i]nformation processing and reformulation/ transfer” and “[s]ynthesising and summarizing” are further suggested by Lorenzo and Moore (2015: 342). Summarising and comparing will also be tasks which are used predominantly in the didactic units. A strict differentiation between various categories might not be possible since e.g. often checking on understanding is also included in creative post- tasks and comparing and summarizing might also involve creativity.

In general, a significant amount of these aspects and suggested activities will be integrated in the design of the materials for the two didactic units. As already stated above, activities and tasks which require the students to imagine and invent new ideas, as well as discussions and expressing one's opinion, will play a major role. Of course, also the four language skills reading, writing, listening and speaking will be practiced. In the section "Analysis of CLIL-materials for various subjects" the use of various task instructions will be analysed.

5.5. The issue of text authenticity:

Concerning the topic of authentic texts which are chosen for reading, particular suggestions are made by experts. Abuja and Heindler (1994: 25) insist that one should also reflect on the reasons why the foreign language is chosen for teaching a particular topic area. According to the researches, the following foci are possible (Abuja & Heindler 1994: 25-26):

- *Focus on content (new topic or acquiring new skills)*
- *Focus on language (lexicon, linguistic flexibility, terminology, etc.)*
- *Focus on motivation (to show that no text is too difficult)*

Generally, the curriculum is the basis which offers particular foci which can be chosen (Abuja & Heindler 1994: 29). Generally, the "themes and content of classroom lessons must be relevant and of interest to the students" (Frigols et al. 2008: 107).

Apart from the fact that Philosophy is only taught in 12th grade in Austria, it is also the advanced skills of English in terms of reading and understanding which make Philosophy an ideal CLIL- class. Particularly when reading philosophical texts in their original language, it is a clear advantage if students are equipped with advance reading and language skills. Abuja et.al. (1998: 76) highlight the fact that from the 9th grade AHS onwards students have advanced foreign language skills and thus more authentic materials can be used. Searching adequate authentic material and adapting it for a concrete aim is absolutely necessary (Abuja & Heindler 1996: 26). McGarth (2002: 105) notes another major aspect, arguing that "the more changes are made the less 'authentic' the text becomes" (McGarth 2002: 105). Moreover, "the less authentic the materials [...] the less well prepared learners will be for that real world" (McGarth 2002: 105). Therefore, he creates a manual for the selection of authentic texts (McGarth 2002: 106): Concerning the content it is essential to pay attention to "relevance (to syllabus, to learners' needs)", "intrinsic interest of topic/ theme", "cultural appropriateness", "exploitability" and its "quality (as a model of [...] a text-type)". Furthermore, it is vital to keep the level of English of the learners in mind and pay attention to

“linguistic demands”, “cognitive demands” and “length” (McGarth 2002: 106). Generally, in order to avoid overwhelming the students, it is necessary to decide on the linguistic demand of the materials. Nunan (1998 cited in McGarth 2002: 117) gives the following advice: In order to “‘[g]rade the text’” it is necessary to decide on the “linguistic appropriateness” and the “text difficulty”. Therefore, Nunan and Mc Garth share a similar concept. Nunan also comments on “task difficulty” and points out that it is necessary to take “input considerations [...] the nature of the task [...] learner factors such as linguistic/ cultural knowledge, confidence and previous experience with similar tasks” as well as “[l]inguistic output considerations” into account. (Nunan 1998 cited in McGarth 2002: 117).

Bell and Gower (1998: 122-5 cited in Tomlinson 2003: 109) are convinced that materials in general should provide an “[e]ngaging content”, “[n]atural language”, “[p]ersonalized practice” and “[i]ntegrated skills”. Tomlinson (2003: 111) agrees in some points when he states that the teacher should pay attention to aspects such as whether “the text likely to engage most of the target learners cognitively and affectively”, which clearly links to the content. Criteria related to the suggested *personal practice* by Bell and Gower might be whether students are “likely to be able to connect the text to their lives” and “to their knowledge of the world” (Tomlinson 2003: 111). Also, the point whether “divergent personal responses” can be evoked connects to the above mentioned aspects (Tomlinson 2003: 111). In connection to the *natural language* suggested by Bell and Gower, Tomlinson (2003: 111) considers whether “the linguistic level of the text likely to present an achievable challenge to the target learners”. Finally, the *integrated skills* could be found in the criteria which asks whether “the text contribute[s] to the ultimate exposure of the learners to a range of text types” (Tomlinson 2003: 112).

To sum up, the most essential points for using authentic texts are the following:

- *Engaging content*
- *Language level*
- *Connection to students’ lives*
- *Integrated skills*
- *Inclusion of tasks provoking different opinions/ views/ responses*
- *Cognitive demand: inventing information*
- *Support available: Pictures for gaining information*
- *Lesson format*

For the design of the didactic sessions for philosophy, texts will be chosen which fulfill most of these criteria. Furthermore, it will be paid attention “to let the texts [...] determine the teaching points” Tomlinson (2003: 111).

6. CLIL- materials

Since it is the aim of this thesis to develop two didactic sessions for philosophy, it is necessary to design materials, too. In this section, concepts for designing materials are investigated and summarised. For this, CLIL- books used for various subjects in Austria are also consulted and analysed. The content is derived from German Philosophy books which ensures that the content taught is relevant for the Austrian curriculum. In order to provide CLIL- methods, particular CLIL- books provided by and marked as CLIL- books by the Austrian publisher *Veritas* are consulted. The methods and activities are analysed and integrated in the didactic units. Furthermore, literature available on the design of materials and on principles for CLIL are consulted. The findings are also integrated in the design of the materials. Furthermore, extracts of two foreign textbooks are also integrated in some lessons. The information obtained from the German textbooks, the CLIL- books, the foreign textbooks and the literature are then combined in order to design materials for the two didactic sessions on Thomas Hobbes and John Locke.

6.1. Materials: Requirements and characteristics

Plösch (1998: 120) argues that in general enough authentic material is available but often there are problems with the content and the language since e.g. the curriculum is only followed partly or the language demand is too overwhelming. Therefore, the author suggests adapting these materials or creating new materials (Plösch 1998: 120). This suggests that using extracts of foreign textbooks is acceptable, as long as the linguistic level of the learners is considered. Materials should address the needs of the students and the subject (Abuja & Heindler 1994: 22). As Abuja (2007: 21) points out,

[s]ome teachers design some of their materials specifically for their teaching purposes [...] Most teachers, however, use existing (authentic) materials in the target language or adapt such materials.

Therefore, when creating CLIL materials, it is necessary to use “subject- specific methods [...] along with learning and working strategies” (Bosenius 2007: 139). In the case of Philosophy, it is thus necessary to not only integrate philosophical content but also methods used in this subject. Dreher and Hämmerling (2009: 154) suggest applying methods used for language teaching and for teaching content subjects.

The tasks designed in this thesis will not only apply methods used for English language teaching and teaching Philosophy, but also methods used in CLIL- books for various subjects that were consulted. The reason for this concept is that the focus in a 12th grade CLIL- lesson is not as heavily on language learning as it would be in e.g. a third grade. This is because the students can handle the language already at a higher level and do not need as much familiarization with the language. Of course, tasks will be integrated which practice specific language competences, but the methods used will not be uniquely from the field of second language teaching. In short, it will be a combination between methods used for second language learning, CLIL- methods found in CLIL- books and methods used for Philosophy.

CLIL- materials need to meet several requirements. First of all, the adequacy in connection with the curriculum needs to be investigated, since “[l]earning materials are in adherence with the objectives and requirements of a regional or national curriculum” (Mehisto 2012: 15). Furthermore, the linguistic level needs to be appropriate. Frigols et al. (2008: 106) suggest to “use a level of language in class that is one step ahead of theirs”. This ensures that students engage with the linguistic parameters and develop their linguistic repertoire. Generally, it is useful for CLIL- materials to consult the CEFR which “can also be used to rate how understandable input is for learners” (Tanner 2015: 11). These points need to be considered when designing the materials for the two didactic units.

In order to serve the purpose of this thesis, it is possible that only extracts of particular criteria named by various experts are included. As a whole, the thesis aims at investigating concepts and designing new criteria for the development of the materials. Methold (1972 cited in McGarth 2002: 153) is convinced that “[g]ood materials [...] will have the following characteristics”: They should “set out to teach [...] what is contained in a syllabus” and “be divided into teachable segments”. Furthermore, they need to “take into account “such principles as variety, weighting [...] the content validity of exercises” (Methold 1972 cited in McGarth 2002: 153). The CLIL- materials for philosophy will meet the Austrian curriculum. Furthermore, various activities will be integrated and in the lesson plans it will be tried to make realistic assumptions concerning time- management. This aspect is also mentioned by Hutchinson and Waters (1987: 26 cited in McGarth 2002: 153), who focus on language teaching materials and argue that one should not “underestimate the time needed”. Furthermore, they focus on the content of materials since according to them, the teacher should “*use existing materials as sources of ideas*” and “*pay attention to the appearance of materials*” (Hutchinson and Waters 1987: 26 cited in McGarth 2002: 153). The content of the materials in the didactic units will be based on existing materials since it is derived from

German Philosophy books. The design of materials is in this case important for CLIL-materials; in the section “Including tasks from various CLIL- books” attention will be paid to the design of CLIL-textbooks. The results of this analysis will be integrated in the self-designed materials for Philosophy.

Tomlinson (1998c cited in McGarth 2002: 154) also concentrates on language teaching materials and argues that “[m]aterials should expose the learners to language in authentic use” and that “[t]he learners’ attention should be drawn to linguistic features of the input”. Furthermore, “[m]aterials should provide the learners with opportunities to use the language to achieve communicative purposes” and “should maximise learning potential by encouraging intellectual, aesthetic and emotional involvement which stimulates both right and left brain activities” (Tomlinson 1998c cited in McGarth 2002: 154). These criteria address primarily the content and the activities planned for materials. The use of authentic text in the didactic units enables the students to encounter authentic language use and several linguistic features as well as unknown vocabulary will require them to consult dictionaries. Various tasks will ask the students to either explain given content or comment on the input.

Nunan (1988b: 1 cited in McGarth 2002: 154) proposes that “[m]aterials should be clearly linked to the curriculum they serve”, “be authentic in terms of text and task”, “stimulate interaction” and “encourage learners to apply their developing language skills to the world beyond the classroom”. This list could be seen as a summary of Tomlinson’s (1998c) and Methold’s (1972) criteria. As already discussed above, these suggested aspects will be considered for the design of the materials.

Hutchinson and Waters’ (1987 cited in McGarth 2002: 156) argue that materials should primarily “act as a stimulus to learning”, and “help to organise the teaching- learning process”. These points suggest that materials – apart from serving as an input and output stimulus- also serve an organisational purpose. To a certain extent, Cunningsworth (1984: 64) agrees when he considers the following aspects to be relevant: According to him, materials should “state the objectives”, “[n]ote particular strengths” and “weaknesses” and state “For what type of learning situations [...] this material” is designed and include “[c]omparisons with any other material evaluated” (Cunningsworth 1984: 64). Therefore, materials should include information on the individual objectives and learning circumstances. Furthermore, the teacher should “formulate objectives with the needs of the learners in mind and then seek out published material which will achieve those objectives”, “select materials which will help equip [...] students to use language effectively for their own purposes” and “[c]onsider the

relationship between language, the learning process and the learner” (Cunningsworth 1984: 1-6).

Littlejohn (1998: 195) also focuses primarily on the objectives and the learner by highlighting the “physical aspects”, the “instructional sections”, and the “subdivision into constituent tasks”. Furthermore, he proposes “an analysis of tasks: What is the learner expected to do? With whom? With what content? [...]” (Littlejohn 1998: 195). Moreover, it is essential to focus on “deducing aims”, “deducing teacher and learner roles” and “deducing demands on learner’s process competence” (Littlejohn 1998: 195). The researcher thus suggests to integrate the learners’ profile as well.

Mehisto (2012: 17) focuses on CLIL- activities and tasks and suggests to “make the learning intentions [...] visible to students”. Also, it is vital to “systematically foster academic language proficiency”, “foster learning skills development and learner autonomy”, “include self, peer and other types of formative assessment” and “foster cooperative learning” (Mehisto 2012: 18- 21). Moreover, it is important to “help create a safe learning environment” and “seek ways of incorporating authentic language and authentic language use” (Mehisto 2012: 20; 22). Also, to “foster critical thinking”, “cognitive fluency through scaffolding” and to “help to make learning meaningful” is essential (Mehisto 2012: 23- 25). Thus, CLIL- materials should support the student in practicing particular skills and in the general learning process.

Summary:

Considering all the above mentioned concepts, the most important points for the design of the materials for the two didactic units are the following:

- *Authenticity*
- *Language*
- *Design*
- *Instructions*
- *Manageability*
- *Support: Illustrations, Explanations, Vocabulary*
- *Worthwhile: student’s interest*

These aspects will be taken particularly into account when creating the materials. It will be the aim to try to fulfill all these points. Particularly the aspect listed by Littlejohn (*an analysis of tasks: What is the learner expected to do? With whom? With what content? [...]*) will be

investigated in greater detail in the next section. It is without doubt that the nature of tasks is vital for CLIL- lessons.

6.2. Textbook analysis:

Generally, there is a difference between an evaluation and an analysis, since “[a]n evaluation focuses on the users of the materials and makes judgements about their effects” while “an analysis focuses on the materials and aims to provide an objective analysis of them” (Tomlinson 2003: 16). However, “[m]any publications on materials evaluation mix analysis and evaluation” (Tomlinson 2003: 17). Therefore, this thesis will not focus on either approach, but rather will combine both in order to make diverse judgements on the various A-level books. The A-level books discussed in the section “Analysis of British A-level books” are called *Philosophy: Themes and Thinkers* and *Philosophy for AS*.

The following passage takes into account the criteria developed by several researchers on textbook and materials evaluation/ analysis. In order to follow the thesis’ aim, it is possible that not the complete criteria are presented but only relevant extracts. Since a considerable amount of books focus on foreign language teaching, it needs to be pointed out that they are also relevant for CLIL. As already discussed in the section “pre-reading phase”, language teaching concepts are also relevant for CLIL. Furthermore, the following criteria are also essential for Philosophy since e.g. the design clearly plays a role in every subject teaching.

Tomlinson (2003: 24) has defined specified criteria which are relevant for textbooks: “Clarity of instructions” and of the “layout”, [c]omprehensibility of texts, [c]redibility as well as “[a]chievability of tasks” and in general the “[m]otivating power of the materials”. Rubdy (2003: 52- 53) formulates very similar points as e.g. “[a]ppropriacy”, “[a]uthenticity”, “[l]ayout”, “[a]ccessibility” and “[c]ontent”. These aspects clearly interlink with the criteria suggested by Tomlinson and focus primarily on the content of the text. Additional aspects mentioned by Rubdy (2003: 52- 53) include “[c]ultural sensitivity”, “[l]inkage” and “[s]election”. The researcher discusses each criterion in greater depth. For *content*, it is essential that “the materials provide a rich, varied and comprehensible input” and that they are “well contextualized”, that “the topics/ texts” are “current and cognitively challenging”, and that “varied activities at different levels of task difficulty” are included (Rubdy 2003: 52). These aspects are generally also vital for Philosophy since whilst the students should understand the content of textbooks, the input should foster cognitive development.

Concerning *appropriacy*, Rubdy (2003: 52) insists that “the material [is] interesting, varied and topical enough to hold the attention of learners”. Again, this aspect is also highly relevant for Philosophy in order not to lose the students’ interest. *Authenticity* ensures that “the materials provide extensive exposure to authentic English through purposeful reading [...] activities” and that “the content [is] realistic, reflecting topics and events and texts from real-world situations” (Rubdy 2003: 52). Authenticity plays a major role in CLIL- didactics and these definitions are clearly in line with CLIL. *Cultural sensitivity* considers whether “the materials [are] relevant/ suitable/ appropriate to the learners’ cultural context and sensitive to their values and beliefs” (Rubdy 2003: 52). Furthermore, it checks whether “the materials reflect awareness of and sensitivity to sociocultural variation” and whether “the book show[s] parallels and contrasts between the learners’ culture and others” (Rubdy 2003: 52). Also culture is an integral part of CLIL, and thus considering cultural aspects of materials is essential. The *layout* ensures “a clarity of design” and checks whether there is a “mix of text and graphical materials on each page” (Rubdy 2003: 53). For the design of the materials for the didactic units, it will be noted to include at least one image. Illustrations often also have a stimulating function and may help to understand the content better. *Accessibility* states whether “the material [is] clearly organized and easy to access”, whether “indexes, vocabulary lists, section headings and other methods of signposting the content” are included and examines “the instructions for carrying out activities” (Rubdy 2003: 53). Of course signposting will receive considerable attention in the design of the material in order to ensure that the students are not confused. *Linkage* simply describes whether “the units and exercises [are] well linked” (Rubdy 2003: 53). Again, this aspect is highly important in order for the learners to understand the aim of tasks. *Selection* investigates if “the linguistic inventory [is] presented appropriate for the students’ purposes, bearing in mind their L1 background” (Rubdy 2003: 53).

McDonough and Shaw (1993: 66-77 cited in McGarth 2002: 30-31) present different criteria for the analysis of materials. According to the researchers, information on the “intended audience”, the “proficiency level”, the “context of use”, the “organisation of teaching material (time taken to cover units/lessons)”, “whether materials are designed as a main course or as a supplement to a main course”, “what kind of visuals are included” and “whether layout and presentation are clear” should be provided. Therefore, the focus is not too much on the content, but rather on the prerequisites for the use of the materials in class. According to Frigols et al. (2008: 22), materials should be “simple enough [...] to facilitate comprehension, while at the same time being sufficiently content- rich”. All of these criteria are highly

relevant for the design of teaching materials. The role of the design is particularly important, as can be seen in the next section.

When designing materials, it is essential to provide information on the following aspects: The “[t]itle, “L2 level”, “[c]ontent subject – theme – topic outline”, [t]iming”, “[b]asic competences”, “[c]ontent objectives, [d]iscourse models”, “[t]asks”, “[l]inguistic content” and “[e]valuation criteria (Lorenzo & Moore 2015: 341). This model combines essential features of the content with the prerequisites of the materials. Therefore, these suggestions will play a major role in the design of the two didactic sessions and the model by Lorenzo and Moore will be directly used and applied for the design of the materials. In this way, relevant information on the necessary level of English as well as on the content will be given.

6.3. Design features of textbooks:

The design plays a major role in material construction, since it “should clarify what is being asked of the reader by indicating the weight of importance of different matters within the text, and how they relate to each other” (Ellis & Ellis 1987: 91). It is particularly important to include “[c]lear information paths which help the EFL learner and teacher to understand the relationships between the texts, exercises, artwork and photographs so that they know where to go/ what to look at next” (Ellis & Ellis 1987: 91). These aspects have also been mentioned in the previous section. Generally, it will be aimed at designing clear materials and to clearly illustrate the goal of each activity. Ellis and Ellis (1987: 91- 92) are further convinced that the “design criteria “relevance, accessibility and cohesion” are most essential. *Relevance* refers to “sign signposts, audience, colour and mimesis” (Ellis & Ellis 1987: 92). These aspects have been mentioned already above, too. This shows that they are highly relevant and deserve greater investigation. *Signposts* are e.g. “headlines” which serve to “attract interest” and “summarize what is to be expected”, whereas “[s]ub-headlines” are “a device for skimming” and “break up large and unpalatable areas of text” (Ellis & Ellis 1987: 92). In more detail, *audience* investigates whether “the density and variety of text” as well as “the use of cartoon and photograph” are “at the right level for the learner” (Ellis & Ellis 1987: 93). *Mimesis* in general “reflects something recognizable which has life and validity outside the classroom” (Ellis & Ellis 1987: 94). *Accessibilty* investigates whether there is “a clear reading path” and evaluates “text presentation and layout” (Ellis & Ellis 1987: 94). *Cohesion* checks whether “each page [is] coherent within itself” (Ellis & Ellis 1987: 94). The last two points will receive considerable attention in the design of the didactic units. Furthermore, the intended

audience is the most essential aspect since the materials will be designed for a specific group of students, namely 12th grade AHS- students in Austria. The level of the learners will be investigated according to the curricula and the CEFR.

Breen and Candlin (1987: 19) also define criteria for materials which concern the learners' development. They ask "to what extent do the materials fit your learners' long-term goals in learning the language", whether "the materials directly call on what your learners already know of and about the language, and extend what they can already do with and in the language" and whether "the materials meet the immediate language learning needs of your learners" (Breen & Candlin 1987: 19). These criteria focus primarily on the linguistic development of the learners, which will be investigated with the help of the curriculum for English and the CEFR. Concerning the content of the materials, the researchers ask whether "subject matter [...] is likely to be interesting and relevant to your learners", whether "the materials involve your learners' values, attitudes and feelings" and "[w]hich skills do the materials highlight and what kinds of opportunity are provided to develop them" (Breen & Candlin 1987: 20). For content aims, the curriculum for Philosophy is consulted. Concerning the more detailed analysis of tasks, the focus lies on the investigation of whether students are "required to communicate when working with the materials", the amount of "time and space [...] devoted to your learners *interpreting* meaning" as well as "*expressing* meaning" (Breen & Candlin 1987: 21). The section focusing on the task instructions as well as on the interaction format focus on the analysis of these aspects. Furthermore, it is asked "[o]n what basis is the content of the materials *sequenced*" and "*divided* into 'units' or 'lessons'" (Breen & Candlin 1987: 22). Moreover, it is asked in how far connections are "made between 'earlier' and 'later' parts" (Breen & Candlin 1987: 22). Concerning the didactic units it can be said that each lesson is the basis for the next lesson since the content relates and several tasks require a particular pre-knowledge which is provided by previous lessons. Therefore, it can be argued that the sequence of lessons is important in the didactic units for Philosophy.

López- Medina (2016: 172) creates a "Tentative checklist for CLIL textbooks". As the title suggests, the criteria formulated is designed for CLIL- materials. Therefore, it is interesting to investigate in how far this checklist differs from the above mentioned criteria. The researcher is convinced that one of the most essential points to investigate with a textbook are whether "[i]ts layout is attractive" and whether "[i]t contains appropriate pictures, diagrams" (López- Medina 2016: 172). Concerning the content, one should check whether the material "covers the contents of the curriculum" and whether "[t]he content is appropriate for the students' age" and also "relevant to the students' experiences" (López- Medina 2016: 172). These

criteria have also already been mentioned before. The researcher further argues that the matter provided should help “students in developing cultural awareness” and should be “relevant to the socio cultural environment” (López- Medina 2016: 173). The aspect of culture has not been discussed before, but does play an essential role in CLIL. One of the four integral parts of the concept is culture, and therefore this criterion will receive considerable attention in the design of the didactic units. Generally, “authentic material at an appropriate level” should be used (López- Medina 2016: 173). For the analysis of tasks provided in CLIL- materials, it is essential that they are “varied” and that “the learners’ culture and environment” are taken into account (López- Medina 2016: 173). Moreover, the tasks need to be “cognitively appropriate” and should “activate previous knowledge” whilst being “challenging” and “motivating” (López- Medina 2016: 173). Reading authentic texts should thus be followed by post-tasks and also pre-tasks for activating prior knowledge should be integrated in the didactic units. Most importantly, tasks should foster the “communicative competence” and “encourage teacher- student and student- student communication” (López- Medina 2016: 173). Concerning the interaction format, the tasks should be “balanced between individual response, pair work and group work (López- Medina 2016: 173). These criteria will also be integrated in the individual lessons and apart from whole- class discussions the students will also have the opportunity to exchange their ideas in pairs or in groups.

Taking all the above mentioned concepts into account, the following criteria are considered to be the most essential for the analysis of the CLIL- textbooks:

- *Clear instructions*
- *Layout and design (pictures, diagrams, use of colour)*
- *Content: manageable amount of text, appropriate level of difficulty, use of current topics, realistic*
- *Tasks and activities: level of difficulty, variety*
- *The textbook as a whole should appear to be motivating and interesting*
- *Include cultural perspectives*
- *Include authentic texts*
- *Clear linkage (reading paths)*
- *The use of various methods used (e.g. group work)*
- *Include vocabulary tasks*

These criteria will be also considered for the analysis of some A-level philosophy books from the UK. These textbooks will be analysed according to these criteria in the next section. It will be investigated whether foreign textbooks can be used in the Austrian CLIL- classroom.

6.4. An overview of task-types in a range of CLIL- materials:

The aim of this analysis is to investigate the materials designed for various subjects applying CLIL in Austria. For the design of the CLIL- materials for Philosophy in this thesis, it is necessary to apply specific criteria which will be detected through the analysis of the various existing CLIL- materials. The books which are chosen for this analysis are marked as „CLIL-books“ by the Austrian publisher *Veritas* on its homepage. In total, two books used in Biology, two books for History, one book for Geography as well as one book including units for Geography and History and Biology have been chosen. The editions were published by *Cornelsen* and are marked as materials for bilingual education („Materialien für den bilingualen Unterricht“). According to the publisher, these books can be and are used in Austrian schools.

The following CLIL- books will be analysed:

- *Discover Biology* (2011, Mathews, Horst- Dieter; Olmesdahl, Simon, Berlin: Cornelsen Verlag)
- *Going CLIL: Prep Course* (2012, Böttger, Heiner; Meyer, Oliver. Berlin: Cornelsen Verlag)
- *Invitation to History* (2008, Weeke, Annegret. Berlin: Cornelsen Verlag)
- *Who Rules?* (2008, Weeke, Annegret; Zieger, Johannes. Berlin: Cornelsen Verlag)
- *Around the World* (2014, Biederstädt, Wolfgang. Berlin: Cornelsen Verlag)
- *Your Eyes and Ears* (2009, Mathews, Horst-Dieter. Berlin: Cornelsen Verlag)

The two modules *Your Eyes and Ears* and *Who Rules?* are additionally marked as „CLIL modules“. In order to discover which tasks could be used in CLIL- lessons, the task instructions found in the CLIL- books were analysed. The individual tasks found in the CLIL- books are summarised under these categories:

- “E”: Explain, discuss, describe, find out, note down, name, present the results
- “R”: Read a text, look at
- “W”: Write a text
- “M”: Transfer into a different mode (e.g. create a poster, list, prepare a report on, conduct an interview, perform a role play)
- “O”: Giving one’s opinion, e.g. speculate, guess, comment on, think of (giving examples), evaluate, imagining possible consequences, find out
- “C”: Comparing/ Contrasting information/ ideas

The book *Invitation to history* presents short biographies on historic persons in (almost) every chapter and also includes certain extracts of documents; for example, a passage on the *Declaration of Independence* in an English and a German version. Furthermore, particular key terms are explained in a separate section. Concerning the methods used it is obvious that the book is designed in a rather interactive way. The book *Discover Biology* is designed in a similar way to *Invitation to history*, because key terms are explained in a separate box. In addition, there are sections entitled “Did you know?” and “Further facts” which include particular facts. The section “Activate your English” includes phrases which can be used for explaining by the student. There are several activities which can be carried out and some reflective questions. The module- book *Your Eyes and Ears* is very similar in terms of design to *Discover Biology*, since the content is derived from that book. Again, the sections “Key terms”, “Did you know?” and “Activate your English” are integrated. What is noticeable is the colourful design used throughout the whole book. Numerous colourful pictures and diagrams are included. The module-book *Who Rules?* is a history book and also organized in a colourful way and includes pictures and diagrams. Furthermore, numerous biographies are included and there are again the sections “Key terms” and “Activate your English”. In addition, a “Skill box” is included which gives instructions on presenting data. The textbook *Around the World*, a textbook for Geography, is designed in a colourful way and includes the sections “Activate your English” and “Key facts”. *Going CLIL: Prep course* offers several topics for various subjects. It includes the sections “Words” which introduce new vocabulary.

In total, the following activities were found across the six books analysed:

Textbook	“E”	“R”	“W”	“M”	“O”	“C”
<i>Invitation to history</i>	14	2	3	5	6	0
<i>Discover biology</i>	42	0	2	6	13	1
<i>Your Eyes and Ears</i>	5	0	0	2	5	0
<i>Who Rules?</i>	7	1	0	4	1	0
<i>Around the World</i>	40	1	8	14	27	5
<i>Going CLIL: Prep Course</i>	9	1	6	2	4	1
Total (= 239)	117 = 49%	5 = 2,1%	21 = 8,8%	33 = 13,8%	56 = 23,4%	7 = 2,9%

Table 2. Activities found in CLIL- books

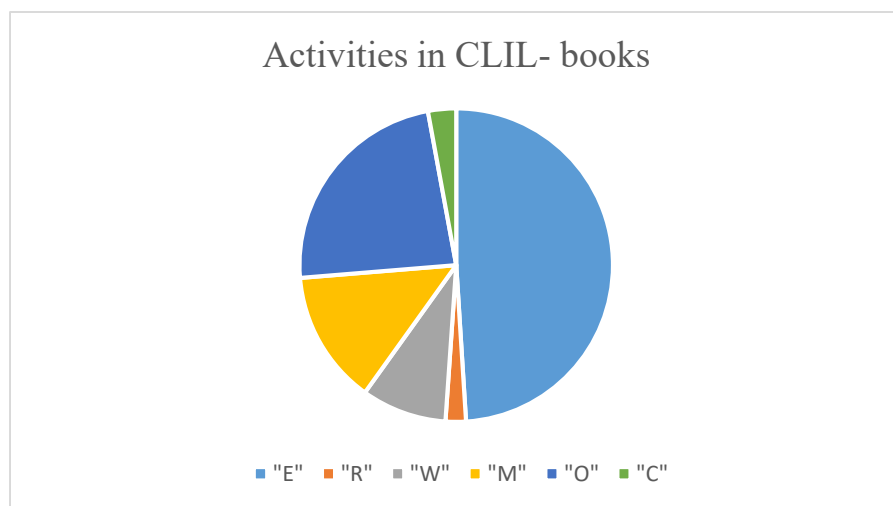


Figure 1. Activities found in CLIL- books

As can be seen from the results, activities requiring students to explain or discuss given information are most often used in CLIL- books. Furthermore, tasks asking the students to express their opinion are also used often. Writing tasks and transferring given information into a different mode of expression are also found in several books. However, reading exercises and comparing information are the activities used least often. In order to understand which activities seem to be most relevant for Philosophy CLIL- lessons, it is important to investigate the results of the individual CLIL- books related most to Philosophy. The subject related the most is assumed to be History. Therefore, all CLIL- books analysed above relating to History will be discussed in more detail in the next section.

The books relevant for this investigation are *Who Rules?* and *Invitation to history*. For both books, a graphic description shows the individual amount of activities included.

The module-book *Who Rules?* includes the following distribution of activities (13 in total):

"E"	"R"	"W"	"M"	"O"	"C"
7 = 54%	1 = 7,7%	0 = 0%	4 = 30,8%	1 = 7,7%	0 = 0%

Table 3. Activities in *Who Rules?*

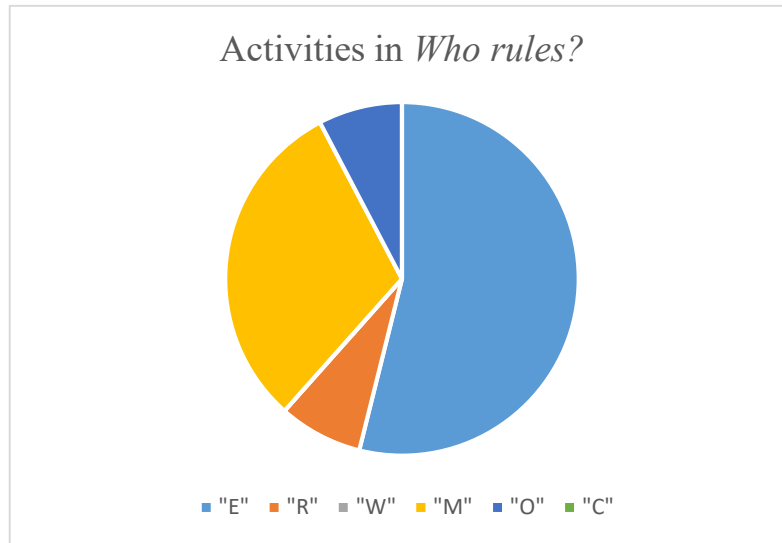


Figure 2. Activities in *Who Rules?*

This graph clearly shows that the majority of tasks asks the students to explain or discuss information. Furthermore, a significant percentage of activities requires students to transform information into a given mode of representation. There is an equal amount of reading exercises and tasks asking the students for their opinion. Interestingly, no writing exercises and tasks including comparisons are found in this book.

The book *Invitation to history* includes the following tasks (30 in total):

"E"	"R"	"W"	"M"	"O"	"C"
14 = 46,7%	2 = 6,7%	3 = 10%	5 = 16,7%	6 = 20%	0 = 0%

Table 4. Activities in *Invitation to history*

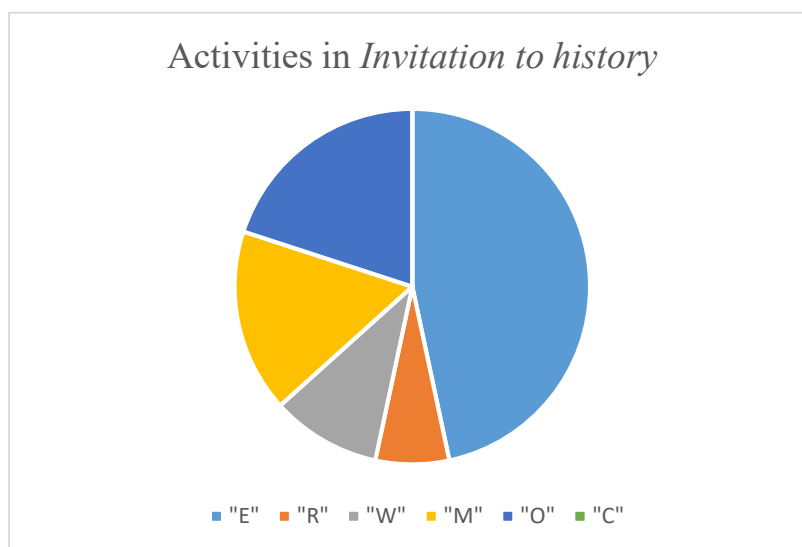


Figure 3. Activities in *Invitation to history*

This graph shows a clear majority of tasks requiring students to explain or discuss information. A considerable amount of tasks includes stating one's point of view and transferring information into a different mode of representation. Interestingly, more writing than reading exercises are included. However, no activities requiring the students to contrast information are given.

Comparing the results of the two graphs and thus of the books *Who Rules?* and *Invitation to History* it can be concluded that they apply activities asking for explanation most often. Furthermore, both books do not apply tasks for comparison at all. However, whereas *Who Rules?* does not include any writing activity, *Invitation to history* includes 10% of writing tasks. Even though transferring information into a different mode of representation is popular in both books, expressing one's opinion is slightly more prominent in the book *Invitation to history*. Interestingly, this type of task is only used once in *Who rules?*.

The results thus suggest that activities which require students to explain and discuss, as well as transfer information into a different mode and expressing one's opinion should definitely be integrated in the materials for Philosophy. However, since only two CLIL- books on history are compared in this thesis, detailed assumptions on the inclusion of the other types of activities cannot be made. Therefore, it is assumed that all six activity types are relevant and should be included in the Philosophy CLIL- materials. After creating the materials, the activities will be analysed and represented in a graphic description as well.

6.5. Interaction formats in CLIL- materials:

Apart from analysing the types of activities used, it is also interesting to investigate which interaction formats are used. It is without doubt that CLIL uses various methods and settings in order to stimulate and enable communication. The following abbreviations will be used: "GW" for group work, "PW" for partner work and "CW" for class work.

Considering all CLIL- materials, the following social settings are included directly in the instructions of the activities.

"GW"	"PW"	"CW"
7 = 20,6%	12 = 35,3%	15 = 44,1%

Table 5. Interaction format (CLIL- books)

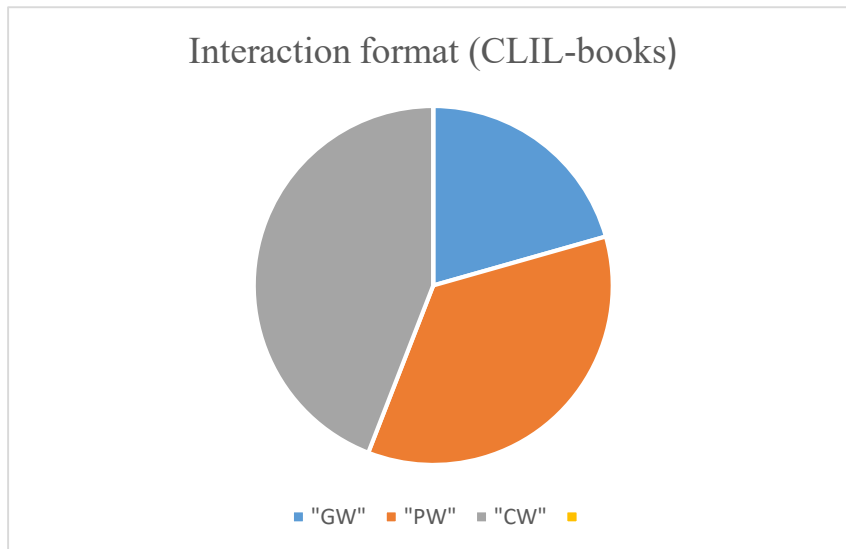


Figure 4. Interaction format (CLIL-books)

Again, looking at the two history CLIL- books, there are differences concerning the amount of individual social settings. The book *Who Rules?* does not contain any information concerning the interaction format in the instructions of its activities. Therefore, no results can be analysed. The book *Invitation to history* includes one task for every type of interaction format, thus one activity each requiring partner work, group work or the interaction with the whole class. Since these results are not very representative, the overall results of all CLIL- textbooks will be further investigated.

According to the results, it can be said that the majority of tasks require the participation of the whole class. Group work is done least often, which might be due to the fact that it is the most difficult setting for the teacher to control. Interacting with the whole class means that the teacher can give various impulses and navigate the discussions. In pair work settings, students are usually eager to participate and communicate with each other. The role of both students is equally important in order to achieve results, which in return can be presented to the class. With group work, teachers often experience difficulties in terms of controlling the level of noise and the level of contribution from each student. These assumptions could explain the results of the CLIL- books. However, the fact that particular activities are more suited for a specific interaction format must not be neglected. Therefore, when designing the didactic sessions for Philosophy, the interaction format will be chosen in regard to the aim of the activity; regardless of the teacher's preference or role in e.g. controlling the class. The CLIL- materials designed for Philosophy will be investigated according to their social setting in the next section.

6.6. Analysis of British A-level books for Philosophy:

In this section philosophy books used in the UK will be analysed. The reason for this analysis is the limited amount of CLIL- Philosophy material in Austria. The idea is to investigate whether it is possible to use foreign textbooks in the Austrian classroom. Thus, it will be investigated whether they fulfill particular criteria of the Austrian curricula for English and Philosophy. Taking all the criteria presented above into account, the textbooks *Philosophy: Themes and Thinkers* and *Philosophy for AS* will be analysed and evaluated.

1) Lacewing, Michael. *Philosophy for AS*. 2008. London: Routledge.

This textbook is designed for A- level students in Great Britain.

- Clear instructions:

This aspect is clearly fulfilled. Tasks are located on the side of written text and do not necessarily need to be completed in order to continue with the chapter.

- Layout and design (pictures, diagrams, use of colour):

Only grey and black colours are used. Images are generally not included. However, the task sections which contain a question show a question-sign and activities asking the reader to e.g. write, contain a pencil- sign. At the beginning of each chapter, a syllabus checklist is given. Then an introduction follows. At the end of each chapter, a summary follows and exam questions are added at the back of the book. It becomes clear that this textbook is designed towards the achievement of an exam.

- Content (manageable amount of text, appropriate level of difficulty, use of current topics, realistic):

The content is clear and informative. The section 'key points' serves as a summary after particular sections of text. The content seems to be challenging but not overwhelming in terms of difficulty. There are similarities concerning the demands of the Austrian curriculum regarding the importance of reflective tasks and explaining concepts. An example is provided: "Outline what is meant by the problem of induction and describe Hume's attempt at a solution" and "Is there a solution to the problem of induction? Discuss [...] and decide which one you think is the best solution" (215)

- Tasks and activities (level of difficulty, variety):

The tasks demand active cognitive involvement of the students, sometimes also creative thought e.g. “discuss”, “explain”, “show [...] in a diagram”, “assess”, “can you think of?” The author leaves the choice to the teacher which interaction format will be chosen. He does not instruct the learners to form groups, but just provides the task as such.

- The textbook as a whole should appear to be motivating and interesting:

This criterion is fulfilled by the textbook. One factor is the design; the text on each page is located within a rather big frame, leaving white space on the outside of the page. Therefore, the amount of text does not appear to be overwhelming. Furthermore, the book is written in an interesting way, which keeps the attention of the reader.

- Include cultural perspectives:

It includes cultural, societal and religious topics. It asks questions such as “Does a tolerant society tolerate [...]?” and also includes “Jewish and Muslim law” (269). Furthermore, controversial topics are found such as “Discuss whether computers [...] are persons” (173).

- Include authentic texts:

This book does not include authentic philosophical text on the whole. However, several texts of philosophers are mentioned and the most important points are summarised. Furthermore, the book as a whole is authentic since it is written for native speakers.

- Clear linkage (reading paths):

There are clear reading paths since headlines and sub-headings are used. Tasks are added at the side of the text, allowing to ignore them if unnecessary for one’s exam preparation. In the text as such, links are made, e.g. “In our previous discussion [...] Here are [...] (382). Bullet points help to organise a greater amount of information.

- The use of various methods used (e.g. group work):

Is not mentioned explicitly. However, the instructions for tasks allow various interaction formats.

- Include vocabulary tasks:

This textbook does not include vocabulary tasks, since it is written by an English person for a particular intended audience being familiar with the English language.

- Authentic language:

Authentic language is used since the book is written by an English author.

2) Phelan, JW. *Philosophy: Themes and Thinkers*. 2005. Cambridge: Cambridge University Press.

- Clear instructions:

Clear instructions are given.

- Layout and design (pictures, diagrams, use of colour):

A considerable amount of text on each page, leaving nearly no margin on the sides. Illustrations and diagrams are included. Several sections are repeatedly used: An information box on particular philosophers, “review questions”, “discussion questions” and tasks. Furthermore, after each chapter a “glossary of key terms”, “suggested reading” and “notes” are provided. At the beginning of each chapter, a quote follows the headline. Immediately afterwards, the aims of the chapter are stated. Only black and grey colours are used; grey is used especially for the sections. Bullet points facilitate the reading process.

- Content (manageable amount of text, appropriate level of difficulty, use of current topics, realistic):

Current content is used as can be illustrated by the task “Scan today’s newspapers” (66). There are similarities concerning the demands of the Austrian curriculum concerning the importance of thinking. Numerous activities are included which require the students to “Outline and illustrate” as well as “Discuss” matter (288). Moreover, students should express their point of view, e.g. “Assess the claim that personal identity is unanalysable” (193).

- Tasks and activities (level of difficulty, variety):

The level of difficulty seems to be appropriate but also challenging. The reader is asked for active cognitive involvement, e.g. “Describe and illustrate” (77), “Imagine” (82).

- The textbook as a whole should appear to be motivating and interesting:

This aspect is not reached since it does not appear motivating but rather overwhelming. There is too much text on each page and long sections of text (paragraphs).

- Include cultural perspectives:

The material includes several cultural, societal, and religious aspects, e.g. “Does any [...] justify the suffering of innocent people?” (67).

- Include authentic texts:

The textbook does not include authentic philosophical texts on the whole. However, several texts of philosophers are mentioned and the most important points are summarised. Furthermore, the book as a whole is authentic since it is written for native speakers.

- Clear linkage (reading paths):

The linkage is given and the reading path is clear.

- The use of various methods used (e.g. group work):

This aspect is not directly given which allows the teacher to decide on the interaction format.

- Include vocabulary tasks:

The textbook does not include vocabulary tasks since the book is presumably written for English native speakers.

- Authentic language:

Is used since the book is written by an English author.

Comparing these two textbooks, it can be claimed that the book *Philosophy for AS* seems to be more suitable for CLIL- lessons. However, it is not recommendable to use the book on its own; additional materials would be needed for CLIL- lessons. Therefore, particular sequences of the book could be used but certainly no CLIL- session can be based exclusively on any foreign textbook. Since it seems to be possible to use foreign Philosophy books in the CLIL- classroom, particular extracts will be integrated in the didactic units.

7. Teaching Philosophy through English

This thesis focuses on the implementation and practice of CLIL in the Austrian Philosophy classroom. The subject Philosophy is taught in grade twelve, which means that the students are at an English level of B2 (c.f. BMB 2015a: 6). At the end of grade twelve, the students take their finals with English being obligatory for every student. Philosophy can be chosen by every student voluntarily. Since this subject offers great opportunities for practicing oral and written communication, it has already been argued in this thesis that using English during the lesson as the language of instruction is very beneficial. The possibility to create authentic situations and use authentic materials helps students in acquiring language, learning new vocabulary that might not be known otherwise, and producing output that uses reflective competence and convincing strategies. CLIL is thus chosen as the method in this thesis and it will be investigated in how far this teaching principle can be applied in the Austrian Philosophy classroom.

Generally, it can be said that it is possible to apply CLIL in the Austrian Philosophy classroom, since according to Frigols et al (2008: 9) “[t]he combinations of languages and subjects are almost limitless”. Bosenius (2007: 138) agrees by stating that “[i]t is to be found at all levels of school education”. Also Dreher & Hämmerling (2009: 149) are convinced that generally every subject can be taught through English.

The significance of teaching Philosophy through English is that the subject is related to Psychology, which is part of social sciences. In Austria, Psychology and Philosophy are combined and form one subject. According to Mentz (2010: 36), teachers view subjects of social sciences to be especially adequate for bilingual education because speaking events are student-centered, an additional cultural perspective is introduced and intercultural competences are gained. Especially considering and taking into account the students’ personal biography and experiences, as well as geographic and historic factors, is considered to be particularly motivating (Häuptle- Barceló 2009: 102). Generally, it is only by engaging with authentic information that learning needs are created (Häuptle- Barceló 2009: 102). The importance of integrating students’ lives and experiences in CLIL- lessons will be discussed in greater detail in this thesis.

Implementing CLIL especially in an upper secondary classes is more usual in Austria than most people are aware of. There have also been projects for applying CLIL at universities. A reason for this implementation is given by Dafouz and Smit (2012: 3):

Additionally, university-level students are expected to have a high level of English language proficiency and, given the increase in international mobility, tend to find themselves in linguistically and culturally heterogeneous groups. While English as a global language is clearly relevant to education at all stages, its dominant position as main language of academia and transnational research across disciplines adds a type of communicative need within higher education that is unparalleled in primary and secondary educational contexts.

Since Philosophy is taught in the class before enrolling at university, students are expected to be well prepared for the language demands in tertiary education. Furthermore, “at upper secondary level it is regarded as essential for pupils to be able to read and discuss relevant information in English” (Abuja 2007: 18). This skill can be practiced in the Philosophy classroom, where reading philosophical texts is an essential method. In CLIL- lessons, students have the possibility to read original texts in English and thus also practice their reading skills and increase their lexicon. According to an illustration, two hours per week are reserved for Philosophy in an eighth grade (Abuja & Heindler 1996: 21). This means that students may profit from two additional lessons of learning and applying English.

7.1. The use of foreign textbooks in CLIL:

Offering bilingual education in Biology, for example, could be covered by using textbooks designed in foreign countries. This again, however, implies that foreign didactic concepts might also be integrated into the classroom (cf. Richter & Zimmermann 2003: 118 cited in Ewig & Kozińska 2009: 135). Also History- classes face a similar problem since there are differences in the didactic and methodic approach between the curricula of different countries (Otten & Wildhage 2003: 110). Thus, it is declared that foreign textbooks should not be used without reflection by history teachers, since they are produced for native speakers and students with a different L1 could face linguistic problems. As Otten and Wildhage (2003: 110) argue, the linguistic demand could be problematic. Abuja and Heindler (1994: 26) agree when they point out that authentic materials should be adapted.

It cannot be denied that textbooks designed for English native speakers are written using complex language and thus teachers have to invest time and effort in obtaining adequate materials (Christ et al. 1996: 187). Apart from linguistic problems, also the subject content taught in a foreign country might be different. As Otten and Wildhage (2003: 110) note, the content is not identical and thus only particular sequences could be taught using the textbook. Furthermore, another difference between the textbooks is the structure. Authentic English

materials are structured differently than Austrian textbooks (Abuja & Grangl 1998: 181). Thus, textbooks produced for usage in a different country should not be used carelessly. A major focus of this thesis is the investigation of A-level books which are used in the UK. In the previous section it was analysed whether they could be used in the Austrian Philosophy CLIL- lesson or whether they differ too much from the Austrian curriculum and its didactic principles.

Apart from using textbooks from English-speaking countries, also materials published for bilingual education by certain publishers or materials from the internet are available (Otten & Wildhage 2003: 109- 110). Some teachers who already have experience with CLIL- lessons decided to use the textbooks available at the local school and combine them with self-made materials (Mario Gritsch cited in Abuja et al. 1998: 88). Therefore, it is often necessary to design one's own materials or to adapt available materials (Abuja & Heindler 1994: 22). Abuja et al. (1998: 86) were already hoping in the year 1998 that schools had the possibility to offer more specialised materials in the future („Es ist zu hoffen, daß (sic!) in den nächsten Jahren in der Schulbuchaktion vermehrt spezielle Materialien angeboten werden können“).

However, as investigated in the section “Analysis of British A-level books” it is possible to use extracts of foreign textbooks and therefore some extracts will also be integrated in the didactic units.

7.2. CLIL and Philosophy:

Analysing the Austrian Curriculum for the subject Psychology and Philosophy („Psychologie und Philosophie“), it can be concluded that several goals are in line with the principles of CLIL. The curriculum aims at supporting the following aspects (BMB 2015b: 1-3):

Language:

- Linguistic and communicative processes („sprachliche und kommunikative Prozesse zu fördern“)
- Forms of conversation and the ability to take part in conversations („Gesprächsformen üben, Gesprächsfähigkeit vertiefen“)

Authentic material:

- Reading text from earlier centuries and comparing the content with current ideas („verständiges Lesen durch Textarbeit fördern und Texte vergangener Epochen mit gegenwärtigen Vorstellungen vergleichen“)

- Media an its influence on changes in society („der gesellschaftsverändernde Einfluss der Medien“)

Flexibility:

- Spontaneity and flexibility through the knowledge of alternative views and solutions („durch die Kenntnis alternativer Standpunkte und Lösungswege ihre Spontaneität und Flexibilität erweitern“)

Cross-curricular aspects:

- Highlighting cross-curricular aspects due to its diversity regarding topics („Aufgrund der Themenvielfalt ist der [...] Philosophieunterricht prädestiniert, fächerübergreifende Aspekte [...] aufzuzeigen“)
- Understanding connections through e.g. comparison („Durch Transfer und Vergleich [...] das Erfassen vernetzter Sachverhalte“)
- Connecting psychology and philosophy („Der fächerverbindende Aspekt ist auch zwischen Psychologie und Philosophie anzustreben“)

Content:

- Showing in how far content is relevant for the students, also regarding their situations of living, experiences and knowledge („Relevanz für die Lebenssituation der Schülerinnen und Schüler“ „persönliche Erfahrungen“ „Vorkenntnisse“)
- Balance between the knowledge of facts, understanding and working on problems („ausgewogenes Verhältnis von Faktenwissen, Verständnis und eigenständiger Problembearbeitung“)
- To be able to select relevant information („aus der Vielfalt von Inhalten relevante Informationen [...] selektieren lernen“)
- The relationship between philosophy and science („Verhältnis von Philosophie und Wissenschaft“)
- Questions concerning the aim and meaning of human existence („Frage nach Sinn und Ziel menschlicher Existenz“)
- Basic questions concerning ethics („Grundfragen der Ethik“)
- Current applications of ethics („aktuelle Anwendungsbereiche der Ethik“)

Culture:

- Students should be tolerant, also in regard to intercultural aspects. They should be able to criticise and respect others who share a different view („Förderung einer toleranten Grundhaltung auch im Sinne eines interkulturellen Verständnisses“ „Kritikfähigkeit“ „respektvoller Umgang mit anders Denkenden“)
- Accepting cooperation as a basis for democracy and behaving accordingly („Kooperation [...] als Grundlage für die Demokratie erkennen und danach handeln“)
- Liberty and responsibility („Freiheit und Verantwortung“)

Methods:

- There are no instructions concerning which methods to choose („Die Wahl der [...] Methode [...] ist freigestellt“)
- Working individually and being responsible through learner autonomy („Selbsttätigkeit und Eigenverantwortung durch offene, selbst organisierte Lernformen“)
- Competences such as working in groups and skills for holding presentations („Kompetenzen wie Teamarbeit und Präsentationstechniken“)
- Practising logical argumentations and listening actively („das sokratische Gespräch, das Üben des logisch richtigen Argumentierens und das Training des aktiven Zuhörens“)
- Integrating creativity e.g. in role-plays („Förderung des kreativen Potentials [...] Rollenspiele, Fantasiereisen, Gedankenexperimente“)
- Doing philosophy (“Philosophieren als Prozess”)

Comparing these descriptors with the principles formulated in the CLIL- Compendium shows to what extent CLIL is suitable for Philosophy:

Aims of CLIL	Aims of the Austrian curriculum of Philosophy
<i>develop intercultural communication skills</i>	Students should be tolerant, also in regard to intercultural aspects. They should be able to criticise and respect others who share a different view.
<i>prepare for internationalisation</i>	<ul style="list-style-type: none">- Accepting cooperation as a basis for democracy and behaving accordingly- Liberty and responsibility
<i>provide opportunities to study content through different perspectives</i>	<ul style="list-style-type: none">- Doing philosophy- Highlighting cross-curricular aspects due to its range regarding topics
<i>access subject- specific target language terminology</i>	
<i>improve overall target language competence</i>	
<i>develop oral communication skills</i>	<ul style="list-style-type: none">- Forms of conversation and the ability to take part in conversations
<i>diversify methods [...] of classroom practice</i>	<ul style="list-style-type: none">- Competences such as working in groups and skills for holding presentations- Working individually and being responsible through learner

	autonomy
<i>increase learner motivation</i>	- Showing in how far content is relevant for the students, also regarding their situations of living, experiences and knowledge

Table 6. Comparing the aims of CLIL and the aims of the Austrian curriculum of Philosophy

Looking at the table it can be said that there is no clear reference for the principle *access subject- specific target language terminology* found in the curriculum. Furthermore, the CLIL- descriptor *improve overall target language competence* is also not an explicit aim in the curriculum. However, it could be said to be included in the goal to support linguistic and communicative processes (“sprachliche und kommunikative Prozesse zu fördern”). Apart from the need to be able to communicate in the classroom using subject-specific terminology, also being able to read texts which include this terminology is essential. An equivalent descriptor formulated in the curriculum for Philosophy could be the one suggesting to read and understand texts (“verständiges Lesen durch Textarbeit”). In sum, teaching subject-specific terminology is not stated explicitly in the curriculum, however, it is implied through other descriptors.

7.3. Criteria for choosing topics:

The most important reason for choosing the two philosophers John Locke and Thomas Hobbes for the didactic sessions are their concepts on the state of nature as the overarching organizing principle. The idea is to make students aware of the connections, similarities and differences between the concepts of Hobbes and Locke. At the same time, they should be motivated and guided to reflect on and develop their own concept on the state of nature. Overall, apart from various necessary input, the focus is on the output; speaking as well as writing. Being able to express their individual views, to think critically and in a creative way, is the essential goal in these philosophy session.

The main reason for choosing Thomas Hobbes and John Locke for the design of CLIL-materials is their importance for the Austrian Philosophy lesson. Furthermore, they are both English Philosophers and thus a relation to the UK can be established. Furthermore, both of them discuss the concept of the state of nature which enables the students to deepen their knowledge on particular vocabulary and on a particular way of thinking. Reflecting on various concepts is an integrative part of the Austrian curriculum for Philosophy and students

should discover several possibilities as well as the boundaries of their thinking as well as acting (“durch argumentative Erörterung vergangener und gegenwärtiger Erklärungsmodelle zu Einsichten in Möglichkeiten und Grenzen des Denkens und Handelns gelangen“, BMB 2015b: 1). As declared further by the Austrian curriculum for Philosophy, students should do philosophy and reflect on the concepts of reality and its discovery, truth, values and the legitimation concerning how society is organized („Die Auseinandersetzung mit der Wirklichkeit und ihrer Erkenntnis, der Wahrheitsfrage, den Werten, mit der Sinnfrage sowie der Legitimation von gesellschaftlichen Ordnungen soll die Schülerinnen und Schüler auffordern, sich auf das Philosophieren als Prozess einzulassen“, BMB 2015b: 1). Concerning democracy, which is represented in the Austrian government, the students should detect the necessity of cooperation as well as the responsibility and should act accordingly („die Notwendigkeit von Kooperation, sozialer Sensibilität und Verantwortung als Grundlage für die Demokratie erkennen und danach handeln“, BMB 2015b: 1). Particularly the reading of authentic texts is suggested by the Austrian curriculum for Philosophy (“Die Schülerinnen und Schüler sind zur selbstständigen exemplarischen Lektüre von Originaltexten zu ermutigen“, BMB 2015b: 2).

The purpose of designing CLIL- materials for Philosophy is primarily related to the additional linguistic opportunities for 12th grade students. Since their linguistic as well as cognitive level allows for advanced discussions, the Philosophy classroom is considered to be the ideal place for communicating in the target language. Apart from the language and cognitive aspect, also culture plays an essential role. Philosophy needs to be understood by the students, in particular the concepts of various philosophers. Taking one’s cultural background and cultural aspects into account allows the students even greater insight into the way of thinking of particular persons. Thus, by e.g. reading authentic philosophical texts, learners should reach a better understanding of the English philosophy. Finally, discussions and other social formats as well as activities requiring particular communicative skills allow an application of the new knowledge.

7.3.1. Project done by Ditze (2007):

A similar project was carried out by Ditze (2007), focusing on the two philosophers Locke and Hobbes during CLIL- lessons. “The two authors were picked due to the sustainable influence they have exercised on western politics, policies and polities” (Ditze 2007: 161).

This suggests that also politics lends itself as a topic for discussion. Ditze (2007: 163) further explains this idea:

Hobbes and Locke did not only formulate two crucial concepts of modern political science. They initiated a paradigm shift in social mentality by re- defining the relationship between the individual and the state.

This suggests that discussions on the state and on changes in society can be included in the didactic units. Furthermore, the culture aspect of CLIL is also integrated with “the intercultural surplus yielded by the analysis of philosophical texts” (Ditze 2007: 165). As already discussed in this thesis, culture is an integral part of CLIL and therefore reading authentic texts will be a major aim of the didactic units. Generally, Ditze (2007: 166) highlights the importance and benefits of integrating philosophical texts in the CLIL- lesson:

Dealing with philosophical texts in CLIL classes creates textual encounters with different political cultures and is therefore an act of (inter-)cultural learning. Besides, it will help students become politically mature and critical citizens as their encounter with the early English contractualists creates the awareness that modern states were founded for a sole purpose: to serve their citizens.

Reading philosophical texts in their original language, thus reading the authentic version, gives an extra benefit to the students. Not only will linguistic elements be discussed, but also cultural aspects might be detected.

Ditze (2007) shares various thoughts and ideas on reading authentic philosophical texts. First of all, he is convinced “that treating seventeenth- century philosophical texts requires meticulous selection and preparation” (Ditze 2007: 161). Furthermore,

[p]hilosophical texts abound with expressions that form a part of everyday and subject- specific discourse. They therefore contain starting points for conceptualizing and structuring knowledge via negotiation of meaning (Ditze 2007: 163).

This suggests that students should try to guess the meaning of unfamiliar words by investigating the context. If the learners are unsure, the words should be looked up in a dictionary individually by students. This is a vital technique which will be applied in the didactic units as well. Moreover, “[s]tudents might, for instance, be asked to look up the different entries on ‘sovereignty’ in ordinary dictionaries” (Ditze 2007: 164). Finally, “[a]part from highlighting the differences between individual philosophers, classes on political philosophy also make students aware of the peculiarities of different political cultures and thus promote their reflexive competence” (Ditze 2007: 165). Reflecting as such plays a highly essential role in the Philosophy classroom and therefore a considerable amount of activities

requiring the students to think about specific concepts will be integrated. In general, thoughts presented by Ditzel's suggestions will be taken into account for the planning of the two didactic units on Locke and Hobbes.

8. The didactic units on Hobbes and Locke

Thomas Hobbes	Hobbes' Theory on Determinism (1/2)	Hobbes' Theory on Determinism (2/2)
	Hobbes' Theory on Nature (1/2)	Hobbes' Theory on Nature (2/2)
John Locke	The Creation of Insight (1/2)	The Creation of Insight (2/2)
	The State of Nature (1/2)	The State of Nature (2/2)

Table 7. Overview of the lessons

8.1. Description of the lesson plans:

Lessons 1 + 2:

In total, four hours will be spent on the philosopher Thomas Hobbes and four lessons on John Locke. However, two lessons will depend on each other in terms of content. The first two lessons are entitled “Hobbes’ Theory on Determinism”. The first lesson focuses on Thomas Hobbes, giving a brief information on his biography and focusing on the concepts of determinism and ethical egoism. The lesson will start with a short introduction which reminds the students that the lesson will be a CLIL- lesson. It is assumed that the students have been informed in previous lessons on this approach already. After the introduction of the topic for the current lesson, the worksheets needed for Lesson 1 and Lesson 2 are distributed. The teacher asks the question, “What do you know about Hobbes?”. It is assumed that some students have heard about this philosopher already and that in general all students become interested in the topic. Then the information on Hobbes is read aloud in class and the students are then asked to summarise the most important points. After that, again in class, the section on “Determinism” is read. It is important for the teacher to check on clarification, since it is necessary for the students to understand this concept in order to be able to accomplish the follow-up task. The same procedure is done with the section “Ethical Egoism”. The first task requires the students to discuss the concept of determinism in class. After about three minutes of individual reflection, the learners should state their opinion and listen to various views on this topic. Then the section on “Self-preservation” should be read and the learners should again react to the content, stating their opinion. The third task asks the students to conduct

research in pairs as a homework. They should reflect on the concept of egotism and compare it to an ethical approach. The results should then be presented in the next lesson.

Aims of the lesson which are in line with the Austrian curriculum for English are practicing the three skills reading, listening and speaking. Communicative aims and expressing agreement or disagreement as well as giving reasons for statements are practiced (“zu bestimmten kommunikativen Zwecken”, “Zustimmung, Ablehnung, Begründung”, BMB 2015a: 3). The CEFR states that students at the level B2 “can interact with a degree of fluency and spontaneity” (CEFR, 27). Concerning the aims of Philosophy, it can be said that discussions play an essential part of the curriculum. As suggested in the curriculum, the ability to communicate, listening in an interactive way and presenting arguments in a logically right way should be fostered (“Kommunikationsfähigkeit”, “Üben des logisch richtigen Argumentierens und das Training des aktiven Zuhörens”, BMB 2015b: 2). Concerning the content, philosophical and ethical concepts are discussed.

The CLIL- teacher needs to pay attention to particular skills which are necessary for this lesson. First of all, the teacher should be able to “apply appropriate ways of reading a text in class (e.g. aloud, silently, in groups etc.)” (EPOSTL 2007: 26). In this lesson, reading texts aloud is the main focus and thus the teacher should be able to manage whole class discussions as well.

The second lesson starts with a short repetition of the previous lesson. Then, each group of students is asked to present their findings. A discussion on the individual talks follows immediately after each presentation. This ensures a variation of methods; presentations as well as discussions alternate. Finally, the lesson is closed with a short summary on the most important points discussed in the lesson.

This lesson integrates a major aim of the Austrian curriculum for English which is giving presentations. The focus of this lesson lies on students presenting their findings. It is suggested in the curriculum to practice presentations with the help of media or other auxiliaries (Präsentationen mithilfe von Medien bzw. anderen Hilfsmitteln”, BMB 2015a: 2). According to the CEFR, the students should have “a sufficient range of language to be able to give clear descriptions, express viewpoints on most general topics, without much conspicuous searching for words” (CEFR, 28). Moreover, students “[c]an initiate discourse, take his/ her turn when appropriate and end conversation when he/ she searches for patterns and expressions” (CEFR, 28).

The curriculum of Philosophy is integrated because first of all, the content is about Thomas Hobbes and several philosophical concepts are presented. Furthermore, ethical points are integrated since the students should do research on various ethical approaches. Moreover, the learners are required to do philosophy, i.e. they should reflect and think on their own. The curriculum of Philosophy suggests to reflect on given models and to discover limitations to one's thinking ("reflektierten Auseinandersetzung", "Grenzen des Denkens", BMB 2015b: 1). Moreover, it is the aim to learn to respect the view of others ("respektvoller Umgang mit anders Denkenden", BMB 2015b: 2). This is practiced when presentations are given, since the students should react to opposite views in a polite way. Moreover, particular skills such as being able to take part in discussions, to use argumentation and to reflect play an essential role in this lesson.

Since this lesson focuses primarily on the students' presentations, the teachers needs to be able to "create a supportive atmosphere that invites learners to take part in speaking activities" (EPOSTL 2007: 21). This ensures that the learners feel comfortable when speaking and that they are eager to take part in discussions.

In sum, these two lessons are CLIL- lessons because various principles of CLIL such as communication and cognition are integrated. Communication plays an important role since the students need to prepare a presentation and participate in discussions. Therefore, they need to be able to express their ideas in the target language. Furthermore, the content is responsible for the structure of the lesson and the tasks. The content of the subject is Thomas Hobbes and various activities ensure that it is understood and dealt with in the lessons. Culture plays an essential role to a certain extent since the culture of communication and language is integrated. Finally, cognition is an essential aspect since the lessons require the students to reflect and state their opinion. Generally, student- centered activities are included which foster discovery learning. Concerning authenticity, it needs to be highlighted that an extract of a foreign Philosophy- book is added. Since this textbook is written for UK-students who are highly capable of English, the Austrian students have the possibility to experience authentic language which is not written primarily for practicing foreign language skills.

Lessons 3 + 4:

The third lesson is entitled "Hobbes' theory on nature". The main focus on lesson three and lesson four are on the "Lex naturalis" and on reading an extract of an authentic philosophical

text by Hobbes, entitled “Of the natural condition of mankind as concerning their felicity and misery”. Lesson three starts with a brief summary on Hobbes and the distribution of a worksheet which is used for lesson three and lesson four. Then, the teacher asks the question, “How do you imagine society before the establishment of government?”. This question should activate the students’ imagination and prior knowledge. Then, the given information provided on the worksheet is read aloud in class and the most important points are summarised. The first task requires the students to look at an illustration showing the “Leviathan”. Since the students read about the Leviathan before, it is assumed that they can draw conclusions and combine the given information with the illustration. A mind-map is drawn on the blackboard, noting down the ideas of the students. The learners prepare their own copy of the mind-map. Then “Task 2” follows, which asks the students to reflect on Hobbes’ theory concerning the causes of war. At the end of the lesson, the most important points are summarised.

This lesson integrates specific aims of the Austrian curriculum for English. The ability to take part in conversations is an essential part of the Austrian curriculum for English (“an Gesprächen teilnehmen”, BMB 2015a: 2). This lesson offers the possibility to take part in whole-class discussions and to express one’s point of view. According to the CEFR, the students have sufficient skills to “take an active part in discussion in familiar contexts, accounting for and sustaining [...] views” (CEFR, 27).

Important for the curriculum of Philosophy are the focus on Hobbes’ concept concerning the state of nature and that the students should be encouraged to reflect on the effect of limited resources on society. Reflecting is an essential part of the Austrian curriculum (“zu einer reflektierten Auseinandersetzung [...] angeregt werden”, BMB 2015b: 1).

The text on the worksheet presents input for further tasks and therefore the CLIL- teacher should be able to “help learners to develop critical reading skills (reflection, interpretation, analysis etc.)” (EPOSTL 2007: 26). Particularly the task requiring to reflect on the causes for war requests students to reflect on the input and state their view.

The fourth lesson starts with a short repetition on the previous lesson and the students should have a look at their mind-map again. Then, the students are required to read the authentic philosophical text on their own. In order to cope with unknown vocabulary, monolingual dictionaries should be used. The students should decide on whether each unknown word needs to be looked up or whether its meaning could be derived from the context. If no severe problems of understanding arise, the students should form groups and discuss the questions noted down in “Task 3”. In short, they are required to design their own concept on the state of

nature, be creative and also give reasons for their choice and assumptions. The individual concepts will then be presented in class. As a homework, the students are asked to write an e-mail to a friend in which they explain the concept of the Leviathan.

It is an aim of the Austrian curriculum to read subject-related texts which enable a critical analysis (“fachsprachliche Texte [...], die eine kritische Auseinandersetzung [...] ermöglichen”, BMB 2015a: 1). Moreover, non-verbal communication should be practiced, such as gestures and their cultural meanings (“Kenntnis grundlegender Formen der non-verbalen Kommunikation zu vermitteln (wie kulturelle Konventionen bezüglich Gestik”, BMB 2015a: 3). These two aims can be practiced through the group work task which requires the learners to create their own concept and present it in class. The CEFR explains that students at the level B2 should be able to “write a clear, detailed text on a wide range of subjects” and “write an essay or report, passing on information or giving reasons in support of or against a particular point of view” (CEFR, 27). The writing task asks the students to write an e-mail to a friend in which they explain Hobbes’ concept. Important for reading an authentic text is that the learners “can understand specialised articles” when being allowed to “use a dictionary to confirm terminology” (CEFR, 231). Should the learners encounter unfamiliar words, they should look them up in a monolingual dictionary. Before consulting the dictionary, the students should try to guess the meaning of the word. They might be able to discover its meaning through the context.

Reading authentic texts is also valuable for Philosophy since the curriculum suggests to compare the presented views with current views (“Texte vergangener Epochen mit gegenwärtigen Vorstellungen vergleichen”, BMB 2015b: 1). Also, reflecting on philosophical concepts plays an essential role, which is integrated in the activity where students have to create their own concept. This task requires the students to do philosophy themselves and activate their philosophical knowledge.

For this lesson it is necessary that the CLIL- teacher “can select texts appropriate to the needs, interests and language level of the learners” and “can evaluate and select meaningful activities to encourage learners to develop their creative potential” (EPOSTL 2007: 26, 23). Since an authentic text is read, the teacher should be able to “help learners to develop different strategies to cope with difficult or unknown vocabulary in a text” (EPOSTL 2007: 28).

In sum, these two lessons are CLIL- lessons because all four Cs are integrated. The content clearly requires the students to communicate and activates cultural as well as cognitive aspects. The communicative tasks include group work and class discussions. When presenting

and designing the individual concepts, cultural aspects also play an important role. It may become clear that culture influences one's way of thinking and in how far non-verbal language such as gestures may suggest a different cultural meaning. Furthermore, since reflection is an essential part of the lessons, cognition is also integrated. For example, providing an illustration on the Leviathan asks students to combine their knowledge of a text with an image. Moreover, the task requiring the students to imagine a society with enough resources activates their creativity. Furthermore, the writing task ensures that the students also practice this skill and put their thoughts into written language.

Lessons 5 + 6:

Lesson five and lesson six focus primarily on the biography of John Locke and reading an authentic philosophical text. Furthermore, the nature-nurture problem will play a major role, allowing an integration of Psychology (which is recommended by the Austrian curriculum of Philosophy). Lesson five starts with a summary on Thomas Hobbes, enabling the students to recall and remember information of the previous lessons. Then, the topic of the next lessons is stated and John Locke is introduced. After the distribution of the worksheets needed for lesson five and lesson six, the first part of the worksheet is read aloud in class. Then, the main ideas are summarised by the students. The first task requires the learners to read an extract of the text "Essay concerning human understanding" on their own. Before reading the text, the teacher asks the question, "How do we think?" It is not necessary that the students answer, but everyone should reflect on his/ her own. It is assumed that some students will remember concepts from the field of psychology. The question is asked in order to activate prior knowledge and to waken their interest. While reading, any unknown vocabulary should be looked up in a monolingual dictionary. For each word they check, an equivalent synonym should be written down. Then, each student should create his/ her own illustration which illustrates Locke's concept. This ensures that the students understand the authentic text and are able to transfer the information into a different mode of representation. If this task cannot be finished during class, the students are asked to complete their illustrations at home.

In this lesson an authentic text is read and the Austrian curriculum suggests to critically deal with the content ("fachsprachliche Texte zu bearbeiten, die eine kritische Auseinandersetzung [...] ermöglichen", BMB 2015a: 1). The post-reading tasks require the students to summarise the most important points presented in the text and to create their own illustration showing Locke's concept. Generally, the students should be able to "read many kinds of texts quite

easily at different speeds and in different ways according to the “purpose in reading and the type of text” (CEFR, 231). The suggestion of the curriculum and the CEFR- descriptor are the basis for the assumption that the content is adequate for a CLIL- lesson.

The concept of empiricism (a philosophical concept) as well as reading an authentic text play a major role in Philosophy. The Austrian curriculum suggests to compare the content presented in the text with views of today’s society (“Texte vergangener Epochen mit gegenwärtigen Vorstellungen vergleichen”, BMB 2015b: 1). This can be done in a CLIL- lesson, since as already stated above, the English level of 12th grade students is adequate for this aim.

For this lesson, the CLIL- teacher needs to be able to “help learners to develop different strategies to cope with difficult or unknown vocabulary in a text” (EPOSTL 2007: 26). Particularly when reading an authentic text the students need to apply strategies for vocabulary learning. In this lesson, the learners should write down synonyms for each new word. Moreover, the teacher should “help learners to develop critical reading skills (reflection, interpretation, analysis etc.)” (EPOSTL 2007: 26). This is essential for the post-task which requires the learners to construct an illustration showing Locke’s concept.

Lesson six starts with a short repetition on the previous lesson. Then, the individual illustrations should be shown and explained to the partner. This enables the learners to remember Locke’s concept and at the same time, speaking skills are trained. Each pair should decide on one concept which they agree on to be the most convincing. Then, each pair forms a group with another pair and again the illustration agreed on is chosen. Then, these concepts are presented to the class and discussed. These tasks ensure that the students encounter numerous illustrations and comment on Locke’s concept as much as possible. The second task requires the students to combine Locke’s concept discussed before with the nature-nurture problem which was already encountered in Psychology. It is assumed that this concept was taught in grade seven already and thus the students still know about it. A discussion should take place in which everybody is able to state his/ her view on the problem. Finally, the lesson is closed with a summary on the most essential aspects discussed in the lesson.

For this lesson, it can be argued that several aspects found in the Austrian curriculum are practiced. The learners should be able to find solutions to problems as well as express their agreement or disagreement (“Problemlösungskompetenz”, “Zustimmung, Ablehnung”, BMB 2015a: 1, 3). In order to succeed, the learners should apply linguistic expressions and thus practice their communication skills. According to the CEFR, the students have “a sufficient

range of language to be able to give clear descriptions, express viewpoints on most general topics, without much conspicuous searching for words, using some complex sentence forms to do so” (CEFR, 28). This suggests that the learners are capable of successfully completing the various tasks.

In the curriculum for Philosophy the need to practice various communicative acts is expressed (“Gesprächsformen üben”, BMB 2015b: 1). The two main interaction formats which require discussions in this lesson are group work and whole-class discussions. Furthermore, the curriculum suggests to highlight communal aspects between Philosophy and Psychology (“Der fächerverbindende Aspekt ist auch zwischen Psychologie und Philosophie anzustreben”, BMB 2015b: 2). The task concerning the nature-nurture problem clearly creates a relation to the field of Psychology.

Since this lesson focuses primarily on spoken interaction, the teacher needs to be able to “evaluate and select activities which help learners to participate in ongoing spoken exchanges (conversations, transactions etc.) and to initiate or respond to utterances appropriately” (EPOSTL 2007: 21). This ensures that learners have the possibility to practice their speaking skills through adequate tasks. In this context it is also necessary that the teacher knows how to “evaluate and select a range of meaningful speaking and interactional activities to develop fluency (discussion, role play, problem solving etc.)” (EPOSTL 2007: 21). As already stated above, several discussions are integrated in the lesson.

In sum, these two lessons are CLIL- lessons because the four Cs are integrated. The content requires the students to reflect on and discover similarities between Locke’s concept and the nature-nurture problem. Furthermore, reading an authentic text and taking part in a discussion offers connections to authentic language use. Moreover, extracting information from the text and transferring it into a different mode also involves particular language skills as well as cognitive involvement. Generally, both lessons are designed in a student- centered way through the integration of pair and group work. Furthermore, it is expected that the teacher plays a minor role in the discussions, allowing students to interact more with and respond to each other.

Lessons 7 + 8:

Lesson seven and eight focus on “The State of Nature” – a topic which the students have already encountered in context with Thomas Hobbes. Therefore, lesson eight includes a

comparison of the ideas of the two philosophers. Apart from the state of nature, the US declaration of 1776 will also play a major role in these two lessons.

Lesson seven starts with a short repetition on the previous lesson and thus on essential aspects concerning John Locke. After the distribution of the worksheets needed for lesson seven and lesson eight, the first section is read together aloud. The students are then asked to summarise the most important points. The teacher may also provoke a reaction from the students on the given input. The first task requires the students to read the US declaration of 1776 individually. Already the instructions of the task reveal that there are similarities to Locke's concept. This should waken the students' interest in detecting those aspects as well as activate prior knowledge. For any problems concerning vocabulary, the learners should consult their dictionaries and note down antonyms for each word. Then, the learners should discover elements and ideas which are similar to Locke's concept and note them. The results are then discussed in class. The final task asks the learners to reflect on freedom and justice and their necessity for society.

Through reading an authentic text, a goal of the Austrian curriculum is reached in presenting authentic material ("höchstmögliche Authentizität", BMB 2015a: 3). Another aim integrated in this lesson is to be able to talk spontaneously and fluently ("spontan und fließend", BMB 2015a: 5). Moreover, taking actively part in discussions and presenting and defending one's view is practiced ("aktiv an einer Diskussion beteiligen und ihre Ansichten begründen und verteidigen", BMB 2015a: 5). The CEFR states that the learners "have a broad reading vocabulary, but [...] sometimes experience difficulty with less common words and phrases" (CEFR, 231). If they encounter any unknown vocabulary, they should consult monolingual dictionaries and write down antonyms. Another ability of the learners which is practiced in this lesson is to "speculate about causes, consequences and hypothetical situations" (CEFR, 232). This is done particularly in task 3 when the students should reflect on the roles of freedom and justice in society.

Freedom and responsibility are major aspects in Philosophy and these aspects are highlighted in task 3 ("Freiheit und Verantwortung", BMB 2015b: 3). Furthermore, it is an aim of the curriculum to understand different types of communal life and how society changes ("Verständnis für die sozialen Formen des Zusammenlebens und deren Wandel", BMB 2015b: 1). Generally, it is also an aim to integrate texts and to work with their content („verständiges Lesen durch Textarbeit fördern“, BMB 2015b: 1). This is done in "Task 2" where similarities between two concepts should be detected.

This lesson requires the CLIL- teacher to be able to “evaluate and select a range of meaningful speaking and interactional activities to develop fluency” (EPOSTL 2007: 21). Talking about the text and presenting their views on the roles of freedom and justice allow the students to practice their speaking skills. Furthermore, it is necessary to “encourage learners to use their knowledge of a topic and their expectations about a text when reading” (EPOSTL 2007: 26). Since the students are informed before reading the text that particular similarities to Locke’s concept are integrated in the declaration of independence, their prior knowledge is activated and used while reading.

Lesson eight starts with a repetition on the similar elements of the US declaration of 1776 and John Locke’s concept. Then, a task focusing on the “Golden Rule” follows. In groups, the learners should prepare and act out a role-play, showing a situation in which the rule is applied. The next task requires the students to compare the concepts on the state of nature of Hobbes and Locke. The results should be discussed in class and in groups, the students should state which concept they believe to be more convincing. The final task, the homework, again requires the students to write an essay for the school magazine in which they express their view concerning which concept is more convincing. The image showing the two philosophers should act as an impulse.

It is an essential aim of the English curriculum to be able to write clear and detailed texts (“klare und detaillierte Texte schreiben”, BMB 2015a: 5). Furthermore, the students should practice presenting arguments for or against a particular point (“Argumente für oder gegen einen bestimmten Standpunkt darlegen”, BMB 2015a: 5). The task requiring the students to write an article in which they present their view combines these two aims. Furthermore, it is suggested in the curriculum to initiate plays, and therefore the role-play does fulfill this aim (“Theater, Spiel”, BMB 2015a: 2). According to the CEFR, the students possess “a limited number of cohesive devices to link his/ her utterances into clear, coherent discourse, though there may be some ‘jumpiness’ in a long contribution” (CEFR, 28). This suggests that the learners have the necessary resources to express their view clearly.

The curriculum of Philosophy is integrated because the concepts on the state of nature by Hobbes and Locke are compared. Similar to the integration of Psychology it is also recommended by the curriculum to show connections between various concepts and philosophers. Moreover, since the “Golden Rule” plays an essential role in the lessons, also ethical aspects are included. The role play is also mentioned in the Philosophy curriculum (“Rollenspiele“, BMB 2015b: 2). Furthermore, comparing philosophical concepts and

expressing one's view are essential for Philosophy. Generally, it is essential that the students respect each other's view ("respektvoller Umgang mit anders Denkenden", BMB 2015b: 2). This can be practiced particularly in discussions.

For this lesson, the CLIL- teacher needs to be able to "evaluate and select a range of meaningful speaking and interactional activities to develop fluency (discussion, role play, problem solving etc.)" (EPOSTL 2007: 21). In this lesson, especially the activities "discussion" and "role-play" are practiced. Moreover, also writing plays an integral part and therefore the ability to "evaluate and select a range of meaningful writing activities to help learners become aware of and use appropriate language for different text types (letters, stories, reports etc.)" is vital (EPOSTL 2007: 23). As a homework, the students should write an article for the schools-magazine and thus practice writing articles while reflecting on the concepts of Locke and Hobbes again.

In sum, these two lessons are CLIL- lessons because content, communication, culture and cognition are essential elements. Especially concerning the US declaration, culture is an important aspect. The students should become aware of and reflect on the influence of the declaration on US history and the impact of Locke's concept on the declaration. Furthermore, the learners may apply the golden rule in various cultural situations. The role-play is an activity which allows the learners to practice the golden rule. Since various groups are formed, different examples on its application serve as models for recommended behavior. Finally, students need to communicate and reflect on various concepts in the lessons. The task requiring the students to reflect on freedom and justice as well as the changes in communal life present a connection to their personal experiences. Moreover, authenticity is provided by reading an authentic text.

8.2. Design of the materials for the two didactic units and description of the authentic texts:

As already stated in the introduction, two didactic units on the philosophers John Locke and Thomas Hobbes have been designed. It is presumed that the lessons on Thomas Hobbes are taught first and then the sessions on John Locke follow. The lessons on John Locke are based on the content presented with Thomas Hobbes. Particular concepts are explained in the context with Hobbes and in order to avoid repetition these will be considered as background knowledge. As suggested by McGarh (2002: 107), authentic texts "are multiply exploitable

because they lend themselves readily to tasks which are interesting as well as useful". Therefore, in total three extracts of authentic texts will be integrated in the didactic units. Furthermore, McGarh (2002: 107) argues that "[e]diting (e.g. of whole paragraphs) can also reduce a long text to something usable within a limited time- frame". This will not be done in the didactic units designed in this thesis. The text will be extracted in such a way that there will not be any interruption between paragraphs. Therefore, there will not be any removal of essential content.

Applying the model suggested by Lorenzo and Moore in the section "Textbook analysis", the following information can be given on the materials designed for the two didactic units.

- Title:

The two didactic units are entitled "John Locke" and "Thomas Hobbes". Each unit consists of four lessons which are subdivided into pair of two. The lessons have the following title: "Hobbes' Theory on Determinism", "Hobbes' Theory on the State of Nature", "John Locke: The Creation of Insight" and "John Locke: The State of Nature"

- L2 level:

The students are expected to have an English level of B2 because they final exams in English in grade 12 are designed for B2 students. Therefore, descriptors from the CEFR describing B2 can be applied.

- Content subject – theme – topic outline:

Each didactic unit contains four lessons. First of all, the philosopher is shortly introduced. Then, several concepts and main ideas are explained. In three didactic units, an extract of an authentic text is included. The individual lessons focus on Hobbes' theory on determinism and on the state of nature, on John Locke's creation of insight and his concept on the state of nature. The lessons interlink content-wise, since the concepts of John Locke and Thomas Hobbes on the state of nature are similar and can be compared.

- Timing:

Approximately four weeks are needed (eight lessons in total). Each didactic unit covers four hours of Philosophy, which does not imply that they have to be carried out in succession. The lesson plans allow a particular time-frame, since the most essential points of the previous CLIL- lesson are repeated at the beginning of the next session.

- Basic competences:

The students should be able to reflect on the given information and voice their opinion as well as state their view. Furthermore, they need to be able to read and understand authentic texts with the help of a dictionary.

- Content objectives:

The aim of the units is to introduce several concepts of the two philosophers John Locke and Thomas Hobbes and showing particular similarities and differences of the models on the state of nature. The concepts on Thomas Hobbes include “Determinism”, “Ethical Egoism” and “The State of Nature”. The lessons on John Locke focus on “The Creation of Insight”, “The Golden Rule” and “The State of Nature”. Since both philosophers reflect on the state of nature, several activities require the students to compare the theories. Thus, students need to compare given information and deduce conclusions. Furthermore, they should find connections to their daily lives and use experience to underline their arguments.

- Discourse models:

Several tasks ask the students to work in groups or in pairs. Furthermore, results should be presented to the class or included in a written assignment.

- Tasks:

The majority of the tasks asks the students for creativity and argumentation. Furthermore, integrating their own views is an integral part of the didactic sessions.

- Linguistic content:

Since extracts of authentic texts are used, an advanced level of English is used. In order to be able to cope with new vocabulary, students should be able to use the dictionary.

In order to ensure authenticity, several philosophical texts will be integrated as reading exercises in the didactic units, they will now be analysed in relation to the following list:

- *Engaging content*
- *Language level*
- *Connection to students' lives*
- *Integrated skills*
- *Inclusion of tasks provoking different opinions/ views/ responses*
- *Cognitive demand: inventing information*
- *Support available: Pictures for gaining information*
- *Lesson format*

The first text is called “Of the natural condition of mankind as concerning their felicity and misery”. The author is Thomas Hobbes and the text is an extract of his work *Leviathan*. This text was chosen because of the importance of the Leviathan as a philosophical concept. The extract focuses on the creation of the Leviathan and the resulting change of behavior of humans. The text is rather challenging, but the students with an upper-intermediate level of English should be capable of understanding the text. During the lesson, the learners have the possibility to discover the meaning of unfamiliar words and rethink presented concepts.

The second text is called “An Essay concerning human understanding”, written by John Locke. This extract informs the students on how ideas are created and how the mind receives ideas. Furthermore, the concepts of sensation and reflection are explained. This extract is suitable for a CLIL- lesson because the information is provided in a consolidated way and also well- structured. The students have the possibility to gain information and a deeper understanding on Locke’s concept by themselves through reading an authentic text. Aspects vital for Philosophy include the philosopher’s model and the need for the students to reflect on the given concept, in order to decide whether to agree or disagree with Locke’s model.

The third text is the declaration of independence of the USA, released in 1776, entitled “In Congress, July 4, 1776”. This text is chosen because at first sight, the text does not seem to be related to Philosophy. However, through reading the text the students should recognise familiar ideas. Already in the task- instruction, the learners are made aware of the fact that parts of Locke’s concept are integrated in the declaration. This should waken their eagerness and interest in reading, in order to discover similarities and to be able to complete the task. The cultural aspect of CLIL is prominent in this text, since the US background plays an essential role for the launch of the declaration.

Vocabulary work is an essential part of all lessons which integrate the reading of authentic texts. The dictionary represents a “personal resource” and students should realise “that a monolingual dictionary has advantages [...] in providing examples of contextual use” (Hedge 2000: 130). It is necessary “to train the effective use of the dictionary as a number of skills are involved in this” (Hedge 2000: 130). It is without doubt “that frequency, attention, practice and revision are all necessary for successful vocabulary learning” and that “learners need to take on a considerable measure of responsibility for their own vocabulary development. This entails active involvement with new vocabulary in class-time” (Hedge 2000: 138-139). Therefore, it is vital to offer time for independent vocabulary work in CLIL- lessons. Particularly the reading of authentic texts offers great opportunities for discovering the meaning of new words since apart from offering “a linguistic [...] reality”, “presenting words

in the context of a text will provide support” (Schouten-van Parreren 1989 cited in Hedge 2000: 120).

Since all three texts demand similar skills from the students, they will be analysed together according to the given criteria.

- Engaging content:

The content includes various aspects for further discussion.

- Language level

Since authentic language is used, the language is demanding. However, it should be able for students with a level of B2 to understand the text. In addition, dictionaries can or should be used.

- Connection to students’ lives

Since the students should react to the text and develop their own concepts, also their experiences and views play a major role.

- Integrated skills

Skills involved in reading this text are reflecting, responding and explaining as well as convincing others.

- Inclusion of tasks provoking different opinions/ views/ responses

Discussions in class enable students to present and defend their views.

- Cognitive demand: inventing information

Since students should reflect on the input and integrate it into their view of the world, they also need to be able to think about given information.

- Support available: Pictures for gaining information

Pictures and illustrations should support the students in understanding the given information.

- Lesson format

Dealing with a specific topic in two hours should allow for a deeper understanding and examination of the content

8.3. Analysis of the activities used in the Philosophy CLIL- lessons:

In total, 27 tasks can be found in the self- designed materials.

Activities	“E”	“R”	“W”	“M”	“O”	“C”
Total	11 = 41%	3 = 11%	2 = 7,4%	3 = 11%	4 = 14,8%	4 = 14,8%

Table 8. Activities of the Philosophy CLIL- lessons

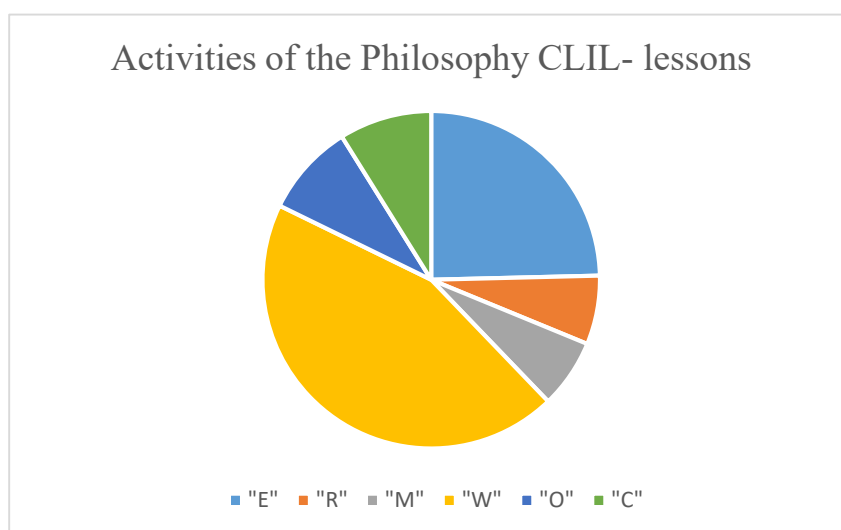


Figure 5. Activities of the Philosophy CLIL- lessons

Activities requiring students to explain or discuss subject matter are found predominantly. Stating one's opinion is also included often, as is comparing information. Interestingly, reading exercises and transferring information into a different mode are found equally often. This suggests that learners have to deal with a text in depth and extract information. Writing activities are the least often used activities.

8.4. The interaction format used:

It is interesting to investigate which social settings are used for the various activities. The results are the following:

Interaction format	“PW”	“GW”	“CW”
Total	2 = 13,3%	3 = 20%	10 = 66,6%

Table 9. Interaction formats of the Philosophy CLIL- lessons

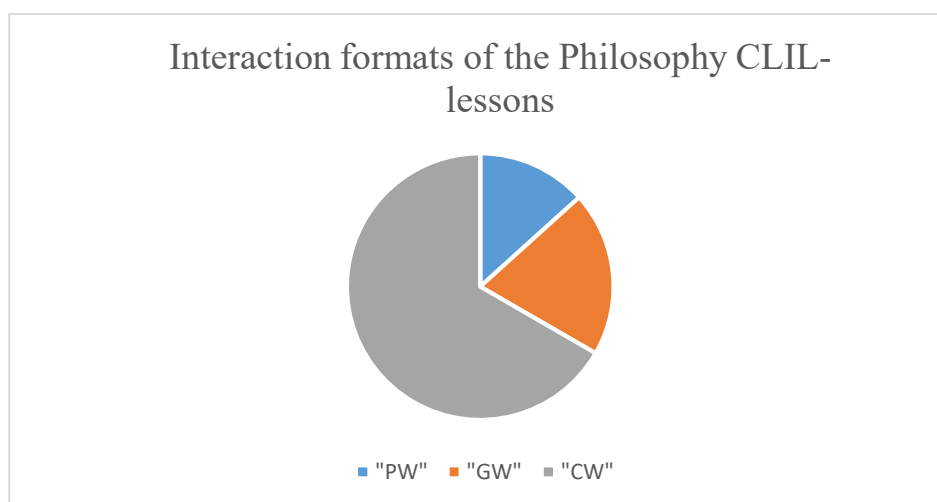


Figure 6. Interaction formats of the Philosophy CLIL- lessons

As can be seen from the results, the most often used interaction format for the tasks is the whole class setting. As the analysis of activities found in the CLIL-books suggests, pair work is used less often than group work. This could imply that for Philosophy, it is more essential or easier to discuss one's point of view in groups. Discussions in class may allow students to reflect critically on assumptions voiced by their colleagues or by the teacher. Also, the teacher has the possibility to provide input or provoke reactions.

9. Conclusion

In conclusion, it can be stated that the subject Philosophy can be taught through English using CLIL. In Austria, every subject can be taught through CLIL at any proficiency level; there are even projects at the tertiary level. Numerous experts claim that there are not enough materials available and this given lack motivated this thesis.

The European Union supports the implementation of CLIL and highlights the importance of English for economics. Furthermore, also internationalisation is supported. CLIL- sessions can be planned for various durations; typically from a week up to a year.

The role of the teacher is essential because he/ she should be familiar with the concept of CLIL. Generally, for short sequences the teacher does not have to ask for permission for conducting CLIL. The teacher should be a teacher of English and of the particular content subject. He/ She should be able to select materials which are suitable for the class, in terms of content and language. CLIL does not introduce a new methodology but tries to combine language teaching methods and subject- specific methods. Generally, output in terms of speaking and writing seems to be most important and relevant for Philosophy.

The Austrian final examination allows questions to be asked in English if the topic was taught in this language during the lessons. The CEFR can be used to define the linguistic level of the students. Generally, students profiting from CLIL show greater language skills and an improved lexicon.

The 4Cs- model should be met during CLIL- lessons, which proposes the integration the four aspects communication, content, cognition and culture. Students should have the possibility to foster their reflecting competence as well as critical- thinking and problem- solving activities. Integrating the personal experiences of students also plays a major role.

Concerning the use of authentic texts, the topic and the length as well as the language of a text are the most important criteria for selecting the most suitable material. Furthermore, pre-, while- and post- tasks should be integrated in the lesson. Examples for activities include remembering, understanding, applying, analysing, evaluating, creating, comparing as well as reformulating and transferring information to a different mode of representation. Thus, creativity and stating one's opinion are essential tasks. The students could be asked to act out role plays or debates, give an interview or a speech and write essays, letters, summaries or articles.

When designing materials, it is necessary to include the following relevant information: A title, the L2 level, the content subject, how much time is needed, which basic competences will be developed and the content objectives. Furthermore, materials need to adhere to the curriculum and contain a variety of exercises. They need to follow a communicative purpose and guarantee authentic use of the language. The students should be intellectually and emotionally involved. Furthermore, a clear link to current events should be given. For the design of the two didactic units, the following aspects were chosen: Authenticity, language, design, clarity of instructions, manageability, support and worthwhile.

Two A-level textbooks used in Great Britain were analysed according to the following aspects: Illustrations, layout and design, content, tasks and activities, degree of motivating, cultural perspective, authentic texts, linkage, methods and vocabulary tasks. It was clear before the analysis that the textbooks would not include vocabulary tasks since these are not relevant for native speakers of English. The question whether A-level textbooks could be used in CLIL- classrooms exclusively could not be answered accordingly. The didactics and language demand usually differ to a great extent. Furthermore, the curriculum also usually varies between different countries. Therefore, the textbooks may only be used for particular sequences or as an addition to materials designed for CLIL. Extracts of information provided in the foreign textbooks were thus integrated in the didactic units.

The instructions of tasks used in CLIL- books were analysed. It was found that the majority of tasks asks students to explain or discuss subject matter. Also in the designed CLIL- materials for Philosophy, this category was used most often. Concerning the interaction format, again both groups use class work most often. However, whereas CLIL- textbooks include more pair work than group work, the materials designed for Philosophy use pair work least often.

The thesis investigated relevant aspects concerning the design of CLIL- materials for Philosophy in Austria. However, there are also certain limitations to the concept. First of all, the whole thesis is based on theoretical assumptions. Therefore, no results from any testing in a CLIL- classroom could be analysed. Second, the amount of CLIL- books investigated should be expanded. Nevertheless, however, within the scope of this thesis additional investigations were not possible due to a lack of time and resources.

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11. Appendix

Lesson Plan 1: Hobbes' Theory on Determinism (1/2)

Lesson Plan 2: Hobbes' Theory on Determinism (2/2)

Worksheet: Hobbes' Theory on Determinism

Lesson Plan 3: Hobbes' Theory on Nature (1/2)

Lesson Plan 4: Hobbes' Theory on Nature (2/2)

Worksheet: Hobbes' Theory on Nature

Lesson Plan 5: John Locke: The Creation of Insight (1/2)

Lesson Plan 6: John Locke: The Creation of Insight (2/2)

Worksheet: John Locke: The Creation of Insight

Lesson Plan 7: John Locke: The State of Nature (1/2)

Lesson Plan 8: John Locke: The State of Nature (2/2)

Worksheet: John Locke: The State of Nature

Abstract (English and German)

Lesson Plan: Hobbes' Theory on Determinism (1/1)

(Particular information on the curriculum and on the EPOSTL as well as CEFR has been directly copied from the content of the thesis).

Level according to CEFR: B2

Brief rationale: The topic of this lesson is Hobbes' concept on "Determinism", "Ethical Egoism" and "Self- Preservation". Furthermore, short biographic extracts on Hobbes will be presented. The main interaction format is the whole class discussion.

Aims and objectives:

English:

Apart from practicing the three skills reading, listening and speaking, the lesson offers the possibility to practice taking part in discussions. As suggested in the Austrian curriculum, communicative aims and expressing agreement or disagreement as well as giving reasons for statements is practiced ("zu bestimmten kommunikativen Zwecken", "Zustimmung, Ablehnung, Begründung", BMB 2015a: 3). According to the CEFR, students at the level B2 "can interact with a degree of fluency and spontaneity" (CEFR, 27).

Philosophy:

Practicing discussions is also an essential part of Philosophy. As suggested in the Austrian curriculum, the ability to communicate, listening in an active way and presenting arguments in a logically right way should be fostered ("Kommunikationsfähigkeit", "Üben des logisch richtigen Argumentierens und das Training des aktiven Zuhörens" BMB 2015b: 2).

Concerning the content, philosophical and ethical concepts are discussed.

Relevant EPOSTL descriptor:

The teacher should be able to "apply appropriate ways of reading a text in class (e.g. aloud, silently, in groups etc.)" (EPOSTL 2007: 26). In this lesson, reading texts aloud is the main focus and thus the teacher should be able to manage whole class discussions as well.

T-S: Whole class

S-S: Group work

S: Individual work

Rough time frame	Procedure	Interaction format	Skills/ Language system	Materials + Notes
4'	Starting the lessons, information on CLIL- lessons (again)	T-S	Listening	Setting an atmosphere
3'	Introducing the topic of the lesson Question: “What do you know about Hobbes?”	T-S	Listening Speaking	Distribution of worksheets It is assumed that some students might have encountered Hobbes already
7'	Reading the text on Hobbes together Summarising the most important points	T-S	Reading Speaking	Asking for clarification/ checking on understanding
5'	Reading the section “Determinism”	T-S	Reading (Speaking)	Asking for clarification/ checking on understanding
5'	Reading the section “Ethical egoism”	T-S	Reading (Speaking)	Asking for clarification/ checking on understanding
12'	Task 1: Discussion in class	T-S	Speaking Listening	Students should reflect on their own for ~ 3min
10'	Reading the section “Self-preservation” and completing Task 2.	T-S	Reading Speaking	Asking for clarification/ checking on understanding
2'	Task 3: Homework. Do research at home.	S	Writing	Writing task, preparing a short talk
2'	Ending the lesson	T-S	Listening Speaking	Summary of the most important points

Source of the lesson plan- format: FDZE, CELT (Centre for English Language Teaching, University of Vienna).

Lesson Plan: Hobbes' Theory on Determinism (2/2)

(Particular information on the curriculum and on the EPOSTL as well as CEFR has been directly copied from the content of the thesis).

Level according to CEFR: B2

Brief rationale: The topic of this lesson is Hobbes and the content is linked to the previous lesson. Students present their homework in a presentation.

Aims and objectives:

English:

The focus of this lesson is giving presentations, which is an essential part of the Austrian curriculum: It is suggested to practice presentations with the help of media or other auxiliaries (Präsentationen mithilfe von Medien bzw. anderen Hilfsmitteln", BMB 2015a: 2). According to the CEFR, the students should have "a sufficient range of language to be able to give clear descriptions, express viewpoints on most general topics, without much conspicuous searching for words" (CEFR, 28). Moreover, students "[c]an initiate discourse, take his/ her turn when appropriate and end conversation when he/ she searches for patterns and expressions" (CEFR, 28).

Philosophy:

The curriculum suggests to reflect on given models and to discover limitations to one's thinking ("reflektierten Auseinandersetzung", "Grenzen des Denkens", BMB 2015b: 1). Moreover, it is the aim to learn to respect the view of others ("respektvoller Umgang mit anders Denkenden", BMB 2015b: 2). The presentations offer the possibility to exchange views and to practice responding in a polite way.

Relevant *EPOSTL* descriptor:

Since this lesson focuses primarily on the students' presentations, the teachers needs to be able to "create a supportive atmosphere that invites learners to take part in speaking activities" (EPOSTL 2007: 21). This ensures that the learners feel comfortable when speaking and that they are eager to take part in discussions.

T-S: Whole class

S-S: Group work

S: Individual work

Rough time frame	Procedure	Interaction format	Skills/ Language system	Materials + Notes
5'	Starting the lesson	T-S	Listening Speaking	Remember aspects of last lesson
40'	Student's talk about their homework. After each presentation, a discussion in class follows	T-S S-S	Speaking Listening	Initiate discussions Encourage students to respond Check: Motivation and concentration of students
5'	Closing the lesson	T-S	Listening Speaking	Summarise most important points

Source of the lesson plan- format: FDZE, CELT (Centre for English Language Teaching, University of Vienna).

Worksheet: Hobbes' Theory on Determinism

Thomas Hobbes (c.f. Fischill 2010: 73):

During Thomas Hobbes' time (1588–1679), the first machines and automatons were built. Additionally, it was a time of war since the Thirty Years War and the Civil War took place. It is therefore no surprise that Hobbes had a very negative view of mankind. He was convinced that only the state could have an influence on the dangerous human being. According to his philosophy, every human is an egoist and only interested in his/ her advantage – upon all his/ her survival. Money and friendships are also only helpful for one's survival, since they mean power and security. Interestingly, to feel pity with someone is only an expression in reaction to the insight of one's own possible fate – what happened to a friend could happen to oneself, too. Therefore, according to Hobbes, this emotion is actually not addressed to the friend but to oneself.

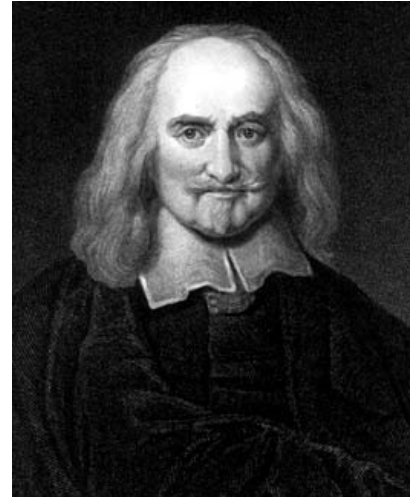


Image:
<http://thegreatthinkers.org/hobbes/introduction>.
01.10.2016.

Determinism (c.f. Lacina et al. 2007: 224):

Every human being is an automaton who is programmed in such a way that survival and development of oneself is the ultimate goal. Mankind does not enjoy the freedom of will since every decision is made by the machine's programme. Mankind is therefore a biological and psychological machine (Hölzl et al. 1998: 43).

Ethical Egoism (c.f. Fischill 2010: 72):

Survival is the ultimate goal. There is no unique altruistic act, because humans only carry out an action which is advantageous for themselves. For example, donating money helps the donator to avoid having a bad conscience.

Task 1: Are human beings a machine and thus determined by a programme (c.f. Fischill 2010: 91)? Or can they decide for themselves? Discuss in class!

Self- preservation (Lacewing 2008: 49):

‘Self- preservation’ is our most fundamental desire; and if there is no law or authority to override our acting on this desire, no one can tell us how or how not we may try to stay alive. So Hobbes argues that in a state of nature, we have the right to use our power however we choose in order to stay alive.

Task 2: “Explain Hobbes’ claim that we have a natural right to self-preservation. Explain the implications of this right in a state of nature” (Lacewing 2008: 49). Discuss in class!

Task 3: What is your opinion on the concept of egoism? Do we only act in order to make ourselves feel good, or do we (also) intend to help others (c.f. Fischill 2010: 73)? How could this question be answered when taking an ethical approach into account? In pairs, do research and present your results in class!

Lesson Plan: Hobbes' Theory on Nature (1/2)

(Particular information on the curriculum and on the EPOSTL as well as CEFR has been directly copied from the content of the thesis).

Level according to CEFR: B2

Brief rationale: The topic of this lesson is Thomas Hobbes and his ideas on the “Lex naturalis”. Discussions on his theory are a major part of this lesson. Furthermore, an illustration of the “Leviathan” will be interpreted.

Aims and objectives:

English:

The ability to take part in conversations is an essential part of the Austrian curriculum for English (“an Gesprächen teilnehmen”, BMB 2015a: 2). This lesson offers the possibility to take part in whole-class discussions and to express one’s point of view. According to the CEFR, the students have sufficient skills to “take an active part in discussion in familiar contexts, accounting for and sustaining [...] views” (CEFR, 27).

Philosophy:

In this lesson, the focus is Hobbes’ concept on the state of nature and the students should be encouraged to reflect on the effect of limited resources on society. Reflecting is an essential part of the Austrian curriculum (“zu einer reflektierten Auseinandersetzung [...] angeregt werden”, BMB 2015b: 1).

Relevant *EPOSTL* descriptors:

The text on the worksheet presents input for further tasks and therefore the teacher should be able to “help learners to develop critical reading skills (reflection, interpretation, analysis etc.)” (EPOSTL 2007: 26). Particularly the task requiring to reflect on the causes for war requests students to reflect on the input and state their view.

T-S: Whole class

S-S: Group work

S: Individual work

Rough time frame	Procedure	Interaction format	Skills/ Language system	Materials + Notes
4'	Starting the lesson	T-S	Listening	Summary on last lesson (Thomas Hobbes)
6'	Stating the topic of today's lesson Question for individual reflection: "How do you imagine society before the establishment of government?"	T-S	Listening Speaking	Distribution of the worksheet
7'	Reading the text (worksheet)	S	Reading	
5'	Summary of most important points	T-S	Listening Speaking	Whole- class discussion
12'	Task 1: Illustration	T-S	Writing Speaking	Mind-Map on blackboard, students copy
13'	Task 2: The causes of war	T-S	Reading Speaking Listening	Whole- class discussion
3'	Ending the lesson	T-S	Listening	Summary of the most essential points

Source of the lesson plan- format: FDZE, CELT (Centre for English Language Teaching, University of Vienna).

Lesson Plan 4: Hobbes' Theory on Nature (2/2)

(Particular information on the curriculum and on the EPOSTL as well as CEFR has been directly copied from the content of the thesis).

Level according to CEFR: B2

Brief rationale: This lesson focuses on reading an authentic text which is an extract of Hobbes' *Leviathan*. Activities require the students to interact and reflect on the content of the text. In groups, the learners should create their own concept on the state of nature. Furthermore, as a homework the students should write an email to a friend in which they explain Hobbes' concept.

Aims and objectives:

English:

It is an aim of the Austrian curriculum to read subject-related texts which enable a critical analysis ("fachsprachliche Texte [...], die eine kritische Auseinandersetzung [...] ermöglichen", BMB 2015a: 1). Moreover, non-verbal communication should be practiced, such as gestures and their cultural meanings ("Kenntnis grundlegender Formen der non-verbalen Kommunikation zu vermitteln (wie kulturelle Konventionen bezüglich Gestik", BMB 2015a: 3). These two aims can be practiced through the group work task which requires the learners to create their own concept and present it in class. The CEFR explains that students at the level B2 should be able to "write a clear, detailed text on a wide range of subjects" and "write an essay or report, passing on information or giving reasons in support of or against a particular point of view" (CEFR, 27). The writing task asks the students to write an e-mail to a friend in which they explain Hobbes' concept in their own words. Important for reading an authentic text is that the learners "can understand specialised articles" when being allowed to "use a dictionary to confirm terminology" (CEFR, 231). Should the learners encounter unfamiliar words, they should look them up in a monolingual dictionary. Before consulting a dictionary, the students should try to guess the meaning of the word. They might be able to discover its meaning through the context.

Philosophy:

Reading authentic texts is valuable since the curriculum suggests to compare the presented views with current views ("Texte vergangener Epochen mit gegenwärtigen Vorstellungen

vergleichen”, BMB 2015b: 1). Also, reflecting on philosophical concepts plays an essential role, which is integrated in the activity where students have to create their own concept.

Relevant *EPOSTL* descriptors:

For this lesson it is necessary that the teacher “can select texts appropriate to the needs, interests and language level of the learners” and “can evaluate and select meaningful activities to encourage learners to develop their creative potential” (EPOSTL 2007: 26, 23). Since an authentic text is read, the teacher should be able to “help learners to develop different strategies to cope with difficult or unknown vocabulary in a text” (EPOSTL 2007: 28).

T-S: Whole class

S-S: Group work

S: Individual work

Rough time frame	Procedure	Interaction format	Skills/ Language system	Materials + Notes
5'	Repetition of the most important points of the previous lesson (revising Hobbes' main ideas)	T-S	Listening Speaking	This serves as a pre-reading task and thus the students should be informed about the last lesson
10'	Reading the authentic text	S	Reading	Vocabulary: dictionary (monolingual, printed edition or online)
15'	Group work: Creating one's own concept on the state of nature	S-S	Writing	This task is a post-reading task. Students should apply and reflect on the content of the text.
15'	Presentation of the concept	T-S	Speaking Listening	The teacher should ensure that the students feel invited to present their ideas.
2'	Explaining the	S	Writing	Another post-

	homework: Writing an e-mail to a friend in which the student explains the concept			reading task. Assumption: A friend has problems understanding Hobbes' concept on the state of nature
3'	Ending the lesson	T-S	Listening	Summary of the most essential points

Source of the lesson plan- format: FDZE, CELT (Centre for English Language Teaching, University of Vienna).

Worksheet: Hobbes' Theory on the State of Nature

Hobbes' main work, entitled *Leviathan*, focuses on the state and the necessity of employing a god who can die, and who can guarantee peace (Donhauser 2015: 355; Breitenstein & Rohbeck 2011: 61).

The state of nature (c.f. Lacina et al. 2007: 212):

Homo homini lupus: Every human being is a danger (a wolf) to every other human.

Bellum omnium contra omnes: There is a state of war and only the Leviathan can guarantee peace.

Since humans are equal in their abilities, they desire the same things. However, resources are limited and therefore humans enter a state of war (c.f. Breitenstein & Rohbeck 2011: 61). Even the weakest can defeat the strongest by using wit or by allying with others. But then again, these persons could be attacked by others and therefore always have to be alert (c.f. Lacina et al. 2007: 257).

The state is therefore not the goal, but a means for every human being to guarantee one's individual advantage. This is a clear difference to Aristoteles' view, who is convinced that mankind is a political being (c.f. Breitenstein & Rohbeck 2011: 273). According to Hobbes' concept, a contract is formed in order to guarantee peace and all power is given to the state. In Hobbes' philosophy a shift happens: Not the will of god is essential but the will of the state, i.e. the will of the Leviathan (c.f. Lacina et al. 2007: 212).

Lex naturalis (c.f. Breitenstein & Rohbeck 2011: 295):

1. Find and guarantee peace
2. The duty to give the right on everything to the Leviathan (by contract). Each person gives away his/ her political freedom and his/ her natural right for violence in order to obtain peace and safety. The Leviathan has the duty to guarantee security. He can create laws in order to differentiate justice and injustice.

The Leviathan is an artificial person as can be seen in the illustration below.

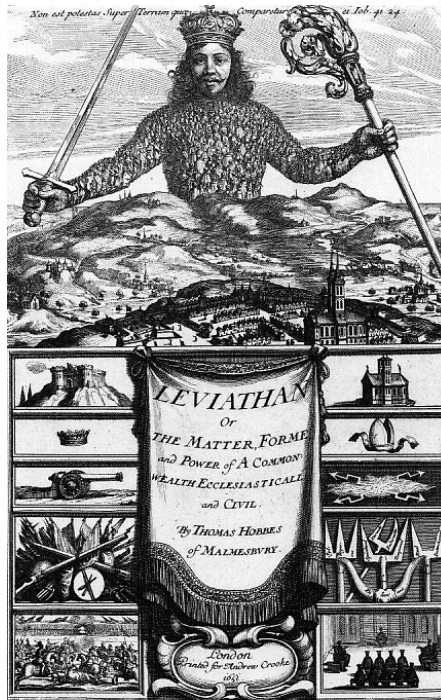


Image: Columbia College. <https://www.college.columbia.edu/core/content/frontispiece-thomas-hobbes%E2%80%99-leviathan-abraham-bosse-creative-input-thomas-hobbes-1651>. 01.10.2016.

Task 1: Look at the illustration. What can you see? What could the author try to illustrate? Which other elements can you identify? In class, make a mind-map and discuss your ideas!

Causes of war (Lacewing 2008: 50):

In the state of nature, first, we are roughly equal; no one is so strong that they can dominate others and overpower all resistance. Any difference of physical strength can be matched by the other person finding people to help, or by their intelligence, or by their experience. Second, there is scarcity. Not everyone can have everything they want - especially when what they want includes the power to get what they want in the future. Third, we are vulnerable – other people can cause us to fail to achieve the power we need to satisfy our desires.

Task 2: “Outline and illustrate Hobbes’ three conditions in the state of nature” (Lacewing 2008: 50)”. Would there be a difference if resources were not limited? Is there a possibility to ensure that everybody has everything that he/ she wants?

Task 3: Read the text “Of the natural condition of mankind as concerning their felicity and misery”. Underline any new vocabulary.

Decide whether you need to understand the exact meaning of the unfamiliar word in order to understand the general sense of the sentence or the passage. Decide what part of speech the word is. Look in the context for clues to its general use. Read on and confirm or revise your guess. (Greenall and Swan: 16 cited in Hedge 2000: 129).

If you are unsure, look up the vocabulary in a monolingual dictionary!

CHAPTER XIII, Extract (<https://faculty.history.wisc.edu/sommerville/351/HobbesLev.html>. 01.10.2016).

OF THE NATURAL CONDITION OF MANKIND AS CONCERNING THEIR FELICITY AND MISERY

Hereby it is manifest that during the time men live without a common power to keep them all in awe, they are in that condition which is called war; and such a war as is of every man against every man. For war consisteth not in battle only, or the act of fighting, but in a tract of time, wherein the will to contend by battle is sufficiently known: and therefore the notion of time is to be considered in the nature of war, as it is in the nature of weather. For as the nature of foul weather lieth not in a shower or two of rain, but in an inclination thereto of many days together: so the nature of war consisteth not in actual fighting, but in the known disposition thereto during all the time there is no assurance to the contrary. All other time is peace. Whatsoever therefore is consequent to a time of war, where every man is enemy to every man, the same consequent to the time wherein men live without other security than what their own strength and their own invention shall furnish them withal. In such condition there is no place for industry, because the fruit thereof is uncertain: and consequently no culture of the earth; no navigation, nor use of the commodities that may be imported by sea; no commodious building; no instruments of moving and removing such things as require

much force; no knowledge of the face of the earth; no account of time; no arts; no letters; no society; and which is worst of all, continual fear, and danger of violent death; and the life of man, solitary, poor, nasty, brutish, and short. It may seem strange to some man that has not well weighed these things that Nature should thus dissociate and render men apt to invade and destroy one another: and he may therefore, not trusting to this inference, made from the passions, desire perhaps to have the same confirmed by experience. Let him therefore consider with himself: when taking a journey, he arms himself and seeks to go well accompanied; when going to sleep, he locks his doors; when even in his house he locks his chests; and this when he knows there be laws and public officers, armed, to revenge all injuries shall be done him; what opinion he has of his fellow subjects, when he rides armed; of his fellow citizens, when he locks his doors; and of his children, and servants, when he locks his chests. Does he not there as much accuse mankind by his actions as I do by my words? But neither of us accuse man's nature in it. The desires, and other passions of man, are in themselves no sin. No more are the actions that proceed from those passions till they know a law that forbids them; which till laws be made they cannot know, nor can any law be made till they have agreed upon the person that shall make it. It may peradventure be thought there was never such a time nor condition of war as this; and I believe it was never generally so, over all the world: but there are many places where they live so now. [...].

Task 4: In groups, discuss the following questions:

Do you agree with the author's point of view? Is it possible to transfer this concept to today's society? Which changes would be necessary? Design your own concept on the state of nature and present your ideas to the class!

Task 5: A friend has problems understanding the concept of the Leviathan and has asked you for help. Write him/ her an e-mail explaining the concept.

Lesson Plan: “John Locke: The Creation of Insight” (1/2)

(Particular information on the curriculum and on the EPOSTL as well as CEFR has been directly copied from the content of the thesis).

Level according to CEFR: B2

Brief rationale: The topic of this lesson is John Locke. Aspects concerning his biography and an extract of *An Essay concerning Human Understanding* (an authentic philosophical text written by Locke) will be read. An illustration of Locke’s concept will be created by the students.

Aims and objectives:

English:

In this lesson an authentic text is read and the Austrian curriculum suggests to critically deal with the content (“fachsprachliche Texte zu bearbeiten, die eine kritische Auseinandersetzung [...] ermöglichen” (BMB 2015a: 1). The post-reading tasks require the students to summarise the most important points presented in the text and to create their own illustration showing Locke’s concept. Generally, the students should be able to “read many kinds of texts quite easily at different speeds and in different ways according to the “purpose in reading and the type of text” (CEFR, 231). The suggestion of the curriculum and the CEFR- descriptor are the basis for the assumption that the content is adequate for a CLIL- lesson.

Philosophy:

The concept on empiricism (a philosophical concept) as well as reading an authentic text play a major role in Philosophy. The Austrian curriculum suggests to compare the content presented in the text with views of today’s society (“Texte vergangener Epochen mit gegenwärtigen Vorstellungen vergleichen” BMB 2015b: 1). This can be done in a CLIL- lesson, since as already stated above, the English level of 12th grade students is adequate for this aim.

Relevant EPOSTL descriptors:

For this lesson, the teacher needs to be able to “help learners to develop different strategies to cope with difficult or unknown vocabulary in a text” (EPOSTL 2007: 26). Particularly when reading an authentic text the students need to apply strategies for vocabulary learning. In this

lesson, the learners should write down synonyms for each new word. Moreover, the teacher should “help learners to develop critical reading skills (reflection, interpretation, analysis etc.)” (CEFR 2007: 26). This is essential for the post-task which requires the learners to construct an illustration showing Locke’s concept.

T-S: Whole class

S-S: Group work

S: Individual work

Rough time frame	Procedure	Interaction format	Skills/ Language system	Materials + Notes
4’	Starting the lesson, Repetition of the last lesson	T-S	Listening Speaking	Summary of the most important points of the last lesson
3’	Introduction to John Locke	T-S	Listening	Distribution of the worksheet
7’	Reading the worksheet in class	T-S	Reading Listening	Summarising the main ideas
3’	Pre-reading task: “How do we think?”	S		The students should reflect on how they think. It is possible that no answer is found. Most students might remember concepts from psychology. It is only important that they start reflecting on the question.
10’	Task 1: Reading the text individually	S	Reading	Students may use a monolingual dictionary (a printed version or online) and write down synonyms.
10’	Summary of the most important	S-T	Speaking Listening	Post-task: Discussion in

	points			class
10'	Task 2: The students create their own illustration, showing Locke's model	S	Writing	Ask for clarification/ Check for understanding
3'	Ending the lesson	T-S	Listening Speaking	Make sure that students bring this model to class next time

Source of the lesson plan- format: FDZE, CELT (Centre for English Language Teaching, University of Vienna).

Lesson Plan: John Locke: The Creation of Insight (2/2)

(Particular information on the curriculum and on the EPOSTL as well as CEFR has been directly copied from the content of the thesis).

Level according to CEFR: B2

Brief rationale: In this lesson, the students work together in groups and present and discuss their illustrations which they have prepared in the previous lesson.

Aims and objectives:

English:

For this lesson, it can be argued that several aspects found in the Austrian curriculum are practiced. The learners should be able to find solutions to problems as well as express their agreement or disagreement (“Problemlösungskompetenz”, “Zustimmung, Ablehnung” (BMB 2015a: 1, 3). In order to succeed, the learners should apply linguistic expressions and thus practice their communication skills. According to the CEFR, the students have “a sufficient range of language to be able to give clear descriptions, express viewpoints on most general topics, without much conspicuous searching for words, using some complex sentence forms to do so” (CEFR, 28). This suggests that the learners are capable of successfully completing the various tasks.

Philosophy:

In the curriculum the need to practice various communicative acts in the Philosophy-classroom is expressed (“Gesprächsformen üben”, BMB 2015b: 1). The two main interaction formats which require discussions in this lesson are group work and whole-class discussions. Furthermore, the curriculum suggests to highlight communal aspects between Philosophy and Psychology (“Der fächerverbindende Aspekt ist auch zwischen Psychologie und Philosophie anzustreben”, BMB 2015b: 2). The task concerning the nature-nurture problem clearly creates a relation to the field of Psychology.

Relevant *EPOSTL* descriptors:

Since this lesson focuses primarily on spoken interaction, the teacher needs to be able to “evaluate and select activities which help learners to participate in ongoing spoken exchanges (conversations, transactions etc.) and to initiate or respond to utterances appropriately” (EPOSTL 2007: 21). This ensures that learners have the possibility to practice their speaking

skills through adequate tasks. In this context it is also necessary that the teacher knows how to “evaluate and select a range of meaningful speaking and interactional activities to develop fluency (discussion, role play, problem solving etc.)” (EPOSTL 2007: 21). As already stated above, several discussions are integrated in the lesson.

T-S: Whole class

S-S: Group work

S: Individual work

Rough time frame	Procedure	Interaction format	Skills/ Language system	Materials + Notes
5'	Repetition of the previous lesson	T-S	Listening Speaking	Elicit as much knowledge from the students as possible
6'	Students show their illustration to their partner	S-S	Speaking	In this way, the students remember details on Locke's concept. They decide on the more convincing concept.
8'	Each pair meets another pair and they exchange their ideas, taking only the “more convincing concept” into account.	S-S	Speaking Listening	Again, the most convincing concept is chosen in the group.
13'	In class, the remaining concepts are presented and discussed.	T-S	Speaking Listening	It is investigated in how far they differ from Locke's concept.
15'	Task 3: Nature-nurture problem, discussion	L-S	Speaking Listening	The students present their views
3'	Ending the	T-S	Listening	Summary of the

	lesson		Speaking	most essential points
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Source of the lesson plan- format: FDZE, CELT (Centre for English Language Teaching, University of Vienna).

Worksheet: John Locke: The Creation of Insight

John Locke (1632- 1704) wrote the essay “*Essay Concerning Human Understanding*” in the year 1690 (c.f. Breitenstein & Rohbeck 2011: 64). Locke is convinced that insight only comes through our senses (Fischill 2010: 36).

Sensations and reflections (Breitenstein & Rohbeck 2011: 64):

Locke argues that there is a difference between sensations and reflections. Sensations are things in real life while reflections are states in our mind. In this way, ideas can come into existence - e.g. hard, hot, white.

Children are born with no impressions at all – a tabula rasa, a white paper. There are no inborn moral principles (c.f. Fischill 2010: 36).

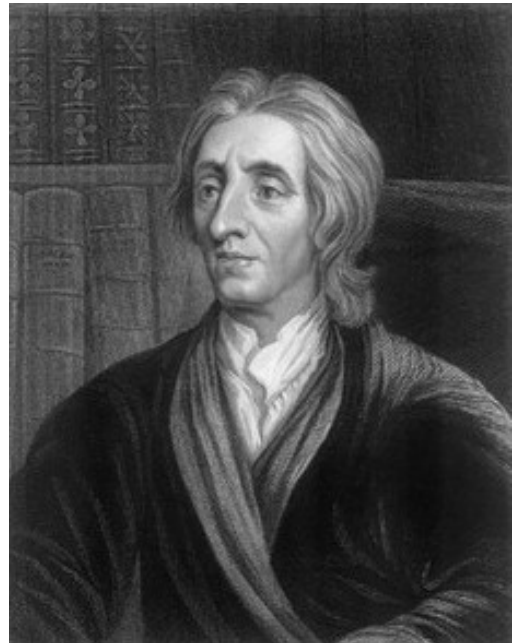


Image: *Internet Encyclopedia of Philosophy*.
<http://www.iep.utm.edu/locke/>.
01.10.2016.

The formation of perception (Donhauser 2015: 262):

Through our senses, we obtain particular impressions (called sensations). Our mind also shows us particular impressions (called reflection), e.g. the idea of happiness. The mind reflects on the ideas to form a perception.

Thus: Nothing is in our mind before it was in our senses (Fischill 2010: 36).

Empiricism (Phelan 2005: 4-5):

“Empiricism [...] views knowledge as the product of sensory experience”.

Furthermore, “[e]mpiricists [...] believe that all knowledge needs to be learnt and that there is no such thing as innate knowledge”.

Task 1: Read the text below. Underline new vocabulary and look it up in your dictionary! Write down synonyms (“one linguistic item can be exchanged for another without changing the meaning of the sentence”, Hedge 2000: 115).

Task 2: Make an illustration for yourself in order to visualize Locke’s concept. Then, show your work to your partner and explain him/ her your model.

An Essay Concerning Human Understanding: Book 2, Chapter 1

(<http://www.earlymoderntexts.com/assets/pdfs/locke1690book2.pdf>. 01.10.2016.):

2. Let us then suppose the mind to have no ideas in it, to be like white paper with nothing written on it. How then does it come to be written on? From where does it get that vast store which the busy and boundless imagination of man has painted on it—all the materials of reason and knowledge? To this I answer, in one word, from experience. Our understandings derive all the materials of thinking from

Observations that we make of external objects that can be perceived through the senses, and of the internal operations of our minds, which we perceive by looking in at ourselves. These two are the fountains of knowledge, from which arise all the ideas we have or can naturally have.

3. First, our senses when applied to particular perceptible objects convey into the mind many distinct perceptions of things, according to the different ways in which the objects affect them. That’s how we come by the ideas we have of yellow, white, heat, cold, soft, hard, bitter, sweet, and all so on—the so-called ‘sensible qualities’. When I say the senses convey these ideas into the mind, I don’t mean this strictly and literally, because I don’t mean to say that an idea actually travels across from the perceived object to the person’s mind. Rather I mean that through the senses external objects convey into the mind something that produces there those perceptions [= ‘ideas’] This great source of most of the ideas we have I call SENSATION.

4. Secondly, the other fountain from which experience provides ideas to the understanding is the perception of the operations of our own mind within us. This yields ideas that couldn’t be had from external things—ones such as the ideas of perception, thinking, doubting, believing, reasoning, knowing, willing, and all the different things that our minds do. Being conscious of these actions of the mind and observing them in ourselves, our understandings get from them

ideas that are as distinct as the ones we get from bodies affecting our senses. Every man has this source of ideas wholly within himself; and though it is not sense, because it has nothing to do with external objects, it is still very like sense, and might properly enough be called 'internal sense'. But along with calling the other 'sensation', I call this REFLECTION, because the ideas it gives us can be had only by a mind reflecting on its own operations within itself. By 'reflection' then, in the rest of this work, I mean the notice that the mind takes of what it is doing, and how.

Task 3:

Locke argues that there are not innate ideas:

From Locke's definition of 'innate idea', it follows that everyone knows all innate ideas from birth. [...] But if we must acquire the concepts involved, this means the proposition can't be innate: if it were, why would we need to *acquire* anything? We should know it already (Lacewing 2008: 12).

Psychologists are discussing whether the human being has inborn knowledge – this is called the nature- nurture problem (c.f. Fischill 2010: 36). What do you think? Are we born with a tabula rasa and therefore need to learn everything after birth, or are we already born with a particular knowledge? Discuss in class!

Lesson Plan: John Locke: The State of Nature (1/2)

(Particular information on the curriculum and on the EPOSTL as well as CEFR has been directly copied from the content of the thesis).

Level according to CEFR: B2

Brief rationale: In this lesson, students learn about Locke's concept concerning the state of nature. Furthermore, connections to the US declaration of 1776 are discovered.

Aims and objectives:

English:

Through reading an authentic text, a goal of the Austrian curriculum is reached in presenting authentic material ("höchstmögliche Authentizität" (BMB 2015a: 3). Another aim integrated in this lesson is to be able to talk spontaneously and fluently ("spontan und fließend" (BMB 2015a: 5). Moreover, taking actively part in discussions and presenting and defending one's view is practiced ("aktiv an einer Diskussion beteiligen und ihre Ansichten begründen und verteidigen" (BMB 2015a: 5). The CEFR states that the learners "have a broad reading vocabulary, but [...] sometimes experience difficulty with less common words and phrases" (CEFR, 231). If they encounter any unknown vocabulary, they should consult monolingual dictionaries and write down antonyms. Another ability of the learners which is practiced in this lesson is to "speculate about causes, consequences and hypothetical situations" (CEFR, 232). This is done particularly in task 3 when the students should reflect on the roles of freedom and justice in society.

Philosophy:

Freedom and responsibility are major aspects in Philosophy and these aspects are highlighted in task 3 ("Freiheit und Verantwortung", BMB 2015b: 3). Furthermore, it is an aim of the curriculum to understand different types of communal life and how society changes ("Verständnis für die sozialen Formen des Zusammenlebens und deren Wandel", BMB 2015b: 1). Generally, it is also an aim to integrate reading texts and to work on their content („verständiges Lesen durch Textarbeit fördern“, BMB 2015b: 1). This is done in task 2 where similarities between two concepts should be detected.

1-3 relevant *EPOSTL* descriptors:

This lesson requires the teacher to be able to “evaluate and select a range of meaningful speaking and interactional activities to develop fluency” (EPOSTL 2007: 21). Talking about the text and presenting their views on the roles of freedom and justice allow the students to practice their speaking skills. Furthermore, it is necessary to “encourage learners to use their knowledge of a topic and their expectations about a text when reading” (EPOSTL 2007: 26). Since the students are informed before reading the text that particular similarities to Locke’s concept are integrated in the declaration of independence, their prior knowledge is activated and used while reading.

T-S: Whole class

S-S: Group work

S: Individual work

Rough time frame	Procedure	Interaction format	Skills/ Language system	Materials + Notes
4’	Starting the lesson with a short repetition on John Locke	T-S	Listening Speaking	Distributing the worksheets
5’	Reading the worksheet until “Task 1”	L-S	Reading Speaking Listening	Summarising the most important points (maybe students react to the content immediately)
1’	Pre-reading: The task instruction tells the students that there are similarities	T-S		Students should remember Locke’s concept (activation of prior knowledge)
9’	Task 1: Reading the “US declaration of 1776”	S	Reading	Vocabulary may be checked in monolingual dictionaries (printed version or online). Antonyms are written down.

6'	Task 2: The students should detect similarities to Locke's concept and note them down	S	Writing (Comparing), done individually	Post-reading task
12'	Discussion of findings in class	L-S	Speaking Listening	
10'	Task 3: Freedom and justice		Speaking	Discussion in class
3'	Ending the lesson	T-S	Listening Speaking	Summary of the most essential points

Source of the lesson plan- format: FDZE, CELT (Centre for English Language Teaching, University of Vienna).

Lesson Plan: John Locke: The State of Nature (2/2)

(Particular information on the curriculum and on the EPOSTL as well as CEFR has been directly copied from the content of the thesis).

Level according to CEFR: B2

Brief rationale: In this lesson, the students learn about and apply the “Golden Rule” in a role-play. Furthermore, the concepts on the state of nature presented by John Locke and Thomas Hobbes will be compared. In an essay for the school magazine, the students will argue which concept is more convincing for them.

Aims and objectives:

English:

It is an essential aim of the English curriculum to be able to write clear and detailed texts (“klare und detaillierte Texte schreiben”, BMB 2015a: 5). Furthermore, the students should practice presenting arguments for or against a particular point (“Argumente für oder gegen einen bestimmten Standpunkt darlegen”, BMB 2015a: 5). The task requiring the students to write an article in which they present their view combines these two aims. Furthermore, it is suggested in the curriculum to initiate plays, and therefore the role-play does fulfill this aim (“Theater, Spiel”, BMB 2015a: 2). According to the CEFR, the students possess “a limited number of cohesive devices to link his/ her utterances into clear, coherent discourse, though there may be some ‘jumpiness’ in a long contribution” (CEFR, 28). This suggests that the learners have the necessary resources to express their view clearly.

Philosophy:

The role play is also mentioned in the Philosophy curriculum (Rollenspiele“, BMB 2015b: 2), Furthermore, comparing philosophical concepts and expressing one’s view are essential for Philosophy. Generally, it is essential that the students respect each other’s view (“respektvoller Umgang mit anders Denkenden”, BMB 2015b: 2). This can be practiced particularly in discussions.

Relevant *EPOSTL* descriptors:

For this lesson, the teacher needs to be able to “evaluate and select a range of meaningful speaking and interactional activities to develop fluency (discussion, role play, problem solving etc.)” (EPOSTL 2007: 21). In this lesson, especially the activities “discussion” and

“role-play” are practiced. Moreover, also writing plays an integral part and therefore the ability to “evaluate and select a range of meaningful writing activities to help learners become aware of and use appropriate language for different text types (letters, stories, reports etc.)” is vital (EPOSTL 2007: 23). As a homework, the students should write an article for the schools-magazine and thus practice writing articles while reflecting on the two concepts of Locke and Hobbes again.

T-S: Whole class

S-S: Group work

S: Individual work

Rough time frame	Procedure	Interaction format	Skills/ Language system	Materials + Notes
5'	Repetition of the elements found in the US declaration and in Locke's concept	T-S	Listening Speaking	
20'	Task 4: Role play applying the “Golden rule”	S-S	Speaking Listening	Group work
18'	Task 5: Comparing the concepts on the state of nature (Hobbes and Locke). The students write down their findings.	S-T S-S	Writing Speaking Listening	Image as an impulse 1) Class discussion 2) Group work
1'	Explanation of the homework: Writing an essay for the school magazine		Writing	Students express their view concerning which concept is more convincing
2'	Ending the lesson	T-S	Listening Speaking	Summary of the most essential points

Source of the lesson plan- format: FDZE, CELT (Centre for English Language Teaching, University of Vienna).

Worksheet: John Locke: The State of Nature

Differences to Hobbes' concept (c.f. Breitenstein & Rohbeck 2011: 64):

During Locke's time, the parliament ruled. In his theory, Locke tries to legitimize the liberal state. He modifies Hobbes' ideas and suggests that the state of nature is a state of freedom rather than a state of war. Locke is convinced that the state's power must be divided into three branches: The legislative, executive and federative power. This distribution ensures that there is no misuse of power (Rauter & Wieser 1979: 262). A contract is necessary not for one's own safety, but for the safety of one's property. The contract can be cancelled if the emperor e.g. puts hands on one's property (Donhauser 2015: 355).

Property (c.f. Breitenstein & Rohbeck 2011: 285):

Property comes into existence by working with nature. This property is produced by individuals in order to be able to exchange goods – one's goods are exchanged to obtain other goods which are needed.

Rights and the Golden Rule (c.f. Breitenstein & Rohbeck 2011: 295):

John Locke suggests that in the state of nature, every human being has particular rights: The right of freedom, the right on life, the right on health and the right on property. The natural liberty, however, is limited by the natural law, which is also known as *The Golden Rule*. It says that we need to treat others the way we want to be treated by them.

Task 1: The US has integrated several elements of Locke's philosophy in its declaration of 1776 (c.f. Breitenstein & Rohbeck 2011: 296). Read the text "*In congress, July 4, 1776*". Underline new vocabulary and look it up in your dictionary. Write down antonyms which are "a number of relationships often thought of as opposites" (Hedge 2000: 115).

IN CONGRESS, July 4, 1776

(http://www.archives.gov/exhibits/charters/declaration_transcript.html. 01.10.2016).

The unanimous Declaration of the thirteen united States of America

When in the Course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume among the powers of the earth, the separate and equal station to which the Laws of Nature and of Nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation.



Image:
<http://dbclipart.com/american-flag-clip-art-image-4309/>.
01.10.2016.

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.--That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed, --That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness. Prudence, indeed, will dictate that Governments long established should not be changed for light and transient causes; and accordingly all experience hath shewn, that mankind are more disposed to suffer, while evils are sufferable, than to right themselves by abolishing the forms to which they are accustomed. But when a long train of abuses and usurpations, pursuing invariably the same Object evinces a design to reduce them under absolute Despotism, it is their right, it is their duty, to throw off such Government, and to provide new Guards for their future security.--Such has been the patient sufferance of these Colonies; and such is now the necessity which constrains them to alter their former Systems of Government. The history of the present King of Great Britain is a history of repeated injuries and usurpations, all having in direct object the establishment of an absolute Tyranny over these States. To prove this, let Facts be submitted to a candid world.

Task 2: Can you detect the elements which are similar to Locke's theory? Discuss your results in class!

Task 3:

Comment on the text below. In class, discuss in how far both freedom and justice can exist at the same time. Can you think of a law which you believe is too strict?

"The issue that underlies all debate as to the justifiability of specific laws, the extent to which they promote justice and welfare and happiness of those upon whom they are imposed, has to do with a single question: Which is more important, freedom or order? It is equally true, however, that too much or too little of either of these can be a very bad thing indeed and may serve to achieve the exact opposite of what was originally intended. What is needed is for the law to embody principles of liability which make clear that it always seeks to strike a balance between two conflicting but equally important goals: the protection of the freedom of the individual and the control of criminality and law-breaking in all their forms" (Phelan 2005: 107).

Task 4:

Get in groups of four. Act out a situation where the Golden Rule is applied. Present your performance to the class!

Task 5: Compare Locke's and Hobbes' theory on the state of nature, discuss your results in class and summarize the differences! In groups, discuss which concept is more convincing. Then, write an essay for your school magazine in which you state your view.

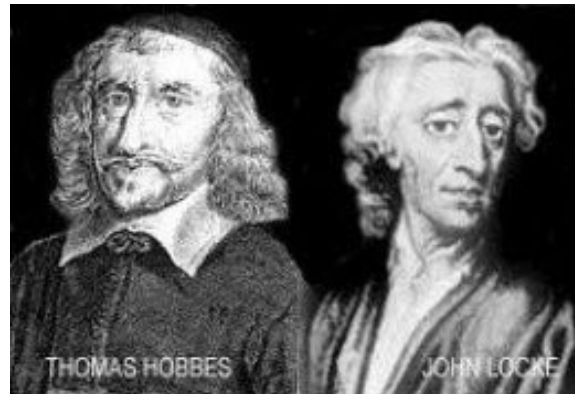


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<http://hubpages.com/politics/SocialContractTheories>. 01.10.2016.

Abstract

The aim of this thesis is to design CLIL- materials for the Austrian Philosophy- classroom in order to counteract the current lack of such materials. The author's main idea is to establish relations between the various Austrian curricula (the general part of the Austrian curriculum, the Austrian curriculum for Philosophy and the Austrian curriculum for English), materials used in the Philosophy- classroom in Austria and available CLIL- materials for various different subjects. It is her aim to extract the information provided by the Philosophy- books as a basis for the content. Methods which are suitable particularly for CLIL are derived from various publications and from the CLIL- books under investigation. Furthermore, authentic texts from philosophers as well as extracts from British A-level books are integrated in the self- designed CLIL- materials. Attention is also paid to the design of materials in general, such as the importance of task instructions.

Activities included in CLIL- materials are another major focus in this thesis. The researcher is convinced that tasks are vital for CLIL- classrooms, since they allow students to create output in spoken or written form. Thus, also the interaction format plays an essential role in creating lesson materials. In order to decide on suitable tasks for CLIL, CLIL- methodology literature as well as the CLIL- books designed for Austrian CLIL- classrooms are consulted. The activities are analysed and categorized into activity types, which are then also graphically displayed. The various activity types suggested by the literature as well as discovered in the CLIL- books are then used as a basis for the design of the CLIL- materials for Philosophy. As suggested in the eight lesson plans designed for the four didactic units, the author opts for the integration of various activities such as explaining concepts, reading, writing, transferring a text into a different mode, stating one's opinion and comparing information. Finally, these self- designed materials are also analysed and the activity types are presented graphically.

Zusammenfassung

In dieser Diplomarbeit werden CLIL- Materialien für den Philosophieunterricht erstellt. Nachdem in Österreich nicht genug CLIL- Materialien für Philosophie verfügbar sind, möchte die Verfasserin diesem Zustand entgegenwirken. Ihr Konzept ist es, mithilfe der Österreichischen Lehrpläne (dem allgemeinen Teil, dem Lehrplan für Philosophie und dem Lehrplan für Englisch), Materialien die im Österreichischen Philosophieunterricht verwendet werden und CLIL- Materialien, die für andere Fächer erstellt wurden, eigene CLIL- Materialien für den Philosophieunterricht zu schaffen. Hierfür wird der Inhalt von Philosophiebüchern verwendet und Methoden, die in der Literatur und in den CLIL- Büchern, die für andere Fächer erstellt wurden, vorkommen, werden dazu kombiniert. Gleichzeitig ist die Verfasserin darauf bedacht, philosophische Originaltexte einzufügen und auch Ausschnitte aus englischen Philosophiebüchern zu verwenden. Bei der Herstellung der Materialien ist auch auf das Design zu achten und deshalb werden unter anderem Aufgabenstellungen untersucht.

Eine zentrale Rolle spielen also auch die Aufgaben, die in CLIL- Materialien integriert sind. Generell sind laut der Verfasserin lernerzentrierte Aktivitäten in CLIL- Klassen von hoher Bedeutung, da die Schülerinnen und Schüler durch sie die Möglichkeit erhalten, sich entweder schriftlich oder mündlich auszudrücken. In diesem Zusammenhang ist auch das Sozialformat bei der Erstellung von CLIL- Materialien zu beachten. Um herauszufinden, welche Aufgaben besonders für CLIL geeignet sind, beschäftigt sich die Verfasserin nicht nur mit der Literatur, sondern auch mit den für andere Fächer verfügbaren CLIL- Büchern. Die darin vorkommenden Aufgabenstellungen werden analysiert und als verschiedene Aktivitätstypen kategorisiert. Die Ergebnisse werden schließlich graphisch dargestellt. Diese gefundenen Aktivitätstypen dienen als Basis für die Erstellung der CLIL- Materialien für Philosophie. Wie man in den acht Stundenbildern für die vier didaktischen Einheiten erkennen kann, möchte die Verfasserin verschiedene Aktivitäten einbeziehen, wie z.B. Konzepte erklären, lesen, schreiben, einen Text umschreiben, seine Meinung vertreten und Information vergleichen. Schlussendlich werden auch die selbsterstellten CLIL- Materialien für Philosophie analysiert und die darin vorkommenden Aktivitätstypen werden graphisch dargestellt.