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Table of Contents

1. Introduction	1
2. Content and Language Integrated Learning	4
2.1. Defining CLIL	4
2.2. Evolution and Implementation of CLIL in Europe	6
2.3. CLIL in Austria	7
3. CLIL materials	10
3.1. The state of the art of CLIL materials	11
3.2. Material acquisition	12
3.3. Principles of material development in CLIL	17
3.3.1. Guiding input and supporting output	18
3.3.2. The primacy of task design	19
3.3.3. Foster critical thinking	21
3.3.4. Scaffolding	23
3.3.5. Authenticity of materials.....	25
3.3.6. The (inter-)cultural dimension	26
3.3.7. The three dimensions of content	27
3.4. Two general frameworks for planning and materials design.....	28
3.4.1. The 4Cs Framework.....	28
3.4.2. The CLIL pyramid	30
4. Teaching materials in history education	32
4.1. History education in Austria.....	32
4.2. History curricula	33
4.2.1. Competences (<i>Kompetenzen</i>)	34
4.2.2. Command verbs (<i>Operatoren</i>)	35
4.2.3. Basal concepts (<i>Basiskonzepte</i>)	36
4.3. History materials.....	37
4.3.1. Written materials.....	39
4.3.2. Graphical and visual materials	40
4.3.3. Audiovisual materials	41
4.3.4. Acoustic materials.....	42
4.3.5. Concrete materials or realia	42
4.4. The special case of CLIL history and its materials	43

5. Study	46
5.1. Research questions	46
5.2. Method and research design	47
5.2.1. Interview guideline	48
5.2.2. Interviewees	49
5.2.3. Data Collection	50
5.2.4. Transcription	51
5.2.5. Data analysis	51
6. Findings.....	54
6.1. Satisfaction with CLIL history materials in Austria.....	54
6.2. History material use.....	55
6.3. Challenges in material acquisition.....	57
6.4. Material acquisition	59
6.5. Creating materials.....	63
6.6. Adapting materials.....	65
6.7. Principles in material design.....	67
6.8. Planning procedures	71
6.9. CLIL teacher education and training	72
6.10. Desires for the future	73
7. Discussion of results and conclusion.....	76
8. References	85
9. Appendix	91
9.1. Interview guideline	91
9.2. Supplementary interview material	93
9.3. List of resources.....	94
Abstract.....	102
Zusammenfassung.....	103

List of figures

Figure 1 Bloom's taxonomy revised.....	22
Figure 2 The CLIL 'mixing desk'	28
Figure 3 The 4Cs Framework.....	29
Figure 4 The CLIL pyramid	31
Figure 5 Factual (a) and conceptual (b) knowledge acquisition	36
Figure 6 Materials spectrum between authenticity and fictionality	38
Figure 7 Steps of deductive category assignment	52

List of abbreviations

AHS	Allgemein Höher bildende Schule (grammar school)
BHS	Berufsbildende Höhere Schule (vocational school)
CHT	CLIL History Teachers
CLIL	Content and Language Integrated Learning
EAA	Englisch Als Arbeitssprache (English as a working language)
EMI	English as a Medium of Instruction
FsAA	Fremdsprache Als Arbeitssprache (Foreign language as working language)
HAK	Handelsakademie (commercial school)
HOTS	Higher Order Thinking Skills
HS, NMS	Hauptschule, Neue Mittelschule (school for lower secondary education)
HTL	Höhere Technische Lehranstalt (secondary college of craft and technology)
LOTS	Lower Order Thinking Skills
L1	First Language
L2	Second Language

1. Introduction

The quality of the materials designed for the CLIL class is overwhelmingly determining when considering the extent to which CLIL has been implemented successfully.

(Montijano Cabrera 2012: 136)

In today's global world with growing multilingual societies and ever tighter connections among countries, acquiring foreign language competence has become more relevant than ever in education (Coyle, Hood & Marsh 2010: 8). Hence, the European Union has given considerable impetus to language learning and set goals to educate multilingual citizens in the past decades (Eurydice 2006: 3). In this context, *Content and Language Integrated Learning* (CLIL) was welcomed as a promising perspective since it was considered an innovative teaching method that can help reach these language goals (Dalton-Puffer & Nikula 2014: 117). The idea of CLIL is to teach numerous subjects through a foreign language so as to increase contact time with the language and consequently enhance students' foreign language skills. Thus, it is a major aim of policies and schools nowadays to implement CLIL in various countries, while its contribution to help students reach higher competence levels in foreign language learning has been shown by various studies (cf. Dalton-Puffer 2011: 186 on these studies).

Following the efforts to establish CLIL in schools, it should be apparent – as the introductory quotation highlights – that a provision of quality materials for CLIL teachers has to go hand in hand with CLIL implementations in order to secure the goals of CLIL (Clegg 2007, Coyle, Hood & Marsh 2010, Mehisto, Marsh & Frigols 2008, Navés 2009). However, looking into literature and research on CLIL, it can be seen that the majority of CLIL teachers is faced with the obstacle of material shortage for CLIL classrooms. Various researchers lamented on the scarcity of CLIL materials available to teachers (Coyle, Hood & Marsh 2010, Martín Del Pozo & Rascón Estébanez 2015, Meyer 2010, Moore & Lorenzo 2007) and studies have given evidence that teachers perceive this lack of suitable materials as one of their main concerns (Gierlinger, Hainschink & Spann 2007, Morton 2013).

Despite this ubiquitous lack of materials observed in CLIL literature, specific research on CLIL material acquisition and on the challenges of finding solutions to this dilemma is scarce. While studies about material acquisition and CLIL materials in general were conducted in some parts of Europe (cf. Mäkiranta 2014, Martín Del Pozo & Rascón

Estébanez 2015), research on this topic is almost non-existent in Austria. With the exception of Gierlinger, Hainschink and Spann (2007) who investigate the situation for CLIL teachers in Austria in general and who touch upon the dilemma of CLIL materials, no study has yet surveyed the situation for CLIL teachers and their strategies and challenges in material acquisition. In addition, history is seen as one of the most popular subjects for CLIL (Wildhage 2007: 77) but research about CLIL history materials in particular does not exist at all. Only Morton (2013: 133) shortly commented on the challenges distinct to CLIL history material acquisition. Therefore, this thesis aims to close the research gap in this respect by surveying CLIL history teachers in Austria. Hence, the purpose of this thesis is to collect empirical data on teaching materials for CLIL history classrooms in Austria to lay the foundation for further development in this uncharted research field. Two major reasons have motivated this research project:

First, as mentioned above, there is a lack of empirical data on material acquisition in CLIL history in Europe, let alone Austria. Thus, a study about CLIL teachers' strategies and challenges in material acquisition is required to bridge the gap in research. Furthermore, this study could serve as impulse to trigger similar studies not only in Austria but in other countries that could help to depict different situations and to draw connections and implications.

Second, CLIL history teachers in Austria are presumably faced with a lack of ready-made materials and an arduous task of acquiring and creating materials themselves. As the results of this project give an insight into CLIL history teachers' strategies in finding, creating and adapting materials, this knowledge can benefit teachers in their own material acquisition. Hence, this study is of vital interest not only to researchers, but also to teachers.

For the purpose of surveying the situation of CLIL history materials, empirical data was gathered through expert interviews with five Austrian CLIL history teachers. In order to yield valuable information on the status quo of CLIL history materials in Austria, the study focuses on the description and evaluation of CLIL history teaching materials and challenges in their acquisition. In particular, the interviews concentrated on further aspects such as satisfaction with materials, history material usage, quality principles, the use of textbooks, characteristics of self-designed materials, adaptation strategies, procedures in lesson planning and desires for the future. The findings obtained give indication of the current material situation and provide implications for the future in order to attempt a closure of the existing research gap.

This thesis is composed of three main parts: a theoretical literature review, the presentation of the empirical study and the discussion of results. Forming the basis for the present study, the literature review encompasses a definition of CLIL as well as its evolution in Europe and Austria (chapter 2). After dealing with the phenomenon of CLIL in general, the third chapter focuses on CLIL materials in particular, as this is the main focus of the thesis. Following a brief discussion of the state of the art of CLIL materials in literature and practice, attention will be given to different possibilities of material acquisition in CLIL and to suggestions found in the literature for improving the material situation. Finally, principles that quality materials should encompass will be discussed. Chapter 4 concludes the first part of the thesis by presenting a review on history education in Austria as well as a synthesis of possible materials for history education before narrowing the topic down to CLIL history materials and challenges thereof. This last aspect connects the literature review to the empirical study in which the focus lies on the status quo and the acquisition of CLIL history materials in Austria.

The second part of this thesis presents the empirical study and its results. Chapter 5 serves to clarify the method and research design before the findings of the study are presented in chapter 6.

Finally, chapter 7 discusses the main results of the study and contrasts them to previous literature on CLIL history materials, before addressing the study's limitations and implications for future research and practice.

2. Content and Language Integrated Learning

Since its origins in the mid 1990s, *Content and Language Integrated Learning* (CLIL) has attracted increasing attention from researchers and practitioners as an innovative teaching approach and has been implemented in schools all over Europe (Eurydice 2006: 7-9). As the focus of this thesis is on CLIL history materials in Austria, the general nature of the CLIL teaching approach together with its evolution in Europe and its implementation in Austria needs to be discussed in the following.

2.1. Defining CLIL

The term *Content and Language Integrated Learning* (CLIL) was coined by a group of experts¹ in Europe in the mid 1990s as an umbrella term to refer to bilingual teaching approaches within Europe (Marsh 2002: 58). Since the coinage of this term, CLIL has obtained major interest among scholars and researchers and various attempts have been made to define the essence of the CLIL term. The definition given by Coyle, Hood and Marsh (2010: 1) is among the most cited and concise ones to date:

Content and language integrated learning (CLIL) is a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language.

Thus, a typical example of CLIL in Austria would be teaching history in English. However, this should not mean that a content lesson is simply translated into English since CLIL encompasses much more. Through smoothly integrating content and language smoothly, students should hone their content knowledge as well as their language skills. In this respect, the term *dual-focused* comes into play: Various researchers (Coyle 2007, Coyle, Hood & Marsh 2010, Dalton-Puffer 2011, Wolff 2007) concur that the dual focus is the defining feature of CLIL and that the integration of content and language – hence the capital I for integrated - is of major importance. Coyle, Hood and Marsh (2010: 4) speak of an amalgam of both content and language and state that this convergence is “where CLIL breaks new ground”. Dalton-Puffer (2011: 196) even advocates that instead of conceptualising content and language as separate reified entities which should be integrated, they should be seen as one process. Ball, Kelly and Clegg (2015: 52) developed this thought further and devised the framework of three dimensions of content in CLIL,

¹ Members of EUROCLIL: David Marsh, Hugo Baetens Beardsmore, Do Coyle, María Jesús Frigols, Gisella Langé, Anne Maljers, Peeter Mehisto and Dieter Wolff (Marsh 2002).

demonstrating that language is invariably interwoven with content since content comprises concept, procedure and language (cf. chapter 3.3.7. for an in-depth treatment).

Given the general and rather inclusive nature of the term, it is self-evident that CLIL encompasses various differing educational approaches. For example, Mehisto, Marsh and Frigols (2008: 13) list several educational approaches that are assumed to be included in CLIL, ranging from limited language showers, student exchanges with foreign schools, teaching certain modules or one or more subjects in a foreign language to total immersion programmes where all subjects are taught in a foreign language. In addition, Grin (2005) even claims that there exist around 216 types of CLIL programmes based on variables such as intensity, starting age, starting linguistic level, compulsory status and duration. Another widening effect is that CLIL can take place in all school types, ranging from primary and secondary to tertiary education (Wolff 2007: 16).

As a result, this flexible definition leads to an extremely broad and inclusive perception of CLIL, making it difficult to state precisely what CLIL encompasses. In order to achieve more clarity, Dalton-Puffer (2011: 183-184) set out to describe some ‘prototypical’ features of CLIL programmes that can generally be found with most implementations in Europe. Despite the heterogeneity of CLIL approaches mentioned afore, the following aspects could be termed ‘prototypical’: First and foremost, the medium of instruction is a foreign language rather than a second language of the country. Moreover, CLIL is typically taught by content teachers and non-natives of the target language. Lastly, CLIL takes place in classes that are timetabled as content lessons with traditional language teaching continuing alongside. However, even these ‘prototypical’ characteristics do not have to apply to each CLIL model present in schools today.

A special remark in respect to the definition of CLIL has to be made about the additional language or target language. Although theoretically any language could be chosen as the medium of instruction in CLIL programmes, the choice of languages is in reality much narrower and reserved for a small circle of prestigious languages in which English takes the uncontested lead (Dalton-Puffer & Smit 2013: 550). This is not surprising when looking at the role English plays in today’s global world: Through its high degree of functionality in domains as diverse as international politics, business, academia, pop culture and social media, English has developed into a lingua franca (Dalton-Puffer & Smit 2013: 550) and is seen by many researchers as being a core skill or a key literacy feature worldwide (Coyle, Hood & Marsh 2010, Dalton-Puffer 2011, Graddol 2006). Due to this relevance of English

in various work and leisure communities, proficiency in English has become a necessary part of education in today's societies and is hence the preferred language of CLIL programmes. As a consequence, as Dalton-Puffer (2011: 183) has pointed out, in most of the cases, CLIL effectively means CEIL (*Content and English Integrated Learning*). This is also valid for the present study conducted with CLIL history teachers who are using English as CLIL medium in their classes.

2.2. Evolution and Implementation of CLIL in Europe

The implementation of CLIL in the 1990s was special in the sense that it was supported from two directions: On the one hand language policy makers, stakeholders and European institutions fuelled the initiation of CLIL and on the other hand CLIL was promoted by grass-roots movements undertaken by school communities, teachers and parents (De Zarobe 2013: 231). All those actions were driven by the main belief that a global world with its international societies requires ever better educated employees who are proficient in languages that are considered crucial in the job market (Dalton-Puffer 2011: 184). This idea is also represented in one of the declarations of the European Commission (European Commission 1995: 47), which specifies that “upon completing initial training everyone should be proficient in two Community foreign languages”. As a way of achieving this European language aim, the European Commission proposed further that “secondary school pupils should study certain subjects in the first foreign language learned” (European Commission 1995: 47). As this extract of the declaration shows, the European Commission adopted the CLIL label and the idea behind it as part of its larger educational language policy plans and stated in an action plan proposal from 2003 that “Content and language integrated learning (CLIL) [...] has a major contribution to make to the Union's language learning goals” (European Commission European Commission 2003: 19). However, despite CLIL playing an important role in language enrichment measures for the European Union, precise learning goals and objectives are still largely missing (Dalton-Puffer 2011: 185). The reason for this lack of unified principles about CLIL provision is discussed in the following paragraph.

Besides the supranational declarations and action plans of the European Commission which encourage countries to implement CLIL, no concrete guidelines for the implementation are provided, leaving the realisation of CLIL at the national level mostly to the countries and their individual education policies (Dalton-Puffer & Smit 2013: 547). As a result, each

country decided on its own terms how to apply the approach, with little guidance on the European level as far as research, implementation parameters and teacher education are concerned (De Zarobe 2013: 232). While in some countries, such as Spain, CLIL is part of the top-down policy efforts to develop foreign language teaching further, other countries have simply left taking action to local agents. As we will see in the next chapter, Austria is part of the second group, resulting in the realisation of CLIL as school projects in some schools but not in a nation-wide implementation (Dalton-Puffer & Nikula 2014: 117). These circumstances of loose implementation principles have definitely been one of the factors contributing to the existence of various slightly different models under the umbrella term CLIL, besides other factors such as specific sociocultural settings and educational policies of the individual country (De Zarobe 2013: 232).

To sum up, it can be seen that the implementation of CLIL differs from country to country since there is no single blueprint that can be applied in all countries and this is leading to different models of CLIL. The following chapter will give some indication of the implementation of CLIL in Austria and its typical models.

2.3. CLIL in Austria

The first forms of CLIL in Austria already emerged in the late 1980s, when it was slowly introduced as a grassroots movement in some schools by motivated teachers who wanted to advance foreign language teaching (Nezbeda 2005: 7). A landmark in the development of CLIL in the Austrian school context, however, was created in 1991: Due to the major interest in the new concept of CLIL and the desire of parents for an intensified foreign teaching method, the Federal Ministry of Austria instructed a project group at the ZSE III (*Zentrum für Schulentwicklung*²) in Graz to develop an Austrian model of CLIL (Abuja 1999: 1). In the following years, the project group presented theoretical and practical publications and held conferences on the topic in order to spread the project concept across the country and establish a sound base of bilingual education in Austria (Abuja 2007: 16). Important to mention is that in Austria, the term ‘CLIL’ was largely substituted by the better-known term ‘EAA’ (*Englisch als Arbeitssprache – English as a working language*), which was also the title of the project group. Besides that, the notion of CLIL is quite the same as that of EAA, which can also be seen when looking at a definition of EAA (Eurydice

² Now known as *Österreichisches Sprachenzentrum* (ÖSZ), cf. http://www.oesz.at/OESZNEU/main_00.php.

2005: 3): “EAA conceives of language as a tool that can be employed to teach subject-specific content, by [...] merging content teaching and language learning”. Just like CLIL, EAA tries to integrate content and language in content subject lessons in order to increase students’ linguistic ability while at the same time mastering subject content and raising intercultural awareness (Eurydice 2005: 3, 6). As the acronym already reveals, English is the leading target language in Austrian CLIL classrooms and thus the term EAA is used in the majority of cases (Eurydice 2005: 5). Other but less common terms would be FsAA (*Fremdsprache als Arbeitssprache* – *Foreign language as working language*) or EMI (*English as a Medium of Instruction*) to refer to the same bilingual concept present in Austria, whereas the last-mentioned EMI is commonly used to refer to CLIL in tertiary education (BMUKK, BMWF & ÖSZ 2008, Eurydice 2005). In the past years, however, the term CLIL regained popularity and various Austrian curricula (cf. HTL or HAK) adopted this acronym. Consequently, the term CLIL is gaining ground at the moment and will thus also be used throughout the thesis to refer to this teaching approach in Austrian context.

The legal basis for CLIL is contained in the School Education Law (*Schulunterrichtsgesetz*) in § 16 (3):

Darüber hinaus kann die zuständige Schulbehörde auf Antrag des Schulleiters [...] die Verwendung einer lebenden Fremdsprache als Unterrichtssprache (Arbeitssprache) anordnen, wenn dies [...] zur besseren Ausbildung in Fremdsprachen zweckmäßig erscheint und dadurch die allgemeine Zugänglichkeit der einzelnen Formen und Fachrichtungen der Schularten nicht beeinträchtigt wird
(RIS 2017b).

As this paragraph shows, CLIL is no nation-wide obligation in Austria but schools can decide autonomously whether to adopt this bilingual project³. In other words, the Austrian government maintains a highly laissez-faire approach, leaving the exact implementation of CLIL to individual schools and teachers (Dalton-Puffer & Smit 2013: 547). As a result, no special curriculum for CLIL exists (Abuja 2007: 20). These facts as well as the aim of the project group of the ZSE III to develop a flexible system of CLIL that can be used in all school types properly has led to a variety of formats CLIL can take in Austria (Abuja 1999: 3). The BMUKK (*Bundesministerium für Unterricht, Kunst und Kultur*) came to a similar conclusion in one of its reports on language policy in Austria, stating that in order to reach

³ An exception are the HTLs (secondary colleges of craft and technology) in which CLIL is now obligatory and anchored in the curriculum. Beginning in the third grade, a minimum of 72 lessons per year have to be CLIL lessons but the exact distribution among subjects is left to the individual schools (BGBl II Nr. 300, 2011, Anlage 1 (IId)) (RIS 2011).

a broad target audience, the project offered a flexible concept with different forms of implementation and intensity of CLIL (BMUKK, BMWF & ÖSZ 2008: 55). Gierlinger, Hainschink and Spann (2007: 17-18) described some of the most typical formats CLIL can take in Austrian education, reaching from mini-projects to the special case of bilingual schooling: So-called mini-projects are flexible and often interdisciplinary undertakings which encompass a few lessons only and seem to be the most feasible format of CLIL teaching due to easy administration. However, Gierlinger, Hainschink and Spann (2007) mentioned that such short projects only rarely foster language learning due to the limited exposure. Another type of CLIL, which is frequently considered the ‘classical’ approach, is the teaching of a content subject in a foreign language throughout the term or year and is said to lead to better language learning than mini-projects. Other variants would be CLIL in elective subjects or in newly formed school subjects. The already mentioned type of bilingual schooling in Austria is a special case of CLIL which has been present from the beginning of CLIL in the early 1990s onwards. Schools such as the Vienna Bilingual School (VBS) or the Linz International School Auhof (LISA) concentrate their school policy on teaching the majority of subjects in the foreign target language by native speakers (Gierlinger, Hainschink & Spann 2007: 11).

A lack of research and statistical surveys characterises the landscape of CLIL in Austria up to the present. In the past, there have been attempts to carry out national surveys to establish an estimate number of schools implementing CLIL projects. Abuja (1999: 6), for example, conducted the first nationwide survey on CLIL in Austria in 1996/97, in which he interviewed headmasters on the practice of CLIL. The results of this survey surpassed all expectations, revealing that 14,6% of all schools in Austria (almost every seventh school) were already practising CLIL in some format with the BHS taking the lead with 32,1%, the AHS following with 26,8% and the HS trailing behind with only 7,1%. The report on Austrian CLIL from Eurydice in 2004/5 revealed similar results, indicating that almost ten years later the proportion of Austrian schools practising CLIL had hardly changed (Eurydice 2005: 14). In 2005, Nezbeda (2005: 21-37) compiled another nationwide study on the amount and diversity of CLIL with data available at the education authorities of each federal state. The outcomes of the study showed that a complete overview of CLIL practices is hard to achieve, primarily due to the fact that various schools practising CLIL did not inform the federal education authorities and are thus not contained in the study. However, the results from the different federal states confirm the existence of CLIL both in AHS and

BHS with similar results as the studies discussed afore but indicating increased practice of CLIL in AHS contexts. The difficulty of carrying out nationwide surveys on CLIL, arising from the diversity of possible formats as well as the incomplete information of federal authorities, has led to the issue that since the last survey from Nezbeda (2005) over ten years ago, no attempt has been made to update the statistical numbers. This in turn leads to a profound lack of reliable data about CLIL programmes in Austria at present.

Besides this challenge of obtaining an overall picture of CLIL activities in Austria, it is worth discussing other commonly mentioned problems in the implementation of CLIL as well. A frequently expressed concern is the question of qualified teachers and native speakers for CLIL and several authors confront the problem of largely missing teacher training in the form of pre- and in-service training (Abuja 2007: 19, Gierlinger, Hainschink & Spann 2007: 28, Nezbeda 2005). Another main difficulty often mentioned by researchers as well as practitioners is the shortage of suitable material for CLIL subjects, resulting in a higher workload for CLIL teachers (Ball, Kelly & Clegg 2015: 174, BMUKK, BMWF & ÖSZ 2008: 30, Gierlinger, Hainschink & Spann 2007: 88, Nezbeda 2005: 8). The following chapter examines this afore-mentioned problem, which is challenging teachers in Austria as well, and discusses material acquisition in CLIL in more detail so as to get an understanding of the major aspects of CLIL materials.

3. CLIL materials

A common belief in the world of teaching is that a lesson is only as effective as the materials used to teach it (cf. Montijano Cabrera 2012: 125). Certainly, other factors such as the teacher and the methods deployed influence the effectiveness of a lesson as well. However, there is an important bottom line in this saying: Materials are indeed of the utmost value and their development and use should be taken seriously and brought to the attention of educationalists and teachers as well as materials publishers. Given the importance of materials, it is surprising how little attention has been paid to them in pedagogic literature until recently. Applied linguistics, for example, only began to treat material development for language teaching purposes as a serious discipline in the mid 1990s (Tomlinson 2012: 144). Other subject pedagogies rarely treat material design as a separate branch of research at all but rather integrate it in general methodology of the subject (Mäkiranta 2014: 17). Whether or not it is a separate discipline, material development is generally known to be

undertaken especially by practitioners and involves the “production, evaluation and adaptation of materials” as well as the investigation of “principles and procedures of the design, writing, implementation, evaluation and analysis of materials” (Tomlinson 2012: 144). In the context of CLIL, materials and their acquisition and development are of the utmost importance as well. Therefore, the following discussion on CLIL materials attempts to shed light on the current situation of CLIL materials as stated in literature and addresses material development in CLIL, presenting possible ways of material acquisition as well as principles that quality materials should comprise according to research.

3.1. The state of the art of CLIL materials

In CLIL contexts, various advocates have explicitly stated the importance of appropriate CLIL materials for a successful implementation of CLIL (Clegg 2007, Coyle, Hood & Marsh 2010, Dalton-Puffer 2007, Mehisto, Marsh & Frigols 2008, Navés 2009). Despite this paramount relevance of materials for successful CLIL programmes, the problem of materials shortage is still an obstacle for most teachers taking on a CLIL project. Studies conducted by Gierlinger, Hainschink and Spann (2007) and Morton (2013) among CLIL teachers confirm this by showing that finding adequate materials is indeed a source of difficulty: The results of Morton’s study (2013) among European CLIL teachers ascertain the concerns among CLIL teachers that they have to adapt existing materials or design their own most of the time. Gierlinger, Hainschink and Spann (2007) also concluded that teachers’ major concerns about materials are the shortage of ready-made materials and the increased expenditure of time needed for preparation and material acquisition. Looking into the literature on CLIL, one can see that materials are mostly mentioned in connection with their scarcity (Coyle, Hood & Marsh 2010, Martín Del Pozo & Rascón Estébanez 2015, Meyer 2010, Montijano Cabrera 2012, Moore & Lorenzo 2007). Morton (2013: 115) frames it precisely when he writes that in CLIL literature, the distinction is normally made between “what *isn’t* there” and “what should be there”. Coyle, Hood and Marsh (2010: 86) reinforce Morton’s statement, pointing out that “in contrast to the vast English Language teaching coursebook and resource market, there are very few ready-made CLIL materials available”. Ball, Kelly and Clegg (2015: 174) affirm that publishers have been slow to produce specific CLIL textbooks and resources since the expense for such a niche market has been too high to be profitable, the reason being that each country utilizes different curricula and hence specific CLIL textbooks for each subject and country would be needed. Ball, Kelly and Clegg (2015: 174) add that CLIL teachers are thus often obliged to create

custom-built materials themselves. As can be seen, ready-made materials for CLIL are almost non-existent and teachers are presented with major demands when it comes to material acquisition. Yet, as Montijano Cabrera (2012: 136-137) points out, materials are a precious tool for teachers and determine to a great extent the success of a lesson. Hence, material acquisition in CLIL needs to receive thorough attention and teachers should be provided with ample support to achieve the demanding task of producing quality materials due to the lack of readily available materials.

3.2. Material acquisition

When it comes to the question of material acquisition, CLIL teachers are confronted with the challenge of finding appropriate resources. Over the years, research and practice have led to several alternatives teachers can choose from so as to acquire materials for their CLIL lessons. To begin with, teachers can employ commercially produced textbooks where they may choose from three possibilities: First, textbooks specifically produced for CLIL can be employed. Second, native speaker textbooks may be used and third, L1 subject textbooks can be translated and applied to lessons (Martín Del Pozo & Rascón Estébanez 2015: 128). While Morton's study (2013: 124) suggests that specially written CLIL textbooks are slowly gaining ground and are actually used by a minority of CLIL teachers, in most contexts such ready-made materials are hardly available (Kelly 2014). The major reason for the lack of specifically produced CLIL textbooks is that from a financial point of view, producing a textbook for one specific subject for a specific age level in a foreign language and for a limited number of schools in a specific country is almost always an unfeasible endeavour (Ball, Kelly & Clegg 2015: 27). Therefore, most teachers cannot draw on such textbooks particularly designed for a CLIL programme in a particular country and many tend to employ either authentic textbooks written for native speakers of the CLIL target language or L1 textbooks. Moore and Lorenzo (2007: 29) highlight the primary linguistic attraction of authentic textbooks, namely providing genuine models of the target language. However, the downside of native speaker textbooks is their high language demands in terms of subject-specific and general academic language. As a consequence, teachers often have to do a lot of adaptation, which is time and energy consuming and might exceed teachers' competences if no special training has been completed (Martín Del Pozo & Rascón Estébanez 2015: 128). In addition, authentic textbooks may involve the danger of culture-specific challenges for learners of the target language (Kelly 2014) or may not fit the requirements of national curricula (Palatella & Palatella 2016: 4). Thus, in some contexts,

the use of local textbooks in the L1 is preferred since cultural and linguistic problems may be avoided. However, those textbooks need translation which again carries challenges of its own (Kelly 2014).

In the likely case that teachers do not utilise any textbook, Moore and Lorenzo (2007: 28) proposed three more options CLIL teachers can choose from when acquiring CLIL materials:

(1) Produce their own original materials from scratch

Designing one's own materials carries the advantage that teachers can determine the exact focus of their materials and tasks, leading to hand-made materials that fit the learners' needs in terms of content and language, the curricula and the specific context of a specific CLIL classroom (Moore & Lorenzo 2007: 28). Despite these benefits, the procedure is extremely time-consuming and this extra time and effort is one of the major concerns for teachers (Morton 2013: 125). In addition, teachers may feel that they do not possess enough expertise to produce quality materials all by themselves (Morton 2013: 117). However, teachers who are willing to produce materials from scratch exhibit the willingness to go the extra mile in order to create quality materials for their CLIL students (Morton 2013: 126). In addition, Coyle, Hood and Marsh (2010: 101) point out that even when teachers create materials themselves, they will often make use of an external source, for example adding a picture to a self-created text, which interconnects this option with the second one.

(2) Employ 'undiluted' authentic materials

What is authentic in terms of teaching materials is highly debated in the literature (cf. Breen 1985, Gilmore 2007, Morrow 1977, Widdowson 1979). A detailed discussion of the different understandings of authenticity will be given below, in chapter 3.3.5. in connection with quality principles. For now, authentic texts should be understood as texts which are "not written or spoken for [...] teaching purposes" (Tomlinson 1998: viii). Typical examples of such authentic materials in CLIL are texts, images, videos, podcasts or maps taken from the internet, DVDs, CDs, and magazines or books not written for educational purposes (Palatella & Palatella 2016: 1). The use of authentic texts in CLIL is recommended by several researchers (Palatella & Palatella 2016, Sylvén 2007) since it boosts student motivation as well as provides students with genuine models of the target language (Moore & Lorenzo 2007: 29). At the same time, authentic materials carry the

same challenge as authentic textbooks since undiluted authentic materials are rarely at the right language and content level for students (Dale, Es & Tanner 2010: 39). In other words, authentic materials will most likely require some form of treatment prior to use in order to make them adequate for the particular target group, leading most teachers to choose the third option proposed by Moore and Lorenzo (2007: 29).

(3) Adapt authentic materials in line with their teaching goals

Simply put, adapting materials means “making changes to materials in order to improve them or to make them more suitable for a particular type of learner” (Tomlinson 1998: xi). Several researchers have put forward suggestions for possible changes: Tomlinson (1998: xi) describes possible modes of adaptation on a rather abstract level, arguing that materials can be adapted by reducing, adding, omitting, modifying or supplementing. Mehisto, Marsh and Frigols (2008: 33) more precisely state that texts can be adapted by either cutting information into manageable chunks or adding synonyms or a glossary. Moreover, the provision of visual or textual organisers may facilitate comprehension as well (Mehisto, Marsh & Frigols 2008: 227). Palatella and Palatella (2016: 4) also highlight that adding visual organisers or diagrams at the text level leads to a clear page layout which in turn should help students to grasp relevant information. At the word level, adaptation through highlighting key content vocabulary may attract students’ attention. However, apart from such generalisable recommendations, little empirical research has been done so far to investigate CLIL teachers’ strategies in material adaptation. Solely a study conducted by Moore and Lorenzo (2007) attempts to shed some light on how teachers proceed when adapting authentic texts. They asked twenty-three CLIL teachers to adapt an authentic text which is content-wise suitable for students in lower secondary education but is linguistically as well as cognitively too demanding. Their results reveal that although each individual teacher had different attitudes to adaptation, three major approaches could be grouped: simplification, elaboration and discursification (Moore & Lorenzo 2007: 30). Simplification, as the term suggests, tries to make a text simpler in terms of linguistic complexity through shortening sentences and simplifying vocabulary. This, however, often leads to isolation and lack of coherence between sentences, making the text appear rather unnatural. Moreover, through reducing linguistic complexity, simplified texts do not aid language learning. Elaborated texts provide more L2 input and can also lead to improved understanding compared to simplified or undiluted authentic texts. Nevertheless, elaboration has its downsides as well: An elaborated text is clearly longer than the original

which poses more difficulties, especially for lower level learners since they might not be able to process paraphrases and synonyms added by the teacher. Lastly, the option of discursification takes a rather different approach than the first two and involves a deep rather than surface approach to text adaptation. Teachers employing this strategy attempt to adapt the message of the text, switching from scientific to pedagogic discourse. Without sacrificing linguistic or cognitive complexity, the use of engagement strategies, interactional devices, 'easification devices' such as visuals and glossaries and a redesigned layout of the text lead to a more reader-friendly style (Moore & Lorenzo 2007: 31-33). In their conclusion, Moore and Lorenzo (2007: 34) state that all three strategies may be used and argue for a provision of a range of techniques for teachers to choose from when being confronted with the task of adapting authentic materials.

Having discussed the major possibilities of material acquisition in CLIL, it is worthwhile to ask how much these are actually used in practice. A study by Morton (2013: 125-126) reveals that teachers deploy the three afore-mentioned options of creating, employing and adapting for the majority of their material acquisition: Over 90% of the surveyed teachers reported that they frequently made their own materials from scratch and almost as many claimed to make regular use of authentic materials which they may adapt if necessary. Apart from Morton's study (2013), however, CLIL research is characterized by a gap in terms of empirical studies about CLIL material acquisition. As a result, it is crucial to fill this research gap through establishing a solid base of interviews with CLIL teachers about their practice in terms of material design. My study should thus lay the foundation for an intensified engagement with material acquisition in practice and research.

The discussion about material acquisition has shown that CLIL teachers are undoubtedly producers and adaptors rather than mere consumers of CLIL materials (Morton 2013: 118). As a consequence, the already mentioned concerns of teachers regarding higher workloads and their felt lack of expertise might cause discomfort about material design (Morton 2013: 117). However, the benefits of producing tailor-made teaching materials can be manifold: Ball, Kelly and Clegg (2015: 174), for instance, mention that the writing of materials can create invaluable insights and development for teachers. In addition, the personal satisfaction of seeing their own materials in action can be enormous. Montijano Cabrera (2012: 129) takes on a similarly positive attitude, stating that "teachers should regard designing materials as a safe way (1) to enrich their classes, (2) to develop themselves and (3) to help their students become better learners". Naturally, teachers might feel

overwhelmed with the task of material development on their own and such a great responsibility would need to be accompanied with teacher development programmes so as to foster competences in material design and acquisition. Throughout the years, CLIL researchers have advocated the need to support CLIL teachers with appropriate training programmes and have called upon international as well as national education systems to provide initial as well as in-service teacher training (Ball, Kelly & Clegg 2015, Eurydice 2006, Marsh 2002, Mehisto, Marsh & Frigols 2008). However, apart from a few exceptions, the majority of CLIL projects and teachers do not yet receive sufficient training (Morton 2013: 117). In the particular case of material development, researchers as well as practitioners alike make a case for more development programmes on CLIL material design so that material production is not solely based on intuition and common sense but on established principles and methodologies (Montijano Cabrera 2012: 139). In addition, Montijano Cabrera (2012: 137) pleads for more teacher training since she is of the opinion that “the more familiar teachers get with what good materials should be like, the more feasible the successful implementation of the CLIL programme will become”.

In addition to teacher training programmes, support for material design and acquisition can be achieved through sharing materials among CLIL teachers. In 2002, Marsh already introduced the thought of establishing national material banks on the internet which should “ideally comprise downloadable resources [...] and links to other similar sites” (Marsh 2002: 202). Other researchers have taken up this idea and pointed out that sharing self-made materials and providing links to other websites would naturally decrease the workload invested in material acquisition (Ball, Kelly & Clegg 2015, Montijano Cabrera 2012, Morton 2013). Whereas nation-wide material banks have rarely been successfully established, material banks on a smaller scale were set up more frequently among individual groups of teachers. Morton (2013: 118) mentions some examples of Spanish CLIL teachers who successfully run a website with CLIL materials which are updated constantly (available at <http://www.historiasiglo20.org/bilingual-intro.htm>). Nonetheless, material banks may pose difficulties for teachers as well. Mäkiranta (2014: 26) argues that even with established platforms for sharing materials, the wide variety of CLIL formats with diverse subjects, topics, languages and levels leads to a vast supply of materials that makes it difficult for the individual CLIL teacher to find exactly what he/she needs and will probably force him/her again to make adaptations of some kind. Similarly, Mewald (2007: 169) harbours doubts that the flexible approach to CLIL and the absence of CLIL curricula

may “impede [...] organized exchange of self-made materials”. However, despite those possible drawbacks of shared material banks, it has to be stated that these platforms are still a vital step towards reducing the problem of material shortage in CLIL.

To sum up, the discussion on material acquisition has shown that CLIL teachers are faced with a scarcity of ready-made materials, resulting in higher workload and professional demands. In order to cope with this challenge of acquiring appropriate materials, the promotion of teacher training programmes with a focus on material development and increased exchange among CLIL teachers would definitely lead to a reduction of anxieties. Showing teachers possible ways of creating and adapting materials for their lessons as well as providing them with a databank of possible resources is one step towards solving the problem of material shortage. Moreover, textbook producers should see the increased demand for CLIL specific textbooks and develop this new niche market further so as to provide another resource option for teachers. Teaching CLIL will always encompass a higher workload in material design but with adequate training, teachers will become producers of quality materials and gain satisfaction from their work. In the following, major principles which should support teachers in the production of quality materials will be presented.

3.3. Principles of material development in CLIL

In contrast to the scarcity of ready-made materials, there is quite a range of publications providing recommendations about general characteristics CLIL materials should possess. Such guidelines are often presented as checklists or quality criteria and should guide teachers in the production of quality CLIL materials. Mehisto (2012), for example, compiled a list of ten principles of effective CLIL materials. Ball, Kelly and Clegg (2015) refer to this list and set out to develop their own set of principles for CLIL material design. A similar approach was followed by Meyer (2010), leading to another compilation of quality principles and strategies. As can be seen from this small sample, researchers were keen to develop their own sets of principles so that teachers are now faced with the choice which of the various principles to follow. Naturally, there are various overlaps among the different lists and the following sections attempt a synthesis of similar principles from different lists or models which taken together should lead to a comprehensive presentation of the most relevant principles CLIL materials should encompass. Subsequently, one

particular framework and an accompanying tool will be presented that were developed to facilitate the process of material development.

3.3.1. Guiding input and supporting output

Input and output are present in almost all recommendations given about CLIL materials since they are regarded as key notions in relation to material design (Ball, Kelly & Clegg 2015, Dale, Es & Tanner 2010, Meyer 2010). Materials should guide input and support output and active involvement with those materials should contribute to the learners' development of the input skills reading and listening as well as the output skills speaking and writing (Ball, Kelly & Clegg 2015: 184). Ball, Kelly and Clegg (2015: 183-184) highlight that the two notions are not exclusively principles of CLIL but are found in other paradigms of education as well due to their general importance. Especially in language teaching, input and output are likewise major principles for successful language acquisition (Ellis 2005). The theoretical basis for this importance was built by Krashen (1981) and Swain (1996) and their hypotheses about language acquisition. Krashen (1981), on the one hand, proposed that comprehensible input was crucial to language acquisition and advocated the same view CLIL approaches apply, namely to use a range of linked stimuli and to activate prior knowledge so as to maximise comprehension of the input. Swain (1996), on the other hand, claims that output is most vital to language learning since learners develop their language competence by expressing their understanding and not solely by receiving comprehensible input. These two hypotheses are applicable to CLIL contexts and demonstrate the necessity of these two notions. As a result, material design should focus especially on guiding input and supporting output.

According to Meyer (2010: 13), meaningful and challenging input materials are the pillars of language and content learning. Input should be meaningful in the sense that it incorporates “global problems mankind faces (Klafki’s “epochaltypische Schlüsselprobleme”) while connecting with the daily lives of [...] students and their areas of interest” (Meyer 2010: 13). Through such input, students will be motivated to learn since they can link this input to their prior knowledge or experiences. Montijano Cabrera (2012: 130) and Hallet (2013: 207) further stress, that a frequent exposure to rich and varied input is vital for effective learning and in designing CLIL materials, teachers should attempt to provide varied input with differing types of materials. Meyer (2010: 14) similarly speaks of “multi-modal input”, stating that deploying various ways of presenting subject specific matters allows for diversified teaching and a better understanding of the content presented.

Input can be linguistic or non-linguistic and may range from texts and video clips to objects, pictures or photographs (Dale, Es & Tanner 2010: 37). Dale, Es and Tanner (2010:41) state that in order to cater for various different learning styles present among students, teachers should choose from a wide variety of input categories, for example visual, spoken, hands-on or written. However, input alone is not enough since students also need to understand it. Thus, teachers need to design appropriate tasks that guide learners through the input and help processing it (Dale & Tanner 2012: 31).

Materials should support output in terms of speaking and writing and as a consequence output is closely linked to student involvement and interaction. As Long (1996) proposes in his *Interaction Hypothesis*, language acquisition is strongly facilitated by the use of the target language in interaction. Dale and Tanner (2012: 12) confirm Long's hypothesis and speak about the importance of meaningful interaction in CLIL: Learners who focus on communicating the message are likely to be more effective language learners than those who concentrate on grammatical accuracy. Furthermore, Meyer (2010: 17) adds that languages are most successfully acquired when they are learned for communicative purposes in meaningful and significant social situations. It follows, thus, that CLIL is ideal for language acquisition as it fulfils these prerequisites of focusing on the meaning of the message as well as on purposeful interaction. Of course, deliberate pedagogical design on the part of the CLIL teacher is decisive as well. Moreover, content is also best acquired in interaction as new concepts are developed and consolidated by communicating them linguistically. It is through expressing a new concept linguistically that we develop it and form it clearly in our mind (Clegg 2002). The responsibility of the teacher and of the materials, now, is to create as many opportunities for output as possible and since output and interaction are both triggered by tasks, task design is another vital principle, which will be discussed next.

3.3.2. The primacy of task design

Materials and tasks are inevitably interwoven and Harwood (2010: 3) defines materials as being composed of texts and tasks. However, before discussing the notion of task design, it is necessary to define what is meant by the term 'task'. In informal educational discourse, the three terms 'task', 'activity' and 'exercise'⁴ are often used interchangeably but

⁴ An exercise is a teaching procedure that normally involves controlled practice of some aspect of language, for example a reading comprehension. An activity can be any kind of purposeful classroom procedure that

according to Ball, Kelly and Clegg (2015: 176), the following requirements need to be fulfilled so as to speak of a task:

- (1) A task is goal-oriented.
- (2) A task requires interaction among learners.
- (3) A task requires the interaction to be ‘sequenced’.
- (4) A task requires a set of ‘work plans’.

A goal-oriented task leads to a reason beyond the execution of an exercise and is thus motivating, interaction among learners is necessary so as to produce language and formulate concepts in their own words, the ‘sequencing’ of the interaction is a form of scaffolding and of making the process more evident to learners, and the set of ‘work plans’ expresses the sequence of activities which together form a task and make learners aware, right from the start, of the nature of the task (Ball, Kelly & Clegg 2015: 177).

Researchers and CLIL experts lay a particular focus on the importance of task design next to text selection, adaptation or creation. Coyle, Hood and Marsh (2010: 92, 104) repeatedly highlight that the role of task setting is as important as text selection and explain that the nature of the task set will determine how students make sense of the material and how they express that understanding. Also Hallet (2013: 204-205) emphasises the central role of tasks and their contribution to the development of competences and Meyer (2010: 17) speaks of task design as being the heart of every CLIL lesson. Ball, Kelly and Clegg (2015: 176) even list the primacy of task as their first principle for CLIL material design and state that the text should be secondary while the task should be “the true driver of the learning process” (Ball, Kelly & Clegg 2015: 178).

Input can be encountered without a task being involved since often the stimuli alone, for instance two tables of statistics, are enough to trigger the creation of a task in the learners’ minds (for this example, the task of comparing statistics). Nevertheless, one should not forget that predefined tasks naturally facilitate processing the input (Coyle, Hood & Marsh 2010: 98). Output, on the other hand, necessarily depends on the tasks set, since materials without accompanying tasks will rarely lead to any output on the students’ side. Therefore, task design should be performed deliberately. When designing tasks, Meyer (2010: 19, 24) suggests that teachers follow several principles: The tasks should be motivating but challenging, meaning that they should trigger various thinking skills, and should lead to

involves learners doing something that relates to the goals of the course, for example playing a game (Richards).

authentic communication or interaction in different interactive formats (solo work, pair work, group work, etc.). Whatever the specific tasks are, it is vital that the tasks and the accompanying text are geared to each other and that students understand the purpose of the tasks from the beginning and know what to do with a given material (Ball, Kelly & Clegg 2015: 177-178). Similarly, the teacher has to keep in mind that the difficulty of an activity is not solely determined by the materials themselves but primarily by the tasks. A cognitively and linguistically challenging text can still be manageable when connected with a rather ‘easy’ task (Ball, Kelly & Clegg 2015: 205-206). In general, tasks should comprise different levels of cognitive demand, involving simpler as well as higher levels of processing (Coyle, Hood & Marsh 2010: 100). This issue of different levels of cognition will be approached as the next principle.

3.3.3. Foster critical thinking

Researchers share the opinion that high quality CLIL materials should foster critical thinking. Mehisto (2012: 23), for example, claims that cognitively challenging learning experiences are more meaningful for students than less challenging ones and Baddeley (2004: 161) argues that cognitively demanding materials lead to a higher probability that students can recall details afterwards than when confronted with less challenging ones. Finally, Zwiers (2006) puts forward that effective learning results from materials and learning environments which engage, challenge and saturate students with various types of thinking without being overwhelming. In reference to different types of thinking, Bloom’s taxonomy (1956) was a milestone in research on critical thinking. His model of critical thinking is widely known in education circles and consists of six levels of difficulty, starting with practical lower order thinking skills (LOTS) and moving upwards to more complex higher order thinking skills (HOTS). However, the levels of Bloom’s model were not straightforward to all teachers (Mehisto, Marsh & Frigols 2008: 154) and thus, Anderson and Krathwohl (2001) developed a modified version of Bloom’s taxonomy which has been more useful for teachers. The six categories of thinking skills in this revised model, which are depicted in figure 1, again reach from lower order thinking skills to higher order thinking skills and are classified as remembering, understanding, applying, analysing, evaluating and creating.

<i>The six categories of the cognitive process dimension</i>	
Remember	Retrieve relevant knowledge from long-term memory
Understand	Construct meaning from instructional messages, including oral, written and graphic communication
Apply	Carry out or use a procedure in a given situation
Analyse	Break material into constituent parts and determine how parts relate to one another and to an overall structure or purpose
Evaluate	Make judgements based on criteria and standards
Create	Put elements together to form a coherent or functional whole; reorganize elements into a new pattern or structure

Figure 1 Bloom's taxonomy revised (Anderson & Krathwohl 2001: 31)

Dale, Es and Tanner (2010: 99), among others, encourage CLIL teachers to use Bloom's taxonomy as a tool for planning tasks which incorporate various of the thinking skills listed. For example, when planning a unit on the cold war in history, teachers could start with simpler tasks that require students to remember and understand certain events and vocabulary but should then also incorporate tasks which foster higher order thinking skills, such as analysing a caricature or creating charts with different positions of countries in this conflict. In addition to the terms in figure 1, Anderson and Krathwohl (2001) provide a series of verbs for each category in the model to help teachers understand and use the revised taxonomy in materials design. To show just a small extract, the category 'understanding' is further subdivided into the cognitive processes of *interpreting*,

exemplifying, classifying, summarizing, inferring, comparing and *explaining* (Anderson & Krathwohl 2001: 31). Teachers could use these verbs in their task design so as to ensure the occurrence of thinking skills.

Coyle, Hood and Marsh (2010: 55) point out that although CLIL has no monopoly on HOTS, experienced CLIL teachers agree that CLIL students make more cognitive effort than students in a traditional subject lesson. Ball, Kelly and Clegg (2015: 47) likewise suggest that CLIL fosters the development of a wider range of tasks to engage higher cognitive skills. These claims, however, still need to be verified through intensive empirical research. Meanwhile, a possible reason for more cognitive effort in CLIL might be that CLIL students are more aware of the gap between their cognitive level and the language required to reify their learning and are thus more committed to solving the tasks. Another possible explication is given by Montijano Cabrera (2012: 131) who mentions that activities in ordinary coursebooks rarely demand higher order thinking skills. Self-made materials, however, often exhibit more and varied thinking skill demands and since the majority of CLIL materials is self-made or at least adapted to some degree, thinking skills could be fostered more in CLIL classrooms than in traditional ones which make more use of ready-made coursebooks. Nevertheless, in order to be able to express their thoughts in an increasingly complex manner through higher order thinking, students need to acquire adequate language skills and hence systematic language work should always accompany tasks which challenge students cognitively (Meyer 2010: 21).

3.3.4. Scaffolding

The idea of scaffolding originally stems from the building industry, where builders use temporary scaffolds to support a building during construction and remove it once the building can stand alone. Similarly to the building, students need scaffolding when dealing with new content or language knowledge and materials and teachers can provide this support for students so as to access, improve and add to current knowledge (Dale & Tanner 2012: 31). Especially in the demanding context of CLIL, where language and content learning takes place simultaneously, students need more support to avoid cognitive overload and comprehend the input given to them (Mehisto 2012: 17). Scaffolding can provide students with this support and this principle is thus present in each publication on CLIL quality materials (cf. Ball, Kelly & Clegg 2015, Mehisto 2012, Mehisto, Marsh & Frigols 2008, Meyer 2010). Meyer (2010: 15) lists several important purposes scaffolding can fulfil, which shows the necessity of scaffolding in CLIL: Scaffolding reduces the

cognitive and linguistic load of the input, enables students to accomplish given tasks through supportive structuring, and supports language production by providing for example phrases, vocabulary, and collocations needed to complete assignments. Especially when working with authentic and cognitively and linguistically demanding materials, teachers have to scaffold either content, language or learning skills – and sometimes all three together – in order to support students in self-directed learning (Mehisto 2012: 24).

Scaffolding can take various different forms according to the purpose it serves. Mehisto (2012: 24), for example, provides useful scaffolding ideas teachers can use to accompany their materials:

- Language can be scaffolded by shortening sentences, inserting synonyms in parentheses, and providing explanations of key vocabulary.
- Content can be scaffolded by helping students to activate their prior knowledge and connect it to the present task or text using graphic organisers such as Venn diagrams, tables or charts or highlighting key ideas or facts.
- Learning skills can be scaffolded by providing a sample of correct answers at the start of an exercise or spotlighting samples of excellent and poor student work.

Guerrini (2009) also proposes four useful tools for scaffolding CLIL materials which support content and language learning: illustrations such as realia or pictures; scaffolding text types, vocabulary and language; graphic organisers such as Venn diagrams, charts or tables; and ICT⁵ applications such as webquests, online interactive activities or PowerPoint presentations. In presenting each individually, she shows that all tools scaffold learning as they contribute to the understanding of subject area content, guide language production, and encourage the development of thinking skills (Guerrini 2009: 82). In terms of language support, Ball, Kelly and Clegg (2015: 196) are the only ones to subdivide the concept into two similar categories, into scaffolding and embedding: While scaffolding is an explicit form of language support with salient key language, embedding is more implicit. In other words, embedding is a subtler form of scaffolding, in which the key language is not as explicitly stated but woven (‘embedded’) into the learning material. For example, a crucial language structure students should notice is repeated throughout a text instead of being provided right from the beginning of the activity, which would equal scaffolding. Lastly, Mehisto, Marsh and Frigols (2008: 139) remark that scaffolding is not a “permanent crutch”

⁵ ICT = Information and Communications Technology

but that it should be removed bit by bit as students develop. However, scaffolding has to be built up quickly when needed and hence, scaffolding should constantly be in a state of rebuilding.

3.3.5. Authenticity of materials

As already introduced in chapter 3.2., the use of authentic materials providing authentic language is considered by various researchers (Ball, Kelly & Clegg 2015, Coyle, Hood & Marsh 2010, Mehisto 2012, Meyer 2010, Montijano Cabrera 2012) as central to effective and meaningful learning in the CLIL context. The notion of authenticity, however, is under constant debate. A small excursion into the literature about authenticity will give some indication of what authenticity means in the context of teaching. Gilmore (2007: 98) states that a considerable range of meanings associated with the term *authenticity* exists and lists eight different meanings that emerge from literature. Generally seen, authentic materials are those which were originally not intended for pedagogic purposes but a stretch of real language produced by real speakers for a real audience with a real message of some sort (Morrow 1977: 13). Although this definition is valid and often referred to, it is not helpful in educational contexts since it implies that learners and teachers are not real speakers with a real audience and a real message which is incorrect to assume. Education is part of the real world and thus, authenticity in the context of the classroom has to be defined in another way.

Breen (1985: 60-61) convincingly points out that what is authentic is always relative to the purposes and the learners in a classroom and proposes four types of authenticity in the classroom which are in a continual interrelationship with one another: authenticity of the texts, authenticity of the learners' interpretation of such texts, authenticity of tasks and authenticity of the social situation of the classroom. This means that even if materials are authentic in the sense of Morrow's definition, they might not qualify as authentic for the classroom if for example learners do not find them authentic or if the tasks relating to the materials are inauthentic. This perception has also been shared by Widdowson (1998: 711) who writes that "reality does not travel with the text". This means that an authentic text, that is a text from 'the real world' and hence not written for learning purposes, does not ensure that this text is still authentic in the classroom. Widdowson even argues that this is impossible because language is always complemented by the context in which it appears and this context is not available to the learners. Therefore, teachers need to create and select appropriate tasks that help learners 'authenticate' the text. Thus, in CLIL contexts, teachers

may choose authentic materials taken from native speaker contexts but they have to try to create a relationship between the students and the texts chosen in order to qualify as quality materials (Mehisto 2012: 22). A good way to create this relationship is for example to personalise the content, making connections with the students' world and creating purposeful language tasks which lead to authentic communication in the classroom.

3.3.6. The (inter-)cultural dimension

Coyle, Hood and Marsh (2010: 42) write that “intercultural awareness is fundamental to CLIL” and its development should thus be one of the major goals of CLIL. Similarly, Dale and Tanner (2012: 13) name the development of intercultural awareness as one of the benefits CLIL entails and Meyer (2010: 19-20) states that intercultural communicative competence needs to be the ultimate educational goal and CLIL can offer a significant contribution to that goal. As can be seen from these statements, culture is a central tenant of CLIL and it is the task of CLIL materials to ensure an (inter-)cultural dimension in teaching and learning. Authentic materials come into play again since they frequently lead to cultural connections and support students in building their knowledge about diverse cultures (Mehisto 2012: 22). This can be seen as a challenge as well as a benefit of CLIL: Using materials designed for native speakers of a different cultural background may entail challenges in understanding culture-specific references which are not comprehensible for students. For example, the sentence “‘guys’ are placed on the top of bonfires and set alight on 5 November” (Dale & Tanner 2012: 45) may lead to confusion on the part of students who are not familiar with the tradition in Great Britain⁶. However, if CLIL teachers support students through scaffolding and drawing attention to possible culture-specific challenges, such cultural information and attitudes could prove to be a valuable gain in cultural knowledge (Dale & Tanner 2012:13). In fact, as Meyer (2010: 20) puts it, “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”. Consequently, when designing materials, it should be a major goal of teachers to put an international perspective on learning and explore topics from different angles. When covering the topic of World War II, for instance, it is worthwhile to look at this topic from different angles, analysing certain events with the help of reports from

⁶ In Great Britain, bonfires with puppets resembling Guy Fawkes, called ‘guys’, are lit to celebrate the failed ‘Gunpowder Plot’ from 1605 when a group of English Catholics, including Guy Fawkes, attempted to assassinate King James I of England by blowing up the House of Lords (History.com 2009).

different cultures involved to experience the different perspectives on one and the same topic and thus encourage intercultural awareness. Coyle, Hood and Marsh (2010: 40) further state that intercultural skills and understanding can only be developed through interaction with a range of people in and from different contexts. Teachers could achieve this intercultural interaction through organizing whole-school partnerships, cultural exchanges and email projects. Thereby, students can communicate directly with people from other cultures and extend their intercultural awareness (Dale & Tanner 2012: 13). The special role culture occupies in terms of CLIL will again be discussed below in the context of the 4Cs Framework (cf. chapter 3.4.1.).

3.3.7. The three dimensions of content

Ball, Kelly and Clegg (2015) coined the concept of the three dimensions of content, putting a new complexion on the intimate relationship between content and language. Due to the usefulness of this new concept, it will be discussed as one of the principles for material design even though it is only listed in one of the various sources for quality CLIL materials, namely in the work of Ball, Kelly and Clegg (2015). With their new interpretation of the term *content*, Ball, Kelly and Clegg (2015: 181) challenge the presumed idea of CLIL being a dual-focused approach and widen the concept to a three-dimensional model: According to them, any task could be defined as “the teaching of ‘conceptual’ content, by means of procedural choices, using specific language derived from the discourse context” (Ball, Kelly & Clegg 2015: 181). All underlined words function as types of content and the interplay between them defines CLIL practice. Through this perception, language is seen as being part of the content, making content and language inseparably connected with each other. It is further proposed that these three learning dimensions (concept, procedure, language) could be used by teachers as planning tools and classroom priorities, making this model a useful working framework for CLIL. In order to facilitate working with the inevitable interplay between the three dimensions, Ball, Kelly and Clegg (2015) further propose the ‘mixing desk’ metaphor: Each of the dimensions should be viewed as a volume control on a mixing desk in a music studio, which can be adjusted according to the demands of the task or class. If for a particular task students should gain conceptual knowledge of some kind as the most important goal, the conceptual volume of the mixing desk would be turned up and the other two would be reduced. As shown graphically in figure 2, all three still co-exist but the emphasis is on one of the controls, making this the most salient dimension for students (Ball, Kelly & Clegg 2015: 52-53). Naturally, the emphasis can be

adapted and changed at any time and for any task, making the 'mixing desk' metaphor a practical tool for planning CLIL lessons in combination with selected materials.

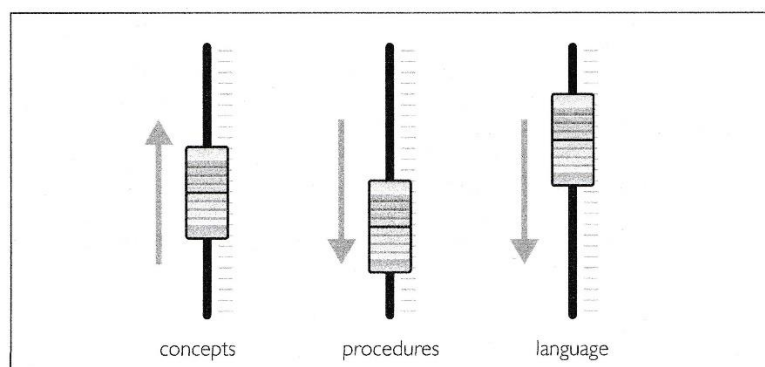


Figure 2 The CLIL 'mixing desk' (Ball, Kelly & Clegg 2015: 53)

As can be seen from the above discussion of vital principles for quality CLIL materials, the various concepts are inextricably interwoven. Furthermore, one has to keep in mind that some of them are not exclusive to CLIL contexts but apply to general principles of quality materials in education (Morton 2013: 119). Moreover, in addition to these principles, teachers designing materials for CLIL also have to bear in mind that the materials must of course conform to general norms of published student learning materials as well, such as ensuring to avoid stereotyping, support the development of environmentally sound practice or foster inclusion (Mehisto 2012: 30).

3.4. Two general frameworks for planning and materials design

3.4.1. The 4Cs Framework

In addition to the principles presented above, one major framework developed for CLIL has to be discussed since this conceptual framework advanced CLIL pedagogies and influenced research and practice alike. Being one of the major researchers in the field, Do Coyle (1999, 2007) developed this conceptualisation of CLIL which is called the 4Cs Framework and which attempts to connect different facets of CLIL vital for successful and qualitative practice (Coyle 2007: 549). The framework includes the following 4Cs:

- **Content:** Content, acquisition of new knowledge, skills and understanding lie at the heart of the learning process. Content, however, should not simply be

conceptualised as sheer knowledge acquisition but rather as knowledge, skills and understanding learners create and develop.

- **Communication:** Interaction in the learning context is fundamental to learning and happens through language. The emphasis is on using language to learn and learning to use language alike. Learners use language in a way which is often different from traditional language lessons.
- **Cognition:** Content is related to learning and thinking (cognition) and new knowledge should be created through engagement in higher order as well as lower order thinking. CLIL is not about the transfer of knowledge from an expert to a novice but individuals should rather construct their own understandings and learning tasks should challenge and activate cognition.
- **Culture:** Culture is a thread which weaves its way throughout any topic. Studying through a different language can foster international understanding and intercultural learning. Therefore, intercultural awareness is fundamental to CLIL and its rightful place is at the core of CLIL.

(cf. Coyle, Hood & Marsh 2010: 42, 53-55)

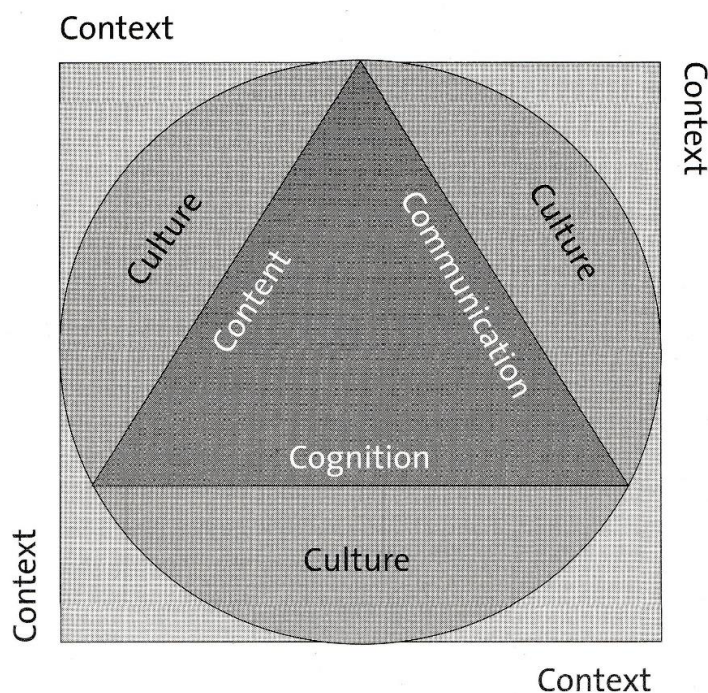


Figure 3 The 4Cs Framework (Coyle, Hood & Marsh 2010: 41)

The 4Cs Framework is a reminder not to focus only on language or on content but to consider all the different facets of CLIL - including culture and cognition - to practise

quality CLIL. By connecting these four dimensions, Coyle (2007) was the first to place intercultural understanding at the core of the learning process. However, whilst the 4Cs can be described individually, they do not exist as separate elements but are in a symbiotic relationship in which they are all interconnected (Coyle, Hood & Marsh 2010: 41). To sum up the whole concept of the 4Cs Framework, it is best to let Coyle (2007: 550) herself define it once again:

In essence, the 4Cs Framework suggests that it is through progression in knowledge, skills and understanding of the content, engagement in associated cognitive processing, interaction in the communicative context, the development of appropriate language knowledge and skills as well as experiencing a deepening intercultural awareness that effective CLIL takes place.

Coyle's framework was taken up by numerous established researchers in the field (Dalton-Puffer, Nikula & Smit 2010, De Zarobe 2013, Montijano Cabrera 2012) and according to Meyer (2010: 12), the 4Cs Framework "offers a sound theoretical and methodological foundation for planning CLIL lessons and constructing materials because of its integrative nature". As a result, teachers should keep this framework in mind when developing their CLIL materials to ensure their quality and optimal focus.

3.4.2. The CLIL pyramid

Based on the tenets of the 4Cs Framework, Meyer (2010) developed the CLIL pyramid, a tool which should facilitate lesson planning and material construction. It is a visual representation of the idea that quality CLIL can only be achieved when all of the four Cs as well as the quality principles discussed above are considered in lesson planning and material design (Meyer 2010: 23). The four stages should aid teachers in the production process, giving them a scaffold to develop quality materials:

1. **Topic selection:** At the beginning of every planning stage in CLIL is the content selection since the topic is the starting point for material construction. Teachers have to know for which topic they want to develop materials before starting the process.
2. **Choice of media:** Teachers should choose which study skills they want to practise and which input materials to employ. The selected input also determines how much input-scaffolding is needed. In addition, teachers should try to distribute multimodal input evenly across the new CLIL unit since this multimodality leads to

differentiated materials which accommodate different learning styles and activate various language skills.

3. **Task design:** The tasks accompanying the texts need to be designed to trigger both higher order thinking skills and lead to authentic communication and interaction. Again, teachers have to think about the desired output and adapt the necessary amount of scaffolding in order to achieve this output.
4. **CLIL workout:** At the end, the key content and language elements of the unit should be reviewed once again by the teacher before conducting the unit and optimally together with the students at the end of the unit.

(cf. Meyer 2010: 23-24)

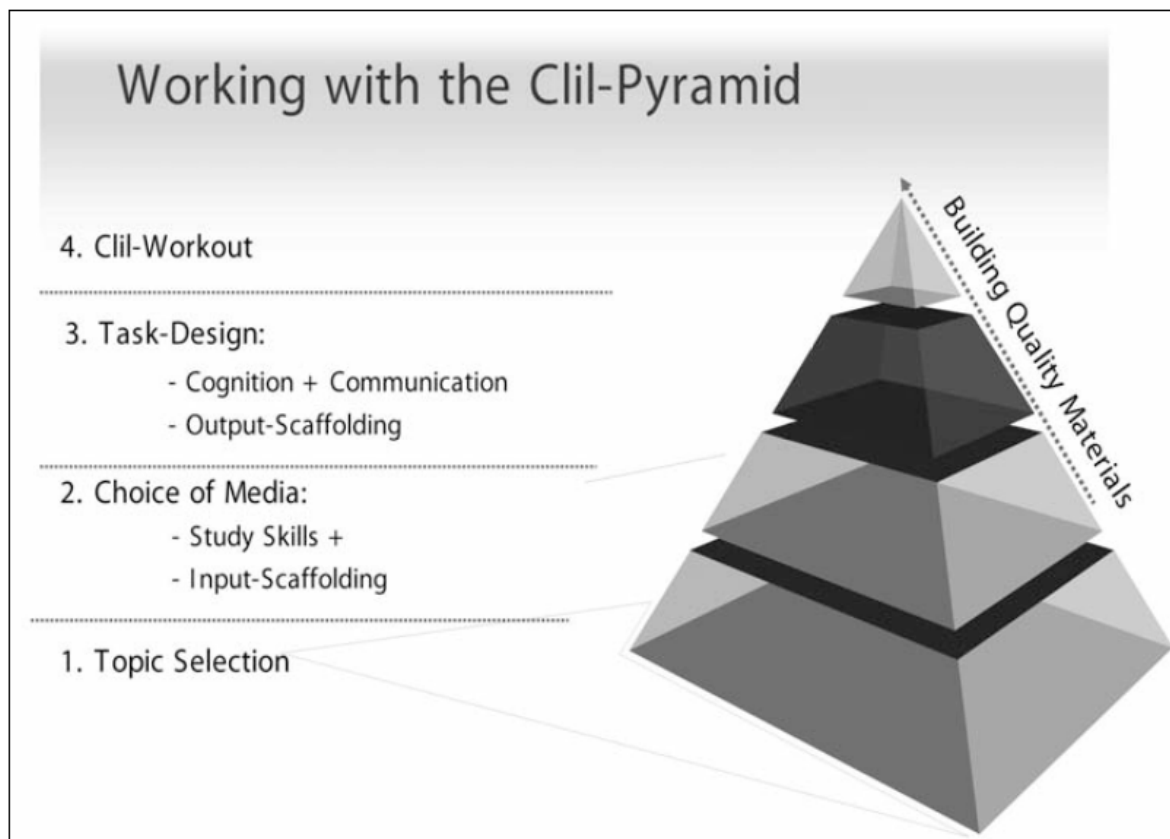


Figure 4 The CLIL pyramid (Meyer 2010: 24)

The CLIL pyramid shown in figure 4 enables teachers to plan multifocal lessons in combining all 4Cs. Some of the major principles of quality materials such as higher order thinking skills, scaffolding or multi-modal input are intertwined in this tool and teachers inevitably incorporate them in their lessons and materials when using the CLIL pyramid. With this tool, Meyer (2010: 26) attempts to "change the way we think about curriculum

planning and the way we structure classroom learning” as well as aid teachers in the production of quality materials for successful CLIL programmes.

This chapter set out to present an overview of material acquisition and development in CLIL drawing on research literature about CLIL materials in general. Various strategies and principles have been explored which should aid teachers in the production of qualitative materials for their CLIL lessons. Yet, since this thesis is not solely on CLIL materials in general but has its major focus on CLIL history materials in an Austrian context, the knowledge gained so far has to be expanded by a discussion of history teaching materials in Austria and a presentation of the specifics of CLIL history materials.

4. Teaching materials in history education

The social science subject history has a long tradition in school education. At the same time, it is a subject with abundant possibilities of material acquisition, the resources ranging from textbooks and primary sources to films and visuals. However, this range of materials is simultaneously accompanied by issues of selection as well as adaptation since only few materials are ready-made for use in the classroom. The situation is even further complicated if teachers choose to teach CLIL history, making material acquisition even more arduous due to the lack of ready-made materials and the high workload needed to find or create appropriate materials. In the following, a closer look at the situation of history teaching in Austria will be taken, so to understand the background for CLIL history, before discussing the special case of CLIL history teaching and its materials in the context of Austria.

4.1. History education in Austria

History didactics or history education is the academic discipline which is concerned with the development and promotion of historical consciousness (*Geschichtsbewusstsein*), historical culture (*Geschichtskultur*) and historical learning (*historisches Lernen*) in society (Ecker 2012: 38). It maintains relations to academic disciplines such as history, pedagogy and psychology and its primary field of action is history education (Schönemann 2009: 83-84). In most countries, however, the development of history didactics as a separate academic discipline only took place in the past decades (Ecker 2012: 38). In Vienna, history didactics established itself as an individual discipline in the 1980s and has since then guided the development of history didactics in Austria. In particular Vienna University's

Fachdidaktikzentrum (fdz) Geschichte set out to explore history didactics and laid the focus on the social and communicative dimension of historical learning (fdzGeschichte). Researchers belonging to this organisation are eager to explore the learning process in history education and constantly develop and analyse concepts to foster qualitative history teaching in Austria (Ecker 2012: 38). Over the years, they developed a major theoretical model for history didactics which has gained international recognition through projects and publications and is now prevalent in the Austrian history education field: the concept of process-oriented history didactics (*prozessorientierte Geschichtsdidaktik*) (fdzGeschichte). This model turns the attention to the learning process in history didactics and sees history education as a communicative and social process following a critical and reflexive approach. Its constant interplay between practical experience and theory-driven reflexion should enhance history didactics and aid history teachers (fdzGeschichte). In addition, teachers can lean onto the current history curricula when planning their lessons. A discussion of the most essential aspects of history teaching curricula in Austria is thus necessary before moving on to the main topic of teaching materials employed in history education.

4.2. History curricula

History teachers can rely on a set of guidelines for each subject, which is called the curriculum (*Lehrplan*). This curriculum, for example the history curriculum, roughly determines what has to be taught and learnt, which helps teachers with the content of lessons and makes history lessons across classes and schools comparable (Öhl 2012: 29). According to Öhl (2012: 29), a curriculum determines the knowledge, and the competences that should be acquired. Furthermore, a curriculum is “historisierbar”, meaning that it gets outdated over the years and has to be adapted from time to time, which occurs approximately every ten years (Öhl 2012: 29). In the case of history in Austria, several curricula exist, due to the presence of different school types and grades, and new curricula were introduced in the past years. The new curriculum for NMS and lower secondary AHS history has been introduced in 2015, the curriculum for upper secondary AHS is being introduced gradually from school year 2017/2018 onwards and BHS curricula are introduced since 2015, with differing extent of implementation (BMB 2017). In terms of history teaching, the most important conceptions present in the various new curricula are historical and political competences (*historische und politische Kompetenzen*), basal concepts (*Basiskonzepte*) and command verbs (*Operatoren*).

4.2.1. Competences (*Kompetenzen*)

According to Weinert's (2001: 27) widely established definition, competences are:

[...] die bei Individuen verfügbaren oder durch sie erlernbaren kognitiven Fähigkeiten und Fertigkeiten, um bestimmte Probleme zu lösen, sowie die damit verbundenen motivationalen, volitionalen [bedeutet: willentliche Steuerung] und sozialen Bereitschaften und Fähigkeiten, um Problemlösungen in variablen Situationen erfolgreich und verantwortungsvoll nutzen zu können.

In Austria, competences are legally determined by an act of the BMUKK which utilises Weinert's ideas and wording. However, since this definition is quite vague and open to interpretation, subject didactics set out to develop subject-specific competences so as to describe the skills and abilities students should acquire more specifically (Öhl 2012: 29). For the case of history education in Austria, the competence model has already been implemented in history curricula since 2008 (Taubinger & Windischbauer 2011: 4). The particular model for Austria arose out of an international project called *Förderung und Entwicklung von reflektiertem Geschichtsbewusstsein (FUER Geschichtsbewusstsein)* undertaken by historians, history educators and history teachers. It aims at competences that should lead to the acquisition of historical and political thinking as well as historical consciousness (Pickner & Ammerer 2012: 5). This competence model is divided into historical and political competence sections, both being constituted of four competences each (Taubinger & Windischbauer 2011: 6-7). For the purpose of this thesis, however, only the historical competences are relevant:

- a) Methods competence⁷ (*historische Methodenkompetenz*)
- b) Questioning competence (*historische Fragekompetenz*)
- c) Orientation competence (*historische Orientierungskompetenz*)
- d) Factual competence (*historische Sachkompetenz*)

The first competence focuses on students' abilities to analyse materials critically and teachers need to convey methods so that students can achieve such interpretations. Next, the questioning competence means that students should learn to recognise underlying questions and depictions of history in texts, be able to develop own historical questions and understand the impact of questions on the depiction of the past. Within the context of orientation competence, students should be able to recognise and discuss possible connections between the past and the present. Lastly, factual competence does not mean sheer factual knowledge but the competence of knowing, applying and reflecting historical

⁷ The English terms of the historical competences are based on the translations given by Lorenzo and Dalton-Puffer (2016: 58).

concepts. Students should acquire this expertise in order to be able to link these concepts to various case examples of history and consequently structure history in their minds (Hellmuth & Kühberger 2016: 8-9, Pickner & Ammerer 2012: 6-7, Taubinger & Windischbauer 2011: 6).

In order to achieve and foster all of these competences, thorough planning is needed. In addition, materials eminently contribute to the acquisition of competences since it is through working on and with materials that students practise their skills and abilities. However, appropriate tasks linked to materials are essential as well since they may direct attention to the competences students should practise. Hence, as also discussed in chapter 3.3.2., task design is of utmost importance and the use of command verbs, which are specified in the new curricula in Austria, should aid teachers in designing useful tasks.

4.2.2. Command verbs (*Operatoren*)

In history education, command verbs were developed because the historical and political competences students should obtain require less and more demanding thinking skills and command verbs aid the use of these skills (Pickner & Ammerer 2012: 12). They are shortly discussed here since they mirror the vital thinking skills which have already been presented in chapter 3.3.3. These command verbs, resembling the thinking skills from Bloom's taxonomy (cf. chapter 3.3.3), are divided into 3 levels of difficulty (*Anforderungsbereiche*), the first one (reproduction) requiring only LOTS while the second (reorganisation and transfer) and especially the third (reflexion and problem solving) levels require HOTS (Taubinger & Windischbauer 2011: 8). These three categories are made up of verbs which should aid students in the thinking processes. Kühberger (2011) lists all those verbs and gives a detailed explanation for each. To give a short insight, possible command verbs for the reproduction level are *name*, *describe* or *summarise*, verbs for the level of reorganisation and transfer are *analyse*, *compare* or *match*, and the reflexion level encompasses verbs like *evaluate*, *interpret* or *discuss*.

Teachers should utilise these command verbs when designing tasks since they display a good way to trigger different cognitive processes. Moreover, the better students are acquainted with those verbs, the easier and better will they be able to fulfil the tasks (Pickner & Ammerer 2012: 12). These command verbs are especially present in curricula for upper secondary schools since they are also used for the creation of oral Matura tasks. The curriculum for upper grade AHS explicitly mentions them and states that it is vital to

foster "Schülerinnen und Schüler im Lernprozess in allen Anforderungsbereichen (Reproduktion, Transfer, Reflexion) entlang eines differenzierten Operatorensystems" (RIS 2017a). Consequently, when designing materials and tasks for history lessons, teachers should start as soon as possible with the incorporation of command verbs so as to get students accustomed to them.

4.2.3. Basal concepts (*Basiskonzepte*)

Another basic constituent of the new curricula for history in Austria are basal concepts. Proof for this claim can be found when looking at an excerpt of the curriculum for NMS and lower grade AHS:

Der Unterricht in Geschichte und Sozialkunde/Politische Bildung ist so zu gestalten, dass den Schülerinnen und Schülern ermöglicht wird, [...] anhand des Lernens mit historischen und politischen Basiskonzepten historische und politische Kompetenzen zu erwerben. (RIS 2016: 3)

According to the new curriculum, teachers should structure their lessons and teaching content in compliance with basal concepts in order to secure the acquisition of the competences stated above (cf. chapter 4.2.1.). With this new focus on basal concepts, history education abandons the accumulation of sheer factual knowledge and focuses on conceptual learning (Kühberger 2016: 23). In other words, lessons should be structured around concepts that are revised and re-processed over the school years in order to enable students to link different case examples of history under particular concepts instead of simply acquiring factual knowledge (Hellmuth & Kühberger 2016: 10). Students already possess individual perceptions and beliefs about various concepts and successful teaching draws on this previous knowledge and extends it with new knowledge about concepts (RIS 2016: 4). Figure 6 illustrates this difference between factual knowledge acquisition (a) and conceptual knowledge acquisition (b) visually.

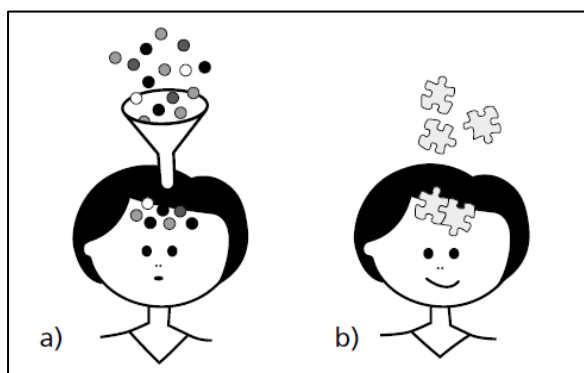


Figure 5 Factual (a) and conceptual (b) knowledge acquisition (Kühberger 2016: 23)

Basal concepts are a relatively new accomplishment of history didactics and should lead to conceptual knowledge instead of sheer factual knowledge. History teachers thus have to incorporate these basal concepts in their lesson planning and have to structure methods as well as materials around the concept and content in focus.

To conclude, history curricula in Austria have changed considerably in the past years and innovations such as competences, basal concepts and command verbs caused history teachers to adapt their teaching to the new curricula. Simultaneously, teachers had to adjust their material development to these new goals of history education. The types of materials used, however, stayed quite the same over the years and a synthesis of different categorisations of history materials is given in the next chapter.

4.3. History materials

History education relies more than any other subject on materials since the content of history consists of past events which cannot be directly experienced but have to be mediated via materials. As opposed to subjects like physics, in which content can be transmitted directly, for example through experiments, in history past occurrences can only be transmitted to students through materials because they alone are able to visualise the past (Gies 2004: 219). Relics of the past (*primary sources*⁸) and depictions of the past (*historiography*) are indispensable in this sense and thus have to be incorporated into history lessons (Gies 2004: 219). Starting from these perceptions of history materials, history educationalists set out to classify the various materials teachers can employ for their history lessons. In the following, two vital criteria for classification will be discussed before the presently predominant typology of history materials will be presented.

Pandel (1997: 418) writes that authenticity and the level of authenticity materials encompass are central to categorising the various possible input formats in history. Authenticity in this historical context means that the materials actually stem from the time in the past when the event happened. The levels of authenticity can be distinguished as follows: The closer the time of creation of a material to the events of the past, the higher the level of authenticity since the material is likely to be undiluted without any interpretive

⁸ Primary sources are materials that were produced by historical actors in the past who did not always anticipate leaving such materials as primary sources. The types of materials range from documents and monuments to pictures or audio recordings, encompassing almost all possible formats mentioned in chapter 4.3. (Pandel 1997: 419).

editing done in retrospect. On the other hand, the more time has passed between the event in the past and the creation of the material and the more editing has been undertaken, the less authentic it gets (Pandel & Schneider 2011: 8). Resulting from this juxtaposition, a rough distinction in history didactics can be made between primary source (*Quelle*), representation (*Darstellung*) and imagination (*Imagination*) (Pandel 2009: 136). Alongside this classification, Pandel and Schneider (2011: 9) developed a depiction of the spectrum history materials can occupy, reaching from the pole of complete authenticity to the opposite pole of fiction. As can be seen in figure 7, which illustrates the relation between authenticity and fiction, different materials can be grouped alongside this spectrum with primary sources for instance being close to the authenticity pole, the schoolbook being more in the middle and films with historic character being near the fiction pole. Pandel and Schneider (2011: 9), however, emphasise that this grouping along the spectrum is no valuation of the materials themselves but that it is vital for teachers and students to know which background the material one works with possesses.

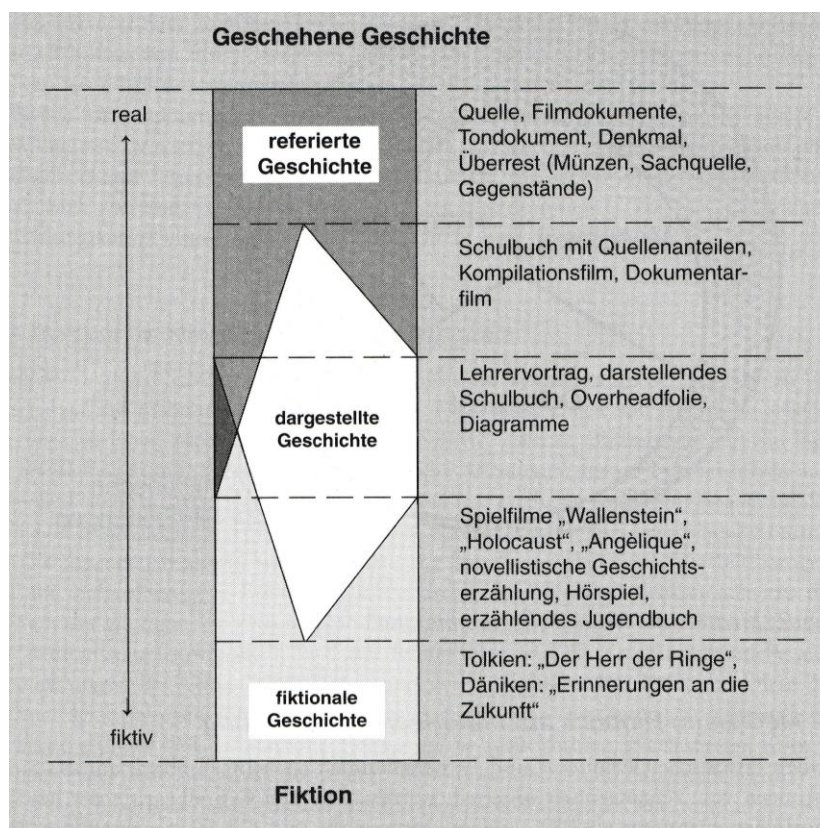


Figure 6 Materials spectrum between authenticity and fictionality (Pandel & Schneider 2011: 9)

Furthermore, materials exhibit a certain level of historisation: All present depictions of history ‘age’ with time and after a certain period of time, which is vaguely around thirty

years, they themselves turn into primary sources for the era they originated in (Pandel 2009: 136). For instance, a historical film produced this year will turn into a primary source for the 2020s era in about thirty years, reflecting society and historiography in the 2020s.

Authenticity and historisation are two vital factors underlying every classification of history materials and teachers have to be aware of them when choosing materials for history education. Moreover, students should also become acquainted with the notions of authenticity and historisation of materials since knowledge about them fosters historical competences and critical analysis of materials. With this in mind, prominent types of history materials and their current classification can be approached.

A general classification of materials was undertaken by general educational theory and follows the process of categorising materials according to sensory perceptions. Within this classification, materials are categorised according to the senses with which they are perceived: visual, acoustic, written and audiovisual materials (Pandel 2009: 136). However, in the context of history materials, this broad classification on its own is insufficient since for instance disparate materials such as primary sources, historiography and fiction would be grouped under the same wide notion of written materials without further specification (Pandel 2009: 136). Thus, history materials require a more detailed typology so as to ensure the clarity of each category. The works of Pandel and Schneider (2011) as well as Gies (2004) both provide an adequate classification of the most important types of materials for history education, following the general categorisation into sensory perceptions but adding additional categories as well as vital subcategories. Both typologies refer to the same conceptual categories although sometimes different names or designations were given to them.

4.3.1. Written materials

Written materials are per se the most widely used materials for history education (Schneider 2011c). They may range from primary source text documents, historiographical depictions to literary publications and in the widest sense also textbooks (Gies 2004: 230). As already pointed out above, these different material types have to be distinguished according to their levels of authenticity. First, written primary sources are the most authentic materials a history teacher can use, but they do not come without challenges. Students have to be able to deduce information and interpretation from the texts and teachers need to design appropriate tasks and give enough scaffolding so as to ensure these goals. For instance, in

addition to the interpretation of the content, an analysis of a primary source always has to include questions about who wrote the text when, where, for whom and with which purpose (Gies 2004: 231). Without a detailed processing of the primary source, such texts involve the danger of misunderstanding or misinterpretation. Second, historiographical depictions, which are texts written about the past by historians, encompass the same aforementioned challenges and teachers need to support students when working with such texts. Their treatment in class, however, is essential in order to get students acquainted with academic texts which will be of importance after school as well (Pandel 2011: 84-85). Third, literary publications used in the history classroom are usually poetry, fiction such as biographies and young adult fiction. Their major merit is that they captivate students with their emotional and sometimes adventurous content. Moreover, they do not only encompass depictions of the past but also reflect the zeitgeist of the time in which they originated. The major challenge with literary publications in history lesson, though, is the lack of time needed for a thorough dealing with such texts (Gies 2004: 232-233). Lastly, the history textbook also belongs to the category of written material, although it consists of a mixture of texts, graphical depictions and images. Over the years, it has developed the function of being the leading medium in history education, especially due to its dense information value and its link to national curricula (Becher 2011: 45). History textbooks frequently determine the course of the lessons since they provide stimuli, ready-made reproductions of primary sources with accompanying tasks and concise summaries of the topic at hand (Gies 2004: 238). However, despite its advantages, teachers should not see the textbook as the only dogma for history education and should critically evaluate its content and combine its use with other materials.

4.3.2. Graphical and visual materials

While Pandel and Schneider (2011) distinguish graphical and visual materials in their typology, Gies (2004) simply consolidates these two categories into one big group of graphical materials. The classification of graphical and visual materials, however, makes sense since it sorts materials even more precisely. Both categories are vital aids for learning since empirical studies have shown that graphical and visual impressions stick longer in the mind than spoken or written information (Gies 2004: 239). History teachers should therefore incorporate these kinds of materials in their lesson planning, with a variety of materials at hand. As the name suggests, graphical materials encompass graphics such as diagrams, maps, timelines or Mind Maps (Gies 2004: 240). These types of materials are

assigned the task of visualising content memorably and facilitating comprehension of complex texts (Gies 2004: 244). The second subcategory mentioned, visual materials, consists of illustrations and images such as pictures, photographs, drawings, posters, caricatures or cartoons (Pandel & Schneider 2011). As Gies (2004: 240-241) mentions, all of these images are primary sources and have to be treated as such, with a particular focus on the image's temporal and spatial distance to the event depicted. Moreover, students have to be made aware that an image does not depict the historical truth but only a small extract of the past from the subjective perspective of the creator (Bergmann & Schneider 2011: 226). In order to be able to digest information and recognise the perspective of an image, methods competence has to be trained through image analyses (cf. chapter 4.2.1.).

4.3.3. Audiovisual materials

Media competency has developed as a major prerequisite in society and students should develop this competence of handling media competently in school (Reuter 2015: 55). The use of audiovisual materials can thus not only contribute to thematic knowledge gain but also to the gain of media competency. The two most important and widely used materials in this respect are films and electronic media, also known as 'new media'⁹. The film is extremely popular in history education, especially because of its characteristics to overcome spatial distance, which is all too often present in history lessons (Gies 2004: 265). Furthermore, the familiar activity of watching films is known to boost students' motivation (Schneider 2011a: 376). Schneider (2011a: 375) suggests that with an adequate didactic preparation and an appropriate justification almost all sorts of films can be used in history lessons, reaching from documentaries and feature films to animation movies. While this may be true, it has to be kept in mind, though, that each genre exhibits different levels of authenticity and students have to be made aware that feature films may distort historical events for the benefit of creativity and excitement. Similarly, whereas documentaries often display higher levels of authenticity, their mixing of primary source film clips, witness reports and re-staged scenes complicate the distinction between the real past, perspectives of people from this past and perspectives of people in the present. In addition, electronic media such as computer games, learning software and websites often reinforce this problem of inseparably linked fictional and factual history (Gies 2004: 268). Consequently, the use

⁹ 'New media' is a generic term for all aspects of information and communications technology, particularly for the computer and the internet (Reuter 2015: 54).

of films and electronic media has to be accompanied by extensive preparation, critical analysis and intensive evaluation of the material in focus.

4.3.4. Acoustic materials

When using acoustic materials, vivid language as transmitter of information is at the heart of a lesson. Moreover, such materials display a high amount of experiential value and may impact positively on the motivation of students. However, since acoustic materials are bound to be less memorable, they should always be accompanied with written or visual materials so as to ensure effective learning (Gies 2004: 254). Teachers can choose from a variety of acoustic materials, ranging from teacher talks, presentations and contemporary witness reports to audio recordings and even music (Gies 2004: 254). Reports from contemporary witnesses bear the advantage of heightened motivation through listening to first-hand narratives. Nonetheless, such reports require thorough preparation and evaluation, which is time-consuming but vital for comprehension (Gies 2004: 262). The aforementioned audio recordings are especially relevant for 20th century history because a multitude of speeches and radio broadcasts were recorded from 1900 onwards and can be incorporated in lessons as important primary sources (Wunderer 2011: 507). Similarly, music was and is an important medium for communication and can be usefully applied in history lessons since it is an effective way to deal with historical topics (Klenke 2011: 439). For instance, a historical topic can be introduced by a song dealing with the topic, or a song text can be analysed and put into the context of the time of creation in order to deepen the knowledge about a particular topic (Klenke 2011: 444-446).

4.3.5. Concrete materials or realia

Concrete materials can be mobile or immobile objects, with mobile objects or realia reaching from tools, domestic appliances, coins, medals, music instruments, ornaments, toys to clothes and even food packaging. These mobile realia may be archaeological finds or objects which were kept safe by people over the years. Immobile objects, on the other hand, have to be visited at the place where they were erected and encompass memorials, ruins, concentration camps, remnants of buildings or city walls. In addition, concrete materials also comprise models and replicas which may be produced by students themselves (Gies 2004: 274-275, Schneider 2011b: 544-545). According to Hug (1977: 157), concrete objects facilitate observational learning (*Lernen am historischen Objekt*) and Schneider (2011b: 545) remarks that original objects have a special aura which fascinates

students like no other material. In addition, when working with concrete materials, all senses are involved since students can look at the realia from all sides, touch and move them, and this best conveys the functionality of the object to students (Gies 2004: 274).

To conclude, history teachers can choose from a plenitude of materials to convey content to students. In addition to the possibilities presented above, the internet as a major resource for finding materials has to be mentioned. Especially in the past few years, the use of the internet became popular in history education as an innovative and creative tool almost without boundaries (Reuter 2015: 63). Materials on the internet can be found abundantly. As a consequence, however, teachers are confronted with deciding what to choose and have to differentiate between quality and non-quality materials, both types inhabiting the internet (Pfanzelter 2017: 92). Irrespectively of the materials and resources available for history lessons, teachers will always be confronted with a high workload since almost all of the materials mentioned – probably with the exception of specifically produced textbooks - come as ‘raw’ materials and require adaptation to fit one particular classroom situation. This already intricate situation for teachers gets even more complicated if considered from the perspective of a CLIL history teacher. As discussed in chapter 3.2., finding appropriate materials for CLIL generally poses a major problem and materials for CLIL history in particular add special challenges to the endeavour of material acquisition. The special case of CLIL history and finding appropriate materials for it will thus be discussed in more detail in the next chapter.

4.4. The special case of CLIL history and its materials

From the early beginnings of CLIL onwards, history has been one of the major subjects taught in a foreign language and its popularity as CLIL subject is apparent (Heimes 2013: 345, Wildhage 2007: 77). With the exception of only a few, most European countries surveyed by Eurydice (2006: 38) stated that they included history as a CLIL subject in their projects. Furthermore, despite the absence of clear statistical data, the report on CLIL in Austria published by Eurydice (2005: 7) mentions that according to experiences, history next to geography and biology is the most popular subject for CLIL. This popularity of especially social science subjects such as history has not yet been provided a proper explanation. One explication attempt, however, is given by Coyle (2005: 81) when she writes that “history [...] CLIL lessons often exploit the natural links with the foreign country, and the increased opportunities for employing authentic materials”. Thus, history

with its natural links to foreign countries and its supply of authentic materials facilitates the use of CLIL in this subject.

Regardless of the long existence of CLIL history, a distinct didactic approach for this particular education model is still non-existent. This issue mainly arose due to the absence of the urgently needed cooperation between language teaching and history didactics (Wildhage 2007: 78). While researchers in language teaching didactics (especially English language teaching) have always advocated the idea of CLIL and conducted research in this sphere, history didactics has been slow to take action which results in a dominance of foreign language didactics and ongoing scepticism among history didactics when it comes to CLIL history (Maset 2015: 10, Wittenbrock 1997: 565). Some history didactics experts, such as Hasberg (2007) and Maset (2015), even claim that there is no need for specific CLIL history didactics at all. Nevertheless, they fail to suggest any suitable solutions instead. Despite this disagreement among researchers, Heimes (2013: 346) rightfully supports the view that an intensified cooperation of history and language teaching didactics has to be aimed for in order to enhance the teaching of CLIL history, regardless of whether this collaboration may lead to specific didactics for this subject.

A closer contact between the two specialisations is also sensible when looking at the goals of CLIL history stated so far: Not only should it foster the development of historical consciousness and historical thinking, but it should also intensify foreign language learning and strengthen the competence of intercultural communication (Heimes 2013: 346, Wildhage 2007: 82). However, while cooperation on the academic level is definitely essential for the development of CLIL history, individual teachers bear the major responsibility for the success of this subject. To be able to accomplish this arduous task, however, they need supportive resources so as to design and conduct quality CLIL history lessons. While we have seen in chapter 3.2. that the acquisition of CLIL materials is generally a difficult endeavour, the situation gets even more complicated when it comes to finding materials for CLIL history in particular.

CLIL history materials encompass several difficulties teachers have to cope with. Naturally, CLIL history teachers are confronted with the general CLIL problem of finding materials which are linguistically and cognitively appropriate: Although they can generally choose from the same types of materials employed in traditional history classes (cf. chapter 4.3.), most of the resources found will be linguistically or cognitively too complex (Heimes 2013: 350). Primary sources from the 18th century, for example, may be manageable in

students' native language but students will likely be overwhelmed if they have to work with an English primary source from the same era. Furthermore, Morton (2013: 133) points out two major obstacles distinct to CLIL history materials, especially occurring when working with native speaker textbooks: First, these textbooks may be biased towards a national culture's worldview, meaning that a textbook from the United Kingdom may only present one view of a certain event and disregard other possible perspectives. The same issue could of course arise with authentic texts found on the internet. Second, native speaker textbooks are naturally tailored to the curricula of the producing country and will exhibit content which might be irrelevant for history education in other countries. At the same time, such textbooks will neglect content which would be relevant for the CLIL country. For instance, Austrian CLIL history teachers will not find specific events important for Austrian history education in an English native speaker textbook since it was not designed in line with Austrian history curricula. Nevertheless, the first-mentioned apparent drawback could also be turned into a possibility for CLIL history if teachers are aware of the potential biases and one-sided views of authentic sources and native speaker textbooks and if they compare these with materials depicting other perspectives. Through that, the important historical aspect of multiperspectivity is accounted for since students are made aware that each historical event and text can be viewed from different perspectives (Bergmann 2016: 76). In other words, CLIL history can foster multiperspectivity because it facilitates looking at materials from different contexts, and consequently shows students that each historical text only depicts one perspective of the past and does not reflect the only single truth (Bergmann 2016: 72). Due to the reasons stated above, ready-made materials for CLIL history are only rarely at disposal for teachers. They generally have to search for materials themselves and those materials found will most likely need adaptation and intensive preparation so as to be applicable in class (Wildhage 2007: 96, Wittenbrock 1997: 565).

Looking at Austria in particular, such scarcity of appropriate materials for CLIL history is prevalent as well. The leading medium in traditional history classes, the textbook, has not yet been developed for Austrian CLIL history education. In Germany, the Cornelsen Verlag published some CLIL specific history textbooks in the past years, the major one being *Spotlight on History* with two existing books (school years 7/8 and 9/10). In addition to these, Cornelsen also produced some booklets for CLIL history covering specific topics for lower secondary school (cf. resource list in appendix 9.3.). Although these materials are definitely a good starting point, they are nonetheless far from satisfactory since they do not

fit the Austrian curricula demands completely and are also only helpful for some grades. Additionally, these textbooks only cover a small segment of the range of topics treated in history. In his work published in 2007, Wildhage (2007: 110) describes the material situation for CLIL history teachers in Austria as unsatisfactory and mentions the high expenditure of time teachers still need to spend on material acquisition due to the lack of ready-made CLIL materials. Moreover, Wildhage (2007: 111) advocates not only the production of CLIL textbooks but also ongoing development in the sphere of CLIL history materials in order to achieve a complete provision of materials for each grade and each historical topic in order to ease the task for CLIL history teachers.

Ten years later, the issue of material acquisition for CLIL history is still persistent with hardly any development and a dearth of empirical research on this important topic. Hence, the present study should shed light on the current situation of CLIL history materials in Austria so as to make the first move to close this research gap.

5. Study

The present study serves to explore to comprehend CLIL history teachers' strategies in material acquisition. This chapter presents the research questions as well as the research design, including the description of the interview guide, the selection of interviewees, data collection, transcription and data analysis.

5.1. Research questions

The qualitative study reported below was conducted to ascertain the status quo of CLIL history materials in Austria and teachers' concerns and strategies in terms of material. Hence, the following main research question was central to the study:

How do CLIL history teachers describe and evaluate their teaching materials
and with what challenges do they have to cope?

In order to provide a well-grounded conclusion to this investigation, a set of sub-questions needs to accompany the main research question:

- I. How do CLIL history teachers (CHT) find materials and which history materials do they use predominantly?
- II. What are major challenges in finding/selecting/adapting/creating materials?
- III. What strategies do CHT employ when adapting materials?

- IV. Which and how many materials do CHT need to design from scratch?
- V. What are important characteristics that CHT implement in their self-designed materials?
- VI. Which quality principles do CHT use in acquiring materials?
- VII. How do CHT proceed in lesson planning and material design? Do they utilise any frameworks for lesson planning and material design?
- VIII. Which resources do CHT use?
- IX. How satisfied are CHT with the current material provision for CLIL history and which future desires do they express in terms of materials?

The first two questions aim at ascertaining strategies and challenges in material acquisition while questions three and four examine particular possibilities of material acquisition, namely creation and adaptation. In connection to these inquiries, questions five to seven ask for characteristics and principles in material design as well as for special proceedings in lesson planning. The eighth question should lead to an establishment of a material corpus for CLIL history. Finally, the last question aims at detecting satisfaction with the present situation and desires for the future as well as possible implications for CLIL history material development.

5.2. Method and research design

In order to achieve the objectives proposed above, a qualitative approach was chosen. Due to the small amount of past research on CLIL history materials, a detailed study of a few cases yields the most valuable information as it allows detailed accounts of the target research group (Dörnyei 2007: 39-40). Thus, the qualitative approach with its exploratory nature and its focus on obtaining in-depth information is the only option to secure an optimal exploration of the research field under investigation. In particular, qualitative interviews with experts in the field, namely CLIL history teachers, should ensure comprehensive information to answer the research questions posed above. The qualitative method of expert interviews was chosen since the interest of the study lay on knowledge of experts in the field of CLIL as well as their beliefs and practices concerning CLIL history materials. The CLIL history teachers interviewed are experts in the sense of Meuser and Nagel's definition (2013: 461) that an expert is a person who has privileged knowledge at command which is restricted to a small group of people in the world. Concerning the type of interviews, single session semi-structured interviews were considered the best format to achieve the goals set: The interviews were conducted with a set of pre-prepared guiding

questions (structured) while simultaneously following an open-ended format in which the interviewee is encouraged to elaborate on issues raised during the interview (unstructured) (Dörnyei 2007: 136). Therefore, the same procedure as proposed by Meuser and Nagel (2013: 459) for conducting expert interviews was followed, namely conducting the interviews with a flexible interview guideline at hand. An in-depth account of the interview guideline will be given in chapter 5.2.1. In terms of research design, the five interviews were conducted consecutively before being transcribed, coded and analysed according to the rules of qualitative data analysis elaborated on in the following chapters.

To conclude, the present study ascertains the status quo of CLIL history materials in Austria and teachers' needs and perspectives through qualitative interviews with CLIL history teachers in the form of expert interviews. Information gathered in the interviews provides insights on satisfaction with CLIL history materials in Austria, teachers' strategies in material acquisition and possible implications for the future of CLIL history materials.

5.2.1. Interview guideline

The interviews were conducted using a well-prepared interview guideline developed beforehand. As Mayer (2009: 37) points out, the main advantages of such guidelines are the gain in structure and better comparability of the data through pre-fabricated questions. Moreover, an interview guide in interviews with experts serves to limit the subject matter to the knowledge of the expert and avoids dispersal of thematic topics which are not directly relevant for the study (Friebertshäuser & Langer 2013: 439, Mayer 2009: 38).

As Dörnyei (2007: 137) states, a good interview guide requires careful planning. Thus, developing the guide was an iterative process with different revision stages. First, a general brainstorming of possible questions was performed while always keeping the theoretical knowledge about the topic in mind. Next, a selection of the most essential questions in respect to the research questions was made. These questions were then brought into a logical sequence which promised a smooth transition from one thematic set of questions to the next so as to ensure the natural flow of the interview. After discussing the first attempt of the guideline with my supervisor, revisions of the thematic sequences and of specific formulations were made. Moreover, since several researchers (Dörnyei 2007: 137, Friebertshäuser & Langer 2013: 439, Mayer 2009: 45) highlight the importance of piloting the interview guideline, a pretest interview with a doctoral student of the Anglistik department was conducted. This testing of the interview guideline enabled me to experience

the situation of an actual interview and gave rise to repeated revision of the guide, thanks to helpful suggestions made by my pretest interviewee, who is a qualified English and history teacher. After thorough planning and editing, the final interview guideline encompasses the concepts developed in the theoretical part of this thesis and should lead to answering the research questions posed above (cf. chapter 5.1.).

The structure of the final version of the interview guideline is based on the classification made by Mieg and Näf (2005: 14-15) who divide interview guidelines into three distinct parts: starting questions, main part with sets of questions to different topics and a closing part with future perspectives and thanks. The first questions are personal questions about work experience and the teachers' encounters with CLIL which aim at making the interviewees feel competent and more relaxed and creating a successful "initial ice-breaking period" (Dörnyei 2007: 137). The main part of the interview is divided into several thematic sets of questions: CLIL history teachers' use of history materials, teaching the history curriculum, CLIL history materials, teachers' strategies in material acquisition, creation and adaptation and challenges therein, principles in material design, planning procedures and desires for the future. Finally, the closing part encompasses thanks as well as a question which "permits the interviewee to have the final say" (Dörnyei 2007: 138) which may lead to rich additional data and ends the interview on an issue or aspect important to the interviewee (cf. appendix 9.1. for the full interview guide).

5.2.2. Interviewees

All interviewees are teachers practising CLIL history in upper secondary schools in Austria. The particular individuals involved and my reasons for selecting this sample will be presented in the following. Due to reasons of granting anonymity, the names of the interviewees were replaced by the abbreviation of teacher, T, and the number of the order of sequence the interviews were conducted, leading for instance to T1 for the first teacher interviewed. The individuals involved in my study are:

- T1: AHS teacher (male) of English and history
- T2: AHS teacher (female) of English and history
- T3: HAK teacher (female) of religion and history
- T4: HAK teacher (female) of geography and history
- T5: HAK teacher (female) of English and history

Due to the limitations of the scope of a diploma thesis, only five interviewees were chosen. However, as Dörnyei (2007: 127) remarks, “a well-designed qualitative study usually requires a relatively small number of respondents to yield the saturated and rich data that is needed”. Additionally, he states that more important than the sampling size is finding individuals “who can provide rich and varied insights into the phenomenon under investigation” (Dörnyei 2007: 126). Thus, the small number of interviewees in this study can be compensated with the rich insights that emerged from the five interviews.

Participation in the interviews was voluntary and the selection of the interviewees was strongly influenced by practical considerations, especially by the fact that I was already acquainted with several CLIL history teachers from past encounters. Due to the time constraint of a diploma thesis, I followed the snowball sampling strategy described by Dörnyei (2007: 129), in which the first key interviewees were enquired to recruit further participants who were similar in that sense that they also practised CLIL history. In addition to those practical considerations, the selection of interviewees was determined by several attributes. First, for reasons of higher variation in the sample, I endeavoured to interview both CLIL history teachers whose second subject is English and teachers with a different second subject. Second, I attempted to interview teachers with different extents of experience with CLIL history, varying among the chosen interviewees from two to twenty years of experience. Lastly, participants from different school types with slightly differing formats of CLIL were aimed at, resulting in two teachers practising CLIL history in an AHS with the majority of the lessons held in English and three teachers practising CLIL history in a HAK with an almost equal balance of English and German.

5.2.3. Data Collection

The interviews were conducted in the period of two weeks from the middle to the end of November 2017. All five interviews were carried out by myself and the meeting place was determined by the interviewees, resulting in two interviews conducted in the schools of the respective teachers, two more interviews carried out via Skype and one interview held at the home of a teacher. Since the participants had already been approached via email and had been informed about the topic of the study in advance, I summarised the interview’s purpose briefly at the beginning and presented the rough structure of the guideline so as to give them an idea of the detailed content of our talk. Moreover, potential ambiguities were removed beforehand through giving interviewees the possibility to ask any questions. All interviews were recorded on tape with the help of a digital dictaphone since permission for

recording was granted by all interviewees. The duration of the interviews varied between 47 and 70 minutes, resulting in interview data encompassing five hours and eighteen minutes.

5.2.4. Transcription

The transcription of the interviews followed the transcription system of smooth verbatim transcript described by Mayring (2014: 45) with a few additional rules:

- Transcription is done word by word but without transcribing utterances like ‘uhms’ and ‘ahs’ or backchannel signals such as ‘okay’ and ‘mhm’
- Original wording and grammatical structures are maintained in the transcription
- Short cut articulation and dialect are translated into standard language
- Nonverbal utterances (e.g. laughing) are only transcribed if they change the meaning of an utterance
- Pauses are only mentioned if they last longer than one minute
- Unintelligible utterances are indicated as [?]

Since the focus of the interviews was primarily on the content level, the above stated transcription system is adequate for the goals of the thesis. In addition, due to reasons of anonymity, all names are substituted with sensible abbreviations (T1 for first teacher interviewed) and the name of the interviewer is abbreviated with ‘SH’. Following these rules, the five interviews transcribed sum up to 43.050 words.

5.2.5. Data analysis

The analysis of the data collected in the interviews follows the method of qualitative content analysis developed by Mayring (cf. Mayring 2015). This method was chosen as its analysis follows predefined individual steps of interpretation which thus leads to better comprehensibility of the results derived from the interview material (Mayring 2014: 53). Among the different forms of qualitative content analysis, the *structuring content analysis* was considered most suitable to the aims of the study since it facilitates the organisation of important information (Mayring 2015: 67). Its precise goal is to extract a certain structure from the material with the help of a specific category system, grouping information extracted from the interview material systematically into predetermined categories (Mayring 2014: 95). This notion of establishing categories before analysing the material is better known under the term *deductive category assignment* (Mayring & Brunner 2013:

327). Mayring (2014: 96) developed a procedure for this particular analysis method, which is illustrated in figure 8 below.

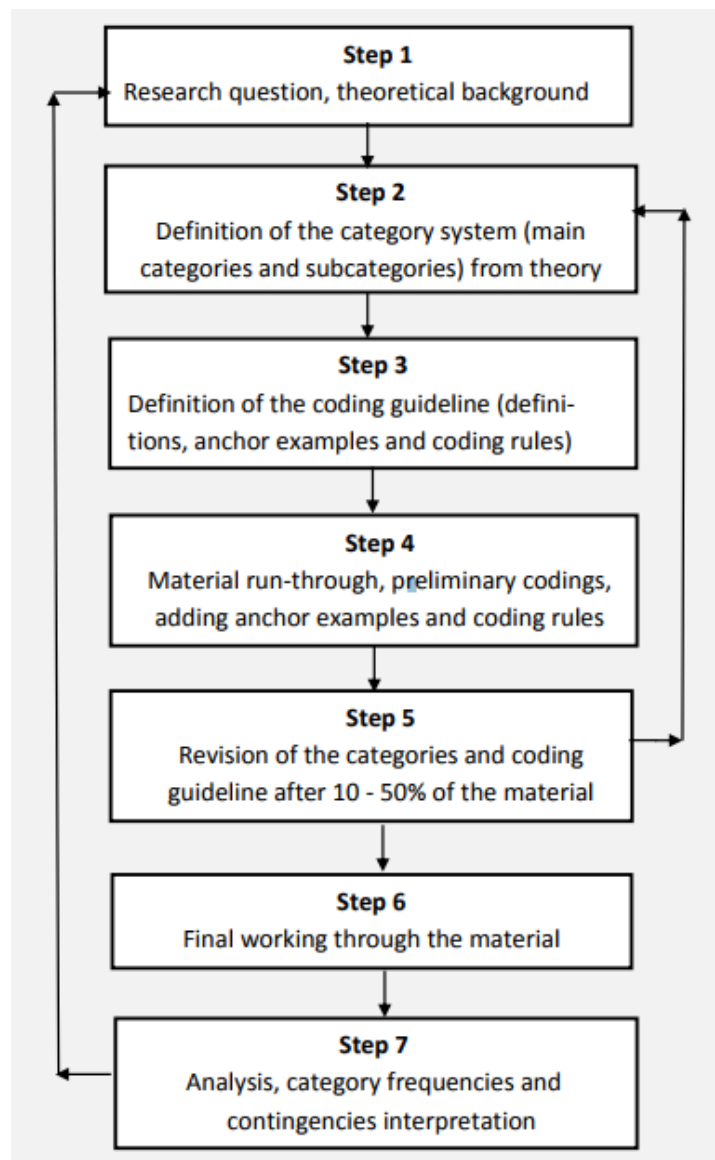


Figure 7 Steps of deductive category assignment (Mayring 2014: 96)

The present study follows these steps of the deductive method of categorisation and as proposed in step two, a category system was established before starting the data analysis, whereby the categories were deduced from the research questions as well as from theory and previous research on the topic (Mayring 2014: 97). Since category formation should lead to precise categorisation, the formation of the categories for the present study followed the theory of categorisation proposed by Mayring (2015: 48-49) with three stages: First, a proposed category has to display a proper definition so as to determine which text components belong in a given category. Second, anchor examples for each category serve

as an illustration of the character of this category and third, coding rules should ease the assignment of ambiguous text passages to the most suitable category. A coding guideline following these three stages was developed for each category analysed.

As prescribed in steps four to six of figure 8, the data was then coded with the help of the coding guideline and the predefined categories. To facilitate the coding process, a qualitative data analysis software, MAXQDA, was utilised due to its apparent merits: Working with such a software is not only time saving due to the speed of handling large volumes of data, the easiness of grouping text passages into categories and the quick recalling of all components grouped in one category, but other advantages such as visualisation of categories with different colours for fast access, or improvement of rigour apply as well (Dörnyei 2007: 265-266, Kuckartz 2010: 12-13). As the arrows connecting the steps in figure 8 above suggest, qualitative data analysis is an iterative process and the coding of text components to categories goes hand in hand with a restructuring of the category system. For this thesis, two rounds of coding the whole interview data were conducted. Approximately halfway through the first round of coding, the categories as well as the coding guideline were revised, meaning that categories and their definitions were slightly changed and a few new categories (e.g. opportunities of CLIL materials) were added due to repeated occurrence of important information in the text which could not be allocated to one of the already existing categories. In addition to these revisions, I aimed at establishing the quality criterion of intra-coder reliability in order to aim for stability and reliability of the coding (Mayring 2014: 111). After two rounds of coding, I took a passage of an interview and coded it again without looking at the coding done before. The comparison of the two results for the same text passage revealed a stable coding procedure since only small differences occurred among the two results, indicating high intra-coder reliability.

Lastly, the coded utterances were analysed within the respective categories and their possible interrelation among categories and previous research were examined. These results will now be presented and discussed in the final chapters 6 and 7 of this thesis.

6. Findings

This chapter shows the results which emerged from the analysis of the interview data. The findings are presented together with quotes from the interviews to substantiate the claims made. Since the interviews were conducted in German, the quotes will be given in the original wording in order to maintain the original meaning. An English translation is given directly after each quote. The findings are grouped in subchapters whose titles mirror the final categories of the data analysis. Based on these findings, the last chapter will conclude this study with a discussion of its most striking results and their implications for future research.

6.1. Satisfaction with CLIL history materials in Austria

The analysis of the interview data has shown consistent dissatisfaction with the provision of ready-made CLIL history materials in Austria. The viewpoints expressed by the interviewees are in line with Wildhage's perception (2007: 110) that the material situation for CLIL history teachers in Austria is unsatisfactory. Utterances such as "Das Problem ist, dass wir so, also Materialien für CLIL man gar nicht findet, die gibt es ja nicht" (T3 139. *The problem is that one does not find materials for CLIL at all since they do not exist*) or "Unzufrieden beziehungsweise weiß ich nicht, ob es einen Bestand gibt" (T5 67. *Dissatisfied or rather that I do not know if there is a material stock*) confirm the dissatisfaction with the situation of CLIL materials. The last-mentioned quote also highlights another vital concern shared by some of the respondents, namely that searching for ready-made CLIL materials is an arduous task, especially since there seems to be little information for teachers on where to find such materials. The statement given by a teacher, "Also entweder ist es schlecht promotet oder kommuniziert, wenn es etwas gibt" (T5 67. *If something exists, it is either badly promoted or badly communicated*) indicates that finding materials specifically produced for CLIL in Austria is difficult and often teachers do not know whether materials exist at all. Two of the interviewed teachers, being experienced in teaching CLIL history, mentioned that they have already stopped looking actively for such ready-made materials, one reason being that they established a rather comprehensive material stock themselves (T3 77; T2 167). Nevertheless, one CLIL teacher with less experience stated to have actively looked for CLIL specific materials for Austria. After being unsuccessful at first, she came across a possible CLIL history textbook a few weeks prior to the interview:

SH: Und haben Sie schon einmal von einem speziell angefertigten CLIL Geschichtsbuch gehört?

T5: Eben nur von diesem History¹⁰.

(T5 76-77. *SH: And have you ever heard about a specifically produced textbook for CLIL? – T5: I only heard about this History*)

Apart from this teacher, however, no other interviewee nor any of the literature surveyed for this paper mentioned this textbook. This suggests that it is a relatively new and apparently underpromoted book for CLIL use.

The teachers were asked about any other CLIL specific materials they know of or use. Many reported that they are aware of the booklets produced by Cornelsen¹¹ in Germany. However, the mentioning of these booklets always went hand in hand with remarking the dissatisfaction with these since they only cover some of the topics required and are generally aimed at lower grade students (T1 17, 107; T2 49). Thus, as one respondent stated, these booklets are not adequate for use in CLIL history: “...beim genaueren Hineinschauen zu Hause ist man dann daraufgekommen, nein, das gibt dann eigentlich zu wenig her. Ja, es ist nicht zufriedenstellend gewesen” (T2 49. *When taking a closer look at home, one realised that it was not sufficient. Yes, it was not satisfying*). In addition, one teacher mentioned that there are a few ready-made CLIL materials on the Austrian website for teaching materials called ‘edugroup’¹² which are again limited in terms of topics (T4 65).

To conclude, the interviewees remarked that the stock for ready-made CLIL history materials in Austria is insufficient. Furthermore, they took a critical standpoint towards the sparse material that is produced for CLIL history in particular, resulting in dissatisfaction with the status quo of CLIL material provision.

6.2. History material use

In order to understand which history materials teachers need to acquire for CLIL history, the interviewees were questioned about their history material use. In general, the teachers stated that they try to employ a mixture of all types of history materials (cf. chapter 4.3.) (T1 23, T4 17, T5 21). One of the respondents highlighted variation in material types, specifying her reason: “...weil ich weiß, [...] das Schülerohr und Auge [ist] sehr ermüdet, das heißt man muss immer abwechseln” (T3 33. *...one always has to alternate the materials*

¹⁰ Cf. resource list (appendix 9.3.).

¹¹ <https://www.cornelsen.de/bilingual/reihe/1.c.3266502.de/titel>

¹² <https://www.edugroup.at/praxis/portale/geschichte/>

since students' ears and eyes tire quickly). Nevertheless, the analysis of the data revealed that CLIL gives rise to a greater focus on visual and audiovisual material types, as teachers remarked for example, “Ich verwende auch sehr, sehr viele visuelle und speziell audiovisuelle Medien” (T4 17. *I also use a lot of visual and particularly audiovisual materials*) or “audiovisuell immer mehr” (T1 23. *More and more audiovisual*). The reason for this may be that teachers often search for English materials online and audiovisual or visual materials are widely available on the internet. For example, one teacher commented that Youtube offers great documentaries and videos that ease the comprehension of a historical topic (T1 23). In contrast, concrete materials are mentioned by all interviewees as being least often employed due to reasons of inconveniency or unavailability (T1 23, T3 41, T5 23).

A special remark has to be made in terms of written primary sources, since teachers explicitly commented on the challenges they face with using primary sources in CLIL compared to using them in L1 history classrooms. One major difficulty mentioned by several interviewees (T3 35; T4 27) is that most written primary sources are linguistically too complex for non-native speakers of English, as the following extract illustrates: “Originaltexte, lange Reden von Politikern, Königen oder so irgendetwas und Philosophen, die sind oft zu schwierig zu verstehen” (T4 27. *Source texts, long speeches from politicians, kings or such things and philosophers, those are often too difficult to understand*). Their views concur with Heimes' perception (2013: 350) that English sources will presumably be too complex for students and a lot of adaptation work would be needed. Consequently, teachers frequently switch to secondary sources to avoid the problem of complex primary sources: “...gerade bei CLIL oder so, versuche ich öfters halt [...] mehr so Sekundärquellen” (T5 21. *...especially with CLIL I often try to use [...] more secondary sources*). Another challenge voiced is that in CLIL, primary sources cannot be found in a textbook - since no specific textbook exists – but have to be acquired by the teacher, which is extremely time-consuming. As one teacher put it, “...die [Deutschsprachigen haben] ein Lehrbuch [...] wo hunderttausend Quellen drinnen sind und ich [muss] sie mir wieder selber suchen” (T1 25. *...the Germans have a textbook with thousands of primary sources and I have to search for them myself*). In chapter 6.4., different possibilities of acquiring such primary sources and other history materials are presented.

6.3. Challenges in material acquisition

The acquisition of materials for CLIL history education goes hand in hand with various challenges and the interviewees remarked on the challenges which they considered to be most urgent. Those can roughly be divided into challenges of finding, selecting, adapting and creating materials. The findings thereof are the focus of this chapter together with a special challenge connected to acquiring Austrian history materials.

A general recurring issue during the interviews was the lack of ready-made materials for CLIL history and that acquiring materials can thus be a highly time-consuming procedure. As pointed out by the interviewees, teachers are expected to teach CLIL, but at the same time CLIL is not really institutionalised in Austria which in turn obliges teachers to create and acquire materials themselves:

...das ist unser Problem, dass es nicht wirklich, also es wird von den Lehrern verlangt, aber es ist nicht irgendwie institutionalisiert oder so, also wir haben keine CLIL Lehrbücher oder irgendetwas

(T5 7. *...our problem is that it is demanded from teachers but it is not really institutionalised, meaning that we do not have any CLIL textbooks or something like this*)

Ja, dass es eben zu wenig wirklich komplett vorgefertigtes gibt, ja. Dass man wirklich sehr viel selber machen muss

(T2 87. *Yes, that there are not enough ready-made materials available. That means I really have to design a lot myself*)

As a result of this shortage of CLIL materials, one major challenge for CLIL history teachers is finding proper materials. It was stated several times that finding something in general is not the problem but finding something which is appropriate and does not need much adaptation to be suitable for the classroom is a main challenge. First, teachers always have to examine materials found according to their quality and decide whether the source is reliable or not: “Man muss halt dann schauen, ist die Quelle vertrauenswürdig, wo kommt es her” (T2 85. *One then has to look whether the source is reliable and where does the text come from*). Afterwards, the next challenge is that especially undiluted authentic material is often exceeding students’ language and content level (Dale, Es & Tanner 2010: 39), which again leads to a high workload for the individual teacher due to the need of adaptation. As one teacher remarked, it is extremely difficult to find materials that are at the right language level: “...es muss so formuliert sein und dem angepasst sein, dem Grad, wo die Schüler sich jetzt gerade befinden. Und das macht es schwierig” (T2 101. *...it has to be formulated in such a way that it is suitable to the actual language level of the students and this is what makes it difficult*). Especially the less experienced CLIL teacher stated that

she finds it difficult to acquire suitable material since she does not know where to search for materials (T5 35). Opposed to that view, more experienced teachers claimed that while finding materials is already time-consuming, the task of selecting the best material among those found is even harder. As one of those teachers stated, due to her experience and knowledge about teacher portals and good websites, she can easily find materials, but then again has to select the most suitable one (T4 67, 137). The major challenge of selection mentioned was that the materials found often depicted a particular topic in too much detail (T1 23; T4 137).

The major challenge stated regarding adaptation of materials is to adapt the language to an appropriate level. Interestingly, this issue was raised by English and non-English subject teachers alike: “...es ist oft schwer für mich zu adaptieren und wirklich ein Gefühl, obwohl ich Englisch unterrichte, ein Gefühl zu haben, mit was die Schüler umgehen können” (T5 91. *...it is often difficult for me to adapt and to get a feeling for what the students can manage, although I teach English as well*). However, the situation is further complicated if the CLIL teachers’ second subject is not English due to the increased uncertainty of language competence. As one such teacher pointed out, she is often unsure whether her adapted text is still linguistically correct (T3 45). Furthermore, another interviewee mentioned that she often has to adapt material again after a first try with students and that normally several cycles of adaptation are needed until she is content with her material (T2 85).

Lastly, when asked about challenges in creating materials, the only real issue stated by several teachers was again the aspect of time. As one interviewee put it, creating materials herself is an enjoyable but very time-consuming activity in general (T5 121). The same teacher further remarked that due to this issue, she is tempted to teach more of her history lessons in German than in CLIL (T5 35). These statements by the interviewees accord with Morton (2013: 125) who also ascertained that the extra time and effort needed for producing materials is one of the major concerns for teachers.

Special attention during the analysis has been given to the case of acquiring materials for Austrian history topics. It could be revealed that teachers view this aspect differently relative to the CLIL models they teach. Those interviewees who follow the bilingual CLIL model of teaching about half of the lessons in English and the other half in German do not perceive teaching Austrian history topics as a challenge. The reason for this is that those topics are simply taught in German, using the German textbook or other materials available

(T4 201). As one teacher put it, “... die Englischthemen mache ich ja nur dann, wenn ich mir denke, es passt gut, jetzt von der Thematik her. Wenn ich jetzt österreichische Geschichte mache, dann mache ich das nicht” (T3 105. *...I only teach in English when I think that it suits the topic. If I teach Austrian topics, then I do not teach them in English*). On the other hand, two interviewees teach a format of CLIL in which everything is taught in English, including the Austrian history topics. Those two named the acquisition of materials for Austrian topics as the major obstacle in material acquisition. For instance, when asked about which history materials are most difficult to acquire, one teacher referred to Austrian topics in English (T1 31). The most prominent reason for this challenge is that hardly any English sources cover Austrian topics (e.g. Maria Theresia, First Republic etc.) since materials from English speaking countries rarely treat Austrian history topics (T1 35; T2 25). As a result, teachers are again confronted with the time-consuming procedure of producing materials themselves. One interviewee mentioned that books about Austrian history in English do exist but they are not suited for educational purposes (T1 142).

In summary, the major concern of teachers in material acquisition is the lack of ready-made CLIL history materials and the associated time-consuming procedure of finding and selecting suitable materials. This procedure is normally accompanied by subsequent adaptation of materials found which further entails challenges such as finding the appropriate language level for students. Moreover, those interviewees teaching the whole history curriculum in English are confronted with the problem of almost non-existence of materials for Austrian topics which in turn forces teachers to spend time creating materials themselves.

6.4. Material acquisition

In chapter 3.2. possible ways of material acquisition in CLIL were presented and the interviewees were encouraged to comment on those possibilities and on their individual material acquisition. The analysis of the interview data has displayed that teachers utilise different kinds of textbooks and books to different degrees, but that in general, the major resource for acquiring material is the internet with its multiple possibilities.

As one teacher remarked, “Das Internet bietet Gewaltiges und das muss man wirklich sagen, wird rasant mehr, was man da bekommen kann” (T1 69. *The internet offers a lot and what you can get out of it, one has to acknowledge, is rapidly getting more and more*). From the utterances of the interviewees it can be gathered that the first step in material

acquisition is frequently to search the internet for adequate materials on relevant topics. In particular, Google-search was mentioned explicitly as being the first port of call, as quotes such as “Ja, da ist man auch schnell beim Googeln, für das erste” (T1 133. *Yes, at the beginning one quickly goes to Google*) affirm. With the help of Google search, teachers locate a multitude of websites¹³ they can choose from and may find suitable materials. However, this great range of choices may also constitute one of the internet’s disadvantages in terms of material acquisition: Due to the enormous number of search results, it is extremely time-consuming for teachers to find and select the material most appropriate with regards to content and language level. One interviewee exemplified this potential drawback:

...natürlich im Internet gibt es jede Menge und bis man da, das ist sehr, sehr zeitaufwendig bis man wirklich das Passende findet, vom sprachlichen Niveau her und ob es dann wirklich gut reinpasst”
(T3 83. *...of course there is a lot on the internet and it is very time-consuming until one finds something suitable in terms of the language level and if it really fits is the next question*).

This disadvantage especially occurs when authentic materials (cf. chapter 3.2.) are found on the internet since the language level of these texts is usually too demanding for non-native students (T5 91).

Another online resource that the interviewees mentioned were teacher forums and online lesson plans. When searching for materials on the internet, several teachers stated that they usually visit these forums (e.g. edugroup, history teacher, etc.¹⁴) and look at how other teachers have developed a specific history topic. In a further step, they use pre-existing materials or lesson plans in their entirety or only partially:

Prinzipiell würde ich zuerst einmal auf einem Portal schauen
(T4 149. *I would generally first have a look at a teacher forum*)

Ich schaue sie mir insofern immer zuerst an, was kann man, wie haben die das gemacht, was kann man da davon brauchen und ja. Also da sind schon einige Dinge die man nehmen kann
(T2 89. *I look at teacher forums to see how others did it and what I can use for myself. There are some things that one can take and use*)

Furthermore, one of the interviewees also mentioned being a member of a Dropbox¹⁵ group with continuous growth due to uploads of history materials by teachers (T4 13). However,

¹³ Teachers mentioned several websites they can recommend. A collection of all resources stated can be found in the appendix (cf. appendix 9.3.).

¹⁴ Cf. appendix 9.3.

¹⁵ Dropbox is an online file hosting service which provides people with the possibility of sharing files and data online.

potential drawbacks of teacher forums and didactic materials on the internet were highlighted by a teacher who stated that he only rarely uses pre-fabricated materials found on forums: “Die Qualität ist Frage eins, ob gratis ist Frage zwei, meistens muss man da was abonnieren” (T1 69. *The quality is question number one, if it is free is question number two, most of the time one has to subscribe to something*). Especially by mentioning the problem of quality of materials found on the internet, this teacher emphasises the ongoing need to carefully examine online materials since the quality varies a lot on the internet (Pfanzelter 2017: 92).

In addition to the internet as resource, teachers had different opinions about the use of native speaker textbooks. The different attitudes towards native speaker textbooks range from building most materials out of them to assertions that they are not employed at all:

Die meisten Materialien habe ich aus Büchern, aus Geschichtebüchern aus diesen englischsprachigen Ländern, also Großbritannien und USA
(T4 67. *Most of my materials stem from books, history textbooks from those English speaking countries, namely United Kingdom and the USA*)

Ich habe viel gearbeitet mit den Büchern, meine Materialien auch auf das aufgebaut
(T3 99. *I have worked a lot with those books and have built my materials upon those*)

...von Geschichtsbüchern relativ wenig, dass wir das festhalten
(T1 71. *...from history textbooks relatively few, just for registration*)

Those teachers employing native speaker textbooks mentioned concrete resources (cf. appendix 9.3.) and commented on their main advantage, namely their differing approaches compared to Austrian history didactics and possibilities therein. As one teacher put it, “...da ist das Konzept total spannend aufgebaut und das sind so Zugänge, die man auch in unsere Methodik übernehmen kann” (T4 33. *...the concept is really fascinating and they have approaches which can also be applied in our methodology*). Naturally, native speaker textbooks entail disadvantages as well, which was mentioned in almost all interviews. One interviewee, who stated that she did not use native speaker textbooks at all, stated that the school budget would not allow investment in these expensive textbooks and that she was reluctant to buy them at her own expense (T5 35). Another drawback expressed is that native speaker textbooks are tailored to the curricula of a different country and thus highlight particular topics that may not be relevant for Austrian history classrooms (T1 17). As a result, native speaker textbooks only provide limited usability since they do not fit the requirements of the national curricula (Palatella & Palatella 2016: 4). Interesting, however, is that no teacher stated the downside mentioned by Moore and Lorenzo (2007: 29) that

native speaker textbooks usually exhibit language demands which are too complex for non-natives.

Apart from native speaker textbooks, all interviewed teachers except one mentioned the use of a German textbook as well. This is not surprising with regards to the fact that three of the interviewees teach a CLIL model that encourages equal balance between English and German (cf. chapter 5.2.2.). This bilingual approach of CLIL leads to the application of German textbooks since they exhibit a range of good sources and tasks teachers can choose from, as one teacher remarked: “Ja, verwende ich schon, dass man eine deutsche Quelle hat [...] tolle Arbeitsblätter. Und ich arbeite da wirklich so bilingual” (T4 89. *Yes, I use it too, so as to have German primary sources [...] great worksheets. And I really work bilingual*). In addition, one interviewee who teaches her CLIL history classes to a great extent in English also commented on the use of a German textbook, stating that she uses visual primary sources found in these textbooks for her lessons (T2 21).

The question whether one also worked with a specific CLIL history textbook was uniformly negated, often with simultaneous mentioning that there exists a textbook for geography but not for history (T2 61). The only approximation to a textbook are the CLIL booklets by Cornelsen which were referred to by some interviewees but whose dissatisfaction with these booklets has already been discussed above (cf. chapter 6.1.)

Besides textbooks, some teachers mentioned the use of other books such as encyclopedias or atlases in acquiring materials for CLIL history. However, these comments are accompanied by utterances that nowadays one can find more materials faster on the internet, leading to less use of such additional books: “Wie ich angefangen habe, habe ich mehr reingeschaut [in Lexika]. Aber dann sieht man eigentlich, dass es im Internet viel schneller geht” (T2 137. *When I started, I looked more often into these lexica. But now I see that when searching the internet one is much faster*).

The analysis of the interview data has shown that CLIL teachers tend to acquire their materials to a great extent from the internet, with native speaker textbooks following in second place. Due to the lack of a CLIL specific history textbook, material acquisition is complicated since teachers can rarely apply materials to their classrooms without alterations. When asked for a percentage of ready-made materials in the process of material acquisition, the spectrum ranged from zero to about fifteen percent (T1 99, T2 83, T4 135). As a result, the interviewees resort to the possibilities of material acquisition stated by

Moore and Lorenzo (2007: 28): creation and adaptation of materials. This turns teachers into producers and adaptors of CLIL materials (Morton 2013: 118). The following two subchapters present teachers' perceptions and strategies in creating and adapting material.

6.5. Creating materials

The analysis of the data revealed that all interviewees create materials for CLIL to some extent themselves. When asked for a percentage, however, the range of how many materials are created varies from about ten to ninety-five percent with estimations of forty and seventy percent in the middle (T2 83; T1 13; T5 111; T4 135). This fluctuation leads to the assumption that the notion of creating materials diverged with the individual interviewees and deserves closer attention in the discussion section (cf. chapter 7). This chapter, however, concentrates on the features of the materials created from scratch by the teachers interviewed.

Materials that were stated to usually be created by teachers themselves were primarily worksheets and summaries. As one interviewee pointed out, it is extremely difficult to find appropriate worksheets or summaries on the internet, which thus leads them to create those materials from scratch: “Arbeitsblätter erstelle ich mir immer selber, weil das gibt es nicht. Das heißt ich habe, sei es ein Rätsel oder eh eine Zusammenfassung mit so Lückentext oder was auch immer, das habe ich mir immer noch selber gemacht” (T3 83. *I always create worksheets myself because they do not exist. That means whether it is a quiz or a summary with gaps or whatever, those things are always self-made*). In addition, one teacher also remarked that PowerPoint presentations are materials that she normally creates herself (T2 69).

The interviewees were also asked about typical characteristics of their self-designed materials. As they mentioned similar ones, these were grouped into **five main characteristics** during the data analysis.

One major characteristic that arose frequently was that teachers' materials display a **clear and visually appealing layout** in order to ease the access to texts and tasks. Specific criteria mentioned are:

- a clear structure
- adding colour
- visuals
- graphs or maps

- an appealing format in general (T1 77; T2 69)

Moreover, two respondents highlighted the importance of designing texts that are **short but concise** so as not to overload students (T1 83, T3 121).

Additionally to texts, another vital aspect for the interviewees was task design. In particular, teachers remarked on the importance of **diverse tasks** that should encourage **critical thinking**: “Ich will, dass sie denken und das versuche ich mit meinen Materialien zu erreichen” (T5 97. *I want to get students thinking and I try to achieve this with my materials*). In connection with tasks and critical thinking, one interviewee mentioned that the use of command verbs is extremely relevant and that these verbs aid teachers in designing good tasks (T4 111)¹⁶.

Another characteristic trait of self-designed materials mentioned is to provide students with **additional links to deepen their knowledge** about a topic. Two interviewees stated that they attempt to provide something to deepen knowledge such as links to websites or videos where the students can get additional explanation (T2 69, T5 107).

Lastly, several teachers noted their efforts to find the **appropriate language level** and include **vocabulary work** in their self-created materials. When asked about internal guidelines in designing materials, one teacher named the language level as one criterion: “Das Sprachniveau, dass es für die Schüler verständlich ist” (T3 121. *That the language level is appropriate for the students*). Another teacher, for instance, specified her idea for vocabulary work with explaining that she normally designs a glossary at the end of a handout that includes important vocabulary (T5 101).

In addition to those five characteristics listed by several teachers alike, one teacher remarked that the process of creating materials might be the most individualised procedure of material acquisition, indicating that each teacher follows different internal guidelines when designing materials (T2 85). In line with this assumption, the participants in this study also listed characteristics that were not mentioned by other interviewees. For example, one teacher stressed the aspect of helping students to check their own knowledge at the end of a sequence or worksheets (T4 111). Moreover, another teacher commented on comic relief as another characteristic of her self-created materials. She is convinced that history materials should be fun as well and she tries to achieve this for example by adding cartoons (T2 117). These two examples illustrate that creating materials is indeed a highly personal

¹⁶ Cf. chapter 6.7. for a more detailed presentation of tasks and critical thinking.

procedure in which teachers may use characteristics shared by others as well as individual ones.

6.6. Adapting materials

So, dass es für mich wirklich passt, muss ich dann immer selber adaptieren
(T5 37. *I always have to adapt the material so that it fits my purposes*)

The quote as well as the interview data show that some kind of adaptation is normally part of each material acquisition process. With three of the interviewees stating that they adapt at least sixty percent of their materials, adaptation is also the most popular strategy within the sample chosen for this study (T2 83; T3 165; T5 111). Moreover, all teachers mentioned that they normally search for materials online or in books¹⁷ and adapt those materials to fit their classrooms: “Ich nehme immer wieder Materialien von Internetforen oder was in den Büchern ist, adaptiere die aber” (T4 111. *I often take materials found online or in books and adapt them*). In the course of the interviews, the teachers were asked how they proceed in adapting materials. When comparing their answers, similarities across all interviewees could be detected. These approaches were grouped into four specific adaptation strategies depending on the focus of the adaptation:

a) Adaptation of structure and layout

An aspect that was highlighted frequently is the need to change the structure and the layout of raw material. The interviewees named different possibilities to achieve a more reader-friendly layout, for example by adding visuals or graphs (T2 73). This strategy is in line with Mehisto, Marsh and Frigols’ (2008: 227) view that visual or textual organisers may facilitate comprehension and are thus recommended as an adaptation strategy. Furthermore, two teachers (T2 69; T5 161) mentioned the strategy of reorganising the text to obtain a clearer structure and one of them also mentioned adding charts and tables to gain a better layout for improved comprehension: “Das Layout habe ich auch verändert, also irgendwie so übersichtlicher wie diese Tabelle habe ich hinzugefügt” (T5 161. *I also changed the layout so that it is clearer, I added this chart for example*).

b) Adding of tasks

In the common case that teachers find authentic materials which have not yet been remodelled for didactic purposes, the interviewees adapt such materials by adding tasks and methods to make them suitable for classroom use. The most frequently stated

¹⁷ Cf. chapter 6.3. for a detailed presentation of teachers’ resources.

possibility of adding tasks was to include guiding questions (T1 95; T3 171; T5 109). Moreover, two interviewees stated to design methods that should aid the processing of a text (T3 171, T1 91). A concrete example for such a method was given by one of these teachers, stating that he frequently adds a gap-filling task to a text: “Das mindeste wäre dann, wenn er ein bisschen vereinfacht ist, ich mache Lücken [...] die zum Einsetzen sind. Und [das] verändert einen Text methodisch komplett” (T1 91. *When it has been simplified, the least would be to add gaps which have to be filled in. And that changes a text completely in its methodology*).

c) Adaptation of content

If the material found is too complex or too simplistic in terms of its content, teachers adapt the material accordingly. As noted by one interviewee, the content is adapted depending on the needs of the classroom: If the content is too complex and too elaborate for the purpose, she reduces it by excluding some aspects. On the other hand, if the content is too simplistic for the teacher’s purpose or some important content is still missing, she supplements the text with additional information:

...dass ich zum Beispiel kürze, [...] wo ich mir denke, diese Aspekte brauche ich nicht oder vielleicht selber ergänzen
(T3 123. *...that I reduce the text for example, when I think I do not need these aspects or maybe I add aspects myself*)

In addition, one teacher mentioned that she regularly adds an Austrian component to a text or a topic. For example, when she taught Ancient Greek democracy, she found a suitable text with tasks online, but added her own tasks and text to show students the parallels to Austrian democracy (T5 161).

d) Adaptation of language

The interviewees adopt similar strategies when materials display a language level which is too challenging for students. First of all, teachers work through the text and decide whether difficult words and phrases are necessary for the historical aspect of the text. If they do not find them vital for students’ vocabulary in terms of historical knowledge, teachers said that they often substitute such words with easier synonyms (T1 89; T2 79). One teacher mentioned that she simplifies the language because she considers it more important for students to understand the content than to improve vocabulary (T5 91). However, if the vocabulary is deemed important, it remains in the text and will be explained either by giving the German translation or an English definition in brackets (T1 91; T2 97; T4 131). In addition, some teachers also remarked on their use of vocabulary boxes or glossaries that they sometimes add at the bottom of a text to ease understanding for students (T1 91;

T3 123; T5 161). The following quote summarizes the two options – excluding or explaining - for adapting the language of a text:

Ja, dass ich schwierige Wörter aus dem Text nehme, beziehungsweise in Klammer erkläre, wenn ich glaube, dass dieses Vokabel wichtig ist für den Wortschatz, dass man es weiterverwenden kann
(T2 73. *Yes, that I delete difficult words or that I explain them in brackets if I believe that the vocabulary is important for the students' vocabulary and future use*)

To conclude, the analysis gave rise to the assumption that adapting materials is a common technique in CLIL history, in particular since teachers use various non-didactic materials which normally require some alteration.

6.7. Principles in material design

In chapter 3.3. of this thesis, quality principles of CLIL materials were elucidated and consequently the question which quality principles CLIL history teachers follow themselves when designing and acquiring materials was vital for the study. Thus, in the course of the interviews, teachers were given a list (cf. appendix 9.2.) with the major principles quality materials should encompass according to CLIL researchers and were asked to comment on those which are most important to them. Additionally, teachers were encouraged to add their individual quality principles to the list if any were missing. In the following, the principles most commented on are presented.

a) Tasks and critical thinking

The principle of fostering critical thinking was uniformly seen as extremely important for history education and was thus most commented on by all teachers interviewed. Utterances such as “Also für mich ist generell im Geschichtsunterricht, egal ob CLIL oder nicht, die Förderung von kritischem Denken wichtig” (T5 125. *For me, encouraging critical thinking is generally important in history education, no matter whether it is CLIL or not*) gave rise to this assumption. In connection with critical thinking, teachers often stated the importance of tasks since they want to encourage thinking through different tasks. One teacher even stated that according to him, task design is one of the most important things in material design (T1 117.). Moreover, two teachers remarked that they try to achieve critical thinking through incorporating command verbs in their tasks (T4 139; T5 125). As has been discussed in more detail in chapter 4.2.2. of this thesis, history didactics promotes the use of command verbs to aid the development of critical thinking. They resemble the verbs presented in Anderson and Krathwohl's (2001: 31) modified version of Bloom's taxonomy

and one teacher stated that instead of translating the German command verbs, she simply uses the English verbs from Anderson and Krathwohl (T4 57). In addition, another interviewee commented on the different levels of thinking in tasks. According to Coyle, Hood and Marsh (2010: 100), tasks should range from less cognitive demanding to more cognitive demanding ones so as to foster critical thinking. Similarly, the teacher stated:

Zuerst einmal nur beschreiben, dann haben wir geschichtlichen Hintergrund, Wissen füttern und dann quasi die eigene Meinung. Diese Dreiteilung mache ich eigentlich bei fast allen Methoden, dass sie das so machen. Dass man immer tiefer gräbt

(T5 51. *First only describing, then there is historical background knowledge and then giving one's own opinion. I use this tripartite structure for almost every*

method, so as to always dig deeper)

The quote shows that the teacher arranges her tasks in accord with thinking skills, following not only Coyle, Hood and Marsh (2010: 100) but also the three categories of difficulty established in history (cf. chapter 4.2.2.) (Taubinger & Windischbauer 2011: 8). In sum, critical thinking is thought to be closely linked to tasks and teachers try to achieve critical thinking in their CLIL history lessons with the help of command verbs.

b) Intercultural dimension and authenticity

All interviewees regarded intercultural dimension and authenticity as important aspects to strive for in CLIL history and thus support Coyle, Hood and Marsh's standpoint (2010: 42) that intercultural awareness is fundamental to CLIL. One teacher even stated that CLIL only makes sense to her if it achieves to create an intercultural dimension and authenticity (T5 33, 125). Another interviewee remarked that in CLIL, the intercultural aspect is often automatically created due to the various cultural backgrounds of the sources (T2 99). Furthermore, authentic materials were said to play a facilitating role in the teaching of intercultural awareness (T2 99). The perceptions about what is authentic material in history education, however, diverged within the interview sample. Most interviewees equated authentic materials with primary sources which can be seen in utterances such as "die tatsächliche Quelle" (T2 63. *The actual primary source*) or "authentische Materialien dürften Primärquellen sein" (T4 103. *Authentic materials are most probably primary sources*). This shows that authentic was understood from a historical perspective, in which the authenticity of a material is relative to the time of creation and the event it depicts, making primary sources authentic materials (Pandel & Schneider 2011: 8). One teacher, however, took a different standpoint to the solely historical understanding of authentic. In her view, every material which is taken from either an Anglophone context or from an

international context in which the material was created in English is authentic (T5 91). Although several teachers highlighted the importance of authenticity (T4 141; T5 33), some interviewees also stated the challenge already discussed in chapters 6.3. and 6.4. that authentic materials are normally too demanding for students and that adapting such materials can be difficult (T3 45; T5 91).

Furthermore, teachers commented on the historical aspect of multiperspectivity in connection with intercultural dimension. Multiperspectivity, which means examining materials from different contexts to show that each historical text only depicts one perspective of the past and does not reflect the only single truth (Bergmann 2016: 72), is said to be achieved more easily in CLIL history than in German history lessons (T2 25; T4 33). The reason thereof is that CLIL automatically leads to the use of materials and sources from differing cultural contexts which depict different perspectives. One teacher remarked on exactly this reason when stating:

Im deutschsprachigen Raum [bekommen wir] schon alleine durch das Nachrichtenschauen [...] einen sehr einseitigen Blick auf bestimmte Themen, die sich eben wo anders zutragen [...bei] BBC bekommst du einen ganz einen anderen Blick auf bestimmte Ereignisse in der Welt
(T3 159. *In the German speaking context we get a very one-sided view on particular topics, only by watching the news [...with] BBC you get a totally different perspective on events in the world*)

Similarly, another interviewee mentioned that CLIL could be a possibility to move away from just looking at history within one's own cultural perspective and moving towards the use of materials from differing contexts that depict the same events in another light: "Da sehe ich zum Beispiel von CLIL jetzt eine gute Möglichkeit [...], dass man einfach nicht zu im eigenen Kulturraum-Saft brutzelt" (T5 41. *Here I see a good opportunity of CLIL [...] that one does not always stay within one's own cultural context*).

c) Scaffolding

Three of the interviewees were acquainted with the notion of scaffolding and commented on their use of scaffolding in CLIL history. From Mehisto's (2012: 24) proposed possibilities of scaffolding content, language or learning skills, the interviewees primarily stated to scaffold language. For example, one teacher stated that it is important to provide students with language for output activities (T5 127) and several examples of scaffolding language were given:

...sie haben eben dann Phrasen dazubekommen
(T2 127. *...they were provided with phrases*)

...zum Beispiel so Starts oder so, also wenn sie jetzt ihre Meinung sagen müssen oder so, da habe ich zum Beispiel manchmal so angefangene Sätze (T5 127. *...for example giving them beginnings of sentences when they have to express their own opinion*)

These language aids fulfil the purpose of supporting language production (Meyer 2010: 15). Moreover, as one teacher put it, scaffolding may also reduce the risk of frustration among students (T3 33). In addition to scaffolding language, one teacher made a remark on scaffolding learning skills by providing students with a scaffold when analysing a picture or a poem (T2 41, 155). No utterances were made in reference to possibilities of scaffolding content.

d) Input and Output

The principles of input and output evoked different comments among interviewees. One teacher stated that she has learnt about these two notions in a CLIL training course and that she tries to ensure that input becomes intake for students and that materials should help students to produce output (T3 143). The other interviewees, however, took a rather critical stance towards input and output. In particular, it was remarked that those notions are easily explained theoretically but that in practice, input and output is more difficult to achieve (T1 117). As one teacher stated, the longer one works as a teacher the more one realises that providing input does not mean receiving the same amount of output. On the contrary, one would often have to provide several possibilities for the intake of information to receive a minimum of output (T2 95). Moreover, another teacher added that input and output are indeed difficult to define and further elaborated on the possible meanings of output: “Denn ist Output jetzt alle Punkte zu erreichen oder ist Output, dass man kritisches Denken initiiert hat” (T4 139. *Does output mean to score all points or to successfully initiate critical thinking*). As these findings illustrate, the notions of input and output are comprehended differently among teachers.

Apart from the principles covered above, no special remarks were made on the remaining principle on the list, *The three dimensions of content*. However, two teachers stated an additional major principle independently from each other, namely to justify the topic and the materials used (T1 119; T5 155). In other words, they reported to always critically think about the reason for teaching a topic with specific materials before putting them into practice. They thus perform a reflective process during which they try to find out whether the topic and material are fit to help them reach a set learning objective: “...zuerst will ich

das warum. Was ist das Ziel in der heutigen Stunde, für die Schüler” (T1 119. ...*first I want to have the ‘why’. What is the goal of this lesson for students*).

To summarise, the interviewees mostly had uniform views on the general importance of principles in CLIL history lessons, with enabling critical thinking, the intercultural dimension and authenticity standing out the most. Scaffolding was only mentioned by three interviewees and output and input caused discussions about their difficult nature. Furthermore, the additional principle of having a reason for teaching topics with particular materials was added to the list.

6.8. Planning procedures

Since material acquisition is closely linked to lesson planning, this study was also interested in teachers’ steps when planning lessons and their use of specific frameworks such as the 4Cs Framework (cf. chapter 3.4.1.). Consequently, the interviewees were asked about those aspects and the findings thereof are presented in the following.

As the majority of the teachers interviewed does not have any experience with CLIL courses and is not familiar with the theory underlying CLIL (cf. chapter 6.9.), it is not surprising that none of them had heard about the 4Cs Framework before. In addition, none of the teachers interviewed uses a particular framework when designing materials or lessons but rather follows his/her intuition. As one interviewee put it, “Nein, das ist so das eigene Gespür, was man hat, wo man denkt, das würde ich in Deutsch so machen und das mache ich in Englisch auch so” (T3 157. *No, that is one’s own intuition that one has and where one thinks I would do it like this in German and thus I also do it like this in English*).

However, there are similarities in the steps teachers follow when planning lessons. Two teachers emphasised that their first move in lesson planning is to think about the reasons for teaching a particular topic (T1; T5). In other words, they decide on the desired output of the lessons and on the knowledge and skills students should obtain through the lessons: “Der erste und ganz fette und ganz große [Punkt] ist der, warum mache ich es [...] worauf sollen Schüler aufmerksam gemacht werden” (T1 133. *The first and really important point is why do I teach it [...] which things should be drawn to the attention of students*). The next step, which is the first step in lesson planning for the other three teachers, is to look for materials, either in one’s own already established material bank or online (T1 133). As already discussed in chapter 6.4., Google is often the starting point in the search for materials since it provides teachers with a variety of websites and resources (T3 195). In

addition to Google, two teachers (T2 89; T4 149) stated to visit teacher forums and portals to examine already existing lesson plans and materials in order to seek inspiration: “Ich schaue sie mir insofern immer zuerst an [...], wie haben die das gemacht, was kann man da davon brauchen“ (T2 89. *I first have a look at them [...], to get an idea of what one can do and what I can use myself*). After having found suitable materials, teachers remarked the importance of designing appropriate tasks and methods for the lessons, which is presented in more detail in chapter 6.7. Moreover, the interviewees said to usually design tasks and methods themselves due to the scarcity of material with accompanying tasks: “Die Methodik überlegt man sich dann selber, wie kann man mit so einem Text umgehen” (T3 113. *One then chooses the methodology and thinks about the usage of the text found*).

6.9. CLIL teacher education and training

As the present study is also interested in teachers’ experiences with CLIL trainings and in particular in the role materials and material design play in such trainings, the interviewees were encouraged to elaborate on their personal experience with these CLIL trainings. The results show that three teachers have not yet participated in a CLIL specific training programme, one teacher took a course in Vienna and one teacher stated to have participated in several CLIL training courses in Austria and abroad:

Nein, gar nicht. Das war eigentlich learning by doing
(T2 13. *No, none. It was more learning by doing*)

Ich habe einmal eine [Fortbildung] besucht in Wien [...] da sind wir zumindest vom Methodischen her glaube ich ganz gut geschult worden
(T3 27-29. *I once participated in a [course] in Vienna [...] I believe that we received a good training in terms of methodology*)

...bereits zwei Aufenthalte in England [...] und das sind rein auf CLIL beziehungsweise auch Methodik ausgerichtete Programme gewesen, waren fantastisch
(T4 9. *...two stays in England [...] and those were programmes which were solely focused on CLIL and its methodology, those courses were fantastic*)

When looking at the quotes, one can see that teachers have made different experiences in connection with CLIL trainings. However, the fact that three out of five teachers have not participated in any CLIL course at all, with two of them practising CLIL over fifteen years, led to the assumption that such training courses are either rare occasions or that they are not well enough promoted if courses exist. The utterances of the interviewees support these views since they also criticise that no CLIL trainings are advertised: “SH: Hat es im Laufe von den fünfzehn Jahren einmal Angebote gegeben in Weiterbildungen für CLIL? T1: Ja,

also nein” (T1 16-17. *SH: Have there been offers for CLIL trainings in the past fifteen years? T1: Not really, no*). Furthermore, one teacher who started to teach CLIL only two years ago, criticised the lack of appropriate CLIL teacher trainings and stated that she has searched actively for such courses but without any success so far. In particular, she said that when she found CLIL related training offers, they were either targeted at lower grade education, different school types or different subjects (T5 19). Contrary to these statements, one teacher spoke about regular offers for CLIL trainings with at least one CLIL specific programme each year: “...[da wir] in jeder Klasse ein Fach haben, das wir in CLIL anbieten [...] gibt es immer Angebote, wenigsten einen Kurs” (T4 9. ...*[since we] have one subject in each class that is taught in CLIL [...] training offers always exist, at least one course*). These opposing statements lead to the assumption that some training courses already exist in Austria but that they are underpromoted and that room for improvement is given. The statements of the majority of teachers definitely support Morton’s assumption (2013: 117) that most teachers do not yet receive sufficient training for CLIL.

Furthermore, those two teachers who participated in training programmes were also asked about the role CLIL materials and history materials played in those courses. Although both stated that there were some materials or links to materials offered (T3 31; T4 11), there was no real focus on material development or material acquisition. Additionally, one interviewee remarked that she has never been satisfied with the materials provided in these courses (T3 31).

6.10. Desires for the future

At the end of each interview, the participants were asked about their desires in respect to CLIL history materials for the future, and through the analysis of the data main desires expressed could be detected.

A frequently expressed wish was the provision of a specifically produced CLIL history textbook for Austrian history education. Three interviewees explicitly mentioned their desire for such a textbook which could be based on popular history textbooks in German in Austria:

Ich würde mir wünschen, ein Schulbuch
(T5 167. *I would like to have a textbook*)

Das wäre es. Also Geschichtsbuch für unseren Lehrplan bilingualen Unterricht
von einem österreichischen Verlag

(T1 142. *That would be great. A history textbook that fits our curriculum for bilingual education produced by an Austrian publisher*)

Wünschenswert überhaupt, wenn ich sage ich hätte jetzt eine, vielleicht nicht eine Übersetzung aber schon sehr in Anlehnung an die deutschsprachigen Schulbücher etwas, dass man selber nicht so viel Material immer zuschießen muss

(T2 167. *I would like to have a textbook based on the German textbooks so that I do not need to produce so many materials myself*)

As the quotes show, teachers desire a textbook that is tailored to the Austrian curricula and that provides them with didactic materials. As a result, they would not need to produce as many materials themselves which would again facilitate material acquisition. In addition to the wish for a CLIL textbook, one teacher stated that she would welcome a partial implementation of CLIL into German textbooks. She specified that German textbooks could incorporate English primary sources instead of a translated text so as to foster authenticity and integrate CLIL partially into German history lessons (T3 189).

Another major desire for CLIL materials is the establishment of a well organised online database for CLIL history materials. As one interviewee stated, with the variety of materials found online, something for each topic will exist but it would be desirable to have relevant materials collected in one database: “Ich würde mir wünschen, also dass es irgendwie so gesammelt ist [...] es gibt sicher zu allem irgendetwas, aber dass es irgendwie, wenn das was ist, das man irgendwie pushen möchte, dann muss es irgendwie ein bisschen Hand und Fuß bekommen” (T5 167. *I would like to have a collection of materials [...] I know that something exists for every topic, but if it is something that one wants to promote, then it should be better organised*). In particular, the interviewees desire a database with materials tailored to the Austrian curricula and displaying an appropriate language level. As one teacher put it, an online database with materials grouped according to topics and language levels would be marvellous:

So eine Ansammlung von Materialien und wo man, was mir sehr hilfreich wäre, wirklich, dass ich wüsste, okay, da gibt es Materialien, die sind für Siebzehnjährige vom Sprachniveau her [...] Das wäre ein Hammer.

(T3 187. *A collection of materials and what would be really helpful for me is to know that for example those materials are suitable for seventeen-year-olds in regard to the language level [...] That would be amazing.*)

As can be seen, teachers would welcome a website with collected materials to choose from (T3 187). These desires link in with Marsh’s (2002: 202) idea of establishing national material banks for CLIL teachers, which he already introduced in 2002. Nonetheless, the

interviews give rise to the assumption that such a national material bank has not yet been established in Austria.

In connection with the provision of textbooks and websites, those teachers who also teach Austrian topics in English further advocated the development of ready-made materials in this respect. Since national history is only treated in one's own country, English didactic material about Austrian topics such as Maria Theresia or the First Republic is practically non-existent. The interviewees stated to create most of the materials for these topics themselves and would desire more support in terms of Austrian history (T2 167)¹⁸.

As has already been briefly discussed in chapter 6.9., the majority of the teachers is not content with current teacher training programmes in Austria and would desire more and improved courses on CLIL history. One teacher specifically raised the wish for more CLIL history teacher training with a particular focus on material development (T5 167). Moreover, a provision of concrete templates for history lessons would be desired to ease material acquisition further (T5 167).

Only one interviewee stated to have no desires in terms of CLIL materials since she is of the opinion that one can find enough materials online (T4 179-181). This is the same teacher who has practised CLIL history for the longest period of time and has participated in CLIL teacher trainings the most.

To conclude, the interviewees expressed similar desires to Wildhage (2007: 111) who on the one hand advocates the production of specific CLIL textbooks and on the other hand takes a stand for ongoing development in the sphere of CLIL history materials in order to achieve a complete database with materials for each grade and each historical topic to ease the task for CLIL history teachers.

¹⁸ Cf. chapter 6.3. for a more detailed discussion on the case of Austrian history materials.

7. Discussion of results and conclusion

The aims of this study were the provision of information on the status quo of CLIL history materials in Austria and on teachers' strategies and desires in terms of material acquisition. In particular, the focus lay on possible ways of acquiring materials and challenges thereof as well as on satisfaction with the current situation of CLIL history materials in Austria and desires for future improvements. In order to achieve these goals, expert interviews with CLIL history teachers were conducted which yielded the findings presented in chapter 6. This concluding chapter serves as a discussion of the study's major findings in relation to the research questions (cf. chapter 5.1.) as well as its limitations before ending with implications for practice and future research possibilities in the field of CLIL materials.

CLIL history materials acquisition

The present study investigated how CLIL history teachers proceed in finding materials and which history materials they use predominantly. During the analysis of the interviews, it became apparent that there are parallels between interviewees' resources in material acquisition and those stated in CLIL literature. As Martín Del Pozo and Rascón Estébanez (2015: 128) propounded, teachers can employ native speaker textbooks, L1 subject textbooks, or specifically produced CLIL textbooks. The interviewees concurred with this perception to some extent since several stated making use of native speaker textbooks as well as German textbooks. There is a disagreement, however, on the alleged possibility of using specifically produced CLIL textbooks since all interviewees remarked that they do not have such a textbook at hand. Thus, the interview data suggests a lack of ready-made CLIL materials in Austria, which is in line with Kelly's observation (2014) that most CLIL contexts are still characterized by the absence of CLIL textbooks. In addition to textbooks, the internet with its abundance of websites has become a popular tool for material acquisition in the past few years (Reuter 2015: 63) and the interview data has provided evidence that CLIL history teachers use the internet as a major resource, in particular due to its provision of manifold English history materials.

However, the interviewees remarked that the internet only rarely provides ready-made materials for CLIL history, which results in the necessity of producing and adapting materials themselves. These statements are in line with the options proposed in CLIL literature of either producing materials from scratch, employing or adapting authentic

materials (Moore & Lorenzo 2007: 28). Nonetheless, two vital divergences between the literature and the study could be detected. First, the interviewees commented that the proposed second option, using undiluted authentic materials, is not a real option in practice since most authentic materials found online are either linguistically or cognitively too complex for students and always have to be adapted to be suitable for classroom use. Second, the participants of the study stated that the notions of creation and adaptation are difficult to separate in terms of material design, questioning the clear-cut division of those two notions in literature. Especially when asked about the percentage of materials they create from scratch and of materials they adapt, teachers noted that the boundaries between creation and adaptation are fluid. It seems that in practice it is difficult to determine the proportions of self-created and adapted materials since almost no material is completely created from scratch. Frequently, an external source serves as inspiration or is combined with other materials found or written by the teachers themselves. Thus, it would be advisable to think of those notions not as separate entities but as processes on one spectrum with creating on the one end and adapting on the other.

In terms of material types, it could be concluded that CLIL history teachers attempt an equal balance between the different kinds of materials but that the use of visual and audiovisual materials is often prevalent in CLIL classrooms (cf. chapter 6.2.). One reason thereof is surely that visual impressions stick longer in the mind than spoken or written information (Gies 2004: 239), thus facilitating learning. However, another possible reason that arose from the interviews is that various English materials found online are of a visual or audiovisual type and the treatment of historical topics with the help of these materials is preferred over difficult written sources. The fact that the interviewees reported using fewer written primary sources in CLIL history reinforces this hypothesis.

Creating and adapting materials

Since creation and adaptation were said to be the major possibilities of material acquisition for CLIL classrooms (Morton 2013: 125-126), it was considered important to investigate the amount and type of materials CLIL history teachers need to design from scratch and the characteristics their self-designed materials display. Moreover, with regard to adaptation, the study aimed at detecting common strategies teachers employ when adapting materials. It was already discussed above that the boundaries between creation and adaptation may sometimes be blurred and thus no reliable findings could be made about

the percentage of materials teachers create themselves and adapt. Nonetheless, the interviewees were able to provide vital information about the other research questions.

The interview data gave rise to the assumption that teachers frequently create worksheets, summaries and PowerPoint presentations themselves (cf. chapter 6.5.). Regarding common strategies teachers follow when designing materials, the findings show that material creation is a highly individualised procedure in which each teacher includes different aspects. However, some common characteristics emerged during data analysis, those being a clear and visually appealing layout, a short but concise text, diverse tasks encouraging critical thinking, the provision of additional links to deepen the learner's knowledge and the importance of an appropriate language level and vocabulary work (cf. chapter 6.5.). Literature mentions most of these characteristics also as aspects that increase reader-friendliness (Mehisto, Marsh & Frigols 2008: 227, Palatella & Palatella 2016: 4).

The results regarding adaptation strategies display similarities to the proposed strategies in literature, in particular to the strategies investigated by Moore and Lorenzo (2007)¹⁹. The interview data provides evidence that CLIL history teachers tend to follow the strategies of simplification and discursification (Moore & Lorenzo 2007: 31-33). The interviewees stated that they frequently simplify language and vocabulary of a text so as to reduce linguistic complexity and ease understanding for students. The strategy of discursification is adopted by teachers since they try to facilitate comprehension of a text through 'easification devices' such as re-structuring the layout and adding visuals or glossaries as well as engaging students in the text through different tasks (cf. chapter 6.6.). Interestingly, the third approach proposed by Moore and Lorenzo (2007), elaboration, was not reported in the interviews. Instead, an additional strategy arose from this study: adaptation of content. The interviewees frequently adapt texts in terms of content, making them cognitively more or less demanding to meet classroom needs.

Quality principles and procedures in lesson planning

In CLIL literature, various researchers have attended to quality principles CLIL materials should encompass (cf. chapter 3.3.) and the interviews were intended to unveil which of those quality principles are actually deployed by teachers. Moreover, CLIL research (cf. Coyle 2007, Coyle, Hood & Marsh 2010, Meyer 2010) highlights the importance of frameworks for lesson planning such as the 4Cs Framework or the CLIL pyramid (cf.

¹⁹ Cf. chapter 3.2. for a detailed presentation of the strategies.

chapter 3.4.). Hence another focus of the interviews was on lesson planning and teachers' acquaintance with CLIL frameworks.

The findings demonstrate that teachers could identify most with the principles of critical thinking, task design, intercultural dimension, and authenticity (cf. chapter 6.7.). Critical thinking and task design were seen as linked principles since teachers try to encourage critical thinking through different tasks. The interviewees shared Hallet's (2013: 204-205) and Ball, Kelly and Clegg's opinion (2015: 176) that a text always needs to be accompanied by meaningful tasks which foster cognitive skills. Relating to the notion of critical thinking, several teachers referred to the use of command verbs to create tasks that foster LOTS and HOTS. Those command verbs, which resemble the verbs and stages of Bloom's revised taxonomy (cf. chapter 3.3.3.), are featured in the history curricula in Austria and are said to aid the production of specific thinking skills (Pickner & Ammerer 2012: 12). In addition, all interviewees remarked on the particular role intercultural awareness plays in CLIL history, which coincides with Meyer's perception (2010: 20) that it is vital for CLIL to add looking at topics from different cultural angles. In this respect, the interviewees also mentioned the historical aspect of multiperspectivity which was said to be easier achievable through CLIL materials as compared to German materials due to the different contexts of origins they stem from. Especially the work with authentic materials was perceived to facilitate multiperspectivity and intercultural awareness. However, most interviewees had a different understanding of authentic than discussed in chapter 3.3.5, following the historical definition of authenticity which equates authentic materials with primary sources (cf. chapter 4.3. and 6.7.). The important principle of the three dimensions of context has not been covered by any interviewee, some not even knowing the meaning of this principle. This showed that the interviewees were not familiar with the useful framework developed by Ball, Kelly and Clegg (2015: 181. cf. chapter 3.3.7.), suggesting that teachers lack theoretical knowledge about CLIL. This claim is further elaborated on in the following.

In terms of frameworks, a clear tendency could be seen: The interviewees stated to neither use a particular framework in lesson planning nor did they know about the 4Cs Framework which implies that teachers' theoretical knowledge about CLIL is not fully developed. This is further substantiated by the results revealed about CLIL teacher trainings. As three of the interviewees have never participated in a CLIL training course and only one teacher stated to have attended more than one, it is not surprising that they are not acquainted with CLIL frameworks (cf. chapter 6.9.). Moreover, the study supports Morton's claim (2013: 117)

that up to now, teachers do not receive sufficient training and further revealed that those trainings already available do not focus enough on CLIL material development. Despite this lack of trainings and theoretical knowledge about CLIL, parallels could be found in teachers' accounts of lesson planning and Meyer's CLIL pyramid (cf. chapter 3.4.2. and 6.8.).

Challenges in material acquisition

Material acquisition always bears challenges and requires effort. However, the situation is complicated in CLIL classrooms due to the lack of ready-made materials teachers could use. Thus, the present study focused on investigating and depicting major challenges CLIL history teachers face in terms of material acquisition in order to draw conclusions about what can be done to reduce those challenges. The most prominent challenge found in the data was the high expenditure of time in material acquisition for CLIL history, especially in connection to finding, selecting, creating and adapting materials. The interviewees remarked on several occasions on the time-consuming procedure of finding and selecting materials as well as on the tiring effort needed in material creation and adaptation. The findings thus substantiate the conclusions drawn by Gierlinger, Hainschink and Spann (2007) and Morton (2013: 125) that teachers' major concern about materials is the high expenditure of time needed for preparation and material acquisition. It has to be mentioned though that depending on the experience with CLIL history the opinions on which stage of the material acquisition was most time-consuming differed. While the less experienced teacher stated to invest most time in finding materials at all, more experienced CLIL teachers opposed this view by saying that with time and experience, they have a large variety of resources to choose from but that selecting takes up most of the time. In terms of creation and adaptation, however, the interviewees agree that both require a lot of time (cf. chapter 6.3.).

Apart from being time-consuming, creation and adaptation in particular carry another challenge, namely that of finding an adequate language level. Similar to Heimes (2013: 350), the interviewed teachers commented that resources are often linguistically too complex for non-native students and consequently need adaptation. However, finding the right level of language was said to be an extremely difficult endeavour. Interestingly, the interviewees came to the same conclusion in this respect, despite their own language background. In other words, teachers whose second subject is English as well as teachers

with other second subjects confirmed that finding the right language level for students is extremely difficult and demands great effort.

In addition to these challenges also found in the literature, two teachers remarked on the particular challenge of finding CLIL materials for Austrian history topics, which has not found much attention in literature yet. Only Morton (2013: 133) touches on this problem when stating that native speaker textbooks are tailored to the producing countries' curricula and thus neglect content which would be relevant for the CLIL country. This implies that English materials for nation-specific Austrian topics - like Maria Theresia or the First Republic – do not exist and exactly this concern was uttered by the two interviewees who also teach Austrian topics in English. They are faced with the challenge of searching for non-didactic English materials which are, in many cases, non-existent, forcing them to create materials from scratch. A possible solution to this challenge was proposed by the other interviewees: Since CLIL can also include teaching some lessons in German, the problem of Austrian history topics in CLIL could be eased by simply teaching these topics in German, using the German textbook at disposal. Worth mentioning is that one interviewee even stated that CLIL seems artificial to her when teaching Austrian topics and found it more sensible to use German in these instances.

Satisfaction with and future desires for CLIL history materials

As the discussion has shown so far, CLIL history teachers are faced with various challenges in material acquisition and their satisfaction with the status quo of material provision for CLIL history was shown to be rather low. In contrast to Morton's study conducted among European CLIL teachers (2013: 124) in which he claims that a rise in the use of specially written CLIL textbooks is occurring, the interviewees negated the use of any such textbooks. Moreover, all but one stated that they do not know of any CLIL history textbook for the Austrian context. One teacher mentioned to have recently come across a promising textbook by Veritas (*History*) but stated that it was badly promoted since she had to search for quite some time to discover it. Additionally, the few CLIL-specific booklets available were considered unsatisfying since they focus on lower secondary school and only cover a limited number of topics for history education (cf. chapter 6.1.). Consequently, material acquisition was said to be a difficult endeavour (cf. chapter 6.3.) since almost no ready-made materials are provided for immediate use and teachers have to search for adequate materials themselves. It is not surprising, then, that the interviewees' wished for a better provision of materials when asked about their future desires. In particular, the major desires

were the availability of a CLIL specific textbook tailored to the Austrian curricula and an orderly website that sorts materials by topics and language levels. Apart from ready-made materials, the interviews revealed that teachers also wish for more CLIL history training courses with a focus on material development and support for finding materials (cf. chapter 6.10.).

Limitations and implications

Although the present study has provided valuable insights into the little researched field of material acquisition in CLIL history in Austria, it also displays several limitations that need to be considered. First, due to the constraints of a diploma thesis, the sample of interviewees chosen was rather small, which means that the results and their interpretations mainly apply to the sample and are not directly generalisable. This issue inherent to qualitative studies needs to be kept in mind when reading the thesis and the results must not be interpreted as applying to all members of the focus group (Dörnyei 2007: 41). Although the similarities of the teachers' interviews show tendencies that can be carefully applied to the group of CLIL history teachers, more generalisable results could be found when using the same interview guideline with larger samples in the future.

Another limitation is that the analysis of the interviews has been conducted by one researcher only, which implies that the research outcome is ultimately the product of the researcher's subjective interpretation of the data, entailing the risk that the results are influenced by the researcher's personal biases and idiosyncrasies (Dörnyei 2007: 38, 41). Due to the scope of this study, no second coder went over the analysed data which would have ensured inter-coder reliability. However, intra-coder reliability was ensured by re-coding text passages without looking at the coding done before so as to minimise the threat of unreliability and maximise stability of the results (Mayring 2014: 111).

Furthermore, qualitative studies normally compare their results to the results of other studies in the same field. However, due to the specific nature of the phenomenon of CLIL history material acquisition in Austria, no comparative studies have been conducted to my knowledge. This means that comparisons can only be made to empirical studies which focus on CLIL materials in general but do not give indication of the situation for CLIL history teachers in particular (cf. Gierlinger, Hainschink & Spann 2007, Morton 2013). To balance some of these limitations, further research is needed. As already mentioned above, conducting more interviews with a larger and even more varied sample would increase

generalisability on a larger focus group. Moreover, a second researcher and coder could ensure stability and reliability in future studies.

Despite the limitations of the study, the findings obtained contribute to the research field of CLIL materials and yield valuable information on the status quo of CLIL history materials in Austria, representing a first attempt to close the existing research gap. Although the sample size was rather small, significant implications for practice and future research possibilities can be drawn from this study. First, a better provision of ready-made materials for CLIL history has to be targeted and the above stated desires form possible solutions to the dilemma of material acquisition in CLIL history. A CLIL specific textbook tailored to the Austrian curriculum would provide relief in various ways: It would not only lead to less time-consuming material acquisition for teachers but could also ease the challenge of finding materials with an appropriate language level. However, as long as CLIL is not institutionalised across the Austrian school system, publishers will be slow to produce such textbooks since those textbooks are not yet profitable from a financial viewpoint (Ball, Kelly & Clegg 2015: 174). Thus, ample support from researchers and practitioners is needed to encourage the production of a CLIL history specific textbook for Austrian schools.

In addition, the results of the study substantiated the proposition made in CLIL research fifteen years ago: the establishment of a national material bank for CLIL (Marsh 2002: 202). As one interviewee commented, materials do exist but they are scattered across the internet and a comprehensive collection would decrease the workload for CLIL teachers considerably. These desires expressed by practising CLIL history teachers together with the possibilities of such shared material websites highlighted by researchers (Ball, Kelly & Clegg 2015, Montijano Cabrera 2012, Morton 2013) show the need for a CLIL history material bank for Austrian teachers. Consequently, the creation of a website which features materials sorted by topics and grade or language level should be a priority. Once established, such an online material bank has to be promoted and CLIL history teachers have to be notified about its existence and encouraged to share their own materials in exchange for a multitude of materials from other Austrian teachers.

The last implication drawn from the study is the need for an enhanced provision of CLIL teacher training courses in Austria with a more detailed treatment of material provision and development. Major CLIL authors such as Ball, Kelly and Clegg (2015) and Mehisto, Marsh and Frigols (2008) have repeatedly advocated the importance of providing specific

CLIL training programmes for teachers and have called upon national education systems to do so. However, as the findings of the study imply, the system of CLIL teacher training has not received much attention in Austria so far, let alone the aspect of CLIL materials therein. Therefore, education policy ought to concentrate more on promoting training programmes that already exist and on providing additional offers, for example a course on CLIL history and its materials in upper secondary schools. Through such offers, teachers would not only get acquainted with the general theory underlying CLIL but would also profit from learning about frameworks for material development which would base material production more on established principles and methodologies (Montijano Cabrera 2012: 139). Moreover, these programmes could provide teachers with information on where to find suitable materials for CLIL history lessons. Additionally, training courses could lead to new acquaintances among CLIL practitioners, making Austrian CLIL history teachers better connected.

To conclude, the study aimed at depicting the status quo of CLIL history materials and the concerns of CLIL history teachers as well as directing attention to the importance of supporting those teachers in material acquisition. The study has shown that CLIL history teachers in Austria are faced with various challenges in terms of material acquisition and that teachers need to be supported with more ready-made materials and a better CLIL training so as to reduce their workload. To end with Montijano Cabrera's quote (2012: 136-137) already highlighted at the beginning of the thesis, materials determine to a great extent the success of a lesson and this thesis serves to substantiate that securing the provision of quality materials is a matter that requires urgent attention from research and practice.

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9. Appendix

9.1. Interview guideline

ExperInneninterview über Materialien(beschaffung) im CLIL Geschichtsunterricht

Datum:

Uhrzeit:

Dauer:

InterviewpartnerIn:

Schule:

Einstieg und persönliche Informationen:

1. Erzählen Sie mir bitte ein wenig über Ihre Berufslaufbahn und Ihre bisherige Erfahrung mit CLIL.
2. Wie lange unterrichten Sie bereits Geschichte auf Englisch?
3. Unterrichten Sie CLIL Geschichte in der Oberstufe oder in der Unterstufe?
4. Wie ist die Aufteilung zwischen Deutsch und Englisch?
5. Arbeiten Sie mit einem native speaker zusammen?
 - a. Wenn ja, welche Rolle spielt dieser bei der Planung und Materialentwicklung?
6. Haben Sie während Ihrer Studienzeit eine Ausbildung für CLIL gemacht oder besuchen Sie berufsbegleitend irgendwelche Weiterbildungen in diesem Bereich?

Geschichtlicher Fokus:

1. Welche Geschichtsmaterialien benutzen Sie am meisten?
 - a. Schriftlich, visuell, audio-visuell, grafisch, gegenständlich?
2. Wie und wie oft bauen Sie Quellen oder historiographische Texte in Ihren Unterricht ein?
 - a. Welche Gründe sehen Sie dafür und dagegen?
3. Gibt es Typen von Geschichtsmaterialien, die Sie gar nicht benutzen? Warum?
4. Welche Geschichtsmaterialien für CLIL Geschichte sind am schwierigsten zu beschaffen?
5. Was verstehen Sie unter Multiperspektivität und wie erreichen sie diese in Ihrem Unterricht?
 - a. Könnten Sie mir dazu ein konkretes Beispiel geben?

- b. Hat Multiperspektivität für Sie auch etwas mit Kultur und Wahrnehmung von verschiedenen Kulturen zu tun? Warum (nicht)?
- 6. Welchen Lehrplan benutzen Sie für CLIL Geschichte?
 - a. Unter den Kompetenzen ist die Methodenkompetenz am engsten mit Materialien verbunden. Was verstehen Sie unter Methodenkompetenz und wie fördern Sie diese in Ihrem Unterricht?
 - b. Arbeiten Sie bereits mit Basiskonzepten?
 - i. Wenn ja, welche Auswirkungen haben die Basiskonzepte auf Ihre Jahresplanung oder Herangehensweise bei der Themenfindung?
 - c. Benutzen Sie für CLIL Geschichte Aufgaben die Operatoren aus dem Lehrplan? Oder benutzen Sie andere (englische) Operatoren?

Materialienbeschaffung:

- 7. Wie zufrieden sind Sie mit dem aktuellen Materialienbestand für CLIL Geschichte in Österreich?
- 8. Wie gelangen Sie zu Ihren Materialien?
 - a. Welche Ressourcen verwenden Sie und welche Vorteile sehen Sie in den jeweiligen Ressourcen (Internet, Schulbücher, Magazine,...)?
 - i. Benutzen Sie ein speziell angefertigtes CLIL Geschichtsbuch? Wenn ja, wie gefällt es Ihnen?
 - ii. Verwenden Sie auch native-speaker Geschichtsbücher? Warum? Warum nicht?
 - iii. Verwenden Sie deutschsprachige Geschichtsbücher und wenn ja, wie oft?
 - iv. Wie stehen Sie zu dem Gebrauch von authentischen Materialien und was ist Ihre persönliche Auffassung von authentisch?
 - b. Wie viele Materialien erstellen Sie selbst?
 - i. Wie gehen Sie dabei vor, welche Schritte wenden Sie an?
 - ii. Welche Charakteristika haben Ihre selbst erstellten Materialien? Auf welche Aspekte legen Sie besonders wert?
 - c. Wie viele Materialien müssen Sie adaptieren?
 - i. Wie gehen Sie beim Adaptieren vor, auf was achten Sie besonders?
 - ii. Der vorliegende Text soll für eine 5. AHS Klasse adaptiert werden. Was würden Sie ändern?
 - d. Wenn Sie in Prozenten angeben müssten, woher Sie ihre Materialien bekommen, wie viel Prozent würden dabei auf selbsterstellte, adaptierte und bereits fertig anwendbare Materialien fallen?
- 9. Was sind für Sie besondere Herausforderungen oder Hauptprobleme beim
 - a. Finden
 - b. Auswählen
 - c. Erstellen
 - d. Adaptieren
 von Materialien für CLIL Geschichte?

Prinzipien der Materialienbeschaffung:

10. Was sind Ihre Hauptprinzipien bei der Materialerstellung?
11. Auf der Liste sehen Sie mehrere Prinzipien für qualitative CLIL Materialien von verschiedenen Autoren. Welche finden Sie besonders relevant und welche wenden Sie selbst an?

Unterrichtsplanung mithilfe von Modellen/Frameworks:

12. Verwenden Sie ein Rahmenmodell bei der Materialerstellung?
 - a. Kennen Sie den 4Cs-Framework?
13. Wie gehen Sie bei der Planung einer CLIL-Unit zu einem Thema vor?
 - a. Stellen Sie sich vor, Sie sollen eine Unit über den Nahen Osten und den Syrienkonflikt planen. Was sind Ihre einzelnen Schritte in der Planungsphase?
14. Sie haben eigens erstellte oder adaptierte Materialien mitgebracht. Könnten Sie mir diese zeigen und erklären? Was haben Sie selbst erstellt oder adaptiert, auf was haben Sie besonderen Wert gelegt?
15. Was würden Sie sich im Hinblick auf CLIL Geschichte Materialien für die Zukunft wünschen?
16. Gibt es etwas wonach ich noch nicht gefragt habe, das Sie aber gerne noch erwähnen möchten?

9.2. Supplementary interview material

The First Industrial Revolution

In the period 1760 to 1830 the Industrial Revolution was largely confined to Britain. Aware of their head start, the British forbade the export of machinery, skilled workers, and manufacturing techniques. The British monopoly could not last forever, especially since some Britons saw profitable industrial opportunities abroad, while continental European businessmen sought to lure British know-how to their countries. Two Englishmen, William and John Cockerill, brought the Industrial Revolution to Belgium by developing machine shops at Liège (c. 1807), and Belgium became the first country in continental Europe to be transformed economically. Like its British progenitor, the Belgian Industrial Revolution centred in iron, coal, and textiles.

Source: <https://www.britannica.com/event/Industrial-Revolution>

Prinzipien für qualitative CLIL Materialien

- Input und Output
- Wichtigkeit der Aufgabenstellung
- Förderung von kritischem Denken
- Scaffolding / Unterstützung
- Authentizität
- Interkulturelle Dimension
- 3 Dimensionen des Lernens: Konzepte, Vorgangsweise, Sprache
- (The reason for teaching a topic)

9.3. List of resources

Websites

Youtube

Crash course on history:

- Funny short videos about different historical topics
- <https://www.youtube.com/user/crashcourse>

History teachers:

- Music videos with lyrics that describe historical events
- <https://www.youtube.com/channel/UCAiABuhVSMZJMqyv4Ur5XqA>

Ted-Ed

- Articles, videos, sources,...
- Creative approach
- <https://ed.ted.com/>

Austrian government sites

- Also available in English
- <https://www.help.gv.at/Portal.Node/hlpd/public/en>

Museum websites

Austrian museums:

- English as language available to choose
- <http://www.wienmuseum.at/en.html>
- https://www.museumnoe.at/en?set_language=en

British museum:

- <http://www.britishmuseum.org/>

National archives education

- British website with activities and information on historical events
- Especially with British context
- Nationalarchives.gov.uk/education

CNN website

- Nice and short videos
- <http://edition.cnn.com/>

BBC websites

BBC History:

- Special focus on WW I and II, British History and famous personalities
- <http://www.bbc.co.uk/history>

BBC History for kids:

- Easy English
- <http://www.bbc.co.uk/history/forkids/>

BBC GCSE:

- Summaries of mainly British history topics but also 20th century world topics
- Glossaries with important vocabulary
- Texts to self-check knowledge
- <https://www.bbc.com/education/subjects/zj26n39>

Spartacus educational website

- Website by a former history teacher with texts on various topics
- <http://spartacus-educational.com/>

History teacher website

- Website created by an American history teacher
- Focus on American topics but also other topics
- Links to other websites
- <http://www.historyteacher.net/>

Mr. Donn's site for kids and teachers

- Website with links to other websites or lesson plans
- <http://www.mrdonn.org/index.html>

School history website

- Nice ideas and methods
- Often only little adaptation necessary
- Some materials are only for premium accounts
- <https://schoolhistory.co.uk/>

Homeschooling websites

Primary homework:

- Questions with answers
- Links to other websites
- <http://www.primaryhomeworkhelp.co.uk/history/index.html>

Ducksters education site:

- Topic summaries and quizzes
- <http://www.ducksters.com/history/>

History on the net

- Good summaries
- Also podcasts
- Links to other websites with primary sources
- <https://www.historyonthenet.com/>

Sparknotes

- Good summaries
- Study questions and quizzes
- <http://www.sparknotes.com/history/>

Maps of War

- Website with maps depicting important historical events
- <http://www.mapsofwar.com/>

Big History

- Website with turning points of history
- Account has to be created (free)
- <https://school.bighistoryproject.com/bhplive>

History website

- Articles and videos about different topics
- <http://www.history.com/topics/>

Khan Academy website

- American website
- Texts and quizzes
- Videos with short summaries as well
- Account can be created for free
- <https://www.khanacademy.org/>

Power Point Palooza

- Website with power points about various topics
- <http://www.pptpalooza.net/>

Learning apps

- Different apps and games
- Also in English
- <http://learningapps.org/index.php?overview&s=&category=0&tool>
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Edugroup Portal

- Portal for Austrian teachers (choose history and then there is a lot of material in German and a little bit for CLIL)
- <https://www.edugroup.at/praxis/portale/geschichte/>

Segu Lernplattform

- Website with open learning methods BUT in German
- Information and games
- <https://segu-geschichte.de/>

Native-speaker textbooks

GCSE Modern World History, Combined Edition

- Cambridge
- Good language level
- Great sources and tasks
- Grey, Paul; Little, Rosemarie; McAleavy, Tony. 2001. *Modern World History. Combined edition*. n.p.: Cambridge University Press. ISBN: 9780521003841.

AQA History A level textbooks

- Numerous textbooks sorted in historical topics
- Good visual sources
- Different perspective on topics
- E.g.:
 - o Fortune, Ailsa. 2015. *Industrialisation and the people: Britain. c1783-1885*. Oxford: Oxford University Press. ISBN-13: 978-0-1983-5453-6.
 - o Waller, Sally. 2016. *France in Revolution. 1774-1815*. Oxford: Oxford University Press. ISBN-13: 978-0-1983-5473-4.
 - o More books with different topics:
<http://www.aqa.org.uk/subjects/history/as-and-a-level-history-textbooks>

The Americans

- American High School textbook
- Very detailed (about 1000 pages)
- Good and varied methods
- A unit normally encompasses a narration of contemporary witnesses, primary sources, secondary sources, tasks and in the end an assignment has to be done
- All units online free to download
- Links to History videos and appealing layout

- Danzer, Gerald A.; Klor de Alva, J. Jorge; Krieger, Larry S.; Wilson, Louis E.; Woloch, Nancy. 2012. *The Americans*. Orlando: Houghton Mifflin Harcourt Publishing Company. ISBN: 978-0-547-49115-8.

GCSE History. The Revision Guide

- With questions about topics
- Focused on British curricula and on British tests
- Gregson, Heather; Reed, Katherine; Robinson Sabrina (eds.). 2013. *GCSE History. Modern World History. The Revision Guide*. n.p.: Coordination Group Publications Ltd. ISBN-13: 978-1847622822.

CLIL-specific booklets

Invitation to History Vol.1

- Cornelsen Verlag
- Booklet with specific topics
- American Revolution to First World War
- Primarily for lower secondary
- Weeke, Annegret. 2006. *Invitation to History. Volume 1*. n.p.: Cornelsen. ISBN: 978-3-06-064263-2.
- Volume 2 also available (ISBN 978-3-06-032225-1)

Module booklets from Cornelsen

- Short booklets on one topic each (e.g.: The Interwar Years, The First World War, National Socialism, etc.)
- Not too much detail and not really for upper secondary
- Weeke, Annegret. *The American Revolution. A New Beginning*. n.p.: Cornelsen. ISBN: 978-3-464-31042-7.
- Weeke, Annegret. 2007. *The First World War. 1914-1918*. ISBN: 978-3-464-31066-3.
- Weeke, Annegret. 2007. *Europe in the Age of Imperialism*. n.p.: Cornelsen. ISBN: 978-3-464-31044-1.
- Flach, Ulrike; Lehmacher, Silke. 2010. *The Interwar Years. 1918-1933*. n.p.: Cornelsen. ISBN: 978-3-06-031302-0.
- Tauke, Oliver; Weeke, Annegret. 2011. *National Socialism. 1933-1945*. n.p.: Cornelsen. ISBN: 978-3-06-031301-3.
- Weeke, Annegret. 2007. *19th Century Britain. A Showcase Nation?*. n.p.: Cornelsen. ISBN: 978-3-464-31043-4.

History

- Oxford University Press, operated through Veritas Verlag
- Table of contents and some pages available for download
- Ocaña, Carlos Juan; Campos, María Jesús. *History*. n.p.: Oxford University Press. ISBN: 978-0-19-913528-8.

Books and CDs

Usborne internet linked encyclopaedia of world history

- Nice vocabulary for intermediate English and nice pictures
- No tasks, not edited for school
- Quite expensive and thus not useful as textbook
- Bingham, Jane; Chandler, Fiona; Taplin, Sam. 2013. *Usborne Encyclopaedia of World History*. n.p.: Usborne Publishing Ltd. ISBN-13: 978-1409562511.

Encyclopaedia

Microsoft Encarta Multimedia Encyclopaedia:

- CD with encyclopaedia

Britannica encyclopaedia:

- Also some material online
- <https://www.britannica.com/>

Democracies and Dictatorships (OCR)

- High language level
- Good for teachers as base
- Nice pictures and sources
- Todd, Allan. 2001. *Democracies and Dictatorships*. n.p.: Cambridge University Press. ISBN: 9780521777971.

Lexica

Timelines of World History:

- Teeple, John B. 2002. *Timelines of World History*. London [a.o.]: Dorling Kindersley. ISBN: 978-0-7566-1703-5.

The Dorling Kindersley History of World:

- Plantagenet, Somerset Fry. 1998. *The Dorling Kindersley History of the World*. London [a.o.]: Dorling Kindersley. ISBN-13: 978-0751357684.

World History, the Easy Way (Volume 1 and 2)

- Good for background knowledge
- Frazee, Charles A. 1997. *World History. The Easy Way. Volume 1*. New York: Barron's Educational Series. ISBN-13: 978-0812097658.
- Frazee, Charles A. 1997. *World History. The Easy Way. Volume 2*. New York: Barron's Educational Series. ISBN-13: 978-0812097665.

Collins Atlas of 20th century history

- Topics are presented with the help of maps and graphs
- Interesting and up-to-date topics (e.g. terrorism)
- Overy, Richard. 2006. *Collins Atlas of 20th Century History*. n.p.: Collins. ISBN-13: 978-0060890728.

Abstract

Globalisation and the resulting interconnectedness of multilingual societies has given language competence more relevance than ever, causing education policies to strive for higher foreign language levels in education. CLIL (*Content and Language Integrated Learning*) is considered a teaching approach that can help achieve these goals and policies have been keen to promote its implementation all over Europe in the past decades. Despite these efforts, however, the provision of quality CLIL materials has not received the necessary attention, resulting in a lack of suitable materials for CLIL teachers. This shortage of ready-made CLIL materials is accompanied by limited research on material acquisition, particularly in the Austrian context. As history is one of the most prominent CLIL subjects in Austria, more research is needed. In order to bridge this gap, the present study provides information on the status quo of CLIL history materials and teachers' material acquisition in Austria.

The study presented in this thesis encompasses interviews with five CLIL history teachers from Austrian grammar schools (AHS) and commercial schools (HAK). The interviews yielded information on teachers' possibilities of material acquisition and its principles and challenges. In addition, the interviews shed light on teachers' satisfaction with the present material situation in CLIL history and their desires for the future. In line with other studies on CLIL, the findings of this study have shown consistent dissatisfaction with the provision of ready-made CLIL history materials. Consequently, teachers have to acquire materials themselves by either adapting resources found online or in books or creating materials themselves. Furthermore, the interviewees stated similar strategies in adaptation and material design and highlighted the importance of critical thinking, task design, the intercultural dimension and authenticity in their material development. Major challenges in material acquisition were found to be the time-consuming procedure, finding an appropriate language level for students and acquiring materials for Austrian history topics.

The desires interviewees expressed mirror the implications that can be drawn from this study. CLIL history textbooks tailored to the Austrian curricula and a national online material bank could ease the arduous task of acquiring suitable materials. Furthermore, CLIL teacher trainings need to be better promoted and need to focus more on material acquisition and development.

Zusammenfassung

Globalisierung und die damit einhergehende Vernetzung von Gesellschaften macht die Förderung von Sprachkompetenzen unerlässlich. Die Bildungspolitik versucht daher stets, den Ausbau von Sprachkenntnissen zu forcieren. CLIL ist eine Unterrichtsmethode, die genau dieses Ziel erreicht, und deren Einführung in Europa deshalb in den letzten Jahrzehnten stark gefördert wird. Wenig Aufmerksamkeit wurde jedoch seit Einführung der Unterrichtsmethode auf die Bereitstellung von qualitativen Unterrichtsmaterialien gelegt, was zu einem beträchtlichen Materialienmangel geführt hat. Dieses Fehlen von fertig anwendbaren CLIL Materialien geht besonders in Österreich mit begrenzter Forschung zu Materialienbeschaffung in CLIL einher. Da Geschichte eines der häufigsten CLIL Fächer in österreichischen Schulen ist, müssen vor allem mehr Studien über CLIL Geschichtsmaterialien durchgeführt werden. Die vorliegende Arbeit gibt deshalb über den Status Quo von CLIL Geschichtsmaterialien und die Materialienbeschaffung durch LehrerInnen in Österreich Aufschluss.

Die vorliegende Studie zeigt fünf Interviews mit CLIL Geschichte LehrerInnen an österreichischen Gymnasien (AHS) und Handelsakademien (HAK). Als Ergebnis dieser Diplomarbeit können Möglichkeiten der Materialienbeschaffung sowie Prinzipien und Herausforderungen dabei festgehalten werden. Die Studie beschäftigt sich ebenfalls mit der Zufriedenheit der LehrerInnen mit dem aktuellen Materialienbestand und deren Wünsche für die Zukunft. Die Ergebnisse zeigen eine weitgehende Unzufriedenheit mit den verfügbaren Materialien und eine Tendenz, Materialien zu adaptieren oder selbst zu erstellen. Feststellen lassen sich auch ähnliche Adaptionstrategien und Charakteristika bei der Erstellung von Materialien als auch das Ausweisen ähnlicher Qualitätsprinzipien wie kritisches Denken, Aufgabenstellung, interkulturelle Dimension und Authentizität in Zusammenhang mit Materialentwicklung. Der enorme Zeitaufwand, das Finden des richtigen Sprachniveaus und die Beschaffung von österreichischen Geschichtsthemen bilden die am häufigsten genannten Herausforderungen bei der Materialbeschaffung.

Die Anliegen der LehrerInnen spiegeln gleichzeitig die Schlussfolgerungen der Arbeit wider: Die Materialienbeschaffung kann durch ein speziell für CLIL Geschichte angefertigtes Schulbuch sowie durch eine online Sammelbank erleichtert werden. Des Weiteren müssen Fortbildungen für CLIL mehr gefördert und ein größerer Fokus auf Materialienbeschaffung und -entwicklung gelegt werden.